An Overview of University Support Services and Programs for Retention

Work-in-Progress from ESU Gardner Study Findings to develop a Retention Plan. See 2025-2028 Strategic Plan, Focus Area: Student Success, Goal 1, Implement a retention plan that is data informed and based on the work of the Gardner Retention Performance Management (RPM) initiative.

Dr. Kizzy Morris, Associate Provost for Student Success
@ University Senate Meeting, February 2025

Recap From the Gardner Study Findings on Retention

- First Year, Assume N = 100

- First to Second Year, then N = 75

- Second to Third Year, then N = 60

- Third to Fourth Year for completers
  only, then N = 25

Average loss of 75 students pursuing a 4-year degree program in 4 years!

Note: 6-year graduation rate is 43.8% (fall 2016 cohort)

By the end of the 1st year, 25% loss

By the end of 3rd year, another 40% loss

Less than 3 in every 10 students graduate in 4 years
(fall 2018 chort had a 25% 4-year graduation rate)

Departure Reasons

Involuntary*

- Top reason include academic and conduct dismissals.

- Approximately 2.5 % of students were Academic Dismissed, typical by the end of their 2nd year. Between 20-25% successfully appeal and must complete a success plan with remediation requirements.

- Less than 1% of students were separated for a conduct issue.

Voluntary**

- Top reasons include personal, finances/affordability, medical/family, and transfer to another institution.

- Approximately 43% of students leave after year 2 who had at least a 2.0 CGPA.

- Approximately 10% of students with a CGPA of at least 3.0 left in their 1st year.

- Approximately another 18.5% of students with a CGPA of at least 3.0 leave in their 2nd year.

Possible diagnose according to varying group characteristics and treat with specific university support service. HOW?
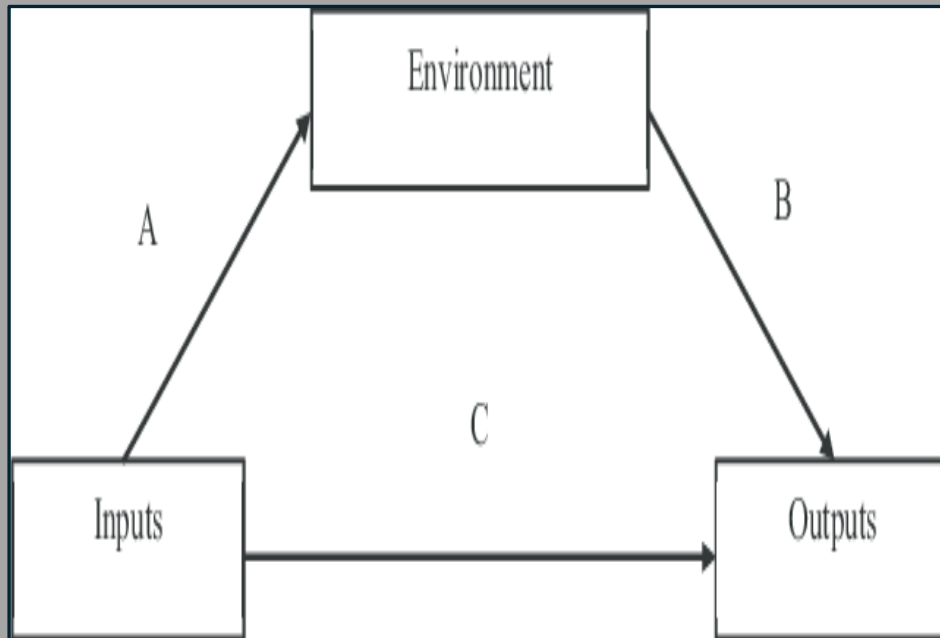
* Fall 2023 for recent trend

** Fall 2016 for 6-year completion study

Domain Committee: Retention Action Team Problem Statement

How can we better identify factors that impede student success and deploy supports strategically?

Theoretical Framework: Astin I-E-O

"factors" are determinants or characteristics students possess.

