

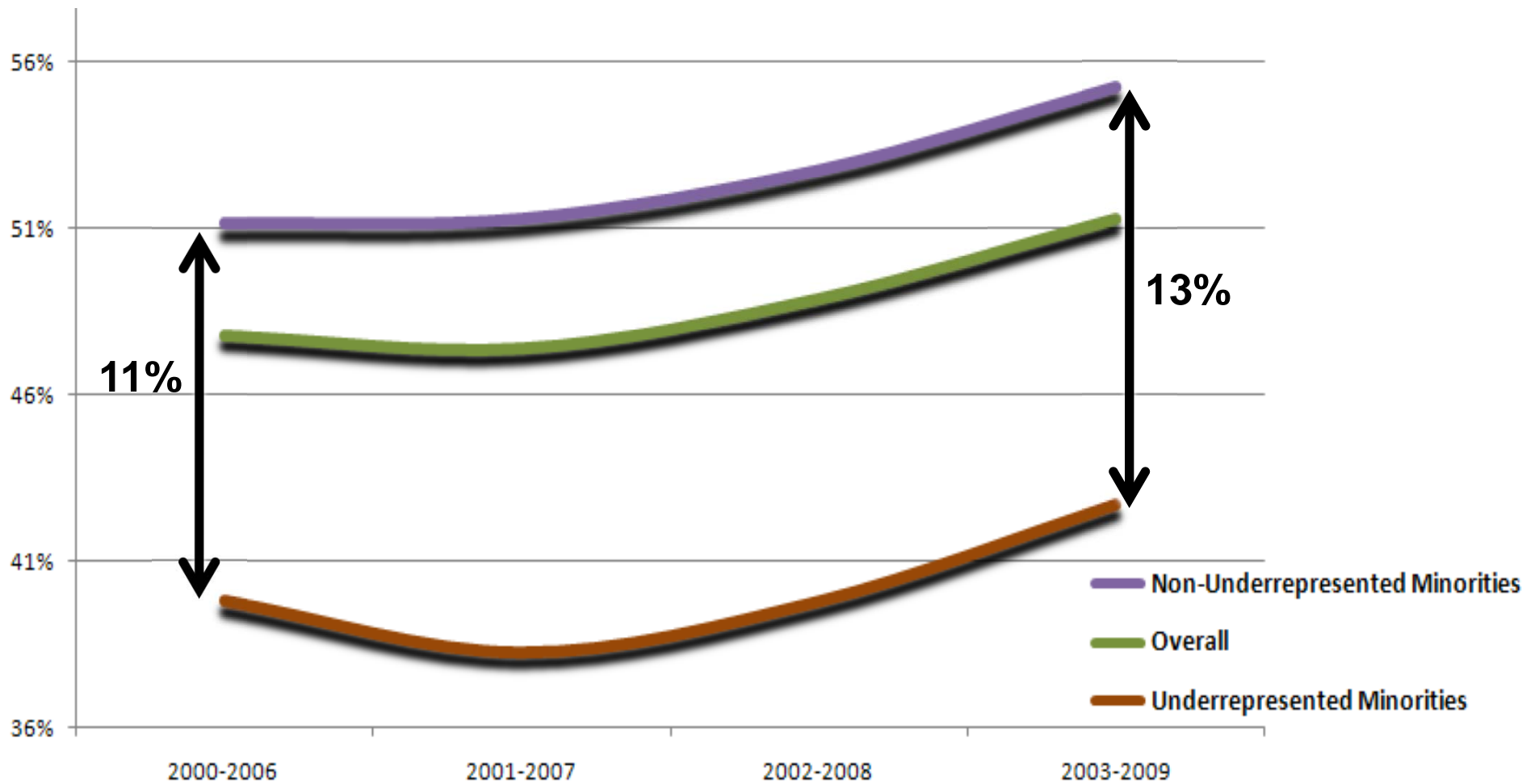


The CSU Graduation Initiative

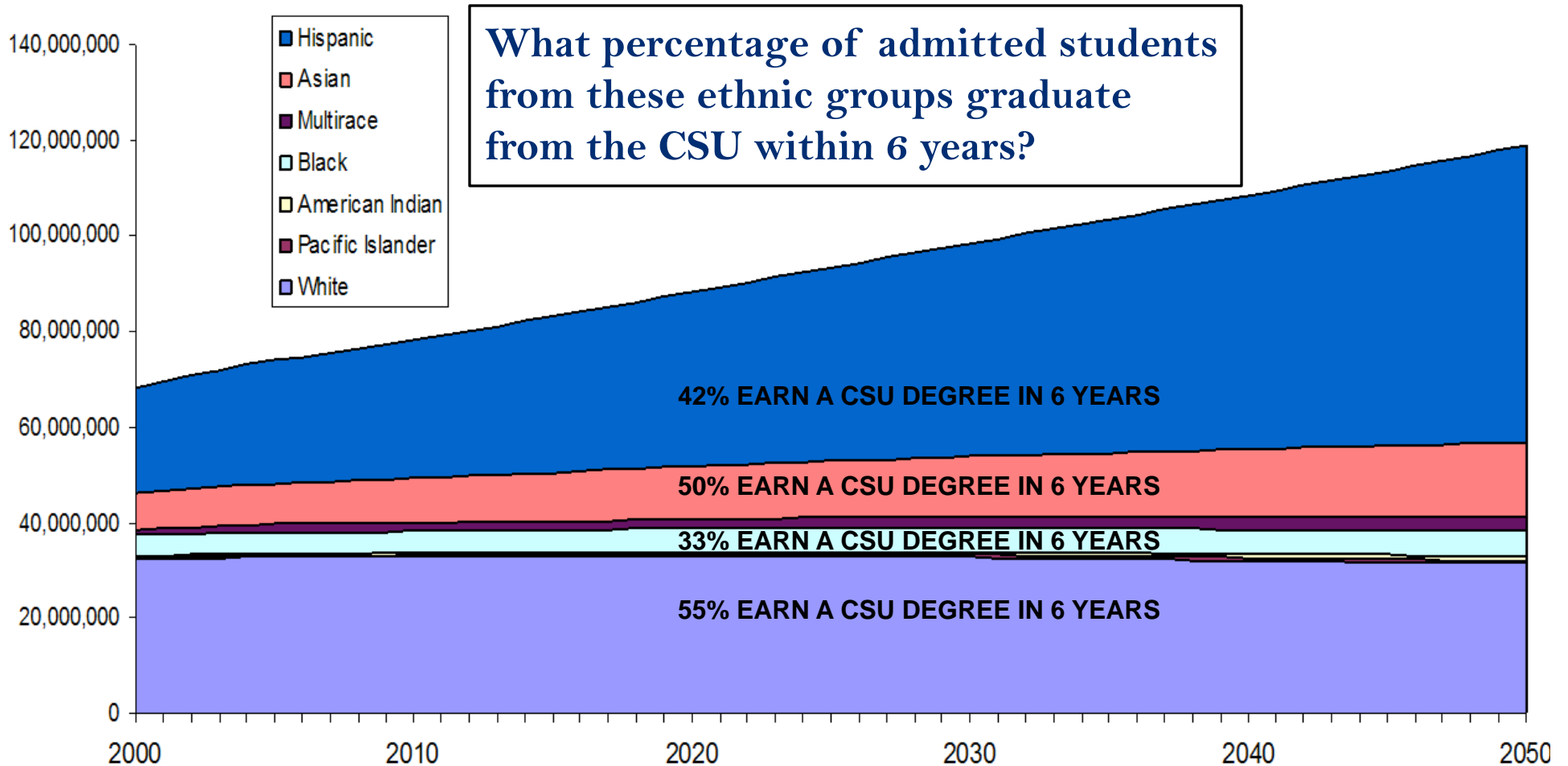
Closing the Achievement Gap Workshop

October, 2010

CSU System Achievement Gap * 6-Year Full-Time Freshmen Graduation Rates



California Demographic and Workforce Trends



Discussion Questions



- 1. What are the major strengths and weaknesses of your strategies for closing the achievement gap on your campus?**
- 2. Are your strategies scalable and sustainable to meet California's changing demographic trends?**

Working the Issue of Persistence and Graduation



THE FLORIDA STATE UNIVERSITY

54%

A National Embarrassment



Why are Graduation Rates Low?

Lack of Policy Focus or Attention:

- Most states fund enrollment or student credit hours.
- Rankings either do not include graduation rates or give them little weight.



US News Survey Summary of Weights

Peer Assessment	25%
Acceptance Rate, Top Ten % of HS Class	15%
Faculty Compensation, Terminal Degree	20%
Freshman Retention Rate, 4-year Average	4%
Six-year Graduation Rate	16%
Average Educational Expenditures per FTE Student	10%
UG Alumni Giving, 2-year Average	5%
Graduation Rate Performance (predicted/actual)	5%



