

IR-led Retention Committees: 76th Variation

San Francisco Art Institute

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CAIR 2019; November 6, 3:30-4:15pm at Laguna Grande B

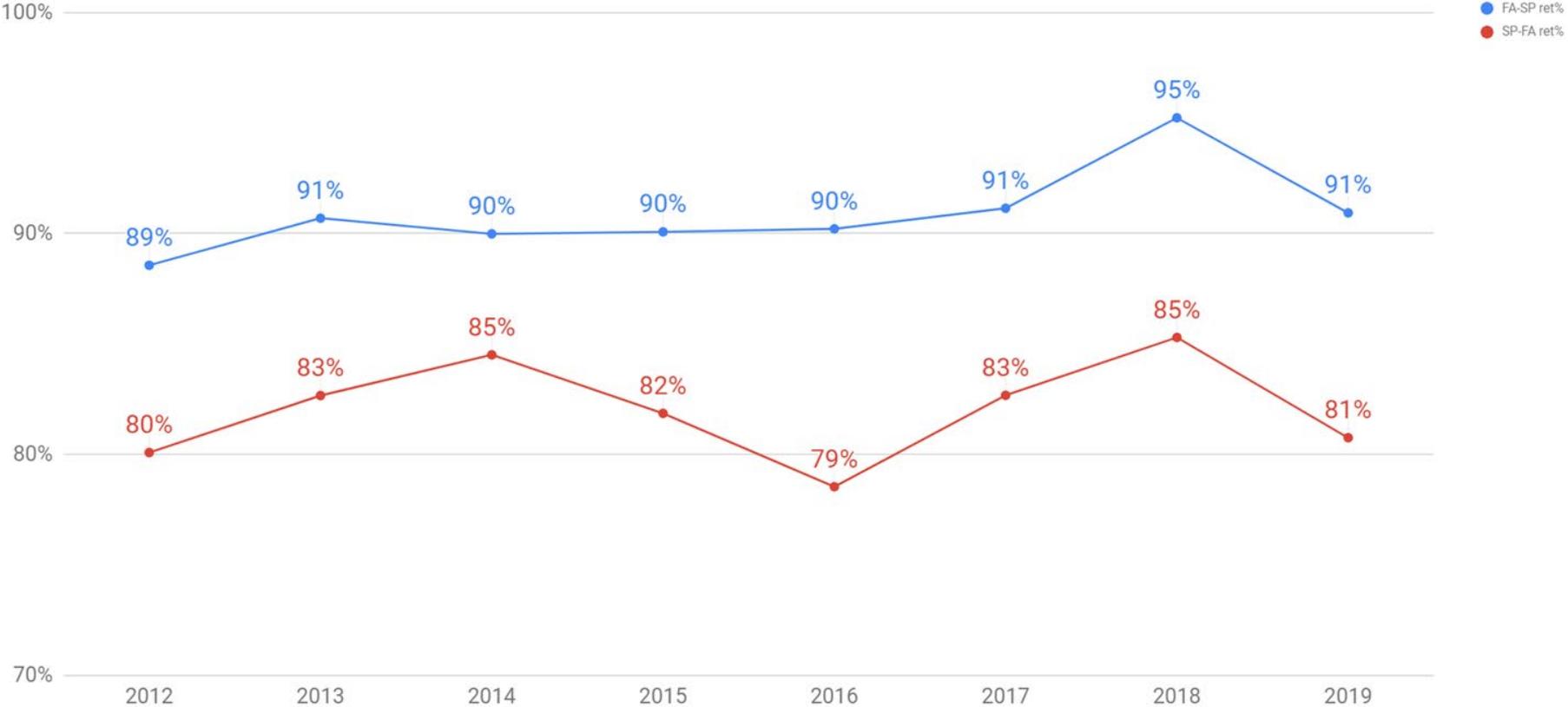
Institutional context:

- Single-subject school teaching fine art, art history, and museum studies.
- Headcount of 599 from Fall 2015 to 332 in Fall 2019.
- A ground-level retention committee was restarted in 2016 after a hiatus of two years; facilitated by IR since 2017 and named Retention Task Force (RTF).
- The Retention Task Force had reviewed the registration of continuing students on an individual basis. Participants included Student Affairs, Financial Aid, Registrar, Academic Advising, and Academic Affairs.
- The Retention Steering Committee (RSC) was also restarted in 2016; facilitated by IR since 2018. This committee is composed of cabinet members and oversees RTF and a Student Success and Advocacy Team (SSAT).
- IR asked to assist the Registrar's Office in 2016; directs the office effective 2018. ²

