THE ROLE OF MEMBERSHIP IN STUDENT SUCCESS AND RETENTION

Katie Milne and De’Carlos Anderson
Assistant Directors, Student Success and Retention
Greek Leaders Retreat
WHO ARE WE?

De’Carlos Anderson
(he/him/his)
Transfer Student
Originally from Waterloo
Lived in California for 20+ years

Katie Milne
(she/her/hers)
Originally from Vermont
Was an RA in undergrad
Speaks French
THEORETICAL FRAMEWORK FOR RETENTION AND STUDENT SUCCESS
Figure 10.1  Toward a revision of the theory of student persistence in residential colleges and universities.

SOCIAL INTEGRATION

- Student’s perception of membership in the campus social environment, with an emphasis on peer relationships (Braxton et al, 2014)
  - Occurs at the level of the university, or at the level of a subculture of the institution
  - Direct and positive influence on student persistence in college
INFLUENCES ON SOCIAL INTEGRATION

- **Ability to pay**
  
  degree of satisfaction about costs of attending chosen college (Braxton et al, 2014); inability to pay acts as barrier to student participation in social communities (Cabrera, Stampen, & Hansen, 1990)

- **Institutional commitment to student welfare**
  
  culture of concern for student growth and development; student perception that they are valued and respected as individuals, and treated equitably (Braxton and Hirschy, 2004)
INFLUENCES ON SOCIAL INTEGRATION

- **Institutional integrity:**
  student perception that actions of college faculty and staff are consistent with espoused mission and goals (Braxton et al, 2014)

- **Psychosocial engagement:**
  “... the amount of psychological energy students invest in their social interactions with peers and in their participation in extracurricular activities (Braxton, Hirschy, and McClendon, 2004)” (Braxton et al, 2014, p. 90)
GROUP DISCUSSION ON FACTORS AND APPLICATION TO YOUR CHAPTERS


QUESTIONS?

https://success.uni.edu/

Katie
028 Gilchrist Hall
kathryn.milne@uni.edu
319-273-4260

De’Carlos
118 Gilchrist Hall
decarlos.anderson@uni.edu
319-273-2332