

# “Student Success Starts With Knowing Your Students”

FAC Conference

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# All Babies Born Equally!

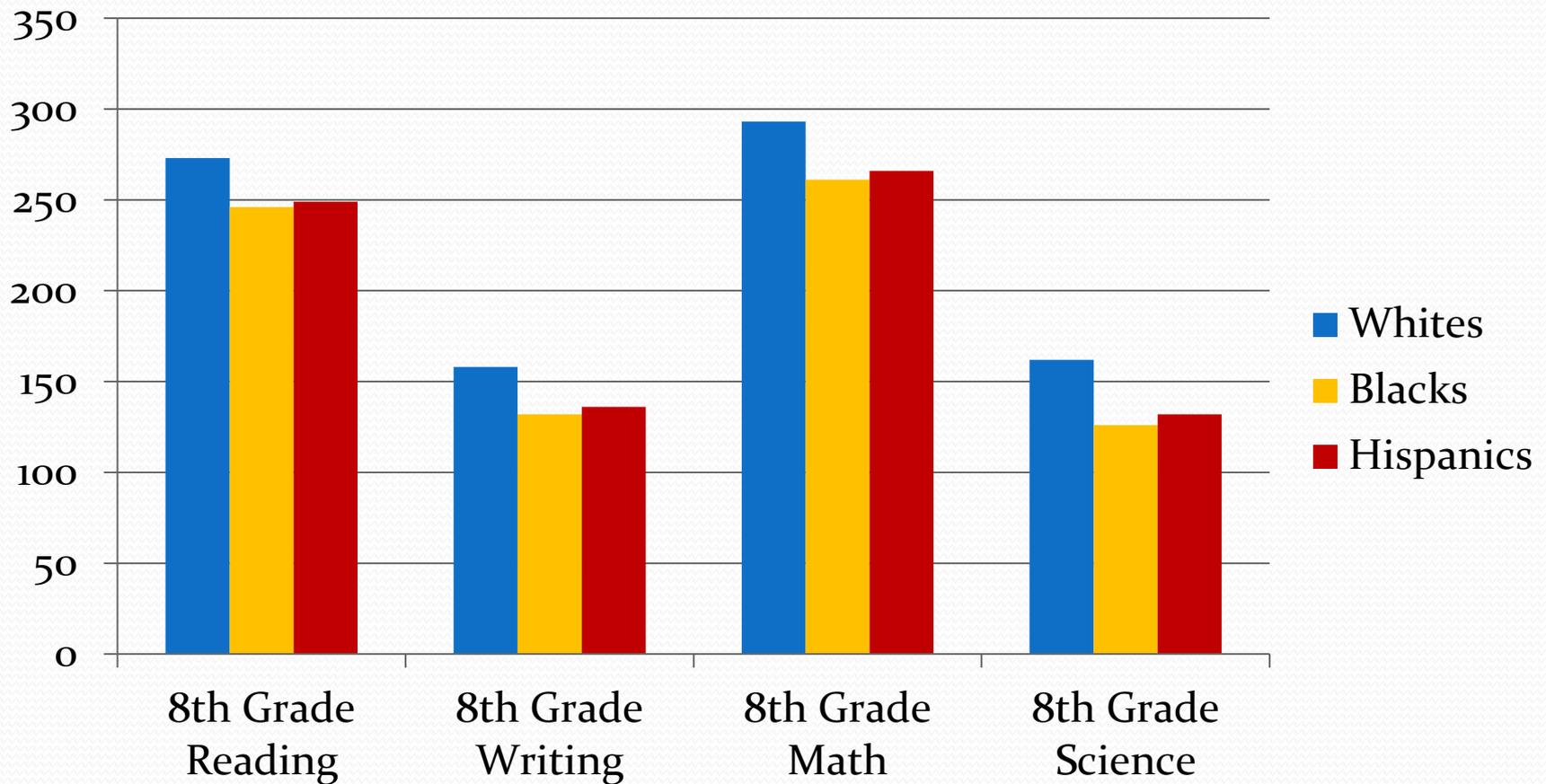
## **National Assessment of Educational Progress:**

- At age 9 months, all babies have same level of mental acuity, regardless of ethnicity, the educational level of the mother, or whether or not she is a single parent.
- By age two, a gap in mental functioning is evident based on income.
- By age four, this gap amounts to a one-year lag.

