

## Introduction to the 2009-10 CSRDE Main Retention Survey for 4-year Institutions

\* **See note below concerning changes to the survey**

This survey workbook consists of eight individual worksheets. Review carefully the Instructions, Definitions, and Documentation tabs before completing the survey. **Note: The Definitions and Documentation tabs are at the end of the workbook.**

**Please complete Section I, Characteristics, and Checklist.**

The "Alert Check" and "Rate Alert Check(Gender)" tabs are for you to use in checking your data. Be sure to review any alert messages that appear on those worksheets and make any necessary corrections to the Section I worksheet. Once you have made your changes, complete the Section I Checklist, then upload the completed survey into your "Drop Box" on the CSRDE secure website by **March 5, 2010**. To get to the secure website, go to <http://csrde.ou.edu> and then click on "members only login" at the top right.

To complete the survey, please begin by reviewing the Instructions, Definitions, and Documentation. Thank you.

**\*\*\* IMPORTANT NOTE ABOUT CHANGES TO THE SURVEY \*\*\***

**See note in the Definitions tab concerning the new Race/Ethnicity Definitions.**

**The CSRDE Advisors have recommended that we add the following rates to our data collection:**

### **NEW THIS YEAR**

- 9th year graduation rates, and 10th year continuation rates.

### **OPTIONAL IN 2010-11 (required 2011-12):**

- 10th year graduation rates and 11th year continuation rates.

## Instructions 2009-10 CSRDE Retention Survey

1. To use this webform, first download the Excel file to your computer, complete the survey, then upload the completed file into the "Drop Box" on the CSRDE secure website.
2. The survey data sheets have been password protected to ensure consistency in column width, data format and other file structures. To unprotect the data entry sheets for Section I, use the password: [csrde](#)  
( Tools => Protection => Unprotect sheet => Password: csrde )  
Please **DO NOT** change these sheets by inserting rows or changing formats.
3. The descriptions of flagged cells will be displayed in full by placing the cursor over the red triangles.

If you have a flat ASCII file which contains the data, you can easily import it into an Excel spreadsheet and then copy it into Section I. Be sure to use the "paste special" and "paste values" options when pasting into the sheet in order to preserve the formatting. This is critical!

### Tips For Completing CSRDE Main Retention Survey

#### I. Check that all components are completed before submitting to CSRDE:

1. Section I Survey
2. Section I Characteristics
3. Section I Checklist

#### II. Section I Survey

1. Fill in all cells for each cohort year and type if headcount is greater than zero (0). If headcount is zero (0), enter zero (0) in the headcount column, and leave the other cells blank. (Please do not put N/A)
2. For each cohort year, Male Headcount + Female Headcount should equal Total Headcount. If undeclared/unknown gender, please note on Checklist.
3. The sum of ethnic subgroups should be equal to the Total cohorts.
4. Continuation rates should be lower than or equal to the previous year's rates. If it is higher due to stop-outs or other reason such as allowable exclusions, please note on the checklist.
5. Graduation rates are cumulative and should be progressively higher or the same as the previous year's rates.
6. Continuation rates + graduation rates for any given year must be 100% or less. For example: graduated in 4 years + continued to 5th year rates cannot be greater than 100%.
7. A yellow box will appear around any rate that is over 100%. Check for a typo if this occurs.

#### III. Section I Characteristics

1. Enter data for Fall 2003 and Fall 2008.
2. Total Headcount Enrollment includes all students, not just first-time, full-time, degree-seeking freshmen.
3. Total Undergraduates (2.e.) is calculated from the data entered in (a. + b.) and (c. + d.). If total is incorrect, check data in (a. and b.) and (c. and d.). All cells should have an entry, even if it is zero (0).
4. ACT/SAT scores are used to determine institution selectivity. Report the test score that is used by the majority of your freshmen, not just first-time, full-time, degree-seeking freshmen, for purposes of admission. If reporting SAT scores, do not include the Writing score. If both test scores are reported, ACT will be used.
5. If a value is out of range a yellow box will appear around the value. Check for a typo if this occurs.
6. Question #5 should only include federal grants, not all financial aid.
7. Save your file after entering the data to ensure that the values are calculated in # 2 and # 4.

