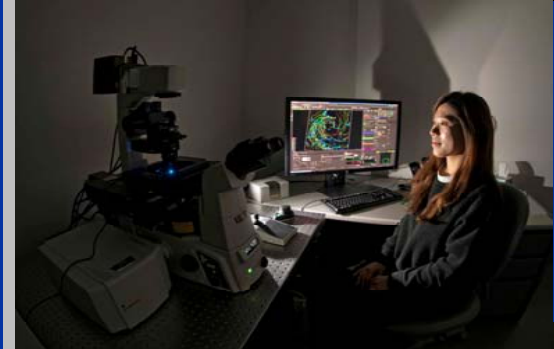# Board of Trustees Retreat

Thursday, October 19, 2017

University of Kentucky

Strategic Plan 2015-2020

Second Year Metrics Update

Undergraduate Student Success

Objective One:

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.

Undergraduate Student Success

		Baseline	AY 2015-16	AY 2016-17	AY 2017-18	2020 Goal	Trend
Retention Rates	First-Year	82.2%	82.7%	81.7%	*83.4%*	90.0%	↗
	Second-Year	74.9%	74.9%	74.1%	*74.4%*	85.5%	→
	Third-Year	69.7%	70.1%	69.1%	*68.4%*	82.0%	→
Graduation Rates*	Four-Year	38.5%	40.4%	44.2%	*44.8%*	53.0%	↗
	Six-Year	60.2%	61.3%	63.6%	*64.6%*	70.0%	↗
Graduation Rate Gaps*	Under-represented Minority	16.7%	23.5%	13.0%	*15.2%*	9.8%	↘
	First-Generation	7.8%	14.1%	16.6%	*18.2%*	8.0%	↘
	Pell Recipients	15.1%	19.1%	16.1%	*19.6%*	8.0%	↘

*Results reported from prior year
Italics = preliminary data

Undergraduate Student Success

Focused interventions for at-risk students

First-year Experience redesign

Strengthening investment in mental health services

Rethinking campus academic advising

Student Center programming

UK LEADS and one-time grants

Work-study as high-impact practice

Graduate Education

Objective Two:

Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service.

Graduate Education

		Baseline	AY 2015-16	AY 2016-17	AY 2017-18	2020 Goal	Trend
Doctoral Program Selectivity		25.0%	32.4%	29.4%	*30.5%*	22.0%	↘
Graduate Degrees Awarded*		1,591	1,555	1,548	*1,507*	1,639	↘
Diversity of Graduate Enrollment	AA/Black	4.5%	4.6%	4.7%	*4.6%*	7.7%	➡
	Hispanic/Latino	2.6%	2.4%	2.5%	*2.9%*	2.7%	★

*Results reported from prior year

Italics = preliminary data

Chart includes Masters, Specialist, and Research PhDs

Graduate Education

Provost's Blue Ribbon Committee

New marketing and communications strategy

Expansion of block-funding program

Climate, Inclusion, and Diversity in Graduate Education Initiative

Additional support services for graduate students

Diversity and Inclusivity

Objective Three:

Enhance the diversity and inclusivity of our University community through recruitment and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.

Diversity and Inclusivity

		Baseline	AY 2015-16	AY 2016-17	AY 2017-18	2020 Goal	Trend
Enrollment of Under-represented Minorities	Undergraduate	14.7%	15.3%	16.1%	*16.6%*	16.2%	★
	Graduate	8.4%	8.9%	10.5%	*9.4%*	11.8%	↗
Graduation Rate for Under-represented Minorities*	Bachelor	45.2%	40.7%	52.4%	*51.9%*	60.2%	↗
	Masters	70.9%	64.9%	61.8%	*67.4%*	78.0%	→
	Doctoral	45.5%	47.1%	38.5%	*63.6%*	68.0%	↗
Employment of Faculty	Women	37.1%	38.0%	38.8%	*Available November 2017*	48.2%	↗
	African American/Black	3.4%	3.5%	3.6%	*Available November 2017*	6.9%	↗
	Hispanic/Latino	3.0%	3.1%	3.2%	*Available November 2017*	4.2%	↗
Employment of Executives	Women	48.9%	46.8%	47.4%	*Available November 2017*	50.0%	→
	African American/Black	3.5%	4.0%	4.6%	*Available November 2017*	7.9%	↗
	Hispanic/Latino	0.5%	0.7%	0.5%	*Available November 2017*	6.1%	→
Employment of Staff	African American/Black	4.3%	4.6%	4.3%	*Available November 2017*	5.1%	→
	Hispanic/Latino	1.1%	1.2%	1.1%	*Available November 2017*	1.5%	→

