First-Year Student Success and Retention 101

What every faculty and staff member should know
A 2004 Study by ACT Looked at a Number of Student Factors and Weighed their Effects on First-Year Retention

- High School GPA
- ACT Entrance Test Scores
- Academic-Relate Skills (i.e., study habits, time management)
- Academic Goals
- Financial Aid
- Selectivity of Institution
- Institutional Commitment & Satisfaction
- Support from the Institution (i.e., faculty, staff, and peers)
- Social & Campus Involvement
- Socioeconomic Status
- Academic Self-Confidence
- General Self-Esteem & Self-Concept
Some Factors Were Found to be *Strong* Predictors of Non-Success... Others *Much Less So*...

- Which factors do you think are strong, and which not-so-strong?
- Which factors do we as faculty and staff members have *some* control over?
- What do you think the top five factors are that seem to influence first-year student success?
Findings

- High School GPA
- ACT Entrance Test Scores
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Which of These Factors Can We Affect or Influence?

Why a Focus on the First-Year?

Attrition Over Four Years Among 837 First-Time Full-Time Baccalaureate Degree-Seeking Students on the Anchorage Campus – Beginning Fall 2007

- 59% Left After First Year
- 27% Left After Second Year
- 14% Left After Third Year
Why a Focus on the First-Year?

In fall 2007, 873 first-time full-time baccalaureate-seeking students came to UAA’s Anchorage campus.

Of these, 618 returned for their 2nd year (29.2%)
Of these, 503 returned for their 3rd year (18.6%)
Of these, 444 returned for their senior year (11.7%)
Is Student Retention and Success Directly Connected to Graduation?

• Yes!!!
• A 2009 review of literature reveals the strong connection between persistence and completion research.
• Effective retention programs will increase degree completion rates in the long-term.
• Students who are better supported in their early academic careers are more successful and more likely to complete their programs.

Is Student Retention and Success Directly Connected to Graduation?

“It is imperative that postsecondary institutions make concerted efforts to ensure all students graduate, and effective retention programs are a primary means to that end.”

Whose Job is Student Retention and Success?
A Bit About MAP-Works: A New Retention Tool at UAA

*Actual UAA Student of Alaska Native Ethnicity
MAP-Works at UAA - the Pilot Year

Fall to Spring Persistence Rates Among Identical Pre- and Post-MAP-Works First-Year Student Cohorts

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2009 Cohort</th>
<th>Fall 2010 Cohort</th>
<th>Fall 2009 Cohort</th>
<th>Fall 2010 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native Students</td>
<td>63.2%</td>
<td>65.2%</td>
<td>237 of 375 Persisted</td>
<td>336 of 515 Persisted</td>
</tr>
<tr>
<td>UA Scholars</td>
<td>84.1%</td>
<td>85.8%</td>
<td>207 of 246 Persisted</td>
<td>211 of 246 Persisted</td>
</tr>
<tr>
<td>Undeclared BA/BS Students</td>
<td>81.4%</td>
<td>83.7%</td>
<td>415 of 510 Persisted</td>
<td>438 of 523 Persisted</td>
</tr>
<tr>
<td>Residential Students</td>
<td>80.9%</td>
<td>86.9%</td>
<td>368 of 455 Persisted</td>
<td>433 of 498 Persisted</td>
</tr>
<tr>
<td>Guidance 150 Students</td>
<td>79.5%</td>
<td>84.5%</td>
<td>240 of 302 Persisted</td>
<td>239 of 283 Persisted</td>
</tr>
</tbody>
</table>

Sources:  UAA Office of Institutional Research. Unique Banner Data Request Provided February 7, 2011.
UAA Office of Electronic Student Services. Unique Banner Data Request Provided January 24, 2011.
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