

Town Hall Meeting: Undergraduate Student Success

February 26, 2020

AGENDA

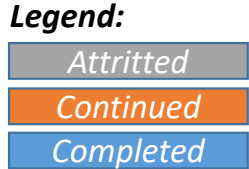
Agenda Item	Presenter
1. Welcome / Agenda	Garrett Smith, Deputy Chancellor
2. Introduction	Katherine Newman, Chancellor
3. Highlights (Data!)	Dr. Fabian Torres-Ardila, Gaston Institute
4. Highlights (Initiatives)	Dr. Joan Becker, Vice Provost of Academic Support Services
5. Expert Panel	Dr. Lorna Rivera, Gaston Institute
6. Q&A	Joan Becker and Lorna Rivera



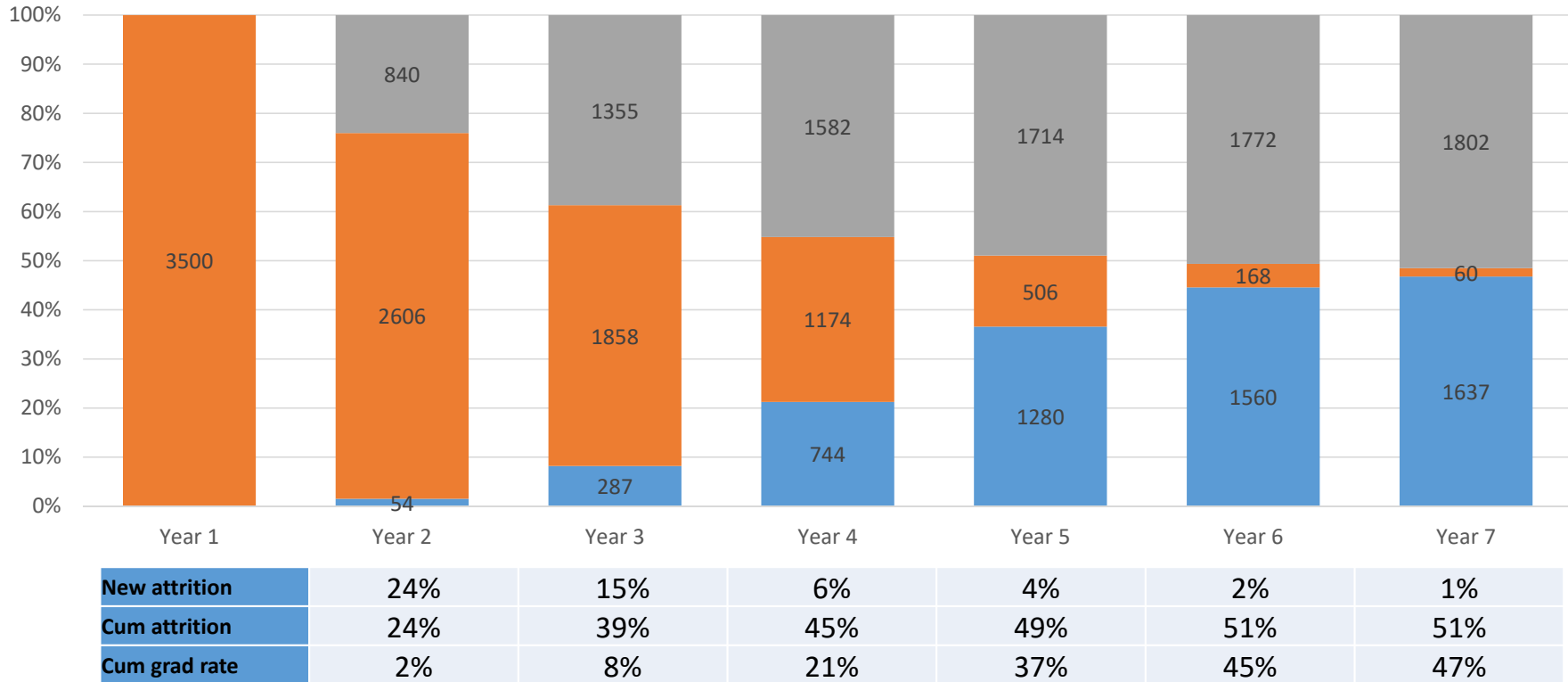
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For a typical UG cohort, we lose 25% of students after 1 year, 15% after year 2, and 6% after year 3.

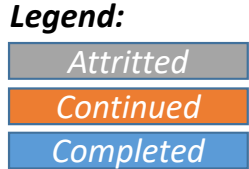


Percent of undergraduate cohort (first years + transfers)

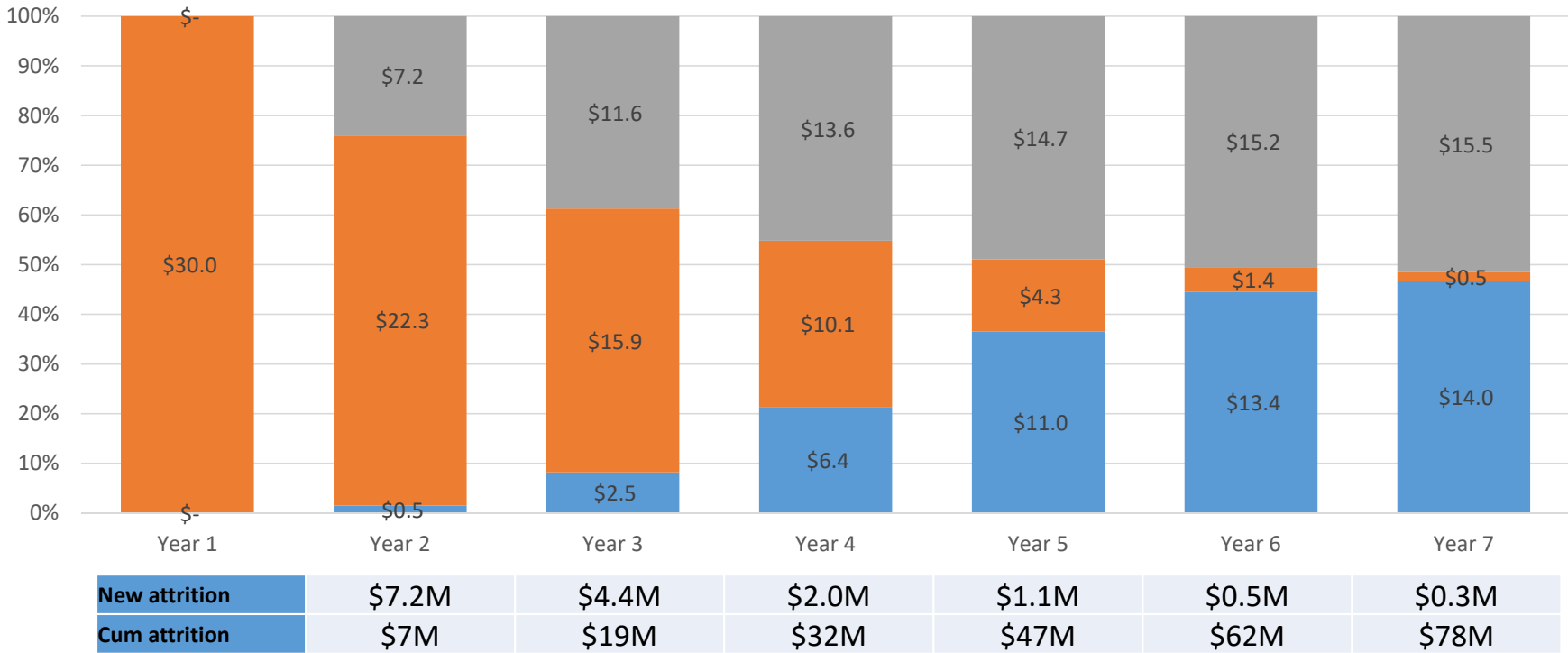


Source: OIRAP source/historical data; Office of Chancellor analysis of historical trends
 Note: Cohort number is illustrative. The actual fall 2019 cohort was 3639 students.

