Enrollment Management Plan

University of Central Arkansas

December 2014

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Introduction

From the UCA *Strategic Plan* (2013 rev.)

Goal 1: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Objective C: Create and institute strategies to achieve university goals related to student recruitment, admission, retention, and graduation.

This Enrollment Management Plan has been developed as part of the University of Central Arkansas's on-going efforts to engage more fully in comprehensive long-range planning regarding areas critical to the university's mission. As part of these efforts, the university adopted a new mission statement in 2010, and a new strategic plan in 2011. Now the university is working at multiple levels to implement a more strategic approach to managing enrollment, producing its first Enrollment Management Plan in July 2013. The following document serves as an update and continuation of the 2013 Plan.

INSTITUTIONAL PROFILE AND ENVIRONMENT

The University of Central Arkansas was established as Arkansas State Normal School by the General Assembly of Arkansas in 1907. The name of the institution was changed to Arkansas State Teachers College in 1925. In January 1967, the name of the institution was again changed by the state legislature to the State College of Arkansas, expanding its statewide role to a multipurpose institution. On January 21, 1975, the governor of Arkansas signed a bill granting university status to the institution and naming it the University of Central Arkansas.

Today, the University of Central Arkansas is a regional comprehensive university offering degree programs at the associate, bachelor's, master's, specialist, and doctoral levels. The university offers a variety of undergraduate and graduate programs in the liberal and fine arts, the basic sciences, business, and technical and professional fields – including, notably, the health sciences – in addition to its historical emphasis in the field of education. UCA supports student learning and growth by providing comprehensive student services and rich on-campus extracurricular and co-curricular programming, by developing learning communities on campus, and by encouraging students to be learners in a wider community through cooperative and service-learning opportunities and international experiences.

The university serves its public constituencies with for-credit course offerings; a variety of non-credit leisure and community education activities; and seminars, conferences, workshops, in-service training activities, and consulting services designed to meet the needs of business and industry, public schools, and state and local government.

In addition to an expanding college-eligible population, the State of Arkansas has been drastically increasing efforts to improve the college-going rate of its high school students and the overall level of degree attainment in the state. Recent measures to encourage both traditional and nontraditional students to prepare for, seek, and attain postsecondary degrees have included implementation of a

Smart Core Curriculum at the secondary level; development of a statewide scholarship program funded by the Arkansas Lottery; participation by a number of public institutions (including UCA) in the Completion Innovation Challenge Grant funded by Complete College America and the Arkansas Department of Higher Education; involvement in Achieving the Dream by a number of two-year campuses; and receipt of a statewide Credit When It's Due grant – now beyond the initial pilot stage and rebranded as Degree Matters – to facilitate the awarding of associate degrees through reverse transfer. Each of these factors has increased the sense of urgency within the state to raise educational attainment levels and, in turn, provides possibilities for growth and expansion at UCA.

Finally, the University of Central Arkansas sits in close proximity to three of the state's twenty-two community colleges. Given this geographical advantage, the university clearly has a number of avenues for expanding enrollment through intentional increases in the transfer student population. As outlined in the plan below, an increased emphasis on articulation agreements and improvements in transfer processes from these colleges and others are an important factor in the university's future.

THE ENROLLMENT MANAGEMENT PLAN

During the last decade, the university has experienced both periods of rapid growth and periods of decline in its undergraduate and graduate populations (Table 1).

Table 1: UCA Past Enrollment

Term	Undergraduate Enrollment	Graduate Enrollment	Total Enrollment
Fall 2005	9,969	1,406	11,375
Fall 2006	10,637	1,693	12,330
Fall 2007	10,675	1,944	12,619
Fall 2008	11,048	1,926	12,974
Fall 2009	10,146	1,635	11,781
Fall 2010	9,823	1,621	11,444
Fall 2011	9,629	1,534	11,163
Fall 2012	9,604	1,503	11,107
Fall 2013	9,754	1,780	11,534
Fall 2014	9,842	1,856	11,698

With the clear intention of exceeding past enrollment figures, the university's Board of Trustees met on May 3, 2013, and approved key performance indicator (KPI) targets that include aggressive five-year enrollment and graduation goals. The enrollment targets for the five-year period of Fall 2014 through Fall 2018 include an overall total enrollment growth of roughly 20% above the Fall 2013 enrollment. Annual enrollment targets are presented in Table 2.

Table 2: UCA Enrollment Goals

Term	Undergraduate Enrollment	Graduate Enrollment	Total Enrollment
Fall 2015	10,398	1,910	12,308
Fall 2016	10,975	1,960	12,935
Fall 2017	11,479	2,025	13,504
Fall 2018	11,814	2,075	13,889
Fall 2019	12,076	2,125	14,201

In coordination with overall enrollment goals, aggressive targets were also adopted by the Board of Trustees in their May 2013 meeting for retention and graduation rates, with a six-year graduation rate goal of 60% for the Fall 2017 cohort. These retention and graduation rate goals were included in the enrollment projection calculations above, and, as such, point to the clear need for an immediate focus on retention and graduation efforts across campus.

As noted in the July 2013 Enrollment Management Plan, both recruitment and retention efforts will be central to the attainment of these enrollment goals. The university's plans, therefore, will continue to focus on the development of several new recruitment and student support initiatives, as well as the revising and reinvigoration of a number of existing programs. Based on analyses of enrollment, persistence, and retention patterns, these initiatives have been identified as ways to attract new students, to improve student persistence, and to increase retention that are consistent with the university's mission to "promote academic vitality, integrity and diversity" through fostering "a culture of academic, scholarly, and creative excellence" (UCA Strategic Plan, Goal 2). The emphasis of this plan and strategies are focused on undergraduate students, but the Graduate School has also formulated a plan of initiatives and strategies to help attain their enrollment goals (see p. 11).

In recognition of the importance of retention efforts, the following proposal continues to place a heavy emphasis on the future role of retention measures in sustaining and growing enrollment. From the further development of a more robust Student Success and Retention Council (SSRC) that has replaced the University Retention Committee, the initiatives outlined in this EM Plan seek to improve upon past efforts to engage students and support student success, while also thinking more broadly about how to do this. The University of Central Arkansas has a long-standing tradition of developing and promoting first-year and student success programs, with several having achieved national recognition. Now, units across the campus will proactively and collaboratively work to expand and more firmly embed such programs within the overarching structure of the university.

GUIDING PRINCIPLES

The SSRC has articulated the following guiding principles – commitments made by the university to student success:

> The University of Central Arkansas makes these commitments to student success. We will
>
> - Provide every student with the information, access to resources and services, and opportunities vital to successful engagement in the UCA community.
> - Provide guidance and support for students to develop the knowledge and skills necessary to achieve academic and personal success.
> - Accept responsibility and accountability for consistently measuring evidence of student success.

These principles are intended to identify a broadly shared understanding by the campus community – students, staff, faculty – of its commitments to student success and to assist the SSRC and the campus in prioritizing investments in student success initiatives.

SUMMARY OF PROPOSED INITIATIVES

As part of planned efforts to improve student outcomes and attain designated enrollment targets, the university has identified the following initiatives to be implemented over the next two years and sustained – with adjustments as required – in future years.

RECRUITMENT INITIATIVES

1. Data and EMAS (CRM) Support for Recruitment
2. Transfer Student Recruitment
3. Residential Colleges and Recruitment
4. Graduate Student Recruitment
5. International Student Recruitment

RETENTION INITIATIVES

1. Student Success and Retention Council
2. Policy Development for Retention
3. Data Collection and Intervention
4. Communication for Retention
5. Academic Advising
6. Office of Student Success Initiatives
7. College Transition Collaborative
8. Residential Colleges and Retention
9. International Student Retention
10. Graduate School Retention

A timeline for the initiatives described in this plan is presented in Appendix A (p. 27). Further details regarding each initiative are provided in the body of this plan.

