Progress Toward Student Retention and Graduation Targets

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• Formerly Undergraduate Education
• Interim Associate Provost for Undergraduate Education, Dr. Micheline Chalhoub-Deville
• Appointed Dean Steve Roberson (August 1, 2009)
• Special Support Services, Student Academic Services and Student Achievement added to US
Mission of Undergraduate Studies

- Articulating best practices in teaching and learning at the undergraduate level
- Offering evolutionary faculty development opportunities
- Providing a comprehensive array of student success services
- Supporting undergraduate curricular development
- Enhancing writing and speaking skills
- Hosting living-learning communities that provide high-impact academic experiences in a welcoming community environment
- Installing, monitoring, and maintaining academic technology in all classrooms, among other responsibilities
UNCG Operational Plan: Access to Education and Student Success

1.1 UNCG will expand and enhance its programs and services for student populations at risk of not performing at potential. (At Risk Students)

1.3 UNCG will meet the success goals established with UNC General Administration: retention rates will increase from 75.6% in 2008 to 80%, four-year graduation rates will increase to 34%, and six-year graduation rates will increase to 60%. (GA Retention Rates).
Our Student Success Goals

To provide access to higher education for the citizens of North Carolina

To ensure the success of all of our students
What is Retention?

Retention as measured by GA = Percentage of new freshmen who return the sophomore year.

UNCG’s current retention rate: 76.7% (+1.3%)
Goal for 2013: 80%

To increase the retention rate by 1.1% per year in order to reach 80% by 2013, we must save approximately an additional 27 ½ students each year over and above our usual rate.
The Second Success Measure: Graduation Rates

Graduation Rates: 4 year and 6 year

Current UNCG rate (2008)

4 year: 28.7%
6 year: 52.3%

• Goal for 2013 4 year: 34% 6 Year: 60%
What Affects Retention?

- Personal issues such as mental health, family finances, physical health, relationships, etc.
- Environmental “fit” such as we don’t offer the chosen major, desire to attend a certain institution or institutional type, lack of connection
- Academic issues; lack of preparation
What Positively Affects Retention?

- Engagement in the UNCG community
- 1:1 relationship with a faculty or staff member
- Academic and personal support for areas of need
- Financial assistance
- Family support
- Culture of care and success
Over the past year...

1. A coordinating framework/theoretical orientation for the plan
2. The needs of varied student populations as determined by assessment data and the literature
3. The programs that are successfully contributing to student retention and graduation
4. The factors that are missing or that act as barriers to student success
5. Recommendations to address barriers; and
6. Measurable goals for student retention and graduation, current achievement levels and timeline for goal attainment
The University of North Carolina at Greensboro
Retention Theoretical Framework Model

**Prior Attributes**
- Family background
- Prior schooling
- Skills and abilities
- Mental and physical health
- Resilience

**Integration Goals**
- Intention
- Realistic appraisal of self with regard to intent
- Support for intent

**Goals**
- Classroom experience
- Informal faculty and staff interactions
- Involvement on campus
- Work or volunteer experiences related to intent or work skills
- Peer group interactions

**Experiences**
- Academic integration
- Psychosocial integration

**Institutional Outcome**
- Intention
- Commitment to institution
- External commitments
- Commitment to UNCG decision

*The UNCG model is an adaption of the Vince Tinto Model of Institutional Departure which is considered a seminal work in the retention field.*
Literature Review and Assessment Data by Sub-Populations

- Adult Students
- Student Athletes
- Students with Disabilities
- First-Generation Students
- Freshmen
- Students by Gender
- International Students
- Students by Race
- Transfer Students
- Veterans
Parents’ Educational Attainment

Highest Educational Level Attained By Parents of New Freshmen - Fall 2009

- College Graduate: 53.03%
- Some College: 31.10%
- High School: 15.87%

Compiled from Student Achievement new freshman survey and CFNC application data for new freshmen. 1,386 students responded from the overall freshman class of 2,510 for a response rate of 55.21%.
First Generation

- Fall '08 First generation freshmen retained at 73.73% (which is below the previous cohort's first year retention of 76.87%).

- '08 Average GPA (2.90) was .05 above PGPA
- '07 Average GPA (2.57) was 0.16 below PGPA

- Students are spread throughout many success based programs.
Participation Equals Success

- ‘08 Freshmen who participated in one or more special programs that we track (1,536)
  - Retained at: 80.79% (+1% from 07’’)
  - Cumulative GPA of: 2.93 (PGPA 2.83)

- Those who did not participate (952)
  - Retained at: 68.38%
  - Cumulative GPA of: 2.82 (PGPA 2.83)
Programs that make a difference: Link-Up

- Office of Multicultural Affairs Program designed for first generation students and those interested in diverse racial backgrounds
- Fall’08 Link-Up students retained to Fall ‘09 at 90%
- The average GPA of 2.82 exceeded the PGPA of 2.6
- 51 students participated
Living/Learning Communities

