



Career Advising: Our Piece of Retention

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Southern Utah University

Purpose and Motivation

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Why do students attend college?

80%

More than 80% of freshmen at SUU during orientation indicated they were going to college to obtain a great job after graduation.

Purpose and Motivation

21%-65%

Students are highly motivated at orientation, yet the highest six year graduation rate in Utah is 65% and the lowest is 21%. (Utah Department of Higher Education)

What happens between orientation and graduation? What causes students to lose motivation?

Purpose and Motivation



- Graduated High School with honors
- Excited about college and was planning on becoming a...

Purpose and Motivation



- Motivated by money and prestige
- Encouraged by family, but...

Purpose and Motivation



- Organic Chemistry or many other reasons cause this student to question their ability, skills, career, etc.
- The student becomes unmotivated because they have lost sight of their purpose.



Purpose and Motivation

The Key Elements of Motivation

Autonomy

The urge to direct our own lives.

Mastery

The desire to get continually better at something that we value.

Purpose

The yearning to do something we do in the service of something larger than ourselves.



Purpose and Motivation

A large-scale Columbia University study found the following:

- “Comprehensive Career services that foster clear linkages between academic and career objectives are especially key to increasing student motivation.”



*Purpose
and
Motivation*

How do universities quantify a student's purpose or motivation?

RETENTION



Purpose and Motivation



STUDENTS



A Third of Your Freshmen Disappear. How Can You Keep Them?

By Kelly Field | JUNE 03, 2018 PREMIUM CONTENT FOR SUBSCRIBERS. [SUBSCRIBE TODAY](#)

Colleges redesign the first-year experience to improve retention, learning outcomes, and students' sense of belonging.

From: The Chronicle of Higher Education
A Third of Your Freshmen Disappear. How Can You Keep Them?

TAGS: CHILDREN | SCHOOLS | TEENAGERS

When the first-year retention rate at Southern Utah University fell five percentage points over five years, college administrators there knew they had a problem. They just weren't sure what to do about it.

"They were at a loss, and frankly, we were, too," recalls Jared N. Tippetts, who was hired three years ago to reverse the trend.

The institution had tried several of the "high impact" practices that are supposed to help with retention — learning communities, common reading programs — but students kept leaving. By 2015, only 64 percent of freshmen were returning for their sophomore year.

So Tippetts, the chief retention officer and vice president for student affairs, and his team started from scratch, building a comprehensive "first-year experience" that combined financial support with enhanced advising, earlier identification of struggling students, and a focus on fostering a sense of belonging. They overhauled orientation, redesigned the first-year seminar, and created a new peer-mentoring program, among other changes.

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Solving the Retention Puzzle

Published: July 16, 2018 | Author: Lori Carter | Category: Academics

Colleges and universities around the country are struggling to keep first-year students engaged and enrolled year after year. Only 61 percent of first-year students who started in 2015 returned to the same institution in 2016, according to a report from the National Student Clearinghouse.

However, Southern Utah University has not only found a way to increase its first-year student retention, but continues to build momentum and excitement across campus. In just two years, from 2015-2017, the University went from a stagnant 64% retention rate to 71%, a record high for the institution.

The change didn't happen overnight and took a team of dedicated professionals countless hours to figure out how to stop the declining numbers that dropped from 69% to 64% from 2008-2015.

So where did the change begin?



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SUU is keeping more students: here's how they did it

By Southern Utah University | Posted: July 16, 2018 10:58 AM

This story is sponsored by Southern Utah University.



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Purpose and Motivation



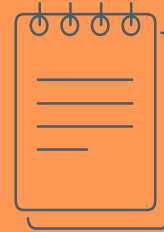
How can Career Centers play a role in creating purpose in students, which potentially could increase retention rates at their respective universities?