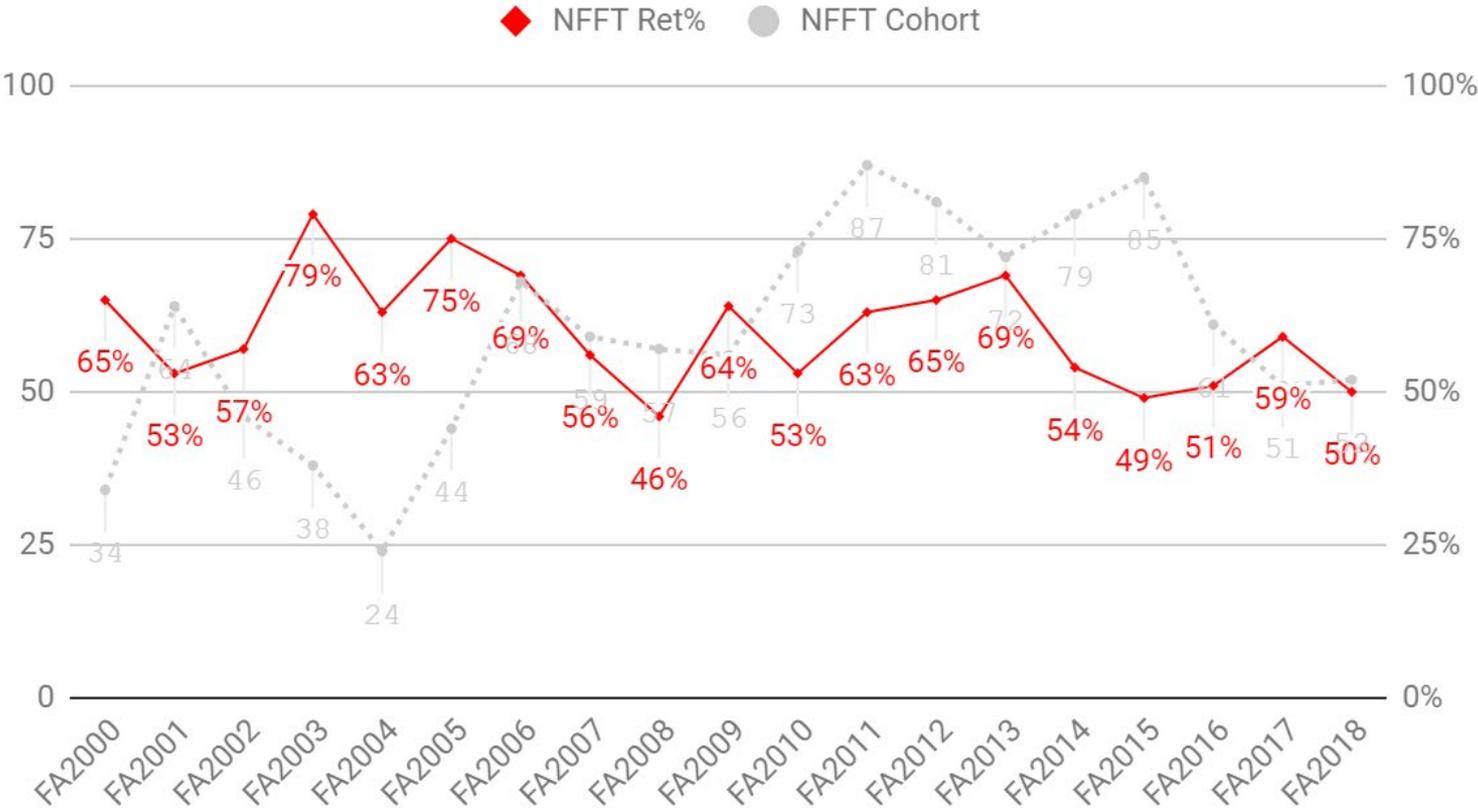
Step 1: Present Retention Rates by Year, and by Term

- How do continuing students register not just by year, but by term?
Studying continuing registration by term should take care of the yearly retention rates...
- What are realistic retention rate goals for the institution?
- Show cohort figures for additional context.
- Ensure presenting the same retention picture to different stakeholders: the retention committees, faculty, and staff.

