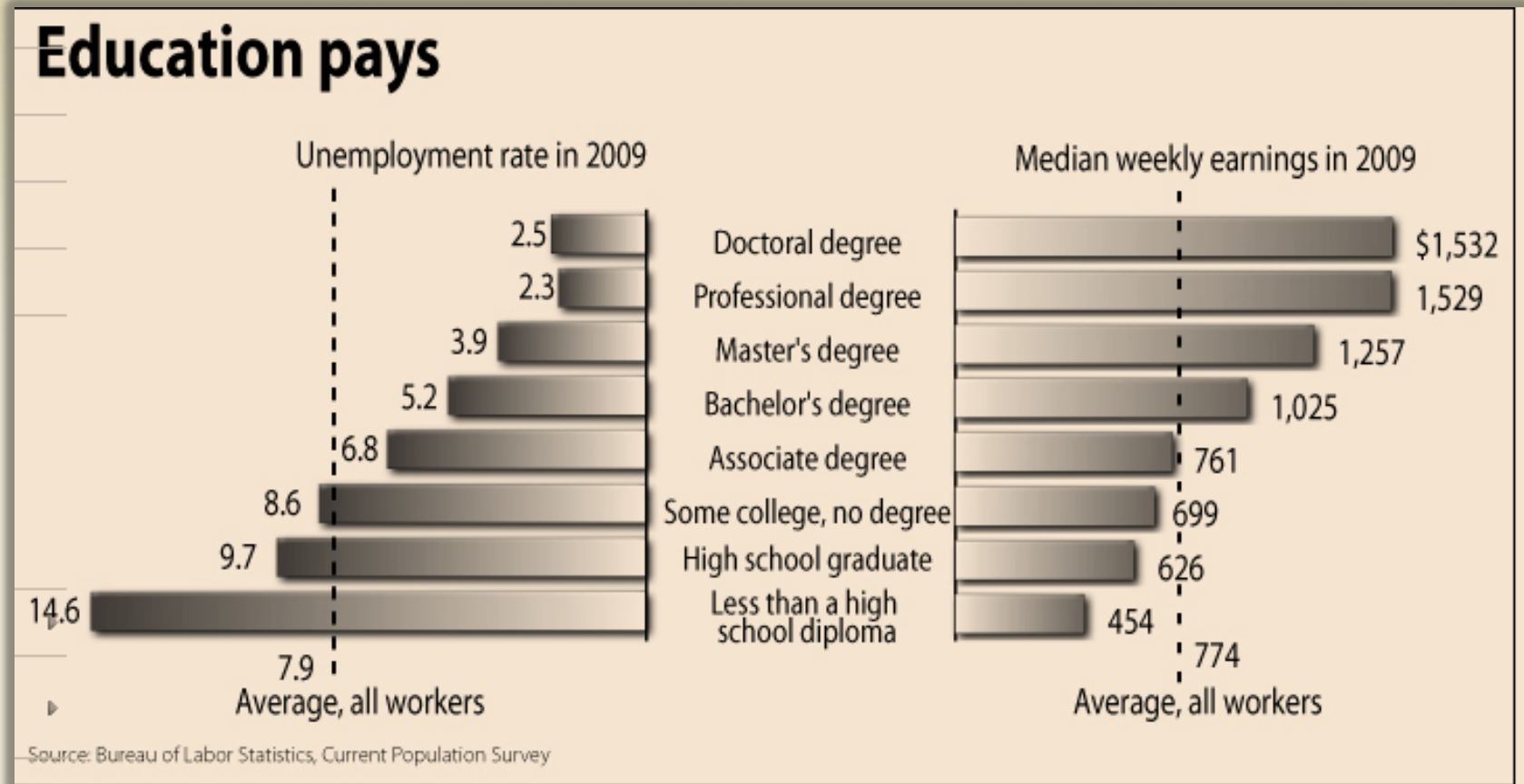


Working the Multiple Issues of Retention and Graduation

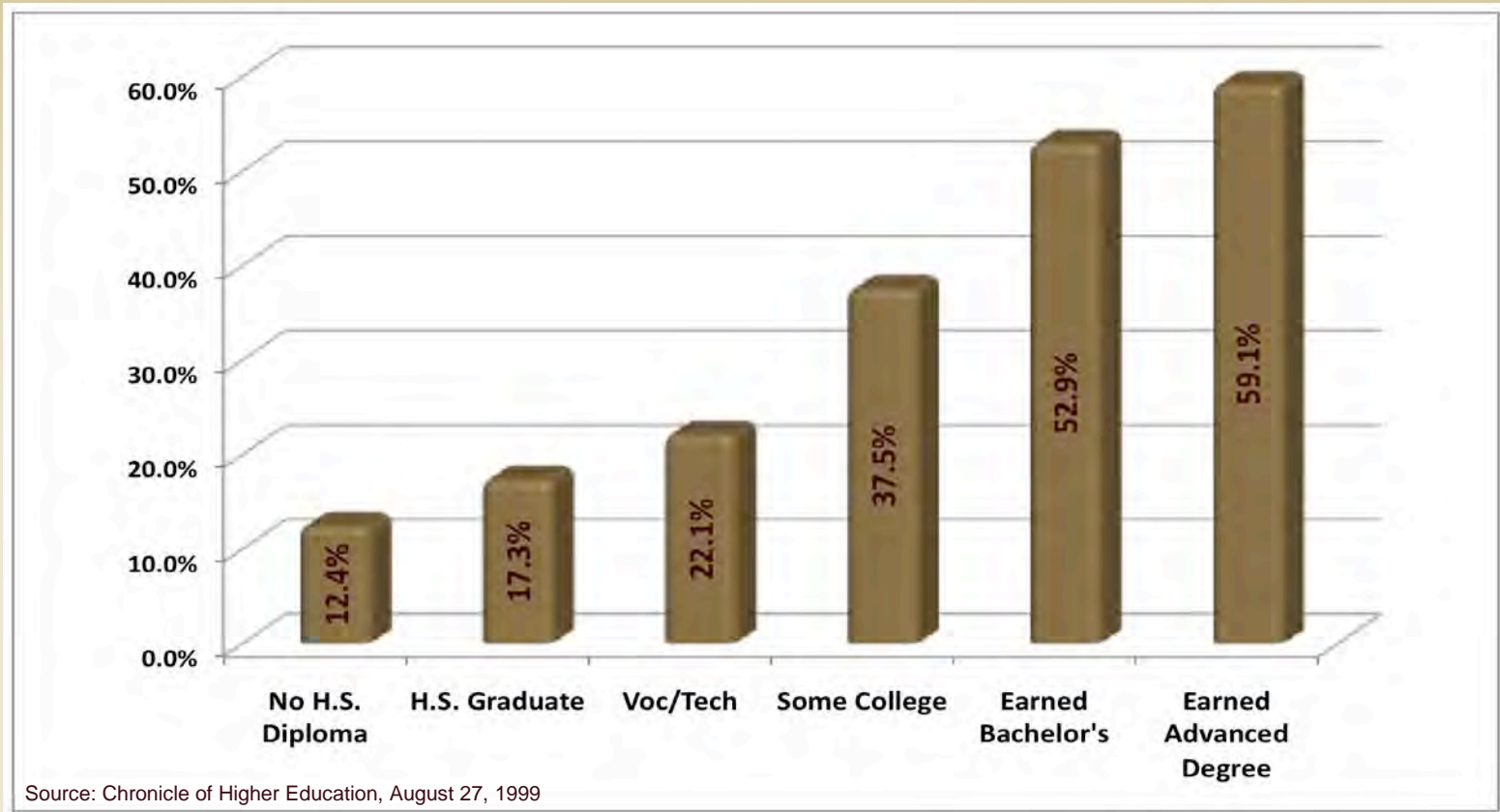


The Conundrum: A Huge Gain but Relatively Few Succeed



Relationship between Parental Education Level and the Educational Attainment of their Children

% Children Attaining Bachelor's Degree or Better



Educational Level of Parents



54.2%

**A National Embarrassment:
Losing 45.8% of FTIC**



The High Cost of Attrition

(US Public Colleges and Universities, n=512)