#### IV. Alert Checks

1. After entering all of your data in Section 1 and saving the file, review "Alert Check" and "Rate Alert Check(Gender)" worksheets for possible errors in your Section I data. Make corrections to Section I worksheet as necessary.

#### V. Section I Checklist

1. After reviewing the alert worksheets and making any necessary changes to Section I, please complete the Section I Checklist before uploading the file to the CSRDE website.

## 2009-10 Survey Documentation Form

The following table provides the point-in-time for reporting each data cell:

Cohort Year	ACT		-----Continuation Rates and Cumulative Graduation Rates-----															
	Head Count	or SAT Average	Continued to 2nd Yr	Continued to 3rd Yr	Graduated in 3 Yrs	Continued to 4th Yr	Graduated in 4 Yrs	Continued to 5th Yr	Graduated in 5 Yrs	Continued to 6th Yr	Graduated in 6 Yrs	Continued to 7th Yr	Graduated in 7 Yrs	Continued to 8th Yr	Graduated in 8 Yrs	Continued to 9th Yr	Graduated in 9 Yrs	Continued to 10th Yr
2000	<u>Fall 00</u>	<u>Fall 00</u>	<u>Fall 01</u>	<u>Fall 02</u>			<u>by Fall 04</u>	<u>Fall 04</u>	<u>by Fall 05</u>	<u>Fall 05</u>	<u>by Fall 06</u>	<u>Fall 06</u>	<u>by Fall 07</u>	<u>Fall 07</u>	<u>by Fall 08</u>	<u>Fall 08</u>	<u>by Fall 09</u>	<u>Fall 09</u>
2001	<u>Fall 01</u>	<u>Fall 01</u>	<u>Fall 02</u>	<u>Fall 03</u>			<u>by Fall 05</u>	<u>Fall 05</u>	<u>by Fall 06</u>	<u>Fall 06</u>	<u>by Fall 07</u>	<u>Fall 07</u>	<u>by Fall 08</u>	<u>Fall 08</u>	<u>by Fall 09</u>	<u>Fall 09</u>		
2002	<u>Fall 02</u>	<u>Fall 02</u>	<u>Fall 03</u>	<u>Fall 04</u>			<u>by Fall 06</u>	<u>Fall 06</u>	<u>by Fall 07</u>	<u>Fall 07</u>	<u>by Fall 08</u>	<u>Fall 08</u>	<u>by Fall 09</u>	<u>Fall 09</u>				
2003	<u>Fall 03</u>	<u>Fall 03</u>	<u>Fall 04</u>	<u>Fall 05</u>			<u>by Fall 07</u>	<u>Fall 07</u>	<u>by Fall 08</u>	<u>Fall 08</u>	<u>by Fall 09</u>	<u>Fall 09</u>						
2004	<u>Fall 04</u>	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>			<u>by Fall 08</u>	<u>Fall 08</u>	<u>by Fall 09</u>	<u>Fall 09</u>								
2005	<u>Fall 05</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>			<u>by Fall 09</u>	<u>Fall 09</u>										
2006	<u>Fall 06</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Fall 08</u>														
2007	<u>Fall 07</u>	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>														
2008	<u>Fall 08</u>	<u>Fall 08</u>	<u>Fall 09</u>															

These columns are not included in the survey forms.

**This form is for reference only. You will not enter data here. The data is reported on the Section I tab.**

Institution Name: **U of Nevada-Las Vegas**

Respondent Name: **Kari Coburn**

Section I: *First-time, Full-time, Baccalaureate Degree-seeking Freshmen*  
 Institution-wide Rates

Email Address: kari.coburn@unlv.edu  
 Phone Number: 702-895-3771

**NOTE: Remember to also complete the Characteristics & Checklist Tabs**

[Unprotect sheet](#)

