

# **President's Retreat 2020: “Getting Better by Deeply Understanding the Current State”**

**Provost Beth Boehm**

An illustration of the University of Louisville campus. In the foreground, a wide, light-colored path leads towards a large, red-brick building with a white portico and columns. To the left is a smaller red building with a white cupola. To the right is another red building with two towers. In the background, a blue city skyline is visible under a blue sky with white clouds. The University of Louisville logo is centered at the bottom of the path.

**UNIVERSITY OF  
LOUISVILLE<sup>®</sup>**

Office of Institutional Research and Planning: Goldstein, Fry, Horn, Ruffin, Young, January 2020

# Definitions

# Retention and Persistence

- First year retention rates are calculated using the Graduation Rate Survey (GRS) cohort (first-time, full-time, baccalaureate degree seeking students). Part-time and transfer students are excluded from the cohort.
- Retention rates are calculated from fall semester to fall semester; enrollments in spring and summer semesters are not considered.
- Data displayed by unit represent the student's **unit of initial enrollment**.
- Persistence is defined as continued enrollment (year to year retention) and **includes degree completion**.

# Graduation

- 6-year graduation rates are calculated using the Graduation Rate Survey (GRS) cohort (first-time, full-time, baccalaureate degree-seeking students).
  - Part-time students and transfer students are excluded from the cohort.
  - Valid exclusions defined by the US Department of Education (military service, missionary service, death) are reflected in the 6-year graduation rate only.
- 6-year graduation rates are calculated once a year and include the trailing summer.

# Progression

Progression definitions are based on the CPE Performance Metrics as follows:

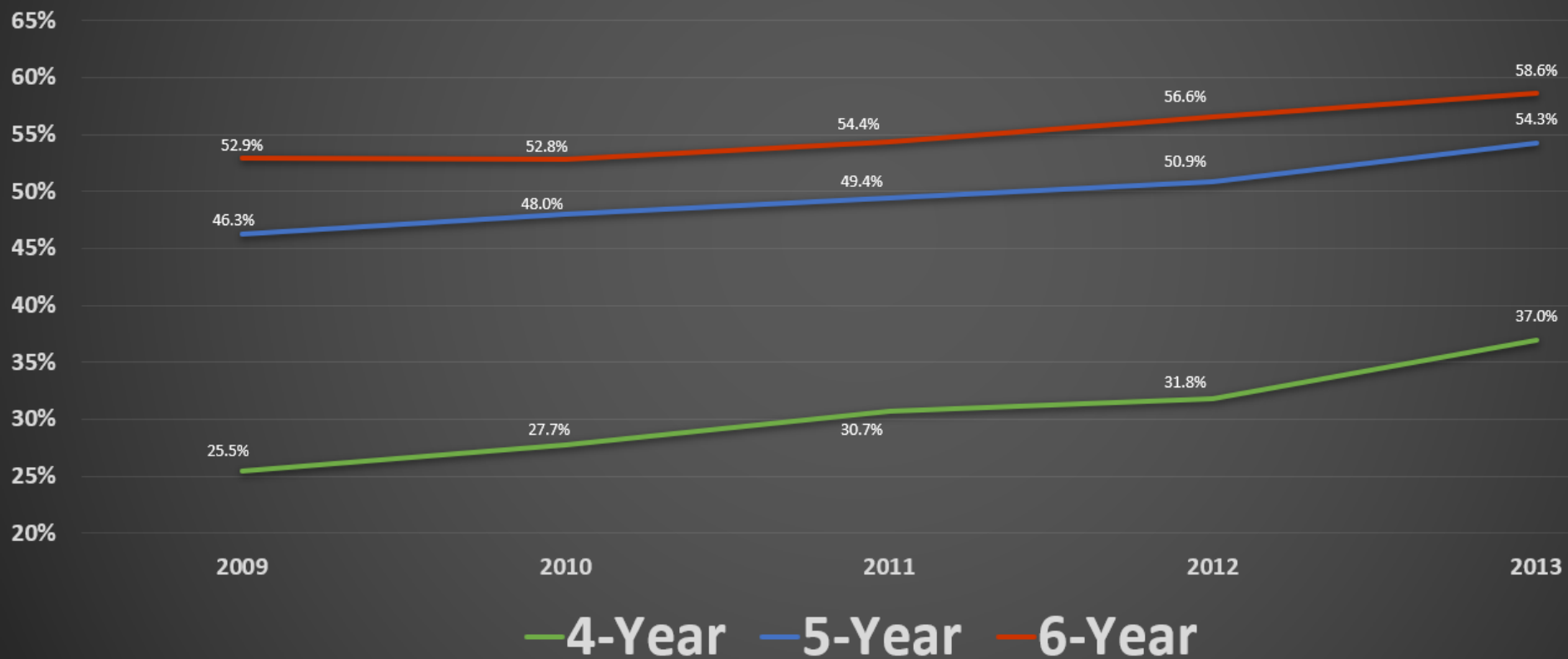
- Student Progression (30 Hours): The number of full- and part-time undergraduate students reaching or surpassing 30 cumulative earned credit hours in a given academic year as defined by student classification.
- Student Progression (60 Hours): The number of full- and part-time undergraduate students reaching or surpassing 60 cumulative earned credit hours in a given academic year as defined by student classification.
- Student Progression (90 Hours): The number of full- and part-time undergraduate students reaching or surpassing 90 cumulative earned credit hours in a given academic year as defined by student classification.

# How are we performing overall?



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# 2009 – 2013 Cohort 4,5,6-Year Graduation Rates (GRS)



