

College Readiness and Completion

Part III: What Can UW Do?

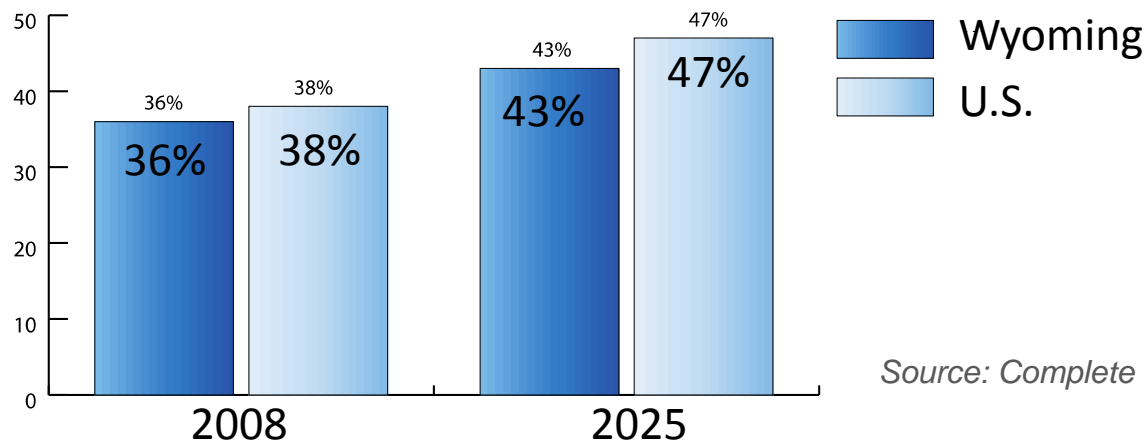
Offices of the President, Academic Affairs, & Student Affairs
UW Board of Trustees
July 14, 2011



UNIVERSITY OF WYOMING

Introduction

- The Center on Education and Workforce projects that by 2018, 63% of jobs will require some college education.
- Wyoming lags behind the national average in percentage of adults with an associates degree or higher.



Source: Complete to Compete; Nat. Gov. Assoc.

- The University of Wyoming can help to improve Wyoming students' college readiness and completion.



Students do best in college when:

- They complete a rigorous high school curriculum
- Their financial aid is tied to high school preparation and college performance
- They are highly motivated to attend college (“aspirational culture”)



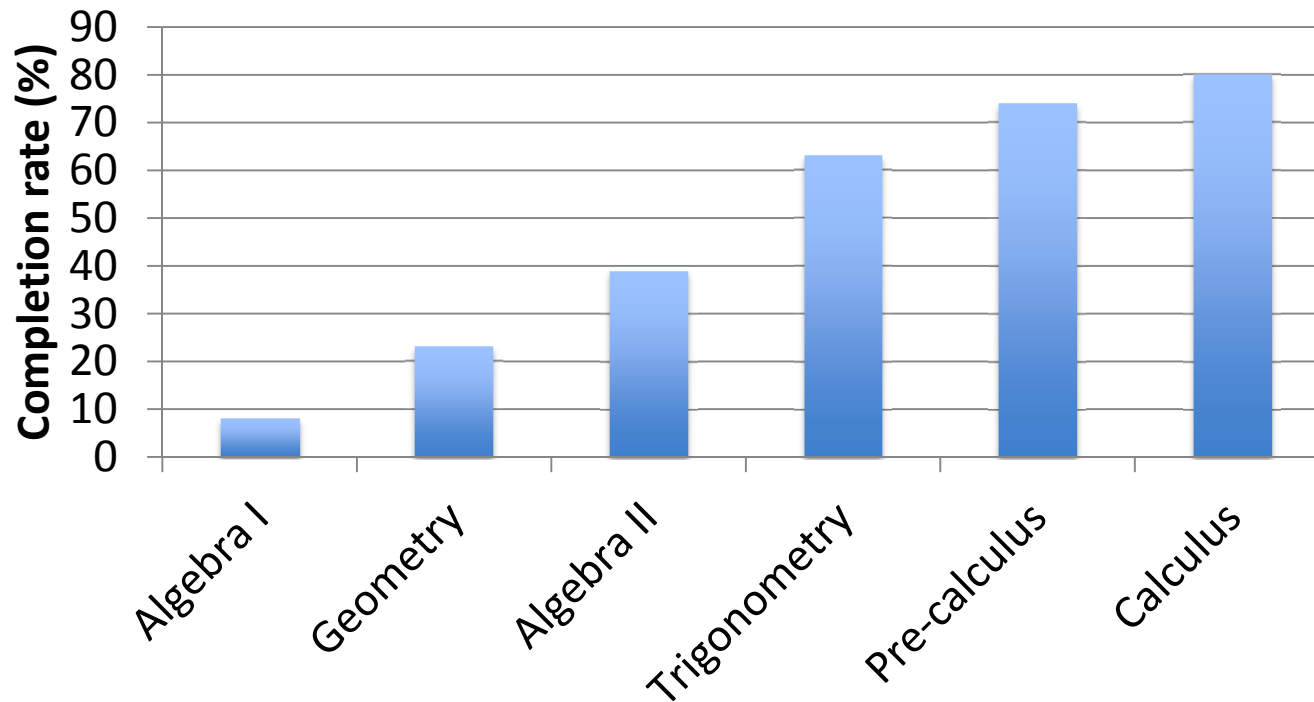
Source: uta.edu



Students do best in college when:

- Highest math taken in high school correlates with performance at college

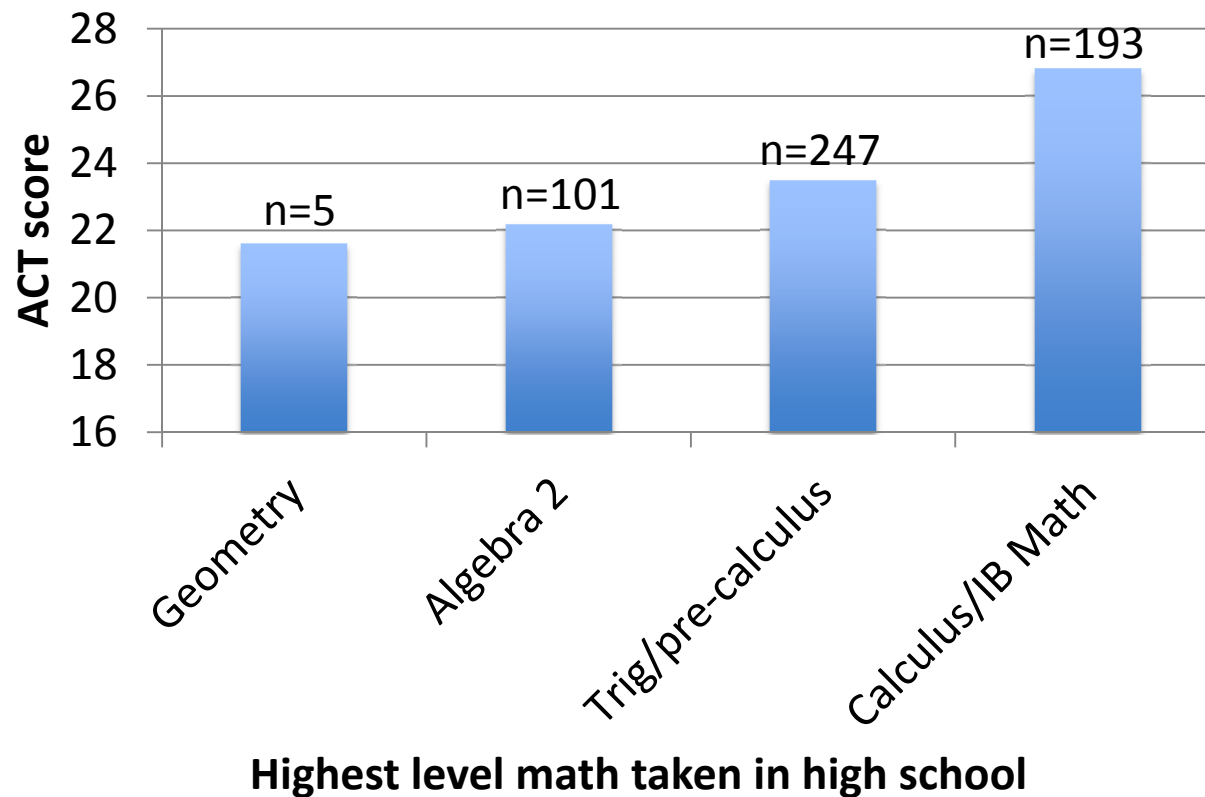
U.S. Bachelor's completion rates by highest level of high school math



