

2010 UPDATE ON GRADUATION SUCCESS PERFORMANCE & STRATEGIES

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THE UNIVERSITY of TEXAS SYSTEM

Nine Universities. Six Health Institutions. Unlimited Possibilities.

Background: The Graduation Rates Initiative

- Initiative launched by Board resolution passed in February 2006.
- Board directed presidents to align institutional policies to raise graduation rates and set specific graduation rate goals for 2010 and 2015.
- Full impact of campus initiatives will not be felt in rates until 2011 (4-year) and 2013 (6-year).
- Campuses and System have been monitoring progress.



Summary of Ongoing Campus Initiatives

Strategies to Aid Student Success

Strategy Categories	Programs/Initiatives	Success Issues Targeted	Selected University Specifics
Admission Standards	Increased or began new minimum admissions requirements	<ul style="list-style-type: none"> • College readiness • Alignment of K-12 to college expectations 	<ul style="list-style-type: none"> • UTA, UTEP, UTPA, UTPB, UTSA
Degree Audits / New B.A. Programs	Programs aimed at students in good standing with significant credit hours towards a degree (Universities Studies degree); providing online audits to find nearest pathway to a degree	<ul style="list-style-type: none"> • Graduation rates, completions • Retention • Time to degree • Cost management 	<ul style="list-style-type: none"> • UTA, UTB, UTEP, UTPB, UTSA – various programs • All campuses – online audits
Tutoring and Assessment	Programs that address the need for academic tutoring and learning centers and that monitor and intervene when academic progress is at risk	<ul style="list-style-type: none"> • College readiness • First-year retention • Persistence • Graduation rates, completions • <i>Closing the Gaps</i>: diversity • Cost management 	<ul style="list-style-type: none"> • All campuses
Supplemental Instruction	Instructional learning strategies, national model that pairs students with other students for structured study sessions	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • All campuses

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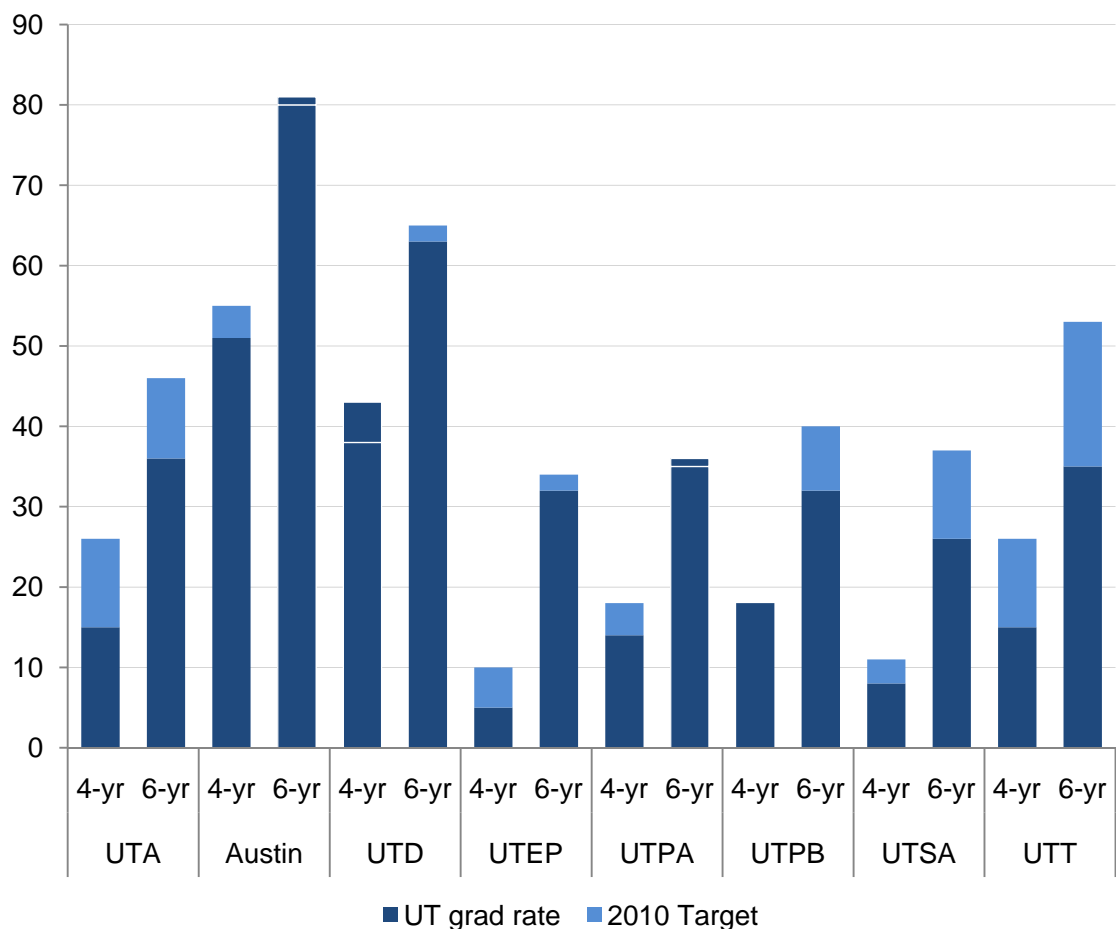
Summary of Ongoing Campus Initiatives

Strategies to Aid Student Success (cont.)

Strategy Categories	Programs/Initiatives	Success Issues Targeted	Selected University Specifics
Mentoring and Advising	Programs aimed at effectively and properly advising students through the course of their studies and also at providing mentoring and community building to link academic success to social opportunities	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation rates, completions • <i>Closing the Gaps</i>: diversity 	<ul style="list-style-type: none"> • All campuses
Tuition and Financial Aid Programs	Guaranteed Tuition Programs, Flat Rate Tuition, Financial Aid “Promise” Programs, tuition rebates	<ul style="list-style-type: none"> • Time to degree • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • All campuses
New Academic Units	Programs targeted to freshmen: align critical services like advising, counseling, access to financial aid counselors, career planning	<ul style="list-style-type: none"> • Time to degree • First-year retention • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • UTA, U. T. Austin, UTB
Academic Policies and Curriculum	Changes to academic policies, course scheduling and redesign of courses	<ul style="list-style-type: none"> • Time to degree • Persistence • Graduation rates, completions, 	<ul style="list-style-type: none"> • UTB, UTEP, UTPA – various programs • All campuses – six-drop rule
High School / Community College to University Transition	Programs to assist students with the transition from secondary to postsecondary education	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • UTB, UTD, UTEP, UTPA, UTPB, UTSA



