

Sharing Data, Tools, Results, and Participant Experiences from the National SAT Validity Study: An Institutional Perspective

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You may be interested in this session, if...

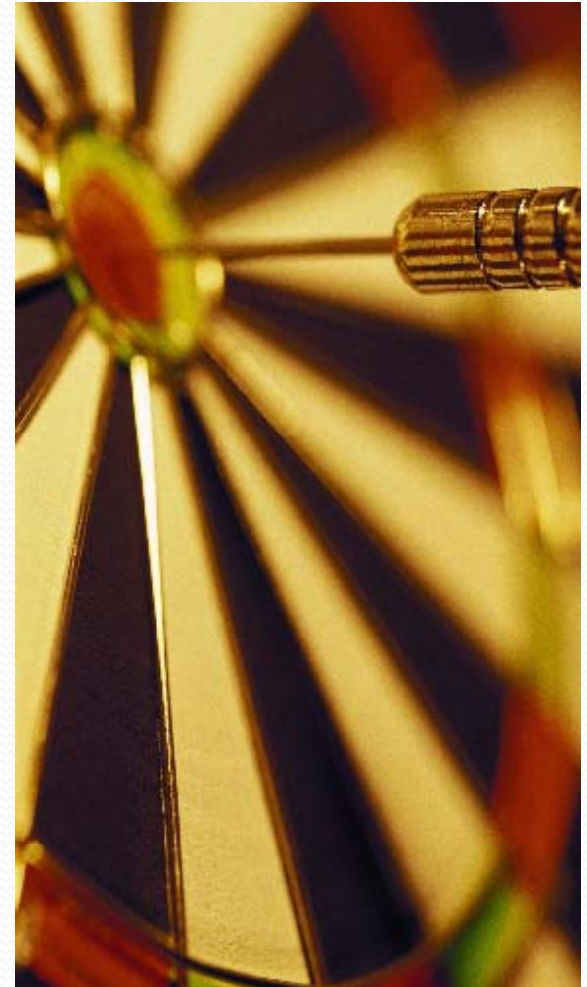
- You want to know more about what institutions can accomplish using College Board data.
- You are unaware of the benefits of using College Board data of participating institutions
- You want to know how College Board data can be utilized to gain a perspective of retention rates and those students who need extra guidance



By the End of this Presentation ...

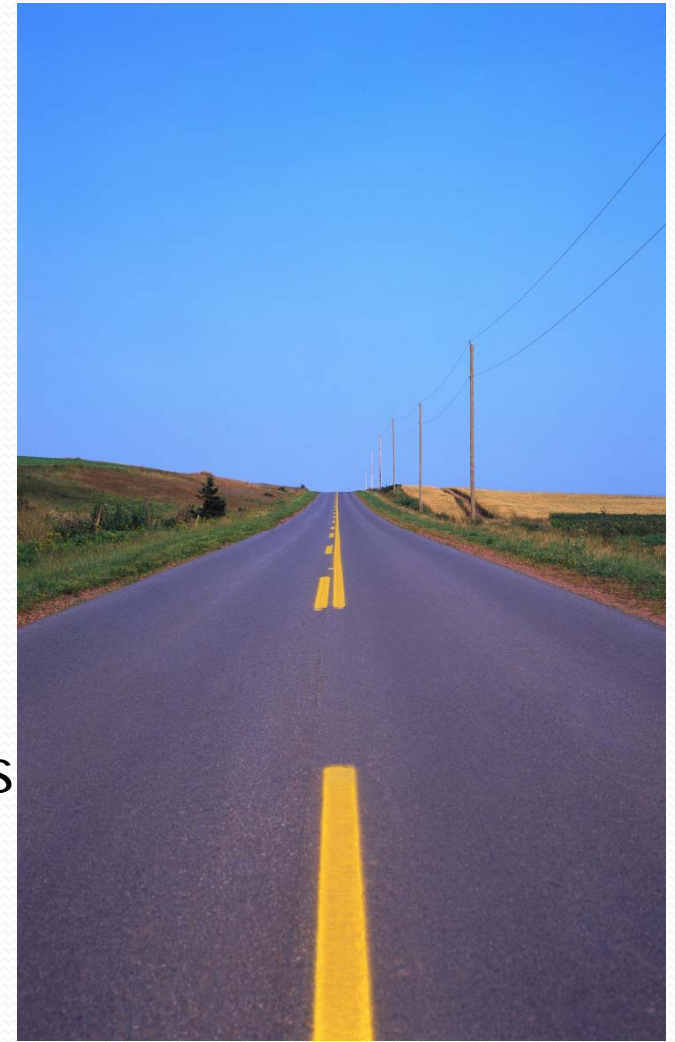
... We Will Have Discussed:

- The National SAT Validity Study
- ACES
- Institutional perspective using CB data
 - Specific examples of data
 - Impact on campus
- Questions & Comments



Institutional Perspective

- About VSU and Current Issues
- Definition of Retention
- What Can Institutions Do with College Board Data?
 - SAT Validity Data
 - Basic, Intermediate, and Advanced Reports
- Benefits to Participating Institutions
- Case Study – Predicting Student Success
 - VSU Analysis – Student Success Enhancement Team
 - College Board Data



About Valdosta State University

- Public, 4 year institution
- Located in south Georgia serving a service region of 41 counties
- Fall 2009 enrollment of 12,400 (approx.)
 - 10,500 Undergraduate
 - 1,900 Graduate



Current Issues at VSU

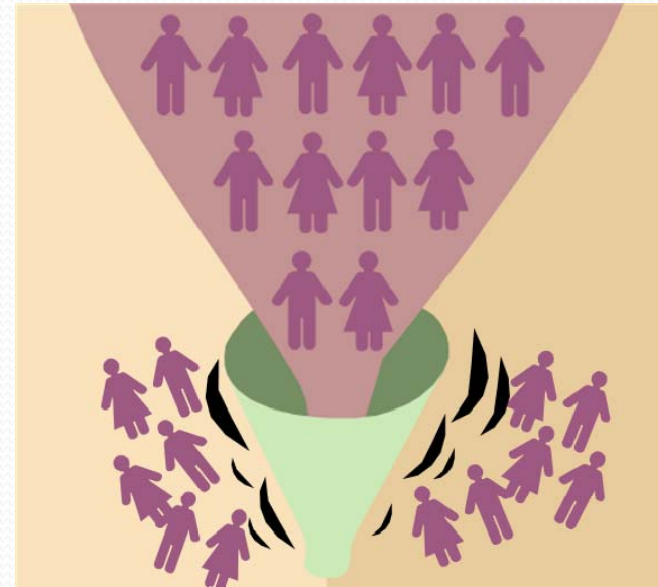
- Budget concerns
 - Budget cuts of 25% of state appropriations over within 2 years
 - Additional cuts??
- Retention Rates & Graduation Rates
 - High priority
 - Retention rates decreased – slight increase in Fall 2009
 - Graduation rates decreased – slight increase recently
- Increased Productivity and Efficiency
 - “Do more with the same or less”



Definitions

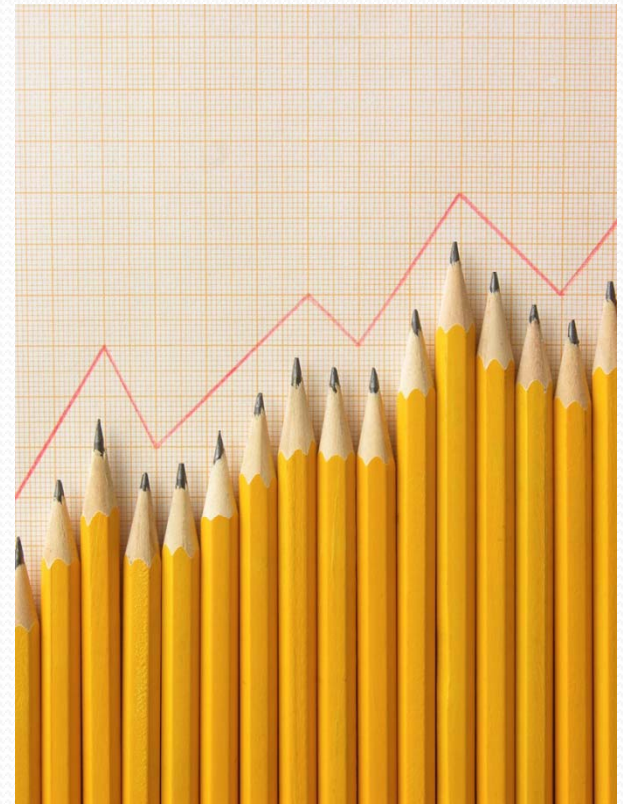
- Retention Rate: “A measure of the rate at which students persist in their educational *program* at an institution, expressed as a percentage. For *four-year institutions*, this is the percentage of first-time bachelors (or equivalent) degree-seeking *undergraduates* from the previous fall who are again enrolled in the current fall” (IPEDS, 2008).

Source: IPEDS Glossary, 2008.



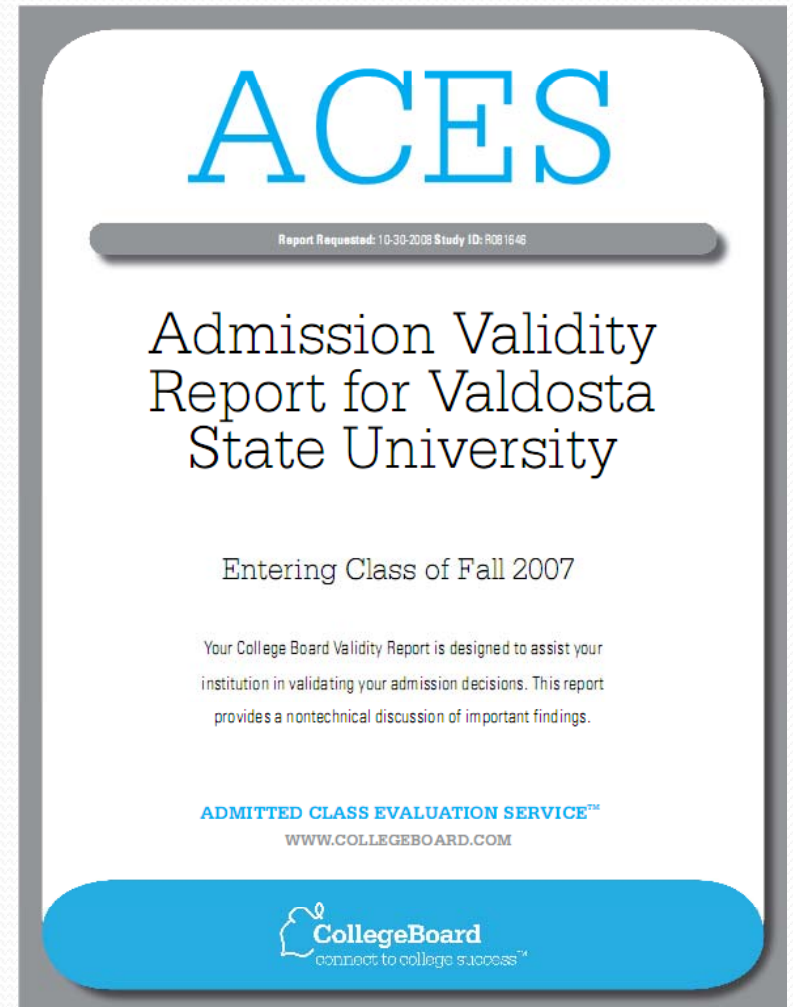
What Can Institutions Do With SAT Validity Data?

