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Student Success Update

Board of Trustees

September 5, 2019

UNIVERSITY OF
OREGON

STUDENT SUCCESS GUIDING PRINCIPLES

1

Our student are OUR students

regardless of college, major, program, or class participation.

2

Every student can succeed

leaving UO with a degree in hand, in a timely fashion, most in four years.

3

We remove institutional barriers

we take an institutional barrier approach, not a student deficiency model to address gaps in student success.

4

Student success is everyone's everyday work!



What is Student Success?



Our students will **graduate** from the University of Oregon having had a **positive experience** and will be **well educated, socially responsible, and career ready.**

Students are **well educated** when they can question critically, think logically, reason effectively, and communicate clearly.



Students have a **positive experience** when they are academically and socially integrated into the institution.



Students are **socially responsible** when they act creatively, live ethically, and have an understanding and appreciation for the social, cultural, economic, and environmental issues that impact our world.



Students are **career ready** when they have attained and can demonstrate requisite competencies that broadly prepare college graduates for successful transition into the workplace. (NACE)

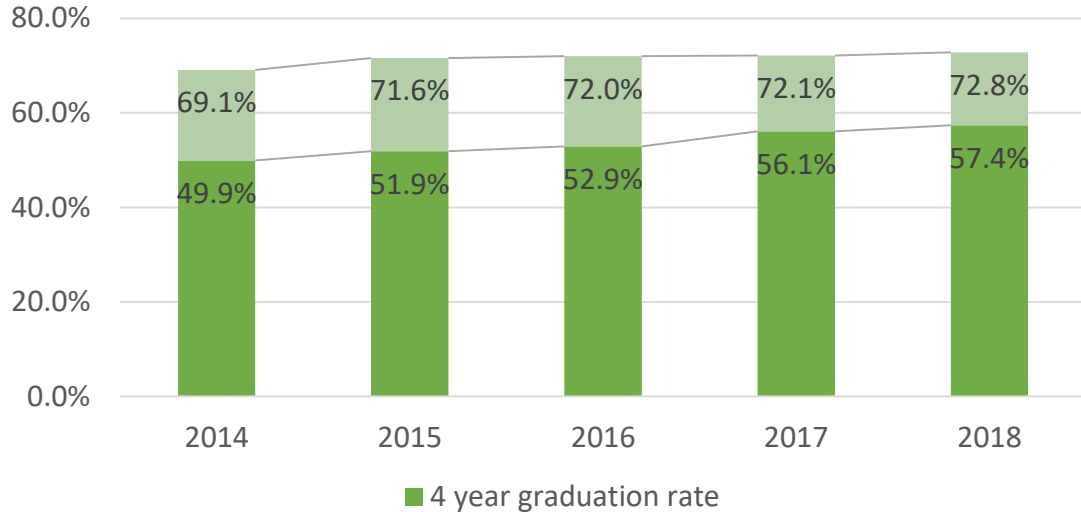




Graduation

Students will graduate in a timely fashion.

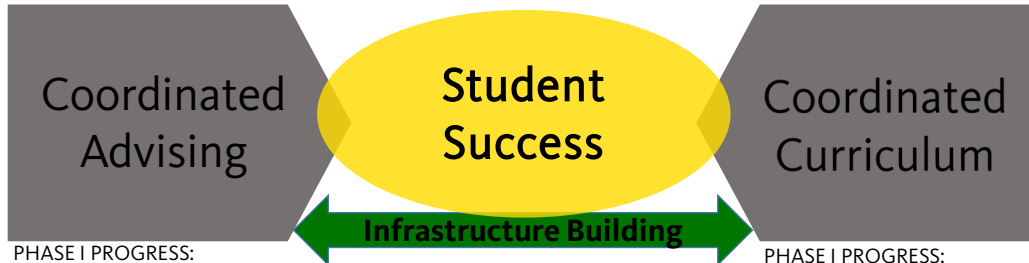
Graduation rates are improving...



but there is more to do.



Student Success: Phase I Priorities



PHASE I PROGRESS:

- Advising philosophy and culture
- Presidential investment in Tykeson advisors
- Development of a cohesive advising syllabus
- Exit survey creation/launch
- “Finish-in-Four” campaign launched
- SSC Campus implementation
- Targeted advising campaigns
- Alignment with best practices and engagement with national organizations/efforts
- Transfer student support
- Enhanced peer advising
- Increasing credit loads
- Integrated academic and career advising
- Improved communications
- Development of “Flight Paths”

PHASE I PROGRESS:

- Four-year degree plans
- Major declaration policy
- Course repeat policy
- Math placement (ALEX) and remediation changes
- Course sequencing solutions (e.g., Chemistry)
- Enforcement of pre-requisites
- Expanded supplemental instruction for courses high in drop, fail or withdrawal (DFW) rates
- Revitalization of core education multicultural requirements
- Core education learning outcomes aligned with mission statement and accreditation standards → course review underway



Student Success: Phase II Priorities

Student Populations

Transfer Students
Underrepresented Minorities (URM)
First-Generation Students
Pell-Eligible Students

Institutional Initiatives

Expanded Advising
First-Year Experience
Curricular Initiatives
Career Readiness



Ensuring Transfer Students Success

Lead: Division of Undergraduate Education and Student Success

Key Partner(s): Student Life, Admissions, University Housing



Transfer Students: Common Challenges

Sense of belonging

- Meeting people/making friends
- Lack of diversity in students and faculty

Resources and support

- Accessing resources and support
- Planning courses/schedules

Transition

- Differences between community college and university
- Credit transfer
- Community college advisors not having correct/enough information

Transfer Students: Next Steps

Current Work

Realigned staff positions with added focus on transfer student transition and experience; development of a holistic action plan

Next Steps/Priorities

Establish clear transfer student success goals.

Launch a transfer student resource website.

Build transfer student First-Year Experience.

Partner with Lane Community College and the Oregon Community Colleges Association to improve transition experiences.



Closing the Opportunities Gap

Underrepresented Minorities (URM)
First-Generation Students
Pell-Eligible Students

Lead: Division of Undergraduate Education and Student Success

Key Partner(s): Division of Equity and Inclusion



Achievement Gap: Next Steps

Current Work

Hiring of a director of student success analytics (search underway).

Building a collaborative relationship between divisions.

Participation “Powered by Publics” transformation cluster with other APLU institutions.

Next Steps/Priorities

Conduct comprehensive data analysis to inform next steps.

Goal setting (with APLU Transformation Cluster).

Develop action plan in collaboration with DEI.



Advising Expansion

Lead: Undergraduate Education and Student Success

Key Partner(s): University Career Center (Student Life), Center for Multicultural Academic Excellence (Equity and Inclusion), Academic Units (schools/colleges academic/career advising staff)

Tykeson Hall and Oregon Hall Advising... open for business!



Advising Expansion: Next Steps

Current Work

23 new advisors settling into Tykeson Hall and undergoing training.
Integrating academic and career advising.
New directors hired for Tykeson Advising and the Career Center.

Next Steps/Priorities

Develop and execute an assessment plan, including a tool to measure ROI.
Implement a degree progression tracking model.
Expand targeted advising strategies campus-wide.
Identify stable funding for initial Tykeson investments.

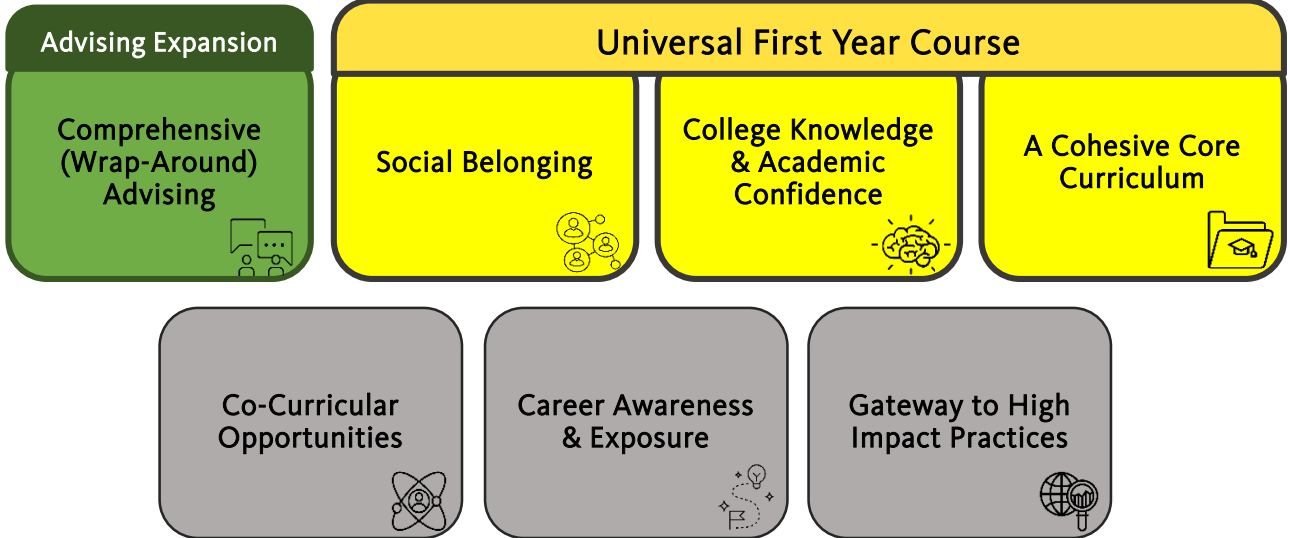


First-Year Experience

Lead: Undergraduate Education and Student Success

Key Partner(s): University Housing, Student Life, Academic Units

UO First Year Experience Key Elements



First-Year Experience: Examples in Practice

Academic Residential Communities (ARCs)

