

University of Redlands

Non-Traditional Undergraduate Tracking and Reporting
A Pilot Institution's Perspective

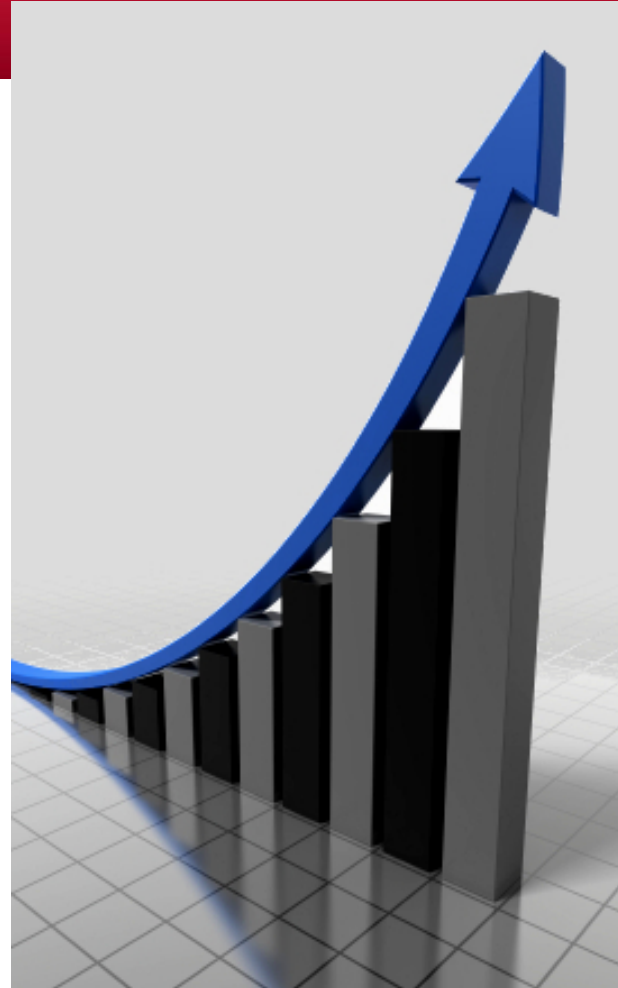
CAIR Conference
November 2012

Wendy McEwen
Director of Institutional Research



Meeting the Nation's 2020 Goal

- “Highest proportion of college graduates in the world by 2020”
- California's share:
 - 1,999,839 College Graduates (ages 25-34) in 2009
 - 3,880,000 in 2020



Measure of Student Success

- High school seniors (and their parents) see the metric as one of the top five a measurements of quality (Cook)
- Undergraduate student populations are changing
- Difficult to compare any population other than a First-Time Full-Time Entering Freshmen

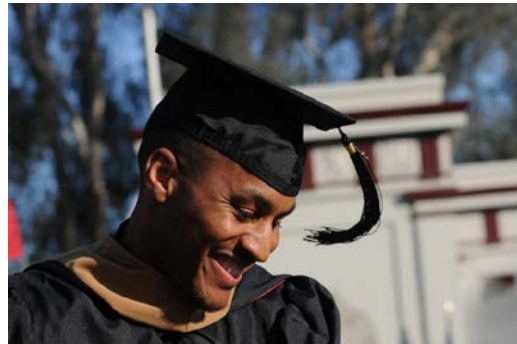
WASC Redesign

Accountability & Transparency

- Review of accreditation process began in 2011
- Retention and Graduation Tracking and Reporting
 - Better understand the behaviors of different student populations
 - Report to WASC every three years

The Pathway to the Templates

- WASC and CAIR worked together
- University of Redlands was one of several schools advocating for a separate non-traditional undergraduate template



The Pathway continued

GOLDEN GATE UNIVERSITY

www.ggu.edu

- Facilitated by Barbara Karlin, GGU's VPAA and WASC Commissioner
- Addressed two key accreditation proposals
 - Templates for non-traditional undergraduates and graduates
 - Supporting policy on graduate education

The Result

- WASC adopted a template for non-traditional undergraduates
- Dr. Cherron Hoppes and InsideTrack's involvement is helping put WASC's efforts onto a national scale

How do you define a non-traditional student?