While of course we care most about our students and the impact on their lives, in terms of revenue we are missing out on massive potential



Percent of REVENUE (\$M)



Source: OIRAP source/historical data; Office of Chancellor analysis of historical trends

Note: Revenue numbers assume \$8,500 net revenue per student per year. This assumes a mix of full and part time students. No mid-year attrition is assumed.

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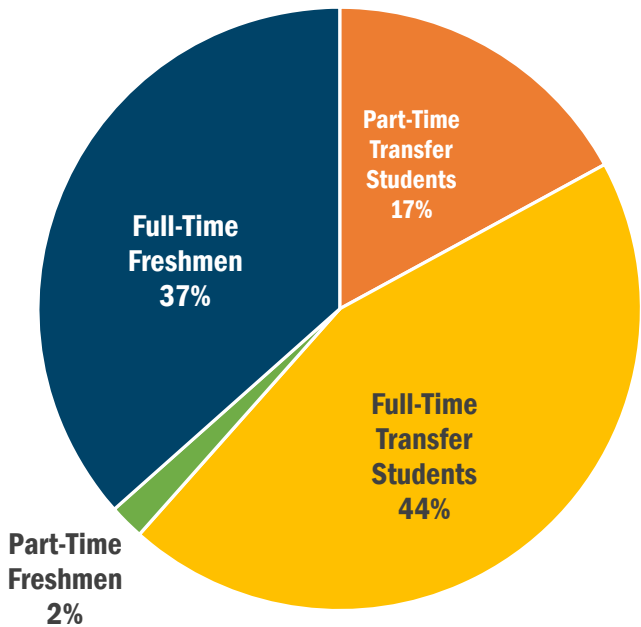
Undergraduate Student Success Town Hall

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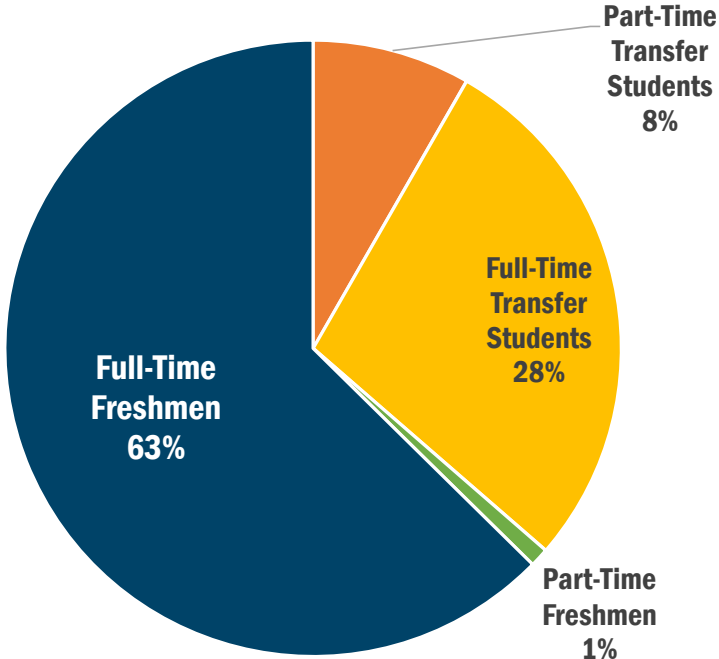


In fall 2018, full-time freshmen represented about two-thirds of our incoming class – compared to about one-third of the incoming class in fall 2008

**2008 Enrollment
(N=2,661)**



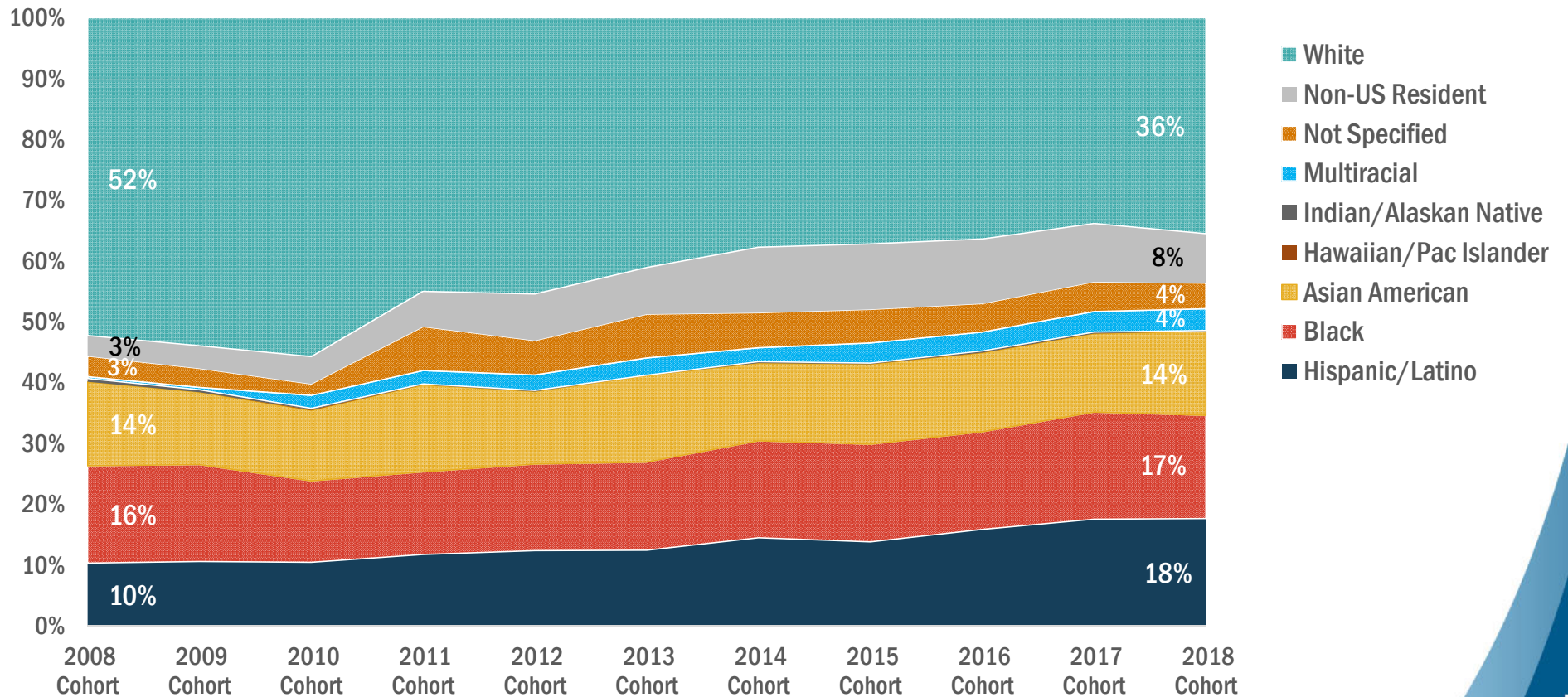
**2018 Enrollment
(N=3,639)**



Note: Includes new incoming fall undergraduate cohorts of respective academic years; freshmen here include only first-time freshmen; freshman-level transfers are included as transfer students. Source: OIRAP

