

A Report of

A Persistence Study

Graduate Education Programs – 2009 to 2012

Concordia University – Nebraska

September 10, 2012

In order to learn more about graduation rates and success patterns of the Education graduate students a persistence study was undertaken in September 2012. Data was combined from three sources.

- The admissions office provided lists of students officially admitted to the College of Graduate Studies since 2009. These lists included the recruiting source (KTA or CUNE) and admission status (full admission, provisional admission or expedited admission)
- Graduation lists since 2009 were exported from the Banner system by the Deans' administrative assistant.
- Active student information and cross check data were extracted from the program directors programs of completion database. This database began capturing student data in fall 2009 for Ed Admin and Literacy students and summer 2011 for students in the other graduate Education programs.

Student progress was determined at the following checkpoints. Progress to and through these checkpoints is summarized in a series of tables provided in this report. The table column titles are given with the checkpoints listed below in order to define the abbreviations.

CntAdmitted	This column gives the number of students admitted to the College of Graduate Studies.
PercReg1stCl	This column gives the percentage of admitted students that enrolled for their first class.
CntReg1stClass	This column gives the number of students registered for their first class.
PercHalfWay	This column gives the percentage of students registered for their first class that completed the first half of their program of study.
PercGrad	This column gives the percentage of students registered for their first class that graduated from their program.
PercActive	This column gives the percentage of students registered for their first class that are currently taking classes in the program.
Persistence	This column gives the percentage of students registered for their first class that either graduated from their program or are still taking classes. This number subtracted from 100 percent gives the percentage of students that have dropped out of the program.

The following tables are given in the report that follows:

Persistence by Specialization Areas – 2009 to 2012
Persistence by Cohorts for Educational Administration, 2009 – 2012
Persistence by Cohorts for Curriculum and Instruction, 2009 – 2012
Persistence by Cohorts for Early Childhood, 2009 - 2012
Persistence by Cohorts for ELL/ESL, 2009 – 2012
Persistence by Cohorts for Reading, 2009 – 2012
Persistence by Cohorts for Reading & ESL/ELL, 2009 – 2012
Persistence by Cohorts for Secondary Teacher Certification, 2009 – 2012
Persistence by Cohorts for Special Education, 2009 – 2012
Persistence by Type of Admission, 2009 – 2012
Persistence by Recruiter, 2009 – 2012

After each table an Observations and Suggestions section addresses possible findings from the table.

Notes:

1. Our term numbering system uses 201110 to indicate the first term in the 2010-2011 academic year. Thus 201110 is the fall semester in 2010.

Persistence by Specialization Areas - 2009 to 2012

Specialization	MajorCode	CntAdmitted	PercReg1stCl	CntReg1stClass	PercHalfWay	PercGrad	PercActive	Persistence
Administration	ADM	388	84%	325	64%	46%	42%	87%
Curriculum & Instruction	CINS	93	88%	82	51%	21%	71%	91%
Early Childhood	ECH	244	81%	198	79%	59%	36%	95%
ELL/ESL	ELLP	332	72%	240	80%	73%	25%	98%
Reading	RED	254	80%	204	75%	59%	35%	95%
Reading & ESL/ELL	REDELLP	171	92%	158	70%	45%	41%	85%
Secondary Teacher Cert	SECP	51	55%	28	50%	11%	68%	79%
Special Education	SPED	32	69%	22	5%	0%	100%	100%
TOTALS	All	1565	80%	1257	70%	52%	40%	92%

Observations and Suggestions:

1. Finding out why one out of every five of our new students doesn't register for the first class should be a priority.
2. Getting 92% of our first time students to graduation or keeping them active in the program seems to be worth noting. This figure seems to be quite high. It might be important for us to see if we can find similar statistics from other graduate Education programs for comparison purposes.
3. The programs on the extremes might give us ideas about things to do or not do with other programs. ReadingELLP (92% registering for first class) and curriculum & instruction (88% registering for first class) might give ideas of successful practices. Secondary Teacher Certification (55% registering for first class) and Special Education (69% registering for first class) might benefit from strategies that help keep the admitted students interested until they have entered their first class.
4. Special Education is a new program with only two cohorts thus far. We might not have enough data to look for patterns.
5. ELL/ESL students during this time period have been mostly those involved with the OPS ESL training program. Their recruiting and approval process might be responsible for not only the 72% registration rate but also the 98% completion rate. Also, the program has been a 13 credit hour certification program while the others are 30 or 36 hour endorsement or masters programs.

