EAB | Academic Performance Solutions

Prioritizing Courses to Improve Course Completion Rates

Part III, Boot Camp for Department Chairs

August 8, 2018
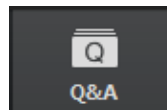
Today's Presenter

Jermaine Elliott
Consultant

Navigating Zoom

Ask a Question

To ask the presenter a question, use the Q&A button on the toolbar.

Having trouble with Zoom?
Contact us at APS@eab.com

We would love to hear from you!

Please take a few minutes to fill out the survey that will appear at the end of this webconference. It'll appear as a tab in your browser.

APS Boot Camp for Department Chairs

Foundational Webconference Training Series

Four 45-minute sessions led by APS dedicated consultants to demonstrate how department chairs, as well as new users and users who would like a refresh on platform functionality, can use data to make informed resource allocation decisions

Intro to APS *July 25th*	**Planning Course and Section Offerings** *August 1st*	**Prioritizing Courses to Improve Course Completion Rates** *August 8th*	**Submitting Faculty Line Requests** *August 15th*
• Gain a brief overview of APS • Learn key methodology and terms • How to access and navigate through the platform	• Align course offerings with student demand • How to reallocate resources to high demand areas, like bottlenecks	• Promote student progress • How to leverage analyses on the Students tab	• Locate key metrics to support faculty line requests • How to apply analyses learned in previous sessions

BONUS SESSION

Embedding APS on Campus as a Department Chair
August 23rd, 3-3:30pm ET

• Conversation with Dr. Matthew Costello, Department Chair at Saint Xavier University

• How he led the initiative to embed APS on campus to make data-informed decisions, such as in their annual review process

Need help registering?
Leave a comment in the survey!

Introduction to Course Completion Rates

Platform Demonstration

Questions

Why Look at Completion Rates?

The High Cost of Credits Taken But Not Earned

Longer Time to Degree

One institution found that six unproductive credits can lead to an extra four months of time to degree.

Potential Loss of Financial Aid or Scholarship

Many aid packages or scholarships are dependent on a student having a minimum GPA or full time status.

Less Likely to Be Retained

Students not receiving course credit can lead to lower retention rates.

Completion Rates, End of Freshman Year[1]

n=6,532 freshmen

Students who leave the institution — 47%

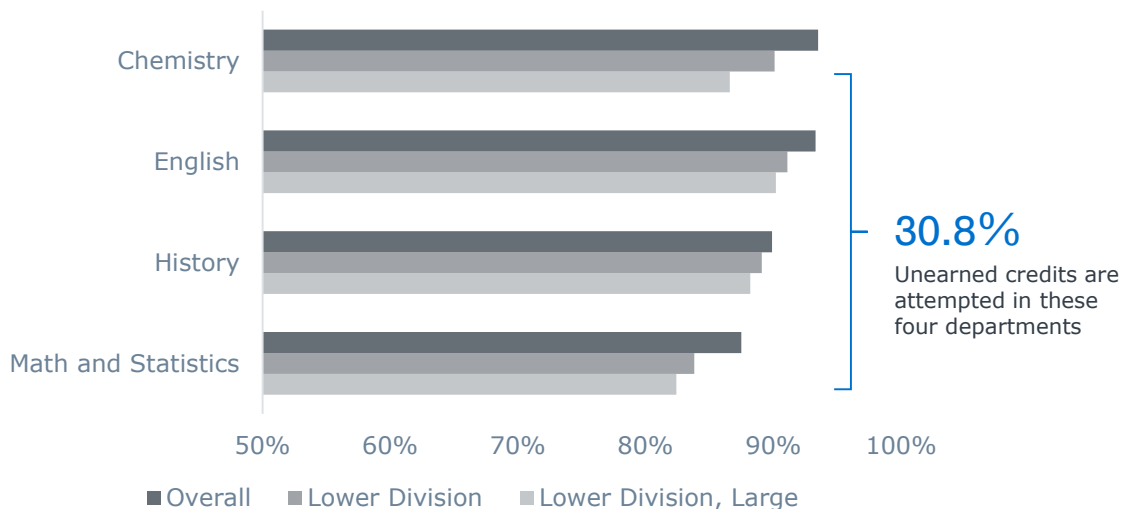**Completion rate of freshmen who leave the university is nearly half**

Students who continue for a second year — 86%

1) Average end-of-freshman-year completion rate at one regional comprehensive university.

Departmental Differences Across the APS Collaborative

Median Course Completion Rate, AY 2017

30.8%
Unearned credits are attempted in these four departments

■Overall ■Lower Division ■Lower Division, Large

Common Root Causes of Low Completion

Low Course Completion

1
Academically Unprepared

- Students with low high school GPAs or who attended academically weak institutions and lack critical study skills

- Contributing factor, but high school GPA and standardized test scores are often poor predictors of classroom performance

2
First Year Struggles

- Financial, personal, or emotional issues can prevent students from fully engaging in coursework

- Challenging to address in classroom, better suited for counseling and advising staff

3
Student Demographics

- Factors such as socioeconomic background or status as a first generation student have been associated with performance

- Institutions can address disparities related to demographic characteristics through support services or inclusive pedagogical approaches

4
Instructor Variation

- Differences in grading philosophy and pedagogical style can impact student success in the classroom

- A major driver of higher DFW rates that can be addressed with support for improved pedagogy

Outside the Classroom

Inside the Classroom

Source: The Course Completion Playbook, Academic Affairs Forum, 2017.

