

Minority Student Retention: Resources for Practitioners

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- **Editor:** *Journal of College Student Retention: Research, Theory & Practice*
- **Author:** Seidman, A. (ed) (2005). *College Student Retention: Formula for Student Success*. Westport, CT: ACE/Praeger

Desired Outcomes

- Learn the Basics About College Student Retention
- Why Care About Retention?
- Review of Retention Data: General Population & Minorities
- What The Literature Tells Us About Minority Student Retention
- Commonalities: Positive & Negative
- What We Can Do To Help Students Persist
- Improving The Teaching/Learning Process For All Students

Why Worry About Retention? Why Should We Care?

Student Development Issues

Financial Issues

Obligation To Students We Admit To Our Universities

Why Worry About Retention?

Student Development Issues

- **Develop Critical Thinking Skills**
- **Contribute To Society**
- **Preparation For The World Of Work**
- **Tolerance Of Individual Differences**
- **Appreciation of Life Long Learning Opportunities**

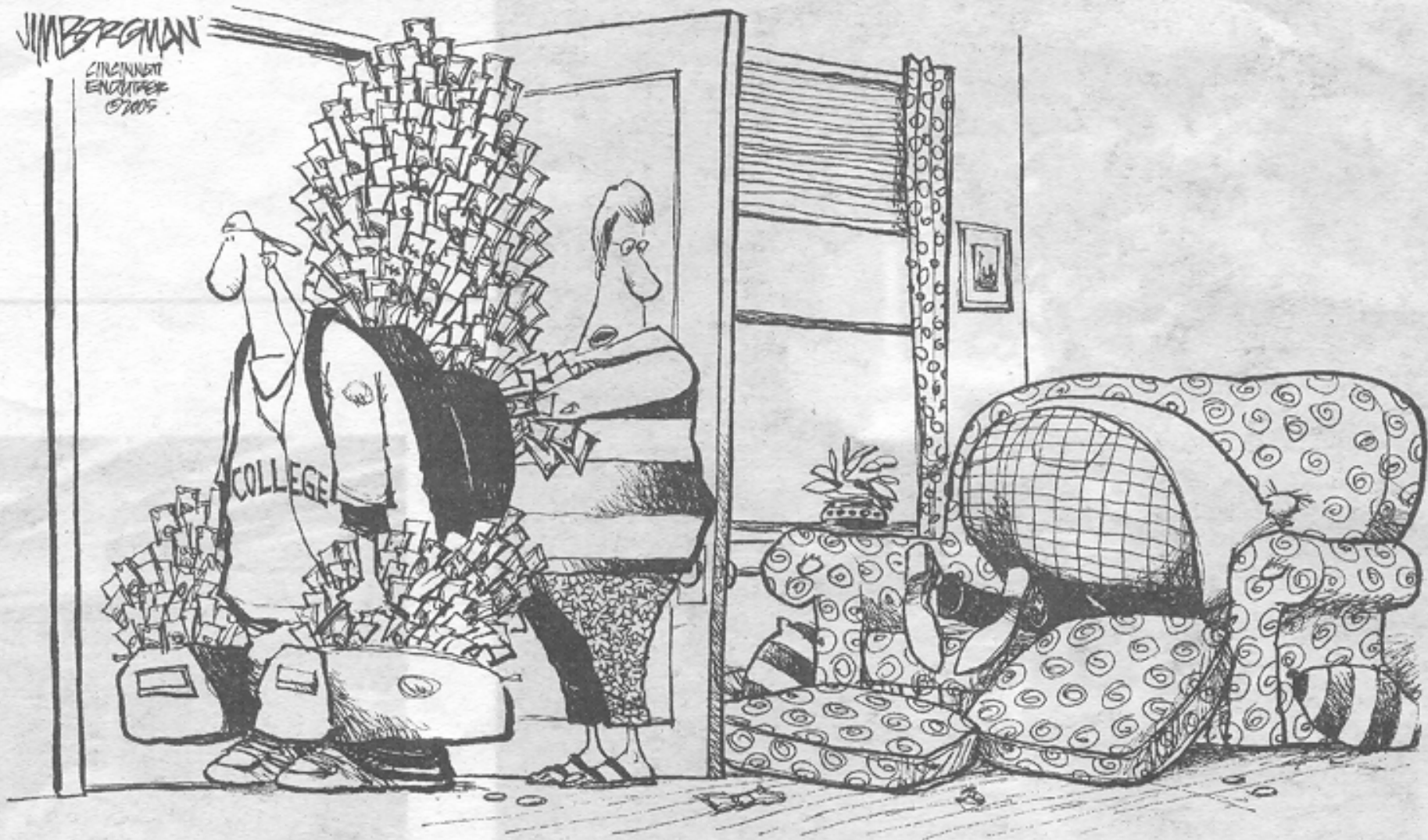
Why Worry About Retention?

