

Update to faculty senate

Nathan Urban - October 6th 2023



Agenda

A near miss

Strategic Plan:

Leading in student outcomes - retention

(Donna Mohr - Director of Retention)

Q&A

Paul Corkum '67G '72 Ph.D. Named Co-Recipient of Prestigious Wolf Prize in Physics

The Lehigh graduate was honored for his contributions in the fields of ultrafast laser science and attosecond physics.

Ferenc Krausz, a Hungarian-Austrian physicist and professor of physics and chair of experimental physics at the Ludwig Maximilian University of Munich, and **Anne L'Huillier**, a French/Swedish physicist and professor of atomic physics at Lund University in Sweden, were also co-recipients of the Wolf Prize in Physics.

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STORY BY

[Stephen Gross](#)

PHOTOGRAPHY BY

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POSTED ON

March 25, 2022

Nobel Prize in Physics Awarded to 3 Scientists for Illuminating How Electrons Move

New York Times - Tuesday Oct 3rd 2023

Techniques resulting from the work of Pierre Agostini, Ferenc Krausz and Anne L'Huillier let scientists capture the motions of subatomic particles moving at impossible speeds.

Who are the winners?

Ferenc Krausz 61, is director at the Max Planck Institute of Quantum Optics in Germany and a professor of experimental physics at Ludwig Maximilian University of Munich. He was born in Hungary.

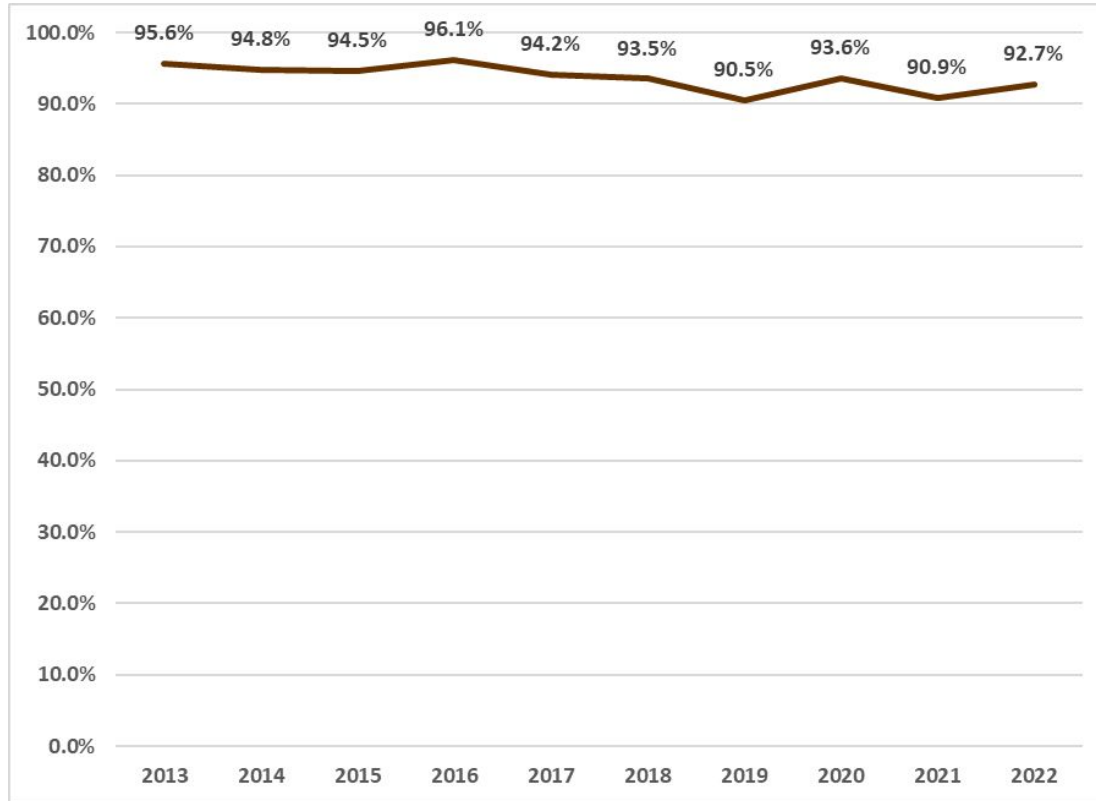
Anne L'Huillier 65, is a professor at Lund University in Sweden. She was born in Paris.

Pierre Agostini 82, is an emeritus professor at Ohio State University. He was educated in France.

