



**UNIVERSITY OF LA VERNE**

**Graduation and Retention Trends Over 10 Years:**

**A Summary Analysis**

**Prepared by the Office of Institutional Research and Assessment  
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## **Purpose**

The purpose of this analysis was to examine the ten-year trends of retention and graduation disaggregated by college, degree level, gender, race/ethnicity, first/other generation, resource, international status, traditional age and over the traditional age students. Other targeted disaggregation of the data is provided on demand, such as grant proposals.

This document summarizes information about student graduation and retention by entering cohort years for the academic years 2000-01 through 2010-11. Data were extracted from Banner on 2/18/2011. Summer 2011 data were not available for 2010-11. The full data set is available at: [http://sites.laverne.edu/institutional-research/files/2011/10/Copy-of-Student\\_Retention\\_and\\_Graduation\\_AY2000-2010\\_University\\_of\\_La\\_Verne\\_201104.xlsx](http://sites.laverne.edu/institutional-research/files/2011/10/Copy-of-Student_Retention_and_Graduation_AY2000-2010_University_of_La_Verne_201104.xlsx) under "Supplemental Data" alongside the Fact Book. Data by major are provided in the full data set but are not summarized here. The following are salient trends.

### **A. By College and Level**

- For the first-time freshman cohort, the overall 1<sup>st</sup> year and 2<sup>nd</sup> year retention rates have a declining trend in the past decade as the cohorts became relative smaller: The 1<sup>st</sup> year retention rates for 2000 through 2008 were 82.5%, 85.6%, 86.9%, 78.9%, 87.5%, 80.2%, 83.7%, 78.8%, 77.4%), and it came back up to 83.5% in 2009. The 2nd year retention rates for 2000 through 2008 were 73.7%, 77.0%, 69.5%, 72.2%, 77.9%, 69.7%, 70.2%, 69.5%, 69.4%. The declines in both years' retention rates seem to be more in CBPM (College of Business and Public Management) than in CAS (College of Arts and Sciences) and CEOL (College of Education and Organizational Leadership).
- For the first-time freshman cohort, the overall 4-year (cohort 2000-2006) and 6-year (cohort 2000-2004) graduation rates show an increasing trend: The 4-year rates went from 27.5% for the 2000 cohort to 39.5% for the 2006 cohort; the 6-year rates went from 50.1% for the 2000 cohort to 66.9% for the 2004 cohort. The increases appear to be somewhat lower for CBPM than for CAS or CEOL for the four- and the six-year rates.
- For the new undergraduate transfer students overall, both the 1<sup>st</sup> year and 2<sup>nd</sup> year retention rates show an increasing trend in the past decade: The 1<sup>st</sup> year rates increased from 78.5% for the 2000 cohort to 85.5% for the 2009 cohort; the 2nd year retention rate increased from 69.8% for the 2000 cohort to 75.2% for the 2008 cohort. This trend is generally true for CAS also. Overall RCA (including CAPA and Online) shows an increasing trend in 1<sup>st</sup> year retention rates from 79.4% in the 2000 cohort to 84.9% in the 2009 cohort. During the same period, the increase in 1<sup>st</sup> year retention rates for CBPM have been from 74.2% to 87.3%. As for CAPA, the increase is from 77.0% to 88.2%, and for Central Coast it is from 73.3% to 100%.
- For new undergraduate transfer students, the overall 4-year graduation rate increase for the 2000-2006 cohort is from 44.5% to 55.2%, and the 6-year increase for the 2000-2004 cohort is from 54.5% to 63.1%. The trend in 1<sup>st</sup> year retention rate is strongest in CEOL (from 57.1% to 73.7%) and for the RCA campuses overall (79.4% to 84.9%).
- For new masters students, the 1<sup>st</sup> year retention rates is 88.0% for the 2009 cohort, and the 2<sup>nd</sup> year retention rates has increased from 67.3% for the 2000 cohort to 85.0% for the 2008 cohort. CBPM has had over 90% for 1<sup>st</sup> year retention rates in the past two years.