Financial Issues

- **Lost Tuition & Fee Revenue**
- **Campus & Community Spending**
- **Cost To Make Up Loss**
- **Burden To Parents & Students**

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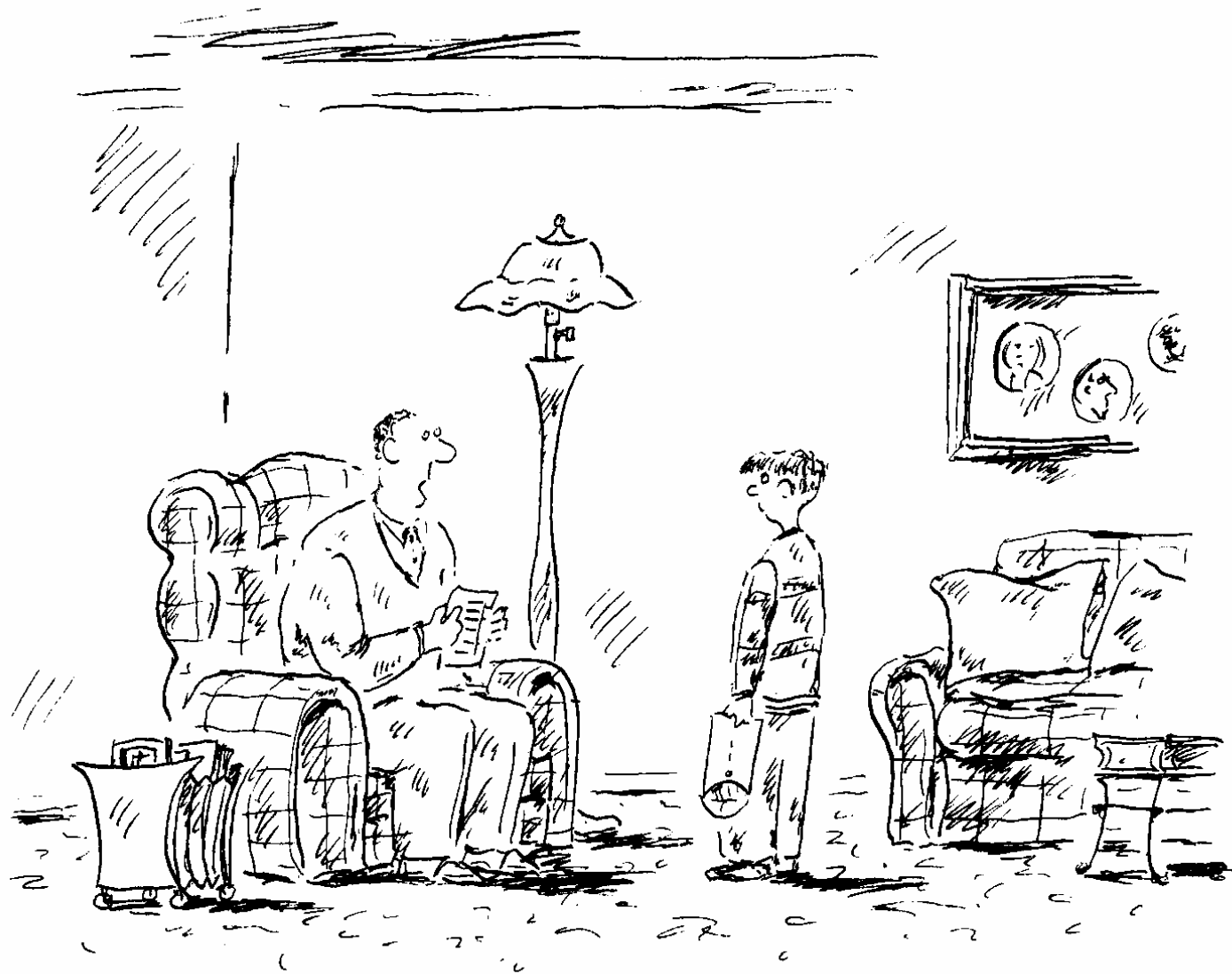


"KEEP DIGGING, HAROLD....WE'VE ALMOST GOT FIRST SEMESTER COVERED."

Why Worry About Retention?

Obligation To Students

- Reasonable Expectation For Success
- Loss Of Time The Non-Renewable Resource 168 Hours Per Week
- Turned Off To Future Educational Opportunities
- Upgrading Of Skills For Job Advancement or Skills For Another Job
- Unhappy Students Tell Others Of Their Experience



B. S m a l l e r

"They may be your grades, but they're the return on my investment."

