

15A05

Retention for Rookies

Tuesday, July 15, 2008
12:00-1:30 p.m.



National Conference on
**Student Recruitment,
Marketing, and Retention**

JULY 15-17, 2008 — CHICAGO, ILLINOIS

Convened by

Noel-Levitz®

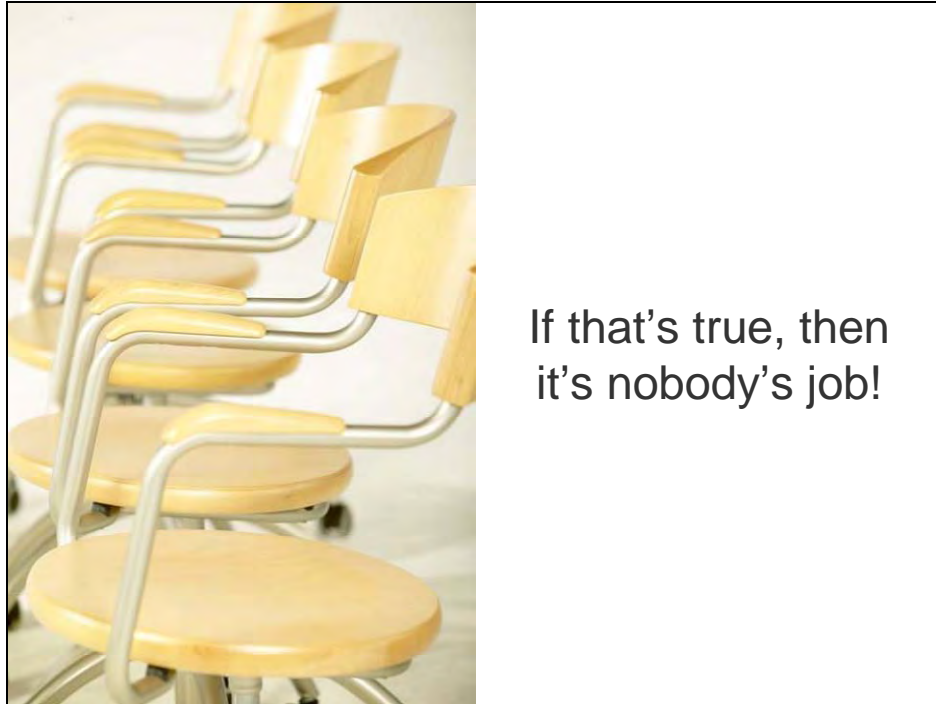
Retention for Rookies

Tim Culver
Vice president, consulting services



Retention is everybody's job!





Anybody could do it!

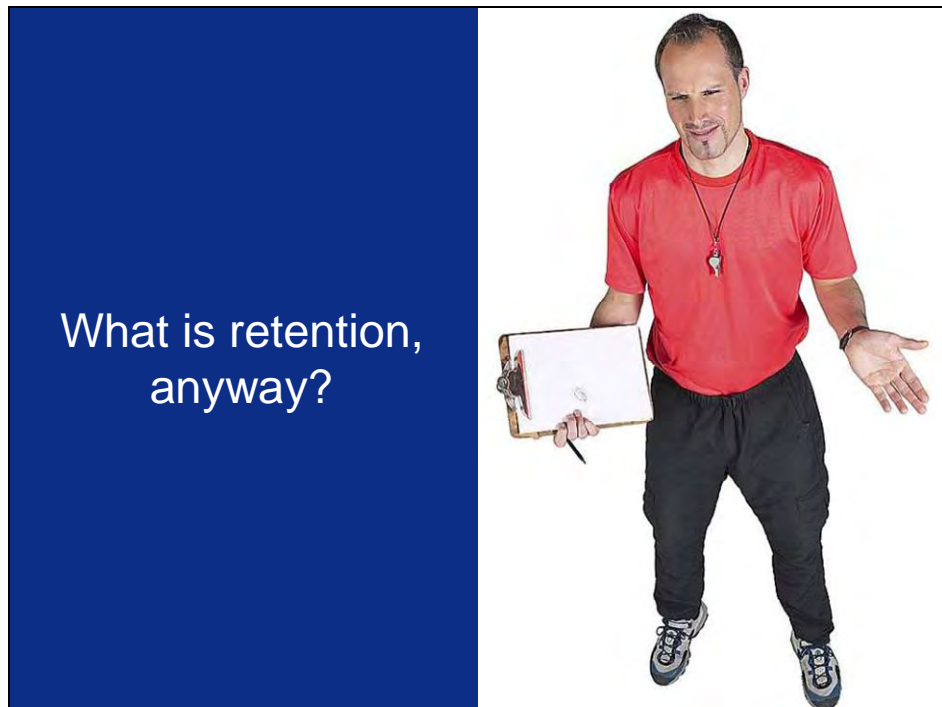
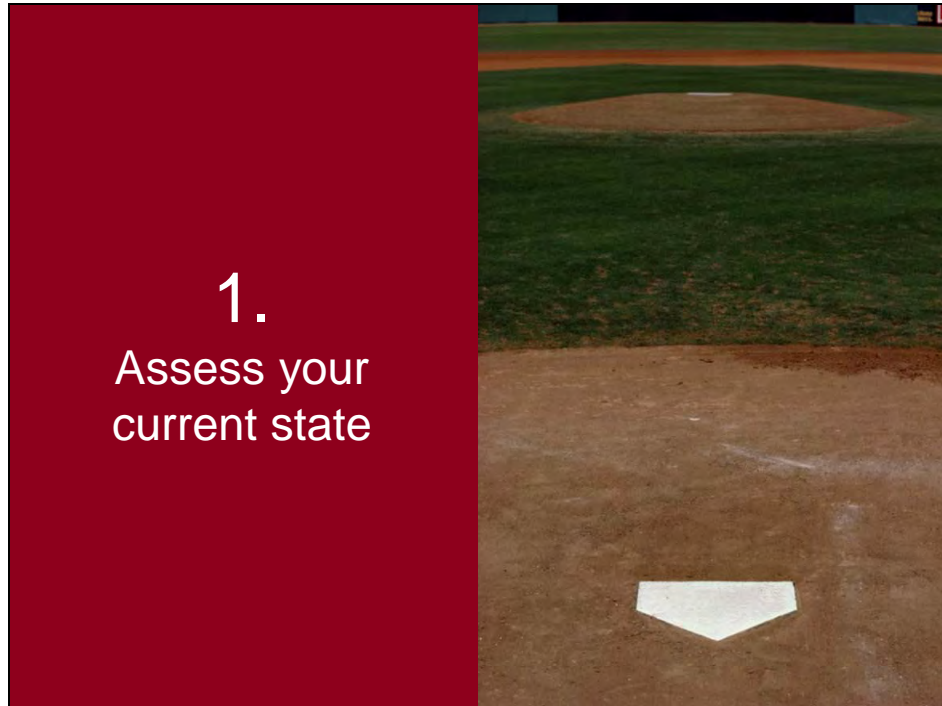