Persistence by Cohorts for Educational Administration, 2009 - 2012

TERM_CODE	Location	MajorCode	CntAdmitted	PercReg1stClass	CntReg1stCl	PercHalfWay	PercGrad	PercActive	Persistence
200920	Online	ADM	23	83%	19	95%	95%	0%	95%
201010	Fallbrook	ADM	21	71%	15	93%	87%	7%	93%
201010	Omaha	ADM	58	83%	48	100%	88%	8%	96%
201010	Online	ADM	4	25%	1	100%	100%	0%	100%
201020	Online	ADM	33	91%	30	77%	67%	3%	70%
201110	Fallbrook	ADM	12	58%	7	86%	86%	0%	86%
201110	Omaha	ADM	38	76%	29	86%	76%	7%	83%
201110	Online	ADM	29	90%	26	85%	73%	12%	85%
201120	Online	ADM	21	86%	18	78%	11%	61%	72%
201210	Fallbrook	ADM	12	92%	11	82%	0%	100%	100%
201210	Omaha	ADM	21	90%	19	68%	0%	74%	74%
201210	Online	ADM	14	86%	12	50%	33%	42%	75%
201220	Online	ADM	38	89%	34	18%	0%	74%	74%
201310	Omaha	ADM	23	91%	21	10%	0%	100%	100%
201310	Online	ADM	41	85%	35	6%	3%	100%	109%
	TOTALS	ADM	388	84%	325	64%	46%	42%	87%

Observations and Suggestions:

1. The difference between the 201110 and 201210 cohorts at Fallbrook are interesting. One is one of the weakest cohorts for getting students to their first class while the other is one of the strongest. It is probably just a difference in students. However, 100 percent of those that entered the first class with the 201210 cohort are all still active.

Persistence by Cohorts for Curriculum & Instruction, 2009 - 2012

TERM_CODE	Location	MajorCode	CntAdmitted	PercReg1stClass	CntReg1stCl	PercHalfWay	PercGrad	PercActive	Persistence
201110	Fallbrook	CINS	13	69%	9	100%	67%	33%	100%
201110	Omaha	CINS	17	88%	15	87%	73%	13%	87%
201210	Fallbrook	CINS	7	100%	7	71%	0%	71%	71%
201210	Omaha	CINS	20	85%	17	82%	0%	88%	88%
201220	Online	CINS	21	95%	20	5%	0%	90%	90%
201310	Online	CINS	15	87%	13	0%	0%	100%	100%
	TOTALS	CINS	93	88%	82	51%	21%	71%	91%

Observations and Suggestions:

1. The data for Curriculum & Instruction seems to be fairly consistent.

Persistence by Cohorts for Early Childhood, 2009 - 2012

TERM_CODE	Location	MajorCode	CntAdmitted	PercReg1stClass	CntReg1stCl	PercHalfWay	PercGrad	PercActive	Persistence
200920	Online	ECH	13	77%	10	100%	100%	0%	100%
201010	Omaha	ECH	36	100%	36	100%	100%	0%	100%
201010	Online	ECH	46	61%	28	100%	100%	0%	100%
201020	Online	ECH	22	86%	19	100%	95%	5%	100%
201110	Online	ECH	31	77%	24	100%	88%	13%	100%
201120	Online	ECH	23	100%	23	96%	9%	78%	87%
201210	Online	ECH	24	79%	19	79%	5%	74%	79%
201220	Online	ECH	28	79%	22	5%	0%	86%	86%
201310	Online	ECH	21	81%	17	0%	0%	100%	100%
	TOTALS	ECH	244	81%	198	79%	59%	36%	95%

Observations and Suggestions:

1. The early persistence rate of 100% seems to be exceptional. It is possible that we might have been missing early data. It is also possible that we had a phenomenal success rate with those cohorts.