College is Cost Effective to Students

Median Household Income in 2003:

- **Students with a high school diploma will earn more money than those without a high school diploma.**

Median household income \$30,766 vs. \$22,939

- **Students with an associates degree will earn more money than those with a high school diploma**

Median household income \$37,605

- **Students with a bachelor degree will earn more money than those with a high school diploma**

Median household income \$49,889

Retention is Cost Effective For Colleges

Tuition & Fees = \$10,000 per year

(Three Year Loss Per Student = \$30,000)



ONLY

10

STUDENTS

=

(\$50,000) ONE TERM

(\$300,000) THREE YEARS

This does not count auxiliary services money

2002 Revenue Generated by Auxiliary Services

Auxiliary services are defined as operations that furnish a service to students, faculty members, and staff members, and include such operations as residence halls, food services, student health services, college stores, and movie theaters.

<u>Type of institution</u>	<u>Amount of total revenue</u>	<u>Percentage of total revenue to institutions</u>
Public 4-year	\$14.8-billion	10.2%
Public 2-year	\$1.7-billion	5.4%
Private 4-year (nonprofit)	\$8.7-billion	10.7%
Private 2-year (nonprofit)	\$39-million	6.5%
Private 4-year (for profit)	\$106-million	3.6%
Private 2-year (for profit)	\$67-million	3.3%

SOURCE: U.S. DEPARTMENT OF EDUCATION

Different Types of Student Departure

System: From the educational system

Institutional: From a particular college

Major: A specific discipline/program

Course: A particular course

Voluntary: A student leaves on his/her own

Involuntary: A college lets a student go

A Few Retention Theories

Astin's (1977, 1985) Theory of Involvement

The more involved a student is with the college, the higher likelihood of student retention.

Bean's (1980, 1983) Model of Work Turnover to Student Attrition

Used concepts from organizational studies of worker turnover. Examines how organizational attributes and reward structures affect student satisfaction and persistence.

Bean and Metzner's (1985) Nontraditional Student Attrition

Environmental factors have a greater impact on departure decisions of adult students than academic variables.

Kamens (1971, 1974)

Used multi-institutional data to demonstrate how colleges of greater size and complexity had lower attrition rates.

McNeely (1937) "College Student Mortality"

Examined many factors in college student retention including time to degree, when attrition was most prevalent in a student's education, impact of college size etc.

Spady Model (1971)

Interaction between student characteristics and campus environment

Summerskill (1962)

Personality attributes of students is the main reasons for persistence and leaving.

Tinto Model (1975, 1993)

Academic and social integration with the formal and informal academic and social systems of a college.

Most of these theories have been taken from:

Berger, J. B., & Lyons, S. (2005). Past to present: A historical look at retention. In Seidman, A. (Ed.). *College student retention: Formula for student success*. Praeger Press.

Braxton, J. M. & Hirschy, A. S. (2005). Theoretical Developments in the study of college student departure. In Seidman, A. (Ed.). *College student retention: Formula for student success*. Praeger Press.

Defining Retention/Attrition

Defining Retention/Attrition: Terminology Not Always The Same or Simple

- **Attrition:** a student who fails to reenroll at an institution in consecutive terms
- **Dismissal:** a student who is not permitted to continue enrollment by the institution
- **Dropout:** a student whose initial educational goal was to complete at least a bachelor's degree but did not complete it
- **Mortality:** failure of a student to remain in college until graduation
- **Persistence:** the desire and action of a student to stay within the system of higher education from beginning through degree completion
- **Retention:** ability of an institution to retain a student from admission through graduation
- **Stopout:** a student who temporarily withdraws from an institution or system
- **Withdrawal:** departure of a student from a college campus

Defining Retention/Attrition

How Do You Define Retention/Attrition On Your Campus?

PROGRAM RETENTION: Tracks the full-time, first-time student in a degree program over time (6yrs/4yr college, 3yrs/2yr college) to determine whether the student has completed the program.

COURSE RETENTION: The number of students enrolled in each credit course after the course census date and the number of students who successfully complete the course with an A-D grade at the end of the semester.

STUDENT RETENTION: If a student does not enroll for two consecutive regular semesters, determine whether the student has achieved his/her academic and/or personal goals.

COLLEGE SPECIFIC:

United States Demographics

Population: 293,655,404

Educational attainment of adults (highest level):

High school dropout rate 8.0%

Some college, no degree 20.3%

Associate degree 7.0%

Bachelor's degree 16.9%

Graduate or professional degree 9.7%

United States Demographics

Year	Population	White	Black	Hispanic	Asian	American Indian
1990	248,709,973	80.2%	12.0%	9.0%	2.7%	.8%
2003	288,368,698	75.1%	12.3%	12.5%	3.6%	.9%

Source: Seidman, A. (2005). Minority student retention: Resources for practitioners. In *Minority retention: What works?* ed. G. H. Gaither, 7-24. San Francisco, CA: Jossey-Bass.