Source: Clifford Adelman (1999) Answers in the Toolbox

Students do best in college when:

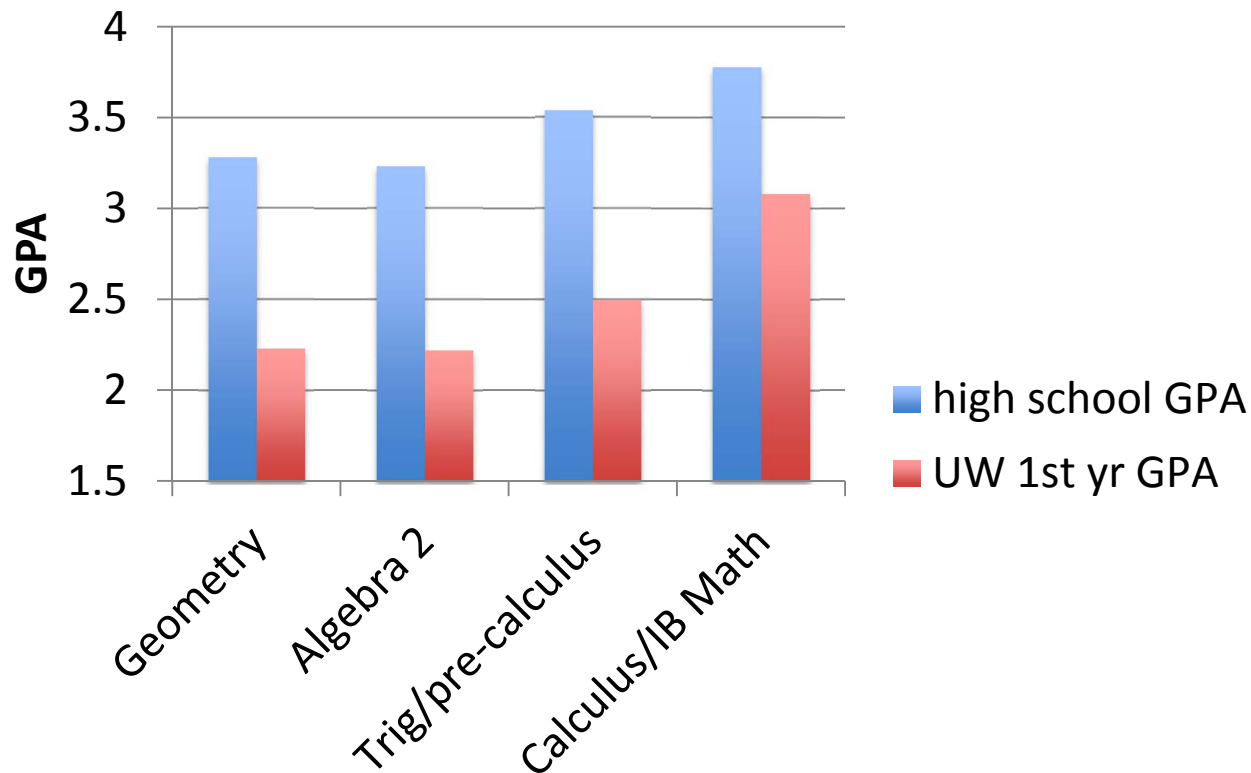
- Highest math taken in Wyoming high schools correlates with performance at UW



Wyoming high school students entering UW in 2010
Data sources: WDE, UW OIA

Students do best in college when:

- Highest math taken in Wyoming high schools correlates with performance at UW



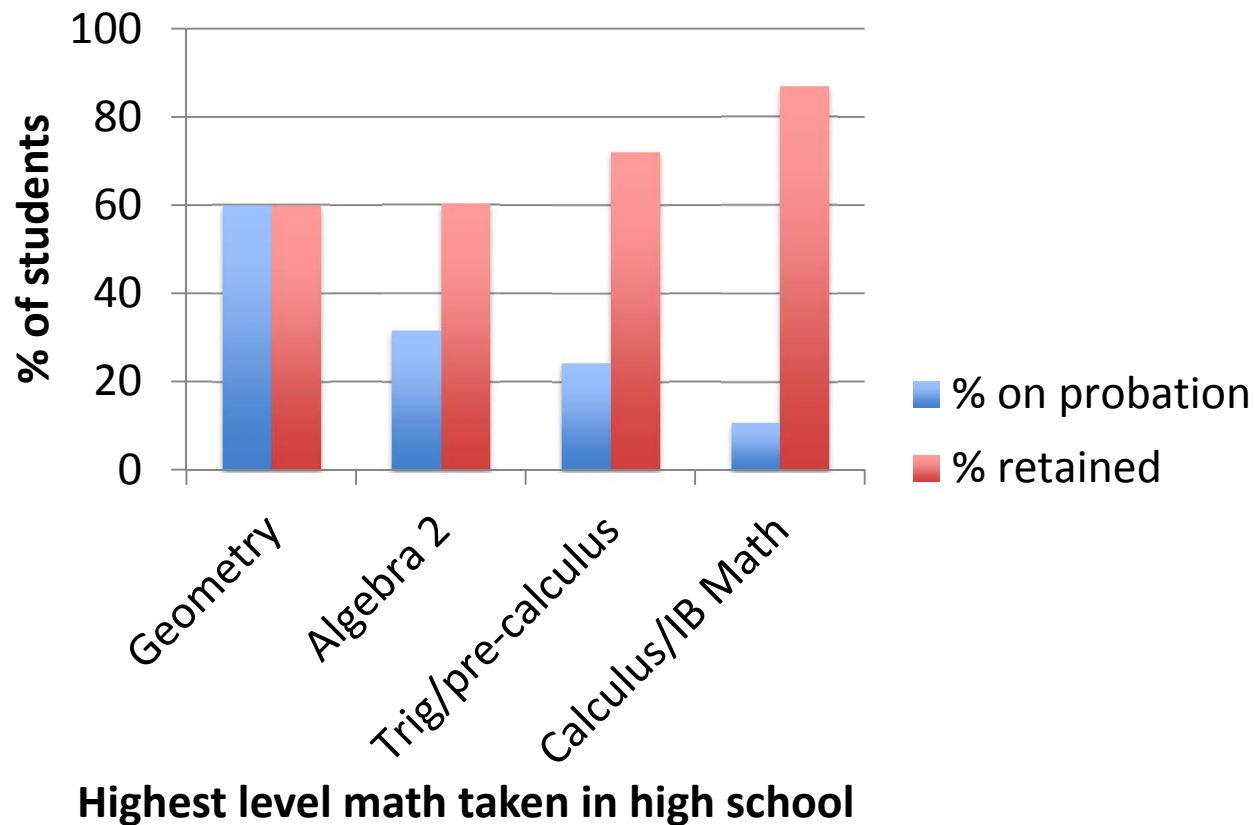
Highest level math taken in high school



Data sources: WDE, UW OIA

Students do best in college when:

- Highest math taken in Wyoming high schools correlates with performance at UW



Data sources: WDE, UW OIA

College completion is improved by:

- Encouraging academic performance and persistence
- Providing opportunities for student engagement
- Reducing time to degree



Geology fall field trip, Granite Mts., 2006



Standards improve college success:

LIFE 1010: General Biology

Prerequisites: grade of C or better in MATH 0921 (Basics of Algebra)
or level 2 on the Math Placement Exam
or math ACT of 21

Prior to prerequisite of Math ACT score of 21 for LIFE 1010:

73% of students with Math ACT of <21 earned D, F, or withdrew

After instituting prerequisite:

Students with Math ACT <21 take Math 921 in the fall

72% of these students earned A, B, or C in LIFE 1010 in the spring



Question: are UW admissions requirements set to maximize college success?

