



**UNC GREENSBORO**

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# Student Success Initiatives & ROI

August BOT Academic Affairs Committee Meeting



# 2022 Summer Course Reboot

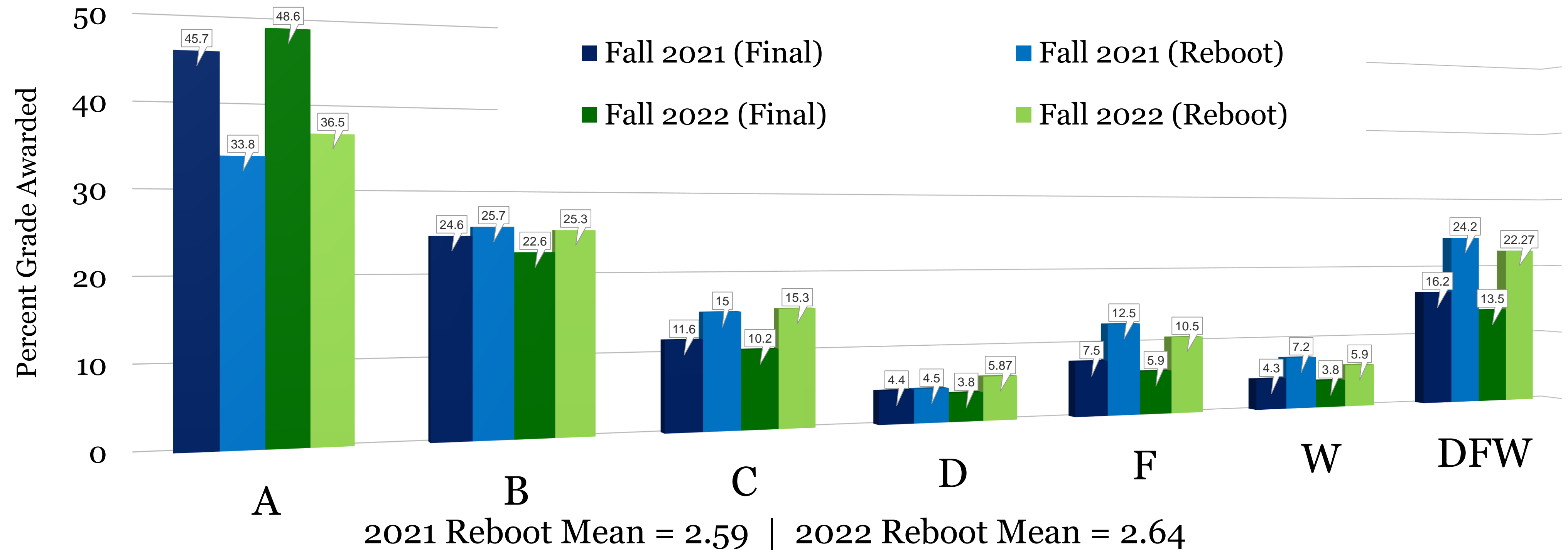
- **Strategically Chosen Courses**
- **High-Risk Courses**
- **Large First-Year Enrollments**
- **“Gateway” Courses**

**Enrollments Totaling 13k+ Annually**

AST 235 (Stars and Galaxies)  
BIO 105 (Non-Majors Biology)  
BIO 111 (Intro Biology I)  
BIO 112 (Intro Biology II)  
BIO 271 (Anatomy)  
BIO 277 (Physiology)  
CHE 103 (General Chemistry I)  
CHE 104 (General Chemistry I)  
CSC 130 (Introduction to Computer Science)  
CST 105 (Introduction or Oral Communication)  
ECO 201 (Principles of Microeconomics)  
ENG 101 (Exploring Writing)  
FRE 101 + 102 (Introductory French Sequence)  
KIN 220 (Lifetime Wellness)  
MAT 118 (Algebra with Business Applications)  
MAT 120 (Calculus with Business Applications)  
MAT 183 (Biomathematics)  
MAT 190 (Precalculus)  
NTR 213 (Introductory Nutrition)  
SPA 101 + 102 (Introductory Spanish Sequence)  
STA 108 (Intro to Probability and Statistics)

# Comparing Reboot Grades

Grade Distributions Over Four Fall Terms (Undergraduate Courses)



This work led to a 2% reduction in DFW rates in a single term. That equates to 166 more successful course completions in Fall 2022 compared to the Fall 2021 baseline, collectively saving students ~\$148,707 in tuition for repeated courses.

# ACUE Training



**87**

# MICROCREDENTIALS AWARDED



**557**

# BADGES AWARDED



## UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Microcredential Courses in:

- Creating an Inclusive and Supportive Online Learning Environment
- Inspiring Inquiry and Lifelong Learning in Your Online Course
- Inspiring Inquiry and Preparing Lifelong Learners

Summary Report, Impact Levels 1-3  
Cohorts C, D, E, F



## ENGAGEMENT

84% of faculty would recommend the ACUE microcredential to a colleague.



96% of faculty report modules were helpful in refining their teaching practice.



99% of faculty found the content relevant to their work.



## 2. LEARNING

Faculty report **improved knowledge** of evidence-based teaching practices.