Somebody should lead it!



The rookies' checklist!





Retention is an outcome



Retention is an **outcome** of a high quality educational experience that puts students and their learning at the center.
Providing intellectually stimulating and satisfying learning environments are central elements in fostering student success and educational attainment.
It is developing engagement approaches that will improve the student experience.

Entering variables + motivation variables + integration variables = likelihood to persist

Distribution of dropout proneness, normal curve, just as many students who will leave you no matter what you do as who will stay with you no matter what you do.

Retention is not what we do!



Quality programs
and services
improve retention

Multivariate – P, P, R, C



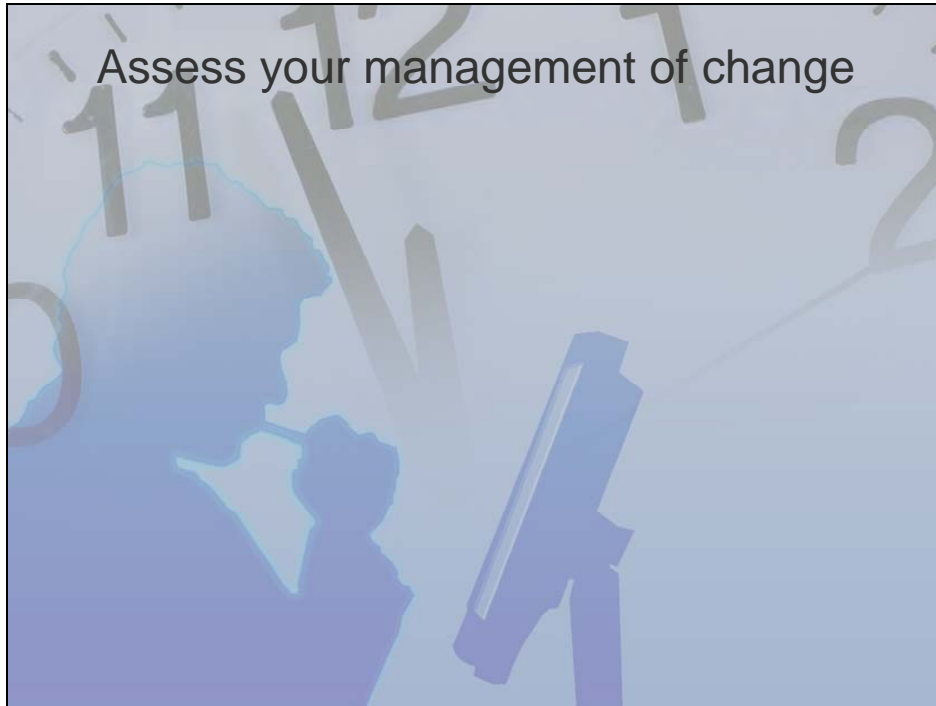
- Pre-term data
- Persistence data
 - Course
 - Term
- Progression data
 - Successful course
 - Successful term
- Retention rate
 - The number of first-time, full-time, degree-seeking students who begin in the fall of 2005 and return in the fall of 2006
- Graduation/completion rate
 - One, two, three, four, five, six year rates and other ways to determine completion

Data

- Course and term persistence/progression rates
 - What is the D, F, W, etc. rate for each course?
 - Is it “too” high? How much is too much?
 - What is rate of students who begin first term and return second term? What is acceptable?
- Retention rates
 - Of the number of students who begin during fall one, what was the number and percentage who returned during fall two?
 - Does it matter if they came back as full-time or part-time?
 - How does my college compare to other institutions like mine?
 - How does my college compare to our aspirant groups?
- Graduation/completion rates
 - What was the number and percentage of students who completed programs in one, two, three, four, five, six years?
 - How does my college compare to other institutions like mine?
 - How does my college compare to our aspirant groups?

What planning
structures do
I need?





Vision, Skills, Incentives, Resources, Action Plan-----→Change
Skills, Incentives, Resources, Action Plan-----→Confusion
Vision, Incentives, Resources, Action Plan-----→Anxiety
Vision, Skills, Resources, Action Plan-----→Gradual Change
Vision, Skills, Incentives, Action Plan-----→Frustration
Vision, Skills, Incentives, Resources, -----→False Starts

Attributed to Dr. Mary Lippitt, ND

Retention leader



Retention committee



- This team should be representative of campus faculty, staff, and students (as appropriate);
- 10-15 maximum;
- Meetings held regularly with agendas;
- Next steps developed after each meeting which include deadlines and responsibilities of those attending;
- Charge with developing the retention plan and monitoring its implementation; and
- Charge with evaluating outcomes and refreshing the plan yearly.