Persistence by Cohorts for ESL/ELL, 2009 - 2012

TERM_CODE	Location	MajorCode	CntAdmitted	PercReg1stClass	CntReg1stCl	PercHalfWay	PercGrad	PercActive	Persistence
200910	Omaha	ELLP	50	30%	15	100%	100%	0%	100%
200910	Online	ELLP	3	33%	1	100%	100%	0%	100%
200920	Fallbrook	ELLP	1	0%	0	0%	0%	0%	0%
200920	Omaha	ELLP	10	20%	2	100%	100%	0%	100%
201010	Fallbrook	ELLP	4	50%	2	100%	100%	0%	100%
201010	Omaha	ELLP	71	82%	58	100%	98%	2%	100%
201010	Online	ELLP	7	100%	7	86%	57%	0%	57%
201020	Omaha	ELLP	19	89%	17	100%	100%	0%	100%
201020	Online	ELLP	4	50%	2	100%	100%	0%	100%
201110	Omaha	ELLP	49	78%	38	100%	100%	0%	100%
201110	Online	ELLP	9	67%	6	83%	83%	17%	100%
201120	Online	ELLP	1	100%	1	100%	100%	0%	100%
201210	Fallbrook	ELLP	2	100%	2	50%	50%	50%	100%
201210	Omaha	ELLP	36	83%	30	90%	70%	13%	83%
201210	Online	ELLP	8	100%	8	100%	38%	63%	100%
201220	Online	ELLP	5	80%	4	75%	50%	50%	100%
201310	Omaha	ELLP	46	91%	42	2%	0%	102%	102%
201310	Online	ELLP	6	83%	5	80%	80%	60%	140%
	TOTALS	ELLP	332	72%	240	80%	73%	25%	98%

Observations and Suggestions:

1. ESL/ELL students were allowed to join any of the MED cohorts for Reading & ESL. During the early years of this study those cohorts began their program with the ESL/ELL courses. This allowed us to serve small numbers of ESL/ELL students.

Persistence by Cohorts for Reading, 2009 - 2012

TERM_CODE	Location	MajorCode	CntAdmitted	PercReg1stClass	CntReg1stCl	PercHalfWay	PercGrad	PercActive	Persistence
200910	Fallbrook	RED	2	100%	2	100%	100%	0%	100%
200920	Omaha	RED	3	100%	3	100%	100%	0%	100%
200920	Online	RED	3	33%	1	100%	0%	100%	100%
201010	Fallbrook	RED	25	80%	20	100%	90%	10%	100%
201010	Omaha	RED	50	78%	39	97%	95%	3%	97%
201010	Online	RED	20	80%	16	94%	94%	0%	94%
201020	Online	RED	20	75%	15	93%	93%	7%	100%
201110	Fallbrook	RED	12	83%	10	100%	80%	20%	100%
201110	Omaha	RED	15	80%	12	83%	75%	0%	75%
201110	Online	RED	27	59%	16	100%	88%	0%	88%
201120	Online	RED	6	83%	5	100%	0%	100%	100%
201210	Omaha	RED	13	77%	10	70%	0%	80%	80%
201210	Online	RED	12	100%	12	75%	8%	75%	83%
201220	Online	RED	21	95%	20	20%	0%	95%	95%
201310	Fallbrook	RED	7	86%	6	0%	0%	100%	100%
201310	Omaha	RED	7	86%	6	0%	0%	100%	100%
201310	Online	RED	10	100%	10	0%	0%	100%	100%
201320	Online	RED	1	100%	1	0%	0%	100%	100%
	TOTALS	RED	254	80%	204	75%	59%	35%	95%

Observations and Suggestions:

1. The persistence success should be studied to see if there is something happening that might help improve the persistence with other programs.

Persistence by Cohorts for Reading & ESL, 2009 - 2012

TERM_CODE	Location	MajorCode	CntAdmitted	PercReg1stClass	CntReg1stCl	PercHalfWay	PercGrad	PercActive	Persistence
201010	Fallbrook	REDELLP	4	100%	4	100%	100%	0%	100%
201010	Omaha	REDELLP	24	96%	23	100%	91%	4%	96%
201010	Online	REDELLP	6	100%	6	67%	67%	0%	67%
201020	Online	REDELLP	5	100%	5	80%	80%	0%	80%
201110	Fallbrook	REDELLP	7	100%	7	100%	86%	14%	100%
201110	Omaha	REDELLP	22	95%	21	86%	81%	0%	81%
201110	Online	REDELLP	4	100%	4	50%	50%	0%	50%
201120	Online	REDELLP	14	79%	11	73%	27%	45%	73%
201210	Fallbrook	REDELLP	8	88%	7	43%	29%	14%	43%
201210	Omaha	REDELLP	19	95%	18	83%	11%	72%	83%
201210	Online	REDELLP	12	100%	12	67%	17%	50%	67%
201220	Omaha	REDELLP	1	100%	1	100%	100%	0%	100%
201220	Online	REDELLP	24	92%	22	50%	0%	95%	95%
201310	Fallbrook	REDELLP	1	100%	1	0%	0%	100%	100%
201310	Omaha	REDELLP	4	100%	4	25%	25%	75%	100%
201310	Online	REDELLP	13	92%	12	0%	0%	100%	100%
	TOTALS	REDELLP	171	92%	158	70%	45%	41%	85%

Observations and Suggestions:

1. These cohorts have a high percentage of students register for their first class. They do have a lower persistence rate which causes them to have an overall rate of persistence for admitted students very similar to the other cohorts.

