MIRO VIRTUAL SYMPOSIUM

STUDENT SUCCESS MEASURES

Presented by the Mānoa Institutional Research Office
GUEST SPEAKERS

DR. JILLIAN KINZIE
Senior Scholar at NSSE Institute at Indiana University

DR. SHOUPING HU
Founding Director of the Center for Postsecondary Success
Founding Editor of the Journal of Postsecondary Student Success at Florida State University
How do you define what is successful for a college student? In the process of measuring what is successful, what is difficult to measure?
What are your best practices to meet the greatest student needs as they have to adapt and succeed in a university environment?
Everyone is responsible for student success, including students themselves.

Can you talk about the key roles that students play in their own success?
Some institutions are looking for a “silver bullet” to easily solve the student success challenges or answer student success questions.

What is your thoughts on this?
How do you work with administrators to share your viewpoints with possibly dissenting opinions on student success measures?
WHAT DOES STUDENT SUCCESS MEAN TO YOU?

PLEASE SHARE IN THE CHAT!
GOALS OF THE PRESENTATION

Share how MIRO builds a comprehensive data source for student success

Demonstrate how we make data more Accurate, Accessible, and Actionable
RETENTION RATES

RETENTION RATES?

GRADUATION RATES?
OTHER STUDENT MEASUREMENTS

INTELLECTUAL JOURNEY

BETTER CAREER OPPORTUNITIES

HAVE A GOOD TIME
HOW CAN WE DEFINE OR MEASURE SUCH COMPLEX AND DIVERSE THOUGHTS OF SUCCESS?
"NOT EVERYTHING THAT CAN BE COUNTED COUNTS AND NOT EVERYTHING THAT COUNTS CAN BE COUNTED"

~ Albert Einstein
TRIPLE A DATA STRATEGY

A - ACCURATE

A - ACCESSIBLE

A - ACTIONABLE
ACCURATE

“Make data more accurate”

Example: Limitation of the IPEDS Retention and Graduation Rates

- Does **not** include transfer students
- Smaller samples sizes causes **significant changes in retention and graduation rates**
- **Hard to track** persistence rates by majors
ACCURATE

“Make data more accurate”

- Graduation Rates for a Smaller Racial Group Fluctuate using IPEDS method and IPEDS Racial Classification
- 4-year graduation rates vary from 4% to 33%
- 6-year graduation rates vary from 25% to 55%
ACCESSIBLE

“Make data more accessible”

DECISION MAKING SYSTEM

Challenge of using data for student success: Data Accessibility

Solution:
Create a platform through which reports can be customized and accessed anytime and anywhere.
ACCESSIBLE

“Make data more accessible”

Centralized Data Platform
ACTIONABLE

“Make data more actionable”

What is **meaningful** and **useful** data?

Data that can bring **ACTIONS**.
ACTIONABLE

“Make data more accessible”

UH Mānoa

2016, 2017, 2018

CAMPUS EXPERIENCE SURVEY
ACTIONABLE

“Make data more actionable”

Using qualitative data to help Mānoa decision makers to make actionable changes

“Add shelters at shuttle stops. Those of us who take public transportation often end up getting soaked or sunburned, as do our books and/or instruments.”

“Please have microwaves available at campus center or the food court for students to use.”

“To make Manoa a better place I would suggest making more water fountain stations since there are very few that I have seen on campus compared to other campuses I have visited and possibly updating the campus lights to LED lights.”

Success Story:
Refillable Water Stations on Campus

1. MIRO searched data tools for relevant comments
2. Survey Respondents Provide Narrative Testimonies
3. Board of Trustees Approves Doubling Refillable Water Stations on Campus
HOW WE ORGANIZE DATA

- PERSISTENCE
- DEGREES
- TIME-TO-DEGREE
- COURSE PERFORMANCE
- NSSE
- COLLEGE EXPERIENCE & SATISFACTION
Why is this a student success measure?

Persistence = Retention + Graduation Rates

Measures the university’s ability to successfully retain and graduate students
DEGREES AWARDED

Why is this a student success measure?
Measures the amount of degrees students receive

Degrees Awarded Trend for Selected Group
Source: ODS

- Bachelors
- Masters
- Certificates
- All Doctorates

Mānoa Institutional Research Office
Why is this a student success measure?

Calculates the average time it takes for students to earn their degrees.

A shorter Time-to-Degree reflects the success of a university or academic program.
COURSE PERFORMANCE

# OF GRADE POINTS → GPA
# OF CREDIT HOURS

- **Current Semester GPA**
  - Average of GPAs for **all courses taken** at UH Mānoa in a given semester

- **Cumulative GPA**
  - Average of GPAs of **all semesters at UH Mānoa**

Why is this a student success measure?
Positive class performance reflects a student's academic achievements.
Why is this a student success measure?

Measures the time and energy students devote to educationally purposeful activities.
MIRO improved NSSE response rate to 52%
“What kind of help do truly students need and how can the university better support them?”

Why is this a student success measure?
Student feedback on their genuine experiences can help us to understand their real needs and find ways to improve.
"I have made so many great relationships with the most amazing people and couldn't have gotten a better experience going to a college on an island. **The culture here is so diverse and different from anywhere else in the mainland.**"

"**STAR is the most innovative thing they have incorporated.** It has made the college experience so much more understandable"

**Overall College Experience & Satisfaction**

Why is this a student success measure?

Qualitative data is more actionable and helpful to influence decisions.
STUDENT SUCCESS MEASURES

- PERSISTENCE
- DEGREES
- TIME-TO-DEGREE
- COURSE PERFORMANCE
- NSSE
- COLLEGE EXPERIENCE & SATISFACTION
Q1:

“Our main challenge is not having all the data in one place so it's hard to provide information on the fly. It’s also hard to explain retention data in a way people can understand and create visualizations that don't overwhelm a viewer. What do you do at your institution?”
Q2:

“Our main challenge is that people think they know what to measure and end up adding biases to the results.

‘If there's data, let's use data. If there's only opinions, let's use mine’ - and our management tends to think that we don't have the data! Could you speak a little bit about your experience?”
Q3:

“...I find it hard to find appropriate ways to calculate and understand retention measures. For example, what does it mean to track retention by program? Should we track FT students by the major they enroll in? Does that make sense? Is there a common calculation for program level retention?”
Q4:

“It is challenging to convince administrators that other student success metrics are also important and worth examining, not just graduation or retention. What do you think of that?”
Q5:

“How do you display multiple measures at once in a way that is easy for viewers to understand?”
Q6:

“Everyone is responsible for student success, including students themselves. It would be great if the speakers could discuss the key roles that students play in their successes.”
Q7:
“What are the best practices to meet the greatest needs students have to adapt and succeed in a university environment?”
Thank you for joining us!

See you next time!