College Demographics

% of college enrollments by ethnicity

Year	White	Black	Hispanic	Asian	American Indian
1990	77.5%	9.0%	5.6%	4.0%	.7%
2002	67.1%	11.9%	10.0%	6.5%	1.0%

Numbers do not add up to 100% due to international/non-resident student enrollments

Source: Seidman, A. (2005). Minority student retention: Resources for practitioners. In *Minority retention: What works?* ed. G. H. Gaither, 7-24. San Francisco, CA: Jossey-Bass.

http://nces.ed.gov/programs/digest/d04/tables/dt04_209.asp

College Demographics: Minority Enrollment, Fall 2002

Public 4-year **25.2%**

Public 2-year **35.6%**

Private 4-year **25.2%**

Private 2-year **42.1%**

Percentage of males and females among 1999–2000 undergraduates, their average age, and percentage distributions (by columns) of demographic characteristics, by gender

	Males	Females
Percent of all	43.7	56.3
Average age	26	27
Race/ethnicity		
White, non-Hispanic	67.5	65.8
Black, non-Hispanic	10.2	13.7
Hispanic*	11.6	11.4
Asian	5.8	4.8
American Indian/Alaska Native	0.8	1.0
Native Hawaiian/Other Pacific Islander	0.8	0.7
Other	1.4	1.0
More than one race	1.8	1.6
Parents' highest education level		
High school or less	34.6	39.0
Some postsecondary education	21.2	24.1
Bachelor's degree or equivalent	44.2	37.0

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Percentage of 1999–2000 undergraduates attending selected types of institutions, and percentage distribution of undergraduates attending full time and part time

	4-year public and private not-for-profit	Public 2-year	Private for-profit	Exclusively full-time	Mixed full-time and part-time	Exclusively part-time
Total	45.4	42.1	4.9	49.3	16.3	34.5
Gender						
Male	46.4	42.1	4.5	50.1	15.9	34.0
Female	44.6	42.2	5.2	48.6	16.6	34.9
Race/ethnicity						
White, non-Hispanic	47.5	41.3	3.8	49.5	16.2	34.4
Black, non-Hispanic	39.3	44.4	7.8	49.6	15.1	35.3
Hispanic*	39.9	44.7	8.5	47.0	16.2	36.8
Asian	48.3	39.0	4.3	51.4	19.3	29.3
American Indian/Alaska Native	35.1	53.4	2.9	44.2	18.6	37.3
Native Hawaiian/Other Pacific Islander	39.6	46.9	5.6	46.3	17.3	36.4
Other	42.1	40.4	4.5	53.7	17.8	28.5

*Priority was given to Hispanic ethnicity regardless of race chosen.

NOTE: Percentages in columns 1-3 do not add to 100 because students in other institution types and those attending more than one institution are not shown. Percentages in columns 4-6 do not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

ACT Test Takers Retention Rates

First to Second Year College Retention Patterns By Ethnicity

Group	Rate
Black	70%
Native American	74%
Hispanic	74%
Asian American	83%
White	77%
Other/no response	76%
All	76%

College Retention Trends

1983-2004

First to Second Year Retention Trends By Institution Type

	Highest %	Lowest%	2004%
Two-Year Public	53.1 ('83)	51.3 ('04)	51.3
Two-Year Private	72.6 ('92)	61.9 ('04)	61.9
BA/BS Public	70.0 ('04)	66.4 ('96)	70.0
BA/BS Private	74.0 ('89)	60.1 ('97)	71.1
MA Public	69.9 ('94)	68.1 ('89)	69.9
MA Private	78.0 ('85)	74.3 ('03)	75.3
PhD Public	78.1 ('04)	73.3 ('86)	78.1
PhD Private	85.0 ('85)	82.3 ('97, '03)	82.9
<hr/>			
National	68.3 ('04)	66.6 ('96)	68.3

College Retention Trends

2004

First to Second Year Retention Rates By Admissions Selectivity

Selectivity Level	Typical Test Scores			Mean %
	ACT	SAT	N	
Highly Selective	27-31	1220-1380	73	93.3
Selective	22-27	1030-1220	198	82.6
Traditional	20-23	950-1070	315	70.8
Liberal	18-21	870-990	80	66.1
Open	17-20	830-950	106	68.1
<hr/>				
All Institutions			772	75.1

College Retention Trends

CSRDE* study

First-Year Retention Rates 2002 First-time Freshman Cohort

Selectivity Level	Return	Leave
Highly Selective	88.2%	12.8%
Selective	79.4%	20.6%
Moderately Selective	74.3%	25.7%
Less Selective	70.3%	29.7%
All Institutions	80.4%	19.6%