Overall Retention Rates Fall-to-Spring and Spring-to-Fall cycles

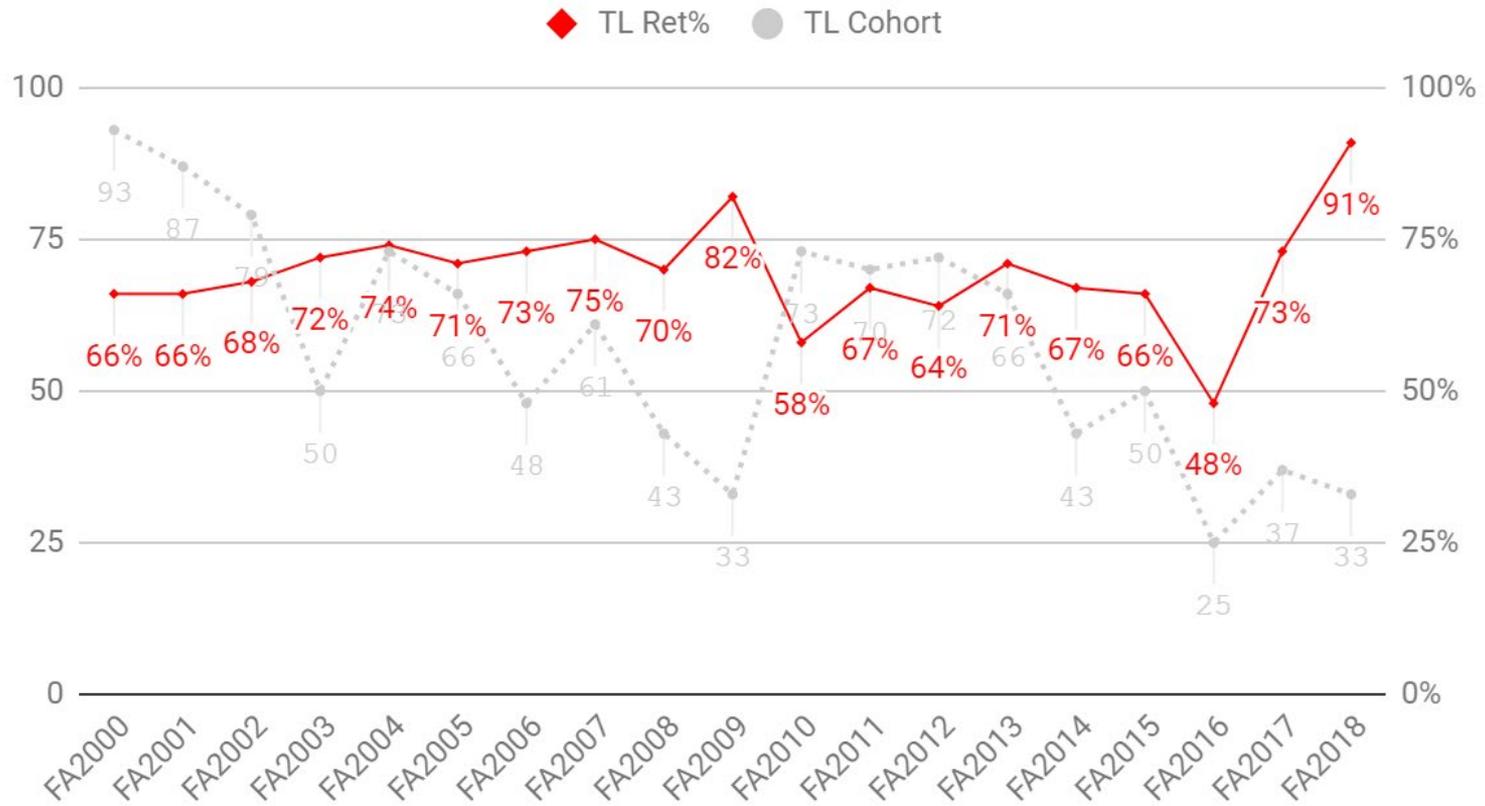


New Freshman, Full-time Retention Rates



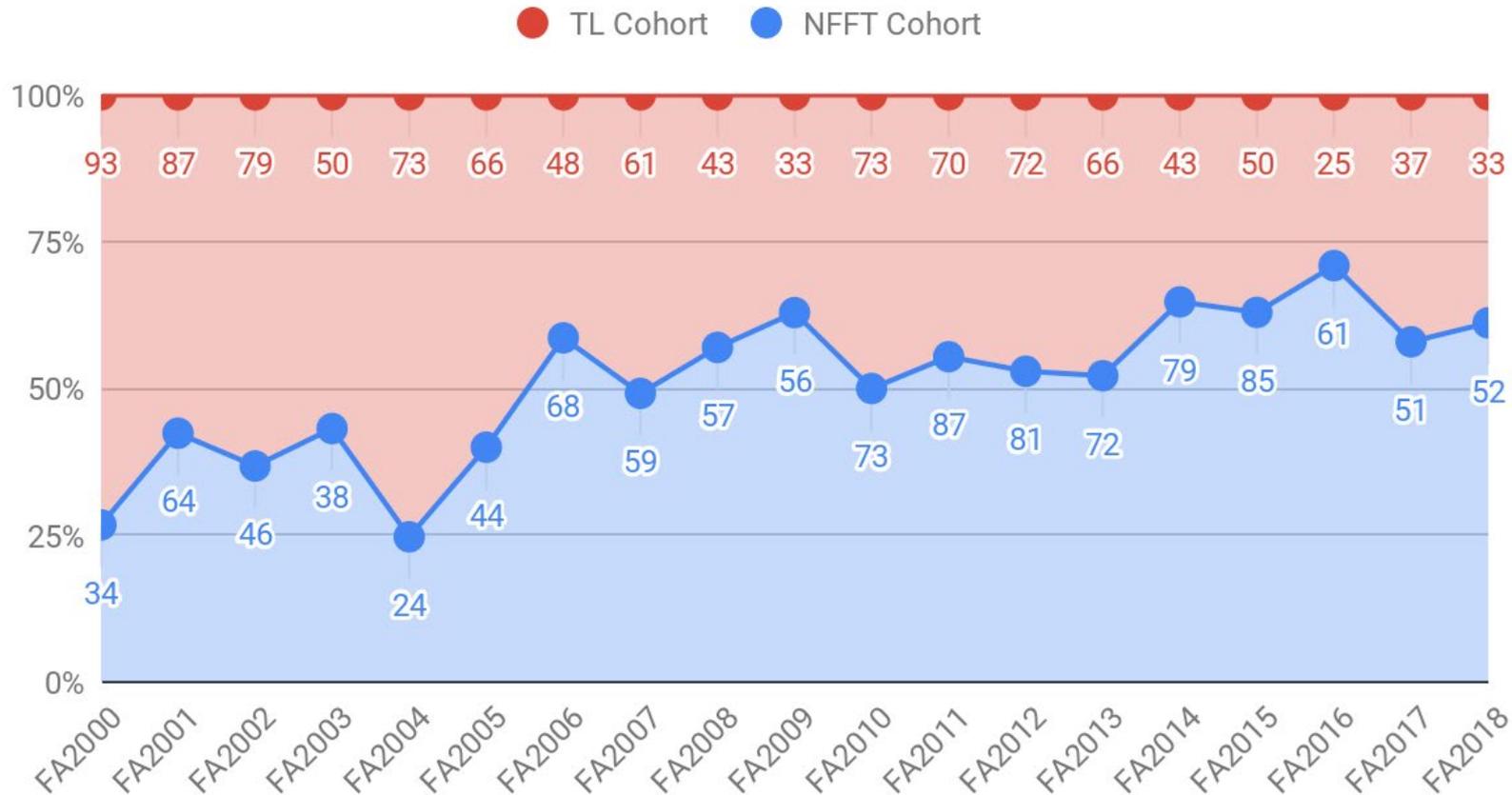
The standard deviation for the freshman retention rate is **0.09098**.