Graduation Rate Performance Compared to Board-Approved National Targets



Note: Fall 2003 cohort for 4- and 6-year graduation rates

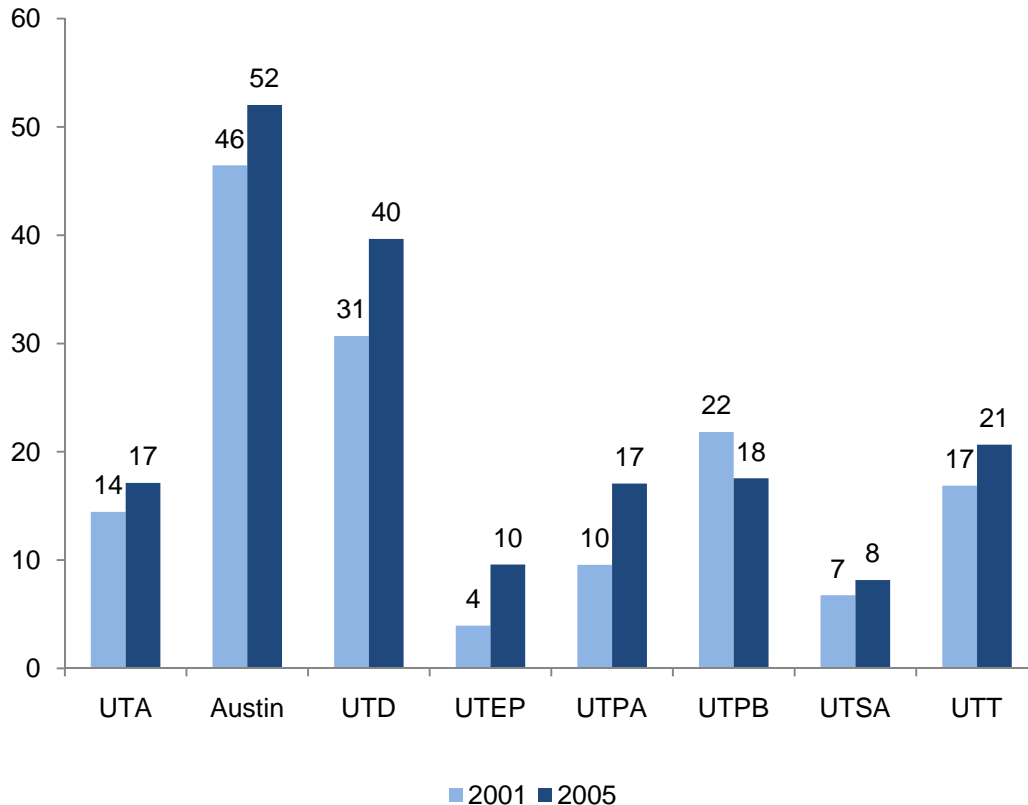
Source: Integrated Postsecondary Education Data System (IPEDS), U. T. System institutions

- U. T. Austin and UTPA have exceeded their 6-year targets.
- UTD has exceeded its 4-year target.
- Several institutions are close to meeting one or more of their targets.
- Peers and targets need to be reviewed in order to create appropriate benchmarks for more meaningful comparisons.



Update on Progress: 4-Year Graduation Rates

Performance Trends: 4-Year Graduation Rates
at the same institution, Fall 2001 and 2005 cohorts



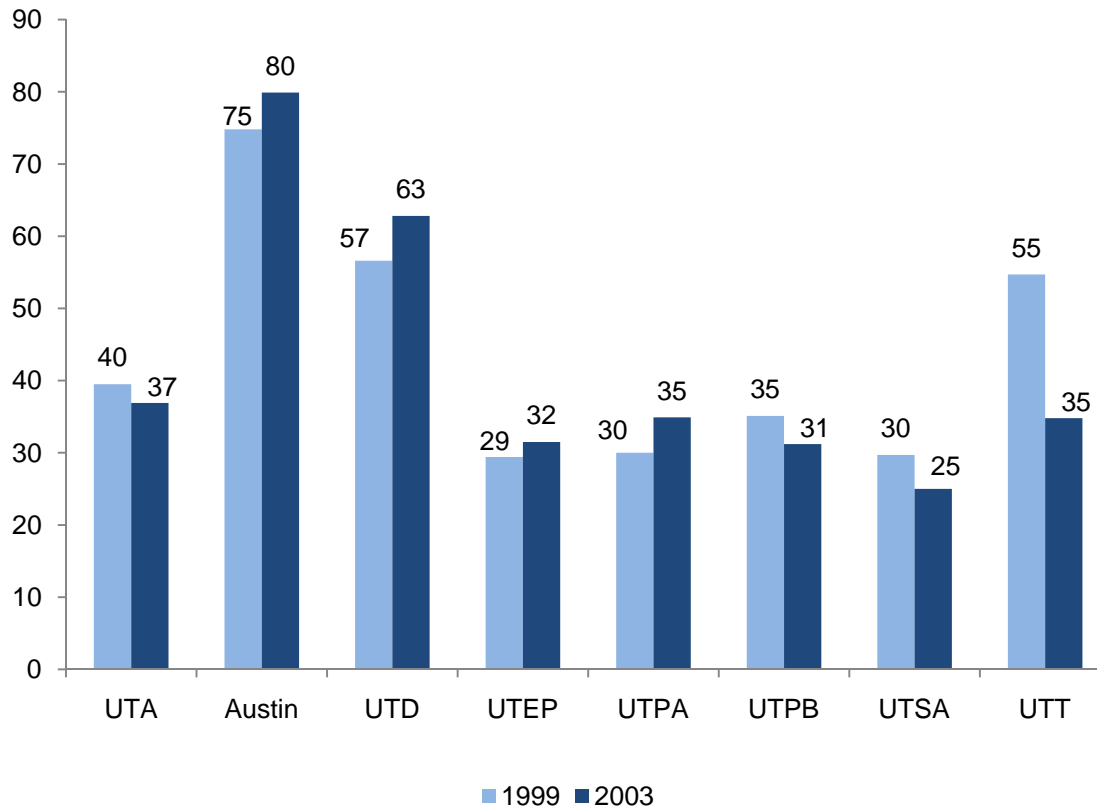
Source: Texas Higher Education Coordinating Board (THECB)

- The 4-year graduation rates of students who enrolled in 2005 and graduated in 2009 improved at nearly all universities compared to students enrolled in 2001.
- Rates increased by more than five points at U. T. Austin, UTD, UTEP, and UTPA.



