**WTCS QRP Cube User’s Guide  
QRP – Indicator #2 Retention**

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# ***Overview:***

The **QRP – Indicator #2 Retention Cube** includes a **Retention Metrics** measure group and **four** dimension groups. Dimensions can be used to uncover the who, what, when, and where in an effort to answer why high or low successful retention rates exist. In essence, the Cube is meant to drive continuous improvement efforts by uncovering anomalies, and by providing actionable pieces of data.

# ***Cube Measure Group & Dimension Groups:***

**Measure Group:**

**Retention Metrics** – program enrollees enrollment status and graduations are identified through district submissions in the Client Reporting System with program enrollments and graduations on the S9 record and enrollment status identified on the S3 record; retention metrics follow a cohort methodology where the cohort is generated in the cohort year based on the following requirements:

* Includes only first time program students who have not been enrolled in the program assessed during the four years previous to the year the cohort is generated, however, program enrollees in the cohort may have been enrolled in another program at any time
* program enrollees in the cohort must be enrolled in at least one FTE generating course with a course completion status of 01-Pass, 02-Fail, 03-Incomplete, or 04-Withdrew in the year the cohort is generated
  + Associate Degree (10) and Liberal Arts (20) program enrollees must be enrolled in at least one FTE generating Associate Degree (10) or Liberal Arts (20) aid code course
  + Short-Term Tech Diploma (30), One-Year Tech Diploma (31), and Two-Year Tech Diploma (32) program enrollees must be enrolled in at least one FTE generating Associate Degree (10), Liberal Arts (20), Short-Term Tech Diploma (30), One-Year Tech Diploma (31), or Two-Year Tech Diploma (32) aid code course
  + Apprenticeship (50) program enrollees must be enrolled in at least one FTE generating Apprenticeship (50) aid code course

A cohort student is considered retained if they graduated within the years assessed or are still coded to the program and enrolled in at least one FTE generating course with a completion status of 01-Pass, 02-Fail, 03-Incomplete, or 04-Withdrew in the last year the cohort is assessed. Degree and course enrollment combinations follow the same methodology as the above bullet points in the final year of assessment for retention.

**Measures:**

**Semester to Semester Retention – Cohort Count** – the unduplicated count of program enrollees for a specific program who meet the above cohort requirements with course enrollment in the fall term

**Semester to Semester Retention – Achieved Count** – the unduplicated count of program enrollees from the cohort who graduated from the program assessed in the same year the cohort was generated or are enrolled in courses in the spring term

**Semester to Semester Retention – % Retained** – the quotient of “**Semester to Semester Retention – Achieved Count”** and “**Semester to Semester Retention – Cohort Count**”

**2nd Year Retention – Cohort Count** – the unduplicated count of program enrollees for a specific program who meet the above cohort requirements

**2nd Year Retention – Achieved Count** – the unduplicated count of program enrollees from the cohort who graduated from the program assessed in the same year the cohort was generated or in the second year or are enrolled in courses in the second year

**2nd Year Retention – % Retained** – the quotient of “**2nd Year Retention – Achieved Count”** and “**2nd Year Retention – Cohort Count**”

**\*\*\*\*3rd, 4th, 5th, and 6th Year Retention metrics follow the same methodology, but extend the length for assessing retention**

**Dimension Group:**

**Client Demographic** – data is sourced to the WTCS Client Reporting System

**Dimensions:**

**Academically Disadvantaged** – reference definitions in the [Client Reporting System Manual](http://mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=ae77f1ca-8690-447e-9a1f-09f51e46c26d); based on Academically Disadvantaged field

**Age Group** – calculated age as of June 1st of the fiscal year in question; age is based on Birth Date field in Client Reporting; age is grouped into the following categories; <18, 18-24, 25-29, 30-34, 35-44, 45-54, 55-61, 62 and Older, and Unknown when Client date of birth is not reported