Context: Fall 2011 first-year students have completed Hathaway Success Curriculum in high school

Task: Set assured admission standards that challenge high school students to come well-prepared for college *and* implement strategies to encourage conditionally admitted students

Long-term goal: Increase academic success of UW undergraduates and elevate UW's academic stature nationally



UW assured admission standards proposal #1

Raise UW admission standards to match Hathaway Success Curriculum

	Wyoming HS graduation/UW admissions	Hathaway Success Curriculum
English	4	4
Math	3	4
Science	3	4
Social Studies	3	3
Foreign Language		2

4 years of Math to include Algebra I, Algebra II, Geometry, plus an additional math course taken in grades 9 through 12

4 years of Language Arts taken in grades 9 through 12

4 years of Science taken in grades 9 through 12

3 years of Social Studies taken in grades 9 through 12

2 years of the same Foreign Language, at least 1 year of which shall be taken in grades 9 through 12



UW assured admission standards proposal #2

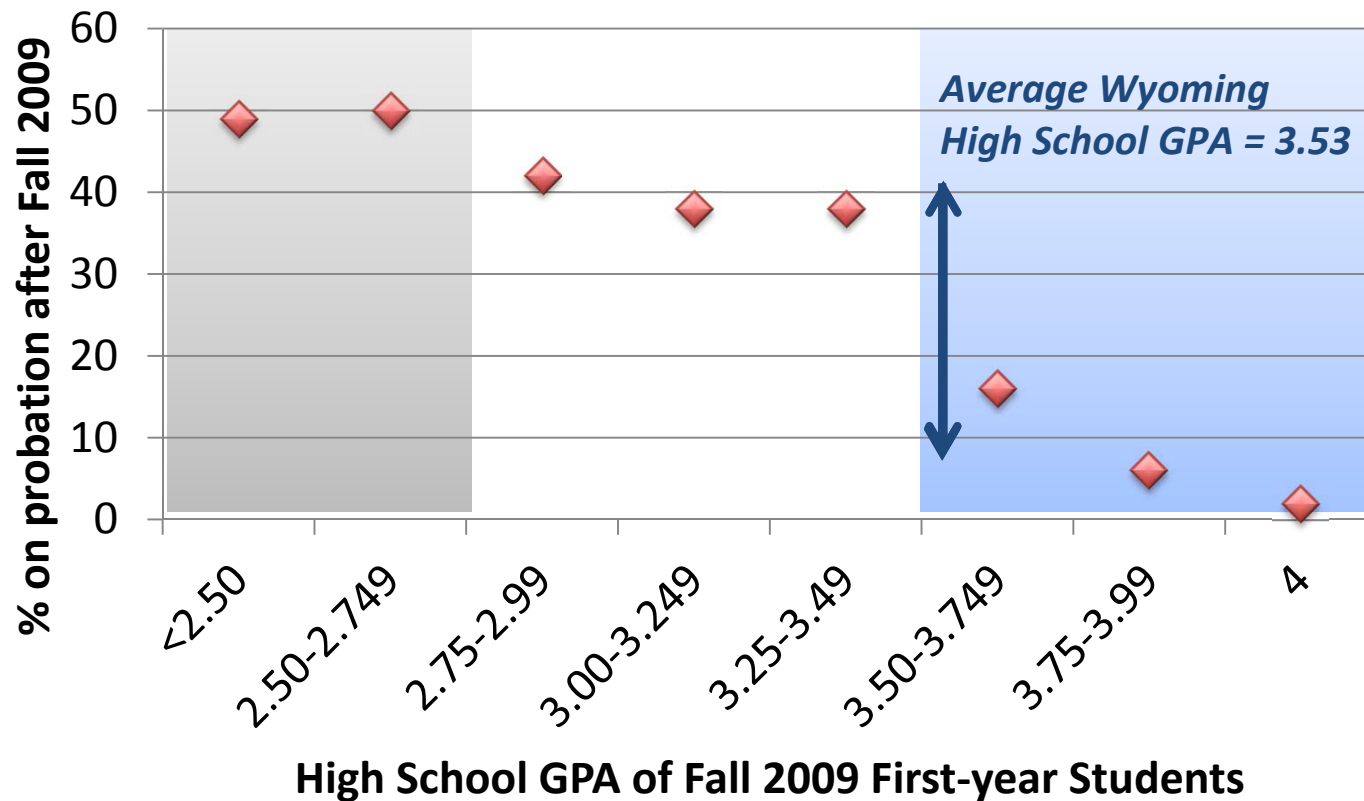
Consider UW admission standards that include requirements of:

- **High school GPA of 3.0**



College Readiness

Success is correlated with high school GPA



Source: UW OIA—Fall 2009 first-time first-year students

UW assured admission standards proposal #3

Consider UW admission standards that require:

- **ACT of 21 or higher (or SAT \geq 990)**



College Readiness

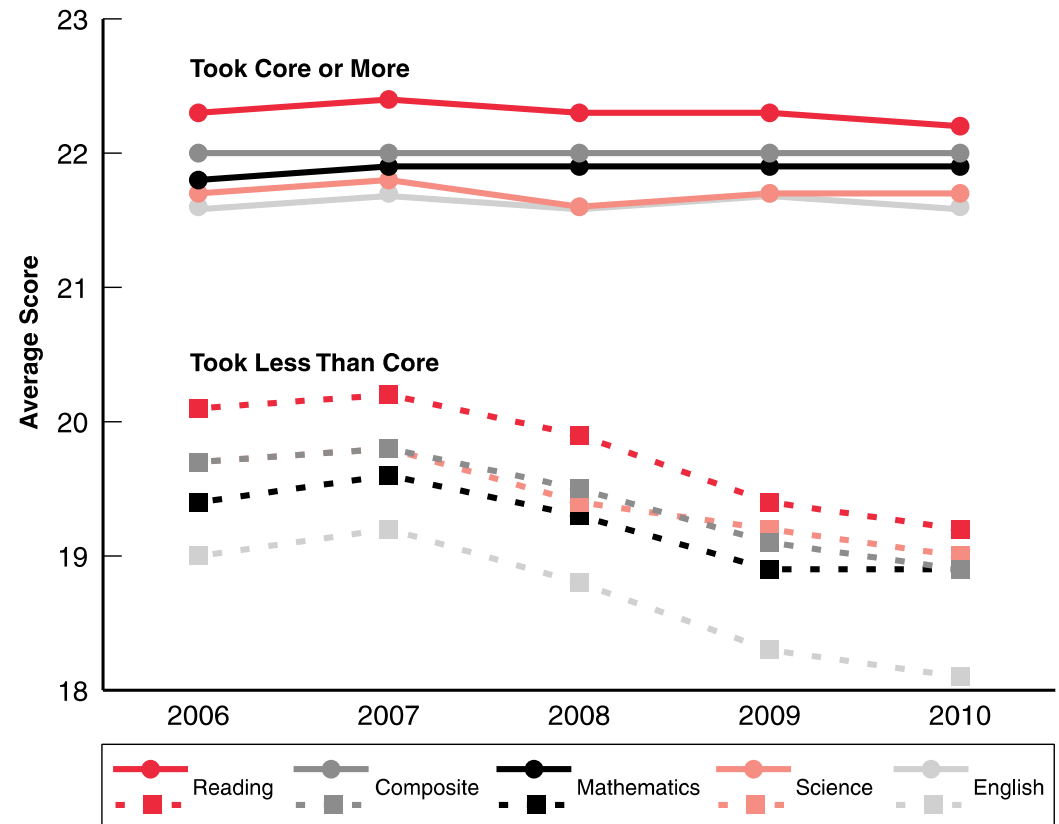
ACT score correlates with rigor of high school curriculum

On average, high school students who completed a core curriculum* scored **2.2 to 3.1 points higher** on the ACT than those who did not.

Students who took advanced math, biology, chemistry and physics do even better.

