

# A Cohort Analysis on the Academic Programs in Um Panabo: Basis for Enhancement

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## ABSTRACT

This study provides a comprehensive cohort analysis of student enrollment, retention, completion, and graduation trends at UM Panabo College over a five-year period, aiming to evaluate institutional effectiveness and identify areas for improvement. The analysis reveals that the College maintains a consistent average of 1,046 freshmen enrollees annually, with sustained growth attributed to its commitment to providing accessible, quality, and affordable education. The most popular programs include BSBA-Human Resource Management, BSBA Marketing Management, BSBA-Financial Management, and BSED-English. However, significant gaps persist between enrollment and graduation rates, with the overall average graduation rate at 42.37 percent and dropout rates averaging 10.90 percent. Board programs, such as BSED-English and BSED-Mathematics, recorded lower cohort completion rates, primarily due to rigorous licensure requirements and competency appraisal exams, while non-board programs performed better in terms of student progression. The data further indicate that departments such as BEED, BSED-Filipino, and BSED-Mathematics require enhanced academic support due to their lower on-time completion rates. Contributing factors to student attrition include academic preparedness disparities resulting from open admission policies, limited program offerings, and financial constraints that drive students toward tuition-free institutions like Davao del Norte State College. The study recommends adopting data-driven, student-centered strategies such as early warning systems, personalized academic advising, faculty training, and mental health support to improve student outcomes.

**Keywords:** education, cohort analysis, graduation rate, academic programs, UM Panabo College **SDG # 4:** (Quality Education)

## INTRODUCTION

Student retention has emerged as a critical issue among colleges and universities worldwide, as higher education institutions (HEIs) increasingly grapple with the challenges of student attrition and degree completion. Globally, retention is not only seen as a measure of institutional effectiveness but also a determinant of educational equity and quality (Altbach et al., 2009; Tinto, 2012). The need to understand why students leave and how to support them toward successful graduation has led to concerted efforts to analyze the causes of attrition and implement data-driven interventions (Hagedorn, 2005; Lee & Kim, 2020).

In the Philippine context, the University of Mindanao (UM) faces similar challenges. Despite enrolling an average of 209 freshmen students annually from SY 2015–2016 to SY 2019–2020, only about 39% of these students graduated on time. This discrepancy highlights the need for institutional strategies that support student persistence and progression. The 2012 study by Vidamo, Asares, and Darunday reported a 53 percent attrition rate at UM, indicating a pressing concern for student survival and satisfaction with institutional services.

To address these concerns, cohort analysis has been adopted as a systematic method for tracking student progress over time. A cohort in this context refers to a group of students who entered as freshmen in the same academic year. This method allows institutions to monitor key indicators such as survival rates, dropout rates, and graduation rates, enabling them to evaluate retention trends and design targeted interventions (Zhao & Zhang, 2021).

However, it is important to note that definitions of "cohort" and approaches to measuring retention vary across institutions and regions (Hagedorn, 2005). In Western contexts, retention studies often focus on institutional support systems and student engagement (Tinto, 2012), while in Asian contexts, socio-economic factors, family expectations, and academic preparedness also significantly influence student persistence (Nguyen, 2018; Lee & Lee, 2021). Recognizing these nuances is essential for institutions like UM to implement culturally and contextually relevant strategies to improve student outcomes.

Ultimately, ensuring that students stay enrolled until graduation is a central concern of all HEIs. By utilizing cohort analysis, UM can gain valuable insights into student behavior and institutional performance, and thus, develop proactive measures to enhance retention and support student success.

To be able to understand the terms used in this study, the following definitions are provided. *Cohort* refers to the student who graduated on time. *Survival* refers to a student who is still studying and was not able to complete his/her degree within the prescribed period. Meanwhile, *Dropped* refers to a student who transfers to another school to continue or complete his/her degree.

Cohort analysis offers a broad spectrum of benefits for higher education institutions (HEIs) as it provides valuable insights into student progression, retention, and completion patterns. It is widely recognized as a critical tool for evaluating institutional effectiveness by students, parents, and stakeholders alike (Hagedorn, 2005; Zhao & Zhang, 2021). A university's ability to produce quality graduates not only enhances its academic reputation but also strengthens its competitiveness in attracting top-tier students and faculty (Altbach et al., 2009; Lee & Kim, 2022). Institutions with strong cohort performance are often perceived as more reliable, thereby gaining a distinct advantage in recruitment and funding opportunities.

