

**The Consortium for Student Retention Data Exchange**

2009 Retention Survey

Local Report for Central Arizona College

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**The Consortium for Student Retention Data Exchange**

- Founded in 1994, the Consortium for Student Retention Data Exchange at the University of Oklahoma is a consortium of two-year and four-year institutions dedicated to achieving the highest levels of student success through collaboratively sharing data, knowledge, and innovation.

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**Current Local Report for Central Arizona College**

- CSRDE Retention Surveys track retention and graduation rates of:
  - First-time full-time cohorts
  - First-time part-time cohort
- Excel spreadsheets are used to collect 1st year through 8th year completion and 2nd through 9th year continuation.

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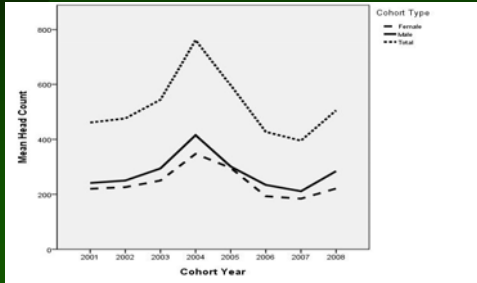
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### Headcount enrollment of first-time full-time students: 2001-2008



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### Headcount enrollment of first-time part-time students: 2001-2008

- First-time, full-time enrollment at Central Arizona College has remained rather steady between 2001 and 2008.
- The ratio of male to female students has been consistent,

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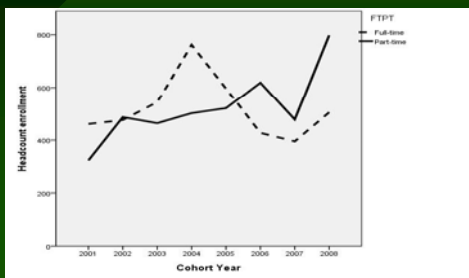
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### Headcount of full-time and part-time students: 2001-2008



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### Headcount of full-time and part-time students: 2001-2008

- The ratio of full- to part-time students has been rather consistent between 2001-2008
- Since 2005, the ratio of part-time students have slightly outnumbered full-time students.

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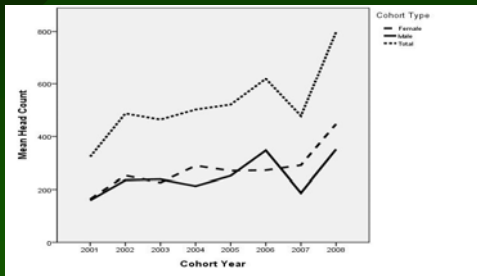
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### Headcount enrollment of first-time part-time students: 2001-2008



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### Headcount enrollment of first-time part-time students: 2001-2008

- The number of male and female part-time students has remained nearly equal between 2001 and 2008.
- The number of part-time students has tended to increase by 45 students a year between 2001 and 2008.

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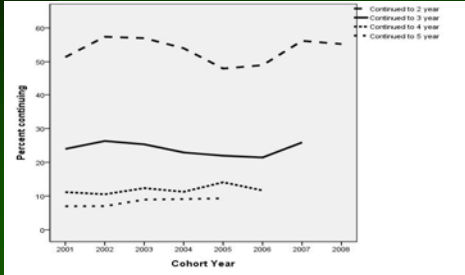
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### All first-time full-time students Percent continuing by year



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### All first-time full-time students Percent continuing by year

- The return rate of first-time, full-time students has remained remarkably consistent between 2001 and 2008.
- Between 50% and 60% of these students return for their second year.

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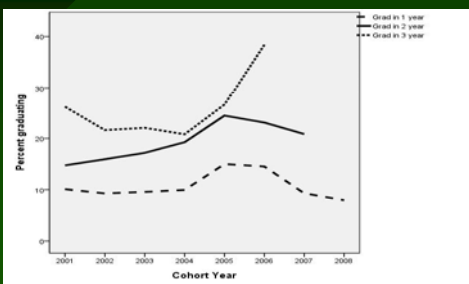
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### All first-time full-time students Percent graduating by year



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### All first-time full-time students Percent graduating by year

- There has been a slight increase in the graduation rate after two-year and a larger increase in the three-year rate between 2001 and 2006.
- It is difficult to project for more than three years, since the data become historical rather than current.

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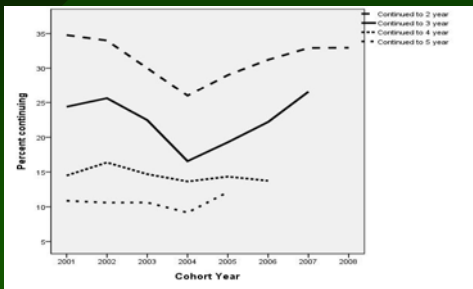
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### All first-time part-time students Percent continuing by year



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### All first-time part-time students Percent continuing by year

- Approximately 30%-35% of first-time, part-time students return for their second-year, with smaller percentages in subsequent years.
- The rate of return for first-time part-time students has remained constant of the period of the study.

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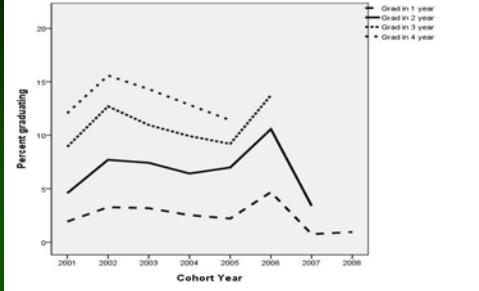
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### All first-time part-time students Percent graduating by year



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### All first-time part-time students Percent graduating by year

- It is difficult to establish an “expected graduation date” for part-time students.
- Since it is likely that graduation will take four or even more years graduation rates are “historical data.”
- There is no discernable change in graduation rates. Less than 20% graduate after four years.