*Results reported from prior year   Italics = preliminary data

Diversity and Inclusivity

Unconscious Bias Initiative

The Humanity Academy

"I Am…" Diversity Project

Inclusive Excellence Grants

Recognized as a Diversity Champion by INSIGHT Into Diversity

Research and Scholarship

Objective Four:

Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world.

Research and Scholarship

		Baseline	FY 2014-15	FY 2015-16	FY 2016-17	2020 Goal	Trend
NSF Higher Education Research and Development	Total	$328.2 M	$331.7 M	$349.7 M	*Available Spring 2018*	$364 M	↗
	Federal Only	$142.3 M	$146.5 M	$154.6 M	*Available Spring 2018*	$159 M	↗
Ranking of Doctoral Programs	Leiden Ranking (baseline year = FY2015)	51.1%	51.1%	52.0%	*Available Spring 2018*	TBD	↗
Research Space	$/sq foot	$191	$197	$209	*Available Spring 2018*	$300	↗
Licenses	Exclusive Licenses	100	101	105	106	177	↗
	License Income	$3.3 M	$1.0 M	$6.5 M	$2.4 M	$3.5 M	→

Research and Scholarship

Increased research and development expenditures

Research Building 2 construction on schedule

Innovative programs in Office of Technology and Commercialization

Renewal of Clinical and Translational Sciences Award grant

Preparing application for NCI Comprehensive status

Outreach and Community Engagement

Objective Five:

Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars.

Outreach and Community Engagement

|		Baseline	AY 2015-16	AY 2016-17	2020 Goal	Trend
Unified Reporting Structure	Number of Reporting Structures	25+	3	3	1	↗
Faculty and Staff Delivering Outreach and Community Engagement	Faculty Teaching Courses	14.3%	15.3%	17.4%	25.8%	↗
	Staff Teaching	1.4%	1.5%	1.4%	3.3%	→
Opportunities for Students	Community Engagement Courses	329	331	337	429	↗
Partnerships	Identified Partnerships	N/A	7,082	Developing tool to capture data	TBD	

Outreach and Community Engagement

Center for Service Learning and Civic Engagement

Faculty surveys on service-learning

Expanding student participation

Developing IT infrastructure
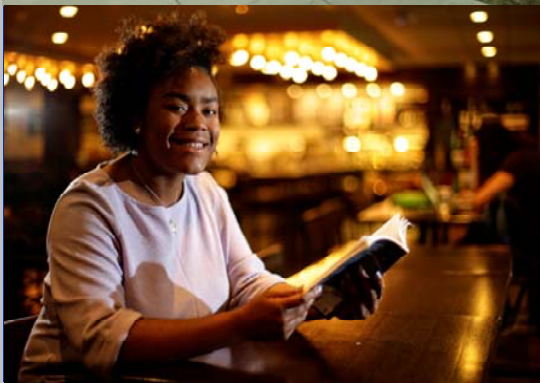
Questions?

First-Year Experience:

Improving Student Success

Student and Academic Life (SAL)

SAL brings together Student Affairs and Undergraduate Education.

The unit blends the formal curriculum with students' co-curricular and extra-curricular experiences.

SAL is responsible for leading University-wide initiatives and programs aimed enhancing student success.

