

Student Success

Board of Trustees Meeting

September 29, 2016

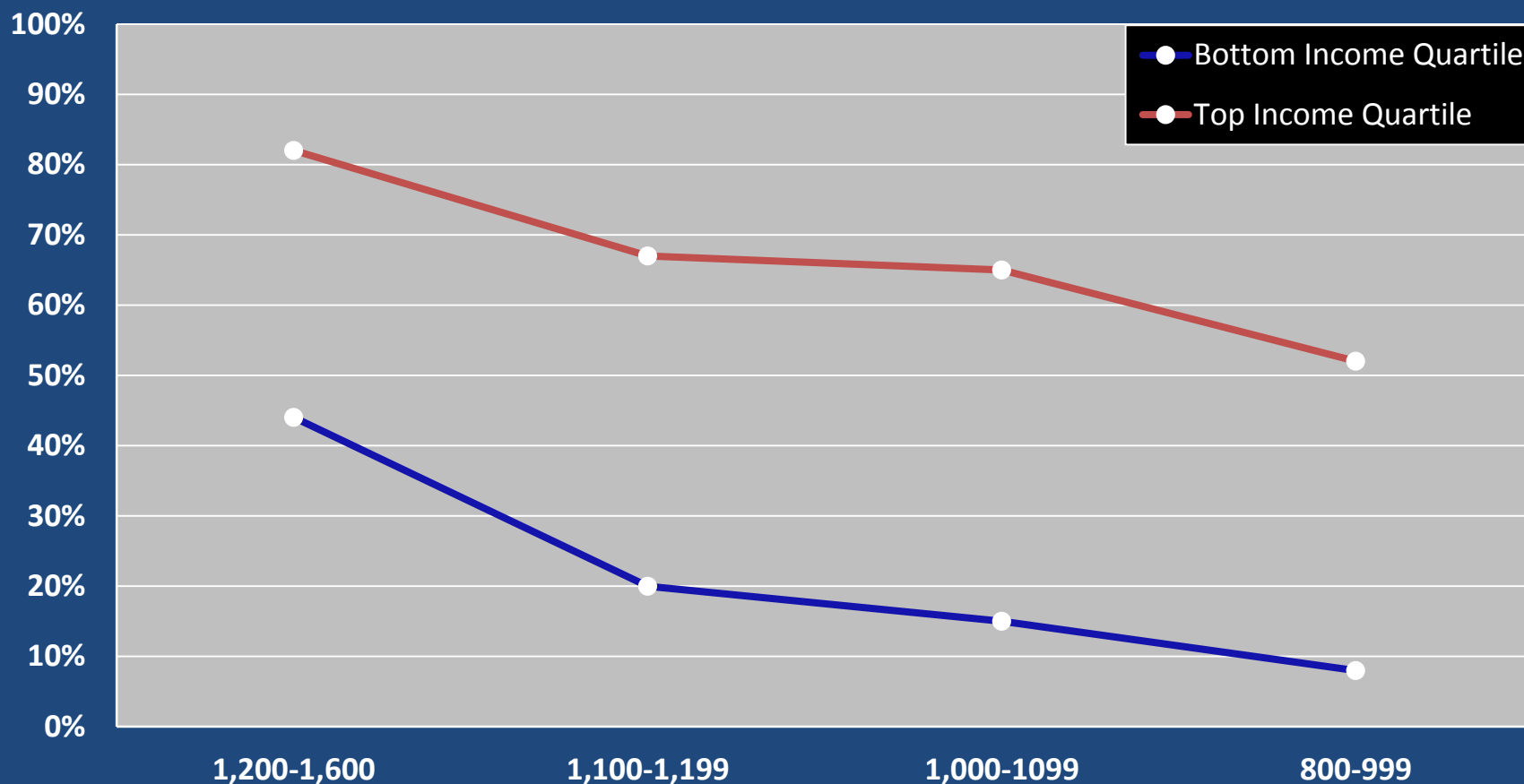


Student Success at ISU: Institutional-level data

- **Retention, 4-year, and 6-year graduation rates**
- **Important work remains**
 - Preparedness of students
 - Pell/Non-Pell gap
 - DFW rates in key courses
 - Supporting students (advising, mentoring, tutoring)

CHALLENGES FOR LOW-INCOME STUDENTS

High-scoring college students are more likely to graduate if from well-off families, and the gap is even greater for lower-scoring students.



