



UNC UNDERGRADUATE DEGREE COMPLETION IMPROVEMENT PLAN

Report to the Joint Education Appropriations Committee

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Presentation Outline

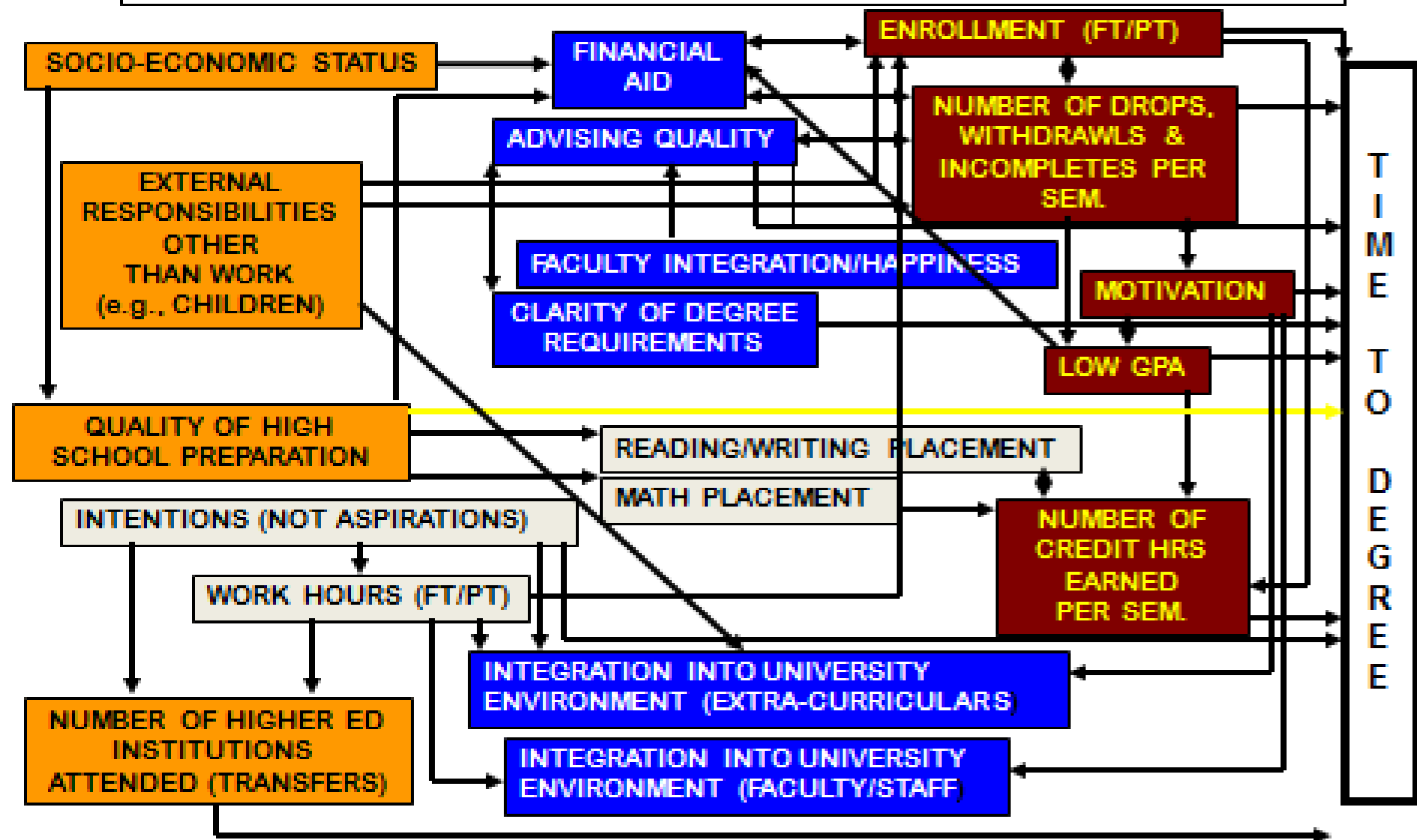
- Components Impacting Student Success
- Completion Rates Nationally and at UNC
- Improving Completion: Factors to Consider
- Continuing UNC's Positive Trajectory
- The Degree Completion Improvement Plans
- New Recent Effort in Predictive Analytics
- Summary