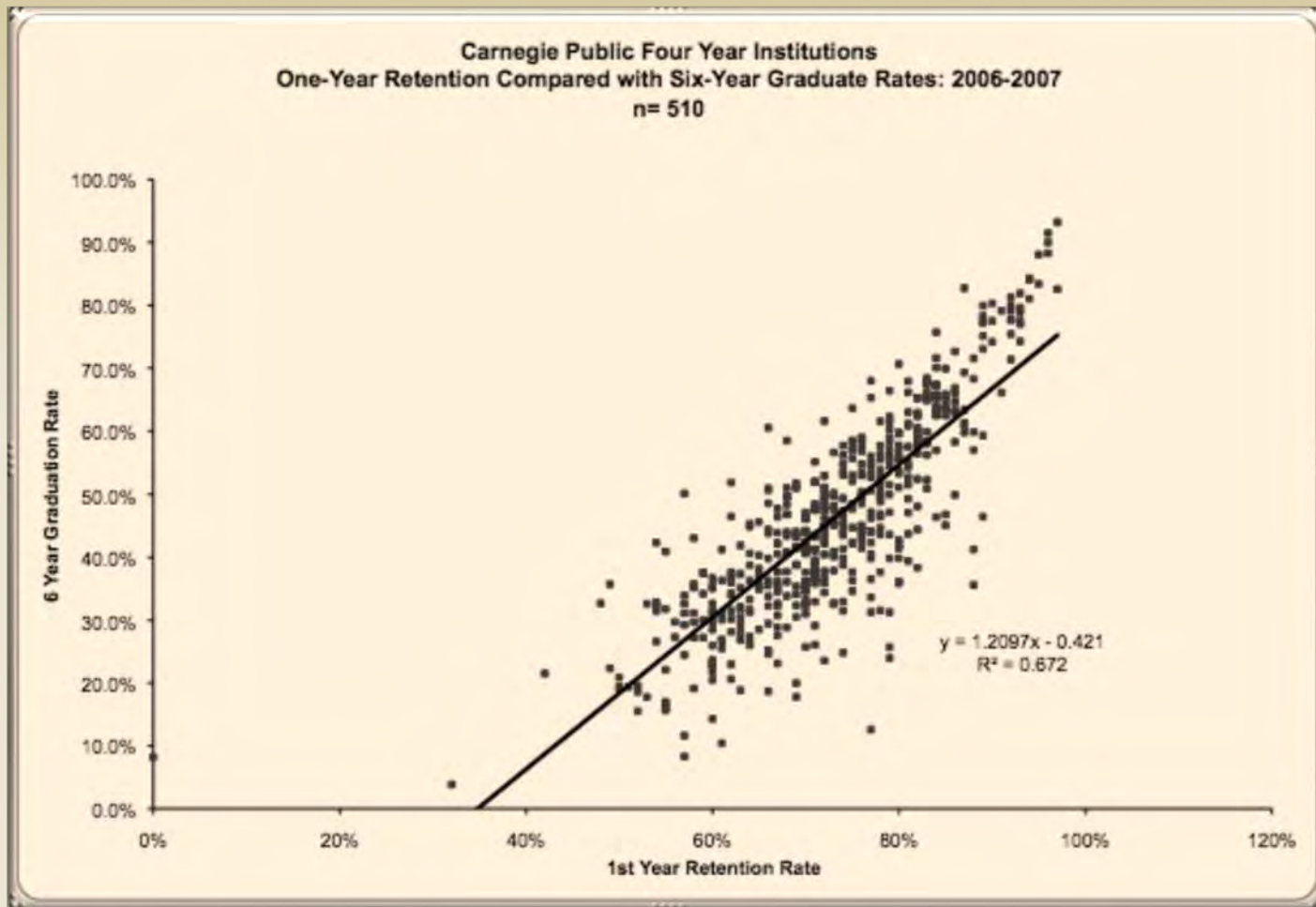
First Time in College*	~800,000
First Year Attrition (21.4%)*	~171,200
Cost in Tuition & Fees**	\$1,058,872,000
Cost in State Subsidy**	\$1,265,339,000
Total Cost	\$2,324,211,000

*IPEDS, 2006, NCES reports a higher number of FTIC, about 1,000,000

**Delta Cost Project, using average tuition and state subsidy, 2008



Inter-institutional Effects



Why are Attrition Rates High and Graduation Rates Low?

Lack of Policy Focus or Attention:

- Almost all states fund enrollment or student credit hours.
- Rankings either do not include graduation rates or give them little weight.
- Focusing on Retention/Graduation has not been part of our culture.



US News Survey Summary of Weights

Peer Assessment	25%
Acceptance Rate, Top Ten % of HS Class	15%
Faculty Compensation, Terminal Degree	20%
Freshman Retention Rate, 4-year Average	4%
Six-year Graduation Rate	16%
Average Educational Expenditures per FTE Student	10%
UG Alumni Giving, 2-year Average	5%
Graduation Rate Performance (predicted/actual)	5%



Three Critical Elements of a Retention/Graduation Program

1. An individual, by status or personality, must drive the process and have access to human and financial resources.
2. A process based on detailed data must be established and **maintained for at least five years.**
3. There must be a team of individuals from across campus committed to student success who meet **weekly** to assess progress.



Your Retention Team I

- Admissions
- Registrar
- Housing
- Health Center
- Financial Aid
- Career Center
- Withdrawal Services

- Course Director
- Orientation Director
- Undergraduate Dean
- Institutional Research
- Honors Director
- CARE Director
- Provost



Your Retention Team II

- Coaching Director
- Student Government
- Office of National Fellowships
- Undergraduate Research
- Library Director
- Finance and Administration
- Others as needed or invited



Why Students *SAY* They' re Withdrawing

“My sister is going to have a baby and I want to get to know my nephew.”

“I' m going surfing in California.”

“I should have waited to come to FSU for my Master' s, the Bachelors was just too much.”

“I want to follow my boyfriend; he is going to a Christian college in Texas and we want to live together.”

“I need to go back to my high school; I had a lot more friends there.”

“You aren' t Green enough.”

“I am in debt and am going to Alaska to prospect for gold.”



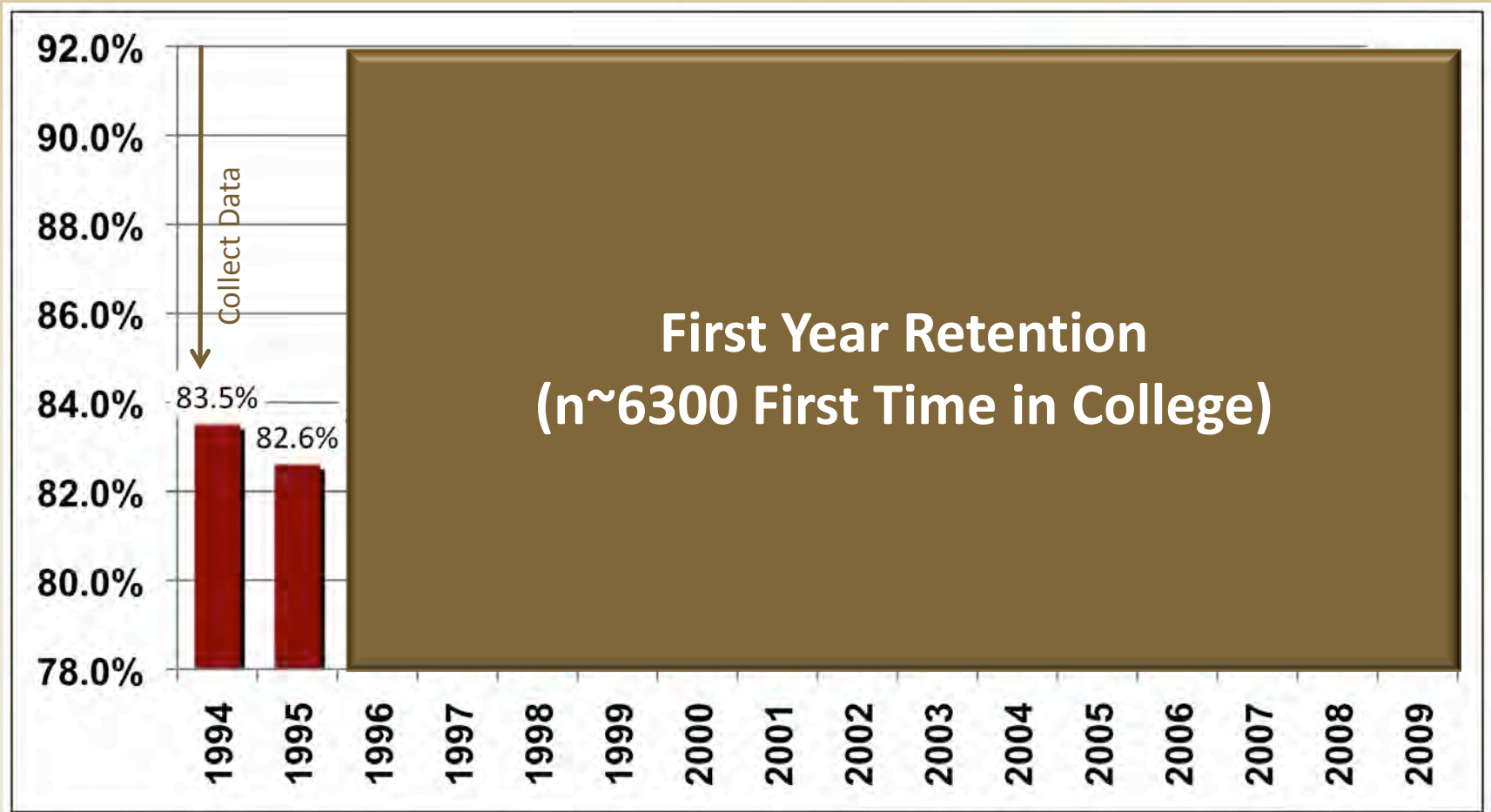
Factors Affecting Student Retention

(ACT Report, 2008)

