



---

# UMKC Student Success & Retention

An overview of retention research  
and recommendations for next steps at UMKC

# Robbins et al. (2004) Meta-analysis

*(Review of 109 studies)*

- Strongest predictors of student academic performance (cumulative GPA)
  - Academic goals
  - Academic self-efficacy (i.e., confidence or belief in one's abilities in different academic areas)
  - Academic-related skills (e.g., study skills, time management skills, leadership skills, problem solving ability & coping strategies)
- Strongest predictors of persistence (retention)
  - Academic self-efficacy
  - Motivation to achieve success



# Factors predicting student retention

## *Credentials*

High School core courses taken, HS Core GPA, HS rank, academic rigor of high school, HS study habits, AP/IB courses, ACT scores

## *Connection*

Campus engagement, contact with faculty outside classroom, residence status, financial support, family support, expectations of self/university, making friends, parents' education attainment, cultural experiences, small classes, access to student programs and services, campus employment

## *Commitment*

Early application, UMKC first choice, work load outside class, perceived value of degree, major/change of major, percent of attempted hours completed, student expectations of performance, motivation, understanding of expectations, UMKC gateway course(s) success, continuous enrollment, full-time enrollment



UNIVERSITY OF MISSOURI-KANSAS CITY



# Retention at UMKC: Findings and Recommendations

- Summary of initiatives
  - Center for Academic Development Programs
  - First Year Experience
  - University-Wide Undergraduate Retention Committee
  - Data Review
  - Pathway Implementation
  - Financial Aid
  - DARWIN
  - Classroom Utilization
  - AU Retention Plans
  - Major Maps

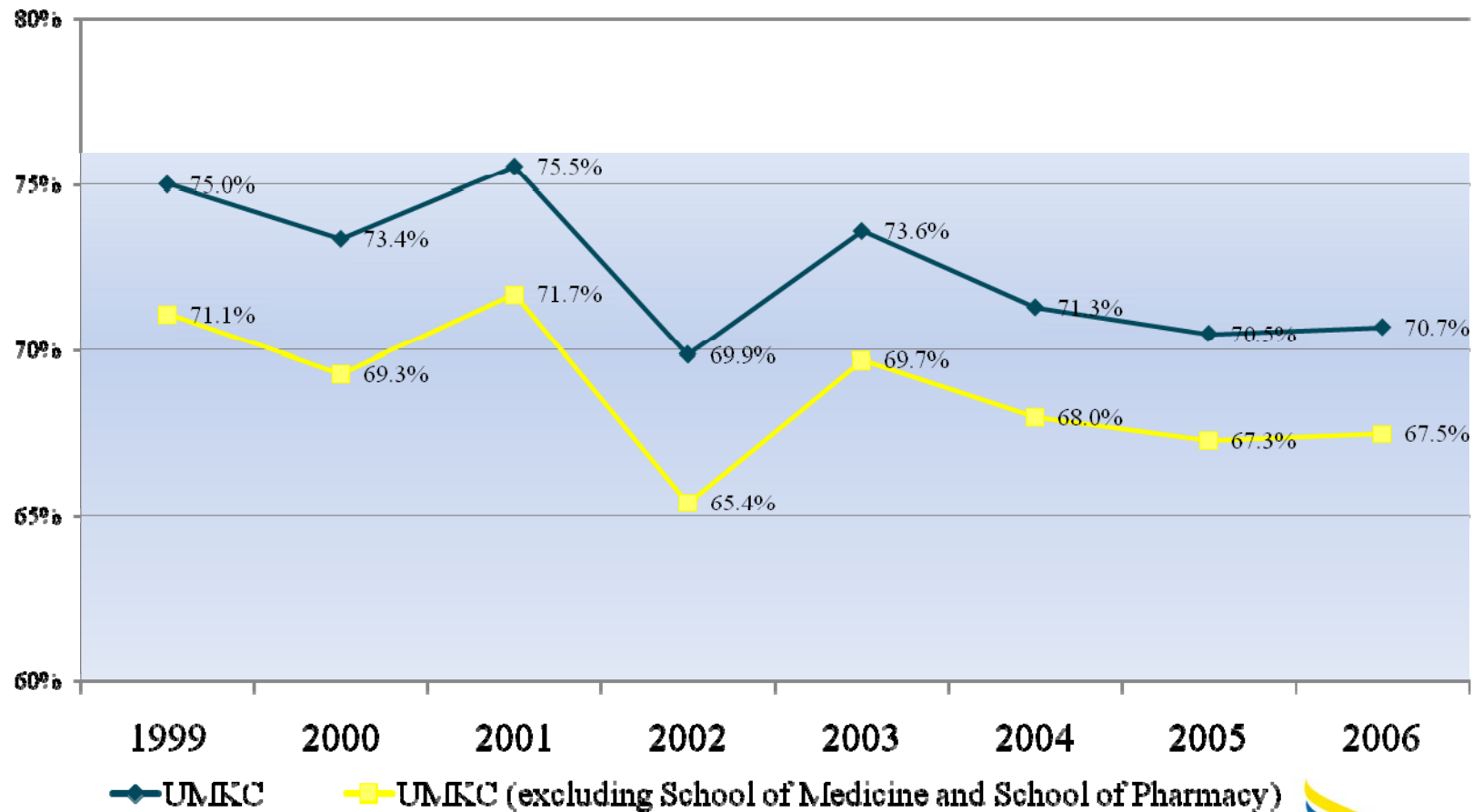


# Goals

- Attain a first-to-second year retention rate of at least 80% (increase from 71%)
- Attain a six-year graduation rate of 50.1% (increase from 45.1%)
- Increase student success and satisfaction as measured by the National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI)



# Freshman-to-Sophomore Retention Rates at UMKC



## Overall Retention and Graduation Rates at UMKC

Ethnic	Cohort	Head	%Cont	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont
Origin	Fall	Count	to Yr 2	to Yr 3	in 4 Yrs	to Yr 5	in 5 Yrs	to Yr 6	in 6 Yrs	to Yr 7
All	2000	688	73%	60%	18%	37%	30%	24%	45%	7%
	2001	736	76%	61%	14%	37%	28%	22%	43%	8%
	2002	750	70%	59%	17%	36%	28%	24%		
	2003	758	74%	62%	14%	36%				
	2004	903	71%	60%						
	2005	1008	71%	56%						
	2006	929	71%							
	2007	916								



