BOR Graduation Presentation

Draft Presentation for Seeking Campus Input

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 Overall Fall Retention Rates

Student Success

Continued from Page 1…

- Graduation rates should be a campus top priority. “Finishing college is a way to secure your future,” he said. “There are thousands of people who have graduated college, and they are now making a difference. They are contributing to the community.”

- UWG's success is in part due to the efforts of its students and faculty. “We are working very hard to ensure that our students are successful,” said Dr. Rees. “Our students are doing great!”

- Retention and graduation rates are key factors in determining the success of a university. “They are the lifeblood of our institution,” said Dr. Rees. “Our students are the reason we exist, and we are committed to their success.”

- Students are encouraged to take advantage of the resources available to them. “We have a great support system in place to help our students succeed,” said Dr. Rees.

- “Our students are our most valuable resource,” said Dr. Rees. “We are committed to their success.”

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Retention Losses at the End of Each Year

- Fall 2001: 20.0%
- Fall 2002: 18.7%
- Fall 2003: 19.5%
- Fall 2004: 18.3%

UWG, Comparator, & Robust-Tier Institutions: First-Time Freshmen’s 1st Term GPA

Year | GPA
-----|------
Fall 2001 | 29.3%
Fall 2002 | 28.2%
Fall 2003 | 18.5%
Fall 2004 | 28.5%

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 ≤ .01)
  - Living Arrangements: Residential Students Graduate at higher rates than Commuters (p ≤ .05)
  - First Term GPA: Graduates have .8 higher GPA after the first term (p ≤ .01)
  - Probation Status: Non-Graduates are 3-times more likely to be on Probation after their first term (p ≤ .001)
  - Attempted Credits in Second (Spring) Term: Graduates complete more credits in the Fall (non-significant) and Spring (p ≤ .05) than Non-Graduates
  - Second Term GPA: Graduates have a higher GPA after Spring Term (p ≤ .01)
  - Critical Core Course Success: Non-Graduates failed at higher rates in ENGL 1101 and MATH 1111 in their first term (p ≤ .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

<table>
<thead>
<tr>
<th>FY Program</th>
<th>Fall DII Cohort Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>No FYP Selection</td>
<td>67%</td>
</tr>
<tr>
<td>Selected but Dropped</td>
<td>63%</td>
</tr>
<tr>
<td>SHIS 1101</td>
<td>73%</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>80%</td>
</tr>
<tr>
<td>Residential Peer Mentoring</td>
<td>74%</td>
</tr>
<tr>
<td>MAP Mentoring</td>
<td>70%</td>
</tr>
<tr>
<td>Honors</td>
<td>80%</td>
</tr>
<tr>
<td>FY Mentoring/Serve</td>
<td>71%</td>
</tr>
<tr>
<td>Commuter FYP</td>
<td>Previously/Commute Retention 65%</td>
</tr>
<tr>
<td>Overall Retention Rate</td>
<td>73%</td>
</tr>
</tbody>
</table>

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

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

What are we missing?