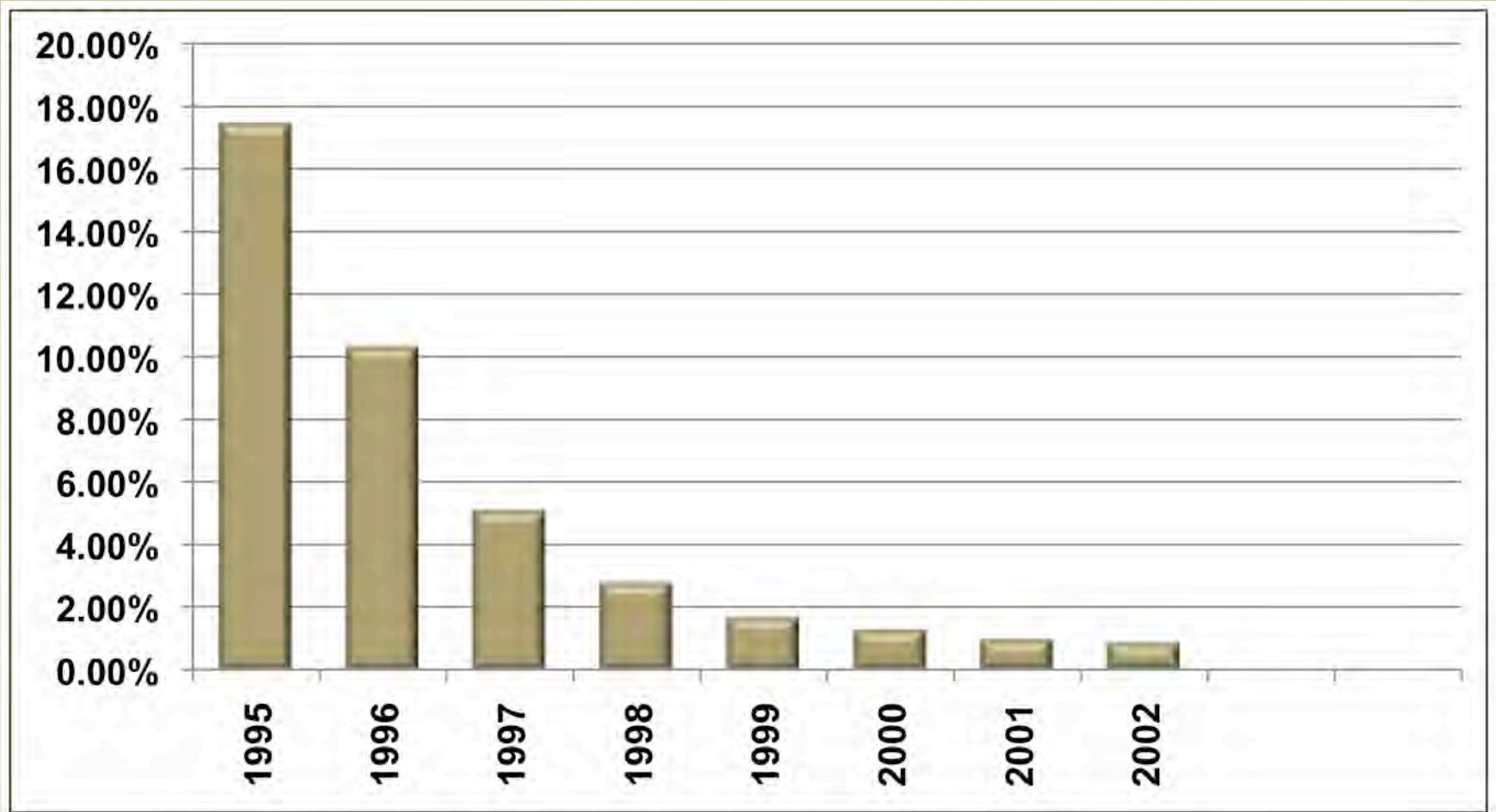
Non-Academic Factors	Description
Academic goals	Level of commitment to obtain a college degree.
Achievement motivation	Level of motivation to achieve success.
Academic self-confidence	Level of academic self-confidence (of being successful in the academic environment).
Academic-related skills	Time management skills, study skills, and study habits (taking notes, meeting deadlines, using information resources).
Contextual influences	The extent to which students receive financial aid, institution size and selectivity.
General self-concept	Level of self-confidence and self-esteem.
Institutional commitment	Level of confidence in and satisfaction with institutional choice.
Social support	Level of social support a student feels that the institution provides.
Social involvement	Extent to which a student feels connected to the college environment, peers, faculty, and others in college, and is involved in campus activities.
Academic Factors	
Standardized Test	Assessment score preparedness measure in English, mathematics, reading, and science.
High school grade point	Cumulative grade point average student average (HSGPA) earned from all high school courses.
Other Factor	
Socioeconomic status (SES)	Parents' educational attainment and family income.