# **How are we performing by strategic priority populations?**





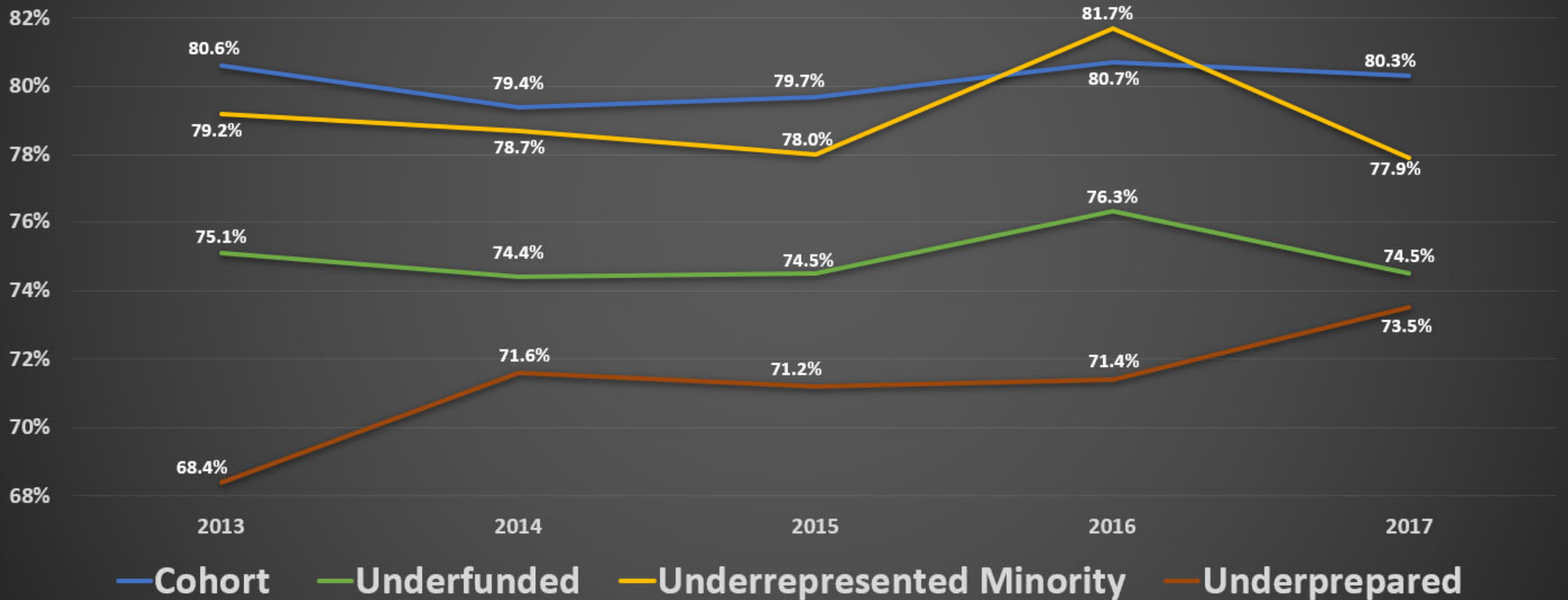
# Strategic Priority Populations

Priority populations are defined by the Kentucky Council on Postsecondary Education (CPE) as follows:

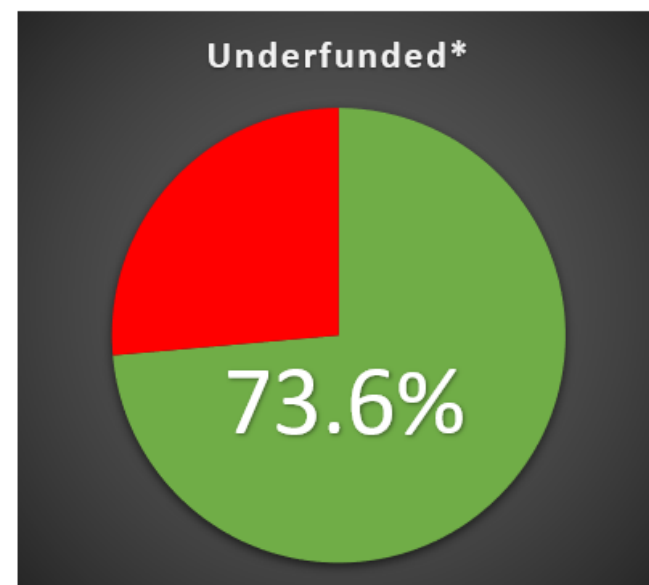
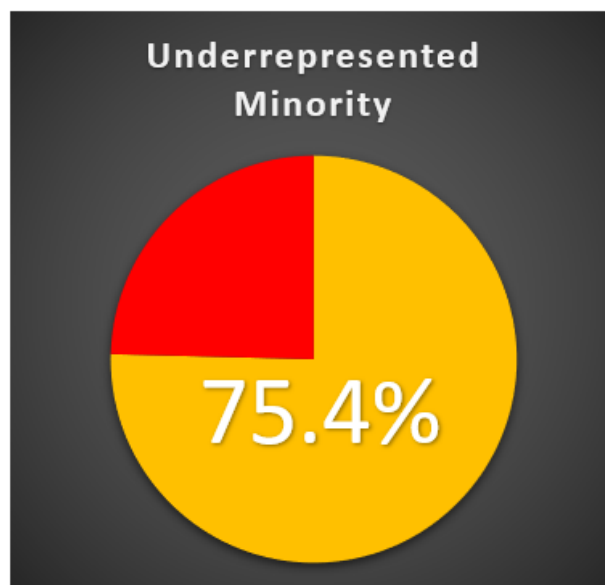
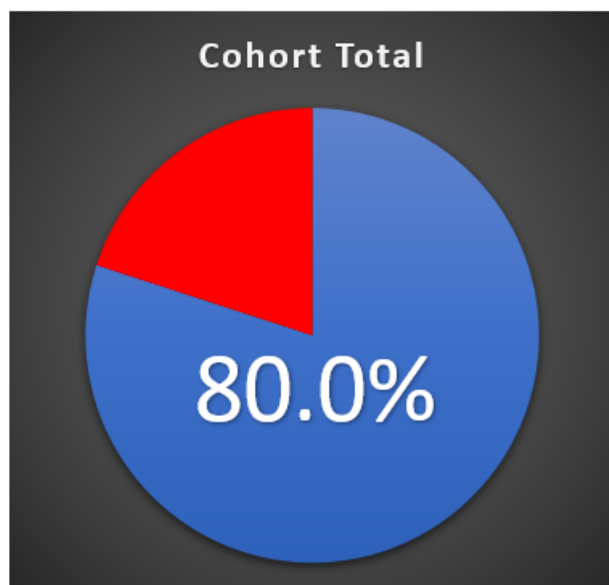
- **Underfunded:** Pell grant recipient during year of entry.
- **Underrepresented Minority:** Students who self-identify as Black, American Indian or Alaskan Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and two or more races.
- **Underprepared:** Students who are not college-ready in one or more of the following subjects: writing, reading, and mathematics.

