College Readiness and Completion
Part I: Readiness

Offices of the President, Academic Affairs, & Student Affairs
UW Board of Trustees
May 5, 2011
Introduction

- First Wyoming high school students completing the Hathaway Success Curriculum enter college in Fall 2011.

- In this presentation we summarize the current data on Wyoming college readiness and completion.

- We will monitor these data annually to determine effect of Hathaway Success Curriculum on student success.
Percentage of 25- to 64-Year-Olds with an Associate Degree or Higher, 2007

Source: Organisation for Economic and Co-operative Development, 2009

The case for higher education
Wyoming’s situation

- In 2008, 34.3% of Wyoming 25-34 year olds had an associates degree or higher (compared to 41.6% nationally)

- In 2018 62% of Wyoming jobs will require post-secondary education (compared to 63% nationally)
Focus on undergraduate degree completion

1. K-12 to College Pipeline
   • Improve college readiness
   • Tie scholarships to high school preparation
   • Create an aspirational culture in K-12 students

2. Increase rate of student completion
   • Encourage academic performance and persistence
   • Provide opportunities for student engagement
   • Reduce time to degree

UW’s Higher Ed Goals
Wyoming compared to states with top high school graduation rates

<table>
<thead>
<tr>
<th>State</th>
<th>9th graders</th>
<th>High school graduates</th>
<th>Enter college anywhere in U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa</td>
<td>100</td>
<td>84</td>
<td>54</td>
</tr>
<tr>
<td>North Dakota</td>
<td>100</td>
<td>82</td>
<td>55</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>100</td>
<td>77</td>
<td>58</td>
</tr>
<tr>
<td>Wyoming (numbers of students)</td>
<td>100 (7355)</td>
<td>75 (5494)</td>
<td>44 (3262)</td>
</tr>
</tbody>
</table>

Source: HigherEdInfo.org (2008 data)
To increase numbers of well-prepared Wyoming students entering college:

- Improve college readiness
- Tie scholarships to high school preparation
- Create an aspirational culture in K-12 students
College readiness in Wyoming

Average ACT scores, 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Wyoming</th>
<th>Nation—Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>20.0</td>
<td>21.0</td>
</tr>
<tr>
<td>English</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>19.8</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>20.4</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>20.1</td>
<td></td>
</tr>
</tbody>
</table>

Source: www.act.org
Student readiness correlates to college graduation rate

• 71% of students who enroll in a rigorous academic curriculum in high school persist to complete a bachelor’s degree
• Includes 1st generation students

Sources: CHEPA, 2003, Preparing for College, Building Expectations, Changing Realities
www.usc.edu/dept/chepa/pdf/CollegePrep.pdf
State of college readiness in Wyoming

Percent of ACT-tested high school graduates meeting College Readiness Benchmarks, 2010

- All four Benchmarks: 17%
- Nation—all four Benchmarks: 24%
- English: 30%
- Mathematics: 56%
- Reading: 41%
- Science: 63%

Legend:
- Red: Met Benchmark
- Green: Within 2 points of Benchmark
- Purple: Below Benchmark by 3+ points
Rigorous high school math curriculum increases retention

U.S. Bachelor’s completion rates by highest level of high school math

Student readiness correlates to graduation rate

- Nationally, college graduation rate is highest for students who do not need remedial courses:

![Graph showing graduation rates for remedial reading, remedial math, and no remedial courses.]

- 42% of Wyoming high school graduates need remedial math when they enroll in Wyoming community colleges or U.W.
- 17% of Wyoming high school graduates take remedial math when they enroll in UW.
Student readiness: are students prepared?

The opinion of:
• 1500 recent high school graduates,
• 400 employers,
• 300 college instructors

Source: Achieve, Inc., 2004
## College readiness: UW admission requirements and Hathaway Success Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Wyoming HS graduation/UW admissions</th>
<th>Hathaway Success Curriculum</th>
<th>US Dept of Ed and College Board recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Honors/AP</td>
<td></td>
<td></td>
<td>yes</td>
</tr>
</tbody>
</table>

Sources: completionagenda.collegeboard.org, edu.wyoming.gov/Programs/hathaway/, uwyo.edu
College readiness: Hathaway scholarship
ACT score requirements

Hathaway

Honors GPA 3.5

Performance GPA 3.0

Opportunity GPA 2.5

Average ACT scores, 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Hathaway</th>
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<tr>
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</table>

Source: www.act.org
College readiness: Financial support alone is not sufficient

% of students retaining Hathaway Scholarship after the first year

UW overall 1st to 2nd year retention rate (73%)

Source: WY Dept of Ed Hathaway Scholarship Statistics
Transition from K-12 to college: Improving the aspirations of K-12 students

K-12 students need to understand that education really matters!

