

Strategies for Using Student Progress Grades to Promote Student Engagement in Support of Successful Final Course Grade Performance

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Rick Leyva, Dallas College

Objectives

- Identify Barriers to Successful Course Grade Outcomes
- Identify Student Support Service Needs at Dallas College
- Identify the Advantages of Using Student Progress Grades at other Texas Community Colleges and Universities

Dallas College Student Demographics

Dallas College, formerly the Dallas County Community College District, consists of seven campuses: Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake and Richland.

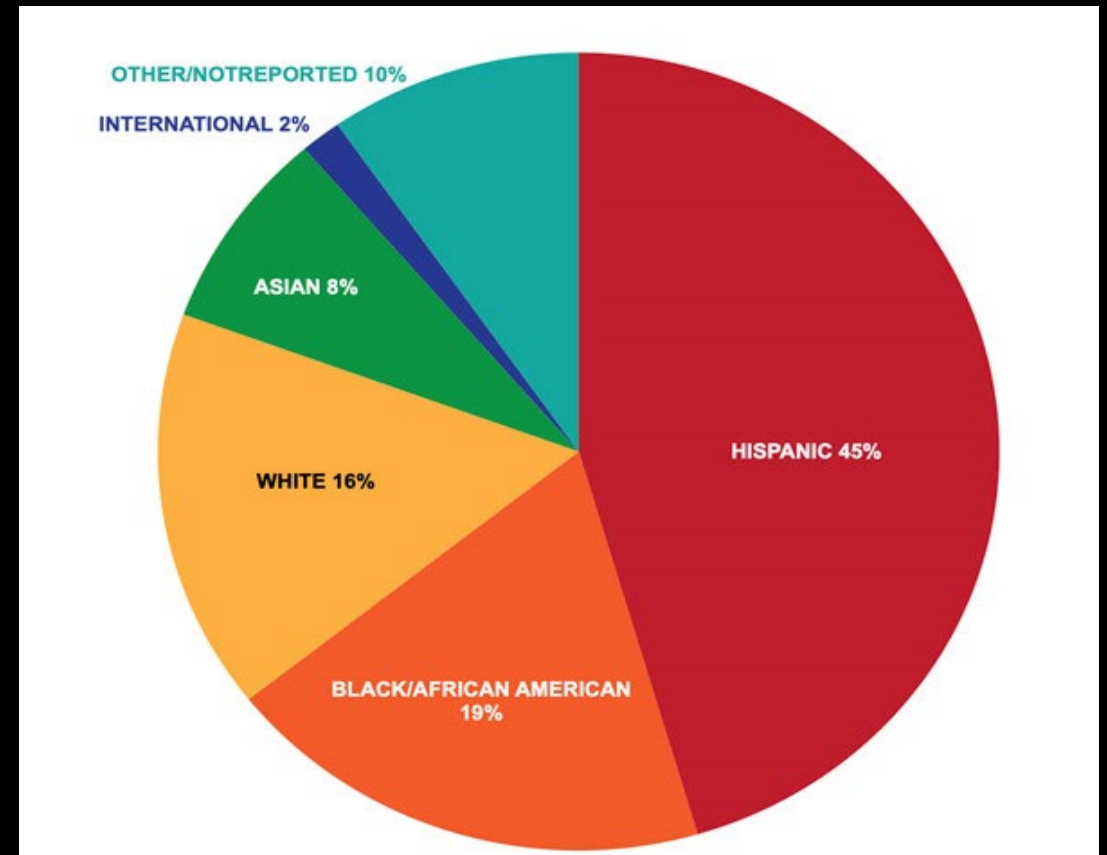
Enrollment

Dallas College served 103,241 credit and 28,284 continuing education students Fall 2023-Summer 2024.

By gender, **26,171 male (40.8%)** and **37,985 (59.2%) female students** are attending Dallas College.

By attendance status, there are **14,830 full-time students (23%)** and **49,326 part-time students (77%)**.

The number of students at Dallas College is very large compared to Public, 4-Year Colleges in Texas.