*Consortium of Student Retention Data Exchange

Source: Hayes, R. Q. (2004). *2003-04 CSRDE Report: The retention and graduation rates of 1996-2002 entering freshman cohorts in 421 colleges and universities*. Norman, Oklahoma: The University of Oklahoma, Center for Institutional Data Exchange and Analysis

Percentage of 1995–96 beginning postsecondary students at *PUBLIC* 4-year institutions who left without a credential and did not return by spring 1998, by student background characteristics

	Total	1995–96	1996–97	1997–98
Total	18.8	7.3	7.5	4.1
Gender				
Male	19.9	8.1	7.9	3.9
Female	18.1	6.6	7.2	4.3
Race/ethnicity				
White, non-Hispanic	19.7	8.0	7.9	3.8
Black, non-Hispanic	25.4	6.9	12.1	6.4
Hispanic	13.6	6.8	4.4	2.4
Asian/Pacific Islander	10.5	1.3	1.9	7.3
Other	13.2	4.0	5.9	3.3
First-generation college student	25.0	9.2	11.5	4.3
Not first-generation	14.6	5.0	5.6	4.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/98 Beginning Postsecondary Students Longitudinal Study (BPS:96/98).

Percentage of 1995–96 beginning postsecondary students at *PRIVATE* not-for-profit 4-year institutions who left without a credential and did not return by spring 1998, by student background characteristics

	Total	1995–96	1996–97	1997–98
Total	17.2	6.4	6.8	4.0
Gender				
Male	19.2	9.1	7.3	2.8
Female	15.6	4.3	6.4	4.9
Race/ethnicity				
White, non-Hispanic	16.2	5.8	6.7	3.7
Black, non-Hispanic	22.6	5.8	11.6	5.2
Hispanic	23.8	12.8	7.1	3.9
Asian/Pacific Islander	10.3	3.3	1.6	5.4
Other	(#)	(#)	(#)	(#)
First-generation college student	28.7	10.9	11.5	6.3
Not first-generation	12.8	4.2	5.3	3.3

#Too small to report.

6-Year Graduation Rates:

Of 1996-97 First Year Students at 4-Year Institutions

Total	American/ Indian	Asian	Black	Hispanic	White	Unknown	Non-Resident Alien
54.4%	36.7%	62.6%	38.2%	44.8%	57.2%	52.1%	58.0%

Graduation rates at 4-year Title IV institutions, by race/ethnicity, control of institution, and Carnegie classification: United States, cohort year 1997

Control of institution and Carnegie classification	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Race/ethnicity unknown	Non-resident alien
All Institutions								
Doctoral/research universities—extensive	67.0	68.1	51.9	60.0	74.2	46.9	71.3	70.3
Doctoral/research universities—intensive	50.5	53.8	35.9	39.6	55.3	35.3	50.4	50.6
Master's colleges and universities I	45.2	49.0	33.7	33.5	43.5	31.3	42.9	38.6
Master's colleges and universities II	48.3	51.1	27.3	43.2	43.5	28.6	41.7	43.8
Baccalaureate colleges—liberal arts	68.6	70.4	53.1	63.4	72.7	39.5	67.3	70.3
Baccalaureate colleges—general	45.3	50.1	32.2	30.8	38.9	29.5	33.3	48.7
Baccalaureate/associate's colleges	30.7	34.0	18.2	23.4	33.2	19.1	24.4	33.7
Other 4-year institutions	40.5	43.9	33.9	29.8	37.0	23.0	29.4	63.0
Associate's colleges	43.8	47.0	37.3	36.7	55.5	28.4	48.9	33.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2004.

Graduation rates at 4-year Title IV institutions, by race/ethnicity, and degree-granting status: United States, cohort year 1997

Degree-granting status and graduation rate component	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Race/ethnicity unknown	Non-resident alien
All Students								
All institutions								
Adjusted cohort	1,181,366	837,411	130,246	74,880	66,940	9,631	38,005	24,253
Total completers	641,291	479,875	50,102	32,548	42,156	3,429	20,002	13,179
Graduation rate (%)	54.3	57.3	38.5	43.5	63.0	35.6	52.6	54.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2004.

