

**Retention and Subsequent Enrollment Summary
Fall 2012 Entering Cohort
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Overview:

This document provides information regarding the one-year retention rate for the Fall 2012 entering cohort. Of the entering 848 first-year students, 109 students did not return in Fall 2013. In addition to focusing on this cohort, several tables provide historical information for comparative purposes. The enclosed tables include:

- Table 1: Fall 2009-2012 EFR Retention Breakdown by Demographic Categories (p. 3)
- Tables 2 and 3: Fall 2012 EFR Cohort Academic Comparison by Retention Status (p. 4)
- Table 4 and 5: Fall 2011 and 2012 EFR Cohort Retention Status by School/College and Race/Ethnicity (p. 5)
- Table 6 and 7: Fall 2012 EFR Cohort African American and Hispanic Academic Profile (p. 6)
- Table 8: 2012 EFR Domestic Population Orientation Attendees vs. Alternative Registrants (p. 7)
- 2010-2012 EFR Retention and Subsequent Enrollment Summary (p. 8)

Executive Summary:

There are several student groups that experience lower retention rates. The following trends represent groups with historically low retention rates.

- CPHS students in health sciences
- Students of color, specifically African American students
- Students who do not attend registration
- Students who live off campus

It is important to note that non-returning students come with similar levels of academic achievement and that a majority leave with a relatively strong cumulative GPA (> 3.0).

- Students who are not retained enter Drake with a comparable academic profile (ACT scores, high school GPA). Many non-returning students perform well academically, with 64% of non-returning students having a cumulative GPA above 2.5 and 44% above 3.0.

The historically high retention rates of students participating in fraternities and sororities provide an example of a successful practice. It would be useful to consider how the academic and social support structures offered through these organizations might inform practices across campus.

Taking Action:

There are several current initiatives that represent focused efforts to support students with historically low retention rates. The Quality Initiative and Crew Scholars Program offer support for students of color and seek to improve the overall campus climate in support of diversity. A new learning community for commuter students provides structured support for incoming students who do not live on campus. A first action step will be to communicate with these programs to share these findings and explore additional questions that might inform current programmatic efforts.

We also recommend that programs explore other patterns associated with low retention (e.g., health science, individuals who do not attend orientation) and consider strategies for identifying and addressing potential issues.

In addition to focusing attention on groups with low retention rates, it seems appropriate to review cases of success (e.g., fraternities and sororities) as a way of identifying potential best practices for other programs (e.g., peer mentoring, support structures, sense of belonging).

We also recommend that this information serve as a foundation for a focused communication effort to enhance understanding of student retention at Drake. In addition to understanding areas of challenge and success, this information can help to challenge commonly held assumptions regarding student success. For example, while some individuals may perceive that non-returning students struggle because of academic challenges, the information challenges this perception.

Lastly, we note that there are many factors that influence students' retention decisions. For example, the higher education literature notes the importance of students' campus experiences, engagement with the academic and social aspects of the institution, and development of self-efficacy. Drake is currently adding tools to collect information regarding students' attitudes and behaviors in the areas of academic engagement, academic self-efficacy, educational commitment, campus engagement, social comfort, and resiliency. In addition, future investigation should compare students' ratings of institutional engagement in previous surveys (e.g., National Survey of Student Engagement) by retention status to examine potential areas of focus.

Table 1 provides a four-year retention breakdown by various demographic categories. Notable trends over the three years include:

- Higher retention for female students
- Variable retention for CPHS students in health sciences
- Lower retention for African American students
- Higher retention for students participating in fraternities or sororities
- Lower retention for students living off-campus

Category	Breakdown	Percent retained				
		Fall 2009 EFR	Fall 2010 EFR	Fall 2011 EFR	Fall 2012 EFR	Four year average
Total	Fall 2009/2010/2011/2012 EFR (Reported)	84.7%	87.7%	87.8%	87.1%	86.8%
Gender	Female	85.2%	89.7%	87.8%	87.7%	87.6%
	Male	83.9%	85.4%	87.9%	86.3%	85.9%
College or School	A&S	81.1%	87.3%	85.4%	84.2%	84.5%
	CBPA	87.5%	86.3%	88.4%	88.5%	87.7%
	SOE	86.8%	86.8%	83.9%	81.1%	84.6%
	SJMC	84.1%	88.7%	90.3%	87.3%	87.6%
	CPHS	87.5%	90.2%	90.7%	91.1%	89.8%
	PPHR	93.2%	91.0%	94.7%	93.6%	93.1%
	HSCI	65.7%	97.7%	79.6%	84.2%	81.8%
Ethnicity	American Indian	100.0%	100.0%	100.0%	50.0%	87.5%
	Asian	88.9%	86.4%	87.5%	94.4%	89.3%
	African American	65.2%	68.8%	66.7%	73.3%	68.5%
	International	82.8%	100.0%	92.3%	82.1%	89.3%
	Hispanic	87.5%	100.0%	70.0%	91.3%	87.2%
	Middle Eastern Region	100.0%				
	Multiracial	84.6%	75.0%	84.8%		
	White/Non-Hispanic	85.3%	88.4%	88.6%	87.6%	87.5%
Other/No Response	70.0%	87.3%	100.0%	80.0%	84.3%	
Athletes	Athletes	89.5%	82.1%	86.0%	81.6%	84.8%
	Female Athletes	94.1%	88.5%	86.8%	80.4%	87.4%
	Male Athletes	86.5%	78.0%	85.2%	82.6%	83.1%
Fraternity /Sorority	Fraternity and Sorority	92.6%	94.3%	94.5%	98.6%	95.0%
	Sorority (female)	91.5%	92.5%	95.0%	98.4%	94.4%
	Fraternity (male)	94.0%	96.6%	93.8%	99.0%	95.8%
Housing	Living On Campus	84.9%	88.1%	88.8%	87.2%	87.2%
	On-Campus Female	85.6%	90.1%	88.9%	87.4%	88.0%
	On-Campus Male	83.9%	85.8%	88.6%	86.9%	86.3%
	Living Off Campus	75.0%	79.5%	62.1%	86.2%	75.7%
	Off-Campus Female	69.2%	81.0%	53.3%	100.0%	75.9%
	Off-Campus Male	85.7%	77.8%	71.4%	75.0%	77.5%

