Building Connections Between Undergraduate and Graduate Retention. Two Concepts: One Outcome:

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CLU At A Glance

- Dedicated to strong academic and extracurricular programs, service orientation, a diverse student body, international programs and value-centered education centered in the liberal arts.

- A comprehensive university, provides a challenging academic environment servicing approximately 2100 undergraduates and 1300 graduate students

- Located in the technology corridor halfway between Los Angeles and Santa Barbara.

- CLU is a comprehensive university with traditional undergraduate programs, an adult evening undergraduate program (ADEP), masters programs and a doctorate in education (Ed.D.).

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Agenda

- Address the Why
- Literature Review
- Definitions
- Philosophy
- The Numbers and Why They Matter
- Strategic Planning
- Benchmarking/Goal Setting
- Building Consensus
- Questions

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Addressing the Why

- A comprehensive university should have a comprehensive retention plan
- Makes fiscal sense
- Enrollment management
- Marketing
- Accreditation
- Is the moral, right thing to do

Literature Review-Undergraduate

Alexander, C., Kohnke, M., Pena, D. *California Lutheran University Traditional Undergraduate Retention: A Cross Functional Project* [PowerPoint slides]. Retrieved from California Lutheran University Assessment Web site:
http://www.callutheran.edu/assessment/cycle/symposium.php

California Lutheran University. (2009). *Fact Book*. Thousand Oaks, C.A.: Cathy Alexander

California Lutheran University. (2008). *Strategic Plan*. Thousand Oaks, C.A.

Hobson's Website, (2009). EMT Retain. Retrieved May 15, 2009, from http://www.hobsons.com/products/technology/emtRetain.php

Seidman A. (2005). *College Student Retention: Formula for Student Success* (Seidman, A, Ed). Westport, CT: Praeger.

Literature Review – Grad/Adult Programs

Definitions

- **Undergraduate Programs**
  - Standard approach to define retention

- **Graduate/Adult Programs**
  - Multiple definitions as we refined our approach
  - Baseline data- who started during a 7 year period, remained active or completed
  - Streamlined data – who started in an academic year, attended or completed in successive years

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Philosophy

- Undergraduate
  - One plan that is broad enough to address a diverse student body
- Graduate/Adult Programs
  - We retain people not credits
  - One plan that ties together different plans

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The Numbers and Why They Matter

Data ➤ Information ➤ Knowledge ➤ Decision ➤ Action

- Data definition

- Data collection

- Distribution

- Feedback cycle

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First Time Freshmen Retention & Graduation Rates

Entered Fall	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	5 Yr. Avg.
# Entering First Time Freshmen	326	364	392	330	336	402	385	403	424	482	419
Retention Rates											
% Retained 2nd yr	83%	79%	80%	82%	78%	84%	78%	77%	81%	79%	80%
% Retained 3rd yr	72%	68%	68%	73%	70%	72%	69%	67%	78%		71%
% Retained 4th yr./Graduated	68%	67%	67%	72%	67%	70%	68%	63%			68%
Graduation Rates											
% Graduated 4 yrs	55%	57%	60%	59%	54%	58%	49%				56%
% Graduated 5 yrs	65%	62%	62%	69%	62%	63%					64%
% Graduated 6 yrs	68%	64%	63%	70%	63%						66%

First Time Freshmen Specialized Populations

Five Year Average Attrition Rate	All FTF	SSS Program	UR Ethnic	SSS UR Ethnic
By 2nd year	20%	17%	21%	20%
By3rd year	29%	22%	30%	24%
By 4th year	32%	25%	32%	28%

Five Year Average Graduation Rates	All FTF	SSS Program	UR Ethnic	SSS UR Ethnic
4 year	56%	59%	50%	51%
5 year	64%	67%	59%	60%
6 Year	66%	69%	60%	62%

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Graduate Retention & Graduation Rates

Academic Year	0102	0203	0304	0405	0506	0607	0708	4 Yr. Avg.
New MBA Students-All	129	137	160	155	196	311	321	246
Retained or Graduated								
% 2nd Year	81%	72%	83%	86%	83%	88%	90%	87%
% 3rd Year	73%	66%	71%	75%	77%	80%		76%
% 4th Year	68%	62%	71%	72%	75%			70%
% 5th Year	69%	59%	73%	70%				68%
% 6th Year or more	70%	61%	71%					69%
Graduated								
% within 1 year	2%	8%	12%	22%	19%	19%	26%	22%
% within 2 years	29%	32%	40%	50%	42%	41%	36%	42%
% within 3 years	50%	45%	54%	61%	58%	55%		57%
% within 4 years	61%	54%	64%	66%	64%			62%
% within 5 years	67%	57%	67%	68%				65%
% within 6 years	70%	60%	67%					67%

