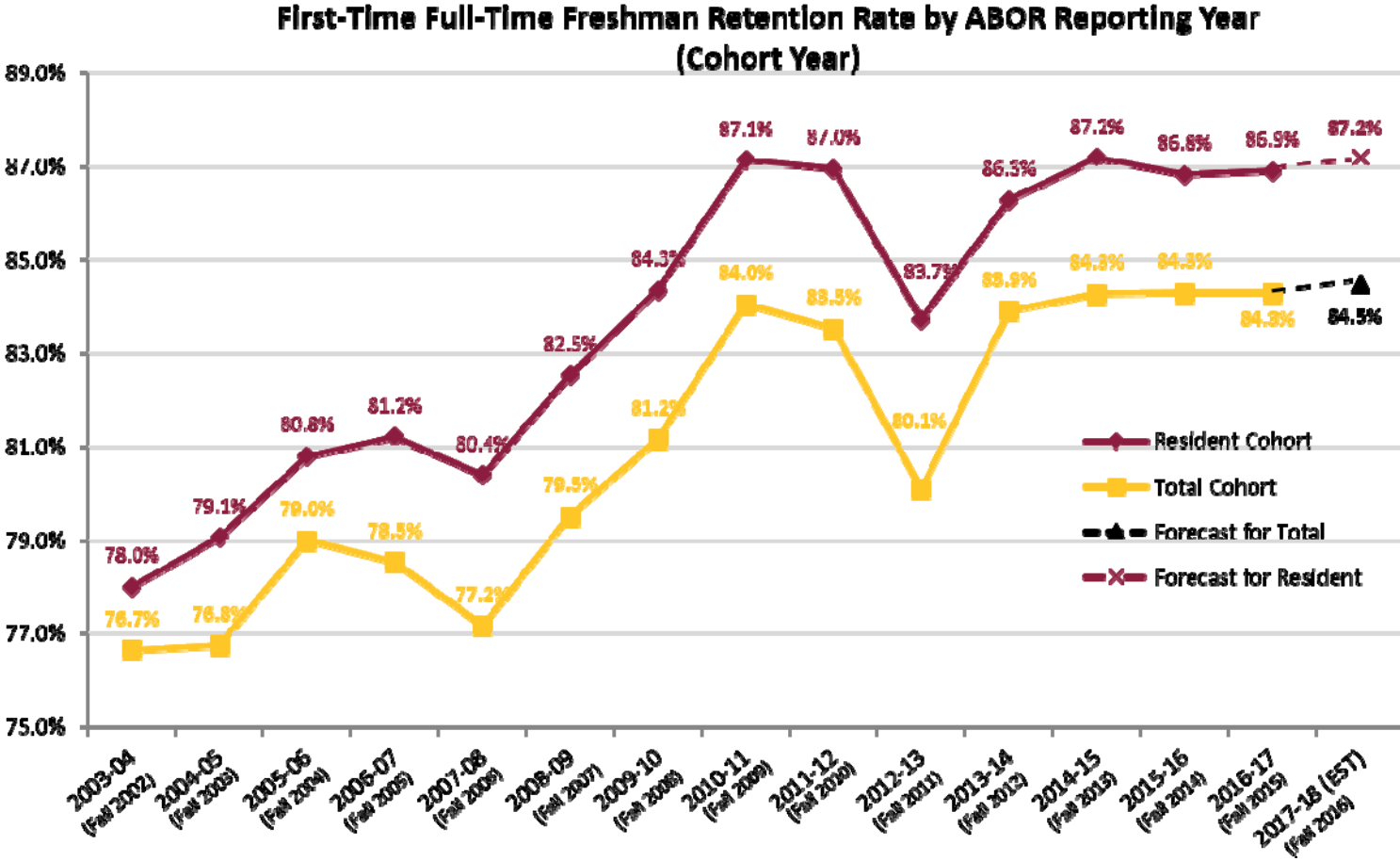


# Achieving Freshman Retention Goal



# Beneath the Aggregate Numbers

- The aggregate trends and forecasts shown in the chart are a composite of retention rates of subgroups. The forecasts are based on point-in-time comparisons to last year. Changes still can occur, even at this late date. At this time, the retention rate for the 2016 cohort is expected to be 84.5%
- Significant adverse shifts in the composition of the entering class among subgroups can reduce the average rate even if almost all the subgroups are improving. Thus, the most accurate perspective on policy success is the retention rates for each subgroup:
  - ✓ The retention of the entire entering class of 2017 is tracking 0.7 points above last year.
  - ✓ The rate for the freshmen students with high risk profiles is 1.2 points ahead due to the impact of many programs.
  - ✓ The rate for all other freshmen students is 0.7 points ahead.
  - ✓ Resident freshmen retention is up 0.3 points at this time and is expected to exceed 87%.
  - ✓ Non-resident student retention from California is up 1.3 points.
  - ✓ Non-resident student retention from other U.S. markets is up 2.1 points.
  - ✓ Only international students are behind last year's rates, -3.1 points below. External factors made the recruitment and retention of international students a national problem during 2016-17 across almost all institutions of higher education. *If the same number of international students had enrolled at ASU in Fall 2016 as 2015 and were retained at the same rate as 2015, ASU's overall retention rate would be on track towards 85.3% this year.*

