
CLEARING THE PATH

A STRATEGIC STUDENT SUCCESS AGENDA

Presented by:

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Senior Vice President for Academic Affairs



OUTCOMES WE SEEK

THE UTAH PLEDGE. *We pledge to help every student graduate with the support of learning communities, mentors and advisors, a Plan to Finish, and deeply engaged learning experiences.*

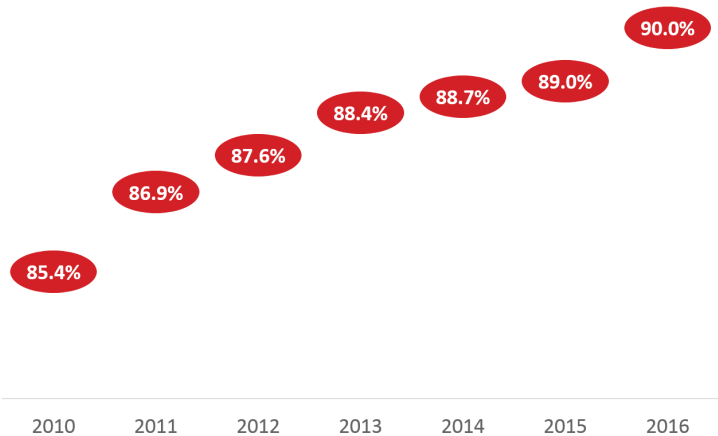
The most significant benefits of post-secondary education – increased economic and personal wellbeing – are associated with degree **completion**. We strive to clear the path for student success in order to transform lives.

KEY PERFORMANCE INDICATORS. First-year (freshman to sophomore) retention has reached 90%, a level comparable to other highly ranked universities across the nation.

Our six-year graduation rate has increased steadily for the past five years, and now exceeds 65%. The eight-year graduation rate has also increased, although more slowly, and has now reached 75%.

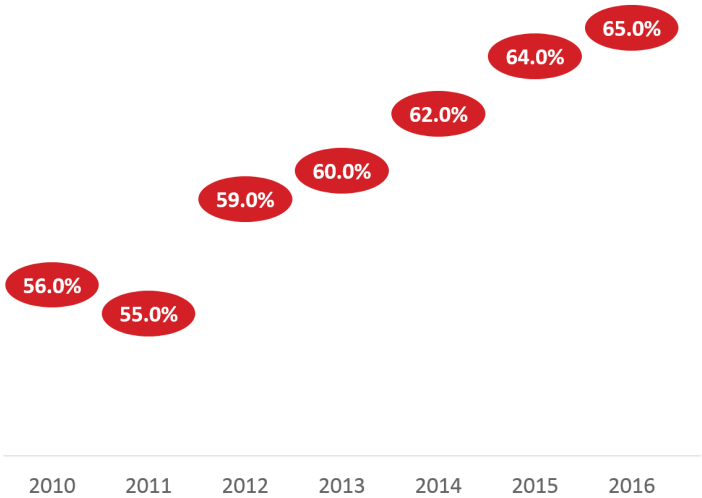
FIRST- TO SECOND-YEAR RETENTION

Based on first-time, full-time freshmen,
fall cohorts adjusted for allowable exclusions



SIX-YEAR GRADUATION GOAL - 72%

Based on first-time, full-time freshmen,
fall cohorts adjusted for allowable exclusions



SIX- & EIGHT-YEAR GRADUATION RATES

Based on first-time, full-time freshmen,
fall cohorts adjusted for allowable exclusions



LOOKING AHEAD. As summarized in the Utah Pledge, we aim to help every student achieve a baccalaureate degree. As an institution, we strive for a 75% six-year graduation rate within the next five years.

EVALUATION AND EVIDENCE. A core tenet of our effort to clear the path to completion is a required “*plan-implement-evaluate-refine*” cycle for every initiative designed to increase student success.

THE UNIVERSITY’S FOUR BIG GOALS. The University has developed strategies to fulfill our mission and ensure the long-term success and viability of the institution.



