



SACSCOC STUDY ON GRADUATION RATES

PRELIMINARY DATA



Purpose of the Study

- Overall Understanding and Monitoring of UG Student Completion Dynamics
- Responding to External Accountability Demands
- Identifying Good Practices to Facilitate Student Completion

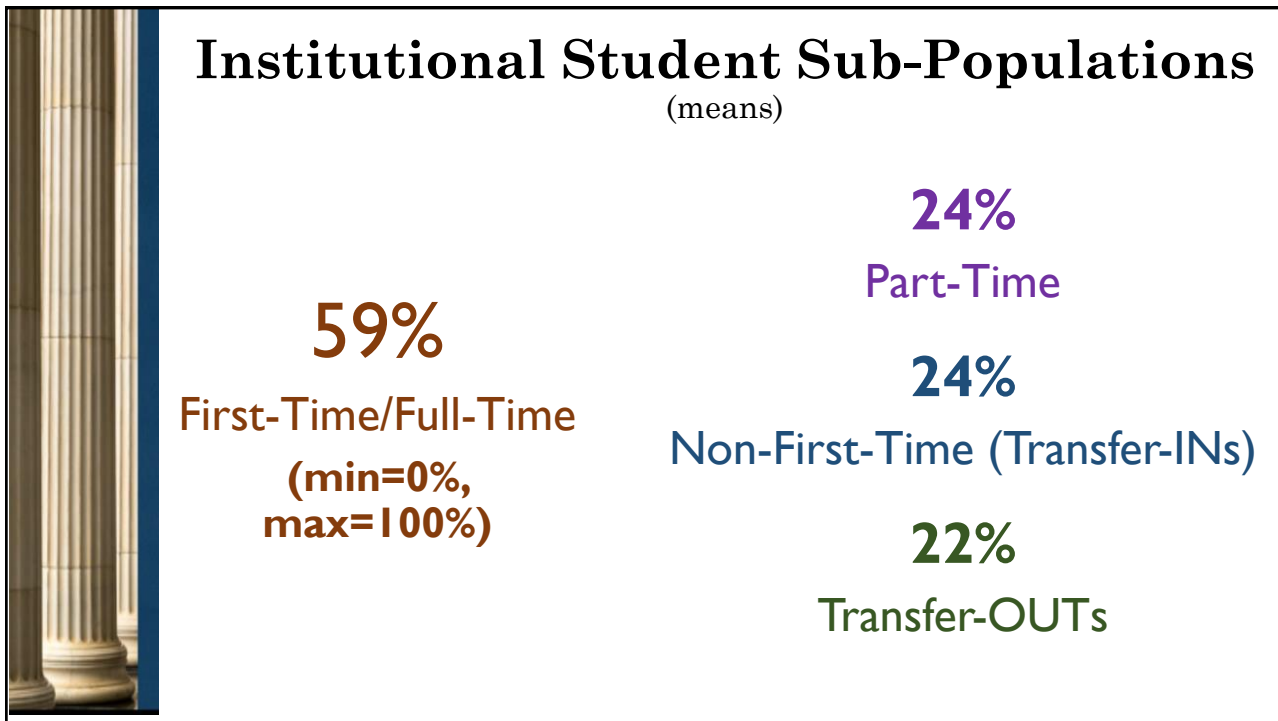