*4 years English, 3 years Math, Science, Social Studies

Average ACT Scores by Core Curriculum Completion Status, 2006–2010

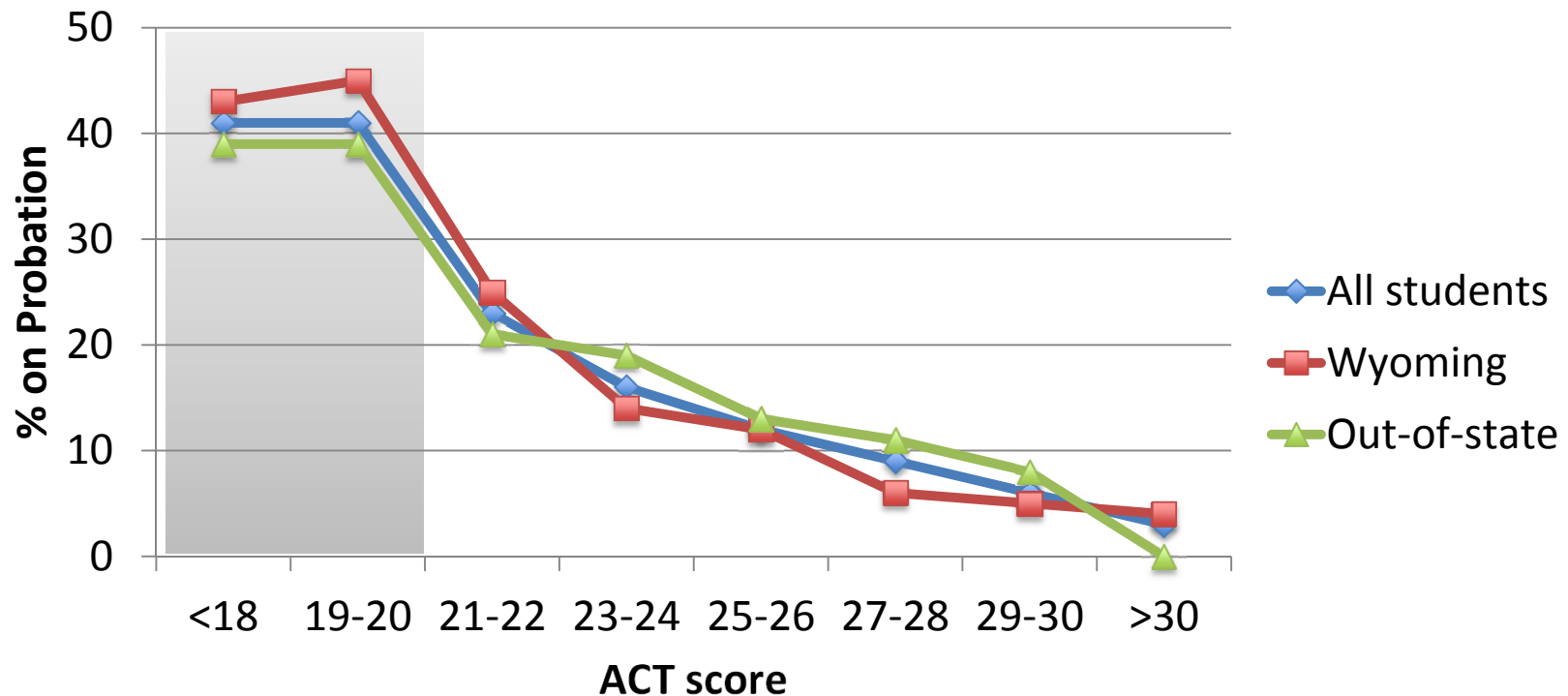


Sources: www.act.org

College Readiness

ACT is a predictor of 1st year academic performance

UW first semester 1st year probation rates

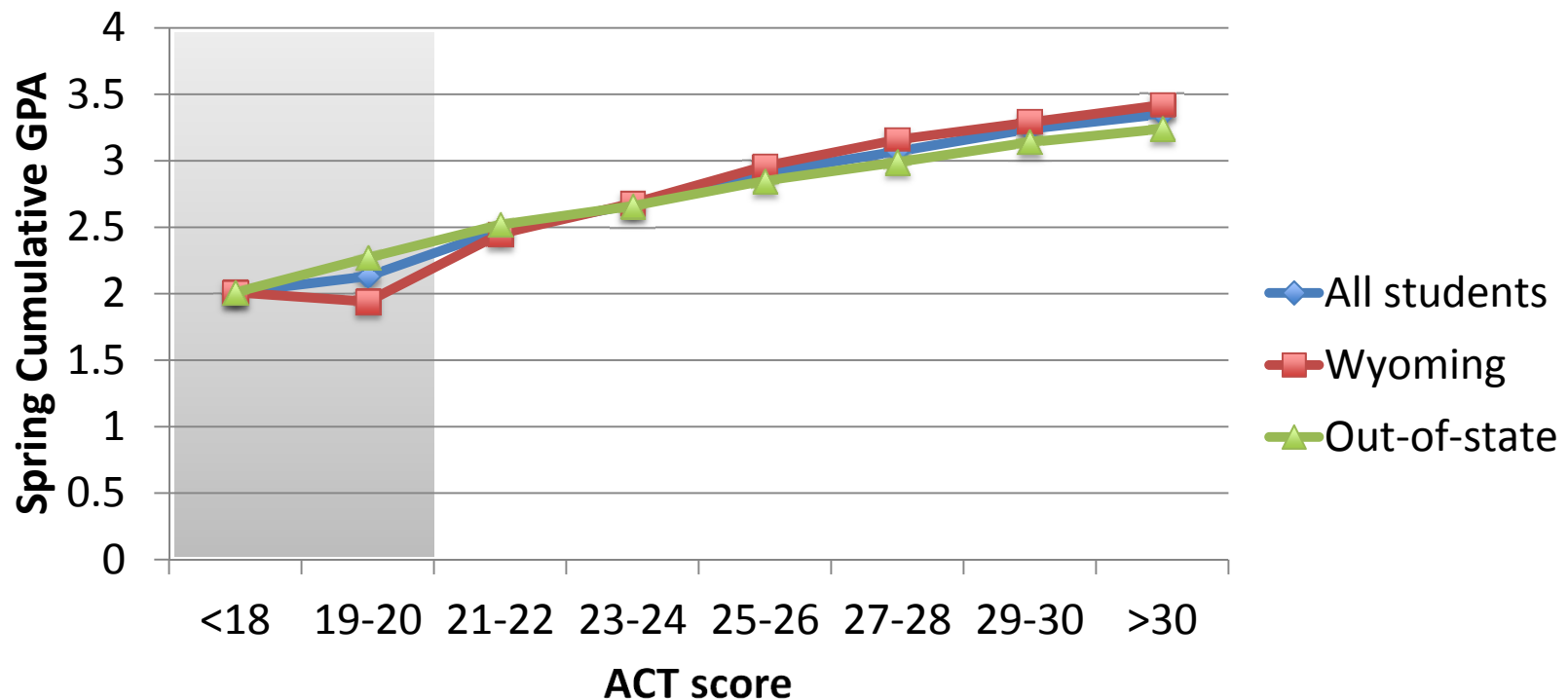


Sources: UW OIA Fall 2009 data

College Readiness

ACT is a predictor of 1st year academic performance

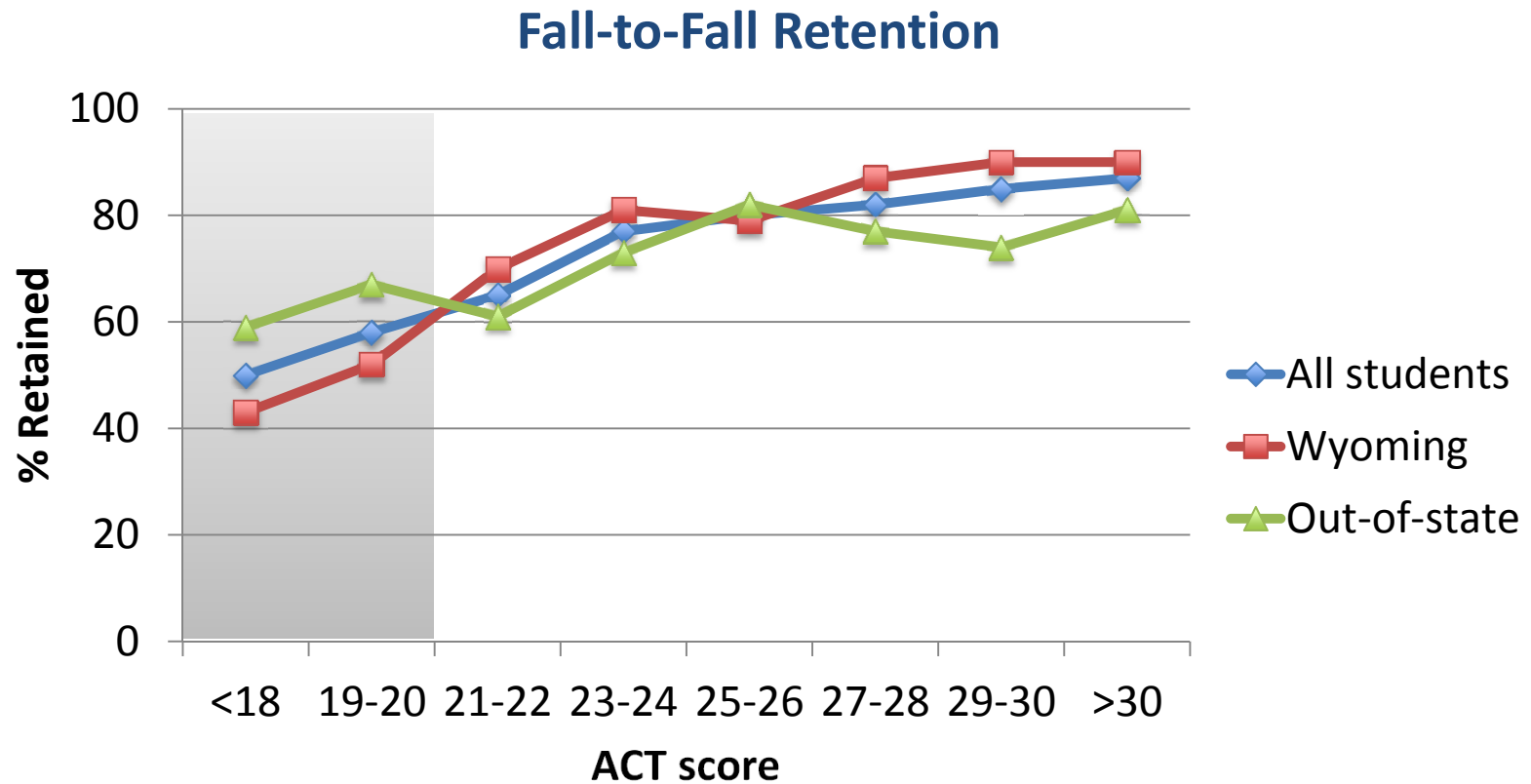
UW first year cumulative GPA



Sources: UW OIA, Fall 2009 data

College Readiness

ACT is a predictor of 1st year academic performance



Sources: UW OIA, Fall 2009 data

UW assured admission standards proposal #4

Consider UW admissions standards that include:

- **Conditional admission for students not meeting assured admission standard**
- **Offer participation in Synergy program or other support programs such as an academic transition course**
- **Give priority to Wyoming students for Synergy program**



Synergy: an intensive college success program

Students enroll in special sections of:

ENGL 1010: English composition

UWYO 1450: Intellectual community

POLS 1000: Political Science

COJO 1010: Communications

And receive peer mentoring, supplemental instruction, cohort community

