Data to Action: Cross-Campus Collaboration to Increase Freshman Retention through Direct Intervention

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Portland State University
March 28, 2014
AGENDA

Connecting sources of student success data
Factors related to student success at PSU
Conversation
A specific project example
Helpful strategies
More conversation
Concluding questions/remarks
Evolving Assessment Structure

UNIVERSITY STUDIES’ DATA SOURCES

Prior Learning Survey
--Student background characteristics
--Student rating of academic skills
--Student current life situation

End of Year Survey
--Course evaluation
--Academic Plans
--Satisfaction

E-Portfolio Assessment
--Student learning re: UNST goals

PSU STUDENT INFORMATION
Evolving Assessment Structure

UNIVERSITY STUDIES’ DATA SOURCES

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--Student background characteristics
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PSU STUDENT INFORMATION
Evolving Assessment Structure

Prior Learning Survey

End of Year Survey

E-Portfolio Assessment

PSU Student Information
- Student Retention
- Academic Performance
Student Success

Academic Preparedness and Plan

Student Success

Connectedness

Well Being
Student Success

Academic Preparedness and Plan

Low Entering HS GPA and Academic Plan

Connectedness

Well Being

Student Success
### FRINQ First-Time Freshmen* Retention at PSU

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade Range</th>
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<td>%</td>
<td>63.9</td>
<td>66.4</td>
<td>66.2</td>
<td>77.0</td>
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</table>

*Students enrolled in FRINQ for Fall with freshman status. Includes part-time students, whose retention is generally lower than full-time freshmen.
Low Entering High School GPA

• Students who entered PSU with a high school GPA below 3.0 made up about 29% of FRINQ students each year.

• Students who have high school GPA below 3.0 tended to have lower retention and academic success than groups with high school GPAs above 3.0.
  • Term GPA almost 1 point lower than those with HS GPAs above 3.5.
  • Earn approximately 2-3 fewer credits per term.
  • More likely to be on academic warning.
Academic Intent

• Students who were unsure about their academic plans were less likely to be retained than students who planned to graduate from PSU.
## FRINQ First-Time Freshmen* Retention at PSU

<table>
<thead>
<tr>
<th>Year</th>
<th>Group</th>
<th>N</th>
<th>n</th>
<th>%</th>
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<tbody>
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<td>2012</td>
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<td>63.3</td>
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<td>761</td>
<td>576</td>
<td>75.7</td>
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</table>

*Students enrolled in FRINQ for Fall with freshman status.
Includes part-time students, whose retention is generally lower than full-time freshmen.
Financial Resources

• There appeared to be no difference in retention based on income status (Pell Grant and other need-based aid eligible v. not eligible).

• Students who report finances as a top concern tended to have a lower retention rate than those who reported academics as a top concern.
## FRINQ First-Time Freshmen* Retention at PSU

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<th>Year</th>
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<td>2011</td>
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<td>Academic</td>
<td>453</td>
<td>349</td>
<td>77.0</td>
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</tbody>
</table>

*Students enrolled in FRINQ for Fall with freshman status. Includes part-time students, whose retention is generally lower than full-time freshmen.
Ability to Identify Distinct Groups and Target Interventions

- Financial Concern: 21%
- Low HS GPA: 22%
- Intersection: 7%
Student Success Initiative

- Assess the Effectiveness of Existing Policies, Procedures, and Services. (admissions req./process, application deadline, bursars hold)

- **Support Early Identification of Students at Risk**

- Intentional Advising and Charting a Pathway to Degree Completion (Last Mile Committee, degree maps, degree map milestone tracking, unified advising records, **Freshmen Retention Project**)

- Improve Communication with Students

- Student Success Center (long term goal)

- **Address Needs of Students Entering PSU with a High School GPA below 3.0**

- **Address Students’ Financial Concerns**

- ¡Exito! Latino student success

- Easing the transition to college using Peer Mentoring

- Improve the Persistence of Freshmen Living on Campus

- Make Student Success Data Available at Unit Level

- ReduceCourses with Preponderance (20%) of D, W, F, I, X, NP Grades

- Manage Capacity of Programs and Course Offerings
Discussion

• What data do you need to identify retention risk factors on your campus?

