

2005 TCU Joint Assembly

October 11, 2005

Main Reasons Students Return to TCU

1. Financial
 - a. Perceived worth?
 - b. Worth the \$ - value
 - c. Hassle to transfer
 - d. Financial Aid
 - e. Operation costs/hard to transfer after a year or two
 - f. Financial investment they've made

2. Faculty/Student Relations
 - a. Attention of faculty to students
 - b. Interaction with faculty in and out of class – balancing social
 - c. with academics
 - d. Involvement – calls people back
 - e. Small classes/individual attention
 - f. Building relationship with faculty
 - g. Students make stronger connection with faculty
 - h. Personal interaction with faculty
 - i. Professors

3. Social
 - a. Relationships
 - b. Organizations
 - c. Friendly atmosphere
 - d. Community
 - e. Small community atmosphere
 - f. Abundance of groups to get involved in
 - g. School spirit (division 1 football)
 - h. Bond socially
 - i. Campus life reflects personality
 - j. Engaged in TCU community
 - k. Friends with students (fellow)
 - l. Friends are here
 - m. Social involvement/engagement
 - n. A strong sense of community
 - o. Size, closer nit
 - p. Personal interaction with friends – social network and Greek affiliation

4. Reputation/Academic quality
 - a. Challenge and rigor
 - b. Sense of academic achievement
 - c. Freshmen required to live on campus
 - d. Finding the major
 - e. Location success
 - f. Family connection (legacy)
 - g. Academics in major
 - h. Location
 - i. Good athletic teams
 - j. Academic quality
 - k. Campus beauty/facilities
 - l. A good school
 - m. Strong first year programs – good football team
 - n. Degree program: nursing, dance, journalism, business, education. The investment they've made
 - o. Reputation – because of TCU being what it is – wanting to graduate from TCU. Location – want to stay here. Legacies

Main Reasons Students Leave TCU

1. Financial
 - a. Cost of tuition?
 - b. Financial factors
 - c. Tuition/Scholarship
 - d. Rising cost
 - e. Financial problems
 - f. \$\$\$
 - g. Financial restrictions

2. Faculty/Student Relations
 - a. Scared to use resources
 - b. Lack of student friendly business – campus

3. Social
 - a. Don't fit in (various ways)
 - b. No connection
 - c. Don't feel like they fit in
 - d. Self motivation
 - e. Partying
 - f. Big Greek life
 - g. Don't get involved
 - h. Fall Greek Rush
 - i. Lack of non-Greek opportunities (visibility)
 - j. Home sickness/failure to bond
 - k. Lack of school spirit
 - l. Homesickness
 - m. Social
 - n. Maturity (lack of)
 - o. Don't feel the fit
 - p. Never made the social connection
 - q. Personal issues – death in the family, homesickness

4. Academics
 - a. Leaving because major is not here
 - b. Large freshman classes
 - c. Scared to use resources
 - d. Misperceived expectations (religious, Greek system)
 - e. Not successful in class
 - f. Unmet expectations
 - g. Academic difficulty/ease
 - h. Grades
 - i. Lack of diversity

- j. Academic disconnection
- k. Academics
- l. Not making the grades
- m. Expectations not met – religious, social, diversity

Ideas and Suggestions for Retention

- ❖ What creates isolation??
- ❖ Expectations – levels of –
- ❖ Professional mentoring – such as that in the biz school
- ❖ New facilities that promote community
 - Residence halls
 - Student Union – café
- ❖ Mentoring within the major
- ❖ Mentoring among advising
- ❖ Getting information about organizations
- ❖ Organization information at orientation
- ❖ Departmental organizations coming into freshman classes
- ❖ Socials with students and faculty
- ❖ Connections class importance
- ❖ Get faculty involved outside of class
- ❖ Intrusive advising for under classmen – happens for upper classmen – Needs to be same for lower classmen
- ❖ Find an academic unit (music department sticks together)
- ❖ Retreats for colleges or majors (departmental)
- ❖ Consistent programming – late night programming by programming council – need more money (reorganize budget)
- ❖ Peer Advising – advisors have difficulty “bonding”
- ❖ Social events – houses based on certain characteristics
- ❖ Orientation more academically driven with Frog camp being socially driven
- ❖ Staff of advisors
- ❖ Class schedule early (?)
- ❖ Explanation of advising process in Frog Camp/Orientation
- ❖ Locked tuition
- ❖ Create class identities – part of “the class of...”
- ❖ Increase academic engagement through more experiential learning
- ❖ Fill the gap for those who are not in the Greek system – perceptions of rejection
- ❖ Student Center update – entertainment in evenings – places for students to be that attract them to stay rather than go elsewhere
- ❖ Advisement – staff experts schedule as professional faculty/career advising
- ❖ Academic course audits freshman year – no restrictions
- ❖ Frog Camp built into tuition – becomes a cost not to go ...
- ❖ Create opportunities for “introverts” to be involved in small social groups – i.e. academic families
- ❖ More Rush to the spring

- ❖ Problems for out of state students – not accustomed to Rush – may have lingering academic or social problems
- ❖ Emphasize that most of school is not Greek
- ❖ Advising – take another look at
- ❖ Strengths survey – guides students to successful major expand
- ❖ Academic Advising
 - Add value to being an advisor. Make it a priority – maybe financial – to be an advisor.
 - Have pure advisors
 - Is making it the students' responsibility good? Who takes the responsibility – students?
 - Learn the new core – creating an incentive to know it. Attend available training. Mandate training.
- ❖ Freshman Advising Center
- ❖ Educate students about the advising process possibly at Frog Camp or during Howdy Week. Hold group Q & A sessions. Introduce them to the vocabulary. Teach them to be prepared for the eventual one on one with an advisor. Outline expectations of their involvement. Allow advisors to have paper copies of the catalog.
- ❖ Introduce the option of “locked tuition”. Upon entrance, a student could choose to pay a higher rate of tuition (8%) but that rate would remain the same for all 4 years.
- ❖ Establish a social commons where students could happen upon events.