**Client Number** – WTCS assigned number for each Client reported in Client Reporting

**County of Residence** – reference definitions in the Client Reporting System Manual; based on County Code field

**Disability** – reference definitions in the Client Reporting System Manual; based on Person with Disability field

**Displaced Homemaker** – reference definitions in the Client Reporting System Manual; based on Displaced Homemaker field

**District of Residence** – reference definitions in the Client Reporting System Manual; based on WTCS District of Residence field

**District Student Id** – reference definitions in the Client Reporting System Manual; based on District Student ID field

**Economically Disadvantaged** – reference definitions in the Client Reporting System Manual; based on Economically Disadvantaged field

**Effort District** – the WTCS district a high school is located in, per the district boundaries defined in WTCS State Board policy; this code is not reported, but is added to the high school tables to allow Technical Colleges and the System Office to see where high school attendees/graduates from the various Technical College districts enroll

**Full-time 24 Or More Credits** – calculation of the sum of credits enrolled in during the said academic year; includes credits across all aid codes from Client Reporting

**Gender** – reference definitions in the Client Reporting System Manual; based on Sex Code field

**High School Graduation Year** – reference definitions in the Client Reporting System Manual; based on Year of High School Graduation field

**High School Last Attended** - reference definitions in the Client Reporting System Manual; based on High School Attended field

**Highest Credential Received** - reference definitions in the Client Reporting System Manual; based on Highest Credential Received at Enrollment field

**Highest Grade Completed** - reference definitions in the Client Reporting System Manual; based on Highest Grade Completed at Enrollment field

**Incarcerated** - reference definitions in the Client Reporting System Manual; based on Incarcerated field

**Limited English Proficiency** - reference definitions in the Client Reporting System Manual; based on Limited English Proficiency field

**Minority** - reference definitions in the Client Reporting System Manual; based on Ethnic Code/Race field; minority status of “Yes” includes American Indian/Alaskan Native, Asian, Black, Hispanic, Multiple, Pacific Islander; minority status of “No” includes White and Unknown

**Municipality of Residence** - reference definitions in the Client Reporting System Manual; based on Municipality Code field

**Program Enrollee** – Student has an S9 record in Client Reporting in the said academic year

**Program Graduate** – Student has an S9 graduate record in Client Reporting in the said academic year

**Race Ethnicity** - reference definitions in the Client Reporting System Manual; based on Ethnic Code/Race field

**Single Parent** - reference definitions in the Client Reporting System Manual; based on Single Parent field

**Work Status** - reference definitions in the Client Reporting System Manual; based on Work Status at Enrollment field

**Dimension Group:**

**Cohort Year** – data is sourced to the WTCS Client Reporting System; the year the cohort is generated

**Dimensions:**

**Cohort Year** – reference definitions in the Client Reporting System Manual; based on Fiscal Year field

**Dimension Group:**

**Districts** – data is sourced to the WTCS Client Reporting System

**Dimensions:**

**District** – reference definitions in the Client Reporting System Manual; combined field including the District Number field reported in the Client Reporting System and the associated district name

**District Code** – reference definitions in the Client Reporting System Manual; based on District Number field

**District Initials** – initials of district based on the District Number field in the Client Reporting System

**District Name** – district name based on the District Number field in the Client Reporting System

**District Short Name** – district name excluding “Technical College” verbiage; based on the District Number field in the Client Reporting System

**Dimension Group:**

**Program** – data is sourced to the WTCS Client Reporting System

**Dimensions:**

**Career Cluster** – Each program is assigned a Career Cluster; more information can be found on MyWTCS

**CIP Code** – Classification of Instructional Programs (CIP) assigned to an academic program during the program approval process

**Division** – Each program is assigned a Division; division is assigned based on the first digit of the programs instructional area

**Instructional Area** – the description associated with the three digit instructional area code within the program number

**Instructional Area** **Code** – the three digit instructional area code associated with a program number ex. program number = 10-101-1 and instructional area code = 101

