Making the Most of the Degrees of Excellence Initiative

IU Kokomo

University Planning, Institutional Research, and Accountability

May 13, 2008

INDIANA UNIVERSITY

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…