In essence, cohort analysis involves tracking whether students persist through to graduation or exit the institution prematurely. In educational research, the terms retention and dropout are often conceptualized as opposing outcomes within this analysis framework where retention denotes continued enrollment leading to degree completion, while dropout refers to early departure from the institution (Astin, 1971; Tinto, 2012). These indicators are fundamental to institutional planning and policy-making, as they directly reflect the success of student support systems and academic programs (Nguyen, 2020).

International comparisons underscore the importance of addressing retention and graduation rates. According to data from the Organization for Economic Cooperation and Development (OECD), countries such as Iceland (60 percent), New Zealand (57 percent), and Poland (53 percent) have achieved relatively high tertiary graduation rates (OECD, 2012). While this data is slightly dated, more recent trends continue to highlight disparities in graduation outcomes, particularly in developing regions, including Southeast Asia (Lee & Lee, 2021).

Given the context of the University of Mindanao, where graduation rates remain relatively low, this study is crucial. It not only aims to analyze the underlying factors affecting student retention and completion but also seeks to provide evidence-based recommendations for institutional improvement. The findings are expected to serve as a foundation for policy enhancements, contributing to increased retention and graduation rates in the coming years. Moreover, this research aligns with the broader goal of improving educational quality and institutional accountability.

Specifically, the study aimed to achieve to the following objectives:

1. To describe the cohort rate of academic programs of UM Panabo College;
2. To determine the graduation rates;
3. To ascertain the survival rates over time; and
4. To identify the drop-out rates over time;

This study is anchored on Tinto's Theory of Student Departure (1975, 1993), which underscores that student persistence and retention in higher education are shaped by the dual dimensions of academic and social integration. Tinto posits that students are more likely to remain enrolled and successfully complete their programs when they develop a strong sense of belonging within the academic community and effectively adapt successfully to the institutional environment. Conversely, insufficient integration often leads to higher risk of attrition and drop-out.

Recent studies in Asian higher education contexts affirm the continued relevance of Tinto's framework. For instance, Chan et al. (2023) and Hassan et al. (2023) applied Tinto's explanatory model to understand doctoral and postgraduate attrition in Malaysian universities, highlighting the roles of supervisory support, institutional structures, and peer relationship in fostering integration. Similarly, Yoo (2024) employed the model to analyze dropout and stop-out behavior among South Korean undergraduates, emphasizing the significance of both institutional climate and personal characteristics. These contemporary studies demonstrate that while the cultural and educational settings may vary, the central tenets of Tinto's theory remain robust in explaining student persistence and informing retention strategies across diverse Asian contexts.

A significant limitation of this study lies in its focus solely on traditional, full-time freshmen cohorts, thereby excluding several key student groups whose academic trajectories differ from the standard four or five-year timeline. Specifically, the analysis did not take into account transferees students who entered the university after beginning their studies elsewhere nor did it include part-time students, who typically take a reduced course load and may take longer to complete their degrees. Additionally, returning students, who may have interrupted their studies and later resumed them, as well as second coursers, individuals pursuing a second degree, were not factored into the cohort data.

Our institution is committed to ensuring inclusive, equitable, and high-quality education that fosters lifelong learning opportunities for all, directly advancing Sustainable Development Goal 4 (Quality Education) and contributing to a more sustainable future.

## METHOD

This study seeks to explore and analyze the student retention and performance at UM Panabo College, encompassing enrollment data from 2015–2020 using a quantitative, descriptive approach. Statistical analysis was employed, with ethical considerations upheld throughout.

### Data Set

The researchers retrieved relevant student data from the RAC Student Records System, encompassing enrollment records from School Year (SY) 2015–2016 to SY 2019–2020. Specifically, the study analyzed the cohort rate, graduation rate, survival rate, and dropout rates and derive meaningful insights from the dataset and provide a sound basis for decision-making and policy formulation aimed at enhancing student retention and institutional performance.

### Materials and Instrument

In gathering data for this study, a checklist was used as a tool to systematically collect and track data, including cohort rate, graduation rate, survival rate, and dropout rate. This checklist ensured that all necessary data points were captured accurately and consistently across different academic programs. The checklist allowed for organized data collection, ensuring that each rate was calculated using the appropriate criteria. By applying this

method, the researchers were able to streamline the process of data gathering and analysis while maintaining clarity and accuracy in their findings.

## Design and Procedure

This research adopted a quantitative descriptive approach, as it involved the collection and analysis of numerical data to objectively measure variables and test relationships (Creswell & Creswell, 2018). Quantitative research is essential for producing statistically valid results that can be generalized to broader populations, particularly when seeking to evaluate institutional effectiveness through metrics such as retention and graduation rates (Neuman, 2014).