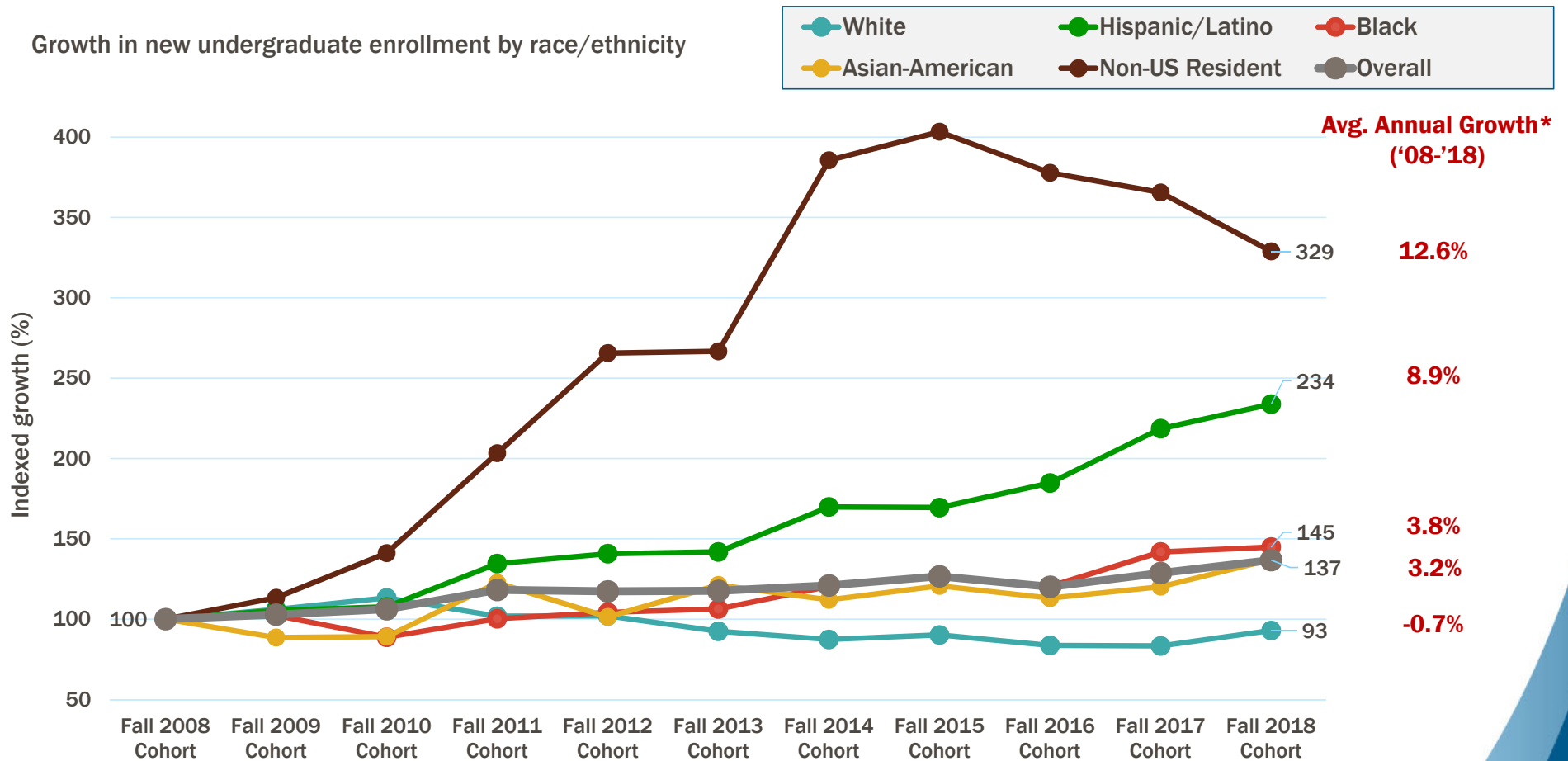
Over the past decade, the share of new cohort UMASS students of color went up from 45% to 56% (Excluding non-US resident students)

Share of new undergraduate enrollment by race/ethnicity



Note: Includes all new students in fall cohorts of respective academic years; students identified as Hawaiian/Pacific Islander or Native American/Alaskan Native not shown because N<10 students; Source: OIRAP; 2018 figures preliminary as of Oct 1, 2019

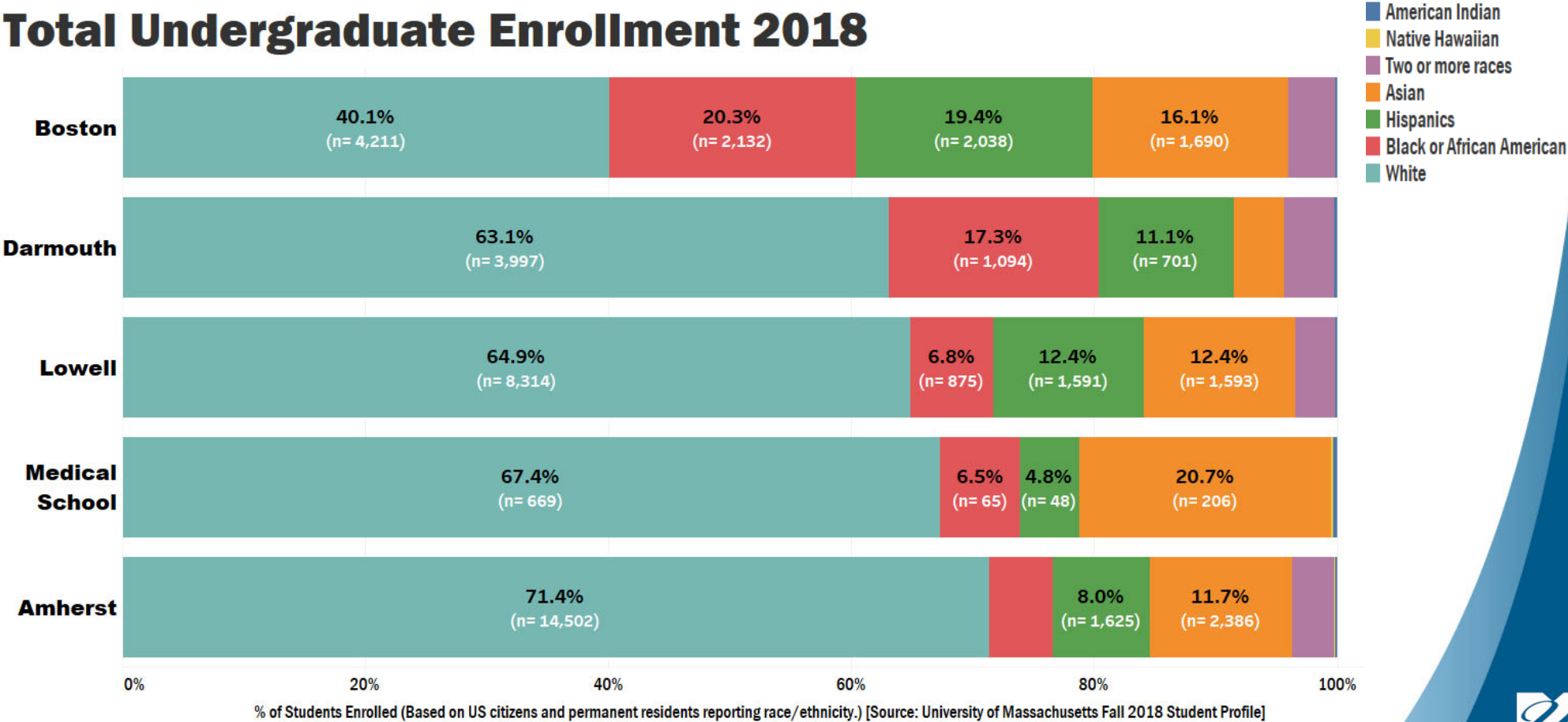
Latino and international new student enrollment has more than doubled over the last decade, while overall new undergrad enrollment has grown by ~37%



Note: Includes all new students in fall cohorts of respective academic years; average annual growth calculated as the CAGR (compound annual growth rate) over 10-year period from 2008 to 2018; students identified as Hawaiian/Pacific Islander, Native American/Alaskan Native, Multiracial, or not specified not shown because N<200 students; Source: OIRAP; 2018 figures preliminary as of Oct 1, 2019