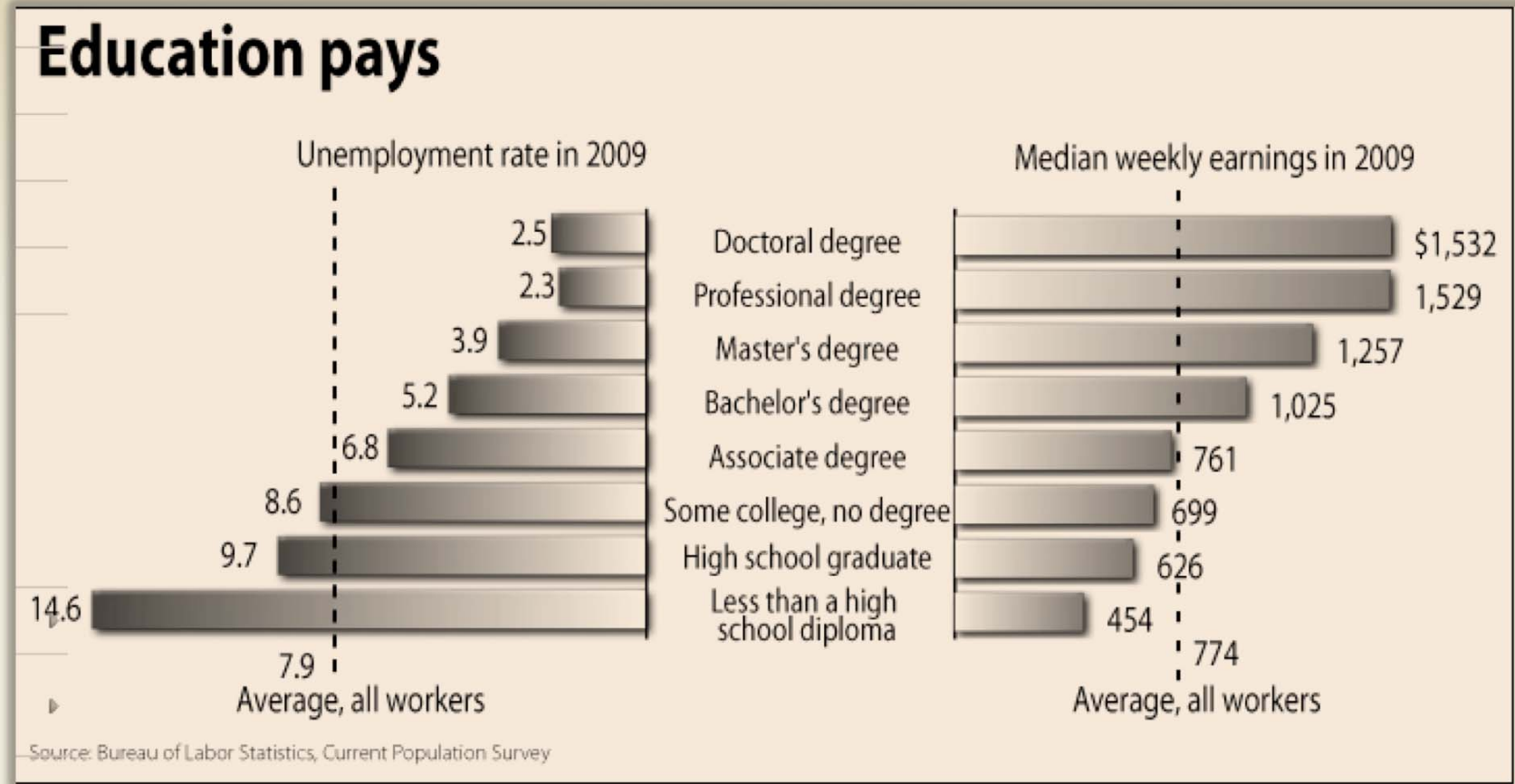
The Center for Measuring University Performance—*Research Universities*

- Total Research Expenditures
- Federal Research Expenditures
- Research by Major Discipline
- Endowment Assets
- Annual Giving
- National Academy Membership
- Faculty Awards
- Doctorates Awarded
- Postdoctoral Appointees
- SAT Scores
- National Merit and Achievement Scholars

Where are Graduation or Retention Measures?



The Conundrum: A Huge Gain but Relatively Few Succeed



Why Students SAY They're Withdrawing

"My sister is going to have a baby and I want to get to know my nephew."

"I'm going surfing in California."

"I should have waited to come to FSU for my Master's, the Bachelors was just too much."

"I want to follow my boyfriend; he is going to a Christian college in Texas and we want to live together."

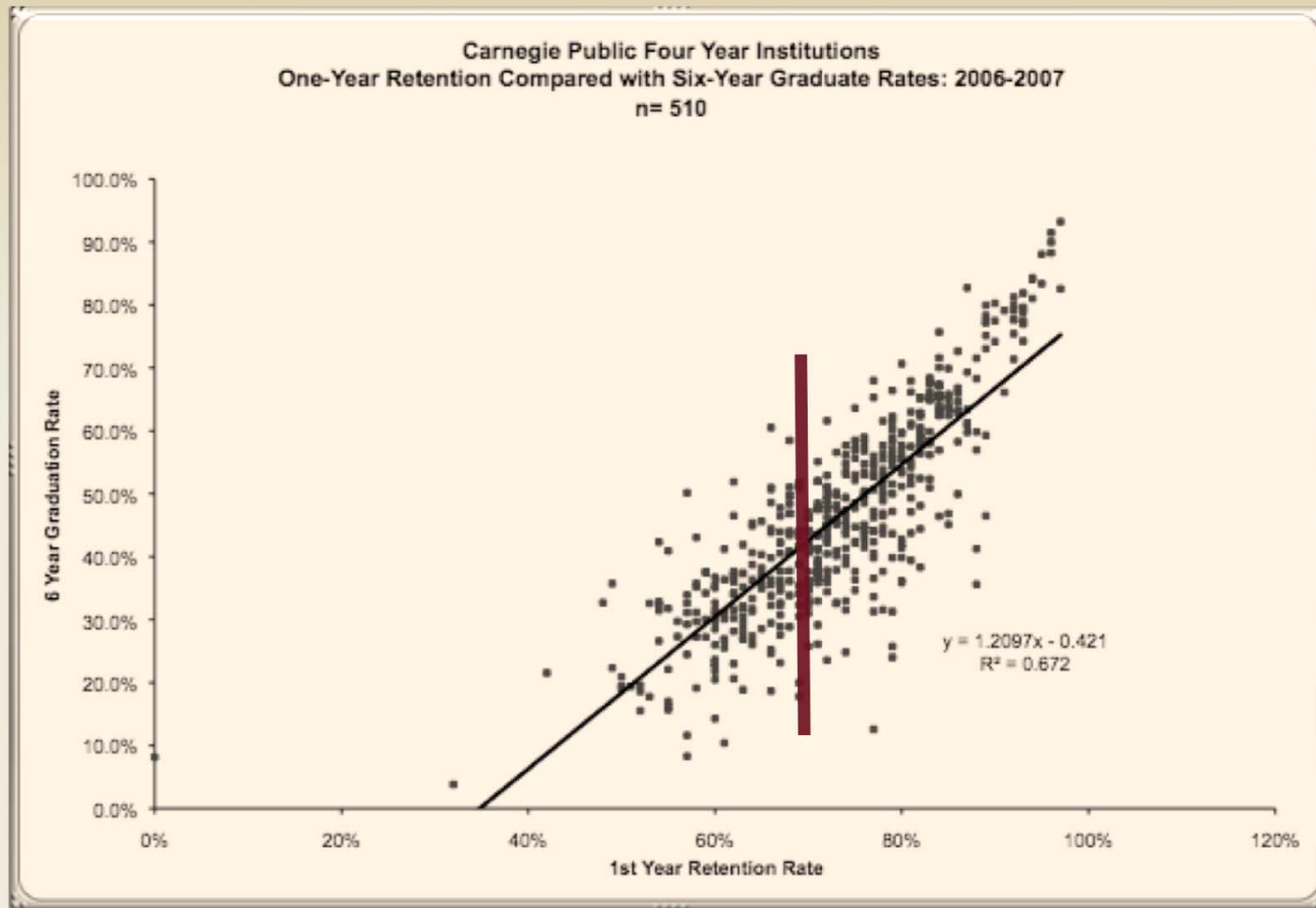
"I need to go back to my high school; I had a lot more friends there."

"You aren't Green enough."

"I am in debt and am going to Alaska to prospect for gold."



Inter-institutional Effects



Three Critical Elements of a Retention/Graduation Program

1. An individual, by status or personality, must drive the process
2. A process based on detailed data must be established and maintained for at least five years
3. There must be a team of individuals from across campus committed to student success who meet weekly to assess progress



Factors Affecting Student Retention

(ACT Report, 2008)

Non-Academic Factors	Description
Academic goals	Level of commitment to obtain a college degree.
Achievement motivation	Level of motivation to achieve success.
Academic self-confidence	Level of academic self-confidence (of being successful in the academic environment).
Academic-related skills	Time management skills, study skills, and study habits (taking notes, meeting deadlines, using information resources).
Contextual influences	The extent to which students receive financial aid, institution size and selectivity.
General self-concept	Level of self-confidence and self-esteem.
Institutional commitment	Level of confidence in and satisfaction with institutional choice.
Social support	Level of social support a student feels that the institution provides.
Social involvement	Extent to which a student feels connected to the college environment, peers, faculty, and others in college, and is involved in campus activities.
Academic Factors	
Standardized Test	Assessment score preparedness measure in English, mathematics, reading, and science.
High school grade point	Cumulative grade point average student average (HSGPA) earned from all high school courses.
Other Factor	
Socioeconomic status (SES)	Parents' educational attainment and family income.



Your Retention Team I

- Admissions
- Registrar
- Housing
- Health Center
- Financial Aid
- Career Center
- Withdrawal Services
- ACE Course Director
- Orientation Director
- Undergraduate Dean
- Institutional Research
- Honors Director
- CARE Director
- Provost