IMPLEMENTATION, LEADERSHIP AND ORGANIZATIONAL ACCOUNTABILITY

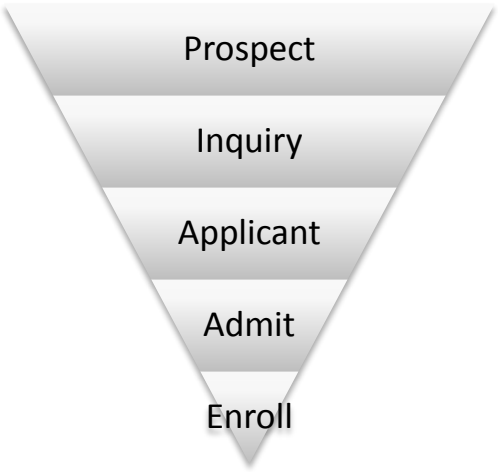
As part of the University of Central Arkansas's on-going strategic planning process, this plan is intended to initiate a continuous process of improved recruitment and retention practices and is not seen as providing a static set of directives. It is expected that implementation and further development of the plan will be the responsibility of the entire campus since recruitment and retention—and therefore enrollment—must be a concern of and focus for the entire university. The Executive Vice President and Provost serves as primary point of accountability for ensuring the plan's implementation by members of the campus community. He also monitors its continued refinement through annual assessment measures with the input of members of the Student Success and Retention Council and others.

Recruiting Initiatives

DATA AND CUSTOMER RELATIONSHIP MANAGEMENT (CRM) SUPPORT FOR RECRUITMENT

In order to attract and enroll an academically and socioeconomically diverse first-time undergraduate class, the university will leverage technology to maximize effective communication by adapting a customer relationship management (CRM) system – a computerized system designed to build strong relationships between a business (the university) and its current and potential customers (students) and foster customer loyalty. A CRM should allow UCA to execute direct communication to all stages of the admission funnel: prospect, inquiry, applicant, admitted, and enrolled. This system should also allow targeted information dissemination specific to a student's program of study, ethnicity, race, gender, and extracurricular interest.

Figure 1: Admissions Funnel



A CRM facilitates more efficient, targeted, and data-driven communication with prospects based on their personal needs, aiding the University in bringing students along the path from a prospect to an enrolled student (Figure 1). Three university offices recruit students—Admissions and Enrollment Services, International Engagement, and the Graduate School. Each could use a CRM, communicating with a potential pool of more than 30,000 prospects. Thus, small incremental increases in conversion rate of prospect to enrolled student resulting from an effective CRM system could be significant.

In November 2014, the Division of Academic Affairs will ask for funding from the Strategic Budget Advisory Committee (SBAC) for funding for a more robust CRM. Our current CRM, EMAS, lacks full interoperability with other on-campus resources; consequently, the University has been under-utilizing a CRM, as became apparent in Summer 2014. If the request is funded, then the new CRM would begin implementation during Fall 2015.

TRANSFER STUDENT RECRUITMENT

PARTNERSHIPS WITH TWO-YEAR COLLEGES

> From the UCA *Strategic Plan* (2013 revision)
>
> **Goal 6**: Increase Engagement with External Partners
>
> **Objective A**: Serve the public and UCA's students by establishing and maintaining local, regional, national, and global partnerships.

In Fall 2013, UCA enrolled 640 undergraduate transfer students. Of these, 313 transferred from public two-year colleges within the state of Arkansas. To meet our goals not only for enrollment, but also for increasing the number of degrees awarded, improved recruitment of transfer students is critically important. Our primary strategy for increasing the number of transfer students is the establishment of formal articulation agreements with two-year colleges inside and outside Arkansas. The primary focus of our partnerships with two-year colleges is a "2+2" articulation agreement: ideally, we would like the student to earn an associate degree at a two-year institution and then complete two years at UCA, earning a bachelor's degree.

As of August 2014, UCA had only two articulation agreements in place. The university is currently developing partnerships with a number of two-year institutions including Arkansas State University campuses, Pulaski Technical College (Pulaski Tech), and the University of Arkansas Community College at Morrilton (UACCM). The university expects to develop articulation agreements with all twenty-two two-year Arkansas institutions and with selected international and out-of-state institutions for degree articulations within specific disciplines.

As part of creating articulation agreements, the Director of Transfer Services is working with the Registrar's Office to update the university's database of coursework approved for transfer credit. The expectation is that, when this work is completed, this information can be made publicly available to prospective students and their parents and to other institutions.

TRANSFER SCHOLARSHIP RECRUITMENT

To help with recruitment initiatives, the Transfer Scholarship that is awarded to students that have attended two-year colleges or other institutions was reviewed. Effective Spring 2014, the number of hours required for eligibility was decreased from 60 to 27, and the requirement that the majority of hours be from a two-year college was removed.

This change affected any students transferring to UCA from another two- or four-year institution, and allowed UCA to be more competitive with other institutions' Transfer scholarships. For Fall 2013, there were a total of 137 transfer scholarship applicants and 70 transfer scholarship offers; with the decrease in hours, there are a total of 234 applicants and 119 transfer scholarship offers for the Fall 2014. The cost associated with these changes will be a full utilization of the current Transfer Scholarship award budget. In past years, the maximum number of awards has not been reached due to eligibility

requirements. With this initiative, the University hopes to increase transfer scholarship applicants and awards, translating into the enrollment of a greater number of qualified transfer students. Data will be collected after the Fall 2014 and Spring 2015 award periods. Applicant numbers and award numbers will be compared to prior years, and the data will be reviewed by the Scholarship Compliance Committee to assess impact on enrollment and to determine if any changes are needed.

RESIDENTIAL COLLEGES AND RECRUITMENT

Residential colleges (RCs) are living and learning communities that unite classroom learning with real-world experiences in order to address the personal and academic growth of the whole student. UCA opened Arkansas' first residential college at Hughes Hall in 1997 and continues to offer the largest, most comprehensive residential college program in the state. UCA offers students an engaging academic and social experience they cannot get at any other university in Arkansas. Through a variety of recruiting and marketing efforts, potential students and their parents learn that UCA's residential colleges provide significant benefits:

- Increase students' chances of academic success and persistence (see also p. 24, Residential Colleges and Retention)
- Have a live-in faculty member (the Resident Master) and at least two live-in peer mentors who engage residents regularly in intellectually stimulating and socially enriching activities that build a sense of community and belonging
- Promote students' sense of responsibility, appreciation for diversity, and commitment to the local and global community
- Have academic themes (e.g., the arts, health, leadership, science, etc.) that attract students with similar interests and career goals
- Offer courses designated only for RC students, many of which are taught in the students' residence halls. RC courses are smaller in size with a lower student-to-instructor ratio than most other lower-division UCA courses. Furthermore, RC students take many of their classes together, allowing them to quickly make friends, form study groups, and feel at home.

With one exception (Hughes), each residential college is tightly associated with one or more academic colleges. The academic colleges promote the academic theme of their residential college, provide guidance on residential college curriculum and program development, and assist in marketing and recruiting efforts for their residential college. Beginning in Fall 2014, a new residential college opened in Baridon Hall - Health Promotion and Wellness (HPaW) - which is associated with the College of Health and Behavioral Sciences. With this expansion, UCA will operate six residential colleges (Table 3) that have the ability to impact more than 1,000 students each year.

Table 3: Residential Colleges & Academic Colleges

Residential College	Academic College
STEM	Natural Sciences and Mathematics
Stars	Fine Arts and Communication
EDGE	Liberal Arts
EPIC	Business, Fine Arts and Communication, Natural Sciences and Mathematics

Residential College	Academic College
HPaW	Health and Behavioral Sciences
Hughes	No Affiliation

GRADUATE STUDENT RECRUITMENT

From the UCA *Strategic Plan* (2013 revision)

Goal 1: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Objective C: Create and institute strategies to achieve university goals related to student recruitment, admission, retention, and graduation.

The Graduate School at UCA under the direction of a new dean is implementing plans for immediate action to address short-term enrollment, and is undertaking the task of developing a long-term enrollment management plan beginning Fall 2014. The Graduate School dean has begun meeting with the college deans to discuss the recruitment activities of the specific programs and the immediate plans for meeting the enrollment goal for Fall 2015. Additionally, the Graduate School is working with the IT department to identify students who have been admitted but have not enrolled, to whom the graduate dean will send emails encouraging enrollment and offering the assistance of the Graduate School in facilitating their registration process. This will be an ongoing process each semester.

Each year the Graduate School will participate in graduate school / professional school fairs. Furthermore, the Graduate School will work selectively with the academic colleges to address specific enrollment needs identified by programs and the university. In early Spring 2015, the Graduate School will host a workshop for UCA undergraduate students and community members on the process of selecting and applying to a graduate school. Throughout the year, the Graduate School will utilize technology to identify feeder schools that provide highly qualified students to the graduate programs and work with program coordinators to enhance relationships with such schools. During the fall, the focus for general recruiting will be on external recruitment, with a spring focus on recruitment within UCA and the local business community.

