

# Mining Student Data to Find “The Graduates”

UMACRAO

November 2014

Tina Falkner, Rachel McKessock



# Why are we here?

- The U of M Twin Cities was mandated by the Board of Regents to improve 4, 5 and 6 year graduation rates (4 60%, 5 75% and 6 is 80%). We were supposed to hit these rates last year, hadn't met those goals
- How do we improve these rates without lowering academic standards?
- Needed to identify trends in student behavior, issues and barriers with curriculum, and policy that can drive these issues in the right direction



# Objectives

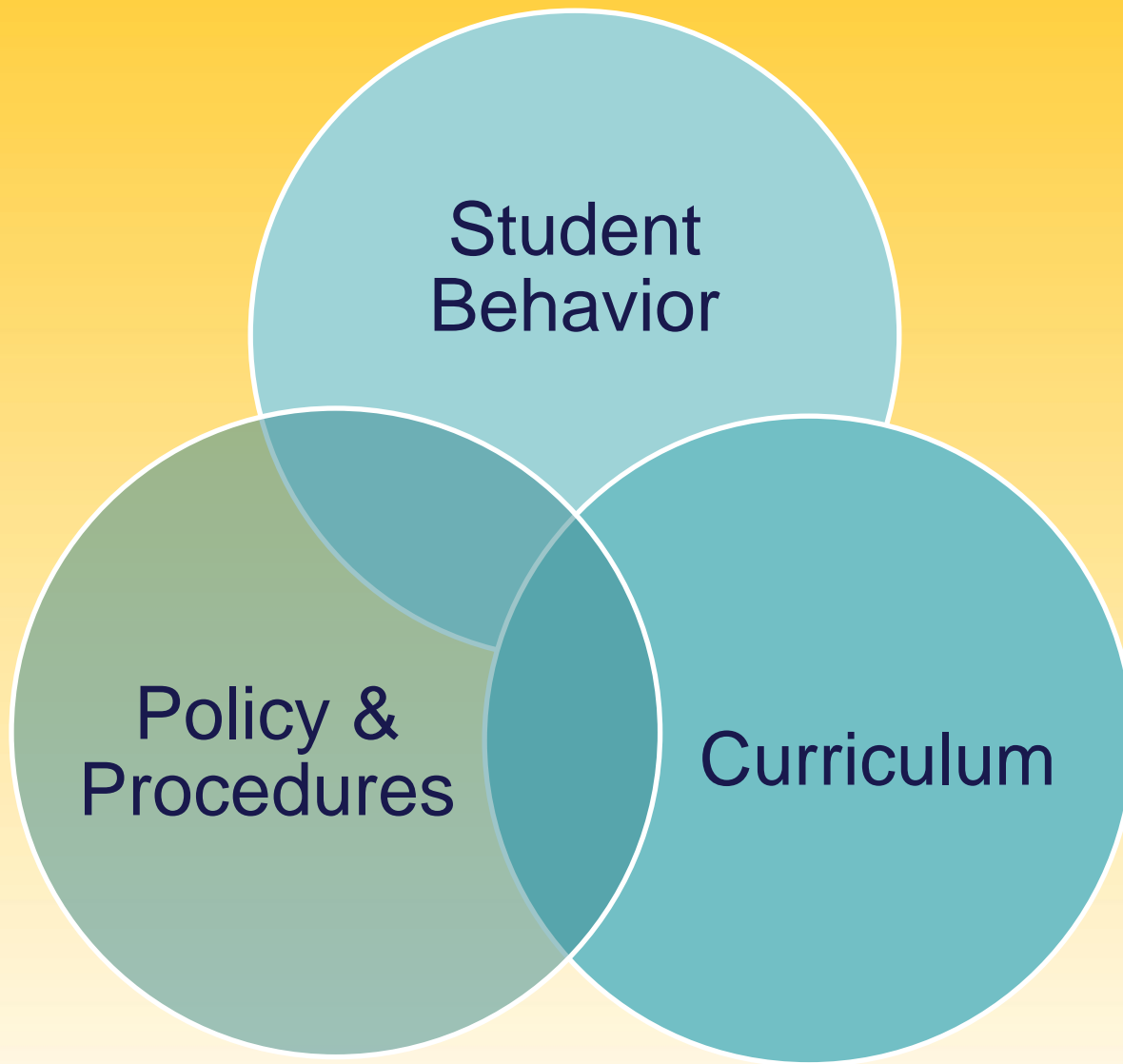
- Effectively using student data to identify areas of improvement
  - Retention and graduation
- Resources
  - University systems and data
  - Policies
  - Curriculum
  - Processes



