Undergraduate Student Retention

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ACADEMIC EXCELLENCE

GOAL #2

Improve undergraduate student retention, Years 1-4
GOAL: A successful student experience

MEASURED BY:
88% first-year retention by Fall 2018 and 90% by Fall 2019
The national retention rate for 4-Year publics is 62%.

UVM’s rate is 86%, but many of our peers are higher.
## 2015 One-Year Retention Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Full-Time, One-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston College</td>
<td>95%</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>95%</td>
</tr>
<tr>
<td>George Washington University</td>
<td>94%</td>
</tr>
<tr>
<td>Boston University</td>
<td>93%</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>92%</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>91%</td>
</tr>
<tr>
<td>University of Massachusetts - Amherst</td>
<td>91%</td>
</tr>
<tr>
<td>SUNY at Binghamton</td>
<td>91%</td>
</tr>
<tr>
<td>Stony Brook University</td>
<td>90%</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>86%</td>
</tr>
<tr>
<td>University of Colorado - Boulder</td>
<td>86%</td>
</tr>
</tbody>
</table>
UVM Full-Time, One-Year Retention Rates
Factors that Impact Retention
Student Characteristics

- Academic Prep
- Residency
- Gender
- Motivation/Grit
- Financial
- External (family, behavioral)
Institutional Experiences

• Level and quality of engagement
• Integration (academic, co-curricular, social)
• Academic challenge
• Supportive campus environment
Level and Quality of Engagement
New Initiative: Improved Technology

• Implementation of DegreeWorks to replace CATS Degree Audit
  • CEMS, CNHS and GSB have implemented, all other colleges/schools by Fall 2017
• Exploring new advising software to determine students at risk, track communication across campus and further student engagement
Alcohol and Other Drug Interventions

Changing the culture around alcohol and other drug use

• Incoming UVM students report being engaged in high risk drinking at a higher rate than their peers nationally (29% vs. 20%).*

• During the 2015-16 academic year 37% of respondents self reported either getting behind on their schoolwork, performing poorly on a test or exam, or missing class as a result of their drinking.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>59%</td>
</tr>
<tr>
<td>2012-13</td>
<td>58%</td>
</tr>
<tr>
<td>2013-14</td>
<td>49%</td>
</tr>
<tr>
<td>2014-15</td>
<td>48%</td>
</tr>
<tr>
<td>2015-16</td>
<td>47%</td>
</tr>
<tr>
<td>Fall 16</td>
<td>43%</td>
</tr>
</tbody>
</table>

* Alcohol Edu 2015
** DOSA Assessment
Alcohol and Other Drug Interventions

Next Steps:

• Focus on reducing cannabis use in addition to reducing high-risk drinking

• Continue the work of the President’s Committee on Alcohol and Other Drugs
  • Working more directly with club sports, UVM Athletics, and fraternities

• Faculty engagement

• Men’s engagement
  • Dr. Michael Kimmel scheduled for June 5 and fall visits at the campus leaders meeting.

• Outreach and prevention with the Brief Alcohol Screening and Intervention for College Students (BASICS) Program
Integration: Academic, Co-curricular, and Social
New Initiative: Residential Learning Communities

• Simplify options and processes for incoming and returning students

• Establish a common/core residential experience across all communities
  (enhanced by each theme)

• Increase opportunities for student/faculty engagement

• Provide an interdisciplinary based academic connection
Residential Learning Communities Impact

Data – Student Living Conditions

<table>
<thead>
<tr>
<th>Questions</th>
<th>All PH</th>
<th>Non PH</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your ability to study in your room</td>
<td>66.6%</td>
<td>53.8%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Your ability to sleep without interruptions</td>
<td>69.2%</td>
<td>56.8%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Your degree of privacy</td>
<td>61.2%</td>
<td>49.3%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Noise level of your floor community</td>
<td>70.1%</td>
<td>59.9%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>
Planned Residential Learning Communities

FY 17 Learning Communities:
• Wellness Environment
• Outdoor Experience
• Sustainability
• Leadership

Goal: 75% FTFY occupancy

FY 18 Learning Communities:
• Wellness Environment
• Outdoor Experience
• Sustainability
• Leadership
• Innovation & Entrepreneurship
• Arts & Culture
• Global & Domestic Cultures

Goal: 100% FTFY occupancy
Academic Challenge
New and Expanded Academic Opportunities

• Expanded opportunities for undergraduate research. Increased participation in Student Research Conference.

• Expanded international exchange programs, developed new faculty-led programs, and provided resources to increase access to studying abroad.

• Increased number of students in University’s Honors College.
Supportive Campus Environment
New Initiative: Advising Center

- Centrally located in the Davis Center adjacent to the Career + Experience Hub
- Peer-to-peer advising on topics ranging from academic support to navigating University resources
- Collaborate to streamline processes and to help students navigate systems (i.e. The ‘Majors Fair’)
- Elevate advising across campus by recognizing outstanding faculty advisors
New Initiative: Interventions

• Outreach to students who request transcript sent to another University

• Banner programming to have advisor/student services office intervention before student can drop last course

• Improved communication strategy around registration holds and intentional messages/outreach to those who have not registered or have low hours

• Retention/Mentoring Program for Catamount Commitment
New Initiative: Centralize Re-Entry Process

• Communication strategy for students who have left campus in good standing
• Central, streamlined process to re-enter UVM
• Timely information on registration and financial aid
• Over 100 students have successfully applied for re-entry since process went live in January
Six-Week Survey Results
### Advising Opportunities: First-Year Students

Have you met with your advisor within the first six weeks of the fall semester?

<table>
<thead>
<tr>
<th>Class</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2019</td>
<td>55.5%</td>
<td>44.5%</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>50.61%</td>
<td>49.39%</td>
</tr>
</tbody>
</table>
Advising Opportunities: Second-Year Students

The Class of 2019 was asked about the frequency of certain types of conversations with faculty:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Often or Very Often</th>
<th>Never or Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>talked about career plans with a faculty member</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>discussed course topics or concepts with a faculty member outside of the classroom</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>discussed your academic performance with a faculty member</td>
<td>13.5%</td>
<td>86.5%</td>
</tr>
</tbody>
</table>