

Chapman and InsideTrack

InsideTrack Coaching enhances
the student experience and
increases retention rates

insidetrack

THE PATH TO STUDENT SUCCESS

Over the past ten years, Chapman University has redefined itself as an increasingly selective learning institution and a leading provider of both liberal arts and professional education.

As part of the process, Chapman has worked to dramatically improve its programs and facilities and has strengthened its reputation among prospective students. As a result, the university has significantly increased the number of student applicants, attracted higher-performing students, admitted more out-of-state applicants, and strengthened the diversity of the student body.

Although its graduation rate had been climbing, the university wanted to realize more dramatic graduation rate gains. Chapman began by looking at ways to improve the academic experience for its students. To achieve this, the college knew it had to bolster the success of individual students, helping them to achieve better grades, accumulate more credits, and boost campus involvement.

A PROACTIVE APPROACH TO RETENTION

Chapman decided to take a proactive and focused approach to retention in order to increase student persistence. Based on research showing attrition rates from the first to second year to be the most important determinant of graduation rates, the university chose to concentrate its initial efforts on incoming freshmen.

A FRESH PERSPECTIVE ON KEY ISSUES

With such an important task at hand, the

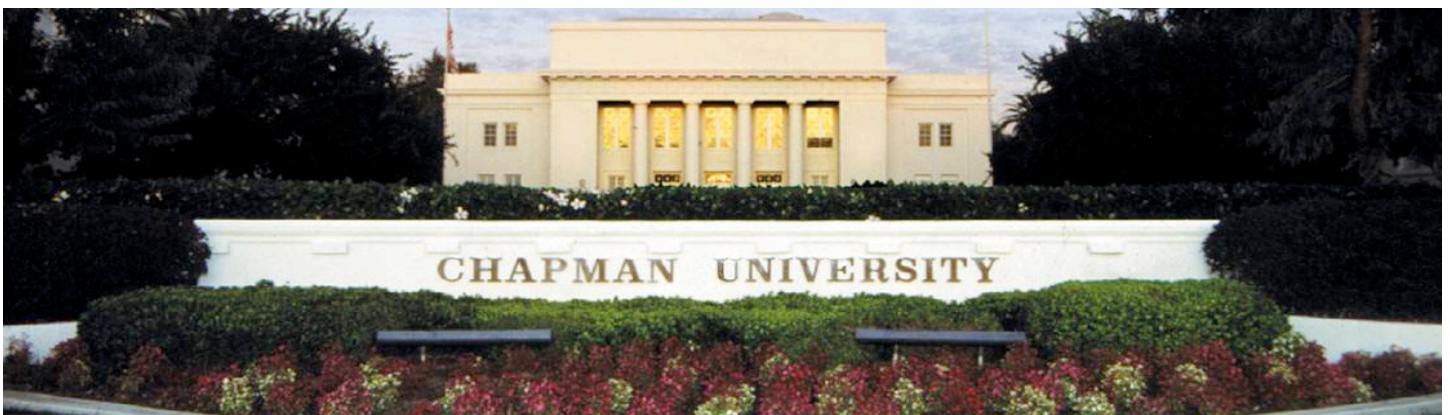
forward-thinking educators at Chapman knew it was time to call in outside help to ensure the success of its future graduates. While satisfied with its existing advisory, mentoring, and co-curricular student services, the university recognized that an outside organization could bring a fresh perspective and valuable expertise to the project by emphasizing proactive, individualized outreach and by providing an independent, trusted resource that could help identify student issues that might be missed in interactions with faculty and staff.

“After meeting with several companies, we ultimately chose InsideTrack, a firm that provides student coaching services to universities,” explains Saskia Knight, Vice President and Dean of Enrollment Services. “We were impressed with the extremely high quality of its Coaches and methodologies. Further, the company was able to demonstrate how it would closely manage the program to ensure consistent and durable results.”

KEY COACHING METHODS LEAD TO SUCCESS

Key to these results are the company’s Coaches, who help students to get the most out of their college experience, working one-on-one with them to:

- Improve academic and personal effectiveness
- Set and achieve goals
- Improve leadership skills
- Further personal development
- Manage stress
- Plan for the future



Chapman + InsideTrack =

\$1.1 M

INCREASED TUITION REVENUE

5%

PERCENTAGE POINT INCREASE
IN 1ST YEAR PERSISTENCE

51%

2ND YEAR COACHING OPT IN RATE

MEASURABLE RESULTS WITH INSIDETRACK

To track the effectiveness of coaching, Chapman divided the freshmen class into two statistically balanced groups of students. InsideTrack then flipped a coin to decide which of the two groups would receive coaching. The pilot group received weekly coaching sessions from InsideTrack, while a control group received the standard services offered to all incoming freshmen. At the end of their first year, InsideTrack found that the coached group had retained at a significantly higher rate than the control group, and that coaching had a measurable impact on a number of additional student engagement metrics. "The data clearly demonstrated that coached students took more classes, got more involved on campus and retained and graduated at a higher rate than non-coached students," describes Knight. "We know that coaching works - the data tells us that it works."

Following the successful completion of this initial pilot in academic year 2003, Chapman has expanded the program to serve an increasing number of students each year. Recent results have been so impressive that the first two years of the InsideTrack coaching program paid for themselves.

What's more, over four years' time, the coached student cohorts are on track to generate

"approximately \$1.1 million in increased revenue for the university.

IMPROVING COMMUNICATION WITH STUDENTS

"In addition to retention-related benefits, InsideTrack has also become a two-way communication channel between the university and our students," says Knight. "InsideTrack provides real-time data on the status of the university, acting as an 'early-warning system' that has been critical in our problem-resolution and decision-making processes."

Not only did the program impact first-year retention rates, but students served by InsideTrack continue to demonstrate higher levels of achievement and persistence, even after coaching ends. For example, first-year retention for students served by InsideTrack improved more than five percentage points. By the end of their sophomore year, that gap had grown to eight percentage points.

Equally important is the fact that Chapman's students believe that InsideTrack's coaching services are of value to them. Indeed, when offered the opportunity to continue working with their coach a second year, 51% of the students "opted-in," even though they were required to cover part of the cost of the program themselves.

Praise from Chapman

"We feel the support provided by InsideTrack gets students more involved and integrated with Chapman, both academically and socially. We've also seen the program increase students' motivation to succeed, interest in attaining a college education, self-confidence and identification with people who serve as role models."

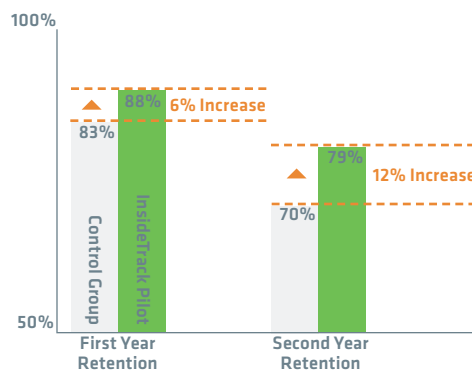
Saskia Knight

Vice President and Dean,
Enrollment Services
CHAPMAN UNIVERSITY



Retention Gains

The InsideTrack effect



Academic Achievement

Average GPA

The average grade point average for students in the InsideTrack formal evaluation was 3.20, compared to 3.14 for students in the control group.

Credits

On average, students in the formal evaluation completed 2.0 more credits in their first year than students in the control group, which accounts for a more than 7.5% increase in completed credits.

Dean's list

In the formal evaluation, 32% of students were on the Dean's list, a 14% increase from the 28% of students on the list in the control group.