SERP Annual Report - Fall 2023

Executive Summary

Boise State's Strategic Enrollment and Retention Plan, is a key component of Goal 1 of the *Blueprint for Success* university strategic plan: Improve educational access and student success. It is both a plan and an ongoing process for focusing on student access and success. The SERP addresses two questions: How can we create more access to a Boise State degree, especially for Idaho students we've traditionally underserved? And for students who join our community, what can we do to support each student to have a rich, high-quality experience that leads to a degree?

In the first year of implementation, we have built processes and structures to support the implementation of the plan and stakeholders from across the university have engaged in moving specific strategies forward. Of the thirty-six strategies of focus, four have been completed. Progress on many other strategies, including those we originally identified as aspirational, have also moved forward.

While the overall process has, and will continue to, examine data in many forms to better understand how we are serving or not serving students, the plan released in Fall 2022 articulated goals for closing equity gaps in both access and success (graduation), using the 2021 entrance year as a baseline for access and the 2015 incoming cohort year as the baseline for 6-year graduation rates for first-time, full-time students. We have already made significant progress in our access/cohort goals for Hispanic/Latinx, Pell Eligible and First Generation populations; the size of the Rural cohort remained relatively flat. While it is too soon for SERP strategies to have impacted graduation rates, data show that Boise State's six year graduation rates for Hispanic/Latinx, Pell Eligible and First Generation populations all increased in the last year. This is good news, however, the gap in graduation rates between our SERP population for these groups and our Non-SERP populations increased. Further, graduation rates for Idaho Rural students decreased significantly (from 52.4% to 46.3%) creating a gap that did not exist in our baseline data. Graduation rates are a lagging indicator; we expect positive impacts of the SERP to take several years to impact outcomes. In addition, students graduating now all experienced the intense years of the COVID19 pandemic as part of their college experience. The data suggest that our SERP populations were disproportionately impacted, which makes focusing on the ideas outlined in the plan and others that emerge even more essential.

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Introduction

In Fall 2022, a formal Strategic Enrollment and Retention Plan (SERP) was released to the university community. The plan summarizes the nearly 100 strategies recommended by seven different working groups in Spring 2022. The strategies in the plan are organized around the part of the student journey most closely impacted by the strategy (e.g., creating access, transitioning/onboarding, robust experience, and retention to graduation). They are further categorized by what is required for implementation. Summary presentations of the plan were shared widely to groups across campus and a website was launched to keep the campus updated on implementation and progress toward our goals; it includes a mechanism through which additional strategies can be proposed. This year we have built the infrastructure to intentionally support the implementation of the plan

The purpose of this report is to provide stakeholders from across the university a summary of the goals of the SERP, the current status of access and graduation rates relative to those goals, and an update about the efforts to date to work toward the goals.

Processes and Structures to Support the SERP

In the first year of SERP implementation, two different groups were convened to support the work of the SERP at the university level. We also held an event to support and engage SERP stakeholders. It is also important to note that there is strategic work happening at the college and unit level across the university that is not captured in this report.

Enrollment and Retention (ER) Action Team

The Enrollment and Retention Action team was convened for the first time in February 2023 and meets every two weeks. The group is co-led by Susan Shadle and Kris Collins and has 9 additional members drawn from Academic Affairs and Student Affairs & Enrollment Management. Its focus this year has been on engaging with stakeholders of the various “Ready to do” and “Ready to Develop” strategies to identify progress made on each strategy. We have divided the group into four sub-teams, each of which is stewarding a subset of strategies. In addition to keeping tabs on progress, the group has discussed how we can support assessment of the impact of the various strategies. The group has also developed a process for reviewing additional ideas and proposals for ideas to be included in the SERP. Specifically, the group has reviewed and responded to suggestions that have come in through the SERP suggestion form. The group also reviewed and affirmed a proposal for an Experiential Learning Network related to one of the Aspirational Project areas of the SERP; the proposal was forwarded to the Enrollment and Student Success Governance Council (ESSGC). In the coming year, the group will also review and respond to data related to progress on the SERP goals.

Enrollment and Student Success Governance Council (ESSGC)

The ESSGC is responsible for high-level oversight of SERP progress, along with other issues related to enrollment and retention. Members represent the interests of the SERP at the University Executive Council. Meetings focus on implementation process and issues that require prioritization, governance, and oversight. The group met three times during the ‘22-23 academic year. Examples of the types of ideas and issues the group engaged with this year include

- Connections/alignment between SERP and other institutional efforts (e.g., the HSI committee’s work and the Future of Online Program recommendations)
- Capacity planning, enrollments, and revenue projections
- Strategic academic program planning
- Future changes to policy or practice likely to impact the SERP and its goals (e.g., FAFSA changes)

One function we expect the ESSGC to play in the future is to help to prioritize SERP-related items that might move forward for funding as part of the normal university budgeting process.[1]

SERP Summit Spring 2023

In order to support a commitment to the goals of the SERP and to stimulate dialogue across unit boundaries, we held our first SERP Summit in March 2023. This event was attended by 76 people from across Academic Affairs and Student Affairs & Enrollment Management, along with individuals in other divisions focused on student recruitment and success. The 2-hour event supported attendees to examine and discuss current trends in access and retention, and to share with others their current activities focused on SERP goals and student success. The event was very well received with many attendees making suggestions for additional follow-up gatherings.

[1] SERP-related projects are funded from within stakeholder units; new funding requests must be prioritized alongside all other proposals aligned with and in support of the Blueprint for Success

Strategic Enrollment and Retention Goals

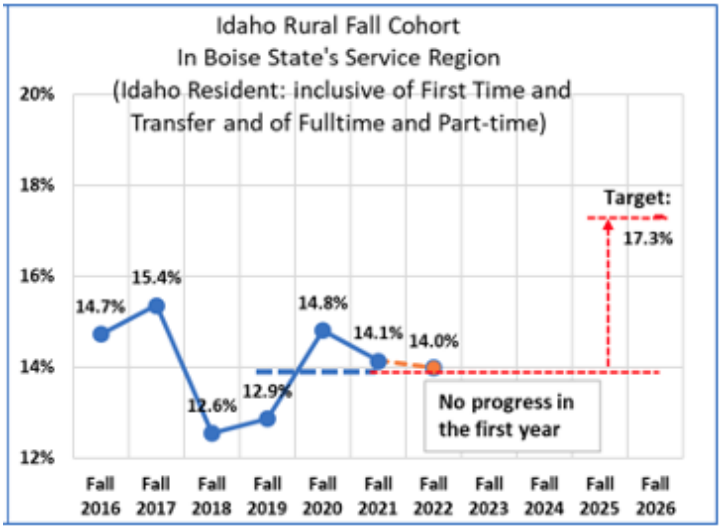
Our goal, as stated in the original SERP, is to reduce the gaps in access and graduation/degree attainment by half for Rural, Hispanic/Latinx, Pell Grant Eligible and First Generation students. This section summarizes the current status of access and graduation rates relative to each of the goals. For baseline data related to the goals, see Appendix A.

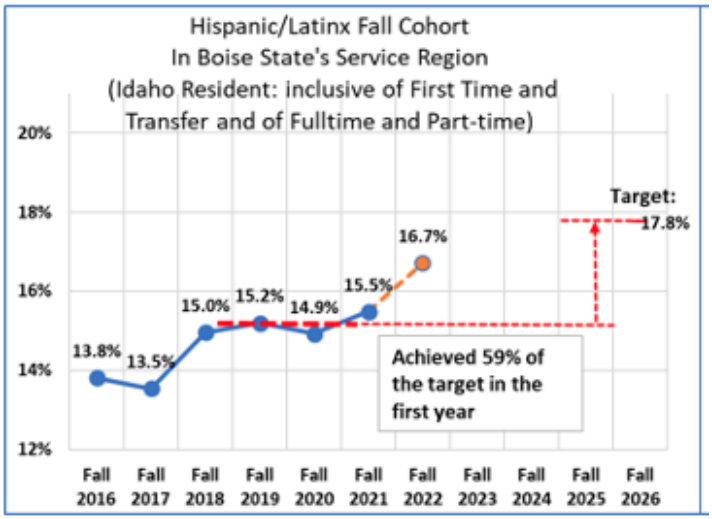
In order to affirm the focus of our goals, we engaged in an analysis of equity gaps which disaggregated resident and non-resident students. Our goal was to be sure that we weren't masking issues in one population or another by combining these groups. The data (see Appendix B) shows that for Pell, First-gen, and Latinx students, we do a better job of serving our non-resident students than we do of serving Idaho resident students. (This is, in itself, an important equity gap that we will continue to monitor). In addition, we note that the equity gaps for these groups exist in both our resident and non-resident populations. Because the gaps exist in both populations, we have chosen to use the aggregate of all students to illustrate our focus on closing equity gaps.

The sections below provide the current status relative to our goals for both access and graduation.