- Data is available from ACES in a variety of ways to inform the campus:
 - Basic - standard Admission Validity Report
 - Intermediate - customized report using additional variables from existing ACES data
 - Advanced - customized report using additional variables from existing ACES data and internal data [Created by the institution]



What Can My Institution Do With a Basic Report?

- Provides a first look at institutional correlations between first-year GPA, high school GPA, and test scores as predictors
- Identify students at risk of not completing degree requirements
 - Opportunities for intervention with currently enrolled students
 - Use Student Tracker to locate non-enrolled



What Can My Institution Do With an Intermediate Report?

- Dig deeper into data found in the original report
 - Pinpoint areas of interest for further analysis (institutions can include variables not addressed in first report)
 - Uses existing ACES data variables



What Can My Institution Do With an Advanced Report?

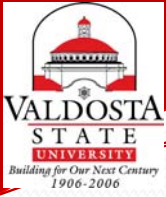
- Created by institution in conjunction with College Board data
- Use internal variables which were included in the upload file for analysis
 - Create institutionally defined subgroups
 - Use internal variable for criterion
 - Use internal variables for additional predictors
 - Note: May need to work with Institutional Research office and/or Information Technology



Benefits to Participating Institutions

- Predictors of student success
 - Enrollment implications
 - Budget implications
 - Freshman year experience programs
 - Sophomore year experience programs
- Opportunities to intervene with at-risk students with GPAs above 2.0
 - Academic advising
- Opportunities for targeted admissions
- Information for prospective students
 - Characteristics of successful students



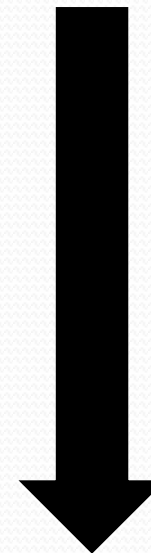


Case Study – Predicting Student Success

**VSU
Data**

**College Board
Data**

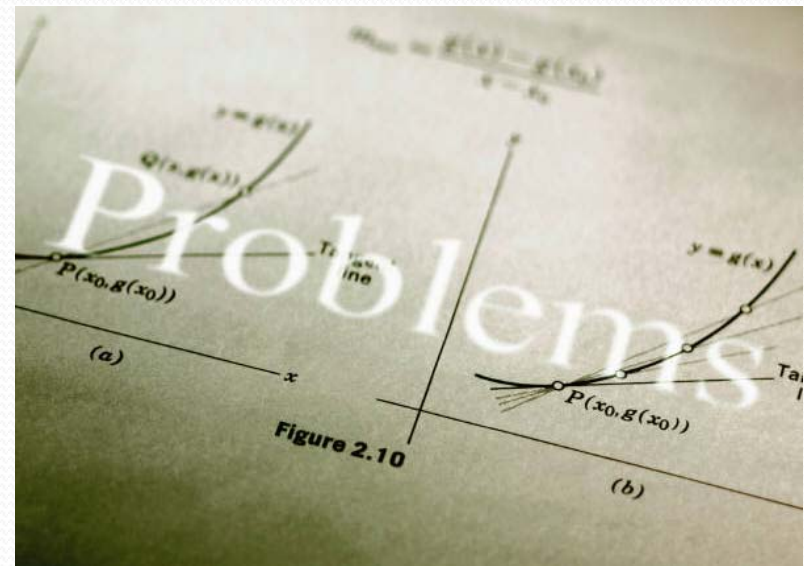
**Combination
of Data**

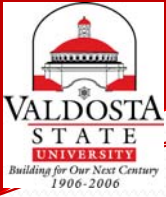


Predicting Student Success

VSU Regression Analysis

- Two consecutive years of declines in retention rates
 - 4.5% over three years (Fall 2006, Fall 2007, Fall 2008)
 - At risk of an additional decline
 - Decrease in average SAT
 - Decrease in average HS GPA
 - Increase in enrollments
- Action was needed immediately
 - Limited Resources
 - Limited Time
 - How to make our efforts count the most?





VSU Regression Analysis

- 542 students divided among 5 full-time professional advisors
 - 2 Student Success Center
 - 1 College of Business
 - 1 College of Education
 - 1 OASIS (for undecided students)
- Sent emails requesting students email or call to make an appointment
- Collected information about why the student felt he/she was struggling.
- Student Success Enhancement Team (SSET)
- Met monthly to discuss current efforts and next steps
- Constantly looked for ways we could provide advisors with more information.

Advisor	# of Students
SSC 1	123
SSC 2	125
COE	98
COBA	87
OASIS	109
TOTAL	542

About the Students—VSU

EXHIBIT 2: PERCENTAGE OF AT-RISK STUDENTS BY GENDER, SPRING 2008

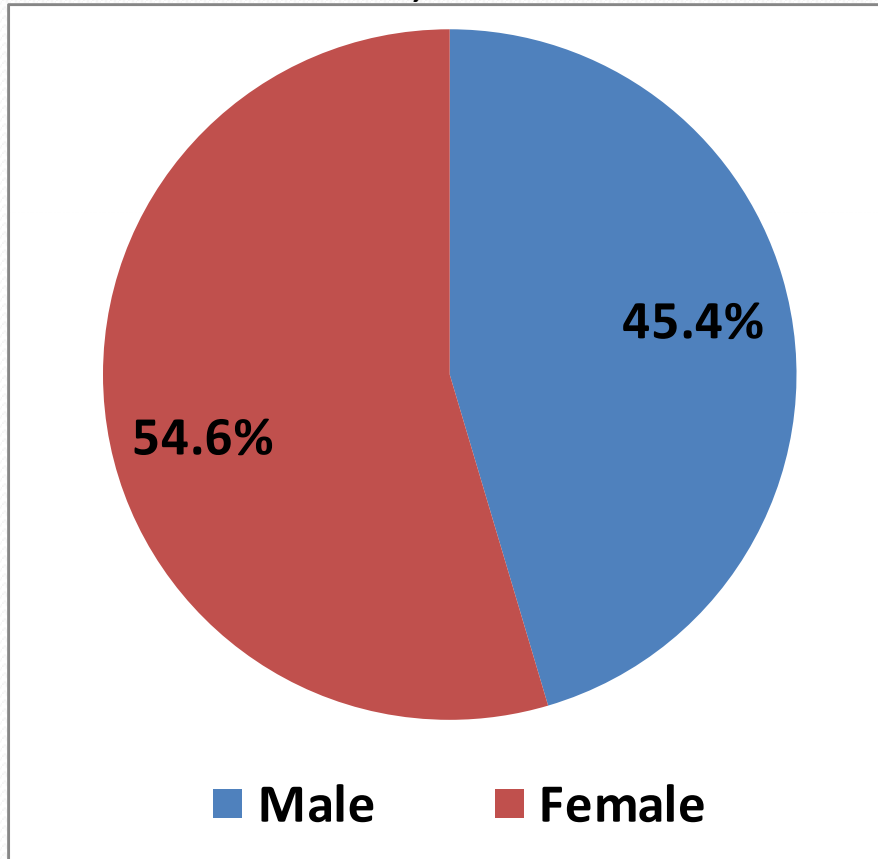
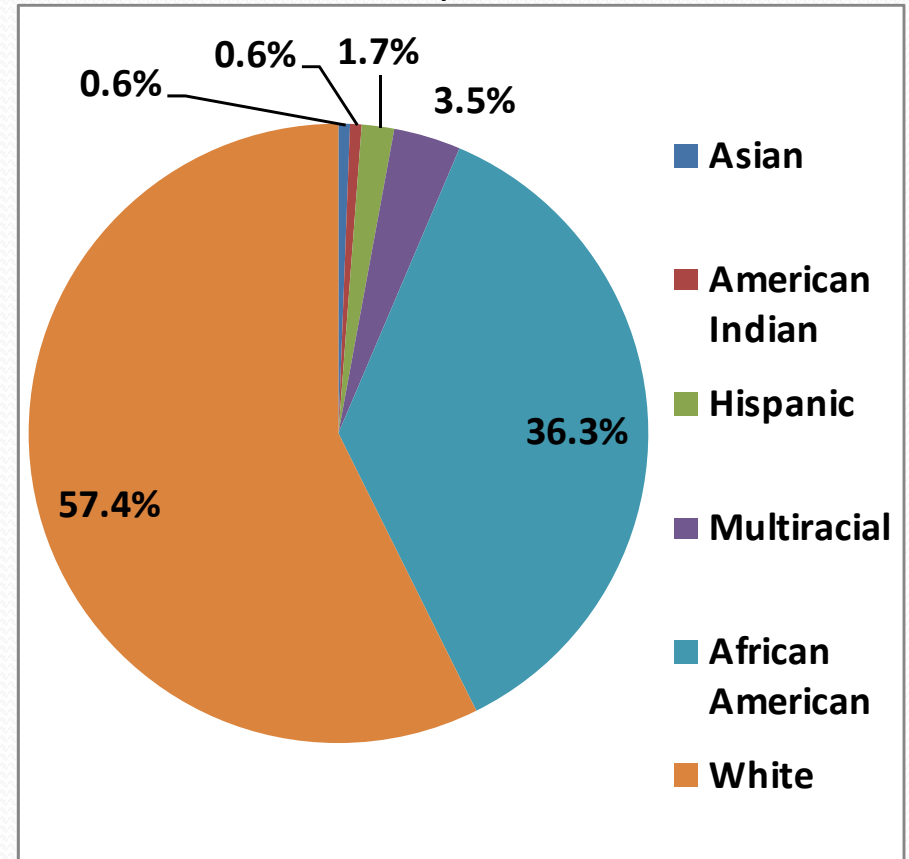


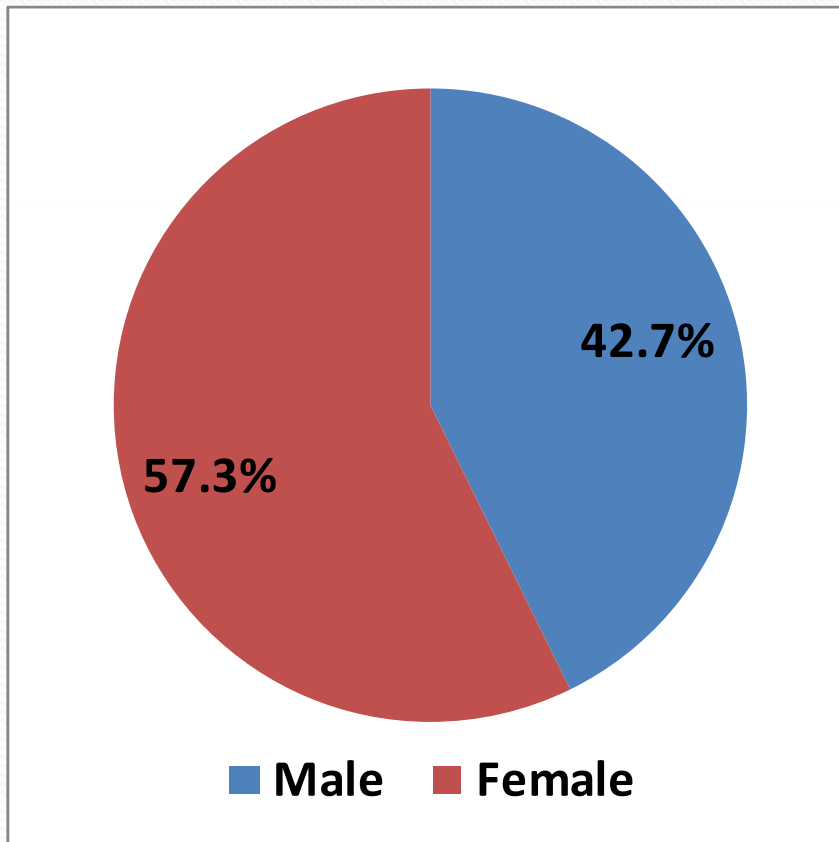
EXHIBIT 3: PERCENTAGE OF AT-RISK STUDENTS BY ETHNICITY, SPRING 2008



Source: VSU SRA Office, November 2008.

