EAB

Institution Reports
User Guide

Learn How To Navigate and Leverage Your Institution's Reports
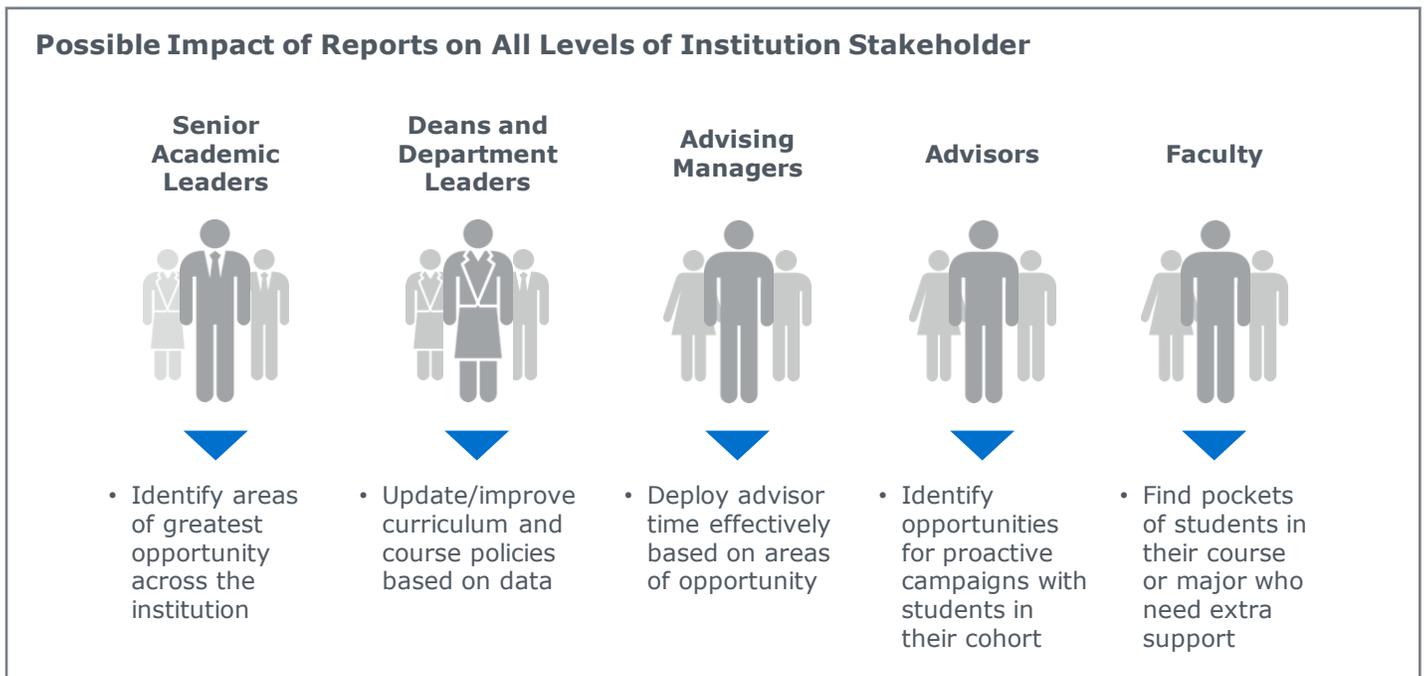
Student Success Collaborative

Introduction to Institution Reports

Purpose and Intended Audience

Institution Reports provide insights into historical patterns of student performance at your institution, with a special focus on factors impacting graduation. They can be used by deans and program leaders to look for opportunities to impact student success, either through direct intervention with students or by changing curricula or advising programs. To build the reports, SSC acquires up to 10 years of historical data, cleanses it, and loads it into the SSC platform, where the reports can be configured based on institution preferences; for example, whether transfer students should be included.

The historical trends provided by SSC have evolved over time, from raw data used in the identification of "success marker" courses, to Excel-based workbooks with several available insights, and now to an interactive web-based application with three different categories of reports. These data are meant to help different stakeholders understand the opportunities for improvement in student success, to rally colleagues around those opportunities, and to decide how to use available tools (like the SSC platform) to take action. Each report has been created with a specific purpose, meaning that Institution Reports may differ in format and data from other reports you receive.

Use this guide to learn how to locate and navigate between the different reports, the insights included within each report, common data definitions, and FAQ.

Possible Impact of Reports on All Levels of Institution Stakeholder

Senior Academic Leaders	Deans and Department Leaders	Advising Managers	Advisors	Faculty
• Identify areas of greatest opportunity across the institution	• Update/improve curriculum and course policies based on data	• Deploy advisor time effectively based on areas of opportunity	• Identify opportunities for proactive campaigns with students in their cohort	• Find pockets of students in their course or major who need extra support

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If you have questions that aren't answered in this document or by the online help, please contact your program leader or SSC Dedicated Consultant. For technical issues with the reports, please contact EAB Tech Support at EABTechSupport@eab.com. We want you to get the most value possible from these reports and welcome your feedback on improvements that will make them more useful and more usable.

Home Page Navigation

Choosing Your Analysis

Accessing Institution Reports: Currently, the SSC platform and Institution Reports are separate applications. The link will open the Institution Reports homepage in a separate tab of your internet browser. The timeout period, meaning the amount of time you can idle in the Institution Reports before being automatically logged out, is the same as the SSC advising platform – 60 minutes.

To Access in SSC Foundation: Log into your institution's SSC advising platform and click the link in the upper right hand corner to "View Institution Reports."

To Access in SSC Campus: Log into your institution's SSC advising platform and click the three lines in the upper left hand corner to view the fly-out navigation bar and access "Institution Reports."

Choosing a Report: Once logged into the Institution Reports, you will be directed to the homepage where you can select different reports to view within three main categories (currently Graduation Rates, Courses, and Major Change). Throughout the application, you can easily navigate to different reports by clicking within the fly-out navigation bar to the left.

Refine Your Analysis: To narrow the population of students in the reports, select from the drop down boxes on the top of the screen. Users can refine the historical timeframe for the analysis, sort by the time to graduation, filter the student population by transfer status, or focus in on specific majors or colleges. By default, the report will pull for all majors at the institution between the largest set of historical data available from your institution.

Filter by the time to graduation at the institution: 4 years, 6 years, 8 years, or ever.

Narrow the historical timeframe by selecting the terms in which a student was first enrolled

Choose the scope of the analysis – all majors, Undeclared, all majors within a College, or individual majors.

Focus your analysis by sorting based on transfer status

Fly-out navigation bar allows for easy access to all reports on any screen.

Choose a report to view from the Institution Reports Home Page. Reports are categorized and include a description.

