OVERVIEW

- WELCOME!
- EXPLORING DATA LITERACY
- EXPLORING INTERACTIVE FACT BOOK
- EXPLORING STUDENT RETENTION & GRADUATION DATA
- EXPLORING CURRICULAR FLOW DATA
- CONCLUSION
A Specific Question from the Survey:
What can I learn from the available data?
A Specific Question from the Survey:
What do I need to know before exploring student data?
WELCOME | Who is here today?

Survey Question 3: Please rank your level of experience with the following UAccess Analytics products/services?
The Family Educational Rights and Privacy Act (FERPA)

All student data holders must act responsibly and be held accountable for safeguarding students’ personally identifiable information (PII) from education records.
EXPLORING DATA LITERACY

Jessica Gerlach, IT Training & Support Specialist
WHO WE ARE & WHY WE ARE HERE

UAIR IS COMMITTED TO providing data that empowers campus decision makers, informs policy and practice, and tells the Arizona story.
WHAT IS DATA LITERACY?

DATA LITERACY is the ability to read, work with, analyze, and argue with data. Improving data literacy hones your decision-making ability.
DATA-INFORMED DECISION MAKING

EVERY EMPLOYEE should be empowered to make data informed decisions. We are committed to empowering the university community to understand and work with data.
A Specific Question from the Survey:
How do I know where my data comes from and if it is accurate?
HOW MANY OF YOU INPUT DATA INTO UACCESS SYSTEMS?
### STUDENTS
- Student Center
- Guest Center
- Instructor Center
- Administrative Staff

### ADMINISTRATIVE SYSTEMS
- Employee / Manager Self Service
- Analytics / Reporting
- RBC System (Budget)
- Financials
- Learning
- Research
- Space
- Adaptive Insights (Planning)

### SUPPORT
- 24/7 IT Support Center
  - Request Assistance or Report a Problem
  - UAccess Access Provisioning Tool
- UAccess Community
  - System Resources, Forums and Training

### INFORMATION
- **University Business Event Tracking**
  - University Business Event Tracking (UBET)
- **Maintenance Window**
  - Every Sunday, 6am to 6pm
- **Financials Batch Processing**
  - Mon-Fri, 8pm to 7am
  - Sat-Sun, midnight to 5:30am
  - Wed of Payroll Weeks, 7pm to 7am

### LEGEND
- System up
- Intermittent or limited access
- System down
- Restricted Access System
  - Requires use of the **UA VPN** when accessed from off-campus. For assistance, please contact the 24/7 IT Support Center at 626-TECH (8324).
WHERE DOES THE DATA COME FROM?

**DATA** must be collected, organized, and stored in a data warehouse. The systems that collect this data are often referred to as *transaction systems*. At the University of Arizona, most of our data originates in the UAccess Systems.
A Specific Question from the Survey:
How can I better leverage student data in my job?
A Specific Question from the Survey:
When and how do I best use the Interactive Fact Book?
EXPLORING THE INTERACTIVE FACT BOOK: RETENTION & GRADUATION
Jessica Gerlach, IT Training & Support Specialist
THE VALUE OF THE INTERACTIVE FACT BOOK

UAIR MAINTAINS THE INTERACTIVE FACT BOOK, a user friendly and interactive online tool that empowers leaders with information that focuses on student, staff, faculty, and finance data.
How many students are enrolled at the university?

**THE UNIVERSITY OF ARIZONA**

**Institutional Profile**

**ADMISSIONS & ENROLLMENT | FALL 2019**

<table>
<thead>
<tr>
<th>Enrolled Students</th>
<th>45,918</th>
</tr>
</thead>
</table>

83.2%

First-Year Retention Rate (Entry Cohort: Fall 2018)

**FIRST-YEAR Admissions Pipeline**

| Applicants | 40,854 |
| Admits     | 34,558 |
| Enrolled   | 7,684  |

**FALL ENROLLMENT**

**Campus and Career**

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
<th>Total Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main</td>
<td>31,721</td>
<td>6,902</td>
</tr>
<tr>
<td>Online</td>
<td>2,109</td>
<td>2,368</td>
</tr>
<tr>
<td>Other</td>
<td>1,971</td>
<td>847</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>35,801</td>
<td>10,117</td>
</tr>
</tbody>
</table>

*Other includes Distance, Phoenix, Community and South campuses.*

**INTERNATIONAL ENROLLMENT AT MAIN CAMPUS**

**Country Representation**

There are 120 countries represented by the international student enrollment.