UNIVERSITY OF MISSOURI-KANSAS CITY

## Retention and Graduation of Minority Students

Selective/Public Institutions	1st Year Retention Rate		4 Year Grad Rate		5 Year Grad Rate		6 Year Grad Rate	
		UMKC		UMKC		UMKC		UMKC
Native Americans	66%	50%	14%	0%	27%	0%	33%	0%
African Americans	77%	65%	21%	8%	40%	22%	45%	27%
Hispanic Americans	77%	75%	21%	4%	41%	32%	49%	16%
Asian Americans	84%	51%	26%	10%	48%	25%	58%	61%
Caucasians	78%	71%	31%	17%	51%	30%	57%	42%
Non-Resident Alien	80%	79%	31%	82%	47%	82%	53%	82%
All Average	78%	71%	29%	14%	49%	28%	55%	43%

Source: Consortium for Student Retention Data Exchange,  
1997-2003 cohorts at 65 selective public institutions



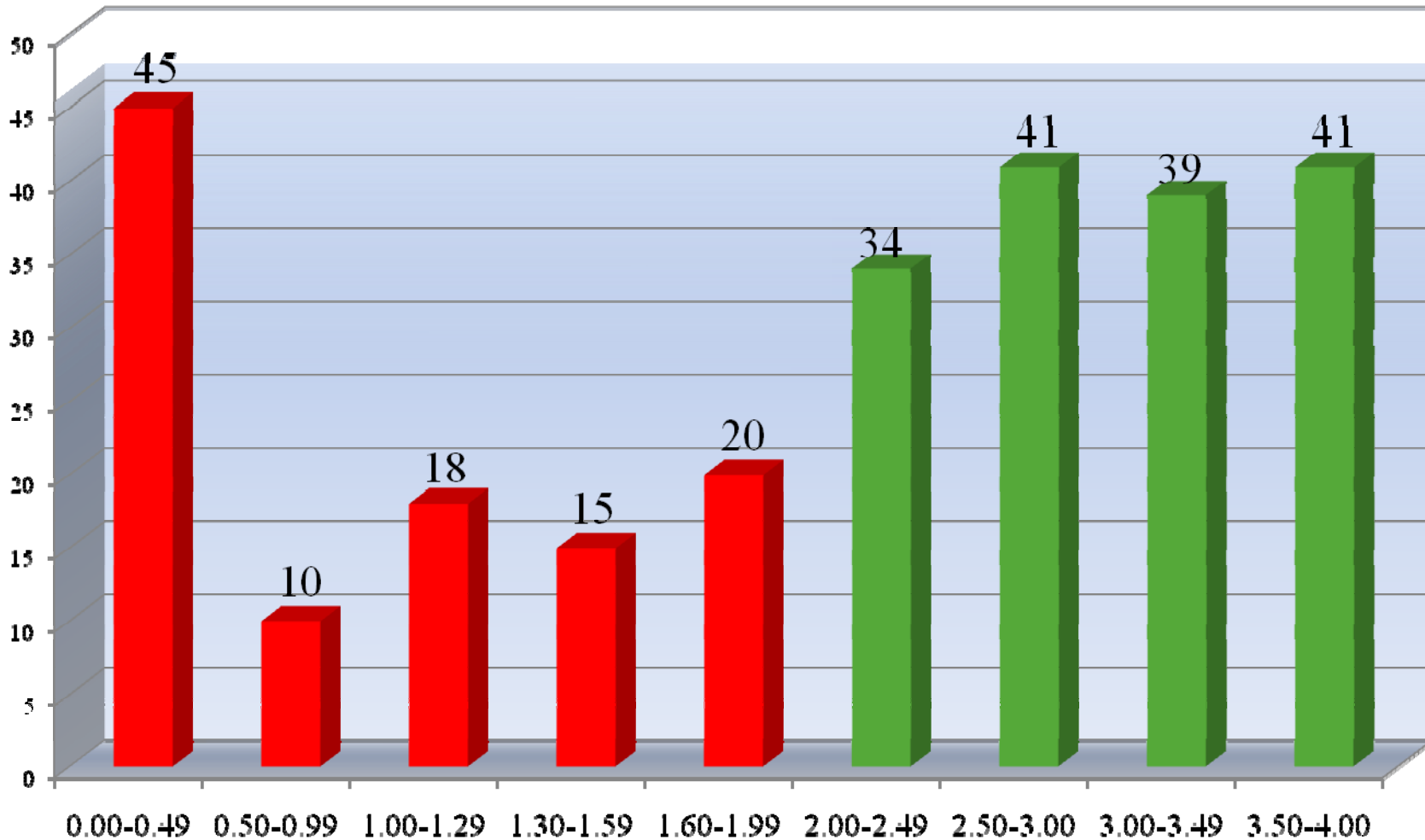
## 2009 USA Today Rankings Retention Benchmarks (UMKC average freshman retention rate – 72%)

- Relevant Peers
  - George Mason (85%)
  - Univ of Alabama-Birmingham (76%)
  - Univ of Louisville (77%)
  - Univ of South Florida (81%)
  - Virginia Commonwealth (81%)
- Aspirational Peers
  - SUNY-Buffalo (87%)
  - Univ of Pittsburg (90%)
  - Temple (85%)
  - Univ of Illinois-Chicago (78%)
  - University of Cincinnati (80%)



