Improving Retention: Assessment Data and Reporting that Supports Enrollment Management

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The presentation will follow this format:

- **Part 1:** Discuss the role that institutional research can play in retention and how they can support Enrollment Management offices.

- **Part 2:** Using MAP-Works in our Enrollment Management office to support one-on-one interactions between faculty/staff and the students they serve.

- **Part 3:** Examples of aggregate data focused on retention issues, report formats, and tips for reporting locations

- **Part 4:** Open discussion and questions.
Institutional Research and Enrollment Management

Amanda Yale
In their discussion of enrollment management, Rick Kroc and Gary Hanson provide an overview of student recruitment, including the educational pipeline, enrollment projections, and financial aid; student flow, including academic preparation, the curriculum, academic and student support programs, graduation and retention rates, and issues beyond graduation, and support for enrollment management; including organizational structures, necessary IR technical and analytical skills, data sources, and communicating results of enrollment management studies. They conclude with a consideration of the future of enrollment management.
Primer for Institutional Research
Edited by William E. Knight
Chapter 5 - Enrollment Management
Authors: Richard J. Kroc and Gary Hanson

Student Recruitment
The Educational Pipeline
Understanding Student Choice
Yield Rates
Enrollment Projections
Financial Aid
Understanding the Issues and Data
Student Flow
Academic Preparation
Selecting Students
Placing Students
Other Academic Assets
The Curriculum
Types of Studies
Campus Climate
Academic and Student Support Programs
Graduation and Retention Rates

Formative or Process Evaluation
Summative or Outcome Evaluation
Descriptive Data
Multivariate Analyses
Qualitative Methods
Peer Data
Beyond Graduation
Supporting Enrollment Management
Organizing for Enrollment Management
Organizational Structures
Technical and Analytic Skills
Factual Knowledge
Methodological Skills
Data Sources
Peer Data and Performance Indicators
Organizing Data
Communicating Results
Institutional Research and Enrollment Management

• An institution’s office of institutional research plays a key role in strategically managing enrollment.
  – The more enrollment management professionals know about the characteristics, attitudes, and values of prospective students, the better able they are to design effective recruitment and retention programs.
  – Persistence studies conducted by institutional researchers can inform strategies to enhance the success of first-year students.
  – Institutional research professionals can examine the impact of various forms of student financial assistance and scholarships on matriculation decisions and the academic success.
  – Institutional research professionals can inform enrollment management professionals on geo-demographic data, academic program enrollment factors, course planning factors, faculty productivity, etc.

Read more: [Enrollment Management in Higher Education - Defining Enrollment Management, Key Offices and Tasks in Enrollment Management, Organizational Models](http://education.stateuniversity.com/pages/1959/Enrollment-Management-in-Higher-Education.html#ixzz0oZcjQ5Ug)
Hossler modified his 1986 definition of enrollment management in 1991, stating that “it is an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence on their enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes.” (Hossler 1991)

“Enrollment management is the coordinated effort of a college or university to influence the size and characteristics of the institution’s student body... enrollment is “managed” through a variety of strategies including admissions, pricing, financial aid, and advising. Well designed and well executed institutional research is the key to successful enrollment management.” --Craig Clagett
Institutionalize the use of data and evidence and data-driven decision making

Promoting the importance and use of institutional research

*What gets measured, gets valued*
What is MAP-Works?
Paradigm Shift

• What would happen if...
  – ALL faculty/staff were responsible for student success?
  – You knew that student was struggling with issues that could be resolved

Could you do something about it before it was too late?
MAP-Works Outcomes

- **Retention:** Minimize percentage of capable students who leave your campus due to issues that could have been addressed.

- **Student Success:** Identify discrepancies between student expectations and the academic and social behaviors necessary to succeed.

**Improved Retention and Student Success**

Motivates, informs and coordinates faculty/staff

Early intervention with at-risk students

Focuses students on college success behaviors
Connect Students to Faculty/Staff

- Multicultural Affairs Staff
- Athletics & Coaches
- Seminar Instructors
- Advisors
- Residence Hall Staff
Quickly Find Students At-Risk

Identify, Coordinate, Contact, Record

Drill down into Jessica’s report
View In-Depth Information on a Student

Jessica has a red MAP-Works Risk Indicator and she self-reports that she intends to leave after this term.
Identify Potential Reasons for Struggle

Jessica is a strong student academically – not a student who would be identified as “at-risk” by most schools’ models.

