Data Literacy Institute Combined Group Presentation

Major Change is
NOT
a Major Change
(in time)

Data Literacy Institute Group 1

Marcy Beaverson, Claire Hoover, Sarah Jurden,
Laura Landry-Meyer, Marcus Sherrell, and Jessica Turos

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Research Questions and Results

1. What percentage of undergraduate students change their majors?
   53.7% change their majors

2. Do students who change majors more take longer to graduate (more than 4 years)?
   Yes, but there are small effect sizes and no significant difference between 2 and 3 or more major changes.

3. Do students with specific student characteristics (sex, race/ethnicity, Pell eligible, prior credit, cumulative GPA) who change majors take longer to graduate?
   Yes, but students with these characteristics take longer to graduate whether or not they change their majors.

Major Change is NOT a MAJOR CHANGE in Time

# Major Changes	N	Time to Degree Mean	Standard Deviation
0	2,625	4.08	.574
1	2,063	4.25	.641
2	811	4.38	.721
3 or more	273	4.49	.809
Total	**5,772**	**4.21**	**.645**

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Recommendations and Next Steps

1. Acknowledge individual development

2. De-bunk undecided/major-change myths

3. Identify opportunities to enhance University policies, processes, and structures to better support major changers

Attributes of Students Receiving Early Alerts:
Data Literacy Institute Group 2

Adrienne Ausdenmoore, Banks Blair, Kim Brooks, Chelsea Chandler, Victoria Moran, Dawn Shinew, Jason Whitfield

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Retention Rates by Early Alert Status

Retained% by Cohort and EA for First Semester

EA for First Semester ● No ● Yes
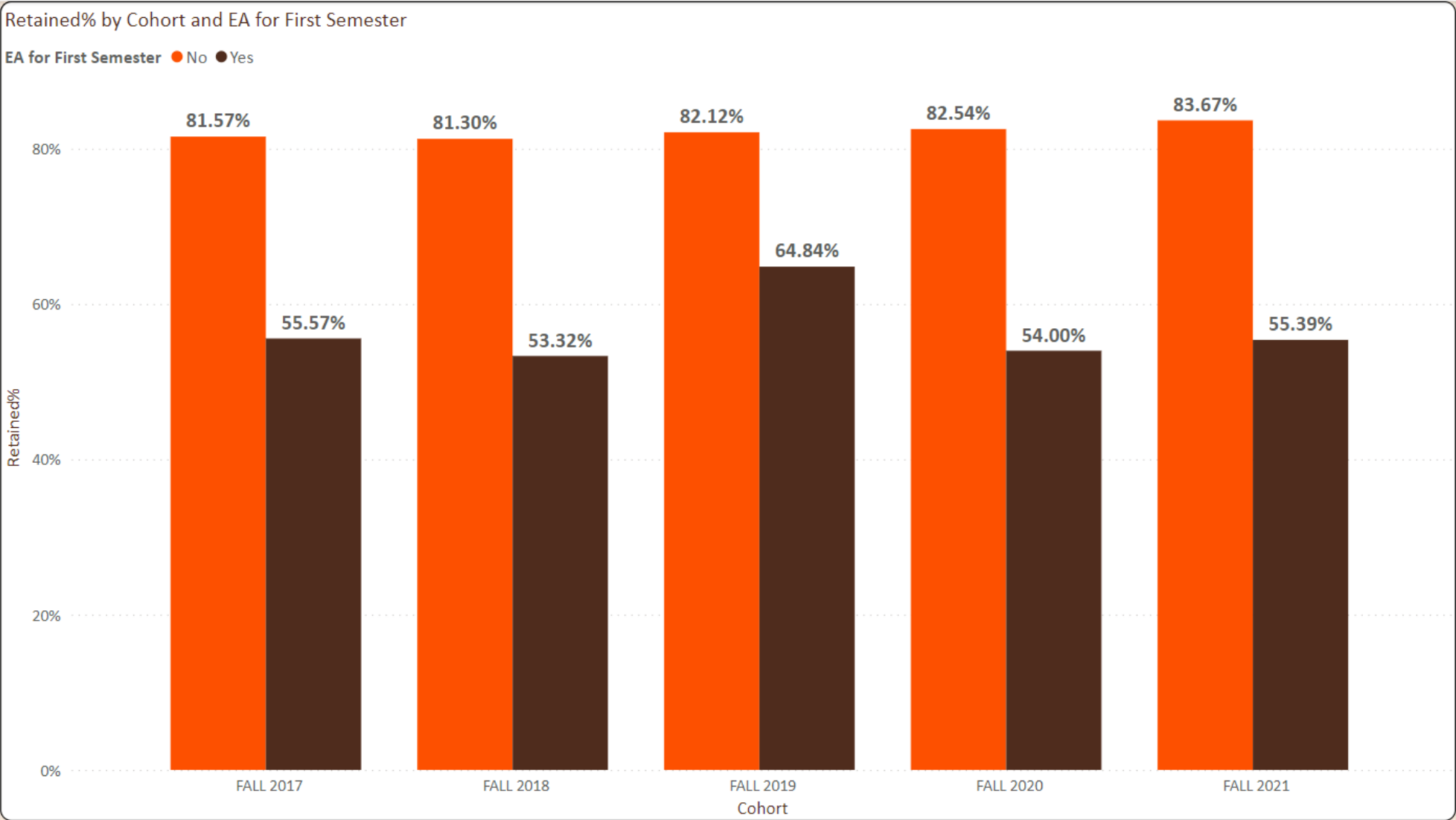
Research Questions

