Student Success

National conferences on Student Success
• On boarding
• Structured Pathways

Challenge
• No perfect plan
• No perfect Student

STAR
• Optimal pathway to Graduation
Our Student Success at the national level

Same questions:

• Who gets the Tuition dollars

• How is it a students can move through the campuses \textit{without getting lost}

How our grad pathway works in STAR

• Personalized version of your two/four plans

• Takes what a student has done thus far then: dynamically plugs it in to your two/four plans … creates an optimal path to graduation

• Cross functional capabilities: Completely auto-pilot: manual: anything in between
Structured Pathways ... 
Ensuring a Pathway to Opportunity for our students

There are two broad operational tenants

1. We need to be able to guide students so they stay on-track at all times.
2. We need to provide the curriculum students need when they need it.

Student Velocity
Towards Program Requirements
Program Velocity

When all of the students in the group share a set of characteristics in common:

1. Are full-time, declared majors in a semester
2. Have all met the same common entrance requirements
3. Are all expected to fulfill the same degree requirements
4. Have the same intent: to graduate in that program

The focus of examination can shift to the operational characteristics of the program that inhibit and/or foster progress towards degree... as these are the factors that a program can control and modify to provide the environment where students can succeed.
Academic Program Velocity: 4 year campus Spring 2014

QUADRANT I: An academic program in this quadrant is doing better than its program average. However, its program velocity is still below the desired velocity.

QUADRANT II: An academic program in this quadrant is falling behind its program average, and its program velocity is below the desired velocity.

QUADRANT III: An academic program in this quadrant is falling behind its program average, however, its program velocity is still above the desired velocity.

QUADRANT IV: An academic program in this quadrant is doing better than its program average. Its program velocity is above the desired velocity.

Excludes students that are part time or double major

Degree Program Operational Characteristics

<table>
<thead>
<tr>
<th>General Operational Characteristics</th>
<th>Blocked Programs (Cohort Based)</th>
<th>Highly Structured Programs NOT Block or Cohort Based</th>
<th>Semi-Structured Programs</th>
<th>Less Structured Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education: 120 Gen ED - Major Hours</td>
<td>0-16</td>
<td>0-16</td>
<td>16-37</td>
<td>38+</td>
</tr>
<tr>
<td>Students Able to Enter in Any Level/Entrance</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Sequences Major Courses with Pre and/or Co-requirements</td>
<td>Majority Sequential</td>
<td>Majority Sequential</td>
<td>Some Sequential</td>
<td>Not Sequential</td>
</tr>
<tr>
<td>Program Requires Mandatory Advising</td>
<td>No</td>
<td>Highly Suggested</td>
<td>Encouraged</td>
<td>Optional</td>
</tr>
<tr>
<td>Major Electives (Choice from Approved List)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pre-Majors</td>
<td>Yes</td>
<td>Highly Suggested</td>
<td>Yes or No</td>
<td>No</td>
</tr>
<tr>
<td>Admissions Requirements</td>
<td>Yes</td>
<td>Highly Suggested</td>
<td>Encouraged</td>
<td>Optional</td>
</tr>
<tr>
<td>Implications of Operational Characteristics for Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potentially Simple/Challenging for Program to Manage Course Offerings for Students</td>
<td>Simple</td>
<td>Very Challenging</td>
<td>Challenging</td>
<td>Simple</td>
</tr>
<tr>
<td>Implications of Operational Characteristics for Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability for students to stay on track in the program (assuming availability of classes/seats)</td>
<td>Simple</td>
<td>Very Challenging</td>
<td>Challenging</td>
<td>Simple</td>
</tr>
<tr>
<td>Example of Programs</td>
<td>Nursing</td>
<td>BS-MB</td>
<td>BS-BM</td>
<td>Most Languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS-MT</td>
<td>BA (BFA)</td>
<td>History (BA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychology (BS)</td>
<td>Philosophy (BA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Religion (BA)</td>
</tr>
</tbody>
</table>
Spring 2014 Velocities: College XXXX

Quadrant I

Quadrant II

Quadrant III

Quadrant IV

Program Velocity

Change in Program Velocity from Average

Note: Each program lists number of students enrolled in Spring ‘14 (n). The number “n” excludes part-time students, double majors, and secondary majors.

Strongest Predictors of Fall 2013 Retention

Stronger

Avg Velocity 0.98 (p<.001)

Class Standing (90+ credits) -0.53 (p<.001)

F12 End GPA 0.47 (p<.001)

Class Standing (60-89 credits) 0.46 (p<.001)

F12 Program Change -0.30 (p<.001)

Weaker

Fall 2013 Retention
Predicted Probability of F13 Retention

Create a Hypothetical UH Student:
Caucasian, Non-resident, 3.0 Cumulative GPA (end of F12), Not a Transfer Student, Freshman, No Academic Program Change, Full-time Student, Male, & Federal Aid Recipient

...and change value of Velocity

<table>
<thead>
<tr>
<th>Velocity</th>
<th>Probability of being retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>.78</td>
</tr>
<tr>
<td>9%</td>
<td>.87</td>
</tr>
<tr>
<td>12.5%</td>
<td>.93</td>
</tr>
</tbody>
</table>

What is Next:

- Optimal point of Transfer
- Student Registration through STAR
“While we certainly have a lot of challenges in the path ahead of us… I believe everyday we are more and more becoming the campuses we always wanted to be.”

Thank you
Themes characterizing the Institutions that achieve exceptional outcomes for students

• Strong Leadership and Vision
• Clear pathways to credentials and other intentional structures to support students
• Intentional focus on improving teaching and learning
• Consistent, systematic, and strategic use of data to improve practice
• Integrated structures that link college to the broader community for the benefit of the students

Lessons from the Aspen Prize for excellence in Community Colleges
MEMORANDUM

TO: Chancellors

FROM: David Lassner
President

SUBJECT: STAR AS THE OFFICIAL ARBITER OF DEGREE COMPLETION EFFECTIVE FALL 2015

STAR, developed by UH Mānoa with the support of the UH System, is the official systemwide degree audit system.

Program velocity

• Asking for another section

• Owning a degree and wanting it to be successful
University of Hawaii at Manoa 4 Year graduation Rates

END of Presentation

The rest just extra slides
Common Student Success myths

• If an engineering student graduates in 4 years with a 3.0 GPA or 6 years with a 3.5 GPA … which is industry more likely to hire?

• If Financial Aid will pay for 150% of a degree (worth of credits) why does it matter that students take 6 years to graduate with 180 credits?

• Students need to work at a job to afford college… so 15 credits a semester is not viable.

• The student is not on Financial Aid and they are paying for college so why does it matter how long they are here since we are still getting the student tuition dollars
REALLY: Who should get the Kudos

“The most difficult thing in the world is to try to convince a man that something is true if his livelihood depends on it not being true” Mark Twain

ACADEMIC PROGRAM VELOCITY
(Methodology: Mean Student Velocities through program for the Semester)

<table>
<thead>
<tr>
<th>Off Track</th>
<th>On Track</th>
<th>Above Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%</td>
<td>8%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Excludes students that are part time or double major
“How do we address the disconnected nature of our new students orientation/on-boarding”

Once the took it apart apparently they saw a different larger challenge: In that they might unintentionally be communicating to students that it’s possible in four hours or one day to:

1. assess interests:
2. match interests to careers:
3. pick a program: register for classes
4. figure out financial stability issues
5. be ready for opening day
6. be prepared for any bump in the road that might occur