



EAB

Academic Performance Solutions

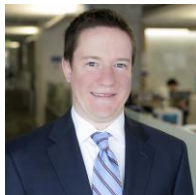
Reducing Section Variation in Course Completion

February 27, 2018

Today's Presentation



Today's Presenter



Matt Hagerty
Consultant

**Having trouble with GoToWebinar,
or have additional questions?**

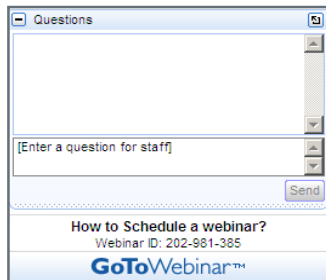
CONTACT US AT:

APS@eab.com

Navigating GoToWebinar

Asking a Question

To ask the presenter a question, type it into the question panel and press send.



Minimizing and Maximizing Your Screen



- Use the orange and white arrow to minimize and maximize the GoToMeeting panel.
- Use the blue and white square to make the presentation full screen.

APS Boot Camp for Deans



Webconference Training Series

Five 30-minute sessions led by APS dedicated consultants to demonstrate ways deans can use the APS Platform



Reducing Section Variation in Course Completion | February 27

Prioritize initiatives to increase course completion. ✓



Matching Section Offerings to Demand | March 6

Evaluate opportunities to shift resources from underfilled sections to reduce bottlenecks.



Monitoring Faculty Course Loads | March 13

Assess supply and demand of courses to inform faculty course load decisions.



Examining Distinct Course Proliferation | March 20

Analyze whether or not course offerings are keeping pace with student demand.



Making Data-Informed Faculty Line Decisions | March 27

Find critical metrics that can be used when evaluating faculty line requests.

[Register](#) for the
rest of the series!

Support Development of the Collaborative



Improve Your Proficiency in the APS Platform

Attend Sessions

1

Attend a majority of the series



Register for and join at least four sessions live

Give Feedback

2

Share how you're leveraging APS



Let us know what you found helpful and anything you'd like to see in the future. Provide examples of how you're using the APS Platform.

Earn a Certificate

3

Get recognized for your effort!



