



RETENTION & GRADUATION RATES

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Chancellor
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Why is retention important?

Why is the six year graduation rate important?

It is all about the value of a college education!

The Array of Higher Education Benefits

	<i>Public</i>	<i>Private</i>
Economic	<p>Increased Tax Revenues</p> <p>Greater Productivity</p> <p>Increased Consumption</p> <p>Increased Workforce Flexibility</p> <p>Decreased Reliance on Government Financial Support</p>	<p>Higher Salaries and Benefits</p> <p>Employment</p> <p>Higher Savings Levels</p> <p>Improved Working Conditions</p> <p>Personal/Professional Mobility</p>
Social	<p>Reduced Crime Rates</p> <p>Increased Charitable Giving/Community Service</p> <p>Increased Quality of Civic Life</p> <p>Social Cohesion/Appreciation of Diversity</p> <p>Improved Ability to Adapt to and Use Technology</p>	<p>Improved Health/Life Expectancy</p> <p>Improved Quality of Life for Offspring</p> <p>Better Consumer Decision Making</p> <p>Increased Personal Status</p> <p>More Hobbies, Leisure Activities</p>

“Nothing influences a state’s prosperity more than the education of its people – not oil, coal, gas, or any other natural resource. The South was poor for most of the 20th century because it lacked enough educated citizens, not because it lacked natural resources.”

Source: Southern Regional Education Board’s Goals for Education (June 2002)

Educational Attainment 2004 (15 years and older)

<u>Educational Attainment</u>	<u>Number (numbers in thousands)</u>	<u>Percent</u>
None	954	
1 st -4 th Grade	2,072	
5 th -6 th Grade	4,056	
7 th -8 th Grade	7,869	20%
9 th Grade	8,330	Have less than High School Education
10 th Grade	9,897	
11 th Grade	13,343	
High School Graduate	68,302	
Some College	41,617	
Associate Degree	16,992	
Bachelor's Degree	35,994	16%
Master's Degree	12,713	
Professional	2,996	
Doctorate	2,426	1%
TOTAL	227,529	

Source: U.S. Census Bureau, Current Population Survey, Civilian Noninstitutionalized Population

Educational Attainment of Civilians 16 Years of Age and Older in the Labor Force (numbers in thousands)

<u>Attainment</u>	<u>Number</u>	<u>Percent</u>
None-8 th Grade	5,175	3.5%
9 th -11 th Grade	13,324	9.1%
High School Graduate	43,835	30.0%
Some College	28,613	19.6%
Associate Degree	12,984	8.9%
Bachelor's Degree	27,930	19.1%
Master's Degree	9,942	6.8%
Professional Degree	2,358	1.6%
Doctorate Degree	1,901	1.3%
TOTAL	146,062	

Source: U.S. Census Bureau

Earnings by Educational Attainment of Workers 18 Years and Over 2004

<u>Attainment</u>	<u>Number</u>	<u>Mean Earnings 2004</u>
Not a High School Graduate	16,282	\$18,734
High School Graduate	45,064	\$27,915
Some College	30,576	\$29,533
Associate Degree	13,471	\$35,958
Bachelor's Degree	28,672	\$51,206
Master's Degree	10,261	\$62,514
Professional Degree	2,392	\$115,212
Doctorate Degree	1,938	\$88,471

Source: U. S. Census Bureau

Educational Attainment of the Population, 25 and over, by State, 2004

State	High School Graduate or Higher	Bachelor's Degree or Higher
Indiana	87.2%	21.1%
Minnesota	92.3%	32.5%
Texas	78.3%	24.5%