First-Year to Second-Year Retention

Year Matriculated	% Retained
2011	81.5%
2012	81.3%
2013	82.2%
2014	82.7%
2015	81.7%
2016	83.4%*

Preliminary

Six-Year Graduation Rate

Year Matriculated	% Graduated
2005	59.4%
2006	58.0%
2007	60.8%
2008	60.2%
2009	61.3%
2010	63.6%
2011	64.6%*

Preliminary

National Comparisons

Distribution of six-year graduation rates for first-time, full-time freshmen at four-year institutions

Graduation Rate	Number of Institutions
0-5	14
5.1-10	53
10.1-15	77
15.1-20	70
20.1-25	102
25.1-30	115
30.1-35	139
35.1-40	181
40.1-45	151
45.1-50	190
50.1-55	152
55.1-60	168
60.1-65	147
65.1-70	135
70.1-75	89
75.1-80	84
80.1-85	51
85.1-90	54
90.1-95	38
95.1-100	30
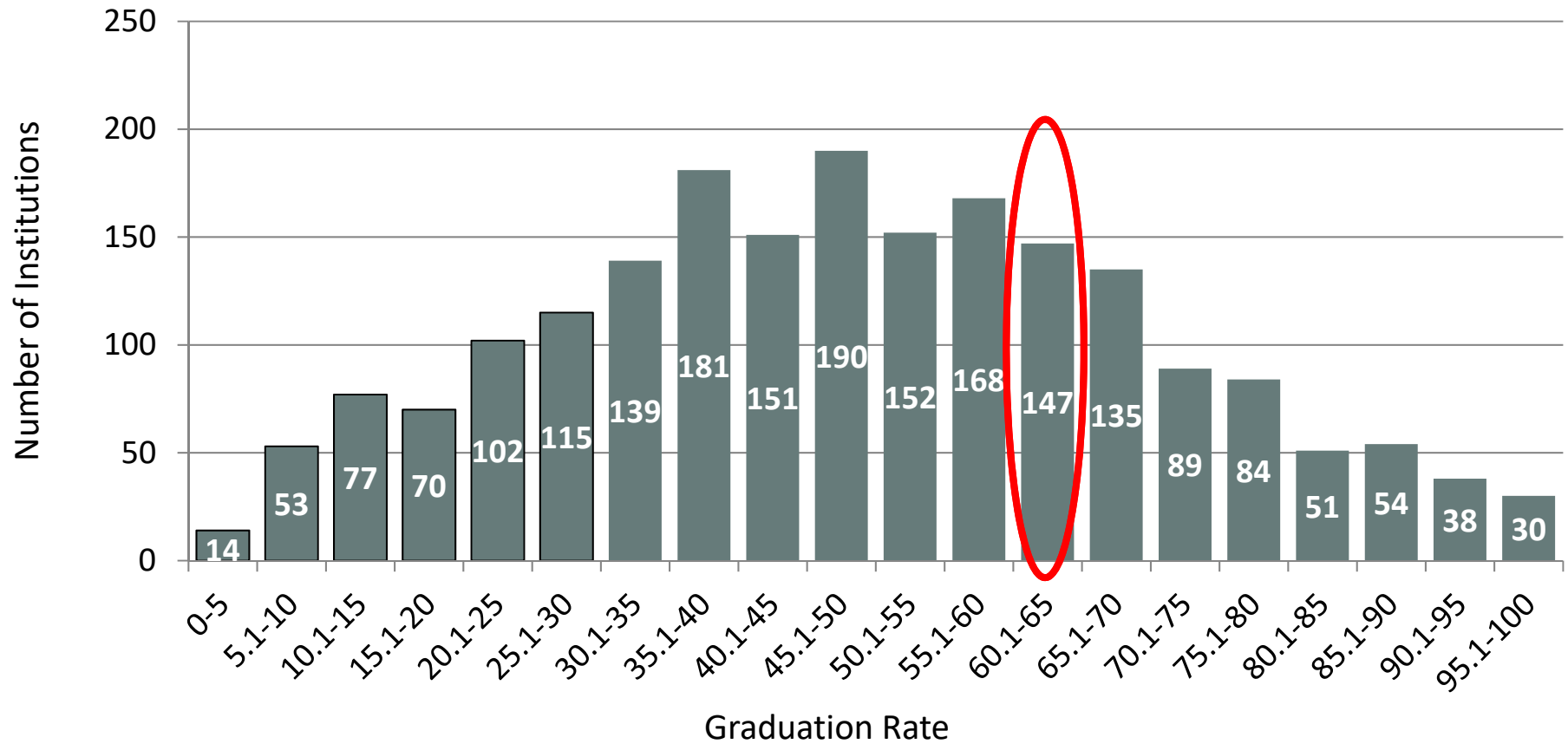
National Comparisons

Some of these differences are attributable to student preparation and/or institutional mission.