The expected results of the organized recruitment efforts are increased enrollment of graduate students for the university, meeting the annual KPI target. To assess the return on investment (ROI), data will be collected on contacts made at recruitment fairs and during workshops, taking into account that such contacts may not result in new students for a few years.

INTERNATIONAL STUDENT RECRUITMENT

From the UCA *Strategic Plan* (2013 revision)

Goal 3: Promote Diversity in All Areas

Objective A: Attract and support a diverse student, staff, and faculty population.
Objective B: Enhance interaction and understanding among diverse groups.
Objective C: Cultivate enriched learning opportunities in a global community.

UCA's Office of International Engagement (IE) has introduced a five-year plan to increase international student enrollment in support of the UCA Strategic Plan. This plan is not only focused on increasing international student enrollment but also on diversifying the international student population.

Table 4: Past International Enrollment

Term	International Enrollment	Countries Represented
Fall 2010	578	66
Fall 2011	623	61
Fall 2012	528	60
Fall 2013	486	59
Fall 2014	575	73

IE has established goals for the next five years and identified particular world regions for recruitment. Moving forward, IE will focus on recruitment primarily in three world regions – Latin America and the Caribbean, Asia, and Africa – in order to accomplish this goal.

Table 5: Goals for International Enrollment

Term	Total International Enrollment	Latin America & Caribbean	Asia	Africa
Fall 2015	625	95	355	115
Fall 2016	700	120	385	125
Fall 2017	750	130	405	135
Fall 2018	750	130	405	135
Fall 2019	750	130	405	135

Academic scholarships are essential in IE's recruitment efforts. During the Spring 2014, IE awarded 10 scholarships to outstanding international students attending UCA, the first time scholarships for international students have been strategically awarded in over 5 years.

The establishment of the "Leaders of the World" program (LOTW) in 2014 has proven to be a vehicle for branding UCA specifically in Latin America, Africa, and Asia. This program is expected to have been the first of many such programs in which leaders from universities; governments, and organizations around the world spend a week on the UCA campus discussing the common themes and challenges leaders face. Other programs such as the Culture and Language Immersion Programs have also been developed for students or professionals to attend UCA for several weeks in order to immerse themselves in culture and English language. These programs were designed to specifically target Latin America students in order to increase the awareness of UCA as a higher-education option, but these programs have also been of great interest in other world regions. Such programs create on-going relationships with universities and other partners, establishing a strong foundation for recruitment.

Retention Initiatives

From the UCA *Strategic Plan* (2013 revision)

Goal 1: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Objective A: Sustain a learner-focused environment.
Objective C: Create and institute strategies to achieve university goals related to student recruitment, admission, retention, and graduation.

STUDENT SUCCESS AND RETENTION COUNCIL

The Student Success and Retention Council began meeting in March 2014. Formed as a reorganization of UCA's Retention Committee, the Council includes the following membership: Provost; Faculty Senate president; Staff Senate president; Student Government Association president; Faculty Senate vice-president; Director of UCA Core; two faculty at-large representatives; representatives of the Office of Diversity and Community, the Counseling Center, Housing and Residence Life, Academic Advising Center, Student Financial Aid, the Office of Student Success, Institutional Research; and the Associate Provost for Academic Services and Student Success.

The SSRC is charged with the following responsibilities:

- Undertake on-going study of the retention and graduation/program-completion of students at UCA
- Report data on retention and graduation/program completion of students at UCA to the provost, president, board of trustees, and other campus stakeholders
- Research best practices in increasing retention and graduation/program-completion rates
- Propose specific action steps to increase retention and graduation/program-completion rates at UCA
- Oversee the implementation of approved action steps to increase retention and graduation/program-completion rates
- Assess the success of these implementations

The SSRC also undertakes or facilitates other activities/functions within its purview as may be identified by its membership or required by the university. The SSRC reports to the provost and meets at least monthly. As a retention "infrastructure" project, the SSRC affects all students indirectly through support of university retention programming. It also intends to affect UCA faculty and staff by providing useful data and assisting the university in prioritizing retention initiatives. The council plans annual (1) review of student success and retention data (specific metrics related to KPIs and others to be identified), (2) qualitative stock-taking by members of the SSRC (self-evaluation), and (3) qualitative feedback assessment from stakeholders, in order to determine what the university is doing well and what areas need improvement. The charge, membership, and work of the SSRC is chronicled on the council's web site at http://uca.edu/ssrc/.

POLICY DEVELOPMENT FOR RETENTION

ACADEMIC SCHOLARSHIPS

To help with the University's retention initiatives, academic scholarship renewal requirements were reviewed. The following changes were made to help with scholarship renewal.

- For first-time entering undergraduates, the hour requirement to retain scholarships for renewal was reduced to 27 hours for the first year.
- The GPA requirement for the Leadership and University academic scholarships was lowered from 3.25 to 3.00. It was determined that students who receive lower academic scholarships (Leadership/University) based on lower ACT scores should not be held to the same GPA requirements as higher academic scholarships.
- The renewal period has been extended to May Intersession and/or Summer I for those students who need additional hours or GPA improvement to meet renewal requirements.

For the 2013-2014 award year, UCA paid 765 academic scholarships. Of those, 349 renewed, for a retention rate of 45.6%. The scholarship renewal requirement changes will affect all undergraduate students awarded academic scholarships beginning Fall 2014. Using the planned changes, an estimated additional 114 students would have renewed scholarships for the 2013-2014 cohort, raising the approximate retention by 14.9% to 60.5%. The cost associated with these changes will be a more complete utilization of the current continuing scholarship budget. In past years, savings have been realized due to low retention of scholarships. It is anticipated these savings will decrease with the new requirements. Actual numbers will be established after the 2014-2015 cohort has completed the academic year.

With this initiative, the University hopes to increase scholarship retention of incoming and continuing students. Data will be collected at the end of the academic year for each cohort, and analysis will be completed to review retention numbers compared with prior years. To aid future retention efforts, all scholarships lost will be analyzed to identify any additional causes, such as incoming student qualifications and renewal requirements. Finally, the Scholarship Compliance Committee will review all data to determine if any additional requirement changes should be made.

ATTENDANCE POLICY

For first-time entering undergraduates, strong class attendance correlates with academic success. A stronger attendance policy could improve chances for success, given appropriate tools for accurately monitoring attendance. During the 2014–2015 academic year, initial research has investigated attendance policies at other institutions and has studied how UCA treats attendance. A group will be formed in Spring 2015 to complete that study and make recommendations to the provost.

ADMISSIONS STANDARDS

At the February 2014 UCA Board of Trustees meeting, the board voted to approve a gradual increase in admissions standards for traditional first-time undergraduates. UCA would continue the current

admissions policies prohibiting admission of students with single-digit ACT subscore, and requiring all unconditionally admitted students not need remediation. The current and approved future standards are below:

Table 6: First-time Undergraduate Traditional Admissions Standards

Current	Fall 2015	Fall 2018
Unconditional Admission: • 2.50 HS GPA • 19 ACT Composite or 1330 SAT Combined	Unconditional Admission: • 2.75 HS GPA • 20 ACT Composite or 1390 SAT Combined	Unconditional Admission: • 2.75 HS GPA • 21 ACT Composite or 1450 SAT Combined
Conditional Admission: • 2.25 HS GPA • 16 ACT Composite or 1140 SAT Combined	Conditional Admission: • 2.30 HS GPA • 17 ACT Composite or 1210 SAT Combined	Conditional Admission: • 2.30 HS GPA • 18 ACT Composite or 1330 SAT Combined

With the new admissions standards, the university has begun placing itself in better position for student retention and graduation, by admitting a higher proportion of students who are better prepared academically. These new admission standards were the result of discussions in numerous venues, with continual consideration of the effect any changes would have on six-year student graduation rates. Below is data showing expected six-year graduation rates of past students using the new admissions standards:

Table 7: Six Year Graduation Rate Changes for All Admits

	Admissions Standards All Admits				
Cohort	**Current**	**Fall 2015**		**Fall 2018**	
Fall 2005	44.4%	45.5%	+1.1%	46.5%	+2.1%
Fall 2006	44.3%	45.3%	+1.0%	46.4%	+2.1%

The approved changes will result in some students no longer being accepted into UCA. However, both student and the institution are poorly served by academic failure and the new standards aim to decrease the chance of imparity between academic requirement and student ability. To become a premiere institution of higher education, UCA must attract and accept only qualified applicants. The institution plans to refocus efforts on attracting academically prepared students, striving for quality above quantity. In Fall 2014, the chair of the Undergraduate Admissions Committee plans to resume discussions regarding admissions standards for other undergraduate students. The committee will look at standards for non-traditional admissions, transfers, and international admissions. No target date has been set to finalize these admissions standards.