Source: U.S. Census Bureau, Current Population Survey

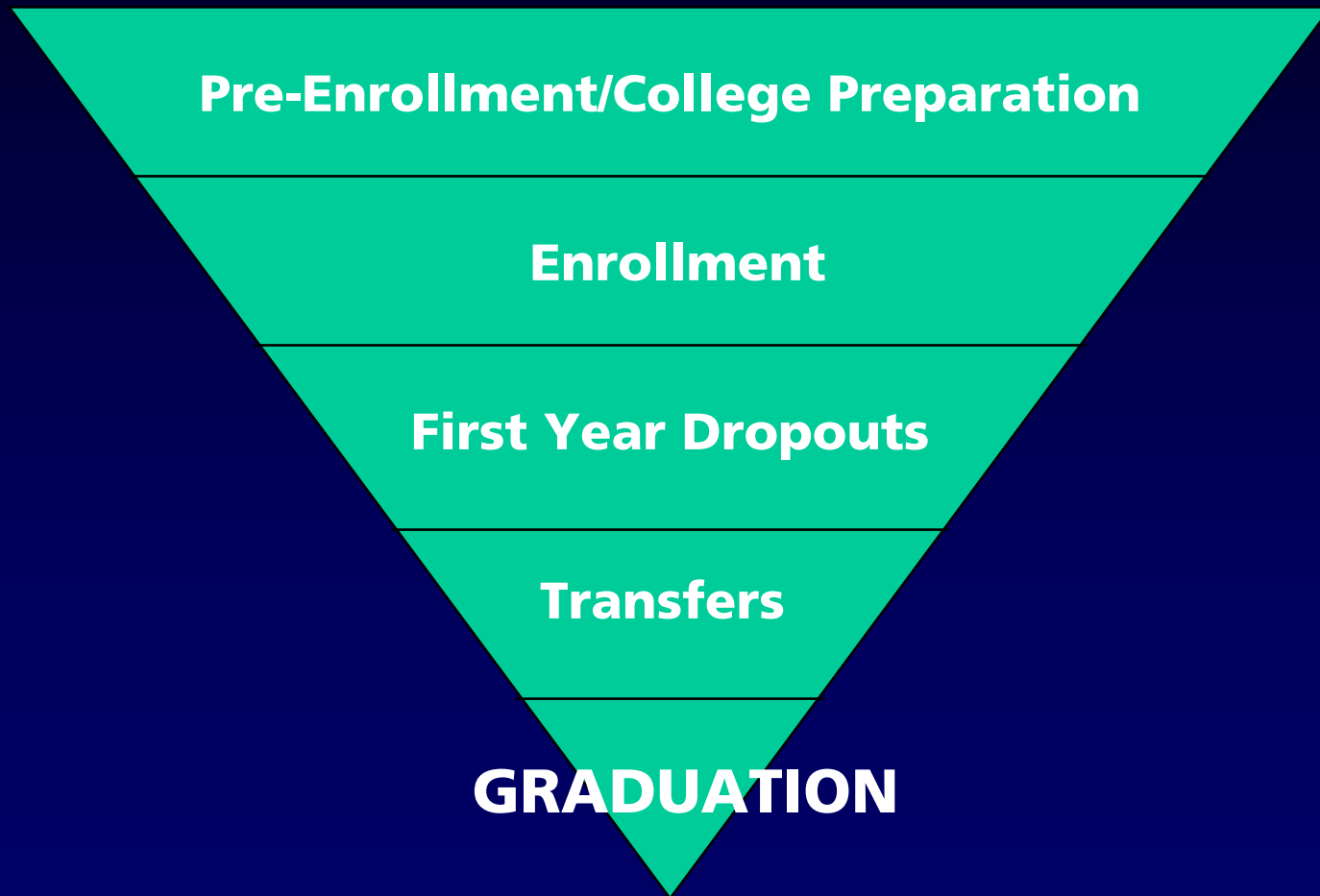
- Indiana ranks 44th in the percentage of residents 25 and older who have earned bachelor's or graduate degrees. Contiguous state rankings: Michigan ranks 31st; Ohio ranks 41st; Illinois ranks 14th; Kentucky ranks 48th.
- Six of the top 12 states with the highest percentages of college graduates were in the Northeast region (Massachusetts, Connecticut, New York, New Jersey, Vermont and New Hampshire).
- Six states with high percentages of college graduates (New Jersey, Connecticut, Maryland, Massachusetts, New Hampshire and Minnesota) also were among states having the highest estimated median household income.


Educational Attainment by Indiana Counties

<u>County</u>	<u>% of High School Graduates</u>	<u>State Ranking</u>	<u>% of Bachelor's Degrees</u>	<u>State Ranking</u>
LaPorte County	80.6%	50th	14.0%	36th
Porter County	88.3%	4th	22.6%	10th
Starke County	72%	87th	8.4%	87th
Lake County	80.7%	47 th	16.2%	21 st
St. Joe County	82.4%	26 th	23.6%	6 th
Hamilton County	94.2%	1 st	48.9%	1 st
LaGrange County	60.2%	92 nd	8.9%	84 th
Switzerland County	71.4%	89 th	7.6%	92 nd