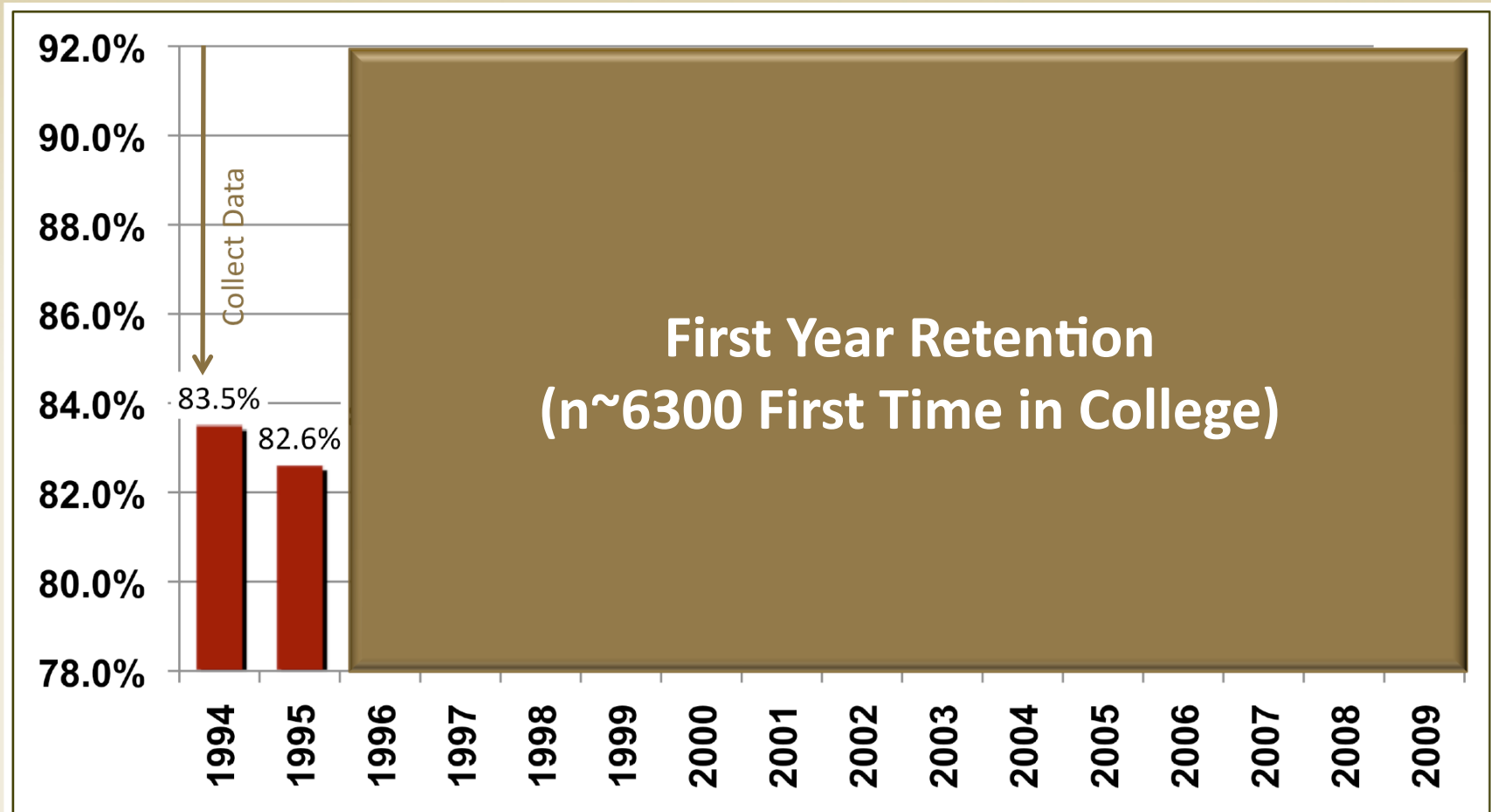


Your Retention Team II

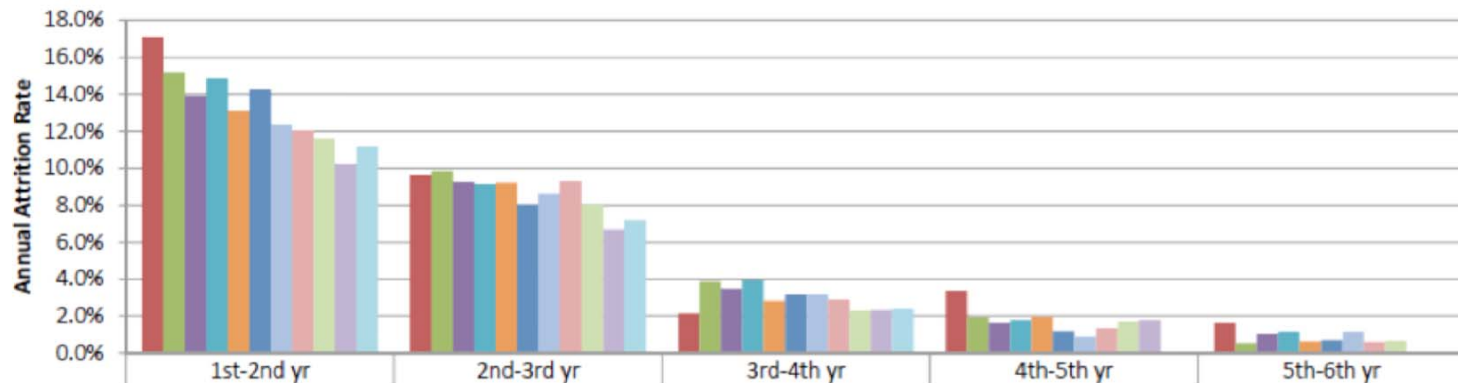
- Coaching Director
- Office of National Fellowships
- Undergraduate Research
- Library
- Finance and Administration
- Others as needed or invited



First Year Retention



1995-2005 In-State White Female FTIC Subcohorts Attrition Rate Table

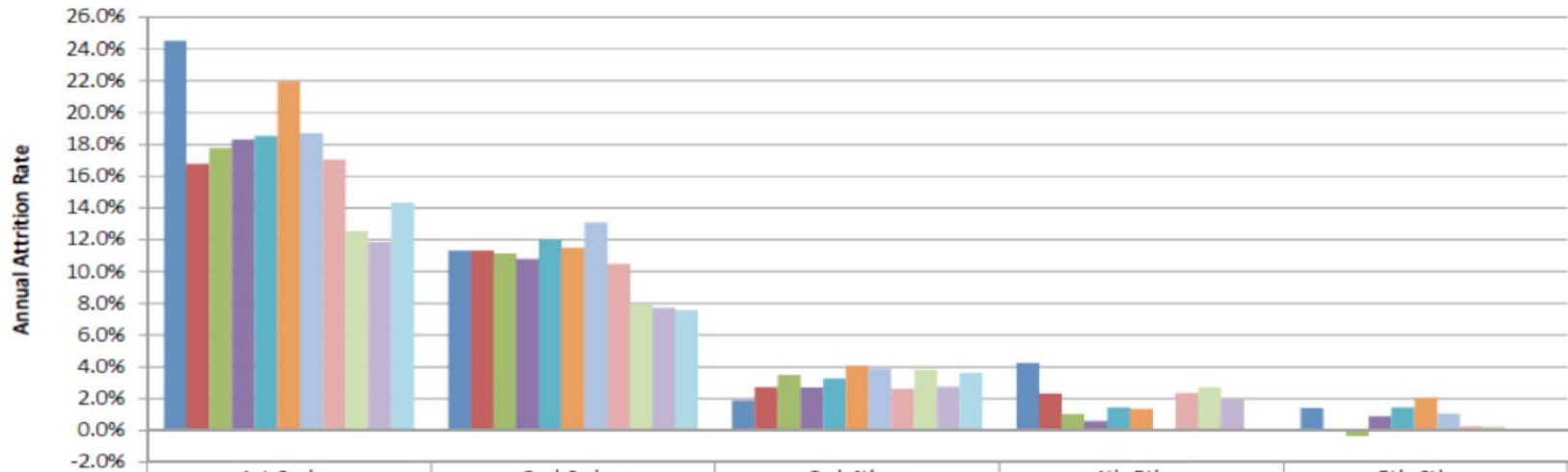


	1st-2nd yr	2nd-3rd yr	3rd-4th yr	4th-5th yr	5th-6th yr
■ 1995, n=1403	17.1%	9.6%	2.1%	3.3%	1.6%
■ 1996, n=1462	15.2%	9.8%	3.9%	1.9%	0.5%
■ 1997, n=1639	13.9%	9.3%	3.5%	1.6%	1.0%
■ 1998, n=1902	14.9%	9.1%	3.9%	1.8%	1.2%
■ 1999, n=1876	13.1%	9.2%	2.8%	2.0%	0.6%
■ 2000, n=2123	14.3%	8.0%	3.2%	1.2%	0.7%
■ 2001, n=2005	12.4%	8.6%	3.2%	0.9%	1.1%
■ 2002, n=2351	12.0%	9.3%	2.9%	1.4%	0.6%
■ 2003, n=2332	11.6%	8.0%	2.3%	1.7%	0.7%
■ 2004, n=2470	10.2%	6.7%	2.3%	1.8%	
■ 2005, n=2308	11.2%	7.2%	2.4%		

Annual Attrition Rate by Subcohort Year



1995-2005 White Female PELL Recipients Attrition Rate Table



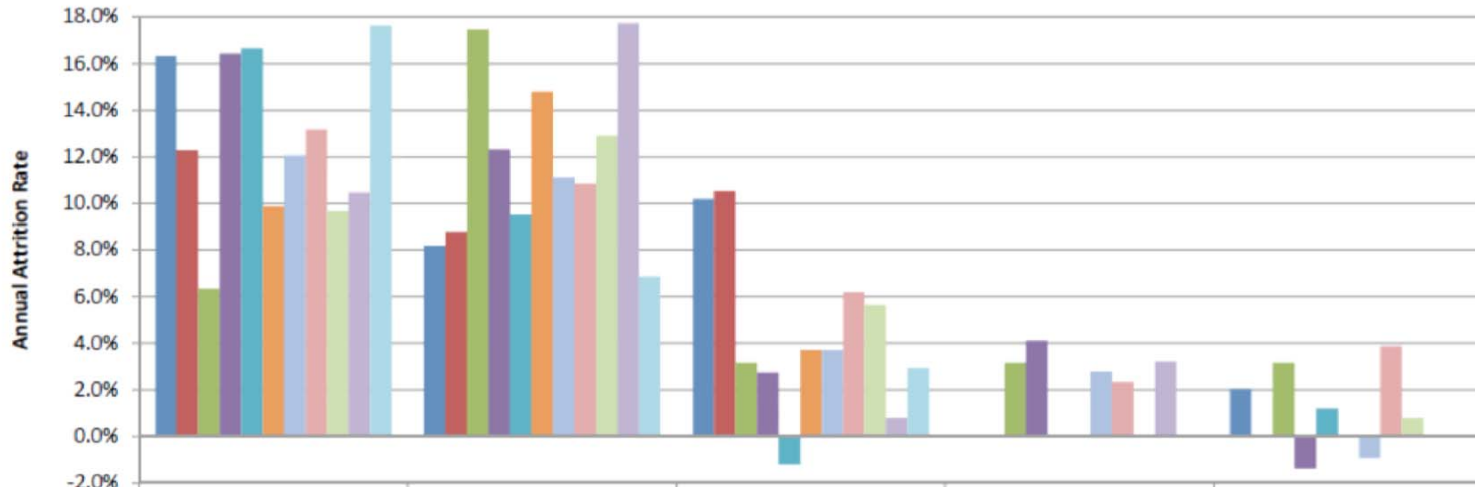
	1st-2nd yr	2nd-3rd yr	3rd-4th yr	4th-5th yr	5th-6th yr
1995, n=212	24.5%	11.3%	1.9%	4.2%	1.4%
1996, n=256	16.8%	11.3%	2.7%	2.3%	0.0%
1997, n=287	17.8%	11.1%	3.5%	1.0%	-0.3%
1998, n=333	18.3%	10.8%	2.7%	0.6%	0.9%
1999, n=275	18.5%	12.0%	3.3%	1.5%	1.5%
2000, n=296	22.0%	11.5%	4.1%	1.4%	2.0%
2001, n=283	18.7%	13.1%	3.9%	0.0%	1.1%
2002, n=381	17.1%	10.5%	2.6%	2.4%	0.3%
2003, n=366	12.6%	7.9%	3.8%	2.7%	0.3%
2004, n=363	11.8%	7.7%	2.8%	1.9%	
2005, n=251	14.3%	7.6%	3.6%		

Annual Attrition Rate by Subcohort Year

Note: a negative attrition rate indicates a drop in the rate and means student(s) returned to their subcohort