South Carolina’s Personal Pathways to Success

Starting in 8th grade, students create Individual Graduation Plans that focus on their chosen career cluster (for example, IT). Some of their curriculum is then geared toward the cluster area and they have the opportunity for work experience and internships.

North Carolina has a similar program.

Sources: www.scpathways.org
Transition from K-12 to college: Improving the aspirations of K-12 students

All students are entered into Arkansas’ Smart Core curriculum unless the parents sign to opt them out.

SMART CORE INFORMED CONSENT FORM
(GRADUATING CLASS OF 2014 AND AFTER)

Name of Student: ___________________________________________________________
Name of Parent/Guardian: ___________________________________________________
Name of District: ___________________________________________________________
Name of School: ____________________________________________________________

Smart Core is Arkansas’s college- and career-ready curriculum for high school students.

College- and career-readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college- and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations. Smart Core is the foundation for college- and career-readiness. All students should supplement with additional rigorous coursework within their career focus.

Sources:
Transition from K-12 to college: Indiana’s 21st C Scholars

Indiana’s 21st C Scholars Program was founded in 1990.

Income-eligible 6th, 7th and 8th graders that enroll in the program and fulfill a pledge of good citizenship are guaranteed the cost of 4 years of college tuition at participating Indiana colleges.

Between 1986 and 2004, college-continuance rate soared 88% from 33% to 62%. Indiana’s ranking among states rose from 28th to 10th (www.postsecondary.org).


But first you have to apply. Students and their parents must complete and return the application by June 30 of the 8th grade year. Email us today at SSACI/Scholars (21stScholars@ssaci.in.gov)
Indiana’s 21st C Scholars

Being a Scholar improved the chance of earning an honors high school diploma by 37%.

Scholars were 50% more likely to be in college within 4 years after 9th grade than non-Scholars.

However, persistence of Scholars is disappointing. Only 1/3 earned a bachelor’s degree within 6 years of high school graduation.

College readiness and completion

• It is possible for states to improve their college readiness and higher education participation rates

• Successful programs focus on:
  • rigorous curricula
  • financial support for well-prepared students
  • creating an aspirational culture

• Results take time—a decade or more

Sources: higheredinfo.org
Questions

1. Are UW admissions standards sufficiently rigorous? How do we initiate this discussion?

2. What is the best way for UW to contribute to discussions of Hathaway Scholarship ACT, GPA and curricular requirements?

3. How can we help foster a “higher ed culture” in Wyoming?
College Readiness and Completion
Part II: Persistence and Completion

Offices of the President, Academic Affairs, & Student Affairs
UW Board of Trustees
May 5, 2011
Question:

Are our admissions requirements set to maximize college success?
Wyoming compared to states with top high school graduation rates (2008)

<table>
<thead>
<tr>
<th>State</th>
<th>Enter college</th>
<th>Full-time students still enrolled sophomore yr.</th>
<th>Graduate within 150% of time</th>
<th>Attrition after sophomore year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa</td>
<td>100</td>
<td>78</td>
<td>61</td>
<td>-17</td>
</tr>
<tr>
<td>North Dakota</td>
<td>100</td>
<td>79</td>
<td>46</td>
<td>-33</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>100</td>
<td>83</td>
<td>69</td>
<td>-14</td>
</tr>
<tr>
<td>Wyoming</td>
<td><strong>100</strong></td>
<td><strong>72</strong></td>
<td><strong>53</strong></td>
<td><strong>-19</strong></td>
</tr>
</tbody>
</table>

UW loses students in the first year
UW needs to retain students who persist into the sophomore year

Source: HigherInfoEd.org (2008 data)
College Completion and Student Success

- Encourage academic performance and persistence
- Provide opportunities for student engagement
- Reduce time to degree
Fall 2010 Incoming 1st-year Students

Average ACT = 24.2
Average High School GPA = 3.43
Conditional admissions: 7% of residents
17% of non-residents

Sources: UW Report to Legislators, OIA
Academic Performance

ACT is a predictor of 1st year academic performance

UW first semester 1st year probation rates

% on Probation

16 18 20 22 24 26 28 30 32

ACT score

Sources: UW OIA
Academic Performance

1st year academic performance is most important factor in retention

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Academic Performance
2009-10 entering UW students

- Honors: ACT>25
- Performance: ACT>21
- Opportunity: ACT>19

Sources: WY Dept. of Ed.; UW Office of the Registrar
Although many students needing remedial courses go to community colleges, not all UW students come prepared.

