

agenda

USS Team - Sub-Committee Meeting

January 23, 2013

1:00 – 2:00

Room 266 Kerr Hall

Meeting called by: Richard Hughey

Attendees: Richard Hughey, Julian Fernald, Pablo Regurin , Stacy Sketo-Rosner, Michael Yamauchi-Gleason, Linda Rhoads
Elise McCandless

Meeting Objective(s): Develop work plans for collecting ideas from campus and test initiative evaluation process

Collecting Ideas

- Purpose: solicit ideas from those who work most directly with students about programs that do/could increase student retention; enhance engagement
- Method: Determine who, how, when: Sample focus group plan: Advising Workshop
- Constituents: Determine populations to be polled
- Work Plan: approach, timeline and resources for collecting information

What we know about Retention

- Review list of 'things we know' about retention

Test Initiative Evaluation

- Purpose: review matrix of possible initiatives to test the tool before beginning the evaluation process.

Next Meetings

Next Meeting

Tuesday, 1/29/13, 9-10am Room 266 Kerr

Additional Information: N/A

USS Sub-Team Meeting #2 January 23, 2013

Sub-Team Members present: Richard Hughey (Chair), Julian Fernald, Pablo Regurin, Stacey Sketo-Rosner, Michael Yamauchi-Gleason

Sub-Team Members absent: none

Staff to Sub-Team present: Elise McCandless, Linda Rhoads

Collecting Ideas

- Stacey has arranged to hold an advisors focus group during the February 11 Advisors Forum. Stacey and Richard will present the introduction to the focus group, and Linda and Elise will facilitate the group(s). Ideally there will be no more than 12-15 participants per focus group. There will also be a recorder (a person taking notes) in addition to the facilitator for each group. The sub-team approved the draft focus group questions.
- The sub-team discussed other groups whose input they would like to solicit via focus groups and/or surveys. They are the following: preceptors, program advisors, "Preceptor and Friends" group, Student Life (housing & activities), RA's, Health Services, student activities and clubs, resource centers, CUIP students, SUA General Assembly meeting, random student samples, core course instructors, Writing II instructors, faculty (non-senate, too), and provosts.
- The sub-team discussed whether to solicit more specific feedback during the focus groups by giving a context and asking questions pertaining to specific initiatives versus encouraging any and all ideas to come forward. It was suggested that the first round of data collection be more of a "free for all" and then the group should solicit more specific feedback once they have fully reviewed and pared down the matrix.
- The sub-team decided to display all of materials from all of their activities on the Success website. This will include minutes and supporting documentation from meetings, as well as the matrix, categories, and reference materials.
- It would be useful to gather qualitative data from students who have left. This could possibly be done with phone interviews. It was noted that this group should be divided between students who left by choice and those who were asked to leave.
- The sub-team will look at the proposed goals for USS Team doc on the Success website and discuss these with the larger committee.

What We Know About Retention

- The sub-team was interested in looking at retention by major. There is a report on major migration on the web. Julian will add the retention data by major to his "What We Know" document.
- The sub-team thought it would be useful to look at data and reports from universities that have significantly increased their retention rates.

Test Initiative Evaluation

- Each sub-team member will evaluate the first 10 items on the initiative matrix before the meeting on Tuesday, January 29.

Staff Action Items

- Add meeting minutes and materials to Success website.
- Consolidate focus group info for sub-team to review.
- Create a list of different constituents from whom sub-team wants to collect data.
- Search for data or a report from an institution that successfully increased its retention rate.
- Arrange data collection instrument and phone interviews with students who have dropped out.
- Add a key of evaluation values to the initiatives matrix.
- Add "Other" to matrix categories.

Advising Workshop: Adviser Voices on Persistence and Graduation

Draft Focus Group Questions

Session may be preceded by an opening or team building exercise during lunch. May include theories on persistence, and/or summary of what we know about retention and graduation rates

Welcome and context (15 minutes)

Recognize working directly with students, have knowledge of patterns that are exposed over time.

Explain what will happen to input

Outline ground rules (e.g., turf, budget, active listening, idea generation, not evaluation)

What works? What are our current systems (technology, policies, practices, structures) that support student persistence? (15min)

- Have we put anything in place recently that you think might help students?

