

The study and research of student retention in universities has a long tradition in the United States (Tinto, 1973; Astin, 1975; Pascarella, & Terenzini, 1983; Cabrera, Castaneda, Nora & Hengstler, 1992). In Puerto Rico, until now, the studies and research on the subject retention have been directed mainly to perceptions and few are oriented to descriptive analysis on evidence base of the profile of students entering universities (Centro de Investigaciones Comerciales e Iniciativas Académicas, 2004; Ramos, Mercado & Rosa, 2008). On the other hand, plans to retention at the universities of Puerto Rico, thanks to various federal proposals have focused on facilitating the transition from high school student to college and, especially, to support first-generation students achieve success in college. Moreover, these proposals are oriented to service and not for research, much less, the development of computer applications to facilitate research for the description, analysis, modeling and prediction of retention. Our project was designed to make effective use of the data and computing resources available to faculty and staff at the university. The project uses MS Office, in particular the capabilities of Excel for data mining, statistical analysis and representation of results that can be transferred to word processing and presentation applications. The customized software for Excel (ERDU 2.0) transforms data into accessible information and results for academic management, student services and administrative personnel who have basic skills in productivity software. The software, programmed in Visual Basic, allows the user to generate Excel interactive worksheets with updated information relevant to their role. The information is presented in tables and graphs in Excel for use as presented or for further analysis with Excel functions or with specialized statistical software.

The tutorial has the following objectives:

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- Illustrate how users can use the capabilities of the customized software for Excel (ERDU 2.0) to answer questions according to their needs and can integrate the information into reports prepared in Word or PowerPoint

Data retrieval, data mining, answering research questions and modeling retention

The project was developed as an empirical process of testing and refinements but as it has matured it is characterized by a process that starts with the retrieval of data warehoused in the institutional database for all cohorts admitted to a campus since August 1995. The data obtained follows each student and obtains data about the student for every semester that has passed from first enrollment to the present. Thus, we can identify enrollment patterns of individuals in cohorts including those who were not retained, those who have graduated and who have enrolled for graduate studies, and stop outs including those who may have returned many years later. The variables obtained from the database include those who are invariants for the student like academic data obtained at admission and variables that vary according to student performance each semester like GPA and credit earned.

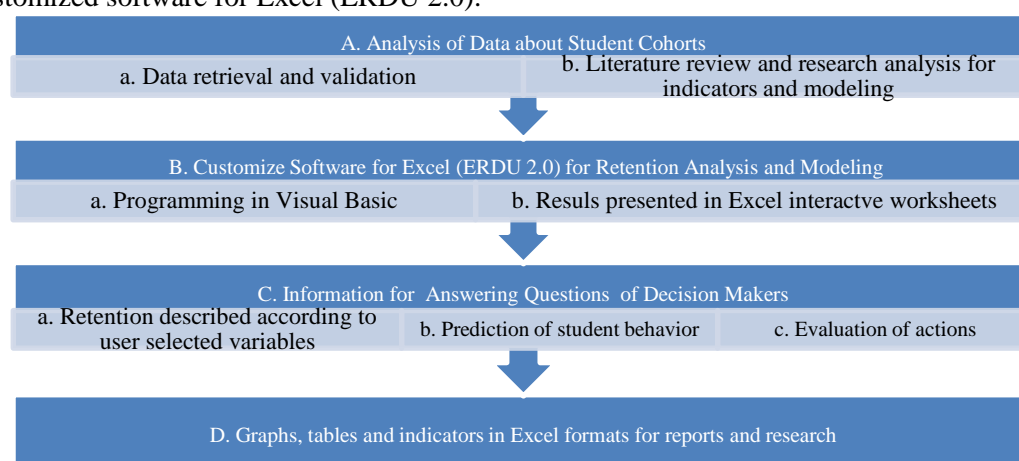
The queries are developed with the aid of personnel responsible with the management of the institutional database. They are dynamic since as the project progresses there are additional requests from users or the need to respond to answer new research questions due to topics in the literature or to findings from previous data analysis. At present each query has 69 variables for each student admitted in the cohort. Research continues to identify relations between variables and to interpret the data applying models from other fields such as the area of customer profitability developed for marketing. The Illinois Institute of Technology (Demski, 2011), unlike many other universities, decided to develop their own personal computer system for the retention (which bears some similarities to our project). Their early warning system was developed by personnel of the university, allowing greater freedom to revise and update based on the recommendations of its users.