Transfer, Lower-Division Retention Rates

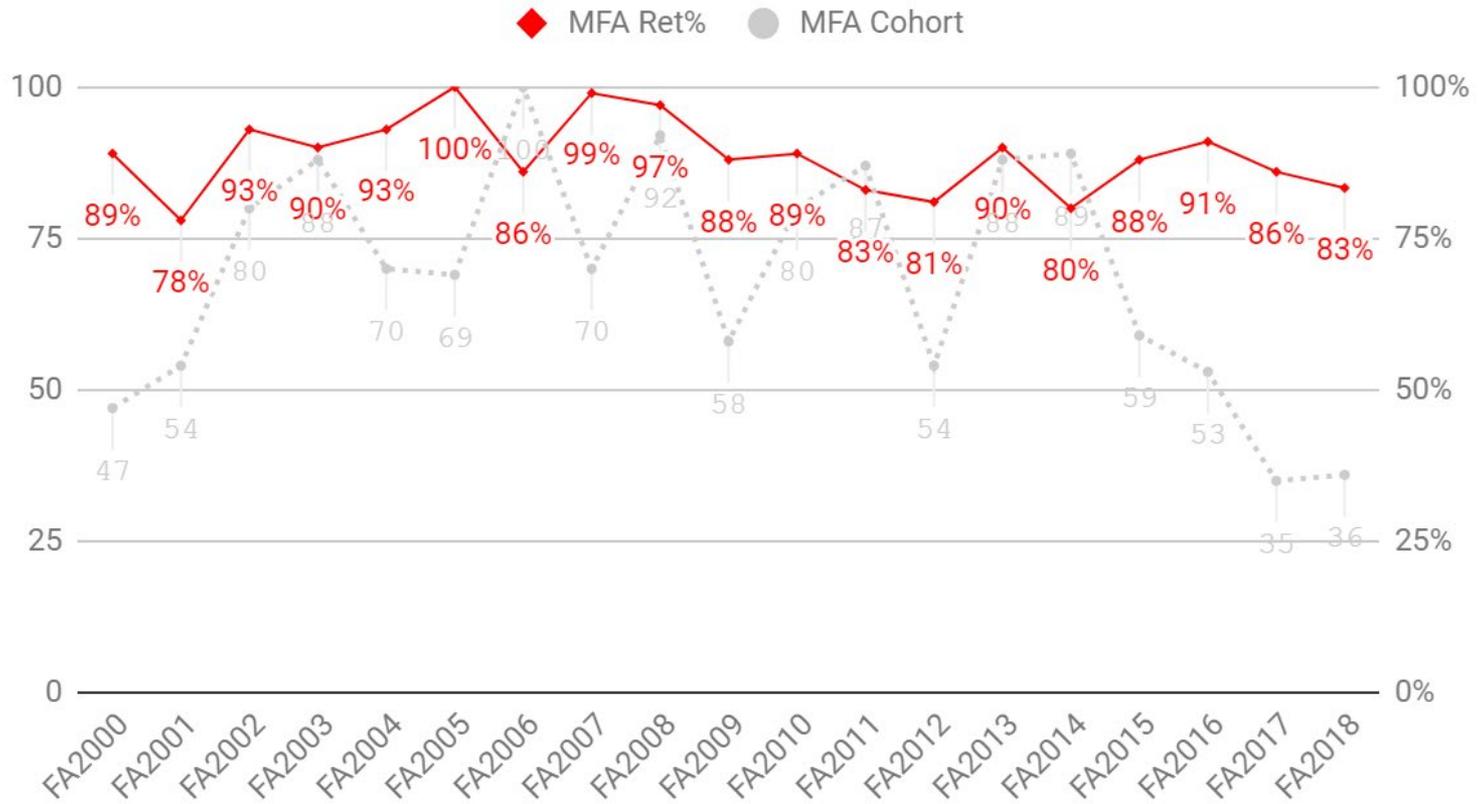


The Standard deviation for the transfer retention rate is **0.08746**.