With enough data on both institutions and students, we can explain more than 70% of the variance among institutions.

However, some institutions are far more successful than their students' "statistics" would suggest.

National Comparisons

School	Size	Median SAT	% Pell	% URM	Overall Grad Rate	URM Grad Rate
Florida State University	28,874	1,160	26%	23%	68.7%	69.9%
Indiana University	28,768	1,120	16%	6%	71.9%	53.5%
Penn State University	35,702	1,200	15%	7.4%	84%	69.9%
Purdue University	31,008	1,135	17.7%	6.8%	69.1%	52.3%
University of Arizona	25,867	1,110	23%	26%	56%	44%
University of Minnesota	28,654	1,165	19.9%	7.5%	63.4%	43.8%
University of Kentucky	29,781	1,120	24%	18.5%	64%	52%

Student Success – Time Frame and Approach

There is no single solution.

- No single initiative is responsible for dramatic gains. Improvements come from the accumulated impact of a dozen or more relatively modest programs.

The most important ingredients include:

- A systematic problem-solving approach
- A comprehensive data warehouse
- A cross-functional organizational structure
- A commitment to the success of under-represented students
- Dedicated support from University leadership

Student Success – Local Conditions

Numerous factors influence student progression, including support services, the timing of course offerings, who teaches particular courses, curriculum structure, etc.

Why is it that improvements that work at one university may not work at another?

The university "systems" are different.

Student Success – Local Conditions
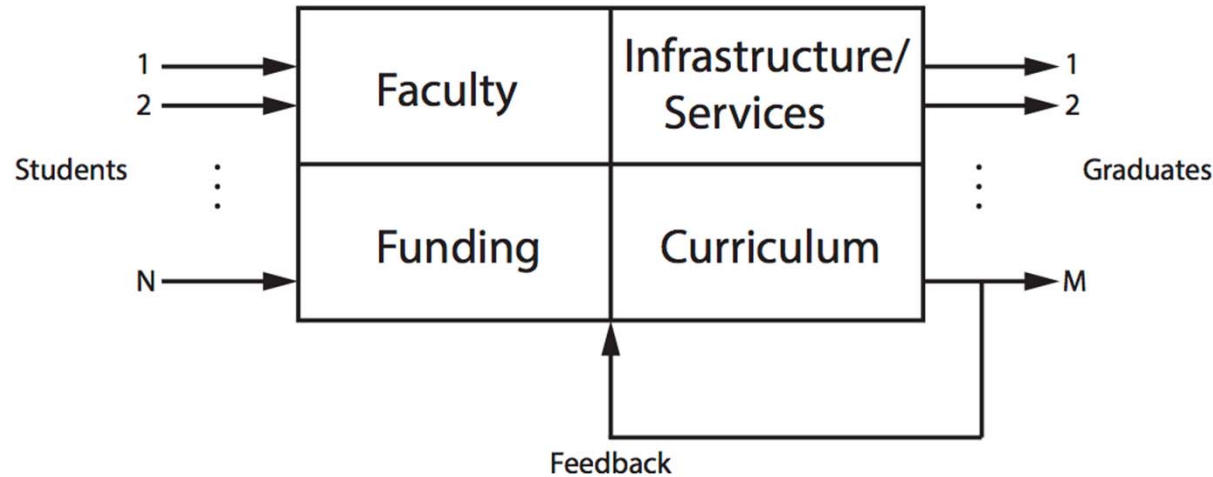
The University is an interconnected **system.**

Input: Students.
- Measurable characteristics: preparation, background, demographics, etc.

Output: Graduates.
- Measureable characteristics: assessed outcomes, career achievements, etc.

Feedback can improve system performance.

Student Success and Momentum

A key factor in educational attainment is "momentum."

Students who progress steadily tend to complete.