STUDENT SUCCESS

A SIMPLIFIED MODEL

Factors that Affect Student Success



External Factors
 Shared External/Institutional Factors
 Institutional Factors
 Student-Based Factors

Background

- Legislation required UNC to “adopt a plan to improve student completion of baccalaureate degrees that includes specific targets for each constituent institution’s completion rates and that is effective for the 2017-2018 academic year. . . The plan shall allow for a variety of strategies designed to best meet the individual constituent institutions’ needs.”
- Complete report submitted in December 2016 to meet requirements of S.L. 2016-94, section 11.2
- Linked to the new Strategic Plan and its goals (e.g., increased completion and reduced time to degree)



Graduation Rates: UNC and National Comparisons

- UNC System student graduation (from any university) rates have improved:
 - Four year graduation rates rose nearly 7.4 percentage points from the 2005 to 2011 entering freshmen cohorts.
 - Six year graduation rates rose from 66.6% for the fall 2005 freshmen to 70% for the fall 2009 freshmen.
 - Over 70% of freshmen completed a bachelor's degree in six years or less
 - On average, students who start as freshmen complete degrees in 4.5 years
- These rates are significantly better than other public higher education systems across the country – nearly 10 percentage points higher.
- Example: 67.5% UNC vs. 58.5% U.S. Publics (2008 cohort)

