



# ACADEMIC PROGRESS STANDARDS

FACULTY COUNCIL PRESENTATION

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Mary Parthemer, Director TRiO/TRiO STEM/APS

# CRITERIA TO MEET ACADEMIC PROGRESS STANDARDS

- Minimum 2.0 GPA
- Minimum 67% completion of attempted credits (credits enrolled after refund deadline)
- Measured each term (higher sensitivity than Financial Aid SAP standards)
- Apply to all students taking credit classes for degrees, certificates, transfer
- Related to US Department of Education limits for grants, subsidized loans, and credit limit.

# PURPOSE



- ✓ Set clear expectations for progress and completion
- ✓ Develop understanding of benefits of college credential
- ✓ Increase motivation
- ✓ Actively support continual academic progress
- ✓ Help students reach key milestones and momentum points
- ✓ Decrease student loan debt
- ✓ Decrease cost of college degree/credential
- ✓ Increase student persistence and goal achievement
- ✓ Decrease Cohort Default Rate

# DESIGN

## How does the Academic Progress Standards (APS) system work?

- Students not meeting APS identified at end of term
- Notified by e-mail/message that they are on APS Alert
- Must complete intervention to register for following term
- Interventions provide increasing support as students continue to struggle academically



# INTERVENTION STRUCTURE

## Academic Standing

## Intervention

Alert 1

Requires completion of Keys to Success Workshop (online) accessed on Moodle page

Alert 2

Requires [Keys to Success Workshop](#) (in-person)

Alert 3

Requires enrollment in [College Success: Back On Course](#) (1 credit)

Alert 4/Dismissal

Requires two terms away [Alert 4 Info Session](#) and Return to Lane petition

# ISSUES INTERFERING WITH GOOD ACADEMIC PROGRESS

- Difficulty balancing life roles 23%
- Time Management Issues – 20%  
not utilizing 2-3 hours for every hour in class
- Underutilizing resources/services - 17%  
biggest barrier is hesitancy to ask for help
- Work, Parenting, Health 16%
- Course Load Concerns - 11%  
taking too many or wrong mix of classes
- Unclear Academic/Career Direction 5%
- Various individual "Other" reasons 8%

From 98 students completing Alert 2 Keys to Success workshop online in Summer17

# LEARNING OUTCOMES

## APS interventions help students:

- Understand what is getting in the way of meeting APS
- Comprehend the benefits of making good academic progress
- Recognize personal strengths and abilities
- Gain ideas about varied success strategies
- Learn about resources that will help alleviate barriers and build strengths
- Create a detailed personal success plan to address obstacles and implement solutions
- Make course corrections