Transfer vs Freshmen Cohorts



MFA Retention Rates



Standard deviation for the graduate retention rate is **0.06123**

Step 2: Replicate the Retention Tool being used and improve

- A live Excel spreadsheet was being used to keep track of individual student registration, with information about holds.
- Replicate the spreadsheet to function in the cloud (Google Sheets) for better accessibility--a committee member can review the data anytime.
- Based on studies about which student data appear to have a correlation with retention to the next term, incorporate the data into the spreadsheet.
- Include data useful for advisors, and allow staff commentary.
- Are staff the best predictors for registration? Incorporate registration ratings based on staff comments.

Screen capture of online tool: Counters

Retention of Fall Cohorts				
Term	Name	Cohort	Ret to SP20	Last Year
FA2019	New Freshman, full-time	32	81%	92%
FA2019	New Freshman, part-time	0	#DIV/0!	#DIV/0!
FA2019	Transfer, lower-division	13	31%	94%
FA2019	Transfer, upper-division	5	20%	100%
FA2019	MA/MFA dual-degree	3	0%	100%
FA2019	Master of Fine Arts	34	0%	92%
FA2019	Master of Arts	3	0%	100%

Registration by Academic and Class Level

Subpop	eligible	%reg	last year Census
UGYear 1	52	79%	90%
UGYear 2	54	0%	80%
UGYear 3	57	19%	92%
UGYear 4	35	77%	100%
UGYear 5	0	#DIV/0!	#DIV/0!
GRYear 1	51	6%	94%
GRYear 2	47	15%	100%
GRYear 3	5	0%	89%
PBYear 1	7	0%	100%
HUGYear 1	10	0%	0%
HUGYear 2	8	0%	20%
HUGYear 3	11	0%	33%
HUGYear 4	3	33%	50%
HUGYear 5	0	#DIV/0!	#DIV/0!
HGRYear 1	1	0%	0%
HGRYear 2	2	0%	0%
HGRYear 3	2	0%	#DIV/0!
HPBYear 1	0	#DIV/0!	#DIV/0!
Totals	345	26%	86%
excluding hiatus-->		29%	91%

Screen capture of online tool: Individual students

ID	LAST NAME	FIRST NAME	REG DATE	REG?	REG FTE	SUBPOP	PROG	COHORT + STERM	H?	H REAS?	RESTRICTIONS	HIATUS NEXT TERM?	BALANCE	BALANCE RATING	PRESENCE RATE	MID-TERM GPA	PRIOR TERM PROB?	SSAT FLAG	COMMENTS	CONTACT	IR Rating (N,W,S)	EMAIL	CEL
05988	Leslie	Lisa	11/12/2019	SP2020	1	UGYear 1	BFA.PH	FA2019*New Freshman, full-time			ACA		2183	Medium	76%	3.15						lleslie@art	213-879-4513
0126	McKey	Derrick	11/12/2019			UGYear 3	BFA.NG	FA2018*Transfer, lower-division			BOA,ACA		8704	High	67%	3.68			CS: working out financial aid		S	dmckey@e	323-465-0154
0215	Malone	Jeff	11/13/2019			UGYear 3	BFA.FM	FA2016*New Freshman, full-time			BOA		12125	High	73%	2.66	PRB1	Low Mid-Term		Tony	W	jmalone@e	650-749-3512
32867	Bird	Sue	11/13/2019			UGYear 3	BFA.NG	FA2018*Transfer, lower-division					0	Clear	70%	3.86			AC: has adv appt		S	sbird@arti	415-745-5012
3659	Miller	Cheryl	11/11/2019			HUGYear 2	BFA.PH	SP2018*Transfer, lower-division	HO1	Admi nistra			0	Clear							N	cmiller@ar	808-451-4513
00552	Price	Mark	11/12/2019	SP2020	1.25	UGYear 1	BFA.AT	FA2019*Transfer, lower-division			ACA		0	Clear	91%	3.70						mprice@ar	749-415-3015