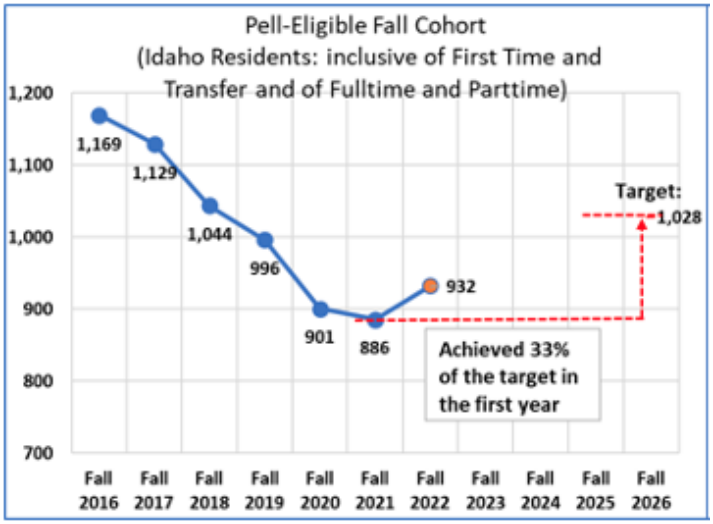
Access/Cohort Goals

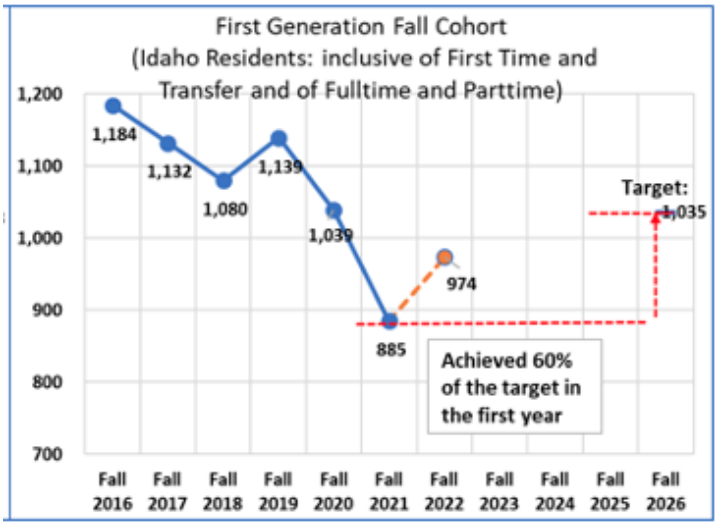
For rural and Hispanic/LatinX Idahoans, census data enables us to compare the percent of these populations in our Service Region 3 to the composition of Boise State's incoming cohort.

Original Goal	Year 1 Status (Fall 2022)
Increase the percentage of **Idaho rural students** from Service Region 3 from 13.9% (3-year avg) to 17.3% 	The percentage of **Idaho rural** students from the service region is 14.0% - no progress in the first year 

Original Goal	Year 1 Status (Fall 2022)
Increase the percentage of **Idaho Hispanic/Latinx** students from service region 3 from 15.2% to 17.8% 	Increased the percentage of **Idaho Hispanic/Latinx** students from the service region to 16.7% - achieved nearly three-fifths of the target in the first year 

Because standard external datasets do not exist for Pell-eligible and first generation student populations in Idaho, we relied on internal benchmarking to set the goals of reversing our current declining trend by half.

Original Goal	Year 1 Status (Fall 2022)
Increase the number of **Idaho Pell** students to 1028 in the incoming class 	Increased the number of **Idaho Pell** students from 886 to 932 in the incoming class - achieved one-third of the target in the first year 

Original Goal	Year 1 Status (Fall 2022)
Increase the number of **Idaho 1st-gen** students to 1035 in the incoming class	Increased the number of **Idaho 1st-gen** students from 885 to 974 in the incoming class - achieved three-fifths of the target in first year 

What contributed to our progress?

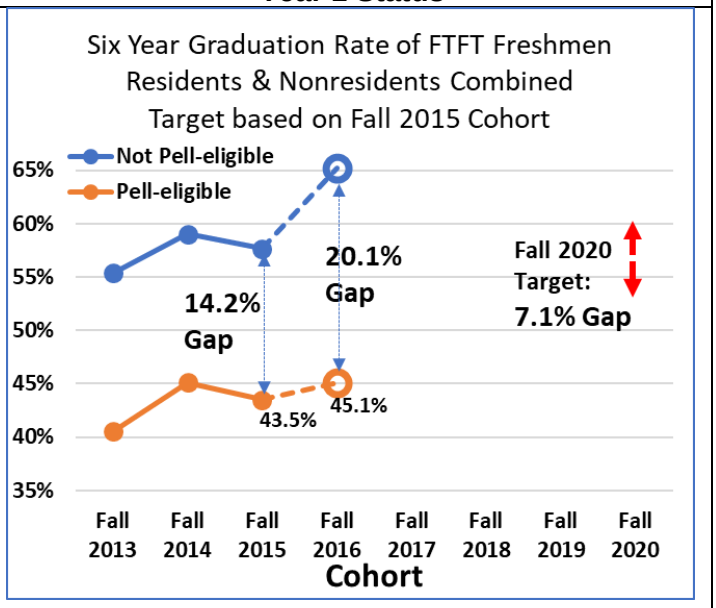
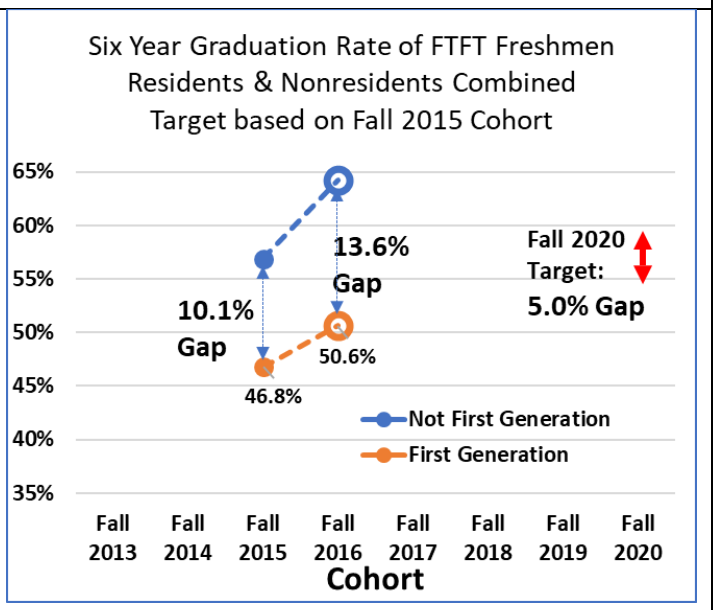
While the SERP officially launched with the release of the plan in Fall 2022, the goals of the SERP were identified in Fall 2021, which allowed recruitment strategies to begin even before the full plan was released. While there are, no doubt, a variety of both small and large factors that contributed to the changes in access in year one, the following changes are likely significant contributors:

- Adjusted our recruitment and outreach strategies to focus on SERP goals
    - strategies are continually adjusted, but the focus on SERP populations began in Fall 2021 for the Fall 2022 incoming class
- Extended New Freshman Resident scholarships from 2-year awards to 4-year awards
    - began with Fall of 2022 incoming class
- Extended New Transfer Resident scholarships from 1-year to 2-year awards
    - began with Fall of 2022 incoming class
- Gave Idaho residents a 3-hour head start for housing applications
    - began with Fall of 2022 incoming class

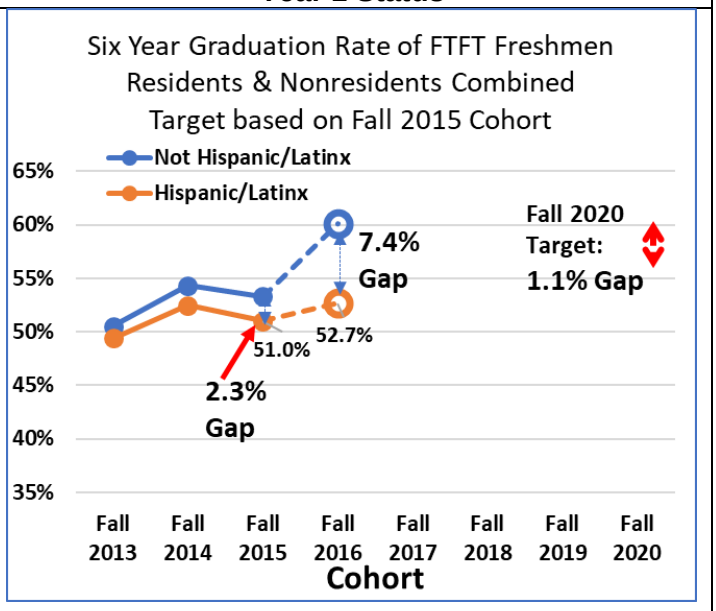
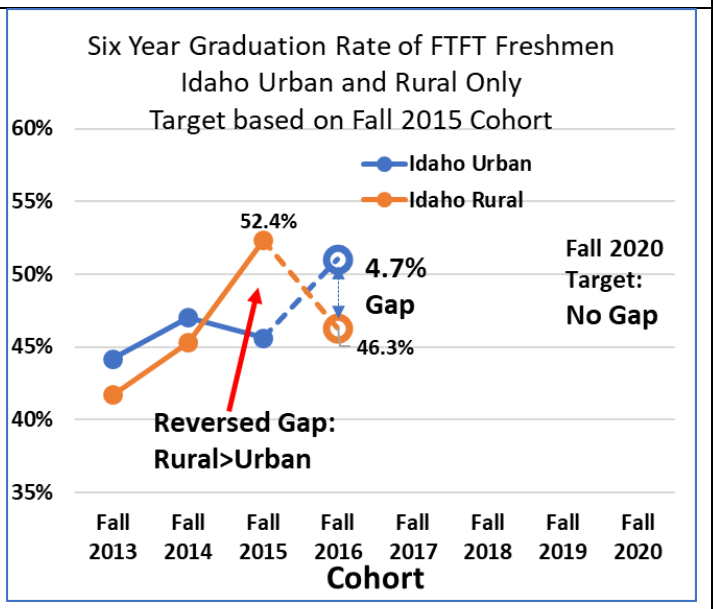
Analysis is underway to assess the specific impacts of the scholarship and housing changes on student access and retention (e.g., which students were impacted and what outcomes are observed for those students). One additional area of progress is that we hired two new rural regional counselors in September of 2022 and expect that we will see some movement in our enrollment of rural students in the coming year.