As we think broadly about all we have in place to support students, do you have ideas that might enhance our efforts – modifications, changes big and small. . . ? (15min)

Do you have ideas for other types of programs we should consider – things we are not currently doing -- in order to support student persistence and more timely progress to degree? (15min)

Any other thoughts or ideas?

Introduce web-site as a place to provide additional input.

Reiterate what will happen to input.

Success Idea Submission Form

[View](#)

[Edit](#)

[Webform](#)

[Results](#)

[Revisions](#)

Enhancing undergraduate student success requires myriad solutions and ideas, large and small, to ensure that each individual student has the best opportunities to realize their degree objectives.

Below, please enter a brief description of your proposed idea, as well as your best guesses as to its potential impact and ease of implementation.

Thank you for submitting your ideas for discussion by the [USS Team!](#)

Your Name: *

Affiliation: *

- Faculty
- Staff
- Graduate student
- Undergraduate student

Idea Name: *

At most 150 characters

Idea Description: *

Please enter a brief description of the idea.

Idea Domain: *

- Monitoring and Intervention
- Orientation
- Social Integration/Learning Communities/Co-Curricular
- Advising and Academic Support

- Financial Aid
- Course Access
- Majors/Requirements/Transfers/Credits
- Retention Program Oversight
- Data Collection
- Recognition of Student Performance
- Electronic Resources and Systems
- Drug, Alcohol, and Mental Health Services
- Educational Equity
- Preparation
- Other

Please enter the category or categories this idea best fits.

IMPLEMENTATION

Buy In: *

- Low
- Medium
- High

What level of campus buy in will be needed to pursue this idea?

Senate Involvement: *

- Low (Consultation)
- Medium (Policy approval or change)
- High (Regulation or bylaw change)

Time to Implement: *

- 0-12 months
- 13-24 months
- 24 or more months

Cost: *

- Low (one-time investment up to \$50,000)

- Medium (one-time up to \$250,000 or permanent up to \$50,000)
- High (one-time over \$250,000 or permanent over \$50,000)

Type: *

- Retention or Persistence (helping students continue their studies)
- Time to Degree or Throughput (helping students earn their degree more quickly)
- Both Persistence and Time to Degree

What aspects of student success will be affected? Check one or both.

Estimated Impact: *

- Modest (up to 500 students per year)
- Medium (up to 2000 students per year)
- High (more than 2000 students per year)

Resources:

Resources that the Success Team should review or contact when considering the idea.

Save Draft

Submit

Division of Undergraduate Education — Enhancing Community and Scholarship

What are UCSC's retention and graduation rates?

Detailed retention and graduation tables for freshmen entrants are posted at: [http://planning.ucsc.edu/irps/Enrollmt/retain/2011_12/Frosh\(2011-12Tables\).pdf](http://planning.ucsc.edu/irps/Enrollmt/retain/2011_12/Frosh(2011-12Tables).pdf) and for transfers at: [http://planning.ucsc.edu/irps/Enrollmt/retain/2011_12/Transfer\(2011-12Tables\).pdf](http://planning.ucsc.edu/irps/Enrollmt/retain/2011_12/Transfer(2011-12Tables).pdf)

- UC Santa Cruz's six-year freshmen graduation rate has been gradually and steadily improving over the past decade, reaching a campus high of 73.6 percent for the 2004 cohort, with a slight decline to 73 percent for the 2005 cohort.
- Prior to the 2010 entering class, the one-year retention rate had been relatively stable at 89%, with less than one-half a percentage point variation among entering freshmen cohorts since 2003. (The exception was the 2007 cohort, with a rate of 88%).
- The most recent one-year retention rate for the 2010 cohort is up by two percentage points, from 89% to 91% (with rounding). Preliminary data for the 2011 entering freshmen suggests we will hit 91% again.
- Historically, a specific cohort's six-year graduation rate closely corresponds with its one year retention rate.
- Given the observed relationship between one-year retention rates and six-year graduation rates an increase in the six-year graduation rate is unlikely without specific interventions or changes in campus practices until the 2010 cohort has had six years in which to graduate, by the end of (summer) 2015-16 .However,
- Even the increases in six year graduation rates associated with the recent improvements in one-year retention will be more modest than the articulated campus goals without some additional improvement in the current trends.
- (A proposed set of campus goals is posted at <http://planning.ucsc.edu/irps/retention/Docs/GoalsRationale.pdf>, although these have not been formally approved.)
- At between 81 percent and 83 percent in recent years, the four-year graduation rate for transfer students already exceeds the current six-year rate for freshmen and the proposed six-year freshmen target.
- The two-year transfer graduation rate (equivalent to the freshmen four-year rate) is much lower at 47%.
- There have been no specific goals for transfer students articulated to this point, there is very little comparative data on transfer students, and almost no analysis of those rates. (Most of what we know is based on entering freshmen.)