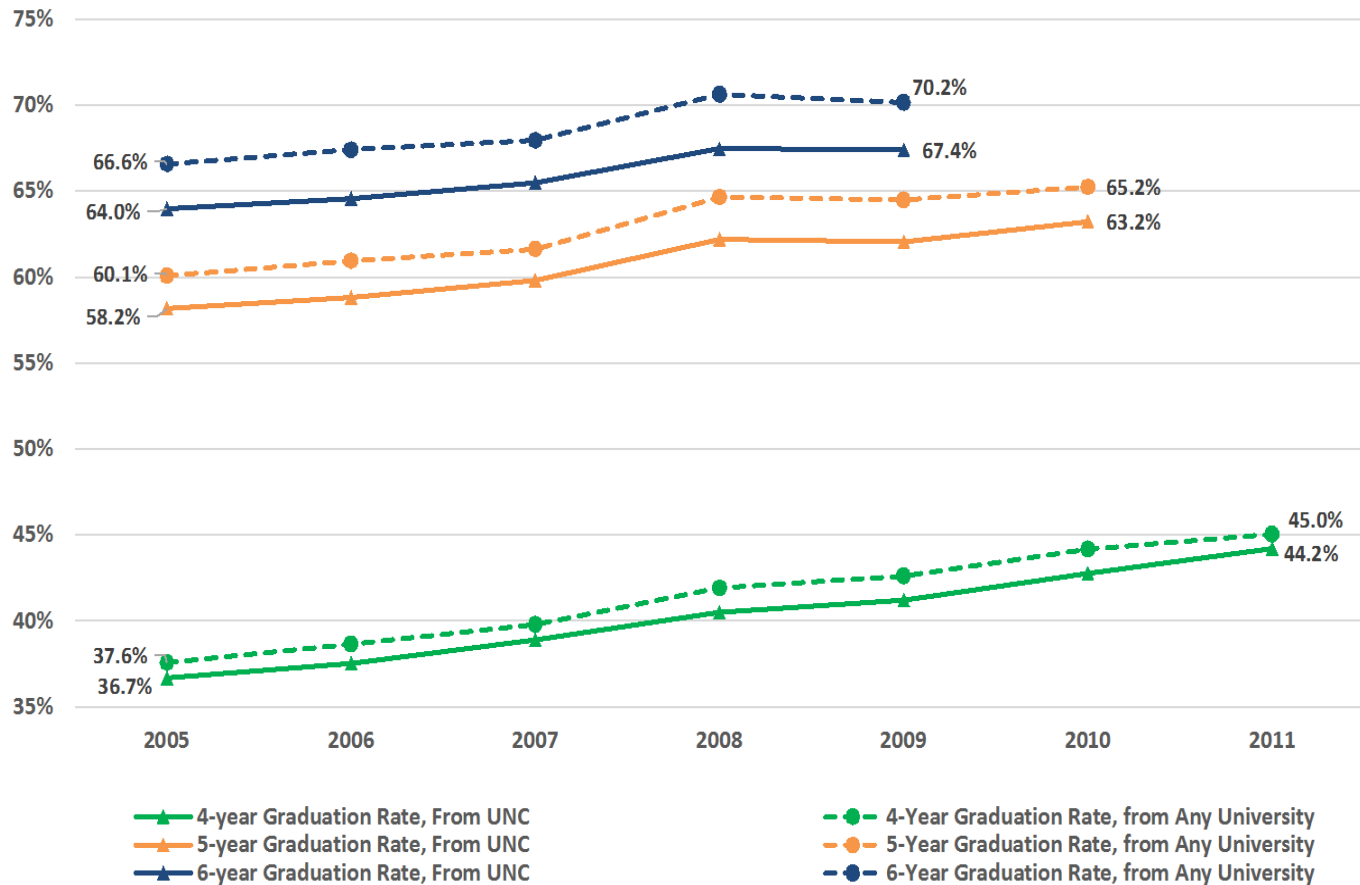




UNC GRADUATION RATES

From a UNC Institution and from Any Other U.S. University

Graduation Rates from within UNC and from Any U.S. University:
Over 70% of New Freshmen Completed a Bachelor's in Six Years or Less



On average, students who start as freshmen complete the degree in 4.5 years.

- Average fall/spring terms taken to complete the degree is 8.6, plus an average of two summer terms.

Graduation rates have improved.

- Four-year graduation rates have risen about 7.5 percentage points in six years.

- Six-year graduation rates have risen about 3.5 percentage points in four years.

Note: Average time to degree metrics are based on research with a 2013-14 cohort of graduates.