The I in Astin's I-E-O: "impede student success" are challenges students face. Discovered four broad categories for students' challenges impacting retention/degree completion progress at ESU as (1) finances/affordability, (2) academic performance, (3) no fit and (4) medical.

The E in Astin's I-E-O: Retention programs or interventions at ESU. Which are strategic deployments? Which are operational deployments?

The O in Astin's I-E-O: Why are we concerned? See Framework for Measuring Student Success for (1) the Student and (2) for the Institution based on types such as performance, efficiency and equity and looking at value such as access, progression, completion, cost and use of credential.

Domain Committee: Retention Action Team Goals

1. Develop a coordinated support plan for at-risk students

2. Leverage current systems and resources

3. Increase Fall to Spring progression

4. Increase Fall to Fall retention

Domain Committee: Retention Action Team Deliverable

Predictive model that could also accommodate targeted interventions

The University already has a student success tool with predictive and intervention features. EAB's Starfish branded as WarriorFish for ESU.

Input	* 7 categories with 60 factors assigned over 4 retention challenge areas at ESU.
	  7 categories are At Entry, Academic Performance and History, Financial, Program/Major, Time-based, Term Information, No Factor Identified, and Other.
	  4 Retention Challenge Areas are Academic Performance, Financial/Affordability, Medical, and No Fit.
	* Note: Previously, factors only reviewed for 2016-2021 student cohort. No influence of categories or retention challenge. Not all of the previously identified top 10 factors remain relevant.

Environment	* Began inventory of retention programs and need to determine strategic versus operational deployment. * To complete Starfish Strategic Analytics setup, review with Action Team. The Strategic Analytics setup looks at our environmental conditions, that is, courses and student populations that are influencing retention/graduation rates and show us how we can support specific themes such as belonging/inclusion, re-enrollment, and other strategic institutional efforts. NEED: Retention Program Inventory to be arranged for stepped cared approach
Output	* Creation of a Strategic Analytics Dashboard. * Decrease of students identified as High Return Risk and Moderate Return Risk. Increase of students identified as Low Return Risk. All categories still require some level of intervention. * Completion of Foundational English and Math courses in first year. NEED: Remodel of Operational Analytics to focus on new cohort of students (2021-2024). Repurpose Retention Scores, training on use, and reporting and tracking frequency. Requires IT resources that are already committed to OneSIS implementation. Possible delayed until after OneSIS implementation. (delayed)

Retention Program Inventory: University Support Services and Programs

1. 32 services and programs identified

2. Inventory maintained to track as follows:
   - Institution-specific name for program/intervention
   - Is program/intervention required or not required?
   - Program Purpose or Learning Outcomes
   - Accountable Unit/Department
   - Challenge Category Addressing
   - Stepped Care Alignment

Institution-specific name for program/intervention	Required/Not Required	Program Purpose or Learning Outcome(s)	Accountable Unit	Challenge Category Addressing	Stepped Care Alignment
Academic Advising	Required	Provide an individual detailed approach to helping students fully understand their academic program, engage in opportunities for in-depth learning experiences inside and outside of the classroom, understand the outcomes and results of the degrees and get situated in a path after degree completion.	Faculty		
Accessible Services for Individualized Students (OASIS)	Required	Provides services for students with documented disabilities, and/or medical conditions on a case by case basis, coordinates academic and housing accommodations, and connects students with appropriate resources both on and off campus. In addition, OASIS strives to educate the university community, encourages self advocacy, and promotes equal access to educational opportunities at ESU.	Coordinator, OASIS		
Athletics	Required, if part of NCAA and/or PSAC	Competitive team sports that build collaboration, commitment, and physical conditioning in an organized activity. Provides focused educational support for degree completion.	Athletics		
Campus Advocacy and Resource Engagement Team (CARE)	Not Required	•To review information from faculty, staff, students, and/or community members, in order to assess and determine appropriate responses. •To provide support to students displaying varying levels of disruptive, or distressed behaviors, in a timely manner. •To follow-up and ensure that services, support, and resources are deployed effectively. •To utilize a structured protocol for communication, review, and response. •To adhere to FERPA, HIPAA confidentialities, and counselor privileges, while maintaining adherences to all professional counseling guidelines and all applicable federal, state and local laws.	Dean of Students		

