



Successful Institutional Strategies for Enhancing Student Retention and Progress to Graduation, Part I

CCAS 2013

Jacksonville, FL

November 6-9

ABSTRACT:

Given the many recent calls for accountability and transparency in reporting metrics for “success” in higher education, many institutions need to ratchet up the attention being paid to improving student retention rates. This is the first of two panels that will address this important issue. Focusing on institutional initiatives, panelists from title III-funded universities will report on campus-wide projects that have led to positive improvements in retention rates.

Interventions that helped these gains be achieved include the development of sustainable, data-driven, student-targeted academic support systems and the engagement of a broad spectrum of stakeholders (faculty, IT, institutional advancement, advising/tutoring staff, and peer mentors/tutors) as change agents in improving retention and graduation rates.



PRESIDING: Steve Peters, *Friends University*

PANELISTS:

Neil Pagano, *Columbia College Chicago*

Mitch Avila, *California State University,
Fullerton*

Carmen R. Cid, *Quinebaug Valley Community
College*



2013 Study on Attrition Columbia College Chicago

Neil Pagano

Associate Dean and

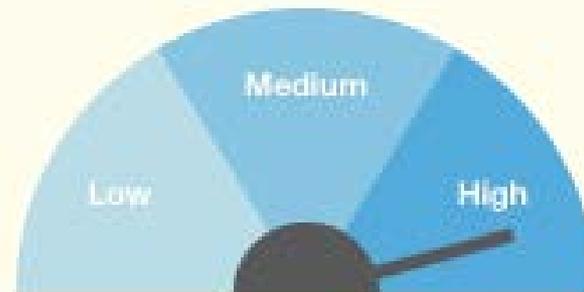
Director of the Honors Program

School of Liberal Arts & Sciences

Columbia College Chicago

2013 Study on Attrition
Columbia College Chicago

Costs



\$27,934 / yr

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Graduation Rate

41%

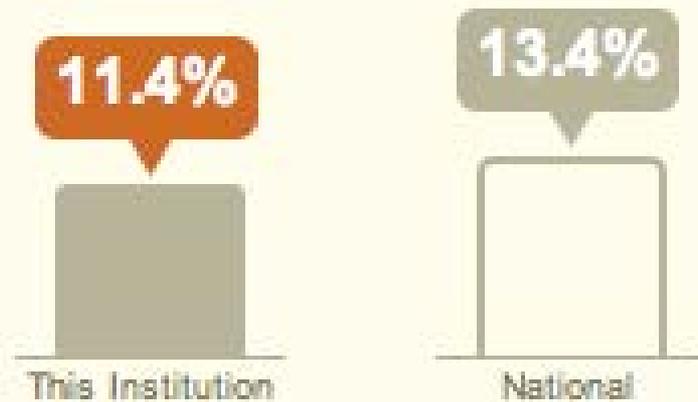
Low

Medium

High

Low Default Rate

Loan Default Rate



Median Borrowing

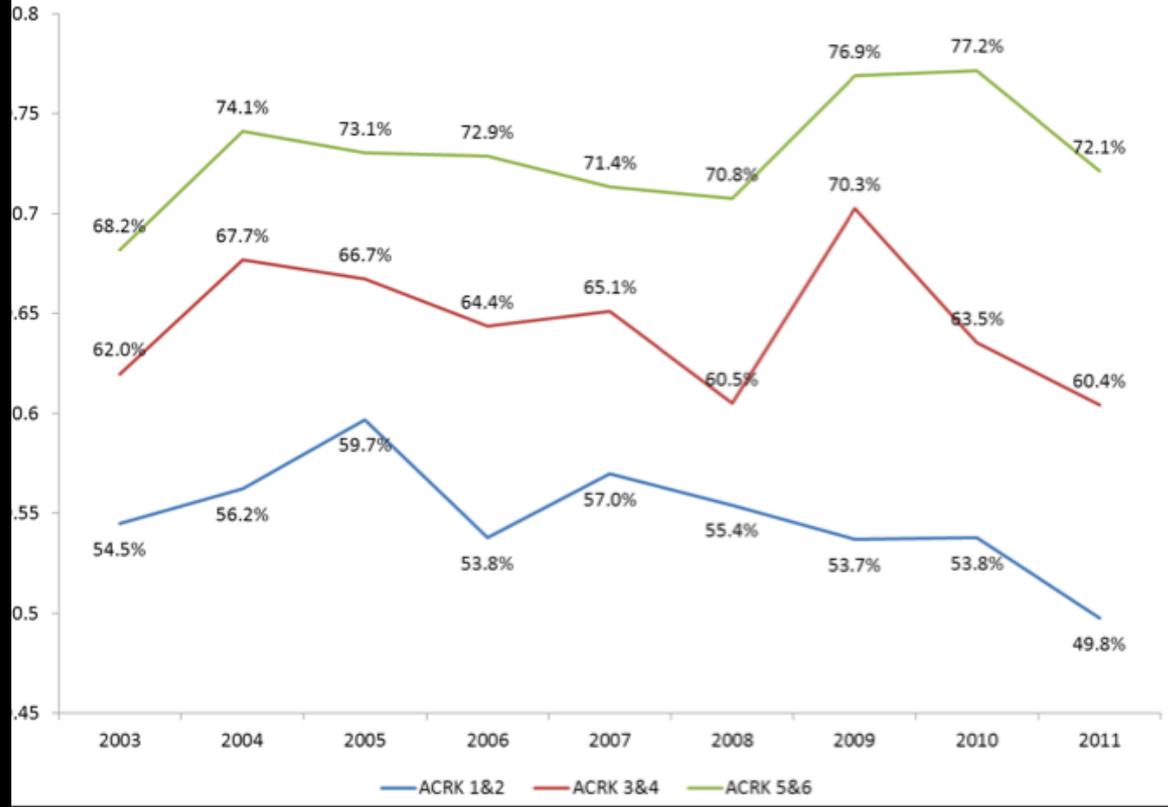


\$302.09 / mo

Institutional Context – Columbia College Chicago

- Private Arts, Media and Communication
- Open Admissions
- Tuition Dependent
- Declining Enrollment since 2008-09 AY
- Recent “Prioritization Process”

New Freshmen Retention Rates by Academic Index 2003-2011



Background and Methodology

- Population: Fall 2009, 2010, and 2011 freshmen
- NOT INCLUDED: Students with GPAs < 2.00 (1,166 out of 2,217 or 52.3%)
- Emailed “atrritted” students
- ~150 scheduled interviews
- 64 completed and transcribed

The Interviews

- Why did you come to Columbia?
- What did you like about Columbia?
- What didn't you like about Columbia?
- Do you feel you received "mixed messages" about the College?
- Why did you leave Columbia?
- Where/What are you studying now?

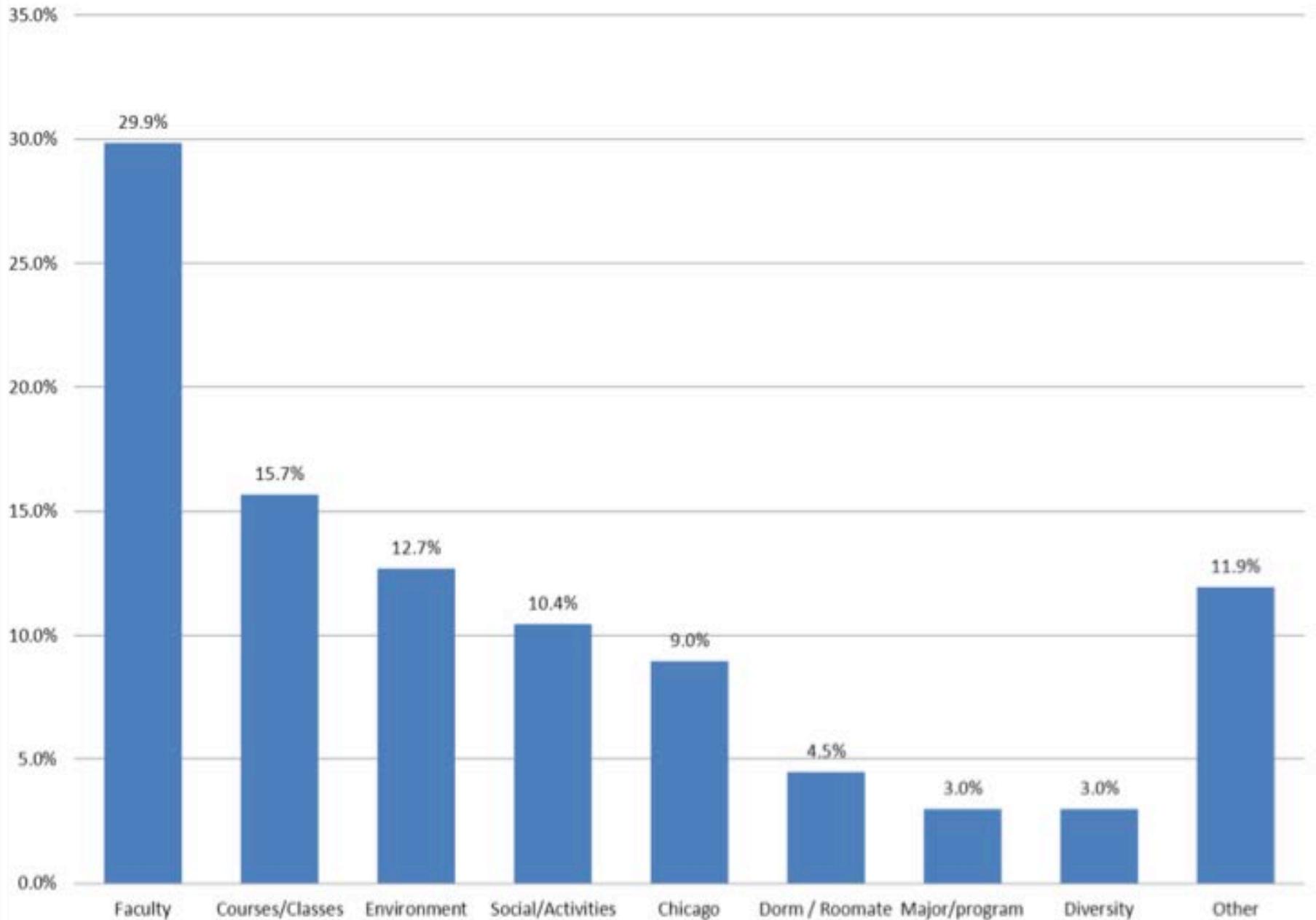
Students Reporting “Mixed Messages”

	N	%
No	44	77%
Yes	13	23%

Reasons Given for “Mixed Messages:”

Financial (3), Commute, Social, Prioritization, Advising, Transfer Credits, Environment, Safety, Pedagogy, Networking, Orientation

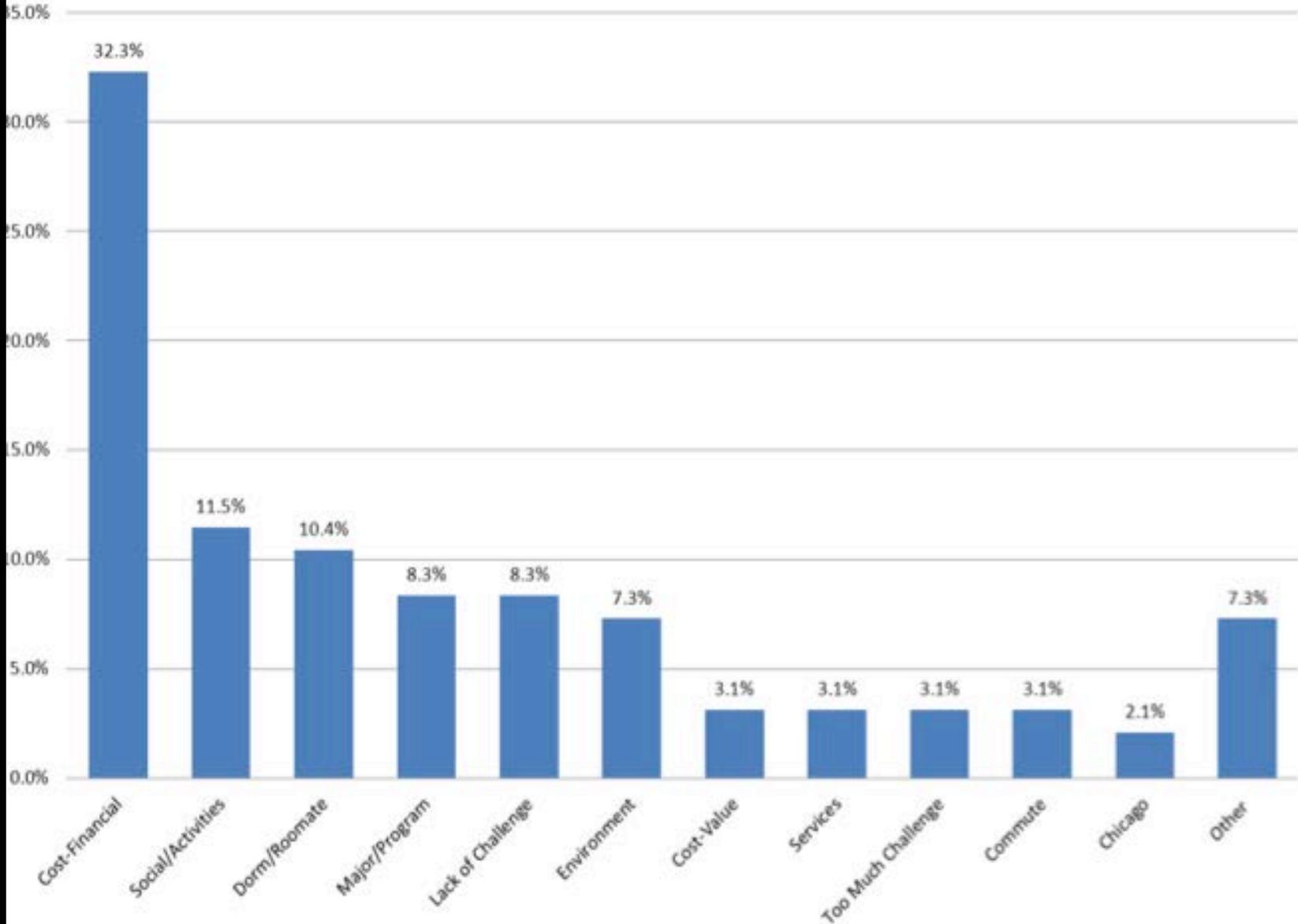
Student Cited Positive Experiences at Columbia