• Who owns the data you need?
Freshmen Retention Project

Project Purpose

• Reduce freshman student attrition during and immediately after the end of first year and facilitate students’ successful transition to second year.

• Address factors leading to student attrition by providing systematic and coordinated outreach and intervention to students at risk of leaving the University.
Freshmen Retention Project cont.

Project Background

• About 10% of freshman students admitted in fall do not transition to winter term.

• About 15-20% of the students who complete their freshman year do not return the following fall.

• More than 80% of students who identify themselves through the Freshman Inquiry End-of-Year survey as not planning to return in fall, do not come back.

• High correlation between risk factors and retention – helped to identify project focus areas.
Freshmen Retention Project cont.

Action Items

- **Project focus:**
  - Conditionally admitted students;
  - Students with HS GPA below 3.0;
  - Students with financial concern;
  - Student intent: Students unsure about their academic plans.

- **Ongoing:** Address areas of focus and other potential risk factors before they become problems (as students come for advising throughout the year).

- **Outreach and intervention at critical points** (fall to winter registration, spring to fall registration):
  - Check registration status and contact students who did not register using retention database;
  - Communicate/intervene with students identified as at risk of leaving.
Freshmen Retention Project cont.

Action Items cont.

- Document any intervention provided.
- Check registration status periodically during the critical points of the year.
- Continue outreach to students who have not registered (encourage registration/offer help).
- Use the retention database to facilitate campus-wide collaboration and intervention.
Retention Database

Cohort: Fall 2013
Total Number of Students in Cohort: 1504
Number with Current Registration Hold: 434
Registered fall: 1572, Registered winter: 1433, Registered spring: 1242, Registered summer: 0, Registered next fall: 0, Fall to fall %: 0

Major: Select Major
Target Term: 
Usage tips: Double click a student’s ID to retrieve their information. Right click in any column to sort the data by that column.

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<th>Major</th>
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<th>First Name</th>
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<th>Educational Plan</th>
<th>Financial Conditional</th>
<th>Low HSGPA</th>
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<th>University Housing</th>
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</table>
Retention Database

0999999999  Ddddd, Aaaaa

Student Info
- Date Updated: 3/19/2014
- Address: 6666 N Aaaaa St
- Phone #: (503) 0000000
- Email: aaaaaaa@pdx.edu, dddddd@gmail.com

Prior Learning Survey
- Major: Undeclared
- Year: 2012
- GPA: 2.93
- University Housing: No

End Year Survey
- Conditional Admit: Yes
- Athletics: No

Sample Script
- Registration Impediments: Balance: 2376

Retention Status
- Needs Financial followup
- Needs Housing followup

Registration
- Fall: 13
- Winter: 12
- Spring: 13
- Summer: 0
- Next Fall: 0

Academic Status
- Cumulative Inst. GPA: 1.5
- Cumulative Ovr. GPA: 1.5
- Current Academic Standing Term: 201304

Academic Warning

Financial Aid Information
- FAFSA on file: Y
- FA Award: 10-SEP-13
- Note: If student is not awarded, EFC and Unmet need are unreliable.
- Estimated Family Contribution: $1752
- Unmet Need: $2599

Retention Award
- Award Term: XXX
- Amount: 0
- Nomination: XXX

Comment:
- Comment Date: 3/19/2014 12:45:22 PM
- User Name: mirelab

Save
Retention Database

0999999999 Dddddd, Aaaaa

Student Info | Prior Learning Survey | End Year Survey | Sample Script

I have developed strong relationships with students at PSU: [ ]
I have developed strong relationships with faculty members at PSU: [ ]
I feel a sense of belonging at PSU: [ ]
I have developed a strong relationship with a UASC or Major advisor: [ ]
Do you have any concern about your ability to pay for college next year?: [ ]
What are your plans for next Fall (2011)?: [ ]