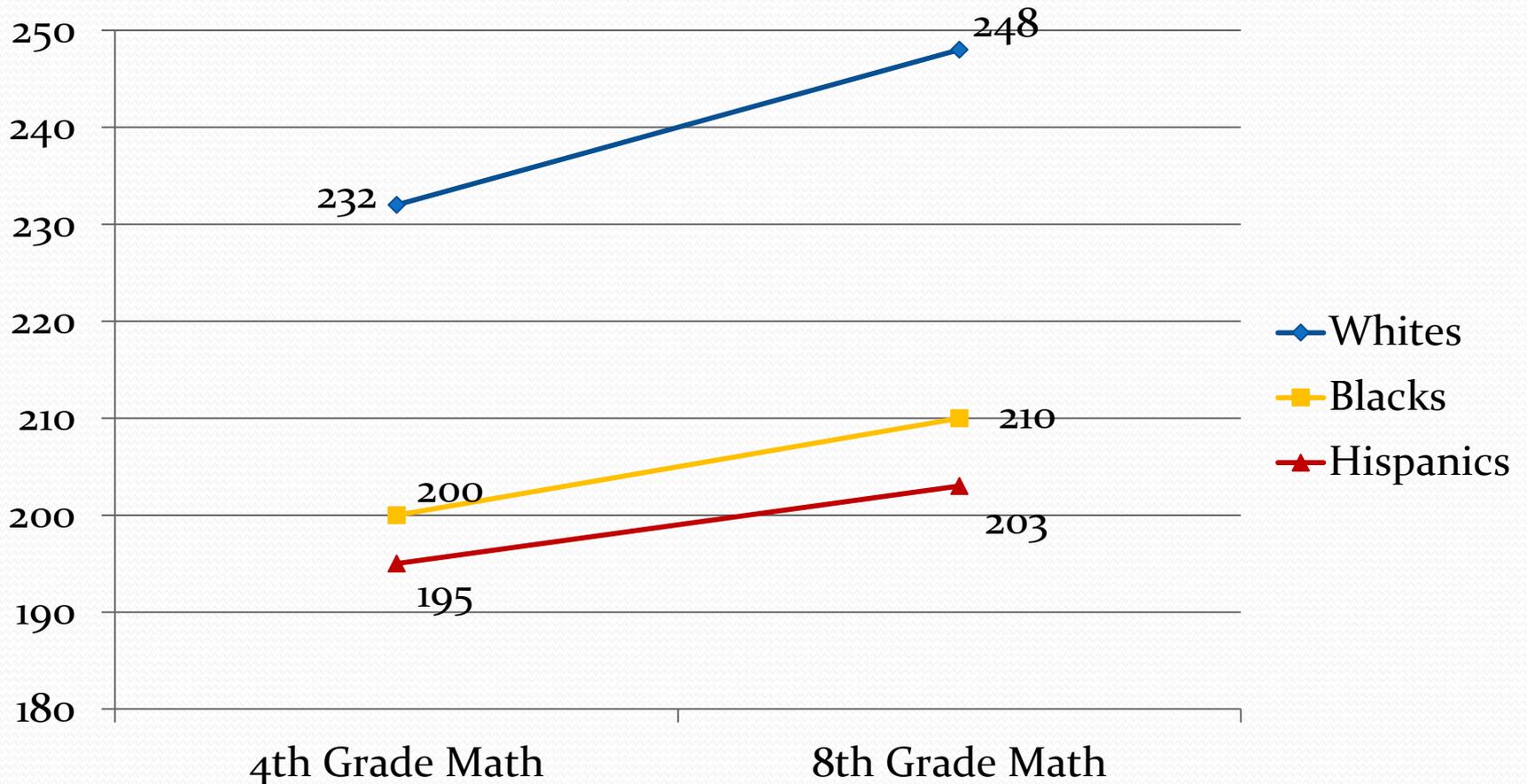
# The Academic Impact of Poverty

- Students from our urban core, students of color, students from economically disadvantaged families, and students who are first-generation college students are statistically at higher risk of dropping out of high school, not attending or completing college, and/or falling below the poverty line.
- On national achievement tests throughout their K-12 education, these same groups consistently achieve test scores below their white, suburban, affluent peers. This is called “The Achievement Gap.”

