

Update on a System-wide Approach: Improving Graduation Rates

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Improving Graduation Rates: Literature Highlights

Trish Norman, Research and Analysis Consultant



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National Goals

- Percent of 25 to 34 year olds with an Associate Degree or higher
 - US: 41% (ranks 12 of 38 nations)
 - Texas: 32% (ranks 42 of 51 states & DC)
- Goal - Increase Nationally to 55% by 2025

Source: The College Completion Agenda



National and Texas Graduation Rates

National

- **28%** of Associate Degree Seekers graduate in 3 years
- **58%** of Bachelor Degree Seekers graduate in 6 years

Texas

- **19%** of Associate Degree Seekers graduate in 3 years
- **51%** of Bachelor Degree Seekers graduate in 6 years

Source: The College Completion Agenda



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National Goals

- Ten Recommendations - 1 to 5 Pre College
Postsecondary Recommendations:
 6. Clarify and Simplify Admission Process
 7. Provide more need based grant aid, simplify financial aid process
 8. Keep college affordable
 9. **Dramatically increase College Completion rates**
 10. Provide Postsecondary opportunities as an essential element of adult education programs

Source: The College Completion Agenda



Major Points in the Literature

1. **Pipeline vs. Pathways** - Path to and through college is no longer linear for many students
2. **Student Success Metrics** need to reflect this change and be more student, rather than institution, focused
3. **Student Engagement** is a key intersection between the student behaviors and institution conditions, where institutions can impact student success
4. **Clear communication/Expectations** – including between community colleges and universities - can help guide a smoother path to success
5. **Institution Policies** can be structured to help promote student success



1. Pipeline vs. Pathways

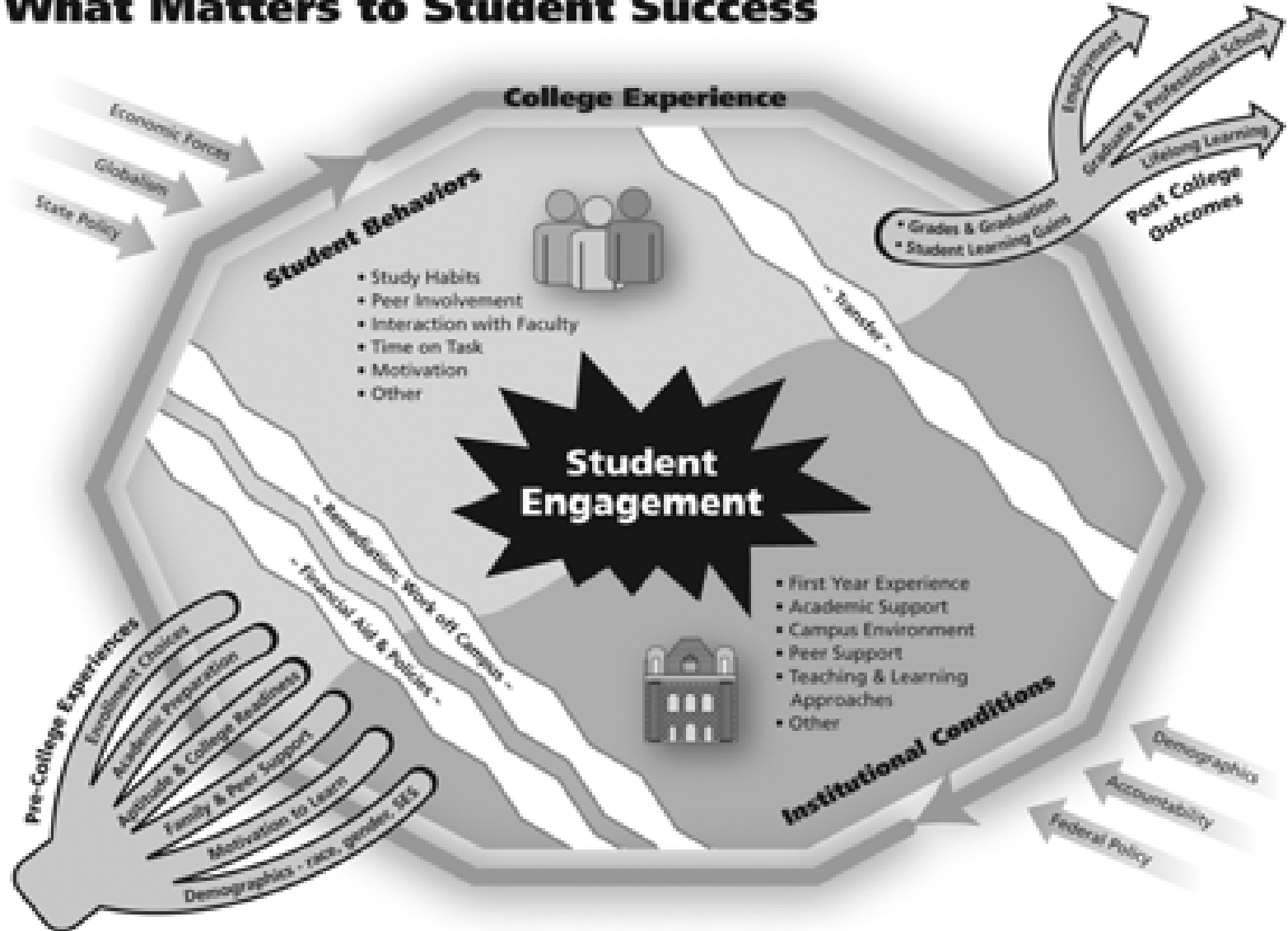
Pipeline represents the traditional direct path or route to a degree

Pathways represents the non traditional student path which includes twists and turns, stops and starts and sometimes detours

Source: What Matters to Student Success: A Review of the Literature



What Matters to Student Success



2. Student Success Metrics

Graduation Rate indicators represent only a portion of students – full-time, degree-seeking, graduating at the institution where they started. Does not include transfer or part-time students.

As students have become more diverse “student success indicators must be broadened to include: adult learners, transfer students and acknowledge different patterns of participation.”

