Town Hall: Retention and Graduation

November 14, 2018
Berger Hall

UNDERGRADUATE DEMOGRAPHICS

82%
COLORADO RESIDENT

28%
PELL

29%
FIRST GEN

19%
MILITARY AFFILIATED

AGI Breakdown of FY 17 UG Res Population
8,969
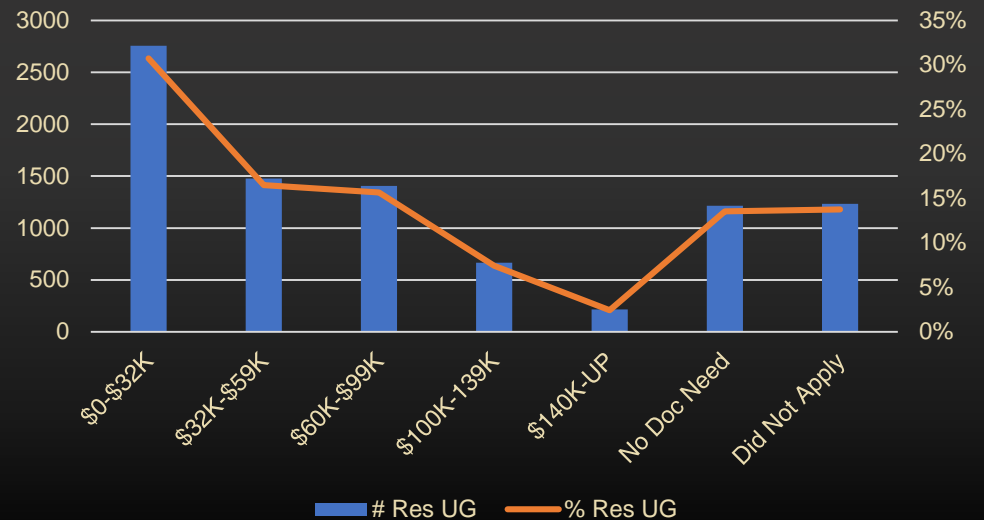
Legend: ■ # Res UG — — % Res UG

Categories: $0-$32K, $32K-$59K, $60K-$99K, $100K-139K, $140K-UP, No Doc Need, Did Not Apply

54% OF THE UNDERGRADUATE POPULATION

ENROLLMENT STRATEGIES

GOALS

- Transition from aggressive growth model to smart growth model (retention and new growth)

- Gain a deeper understanding of student success through full cycle analytics and issue focused solutions

