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NCAA Academic Success Rate: A New Way of Calculating Graduation Rates at a Four-Year Institution



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Federally Defined Cohort



Is there a way to capture transfer students and mid-year enrollees? ■
Will including them make a difference?



Increases in Accountability with Decreases in Funding



Pressure to produce:

- Enrollment growths
- Higher retention rates
- 4, 5, and 6 year graduation rate increases
- Increases in credit hour production
- Demonstrate program viability
- Plus, added reporting requirements each year

The Administrative Challenge



- State funding formulas are based on:
 - Retention and Graduation rates
 - Credit Hour Production
 - Enrollment numbers
- When funds are cut it's difficult to put the resources in place to increase these figures.

Finding Additional Funds	Staying Competitive
Phasing out of programs	Develop new programs
Employee attrition	Quality of teaching
Suspend salary increases	Updated facilities
Increase tuition/fees	Maintaining morale



Potential Solutions: Collaboration at UNA

- University Success Center
 - Academic Advising and Guidance
 - Tutorials and small group instruction
 - Successful student workshops
 - Peer tutorials
 - Res Life FOCUS Center (tutors and consultants located in the residence halls)
- Learning Communities
- Educational Technology
 - 100% “smart classrooms”
 - Blended instruction
 - Online only
- Center for Women’s Studies
- Undergraduate Research
 - QEP
 - Research Day
- Unique Living/Learning Environments
 - Healthy Living Halls
 - Honors Housing
 - All Women’s community
- Lifelong learning programs
 - Non-traditional student



Faculty



Administrators



Staff



Graduation Rate Peer Comparison 2011

Institution Name	2005 Cohort*	
	4-Year Grad Rate	6-Year Grad Rate
Official Peers		
Murray State University	37%	52%
Western Carolina University	25%	N/A
Pittsburg State University	23%	46%
Northwestern State University of Louisiana	17%	38%
Austin Peay State University	15%	35%
University of West Georgia	13%	38%
Nicholls State University	13%	38%
Morehead State University	13%	35%
Auburn University at Montgomery	13%	29%
University of North Alabama	11%	33%
Jacksonville State University	11%	32%

*Data captured from IPEDS data center

THE HISTORY.

- First introduced in the 1965 Higher Education Act (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), and the Student Right-to-Know Act of 1990.
 - Institutional disclosure requirement
- In 2003-2004, the Integrated Post-Secondary Education Data System (IPEDS) began requesting this information from institutions.
 - Following the format mandated by HEOA, IPEDS also collected data on part-time, as well as first-time freshmen students.
- In 2008, IPEDS began collecting the components of the rate and calculating the rate within the data collection system (this included the numerator and denominator for the rate and any exclusions from the cohort).
- However, the Consortium for Student Retention Data Exchange (CSRDE), at the University of Oklahoma, has been capturing retention data since 1994 from its membership.
 - Retention Report (4-yr institutions)
 - Retention Report (2-yr institutions)
 - Peer Reports
 - STEM Retention Reports
 - CSRDE Community College Transfer Student Report

The NCAA Way: Academic Success Rate

The **Academic Success Rate** (ASR) (Division II) was developed in response to college and university presidents who wanted graduation data that more accurately reflect the mobility among college students today. These rates improve on the federally mandated graduation rate by including students who were omitted from the federal calculation (spring first-time freshmen and transfer students).

- Includes transfer students
- Second-term enrollees
- Subtracts students from the cohort
 - Who are considered allowable exclusions
 - Who left your institution before graduating but would have been academically eligible to compete had they returned.