 **+0.24**
1st year participants cumulative
GPA vs. non-participants

 **+11%**
2nd year participants
retention rate vs. non-
participants

First-Year Interest Groups (FIGs)

 **+0.06**
1st year participants cumulative
GPA vs. non-participants

 **+4%**
2nd year participants retention
rate vs. non-participants

 **+4%**
Participants 4-year
graduation rate vs. non-
participants

**First ARC Cohort, Class of 2020*



First-Year Experience: Next Steps

Current Work

Creation of “flight paths” (areas of interest) for advising and first-year experience.
Piloting “runways” associated with core education.
Administrative restructuring to focus on and better align FYE work.
Implementation of live-on requirement.

Next Steps/Priorities

Assessment of the runway pilot project and other FYE components’ effectiveness (such as ARCs, FIGs).
Develop a scalable first-year experience model, including prioritization of component parts.

Curricular Initiatives

Lead: Undergraduate Education and Student Success

Key Partner(s): Office of the Provost, Faculty and Academic Units, Shared Governance Partners, Online Education

Curricular Initiatives

Current Work

Implementing new Core Education requirements Fall 2019.
Assessing outcomes of remediation replacement math course

Next Steps/Priorities

Align supplemental instruction/academic support with high DFW courses.
Strengthen community college/transfer curricular paths.
Develop online education course offerings.
Identify curricular bottlenecks impacting degree progress—and then implement solutions to alleviate bottlenecks.
Coordinate with new Director of Assessment in the Teaching Engagement Program on metrics and tools to assess learning outcomes.



Career Readiness

Lead: Division of Student Life (Career Center)

Key Partner(s): School/College Career Staff, University Advancement (UOAA, Industry Partnerships)

Career Readiness

Current Work

Hired a top-notch executive director for the Career Center.

Adoption of career readiness competencies as the foundation for this work.

Integrated career and academic advising.

Move to a more robust, campus-wide career success software program.

Increase participation in the Student Employment Enhancement Program.

Improve data collection and participation in the First Destination Survey.

Reorganize the University Career Center with a focus on career readiness.

Next Steps/Priorities

Increase department/supervisor participation in effective programs.

Increase participation in the First Destination Survey to enhance data.

Direct measurement of students' career readiness skills (critical thinking, civic engagement, etc.) through the Career Development Experiences Research.

Implement a campus-wide career readiness effort.



Measuring our Success



Possible Performance Metrics

The next major task for this initiative is to develop specific, articulable metrics for success. Examples include...

Outputs:

Increased retention and graduation rates.

Increased cumulative GPA after years one and two.

Increasing positive experience indicators from student surveys.

Improvements in key milestones such as degree declaration date, average course loads, and status toward degree after two years.

Improved time to degree.

Inputs:

Increased number of underrepresented students served by CMAE.

Increased number of transfer students served through services such as advising.

Increase the number of students participating in FYE programs.

Increased number of Pell-eligible and first-generation students receiving wrap-around advising (the PathwayOregon model).

Increased number of students completing an experiential learning opportunity.



What's Next?



Moving on Our Priorities: Timeline and Next Steps

| Fall 2019 | Winter 2020 | Spring 2020 | Summer & Fall 2020 | AY 2020-2021 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Community college partnership(s) • Set the goal for achievement in closing the opportunities gap • Establish clear transfer student success goals • Implement expanded targeted advising efforts • Identify key metrics and data sources for all components | <ul style="list-style-type: none"> • Identify curricular bottlenecks impacting degree progress • Develop a strategic academic support plan • Finalize and communicate key metrics and data sources • Conduct comprehensive data analysis of opportunities gaps | <ul style="list-style-type: none"> • Build a transfer student resource website • Establish degree progression tracking • Develop a campus-wide career readiness effort • Finalize timeline, action, assessment, and communication plan for each initiative | <ul style="list-style-type: none"> • Assess Core Ed Runways • Assess advising investment effectiveness • Strengthening community college/transfer curricular paths • Develop a plan for closing the opportunities gap in collaboration with Division of Equity and Inclusion | <ul style="list-style-type: none"> • Build transfer student First-Year Experience • Develop a scalable First-Year Experience program model • Implement a campus-wide career readiness effort |

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Thank You!