

Gateway Course Grades and Student Success

Diversity Data Deep Dive

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UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

The “Gateway” Courses

- “college credit–bearing and/or developmental education courses that enroll large numbers of students and have high rates of Ds, Fs, withdrawals, and incompletes”
- “high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes especially for low-income, first-generation and historically underrepresented students”
- John Gardner Institute “Improving Teaching, Learning, Equity, and Success in Gateway Courses”

STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE WORKFLOW

STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE



- This committee discusses and determines high-level priorities and action strategies to enhance student persistence and success
- Guide the work of the standing committees to enhance student success
- Charges and appoints working committees
- Representatives include: Office of Undergraduate Education, Academic Support Resources, Admissions, Office for Equity and Diversity, Housing and Residential Life, Office for Student Affairs, and 2-3 Associate Deans
- Meets every 3-4 weeks

STANDING COMMITTEES

■ College Retention Committee

- Connect work happening in colleges to overall enrollment strategy

■ Data Committee

- Assist in articulating research questions to guide projects

AD HOC WORKING COMMITTEES

- Ad Hoc Working Committee(s) are

Gateway Courses Working Group

Background

The Board of Regents has shifted increasing attention to student success in large enrollment, foundational courses. For this reason, the Strategic Enrollment Management Committee charged a working group to analyze data and current practice and make recommendations in this area.

Charge

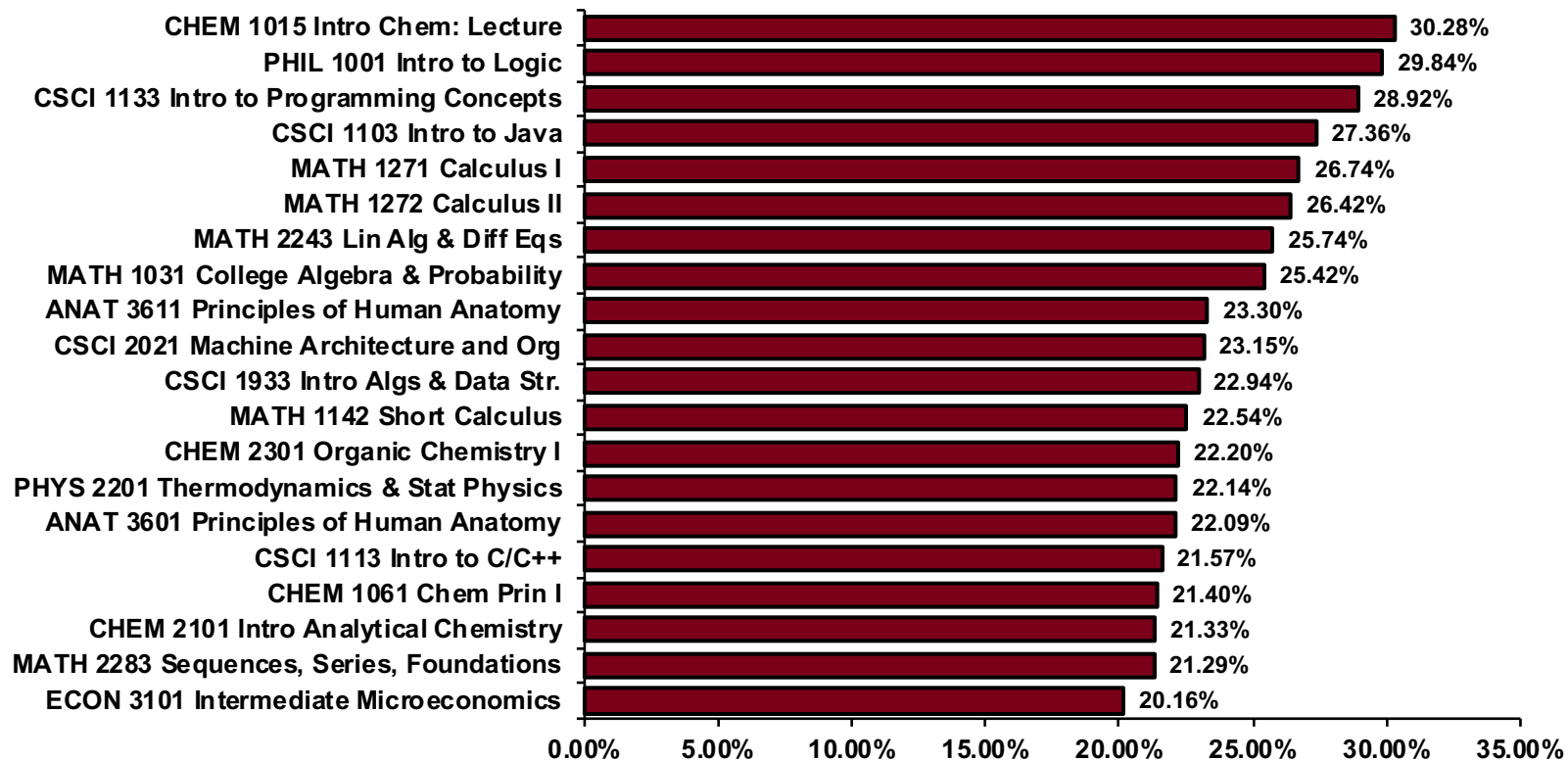
This working group had several aims as part of its charge:

1. Review existing data to gain a broader understanding of gateway courses at UMTC
2. Identify barriers to student success in gateway courses
3. Identify gaps, trends, and/or ideas to enhance student success in gateway courses
4. Connect with appropriate committees to participate in this conversation (data, mid-term alert, learning support network)
5. Recommend innovative and comprehensive strategies to enhance student success

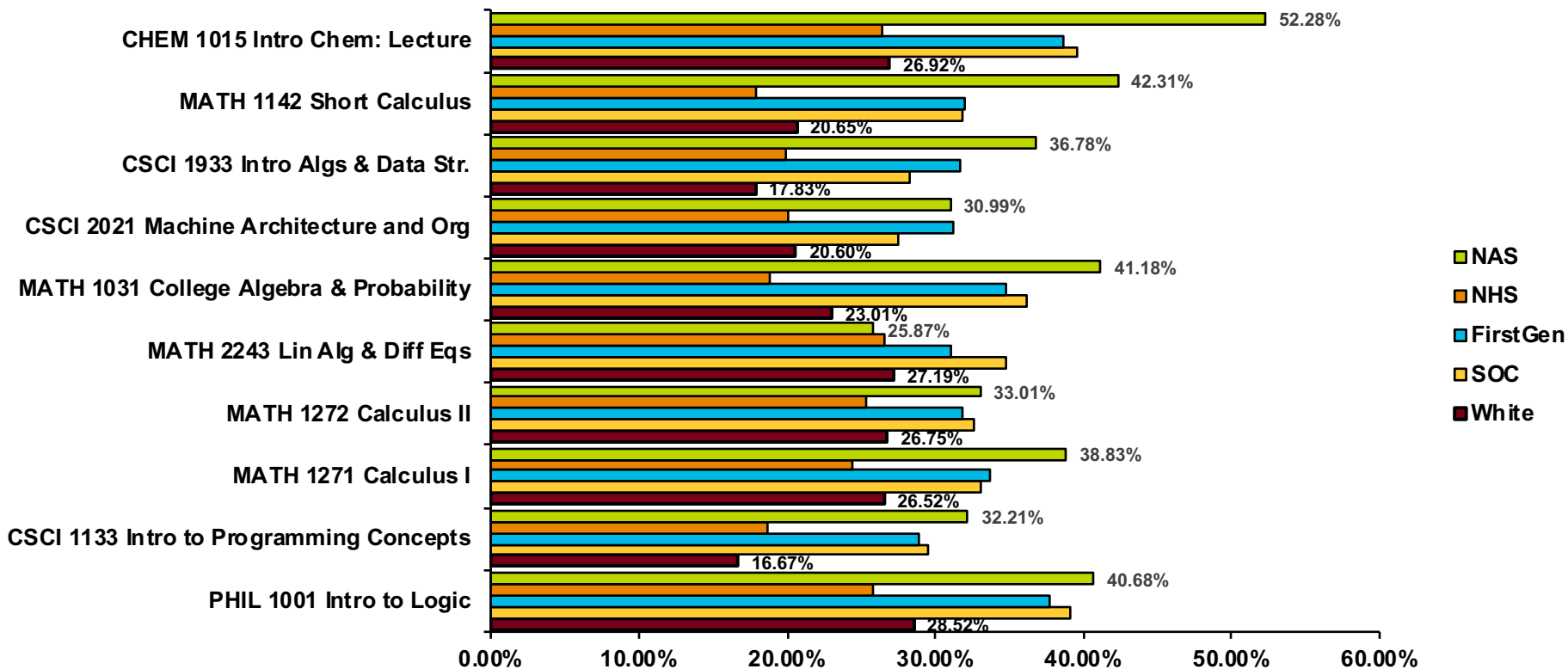
Gateway Course Committee Key Findings