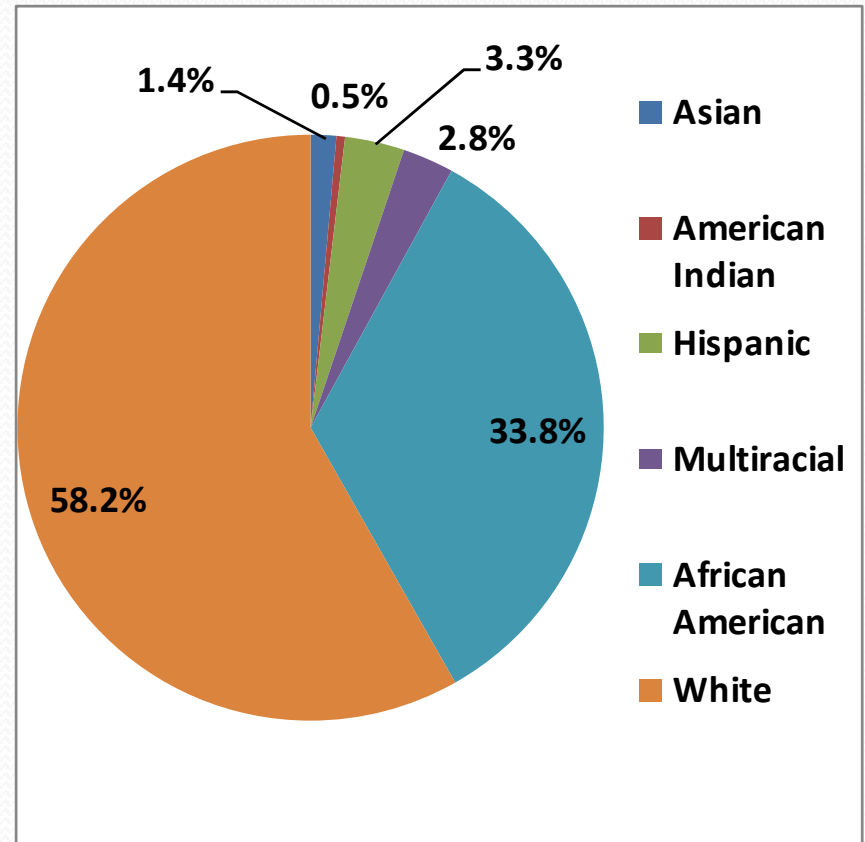
About the Students—College Board

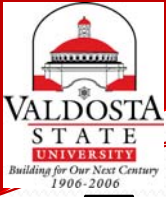
**EXHIBIT 4: PERCENTAGE OF AT-RISK STUDENTS
BY GENDER, FALL 2007**



Source: VSU SRA Office, February 2009.

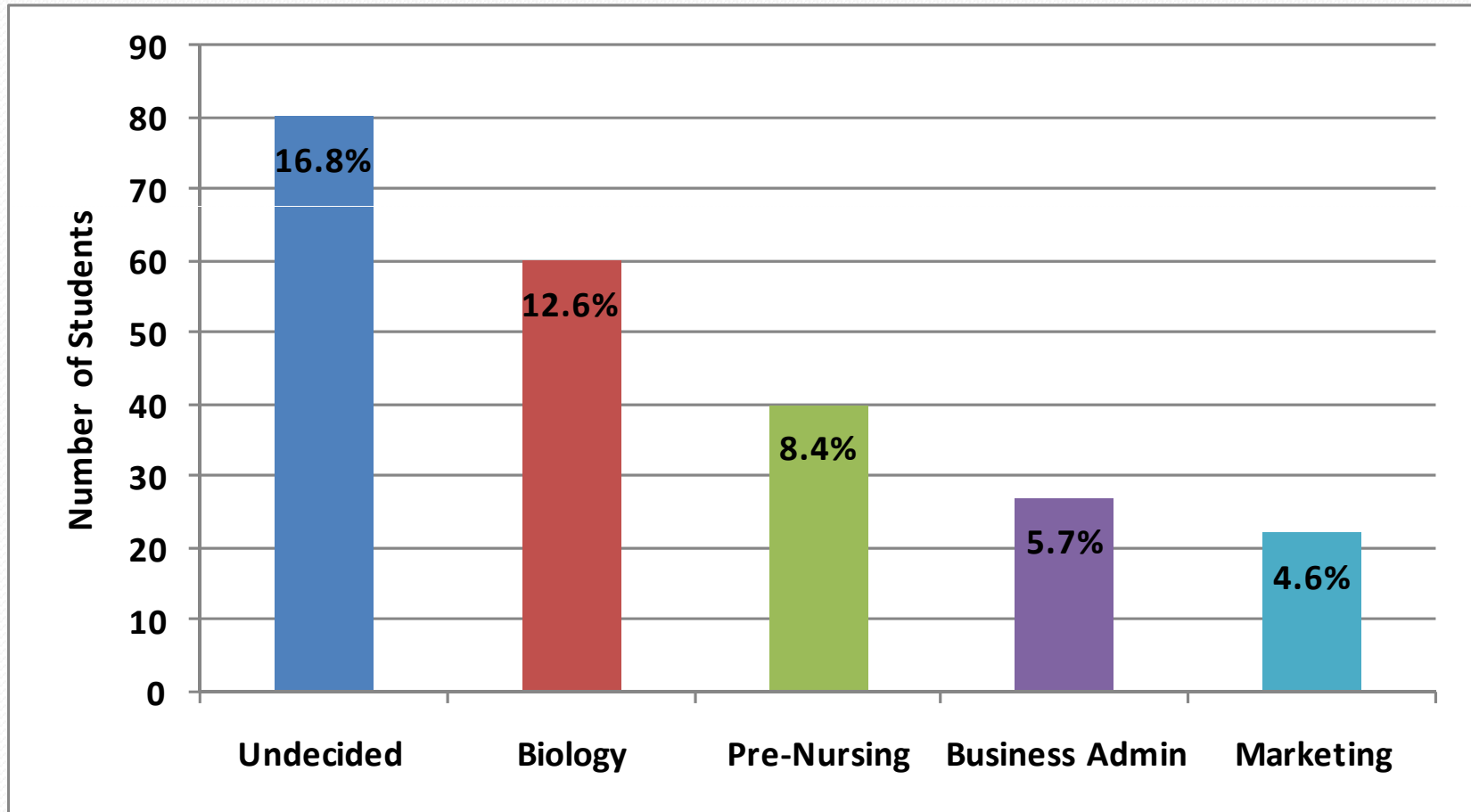
**EXHIBIT 5: PERCENTAGE OF AT-RISK STUDENTS
BY ETHNICITY, FALL 2007**



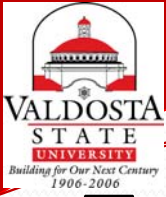


Top Five Areas of Study—VSU

EXHIBIT 6: PERCENTAGE OF STUDENTS BY TOP FIVE AREAS OF STUDY IN STUDENT SUCCESS PLAN, SPRING 2008

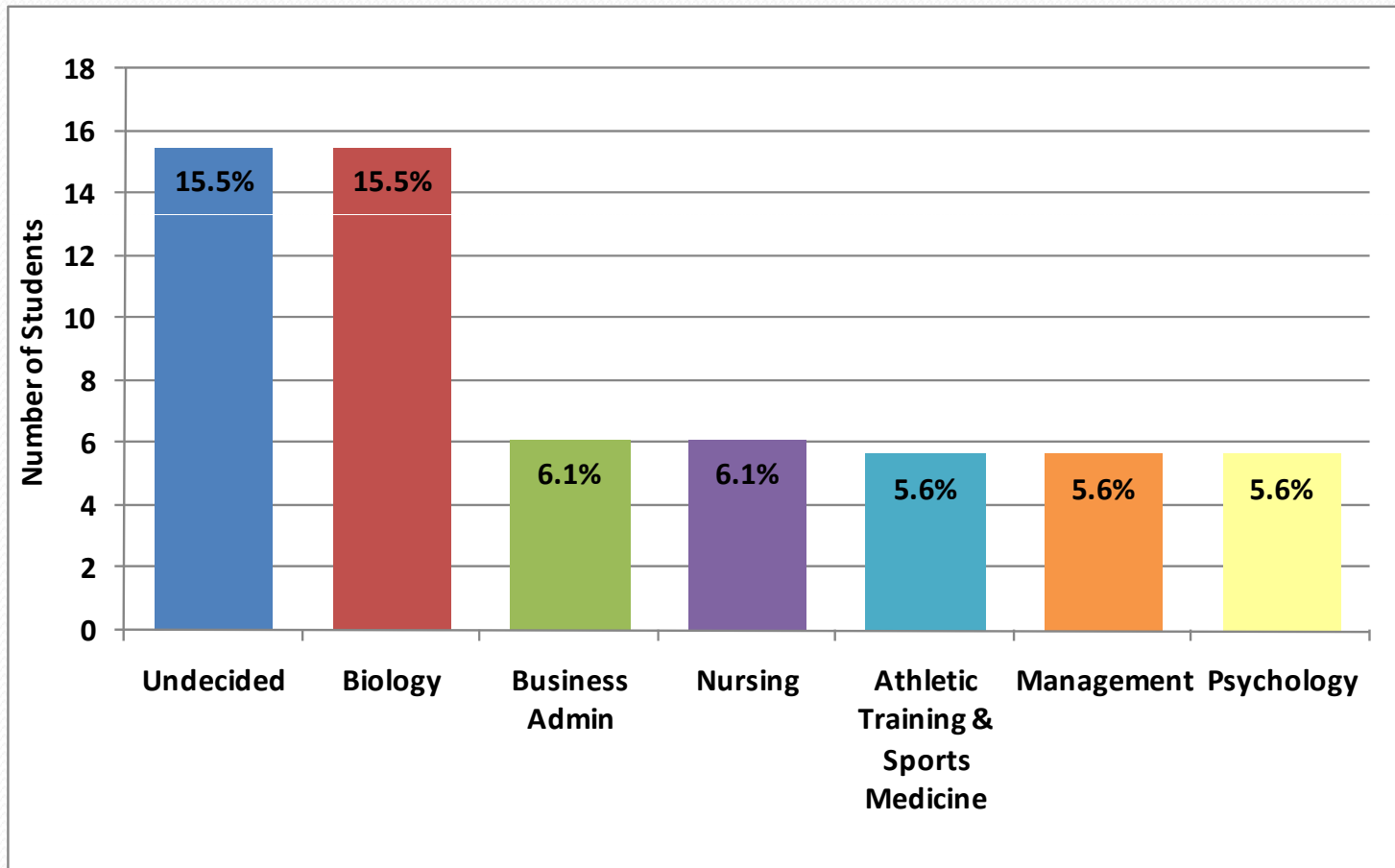


Source: VSU SRA Office, May 2008.