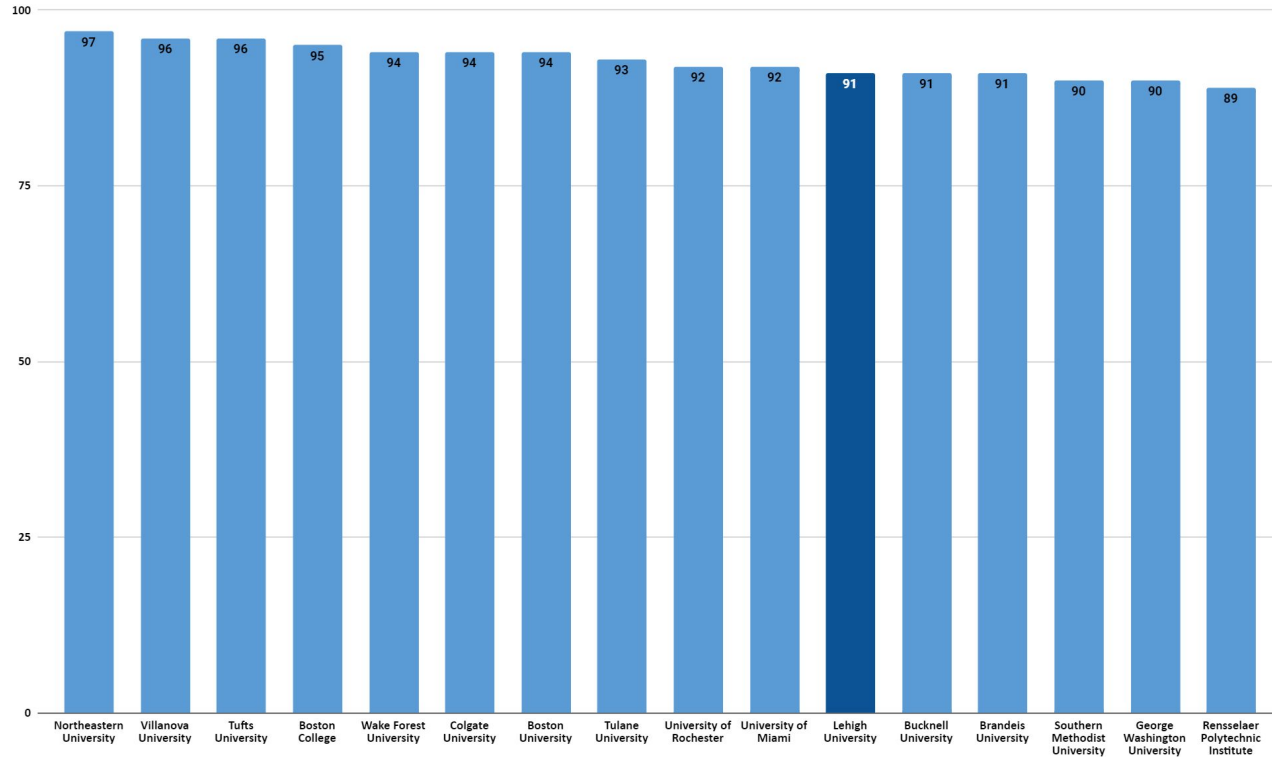
From the strategic plan - “...lead in student outcomes.”

- This means many things and we are working to determine what outcomes we want to measure.
- We should care about outcomes before graduation, at graduation and after graduation.
- Most good outcomes require that students are retained from the first to the second year, so lets start there.....

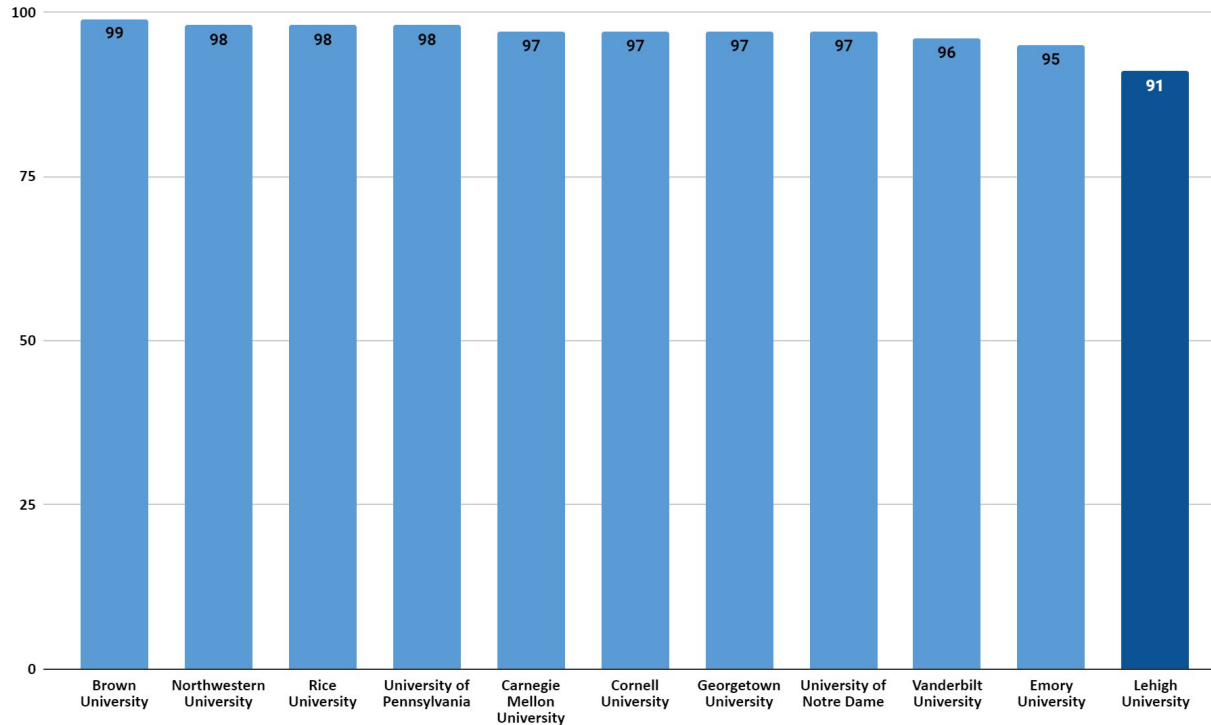
1st Year Retention Rates:



Peer Institution 1st Year Retention Rates (Fall 2021 Cohort):



Aspirational Institution 1st Year Retention Rates (Fall 2021 Cohort):



Retention gaps

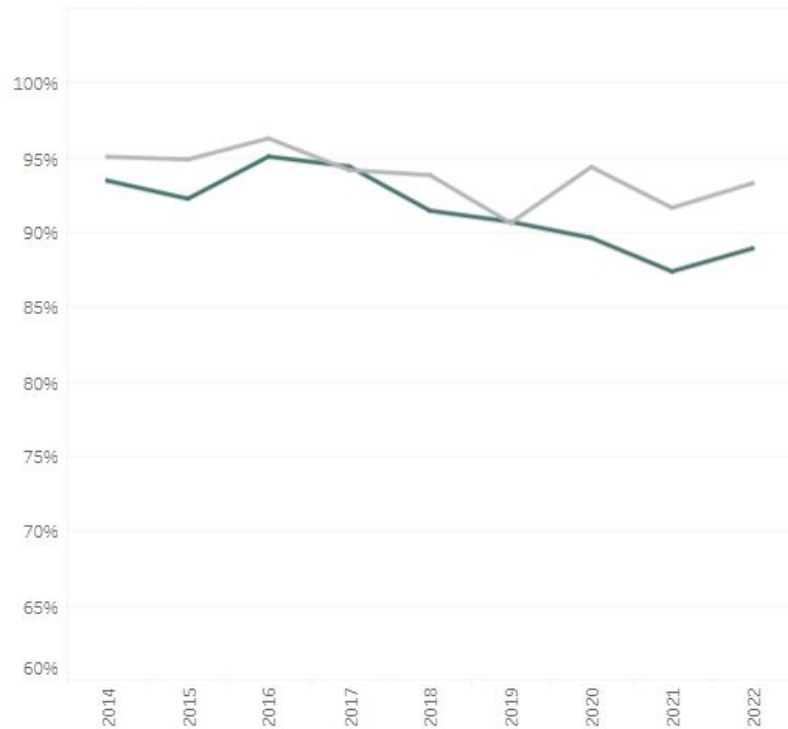
First gen vs non-first gen = 2.3%

Pell eligible vs non-Pell eligible = 1.7%

UREG vs white = 4.2%

<https://data.lehigh.edu/retention-rates>

Evolution of 1st Year Retention Rate by Underrepresented Racial/Ethnic Groups (UREG):

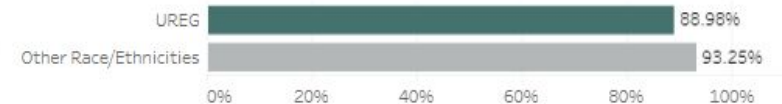


1st Year Retention Rate by Underrepresented Racial/Ethnic Groups (UREG) in Selected Entering Cohort:

Ordered from highest to lowest retention rate.

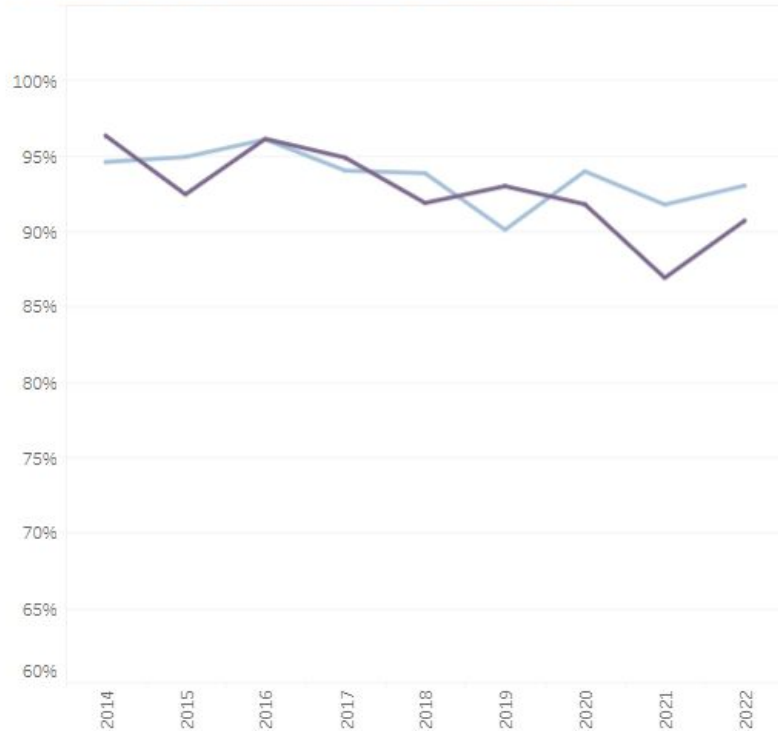
Select an entering cohort:

2022



Note: American Indian and Native Hawaiian ethnicities are not represented due to small N sizes.

Evolution of 1st Year Retention Rate by First Generation:

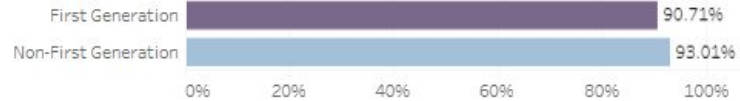


1st Year Retention Rate by First Generation in Selected Entering Cohort:

Ordered from highest to lowest retention rate.

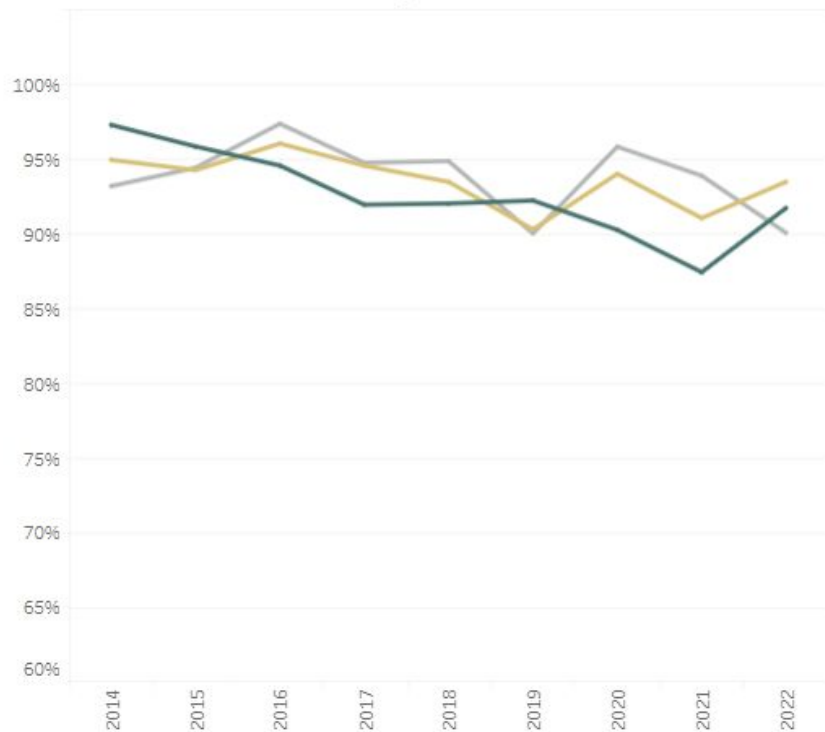
Select an entering cohort:

2022



Note: American Indian and Native Hawaiian ethnicities are not represented due to small N sizes.

Evolution of 1st Year Retention Rate by Financial Aid Status:

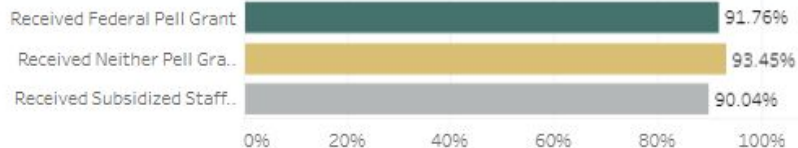


1st Year Retention Rate by Financial Aid Status in Selected Entering Cohort:

Ordered from highest to lowest retention rate.

Select an entering cohort:

2022



Note: American Indian and Native Hawaiian ethnicities are not represented due to small N sizes.