Source: What Matters to Student Success: A Review of the Literature



2. Student Success Metrics: Make Better Use of Data to Boost Success

Nationally students are not tracked from institution to institution

“Department of Education measure provides an incomplete and inaccurate pictures of student persistence and completion”

Source: Open Letter to College and University Leaders: College Completion Must be Our Priority



3. Student Engagement

Colleges/universities can impact

- Purposeful student-faculty contact
- Active and collaborative learning
- Inclusive and affirming learning environments
- Clearly communicated expectations
- High level of performance

Source: What Matters to Student Success: A Review of the Literature



3. Student Engagement: Connecting the Dots

“Student engagement positively affects grades and first year persistence and is especially beneficial for minority and underrepresented students”

Campuses must

- **Provide early interventions and attention at key transition points – clear communication and feedback**
- **Develop multiple, interconnected learning support networks, early warning systems, and safety nets (especially for high risk students)**
- **Make classroom the center of community**
- **Implement Effective Educational Practices**

Interconnected Networks

- **Well designed orientation**
- **Placement testing**
- **First year seminars**
- **Learning Communities**
- **Intrusive Advising**
- **Early Warning Systems**
- **Redundant Safety Nets**
- **Supplemental Instruction**
- **Peer tutoring and mentoring**
- **Theme based campus housing**
- **Adequate financial aid, on campus work**
- **Internships and/or service learning**
- **Demonstrably effective teaching practices**

Source: Connecting the Dots



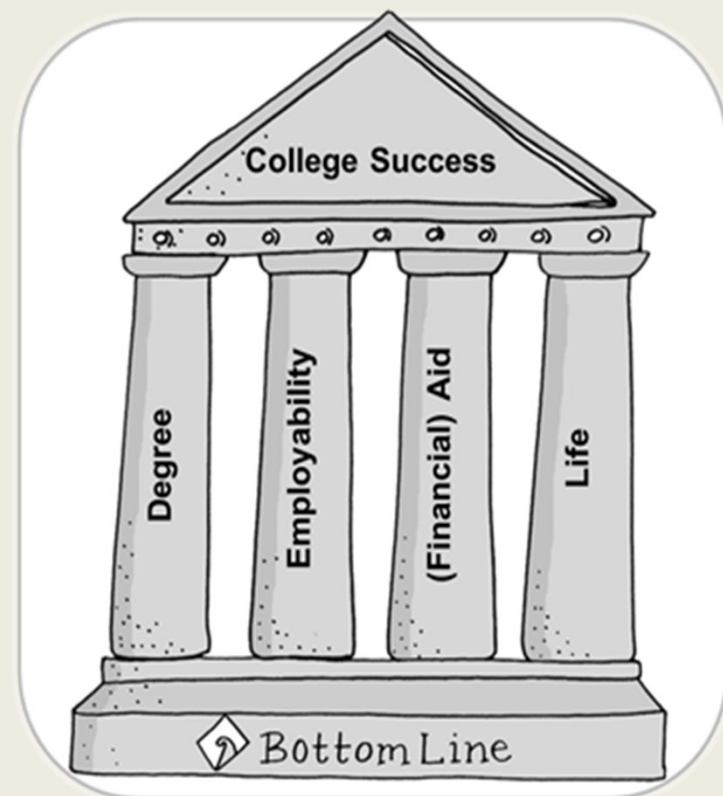
4. Clear Communication/Expectations

13

DEAL

- Degree – staying on track to graduate
- Employability – securing part-time jobs, writing a resume and defining desired career path
- Financial Aid – sufficient, maintain requirements
- Life – staying connected, positive, resolve problems

SUCCESS



Source: *A Simple Method to Improve Graduation Rates*

5. Institution Policies: Changing Campus Culture to Boost Student Success

1. Assign Ownership
2. Implement Campus Wide Initiatives
3. Study Past Mistakes
4. Student Centered Culture
5. Improve Academic Experience
6. Give Credit for Previous Learning
7. Provide Support for Non Traditional Students
8. Teach the Teachers

Source: Open Letter to College and University Leaders: College Completion Must be Our Priority



5. Institution Policies: Improving Cost Effectiveness & Quality

1. Offer Flexibility to Working Adults
2. Ease Credit Transfer
3. Encourage Competency Based Learning
4. Deliver Courses More Efficiently
5. Narrow Student Choice to Promote Completion
6. Improving Remedial Services
7. Optimize non-core services

Source: Open Letter to College and University Leaders: College Completion Must be Our Priority



5. Institution Policies: Make Better Use of Data to Boost Success

1. Pinpoint Weaknesses in Preparation
2. Harness Information Technology to Identify At-Risk Students
3. Communicate with Students About Progress to Graduation

Source: Open Letter to College and University Leaders: College Completion Must be Our Priority



References

- The College Completion Agenda,
<http://completionagenda.collegeboard.org/recommendations/9>
- What Matters to Student Success: A Review of the Literature,
http://nces.ed.gov/npec/pdf/kuh_team_report.pdf
- Connecting the Dots: Multi-Faceted Analyses of the Relationships between Student Engagement Results from the NSSE, and the Institutional Practices and Conditions That Foster Student Success,
http://nsse.iub.edu/pdf/connecting_the_dots_report.pdf
- Open Letter to College and University Leaders: College Completion Must Be Our Priority,
<http://www.acenet.edu/news-room/Documents/An-Open-Letter-to-College-and-University-Leaders.pdf>
- A Simple Method to Improve Graduation Rates,
http://www.ssireview.org/blog/entry/a_simple_method_to_improve_college_graduation_rates



UT System Perspective

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Office of Strategic Initiatives, UT System



