

TARLETON STATE UNIVERSITY OFFICE OF INSTITUTIONAL RESEARCH

WHO'S STAYING AND WHO'S GOING: AND
MORE IMPORTANTLY, WHAT DO WE
KNOW ABOUT EACH??

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Why Are Retention and/or Graduation Rates Important?

- In Texas, future funding may be tied to these student success outcomes
- Both can be tied to institutional effectiveness according to Southern Association of Colleges and Schools (SACS)
- Public indicators of institution's commitment to student success
- To improve institutional best practices

(SACS Principals of Accreditation, 2012)

How is retention defined?

In higher education discussions, the rate at which students are retained or graduate, and thereby persist, in higher education, as often measured by the percentage of students who continue in higher education from one year to the succeeding year. (THECB, 2012)

How is it measured?

The cohort generally consists of students who started in a fall term or in the previous summer term and who continued in the fall term. From this cohort we track from who is enrolled and/or graduated each long semester

How is retention different from persistence?

The THECB has incorporated the word “persistence” to reference advancement policies in public elementary and secondary institutions

History of the Retention and Success Matrix

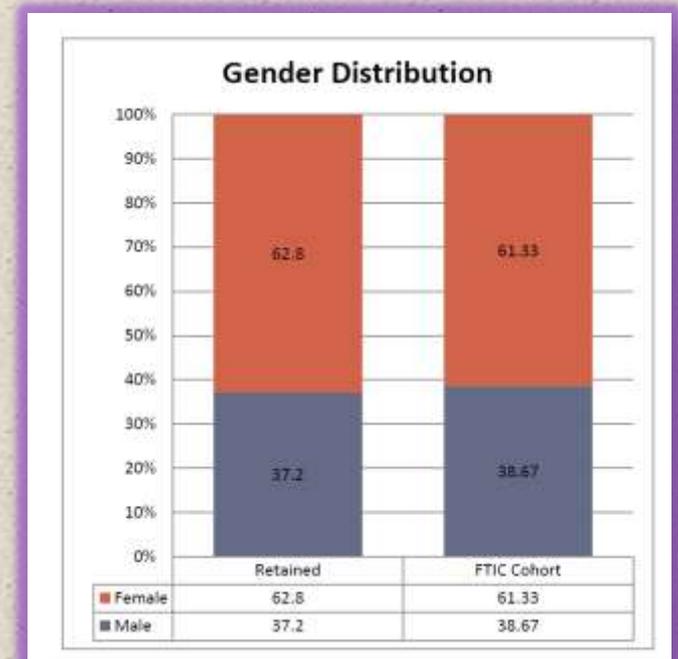
- 2009: Tarleton partnered with Noel Levitz to improve/increase best practices in retention
- 2012: Office of Institutional Research recognized the need to look at retention from a longitudinal perspective and created an 8 year, by semester matrix for First-Time In-College Cohorts
- 2013: Departures by cohort/semester were added
 - Graduation rates added to create holistic “Success Rate”
 - Demographic/performance data for retained and departed students incorporated on a semester basis via hyperlink beginning with fall 2012 FTIC cohort

Logistics Behind Identifying, Analyzing, and Graphing the Appropriate Data/Information

- Tarleton IR chose to highlight certain measures by creating charts and graphs
- Visually appealing to administrators and faculty members as opposed to tabular or raw data
- Beginnings of an online Dashboard
- A quick reference for a number of important University measures in one place

Logistics Behind Identifying, Analyzing, and Graphing the Appropriate Data/Information

- Data is summarized using Excel, charts and graphs are created from the summarized data
- Tarleton IR compared FTIC cohort to Retained and Departed cohorts
- By tracking this data on a semester basis, trends and areas of focus for retention can begin to be identified



Logistics Behind Identifying, Analyzing, and Graphing the Appropriate Data/Information

- By tracking this data on a semester basis, trends and areas of focus for retention can begin to be identified
- This graphical representation of data is saved as a PDF document. This document is then made into a hyperlink from the appropriate number in the retention and success matrix.

Matrix for 2012 Cohort

FTIC ANNUAL RETENTION RATES AND SIX, SEVEN, AND EIGHT YEAR GRADUATION RATES BY COHORT CLASS: 2005 - PRESENT

Year	Cohort	Enrolled	1st Spring		2nd Fall		3rd Spring		4th Fall		5th Spring		6th Fall		7th Spring		8th Fall		
			Rate	Count	Rate	Count													
Fall 2012	1218	Enrolled		1218		650		311		151		76		39		20		10	
		Cumulative Retention	82.89%	81.30%	55.90%	50.02%	47.80%	43.04%	33.24%	30.00%	21.49%	17.25%	14.05%	10.70%	8.62%	6.69%	5.11%	3.97%	3.07%
		Departures	211	268	67	72	41	70	96	97	106	40	29	27	17	34	17	17	17
		Cumulative Departures	211	479	543	615	657	727	823	920	1026	1132	1239	1346	1453	1560	1667	1774	1881
		Semester Graduates	0	0	0	0	0	29	128	82	118	31	38	12	10	10	10	10	10
		Cumulative Graduates	0	0	0	0	29	157	239	367	485	516	554	602	640	680	720	760	800
		Cumulative Grad Rate	0.00%	0.00%	0.00%	0.00%	2.11%	4.88%	17.27%	23.37%	33.58%	38.20%	43.33%	48.46%	53.59%	58.72%	63.85%	68.98%	74.11%
		Success Rate	82.89%	81.30%	55.90%	50.02%	47.80%	43.04%	33.24%	30.00%	21.49%	17.25%	14.05%	10.70%	8.62%	6.69%	5.11%	3.97%	3.07%

Fall Cohort	2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
1725	Enrolled	1493	1180	1002			
	Cumulative Retention	86.55%	68.41%	58.09%			
	Departures	232	313	178			
	Cumulative Departures	232	545	723			
	Semester Graduates	0					
	Cumulative Graduates	0					
	Cumulative Grad Rate	0.00%					
	Success Rate	86.55%					

Build it and they will come...

- It all starts with building the FTIC table once the CBM001 is certified for fall semesters. Each subsequent retention term is based off of certified data
- The graduation information is based off of CBM009 data, but we plug in preliminary numbers after each Semester
- All the reports are run using sql and updated in the spreadsheet manually (would like to find a way to automate this)
- Once we have identified who has departed, data is submitted to the student tracker program through the National Student Clearinghouse (NSC)

Members of Cohort are always in **one** of three buckets...



Characteristics of the entire cohort

- Gender
- Ethnicity
- College/major
- Residence hall
- Orientation attended
- First-generation college status

Additional descriptive statistics of the retained/departed students beginning with the first spring semester

- Grade point average
- Semester credit hours attempted
- Semester credit hours completed
- Percentage of SCH completed
- High school rank

By Semester, you can Start Exploring Characteristics of Retained and Departed Students



For retained students, what characteristics are present?

For departed students which areas warrant further investigation?

- Higher percentage of SCH completed
- Cumulative GPA
- Residence hall

- If they transferred, where did they transfer to?
- Is there a college/major indicator?
- Is there a relationship between attrition and orientation session attended?
- Are there financial aid considerations?

Questions?



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