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Graduate Specialized Populations

4 Year Average Attrition Rate	All MBA	Traditional MBA	Cohort MBA	Online MBA
By 2nd yr	13%	14%	4%	26%
By3rd yr	24%	26%	5%	36%
By 4th yr	30%	31%	5%	48%

Graduation Rates	All MBA	Traditional MBA	Cohort MBA	Online MBA
By 2nd yr	42%	34%	91%	14%
By3rd yr	57%	53%	93%	35%
By 4th yr	62%	61%	95%	37%

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Term to Term Enrollment Mgmt.

Graduate School of Business	Head Count *	Student Credit Units	Avg. Credits	New		Cont.	Degrees Completed	Grad Rate	Return Rate of Cont. Non Grads	Eligible Did Not Return	Anticipated Degrees
					2008-2009						
Summer	460	2491	5.4	47	10%	413	41	9%		70	
Fall	525	2,839	5.4	103	20%	422	50	10%		42	
Winter	511	2,793	5.5	61	12%	450	24	5%		16	
Spring	532	2,885	5.4	78	15%	442	66	12%		50	72
Total 0809	**768**	**11008**	**14.3**	**289**	**38%**	**587**	**181**	**34%**	**79.2%**	**178**	

*Unduplicated headcount

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Strategic Planning

Just as CLU is a comprehensive university with graduate, adult and undergraduate programs, the goal contained in the new strategic plan focuses on improving retention for the entire university

CLU Strategic Plan Goal #2

"Recruit and graduate... a well prepared and diverse student body that is academically accomplished and reflective of CLU's mission"

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CLU Assessment System
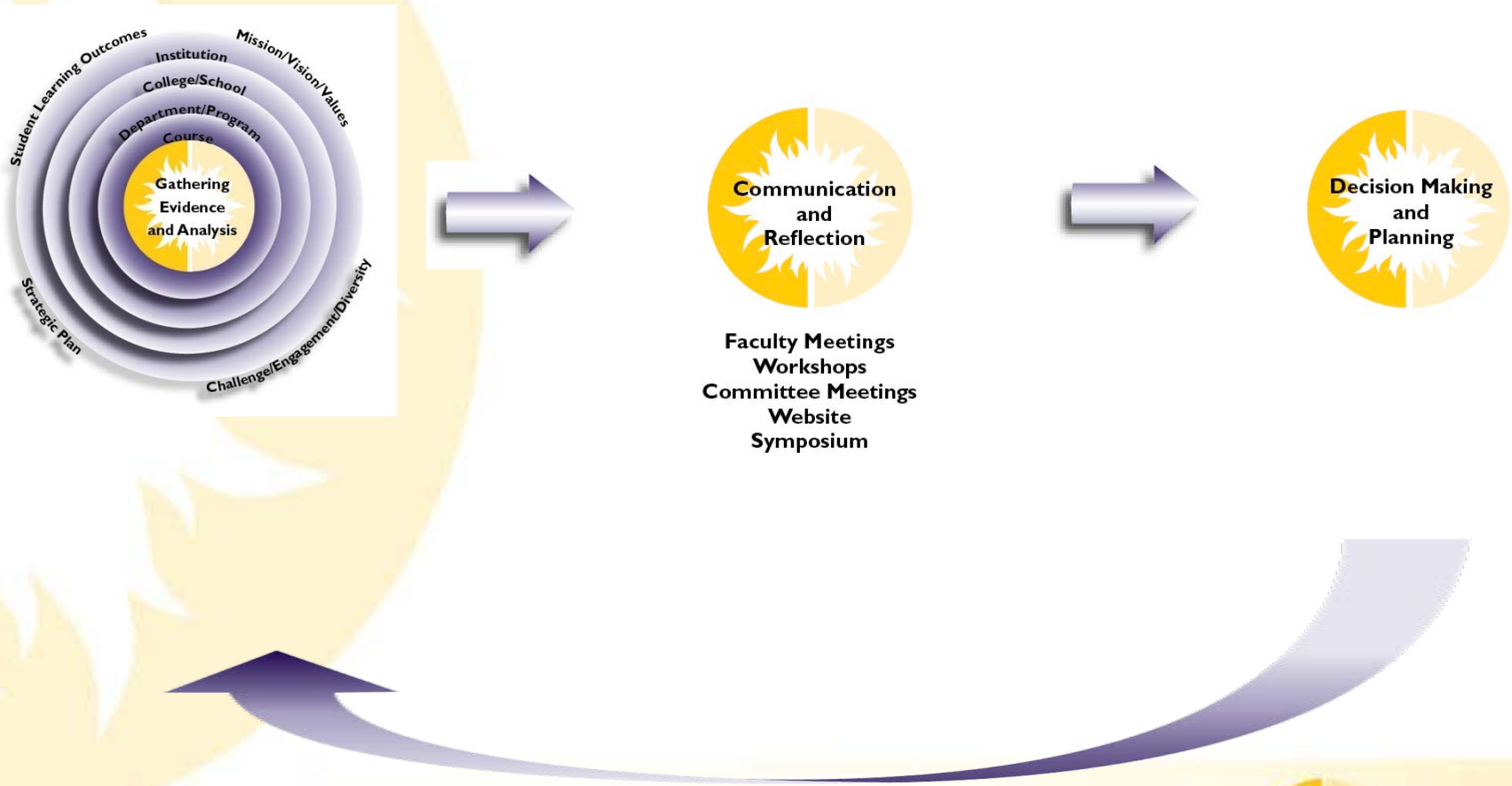
UG Retention Planning Process