Enrollment of Students of Color has increased across the UMass system, but their share is highest at UMass Boston

Total Undergraduate Enrollment 2018



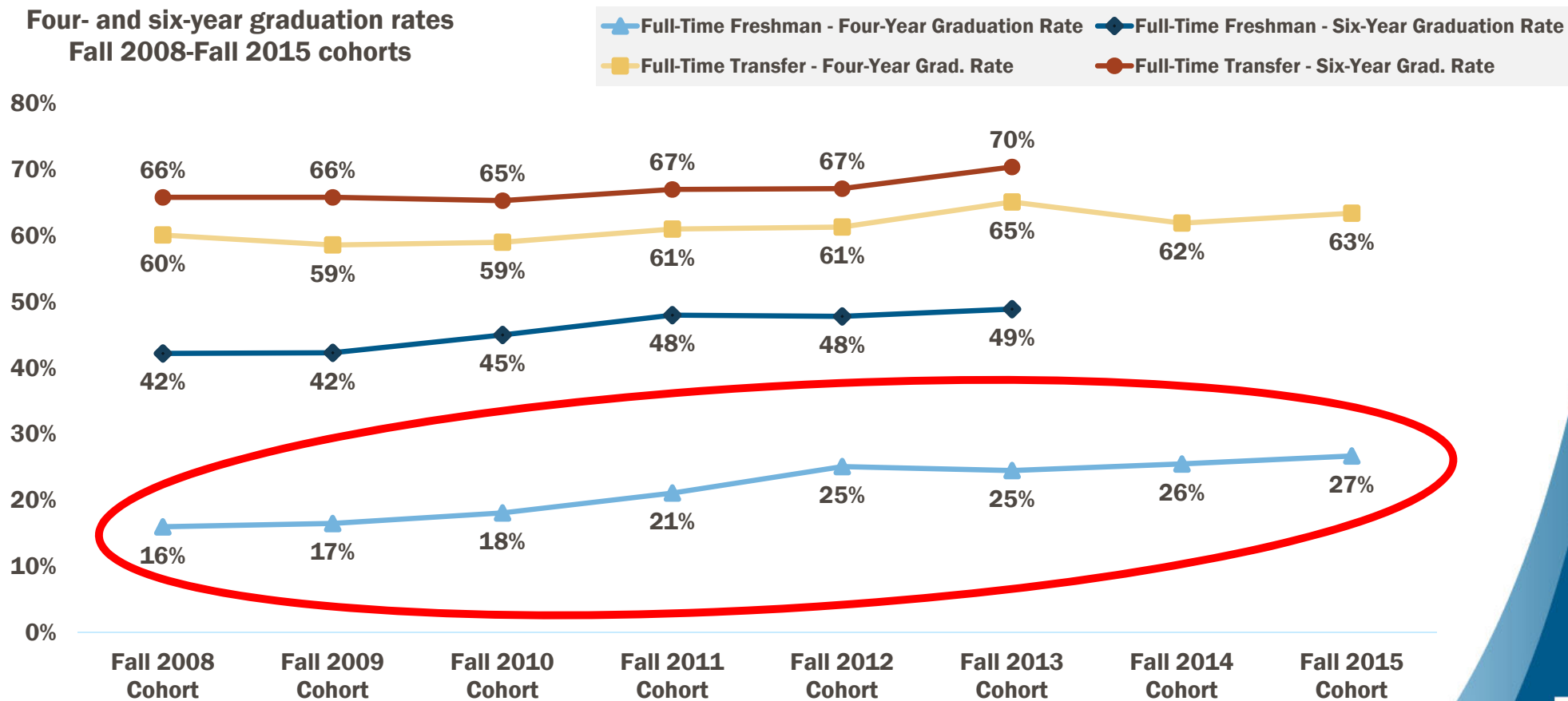
One-year retention rate – 2018 Cohort

- **First-time and transfer freshman-level students were retained at similar rates overall, 75% and 71% respectively. No evidence of differences between ethnic and racial groups. (Comparable to 71.2% at 4-year public institutions in 2017)**
- **Full-time transfer students 1-year retention rate was about 23 percentage points higher than part-time transfer students (84% vs. 61%)**
- **African-American/Black and Latino part-time transfer students are the groups with the lowest 1-year retention rate (51% and 57% respectively)**

Note: Includes full-time freshman-level students in fall cohorts of respective years; excludes students identifying as Native American due to small n size (n<10 students per year); * indicates n<10, interpret with caution; Source: OIRAP; retention figures preliminary as of Oct 1, 2019

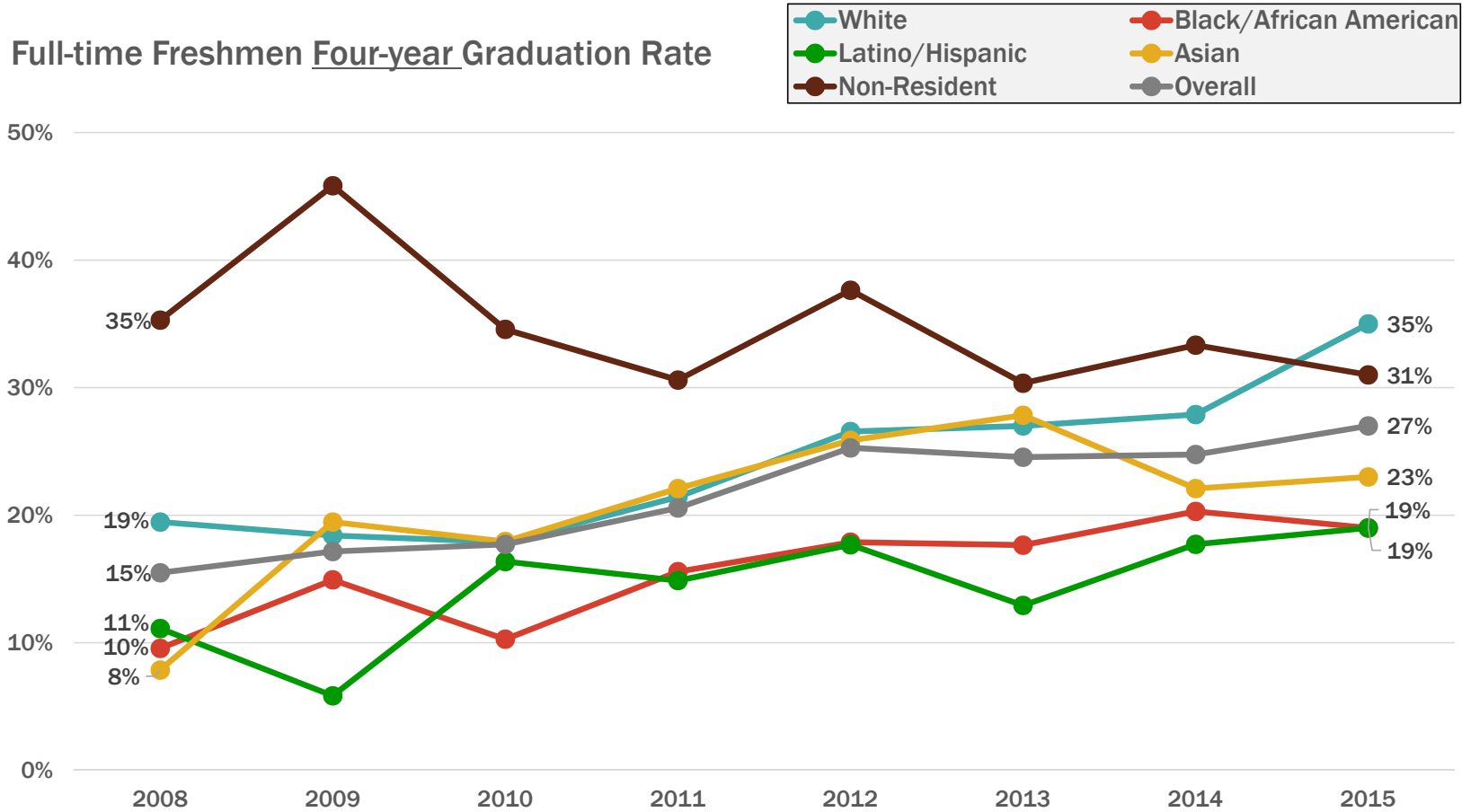
Our 4 and 6-year graduation rates have risen steadily over the past several years