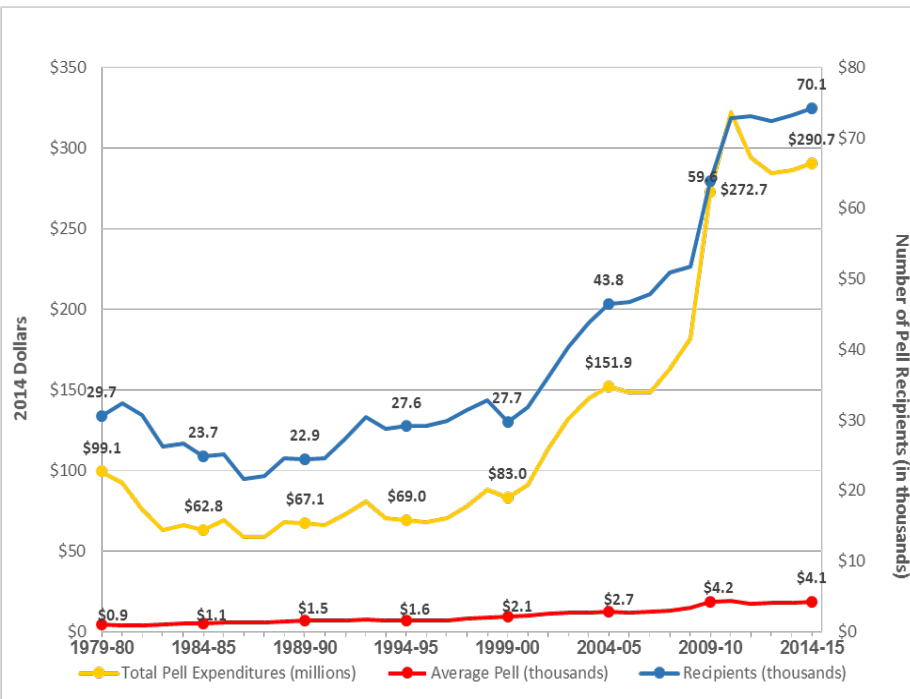
Importance of Transfer, Age and Income

- More than one-third (36%) of students graduating from UNC are NOT counted in graduation rates
- Transfer students account for almost 28% of the System's undergraduate students; 56% of students who transfer into UNC do so from the NCCCS
- In US (2009) only 39% of students enrolled full-time, and the number has risen. UNC new student average starting age is now 21
- National data show the strong correlation of family income to graduation rates, regardless of academic performance
- 44% of all UNC students received Pell Grant assistance sometime during their path (data from Fall 2014), up to 81.4% at some institutions.

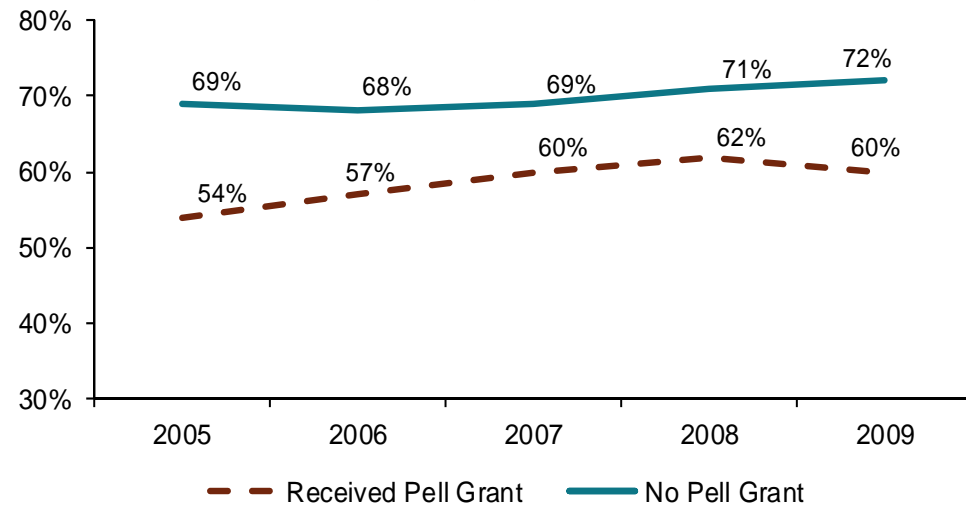


Pell Grants & Completion

Pell Grant Trends in the UNC System



Six-Year Graduation Rates, Pell Grant Students First-Time, Full-Time Freshmen at UNC Institutions (beginning year cohorts)



Past and Ongoing Improvement Efforts

- Recent In-Place State and BOG policy changes:
 - Minimum Admissions Requirements (2009-2013 phase-in)
 - Revised Comprehensive Articulation Agreement (2014)
 - Fostering Undergraduate Student Success (2014)
 - Reverse Transfer (2015)

UNC Gains in Retention and Persistence

- Important to look year by year
- 2005-2009: positive gains
 - First year retention increased 1.2 points; subsequent year persistence increased 1.4 points
- 2009-2013 cohorts *with increased admissions standards phased in has even more positive gain*
 - **First year retention increased 2.3 points** (from 85-87.3%)
 - **Persistence to third year rose 5.2 points** (from 77.5 to 82.7%)
- These early results with changes in admissions standards indicate that UNC's performance is improving faster over the 4 year phase in period than it did in the previous 4 years
- Expect to see full results on six year graduation rates in the 2019-20 academic year