Fall ‘08 students in Learning Communities:

- Retained at: 82.43% (up 2.49% from ’07)
- Average GPA: 2.94
- Approx. 300+ students in ’07 & ’08
Summer Launch

- Summer Bridge Program

- ‘07 retained at 84.38%
  - Cumulative GPA of retained is 2.70 compared to predicted 2.4

- ‘08 retained at 84.48%
  - Cumulative GPA of retained is 2.94 compared to predicted 2.76
Summer Launch

- 32 enrolled in ’07; 59 in ’08 and 32 in ’09
- Earned 4 credits, had social, cultural, and community service experiences
- 4 “fall follow-ups” provided each year
- Peer-to-peer mentoring provided for ’09
- Continuous mentoring and development provided by director to each cohort
- Permanent funding needed for target population
UNS 101 is a transition course that assists students in learning about campus life, college basics, and campus resources.

Core topics include:
- Faculty Expectations
- Learning Styles
- Note Taking
- Study Skills
- Test Taking
- Time Management
- Critical Thinking
- Adjustment to College
- Career Development
- Diversity/Multiculturalism
- Involvement on Campus/Leadership
- Money Management
- Motivation/Goal Setting
- Stress Management
- Wellness
Disseminating support information in classes

Some of the offices that give information-filled presentations to UNS and other courses:

- Campus Activities and Programs
- Campus Recreation
- Career Services Center
- Counseling and Testing Center
- Dean of Students Office
- Disability Services
- Jackson Library
- Leadership and Service Learning
- Multicultural Affairs
- Speaking Center
- Student Academic Services
- Student Success Center
- University Police
- Wellness Center
- Writing Center
How much does it help students in their first semester?

- Since Fall 2000, UNS students have returned to UNCG for their second year at a higher rate than students who did not take UNS.

![Graph showing PGPA and First-Term GPA for UNS Students and Non-UNS Students for FALL 2008](image)

<table>
<thead>
<tr>
<th></th>
<th>Average of PGPA</th>
<th>Average of GPA</th>
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<tbody>
<tr>
<td>Non-UNS Students</td>
<td>2.74</td>
<td>2.60</td>
</tr>
<tr>
<td>UNS Students</td>
<td>2.73</td>
<td>2.74</td>
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</tbody>
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- UNS also seems to positively impact graduation rates. Since at least the Fall 2000 cohort, students who take UNS have graduated at a higher rate than non-UNS students after the fourth year.
Institutional policy requires that every student returning to the university after academic suspension or academic dismissal participate in the Student Success Contract Program.

Students complete a variety of activities intended to support their academic success, including:

- Monthly meetings with their SAS advisor, meetings with instructors, visit to one UNCG support office, and must attain a 2.3 Term GPA at the conclusion of the semester

- In Fall 2008, more than 74% of students returning from academic suspension were eligible to continue at UNCG in Spring 2009
- Nearly 92% of students returning from academic dismissal were eligible to continue at UNCG in Spring 2009

The Student Success Contract Program was recently awarded the 2009 Noel-Levitz Retention Excellence Award
Some First Year Experiences Coordinated by Student Affairs...

- SOAR
- Week of Welcome
- UNS presentations
- Residence Life
- Campus programming: recreational, social, educational, cultural
- Family Weekend
- Assistance for students in crisis or distress
- Accommodations and support for students with disabilities
- Community service
- Student organizations and events
- Leadership opportunities
- Education and accountability regarding community values and expectations
- Career planning/major selection/ part-time jobs
- Physical and psychological health education and support
SOAR: Spartan Orientation Advising and Registration

- Served 7,400 students and families summer 2009
- Students who attended Fall 2008 SOAR retained to Fall 2009 at 78%; those who did not attend retained at 60%
- Transfer/Adult SOAR mandated, 1,437 transfer students attended
- 98% of new freshmen attend
- Special emphasis on also orienting family members and establishing relationship of support for our students
- Highly rated by participants in all aspects
VETS

• VETS=Veterans Education Transition Support
• 9 offices in partnership in addition to Student Veterans Association joined forces
• Approximately **200** vets identified at UNCG that receive funding
• Ally program, welcome packet, on-line chat, website http://deanofstudents.uncg.edu/vets, resources on and off campus, care packages sent to students stationed in Iraq
Students with Disabilities

- Seventy-nine percent of freshmen students served during fall 2008 by the Office of Disability Services were retained to the sophomore year.
- 600+ registered students with disabilities
Community Service

- Community service and service learning have been significantly enhanced since the founding of the Office of Leadership and Service Learning in 2001.
- Total students involved in service 2008-’09: 4,837 for 58,566 hours of service.
Service Learning

