Data, Cognitive Science and Bespoke Education

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Creating Clear Degree Pathways to Success
What Data Says about the Pathways
The Graduate Transcript Graph
The Graduate Transcript Graph
The Graduate Transcript Graph

ENGLISH

MATH
10,000 USG Students

2,500 who either completed their first credit bearing math and/or writing class or completed neither during their first academic year
English and Math

- 1st yr - Did not pass English or Math: 6%
- 1st yr - Passed English: 37%
- 1st yr - Passed Math: 41%
- 1st yr - Passed both English and Math: 66%
English and Math

- 1st yr - Did not pass English or Math: 5%
- 1st yr - Passed English: 20%
- 1st yr - Passed Math: 30%
- 1st yr - Passed both English and Math: 48%

6 yr Graduation Rates
Co-requisite Remediation in Georgia
System Comparison of Success in Gateway Math Classes
System Comparison of Success in Gateway English Classes

ACT Writing Subscore

2013 Traditional LS
2015 Foundations
2016 Foundations
2015 Corequisite
2016 Corequisite

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The Graduate Transcript Graph
Size of "bubble" depicts the overall impact of increased learning in each class on overall student success metrics.
Productive Academic Mindset

Perceived purpose of coursework
Feel connected to their institution and that they belong...
Believe they are capable of learning the material...
Confidence interacting with Faculty and Staff
GRIT and Perseverance
System-wide success rates in Freshman Mathematics Classes
System-wide success rates in Freshman Mathematics Classes

“What I learn in Math will be useful in my career”
System-wide success rates in Freshman Mathematics Classes

“What I learn in Math will be useful in my career”

“What I learn in Math will not be useful in my career”
System-wide success rates in Freshman Mathematics Classes

- What I learn in Math will be useful in my career
- "What I learn in Math will not be useful in my career"

50% 80%
System-wide success rates in Freshman Mathematics Classes

"What I learn in Math will not be useful in my career"

"What I learn in Math will not be useful in my future"
System-wide success rates in Freshman Mathematics Classes

- “What I learn in Math **will** be useful in my **career**”
- “What I learn in Math **will not** be useful in my **career**”
- “What I learn in Math **will not** be useful in my **future**”
System-wide success rates in Freshman Mathematics Classes

- "What I learn in Math will be useful in my career"
- "What I learn in Math will not be useful in my career"
- "What I learn in Math will not be useful in my future"
- "What I learn in Math will not be useful to me at all"
System-wide success rates in Freshman Mathematics Classes

“What I learn in my math classes will be useful in my future.”

ACT Mathematics Subscores

16-19
20-25
26-29
above 30

AGREE
DISAGREE
AGREE
DISAGREE
AGREE
DISAGREE
AGREE
DISAGREE

30%
35%
40%
45%
50%
55%
60%
65%
70%
75%
80%
85%
90%
95%
100%
System-wide success rates in Freshman Mathematics Classes

- A: "What I learn in Math will be useful in my career"
- B: "What I learn in Math will not be useful in my career"
- C: "What I learn in Math will not be useful in my future"
- D: "What I learn in Math will not be useful to me at all"
System-wide success rates in Freshman Mathematics Classes

- What I learn in Math will be useful in my career
- What I learn in Math will not be useful in my career
- What I learn in Math will not be useful in my future
- What I learn in Math will not be useful to me at all

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System-wide success rates in Freshman Mathematics Classes

- A: What I learn in Math will be useful in my career
- B: What I learn in Math will not be useful in my career
- C: What I learn in Math will not be useful in my future
- D: What I learn in Math will not be useful to me at all

0% 10% 20% 30% 40%
System-wide success rates in Freshman Mathematics Classes

- "What I learn in Math will be useful in my career"
- "What I learn in Math will not be useful in my career"
- "What I learn in Math will not be useful in my future"
- "What I learn in Math will not be useful to me at all"
The effect of course enrollments in the first year on graduation rates

- 1st yr - Did not attempt 9hrs in focus area: 48%
- 1st yr - Attempted 9hrs in focus area: 67%
- 1st yr - Earned 9hrs in focus area: 74%
The effect of course enrollments in the first year on graduation rates in state colleges

1st yr - Did not attempt 9hrs in focus area

1st yr - Attempted 9hrs in focus area

1st yr - Earned 9hrs in focus area
USG Momentum Year

Making a *purposeful* program choice

Creating a *productive* Academic Mindset

Attempting the first *30 hours* of a *Clear Pathway*

Attempting *9 hours* in Academic Focus

Complete initial *English* and *Math*
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