Fall 2022 Incoming Cohort:

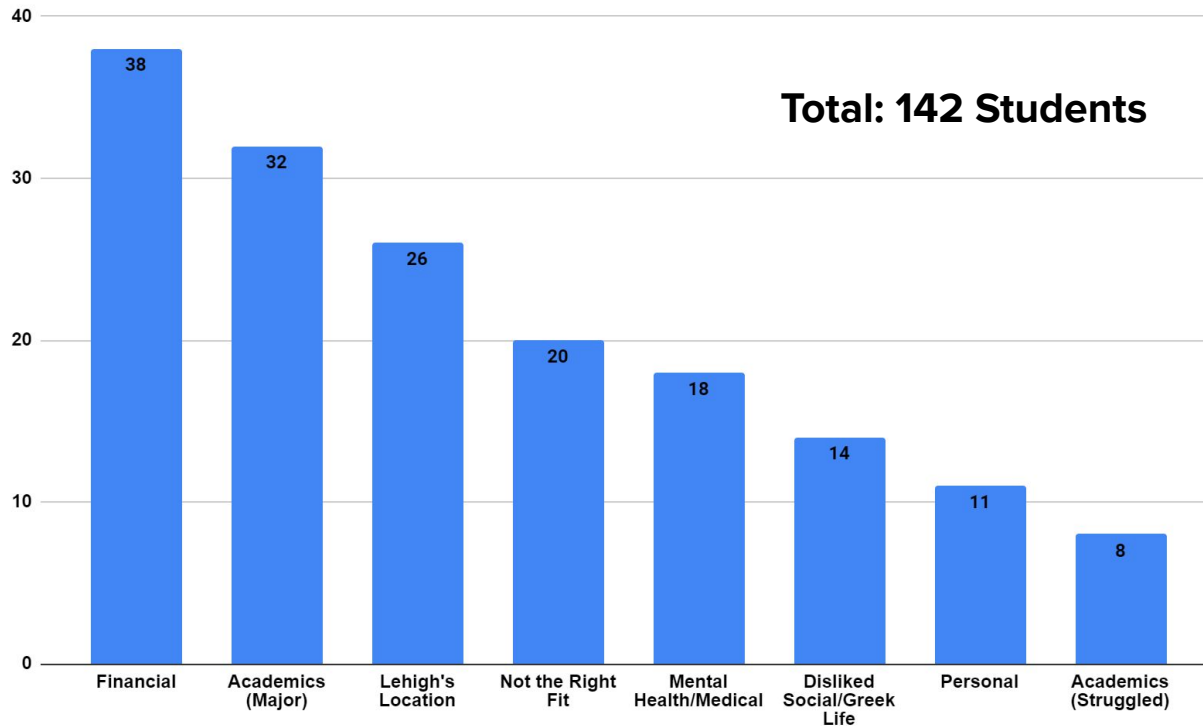
Not Active:

- Transfer/Not Returning: 77
- Leave of Absence: 19
- Academic Suspension: 12

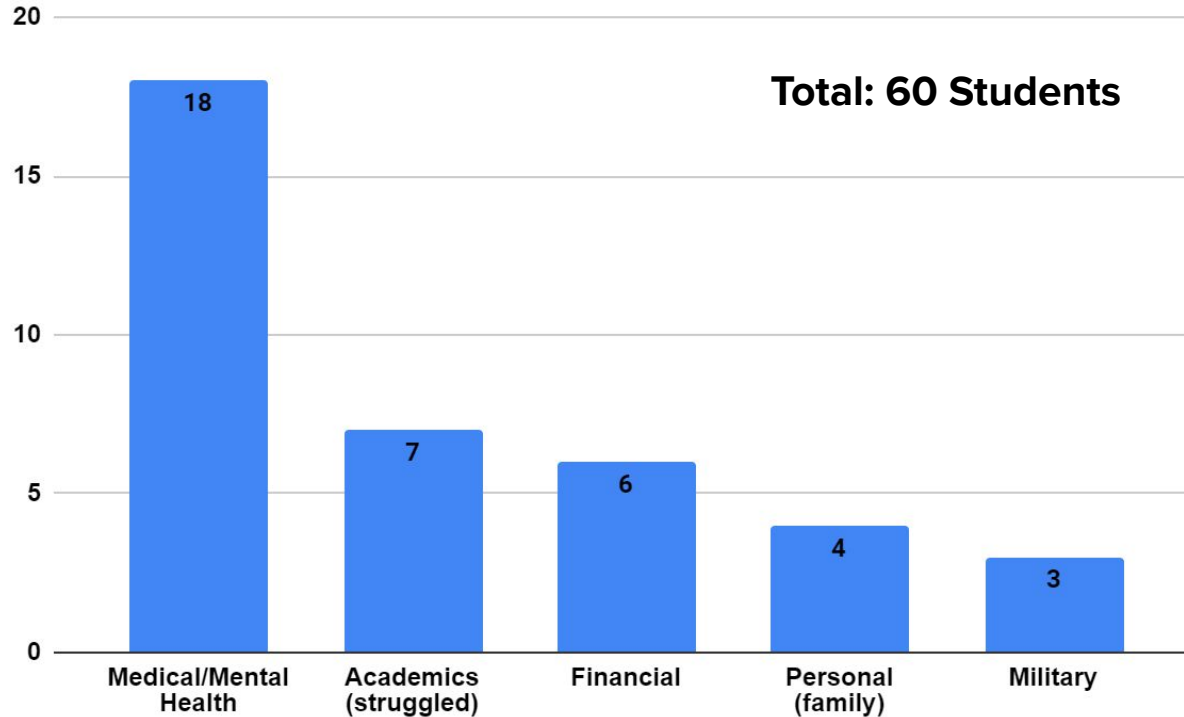
Active (at-risk academically):

