

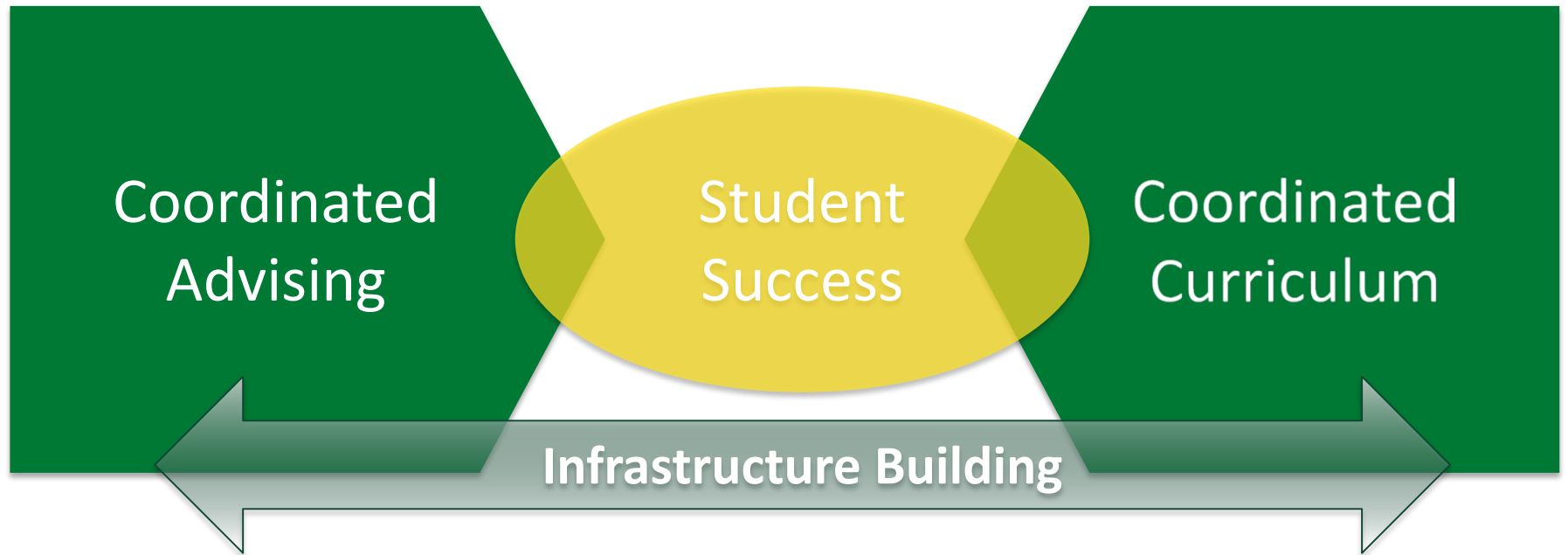


UNIVERSITY OF
OREGON

Student Success at UO

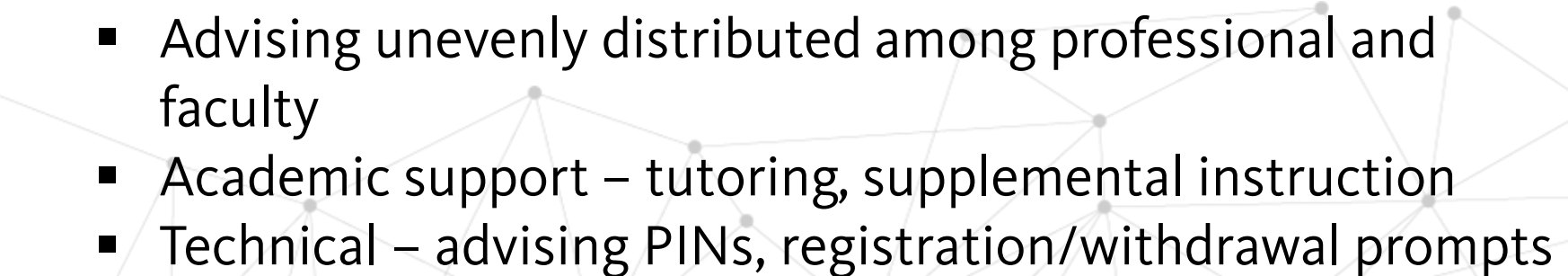
- Review Strategy
- What we've learned
- What we've done
- How you can help

