

EVERY STUDENT COUNTS:

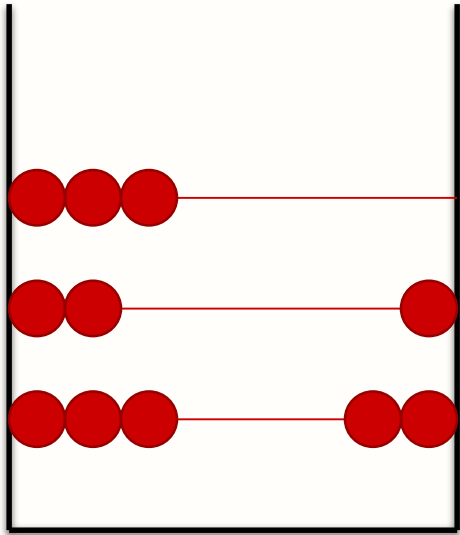
Using Data to Promote Student Success

Michelle Appel

Presentation to Taiwan AIR, November 2017



COUNT - 多重定義



數學運算

Mathematical operation



具有重要、顯著意義

Important, meaningful

USING DATA FOR STUDENT SUCCESS

- 識別
 - 理解
 - 分析
 - 交流
 - 適用
- Identify key data sets
 - Understand context
 - Analyze data
 - Communicate results
 - Apply to policy

A CASE STUDY

Student Success – Degree Completion Policy

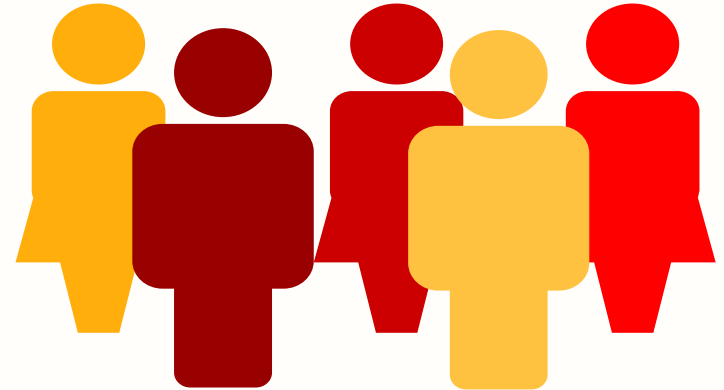
IDENTIFY KEY DATA

IES : NCES National Center for Education Statistics

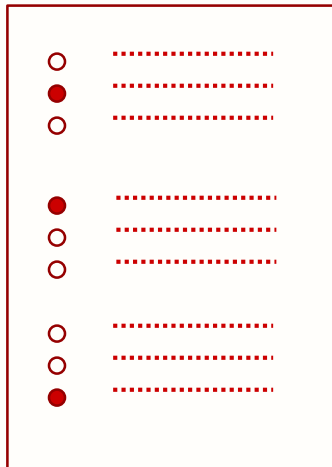
 **IPEDS**
Integrated Postsecondary Education Data System

nces.ed.gov/ipeds

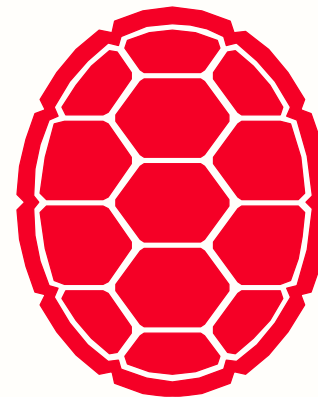
Mandated Reporting



Available Peer Data



Survey Data



Institutional Data

KEY DATA – STUDENT SUCCESS

www.reports.umd.edu

UNIVERSITY OF MARYLAND



Table Graph

UG RETENTION & GRADUATION RATES



New Freshmen Cohort

College: All
Department: All
Major: All

After 1-3 Years: Retained or Graduated; After 4-6 Years: Graduated

SELECT ORGANIZATION:

College
(All) ▾

Department
(All) ▾

Major
(All) ▾

SELECT COHORT YEARS:

2004 Cohort and Earlier
 2005 Cohort and Later

SELECT STUDENTS:

Cohort Select
New Freshmen ▾

Gender
(All) ▾

Race/Ethnicity
(All) ▾

COUNT or PERCENTAGE:

Percentage ▾

Cohort Term	Cohort Size	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
Fall 1992	3,020	84.8%	76.0%	73.5%	32.0%	58.2%	64.6%
Fall 1993	3,145	86.1%	76.9%	73.1%	33.5%	58.7%	64.1%
Fall 1994	3,629	85.5%	76.4%	72.2%	33.4%	58.1%	63.6%
Fall 1995	3,575	87.0%	76.4%	73.6%	37.6%	59.4%	64.8%
Fall 1996	3,540	87.6%	79.5%	76.4%	40.9%	64.2%	69.2%
Fall 1997	3,951	88.3%	81.0%	77.3%	43.0%	65.8%	70.7%
Fall 1998	4,044	90.1%	82.9%	79.3%	46.0%	68.7%	73.2%
Fall 1999	3,875	90.7%	84.7%	81.7%	50.1%	72.9%	76.5%
Fall 2000	3,933	91.5%	86.2%	83.8%	54.5%	76.2%	79.5%
Fall 2001	4,340	91.9%	86.2%	83.8%	58.4%	77.1%	80.0%
Fall 2002	3,886	92.7%	87.1%	85.3%	63.1%	79.6%	81.9%
Fall 2003	4,046	92.5%	86.8%	85.5%	62.9%	79.8%	81.8%
Fall 2004	4,173	92.5%	87.6%	85.1%	62.5%	79.3%	81.5%

KEY DATA – STUDENT SUCCESS

www.reports.umd.edu

UNIVERSITY OF MARYLAND



Table Graph

UG RETENTION & GRADUATION RATES



SELECT ORGANIZATION:

College
(All) ▼

Department
(All) ▼

Major
(All) ▼

SELECT COHORT YEARS:

2004 Cohort and Earlier

2005 Cohort and Later

SELECT STUDENTS:

Cohort Select
New Freshmen ▼

Gender
(All) ▼

Race/Ethnicity
(All) ▼

COUNT or PERCENTAGE:
Percentage ▼

New Freshmen Cohort

College: All
Department: All
Major: All

After 1-3 Years: Retained or Graduated; After 4-6 Years: Graduated

Race/Ethnicity: All; Gender: All

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Fall 1992	3,020	84.8%	76.0%	73.5%	32.0%	58.2%	64.6%
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Fall 2004	4,173	92.5%	87.6%	85.1%	62.5%	79.3%	81.5%

KEY DATA - SURVEY

In the early 2000s at UMD:

90%

Freshmen
expect to
graduate in
4 years

72%

Sophomores
expect to
graduate 4 years
from start

69%

Juniors
expect to
graduate 4 years
from start

54%

Actually
graduate
within
4 years

KEY DATA – PEER COMPARISON

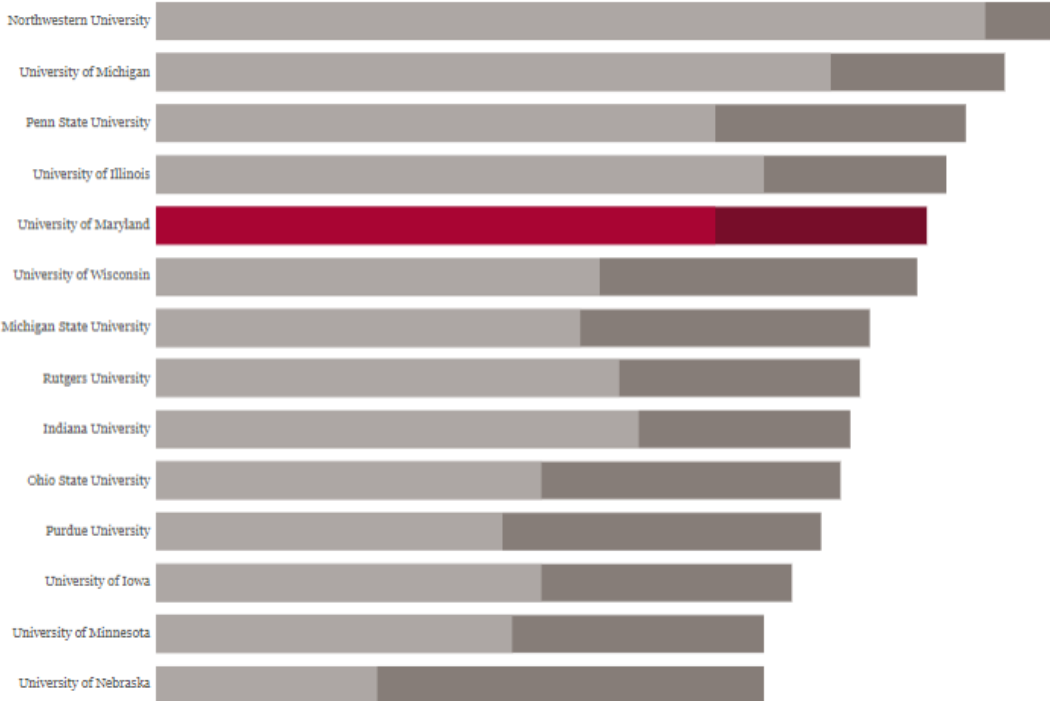
Big Ten Common Data Set Res... Big Ten IPEDS Responses

