

BOR Graduation Presentation

Draft Presentation for Seeking Campus Input

Task Force to USG Presidents: Make Student Success No. 1 Goal for All

"The significant problems we face cannot be solved with the same level of thinking that created them." This quote from German physicist Albert Einstein set the tone for an interim report from the Graduation Rate Task Force delivered by Regent Willis A. Potts Jr. at the Board of Regents' March meeting.


Potts, who is vice chair of the board this year and chairman of the task force, said he reports Felton Jenkins and Larry R. Ellis, Chief Academic Officer Dr. Susan Herbst and leaders from several institutions and the University System Office, are in the process of meeting with the presidents and provosts of each institution in the University System of Georgia (USG) to hear their plans for improving graduation and retention rates.

So far, the task force has met with officials from 11 USG institutions, and Potts presented his observations to date in the form of a list of "the top 10 things our committee has learned in listening to campus graduation-rate struggles."

He prefaced his remarks by saying, "We have many successes in the system, but I am going to focus on the challenges today. Bear with me, and do know that this remains a constructive process. There are many wonderful efforts underway across the state, and we do see the great work among all the challenges."

- ◆ **Compass are not always defining their graduation and retention-rate-related problems with accuracy.** "I am not seeing enough empirical evidence that pinpoints why a retention or graduation rate is low," Potts remarked.
- ◆ **Compass are not matching solutions to problems as a result.** Lacking the data necessary to drive the process, campus officials are not coming up with targeted solutions, he noted.
- ◆ **Too many lists, not enough elaboration.** "We are being presented with laundry lists of tactics for improving retention and graduation rates borrowed from the higher education literature, but very little elaboration about why they're better than any other technique or the best fit for a particular campus," Potts said.
- ◆ **Assessment data are lacking.** "We've told that this or that program works, but see little in the way of assessment data to prove it," Potts noted.

See "Student Success," Page 4...