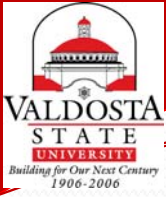


Top Five Areas of Study—College Board

EXHIBIT 7: PERCENTAGE OF AT-RISK STUDENTS BY TOP FIVE AREAS OF STUDY, FALL 2007

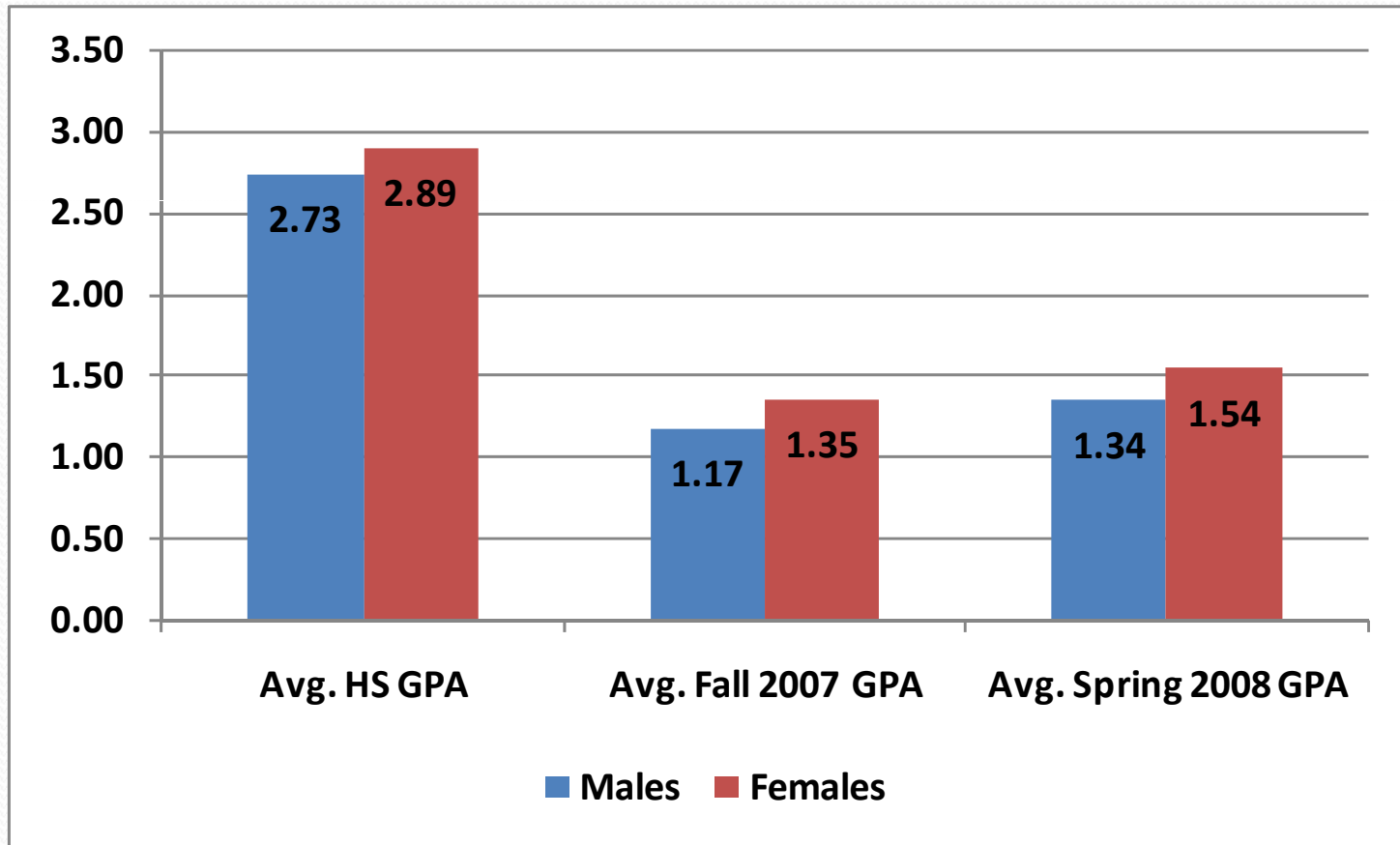


Source: VSU SRA Office, February 2009.

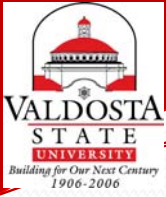


Grade Point Averages—VSU

EXHIBIT 12: COMPARISON BETWEEN GENDER AND AVERAGE HS GPA BY TERM FOR AT-RISK STUDENTS ENTERING FALL 2007

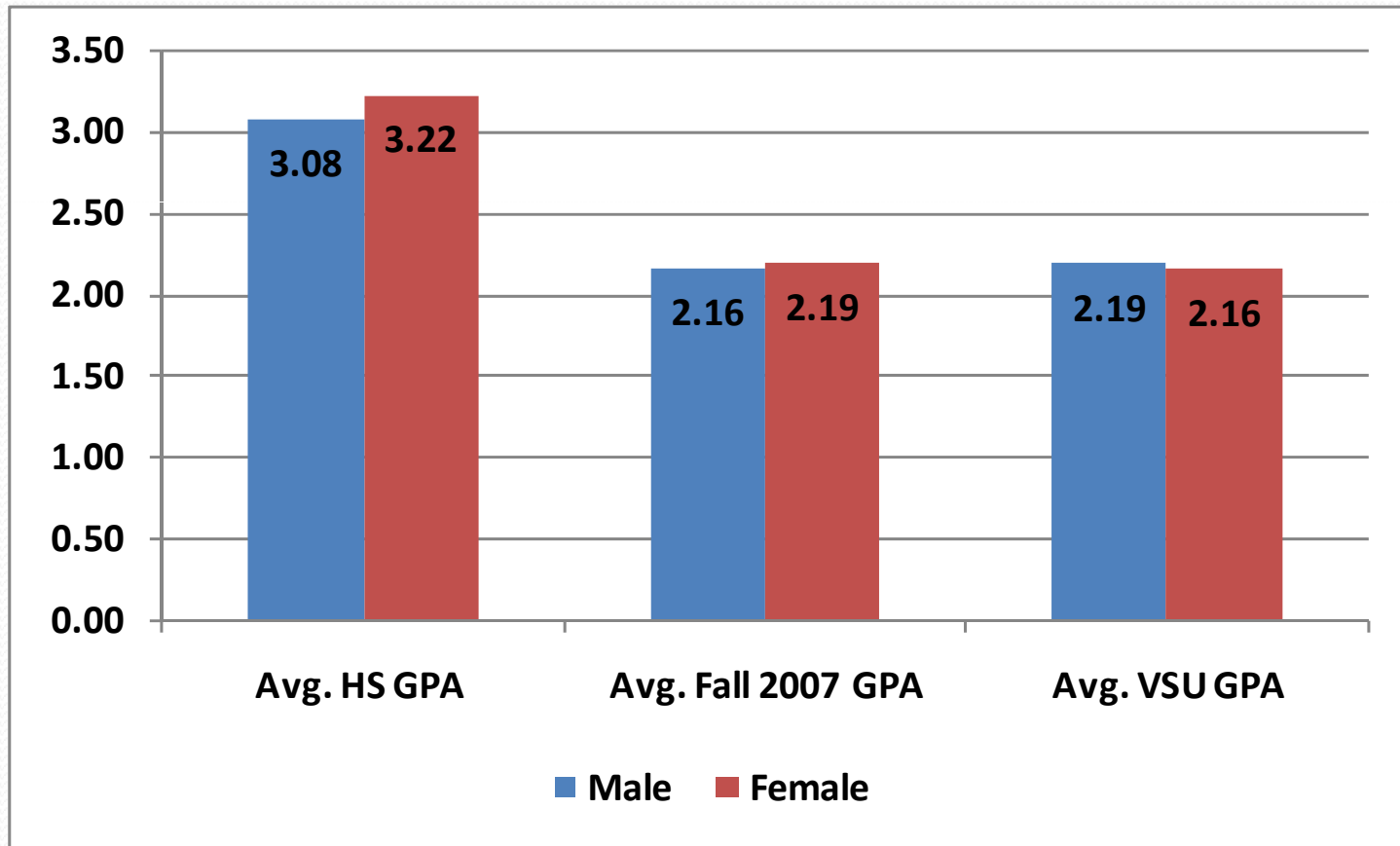


Source: VSU SRA Office, November 2008.



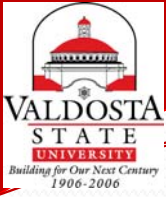
Grade Point Averages—College Board

EXHIBIT 13: COMPARISON BETWEEN GENDER AND AVERAGE HS GPA FOR AT-RISK STUDENTS ENTERING FALL 2007



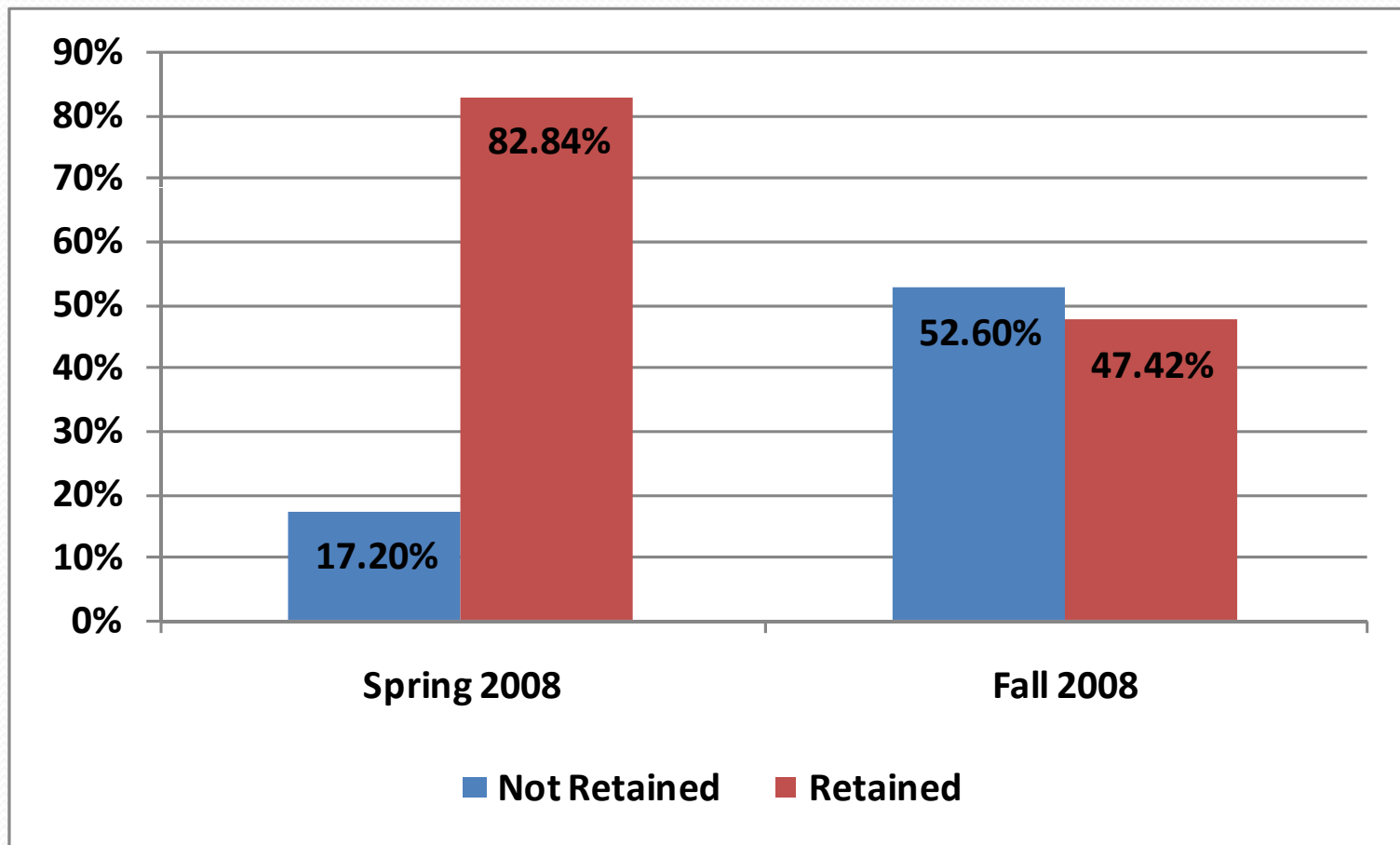
Source: VSU SRA Office, February 2009

Note: The at-risk students in each group are different groups of student as the definition of at-risk is different.