BIG IPEDS Responses

IPEDS Metric to Display: **Graduation Rates** University to Highlight: **University of Maryland** Report Year: **2007**

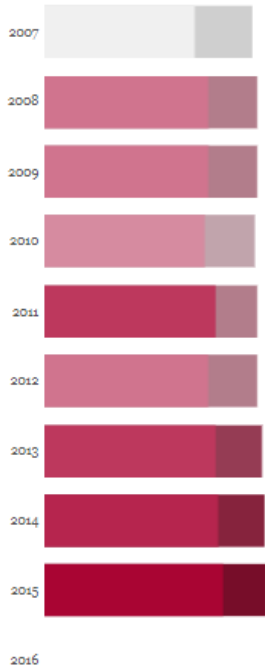
not all metrics available in some years Annotations: Show Annotations

Graduation Rates by Institution



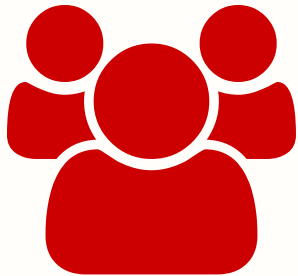
University of Maryland's

Graduation Rates by Year



CONTEXT

Welcome,
incoming class
of 2004!



$$120/12=10$$



ANALYSIS – DIFFERENCES IN RATES



Table Graph

UG RETENTION & GRADUATION RATES



SELECT ORGANIZATION:

College
(All)

Department
(All)

Major
(All)

SELECT COHORT YEARS:

2004 Cohort and Earlier
 2005 Cohort and Later

SELECT STUDENTS:

Cohort Select
New Freshmen

Gender
(All)

Race/Ethnicity
(All)

COUNT or PERCENTAGE:

Percentage

New Freshmen Cohort

College: All
Department: All
Major: All

After 1-3 Years: Retained or Graduated; After 4-6 Years: Graduated

Race/Ethnicity: All; Gender: All

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Fall 2004	4,173	92.5%	87.6%	85.1%	62.5%	79.3%	81.5%

~20

~5

ANALYSIS – GRADUATION IN MAJOR

UG RETENTION & GRADUATION RATES - NEW FRESHMEN COHORT



SELECT ORGANIZATION:

College
(All) ▼

Department
(All) ▼

Major
(All) ▼

SELECT COHORT YEARS:

2004 Cohort and Earlier

2005 Cohort and Later

SELECT STUDENTS:

Gender
(All) ▼

Race/Ethnicity
(All) ▼

SELECT RATE:

After 6 Years ▼

CONTINUITY:

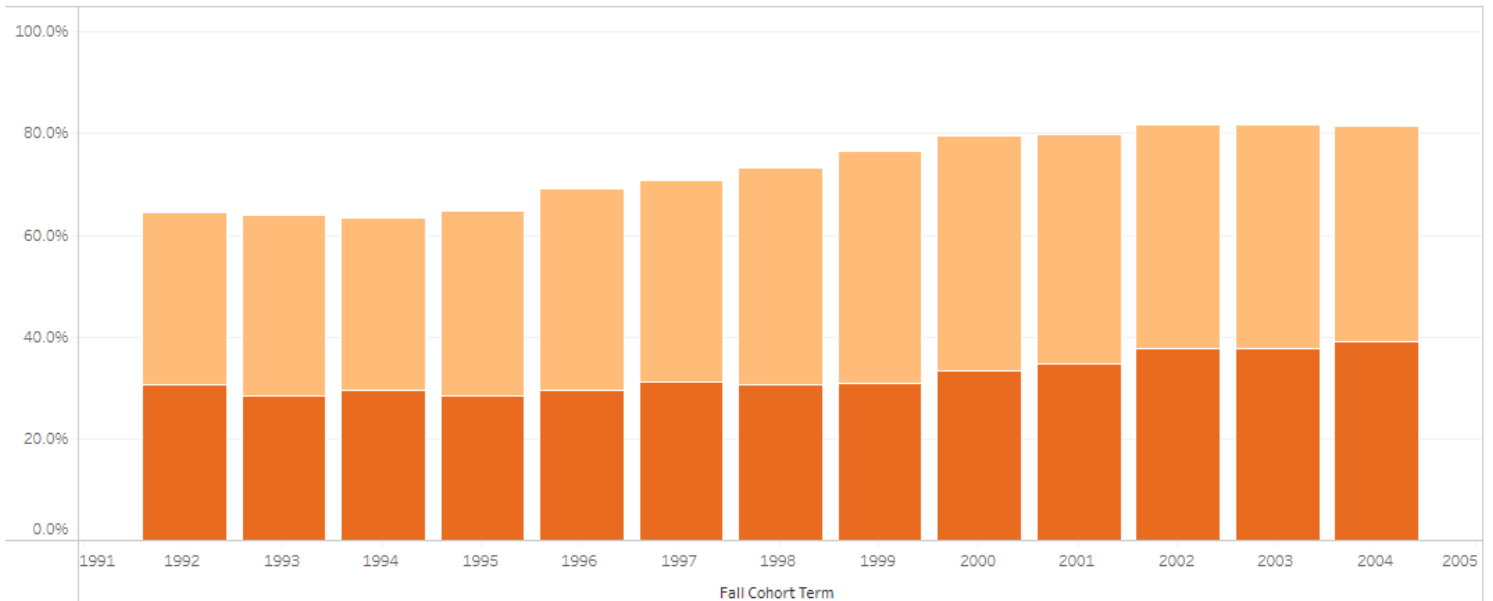
same College ▼

- Graduated, University
- Graduated, same unit

New Freshmen Retained or Graduated

College: All
 Department: All
 Major: All
 Race/Ethnicity: All
 Gender: All
 Continuity: same College

Graduated - After 6 Years



ANALYSIS – STUDENT MOVERS

FOCUS COHORT: i

Fall 2001

YEARS AT UMD: i

0

FOCUS COLLEGE: i

CMNS

SELECT STUDENTS:

Gender
(All)

Race/Ethnicity
(All)

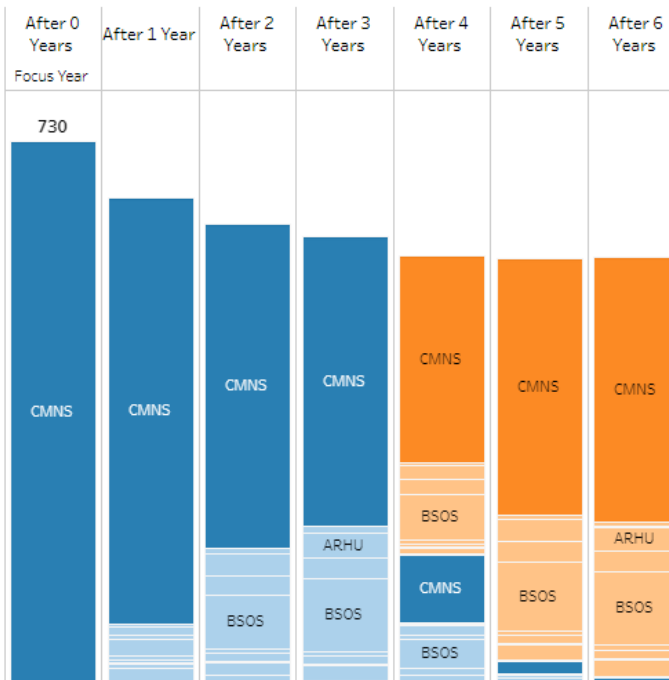
FOCUS ON GRADUATES: i

Show All Students

- Graduated, Same College
- Graduated, Other College
- Retained, Same College
- Retained, Other College

This report tracks the "movement" of undergraduate students at the University of Maryland within majors and colleges. It focuses on an entering cohort and looks backwards and forwards from a specified year to determine where those students came from and where they went.

Fall 2001 First-time Student Cohort - Focus on: CMNS, 0 Year(s) After Entry



Select Retained or Graduated to view a breakout of counts by College.

	After 0 Years	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
Retained	100.0%	89.5%	84.7%	82.5%	23.8%	4.4%	1.5%
Graduated					55.1%	74.1%	77.1%
DropOut/StopOut		10.5%	15.3%	17.5%	21.1%	21.5%	21.4%

ANALYSIS - TRANSCRIPTS

Smokey Bear
UNM ID: 123-45-6789
DATE OF BIRTH: 21-DEC-1989

THE UNIVERSITY OF NEW MEXICO
OFFICE OF THE REGISTRAR
ALBUQUERQUE, NEW MEXICO 87131

PAGE: 1
DATE ISSUED: 10-OCT-2012

Course Level: Undergraduate

SUBJ NO. COURSE TITLE CRED GRD PTS R

Current Program
BS in Natural Resources
Program :BS Natural Resources
College, University College Campus,
Albuquerque/Main
Major :Natural Resources

SUBJ NO. COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:
Term: Fall 2011
UniversityCollege
BIOL237 HumAnat & Physic 3.00B+
BIOL247L Anatomy & Physio 1.00A
MUS 172 Jazz History 3.00B+
NURS238 Pharmin Nurs & Hlth 3.00C+
soc 101 Introductionto Sociol 3.00B
Term: Ehrs: 13.00 GPA-Hrs: 39.97