On average, microcredential earners:

Learned

**13**

**new practices**

(All microcredential course-takers, on average, learned **1.9** new practices per module.)

Learned more about

**25**

**practices**

(All microcredential course-takers, on average, learned more about **3.5** practices per module.)

## 3. IMPLEMENTATION

Faculty report **implementing** evidence-based teaching practices.

On average, microcredential earners:

Implemented

**5**

**new practices**

(All microcredential course-takers, on average, implemented **0.7** practices per module.)

Plan to implement

**17**

**additional practices**

(All microcredential course-takers, on average, plan to implement **2.4** practices per module.)

## BELIEFS ABOUT TEACHING

After completing the ACUE microcredential,  
faculty report increases in their:

### Use of research to inform practice

**66%** agree  
before

**98%** agree  
after

### Use of student feedback to adjust instruction

**83%** agree  
before

**100%** agree  
after

## BELIEFS ABOUT STUDENTS

After completing the ACUE microcredential,  
faculty report increased agreement that:

### All students can be successful in their course

**75%** agree  
before

**94%** agree  
after

### Instructors can influence how students perceive their intelligence

**86%** agree  
before

**96%** agree  
after



## EVIDENCE BASED PRACTICES: Promoting Active Learning

After completing the ACUE microcredential, faculty report increases in their confidence using evidence-based practices.

### Using groups to ensure active learning



### Using the Active Learning Cycle



### Delivering lectures that are paced to keep students engaged



### Planning an effective start, middle, and ending for a class session or online module



### Ensuring the majority of students engage in and learn from classroom and online discussions



### Engaging quiet students in classroom and online discussions



### Managing dominant talkers during classroom and online discussions



### Teaching effective note-taking skills



 % of participants reporting confidence **before** taking the microcredential

 % of participants reporting confidence **after** taking the microcredential



# Academic Performance Results

## Comparing Pre- and Post-Training Grade Performance:

- 77% of of instructors/sections that had DFW rates  $\geq 10\%$ , saw a lower DFW rate after the training.
- In this pool, the mean DFW rate decreased from 17% to 11.4%.
- The mean GPA for these courses rose from 2.9 to 3.2.





# The 30 Hour Challenge

Pilot project run with HEERF III dollars.

Opt-in for first and second year students. (No penalties!)

There is a \$250 completion award.

There is substantial summer support:

\$500 for one course

\$1,000 for two courses

\$1,500 for three courses or more

## 30 HOUR CHALLENGE: *How it works*

### Scenario 1:

Fall 2021 = 15 credits  
Spring 2022 = 15 credits

6 "free" credits (15 credits are billed same as 12 credits)  
+  
\$250 earned (after spring grades released)

### Scenario 2:

Fall 2021 = 12 credits  
Spring 2022 = 15 credits  
Summer 2022 = 3 credits

3 "free" credits (15 credits are billed same as 12 credits)  
+  
We'll help pay for summer  
+  
\$250 earned (after summer grades released)

### Scenario 3:

Fall 2021 = 12 credits  
Spring 2022 = 12 credits  
Summer 2022 = 6 credits

We'll help pay for summer  
+  
\$250 earned (after summer grades released)

<https://spartacentral.uncg.edu/registration-degree-planning/degree-planning/30-hour-challenge/>



# 30 HC Results



92% of the nearly 3,000 students who attempted the challenge completed it.

>90% of 30 HC participants who were awarded summer funding enrolled in at least one summer course (compared to 51% for non-participants).

30 HC Students generated 6,173 credit hours in summer 2022.

82% of 30 HC participants who were first-time, full-time students in Fall 2021 enrolled in Fall 2022 (compared to 72% for non-participants).

30 HC participants completed the year with  $+0.27$  GPA compared to their cohorts as a whole.



# Midterm Grades

The median midterm grade is roughly an A-; the median final grade is a B+. Midterm grades are good predictors of final grades.

6.8% of grades at midterm were Fs. *Of those, 27.6% became successful completions (C or better).* An additional 18.5% became withdrawals, and 40.7% remained Fs. A goal for future terms is to reduce the proportion that remain Fs and increase those that become passing grades or withdrawals.

~7.5% of final grades were Fs. Of those, 38.3% had been passing grades at midterm. Our goal going forward is that instructors, advisors, and students work together so that Fs are rarely a surprise.



# Midterm Grades

## *Three Interventions*

*FTIC and Transfer Outreach from School/ College Advising Centers* — All advising centers conducted midterm grade outreach to all FTIC 2022 and new transfer students who received one or more midterm grade of C- or below. Outreach included emails, extended drop-in availability, and a survey to collect student action plans

*Select “Target Population” Outreach* — Advisors and program coordinators for select "target" populations also conducted follow-up outreach to leverage support connections already established beyond academic advisors. Target populations included TRiO, Academic Recovery, UNCGuarantee, the residential colleges, the Honors College.

*Academic Support Services Follow-Up* — After midterm grade assignments were made, updated student rosters of students who remained enrolled in courses in which they had earned a C- or below were shared with UNCG academic support departments so additional services and targeted communication could be developed to support students in improving academic performance through the end of the term.



Thank you.

