CAUGHT IN THE MIDDLE

Students on the Academic Bubble in College and How to Help

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FALLING OUT OF THE VAN
“grades were relatively unimportant in determining departure” (Tinto, 1987, p. 28)

- Forgotten Middle (Swanson, 2005)
- Ready, Willing & Able (Savitz-Romer & Bouffard, 2012)

- Research focuses on best and worst
- Practice follows research
A LITTLE STATS REFRESHER...

Example
## INSTITUTION DATA

<table>
<thead>
<tr>
<th>High school class rank group</th>
<th>Percentage of intended program time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>150%</td>
</tr>
<tr>
<td></td>
<td>200%</td>
</tr>
<tr>
<td>Upper third</td>
<td>30.0%</td>
</tr>
<tr>
<td></td>
<td>64.7%</td>
</tr>
<tr>
<td></td>
<td>43.5%</td>
</tr>
<tr>
<td>Middle third</td>
<td>10.6%</td>
</tr>
<tr>
<td></td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>58.2%</td>
</tr>
<tr>
<td>Bottom third</td>
<td>5.6%</td>
</tr>
<tr>
<td></td>
<td>47.2%</td>
</tr>
<tr>
<td></td>
<td>7.1%</td>
</tr>
<tr>
<td></td>
<td>61.0%</td>
</tr>
</tbody>
</table>

% Change:
- Upper third: 45.0%
- Middle third: 71.7%
- Bottom third: 26.8%
MY EXPERIENCE

Winter Semester 1995

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>130</td>
<td>001</td>
<td>3.933</td>
</tr>
<tr>
<td>CHEM</td>
<td>105</td>
<td>001</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>113H</td>
<td>203 H</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>113</td>
<td>404</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>161</td>
<td>002</td>
<td></td>
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<tr>
<td>PE</td>
<td>191</td>
<td>011</td>
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<tr>
<td>REL A</td>
<td>122</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>ZOOL</td>
<td>139</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

Intro to Biology
Gen College Chem
Honors Calculus 2
Basic Piano Skill
Skiing, Beginning

Weight Training, Beginning
Intro to the Book of Mormon
Fr Pre-Med Seminar

GPA: 3.364

GPA: 2.70

GPA 3.37
ACT 29
WHAT IS “COLLEGE READINESS”?

- Pass without remediation
- Purely a quantitative approach (Explore, Plan, ACT, GPA, etc)
- Growing movement in “non-cognitive” (CRIS, ENGAGE, CSFI, etc)
SELF-EVALUATION (LITMUS TEST)

- How do you Triage?

Remember who you are

Who do we hire?

We are not the BCS

Freakonomics clip
FREAKONOMICS CLIP
WHAT TO DO

• Be Urail’s Mom
• Organize/Prioritize/Create time
  • Make better use of your evangelists (Kawasaki, 2004)
    • want to make the world a better place
    • Mentor the Mentor
• Latinos in Action example
NO ONE MAKES IT ALONE

Completion is the real goal

Broaden each student's world, direct or indirect

Judge Andrew Valdez
QUESTIONS? COMMENTS?

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