How do UCSC's retention and graduation rates compare?

- Of the eight UC undergraduate campuses excluding Merced, only Riverside has a six-year graduation rate lower than Santa Cruz's.

- For any given cohort, UCSC's overall 6-year graduation rates are below the average of the rates for UC campuses;
- While there is some year-to-year variability, there has been a general trend of gradual improvement in the 6-year graduation rates over the past 15 years both at UCSC and in the UC campus average. However,
- The rate of improvement in the 4-year graduation rate has been steeper for the UC average than for UCSC, indicating that Santa Cruz has not achieved the same improved time-to-degree as have other campuses.
- Another way to state this last observation is to note that spread between 4- and 6-year UC rates has narrowed over time, while that spread has remained relatively constant at Santa Cruz.
- Our freshmen retention and graduation rates are also below the mean for all institutions classified by Carnegie as very high research, a group to which we belong, and all AAUs without medical schools, an aspirational peer group.
- At least some of these disparities can be explained by differences in institutional selectivity and in academic preparation and demographic composition of the student body.
- Using a statistical model based on national data to take those differences into account, UC Cruz's actual six-year graduation rates exceed regression based predicted graduation rates based on demographics and preparation levels of the students we enroll. In other words, our graduation rates are somewhat better than the rates of other four year institutions that enroll similar students to ours.

What is the variability in retention and graduation rates among demographic and other groups of UCSC students?

- At UCSC retention rates in the first two years are remarkably similar across subpopulations.
- Overall retention rates of underrepresented students of color in the first two years are similar to the campus average, and gender gaps in early retention rates are fairly small.
- Similarly, neither of the two measures of academic preparation, HSGPA and SAT, obviously distinguish UC Santa Cruz students in terms of one- and two-year retention rates.
- Retention rates across student sub-populations diverge after the third year through eventual graduation.
- Underrepresented students of color, and to a lesser extent men, are retained at the upper division and graduate at lower rates than White and Asian students, and women respectively.
- Students who enter UC Santa Cruz in the lower quintiles of HSGPA and SAT scores also graduate at lower rates than students from the upper quintiles.
- Graduation rate gaps by race/ethnicity and by gender at UCSC have been narrowing, and the race/ethnicity gaps tend to be smaller at UC Santa Cruz than at most other UC campuses.

- Underrepresented students of color also graduate at higher than predicted rates at UC Santa Cruz. In recent years, African American and Latino/a students have on average exceeded expected graduation rates by ten percent or more, indicating much smaller race/ethnicity gaps at UC Santa Cruz than is the national norm.
- Similarly, students who were in the bottom two quintiles of UCSC entry cohorts on High School GPA and SAT scores graduated by as much as ten percent above predicted rates.
- Students in the top quintiles of those two academic preparation indicators, despite graduating at higher absolute rates, graduated at about four percent below predicted rates, which means UCSC graduates a smaller percentage of its most highly prepared students than is the national norm.

When do students leave UCSC?

- In recent years UC Santa Cruz has lost nearly 11 percent of entering freshmen before the start of the second year. For the most recent two cohorts that percent has gone down slightly to 9 to 10 percent.
- UC Santa Cruz's average first year attrition is higher than it is at particular selective comparison institutions, including most other UC campuses, but only by one to two percentage points.
- Many institutions experience their biggest attrition between the first and second year. This is not surprising given that a certain amount of attrition is related to adjustment to college, fit with, commitment to, and investment in a particular institution, and academic preparation for college level.
- UC Santa Cruz's second to third year attrition tends to be nearly as large as the first to second year. In recent years it has represented an additional 8 to 10 percent of the initial cohort.
- UCSC loses an additional six or seven percent after the third year, the point at which both students and the institution have made a considerable investment.