First Year Retention



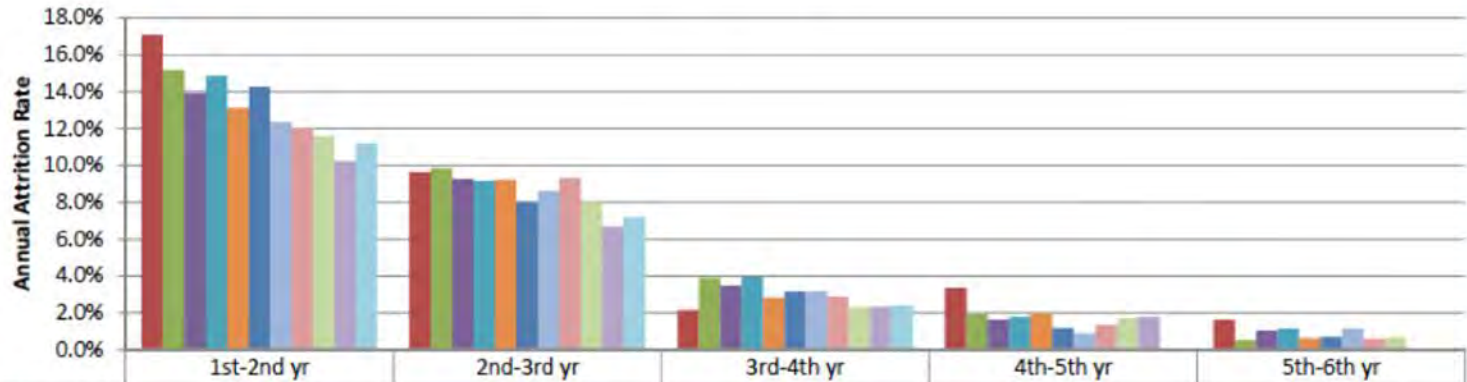
TYPICAL ATTRITION TABLE



LOSS OF STUDENTS OVER NINE YEARS



1995-2005 In-State White Female FTIC Subcohorts Attrition Rate Table

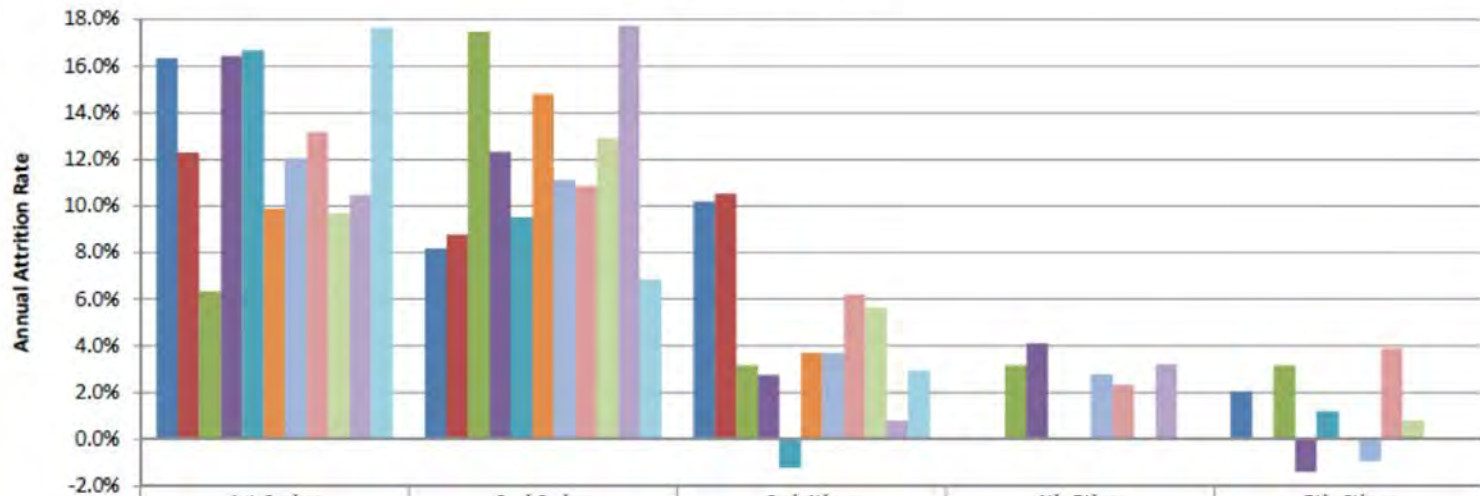


	1st-2nd yr	2nd-3rd yr	3rd-4th yr	4th-5th yr	5th-6th yr
■ 1995, n=1403	17.1%	9.6%	2.1%	3.3%	1.6%
■ 1996, n=1462	15.2%	9.8%	3.9%	1.9%	0.5%
■ 1997, n=1639	13.9%	9.3%	3.5%	1.6%	1.0%
■ 1998, n=1902	14.9%	9.1%	3.9%	1.8%	1.2%
■ 1999, n=1876	13.1%	9.2%	2.8%	2.0%	0.6%
■ 2000, n=2123	14.3%	8.0%	3.2%	1.2%	0.7%
■ 2001, n=2005	12.4%	8.6%	3.2%	0.9%	1.1%
■ 2002, n=2351	12.0%	9.3%	2.9%	1.4%	0.6%
■ 2003, n=2332	11.6%	8.0%	2.3%	1.7%	0.7%
■ 2004, n=2470	10.2%	6.7%	2.3%	1.8%	
■ 2005, n=2308	11.2%	7.2%	2.4%		

Annual Attrition Rate by Subcohort Year



1995-2005 Hispanic Female PELL Recipients Attrition Rate Table



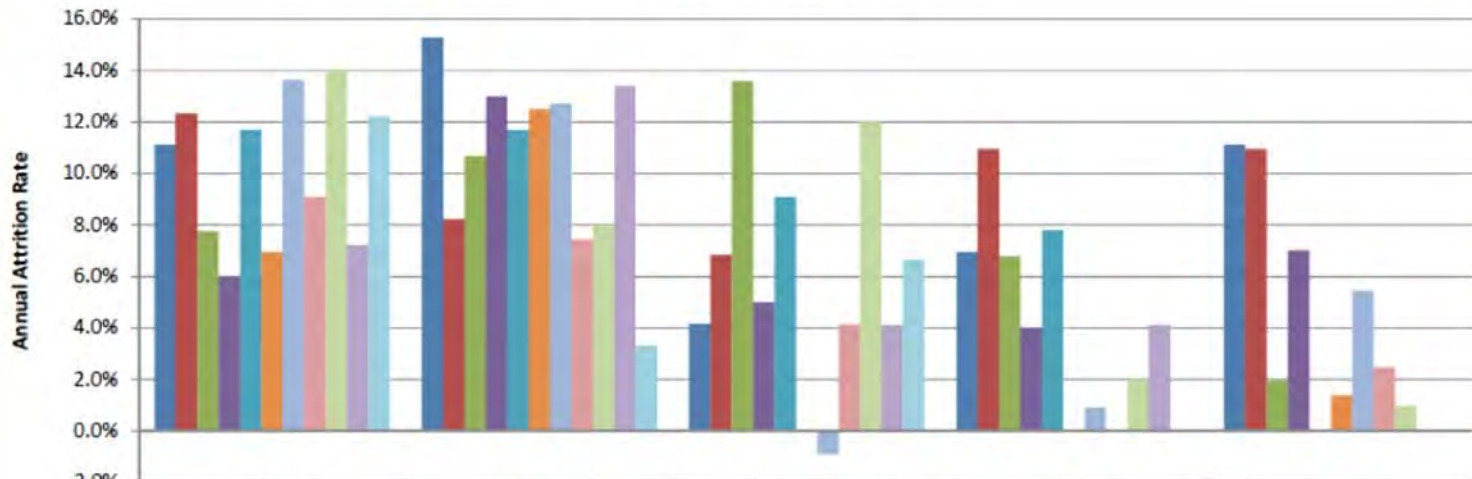
	1st-2nd yr	2nd-3rd yr	3rd-4th yr	4th-5th yr	5th-6th yr
1995, n=49	16.3%	8.2%	10.2%	0.0%	2.0%
1996, n=57	12.3%	8.8%	10.5%	0.0%	0.0%
1997, n=63	6.3%	17.5%	3.2%	3.2%	3.2%
1998, n=73	16.4%	12.3%	2.7%	4.1%	-1.4%
1999, n=84	16.7%	9.5%	-1.2%	0.0%	1.2%
2000, n=81	9.9%	14.8%	3.7%	0.0%	0.0%
2001, n=108	12.0%	11.1%	3.7%	2.8%	-0.9%
2002, n=129	13.2%	10.9%	6.2%	2.3%	3.9%
2003, n=124	9.7%	12.9%	5.6%	0.0%	0.8%
2004, n=124	10.5%	17.7%	0.8%	3.2%	
2005, n=102	17.6%	6.9%	2.9%		

Annual Attrition Rate by Subcohort Year

Note: a negative attrition rate indicates a drop in the rate and means student(s) returned to their subcohort



1995-2005 Black Male PELL Recipients Attrition Rate Table



	1st-2nd yr	2nd-3rd yr	3rd-4th yr	4th-5th yr	5th-6th yr
1995, n=72	11.1%	15.3%	4.2%	6.9%	11.1%
1996, n=73	12.3%	8.2%	6.8%	11.0%	11.0%
1997, n=103	7.8%	10.7%	13.6%	6.8%	1.9%
1998, n=100	6.0%	13.0%	5.0%	4.0%	7.0%
1999, n=77	11.7%	11.7%	9.1%	7.8%	0.0%
2000, n=72	6.9%	12.5%	0.0%	0.0%	1.4%
2001, n=110	13.6%	12.7%	-0.9%	0.9%	5.5%
2002, n=121	9.1%	7.4%	4.1%	0.0%	2.5%
2003, n=100	14.0%	8.0%	12.0%	2.0%	1.0%
2004, n=97	7.2%	13.4%	4.1%	4.1%	
2005, n=90	12.2%	3.3%	6.7%		

Annual Attrition Rate by Subcohort Year

Note: a negative attrition rate indicates a drop in the rate and means student(s) returned to their subcohort



The Value of Living on Campus

First Year Retention Rates

- All resident students (n=8,347) 92.9%
- Off-campus (n=4,141) 88.6%



Programs to Improve Retention

First Year Retention Rates

- Living Learning Communities (n=7 communities) **91.6%**
 - Graduation = 76.1%
- Non-Living Learning Residence Halls **87.8%**
 - Graduation = 73.1%
- Freshmen Interest Groups (n-3,499 students) **92.0%**
- Freshmen non-FIGS (~ 5000 students) **88.1%**



Tracking Advising Activity

Longitudinal Advising Tracking Report 2009-2010															
Aug-to-Date Summary Total		483,667													
Office of Undergraduate Studies/Appointments/Walk-Ins															
	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-09	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09	
Academic Dean (GB)	150	166	40	56	63	107	62	80	99	112		133		42	
Academic Coordinator (EC)	77	66	35	33	69	90	69	83	109	82		94		69	
Transfer Evaluations															
Academic Records															
TOTAL	Advising First ~ William Johnston Building/Epps														
monthly difference															
Appointments/Walk-Ins	256	186	484	358	736	978	523	467	100	150			275	626	
Phone Calls	319	204	399	44	535	461	584	277	113	80			233	121	
Email	1492	963	17745	67	40740	21247	6766	16198	2592	1376			5415	22448	
Section Total	2067	1353	18628	469	42011	22686	7873	16942	2805	1606	0	5923	0	23195	
monthly difference		714		18159		19325		-9069		1199			-5923	-23195	
Section Total	73384														
Center for Academic (excludes AF advisor)															
Appointments/Walk-Ins															
Tutorial Lab															
Phone Calls															
Email															
TOTAL	Advising First Sites														
monthly difference															
HCB (appts/walk-ins)	34	112	64	151	13	404	23	202	3	52			89	31	
HCB phone	11		117		46		36		8					46	
HCB email	0		0		0		0		0				49	0	
Library (appts/walk-ins)(RS)	35		120		175		98		18				10	108	
Library phone	1		26		54		20		9				60	9	
Library emails	5		770		633		775		30					113	
other															
TOTAL	86	112	1097	151	921	404	952	202	68	52			208	307	
monthly difference		-26		946		517		750		16			-208	-307	
Section Total	3124														
Advising First ~ Univ															
Advisor Assignment															
Appointments/Walk-Ins															
Phone Calls															
Email															
TOTAL	Satellites Appointments/Walk-Ins														
monthly difference															
Section Total	270	193	291	54	358	98	110	101	41	33	Jan-10	Jan-09	Feb-10	Feb-09	
Biology (AS)	270	193	291	54	358	98	110	101	41	33		304		369	
Biology (DL) [11/05]	323	251	258	126	879	523	105	140	33	69		451		364	
Business (DG)	214	164	334	245	329	535	171	195	58	59		351		172	
Business (RB)	235	195	290	136	367	325	130	99	80	36		213		307	



