Leap Forward - Increase Retention Through Course-level Changes

SACSCOC Presentation
Monday, December 9, 2019

Presented by
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Agenda

- Welcome/Overview
- The Strategic Plan
- Data Analytics
- Data Based Strategies
- Example of Course Redesign
- Q & A
Definitions*

Retention
“Continued enrollment (or degree completion) within the same higher education institution in the fall semesters of a student’s first and second year.”

Persistence
“Continued enrollment (or degree completion) at any higher education institution — including one different from the institution of initial enrollment — in the fall semesters of a student’s first and second year.”

*From the National Student Clearinghouse Research Center
Strategic Plan: Themes

- **Engage**
  Foster a climate that promotes student integration, advances employee collaboration and maximizes links to the community.

- **Transform**
  Provide a challenging and supportive environment that offers diverse academic pathways and career development that improves the region’s quality of life.

- **Invest**
  Achieve a culture of excellence through empowerment of human resources and exemplary stewardship.

Strategic Plan: Objectives

**Transform**

2.1: Provide seamless and structured educational pathways.

2.2: Support progression and completion.

2.3: Enhance economic, workforce, and community development by aligning education and services to meet regional needs.
Strategic Plan: Goals

2.2 Persistence: Support progression and completion.

a. Increase fall to fall retention rates by 5 percentage points over 3 years.

b. Increase successful course completion rates by 5 percentage points over three years in "gateway" general education courses.

Data Analytics

Course Success Rate Report

1. By Content
   Department
   Discipline
   Course
   Section

2. By Population

3. By Delivery Mode
Data Analytics: Notable Findings

1. G2C about 10% lower success
2. Least successful combination of content and delivery mode - online foreign language and math
3. High Schoolers 10%-12% higher across the board

Data Based Strategies

1. Explore delivery options for foreign language and math.
2. Redesign face-to-face Gateway to Completion (G2C) courses.
3. Redesign online G2C courses to meet Quality Matters (QM) standards.
Results: Course Success Rates

G2C Course Success Rates

Results: Fall to Fall Retention

*National Student Clearinghouse Research Center: Two-Year Public Institutions
Goal Outcomes

1. Increase successful course completion rates by 5 percentage points over three years in “gateway” general education courses.  
   
   Actual = 9 percentage points

2. Increase fall to fall retention rates by 5 percentage points over 3 years.  
   
   Actual = 8 percentage points

Poll
Delivery Options

1. Foreign language
   a. Video Cart
   b. Hired additional full-time instructor

2. Math
   a. WebEx
   b. Video Cart
   c. High School Campus

G2C Redesign

1. Greater number of graded assignments
2. Low-stakes formative assessments
3. Scaffolding
4. Improved instructor feedback
5. Engagement
6. Consistency across sections
Continuous Improvement

Act ➔ Plan

Check ➔ Do

Break-out Group Discussion

- Current retention strategies used
- Opportunities to improve retention
Online Course Design Process

Phase I
Review Layout and Implement Redesign
- Review Navigation and Instructions
- Course Introduction – Syllabus, Course Schedule

Phase II
Incorporate Online Activities
- F2F vs. Online Activities
- Online Presence and Interaction

Phase III
Develop Objectives to meet (or correspond with) Learning Outcomes

Course Design Process (QM Rubric)

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Total = 43 sub-standards
Phase I: Change Layout

Spring 2015

Fall 2016

Fall 2019

Phase I: Implement Redesign

- Cleaner Look
- Course Time Period with Enrollment Verification Date
- Menu Buttons
- Announcements
  - Centralization of communication
Phase I: Implement Redesign

- **Directions**
  - Assist and guide students through the module

- **Activity Completion Checkboxes**

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Phase I: Implement Redesign

- **Topic Block Time Period**

- **Topic Block Naming Scheme**
  - Requirements
  - Resources & Assignments

- **Module Assignment Naming Scheme**
  - M1a Quiz
  - M1b Quiz
  - M1 Survey
Phase I: Implement Redesign

- Consolidated URL links into a lesson

Phase II: Incorporate Online Activities

Module 5: SMART Goals

Discussion
(In Class vs. Online)
Phase III: Develop Objectives

Module Three: "Afternoon Watch"
Time Management and Academic Course Plan

"Time is free, but it's priceless. You can't own it, but you can use it. You can't keep it, but you can spend it. Once you've lost it, you can never get it back." – Henry Ford

Objectives
Upon completion of this module, students will be able to:
- Demonstrate time-management strategies (SLO-4).
- Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees (SLO-1).

Requirements
To be successful in this module, you will complete the following assignments:
- Read Chapter 6: "Time Management" pp. 104-111 in Success by Design textbook.
- Read "Managing Your Time".
- Post the MD Assignment - Time Management.
- Take the MD Quiz - Time Management.
- Read the Academic Course Plan Book and read pages 12-23 and 12-41 in your textbook.
- Complete and submit the MD Assignment - Academic Course Plan.
- Complete the MD Survey online.

Resources & Assignments

Module objectives to correlate to SLO's

Student Feedback Questions

Four (4) Questions

What was the most valuable thing that you learned from this module? Please explain.

Was any of the content or instructions unclear in this module? Please explain.

Do you feel like you received adequate feedback and communication from your instructor in this module? Please explain.

What recommendations do you have for this module (additions, deletions, etc.)? Please explain.
Question #2: Was any of the content in this module unclear?

“Everything in this module was explained in a simple way.”

“...Good breakdown of where things were and what help to get when needed.”

“nothing was unclear. the check boxes next to the things we needed to do were helpful and allowed me to stay better organized”

Q & A
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References/Resources