Specifically, this study utilized a descriptive research design to assess and describe the cohort completion rate and survival rate across various colleges and academic programs within UM Panabo College.

The descriptive research design proved to be the most suitable for this study, as it aims to systematically assess and describe the cohort completion rate and survival rate across various colleges and academic programs within UM Panabo College. Descriptive research is commonly employed to obtain information concerning the current status of phenomena and to describe "what exists" with respect to variables or conditions in a situation (Creswell, 2014; Kumar, 2019). It enables the researchers to identify trends, patterns, and relationships in a population without manipulating the study environment (Best & Kahn, 2016).

To derive meaningful insights from the dataset, the researchers employed mathematical formulae, which allowed for the organization, interpretation, and comparison of data trends. The study specifically used the following:

$$\text{Cohort Rate} = \frac{\text{Total number of graduate (original program)}}{\text{Total number of freshmen}} \times 100\%$$

$$\text{Graduation Rate} = \frac{\text{Total number of graduate (original+shifted program)}}{\text{Total number of freshmen}} \times 100\%$$

$$\text{Survival Rate} = \frac{\text{Total number of graduate (original/shifted program)} + \text{Total number of currently enrolled}}{\text{Total number of freshmen}} \times 100\%$$

$$\text{Dropout Rate} = \frac{\text{Total number of transferred students}}{\text{Total number of freshmen}} \times 100\%$$

In conducting this study, ethical considerations were carefully observed to ensure the integrity and credibility of the research. The data used in computing cohort, graduation, survival, and dropout rates were treated with confidentiality, ensuring that no individual student identities were disclosed. Information was gathered and analyzed strictly for academic purposes, and results were presented in aggregate form to avoid any harm, bias, or misrepresentation of participants. The study also upheld fairness and objectivity by applying the same formulas and criteria consistently across all data sets, thereby maintaining transparency, accuracy, and respect for the participants involved.

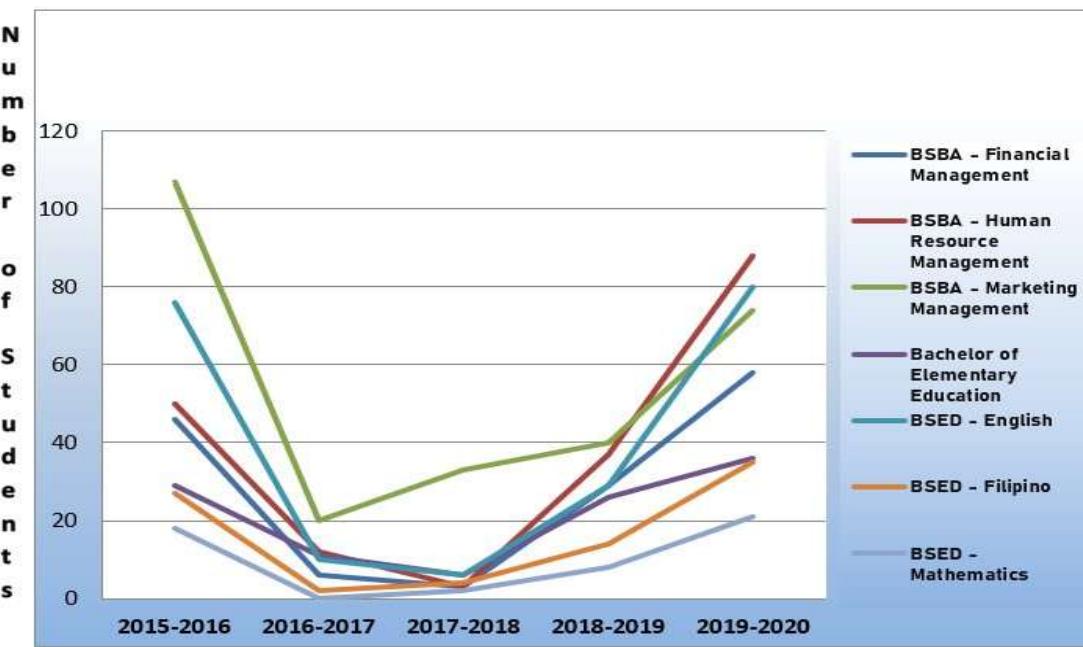
## RESULTS AND DISCUSSION

In this section, the results and findings of the study are presented and discussed following the objective of the study. It also provided the comparative data, and trends that could help develop meaningful and inform insights.

## Freshmen Enrolment

Figure 1 presents the distribution of freshmen students per college. Over the past five years, UM Panabo College has demonstrated consistent growth in freshmen enrollment, averaging 209 first-year students annually.

