



**DELAWARE STATE UNIVERSITY**

**RETENTION PLAN UPDATE**

**Prepared by**

**The Division of Academic Enrichment**

**September 2008**

# **ANNUAL RETENTION REPORT**

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## **I. Retention at Delaware State University**

Since the mid 1990's, retention has been a major priority at Delaware State University and is reflected in the University's Strategic Plan goals and objectives 1.1.2 and 4.4.5. As a result of this strategic focus, the University hired a full-time Director for Retention in 1995 and subsequently established an Office of Retention in 1996. In 1997, the Office of Retention became the Office of Student Academic Support Services which resulted in the bringing together of offices that housed existing front line retention activities. This included the Comprehensive Learning Center, Counseling Office and the Office of Orientation, Mentoring and Advising. Several retention activities were initiated during this period to include: Campus-wide Peer Tutoring, the Jumpstart Summer Bridge Program, Project Success Program for provisionally admitted students, the Supplemental Instruction (SI) Program, Professional Staff Mentoring Program and the Staying on Course (SOC) for students on academic probation and readmitted from suspension.

Between 1997 and 2002, retention rate for the first-year, full-time students averaged 66.9%, with the years 1998, 2000 and 2002 posted the highest rates of 68.0 %, 68.1% and 67.9% respectively. In 2003 and 2005, the retention rates fell to 63.8% and 62.9% and it is suspected changes in key staff positions, departmental restructuring and the tuition increases may account for the decline. In 2005, there was a modest increase in the retention rate. However, at the same time the University also experienced the largest freshman class its history with a cohort class of 885 new students an increase of 198 students over those enrolled in 2004. The enrollment management team, which includes representation from key enrollment and student service offices, continues to meet weekly to develop strategies to stabilize the enrollment projections and increase the final enrollment count. Financial concerns continue to be a problem for our population who are nearly 70% first generation college goers and heavily reliant on financial aid in the form of federal and private loans. We continue to strive to sophisticate our data collection processes to include working in conjunction with the academic departments to develop cohort tracking with academic departments through a course management model.

## **II. The University Retention Plan**

Currently, the majority of key retention initiatives are located within the Division of Academic Enrichment. In August 2005, the University entered into an enrollment management consultation with the consulting firm, Noel Levitz, who completed an external analysis of the retention-related programs and activities. The analysis resulted in a University retention plan developed to address key long and short-term retention goals and objectives. As a result of several follow-up site visits, the following recommendations and actions were taken:

1. Restructuring of the area to include Career Services, Testing Services, and University Studies and First-Year Programs
2. Development of a university retention plan
3. Development of a process that ensures ongoing progress on the retention plan
4. Audit of academic support services focusing on academic advisement
5. Creation of a university-wide academic advisement committee
6. Administration of several inventories to capture related data

## **III. Retention Plan Update and Progress**

This report has been prepared by the Division of Academic Enrichment and the Office of Institutional Research to provide an overview of the 2006 cohort and to analyze the enrollment, retention, and graduation rates. This report will also measure the goals outlined in the comprehensive retention plan and detail progress on other related activities. The retention data has been provided by the Office of Institutional Research and Planning. Other assessments discussed in this report include the College Student Inventory (CSI), Student Satisfaction Survey (SSI), and the Collegiate Learning Assessment (CLA). The review of this data will assist the Division of Academic Enrichment in creating programs that will better serve students in their first year of matriculation.

<b>Retention Goals &amp; Actions Plans Update</b>	<b>Status/Date</b>	<b>Budget</b>	<b>Comments/Results</b>
<b>Goal One:</b> Increase the retention rate of first-time, full-time students beginning Fall 2006–Fall 2010 from first-to-second year by 15% in the following increments: Year One –3% (30 students), Year Two – 3% (30 students), Year Three - 4% (40 students), Year Four - 5% (50 students)			
Professional Coaching Model	Not completed Fall 2008	\$180,000	Salary & benefits for 3 academic advisors
University Seminar Course	Completed Spring 2008	Funded Title III	Organized the Office of University Studies and First-Year Programs
Early Alert System - Automated	In progress Fall 2008	TBD	Working with D. Marwan Rasamey
<b>Goal Two:</b> Decrease the SSI Financial Aid gap score by 1.0 from 2.97 to 1.97 over three years beginning in 2006			
Financial Aid Counseling	In progress Fall 2008	N/A	Module has not been developed
Admissions Staff Training	Completed Fall 2006	N/A	Better coordination between student service offices
<b>Goal Three:</b> Achieve a cohort graduation rate (in five years) of 40% for new students (first-time, full-time) entering the institution in Fall 2006.			
Improvement of Student Engagement at the University – Peer Mentors	In progress Spring 2008	\$80,000	Book Scholarships for Peer Mentors
Academic Advisement	Completed Spring 2007	Funded	Produced an online Acad. Advisement Handbook
First Year Experience	Completed Fall 2008	Funded	Title II funding provided to hire Director
Supplemental Instruction	Ongoing Fall 2008	Title III	Double number of SI Sessions offered
Marketing Student & Academic Support	Completed Fall 2008	TBD	Web-enhancements and printed materials
Services Improving Student Engagement in Learning – BEAMS	In progress Spring 2008	NSSE	Develop University-wide student learning outcomes
<b>Goal Four:</b> Decrease the gap score on the DSU Student Satisfaction Inventory’s Priorities for Action (minus items pertaining to Financial Aid and/or Safety and Security) by Spring 2008 (over the next two years.)			
Improving Career Services	Completed Fall 2008	Funded	Will integrate into University seminar course
Alumni Career Mentoring	In progress Spring 2007	Background Checks	Alumni participated in Fall Career Fair
Resident Life Survey	Completed Spring 2007	N/A	Completed
Improvement of Billing Policies and Procedures	Completed Summer 2007	N/A	Reduced lines during Fall 2007
Residence Life Training for RA’s	Completed Summer 2007	N/A	Completed Spring 2007
<b>Goal Five:</b> Decrease the gap score (2.23) in Service Excellence by 1.0 over 3 years beginning in Fall 2006.			
Web Portal	Not completed Fall 2010	TBD	Not Completed
Improvement of Student Services	Completed Spring 2007	N/A	Reduced lines during on-site registration Fall 2007
Customer Service Training	In progress Fall 2007	TBD	Partially completed
<b>Goal Six:</b> Define and then, based on the definition, target and increase the retention of transfer students by an average rate of 2% annually over the next five years.			
Transfer Student Profile	Spring 2008	TBD	Completed
Transfer Student Survey	Spring 2008	TBD	In progress

#### **IV. Title III Grant**

The Division of Academic Enrichment received a five year grant through the Title III Office to fund the implementation of the Delaware State University Retention Plan. The University continues to strive toward the development of programs and activities to improve the retention and increase the graduation rates of our students. Over the past 15 years, several attempts have been made to increase the retention and graduation rates with limited success. The average freshman to sophomore year rate at the University is currently 63%, which is up from 50%. The current six-year graduation rate is 36%, up from 25% in the early 1990's.