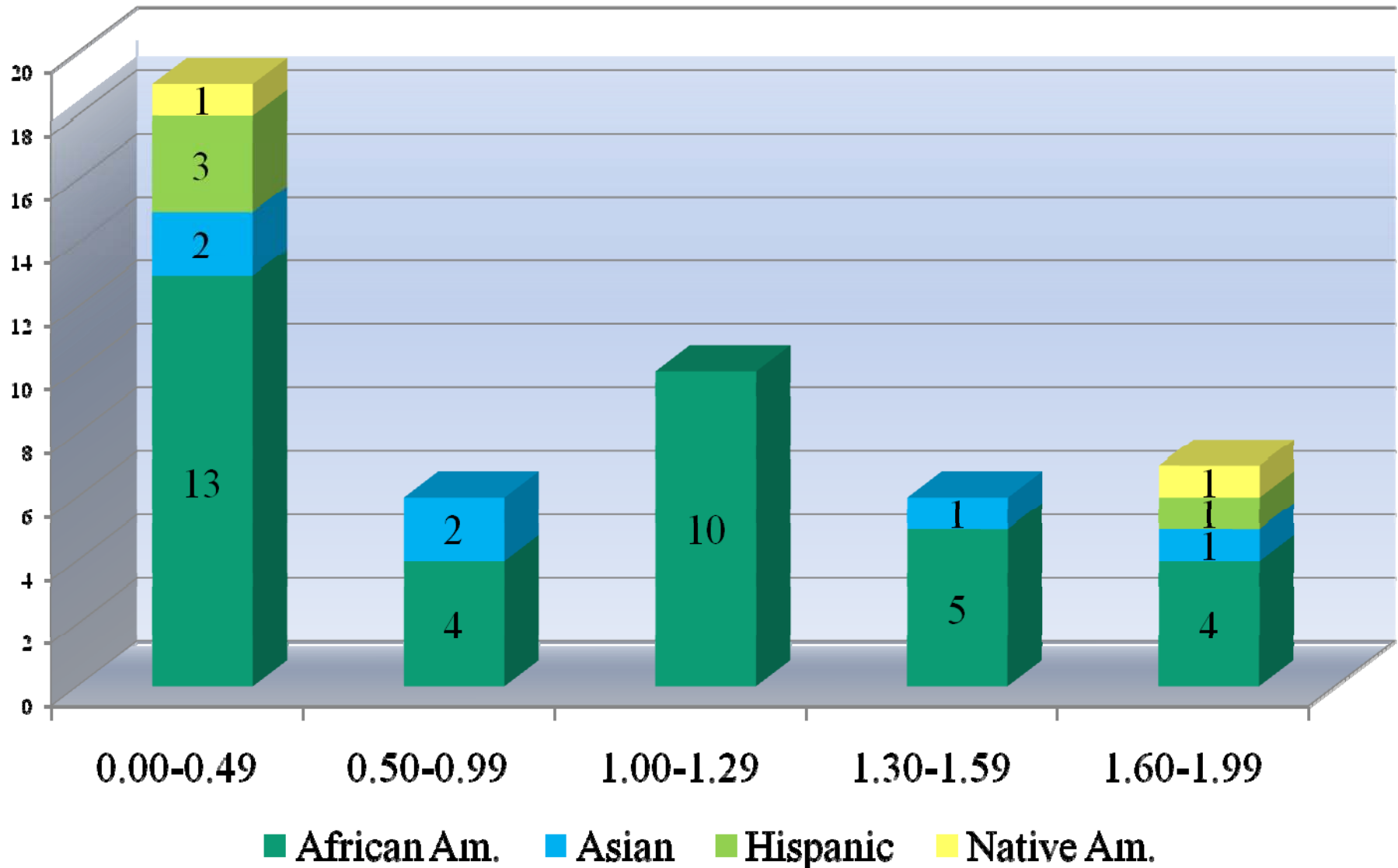
UNIVERSITY OF MISSOURI-KANSAS CITY

# Number of first-time, full-time freshmen who did not return to UMKC in Fall 2007 (n = 263)

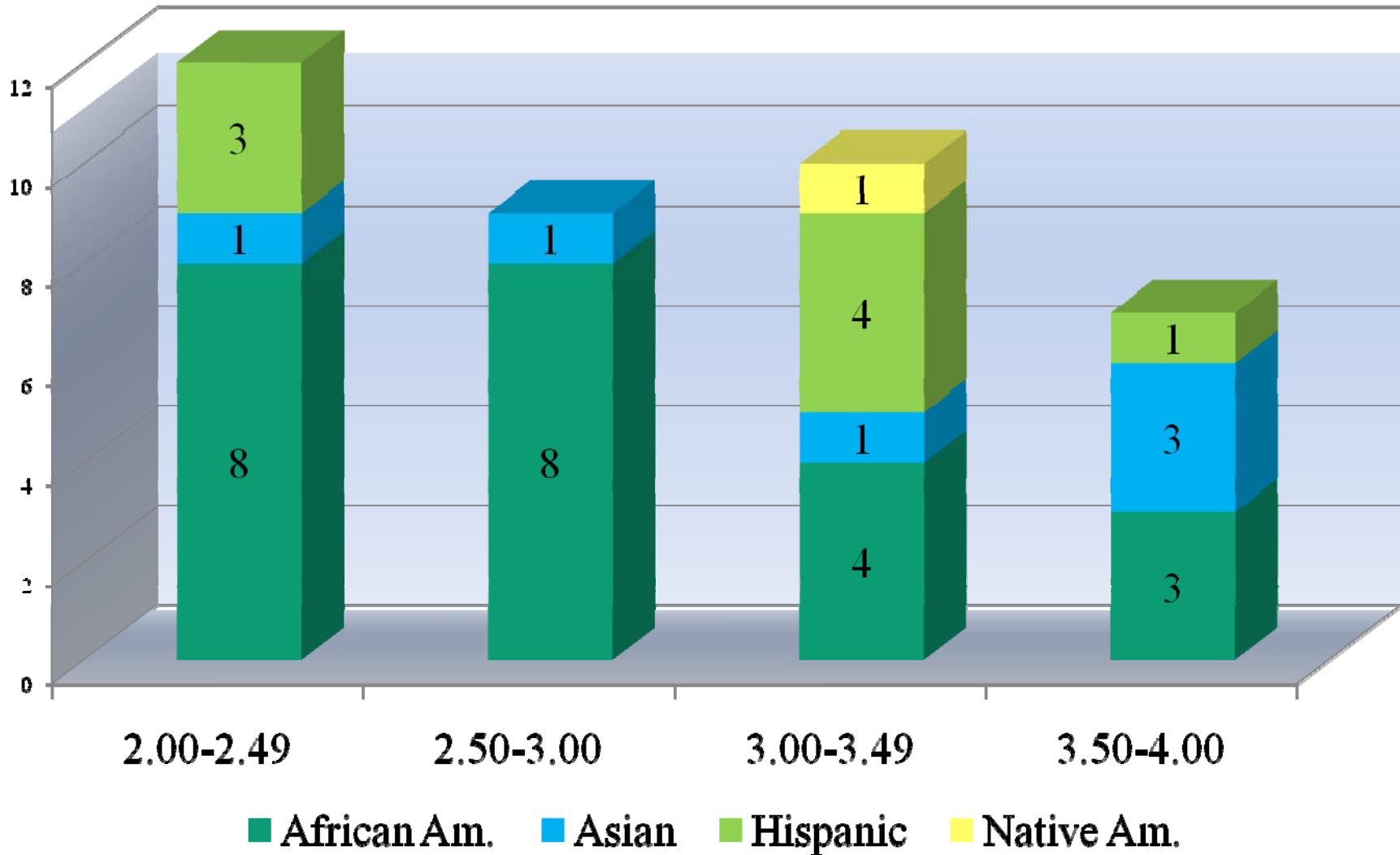



41% (108) were academically ineligible to return; 59% (155) did not return for other reasons

Number of first-time, full-time students of color who were ineligible to return to UMKC in Fall 2007 (n = 48)



First-time, full-time students of color who did not return to UMKC Fall 2007 for reasons other than academics (n = 38)





# Survey Data— What Our Students Say

- Exit Surveys
- National Survey on Student Engagement (NSSE)
- Senior Surveys
- Student Satisfaction Inventory (SSI)



# Fall 2007 Exit Survey—

## Why students completely withdrew

- Conflict between job and studies (25.5% of responses)
- Home responsibilities were too great (17.4%)
- Not enough money to go to school (16.1%)
- Physical problems/illness (personal or family) (14.1%)
- Personal Problems (13.4%)