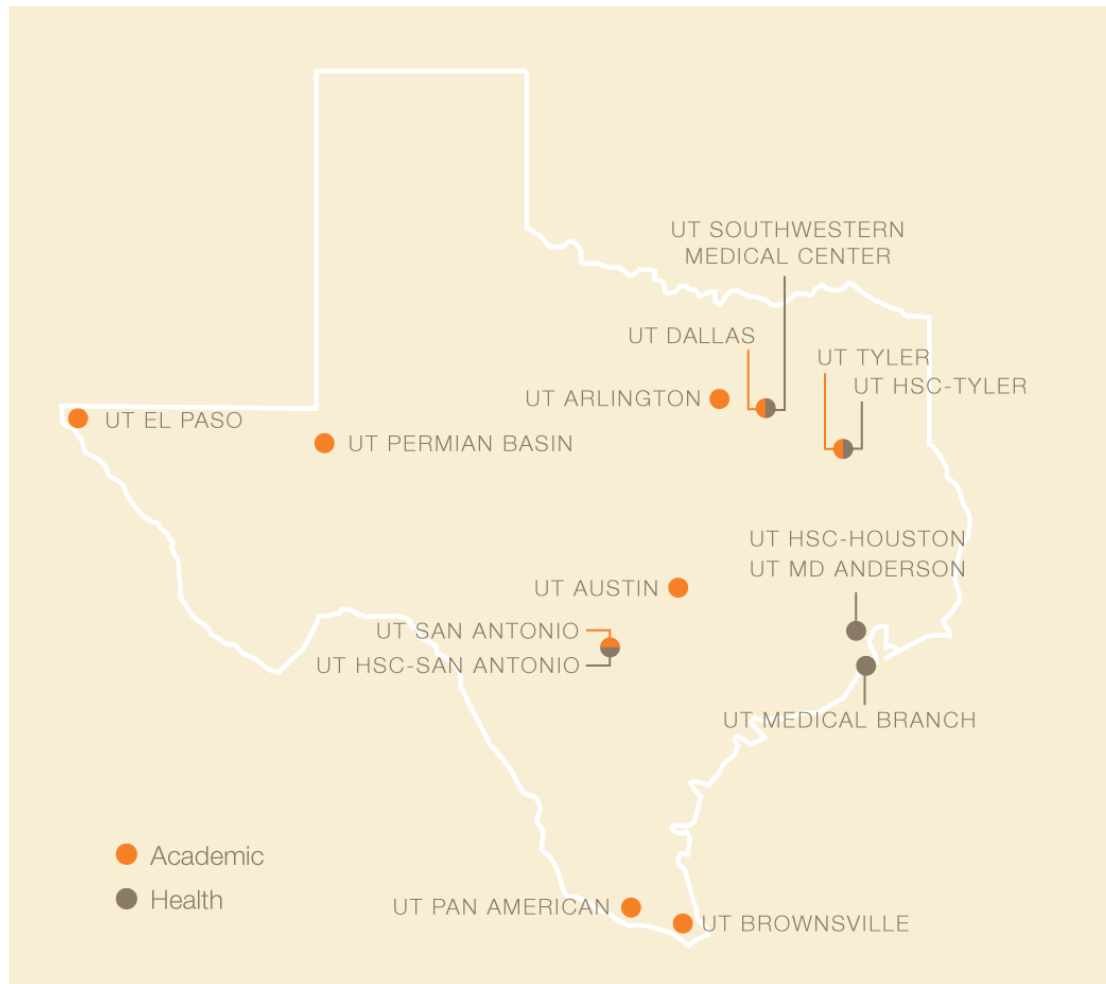
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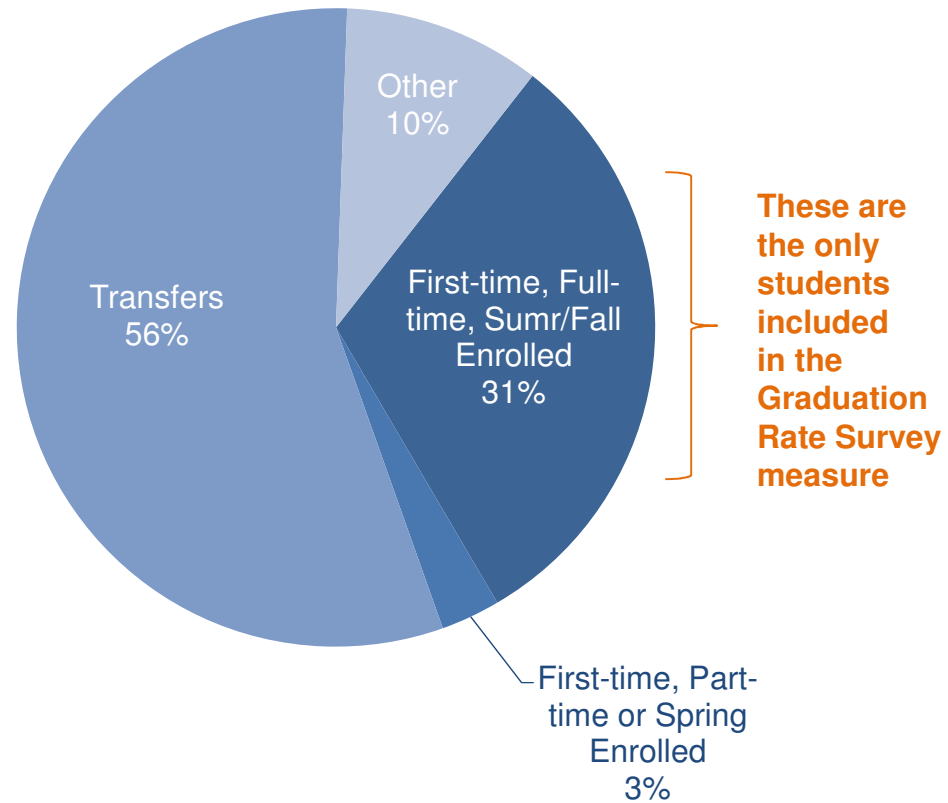
The University of Texas System

- 9 academic institutions
- 6 health institutions
- Over 216,000 students enrolled
- Educates one of every three students who attend a 4-year Texas public institution



Challenges: Too Many Students Excluded from Traditional Metric

Fig. 1 Entry Status of Undergraduate Students at UT System Receiving a Baccalaureate Degree in AY 2010-11

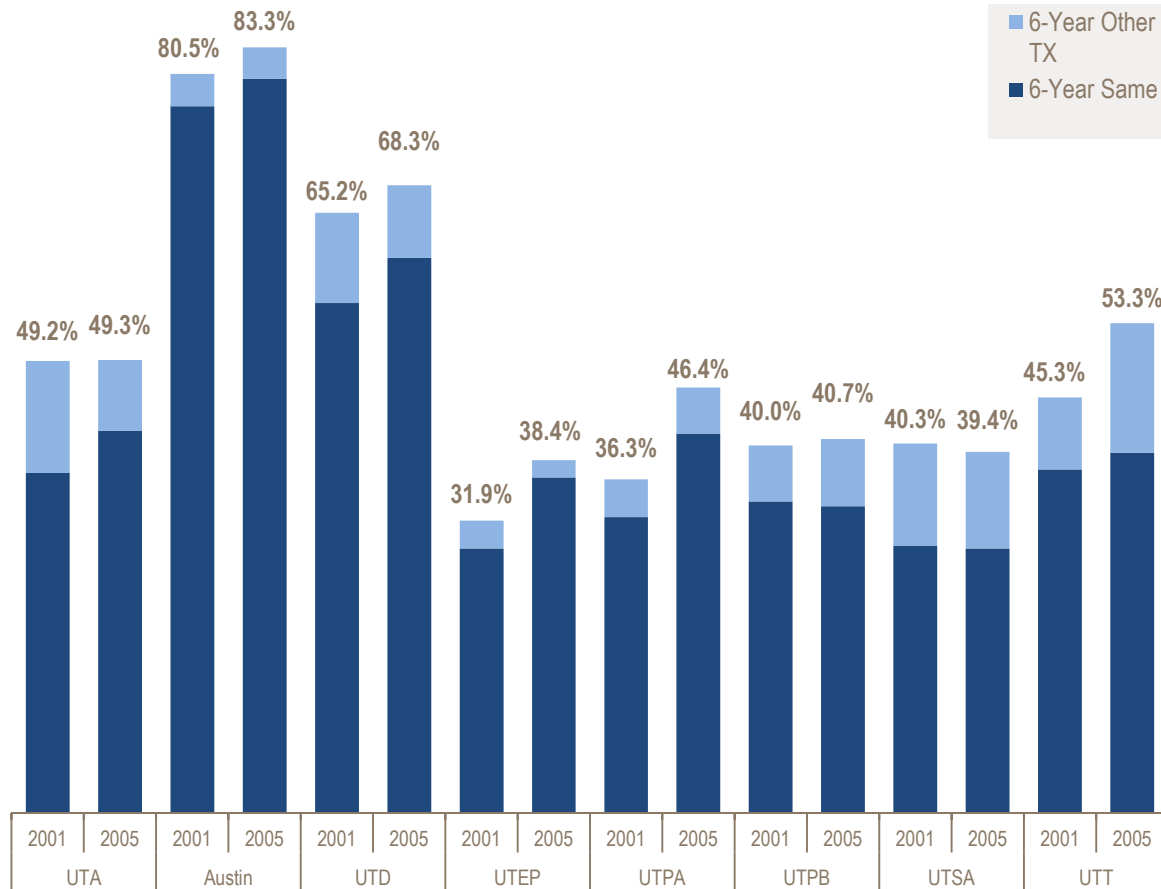


Challenges: UT Austin's Coordinated Admission Program – Traditional Graduation Rates Exclude CAP Students