**Top Five Countries Represented**

<table>
<thead>
<tr>
<th>Country</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>1,492</td>
</tr>
<tr>
<td>India</td>
<td>374</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>296</td>
</tr>
<tr>
<td>Kuwait</td>
<td>185</td>
</tr>
<tr>
<td>Mexico</td>
<td>138</td>
</tr>
</tbody>
</table>

*© 2020 Mapbox © OpenStreetMap*
FREELY AVAILABLE TO EVERYONE

INTERACTIVE FACT BOOK contains current and historical data about the University of Arizona, including information on Student, Faculty & Staff, Finance, and Research.
RETENTION & GRADUATION RATES are available in the Interactive Fact Book starting with the fall 2009 entry cohort. Data can be filtered by entry college, gender, IPEDS race/ethnicity and residency status.
Retention and Graduation

The University of Arizona calculates official retention & graduation rates with first-time, full-time students in the fall cohort, as defined by IPEDS. The student must be enrolled on the 21st day of the subsequent fall semester to be counted as retained in the census file. Census files ensure reliability (historical reports can be replicated) and comparability (especially with other institutions’ counts), and produce meaningful trends over time.

- **83.2%**: 1-Year Retention Rate (Fall 2018 Entry Cohort)
- **49.8%**: 4-Year Graduation Rate (Fall 2015 Entry Cohort)
- **64.7%**: 6-Year Graduation Rate (Fall 2013 Entry Cohort)

Users can filter the data using the dropdown menus.
WE HAVE ADDED the ability for UAccess Analytics users to link to the dashboard reports that drive this data. Thus, allowing users to get more data for provisioned users.

University faculty and staff with appropriate credentials can log in to UAccess Analytics for more information.
WHAT QUESTIONS CAN IT ANSWER?

- What are the university retention rates in my college?
- What is the graduation rate for full-time transfer students who come from 2-year institutions?
- What is the university 4-year graduation rate for first-time full-time students from underrepresented student populations?
- How do I drill into the data of the Interactive Fact Book in UAccess Analytics?
A Specific Question from the Survey:
How can I better analyze my program’s impact on student’s first-year retention rates?
EXPLORING STUDENT RETENTION & GRADUATION RATES

Ruben Parra, Senior Data Analyst
STUDENT RETENTION & GRADUATION

- **DATA SOURCE:** CSW – STUDENT RETENTION AND GRADUATION
- **TOOLS:** RETENTION AND GRADUATION DASHBOARDS
  - First Year
  - Transfer
  - Cohort Analysis

*Security Role: Open to users with Student Medium (BI_SA_MED) or higher*
CSW – STUDENT RETENTION AND GRADUATION is a subject area that serves as the data set used to build all formal, externally reported Retention and Graduation metrics for First-Time Full-Time (FTFT) students. It is also possible to report on undergraduate Part-Time and Transfer students.
How does the university track student cohorts?

**COHORT:** A specific group of students established for tracking purposes.

- **All Entering Students**
  - **First-Time**
    - Full-Time
    - Part-Time
  - **Non-Degree Seeking**
    - Full-Time
    - Part-Time
  - **Transfer**
    - Full-Time
    - Part-Time
How does the university define first year retention?

**FIRST YEAR RETENTION:** A student must be enrolled on the 21st day of the following Fall semester.
In addition to the official census Fall to Fall retention rates, the university collects data on the term to term retention of students.
What is the university’s definition of graduation rate?

**GRADUATION RATE:** A student must have completed their coursework and been awarded their degree. The % increases every year.
How is the CSW – Student Retention and Graduation subject area commonly used?

**COMMON USES** for this subject area include official external reporting on Retention and Graduation rates to federal and state agencies, higher education organizations, and media publishers.

*This subject area is the data source for the Retention and Graduation dashboards.*
This subject area uses census snapshots to ensure reliability, comparability, and produce meaningful trends over time.
What are the retention rates in my college?

Retention is based on the official reported metrics for the entire university. To measure the retention rates in your college, department, or academic plan you will need to filter your report by the entry attributes.