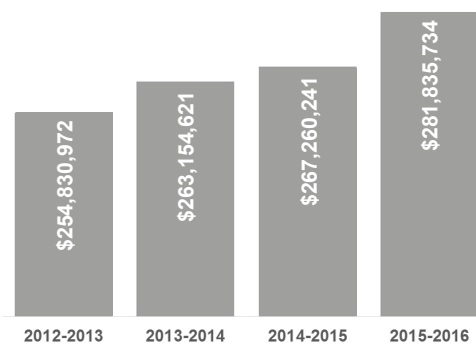
INCREASING THE ODDS FOR COMPLETION

1 BUILD A FOUNDATION FOR SUCCESS

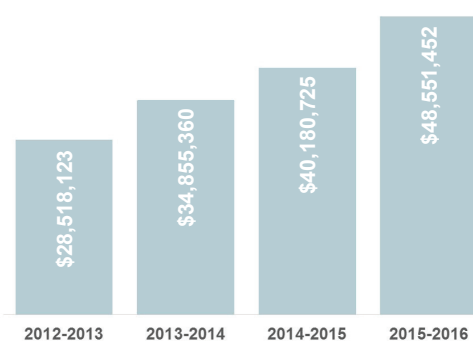
Meet Student Financial Needs: Access, Achievement, Completion

For students in good academic standing, the most frequently reported obstacle to enrollment and/or persistence is finances. To address this, we have increased scholarships through donor support, strategically reshaped the ways in which scholarships are offered, and partnered with student leaders to implement a campaign to encourage completion of the FAFSA form. Our next step is to consider small awards to support continuous enrollment and minimize the need to take temporary leave from school in order to work.

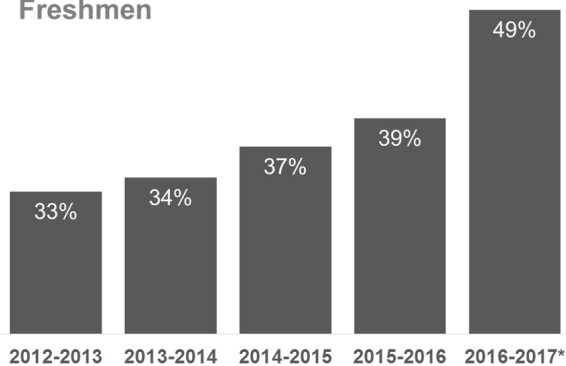
Total Financial Aid Awarded



Total Scholarships Awarded



FAFSA Completion Rate for Freshmen



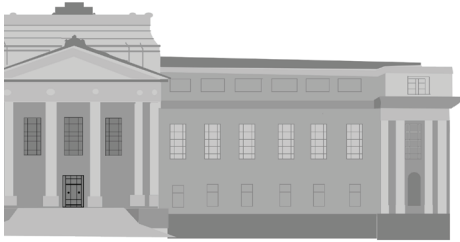
*2016-2017 figures preliminary and not finalized

Create Advising Infrastructure

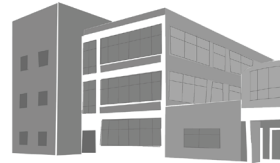
Given the well-documented importance of academic advising, we have invested in additional capacity, as well as creative approaches to more effectively reach students. Examples include: Bridge Advisors to help students transition to majors at earlier points, college-based advising centers (now in place in several colleges), and Student Success Advocates, who are trained and available to assist all students.

INVESTMENTS IN ADVISING

Academic Advising Center



College & Departmental Advising



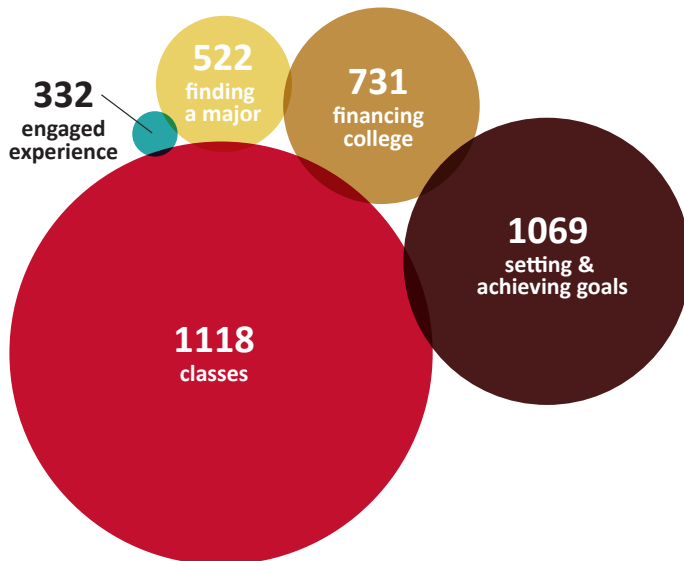
Bridge Advisors help
transition students
to majors.



