Measuring and Fostering Diversity and Success: Metrics, Models, and Programs

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Overview

• Nevada’s Diversity Data
  • Nevada’s Student Population at a Glance
  • Nevada’s Disaggregated Graduation Rates

• National Metrics for Measuring Success
  • The IPEDS Federal Graduation Rate
  • Shortcomings of This Metric
  • Alternative Metrics for Measuring Success
Overview (cont.)

- Sacramento State’s Approach to Diversity and Success—Policies & Programs
  - Select Policies
  - Student-Athlete Resource Center (SARC)
  - The Veterans Success Center (VSC)
  - College Assistance Migrant Program (CAMP)
  - Educational Opportunity Program (EOP)
  - DEGREES Project
  - Supplemental Instruction (SI)

- Q & A
Measuring Success Within the NSHE
Nevada’s Student Population at a Glance

The state of Nevada’s college student population reflects one of the lowest high school graduation rates in the country and it includes a significant number of

• “At-risk” students with low socioeconomic backgrounds
• First-generation college students
• Adult learners
• Students requiring remediation
Nevada’s Disaggregated Graduation Rates

Nevada maintains a diverse student population and therefore must work to close attainment gaps for underrepresented student populations.

<table>
<thead>
<tr>
<th>Graduation Rates</th>
<th>2011 Graduation Rates by Race/Ethnicity – Universities and State College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>UNLV</td>
<td>34.1%</td>
</tr>
<tr>
<td>UNR</td>
<td>21.7%</td>
</tr>
<tr>
<td>NSC</td>
<td>N/A</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Graduation/Transfer Rates by Race/Ethnicity – Community Colleges</th>
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<tbody>
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<td>2011 Graduation/Transfer Rates by Race/Ethnicity – Community Colleges</td>
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<tr>
<td></td>
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<tr>
<td>CSN</td>
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<tr>
<td>GBC</td>
</tr>
<tr>
<td>TMCC</td>
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<tr>
<td>WNC</td>
</tr>
</tbody>
</table>

Note: Graduation rate is defined as first-time, full-time, degree-seeking students graduating with a bachelor’s degree within 6 years, an associate’s degree in 3 years, or a certificate in 1.5 years. The transfer rate includes students who transferred out within 150% time of normal completion as defined in the graduation rate definition.
Measuring Institutional Performance
It is often more common for universities to measure what is easy, clean, and simple than to measure what really matters.
The IPEDS Federal Graduation Rate

The Integrated Postsecondary Education Data System (IPEDS) federal graduation rate

- Is the most commonly used and referenced student success metric (four-year institutions)
- Tracks and measures institutional success based on a very narrow cohort: first-time, full-time students who enrolled as part of a fall cohort and graduated within six years
Shortcomings of This Metric

IPEDS FGR is not set up to capture adequately:

• Student diversity (e.g., academic readiness, socioeconomic status, etc.)
• Institutional diversity (e.g., institution types, missions, etc.)
• Success and progress rates for transfer students
• Specific subgroups of first-time freshman (e.g., underrepresented minorities, PELL grant eligible students, etc.)
• Students who enroll at terms other than the fall semester
• Students who graduate beyond the six-year timeframe
Metrics That Provide More Nuanced Measurements
A Disaggregated Graduation Rate Metric compares the overall graduation rate of first-time, full-time freshman with the disaggregated graduation rates for smaller, specific sub-cohorts such as:

- All URM students including:
  - African American
  - Non-White Latino
  - Native American
  - Pacific Islander
The Disaggregated Graduation Rate Approach

The Disaggregated Graduation Rate shows how:

- Graduation rates of sub-cohorts compare against themselves and the GRS cohort at a single institution.
- Graduation rates compare in cross-institutional studies (e.g., how institutions “stack up” against each other when serving similar groups of students).
The VSA College Portrait created a metric called the “Success & Progress (S&P)” Rate to determine whether or not a student (one who is a first-time, full-time freshman or one who is a full-time transfer student) has graduated or is still enrolled at any four-year institution at both four- and six-year intervals.
A 87% four-year success and progress rate means that 87% of students starting in Fall 2006 either graduated or are still enrolled at a higher education institution four years later.
The *College Portrait* S&P Rate tracks and reports:

- FFF or FTS who graduated from their original institution
- FFF or FTS who graduated from another institution
- FFF or FTS who are still enrolled at their original institution
- FFF or FTS who enroll at other institutions
Another Metric that Moves Beyond IPEDS—SAM

• The Student Achievement Measure (SAM) is a new student success metric.
• SAM was created by six national organizations to further expand institutional reporting functions and examine broader cohorts, outcomes, and timeframes.
Student Achievement Measure (SAM)

- For bachelor’s degrees SAM examines:
  - Full-time students attending college for the first time
  - Full-time transfer students
- For each of the above groups, SAM records who:
  - Graduated from the reporting institution
  - Is still enrolled at the reporting institution
  - Transferred to/graduated from one or more subsequent institutions
  - Has unknown current enrollment or graduation status
Student Achievement Measure (SAM) (cont.)