A Deeper Dive into Stop Outs and Debt

- Difficult to track; some return, others become part-way home (≥ 90 credits): Nationally, more than 37% of students stop out at some point
- 71% of UNC students who stop-out do so in the first or second year
 - 43% of students who stop out do so after 1st year
- Many leave in good academic standing
 - 27% who departed a UNC school earned a GPA of 2.5 or higher
 - At Minority Serving Institutions, 35% of stop outs earned a 2.8 GPA or higher
- ***70% stop outs (2009 cohort) had 3.0 or higher GPA in high school***
- Average debt for stop-outs
 - Stop out during the first year: \$4,277; Average debt for all stop out: \$11,028
- Stop out students leave for many different reasons not connected to their HS and often college GPA – family, health, finances

Current and Future Improvement Efforts

- System-level enhancements:
 - Expanded & new work with NCCCS—new position at UNC: Director of CC Partnerships
 - Tests of financial aid and other innovations (Actualizing Innovations Meant to Scale)
 - Enhancement of financial literacy programming at all institutions
 - Data and Predictive Analytics and example of PAR Framework
 - New UNC Strategic Plan Goals and related institutional performance plans
- Every constituent university developed its own degree completion improvement plans based upon data on national best practices and evidence-based methods





DEGREE COMPLETION IMPROVEMENT PLANS

Complete Plans Available at:

<https://sites.google.com/a/northcarolina.edu/udcip/>

Unique Plans with Similarities

- Each institution based their Improvement Plan upon their unique missions and different student populations
- All Institutions:
 - 1) Identified student populations that are most likely to leave their particular institution without earning a degree and set goals for improving graduation rates and degree attainment among these groups over the next five years.
 - 2) Re-allocated resources in student success policies and programs that are most relevant to the identified student populations.
 - 3) Agreed to use and report specific performance data to measure the progress of the specified student groups and to refine student success programs as appropriate.



Strategies & Tools for Achieving Goals

- Institutions identified more than 70 different student success programs
- Using current or restructured resources to refine or expand
- Most common types/categories:
 - Early Alert tools (e.g., Starfish, Grades First)
 - Curriculum and Schedule Planning tools (e.g., Degree Works, Schedule Planner)
 - Enriched Educational Experiences
 - Learning Communities
 - Summer Programs
 - Financial Literacy and or Aid Programs:
 - SALT
 - Money Matters
 - Carolina Covenant



Major Student Sub-Groups in the Plans

- *Transfer students:* ASU, ECSU, FSU, NCA&T, NCCU, NCSU, UNCC, UNC-CH, UNCP, and WSSU
- *Low income students as determined by Pell Grant eligibility:* ECU, FSU, NCSU, UNC-CH, and UNCW
- *Male students:* ECSU, FSU, NCA&T, NCCU, and WSSU
- *First-generation university students:* ASU, ECU, UNCA, and UNC-CH
- *All first-time students:* ECU, NCA&T, UNC-CH, UNCC (certain majors), UNCG (certain entry categories), WCU, and WSSU



Intervention Examples: New/Updated Initiatives

- Appalachian State University: MapWorks early alert program
 - Targeting 1st year and transfer students
 - Program refined and expanded
 - Currently used only for first-generation students and transfers from CCs
- Elizabeth City State University: Track Transfer initiative
 - Targeting male transfer students
 - New advising and engagement initiative
 - Seeks to increase number of male transfer degree completions and shorten time-to-degree
- East Carolina University: Student Schedule Planner
 - Targeting First-time, full-time freshman
 - New pilot initiative to determine if using this planner will encourage students to register for 15 semester hours per year, and remain (retention) and stay on-track for degree in 4 years
 - Will use data compared to non-users in other categories to determine success



Selected Examples and Goals

Appalachian State: Increase first-generation graduates from 8.9% of class to 20% by 2022

Elizabeth City State: Improve first-time, full-time male graduation rate from 37.5% to 50% by 2022