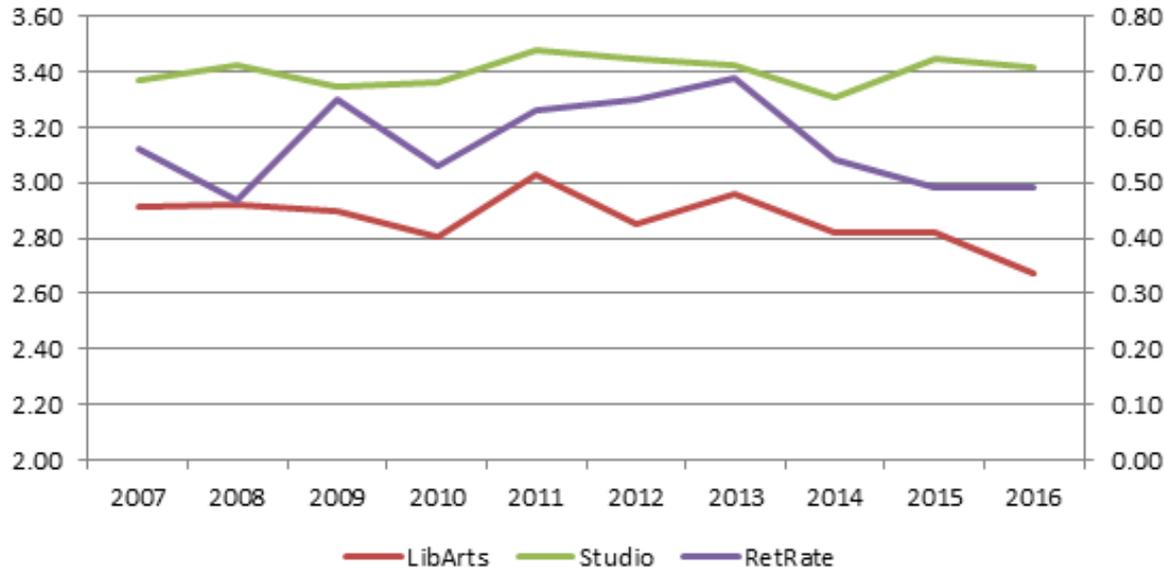
- Initial reports showed a variety of Restrictions or Holds preventing registration. IR + the Registrar's Office negotiated with other offices through RTF so that now, only the Business Office hold (BOA) restricts registration. The other holds could be maintained by other offices and did not have to hinder registration.
- The data available has information relevant for either advisors and enrollment management, or both. For example, the Presence Rate is useful for an academic advisor, and at SFAI has the strongest correlation to next-term-retention during Priority Registration.

Correlation Coefficients of Admission & First-Term Characteristics of FA18 New Freshmen vs 1-Semester Retention	
Characteristic	Coefficient
Portfolio Score	0.14
Scholarship Score	0.02
High School GPA	-0.03
Academic Rating	0.22
Mid-Term GPA	0.09
EOT GPA	0.49
Presence Rate	0.36

Correlation Coefficients of Admission & First-Term Characteristics of FA18 New freshmen vs 1-Year Retention	
Characteristic	Coefficient
Portfolio Score	0.25
Scholarship Score	0.22
High School GPA	0.13
Academic Rating	0.24
Mid-Term GPA	0.31
EOT GPA	0.43
Presence Rate	0.32

The Academic Rating (1-4, equivalent to D-A grading scheme) is based on (high school) grades in upper-division liberal arts courses. Why? Because...

Liberal Arts and Studio GPA of 0-100 level classes compared to freshman retention rate (RTF Open Topic)



- In Fall 2019, the HTCA core curriculum was redesigned: a) core lecture courses are now divided into lab sessions, b) content of core courses redesigned for better engagement
- Sharing grading analysis to faculty led to the question of what constitutes a passing grade. In Fall 2019, grading scales were corrected on the default syllabus template so that a “D” is recognized as passing--as indicated on the transcript.

Step 3: Create a Weekly Calendar based on Term Events

- Calculation of **Presence Rates** happen after the **Add/Drop Period** (end of 2nd week) and a week before the **last day to Withdraw** from courses (10th week). Addresses both students with low attendance and “ghosts” (students registered for classes but have stopped attending) at the right time.
- Calculation of **Mid-Term GPAs** happen after the **Mid-Term Grading Period**. Students with D-F grades and with a Mid-Term GPA below a 3.0 receive outreach from the Student Success and Advocacy Team (SSAT).
- **Grading Analysis** after the end of the term (**EOT**) to identify areas of struggle.
- **Academic Probation and Dismissal review** after **EOT**; eventually led to drafting a **Course Retake Policy** that results in removing grade points of a failed course after successful completion. We needed to see that some students were in dire straits (placed on Academic Probation with a term GPA below 1.5).

Screen capture of online tool: Calendar

SemWe	Term	Month	Week2	L	Key Events in Academic Calendar	RTF 2019-20
6	2Fall	10	1			Open - Fall-to-Spring predictions: Priority Reg Discussion
7	2Fall	10	2		Mid-Term Grading Period (10/8)	(cancelled)
8	2Fall	10	3			Mid-Term Grading Analysis/Calculate Mid-Term GPA for identifying at-risk students
9	2Fall	10	4		Priority Registration	Priority Registration: RTF Online Tool refresh: RTF Ethics broadcast
10	2Fall	10	5			Attendance Analysis/Ghost Hunt 2 - RTF to SSAT list of D-F Grades for outreach
11	2Fall	11	1	x	Last day to Withdraw with "W" Grades (11/8)	Open Topics
12	2Fall	11	2			RTF List and Staff Assignments
13	2Fall	11	3			RTF List and Staff Assignments
14	2Fall	11	4			RTF List Review and Ratings/Deploy Push Notifications for Unregistered Students
15	2Fall	12	1		End of Term (12/6)	RTF List Review and Ratings/Open

