WEST VIRGINIA UNIVERSITY
ACADEMIC RETENTION ROADMAP
OVERVIEW FOR FACULTY SENATE

FEBRUARY 10, 2020
FACULTY SENATE

- Introductions and Objectives
- Academic Retention Roadmap – Process, Timeline, Next Steps
- Questions
OBJECTIVE

PROJECT IMPETUS

- WVU retention imperative
  - Enrollment
  - Resources

- Address areas of challenge for students

RETENTION ROADMAP

- Build on recent progress (STAY, policy changes)

- Develop multi-year action plan to ensure continued focus on:
  - High failure rate courses (D-F-W)
  - Course scheduling
THE STAY

UNDERSTAND THE “WHY”

• Deployed at WVU in May 2019; 1,000+ participants with 90+ credit hours

• Understand why students stay, contemplate, leave, and return

• Gain student perspective of challenges, road blocks, and programs that work

• Review of Pell-eligible students
THE STAY

RESPONDENT PROFILE

1,085 Participants
50% West Virginia In-State
23% First-Generation

64% Female
94% Caucasian
31% Pell-Eligible

Self-Reported Family Income

Self-Reported GPA
Overall, 60% of students felt academically prepared to enter WVU. In-state, first-generation, and out-of-state students felt less prepared.

Do you believe that your high school education adequately prepared you for your academic success ...

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>52%</td>
<td>30%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>67%</td>
<td>19%</td>
</tr>
<tr>
<td>First-Generation</td>
<td>47%</td>
<td>36%</td>
</tr>
<tr>
<td>Non-First-Generation</td>
<td>62%</td>
<td>21%</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>Non-Pell Eligible</td>
<td>63%</td>
<td>20%</td>
</tr>
</tbody>
</table>
STUDENT INSIGHTS

ACADEMICS – CHALLENGES

Students identified course scheduling, adjusting to academic demands, and quality of advising as major academic challenges.

Please indicate if any of the following were challenges for you during your time at West Virginia University (1 - minor challenge, 5 – very important challenge)

Level of Challenge

Percent Identifying Challenge

2.5

2.6

2.7

2.8

2.9

3

3.1

3.2

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Academic Probation

Attendance Policy

Finding a Major

Lack of Faculty Mentoring

Access to Instructors

Quality of Instruction

Difficulty Passing Required Course

Lack of Future Job Preparation

Quality of Advising

Course Scheduling

Adjusting to Academic Demands

Students identified course scheduling, adjusting to academic demands, and quality of advising as major academic challenges.
PELL STUDENT FOCUS

COMPARATIVE PERCEPTIONS – PELL VS ALL

Pell students have greater challenges with academic probation, adjusting to academic demands, quality of advising, and passing required courses.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percent Identifying Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Probation</td>
<td>-3.0%</td>
</tr>
<tr>
<td>Access to Instructors</td>
<td>-2.0%</td>
</tr>
<tr>
<td>Adjusting to Academic Demands</td>
<td>-1.0%</td>
</tr>
<tr>
<td>Attendance Policies</td>
<td>0.0%</td>
</tr>
<tr>
<td>Course Scheduling</td>
<td>0.05</td>
</tr>
<tr>
<td>Finding a Major</td>
<td>0.10</td>
</tr>
<tr>
<td>Lack of Future Job Prep</td>
<td>0.15</td>
</tr>
<tr>
<td>Lack of Faculty Mentorship</td>
<td>0.20</td>
</tr>
<tr>
<td>Lack of Mentorship</td>
<td>0.25</td>
</tr>
<tr>
<td>Quality of Advising</td>
<td>0.30</td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>0.35</td>
</tr>
<tr>
<td>Passing Required Course</td>
<td>0.40</td>
</tr>
</tbody>
</table>

Level of Challenge

Percent Identifying Challenge
Recent changes align with progress in DFW rates and course scheduling, setting a strong foundation for this initiative:

<table>
<thead>
<tr>
<th>Repeat Policy: Limit students to repeating only 3 times (vs. unlimited)</th>
<th>DFW</th>
<th>Course Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>De-coupling Lectures and Labs in Biology and Chemistry: Allow repeat of one without repeating the other</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Mid-term Grades: Mid-term grades near universal adoption</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Progress Reports (Pilot): Report progress in weeks 4 and 12 weeks (continuing improvements anticipated)</td>
<td>●</td>
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</tbody>
</table>
PLANNED CHANGES

Changes anticipated for fall 2020 continue progress in these areas:

<table>
<thead>
<tr>
<th>Change</th>
<th>DFW</th>
<th>Course Scheduling</th>
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</thead>
<tbody>
<tr>
<td>Prevent Registration for Multiple Sections of Same Course</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td><strong>Course:</strong> Limit students to one section (vs. multiple)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STEM Schedules:</strong> Increase options for scheduling</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>math, chemistry, and biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guided Pathways (Pilot):</strong> Provide clear options for</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>students not admitted to first-choice major</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td><strong>Tutoring Upgrades:</strong> Implement Academic Support</td>
<td></td>
<td>●</td>
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<tr>
<td>Council to advise on tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Registration Waitlists:</strong> Automate process of adding</td>
<td></td>
<td>●</td>
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<tr>
<td>students when seats become available</td>
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</table>
EARLY WINS

- Additional seats available for students in high-demand courses
  - Actions: Repeat policy, de-coupling lectures

- New opportunities for early intervention and proactive advising
  - Actions: Mid-term grades, guided pathways, progress reports
A three-step process is envisioned for the academic retention roadmap:

1. **Case for Change**
   - Data-informed profile (D-F-W courses, course scheduling)
   - Student perspective (STAY)
   - Case studies of peers/benchmarking

2. **Roadmap and Action Plan**
   - Dean, department head, faculty engagement
   - Roadmap and action plans
   - Three-year timeline

3. **Active Implementation**
   - Project management
   - Communication
   - Progress and success metrics
NEXT STEPS

- **February – April 2020:** Data review, case development

- **April – May 2020:** Action plan, opportunities for engagement

- **June 2020:** Implementation
QUESTIONS