Degree Attainment/Graduation Goals[2]

SERP degree attainment/graduation goals were developed based on the magnitude of the equity gaps in six year graduation rates for the Fall 2015 cohort. The SERP goals are to cut those gaps by at least half within five years. Degree attainment/graduation goals were set for First-time/Full-time cohorts, inclusive of both resident and nonresidents, for all SERP groups except Rural; goals for Rural students were set for Idaho residents only. As noted above, equity gaps exist for both resident and non-resident students. Data disaggregated by resident/nonresident status is found in Appendix B.

Year 1 Goal and Status	Year 1 Status
Pell-eligible Students Goal: • Reduce the 14.2% gap in the six year graduation rate between Pell-eligible and Not Pell-eligible by half • Goal = 7.1% gap for the Fall 2020 cohort Status: • Grad rates for the Fall 2016 Pell-eligible cohort (45.1%) and Not Pell-eligible cohort (65.2%) reflect increases relative to those of the Fall 2015 cohorts. • While the grad rates increased for both Pell-eligible and Not Pell-eligible, the gap between them increased to 20.1%	
First-Generation College-going Students Goal: • Reduce the 10.1% gap in the six year graduation rate between First Generation and Not First Generation by half • Goal = 5.0% gap for the Fall 2020 cohort Status: • Grad rates for the Fall 2016 First-gen cohort (50.6%) and Not First-gen cohort (64.2%) reflect increases relative to those of the Fall 2015 cohorts. • While the grad rates increased for both First Generation and Not First Generation, the gap between them increased to 13.6%	

[2] Note that for the graduation data in this section, there are small variations between the data shown here for the Fall 2015 cohort and earlier data reported in the original SERP plan, released in Fall 2022. Numbers have been updated here for greater accuracy.

Year 1 Goal and Status	Year 1 Status
Hispanic/Latinx Students Goal: • Reduce the 2.3% gap in the six year graduation rate between Hispanic/LatinX and Not Hispanic/LatinX by half • Goal = 1.1% gap for the Fall 2020 cohort Status: • Grad rates for the Fall 2016 Hispanic/LatinX cohort (52.7%) and Not Hispanic/LatinX cohort (60.1%) reflect increases relative to those of the Fall 2015 cohorts • While the grad rates increased for both Hispanic/LatinX and Not Hispanic/LatinX, the gap between them increased to 7.4%	
Idaho Rural Students Goal: • Maintain or improve rural student six year grad rate of 52.4% • Watch to make sure no gap appears (relative to urban) Status: • Grad rate for the Idaho Rural Fall 2016 cohort (46.3%) reflects a decline relative to the Fall 2015 cohort. • Grad rate for the Idaho Urban Fall 2016 cohort (51%) reflects an increase relative to the Fall 2015 cohort. • A 4.7% gap appeared between Idaho Rural and Urban students	

While we are pleased to observe increases in graduation rates across most groups, we recognize that it is too early in the initiative for the SERP strategies to have played a role in these gains. We also know that COVID negatively impacted students and their academic progress. Consistent with national trends, the preceding graduation data makes it clear that the pandemic disproportionately impacted our SERP groups.[3]

[3] U.S. Department of Education's Office for Civil Rights. (2021) *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*. Washington, D.C.: USGPO

Progress: Strategies to Support the SERP Goals

The strategies included in the Strategic Enrollment and Retention Plan were categorized according to scope and scale, as well as according to what part of the student journey was most impacted by the strategy. The status report below will be augmented in the coming year as we build a more robust tracking process (see "Next Steps" section).

"Ready to do" and "Ready to Develop" strategies

There were a total of 36 strategies included in the plan that were categorized as "Ready to Do" and "Ready to Develop".

Four of the "Ready to Do" strategies that have been completed this year:

Creating Access/Ready to Do

- Improve & Maintain the Major Finder Tool - The Major Finder tool was redesigned with input from academic departments; ownership was determined and a plan was created to update it annually, in coordination with catalog and curriculum changes. (WG5.S7)
- Update Admissions & Recruitment Funnel Reports - reports were updated to disaggregate the data by each of the SERP populations to aid in targeted recruitment and assessment (WG7.S10)
- Improve the login process of my.boisestate - The myBoiseState account creation/reset process was updated/reworded to alleviate confusion for new students/first time users. (WG5.S2)

Retaining to Graduation/Ready to do

- Provide Consistent Advisor Training and Accountability - Created a university-wide training for all academic advisors, regardless of major or college. Offered consistent onboarding and additional ongoing professional development opportunities. (WG2.S6/WG5.I7) Advising and Academic Support Center (AASC) completed this project in 2022 and has successfully implemented training of new advisors. Further development of advisor training modules will be planned in support of broader discussions related to advisor promotional pathways plans.

The majority of not-yet-completed strategies are in progress and we note the following as essential to their success. In the coming year, we will provide attention to these factors to support strategies to move forward.

- Some work requires new infrastructure and intentional choices around data governance (e.g., Retention or DFW reports)
- Some work will require new partnerships or collaborations, or strengthening existing ones (e.g, developing in-demand online programs)
- Some work has multiple phases and while initial work has been done, there is more to come (e.g., Improve access to housing for Idaho students)
- Some strategies need to be prioritized at the individual department/unit level (e.g., Improve wayfinding on the campus map)

“Foundational Investments” and “Aspirational Project” strategies

While this year we have built the infrastructure to implement the “Ready to do” and “Ready to Develop” strategies, several of the ideas outside of these categories have also moved forward.

In the Foundational Investments category, the following strategies have been implemented and there are progress on several others. Funding for these strategies has come through the normal budget process or through changes in student fees.

Creating Access

- Create Two Regional Admissions Counselors positions

Retaining to Graduation

- Develop College Enrollment Dashboard tool
- Increase Capacity in University Health Services - Counseling

The Aspirational Projects/Directions category represents large complex ideas, and it is worth noting major steps that have been taken to move several of these ideas forward.

Aspirational Ideas to Support Student Transitions and Onboarding

- UF and COAS leaders convened a “First year collaboratory” of staff and faculty that met throughout Spring 2023 to brainstorm and explore how to enhance and improve the experience of first year students.
- Created a position and hired for an inaugural First Year Experiences Director, to join COAS in August 2023.

Aspirational Ideas to Ensure Every Student has a Robust and Engaging Academic Experience that Retains Them to Graduation and Prepares Them for a Future Career

- An Experiential Learning Network has been proposed to identify and move forward tactics to improve equitable access and engagement in experiential learning opportunities. See Appendix E for this group’s charge.
- In SP23, Albertsons Library and AASC started a new collaborative project to create a centralized academic support space on campus called the Bronco Learning Commons (BLC). The goal of the BLC is to provide a central location that brings students together with academic support staff, faculty, and Peer Academic Consultants in a welcoming and accessible environment. The Bronco Learning Common occupies space on the first floor of the library and supports active learning with whiteboard tables and mobile furniture.

Data Related Projects

Independent of strategies outlined in the original plan, a number of data-related projects have been completed to continue deepening our understanding of student experiences and achievement.

- Two new data dashboards were developed and delivered, which are focused on the success and progression of the SERP populations. Faculty, staff, and administrators can view “Fate” data (that is, percent graduated, retained, or not enrolled) for the SERP populations in specific academic colleges and departments; these dashboards enable users to examine gaps between the focus population and its counterpart comparison group.
- New retention and graduation rates reports were developed that disaggregate data by a host of demographics for cohorts beyond the traditional full-time groups; these include reports for part-time

cohorts (both first-time and transfer) and students enrolled in online and campus-based programs (part of strategy - WG7.S5).
- Developed a definition and implemented an Idaho service region 3 indicator in the data warehouse to better track the SERP access goals that are specific to this region. Region 3 is defined as a 10-county region including Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington. Boise State will use this 10-county service region in defining some of its SERP goals and targets.
- Developed reports that explored the intersectionality within the SERP groups (16 possible groupings) to uncover patterns and potential frameworks for other analysis. This data will be explored further in the coming year.
- Finally, other types of data also have been analyzed through the lens of the SERP populations, including some institutional surveys; for example, the Undergraduate Advising Survey dashboard now includes the option to view results for students who are in one or more of the SERP populations to help examine whether students in a SERP population differ in their experiences with advising.

New Planning Work 2022-2023

In the original SERP issued in fall 2022, we identified two gaps in the work that had been done to inform the plan to that point. This year, we launched two new working groups to address these gaps. As with the original working groups in Spring 2022, these new groups have been co-led by representatives from both Academic Affairs and Student Affairs & Enrollment Management and involved perspectives from across both divisions.