Fayetteville State: Increase degrees awarded to Pell Grant recipients by 24% (to 750 per class; current 3-year average is 605) by 2022

NC A&T: Increase number of degrees awarded to transfer students by 132%

NC State: Increase 6-year graduation rates of low SES students from current 67% (5-year average) to 73% by 2022

UNC Charlotte: Increase 4-year graduation rate for transfer students from 61% to 68% by 2022

UNC Pembroke: Increase first-time, full-time American Indian student 4-year graduation rate by 43%, from 13.8% to 19.8%

Winston-Salem State: Increase 4-year graduation rate for transfer students with Associate's degrees from 61% to 71%





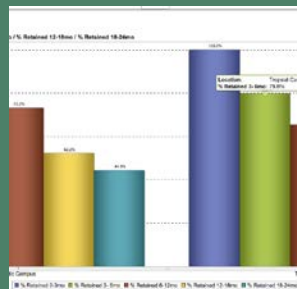
PREDICTIVE ANALYTICS REPORTING PARTNERSHIP

A NEW UNC SYSTEM EFFORT with 8 UNIVERSITIES

PAR Analytic Toolset

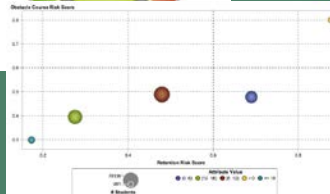
Diagnostics

Benchmarks & Insight

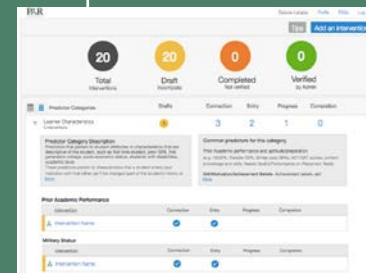


Predictive Analytics

Predicted Non-Retention Rate (Y1 to Y2)



Intervention Inventory and ROI Tools



What has Predictive Analytics Reporting (PAR) Shown to Date?

- Identified recurring retention issue with first year and transfer students who withdraw from 2 or more courses
- Integrates multiple “watch/warning” factors for early alerts to students/advisors/staff
- Using the data, School can intervene with students

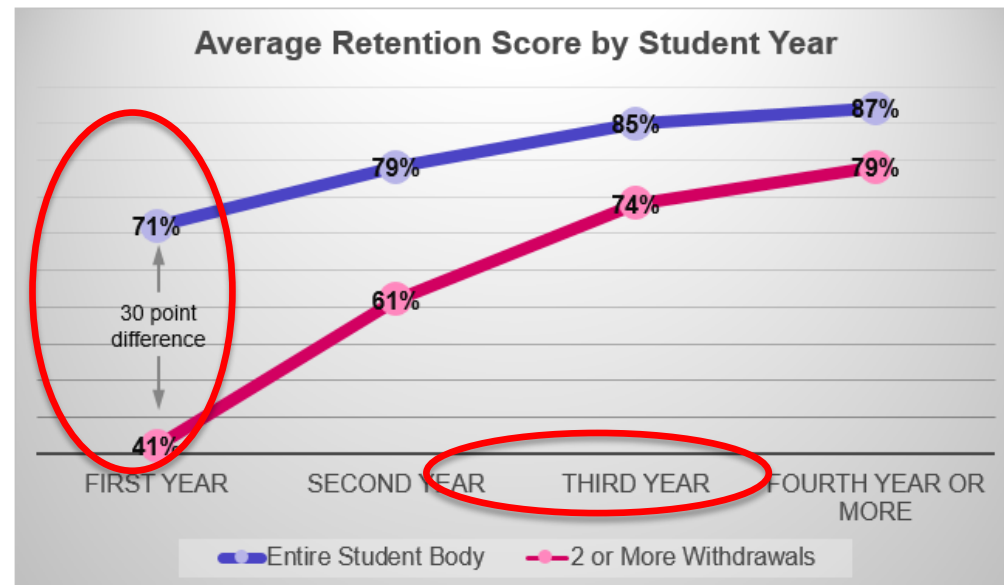
SSMx Predictor	# of Students	Retention Score
2 or More Course Withdrawals	305	41%
Low ongoing GPA (<2)	342	42%
Low credit ratio	623	53%
Low velocity	931	62%
Medium HS GPA (2 to 3)	457	64%
DevEd attempted, 0% pass	48	66%
DevEd, <= 50% of courses taken	48	66%
Fully Online Students	94	66%
1 Course Withdrawal	304	67%
Male Students	550	68%