- Semester Warning: 4
- Academic Probation: 36
- Continued Academic Probation: 14

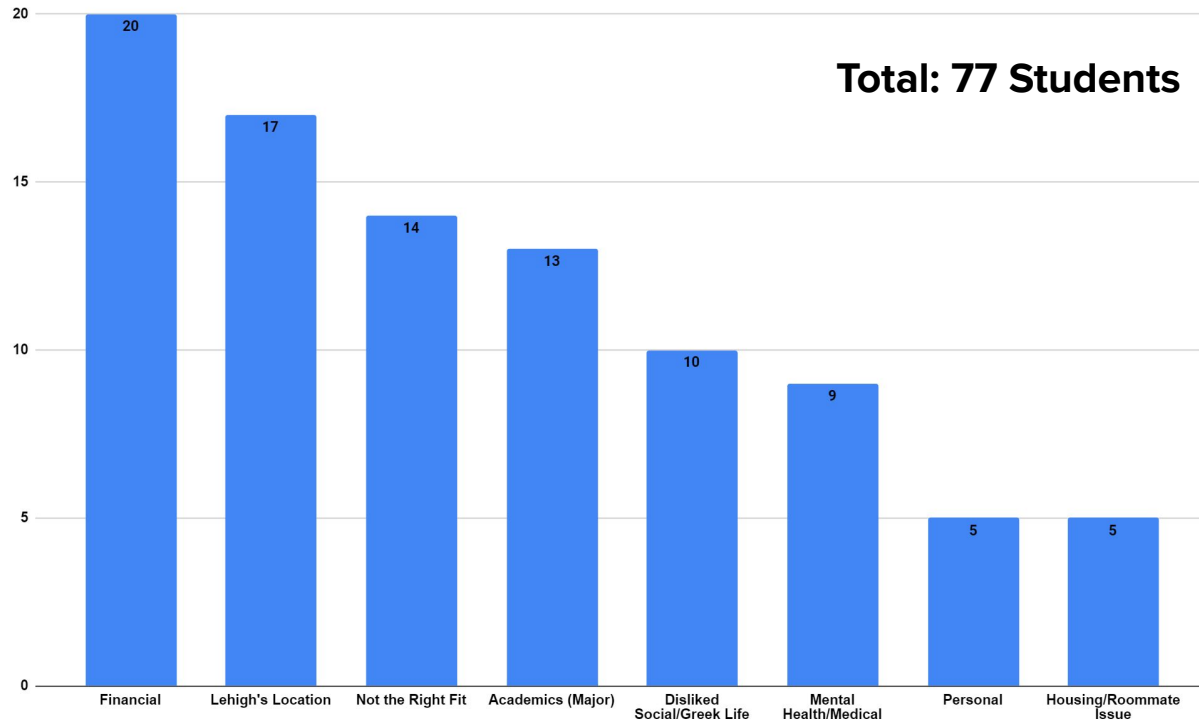
Fall 2023: Transfer/Not Returning (all cohorts)



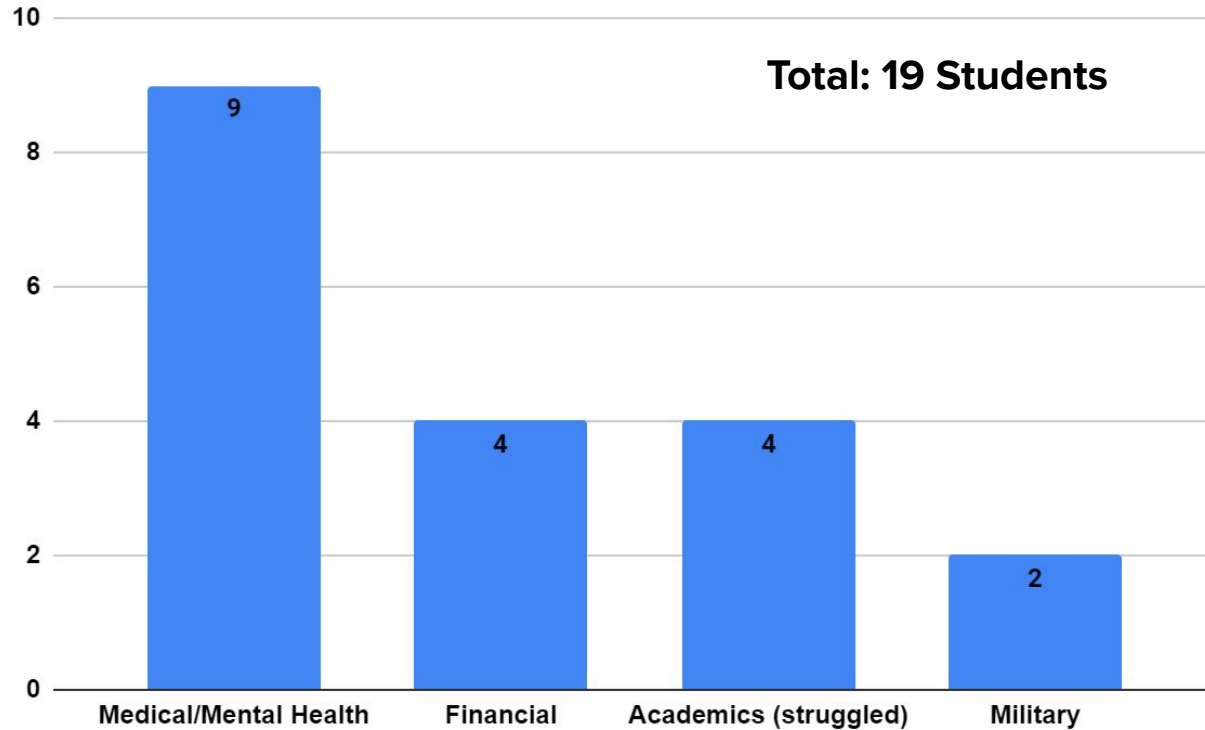
Fall 2023: Leave of Absence (all cohorts)