- 1. Average DFW rates obscure important differences in student populations at risk**
- 2. Across fields (chemistry, computer science, math and philosophy) students at risk have challenges in basic algebraic thinking**
- 3. Course placement impacts student success**
- 4. Student support (in and out of the classroom) could be improved**
- 5. Changes in pedagogy are having a positive impact on student success**

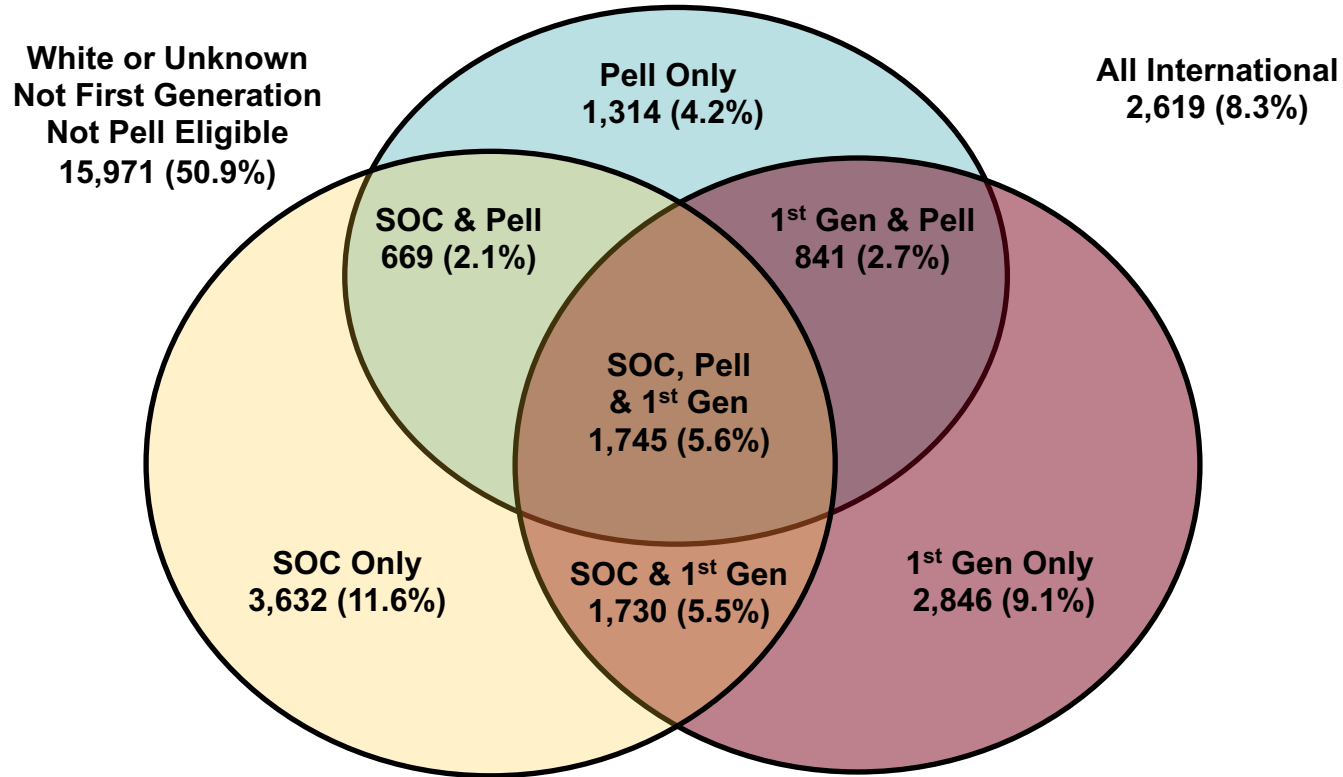
Gateway Courses with Highest DFNW Rates: 2014-15 to 2018-19