Behaviors that positively influence momentum:
- Direct entry into college from high school
- Full-time study
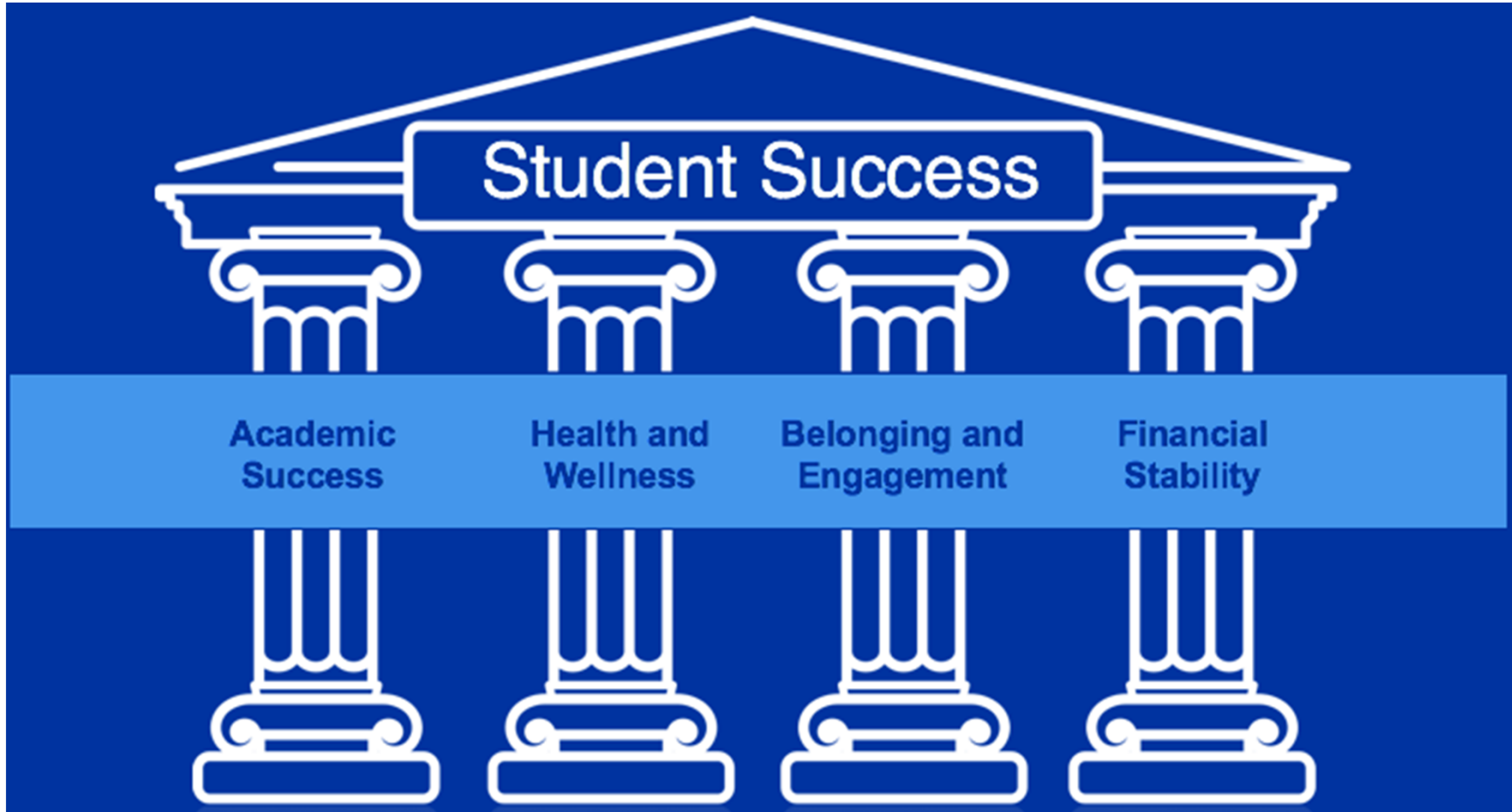- Quick entry into a credential program
- Continuous study without breaks

Momentum: $P = MV$

Mass: Students must accumulate the credit hours required to graduate.
Velocity (a vector): These must be on the right trajectory, i.e., useful credits.