Four- and six-year graduation rates
Fall 2008-Fall 2015 cohorts



Note: Includes first-time, full-time freshmen and full-time, non-freshman transfer students in fall cohorts of respective academic years
Source: OIRAP; most recent figures preliminary as of Oct 9, 2019

Our graduation rates have risen steadily over the past decade, however gains have not been equal for all students

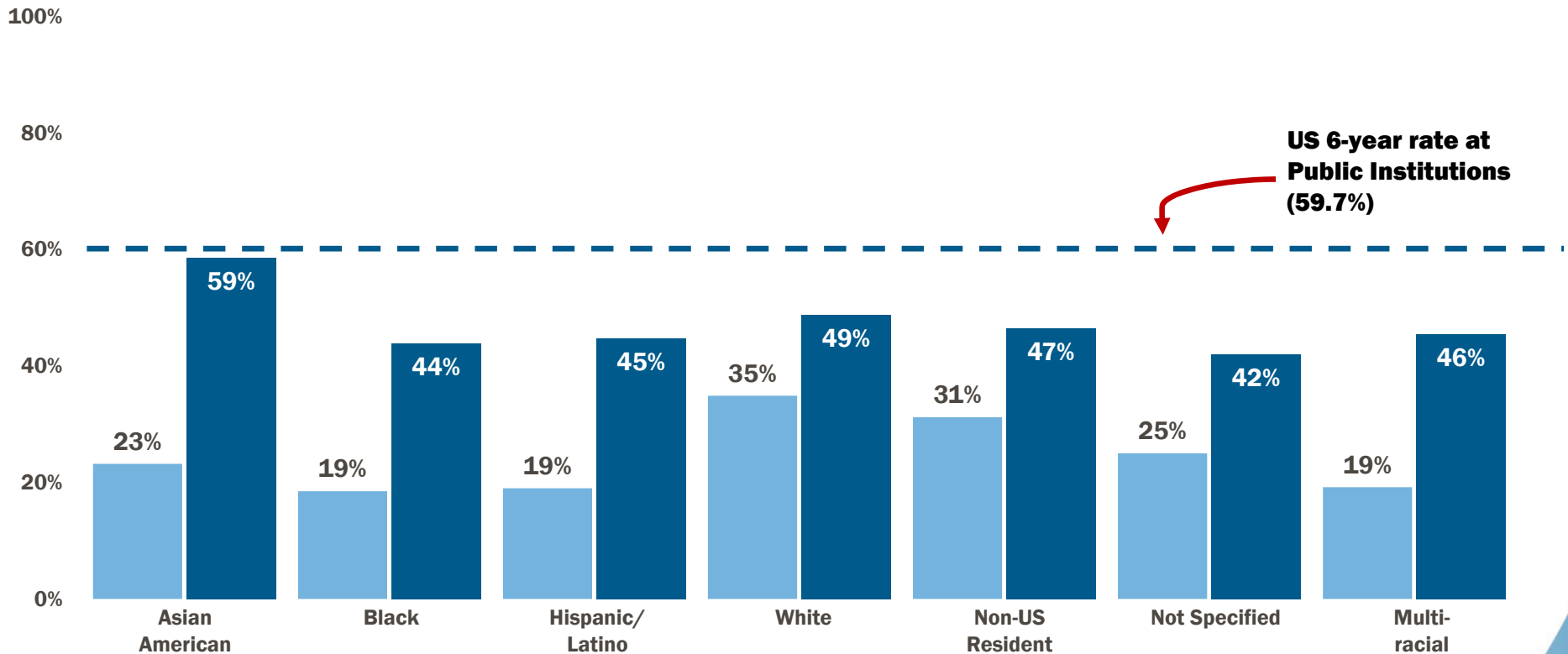


Notes 1. Includes first-time, full-time students in fall cohorts of respective academic years. 2. Hawaiian Pacific and Indian American Alaskan Native students numbered 22 in the cohorts studied and only two graduated within 4-years. Source: OIRAP; most recent figures preliminary as of Oct 9, 2019

Among students who entered as first-time freshmen, six-year graduation rates are significantly higher four –year graduation rates in all student subgroups

Four- and six-year graduation rate, first-time, full-time freshmen by race/ethnicity

■ Four-Year Graduation Rate (C/o 2015) ■ Six-Year Graduation Rate (C/o 2013)



US 6-year rate at Public Institutions (59.7%)

Note: Includes full-time freshman-level students in fall cohorts of respective years; excludes students identifying as Native American due to small n size (n<10) students per year
Source: OIRAP

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Undergraduate Student Success

Progress to Date/Next Phase of the Work

Town Hall Meeting

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What does student success look like? All students have a coherent and engaging academic and co-curricular experience *that prepares them for meaningful employment and citizenship* from their first interactions with UMass Boston through to degree completion.



Fulfilling the Promise: 2010-2025 Strategic Plan prioritized student success and the five year 2011 Graduation Rates Improvement Plan called for investments and work in two key areas:

Start on Track, Stay on Track

Students need clear pathways to degree completion and they need guidance and support to ensure they are taking the coursework they need to graduate.

Early and Often: Connect, Engage, and Build Community

Students thrive in a culture that ties them to community. This is a particular challenge for an urban university where 59% of students are first-generation college enrollees and on-campus housing is only available for only 8% of undergraduates.

**Student Success, as measured by improved retention, graduation,
and career attainment rates, continues to be one of the highest
campus goals
(Chancellor/Campus FY 20 Goal 2)**

1. Promote supportive and engaging student experiences
2. Improve undergraduate advising
3. Execute retention campaigns using early warning predictors, supported by analysis and technology tools
4. Remove barriers to student progression
5. Expand career development opportunities

1. Promote supportive and engaging student experiences

- Deepen programs in student life, focus attention on the residence hall community and the commuter population.
- Continue to grow 24/7 student experience: safety, successful operation of residence halls, leadership and community engagement, learning communities, student employment, athletics, and other activities.

Promote supportive and engaging student experiences

- Opened our first residence halls in Fall 18
 - Living Learning Communities
 - Faculty member in residence
- Co-Curricular and Leadership Programs
- Enhanced student life programming

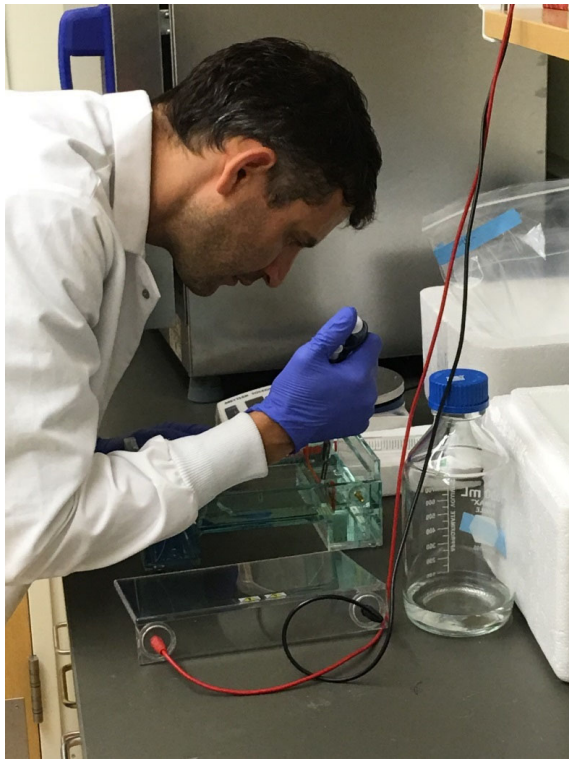


Promote supportive and engaging student experiences: Learning Communities

- CSM Freshmen Success Communities
- CLA First and SophoMORE
- CM LEAD and TRAIL
- CNHS First-Year Scholars (formerly the SAIL Program)
- Living Learning Communities—Green Planet, Social Justice, and Beacon Explorers
- Honors College
- Student Support Services
- Directions for Student Potential (DSP)