Table 2 provides a comparison of the entering first-year cohort, noting differences in academic profile information between students who returned and those who were not retained. The entering ACT scores, fall credit hour load, and cumulative GPA scores are comparable. It is important to note that many non-returning students leave with a relatively strong cumulative GPA (>3.0). 64% of non-returning students have a cumulative GPA above 2.5 and 44% have a GPA above 3.0.

Category	Range	Percent	
		Fall 2012 EFR Retained	Fall 2012 EFR Not Retained
Fall 2012 EFR Cohort			
ACT Score (Here Fall=737 Not Here Fall=107)	Below 18	1%	0%
	18-23	15%	34%
	24-29	59%	52%
	30-36	25%	14%
Fall Credit Hours Attempted (Here Fall=739 Not Here Fall=109)	Below 12	0%	0%
	12 -14.9	33%	41%
	15 - 18	66%	59%
	18+	1%	0%
Cumulative GPA after Spring Term (Here Fall 2013=739 Not Here Fall 2013=109)	0 - 1.99	2%	20%
	2 - 2.49	7%	16%
	2.5 - 2.99	19%	20%
	3.0 - 3.49	32%	25%
	3.5 - 4	40%	19%

Table 3 reports similar data as Table 2, but provides mean scores along with additional variables (e.g., HS GPA, Term GPA). Students who were not retained have a similar academic profile, but lower GPA scores.

Category	Averages	
	Fall 2012 EFR Retained	Fall 2012 EFR Not Retained
ACT Score (Here Fall 2013=737, Not Here Fall 2013=107)	27	25.5
HS GPA (Here Fall 2013=718, Not Here Fall 2013=104)	3.7	3.6
Fall Hours Attempted (Here Fall 2013=739, Not Here Fall 2013=109)	15.2	15
Fall Term GPA (Here Fall 2013=739, Not Here Fall 2013=109)	3.2	2.6
Cum Gpa (Sprg) (Here Fall 2013=739, Not Here Fall 2013=109)	3.3	2.7

Table 4 and 5 indicate that retention rates for students of color vary across colleges/schools. It is important to note that the retention percentages will vary widely due to the smaller sample sizes for several ethnic/racial categories.

Table 4. Fall 2012 EFR Cohort Retention Status by School/College and Race/Ethnicity

	Arts and Sciences			Business and Public Administration			Education			Journalism and Mass Communication			Pharmacy and Health Sciences		
	NR	R	% retain	NR	R	% retain	NR	R	% retain	NR	R	% retain	NR	R	% retain
American Indian/Alaskan Native	1	1	50.0%												
Asian	2	6	75.0%		9	100.0%		2	100.0%		1	100.0%		16	100.0%
Black/African American	5	13	72.2%	3	4	57.1%		1	100.0%		1	100.0%		3	100.0%
Hispanic/Latino	1	6	85.7%		9	100.0%	1	2	66.7%					4	100.0%
International		4	100.0%	5	18	78.3%								1	100.0%
Native Hawaiian/Pacific Islander		1	100.0%												
Unknown	1	3	75.0%		3	100.0%					1	100.0%	1		0.0%
White	39	227	85.3%	17	149	89.8%	6	25	80.6%	9	59	86.8%	18	170	90.4%

Table 5. Fall 2011 EFR Cohort Retention Status by School/College and Race/Ethnicity

	Arts and Sciences			Business and Public Administration			Education			Journalism and Mass Communication			Pharmacy and Health Sciences		
	NR	R	% retain	NR	R	% retain	NR	R	% retain	NR	R	% retain	NR	R	% retain
American Indian					1	100.0%								1	100.0%
Asian	3	12	80.0%		8	100.0%		1	100.0%		3	100.0%	2	11	84.6%
Black/African American	2	10	83.3%	3	3	50.0%				2	1	33.3%	1	2	66.7%
Hispanic		2	100.0%	1	2	66.7%				1	1	50.0%	1	2	66.7%
International		4	100.0%	2	18	90.0%								2	100.0%
Multiracial	2	12	85.7%	2	5	71.4%				1	4	80.0%		7	100.0%
Unknown		3	100.0%		4	100.0%		2	100.0%		1	100.0%			
White/Non-Hispanic	36	209	85.3%	20	173	89.6%	5	23	82.1%	2	46	95.8%	13	140	91.5%