# Achieving 2018 Metric: 85.2% Freshman Retention

## Context:

- ASU underperformed historically, but has worked to improve the freshman retention rate to the level of other universities that admit only “A” students coming out of high school, while still admitting “B” students as well.
- The ultimate goal is above 90% retention, the current retention rate for UT Austin, which admits only “A” students.
- “A” students coming to ASU from Arizona high schools already retain at 95% and the average of all Arizona students is likely to exceed 87% this year.
- New and continuing efforts to boost overall retention have focused particularly on improving outcomes for “B” students and those from lower income families.
- Retaining higher numbers of out-of-state students remains a challenge for ASU, as even those who perform well often return to universities in their home states after their first, successful year at ASU. Indicative of this pattern, it is possible to track students who transfer elsewhere. The six-year graduation rate for students who started at ASU is above 74%, whether they stayed at ASU or transferred. It is as high or higher for non-residents as resident students.

# Review of AY 2016-17

## **New student success tools were implemented throughout AY 2016-17**

- A financial literacy platform, iGrad, became available to students and their families in summer of 2016. It provides access to personalized student financial learning and planning, emphasizing college and life/career financial planning.
- GetSet was implemented in the freshmen ASU 101 course. Nearly 6,500 students used it. It is an online growth mindset platform that matches students to peer mentors who had similar circumstances and successfully navigated the same challenges and obstacles. It can improve a sense of belonging, motivation, resiliency, and determination in a highly personalized way. There is evidence that freshmen who used it had higher GPA's, leading to higher retention. As expected, students with at-risk profiles enjoyed the largest gains in GPA from GetSet; and the retention to-date of at-risk students has improved by 1.2 points (previous slide).
- The LEAD program for students with at-risk profiles tripled in size. Both GPA and Spring retention of LEAD students were substantially higher than comparable non-LEAD students.
- Civitas predictive analytics platform was built in the Fall and became operational in mid-Spring, providing real-time risk assessment of each individual student, not only freshmen.
- In mid-Spring, Salesforce was integrated with Civitas and other data sources, becoming the communication network for academic advisors and other student support staff. It enabled systematic case management and personalized student centric assistance, shifting interaction with students from a transactional mode to a proactive mode. Systematic interventions were implemented based on real-time data that had been unavailable previously.
- The ePortfolio platform grew exponentially, enabling students to store, share, and showcase their in and out-of-class work & achievements, building the ingredients for a top-notch resume and portfolio (Digication). In a very short period of time, this voluntary program has grown to 63,700 unique student users with 88,500 portfolios.

# Achieving Higher Freshman Retention

## Next Strategies to Realize Goals

The new student success tools were completed later than expected for AY16-17. They will be more fully developed and in-use from the beginning of AY 17-18, although that does not imply they will be finished. Continuous improvement in the technology, and possibly more importantly, continuous improvement through a process of “learning-by-doing” of service providers is expected.

For AY17-18, there will be:

- Continued existing broad-reaching programs and actions to reach as many students as possible (e.g., tutoring, financial aid).
- New initiatives that provide students access to applications that personalize their experiences and give them meaningful control.
- New instruments that give service providers information for focused intervention as soon as a predicted failure has developed instead of reacting to failure once it occurs.
- New analytics of the efficacy of focused interventions for student groups and for specific challenges encountered by students.
- Further expansion of LEAD to 900 students.

# Highlighted initiatives (cont.)

## Strategies to Realize Goals (Cont.)

- Improvements in communication technologies. This includes a search for new technology that will permit messaging and chatting with students. Students increasingly ignore email. Additionally, GetSet will introduce a new App that sends “influence messaging” to students. As one example, students who receive an early alert about grades at the first mid-term might receive a message from a peer student: “I got an alert last year, went to tutoring and turned my grade around”.
- Begin to co-develop an interactive and personalized student-facing application so students can map-out an integrated plan to achieve their academic and career aspirations
  - using Degree Search, Major Maps, iGrad, Schedule Planner, career planner, graduation planner, etc.
  - students control their course planning (within the degree map), visualize progress towards their goals, understand the implications of changing plans (e.g., cost), layout their own milestones to achieve (e.g., internship), and integrate achievements in ePortfolio
  - students own their plans and define their aspirations at the beginning, rather than at the end, of their college experiences.

# Highlighted initiatives (cont.)

## Strategies to Realize Goals (Cont.)

- Curricular Innovations. Major expansion of new approaches will continue to drive improved learning, and by so-doing, improve student success, leading to improved retention and graduation. These innovations require active/engaged learning and a level of personalization not normally found in traditional pedagogies. The LEAD program is an example. Additionally, adaptive learning-based pedagogy is blended with interactive learning that cause students to apply their knowledge; extend it to unfamiliar situations; and formulate solutions to complex problems.
  - Additional courses will be added next year in pre-calculus, economics (two courses) and History bringing the total to ten courses in general education courses.
  - Calculus courses will follow soon.
  - The next project will develop over time, adding courses that connect to each other in the entire biology major, business and engineering. For instance, physics for engineers will “talk” to the calculus class if a student is encountering a problem remembering the calculus that is prerequisite for solving the physics problem.