**Figure 1. Distribution of Freshmen from SY 2015-2016 to SY 2019-2020**



This upward trend from S.Y. 2016-2017 to 2019-2020 except S.Y. 2015-2016 to 2016-2017 can be attributed to the university's ongoing commitment to providing quality, affordable, and accessible education, which has significantly enhanced its appeal and competitiveness in student recruitment. Notably, as shown in Appendix-Table 1., the programs that continue to draw the highest number of enrollees are BSBA-Human Resource Management, BSED-English, BSBA-Marketing Management, and BSBA-Financial Management, reflecting student demand and perceived value in these academic tracks.

While many colleges and universities invest heavily in student recruitment strategies, research underscores that recruitment alone is insufficient if not complemented by effective retention mechanisms. As Tinto (2017) emphasized, student retention not mere enrolment is the ultimate marker of institutional success, as it ensures that students persist and graduate, thereby fulfilling the university's educational mission and maximizing the return on investment (ROI) for both the institution and its students. Similarly, Hanover Research (2020) notes that high retention and graduation rates enhance an institution's reputation, attract more qualified applicants, and contribute to financial sustainability.

Moreover, institutions that demonstrate consistent growth in both student enrollment and success outcomes such as retention, progression, and graduation rates are more likely to experience improvements in their overall academic reputation, public trust, and market competitiveness (Hossler & Bontrager, 2020). These positive trends serve as key performance indicators (KPIs) that stakeholders including prospective students, parents, faculty, and investors use to evaluate an institution's efficacy, stability, and value proposition.

In today's highly competitive higher education landscape, institutions are not only evaluated by how many students they can attract, but more importantly, by how effectively they support students throughout the academic journey, from enrollment to graduation and beyond. For stakeholders, high retention and completion rates signal quality teaching, robust student services, and effective academic support systems, all of which contribute to student satisfaction and graduate success (Chen & Chen, 2021). These outcomes, in turn, enhance employability and alumni success, which further improve the institution's public perception and prestige.

From a financial perspective, retention is more cost-effective than continual recruitment retaining current students reduces revenue loss due to dropouts and fosters greater alumni loyalty, which can lead to increased

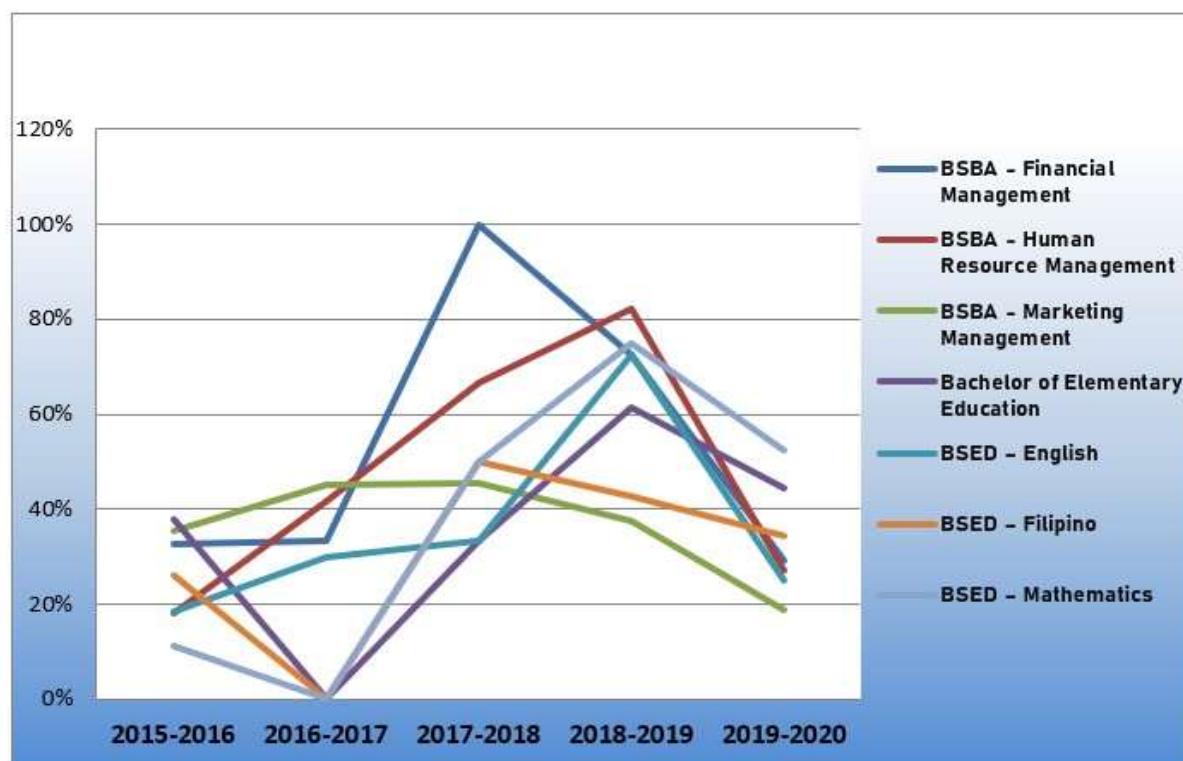
support through donations, advocacy, and word-of-mouth marketing. Stakeholders, particularly institutional leaders and policymakers, benefit from understanding that student success metrics are strategic assets that contribute to sustainable growth and long-term viability (Garcia & Mendoza, 2019).