Retention Rates

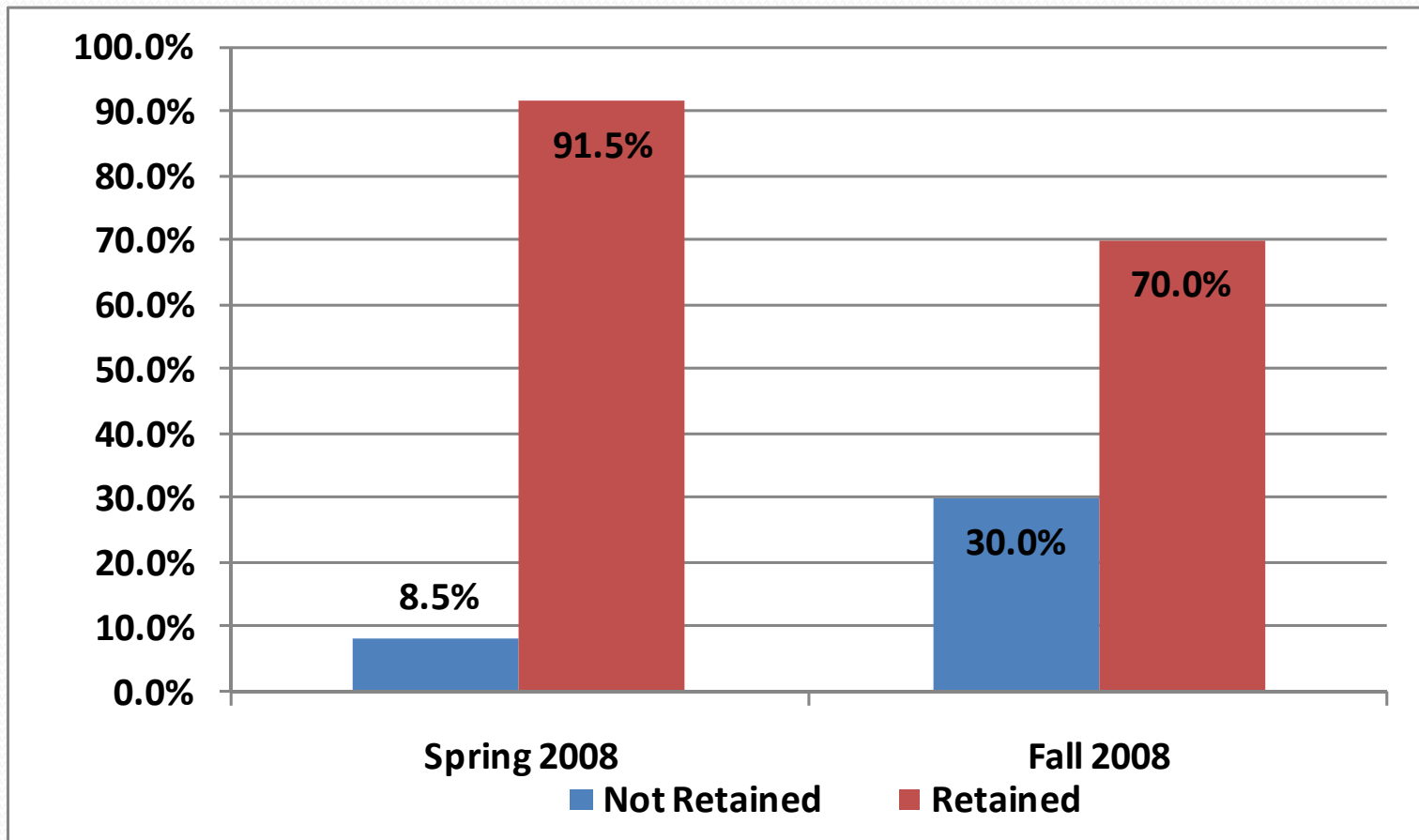
EXHIBIT 22: RETENTION RATES FOR FRESHMEN ENTERING IN FALL 2007 OF VSU AT-RISK STUDENTS



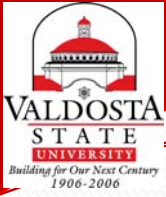
Source: VSU SRA Office, November 2008.

Retention Rates

EXHIBIT 23: RETENTION RATES FOR FRESHMEN ENTERING IN FALL 2007 OF COLLEGE BOARD AT-RISK STUDENTS

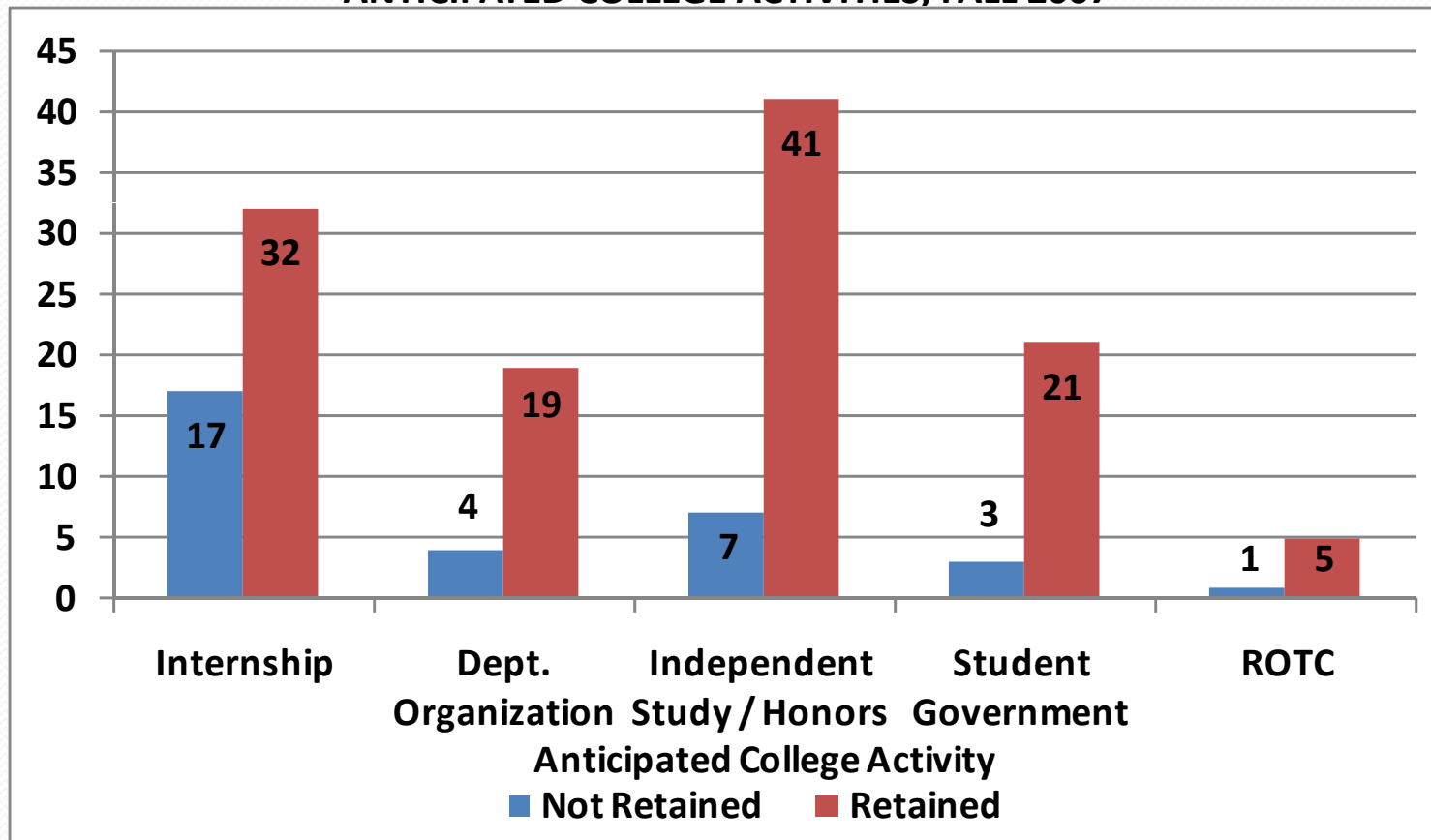


Source: VSU SRA Office, February 2009.

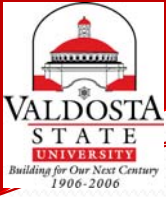


Anticipated College Activities—College Board

EXHIBIT 24: RETENTION OF COLLEGE BOARD SELECTED STUDENTS BY ANTICIPATED COLLEGE ACTIVITIES, FALL 2007

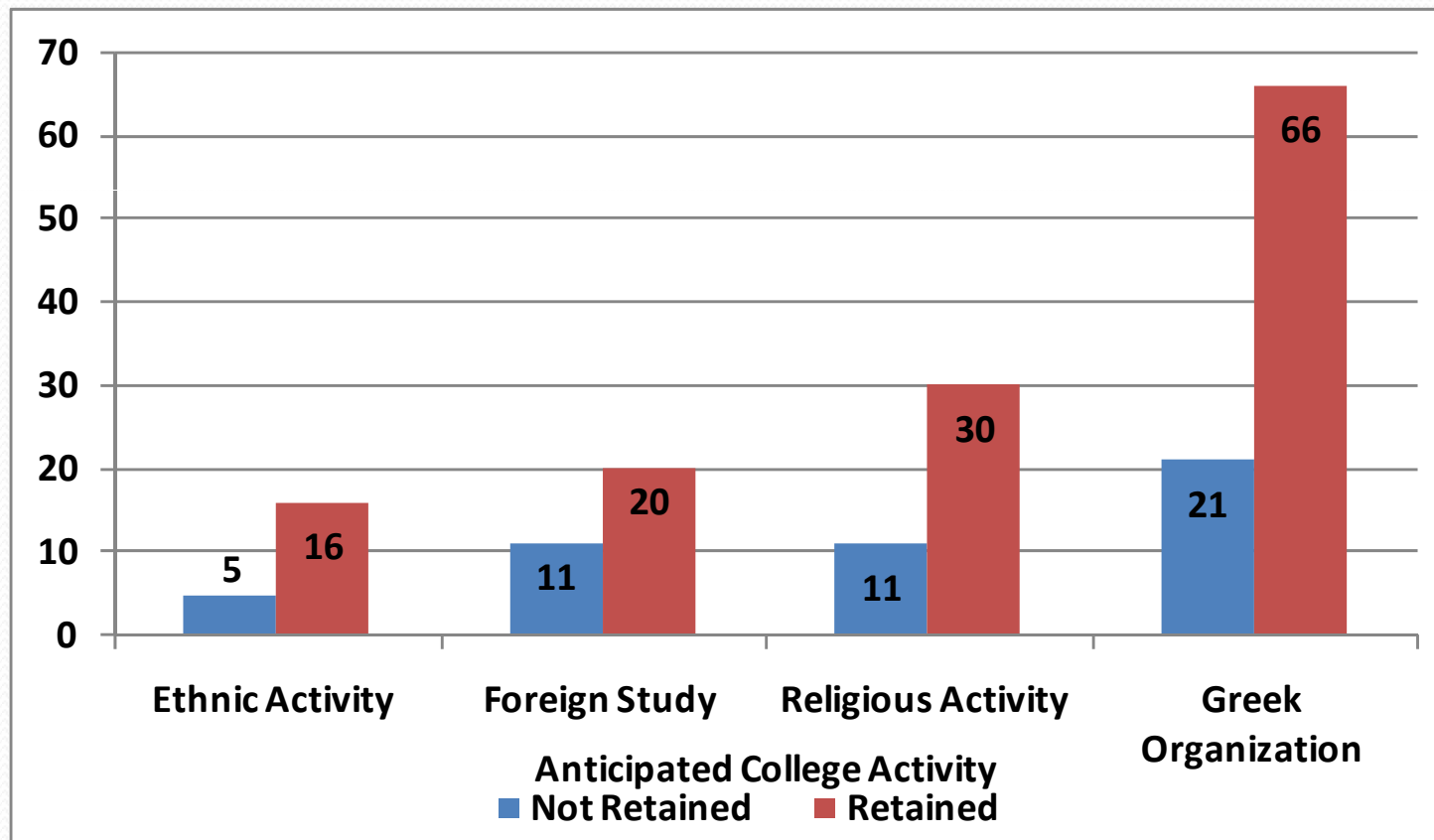


Source: VSU SRA Office, February 2009.