o **What are the demographics/student attributes of those who receive early alerts?**

Students who...

- have a lower HS GPA
- Identify as Black & Multiracial Students
- have families that earn less than $60K
- are from Large Central Metropolitan Counties
- enter BGSU without prior credits

Are statistically more likely to receive an Early Alert.

o **How do retention rates of students with various attributes compare between those that earn early alerts and those that don't?**

- 23.33% gap in retention for Black students
- 25.81% gap in retention for Multiracial Students
- 27% gap in retention for students whose families earn less than 60K
- 26.75% gap in retention for students who reside in Large Metro Counties
- 23.14% gap in retention for students who enter without CCP Credit

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Retention Rates by Early Alert Status
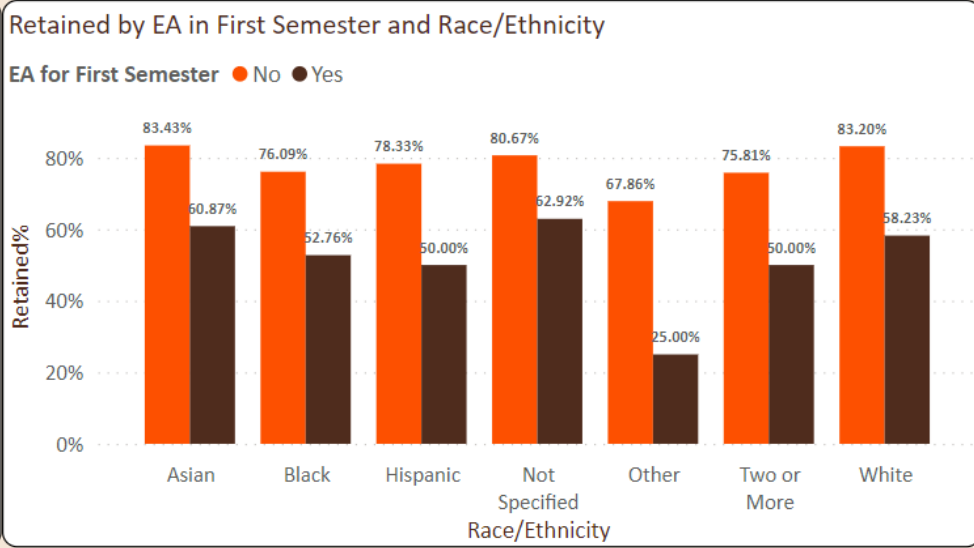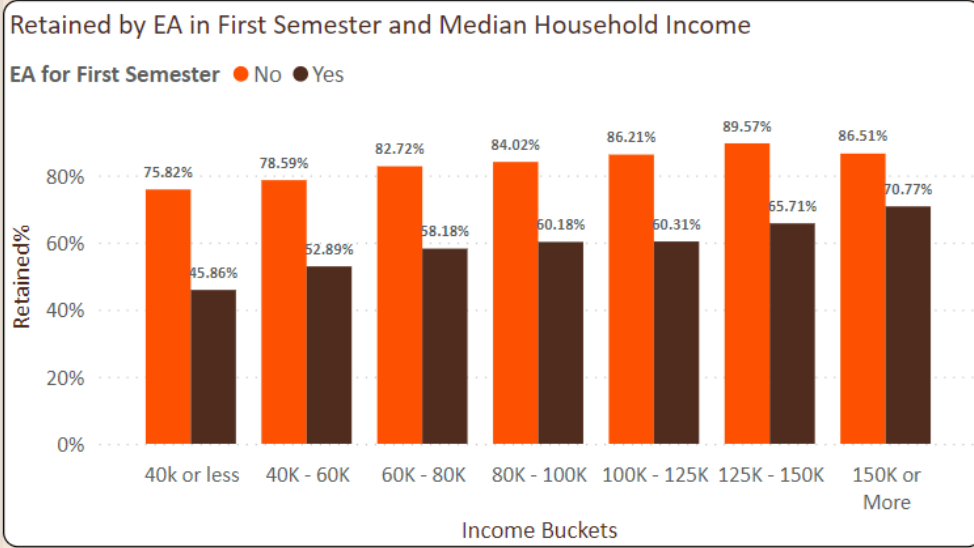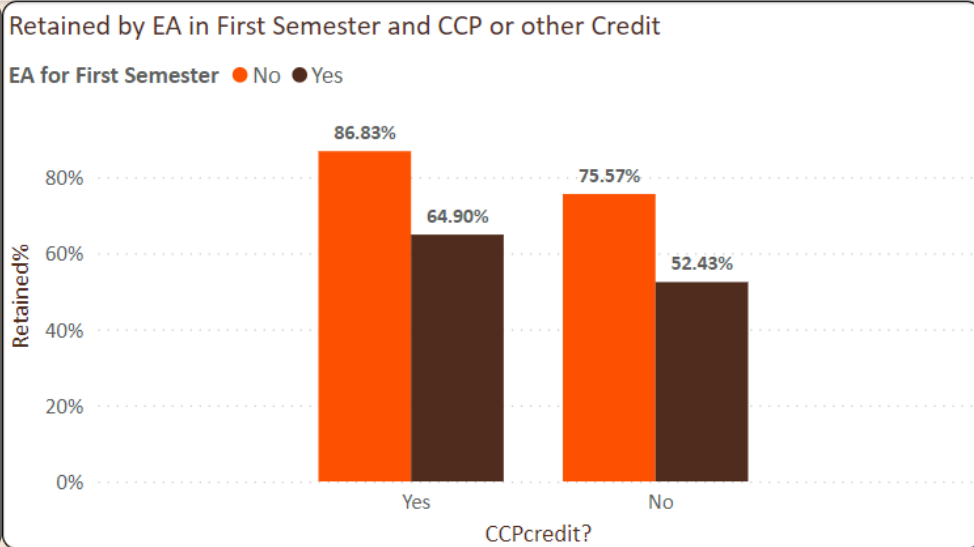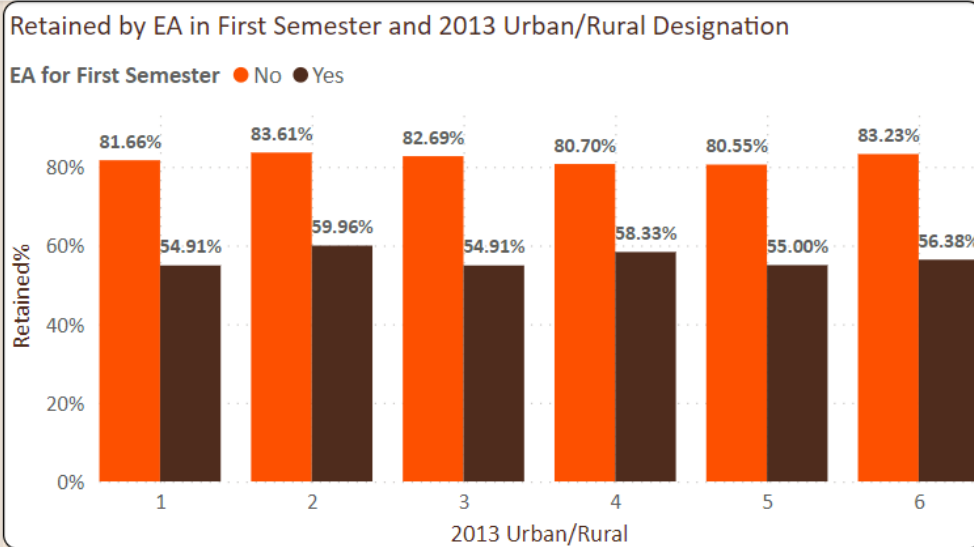
Results

The final Logistic Regression Model[a] revealed that Early Alerts were statistically more likely among:

- Students with a lower HS GPA
- Black & Multiracial Students *(top left pane)*
- Students from Families making less than $60K *(top right pane)*
- Students from Large Central Metropolitan Counties *(bottom left pane)*
- Students entering without CCP Credit (*bottom left pane*)
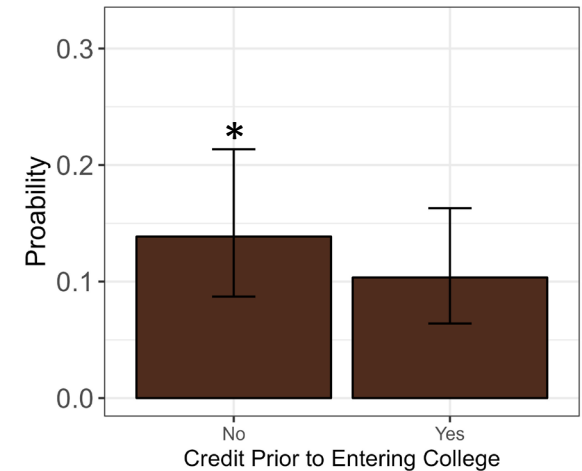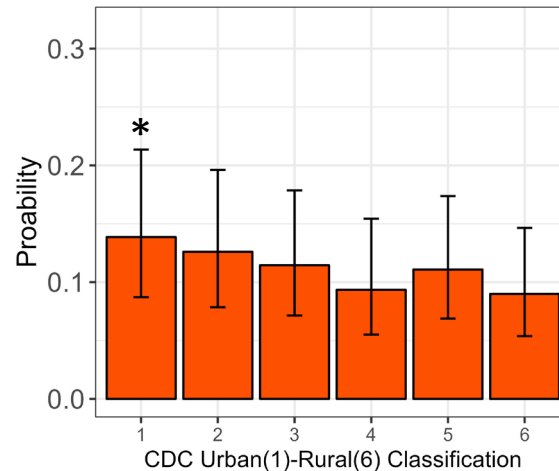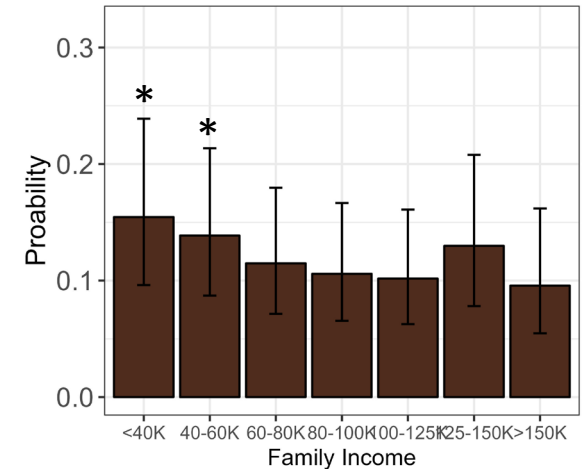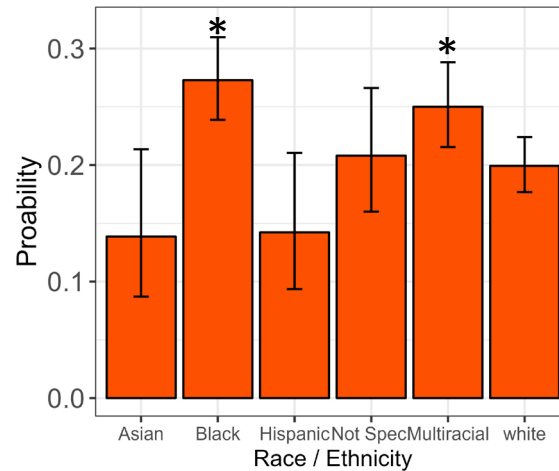
[a] The regression model was cross-validated by separating the data set into a training (70% of cases) and validation (30% of cases). Analyses comparing each fit were carried out and revealed the model was a good fit but did not overfit the data.

