

Student Retention Briefing

Council on Undergraduate Education

UC San Diego

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Penny Rue, VC Student Affairs

Barbara Sawrey, AVC Academic Affairs

Today's Agenda

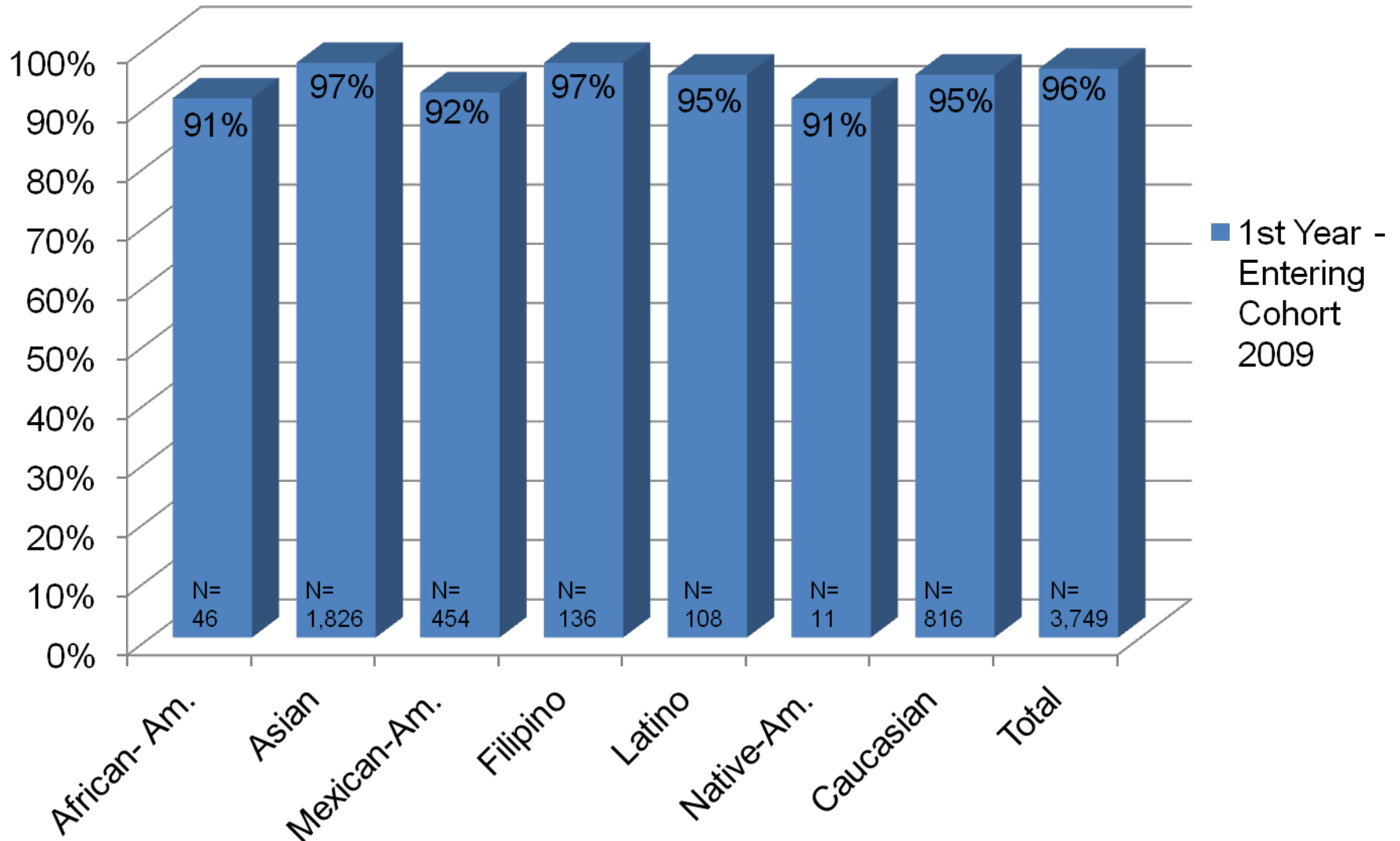
- A Brief Look at the Current Retention Picture at UC San Diego
- The National Picture and What Research Tells Us
- Retention Efforts Already Underway and Next Steps

