

ABOC - INTERNATIONAL SCHOOL OF BUSINESS

STUDENT PROGRESSION

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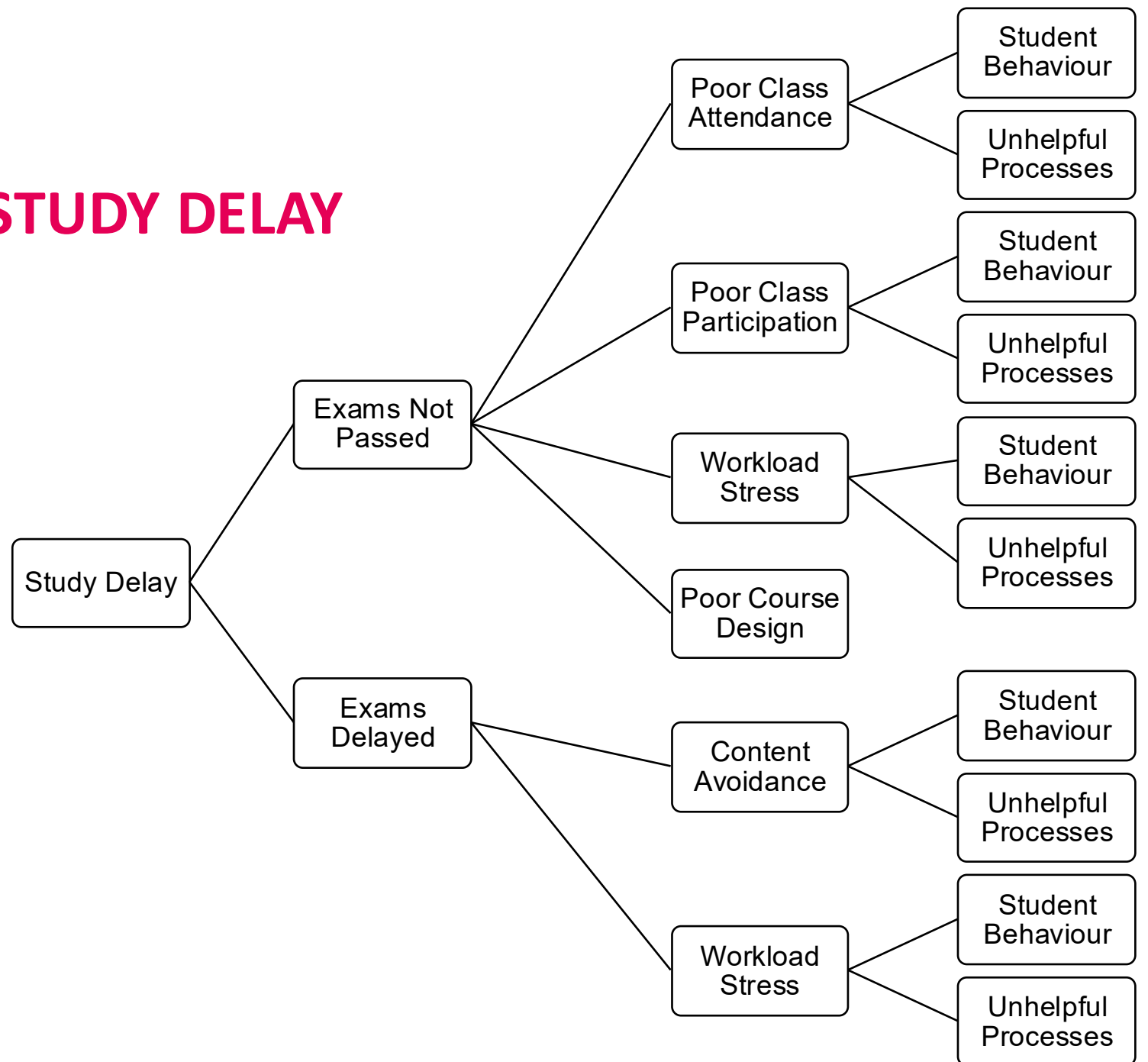
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PROGRESSION REPORT (EXAMPLE 2425S2)