1995-2005 Hispanic Female PELL Recipients Attrition Rate Table



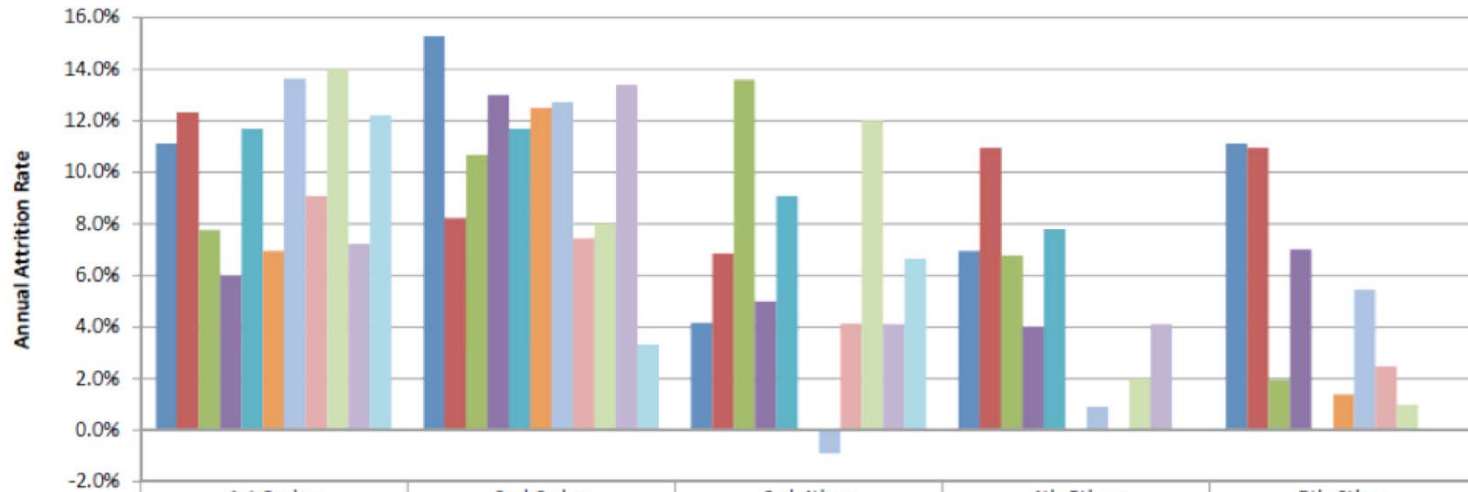
	1st-2nd yr	2nd-3rd yr	3rd-4th yr	4th-5th yr	5th-6th yr
1995, n=49	16.3%	8.2%	10.2%	0.0%	2.0%
1996, n=57	12.3%	8.8%	10.5%	0.0%	0.0%
1997, n=63	6.3%	17.5%	3.2%	3.2%	3.2%
1998, n=73	16.4%	12.3%	2.7%	4.1%	-1.4%
1999, n=84	16.7%	9.5%	-1.2%	0.0%	1.2%
2000, n=81	9.9%	14.8%	3.7%	0.0%	0.0%
2001, n=108	12.0%	11.1%	3.7%	2.8%	-0.9%
2002, n=129	13.2%	10.9%	6.2%	2.3%	3.9%
2003, n=124	9.7%	12.9%	5.6%	0.0%	0.8%
2004, n=124	10.5%	17.7%	0.8%	3.2%	
2005, n=102	17.6%	6.9%	2.9%		

Annual Attrition Rate by Subcohort Year

Note: a negative attrition rate indicates a drop in the rate and means student(s) returned to their subcohort



1995-2005 Black Male PELL Recipients Attrition Rate Table



	1st-2nd yr	2nd-3rd yr	3rd-4th yr	4th-5th yr	5th-6th yr
1995, n=72	11.1%	15.3%	4.2%	6.9%	11.1%
1996, n=73	12.3%	8.2%	6.8%	11.0%	11.0%
1997, n=103	7.8%	10.7%	13.6%	6.8%	1.9%
1998, n=100	6.0%	13.0%	5.0%	4.0%	7.0%
1999, n=77	11.7%	11.7%	9.1%	7.8%	0.0%
2000, n=72	6.9%	12.5%	0.0%	0.0%	1.4%
2001, n=110	13.6%	12.7%	-0.9%	0.9%	5.5%
2002, n=121	9.1%	7.4%	4.1%	0.0%	2.5%
2003, n=100	14.0%	8.0%	12.0%	2.0%	1.0%
2004, n=97	7.2%	13.4%	4.1%	4.1%	
2005, n=90	12.2%	3.3%	6.7%		

Annual Attrition Rate by Subcohort Year

Note: a negative attrition rate indicates a drop in the rate and means student(s) returned to their subcohort



Programs to Improve Retention

First Year Retention Rates

- Living Learning Communities (n=7 communities) **91.6%**
 - Graduation = 76.1%
- Non-Living Learning Residence Halls **87.8%**
 - Graduation = 73.1%
- Freshmen Interest Groups (n-3,499 students) **92.0%**
- Freshmen non-FIGS (~ 5000 students) **88.1%**



CSU Closing the Achievement Gap Workshop

Ronald J. Henry
Georgia State University

Georgia State University

- 30,430 students
- 22,380 undergraduate;
- 2,940 freshmen, but 4,000 transfer students
 - Largest transfer school in the state
 - 36% on Pell
 - 32% African American
 - 21% of new freshmen are first generation
- Residence halls for 2,700 students
- Georgia State number 4 nationally in awarding bachelor degrees to African Americans
- Research university with access!

● Located in downtown Atlanta

Context

- '95 USG admissions requirements for fall '01
 - Freshman Index ($FI = SAT + 500 * HSGPA$)
- First residence halls opened fall '96
 - 1,200 freshmen => 2,000+ freshmen
 - 40% eligible under FI => 100% eligible
 - Analyze ethnicity of students by FI band
- Quarter -> semester conversion fall '98
 - Loss of 19% credit hours

Impact of Freshman Learning Communities on FY Retention rates(%)

Cohort	FLC	Non-FLC	Difference	Diff. - black	Diff. - white
Fall '99	78.6	71.9	6.7	12.2	4.4
Fall '00	86.6	77.9	8.7	10.2	7.9
Fall '01	86.5	78.9	7.6	5.3	9.7
Fall '02	83.9	76.2	7.7	8.5	7.1
Fall '03	86.6	79.4	7.2	9.3	5.9
Fall '04	81.3	78.6	2.7	6.2	0.3
Fall '05	80.6	78.8	1.8	4.1	0.4
Fall '06	84.1	77.8	6.3	8.7	5.9
Fall '07	85.2	78.4	6.8	9.1	6.4

Freshman Learning Communities (FLCs)

- **OVERVIEW:** 25 students take five courses together centered around a theme
- **THEMES VARY:** Pre-med; Law and Society; Internet and the Information Age; Quantitative Sciences; Strategic Thinking and Learning
- **FLC COURSES:** General Education Core Courses that apply to any major; Linked courses and Integration of the curriculum

FLCs

- **ANCHOR COURSE IN EACH FLC: GSU 1010 New Student Orientation Course (70% Academic Theme, 30% Orientation Topics)**
- **GSU 1010 INSTRUCTORS: 60% Taught By Tenure-Track and Senior Faculty Members of the University**

Impact of Freshman Learning Communities on FY Retention rates(%)

Cohort	FLC	Non-FLC	Difference	Diff. - black	Diff. - white
Fall '99	78.6	71.9	6.7	12.2	4.4
Fall '00	86.6	77.9	8.7	10.2	7.9
Fall '01	86.5	78.9	7.6	5.3	9.7
Fall '02	83.9	76.2	7.7	8.5	7.1
Fall '03	86.6	79.4	7.2	9.3	5.9
Fall '04	81.3	78.6	2.7	6.2	0.3
Fall '05	80.6	78.8	1.8	4.1	0.4
Fall '06	84.1	77.8	6.3	8.7	5.9
Fall '07	85.2	78.4	6.8	9.1	6.4

Outcomes of FLCs

➤ **GPA:**

- 1st term GPA significantly higher ($p < .001$)
- Cumulative GPA usually higher even after 2+ years

➤ **Retention**

- Greater Freshmen to Sophomore retention (7-8%) for FLC cohort
- Significantly greater retention (6-8%) 2-4 years out

➤ **Progress towards graduation**

- More hours earned per semester

➤ **Graduation rates**

- 6 year graduation rate 7-11% higher

Retention and Six-year Graduation Rates

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07
1->2	81.6	80.7	83.5	80.2	80.5	80.4	82.5
1->3	70.1	65.5	65.6	67.2	66.4	69.4	
1->4	63.4	56.6	63.1	60.9	61.9		
1->5	57.2	54.8	57.4	59.1			
1->6	56.5	51.8	57.3				
1->7	55.6	51.8	56.9				
6-yr grad	47.0	43.4	49.7				

Attrition Rates

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07
1->2	18.4	19.3	16.5	19.8	19.5	19.6	17.5
2->3	11.5	15.2	17.9	13.0	14.1	11.0	
3->4	6.7	8.9	2.5	6.3	4.5		
4->5	6.2	1.8	5.7	1.8			
5->6	0.7	3.0	0.1				
6->7	0.9	0.0	0.4				
4->7	7.8	4.8	6.2				
3->7	14.5	13.7	8.7	8.1	4.5	0.0	0.0

First Year Retention and Progression Rates

Cohort	Number	Retained %	Retained + Sophomore %
Fall '00	1979	79.9%	21.6%
Fall '01	2034	81.6%	26.5%
Fall '02	2294	80.7%	28.2%
Fall '03	1878	82.7%	33.2%
Fall '04	2209	80.2%	34.8%
Fall '05	2208	80.8%	39.4%
Fall '06	2156	82.1%	49.2%
Fall '07	2489	82.5%	62.2%
Fall '08	2851	83.3%	67.3%

Progression Rates (%)

Fall semester	All students	Pell [29% – 36%]	First gen. [29% - 21%]	Black	White
2003	33.2	33.9	32.1	32.1	31.2
2004	34.8	35.2	32.6	34.5	31.5
2005	39.4	35.6	35.8	35.7	41.7
2006	49.2	48.2	49.2	51.8	50.7
2007	62.2	61.9	61.9	64.5	61.3
2008	67.3	65.5	63.1	68.7	65.3

First Year Retention and at least 24 credit hours

Cohort	Number	Retained %	Retained + 24+ hrs	Retained + 30+ hrs
Fall '00	1979	79.9%	55.1%	21.6%
Fall '01	2034	81.6%	76.7%	26.5%
Fall '02	2294	80.7%	62.8%	28.2%
Fall '03	1878	82.7%	69.8%	33.2%
Fall '04	2209	80.2%	69.1%	34.8%
Fall '05	2208	80.8%	68.7%	39.4%
Fall '06	2156	82.1%	73.6%	49.2%
Fall '07	2489	82.5%	75.6%	62.2%
Fall '08	2851	83.3%	78.7%	67.3%