Nature of the Challenge

- We enjoy excellent retention rates, with modest intergroup differences from year 1 to 2
- From Year 2 to 3, we see expanded differences along racial and ethnic lines
<http://studentresearch.ucsd.edu/sriweb/retent/Retention1011.pdf>
- Capturing meaningful data from those who leave is unreliable

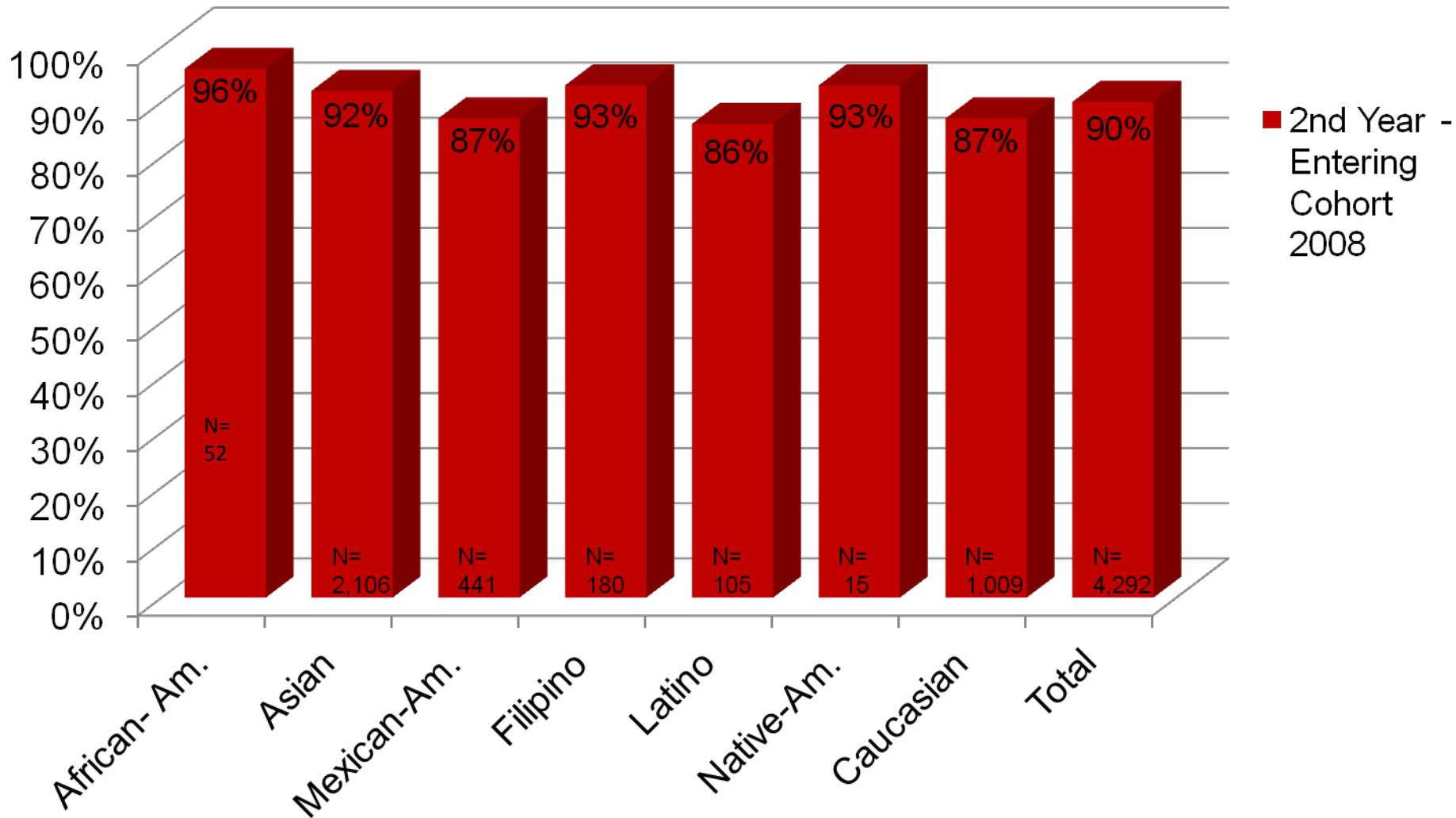


Retention Rates of First Time Freshmen by Ethnicity





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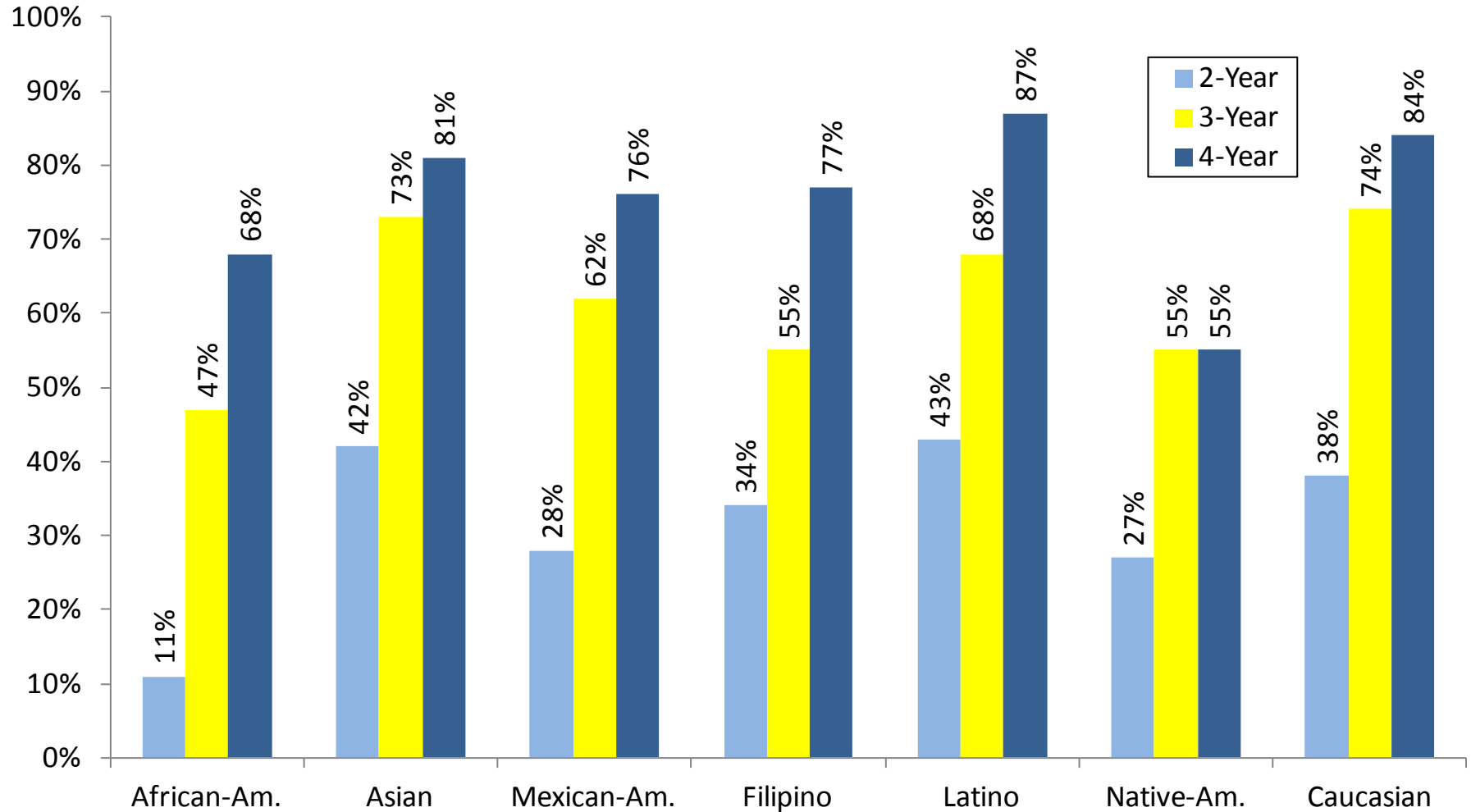