HOW

- Meet our students where they are:
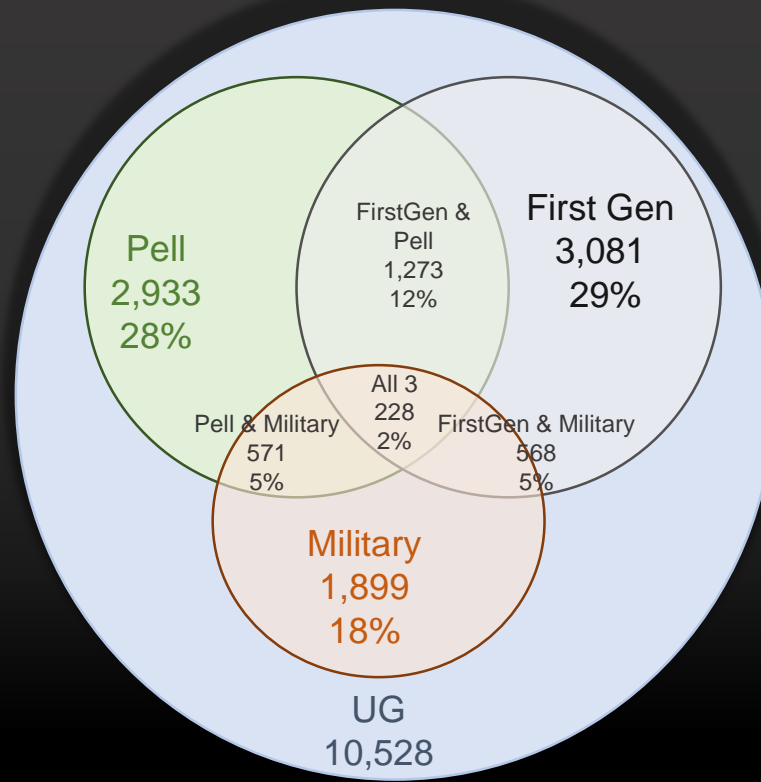- Student employment options
- Institutional aid
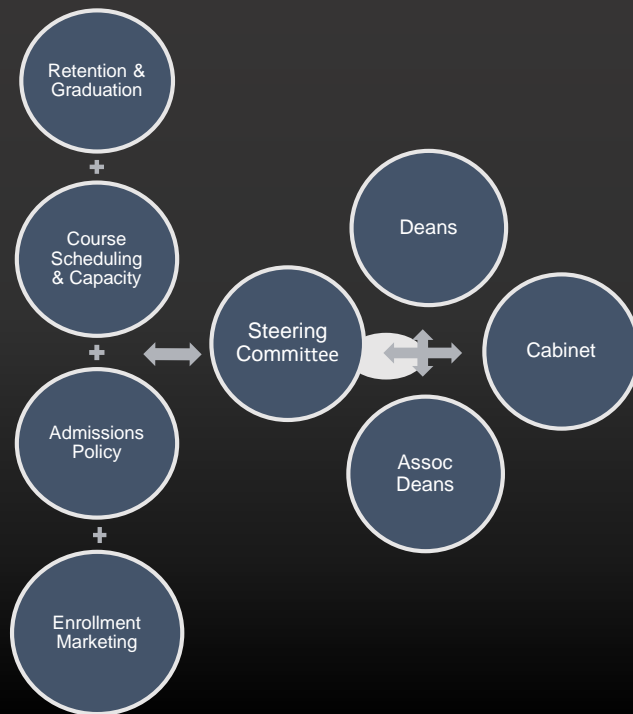- Control tuition and fees cost growth

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ENROLLMENT STRATEGY GOVERNANCE

- Steering Committee established November 2017
  - Successful town halls with staff, faculty, and students began in November 2017 and continue today
  - Feedback from town halls is shared with subcommittees

- Four subcommittee meetings begin January 2018 to bring staff & faculty together
  - Retention and Graduation
  - Course Scheduling and Capacity
  - Admissions Policy
  - Enrollment Marketing

- Steering Committee meets biweekly about subcommittees' future work

TOWN HALL SESSIONS: INPUT SOUGHT

- What is the best thing our campus does to keep our students?

- What is one wish you have for our campus that would help ensure that our students stay and graduate?

- What do you wish you knew or understood better about our students?

- What is the most critical thing that the new committees consider as they begin their work together?

- What are your group's top two answers from any of these questions?

TOWN HALL THEMES & IDEAS

Subcommittees have been exploring:

- Why do students leave or stay?
- What are student expectations of us?
- What are all groups doing for retention currently?
- Consider the holistic student—from application through to career
- Data-driven decision making; providing quantitative benchmarks for areas of improvement
- Examine the campus approach to admissions
- Need the right information in order to make decisions and find the right resources to meet student needs
- Peer mentors and other forms of mentorship for students
- Unnecessary fees or obstacles for students

CAPACITY SUBCOMMITTEE

Conveners: Robyn Marschke and Susan Taylor

Retention

+

Capacity

+

Admissions Policy

+

Marketing

Steering Committee

Cabinet

## Given enrollment & instructional spaces, are we at capacity?

- Utilization analyses conclude that we are <u>close</u> to but <u>not</u> at capacity

- We can do better with the space we have

We can't always get what we want, but if we try sometimes...

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CAPACITY SUBCOMMITTEE

Retention

+

Capacity

+

Admissions Policy

+

Marketing

Steering Committee ⟷ Cabinet

...we might get what we need!

