

# Persistence & Retention



In June 2021, 66 individuals took a brief survey on persistence and retention for fully online degree students within their professional, continuing, and/or online education (PCO) units. Invitations were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

(n=66)

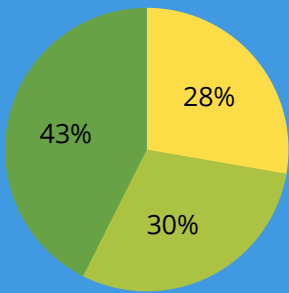


91% of respondents' institutions offer online degrees.

- Offer Online Degrees
- Do Not Offer Online Degrees

**Has your institution developed a formal definition of retention for fully online degree-seeking students?**

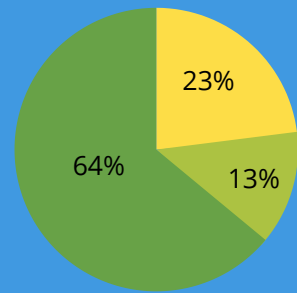
(n=47)



- Yes
- No

**Does your institution measure and track persistence/retention for fully online degree-seeking students?**

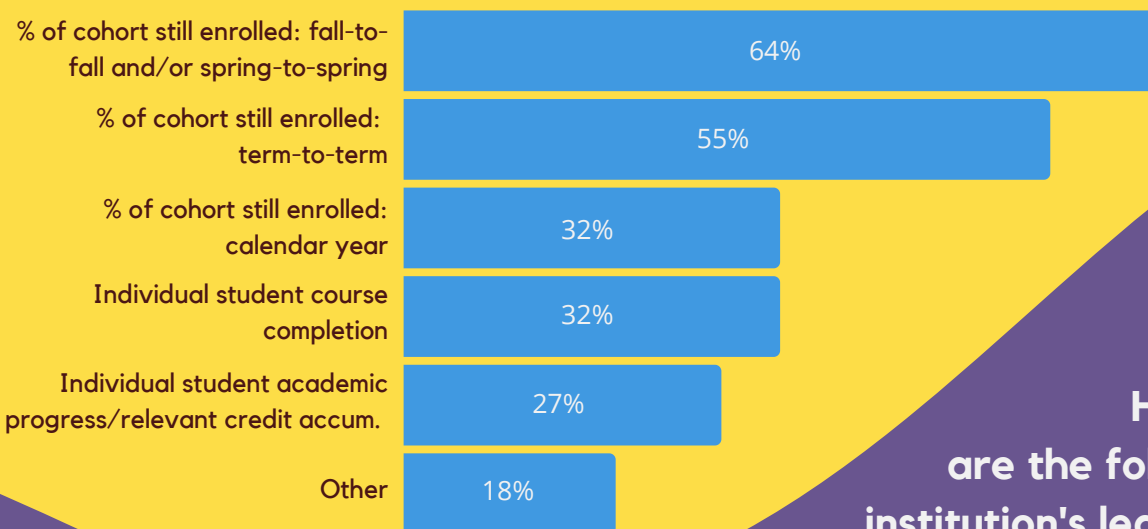
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- Not Sure