**These priority populations are not mutually exclusive (see Venn diagram later in presentation).**

# 2013 - 2017 First Year Retention Rates By Priority Population

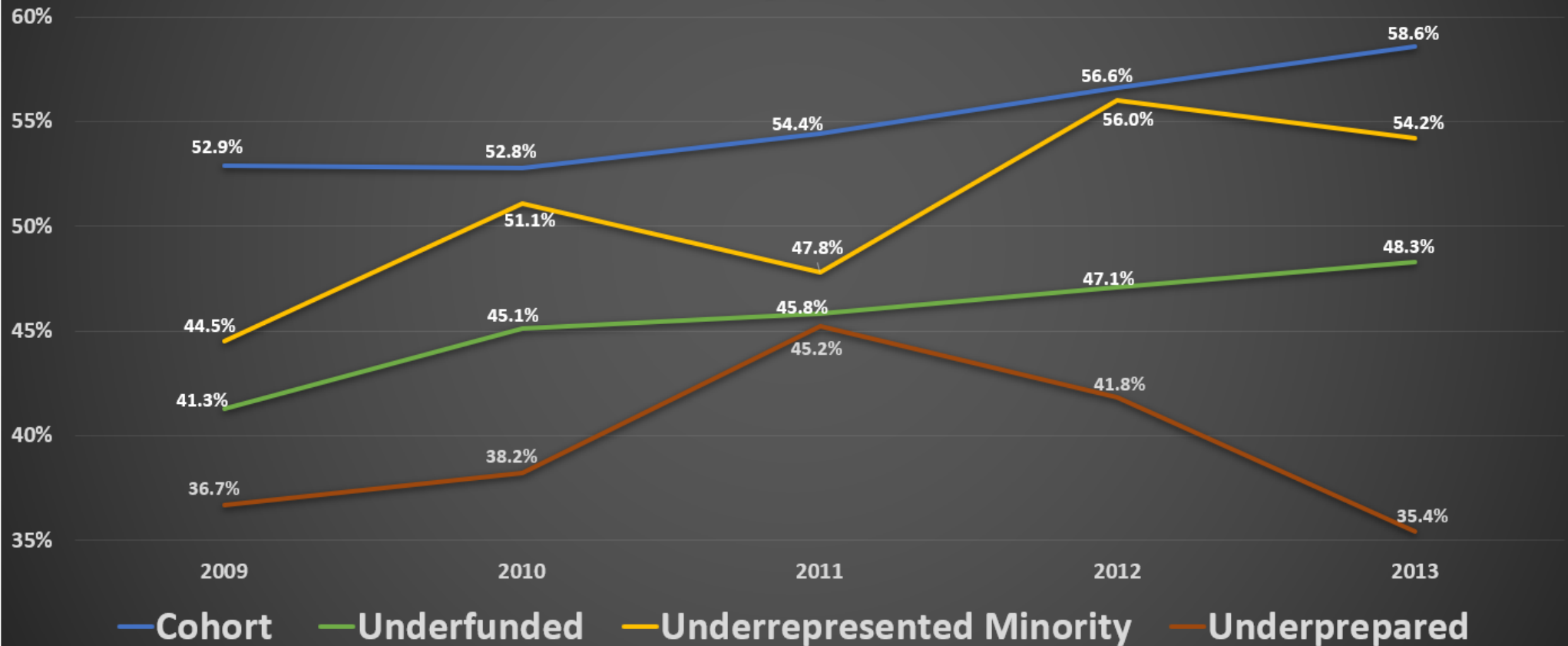


# 2018 First Year Retention Rates By Priority Population\*



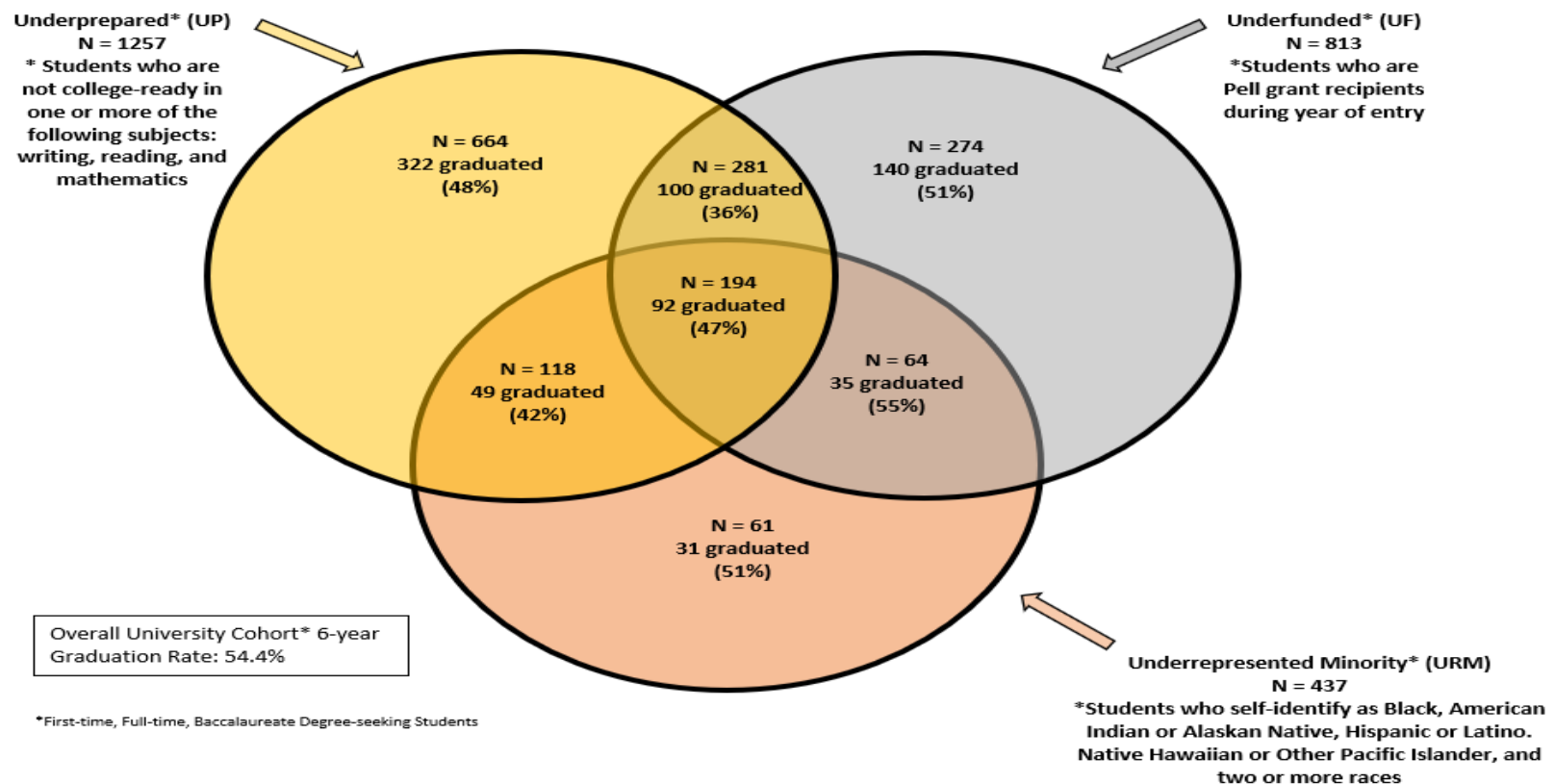
*\*Note: Data for Underprepared population are under reconciliation with CPE and are not available.  
Data for Underfunded population are preliminary pending reconciliation with CPE.*

# 2009 - 2013 6-Year Graduation Rates (GRS) By Priority Population



# Fall 2011 Cohort 6-Year Graduation Rate By Priority Population

2011 Entering Cohort\* - 2017 Graduation Year



# How are we performing by Unit?



# 2014 – 2017 First Year Retention Rates By Unit

	2014	2015	2016	2017	2018
<b>University-wide</b>	79.4%	79.7%	80.7%	80.3%	80.1%
<b>A&amp;S</b>	76.3%	77.1%	78.3%	78.1%	77.5%
<b>COB</b>	80.9%	83.0%	87.0%	88.6%	81.3%
<b>CEHD</b>	80.2%	79.5%	81.9%	73.5%	79.1%
<b>Speed</b>	88.5%	84.3%	85.1%	84.5%	85.1%
<b>Kent</b>	68.8%	86.7%	69.2%	70.0%	81.3%
<b>Music</b>	84.1%	81.9%	87.7%	88.2%	86.2%
<b>Nursing</b>	76.0%	78.4%	77.6%	73.5%	81.8%
<b>SPHIS</b>	N/A	81.3%	85.7%	100.0%	80.0%