Typical Action Steps

January	By end of January	Emails to students with 40 attempted hours who have not been accepted into a major	Individual Responsible
January	Ongoing	Update department Degree Audit reports	Individual Responsible
January	Ongoing	Individual contact with students who have been placed on probation	Academic Section
January	Ongoing	Individual contact with students who have been placed on warning	Academic Section
February	1 st week	Offer Workshop: Students Taking Exploratory Paths to Success	Advising First
February	1 st week in the month	Email to all F coded students w/100+ hours inquiring about graduation plans; email to all H coded students w/100+ hours inquiring about finishing/graduation plans	Individual Responsible
February	6 th week of term	New transfer—How are you doing— deadlines	Individual Responsible



UNDERGRADUATE ACADEMIC PROGRAM GUIDE

(AND COMMUNITY COLLEGE COUNSELING MANUAL) 2008-2009

Program Guide Legend

- P** Program Description
M Academic Map
D Department URL
C Learning Compact

Academic Degree Programs:

To use this resource, first find your program of interest and then select **P** for a detailed program description, **M** to view the academic map, **D** to link to the department's webpage, or **C** to access the Academic Learning Compact. The program descriptions are also available in PDF format at [Academic Programs](#). Download the most recent version of Adobe Acrobat Reader at [Adobe](#).

Jump Links: A-D E-L M-R S-Z Minors Certificates Other Programs Liberal Studies/General Education

P	M	D	C	Accounting *
P	M	D	C	Actuarial Science
P	M	D	C	Advertising (Communication)
P	M	D	C	African American Studies
P	M	D	C	American and Florida Studies
P	M	D	C	Anthropology
P	M	D	C	Apparel Design (Textiles & Consumer Sciences)
P	M	D	C	Applied Mathematics
P	M	D	C	Art, Studio
P	M	D	C	Art Education (Certification, Pre Art Therapy, Community)
P	M	D	C	Art History
P	M	D	C	Asian Studies
P	M	D	C	Athletic Training
P	M	D	C	Audiology and Speech Pathology (Communication Disorders)
P	M	D	C	Biochemistry
P	M	D	C	Biological Science

Source: <http://www.academic-guide.fsu.edu/>



Accounting is a limited-access major. To be admitted into accounting, you must have completed at least 52 hours, have earned a "C-" or better in the Admission Prerequisite Courses (CGS2100, MAC2233, ECO2013, ECO2023, ACG2021, & STA2023), and have the required overall GPA. Electives should focus on gaining additional exposure to the social and behavioral sciences and on improving communication and analytical reasoning skills. There are many specializations within the accounting field. Graduates can go on into challenging positions with only a bachelor's degree; however, many positions require a CPA certificate. Students planning to work as a CPA in Florida are required to complete a 5-year educational program and should plan on completing the master's degree in Accounting.

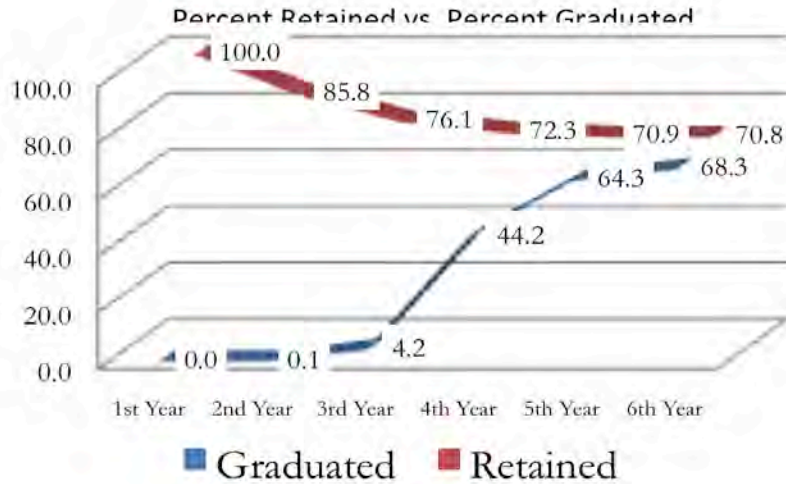
Sample Schedule		Milestones
Term 1	Hrs.	TERM 1
ENC1101 or higher English	3	Overall GPA 2.7 or higher
MAC1105 or higher mathematics	3	Complete ENC1101
CGS2100, ECO2023, or ECO2013	3	
LS History/Humanities	3	
Elective	3	
Total hours	15	
TERM 2	Hrs.	TERM 2
ENC1102 or other second English	3	Overall GPA 2.8 or higher
MAC2233	3	Complete 2 Admission Prerequisites
ECO2023, ECO2013, or CGS2100	3	Complete ENC1102 or other second English
LS History/Humanities/Natural Science	3	Complete MAC1105
Elective	3	
Total hours	15	
TERM 3	Hrs.	TERM 3
ECO2023, ECO2013, or CGS2100	3	Overall GPA 2.9 or higher
STA2023	3	Complete 4 Admission Prerequisites
ACG2021	3	Complete MAC2233
LS History/Humanities/Natural Science	3	
Elective	3	
Total hours	15	
TERM 4	Hrs.	TERM 4
Elective	3	Overall GPA 2.9 or higher
LS Humanities Literature	3	Complete all 6 Admission Prerequisites
LS Social Science/History	3	Satisfy CLAST
LS Natural Science with Lab	4	
Elective	2	
Total hours	15	

Source: <http://www.academic-guide.fsu.edu/Maps/Mapaccounting.html>

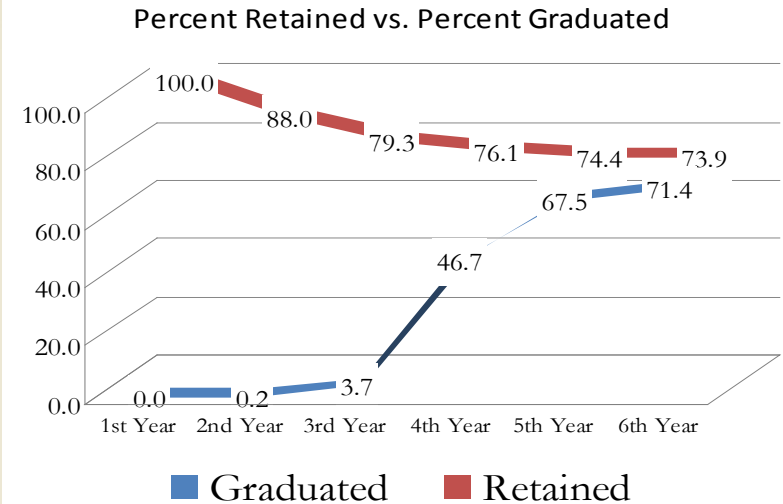


Retention and Graduation Rates have improved since the implementation of Mapping

2000 Summer/Fall Cohort



2003 Summer/Fall Cohort



Number of Students with More than 110 Student Credit Hours who Did Not Apply for Graduation: Registration Hold Initiated in 2000

- 2000 7,382 students
- 2006 3,011 students
- 2009 1,540 students



The Center for Academic Retention and Enhancement Program

- Recruits First Generation students primarily of low socioeconomic status
- Operates Summer Bridge Program
- Early arrival a week before classes
- Mandatory activities
- On-campus housing with CARE counselors as well as traditional RAs
- Tracks, assists and mentors students



Center for Academic Retention and Enhancement (CARE)

➤ CARE Retention Rate	94.2%
➤ All FTIC Retention Rate	90.7%
➤ CARE Graduation Rate	74.0%
➤ All FTIC Graduation Rate	69.7%