Gateway Courses with Highest DFNW Rates: 2014-15 to 2018-19

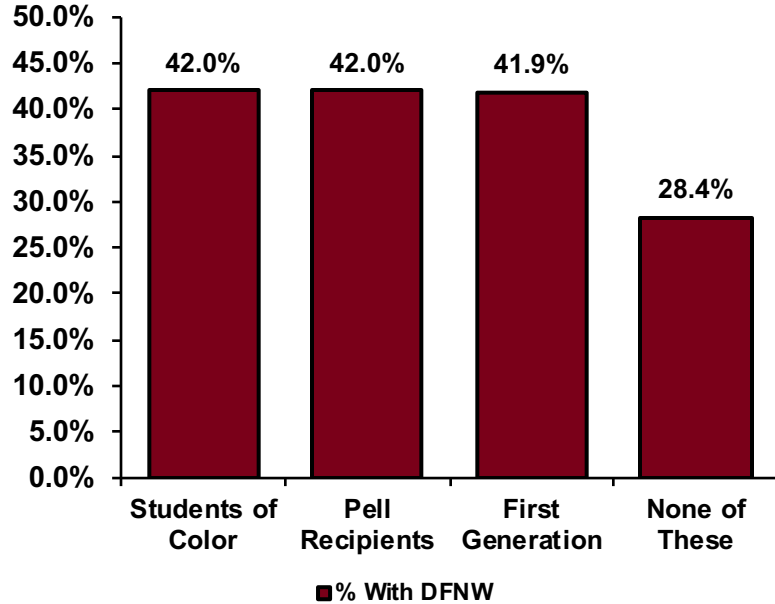


Twin Cities Domestic Degree-Seeking Undergraduate Headcount Enrollment by Student of Color, Pell Recipient, and 1st Generation Status, Fall 2019

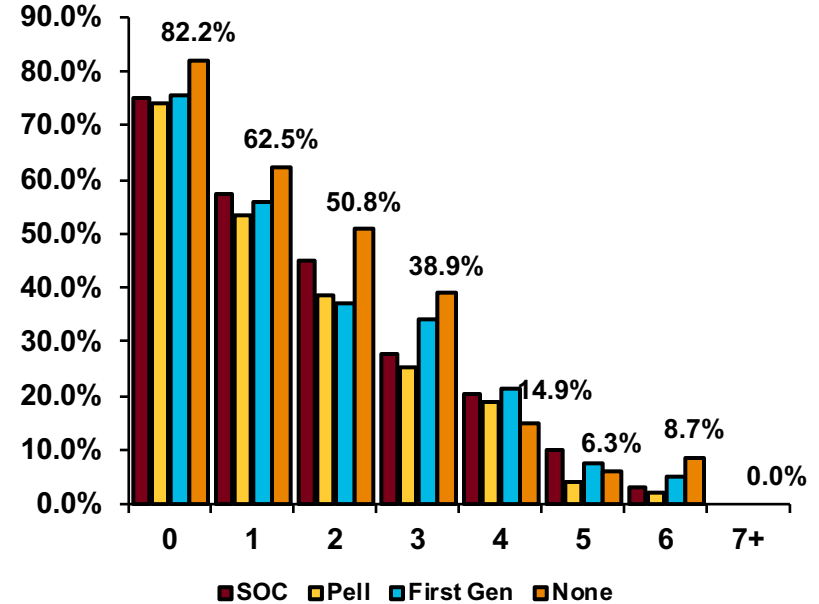


Twin Cities Campus New Freshman (NHS) Percent with DFNW Grades and Four-Year Graduation Rates by Number of DFNW Grades in First Year: Fall 2012 to Fall 2014 Cohorts

