

Low Success Rate Course Analysis - A.K.A. “Killer” Course

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Overview

- Definition of Low Success Rate Course (LSRC)
- Importance of Studying LSRC
- Data Compiling
- Data Analysis
- Data Sharing
- IR's Role in Facilitate Change
 - How One Simple Data Request Can Turn into Continuous Campus-Wide Discussion

Low Success Rate Course (LSRC)

- Definition of LSRC
 - Courses with low passing rates or high unsuccessful rates (DFWI).
 - How we Define LSRC at UH-Manoa
- Definition of “Killer” Courses
 - The cut-off rate is different by institution, especially between 4-year and 2-year institutions.
- Does the Name Matter?
 - “Killer” Course
 - High Failure Rate Course
 - Low Success Rate Course

Why Study Low Success Rate Courses?

- For Students:
 - Academic Progress and Planning
 - Time to Graduation
 - Cost Implications (tuition, loans, cost of living)
 - Scholarship Eligibility
 - Self-Efficacy and Motivation
 - What Else?
- For Institution:
 - Retention and Graduation Rates
 - Length to Graduation
 - Class Scheduling
 - Curriculum/Course Design
 - What Else?

Requested Report:

- What are the 50 courses with highest count of DFWI grades for most recent semester?

Data Compiling

- For Mānoa, grade distribution data is not available in course-level tables.
- Have to compile student-level data and cross-tabulate at course-level.
- Excel pivot tables or SPSS crosstabs are excellent.

Course Data Compiling

- Shared Course Report at the Deans' Council
- Prepare a 6-Semesters course database
- Key Data Elements
 - Number of Courses Taught
 - Average Course Size
 - Average Unsuccessful Headcounts (D, F, W, I, NC)
 - Unsuccessful Rate
 - Average Grade
 - Course Size Range; Unsuccessful Headcounts Range; Unsuccessful Rate Range

After Identifying LSRC, Now What?

- Propose to Make Course Level Data Available to Faculty and Advisors
 - Create an Interactive webpage
 - Select College, Department, Course Name and Number
 - Outcome: 6-semester Average data of Course enrollment, DFWI Headcounts, Fail Rate, Grade.
 - Data can be exported as Excel File

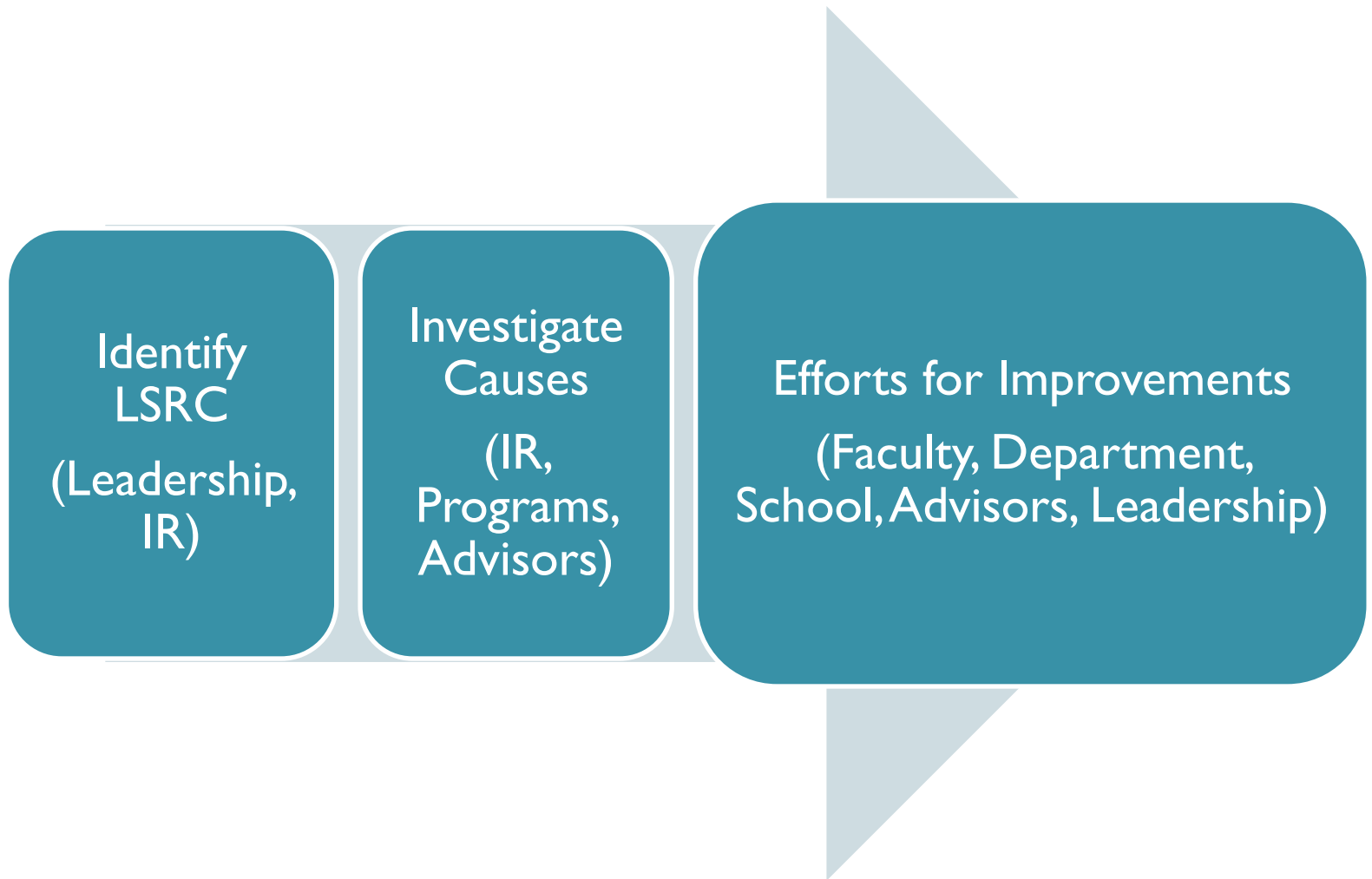
Talking Points:

- Course Data vs. Class Data
- Six semester Average Data vs. one Semester Data
- Who should we release this data to?
 - All Deans?
 - All faculty?
 - All Advisors?
 - Everyone?

Follow-up Research

- Further Identify/Investigate High Impact Courses
 - High Enrollment and Low Success Courses
 - General Education / Major / Foundation / Foci Sequence / Gateway
 - Collaborate with Assessment Office to Examine Specific Courses / Course Evaluation Data
- Further Investigate Causes of LSRC
 - Qualitative Studies: Focus Group
 - Quantitative Studies: Surveys; Modeling
 - Other Suggestions?

Institutional Research Facilitated FORWARD / CHANGE



Key Take-away

- Familiarize Low Success Rate Courses
- Replicable Data Compiling and Analysis Procedures
- IR's Role in Facilitating Improvements
 - Investigate the Issue Using Different Methods
 - Produce Analysis that Fits Needs of Different Audience
 - Make Data Transparent and Available

Questions and Comments