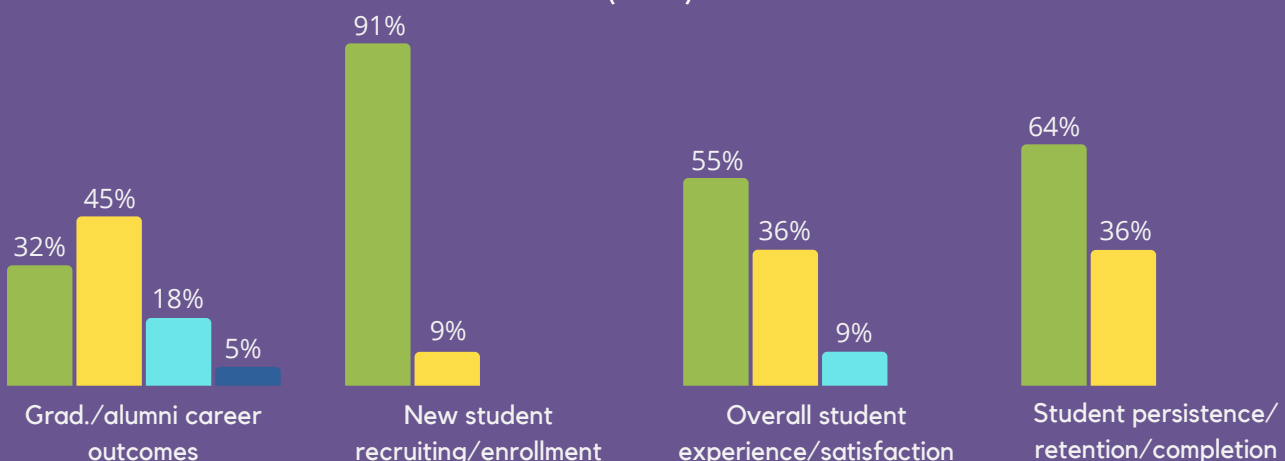
**How does your institution measure and track persistence/retention for fully online degree-seeking students?**

(n=22)



**How important are the following to your institution's leadership team?**

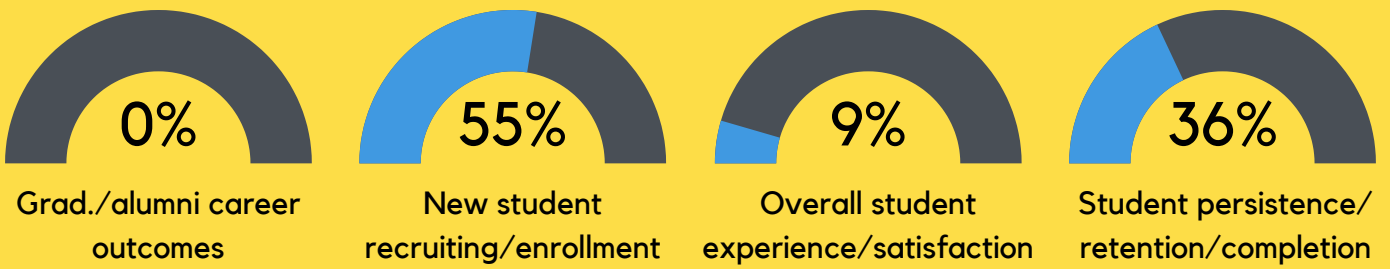
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- Extremely Important
- Very Important
- Somewhat Important
- Not Very Important

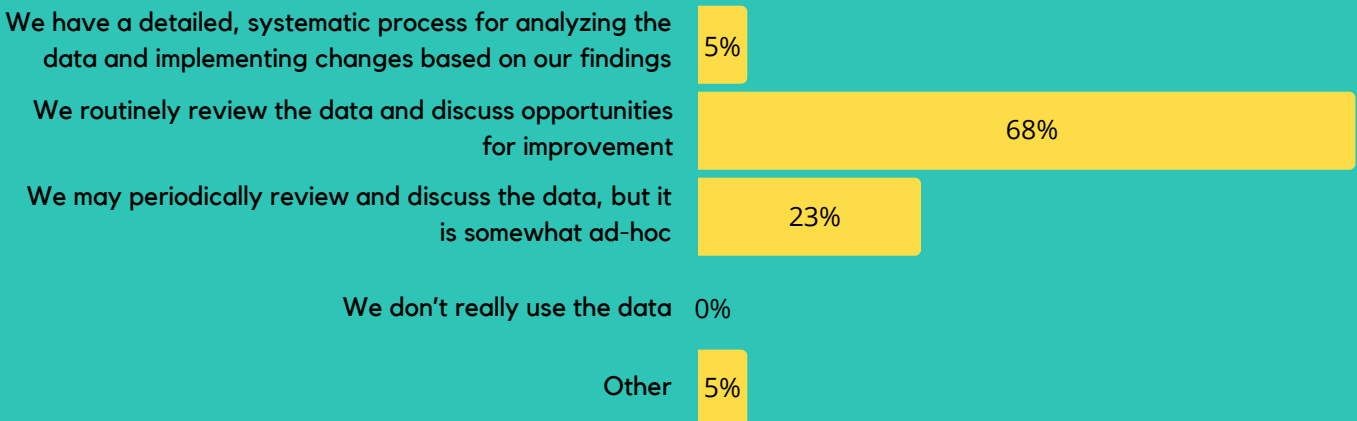
## Which of the following is the most important to your institution's leadership team?

