



3 Student Outcomes Metrics Every Department Chair Should Watch

Academic Vital Signs, Part VI

Academic Affairs Forum

EAB Contact Information

Academic Affairs Forum



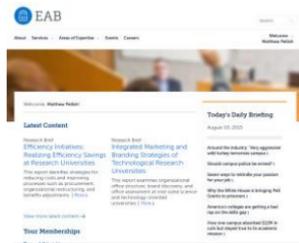
Academic Vital Signs

Aligning Departmental Evaluation with Institutional Priorities



Alexa Silverman
Consultant
EAB Strategic Research

ASilverman@eab.com
202-266-6542



www.eab.com

Designing Appropriate Performance Indicators



Cascading Institutional Strategy to Level-Appropriate Goals and Metrics



Aligned:

Do department-level changes in the metric inflect the relevant institutional goal(s)?



Specific:

Is the metric directed at narrowly-defined, easily-identified departmental action(s)?



Measurable:

Can the institution collect longitudinal information about the metric?



Actionable:

Does the department have direct influence over this metric?



Realistic/fair:

Does the metric control for variables outside departmental influence?



Time-bound:

Can the department significantly influence the metric in the given time frame?



Simplified:

Is the metric easy to understand and not an amalgamation of many calculations?



Difficult to game:

Does the metric eliminate "perverse incentives" to avoid true improvement?

Cascading Student Outcomes



The Five Metrics Most Institutions Track

Graduation Rates

First-Year Retention

NSSE Survey Data

First Destination Surveys

Average Student Debt



Challenges in Translating to Units

Unfair

Early attrition and delays from major switching out of unit control

Unrealistic

Units have little influence over first-year majors

Unspecific

Data is subjective, rarely available at unit level

Not Actionable

Minimal control over job market, student choices

Not Actionable

Student finances not an appropriate departmental concern



What Departments Should Focus On

1 DFW Rates

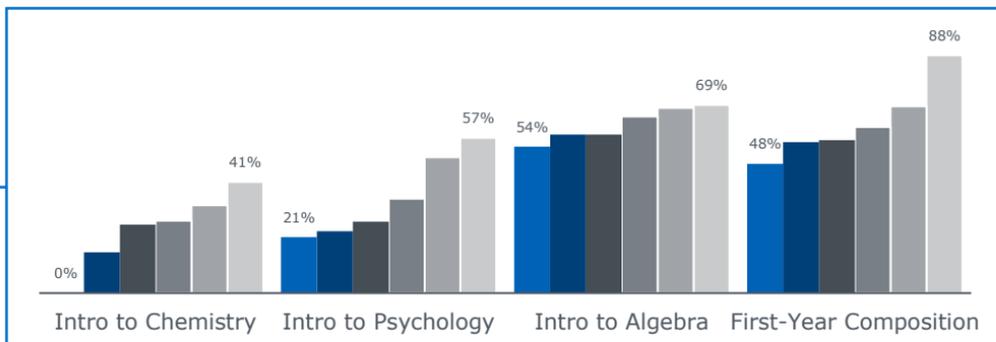
2 Junior Graduation Rate

3 Experiential Learning

Focusing on Critical First-Year Courses

Instructors Often a Major Source of Variability (Student Preparation Not Destiny)

DFW¹ Rates for Sections of Same Course, One Selective Public Research Institution



1) D, F, or W (withdrawal) grades.

