Appalachian State University

Data and Retention Findings Over Time

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Articles

Cliff Adelman

Answers in the Toolbox (1999)
http://www.learndoearn.org/For-Educators/Answers%20in%20the%20Toolbox.pdf

The Toolbox Revisited (2006)
http://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/index.html
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

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.”
Our data and findings

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**
**Academic Achievement**

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

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**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

![Graph showing Sophomore to Junior Persistence for All Main Campus]

- Fall 2007: 96%
- Fall 2008: 94%
- Fall 2009: 92%
- Fall 2010: 80%

Graph:
- Campus Housing
- Off Campus
Summer Sessions

• Who attends in summer?
  • Upperclassmen (seniors)

• 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