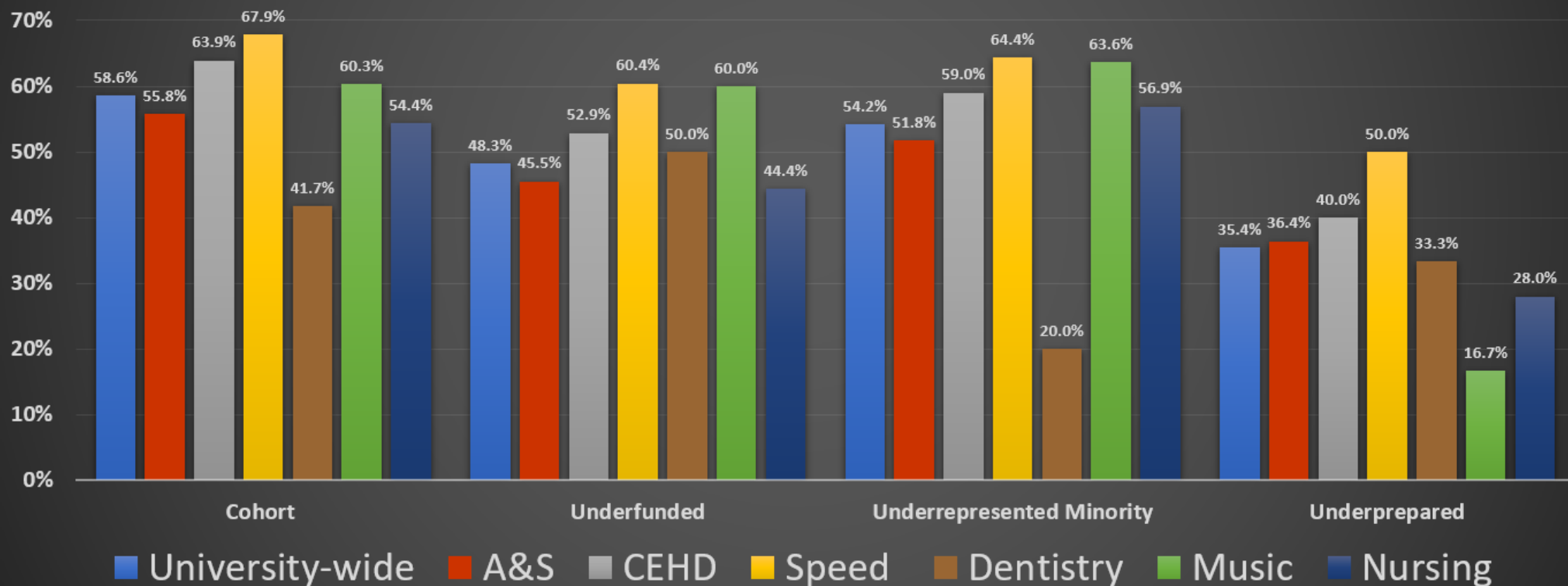
# 2009 – 2013 6-Year Graduation Rates (GRS) By Unit

	2009	2010	2011	2012	2013
<b>University-wide</b>	52.9%	52.8%	54.4%	56.6%	58.6%
<b>A&amp;S</b>	50.4%	48.7%	51.0%	52.4%	55.8%
<b>COB</b>	52.8%	58.8%	58.7%	66.7%	N/A
<b>CEHD</b>	55.8%	54.4%	55.2%	60.4%	63.9%
<b>Speed</b>	62.2%	69.0%	64.6%	64.5%	67.9%
<b>Dentistry</b>	50.0%	48.5%	71.9%	51.8%	41.7%
<b>Music</b>	58.7%	60.4%	56.9%	56.9%	60.3%
<b>Nursing</b>	47.5%	44.2%	50.3%	57.3%	54.4%

*\*Note: College of Business, Kent, and SPHIS did not admit undergraduate cohorts during these years.*



# Fall 2013 Cohort Priority Population 6-Year Graduation Rates (2019) By Unit



*\*Note: College of Business, Kent, and SPHIS did not admit an undergraduate cohort in Fall 2013.*

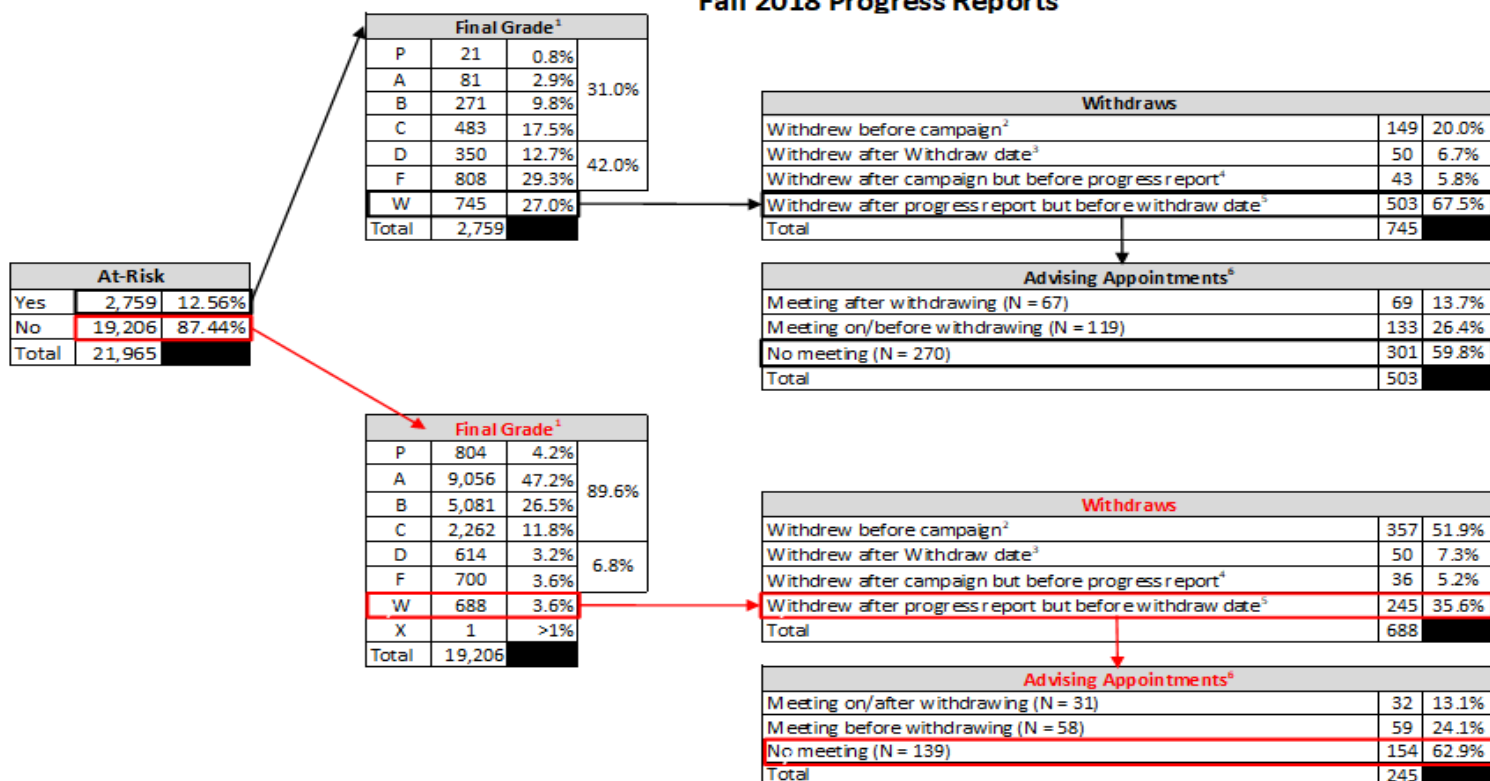
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# **What retention initiatives have worked?**

**Associate Provost Beth Willey**

# Undergraduate Progress Reports

## Fall 2018 Progress Reports



### Notes:

1. Final grades were extracted on July 24, 2019.
2. 'Withdrawn before campaign' represents the students that withdrew from their course on or before September 28, 2018.
3. 'Withdrawn after withdraw date' represents the students that withdrew from their course after October 19, 2018.
4. 'Withdrawn after campaign but before progress report' represents the students that withdrew after September 28, 2018 but before a progress report was completed on them.
5. 'Withdrawn after progress report but before withdraw date' represents the students that withdrew after receiving their progress report, but before October 19, 2018.
6. Advising appointment represents any student who had an advising appointment between September 29, 2018 and October 29, 2018.
7. The N values associated with advising appointments represent the unique number of students that had advising appointments.