Anticipated College Activities—College Board

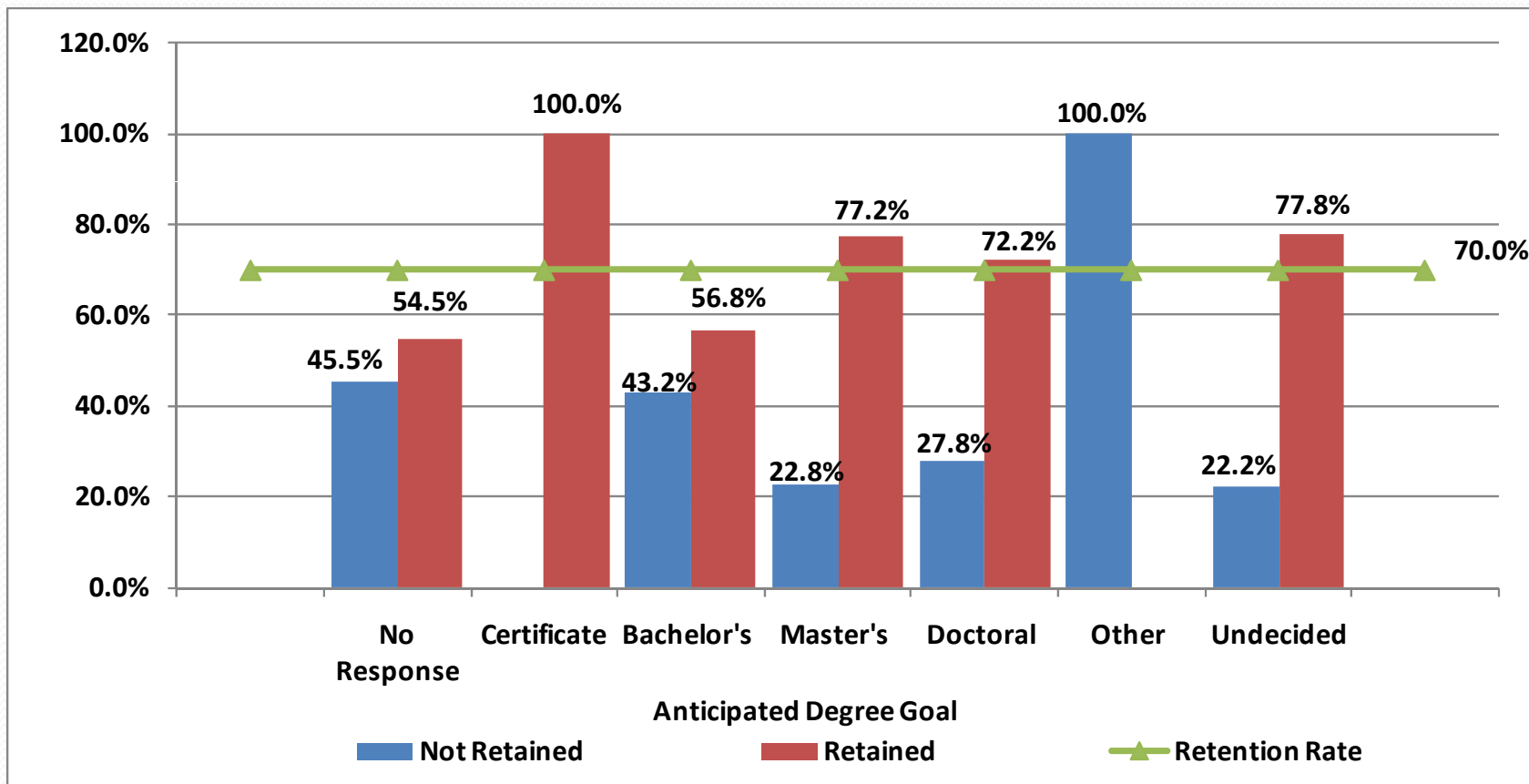
EXHIBIT 25: RETENTION OF COLLEGE BOARD SELECTED STUDENTS BY ANTICIPATED COLLEGE ACTIVITIES, FALL 2007



Source: VSU SRA Office, February 2009.

Anticipated Degree Goal—College Board

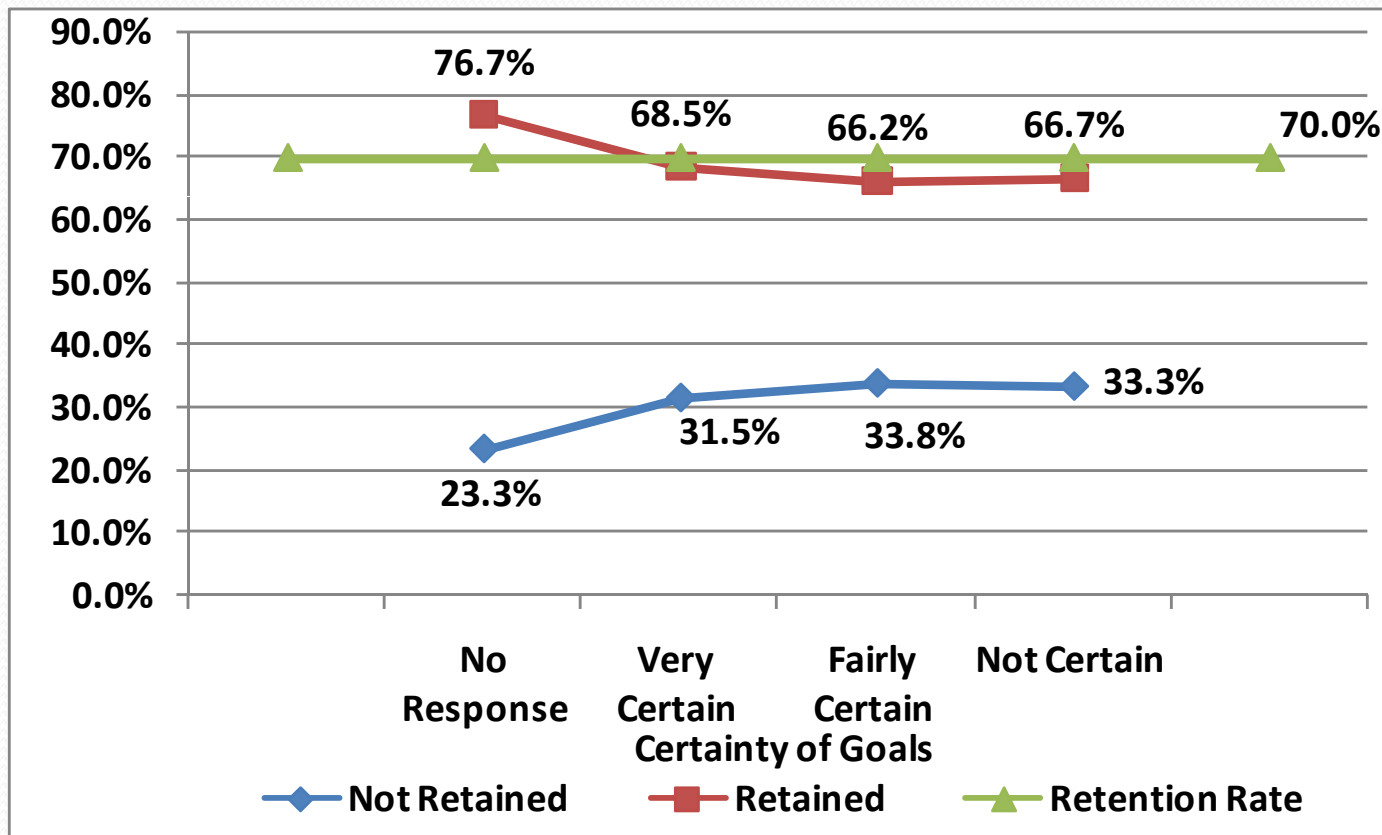
EXHIBIT 26: RETENTION OF COLLEGE BOARD SELECTED STUDENTS BY ANTICIPATED DEGREE GOAL, FALL 2007



Source: VSU SRA Office, February 2009.

Certainty of Goals—College Board

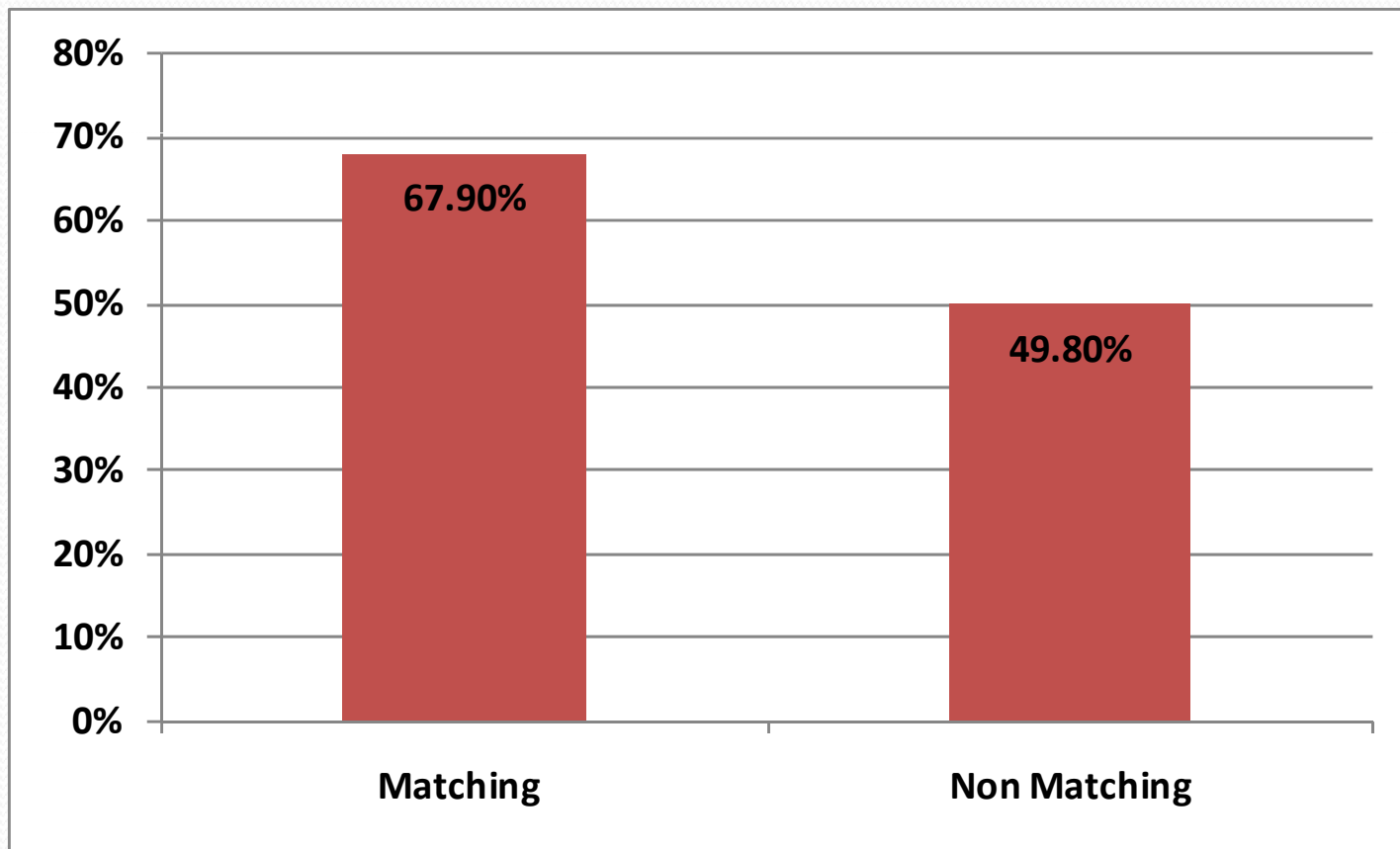
EXHIBIT 27: RETENTION OF COLLEGE BOARD SELECTED STUDENTS BY CERTAINTY OF GOALS, FALL 2007



Source: VSU SRA Office, February 2009.