# Quick Facts: U of M-TC

- 30,135 total undergraduates (including 2014 entering class)
- Decentralized University & clearance model
- Advising loads
- Fall 2010 cohort: 5,310  
Fall 2009 cohort: 5,381
- Working together with OIR
- New curriculum committee





# Highlights of SDP Work (so far...)

New APAS (DARS) format displaying degree and elective credit summaries

Providing degree progress data to colleges

Created an APAS video tutorial

Comparison of program requirements on collegiate websites vs PCAS

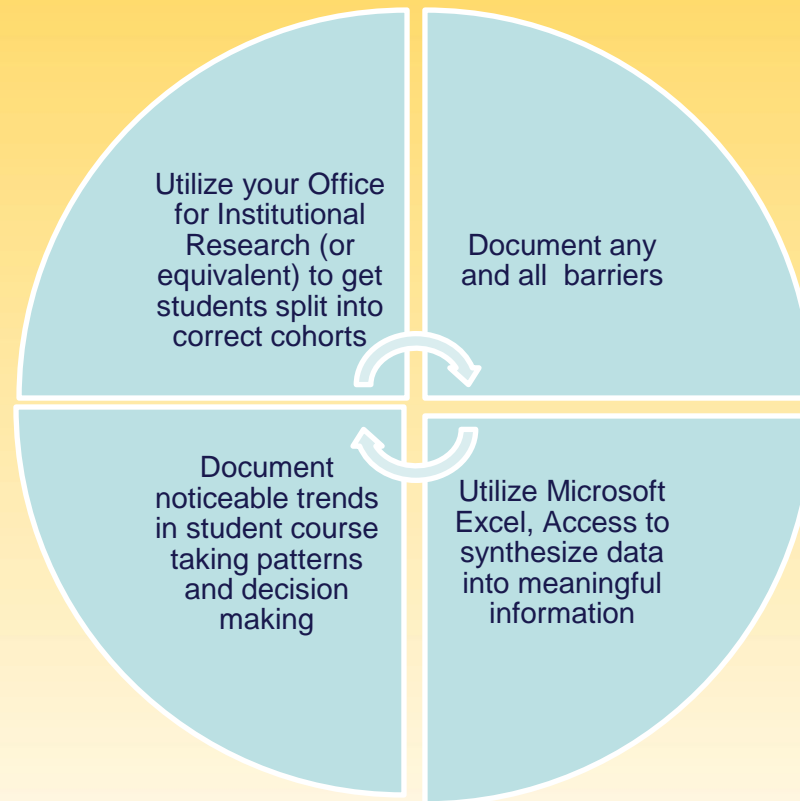
Curriculum “fix” to a requirement causing students issues

