

# **Crafting a Framework for Student Success & Retention**

FERRIS STATE UNIVERSITY

---

FERRIS FORWARD

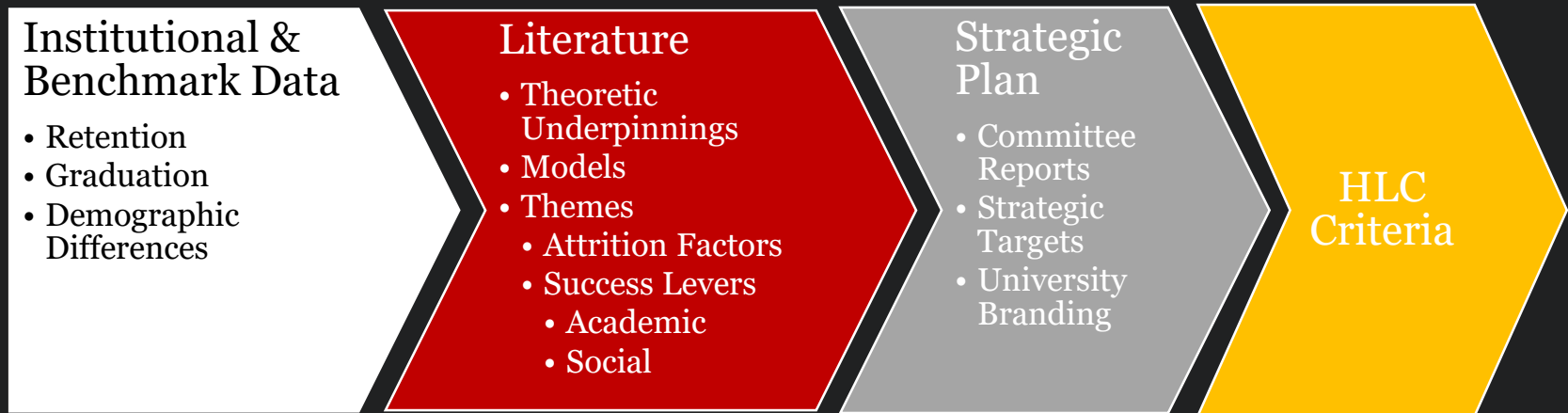
# Together, let's...

- Review the progress leading us toward a university retention plan.
- Contextualize retention.
- Consider and react to a working framework for student success and retention.
- Inform the process ahead.

# Progression Timeline

Pre-2017	<ul style="list-style-type: none"> <li>• University Recruitment &amp; Retention Committees</li> </ul>
2017	<ul style="list-style-type: none"> <li>• Listening Sessions &amp; P. Cormier Feedback</li> </ul>
2018-2019	<ul style="list-style-type: none"> <li>• SPSC – Review of core values, mission and vision; open forums</li> <li>• SPSC – Online surveys</li> <li>• SPSC – 5 strategic areas identified</li> <li>• SPSC – Workgroups engage in data review, listening sessions, external consultations, etc.</li> <li>• SPSC – Workgroups recommend strategic initiatives, action steps and key measures</li> </ul>
Spring - Summer 2019	<ul style="list-style-type: none"> <li>• SPSC – Workgroup recommendations circulated</li> <li>• SSR – Review of workgroup recommendations, review of Stamats and 160over90 branding and marketing materials</li> <li>• SSR - Draft framework of university student success and retention plan</li> </ul>
Fall 2019 – Spring 2020	<ul style="list-style-type: none"> <li>• SSR – Small group listening and feedback sessions, alignment with strategic targets of the university strategic plan</li> <li>• SSR – Additional listening and feedback sessions – SPARC, Council of Deans, VP’s and Dean’s Administrative Councils, open forums</li> </ul>
December 2020	<ul style="list-style-type: none"> <li>• SPSC – Target date set by SPSC for finalized university retention plan</li> </ul>