Best practices and current research have confirmed retention programs that are comprehensive in nature, those which provide an organized, systematic, coordinated, institutionalized plan to improve the quality of student life and learning experience the best results (Noel Levitz, 2006). The function of the unit is to provide continuous identification, intervention, monitoring, and follow-up of all students to provide support and to ensure student success. In addition, the unit will collect data relevant to retention and graduation rates to measure how successful our program and activities are in providing support to institutional goals outlined in the University's mission and strategic plan.

## Retention Goals and Performance Measures

**The DSU Retention Plan is under the purview of the Division of Academic Enrichment, which reports to the Office of the Provost and Vice President for Academic Affairs. The elements and components of the plan are monitored by the DSU Retention Committee which consists of key campus stakeholders along with the Academic Enrichment Management Team. The implementation of the plan is primary the responsibility of the Division of Academic Enrichment with houses many of the offices and programs outlined within the document.**

Retention Goals	Performance Measures	Progress to Date
<p>Goal One: Increase the retention rate of first-time, full-time students beginning Fall 2006 through Fall 2010 from first-to-second year by 15% in the following increments: Year One –3% (30 students), Year Two – 3% (30 students), Year Three - 4% (40 students), Year Four - 5% (50 students)</p>	<p>Fifty percent (50%) of faculty who teach first-year students will participate in the professional coaching training.</p> <p>Ninety percent (90%) of first-year students will take placement testing before the beginning of the academic school year.</p> <p>Ninety percent (90%) of first-year students will take the College Student Inventory (CSI) to determine at risk factors.</p> <p>Fifty percent (50 %) of students identified as at-risk will be assigned to a mentor.</p>	<p>Working in conjunction with the Center for College Teaching to provide training during 2008-09 academic years.</p> <p>1,073 incoming freshman/transfer students during this academic school year.</p> <p>767 of new freshman and transfer students took the CSI. Representing 95% of the incoming class of 820.</p> <p>534 of students who took the CSI were assigned a mentor or received the CSI report in class representing 67% of incoming freshman of 820</p>
<p>Goal Two: Decrease the SSI Financial Aid gap score by 1.0 from 2.97 to 1.97 over three years beginning in 2006</p>	<p>Gap Score will decrease incrementally each year for a total reduction of 1.0 over three years.</p>	<p>Noel-Levitz Student Satisfaction Inventory (SSI) administered in Spring 2008 had a reduction of 1.0 over three years.</p>
<p>Goal Three: Achieve a cohort graduation rate (in five years) of 40% for new students (first-time, full-time) students entering the institution in Fall 2006.</p>	<p>Fifty percent (50 %) of students identified as at-risk will receive referral services</p> <p>Sixty percent (60%) of students who attend six or more supplemental instruction (SI) study sessions will complete the course with the grade of “C” or better.</p> <p>Seventy percent of students who attend six or more tutoring will complete the course with the grade of “C” or better.</p> <p>Fifty percent (50%) of faculty will attend BEAMS faculty workshop training.</p> <p>Eighty percent (80%) of first-year students will identify major by the end of first year</p> <p>Ninety-five percent (95%) of students will complete professional development component module through University seminar program</p> <p>Twenty –five percent (25%) of alumni will participate</p>	<p>334 of the 534 students who received the reports receive referral services during one on one meeting with a mentor</p> <p>Spring 2007: SI Group—72.96 % (197/270) earned grades C or better Fall 2007: SI Group—70.63 % (303/429) earned grades C or better</p> <p>Fall 2007-79% of the students received a letter grade of “C” or higher.—Total 226 Tutees, 781 Tutoring Sessions</p> <p>Ten percent (10%) of faculty attended BEAMS workshop training Spring 2007</p> <p>Data has not been compiled</p> <p>Newly created Freshman Forum Program for Fall 2008.</p>

	<p>in the Alumni Career Mentoring Program.</p> <p>The number of students enrolled and participating in the Career Mentoring program will increase by three percent (3%) annually.</p> <p>The number of students enrolled and participating in Cooperative education will increase by 30% over the next five years.</p> <p>The number of CLEP/DANTES tests administered will increase by ten percent (10%) annually.</p> <p>The number of completed online student course evaluations of faculty will increase five percent (5%) annually for a total of 25% over the next five years.</p>	<p>Pilot program and training completed Spring 2008. Recruited 11 Alum to mentor junior and seniors.</p> <p>In progress</p> <p>Increased Cooperative Education participation for Spring semester by 5%</p> <p>Increased the number of CLEP/DANTES tests by 10%; 39 testing 2006-07; 46 tested 2007-08</p> <p>The number of completed online student course evaluations increased by almost 150% annually as a result of the new online delivery system. 10,799 Fall 2007; 6,930 in Spring 2007.</p>
<p>Goal Four: Decrease the gap score on the DSU Student Satisfaction Inventory's Priorities for Action (minus items pertaining to Financial Aid and/or Safety and Security) by Spring 2008 (over the next two years.)</p>	<p>Gap Score will decrease incrementally each year for the next years.</p>	<p>Noel-Levitz Student Satisfaction Inventory (SSI) administered Spring 2008 had a reduction of 1.0 in the gap score over three (3) year period. However, the Safety and Security increased by 0.12.</p>
<p>Goal Five: Decrease the gap score (2.23) in Service Excellence by 1.0 over 3 years beginning in Fall 2006.</p>	<p>Gap Score will decrease incrementally each year for a total reduction of 1.0 over three years.</p>	<p>Noel-Levitz Student Satisfaction Inventory (SSI) administered Spring 2008 had a reduction in the gap score of 0.54 over three (3) year period.</p>
<p>Goal Six: Define and then, based on the definition, target and increase the retention of transfer students by an average rate of 2% annually over the next five years.</p>	<p>Benchmark the retention data for transfer student and increase the retention and graduate incrementally each year for the next five years.</p>	<p>The report generated by the Office of Institutional Research on the retention rate for transfer students show a higher retention rate for this group.</p>

**VI. Other Assessments:**

**A. College Student Inventory (CSI) Comparison**

The College Student Inventory assessment is administered to all incoming freshmen during the New Student Orientation (NSO). This survey helps the university identify the students who will need special assistance. Additionally, it is used to predict the success of college students and provide a plan of support during their first year of college. The faculty and staff will plan strategies to support and help transition students into college life. The chart below is a sampling of the responses given by first-time, full-time freshman for Fall 2006 – 2008. The results of the completed inventory Form B are distributed to the University Seminar Instructors and students are paired with a mentor based on their individual responses to the questions surveyed. These mentors will assist in making students aware of support services available. The goal of this survey is to yield a higher retention rate beyond the freshman year. Responses to the Summary Observations listed below indicate that from 2006 – 2008, the Dropout Proneness decreased by approximately 8% and Receptivity to Institutional help increased showing students are willing to seek additional help. Educational Stress showed a small decrease whereas Predicted Academic Difficulty decreased in 2007 and increased in 2008. (See chart below).