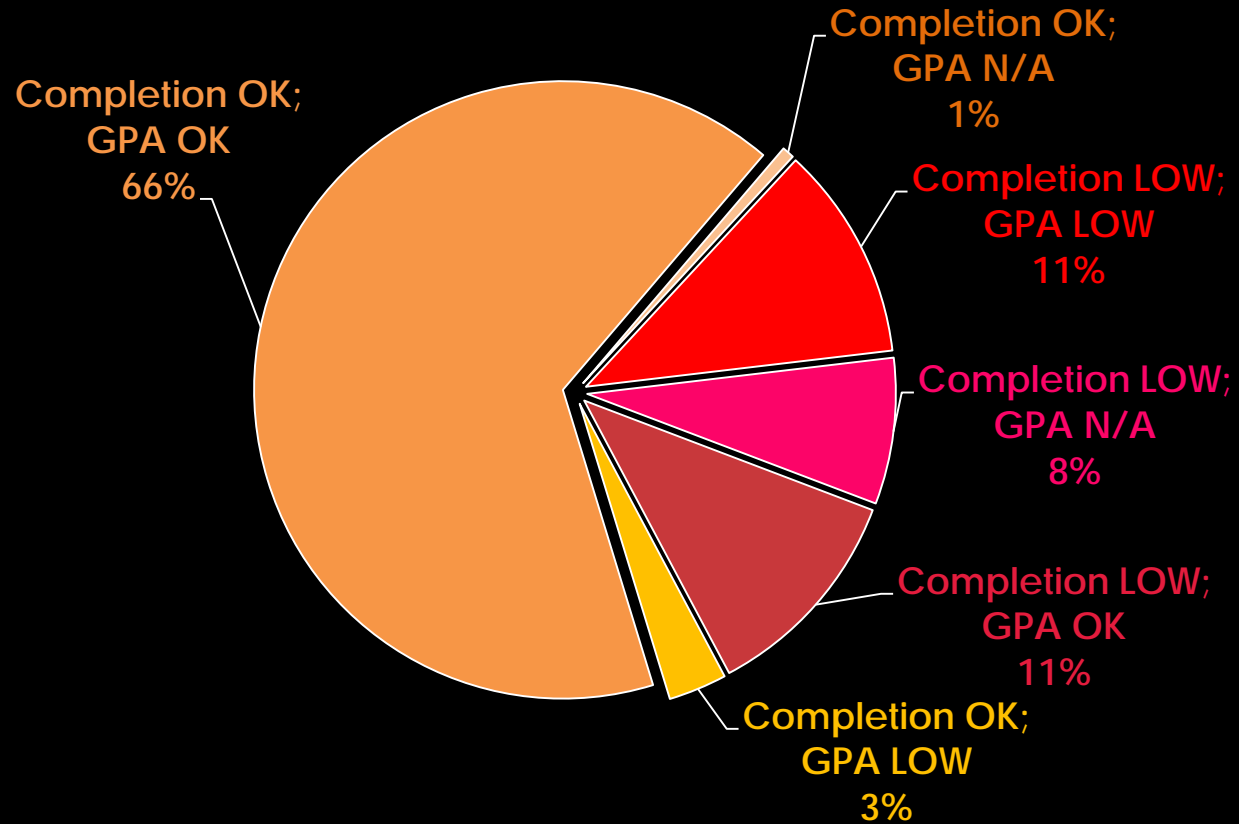
# WHAT WE KNOW

## **Since implementing the APS system:**

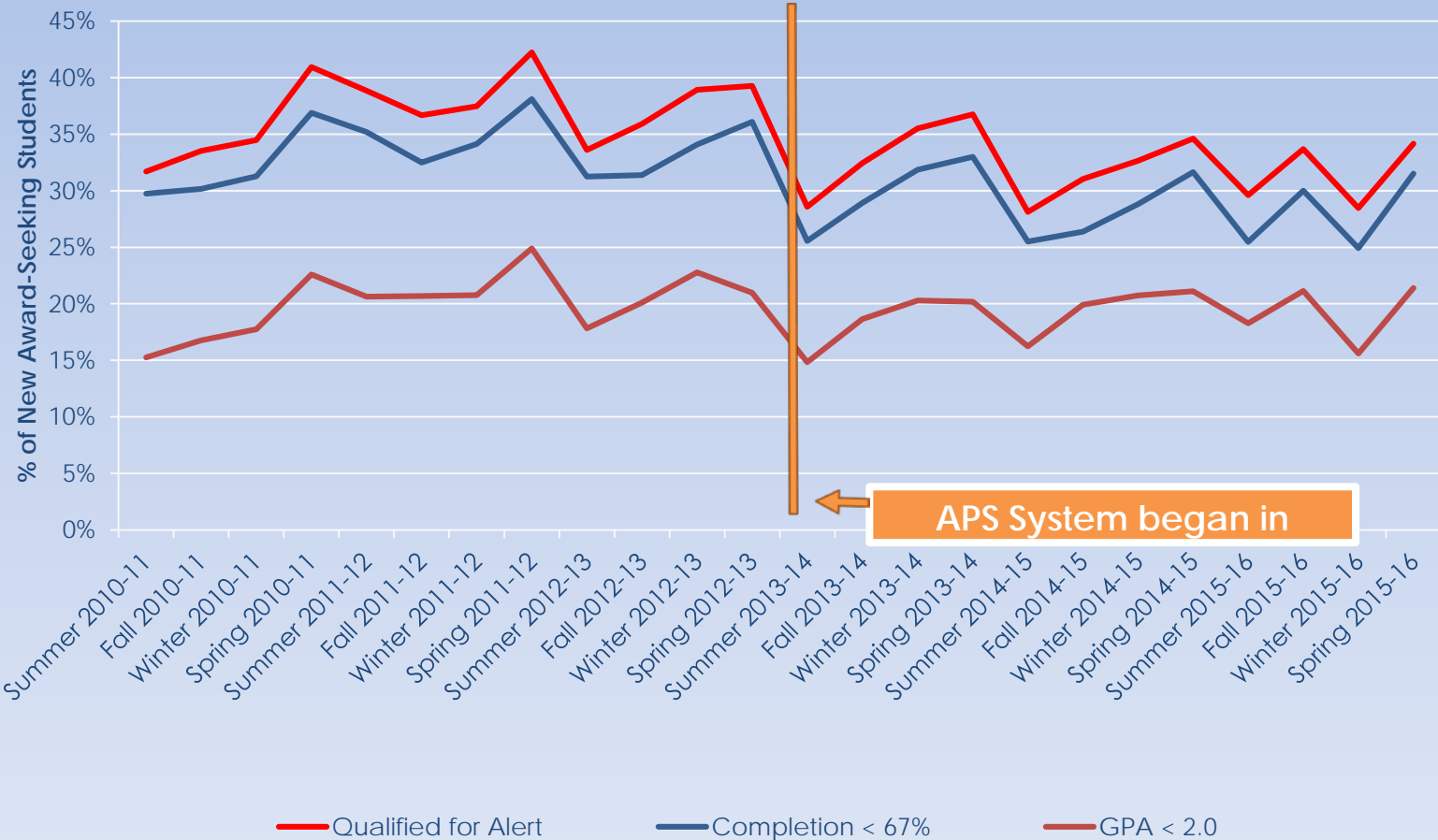
- ✓ Number and percentage of students not meeting the minimum standards for APS has decreased
- ✓ More students are completing grades of Incomplete
- ✓ Financial Aid Suspension/Warning has decreased
- ✓ Cohort Default Rate has decreased over five years
- ✓ APS holds VERY OFTEN are accompanied by AR holds which makes it difficult to persist
- ✓ First term students need support (especially if they start in a term other than Fall term)
- ✓ Struggling students are getting more support
- ✓ Students report the information and process is helpful