Ultimately, by aligning enrollment growth with strong student outcomes, institutions like UM Panabo College can strengthen their competitive edge, secure greater stakeholder confidence, and position themselves as leading providers of quality education in both local and global contexts.

### Cohort Rate

Figure 2 presents the distribution of cohort completion rates per academic program at UM Panabo College over the past five (5) academic years. Based on the number of first-year student enrollees, BSBA-Human Resource Management, BSED-English, BSBA-Marketing Management, and

**Figure 2. Cohort Rate per Program**



BSBA-Financial Management emerged as the top four programs in terms of enrollment volume. However, when assessing cohort completion rates, Bachelor of Elementary Education (BEED), BSED-Filipino, and BSED-Mathematics recorded the lowest cohort performance as seen in Appendix – Table 2, indicating challenges in student progression within these programs.

Generally downward trend in cohort completion rates across several programs, particularly in BEED, BSED-Filipino, and BSED-Mathematics, which consistently recorded lower performance. While programs with higher enrollment volumes such as BSBA-HRM, BSED-English, BSBA-Marketing Management, and BSBA-Financial Management attracted more students, their completion rates did not necessarily reflect stronger outcomes, suggesting varying levels of academic progression and retention across programs. This discrepancy may be attributed to the rigorous academic standards and mandatory competency appraisal examinations required for board program students prior to graduation. According to Lopez and Tan (2021), the intensity of licensure requirements and competency assessments in board programs across Southeast Asia often contribute to higher attrition rates and extended time-to-degree completion. Conversely, non-board programs, which have more flexible academic demands, tend to facilitate smoother academic progression, thereby achieving higher cohort completion rates.

It is also significant to highlight that in School Year 2018–2019, BSBA-Marketing Management and BSBA-Human Resource Management were consolidated under a unified department, albeit maintaining distinct program tracks (see Exhibit A). This administrative restructuring could have influenced resource distribution, faculty load, and academic support services, thereby impacting student performance and cohort progression within these programs.

Given the consistent influx of approximately 1,046 freshmen students annually, it is imperative for UM Panabo College to implement targeted strategies to improve cohort retention and completion, particularly in board programs where academic rigor and licensure prerequisites present greater challenges. Improving cohort performance not only boosts graduation rates but also strengthens the institution's academic profile and public reputation, aligning with its vision of becoming a top-tier university in the Philippines.

As mentioned by Nguyen and Dinh (2022) suggests that institutions which actively monitor cohort progression and implement evidence-based interventions such as academic support programs, peer mentoring, and faculty training see significant gains in student retention and graduation rates. Additionally, Garcia and Mendoza (2019) emphasize that data analytics and early warning systems can effectively identify at-risk students, enabling timely support and increasing the likelihood of on-time graduation.

By adopting data-driven and student-centered approaches, UM Panabo College can significantly improve cohort completion rates, which in turn enhances its academic reputation and ability to attract high-quality enrollees. Strong retention and graduation outcomes build stakeholder confidence, attract funding and partnerships, and contribute to the College's competitiveness both locally and internationally. Additionally, timely student success supports regional economic development, reduces student financial burdens, and aligns with the institution's vision of becoming a globally recognized university. Ultimately, effective cohort management positions UM Panabo College as a leader in delivering quality, accessible, and impactful education and securing its place as a competitive and reputable higher education institution in both local and international landscapes.

## Graduation Rate

Figure 3 presents the distribution of graduates per college over the past five academic years. Consistently, BSBA-Human Resource Management, BSED-English, BSBA-Marketing Management, and BSBA-Financial Management recorded the highest graduation rates, while Bachelor of Elementary Education, BSED-Filipino, and BSED-Mathematics exhibited the lowest graduation rates among departments.