Compared to conditionally admitted students without Synergy, Synergy students demonstrate:

- **higher first semester GPA (2.14 vs. 1.78),**
- **lower probation rates (40% vs. 60%) and**
- **higher fall-to-fall retention (55.6% vs. 51.8%).**

The program serves 145-150 students per year.



Synergy addresses challenges typical of conditionally admitted students:

- Academic preparation and coursework habits
- Long-term goal setting
- Homesickness
- Academic and social engagement with campus and the Laramie community
- Time and activity management

A first-year academic transitions course for conditionally admitted students also could help address these needs.

Students could select between Synergy and the transitions course with the help of an advisor.



UW assured admission standards proposal #4

Consider UW admissions standards that include:

**No change to UW's admission requirements for transfer students;
encourage students to complete an associates degree or ~60 credits
prior to transferring to UW**

Transfer students with > 30 college credits are admitted if
they have a college GPA of ≥ 2.0

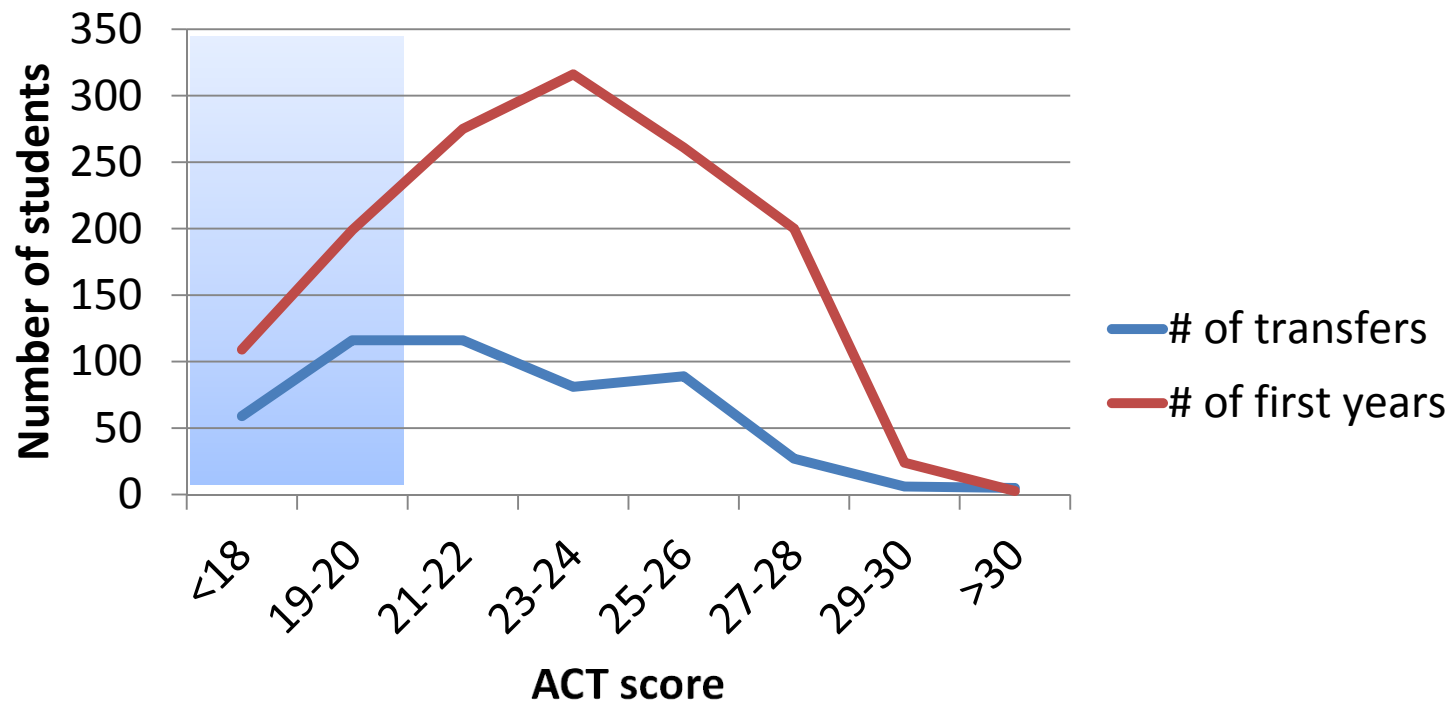
Transfer students with < 30 college credits and high school
diploma are admitted if they also meet the requirements for
1st year, first-time student applicants.