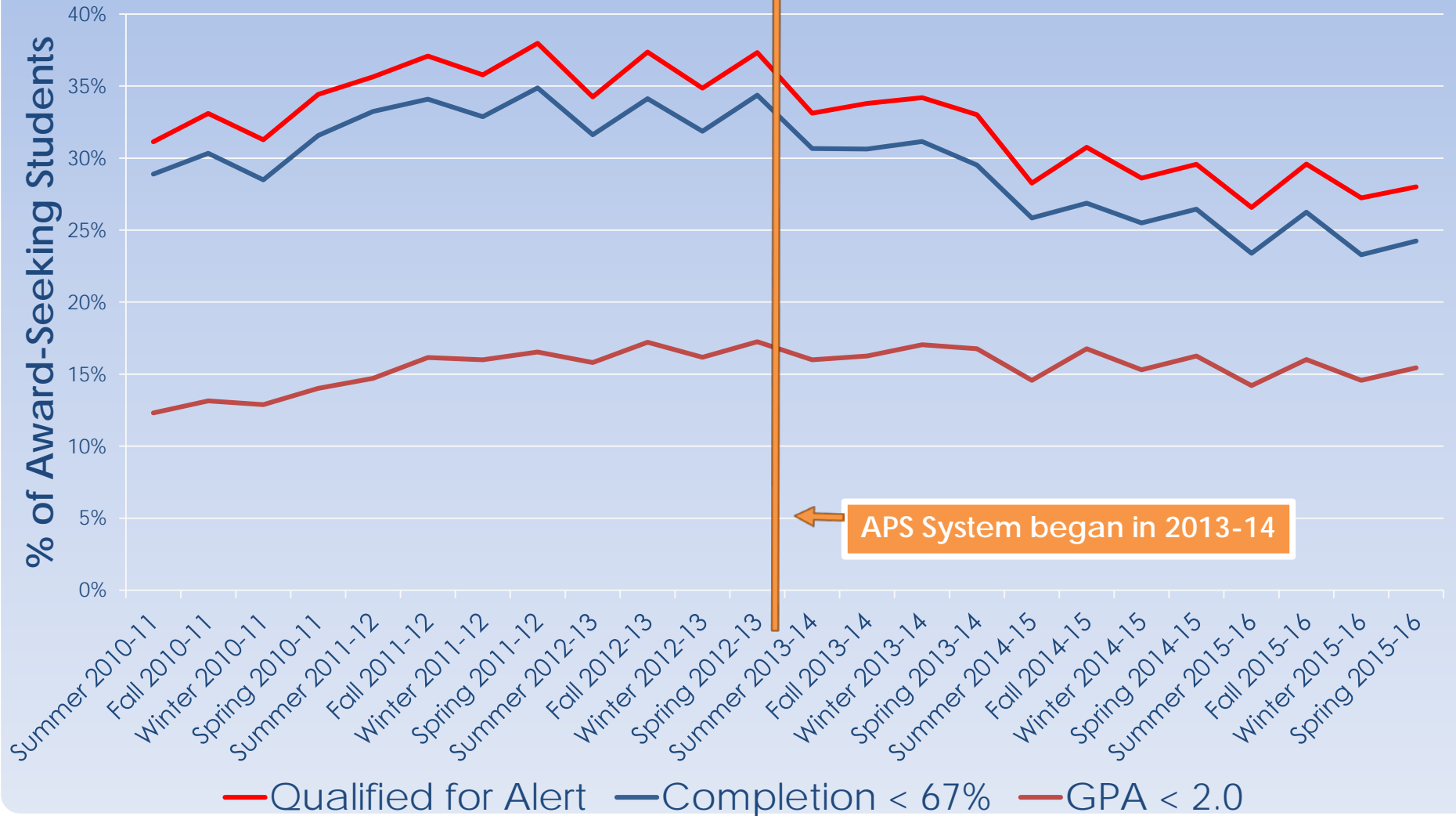
# COMPLETION RATE VS. GPA IN DETERMINING ACADEMIC PROGRESS