Session Overview

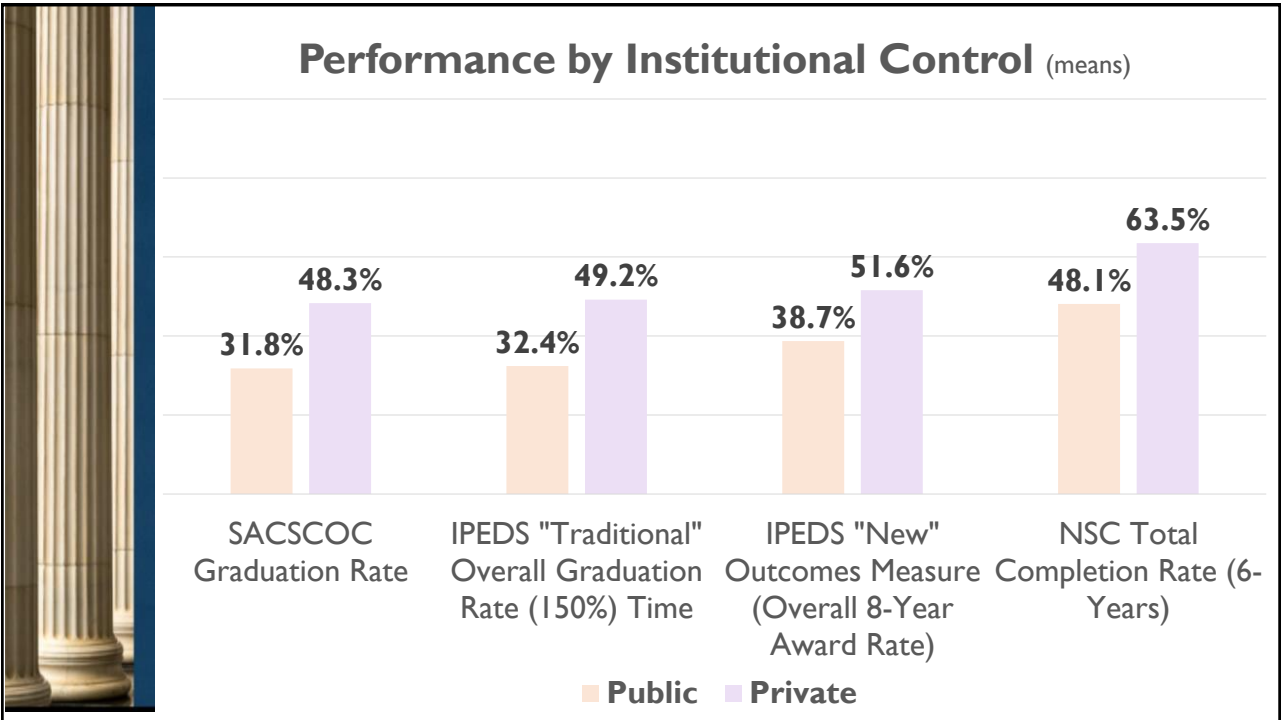
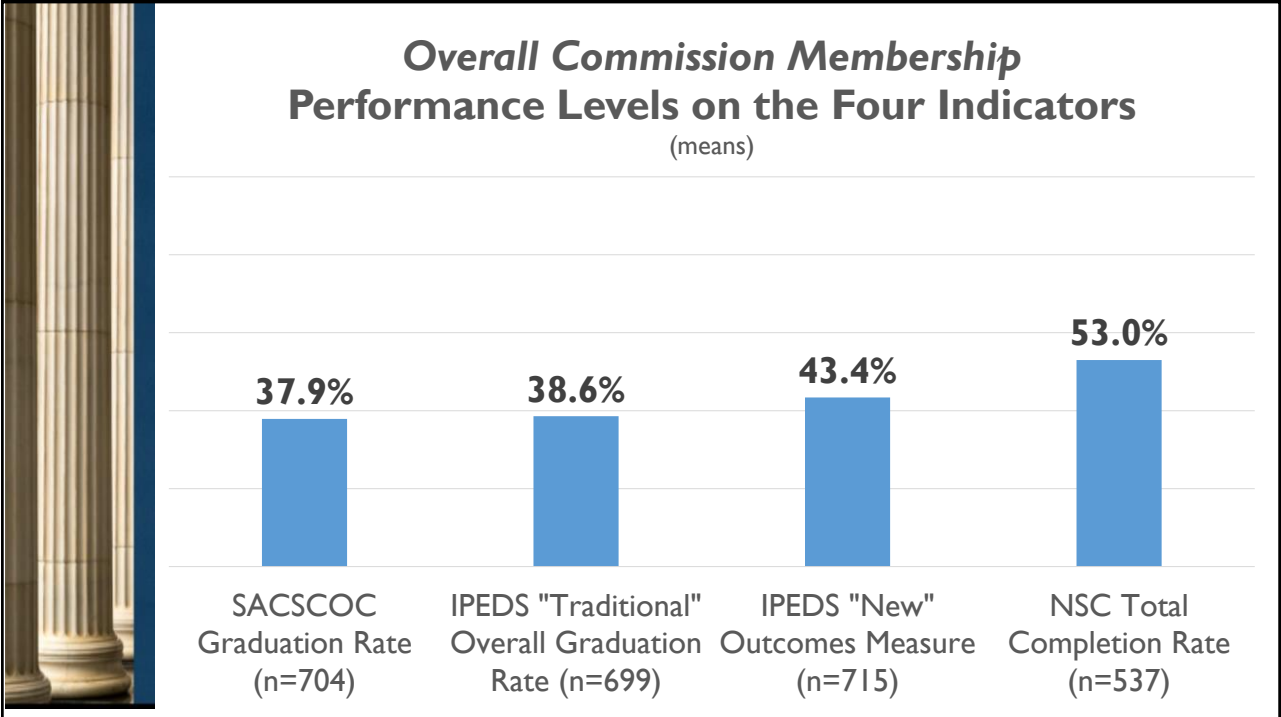
- I. Overview of Selected Student Completion Indicators
- II. Identification of Institutional Key Student Completion Indicator
- II. Summary of Institutional Student Completion Strategies