Key Elements to Success

UK's Student Success Initiatives
Academic Year 2016-17

Academic Success	Health and Wellness	Belonging and Engagement	Financial Stability
Improve academic, behavioral, and wellness Alerts Described at Feb 17 Board Meeting	Investment in UKCC, VIP, and BISS (SAL) Described at Sept 16 Board Meeting	Begin first-year experience initiative	UK LEADS Described at April 17 Board Meeting
academic advising, tutoring, academic coaching, supplemental instruction	MoneyCats and iGrad	Introduction of Tagger System	One Time Grants and Provost Persistence Grants
Intentionally Built Cultures: Belonging, Student-Centered, Evidence/Assessment including note taking searchable, One U			
Strategic Communications: CRM, Calendar of Communications, Consistent Communications, Advising, Persuasion Alerts, Keeping all informed/engaged			
Decision Support and Assessments: Weekly Retention, Weekly Recruitment, First-Year Project, Advising Assessment, EM Leveraging			

UK's Student Success Initiatives
Academic Year 2017-18

Academic Success	Health and Wellness	Belonging and Engagement	Financial Stability
Continue academic advising project (career ladder, professional development, evaluative, technology)	Investment in DRC	Create a culture of belonging – create a committee to develop philosophical framework	Further implement UK LEADS and One-Time Grants, PPGs
Investment in Career Center	Continue investment in UKCC	Comprehensive first- year initiative	OID Grants
High-impact practices initiative		Residence life and LLPs initiative	Build out Work-Study Program
Intentionally Built Cultures: Belonging, Student-Centered, Evidence/Assessment including note taking searchable, One U			
Strategic Communications: CRM, Calendar of Communications, Consistent Communications, Advising, Persuasion Alerts, Keeping all informed/engaged			
Decision Support and Assessments: Weekly Retention, Weekly Recruitment, First-Year Project, Advising Assessment, EM Leveraging			

Example I:
Belonging and Engagement
First-Year Experience Redesign

First-Year Experience Initiative

Over the last year, discussions have focused on:
- Organization of K Week
- New student orientation
- Preview Nights
- High-impact practice inventory
- Early alert messaging
- Assessment of the general education core
- Consistency of advising practices
- Consistency of tutoring practices
- Change-of-major procedures

These are all first-year experience issues.

First-Year Experience Initiative

We have engaged with the John N. Gardner Institute for Excellence in Undergraduate Education.

They provide guidance via their Foundations of Excellence first-year/transfer process.

First-Year Experience Initiative

Foundational Principles

- It should include every aspect of campus (nobody "owns" the first year).
- It should include students in planning.
- It should foster candid, honest, and meaningful discussions.
- It should be data-informed.
- It should deal with students' transition into the first year and their transition out of the first year.
- It should produce an aspirational model, along with a plan-of-action that we intend to execute.

First-Year Experience Initiative

1. Assessment of the baseline
   - Current practices inventory with data (in progress)
   - Faculty/staff survey
   - Student survey

2. Subcommittee work
   - Analyze baseline
   - Address the specific charge of the subcommittee
   - Coordinate with other subcommittees

3. Create a final report and action plan

First-Year Experience Initiative Subcommittees

Philosophy: Easily understood UK first-year philosophy

Organization: Alignment of all first-year efforts

Learning: Intentional curricular and co-curricular learning experiences

Faculty: Culture of faculty responsibility for the first-year experience realized through high-quality instruction

Transitions: Linkages with secondary schools

All Students: Appropriate services provided for all students

Diversity: Students experience diverse ideas and world views

Roles and Purposes: Student understanding of the roles and purposes of higher education