ALERTS



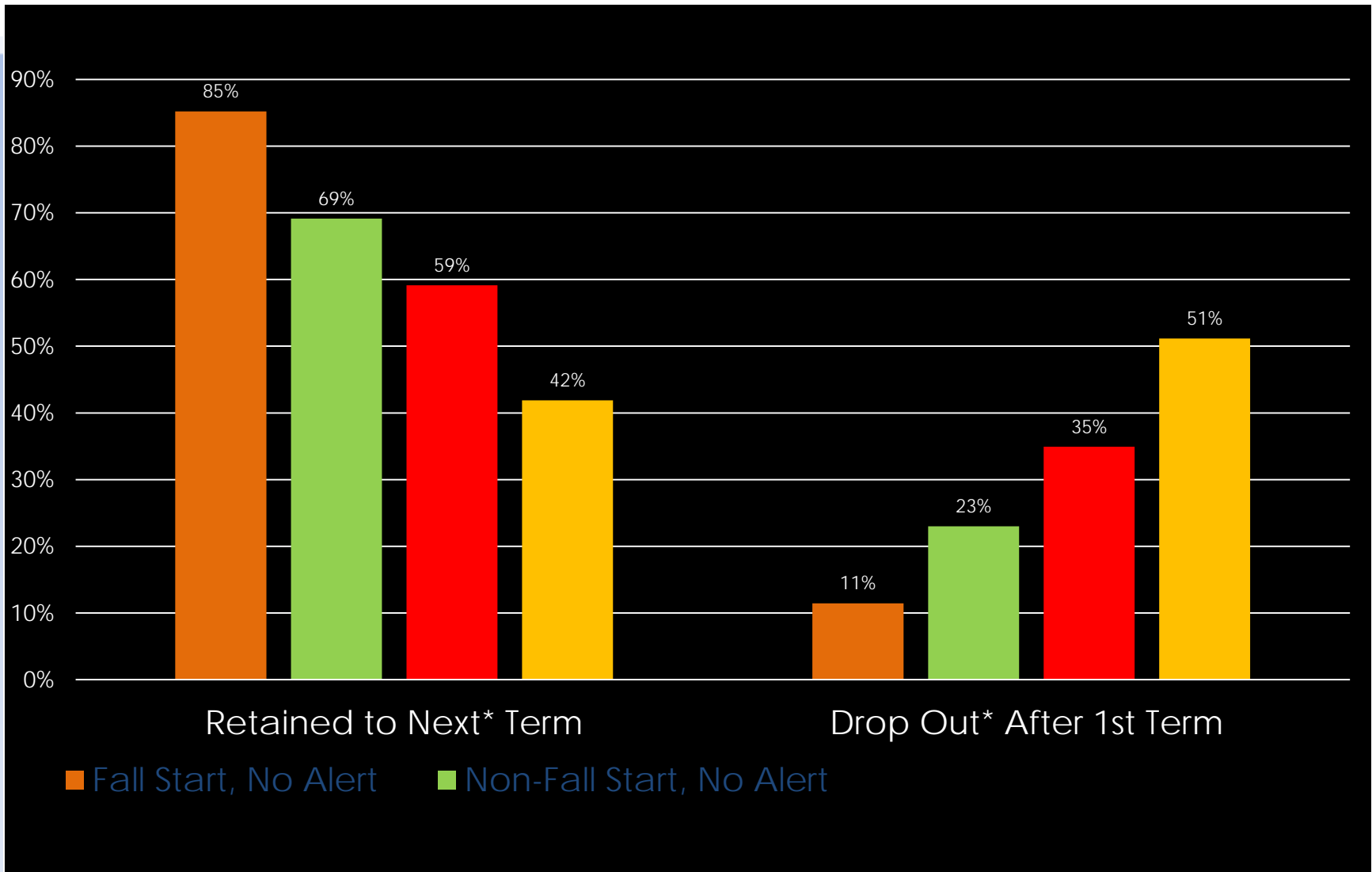
# ACADEMIC PROGRESS STANDARDS STUDENTS IN FIRST TERM



