

GRADUATION SUCCESS INITIATIVE

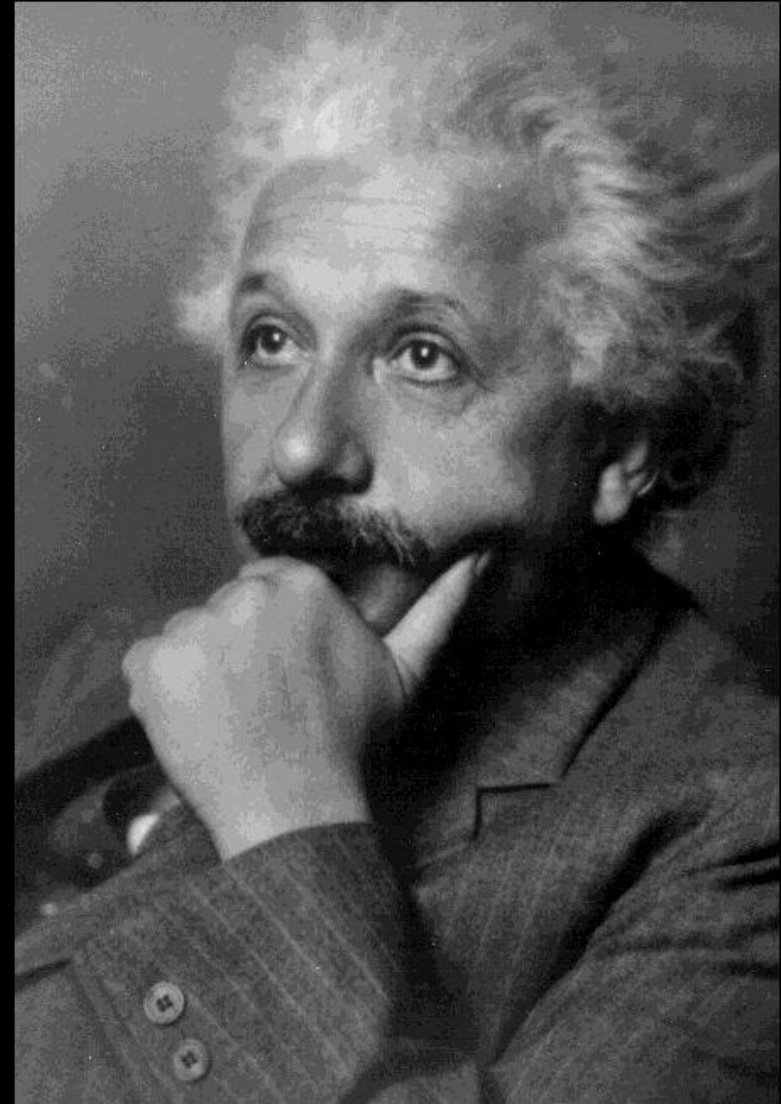
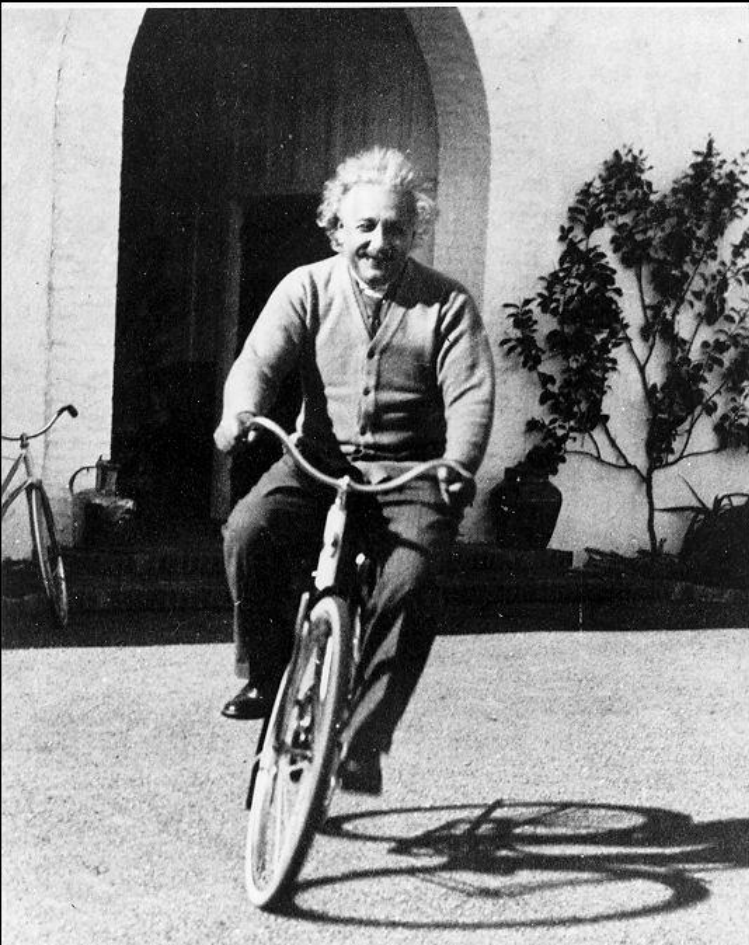
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Dean of Undergraduate Education