Understanding Configuration Options: Hover over the "More..." text on the upper right to display the configurations set by your institution.
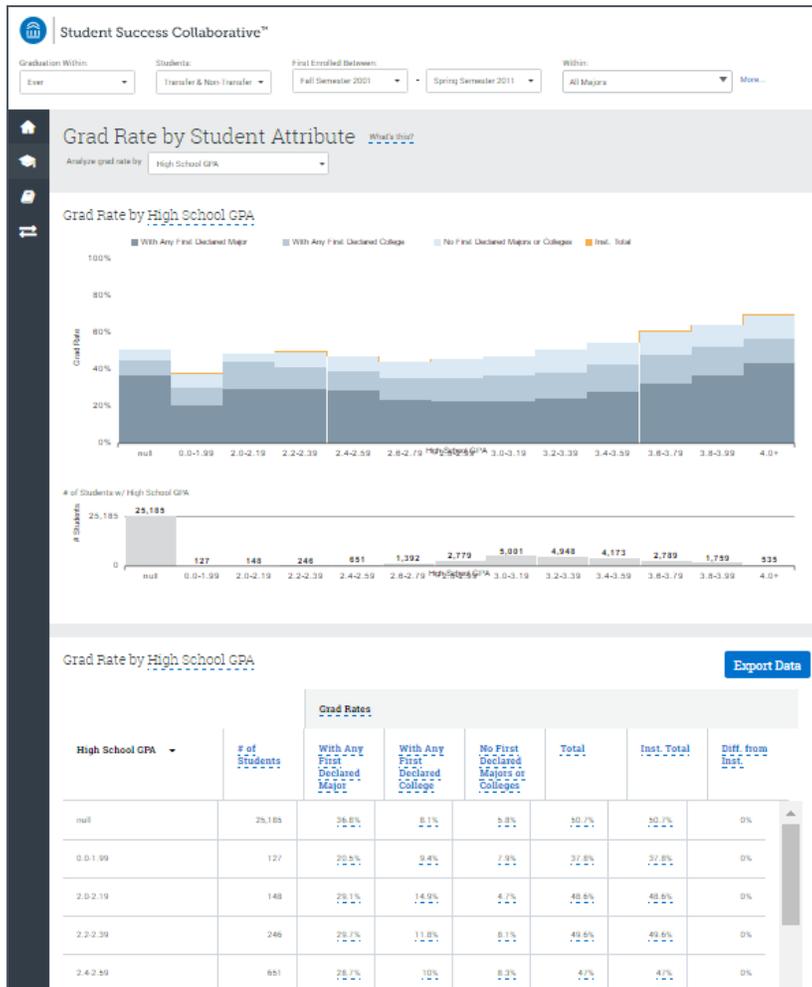
Reports Navigation

Finding Your Way Around Each Analysis

Each report is structured in a similar format – at the top, users can filter the analysis by several different drop down choices, the data is populated in a visual chart in the middle, and then the bottom of the page includes the table of data.

Breaking Down the Report Structure

Overall

- Filters to change analysis based on time to degree, student population, historical timeframe, and major

Header

- Title and purpose of report in hover text
- Filter to change analysis based on student attribute or course

Chart

- Graphical display of information, including legends
- Hover text
- Number of students visually displayed below for easy understanding of impact

Table

- All data points within the chart, plus additional when appropriate
- Sort each column by clicking the column header
- Export aggregated data into CSV by clicking "Export Data"
- Hover text for each column definition

Understanding the Data: One of the biggest advantages to the online reports is the ability to provide web-style help text, in this case hovers. The hovers are available in several different areas of the reports and will explain the definition and/or source for the data. To find the help text, simply hover over any word or phrase with blue hashed underline. In addition, each data bar within the Chart section of the report will provide additional explanation upon hovering. For detailed definitions of each data point, please refer to the Glossary section of this guide.

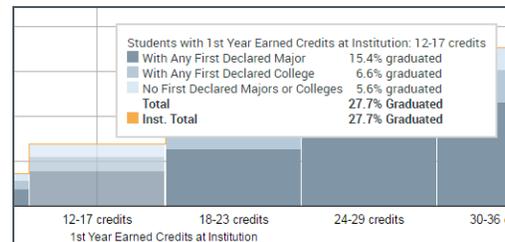# Report Overview – Grad Rate by Student Attribute

Important Considerations

All students at the institution are included, whether first time freshman, transfer, part time, or full time.

Chart illustrates *graduation rate ever*—this does not take into account the length of time it took students to graduate, unless filter is changed.

College/major selections include all students who *ever declared* in the program.

In the case of double major, dual degree students, etc., *all majors are considered*.

Dropdown Selections

Attribute Options:

- 1st Term Attempted Credits at Institution
- 1st Term Earned Credits at Institution
- 1st Year Attempted Credits at Institution
- 1st Year Earned Credits at Institution
- 1st Term GPA
- 1st Year GPA
- 2nd Year GPA
- Transfer Status
- High School GPA
- High School State
- High School City
- High School Name

Shows historical graduation rates for this institution or major. It can be further narrowed by student attributes that often correlate to student success, such as first year GPA. Use this report to gain a general understanding of graduation patterns and identify opportunities to improve.

Grad Rate by Student Attribute
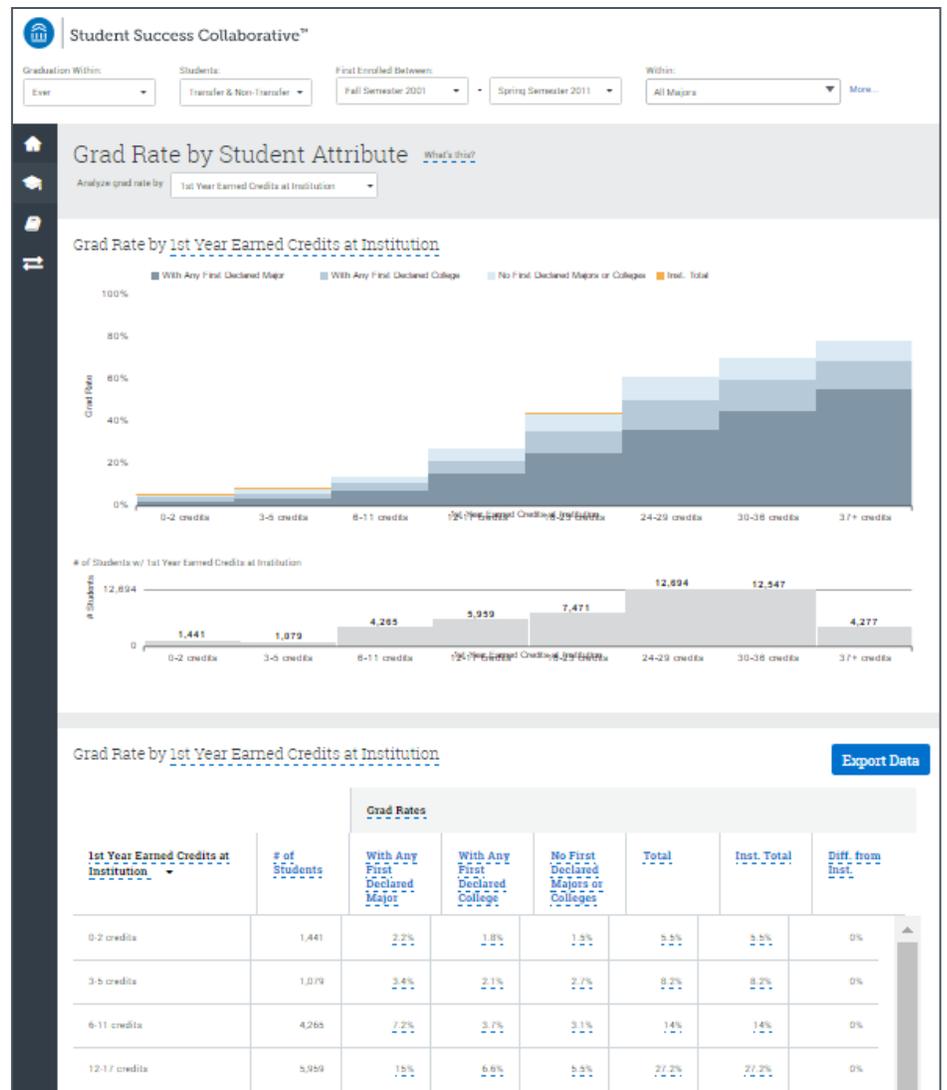
Finding Insights and Opportunities