INSTITUTION CREDIT:
Term: Fall 2011
UniversityCollege
BIOL237 HumAnat & Physic I Hlth Sci 3.00B+
BIOL247L Anatomy & PhysiologyLab 1.00A
MUS 172 Jazz History 3.00B+
NURS238 Pharmin Nurs & Hlth Prof 3.00C+
soc 101 Introductionto Sociology 3.00B
Term: Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 47.68

*****TRANSCRIPT TOTALS*****
Earned Hrs GPA Hrs Points
TOTAL INSTITUTION 83.00 83.00 258.65
TOTAL TRANSFER 0.00 0.00 0.00
OVERALL 83.00 83.00 258.65 3.11
*****END OF TRANSCRIPT*****

Smokey Bear
UNM ID: 123-45-6789
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THE UNIVERSITY OF NEW MEXICO
OFFICE OF THE REGISTRAR
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MUS 172 Jazz History 3.00B+
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OVERALL 83.00 83.00 258.65 3.11
*****END OF TRANSCRIPT*****

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ALBUQUERQUE, NEW MEXICO 87131-0001

PAGE: 1
DATE ISSUED: 10-OCT-2012

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Current Program
BS in Natural Resources
Program :BS Natural Resources
College, University College Campus,
Albuquerque/Main
Major :Natural Resources

SUBJ NO. COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:
Term: Fall 2011
UniversityCollege
BIOL237 HumAnat & Physic I Hlth Sci 3.00B+ 9.99
BIOL247L Anatomy & PhysiologyLab 1.00A 4.00
MUS 172 Jazz History 3.00B+ 9.99
NURS238 Pharmin Nurs & Hlth Prof 3.00C+ 6.99
soc 101 Introductionto Sociology 3.00B 9.00
Term: Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 39.97 GPA: 3.07

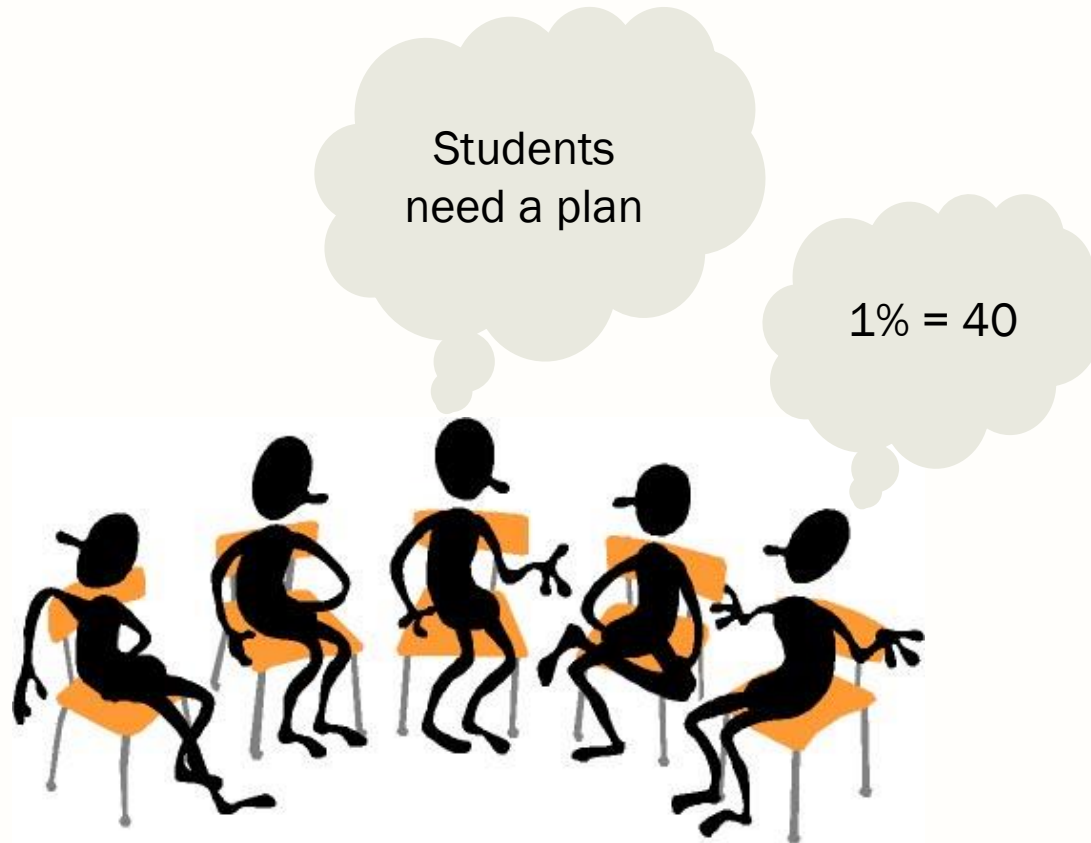
Term: Spring 2012
UniversityCollege
ANTH 130 Cultures of the World 3.00A- 11.01
BIOL238 HumAnat & Physic II Hlth Sci 3.00A- 11.01
BIOL248L Anatomy & Physiology Lab II 1.00A- 3.67
CLST 333 T: Big Screen Rome 3.00A+ 12.99
PSY 231 Psychology of Human Sexuality 3.00B 9.00
Term: Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 47.68 GPA: 3.66