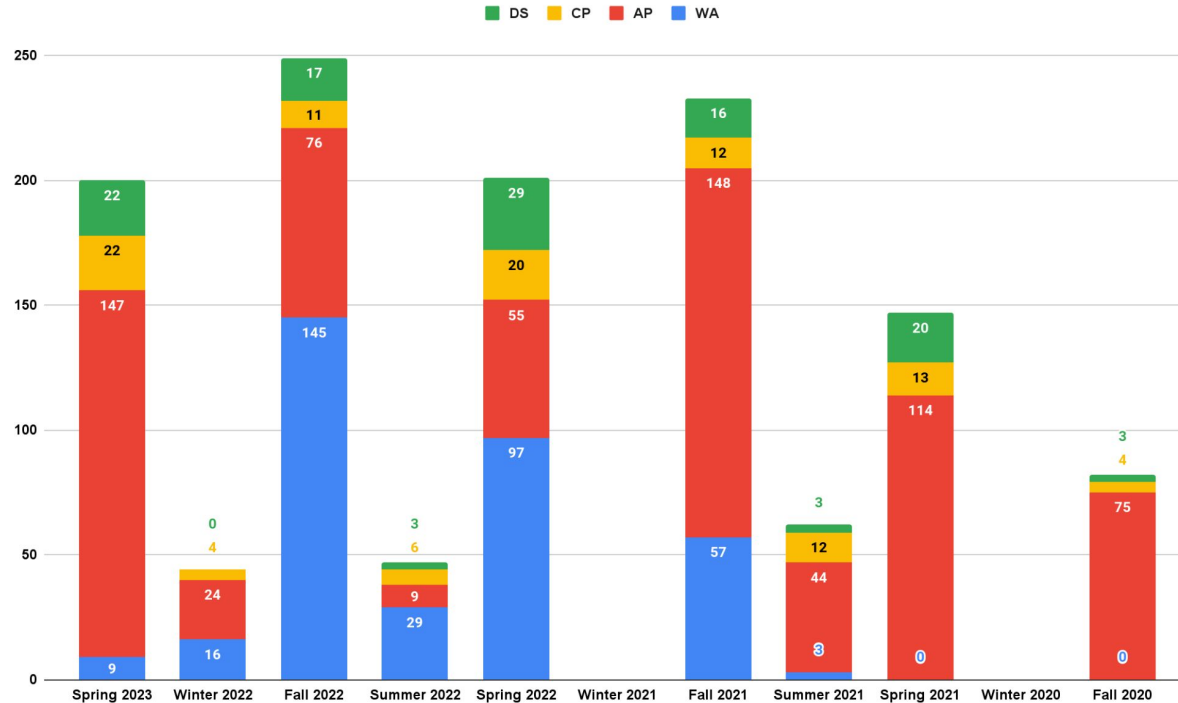
Fall 2023: Transfer/Not Returning (Fall 2022 Cohort)



