Presentation Points

- What are the Problems leading to Low Graduation Rates?
  LOTS AND LOTS OF ANALYSIS!
- How do we Know this?
- What are we going to do about it?

How Do We Know What the Problem Is?
Graphical Analysis

- Overall Retention and Graduation Rates
- By Ethnicity and Gender
- Comparisons with Peers
- Drilling Down to Root Causes

Trends in UWG Overall Fall Retention Rates
UWG, Comparator, & Robust-Tier Institutions:
First-Time Freshmen’s 1st Term GPA

2002 Cohort

Source: 2008-09 Consortium for Student Retention Data Exchange Report, May 2009

UWG, Comparator, & Robust-Tier Institutions:
Percent of 2007 First-Time Freshmen Cohort with First Term GPA
Less than 2.00

Avg, excluding UWG=17%

Retention Losses at the End of Each Year –
As a Percentage of the Previous Year’s Base

Retention Losses at the End of Each Year –
As a Percentage of Entering Cohort

How Has UWG Performed Since 2005 in Selected
Core Courses Identified (DFW Rates)?

Source: 2008-09 CSRDE Retention Report, Center for Data Exchange and Analysis, May 2009

How Has UWG Performed Since 2005 in Selected
Core Courses Identified (DFW Rates)?
More Analysis – With Intervention

ANOVA of Graduates vs. Non-Graduates (Fall ’00 –Fall ’03 Cohorts, 6-year Graduation):
- Statistically Significant Findings:
  - Expected Family Contribution: Higher for Graduates (measures 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
  - Critical Core Course Success: Non-Graduates failed at higher rates in ENGL 1101 and MATH 1111 in their first term (p ≤ .001 for both)
- Cannot control input variables; but can reduce their effect by intervention

So, What Are the Roots of the Problem?
- Analysis points to problems in the first and second year
  - The first term of first year is critical
  - No comprehensive institutional approach to the First Year
  - Failure and withdrawal rates (D, F, W) in some core courses are very high
  - Low Freshman Success Rate (FSR) and First Term GPAs
    - FSR 42.7% in AY 2006; 51.7% in AY 2009
    - First Term GPA = 2.3
  - Higher retention rates for those in programs than not
  - Increased in Fall ’09 due to special prioritization for core courses
  - 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
  - Low retention and graduation rates of male students
  - Some policy questions:
    - unlimited and easy withdraw;
    - unlimited retakes;
    - low standards for academic standing;
    - declaration of major, restrictions on admission to major…

Fall Cohort FYP Retention Rate

<table>
<thead>
<tr>
<th>FY Program</th>
<th>Fall 08 Cohort Retention Rate</th>
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</thead>
<tbody>
<tr>
<td>No FYP Selection</td>
<td>67%</td>
</tr>
<tr>
<td>Selected but Dropped</td>
<td>63%</td>
</tr>
<tr>
<td>SOPS 1101</td>
<td>75%</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>73%</td>
</tr>
<tr>
<td>Commuter FYP</td>
<td>65%</td>
</tr>
<tr>
<td>Overall Retention Rate</td>
<td>73%</td>
</tr>
</tbody>
</table>

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, SRS, 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 (eks 2-6)
  - Early Alert (passive – should be required)
  - Success Seminars
  - Academic Warning/Probation Intervention
  - Appointment with Advisor; Academic Warning seminars

So, What Are the Roots of the Problem? (contd.)
- Low course load leading to extended time to degree
- Increased in Fall ’09 due to special prioritization for core courses
- Second Year Experience program (Spring 10 initial term)
- First-Year Commuter program, Commuter Student Association, Commuter Lounge
- Policy change: Enforced 60 hour rule – students must declare a major by their 60th hour; required intervention if not
- Policy change: Increased threshold for Academic Good Standing; increased requirement for intervention (challenge/support)

What we are already doing
- RPG Guides: Direct retention and graduation program in each A&S department; meet with parents at Orientation
- DegreeWorks: Measures progress towards degree
- Academic Support Centers: Writing Ctr.; Math Lab; Biology Tutoring; EXCEL Center (tutoring, mentoring, advising)
- Two-Phase Orientation (Summer and Transitions)
- Second Year Experience program (Spring 10 initial term)
- First-Year Commuter program, Commuter Student Association, Commuter Lounge
- Policy change: Enforced 60 hour rule – students must declare a major by their 60th hour; required intervention if not
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

What are we going to DO about it?
Three-Year Plan: Big Ideas
- First Year Critical – DFW – Improvement Strategies
- Predictive analysis and interventions
- Institutional Commitments:
  - First-year programs
  - Support: Orientations, ...
  - Degree Works
  - Center for Teaching & Learning
  - Increase student load per semester
  - Engaging male students
  - Declaring majors by 60 hours; then Departmental ownership
  - Study Institutional Policies and Procedures affecting time to degree

Note: The plan will be an evolving one and grow with faculty input.

Thank you for all you do.
Let’s look more carefully at ourselves!
What are we missing?