# 2006 NSSE

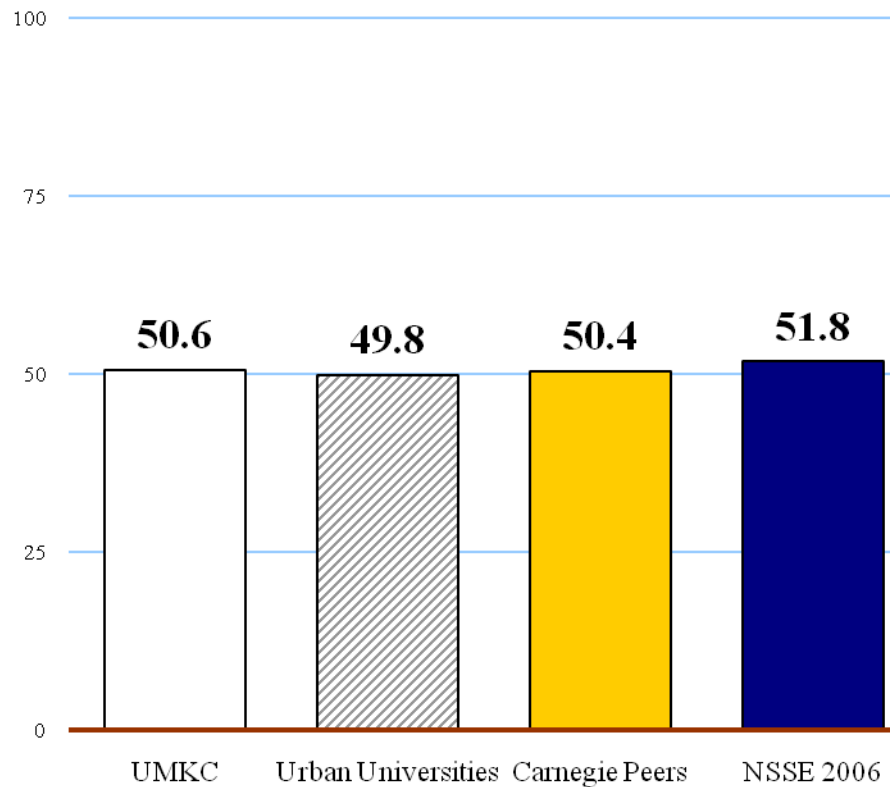
## **Level of Academic Challenge:**

- Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance. Includes questions pertaining to the number of papers of varying lengths the student has written, analysis and application of ideas, level of effort and preparation for classes, and how much time a student spends studying.

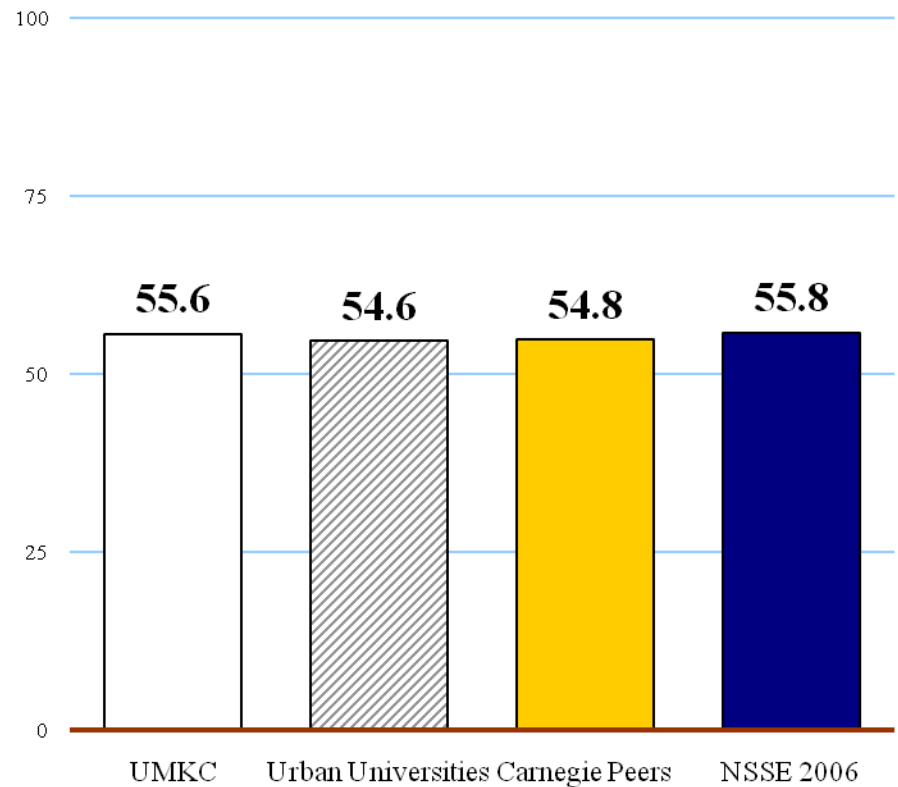


# 2006 NSSE— Level of Academic Challenge

**First-Year**



**Senior**





# 2006 NSSE

## **Active and Collaborative Learning:**

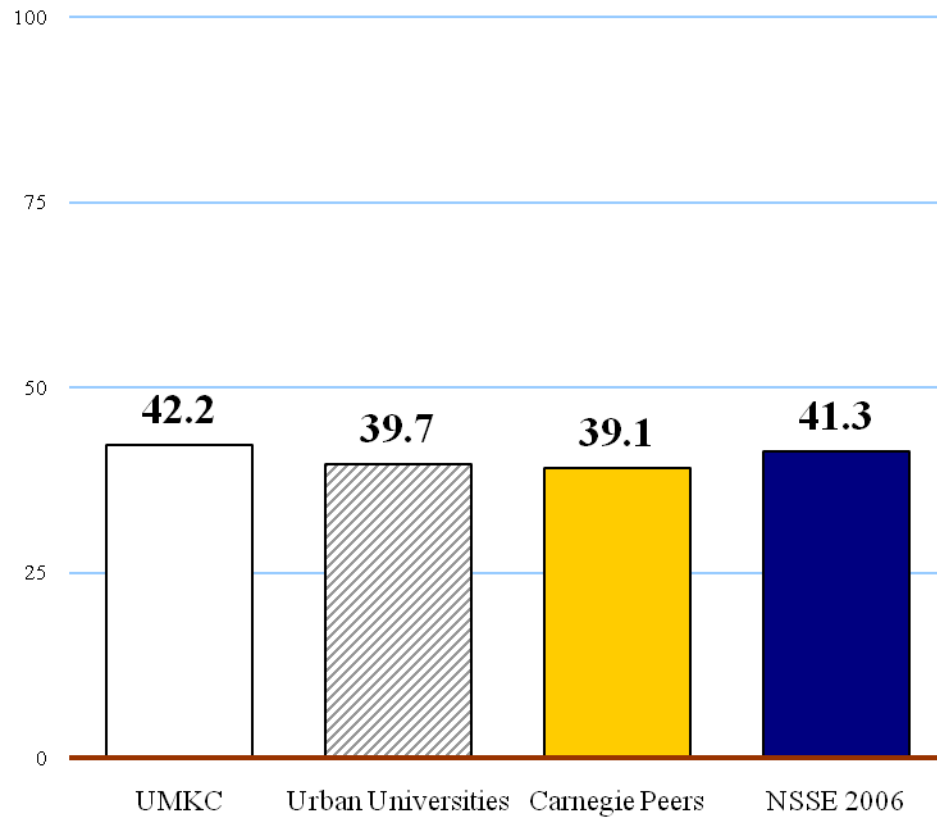
- Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college. Asks students how often and how much they participate in classroom discussions, make presentations, work with other students on projects, participated in service-learning, tutored other students, and how often students discuss ideas outside of the classroom.