Continuation Rates and Cumulative Graduation Rates

Cohort Type	Cohort Year	Head Count	Average		%Cont		%Grad		%Cont		%Grad		%Cont		%Grad		%Cont	
			ACT	SAT	to_2nd_Yr	to_3rd_Yr	in_4_Yrs	to_5th_Yr	in_5_Yrs	to_6th_Yr	in_6_Yrs	to_7th_Yr	in_7_Yrs	to_8th_Yr	in_8_Yrs	to_9th_Yr	in_9_Yrs	to_10th_Yr
0851 Total	2000	2119	21.4		71.4%	61.4%	11.3%	42.5%	31.0%	20.8%	39.2%	12.0%	43.7%	7.6%	46.2%	5.4%	47.5%	3.6%
0851 Total	2001	2416	21.4		71.9%	62.2%	12.5%	41.8%	30.8%	21.4%	40.6%	11.2%	44.8%	7.1%	47.0%	4.8%		
0851 Total	2002	2371	21.4		72.2%	61.0%	12.4%	41.3%	31.2%	21.0%	40.9%	10.8%	45.5%	5.9%				
0851 Total	2003	2819	21.2		73.3%	60.5%	12.0%	42.0%	29.9%	21.0%	39.4%	10.9%						
0851 Total	2004	3096	21.3		72.2%	62.4%	13.8%	41.1%	31.6%	21.3%								
0851 Total	2005	2946	21.2		70.5%	61.3%	13.6%	39.0%										
0851 Total	2006	2504	21.9		74.6%	64.3%												
0851 Total	2007	2775	21.7		75.9%	66.1%												
0851 Total	2008	3022	21.7		73.2%													
0851 Female	2000	1175	21.2		72.2%	63.1%	14.5%	41.2%	34.6%	18.3%	42.6%	10.3%	46.9%	6.5%	48.9%	5.0%	50.0%	3.2%
0851 Female	2001	1405	21.2		73.9%	64.2%	15.1%	42.3%	35.0%	20.9%	46.0%	10.0%	50.2%	6.2%	52.5%	3.6%		
0851 Female	2002	1363	21.3		75.3%	64.1%	15.6%	40.2%	35.1%	19.0%	44.1%	9.4%	48.1%	4.9%				
0851 Female	2003	1591	21.0		74.5%	61.7%	14.5%	40.3%	34.1%	18.0%	43.1%	8.8%						
0851 Female	2004	1752	21.0		74.1%	64.3%	16.8%	39.4%	35.2%	19.8%								
0851 Female	2005	1680	20.8		70.3%	60.9%	16.0%	36.5%										
0851 Female	2006	1387	21.6		75.7%	65.3%												
0851 Female	2007	1592	21.3		76.6%	67.4%												
0851 Female	2008	1710	21.3		73.7%													
0851 Male	2000	944	21.8		70.6%	59.3%	7.4%	44.2%	26.5%	23.9%	35.0%	14.1%	39.8%	9.1%	42.8%	5.8%	44.3%	4.0%
0851 Male	2001	1011	21.7		69.2%	59.4%	8.9%	41.1%	25.0%	22.3%	33.1%	12.8%	37.4%	8.3%	39.4%	6.4%		
0851 Male	2002	1008	21.4		68.2%	56.8%	7.9%	42.8%	26.0%	23.8%	36.5%	12.7%	41.9%	7.1%				
0851 Male	2003	1228	21.3		71.6%	59.0%	8.7%	44.3%	24.6%	24.8%	34.6%	13.7%						
0851 Male	2004	1344	21.7		69.7%	59.9%	10.0%	43.4%	26.9%	23.3%								
0851 Male	2005	1266	21.9		70.7%	61.8%	10.6%	42.3%										
0851 Male	2006	1117	22.3		73.3%	63.1%												
0851 Male	2007	1183	22.3		75.0%	64.2%												
0851 Male	2008	1312	22.3		72.4%													

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Continuation Rates and Cumulative Graduation Rates