Source: U.S. Census Data, 2000

Key Stages of Retention

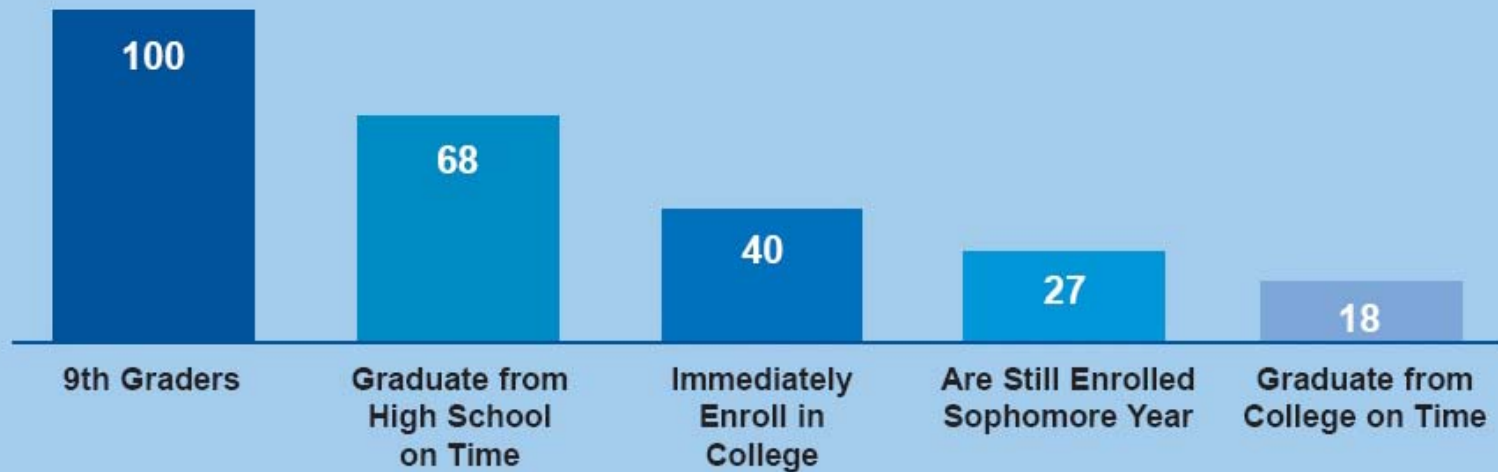




Freshman-to-sophomore retention is considered key because studies show that students are more likely to drop out of college during the first year than any other time. Retention is based on the rate at which fall entering freshmen who are full-time students enroll at the same campus the following fall semester. If colleges can create programs for freshmen that increase the likelihood they will continue into their sophomore year, the retention rate is improved as is the likelihood a student will continue studies through graduation.

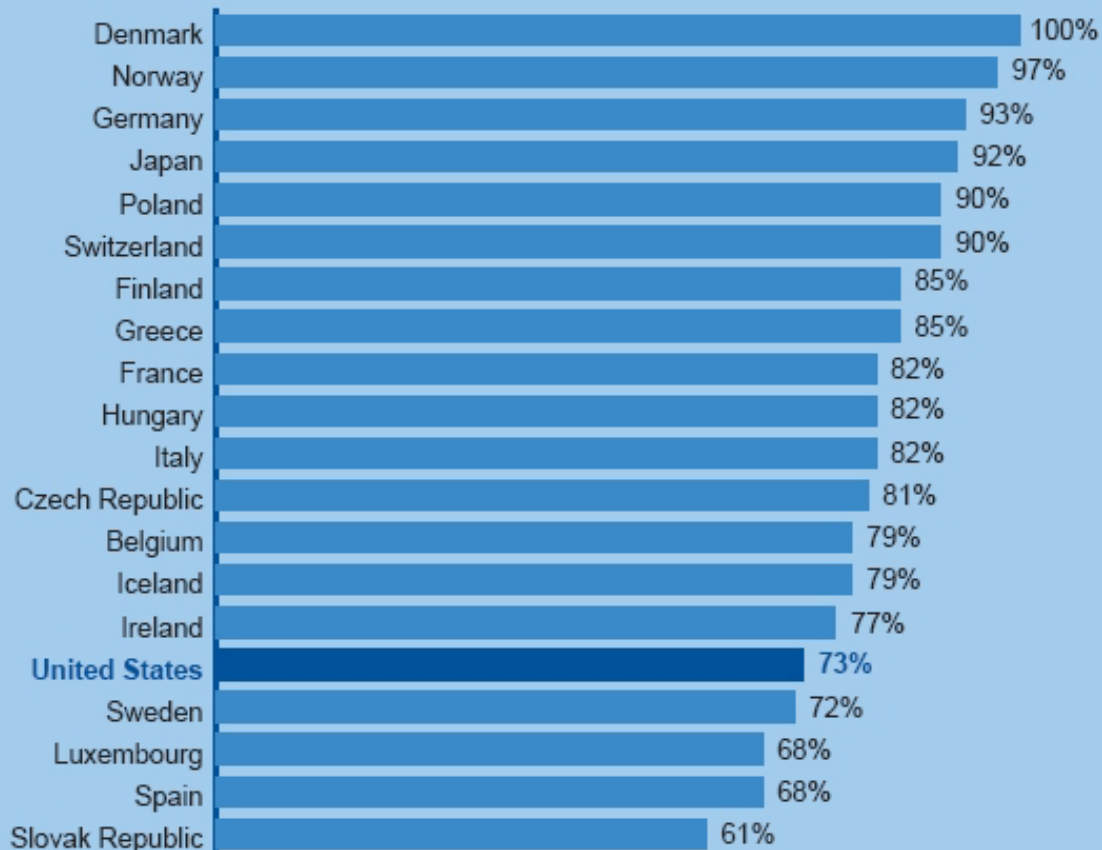
Our Leaky Educational Pipeline

For every . . .