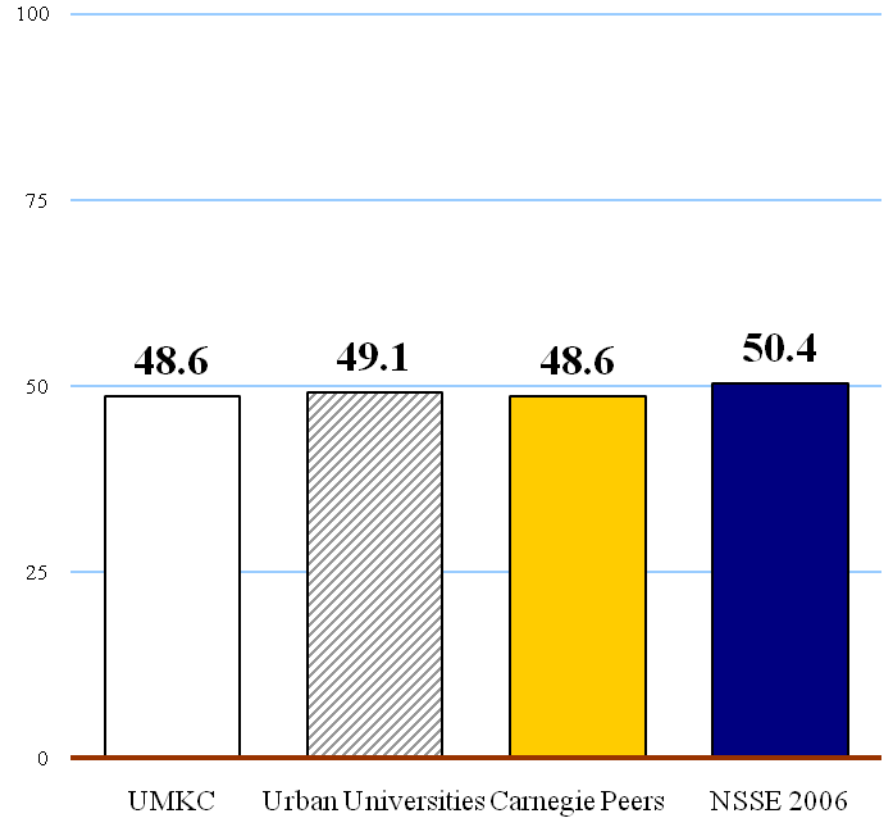
UNIVERSITY OF MISSOURI-KANSAS CITY

# 2006 NSSE— Active and Collaborative Learning

**First-Year**



**Senior**





# 2006 NSSE

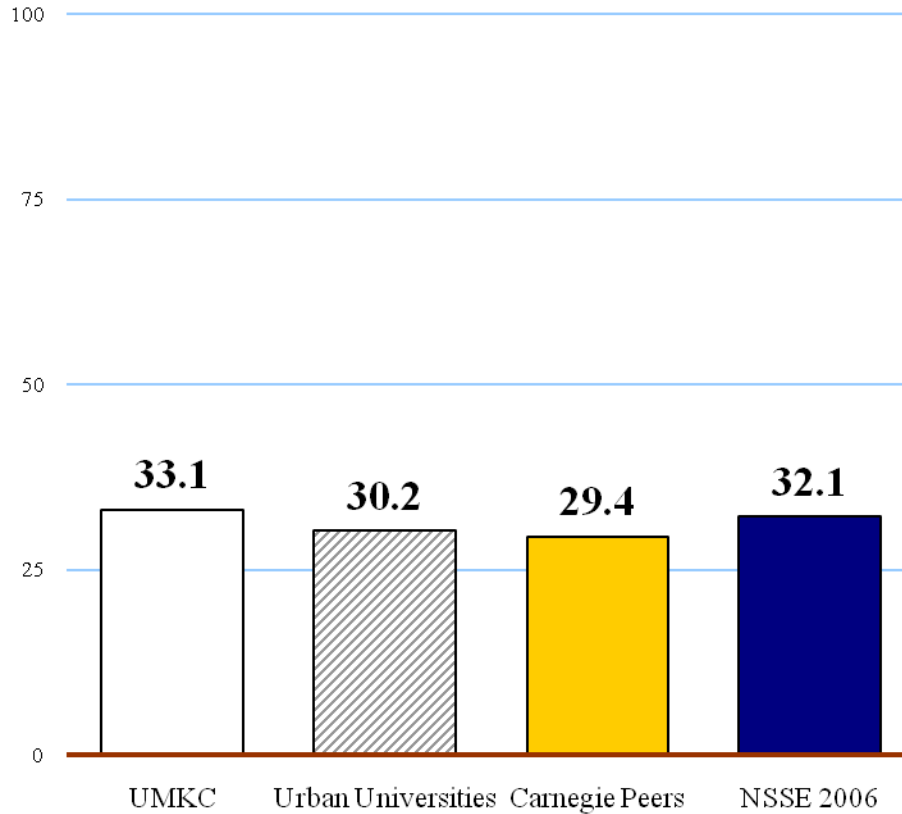
## **Student-Faculty Interactions:**

- Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous life-long learning. Questions focus on how often a student interacts with faculty outside of the classroom discussing career plans, ideas from class, and grades or assignments as well as how often students receive feedback from faculty and work with faculty on research projects and other activities outside of normal coursework.