(n=22)



## Which of the following best characterizes your approach to utilizing the persistence/retention data you collect?

(n=22)



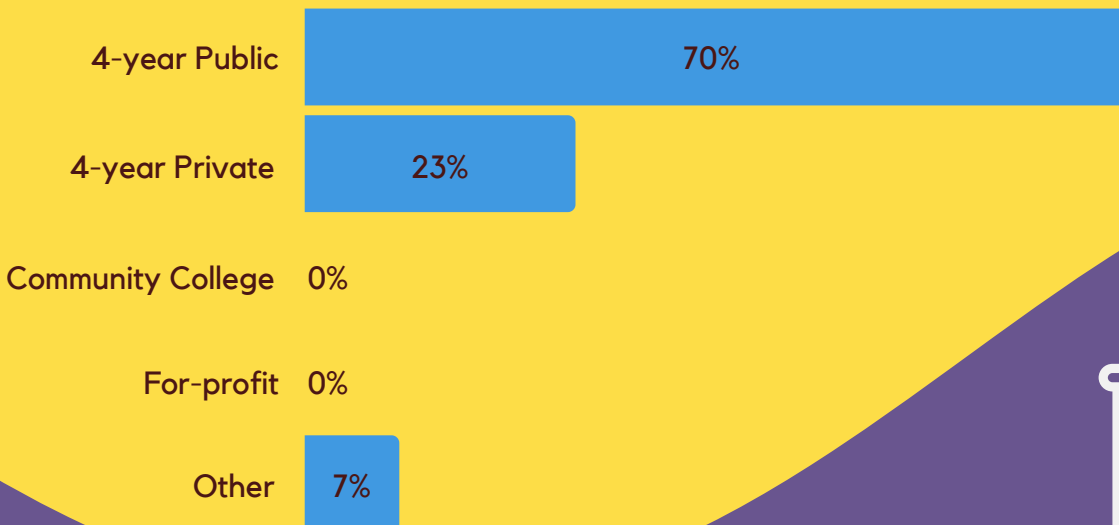
## Reasons for those who don't track persistence/retention include:

- Lack of data resources
- Greater focus on traditional online students
- Issues surrounding data, such as defining data metrics



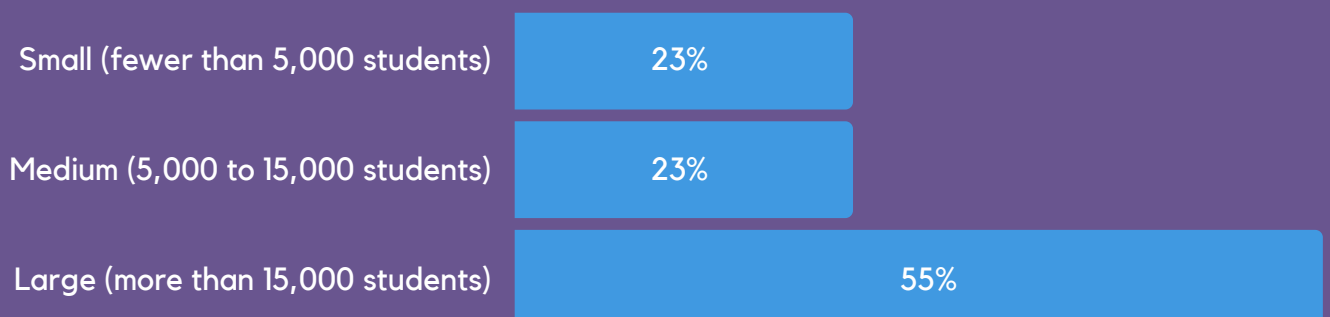
### Institution Type

(n=44)



### Institution Size

(n=44)



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