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
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

UMKC (excluding School of Medicine and School of Pharmacy)
Overall Retention and Graduation Rates at UMKC

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Cohort</th>
<th>Head Count</th>
<th>% Cont to Yr 2</th>
<th>% Cont to Yr 3</th>
<th>% Grad in 4 Yrs</th>
<th>% Cont to Yr 5</th>
<th>% Grad in 5 Yrs</th>
<th>% Cont to Yr 6</th>
<th>% Grad in 6 Yrs</th>
<th>% Cont to Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Fall</td>
<td>688</td>
<td>73%</td>
<td>60%</td>
<td>18%</td>
<td>37%</td>
<td>30%</td>
<td>24%</td>
<td>45%</td>
<td>7%</td>
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<tr>
<td></td>
<td>2001</td>
<td>736</td>
<td>76%</td>
<td>61%</td>
<td>14%</td>
<td>37%</td>
<td>28%</td>
<td>22%</td>
<td>43%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>750</td>
<td>70%</td>
<td>59%</td>
<td>17%</td>
<td>36%</td>
<td>28%</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>758</td>
<td>74%</td>
<td>62%</td>
<td>14%</td>
<td>36%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2004</td>
<td>903</td>
<td>71%</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2005</td>
<td>1008</td>
<td>71%</td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2006</td>
<td>929</td>
<td>71%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2007</td>
<td>916</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# Retention and Graduation of Minority Students

<table>
<thead>
<tr>
<th>Selective/Public Institutions</th>
<th>1st Year Retention Rate</th>
<th>4 Year Grad Rate</th>
<th>5 Year Grad Rate</th>
<th>6 Year Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMKC</td>
<td>UMKC</td>
<td>UMKC</td>
<td>UMKC</td>
<td>UMKC</td>
</tr>
<tr>
<td>Native Americans</td>
<td>66%</td>
<td>50%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>African Americans</td>
<td>77%</td>
<td>65%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic Americans</td>
<td>77%</td>
<td>75%</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian Americans</td>
<td>84%</td>
<td>51%</td>
<td>26%</td>
<td>10%</td>
</tr>
<tr>
<td>Caucasians</td>
<td>78%</td>
<td>71%</td>
<td>31%</td>
<td>17%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>80%</td>
<td>79%</td>
<td>31%</td>
<td>82%</td>
</tr>
<tr>
<td>All Average</td>
<td>78%</td>
<td>71%</td>
<td>29%</td>
<td>14%</td>
</tr>
</tbody>
</table>

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%)
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

UMKC: 50.6
Urban Universities: 49.8
Carnegie Peers: 50.4
NSSE 2006: 51.8

Senior

UMKC: 55.6
Urban Universities: 54.6
Carnegie Peers: 54.8
NSSE 2006: 55.8
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.
2006 NSSE—Active and Collaborative Learning

First-Year

- UMKC: 42.2
- Urban Universities: 39.7
- Carnegie Peers: 39.1
- NSSE 2006: 41.3

Senior

- UMKC: 48.6
- Urban Universities: 49.1
- Carnegie Peers: 48.6
- NSSE 2006: 50.4
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

- UMKC: 33.1
- Urban Universities: 30.2
- Carnegie Peers: 29.4
- NSSE 2006: 32.1

Senior

- UMKC: 40.0
- Urban Universities: 38.2
- Carnegie Peers: 37.9
- NSSE 2006: 41.3
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.
2006 NSSE—Enriching Educational Experiences

First-Year

- UMKC: 30.7
- Urban Universities: 24.3
- Carnegie Peers: 26.0
- NSSE 2006: 26.7

Senior

- UMKC: 40.2
- Urban Universities: 35.5
- Carnegie Peers: 37.1
- NSSE 2006: 39.9
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

UMKC: 55.6
Urban Universities: 54.3
Carnegie Peers: 56.7
NSSE 2006: 59.1

Senior

UMKC: 51.6
Urban Universities: 53.2
Carnegie Peers: 55.1
NSSE 2006: 56.6
## AY07-08 UMKC Senior Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Yes Count</th>
<th>No Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you had to do it over again, would you select the same degree program?</td>
<td>75%</td>
<td>25%</td>
<td>533</td>
<td>174</td>
</tr>
<tr>
<td>If you had to do it over again, would you attend UMKC?</td>
<td>78%</td>
<td>22%</td>
<td>553</td>
<td>154</td>
</tr>
</tbody>
</table>
Spring 2008 SSI

- Met expectations:
  - UMKC: 4.29
  - National: 4.49
  - Midwest: 4.50

- Overall satisfaction:
  - UMKC: 5.01
  - National: 5.20
  - Midwest: 5.23

- Would enroll again:
  - UMKC: 5.11
  - National: 5.28
  - Midwest: 5.31
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
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-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