Update on Progress: 6-Year Graduation Rates

Performance Trends: 6-Year Graduation Rates
at the same institution, Fall 1999 and 2003 cohorts



Source: THECB

- The 6-year graduation rates of students who enrolled in 1999 and in 2003 improved at half of the campuses.
- Rates increased by more than four points at U. T. Austin, UTD, and UTPA.



Measuring Graduation Success: A Broader View

- Graduation success is measured by a variety of metrics.

- First-year persistence rates
- 4-year graduation rates
- 6-year graduation rates
- Combined 6-year graduation rates
- Composite graduation and persistence rates
- 4-year graduation rates of community college transfer students
- Degree production

Initial focus of
2006 Initiative

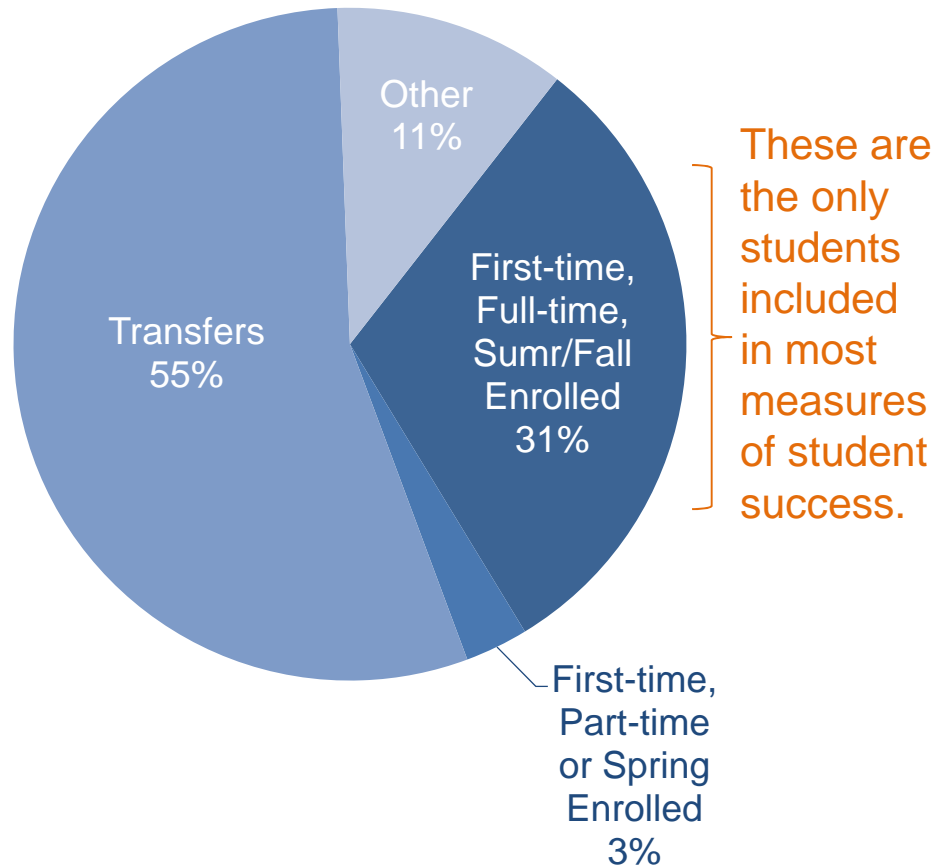
These metrics measure the success of the traditional student population.

These metrics are a more inclusive look at success.



Measuring Graduation Success: What is a “Traditional” Student?

Entry Status of Undergraduate Students
at U. T. System Receiving a Baccalaureate
Degree in AY 2008-09



- Traditional students – those that begin as first-time, full-time, degree-seeking freshmen – are less than one-third of the student population for U. T. campuses (U. T. Austin).
- Many measures of student success only measure the success of traditional students—a declining portion of the student population.
- Thus, two-thirds of U. T. students are not included in these measures.



Measuring Graduation Success:

CAP: Where Did Those Students Go?

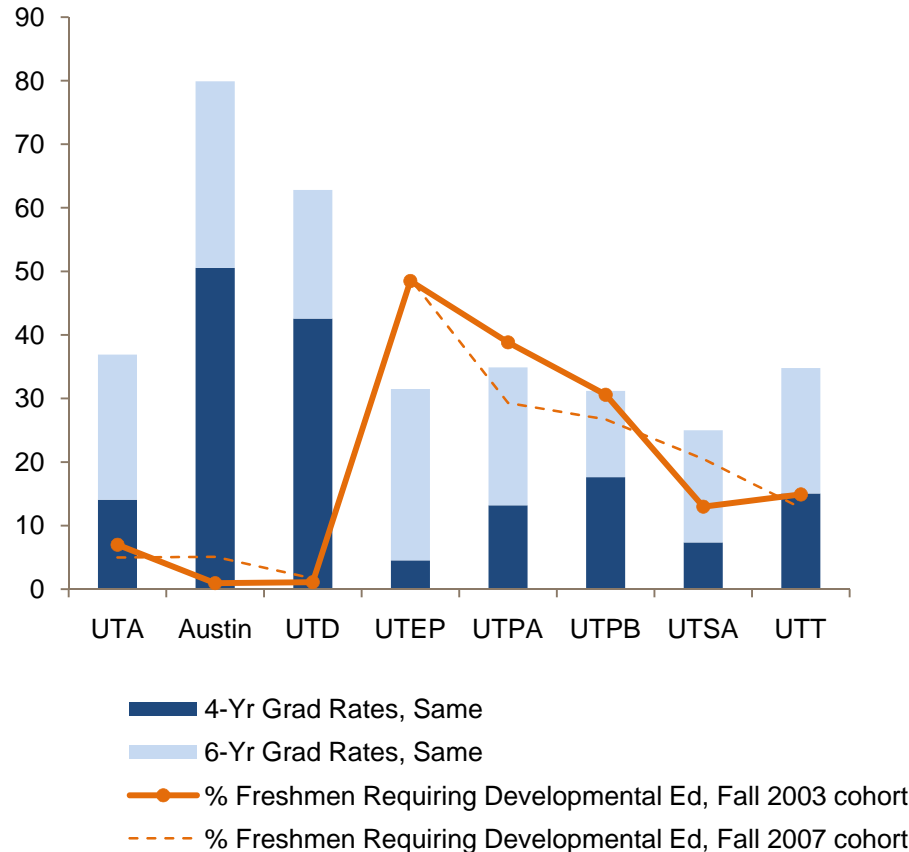
The Coordinated Admission Program (CAP) & Student Success