The new advising model has reduced the student to advisor ratio from 349:1 in 2013
to **248:1** in 2016.

8 STUDENT SUCCESS ADVOCATES HAD 15,590 INTERACTIONS WITH STUDENTS IN 2015-16

NUMBER OF STUDENTS THAT TALKED TO ADVOCATES AND TOPICS

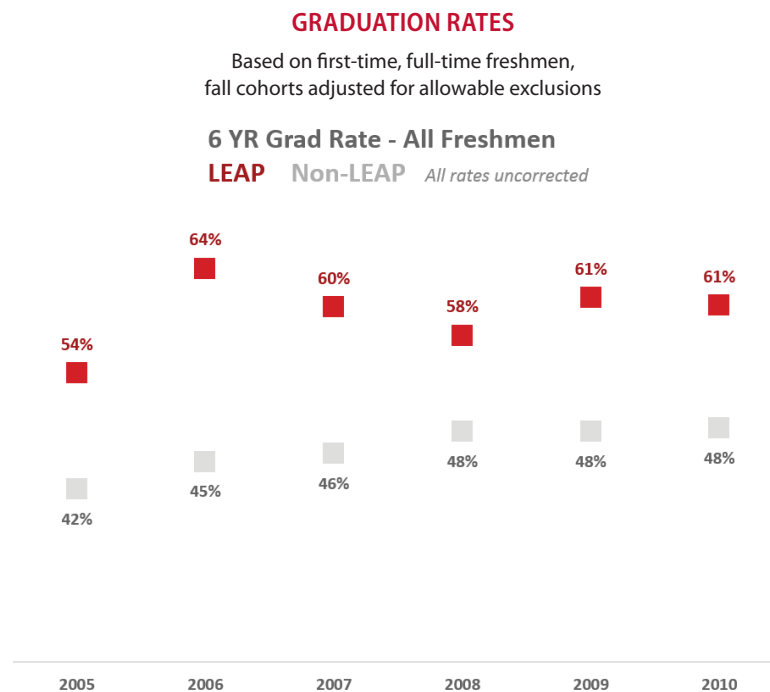


NUMBER OF STUDENTS REFERRED



Enroll in First-Year Learning Communities

Our long-standing model, LEAP, has a remarkable record of positively increasing the likelihood of degree completion, particularly for students who enter less prepared. LEAP students take first-year courses together in a small cohort with continuity in faculty guidance.



Given these data, we have established a goal to enroll every student in a cohort learning community that fits their profile, such as LEAP, Honors, Block U Business Scholars, Humanities Scholars, Diversity Scholars.

Incentivize College Focus on Retention and Completion

The campus budget model has been adapted to encourage colleges to monitor and develop strategies to enhance student success. By aligning a portion of annual budget to indicators such as number of majors enrolled, number of degrees awarded, and credit hours offered, we are increasing awareness of our commitment to student success across the institution.

Expand On-Campus Housing

Living on campus is a powerful, positive correlate of degree completion. However, just below 50% of our first-year students currently live on campus. Over the next decade, we strive to increase this number to 75%. To achieve this, our residence hall capacity must expand. Recognizing this option might not suit all students, we want to enable as many as possible to experience the benefits associated with the opportunity to engage with all aspects of the university – to fully belong on campus.