Student Progress Grades Process

Reporting Schedule

- **Courses 15 weeks or longer** will have TWO student progress reports. The first report will be between weeks 5 and 6 and the second will be between weeks 9 and 10.
- **Courses 5 weeks to 14 weeks long** (including 8-week courses) will have ONE student progress report near the midpoint of the course.
- **Courses 4 weeks long or less** will have NO student progress reporting requirements.

Instructor Timeline:

- **Two business days** before your class is ready for progress report input, you will receive an email to notify you about the upcoming reporting period.
- You will have **two weeks** to submit a grade once a reporting period opens.

Student Progress Grades Process- cont

Input Student Progress Reports in eConnect

1. Login to [eConnect](https://econnect.dcccd.edu/) (https://econnect.dcccd.edu/).
2. Click **Faculty Menu**. Under the "My Class Information" heading, click **Student Progress Reporting**.
3. Follow the instructions on the eConnect page to record each student's progress status.
 - a. **REQUIRED:** Assign each student a Progress Status. The allowable options are A, B, C, D, F, S (Satisfactory) or U (Unsatisfactory).
 - b. **REQUIRED:** For any D, F, or U (Unsatisfactory) grade, choose a *Pre-Selected Comment Option* and/or provide a *Free-Form Text Comment* of your own (must be 150 characters or less). Comments will be visible to the student.
 - c. Optional: For any A, B, C, or S (Satisfactory) grade, choose a *Pre-Selected Comment Option* and/or provide a *Free-Form Text Comment* of your own (must be 150 characters or less). Comments will be visible to the student.

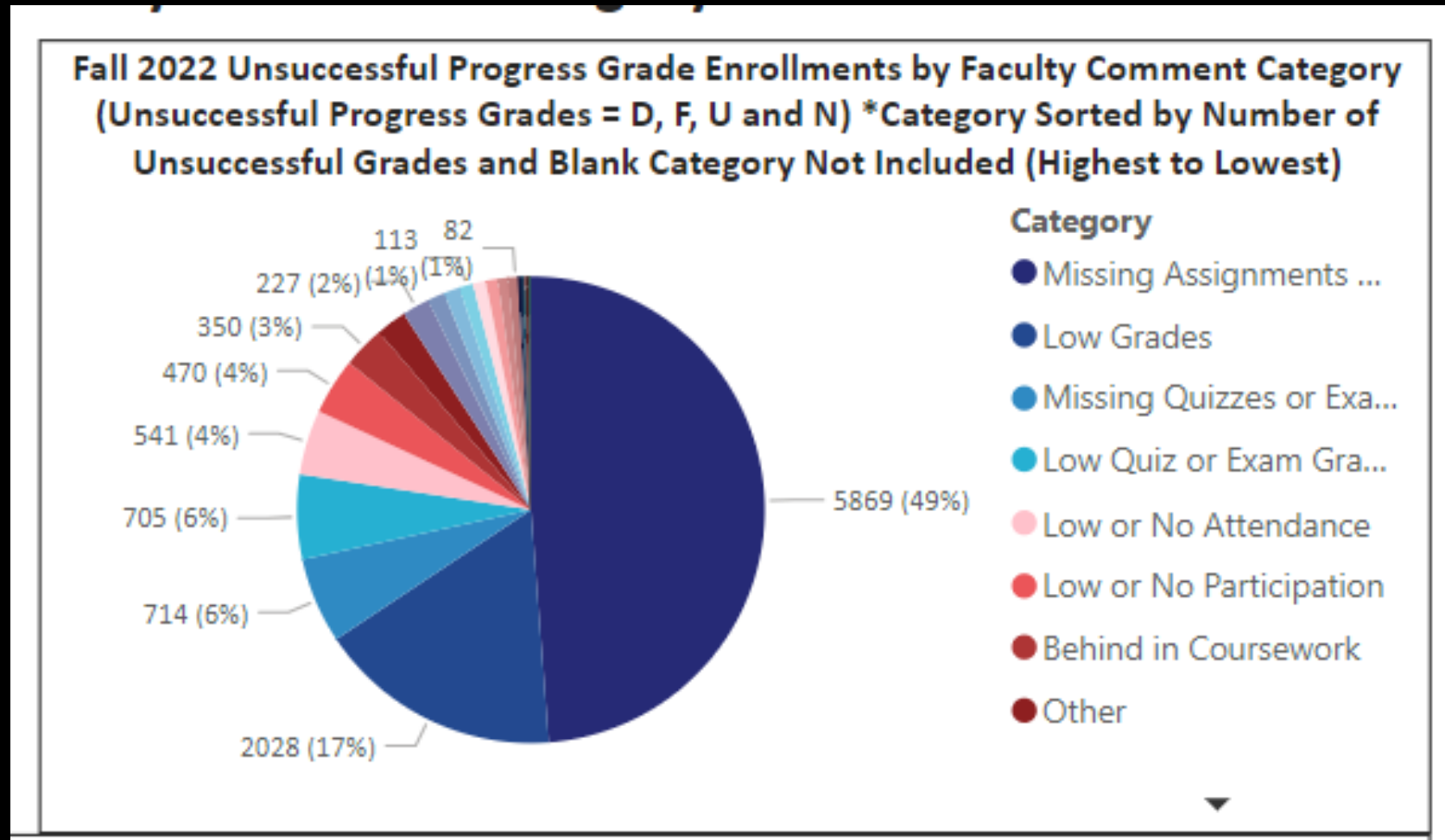
Historical Perspective of Progress Grades at Dallas College