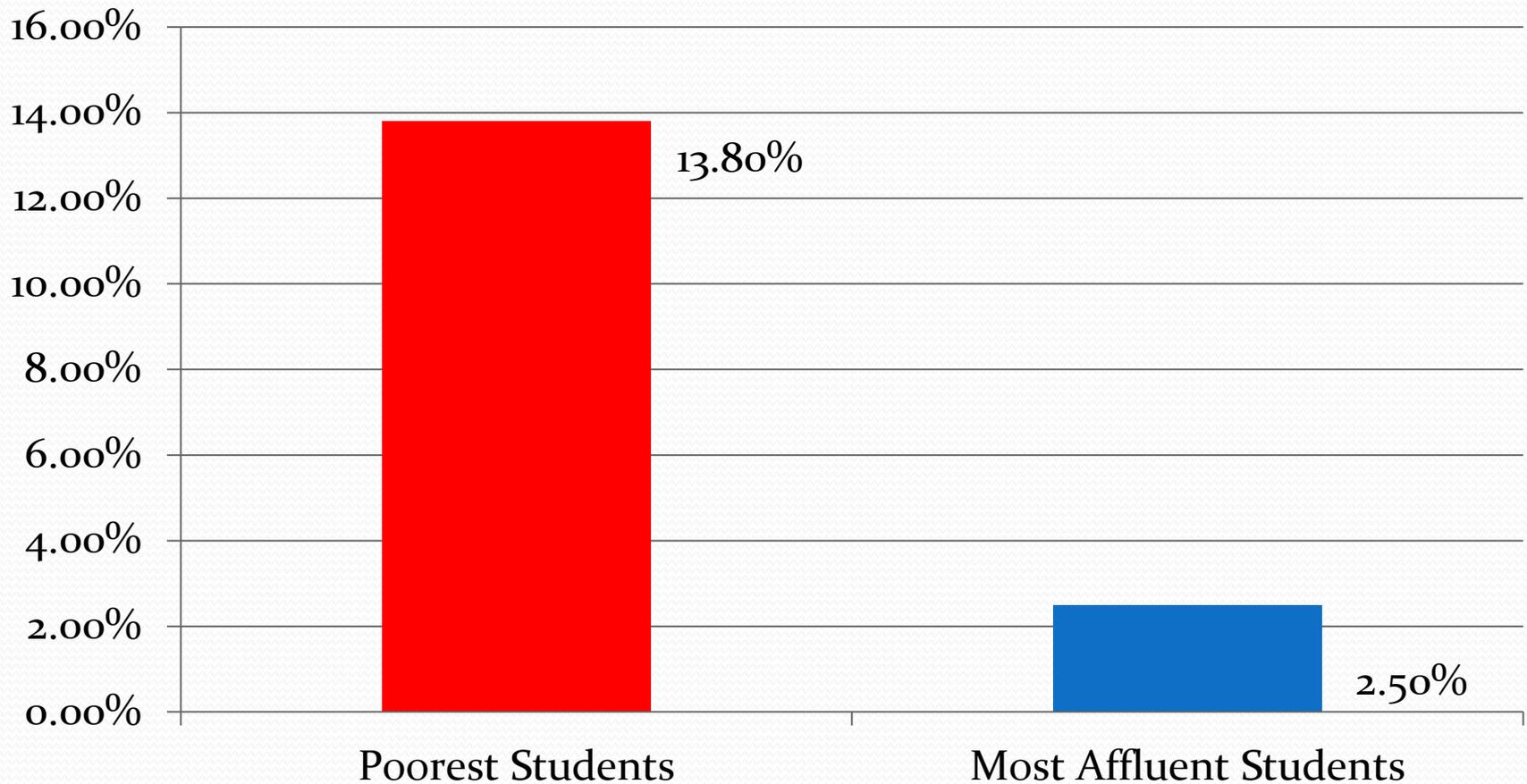
# The Achievement Gap



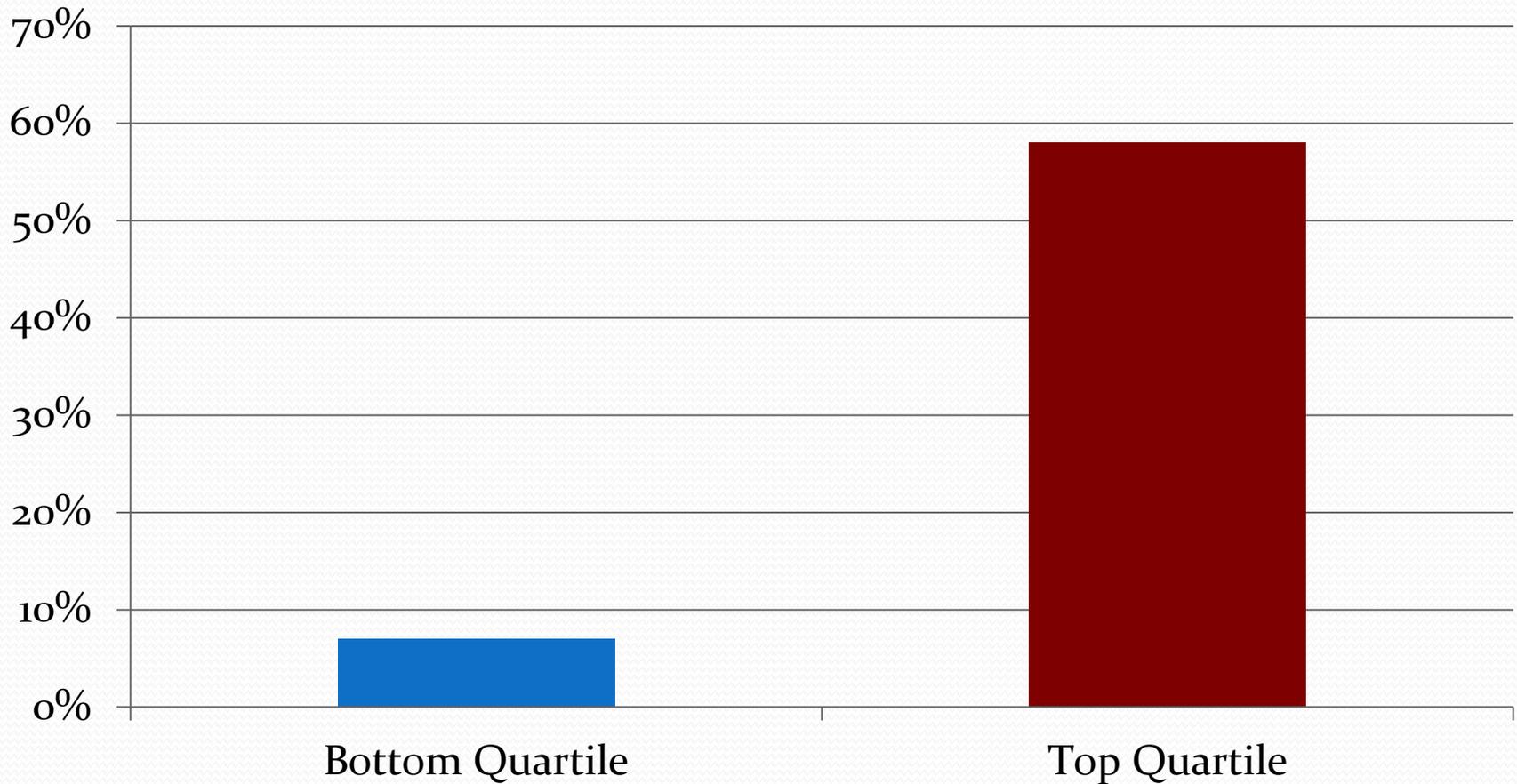
# The Gap Grows Over Time!