## Fall 2018 Progress Reports

Most At-Risk Students/Courses				Final Grade			
Course	AR <sup>1</sup>	PR <sup>2</sup>	TS <sup>3</sup>	%AR <sup>4</sup>	A	B	C
MATH-111	163	620	726	26.3%	4	48	131
ECON-201	133	510	536	26.1%	5.2%	14.1%	13.1%
CHEM-202	109	209	222	52.2%	35.2%	48.3%	
MATH-205	74	237	324	31.2%	32.1%	32.1%	
MATH-105	71	275	278	25.8%			
MATH-190	68	184	185	37.0%			
ENGL-101	61	833	1,573	7.3%			
MATH-180	61	190	277	32.1%			
ANTH-202	59	170	261	34.7%			
ENGR-101	45	382	395	11.8%			
ENGL-102	45	525	804	8.6%			
ENGR-205	43	275	287	15.6%			
Total	932	4,410	5,868	15.9%			

At-Risk			
Yes	2,759	12.56%	
No	19,206	87.44%	
Total	21,965		

Non-At Risk Students/Courses				Final Grade			
Course	NAR <sup>5</sup>	PR <sup>2</sup>	TS <sup>3</sup>	%NAR <sup>6</sup>	A	B	C
MATH-111	457	620	726	73.7%	1,262	927	722
ECON-201	377	510	536	73.9%	26.7%	20.8%	11.5%
CHEM-202	100	209	222	47.8%	5.7%	5.8%	
MATH-205	163	237	324	68.8%	4.8%	4.8%	
MATH-105	204	275	278	74.2%			
MATH-190	116	184	185	63.0%			
ENGL-101	772	833	1,573	92.7%			
MATH-180	129	190	277	67.9%			
ANTH-202	111	170	261	65.3%			
ENGR-101	337	382	395	88.2%			
ENGL-102	480	525	804	91.4%			
ENGR-205	232	275	287	84.4%			
Total	3,478	4,410	5,868	59.3%			

Withdraws			
Withdraw after progress report but before withdraw date <sup>7</sup>	223	74.58%	

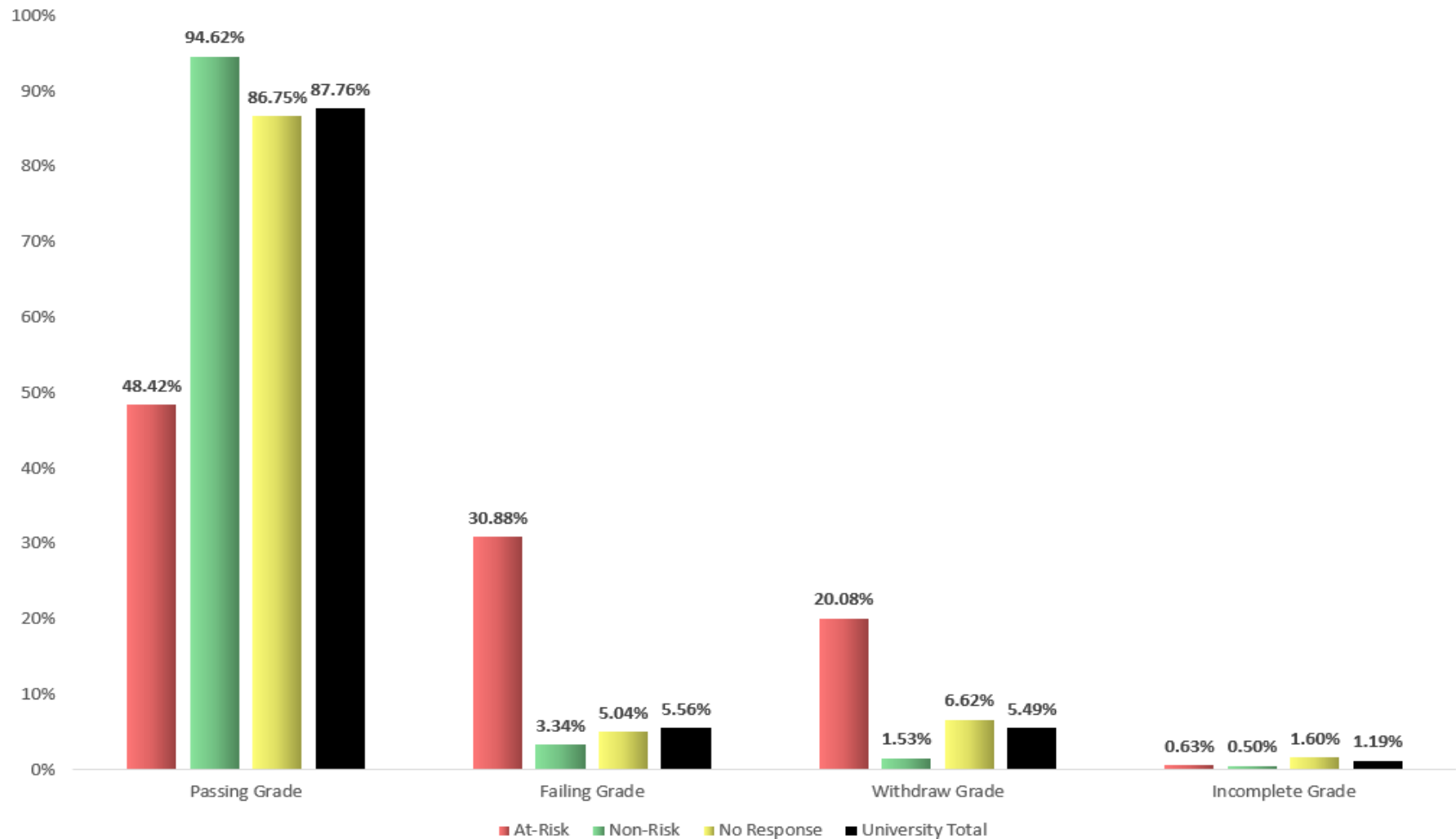
  

Withdraws			
Withdraw after progress report but before withdraw date <sup>7</sup>	54	32.14%	