Programming in Visual Basic has been developed so that useful and meaningful patterns identified and modeled in their search are presented in Excel spreadsheets. These are the activities of researchers and the sponsor and the crucial linking the project between research and development. Moreover, this process is conceptualized to users and their different roles in the institution and its need for information to make decisions based on evidence related to retention.

Examples of Information for Decision Making

The users authorized to manage student information can access ERDU 2.0 from their desktop pc. In the software there are no predefined results. The user can solicit the analysis for subsets of the population by selecting variables from the menu. Also can describe retention; seek patterns or model behavior for all cohorts or segments of the cohorts. Thus, for example, the personnel of nontraditional program like Services Program for Adult Students (AVANCE) can explore retention in their population or a chairman of academic department can explore retention and graduation rate in their academics programs. This segmentation options encourages particular offices or groups with some skills in using Excel to use the software for informed decision making. In the next diagram we illustrate this point.

Diagram 1: Sequence followed in the project so that the research about retention is transformed into customized software for Excel (ERDU 2.0).



The capabilities of the program ERDU 2.0 that will be explained to the audience in a discussion of the following questions:

- How many first times university students from high, medium and low income families of the cohort of Fall 2002 are still enrolled 8 semesters later?
- What is the probability that students who enroll in the third semester for the cohort of Fall 2002 will graduate 12 semesters (6 years) later?
- How does the survival pattern of students for all cohorts who have completed 12 semesters compare to the pattern that is exhibiting the cohort of students admitted in August 2010?

Retention by academic and demographic variables

Retention according to student characteristics is a core topic in retention and institutions are asked to indicate retention by demographics in many evaluative and accrediting processes. The database has the information of family income and the user can select to run the analysis on first time university students (regular) rather than on all the population that includes transfers, distance and adult students. ERDU produces a table indicating numbers of students in the cohort and tracks how they are distributed according to retention and graduation at any subsequent semester. The user can then explore the frequencies for that semester according to the variables and compare the results from previous semesters. Sections of the table can be selected and copied to be integrated into Word or PowerPoint for reporting since it is an Excel table.

Identifying the probability of graduation from historical data from observed behavior in the first two years of study

The first year of study is crucial since it is the time when many students leave yet understanding how those who enroll for the second year progress in their education is important. The program analyzes the probability of graduation of this student population based on observed patterns for all cohorts. The observed probability is an important reference point for predicting what will occur if the institution does not intervene to promote retention in these student populations.

Evaluating the effectiveness of institutional interventions for retention based on modifying historical patterns

The program generates a graph showing the survival of students for 12 semesters for cohorts from August 1995 to August 2005. Research indicated that in all cohorts exhibit a similar pattern even when the size of the cohort varied. This constancy led to developing a model for predicting what will be the survival behavior of the next cohort assuming a similar institutional environment. It also allows for determining the success or failure of retention interventions that if effective should alter the historical pattern.

Conclusion

The customized programming is the tool that allows us to go beyond reporting based on the work of institutional technical personnel since the users can request information related to their needs. The software allows users to reproduce the analysis as new data is integrated into the institutional database every semester. The software does not have predefined values, it uses the data provided by the query and shows results in table and graph based on our literature review and research findings. The variables available in ERDU for segmenting populations when requesting information will be described to the audience along with other areas of analysis that have been integrated.

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