UNDERGRADUATE STUDENT SUCCESS

Dr. Ben Withers

Associate Provost for Undergraduate Education, Dean of Undergraduate Studies
To be the University of choice for aspiring undergraduate students, within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.
I. Enhance the success of our increasingly diverse student body and help ensure timely degree completion and career planning through high-impact, student-centered support systems.

II. Enhance students' learning and their preparation for contributing to a rapidly changing world as leaders and scholars through the provision of new and innovative curricular offerings and state-of-the-art teaching.

III. Enrich students’ undergraduate education through transformational experiences of self-discovery and learning.
Undergraduate Student Success
Model Initial Action | Graduation Planning System (GPS)

A new application that integrates student planning, advising, and course registration experience and tracks student progress toward graduation.

- promote proactive and informed planning
- access improved predictive analytics
- see requirements for degree and audit progress
- map out courses over several terms
Pilot implementation and roll out underway with plans for phased enterprise roll-out. Six pilot programs selected based on program size and complexity.

- **Fall 2015**
  - Beta Implementation with select advisors and students user experience testing with pilot program participants

- **Winter 2016**
  - Iterative development and continued pilot implementation

- **Spring – Fall 2016**
  - Product enhancements incorporating pilot feedback
  - Plan phased enterprise roll-out and future enhancements

Additional information at [myUK: GPS (Graduation Planning System) Website](#)
College student financial wellness has become an issue of concern.

UK’s 2013 Health Behavior Study

- 16% of UK students report academic performance is negatively impacted by finances
- Of the 41.7% of students who reported stress, 49.5% reported money and finances as the cause

Includes tactics such as peer coaching, financial wellness seminars, online education programs, and purposeful collaboration with academic departments.
• **Fall 2015**
  – Create and hire a financial wellness specialist position. This position will serve as the central point in which the Student Financial Wellness Center will grow and develop.

• **Winter 2016**
  – Research and assess established, effective programs through on-site visits, conferences, and training workshops.

  – Assess the current state of UK student financial knowledge and behaviors - with secondary intentions to determine trends in demographics (e.g. classification, in-state/out-of-state residency) - in order to develop both universal and targeted programs.

• **Spring 2016**
  – Recruit and train students to serve as peer financial wellness educators.
1. Retention
   – percentage of full-time students who return

2. Graduation
   – percentage of full-time students who complete their degrees

3. Closing the Six-Year Graduation Gap
   – eliminate differences in six-year completion rates
Context
First-to-Second Year Retention | 2012 Data | UK vs. Peers

First-to-Second Year Retention

Public University Rank

Source: IPEDS; US News & World Report Public University Ranking
## Undergraduate Student Success
### Metrics | Baseline and Target Values

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rates</td>
<td>First-Year</td>
<td>82.7% (2014 cohort)</td>
<td>90%</td>
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<tr>
<td></td>
<td>Second-Year</td>
<td>74.8% (2013 cohort)</td>
<td>85.5%</td>
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<tr>
<td></td>
<td>Third-Year</td>
<td>69.5% (2012 cohort)</td>
<td>82%</td>
</tr>
<tr>
<td>Metric</td>
<td>Definition</td>
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<tr>
<td>Graduation Rates</td>
<td>Four-Year</td>
<td>38.5% (2010 cohort)</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Six-Year</td>
<td>60.2% (2008 cohort)</td>
<td>70%</td>
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# Undergraduate Student Success

## Metrics | Baseline and Target Values

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<tbody>
<tr>
<td>Six-Year Graduation Gap for select groups (decrease)</td>
<td>Under-represented minorities (2008 cohort)</td>
<td>16.7%</td>
<td>9.8%</td>
</tr>
<tr>
<td></td>
<td>First-generation (2009 cohort)</td>
<td>15.2%</td>
<td>8%</td>
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<tr>
<td></td>
<td>Pell recipients (2008 cohort)</td>
<td>15.4%</td>
<td>8%</td>
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<tr>
<td>Example</td>
<td>Non- 1st Generation Graduation rate</td>
<td>64.1%</td>
<td></td>
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<tr>
<td></td>
<td>1st Generation Graduation Rate</td>
<td>48.9%</td>
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<tr>
<td></td>
<td>Gap</td>
<td>15.2%</td>
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