Percent One or More D/F/N/W Grade

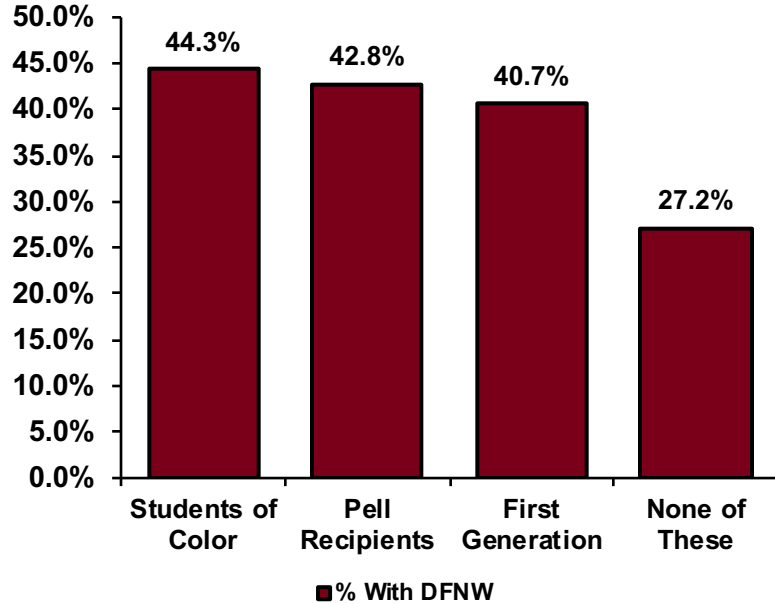


4yr Grad Rate by First Year D/F/N/W Count

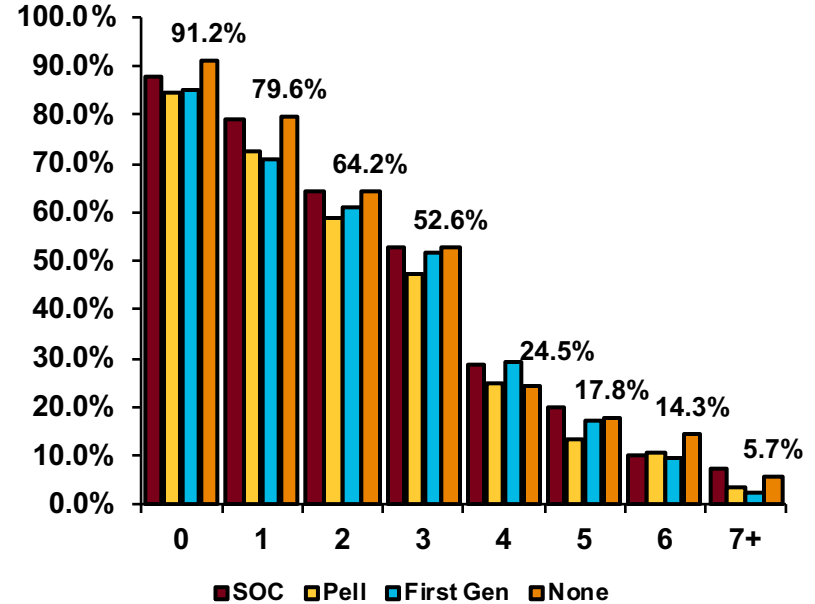


Twin Cities Campus New Freshman (NHS) Percent with DFNW Grades and Six-Year Graduation Rates by Number of DFNW Grades in First Year: Fall 2010 to Fall 2012 Cohorts