Transfer working group. This is important work because transfer students make up nearly half of every year's graduates at Boise State. Further, our transfer students are more likely than our first-time-in-college students to be first-generation college-going, pell-eligible, rural, and/or Latinx. Thus, in order to serve these students effectively, it is essential to attend to the needs of transfer students for both access and retention. This working group was convened in January 2023 and is expected to issue a set of recommendations sometime in Fall 2023. These recommendations will be reviewed by both the ER Action Team and the ESS Governance Council and then incorporated into the implementation process for the SERP. As part of this work, we will also consider how best to set goals and monitor progress for transfer students.

Capacity and Planning working "group". The goal of this work is to provide enhanced processes and planning to meet student demands for courses, housing, and other campus needs and to build a coherent financial planning model to better link resources with campus needs. Rather than form a regular group, this work has moved forward through a partnership between the Office of the Provost and Enrollment Management. We inventoried the progress of past efforts to address capacity questions and have been exploring ways to build on this work and move things forward. Progress in this area includes:

- Enrollment Services and Budget and Planning partnered to develop a model that projects enrollment and revenue. This model will be expanded and tested over the next several years
- The Office of the Provost and the College of Arts and Sciences Dean's Office partnered to improve modeling for and management of course capacities, especially for incoming transfer and first-time-in-college students. These processes will continue to be improved over the next several years
- A Coordinating Committee for Strategic Academic Program Planning has been convened. The charge of this committee is to develop guiding principles for a comprehensive strategic academic plan.

Next Steps/Goals for 23-24

In addition to work that will naturally follow from efforts already underway (e.g., implementation of existing strategies, capacity work, transfer working group, etc.), we have identified several additional areas that need attention in the coming year.

Gender-based gaps[4] in access and retention
Institutional data from Boise State mirrors national data, which indicate that men are both less likely to access a college education and, if they do enroll, are retained at lower rates than women. This year, we plan to explore what these gaps look like at Boise State, especially with respect to how gender intersects with identities of Rural, Pell-eligible, first-generation college-going, and Latinx students. We will use the processes built to support SERP to identify both goals and strategies to address these gaps.

Improve Tracking and Assessment Mechanisms
The ER Action Team will design a process to better track the status, progress, and impact of the SERP strategies as they evolve and/or are completed.

Student Engagement
A strong suggestion from the summit was to find a way to bring more student voices to this process. We will pilot a process that will address this suggestion as well as an evolving SERP Strategy (WG5.I6). Admissions and New Student Programs staff plans to assemble a student focus group (with SERP identities) to collect feedback about their Transitioning and Onboarding experience. On the basis of their work, we will create a template and a process by which ideas for needed changes that emerge from student engagement can be prioritized and by which relevant units are invited to make improvements to policies, practices, and/or infrastructure.

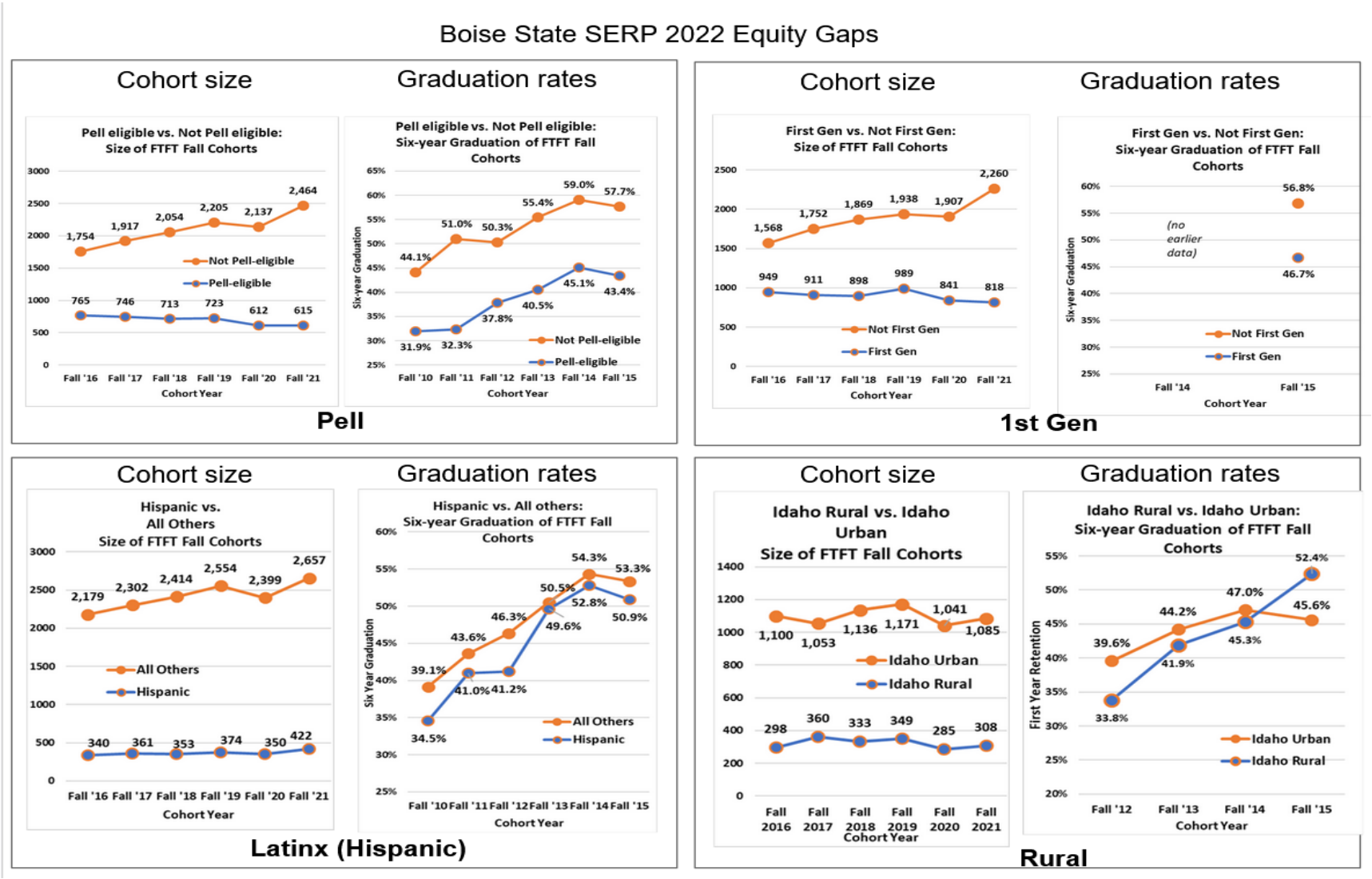
Assessment
The a-e-I-o-u Model of Assessment (see Appendix D) was shared with SERP strategy stakeholders. Institutional Effectiveness and Enrollment Services are in the process of creating a standard process for requesting profiles that would allow campus users to submit a list of the students they serve and we could generate SERP percentages and distributions - summary level data. This will include university level data for comparison purposes. This will allow units to better assess their services as related to SERP. We will also be developing training for units on how to backward plan and assess their goals & strategies in the coming year as well as providing example(s) of how SERP strategies may be assessed using this approach.

Synergistic Activities
As the work to implement the SERP has gotten underway this year, it has become clear that the goals and the activities of the SERP often intersect with work and proposals in other areas. For example, there are important intersections between the work of the SERP and the ideas that will emerge from the Hispanic Serving Institutions committee. Additionally, there are important connections to recommendations from the Fall 2021 Future of Online Programs report. The SERP process seeks to find ways to mutually support and enhance these efforts as we move forward.

[4] We are using binary categories for gender here because this reflects the structure of our data. We recognize that the binary m/f gender identifiers do not capture the range of student gender identities in the Boise State community.