- CAP at U. T. Austin makes it possible for some freshman applicants to U. T. Austin to begin their studies at another U. T. System university. After completing the CAP requirements during their freshman year, these students may transfer to U. T. Austin to complete their undergraduate studies.
- Because qualifying students transfer to (and later graduate from) U. T. Austin, that student is treated as a non-graduate at the institution that the student first attended. In other words, success in the CAP leads to lower persistence and traditional graduation rates for the starting institutions. It is also important to note that graduating CAP students are NOT included in U. T. Austin's graduation rates.
- Several institutions participate in the CAP, but U. T. San Antonio and U. T. Arlington both have large numbers of freshmen in this program. For example, at U. T. San Antonio, 26% of entering freshmen in Fall 2009 were CAP students. Similarly, U. T. Arlington has more than 10% of its entering freshmen enrolled in the CAP.



Measuring Graduation Success: Mission, Student Population, & Success

Impact: Student Preparedness and Graduation Rates
Fall 2003 cohort



Source: THECB

- An institution's mission directly impacts its student population. Many student characteristics directly impact success.
- This graph represents the relationship between the % of freshmen who may require developmental education (solid orange line) and 4- and 6-year graduation rates (blue bars).
- The relationship is clear: the fewer students requiring developmental education, the higher the graduation rates.



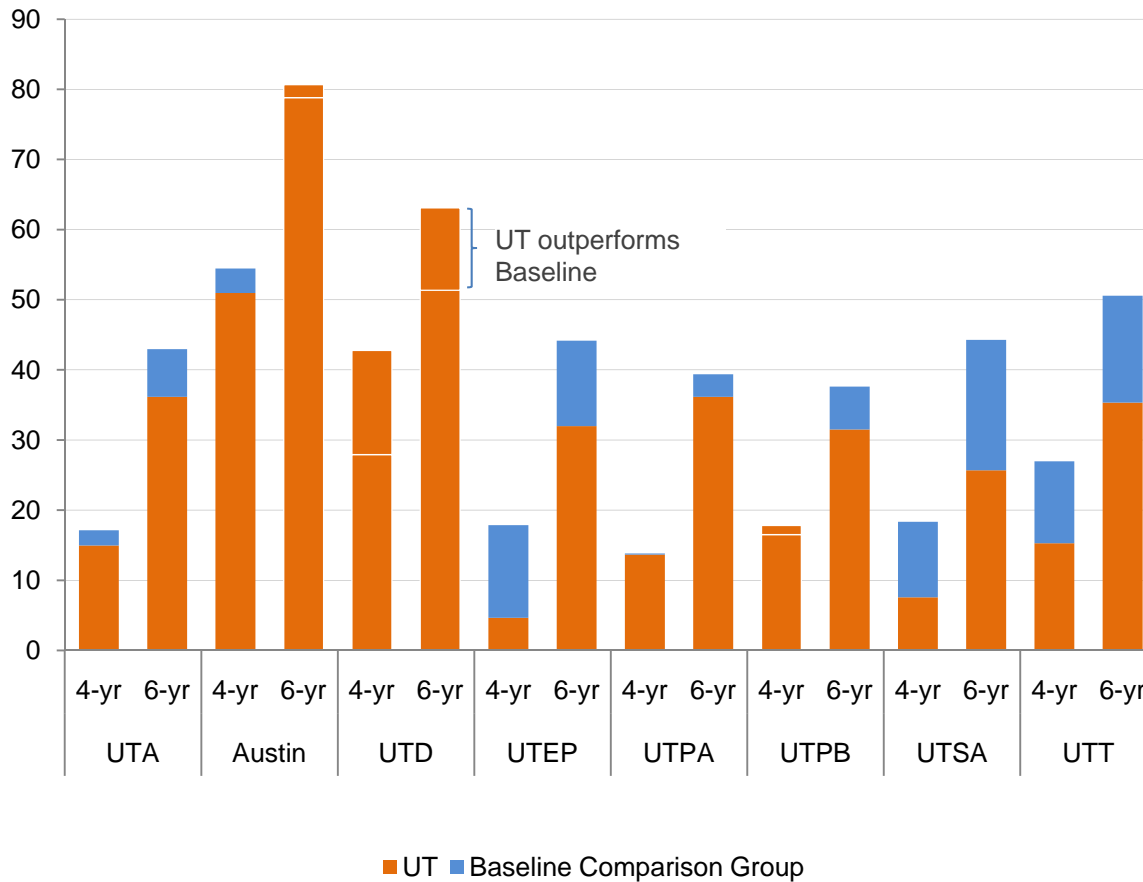
Measuring Graduation Success: Benchmarking Performance

- National best practice recommends benchmarking performance so that comparisons are more meaningful.
- Office of Strategic Initiatives prepared a statistical model to determine the 10 most similar universities (**baseline comparison group**) for each institution.
- Criteria used in the model included program mix, research intensiveness, student characteristics, and institutional size.
- Measures with national benchmarks are:
 - first-year persistence,
 - 4- and 6-year graduation rates, and
 - degree production.