Percent One or More D/F/N/W Grade

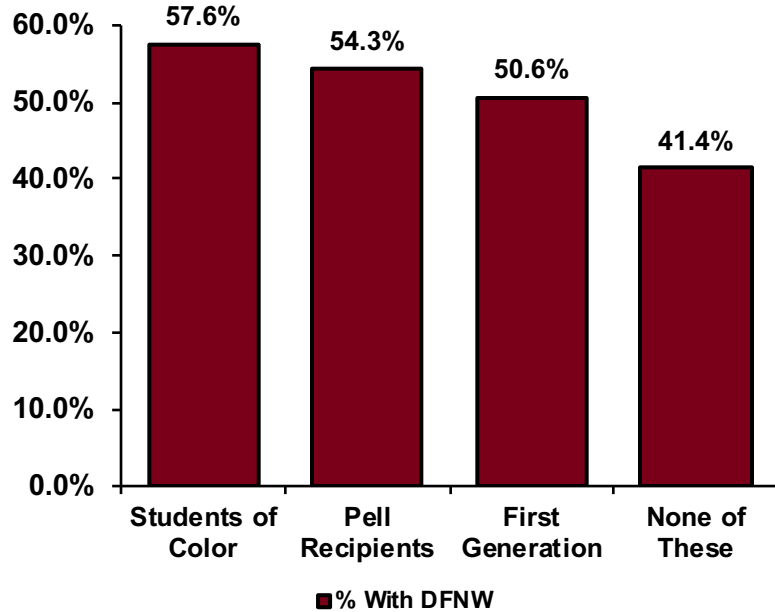


6yr Grad Rate by First Year D/F/N/W Count

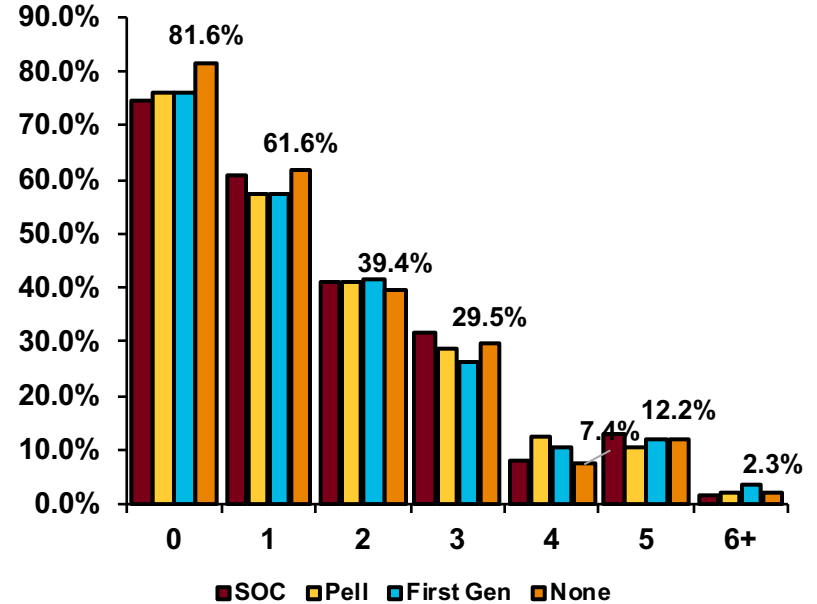


Twin Cities Campus Domestic New Transfer (NAS) Percent with DFNW Grades and Three-Year Graduation Rates by Number of DFNW Grades in First Year: Fall 2013 to Fall 2015 Cohorts