6-Year Graduation rates for Fall 2003 cohort

	Retained	% retain	Grads.	% grad of those retained
ALL students - reached 24+ hrs	1334	69.8%	872	65.4%
Pell students - reached 24+ hrs	406	72.5%	258	63.5%
First Generation students - reached 24+ hrs	391	71.4%	243	62.1%

6-Year Graduation rates for Fall 2003 cohort

	Retained	% retain	Grads.	% grad of those retained
TOTAL retained	1597	83.6%	936	58.5%
Reached SOPH (30+) hrs	660	34.5%	484	73.3%
Reached 24+ hrs	1334	69.8%	872	65.4%
Earned < 24 hrs	263	13.8%	78	29.7%
Not retained	313	16.4%	15	4.8%

Six-Year Rates

	2000	2001
Graduated from Georgia State	45.5%	47.0%
Graduated from another institution	15.0%	11.5%
Total 6-year graduation rate	60.5%	58.5%
Still enrolled at Georgia State	4.3%	8.6%
Still enrolled at another institution	5.9%	5.7%
Total 6-year graduated or enrolled	70.7%	72.7%

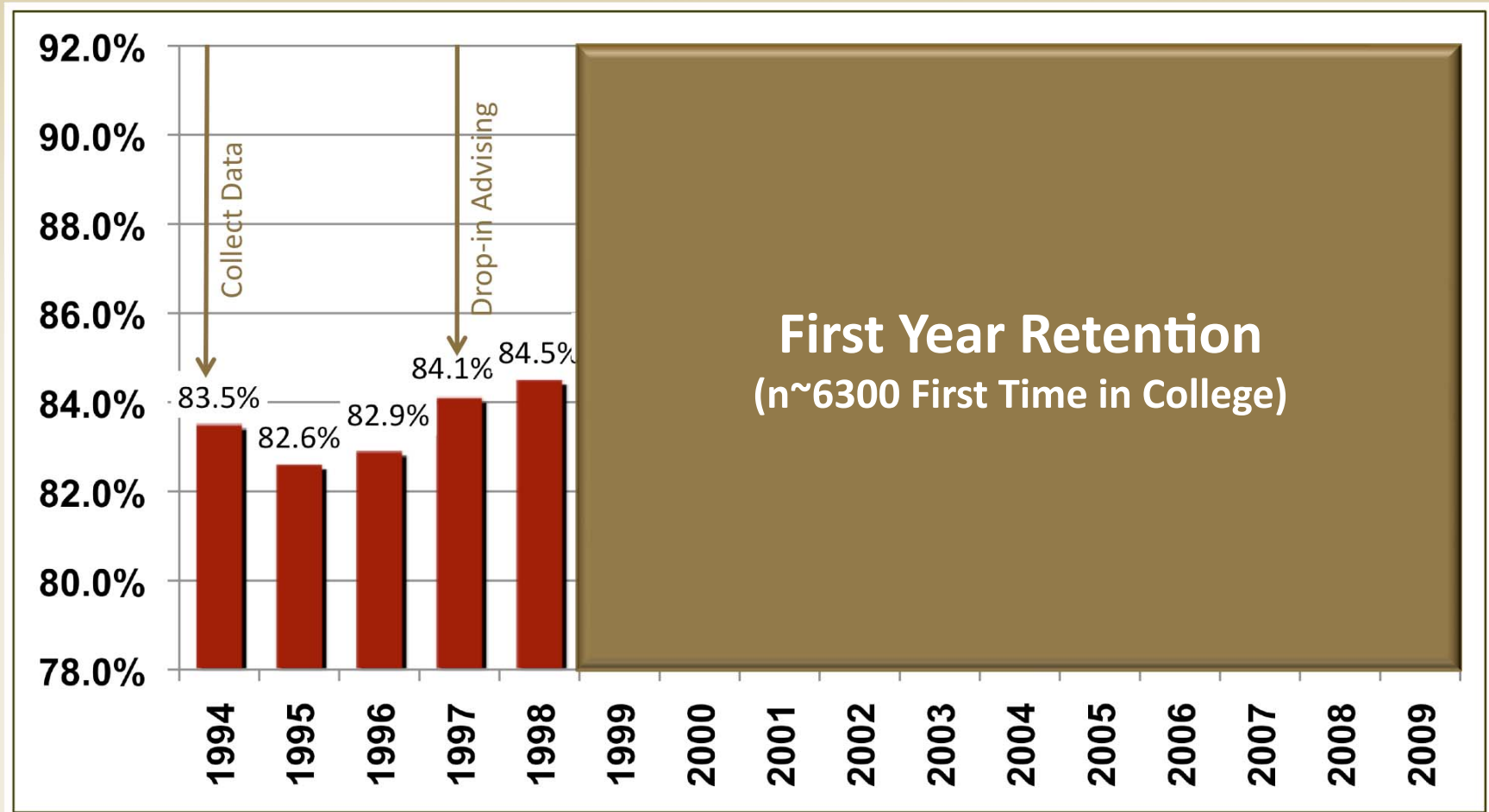
The Value of Living on Campus

First Year Retention Rates

- All resident students (n=8,347) 92.9%
- Off-campus (n=4,141) 88.6%



First Year Retention



Tracking Advising Activity

Longitudinal Advising Tracking Report 2009-2010

Aug-to-Date Summary Total 483,667

Office of Undergraduate Studies/Appointments/Walk-Ins

	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-09	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Academic Dean (GB)	150	166	40	56	63	107	62	80	99	112		133		42
Academic Coordinator (EC)	77	66	35	33	69	90	69	83	109	82		94		69

		Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-10	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Advising First ~ William Johnston Building/Epps															
TOTAL															
monthly difference															
Appointments/Walk-Ins		256	186	484	358	736	978	523	467	100	150		275		626
Phone Calls		319	204	399	44	535	461	584	277	113	80		233		121
Email		1492	963	17745	67	40740	21247	6766	16198	2592	1376		5415		22448
Section Total		2067	1353	18628	469	42011	22686	7873	16942	2805	1606	0	5923	0	23195
monthly difference			714		18159		19325		-9069		1199		-5923		-23195
Section Total		73384													

		Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-10	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Center for Academic (excludes AF advisor)															
Appointments/Walk-Ins															
Tutorial Lab															
Phone Calls															
Email															
TOTAL		34	112	64	151	13	404	23	202	3	52		89		31
monthly difference		11		117		46		36		8			49		0
Section Total		35		120		175		98		18			10		108
		1		26		54		20		9			60		9
		5		770		633		775		30					113
TOTAL		86	112	1097	151	921	404	952	202	68	52		208		307
monthly difference			-26		946		517		750		16		-208		-307
Section Total		3124													

		Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-10	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Satellites Appointments/Walk-Ins															
Section Total		270	193	291	54	358	98	110	101	41	33		304		369
		323	251	258	126	879	523	105	140	33	69		451		364
		214	164	334	245	329	535	171	195	58	59		351		172
		235	195	290	136	367	325	130	99	80	36		213		307