Entry Attributes
- Academic Program Plan at Entry
- Academic Attributes at Entry
- Participation at Entry
- Financial Aid at Entry
- Military Affiliation at Entry

Retention and Graduation
- Headcount
- Retention By Year
- Retention By Term
- Graduation By Year
- Graduation By Term

** There is currently not a way to report on retention within a college, department, or academic plan, but you can track student movement with Curricular Flow. **
What are the retention and graduation rates for specific student populations?

To track the retention and graduation rates for underrepresented students or other specific student populations you will need to filter your report by the entry attribute for that group.
CSW – Student Retention and Graduation is the data source for the Retention and Graduation Dashboard.
THE STUDENT RETENTION AND GRADUATION
dashboards provide census reporting data on retention and graduation rates for the university. They allow users to easily view retention and graduation data for a specific cohort of either first-time or transfer students.
Retention & Graduation | First-Year Students

Overall Trends

1-Year Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>80.4%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>80.5%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>83.3%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>81.2%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>83.2%</td>
</tr>
</tbody>
</table>

6-Year Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>60.9%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>59.9%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>60.5%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>64.5%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>64.7%</td>
</tr>
</tbody>
</table>

Cohort Trends

Filter for your group of students:
- Cohort Term
- Academic Program Campus at Entry
- Academic Program Location at Entry
- College at Entry
- Plan Department at Entry
- Academic Plan at Entry
- IPEDS Full-Time Part-Time at Entry
- IPEDS Ethnicity at Entry
- Pre-2010 Ethnicity at Entry

The University of Arizona calculates official retention and graduation rates with first-time, full-time students in the fall cohort, as defined by IPEDS. The student must be enrolled on the 21st day of the subsequent fall semester to be counted as retained in the census file. Graduation rate cycles include every degree awarded prior to fall census date of the following year. The rates are cumulative—i.e., the graduation rate for year 6 includes all degrees earned in years 1-5.
## Cohort Trends

### Filter your group of students:

- **Cohort Term**
  - Fall 2018 - Fall 2019
- **Academic Program Campus at Entry**
  - Select Value
- **Academic Program Location at Entry**
  - Select Value
- **College at Entry**
  - Select Value
- **Plan Department at Entry**
  - Select Value
- **Academic Plan at Entry**
  - Select Value
- **IPEDS Full-Time Part-Time at Entry**
  - F
- **IPEDS Ethnicity at Entry**
  - Select Value
- **Pre 2010 Ethnicity at Entry**
  - Select Value
- **Gender at Entry**
  - Select Value
- **IPEDS Residency at Entry**
  - Select Value
- **Honors Flag at Entry**
  - Select Value

### Transfer Trends

#### 1 Year Retention Rate
- Fall 2009: 18.3%
- Fall 2010: 20.2%
- Fall 2011: 21.2%
- Fall 2012: 21.4%
- Fall 2013: 19.8%
- Fall 2014: 20.2%
- Fall 2015: 21.3%
- Fall 2016: 25.8%
- Fall 2017: 25.8%
- Fall 2018: 25.8%

#### 2 Year Graduation Rate
- Fall 2009: 18.8%
- Fall 2010: 20.9%
- Fall 2011: 21.2%
- Fall 2012: 21.4%
- Fall 2013: 19.8%
- Fall 2014: 20.2%
- Fall 2015: 21.3%
- Fall 2016: 25.8%
- Fall 2017: 25.8%
- Fall 2018: 25.8%

#### 3 Year Graduation Rate
- Fall 2009: 44.2%
- Fall 2010: 47.3%
- Fall 2011: 49.5%
- Fall 2012: 50.8%
- Fall 2013: 49.0%
- Fall 2014: 50.2%
- Fall 2015: 50.3%
- Fall 2016: 50.3%
- Fall 2017: 50.3%
- Fall 2018: 50.3%