Graph recreated from May 15, 2014 The New York Times Magazine article: "Am I supposed to be here? Am I good enough?"— Source: Anthony P. Carnevale and Jeff Strohl "Rewarding Strivers."

Thinking Analytically About Student Success

- **Using Data to Develop Initiatives**
 - Blue Reports
 - Other data developed by college, department, or program
- **Experimental Design – where possible**
 - Problems with most “best practice” recommendations
 - Willingness to try things
 - Patience
 - Understanding that some things won’t work

University-Level Initiative

- **Advising experiment in University College**
 - Two similar sets of 400 students
 - Test group advised by 4 advisors (100 advisees)
 - Control group advisors had 175-225 advisees

	Cohort Size	Returned Fall 2016	Retention Rate
Test	392	262	66.83%
Control	393	250	63.61%

Course-Focused Initiatives

- **Course Transformation Academy (CTA)**
 - Improve class management, pedagogy, and student engagement
- **Supplemental Instruction (SI)**
 - Free, regularly scheduled review sessions facilitated by SI Leaders (students who have demonstrated success in the target course)

Course Transformation Academy

COURSE	TERM	ENROLLMENT	DFW RATE
Math 102	Fall 15	215	23%
	Spring 16	158	24%
	2010-14 Average		26%
Math 115	Fall 15	494	44%
	Spring 16	446	51%
	2010-14 Average		39%
PE 101	Fall 15	1226	19%
	Spring 16	509	19%
	2010-2014 Average		19%

Supplemental Instruction in the College of Technology

- Enhanced version of SI launched in Fall 2015
- Focus on key gateway courses with high rates of drops or withdrawals

Semester	Course	Did Not Complete	Average Course GPA
Fall 2014	MET 103	21.82	2.9
Fall 2015	MET 103	15.32	2.7
Spring 2014	MET 103	4.23	2.7
Spring 2016	MET 103	5.56	3.1
Fall 2014	ECT 160	20.8	3.5
Fall 2015	ECT 160	18.49	3.1
Spring 2015	ECT 160	32.51	3.6
Spring 2016	ECT 160	10.34	3.4
Fall 2014	ECT 165	36.54	3.6
Fall 2015	ECT 165	14.09	3.1
Spring 2015	ECT 165	24.68	3.5
Spring 2016	ECT 165	12.14	2.9
Fall 2014	ECT 172	18.4	3.2
Fall 2015	ECT 172	16.02	3.0
Spring 2015	MET 203	14.21	2.8
Spring 2016	MET 203	8.33	3.2
Fall 2014	ECT 281	8.8	3.4
Fall 2015	ECT 281	27.81	2.8
Spring 2015	ECT 281	17.61	3.4
Spring 2016	ECT 281	5.66	2.5
Fall 2014	IAD 110	16.13	2.1
Fall 2015	IAD 110	9.94	2.5
Fall 2014	TAM 111	47.87	3.1
Fall 2015	TAM 111	16.45	3.0
Fall 2014	HRD 340	35.46	3.1
Fall 2015	HRD 340	11.78	3.1

Program-Level Initiative

- **Teacher Education proposal to try increased test-prep mentoring**

Students Likely Eligible for BCP 1 vs. Those Admitted

2011-2012:	239 of 521 (46%)
2012-2013:	164 of 415 (40%)
2013-2014:	139 of 424 (33%)
2014-2015:	152 of 478 (32%)
2015-2016:	158 of 432 (37 %)

2015-16: 1st year of BEST Program—10 scholars BCP1 eligible on admission—included in this count

Questions?

