Retirement Update for UCAPP

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Retention Update for UCAPP

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Division of Undergraduate Education
Institutional Interest in Retention and Graduation Rates

- Flashback to 2005 - 2007
- Top 20 Business Plan - do more by 2020
  - Increase overall enrollments by up to 7000
  - Increase graduation rates to 72%
- 4118 Undergraduates admitted in 2006 (+7.7%)
- 2007 - One year retention rate dropped – 76.4%
- Provost declared “War on Attrition.”
First Year Retention and 6-Year Graduation, 2000-2006

Retention/Graduation %

Cohort Year

2000 2001 2002 2003 2004 2005 2006

77.7 79.3 77.1 78.4 78.9 77.8 76.4

1st time FR Enrollment

Red = Projected
Retention and 6-Year Graduation Rates – UK and Top 20 Benchmarks for 2009

- **Retention**: 80.3% (UK) - 93.8% (Benchmarks)
- **Graduation**: 59.5% (UK) - 82.1% (Benchmarks)

**TOP 20**
- Georgia Tech
- Ohio State U
- Penn State
- Rutgers
- Texas A&M
- UC-Berkeley
- UC-Davis
- UCLA
- UC-San Diego
- U of Florida
- U of Illinois
- U of Maryland
- U of Michigan
- U of Minnesota
- UNC-CH
- U of Pittsburgh
- U of Texas
- U of Virginia
- U of Washington
- U of Wisconsin

Source: UK Institutional Research
Retention Rates vs ACT - 2007

R² = 0.7568

Office of Institutional Research
GOALS

- 90% retention
- 72% graduation
- Shorter time to graduation
Factors Affecting Student Success

- Academic Background
  - HS GPA
  - Standardized Tests
  - Credit for Prior Learning

- Attitude and Motivational
  - Institutional Fit
  - Academic Self-confidence and Commitment
  - Time Management Skills

- Financial and Socio-economic Background
  - Parent Educational Attainment
  - Family Income
  - Distance from Home
## 2009 Demographics and Retention

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>African American</td>
<td>71.8</td>
<td>83.0</td>
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<tr>
<td>First Generation</td>
<td>74.1</td>
<td>83.4</td>
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<tr>
<td>Lower Socio-economic as measured by Pell Grant</td>
<td>73.3</td>
<td>84.1</td>
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<tr>
<td>First Gen + LSES</td>
<td>75.4</td>
<td>81.9</td>
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<tr>
<td>Male</td>
<td>80.3</td>
<td>83.2</td>
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<tr>
<td>Out of State</td>
<td>80.7</td>
<td>82.0</td>
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## 2009 Retention by Programs

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<th>Yes</th>
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<tr>
<td>Discovery Seminar</td>
<td>83.12</td>
<td>83.0</td>
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<tr>
<td>Honors</td>
<td>96.3</td>
<td></td>
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<tr>
<td>UK 101</td>
<td>82.0</td>
<td>81.5</td>
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<tr>
<td>UK 110</td>
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<td>Out of State</td>
<td>80.7</td>
<td>82.0</td>
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</table>
What have we done so far?

- Advising staff additions
- K-Week activities
- UK 101 expansion
- Academic Enhancement expansion
- More freshmen living on campus
- Academic Alerts and Midterm Grades
- Financial Alerts and Financial Ombud
- Targeted interventions by cohort
Enrollment, First Year Retention and 6-Year Graduation, 2000-2009

Red = Projected
Examples of Success
First Generation Status and Enrollment in UK 101
Retention for all Cohorts 2006-2009

Benchmark First Year Retention = 93.8%

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<tr>
<th></th>
<th>No UK 101</th>
<th>UK 101</th>
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<tr>
<td>First Generation</td>
<td>70.9</td>
<td>74.3</td>
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<tr>
<td>Not First Generation</td>
<td>79.9</td>
<td>82.7</td>
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</table>
Impact of “The Study” on DEW–2008-09

Overall | With Peer Tutoring | No Peer Tutoring
---|---|---
MA 109 | 32.5 | 25.6 | 36.0
MA 123 | 33.3 | 23.5 | 37.3
CHE 105 | 35.3 | 26.5 | 38.7
Impact of Peer Tutoring at “The Study” on Retention High School GPA - 2009

First Year Retention (%)

High School GPA

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<th>GPA Range</th>
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<th>Participation</th>
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<td>&lt; 2.5</td>
<td>52.1</td>
<td>72.0</td>
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<tr>
<td>2.5 - 2.99</td>
<td>68.6</td>
<td>75.9</td>
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<tr>
<td>3.0 - 3.49</td>
<td>72.7</td>
<td>83.3</td>
</tr>
<tr>
<td>3.5 - 4.0</td>
<td>88.4</td>
<td>89.6</td>
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</table>
Economic Indicators
The Cost of Time to Graduation

Total tuition and fees of $4367/semester and assuming full-time enrollment

Cumulative Tuition and Fees (1000s)

4 Years: $35
5 Years: $44
6 Years: $52

$17,468
What does Retention Mean in $$

- A 1% increase in retention maintained over four years is ca. $600K, for just that cohort.

- Maintaining our current gains over four years is ca. $3.3M, for just that cohort.

- Compound that by enhanced retention and graduation for all cohorts in a four year period.
More on the Horizon

- Gen Ed revision and implementation - ACADEMIC
- Expand Living Learning Communities & Residential Colleges
- Focus on the Sophomore
- Progress to degree analysis, degree navigation
- Consolidate Student Success programs
What can Departments/Colleges do?

- Course redesign, curriculum mapping, advising, track student progress, monitor curriculum bottlenecks
- First-year courses and activities in the major
- Continued emphasis on Academic Alerts and midterm grades