Career Assessments



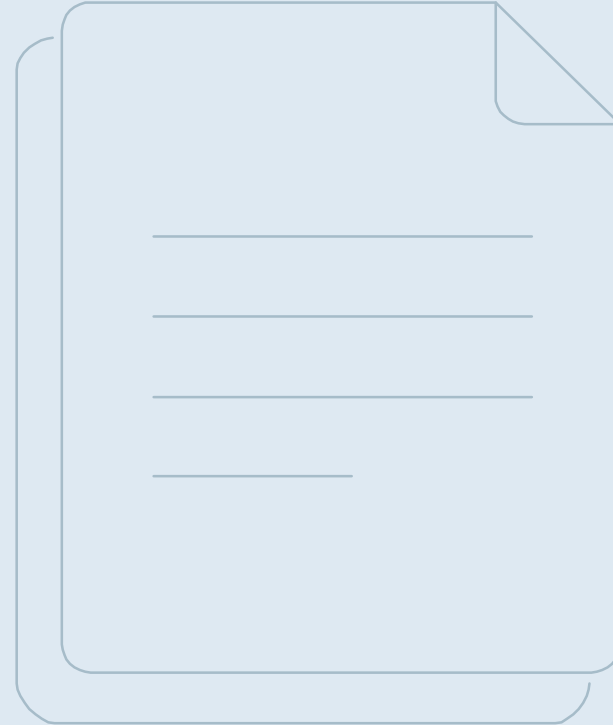
Career Assessments

- 1.5 hour appointments
- \$15
- Holistic Approach
 - Clifton Strengthsfinder
 - Self Assessments (personality, interests, and values)
- Adjusted Process



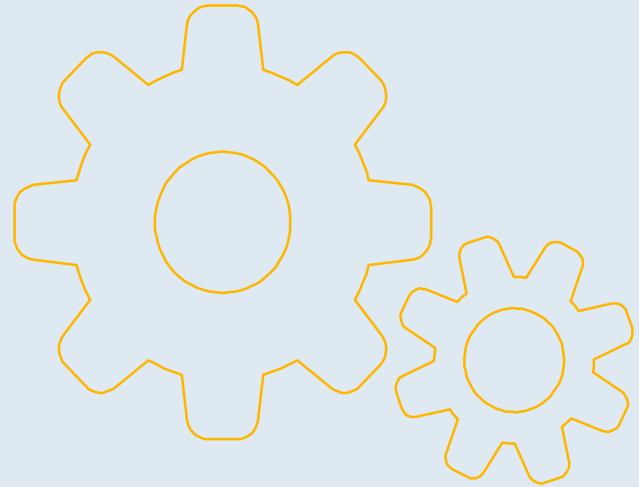
1. Values

- High Point in Life
- Mentor/Characteristics
- Elementary School best part of day
- Current or past job duties enjoyed



2. Myers Briggs Self Assessment

Students are presented with definitions and slides of information pertaining to each dichotomy. They are asked to mark on a continuum how they view their preference. If students are not confident we go into more depth.