- Campuses don't get credit for CAP students in traditional graduation rate metrics
- CAP students were inconsistently reported prior to Fall 2007 cohorts
- CAP students can be included when identified and tracked using a broader graduation rate metric: *Graduating from Same or Other Texas University*



A Broader View – Including CAP students



Data Source: Texas Higher Education Coordinating Board

If CAP students are included in the cohort, they can be tracked across campuses:

- **UTSA** and **UTA** have the largest number of entering CAP students
- When “*Other Texas University*” graduation rates are included, UT institutions with CAP students gain between **8 and 14 points**



Chancellor's Framework for Excellence:

Increase Number of Degrees and 4-year Graduation Rates

1. Increase Number of Degrees
2. Enrollment Management Plans
3. Increase 4-year graduation rates, become top performers
4. Implement tuition policies that promote timely graduation
5. Improve Student Advising



Chancellor's Framework for Excellence: Determining Top Performers

Peers were evaluated and revised to create two groups of peers:

1. **Baseline Peers** – statistically similar peers
2. **Aspirational Peers** – institutions aspire to be like

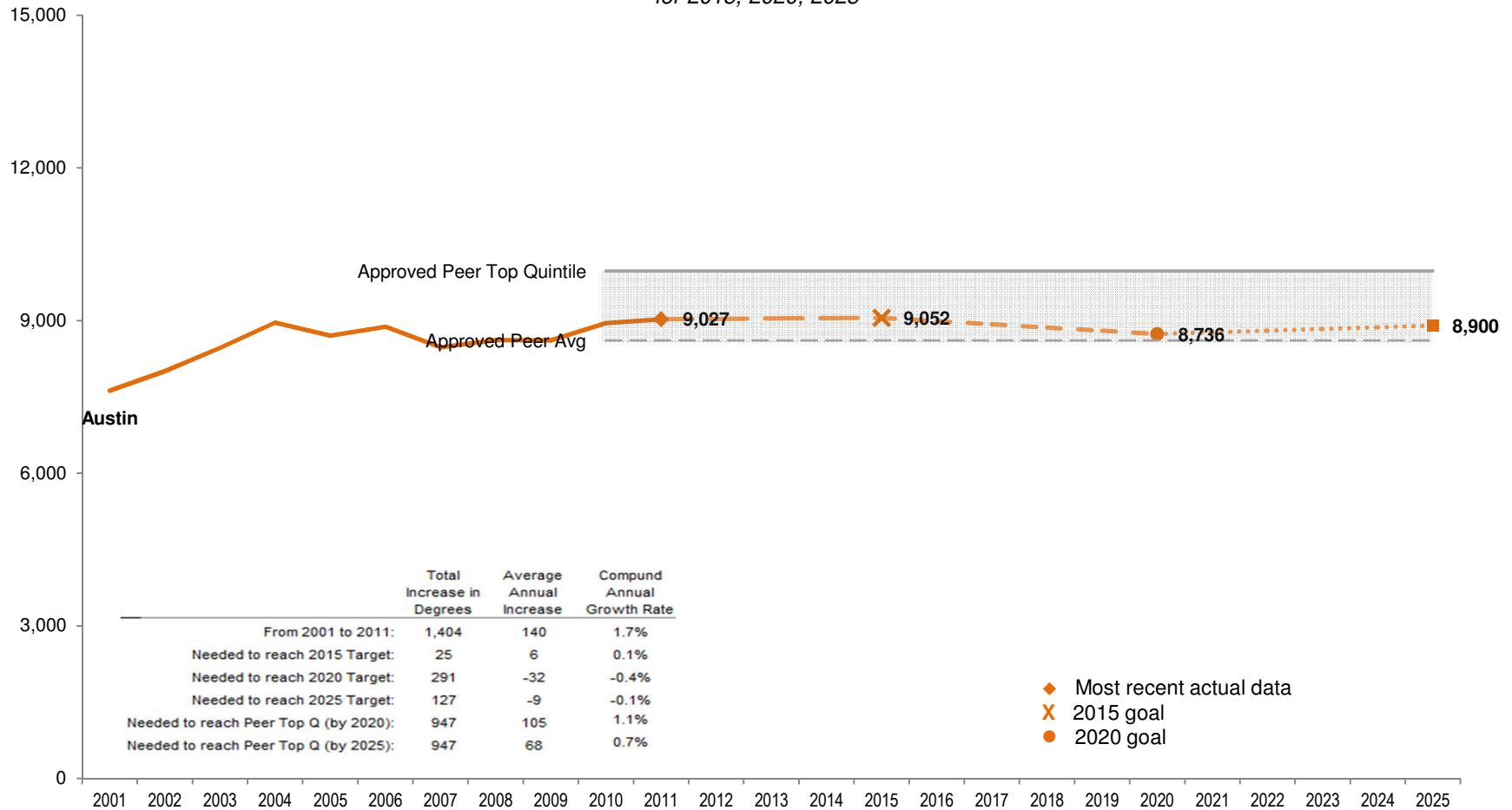
Goal Setting Process:

1. **2015 Targets**– forecast of performance
2. **2020 Targets**– reach the *top quintile* of **Baseline** Comparison Group
3. **2025 Targets**– approach the **Aspirational average**