Measuring Graduation Success: Benchmarking Performance

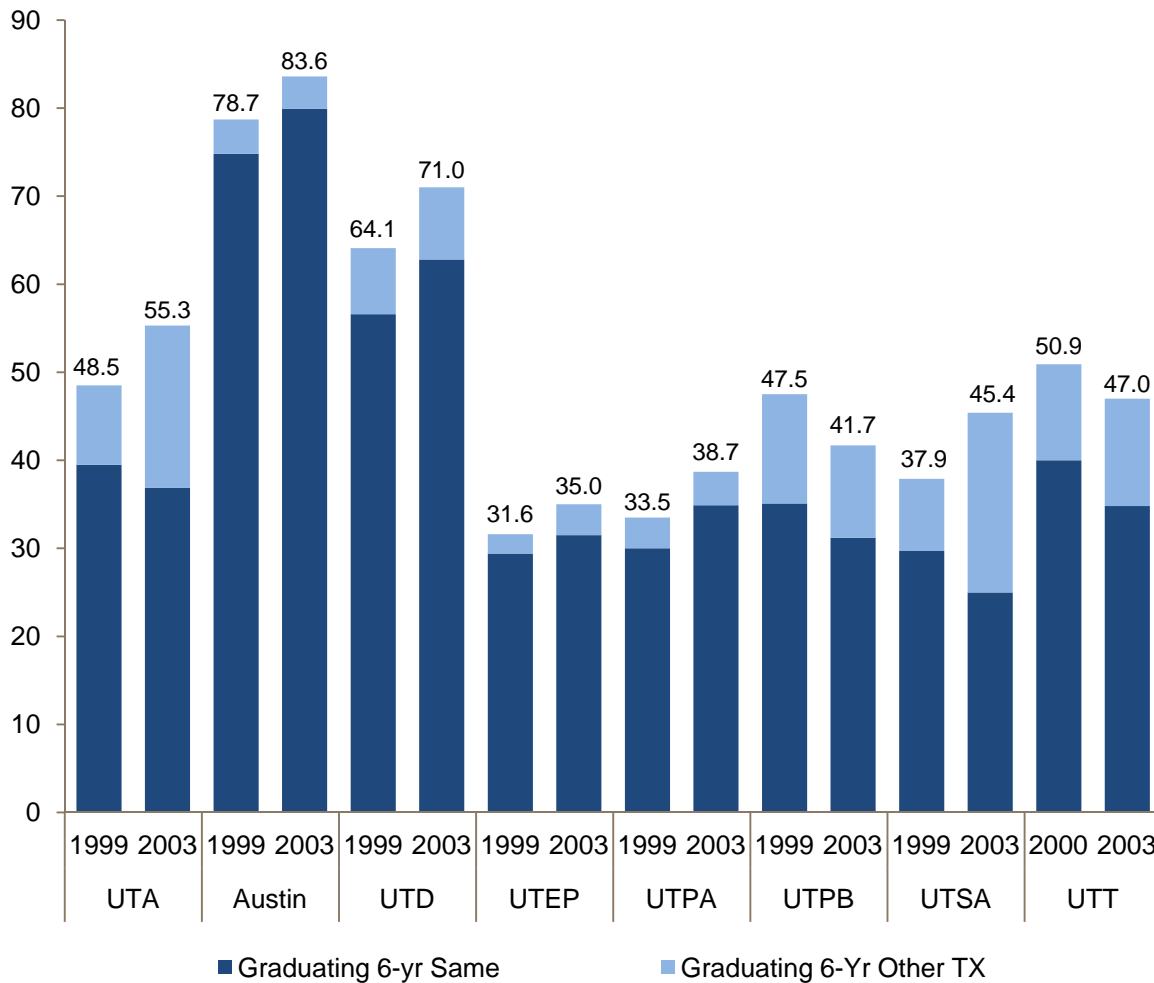
Performance Comparison: 4-Year and 6-Year Graduation Rates
Fall 2003 cohort



- How U. T. universities (in orange) compare to their baseline comparison group in 4- and 6-year graduation rates.
- Two campuses have outperformed their baseline comparison group in 4-year rates; Two campuses have outperformed the 6-year rates.
- Performance gaps, shown in blue, illustrate that significant improvements are needed, but many campuses are narrowing those gaps.



Measuring Graduation Success: 6-Year Graduation vs. 6-Year Combined Graduation Rates