Cohort Type	Cohort Year	Head Count	Average		%Cont	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont
			ACT	SAT	to_2nd_Yr	to_3rd_Yr	in_4_Yrs	to_5th_Yr	in_5_Yrs	to_6th_Yr	in_6_Yrs	to_7th_Yr	in_7_Yrs	to_8th_Yr	in_8_Yrs	to_9th_Yr	in_9_Yrs	to_10th_Yr
0851 Black	2000	180	18.8		65.0%	56.7%	7.2%	38.3%	23.9%	18.9%	29.4%	11.1%	33.9%	7.8%	36.1%	7.8%	37.2%	5.0%
0851 Black	2001	188	19.2		68.1%	60.6%	4.3%	44.1%	22.9%	20.2%	32.4%	12.2%	35.1%	8.0%	37.8%	5.9%		
0851 Black	2002	202	19.2		64.9%	49.0%	8.9%	34.7%	25.2%	16.3%	32.2%	8.9%	36.1%	4.0%				
0851 Black	2003	221	18.8		68.8%	56.1%	5.0%	46.6%	25.3%	22.6%	33.9%	11.8%						
0851 Black	2004	275	18.7		68.0%	58.9%	9.5%	44.0%	22.9%	27.3%								
0851 Black	2005	272	19.2		66.5%	54.4%	10.7%	35.3%										
0851 Black	2006	208	19.9		71.2%	53.8%												
0851 Black	2007	212	19.2		66.5%	54.2%												
0851 Black	2008	298	19.3		68.1%													
0851 Hisp	2000	230	20.5		72.2%	59.6%	9.1%	47.8%	30.4%	26.1%	40.0%	16.5%	48.7%	8.7%	51.3%	3.9%	51.7%	2.6%
0851 Hisp	2001	269	20.5		73.2%	59.1%	10.4%	42.0%	28.3%	21.9%	36.4%	13.0%	39.4%	10.0%	42.4%	7.1%		
0851 Hisp	2002	268	20.7		72.4%	64.6%	10.4%	44.4%	29.1%	26.1%	37.3%	14.6%	42.5%	9.3%				
0851 Hisp	2003	301	20.0		70.8%	60.8%	6.0%	45.5%	28.2%	21.6%	35.9%	14.0%						
0851 Hisp	2004	384	19.8		73.2%	62.5%	13.0%	40.4%	28.4%	23.2%								
0851 Hisp	2005	415	19.6		68.2%	62.4%	11.1%	40.7%										
0851 Hisp	2006	379	20.9		77.0%	68.6%												
0851 Hisp	2007	438	20.5		75.8%	64.8%												
0851 Hisp	2008	506	20.9		75.5%													
0851 Asian	2000	327	21.4		78.0%	68.5%	11.9%	46.2%	33.9%	21.4%	44.0%	11.0%	47.1%	8.9%	49.8%	4.6%	51.1%	3.1%
0851 Asian	2001	381	20.8		80.8%	71.7%	12.9%	49.9%	34.1%	24.1%	45.4%	13.4%	51.4%	6.6%	53.5%	3.9%		
0851 Asian	2002	390	20.7		77.9%	67.9%	12.3%	46.4%	34.1%	20.0%	43.1%	11.0%	46.7%	5.9%				
0851 Asian	2003	425	20.2		79.3%	67.3%	14.8%	46.6%	31.8%	24.5%	44.9%	12.9%						
0851 Asian	2004	505	21.0		78.4%	67.3%	15.4%	46.1%	33.7%	23.8%								
0851 Asian	2005	533	20.3		75.4%	68.7%	13.7%	41.8%										
0851 Asian	2006	521	21.0		82.0%	73.7%												
0851 Asian	2007	623	21.3		83.0%	75.6%												
0851 Asian	2008	682	21.5		78.3%													
0851 A I	2000	31	21.1		67.7%	58.1%	0.0%	45.2%	9.7%	32.3%	16.1%	19.4%	19.4%	6.5%	22.6%	12.9%	29.0%	3.2%
0851 A I	2001	32	21.9		62.5%	43.8%	9.4%	31.3%	28.1%	12.5%	34.4%	3.1%	37.5%	0.0%	37.5%	0.0%		
0851 A I	2002	24	21.1		66.7%	62.5%	8.3%	33.3%	20.8%	16.7%	29.2%	8.3%	33.3%	0.0%				
0851 A I	2003	26	21.2		61.5%	61.5%	3.8%	38.5%	11.5%	26.9%	26.9%	11.5%						
0851 A I	2004	26	21.0		69.2%	50.0%	0.0%	38.5%	19.2%	23.1%								
0851 A I	2005	41	21.0		70.7%	48.8%	9.8%	39.0%										
0851 A I	2006	20	20.8		80.0%	65.0%												
0851 A I	2007	20	21.1		55.0%	50.0%												
0851 A I	2008	11	21.4		63.6%													