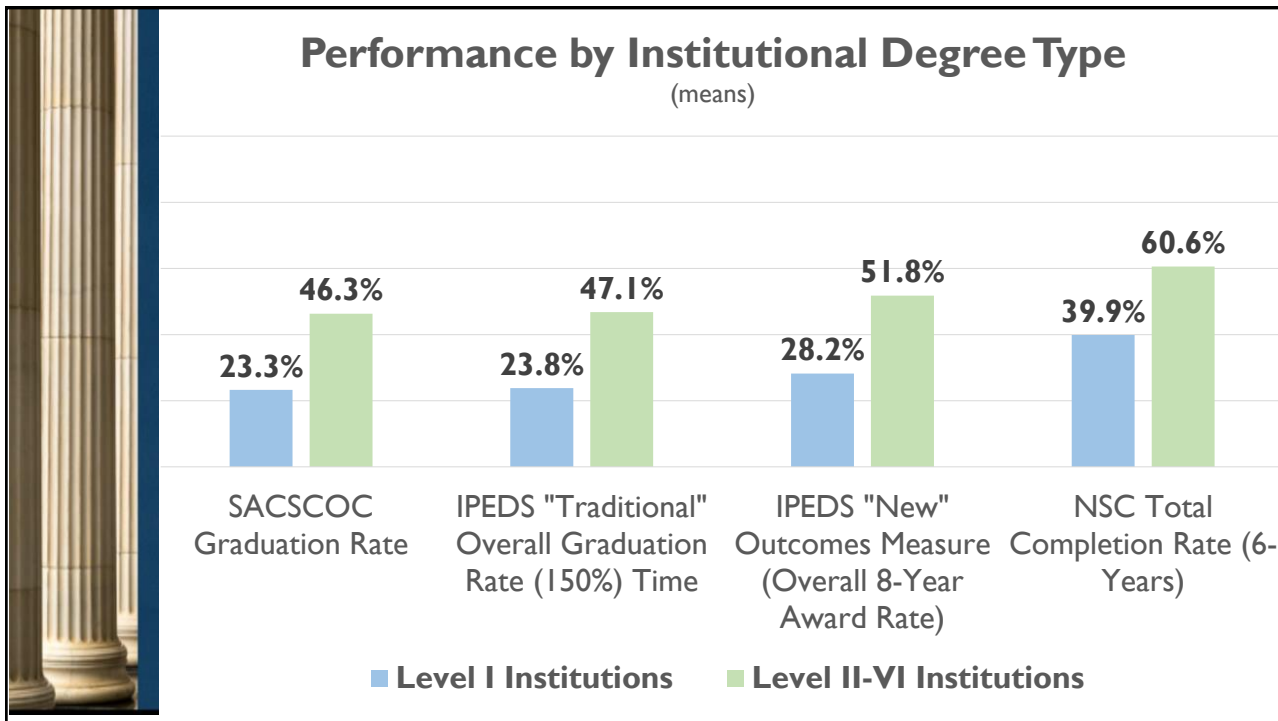


I. OVERVIEW OF SELECTED STUDENT COMPLETION INDICATORS



	SACSCOC Graduation Rate	IPEDS "Traditional" Overall Graduation Rate (GRRTOT)	IPEDS "New" Outcomes Measure	National Student Clearinghouse (NSC) Total Completion Rate
TRACKED STUDENT COHORT	First-Time/ Full-Time	First-Time/ Full-Time	First-Time Full-Time Part-Time Non-First-Time (Transfer- <i>IN</i>) Full-Time Part-Time	First-Time Full-Time Part-Time + Transfer- <i>OUTs</i>
TRACKING & REPORTING TIMEFRAME	3 Years = Associate 6 Years = Baccalaureate	3 Years = Associate 6 Years = Baccalaureate	4/6 Years 8 Years	3/4 Years 6 Years
FOCAL CREDENTIALS	UG Degrees	UG Degrees Post-Secondary Certificates	UG Degrees Post-Secondary Certificates	UG Degrees Post-Secondary Diplomas & Certificates





General Observations I

- SACSCOC member institutions are very diverse in terms of student matriculation patterns and enrollment intensity
- There are different measures of student completion
- Different institutional segments perform differently on different measures of student completion

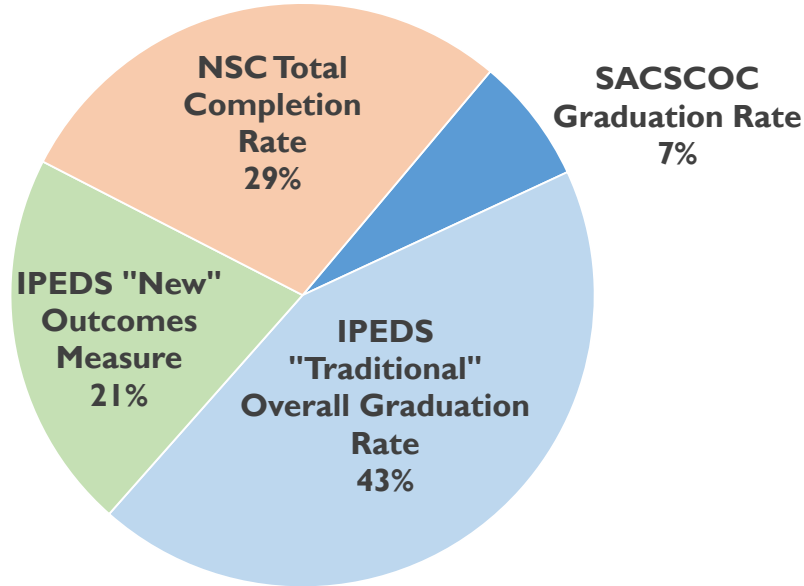
A uniform, single-factor measure of (and common bright-line benchmark for) student completion is not likely to adequately capture the diversity of paths to student completion.