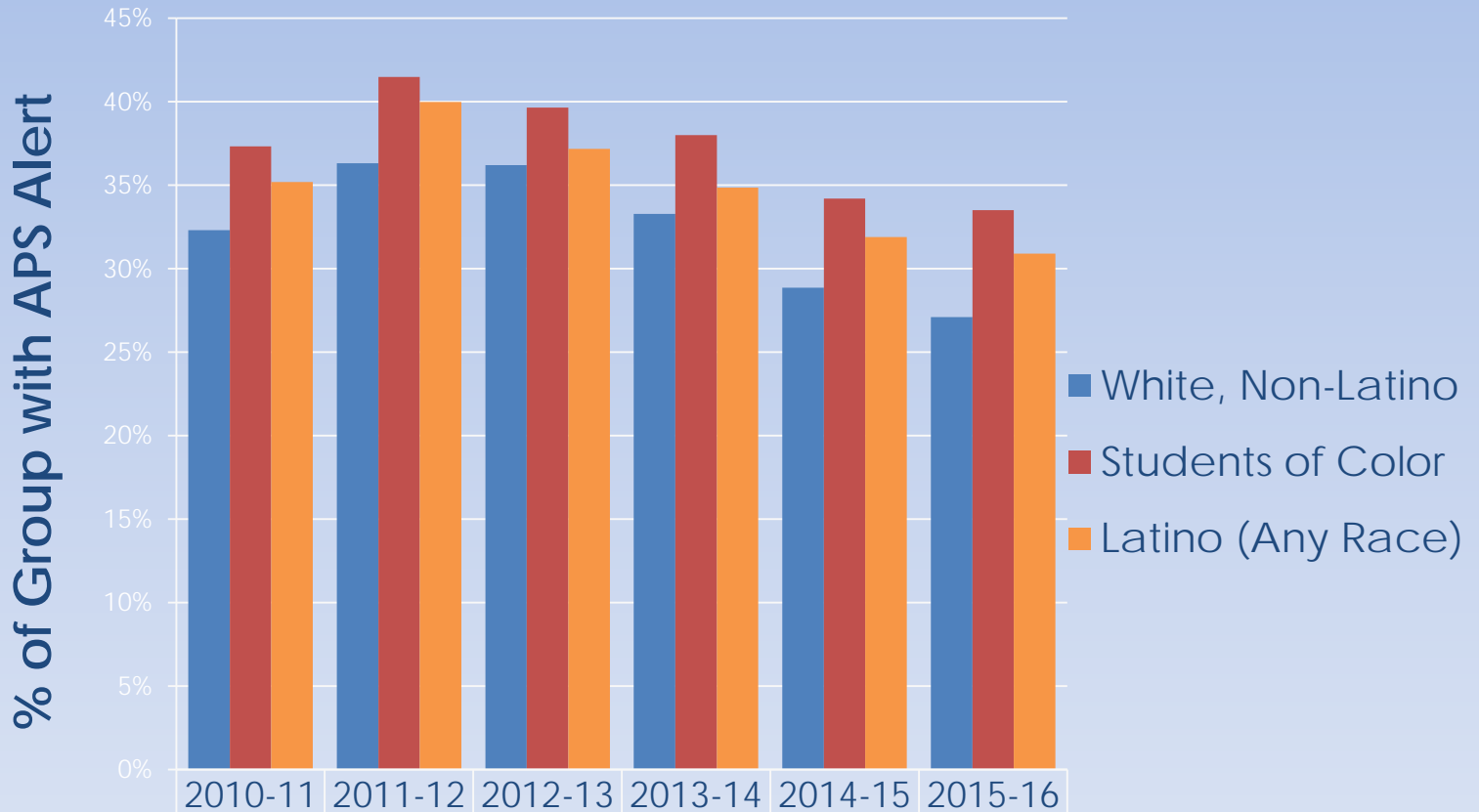
# ACADEMIC PROGRESS STANDARDS, SIX YEARS



# RETENTION OF NEW STUDENTS IN 2015-16 BY FIRST TERM ALERT STATUS



# ACADEMIC PROGRESS ALERTS BY RACE/ETHNICITY



■ White, Non-Latino	32%	36%	36%	33%	29%	27%
■ Students of Color	37%	41%	40%	38%	34%	34%
■ Latino (Any Race)	35%	40%	37%	35%	32%	31%

**APS System began 2013-14**

# FACTORS ASSOCIATED WITH ACADEMIC PROGRESS

Demographics	Qualifies for APS Alert	Academic Readiness	Qualifies for APS Alert	Other Factors	Qualifies for APS Alert
Female	31%			NOT First Generation	30%
Male	35%			First Generation	35%
White, Non-Latino	33%	RD placement <100	42%	No Pell Grant (this term)	30%
Students of Color	38%	College-Level RD placement	34%	Pell Recipient	35%
Latino (Any Race)	35%	WR placement <100	41%	1-5 credits attempted	28%
Age at start of term		College-Level WR placement	33%	6-11 credits attempted	37%
Under 18	32%	Placement at or below MTH020	40%	12+ credits attempted	32%
18 - 24	36%	Placement at MTH052 - MTH095	30%	Student in 1st Term	35%
25 - 39	31%	College-Level MTH placement	25%	Student in 2nd-4th Term	38%
40 or older	30%			Student in 2nd Year or beyond	32%

Tables based on all student\* terms of enrollment from AY2011 - AY2016 (N = 207,766 observations).