Promote supportive and engaging student experiences: Experiential Learning



- Beacon Student Success Fellowship
- Beacon Voyages for Service
- Undergraduate Research
- Study Abroad—semester and short-term
- Latino and Asian American Leadership Opportunity Programs
- Exploring Boston/Humanities Incubator

Improve Undergraduate Advising

- ✓ **Start on Track Stay on Track:** On-track Indicators and Degree Plans
- ✓ Planning Tools
- ✓ Advising and Case Management Tools
- ✓ Tutoring and Supplemental Instruction
- ✓ Predictive Analytics and Early Alert Systems



Improve UG Advising: Universal access and a united approach to quality advising

- ✓ Ensure high-quality advising is available across the student population and that faculty and professional advising is complementary and integrated.
- ✓ Implement a set of evidenced-based common practices with metrics and accountability
- ✓ Develop and use case management tools
- ✓ Examine structure and resource allocation and adjust as necessary to support universal access





Execute retention campaigns using early warning predictors, supported by analysis and technology tools

- ✓ **Early alerts:** Create and run early alert campaigns in the fall and spring
- ✓ **Registration:** Create and run registration campaigns
- ✓ **Civitas:** Implement predictive analytics system to identify at risk groups of students and execute “retention campaigns” to support at-risk students

Fall 2019 Early Alert program saw a significant increase over the pilot year, indicating strong momentum for the program

Fall 2018

- **165 faculty participants**
 - 145 courses; 353 sections
- **8,172 total “mid-term grades”**
 - 5,702 satisfactory – 69%
 - 1,282 caution – 15%
 - 1,188 failing – 14%
- **5,386 students received at least one alert**
 - 488 have more than 1 caution or failing
- **Participation in key courses**
 - 66 of 139 English 101 sections
 - 34 of 71 First Year Seminar sections
 - 27 of 86 100-level math courses

Spring 2019

- **143 faculty participants**
 - 173 courses; 304 sections
- **6,916 total “mid-term grades”**
 - 4,867 satisfactory – 70%
 - 978 caution – 14%
 - 1,071 failing – 15%
- **5,111 students received at least one alert**
 - 132 have more than 1 caution or failing
- **Participation in key courses**
 - 39 English 102 sections
 - 20 100-level math courses

Fall 2019

- **177 faculty participants**
 - 207 courses; 420 sections
- **10,284 total “mid-term grades”**
 - 7,388 satisfactory – 72%
 - 1,384 caution – 13%
 - 1,512 failing – 15%
- **6,811 students received at least one alert**
 - 491 have more than 1 caution or failing
- **Participation in key courses**
 - 98 English 101 sections
 - 43 100-level math courses

Advising Case Management tool enabled advisors to manage their advisees based on the types of Early Alerts the students received

Early Alerts

- 4,482 students received only “Satisfactory” (green) Early Alerts

- 1,838 students received one “Caution” or “In Danger of Failing” (yellow or red) Early Alert

- 491 students received more than one “Caution” or “In Danger of Failing” Early Alert

Response

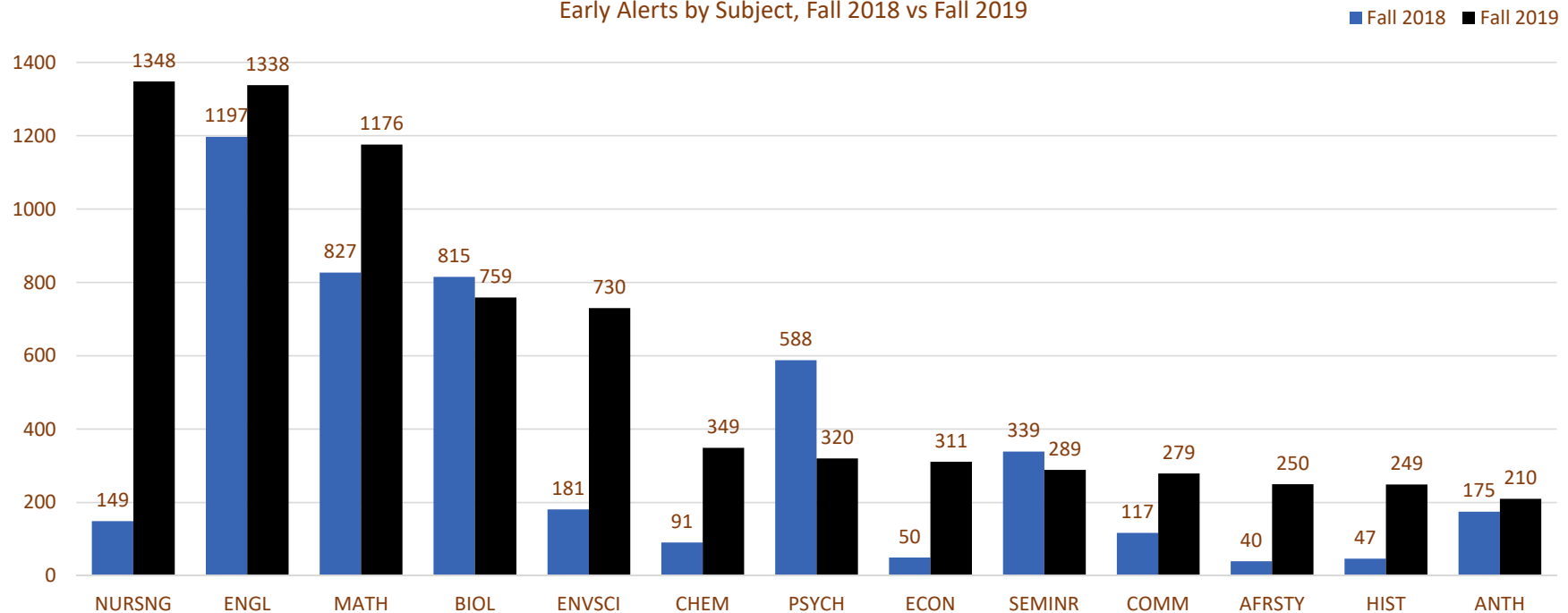
- These students were sent an encouraging email centrally and their Salesforce cases were closed

- Advisors sent these students individual follow-up emails then closed their Salesforce cases

- Advisors asked these students to come in for an advising meeting, and only closed their Salesforce cases after their meetings

Several departments, including nursing, math, and environmental science, significantly increased their alerts submitted this fall

Early Alerts by Subject, Fall 2018 vs Fall 2019



Using Predictive Analytics

Civitas High Opportunity Groups: Incoming students with low engagement

- New students who log into Blackboard less than once every two weeks
- Particularly at risk if:
 - Enrolled in <4 courses
 - Enrolled within 2.5 weeks before start of term
- Of the 420 students in this category...
 - 243 enrolled in fewer than 4 sections before the start of the semester
 - 209 enrolled within 2.5 weeks of the start of the spring semester
 - 162 had both of these “red flags”
- Overall, this group of students was predicted to persist at **~69%** at the time they were nudged

Nudge Campaign: Incoming students with low engagement

- Sent from: Joan Becker, uac@umb.edu [420 students], at 4:30pm on 2/4/20
- Subject: Start Strong this Spring

Dear [First Name],

I hope your spring semester is off to a great start. I'm writing to remind you of a few digital resources at your disposal to make the most of your UMass Boston experience this semester.

