



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

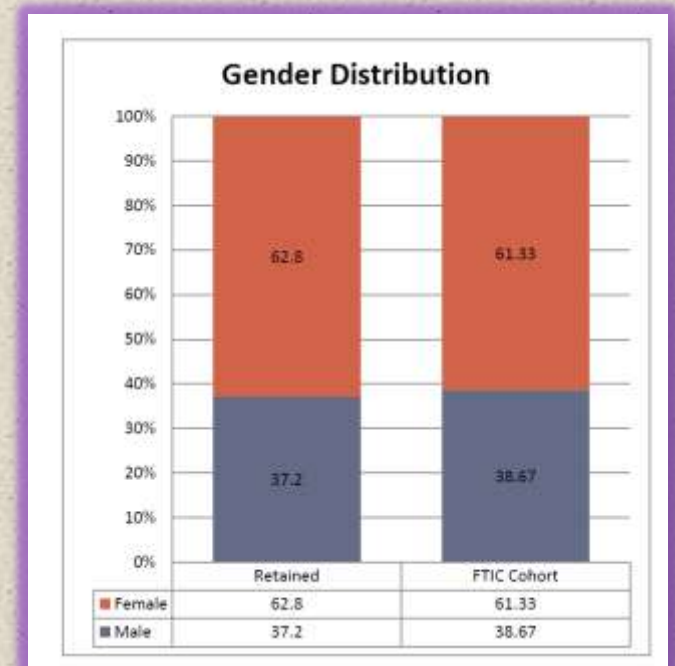
- 2009: Tarleton partnered with Noel Levitz to improve/increase best practices in retention
- 2012: Office of Institutional Research recognized the need to look at retention from a longitudinal perspective and created an 8 year, by semester matrix for First-Time In-College Cohorts
- 2013: Departures 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 Year		2nd Year		3rd Year		4th Year		5th Year		6th Year		7th Year		8th Year	
			Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Fall	2005	1218	82.89%	81.30%	55.90%	50.02%	47.80%	43.04%	33.24%	30.00%	21.49%	17.25%	14.05%	11.70%	8.62%	6.68%	4.87%	2.11%
			211	268	67	72	41	70	96	97	106	40	29	27	17	34	17	17
			211	476	543	616	632	671	661	698	642	662	683	696	670	663	679	695
			0	0	0	0	0	29	59	128	82	118	31	38	10	10	10	1
			0	0	0	0	0	29	59	128	82	118	31	38	10	10	10	1
			0.00%	0.00%	0.00%	0.00%	2.11%	4.88%	17.27%	23.33%	33.58%	38.20%	38.33%	38.33%	42.55%	41.77%	42.54%	42.54%
			82.89%	81.30%	55.90%	50.02%	47.80%	43.04%	33.24%	30.00%	21.49%	17.25%	14.05%	11.70%	8.62%	6.68%	4.87%	2.11%
Fall	2006	1215	79.24%	82.25%	53.72%	48.12%	47.45%	49.03%	31.0.3%	26.50%	18.15%	14.73%	14.12%	11.31%	11.31%	11.31%	11.31%	11.31%
			264	210	111	73	39	33	108	70	111	26	11	26	11	24	40	40
			264	452	562	664	682	691	684	682	671	625	600	600	600	600	600	600
			0	0	1	1	2	23	27	232	218	438	530	554	580	591	591	
			0.00%	0.00%	0.38%	0.16%	1.92%	4.48%	18.15%	24.73%	34.12%	41.31%	43.39%	44.21%	44.29%	44.29%	44.29%	
			79.24%	82.25%	53.72%	48.12%	47.45%	49.03%	31.0.3%	26.50%	18.15%	14.73%	14.12%	11.31%	11.31%	11.31%	11.31%	
Fall	2007	1218	82.89%	82.21%	50.11%	54.56%	50.00%	47.77%	38.69%	30.43%	15.84%	12.50%	12.50%	12.50%	12.50%	12.50%	12.50%	12.50%
			312	211	67	43	60	39	99	88	103	13	37	37	37	37	37	
			312	423	509	552	584	596	604	598	601	575	584	600	600	600	600	
			0	0	1	2	20	46	157	95	97	33	31	31	31	31		
			0.00%	0.00%	0.28%	0.22%	3.39%	5.17%	21.55%	20.61%	27.59%	40.32%	40.32%	40.32%	40.32%	40.32%		
			82.89%	82.21%	50.11%	54.56%	50.00%	47.77%	38.69%	30.43%	15.84%	12.50%	12.50%	12.50%	12.50%	12.50%		
Fall	2008	1209	83.63%	86.02%	58.54%	54.79%	51.62%	48.81%	31.73%	27.42%	21.16%	15.30%	15.30%	15.30%	15.30%	15.30%	15.30%	
			312	240	93	58	61	62	61	208	4	96	155	155	155	155	155	
			312	440	534	581	614	624	621	638	608	611	611	611	611	611	611	
			0	0	1	2	34	51	201	107	128	128	128	128	128	128		
			0.00%	0.00%	0.30%	0.34%	1.93%	3.87%	21.34%	28.69%	36.79%	40.32%	40.32%	40.32%	40.32%	40.32%		
			83.63%	86.02%	58.54%	54.79%	51.62%	48.81%	31.73%	27.42%	21.16%	15.30%	15.30%	15.30%	15.30%	15.30%		
Fall	2009	1202	84.33%	87.61%	62.23%	64.05%	62.23%	62.23%	47.00%	43.23%	33.23%	33.23%	33.23%	33.23%	33.23%	33.23%	33.23%	
			193	199	486	594	578	604	603	603	623	623	623	623	623	623	623	
			0	0	1	4	32	41	219	219	219	219	219	219	219	219		
			0.00%	0.00%	0.39%	0.41%	3.00%	3.39%	24.02%	24.02%	24.02%	24.02%	24.02%	24.02%	24.02%	24.02%		
			84.33%	87.61%	62.23%	64.05%	62.23%	62.23%	47.00%	43.23%	33.23%	33.23%	33.23%	33.23%	33.23%	33.23%		
Fall	2010	1480	86.47%	88.35%	60.81%	64.29%	64.29%	64.29%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	
			228	269	79	98	31	71	71	71	71	71	71	71	71	71	71	
			0	0	0	0	0	2	42	42	42	42	42	42	42	42		
			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%		
			86.47%	88.35%	60.81%	64.29%	64.29%	64.29%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%		
Fall	2011	1480	86.47%	88.35%	60.81%	64.29%	64.29%	64.29%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	48.68%	

Fall Cohort	2012	Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015	
		Enrolled	Retention	Enrolled	Retention	Enrolled	Retention	Enrolled	Retention	Enrolled	Retention	Enrolled	Retention
	1725	1493	86.55%	1180	68.41%	1002	58.09%	178	178	723	723	723	723
		232		313		42		42	42	42	42	42	42
		232		545		178		178	178	178	178	178	178
		0		0		0		0	0	0	0	0	0
		0.00%		0.00%		0.00%		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		86.55%		86.55%		86.55%		86.55%	86.55%	86.55%	86.55%	86.55%	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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