Example II:
Financial Stability Update on
UK Leveraging Economic Affordability
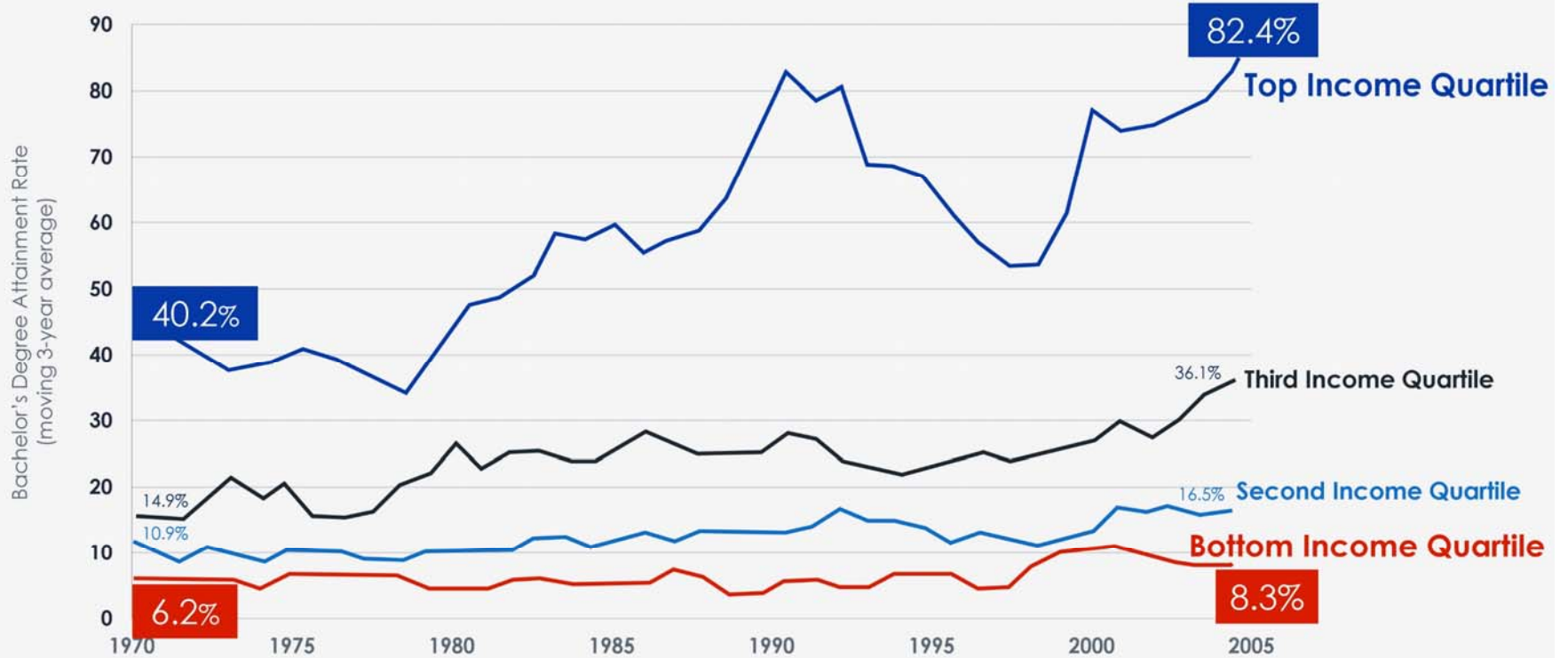for Developing Success (LEADS) and
One-Time Grants