Potts

http://www.usg.edu/pub_docs/SS-March_2010.pdf

Student Success

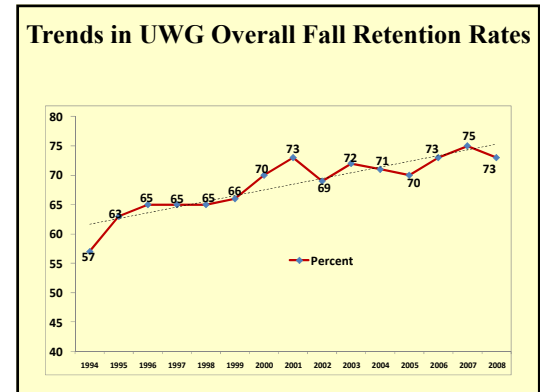
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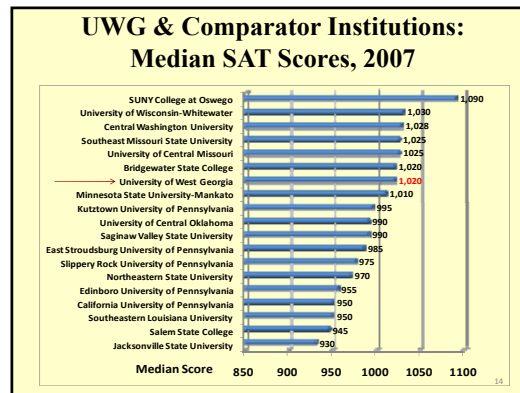
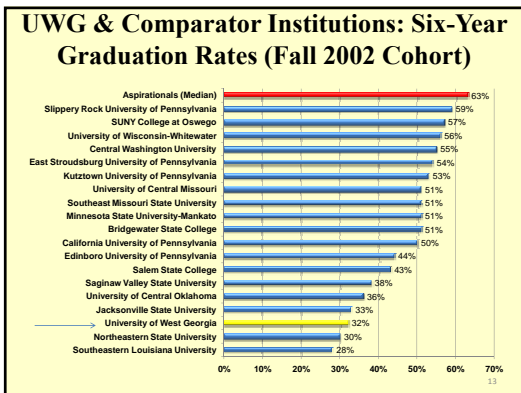
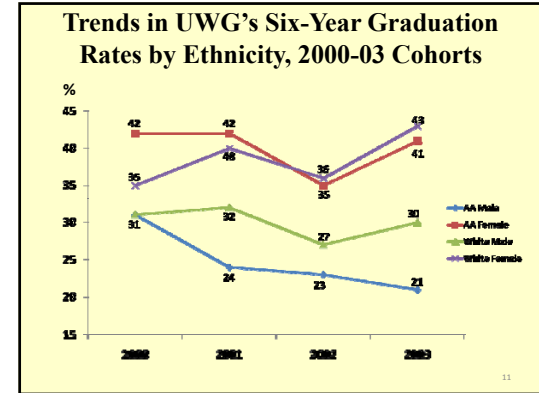
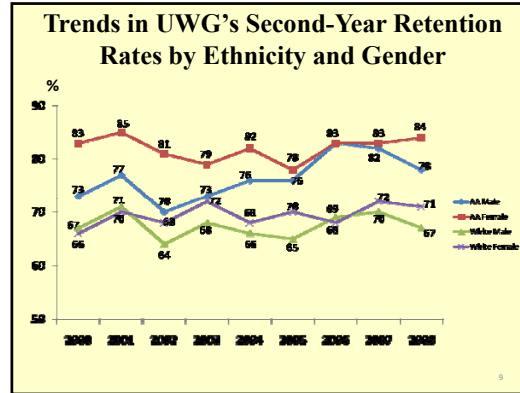
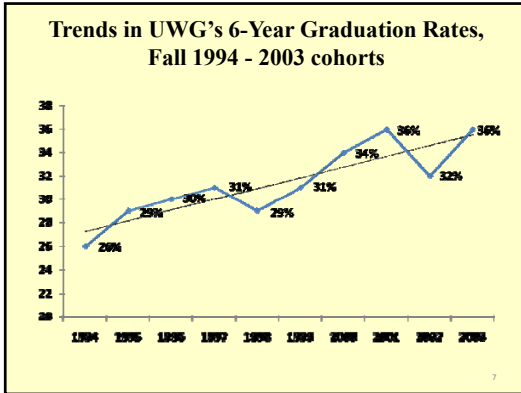
- ◆ **Graduating students should be a campus' top priority.** "Surprisingly, some institutions do not yet consider retention and graduation a clear priority, even though the regents do," he said. "Graduating our students is the number-one job for us all."
- ◆ **USG campuses are not involving faculty deeply enough in retention and graduation issues.** "Faculty need to own these issues," Potts said.
- ◆ **Retention and graduation rates are not about money.** "I want to see our institutions boost retention and graduation rates no matter how much or how little they have," Potts said. "Take resources away from other areas in order to boost student success – this is our very best investment."
- ◆ **Leadership is key.** "We want to see presidents out in front of retention and graduation issues, understanding their campus problems and designing the solutions," he said.
- ◆ **Don't just blame students.** "Some students are not as prepared for college as they should be," Potts conceded. "While this plays into the graduation-rate conundrum, my feeling is that no matter how our students come to us, we need to do whatever we can to ensure their success."
- ◆ **The entire campus must own student success as a goal.** "A plan for boosting graduation and retention is not a bunch of best practices," Potts said. "It is a thoughtful, comprehensive document that analyzes the problem and provides a roadmap. The entire campus has to feel confident about the plan, advocate for it, and work on it."

In closing, Potts implored USG presidents and provosts to "pull out all the stops. Make your campus culture one of student success, and I promise that you will be rewarded for it – by me, by this board, by your parents, by your stakeholders. And the greatest rewards will be walking across your stage at commencement. We need your leadership, your ideas, and most of all, your passion on behalf of the precious 300,000-plus young people under our care."