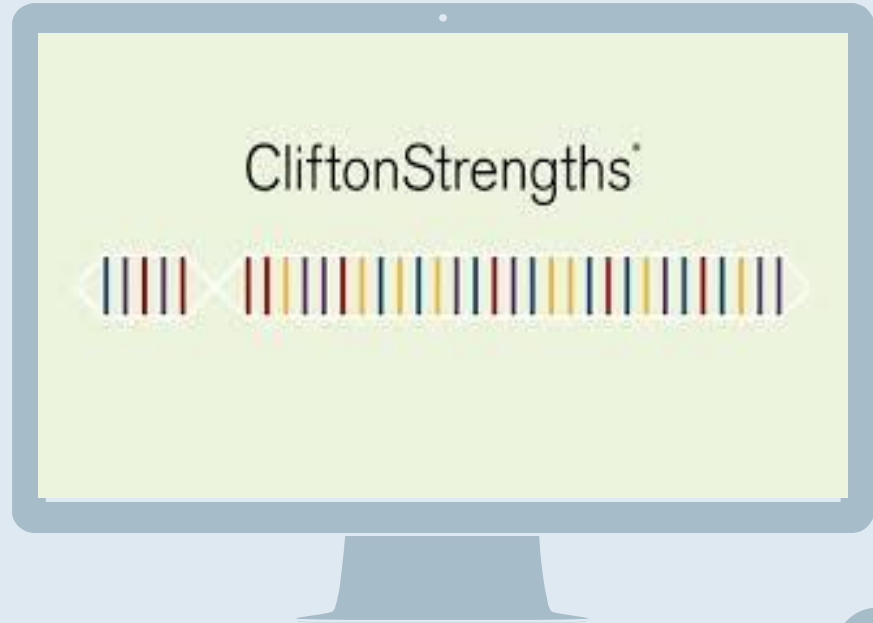
3. Holland's Code Self Assessment

Students are presented with definitions and slides of information pertaining to each theme. They are asked to rank themselves on a scale of 1-5 on each theme.



4. Clifton Strengthsfinder

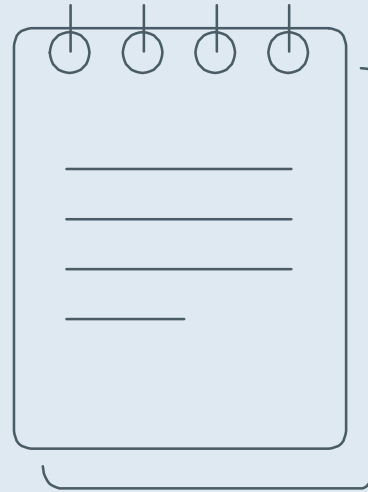
Students take the Clifton Strengthsfinder online prior to their appointment.





5. Next Steps

Students identify 3-5 next steps they feel will aid them in narrowing down their career and/or major options.





Retention Data 2015-2016

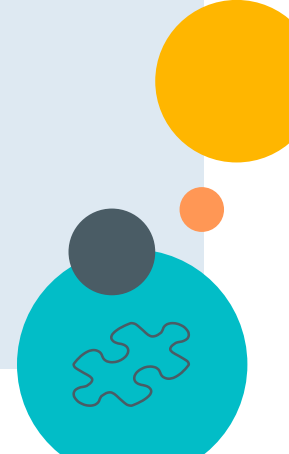
Student Group	# of Students	Year 1 Retention Rate
Had a Career Assessment	96	83.3%
No Career Assessment	1078	68.1%
All Students	1174	69.3%



Retention Data 2005-2015



Student Group	# of Students	Year 1 Retention Rate
Had a Career Assessment	480	84.6%
No Career Assessment	10,554	66%




Self Selected?





Random Sample Retention Study Design

- 2017- A random sample of first year students were selected to receive a free career assessment.
 - They were given a meal voucher upon the completion of their appointment.
 - These same students were then followed to determine if they were retained after their first year.
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Random Sample Retention Research Data



Control Group

Received Invitation	Number of Students	Retention Rate
Yes	269	69.9%
No	1023	72.3%
All	1292	71.8%

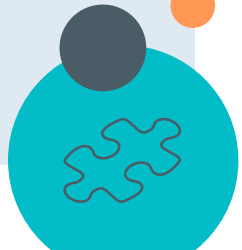




Random
Sample
Retention
Research Data

Treatment Group

Received Invitation	Number of Students	Retention Rate
Yes	90	82.2%
No	47	74.5%
All	137	79.6%





7.8%

Increase in retention rate for students who complete a Career Assessment

and

80%

Of students felt their education would be more directed and meaningful after completing their Career Assessment



What's Next?

- How do Career Assessments influence the number of times a student changes their major?
- Do Career Assessments have an impact on completion rates?
- How does the Strong Interest Inventory influence retention rates?



Questions?