Share knowledge with colleagues and join future updates on new features

Our Agenda for Today



1

Introduction
*Course Completion
Rates in APS Data*



2

Platform
Demonstration



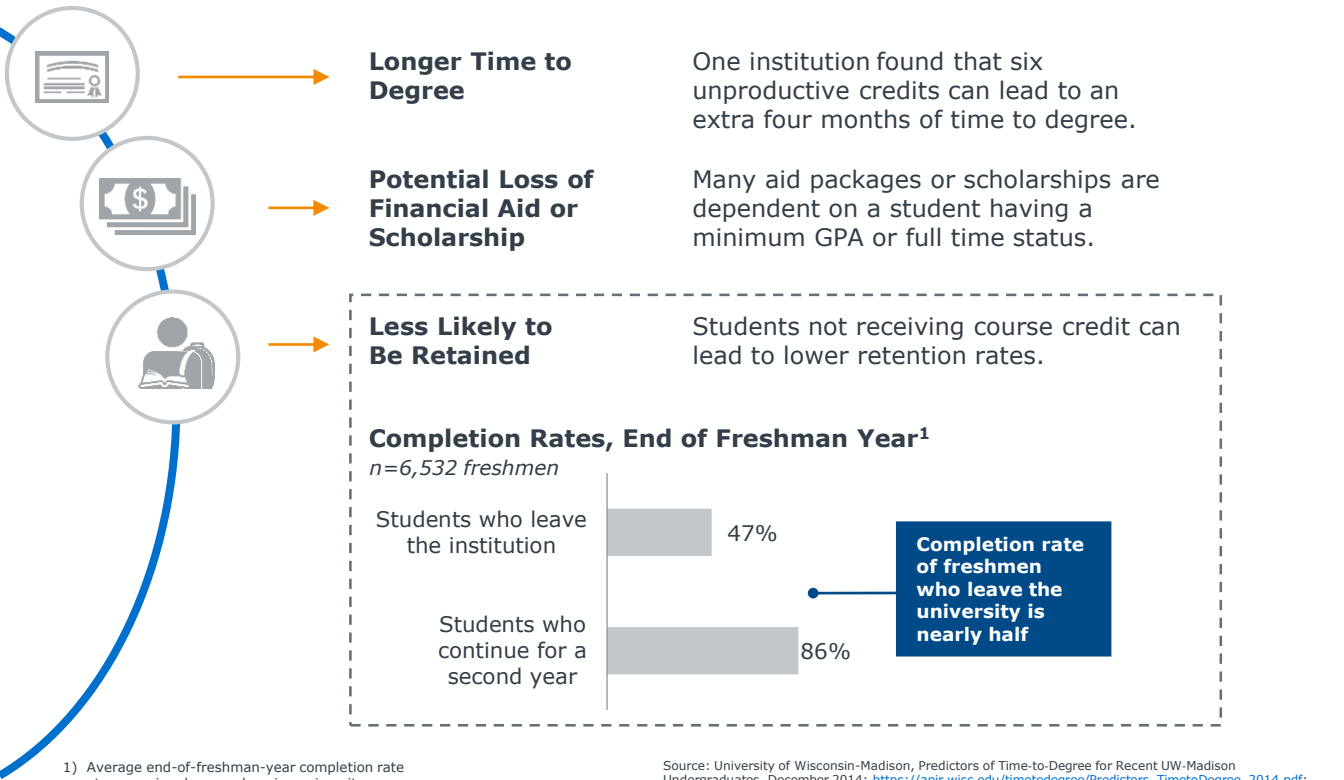
3

Conclusion
Questions and Resources



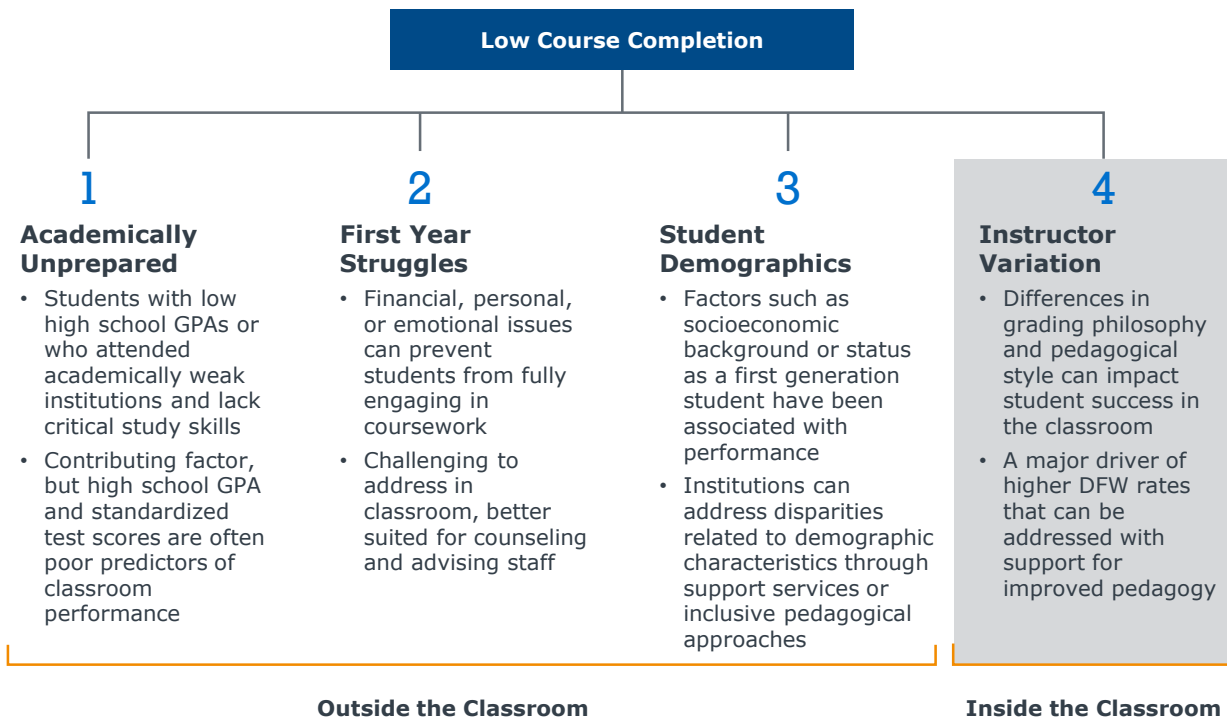
Why Look at Completion Rates?