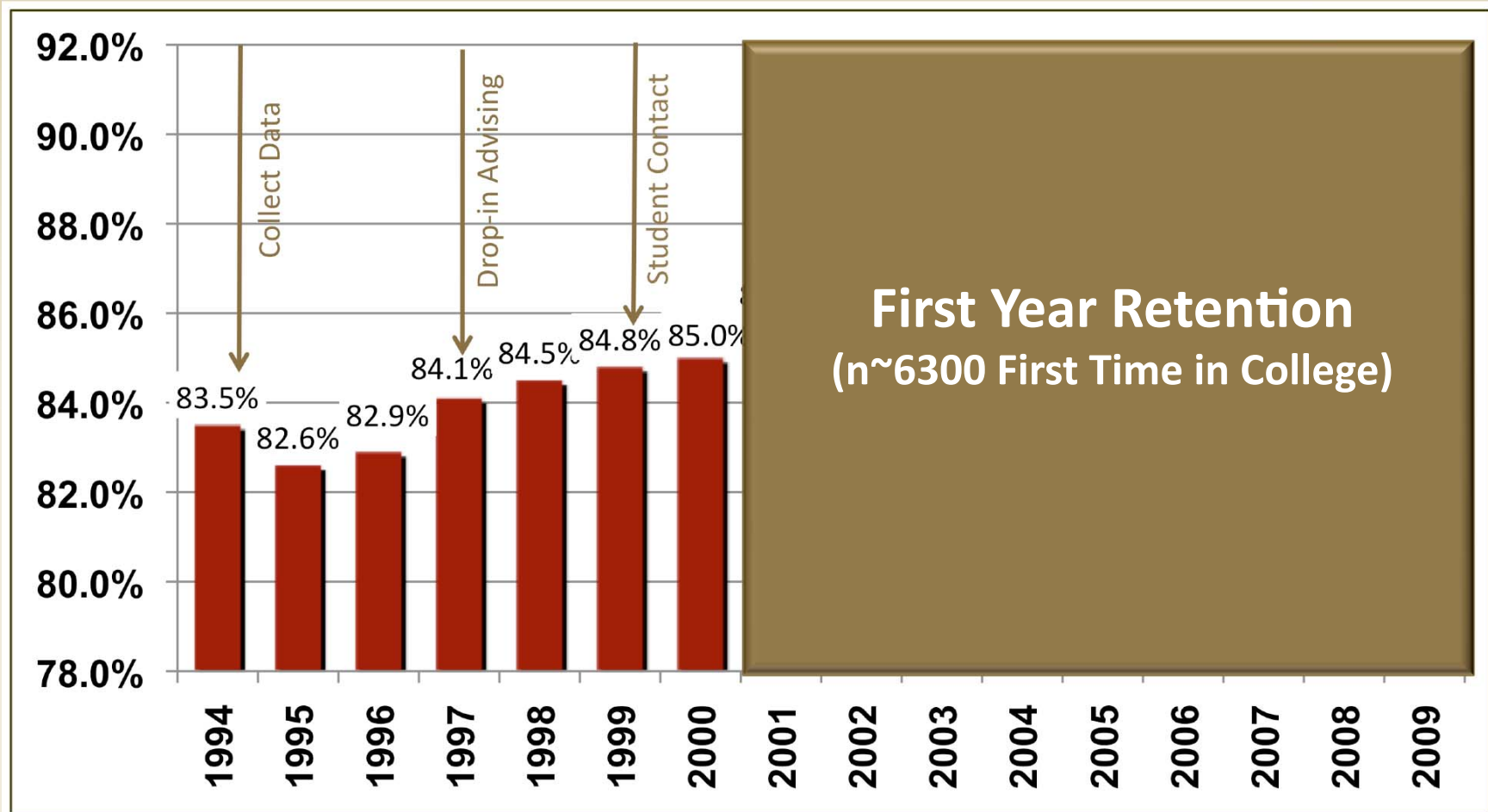


Typical Action Steps

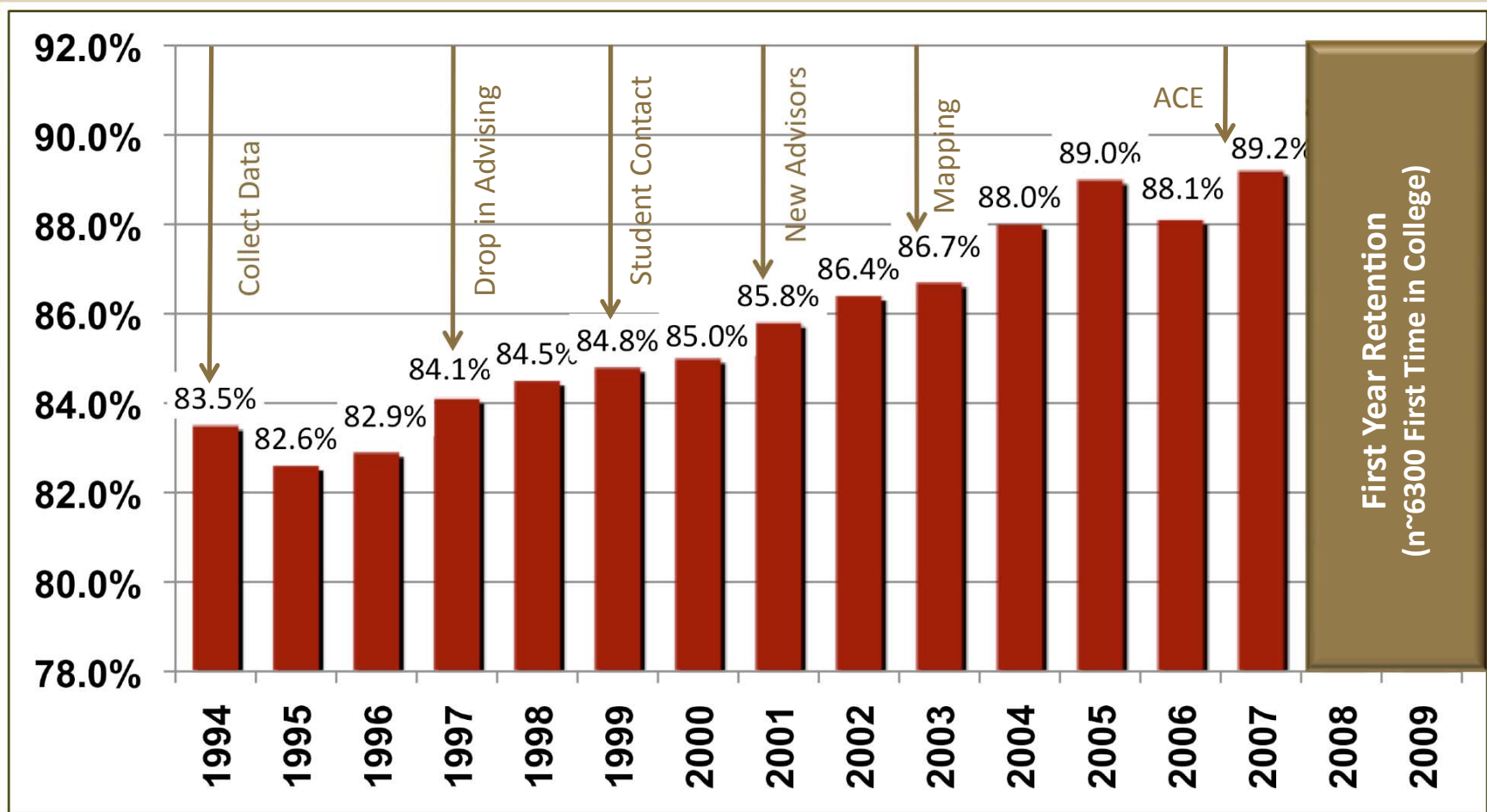
January	By end of January	Emails to students with 75 attempted hours who have not been accepted into a major	Individual Responsible
January	Ongoing	Update department Degree Audit reports	Individual Responsible
January	Ongoing	Individual contact with students who have been placed on probation	Academic Section
January	Ongoing	Individual contact with students who have been placed on warning	Academic Section
February	1 st week	Offer Workshop: Students Taking Exploratory Paths to Success	Advising First
February	1 st week in the month	Email to all F coded students w/100+ hours inquiring about graduation plans; email to all H coded students w/100+ hours inquiring about finishing/graduation plans	Individual Responsible
February	6 th week of term	New transfer—How are you doing— deadlines	Individual Responsible



First Year Retention



First Year Retention



UNDERGRADUATE ACADEMIC PROGRAM GUIDE

(AND COMMUNITY COLLEGE COUNSELING MANUAL) 2008-2009

Program Guide Legend

- P** Program Description
- M** Academic Map
- D** Department URL
- C** Learning Compact

Academic Degree Programs:

To use this resource, first find your program of interest and then select **P** for a detailed program description, **M** to view the academic map, **D** to link to the department's webpage, or **C** to access the Academic Learning Compact. The program descriptions are also available in PDF format at [Academic Programs](#). Download the most recent version of Adobe Acrobat Reader at [Adobe](#).

Jump Links: A-D E-L M-R S-Z Minors Certificates Other Programs Liberal Studies/General Education

P	M	D	C	Accounting *
P	M	D	C	Actuarial Science
P	M	D	C	Advertising (Communication)
P	M	D	C	African American Studies
P	M	D	C	American and Florida Studies
P	M	D	C	Anthropology
P	M	D	C	Apparel Design (Textiles & Consumer Sciences)
P	M	D	C	Applied Mathematics
P	M	D	C	Art, Studio
P	M	D	C	Art Education (Certification, Pre Art Therapy, Community)
P	M	D	C	Art History
P	M	D	C	Asian Studies
P	M	D	C	Athletic Training
P	M	D	C	Audiology and Speech Pathology (Communication Disorders)
P	M	D	C	Biochemistry
P	M	D	C	Biological Science

Source: <http://www.academic-guide.fsu.edu/>



Accounting is a limited-access major. To be admitted into accounting, you must have completed at least 52 hours, have earned a "C-" or better in the Admission Prerequisite Courses (CGS2100, MAC2233, ECO2013, ECO2023, ACG2021, & STA2023), and have the required overall GPA. Electives should focus on gaining additional exposure to the social and behavioral sciences and on improving communication and analytical reasoning skills. There are many specializations within the accounting field. Graduates can go on into challenging positions with only a bachelor's degree; however, many positions require a CPA certificate. Students planning to work as a CPA in Florida are required to complete a 5-year educational program and should plan on completing the master's degree in Accounting.

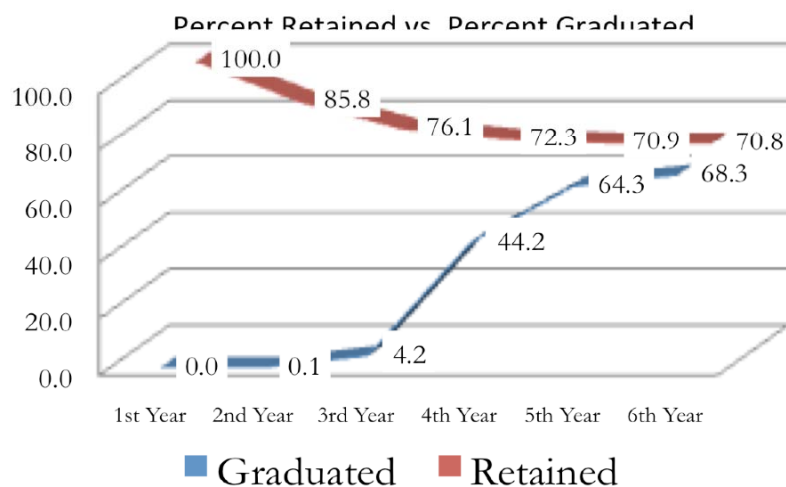
Sample Schedule		Milestones
Term 1	Hrs.	TERM 1
ENC1101 or higher English	3	Overall GPA 2.7 or higher
MAC1105 or higher mathematics	3	Complete ENC1101
CGS2100, ECO2023, or ECO2013	3	
LS History/Humanities	3	
Elective	3	
Total hours	15	
TERM 2	Hrs.	TERM 2
ENC1102 or other second English	3	Overall GPA 2.8 or higher
MAC2233	3	Complete 2 Admission Prerequisites
ECO2023, ECO2013, or CGS2100	3	Complete ENC1102 or other second English
LS History/Humanities/Natural Science	3	Complete MAC1105
Elective	3	
Total hours	15	
TERM 3	Hrs.	TERM 3
ECO2023, ECO2013, or CGS2100	3	Overall GPA 2.9 or higher
STA2023	3	Complete 4 Admission Prerequisites
ACG2021	3	Complete MAC2233
LS History/Humanities/Natural Science	3	
Elective	3	
Total hours	15	
TERM 4	Hrs.	TERM 4
Elective	3	Overall GPA 2.9 or higher
LS Humanities Literature	3	Complete all 6 Admission Prerequisites
LS Social Science/History	3	Satisfy CLAST
LS Natural Science with Lab	4	
Elective	2	
Total hours	15	