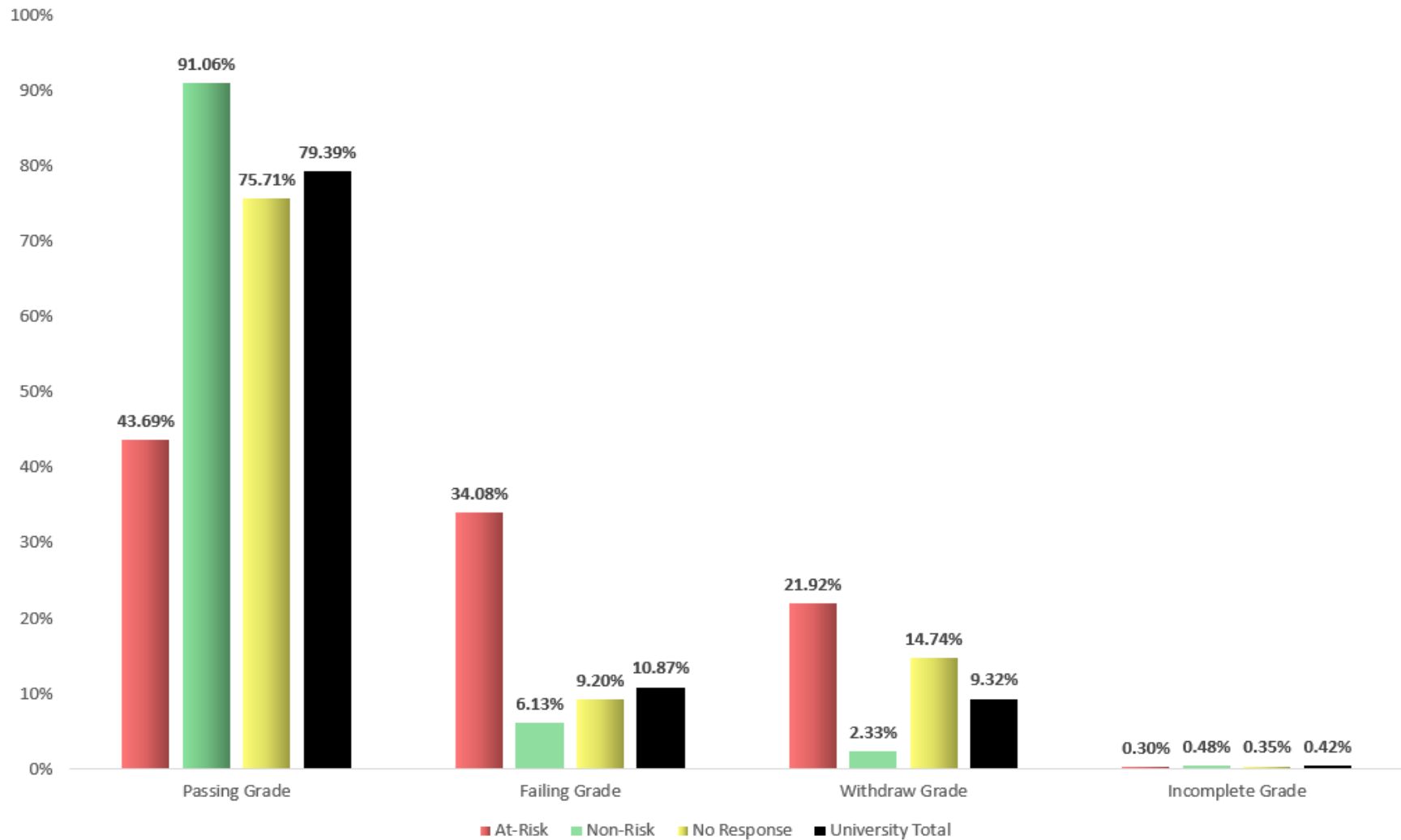
### Notes:

- 'AR' represents the number of students at-risk in the course.
- 'PR' represents the total number of students that received a progress report.
- 'TS' represents the total number of students across all sections in the course.
- '%AR' represents the percentage of identified at-risk students in the course.
- 'NAR' represents the number of students not at-risk in the course.
- '%NAR' represents the percentage of students not at-risk in the course.
- 'Withdraw after the progress report but before the Fall 2018 withdraw date' represents students that withdrew after receiving their progress reports but before October 19, 2018.
- The difference in the number of progress reports and total students is a reflection of instructors either not submitting them or submitting them after the withdraw date.

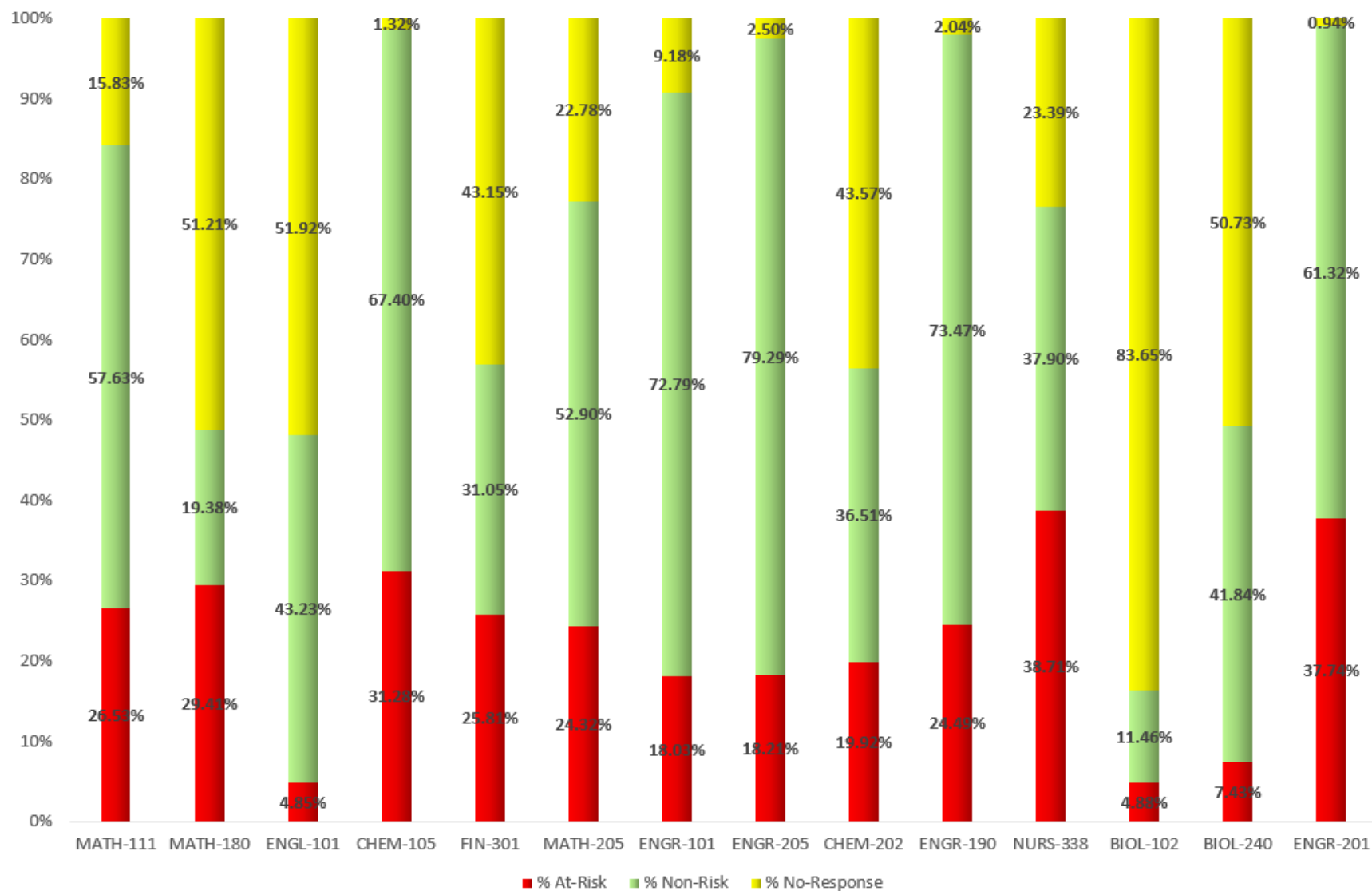
## Fall 2019 Percent of Passing, Failing, Withdraw, and Incomplete Grades by Student Risk Level for **All Undergraduate Courses**