- For associate and certificate programs SAM examines:
  - Full-time students attending the institution for the first time (new and transfer students)
  - Part-time students attending the institution for the first time (new and transfer students)
- For each of the above groups, SAM records who:
  - Graduated from the reporting institution
  - Is still enrolled at the reporting institution
  - Transferred to one or more subsequent institutions
  - Has unknown transfer, current enrollment, or graduation status
Capturing Student and Institutional Diversity
Programs and Services That Facilitate Graduation
Sacramento State’s Current Approach

Sacramento State is working to create, modify, or execute academic policies that facilitate timely progress toward degree progression.

- Revise GE with an eye toward streamlining
- Revisit the Priority Registration Policy
Sacramento State has identified and implemented **programs and services** to support a number of diverse student populations

- “One-Stop Shops” such as
  - Student-Athlete Resource Center (SARC)
  - Veterans Success Center (VSC)
- Programs that target underrepresented students
  - College Assistance Migrant Program (CAMP)
  - Educational Opportunity Program (EOP)
  - Peer and Academic Resource Center (PARC)
The Student-Athlete Resource Center (SARC) provides student-athletes the support and resources needed for academic success through:

- Admissions counseling
- Academic advising
- Tutoring and mentoring
- NCAA rules compliance and eligibility education
- Financial services support
- Life skills programming
The SARC

- Serves a student-athlete pool of approximately 450-475 student-athletes
- Employs seven full-time staff and 15-20 part-time tutors and mentors
- Receives funding through both the NCAA Student-Athlete Opportunity Fund and the PEMSA Division

As of Spring 2013

- The six-year graduation rate (calculated over a 4-year average) is 57% as compared to the general student body 41%
Veterans Success Center (VSC)

The Veterans Success Center (VSC) provides veterans and veteran dependents assistance with and access to campus services and resources through:

- Admissions counseling
- Advising
- Workshops and Resource panels
- Professional networking
The Veterans Success Center

- Serves a population of approximately 1,200 student veterans and veteran dependents
- Employs three full-time staff and six to eight student mentors and ambassadors
- Receives funding through both the general fund and Veteran trust accounts

In Fall 2011

- the one-year retention rate for FTF veterans was slightly higher than that of the general student body (83% vs. 81%).
The College Assistance Migrant Program (CAMP) helps students from migrant and seasonal farm worker backgrounds succeed at Sacramento State through

- Financial support
- Advising
- Tutoring
- Individual and group counseling
The College Assistance Migrant Program (CAMP) (cont.)

The College Assistance Migrant Program

- Serves approximately 80 incoming freshman and 300 continuing students
- Employs one full-time counselor, three student advisors, and four English/math tutors
- Receives funding through the U.S. Department of Education

In Fall 2011

- the retention rate for CAMP participants was significantly higher than that of Non-CAMP students (93% vs. 82%).
The Educational Opportunity Program (EOP) serves students from low-income backgrounds by providing services needed for success in college including:

- Financial assistance
- Summer Bridge program
- Learning communities
- Advising
The Educational Opportunity Program

- Serves 276 incoming freshman, 150 incoming transfer students, and approximately 1,400 continuing students
- Employs approximately 10 full-time staff and 22 part-time advisors and student assistants
- Receives funding through the University general fund

In Fall 2011

- the retention rate for EOP participants was slightly higher than that of Non-EOP students (84% vs. 81%).
Peer and Academic Resource Center (PARC)

The Peer and Academic Resource Center (PARC) works to increase student success through peer-led and student-driven components that support students at all academic levels.

- Key programs affiliated with PARC
  - DEGREES Project
  - Supplemental Instruction (SI)
The Dedicated to Educating, Graduating, and Retaining Educational Equity Students (DEGREES) Project provides academic support services to participants in the following areas:

- Peer advising (e.g., PARC, Smarthinking)
- Tutorial and supplemental instruction
- Disability testing
- Mentorship (e.g., “U” Mentor Program, FSMP)
- Interventions for educational equity student groups
The Supplemental Instruction (SI) is an academic support program for students who are enrolled in challenging GE courses. The SI Program benefits students through

- increased information retention
- fostered time-management skills
- previewed course materials
- provided feedback (both group and instructor)
The GPA of students enrolled in the SI Program is often close to one whole grade point higher than that of non-SI students.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Name of GE Class</th>
<th>GPA of students in adjunct (SI) classes</th>
<th>GPA of non-adjunct (non SI) students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>Government 1</td>
<td>2.49</td>
<td>1.96</td>
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<tr>
<td>Fall 2010</td>
<td>Psychology 2</td>
<td>2.49</td>
<td>2.18</td>
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<tr>
<td>Spring 2011</td>
<td>Economics 1A</td>
<td>2.96</td>
<td>1.95</td>
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<tr>
<td>Spring 2011</td>
<td>History 17A</td>
<td>2.69</td>
<td>1.93</td>
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<tr>
<td>Spring 2011</td>
<td>Biology 22</td>
<td>1.84</td>
<td>1.40</td>
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<tr>
<td>Spring 2011</td>
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<tr>
<td>Spring 2011</td>
<td>Chemistry 124</td>
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<td>1.83</td>
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Resources

• Direct resources from this presentation can be found at:
  http://www.csus.edu/student/academic-advising-report.pdf
Q & A

• General questions regarding the slides and/or the presentation
• Lessons learned discussion (open to all)