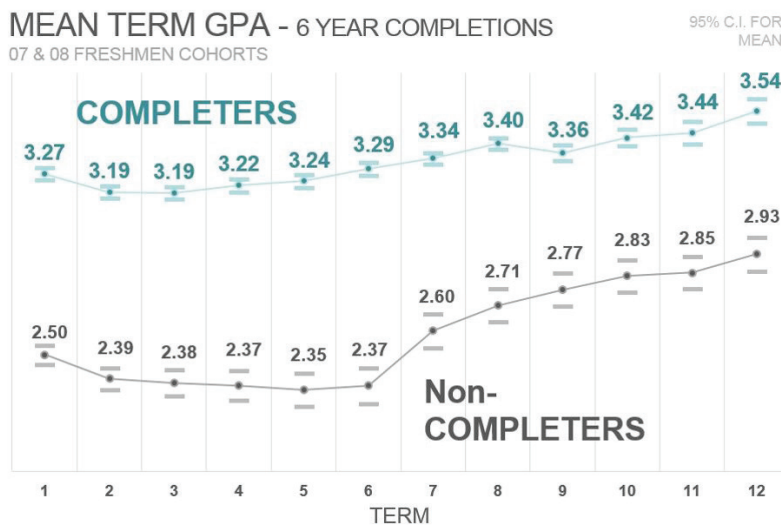
2 HARNESS THE POWER OF DATA ANALYTICS

Learn From Data

We built predictive models of student success to help us better identify students in greatest need of support. From these models, we found powerful first-year indicators associated with retention and completion, including GPA and living on campus. We also identified the need for a more timely mechanism to get relevant indicators to academic advisors.

INFLUENTIAL COMPLETION FACTORS

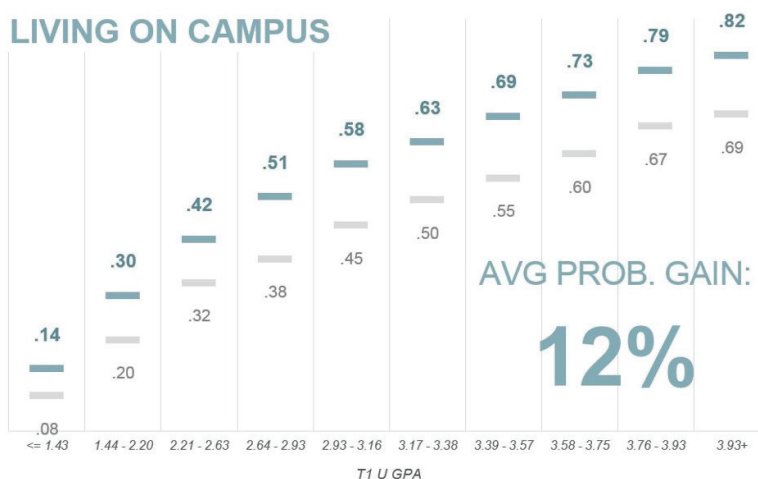
1st Term GPA remains as one of the most powerful indicators of degree completion