Three Types of Departmental Course Offerings to Focus On

- 1 Critical First-Year**
 - Improving course success reduces first-year attrition for academic reasons
- 2 High-SCH**
 - Limiting DFWs in high-enrollment courses impacts largest number of students
- 3 Common Prerequisites**
 - DFWs can impact time-to-degree by setting students back one or more terms



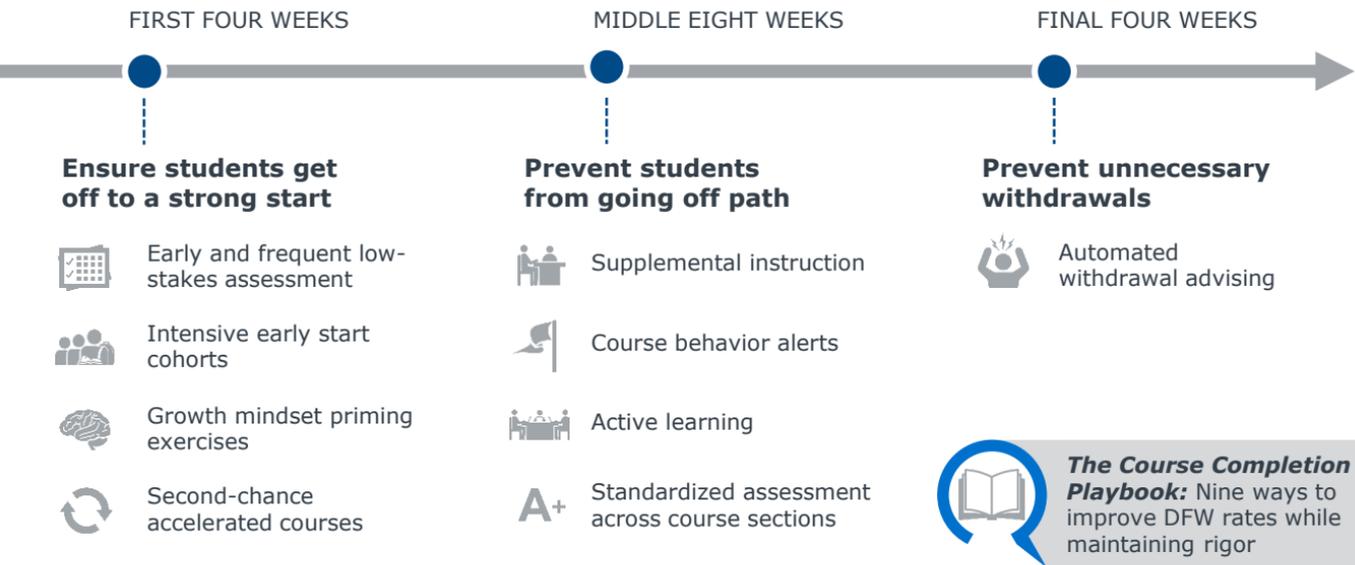
What Departments Should Focus On

- 1 DFW Rates**
- 2 Junior Graduation Rate**
- 3 Experiential Learning**



Supporting Course Completion at Critical Points

Mapping Redesign Efforts to Course-Based Milestones



The Course Completion Playbook: Nine ways to improve DFW rates while maintaining rigor