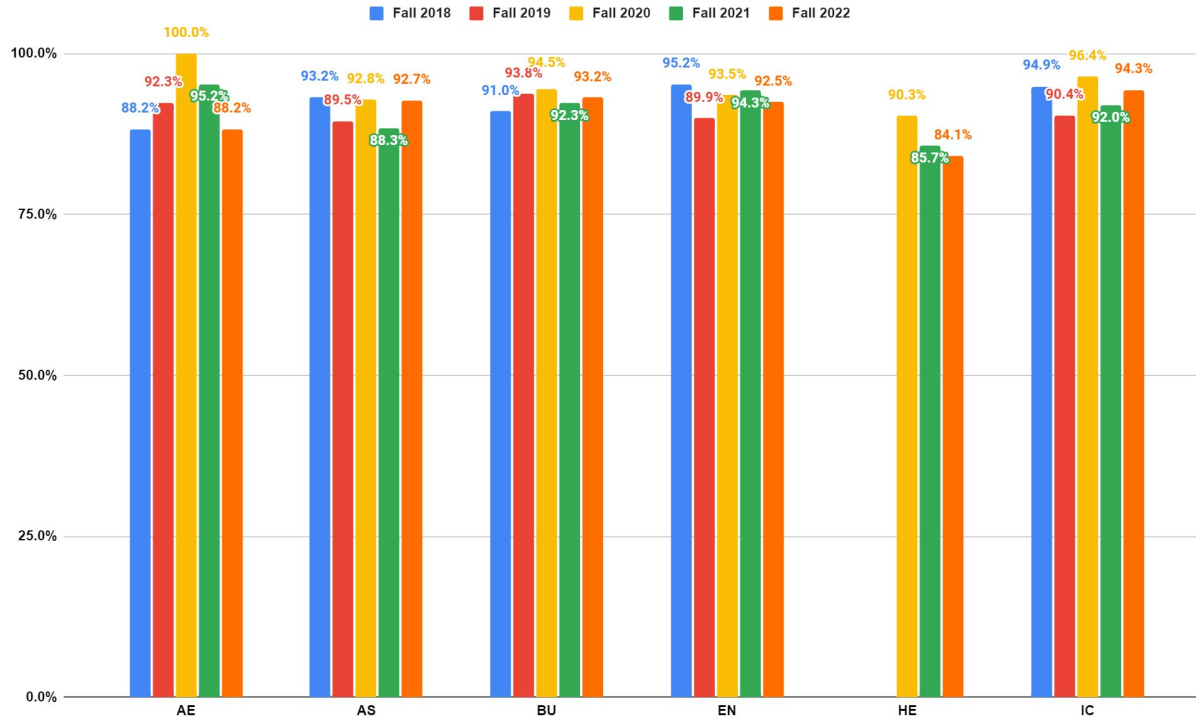
Fall 2023: Leave of Absence (Fall 2022 Cohort)



Academically At-Risk Students:



1st Year Retention Rates by College:



NSSE Academic Advising Data (2021): Below Our Benchmarks

Thinking about academic advising, how much have people and resources at your institution done the following?

| | First-Year Students | | | Seniors | | |
|--|---------------------|---------------------|-------------------------|-------------|---------------------|-------------------------|
| | Lehigh Mean | Carnegie Class Mean | Significantly Lower (●) | Lehigh Mean | Carnegie Class Mean | Significantly Lower (●) |
| Thinking about academic advising, how much have people and resources at your institution done the following? <i>(1=Very little, 2=Some, 3=Quite a bit, 4=Very much, --=Not applicable)</i> | | | | | | |
| Been available when needed | 2.9 | 2.9 | | 2.7 | 2.8 | |
| Provided prompt and accurate information | 2.8 | 2.9 | | 2.7 | 2.8 | |
| Provided information about learning support services (tutoring, writing center, success skills, etc.) | 2.9 | 2.9 | | 2.4 | 2.7 | ● |
| Notified you of important policies and deadlines | 2.7 | 2.9 | ● | 2.5 | 2.7 | ● |
| Reached out to you about your academic progress or performance | 2.0 | 2.4 | ● | 1.8 | 2.2 | ● |
| Followed up with you regarding something they recommended | 2.2 | 2.4 | ● | 1.9 | 2.3 | ● |
| Asked questions about your educational background and needs | 2.0 | 2.3 | ● | 1.9 | 2.2 | ● |
| Actively listened to your concerns | 2.6 | 2.8 | ● | 2.5 | 2.7 | ● |
| Respected your identity and culture | 3.1 | 3.2 | ● | 3.0 | 3.1 | ● |
| Cared about your overall well-being | 2.8 | 2.9 | ● | 2.7 | 2.8 | |

Lehigh is **significantly lower** than the Carnegie Class mean in **7 out of 10 measures** for each class year.

What steps can we take?

Individual Faculty

- Enhance sense of belonging
- Employ LUDI (User-Centric Design) in courses
- Be approachable. Be mindful of your students' well being - ask how they are doing if you notice a significant change in their behavior.
- Submit Academic Performance Concerns - these are very important in the absence of an early alert system.
- Submit mid-term grades.
- For faculty academic advisors, don't simply send students to the coordinator for their registration PINS.
- Normalize tutoring and other academic support services.

Institutionally

- Enhance sense of belonging - even for students who are struggling
- Enhancing financial support
- Take a data-driven approach - can we predict attrition in time to intervene?
- Look at courses with high DFW rates
 - Spring 2023 - 6 courses with >30% DFWI rates
- Enhance tutoring and other academic support services.