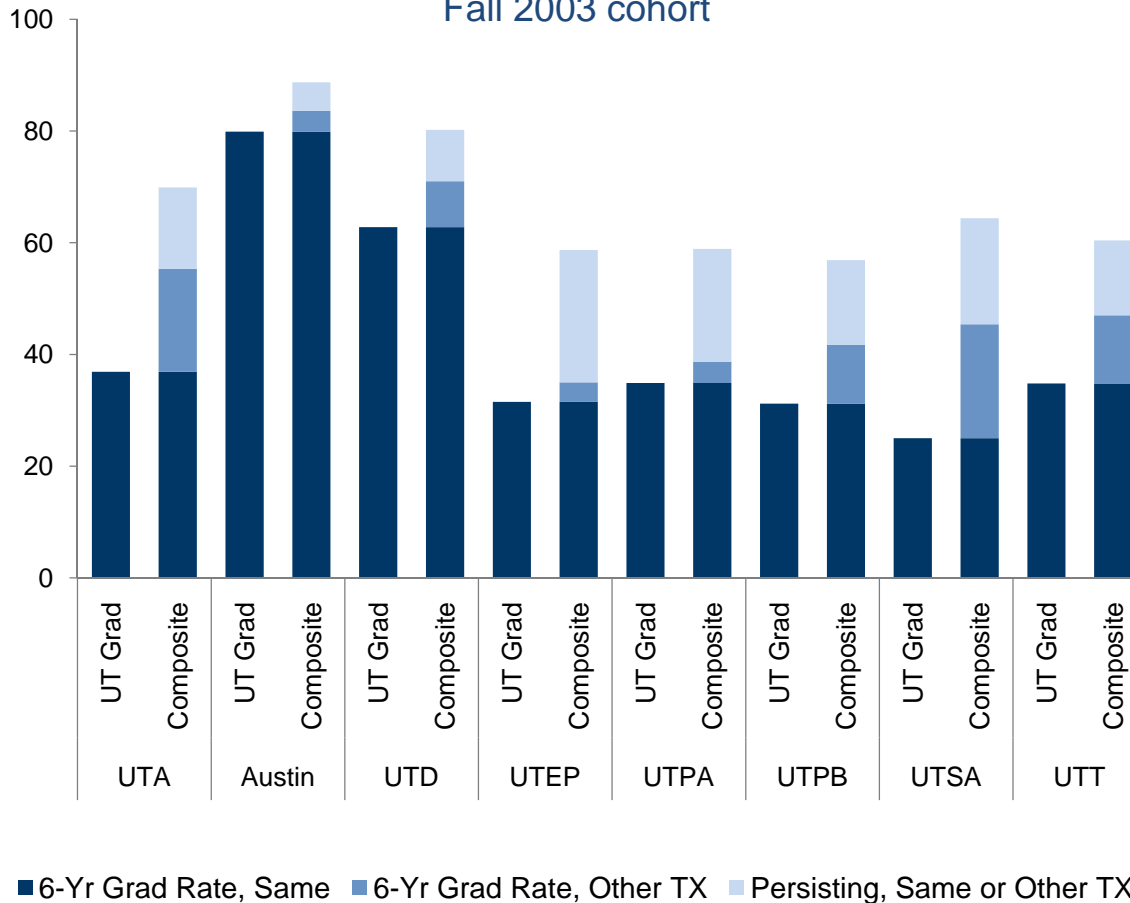


- Half of the universities show improvement in their 6-year rates for the 2003 cohort.
- Looking at the combined graduation rate – includes traditional students who graduated from another Texas institution – improves the picture of student success.
- Six universities improved their combined graduation rate.



Measuring Graduation Success: 6-Year Graduation vs. 6-Year Composite Graduation & Persistence Rates

6-Year Graduation Rates vs. Composite Rates
Fall 2003 cohort



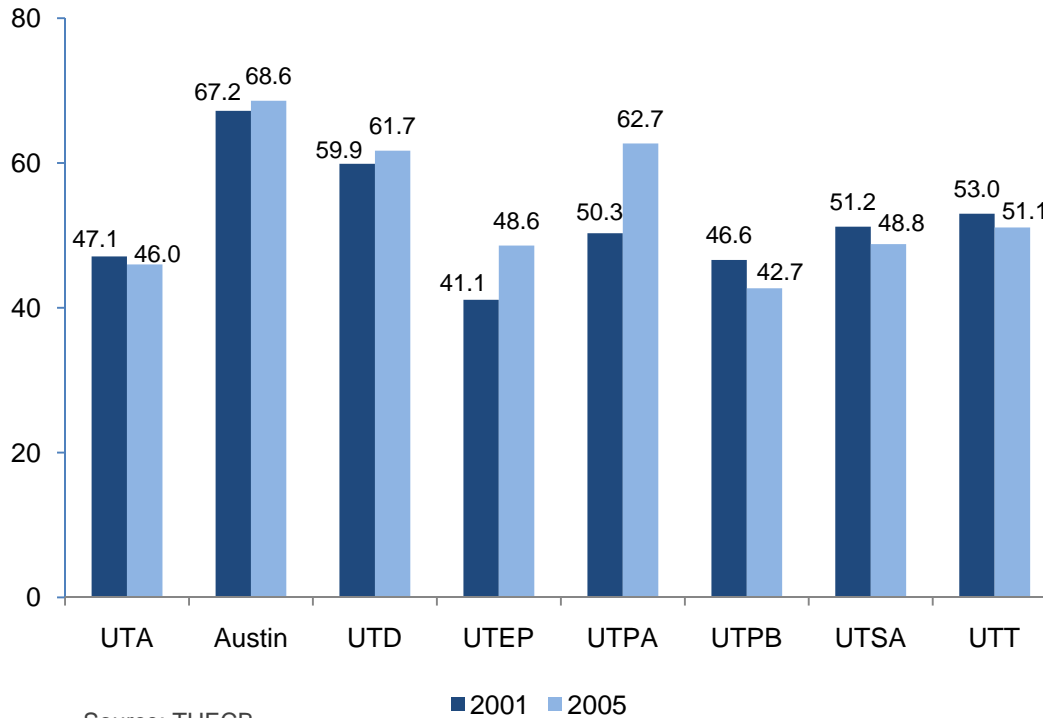
- Compares the traditional 6-year graduation rate to the composite graduation and persistence rate.
- Includes traditional students who graduated from the same institution or from another Texas institution within six years or who are still enrolled in a Texas university.
- All institutions show a dramatic difference in performance on the composite graduation rate.

Source: THECB



Measuring Graduation Success: 4-Year Graduation Rates for Community College Transfer Students

**Community College Transfers
4-year Graduation Rates**



Estimated # of 2005 Community College Transfer Students

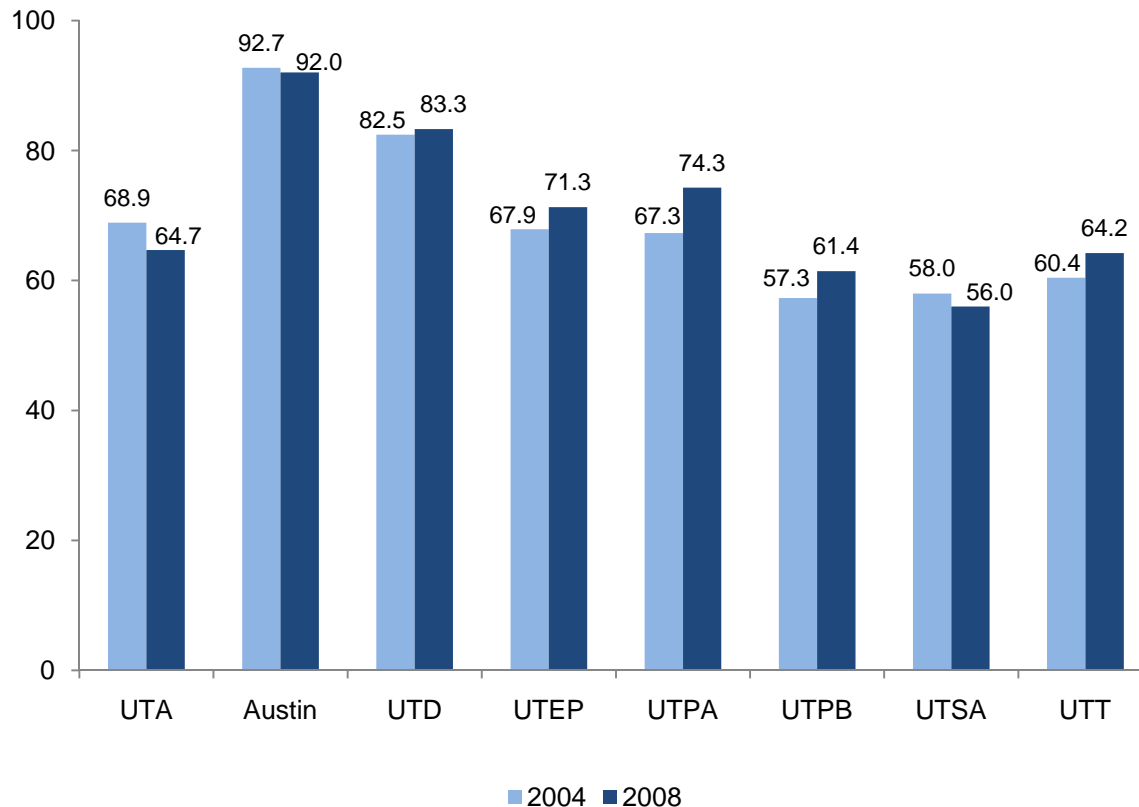
UTA	Austin	UTD	UTEP	UTPA	UTPB	UTSA	UTT
2,035	465	893	739	566	260	1,412	648