**What is your non-traditional program's
term structure?**

Definitions



Non Traditional Student

Military Student

Student Success

Post Traditional Student

Distance Education Student

University Professional & Continuing Education Association Survey



University Professional &
Continuing Education Association

- Of the 77 schools surveyed
 - 43% did not track retention and degree completion rates for non-traditional students
 - Only 16% had a good understanding of the root causes of attrition for their non-traditional students

University of Redlands Specific Pathway

- School of Business has 2 non-traditional undergraduate programs
- Tracking and reporting non-traditional undergraduates since 2007
 - Individual student data back to 2003



Definitions

- Non-Traditional Undergraduate
 - Defined by program
 - Evening, one-day-per week
 - 8 week courses
 - 30 months defined schedule



Definitions

- Term – Cohort
 - Fall Cohort – start July 1st to December 31st
 - Spring Cohort – start January 1st to June 30th
- Enrolled & Retained

WASC RETENTION, GRADUATION, TIME-TO-DEGREE SUMMARY REPORT

INSTITUTION: **U of Redlands School of Business** Cohort Entry: **ANNUAL** REPORT YEAR: **2011**
 STUDENT TYPE: **NONTRADITIONAL** **School of Business BS & BA Programs** Template Revision: 5-29-12

Data Notes

GROUP	One Year Retention Rate					
	Three Year Average			2010-2011	2009-2010	2008-2009
	Percent Retain	Number in Cohort	Number Retain			
ALL	81%	1,030	833	84%	82%	76%
Female	83%	514	428	82%	85%	83%
Male	78%	516	405	85%	79%	68%
African American	77%	109	84	91%	76%	66%
American Indian	100%	11	11	Small N	Small N	100%
Asian (Pac. Isle.)*	83%	36	30	83%	100%	69%
Hawaiian/Pac Isle.*	72%	18	13	86%	Not Applicable	
Hispanic/Latino	80%	219	175	85%	82%	71%
White	85%	383	324	87%	89%	78%
Two or More Races	Small N	Small N	Small N	Small N	Not Applicable	
Nonresident Alien	86%	7	6	Small N	Small N	Small N
Pell Recipient	91%	199	181	91%	92%	89%

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

GROUP	Four Year Graduation Rate					
	Three Year Average			2007-2008	2006-2007	2005-2006
	Percent Graduate	Number in Cohort	Number Graduate			
ALL	48%	615	297	52%	42%	46%
Female	49%	322	157	51%	45%	46%
Male	48%	293	140	52%	39%	47%
African American	37%	63	23	55%	14%	19%
American Indian	67%	6	4	Small N	Small N	Small N
Asian (Pac. Isle.)*	61%	31	19	53%	Small N	71%
Hawaiian/Pac Isle.*	Not Applicable					
Hispanic/Latino	49%	152	75	51%	48%	46%
White	57%	258	146	65%	45%	55%
Two or More Races	Not Applicable					
Nonresident Alien	Small N	Small N	Small N	Small N	Small N	Small N
Pell Recipient	48%	46	22	50%	33%	50%

GROUP	Six Year Graduation Rate					
	Three Year Average			2005-2006	2004-2005	2003-2004
	Percent Graduate	Number in Cohort	Number Graduate			
ALL	61%	964	589	55%	61%	64%
Female	63%	482	305	49%	63%	68%
Male	59%	482	284	62%	58%	59%
African American	48%	106	51	25%	44%	60%
American Indian	64%	11	7	Small N	75%	Small N
Asian (Pac. Isle.)*	64%	25	48	86%	50%	70%
Hispanic/Latino	59%	235	139	46%	65%	58%
White	66%	437	288	68%	63%	68%
Nonresident Alien	Small N	Small N	Small N	Small N	Small N	Small N
Pell Recipient	57%	102	58	50%	59%	56%

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

GROUP	Eight Year Graduation Rate					
	Three Year Average			2003-2004	2002-2003	2001-2002
	Percent Graduate	Number in Cohort	Number Graduate			
ALL	67%	433	290	67%	Small N	Small N
Female	70%	224	156	70%	Small N	Small N
Male	64%	209	134	64%	Small N	Small N
African American	62%	45	28	62%	Small N	Small N
American Indian	Small N	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	75%	40	30	75%	Small N	Small N
Hispanic/Latino	63%	98	62	63%	Small N	Small N
White	70%	213	150	70%	Small N	Small N
Nonresident Alien	Small N	Small N	Small N	Small N	Small N	Small N
Pell Recipient	60%	52	31	60%	Small N	Small N