- For the first-time freshman cohort, the overall 4-year (cohort 2000-2006, from 59.5% to 63.9%) and 6-year (cohort 2000-2004, from 66.5% to 67.9%) graduation rates have remained constant. CEOL seems to have overall lower graduation rates than CAS and CBPM.
- For doctoral students, the 1<sup>st</sup> year retention rates have increased from 77.4% to 88.4%. The 6-year (2000-2004 cohorts, 26.1% to 42.7%) and 8-year graduation rates (from 31.3% for the 2000 cohort to 53.7% for the 2003 cohort's 7-year graduation) have increased. Due to the small Ns, reliable trend analysis is difficult to generate. CAS doctoral graduation rates are not reliable at this time since the Banner system identifies PsyD students who receive Masters degree along the way as having graduated. CBPM's 6-year graduation rates for its 2000 through 2004 cohorts were 60.0%, 16.1%, 42.1%, 27.3%, and 31.3%. For CEOL, they were 21.9%, 31.3%, 35.7%, 57.3%, and 42.2%. Both colleges show increases with some fluctuations.
- For JD students, the retention rates show some decline in the past five years. The 1<sup>st</sup> year retention rates for 2006-2009 entering cohorts were respectively 80.3%, 78.8%, 83.5%, and 77.8%. Because of the short graduation history of stable student cohorts, no obvious trend can be observed for graduation. Nevertheless, compared to the 4-year 75% graduation rate for the 2005 cohort (N=20), the 4-year graduation rate for the 2006 cohort was 64.1%.

### **B. By Race/Ethnicity**

- For the first-time freshman cohort, the 1<sup>st</sup> year retention rates for Hispanic students are consistently higher in 2000-2009 cohorts. All other ethnic groups have some variations in 1<sup>st</sup> year retention rates. While overall 1<sup>st</sup> year retention rates are similar, Black, non Resident Alien, and Asian/Pacific students have lower rates in some years. In terms of 6-year graduation rates, White/Caucasian students are consistently the highest. Hispanic students often perform as well as or close to Caucasian students, while Black, Asian, and Non-Resident Alien lag behind in several of the cohort years.
- No obvious trend is observed for master students by ethnicity in retention and graduation rates.
- For doctoral students, Caucasian students have low 1<sup>st</sup> year retention rates in several years, although no obvious patterns can be generalized due to small Ns.
- For JD students, Black students show declines in their 1<sup>st</sup> year retention rates.

### **C. By Gender**

- For the first-time freshman cohort, male students consistently show about 10% lower graduation and retention rates than female students.
- For new undergraduate students, male students consistently have lower graduation and retention rates than females, 5-10%. The gaps in the 1<sup>st</sup> year retention rates have become smaller in the last two years.
- For masters level students, female and male students are similar in their graduation and retention rates.
- For doctoral students, female and male students are similar in their graduation and retention rates. However, male student have done somewhat worse in the most recent three years.
- For JD students, female and male students perform similarly in graduation and retention rates.

### **D. First Generation**

For both first-time Freshman cohorts and new undergraduate transfer cohorts, no obvious difference is observed for those reporting first-generation status and not-first-generation status in graduation and retention rates. Not all students respond to this question.

### **E. International Students**

- For first-time freshman cohort, cohorts 2000-2003 (N<=10), international students show as good as or better retention and graduation rates than domestic students. But since the 2005 cohort, their retention rates have been lower than domestic students.
- For the new undergraduate transfer cohort, both retention and graduation rates are lower for international students, but the Ns are too small to be reliable.
- For master student cohorts, international students have higher graduation and retention rates.

### **F. First-Year Resource Program**

Students who enter the First-Year Resource Program do so for various academic reasons.

- For the first-time freshman 2000-2004 cohorts, those in the First-Year Resource Program had consistent 1-5% higher 1<sup>st</sup> year retention rates and 3-18% higher 6-year graduation rates. However, for cohorts since 2005, significant lower (around 10% or more) 1<sup>st</sup> year retention rates are observed for those who are in the First-Year Resource Program. The 4-year graduation rates for those in the First-year Resource Program were over 10% lower.

To further analyze these trends, the Retention Work Group, asked for disaggregation of the data for students who take math and writing remedial courses in their first year. The full data set for this analysis is available here: <http://sites.laverne.edu/institutional-research/files/2011/10/Retention-Remedial-Honor-students-2-29-12.pdf>. The following are the salient trends for 2007 to 2011 cohorts:

#### **Both Math and Writing Remedial Courses in first semester**

- First-year students in both Math and Writing Remedial Courses had lower entering grade point averages and SAT scores than the other groups.
- All cohorts had lower retention rates year-to-year compared to other groups in the study.
- After four years, cohort of 2007 had 49% attrition /no longer registered at University of La Verne
- Cohort of 2011 had higher grade point average (3.25 and 919 SATS) and lowest percent on academic probation in comparison to the other students who had Math and Remedial Courses in first year.