DATA COLLECTION AND INTERVENTION

The university's retention programs will be comprehensively supported by data-informed intervention for student success. Two data systems have been identified for this purpose. These systems will be complementary and non-overlapping.

MAP-WORKS

MAP-Works is a system used in the Office of Housing, which identifies the degree to which a student is at-risk of leaving the university. The level of risk is determined by uploaded data, including high school GPA and test scores, as well as an online survey completed by students near mid-term of the each fall and spring semester. After the survey is finalized, the student can view their personalized student report, which identifies areas of strength and provides suggested actions and campus resources for areas challenging the student. In AY 2012-2013, a pilot of three residence halls was completed and in AY 2013-2014, all first-time undergraduates living on-campus had data uploaded into the system and were asked to participate in the program. For AY 2014-2015, the program expanded to all first-time undergraduates and all students enrolled in UNIV 1100, totaling approximately 2,250 students.

For AY 2014-2015, the base cost of the MAP-Works system is $17,500 and $10.50 for each student uploaded into the system, at 2,250 students the total cost would be $41,125. Data will be collected to review retention rates of students using the system with a comparable group. The Office of Housing and Residence Life and the university as a whole hopes to increase the understanding of the factors impacting student success for first-time undergraduate students at UCA. A MAP-Works Implementation Committee was formed in late Spring 2014 with representation from the following areas: Honors College, Student Services, Office of Student Success, Learning Communities, Institutional Research, Music Department/FYS Faculty Member, and University College.

For AY 2014-2015, all UNIV 1100 instructors will be involved with intervention via homework assignments implemented in the UNIV 1100 course. To complete the assignment, students are required to complete the MAP-Works transition survey, view their personalized report, and identify three actions/goals based on the report. In 2013-2014, UNIV 1100 students made up 32% (127 students) of the population that did not complete the Fall Transition Survey. Incorporating this assignment in the course is estimated to increase overall survey response rates 6-7% and provide valuable support to UNIV 1100 students.

A group of about seven faculty members have expressed interest in being in the system as a Direct Connect for students. A Direct Connect is a relationship within the MAP-Works system where faculty/staff members are identified as a resource to students within the student portal. Direct Connect faculty/staff also have direct access to information pertinent to the success of students to whom they are "connected," and can provide additional support to students identified as "at-risk." The group of faculty members were setup as a Direct Connect for 2014-2015 and trained on full use of the system during Fall 2014. Additionally, the following offices/departments are included within the MAP-Works intervention plan for 2014-2015: Athletic Academic Advising, Diversity and Community, Student Financial Aid, Honors College, Housing and Residence Life, International Engagement, Learning

Communities, Student Success, and University College. Finally, the UCA Core Director is working with faculty and others to include MAP-Works training in First-Year Seminar orientation for use in these courses.

In AY 2013-2014, Housing and Residence Life professional and graduate staff also participated with an intervention strategy known as the "MAP-Works Roadshow." For the MAP-Works Roadshow, staff members are stationed in residence hall lobbies and engage students in a one-on-one setting, where students review their personalized student report. Students receive information about relevant campus resources and set goals based on their personalized report. In 2013-2014, 73 students participated in the MAP-Works Roadshow, with the majority occurring in the spring semester when the strategy was heavily emphasized. A complete intervention plan, with the specific actions of each faculty/staff member involved, is being prepared and will be completed prior to the intervention phase for 2014-2015.

GRADESFIRST

GradesFirst is a software system employed by Athletic Academic Advising and the Academic Advising Center to track the academic progress and attendance of students. For some years, the system has tracked all student athletes, and in Fall 2014 the Office of Student Success began using the system to track student use of Tutoring Services. The Academic Advising Center and the Office of Admissions and Enrollment Services will use GradesFirst to make advising appointments for students starting in Spring 2015. All first-time undergraduates will be using GradesFirst in Summer 2015, as will transfer students, UCAN students, and IEP students transitioning to a degree.

The early alert and progress reporting, done by faculty, allows an advisor more timely notification that a student is at risk of not being retained. A higher level of communication between students and advisors is anticipated due to the robust communications module within GradesFirst: the module allows advisors centralize different types of communication with students, communicate with the students via text, and set up a reminder for the student about appointments. Further, appointment scheduling is easily accessible for the students. All in all, GradesFirst combines services of two products currently used on campus, AdvisorTrac and TutorTrac, more effectively facilitating communication between the student and advisor, allowing the advisor to have a larger impact on the student's life with the goal of improving retention and graduation rates.

COMMUNICATION FOR RETENTION

ACADEMIC PROGRAM GUIDE

A comprehensive and concise online academic program guide will be created where students can find any information they need about a desired program of study. This will provide students with one central place to find all information, instead of the current fragmented system, with information distributed on multiple individual department websites. In the program guide, each major will have a link to the program description in the *Undergraduate Bulletin*, an academic map showing the eight-semester course plan, and the department where the major is located (see an example in Figure 2, p. 18). The

Academic Program Guide will allow students to see all important information in one place, independent of their major or department, and will provide current and prospective students with a comprehensive list of the undergraduate programs offered at the University of Central Arkansas. Deployment of the Guide is expected in February 2015.

Figure 2: Academic Program Guide Mockup

Academic Program Guide

This page serves as a mockup for the planned Academic Program Guide. Some discussion will appear here in the actual page. A legend will explain abbreviations. Links will provide other informational resources, such as the Academic Advising Center and the Office of the Registrar. The Academic Maps site and an annually updated APG table will replace the existing Program Completion Plan site beginning with AY 2015-16.

Show 10 entries Search:

Program/Option	Degree	UBulletin	AMAP	Department
Accounting	BBA	Bulletin	AMAP-8S	Accounting
Accounting - 3 Year	BBA	Bulletin	AMAP-3YR	Accounting
Addiction Studies, Prevention	BS	Bulletin	AMAP-8S	Health Sciences
Addiction Studies, Treatment	BS	Bulletin	AMAP-8S	Health Sciences
African/African American Studies	BA	Bulletin	AMAP-8S	History
Art, Art Education	BA	Bulletin	AMAP-OTHER	Art
Art, Studio Art	BFA	Bulletin	AMAP-OTHER	Art
Athletic Training	BS	Bulletin	AMAP-OTHER	Kinesiology & Physical Education
Biology	BS	Bulletin	AMAP-8S	Biology
Business Administration (General)	BBA	Bulletin	AMAP-OTHER	Management Information Systems

Edit

Showing 1 to 10 of 11 entries

PROGRESS TO COMPLETION

Effective, strategic communication is essential to ensuring that students recognize that the university cares about their personal and academic success. DegreeWorks (a program planning and degree auditing system) is fully implemented at the undergraduate level. This program helps students and their advisors track completion of degree requirements and maintain a focused plan. Three moments in the student's university experience will be targeted for special communication:

1. After a student has completed 27 credit hours, a registration hold will be placed on his or her account until the student meets with his or her advisor to declare a major, develop a plan for graduation, and discuss any problems the student is having on campus or any other concerns.

2. Students who have completed more than 27 hours and less than 100 hours will receive information about available UCA associate degrees, and how to obtain such a degree. The university wants to ensure that students are aware of opportunities available to them at this specific point in their college career. Research and experience show that this educational step may be important in keeping some students in school.
3. A student who has earned 100 credit hours or more will meet with an advisor to review the plan for graduation. This crucial advising step will help the student successfully finish his or her college career.

ACADEMIC ADVISING

The Academic Advising Center (AAC) and Athletic Academic Advising (AAA) have as their primary focus academically advising students – identifying options, developing individualized plans of study, and accessing academic resources that will help them succeed. With the addition of ten new advisors, each assigned to an academic college through the AAC, a renewed emphasis on quality advising and on professional development for advisors is taking place.

OFFICE OF STUDENT SUCCESS INITIATIVES

In order to meet the university's mission of fostering academic, scholarly, and creative excellence, faculty and staff must not only ensure that the University offers high quality academic programs, but that students are provided the tools and resources necessary to succeed in these programs and to persist toward the attainment of their educational goals. In recognition of the importance of student success as foundational to the mission of the university, the administration has reorganized a number of existing programs, as well as several planned programs, under an umbrella unit called the Office of Student Success. By bringing existing programs together and adding new programs, the university is intentionally placing renewed emphasis on its efforts to ensure student success from recruitment through graduation by means of a number of uniquely designed and targeted transition, engagement, and academic support programs.

