WEST VIRGINA 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

- 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

Academic

Engagement

Financial

THE STAY

1,085
Participants

50%
West Virginia In-State

23%
First-Generation

64%
Female

94%
Caucasian

31%
Pell-Eligible
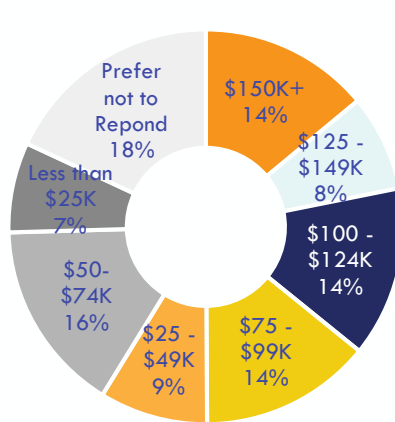
Self-Reported Family Income

- Prefer not to Repond 18%
- $150K+ 14%
- $125 - $149K 8%
- $100 - $124K 14%
- $75 - $99K 14%
- $25 - $49K 9%
- $50- $74K 16%
- Less than $25K 7%

Self-Reported GPA

- 2.0-2.49 , 4%
- 2.5-2.99 , 15%
- 3.5+, 47%
- 3-3.49 , 34%
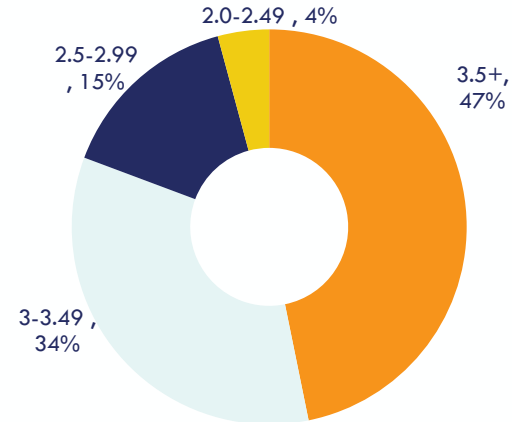
STUDENT INSIGHTS

HIGH SCHOOL PREPARATION

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 ...

	Agree	Disagree
In-State	52%	30%
Out-of-State	67%	19%
First-Generation	47%	36%
Non-First-Generation	62%	21%
Pell Eligible	48%	37%
Non-Pell Eligible	63%	20%