### Retention & Graduation | Transfer Students

<table>
<thead>
<tr>
<th>Entry Cohort</th>
<th>Headcount</th>
<th>1 YR Retention Rate</th>
<th>2 YR Retention Rate</th>
<th>3 YR Retention Rate</th>
<th>1 YR Graduation Rate</th>
<th>2 YR Graduation Rate</th>
<th>3 YR Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>1,525</td>
<td>74.1%</td>
<td>49.6%</td>
<td>20.6%</td>
<td>1.9%</td>
<td>18.8%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1,382</td>
<td>74.7%</td>
<td>49.7%</td>
<td>19.0%</td>
<td>3.8%</td>
<td>20.0%</td>
<td>47.3%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>1,381</td>
<td>79.1%</td>
<td>50.9%</td>
<td>18.9%</td>
<td>0.6%</td>
<td>20.2%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1,501</td>
<td>81.0%</td>
<td>51.3%</td>
<td>18.5%</td>
<td>1.1%</td>
<td>21.7%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1,549</td>
<td>78.7%</td>
<td>50.9%</td>
<td>20.1%</td>
<td>0.9%</td>
<td>21.4%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1,640</td>
<td>80.4%</td>
<td>52.7%</td>
<td>20.7%</td>
<td>1.0%</td>
<td>19.6%</td>
<td>49.0%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1,641</td>
<td>79.2%</td>
<td>48.6%</td>
<td>18.1%</td>
<td>0.9%</td>
<td>22.2%</td>
<td>50.2%</td>
</tr>
</tbody>
</table>
What is the best way to follow cohorts of students?

Retention & Graduation | Cohort Analysis

Cohort Analysis allows you to filter data from specific cohorts of student populations.
How can I best find retention and graduation information for specific majors?

You can filter both dashboards to show the Entry Plan for the specific major you want to track.
How many Fall 2015 College of Education First-Year students returned to UArizona for Fall 2016?

The Retention and Graduation Dashboard can give you the entry cohort count and percentages of how many students returned to UArizona after a selected semester.
My college has undergraduate programs that are not the standard 4-years. How do I find the data I need?

To include additional retention and graduation rate year columns, right click on the data table on the dashboard page and click ‘Include column’. From there you can choose from the list of years available.
How do I find retention and graduation rates for groups of students that are not tracked in the current filters?

We have selected prompts that are commonly reported. Additional groups can be identified using the subject area such as student athletes. For groups that are not formally tracked in UAccess Student, there is a Student ID filter to report rates for that specific population.
A Specific Question from the Survey:

How can I track changes into and out of my college, department, or academic plan?
EXPLORING CURRICULAR FLOW

Chris Dentel, Business Intelligence Developer
CURRICULAR FLOW

- **DATA SOURCE:** CSW – CURRICULAR FLOW
- **TOOLS:** CURRICULAR FLOW DASHBOARDS
  - By College
  - By Department
  - By Plan
  - Student Detail

*Security Role: Open to users with Student Medium (BI_SA_MED) or higher*
CSW – CURRICULAR FLOW is a subject area that serves as a source to perform analysis on the term-to-term changes/flow of students as they migrate between different academic plans, departments, and colleges.
How can I use the CSW – Curricular Flow subject area?

**COMMON USES** for this subject area include showing which Academic Plan, Department, or College students are flowing into your program from or out of your program to.

*This subject area is the data source for the Curricular Flow dashboards.*
This subject area is reloaded daily to reflect current up-to-date information when compared to UAccess Student.
How can I determine where our students are going (i.e. changing majors and student attrition)?

In this example, the student started in College A, and during Spring 2016 added another major in College B. The student graduated in Spring 2017 from College A. In Fall 2017, the student reapplied to the UA and had active majors in both College A and College B.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Spring 2015</td>
<td>Fall 2015</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>College A</td>
<td>College B</td>
<td>College B</td>
<td>College B</td>
</tr>
</tbody>
</table>

Graduated College A
Graduated College A
The Curricular Flow > By College dashboard will count this student in the following way.

Retained in Same College (Fall 2014-Fall 2016) and Graduated from Same College (Spring 2017-Spring 2018)

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>College A</td>
<td>College B</td>
<td>College A</td>
<td>Graduated College A</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Spring 2015</td>
<td>Fall 2015</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>College A</td>
<td>College B</td>
<td>College A</td>
<td>Graduated College A</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Spring 2017</td>
<td>Fall 2017</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>College A</td>
<td>College B</td>
<td>College A</td>
<td>College A</td>
</tr>
<tr>
<td>Spring 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CSW – Curricular Flow is the data source for the Curricular Flow Dashboard.
CURRICULAR FLOW is a new set of dashboards that are designed to provide counts and details of students as they move in and out of UArizona curriculum aggregated by college, department, or academic plan.
The data can be viewed as a bar graph.
Based on a particular term and other selected criteria such as college and academic career, this tool tracks term-by-term flow of students as they migrate between retaining in the same or different colleges, graduating from the same or different colleges or leaving the institution. Only students that were enrolled in the term selected are included and it is possible for students to show up prior to the selection term.