UK LEADS

The Challenge in Front of Us

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile
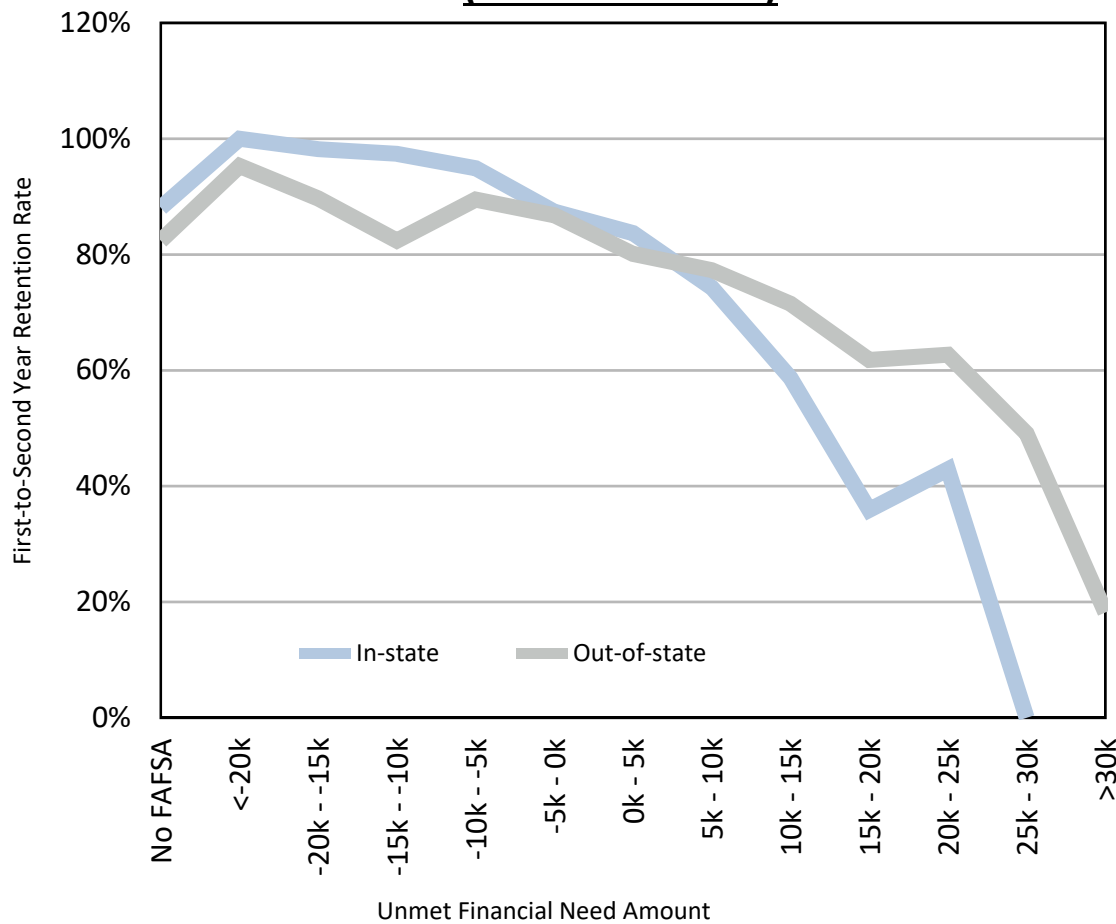
Bachelor's Degree Attainment Rate (moving 3-year average)

82.4% Top Income Quartile
40.2%
36.1% Third Income Quartile
16.5% Second Income Quartile
14.9%
10.9%
6.2%
Bottom Income Quartile
8.3%

Source: New York Times, "The Reproduction of Privilege," March 12, 2012

UK LEADS

Effect of Unmet Need on Retention by Residency (Fall 2015 Cohort)

Goal: Reduce average unmet need to less than $5,000-10,000, which translates into a 4-5% increase in retention.

UK LEADS Pilot Initiative: One-Time Grants to Improve Retention

Analyzed characteristics and indicators that positively impact retention (more than 20 variables) to optimize award amounts.

Assessed the effects of an additional need-based award for ALL students with unmet need between $5,000 - $25,000.

Selected approximately 200 students whose predicted retention improved the most after receiving an additional grant.

Strategies for Distributing One-Time Grants

Evaluated the feasibility of eight different models.

All options contained different combinations of retention indicators, both financial and demographic, including:

- Unmet need of $5,000 or more
- First-income-quartile
- Financial hold on September 23
- Account balance of $5,000 or more
- High School Readiness Index of less than 50
- First-generation
- Living off campus

Evaluated each of the options, based on three-year average retention rates, in an attempt to identify optimal criteria.

Pilot Project Results: One-Time Grants

	FTFY* Fall 16-Spring 17	FTFY* Fall 16-Fall 17
Predicted Retention Without One-time Grant	70.8%	57.7%
Predicted Retention With One-time Grant	90.4%	72.9%
Actual	**89.9%**	**75.8%**

* FTFY= first-time, first-year student

Questions?