- ## Presentation Points
- 🔥 Background Information
 - 🔥 Roots of the Problem
 - 🔥 Successes and Barriers to Success
 - 🔥 Metrics
 - 🔥 Three-Year Plan
 - 🔥 Graduation as a Campus Priority

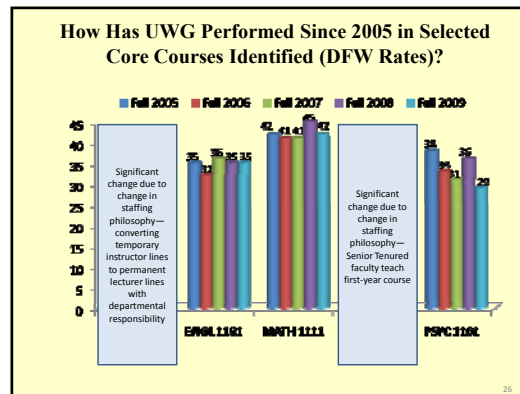
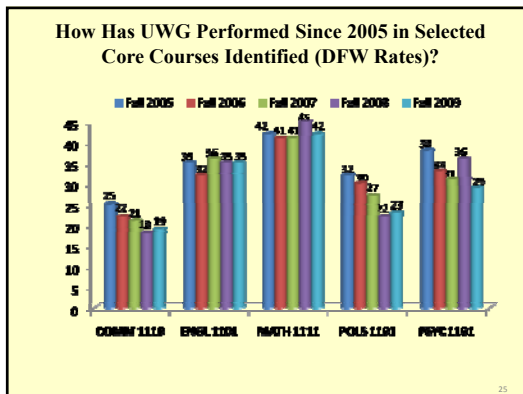
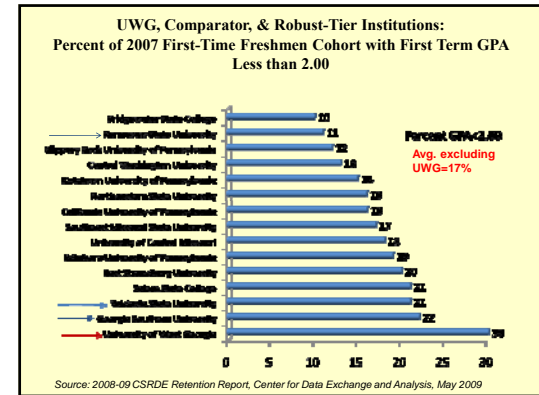
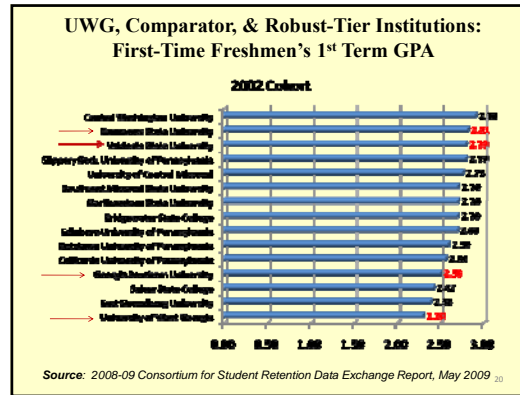
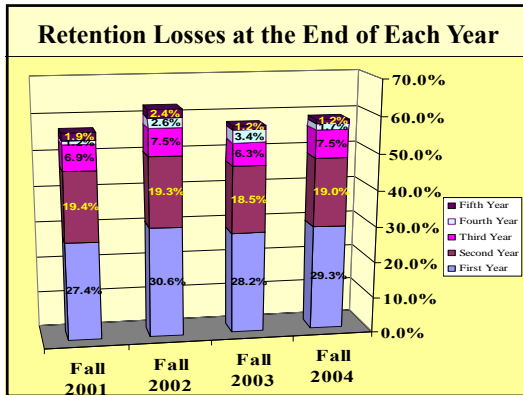
- ## Graphical Analysis
- 🔥 Overall Retention and Graduation Rates
 - 🔥 By Ethnicity and Gender
 - 🔥 Comparisons with Peers
 - 🔥 A Search for Clues...