The average graduation rate of UM Panabo College from SY 2015–2016 to SY 2019–2020 stood at 42.37 percent as seen in Appendix –Table 3, indicating that less than half of enrolled students completed their degrees on time. This rate highlights the need for targeted interventions to improve student progression and reduce attrition. As noted by Lee and Chen (2021), graduation rates are critical indicators of institutional effectiveness, influencing public perception, student recruitment, and funding opportunities. Furthermore, Tan and Lim (2020) emphasized that in Asian higher education contexts, reducing student attrition through enhanced support services and academic advising directly correlates with increased graduation outcomes.

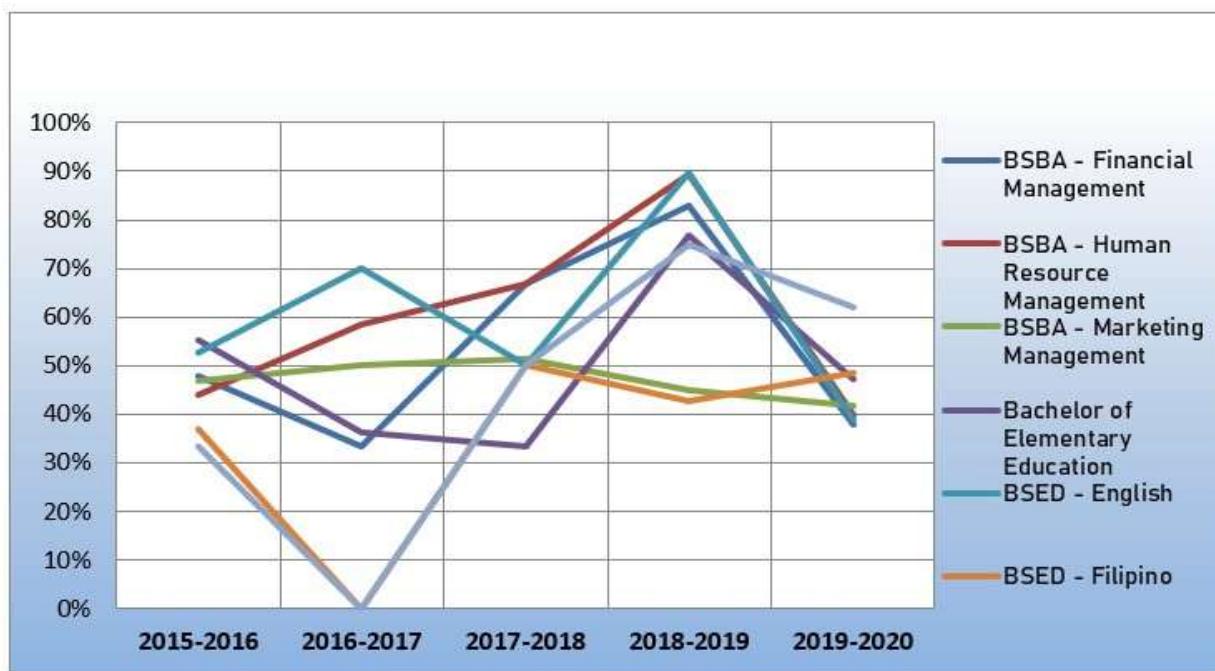
Improving graduation rates requires a strategic focus on early warning systems, mentorship programs, and competency-based learning support, especially in departments with board exams, where rigorous assessments often delay graduation (Garcia & Santos, 2022). Minimizing attrition through proactive retention strategies such as student engagement initiatives and tailored academic support can lead to significant increases in graduation rates (Kaur, 2023). By addressing these challenges, UM Panabo College can enhance its academic reputation and fulfill its mission of delivering quality, accessible, and timely education to its students.

## Retention Rate

Figure 4 illustrates the student retention trends at UM Panabo College, highlighting the progression from enrolment to graduation. While certain departments demonstrate lower cohort and graduation rates, it is noteworthy that the overall student survival rate across all departments remains high, averaging 51.99 percent.

Over the years, the trend shows a generally stable to slightly upward pattern, indicating that despite challenges in on-time completion, many students continue to stay enrolled and pursue their degrees beyond the prescribed period as shown in Appendix – Table 4. This suggests that a substantial portion of students persist in their studies, affirming UM Panabo College's strong educational presence and appeal in Davao del Norte, where it continues to capture the majority share of college-bound students.

**Figure 4. Survival Rate per Program**



However, the data also reveals that many students face challenges in graduating on time, a trend that may be attributed to two key institutional policies. First, the University's open admission policy, while promoting inclusivity and accessibility, often results in the admission of students with diverse academic preparedness levels, which may affect timely progression (Tan & Lim, 2020). Second, the stringent competency appraisal exams, especially in board programs such as education and accountancy, introduce rigorous academic demands that can delay graduation for some students (Garcia & Santos, 2022).

