



PRESENTATION HANDOUT



WILMINGTON
UNIVERSITY®

Guiding Students on a Path to Success

Developing Educational Plans and Assessing GPS

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About Wilmington University

A green banner on a pole featuring a white silhouette of a building with a steeple and a clock tower. Below the graphic, the text "WILMINGTON UNIVERSITY" is written in white. The banner is set against a background of green foliage.

University Overview

- **Private, nonprofit** university (based in Delaware), established in 1967 focused on **non-traditional students**
 - **National reputation** serving close to 20,000 students nationally and internationally, in person and online
 - **Open access** admissions—no SAT/ACT/GRE/GMAT requirements
 - **Most affordable** institution of its kind in the region
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Who Are WilmU Students?



- **87%** of students **work full or part time**
- **79%** of students **transfer credits**
- **66%** of students are **women**
- **39% diversity** among student population
- **75%** of students are **over the age of 25**
- **77%** **undergrad** students study **part-time**
- **85%** utilize **online learning options** (higher % **post-COVID return**)



Some more details...

- Advising is *recommended* but not required
- 12,500 Undergraduate students with 15 professional advisors across multiple campuses (800+:1 Student – Advisor Ratio)
- Ellucian ecosystem – Banner, Degree Works, CRM Recruit, CRM Advise, etc.
- Why Guided Pathways?
 - Improve Retention & Graduation Rates by
 - Identifying the Path
 - Help Students get on the Path
 - Help Students stay on the Path
 - Ensure Students are Learning and Staying



Educational Plan Implementation and Communication



Phased Approach

- Guided Pathways was rolled out in 3 phases
 - Fall 2019
 - 1007 students in one academic college
 - Fall 2020
 - 1252 students in four academic colleges
 - Fall 2021
 - 2025 students in six academic colleges



Collaboration During Development

- Frequent meetings between administrative and academic staff to discuss topics related to GPS
 - Create Academic Maps and Identify Critical Courses
 - Create Structures Onboarding Process
 - Pro-Active Advising
 - Develop Informative and Easy-to-Navigate Website for Prospective New Students
 - Early Alert and Student Success Monitoring
 - Determining Assessment Metrics



Academic Affairs Involvement

- Program managers identified in each Academic College
- Program Chairs Developed course sequencing
 - Excel templates were provided
 - Identified critical courses
 - Tied to the Two Year Course Planner
- Key members in collaborative meetings



Educational Plan Development

Program - Concentration Full Degree - Full Time (15 credits) - Spring Start		
Spring Year 1 (Term 1) (0 - 15 credits)		
Course	Min. Grade	Critical (Y/N)
CTA 210		
DSN 105		
FYE 101		
ENG 121	C	
MAT 205	C	

Fall Year 1 (Term 2) (15 - 30 credits)		
Course	Min. Grade	Critical (Y/N)
DSN 210		Y
ECO 105		
ENG 122	C	
ANI 321		
ANI 322		

▼ Fall Year 1 15.0

Critical	Course Requirement		Credits	Minimum Grade	Notes
<input type="checkbox"/>	CTA 210	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="None"/>	<input type="text" value=""/>
<input type="checkbox"/>	DSN 105	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="None"/>	<input type="text" value=""/>
<input type="checkbox"/>	FYE 101	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="None"/>	<input type="text" value=""/>
<input type="checkbox"/>	ENG 121	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="C"/>	<input type="text" value=""/>
<input type="checkbox"/>	MAT 205	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="C"/>	<input type="text" value=""/>

▼ Spring Year 1 15.0

Critical	Course Requirement		Credits	Minimum Grade	Notes
<input checked="" type="checkbox"/>	DSN 210	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="None"/>	<input type="text" value=""/>
<input type="checkbox"/>	ECO 105	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="None"/>	<input type="text" value=""/>
<input type="checkbox"/>	ENG 122	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="C"/>	<input type="text" value=""/>
<input type="checkbox"/>	PSY 101	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="None"/>	<input type="text" value=""/>
<input type="checkbox"/>	ANI 321	<input type="text" value=""/>	<input type="text" value="3.0"/>	<input type="text" value="None"/>	<input type="text" value=""/>



Academic Advisor Processes

- Training provided to ensure consistency
- New students encouraged via text message to make an educational plan appointment with advisor
 - Educational plan added during appointment
 - Educational plan added outside of appointment for those who don't need with an advisor
 - Students are instructed how to read the plan
 - Students have view access to their educational plan but must contact an advisor to have it adjusted
 - If a critical course is missed, student receives an email



Metrics



Phase 1 Metrics Lessons Learned

- Original *operations* metrics focused on *first-term only* measurements (first-term advising appointments, first-term critical courses passed, etc.)
- Original *outcomes* metrics focused on *longer-term outcomes* (retention, graduation rates, etc.)
- Consulted with EAB and reviewed other research in best-practices to develop new metrics and reporting plan



Present and Leading and Lagging Metrics Defined

- Revised *Operational* Metrics:
 - Admissions onboarding data
 - Career Services utilization data (using a career assessment)
 - Advising Educational Plans metrics in first-term and beyond (# & % discussing Ed Plans with Advisors in first, second, and third terms)
 - Off-track/Missed Critical Course data by term



Present and Leading and Lagging Metrics Defined

- Revised *Outcomes* Metrics:
 - **Leading** Metrics (short-term)
 - Credits per term/per year
 - Critical course on-track per term
 - Critical course completion rates per term
 - Other course completion rates per term
 - First-second term retention rates
 - Academic standing by term
 - Drops per term



Present and Leading and Lagging Metrics Defined

- Revised *Outcomes* Metrics:
 - **Lagging** Metrics (long-term)
 - First-second year retention rates
 - Second-third and beyond retention rates
 - Critical course on-track post first-year
 - Graduation rates
 - Total credits taken per year through completion



Outcomes



Operational and Outcomes Highlights

- Consistent Admissions engagement rates (50%), although conversion rates are NOT higher for those who engaged
- Low % (<10%) of students engaging with Career Services to take career assessment
- Educational Plans Discussed with Advisor
 - *Decrease* in students discussing Ed Plans with Advisor (34% of first cohort discussed declining to 21% 2 years later)
 - *Impacts of COVID!*
- Critical Courses/Staying on Plan
 - *Increase* in students registering for critical course by term suggested (35% in first cohort – 57% 2 years later)



Operational and Outcomes Highlights

- Engagement with Advising is key!
 - For **ALL** leading outcomes metrics, results were higher for those students who discussed Ed Plan with Advisor
 - Examples:
 - Good Academic Standing: 64% vs 53%
 - Took Critical Course: 89% vs 64%
 - First-Second Term Retention: 81% vs 69%
 - First-Second Year Retention: 55% vs 37%



Lessons Learned & Next Steps



Lessons Learned

- Engaging with students throughout process is critical
 - Revise Admissions onboarding process
 - Requiring advising
 - Communicate benefits of Career Services assessment
- Communication PRE-registration (ex. sharing critical course before registration)
- Educational plans encouraged in first term – encourage advising meetings *post-first term*
- University Community communication

Q & A



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