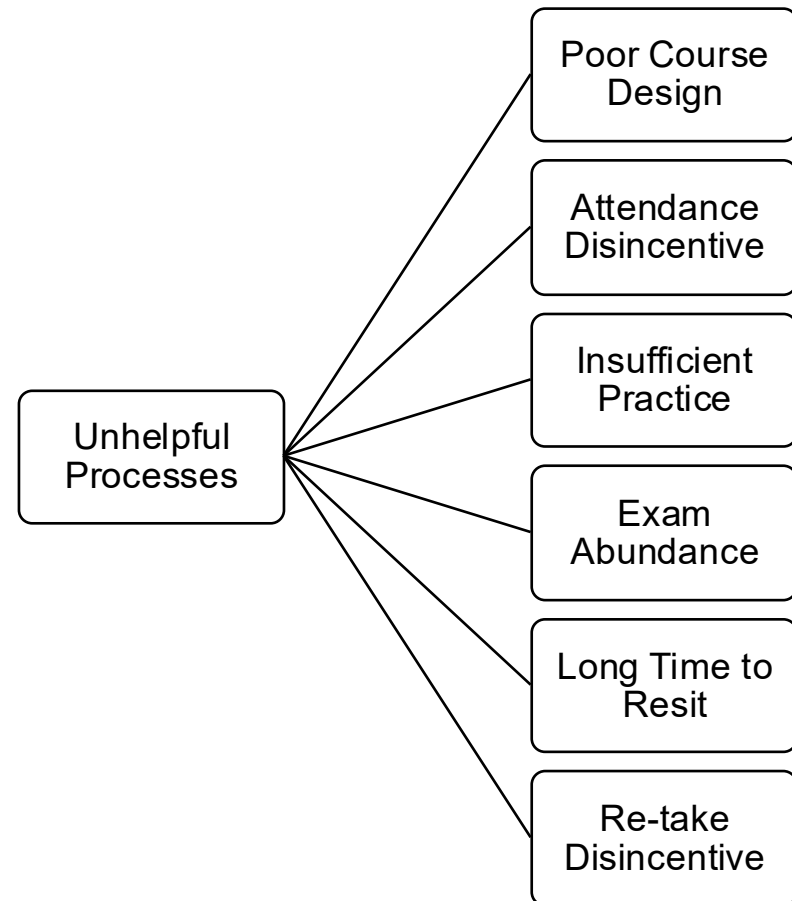
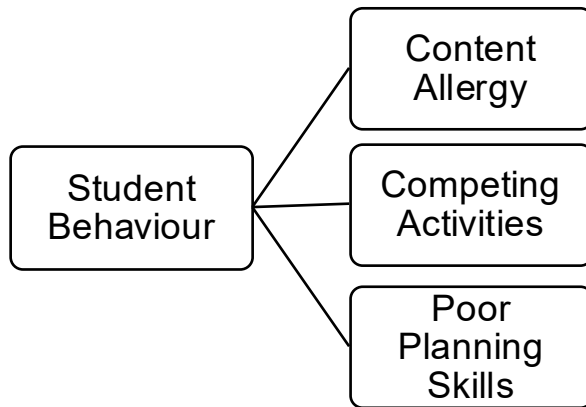
Group	Entry	Progress	Delay	Dropout	Progress	Remarks
Y2 to Y3	112	72	37	3	64%	21% increase from S1
G to H	37	33	4	0	89%	9% increase from S1
H to Grad	94	62	32	0	66%	38% increase from S1

Group	Observations
Y2 to Y3	<p>D progress stands at a record 83%; the D threshold clearly works CD progress remains concerning in stark contrast: 23% 76% of CD still did not succeed to obtain their P after 2 exam periods At end of previous period, 50% of C had succeeded in completing Y1 At end of current period, this percentage has increased to 63% This is still lower than it should be, but it was 20% before the D threshold</p>
G to H	<p>Backlog from C/D/E remains a concern for students starting G cluster Notably, partially obtained minors seem to be on the increase</p>
H to Grad	<p>32% of students in H delayed their internship, same as previous period 23% of post-G students had PRODER still open, same as previous period 50% (TBC) of post-G students fail to clear their backlog from C/D/E/G SAs observe many post-G students “combining” study with a full-time job</p>

ROOT CAUSES FOR STUDY DELAY



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ESCALATING LEVELS OF STUDY DELAY

1. Damage: Poor First Try Preparation, Multiple Exam Fails
2. Denial: Poor Resit Preparation, Repeat Fails
3. Panic: Exam Overload due to Resits, Repeat Fails
4. Retreat: Hard Exams or Courses Avoided Altogether

All four levels can be reported from systems (albeit with effort).

2-4 become apparent in Y2. There, many students avoid Y1 "hard" courses and exams in favour of Y2 courses and exams.

STUDENT BEHAVIOUR LEADING TO STUDY DELAY

1. Content Allergy
2. Competing Activities
3. Poor Planning Skills

Allergy (or lack of Affinity) with Content can be a valid reason to quit.

Competing Activities distract from Course Participation and Exam Preparation, and therefore directly lead to Study Delay.

Unwillingness to prioritize Study can be a valid reason to quit.

Planning Skills: realistic progress despite Competing Activities

As opposed to the above 2, this can be taught (unless student is in denial)

UNHELPFUL PROCESSES

1. Poor Course Design (ineffective preparation for Exam)
2. Lack of Incentives to attend Class (or to actively participate)
3. Insufficient Opportunities for Exam Practice
4. Abundance of Courses and (particularly) Exams to enrol
5. Resit only possible a quarter (or more) after the fail
6. Enrolment deadlines that disincentivize Course re-take

Student coaching is traditionally reactive (based on student initiative).

Presently experimenting with approaching students proactively, based on progress data.

EXAMPLE INTERVENTION: BONUS EXAMS

1. Exam Practice Material offered via Brightspace/Ans
2. Participation feedback via Badges (OK, Not OK)
3. Enough OK Badges = in-class Bonus Exam in with bonus point
4. Fail for Bonus Exam = resit within 2 weeks

Results:

- Pass rate active participation >80%, inactive <20%
- The "middle group" can respond to incentives
- Very few students pass because of the bonus point
- Cohort pass rate increases from <50% to >60%
- Implication: it's not the course content, it's learner engagement

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