NCAA Retention Report

b. Student-Athletes

	Freshman Rate Men						Freshman Rate Women						Freshman Rate Total					
	2006-07		4-Class		ASR		2006-07		4-Class		ASR		2006-07		4-Class		ASR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	1	100	2	50	1	100	0	-	0	-	0	-	1	100	2	50	1	100
Asian	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Black	9	22	43	16	67	42	2	50	5	40	4	75	11	27	48	19	71	44
Hispanic	0	-	0	-	0	-	0	-	1	100	1	100	0	-	1	100	1	100
Nat. Haw./PI	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
N-R Alien	2	50	5	20	5	60	0	-	2	0	2	100	2	50	7	14	7	71
Two or More	0	-	0	-	1	100	0	-	0	-	0	-	0	-	0	-	1	100
Unknown	0	-	0	-	8	50	1	100	2	100	2	100	1	100	2	100	10	60
White	14	29	64	39	90	71	12	50	73	47	63	79	26	38	137	43	153	75
Total	26	31	114	30	172	59	15	53	83	47	72	81	41	39	197	37	244	65

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Methods and Results



**NATIONAL STUDENT
CLEARINGHOUSE®**

Methods

- Examined the 2006–2007 cohort
 - Included all first-time freshmen for Summer 2006, Fall 2006 and Spring 2007 (full & part-time) (degree & non-degree seeking)
 - All UNA transfer students between spring 2007 & spring 2013 who began their education at another institution during the 2006–2007 academic year
 - (The National Student Clearinghouse was used to identify transfer students and their institution of origin and all subsequent institutions attended)

Identifying Transfer Students

- Creation of an unduplicated list of undergraduate students from spring 2007 to spring 2013
- 22,814 students were sent to the NSC, including names and date of birth
- NSC matched this list with their dataset of all enrollment since 1994
- We received a file of 208,490 records from the NSC which included each institution attended, dates of attendance, name of college attended, and a 2-yr/4-yr indicator
- Of the 22,814 students sent to the NSC, 20,669 students were found in the NSC database and contained all necessary data



Determining First Date of Attendance

- The students with first date of attendance (identified by NSC) within the dates that constituted the 2006-2007 academic year were appended to the full cohort
 - However, this process was complicated by Early Scholar students (those attending college courses while in high school)
 - Therefore, high school graduation date (captured by UNA) had to be included to identify their first date of attendance AFTER HS graduation
- After these additions the full cohort consisted of 1,829 students (1,163 freshmen and 666 transfer students) all beginning their post-secondary career in the academic year of 2006-2007



Results

Graduation rates comparison between 2006-07 academic year cohort and traditionally defined 2006 freshman cohort

			Graduation Rates		
		N	4 Year	5 Year	6 Year
Full Cohort	Freshmen	1163	10.75%	27.94%	31.64%
	Transfers	666	4.65%	16.67%	24.47%
	Total	1829	8.53%	23.84%	29.03%
Traditional Freshman Cohort		1019	10.99%	27.87%	32.29%

Results

Graduation rates comparison between the 2006-07 academic year cohort and traditionally defined 2006 freshman cohort, excluding transfer outs*

			Graduation Rates		
		N	4 Year	5 Year	6 Year
Full Cohort Excluding Transfer Outs	Freshmen	765	16.34%	42.48%	48.10%
	Transfers	495	6.26%	22.42%	32.93%
	Total	1260	12.38%	34.60%	42.14%
Traditional Freshman Cohort Excluding Transfer Outs		1019	17.40%	45.00%	52.90%

*of the students who transferred out, 42.36% (n=241) transferred to 2-year institutions and 57.64% (n=328) transferred to 4-year institutions

Conclusions

- It appears, for UNA, the federally defined way produces higher figures
- Over half of the cohort, 57.86%, had not graduated by the sixth year, compared to 47% for the federally defined cohort
- Transfers may be more likely to drop-out of college than first-time freshmen (6-yr grad rate for UNA's federally defined cohort is 52.9%, compared to 32.93% for the transfers, excluding transfer outs for both groups)
 - However, this could mean the transfer students are taking longer to graduate and are still enrolled
- Given the demands placed upon an IR office this method does not yield sufficient results to justify the resources needed to complete such an intense analysis

Suggestions for Future Research

- Evaluate credit hours brought to UNA by transfers
- Analyze extended graduation rates 8, 10, 12 year
- More in-depth statistical analyses evaluating differences between transfer graduation rates and the federally defined cohort's rates
- Evaluate the number of schools they've attended before UNA and look at trends in regards to time to graduation or drop-out rates
- In-depth look at those who completely withdrew from college in an attempt to find similarities



Questions or Feedback?