Why do students leave UCSC?

- There are many possible reasons that students leave UC Santa Cruz (or any other institution) without earning a degree, either as a drop-out, stop-out, or to transfer, and those reasons are probably different at different points in students careers.
- Periodically the individual UC Santa Cruz colleges have conducted exit surveys of students who withdraw in order to ascertain their reasons for leaving. These efforts, however, have been inconsistent across colleges and years, and tend to miss students who are either leaving later in their

academic career or who simply fail to return after the summer as opposed to withdrawing mid-year.

- Results that have been analyzed suggest a variety of reasons, ranging from personal to financial to academic to fit.
- Analysis of student records from Kresge and Porter suggest a predominance of mental health and substance abuse issues.
- A more systematic collection of data about why students leave is currently being planned

What are the factors associated with attrition?

- Across students' careers, low academic performance is consistently one of the best predictors of attrition.
- Students whose cumulative GPA is below 2.5 are more likely to leave UC Santa Cruz across their academic careers.
- Poor academic performance could be related to a number of factors, from inadequate preparation, to financial problems, to not finding a good fitting and appropriate major, to personal, family, mental health or substance abuse issues.
- Lower overall satisfaction and sense of belonging is a consistent and important contributor to students leaving after the first or second year.
- After year three, retention is not associated with overall satisfaction and sense of belonging, unlike earlier retention points. Persisting at UC Santa Cruz after the third year appears to be less related to students' fit with the campus, and more related to other factors.
- Early retention rates are fairly equal across race/ethnicity categories, and Under represented students in some cases are more likely to be retained than other students. When other factors that influence retention are taken into account, and when there are significant average differences between students based on race/ethnicity, students of color are usually more likely to be retained than White students. That includes being less deterred by earning a lower GPA and being even more likely than White students to benefit from perceiving academic gains.
- In terms of ultimate graduation rates, there are gaps by race/ethnicity. They are smaller than on many other campuses, and they are better than statistical modeling would lead us to expect. Nevertheless they are persistent.
- First generation college students are more likely to be retained at the lower division than non-first generation college students when you take into account their academic performance, or even their levels of satisfaction.
- However, being a first generation college student also places students at risk for not "making it across the finish line."

- In recent years there has been considerable concern on campus that a disproportionate number of the “best students”—those who were high achievers in high school (as indicated by high school GPA and/or SAT scores) or at UC Santa Cruz (as indicated by cumulative GPA at UC Santa Cruz)—leave UC Santa Cruz without graduating. Although there is a very small increased likelihood of students with the highest GPAs leaving UC Santa Cruz after the first year, it is small both in terms of percentages and overall numbers, and the difference is not statistically significant when other factors are taken into account.
- That pattern does not consistently persist past the second year. In fact by the fourth year having a higher GPA is associated with a considerably greater likelihood of graduating.
- At the upper division perceiving higher levels of gains across a broad variety of domains (including critical thinking, cultural appreciation, communication, computer and research skills), as well as experiencing the curriculum as more analytically challenging is associated with greater persistence. This relationship is more pronounced among some students of color.
- Students with the highest SAT scores were less likely to perceive that they had made large gains or that the curriculum was analytically challenging.
- Although they represent a small proportion of entry cohorts, there is a small number of students who persist at UCSC until their fourth year and still fail to graduate within six years. These are students who are unable to overcome a final barrier or obstacle.
- The lower the students' GPA, the less likely they are to “cross the finish line.”
- It is also the case that after taking into account the impact of UC Santa Cruz GPA, being a first generation college student or having an SAT score in the highest quintile poses a statistical risk to clearing the final hurdle.

What are the implications of what we know about attrition?

- Any retention initiatives undertaken on campus should have as one of its main objectives to reduce the number of students who are in academic difficulty and to increase overall performance of students near the bottom.
- An important strategy could be early identification and triage of students in academic difficulty very early in their careers. Developing a consistent methodology for determining which students are doing poorly academically, indicated by either inadequate units or poor grades during their first year, could at least provide an opportunity for intervention before academic failure accumulates.
- Developing a mechanism for early identification of students who are dissatisfied or feel they don't fit (as opposed to those who are in academic

difficulty) may be possible, but would likely be difficult. It is of course the case that there will always be some students who are not a good fit with the institution.