Source: National Center for Higher Education Management Systems, 2002. Data are estimates of pipeline progress rather than actual cohort. For more information, visit higheredinfo.org.

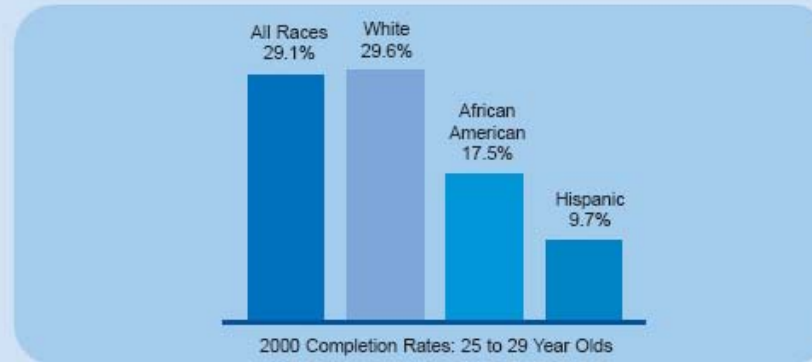
High School Graduation Rate by Country



Source: Organisation for Economic Co-operation and Development,
Learning for Tomorrow's World: First Results from PISA 2003, 2004.

Gaps in Attendance and Completion

U.S. Census data document dramatic gaps in college completion rates between Whites, African-Americans, and Hispanics.



Source: U.S. Department of Commerce, Bureau of the Census. *Educational Attainment in the United States*. Current Population reports, P-20 Series, 2001.

U.S. Department of Education research indicates the college attendance rate is significantly influenced by socio-economic status, despite the level of academic achievement.

By Achievement Test and Socioeconomic Status Quartile		SES Quartile	
		Lowest	Highest
Achievement Quartile	Highest	78%	97%
	Lowest	36%	77%

Postsecondary Enrollment Within Two Years of High School Graduation

Source: *Access Denied*, Department of Education, February 2001

National Statistics

- Only 51% of students who begin their studies in a bachelor's degree granting institution actually complete their degrees at that same institution at the end of six years.
- Only 7% of students who begin their studies in a bachelor's degree granting institution actually complete their degrees via campus transfers.
- Among lower income students these numbers are even lower.
- 70% of full-time students graduate with a bachelor's degree.
- 50% of part-time students do so.
- 75% of those who do not work while in college graduate.
- Less than 40% of those who work full-time do so.

Five Conditions for Retention

- ***Expectation*** – Students are more likely to persist and graduate in settings that expect them to succeed.
- ***Advice*** – Students are more likely to persist and graduate in settings that provide clear and consistent information about institutional requirements and effective advising about the choices students have to make regarding their programs of study and future career goals.

Five Conditions (continued)

- **Support** – Students are more likely to persist and graduate in settings that provide academic, social, and personal support.
- **Involvement** – Students are more likely to persist and graduate in settings that involve them as valued members of the institution. The frequency and quality of contact with faculty, staff and other students is an important independent predictor of student persistence.

Five Conditions (continued)

- **Learning** – Students are more likely to persist and graduate in settings that foster learning. Learning has always been the key to student persistence. Students who learn are students who stay.

Best Practices for Improving Student Retention

- There is a high degree of commitment on the part of senior administrators for maintaining high retention rates.
- Faculty and staff understand that retention is a campus-wide responsibility.
- An individual or office is charged with responsibility for coordinating retention efforts.

Best Practices . . . (continued)

- Data that illustrate persistence to graduation are collected and shared with the board regularly.
- Staff members determine why students enroll and why they drop out.
- Student retention is a high priority item on the agenda of a standing committee of the board.

Best Practices . . . (continued)

- The institution has a systematic approach for evaluating all programs and services.
- The institution has developed programs and services specifically for first-year students.
- The institution has special programs for honor students, student athletics, academically under prepared students and underrepresented students.

Best Practices . . . (continued)

- Academic support programs and services are available to all students.
- Academic advising is recognized and rewarded. Academic advisors receive appropriate training at least annually.
- Excellence in teaching is recognized and rewarded.