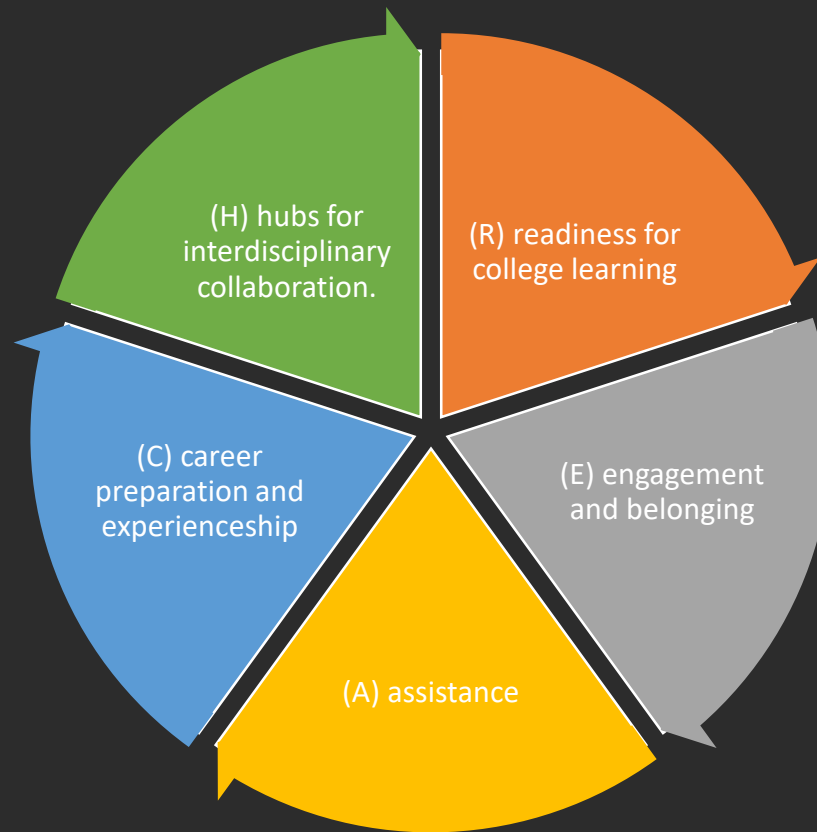
# Alignment



FERRIS STATE UNIVERSITY

FERRIS FORWARD

# Emergent Themes



# Contextualizing Retention:

## Definitions

- **Retention:** The percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
- **Persistence:** Continued enrollment from year two until graduation.
- **Completion:** (a) Students who complete their program of study within 150% of the normal (or expected) time for completion, and (b) the number of degrees and credentials (certificates) conferred as reported by level (associate's, bachelor's, master's, and doctor's), as well as by length of program.

# Contextualizing Retention:

## 60 years of Research

**Common factors associated with student's discontinued enrollment:**

- Academic Readiness
- First-Generation
- Income
- Underrepresented
- Commitment (Undecided Career/Program of Study Uncertainty)

# Contextualizing Retention: Ferris UG Student Experience Benchmarked

School	First-Year Retention (Fall Census)	Graduation 4yr Degree (150% / 6yrs)	Student Debt Following Graduation	Students Receiving Income-Based Federal Pell Grants
University of Wisconsin-Whitewater	80%	59%	\$24,594	26%
<b>Ferris State University</b>	77%	44%	\$23,488	58%
Youngstown State University	76%	32%	\$26,496	41%
<b>National Average (4yr public)</b>	75%	55%	\$25,500	34.9%
Clarion University of Pennsylvania	74%	50%	\$26,246	39%
Troy University	72%	38%	\$25,000	40%
University of Central Missouri	71%	51%	\$21,500	32%
Bemidji State University	70%	46%	\$20,433	31%
Austin Peay State University	67%	38%	\$22,500	51%
Weber State University	63%	33%	\$14,371	23%
Purdue University – Fort Wayne	59%	26%	\$23,000	28%
Thomas Edison State University	**	**	**	**

\*\*IPEDS data not available for comparison.

**FERRIS STATE UNIVERSITY**

**FERRIS FORWARD**



# Contextualizing Retention: Theoretic Underpinnings

$$\mathbf{B} = f(\mathbf{P} \times \mathbf{E})$$

K. Lewin (1936)

Behavior is a function of the individual interaction(s) with their environment.

---

College students operate between two main  
systems/environments –  
the **SOCIAL** and the **ACADEMIC**.

# *Retention most likely occurs when...*

- Collective affiliation is present; academic and social networks exist.
- There is a sense of belonging.
- Satisfaction is high; there is a sense of pride.
- Positive forms of reinforcement occur in social and academic settings.
- Commitment to academic/career goals or aspirations is high.

FERRIS STATE UNIVERSITY

---

FERRIS FORWARD

# Leveraging Success: High Impact Practices

- Intramural Sports / Club Sports
- Honors Programs
- Service-Learning
- Housing Communities (Living-Learning Communities)
- Intensive, Full-Range Advising (Coaching as Advising)

# Review & React

*Working together, consider the draft framework and provide feedback.*

*What about the current framework is...*

- On Track
- Incorrect or Unclear
- Lacking

FERRIS STATE UNIVERSITY

---

FERRIS FORWARD

# Next Step(s)

Revise

Engage

Repeat

FERRIS STATE UNIVERSITY

FERRIS.EDU