Successful UMass Boston students check [Blackboard](#) at least once a week. Why? Because many professors use Blackboard as a hub for their course information and assignments. Blackboard can be accessed from a computer or mobile device, including through the UMass Boston app.

- **Syllabus and deadlines:** Many professors post key information on Blackboard, including syllabus, book requirements, key dates and deadlines, and some require discussion post submissions or other assignments through Blackboard;
- **Study materials:** Depending on the course and instructor, you may find readings, practice exams, or other study materials available on Blackboard;
- **Recorded lectures:** Many faculty members record their classes and make them available to students on Blackboard, allowing you to review important topics before your exams. Not sure if your courses participate? Ask your faculty member if they use [Echo 360](#) technology in their classes

Remember that you can always contact your professor or TA to clarify the expectations for their course. If you have any issues accessing Blackboard or other online resources, helpful guides are available on the UMass Boston [website](#).

Don't hesitate to contact me if you have any questions or there's anything I can do to support you.

Warm regards,

Joan Becker

Vice Provost, Academic Support Services and Undergraduate Studies

Incoming students with low engagement

420 students emailed

262 students opened (63%)

- **73%** of these students logged into Blackboard after the nudge was sent
- Logged in an average of **3x**
- Students' persistence prediction improved from **70% to 75%** over the course of the week

158 students not opened (37%)

- ▶ **68%** of these students logged into Blackboard after the nudge was sent
- ▶ Logged in an average of **2x**
- ▶ Students' persistence prediction improved from **67% to 70%** over the course of the week



Remove barriers to student progression

- Continue to remove course bottlenecks and improve DFW rates in gateway courses (particularly in math)
- Streamline the registration process, work on course availability
- Provide emergency and targeted financial support to deserving student—Beacon Student Aid Fund; Grad Last Mile

Expand career development opportunities

Further engage and prepare students to succeed post-graduation: on-campus apprenticeships, career-oriented course offerings, and internship and job pipelines through industry clusters.

- Industry Cluster Initiative
- Professional Apprenticeship & Career Education Program (PACE)
- Internships
- CLA Careers Curriculum Grants—course and major re-design/enhancement mini-grants



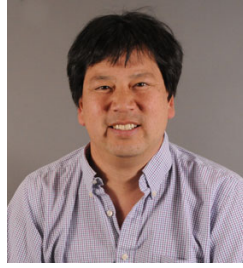
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Expert Panel



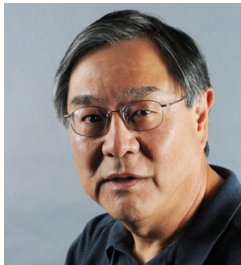
Facilitator
Dr. Lorna Rivera
Director
Gaston Institute



Dr. Robert Chen
Dean
School for the Environment



Anthony Martin
Graduate Researcher
Joiner Center



Dr. Paul Watanabe
Director
Institute for Asian American Studies



Dr. Carol Sharicz
Director
Center for Innovative Teaching

UMass Boston is a Minority-Serving Institution (MSI) recognized by the US Department of Education

US Department of Education Minority-Serving Institution (MSI) Programs

Asian American and Native American Pacific Islander-Serving Institution AANAPISI

Hispanic-Serving Institution HSI

Program overview

- Designation established by Congress in 2007
- Eligibility requirements:
 - Undergraduate enrollment at least **10% Asian American and Native American Pacific Islander students**
 - At least 50% of students receive Title IV needs-based assistance

- Designation established by Congress in 1992
- Eligibility requirements:
 - Undergraduate enrollment at least **25% Hispanic students**
 - At least 50% of students receive Title IV needs-based assistance

UMass Boston status

Currently designated

- Today, **~15%** of our undergraduate student body identifies as Asian American and/or Native American Pacific Islander
- Received a **five-year AANAPISI Part A grant in 2010; renewed in 2015**
- Awarded a **five-year AANAPISI Part F grant in 2016**

Approaching designation

- Today, **~17%** of our undergraduate student body identifies as Hispanic/Latinx
- Estimate UMB will reach **25% by 2025**
- UMass Boston enrolls the **largest number of Latinx undergraduates** across the UMass system

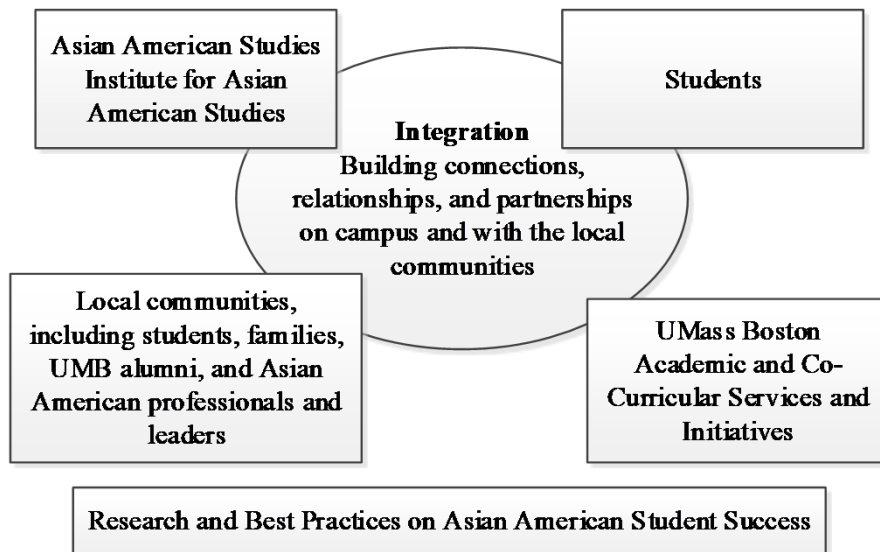
Our AANAPISI grant has enabled us to enhance services, curricular offerings, and understanding of Asian American student success

Asian American and Native American Pacific Islander-Serving Institution AANAPISI Program

AANAPISI Grant Overview

- Received five-year AANAPISI Part A grant in 2010 (\$2 million); renewed in 2015 (\$1.5 million)
- One of just institutions to receive a grant in 2010 AANAPISI grant cycle
- Created the Asian American Student Success Program in 2010
- Received five-year AANAPISI Part F grant in 2016 (\$1.75 million)

Conceptual Framework



Key Activities

- **Direct Services to Students**
 - Tutoring and critical reading & writing support
 - Mentoring
 - Alumni and career development
 - Community outreach
- **Curriculum and Faculty/Staff Development**
 - Expanding use of digital story-telling
 - Asian American-focused course development
 - Faculty and staff training and development
- **Research**
 - Research on AANAPI student success
 - Undergraduate research