Best Practices . . . (continued)

- Customer service training is regularly provided to all staff.
- Service excellence is recognized and rewarded.
- Institutional assessment data are shared regularly with the entire campus.

Source: Priorities, Washington: Association of Governing Boards of Universities and Colleges, Number 21: Spring 2003, p. 5.

Peer Institutions

Indiana University East (Richmond)
Pennsylvania State Altoona
Southwest State University (Minn.)
The Ohio State University at Lima
Valley City State University (North Dakota)
University of Minnesota - Crookston
University of Wisconsin - Superior Campus

First-time Full-time Degree-seeking Students

One-year Retention Rate

Cohort Year	2001-02	2002-03	2003-04
North Central	54.1%	53.5%	55.7%
Peer Mean	NA	64.3%	NA
Calumet	59.6%	62.3%	63.9%
Indiana Northwest	NA	69.0%	NA
Indiana South Bend	NA	62.0%	NA

Source: IPEDS Graduation Rates Survey

Comparison between PNC the Indiana Average and the National Average

	2003 Retention Rate (Fall 2002 to Fall 2003)	2003 Graduation Rate (1997 Cohort) *	2003 Cohort **
PNC	53.0%	13.7%	528
INDIANA AVERAGE	66.5%	32.3%	1,842
U.S. AVERAGE	72.2%	31.2%	1,477

*1st-time, full-time Bachelors within 6 years (150% of time)

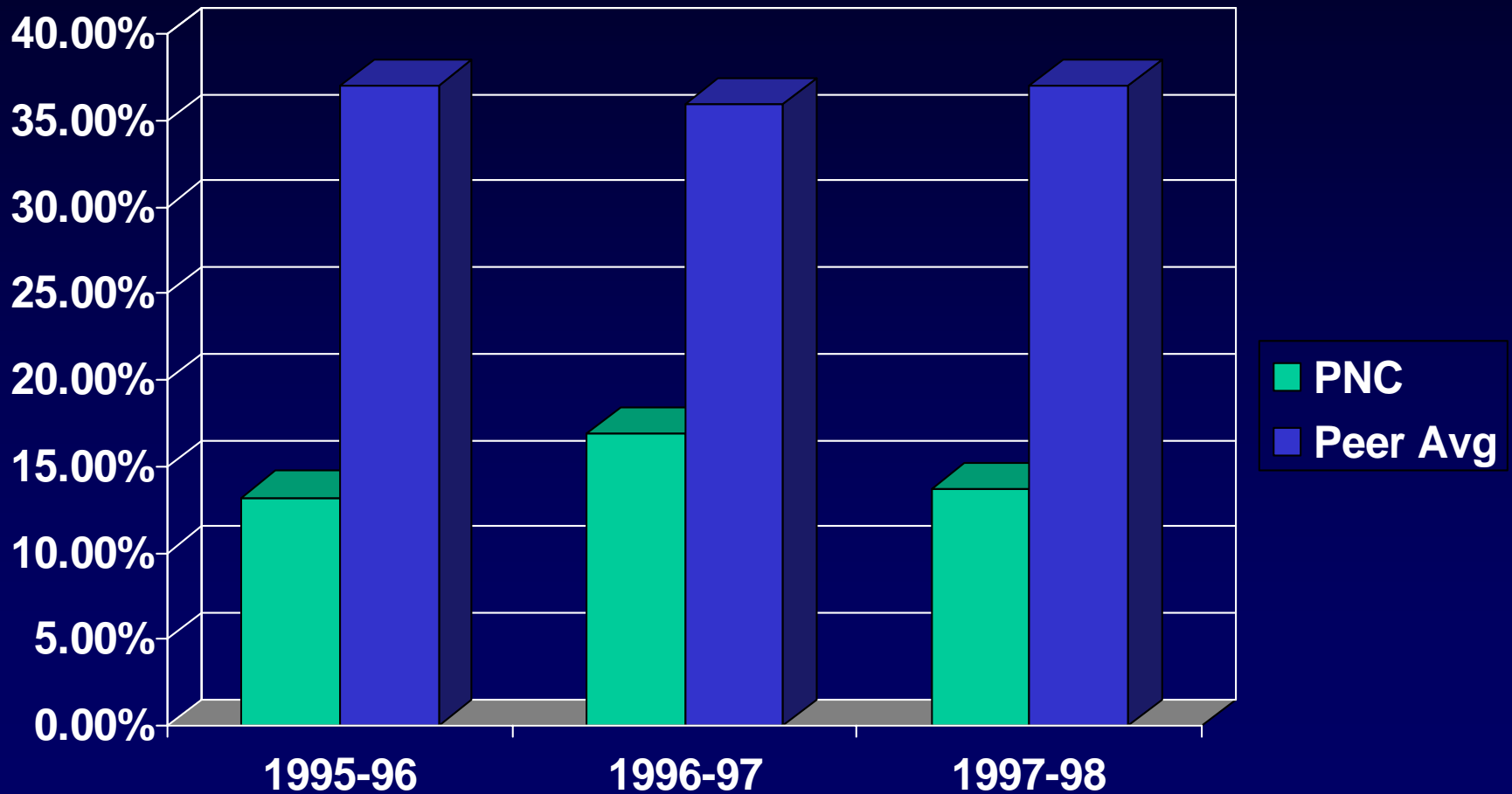
** Number of Full-time first-time degree/certificate-seeking undergraduates