Percent One or More D/F/N/W Grade

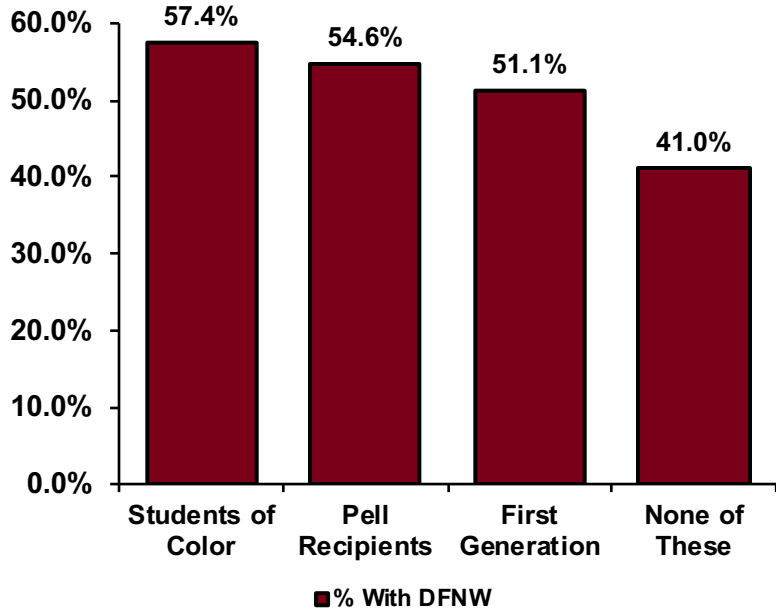


3yr Grad Rate by First Year D/F/N/W Count

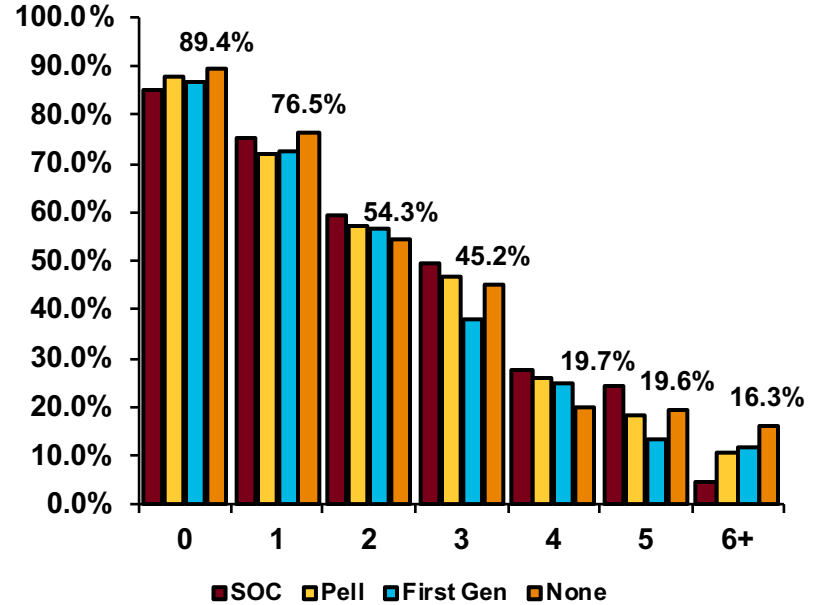


Twin Cities Campus Domestic New Transfer (NAS) Percent with DFNW Grades and Four-Year Graduation Rates by Number of DFNW Grades in First Year: Fall 2012 to Fall 2014 Cohorts

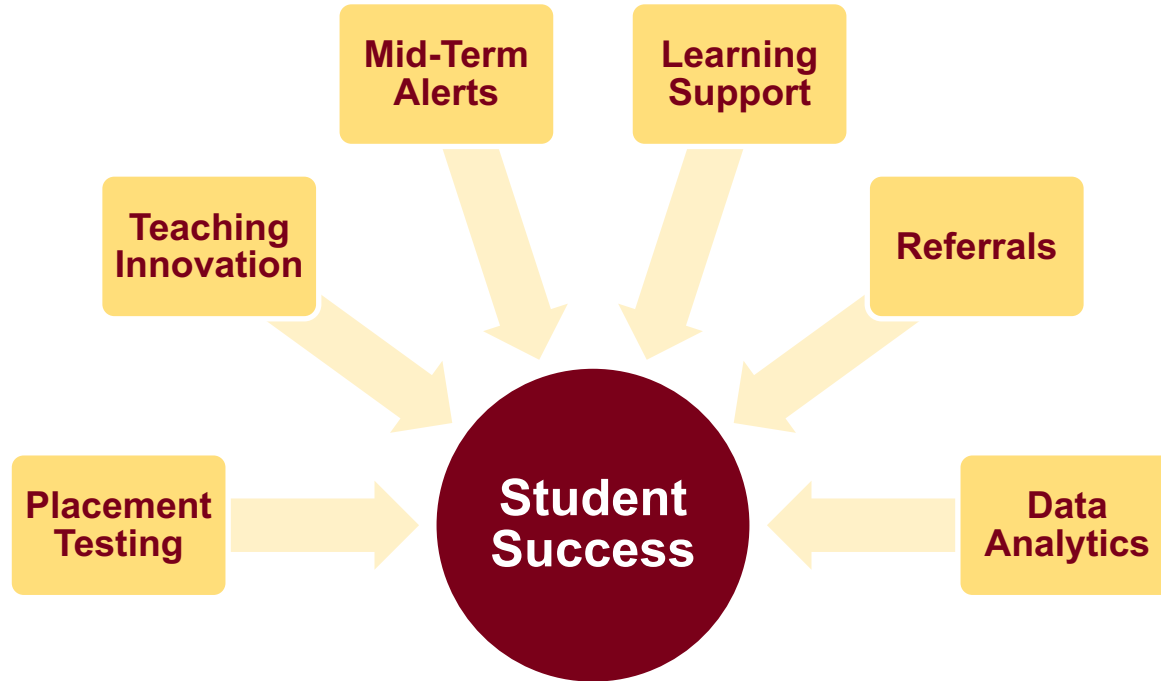
Percent One or More D/F/N/W Grade



4yr Grad Rate by First Year D/F/N/W Count



Supporting Students in Gateway Courses



Gateway Course Committee Recommendations and Associated Findings

- ***Finding 1: Get nuanced student-success information from the dashboard into the hands of those who can act on it locally.***
- ***Finding 2: Analyze STEM preparedness of incoming transfer students.***
- ***Finding 3: Require all students who are enrolling in Chemistry to take the placement module.***
- ***Findings 2 and 3: Consider requiring transfer students with credit to take the placement exam in Math as well.***
- ***Finding 3: Provide and promote appropriate gateway course choice for all students.***
- ***Finding 4: Develop a plan to improve in and out of class student support for gateway courses***
- ***Finding 5: Develop multi-pronged approaches to improve/update gateway course pedagogy***





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