STUDENT INSIGHTS

ACADEMICS – CHALLENGES

Students identified course scheduling, adjusting to academic demands, and quality of advising as major academic challenges.
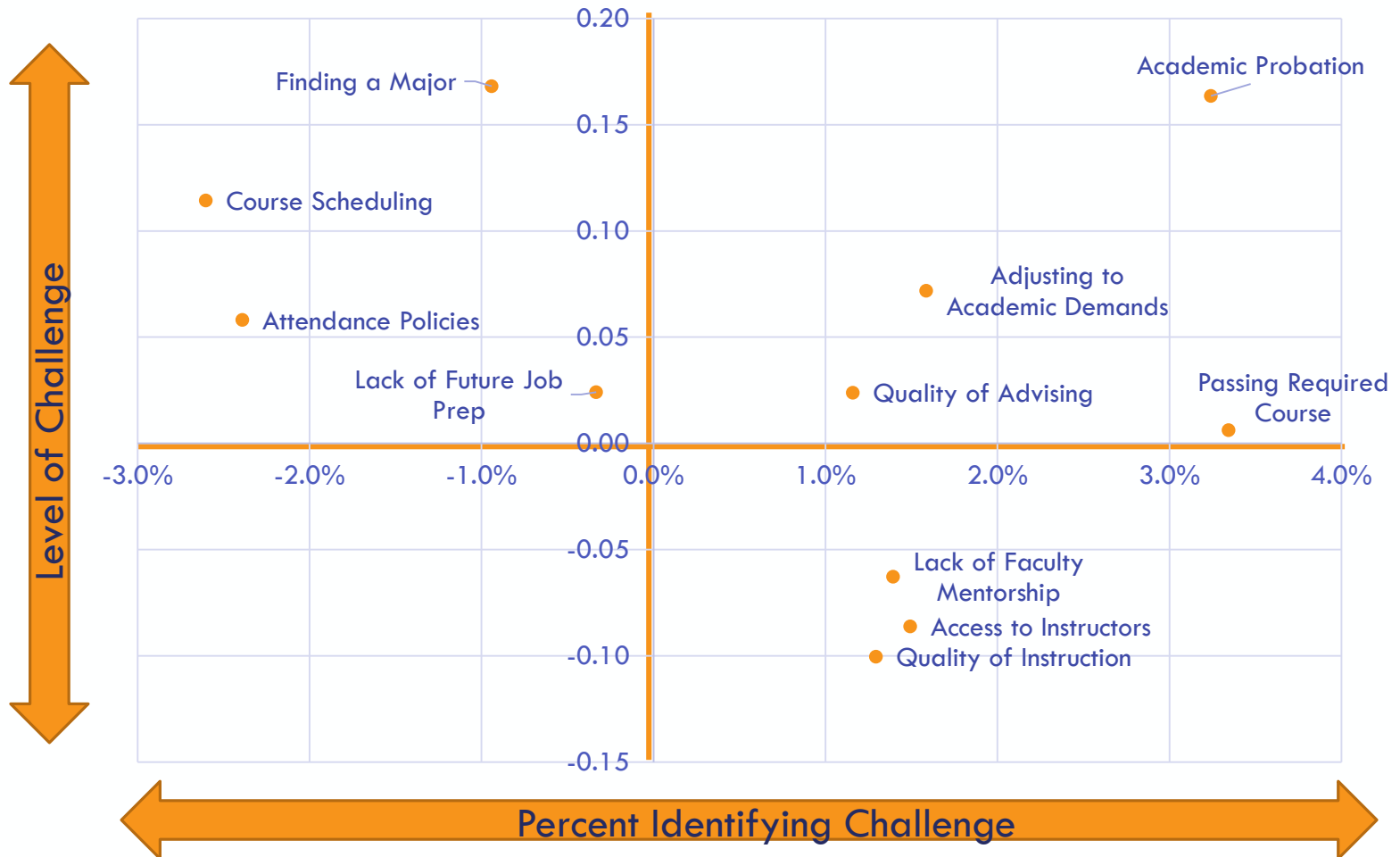
Please indicate if any of the following were challenges for you during your time at West Virginia University
(1- minor challenge, 5 – very important challenge)
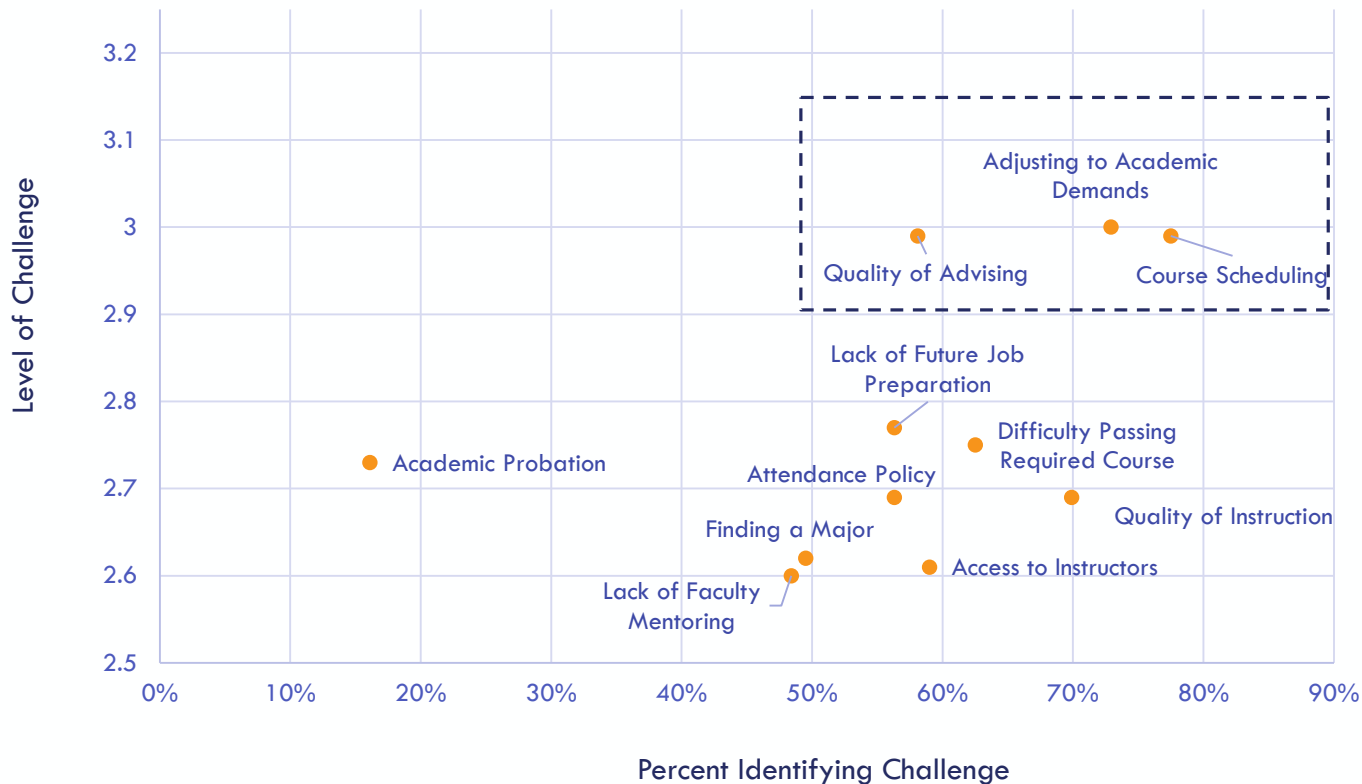
PELL STUDENT FOCUS