Task	Timing
CLU created Director of Retention position	November 2007
Director implemented targeted retention strategies	November/December 2007
Expanded attrition reports with Institutional Research	January 2008
Created Undergraduate Retention Committee	February 2008
Held Retention Summit for Retention Committee	July 2008
Purchased retention communication and tracking software	Summer 2008
Drafted Traditional Undergraduate Retention Plan	September 2008
Coordinated and hosted Retention Consultant Assessment	October 2008
Retention Committee and Strategic Planning Steering Committee approved Retention Plan	October 2008
Faculty Enrollment Committee drafts changes in Academic Advising	Fall 2008
Offered Customer Service Training for all employees during January training	January 2009
Implemented Retention Software	Spring/Summer 2009

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Grad/Adult Retention Planning Process

Task	Timing
Associate Provost for Graduate/Adult Programs and Accreditation appointed	Fall 2004
Provost's Office and Registrar surveyed students who had not enrolled in a course during the 2004-2005 academic year	Spring 2005
Director of Marketing for Graduate/Adult position created	Spring 2007
Enrollment systems manager for Graduate/Adult Programs created	Fall 2007
Director of Retention position was created to address the issues of all students	Fall 2007
Institutional Research Office reporting standardized for Graduate/Adult Programs	Fall 2007
Purchased retention communication and tracking software	Summer 2008
Created Graduate/Adult Retention Committee	Fall 2008
Completed Retention Strategies Inventory of all Graduate/ Adult Programs	Fall 2009

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Benchmarking/Goal Setting

- Define benchmarking
  - External markers to use measure ourselves against
- Define goal setting
  - Set internal goals to set against external benchmarks

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Undergraduate

- External benchmarks are measured by the government, accreditation, and comparison groups

- Goal setting
  - Internal goal setting to meet enrollment targets, retention goals and budget projections

Graduate/Adult Programs

- Unable to locate national benchmarks for our graduate/adult student programs

- Internal goal setting
  - Program by program
  - As individual as they and their programs are

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Building Consensus

- It's all about people, buy-in and constant communication

- Once you have a plan, keep it fresh

Undergraduate Retention Plan

- **Main Goal of the Plan:**

  - Increase the four year graduation rate

- **Strategies:**

  - Select and implement retention software with an Early Alert component

  - Evaluate, improve and enhance academic advising

  - Explore and identify possibilities of improved customer service and office communication of student services

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Graduate and Adult Programs Retention Plan

- Data is now established

- Inventory is almost completed

- Target date for plan(s) Spring 2010

- Presentations need to happen to market the plan

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Next Steps
'One Student at a Time'

- Enhanced awareness and visibility
  - Enhanced relationships
  - Retention and graduation rates
  - Retention purpose & goals
- Implement Plan
  - Foundations of Excellence in the First Year project
  - Customer service training
  - Faculty Enrollment Committee reviewing faculty advising
  - Enhanced communication and tracking of students
  - More focused approach for specific populations

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Questions/Comments?

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