GROUP	Still Enrolled into Ninth Year					
	Three Year Average			2003-2004	2002-2003	2001-2002
	Three Year Average	Number in Cohort	Number Still Enrolled			
ALL	0%	433	Small N	0%	Small N	Small N
Female	0%	224	Small N	0%	Small N	Small N
Male	1%	209	Small N	1%	Small N	Small N
African American	0%	45	Small N	0%	Small N	Small N
American Indian	Small N	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	0%	40	Small N	0%	Small N	Small N
Hawaiian/Pac Isle.*	Not Applicable					
Hispanic/Latino	2%	98	Small N	2%	Small N	Small N
White	0%	213	Small N	0%	Small N	Small N
Two or More Races	Not Applicable					
Nonresident Alien	Small N	Small N	Small N	Small N	Small N	Small N
Pell Recipient	0%	52	Small N	0%	Small N	Small N

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

GROUP	Elapsed Time to Degree (For Exiting Cohorts)					
	2010-2011		2009-2010		2008-2009	
	Median Years	N	Median Years	N	Median Years	N
ALL	3.0	180	3.0	131	3.0	98
Female	3.0	87	3.0	63	3.0	54
Male	3.0	93	3.0	68	4.0	44
African American	3.0	20	3.0	12	4.0	8
American Indian	Small N	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	3.0	9	Small N	Small N	Small N	Small N
Hawaiian/Pac Isle.*	Small N					
Hispanic/Latino	3.0	44	3.0	34	4.0	19
White	3.0	83	3.0	62	3.0	55
Two or More Races	Small N	Small N	Small N	Small N	Small N	Small N
Nonresident Alien	Small N	Small N	Small N	Small N	Small N	Small N
Pell Recipient	3.0	13	3.0	11	4.0	15

Data Notes:

*Used Academic Year (July 1 - June 30) for reporting period. Able to track beginning with the 2003-2004 Year ONLY -- data not available/tracked prior years.

**For Retention, if a student initially enrolled Jul 1st - Dec 31st they are considered retained if they are enrolled in a course for the period Sep 1st - Dec 31st at the subsequent Fall Census (approximately Oct 15). E.g. if a student initially starts Jul 1st, 2010 they are considered retained for one year if they are active in a course occurring between Sep 1st, 2011 and Dec 31st, 2011 as of the Oct 15th, 2011 Census Date.

***For Retention, if a student initially enrolled Jan 1st - Jun 30th they are considered retained if they are enrolled in a course for the period Jan 1st - Apr 30th at the subsequent Spring Census (approximately Feb 15). E.g. if a student initially starts Jan 1st, 2010 they are considered retained for one year if they are active in a course occurring between Jan 1st, 2011 and Apr 30th, 2011 as of the Feb 15th, 2011 Census Date.



Data Notes

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University of Redlands Specific Pathway

- Completing the templates was time-consuming
- Most information was tracked internally
- Time to Degree