The High Cost of Credits Taken But Not Earned



Source: University of Wisconsin-Madison, Predictors of Time-to-Degree for Recent UW-Madison Undergraduates, December 2014: https://apir.wisc.edu/timetodegree/Predictors_TimetoDegree_2014.pdf, Academic Performance Solutions.

Common Root Causes of Low Completion



Prioritizing Resources Using APS Data



"Where should I start?"



Focus on courses with largest impact on student progress

Courses with...

- Low completion rates and high attempted credit hours
- High variability in completion rates by instructor
- High enrollment with capacity constraints
- Major requirements or prerequisites (e.g. gateway)

"But, exactly which courses should I prioritize?"

Leverage your APS Platform...



Completion Rate vs. Attempted Credit Hour Production Chart

Completion Rate vs. Attempted Credit Hour by Course

- Identify courses with high enrollment that have low completion rates



Final Grades and Course Completion Analysis

Range by Section [%] Metric

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

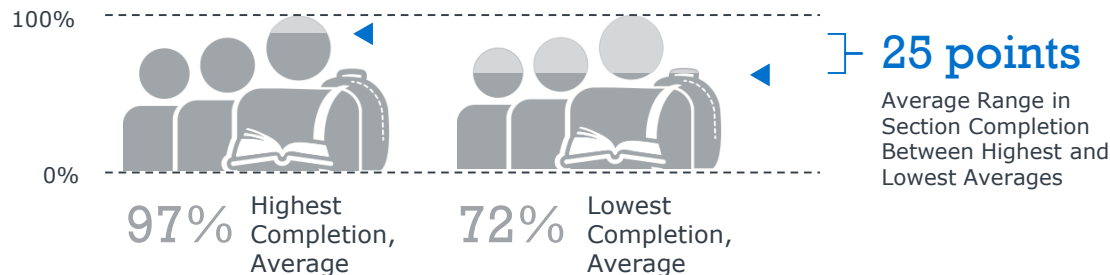
Course Code	# of Sections	# of Students	% of Students Earning Credit	Range by Section [%]	% of A
PSYC100	3	15	93.3%	93.3%	50.0%
ANAT100	2	5	100.0%	100.0%	50.0%
COMM100	2	7	85.7%	85.7%	50.0%
BIOL100	2	4	75.0%	75.0%	50.0%
BIOL100+	2	7	71.4%	71.4%	50.0%
BIOL100M	10	1,000	81.3%	81.3%	47.1%
BIOL100B	20	520	82.0%	82.0%	47.1%
BIOL100+	6	105	82.0%	82.0%	45.0%
COMM100	11	114	84.2%	84.2%	44.4%
COMM100+	12	127	84.3%	84.3%	43.8%
BIOL100	21	600	80.0%	80.0%	43.2%
Total	6,866	22,387			

How Much Variation Is Expected Across Sections?



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

Range of Section Completion Rates¹



A Deeper Dive: Average Section Completion Rate Range in Gateway Courses²

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 2015; n=43.

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.

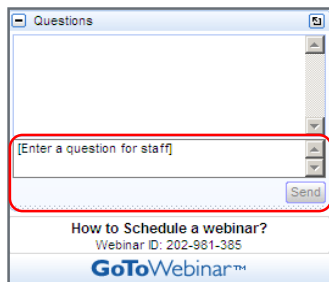
Identifying Courses with Section Variation



Live Demonstration

How to Ask a Question

To ask the presenter a question, type it into the question panel and press send.



Resources

Reducing Section Variation Platform Guide:

- [Download](#) online

APS Boot Camp for Deans Training Series:

- [Register](#) online

Final Grades and Course Completion Feature Summary:

- Available on the [APS Platform](#) under the Release Notes & Resources Tab

AAF Course Completion Playbook:

- [Download](#) online

➤ Additional questions?

Contact us at: APS@eab.com





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