Are there opportunities for GPA-based early interventions *before* students are placed on probation?

How many credits should students earn at a minimum during their first year at the institution?

Which programs have "high flyer" students who might benefit from proactive engagement and relationship-building?

Report Overview – Course Analysis

Important Considerations

'N' describes the number of *all course attempts* in each listed course.

Predictive Course Rank refers to likelihood of this course predicting success of students in selected major or college, based on an analysis of *distribution of grades, the graduation rates for the grades, and historical enrollment*. See the Glossary for a more detailed definition.

Dropdown Selections

Metric Options:

- Average Grade
- Average Credits Earned
- Graduation Rate
- Percentage of Ds/Fs
- Percentage of Ws

Course Type Options:

- Ten Most Attempted Courses
- Ten Most Predictive Courses

Shows how course grades relate to student success. Use this report to help select Success Markers and understand which courses have the greatest impact on graduation rates.

Course Analysis
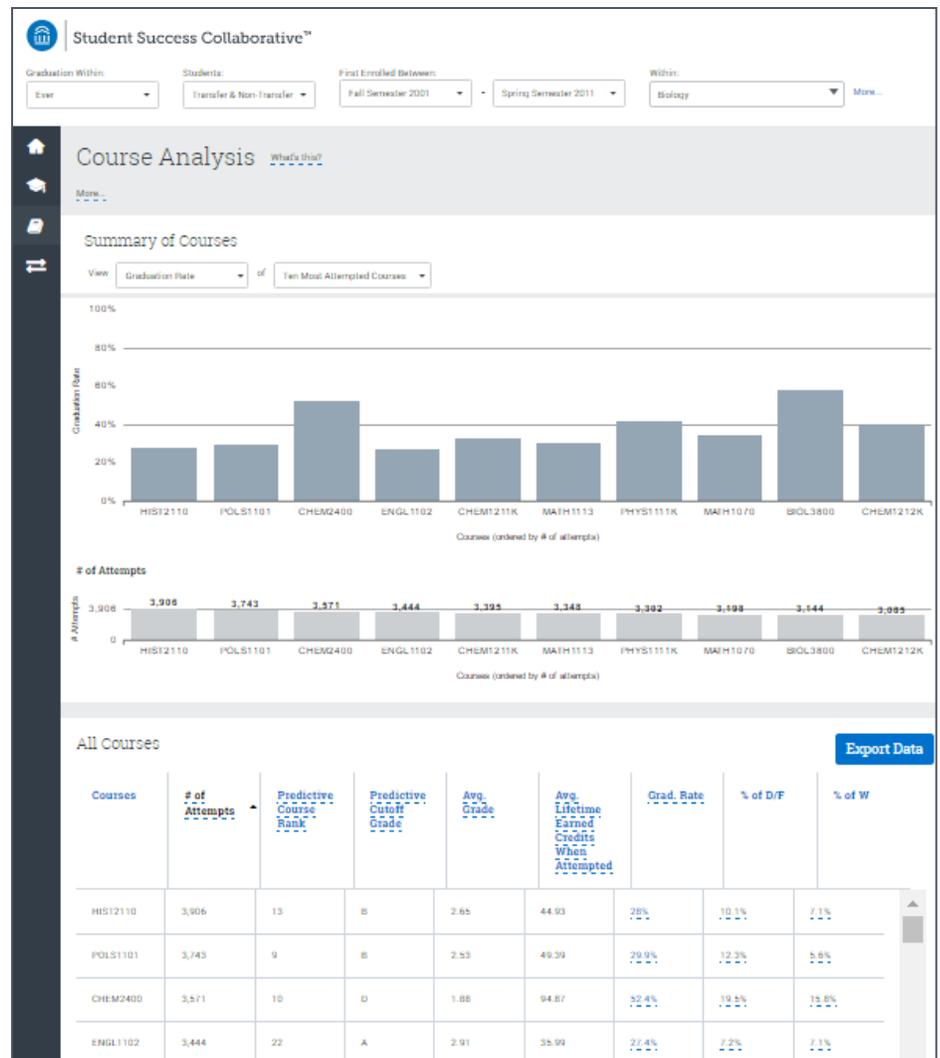
Finding Insights and Opportunities

In which courses might supplemental resources have a large and significant impact on students?

Which lower level courses are creating barriers to student progress and might benefit from curricula redesigns?

Report Overview – Grad Rate by Grade Earned or Credit Range

Important Considerations

Graph and table depict **number of attempts** at a course.

The data displays **all course attempts**. For example, if a student receives an F at the first attempt, but a B at the second attempt, he/she will be counted twice in this data.

Graph and table depict those attempts where the selected major was **ever declared**.

Graph and table depict **graduation rate ever from the selected college or major**.

Dropdown Selections

Metric Options:

• Grade Earned

• Credit Range

Course Options:

• All courses at institution taken by students in selected major

Add Course to Compare also available for a side by side comparison of two courses.

Provides insight into how course timing and performance impact students' likelihood to graduate in their major. Use this report to understand the impact of curriculum on student success in a major and inform advising and curriculum change.