Range of Section Completion Rate: The difference between the highest and lowest completion rates for sections of the same course

Range of Section Completion Rates[1]

100%

0%

99% Highest Completion, Average

75% Lowest Completion, Average

24 points

Average Range in Section Completion Between Highest and Lowest Averages

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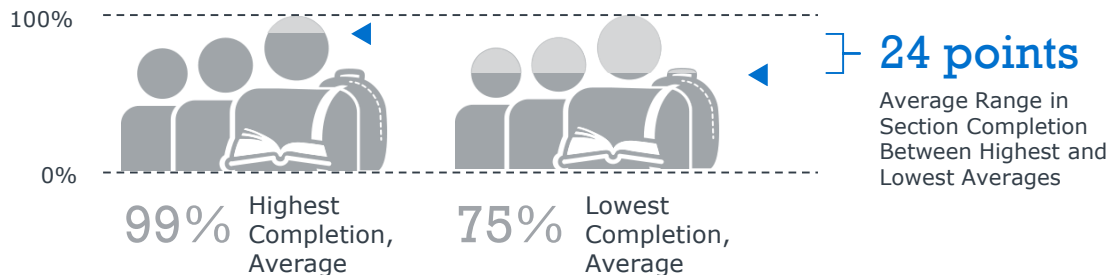
A Deeper Dive: Average Section Completion Rate Range in Gateway Courses[2]

Analysis of 34 institutions in the APS Collaborative found that **Calculus** and **English** have the greatest variation among sections of the same course.

Intro to Biology	23%	Intro to English	38%
Calculus I	38%	Intro to Psychology	25%
Intro to Chemistry	23%		

1) Methodology: Average of range of completion rate for each course with five or more sections at each school in the collaborative. Academic Year 2017; n=51.
2) Methodology: Identified introductory courses at each institution, then calculated average range of completion rate for each course with two or more sections at each school in the collaborative. Academic Year 2016; n=34.
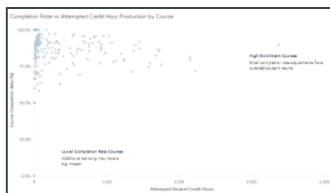
Source: Academic Performance Solutions data and analysis, 2018.

Live Demonstration

Helpful APS Reports for Department Chairs

Completion Rate vs. Attempted Credit Hour Production by Course

Identify high-enrollment courses with low completion rates
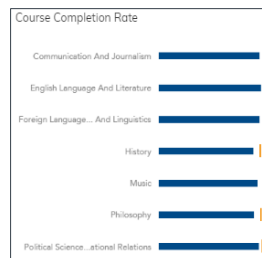
Earned Credits and Final Grades by Course Code

Surface multi-section courses with large ranges in section completion rate

Course Completion Rate (Benchmarks Dashboard)

Compare departmental course completion rates to your selected cohorts

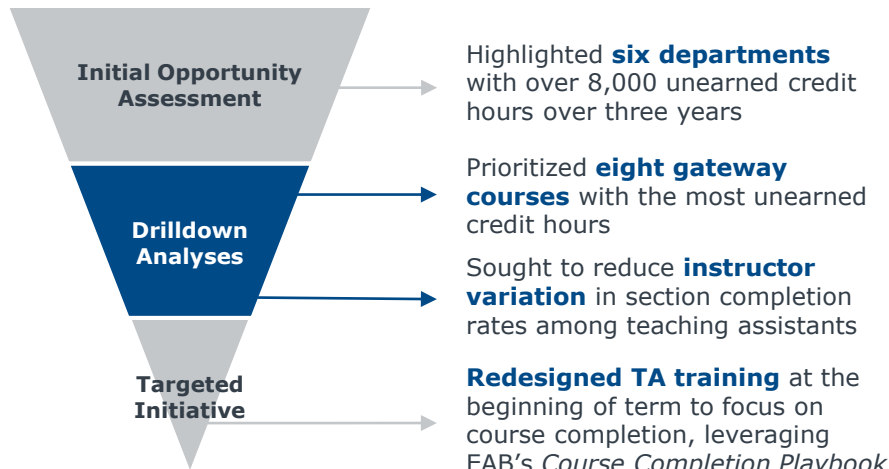## Illuminating Impact Through Drilldown Analyses

University of Northern Colorado

- Institution Type: Doctoral University
- 10,011 UG
- APS member since 2015

UNIVERSITY OF
NORTHERN COLORADO

Initial Opportunity Assessment → Highlighted **six departments** with over 8,000 unearned credit hours over three years

Drilldown Analyses → Prioritized **eight gateway courses** with the most unearned credit hours

→ Sought to reduce **instructor variation** in section completion rates among teaching assistants

Targeted Initiative → **Redesigned TA training** at the beginning of term to focus on course completion, leveraging EAB's *Course Completion Playbook*

Impact After First Term
1.5% increase in completion rates in 7 targeted gateway courses

75
Additional students earning credit

222
Additional student credit hours earned

Anticipating Additional Impact
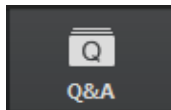*Projected for Spring and Summer 2018*

204
Additional student credit hours earned with a **3%** completion rate increase

339
Additional student credit hours earned with a **5%** completion rate increase

How to Ask a Question

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Resources

- User Guide: Located in your APS platform on the Resources and Release Notes tab

- Platform Guides: Also located in your APS platform on the Resources and Release Notes tab

- The Course Completion Playbook: Best practices for increasing course completion rates without reducing academic rigor

Additional Questions?

Contact us at APS@eab.com