Transfer students

Transfer students include larger numbers with low ACT

Wyoming Transfer Students entering Fall 2009

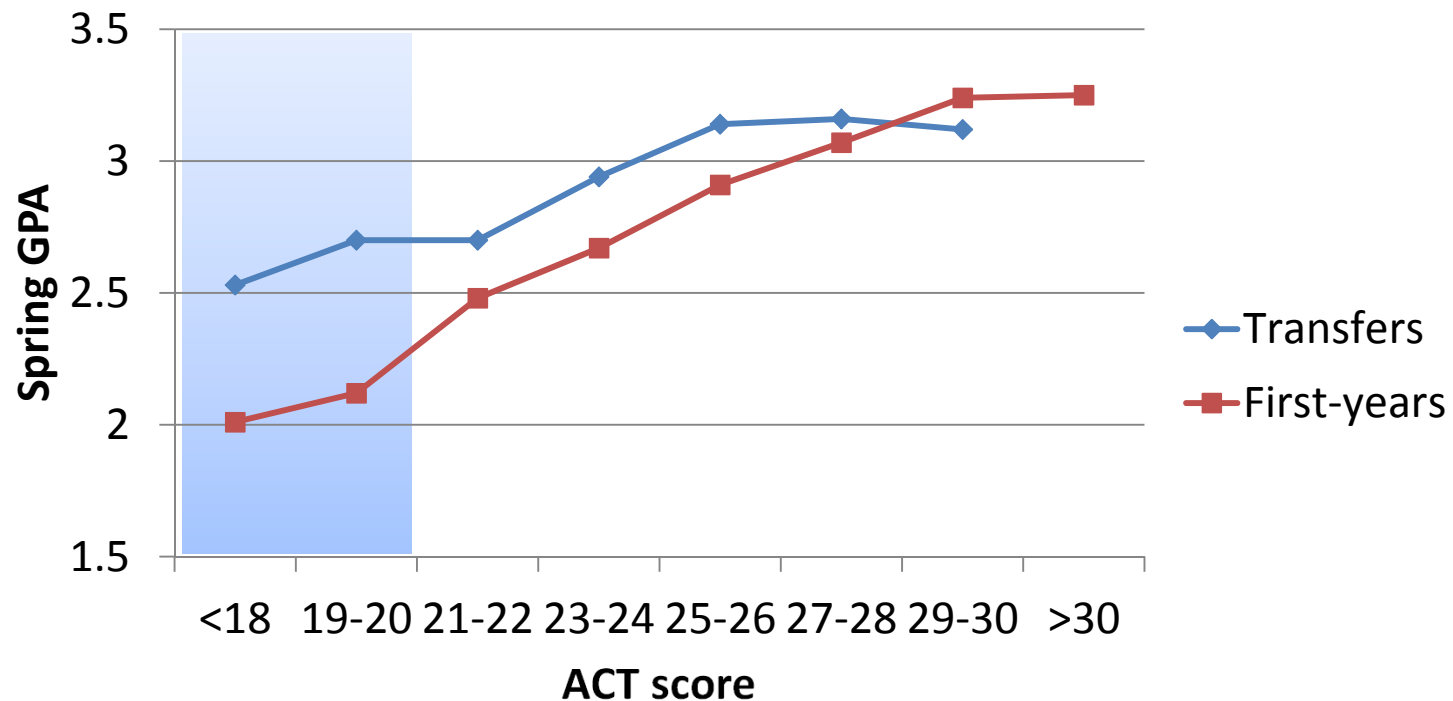


Sources: UW OIA

Transfer students

Transfer students with low ACT do better at UW than do students with similar ACT who start at UW

Students entering Fall 2009

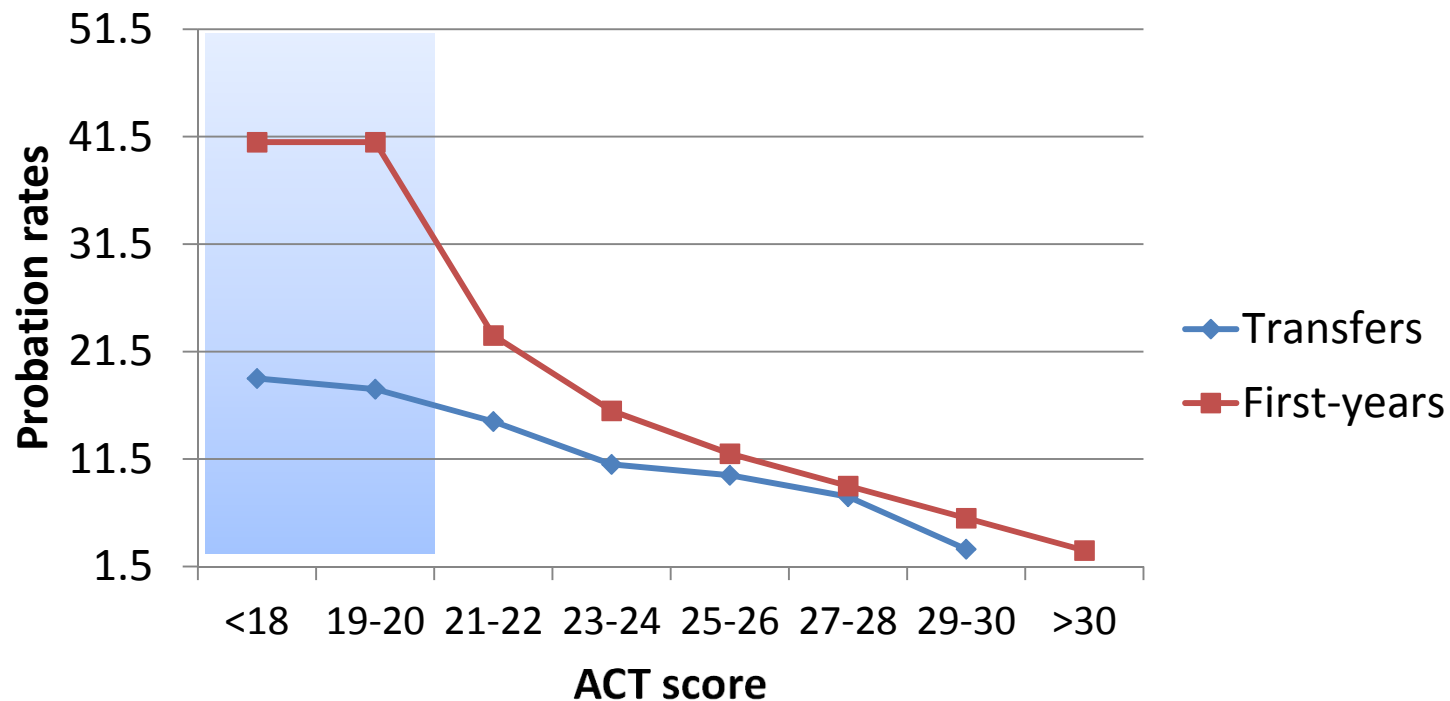


Sources: UW OIA

Transfer students

Transfer students with low ACT are less likely to go on probation than are students with similar ACT who start at UW