Source: **IPEDS**. Indiana Average includes all four year public institutions in Indiana excluding Purdue University-North Central. The U.S. Average includes all four-year public institutions in the United States and U.S. Territories including those in Indiana but excluding Purdue University North Central

Six Year Graduation Rate

<u>Cohort Year</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>
North Central	13.2%	16.9%	13.7%
Peer Mean	36.9%	35.9%	37.0%
Calumet	15.5%	21.0%	21.4%
IU Northwest	22.5%	25.9%	18.9%
IU South Bend	21.9%	25.3%	27.8%

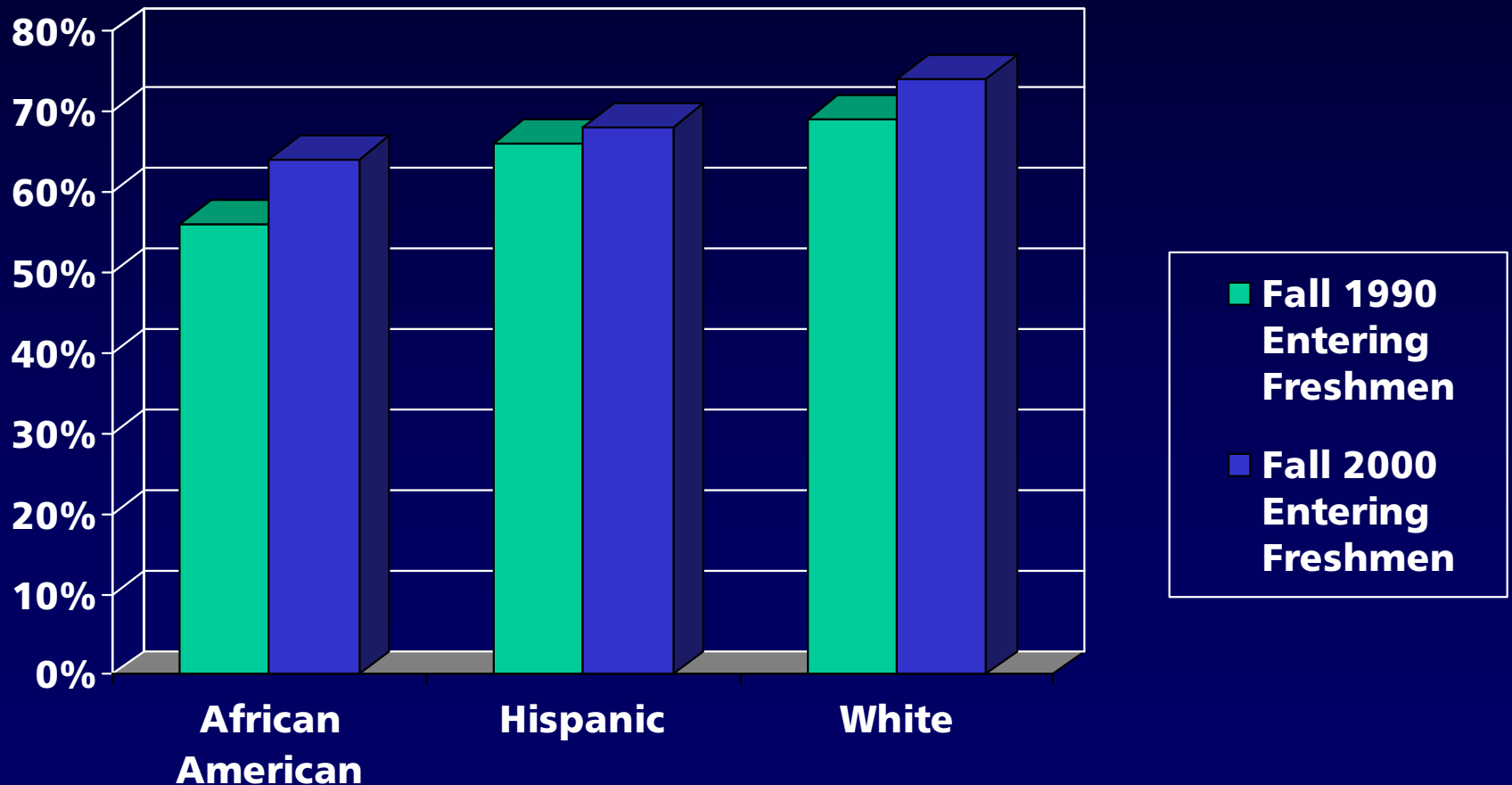
Six Year Cohort Graduation Rates PNC compared to Peers