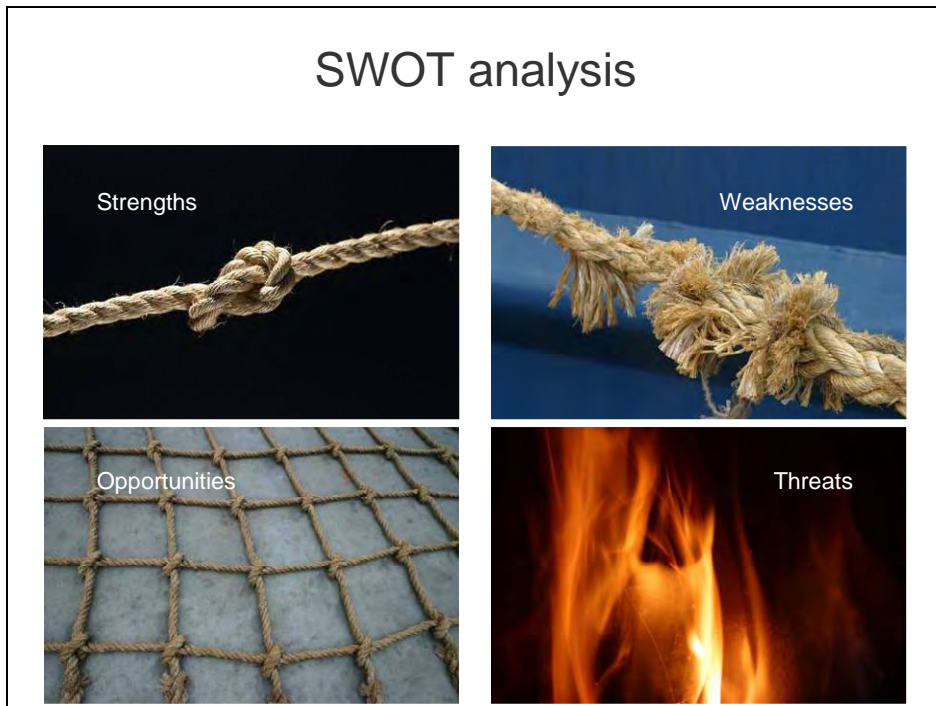
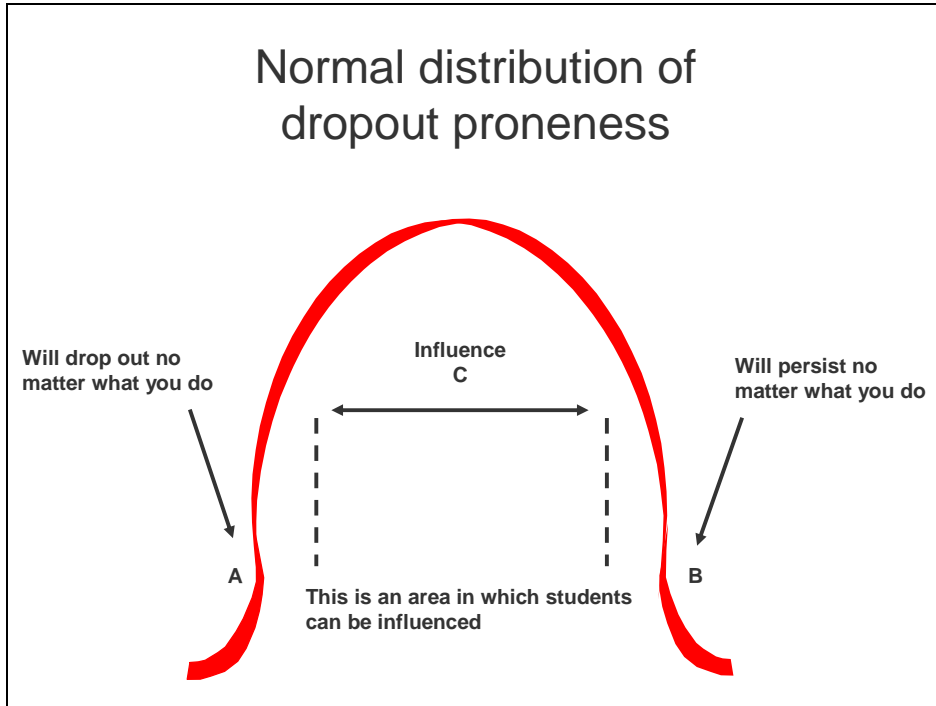
Retention plan



Three to five goals, each having three to five strategies.

Are current
programs
effective?





29 good practices



Refer to handout.

Academic and student affairs initiatives



How do we
compare to other
colleges?



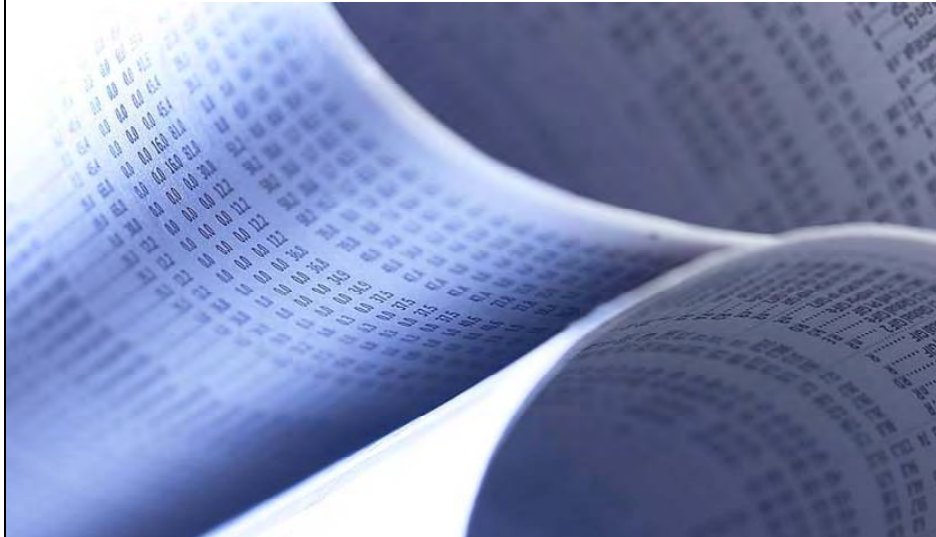
Why do I need to know?