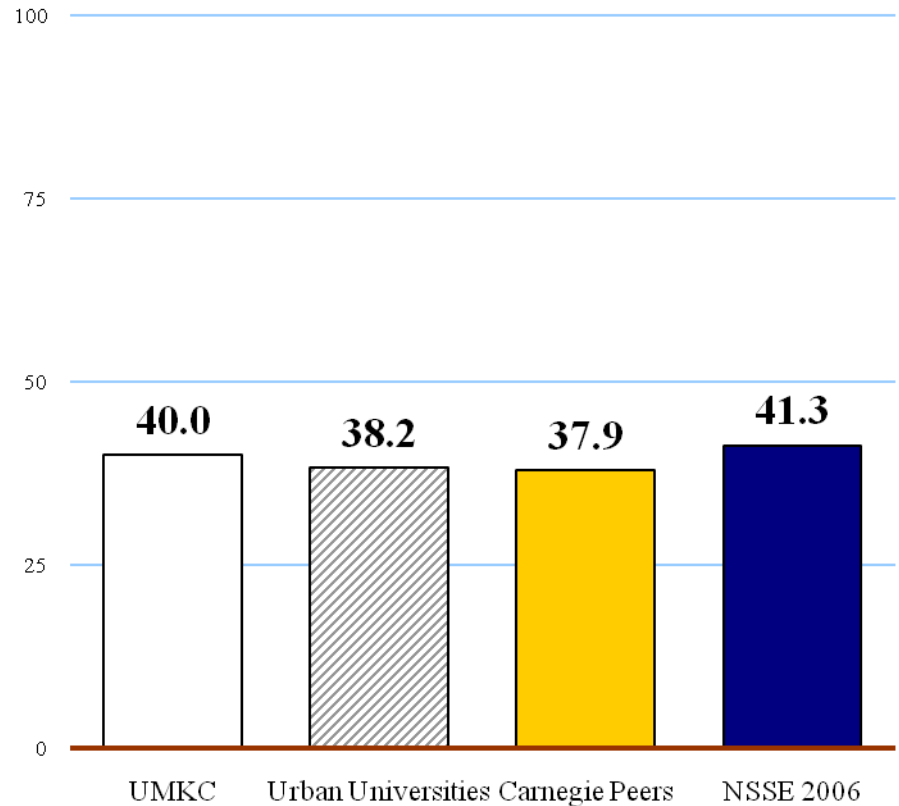


# 2006 NSSE— Student-Faculty Interaction

**First-Year**



**Senior**





# 2006 NSSE

## **Enriching Educational Experiences:**

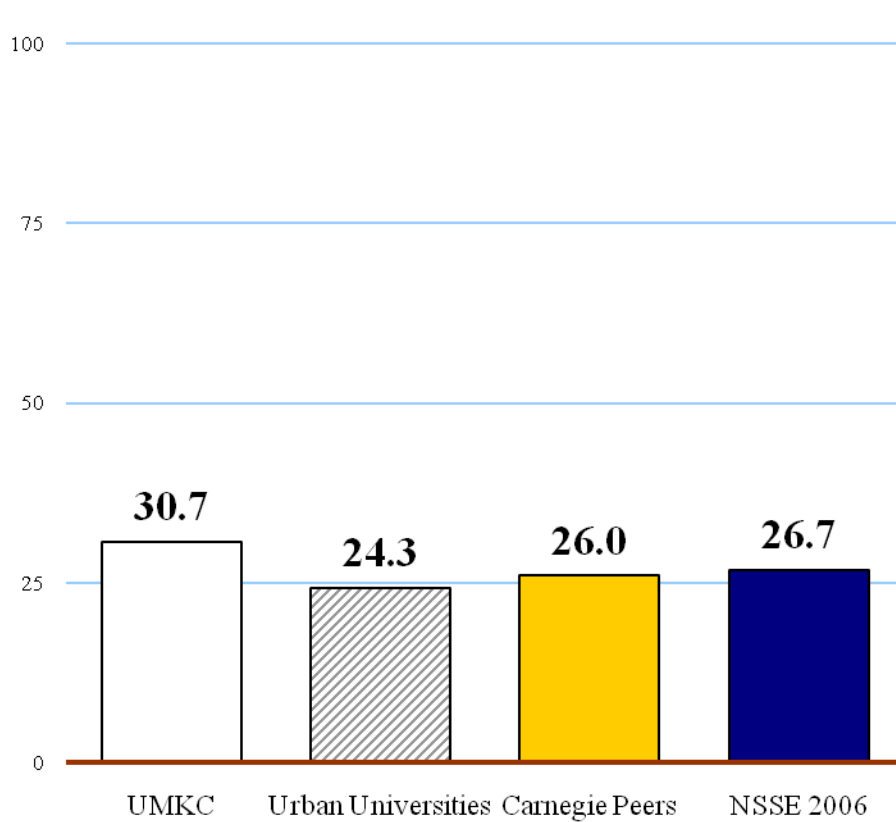
- Complementary learning opportunities in and out of the classroom augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Asks students how often they participate in co-curricular activities, internships, community service, and how often they have had serious conversations with students from different backgrounds and ethnicity as well as asking students if they plan on taking advantage of study abroad, foreign language coursework, independent study, and a culminating senior experience.