The graph shows 997 students as they migrate through colleges prior to and following the Fall 2014 term.

<table>
<thead>
<tr>
<th>Comparison Term</th>
<th>Headcount</th>
<th>Count Graduated in Same College</th>
<th>% Graduated in Same College</th>
<th>Count Retained in College</th>
<th>% Retained in Same College</th>
<th>Count Graduated in Different College</th>
<th>% Graduated in Different College</th>
<th>Count Retained in Different College</th>
<th>% Retained in Different College</th>
<th>Count Left UValleymia</th>
<th>% Left UValleymia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>327</td>
<td>0</td>
<td>0.0%</td>
<td>192</td>
<td>56.7%</td>
<td>0</td>
<td>0.0%</td>
<td>135</td>
<td>41.3%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>340</td>
<td>0</td>
<td>0.0%</td>
<td>231</td>
<td>67.9%</td>
<td>0</td>
<td>0.0%</td>
<td>102</td>
<td>30.0%</td>
<td>7</td>
<td>2.1%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>580</td>
<td>0</td>
<td>0.0%</td>
<td>412</td>
<td>69.9%</td>
<td>0</td>
<td>0.0%</td>
<td>167</td>
<td>28.4%</td>
<td>10</td>
<td>1.7%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>606</td>
<td>0</td>
<td>0.0%</td>
<td>484</td>
<td>79.9%</td>
<td>0</td>
<td>0.0%</td>
<td>108</td>
<td>17.8%</td>
<td>14</td>
<td>2.3%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>813</td>
<td>0</td>
<td>0.0%</td>
<td>681</td>
<td>83.9%</td>
<td>0</td>
<td>0.0%</td>
<td>120</td>
<td>14.4%</td>
<td>11</td>
<td>1.4%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>829</td>
<td>0</td>
<td>0.0%</td>
<td>771</td>
<td>93.0%</td>
<td>0</td>
<td>0.0%</td>
<td>47</td>
<td>5.7%</td>
<td>11</td>
<td>1.3%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>897</td>
<td>0</td>
<td>0.0%</td>
<td>954</td>
<td>95.7%</td>
<td>3</td>
<td>0.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>967</td>
<td>37</td>
<td>3.7%</td>
<td>892</td>
<td>89.5%</td>
<td>4</td>
<td>0.4%</td>
<td>33</td>
<td>3.3%</td>
<td>31</td>
<td>3.1%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>967</td>
<td>230</td>
<td>23.1%</td>
<td>625</td>
<td>62.7%</td>
<td>11</td>
<td>1.1%</td>
<td>43</td>
<td>4.3%</td>
<td>88</td>
<td>8.8%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>967</td>
<td>279</td>
<td>28.0%</td>
<td>542</td>
<td>54.4%</td>
<td>14</td>
<td>1.4%</td>
<td>56</td>
<td>5.6%</td>
<td>106</td>
<td>10.6%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>967</td>
<td>480</td>
<td>48.1%</td>
<td>305</td>
<td>30.6%</td>
<td>38</td>
<td>3.8%</td>
<td>40</td>
<td>4.0%</td>
<td>154</td>
<td>13.4%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>967</td>
<td>525</td>
<td>52.7%</td>
<td>262</td>
<td>26.3%</td>
<td>43</td>
<td>4.3%</td>
<td>35</td>
<td>3.5%</td>
<td>132</td>
<td>12.2%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>957</td>
<td>651</td>
<td>65.3%</td>
<td>129</td>
<td>12.9%</td>
<td>63</td>
<td>6.3%</td>
<td>25</td>
<td>2.5%</td>
<td>129</td>
<td>12.9%</td>
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<tr>
<td>Spring 2018</td>
<td>957</td>
<td>675</td>
<td>67.7%</td>
<td>98</td>
<td>9.8%</td>
<td>68</td>
<td>6.6%</td>
<td>20</td>
<td>2.0%</td>
<td>136</td>
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</tr>
<tr>
<td>Fall 2018</td>
<td>967</td>
<td>735</td>
<td>73.7%</td>
<td>35</td>
<td>3.5%</td>
<td>78</td>
<td>7.8%</td>
<td>8</td>
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<td>14.1%</td>
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<tr>
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<td>75.5%</td>
<td>21</td>
<td>2.1%</td>
<td>82</td>
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<tr>
<td>Fall 2019</td>
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<td>767</td>
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<td>6</td>
<td>0.6%</td>
<td>84</td>
<td>8.4%</td>
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<td>0.5%</td>
<td>135</td>
<td>13.5%</td>
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<tr>
<td>Spring 2020</td>
<td>967</td>
<td>768</td>
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<td>86</td>
<td>8.6%</td>
<td>5</td>
<td>0.5%</td>
<td>129</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