<b>Summary Observations</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
	<b>N= 821</b>	<b>N = 820</b>	<b>N = 808</b>
Dropout Proneness	59.7%	51.5%	51.3%
Predicted Academic Difficulty	62.9%	55.8%	60.2%
Educational Stress	50.5%	50.1%	47.8%
Receptivity to Institutional Help	66.6%	56.9%	68.0%

**B. Collegiate Learning Assessment (CLA) Comparison**

The Collegiate Learning Assessment (CLA) was administered in 2006-07 and 2007-08. It assesses the institution’s value added to students’ key higher order skills: critical thinking, analytic reasoning, problem solving, and written communication. The Delaware State University data is contained in the table below.

**Table 2: Collegiate Learning Assessment (CLA) Results**

	<b>First-Year</b>	<b>Seniors</b>
<b>2006-07</b>	“Above Expected Value”	“At Expected Value”
<b>2007-08</b>	“At Expected Value”	“Below Expected Value”

Although this instrument does not give explicit details about strengths and weaknesses, it is recognized as an important piece in the assessment process. Threats to internal and external to design validity (history and maturation) appear to have negatively affected student performance. More specifically, seniors participating in this study were administrator four (4) separate instruments over a short period of time to include the Collegiate Learning Assessment, the Student Satisfaction Inventory, Online Course Evaluations and National Survey of Student Engagement.

**C. Student Satisfaction Inventory (SSI)**

The Student Satisfaction Inventory is a survey instrument designed to determine what matters to students and how satisfied students are with the institution. With this information, colleges and universities can target areas most in need of improvement in order to retain students and to improve the quality of life and learning for the student.. The results measure how satisfied students are with the services offered at the institution. Previous SSI results indicated that students were not satisfied with the Financial Aid services provided. Goal Two of the retention plan is to decrease the SSI Financial Aid gap score by 1.0 from 2.97 to 1.97 over three years beginning in 2005. This survey was administered in the Spring 2008 semester and the results showed the desired decrease of 1.0 in the Financial Aid gap was achieved. In addition, there was a slight reduction in the gap score for Safety and Security by 0.12, showing that the students are beginning to feel safer on campus. A .54 decrease in the Service Excellence which measures quality of service and personal concern for students in various areas of campus indicates that students feel that the services have improved. Overall the results of this survey showed a significant decrease in all performance gap score for each scale measured from 2005 to 2008.

**Student Satisfaction Inventory (SSI)  
Institutional Report Year to Year  
2005 -2008**

	<b>Spring 2008</b>			<b>Fall 2005</b>		
<b><u>Scale</u></b>	<b><u>Import</u></b>	<b><u>Satis / SD</u></b>	<b><u>Gap</u></b>	<b><u>Import</u></b>	<b><u>Satis / SD</u></b>	<b><u>Gap</u></b>
<u>Student Centeredness</u>	5.82	4.21 / 1.21	1.61	6.10	4.04 / 1.30	2.06
<u>Campus Life</u>	5.70	4.08 / 1.12	1.62	5.96	4.00 / 1.15	1.96
<u>Instructional Effectiveness</u>	5.96	4.41 / 1.13	1.55	6.29	4.27 / 1.25	2.02
<u>Recruitment and Financial Aid</u>	5.90	3.92 / 1.24	1.98	6.26	3.29 / 1.34	2.97
<u>Campus Support Services</u>	5.85	4.47 / 1.15	1.38	6.21	4.30 / 1.24	1.91
<u>Academic Advising</u>	6.07	4.73 / 1.39	1.34	6.35	4.57 / 1.54	1.78
<u>Registration Effectiveness</u>	5.94	4.13 / 1.22	1.81	6.30	3.78 / 1.32	2.52
<u>Safety and Security</u>	5.96	3.75 / 1.27	2.21	6.22	3.88 / 1.32	2.34
<u>Concern for the Individual</u>	5.85	4.24 / 1.15	1.61	6.15	4.05 / 1.28	2.10
<u>Service Excellence</u>	5.82	4.13 / 1.11	1.69	6.13	3.90 / 1.20	2.23
<u>Campus Climate</u>	5.85	4.08 / 1.13	1.77	6.15	3.94 / 1.22	2.21

A comparison of the results from the SSI administered in 2005 and in 2008 show a significant decrease in the performance gap score which is the difference between student in all areas for the exception of Safety and Security. A performance gap is simply the importance\score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations. (Noel Levitz, 2008)

## **VII. New Initiatives Implemented Fall 2007-08**

- Moved the administration of the College Student Inventory (CSI) from the University Seminar classes during the fall to the Summer New Student Orientation (NSO). This will provide early identification and intervention of students at risk who may leave the institution.
- Hired a full-time Writing Lab Coordinator to expand the support services in the Writing Lab.
- Revised the Academic Probation Policy to reflect the removal of student's registration to ensure compliance with the policy. Academic Probation students are required to take the Learning Strategies course and can only register for 13 credits for the returning semester.
- Retooled the University Seminar course to include the implementation of the Freshman Forum. This initiative was completed in partnership with the Offices of Career Services and University Studies and First Year Programs.
- As a part of the retention plan, Career Services is in partnership with the Office of Mentoring and Advising and the Office of Alumni Affairs to develop a mentoring program. Mentors from the College of Business were assigned to assist the University Seminar Instructors.
- The Office of Testing implemented a College Readiness Program with Milford and Polytech High Schools using the AccuPlacer. The program identifies weaknesses in writing and math, and provides support services in an effort to prepare these students for college.