Percentage of 1999–2000 undergraduates with various risk factors, and the average number of risk factors

	Any risk factors	Delayed enrollment	Part-time attendance	Financially independent	Have dependents or children	Single parent	No high school diploma	Work full time while enrolled	Average number of risk factors
Total	75.0	45.5	49.1	50.9	26.9	13.3	7.8	37.8	2.2
Gender									
Male	74.8	46.4	48.3	47.5	21.5	9.1	7.5	40.7	2.1
Female	75.2	44.8	49.8	53.5	31.0	16.5	8.1	35.7	2.3
Race/ethnicity									
White, non-Hispanic	72.7	42.8	48.7	48.3	23.7	10.0	6.1	37.2	2.0
Black, non-Hispanic	81.5	53.1	49.3	62.4	42.8	28.9	9.7	42.8	2.7
Hispanic*	81.4	50.9	52.2	54.3	32.4	17.3	12.3	41.4	2.4
Asian	73.5	49.7	45.6	47.7	18.5	9.7	14.1	24.9	1.9
American Indian/Alaska Native	83.9	57.9	56.6	65.9	37.5	21.1	13.2	46.7	2.8
Native Hawaiian/Other Pacific Islander	79.1	53.4	53.4	48.2	20.1	9.6	11.4	30.7	2.1
Other	71.5	35.2	45.6	43.5	18.4	8.0	8.0	34.4	1.9

*Priority was given to Hispanic ethnicity regardless of race chosen.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

What the Literature Tells Us About African American Retention

Females:

- Academic performance was enhanced when rooming with academically successful students. (+)
- Low self-esteem (-)
- Low social expectations for going to and completing a college degree (-)
- First generation (-)
- Mentors (+)

Males:

- African American roommates positively affected GPA (+)
- Mentors (+)

Female/Male:

- Low levels of parental support, limited resources to pay for college (-)
- First generation (-)

What the Literature Tells Us About Hispanic Retention

Female/Male:

- Being unprepared academically (-)
- Being away from families and lack of community (-)
- Inadequate financial aid information and how to apply for aid (-)
- Perceive the long-term benefits of higher education (-)

What the Literature Tells Us About American Indian Retention

Female/Male:

- Being unprepared academically (-)
- Being away from families and lack of community (-)
- Inadequate financial aid information and how to apply for aid (-)
- Low aspirations (-)

Commonalities: American Indian, African American, Hispanic Students **(Negative)**

- **Lack of academic preparation**
- **Lack of a critical mass of students with similar ethnic characteristics**
- **Initial enthusiasm displayed by recruitment process but subsequent disappointment once enrolled**
- **Financial need**

Commonalities: American Indian, African American, Hispanic Students (Positive)

- **Mentor programs**
- **Financial Aid**
- **Groups and clubs for minority groups**
- **Summer pre college academic programs**
- **Multicultural centers**
- **Inclusive and meaningful curriculum**

Action Steps To Help Solve The Retention/Attrition Problem (pre College)

- Lack of academic preparation
- Lack of a critical mass of students with similar ethnic characteristics
- Initial enthusiasm displayed by recruitment process but subsequent disappointment once enrolled
- Financial need

-
- Adopt a school district
 - Provide mentors
 - Visit families at home/bring to campus
 - Provide teachers
 - Provide aid

College Mission Statement as the Guiding Principle

Seidman Says:

“Be true to your university mission. Do not just have it printed, have faculty and staff know it, and use it to guide the university in its interaction with students.”

“Do not recruit students to your campus who will not be successful unless you are willing to provide programs and services to help overcome deficiencies.”

“Philosophy does not have to follow finance. Finance should follow philosophy.”

So What Can You Do to Help A Student Achieve Her/his Academic and Personal Goals?

Seidman says,

“For Intervention Programs And Services To Be Successful They Must Be Powerful Enough To Effect Change”