### Any Remedial Math Course

- Cohort of 2011 had higher grade point average (3.35 and 982 SATS) and lowest percent on academic probation in comparison to the other students who had a Math Remedial Courses in first year.
- Cohort of 2007 students have lowest 4-year graduation rate of all groups with 34%.

### Any Writing Remedial Course

- Students in any Writing remedial course had lower Freshman to Sophomore retention rates.
- Cohort of 2007 students had a 4-year graduation rate of 37%.

### No remedial courses

- First-year students with no remedial courses had higher grade point averages than students in remedial courses in all cohorts.
- Early graduation -7% graduated within three years or less from 2008 cohort
- Cohort of 2007 had higher 4year graduation rate (40%) than all remedial cohorts (range of 34% to 37%) second only to Honor students with 100% graduation rate.

### Honors Students

- Honors students had highest grade point averages (3.95>) and SAT composite scores (over 1,100) of all cohorts in the study.
- Only 1 student on Academic Probation in 2010.
- 2007 Cohort had 100% 4 year graduation rate
- Highest year-to-year persistence rate (91% to 100%) of all cohorts.
- Early graduation – 25% of 2008 cohort graduated in three years or less (3 out of 12 students)

### Overall

- All remedial groups and cohorts had SAT composite scores under 1,000 and grade point averages under a 3.4.

## **G. Traditional and Over the Traditional Age Students**

The Retention Work Group has also examined retention, graduation and time-to-degree for traditional age and over the traditional age students as separate groups of students.

Average percentage scores across multiple cohorts were used to examine the data, summarized below in tables 1-5. The following are observed trends:

### **Traditional Age Undergraduates**

- The 4-year and 6-year graduation rates of all different ethnic groups are very similar. This means that La Verne is successful in helping all its student ethnic groups to succeed at the same approximate rate.
- The 4-year and 6-year graduation rates are significantly lower for male students compared to female students. This is an opportunity for meaningful intervention and improvement. This could be possible strategic goal?
- First generation students in the traditional age group graduate at the same rate as the overall population. First-generation graduation rates (4-year and 6-year) are marginally lower than non-first generation; but the differences are not significant.
- African American students have lowest 4-year and 6-year graduation rates compared to other ethnic groups as well as the overall averages. These are not very significant differences but indicate another area we might want to address.
- Similar to graduation rates, the retention rates for different ethnic groups are very similar with African Americans having the lowest retention rate.
- Again, the difference in retention rates between male and female students is larger than retention rate differential between different ethnic groups.
- The retention rates for first-generation and not-first-generation is almost the same.

### **Over the Traditional Age Undergraduates**

- Similar to the traditional-aged population, the largest differential in 4-year and 6-year graduation rates is between male and female students; not between different ethnic groups. It maybe helpful to examine retention after one year and after two years for this population and not consider retention after the third year. Third year retention is low because many of these students graduate in two years and are not coming back for the third year.
- Again, the retention rates for different ethnic groups are very similar to each other and to the group average.
- The largest differential in retention rates is again between male and female students.

Table 1  
 Traditional Age First-Time Full-Time Freshman 4-Year and 6-Year Mean **Graduation Rates** for  
 Cohorts Starting Entering 2001 by Gender, Race/Ethnicity and First Generation/Not First  
 Generation (Reported)

|                                 | 4-Year<br>(7 Cohorts) | 6-Year<br>(5 Cohorts) |
|---------------------------------|-----------------------|-----------------------|
|                                 | Mean %                | Mean                  |
| Overall                         | 43%                   | 62%                   |
| Female                          | 48%                   | 62%                   |
| Male                            | 33%                   | 58%                   |
| African-American                | 41%                   | 57%                   |
| Asian-American                  | 48%                   | 68%                   |
| Caucasian-American              | 43%                   | 65%                   |
| Hispanic/Latino-American        | 42%                   | 61%                   |
| Other/Unknown                   | 44%                   | 60%                   |
|                                 | (6 Cohorts)           | (4 Cohorts)           |
| First Generation                | 43%                   | 62%                   |
| Not First Generation (Reported) | 45%                   | 66%                   |