## **VIII. New Initiatives and Programs in the Division of Academic Enrichment**

1. Freshman Placement Testing for all first-year students
2. Retention Management System/Early Alert
3. Project Success Accelerated Program
4. Undergraduate Academic Advisement Handbook
5. Bi-Annual Training for Faculty Academic Advisors
6. Staffing of new office of University Studies and First-Year Programs
7. Oversight of the Voluntary System of Accountability
8. Administration of the Collegiate Learning Assessment (CLA)
9. Online Delivery of Course Evaluation
10. Hire a full-time Coordinator for the Writing Center

## IX. Retention Data –Office of Institutional Research

### Delaware State University New Student Persistence Update Academic Year 2007-2008

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#### Introduction

The following describes the persistence activity of new students to Delaware State University who entered in fall terms as first-time, new freshman students. Retention, attrition, and graduation data is presented for the past five entering cohorts and examined by several population subsets. These include admission type (new freshman or Project Success), race, gender, and residency. This report also begins the first examination of transfer out rates for the 2001 and 2006 cohorts examined with data from the National Student Clearinghouse. Finally, comparisons to peer institutions and national data are presented for retention and graduation rates.

#### Cohort Size and Student Mix

The fall 2006 freshman cohort included 828 students of which 818 were full time (98.7 percent). In comparison to the previous four years, this was about 85 students more than the average cohort size while the part-time cohort was the smallest during this time period. Students participating in the University summer bridge program, Project Success, comprised one fourth of the cohort or 206 students.

Table 1. Cohort Mix by Time Status

	2002		2003		2004		2005		2006	
Time Status	N	%	N	%	N	%	N	%	N	%
Full-time	761	92.5%	597	96.6%	687	92.0%	885	94.3%	818	98.8%
Part-time	62	7.5%	21	3.4%	60	8.0%	53	5.7%	10	1.2%
Grand Total	823	100.0%	618	100.0%	747	100.0%	938	100.0%	828	100.0%

There were other changes in the cohort demographics. The proportion of African-American students decreased by approximately five points to 79.7%, the lowest in five years. Off-setting the decrease were increases in each of the past five years of students whose race was either unknown or unreported (from 2.6 percent in 2002 to 8.6 percent in 2006). The in-state, out-of-state mix grew to 41:59 in comparison to the trend of 38:62. Most notably, the 2006 cohort had more than three times the number of Project Success students than the four-year average. Finally, this cohort had the largest proportion of male students (43.7%) and part-time students (98.8%) in five years.

Figure 1. Cohort Race/Ethnicity Demographics

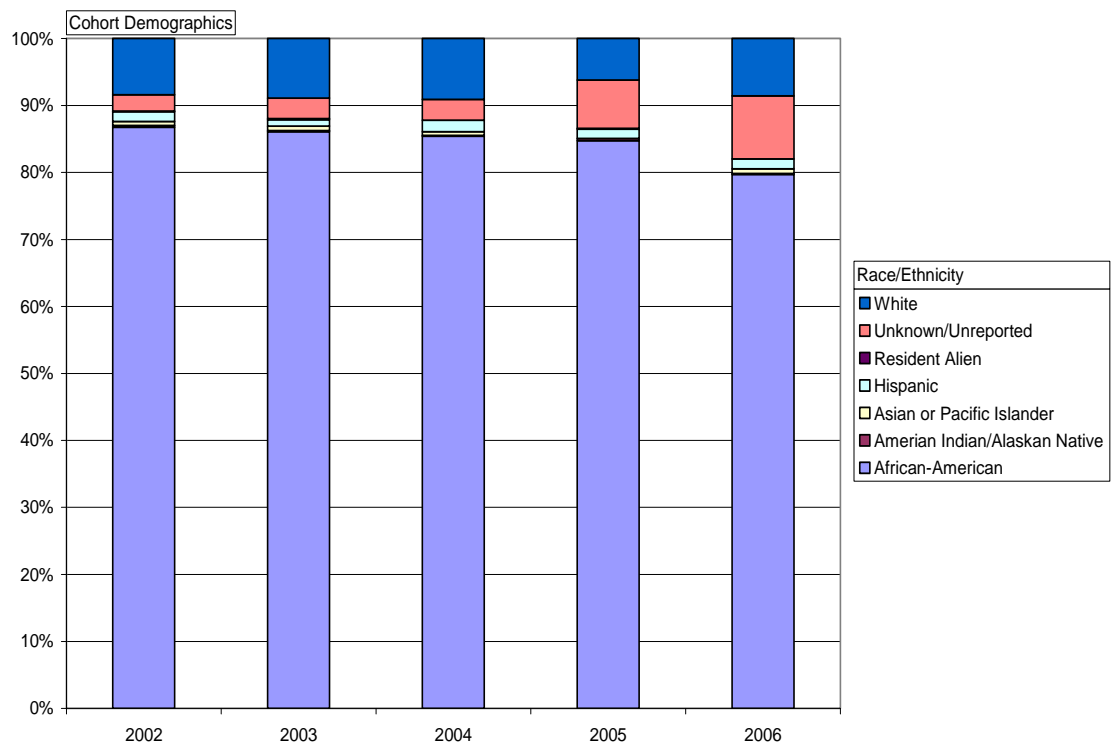


Table 2. Cohort Mix by Developmental Status

Cohort	2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%
Non-PS	759	92.2%	566	91.6%	706	94.5%	899	95.8%	622	75.1%
PS	64	7.8%	52	8.4%	41	5.5%	39	4.2%	206	24.9%
Total	823	100.0%	618	100.0%	747	100.0%	938	100.0%	828	100.0%

## First-Year Retention Rates

Overall first-year retention for the total 2006 cohort was 63.8% which is slightly higher than the average of 63.0% for the previous four years. The retention trend data below shows this growth is less than .5 standard deviations above the mean for this period, and while positive, is not significant.