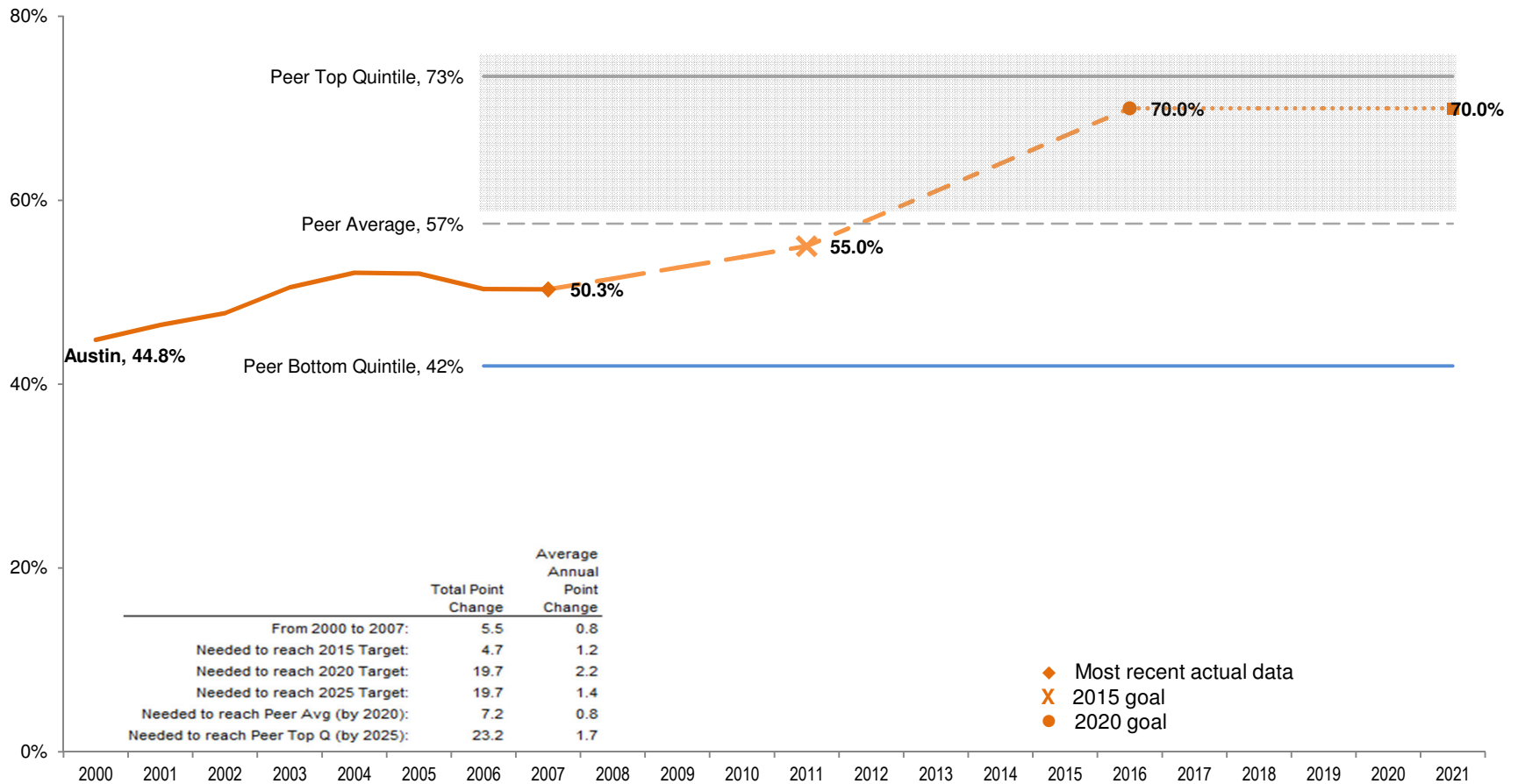
Chancellor's Framework for Excellence: Increase Number of Degrees – *UT Austin*

UT Austin: Bachelor's Degree Production Targets
for 2015, 2020, 2025



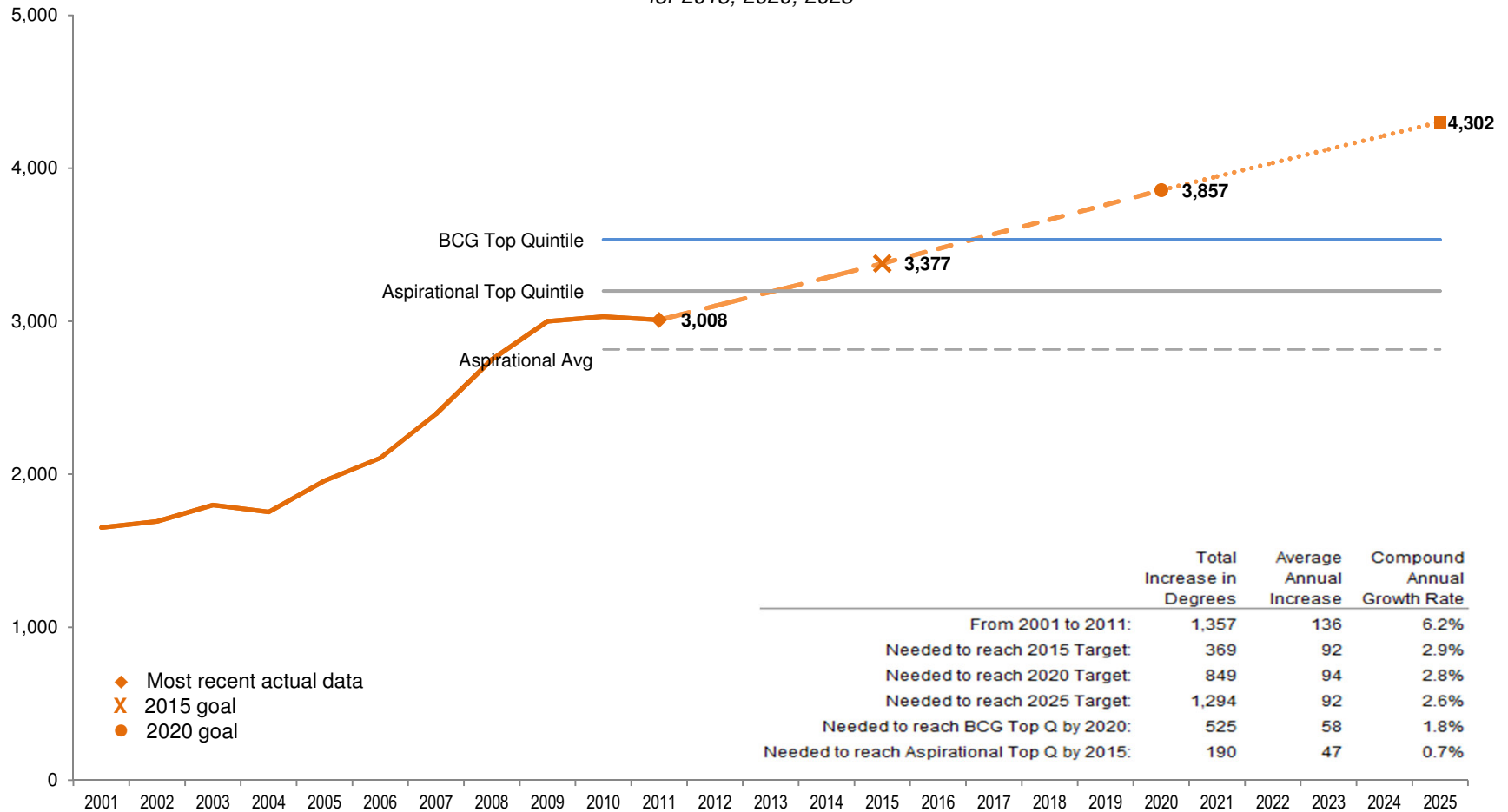
Chancellor's Framework for Excellence: Increase 4-year Graduation Rates – *UT Austin*

UT Austin: 4-Year Graduation Rates Performance Targets
for students graduating in 2015, 2020, 2025 (from the same institution)