Persistence

- Maintaining enrollment in higher education
- Review the non-retained students from Freshman 2006 cohort in the National Clearinghouse – did they enroll in another college/university?
- Preliminary data indicates more than half do.
- Some indication that there is a stronger relationship to exit GPA for some ethnic groups than others



Graduation Rates - Community College Transfers by Ethnicity - Fall 2006 Cohort



Other possibly relevant factors

- Followed the Freshman 2006 cohort
- Looked at characteristics of those who were not retained before the start of their junior year.

Categorical Variables

Statistically related to retention

- Students with English as native language slightly less likely to be retained
- Students with above average self-rated math skills more likely to be retained.
- Asians and Latinos are retained at highest levels; African Americans and Whites the least. (Range is 73-94%)

No statistical relation with retention

- Gender
- Ranked choice of attending UCSD
- Categorization of neighborhood where students grew up
- Parental education
- Self-rating of overall academic ability or self-confidence
- Feeling overwhelmed or depressed

Continuous Variables

Statistically related to retention

- Math SAT scores
- Academic Index Score

No statistical relation with retention

- Parent income
- High School GPA
- SAT I Verbal and Writing
- SAT II English

Retention literature

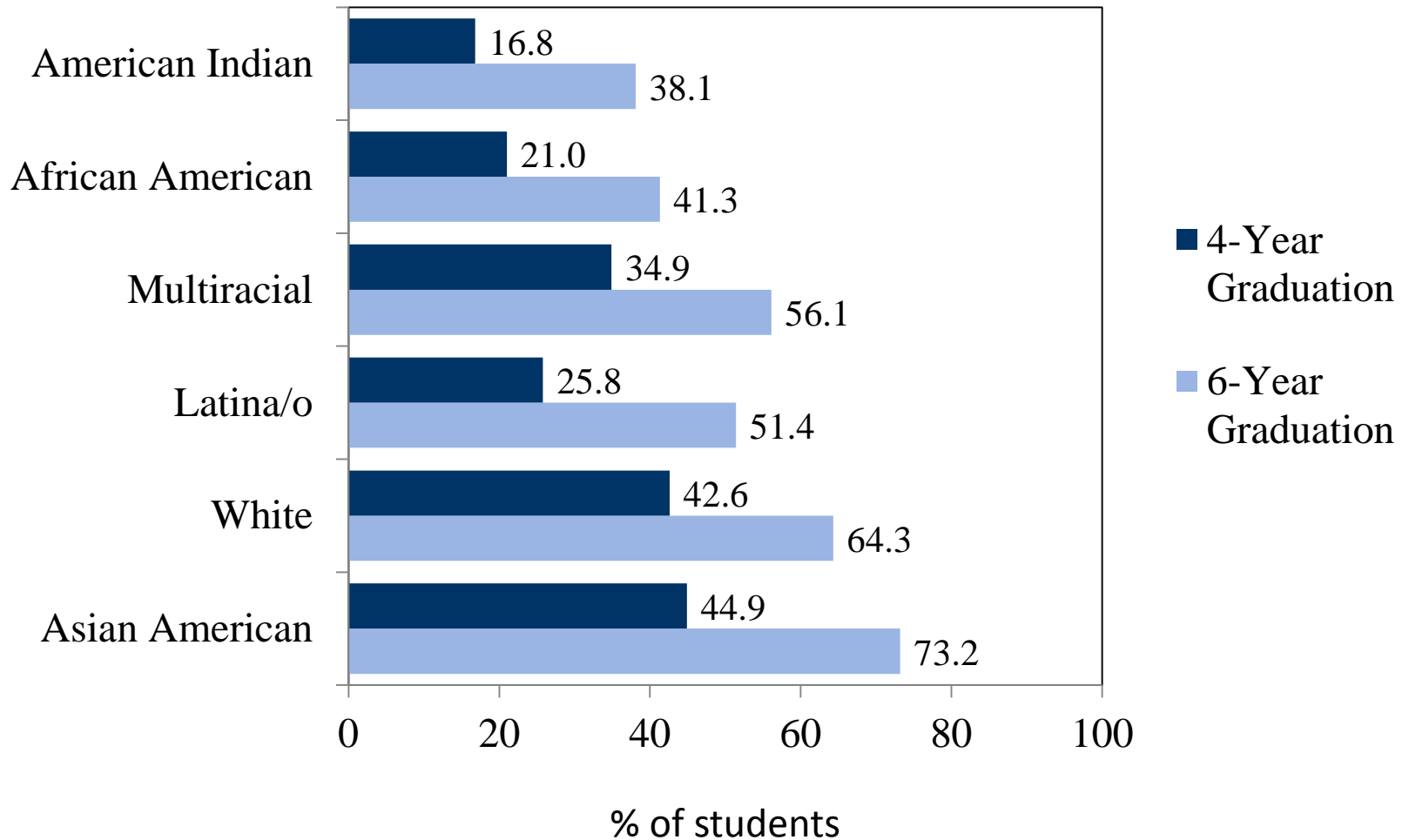
- How do studies of retention nationally inform our inquiry?