Trends in UWG Retention & Graduation Rates

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	
MEAN SATV	478	486	494	502	506	508	508	515	507	508	509	
SATM	474	476	487	497	502	500	498	506	501	502	501	
HSDPA	2.79	2.80	2.86	2.88	2.98	2.96	2.97	3.01	3.00	3.09	3.03	
First Year	N= 1666	1598	1657	1557	1625	1738	1701	1683	1700	1793	1988	
Second Year	Fall	1085	1058	1155	1131	1127	1240	1203	1163	1238	1345	1452
		65%	66%	70%	73%	69%	72%	71%	70%	73%	75%	73%
Third Year	Fall	788	775	861	829	813	920	879	921	917	1022	
		47%	49%	52%	53%	50%	53%	52%	56%	54%	57%	
Graduation Rate	N= 157	139	183	184	177	208	198	207	Estimate			
		9%	9%	11%	12%	11%	12%	12%	13%	15%		
	N= 394	401	470	469	417	507	474					
	N= 24%	25%	28%	30%	26%	29%	28%					
	N= 483	498	526	505	513	627						
		6 yr	29%	31%	34%	36%	32%	36%	35%			



Roots of the Problem

- Analysis points to problems in the first and second year
- The First term of first year is critical
- Failure and withdrawal rates (D, F, W) in some core courses are very high
 - Some as high as 45%; many at 30% or greater
 - High number of retakes; stretches graduation for those who persist
 - High failure rates have a direct correlation to attrition
- Campus Culture: Are retention and graduation overtly and clearly prioritized as a campus imperative – for both students and colleagues?

Roots of the Problem *(contd.)*

- ✚ Freshman Success Rate is low
 - ✚ Percentage of full-time, first year students who completed 24 credit hours with a GPA of 2.00 at the end of their first year
 - ✚ 42.7 % in AY 2006; 51.7 % in AY 2009
 - Change due to cumulative effect of RPG initiatives, extra tutoring, enhancement of support services; but no ONE reason
 - ✚ Still too low
- ✚ Low course load
 - ✚ Average 12 credit hours per semester [Course taking patterns]
 - Given current funding this is a challenge
 - Increased in Fall '09 due to special prioritization for core courses
 - ✚ Need to shorten time to degree

Roots of the Problem *(contd.)*

- Multivariate Analysis (Logistic Regression) of Graduates vs. Non-Graduates:
(Fall '00 – Fall '03 Cohorts, 6-year Graduation)
- ✚ Statistically Significant Findings:
 - ✚ Expected Family Contribution: Higher for Graduates (measure of SES?) ($p \leq .01$)
 - ✚ Living Arrangements: Residential Students Graduate at higher rates than Commuters ($p \leq .05$)
 - ✚ First Term GPA: Graduates have .8 higher GPA after the first term ($p \leq .01$)
 - ✚ Probation Status: Non-Graduates are 3-times more likely to be on Probation after their first term ($p \leq .001$)
 - ✚ Attempted Credits in Second (Spring) Term: Graduates complete more credits in the Fall (non significant) and Spring ($p \leq .05$) than Non-Graduates
 - ✚ Second Term GPA: Graduates have a higher GPA after Spring Term ($p \leq .01$)
 - ✚ Critical Core Course Success: Non-Graduates failed at higher rates in ENGL 1101 and MATH 1111 in their first term ($p \leq .001$ for both)

Roots of the Problem *(contd.)*

- ✚ No comprehensive approach to the First Year
- ✚ Failure to enforce limits on the number of credits taken before declaring a major
 - ✚ Delayed declaration of a major may lead to loss of credits and lengthen the time to graduation
 - ✚ For those who graduated, average time to degree has been fairly constant at 12.2 semesters – even a slight change would make a big difference in the numerator
- ✚ Low Retention and Graduation Rates of Male Students
 - ✚ The second- and third- year progression rates of male students are comparatively lower than the rates for female students
 - ✚ The less-than-desirable performance of male students constitutes a notable drag on the overall graduation rate at UWG