FIU



Insanity is doing the same thing over and over again and expecting different results.

Albert Einstein



NATIONAL AWARD WINNING

**Association of
Public and Land-
Grant
Universities
(APLU), Most
Visible Progress
(MVP) Award**



CONTEXT

- ❑ Metropolitan, public, research university located in Miami, committed to excellence in both research and access
- ❑ Enrollment 54,000 (7th largest nationally)
- ❑ Carnegie designations
 - ❑ High Research
 - ❑ Engaged
- ❑ Hispanic Serving Institution with 87% underrepresented minorities (61% Hispanic; 13% Black; 13% White; Non-Hispanic; 13% Other)
 - ❑ First nationally in providing college educated underrepresented minorities
 - ❑ Second nationally in graduation rate for Hispanics
- ❑ Thirty-nine percent of FIU undergraduates receive a Pell grant.
 - ❑ Fifty-five percent of those students receive the maximum Pell award based on an expected family contribution of \$0.
 - ❑ Sixty-four percent of the bachelor's graduates in 2012-2013 were Pell recipients.

PROBLEM

- Year to year retention rates were good: first to second year, 80-85%.
- Once in the major, 77% on-time graduation rate.
- Overall on-time graduation rate was 41% and declining (2002 cohort, 49%; 2003 cohort, 46%; 2004 cohort, 43%; 2005 cohort, 41%); public research university average: 54%.