Source: <http://www.academic-guide.fsu.edu/Maps/Mapaccounting.html>

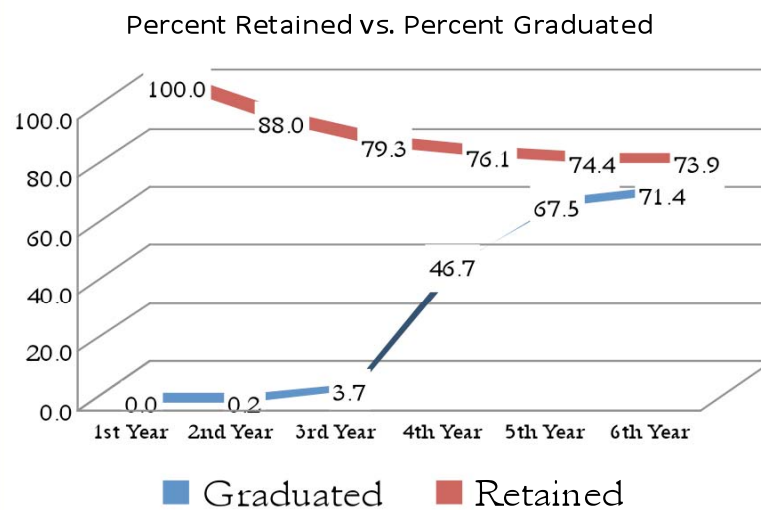


Retention and Graduation Rates have improved since the implementation of Mapping

2000 Summer/Fall Cohort



2003 Summer/Fall Cohort



Top Ten Enrolled Courses

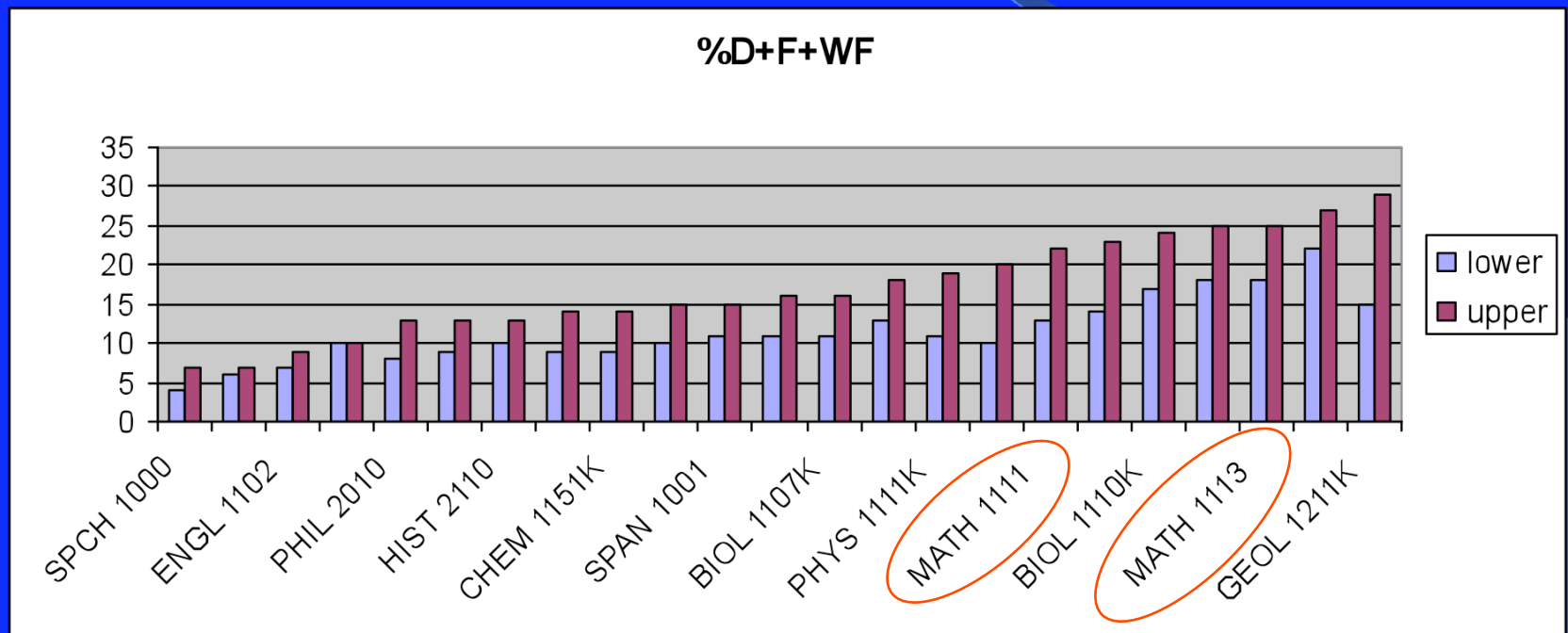
A	B	C	D	E
Course Number	Course Ind	Course Name	Dept Name	Hours
MAC1105	★	COLLEGE ALGEBRA	Mathematics	5,094.00
HUM3321	★	MULTICULT FILM	Humanities	4,683.00
ECO2013	★	PRIN OF MACROECON	Economics	4,485.00
ENC1101		FRESH COMP & RHETRC	English	4,392.00
BSC1005	★	GEN BIO NON-MAJORS	Biological Science	4,305.00
AMH2097	★	RACE/ETHNICITY IN US	History	4,302.00
PSY2012	★	GEN PSYCHOLOGY	Psychology	4,272.00
CGS2060	★	COMPUTER FLUENCY	Computer Science	3,645.00
ENC1102		FRESH WRITING RESRCH	English	3,510.00
FAD2230	★	FAM RELSHP LIFE DEV	Family and Child Sciences	3,387.00

★ Courses with High D/F Grades

Focus on high enrollment low success courses



DATA: Range of %D+F+WF



Supplemental Instruction

- Targets difficult gateway courses (>30% of students receive grades of D, F, W) as opposed to targeting high-risk students
- SI leader is hired based on his or her grade in that class and the recommendation of the professor
- SI leaders are trained in non-directive leadership skills, group process skills and learning skills
- Students attend at least 2 SI sessions

Supplemental Instruction [Fall 2007]

Course	# students	% students with ABC grades	# students	% students with ABC grades	
	SI students	SI students	Non-SI students	Non-SI students	Difference
Biology	414	85.9%	642	70.4%	15.5%
Chemistry	209	85.7%	182	67.9%	17.8%
Philosophy	237	87.5%	328	71.6%	15.9%
Political Science	197	90.0%	631	73.2%	16.8%

Supplemental Instruction Biology [Fall 2007]

	All students	Pell	First gen.	Black	White
% SI students	29.2	28.2	26.1	29.8	25.3
SI with ABC	85.9	83.5	88.0	85.6	87.7
non-SI with ABC	70.4	64.4	68.5	63.1	80.4
Difference	15.5	19.1	19.5	22.5	7.3

WHAT DOES NCAT MEAN BY COURSE REDESIGN?

Course redesign is the process of redesigning whole courses (rather than individual classes or sections) to achieve better learning outcomes at a lower cost by taking advantage of the capabilities of information technology.



The **National Center** for
Academic Transformation

Impact of Course Redesign (%ABC in pre-calculus)

	All students	Pell	Fist gen.	Black	White
Fall '05	57.3	59.9	53.8	45.1	60.0
Fall '06	59.7	66.7	56.3	55.8	56.2
Fall '07	54.6	53.9	47.1	45.4	58.3
Fall '08	66.7	64.3	75.0	55.7	72.5
Fall '09	65.9	66.8	57.8	54.0	71.4

Number of Students with More than 110 Student Credit Hours who Did Not Apply for Graduation: Registration Hold Initiated in 2000

- 2000 7,382 students
- 2006 3,011 students
- 2009 1,540 students

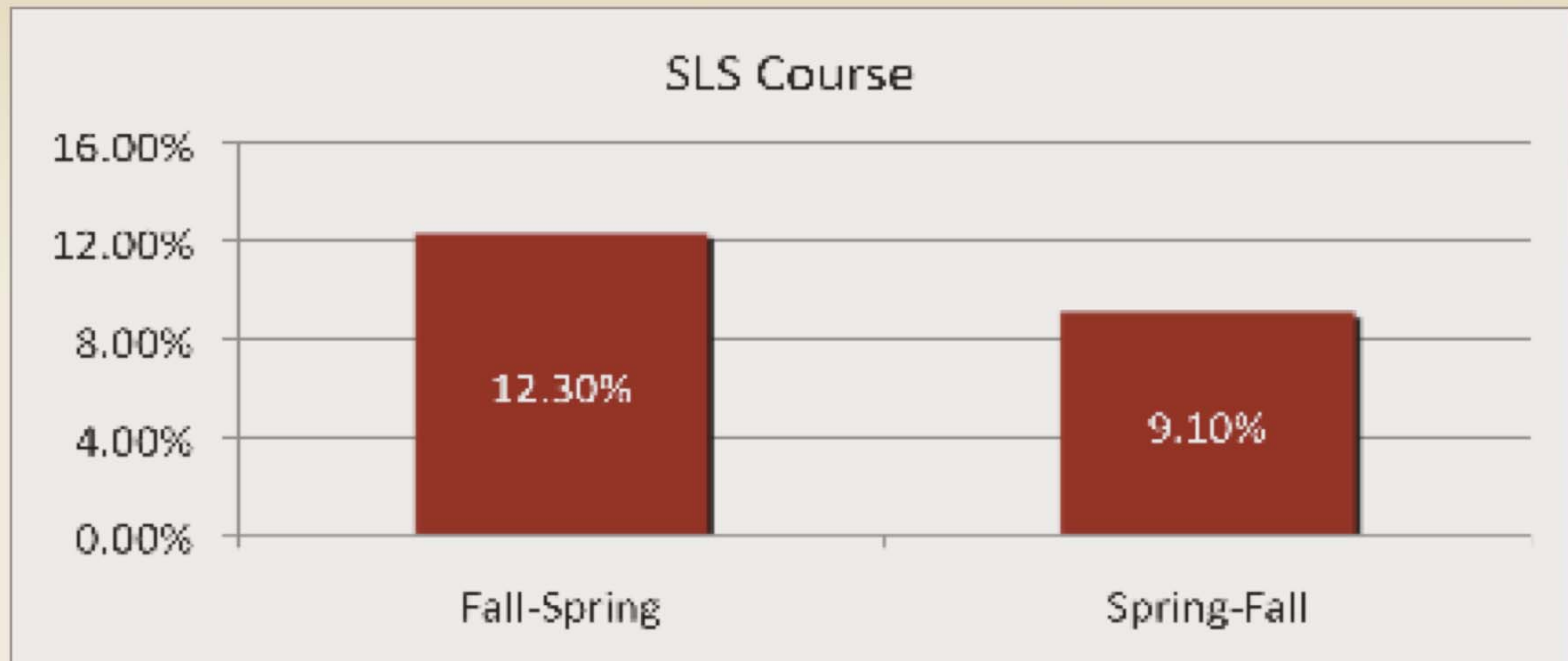


Academic Center for Excellence

The mission of the Academic Center for Excellence (ACE) is to help all undergraduate students at Florida State University develop the study skills and personal success habits that enhance learning and promote the highest level of scholarship and academic achievement.