Grad Rate by Grade Earned or Credit Range
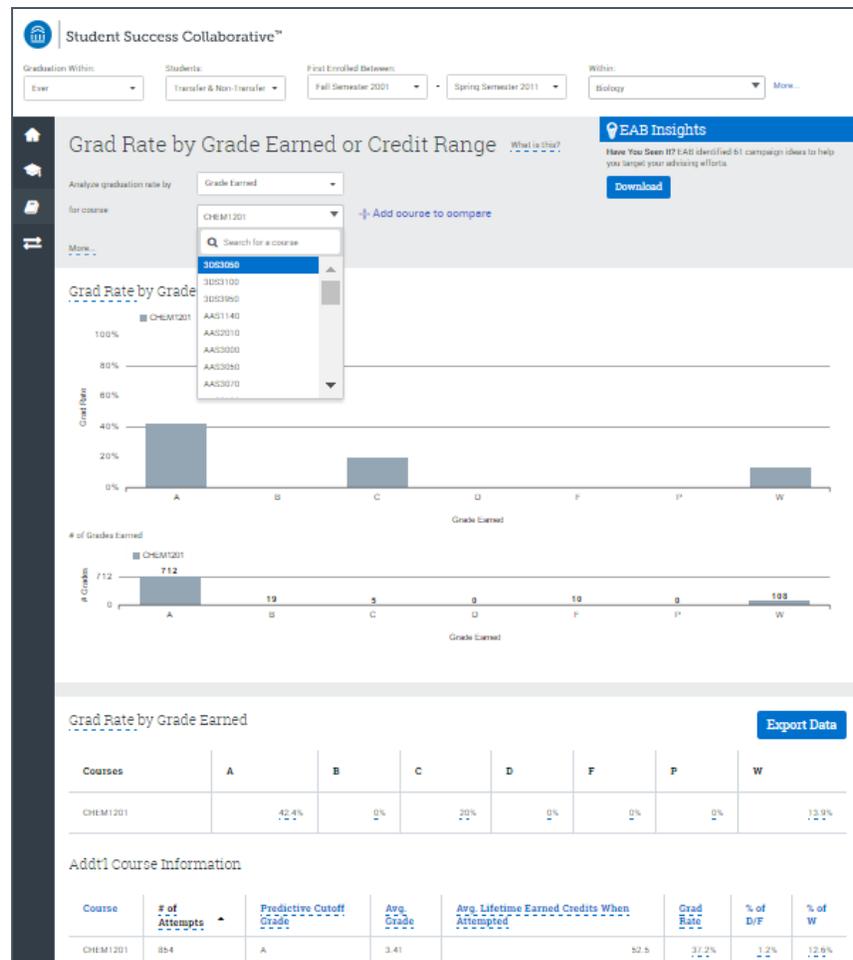
Finding Insights and Opportunities

What is the optimal timing for taking sequenced courses – and how should advising or degree plans be adjusted to incorporate timing recommendations?

What are the appropriate grade and timing thresholds for Success Marker courses identified in the SSC platform?

Report Overview – Course & Exam Performance

Important Considerations

The data will only consider the **best score** if the student took the exam more than once. If they took the course more than once, then **only the last exam attempt** is included.

Use the slider to **adjust the score threshold** higher or lower.

Graph and table depict those attempts where the selected major was **ever declared**.

Graph and table depict **graduation rate ever from the selected college or major**.

Dropdown Selections

### Analysis Options:

- % of Grades Earned by Exam Score

- Grad Rate by Grade Earned & Exam Score

Course Options:

- All courses at institution taken by students in selected major

Exam Options:

- All exams at institution taken by students in selected major and course

- Sort exams alphabetically for easier navigation

Correlates students' performance on standardized exams to course performance and grad rate. Select "% of Grades Earned by Exam Score" to understand which students may require additional preparation or assistance to succeed in key courses. Select "Grad Rate by Grade Earned & Exam Score" to understand how students' performance on exams and courses impact their likelihood to graduate.

Course & Exam Performance
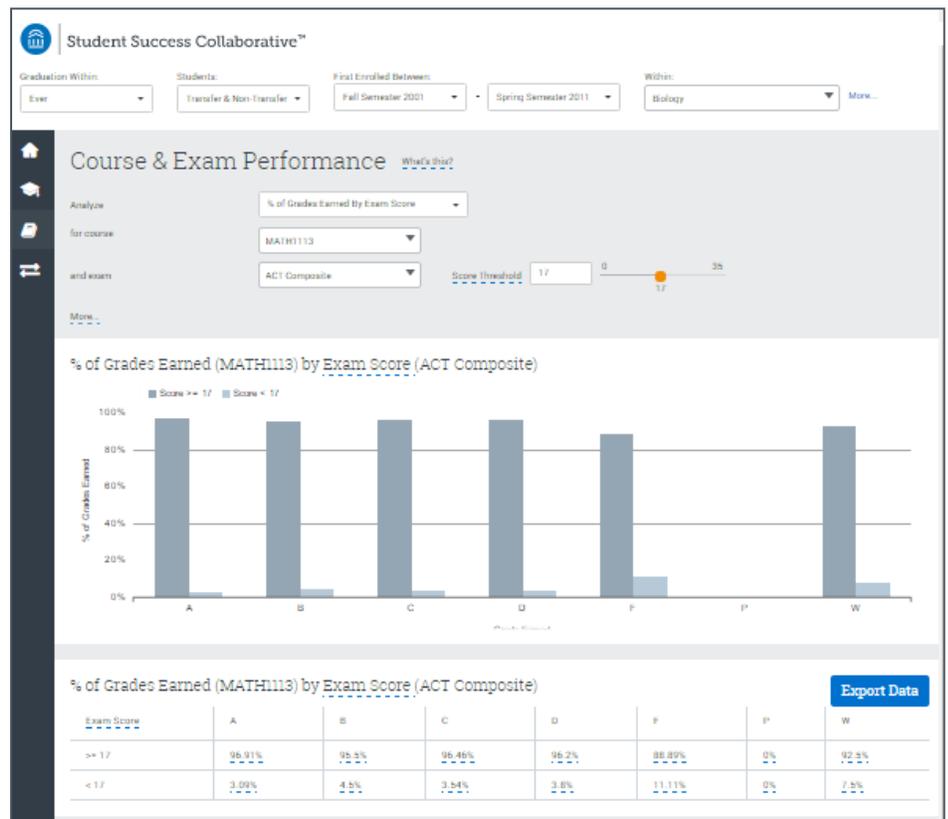
Finding Insights and Opportunities

How can faculty leverage this data to improve instruction and student support in these courses?

Are required scores on certain exams adequately preparing students to perform well in various courses?

Report Overview – Major Change Analysis

Important Considerations

Previous Majors are majors that students come from when moving into the selected major for the analysis. **No Previous Major** includes students who entered the institution with the selected major.

