E-Learning and Student Success: How do you measure up?

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EDUCAUSE Benchmarking Service Beta
Stop Guessing.
Start Making Data-Driven Decisions.

Core Data Service
IT financials, staffing, and services

EDUCAUSE Benchmarking Service BETA *(Coming in early 2016!)*
Reports you can use to communicate the value of IT to non-IT leaders.

Use benchmarking to inform IT planning and support for strategic initiatives.
educause.edu/research

ENHANCE DECISION MAKING

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2014 EDUCAUSE Core Data Service
EDUCAUSE Benchmarking Service Beta

1) Build reports with customized peer groups on demand

EDUCAUSE Benchmarking Service Beta

2) Benchmark maturity and technology deployment
EDUCAUSE Benchmarking Service Beta

3) Receive recommendations for improvement

2014 EDUCAUSE Core Data Service
Student Success Maturity Index
by Carnegie Class

US Non-specialized
5.0

5.
Optimized
4.
Managed
3.
Defined
2.
Repeatable
1.
Absent/ad hoc

Student Success Maturity Index
by Carnegie Class

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2015 EDUCAUSE Core Data Service
Student Success Maturity
(All Non-specialized US Institutions)

Leadership and Governance
Collaboration and Involvement
Advising and Student Support
Process and Policy

5. Optimized
4. Managed
3. Defined
2. Repeatable
1. Absent/ad hoc

Student Success at Grinnell

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Student Success at Grinnell College

Randy Stiles, Grinnell College
AVP for Analytic Support and Institutional Research
March 2016

About Grinnell College
Small, Private 4 Year College in East Central Iowa
Residential Campus
Very-highly Selective
Very Diverse (Diversity ²)
Strong Focus on Undergraduate Research
The College aims to **graduate individuals** who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others’ ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good.
Our Biggest Challenges

#1. Median GPA at Grinnell ~ 3.45
- In the last four student cohorts (2012-2015):
  - 60% of students who have withdrawn had GPAs above 3.0
  - 32% of students who have withdrawn have GPAs above 3.45

#2. Low Frequency, Non-Comprehensive Data

#3. Small “n”

Conceptualizing and Categorizing Data

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Quantitative</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys</td>
<td>Retention</td>
<td>Initial Conditions</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>Completion</td>
<td>Time-series Data</td>
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<td>Credits</td>
<td>Early Indicators</td>
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- Cognitive
  - Test Scores
  - Grades

- Social-Psychological
  - Grit – 12 Item
  - Success Navigator
  - CIRP Constructs
Some New Initiatives

Mid-Semester Assessments
Grade Dynamics
Predictive Modeling
Software Search
Conferences

“Moving the Needle” on Student Success
Discussion logistics

- Work in groups at each table
- Explore the Maturity Index dimension assigned to your table
- Resources:
  - Key factors handout
- Identify specific ideas to increase the maturity level of your institutions’ analytics initiatives
- Make action plan for when you return home

Discussion Questions

- What is the obstacle keeping you from the next maturity level for this dimension? What can help you overcome that obstacle?
- Where you have had success in this dimension? What were the keys to that success? What helped you get there?
- What are you going to do next week and in the next 90 days? What actionable steps will you take?
Student Success Maturity
(All Non-specialized US Institutions)

Leadership and Governance

5.
4.
3.
2.
1.

5. Optimized
4. Managed
3. Defined
2. Repeatable
1. Absent/ad hoc

2015 EDUCAUSE Core Data Service

Leadership and Governance

- Types of items
  - Leadership commitment to student success
  - Decision-making body for student success initiatives
  - Financial support
- Recommendations
  - Find a champion
  - Raise the profile of governing body

Student Success Maturity
Discussion
Collaboration and Involvement

- Types of items
  - Cross-institutional involvement
  - Consistent definitions
  - Goals are understood and communicated

- Recommendations
  - Establish cross-departmental committees
  - Communicate goals and definitions broadly

Advising and Student Support

- Types of items
  - Faculty adoption of student success systems
  - Advising, tutoring, and mentoring support student success goals

- Recommendations
  - Identify and reach out to at risk students
  - Encourage use of student success technologies
Process and Policy

- Types of items
  - Policies for access and use of student data
  - Clearly documented degree requirements
  - Adaptable student success efforts

- Recommendations
  - Review policies and requirements to ensure they are clear and well understood
  - Assess and realign efforts periodically

Student Success MI
Discussion

Information Systems

- Types of items
  - Student success technologies in place
  - Effective data sharing
  - Users are trained

- Recommendations
  - Implement or upgrade early-alert and advising systems
  - Invest in data-sharing initiatives
  - Encourage and facilitate system use

Student Success MI
Discussion
Student Success Analytics

- Types of items
  - Outcomes identified
  - Appropriate data available to monitor and predict
  - Data are used to make decisions throughout the institution

- Recommendations
  - Invest in analytical expertise
  - Create forums for faculty users to share success stories

Student Success MI
Discussion

EDUCAUSE E-Learning Maturity Index
E-Learning Maturity Index
by Carnegie Class

5. Optimized
4. Managed
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US Non-specialized

AA

BA

MA Pub

MA Priv

DR Priv

DR Pub

3.6

3.7

3.4

3.8

1.0

285

285

267

267

233

233

186

186

2015 EDUCAUSE Core Data Service
E-Learning Maturity
(All Non-specialized US Institutions)

- Governance, Security, and Accessibility
- Analytics
- Operational Effectiveness
- Engagement
- Priority

5. Optimized
4. Managed
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Governance, Security, and Accessibility

- Types of items
  - Effective decision-making about e-learning
  - Student identity verification
  - Alternate technologies for accessibility

- Recommendations
  - Establish governance structure
  - Develop e-learning policies and guidelines
Engagement

- Types of items
  - Training for students, faculty, and staff on e-learning technology
  - Evaluate new e-learning technology
  - Faculty involvement
- Recommendations
  - Include faculty in selecting and implementing new technology
  - Ensure users learn the technology

Priority

- Types of items
  - Senior position for e-learning management
  - E-learning is an investment and priority
  - Faculty are rewarded for online courses
- Recommendations
  - Share success stories from other institutions
  - Identify strategic initiatives that e-learning is meant to address
Operational Effectiveness

- Types of items
  - Reliable, mission-critical e-learning technology
  - Centralized e-learning services
  - Adaptable and scalable e-learning services, programs, and technology
- Recommendations
  - Centralize e-learning for greater efficiency
  - Establish an e-learning roadmap

Analytics

- Types of items
  - Measuring efficacy of e-learning courses
  - Measuring e-learning progress toward strategic goals
- Recommendations
  - Identify goals for efficacy and strategic progress
  - Choose metrics to track progress
Thank you!

For more information:

EDUCAUSE Benchmarking Service Beta

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