UTSA’S GRADUATION RATE IMPROVEMENT PLAN

FACULTY SENATE OVERVIEW

October 11, 2012
Student Success is a major initiative

Current success rates of our first-time/full-time non-CAP students

- **Retention**
  - Freshman to sophomore (non CAP) — 69% (Fall ’11) to 71% (Fall ’12 preliminary)

- **Four-Year Graduation Rate**
  - 10% (Fall ’11) to 12% (Fall ’12)
UTSA Baseline Peers

- Florida Atlantic
- Florida International
- Akron
- Louisiana – Lafayette
- Memphis
- Nevada – Las Vegas
- South Alabama
- Toledo
- Wisconsin – Milwaukee
- Wright State
Institutional Context

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>UTSA</th>
<th>FIU</th>
<th>TOLEDO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Enrollment</td>
<td>25,794</td>
<td>33,802</td>
<td>18,130</td>
</tr>
<tr>
<td>HS Rank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 10%</td>
<td>13%</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>Top 25%</td>
<td>40%</td>
<td>51%</td>
<td>42%</td>
</tr>
<tr>
<td>75th Percentile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT - Math</td>
<td>580</td>
<td>580</td>
<td>N/A</td>
</tr>
<tr>
<td>SAT - Reading</td>
<td>560</td>
<td>580</td>
<td>N/A</td>
</tr>
<tr>
<td>ACT Comp</td>
<td>24</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>34%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>% Underrepresented</td>
<td>52%</td>
<td>76%</td>
<td>18%</td>
</tr>
<tr>
<td>Student/Faculty Ratio</td>
<td>25:1</td>
<td>28:1</td>
<td>19:1</td>
</tr>
<tr>
<td>Income/FTE Student</td>
<td>$11,626</td>
<td>$12,038</td>
<td>$15,956</td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
<td>10%</td>
<td>19.20%</td>
<td>23.20%</td>
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</tbody>
</table>
Role of Baseline Peers

- Our comparison group
- Annual review
- We must be ranked 1\textsuperscript{st} or 2\textsuperscript{nd} across variables of interest
GRIP Goals

- **Vision** - For 2021 cohort to increase:
  - 4-year graduation rate to $>25\%$
  - 6-year graduation rate to $>60\%$

- **Mission** – To remove barriers to student success
Three P’s of Change

- Programs
- Policies
- Practices

Some changes cost money, most need time and reinvention!
Why a Cross-Campus Approach?

- Graduation is everybody’s business!
- Team members are working ‘in the trenches’ not ‘above the fray’
- We have at the table
  - Varied perspectives and
  - Expertise
The GRIP

- 4 Factors/26 strategies
  - Interrelationships and dependencies critical to success
  - Faculty critical to success

- Many tasks!!

- Cross-Campus Team
  - Faculty Senate Executive Committee is rotating its service
Critical faculty role ID’ed in strategies

- See handout
  - 5 of 6 Strategies in Academic and Social Preparedness (#1, #3, #4, #5 and #6)
  - All 9 Strategies in Curriculum and Course Delivery (#1, #2, #3, #4, #7 and #8)
  - 3 of 5 Strategies in Advising and Student Support Services (#2 and #5)
  - 1 in Policies and Incentives (#2)
Additional critical faculty roles

- Alertness to student needs
- Formal/informal mentoring
- Awareness of negative and positive impact of 3 P’s (programs/policies/practices)
  - in any division,
  - at any level
- Timely communication of insights and suggestions
Discussion/Questions