Jessica is struggling with social transition issues!

Jessica should also be referred to the Financial Aid office.
Behaviors Impact Performance

CORE ACADEMIC BEHAVIORS

Turn by Turn Directions
Jessica's Core Academic Behaviors

1) Attends class
   Potential Issues?

2) Pays attention in class
   Potential Issues?

3) Takes good notes in class
   Potential Issues?

Traveler's Status:
Likelihood of good GPA

Potential Issues?

Travelers' Advisory

Travelers' Tips

Next Stop: Advanced Academic Behaviors...
Slippery Rock University and MAP-Works

Amanda Yale
Slippery Rock University

- Public institution - PASSHE
- Enrollment - 8,548
- First Year – 1550
  - 50% first generation (MAP-Works)
  - 85% receive financial aid
  - 81% first to second year retention

Map-Works
Two Years of Data
- About 90% completed survey each year
- About 70% completed check-up survey
- About 50% completed end of year check-up survey
In Fall 2008, Slippery Rock University committed to participation with MAP-Works to identify first year students who are in need of greater support in achieving their academic and personal goals (FOE Project Recommendation).

Two years of data and evidence on our freshman and one year on transfers

Our goal was focused on assisting faculty and staff in working with our first year students early in their initial semester on campus to address related to their college transition.

“Stop doing” SAPA – Student Attendance Performance Adjustment – In place since early 1990’s.

Information in MAP-Works is viewed as useful and valuable in creating strategic interventions with our students.
Coordination and Participation

• Administrative Coordination & Training
  – Office of Retention Services

• Primary Participating Partners
  – Office of Retention Services
  – FYRST Seminar Faculty
  – Residence Life Staff

• Outreach Partners
  – Office of Intercultural Programs
  – Tutorial Center
  – Office of Student Leadership
  – Honors Program
  – Athletics
How SRU Used MAP-Works Information

• Administered via FYRST Seminar
• Identified students at risk of a poor transition experience (either socially or academically)
  – Challenges with studying/time management
  – Experiencing transition issues like making friends, adjusting to the academic work load, or adjusting to living in a residence hall
  – Who desire to be involved in student activities or leadership opportunities
• Linked students easily to campus resources
• Facilitated communication with other faculty/staff directly connected to this student to coordinate efforts
• Updated information on individual students throughout the academic year via Check-Up Surveys (Mid-term and Second Semester)
• Learn about characteristics of first year students
Sample of Interventions: What did we learn?

• Retention Services:
  – Non-respondents
  – Specific questions with individual students (ex. transfer out)
  – Red zone on specific questions with individual student related to need for resources
  – Class Attendance

• Tutoring Center:
  – Specific courses in which students were struggling
  – Communications with students who are struggling

• Residence Life
  – Community Assistants intervened with students at-risk (red and yellow zone) – homesickness, roommates, and living environment

• FYRST Seminar Faculty
  – Encouraged completion of survey via FYRST Seminar
  – Used in course presentations
  – Intervened where appropriate with individual students

• Athletics
  – Coaches intervened with students
Using the Assessment Findings

Q074. Advanced Academic Behaviors - To what degree are you the kind of person who participates in class?
- Not at all: 30.1%, 64.7%, 97.1%
- Somewhat: 55.3%, 65.0%, 98.9%
- Often: 37.4%, 51.9%, 69.8%
- Always: 12.5%, 24.1%, 30.4%

Q075. Advanced Academic Behaviors - To what degree are you the kind of person who meets with the instructor during office hours?
- Not at all: 56.8%, 48.9%, 41.8%
- Somewhat: 41.6%, 51.9%, 68.9%
- Often: 36.3%, 48.3%, 11.3%
- Always: 9.4%, 7.9%, 2.7%

Q076. Advanced Academic Behaviors - To what degree are you the kind of person who communicates with the instructor outside of office hours?
- Not at all: 45.8%, 51.9%, 69.8%
- Somewhat: 51.7%, 48.3%, 11.3%
- Often: 36.8%, 48.3%, 11.3%
- Always: 9.4%, 7.9%, 2.7%