# High School Dropout Rates



# Graduation Rates Based on Income



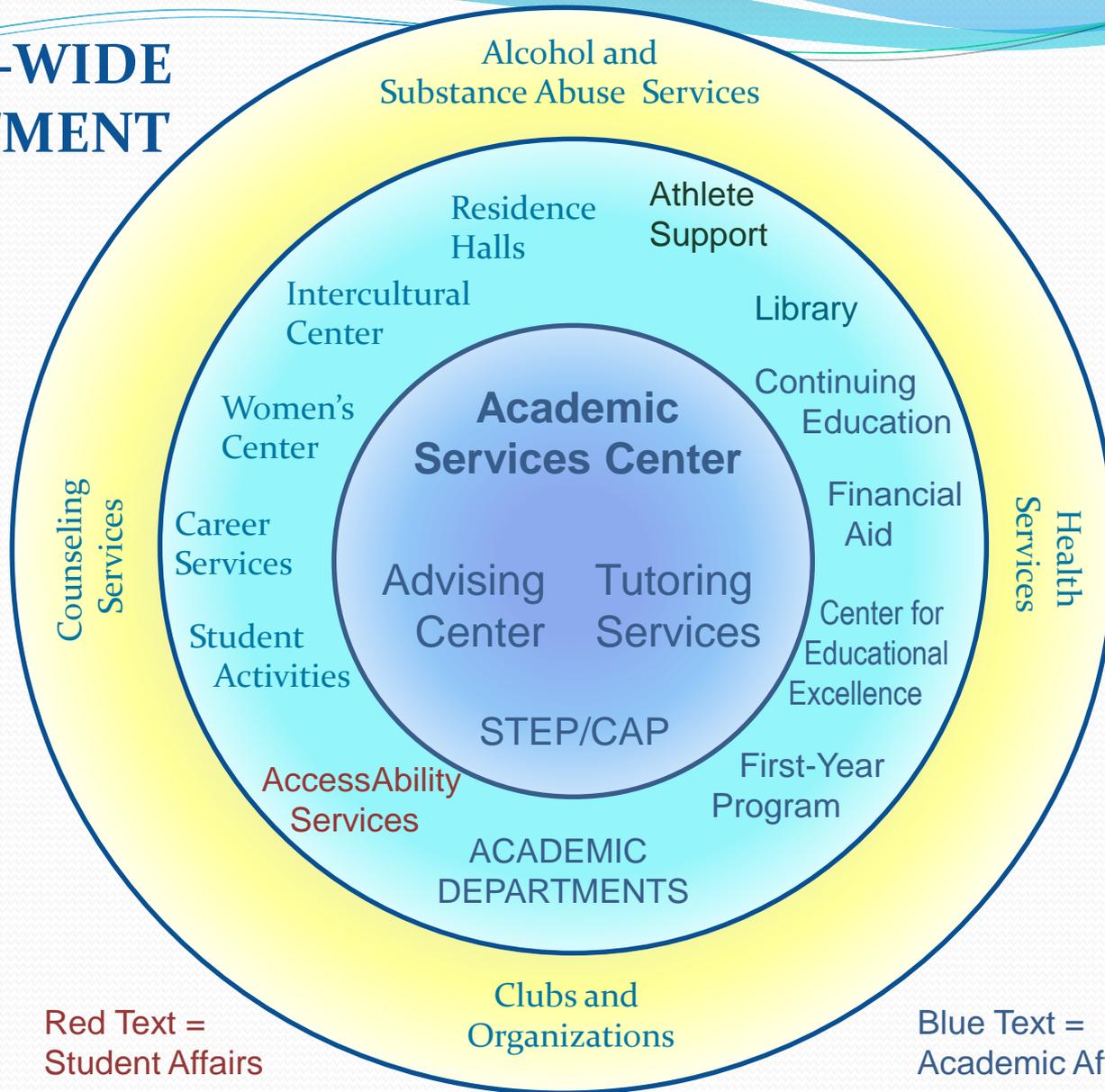
# Academically Unprepared Students Are At Risk