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Continuation Rates and Cumulative Graduation Rates

Cohort Type	Cohort Year	Head Count	Average		%Cont	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont	%Grad	%Cont
			ACT	SAT	to_2nd_Yr	to_3rd_Yr	in_4_Yrs	to_5th_Yr	in_5_Yrs	to_6th_Yr	in_6_Yrs	to_7th_Yr	in_7_Yrs	to_8th_Yr	in_8_Yrs	to_9th_Yr	in_9_Yrs	to_10th_Yr
0851 White	2000	1219	22.0		70.8%	60.6%	11.7%	41.2%	31.4%	19.4%	39.1%	11.5%	43.3%	7.3%	45.7%	5.3%	47.1%	3.8%
0851 White	2001	1363	22.0		69.8%	60.5%	13.3%	40.1%	31.3%	21.3%	41.6%	10.3%	45.9%	6.5%	48.0%	4.7%		
0851 White	2002	1285	21.9		71.1%	59.7%	12.5%	40.6%	30.7%	21.1%	41.4%	10.5%	46.2%	5.7%				
0851 White	2003	1492	21.9		72.7%	59.4%	13.5%	39.2%	30.4%	19.6%	39.8%	9.3%						
0851 White	2004	1601	22.1		71.0%	61.6%	13.4%	39.9%	32.2%	19.2%								
0851 White	2005	1134	22.4		68.1%	58.3%	13.5%	38.4%										
0851 White	2006	1209	22.7		71.0%	60.8%												
0851 White	2007	1302	22.6		74.4%	63.8%												
0851 White	2008	1318	22.6		70.2%													
0851 N R	2000	36	20.5		72.2%	63.9%	30.6%	36.1%	50.0%	19.4%	52.8%	11.1%	63.9%	2.8%	66.7%	0.0%	66.7%	0.0%
0851 N R	2001	43	17.7		83.7%	74.4%	30.2%	34.9%	51.2%	7.0%	55.8%	4.7%	58.1%	2.3%	58.1%	2.3%		
0851 N R	2002	37	19.5		78.4%	75.7%	24.3%	43.2%	48.6%	18.9%	62.2%	2.7%	67.6%	0.0%				
0851 N R	2003	33	18.0		75.8%	66.7%	30.3%	36.4%	48.5%	30.3%	63.6%	9.1%						
0851 N R	2004	41	25.0		87.8%	82.9%	36.6%	43.9%	63.4%	19.5%								
0851 N R	2005	40	16.0		92.5%	92.5%	55.0%	22.5%										
0851 N R	2006	37	18.7		83.8%	81.1%												
0851 N R	2007	52	21.0		76.9%	63.5%												
0851 N R	2008	58	19.9		77.6%													
0851 Unknown	2000	96	22.5		68.8%	60.4%	13.5%	43.8%	29.2%	24.0%	42.7%	10.4%	44.8%	7.3%	45.8%	8.3%	47.9%	4.2%
0851 Unknown	2001	140	21.7		70.0%	61.4%	14.3%	37.9%	27.1%	22.1%	34.3%	12.9%	37.1%	10.7%	40.0%	4.3%		
0851 Unknown	2002	165	21.4		75.8%	60.6%	17.0%	38.2%	36.4%	21.8%	44.8%	10.9%	49.7%	6.1%				
0851 Unknown	2003	321	21.4		73.8%	58.6%	10.3%	43.6%	29.9%	19.6%	35.8%	12.5%						
0851 Unknown	2004	264	21.3		68.2%	59.5%	17.0%	37.1%	33.7%	20.5%								
0851 Unknown	2005	511	21.7		72.8%	61.6%	14.7%	39.5%										
0851 Unknown	2006	130	21.6		74.6%	59.2%												
0851 Unknown	2007	128	22.3		75.8%	69.5%												
0851 Unknown	2008	149	22.0		77.2%													

Optional but not recommended. See definitions for instructions.