DCCCD/Dallas College Student Progress Grade Counts by Term

Term	SPG Count	Term	SPG Count
Fall 2018	171,706	Spring 2019	141,821
Fall 2019	160,002	Spring 2020	104,785
Fall 2020	147,608	Spring 2021	134,097
Fall 2021	134,792	Spring 2022	123,890
Fall 2022	129,674	Spring 2023	119,457
Fall 2023	139,698	Spring 2024	132,360
Fall 2024	131,690	Spring 2025	TBD

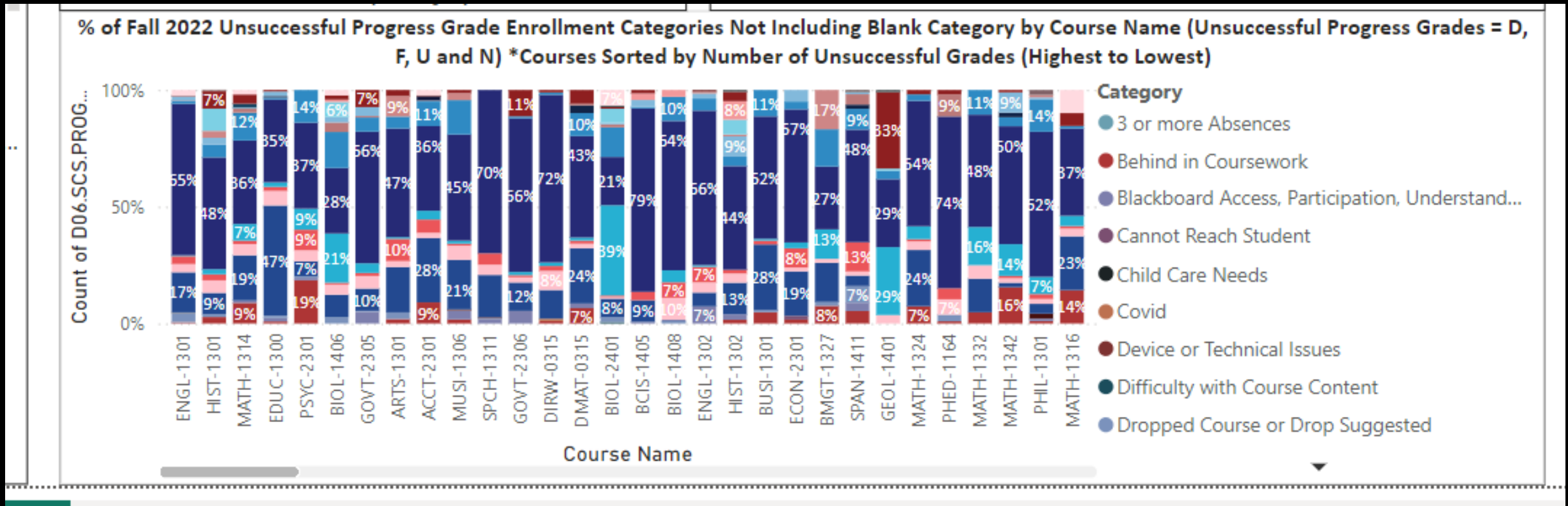
Dallas College First Evaluation of SPG Process