Positive Experience Clusters

	Less Prepared	More Prepared
Less Affluent	Faculty	Faculty
	Courses	Atmosphere
More Affluent	Faculty	Faculty
	Atmosphere	Courses

Student Cited Negative Experiences at Columbia



Negative Experience Clusters

	Less Prepared	More Prepared
Less Affluent	Cost	Cost
	Social	Social
More Affluent	Cost	Social
	Academic Program	Dorm

Reasons Students Came to Columbia

	N	%
Major	39	65%
Proximity	7	12%
Chicago	5	8%
Environment	5	8%
Knew Someone	4	7%

Reasons Cited Students Left Columbia

	N	%
Cost-Financial	30	46.2%
External	10	15.4%
Cost-Value	7	10.8%
Major	5	7.7%
Commute	4	6.2%
Dorm	4	6.2%
Environment	3	4.6%
Distance from Home	1	1.5%
Lack of Challenge	1	1.5%

Current Education Status

	N	%
Community College	22	34%
Public 4 Year	19	29%
Private 4 Year	7	11%
None	17	26%
Studying Similar Major?		
No	37	84%
Yes	7	7%

Those Who Cited “Cost/Affordability” as the Reason They Left the College

	Less Prepared	More Prepared
Less Affluent	72%	75%
More Affluent	50%	31%

Those Who Cited “Quality/Value of Academic Program” as the Reason They Left the College

	Less Prepared	More Prepared
Less Affluent	13%	14%
More Affluent	33%	47%

Implications and Lessons

- There is a relationship between ability to pay for college, academic preparation, and persistence
- Need to better educate students (and parents) about funding a college education
- Nature of “art” schools: They are expensive
- Focus on what “Student Centered” means
- Need to reexamine process and be more strategic about institutional aid
- Side Lesson: “Collaborative” research at an institution reveals interesting agendas

Most Expensive Colleges (net tuition)



U.S. Department of Education

College Affordability and Transparency Center [?]

Private not-for-profit, 4-year or above with Highest Net Prices



National Average: \$19,330

Institution	State	Percent receiving grant aid ⁽²⁾	Net Price ⁽¹⁾ ▼
School of the Art Institute of Chicago	IL	100	\$42,882
Ringling College of Art and Design	FL	77	\$40,222
The Boston Conservatory	MA	65	\$39,602
Berklee College of Music	MA	63	\$38,814
California Institute of the Arts	CA	77	\$38,802
The New School	NY	97	\$37,779
Art Center College of Design	CA	66	\$37,579
San Francisco Art Institute	CA	97	\$37,527
New York University	NY	55	\$36,834
Beacon College	FL	29	\$36,032
Sacred Heart University	CT	90	\$36,024
School of the Museum of Fine Arts-Boston	MA	95	\$35,930
Rhode Island School of Design	RI	35	\$34,863
Saint Joseph's University	PA	93	\$34,856
Pratt Institute-Main	NY	85	\$34,813
Cleveland Institute of Music	OH	98	\$34,807
Oberlin College	OH	85	\$34,797
Catholic University of America	DC	92	\$34,724

Implications and Lessons

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- Focus on what “Student Centered” means
- Need to reexamine process and be more strategic about institutional aid
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Selected Graduation and Retention Initiatives at California State University, Fullerton

Mitch Avila, Associate Dean
College of Humanities and Social Sciences

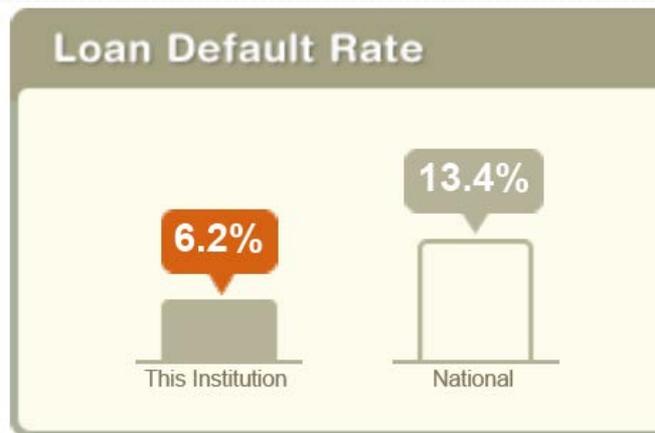


CALIFORNIA STATE UNIVERSITY
FULLERTONTM

Cal State Fullerton—Overview

- **38,000 students, 32% Hispanic, 40% receive Pell Grant**
- **Incoming Freshman: 40% URM, 55% First Generation**
- **First in California and Fourth in the nation in bachelor's degrees awarded to Hispanics**
- **Ninth nationally in the number of baccalaureate degrees awarded to URM**
- **Undergraduate Degrees Awarded: ~6600 annually**
 - non-URM: 4500*
 - URM: 2100*
 - URM Achievement gap: 10%*

College Scorecard





CALIFORNIA STATE UNIVERSITY
FULLERTON[™]

Initiatives from three CSUF colleges

- **Humanities and Social Sciences:**
Graduation Workshops
- **Natural Sciences and Mathematics:** *Undergraduate Research and Supplemental Instruction*
- **Engineering and Computer Sciences:**
Learning Communities and Curricular Reform

Numerous other current initiatives—presentation limited to examples with data to document effectiveness

College of Humanities and Social Sciences



Contacts:

*Bridget Driscoll, Academic
Advising Center*

*Brittney Hofer, H&SS Graduation
Specialist*

Sheryl Fontaine, Interim Dean

**Interactive Grad Check
Workshops**

Background:

- **Students use Titan Degree Audit (TDA) to monitor progress toward graduation**
- **Significant numbers (20-25%) receive “graduation deferrals” due to failure to complete requirements**
 - *These students have revised graduation dates (up to one year)*
 - *That’s ~1500 deferrals per year because they can’t “read their TDA”*
- **Advising duties split between Academic Advising Center and faculty advisors in major departments**
- **Seed money to fund a dedicated advisor position split between College and AAC**



Workshop Overview



- 248 students participated in 15 one-hour sessions
- Target group: Students in their “penultimate” semester
- Goals:
 - *Clearly interpret the TDA*
 - *Pick correct courses for final semester*
 - *Review TDA for mistakes*
 - *Leave workshop with approved action plan*
 - *Calculate minimum number of units remaining*

Graduation Workshop Results

- **67 (27%) of students avoided graduation deferral**
- **Effect on Graduation Rate:**
 - 2% increase in *overall CSUF Graduation Rates when ethnicity data is disaggregated by URM vs. non-URM*
 - 1% increase in *overall CSUF Graduation Rates when ethnicity data is combined*
 - 4% increase in *HSS Graduation Rates*
- **Causes of Deferral:**
 - *Duplicate units from repeated courses; incomplete GE requirements; missing major requirements (e.g., C/NC grades); missing transfer & AP units; etc.*

College of Natural Sciences and Mathematics

$$\frac{\partial}{\partial \theta} M_T(\xi) = \frac{\partial}{\partial \theta} \int_{\mathcal{R}_n} T(x) f(x, \theta) dx = \int_{\mathcal{R}_n} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx$$
$$\frac{\partial}{\partial a} \ln f_{a, \sigma^2}(\xi_1) = \frac{(\xi_1 - a)}{\sigma^2} f_{a, \sigma^2}(\xi_1) = \frac{1}{\sqrt{2\pi\sigma}} \exp\left\{-\frac{(\xi_1 - a)^2}{2\sigma^2}\right\} \frac{\partial}{\partial a} \ln f_{a, \sigma^2}(\xi_1)$$
$$\int_{\mathcal{R}_n} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = M\left(T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi, \theta)\right)$$
$$\int_{\mathcal{R}_n} T(x) \cdot \left(\frac{\partial}{\partial \theta} \ln L(x, \theta)\right) \cdot f(x, \theta) dx = \int_{\mathcal{R}_n} T(x) \left(\frac{\partial}{\partial \theta} \ln L(x, \theta)\right) f(x, \theta) dx$$
$$\frac{\partial}{\partial \theta} M_T(\xi) = \frac{\partial}{\partial \theta} \int_{\mathcal{R}_n} T(x) f(x, \theta) dx = \int_{\mathcal{R}_n} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx$$
$$1 - \exp\left\{-\frac{(\xi_1 - a)^2}{2\sigma^2}\right\} \frac{\partial}{\partial a} \ln f_{a, \sigma^2}(\xi_1)$$

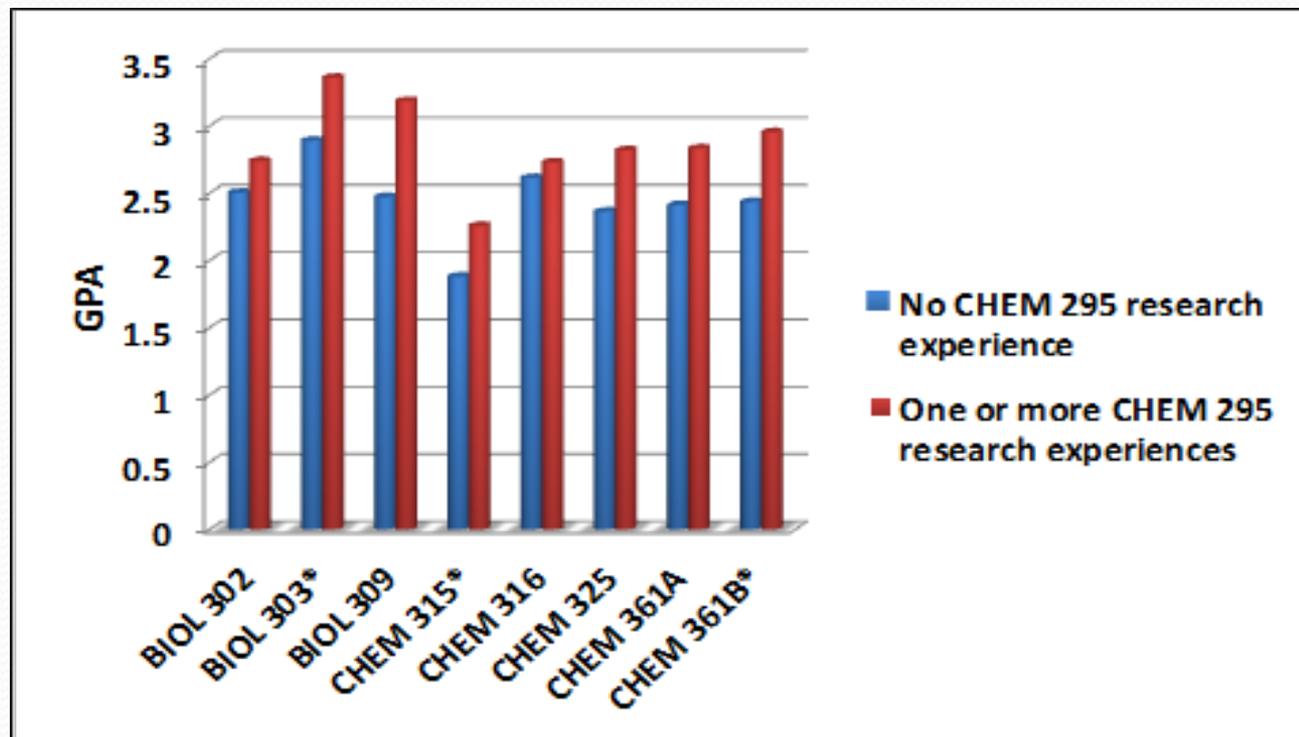
Contacts:

Robert Koch, Dean

Mark Filowitz, Associate Dean

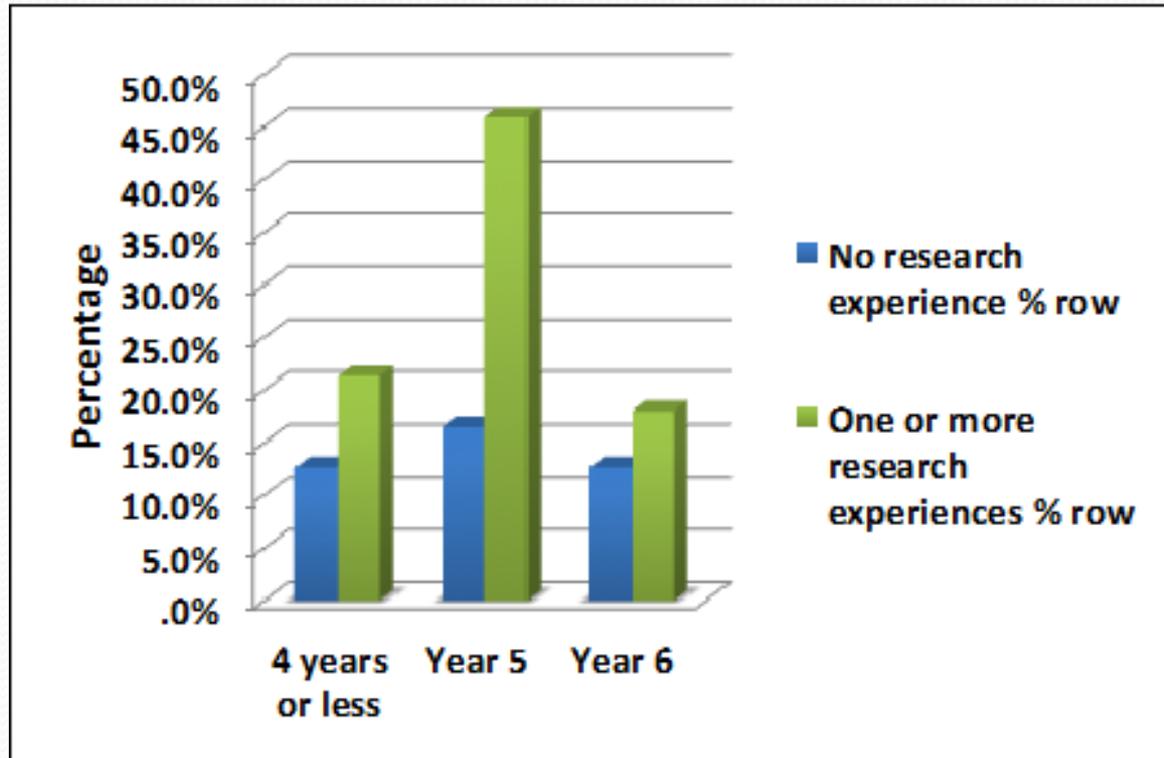
**STEM and “high impact
practices”**

1. Effect of lower-division research participation on performance in upper-division gateway courses



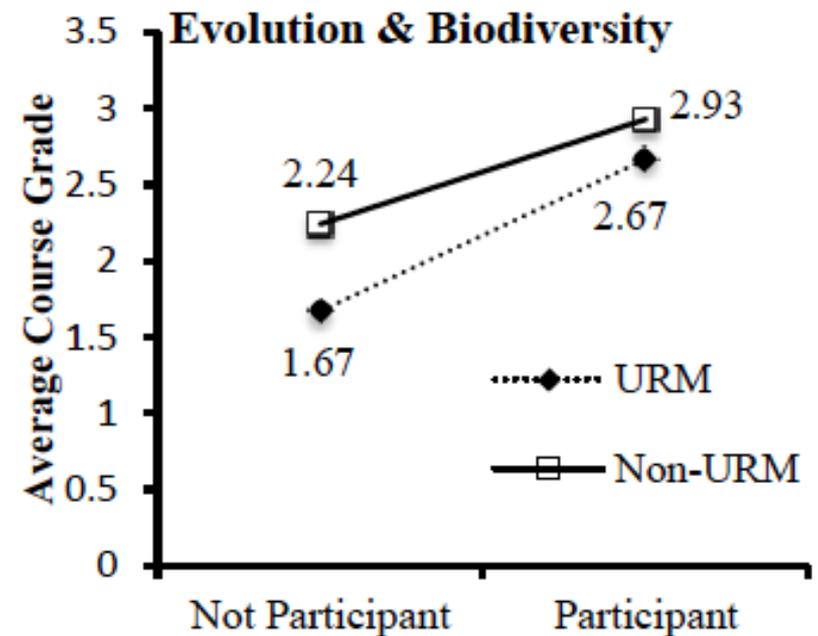
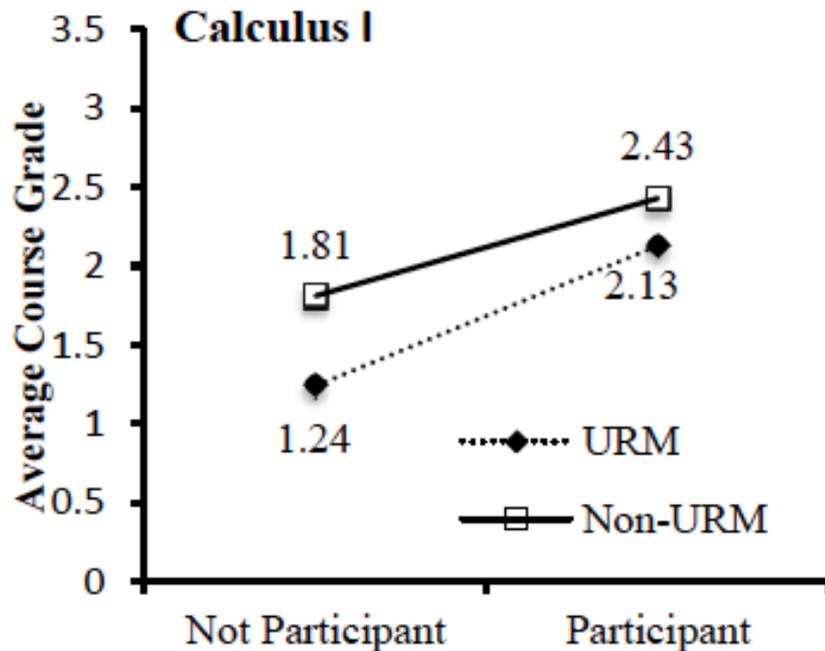
Chemistry and biochemistry majors, who were admitted in Fall 2004 (n=868) and engaged in at least one lower-division research experience by fall 2010 (n=40), performed better in both biology and chemistry gateway courses. The average improvement was 0.19 gpa. Asterisks denote statistically significant differences ($P < 0.05$; n=908). Data are similar for biological science majors.

2. Effect of research experience on graduation rates



Students in any science or mathematics major, who were admitted in Fall 2004, engaged in at least one research experience by fall 2010, and graduated in four, five or six years, did so in higher proportions compare to their peers who did engage in research. The improvement for graduating in four, five and six year graduation was 169%, 278%, and 143% (n=42, 66, and 40), respectively. All comparisons show statistically significant differences ($P < 0.05$).

3. Supplemental (Peer-to-Peer) Instruction in Calculus I and Evolution & Biodiversity



All results were statistically significant ($P < 0.05$).

College of Engineering and Computer Science



Contacts:

Raman Unnikrishnan, Dean

Victor Delgado, Assistant Dean

**First Year HIP practices
& Curricular Reform**

Background: Significantly lower 6-year graduation rates

Five Year Trend First-time Freshman Six-year graduation rates by Cohort Entry Term	CSUF/ECS	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Six-year graduation rates	CSUF cohort (includes ECS majors at entry)	49%	52%	51%	50%	51%
	ECS major at entry earned degree in any major including ECS at CSUF	32%	40%	34%	31%	38%
	ECS major at entry earned degree in ECS major	11%	15%	14%	11%	15%

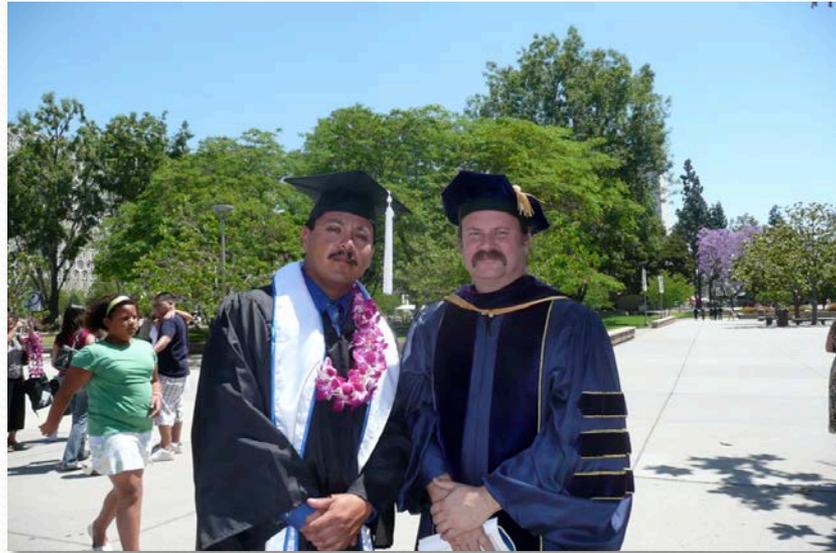
Multiple Strategies

- **Title V grant: ECS Scholars program, combined:**
 - Title V Retention Programs*
 - University Learning Center (ULC)—tutoring*
 - Center for Academic Support in Engineering and Computer Science (CASECS)—mentoring*
 - Freshman Programs.*
- **“Women in Engineering” Learning Community**
- **Creation of an Undeclared Engineering Option**
 - All undeclared majors are required to take EGGN 100 Introduction to Engineering*
- **Freshmen Advising: Rejecting Campus Culture of General Education First**
- **Expanded New Student Orientation (NSO)**
 - Afternoon sessions in labs—early “experience” of major*

Results: ECS first-year retention has improved 15–20% over past five years

First-time Freshman One- and Two-year Retention Rates by Cohort Entry Term: <i>Five-Year Trend</i>	CSUF/ECS	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
One-Year Retention rate	CSUF	79%	80%	84%	85%	88%
	ECS retained at CSUF	68%	71%	83%	81%	85%
	ECS retained as ECS major	52%	52%	69%	69%	71%
Two-Year Retention rate	CSUF	70%	73%	79%	78%	
	ECS retained at CSUF	59%	62%	78%	72%	
	ECS retained as ECS major	34%	40%	49%	51%	

Want further information?



For supporting documentation on any of these initiatives, email: mavila@fullerton.edu

Thanks!

**“Data-driven Transformative
Collaborations to Improve Student
Retention and Progress to
Graduation”**

Carmen R. Cid

**Eastern Connecticut State Univ.
Quinebaug Valley Community College**

5600 students – 22% minorities
50% first generation low-income





Our Challenge

**Closing the achievement gap
and improving retention and
graduation rates of college
students from
underrepresented populations**

Campus overview prior to Project Compass/Title III

- 4868 students – 51% first-generation, about a third Pell Grant recipients and 15-17% minority students
- Only the State-funded STEP/CAP program, reaching up to 80 students per year, provided necessary first-year support for the low-income, minority and first-generation college students
- GPA and # of credits attained per semester were lower for minorities not in the STEP/CAP program relative to non-minority students
- Support services were provided in many places throughout campus and students/faculty were not sure of where to go for help
- Professional advising support was minimal for first-year students, consisting primarily of faculty advisors for choosing courses
- Limited discussion of student retention and graduation rates

Inspiration for engaging in Project Compass/Title III

- Need to develop the 2008-2013 university strategic plan
- Need to enhance university efforts to improve student retention and graduation rates for all students
- Slightly more than half of Eastern's students were in the Project Compass cohort categories
- Need to improve:
 - interdepartmental collaboration in our support service delivery
 - our understanding of Eastern's student needs and how to service them
- Campus support for reorganizing our student support efforts were spearheaded by a new university President, following in the footsteps of a previous president who also championed student-centered campus operations

Campus readiness for Project Compass/Title III

- New administration and new strategic planning efforts required data be collected and analyzed to determine new campus directions
- University mission supported continuing efforts to maintain student access while requiring greater expertise in targeting student support services to student needs per subgroup
- Resources were needed to implement strategic planning initiatives for student success
- New Science Building facilities freed up space to dedicate to student support services centralization and relocation
- Long standing need for improved math and writing preparation of incoming first year students could be met with Project Compass additional resources
- Data collection and analysis for strategic planning process indicated a need to improve advising and engagement of all in the effort

Eastern's Data-Driven Change Model Steps

- Identify student classifying data collected by all departments before and after admission to the University
- Develop student profiles and math models to determine best predictive variables associated with student success (persistence and academic success)
- Identify stakeholder partners internally and externally
- Engage students as “change agents” and faculty as “problem-solvers”