Q077. Advanced Academic Behaviors - To what degree are you the kind of person who studies in a place where you can avoid distractions?
- Not at all: 44.9%, 48.9%, 41.8%
- Somewhat: 48.9%, 51.9%, 68.9%
- Often: 37.4%, 51.9%, 69.8%
- Always: 12.5%, 24.1%, 30.4%

Q078. Advanced Academic Behaviors - To what degree are you the kind of person who studies on a regular schedule?
- Not at all: 44.9%, 48.9%, 41.8%
- Somewhat: 48.9%, 51.9%, 68.9%
- Often: 37.4%, 51.9%, 69.8%
- Always: 12.5%, 24.1%, 30.4%

Q079. Advanced Academic Behaviors - To what degree are you the kind of person who studies in blocks of time greater than one hour?
- Not at all: 44.9%, 48.9%, 41.8%
- Somewhat: 48.9%, 51.9%, 68.9%
- Often: 37.4%, 51.9%, 69.8%
- Always: 12.5%, 24.1%, 30.4%

Q080. Advanced Academic Behaviors - To what degree are you the kind of person who studies during your most productive hours each day?
- Not at all: 44.9%, 48.9%, 41.8%
- Somewhat: 48.9%, 51.9%, 68.9%
- Often: 37.4%, 51.9%, 69.8%
- Always: 12.5%, 24.1%, 30.4%
Lower entering h.s. grades
Perceived greatest challenge in transition
First Generation
First choice of institution
Transfer intention
Number of courses / struggling
Time on social networking
Living on-off campus
Class attendance
Lower overall grade expectations
Undecided on a major
What would we do differently in the future?

• Pilot with transfer students
• Provide more training on specific intervention examples for community assistants
• Involve FYRST Seminar peer leaders more actively with student interventions
• Include a pilot group of faculty advisors via academic departments
• Additional segmented groups – Exploratory students
• Possible interest in sophomore level
Created a Web Site on First Year Student Assessments
http://fyrst.sru.edu/FYE_Assessment/

First Year Experience - (FYE) Surveys & Assessments

Understanding the Needs of First-Year Students

- 54% apply to three or more colleges
- 40% live within 50 miles of SRU
- 60% plan to

MAP-Works

MAP-Works is an assessment system designed to enhance a student's ability to make a successful transition to college. MAP-Works enables student success by providing customized, relevant information to students and by alerting faculty/staff so that they can initiate proactive intervention to reduce a student's risk of failure and to help students get the most out of their college experience.

- Summary Presentation
- Mapworks Summary Report
- Map-Works Training
- MAP-Works for Peer Leaders

More Information:

amanda.yale@sru.edu

Some reports on this site are SRU

Learn About FYI

FYI Survey institutional satisfaction ratings were significantly higher for Slippery Rock University students on ALL questions which comprise this factor as compared to each of the comparison groups (Select 6, Carnegie Class, All Institutions). The statements of satisfaction with the university include the following statements:

- Student would recommend this University to a friend;
- Student wants to return to this University for next term;
- Student's college experience was a positive experience;
- Student's college experience was a high-quality learning experience; and
- Comparing expense with the quality of education: Value of the investment made in the education at Slippery Rock University.

Top 6 reasons for selecting SRU

- Very good academic reputation - 60%
- College's graduates get good jobs - 52%
- Cost of attending this college - 48%
- A visit to campus - 45%
- Size of SRU - 41%
- Good reputation for social activities - 36%

Academic expectations are at an all-time high

- 63.1% - plan to continue their education
Cost for SRU - $25,000

If SRU retains 23.1 more students

Tuition and fees $160,177.71

Retention first to second semester
2007- 91.7%; 2008-93.4%; 2009-94.2%

Retention first to second year
2007-79%; 2008-81%; 2009- 82%-83%
### Slippery Rock University
#### 2008 First-Time Degree Seekers

<table>
<thead>
<tr>
<th></th>
<th>Fall to Spring Persistence</th>
<th>Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without</td>
<td>2007 to 2008</td>
<td>91.7%</td>
</tr>
<tr>
<td>With</td>
<td>2008 to 2009</td>
<td>93.4%</td>
</tr>
</tbody>
</table>

**1 Term Improvement:** 1.7%

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That’s an additional $160,000 per semester for those 23 students!

*Research conducted by Slippery Rock University*
Focus on Aggregate Data and Retention

Rebecca Pierce
Discussion / Questions

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