Faculty Reporting- Percentage of Unsuccessful Mid Term Grades by Category



Dallas College First Evaluation of SPG Process

Faculty Reporting- Evaluation of Unsuccessful Mid Term Grades by Category and Course Name



Dallas College First Evaluation SPG Process

Top 6 Behaviors That Lead to Unsuccessful Midterm Progress Grades

1. Missing Assignments, or Assignments Not Submitted (49%)
2. Low Assignment or Lab Grade Performance (17%)
3. Missing Quiz(s) or Exam(s)(6%)
4. Low Quiz or Exam Grade Performance (6%)
5. Low Attendance or No Attendance in Classroom, Blackboard or Lab Activities (4%)
6. Low Participation or No Participation in Classroom, Blackboard or Lab Activities (4%)

Dallas College First Evaluation SPG Process

Summary Findings

The majority of the comments related to unsuccessful mid term grades include students missing one or two assignments, submitting late work or not submitting assignments at all.

Standout Problems:

- Students dropped after census date without ever attending class,
- Online students never logged into Blackboard and/or never attempted assignments,
- Students reported access to Blackboard issues and trouble submitting assignments in Blackboard, with a few reporting technical Blackboard issues accessing the course,
- Missing Attempts for Completing Quizzes and Exams,
- Students lacked focus and determination for learning to work the problems (Math)

Dallas College First Evaluation SPG Process

Summary Conclusion

Results identify a need for **online course preparedness** and an increased understanding of the differences between online and face-to-face classroom instruction, including the additional time, higher level of responsibility and self-motivation an online course requires in addition to training on the technology aspect of online course delivery.

Improvements in **two-way communication** at an early stage of the course by faculty and by success coaches to ensure students are aware of individual faculty expectation requirements such as differences in accepting late work, make-up work and exam repeats for improving performance to a successful grade attempt

Ensure students are aware and have **access to support services and resources** available for in-classroom and outside the classroom success, including all wrap around services (financial assistance, mental health, academic student support services and student success support services)

