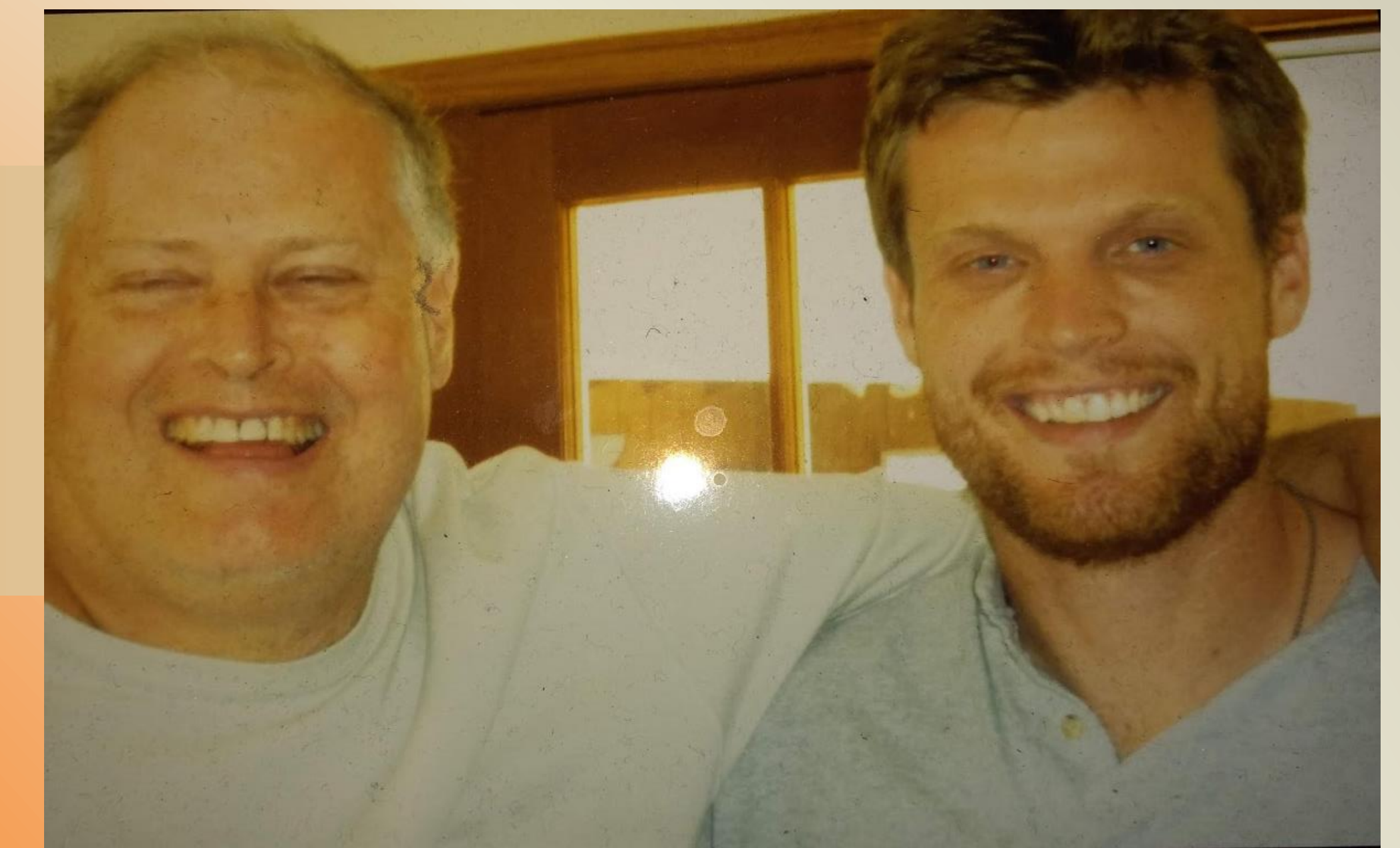


Scholarships as a Retention Tool

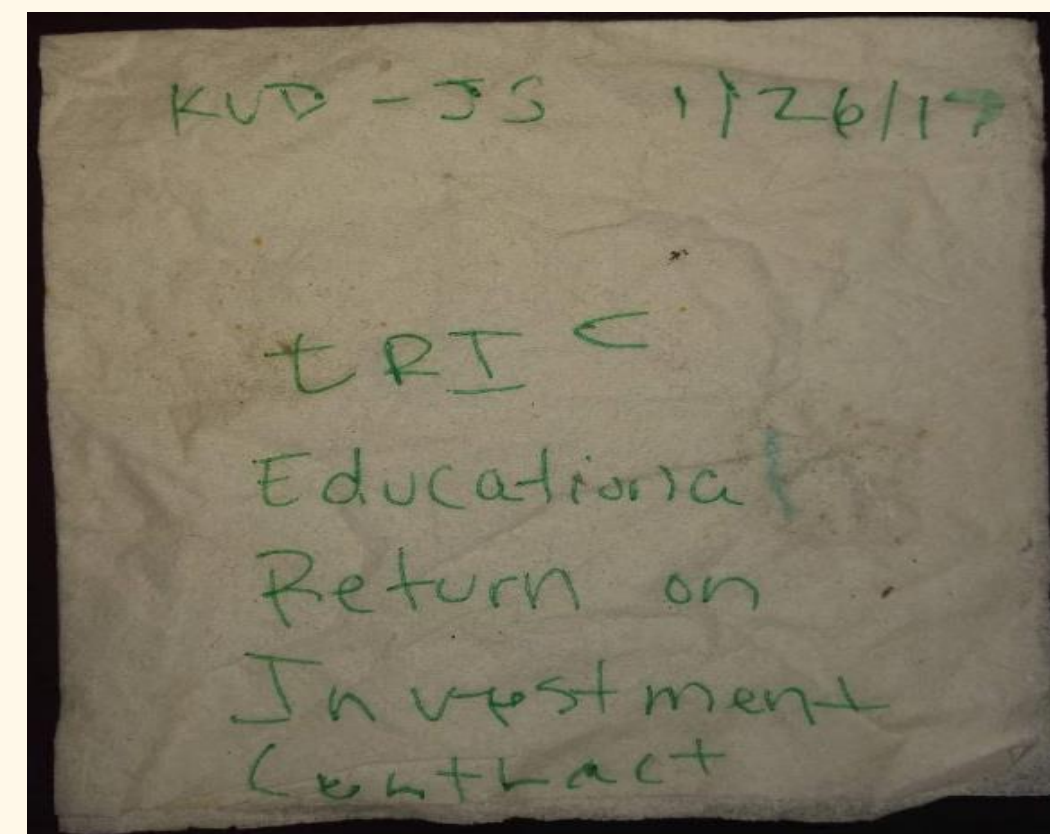
The Educational Return on Investment Commitment (ERIC)

Kyle Van Duser PhD



Program Facts

- 300 students identified as potential recipients of the ERIC scholarship using an at-risk retention model. In total, 209 students met the criteria for acceptance and received a \$5,000 scholarship disbursed over the fall and spring semesters of their sophomore year. The minimum criteria for receipt of the scholarship was a 2.0 GPA and be on-track to complete 24 semester hours at the end of their first year.



Methods for Assessment

Propensity Score Matching

- Matches variables on the likelihood of being treated. I.e. helps match apples to apples.

Logistic Regression

- Helps us understand how the ERIC scholarship is affecting other statistically significant variables impeding retention.

Generalized Estimating Equations

- Looks at retention longitudinally, or, over time. We can track students as they go from freshmen to sophomore year, and then sophomore to junior year, all the way through graduation.

Table 4: At-risk Model with Inclusion of ERIC scholarship

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1*	**Resident	1.132	.156	52.731	1	.000	3.103
	Pell Recipient	-.058	.148	.153	1	.695	.944
	*Unsubsidized Loan	-.348	.139	6.290	1	.012	.706
	*Any Scholarship Received	.650	.234	7.708	1	.005	1.915
	*ERIC Offered	.544	.200	7.405	1	.007	1.722
	**First Term GPA	.848	.069	151.129	1	.000	2.334
	*First Term SSH	.036	.017	4.497	1	.034	1.037
	Constant	-1.993	.310	41.432	1	.000	.136

The overall pseudo R squared for the model is .398. The model accuracy for predicting dropouts is 83.5%.

Analysis

Findings demonstrated that students who did not receive the scholarship were two times more likely to depart from the institution at the end of their first year compared with scholarship recipients. Longitudinally, nonscholarship recipients were 1.4 times more likely to depart at the end of their sophomore year.

Tuition Analysis

- Must be cautious when estimating tuition revenue from pilot program given limitations.
- Use WUE (150% resident tuition) when calculating rather than including nonresident.
- After the initial year, institution recaptured amount disbursed (\$1,045,000) plus an additional \$100k
- When ERIC scholars persisted from sophomore to junior year, the following tuition revenue is estimated.