Miami, Florida

Bermuda

San Juan, Puerto Rico

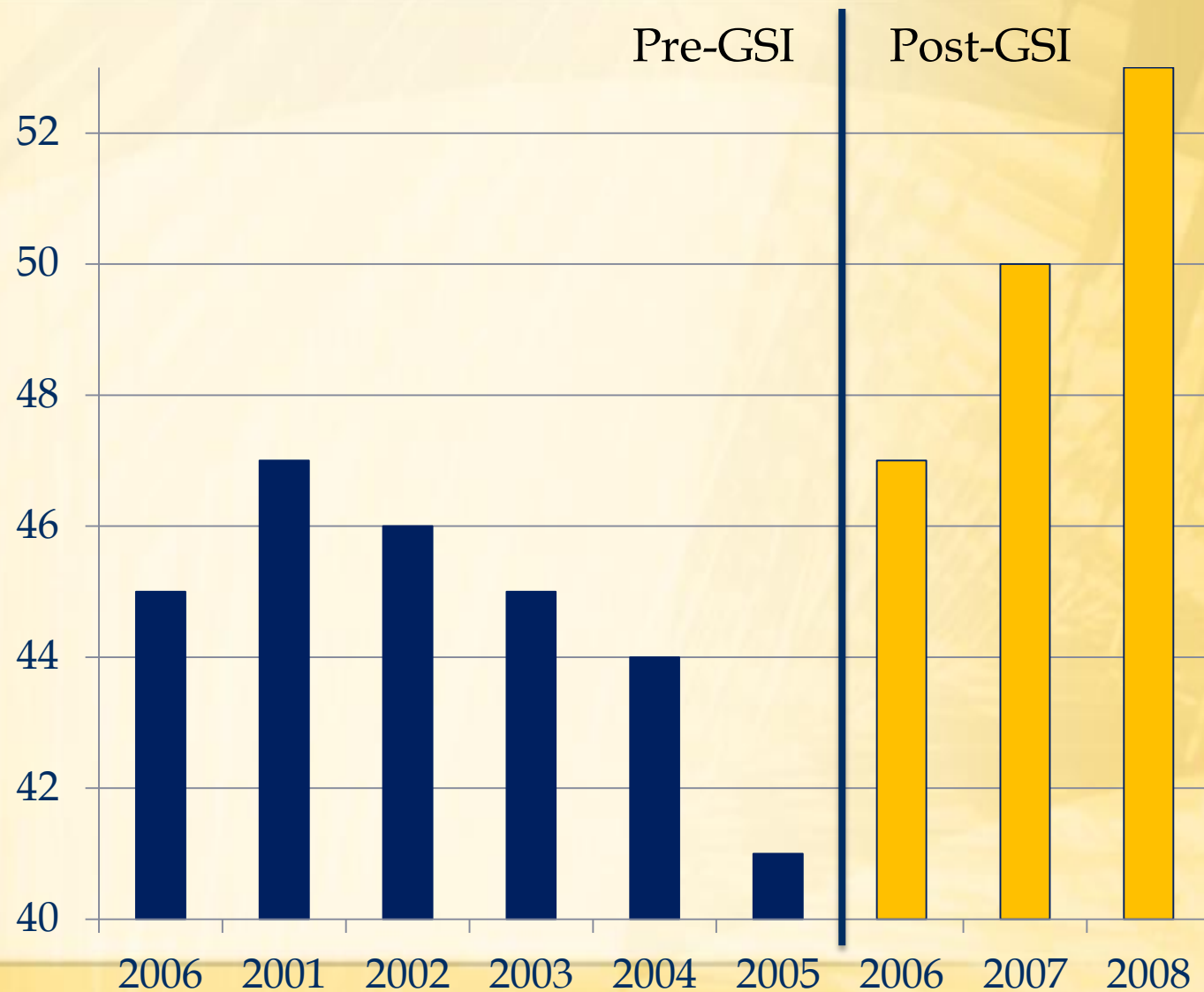
Metacontingency (cultural norm)
targeted for change:
low on-time graduation rate

*Illustration of targeted metacontingency:
SGA President's graduation remarks*

RESULTS

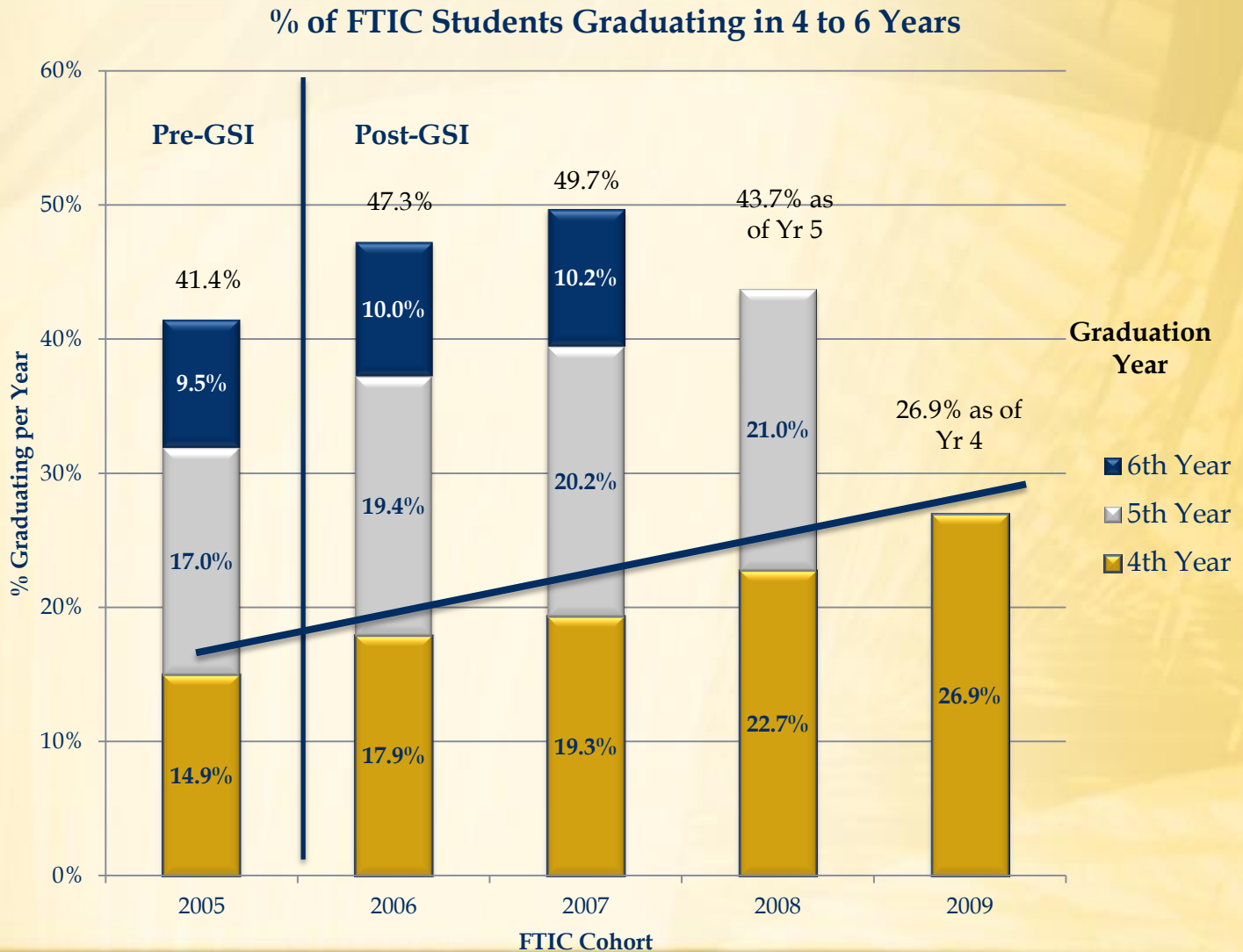
GSI Results: FTIC 6-Year Graduation Rate