*Curricular Flow | By College

Dashboard updates nightly.

Or, the data can be viewed as a table with student counts.
Below the bar graph or table you will find the Headcount by Comparison for the selected college.
Below the bar graph or table you will find the Headcount by Comparison for the selected college.
How many Fall 2014 College of Education Freshman students remained in the College of Education for the Fall 2015 semester?

The Curricular Flow Dashboard will give you the counts and percentages of how many students returned to a specific college after a selected term.

The graph shows 154 students as they migrate through colleges prior to and following the Fall 2014 term.

106 students from the Fall 2014 Freshman cohort remained in the College of Education in Fall 2015.
How many Fall 2015 College of Science Freshman students graduated from the College of Science by Spring 2019?

.filter-for-your-group-of-students:
* Term
  - Fall 2015

* College
  - College of Science

* Academic Career
  - Undergraduate

Academic Plan Type
  - Major Major (Secondary) Prepara

Primary Major Plan Flag
  - Select Value

IPEDS Cohort
  - Freshman
  - Transfer

IPEDS Full Time Part Time
  - F

IPEDS Ethnicity
  - Select Value

Gender
  - Select Value

Apply Reset

Based on a particular term and other selected criteria such as college and academic career, this tool tracks term-by-term flow of students as they migrate between retaining in the same or different colleges, graduating from the same or different colleges or leaving the institution. Only students that were enrolled in the term selected are included and it is possible for students to show up prior to the selection term.

The graph shows 1,578 students as they migrate through colleges prior to and following the Fall 2015 term.

This dashboard will give you the counts and percentages of how many students graduated from a specific college by the selected term.

79 students from the Fall 2015 Freshman cohort graduated from the College of Science by Spring 2019.
What is the movement for all full-time students in the Africana Studies academic plan for the Fall 2014 term?

The graph shows 27 students as they migrate through academic plans prior to and following the Fall 2014 term.

This graph will show how your majors are moving into and out of your academic plan from semester to semester.
What is the movement for all graduate students in the Sociology Ph.D. plan for the Fall 2014 term?

The graph shows 55 students as they migrate through academic plans prior to and following the Fall 2014 term.

This graph will show how your graduate students are moving into and out of your program from semester to semester.
How can I find the movement of specific student populations?

We have built in filters for freshman and transfer cohorts, full-time vs. part-time, ethnicity, and gender. The subject area also has some flags for honors and international students which can be analyzed.

The table shows details for 27 students as they migrate through the curriculum prior to and following the Fall 2014 term.
How does the flow of students differ depending on field of study?

These dashboards will give you the opportunity to analyze the flow of students in any academic plan and compare that data to other fields of study.
UAIR is here to provide ongoing customer experience, training, and support. We want the campus community to have the knowledge and the know-how to take full advantage of our products and services.
STILL WANT TO KNOW MORE?

TAKE ADVANTAGE OF OUR KNOWLEDGE. UAIR is here to enhance data literacy and customer experience for campus.

- **UAIR Newsletter**  
  (providing information and news to the campus community)

- **UAccess Analytics Training**  
  (basic & intermediate level workshops)

- **Analytics Office Hours**  
  (visit with our staff to have your individual questions answered)

- **UAccess Community**  
  (a community of users and resources)

- **Data Exploration Series**  
  (providing quarterly data literacy presentations)

Visit our website for more information or to sign-up: [https://uair.arizona.edu/](https://uair.arizona.edu/)
Connect with us.

uair.arizona.edu

uair@arizona.edu
THANK YOU

Please take our survey!