TUTORING SERVICES

Tutoring Services continues to offer free peer tutoring services for mathematics and most other UCA Core subject areas, as well as literacy tutoring for students struggling to manage reading-intensive courses and Praxis I tutorial assistance for aspiring teacher education majors. Quiet study areas are available for individual and group study sessions, and Tutoring Services' computer lab has stations for research and printing. Currently, approximately 1,500 students use the Center each year, 20% of whom are student-athletes.

Tutoring Services applied in late Spring 2014 for certification by the CRLA-ITTPC (College Reading and Learning Association – International Tutor Training Program Certification). Included in the application are reports of past trainings and plans for tutor training with the following special populations: Students with Disabilities, Non-Traditional Students, Athletes, At-Risk/On Probation Students, and International Students. Diverse student populations are also addressed in University training sessions, which student

tutors are also required to attend. Review of the application for certification of the program itself may take 10–12 months; individual tutors in Tutoring Services, however, are considered by the CRLA to be certified during that review period since they are trained under the guidelines submitted.

Tutoring Services was recently expanded, increasing seating from 60 to 90 seats to allow for additional students and student-athletes to be in the lab at any given time. The lab continues to provide 20 computer stations for student use.

Summer Bridge Programs

Because the University continues to enroll a significant number of first-generation students, conditionally-admitted students, and students who are disadvantaged by economic or educational circumstances, improvements to ensure student success must include programs designed to prepare these students for success prior to the start of their first college semester. Summer bridge programs will therefore include workshops and camps targeting educationally and socio-economically at-risk students as well as students entering UCA's challenging STEM programs.

Summer Programs for At-Risk Students

UCA Summer Start – Read for Success and UCA Summer Start – Math Academy is designed to address remediation through summer programs prior to the students first fall semester at UCA. Students who successfully complete the Read for Success program successfully satisfy a transitional requirement and earn degree credit. Students who complete the Math Academy program have the opportunity to place into a "regular" math course in the fall semester and refresh their mathematics skills. Both programs include intensive work to building academic success skills.

In Fall 2013, UCA's entering class included 581 first-time undergraduates who required remediation in math or reading – or 26.4% of the incoming class of 2,202. A five-year record is presented in Table 8.

Table 8: Remediation Rates in Reading and Mathematics, 2010–2014

Term	Cohort	Remediation	
		Number	% of Cohort
Fall 2010	1847	594	32.2%
Fall 2011	1960	543	27.7%
Fall 2012	2157	637	29.5%
Fall 2013	2202	581	26.4%
Fall 2014	2232	592	26.5%

UCA Summer Start programs are intended, in particular, for a subset of that 26.4%: those who are on the boundaries of academic preparedness and who, therefore, may benefit most from a short-term academic intervention. The Math Academy seeks to enroll students with an ACT math subscore of 17-18, while the Read for Success program seeks to enroll students with an ACT reading subscore of 16-18. In Fall 2013, 367 students met one or both criteria.

These students, and other prospective UCA students with similar academic profiles, are invited each year to participate in the Summer Start programs, rather than waiting to complete remediation in the fall semester. The programs began small in 2014 – and our experience in the first year will help us shape following year's programming and marketing – but both programs will be scalable to reach larger groups of students. Changes in admissions standards and other changes in the profile of UCA's first-time undergraduate students will also play a role in determining how these programs should grow.

The **Summer Start – Read for Success** program is a three-week program, during which students complete the transitional literacy course (UNIV 0361), a UCA Core Course (FILM 2300 in 2014), and attend daily success workshops.

Direct costs to each student: (1) Residential students: $2,300 (tuition and fees, housing, meal plan, and books); (2) Non-residential students: $1,850 (tuition and fees, lunch daily, books).[1] The Read for Success program is financial-aid eligible.

The **Summer Start – Math Academy** is a five-day program prior to Welcome Week, during which students complete four days of math review and success workshops, and then are administered the Compass Placement Test on the final day.

Direct costs to each student: (1) Residential students: $285 (participation fee, room, and meal plan); (2) Non-residential students: $155 (participation fee, lunch daily).[2] The Math Academy is not financial-aid eligible.

The University hopes with these programs that fewer first-time undergraduate students will need to enroll in remedial math courses and that students will complete their literacy course prior to beginning their other coursework. In turn, this will help students be on schedule with progress toward degree completion. Results from the first year are excellent. 16 of 17 enrolled students completed the Read for Success program and 34 of 35 participating students completed the Math Academy. All the completers in both programs were successful in satisfying their remediation requirement in either literacy or mathematics.

In addition to the success rate, additional data such as the fall-to-spring retention data and student performance in first fall semester courses will be used to improve Summer Start programming in the future. Data review and planning will take place annually, primarily in the fall semester.

COLLEGE OF NATURAL SCIENCES AND MATHEMATICS BOOTCAMP

The CNSM Bootcamp was developed based on the Biology Intensive Orientation for Students (BIOS) at Louisiana State University (LSU), a program to aid students in making the transition to college-level classes. In the College of Natural Sciences and Mathematics (CNSM), it was observed that some students

[1] In summer 2014, the University awarded $500 scholarships toward the cost of the program to each participant out of funds provided by auxiliary units.

[2] For summer 2014 Math Academy students, the University will award fall and spring semester book scholarships of $125 out of funds provided by auxiliary units to students who successfully complete the program.

who were high achievers in high school were not being successful in freshman-level courses and had noted that in part it was due to their work-habits. Students believed that they could succeed in college without the need to study, since they did not need to study in high school. By the time the students realized that they need to change their strategy, it was often too late. The CNSM Bootcamp provides instructions and exposure to college-level expectations through requiring the student to study the appropriate material, giving the students an example test from a course, and experiencing a lab class, including writing up a lab report. In essence, students experience the challenges of college-level work and have a chance to fail when it does not count against them. Based on experiences at LSU, it is anticipated that students who participate in the bootcamp will be successful because they will be familiar with course expectations from the first-day of classes. A result, they should be retained at a higher rate.

The bootcamp is marketed to all first-time undergraduates in CNSM; however, based on experiences from 2013, the program is most attractive to prospective majors in biology, chemistry, and physics. At this point in time, 60 students can participate in this program. The camp will be offered annually the week before fall classes begin. The cost to the student is minimal: if they commute, it is $150; and if they require room and board, it is $270. The amount collected from the students is not expected to cover total costs of the program, but as the program builds, it will break even. The hope is to grow the program by 20 students each year, with an ultimate goal of having 120 participants each summer. Data will be collected at the end of the fall and spring semesters on performance in freshman-level science courses and retention rates for participants versus a comparable non-participant group. Additionally, student perception and satisfaction will be measured via a survey. The ultimate goal of the program is for only students who would benefit to attend the bootcamp, so assessment of those who gain something from this program will be closely evaluated.

UCA STEPS

Although not implemented in Fall 2014, planning is underway for a 2015 STEPS Program that will retain many of the elements of coaching outlined in the original plan. Current efforts to develop the program include (1) identifying a target cohort, based on relevant data concerning UCA's at-risk students, that would allow for greatest impact on student success and serve as the foundation for an on-going program; (2) a proactive approach to empowering at-risk students with knowledge and use of academic life skills and behaviors. The Student Success and Retention Council is currently discussing who to target and how to empower the students with academic survival skills. In academic year 2014-2015, the University hopes to identify a target cohort and finalize the program goals and structure, with the goal that the first cohort of students will begin participation in Fall 2015. Meantime, the Office of Student Success is partnering with Housing and Residence Life and the Learning Communities to pilot a peer success coaching project, informed by data derived from MAP Works (see p. 16).

INCREASING STUDENT SUCCESS IN HIGH FAILURE/HIGH ATTRITION COURSES

The Office of Institutional Research analyzed data from previous years to identify courses with high failure and high attrition (HF/HA). Supplemental Instruction (SI) is an internationally-recognized academic support program that targets historically HF/HA courses. SI is a non-remedial approach to

learning enrichment that increases student performance and retention by offering regularly scheduled, out-of-class review sessions to all students enrolled in a targeted course. As part of the program, peer "SI Leaders" are employed to serve as model students and discussion facilitators, both in the classroom, and during the weekly "SI Sessions" conducted by SI Leaders throughout the semester. UCA conducted a successful three-year pilot program and has now scaled up the program in academic year 2014-2015 to include 12 sections of HF/HA courses in the UCA Core in fall and spring semester -- four sections of HIST 1310/1320, four sections of PSYC 1300, and four sections of BIOL 1400. In the expanded program, SI Leaders are managed by graduate assistants in the disciplines served. The program will potentially impact 1,800-1,900 students in 2014-2015, with plans to further expand to 16 sections in academic year 2016-2017 and to 20 section in 2017-2018.