Comparison of Retention Rates

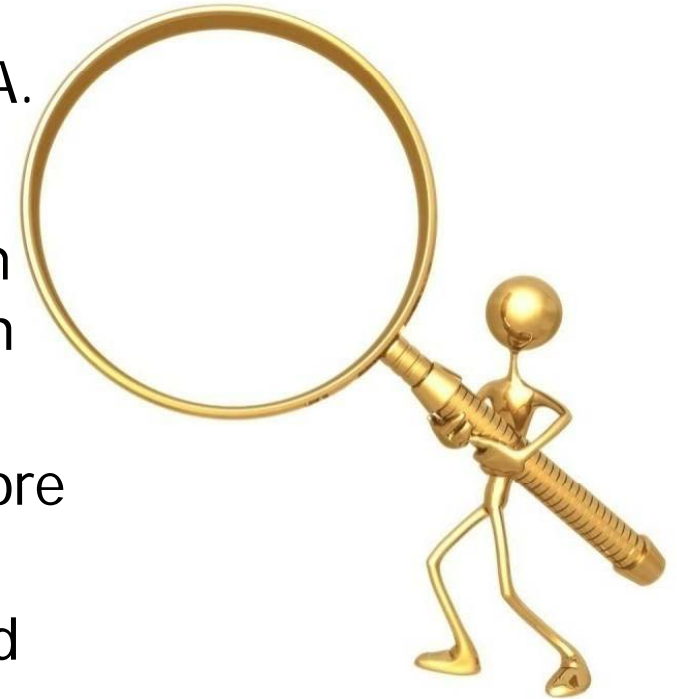
EXHIBIT 28: COMPARISON OF RETENTION RATES OF STUDENTS WHO
MATCHED/DIDN'T MATCH BETWEEN VSU GROUP AND COLLEGE BOARD
GROUP, FALL 2007



Source: VSU SRA Office, February 2009.

VSU and College Board Analysis

- Similarities
 - Both groups had a majority of females.
 - Those students who had a higher high school GPA had a higher first-term GPA.
- Differences
 - The high school GPA and the first-term GPAs were higher for those students in the College Board group.
 - The College Board students earned more credit hours than the VSU students.
 - The retention rate of the College Board students (70.0%) was higher than the retention rate of the VSU students (52.6%).



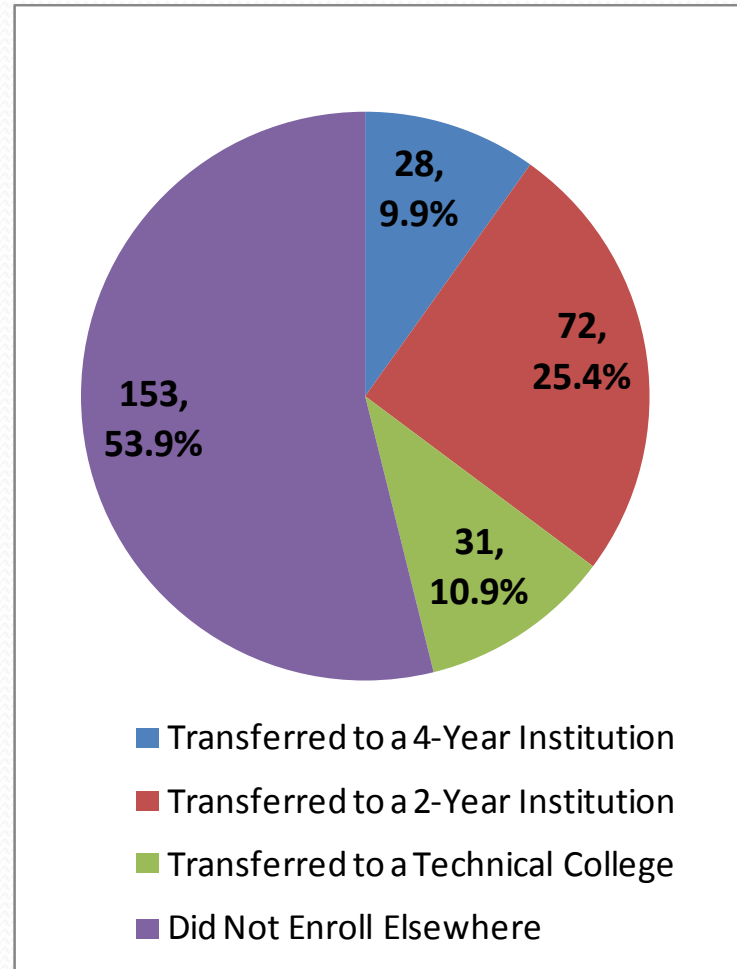
Where Did They Go?

- This is the most difficult question to answer
- Student Tracker – National Student Clearinghouse
- Pipeline
 - Visual document for campus community
 - Helps people understand admissions and retention issues



Where Did They Go? - VSU

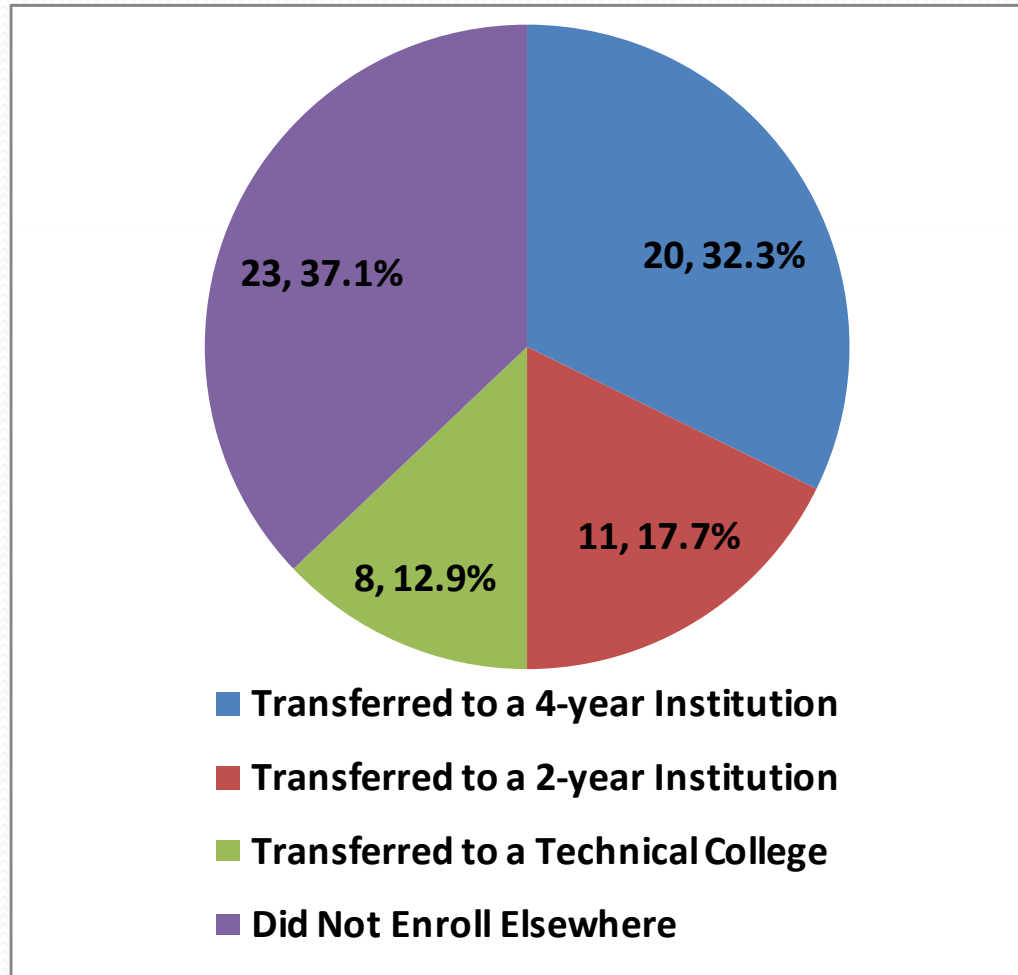
EXHIBIT 30: NUMBER OF NON-RETURNING STUDENTS BY ENROLLMENT TYPE



Source: VSU SRA Office, November 2008.