Top Ten Enrolled Courses

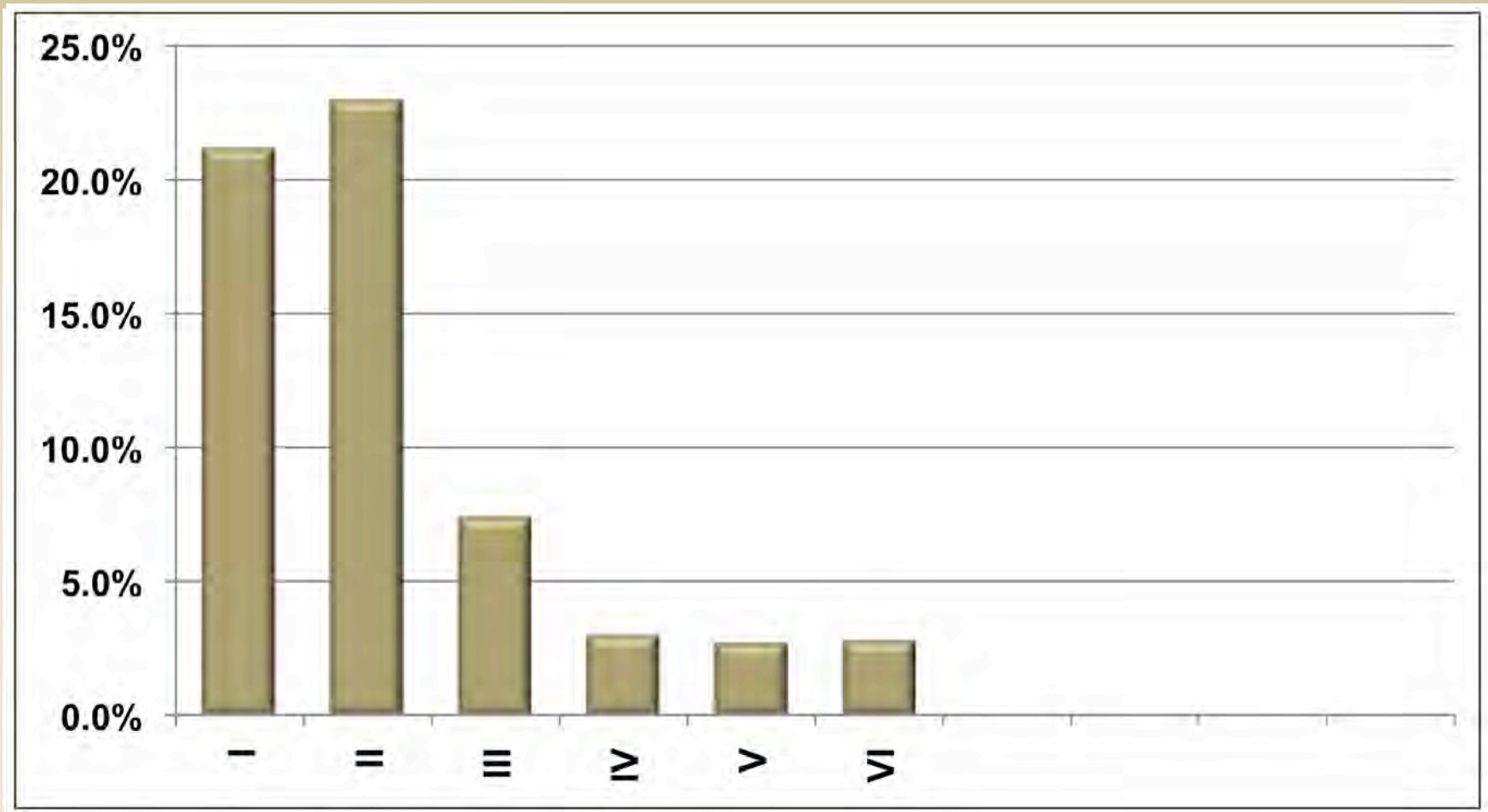
Course Number	Course Ind	Course Name	Dept Name	Hours
MAC1105	★	COLLEGE ALGEBRA	Mathematics	5,094.00
HUM3321	★	MULTICULT FILM	Humanities	4,683.00
ECO2013	★	PRIN OF MACROECON	Economics	4,485.00
ENC1101		FRESH COMP & RHETRC	English	4,392.00
BSC1005	★	GEN BIO NON-MAJORS	Biological Science	4,305.00
AMH2097	★	RACE/ETHNICITY IN US	History	4,302.00
PSY2012	★	GEN PSYCHOLOGY	Psychology	4,272.00
CGS2060	★	COMPUTER FLUENCY	Computer Science	3,645.00
ENC1102		FRESH WRITING RESRCH	English	3,510.00
FAD2230	★	FAM RELSHP LIFE DEV	Family and Child Sciences	3,387.00

★ Courses with High D/F Grades

Focus on high enrollment low success courses



ATTRITION TABLE BY TERM



LOSS OF STUDENTS AFTER A POOR TERM



OVERVIEW OF THE COURSE

- Course Topics:

- Choosing Success (HS vs. college & resources)
- Memory & Learning
- Time Management & Procrastination
- Note Making
- Learning Styles & Test Prep
- Grades & Other Feedback
- Active Reading
- Critical Thinking



IMPACT OF THE COURSE

- Among course completers, the first-year retention rate is increasing over time.

**First-Year Retention Rate of Course Completers
2007-2010 Cohorts**

Cohort	2006	2007	2008	2009	2010
%	54%	63%	65%	71%	TBD
+/-	--	--	2%	6%	--



Coaching Impacts “Soft” Factors the University can’t Directly Control

Seven Focus Areas for Measurement and Coaching Efforts



Success Coaching Has Met or Exceeded Every Attrition and Student Success Goal

Summary of Advising Plus Program Performance Fall 08 to Fall 09

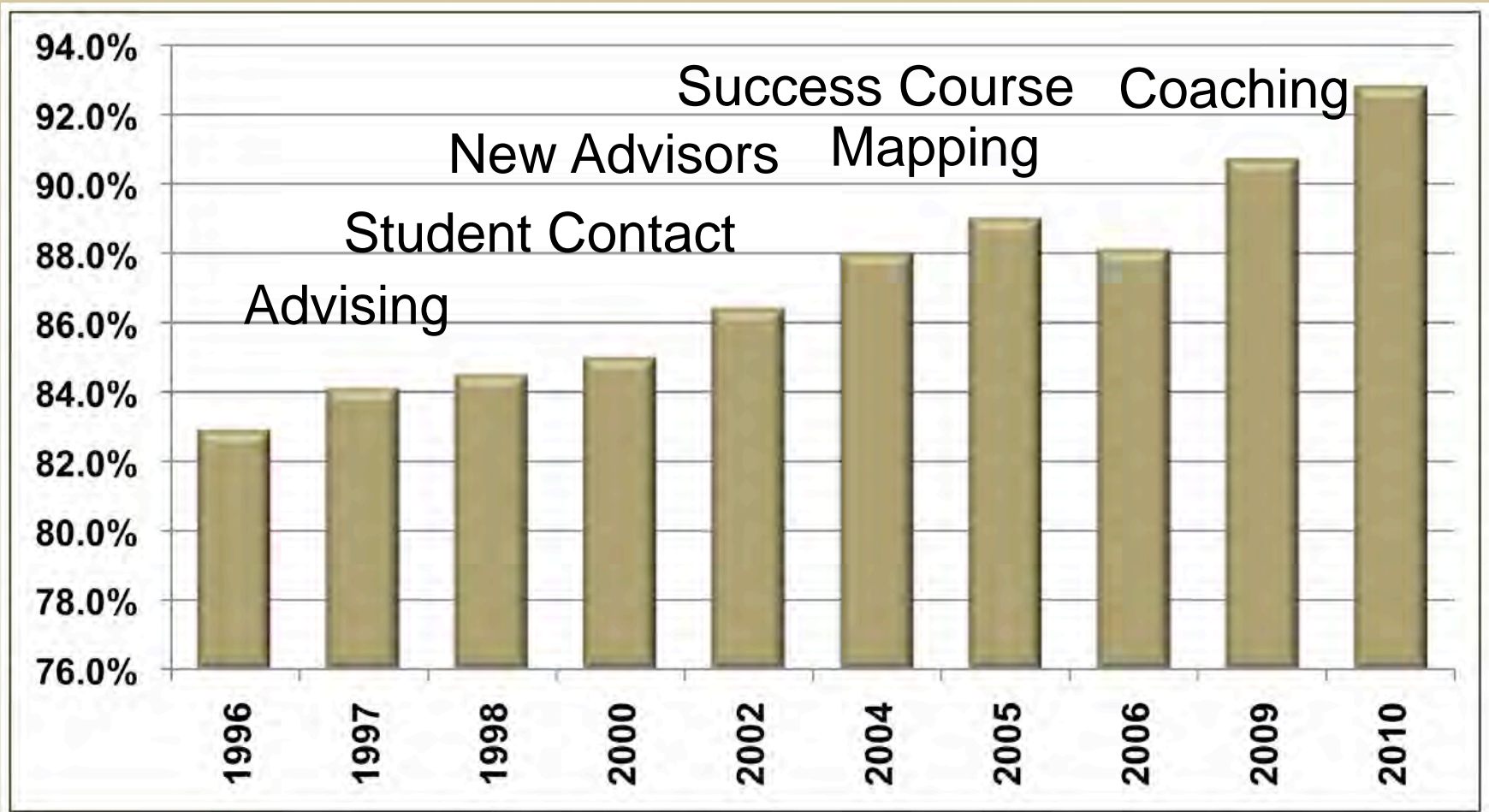
Success Measure	Fall 2009 Results ¹			
	Coached	Non-Coached	Improvement	Condition
Spring-to-Fall Attrition	8.8%	11.2%	2.3 pts (23%)	●
Average GPA	3.24	3.19	0.05 pts (1.6%)	●
Loss of Bright Futures Eligibility²	16.1% (64)	17.5% (70)	1.4 pts (8%)	●
At-Risk Students	3% (12)	5% (20)	2 pts (40%)	●
Major Selection Rate³	63%	58%	5 pts (8%)	●
Students Off Map⁴	10.5%	10.6%	-	-