Limited to credential-seeking credit students (international and early college are excluded).

## Percentage not meeting APS standards (pre-APS - GPA or Completion Rate could trigger an APS alert)

	Subgroup =	Gender		Race/Ethnicity			Age Group				Prorgam	
		Female	Male	White, Non-Latino	Other Students of Color	Latino (Any Race)	Under 20	20 - 24	25 - 29	30 or older	Career Tech.	Transfer

### New Students in their 1st Regular Credit Term

Total AY11-AY13	16,176	29%	39%	34%	40%	35%	35%	37%	33%	29%	34%	35%
Total AY14-AY16	12,198	27%	35%	31%	35%	33%	33%	31%	27%	27%	30%	32%

### Students in Term 2-4 (remainder of 1st year)

Total AY11-AY13	27,890	34%	40%	37%	41%	39%	37%	40%	36%	33%	36%	38%
Total AY14-AY16	18,961	31%	37%	34%	40%	36%	35%	34%	30%	32%	32%	35%

### Continuing/Returning Students - After 1st Year

Total AY11-AY13	80,062	31%	33%	32%	36%	35%	35%	34%	31%	30%	28%	35%
Total AY14-AY16	55,910	27%	29%	27%	33%	30%	29%	30%	28%	25%	23%	32%

# FINANCIAL AID SAP STATUS

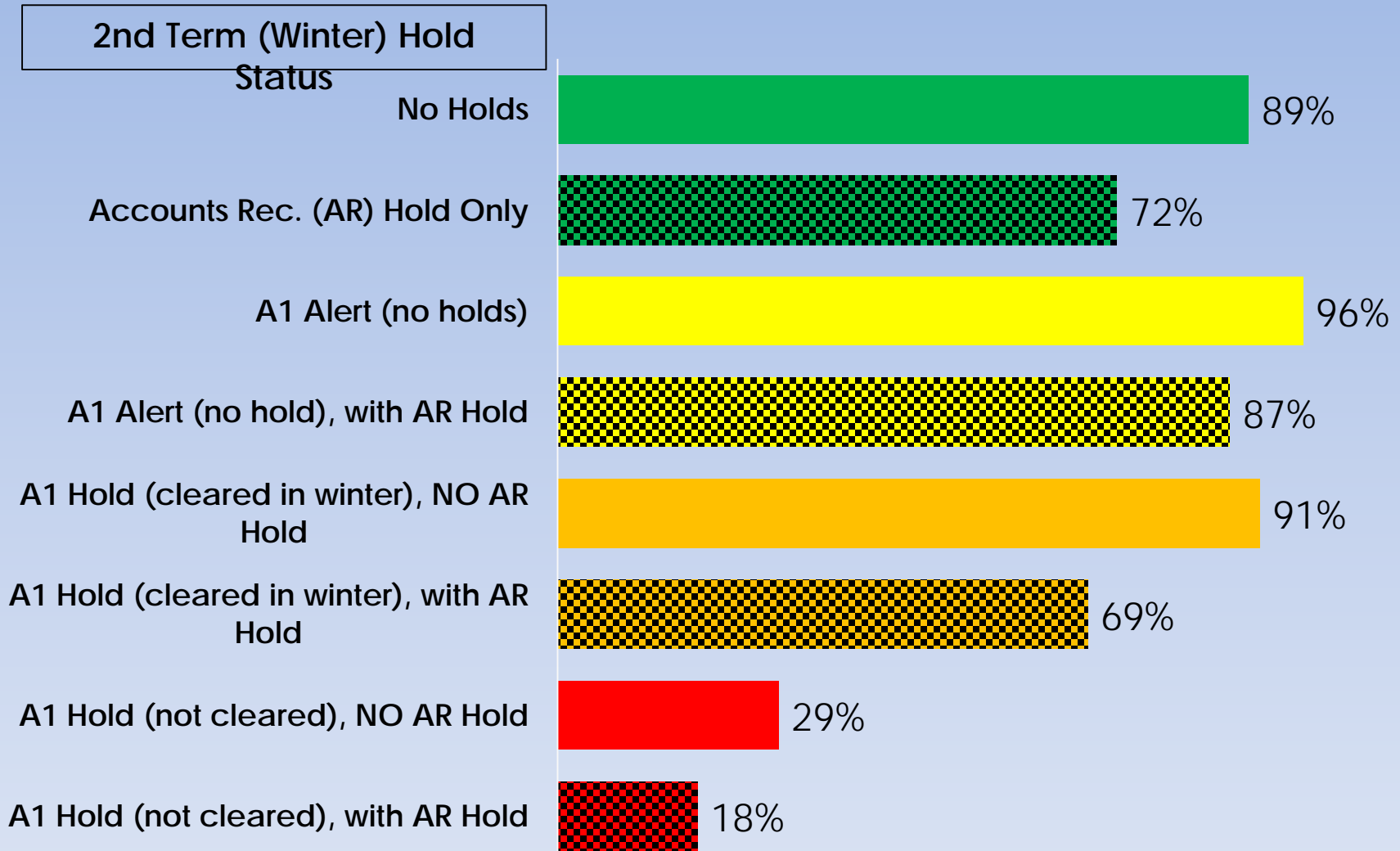
Term	Pd Stds	Suspended		Warning	
*Summer 2013	2840	329	11.6%	223	7.8%
Fall 2013	6986	540	7.7%	793	11.4%
Winter 2014	6710	630	9.4%	594	8.9%
Spring 2014	6084	562	9.2%	488	8.0%
Summer 2014	1800	139	7.7%	149	8.3%
Fall 2014	5477	386	7.0%	583	10.6%
Winter 2015	5190	467	9.0%	436	8.4%
Spring 2015	4757	433	9.1%	329	6.9%
Summer 2015	1290	122	9.5%	95	7.4%
Fall 2015	4494	299	6.6%	448	10.0%
Winter 2016	4255	315	7.4%	270	6.3%
Spring 2016	3931	235	6.0%	259	6.6%
Summer 2016	993	65	6.5%	46	4.6%
Fall 2016	4295	167	3.9%	496	11.5%
Winter 2017	4113	310	7.5%	321	7.8%
Spring 2017	3732	234	6.3%	257	6.9%
Summer 2017	845	54	6.4%	48	5.7%
Fall 2017	3932	154	3.9%	446	11.3%



