

Scenario #1:

1. What information do these statistics contain regarding how first-year academic performance at your institution has changed in recent years?

- Based upon the current statistics, the students at Forest State University are doing worse academically, than they were in 2010. The lower percentiles stayed pretty consistent between 2010 and 2015, however the upper percentiles (90 and 75 percentiles) dropped significantly. The students who typically do really well with their classwork are struggling with their academics.

2. What is the meaning of this information (in terms of implications and/or insights) for your institution?

- There are many implications when looking at these numbers. It would be safe to say that the grant for high-achieving students offered by the private institution down the road has ultimately affected the enrollment numbers of students attending Forest State University. The higher-achieving students are attending the private institution over Forest State University, leaving Forest State University with students who do not achieve as highly in their academics. Forest State University is going to need to combat that to bring back the higher achieving students to their institution. Forest State University is probably going to need to offer more student-resources (tutoring, study hours, etc) to ensure that their current students do not slip in their academic achievements.

Scenario #2:

1. What information do these statistics contain regarding how first-year academic performance at your institution has changed in recent years?

- Based upon the data, not much has changed for the students that are already achieving at the highest end of the spectrum. Since the program targets those students who are at risk because of already weak performances in mathematics and reading, the data would support that the new remediation program has offered some improvement in students first year gpa in the lower percentiles (10, 25 and 50th percentiles).

2. What is the meaning of this information (in terms of implications and/or insights) for your institution?

- The new remediation policy has had significant impact on the lowest percentile

(10th percentile) of students who are performing poorly. However in the middle range (25 and 50th percentile) the statistical difference is getting less and less which means that the program is having less affect. Is there another program that could be implemented that would offer more success for the students that are performing on a more average basis?

Scenario #3:

1. What information do these statistics contain regarding how first-year academic performance at your institution has changed in recent years?

- Students at all learning levels and in all percentiles did better in 2015 than in 2010 after having lived in a living-learning community. Based upon the data, living-learning communities were beneficial for all students regardless of if they were high achieving or lower-achieving students academically.

2. What is the meaning of this information (in terms of implications and/or insights) for your institution?

- Though each percentile fluxuated in increased performance, there was a significant gain within each percentile. The university should definitely invest more time, money and resources in fostering and building upon their learning living community. Also look at offering more diverse living-learning communities. I would also wonder if students were segregated into these living-learning communities based upon achievement. If you put a lower achieving student into a living learning community with higher achieving students, would that make them achieve higher?

Scenario #4:

1. What information do these statistics contain regarding how first-year academic performance at your institution has changed in recent years?

- Morally speaking, offering more opportunities and resources for low-income and lower SES families to attend college is an amazing thing. State University did the right thing by opening up its institution for students of lower-income, less educated families. It also looks like some of the programs that State University put into place were beneficial and effective for the lower achieving percentile of students.

2. What is the meaning of this information (in terms of implications and/or insights) for your institution?

- More programs and resources need to be allocated to the higher-achieving percentile of students. It seems like a lot of resources were devoted to the lower-

achieving percentile of students. Also, by allowing more students into the institution with lower ses and lower achievements would ultimately affect that overall ranking of student GPAs but morally speaking, it is the right thing to do and sometimes institutions need to recognize their responsibility for the greater good.

Scenario #5:

1. What information do these statistics contain regarding how first-year academic performance at your institution has changed in recent years?

- Based upon the data, students are doing worse in 2015 than in 2010. It appears that the policies fo the institution are detrimental to student learning. Lumping students into remedial classes even if they don't need it in a particular class is going to hurt their level of motivation to be successful. They are achieving less because they are being viewed as less. Only make students take remedial classes in the subjects they need it in. Especially because the end result is almost statistically the exact same in the higher achieving percentiles.

2. What is the meaning of this information (in terms of implications and/or insights) for your institution?

- Students need a reason to be successful, and they need proper motivation. Placing students in remedial classes when they don't need it in a specific subject is going to cause them to get bored and not engage in the material which will result in them doing worse academically. State Community College needs to implement better systems to test students and place them in remedial classes only if they need them. Having a blanket policy does not cater to the differences of each individual student.