Next Majors are majors that students transition into coming out of the selected major for the analysis. **No Next Major** includes students who did not transition out of the selected major.

Rolled Up Major is a major no longer offered on campus.

Any "Time to Degree" displayed in terms *only includes non-transfer students*. Any "Time to Degree" displayed in lifetime credits *includes both transfer and non-transfer students*.

Dropdown Selections

Major Change Options:

- Previous Major
- Next Major

Metric Options:

- Grad Rate
- Lifetime Credits Earned
- Student's # of Years at Change
- Student's GPA at Change
- Time to Degree, After Change (# Years)
- Time to Degree, Overall (# Years)

Shows major changing patterns and outcomes for students who transferred from or to selected majors. Use this report to understand which paths are likely to be successful and plan for common major transitions.

Major Change Analysis
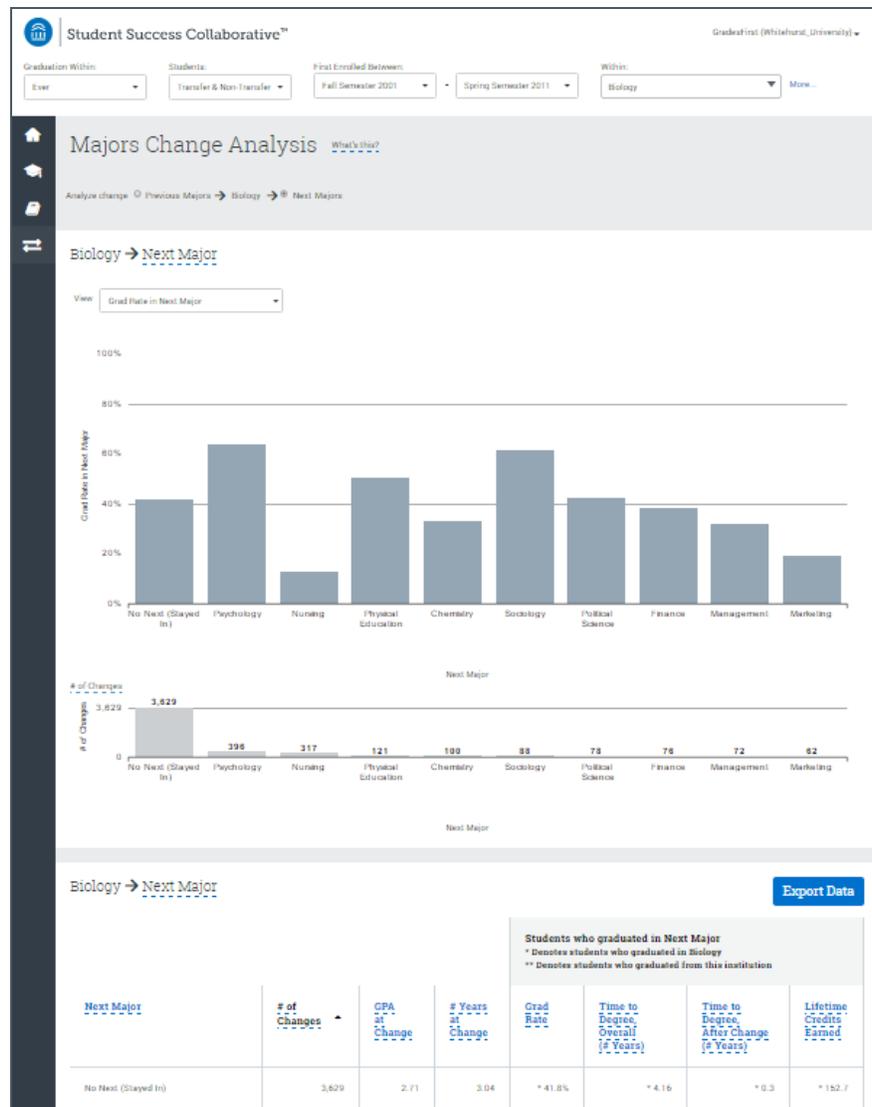
Finding Insights and Opportunities

What are the top feeder majors where students are transitioning from and what are the common majors that students transition into? What makes a successful major transition?

Is there a specific timeframe when students most frequently switch majors?

Are students time to degree prolonged after the major switch?

Important Considerations

Previous Colleges are colleges that students come from when moving into the selected major for the analysis. **No Previous College** includes students who entered the institution with the selected major.

Next Colleges are majors that students transition into coming out of the selected major for the analysis. **No Next College** includes students who did not transition out of the selected college.

Rolled Up College is a college no longer active at this institution.

Any "Time to Degree" displayed in terms *only includes non-transfer students*. Any "Time to Degree" displayed in lifetime credits *includes both transfer and non-transfer students*.

Dropdown Selections

College Change Options:

• Previous College

• Next College

Metric Options:

• Grad Rate

• Lifetime Credits Earned

• Student's # of Years at Change

• Student's GPA at Change

• Time to Degree, After Change (# Years)

• Time to Degree, Overall (# Years)

Within the Major Change Analysis, there is an option to create a '**College Change Analysis**' report which shows college changing patterns and outcomes for students who transferred from or to selected colleges. Use this report to understand which paths are likely to be successful and plan for common college transitions. You can access this analysis by selecting 'all majors' within a specific college.

College Change Analysis
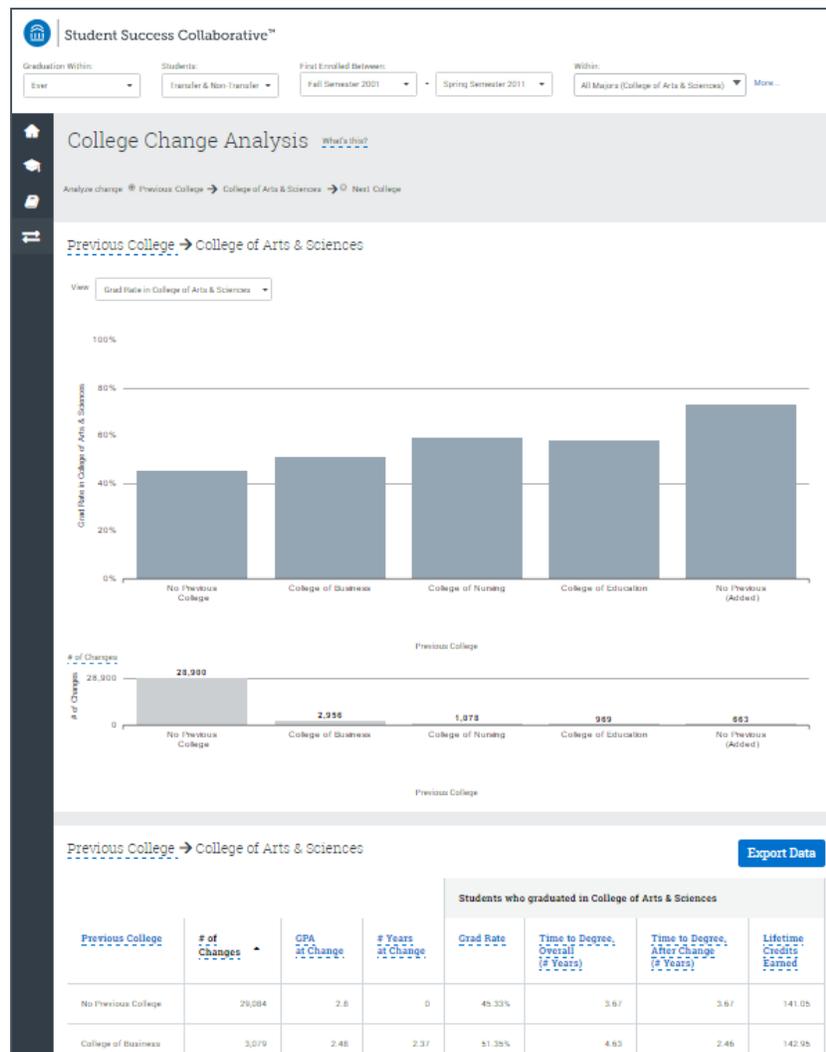
Finding Insights and Opportunities