Overview SSMx Predictors Watchlist Quick Sort Help

1st Year Student (34%)

Student Watchlist

PAR Student ID	Retention Score	SSMx Predictors
730205004	34%	
716491020	34%	
344934864	34%	
847533083	34%	
868019092	34%	
436457470	34%	
b3ce7b345e3c9c...	34%	
985614242	34%	
		SSMx Predictor Avg Retentio...
		Low credit ratio* 63%
		Course withdrawals >1(more tha... 67%
		First year student* 71%
		Low velocity* 72%
		Not Pell eligible* 76%
		Race-Two or more* 76%
		Fully onground student (Online r... 76%
		No DevEd taken* 79%





ONE UNIVERSITY'S EXPERIENCE

Examples of new findings

Top Risk Factors for Retention — in First Year Students

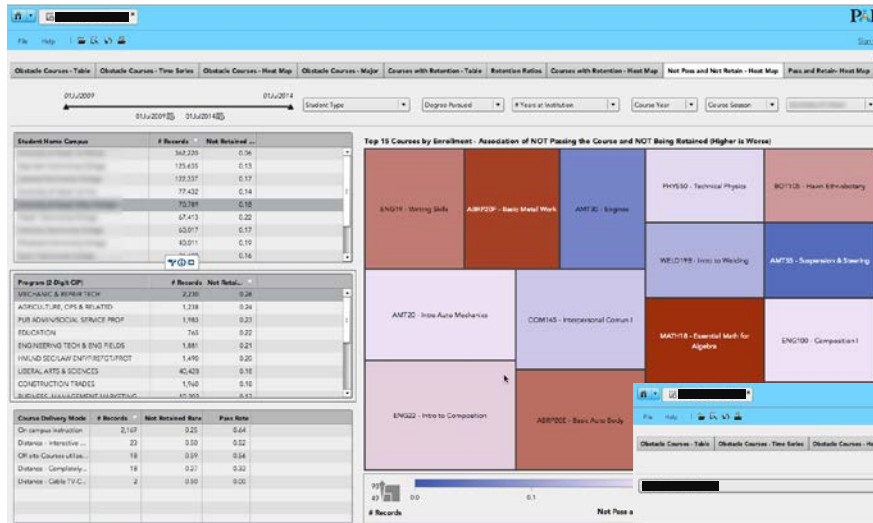
SSMx Predictor	# of Students	Retention Score
▲ Low ongoing GPA (<2)	276	29%
▲ Course withdrawals>1	176	44%
▲ Q1 Start Date (Jan-Mar)	380	63%
▲ Course withdrawals=1	225	65%
● Race African American	895	66%
● Male	529	67%
● Enter with no prior credits	491	68%
● Fully Online Students	362	68%
● Pell eligible/Low family income	980	69%