Increasing 4-Year Graduation Rates

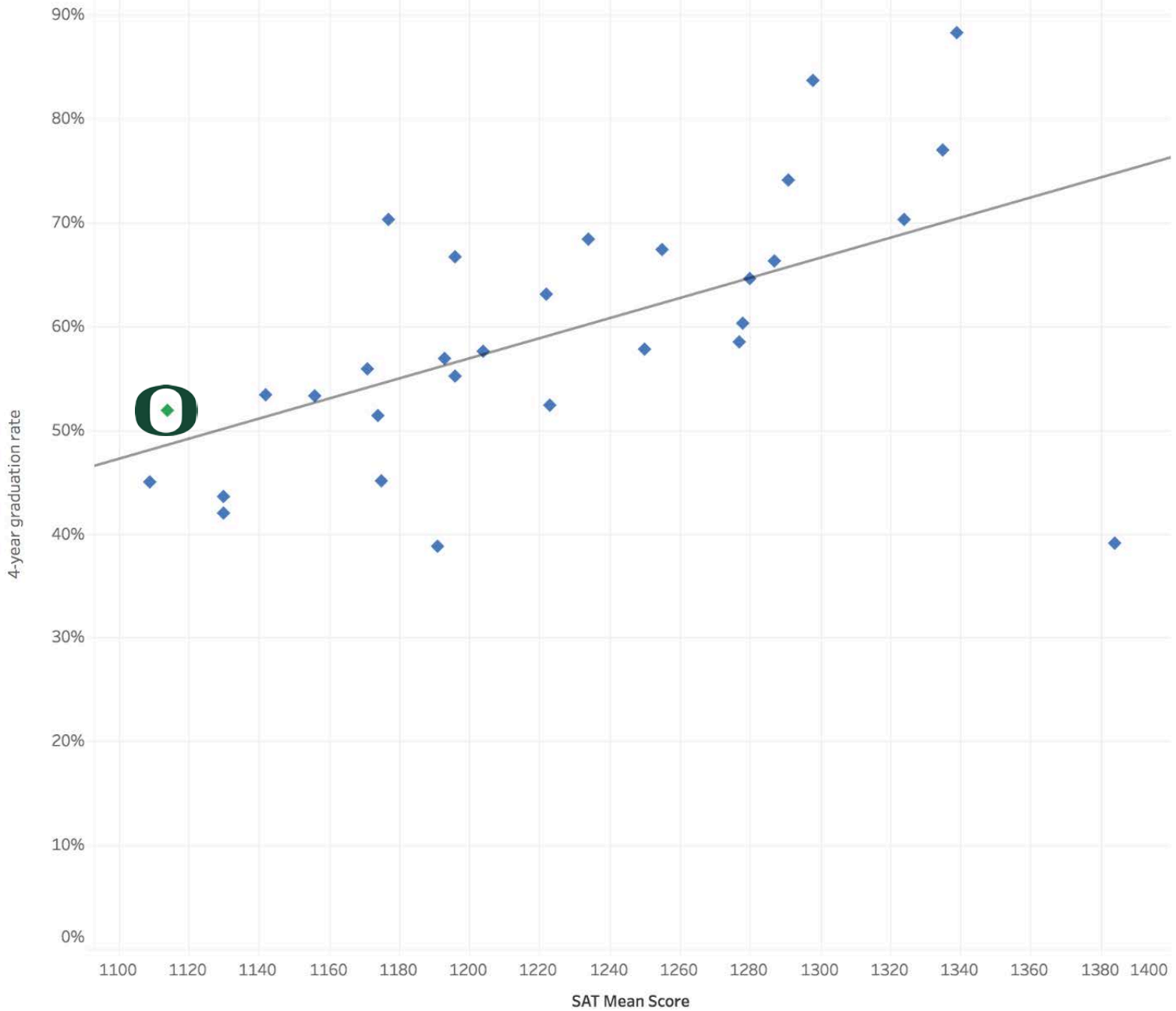


1% = ~40 students

What We've Learned

- **Actual v. Expected 4-year graduation rates**
 - **Key barriers to graduating in 4-years**
 - Pre-enrollment characteristics
 - First term performance
 - First year performance
 - **Infrastructure**
 - Advising unevenly distributed among professional and faculty
 - Academic support – tutoring, supplemental instruction
 - Technical – advising PINs, registration/withdrawal prompts
- 

