Reporting Program-Level Student Success Measures
AIR 2014
Alison Joseph & David Onder

- Problem - We are asked for program-level success data (retention and graduation)
  - Complicated (particularly for undergrads)
  - Different programs serve different purposes
  - High stakes – program prioritization (AA driven)
    - Reports lumped all non-retained together (whether they graduated or stopped out)
- Background
  - Historically reported on freshmen cohort, University-level only
  - Only one segment of our population (no graduate students, no transfers, no part-time)
- What We Wanted
  - Solid & simple approach (easy to explain and defend)
  - Fair (Useful for all types of programs)
  - Meaningful for decision-making (high- and low-level)
  - Not overly complicated display
  - Illuminates: overall performance, historic trends, when students are lost
  - Something that can be generated yearly w/o too much effort
- 5 Outcomes
  - Five outcomes for each student that declares a given major: Retained in program, Graduated in program, Retained in different program, Graduated in different program, Not retained (stop-out/drop-out) - Exclusive and exhaustive
- General Approach (based on cohorts)
  - A student is placed in a program cohort the 1st time they declare a given program
  - Each student is flagged as one of the 5 possible outcomes for each ½ yr interval (each regular semester)
  - At each interval we report where the members of the cohort fall
  - Each student will only appear in one cohort for a program (usually)
- Why this works
  - We can report data on any interval, if asked
  - If a student stops-out, then returns, they are picked back up
  - Bridges the gap between retention reports and graduation reports
- Technical Approach
  - Used SAS to generate data set; Excel for reporting (Expanded on techniques used for our Fact Book automation)
  - There is one report built per level
    - Drop down lists shows all the programs at that level
    - Formulas reference program code, and populate report based on that code (sumifs, averageifs, etc.)
- Horizontal stacked bar

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Success</th>
<th>Non-program Success</th>
<th>Not Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

What are people asking?
- How is the program performing?
- How are students performing overall at institution?
- How many are dropping out?

- We graph 5 Flags too
  - Horizontally - See people transitioning to completers and drop-outs over time, follow specific cohorts
  - Vertically - Compare performance of different cohorts at the same intervals
- Why this report is REALLY awesome
  - Use a special approach with a named range to find a list of all unique programs, and populate drop-down box with this list
  - VBA to cycle through, do calcs, print PDF out to a directory (by dept and college) and move on to next report
- Expanding the Idea
  - CIP code (groups up old and new program codes), Dept (similar programs that students transfer between), College
- Ideas for Next Steps
  - True Success Rate (VSA, incorporating of Clearinghouse Data)
  - Consider rolling averages or other approaches to smooth turbulent data on small groups
  - Compare retention data against unit-level goals
- Contact Information
  - Alison Joseph, Applications Analyst ([ajoseph@wcu.edu](mailto:ajoseph@wcu.edu))
  - David Onder, Director of Assessment ([dmonder@wcu.edu](mailto:dmonder@wcu.edu))
  - Office of Institutional Planning and Effectiveness - oipe.wcu.edu, (828) 227-7239
Retention and Graduation - by 12-digit CIP Code

<table>
<thead>
<tr>
<th>Year</th>
<th>New Cohort</th>
<th>@1 year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CIP Ret</td>
<td>CIP Grad</td>
</tr>
<tr>
<td>2005-2006</td>
<td>13</td>
<td>69%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>8</td>
<td>75%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>15</td>
<td>73%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>13</td>
<td>54%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>23</td>
<td>30%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>23</td>
<td>65%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>15</td>
<td>53%</td>
</tr>
</tbody>
</table>

Legend
- Program Retention
- Program Graduation
- WCU Retention
- WCU Graduation
- Not Retained

University Average

<table>
<thead>
<tr>
<th>Year</th>
<th>New Cohort</th>
<th>@1 year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CIP Ret</td>
<td>CIP Grad</td>
</tr>
<tr>
<td>2005-2006</td>
<td>1.207</td>
<td>62%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1.267</td>
<td>59%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1.093</td>
<td>58%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1.308</td>
<td>55%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1.066</td>
<td>56%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1.472</td>
<td>60%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1.362</td>
<td>60%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1.762</td>
<td>60%</td>
</tr>
</tbody>
</table>

Legend
- Program Retention
- Program Graduation
- WCU Retention
- WCU Graduation
- Not Retained

* 12-Digit CIP codes are used in the North Carolina state system. The first 6 digits are used for the discipline, the next three for the degree code, and the final three for the specialty code.