- Shows the 4-year graduation rates for students transferring from a community college with 30 or more credit hours.
- Performance is mixed and efforts are underway to improve success rates for these students.



Measuring Graduation Success: First-Year Persistence – A Look Ahead

Performance Trends: First-Year Persistence Rates
at the same institution, 2004 & 2008 cohorts



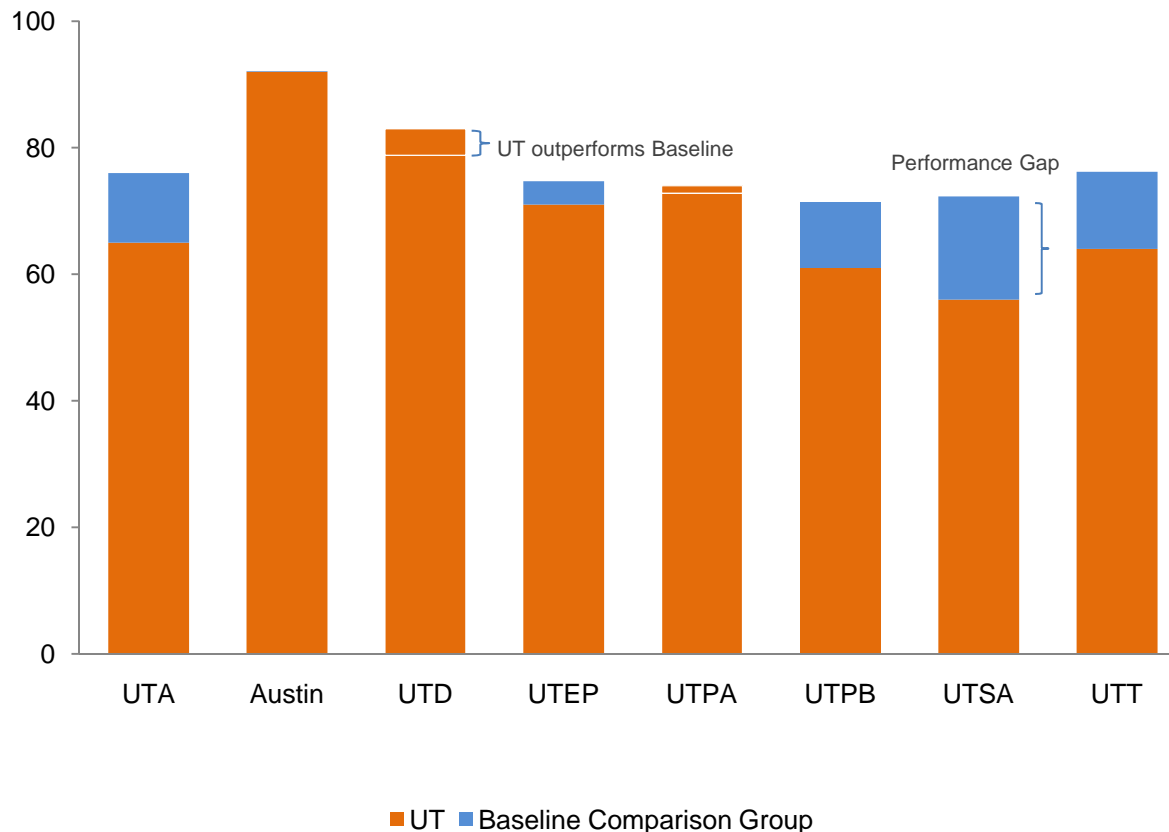
Source: THECB

- First-year persistence is a strong early predictor of graduation rates.
- Improvement for four campuses: UTEP, UTPA, UTPB, UTT.
- U. T. Austin and UTD stayed about the same (changed by less than one point).



Measuring Graduation Success: Benchmarking Performance – A Look Ahead

Performance Comparison: First-Year Persistence Rates at the same institution, 2008 cohort