Actual v. Predicted 4-yr Grad Rates based on SAT (AAU Peers – 2011 Cohort)



HS GPA Upon Admission

Cohort	N	HS GPA <3.0	HS GPA 3.0-<3.2	HS GPA 3.2-<3.4	HS GPA 3.4-<3.6	HS GPA 3.6-<3.8	HS GPA 3.8-<4.0	HS GPA >=4.0	Average HS GPA
Fall 2010	3845	5.8%	11.9%	18.9%	19.7%	19.2%	15.6%	8.2%	3.52
Fall 2011	4021	3.3%	7.8%	17.3%	20.9%	20.4%	18.0%	11.6%	3.59
Fall 2012	3943	2.7%	9.5%	19.8%	19.6%	21.3%	16.3%	10.2%	3.57
Fall 2013	3913	2.4%	7.9%	17.9%	19.7%	21.9%	18.0%	11.7%	3.60
Fall 2014	3895	2.5%	10.0%	17.9%	19.9%	20.7%	16.9%	11.7%	3.58
Fall 2015	4047	1.2%	8.1%	17.5%	21.0%	20.7%	18.2%	13.0%	3.61
Fall 2016	3942	↑ 2.5%	↑ 11.2%	↓ 17.2%	↓ 19.1%	↓ 19.4%	↓ 17.8%	↓ 12.7%	↓ 3.58