What are the top feeder colleges where students are transitioning from and what are the common colleges that students transition into? What makes a successful college transition?

Is there a specific timeframe when students most frequently switch colleges?

Are students time to degree prolonged after a college switch?

Glossary

Institution Reports Data Definitions

All Reports

Data Field	Definition
College or Major Dropdown Selection	Displays all students who ever declared the selected college or major within the historical timeframe (includes primary majors, secondary majors, etc.).
First Enrolled Between Dropdown Selection	Displays all students who first enrolled at the university from the first term selected, through the second term selected. Enrollment is determined by the minimum *enrolled* term record, not the first matriculated term record for the student in the data provided to EAB.
Graduation Within Dropdown Selection	Displays all students who graduated within the selected timeframe: within 4 years, within 6 years, within 8 years, or ever. Time to graduation is calculated by subtracting the start date of the first enrolled term from the end date of the graduation term. If a student graduated in less than 4 years, the student will be counted as a 4 year graduate.
Transfer Student	Determined by the transfer student indicator in the data provided to EAB; this definition may differ based on the institution.
Transient Student	Determined by the configuration set by each institution, based on each student's total earned credits in the first year.

Grad Rate by Student Attribute

Data Field	Definition
1st Term Attempted Credits at Institution	The total number of credits attempted within the student's first term with registered institutional credits (i.e., summer, fall, winter, or spring) at this institution.
1st Term Earned Credits at Institution	The total number of credits earned within the student's first term with registered institutional credits (i.e., summer, fall, winter, or spring) at this institution.
1st Year Attempted Credits at Institution	The total number of credits attempted within the student's first 365 days after the start of their first term at the institution. First term at the institution is defined by the minimum term record for the student in the data provided to EAB.
1st Year Earned Credits at Institution	The total number of credits earned within the student's first 365 days after the start of their first term at the institution. First term at the institution is defined by the minimum term record for the student in the data provided to EAB.
1st Term GPA	The student's cumulative GPA after their first term with registered institutional credits (i.e., summer, fall, winter, or spring) at this institution.
1st Year GPA	The student's cumulative GPA 365 days after the start of their first term at the institution. First term at the institution is defined by the minimum term record for the student in the data provided.
2nd Year GPA	The student's cumulative GPA 730 days after the start of their first term at the institution. First term at the institution is defined by the minimum term record for the student in the data provided.
Transfer Status	Determined by the transfer student indicator in the data provided to EAB; this definition may differ based on the institution.
High School City	Determined by the High School City in the data provided to EAB. If the data does not include a High School City, then the value is considered "null". This attribute is limited, meaning only the top ten most prevalent cities will be shown.
High School State	Determined by the High School State in the data provided to EAB. If the data does not include a High School State, then the value is considered "null". This attribute is limited, meaning only the top ten most prevalent states will be shown.
High School Name	Determined by the High School Name in the data provided to EAB. If the data does not include a High School Name, then the value is considered "null". This attribute is limited, meaning only the top ten most prevalent names will be shown.
High School GPA	Determined by the High School GPA in the data provided to EAB. If the data does not include a High School GPA, then the value is considered "null."
# of Students	Total number of unique students with the selected attribute.

Glossary, Continued

Institution Reports Data Definitions

Grad Rate by Student Attribute, Continued

Data Field	Definition
Grad Rate: Dropdown Selection - Major	• With this Major: Rate of students who graduated with this major. • Different Major, Same College: Rate of students who graduated with a different major, but in the same college. • Different Major, Different College: Rate of students who graduated with a different major, in a different college.
Grad Rate: Dropdown Selection - College	• With a Major in this College: Rate of students who graduated with at least one major in this college. • No Majors in this College: Rate of students who graduated without any majors in this college.
Grad Rate: Dropdown Selection – All Majors or Undeclared	• Any First Declared Major: Rate of students who graduated with any of their first declared majors • Any First Declared College: Rate of students who graduated with any of their first declared colleges. • No First Declared Majors or Colleges: Rate of students who graduated, but not with any of their first declared majors or colleges.
Total	Grad rate of all students in the selected analysis.
Inst. Total	Total percent of students who graduated from this institution.
Diff from Institution	Difference between the Total and Institution Total.

Course Analysis

Data Field	Definition
Average Grade	Mean of the grades received in the course, determined on a 4-point scale where A = 4.0, A- = 3.7, B+ = 3.3, etc.
Average Credits Earned	Mean of the lifetime earned credits (External Credits + Lifetime Earned Credits at Inst) when the course was attempted by students.
Graduation Rate	Percent of students who graduated from the selected major(s). Time to degree (4-year versus 6-year) is not considered.
Percentage of Ds/Fs	Percent of course attempts that resulted in D or F grades.
Percentage of Ws	Percent of course attempts that resulted in W grades.
Number of Attempts	Total number of course attempts for students who ever declared the selected major(s) and attempted the course. If a student attempted the course multiple times, include all attempts.
Predictive Course Rank	Suggested importance of a course in predicting students' graduation success. Rank is determined by comparing the grad rate and grade distribution in the course between graduates and non-graduates. A higher predictive course rank indicates that a course's grades provided more information about a student's likelihood to graduate. Predictive course rank uses the calculation from the predictive cutoff grade to identify courses with the most useful grade cutoffs.
Predictive Cutoff Grade	Suggested minimum grade that students should earn in order to successfully graduate. The predictive cutoff grade is the grade threshold that provides the most information about students' eventual graduation—students who have received this grade or higher are more likely to have graduated.