Why?

ACT benchmarks



CSRDE – University of Oklahoma



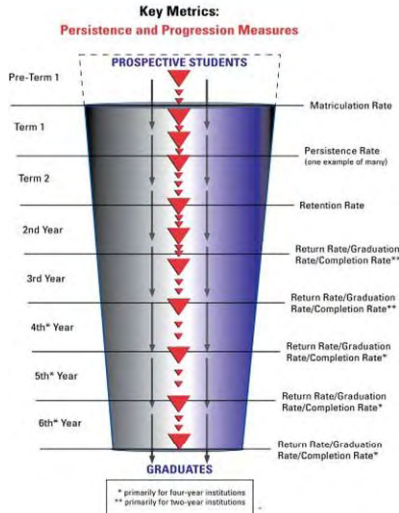
Aspirant groups
(who do we want to be like?)



2.
IR and data:
Your best friends



The continuing student funnel



Persistence

Snapshots



Pre-term



Term-to-term (PPT)



Progression




Reports: Mined data
from non-persistence



Course success – D, F, W rates

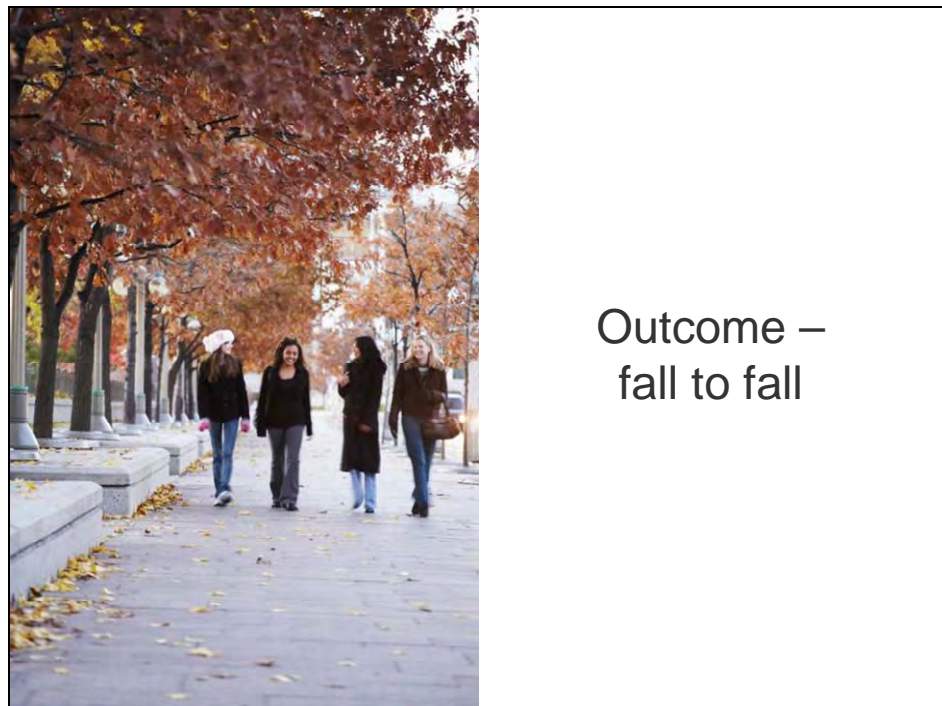
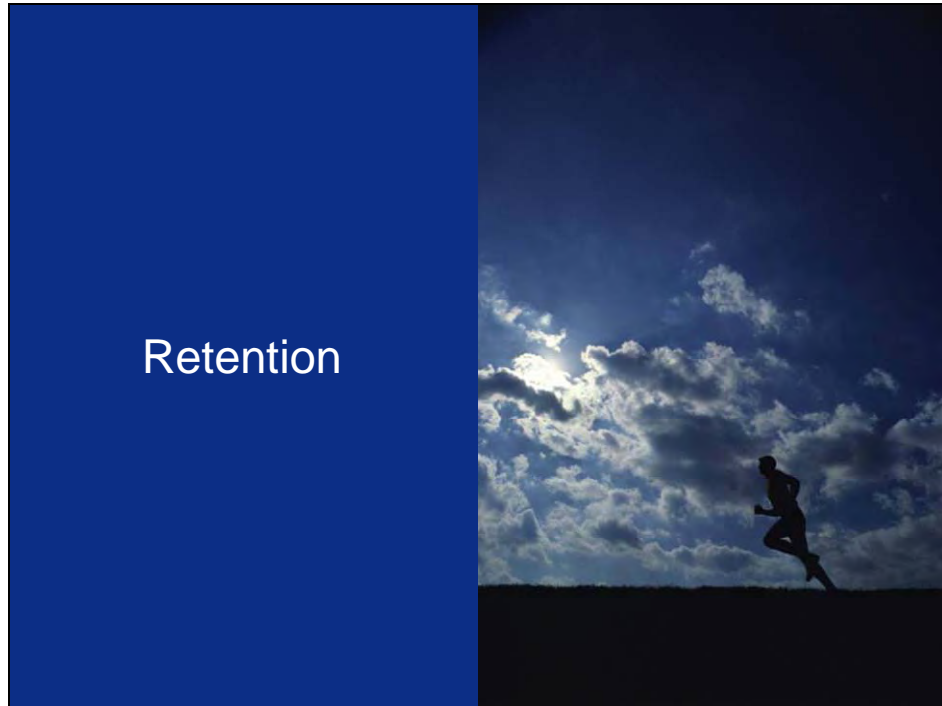


A stack of four analog clocks with colorful faces (blue, pink, yellow, green) and black hands, set against a dark background. The clocks are slightly offset and overlapping, creating a sense of depth and time passing.