Note: "NR" indicates "Not Retained"; "R" indicates "Retained"

Tables 6 and 7 examine similar information presented in Table 3, but with a focus on the 10 African American and Latino students from the Fall 2012 cohort who did not return. The table indicates that these ten students entered with lower average ACT and high school GPA scores. These ten students had a lower GPA for both the fall term and spring cumulative. While it is not noted in the tables, all 10 African American and Latino students who did not return were from out of state.

Category	Range	Percent	
		Fall 2012 EFR Retained	Fall 2012 EFR Not Retained
Fall 2012 EFR Cohort African American and Hispanic Students		n=43	n=10
ACT Score	Below 18	2%	
	18-23	37%	60%
	24-29	56%	40%
	30-36	5%	
Fall Credit Hours Attempted	Below 12		
	12 -14.9	42%	40%
	15 - 18	58%	60%
	18+		
Cumulative GPA after Spring Term	0 - 1.99	9%	20%
	2 - 2.49	12%	20%
	2.5 - 2.99	33%	50%
	3.0 - 3.49	33%	10%
	3.5 - 4	14%	

Category	Averages	
	Fall 2012 EFR Retained	Fall 2012 EFR Not Retained
Fall 2012 EFR Cohort African American and Hispanic Students		
ACT Score	24	22.7
HS GPA	3.5	3.3
Fall Hours Attempted	14.8	15
Fall Term GPA	2.9	2.3
Cum Gpa after Sprg 2013	2.9	2.5

Table 8 explores the retention rate of entering first year domestic students who attended registration, compared to those who did not attend registration (by ethnicity). The table indicates that students who did not attend registration had a lower retention rate (79.2%) compared to students who attended registration (87.9%).

Table 8. 2012 EFR Domestic Pop.- Orientation Attendees vs. Alternate Registrants (Race/Ethnicity)						
EFR Domestic Population	Fall Population	Avg. Fall term GPA	Did not return Spr 13	Fall to Spring Ret.	Total did not return Fall 13	Fall to Fall Ret.
Orientation Attendees	767	3.2	28	96.3%	93	87.9%
Alternate Registrants	53	2.9	4	92.5%	11	79.2%
Total (Orientation + Alternate)	820	3.1	32	96.1%	104	87.3%

**Retention and Subsequent Enrollment Summary
 Combined Fall 2010, 2011 and 2012 Entering Cohorts
 November 2013**

Drake participates in the National Student Clearinghouse, which supports the ability to track postsecondary enrollment of individuals who leave Drake. This document provides a summary of the subsequent enrollment of the 2010 – 2012 entering first-year cohorts. The purpose of this review is to identify potential trends for students who are not retained at Drake. We point out the following trends in the subsequent enrollment information:

- Over 20% of non-returning students do not have a Clearinghouse record of attendance at another institution the following fall semester.
- For students who attend another institution, a majority attend a public institution (over 75% for each year).
- A majority of students who attend another institution select an institution in their home state.

Overview

Cohort Entering Year	Count of First-time Full-Time Cohort	Percent of Cohort members returning for 2 nd year (Count)
Fall 2010	864	87.7% (758)
Fall 2011	812	87.8% (713)
Fall 2012	848	87.1% (739)

Current Enrollment of Cohort Non-Returners

Total non-returners:	No Clearinghouse records returned:	Enrolled at another college/university:
2010 – 106	2010 – 22	2010 – 83
2011 – 99	2011 – 22	2011 – 77
2012 – 109	2012 – 27	2012 – 77

Subsequent Enrollment by Type and Control

	Public			Private			% by Type		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
2-year	25	16	20	-	-	-	30%	21%	26%
4-year	41	42	38	17	19	19	70%	79%	74%
Total	66	58	58	17	19	19			

- For the 2010 cohort, 80% of students who enrolled at another institution attended a public institution. In both the 2011 and 2012 cohorts, three-quarters enrolled at public institutions (either 2-year or 4-year).

Location of Subsequent Enrollment:

	Number of States of Current Enrollment	Ratio of Students Attending Institutions in their Home State	Ratio of Students Attending Institutions in Iowa or Border States
2010	18	Not calculated	67/83 (81%)
2011	15	61/77 (79%)	64/77 (83%)
2012	9	58/77 (75%)	65/77 (84%)

- Top institutions the 2011 cohort of non-returns enrolled include Iowa State University (n = 11), University of Iowa (n = 5), and Kansas State University (n = 3)
- Top institutions the 2012 cohort of non-returns enrolled include Iowa State University (n = 9), University of Minnesota (n = 6), University of Iowa (n = 5), and Des Moines Area Community College (n = 4)