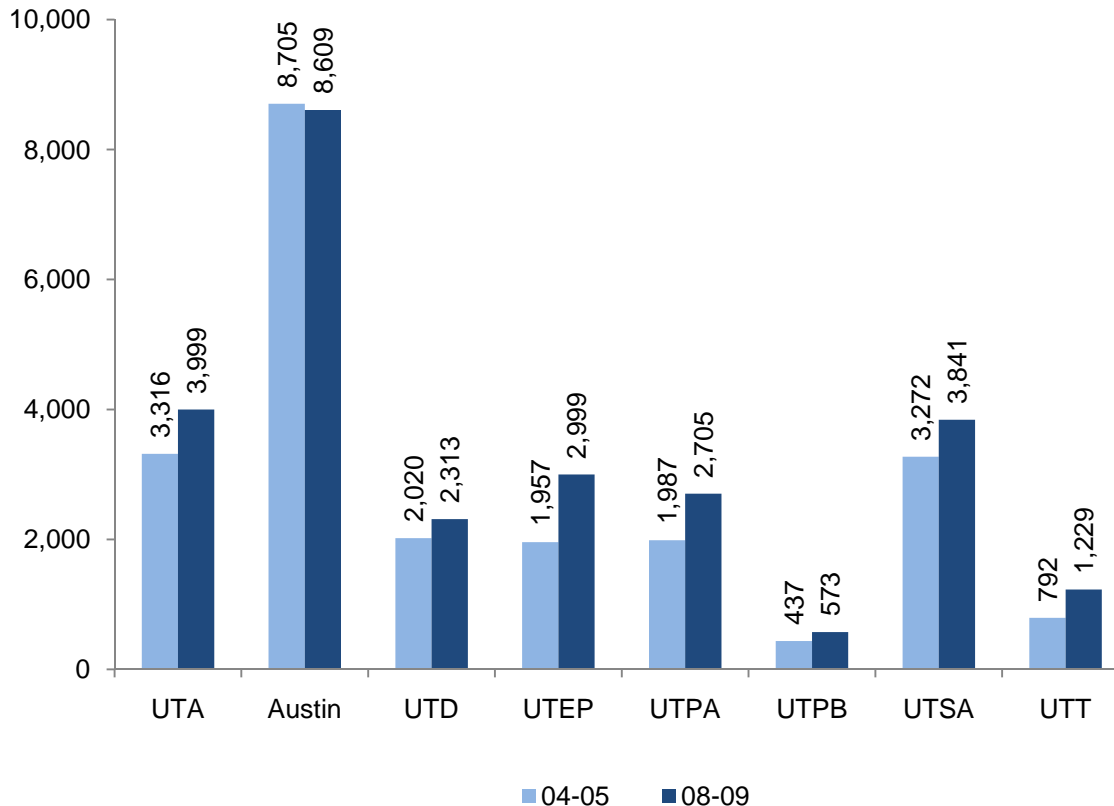


- How U. T. universities (in orange) compare to their baseline comparison group in first-year persistence rates.
- Performance gaps, shown in blue, illustrate that performance gaps remain, but trends are generally up.



Measuring Graduation Success: Degree Production

Bachelor's Degrees Awarded
2005 and 2009



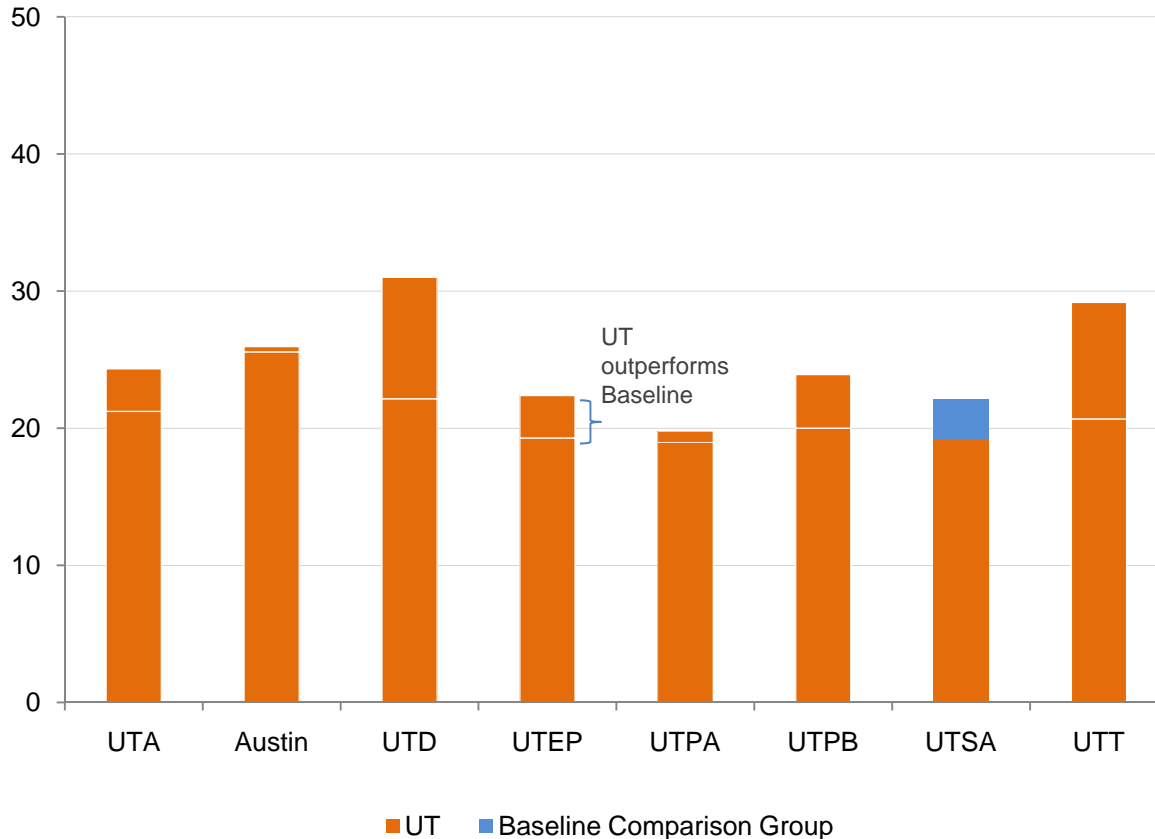
Source: THECB

- The number of bachelor's degrees awarded in 2005 and 2009.
- Growth for every campus except U.T. Austin.
- Five campuses increased degrees produced by over 20%. Two campuses increased production by over 50%.



Measuring Graduation Success: Degree Production Benchmarking Performance

Performance Comparison: Degree Production
Bachelor's Degrees Awarded per 100 FTE Undergrads



- Ratio of bachelor's degrees awarded in 2009 compared to the full-time equivalent undergraduate enrollment four years earlier (Fall 2005).
- How U. T. universities (in orange) compare to their baseline comparison group in degree production.
- There is very little blue, meaning very little gap in performance.



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Summary

- Many U. T. System universities are starting to trend up in graduation and persistence rates, but it is still too early to see the full impact of efforts started after 2006.
- Composite graduation rates are approximately double the traditional rates for many U. T. System universities.
- Performance trends for graduation rates of community college transfers are mixed – there is more work to do.
- Significant gaps remain in graduation rate performance relative to national benchmarks.
- We are mostly at, or above, national benchmarks on degree production.



Next Steps

- U. T. System will continue to use a broader set of metrics to track student success:
 - First-year persistence rates with performance comparisons to national benchmarks,
 - Traditional 4- and 6-year graduation rates with performance comparisons to national benchmarks,
 - Combined 6-year graduation rate,
 - Composite 6-year graduation and persistence rates,
 - 4-year graduation rates for community college transfer students, and
 - Degree production with performance comparisons to national benchmarks.
- Reevaluate peer sets to properly benchmark performance.
- Continue to monitor the impact of campus strategies and programs.