Eastern's Data-Driven Change Model Steps

- Engage Academic Affairs, Student Affairs, IT, Institutional Advancement, Institutional Research departments, faculty and staff who are interacting with current and past students in discussion of data -- to develop data analysis and support services' implementation plans
- Discuss results regularly with all university units involved in data collection and interacting with students – brainstorming discussion does lead to “aha” moments

Eastern's Data-Driven Change Model Values

- Opportunistic – seek out resources to support change
 - Financial
 - Human
 - Facilities
- Collaborative
- Creative
- Promoting leadership
- Supportive of risk-taking

Multivariate Analytic Model

Model used to classify students in Risk Quintiles for purposes of targeting services

Variable	B	S.E.	Wald	df	Sig.	Exp(B)
male	-.087	.122	.508	1	.476	.917
black	-.723	.278	6.786	1	.009	.485*
hisp	.347	.279	1.540	1	.215	1.414
oth_race	-.674	.274	6.069	1	.014	.510
not_east	.408	.133	9.401	1	.002	1.503
commuter	.497	.211	5.545	1	.019	1.644
Pell_yr1	-.245	.161	2.316	1	.128	.783
first_gen	-.076	.124	.378	1	.539	.927
Athletics	-.647	.218	8.816	1	.003	.524
HsGpa_quint1	.734	.189	15.070	1	.000	2.084
HsGpa_quint2	.242	.184	1.727	1	.189	1.274
HsGpa_quint4	.277	.186	2.228	1	.136	1.319
HsGpa_quint5	.080	.223	.130	1	.719	1.084
admit_rating_le_4	-.057	.160	.125	1	.723	.945
admit_rating_ge_8	-.573	.203	7.985	1	.005	.564
Vsat_quin1	-.069	.184	.140	1	.708	.934
Vsat_quin2	-.320	.180	3.157	1	.076	.726
Vsat_quin4	.191	.173	1.216	1	.270	1.210
Vsat_quin5	.172	.186	.854	1	.356	1.188
Stem	-.036	.177	.042	1	.838	.964
PreEd	-.263	.165	2.536	1	.111	.769
Undec	.121	.132	.837	1	.360	1.129
ERG_none	.484	.201	5.834	1	.016	1.623
ERG_ABC	.164	.151	1.181	1	.277	1.178
ERG_GHI	.269	.153	3.089	1	.079	1.309
got_schol_yr1	-.022	.165	.018	1	.893	.978
got_FedLoan_yr1	-.227	.125	3.326	1	.068	.797
Choice	-.246	.120	4.235	1	.040	.782
Constant	-1.282	.241	28.336	1	.000	.277

Data-Driven Targeted Advising Services

- Review of quantitative/qualitative data collected and multivariate math models highlighted the need for a focused, comprehensive advising plan to enhance developmental advising for all three Project Compass cohort categories – 50% of Eastern's incoming first year class
- Project Compass students needed easily accessible advising before and during the first year to help stabilize first-year retention rates, improve their transition into their chosen major or their ability to choose a major by the end of the second year
- Staff working in Advising, Career Services, Residence Halls, Information Technology, Institutional Research, Institutional Advancement (Alumni), the University Senate Student Advising Committee, departmental faculty advising liaisons to the Advising Center and faculty involved in quantitative/qualitative data analysis collaborated in advising improvements

Evolution of Advising Intervention- At Start

- Develop math model to classify incoming first year full-time students into quintiles ranging from low to high probability of withdrawal
- Target all students with dual advising, increasing the proportion served over time – all SDS staff doing the same
- Develop IT reports for reviewing targeted groups' academic progress and set up an Academic Performance Notification early warning system to engage faculty in the process
- Connect Advising to Residence Halls and Career Services staff to get students to take advantage of the support services
- Review qualitative/quantitative data and determine ways to target support services more closely to student needs

Evolution of Advising Intervention – Next

- Further data analysis now indicates that half of Eastern's students who leave the first year are in good academic standing
- In 2011-2012 - utilized two math models to set up four advising cohorts with targeted advising – TAC 1-4 differing in academic performance risk and withdrawal in first year risk
- Provided intensive dual advising only to students with higher academic performance risk
- Increased advising of second to third year students, in connection with Career Services and departmental faculty liaisons

Targeted Advising Cohorts

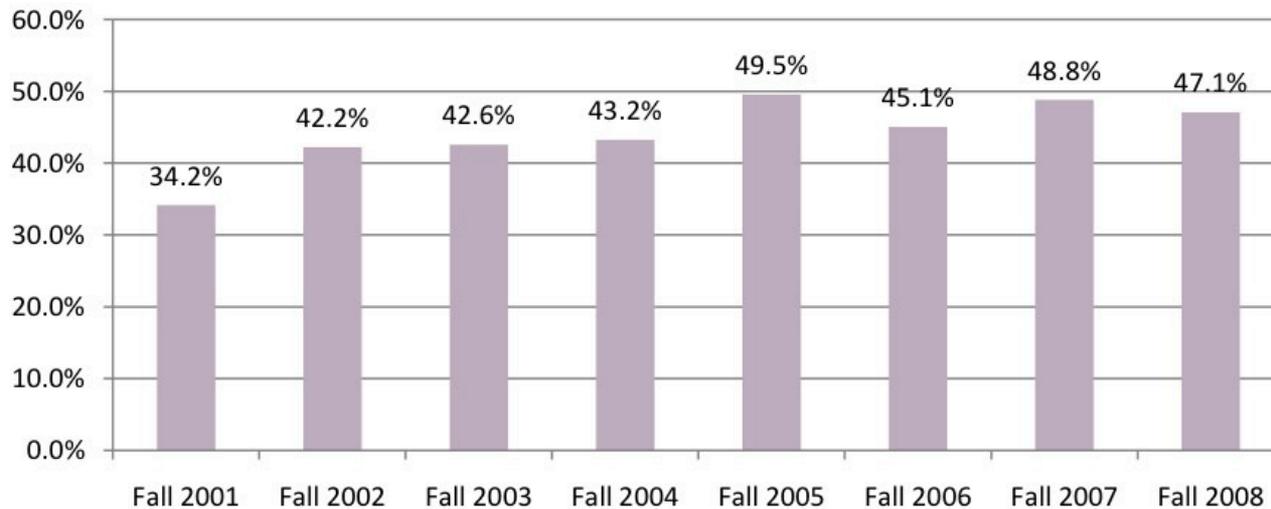
Count		Academic Risk Quintile					Total	
		AQ1	AQ2	AQ3	AQ4	AQ5		
Withdrawal Risk Quintile	Q1YR1	99	57	35	35	24	250	TAC1 = Intensive
	Q2YR1	45	47	39	33	23	187	TAC2 = Tutoring
	Q3YR1	29	49	50	45	45	218	TAC3 = Engaged
	Q4YR4	10	32	30	49	35	156	TAC4 = Monitor
	Q5YR1	2	15	15	26	62	120	
Total		185	200	169	188	189	931	

Analysis of Retention Variables

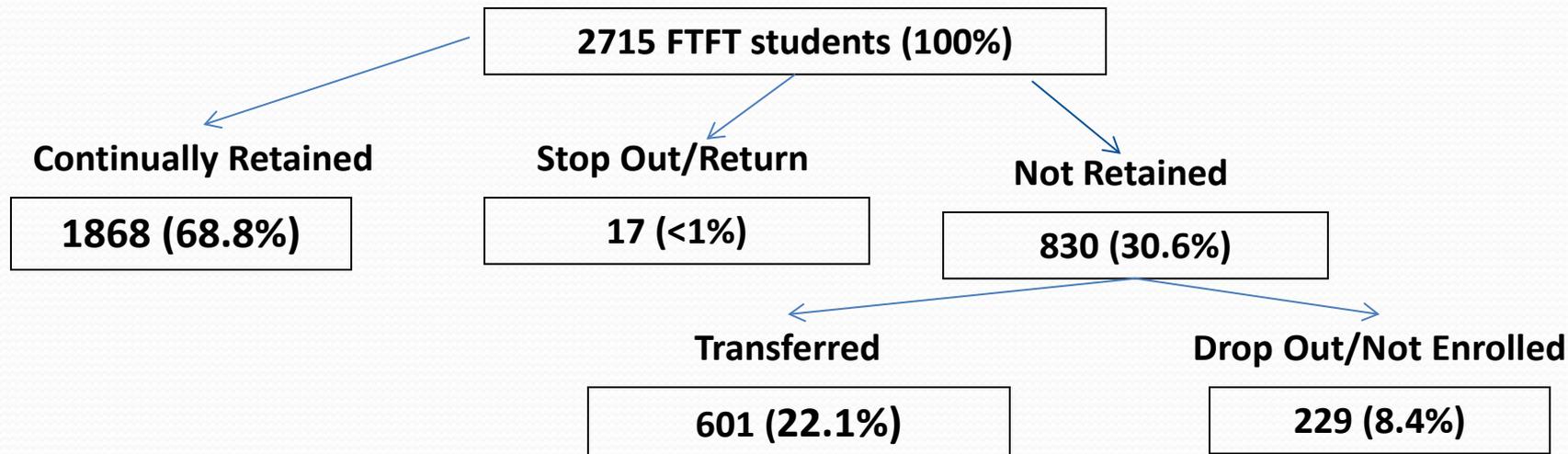
2008 Cohort Variables	First-to-Second Year Retention	Average Credits Earned	Average GPA	Second-to-Third Year Persistence
PCC	79.6%	25.532	2.561	81.35
Not PCC	73.3%	26.377	2.630	87.3%
Minority	81.3%	22.658	2.255	78.6%
Not Minority	75.8%	26.559	2.659	85.1%
First Generation	80.9%	26.048	2.629	82.1%
Not First Gen	73.8%	25.834	2.568	85.4%
Pell	84.5%	24.951	2.499	78.9%
Not Pell	75.0%	26.140	2.614	85.2%

Developing Deeper Understanding

Table5:
Transferred to/Enrolled in Different Institution
(Percentage of Non-Retained Students by Incoming Cohort)



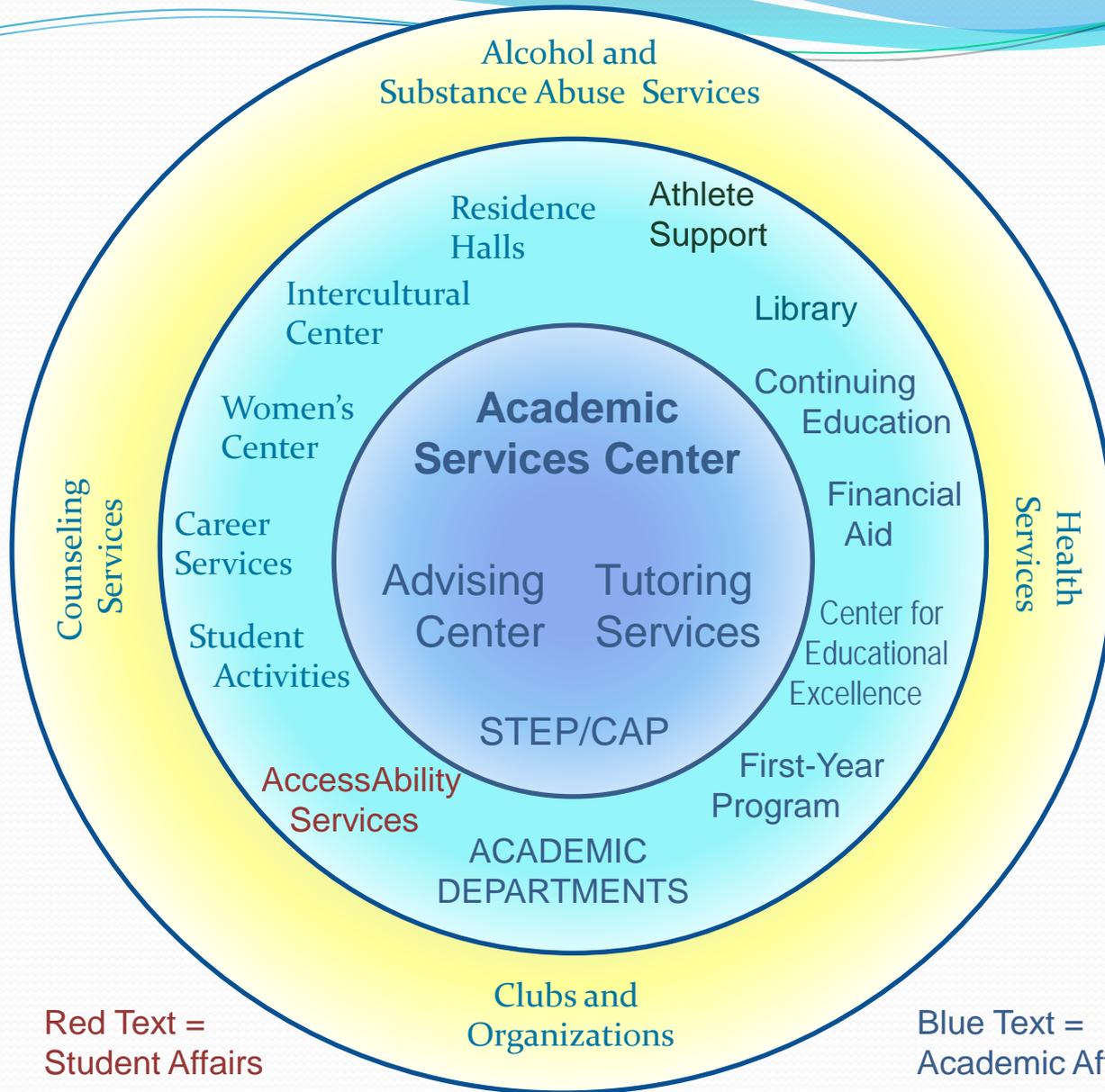
Enrollment Patterns, Student Engagement Behavior and Characteristics for First Two Years for Fall 2007, Fall 2008, Fall 2009 FTFT Cohorts at Eastern