National data also shows that college students are at the greatest risk of dropping out during the first six weeks of their first semester. Identification and support of at-risk students has to occur early in their college career or that career often ends very abruptly.

# The Need to Improve Eastern's Academic Support Services

- NSSE data indicated that Eastern students were not satisfied with our advising system.
- We had no formal process for identifying and supporting at-risk systems; we were reactive at best.
- Support services (advising, tutoring, supplemental instruction) were fragmented across the campus.
- Faculty were not receiving professional development to improve academic advising.
- Our data collection was also fragmented and not sufficiently sophisticated to identify key determinants.

# CAMPUS-WIDE COMMITMENT



Red Text =  
Student Affairs

Blue Text =  
Academic Affairs

Green Text = Athletics

# Our Response

Using a grant from Nellie Mae and one from the U.S. Department of Education, we embarked on a campaign to improve student success.



# One Stop Shop

We created a one-stop-shop “Academic Services Center” to house all advising, tutoring, math/writing intensive labs.



# Tutoring

The ASC Center includes faculty and peer tutoring and supplemental/intensive instruction.



# New Advising System

We developed and funded a new, four-tiered advising system of faculty and professional advisors.



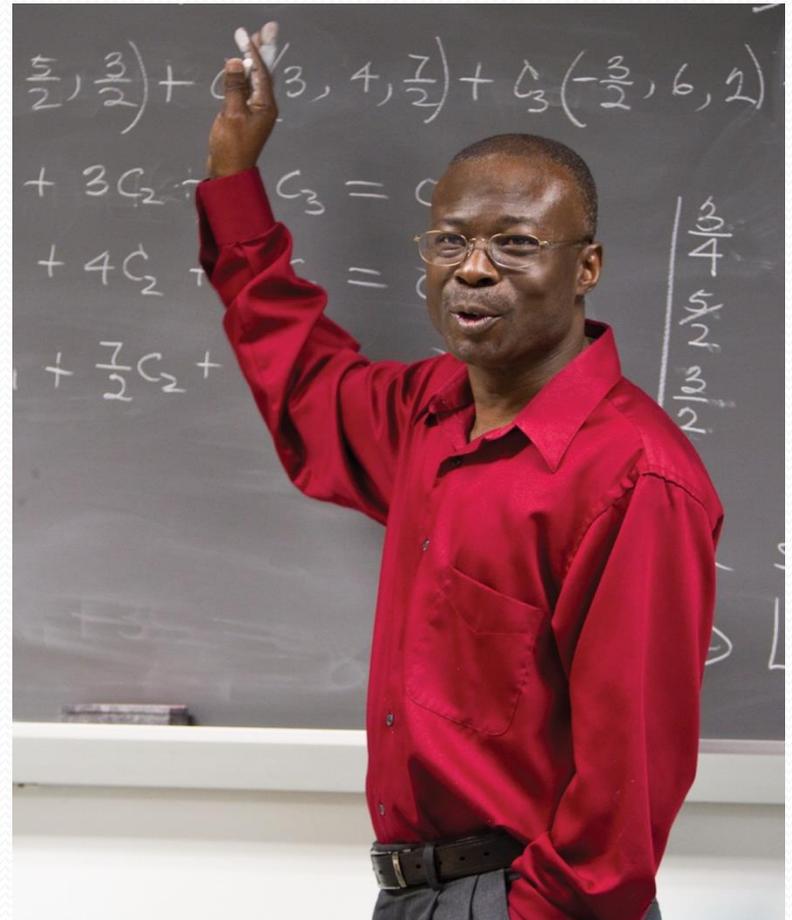
# Early Warning Team

We created an “Early Warning Team” of housing staff, support services staff, and faculty.