Credit hours
earned vs.
attempted

Financial aid – standards of progress,
probation/suspension







National benchmarks
(first-time, full-time, degree-seeking)



Completion/
graduation



Persistence to degree/completion



$$P + P + R = C/G$$



National
benchmarks
(2-3-4-5-6-
year rates)

3.
Develop the plan



Establish retention goals based upon assessment of current state



Retention planning is a part of your
strategic planning efforts



Develop SMART (specific, measurable,
attainable, realistic, timely) goals



Know national benchmarks



See handout.

Avoid excessive activity syndrome



Develop
corresponding
strategies and
action plans



Develop effective academic success
initiatives with action plans



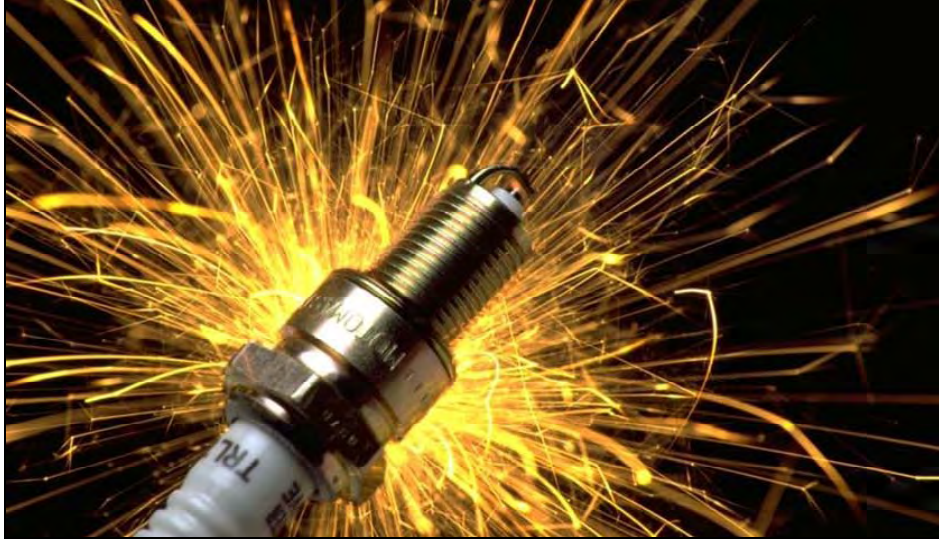
Develop student development strategies with action plans