**THE NATIONAL PICTURE:
WHAT RESEARCH TELLS US**

Student Characteristics Have Greatest Impact

- Most differences in student outcomes can be accounted for based on **student characteristics**.
- Previous academic achievement in terms of GPA and, to a lesser extent, by SAT scores, provide the most effective predictors of degree completion.

4- and 6-Year Degree Completion, by Race/Ethnicity



Institutional Impact

- Institutions have **small but significant effects** on retention and degree completion.
- The **greatest impact** for such effects comes **through peer contexts**

Sorting and Development

- Sorting is important:
 - Initial course placement
 - Finding “Plan B”
 - Graduation (though not necessarily in original major)
- Sorting is insufficient
 - Talent-sorting vs. talent-developing

Retention to 2nd Year

- Greatest impact on retention to 2nd year:
academic engagement outside classroom
 - Discussing course content outside of class

What Does Engagement Look Like?

	Academic	Social
Formal	<ul style="list-style-type: none">•Class•Tutoring•Office Hours•Research	<ul style="list-style-type: none">•Campus Student Organizations•Student Government
Informal	<ul style="list-style-type: none">•Out-of-class Discussions•Study Groups•Social Interactions with Faculty	<ul style="list-style-type: none">•Friendships•Peer Groups•Jobs•Student Activism

Managing Academic Environment

- Some negative predictors:
 - Financial concerns
 - Family responsibilities
 - Academic advice from other freshmen
 - Hostile racial climate, competitive academic atmosphere
- Some positive predictors:
 - Communication with faculty
 - Ability to manage time
 - Social self-concept
 - Academic advice from junior/senior

Climate Matters

- As the percentage of URM students increases, *all* students are less likely to drop out or transfer.
- High **selectivity increases retention**, persistence and graduation rates and decreases likelihood of dropout or transfer.
- An **ethos of persistence** has greater influence than individual student inclinations.
 - The greater the percentage of students who intend to transfer, the greater the percentage who will drop out.