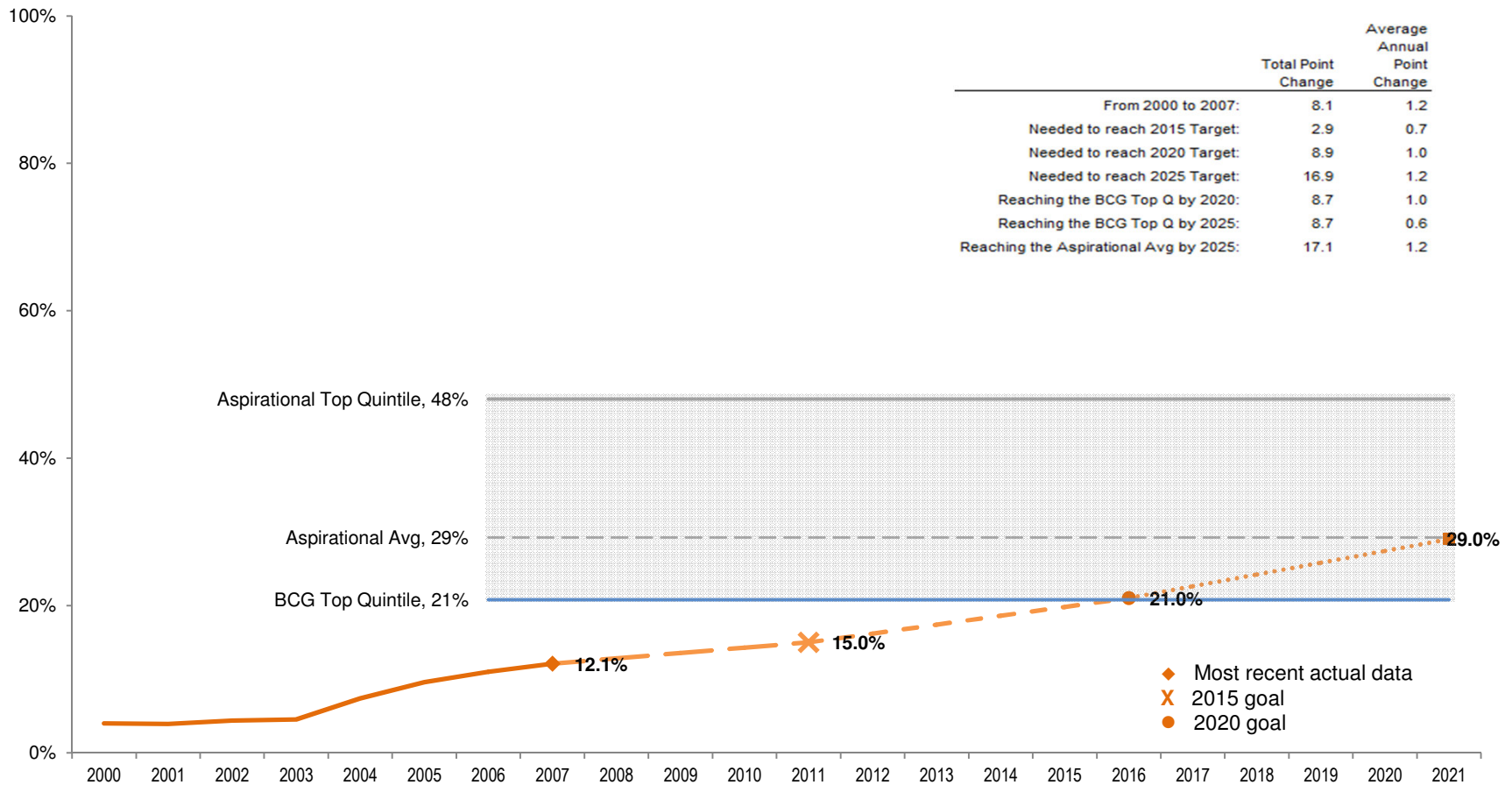
Chancellor's Framework for Excellence: Increase Number of Degrees – *UT El Paso*

UT El Paso: Bachelor's Degree Production Targets
for 2015, 2020, 2025



Chancellor's Framework for Excellence: Increase 4-year Graduation Rates – *UT El Paso*

UT El Paso: 4-Year Graduation Rates Performance Targets
for students graduating in 2015, 2020, 2025 (from the same institution)



	Total Point Change	Average Annual Point Change
From 2000 to 2007:	8.1	1.2
Needed to reach 2015 Target:	2.9	0.7
Needed to reach 2020 Target:	8.9	1.0
Needed to reach 2025 Target:	16.9	1.2
Reaching the BCG Top Q by 2020:	8.7	1.0
Reaching the BCG Top Q by 2025:	8.7	0.6
Reaching the Aspirational Avg by 2025:	17.1	1.2



Original Goal Setting Limitation: Target Setting Process Based on National Averages – UTEP Example

Graduation Rates and Targets for FTFT Degree-seeking Undergraduates UTEP

	UT El Paso	2000 Carnegie Class Average	All Public 4-year Institution Average	Accountability Peer Group Average (For information only)	Enter your targets below:	
					2010 Target	2015 Target
	1997 Entering Cohort					
Four-year Rate	2%	20%	26%	20%	10%	20%
Five-year Rate	15%	40%	47%	40%	23%	40%
Six-year Rate	26%	46%	53%	44%	34%	53%



Raising Graduation Rates: Where are We Now?

	2006 Graduation Rates Initiative			Most recent 2011 Actual (2005 cohort)	2012 Goal-Setting Process	
	Base Rate 2003 (1997 cohort)	2010 Target (2004 cohort)	2010 Actual (2004 cohort)		2015 Target (2009 cohort)	2020 Target (2014 cohort)
UTA	37%	46%	40%	42%	45%	52%
Austin	71%	80%	80%	80%	83%	85%
UTB	18%	25%	20%	--	--	--
UTD	57%	65%	63%	60%	66%	69%
UTEP	26%	34%	35%	37%	42%	48%
UTPA	26%	35%	35%	41%	44%	52%
UTPB	29%	40%	32%	33%	34%	37%
UTSA	28%	37%	27%	29%	31%	45%
UTT	44%	53%	38%	39%	38%	49%



Dashboard and Research Briefs

Productivity Dashboard:

<https://data.utsystem.edu>

Research Brief on Graduation Success:

<http://www.utsystem.edu/osm/reports.htm>

Chancellor's Framework for Advancing Excellence:

<http://www.utsystem.edu/framework>



UT Austin Perspective

Kristi Fisher, Assoc Vice Provost, Information Management and Analysis, UT Austin
Dr. David Troutman, Assistant Director of IR, UT System



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UT Austin - Hurdles

- Large entering classes (~ 7,200)
- Limited discretionary admissions (Top 10%)
- College readiness issues
- Capacity in high-demand majors
- “Swirling”
- Messaging and expectations
- **“4-year grad rate = 70% within 5 years”**



UT Austin – “Hunches”