*****TRANSCRIPT TOTALS*****
Earned Hrs GPA Hrs Points GPA
TOTAL INSTITUTION 83.00 83.00 258.65 3.11
TOTAL TRANSFER 0.00 0.00 0.00 0.00
OVERALL 83.00 83.00 258.65 3.11
*****END OF TRANSCRIPT*****

Major changers prior to 60 credits, higher graduation rates.

Unsuccessful majors staying into junior year, lower graduation rates

COMMUNICATE FINDINGS



交流結果 - COMMUNICATION

- 清晰簡練
 - 基於事實
 - 預測問題
 - 切實可行
- **Clear and simple**
 - **Factual**
 - **Anticipates questions**
 - **Actionable**

APPLICATION TO POLICY

UNIVERSITY OF MARYLAND

OFFICE OF UNDERGRADUATE STUDIES

[About UGST](#) [Calendar](#) [Staff](#) [Find a Program](#) [About Our Programs](#) [Guidelines, Policies, & Forms](#) [Giving](#)

Student Academic Success — Degree Completion Policy

The goal of the Student Academic Success-Degree Completion Policy is to promote undergraduate student success. The policy establishes a structured framework and criteria to guide all students to completion of an undergraduate degree within a reasonable period of time.

Full-time degree seeking students normally are expected to complete the undergraduate program in four years (see [4-Year Plans and Benchmarks](#)). Within this timeframe, all students are expected to demonstrate continuing progress in their majors by completing prerequisite or required courses with the appropriate grades, and by completing other requirements consistent with graduation progress or benchmarks established by their academic units (see 2, below). It is ultimately the responsibility of the student to meet these requirements. To help students meet these requirements the University will facilitate student progress to degree by providing enhanced student advising through the following measures:

1. Academic units will create 4-year graduation templates that will specify the degree requirements for each major and provide semester-by-semester course schedule models that achieve graduation within four years. Students will prepare individualized plans for completing their degrees in accordance with the academic units' 4-year graduation plans. Students are also encouraged to periodically update their plans with the assistance of their academic advisors.
2. Academic units will establish graduation progress benchmarks for each academic major. These will specify the credit and course criteria that will indicate satisfactory progress to degree. Academic units will establish schedules for regular periodic reviews of student progress, and students who are in danger of falling behind the program benchmarks will be required to consult with an advisor prior to registration.
3. Students who do not achieve the progress expectations or benchmarks will be permitted to continue in the major only upon the approval of the dean of their college. If it becomes necessary for students to change majors, they will be given assistance in identifying and enrolling in a suitable alternative major.
4. When students change majors, they will be required to present an academic plan to the new major unit that demonstrates their ability to

4 Year Plans:

Program templates

Benchmarks

Benchmark Reviews

Students remain responsible for their success, but are given tools to guide them.

<http://www.ugst.umd.edu/academicsuccess.html>

NEW PRACTICES ON CAMPUS



Four Year Plans for Academic Majors College of Arts and Humanities

[American Studies](#)

[Arabic Studies](#)

[Art History](#)

[Studio Art](#)

[Studio Art-Advanced Specialization](#)

[Studio Art-Graphic Design](#)

[Central European, Russian and Eurasian Studies](#)

[Chinese](#)

American Studies Four Year Academic Plan		
Year 1	Fall	Spring
Benchmark 1 Requirements		
Americanist list 1xx-2xx	ENGL 101 (AW)*	Natural Sciences (NS)**
AMST 101	Math (MA)*	Analytic Reasoning (AR)
<i>Must be completed by the end of two semesters</i>	History/Social Sciences (HS)**	Elective 1xx-4xx
	ARHU 158	Elective 1xx-4xx
	AMST 101 (HU & UP)	Americanist list 1xx-2xx
	<i>*Must attempt by 30 cr.</i>	
Year 2		
Benchmark 2 Requirements		
Americanist list 1xx-2xx	Oral Communication (OC)	Scholarship in Practice (SP) #1 non-major**
AMST 2xx	Humanities (HU)**	Elective 1xx-4xx
<i>Must be completed by the end of four semesters</i>	Elective 1xx-4xx	Elective 1xx-4xx
	Global Engagement #1	Global Engagement #2
	AMST 2xx	Americanist list 1xx-2xx
Year 3		
Benchmark 3 Requirements		
AMST 3xx-4xx	Natural Science Lab (NL)**	History/Social Sciences (HS)**
AMST 3xx-4xx	Elective 1xx-4xx	Professional Writing (PW)