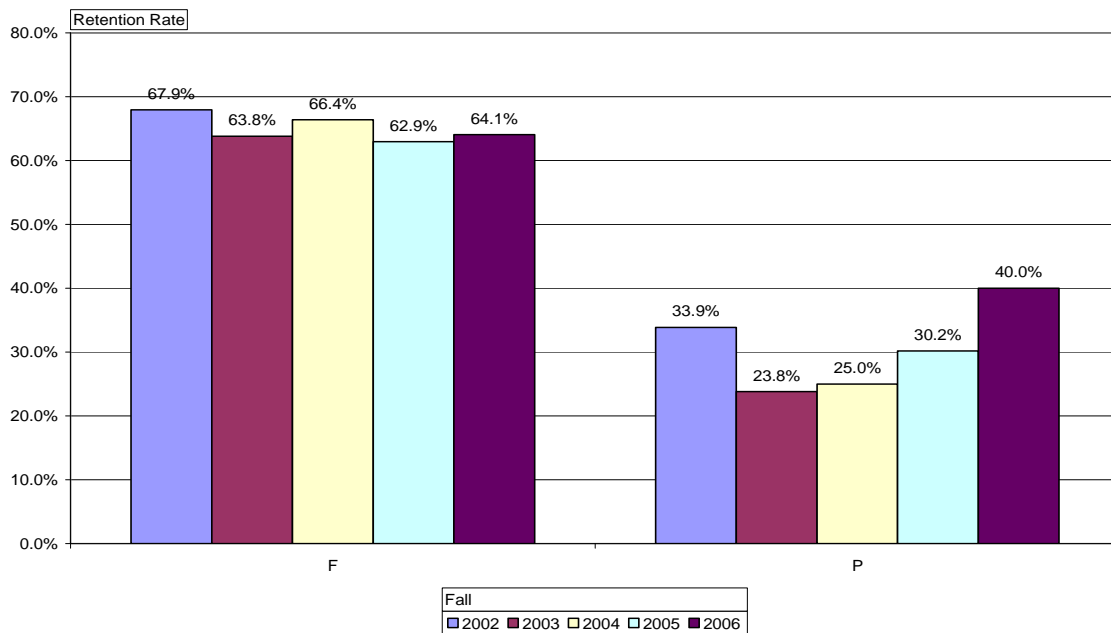
Table 3. Overall Retention Trend Statistics (Full Cohort)

	2002	2003	2004	2005	4 Year Average	Standard Deviation	2006	+/- 4 Year Average	Z Score*
Overall Retention	65.4%	62.5%	63.1%	61.1%	63.0%	1.8%	63.8%	0.8%	0.434

\*Z scores of +/- 1.96 represent two standard deviations above the mean and are considered significant at or above that range.

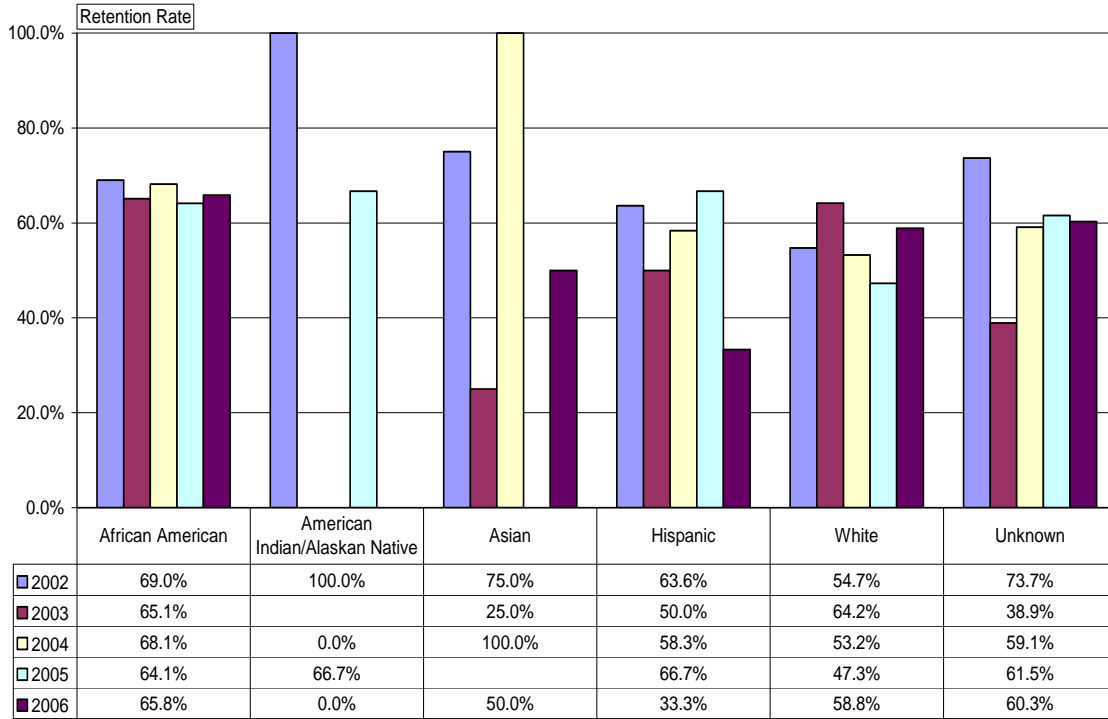
Retention for full-time students was 64.1% and 40.0% for part-time students. It should be noted that the 2006 cohort was very small in comparison to prior cohorts, but also shows the highest retention level for part-time students during this period. **The remainder of this update focuses on full-time students.**

Figure 2. Retention by Time Status (2002 – 2006)



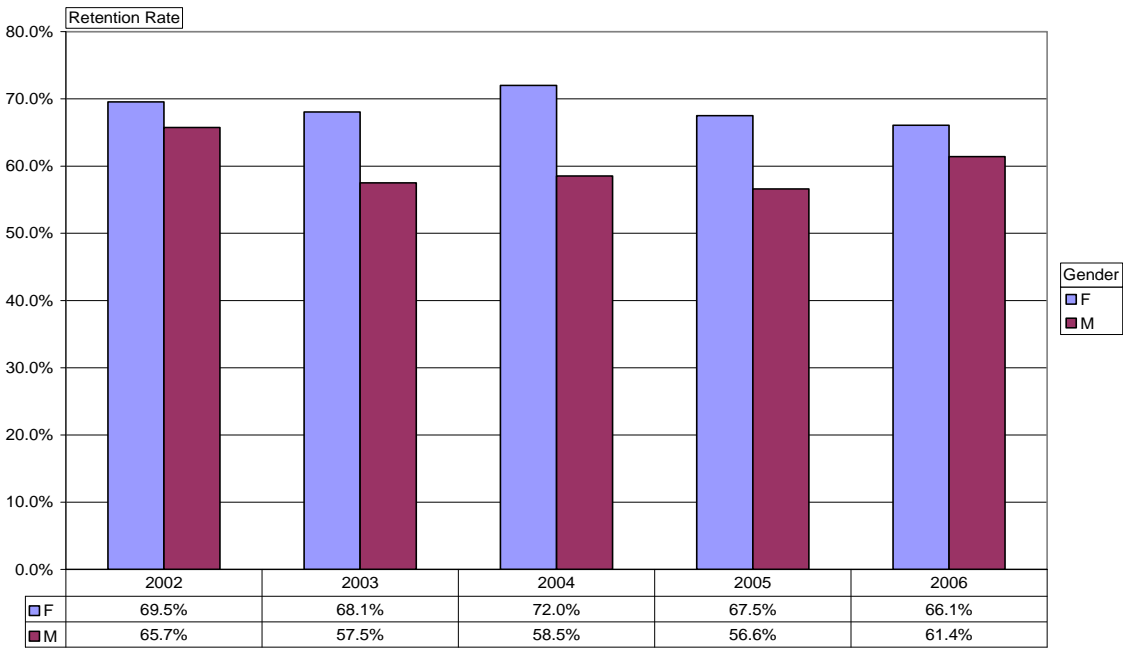
Retention was highest for African-American students at 65.%, followed by students of unreported/ unknown race (60.%), and whites (58.8%).