# Most Diverse Faculty in Connecticut

Eastern has the highest percentage of minority faculty of any college or university in Connecticut.



# Most Diverse Faculty in Connecticut



# Most Diverse Faculty in Connecticut



# Better Data

We developed a data collection and analysis system that uses a multivariate model to predict student preparedness and institutionalize support systems to better serve at-risk students.



# Targeted Advising Cohorts

Count		Academic Risk Quintile					Total	
		AQ1	AQ2	AQ3	AQ4	AQ5		
Withdrawal Risk Quintile	Q1YR1	99	57	35	35	24	250	TAC1 = Intensive
	Q2YR1	45	47	39	33	23	187	TAC2 = Tutoring
	Q3YR1	29	49	50	45	45	218	TAC3 = Engaged
	Q4YR4	10	32	30	49	35	156	TAC4 = Monitor
	Q5YR1	2	15	15	26	62	120	
Total		185	200	169	188	189	931	

# Multivariate Analytic Model

Model used to classify students in Risk Quintiles for purposes of targeting services

Variable	B	S.E.	Wald	df	Sig.	Exp(B)
male	-.087	.122	.508	1	.476	.917
black	-.723	.278	6.786	1	.009	.485*
hisp	.347	.279	1.540	1	.215	1.414
oth_race	-.674	.274	6.069	1	.014	.510
not_east	.408	.133	9.401	1	.002	1.503
commuter	.497	.211	5.545	1	.019	1.644
Pell_yr1	-.245	.161	2.316	1	.128	.783
first_gen	-.076	.124	.378	1	.539	.927
Athletics	-.647	.218	8.816	1	.003	.524
HsGpa_quint1	.734	.189	15.070	1	.000	2.084
HsGpa_quint2	.242	.184	1.727	1	.189	1.274
HsGpa_quint4	.277	.186	2.228	1	.136	1.319
HsGpa_quint5	.080	.223	.130	1	.719	1.084
admit_rating_le_4	-.057	.160	.125	1	.723	.945
admit_rating_ge_8	-.573	.203	7.985	1	.005	.564
Vsat_quin1	-.069	.184	.140	1	.708	.934
Vsat_quin2	-.320	.180	3.157	1	.076	.726
Vsat_quin4	.191	.173	1.216	1	.270	1.210
Vsat_quin5	.172	.186	.854	1	.356	1.188
Stem	-.036	.177	.042	1	.838	.964
PreEd	-.263	.165	2.536	1	.111	.769
Undec	.121	.132	.837	1	.360	1.129
ERG_none	.484	.201	5.834	1	.016	1.623
ERG_ABC	.164	.151	1.181	1	.277	1.178
ERG_GHI	.269	.153	3.089	1	.079	1.309
got_schol_yr1	-.022	.165	.018	1	.893	.978
got_FedLoan_yr1	-.227	.125	3.326	1	.068	.797
Choice	-.246	.120	4.235	1	.040	.782
Constant	-1.282	.241	28.336	1	.000	.277

# Analysis of Retention Variables

2008 Cohort Variables	First-to-Second Year Retention	Average Credits Earned	Average GPA	Second-to-Third Year Persistence
PCC	79.6%	25.532	2.561	81.35
Not PCC	73.3%	26.377	2.630	87.3%
Minority	81.3%	22.658	2.255	78.6%
Not Minority	75.8%	26.559	2.659	85.1%
First Generation	80.9%	26.048	2.629	82.1%
Not First Gen	73.8%	25.834	2.568	85.4%
Pell	84.5%	24.951	2.499	78.9%
Not Pell	75.0%	26.140	2.614	85.2%

# Our Response

## **EASTERN** **in 4**

We created an “Eastern in 4” program that mandates four-year academic plans for freshmen, removes barriers to completion, & replaces “undeclared” status with a set of five exploratory tracks.

