This Retreat

• The Staff
• The Agenda
• The Worksheets
• The Meetings
• The Networking
• The Collaboration
• The Follow-Up
PART I. Introduction to Student Retention
Institutional Retention Strategies at Historically Black Colleges and Universities and Their Effects on Cohort Default Rates: 1987 - 1995

By Fred J. Galloncy
Associate Dean
School of Education
University of San Diego

Wanson Scott Swaim
Associate Director for Policy Analysis
The College Board

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Question 1

• Why is Retention an Important Issue?
  – Retention stable at 50 percent
  – Issues of cost and quality
  – Federal and state intervention
Dropout and Defaults

- **Borrowers Who Completed BA**
- **Borrowers who Dropped Out**

<table>
<thead>
<tr>
<th></th>
<th>Borrowers Who Completed BA</th>
<th>Borrowers who Dropped Out</th>
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<tbody>
<tr>
<td>In Default on Loans</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Unemployed</td>
<td>7</td>
<td>15</td>
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Question 2

- When does student dropout/departure occur?
The Ongoing Retention Challenge

- One quarter of all students who enter postsecondary education for the first time end up at another institution before attaining a postsecondary degree.

- Almost half (46 percent) of first-time students who left their initial institution by the end of the first year never came back to postsecondary education.

- Students who attend full-time or whose attendance was continuous were much more likely to achieve their degree goals than other students. However, only about two-thirds of students were continuously enrolled.
The Ongoing Retention Challenge

• 50 percent of four-year students who did not delay entry into PSE earned their degree at their first institution, compared to only 27 percent of students who were delayed entrants.

• 42 percent of students whose first-year grade point average was 2.25 or less left postsecondary education permanently.

Question 3

• Why do Students Leave?
  – Academic Preparedness
  – Campus Climate
  – Commitment to Educational Goals and the Institution
  – Social and Academic Integration
  – Financial Aid
Question 4

• Why should institutions care?
  – Loss of revenue to the institution
  – Poor business model
  – Lower prestige and moral
  – It’s the right thing to do; it’s in the mission

The Cost of Departure

The Individual, the Institution and Society
Influence on Students

- Impact on self-concept
- Impact on desire to graduate
- Impact on perception of institution
**Student Voices**

*“Source of Pride this Semester”*

- Achieving a higher average than in high school
- Achieving above average marks for me
- Achieving an 80% in my courses
- Achieving an A on an essay
- Achieving better grades.
- Achieving dean’s list status
- Achieving good marks.
- Achieving high grades
- Achieving high grades in Math; it was always my weakest subject.
- Achieving high grades, and being able to tutor fellow students.
- Achieving high marks
- Achieving high marks are on first group of tests
- Achieving my goals and receiving amazing grades, as well as realizing that I have a definite passion for what I am studying
- Achieving my marks. I am pretty proud of them.
- Achieving my semester goals academically and personally, maintaining my sanity and really learning to relax and enjoy my life and the lives I influence.

**Cost to Institutions**

- Lost income
  - # leavers x (tuition + govt. funding) = $M
- Wasted $
  - Recruitment, admissions, registration, orientation, instructional time etc.
- Impact on Key Performance Indicators
  - Student satisfaction, graduation rates
- Impact on Image
  - Prospective students, trustees, legislators, public
Cost to Society

• Economic Benefits
  – Human Capital
  – Productivity
  – Wealth generation

• Human Condition
  – Health costs
  – Social order

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