STUDENT SUCCESS RESULTS

UNIVERSITY OF MARYLAND



Table Graph

UG RETENTION & GRADUATION RATES



SELECT ORGANIZATION: New Freshmen Cohort

College: All
 Department: All
 Major: All

SELECT COHORT YEARS:
 2004 Cohort and Earlier
 2005 Cohort and Later

SELECT STUDENTS:
 Cohort Select: New Freshmen
 Gender: All
 Race/Ethnicity: All

COUNT or PERCENTAGE: Percentage

After 1-3 Years: Retained or Graduated; After 4-6 Years: Graduated
 Race/Ethnicity: All; Gender: All

Cohort Term	Cohort Size	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years
Fall 2005	4,192	91.7%	87.2%	85.1%	66.1%	80.1%	81.9%
Fall 2006	3,943	92.6%	87.7%	85.6%	63.3%	79.4%	82.1%
Fall 2007	4,218	94.0%	89.1%	87.3%	65.7%	81.9%	84.2%
Fall 2008	3,896	93.1%	89.6%	87.8%	67.1%	82.4%	84.7%
Fall 2009	4,190	95.2%	91.7%	89.7%	69.5%	84.7%	86.4%
Fall 2010	3,918	94.5%	90.7%	89.5%	68.9%	~15 84.7%	~2 86.6%
Fall 2011	3,983	93.9%	90.8%	88.9%	66.9%	83.3%	85.4%
Fall 2012	3,889	94.7%	91.2%	89.7%	70.3%	84.0%	
Fall 2013	4,005	95.7%	92.3%	90.2%	69.1%		
Fall 2014	4,127	95.4%	91.6%	89.9%			
Fall 2015	3,932	95.3%	92.4%				
Fall 2016	4,543	95.8%					

STUDENT SUCCESS RESULTS

< Bridgett Milner - Profile

☆ Favorite 📄 Download Workbook

Big Ten Common Data Set Res... Big Ten IPEDS Responses

BIG

IPEDS Responses

IPEDS Metric to Display

Graduation Rates

University to Highlight

University of Maryland

Report Year

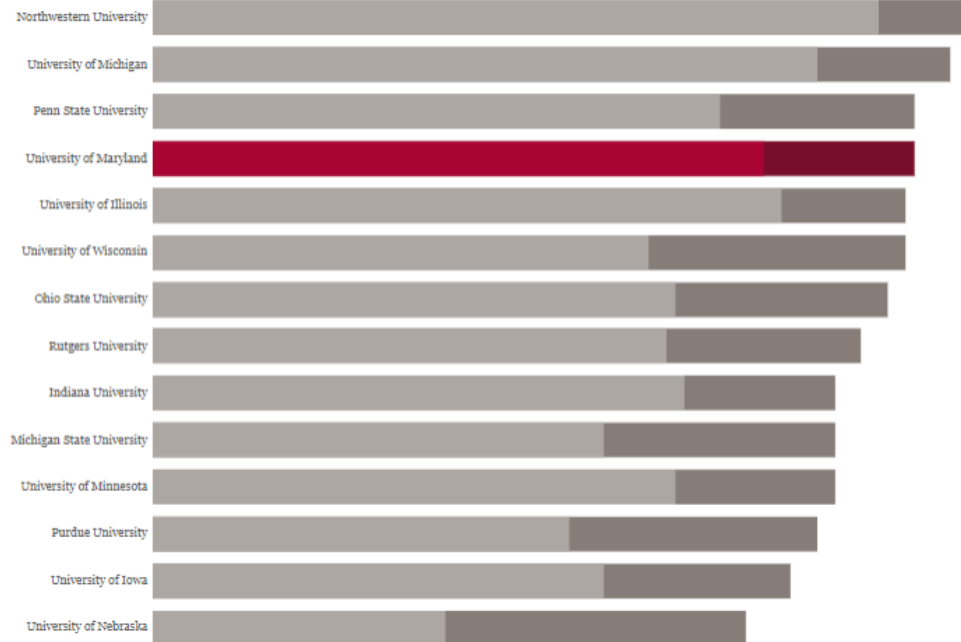
2015

not all metrics available in some years

Annotations

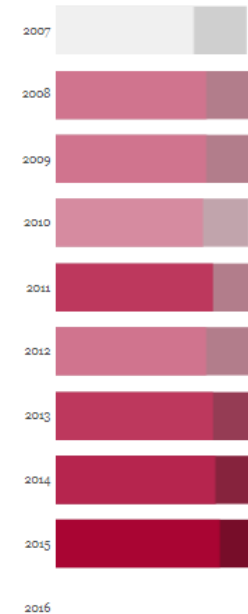
Show Annotations

Graduation Rates by Institution



University of Maryland's

Graduation Rates
by Year



All data gathered from the National Center for Educational Statistics (<http://nces.ed.gov/ipeds/datacenter/Data.aspx>).