% of UW students taking remedial math
the first fall of attendance

Sources: UW OIA
Academic persistence:
Role of UW student support services

Six-year Graduation Rate
(SSS-eligible = first generation student and/or low-income student and/or student with a disability + ACT Composite Score <21)

Sources: UW OIA
Academic persistence:
Role of UW student support services

**UW McNair Scholars Enrolling in Graduate School**

McNair-eligible = First Generation and Low-income student
or Eligible Ethnic Minority Student: Hispanic/Latino(a),
African-American, or Native American

![Graph showing percent continuing to graduate school from 2004 to 2009. The UW McNair Scholars Enrolling in Graduate School Avg = 69%. National Avg for Low-income/First Generation and Ethnic Minority Graduate School Enrollment at 16%-23%.](image)

Sources: UW OIA
Student Support Services: examples
Federal programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Target population</th>
<th>Number served</th>
<th>Cost per student</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRiO</td>
<td>Low income, 1st generation</td>
<td>2,650</td>
<td>$566</td>
<td>$1.5M</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>Low income h.s. students</td>
<td>2,300</td>
<td>$3043</td>
<td>$7M</td>
</tr>
<tr>
<td>Student success</td>
<td>Low-income, 1st gen., disabilities</td>
<td>230</td>
<td>$1587</td>
<td>$365K</td>
</tr>
<tr>
<td>McNair Scholars</td>
<td>Low-income, 1st gen., minorities</td>
<td>32</td>
<td>$9000</td>
<td>$288K</td>
</tr>
</tbody>
</table>

Sources: OIA, UW Student Affairs
## Student Support Services: examples

### UW-funded programs:

<table>
<thead>
<tr>
<th>Program</th>
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<th>Number served</th>
<th>Cost per student</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing center</td>
<td>All</td>
<td>2,500</td>
<td>$32</td>
<td>$80K</td>
</tr>
<tr>
<td>Career services</td>
<td>All</td>
<td>1,900</td>
<td>$88</td>
<td>$168K</td>
</tr>
<tr>
<td>Math lab</td>
<td>All</td>
<td>1,300</td>
<td>$46</td>
<td>$60K</td>
</tr>
<tr>
<td>Synergy</td>
<td>Academically underprepared</td>
<td>150</td>
<td>$467</td>
<td>$70K</td>
</tr>
</tbody>
</table>

Sources: OIA, UW Student Affairs
Student engagement is a second important factor in retention

Students living in residence halls have higher 1st year retention rates

Sources: UW OIA
Student Engagement

Students in First-year Interest Groups (FIG) have higher retention rates

Sources: UW OIA
Student Academic Engagement

- Working one-on-one with a faculty member
- Participating in undergraduate research

300 students participated in UW’s 2011 URD

UW students participating in undergraduate research report that it is one of the most significant of their UW experiences

Prof. Art Snoke with geology student

Sources: UW News, collegeboardagenda.com
Student engagement is an important factor in retention

Whether they work in a faculty member’s lab, or participate in Outdoor Programs, or join student organizations

Academic and social engagement makes a difference

Prof. Teena Gabrielson with ENR Capstone students 2008
Time to degree

Why is this important?

Every extra year students stay in college:
- their chance of graduating decreases,
- it costs students and the state dollars that could support other students.
- Wyoming loses dollars in lost wages and contributions to the state’s workforce.
## Time to degree
Percentage of all first-time, full-time students entering in the fall seeking bachelors degrees who complete bachelors degrees within 6 years:

<table>
<thead>
<tr>
<th>State</th>
<th>6-year graduation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>69.1%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>65.4%</td>
</tr>
<tr>
<td>Maryland</td>
<td>65.3%</td>
</tr>
<tr>
<td>Washington</td>
<td>64.5%</td>
</tr>
<tr>
<td>Vermont</td>
<td>64.4%</td>
</tr>
<tr>
<td><strong>US average</strong></td>
<td><strong>55.9%</strong></td>
</tr>
<tr>
<td>Wyoming</td>
<td>52.5%</td>
</tr>
</tbody>
</table>

Sources: Higheredinfo.org 2008 data
Core curriculum: streamlined, meaningful learning

Premises of the University Studies Program review:
• The baccalaureate is a four-year degree
• The core curriculum should promote desired learning outcomes

University Studies Program review charge:
• streamline the USP curriculum,
• reduce the number of constraints on undergraduates
• increase the simplicity and clarity of the system for students and their advisors.

Source: www.uwyo.edu/acadaffairs/
Questions:

1. Are we focusing our student support services and resources where they will have the most impact on student performance and persistence?

2. Do our academic programs promote student engagement and timely degree completion?

3. Are our admissions requirements set to maximize college success?

..to be continued