- Analysis:
 - Net tuition and gift/load mix
 - Affect of gift aid on certain populations
 - Predictors of matriculation
 - Predictors of success
- Strategic use of financial aid to target students via initial “matriculation dashboard” prototype
- Effectiveness of orientation sessions
- Issues of college readiness (STEM)



UT Austin – Initiatives / Solutions

- “Champion” – VP for Enrollment Management and Graduation Rates
- Weekly strategy meetings – many players
- Redesign orientation – focus on readiness
- The “Sleeve” – messaging and guidance from acceptance to 1st class day
- Use of Undergraduate Studies and advising
- “300 Communities”
- On-campus work programs
- Course Transformation Programs (gateway courses)
- **More Strategic Use of Discretionary Financial Aid**



UT Austin – Matriculation Dashboard

- For admitted student population in each college
- Predicts probability of graduation success
- Predicts probability of matriculation
- Allows colleges to target students with high success probability for further contact/recruiting
- Discretionary funds allocated to colleges from central reserves to make financial aid awards
- Additional institutional or federal awards applied
- Matriculation probability changes based on amount and type of financial aid awarded (and mix)



UT Austin – Matriculation Variables

Probability of Matriculation:

- SAT Equivalent
- First Choice
- Auto Admit
- First Generation
- Loans
- Grants / Scholarships
- Parent Income Level
- College
- Probability Constant



UT Austin – Success Variables

Probability of 4 Year Graduation:

- First Generation
- Residency Status
- Parent Income Level
- Auto Admit
- High School %
- SAT Equivalent
- College
- High School Credits
- First Choice
- Probability Constant



UT Austin - Matriculation Dashboard

THE UNIVERSITY OF TEXAS AT AUSTIN WHAT STARTS HERE CHANGES THE WORLD

Dashboard

Matriculation Dashboard

Home [List Students](#) [Certify](#) [Reports](#)

Welcome to the Matriculation Dashboard

This application provides users with a list of admitted students along with some corresponding data and metrics about each student. Users can modify the amount of financial aid offered to students and view immediate feedback about how the award amount entered will affect a student's likelihood of matriculation to the university. Users who are employed by one of the colleges or schools will have access to only those students who have been admitted to that college/school.

Several actions can be performed on this page:

- To award aid to a student, click on the "Edit Aid" link in the "Actions" column at the end of the table below. A window will open to accept input.
- Columns in the table can be sorted by clicking on the column header. To perform a multi-sort, sort the first column you are interested in and then hold down the "Shift" key while clicking on the next column to be sorted. Please note that sorting remains fixed even after an award has been updated.
- Data can be exported in various formats by clicking any of the buttons located at the top left of the table below.
- To perform a full text search of the page, enter in the characters to search for in the input box labeled "Search" that is located at the top right of the table below.

This page is currently displaying admitted students for The University of Texas at Austin

College Award Total: \$15,000
Institutional Award Total: \$5,000

[About these Data](#)

Excel CSV PDF Copy Print

Search:

Show entries Showing 1 to 100 of 3,119 entries (filtered from 7,639 total entries) [Previous](#) [Next](#)

EID	Major	College	Res.	SAT Equiv.	HS %	PAI Score	Pred. GPA	Auto Admit	1st Choice	1st Gen.	Loan (\$)	College Aid (\$)	Institutional Entitlement (\$)	Institutional Discretionary (\$)	Other Institutional Aid (\$)	Total Awards (\$)	Prob. of Matriculation (%)	Prob. of Matriculation without Aid (%)	4 yr Grad (%)	Actions
ez2693	CHEMISTRY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1600	97	6	4.423	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
xh2395	NEUROSCIENCE, EN	NATURAL SCIENCES	TEXAS RESIDENT	1600	99	6	4.463	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
amr4	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1560	95	6	4.313	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	68.59	Edit Aid
jt3523	BIOCHEM ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1560	99	6	4.343	Y	Y	N	3500	0	2000	0	0	5500	26.35	21.20	73.38	Edit Aid
gd137	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1550	98	6	4.263	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
tl2232	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1550	99	6	4.213	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
psy96	BIOCHEM ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1540	97	6	4.273	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
xz388	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1540	91	6	4.103	N	Y	N	3500	0	0	0	0	3500	28.65	26.33	66.70	Edit Aid
ek642	PUBLIC HLTH ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1520	86	6	3.781	N	Y	N	3500	0	0	0	0	3500	28.65	26.33	62.42	Edit Aid



UT Austin – Matriculation Dashboard

- Major and College Admitted
- Residency
- SAT Score
- High School Percentile Rank
- Personal Achievement Index Score
- Predicted GPA (1st Year)
- Automatically Admitted (“Top 10%”) – Y/N
- Major is 1st Choice – Y/N
- First-Generation – Y/N
- Loan Availability (estimated/pre-loaded by OSFS)
- Aid \$ from College (manipulated by College)
- Federal/State Entitlement Aid \$ (estimated/pre-loaded by OSFS)
- Federal/State Discretionary Aid \$ (manipulated by OSFS / Provost)
- Institutional Aid \$ (manipulated by OSFS / Provost)
- Total Aid \$ Awarded
- **Probability of Matriculation *** auto update *****
- Probability of Matriculation WITHOUT Aid \$
- Probability of 4-Year Graduation



UT Austin – Matriculation Dashboard

EID	Major	College	Res.	SAT Equiv.	HS %	PAI Score	Pred. GPA	Auto Admit	1st Choice	1st Gen.	Loan (\$)	College Aid (\$)	Institutional Entitlement (\$)	Institutional Discretionary (\$)	Other Institutional Aid (\$)	Total Awards (\$)	Prob. of Matriculation (%)	Prob. of Matriculation without Aid (%)	4 yr Grad (%)	Actions
e	CHEMISTRY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1600	97	6	4.423	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
x	NEUROSCIENCE, EN	NATURAL SCIENCES	TEXAS RESIDENT	1600	99	6	4.463	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
a	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1560	95	6	4.313	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	68.59	Edit Aid
j	BIOCHEM ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1560	99	6	4.343	Y	Y	N	3500	0	2000	0	0	5500	26.35	21.20	73.38	Edit Aid
g	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1560	98	6	4.263	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
t	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1550	99	6	4.213	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
p	BIOCHEM ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1640	97	6	4.273	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
x	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1540	91	6	4.103	N	Y	N	3500	0	0	0	0	3500	28.65	26.33	66.70	Edit Aid
e	PBLIC HLTH ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1520	86	6	3.781	N	Y	N	3500	0	0	0	0	3500	28.65	26.33	62.42	Edit Aid
r	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1520	95	6	4.053	Y	Y	U	0	0	0	0	0	0	18.28	18.28	66.70	Edit Aid
r	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1520	99	6	4.173	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
z	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1520	98	6	4.183	Y	Y	N	0	0	0	0	0	0	18.28	18.28	71.65	Edit Aid
s	BIOCHEM ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1510	99	6	4.323	Y	Y	N	0	0	0	0	0	0	18.28	18.28	71.65	Edit Aid
r	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1490	98	6	4.253	Y	Y	N	3500	0	2000	9500	0	15000	64.90	9.01	68.28	Edit Aid
b	MATH ENTRY-LEVEL	NATURAL SCIENCES	TEXAS RESIDENT	1470	98	6	4.233	Y	Y	N	3500	0	0	0	0	3500	33.19	30.66	70.99	Edit Aid
u	C S ENTRY-LEVEL	NATURAL SCIENCES	TEXAS RESIDENT	1420	98	6	4.083	Y	Y	N	3500	0	0	0	0	3500	33.19	30.66	70.99	Edit Aid
v	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1420	96	6	4.103	Y	Y	N	3500	0	0	0	0	3500	33.19	30.66	65.98	Edit Aid
h	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1400	96	6	3.833	Y	Y	N	3500	0	0	0	0	3500	39.99	37.23	62.40	Edit Aid
a	C S ENTRY-LEVEL	NATURAL SCIENCES	TEXAS RESIDENT	1380	97	6	3.983	Y	Y	N	3500	0	2000	8000	0	13500	63.75	11.05	64.82	Edit Aid
a	MATH ENTRY-LEVEL	NATURAL SCIENCES	TEXAS RESIDENT	1350	99	6	3.488	Y	Y	Y	3500	0	6870	13000	0	23370	93.87	7.39	52.06	Edit Aid
a	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1270	97	6	3.533	Y	Y	N	3500	0	0	0	0	3500	44.88	42.02	63.00	Edit Aid