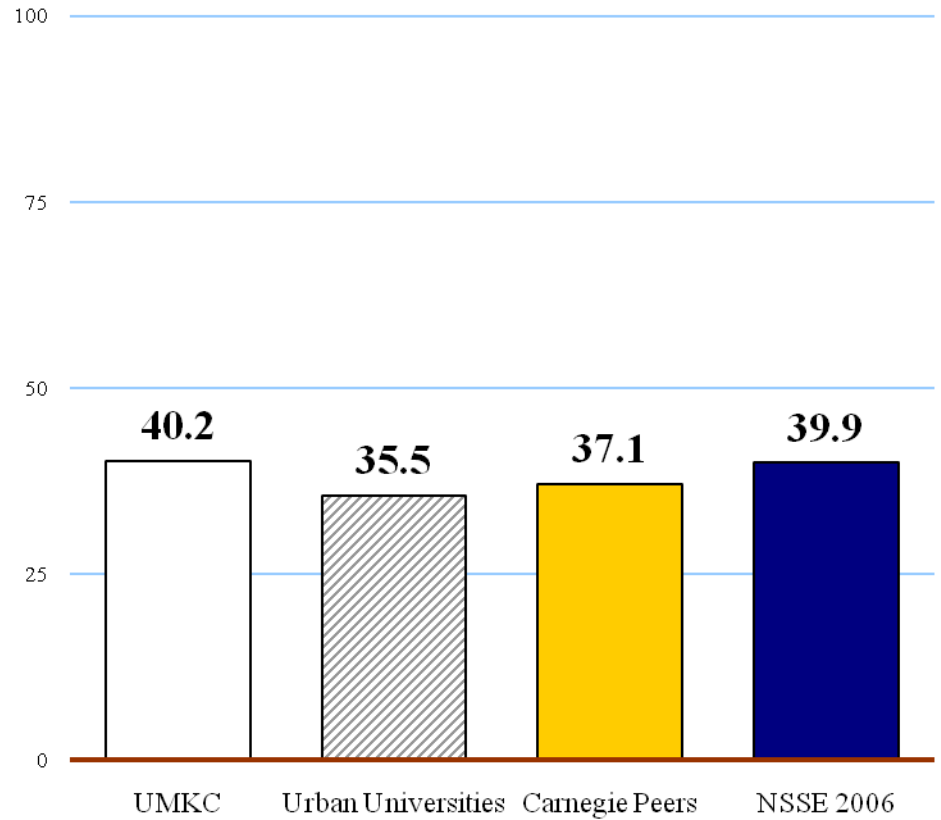
UNIVERSITY OF MISSOURI-KANSAS CITY

# 2006 NSSE— Enriching Educational Experiences

**First-Year**



**Senior**





# 2006 NSSE

## **Supportive Campus Environment:**

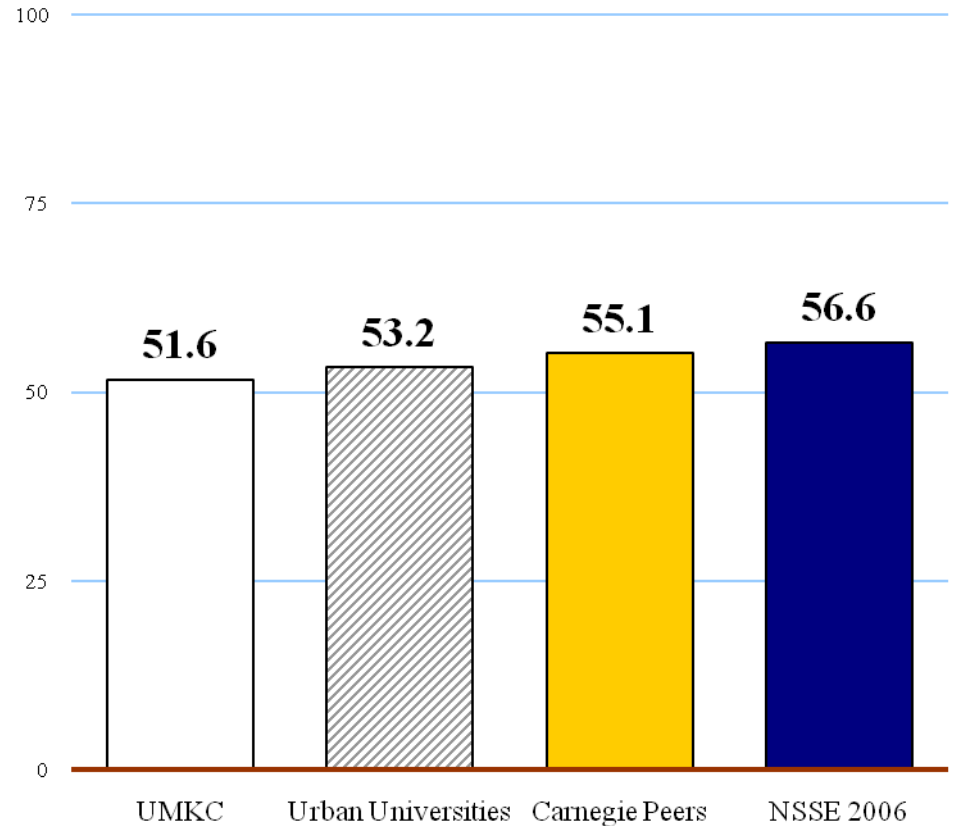
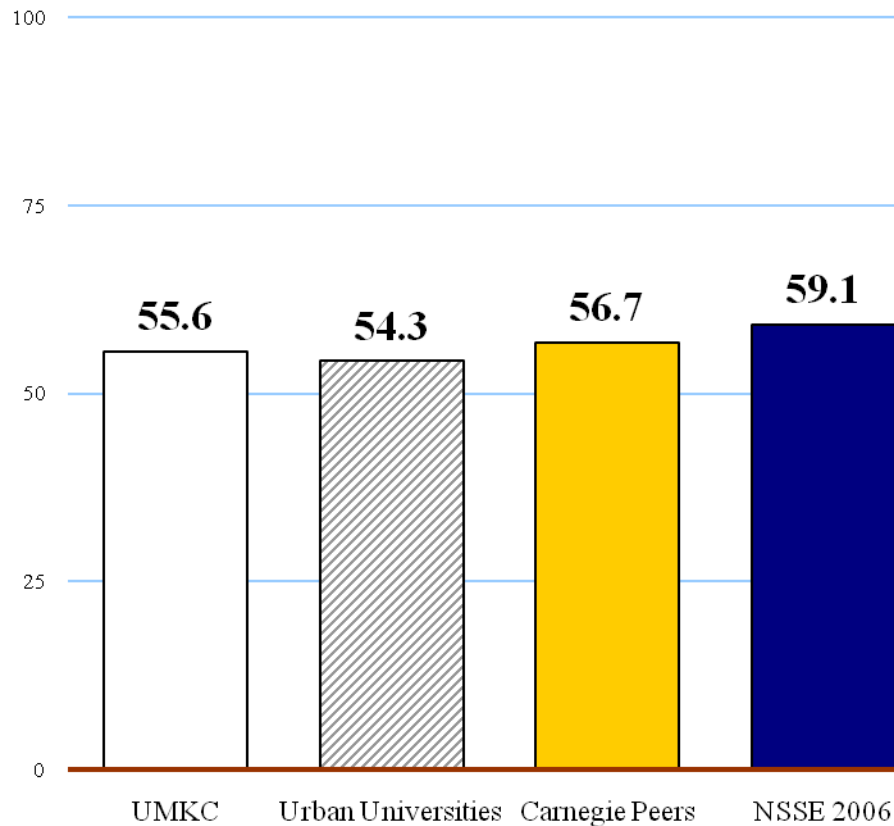
- Students perform better and are more satisfied at colleges that are committed to their success as well as the working and social relations among different groups on campus. Asks students to rate the quality of relationships with other students, faculty, and administrators on campus, and whether the campus provides students with the support needed to succeed academically, cope with non-academic responsibilities, and to thrive socially.