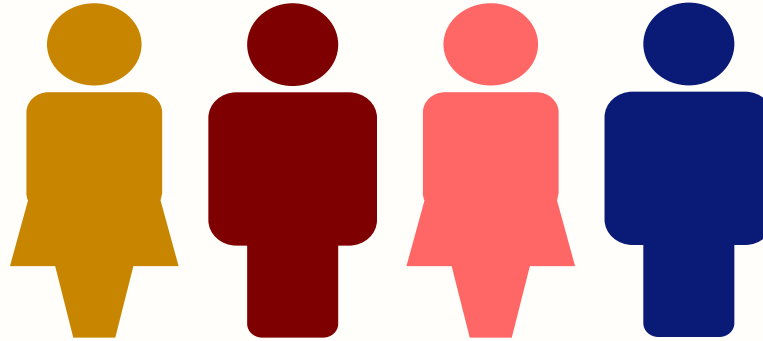
PUTTING DATA INTO ACTION

What might be next steps for Taiwan AIR members?

WHAT IS STUDENT SUCCESS?



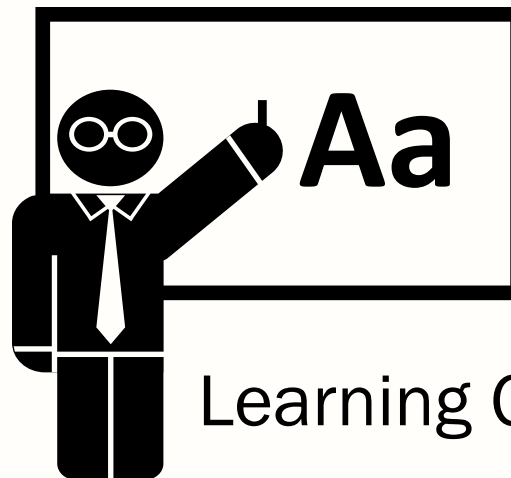
Access?



Diversity?



Degrees?

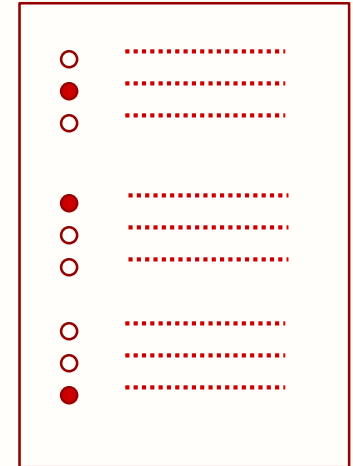


Learning Outcomes?

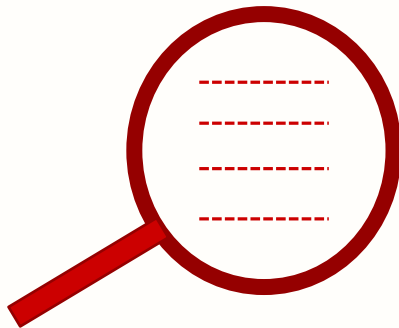
WHERE CAN YOU FIND DATA?



National Data?



Survey Data



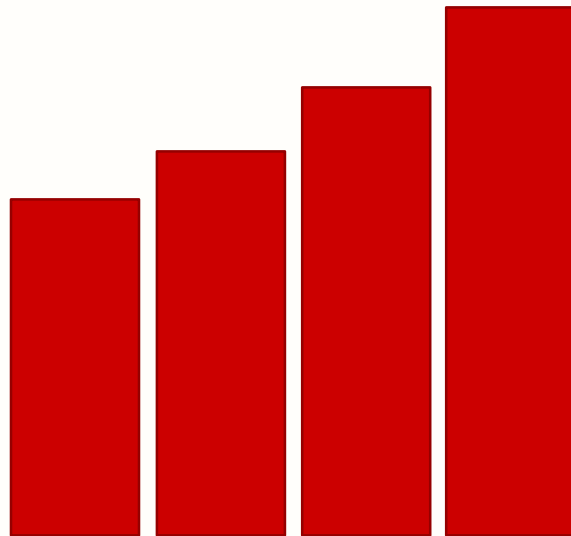
Assessments



Available Peer Data?

挑戰 - A CHALLENGE TO YOU

你的數據如何產生影響？



How will your data make a difference?

QUESTIONS AND COMMENTS

mappel@umd.edu