Type of Aid Matters

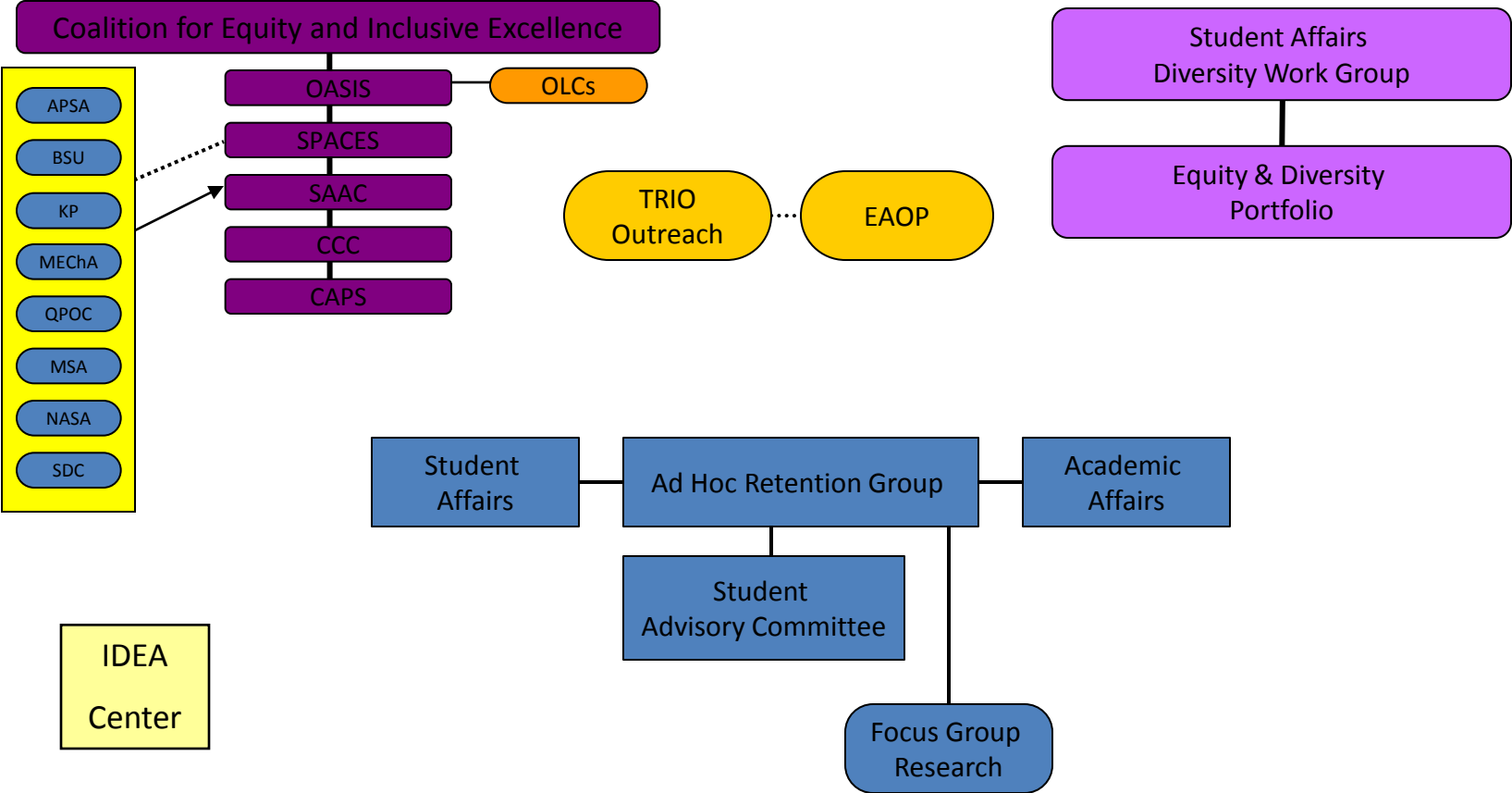
- Aid has shifted strongly from grants to loans.
- **Grants** increase *access* by reducing net cost, and increase choice, particularly shifting students from 2- to 4-year institutions.
- **Loans** increase debt burden, which improves attendance, but less effective at improving persistence.
- Minority students and women more **averse to debt**.
- **Work study** has positive impact on persistence and degree completion.

Lessons

- Institutions might be able to help students **manage their academic environment.**
- Institutions might be able to help by promoting a **positive campus climate.**
- **Financial Aid policy** affects access, choice, and engagement.
- Institutions might be able to help by providing **opportunities for engagement.**

Retention Efforts Already Underway

Retention of HURS- UCSD



Questions?