

“CREATING A CULTURE FOR COMPLETION”

COURSE COMPLETION: HIGH-IMPACT PRACTICE DIAGNOSTIC

1. Early and Frequent Low-Stakes Assessment

Analysis to Run (contact tim.littell@wright.edu for data)

How predictive of final gateway course grades are multiple absences and pre-midterm assessments?

What is the impact of progress reports (attendance and grade alerts)? And when issued?

Assessing current practice

	YES	NO
Are students assessed multiple times outside of the midterm and the final?		
Do faculty provide feedback and information on relevant campus services based on those assessments?		
Do on-going assessments make up a small percentage of a student’s overall grade?		
Do on-going assessment use various testing approaches (e.g., multiple choice, short essay, online or computer-based mini-tests, etc.)?		
Do faculty issue mid-term grades?		
Do faculty submit alerts through progress reports when students are struggling?		
Do faculty submit attendance data, especially prior to 14 th day? Are students administratively dropped for non-attendance?		

2. Standardized Assessment

Analysis to Run (contact tim.littell@wright.edu for data)

Are DFW rates generally consistent among instructors teaching the same course? Data by course section?

Assessing current practice

	YES	NO
Do faculty teaching sections of the same course jointly determine the expected learning objectives for the course?		
Do faculty teaching sections of the same course use a shared approach to assessments?		
Do faculty teaching sections of the same course agree upon a common set of course material like textbooks and readings?		
Do faculty agree upon a uniform approach to grading homework, projects, and exams?		

3. Active Learning

Analysis to Run (contact tim.littell@wright.edu for data)

Do student surveys (NSSE, course evaluations) indicate high levels of active learning across all departments? Are there data on learning assistants (embedded tutors)?

Assessing current practice

	YES	NO
Do students report being engaged in class?		
Are small scale active and blended learning pilots and initiatives communicated across the faculty?		
Do faculty receive training and resources on a variety of pedagogies?		
Do faculty utilize learning assistants in their active learning classroom?		

4. Academic Support

Analysis to Run (contact tim.littell@wright.edu for data)

Do students who attend additional tutoring or supplemental instruction (SI) show measurable improvement?

Assessing current practice

	YES	NO
Do courses with high failure and withdraw rates direct students to corresponding tutoring or SI?		
Do faculty discuss and illustrate to students how tutoring or SI can increase their chances of success in the course?		
Do supplemental instruction sections apply interactive learning opportunities for students?		
Do faculty have information on academic support services in their syllabus?		

5. Intensive Early Start Cohorts

Analysis to Run (contact tim.littell@wright.edu for data)

Do academically at-risk student earn credits at a slower rate than other students in their first semester?

Assessing current practice

	YES	NO
Are borderline admitted students required to participate in some kind of bridge program?		
Can students participating in bridge programs gain credits towards their degree?		
Can students apply financial aid to cover the costs of summer (including bridge programs)		

6. Accelerated Catch-Up Terms

Analysis to Run (contact tim.littell@wright.edu for data)

Do students who drop a class take longer to graduate?

Assessing current practice

	YES	NO
Are students who drop or withdraw from a course partway through the term given an alternative option to fill in that coursework?		
Are accelerated format courses available?		
Are student who drop below full-time losing financial aid status due to course withdrawals?		
Does the institution provide multi-term registration?		

7. Sequencing & Academic Planning

Analysis to Run (contact tim.littell@wright.edu for data)

Do certain combination of courses lead to successful student outcomes? Do certain combinations of courses yield high drop-out rates?

Assessing current practice

	YES	NO
Is the course sequence appropriate among other typical courses to optimize student completion?		
Does the course have pre-requisites?		
Can students easily see their individual path to degree-completion? Does the institution utilize academic planning documents or platforms? Are they up-to-date?		

