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

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October 22, 2009
College Board Forum
New York, NY
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).

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.

<table>
<thead>
<tr>
<th>Advisor</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 1</td>
<td>123</td>
</tr>
<tr>
<td>SSC 2</td>
<td>125</td>
</tr>
<tr>
<td>COE</td>
<td>98</td>
</tr>
<tr>
<td>COBA</td>
<td>87</td>
</tr>
<tr>
<td>OASIS</td>
<td>109</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>542</strong></td>
</tr>
</tbody>
</table>
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

About the Students—College Board

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

- Male: 57.3%
- Female: 42.7%

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

- Asian: 1.4%
- American Indian: 0.5%
- Hispanic: 3.3%
- Multiracial: 2.8%
- African American: 58.2%
- White: 33.8%

Top Five Areas of Study—VSU

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

### Top Five Areas of Study—College Board

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>15.5%</td>
</tr>
<tr>
<td>Biology</td>
<td>15.5%</td>
</tr>
<tr>
<td>Business Admin</td>
<td>6.1%</td>
</tr>
<tr>
<td>Nursing</td>
<td>6.1%</td>
</tr>
<tr>
<td>Athletic Training &amp; Sports Medicine</td>
<td>5.6%</td>
</tr>
<tr>
<td>Management</td>
<td>5.6%</td>
</tr>
<tr>
<td>Psychology</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

Grade Point Averages—VSU

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

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. HS GPA</td>
<td>2.73</td>
<td>2.89</td>
</tr>
<tr>
<td>Avg. Fall 2007 GPA</td>
<td>1.17</td>
<td>1.35</td>
</tr>
<tr>
<td>Avg. Spring 2008 GPA</td>
<td>1.34</td>
<td>1.54</td>
</tr>
</tbody>
</table>

Grade Point Averages—College Board

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

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. HS GPA</td>
<td>3.08</td>
<td>3.22</td>
</tr>
<tr>
<td>Avg. Fall 2007 GPA</td>
<td>2.16</td>
<td>2.19</td>
</tr>
<tr>
<td>Avg. VSU GPA</td>
<td>2.19</td>
<td>2.16</td>
</tr>
</tbody>
</table>

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

Retention Rates

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

Anticipated College Activities—College Board

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

Anticipated College Activities—College Board

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

<table>
<thead>
<tr>
<th>Anticipated College Activity</th>
<th>Not Retained</th>
<th>Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Activity</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Foreign Study</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Religious Activity</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>Greek Organization</td>
<td>21</td>
<td>66</td>
</tr>
</tbody>
</table>

Anticipated Degree Goal—College Board

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

Certainty of Goals—College Board

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

<table>
<thead>
<tr>
<th>Certainty of Goals</th>
<th>No Response</th>
<th>Very Certain</th>
<th>Fairly Certain</th>
<th>Not Certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Rate</td>
<td>23.3%</td>
<td>31.5%</td>
<td>33.8%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Not Retained</td>
<td>76.7%</td>
<td>68.5%</td>
<td>66.2%</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

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

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

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

- 20, 32.3% Transferred to a 4-year Institution
- 11, 17.7% Transferred to a 2-year Institution
- 8, 12.9% Transferred to a Technical College
- 23, 37.1% Did Not Enroll Elsewhere

For every 100 Freshmen

1. Recruitment & Admissions

2. Freshman Focused Programs & Services

3. Sophomore Focused Programs & Services

4. Junior & Senior Focused Programs & Services

5. Time-to-Degree Efforts

6. Increased Engagement Programs & Services

7. At-Risk & Other Programs & Services

- 28 Leave
- 72 Return Sophomore Yr.
- 59 Return Junior Yr.
- 18 Leave
- 41 Graduate

- 13 Leave
- 59 Graduate in 6.5 - 9 years
- 3 Graduate in 6.5 - 9 years

- 72 Return Sophomore Yr.
- 59 Return Junior Yr.
- 18 Leave
- 41 Graduate

- 32 Transfer to 2 or 4 yr. Inst.
- 32 Transfer to 2 or 4 yr. Inst.
- 24 Dropout & Other

- 24 Dropout & Other
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!
  o Shared Advising-
    o academic
    o extra-curricular
    o Mentoring
  o Campus Facilities
    o 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

- Recruit
- Engage
- Retain
- Graduate
- Career
- Active Alumni
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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