	<u>(%)</u>
Pell	20.3
URM	15.6
Any offense	24.2
No Library Training	14.7
Complete Training	51.4
Any Club Year 1	8.5
True Vol Service	27.5
Sem 1 GPA > 2.0	89.2
Sem 2 GPA > 2.0	89.8

- 4-yr institutions 12.5%
- CC 9.6%

	<u>(%)</u>
Pell	24.6
URM	20.6
Any offense	28.8
No Library Training	26.0
Complete Training	38.4
Any Club Year 1	3.9
True Vol Service	17.5
Sem 1 GPA > 2.0	43.4
Sem 2 GPA > 2.0	33.5

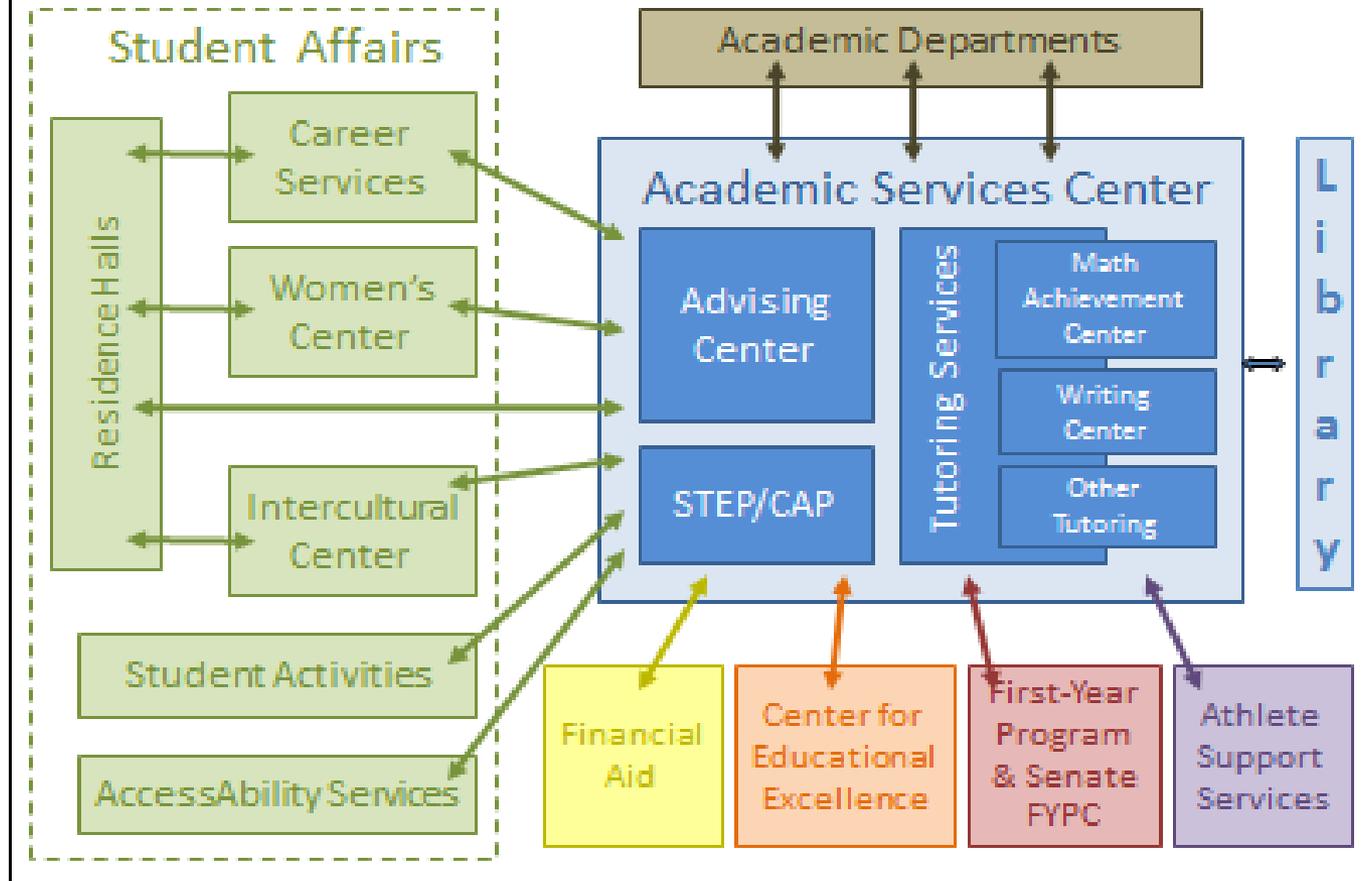


Red Text =
Student Affairs

Blue Text =
Academic Affairs

Green Text = Athletics

Student Success Center Network



Utilization and Outcomes - Targeted Advising Cohorts (TACs) by Supportive Services

Academic/Retention Risk



	Ave. Minutes Writing Ctr	Ave. Math Ctr (MAC) Hrs	Ave. No. Advising Center Visits	Ave. Lib. Score
TAC ₁	73.20	12.38	2.53	.98
TAC ₂	90.90	12.91	2.66	.99
TAC ₃	111.16	15.31	1.69	1.15
TAC ₄	86.79	13.93	1.90	1.23

- Students most at risk are less likely to devote as much time to the Writing Center (TAC₃ /TAC₄ combined average was 96.06 hours).
- Students in TAC₁ and TAC₂ did not spend as much time in the Math Center either, even though they had a higher propensity for taking MAT 101P and MAT101W; both of which require MAC utilization.
- On average, students in TAC₁ and TAC₂ experienced more visits with the Advising Center. This is by design; these TACs are earmarked for the most intensive advising within the FTFT cohort.
- Library Score (a proxy for Freshmen readiness and/or motivation for college work) is lowest for those assigned to the most at risk TACs.

Evolution of Advising Intervention - Now

- Development of **Multicultural Advising Initiative**

Interdepartmental collaboration continues among Advising Center, Career Services, Residence Halls and ASC units with coordination with faculty/staff of color – assigned Student Development Specialist to these tasks

- Continue targeting TAC groups 1-2 for dual advising and focus on upper level students in connection with Career Services
- Continue monitoring students' academic progress correlation with their use of dual advising services
- Continue monitoring NSSE survey data relative to advising
- All campus units are connected in discussion of advising, retention, career development and progress to graduation data – annual academic reports require departments to review these data and provide solutions to problems noted

Campus change due to Project Compass/Title III

- Very well organized and reliable data collection/analysis processes now available that can easily be used to inform strategic decision making in all departments
- Greater ease of collaboration and idea exchange, focusing on student needs across all university departments
- Greater engagement of faculty per academic department in the discussion, monitoring and program planning to improve student retention and progress to graduation
- Easier connection of IT and Institutional Advancement Alumni efforts to academic and student affairs departments' efforts to improve first year retention and academic performance of Eastern's students
- Continued campus wide efforts towards inclusive excellence

Sustainability of Targeted Support Services

- Data continue to be collected and utilized to make decisions on mode of delivery and targeting of support services
- Faculty and staff are collectively involved in the process of addressing student retention and progress to graduation issues
- Data are easily available and provided to all who need information to make improvements in support services
- Enrollment management has been charged with also focusing on student retention. Financial Aid and Admissions are under one roof.
- Title III funds and other fund-raising efforts continue to focus on providing students with better support services to improve their academic progress
- Departments continue to collaborate on programs that help students at risk

Our “Dual College” Partner



Overview of Eastern/QVCC Dual Enrollment Program

- Hartford Public High School guidance counselors identify potential students – started 2007 – now expanded to two more high schools
- Students interviewed and finalists selected
- Support provided for completion of paperwork (admissions and financial aid)
- Summer orientation
- Support provided for “moving in,” transportation to campus, linens, etc.
- Pocket money provided, books provided.
- On-campus employment mandatory
- Students live in residence hall on ECSU campus
- One course with whole cohort at ECSU
- Remaining courses at QVCC, three blocks from Eastern’s residence hall
- Intensive counseling, tutoring, advising
- Students’ financial aid is based on costs of QVCC for Fall, Eastern raises funds/grants to cover room and board and other costs
- Students transfer to Eastern full-time as soon as possible and then financial aid is based on Eastern tuition, room and board

Cornerstone #1: Live on Campus



Cornerstone #2: Community College Partnership



Cornerstone #3: On-Campus Job



Cornerstone #4: Support System



Cornerstone #4: Support System



Supplemental Instruction



Outcomes

- One year increases: Retention of Latino students up by 9 percentage points
- Six-year graduation rate of Latino students up by 16 percentage points (19 percentage points over 2 years)
- Four-year graduation rate of Latino students by 8 percentage points



Successful Institutional Strategies for Enhancing Student Retention and Progress to Graduation, Part II

CCAS 2013

Jacksonville, FL

November 6-9



ABSTRACT: This second panel on student retention and success focuses on specific curricular initiatives that have led to gains in student retention. These include analyses of degree requirement roadblocks, creative implementations of interdisciplinary degree programs, and improved advising of students to navigate requirements and earn their degrees. As in Part I (Session I), these panelists will showcase concrete examples of their programs and fairly substantial data to illustrate and support their programs' effectiveness.



PRESIDING: Jeffrey Fagen, *St. John's University*

PANELISTS:

Jeanne Gillespie, *University of Southern Mississippi*

Helena Dettmer, *University of Iowa*

Jonathan Reed, *University of La Verne*



The Resurrection of the BIS at the University of Southern Mississippi

Jeanne Gillespie

Senior Associate Dean

Professor of Spanish and Interdisciplinary
Studies

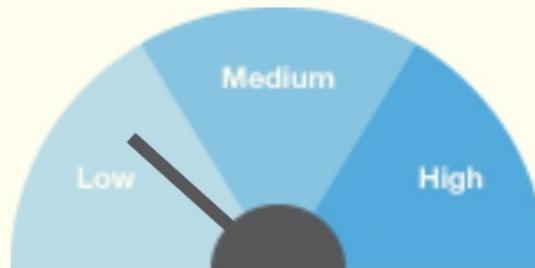
College of Arts & Letters

The University of Southern Mississippi



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

Costs



\$11,799 / yr



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

Graduation Rate

46.9%

Low

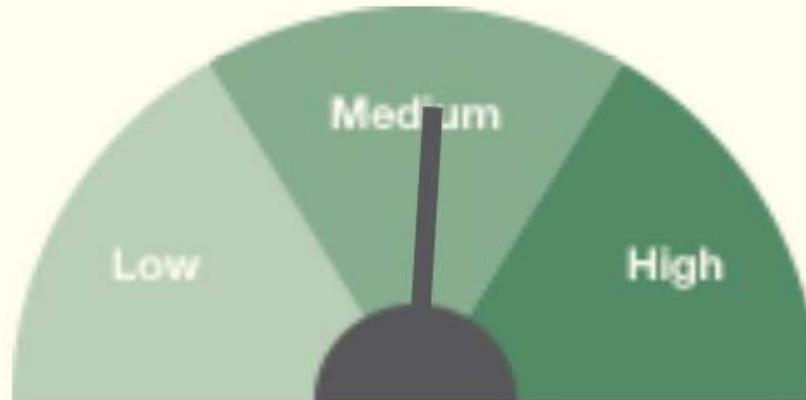
Medium

High



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

Median Borrowing

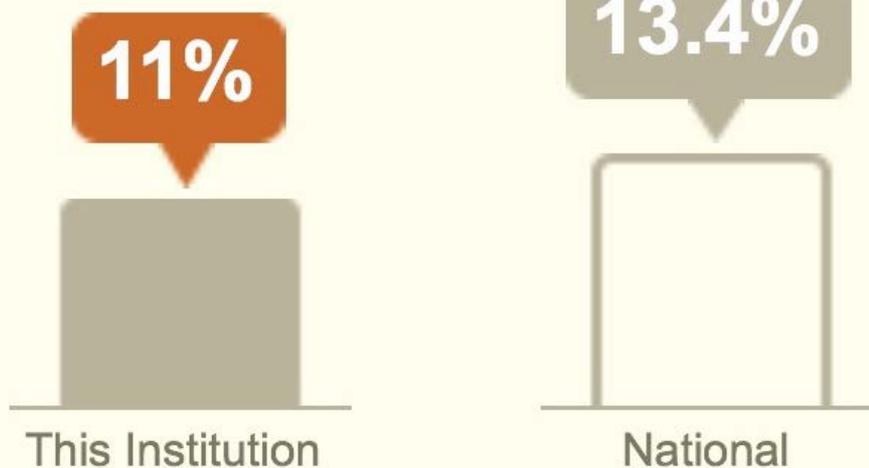


\$210.65 / mo



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI[®]

Loan Default Rate





Administration Building
USM Hattiesburg

Southern Miss Facts

Enrollment: 16,471

Faculty: 990

Campuses in Hattiesburg and Long Beach, Miss., plus five teaching and research sites

Degree programs:

Undergraduate: 140+

Graduate: over 200

master's and doctoral

Sample Student Projects

Home About the Project French Business YouTube Food for Thought



Project Update
04/01/2012 1 Comment

Well I'm finally in the last phase of my research project. I've been busy writing and editing and re-writing and editing some more the first two parts of this project. I've also been busy trying to set-up interviews with small business owners and chefs and I finally got my survey online and am working on trying to hand them out in class rooms. Since I've gotten my survey online , I've been harassing my friends on Facebook to take it and have had a decent result from it. However, I will continue to nag them to take it until the day I take it offline. I guess that's all for this update, check in soon!