The impact of SI can be seen through improved learning and academic skills acquisition, decreased rates of attrition, and higher academic performance (as measured by GPA). Annual student performance and retention data for SI participants will be collected, comparing the persistence rates and academic outcomes (GPA) of SI participants to all students in the section, all students in sections taught by the same professor, and all students in the course. Considerable national data exists to confirm the benefits of SI, and UCA will soon be in a position to analyze its own data in evaluating the program.

COLLEGE TRANSITION COLLABORATIVE

Research suggests that students' concerns about fitting in at college can be mitigated through brief, targeted mindset interventions, thereby increasing their success and retention. In the Fall of 2014, the university joined the College Transition Collaborative (CTC), a team of researchers and institutions of higher education working together to create, evaluate, and disseminate these interventions. The team of researchers consists of Dr. Greg Walton at Stanford University, Dr. Mary Murphy at Indiana University, and Dr. David Yeager at the University of Texas at Austin, as well as graduate students, postdoctoral scholars, and research assistants. Twelve institutions from across the country, including UCA, have been selected to participate in the collaborative.

The CTC is a four-year partnership intended to:

- Improve the academic outcomes (e.g., grades and retention rates) of at-risk undergraduate students at UCA, specifically first-time (non-transfer), full-time, degree-seeking students.
- Evaluate the effectiveness of mindset interventions intended to improve student outcomes using randomized controlled experiments.
- Provide UCA information about the psychological factors that impede or advance the academic progress and social and psychological well being of its students and to furnish research-based recommendations concerning how to affect these factors.
- Assess the differential importance of various psychological factors for student success across a number of partner institutions.

During the first year, the CTC research team will visit UCA to identify the university's at-risk student population and create an optimized mindset intervention. Prior to matriculation, at-risk incoming freshmen will be randomly exposed to either the optimized intervention, a standard intervention, or a control intervention. During the second year, the research team will collect data on the effectiveness of the interventions. In the third year, the research team will repeat the experiment, and in the fourth

year, they will report their findings and provide recommendations concerning further implementation. Upon completion of the fourth year, UCA will have access to the interventions for internal improvement purposes in perpetuity.

RESIDENTIAL COLLEGES AND RETENTION

With over 1,000 current students within the residential college program, the impact of greater retention rates within the program has helped the university tremendously. The residential college program promotes retention primarily by helping first-year students make a smooth transition from high school. Through shared classes, academic and social programs, and other co-curricular activities, residential college students quickly make friends, form study groups, and feel at home. Residential college students benefit from a live-in faculty resident master, at least two student mentors, smaller classes, and an annual operating budget for student programming. In this setting, faculty, students, and staff live and work together to create an engaging learning community that fosters intellectual growth and social responsibility. Data assessing the performance of the overall program, as well as individual residential colleges, is collected annually. Retention rate of students participating in residential colleges, compared to students in standard university housing, demonstrates the program's effectiveness (Table 9).

Table 9: Fall to Fall Retention, One Year and Two Year Retention Rates

	Fall to Fall, Year 1 to 2			Fall to Fall, Year 1 to 3		
Cohort	**Housing***	**All RCs**	**Difference**	**Housing***	**All RCs**	**Difference**
Fall 2008	69.4%	76.1%	+6.7%	52.1%	65.5%	+13.4%
Fall 2009	69.0%	80.5%	+11.5%	51.9%	67.7%	+15.8%
Fall 2010	67.0%	72.4%	+5.4%	49.1%	60.0%	+10.9%
Fall 2011	67.7%	73.5%	+5.8%	53.3%	59.5%	+6.2%
Fall 2012	67.4%	72.7%	+5.3%			

*Students living in university housing excluding students in Honors College and Residential Colleges.

INTERNATIONAL STUDENT RETENTION

International students are in a unique situation at UCA – away from their home country, often for the first time, and adapting to a completely different culture and language environment. The Office of International Engagement (IE) aims to ease this drastic transition by immersing the students in campus life, ensuring the students feel at home, and fostering adequate preparation for the academic challenges ahead at UCA. IE begins the year with an orientation program at UCA utilizing Team Global, a student ambassador program. Team Global helps engage international students with domestic students in various activities. Additionally, an international student can participate in International Friendship Outreach, which hosts students to provide them with a sense of home. IE works to continually communicate with the students, using social media outlets, such as Facebook, to keep them constantly engaged. IE also works with other university departments to advocate for the unique needs of international students, such a keeping campus housing open during winter break and helping with communication barriers. Although IE aspires to get the graduation rate for international students as high as possible, their initiatives are aimed at all international students, while standard retention and graduation rate only looks at first-time undergraduates. Additional measures of success are available or

being designed to account for less traditional student experiences, including Intensive English training and study abroad.

GRADUATE SCHOOL RETENTION

As performance funding makes the number of degrees awarded a more prominent topic within the university, the Graduate School plans to meet its degree target by working on retention of graduate students. The Graduate School will continue to work with the IT department to identify students who have been enrolled in a program but have not completed their degree. Multiple modes of communication will be used to engage these students about re-enrolling at UCA.

In efforts to affect students from the beginning, the Graduate School is developing an orientation, available both online and as face-to-face, to be launched in Spring 2015. Additionally, hosting events such as “coffee with the dean,” to get direct student feedback and increase involvement in their program, are planned starting in late Fall 2014. Customer service surveys will also be used.