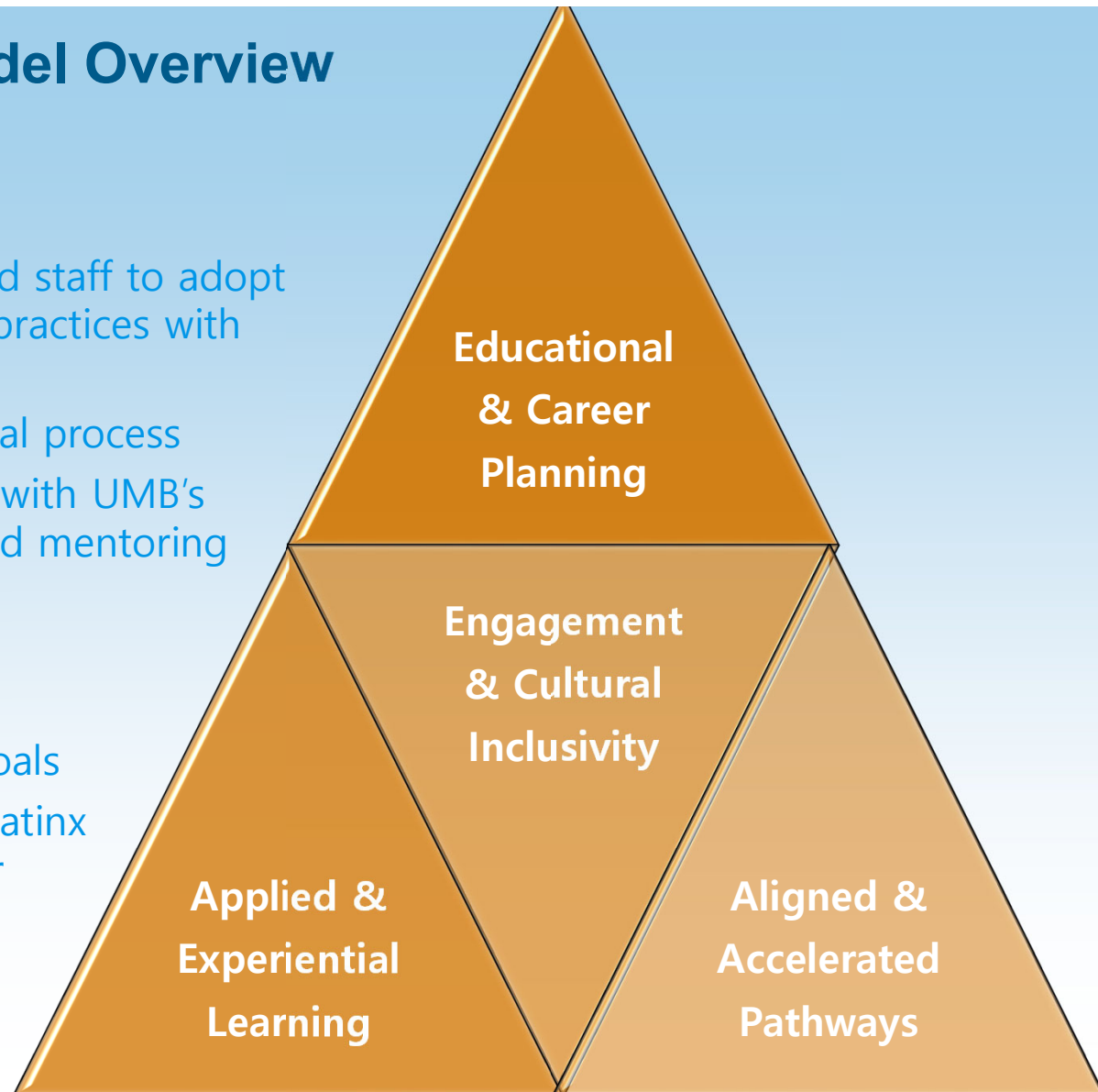
Latino Student Success Model Overview

Engagement & Cultural Inclusivity

- BHCC & UMB workshops for faculty and staff to adopt culturally and linguistically sustainable practices with Latinx students
- Engage Latinx families in the educational process
- Connect BHCC Latinx transfer students with UMB's academic support, cultural activities, and mentoring

Educational & Career Planning

- Use online tools to help BHCC & UMB students define career and academic goals
- Develop advising strategies that keep Latinx on track and facilitate seamless transfer



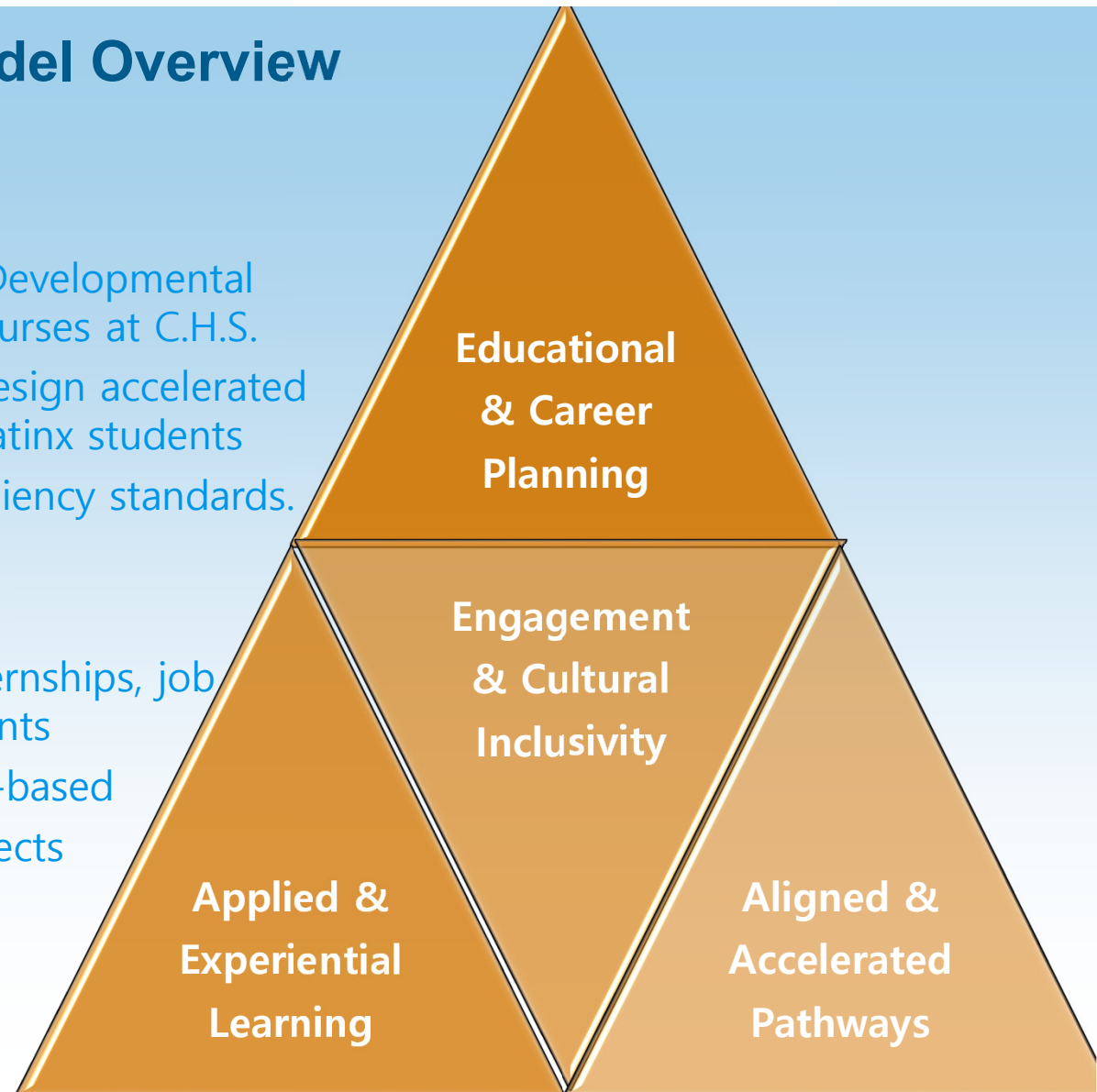
Latino Student Success Model Overview

Aligned & Accelerated Pathways:

- BHCC pilots GPA placement process for Developmental Math and Ethnic Studies/Early College courses at C.H.S.
- BHCC & UMB cross-institutional teams design accelerated developmental education pathways for Latinx students
- BHCC & UMB align English Writing Proficiency standards.

Applied & Experiential Learning:

- BHCC & UMB expand paid, for-credit internships, job shadowing opportunities for Latinx students
- BHCC & UMB Faculty Design community-based service learning, and action research projects



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