Dallas College First Evaluation SPG Process

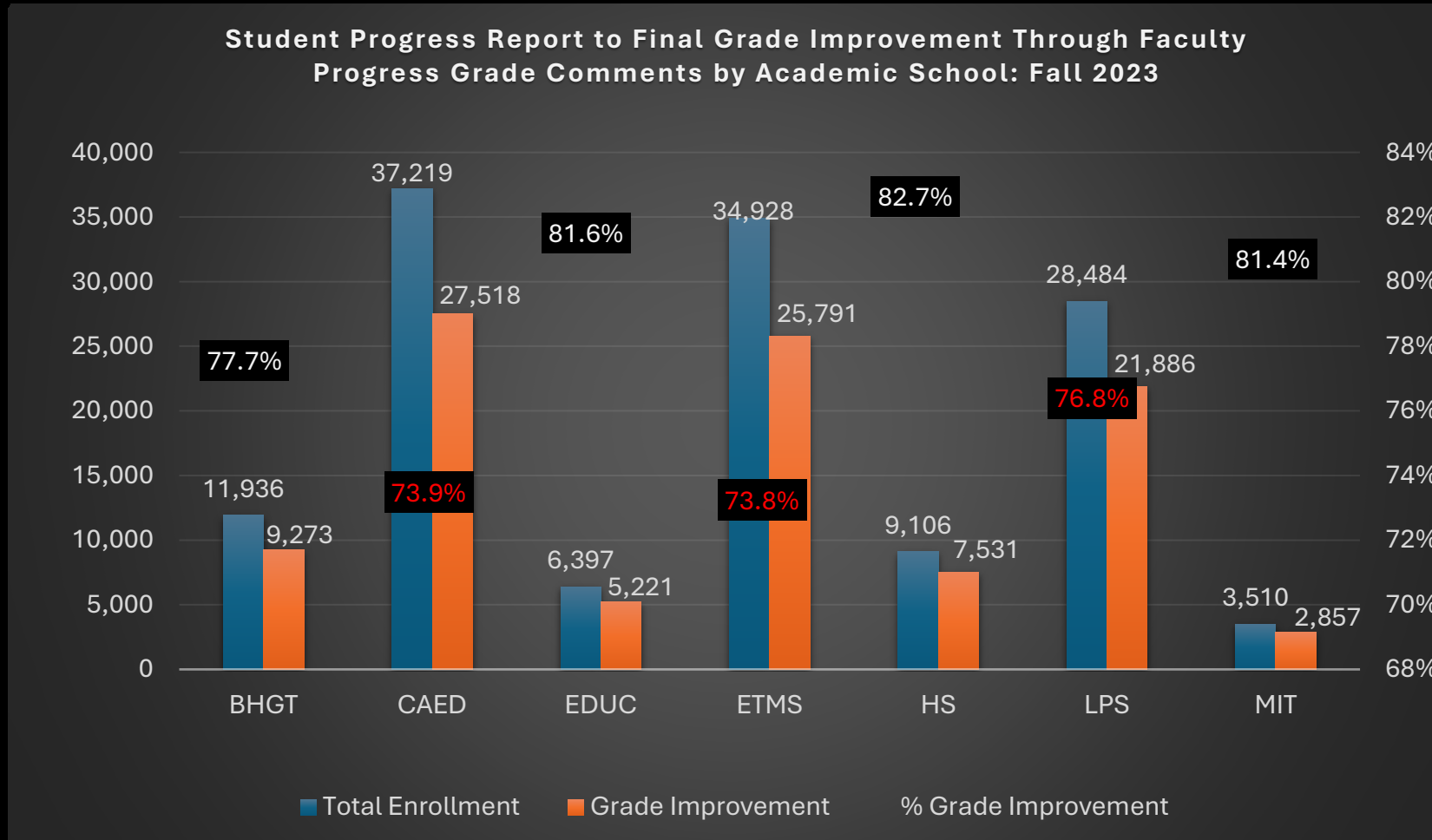
Academic Incubator, Student Navigator and Learning Commons Partnership

Academic Incubator, Student Navigator and Learning Commons Partnership

- Faculty SPG Email Alerts with SPG Start and End Dates
- Academic Dean Lists of Faculty Who Had Not Submitted Mid Term Grades by Course Section
- Math Gatekeeper Student Navigation Alerts to Learning Commons Tutoring Services
- English (Reading/Writing) Gatekeeper Student Navigation Alerts to Learning Commons Tutoring Services

Dallas College Second Evaluation of SPG Process

Fall 2023 All Mid Term Grades Leading to Successful Final Grades by Academic School