What Departments Should Focus On

1 DFW Rates

2 Junior Graduation Rate

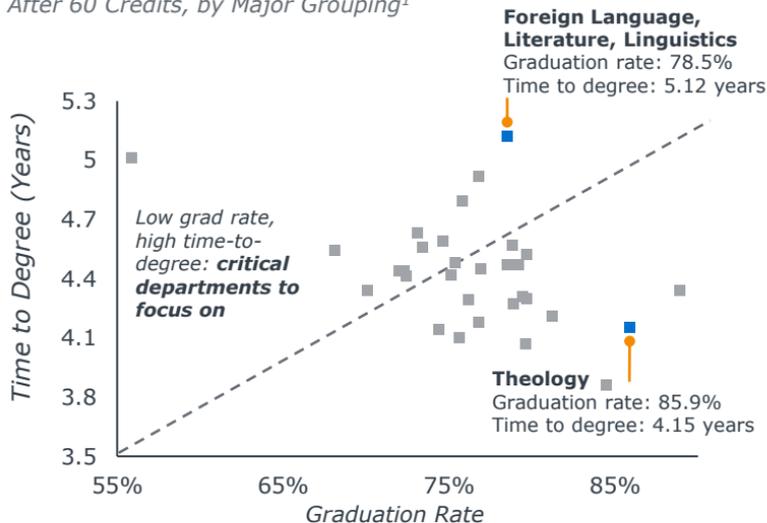
3 Experiential Learning



The Department's Piece of the Persistence Pie

Plenty of Variance, Even After Major Declaration

Average Time to Degree and Graduation Rate
After 60 Credits, by Major Grouping¹



- Track **graduation rates once students reach 60 credits²** (typical timing of required major declaration)
- Ask programs in **bottom quartile of grad rate** to provide recommendations and next steps to improve:
 - Align curriculum with transfer needs
 - Increase section capacity of a critical course
 - Improve learning outcomes in upper-division courses



What Departments Should Focus On

1 DFW Rates

2 Junior Graduation Rate

3 Experiential Learning

1) Analysis of EAB Student Success Collaborative data (n=105 institutions, 1053981 students).
2) UMaine uses 65 SCH, but 60 is typical for most institutions.

Addressing Time-to-Degree Concerns

Diving Deeper into Five Program-Driven Causes of Graduation Delays

Why Are Students With 60+ Credits Taking Too Long to Graduate?

1 Inconsistent faculty advising; students often take wrong courses

2 Overly complex major requirements; difficult to graduate in four years

3 **Students transferring from other program(s) suffer more delays**

4 Poor instruction in some courses resulting in DFWs and delays

5 Transfer articulation policies require many students to repeat credits



Are these students from highly selective or impacted majors? Should we intervene earlier to path them into better-fit programs?



Are these students taking different versions of critical introductory courses that aren't aligned with our department's expectations?



Do we require too many specific prerequisites for upper-division courses in our program?



What Departments Should Focus On

1 *DFW Rates*

2 **Junior Graduation Rate**

3 *Experiential Learning*



Tracking Experiential and Active Learning

Ensuring Access to Best-Practice Pedagogy and High-Impact Experiences



Measure Participation

Departmental dashboard (Strategic Accountability Matrix) measures percentage of students participating in experiential learning



Validate Rigor

Mostly-faculty committee determines definitions and quality criteria for course-based experiential learning, service learning, and internships



Expand Access

Focus on participation data and long-term outcomes by demographic group to determine gaps and ideas for program improvements

Reporting on Active Learning Pedagogy

- Dean of Arts & Sciences requires faculty to submit yearly annual reports on learning outcomes assessment (measures and results), active/collaborative learning strategies, actions taken and next steps
- Scores reports on quality for merit process to eliminate “phoning it in”



What Departments Should Focus On

1 *DFW Rates*

2 *Junior Graduation Rate*

3 **Experiential Learning**

Webconferences and Resources Related to Today's Presentation

Webconferences in This Series

Archived webconferences are available at eab.com.

- I. How Departments Make or Break Institutional Strategy
- II. 3 Cost Efficiency Metrics Every Department Chair Should Watch
- III. 3 Research Metrics Every Department Chair Should Watch
- IV. 3 Enrollment Metrics Every Department Chair Should Watch
- V. How Departmental Practices Contribute to Faculty Diversity Goals
- VI. 3 Student Outcomes Metrics Every Department Chair Should Watch**
- VII. How to Design a Sustainable Unit Evaluation Process (Nov. 27)



Academic Vital Signs

Aligning Departmental Evaluation with Institutional Priorities

- 14 analyses to guide department-level strategy
- Root-cause diagnostic tools for academic unit leaders
- Guidance for implementing regular departmental review processes

study available at eab.com

EAB Contact Information

Academic Affairs Forum



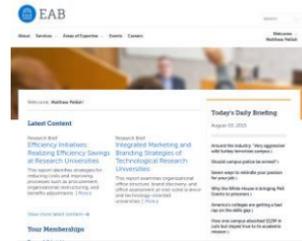
Academic Vital Signs

Aligning Departmental Evaluation with Institutional Priorities



Alexa Silverman
Consultant
EAB Strategic Research

ASilverman@eab.com
 202-266-6542



www.eab.com