**NTO Bias** – identifies if a “Male Gender Bias”, “Female Gender Bias”, or “No Bias” exists for a program

**Program** – combination of the program number and the program title associated with the program number

**Program Aid Code** – the first two digits of the program number

**Program Number** – reference definitions in the Client Reporting System Manual; based on Program Number field

**Dimension Group:**

**Program Type** – data is sourced to the WTCS Program Approval System

**Dimensions:**

**Program Type** – Programs can be assigned a program type that can be unique to the district; this is the field that the WTCS uses to flag Embedded Technical Diplomas, shared programs, etc.

**Dimension Group:**

**Report Year** – data is sourced to the WTCS Client Reporting System; the last year the cohort is assessed

**Dimensions:**

**Report Year** – reference definitions in the Client Reporting System Manual; based on Fiscal Year field

# ***How to Use the Data:***

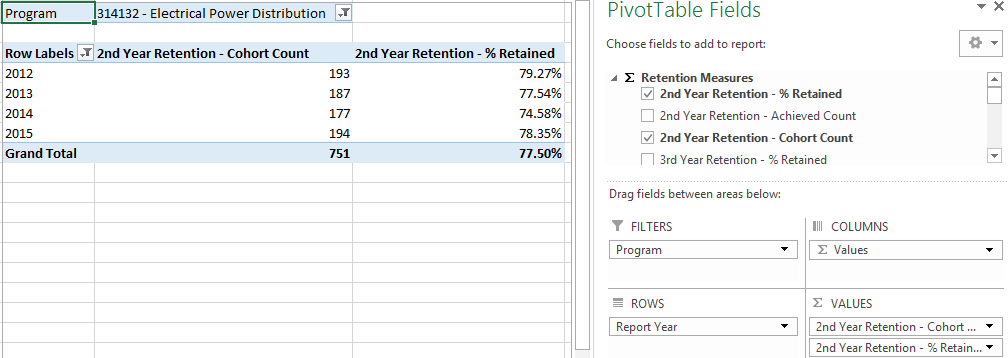
The purpose of the QRP Cubes is to provide Colleges with business intelligence resources to drive continuous improvement efforts. Below are some example uses of the various dimension groups to assist in continuous improvement.

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| **Dimension Group** | **Example Uses** |
| Client Demographic | Identify which demographic groups are positively or negatively impacting QRP indicators. |
| Cohort Year | Track a cohort for up to six years to identify tipping points in retention. |
| Districts | Benchmark successes or areas for improvement with other districts. Data can be used to prompt an in-depth conversation with other districts for best-practice sharing. |
| Programs | Identify which programs have high or low success rates and identify QRP indicator benchmarks by career cluster or division. |
| Report Year | Identify trends for QRP indicators. |
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# ***Cube Combination Examples:***

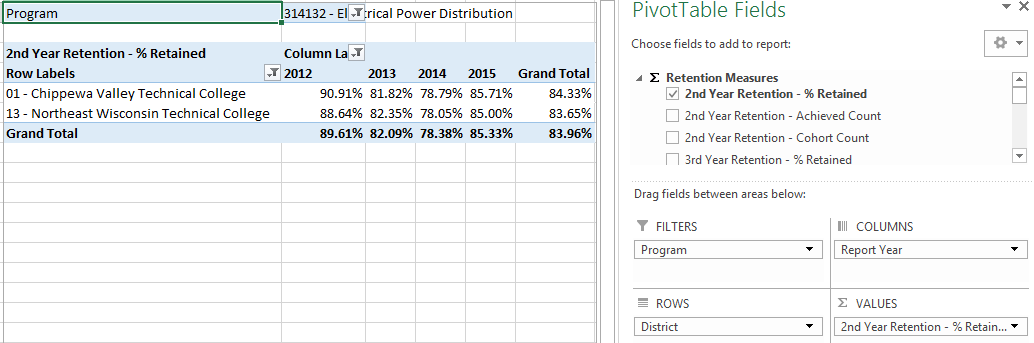
1. **Identify QRP Retention indicators for a program.**

Connect to the WTCS server through the Cisco VPN. Open Excel and connect to the QRP – Indicator #2 Retention Cube. Reference the OLAP Cube Connection Requirements and Instructions for District Users document for full instructions on connecting to the Cubes. Once connected, replicate the below Cube combination. The resulting combination will provide you with retention rates for a specific program. The **Grand Total** row will identify overall retention rates and student cohort counts for all years assessed.