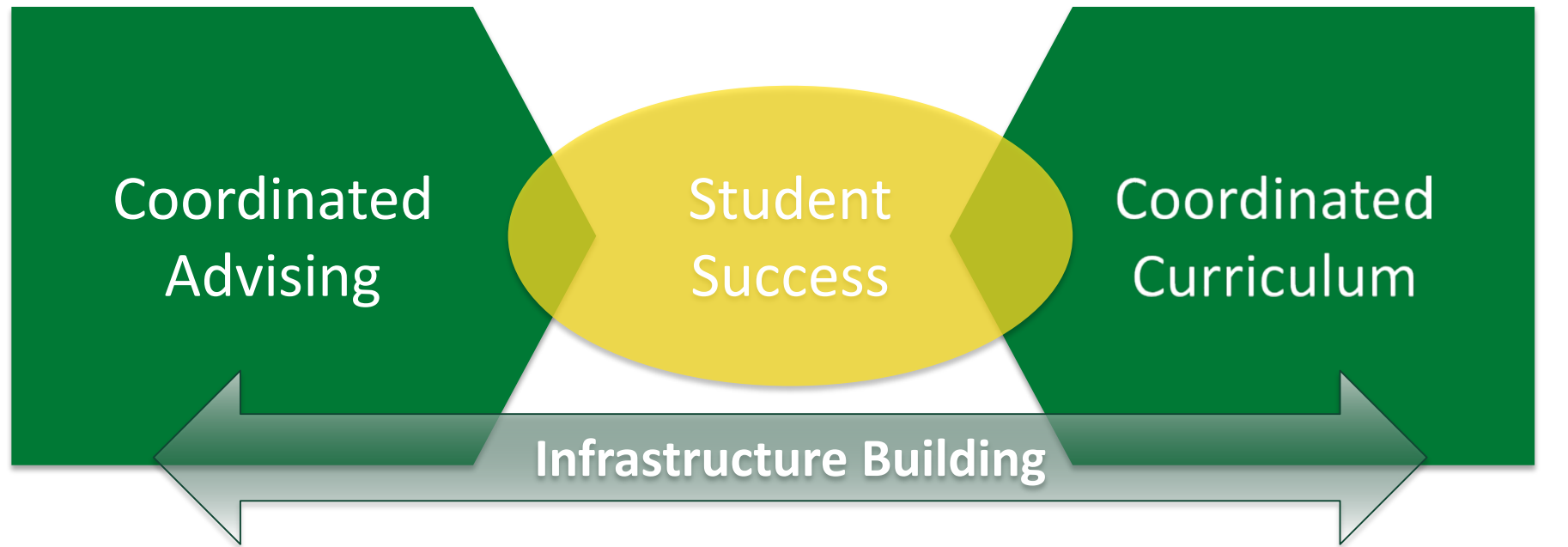
1% = ~40 students

Student Characteristics and Behavior

Category	% of FTFT**	4 Year Grad Rate	Difference from Overall 4 Year Grad Rate (50%)
Pre-enrollment Characteristics			
HS GPA: 3.2-3.39	17%	47%	-3%
<3.2	12%	35%	-15%
SAT: 900 – 990	14%	43%	-7%
<900	6%	32%	-18%
First Term Performance and Behavior			
12-15.5 credits 1st Term	42%	47%	-3%
GPA: 2.5 – 2.74	10%	46%	-4%
2.25 – 2.49	6%	40%	-10%
2.0 – 2.24	5%	31%	-19%
<2.0	8%	18%	-32%
DFW: W	23%	37%	-13%
D	21%	32%	-18%
F	13%	19%	-31%
Acad Warning/Probation at End of Fall	9%	18%	-32%
First Year Performance and Behavior			
Registered Credits: 40-44.5	29%	42%	-8%
35-39.5	7%	27%	-23%
Major Not Declared On application	34%	48%	-2%
Fall 2 nd year	25%	42%	-8%

1% = ~40 students

What We've Done



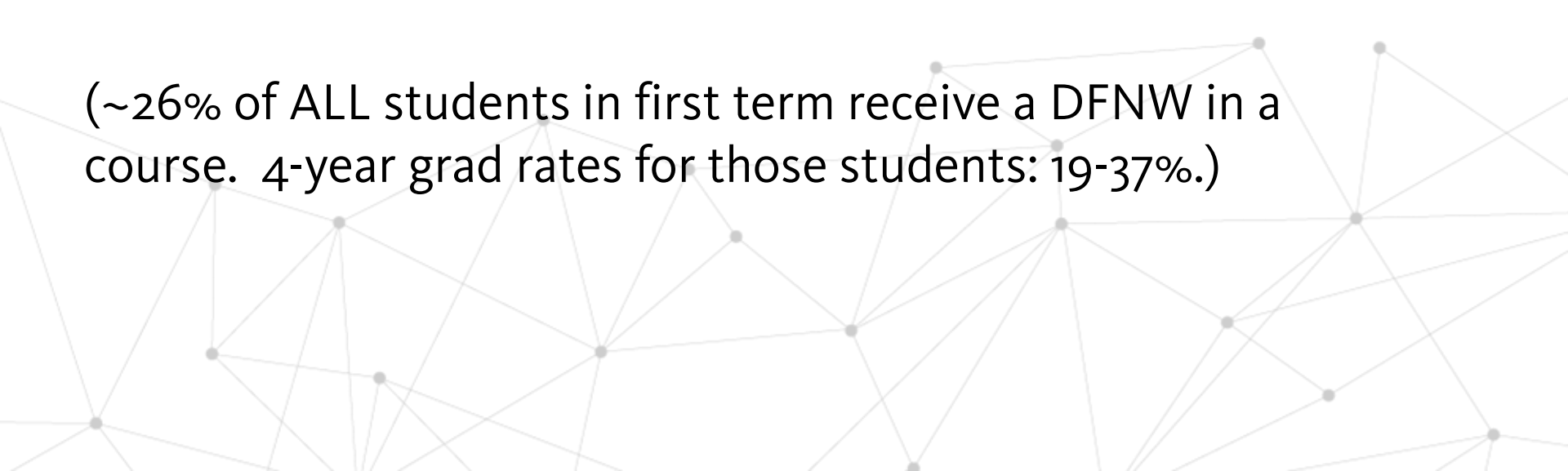
- Advising Philosophy and Culture
- Advising Syllabus
- Exit Survey
- Finish in Four Campaign
- SSC Campus Implementation
- Advising Campaigns
- Increasing credit load – registration prompts

- 4-year Degree Plans
- Academic Policies
- High DFW Courses
- Course Capacity/Sequencing