0851 Hawaiian	2008																	
0851 Multi	2008																	

Comments:

Figures previously submitted have been updated to reflect our most current data, as recorded on our Student Information System.

## 2009-10 CSRDE Institutional and Student Characteristics Survey

Please see Instructions tab in this workbook before completing this section.

**NOTE: This information is required for members to make effective peer comparisons.  
Please complete the following in full.**

Institution: University of Nevada, Las Vegas

	<b>Fall 2003</b>	<b>Fall 2008</b>
1. Total Headcount Enrollment (includes <u>all</u> students at your institution)	<u>25749</u>	<u>28605</u>
2. Undergraduate Headcount		
a. Full-time Undergraduate	<u>14375</u>	<u>15875</u>
b. Part-time Undergraduate	<u>6305</u>	<u>6274</u>
c. Degree-seeking Undergraduates	<u>19525</u>	<u>21256</u>
d. Non-degree-seeking Undergraduates	<u>1155</u>	<u>893</u>
e. <b>Total Undergraduates (Calculated)</b>	<u>20680</u>	<u>22149</u>
<b><i>(a + b) must be equal to (c + d); otherwise, "Error" will be displayed.</i></b>		
3. Percentage of First-time, Full-time, Baccalaureate Degree-seeking Freshmen		
a. 24 years or older	<u>0.5 %</u>	<u>0.5 %</u>
b. Living in university housing	<u>23 %</u>	<u>28 %</u>
c. Black, Hispanic and American Indian	<u>19 %</u>	<u>27 %</u>
4. Percentage of First-time, Full-time, Baccalaureate Degree-seeking Freshmen with a High School Rank in the		
a. Top 10%	<u>17 %</u>	<u>21 %</u>
b. Top 11-25%	<u>30 %</u>	<u>33 %</u>
c. Top 26-50%	<u>35 %</u>	<u>33 %</u>
<b><i>(a + b + c) cannot be &gt;100; otherwise, "Error" will be displayed.</i></b>		
5. Percentage of First-time, Full-time, Degree-seeking Freshmen receiving <b>Federal Grants</b> (not all Aid) as identified in the IPEDS Spring Collection form, "Student Financial Aid".	<u>20 %</u>	<u>23 %</u>
6. ACT <b>or</b> SAT Scores - Report the test score that is used by the majority of your freshmen for purposes of admission. <i>If both test scores are reported, ACT will be used.</i>		
Institution Selectivity Scale:	Highly Selective: ACT > 24.0 or SAT > 1100 Selective: ACT 22.5-24.0 or SAT 1045-1100 Moderately Selective: ACT 21.0-22.4 or SAT 990-1044 Less Selective: ACT < 21.0 or SAT < 990	
a. Average ACT	<u>21.2</u>	<u>21.7</u>
b. Average SAT - Verbal	<u>          </u>	<u>          </u>
c. Average SAT - Math	<u>          </u>	<u>          </u>
7. Percentage of First-time, Full-time, Baccalaureate Degree-seeking Freshmen in the Fall cohort that continued to Spring (for institutions with a quarter system, this is the next term):	<u>87.5 %</u>	<u>87.6 %</u>
8. First Semester GPA of First-time, Full-time, Baccalaureate Degree-seeking Freshmen		
a. Average GPA	<u>2.78</u>	<u>2.71</u>
b. Percentage with a GPA below 2.0	<u>15 %</u>	<u>18 %</u>

**Section 1 Checklist**  
**2009-10 CSRDE Retention Survey**

**Institution:** University of Nevada, Las Vegas

**Web Address:** http://ir.unlv.edu

**This workbook contains two "alert" tabs to help you as you review your data before submitting it to CSRDE.** Messages appearing on those worksheets indicate *possible* errors. However, we understand that there are conditions under which data may be correct even though a message appears. For example, typically continuation rates decrease, but they occasionally may increase at institutions that have small cohorts of students. This may be due to allowable exclusions such as being called to active duty from the National Guard, etc., or possible stop-outs who returned. Or, male plus female headcounts may not equal the Total cohort headcount due to unreported gender issues. **After reviewing the "Alert" worksheets and making any necessary changes, if alert messages still appear for data that needs no corrective action, please help us understand your circumstances by noting them below.**