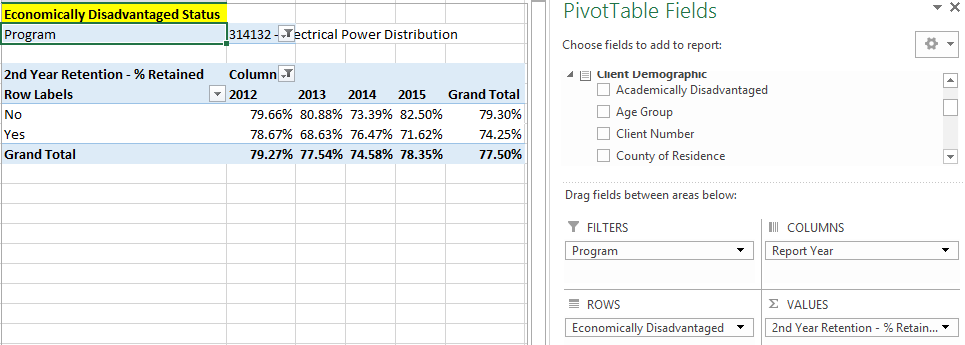
1. **Identify QRP Retention indicators for a program for your district and other districts.**

Connect to the WTCS server through the Cisco VPN. Open Excel and connect to the QRP – Indicator #2 Retention Cube. Reference the OLAP Cube Connection Requirements and Instructions for District Users document for full instructions on connecting to the Cubes. Once connected, replicate the below Cube combination. The resulting combination will provide you with retention rates for a specific program by district. This combination can be used for benchmarking purposes. The **individual district** row will identify retention rates for the district. The **Grand Total** column will identify retention rates for all of the years included in the analysis for each row. The **Grand Total** row will identify overall retention rates for all districts assessed by year.



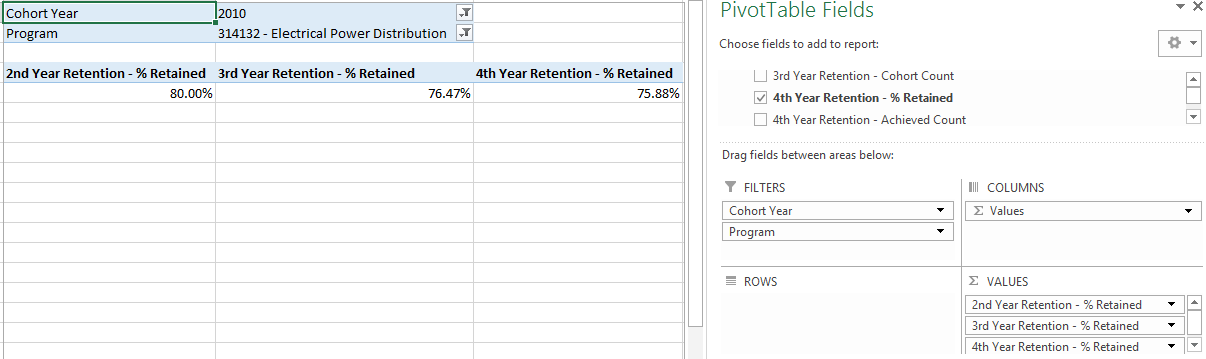
1. **Identify retention rates by demographic groups for a program.**

Connect to the WTCS server through the Cisco VPN. Open Excel and connect to the QRP – Indicator #2 Retention Cube. Reference the OLAP Cube Connection Requirements and Instructions for District Users document for full instructions on connecting to the Cubes. Once connected, replicate the below Cube combination. The resulting combination will provide you with retention rates for a specific program broken out by student demographics. The **Grand Total** column will identify retention rates for all of the years included in the analysis for each row. The **Grand Total** row will identify overall retention rates for all demographic variables assessed by year.