# LANE'S COHORT DEFAULT RATE

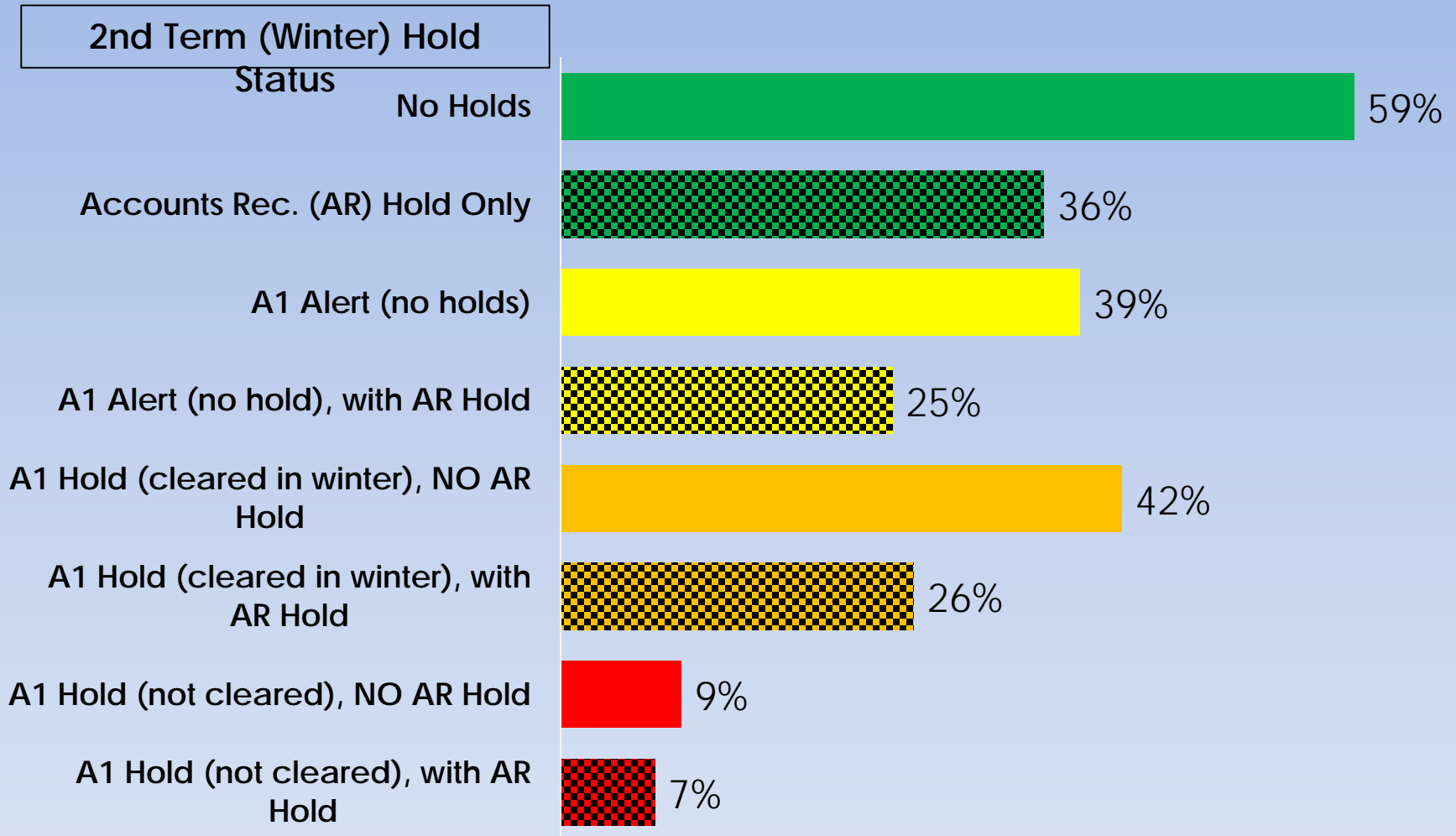
- 2013: 30.3%
- 2014: 30.2% -a third year over 30% - BAD news!
- 2015: 24.6%
- 2016: 25.1%
- 2017: 23.7%