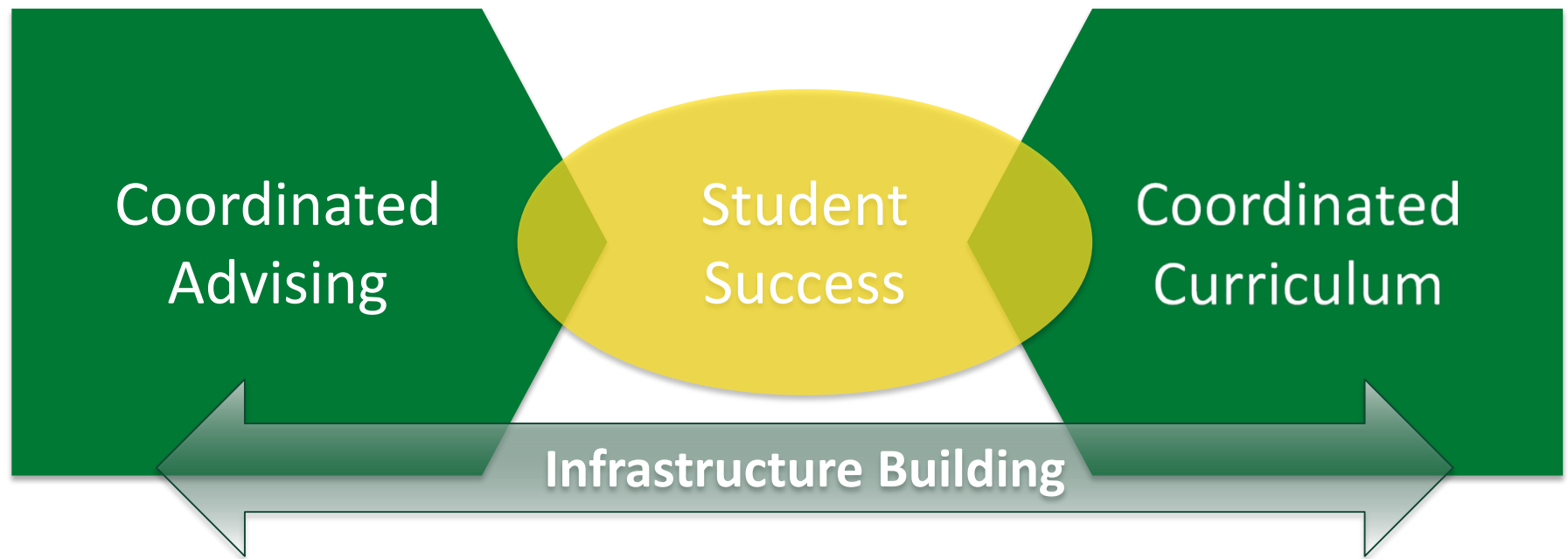
1 Key Gateway Course – Fall 2016

- 39 Sections
- 27 different instructors
- ~1,100 students
- 25% DFWN rate (~275 students not completing)

(~26% of ALL students in first term receive a DFWN in a course. 4-year grad rates for those students: 19-37%.)



DFWN Course Strategy




- Coordinated Advising Communication
- Early Alert Campaigns
- Targeted Advising Campaigns
- Triage to academic support

- Coordinated Faculty Communication
- Evidence-based Teaching
- Course redesign
- Supplemental Instruction
- Trailing Sequence

How You Can Help

What are the key barriers to student success in your area of the university, in terms of time to degree, academic performance or other factors?



How You Can Help

Efforts that will involve faculty and departments:

- 4 Year Degree plans (see example)
- Success markers
- Course support and redesign - early alerts, student success guide
- Curriculum alignment across and within departments (sequencing, barriers to success)
- Course Scheduling - CLSS software
- SSC utilization from faculty advisors

4-Year Degree Plans

Bachelor of Arts in Business Administration

First Year			
Fall		Milestones	Credits
BA 101	Introduction to Business	Aim for a B or higher. Review the holistic requirements for admission to the major and establish a plan for developing these traits	4
BA 199	Special Studies: [Topic]	Academic Residential Community or FIG seminar. Attend study abroad and club fairs in first quarter	1
MATH 111	College Algebra	Beginning math course may change per placement or transfer work	4
TLC 199	Special Studies: [Topic] (Study Skills Workshop)		1
First term of first-year second-language sequence		Two years (six terms) of a language can fulfill both Non-Business Breadth and Global Context requirements for business major	5
Credits			15
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	Aim for a B or higher. Get involved in a club or activity	4
Second term of first-year second-language sequence		Use Career Services to write an evidence-based cover letter and resume	5
MATH 241	Calculus for Business and Social Science I	Meet with a Lundquist Academic advisor to make a long-term plan	4
WR 121	College Composition I		4
Credits			17
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics	Aim for a B or higher. Access resources for additional academic success (TLC, tutoring)	4
Third term of first-year second-language sequence		Consider applying for the job shadow program	5
MATH 242	Calculus for Business and Social Science II		4
WR 122 or WR 123	College Composition II or College Composition III	Plan to attend the spring career fair to network and learn	4
Credits			17
Total Credits			49