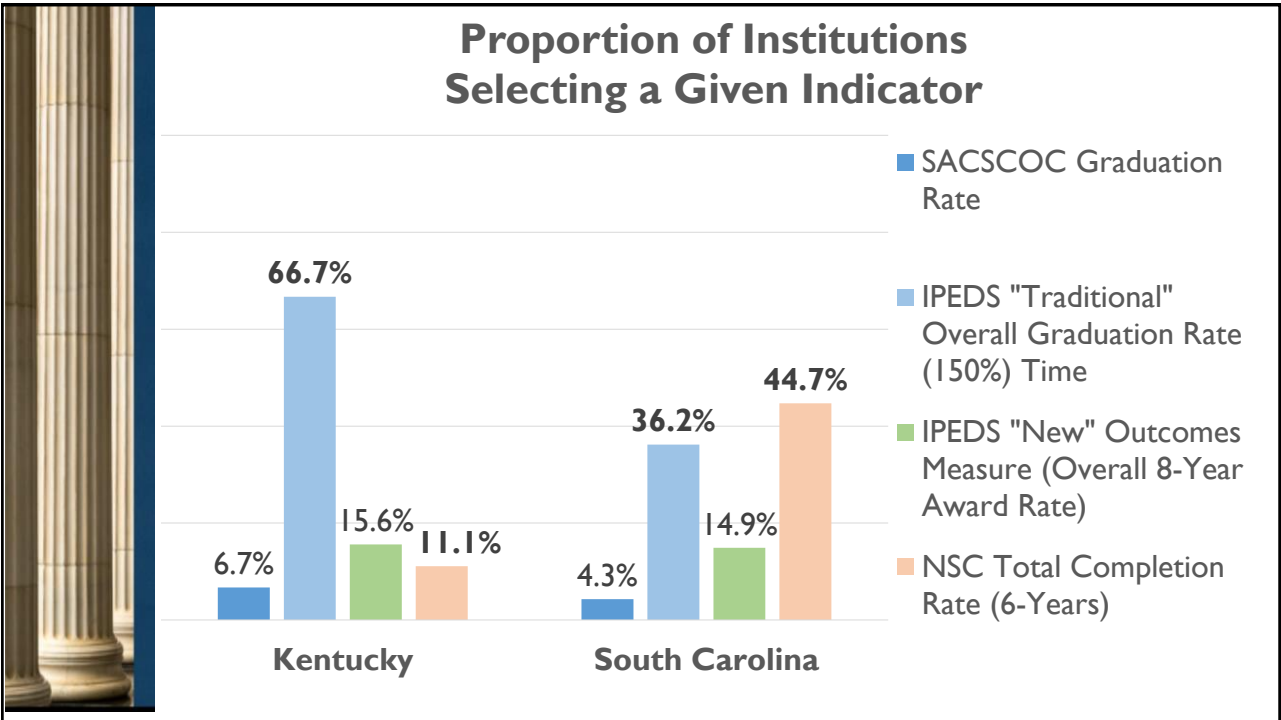