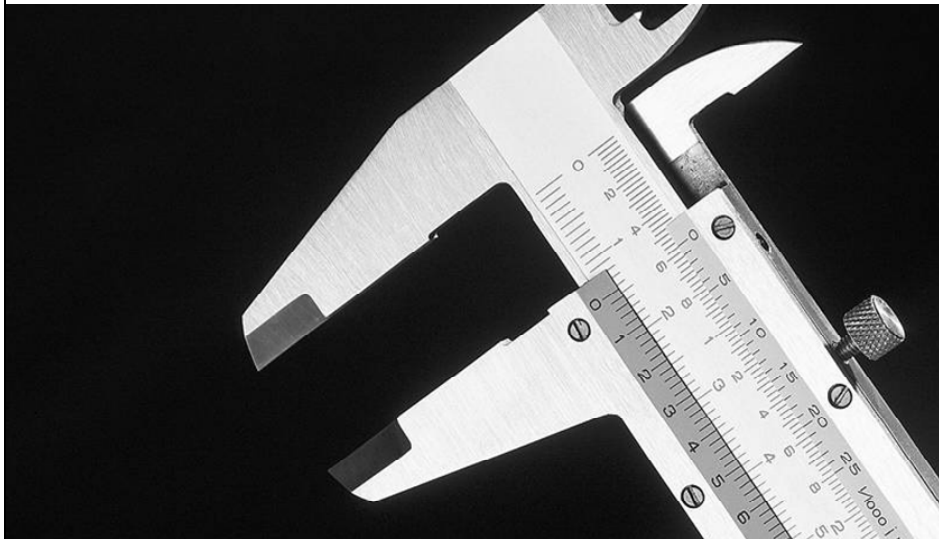
Measure outcomes

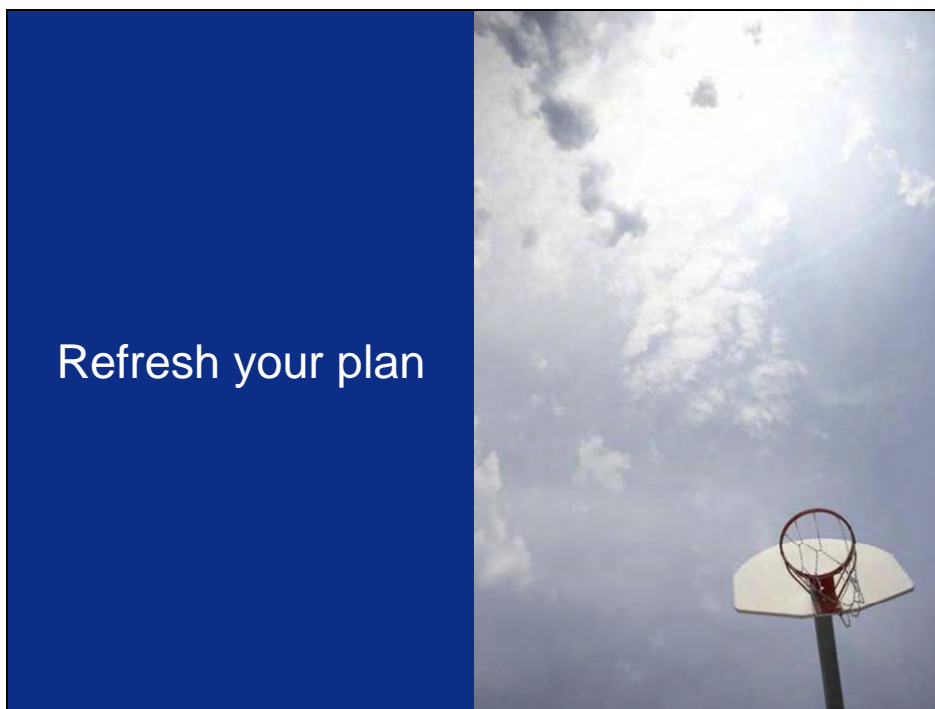


Were action plans
implemented as outlined?



Did persistence, progression, retention,
and completion measures improve?







Establish proper structures as needed



Most successful retention programs are highly structured and interlocked with other programs/services





Rely on student
engagement,
motivation, and
integration

Place special emphasis on staff quality



Track and monitor student satisfaction



Success stories/
challenges to overcome



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Vice President
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Institutional admission selectivity

SELECTIVITY LEVEL	ACT	SAT
Highly Selective	27–31	1220–1380
Selective	22–27	1030–1220
Traditional	20–23	950–1070
Liberal	18–21	870–990
Open	17–20	830–950

Source: Compiled from ACT Institutional Data File, 2007.
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Definitions

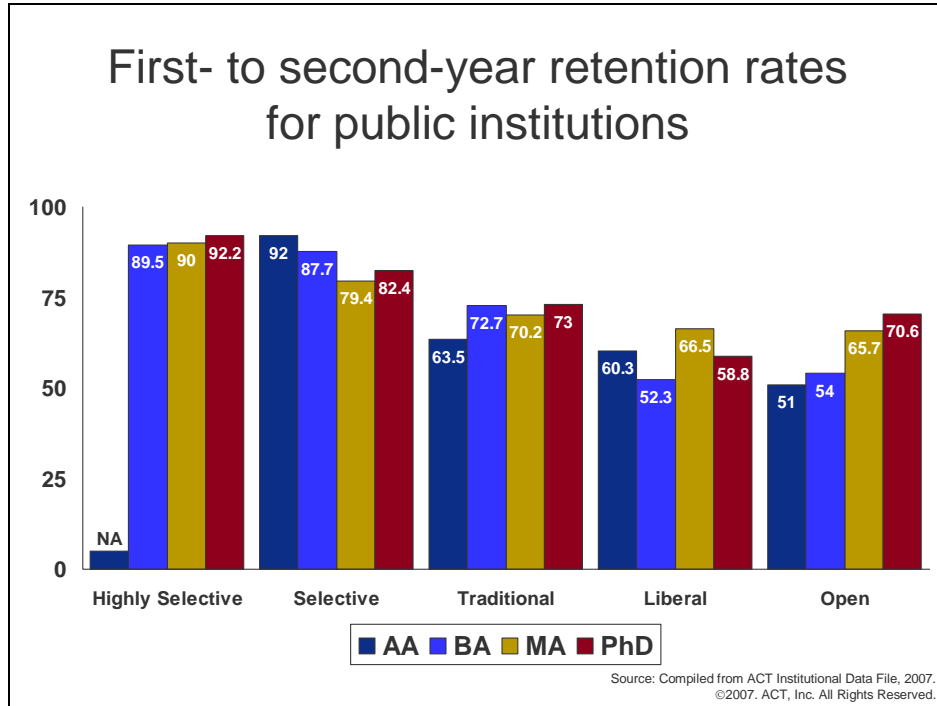
Highly Selective – Majority admitted from top 10% of high school class.

Selective – Majority admitted from top 25% of high school class.

Traditional – Majority admitted from top 50% of high school class.

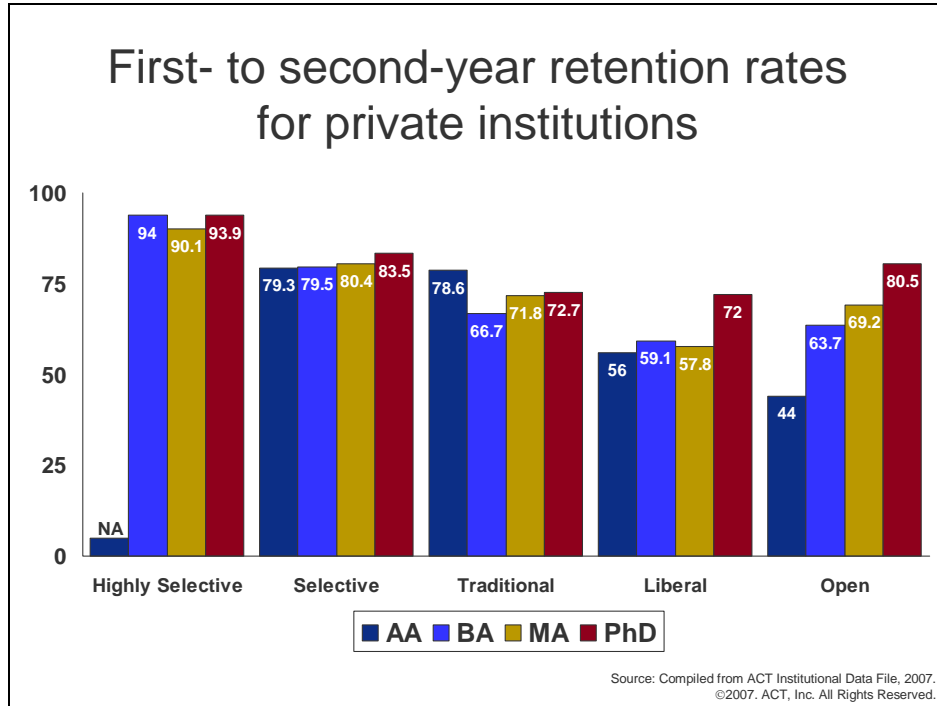
Liberal – Majority admitted from bottom 50% of high school class.