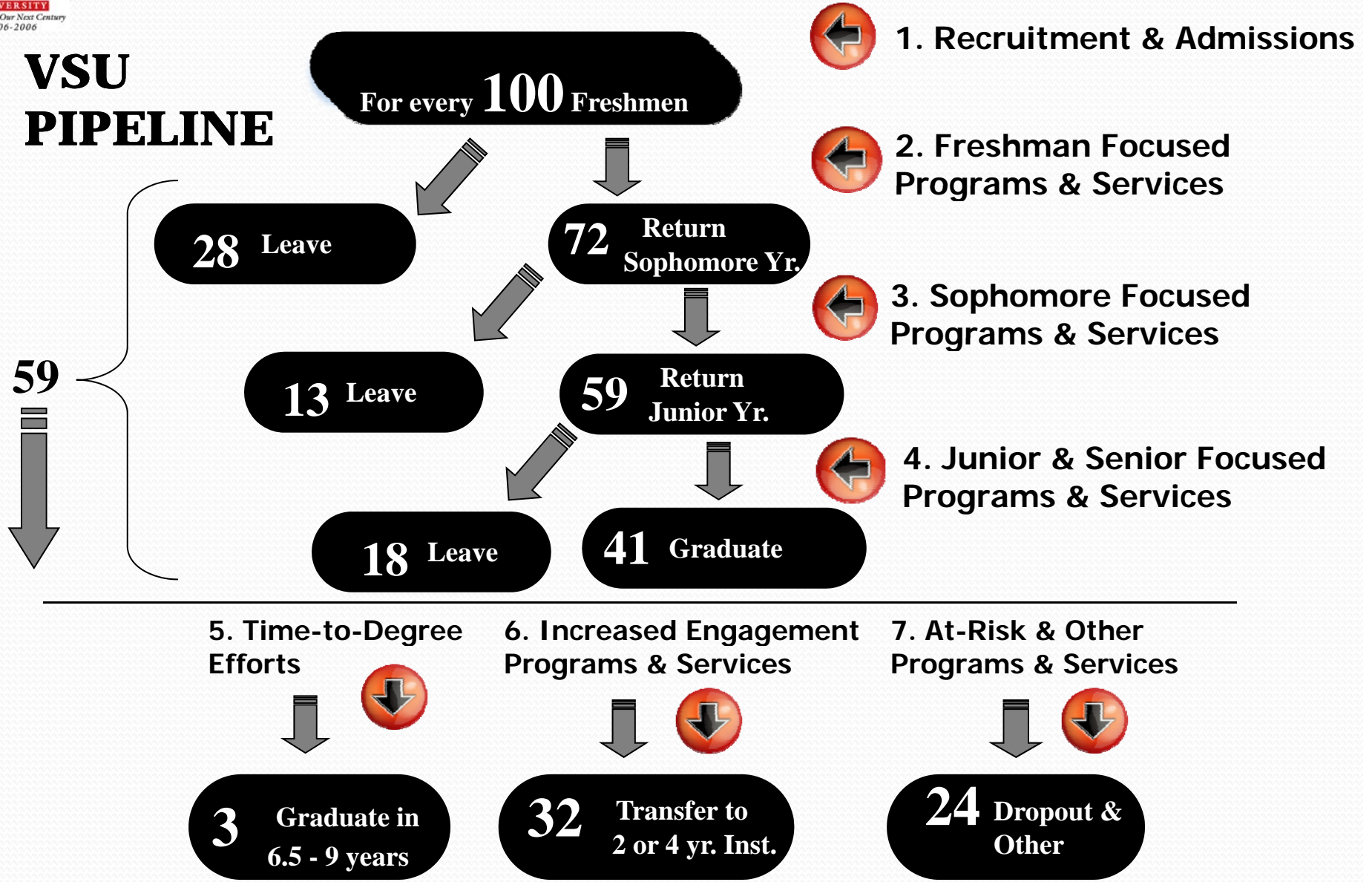
Where Did They Go? – College Board

EXHIBIT 31: NUMBER OF NON-RETURNING STUDENTS BY ENROLLMENT TYPE



Source: VSU SRA Office, February 2009.

VSU PIPELINE



Lessons Learned & Next Steps

Lessons Learned

- R squared for the model was 21.3%. There is more that explains a student's success than the variables included.
 - Variables that only the College Board can provide
- Need to continue intentional interventions in the Fall – which means preparing in the Summer.
- Continue to assist those students that have responded next year (i.e. sophomores).

Next Steps

- Utilize College Board data and predictors as it provides more information
- Develop prediction models that identifies students in need of a "Student Success Plan" in the fall semester – and assign accordingly.
- Collaborate efforts with probation notices.
- Review, Analyze, and Add Data – continuously.
- Meet monthly with the SSET.

Admissions Implications?

- What does this mean for Admissions?
- How can existing programs and services increase the odds of success for students?
- What can senior administrators do to help?
- What other information/analysis can the College Board provide?
- In what other ways can institutions look at this data?



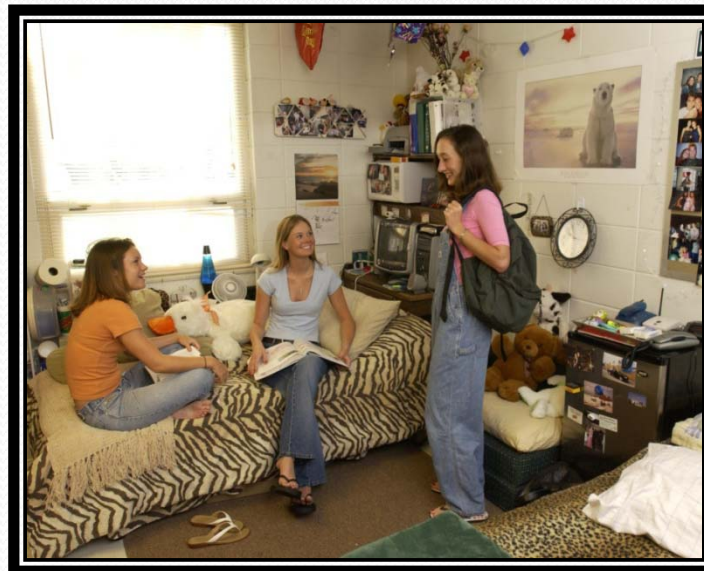
Collaborating Across Campus

- Creating a Series of Opportunities for Retention Enhancement
 - Programs during the First year
 - Programs during the Second Year
 - Connecting Facilities with Expectations
 - A Special On-Line Outreach Program for Freshmen and Students Accepted for the Upcoming Year
 - Blurring the Boundaries between Student Affairs, Academic Affairs, and Finance & Administration



First-Year Programs

- Emerging Leaders
- Living Learning Cohorts
- Student Success Center
- Early Warning System
- Trailblazin'



Connecting Facilities with Expectations

The role of facilities in retention

- Campus Feel
- Residence Halls
- Recreation Center
- Student Health Center
- Food Service
- Labs and Libraries
- Student Union/Center



An On-Line Learning Community

- EYOP & FYRE GoalQuest Modules [Education Dynamics]
- Trailblazin'
 - As a Social Networking Device
 - In the Classroom
 - As a Program & Service Promotional Tool



Blurring Divisional Boundaries on Campus

- Retention is a campus-wide effort owned by all!
 - Shared Advising-
 - academic
 - extra-curricular
 - Mentoring
 - Campus Facilities
 - Clean, safe, and updated campus facilities

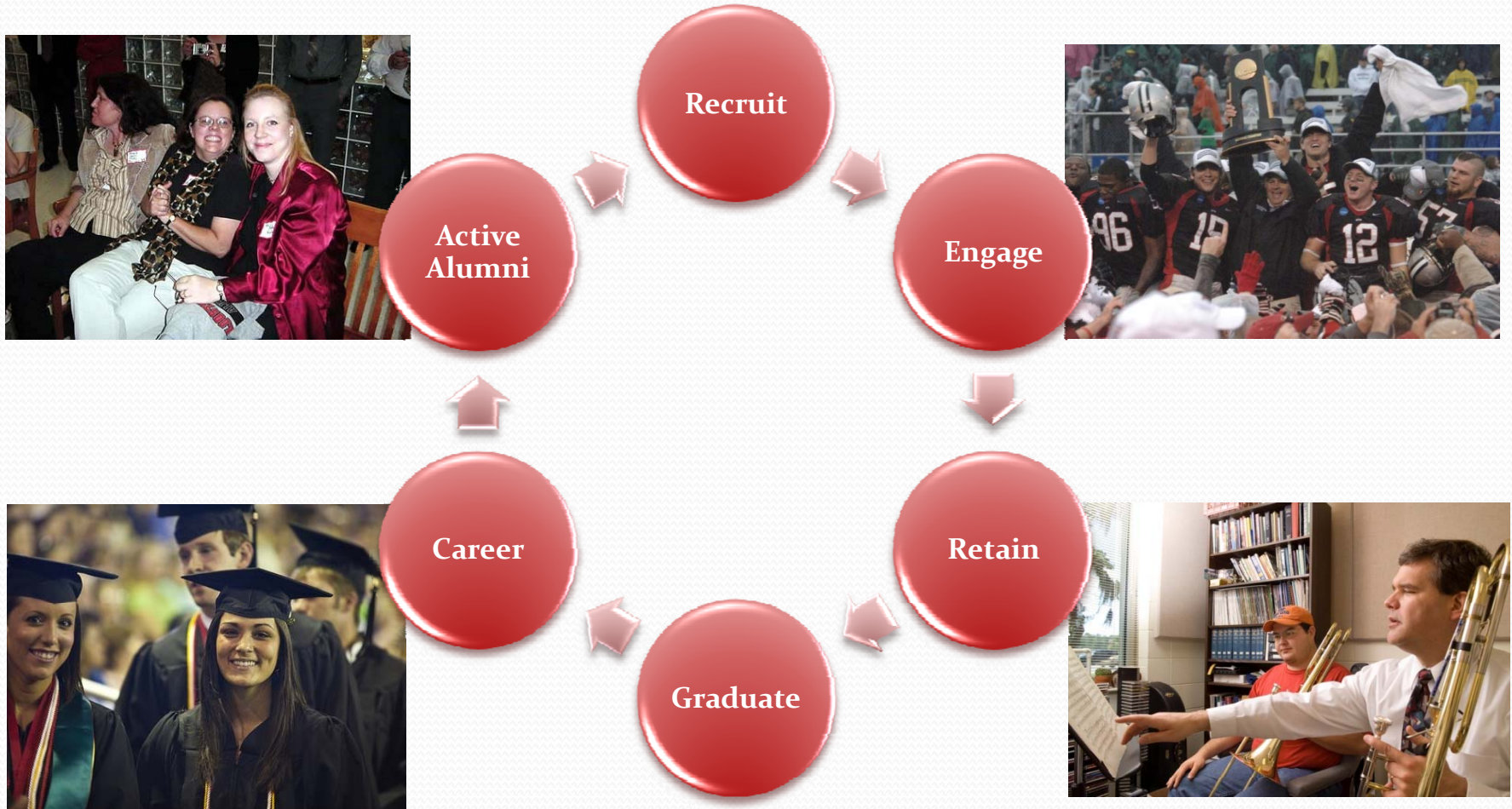


Blurring Boundaries cont.

- Proactive student-centered campus policies
 - Customers or Learners - each requires a SSS attitude (Support Student Success)
 - Clear, fair, and consistent “sanctions”
 - Code of Conduct violations
 - Academic appeals
 - FERPA philosophy
 - Shared governance

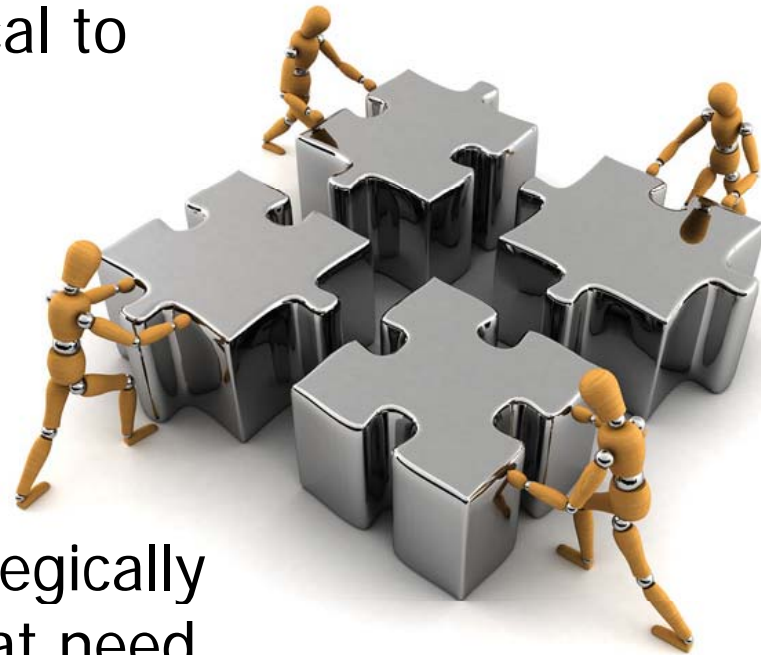


The Full Cycle



Concluding Points...

- Blurred boundaries are critical to student success
 - Student Affairs
 - Academic Affairs
 - Finance & Administration
 - Institutional Research
- Develop programs that strategically focus efforts on students that need assistance
- Revise & Repeat ... for next academic year



Thank You

Questions and Comments

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