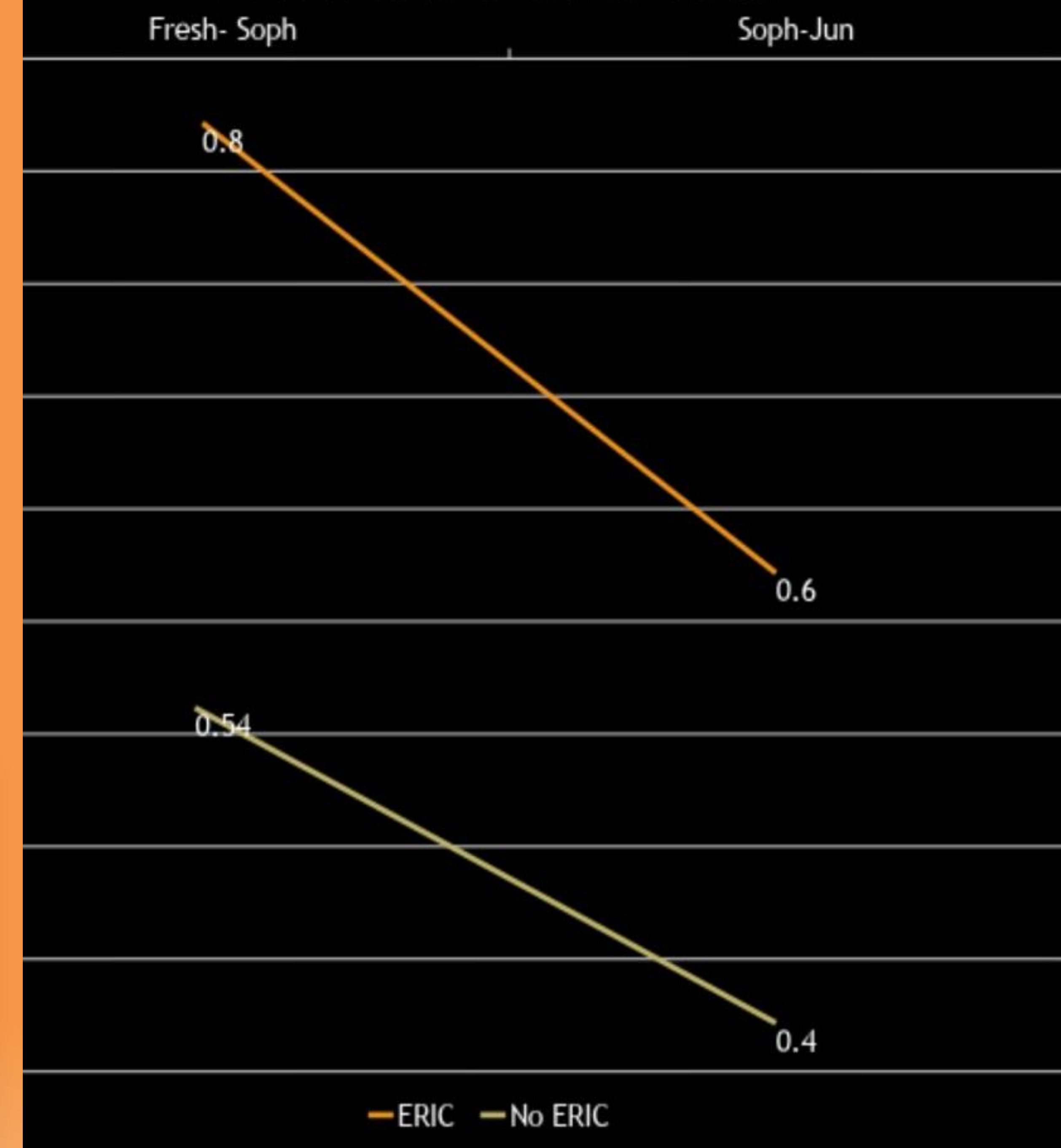
$$[(.60 * 300) - (.40 * 300)] \times \$16,764 = \$1,005,840$$

Introduction

This study employed propensity score matching and regression analysis to determine whether or not a retention scholarship pilot program at the University of Hawaii at Manoa was effective at increasing first-year retention. The scholarship pilot did not require any application process for students but rather used a predictive logistic regression model for identifying recipients and automatically awarded students \$5,000. The scholarship was only awarded for the students' sophomore year. The award was not continued as students persisted to their junior and senior years.

Results

Persistence Over Time



Program Goals

- Increase the overall institutional first year retention rate.
- Help increase the out of state retention rate. 60% first year persistence rate for out of state students compared to a 87% first year persistence for resident students.
- Help aid students' financial burden as a result of paying for college.
- Generate additional tuition revenue for the university to cover the cost of other student support programs.

Action Plans/Next Steps

The pilot was not continued beyond the initial launch year. Next steps are:

- Share the findings with stakeholders for consideration to re-launch the ERIC scholarship.
- Tweak the predictive model for improved accuracy.
- Conduct a price sensitivity study to determine the exact financial threshold by which a student would persist.