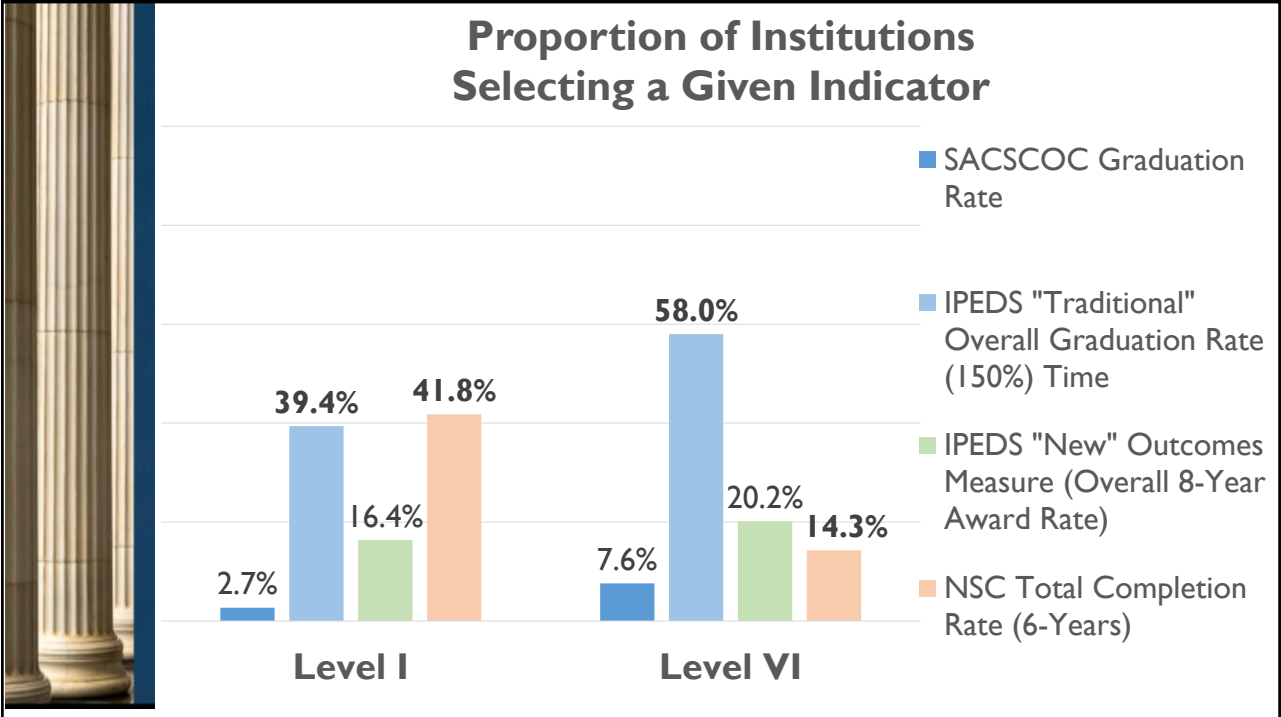