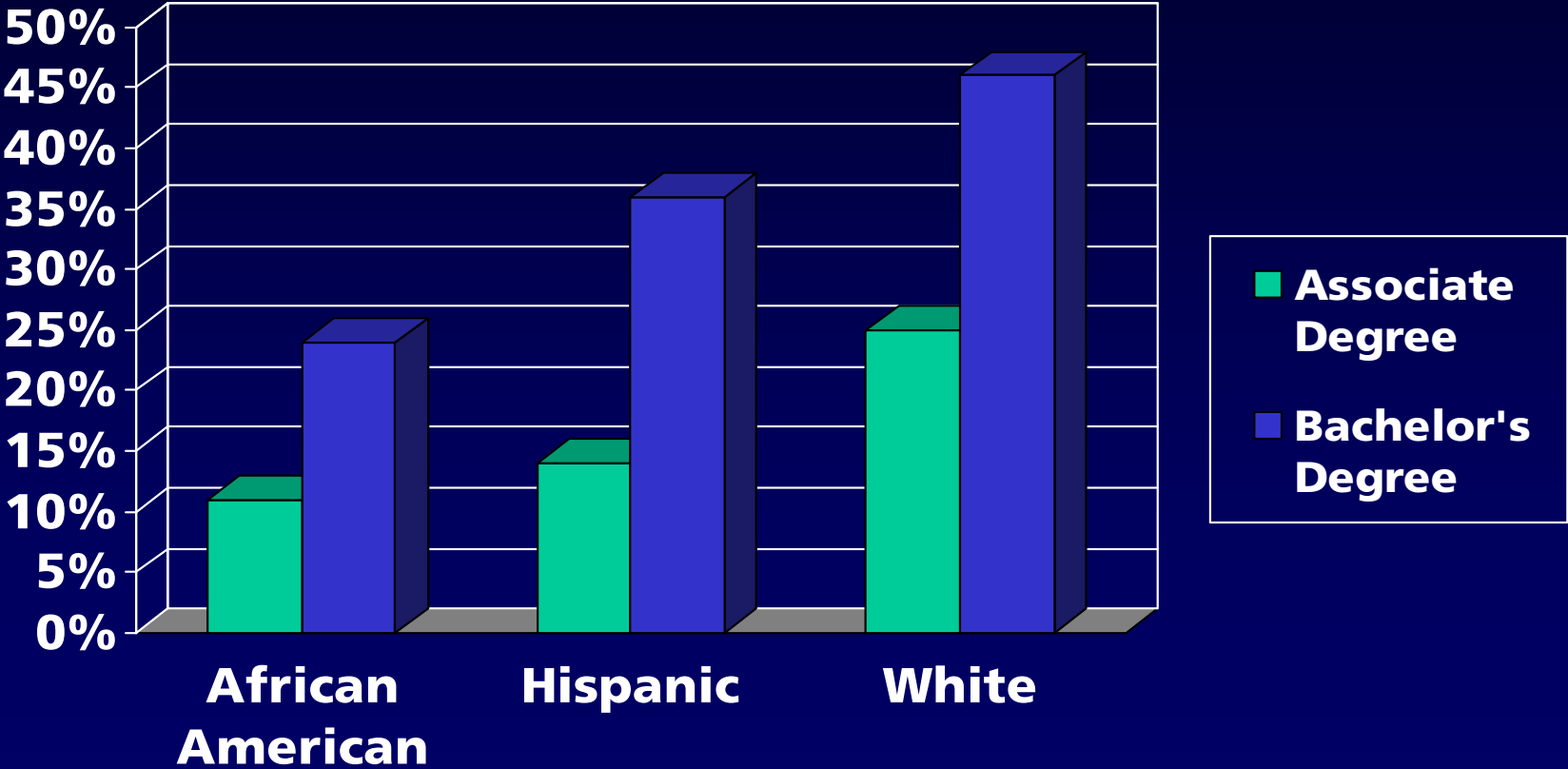
Risk Factors for College Success

Risk Factor	% Attaining Bachelor's Degree
TOTAL	53.0%
High School Diploma or Equivalency	
--High School Diploma	53.7%
--GED/High School Equivalency	9.7%
Delayed Postsecondary Enrollment	
--Did not delay enrollment	58.1%
--Delayed enrollment	29.6%
Dependency Status when First Enrolled	
--Dependent	56.6%
--Independent	16.4%
No. of Children when First Enrolled	
--No children	55.1%
--One or more children	14.8%
Single Parent Status	
--Not a single parent	54.3%
--Single Parent	15.2%
Attendance Status	
--Full-time attendance	56.7%
--Part-time attendance	28.4%
Worked while Enrolled	
--Did not work	60.8%
--Worked part-time	52.0%
--Worked full-time	28.6%