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Next Steps

Reactive Actions

Outreach Coordinator:
•Continuous evaluation of the role and best practices of the Outreach Coordinator
•Adding additional referral partners and resources

Academic Advising:
•Processing the transition to college w/students
•Academic goal-setting & connections to support resources

Life Design:
•Early expectation setting
•Consistent alert use by faculty helps us identify trends/at risk students more quickly

Proactive Actions

• Expanding instructor & faculty development

• Retention workshops to source ideas for proactive outreach opportunities

• Summer readiness programming

• Focusing the scope & reach of advising campaigns to support to students w/ Early Alerts

Retention of Students Entering College with No Credits

Data Literacy Institute Group 3

Emily Anzicek, Glenn Davis, Andrew P Huyghe, Matthew L. Partin, & Betsy Winters

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The Problem

Cohort Retention to Second Fall Term
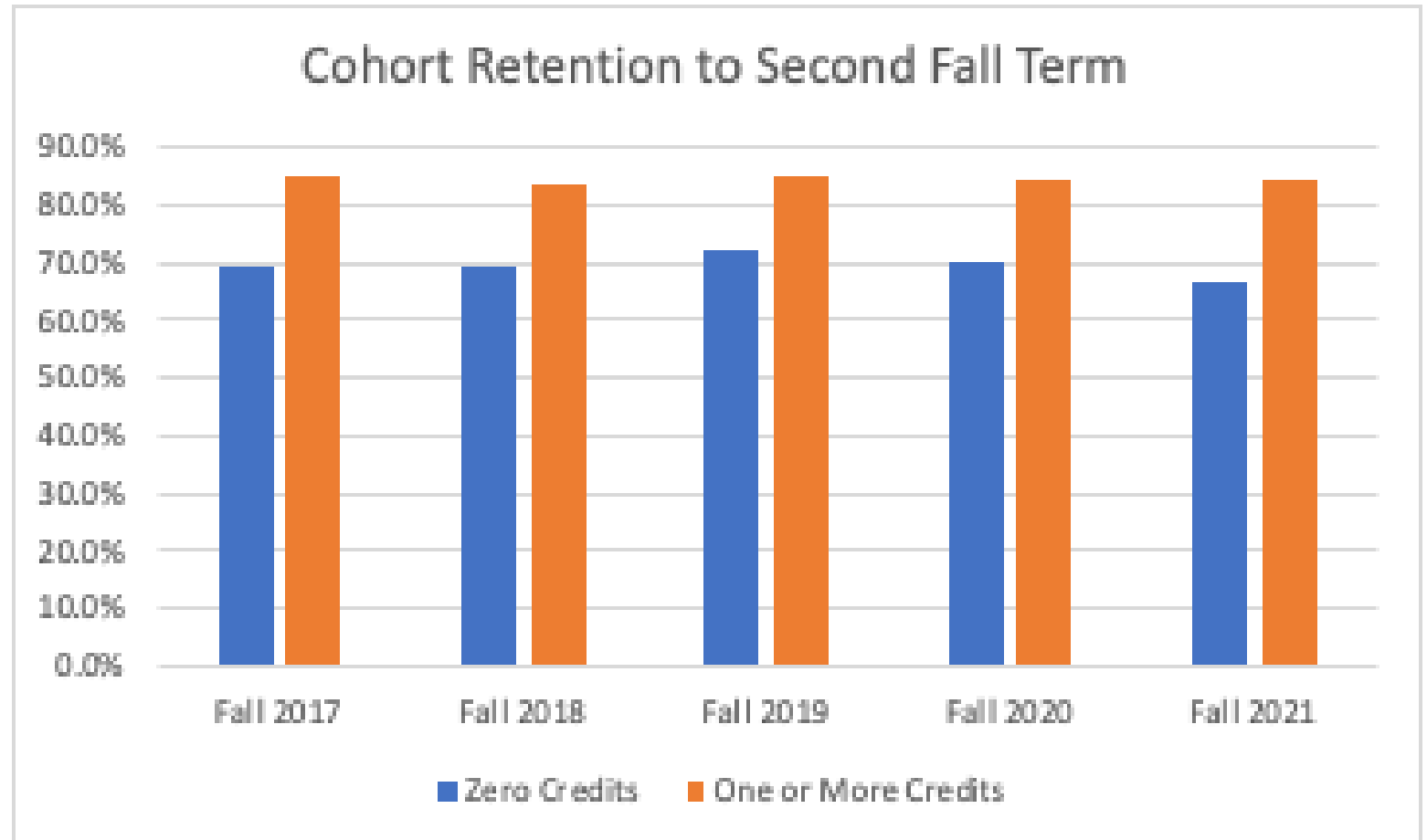
Research Questions

What are the characteristics, including school district, first generation status, race, gender, and socioeconomic status, of students who arrive at BGSU with zero credit hours?

Of the students who enter the university with zero credit hours, what are the characteristics of those who are retained?

What are the characteristics of those who are not retained?

Results

Next Steps

- How can this analysis inform institutional retention strategies?

- Would it be possible to develop partnerships with high schools or school districts to proactively support students?