UT Austin – Matriculation Dashboard

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x	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1540	91	6	4.103	N	Y	N	3500	0	0	0	0	3500	28.65	26.33	66.70	Edit Aid
e	PBLIC HLTH ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1520	86	6	3.781	N	Y	N	3500	0	0	0	0	3500	28.65	26.33	62.42	Edit Aid
n	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1520	95	6	4.053	Y	Y	U	0	0	0	0	0	0	18.28	18.28	66.70	Edit Aid
r	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1520	99	6	4.173	Y	Y	N	3500	0	0	0	0	3500	23.21	21.20	73.38	Edit Aid
z	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1520	98	6	4.183	Y	Y	N	0	0	0	0	0	0	18.28	18.28	71.65	Edit Aid
s	BIOCHEM ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1510	99	6	4.323	Y	Y	N	0	0	0	0	0	0	18.28	18.28	71.65	Edit Aid
n	NEUROSCIENCE	NATURAL SCIENCES	TEXAS RESIDENT	1490	98	6	4.253	Y	Y	N	3500	0	2000	9500	0	15000	64.90	9.01	68.28	Edit Aid
b	MATH ENTRY-LEVEL	NATURAL SCIENCES	TEXAS RESIDENT	1470	98	6	4.233	Y	Y	N	3500	0	0	0	0	3500	33.19	30.66	70.99	Edit Aid
u	C S ENTRY-LEVEL	NATURAL SCIENCES	TEXAS RESIDENT	1420	98	6	4.083	Y	Y	N	3500	0	0	0	0	3500	33.19	30.66	70.99	Edit Aid
v	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1420	96	6	4.103	Y	Y	N	3500	0	0	0	0	3500	33.19	30.66	65.98	Edit Aid
h	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1400	96	6	3.833	Y	Y	N	3500	0	0	0	0	3500	39.99	37.23	62.40	Edit Aid
a	C S ENTRY-LEVEL	NATURAL SCIENCES	TEXAS RESIDENT	1380	97	6	3.983	Y	Y	N	3500	0	2000	8000	0	13500	63.75	11.05	64.82	Edit Aid
a	MATH ENTRY-LEVEL	NATURAL SCIENCES	TEXAS RESIDENT	1350	99	6	3.488	Y	Y	Y	3500	0	6870	13000	0	23370	93.87	7.39	52.06	Edit Aid
a	BIOLOGY ENTRY	NATURAL SCIENCES	TEXAS RESIDENT	1270	97	6	3.533	Y	Y	N	3500	0	0	0	0	3500	44.88	42.02	63.00	Edit Aid



UT El Paso Perspective

Dr. Roy Mathew, Associate Vice President
Center for Institutional Evaluation, Research, and Planning



THE UNIVERSITY of TEXAS SYSTEM

Nine Universities. Six Health Institutions. Unlimited Possibilities.

TAIR CONFERENCE 2013

UTEP: Student Demographics

- 77.4% Hispanic
- 83.5% from El Paso County (7th poorest Metropolitan Area in the Nation)
- 37.9% Part Time
- 56.8% of New students are first-generation (Fall 2011)
- 61.1% receive Pell Grants (FY 2011)
- About 30% of undergraduate students report family incomes of \$20,000 or less



UTEP: Efforts and Impacts on Student Success

By 2004, UTEP was nationally recognized for fostering student success.

- Dr. George Kuh and the American Association for Higher Education identified UTEP as one of 20 colleges and universities that was “unusually effective in promoting student success.” (1)
- UTEP is recognized as one of six NSF’s Model Institutions for Excellence for its success in creating educational opportunities for non traditional students.

(1) NSSE Institute for Effective Educational Practice, Project DEEP Final Report, p. 4



UTEP: Efforts and Impacts on Student Success (cont.)

In 2004, President Natalicio asked what more could we do?

- UTEP secured two grants from Lumina Foundation for Education to study first-time (2005-2008) and transfer student success (2009-2012)
- Focused on identifying actionable insights

By 2006, UTEP began to implement insights from Lumina studies.



UTEP: Impact on Outcomes

- Institutional Impact (2004 to 2012)
 - Degrees awarded **increased by 78%** (preliminary), while enrollment only grew by 22% (between 2004 and 2012)
- Comparative Impact (2005 to 2009)
 - **98th percentile** in terms of growth in undergraduate degrees awarded, among 2,300+ institutions awarding baccalaureate degrees
 - **100th percentile** in undergraduate degrees to Hispanics, among 2,300+ institutions awarding baccalaureate degrees



UTEP: Impact on Outcomes (cont)

- National Impact (2011)
 - **3rd in nation** awarding baccalaureate degrees to Hispanics
 - **5th in nation** awarding master's degrees to Hispanics
 - **Top 10 in nation** as institution of origin for Hispanic doctoral students
- National Recognition (2012)
 - **Ranked 1st** for Social Mobility in 2012 *Washington Monthly's Rankings of National Universities*, and ranked 12th overall



UTEP: What More Are We Doing to Increase Student Success?

Selected continuing efforts

- Focus on Seniors to ensure progress and completion
- Focus on retention (term-to-term and year-to-year)
- Track success in first term and first year
- Track success in first year courses / Professor Ambler initiative

Selected new efforts

- More aggressive monitoring of progress and target setting
- Tracking of sufficient progress to degree completion
- Integration of Ambler model across campus
- Address student barriers through off-site locations, hybrids, and online courses