Indiana High School Graduates Persisting to the Second Year in an Indiana College by Race

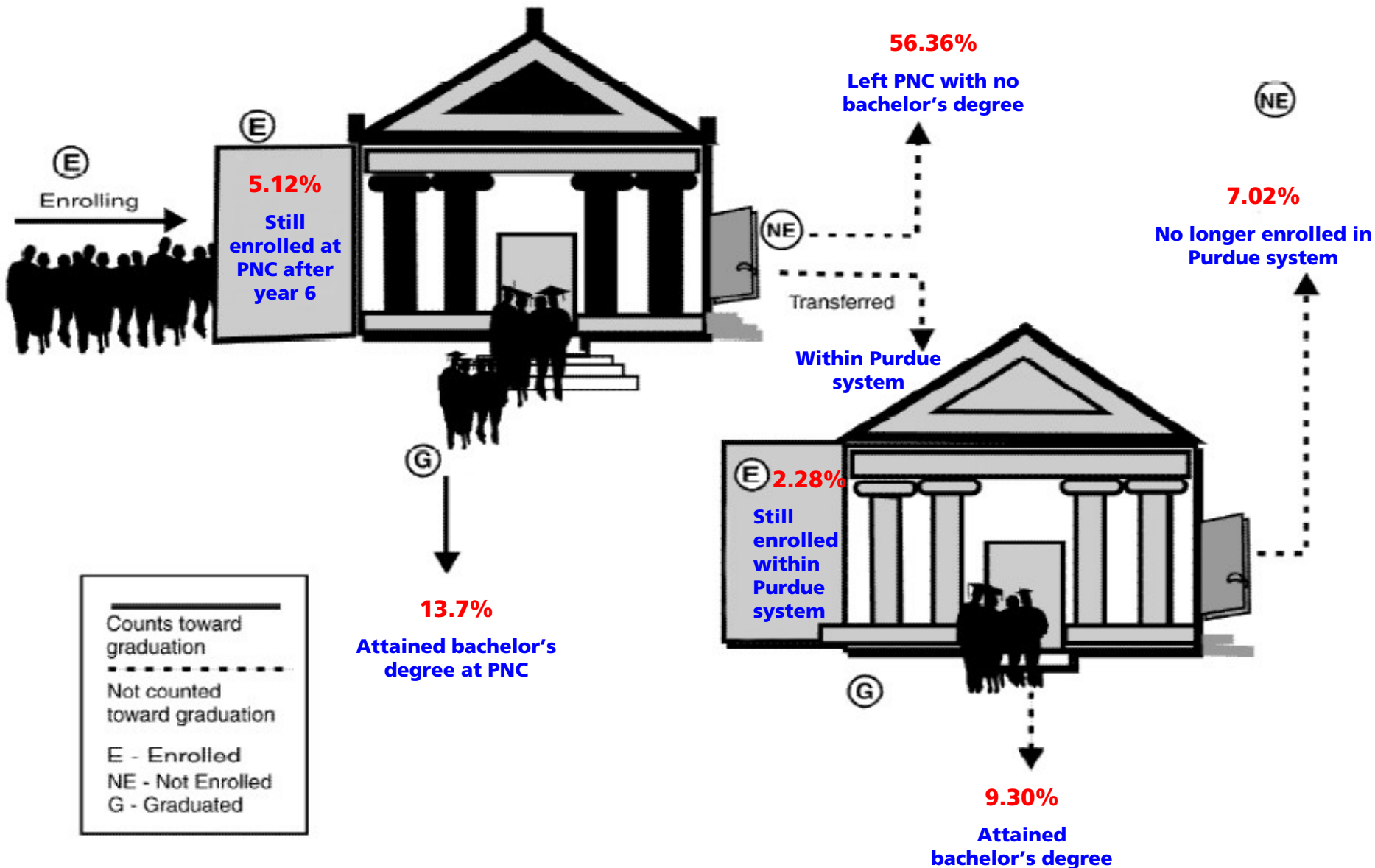


Six-Year Degree Completion Rates in Indiana Postsecondary Education by Race and Degree



Status of Students 6 Years after Beginning at PNC

1997-98 Cohort





Questions ??