II. IDENTIFICATION OF INSTITUTIONAL KEY STUDENT COMPLETION INDICATOR: Options / Institutional Fit



Selected Key Student Completion Indicator: Fall 2018 (% of Institutions, N=732)







General Observations II

- Different institutional segments clearly prefer different metrics as a key completion indicator
- Institutions appear to have considered multiple factors in choosing the key student completion indicator
 - Student enrollment intensity (full-time/part-time) and Student matriculation patterns (transfer in/out) || Access to (and costs of) data || States mandates || Institutional field conventions || etc.

A uniform, single-factor measure of (and common bright-line benchmark for) student completion is not likely to adequately reflect diverse factors and preferences associated with selection of the key completion indicator.



Use of Key Completion Indicator

- Commission - level
 - Monitoring of the overall membership performance related to the completion agenda
 - Responding to external accountability requests
 - Providing insight and analysis that member institutions can use to support student completion success.
- Institution - level
 - Baseline Performance Data Point
 - Institution's OWN performance on the selected indicator
 - Discussion of student success dynamics on the selected indicator
 - A part of the response to Core Requirement (CR) 8.1 (student achievement)



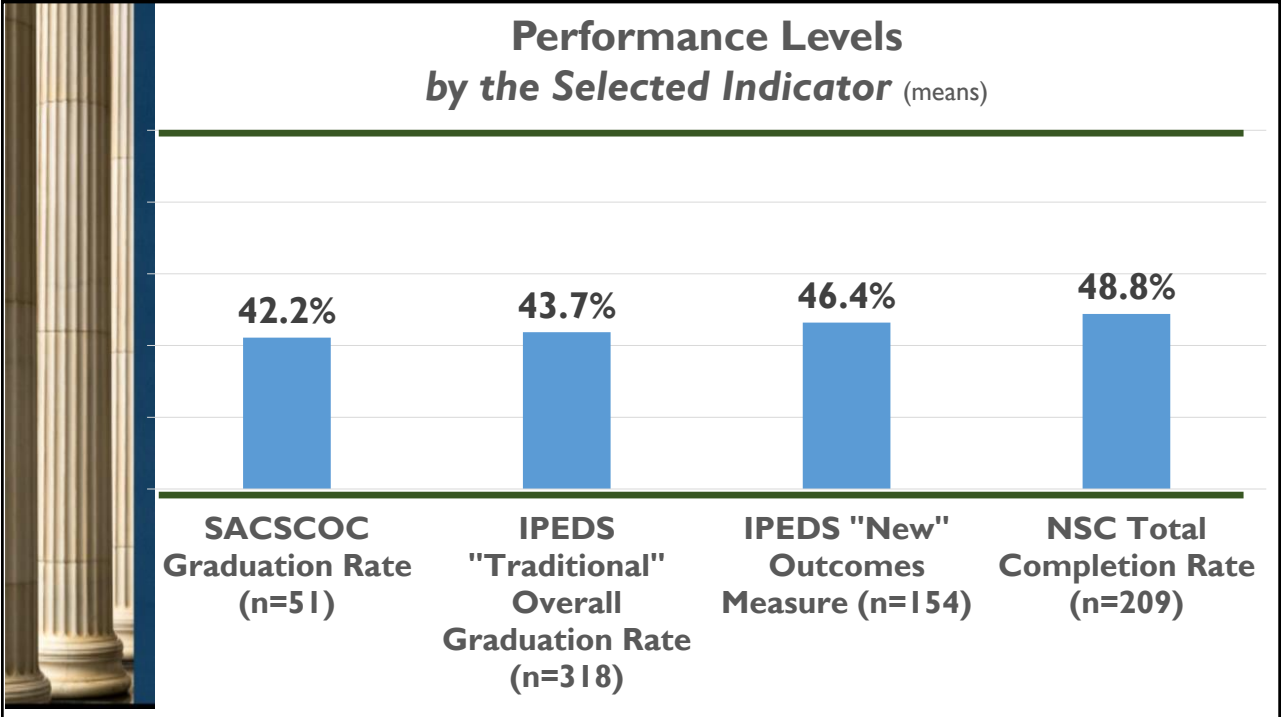
Questions for Consideration

- *What key completion indicator did my institution select?*
- *What factors served as the basis of our decision to choose a particular metric and not choose other indicators?*
 - *Is the indicator we selected a good fit given our mission, student matriculation and progression patterns, and institutional strategic goals?*
 - *What do we want to know about our student success and completion? Which indicator really helps us learn about our students and their completion?*



Questions for Consideration (cont'd).

- *For the indicator we have chosen, where do we as an institution want to be on that metric?*
 - *What rates on our chosen indicator, do we consider excellent, good, and poor for us?*
- *What currently implemented or planned strategies/initiatives will likely influence our performance on our chosen key student completion indicator?*



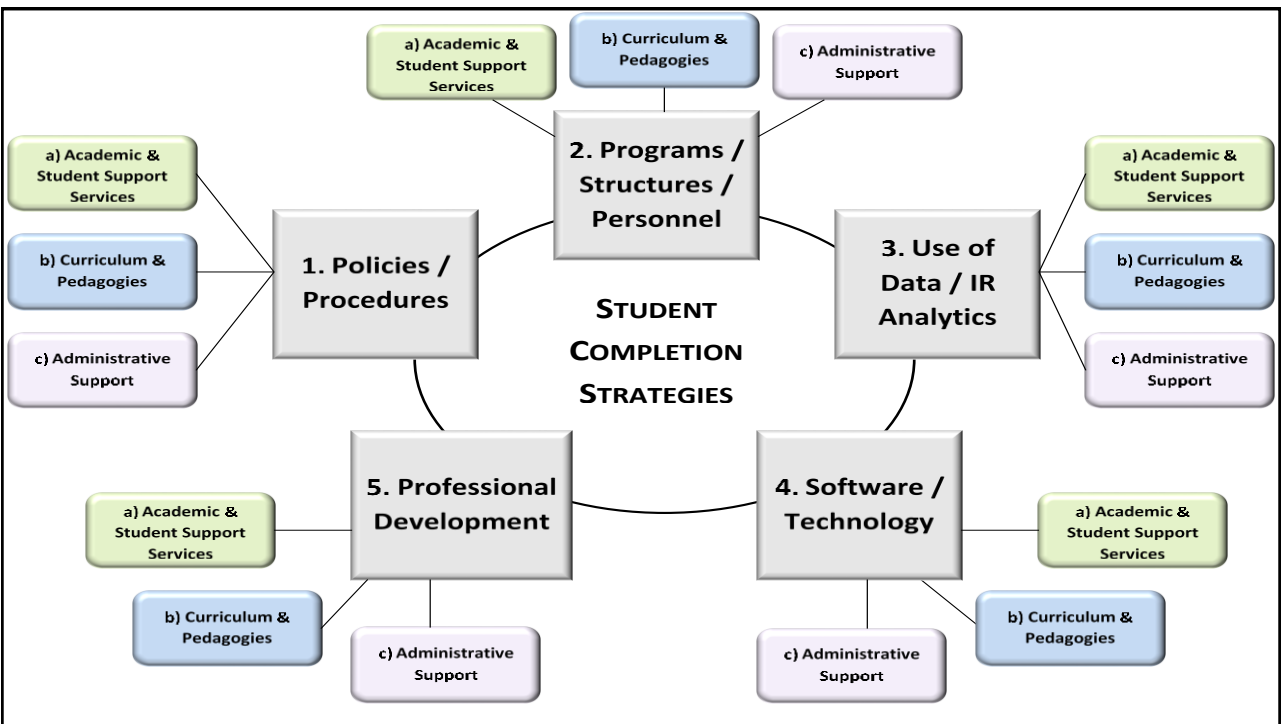
III. INSTITUTIONAL STUDENT SUCCESS STRATEGIES