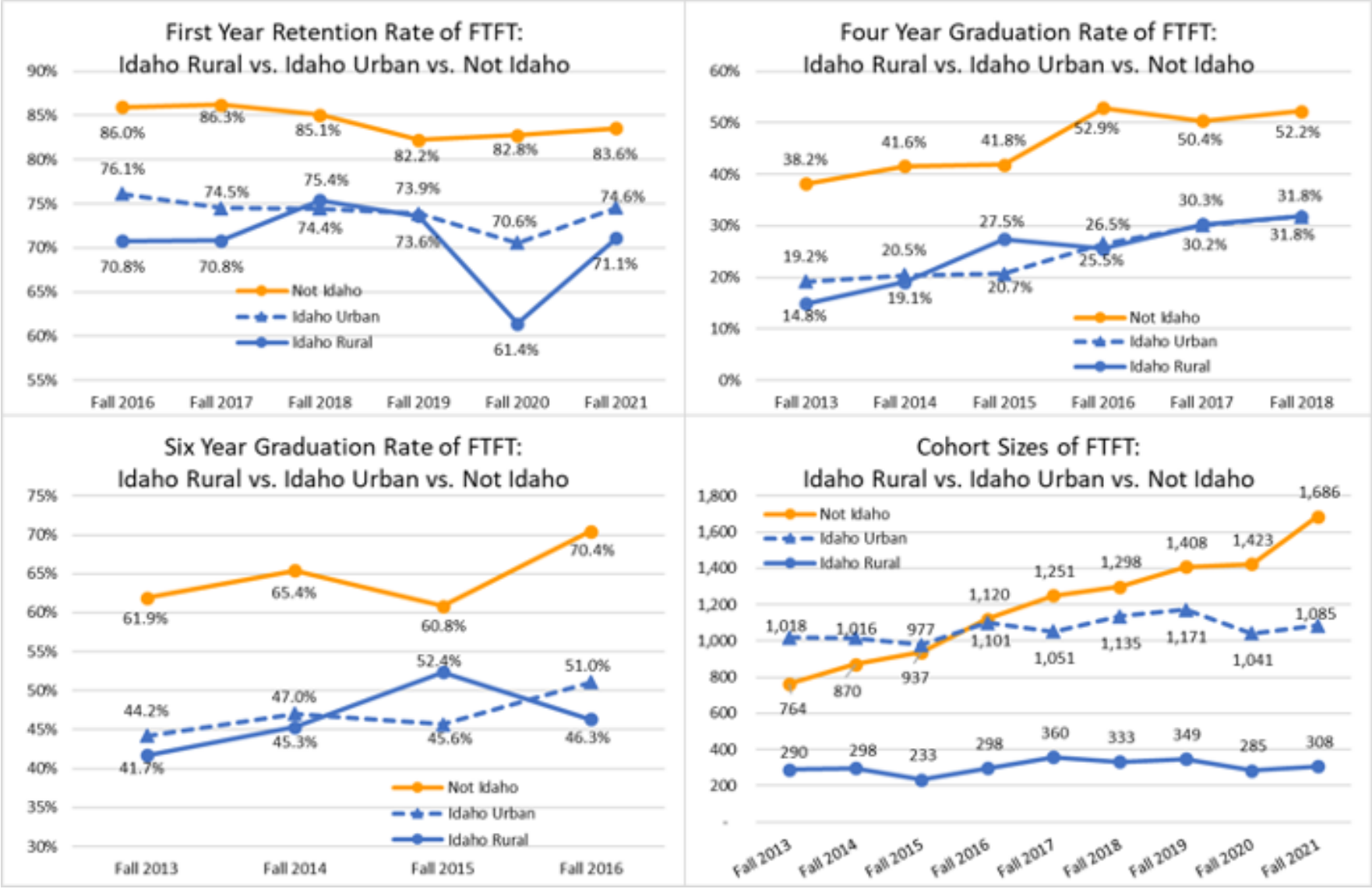
Appendix A. Equity Gap Baseline Data

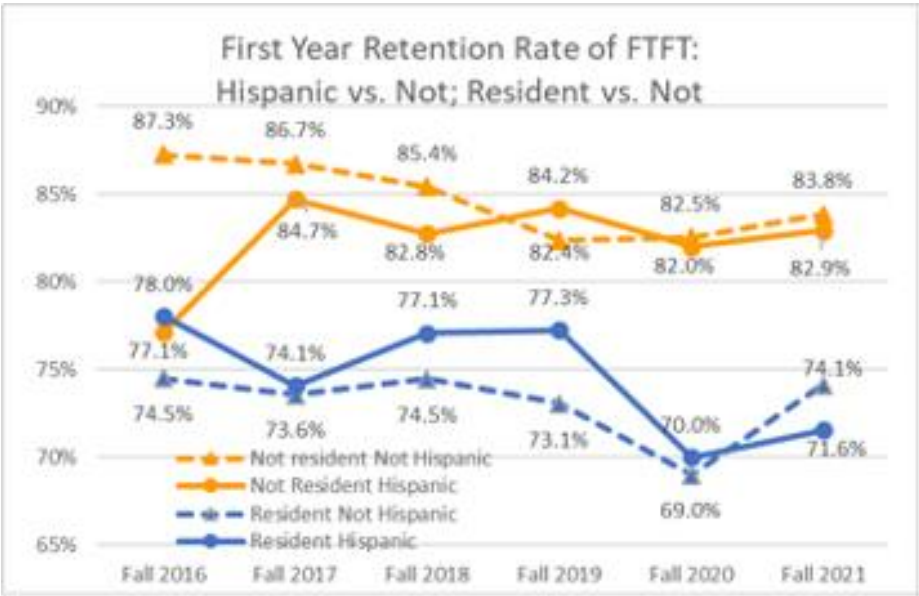
The data that informed the SERP goal-setting process utilized the size of the Incoming FTFT Cohort as the measure for access and the Six-year Graduation rate as the measure for degree attainment/success. Unless otherwise noted, these data reflect the aggregate of both non-resident and Idaho resident students.



Appendix B. Comparison of Resident and Non-resident 1st-year Retention and Graduation Rates

The x-axis for each graph in this appendix represents the incoming cohort of first-time, full-time students in a given year.




First Year Retention Rate of FTFT:
Hispanic vs. Not; Resident vs. Not
90%
85%
80%
75%
70%
65%
87.3%
86.7%
85.4%
84.2%
82.5%
83.8%
84.7%
82.8%
82.4%
82.0%
82.9%
78.0%
77.1%
74.1%
77.1%
77.3%
74.5%
73.6%
74.5%
73.1%
70.0%
74.1%
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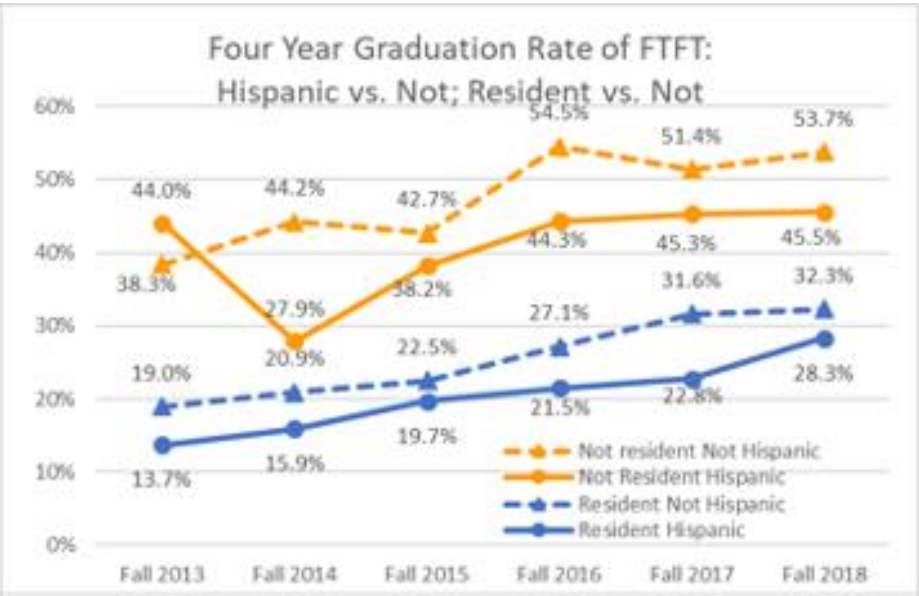
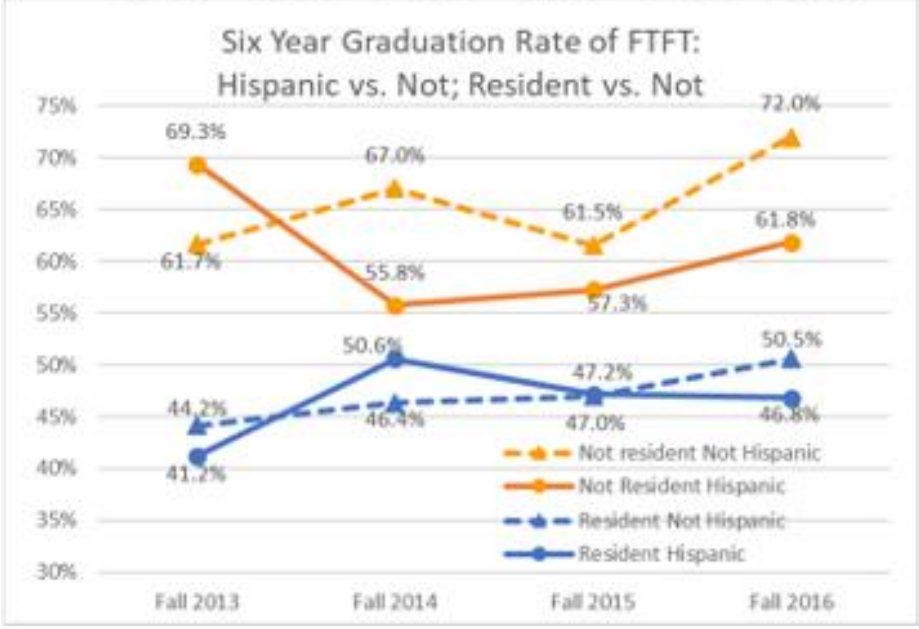
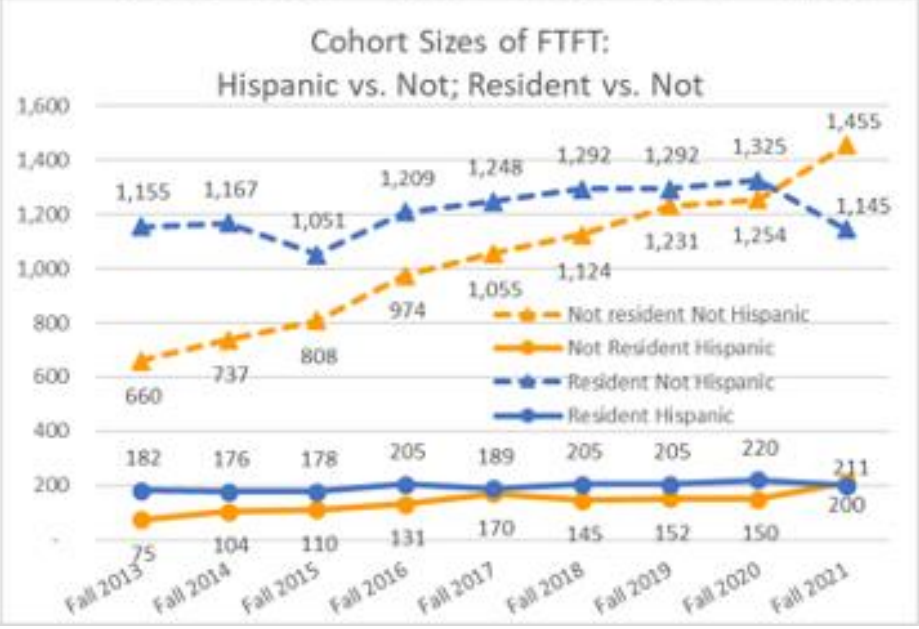
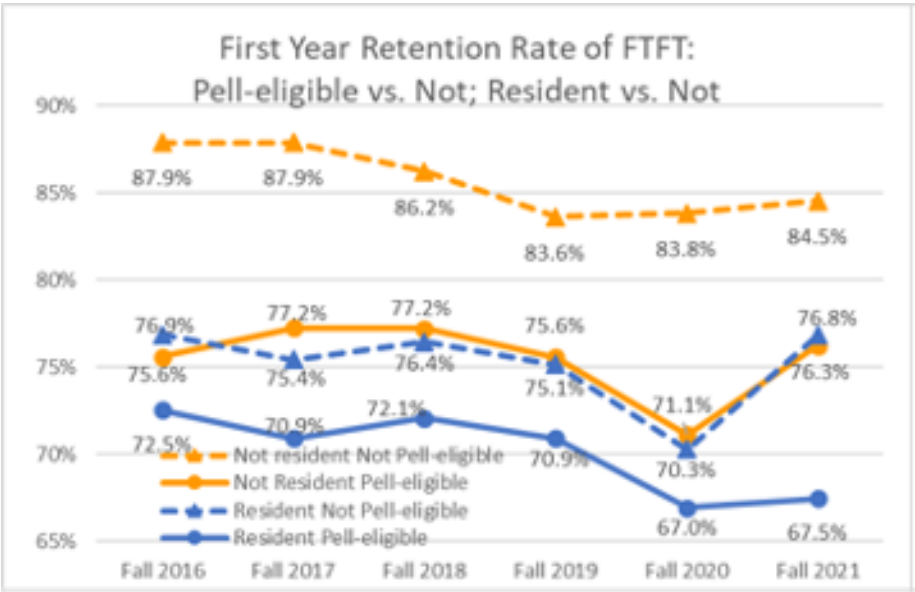
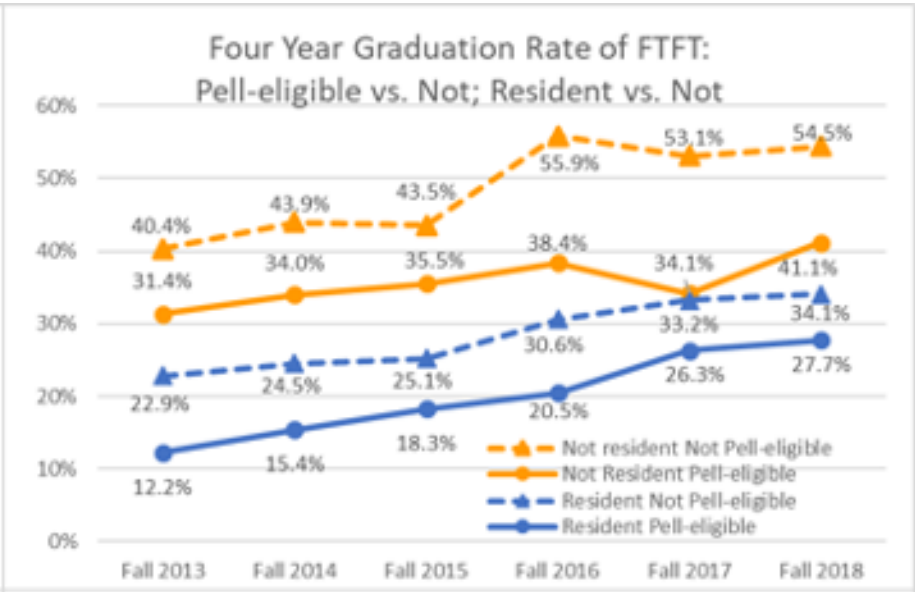
Fall 2019
Fall 2020
Fall 2021