## Fall 2019 Percent of Passing, Failing, Withdraw, and Incomplete Grades by Student Risk Level for **High DFW Courses**



Fall 2019 - Percentage of Student's Risk Level by most At-Risk Marked Course



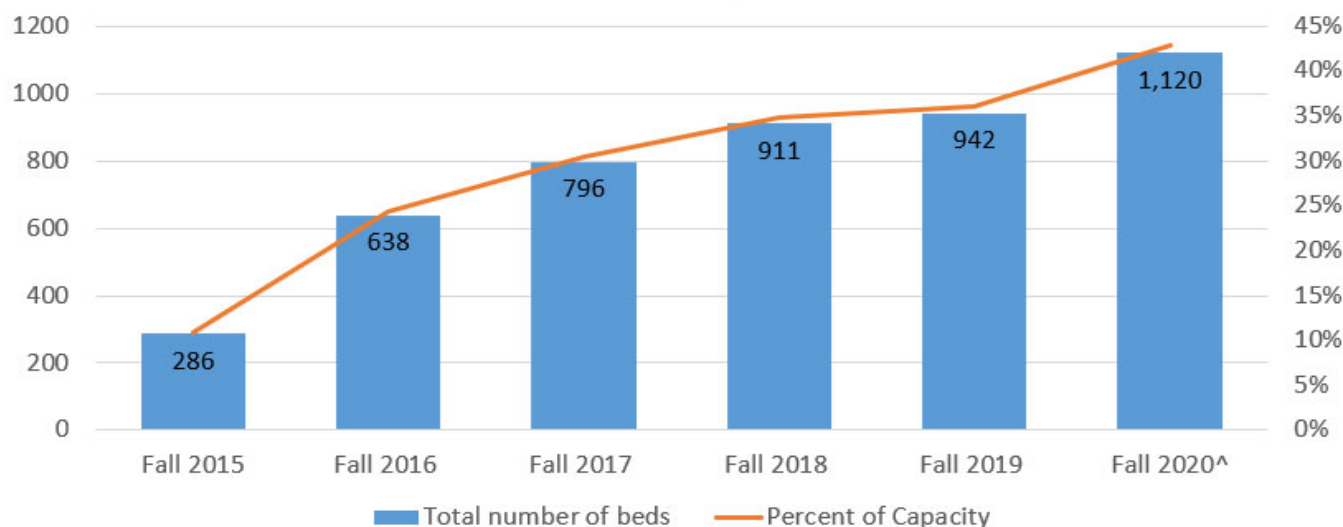
# **What retention initiatives have worked?**

**Reports from the Units**



# Living Learning Communities

Growth of LLCs/TCs by Academic Year



^Anticipated beds

Fall 2018 First-Time Student Residency	Persistence to Fall 2019*	GPA in Fall 2018*
LLC Residents	89.7% (681/759)	3.23 (n=759)
Non-LLC Residents	73.4% (1537/2094)	2.71 (n=2094)

\*Note: Regression models conducted to predict persistence (logistic) or GPA (linear) confirm that these increases are statistically significant while controlling for ACT score for First Time students

# TRIO/Student Support Services

The Federal Government sets the following objectives for TRIO/SSS Programs:

TRIO/SSS Students will:	Federal Minimum	<u>UofL</u> 2018-2019 Outcomes
Persist to the beginning of the next academic year	75%	90.97%
Stay in good academic standing*	80%	93.75%
Graduate in 6 years	55%	67.44%

\*good academic standing as defined by the institution

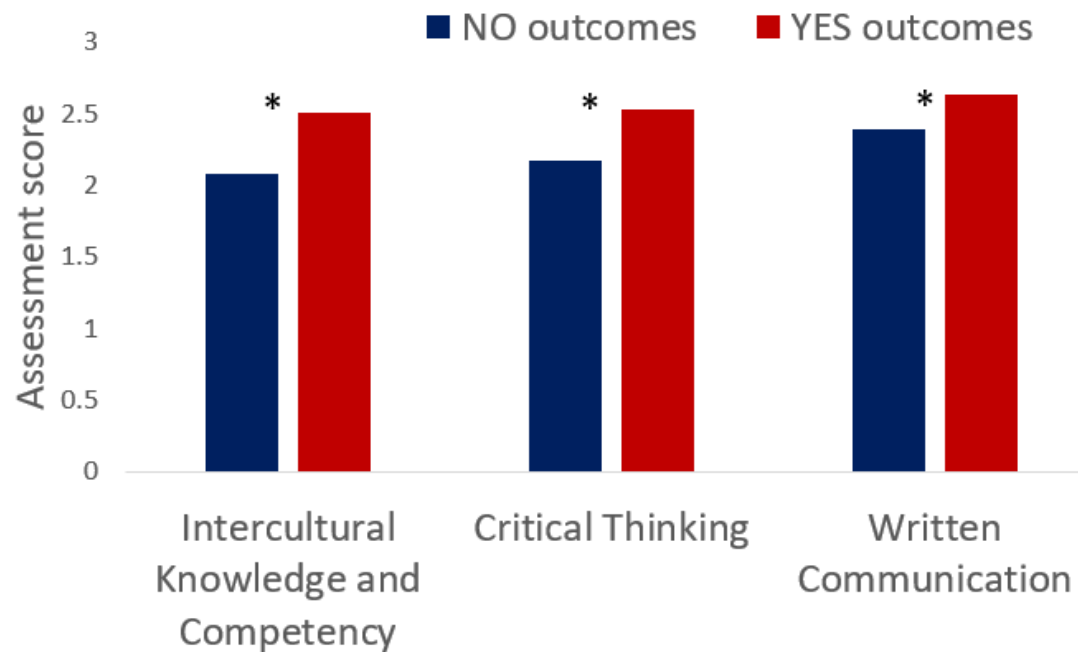
## The impact of TRIO at UofL:

Persistence <sup>#</sup>	Non-TRIO students	TRIO students
Low Income <sup>&amp;</sup>	29.82% (17,849/59,858)	66.16% (262/396)
First Generation <sup>&amp;</sup>	18.52% (6,725/36,316)	65.43% (159/243)

<sup>#</sup>includes all degree-seeking undergraduates from Fall 2010 to Fall 2019; Persistence = graduation + retention

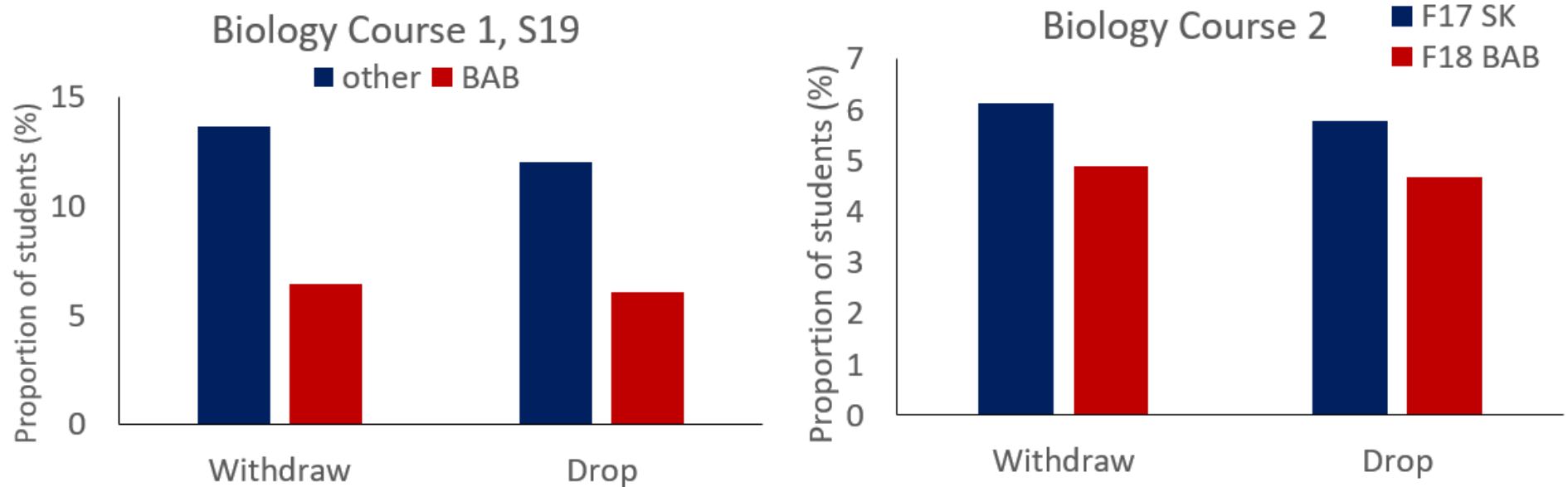
<sup>&</sup>If a student is both Low Income (Pell Eligible) and First Generation (self-report at time of application to the university) they will appear in both figures

Students in classes **with** CC outcomes listed on the syllabus perform better on assessments than students in classes without outcomes listed on the syllabus.



