



Retention Update for Chairs

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Why is retention important

- **Student success and completion**
- **Fostering talent for society**
- **Lessening stress on OU resources**
- **Providing tuition dollars to support programs**



First Year Retention Rates*

Public Institution	Retention Rate
UM – Ann Arbor	97%
MSU	91%
MTU	82%
GVSU	81%
UM – Flint	80%
OU	78%
CMU	77%
WSU	77%
Ferris	77%
WMU	74%
EMU	73%
LSSU	73%
NMU	72%
SVSU	70%

* UM-D not available

From 2015 College Board Handbook



Graduation Rates*

Public Institution	Graduation Rate
UM – AA	91%
MSU	79%
MTU	66%
GVSU	66%
CMU	59%
WMU	55%
Ferris	54%
UM-D	52%
NMU	45%
OU	43%
SVSU	42%
LSSU	40%
EMU	38%
UM – F	38%

*WSU not available

From 2015 College Board Handbook



Budgetary Impact of Retention

Increase	Year 2 Extra 5%	Year 3 Extra 5%	Year 4 Extra 5%	Totals
5% Percent Increase in retention of FTIACs to graduation [based on Fall 2014 = 2559]	128 sophomores	128 juniors	128 seniors	Increased graduation rate (~51%)
Total Credit Hours				
Undergraduate – 32 per student/sophomore (lower division) Undergraduate – 32 per student/junior (upper division) 28 per student/senior	4096	4096	3584	Total credit increase 11,776
Tuition Rate Per Credit Hr				
Undergraduate (lower division)	\$353.75*			\$1,448,960
Undergraduate (upper division)		\$410.25*	\$410.25*	\$3,150,720
Revenue	\$1,448,960	\$1,680,384	\$1,470,336	\$4,599,680

Per student increase = 32 credits X \$353.75 + 60 credits X \$410.25 = **\$35,935***

* Based on in-state tuition

Note: it takes approximately 3 students who stay for only their first year to equal the amount of funding received from 1 graduate.

Awbrey 10/14



<i>Student Success Initiative</i>	<i>Status</i>
Renewal of General Education	New Model of General Education with Learning Outcomes
Foundations of Excellence (FOE) First Year Study	OU selected for one of first cohorts nationally
FOE Action Plan for Increasing Student Success	Ten Year Plan Developed
First Year Philosophy and Objectives	Accepted by Senate and Published in OU's Undergraduate Catalog
University Committee on Student Retention	First Year Council became UCSR
Identify Barriers to Retention/Best Practices	Identified by UCSR
Campus-wide Dialog on Retention	Dialog held and Results Reported/Continue to Address
First Year and Transfer Milestones	Created
First Year Metrics and Transfer Metrics	Created



First Year Experience	Revised First Year Writing to Become Experience
Mid Semester Evaluations	For 100 and 200 Level Courses -- Replaced
Early Alert System	New System in Pilot
Com 101/Connections	Continued
Multiple Semester Registration	Implemented
Convocation	Faculty meeting with students at Convocation/Orientation – open houses
Parent Newsletter/Online First Year Newsletter	Implemented and Website Redesigned/Created Portal
Focus on the Finish Line	Online Guide
Financial Aid Follow-up	Calling students with Holds
OU Writing Center	Established in the Library



Center for Excellence in Teaching & Learning	Established to provide Faculty Development
First Year Advising Center	Established and Mandatory Advising in Place
High Impact Practices	Incentive Grants
State-wide Student Success Conference	In its third year
Student Success Collaborative	Software being piloted
Addition of Advisers	Proposal to systematically add professional advisers; began implementation
Second Year Experience	Being implemented
Diversity Initiative	Council on Diversity, Equity, and Inclusion conducted Climate Survey
Cross Division Collaboration	Oakland 8 team exploring academic and student affairs collaborations



HLC Quality Initiative

Joined HLC Academy for Student Persistence and Success

- Redesign of Gateway Courses
- URM Graduation Gap
- Curricular Mapping
- Intent to Graduate from OU

First Year Dashboard

Dashboard to track First Year Success

Graduation Completion Committee

Being formed to track students with 90+ credits and improve graduation rates



What Can Chairs Do to Assist?

- Create a retention committee within each department/major
- Review risk factors by school/college/major and make recommendations for interventions
- Consistently communicate the importance of academic progress to students
- Use peer advisers
- Redesign teaching methods in consultation with CETL for more engaged interactions
- Support faculty proposals for incentive funds to redesign high DFWI courses
- Encourage faculty to interact with students outside the classroom



- Participate in recruitment, orientation, advising, and career service activities
- Connect OU faculty to faculty at community colleges to ease transition and improve foundational pre-major education
- Create degree maps that help students navigate your curricula
- Hold department level orientations for students
- Encourage faculty to have academic support services presented in high DFWI for student awareness
- Put special emphasis on syllabi construction for first year courses
- Encourage faculty to attend the Student Success and Equity in the Classroom conferences