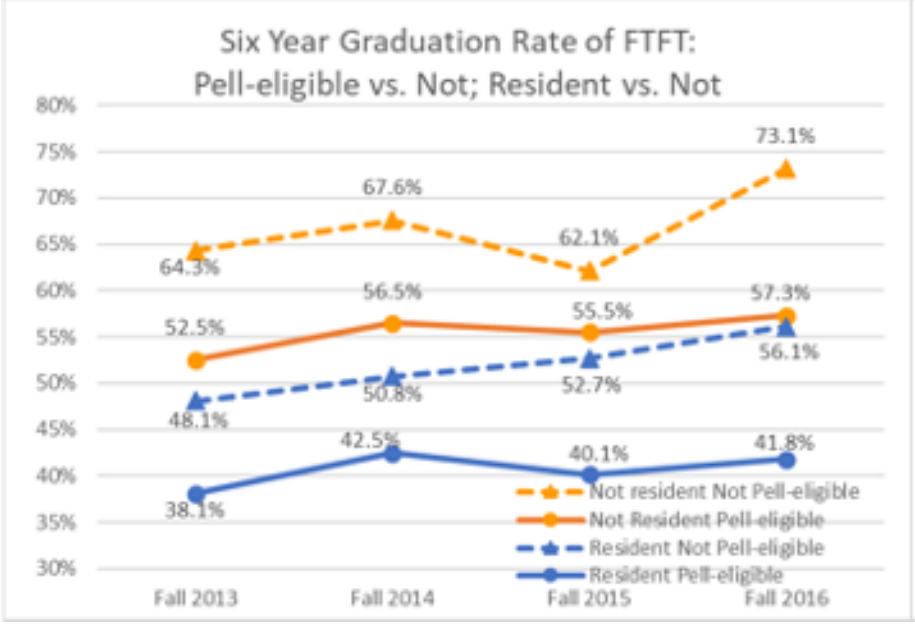

Four Year Graduation Rate of FTFT:
Hispanic vs. Not; Resident vs. Not
60%
50%
40%
30%
20%
10%
0%
44.0%
44.2%
42.7%
54.5%
51.4%
53.7%
38.3%
27.9%
38.2%
44.3%
45.3%
45.5%
19.0%
20.9%
22.5%
27.1%
31.6%
32.3%
13.7%
15.9%
19.7%
21.5%
22.8%
28.3%
Not resident Not Hispanic
Not Resident Hispanic
Resident Not Hispanic
Resident Hispanic
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

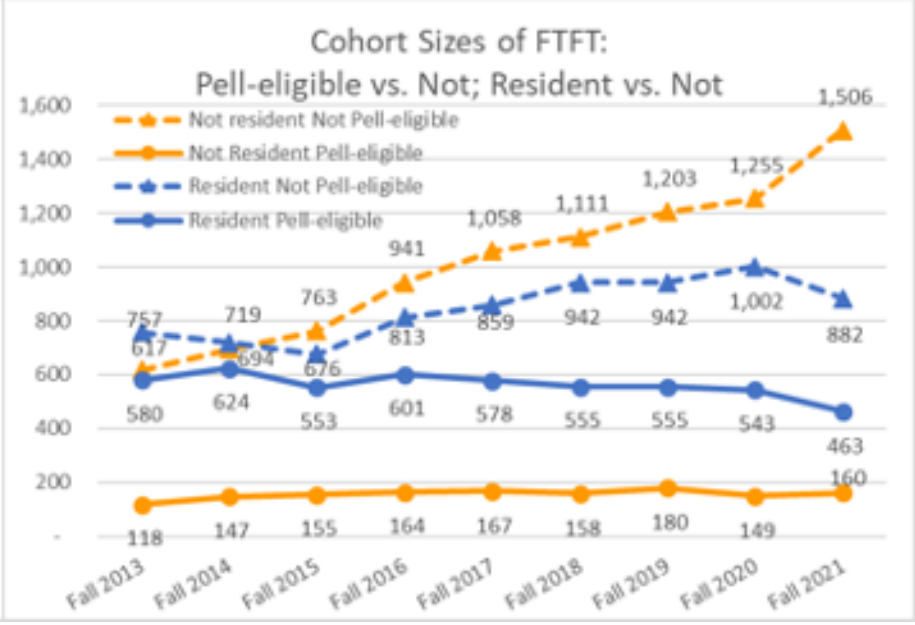

Six Year Graduation Rate of FTFT:
Hispanic vs. Not; Resident vs. Not
75%
70%
65%
60%
55%
50%
45%
40%
35%
30%
69.3%
67.0%
61.5%
72.0%
61.7%
55.8%
57.3%
61.8%
50.6%
47.2%
50.5%
44.2%
46.4%
47.0%
46.8%
41.2%
Not resident Not Hispanic
Not Resident Hispanic
Resident Not Hispanic
Resident Hispanic
Fall 2013
Fall 2014
Fall 2015
Fall 2016