Change in Retention Rates for Those Students Taking the Strategies for Academic Success Course



Coaching Impacts “Soft” Factors the University can’t Directly Control

Seven Focus Areas for Measurement and Coaching Efforts



Success Coaching Has Met or Exceeded Every Attrition and Student Success Goal

Summary of Advising Plus Program Performance Fall 08 to Fall 09

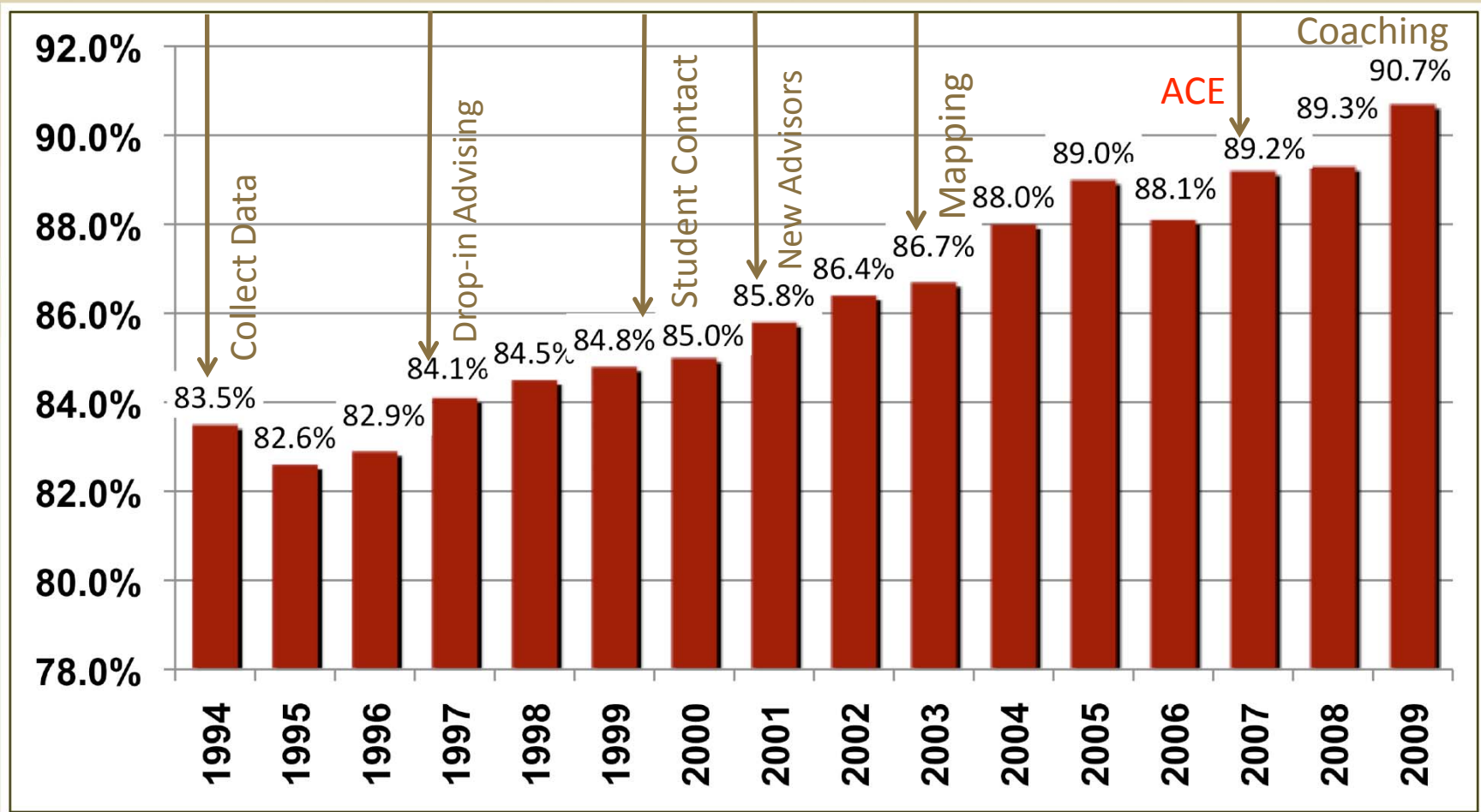
Success Measure	Fall 2009 Results ¹			
	Coached	Non-Coached	Improvement	Condition
Spring-to-Fall Attrition	8.8%	11.2%	2.3 pts (23%)	●
Average GPA	3.24	3.19	0.05 pts (1.6%)	●
Loss of Bright Futures Eligibility²	16.1% (64)	17.5% (70)	1.4 pts (8%)	●
At-Risk Students	3% (12)	5% (20)	2 pts (40%)	●
Major Selection Rate³	63%	58%	5 pts (8%)	●
Students Off Map⁴	10.5%	10.6%	-	-

[1] N=400 non-coached; 397 coached [2] Note: based on students with <2.75 cumulative GPA

[3] N=200 non-coached; 197 coached [4] GPA, BF, At Risk, Major Selection, Students on/off map as of 5/09



First Year Retention



First Year Retention (n~6300 First Time in College)



Center for Academic Retention and Enhancement (CARE)

➤ CARE Retention Rate	94.2%
➤ All FTIC Retention Rate	91.0%
➤ CARE Graduation Rate	74.0%
➤ All FTIC Graduation Rate	69.7%



The CARE Program

- Recruits First Generation students primarily of low socioeconomic status
- Operates Summer Bridge Program
- Early arrival a week before classes
- Mandatory activities
- On-campus housing with CARE counselors as well as traditional RAs
- Tracks, assists and mentors students



Recent E-mail from CARE Student E-mail Subject: Oh Provost!

Thanks so much for leading me to the pre med advisors i wished we talked more today but again there is definitely more time this summer to still have lunch and catch up. Provost i hope we shall meet again very soon and it was a pleasure meeting you! Don't forget this face and i will keep you posted on my last three weeks in the summer C term. Keep me posted on the stressful of being Vice Exec lol. :)



Key Strategies for CARE

1. Early and continuous contact with students during Middle School
2. Large (>200) and diverse cohorts, including academic diversity
3. Financial aid to cover 100% of costs at least initially
4. Start College during Summer with
 - A pre-classes week of introductory programs
 - Mandatory participation in
 - Academic advising
 - Study Hall
 - Tutoring
 - Social Activities



Key Strategies for CARE

(continued)

5. Campus-wide Knowledge and Support
6. Constant contact throughout college using paid mentors and tutors
7. Immediate and Aggressive Follow-up for any Student having difficulties
8. Honor societies focused on underrepresented students, e.g., W.E.B. DuBois Honor Society and Oscar Arias Sanchez Honor Society



Low Cost Effective Strategies

- Academic Mapping for each Degree
- Moving Advisors to where the students are
- Email contacts
- W.E.B. Du Bois Honor Society
- Oscar Arias Honor Society
- Freshmen Interest Groups (FIGS)
- Learning Communities
- Encourage strong attendance policies in courses with high percentages of D and F grades



Higher Cost Effective Strategies

- Residence Halls with Programming
- Adding Advisors
- Adding Tutors in selected courses
 - Drop in tutoring
 - Tutoring by appointment
- Add a “Successful Learning Strategy” course
- Add Success Coaches





Department Retention Plans

- Monitoring 3-year retention and graduation rates for students with 60-75 hours at the start of a fall term
- Monitoring DFW and AB rates in 3000 and 4000 level courses
- Introduce tutorial sections/labs for courses that are gateways to successful progression through the program
- Improve academic advisement at the department level

3-year graduation rates (%) for juniors (60-75 sem. cr. hr)

		Fall	2003		Fall	2004		Fall	2005
	Grad	Ret	Total	Grad	Ret	Total	Grad	Ret	Total
A-nat.	71.4	10.7	82.1	68.4	10.5	78.9	65.5	8.6	74.1
A-trn.	48.8	21.4	70.2	57.1	12.5	69.6	48.2	26.8	75.0
B-nat.	35.7	19.0	54.8	35.3	23.5	58.8	42.3	19.2	61.5
B-trn.	25.0	28.6	53.6	27.3	18.2	45.5	33.3	11.1	44.4
C-nat.	82.9	7.1	80.0	78.2	3.8	82.1	76.3	0.0	76.3
C-trn.	58.8	20.0	78.8	63.2	9.2	72.4	58.2	10.9	71.4

Cultivating buy-in

- Emphasis on credit hours and budget
 - ~94% of E&G
- Allocate SCHs to department that hires instructor instead of department with prefix for the course
- Provide competitive allocations based on responses to RFPs
 - FLC cluster
 - RPG

Challenges

- Creating a culture that student success is everyone's issue and not just the retention czar or provost
- Obtaining volunteers to teach GSU 1010
- Gave RFP for increased retention strategies
 - \$400K with > 30 proposals and ~ 11-15 funded per year
- Voluntary department retention plans
 - Awarded \$500/ instructional faculty to best executed plan

Strategies

- Regular meetings
- Deans Group – 2 per month
- Department chair lunches – 4 per semester in 2 sessions of ~ 25
- Monthly with point persons [Assoc. Provost for Academic Programs; Director of Student Retention; Assoc. Provost for institutional assessment; VP Student Affairs; Director Center Teaching & Learning; Director Critical Thinking thru Writing

Questions?



Lessons Learned

- Need data to drive agenda – some ideas might be intuitively good but do not always lead to quantifiable improvements
- Need to be personally involved
- Be a good listener – others have lots of good ideas
- Lead by example

Lessons Learned

- Cabrillo College [+ CUNY experiment]:
less choice, more structure
 - ‘Freshmen don’t do options’ – NCAT
- FLCs: Integrated classes with coordinated assignments

Lessons Learned

- Emphasize disaggregated data by campus – are some campuses achieving better results with similar students. If so, why?
- Important to provide support for all students, not just special programs for minority/ low income.
- Importance of ‘it’s everyone’s responsibility’ – role of departments in retention – provide incentives and recognition for department achievements in retention.

Categories of Retention Strategies

- First-year programs: including freshman seminar/ university 101 for credit, learning communities
- Learning support: including supplemental instruction
- Academic advising: including advising interventions with selected student populations

Academic Advisement

- Academic guides offer information about college programs, class schedules, and career opportunities
- http://www.gsu.edu/degrees_programs_undergraduate.html
- Academic guides provide milestones for end of freshman, sophomore, junior and senior years

Academic Guides

- The website for the degree map advising is at http://www.gsu.edu/career/georgia_state_majors.html
- In addition, the College of Arts & Sciences have developed 'Major Matters'. An example of a Majors map is at http://www.cas.gsu.edu/docs/mm/maps/ANTH_Map.pdf
- All of the various majors are accessible at http://www.cas.gsu.edu/major_maps.html

Majors map - biology

MAJOR MAP | B.S. in Biology

Physiology
Molecular Genetics
Neurobiology and Behavior
Pre-Professional Physiology
Environmental Biology
Broad Field (no concentration)



COLLEGE OF ARTS & SCIENCES
Major Matters Program

Use Major Pathways to plan your best route to graduation. www.cas.gsu.edu/major_pathways.html



FALL 2007

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