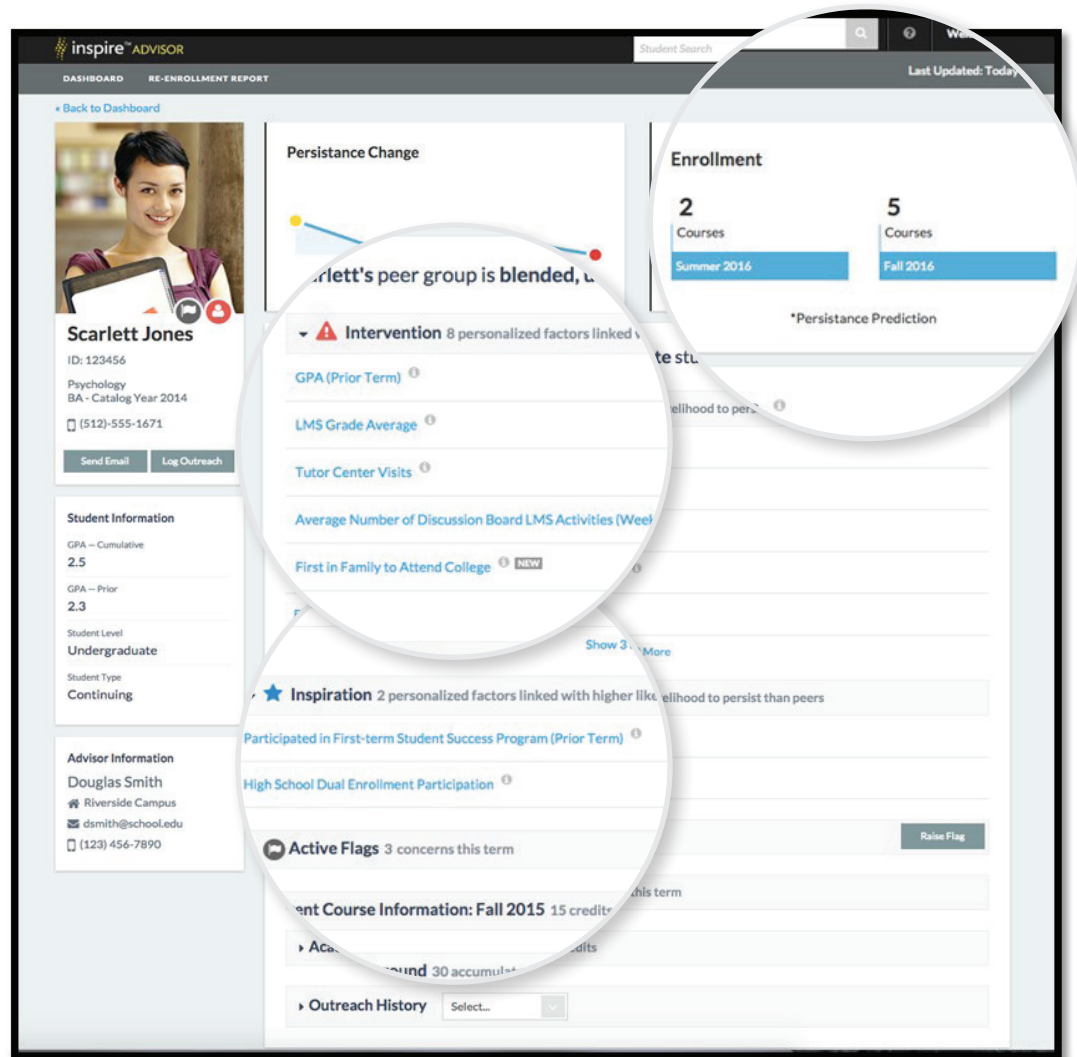


IMPACT OF LIVING ON CAMPUS

On average, students who live on campus are 12% more likely to complete a degree than similar students not living on campus

MARGINAL EFFECTS ON PROBABILITY TO COMPLETE [2014 COHORT]





Build Strategic Schedules: Advance Registration

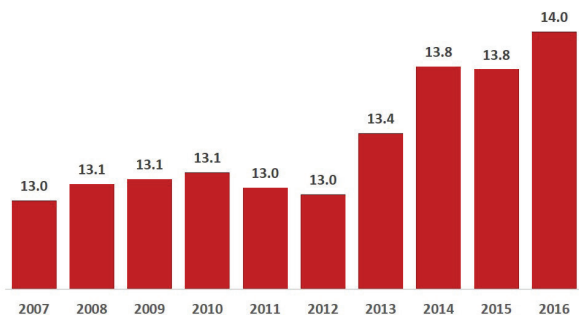
Our observations of first-year students indicate a struggle to identify and subsequently enroll in appropriate courses. To mitigate this, we are piloting a project to pre-enroll a sample of incoming students in courses associated with greater levels of success. We will evaluate, refine and expand this strategic scheduling effort, along with other initiatives, to more effectively launch first-year students.

3 CREATE A CULTURE OF SUCCESS

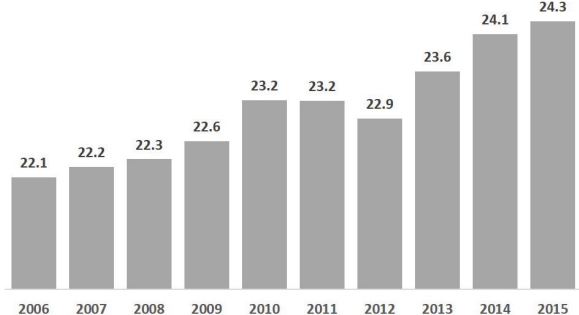
Raise Expectations of U Students: Plan to Finish

We aim that every U student will expect to succeed through degree completion, and will develop the pathway to do so from the outset of their U experience. We have engaged our advising team to work with every student to develop a personalized Plan to Finish at the beginning of their academic careers, and use it as a framework for future and ongoing advising sessions. A core element of the plan is the goal to earn 30 credit hours per year in order to complete the baccalaureate degree in four years. Per the data below, we are making progress in this aim.