In the first 3 years, a **12 point jump** in FTIC on-time graduation, from historic low to historic high.



GSI RESULTS

- Post-GSI 4-year FTIC graduation rate, from 15% to 27%.
- A greater percent now graduate in 4 years than in 5 or 6 years.



INTERVENTIONS

ELEMENT	CURRENT BEHAVIOR	DESIRED BEHAVIOR	STRATEGIC INTERVENTION	REINFORCING CONTINGENCIES
Students				
Advisors				
Enrollment Services				
Information Technology				
Faculty				
Chairs				
Deans				
Provost				
President				
Trustees				

HIGH-TECH, HIGH-TOUCH

- High-Tech (all available on mobile devices)
 - MyFIU
 - MyMajorMatch
 - MyMajor
 - My_eAdvisor
 - PDA (Panther Degree Audit)
- High-Touch
 - FIU has hired 69 professional academic advisors in 5 years to achieve a NACADA best practice student:advisor ratio (400:1).
 - All professional advisor, proactive, caseload model.
- Accountability



GSI FRAMEWORK

- Help entering undergraduates to identify an appropriate academic major as early as possible, preferably at admission.



- Provide students with a clear, semester-by-semester path, or “Major Map,” to the goal of on-time graduation.
- Provide immediate feedback to students if they stray from their Major Map.
- Reduce barriers and increase support to students’ progression on their Major Map.