1. **Track retention rates for multiple years out for the same cohort by program.**

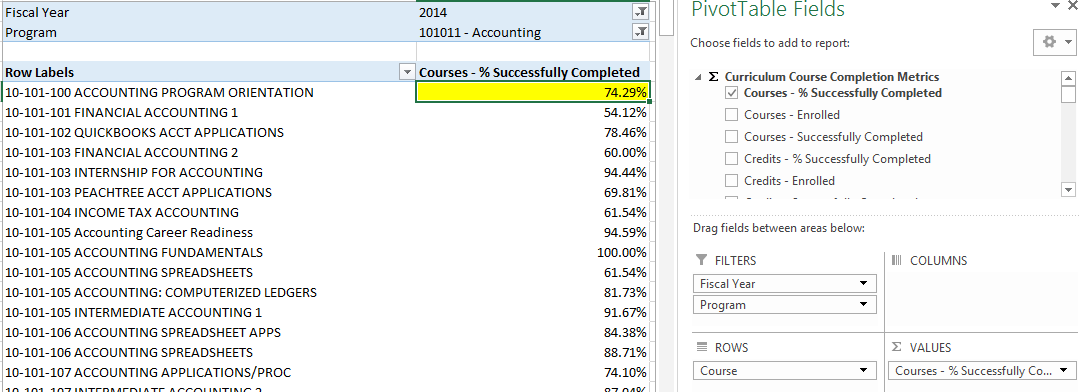
Connect to the WTCS server through the Cisco VPN. Open Excel and connect to the QRP – Indicator #2 Retention Cube. Reference the OLAP Cube Connection Requirements and Instructions for District Users document for full instructions on connecting to the Cubes. Once connected, replicate the below Cube combination. The resulting combination will demonstrate how you can track the same cohort for multiple years; note the cohort counts are the same based on the metric and report year combination.



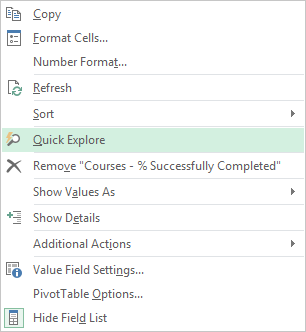
# ***Drill-Through Capabilities:***

Excel 2013 or more recent versions allow end-users to drill-through QRP Indicator measures within the Cubes. Follow these steps to drill-through:

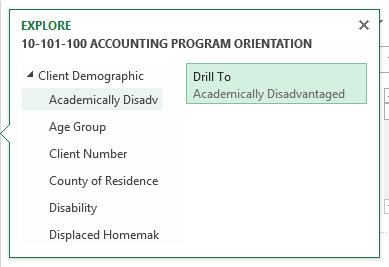
1. Select the measure cell you want to drill-through.



1. Right-click in the field and select “Quick Explore”.



1. An “Explore” menu will populate – select a field within the available dimensions that you would like to drill-through to get more details and double-click. In this example, “Academically Disadvantaged” is selected. The resulting output shows the measure for the field selected in step one, and is broken out by the field selected in step three



# ***Commonly Asked Questions:***

1. **Where does the data come from within the Cubes?**

Data within the Cubes is sourced to the data the districts supply in Client Reporting submissions.

1. **Can I track a cohort of students longitudinally to identify in what year retention rates plateau?**

Yes, the cubes allow you to track retention rates from 2nd year to 6th year retention. Cube combination example four demonstrates this capability.