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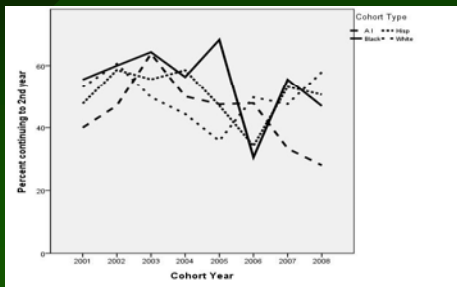
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### Subpopulations of first-time full-time students Percent returning for year 2 by by year



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### Subpopulations of first-time full-time students

#### Percent returning for year 2 by year

- The rate of return for the second year among first-time, full-time students is similar over the period of the study.
- The rate of return among various racial and ethnic groups has been relatively similar over the period of the study.

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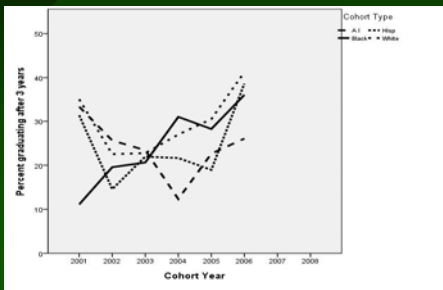
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### Subpopulations of first-time full-time students

#### Percent graduating after year 3 by year



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### Subpopulations of first-time full-time students

#### Percent graduating after year 3 by year

- Black, Hispanic, and while subpopulations of first-time, full-time students show a trend toward higher rates of graduation after three years over the period of the study.
- The trend may be non-linear.
- There is considerable year-to-year variation between 2001 and 2008.

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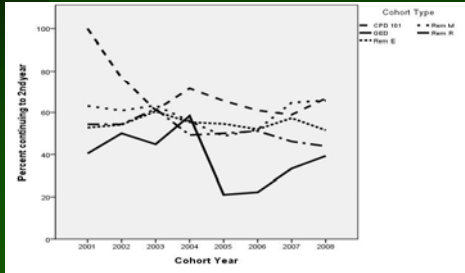
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### Subprogram of first-time full-time students Percent returning for year 2 by year




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### Subprogram of first-time full-time students Percent returning for year 2 by year

- The rate of return for the second year among first-time, full-time students in special programs has remained rather constant between 2001-2008.
- The “GED” group retention rate declined precipitously between 2004 and 2005.

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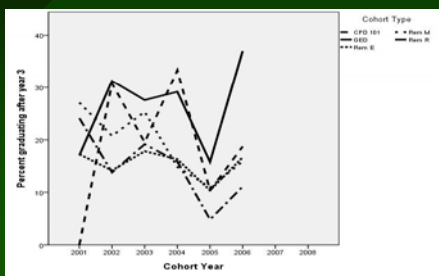
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### Subprogram of first-time full-time students Percent graduating after year 3 by year




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### Subprogram of first-time full-time students Percent graduating after year 3 by year

- It is difficult to discern changes in three year graduating rates among first-time, full-time students who participate in special academic programs.
- Generally, between 20%-30% students in these programs graduate in three years.

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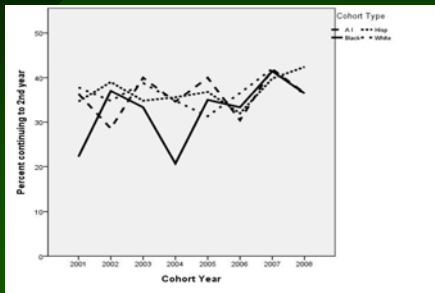
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### Subpopulations of first-time full-time students Percent returning for year 2 by year



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### Subpopulations of first-time full-time students Percent returning for year 2 by year

- Subpopulations of first-time part-time students demonstrate similar rates of returning for year 2 by year.
- There is considerable year-to-year variation in return rates.

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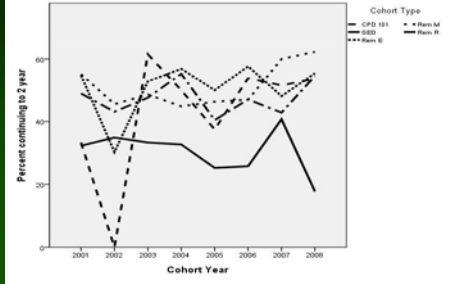
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### Subprogram of first-time part-time students Percent returning for year 2 by year



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### Subprogram of first-time part-time students Percent returning for year 2 by year

- First-time part-time students in special programs demonstrate similar rates of returning for year 2 by year.
- “GED students” have lower rates of return than other subprogram members.

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### First-time, part-time graduation rates

- Since the two- and three-year graduation rates of first-time, part-time students are rather low and there is no clearly defined threshold for graduation for this group, there was no attempt to project or study the graduation trajectory of these students.

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### In summary . . .

- The data reported to the Consortium for Student Retention Data Exchange has showed considerable consistency over the 2001-2008 study period.
- There is recent tendency to enroll a higher proportion of part-time students.
- There is some evidence that the three year graduation rate of full-time students is increasing.

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