- 31 designated service-learning courses taught during 2008-09; 583 students, 15,085 hours of service
- 192 classes with service-learning component; 2,515 students, 158,890 hours of service (includes practicum and internship hours)
• **1200-1500** students visit Campus Recreation daily

• Out of the 120 students employees in 2007-2008, 19 students graduated while 75 returned to work for the 2008-2009 academic year resulting in a **74%** retention rate. Of the 2007-2008 graduates, 68% worked for Campus Recreation 2 years or more.
Career Services Center

• Career Counselors met in appointments with 3,514 students in 2008-09

• Students utilized 1,125 online or paper-and-pencil career assessments to aid in career decision-making that same year
Student Success Center

- Learning Assistance Center (LAC)
- Special Support Services (SSS)
- Supplemental Instruction (SIP)

- LAC

- ABC grades earned by students receiving 3 or more hours of tutoring by semester = 84.3% Spring 2009 vs. 69.4% of non-participants
Student Success Center

- SSS
  - Retention rate for 2008/09 cohort was 91.2% vs. 80.2% (eligible non-participants)
  - Good academic standing rate for 2008/2009 cohort was 94.7% vs. 78.4% (eligible non-participants)

- SI
  - ABC grades earned by Spring 2009 SI participants (3 or more sessions) was 85.3% vs. 62.3% (non-participants)
UNCG Cares: 700+ faculty and staff trained to assist students in distress by proactively reaching out, actively listening, and problem solving using multiple campus resources; national award winning; recognized in state and national documents as best practice; Dean of Students Office program
Early Spartan Success Initiative

- On line form for faculty, staff, or students to submit regarding students in distress
- Academic issues are facilitated by Student Academic Services
- Personal/multiple issues are facilitated by the Dean of Students Office
- Offices reach out to students in distress and offer support; leverage resources
Lloyd International Honors College

- Fall ’08 freshmen retained at 90.63%
  (up 4.63% from ’07) 86 %

- Cumulative GPA: 3.34

- Program began in Fall 2006

- Currently over 1,000+ students in the program
EARN Scholars

- A new program (pilot) in Fall ’08 and continuing
- Governor’s ‘Learn & Earn’ program
- 450+ students awarded each year (currently 1,053)
- 165 participated in at least one event in ‘08-’09 (retained at 88.48%)
- Emphasizes study skills, advising preparation, discovering a major, time and money management skills
A Caring Campus Environment

- The Dean of Students Office assisted 963 students in distress during 2008-2009.
- Students who go through the Dean of Students/Counseling Crisis Management Process (attempted suicide or disruptive ideation) have an 86% retention rate after receiving services.
- Student visits to the Counseling and Testing Center have increased 25% from this time last year.
Housing and Residence Life

- 104% occupancy for fall 2009
- Students who live on campus have better retention than those who do not. Fall 2008 to Fall 2009 retention = 77.34% versus 73.86 for off campus students
Financial Issues that Impact Students

- Financial Aid is studying the level of student unmet financial need
- Dean of Students Office works with students with financial hardships, including the homeless with help from Campus Ministries
- Career Services assesses on campus job availability: **2,387** students work on campus throughout the year
UNCG Advising Council

Comprised of the directors of academic advising from each professional school and the college, as well as other related student affairs professionals

- Responsible for the strategic and logistical coordination of academic advising for undergraduate students at UNCG

- Developed an academic advising website to enhance the awareness of campus-wide success resources available to undergraduates. advising.uncg.edu

- In 2009, conducted a student satisfaction survey, specific to experiences with academic advising, providing evidence that academic advising is seen as a valuable experience for students.

- The Master Advising Program (MAP) has provided training for over 400+ faculty and professional advisors in the last 8 years. MAP is the only campus-wide undergraduate advisor training

- Developed a mentoring model known as the Spartan Success Model, where academic advising is viewed as an intimate form of teaching, a developmental process.
Recommendations from 2008-2009 Retention Report

- Create a first year experience center/program
- It is recommended that the University Experience course (UNS) be mandated for all incoming freshmen with the goal of eventually mandating it for all incoming transfer students as well.
- Address Advising Issues
  - Deficiencies
  - Adult and Transfer students
- Continue to focus efforts to increase funding, both need- and merit-based aid and to find creative ways to bridge the gaps for students who continue to have need.
- Examine data for tracking student success
Examine Data for Tracking Student Success

- Cohorts are being tracked
- Student learning outcomes are being emphasized university-wide
- Programs are being analyzed based on data
- Data are used to inform decision making

- Students are surveyed to determine:
  - Their reasons for choosing UNCG
  - Their intentions/plans for completing
  - Their satisfaction with services and programs
  - Their reasons for leaving
Retention SWOT Team

- Developed under Dean Steve Roberson
- Comprised of faculty & staff
- Group Goals:
  - Data Mining
  - Prioritizing Areas of Focus
  - Action Steps
- Using data to find our biggest opportunities to impact retention
- University effort
Questions?