A Deeper Look at Decidedness to Enhance Persistence
Why this topic?

STRATEGIC ENROLLMENT MANAGEMENT PLAN (SEM)

A Path Forward

Budget Modernization Project
THEME 5: RETENTION & STUDENT SUCCESS

OBSERVATIONS AND GOALS

**Observations**

1. The most recent 1st to 2nd year Freshmen retention rate is 84%, Transfer is 75%, and International is 70%.
2. KSU does not retain 16% of Freshmen students from the 1st to the 2nd year, 9% of students from the 2nd to the 3rd year, and 4% of students from the 3rd to the 4th year.
3. KSU’s Fall 2016 4-year graduation rate is 10 points lower than peer average and KSU’s Fall 2016 6-year graduation rate is 5 points lower than peer average.
4. The following student types are at greater risk for non-retention: non-resident, first-generation, commuter, minority and international, Open Option, lower HS GPA / ACT, lower KSU GPA / credits attempted and earned, DFWs, and greater levels of unmet need / lower EFC. When multiple factors or variables are stacked, it exacerbates a student’s likelihood to persist.
5. KSU students can feel “bounced around” campus and report their experiences are highly college- or department-centric.

**Goals**

1. **5.A. Confirm achievable retention and 4-year and 6-year graduation rates**, comprehensively and by student segment, to position KSU to meet and exceed peer averages.
2. **5.B. Continue to enhance the First Year Experience at KSU** to improve 1st to 2nd year retention while also implementing programs and policies that focus on 2nd to 3rd and 3rd to 4th year retention.
3. **5.C. Keeping the 4 Pillars of Student Success in mind**, utilize the multivariate “stacked” retention analysis to identify specific groups of students who we know today are “at-risk” (or expected to be “at-risk” upon enrollment) and mitigate attrition by intervening appropriately with specific support and wrap-around services.
4. **5.D. Improve coordination, collaboration, and communication** around retention and student success and remove or adjust barriers and policies that negatively impact student progression, retention, and overall success.

*Continued...*
• Reflect on your experience as an adviser.
• Identify a student you’ve worked with in the last year.
• Make note of relevant considerations about this student.
Continuum of decidedness

Very decided

Unstable undecided

Developmentally undecided

Tentatively undecided

Somewhat decided

Seriously undecided

Chronically indecisive

Based on Gordon (1998) and Steele (2003)
• Which category (or categories) does your student fit in?

• Which category (or categories) do a majority of your students fit in?
• What challenges have you experienced working with different subtypes of undecided and decided students?
Priority #1 – Help deciding students feel valued

Priority #2 – Get students/families into the Career Center

Priority #3 – Gather preliminary info about decidedness
Career Decision Profile (CDP)
**DECIDEDNESS**

% of students indicating a low or very low level of decidedness.

- 67%
- 73%

**COMFORT**

% of students indicating a low or very low level of comfort in their decision.

- 71%
- 66%

**SELF-CLARITY**

% of students indicating a low or very low level of knowledge about their skills, interests, and abilities.

**OCCUPATIONS/TRAINING**

% of students indicating a low or very low level of knowledge about occupations and training programs available to them.
ACT Score Distribution

# of Students

<table>
<thead>
<tr>
<th>ACT Score</th>
<th># of Students</th>
</tr>
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<tbody>
<tr>
<td>&lt;18</td>
<td>2</td>
</tr>
<tr>
<td>18-21</td>
<td>14</td>
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<tr>
<td>22-25</td>
<td>18</td>
</tr>
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<td>26-29</td>
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<td>30-33</td>
<td>6</td>
</tr>
<tr>
<td>34-36</td>
<td>2</td>
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University of Toronto
Proactive Outreach

• Encouragement to engage in relevant activities and information gathering.
  – Courses
  – Web resources
  – Hands-on learning
    • Job-Shadow
    • Informational Interviews
• How could it impact your role to better understand the level of decidedness and career decision needs of your students?
Purposeful Work
Thank you!

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