A Retention Formula For Student Success

A Retention Formula For Student Success

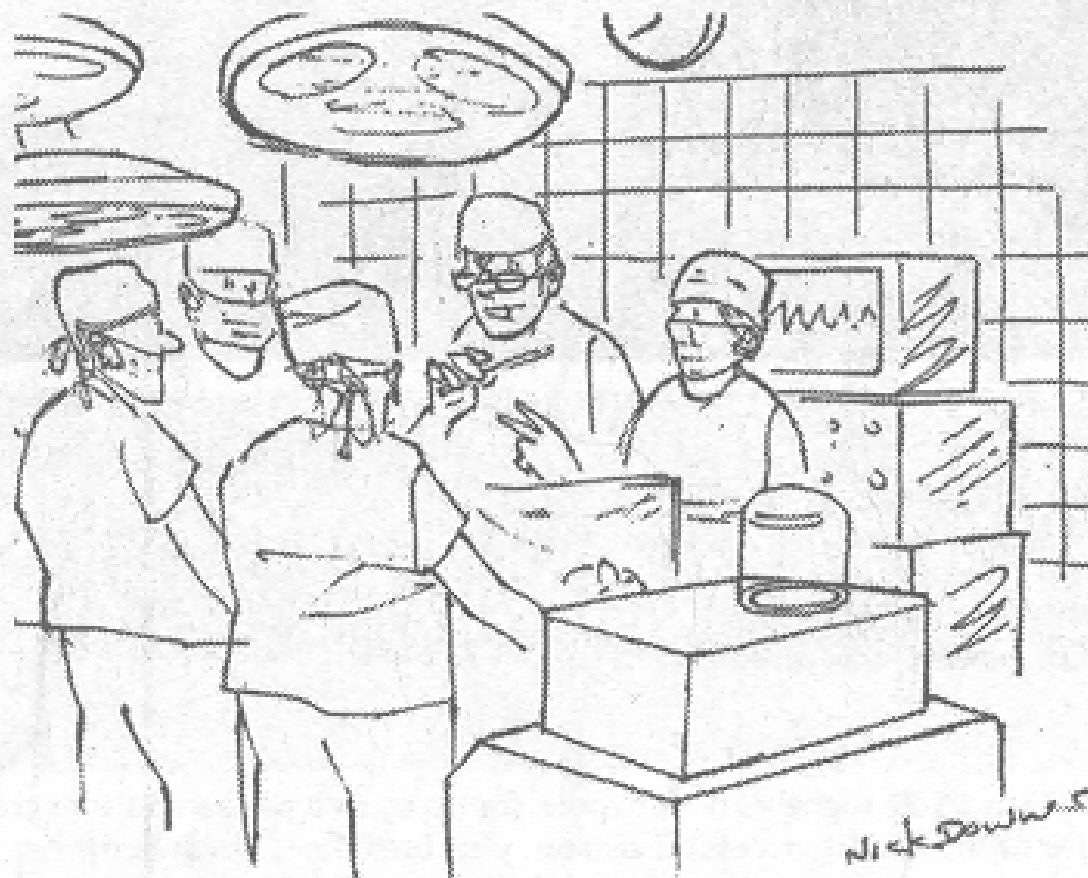
*“FOR INTERVENTION PROGRAMS AND SERVICES TO BE SUCCESSFUL
THEY MUST BE POWERFUL ENOUGH TO EFFECT CHANGE”*