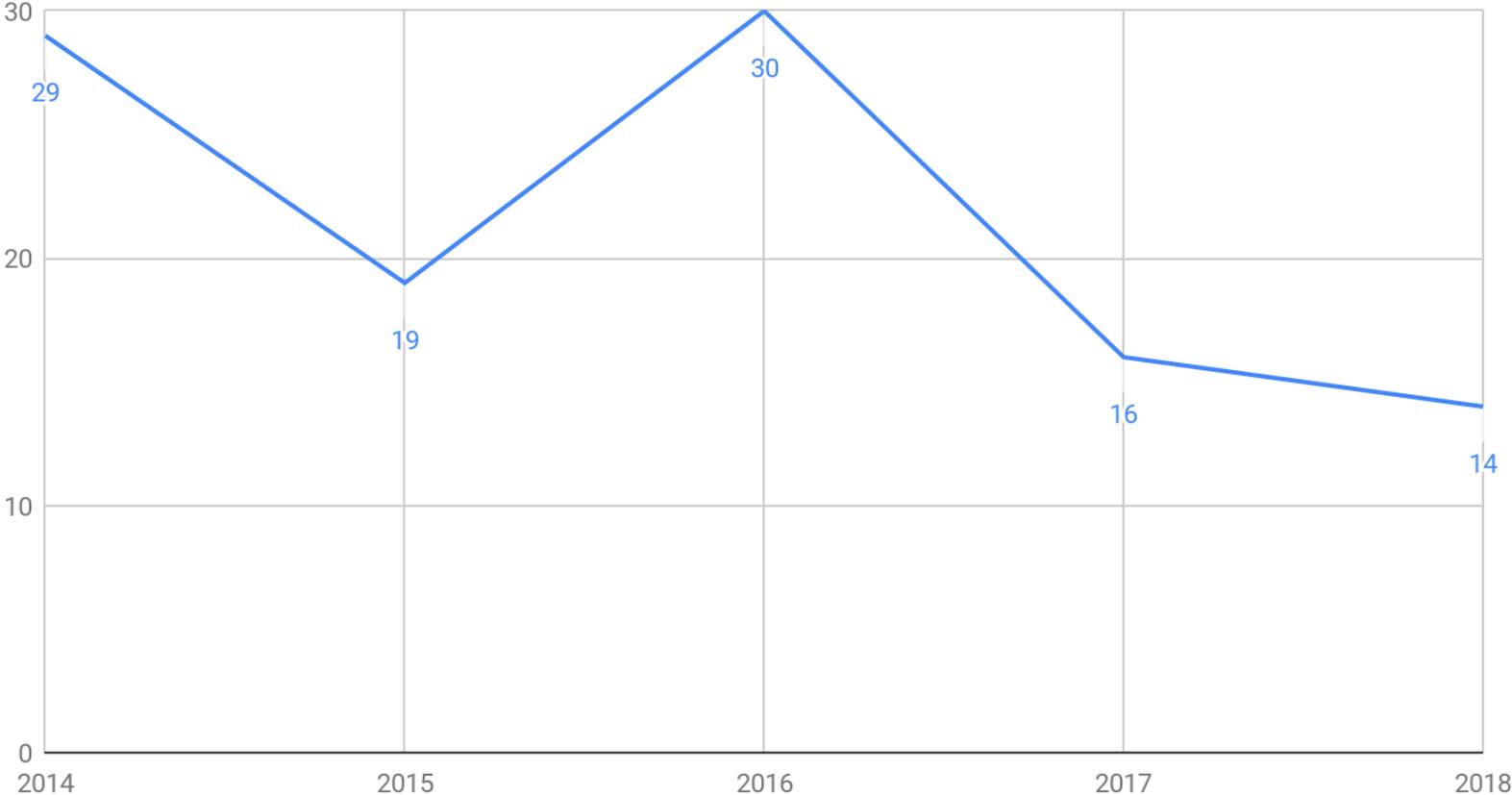
Other Committee Work with retention implications

- At RTF, emphasis placed on our **Student Satisfaction Survey** being on hiatus since 2013. In 2018, this survey was reviewed, redesigned, and relaunched in 2018 with approval from the **Retention Steering Committee**; the results were presented to the retention committees, staff, and was published on the student newspaper.
- IR's participation in the **Academic Appeals Committee** since 2014 led to tracking appeals in our student information system. Appeals data eventually helped the **Retention Steering Committee** decide to officially revise our **Senior Residency Requirement** from 30 to 24.