\* significant at  $P < 0.05$

# Biology Department reduces Withdraw-Drop rate in two large courses after moving to BAB



Teaching in the BAB results fewer withdraw-drops,  
and in increased retention from 1<sup>st</sup> to 2<sup>nd</sup> year

## Retention Funds

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### **REACH Collaboration – Should continue, funding uncertain, efficiencies needed.**

- Biostatistics doctoral student has 12-month GA position ends 6/30/2020
- Provides tutoring services for undergraduate statistics courses across campus which promotes degree progression (BIOL 350, MATH 109, PSYC 301 and PHST courses)
- Over 40 student visits during the fall semester.

### **Recruitment – Will continue to expand.**

- Hired a full-time recruiter in Nov. 2018, participated in over 60 recruitment events to date
- Created array of marketing materials—both curricular and what is public health
- Working with an agent in India and 2 companies to increase international web presence

### **Classroom Upgrades – Demonstrated commitment to learning environment.**

- Upgraded HP 101 and 105 which had not been done with the mid-1990's
- Painted, current technology and moveable furniture to allow for active learning
- Shows students we care about their learning environment

### **Non-funded Retention Efforts - Will continue to expand.**

- Majors and minors are required to be advised every semester
  - Faculty work with academic advisors in identifying students that have academic and non-academic issues for a wrap-around affect
  - Lending library for textbooks and instructional technology available for students in need
  - Lunch with advisors twice a semester – advisors provide a hot lunch (out of their own pocket) to students and get to know them outside of their advising appointments
-

# Retention Initiatives and Impact

- Welcome Week Signature Events

	2016 Cohort	2017 Cohort	2018 Cohort
Participants	85.70%	85.11%	82.86%
Non-Participants	75.46%	75.60%	75.85%

- Cards Connection

	2016 Cohort	2017 Cohort	2018 Cohort
Participants	80.12%	79.96%	80.48%
Non-Participants	66.67%	70.41%	77.90%

- Student Success Ambassadors Mentoring Program

	2016 Cohort	2017 Cohort	2018 Cohort
Participants	87.25%	86.42%	80.30%
Non-Participants	75.88%	74.97%	77.90%

- Reach Tutoring Services

Usage Level	N	% of Cohort	4-Year	5-Year	6-Year
6 or more hours	1,203	42.90%	39.50%	62.10%	66.70%
Less than 6 hours	822	29.30%	39.20%	53.90%	56.90%
None	780	27.80%	28.00%	37.80%	40.30%

# PNC Mentoring Program

- Created as an intervention to address the achievement gap for first generation students through one-to-one mentoring in their first semester of enrollment at UofL.
- 231 first generation students invited to be in the program, 78 participated. The 153 non-participants were the comparison group.
- 27 PNC employees served as mentors
- Students received a \$500 grant as an incentive to participate
- Six 30-minute Fall meetings
- Fall to Spring retention
  - Participants – 94.7%
  - Non-Participants – 85.06%

# PNC Mentoring Program Characteristics

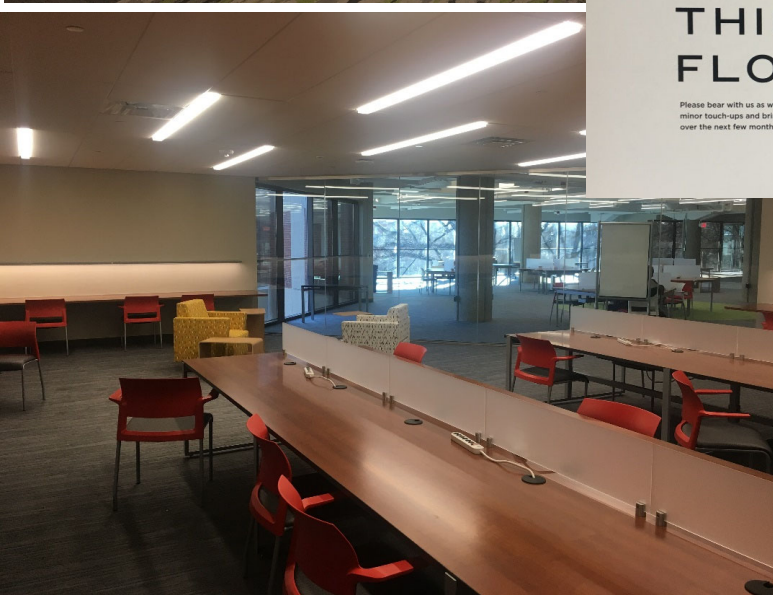
	Participants	Non-Participants
Mean High School GPA	3.78	3.68
Mean ACT	24.63	24.92
Mean Unmet Need	\$8,170.93	\$7,881.53

	Participants	Non-Participants
Asian	16.67%	7.14%
Black/African American	29.49%	18.18%
Hispanic/Latino	14.10%	14.29%
Two or More Races	6.41%	6.49%
White	33.33%	53.90%

	Participants	Non-Participants
KY Resident	88.46%	89.54%
IN Reciprocity	1.28%	2.61%
Non-Resident	10.26%	7.84%

	Participants	Non-Participants
Mean Fall 2019 UofL GPA	2.996	2.549
Mean Credit Hours Earned in Fall 2019	13.154	11.594





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# School of Nursing Recruitment and Retention funds 2018-19

**Academic Counselor**, for RN-BSN & Master's Entry into Professional Nursing (MEPN) programs.

## Enrollment Summary

- ▶ MEPN -Fall 2018= 52 and RN-BSN -Fall 2018= 20

## Some of the Recruitment Activities RN-BSN

- ▶ VA Hospital Employees Fair      Madisonville Community College Fair
  - ▶ JCTCS Medical Majors Fair      Nursing College and Career Fair in Lawrenceburg, KY
  - ▶ Ivy Tech Sellersburg Transfer Fair      Gateway Community College Academic/Career Fair
  - ▶ U of L Annual Health Careers Fair      Owensboro Hospital Employee Fair
- 
- ▶ U of L Hospital Partnership for Associate Degree Nurse employees to take RN-BSN Program
  - ▶ Kentucky Board of Nursing approved increased enrollment for the MEPN, allowing more admits (20 to 35 a year).

## Closing the Opportunity Gap: URM, Underprepared, Underfunded

- Cultural Center: Dedicated Site for URM students, RSOs, Diversity Programming
  - Porter Scholars (1984): Largest scholarship for African-American students
    - LLC
    - Leadership training
    - Dedicated Success Coaches
  - Black Male Initiative (2011)
    - LLC
    - Brothers United RSO
    - Service and leadership development opportunities
    - Dedicated Mentoring Program
- TRIO for Low Income and First Generation
  - Dedicated Support Specialists
  - Study skills development and academic success workshops
  - Professional mentoring
  - Financial assistance/Financial literacy program
- Adaptive Learning Courseware for Underprepared Students
  - Math: GEN 103/104 (APLU/Gates project)
  - Spring 2019 success rate 73.4% for white students, 73.3% for URM (pending verification)
  - Since 2016, 70% of students who completed GEN 103/104 passed their required math course