Appendices

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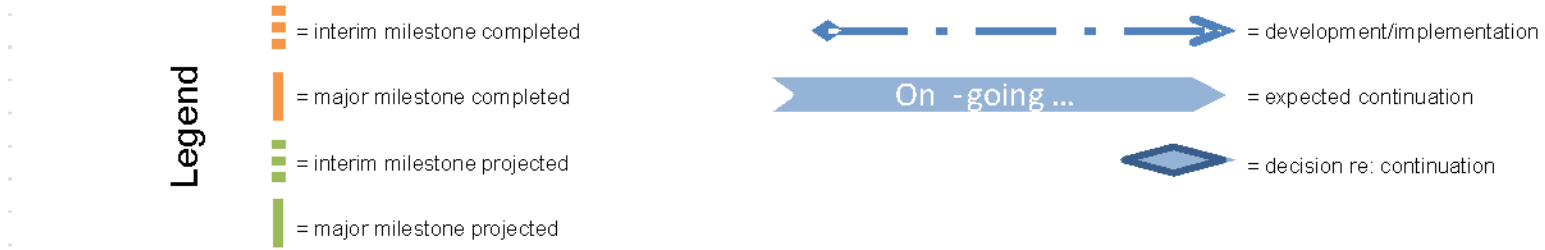
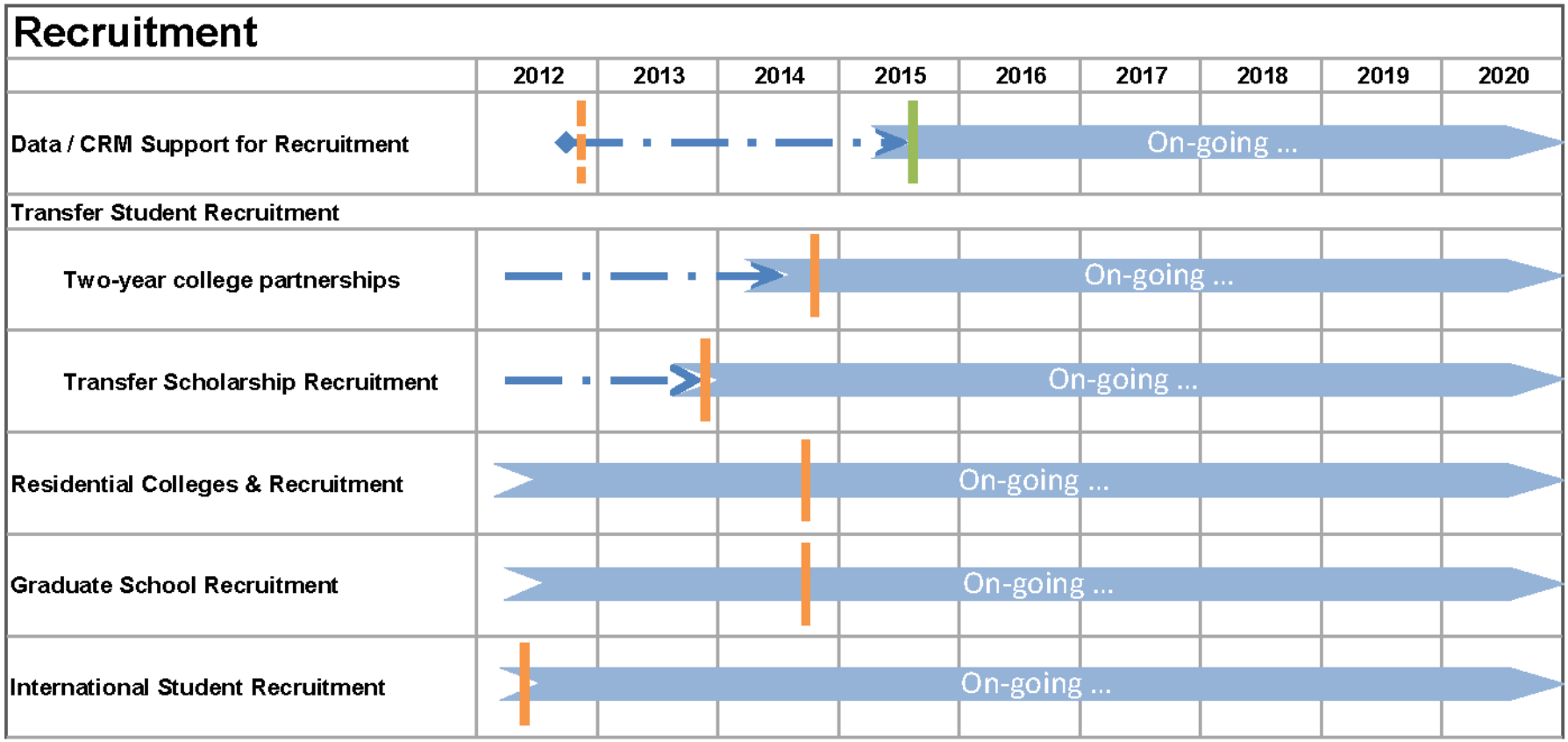
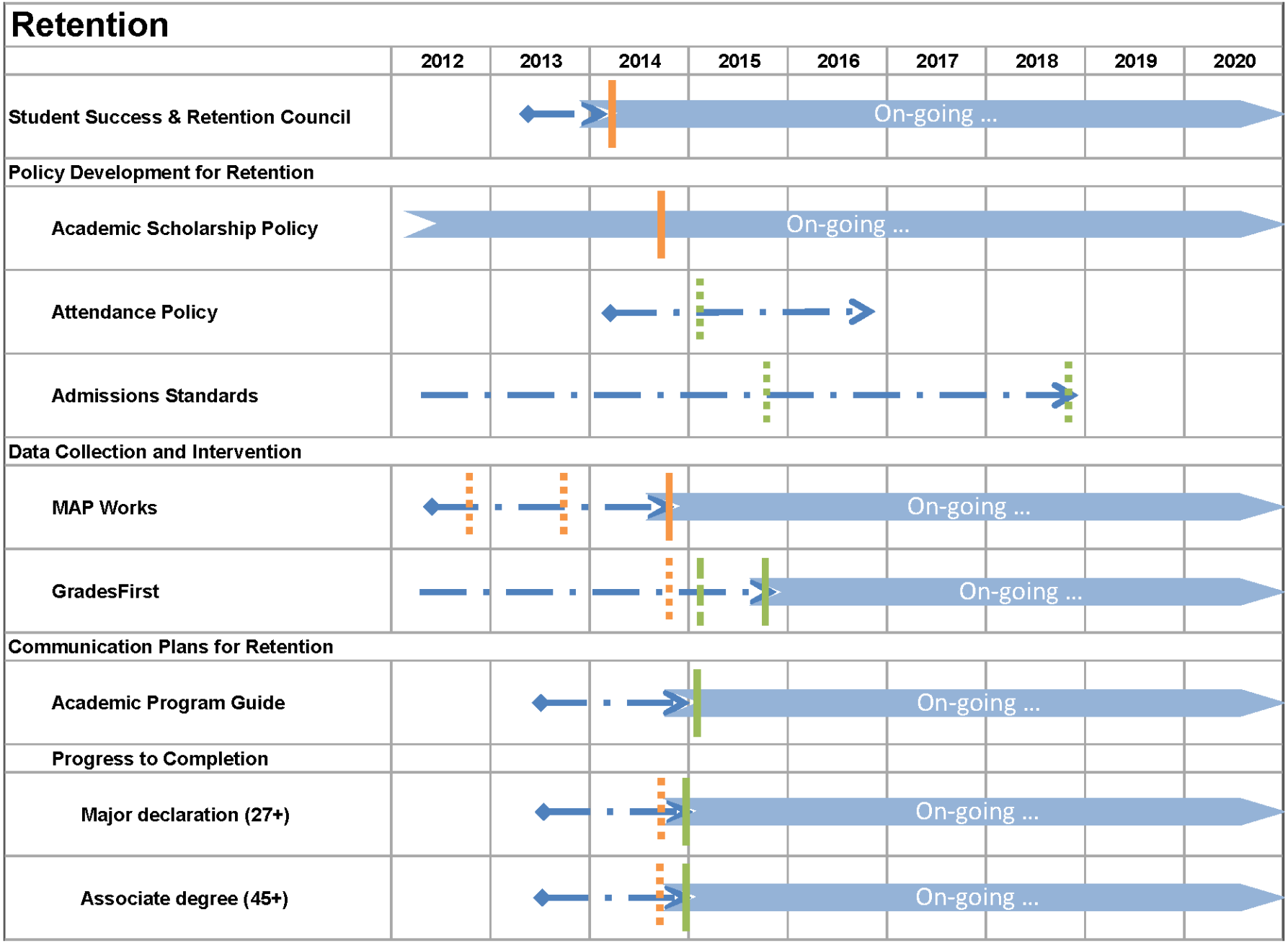
APPENDIX A: ENROLLMENT MANAGEMENT PLAN TIMELINE






Retention
2012
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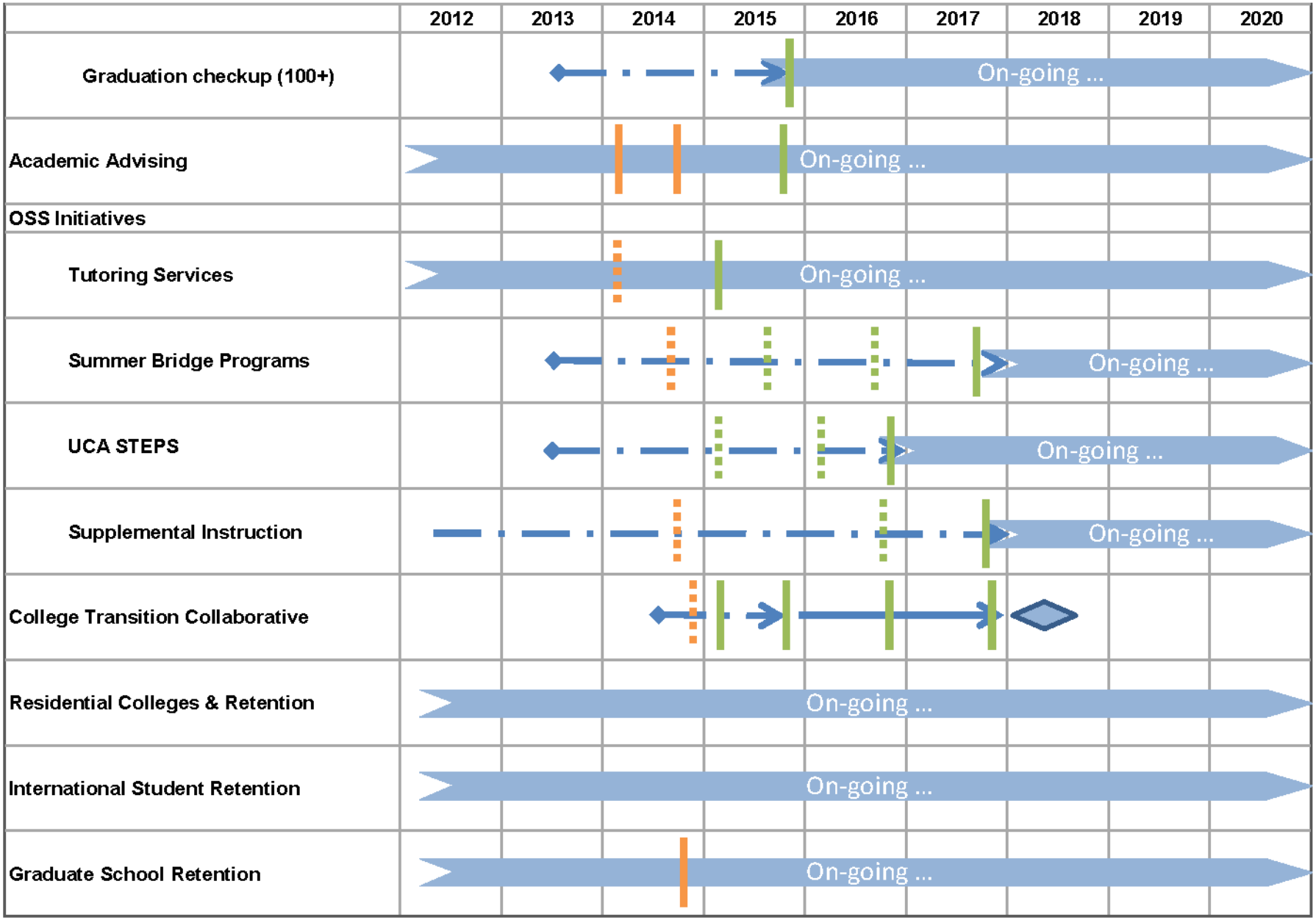
2019
2020
Student Success & Retention Council
On-going ...
Policy Development for Retention
Academic Scholarship Policy
On-going ...
Attendance Policy
Admissions Standards
Data Collection and Intervention
MAP Works
On-going ...
GradesFirst
On-going ...
Communication Plans for Retention
Academic Program Guide
On-going ...
Progress to Completion
Major declaration (27+)
On-going ...
Associate degree (45+)
On-going ...