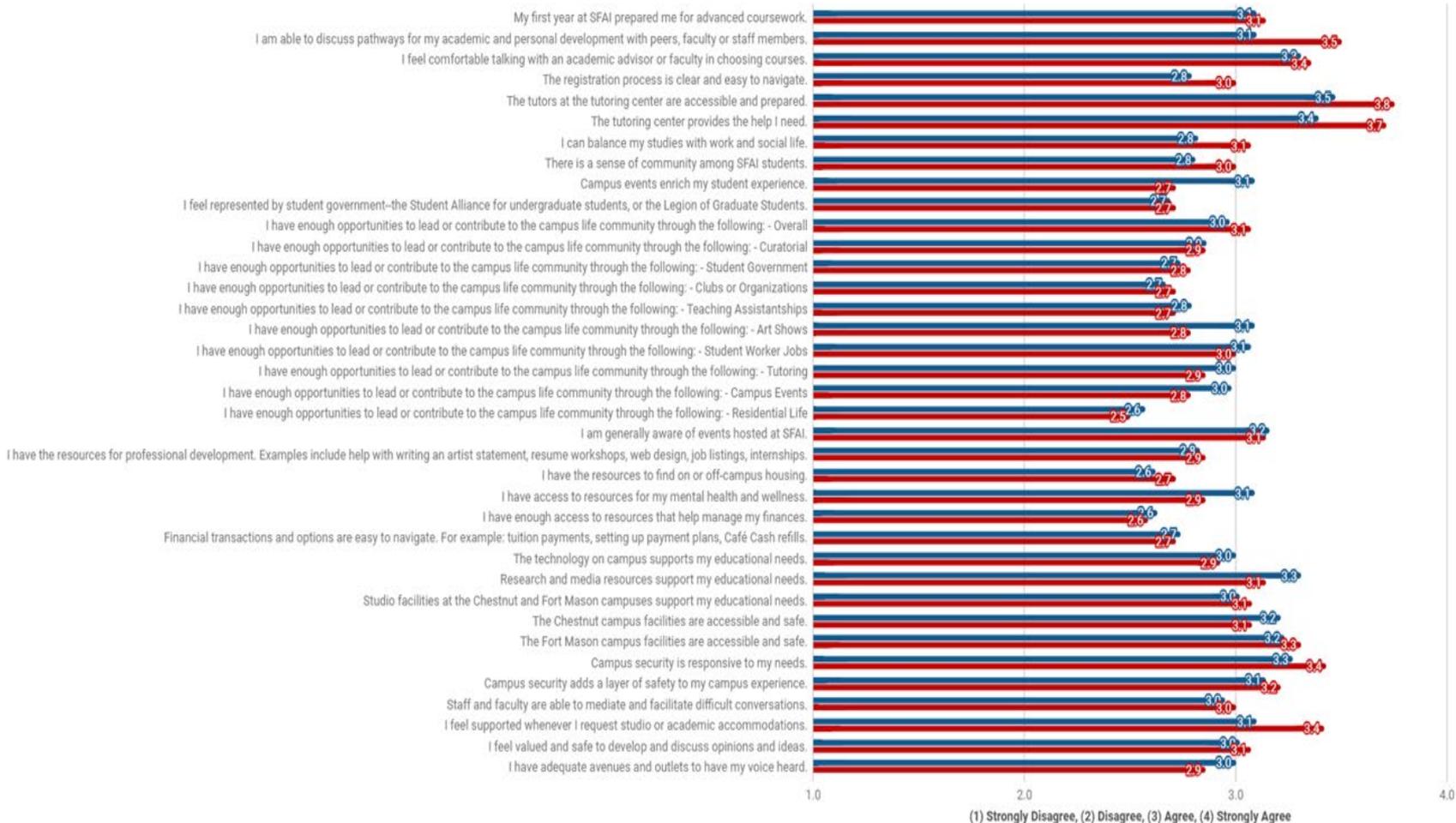
Academic Appeals AY2014-2018

Theme	N	Denied	Granted
Directed Study Policy	6		100%
Course Time Conflict	3		100%
Prerequisite Waiver	2		100%
Essay Portfolio Resubmission	1		100%
Writing Portfolio	1		100%
Substitution	8	13%	88%
Transfer Credit	8	13%	88%
Senior Residency	16	19%	81%
Study Abroad prerequisite	4	25%	75%
Add/Drop	15	27%	73%
Academic Dismissal Reversal	8	38%	63%
Drop/Withdrawal	13	38%	62%
Incomplete Request/Extension	8	50%	50%
MFA Exhibition	2	50%	50%
Grade Change	8	63%	38%
Graduate Class for Undergrad	3	67%	33%
Off-Campus	3	100%	
Reduce 1-year waiting period after Dismissal	3	100%	
Time Extension of Program Completion	2	100%	
BFA Exhibition	1	100%	
Overenrollment	1	100%	
Total	116	34%	66%

Academic Appeals per Year



■ Student Satisfaction Survey for Continuing Students: Mean (N=58) ■ Student Satisfaction Survey for Incoming Students: Mean (N=14)



Summary of Results thus far:

- Creation of an online Retention tool or tracker useful for both advising and enrollment management.
- Institutional acknowledgement of the factors (e.g. attendance, mid-term grades) important for retention, and actionable by staff during the semester for struggling students.
- Grading analysis helped inform the redesign of art history core curriculum for undergraduates (FA19). It may have helped re-establish the “D” as a passing grade.
- Academic Probation/Dismissal analysis helped manifest the Course Retake Policy (SP19).
- Student Satisfaction Survey is now annually launched and broadcasted to stakeholders (FA18).
- Appeals data in SIS became helpful in adjusting the Senior Residency Policy (FA19). Also discovered appeals that were unnecessary.
- From 2016-2018, overall retention rates rose at SFAI. But what happened in 2018-2019?

Thank you.