[1] N=400 non-coached; 397 coached [2] Note: based on students with <2.75 cumulative GPA

[3] N=200 non-coached; 197 coached [4] GPA, BF, At Risk, Major Selection, Students on/off map as of 5/09



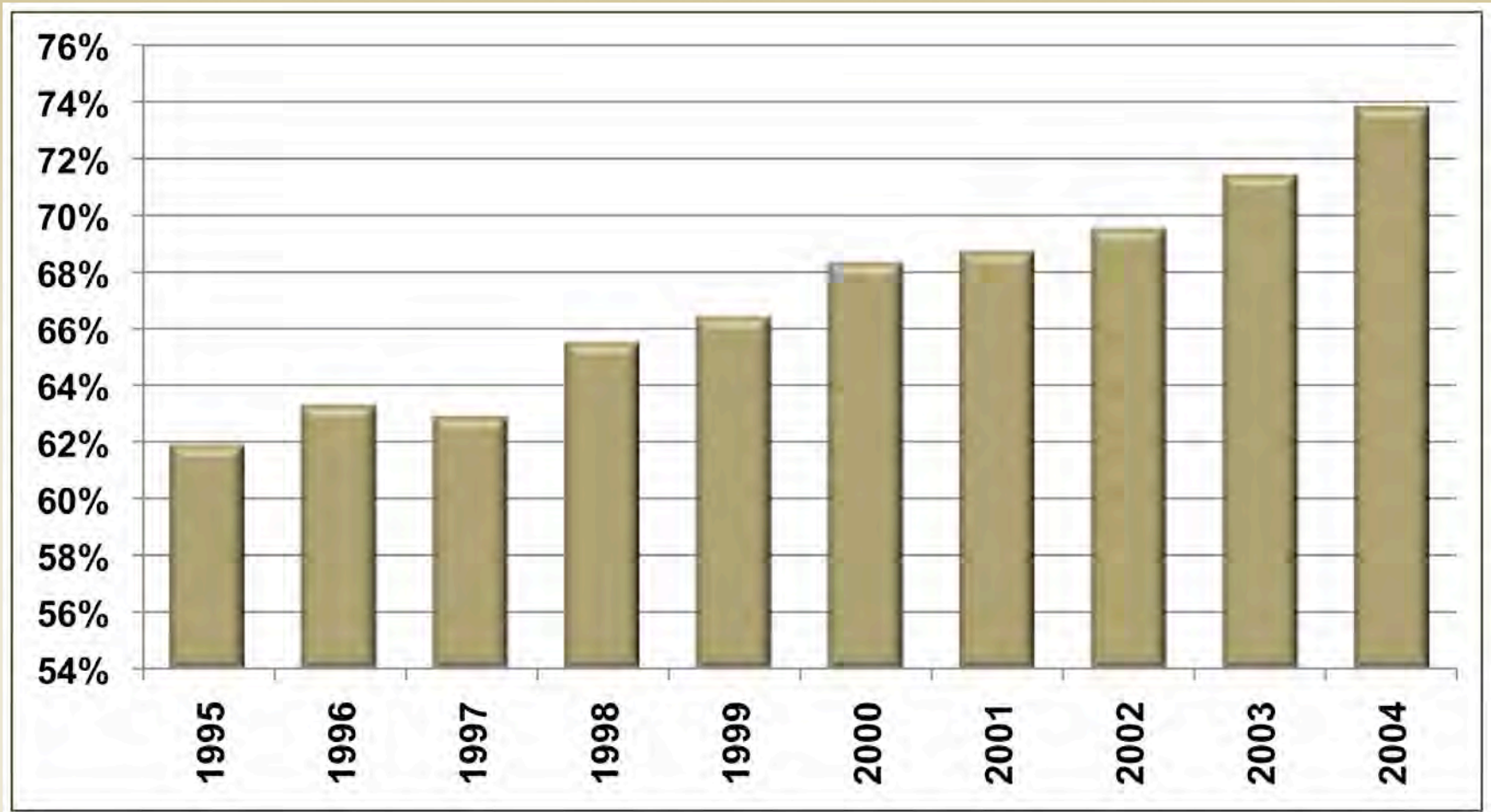
Retention Progress



First Year Retention Rate



FSU's Ten-Year Graduation Trend



Six Year Graduation Rate



The Florida State University Return on Investment

- First Time in College 6000 students
- 1994 attrition 16.5% (990)
- 2010 attrition 8.0% (480)
- Gain in students over four years ~2040
- Total investment \$2,600,000
- Gain in tuition alone* \$6,120,000
- Net gain \$3,520,000
- *Calculated at \$3000 per student, excluding fees of ~\$1500.



Low Cost Effective Strategies

- Place High Risk Students in Residence Halls
- Develop and Academic Map for each Degree
- Develop action steps aligned with the academic calendar
- Move Advisors to where the students are at the times they are there
- Have Frequent “Email” contacts



Low Cost Strategies - II

- W.E.B. DuBois Honor Society
- Oscar Arias Honor Society
- Freshmen Interest Groups (FIGS)
- Learning Communities
- Encourage strong attendance policies in courses with high percentages of D and F grades



Higher Cost Effective Strategies

- Re-engineer Low Success Courses
- Develop a program for High Risk students
- Add Advisors
- Add Tutors in selected courses
 - Drop in tutoring
 - Tutoring by appointment
- Add a “Successful Learning Strategy” course
- Add Success Coaches





Questions?



Key Strategies for CARE

1. Early and continuous contact with students during Middle School
2. Large (>200) and diverse cohorts, including academic diversity
3. Financial aid to cover 100% of costs at least initially
4. Start College during Summer with
 - A pre-classes week of introductory programs
 - Mandatory participation in
 - Academic advising
 - Study Hall
 - Tutoring
 - Social Activities



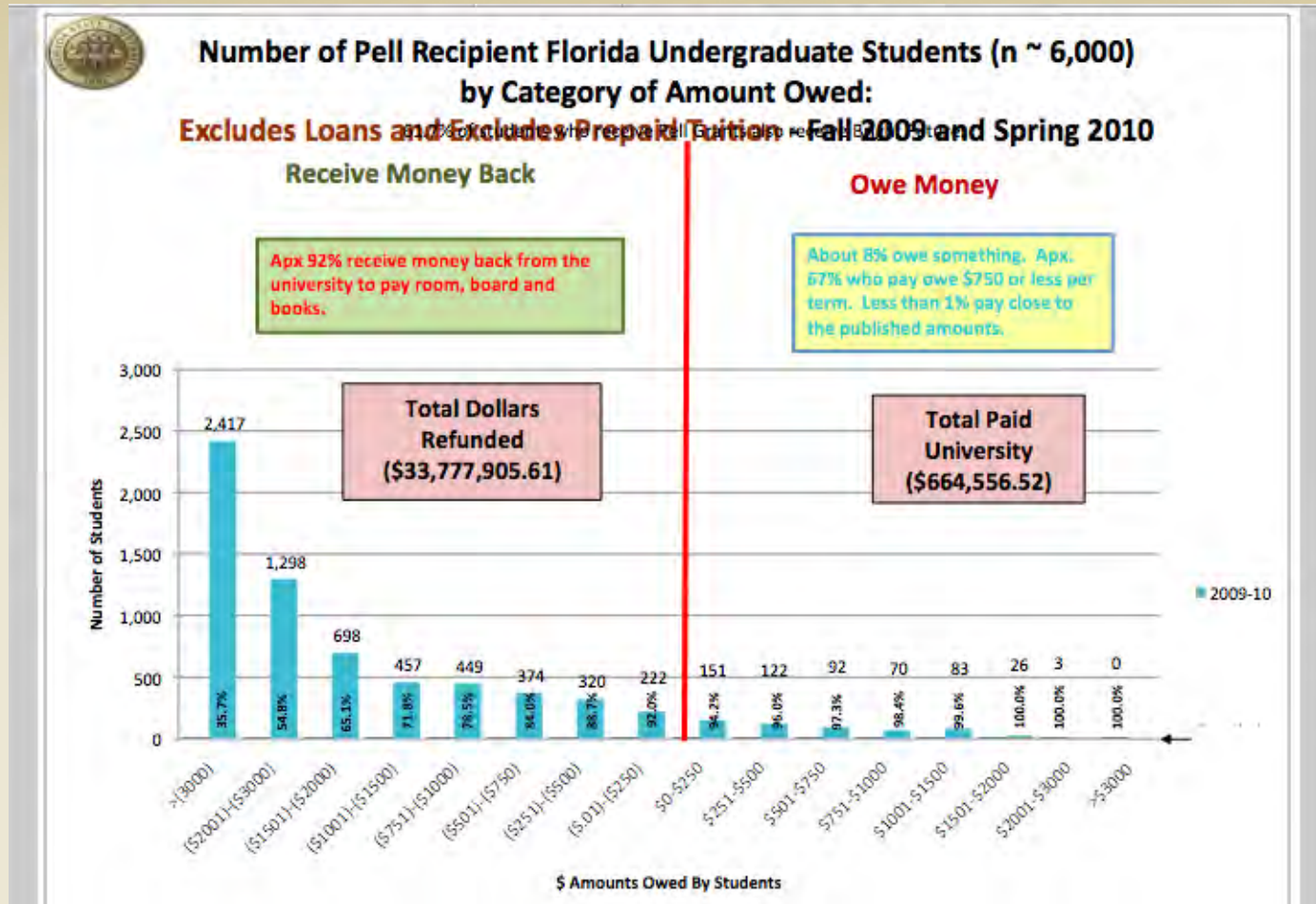
Key Strategies for CARE

(continued)