What we are already doing

- ✚ Foundations of Excellence – Study of First year (set the stage for RPG Grant and addition of FYPs)
- ✚ Implemented First Year For Everyone Program – 97% of all first year students are in some FYP
 - ✚ Higher retention rates for those in programs than not
 - ✚ Early Intervention (different levels of implementation)
 - ✚ Predictive modeling for At-Risk Students (first term) based on pre-college characteristics – predicted 75% of outcomes
 - Residential; EFC; HS GPA; Race (AA is a plus), answers on New Student Profile (Finances as Barrier and Difficulty Choosing a Major)
 - ✚ New Student Profile – Direct Intervention and Early Engagement
 - ✚ Early Withdraw Intervention (wks 2-6)
 - ✚ Early Alert (passive – should be required)
 - ✚ Success Seminars
- ✚ Academic Warning/Probation Intervention
 - ✚ Appointment with Advisor; Academic Warning seminars

At Risk Predictive Modeling

- ✚ Overall Concept: Determine risk of attrition as early as possible—then intervene in the areas of greatest need
- ✚ Logistic Regression on 5 years of Fall Cohort Data
- ✚ Identified Five pre-college factors that highly predict attrition after the first year
 - ✚ Residential Status (on campus vs. commuter)
 - ✚ Expected Family Contribution
 - ✚ Race (AA is a retention plus)
 - ✚ High School GPA
 - ✚ Answers on two questions of New Student Profile
 - Finances will be a barrier to success
 - Student will have difficulty choosing a major
- ✚ Model is applied to incoming freshman class which generates an At-Risk Score
- ✚ At-Risk score is then used to determine the level of intervention each student should receive (higher score receives greater intervention)
- ✚ First use of this model in Fall '09 – no results yet

New Student Profile

- ✚ Survey given to new students at Orientation
- ✚ Asks questions about factors known to be barriers to success
 - ✚ Study behaviors
 - ✚ Work expectations
 - ✚ Expectations of success
 - ✚ Barriers to success (non-academic)
 - ✚ Areas of weakness (academic)
- ✚ Staff then intervene with students based on their answers (e.g., Math is an area of weakness – advisors call student to tell them about our academic support services for students in math)

Early Withdraw Intervention

- 👉 Report showing the freshman students who withdraw from any class during the 2nd through 6th week
- 👉 Advisors intervene, making sure the student knows about the support services available to “save” them in their other classes.
- 👉 Has been done for two years; very little assessment
 - 👉 Slightly higher number of completed hours Fall '08 and '09 vs. previous fall terms

Fall Cohort FYP Retention Rate

FY Program		Fall 08 Cohort Retention Rate
No FYP Selection		67%
Selected but Dropped		63%
UWG 1101		75%
Learning Communities		80%
Residential Peer Mentoring		74%
MAP Mentoring		76%
Honors		86%
FY Mentoring/IServe		71%
Commuter FYP	Previously Commuter Retention <60%	65%
Overall Retention Rate		73%

Metrics

- 👉 Pass rates in core courses
- 👉 Pass rates lower level courses
- 👉 Pass rates upper level courses
- 👉 Successful course completion rates per semester (DFWI)
- 👉 Average student credit hour load per semester
- 👉 Freshmen success rates
- 👉 Retention and Success rates by First Year Program
- 👉 First- and second-year retention rates.
- 👉 First-year retention rates by First Year Programs/Interventions/Services
- 👉 Four-, five-, and six-year graduation rates
- 👉 National Survey of Student Engagement (NSSE) Data

Three-Year Plan: Big Ideas

- 👉 First Year Critical – DFW
- 👉 Predictive analysis and interventions
- 👉 Institutional Commitments:
 - 👉 First-year programs
 - 👉 Support: Orientations, Tutoring Centers, RPG Guides, etc.
 - 👉 Degree Works (Wolf Watch)
 - 👉 Center for Teaching & Learning
 - 👉 Increase student load per semester
 - 👉 Engaging male students
- 👉 Declaring majors by 60 hours; then Departmental ownership

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Student, Faculty, Administrative Culture

**Thank you for all you do.
Let's look more carefully at ourselves!**

What are we missing?