5,344

Student Completion Strategies (n=707)

15 categories





1. Policies | Procedures

1.a) Co-Requisite requirement to ensure that students simultaneously complete the **learning support course** and the *gatekeeper* course in their majors. **[Support Services]**

1.b) Meta-Majors or Areas of Interest to add **curricular structure**...and a *project management-like approach* ...to student course taking. **[Curriculum]**

1.c) Block Tuition plan that allows students to take up to 36 hours per year for a block price, provided they enroll as full-time students in the long semesters thus helping students *accrue more hours* each year and to shorten time to completion while *reducing costs*. **[Admin Support]**



2. Programs | Structures

2.a) One-Stop Center to consolidate and *centralize student services* so that students will more easily find answers to their registration, financial aid, and bill payment questions. **[Support Services]**

2.b) Curricular Learning Communities in which a cohort of students enroll in two or more intentionally *linked* STEM courses that create a *community* among the FY STEM students, and instigate *study groups* which would offer support through the gateway mathematics, science and engineering courses. **[Curriculum]**

2.c) Summer Opportunities Fund to provide stipends for *low-income* students to take low- or unpaid *internships* and research positions during the summer. **[Admin Support]**



3. Technology

3.a) Financial Aid Literacy Labs with staff to offer computers and software to help students search for internal and external scholarships and learn how to manage debt.

[Support Services]

3.b) Flex Courses that allow students to determine whether or not they attend their course *online* or *face to face* on a daily basis. This arrangement allows students whose schedules are in flux take advantage of the face-to-face option whenever they can or whenever they need to. [Curriculum]

3.c) Early Warning System to “flag” students who appear to be falling behind in their academic work or exhibiting behaviors that may lead to failure. [Admin Support]



4. IR/Data Analytics

4.a) Advising Campaigns to identify and reach students: (Grad Prep) - with *60+ hours* make sure they're on track to graduate; (Teach-Out) - *legacy students* to ensure they're on track to graduate before their catalogs expire; and (Stop-Out) students who are in good standing and who are close to completing graduation requirements, but have *stopped out* for some reason. [Support Services]

4.b) Predictive Analytics reports to explore *major changing patterns* and identify *success marker courses* or courses that are predictive of a student's chances of graduating in their major. [Curriculum] [Admin Support]



5. Professional Development

5.a) Cross-Training of professional advising staffs in the Office of *Student Success* and *Student Financial Aid* to ensure accessible and culturally sensitive financial aid advising for low-income students, from pre-matriculation to graduation. **[Support Services]**

5.b) New Faculty Academy to offer mandatory sessions to all new faculty: Who is an *** Student?; "Nuts and Bolts" of Teaching at ***; Learning-Centered Methodology; Instructional Strategies; Empathy/Ethic of Care; and Faculty Roundtable. **[Curriculum]**

5.c) Classroom Assessment Workshop series to familiarize gen ed faculty with diagnostic testing and focused small-stake assignments to predict, identify, and address student success issues in gateway courses. **[Admin Support]**



General Observations III

- **REMARKABLE RICHNESS OF STUDENT SUCCESS STRATEGIES.**
- Intentional choice and customization
- "Webs of interlocking initiatives"



Questions for Consideration

- *In how many “buckets” / categories can my institution’s current student completion strategies be placed?*
- *Given our mission, strategic goals, and human and financial resources, what strategy “buckets”/ categories might we consider that we are not already using?*
- *What needs to change at our institution to design and implement strategies in new “buckets”, if appropriate?*



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