Institutional Effectiveness

Actionable Intelligence to Support Student Success

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According to a statement on the American Council on Education's (ACE) website,

"...the degree to which institutions can harness their resources to achieve their objectives will depend on the clarity of these objectives and the institution's willingness to set priorities and solve its problems. This requires assessing current status, designing a change process, developing and educating senior leaders, and the obligation and nimbleness to make significant widespread change at all levels."
“Go with the flow”
Visualizing student progression w Sankey
The Class of 2011: Follow the “Flow”
65% Biology
7% CNRS
11% of Bio majors
internal transfers
in \((12/(98+12))\)
29% left HSU
81% (55/68) are continuing Bio majors.
12% (8/68) are continuing Bio majors that
transferred into Bio.
7.4% (5/68) previously left HSU and came
back into Bio.
At the end of 4 years...
51 students are continuing in Bio.
96% continued in Bio from 2014.
4% transferred into Bio from 2014.
In 2015- 27 students graduated.
67% were transfers OUT of Bio into
other majors.
Of those Bio majors who graduated, 89% stayed in
Bio their full academic career.
“Integrating Initiatives in Information”

Graduation Initiative 2025, Reimagining the First Year, Strategic Planning, WASC Re-affirmation
We can explore student success by the destination, versus initial major. In the case of Wildlife, students who initially enter the major as first-time do not graduate at the same rate as those started first-time in another HSU major and then migrate to Wildlife.

And better understand how excessive units impact time to degree.

<table>
<thead>
<tr>
<th>HSU Median</th>
<th>Wildlife Median</th>
</tr>
</thead>
<tbody>
<tr>
<td># Units: 138</td>
<td># Units: 145</td>
</tr>
<tr>
<td>Terms of degree: 9</td>
<td>Terms of degree: 10</td>
</tr>
</tbody>
</table>
We can see where achievement gaps are closing…

And where we may want to focus efforts to eliminate them…
We can more fully explore student achievement gaps...

And if they are persistent over time...
We can explore the interrelationship between gateway courses (those that have a high failure rate) and bottleneck courses (those that have limited seat availability) to see if patterns emerge.
We can review the student success in face-to-face vs online courses and look for opportunities for course transformation.
We can study the differences in course success at the instructor level, and by term-to-term.
We can explore how SFRs change over time and compare them within and outside of the College...
We can explore the relationships between FTES, WTUs and student participation...

And what it costs...
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