Open – Generally open to all with high school diploma or equivalent.

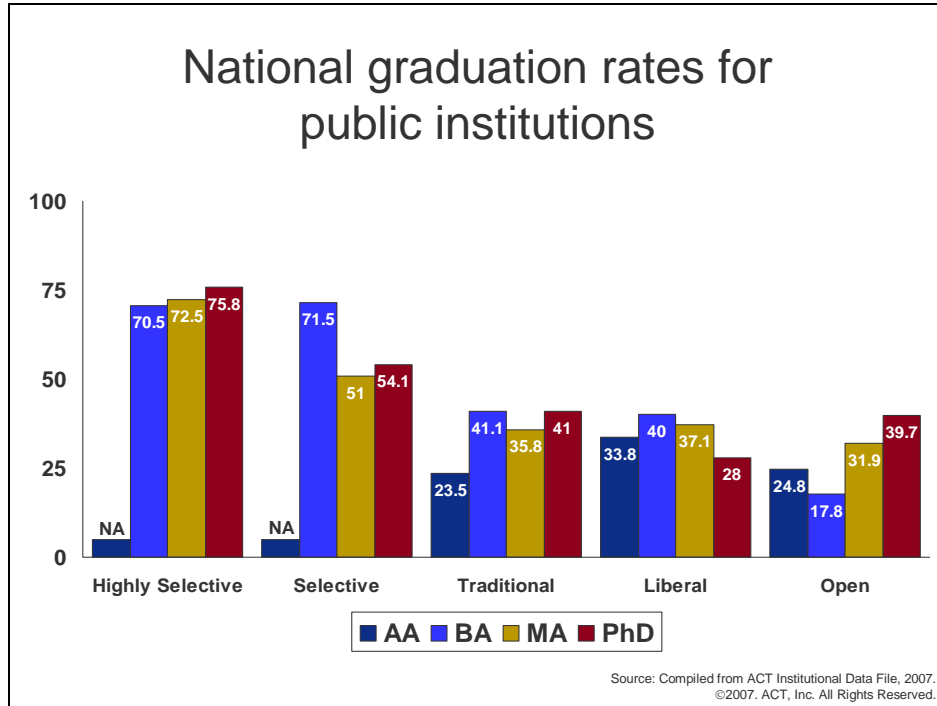


Highly Selective = ACT Score Range 27-31, SAT Score Range 1220-1380
 Selective = ACT Score Range 22-27, SAT Score Range 1030-1220
 Traditional = ACT Score Range 20-23, SAT Score Range 950-1070
 Liberal = ACT Score Range 18-21, SAT Score Range 870-990
 Open = ACT Score Range 17-20, SAT Score Range 830-950

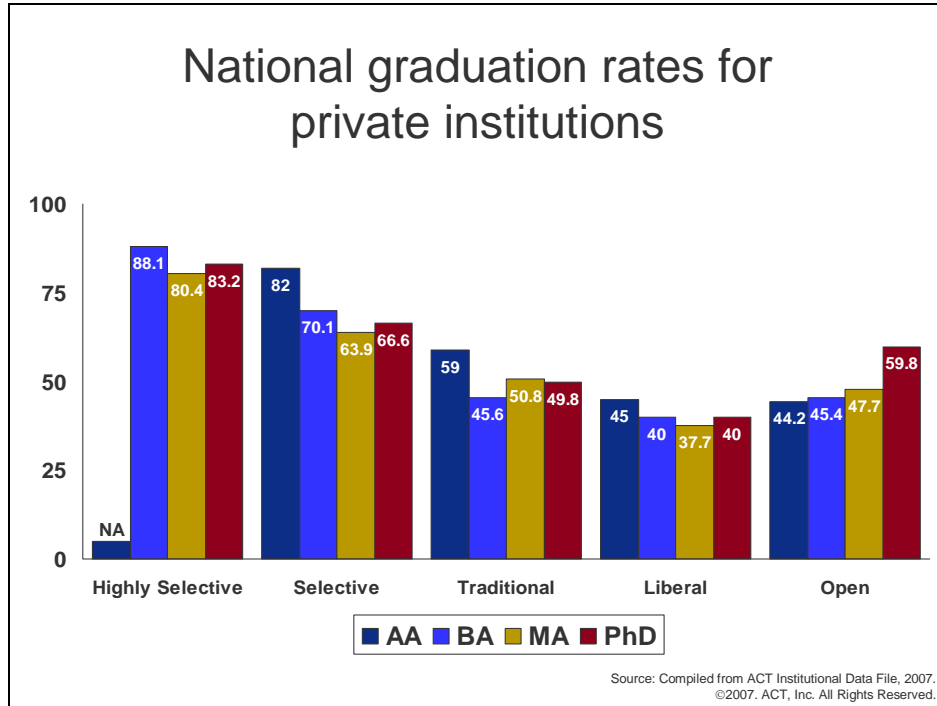
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Completion in 3 years for Associate Degree; 5 years for BA/BS
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Open = ACT Score Range 17-20, SAT Score Range 830-950