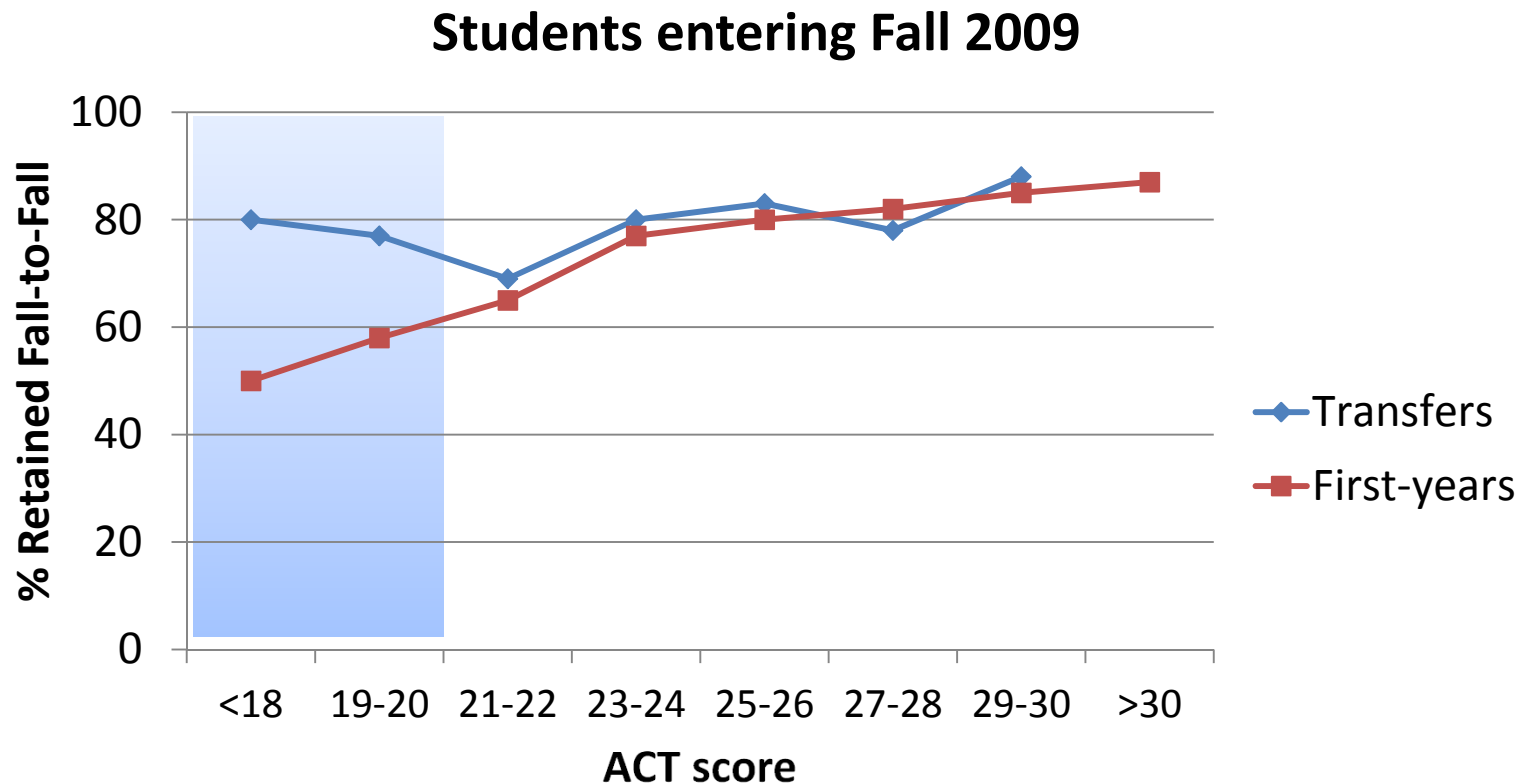
Students entering Fall 2009



Sources: UW OIA

Transfer students

Transfer students with low ACT have similar retention rates to students with higher ACT

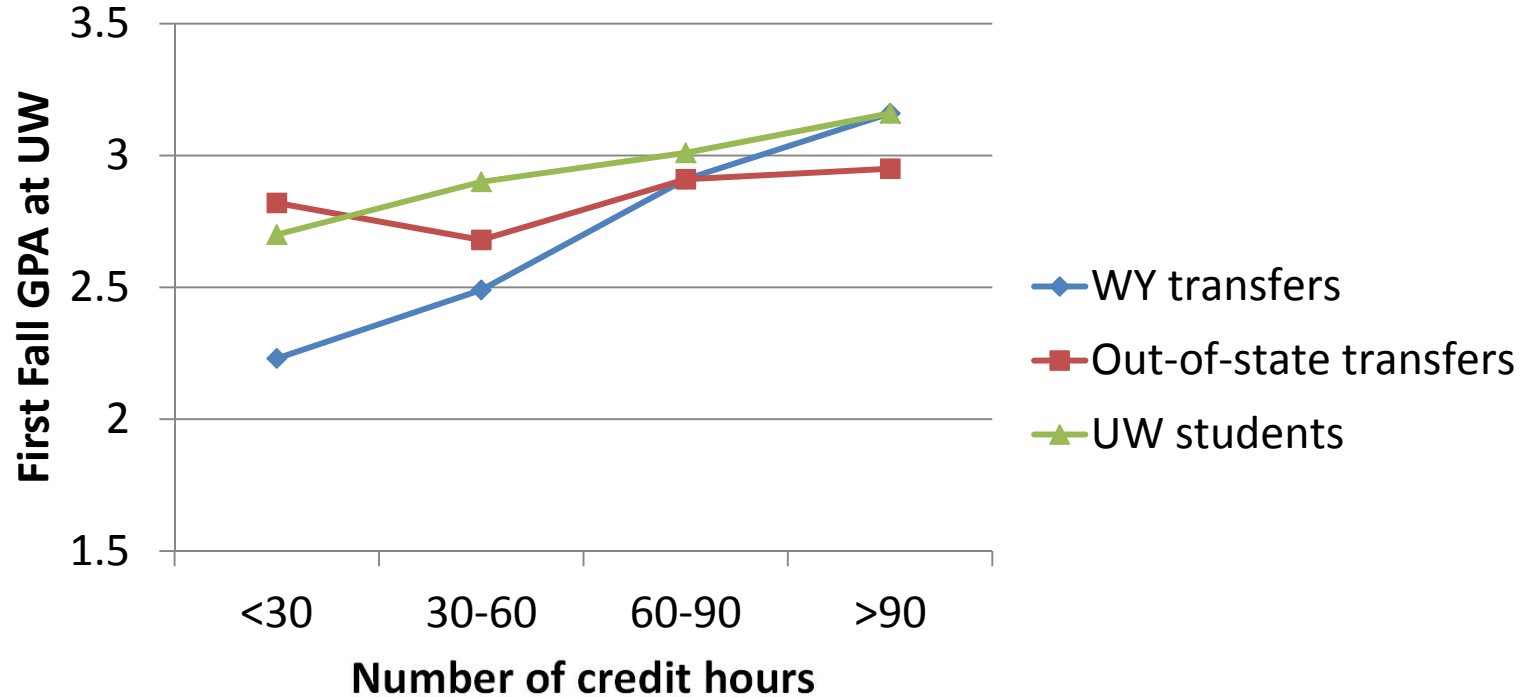


Sources: UW OIA

Transfer students

Transfer students who transfer 60+ hours to UW do well

Academic performance by hours transferred

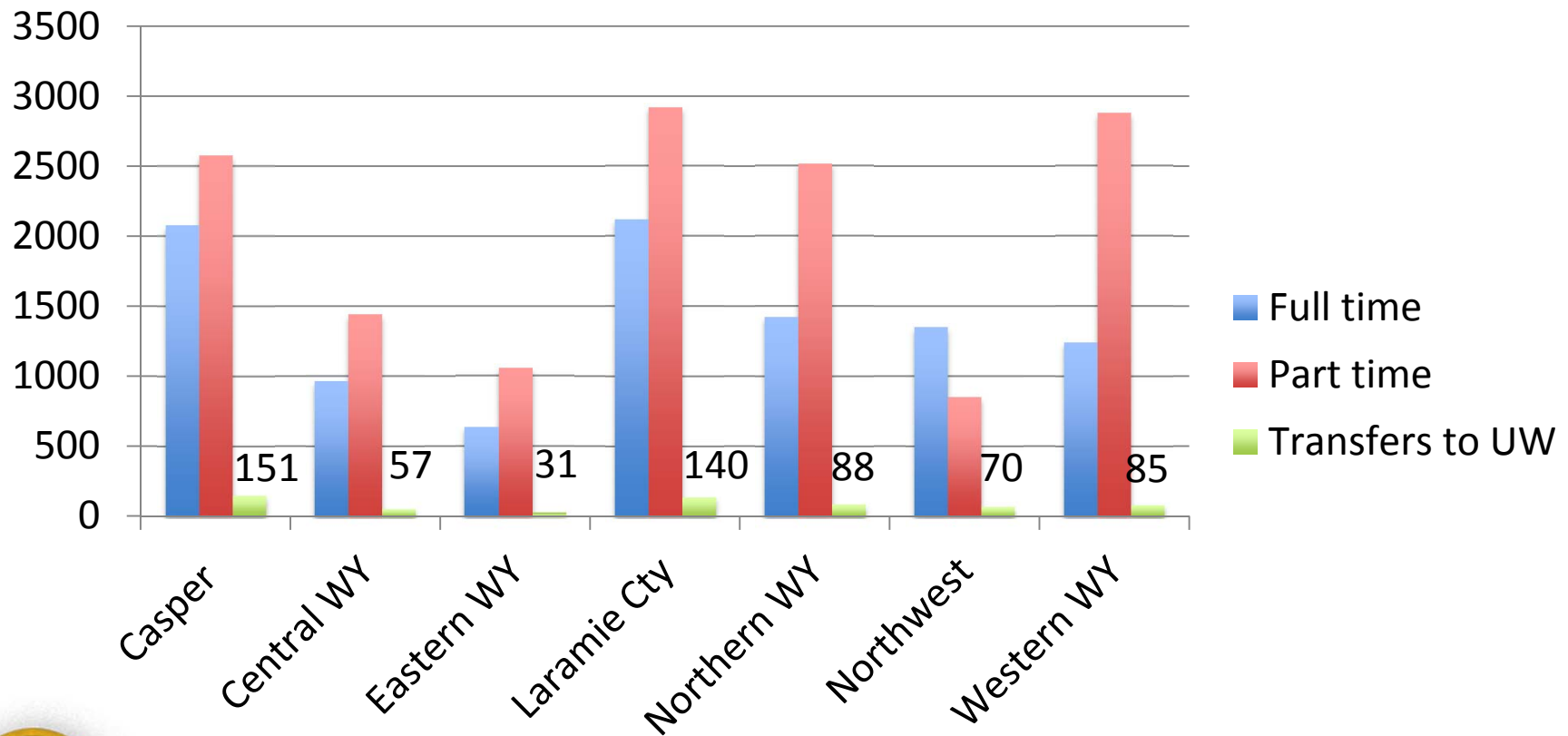


Sources: UW OIA: Fall 2009 data

Transfer students: a small population

Community College enrollment: 24,056

Community College transfer students to UW: 622



Sources: UW OIA: Fall 2009 data

Implications of implementing proposed assured admission standards

What is the projected effect on:

- Number of conditionally admitted students
- Students from small vs. medium or large high schools
- Students from low-income, first-generation, or under-represented groups
- Non-traditional and outreach students
- Average UW GPA, probation rates, and retention rates

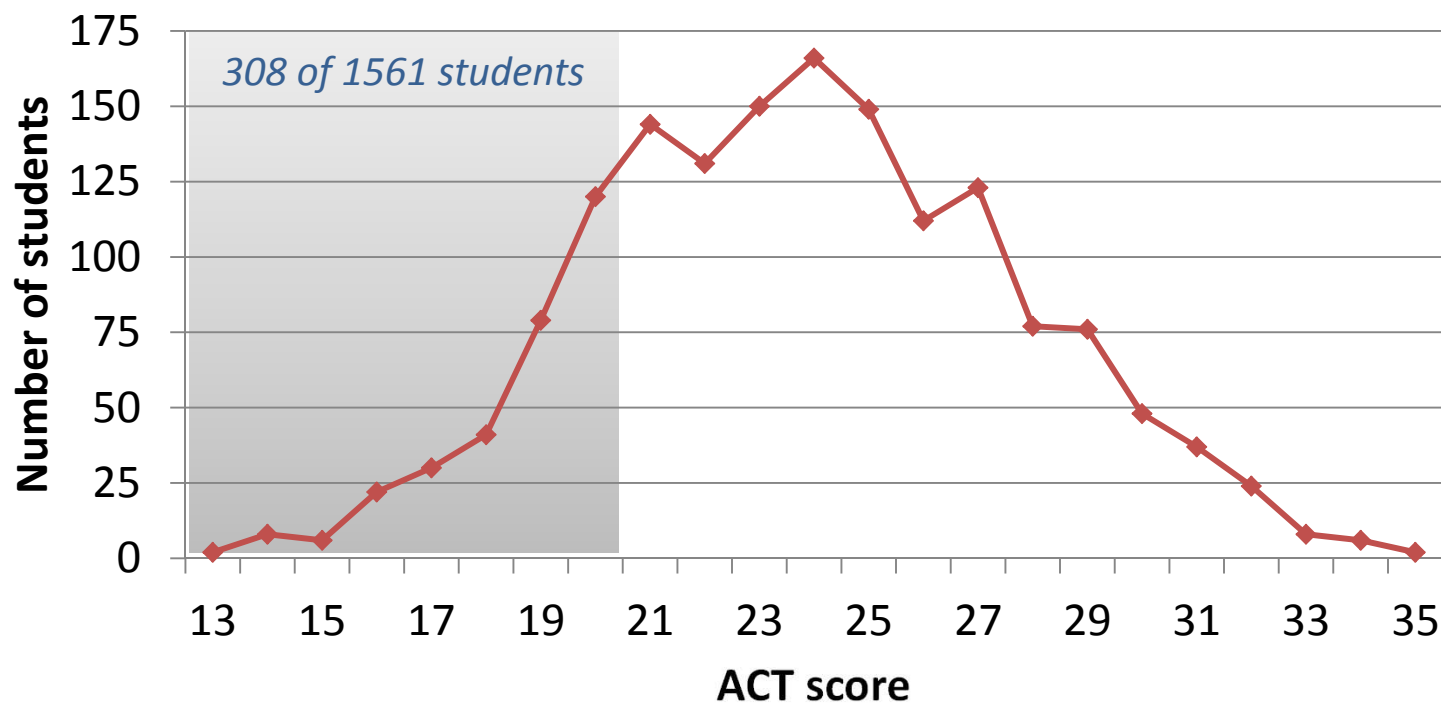


Sources: UW OIA

Effect on number of conditional admissions

Projected increase from ~150 to ~308 students; should drop over time as entering students become better prepared

Fall 2009 first-time 1st-year student ACT scores



Sources: UW OIA Fall 2009 data

Effect on students from various size high schools

There would be no differential effect on students from small, medium and large Wyoming high schools

	Average ACT	Average High School GPA	Spring UW GPA	On Probation after Fall '09	Fall-to-fall Retention
Small	24.0	3.64	2.82	14%	73%
Medium	24.1	3.51	2.68	21%	75%
Large	24.0	3.50	2.72	18%	74%
Average WY	24.0	3.53	2.72	19%	74%

Large: Kelly Walsh, Jackson Hole, Natrona, Cheyenne Central, Campbell County, Cheyenne East, Laramie

Medium: Kemmerer, Pinedale, Torrington, Newcastle, Riverton, Evanston, Worland, Powell, Lander, Douglas, Rock Springs, Cody, Rawlins, Green River, Star Valley, Sheridan

Small: all others



Sources: UW OIA, Fall 2009 data

Effect on low-income, first generation and under-represented groups

2009 Cohort	Head count	% of cohort	Average ACT	% with ACT \geq 21	# with ACT <21
Total	1594	100%	23.9	80%	308
Caucasian	1350	85%	24.1	83%	232
Pell-eligible	288	18%	23.0	73%	75
First generation	519	33%	22.8	72%	141
Under-represented*	109	6.8%	21.9	56%	48

**Black, Native American, Hispanic*



Source: UW OIA Fall 2009 data

Effect on non-traditional and outreach students

Outreach enrollments: almost no 1st time first year students are outreach students

Non-traditional students: in Fall 2009, only 12 of 1594 first-year students were > 25 y.

157 were re-enrolling

352 were transfer students



Source: UW OIA

Regauging average UW GPA, probation rates, and retention rates

Assuming students meet new curriculum, ACT and GPA standards:

Students	WY students 2009	WY students future	Non-resident 2009	Non-resident future	All students 2009	All students future
UW cumulative GPA	2.72	2.90	2.68	2.79	2.70	2.85
% on probation	19%	13%	19%	15%	19%	14%
Fall-to-fall retention	74%	81%	71%	73%	73%	77%



Source: OIA, calculations based on Fall 2009 data

Effect on average UW GPA, probation rates, and retention rates

Assuming students meet new curriculum, ACT and GPA standards, Wyoming will join the more successful states

State	Enter college	Full-time students still enrolled sophomore yr.
Iowa	100	78
North Dakota	100	79
Massachusetts	100	83
Wyoming-2009 status quo	100	72
Wyoming-future-all students	100	77
Wyoming-future-WY students	100	81



Source: UW OIA, calculations based on Fall 2009 data

Proposed admission standards:

1. *Raise UW admission standards to 4 years of English, Math (including Algebra I, Algebra II, and Geometry), Science, 3 years of Social Studies, and 2 years of a single Foreign Language*
2. *Include minimum high school GPA requirements of 3.0*
3. *Include ACT requirement of 21 or higher (SAT \geq 990)*
4. *Conditional admission for those not meeting assured standards, require participation in Synergy or other transition program*
5. *No change in transfer student admission requirements, encourage completion of associates degree or ~60 credits prior to transfer*



UW's Long-term Goal

By adopting higher assured admissions standards we encourage better college readiness

Better-prepared UW students persist and complete degrees at a higher rate

UW raises its national stature for excellence in undergraduate education and joins the ranks of the best state universities in the nation