Grad Rate by Grade Earned or Credit Range

Data Field	Definition
Grade Earned	Final grade earned in course. Default is whole letter grades only, including A, B, C, D, F, and W.
Credit Range	Range of the lifetime earned credits (External Credits + Lifetime Earned Credits at Inst) when the course was attempted by students.
Grad Rate	Percent of students who graduated from the selected major(s). Time to degree (4-year versus 6-year) is not considered.
# of Attempts	Total number of course attempts for students who ever declared the selected major(s) and attempted the course. If a student attempted the course multiple times, include all attempts.

Glossary, Continued

Institution Reports Data Definitions

Course & Exam Performance

Data Field	Definition
Grade Earned	Final grade earned in course. Default is whole letter grades only, including A, B, C, D, F, and W.
Grad Rate	Percent of students who graduated from the selected major(s). Time to degree (4-year versus 6-year) is not considered.
Exam Score	The score a student received on the exam, in the data provided to EAB. If a student took the exam multiple times, only the highest score is included.
# of Attempts	Total number of course attempts for students who ever declared the selected major(s) and attempted the course. If a student attempted the course multiple times, include all attempts.
# of Students	The total number of unique students who have ever attempted the course, regardless of how many times they attempted the course.

Major Change Analysis

Data Field	Definition
Previous Major	Majors that students come from when moving into the selected major for the analysis. For example, consider a student who first declared Biology, then changed to Psychology, and finally changed to Sociology. When looking at the Biology analysis in the report, the Previous Major for this student is "No Prior Major." When looking at the Psychology analysis in this report, the Previous Major for this student is "Biology." Only the immediately preceding major declaration is taken into consideration.
Next Major	Majors that students transition into coming out of the selected major for the analysis. For example, consider a student who first declared Biology, then changed to Psychology, and finally changed to Sociology. When looking at the Biology analysis in the report, the Next Major for this student is "Psychology." When looking at the Psychology analysis in this report, the Next Major for this student is "Sociology." Only the immediately following major declaration is taken into consideration.
No Previous Major	Students who did not have a previous major. For example, consider a student who first declared Biology upon entering the institution. When looking at the Biology analysis in the report, the Previous Major for this student is "No Prior Major."
No Next Major	Students who never left the major. For example, consider a student who first declared Biology, then changed to Psychology, and finally changed to Sociology. When looking at the Sociology analysis in the report, the Next Major for this student is "No Subsequent Major."
Rolled Up Major	Major no longer offered on campus (i.e., inactive major).
Grad Rate: Dropdown Selection - Major	• When Analyzing Previous Major Change: Percent of students who graduated from the selected major for the analysis. Time to degree (4-year versus 6-year) is not considered. • When Analyzing Next Major Change: Percent of students who graduated from the Next Major. Time to degree (4-year versus 6-year) is not considered.
Grad Rate: Dropdown Selection - Undeclared	• When Analyzing Previous Major Change: Percent of students who graduated from the institution at all. Time to degree (4-year versus 6-year) is not considered. • When Analyzing Next Major Change: Percent of students who graduated from the Next Major. Time to degree (4-year versus 6-year) is not considered.
Lifetime Credits Earned	Mean of the lifetime earned credits (i.e., external credits + lifetime earned credits at institution) at graduation.
# of Years at Change	Mean of the calendar years a student has been enrolled at the time of major change. Does not include transfer students. It is important to note that calendar years are different from academic years; academic years take into account the days within the fall and spring terms, but a calendar year takes into account all 365 days in that year. As a result, you may see that the average time to degree might be less than 4 years.
GPA at Change	Average cumulative GPA at time of major change.
Time to Degree, After Change (# Years)	Mean of calendar years a student is enrolled after a change to the graduating major. Does not include transfer students. It is important to note that calendar years are different from academic years; academic years take into account the days within the fall and spring terms, but a calendar year takes into account all 365 days in that year. As a result, you may see that the average time to degree might be less than 4 years.

Glossary, Continued

Institution Reports Data Definitions

Major Change Analysis, Continued

Data Field	Definition
Time to Degree, Overall (# Years)	Mean of calendar years a student has been enrolled at the time of graduation. Does not include transfer students. It is important to note that calendar years are different from academic years; academic years take into account the days within the fall and spring terms, but a calendar year takes into account all 365 days in that year. As a result, you may see that the average time to degree might be less than 4 years.
# of Changes	Total number of students who made this change.

College Change Analysis

Data Field	Definition
Previous College	Colleges that students come from when moving into the selected college for the analysis. Only the immediately preceding college declaration is taken into consideration.
Next College	Colleges that students transition into coming out of the selected college for the analysis. Only the immediately following college declaration is taken into consideration.
No Previous College	Students who did not have a previous college.
No Next College	Students who never left the college.
Rolled Up College	College no longer active on campus.
Grad Rate: Dropdown Selection - College	• When Analyzing Previous College Change: Percent of students who graduated from the selected college for the analysis. Time to degree (4-year versus 6-year) is not considered. • When Analyzing Next College Change: Percent of students who graduated from the Next College. Time to degree (4-year versus 6-year) is not considered.
Grad Rate: Dropdown Selection - Undeclared	• When Analyzing Previous College Change: Percent of students who graduated from the institution at all. Time to degree (4-year versus 6-year) is not considered. • When Analyzing Next College Change: Percent of students who graduated from the Next College. Time to degree (4-year versus 6-year) is not considered.
Lifetime Credits Earned	Mean of the lifetime earned credits (i.e., external credits + lifetime earned credits at institution) at graduation.
# of Years at Change	Mean of the calendar years a student has been enrolled at the time of college change. Does not include transfer students. It is important to note that calendar years are different from academic years; academic years take into account the days within the fall and spring terms, but a calendar year takes into account all 365 days in that year. As a result, you may see that the average time to degree might be less than 4 years.
GPA at Change	Average cumulative GPA at time of college change.
Time to Degree, After Change (# Years)	Mean of calendar years a student is enrolled after a change to the graduating college. Does not include transfer students. It is important to note that calendar years are different from academic years; academic years take into account the days within the fall and spring terms, but a calendar year takes into account all 365 days in that year. As a result, you may see that the average time to degree might be less than 4 years.
Time to Degree, Overall (# Years)	Mean of calendar years a student has been enrolled at the time of graduation. Does not include transfer students. It is important to note that calendar years are different from academic years; academic years take into account the days within the fall and spring terms, but a calendar year takes into account all 365 days in that year. As a result, you may see that the average time to degree might be less than 4 years.
# of Changes	Total number of students who made this change.

Frequently Asked Questions

Why doesn't the count of students in a major for a particular year match with the count I see in another system?

