

Fall to Fall Retention Analysis

The Division of Student Development and Success is implementing the following analyses to understand progression, retention and attrition.

FTIC Freshmen Review:

- 1) Progression (Fall to Spring)
 - a) Disaggregated by School or College
 - b) High School GPA vs. College GPA
 - c) Major /Class schedule/Load
 - d) Performance by class/instructor
- 2) Financial Aid Award
 - e) Scholarship recipients vs. Financial Aid recipients
 - f) Type of Aid
 - g) Geo-market analysis
 - High need/ high performance
 - Low need/ high performance
 - moderate need/ moderate performance

Transfer Review:

- 1) Progression(Fall to Spring)
 - a) Disaggregated by College
 - b) Prior College vs. UDC GPA
 - c) Major/Class schedule/Load
 - d) Performance by class/instructor
- 2) Financial Aid Award
 - i) Credit Hrs. transferred in/time to complete
 - a) Geo-market analysis

Definitions:

Retention rate is the percentage of a school's first-time, first-year undergraduate students who continue at that [same] school the next year.

Progression: A student who advances by credit hrs. attempted and successfully completed to move to the next classification (ex. freshman advances to sophomore at end of academic year).

Persistence Rate: The percentage of students who return to college/university at any institution for their second year.

Common Terms:

- a. **Full Time Student:** A student carrying 12 or more credit hours in a fall or spring semester
- b. **Part-Time Student:** Any student taking less than full-time or 12 credit hours
- c. **Transfer Student:** A student at a college or university who has completed classes at another college or university after leaving high school and enrolls at another college or university
- d. **Transitional Student:** At UDC, it's a student who moves from the CC to Flagship

Advancing Student Success and Equity Goals

This self-assessment is designed to help college and university leaders identify key opportunities for improvement within their student success strategy. After completing this exercise, your dedicated EAB team will curate research, diagnostic tools, and expert consultation to drive progress on your campus.

Basic Metrics

1 st -2 nd Year Retention Rate	6-year graduation rate	4-year graduation rate
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Key Performance Indicators

GRADING SCALE

- 1 = We will need a lot of additional support to improve performance
 - 2 = We are behind and need additional support to improve
 - 3 = We have moderate room to improve our performance
 - 4 = We have minimal room to improve our performance
- N/A = Not applicable



Eliminate Financial and Policy-Related Barriers

Administrative Process and Policy Reform
 Student-facing registration and hold policies do not unduly and unnecessarily prevent students from returning. Academic leaders have installed new policies that nudge students to make better choices, and they regularly review policies to discover hidden success roadblocks.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Support Students with Tech-Enabled Advising

Proactive Caseload Management for Advisors
 Advisors have defined caseloads and proactively use student data to manage interactions. They closely track academic progress and next-term registration, reaching out to resolve persistence barriers.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Close Lingering Student Equity Gaps

Academic Confidence Building and Preparation Programs
 Every student participates in a program, ideally before they officially begin classes, that helps them understand the rigors of college-level work, introduces them to academic support services, and promotes academic self-efficacy.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Enhance the Learning Experience

Outcome-Based Redesign of Critical Gateway Courses
 Faculty have identified our courses with the highest DFWR rates, especially introductory courses, and redesigned them to not only improve grades but also student learning and success in future courses.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Foster Personal and Professional Fulfillment

Sequenced Career Exploration Programming
 All students have a four-year curriculum of career development activities, mapped alongside their academic coursework, including early opportunities to shadow employers, gain certifications or concentrations, or career-focused recognition.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Access- and Completion-Focused Course Scheduling

Progress-to-degree data drive schedules that align with student demand. Faculty reorient instructional capacity from niche courses to high-demand courses, and students register for meta-majors that align pre-requisites among related majors.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Coordinated Student Support Networks

Student-facing support offices (advising, tutoring, career, etc) are networked together with technology and processes to responsibly share data on students and collaborate on cases.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Social and Personal Belongingness Support

Regardless of background, students feel welcome because of the support and cultural programs we offer. For example, every student has several peer-to-peer support interactions across their just year, especially to support advising and promote help-seeking behavior.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Experiential Learning and Co-Curricular Engagement

Faculty have embedded experiential learning such as internships and co-ops into every program, removed barriers for undersourced students, and given regular opportunities to reflect on the skills they have gained during their education.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Longitudinal Alumni Outcome Tracking

Career services and alumni relations leaders regularly track student participation in high-impact practices and compare it against regularly collected alumni career outcomes, using all of it to inform curricular and experiential changes.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Emergency Grants and Strategic Financial Aid

Students with need receive scholarships and grants in forms that promote student success behaviors. Financial aid leaders deploy emergency grants and basic needs support to students in distress and have recovery pathways for students who lose their aid.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Organizational Accountability and Incentives

Advisors have regular professional development opportunities and career leaders aligned with their contributions to key performance indicators. The advising office also has clear performance indicators that measure their contributions to lagging student success metrics.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Bias Prevention and Flashpoint Resolution Infrastructure

Targeted services and policies prevent and address instances of bias that can disrupt a student's education. Dedicated staff, task forces, and resources are in place to respond when instances of bias occur privately and publicly for students.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Instructor Development and Pedagogical Assessment

Faculty and advisors have aligned pre-requisites across programs in related fields, eliminated excessive and confusing electives, reduced bottleneck courses with many pre-requisites, and created clear maps for students to follow.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Lifelong Learner Engagement

Academic and alumni relations units offer career development support and academic programs across alumni lifecycles, enabled by regular engagement with these alumni and structured enrollment on- and off-ramps mapped to career inflection moments.

LEVEL OF PERFORMANCE				
1	2	3	4	N/A

Promoting Retention, Equity, and Timely Degree Completion

Maximizing Return on Education