**School of Education Retention and Graduation rates**

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The School of Education Retention and Graduation Rate Working Group includes Joe Castino, Pauline Reynolds, Alaine Murphy, Nancy Svenson, Amanda Wirtz, Kristin Grammar, Maria Johnson, Alisha Aguilar, Stacey Neeley, and me. We meet regularly with the goal of understanding and improving our student success rates. This paper provides a brief update of the current rates for School of Education students. The retention rates are current as of our Fall census and the graduation rates are current as of June 30th, 2013.

**Teacher Credential**

Unlike our other programs, Institutional Research tracks preliminary teaching credential retention by 1st to 2nd semester, versus 1st to 3rd semester. This is because the program is only a 10 month program. See graphs 1 and 2 for the retention and graduation rates for our teaching credential students.

**Graph 1: Retention and Graduation Rates for Preliminary Teaching Credential Multiple Subjects**

**Graph 2: Retention and Graduation Rates for Preliminary Teaching Credential Single Subject**

 In looking at retention and graduation rates, common questions are “are these rates good?” and “what should they be?” Because Universities are currently only required to publish information on retention and graduation rates for their first-time full-time entering freshmen, most schools do not publish information on any other populations. Thus, it is difficult to find comparable rates with which to benchmark our student success.

The Retention and Graduation Rate Working Group has noted that our graduation rates, as defined as being awarded a credential, are lower than we’d like. While a large number of students complete the required coursework, a significant number are not receiving their credential. The Working Group has identified some opportunities and continues to discuss ways we can improve our student success rates with these programs.

**Master of Arts**

A student seeking a Master of Arts in Education degree has a large number of different programs to choose from. It isn’t unusual that a student initially chooses one path but changes their mind and pursues a different program. Thus, it is difficult to track student success rates for individual programs. The graph below has our retention and graduation rates for all our Master of Arts students.

**Graph 3: Retention and Graduation Rates for Master of Arts in Education**

While it is difficult to find retention and graduation rates for other universities’ Masters of Arts in Education programs, we can compare the School of Education rates to those of our graduate programs in the School of Business. While these programs are dissimilar in many ways, looking at the School of Business rates can help us understand what might be considered a “good” graduation rate for a graduate program. Graph 4 below has the retention and graduation rates for the School of Business graduates, combining the rates for both the Master of Arts in Management and the MBA programs.

In comparing the rates for the two schools, the School of Education’s retention rates are higher, but the graduation rates are lower. As the Retention and Graduation Rate Working Group continues to meet, we are planning to explore the challenges and opportunities facing our Masters of Art students.

**Graph 4: Retention and Graduation Rates for School of Business Graduates (MA and MBA combined)**

**Next Steps**

Over our meetings in the fall, the Retention & Graduation Rate Working Group has focused primarily on our teaching credential students. We’ve made significant progress in understanding enrollment patterns and barriers for students seeking to achieve their credential. We will are hoping to develop policies and procedures which will have a positive impact on our student success rates. We are also looking forward to more closely analyzing student success rates for the Master of Arts in Education programs. Please feel free to contact a member of the group if you have any questions or recommendations.