U of Redlands Data Table

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Program	Start Term	Academic Year	Retained 2nd Semester	Retained 3rd Semester	Retained 4th Semester	Retained 5 Semester	Retained 6th Semester	Graduation Year	Graduated Binary	Gender	IPEDS Race /Ethnicity	Pell	Years to Degree	Still Enrolled Spring '12
2	BS	2011BFA	2011-2012	Retained							F	Other / Declined	No Pell		Y
3	BS	2011BFA	2011-2012	Retained							M	Other / Declined	No Pell		Y
4	MBA	2011BFA	2011-2012	Retained							M	Other / Declined	No Pell		Y
5	MBA	2007BSP	2006-2007	Retained	Retained	Not Retained	Not Retained	Not Retained			F	White	No Pell		
6	BA	2011BFA	2011-2012	Retained							F	Other / Declined	Pell		Y
7	BA	2011BFA	2011-2012	Retained							F	White	Pell		Y
8	BS	2011BFA	2011-2012	Retained							F	White	No Pell		Y
9	MBA	2011BFA	2011-2012	Retained							M	Hispanic	No Pell		
10	MBA	2011BFA	2011-2012	Retained							F	Other / Declined	No Pell		
11	BS	2011BSP	2010-2011	Retained	Retained						M	Hispanic	No Pell		Y
12	MBA	2011BSP	2010-2011	Not Retained	Not Retained						M	Other / Declined	No Pell		
13	MBA	2011BFA	2011-2012	Retained											
14	MBA	2011BSP	2010-2011	Retained	Retained										
15	MBA	2009BFA	2009-2010	Retained	Retained	Retained	Retained		11/12						
16	MBA	2011BSP	2010-2011	Retained	Retained										
17	BS	2011BFA	2011-2012	Retained											
18	BS	2011BFA	2011-2012	Retained											
19	MBA	2011BSP	2010-2011	Retained	Retained										
20	BS	2011BSP	2010-2011	Retained	Retained										
21	BS	2011BFA	2011-2012	Retained											
22	BA	2011BSP	2010-2011	Retained	Retained										
23	BS	2011BSP	2010-2011	Retained	Retained										
24	BA	2011BSP	2010-2011	Retained	Retained										
25	MA	2010BSP	2009-2010	Retained	Retained	Retained			11/12						
26	BS	2011BSP	2010-2011	Not Retained	Retained										
27	MBA	2011BFA	2011-2012	Retained											
28	BA	2011BSP	2010-2011	Retained	Retained										
29	MBA	2011BFA	2011-2012	Retained											
30	BS	2011BSP	2010-2011	Retained	Retained										
31	MBA	2011BSP	2010-2011	Retained	Retained										
32	MA	2010BFA	2010-2011	Retained	Retained	Retained									
33	BA	2011BSP	2010-2011	Retained	Retained										
34	MBA	2011BSP	2010-2011	Not Retained	Not Retained										
35	MA	2004BSP	2003-2004	Retained	Retained	Retained	Not Retained	Not Retained	05/06						

	A	B	C	D	E
1	Academic Year Started	2010-2011	Selected Start Year		
2	Program	(Multiple Items)	Selected Programs		
3	Pell	(All)			
4					
5	Count of Student ID	Column Labels			
6	Row Labels	Not Retained	Retained	Grand Total	
7	F	1	12	13	
8	African American		2	2	
9	Asian	1		1	
10	Hispanic		4	4	
11	Other / Declined		2	2	
12	White		4	4	
13	M	2	9	11	
14	Asian		1	1	
15	Hispanic	1	3	4	
16	Other / Declined	1	2	3	
17	White		3	3	
18	Grand Total	3	21	24	

Pivot of Data

23 This pivot is set up for The 2010-2011 starts and retained to 3rd semester
 24 Undergraduates
 25 NOT REAL STUDENTS

U of Redlands Submission

- First-Time Full-Time Freshmen
- Lower Division Transfers (traditional)
- Upper Division Transfers (traditional)
- Non Traditional Undergraduates
- Graduates

Also included two five-page narratives – one for undergraduates and one for graduates.

What We Learned



- WASC's emphasis helped focus discussions
- Need comparative data
- Need adult & professional education retention working group (mirroring the efforts with our traditional population)

Where to Next

- Non Traditional Undergraduate Google Group
 - <https://groups.google.com/forum/#!forum/wasc-adult-serving-undergraduate-programs>
- IPEDS Data Release

References

- Fong, J. (2012). *Measuring Nontraditional Student Success: An Imperative for Colleges and Universities*. *The University Professional and Continuing Education Association Center for Research and Consulting*. Retrieved from http://www.insidetrack.com/images/accordion/UPCEA_and_InsideTrack_White_Paper_Measuring_Success.pdf on October 22nd, 2012
- US Department of Education (March 18, 2011.) *Meeting the Nations' 2020 Goal: State Targets for Increasing the Number and Percentage of College Graduates with Degrees*. Retrieved from http://www.whitehouse.gov/sites/default/files/completion_state_by_state.pdf on October 25th, 2012.
- Cook, B. and Terry W. Hartle. (Spring/Summer 2011). *Why Graduation Rates Matter – and Why They Don't*. *American Council on Education*. Retrieved from <http://www.acenet.edu/the-presidency/columns-and-features/Pages/Why-Graduation-Rates-Matter%E2%80%94and-Why-They-Don%E2%80%99t.aspx> on October 25th, 2012.