Persistence by Cohorts for Graduate Teacher Certification, 2009 - 2012

TERM_CODE	Location	MajorCode	CntAdmitted	PercReg1stClass	CntReg1stCl	PercHalfWay	PercGrad	PercActive	Persistence
200920	Online	SECP	6	17%	1	100%	0%	100%	100%
201010	Online	SECP	9	11%	1	100%	100%	0%	100%
201120	Online	SECP	12	92%	11	82%	18%	64%	82%
201210	Online	SECP	9	56%	5	60%	0%	60%	60%
201220	Online	SECP	7	43%	3	0%	0%	67%	67%
201310	Online	SECP	8	88%	7	0%	0%	86%	86%
	TOTALS	SECP	51	55%	28	50%	11%	68%	79%

Observations and Suggestions:

1. This appears to be a much tougher program in terms of getting admitted students into their first class.
2. The persistence measure is also less for this cohort.
3. This may be appropriate considering that these students are different from the students in the other programs. This program serves students seeking their first degree in education. Other programs tend to serve teachers seeking their masters degree in Education.

Persistence by Cohorts for Special Education, 2009 – 2012

TERM_CODE	Location	MajorCode	CntAdmitted	PercReg1stClass	CntReg1stCl	PercHalfWay	PercGrad	PercActive	Persistence
201220	Online	SPED	11	64%	7	0%	0%	100%	100%
201310	Online	SPED	21	71%	15	7%	0%	100%	100%
	TOTALS	SPED	32	69%	22	5%	0%	100%	100%

Observations and Suggestions:

1. This is a new program with only two cohorts track record. It may be too early to seek patterns of registration and persistence.

Persistence by Type of Admission - 2009 to 2012

AdmCode	CntAdmitted	PercReg1stCl	CntReg1stClass	PercHalfWay	PercGrad	PercActive	Persistence
Fully Admitted	1242	87%	1077	73%	54%	39%	93%
Provisionally Admitted	70	81%	57	53%	32%	68%	100%
Admission Expedited	104	88%	92	77%	59%	36%	95%

Observations and Suggestions:

1. While we suspected that provisionally admitted students might not register or persist as well as full admitted students. Our preliminary data suggests that they do just as well, maybe better. Further study is needed on this issue.
2. Admission Expedited means that a student was admitted to the program prior to the receipt of their transcripts. The issue here isn't the results from their transcripts but that they applied too late to be fully admitted prior to the start of the program. Again, we don't believe we see enough data to suggest that late application is an indicator of program success.

Persistence by Recruiter - 2009 to 2012

KTA	CntAdmitted	PercReg1stCl	CntReg1stClass	PercHalfWay	PercGrad	PercActive	Persistence
CUNE Recruit	594	74%	440	81%	67%	28%	95%
KTA Recruit	998	81%	812	67%	46%	47%	93%

Observations and Suggestions:

1. The Persistence rate for KTA and CUNE recruits appears to be the same.
2. The Registration rate for the first class appears to be higher for KTA recruited students.
3. While it is not evident from this table, 301 (51%) of the CUNE recruits were ESL/ELL students. Most of these were probably OPS ESL students as they come through our recruiting office rather than KTA's.

Overall Observations and Suggestions:

1. Finding out why one out of every five of our newly admitted students don't register for the first class should be a priority.
2. A persistence rate of 92% might be excellent. It might be important to compare statistics from other graduate Education programs.
3. The programs on the extremes might give us ideas about things to do or not do with other programs. ReadingELLP (92% registering for first class) and curriculum & instruction (88% registering for first class) might give ideas of successful practices. Secondary Teacher Certification (55% registering for first class) and Special Education (69% registering for first class) might benefit from strategies that help keep the admitted students interested until they have entered their first class.
4. Special Education is a new program with only two cohorts thus far. We might not have enough data to look for patterns.
5. ELL/ESL students during this time period have been mostly those involved with the OPS ESL training program. Their recruiting and approval process might be responsible for not only the 72% registration rate but also the 98% completion rate. Also, the program has been a 13 credit hour certification program while the others are 30 or 36 hour endorsement or masters programs.
6. Graduate teacher certification student might different from the students in the other programs. Their program serves students seeking their first degree in education. Other programs tend to serve teachers seeking their masters degree in Education.
7. While there are questions that we need to answer, this study offers interesting data than can serve as benchmarks for future goals and decisionmaking.