Figure 3. Full-time Retention by Race/Ethnicity



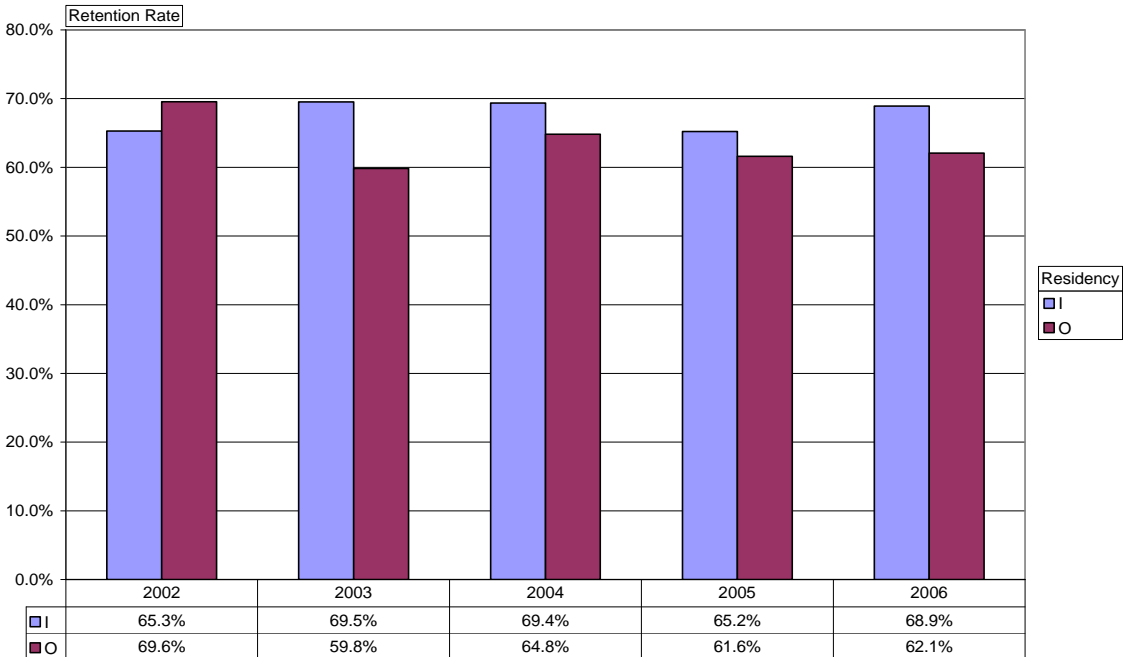
Retention for females has been consistently higher than males during this period and has been as high at 72.0% in 2004 to its current low of 66.1%. After decreasing in two of the past three years, retention for male students is the second highest since 2002 and, at 60.8%, is nearly four points above the average for this period.

Figure 4. Full-time Student Retention by Gender



Retention for in-state students has been consistently higher than out-of-state students in four of the past five years.

Figure 5. Full-Time Student Retention by Residency



## Project Success Comparisons

Retention for students in the University summer bridge program, Project Success (PS), has averaged 11.7 points higher than for non-participants. The fall 2006 full-time PS cohort had a retention rate of 65.4%, nearly two points above the non-PS cohort. As the data below shows, PS retention has decreased significantly and is 10.8 points below the average for the previous four years. The trend data below shows that the decrease in PS retention is greater than two standard deviations for the mean for this period which is considered significant.

Table 4. Retention Comparisons for Full-time, Developmental  
And Non-Developmental Cohorts

Cohort	2002	2003	2004	2005	4 Year Average	Standard Deviation	2006	+/- 4 Year Average	Z Score*
Project Success	79.4%	80.0%	73.0%	72.2%	76.1%	4.1%	65.4%	-10.8%	-2.621
Non-Project Success	66.9%	62.3%	66.0%	62.5%	64.4%	2.3%	63.6%	-0.8%	-0.352
Full Cohort	67.9%	63.8%	66.4%	62.9%	65.3%	2.3%	64.1%	-1.2%	-0.525

\*Z scores of +/- 1.96 represent two standard deviations above the mean and are considered significant at or above that range.

## First-Year Attrition Data

Total attrition for the 2006 cohort amounted to 294 students who did not re-enroll the following fall semester. Subsequent enrollment verification data from the National Student Clearinghouse shows that of the non-returners, 133 or 45.2% have enrolled in higher education institutions elsewhere since the fall 2007 semester. Half enrolled at two-year institutions and half enrolled at four-year institutions.

Table 5. Subsequent Enrollment Data for Non-Returners in the Fall 2006 Cohort and Academic Standing When Last Enrolled

Academic Standing at DSU	Non Returners (Full-Time)	Subsequent Enrollment at 2 Year Institution	Subsequent Enrollment at 4 Year Institution	Total Non-Returners with Subsequent Enrollment
00 – Good Standing	93	12	48	60
AP – Academic Probation	52	11	3	14
AS – Academic Suspension	76	25	5	30
RP – Readmit on Probation	1	1		1
No Standing*	72	18	10	28
Grand Total	294	67	66	133

\*Students without academic standing for the term were not enrolled in the spring semester.