As emphasized by Lee and Chen (2021), balancing open access policies with robust academic support systems is essential to ensure that student retention translates into timely graduation. Open admissions widen access, but without tailored support, students may struggle to progress efficiently. Furthermore, Kaur (2023) underscores the significance of early intervention programs, personalized academic advising, and skills enhancement initiatives in Asian higher education as pivotal strategies to help students overcome academic and personal challenges and meet graduation requirements within the expected timeframe.

Additionally, research by Tan and Lim (2020) stresses the need for data-driven decision-making in monitoring student progress, identifying at-risk students early, and implementing targeted retention strategies. Integrating learning analytics and feedback systems can provide real-time data to inform interventions, helping to maintain momentum toward degree completion. Moreover, Garcia and Santos (2022) note that student engagement activities, such as peer mentoring, career coaching, and community involvement, foster a sense of belonging and motivation, which are crucial to student persistence and academic success.

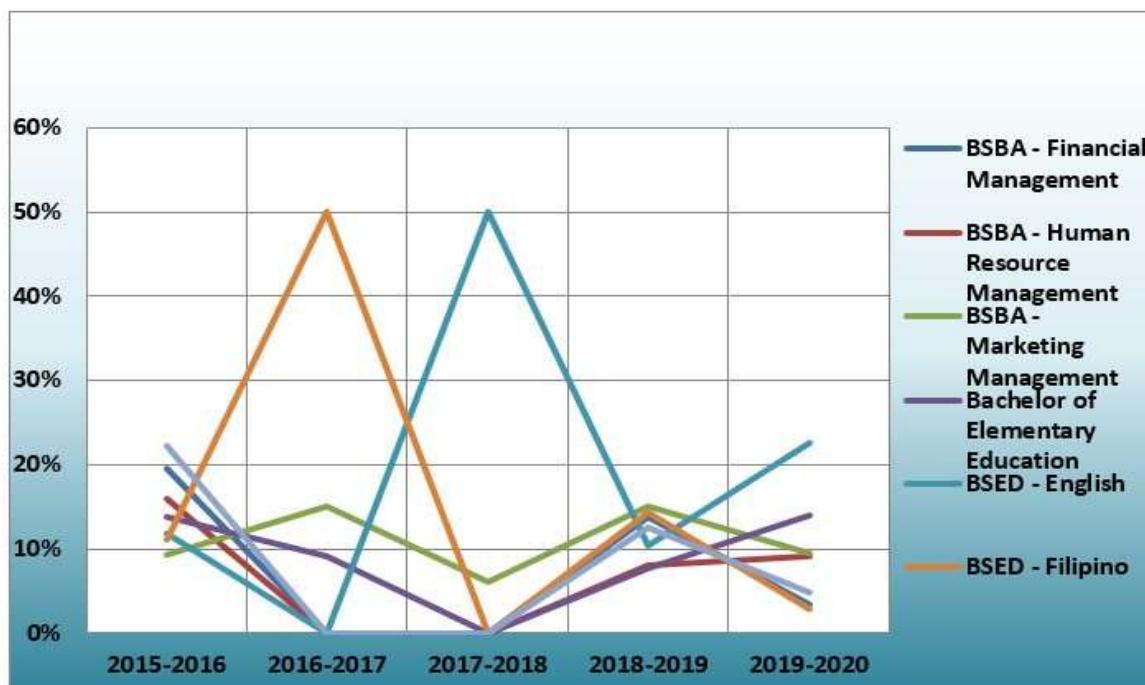
These findings imply that while student retention at UM Panabo College is commendable, the institution must adopt a holistic, student-centered approach to bolster graduation outcomes. This includes strengthening academic support, streamlining curriculum pathways, offering flexible learning options, and cultivating a supportive learning environment. By doing so, UM Panabo College can not only improve student success metrics but also enhance its reputation, attract high-quality enrollees, and secure its standing as a competitive and reputable higher education institution in both local and international contexts.

## Dropout Rate

Figure 5 presents the distribution of dropped students per department, revealing an average dropout rate of 10.90 percent, equivalent to 114 out of 1,046 students over the assessed period. Notably, BSED-English recorded the highest dropout rate, with 16.42 percent or 33 out of 201 students (see exhibit B

Appendices), followed by BSBA-Marketing Management (10.22 percent) and BSBA-Human Resource Management (10.00 percent). Alarmingly, BEED (11.11 percent) and BSBA-Financial Management (6.34 percent) also showed elevated dropout rates, with several students transferring to other institutions to continue their studies. Over the period covered as provided in Appendix –Table 5, the trend in dropout rates shows a fluctuating but generally upward pattern, indicating persistent challenges in student retention across departments.