Dallas College Second Evaluation of SPG Process

Academic Services and Academic Support Initiatives

Academic incubator, Student Navigator and Learning Commons Partnership

-continuation with improvements

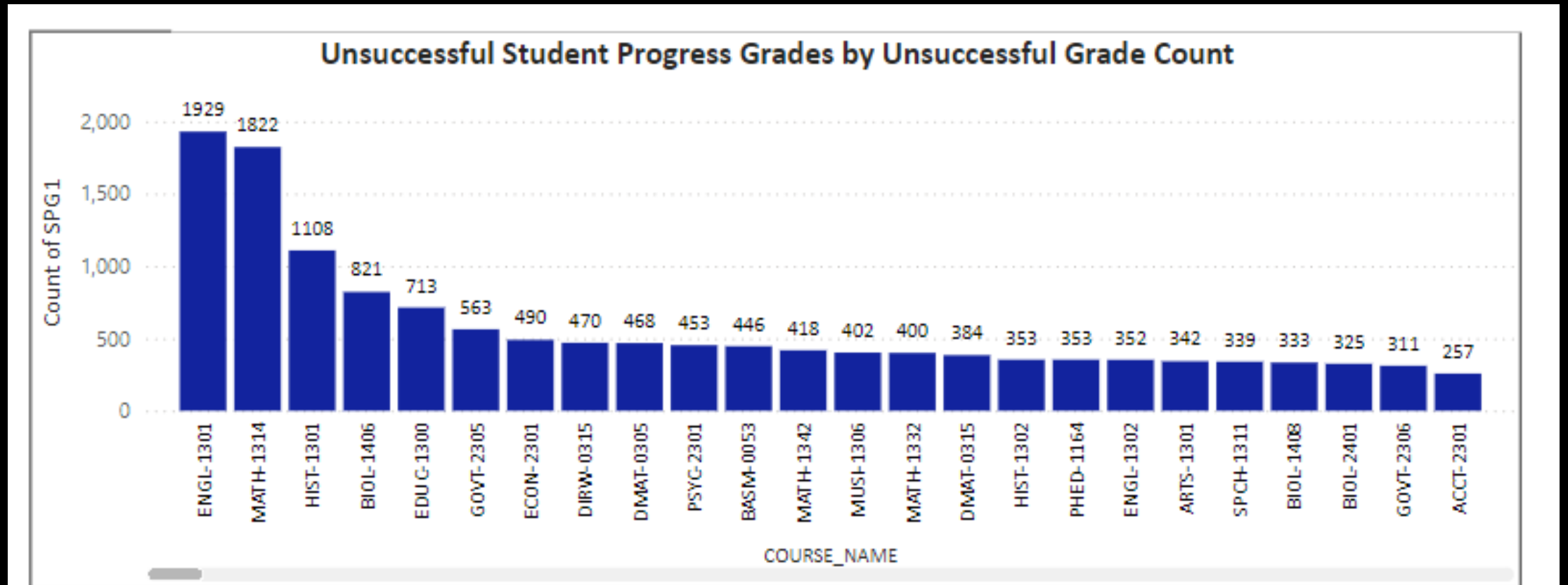
School of Business, Hospitality and Global Trade and Perkins Workforce Grant Partnership

-Accounting Gatekeeper Student Tutor Support

-Business Math and Business English (Reading/Writing) Gatekeeper Student Tutor Support

Dallas College Third Evaluation of SPG Process

Fall 2024 Unsuccessful Mid Term Grade Counts by Course Name



Dallas College Third Evaluation of SPG Process (in Progress)

Academic Services and Academic Support Initiatives

Academic incubator, Student Navigator and Learning Commons Partnership

- Continuation with Improvements
- Dallas College Board Presentation

School of Business, Hospitality and Global Trade Strategic Planning

- SPG Power BI Report for Strategic Planning
- ACBSP Self-Study Evidence of Student Success Action Planning

SACS-COC QEP First Year Experience

- Evaluation for First Term and First Year Gatekeeper Courses- Academic and CTE
- Report Use for Early Alert System
- Determine First Year Experience Measures and Action Planning for QEP Performance Success based on Faculty Comments

Dallas College Future Assessment Evidence Opportunities for SPG Process

Fall 2023 All Mid Term D, F and U Grades Leading to Successful Final Grades for the School of Business, Hospitality and Global Trade by Course

Dallas College School of Business, Hospitality and Global Trade Fall 2023 ABC or W Final Grade Improvements from Unsuccessful Student Progress Grade

Course Name	(blank)	0	A	B	C	D	F	F#	I	N	W	WQ	Success	Grand Total	Improvement Rate
ACCT-2301	1		14	28	54	34	152		2	70	70	16	182	441	41.3%
ACCT-2302			6	39	47	17	29			30	21	2	115	191	60.2%
ACNT-1303			5	13	6	7	12			13	5	3	32	64	50.0%
ACNT-1304						1	1			1			0	3	0.0%
ACNT-1311				2	1	1	21			17	2	1	6	45	13.3%
ACNT-1313			2	1	1	3	14		1	3	2		6	27	22.2%
ACNT-1329				2	4	1	13				3		9	23	39.1%
ACNT-1331			1	1	1		2			2	4		7	11	63.6%
ACNT-1347							1			3	2		2	6	33.3%
ACNT-1374			1	1	2	1	3				5	1	10	14	71.4%
ACNT-1375			5	2	1		5						8	13	61.5%
ACNT-1380										1			0	1	0.0%
ACNT-2302				1	2	1	1						3	5	60.0%
ACNT-2303			2	1	1	1				2	5		9	12	75.0%
ACNT-2330			5	4		1	1						9	11	81.8%
ACNT-2336				1			3						1	4	25.0%

Questions?



Texas Association for Institutional Research

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Omni Hotel in Corpus Christi, TX

