

Appalachian State University

Data and Retention Findings Over Time



Heather Langdon, Institutional Research, Assessment, and Planning (IRAP)
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Articles



Cliff Adelman

Answers in the Toolbox (1999)

<http://www.learn.doearn.org/For-Educators/Answers%20in%20the%20Toolbox.pdf>

The Toolbox Revisited (2006)

<http://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/index.html>

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Articles



Cliff Adelman

Answers in the Toolbox and The Toolbox Revisited

Key findings for college success

- “Academic Resources”
 - HS Curriculum requirements
- Continuous enrollment during college
 - At same or different institutions, including summer

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Book and Speaker



William Bowen, Matthew Chingos, Michael McPherson

Crossing the Finish Line: Completing College at America's Public Universities

Bowen (*AIR*, 2010):

“High school grades are a far better predictor of college success (than test scores).”

“High school grades tell everything....

High School grades measure: Achievement, coping skills, discipline, and time management.”

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Our data and findings

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PGPA

PGPA Formula

- Derived by College Board
 - About 2/3 HSGPA and SAT Scores
- Best indicator of retention/academic success
 - Correlates consistently with retention
- ****Better students at any level tend to be better students****

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Academic Achievement

- ****Better students at any level tend to be better students****
 - ✓ We have many “good students” (see next slide)

Females

Higher performers

- Academics
- Retention
- Graduation
 - 2008 Cohort 4 year rate: 44.1%
 - Females: 53.5%
 - Males: 34.3%
 - 2006 Cohort 6 year rate: 66.8%
 - Females: 71.7%
 - Males: 61.6%

Academic Achievement



- Students who do poorly tend not to improve
 - There are not many of these
 - ✓ Several policies and many hours spent focusing on these students

Low Achievers



1.0 and 0.0 “achievement” research

Academic Policy Research

- 0.0 Academic Suspension
- Drops
 - Studied cohorts a few years ago
 - Up to 40% had no drops
 - Average number of drops – about 1 course
- Repeats
 - Studied at same time
 - Repeats lowered to 4 based on this
 - Over half of all students repeated no courses
 - Average number of courses repeated by anyone with a repeat: 2.8

First Year Seminar

- Correlated with retention
 - “Old” Freshman Seminar
 - Current “First Year Seminar”

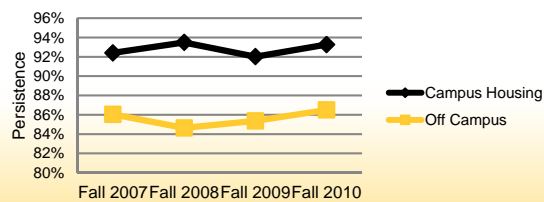
Learning Communities

- Correlated with retention
 - Course-based
 - Residential

Campus Housing

- Living on campus correlated with retention/persistence

**Sophomore to Junior Persistence
All Main Campus**



Summer Sessions

- Who attends in summer?
 - Upperclassmen (seniors)

Summer Sessions Study: Summer 2011 Student Data

Student Classification	All Students						
	Total Headcount		S/H Unduplicated	Summer 1 Headcount		Summer 2 Headcount	
	Count	Percent		Count	Percent	Count	Percent
Freshman (All)	220	3.3%	1212	108	1.9%	156	5.4%
<i>New Freshmen</i>	25	1.1%	427	1	0.0%	75	2.6%
Sophomore	553	8.3%	3223	464	8.2%	297	10.2%
Junior	1373	20.6%	8159	1173	20.6%	722	25.9%
Senior	2590	44.8%	15009	2512	44.2%	1373	47.4%
Unclassified	110	1.6%	482	79	1.4%	48	1.7%
Graduate	1425	21.4%	8103	1353	23.8%	302	10.4%
Total	6671		40188	5689		2898	

- What about students who start early?
 - 2 groups of “early starters”
 - Not always ahead by the end of the first year
 - Programs for these students should be intentional

Who Leaves? Where do they go?

- 2 Key Groups of “Leavers”
 - Low GPA/Poor academic standing/probation/suspension
 - Academic good standing

Who Leaves?



- Students Who Like Warmer Climates!
- Out of State Students
- Financial Reasons
 - Financial aid and special scholarships study
 - Little we can do to help financially
 - Would likely require significant investments

Who Leaves?



Minority Students – leave a little later

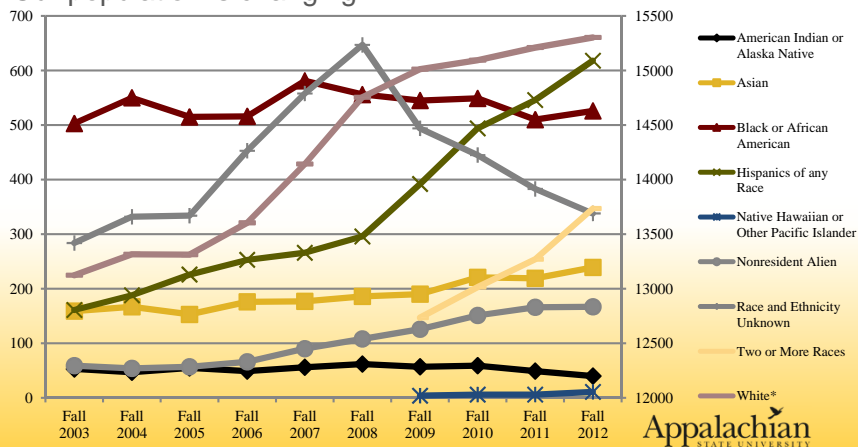
- Higher retention rates
 - Fall 2011 cohort: 89.6%
 - Total cohort: 87.6%
- Lower graduation rates
 - 2008 Cohort 4 year rate: 44.1%
 - Minority students: 36.4%
 - 2006 Cohort 6 year rate: 66.8%
 - Minority students: 64.1 %

More To Study

- Racial/ethnic population changes
 - *See next slide
 - What do we need to know that we do not know to serve ALL our students?

Minority Students

Our population is changing



More To Study



- Transfer students
 - About 30% of any UG graduating class is transfers
 - What contributes to their success?
 - What do we need to know that we do not know to serve ALL our students?
- Course and major selections
 - How much is “lack of availability” contributing to attrition?
 - Nursing, Chemistry,
- Is climate change helping our retention rate? ☺

IRAP Data and Reports



- <http://irap.appstate.edu/>
- <http://irap.appstate.edu/institutional-research/reports-studies>
- <http://irap.appstate.edu/fact-book>