Differences between the Institution Reports and another system at your institution could be due to differences in data definitions, data configurations, or data sources. Possible factors include:

- Date Range - within the Institution Reports the date range is based on student start date and is capped to allow students enough time to graduate,

- Major declarations - the Institution Reports include students who ever declared a selected major/college and include all primary, secondary, or other declarations, or

- Major configurations - the Institution Reports are configured so that small, new, or inactive majors are mapped to related majors or colleges.

Can these analyses be used in lieu of obtaining analyses from the office of Institutional Research at my institution?

The analyses housed within SSC 's Institution Reports are not designed to replace the analyses developed by the IR office at your institution. In general, as referenced in response to the question above, the analyses within the SSC Institution Reports may use data definitions, configurations, or sources that differ from those used by your Institutional Research office. For example, the Institution Reports center around analyses of student success (specifically defining success as graduation from the institution), which requires the student cohorts within the analyses to have had sufficient time to graduate; this may contrast from Institutional Research analyses designed to officially report on recent student cohorts. Additionally, Institution Reports are not intended to replace the wide variety of data sources and analytical scopes that may be available through your Institutional Research office.

What types of students are included in each report?

The Institution Reports analyze graduation trends for bachelor's degree seeking students only, regardless of student type (i.e., transfer vs. native, full-time vs. part-time, Dual Enrollment, re-admit, etc.). Associate degree seeking and graduate degree seeking students are not included at this time; however, during our mapping process, we are able to designate these programs in a way so that any students who ever moved between a bachelor's degree program and one of these excluded programs can still be accounted for.

Can I see exactly which students are included in a segment or cohort?

At this time, the raw data that populates each report is not available for extraction. Each user can export the aggregated data from each report by clicking the "Export" button to the right side of the table.

How can my colleagues get access to these reports?

Please contact a representative from your institution's SSC leadership team.

Can I request additional reports or analyses?

By offering these analyses in a live, interactive, web-based format, one of our goals is to be able to incorporate member feedback and recommendations in an ongoing manner, as we continue building out additional analyses over time. If there is a specific type of report that you'd like to see in a future iteration of the Institution Reports, please contact your Dedicated Consultant.

Frequently Asked Questions, Continued

FAQ

How is the list of majors in the drop down determined? I don't see my major in the list.

In order to display robust sample sizes within the analyses, the Institution Reports are configured so that small, new, or phased out majors are linked to related majors or colleges. Students who declared one of these small or phased out majors would therefore be part of the analysis of the related major or college. These configurations can be updated annually based on an updated count of students declared in the majors. If you have questions about how your programs were mapped, please contact your Dedicated Consultant.

How do you handle double majors?

Students are included in the analysis for a specific major if they ever declared the selected major, regardless of whether the declaration was primary, secondary, etc. To determine graduation, the reports assume that the student graduated from every major included in the term record that corresponds with the graduated term.

How do the reports account for non-standard grading schemes, such as A*, CR, B., P/F, I, etc.?

In order to standardize the grading scheme across all member institutions, the grades within the Institution Reports are mapped to a standard set of whole letter grades, including A, B, C, D, F, and W. Additional grades will be mapped to the whole letter grades on a case by case basis.

Are transfer courses included in the reports?

Transfer course grades are not included throughout the reports, only courses completed at your institution. However, if the report refers to "lifetime earned credits" then we will be including all credits a student received in the calculation, including transfer credits.

Can I change (or request that EAB change) the ranges—for instance credit or GPA—that are showing up in the charts?

At this time, the ranges for each attribute are standard for every member and cannot be changed. If you have suggestions for improvements to the ranges, please contact your Dedicated Consultant.

My school has multiple types of admit codes, outside of Transfer and Non-Transfer. How can I evaluate students that fit into these different types of codes?

Student Admit Code can be analyzed as a drop down in the Grad Rate by Student attribute chart. Please contact your Dedicated Consultant if you have questions about the student attributes available for analysis.

Are dual-credit courses or online courses included in the Course Analysis report?

These courses will be included only if they are treated like transfer courses within the system. Otherwise, they will not be included.

Frequently Asked Questions, Continued

FAQ

In the Major Switching Chart, I'm seeing some majors that have '(added)' or '(dropped)' following the next or previous designations? What do these designations mean?

'Added' and 'Dropped' clarifiers indicates the presence of a second major. For example, 'No Previous (added)' means that the major being analyzed is the second major on top of the primary major. 'No Previous' means that the student did not have any other major prior to declaring the major being analyzed. 'No Next (dropped)' indicates that the major being analyzed was dropped. You will still see graduation data for these students because they are still working towards their primary major.

I'm seeing an 'N/A' value as the predictive grade cut off for a predictive course—how could a predictive cut off grade have a 'not applicable' value?

In these instances, 'N/A' will display if the predictive value of two grades is equally weighted (for example, 50% A and 50% B).

I don't understand what the Predictive Course Cutoff Grade and Predictive Course Rank mean. Can you provide a more detailed explanation?

Predictive Cutoff Grade: The Predictive Cutoff Grade is the grade threshold that provides the most information about students' eventual graduation – students who received this grade or higher are more likely to have graduated. It is the cutoff that most cleanly separates students with higher grades who graduate from students with lower grades who don't. We use information gain, a standard mathematical technique, to evaluate how well the course splits student outcomes into either graduation or non-graduation, with a score between 0 and 1. For example, for a given course, if the graduation rate is 50% and all graduates get the same grade (i.e., an A or B) and all non-graduates get the same grade (i.e., a C or lower), then the information gain for that course would be 1, the highest possible value, because of the clean separation of outcomes across the grades. Using a B as a grade cutoff tells you precisely who graduated and who did not. As the number of graduates starts to spread out across grades A to F and the graduation rate moves away from 50%, then the information gain becomes lowered. If a course had a graduation rate of 50% and for each letter grade 50% of students graduated (i.e., had the same outcome), then the information gain for that course would be 0, the lowest possible value. As demonstrated by these two extreme scenarios, as the distinction in grades between graduates and non-graduates increases the information gain also increases, and vice versa.

Predictive Course Rank: A higher Predictive Course Rank indicates that a course's grades provided more information about a students' likelihood to graduate. Predictive Course Rank uses the calculation from the Predictive Cutoff Grade to identify courses with the most useful grade cutoffs. The information gain (see explanation above) is weighted by the proportion of students in a given major who took the course, so courses at the top of this list are both taken frequently by students in this major and have a strong grade cutoff that is related to eventual graduation.

How are students with double majors factored into overall student counts for college and major-level analyses?

A student with a double major within the same college will only be counted once in the College analysis, but will be counted twice for the individual major analyses (once in each major). If a student has two majors in two separate colleges, the student will be counted twice in the colleges analyses—once in each college.