# What We Have Learned?

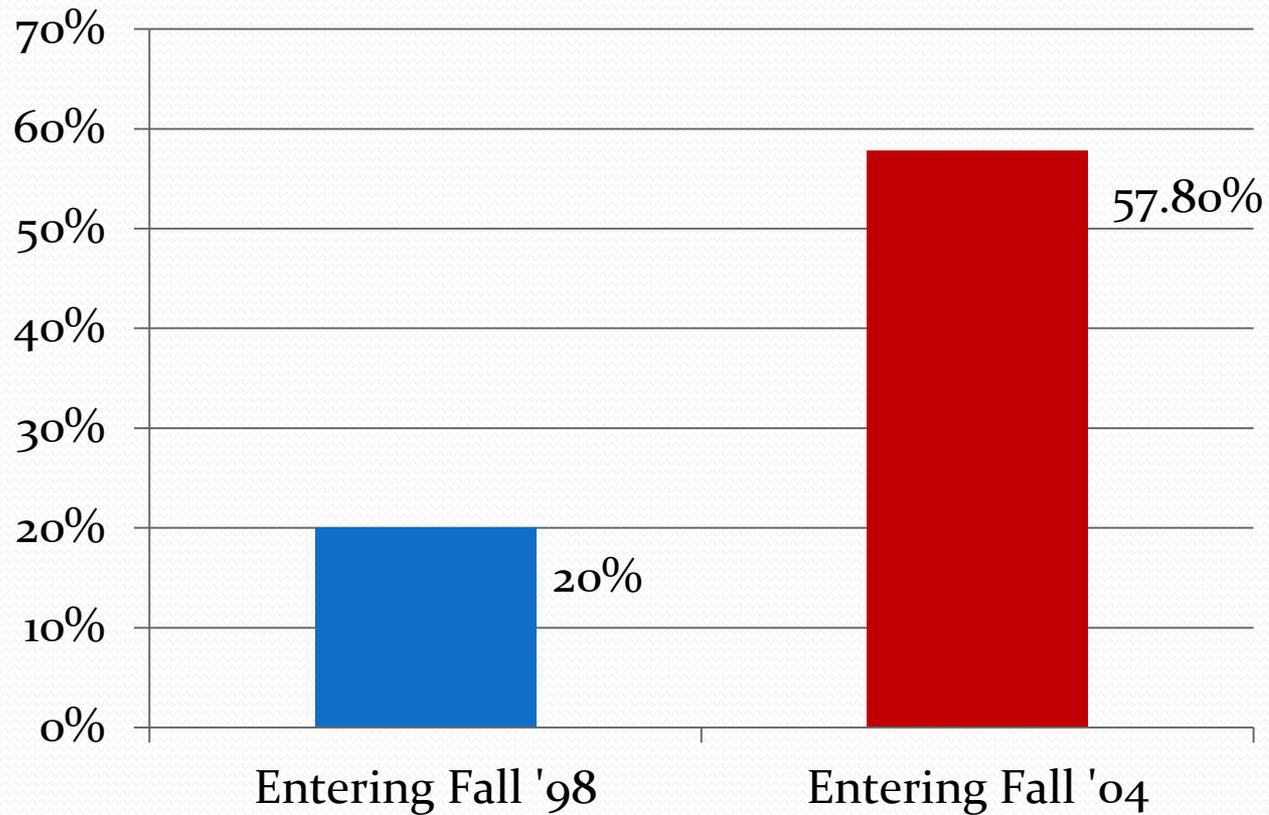
- Early identification and support of at-risk students must be a campus-wide commitment; assigning retention to one office will not work.
- The predictive indicators of at-risk students constitute a complex dynamic of social, academic, cultural, and familial conditions. Race/ethnicity, high school grades, social class, and other factors interact differently for each student.