**Figure 5. Student Dropout Rate per Program**



As Lawson (2016) emphasizes, student attrition represents a critical and costly challenge for higher education institutions, negatively affecting not only institutional reputation but also financial sustainability. Similarly, Tan and Lim (2020) argue that dropout rates exceeding 10 percent are considered concerning in Asian contexts and warrant strategic intervention. The current dropout figures at UM Panabo College signal a pressing issue that must be addressed to improve cohort progression and graduation rates.

Furthermore, Kaur (2023) highlights that early academic intervention, mental health support, and student engagement initiatives can significantly reduce attrition in Southeast Asian universities. Therefore, it is imperative that UM Panabo College implements evidence-based retention strategies, such as enhanced academic advising, targeted support for at-risk students, and program-level monitoring, to mitigate dropout rates and reinforce its commitment to student success and institutional excellence.

## CONCLUSIONS AND RECOMMENDATION

This section presents a summary of the findings and the researchers' conclusions and recommendations based on the investigation results.

It is important to recognize that cohort analysis serves as a valuable tool for assessing the effectiveness of an educational institution in terms of student retention and graduation outcomes. In the case of UM Panabo College, the analysis reveals a respectable performance in both cohort and graduation rates, especially considering the

consistent influx of freshmen over the past five academic years, averaging 1,046 first-year enrollees annually. Notably, the Bachelor of Secondary Education major in English (BSED-ENG), Bachelor of Science in Business Administration major in Human Resource (BSBA-HR), and Bachelor of Science in Business Administration major in Marketing Management (BSBA-MM) attracted the largest proportion of enrollees.

In terms of cohort completion, the data indicates that the top three departments with the highest ontime graduation rates are Bachelor of Elementary Education (BEED) at 41.67 percent, BSBA major in Financial Management (BSBA-FM) at 40.85 percent, and BSED major in Mathematics (BSED-MATH) at 40.82 percent. Conversely, the departments with the lowest on-time completion rates are BSBA-MM (33.21 percent), BSED-Filipino (BSED-FIL) at 32.93 percent, and BSED-ENG (29.85 percent). Furthermore, the results suggest that non-board programs tend to have higher cohort completion rates compared to board programs. This discrepancy may be attributed to the rigorous competency appraisal examinations that board program students are required to pass before graduation, which can extend their academic timelines.

Another contributing factor to the decline in enrolment and lower graduation rates at UM Panabo College is the increasing preference for institutions like Davao del Norte State College (DNSC), which offers free tuition under government subsidy programs. This financial incentive attracts many students, particularly those from low-income families, who might otherwise consider enrolling at UM Panabo. Additionally, internal factors such as limited course offerings and out-dated curricula, as well as external factors like economic constraints, transportation issues, and competition from nearby colleges, further impact student retention and completion. To address these challenges, UM Panabo College should consider expanding its program offerings, enhancing academic support services, and forming partnerships with local industries to improve employment prospects for graduates thereby increasing its appeal and improving overall student outcomes.

The exclusion of non-traditional student populations potentially limits the comprehensiveness and accuracy of the retention and graduation rates presented. These groups often extend their stay beyond the typical academic period due to various personal, academic, or professional reasons, and their presence in the student body can have a notable influence on institutional metrics. By not including them, the study may underestimate or misrepresent the true scale of student persistence, attrition, and completion within the university. Future research should consider more inclusive methodologies that account for these diverse student pathways in order to provide a more holistic view of student retention and success.

In general, higher cohort and graduation rates correlate with lower survival (extended enrollment) and dropout rates, and vice versa. However, to achieve its vision of becoming a globally competitive and worldclass institution, UM Panabo College must continuously enhance its processes across all stages from enrollment to graduation. Additionally, the study underscores the need for targeted support services and enhancement programs aimed at improving the enrollee-to-graduate ratio, particularly in light of the observed dropout rate. For example, during SY 2019–2020, 40 students (or 3.82 percent) out of 1,046 enrollees dropped out, highlighting an area for strategic intervention.

Ultimately, individual academic departments must take an active role in implementing initiatives that motivate and support students in completing their degrees. The insights from this cohort analysis can serve as a foundation for data-driven decision-making and the development of continuous quality improvement programs. These efforts will be critical in enhancing student success and institutional performance in the long term.

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