



University of the District of Columbia

Creating Connections for Student Success

A Plan for Student Retention

Retention is Real at UDC

Meeting of the Admissions and Retention Ad-Hoc Committee of the
Academic Senate

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TRADITIONAL DEFINITION OF RETENTION

- ❑ **Program Retention:** Tracks the full-time student in a degree program over time (6yrs/4yr college, 3yrs/2yr college) to determine whether the student has completed the program.
- ❑ Established by the federal government and must be reported by all colleges on an annual basis (fall to fall).

Source: Center for the Study of Student Retention, 2008.

NATIONAL RETENTION RATES

BA/BS Public	68.0
UDC	58.5
Four-Year Public-Open Admit	64.4

Sources: ACT Institutional Data File. 2008

UDC Office of Institutional Research

STUDENT RETENTION AT UDC DIFFERS FROM THE NORM

□ ENROLLMENT STATUS

Part-Time Freshmen = 56.5%

Full-Time Freshmen = 43.5%

□ FRESHMAN HETEROGENEITY

Full-Time, Part-Time, Transfers – In and Out,
Readmits, Returning, Stop-Ins, Stop-Outs,
Transient

UNIVERSITY-WIDE STUDENT RETENTION COMMITTEE

- ❑ **Members** - students, faculty, staff and administrators
- ❑ **Purpose:** promote student success / persistence
- ❑ **Goal:** implement the Student Retention Plan
- ❑ **Working Format:** sub-committees aligned with components of the Student Retention Plan

RETENTION PLAN RESULTS ?

- ❑ Retention rate has increased from 37% → 58.5 in 4 years
- ❑ Mandatory academic advising has been institutionalized
- ❑ University-wide retention committee is active and involved in promoting retention
- ❑ Seamless first-year program has been developed
- ❑ Collaboration on retention strategies maintained between Academic Affairs and Student Affairs
- ❑ National recognition gained for retention initiatives

UDC RETENTION TRENDS

STUDENT COHORTS	RETENTION RATES
2003	37.0
2004	47.5
2005	41.0
2006	50.0
2007	58.5

NATIONAL RECOGNITION OF RETENTION INITIATIVES

The UDC BEAMS team is recognized for the creation of the Myrtilla Miner Professional Development Academy (MMPDA), named after the school's founder, which had to serve multiple institutional needs: 1) a network of faculty, staff, administrators and students pursuing a university-wide means to address UDC's persistent low retention rate for entering students; 2) a new student retention plan that called for a 5 percent increase to this rate annually, tying student retention to the need for increased professional development on teaching and learning; and 3) UDC BEAMS team members recognized that much could be accomplished if an urban campus could become a caring community. The hard grassroots work of institution-changing professional and faculty development occurs between MMPDA meetings as colleagues form departments and schools move their initiatives forward.

Taken from the publication--

INCREASING STUDENT ENGAGEMENT THROUGH FACULTY DEVELOPMENT:

A PRACTICE BRIEF BASED ON BEAMS PROJECT OUTCOMES

March 2008 - Institute on Higher Education Policy (IHEP)

WHAT'S NEW IN 2009?

□ New Positions

~ **Director of the First-Year Experience**

~ **Director of Academic Advising**

~ **3 Full-time Advisors**

□ New Initiatives and Services

~ **Center for Academic Advising**

~ **SOAR⁴ (Scholars On A Roll) Learning Community**

~ **Freshman Orientation as a Required Course**

NEXT STEPS FOR UDC

- Collect Empirical Data on Impact of Retention Strategies
- Focus on Strategic Recruitment and Admissions
- Hire a Director of Enrollment Management

STUDENT RETENTION MOTIVATIONAL QUOTATION

“It is not your environment, it is you – the quality of your mind, the integrity of your soul, and the determination of your will – that will decide your future and shape your life ...”

~Benjamin Elijah Mays

THANK YOU!

*Creating Connections
for Student
Success*

**Excellence through
Engagement**

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