COMPARATIVE PERCEPTIONS – PELL VS ALL

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

RECENT CHANGES

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

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

PLANNED CHANGES

Changes anticipated for fall 2020 continue progress in these areas:

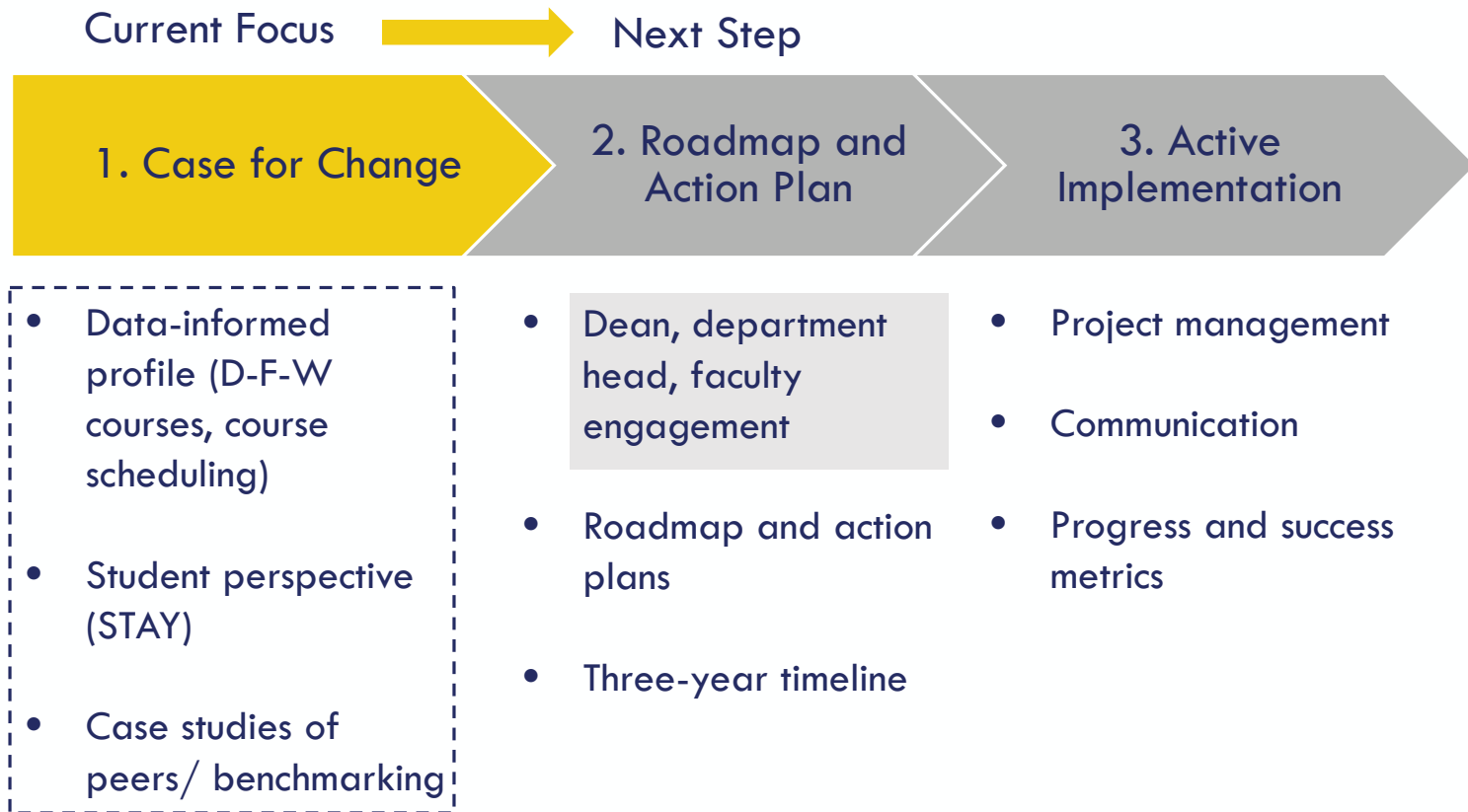|	DFW	Course Scheduling
Prevent Registration for Multiple Sections of Same Course: Limit students to one section (vs. multiple)		●
STEM Schedules: Increase options for scheduling math, chemistry, and biology		●
Guided Pathways (Pilot): Provide clear options for students not admitted to first-choice major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

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

PROCESS

A three-step process is envisioned for the academic retention roadmap:

Current Focus → Next Step

1. Case for Change	2. Roadmap and Action Plan	3. Active Implementation
• Data-informed profile (D-F-W courses, course scheduling) • Student perspective (STAY) • Case studies of peers/ benchmarking	• Dean, department head, faculty engagement • Roadmap and action plans • Three-year timeline	• 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

Understand

Focus

Act