	<b>Possible data problems indicated on "Alert" worksheets</b>	<b>After you have reviewed the Alert Messages, if an alert message still appears and no change is necessary, please explain below.</b>
1.	Male headcount plus Female headcount does not equal Total cohort headcount in a given year.	
2.	Total of ethnic headcounts do not equal the Total cohort headcount in a given year.	
3.	An alert message appeared related to ACT or SAT scores.	
4.	There is no rate in a cell yet there are rates in other cells for the same cohort year.	
5.	Continuation rates increased for a specific cohort one year to the next. (they are typically lower than or equal to the previous year's rate).	We verified that the continuation rate increases shown in cells R62 and R89 (Section I) are correct. These increases are due to stop-outs.
6.	Graduation rates decreased (they should be progressively higher or the same as the previous year's rates).	
7.	Continuation rates plus graduation rates for any given cohort year are greater than 100%. For example, graduated in 4 years plus continued to 5 <sup>th</sup> year is greater than 100%. (They should be less than or equal to 100%).	
8.	Rates appear in cells where the headcount is zero (0) or blank. Please remove any data in cells where the headcount is zero (0) or blank. There should be no data for ACT/SAT scores or rates.	
9.	Gender rates check alert message. This indicates an inconsistency between the male and female rate and the Total cohort rate.	

Are any of your cohorts mapped from the old Race/Ethnicity categories to the new R/E categories? If so, in which cohort year did you begin mapping? No

This survey collects data on first-time, full-time freshmen only. If you included part-time students in the headcounts of the cohorts you reported, **on average** what percentage of students in your initial Total headcounts are part-time? N/A %

Additional comments:



## Definitions 2009-10 CSRDE Retention Survey

### 1. Timing Definition

The definition of "a year" for this survey is the 12-month period from the beginning of a fall term in one year to the beginning of the following fall term. The fall enrollment status is based on the official reporting date for the IPEDS fall enrollment report.

### 2. First-time Freshman (See IPEDS definition)

"An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school)."

Report only full-time, baccalaureate degree-seeking, first-time freshmen in this survey.

### 3. ACT or SAT Columns

For the ACT/SAT columns, report either ACT or SAT score, whichever is used by the majority of freshmen for admission purposes. If reporting SAT, provide composite scores without the Writing score being included.

**4. Ethnic Groups:** The CSRDE office has been closely following the changes on Race and Ethnicity definitions being phased into the IPEDS surveys, and in particular the Fall Enrollment (which contains Retention Reporting) and the GRS. With the assistance of our Advisory Board (who are leaders in IR), consultations with the staff of National Center for Education Statistics-IPEDS, and suggestions from colleagues at the Association for Institutional Research we have identified a methodology which maintains the integrity of our longitudinal data and minimizes conditions which would negatively impact your ability to conduct benchmarking.

**Guidelines:** A student's enrollment and graduation data must be wholly reflected in a single Race/Ethnicity cohort. If a student's R/E status needs to be corrected, the headcount, ACT/SAT, and the retention and graduation rates for both the incorrect and correct sub-cohorts must be recalculated.

#### A. First-time Cohorts of 2000 through the Cohort of 2007.

Please use the historical Race and Ethnicity categories used by IPEDS and the CSRDE. They will be shown below.

#### B. Fall Cohort of 2008. We recommend using the historical definitions below.

Historical Definitions (Uses Historical IPEDS Categories)

##### **Black, Non-Hispanic**

"A person having origins in any of the black racial groups of Africa (except those of Hispanic origin)."

##### **Hispanic**

"A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race."

##### **Asian or Pacific Islander**

"A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands."

##### **American Indian or Alaskan Native**

"A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition."

Continued on next page

##### **White, Non-Hispanic**

"A person having origins in any of the original peoples of Europe, North Africa, or the Middle East."

.. . . .

**Nonresident Alien**

"A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely."

**Unknown/Other \*\*\*New\*\*\***

"Individual who did not respond or whose response does not fit into the categories above."