1st Term Avg Credit Hours Attempted

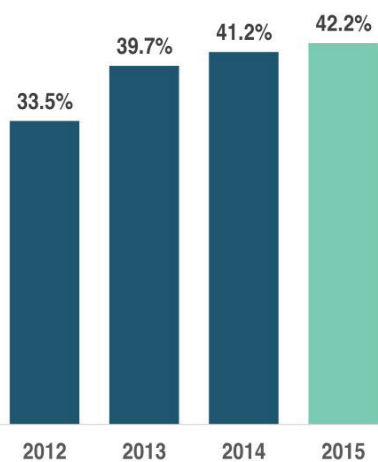


1st Year Avg Credit Hours Earned

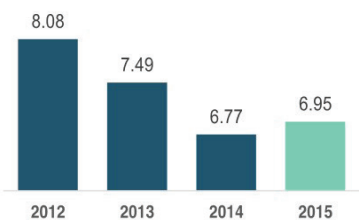


To complement the Plan to Finish, we piloted an effort to attract students to our Summer 2016 session, offering financial incentives to first-year students who could attain the 30-hour target through summer enrollment.

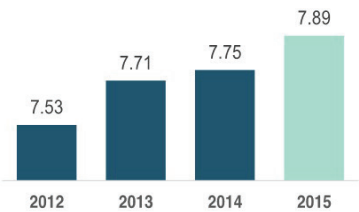
PERCENT OF INCOMING FRESHMEN WHO HAVE EARNED AT LEAST 30 CREDITS BY THE END OF SUMMER



Average Summer Credits Attempted (Freshmen)



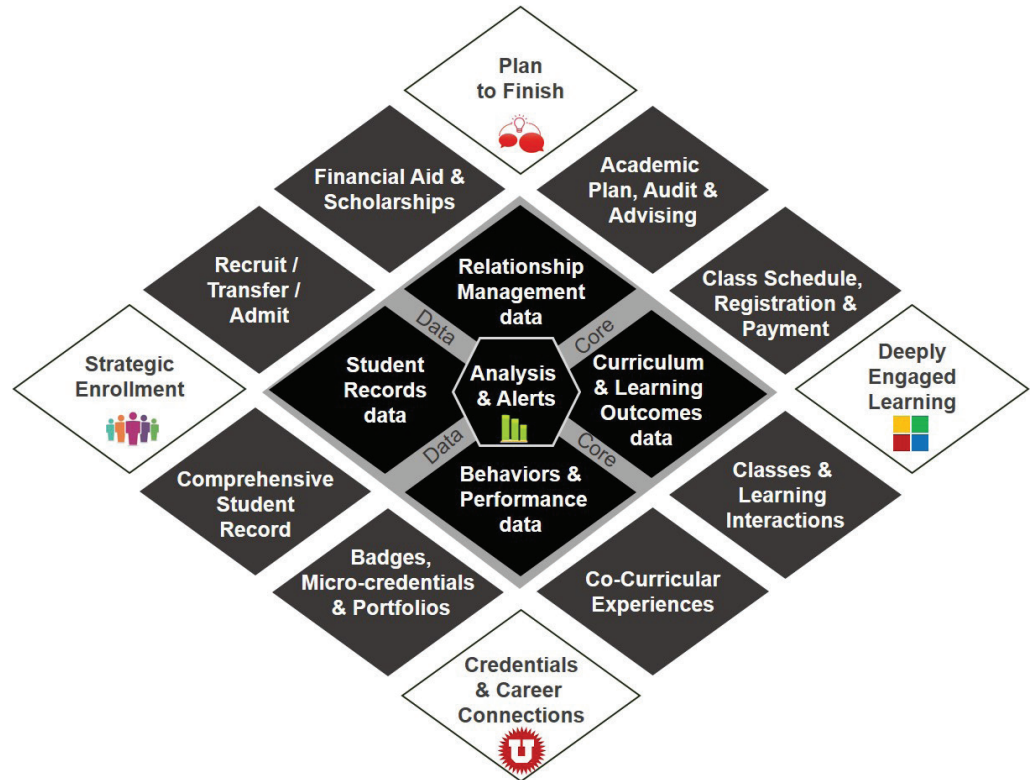
Average Summer Credits Attempted (all students within 40 hrs of Graduating)



Raise Expectations Within the Staff and Faculty: Integrated Student Team

Many of our technical support systems are outdated and insufficient to meet 21st century student needs. These system inefficiencies alienate our students and imply we are not invested in the quality of their experience. To address these concerns, we formed a cross-functional Integrated Student Team charged with improving the student experience with technical support systems and advising University leadership in order to prioritize and implement critical projects.