# Fall -> Winter Persistence, by Winter Term Alert & AR Hold Status



**Sample is new credential-seeking students starting in fall terms, excluding international.**

## Fall -> Fall Year 2 Retention, by Y1 Winter Alert & AR Status



**Sample is new credential-seeking students starting in fall terms, excluding international.**

APS Hold Duration	<u>New</u> AR/Collections Hold Applied in Same Term	Any AR/Collections Hold During Term
No Duration	19%	24%
>1 day not into next term	17%	28%
Lasted into next term	23%	55%
ANY APS	21%	42%

This table shows a strong association between the duration of the APS hold and the prevalence of an AR hold. Cases who clear their APS hold immediately (before it even becomes an active hold) - have a 24% chance of having an AR hold at some point (still a pretty high rate). But cases who do NOT clear the APS hold by the end of the term have more than twice the incidence of an AR hold (55% vs 24%).

So, "55% of cases who had a new APS hold that they did not clear by the end of the term also had an AR hold at some point in the term." - Just about half of them are new AR hold and half of them are AR holds that are continuing from the past (42% vs 21%).

## Grade Changes of Incomplete Grades Academic Years 12 - 16

Limited to changes within 15 months of end of term

Final Grade Type	# Cases		% of Incompletes	
	AY12 & AY13	AY14, AY15 & AY16	AY12 & AY13	AY14, AY15 & AY16
I (no change)	1,885	1,587	70%	67%
C- or better	715	691	27%	29%
D	29	20	1%	1%
F/NP/NC/*	52	80	2%	3%
Total Incompletes	2,681	2,378	100%	100%
		Avg. # Months to Change to C- or Better	4.0	3.6

# Retention of New Fall-Start Students by Status of 2nd Term (Winter) Academic Progress Alert & AR Hold

Group N	As % of Fall Cohorts	2nd Term (Winter) Status Group	% Persist Fall -> Winter	% Retained Fall -> Fall Year 2	
3,967	59%	No Holds	89%	59%	Met Progress Standards in 1st Term
769	11%	Accounts Rec. (AR) Hold Only	72%	36%	
412	6%	A1 Alert (no holds)	96%	39%	A1 Alert, Completed Rx Immediately (No APS Hold)
145	2%	A1 Alert (no hold), with AR Hold	87%	25%	
412	6%	A1 Hold (cleared in winter), NO AR Hold	91%	42%	A1 HOLD, Completed Rx Before Spring
140	2%	A1 Hold (cleared in winter), with AR Hold	69%	26%	
343	5%	A1 Hold (not cleared), NO AR Hold	29%	9%	A1 HOLD - Did NOT Complete Rx by Spring
568	8%	A1 Hold (not cleared), with AR Hold	18%	7%	
6,756	100%	All New Fall Starts	78%	46%	
Sample is new credential-seeking students starting in fall 2013, 2014 & 2015					
Includes 1st 3 fall terms of the APS system: Fall 2013, 2014 & 2015					
Does not include international or students still in high school.					