By developing a course scheduling and use policy to optimize utilization & adjust to enrollment:
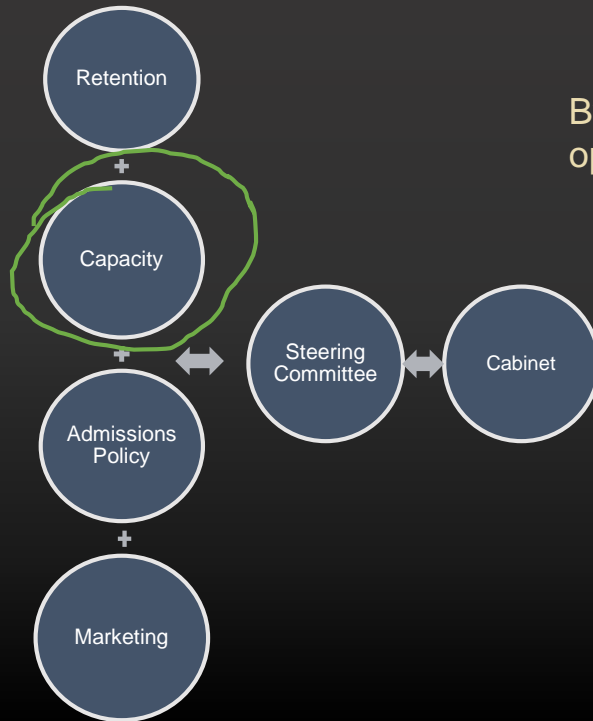
- ✓ Shift from departmentally-controlled to application of reasonable priority criteria
- ✓ Clarify roles & responsibilities of key players (e.g. Depts to use AdAstra & historical data to set course caps)
- ✓ Establish and adhere to standard meeting patterns for central *and* peripheral spaces
- ✓ Incorporate procedures for use of auxiliary rooms
- ✓ Create process for selecting rooms for upgrades or renovation
- ✓ Improve data collection of course/faculty characteristics to facilitate budgeting & strategic planning at college and departmental levels
- ✓ Transparent process for everybody

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CAPACITY SUBCOMMITTEE

Retention

Capacity

Steering Committee

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Admissions Policy

Marketing

But wait, there's more...

- Forthcoming proposal to replace MyMath Placement exams with ACT/SAT test scores to place students into an appropriate math course in their first semester & facilitate completion of registration at orientation

- Importance of syncopated committee work: admissions policy & retention strategies influence advising, course demand, scheduling, teaching loads, and departmental resources

- Improved utilization and evidence of reaching capacity could influence the master plan (and the CFO)

Members: Michelle Neely, Kelli Klebe, Gene Abrams, Mary Coussons-Read, David Moon, Susan Taylor, Robyn Marschke, Suzanne Scott, Tracy Barber, Susan Defosset, Brett Fugate

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ADMISSIONS POLICY SUB-COMMITTEE

Members: Mathew Cox and Barbara Gaddis (co-conveners), Wendi Clouse, Anthony Cordova, Barbara Frye, Jacqui Gatlin, Valerie McClinton, Steve Medlin, David Weiss

- Revised Admissions Criteria:
    - Comprehensive review of 3 years of admission data assessing multiple academic factors and associated retention rates.
    - Review began with data specific to conditionally admitted students but evolved.
    - Data suggested that there has been a strong relationship between completion of or deficiencies in HEAR units and retention.
        - (HEAR = Higher Education Admission Requirements which are the specific HS courses used to help determine college readiness)
    - Recommendation is that the freshman admission review process include a more holistic review of applicants' academic history.

ADMISSIONS POLICY SUB-COMMITTEE

Higher Education Admission Requirements (HEAR)

✓ English.................	4 Units
✓ Math...........…........	4 Units
✓ Natural Science......	3 Units (2 lab)
✓ Social Sciences......	3 Units (1 US or World)
✓ World Language......	1 Unit
✓ Academic Electives	2 Units

ADMISSIONS POLICY SUB-COMMITTEE

- More Holistic Approach to First-Year Student Admission:
  - Increases attention to academic rigor via HEAR units completed/in progress; LAS admission committee involved in secondary review.
  - Balances impact of HEAR, HS GPA, and ACT/SAT in review of students' academic history to determine admissibility and likelihood of success.
  - Is in line with the State's new admission policy with respect to attention to students in or above our defined middle 50% range for GPA (3.1-3.8) and middle 50% range for ACT (20-26) or SAT (1070 – 1250).
  - Leaves open the opportunity to determine admissibility based on academic success while tending to our mission of access.
  - The Subcommittee now reviews and tracks data trends monthly regarding admission results from this updated admission policy.