Institution-specific name for program/intervention	Required/Not Required	Program Purpose or Learning Outcome(s)	Accountable Unit	Challenge Category Addressing	Stepped Care Alignment
Math Question Center	Not Required	The Math Question Center (MQC) helps students at all levels build their understanding of math and their math skills for specific courses.	Math Faculty		
Men of Color Alliance (MOCA)	Not Required	•Strengthen the secondary-to-higher education pipeline to enable many more men of color to attend college; •Increase the admission and graduation rates for men of color at East Stroudsburg University; •Work with faculty and staff to educate, prepare and address the needs of the men of color across campus; •Improve the person and professional preparation of participants prior to graduation; •Reduce the attrition rate of men of color at East Stroudsburg University; •Establish benchmarks and hold the campus accountable for addressing the needs of men of color; and •Develop strong campus leadership on the challenges facing black youth and men from the environments from which we recruit and engage through the state of PA.	Multiculture and Inclusive Excellence		
Midterm Progress Check - WarriorFish	Not Required	Establish a mid-semester progress check-in on class attendance and participationfor student learning and success. Accounts for enrollment reporting and financial aid tracking only to students who have confirmed their enrollment.	Registrar Student Success		
		•To acquaint each student with East Stroudsburg University—its structure, services, and personalities. •To provide support to instructors teaching First Year Experience. •To help new students connect with other peers and at least one upper-class student in a meaningful,			

Institution-specific name for program/intervention	Required/Not Required	Program Purpose or Learning Outcome(s)	Accountable Unit	Challenge Category Addressing	Stepped Care Alignment
Roster Verification - WarriorFish	Required for federal and state reporting; academic related activity CBA acknowledges faculty to report on students academic performance	Establish proper class attendance and participation process for student learning and success. Accounts for enrollment reporting and financial aid disbursements only to students who have confirmed their enrollment.	Faculty Enrollment Management Institutional Research Student Success		
Student Employment	Not Required	Gives students a wok-based learning opportunity in an onsite/campus location	Academic Affairs (coursework) HR Career and Workforce Development Various Departments		
Student Success Coaches	Not Required	Helps students navigate their college experience inside and outside of the classroom; committed to working with students to develop academic strategies and form supportive relationships that assist students with persisting to acquire their college degree.	Student Success		
Tutoring	Not Required	The mission of the University-Wide Tutorial Program is to provide academic support through tutoring and learning assistant services to aid students in adapting to the academic environment of college, improving their grades, and enhance the quality of their scholarly work.	Library / Instructional Support		
Veterans Center	Required	Provides quality service to Veterans, Guard, Reservist and military affiliated students and serves as a one-stop shop where students can receive information from admission to graduation. Also houses the School Certifying Official (SCO) to assist with VA Education Benefits.	Registrar		
Warrior Induction	Not Required (???)	culminating event prior to the start of Fall semester classes to get new students connected to resources on campus and finalize their transition to college life.	Dean of Students Enrollment Management Student Activities Association Student Success		

Follow-Up Activities and Impact
(model behavior and practices that we would like to see holistically in use)

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- Student Success Coaching has developed a coordinated support plan aka SSC Academic Year Activities and Critical Milestone Touchpoints.

- Student Success Coaching is using Retention Scores for triage support.

- Student Success Coaching and Student Life (Dean of Students and Case Manager) working on creating a Culture of Care.

- Impact monitoring for 2024-2025 with Fall to Spring Continuing Students Registration (as of 1/28/25, 8th semester day comparison):
  - fall 2023 to spring 2024 = 3,928
  - fall 2024 to spring 2025 = 4,231