Making the Most of the Degrees of Excellence Initiative

IU Kokomo

University Planning, Institutional Research, and Accountability

May 13, 2008
Overview

- Introductory remarks (Vic)
- Brief mention of two ancillary reports (Vic)
- New analysis: Predicting academic risk (Ty)
- Program evaluation for improvement (Susan)
- What will work best for IU Kokomo: An open discussion
The Obvious

- Academic performance, especially in the first year, and even more especially in the first semester, is hyper-critical.
- It all depends on selection, placement, support, and engagement.
Selection

- Academic preparation is important but it is not the only factor to consider
- Recruiting for success is possible at a relatively open-access institution
- Consider evidence presented previously and today to hone your ideas for strategic recruitment
Placement

- Pay more attention to the courses in which students enroll in their first year
  - See DFW analysis as a point of departure
- Examine more closely the expected and actual alignment in course sequences
  - Review expectations for how certain courses can or should prepare students for specific subsequent courses
  - Examine associations (correlations) between performance levels (grades) in such sequences
Support

♦ Assess
  • Student needs for academic, social, and personal supports
  • Efficacy of existing and newly implemented supports

♦ Improve
  • Adopt a continuous improvement culture
  • Include both incremental improvements and process re-engineering as appropriate
Engagement

♦ Increase the amount of time students devote to their studies and to campus life

♦ Minimize the amount of time students need to work off campus, especially in non-career-related jobs
  • Financial supports, on-campus employment, and co-ops/internships

♦ Assess and improve efforts to engage students in their studies and in campus life
Two Ancillary Reports

♦ Revised “Adelman Cohort” Graduation Rates
♦ DFW rates in courses that enroll large numbers of first-year students
Adelman Cohort Graduation Rates

♦ Includes any student who entered during an entire academic year
  • Summer/Fall and Spring
♦ Who enrolled for more than 6 credits in their first fall or spring semester
♦ Tracks students in six sub-groups
  • Traditional beginner (<20), nontraditional beginner (20+), and transfer
  • By full- and part-time
♦ Extends timeframe to eight years
DFW Analysis

- Courses enrolling 100 or more first-year students in two academic years combined (2005-06 and 2006-07)
- Percent of students obtaining a grade of D+ or below or withdrawing prior to completion
- Examines rate among first-year students as well as overall rate for class
- Examines relationship between DFW rates and retention to the second year
DFW Analysis Observations

- Some courses with relatively low DFW rates have larger differences in persistence between ABCers and DFWers
  - Kokomo, e.g., NURS-A 190 (76% v. 20%) and COAS-E 105 (76% v. 22%)

- Differences in DFW rates between first-year and other students bring up questions of preparation, placement and course sequencing
  - Kokomo examples
    - First-Yr D/F/W rate notably lower in ANAT-A 215, ENG-W 132, MICR-J 200
    - Beyond First-Yr D/F/W rate notably lower in COAS-E 103, MATH-M 125 and COAS-E 105
DFW Analysis Observations

- Further issues to consider
  - Promoting/requiring attendance in early in semester classes
  - Promoting/requiring early in semester assessment of student performance with interventions for low performers

- Implications highlighted by strong association between first semester/year performance and subsequent persistence...