First- to second-year retention rates for two-year institutions

Admissions Selectivity	Two-Year Private Institutions			Two-Year Public Institutions			All Institutions in Row		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Highly Selective	N/A	1	N/A	N/A	0	0	N/A	1	N/A
Selective	79.3	3	26.1	92.0	1	N/A	82.5	4	22.2
Traditional	78.6	9	16.7	63.5	4	14.4	73.9	13	17
Liberal	56	5	31.6	60.3	7	18.2	58.5	12	23.4
Open	44	22	31	51	393	13.6	50.6	415	15
All Institutions in Column	57.4	40	31.6	51.4	405	13.9	51.9	445	16.3

Source: Compiled from ACT Institutional Data File, 2007.
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First- to second-year retention rates for public institutions

Admission Selectivity*		Offering Only Bachelors	Offering Bachelors and Masters	Offering Bachelors, Masters, and Doctoral	All Institutions in Row
Highly Selective	Mean % = N = SD** =	89.5 2 4.9	90.0 3 5.0	92.2 25 4.0	91.8 30 4.1
Selective	Mean % = N = SD** =	87.7 3 8.6	79.4 31 7.8	82.4 65 6.5	81.6 99 7.1
Traditional	Mean % = N = SD** =	72.7 31 8.9	70.2 98 7.9	73.0 73 10.2	71.6 202 9.0
Liberal	Mean % = N = SD** =	52.3 3 3.8	66.5 12 7.6	58.8 4 23.0	62.6 19 12.5
Open	Mean % = N = SD** =	54.0 16 7.5	65.7 52 13.5	70.6 28 16.9	65.2 96 14.7
All Institutions In Column	Mean % = N = SD** =	67.6 55 13.6	70.5 196 10.8	78 195 12.6	73.4 446 12.7

Source: Compiled from ACT Institutional Data File, 2007.
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First- to second-year retention rates for private institutions

Admission Selectivity		Offering Only Bachelors	Offering Bachelors and Masters	Offering Bachelors, Masters, and Doctoral	All Institutions in Row
Highly Selective	Mean % =	94.0	90.1	93.9	93.0
	N =	27	19	35	81
	SD** =	4.7	5.6	5.1	5.3
Selective	Mean % =	79.5	80.4	83.5	81.0
	N =	48	97	55	200
	SD** =	14.8	6.3	6.0	9.1
Traditional	Mean % =	66.7	71.8	72.7	70.2
	N =	109	177	47	333
	SD** =	15.4	10.2	13.9	12.9
Liberal	Mean % =	59.1	57.8	72.0	59.8
	N =	24	36	7	67
	SD** =	17.3	15.6	5.4	16.0
Open	Mean % =	63.7	69.2	80.5	68.2
	N =	69	55	20	144
	SD** =	19.9	14.5	9.6	17.6
All Institutions In Column	Mean % =	70.2	73.2	81.8	73.9
	N =	277	384	164	825
	SD** =	18.7	12.8	12.0	15.5

Source: Compiled from ACT Institutional Data File, 2007.
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National graduation rates for two-year institutions

Admissions Selectivity	Two-Year Private Institutions			Two-Year Public Institutions			All Institutions in Row		
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Selective	82.0	2	2.8	0.0	0	0.0	82.0	2	2.8
Traditional	59.0	4	20.0	23.5	4	13.2	41.3	8	24.7
Liberal	45.0	1	N/A	33.8	4	30.3	36.0	5	26.7
Open	44.2	13	28.7	24.8	245	17.5	26.9	258	18.6
Total	51.0	20	27.1	26.9	253	17.6	26.9	273	19.6

Completion in 3 years for associate degree

Source: Compiled from ACT Institutional Data File, 2007.
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National graduation rates for public institutions

Admission Selectivity		Offering Only Bachelors	Offering Bachelors and Masters	Offering Bachelors, Masters, and Doctoral	All Institutions in Row
Highly Selective	Mean % =	70.5	72.5	75.8	75.1
	N =	2	2	20	22
	SD** =	9.2	13.4	9.1	N/A
Selective	Mean % =	71.5	51.0	54.1	53.5
	N =	2	28	60	90
	SD** =	20.5	16.5	13.9	N/A
Traditional	Mean % =	41.1	35.8	41.0	38.7
	N =	25	78	65	168
	SD** =	13.6	11.8	11.6	N/A
Liberal	Mean % =	40.0	37.1	28.0	35.6
	N =	1	7	2	10
	SD** =	N/A	11.9	4.2	N/A
Open	Mean % =	17.8	31.9	39.7	33.4
	N =	6	37	24	67
	SD** =	8.9	12.8	14.7	N/A

Completion in 5 years for BA/BS

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National graduation rates for private institutions

Admission Selectivity		Offering Only Bachelors	Offering Bachelors and Masters	Offering Bachelors, Masters, and Doctoral	All Institutions in Row
Highly Selective	Mean % =	88.1	80.4	83.2	84.3
	N =	25	16	30	71
	SD** =	4.3	9.2	13.9	N/A
Selective	Mean % =	70.1	63.9	66.6	66.0
	N =	36	81	47	164
	SD** =	9.2	10.4	8.7	N/A
Traditional	Mean % =	45.6	50.8	49.8	49.2
	N =	62	122	33	217
	SD** =	15.2	10.4	13.8	N/A
Liberal	Mean % =	40.0	37.7	40.0	38.6
	N =	9	23	6	38
	SD** =	12.1	16.5	10.8	N/A
Open	Mean % =	45.4	47.7	59.8	49.6
	N =	27	33	17	77
	SD** =	24.3	19.6	15.8	N/A

Completion in 5 years for BA/BS

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