--Corey

[Tweet](#) 0 [Like](#) 0

1 Comment

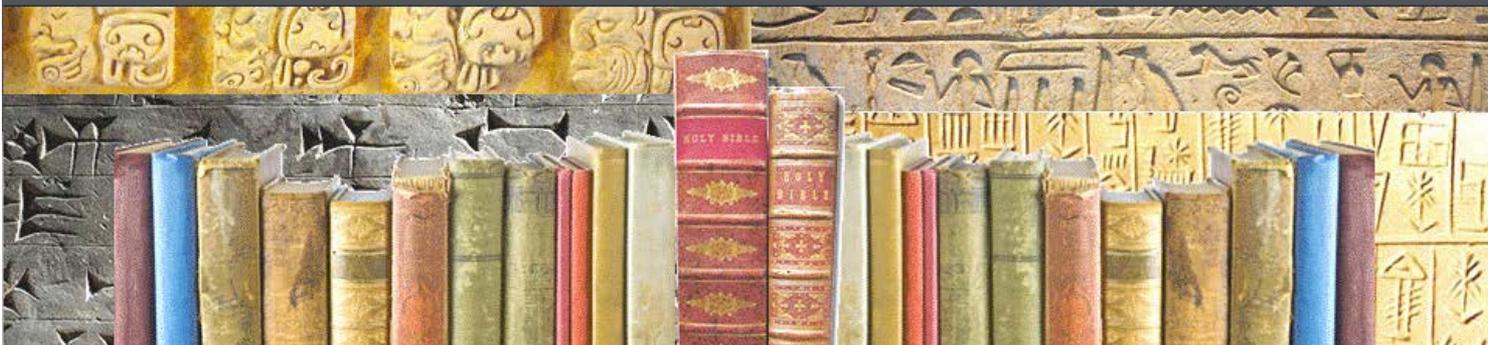
Corey Renee
I'm a native New Orleanian. I'm a 24 year old senior at USM. SMTT!

Archives
[April 2012](#)

Categories
[All](#)

[RSS Feed](#)

Opening The Vessel

[Home](#)[Introduction](#)[Research and Development](#)[Videos](#)[Picture Gallery](#)[Links](#)[Contact Me](#)

Garrett Shelton, Father, Husband, Student of Life



Hello and welcome to my Weebly website. First and foremost, I consider my role as a father. I am not the best nor will I ever claim to be. I hope that some day my children look back and realize this. Secondly, I am a husband. For more than 9 years now, I have been married to the same wonderful woman. She is the only person, I believe, who would, could, and has put up with the emotional roller coaster that is my life. Lastly, I consider myself a student. I always want to learn and pray that there will never be a day that goes by that I cannot do so.

I was born on October 28, 1981 at the East Side Charity Hospital in New Orleans, LA. My life has been riddled with changes to the point that I expect changes to happen on a day-to-day basis. My father was a bit of a rambler, and my mother followed along. The oldest of four children, I have two brothers and one sister. My father's rambling carried us across the country from sea to shining sea. I have lived in *almost* every state south of the Mason-Dixon Line. But, overall I am a simple Southern boy.

My wife and I met the first semester of my freshman year (2001) at Jones County Junior College where I was attempting to get a degree in Science Education. We married in August of 2002 and I learned that life is expensive and felt this meant I had

BIS - Bachelors of Interdisciplinary Studies - 10 years in the making...

Over ten years after I first decided to continue my education, I am on the path to completing my Bachelors degree. However, one thing I have realized is this: you truly never stop learning. Degrees may be nice to hang on a wall or reference in a resume', but in all truth, life is it's own school.

I may have begun with the expectation of teaching Chemistry but I have realized that life is more than what we expect. Over my years, few as they may be, I have seen things that many will never see. I have seen sights beautiful to behold and tragedies that no one should ever have to witness. Throughout these times I realized that no matter what, God was there, is there, and always will be there. I gave myself over to His will in April of 2001. In 2002, I realized that many things I had learned were for the sole purpose of teaching me how to interact with people and how to teach people about my faith. It was then that I accepted the call to preach. Although, these realizations seemed so simple, they were not. I grew afraid of what this would mean and tried to run from God himself. And just as Jonah could not run for long, neither can I.

With my BIS degree, I hope to be able to continue learning at seminary. From there, the Lord willing, I plan to pastor a church wherever He wishes me to do so.

Learning doesn't end at the diploma or the degree.

Interdisciplinary Studies Project by: Adam Corley



Adam



[Home](#)

[Pages and pages of pages](#)

[Do you youtube?](#)

[Additional information here...](#)

IDS 301 Topic #5



IDS402 Final Video (Conclusions)



Test your Cultural Awareness knowledge!!

Cultural Awareness Quiz



Start 

QUIZREVOLUTION

 Like 0

 Tweet 0

 Login/Register

EMBED

Test your Cultural Awareness knowledge!!

Question 1/17

Points for Question 100

A "thumbs up" in some Islamic countries is a rude sexual sign.

 True

 False

QuizREVOLUTION

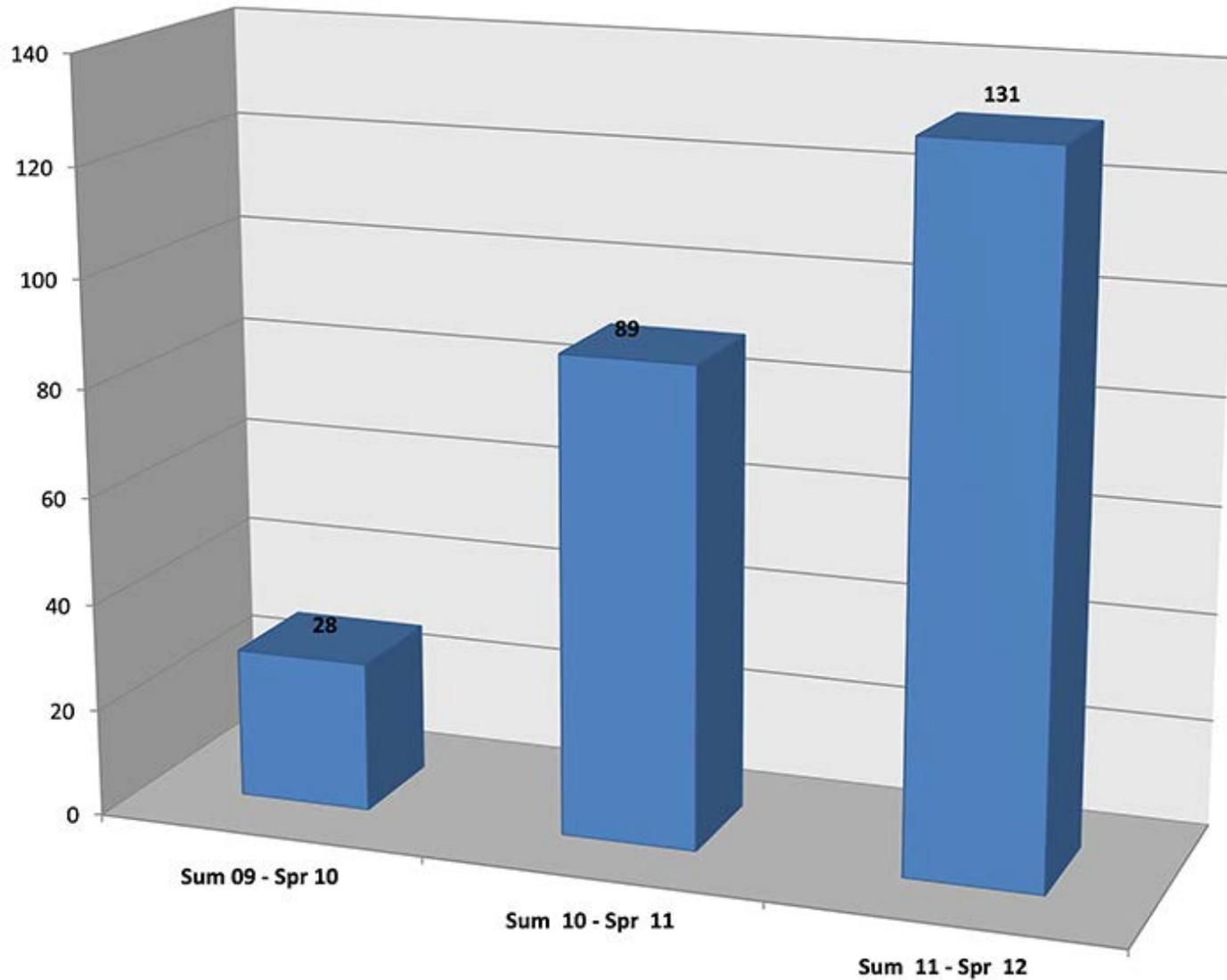
 Like 0

 Tweet 0

EMBED

Three-Year Comparison Degrees Awarded Interdisciplinary Studies

■ Bachelors



ARTS & LETTERS STRATEGIC PLAN

Action Items AY 2014

1. Units will develop an integrative experiential learning structure that promotes cross discipline collaboration for community outreach, civic engagement, internships/externships and other types of practice based action research, and community based training.
2. Units will engage in a self-analysis of academic program efficacy based on relevance, productivity, cost benefits and regional impact to determine how to best allocate resources.
3. Units will develop a targeted recruitment, retention and matriculation plan.
4. Units will focus and expand profiles based on strengths and opportunities for external development.

At the conclusion of AY14, Action Items will be developed for 2015 through 2020 based on results of Actions 1-4.



Helena Dettmer

Associate Dean for Undergraduate
Programs and Curriculum

Professor of Classics and Collegiate Fellow

College of Liberal Arts and Sciences

The University of Iowa



THE UNIVERSITY
OF IOWA

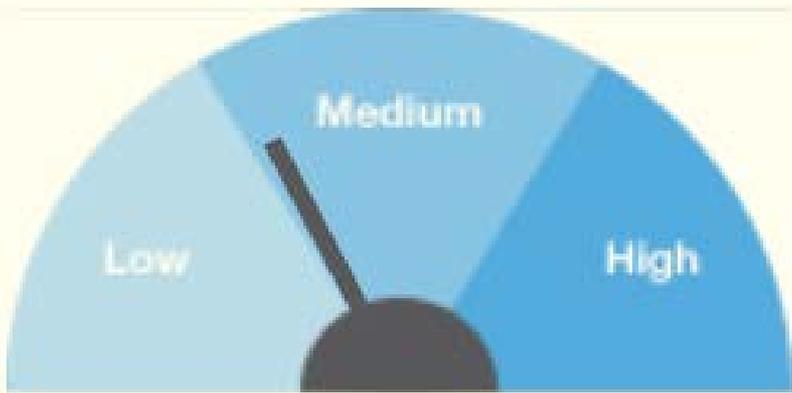


The BA in Interdepartmental Studies
Pre-Approved Track Program:

A Pilot for Retaining and Graduating
Students Pursuing Admission to
Selective Programs of Study