- An additional approved policy adjustment involved ending the practice of Transfer GPA recalculation when transcripts reflected grade replacement. The past practice effectively lowered transfer student GPA's. We are now in line with other CU campuses.

- In collaboration with the Graduation Subcommittee, alterations to and implementation of new admission letters are in progress.

- In coordination with our admissions office and PPCC, the Subcommittee will be reviewing future enrollment and academic success data associated with students enrolling at UCCS through our UCCS-PPCC Deferred Admission MOU pathway.

ENROLLMENT MARKETING SUBCOMMITTEE

Conveners: Megan Bell and Mathew Cox

Campus Programs of Focus
- Determined the formal process for information gathering
- Interviewed college leadership (Deans, Associate Deans, Chairs, CUE, GEC)
- Subcommittee recommendations with rationale delivered by end of Fall

University Marketing and Enrollment Alignment
- Reviewed research conducted by Karsh Hagan (KH) and the brand campaign development process
- Direct communication with KH and UCCS Marketing on the evolving brand recruitment concept and messaging for materials
- Input on website redesign and execution of summer/fall enrollment messaging campaigns
- Participated in finalist interviews for new University Marketing Director

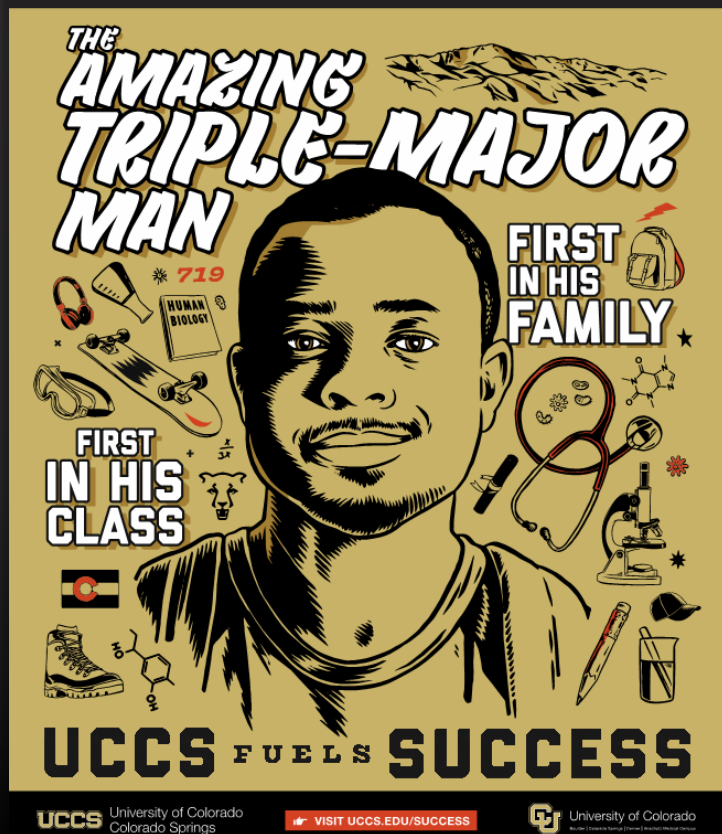Members: Katie Sullivan, Eric Nissen (Greg Hoye), Holly Murdock, Valerie Schwinn, Chris Beiswinger, Sarah Elsey

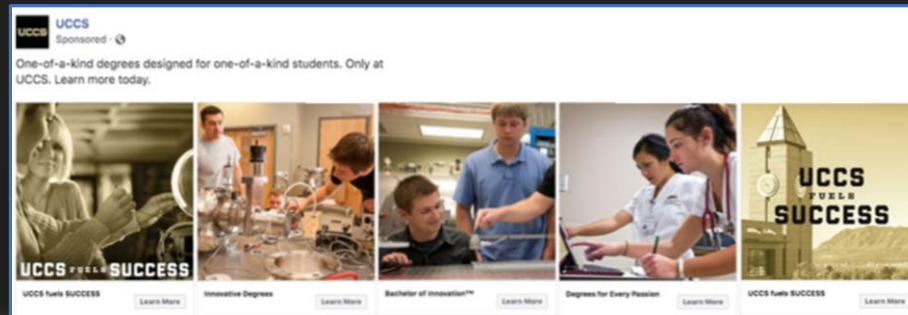UCCS University of Colorado Colorado Springs