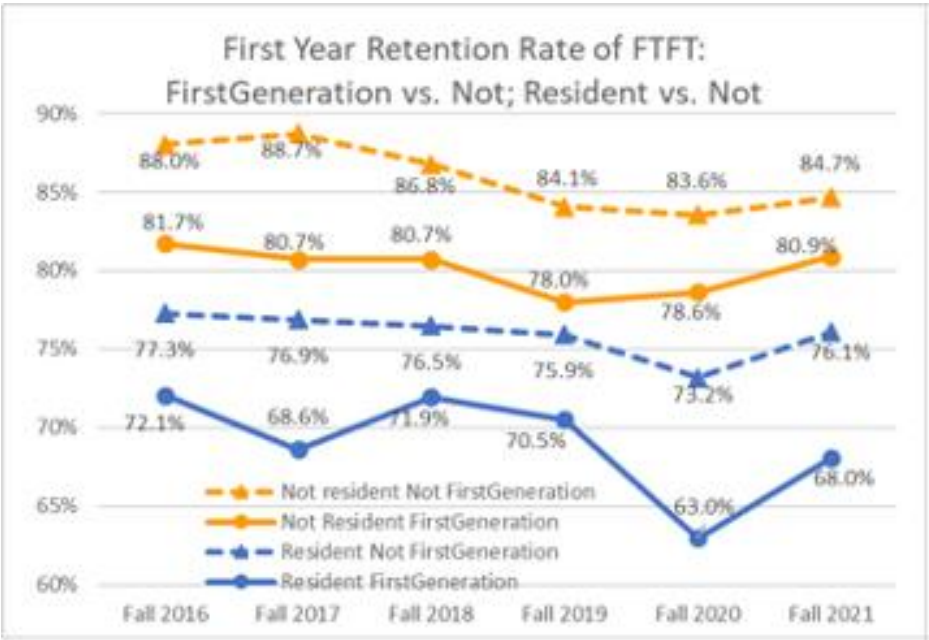

Cohort Sizes of FTFT:
Hispanic vs. Not; Resident vs. Not
1,600
1,400
1,200
1,000
800
600
400
200
-
1,155
1,167
1,051
1,209
1,248
1,292
1,292
1,325
1,145
660
737
808
974
1,055
1,124
1,231
1,254
1,455
182
176
178
205
189
205
205
220
200
75
104
110
131
170
145
152
150
211
Not resident Not Hispanic
Not Resident Hispanic
Resident Not Hispanic
Resident Hispanic
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Fall 2021

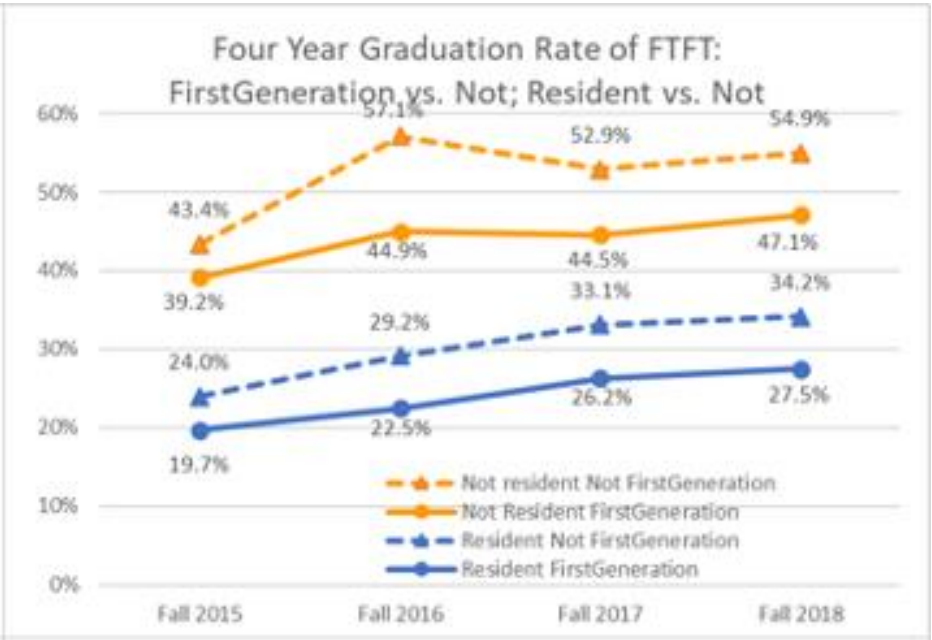

First Year Retention Rate of FTFT:
Pell-eligible vs. Not; Resident vs. Not
90%
85%
80%
75%
70%
65%
87.9%
87.9%
86.2%
83.6%
83.8%
84.5%
76.9%
77.2%
77.2%
75.6%
76.8%
75.6%
75.4%
76.4%
75.1%
71.1%
76.3%
72.5%
70.9%
72.1%
70.9%
70.3%
67.0%
67.5%
Not resident Not Pell-eligible
Not Resident Pell-eligible
Resident Not Pell-eligible
Resident Pell-eligible
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Fall 2021

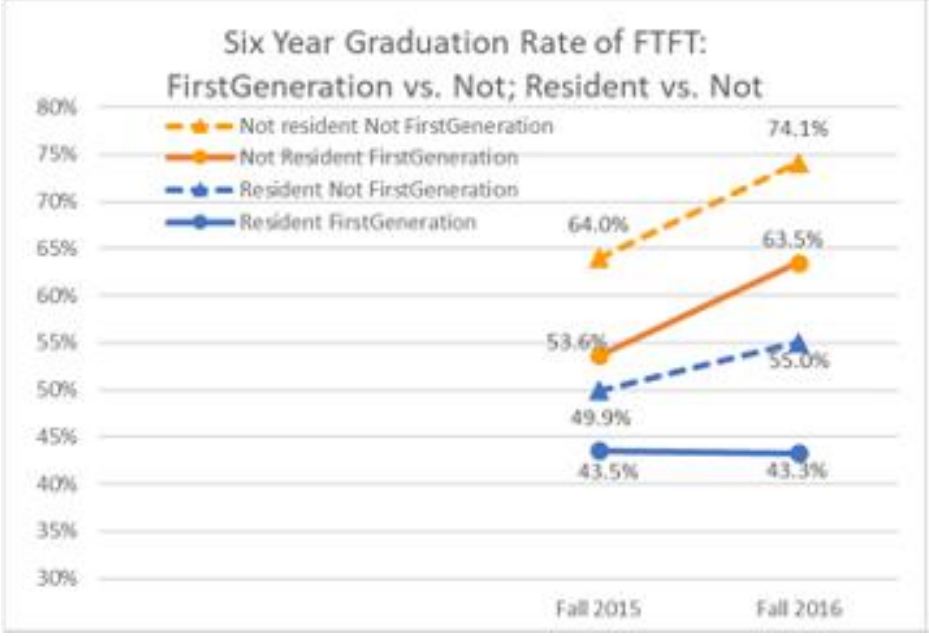

Four Year Graduation Rate of FTFT:
Pell-eligible vs. Not; Resident vs. Not
60%
50%
40%
30%
20%
10%
0%
40.4%
43.9%
43.5%
55.9%
53.1%
54.5%
31.4%
34.0%
35.5%
38.4%
34.1%
41.1%
22.9%
24.5%
25.1%
30.6%
33.2%
34.1%
12.2%
15.4%
18.3%
20.5%
26.3%
27.7%
Not resident Not Pell-eligible
Not Resident Pell-eligible
Resident Not Pell-eligible
Resident Pell-eligible
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

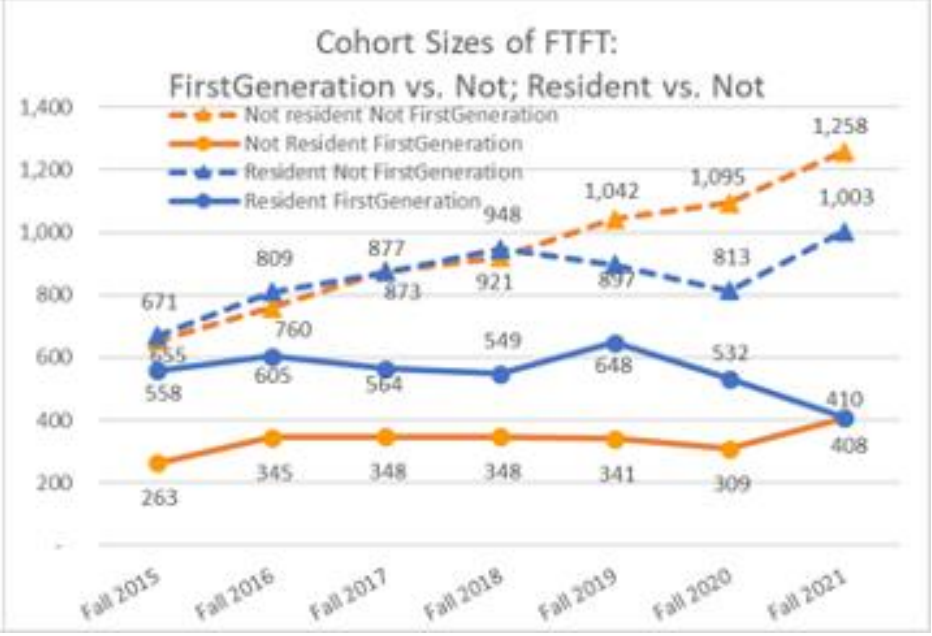

Six Year Graduation Rate of FTFT:
Pell-eligible vs. Not; Resident vs. Not
80%
75%
70%
65%
60%
55%
50%
45%
40%
35%
30%
64.3%
67.6%
62.1%
73.1%
52.5%
56.5%
55.5%
57.3%
48.1%
50.8%
52.7%
56.1%
38.1%
42.5%
40.1%
41.8%
Not resident Not Pell-eligible
Not Resident Pell-eligible
Resident Not Pell-eligible
Resident Pell-eligible
Fall 2013
Fall 2014
Fall 2015
Fall 2016