Costs



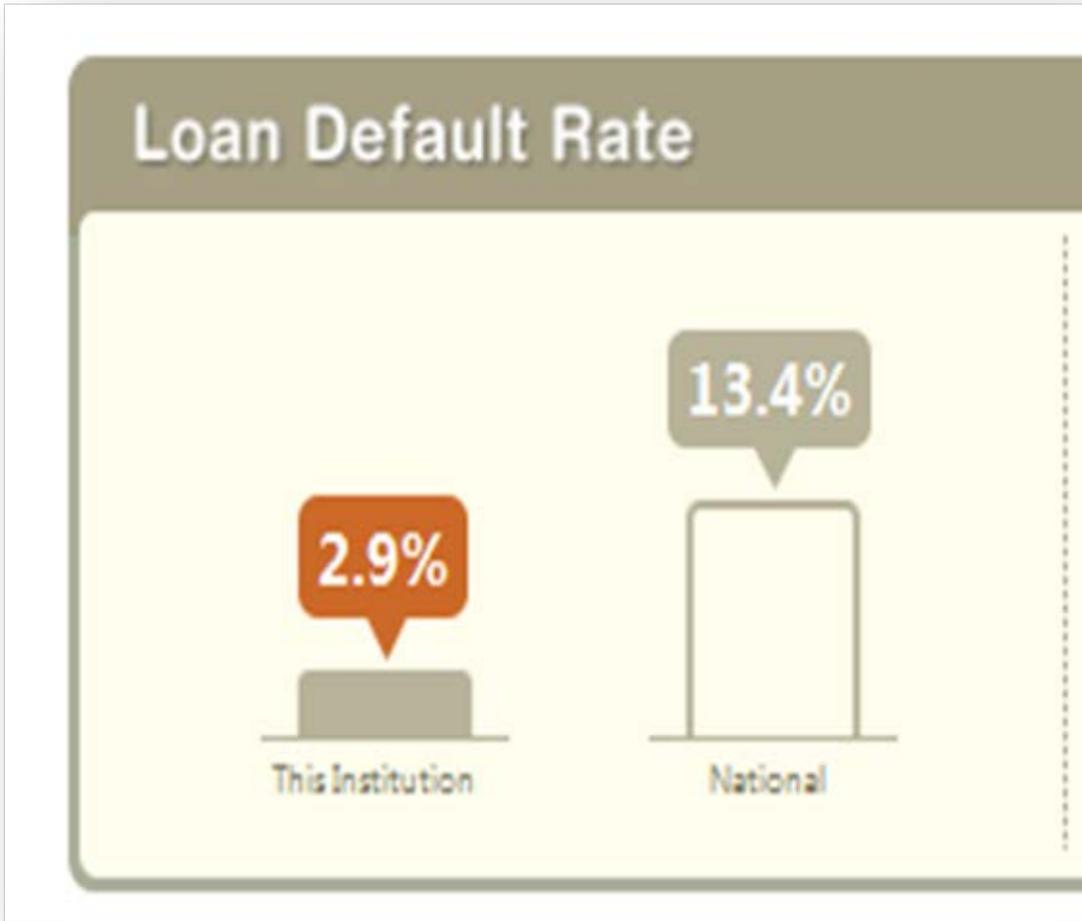
\$14,245 / yr



Graduation Rate

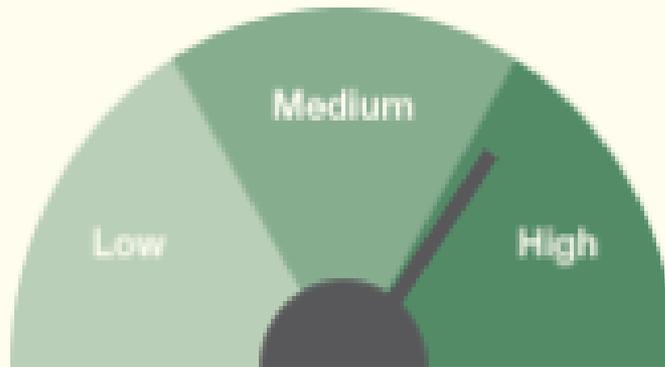
70.8%







Median Borrowing



\$235.91 / mo

- ▶ A generous admission policy for CLAS undergraduates has been mandated for many years.
- ▶ The UI undergraduate colleges of Business, Pharmacy, and Nursing have selective and limited admissions policies.
- ▶ CLAS is the “fallback” college.

- ▶ Of the 16,200 undergraduates in CLAS, 1,800 students plan on entering the College of Business.
- ▶ Another 350 hope to be admitted to Nursing, with 300 planning to enter Pharmacy.
- ▶ The very best students are admitted directly to these colleges, by-passing CLAS.

The problem of displaced students reached a crisis in 2005.

Communication Studies had become the “default major” for many students.

The Individualized Major:
Could we exploit its flexibility to
provide alternative plans for our
students?

Pre-approved plans in Business
Studies and Health Science could
incorporate substantial
prerequisite course work,
rounded off by 15 hours of an
integrated emphasis area.

Business Studies Curriculum

A total of 37 semester hours required

- ▶ **Foundation Courses**
A minimum of 17 semester hours of calculus, statistics, micro and macroeconomics, and accounting.
- ▶ **Business Electives**
A minimum of 5 semester hours of additional business courses such as marketing, management, and accounting.
- ▶ **Emphasis Area**
A minimum of 15 semester hours selected from an emphasis area, including courses in writing, argument, social media, communication studies, cultural diversity, and entrepreneurship.

We set these goals for our three-year pilot:

- ▶ To allow students to continue studies in their original area of interest;
- ▶ To alleviate pressure on over subscribed departments;
- ▶ To increase graduation and retention rates.

We created two tracks based on prerequisite course work:

- ▶ Business Studies
- ▶ Health Science

Only academic advisors in the Academic Advising Center could admit students to these pre-approved tracks.

Growth of the Major

Year	Majors	Degree Awarded
2006-2007	18 majors	18
2007-2008	450 majors	150
2008-2009	758 majors	295
2009-2010	828 majors	423
2010-2011	758 majors	389

(Creation of Health and Human Physiology Department resulted in a drop in majors)

2011-2012	624 majors	321
-----------	------------	-----

Results of Our Seven-Year Initiative

- ▶ The University retention rate between the first and second year has improved by a little over 3% between 2006 (82.7%) and 2012 (86.0%).
- ▶ The CLAS graduation rate has improved by 4.5%, from 34.6% in 2006 to 39.3% in 2009.

- ▶ 56% of students who graduated in Business Studies did so in 4 years while 95% graduated within 6 years.
- ▶ 64% of Health Science graduates completed a degree in 4 years and 94% within 6 years.
- ▶ 90% of Business Studies and Health Science students are employed or admitted to graduate school, a percentage equivalent to or better than other majors in CLAS.

- ▶ A new department of Health and Human Physiology was created and now offers non-selective majors attractive to our students.
- ▶ Communication Studies and several other departments are no longer over-subscribed.
- ▶ The Interdepartmental Studies major has become a great way to pilot new curriculum.
- ▶ The Interdepartmental Studies major with the pre-approved tracks is now accepted as a “regular” major.



***The “La Verne Experience” as a Curricular
Vehicle for Improved Retention***

Jonathan L. Reed, Felicia Beardsley &
Kathleen Weaver

CAS Dean’s Office, University of La Verne

UNIVERSITY OF LAVERNE



Founded 1891

Private Comprehensive, Doctoral
Granting

4 Colleges (Law, Business,
Education, A & S)

8,628 Total Students

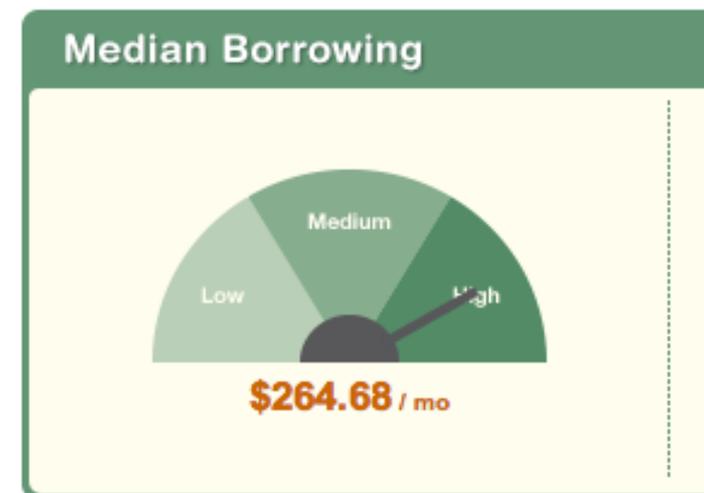
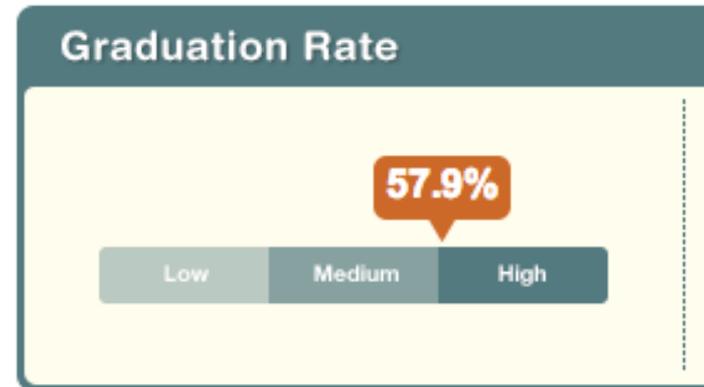
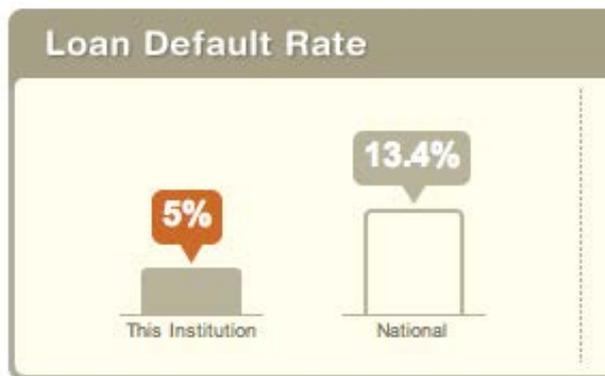
2,499 Main Campus UGs

HSI, 51% Pell Grant, 43% First
Generation

Tuition-Driven



UNIVERSITY OF LAVERNE



UNIVERSITY OF LAVERNE



Framing the Challenge:

Rapid Growth/Capacity

vs.

Value Based Education &
Personalized Attention

vs.

Budget/Personnel/Facilities



UNIVERSITY OF LAVERNE



Fall	Applied	Accepted	Acceptance Rate	Enrolled	Yield Rate
2004	1654	979	59%	379	39%
2005	1638	1008	62%	342	34%
2006	1609	960	60%	319	33%
2007	1540	994	65%	335	34%
2008	1659	982	59%	302	31%
2009	1453	989	68%	333	34%
2010	3021	1791	59%	539	30%
2011	5734	2286	40%	506	22%
2012	6989	2722	39%	621	23%

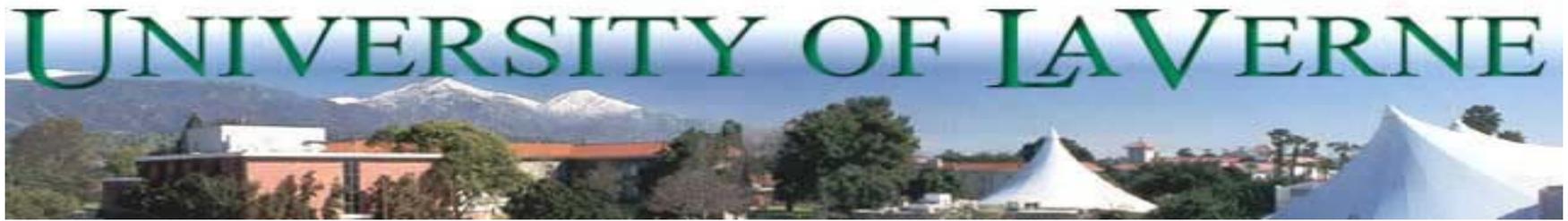


Growth—Master Plan?



Growth—CC & Cal State?