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Campaign Messaging Pillars:

- **Academic Excellence**

- **Driven Students, Faculty, & Staff**

- **Value**

- **Community & Opportunity**

- **Location**

RETENTION & GRADUATION SUBCOMMITTEE

Convener: Susan Taylor

Gathered Data and Information
- Reviewed campus data, reports, national best practices
- Created inventory of retention efforts (52 items)
- Met with Brett Fugate (Director of Academic Advising): mandatory first-year advising and
- Chris Duvall (Director of Degree Audit and Transfer Credit): degree mapping tool

Broke into smaller subgroups:
- What should be our approach to Intent students?
  - Change in admissions letters
- What should be our approach to Conditionally Admitted students?
  - Explore expanded supplementary instruction and peer mentoring, peer coaching
  - Investigate initiatives around teaching and learning—including first-year students, underprepared students, first-generation students, and academic engagement
- Why do students leave?
  - Degree roadmaps and pathways
  - Exit process in portal
  - Impact of required advising for all first-year students
- Why do students take fewer than 15 credit hours?
  - Survey of students

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RETENTION & GRADUATION SUBCOMMITTEE

This fall semester, also exploring:

- University Studies – aspects to revisit or change?

- Data and ideas from NSSE (National Survey of Student Engagement), LASSI (Learning and Study Strategies Inventory), NASPA (Student Affairs Administrators in Higher Education) reports
    - Are there ways our campus could make greater use of NSSE data?

- Connections to CDHE Complete College America Momentum Pathways Project: 15 to Finish, Math Pathways, Corequisite Support, Academic Maps with Proactive Advising, Momentum Year

    Members: Mathew Cox, Jevita Rogers, Barbara Gaddis, Robyn Marschke, Megan Bell, Harper Johnson, Andrea Herrera, Peter Braza, Carrie Arnold, Ann Amicucci, Jerry Phillips, Zak Mesyan, Bob Durham, Brad Bayer, Suzanne Scott

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RETENTION GROUP: "12 IN 5 TO THRIVE"

STUDENT PERSISTENCE WITH MINIMAL ADVANCEMENT

Why do students average 12 hours per term?

- Work schedule
- Academic performance will decline with heavier load
- Additional cost of tuition & fees
- Course scheduling conflicts
- Family responsibilities

What can UCCS do?

- Improve course availability and offerings
- Eliminate scheduling conflicts
- Improve affordability

PERSISTENCE IN THEIR OWN WORDS

"At a 15 credit work load I would not be learning at all. Just cramming and trying to keep up. It is absurd that this has become the standard to graduate on time. 12-13 credits is difficult by itself, and still feel as though I haven't absorbed course material. Higher education shouldn't be like this."

"A lot of the people who I see go through school the quickest have their parents pay for everything and they don't have to work while going to school. Being independent makes it tough to do both in the rate as those who have a support system. We aren't as wealthy as previous generations. We have to find a way to pay y'all and taking out loans is killing my credit, so I have to get a job on top of all this unnecessary homework because of some policy about writing requirements - I just don't have it in me to take 5 classes and get a job."

"I want straight A's and when I take less than 15 hours I can pretty much always get the grade I want. Its not about getting it done fast it is about getting it done the way I want. Because if I have too much of a work load my grades go down, I rather be taking 12 credits with a good GPA than 15 with a bad one."
"It's counter-productive to take one more class if I do worse in all of them."

"I find UCCS's course offerings to be unaccommodating for students who work traditional 40/week work schedules."

"I work at least 30 hours a week between 3 jobs. I am putting myself through college and cannot afford more than $5k/semester for tuition."

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QUESTIONS FOR TABLE DISCUSSIONS

1) What are a few things you heard today that change your understanding of our students?

2) What can you do in your units to work on first-year retention?

3) What can you do in your units to work on persistence (after the first year to graduation)?