Support good decision-making and targeted student outreach

Bring forward solutions together



# Reviewing Student Behavior Data



# Curriculum

Identifying  
barriers

Working with  
the college

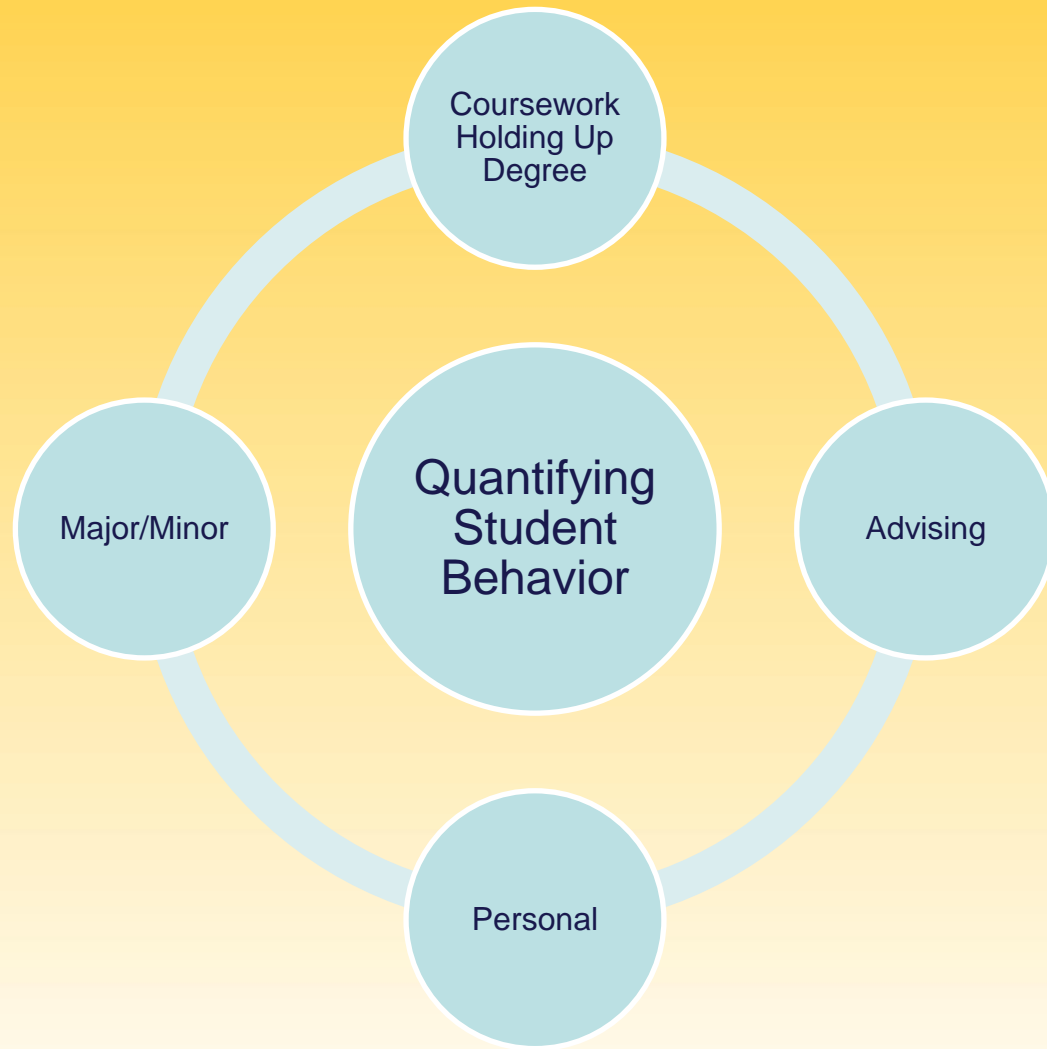
Identifying  
points of  
contact

Establishing  
and  
maintaining  
relationships  
across  
campus

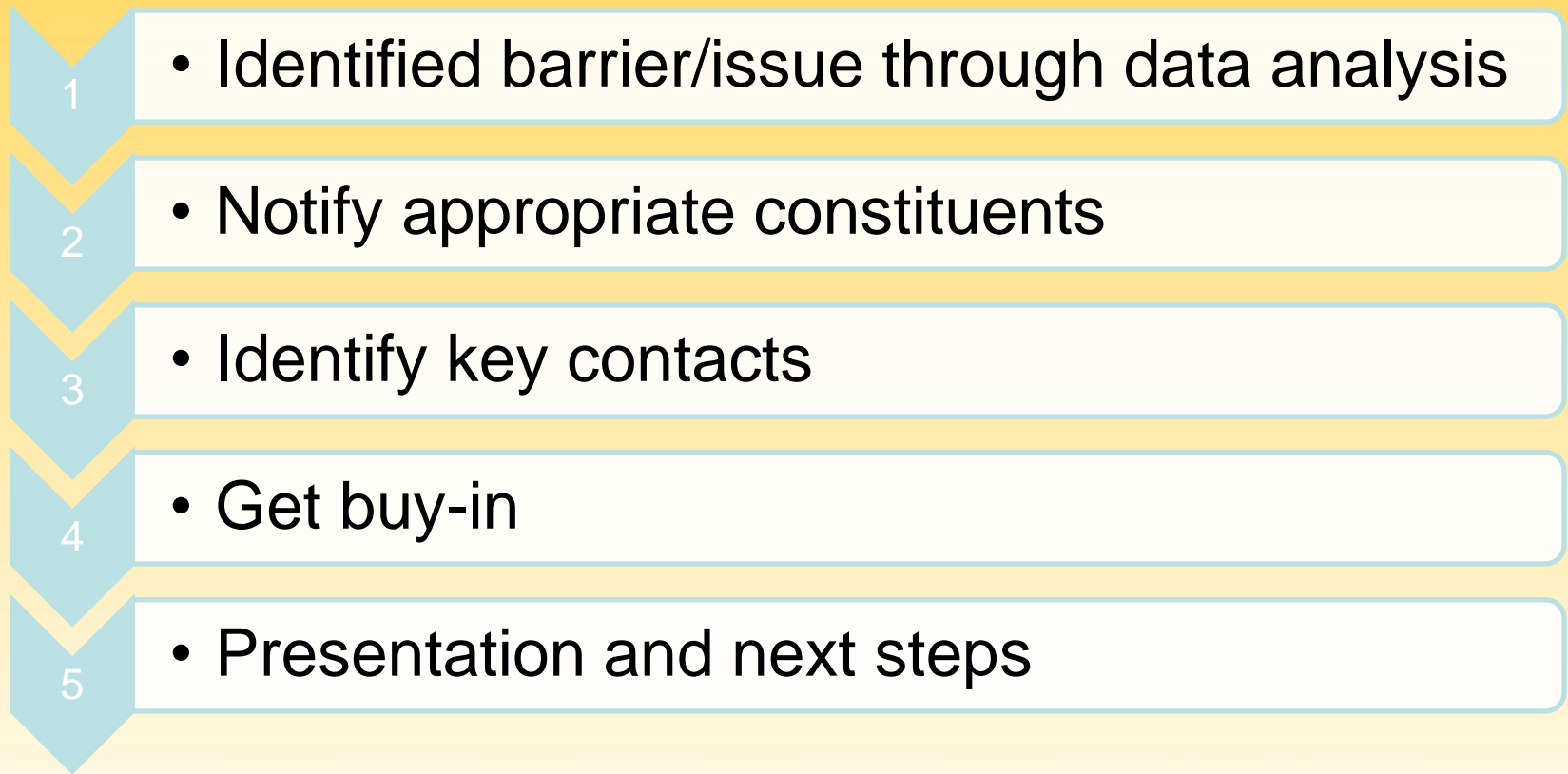




# Identifying Trends in the Data

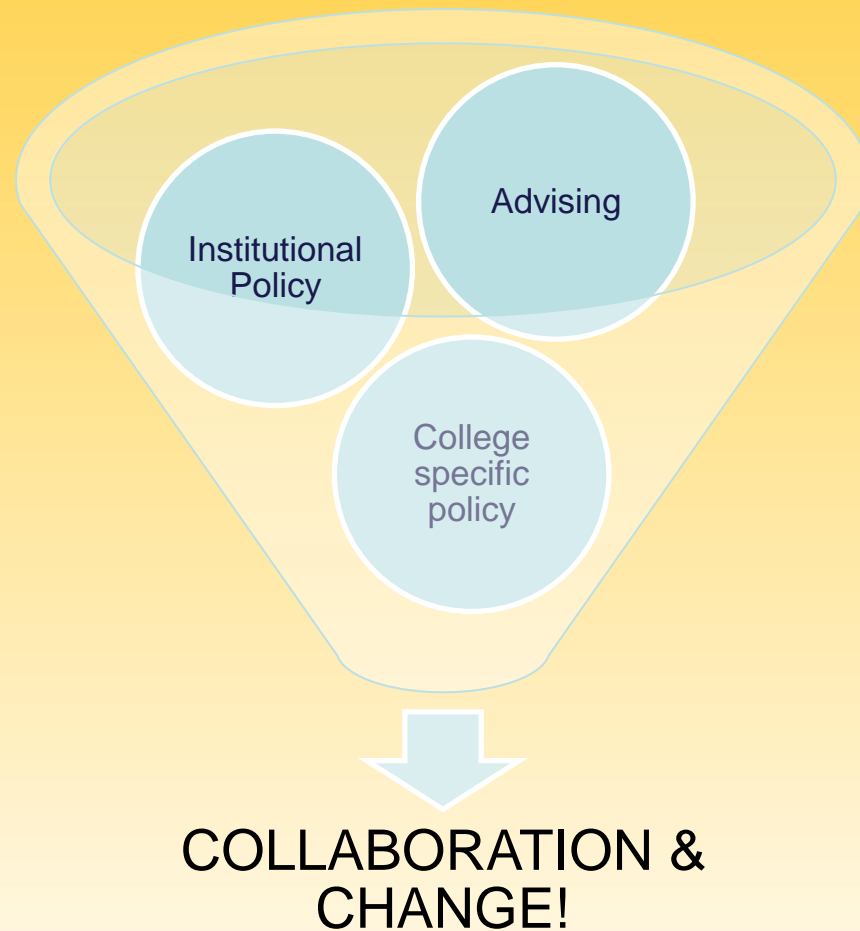


# Curriculum Example





# Policy & Procedure

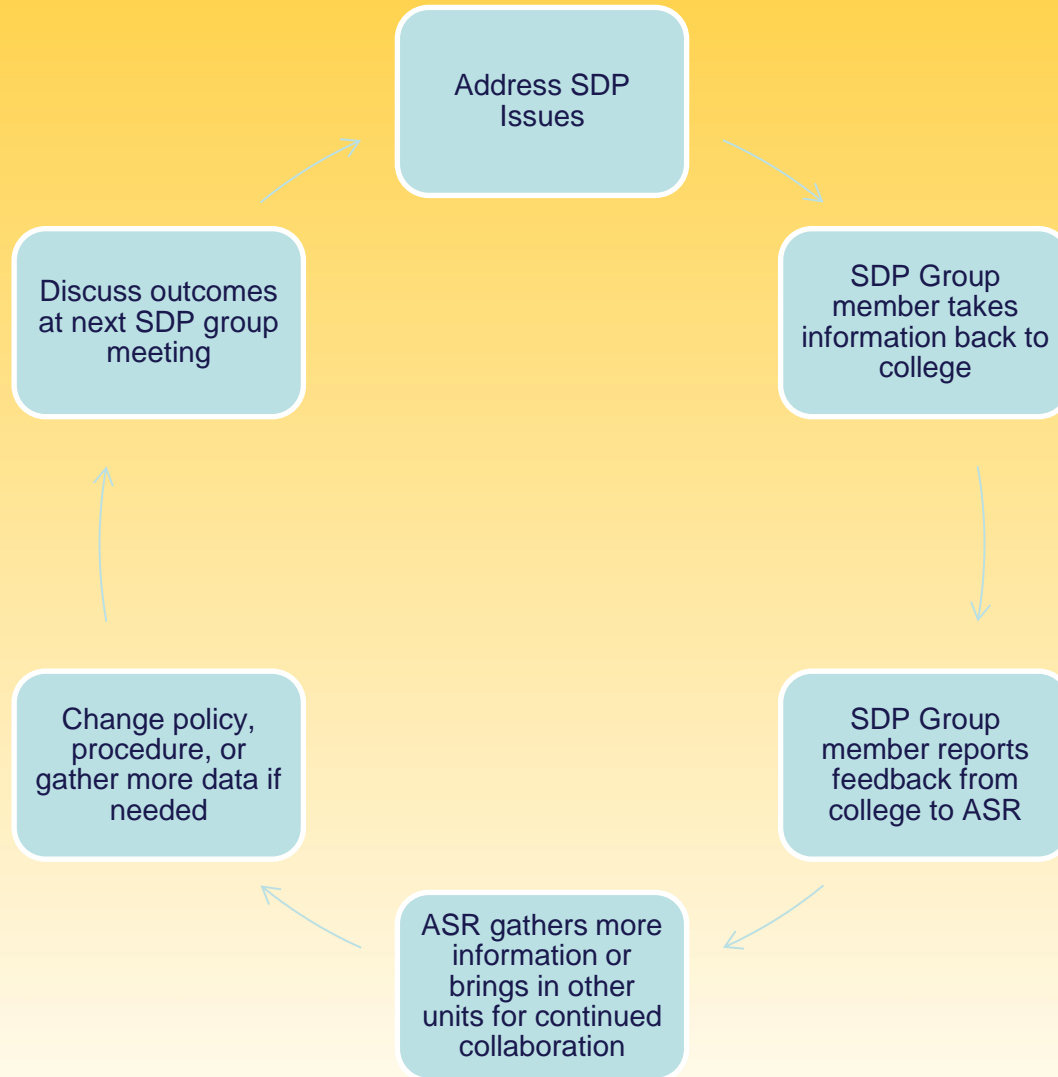


# Policy Examples

- **Repeat Policy**
  - How many repeats a student is allowed in a particular course
  - Students get to repeat a course once, third time has to be petitioned
  - Resulted in changed student behavior/mindset, freed up seats in classes for students who really need them
- **Administrative Degree Clearance**
  - U of M has students apply for degree, sometimes this doesn't happen, needed to be able to graduate these students when it was clear they were ready to have degree awarded
  - Procedure clearly identifies how a college can make this happen
- **High School Prep**
  - Held students who were ready to graduate because of incomplete high school requirements



# Student Degree Progress Group



# Student Degree Progress Example

- Sending out data – timing, what does the data look like, breaking it up into manageable sets
- Set degree progress benchmarks
- Vet data sets
- Data-driven decision making within their colleges/units



# Next Steps

- Predictive Graduation/Retention Rates
- Other curriculum
- Timely Graduation (ideas into policy)
- Structured, standardized curriculum
- Transfer Student Population







- Increased 4 and 6 year rates over 1 year
- Actually standardized something!
- Increased realization of the importance of student degree progress for ALL

# Questions?

- What is your college/unit doing to look at graduation rates?
- Where do you think you would start with improving graduation rates?
- If you were to guess, what do you think your impediment is to meeting your own graduation/retention rates?