If you are not planning to attend PSU in the fall, please list the reasons you are not returning:
- [ ] Finances
- [ ] Dissatisfied with the educational experience at PSU
- [ ] Personal Responsibilities
- [ ] Did not plan to graduate from PSU
- [ ] Academic Difficulty
- [ ] Job responsibilities
- [ ] Transfer to another institution
- [ ] Moving from Portland metro area
- [ ] Other (please specify) [ ]

Is there something PSU or University Studies can do to help you continue your studies? If yes, please describe here: [ ]

Comments:

Comment: [ ]
Comment Date: [ ]
User Name: [ ]

History Comments

Comment Date: [ ]
User Id: [ ]
Comment: [ ]
Freshmen Retention Project cont.

Timeframe and Metrics

- Review performance after fourth week of each term.
- Project reach: number of contacted students.
- Impact of outreach and intervention: number of students who are contacted and retained.
- Impact on underserved/underrepresented students: High, given the mix of students.
- Institutional retention for first-time full-time freshmen.
Freshmen Retention Project cont.

Results*

- Spring 2012 to Fall 2012 Outreach
  - Number of students contacted (includes full and part-time students): 328
  - Number of first-time full-time students who registered after the contact (contacted by adviser, Bursar’s office, or both): 110
  - Number of first-time full-time students who received financial follow-up: 96
  - Number of first-time full-time students who registered after financial follow-up: 23

- Spring 2013 to Fall 2013 Outreach
  - Number of students contacted (includes full and part-time students): 261
  - Number of first-time full-time students who registered after the contact: 59

*Fall 2011 and Fall 2012 Freshman Cohorts
First-Time Full-Time Freshmen Retention:

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<th>2010-11</th>
<th>2011-12</th>
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<tbody>
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<td>70.0%</td>
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<td>73.2%</td>
<td>72.7%</td>
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<td>Fall 2010 Cohort: Retention Rate</td>
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<tr>
<td>Fall 2011 Cohort: Retention Rate</td>
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<tr>
<td>Fall 2012 Cohort: Retention Rate</td>
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</tr>
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</table>
Outcomes

• Increased institutional capacity to solve student success related problems.
• Changes in advising practices (more proactive approach).
• Changes in Student Financial Services practices.
• Increased interdepartmental communication and collaboration.
• Helping change the way we think about using data to inform action.
• Use of data is modifying our understanding of students’ needs and strategies that are possible to support their success.
• Conversation elevated to deans and provost’s level – project integral part of larger student success conversation.
• Contributed to an increase in retention for first-time full-time freshmen: 2.7% over a three-year period.
Strategies for Starting Campus-Wide Conversations and Establishing Connections

• Project conceived as highly collaborative effort.
• Building on prior connections.
• Inviting new partners.
• Initial conversations with representatives from Financial Aid office, Bursar’s office and advising.
• Creation of retention database.
• Group gatherings of the project participants.
• Individual meetings where needed.
• Feedback implementation - fine-tuning of the project.
• Regular updates on the progress of the project.
• Annual report shared with all participants.
Lessons Learned

• Clearly defined problem supported by data.
• Point person needed to keep project on track.
• Action oriented project - mobilized broad constituency.
• Focused intervention.
• Professional development and cross-pollination of functions.
• Support and engagement of both project participants and leadership important for project sustainability and success.
• Collaboration and intervention facilitated by technology (retention database).
• Ongoing sharing of the results.
• Common theme: How can we work together to provide what students need?
Discussion: Bringing it Home

- Examples of data to action on your campus.
- Opportunities for collaborative intervention on your campus.
- Challenges to collaboration on your campus.
Concluding Questions/Remarks?

More information about this project: Freshman Retention Project

Thank You!

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