Undergraduate Education

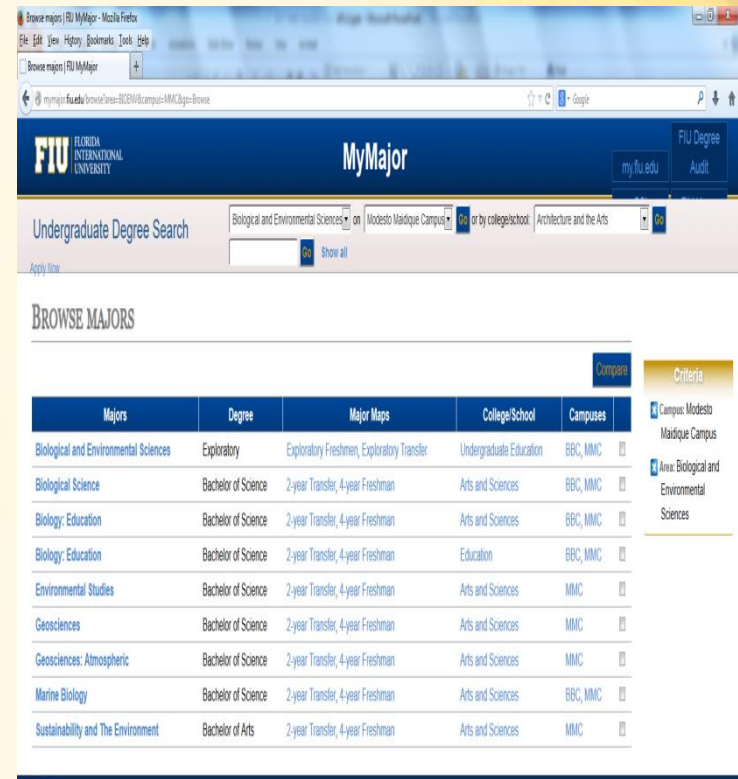
ELEMENT	CURRENT BEHAVIOR	DESIRED BEHAVIOR	STRATEGIC INTERVENTION	REINFORCING CONTINGENCIES
Students	Delayed selection of appropriate major (beyond 60 credits).	Selection of appropriate major at admission or within a short and specified time thereafter.	Turn current admission paradigm on its head: integrate academic advising and career development with the admission process. MyMajor, MyMajorMatch.	Fulfill initial requirement for admission to the university. Officially begin college career. Praise by advisor. Consonance with ambient messaging.

Undergraduate Education

ELEMENT	CURRENT BEHAVIOR	DESIRED BEHAVIOR	STRATEGIC INTERVENTION	REINFORCING CONTINGENCIES
Students	Lack of awareness of vocational interest and how it connects to academic programs.	Discern vocational interests. Learn the majors which connect to the vocational interests. Learn exactly what is involved with each major, what the disciplinary label means.	Provide the student with access to online tools (MyMajorMatch and MyMajor) at admission and throughout FIU career, as well as a course whose goal is to identify appropriate majors. Integrate career development into advisors' responsibility.	Avoid excess hours surcharge. Find satisfying job at graduation. Praise from advisors. Consonance with ambience messaging.

MyMajorMatch and MyMajor (October 1, 2011 – June 4, 2014)

- 45,507 students and applicants have completed the MyMajorMatch assessment.
- MyMajor has had 237,259 unique visitors who have made 356,553 visits.
 - Each visit, 4.24 pages; total pages viewed = 1,511,895; average duration, 3 minutes and 18 seconds.



Undergraduate Education

ELEMENT	CURRENT BEHAVIOR	DESIRED BEHAVIOR	STRATEGIC INTERVENTION	REINFORCING CONTINGENCIES
Students	Taking courses which do not lead to graduation	Follow the semester by semester curriculum articulated by the faculty to graduate on-time.	Provide a clear path to on-time graduation (including empirically based performance levels in critical indicator courses). Provided semester by semester feedback to the student regarding the student's performance on the major map.	Off-track performance or behavior precipitates an automated alert to the student and advisor. Excessive off-track behavior triggers a hard-hold (student cannot register for courses without seeing an advisor). Praise by advisor for on-track behavior. Consonance with ambient messaging. Avoid excess hours surcharge.

Undergraduate Education

ELEMENT	CURRENT BEHAVIOR	DESIRED BEHAVIOR	STRATEGIC INTERVENTION	REINFORCING CONTINGENCIES
Students	Using poor sources of information regarding academic programs, planning, and course selection (e.g., friends, family, television); making poor decisions.	Learn to self-advise effectively.	Provide the student online with the same advising information as the advisor, including “universal advising records”; advisors and online tools teach the student to self-advise effectively. My_eAdvisor.	Inconvenience of hard holds removed. Alerts removed. Wasted time and money eliminated. Praise from advisors. Consonance with ambient messaging.

My_eAdvisor

(November 14, 2012 – June 4, 2014)

- Total use of My_eAdvisor site
– 785,748 visits; and 4,990,900 page views.
- Unique feature is that students see open sections of courses they need to stay on track and can enroll directly from My_eAdvisor.



GSI Phase II: Removing Barriers/ Adding Support

- University-wide pedagogical reform, particularly in gateway courses
 - Gardner Institute's Gateway to Completion (G2C)
- Course Capacity Projection Instrument (CCPI)
- Expanded alert functionality of My_eAdvisor
 - Academic (current)
 - Financial aid (projected)
 - Internships (projected)

THANK YOU