### Six-Year Graduation Rates (Full-time students)

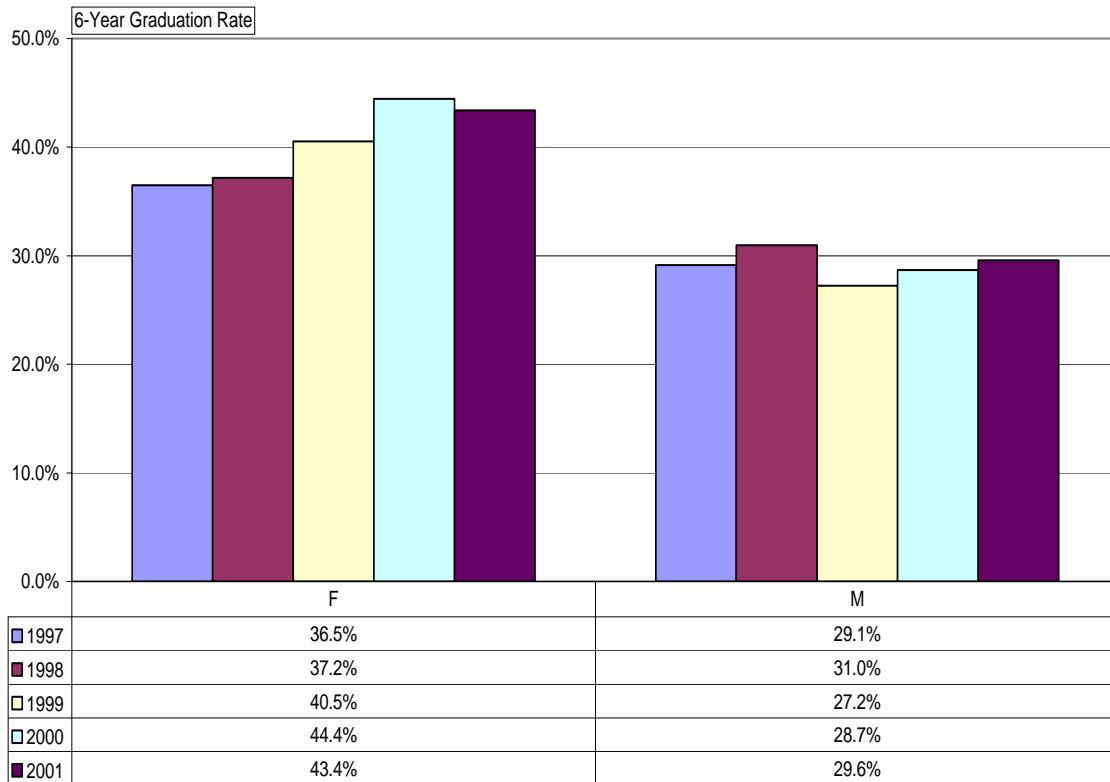
The overall six-year graduation rate for the 2001 cohort was 37.3%, the second highest in the past five years. This rate is two points higher than the average rate for this period, and reflects an increase that is one standard deviation above the mean.

Table 6. Six-Year Graduation Rate Trends (Full-Time Students)

	1997	1998	1999	2000	4 Year Average	Standard Deviation	2001	+/- 4 Year Average	Z Score*
6-Year Graduation Rate	33.3%	34.6%	35.1%	38.0%	35.3%	2.0%	37.3%	2.1%	1.034

Persistence data shows that female students in the 2001 cohort graduated at a rate nearly one and a half times higher than male students (43.4 versus 29.6%). Figure 5 shows that graduation rates for males have averaged 29.0% over the past four years, and 39.7% for females. Similarly, students from out-of-state graduated at a higher rate than those from in-state in four of the past five years at 37.2 and 33.5%, respectively.

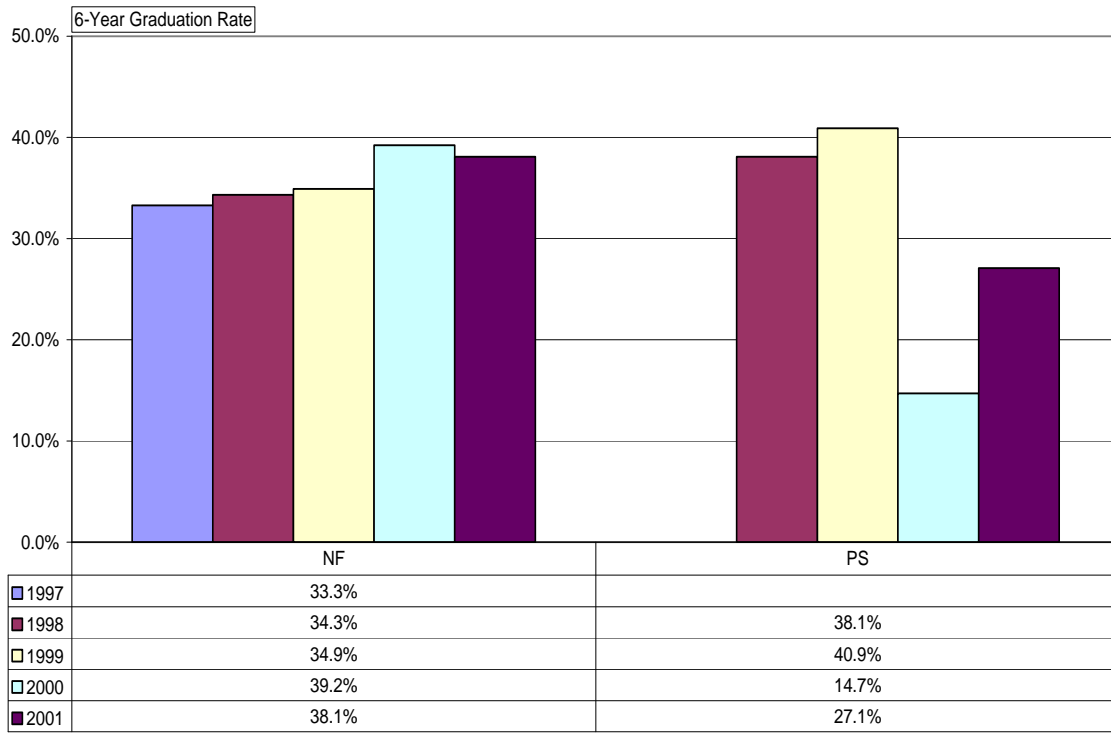
Figure 5. Six-Year Graduation Rates by Gender



### Comparisons with Developmental and Non-Developmental Cohorts

Persistence data shows that graduation rates for participants in Project Success (PS), the University summer bridge program, have dropped sharply in comparison to non-participants for the two latest cohorts shown. As shown in Figure 6, earlier cohorts from 1998 and 1999 had the highest graduation rates for the program which averaged five points above rates for non-participants. Preliminary data for the 2002 and 2003 cohorts, however, shows a change in this trend with a six-year graduation rate of 31.7 and a five-year graduation rate of 36.0%, respectively.

Figure 6. Six-Year Graduation Rate Comparisons  
For Participants in Project Success



**Attrition and Student Progress Towards Success**

Some students who did not earn a baccalaureate degree within six years remained enrolled at Delaware State University or attended other institutions. According to the University information system and subsequent enrollment data from the National Student Clearinghouse, 58 non-completers were enrolled at higher education institutions. Of those who were enrolled nearly half were at Delaware State University.