THE STUDENT SUCCESS ECOSYSTEM



4 FOCUS BEYOND THE FIRST-YEAR

Strategically Expand UOnline to Promote Completion

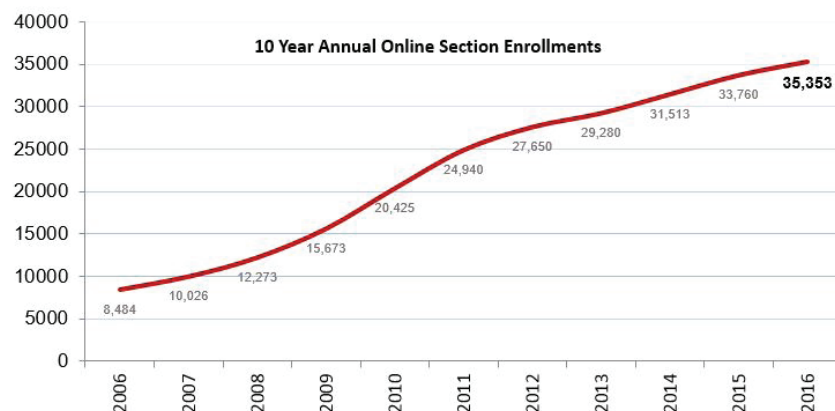
Utah has a significant number of young adults who start college but do not complete a degree. Our own students report a struggle to get the courses they need in order to remain on track to graduate, particularly as they progress to upper-level work. UOnline is a central strategy to promote completion, by (a) allowing students to supplement face-to-face courses with online enrollment, and (b) creating opportunities, particularly in high demand majors, for those who have left college and seek to return.

52%
of U undergrads
take at least 1
online course
annually

Source: OBIA Report,
Fall 2015

95%
of online-only
students are Utah
residents
(Fall semester 2015)

Source: OBIA Undergraduate Online Profile
Report,
Mike Martineau



19

▲ +5

online degree programs offered or in development

▲ = Change from last year

OFFERED (10)	IN DEVELOPMENT (9)	IN INVESTIGATION (5)
<p><i>Baccalaureate Programs:</i></p> <ul style="list-style-type: none"> • Economics • Nursing: RN to BS • Psychology • Social Work • Sustainable Tourism & Hospitality Management <p><i>Master's Programs:</i></p> <ul style="list-style-type: none"> • Business Administration • Electrical Engineering • Gerontology • Sport Pedagogy <p><i>Doctoral Programs:</i></p> <ul style="list-style-type: none"> • Occupational Therapy 	<p><i>Baccalaureate Programs:</i></p> <ul style="list-style-type: none"> • General Education Block U: Global Citizenship • Business Administration • Human Development & Family Studies • Sociology <p><i>Master's Programs:</i></p> <ul style="list-style-type: none"> • Arts Education • Nursing: Care Management • Health Informatics • Public Policy • Information Systems 	<p><i>Baccalaureate Programs:</i></p> <ul style="list-style-type: none"> • Political Science <p><i>Master's Programs:</i></p> <ul style="list-style-type: none"> • Construction Engineering • Software Engineering • Library Science <p><i>Doctoral Programs:</i></p> <ul style="list-style-type: none"> • Education Policy and Leadership

Beyond the First Year: The Sophomore Rise Project

As previously noted, the U performs well on retention of first-year students, with 9 of 10 freshmen now returning for their second year of college. Building on this momentum, we have added a focus on successful progression through the second year. The Sophomore Rise project aims to ensure that second year students (a) make the transition into an academic major, (b) establish a connection with one or more faculty members, and (c) learn about and make plans to participate in at least one transformative learning experience.

Ensure Transformative Experiences for All Students

Guided by President Pershing’s commitment, we aim for every undergraduate to have a deeply engaged learning experience during his or her time at the U. These experiences connect academic learning to practice and develop a stronger sense of belonging in the university. The U stands out for the number and range of opportunities available to our students, including: research, campus involvement, community engagement, study abroad, internships, capstone, and college-to-career preparation.



