

Apr 11th, 1:00 PM - 1:15 PM

Retention Rates in a HBCU Community

Rian Stallings

Lincoln University, Jefferson City Missouri, rian.stallings790@my.lincolnu.edu

Follow this and additional works at: <https://bluetigercommons.lincolnu.edu/showyourstripes>

Part of the [Higher Education Commons](#), and the [Science and Mathematics Education Commons](#)

Stallings, Rian, "Retention Rates in a HBCU Community" (2019). *Show Your Stripes Research and Creative Showcase*. 6.
<https://bluetigercommons.lincolnu.edu/showyourstripes/2019/Cafe/6>

This Event is brought to you for free and open access by the Conferences and Events at Blue Tiger Commons@LincolnU. It has been accepted for inclusion in Show Your Stripes Research and Creative Showcase by an authorized administrator of Blue Tiger Commons@LincolnU. For more information, please contact MartinD2@lincolnu.edu.

Retention Rates In an HBCU Community

Rian Stallings

Background

Why are you doing this study?

- Decreased peers from my class
- Student frustration
- Promotion of Involvement



Introduction

Retention is the continued use or possession of something or someone.

Dropout is the abandonment of something to pursue other avenues.

Stopout is taking time off, planning to return to the same institution.

Transfer is moving from one place to another.



Questions to ponder and study.

- Why are students not returning?
- Which students are returning?
- How can the university implement strategies that student say are why they come back into the curriculum and school experience?



Common Reasons Students Leave

1. Behavioral
 - a. Behavioral expectations are different than high school
 - b. Family guidelines are not the same
 - c. New Environment
2. Academics
 - a. Lack of academic confidence
 - b. Unfamiliar with academic resources
 - c. Academic resilience
 - d. Lack of preparedness
 - e. Academic expectations
3. Family
 - a. Death
 - b. Homesick
 - c. Multiple Responsibilities
 - d. Finances

Missing Key academic skills:

- Independent
- Resilient
- Hardworking
- Ambitious
- Responsible



Possible Solutions

“Measuring Determinants of Student Return vs. Dropout/Stopout vs. Transfer: A First-to-Second Year Analysis of New Freshmen”

Practices to curb dropout

- Intrusive advising
- Value activities (ex. Internships, research, mandatory study groups)
- Providing Care packages
- Broadening scholarship criteria



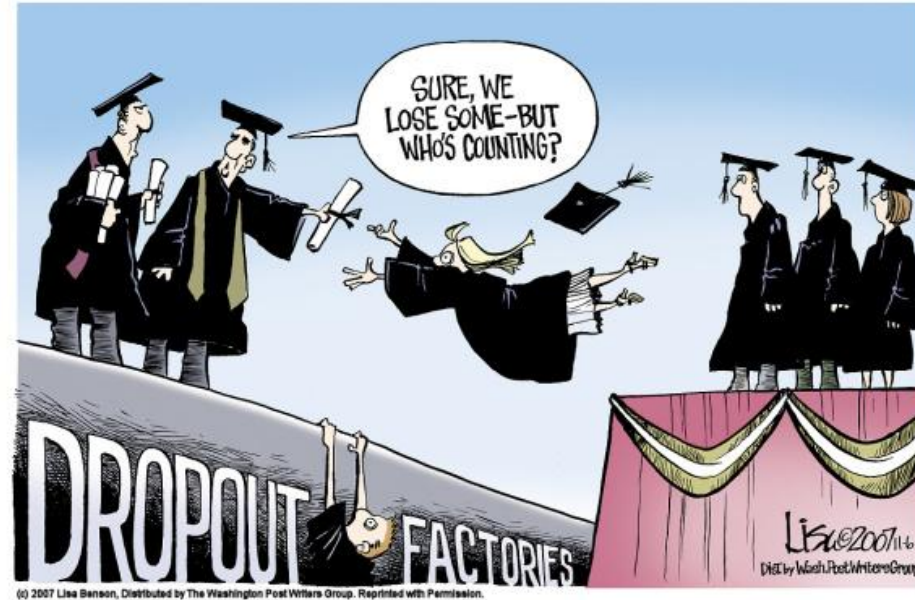
My Study Focus

- HBCU experience
- Under-represented minorities in STEM
- Participants in STEM programs like MOLSAMP, MSIPP, and MANRRS
- Lincoln University



Why should we care?

- Retention Benefits:
 - Improves public economic value (increased tax revenue, individual economic **benefits**, higher salaries)
 - Increases diversity in higher education
 - Increases diversity in STEM
 - Social **benefits** (reduced crime rates),
 - Individual social **benefits** (increased quality of life)
- Retention rates within our schools affect us all.
 - Decreases university income
 - Decreases grant opportunities
 - Decreases university value and **social impact**
 - Affects accreditation
 - Decreases opportunities for students
 - Students are our customers



What I Learned So Far

- Staying involved is key
 - Friends
 - Activities
 - Organizations/Clubs
- Focus is on secondary things
 - Cafeteria
 - Residence Halls
 - Book store
-
- College is hard it gets easier with the right Support System and focus.

●



Contact and Thank You

Dr. David Heise

Research Seminar Class

Illustrious mother

MOLSAMP

Rian Stallings
rian.stallings790@my.lincolnu.edu



Questions or Comments