Cohort Sizes of FTFT:
Pell-eligible vs. Not; Resident vs. Not
1,600
1,400
1,200
1,000
800
600
400
200
-
Not resident Not Pell-eligible
Not Resident Pell-eligible
Resident Not Pell-eligible
Resident Pell-eligible
757
719
763
941
1,058
1,111
1,203
1,255
1,506
617
694
676
813
859
942
942
1,002
882
580
624
553
601
578
555
555
543
463
118
147
155
164
167
158
180
149
160
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Fall 2021


First Year Retention Rate of FTFT:
FirstGeneration vs. Not; Resident vs. Not
90%
85%
80%
75%
70%
65%
60%
88.0%
88.7%
86.8%
84.1%
83.6%
84.7%
81.7%
80.7%
80.7%
78.0%
78.6%
80.9%
77.3%
76.9%
76.5%
75.9%
73.2%
76.1%
72.1%
68.6%
71.9%
70.5%
63.0%
68.0%
Not resident Not FirstGeneration
Not Resident FirstGeneration
Resident Not FirstGeneration
Resident FirstGeneration
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Fall 2021


Four Year Graduation Rate of FTFT:
FirstGeneration vs. Not; Resident vs. Not
60%
50%
40%
30%
20%
10%
0%
43.4%
57.1%
52.9%
54.9%
39.2%
44.9%
44.5%
47.1%
24.0%
29.2%
33.1%
34.2%
19.7%
22.5%
26.2%
27.5%
Not resident Not FirstGeneration
Not Resident FirstGeneration
Resident Not FirstGeneration
Resident FirstGeneration
Fall 2015
Fall 2016
Fall 2017
Fall 2018


Six Year Graduation Rate of FTFT:
FirstGeneration vs. Not; Resident vs. Not
80%
75%
70%
65%
60%
55%
50%
45%
40%
35%
30%
Not resident Not FirstGeneration
Not Resident FirstGeneration
Resident Not FirstGeneration
Resident FirstGeneration
64.0%
74.1%
53.6%
63.5%
49.9%
55.0%
43.5%
43.3%
Fall 2015
Fall 2016


Cohort Sizes of FTFT:
FirstGeneration vs. Not; Resident vs. Not
1,400
1,200
1,000
800
600
400
200
-
Not resident Not FirstGeneration
Not Resident FirstGeneration
Resident Not FirstGeneration
Resident FirstGeneration
671
809
877
948
1,042
1,095
1,258
655
760
873
921
897
813
1,003
558
605
564
549
648
532
410
263
345
348
348
341
309
408
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Fall 2021

Appendix C. Assessment

a-e-l-o-u Approach to Program Evaluation

The following is a summary of ideas from "The a-e-i-o-u Approach to Program Evaluation"[5]

The a-e-l-o-u evaluation approach is a framework for organizing key evaluation questions and allows for many models of evaluation and/or methods of data collection to be used. Within the a-e-l-o-u approach, evaluation questions are organized into five areas:

(a)ccountability
(e)ffectiveness
(l)mpact
(o)rganizational factors
(u)nanticipated outcomes

Questions related to accountability and effectiveness, and most importantly those related to impact (thus, the capital I), are salient because they are significant in determining the success of a project or program. Questions related to organizational factors and unanticipated outcomes provide additional evaluative information about context and help to explain project impact.

Evaluation questions provide the basis for developing a plan and conducting a comprehensive evaluation. They determine what information will be required and which sources will provide that information, the costs for both personnel and resources, and the reporting and use of information produced by the evaluation.

Defining the a-e-l-o-u Evaluation Approach - The following defines the a-e-l-o-u approach to organizing evaluation questions and gives examples of appropriate evaluation questions in each of the five areas. Using a simplified representation of the a-e-l-o-u approach as an illustration, the evaluation questions posed here center on evaluating a single activity within a larger project.

Accountability: Did the project do what it said it was going to do?

Accountability focuses on determining whether activities related to the goals and objectives of the project were completed. There is no judgment of the value of the activity within accountability, only whether it occurred and was completed. For example, if one of the activities was a conference, questions related to accountability might include:

1. Was the conference held?
2. Who attended?
3. What was the conference agenda?

Given these questions, the types of information needed might include dates, times, and location of the conference; the number of participants and demographic information about them; and a listing and/or

[5] Kemis, M., & Walker, D.A. (2000). The a-e-l-o-u Approach to Program Evaluation. *Journal of College Student Development, 41*.

summary of conference activities. Accountability information is often available in existing project records such as registration materials. A survey might also be used to collect information from participants.

Effectiveness: How well did the activities meet the objectives of the project?

Effectiveness addresses how well objectives were accomplished and focuses on attitudes, opinions, and knowledge. Continuing with the conference example, questions related to effectiveness might include:

1. What were participants' reactions to the conference activities?
2. How applicable or useful will be/were the conference activities in the participants' classrooms with students?
3. How satisfied were participants with conference activities?

Participants' reactions and opinions provide information related to effectiveness. Data could be collected from the participants by survey or focus group.

Impact: What changes have occurred as a result of the project?

Impact focuses on identifying and assessing changes that result from project activities. These changes are generally tied to the stated outcomes. Impact questions are often designed to identify changes in the attitudes or behavior of individuals, groups, or systems. If the conference in the previous examples addressed innovative teaching, questions related to impact might include:

1. What new teaching methods have you tried as a result of the conference?
2. Has your use of new teaching methods resulted in increased student learning?
3. What changes have you made in the curriculum?
4. What changes in policy have occurred?

Descriptions or observations of actions or changes would answer these questions. Sources could be participants, project personnel, and/or the participants' students or clients. Methods of data collection could include follow-up surveys, focus groups, and observations. Often, baseline data and follow-up data are required in order to make comparisons to determine change.

Organizational Factors: What structures, policies, or events helped or hindered the project in accomplishing its goals?

Questions related to organizational factors focus on identifying contextual factors, policies, or events that contribute to or detract from achieving goals and objectives. Example questions may include:

1. What helped to achieve project goals and objectives?
2. What made it difficult to achieve project goals and objectives?

Data are often collected through interviews of key personnel, focus groups comprised of those most affected by the project, or document analysis.

Unanticipated Outcomes: What happened that you did not plan or expect?

Sometimes, things happen or change occurs as a result of the project that were not planned or anticipated. This component examines those unplanned positive or negative changes. Useful methods of collecting data for this component are focus groups, interviews, informal communication, and observations.

Develop an Evaluation Plan using the a-e-l-o-u Worksheet

As a guide to organizing the evaluation questions and developing a plan for conducting an evaluation, we suggest using a worksheet to detail information related to the evaluation questions in each of the five areas of the a-e-l-o-u approach. It is beneficial to complete this worksheet during the early stages of the project, refer to it as data are being planned and collected, and revise it as project activities and evaluation results suggest. The worksheet provides a valuable resource throughout the project for collecting and reporting evaluation data.

1. Determine the key evaluation questions for each of the five areas. Specific evaluation questions should relate to the goals, objectives, and activities of the project.
2. Identify the type of information needed (What information will answer the question?)
3. Identify appropriate sources of that information (Who will provide the information?)
4. Determine methods of collecting the data (How will the information be collected?)
5. Timeline for collecting the data. (When will the information be collected?)

Continuing with the conference illustration, the **a-e-l-o-u Worksheet** (below) examines a specific evaluation question pertaining to the effectiveness of the conference. Also, the inclusion of additional information to the worksheet, such as costs, who has responsibility for the development of the survey, and who will collect, analyze, and report the data, may be beneficial.

a-e-l-o-u Worksheet example

Effectiveness:

Evaluation Question	Type of Information	Source of Information	Method of Collecting Information	Timing of Data Collection
How applicable or useful will/were the conference activities in the participants' classrooms with students?	Participant opinions about conference activities. Anecdotal examples of how the information was used or applied in a classroom setting	Participants	Survey	At the end of the conference. Follow-up with conference participants in 3 months to check on applicability and use.

a-e-l-o-u Worksheet

Accountability:

Evaluation Question	Type of Information	Source of Information	Method of Collecting Information	Timing of Data Collection

Effectiveness:

Evaluation Question	Type of Information	Source of Information	Method of Collecting Information	Timing of Data Collection

Impact:

Evaluation Question	Type of Information	Source of Information	Method of Collecting Information	Timing of Data Collection

Organizational Factors:

Evaluation Question	Type of Information	Source of Information	Method of Collecting Information	Timing of Data Collection

Unanticipated Outcomes:

Evaluation Question	Type of Information	Source of Information	Method of Collecting Information	Timing of Data Collection