Table 2  
 Students Over the Traditional Age (RCA, CAPA, ULV-Online) 4-Year and 6-Year Mean  
**Graduation Rates** for Cohorts Starting 2001 by Gender and Race/Ethnicity

|                          | 4-Year<br>(6 Cohorts) | 6-Year<br>(4 Cohorts) |
|--------------------------|-----------------------|-----------------------|
|                          | Mean %                | Mean %                |
| Overall                  | 52%                   | 60%                   |
| Female                   | 56%                   | 64%                   |
| Male                     | 42%                   | 51%                   |
| African-American         | 43%                   | 53%                   |
| Asian-American           | 46%                   | 52%                   |
| Caucasian-American       | 55%                   | 63%                   |
| Hispanic/Latino-American | 53%                   | 60%                   |
| Other/Unknown            | 48%                   | 61%                   |



Table 3

Traditional Age First-Time Full-Time Freshman 1-Year, 2-Years, and 3-Years **Mean Retention Rates** for Cohorts Starting 2001 by Gender, Race/Ethnicity, and First Generation/Not First Generation (Reported)

|                          | After 1-Year<br>(10 Cohorts) | After 2-Years<br>(9 Cohorts) | After 3-Years<br>(8 Cohorts) |
|--------------------------|------------------------------|------------------------------|------------------------------|
|                          | Mean %                       | Mean %                       | Mean %                       |
| Overall                  | 84%                          | 74%                          | 70%                          |
| Female                   | 85%                          | 77%                          | 72%                          |
| Male                     | 80%                          | 70%                          | 66%                          |
| African-American         | 80%                          | 73%                          | 63%                          |
| Asian-American           | 87%                          | 74%                          | 73%                          |
| Caucasian-American       | 83%                          | 74%                          | 71%                          |
| Hispanic/Latino-American | 86%                          | 76%                          | 72%                          |
| Other/Unknown            | 83%                          | 73%                          | 68%                          |
|                          | (9 Cohorts)                  | (8 Cohorts)                  | (7 Cohorts)                  |
| First Generation         | 85%                          | 75%                          | 71%                          |
| Not First Generation     | 83%                          | 75%                          | 72%                          |

Table 4  
 Students Over Traditional Age (RCA, CAPA, ULV-Online) **Mean Retention Rates** for Cohorts  
 Starting 2001 by Gender and Race/Ethnicity

|                          | After 1-Year<br>(9 Cohorts) | After 2-Years<br>(8 Cohorts) | After 3-Years<br>(7 Cohorts) |
|--------------------------|-----------------------------|------------------------------|------------------------------|
|                          | Mean %                      | Mean %                       | Mean %                       |
| Overall                  | 83%                         | 55%                          | 25%                          |
| Female                   | 85%                         | 55%                          | 24%                          |
| Male                     | 79%                         | 50%                          | 28%                          |
| African-American         | 80%                         | 59%                          | 29%                          |
| Asian-American           | 79%                         | 51%                          | 27%                          |
| Caucasian-American       | 84%                         | 51%                          | 27%                          |
| Hispanic/Latino-American | 85%                         | 60%                          | 26%                          |
| Other/Unknown            | 82%                         | 54%                          | 28%                          |

Table 5

Traditional Age First-Time Full-Time Freshman and Students Over the Traditional Age (RCA, CAPA, ULV-Online) **Mean Time-to-Degree** for Four Cohorts who Graduated between 2006-2007 and 2009-2010 Academic Years by Gender and Race/Ethnicity

| Age                      | Traditional Age<br>(4 Cohorts) | Over the Traditional<br>(4 Cohorts) |
|--------------------------|--------------------------------|-------------------------------------|
|                          | Mean Years                     | Mean Years                          |
| Overall                  | 4.6                            | 3.4                                 |
| Female                   | 4.6                            | 3.2                                 |
| Male                     | 5.1                            | 4.0                                 |
| African-American         | 4.9                            | 4.1                                 |
| Asian-American/PI        | 4.5                            | 3.6                                 |
| Caucasian-American       | 4.6                            | 2.8                                 |
| Hispanic/Latino-American | 4.7                            | 3.3                                 |
| Other/Unknown            | 4.4                            | 3.0                                 |