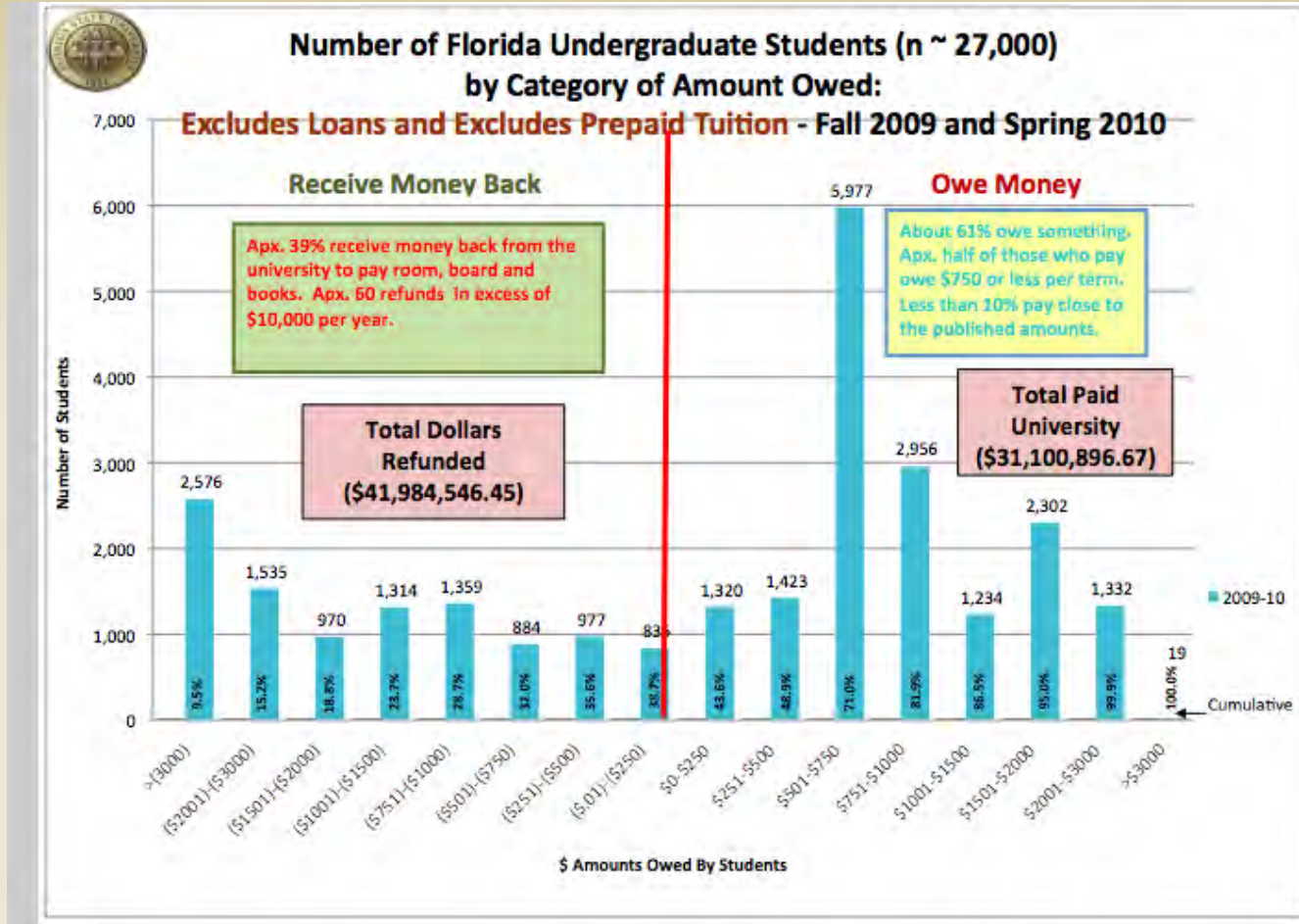
5. Campus-wide Knowledge and Support
6. Constant contact throughout college using paid mentors and tutors
7. Immediate and Aggressive Follow-up for any Student having difficulties
8. Honor societies focused on underrepresented students, e.g., W.E.B. DuBois Honor Society and Oscar Arias Sanchez Honor Society



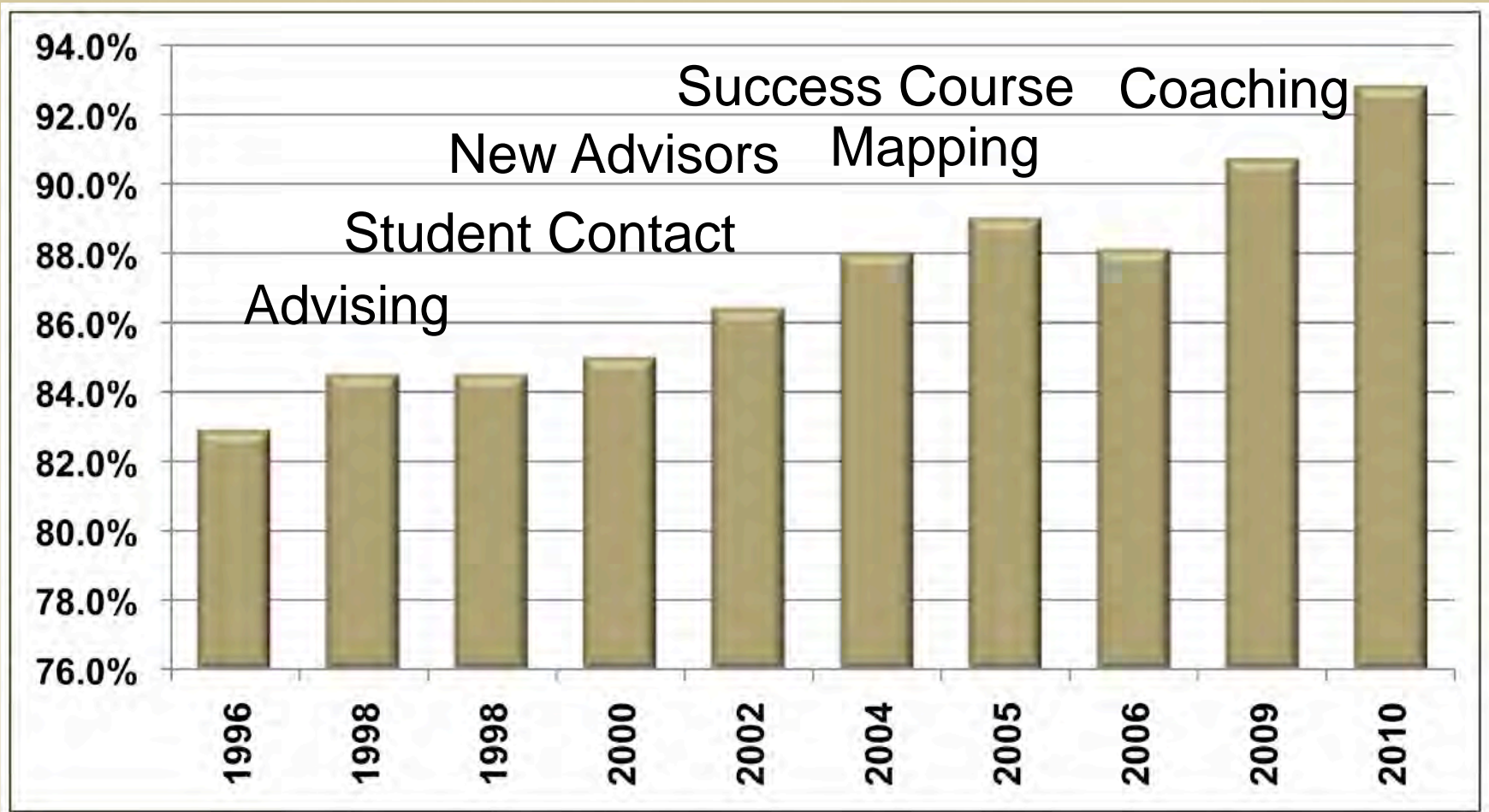
What Pell Students Pay



What Non-Pell Students Pay



Retention Progress



First Year Retention Rate