Table 7. Student Success and Progress Data for the 2001 Full-time Cohort

<b>Student Success of 2001 Full-time Cohort Six Years After Entry (N = 686)</b>		
	N	%
Graduated from DSU	256	37.3%
Graduated from other 4-year institution	0	0.0%
Graduated from other 2-year institution	0	0.0%
Total Graduated	256	37.3%
Enrolled at DSU	27	3.9%
Enrolled at other 4-year institution	16	2.3%
Enrolled at other 2-year institution	15	2.2%
Total Enrolled*	58	8.5%
Total Student Success and Progress	314	45.8%

### **Peer Comparisons of Retention and Six-Year Graduation Rate Data**

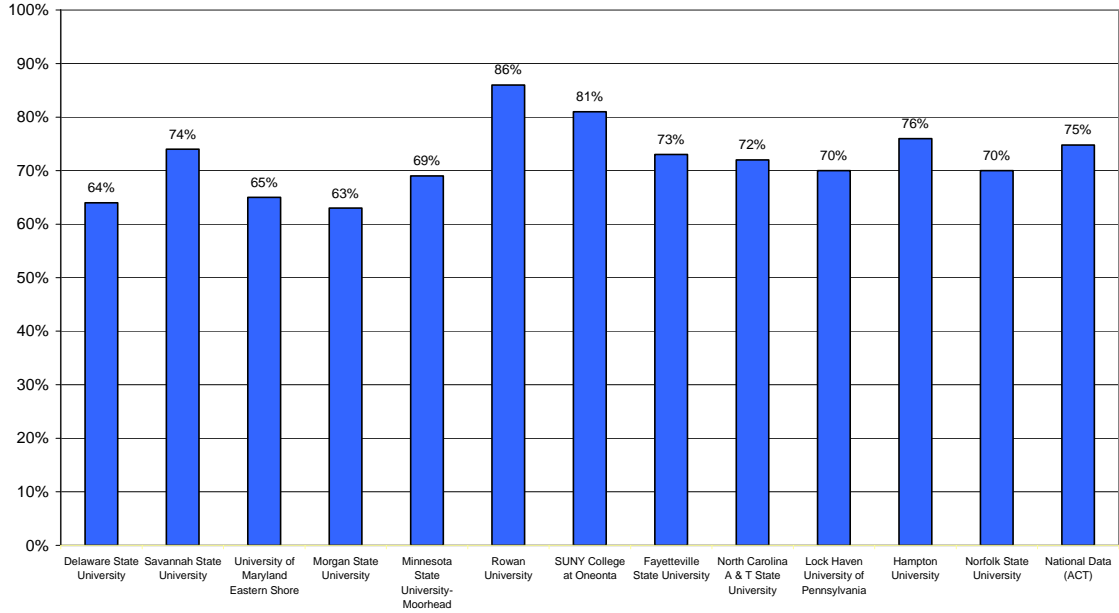
First-year retention comparisons for the peer<sup>1</sup> group shown (n=12), shows that Delaware State University ranked 11<sup>th</sup> in full-time time student retention. In comparison to 2008 national data from ACT, retention at Delaware State University was close to one standard deviation below the mean for open admission, four-year public colleges. Comparisons for graduation rates show Delaware State University ranked 9<sup>th</sup> out of 12 in the peer group.

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<sup>1</sup> The peer group includes a complement of institutions that are either similar to or viewed as aspirational to Delaware State University. Peer institutions are similar in regards to Carnegie classification, size, sector, and in some cases, region. Aspirational institutions have achieved desired levels for key performance indicators. Peer data come from the National Center for Education Statistics, IPEDS Peer Analysis System.

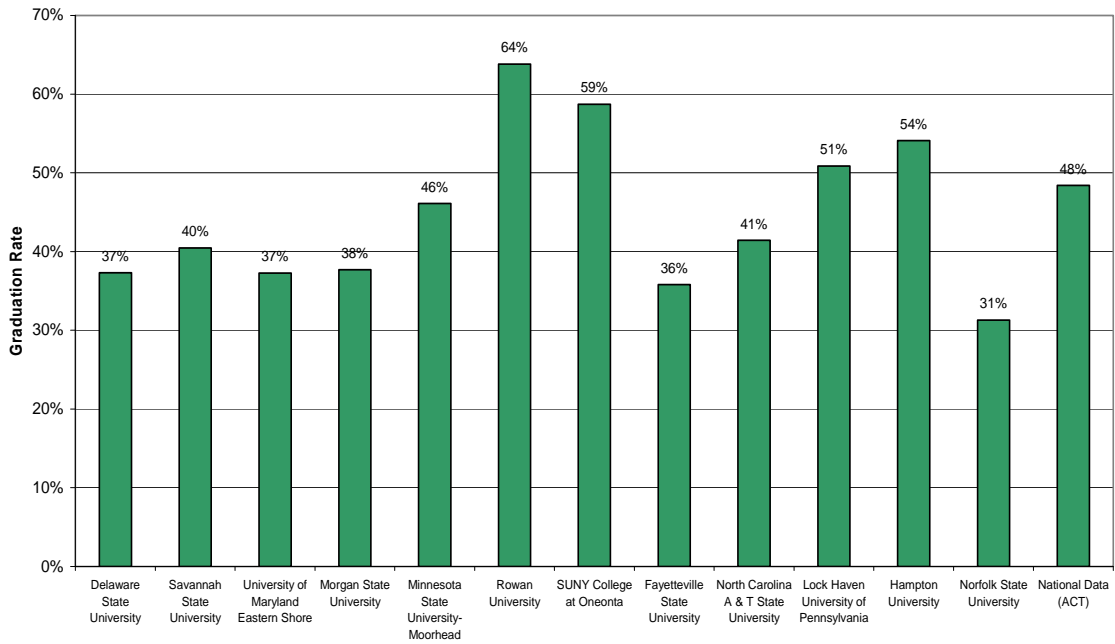
Figure 7. Peer Comparisons of Full-time Cohort Retention and Graduation Rates

**Full-time Cohort Retention Comparisons  
Fall 2007**



National Center for Education Statistics, IPEDS Peer Analysis System

**Graduation Rate Comparisons  
AY 2006-2007**



National Center for Education Statistics, IPEDS Peer Analysis System

References:

National Center for Education Statistics, IPEDS Peer Analysis System

ACT Institutional Data File, 2008

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