2012
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Graduation checkup (100+)
On-going ...
Academic Advising
On-going ...
OSS Initiatives
Tutoring Services
On-going ...
Summer Bridge Programs
On-going ...
UCA STEPS
On-going ...
Supplemental Instruction
On-going ...
College Transition Collaborative
Residential Colleges & Retention
On-going ...
International Student Retention
On-going ...
Graduate School Retention
On-going ...

APPENDIX B: HISTORICAL UCA RETENTION AND GRADUATION RATES

University of Central Arkansas

Full-time, First-time Undergraduates

		Fall to Spring		Fall to Fall (1 Year)		Fall to Fall (2 Year)		Graduation: 100%/4 Year		Graduation: 150%/6 Year	
Term	Cohort	#	%	#	%	#	%	#	%	#	%
Fall 2003	2,414	2,133	88.4%	1,700	70.4%	1,371	56.8%	527	21.8%	988	40.9%
Fall 2004	2,216	1,929	87.0%	1,606	72.5%	1,303	58.8%	471	21.3%	938	42.3%
Fall 2005	2,429	2,122	87.4%	1,746	71.9%	1,362	56.1%	470	19.3%	973	40.1%
Fall 2006	2,352	2,047	87.0%	1,666	70.8%	1,345	57.2%	540	23.0%	960	40.8%
Fall 2007	1,763	1,535	87.1%	1,279	72.5%	1,027	58.3%	363	20.6%	741	42.0%
Fall 2008	2,075	1,793	86.4%	1,480	71.3%	1,184	57.1%				
Fall 2009	1,753	1,551	88.5%	1,287	73.4%	1,030	58.8%				
Fall 2010	1,828	1,625	88.9%	1,261	69.0%	1,001	54.8%				
Fall 2011	1,940	1,706	87.9%	1,361	70.2%	1,091	56.2%				
Fall 2012	2,130	1,872	87.9%	1,486	69.8%	1,193	56.0%				
Fall 2013	2,177	1,907	87.6%	1,522	69.9%						
Fall 2014	2,154										

APPENDIX C: UCA KEY PERFORMANCE INDICATORS (FALL 2014)

Key Performance Indicators	Actual					Goals				
Degrees/Certificates Awarded	**FY 2009-10**	**FY 2010-11**	**FY 2011-12**	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**	**FY 2015-16**	**FY 2016-17**	**FY 2017-18**	**FY 2018-19**
All Credentials	2,250	3,992	2,157	2,015	2,112	2,478	2,595	2,718	2,846	2,981
Bachelor's	1,611	1,499	1,553	1,423	1,516	1,784	1,868	1,957	2,049	2,146
Graduate	607	607	579	578	567	665	697	730	764	800
NSSE-Level of Academic Challenge	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2016**	**2017**	**2018**
Freshman	N/A	N/A	51.7	N/A	N/A	>53.8	N/A	N/A	>53.8	N/A
Seniors	N/A	N/A	59.6	N/A	N/A	>57.9	N/A	N/A	>57.9	N/A
	FY 2009-10	**FY 2010-11**	**FY 2011-12**	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**	**FY 2015-16**	**FY 2016-17**	**FY 2017-18**	**FY 2018-19**
Financial Status - Composite Financial Index	2.10	2.31	1.92	2.24	3.19	1.5-2.5	1.5-2.5	1.5-2.5	1.5-2.5	1.5-2.5
	Fall 2010	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Undergraduate SSCH taught by full-time faculty	88.7%	87.1%	84.1%	84.0%	85.4%	≥86.0%	≥86.5%	≥87.0%	≥87.5%	≥88.0%
Enrollment	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Undergraduate (includes HS concurrent)	9,823	9,629	9,604	9,754	9,842	10,398	10,975	11,479	11,814	12,076
Graduate	1,621	1,534	1,503	1,780	1,856	1,910	1,960	2,025	2,075	2,125
Total Enrollment	*11,444*	*11,163*	*11,107*	*11,534*	*11,698*	*12,308*	*12,935*	*13,504*	*13,889*	*14,201*
Enrollment of racial/ethnic minority students as a percentage of total enrollment	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Undergraduate	22.5%	22.9%	24.9%	26.2%	28.4%	≥25.0%	≥25.0%	≥25.0%	≥25.0%	≥25.0%
Graduate	13.3%	14.1%	13.2%	15.6%	14.5%	≥15.8%	≥16.0%	≥16.2%	≥16.4%	≥16.6%
External Funding	**FY 2009-10**	**FY 2010-11**	**FY 2011-12**	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**	**FY 2015-16**	**FY 2016-17**	**FY 2017-18**	**FY 2018-19**
Sponsored Funding/Grants	$8,670,846	$7,703,720	$5,090,608	$4,076,954	$4,951,260	$4,494,842	$4,719,584	$4,955,563	$5,203,341	$5,463,508
Private Funds (new gifts and pledges)	$4,035,341	$3,327,982	$4,190,052	$3,831,542	$5,138,934	$4,224,275	$4,435,489	$4,657,263	$4,890,127	$5,134,633
	AY 2009-10	**AY 2010-11**	**AY 2011-12**	**AY 2012-13**	**AY 2013-14**	**AY 2014-15**	**AY 2015-16**	**AY 2016-17**	**AY 2017-18**	**AY 2018-19**
Persistence to Graduation	79.3%	80.2%	79.9%	80.1%	76.8%	≥80.0%	≥80.0%	≥80.0%	≥80.0%	≥80.0%

First-time Undergraduate Cohort	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Six-Year Graduation Year	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Retention Rate	**Actual**								**Goals**			
Fall-to-fall, year 1 to year 2	70.8%	72.5%	71.3%	73.4%	69.0%	70.2%	69.8%	69.9%	73.8%	76.0%	81.0%	86.0%
	Actual							**Goals**				
Fall-to-fall, year 1 to year 3	57.2%	58.3%	57.1%	59.6%	54.9%	56.2%	56.0%	56.9%	59.0%	61.0%	66.0%	71.0%
Graduation Rate (includes associate's degree)	**Actual**		**Goals**									
4-year graduation rate (100% completion time)	23.0%	20.6%	22.0%	21.0%	21.0%	23.0%	23.5%	24.0%	24.5%	25.0%	30.0%	35.0%
6-year graduation rate (150% completion time)	40.8%	42.0%	43.0%	41.0%	41.0%	44.0%	45.5%	47.0%	48.5%	50.0%	55.0%	60.0%

Prepared by: Office of Institutional Research ***12/12/2014***