● Characteristics

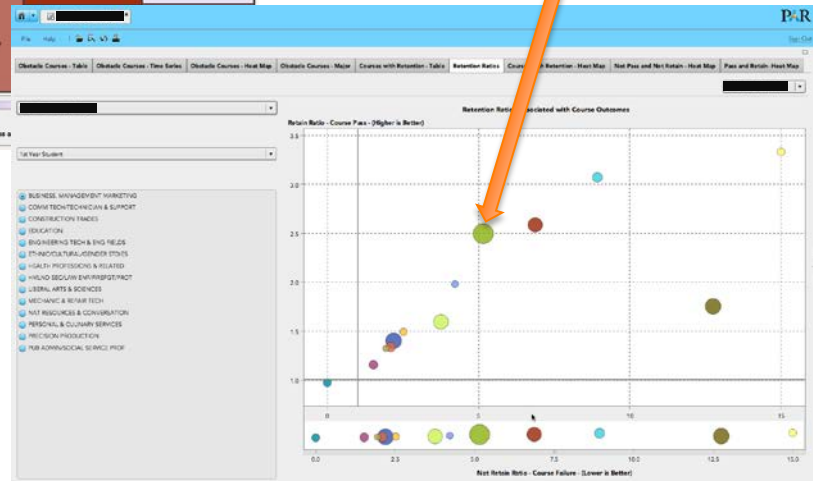
▲ Behaviors

- The highlighted items are ones about which we previously had hunches, but no solid data. This will enable us to target existing interventions to these students.
- *Note: “First year students” refer to students in first year, regardless of whether they are transfer or first time.*

Actionable information COURSE level

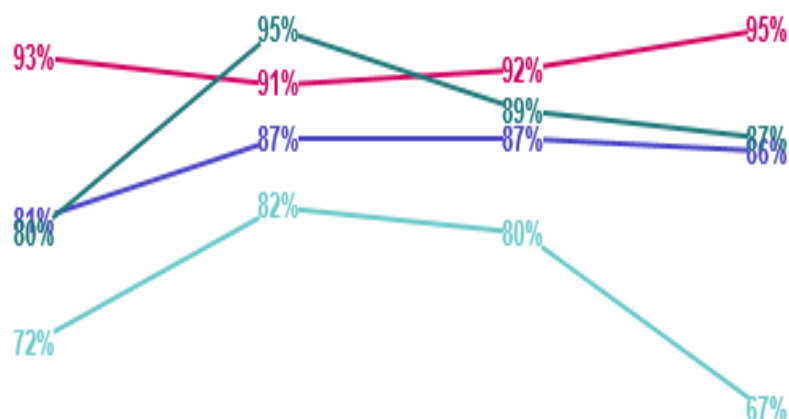


Students who Fail this course are
5x More Likely to Drop Out



Example of NEW insight

AVERAGE VELOCITY SCORES BY STUDENT YEAR



First Year Students Second Year Students Third Year Students Fourth Year or More

— All Current Students — Non-Transfer/Traditional Age
— Transfer/Traditional Age — Transfer/Adult

- “Velocity score,” which compares median credits earned of current students with past graduates at same time interval, is a useful metric that we have not been using previously. (We have used “credit accumulation,” but not quite as refined as this metric.)
- These data help us recognize the challenges our adult students face. With nearly half of our students adult learners these are important data for us.
- Some of these challenges are no doubt inherent in being an adult student (work and family obligations), but we must also find ways to support and assist these students.

SUMMARY

- Student success has been continuously improving as a result of several changes such as phased-in higher admissions standards.
- Though impact on graduation rates won't be fully clear yet, interim changes are extremely positive on retention and persistence.
- The institutions' degree completion improvement plans (DCIP) are very focused, map specific programs to specific groups of students, and have concrete goals for those student groups. Progress will be monitored.

SUMMARY

- New efforts such as the PAR Framework Predictive Analytics project for 8 of our universities allow them to
 - See their data in the form of actionable information about risks and barriers at the course level and student level
 - Combine this quantitative work with a cataloging of their related student success programs to evaluate where resources are being invested in relation to where the biggest needs are
 - Share their results, data and successes with one another in a community of practice model on common issues

Summary

- Implementation of the new UNC Strategic Plan: institutions will be held accountable for concrete, measurable contributions to system-level goals on student success.
- Targets for each institution will be based on the goals spelled out in their Degree Completion Improvement Plans.

QUESTIONS?