# 2006 NSSE— Supportive Campus Environment

**First-Year**

**Senior**



# AY07-08 UMKC Senior Survey

If you had to do it over again, would you select the same degree program?	yes	75%	533
	no	25%	174
If you had to do it over again, would you attend UMKC?	yes	78%	553
	no	22%	154

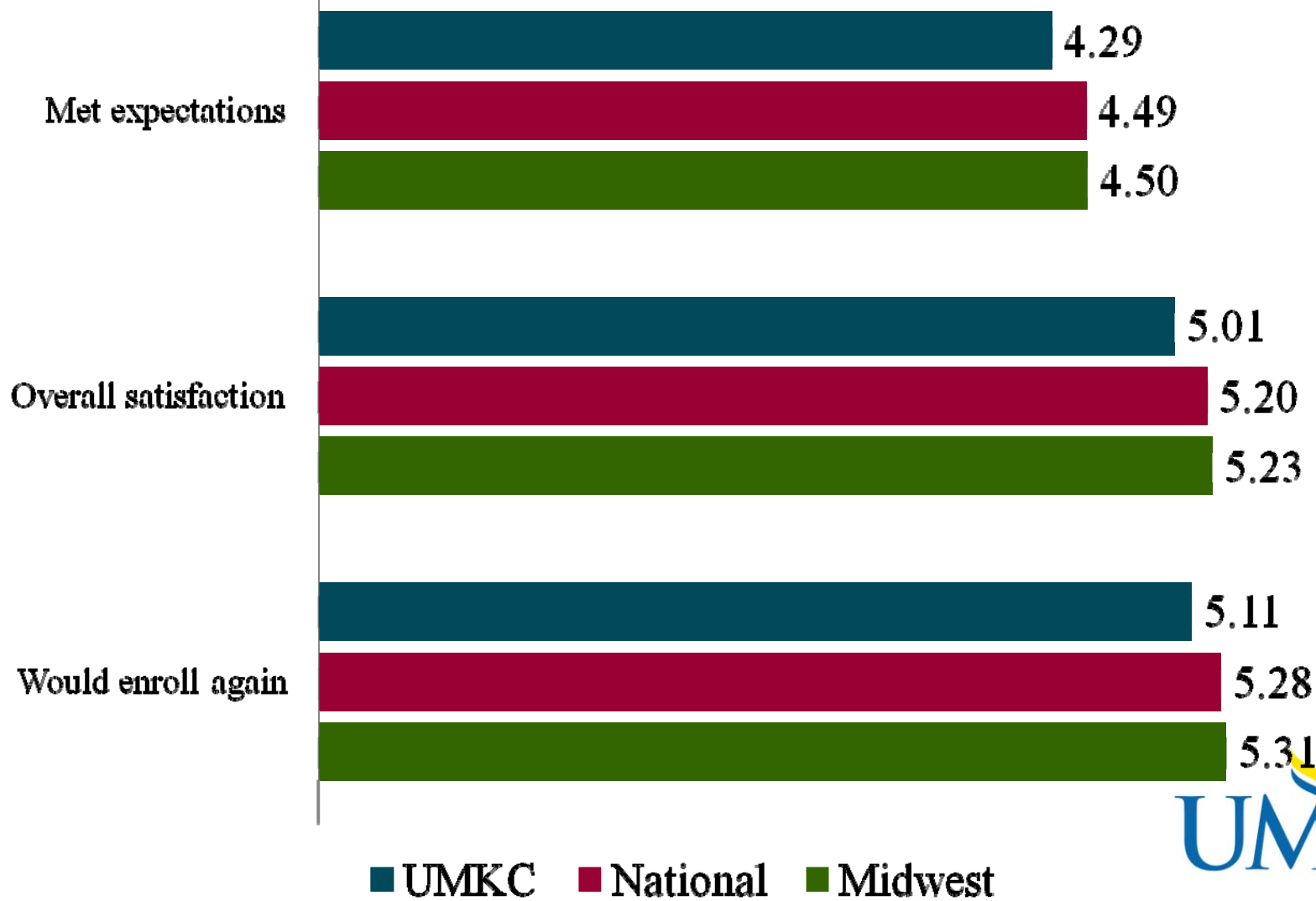


UNIVERSITY OF MISSOURI-KANSAS CITY

# Spring 2008 SSI



# Spring 2008 SSI





# Richard Light

- Author of *Making the Most of College: Students Speak Their Minds* (2001)
- Invited to UMKC March 2002
- Major points:
  - Student-Faculty Interactions
  - Student Engagement with Campus
  - Mentoring and Advising





Based on Richard Light's visit, UMKC initiated:

- Welcome Day—extended Orientation program on the day before the first day of classes.
- Welcome Booths—on the first 2 days of classes in the Fall, staff members welcome students, give away campus information, and help answer last-minute questions
- New Roo-a-Thon—opportunity for all new freshmen and transfers to get a personal contact by a faculty member or adviser from their Academic Unit in the first 6-weeks.





# Other Retention Programs

- Living Learning Communities – Residential Life
- Advanced Preparation Program – College of Arts & Sciences
- Coaching Program – Center for Academic Development (CAD)
- Supplemental Instruction – CAD
- Video Supplemental Instruction – CAD
- Math and Science Resource Center – CAD
- *Saper Vadere* – School of Biological Sciences
- Year 1 Mentoring – School of Medicine
- Social Worker – School of Nursing
- Inns of UMKC – School of Law
- SEARCH



# Technology Improvements

- Pathway
  - On-line access to records, registration, bill-payment, course lists, grading
- ImageNow
  - On-line records storage
- Ad Astra
  - On-line room scheduling software
- DARWIN
  - On-line degree-audit system
- Campus Enrollment Reporting
  - Data integrity



# Campus-Wide Initiatives

- First Year Experience Report (Bibie Chronwall and Deb Lewis)
- University-Wide Undergraduate Retention Committee – Phase 1 (Bruce Bubacz and Mel Tyler)
- University-Wide Undergraduate Retention Committee – Phase 2 (Gail Hackett and Mel Tyler)





# University-Wide Undergraduate Retention Committee, Phase 1

- Co-Chaired by Bruce Bubacz, Provost and Vice Chancellor for Academic Affairs and Mel Tyler, Vice Chancellor for Student Affairs and Enrollment Management



UNIVERSITY OF MISSOURI-KANSAS CITY



# Phase 1 Recommendations

- Provide Professional Development Opportunities to Academic Advisers
- Expand the Coaching Program
- Pilot an Early Warning System
- Administer the SSI
- Implement DARWIN
- Assess Walk-In Review Days
- Administer Exit Surveys





# University-Wide Undergraduate Retention Committee, Phase 2

- Co-Chaired by Gail Hackett, Provost and Vice Chancellor for Academic Affairs and Mel Tyler, Vice Chancellor for Student Affairs and Enrollment Management



UNIVERSITY OF MISSOURI-KANSAS CITY



# University-Wide Undergraduate Retention Committee, Phase 2

- Charged with reviewing data and developing retention policies that will help us reach our retention goals.





# Next Steps

- Deciding Student Program
- Classroom Scheduling Policy
- Learning Communities
- Transfer Student Study
- Early Warning System
- Academic Advising Support