**Note: In years past we did not specifically collect the Unknown/Other category. It was derived from subtracting the sum of the ethnic groups from the total. However, based on member requests we are including it.**

**C. Transitional Reporting on Fall 2008 Cohorts where new IPEDS R/E has been implemented.**

During the 2009-10 reporting cycle for the IPEDS survey, the US Department of Education gave institutions the option of using the new R/E definitions to report First-year Retention on the Fall Cohort of 2008 (Enrollment survey).

For the CSRDE reporting on the Fall Cohort of 2008, we recommend that you use the historical definition categories for R/E. The more consistency that we can maintain during the transition in cohort definitions, the better the benchmarking will be for everyone. Note that the availability of meaningful benchmarks based on those new categories will be dependent upon the number of members reporting in that fashion. According to NCES, thus far, approximately 78% of reporting institutions have continued to use the historical definitions above.

However, if your institution has implemented the new definitions with the Fall Cohort of 2008, and you intend to use those definitions for the Fall 2008 CSRDE First-time, Full-time Cohort, please make a documentation note in the comments on the checklist tab. Be sure to include data for the **Hawaiian\*** and **Multi-racial\*\*** groups. If you have no students in those categories report zero (0) for the headcount for Fall 2008. In the row for the Fall 2008 Asian subcohort, you would report only those students falling into the new Asian grouping (which excludes Hawaiians). The sum of the headcounts for all of your ethnic groups for the Fall of 2008 should equal the Total headcount.

\* **Hawaiian** - Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

\*\* **Multi-racial** - Those individuals that self identify in 2 or more racial categories. As defined by IPEDS, if an individual chooses Hispanic as their ethnic group, they will not be included in the multi-racial category. Even if they choose more than one racial category, they will still be identified as Hispanic.

For more detail on the IPEDS Race/Ethnicity Changes, please log into the CSRDE Membership Portal (<http://csrde.ou.edu/portal/login.cfm>), where you downloaded this form.

Continue to next page for Continuation and Graduation Rates Definitions

## 5. Continuation Rates

Continuation rate is the percentage of first-time, full-time freshmen in a given fall term who returned to the institution in a subsequent fall term. For example, the "continued to 3rd year" rate for fall 2002 first-time freshmen is the percentage of fall 2002 first-time freshmen who returned for fall 2004. The calculation of continuation rate does not include students who returned to the institution after having graduated from the same institution. For specific time points for reporting, see *2009-10 Survey Documentation Form*.

Reminder: As is the convention with IPEDS, data used for these calculations may be adjusted for students who departed for the following reasons: deceased, permanently disabled, or joined the armed forces (including those called to active duty from the Reserves or National Guard) or foreign aid service of the federal government or official church missions. These are exclusions, and may be subtracted from the cohort prior to calculating the continuation rate. Example:  $\text{Number in cohort who continued to 3rd year} / (\text{cohort headcount} - \text{the allowable exclusions})$ .

## 6. Cumulative Graduation Rates

Graduation rate is the cumulative percentage of first-time, full-time freshmen in a given fall term who graduated within a designated period of time. For example, the "graduated in five years" rate for fall 2002 first-time freshmen is the percentage of fall 2002 first-time freshmen who graduated from the institution by the fall 2007 term, including those students who completed their courses during the summer of 2007. For specific time points for reporting, see *2009-10 Survey Documentation Form*.

Reminder: As is the convention with IPEDS, data used for these calculations may be adjusted for students who departed for the following reasons: deceased, permanently disabled, or joined the armed forces (including those called to active duty from the Reserves or National Guard) or foreign aid service of the federal government or official church missions. These are exclusions, and may be subtracted from the cohort prior to calculating the graduation rate. Example:  $\text{Number in cohort who graduated within 4 years} / (\text{cohort headcount} - \text{the allowable exclusions})$ . Students who leave for these reasons, but return before the IPEDS status date of August 31 in the year in which the graduation rate is being calculated, may be subtracted from the cohort when calculating the graduation rate.

**Please note: The headcount in Section I column D must stay the same even if a retention or graduation rate is calculated based on exclusions.**