# Results

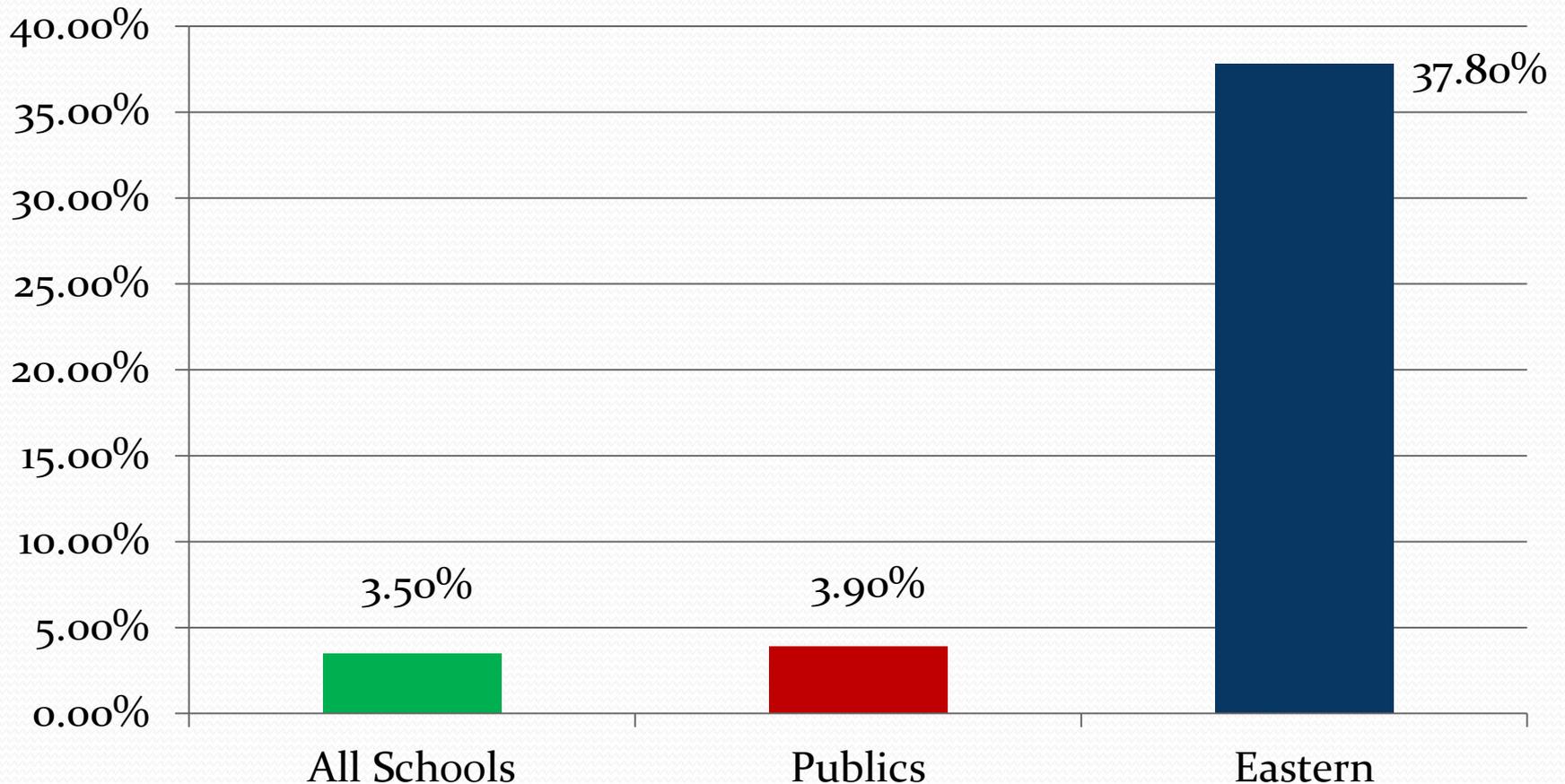


The Education Trust, a national education advocacy group, announced in fall 2012 that Eastern ranked **number one in a national study** of the improvement of six-year graduation rates of Latino students among public universities and colleges.

# 6-Year Hispanic Graduation Rate Eastern Connecticut State University



# 6-Year Graduation Rate Improvement of Hispanic Students; Comparative Data



# Overall Results

- 40% of our students visit the ASC Center each year
- We are reaching our goal of having 100 percent of freshmen with a four-year academic plan and a major by their sophomore year.
- Our four- and six-year graduation rates are at all-time highs and are the highest of the four state universities in Connecticut.
- Data gathered from our Student Success model not only is improving retention and graduation measures, it informs improvements in our processes and systems.

# The Human Element

Qualitative analysis of motivation and other emotional factors are as important indicators of future success as statistical data of academic factors. This is especially true with students from inner city and/or economically disadvantaged backgrounds, who are often called “resilient students” in the literature; (see Paul Tough, Kenneth Ginsburg, and Suniya Luthar)

# The “Dual College” Initiative



**Hartford Public High School**

# Hartford Public High School

- 66% of students are Hispanic
- 33% are African American
- 90% are below the poverty line

# Community College Partnership



# Live on Campus



# On-Campus Jobs



# Support System



# Personal Touch





# Personal Value of an Education

In Connecticut, if African Americans and Hispanics graduated from college at the level of whites, it would generate \$8 billion more a year in personal income for those individuals.

# Social and Economic Value of an Education

- In 1990, America was #1 in percent of adults with a college degree; in 2015, we are 14<sup>th</sup>.
- The goal is to increase the percentage from 41% to 60% by 2025.
- If we increased Latino/African American college graduation rates to that of whites across the nation, the Gross Domestic Product would grow \$1.2-\$2.3 trillion.