$$*RET = E_{ID} + (E + IN + C)_{IV}$$

*RETENTION = EARLY IDENTIFICATION + (EARLY + INTENSIVE + CONTINUOUS) INTERVENTION

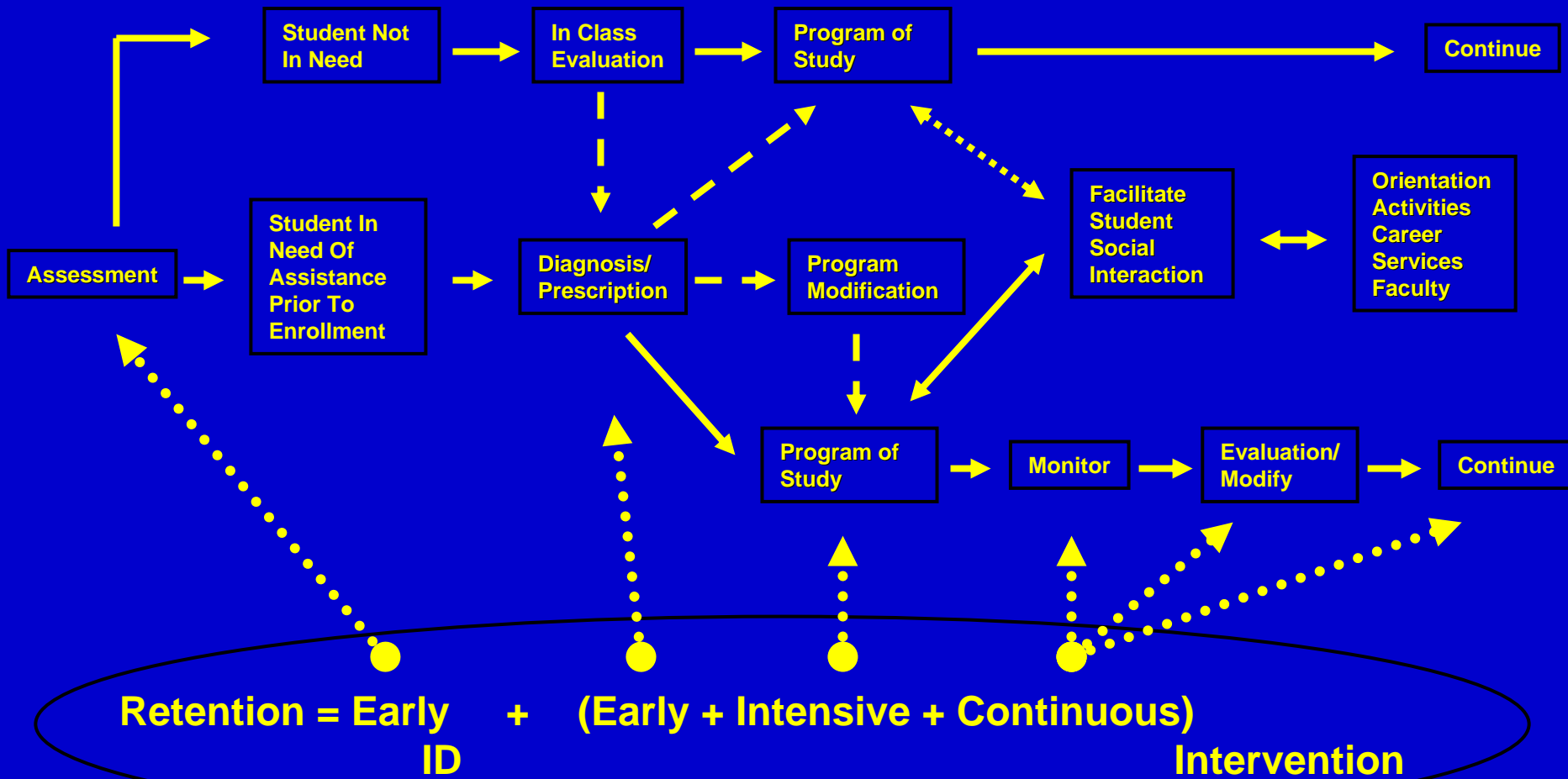
Pepper . . . and Salt

THE WALL STREET JOURNAL



“Now, this may look easy, but neurosurgery is really, really hard.”

Implementing the Seidman Formula



Look At Your Programs And Services

Did They:

- **Help bond students to students?**
(classroom communities)
 - **Help bond students to the college/university?**
 - **Identify areas in need of assistance?**
(Academic & Social)
 - **Remediate areas in need of assistance?**
 - **Continue throughout the college/university experience?**
-

Seidman says:

“You cannot assume that students will take the first step and seek help. The college/university must be proactive in its approach to students.”

A Word About ...

Developmental Courses

Financial Aid

Orientation

Career Services

Faculty

Retention Reference List

Developmental Courses

Typically

- Student usually placed in a developmental reading, writing, math course
- Placement based on past academic record and/or standardized placement test
- Sometimes pre-test at the beginning of the developmental course
- Sometimes post-test at the end of the developmental course
- Student must obtain a specific grade to continue into the next level course
- Regardless of skill needs student is enrolled in a full term course

College/University Community

- Does your assessment identify specific skills in need of remediation?
- Does your developmental course skills line up with the skills needed for the next level course?
- Can you divide the developmental course into modules and have a student only take the one (s) he/she needs?

Financial Aid Offices

Typically

- **Second (probably first in many instances) contact with student, in writing, web, telephone, in person**
- **Many mailings to students**
- **Bring in a lot of revenue to the college**
- **Assist students ability to attend**
- **Contact with students during each term**
- **May have the most contact with students during university career except for professors**
- **Not given much status in the university community**

Financial Aid Offices

College/University Community

- **Acknowledge and support the job the FA office and staff performs**
- **Help develop message given students when contacted**
(differentiate between adult, distance learning, residential students)
- **Know the amount of revenue a FA office brings into the University**
- **Provide the appropriate staff and funding to allow the FA office to do its job efficiently and effectively**
- **Acknowledge different types of students receive FA such as adults and distance learning students**

Orientation

Typically

- Bring students together in a relaxed atmosphere/begin the bonding process to the university and students
- Start to acculturate students to the university
- Help families understand what their mother/father will experience in the university
- Acquaint students with administrative rules and regulations
- Help select and design academic programs
- Help students find information they need

College/University Community

- Faculty and staff serve as mentors
- Have orientation groups meet at least once per term
- Continuous all years in the university

Career Services

Typically

- To receive FA a student must be in a degree program
- Are we making students choose programs too early in their university career
- Undecided students leave at a much greater rate than students with a defined goal
- Start the career exploration process early on and do not assume that a student knows what he/she wants to do simply since he/she chose a major.
- People change careers many times in their lifetime

Career Services

Continued.....

College/University Community

- Hold career exploration days
- Have career exploration part of orientation and/or on-going orientation
- Have career exploration built into the curriculum
- Use career exploration software
- Majors can have speakers talk about their careers
- Majors can hold informal student meetings

Faculty

College/University Community

- Faculty interaction with students outside the formal classroom setting is important for student success
 - Encourage and promote faculty/student interaction
 - Faculty mentors
 - Club advisors
 - Value faculty involvement in the evaluation/promotion system
-



"What does he know, and how long will he know it?"

Thank You

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