Student Success, Credit Momentum, and Course Scheduling

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All admitted students have the ability to learn, persist, and graduate in a timely fashion.
Students need to do their part...
...we need to do ours: create realistic pathways and provide the support needed so each of our students can reach their personal goals.
Student Success is Everyone’s Responsibility
Graduation Rate

Gap Decreasing Over Time

- Hispanic (of any race)
- Black/African American
- All Students

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>57%</td>
<td>58%</td>
<td>59%</td>
<td>59%</td>
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<td></td>
<td>66%</td>
<td>66%</td>
<td>61%</td>
<td>68%</td>
<td>69%</td>
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<td></td>
<td>78%</td>
<td>79%</td>
<td>77%</td>
<td>78%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Six Year Graduation Rate
MSU Student Success
AY 2017-2018

Diagram:
- Go Green Go 15
- Spartan Pathways
- Increase Graduation Rates & Close Opportunity Gaps
- Spartan Identity
- Building Inclusive Communities
• Engage students, parents, advisors, and faculty to encourage MSU students to enroll in an average of 15 credits per semester and 30 credits in each year, and to have a completion conversation with their advisors.

• Credit momentum is strongly correlated with higher levels of academic success for students from all backgrounds.
Entering Students from 2011. Source: MSU’s Institutional Studies
Percent of First-Year Students Who Enrolled in 15+ Credits in Their First Fall Semesters

Source: MSU’s Institutional Studies
## Top 10 Departments that Saw Increases in Enrollment

<table>
<thead>
<tr>
<th>Department</th>
<th>Additional Credits</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>1679</td>
<td>10.3%</td>
</tr>
<tr>
<td>ISS</td>
<td>1244</td>
<td>12.7%</td>
</tr>
<tr>
<td>Psychology</td>
<td>833</td>
<td>34.4%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>831</td>
<td>11.2%</td>
</tr>
<tr>
<td>ISP</td>
<td>757</td>
<td>104.0%</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>639</td>
<td>60.1%</td>
</tr>
<tr>
<td>ISB</td>
<td>631</td>
<td>26.8%</td>
</tr>
<tr>
<td>Economics</td>
<td>435</td>
<td>29.8%</td>
</tr>
<tr>
<td>Human Nutrition &amp; Food</td>
<td>372</td>
<td>34.5%</td>
</tr>
<tr>
<td>History</td>
<td>318</td>
<td>41.0%</td>
</tr>
</tbody>
</table>
**Congestion**: Seat Capacity by Starting Times for 100/200-Level Courses, FS17

Source: OPB
Trial 70 Minute Schedule (1 1/3 Credits)

8:00 – 9:10
9:30 – 10:40
11:00 – 12:10
12:30 – 1:40
2:00 – 3:10
3:30 – 4:40

MWF 4-Credit Course Schedule
6 Year Graduation Rates by Entering Cohort and DFW Status in All Undergraduate Courses

Size of circle indicates headcount in category. DFW data currently available begins Fall 2010.
Persistence Rates by First Math Course Grade

Persistence rate includes those who are still enrolled or who graduated.

Institutional Studies, Office of Planning and Budgets | Data source: Persistence and Graduation (PAG) Database | Last Revised 2017.11.14
Persistence Rates by First Writing Course Grade

Persistence rate includes those who are still enrolled or who graduated.

Institutional Studies, Office of Planning and Budgets   |   Data source: Persistence and Graduation (PAG) Database   |   Last Revised 2017.11.14
Questions?