- The lack of gaps in early retention suggests that climate is not interfering with retention. (Certainly students of color may experience a more hostile or less supportive climate, but it is not related to attrition early in their careers.) It may also suggest that various support services are effective at UCSC.
- Because being a student of color is not in and of itself related to lower retention or graduation, the lower overall graduation rates of some underrepresented students of color suggest that other factors, probably academic performance, are contributing. This is more reason to address issues related to academic performance early on.
- The association between being first generation and being more likely to be retained in the lower division means that these are students we could and should be graduating at least campus average rates. The fact that graduation rates are lower could be related to issues of cultural capital, financial issues, or others. There may be an opportunity for specific targeted interventions with this population
- Because making greater gains on a variety of skills and taking analytically rigorous coursework is indicative of a greater likelihood to persist, creating more opportunities for students to be challenged, including honors programs or opportunities to be involved more directly with faculty members' scholarly activities may benefit our retention rates, especially among our highest achieving and most highly prepared students.

Do students who do not graduate go on to complete degrees elsewhere?

- In recent years about seven to eight percent of freshmen entry cohorts graduated within six years from a four year institution other than UC Santa Cruz.
- More than half of those graduated from another UC.
- That means 20% or more of entering cohorts do not earn 4 year degrees within six years of starting their undergraduate careers, although some certainly will earn degrees over a longer time span.

USS Team Worksheet

(revised 1/16/13)

	Adjustment	Code	Exists (y/n)	Modify (y/n)	Cost (1-3) (3=highest)	Impact (1-3) (3=highest)	Priority (1-3) (3=highest)	Time to Implement (months)	Buy-In (1-3) (3=highest)	Senate Action Required (1-3) (3=highest)	Retention, Throughput or Both	Further info required (y/n)	Source
1	Screen incoming students for indicators linked to attrition (create an attrition risk profile for each student). Require at-risk students to join an academic support program.	1											UT
2	Monitor first semester grades and intervene if necessary.	1											UT
3	Institute an academic "warning" category to supplement the current table of scholastic standards (i.e., probation and dismissal rules).	1											UT
4	Create a universal bar to prevent targeted students from registering for an upcoming semester before they have met with an advisor.	1											UT
5	Change academic dismissal policies to reflect new goals.	1											UT
6	Enforce scholastic dismissal policies.	1											UT
7	Provide dismissed students with a route to degree completion.	1											UT
8	Create a summer admission cohort for students to take core requirements and become acquainted with UCSC prior to start of 1 st fall semester. Target at-risk students for these programs.	1											UT
9	Offer mental health, academic, and legal support during breaks.	1											UEWT
33	Use admissions data (academic prep/other) to determine types of services or contacts students might need. Reach out early to connect students to existing offices, programs, or resources.	1											Academic Impressions Conference (5/21/12) [AIC 2012]
11	Provide potential lists of students to offices on campus for outreach. Have staff invite students in.	1											AIC 2012
12	Coordinate 1 st quarter early outreach to frosh by trained staff based on potential risk factors evident from student profile.	1											AIC 2012

USS Team Worksheet

(revised 1/16/13)

13	Keep institutional contact with students who withdraw and are intending to come back. Readmit calls to students who are not enrolled for next quarter.	1											AIC 2012
14	Contact students who have almost completed their degree requirements but have stopped out and assist them to develop a completion plan.	1											AIC 2012
15	Contact non-returning students and solicit feedback on their experience.	1											AIC 2012
16	Track persistence and progression of students who matriculate.	1											AIC 2012
17	Modify the minimum progress standards to catch potential problems early.	1											CEP 2006
18	Have faculty members, advisors, student affairs professionals communicate clearly and consistently on the quality of the student's performance especially in the 1st semester. Monitor class attendance, drop and add info, and early and midterm grades. (Feedback can be provided as early as within the first 2 weeks.)	1											NPEC 2006
19	Concentrate early intervention resources on students with the most risk factors.	1											NPEC 2006
20	Offer developmental education courses to all at-risk students.	1											NPEC 2006