Addressing the Challenge:

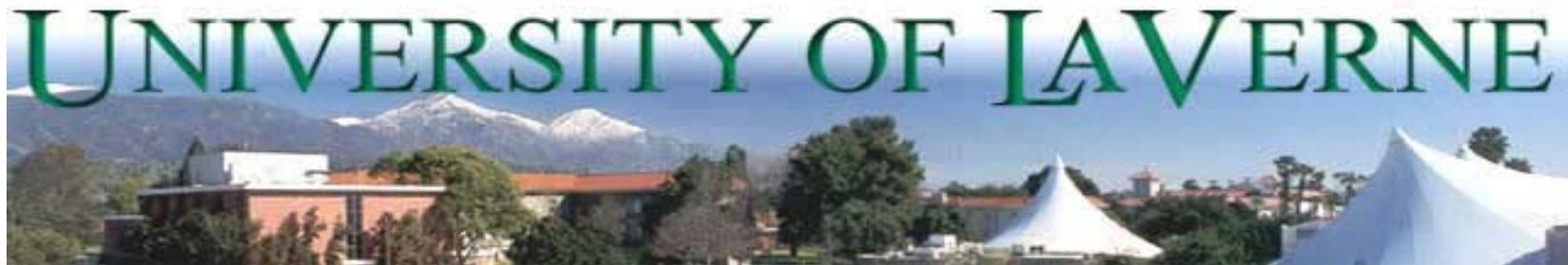
Admissions (Shave Bottom)

Remediation (Key Indicator)

Curricular:

**The La Verne Experience &
The Freshman Year**





Admissions:

850 Total Min., 400 min. on Math & Verbal

Test Scores	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Mean	Median								
SAT Math	502	500	498	490	506	500	520	520	526	520
SAT Verbal	489	490	497	490	496	490	508	500	514	500
SAT Composite*	992	990	997	990	1002	1,000	1036	1,020	1050	1,030

Remediation:

Eliminated Math 001 (001-102-104 Sequence)

Math Emporium (Virginia Tech—Hybrid Lab)

Eliminated WRT 106 & 109 (in 106-109-110-111 Sequence)

Writing Studio (1-unit Intensive Tutorial with 110)

Curricular: La Verne Experience

Vincent Tinto, "Taking Student Retention Seriously: Rethinking the First Year of College"

&

George Kuh, "High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter"

FOCUS: BREADTH/GENERAL ED

LVE 100:
FLEX
12 Units

LVE 200:
2-Units

Freshman

Sophomore

Junior

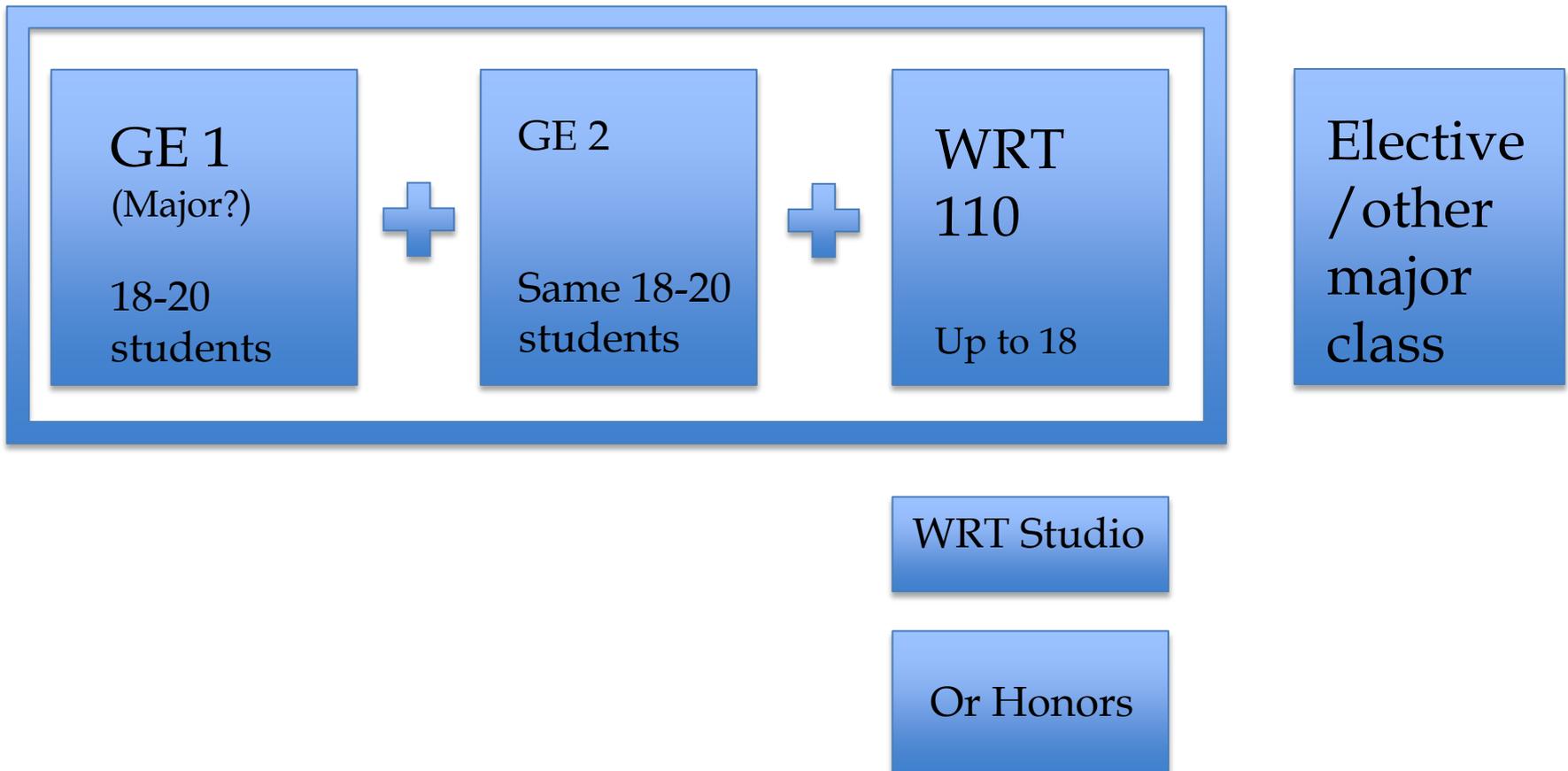
Senior

FLEX: Freshman La Verne Experience

Freshman Learning Communities

Community Engagement Day

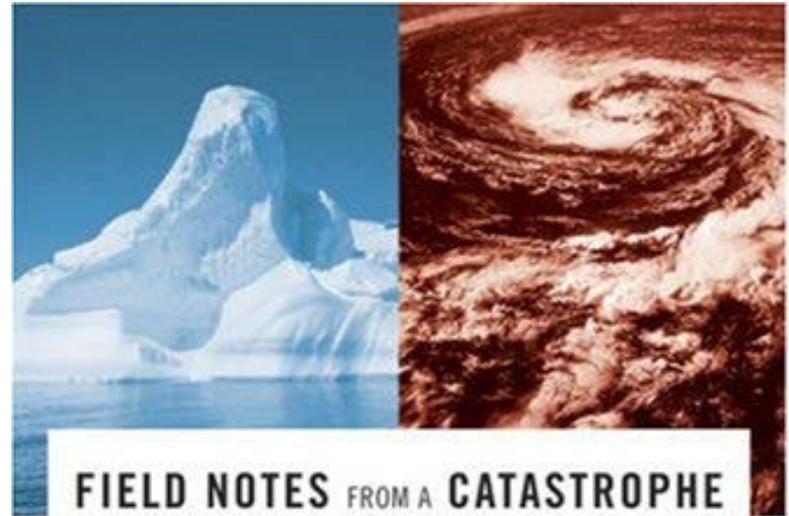
Freshman Reading Program, One Book, One University



FLEX: Community Engagement Day



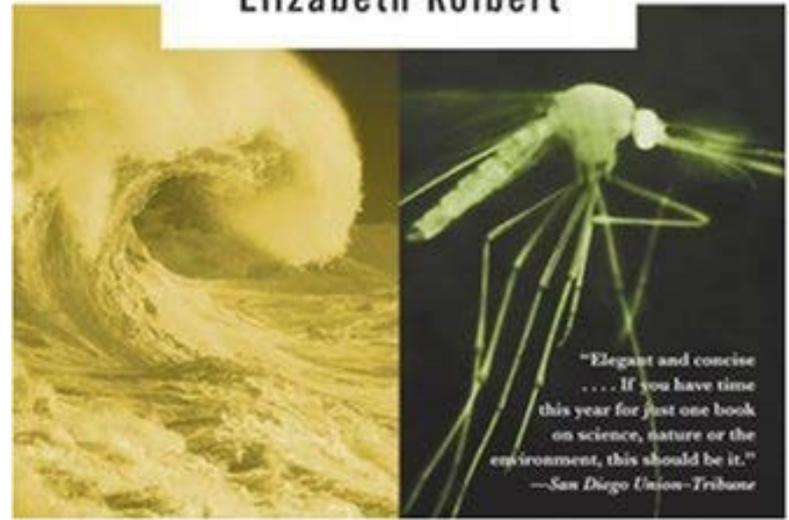
FLEX: One Book, One University



FIELD NOTES FROM A CATASTROPHE

MAN, NATURE, AND CLIMATE CHANGE

Elizabeth Kolbert

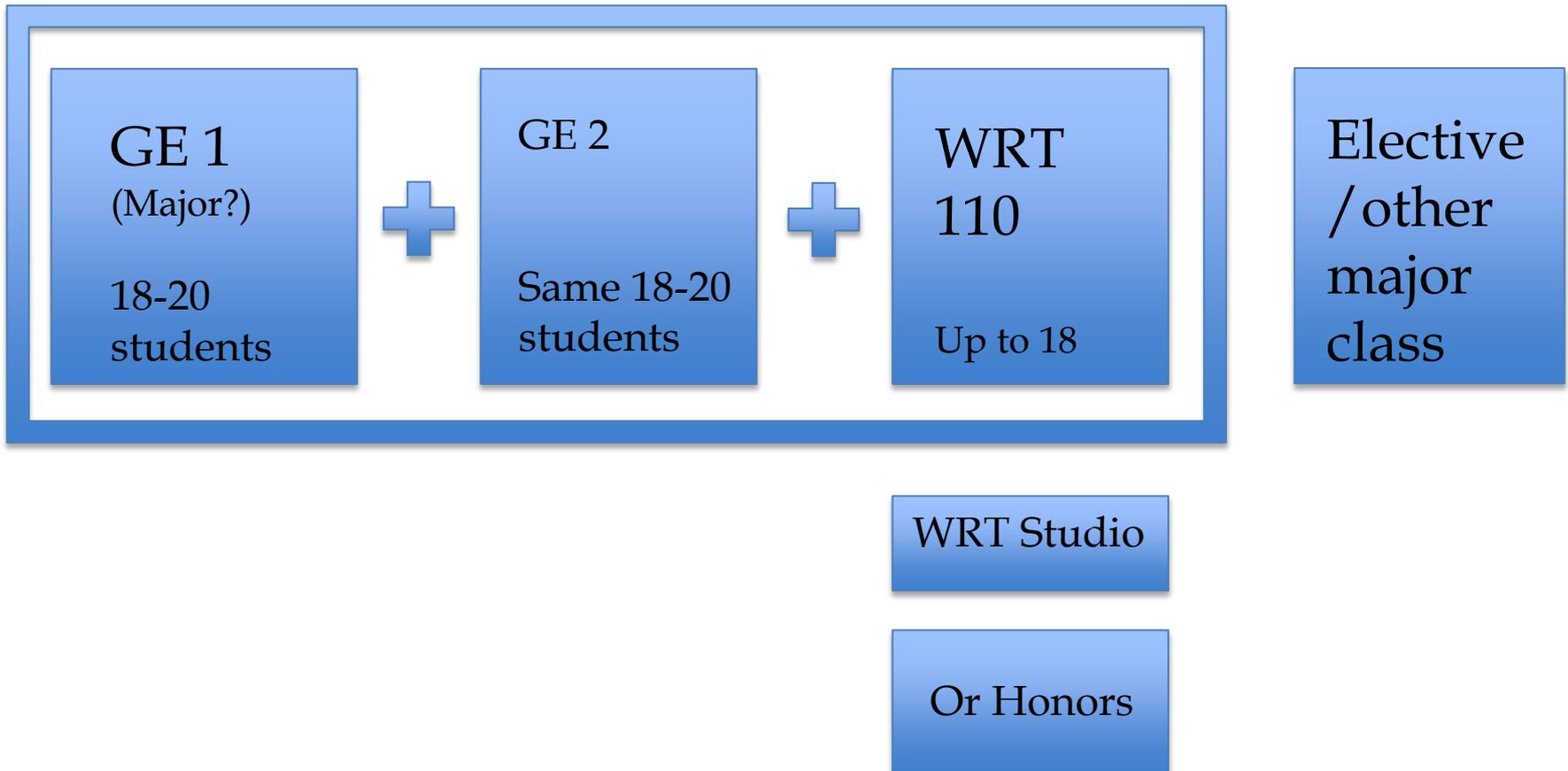


"Elegant and concise
... If you have time
this year for just one book
on science, nature or the
environment, this should be it."
—San Diego Union-Tribune

FLEX: Freshman La Verne Experience

Freshman Learning Communities, Assessed by:

1. Institutional Benchmarks (Persistence, Retention, Ac. Prob.)
2. Development of Whole Person
3. Fostering Active/Engaged Learners



FLEX Assessment Highlights

Institutional Benchmarks

	2011-12	2012-13	2013-14
Fall - Spring Persistence up	93%	96%	
Fresh - Soph Retention up	85%	88%	90%
Academic Probation (was 14%)	9%	6%	

Overall GPA slightly higher

WRT outcomes increased (WRT 110 Studio had same GPA)

Developing Whole Person (Focus Groups)

Active cultivation of ties to university, faculty and other students.

Common intellectual experience increased enthusiasm for education.

Fostering Active/Engaged Learners (Focus Groups)

More engaged with encouraged collaboration.

Deeper inquiry cross-disciplinary connections social identity & value systems.

Psycho-social wellbeing (Bringing Theory to Practice Grant).

FLEX Highlights

Majority (esp. at risk, reserved, and commuters) flourished and felt part of a group More active, social, athletes expressed some constraints.

Students in community-engaged FLEXes valued it and sought continued involvement

Student-athletes experienced some scheduling problems.

Some faculty struggled with all-freshmen classes

Some departments struggled with scheduling

“our” students vs. “OUR” students.



Lessons / Take Away

**Invest in Fall Sem./Freshman Year—the
Critical 1st 8 Weeks**

**Focus on Full-Time Faculty (Buy in and
Implementation)**

**Coordination of Curriculum with
Remediation & Admissions, Other
Departments**

UNIVERSITY OF LAVERNE



New Undergraduates by Race/ Ethnicity - Fall 2012
First-Time First Year & New Transfer Students Combined

