



Performance Predictors for Evidence-based Education for Highly Inclusive Colleges

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Abstract:

This paper presents initial results of students' and employers' expectations of college graduates for the purpose of increasing our graduates' marketability in consonance with President Obama's recent call for a new, jobs-related rating system for colleges. It also includes an initial proposal for defining and measuring key process predictors (KPPs) that can guide us to continuously refine classroom performance expectations of both faculty and students toward achieving higher retention, graduation, and employment rates.



II. Methodology and Results

Methodology

1. Ask employers and students what they're looking for
2. Code their answers
3. Do not collect any demographic data
4. Analyze the data



3. Love teaching
4. Relate the material to the "real world"
5. Hold more office hours
6. Not read from book or PPT slides
7. Grade papers with comprehensive comments not just a grade

Results from students (What they want from us)

All teachers should:

- * Be more task-oriented than test-oriented
- * Be more strict with lazy, disinterested students
- * Not "teach to the test"
- * Adjust the pace of the class to the class
- * Make all tests "practical," i.e. use real-world problems
- * Never give multiple choice tests



Topics:

I. Introduction:

Evidence-based Education
Key Performance Predictors
(KPPs)

II. Methodology and Results

III. Using the Results to Find KPPs.

III. Results

Results from Employers (Skills)

- * High level functional skills
- * Flexible, not hierarchical, mindset
- * Adaptability to change
- * Good listening skills
- * Good presentation skills
- * Good writing skills
- * Good quantitative skills
- * Good Excel skills
- * $3.3 \leq \text{GPA} \leq 3.8$
- * "English, math, Excel – in that order"

Results from Employers (Attributes)

- * Attitude
- * Work ethic / motivation / self-discipline
- * Teamwork
- * Originality / Creativity
- * "Hit the ground running"

V. Using the Results

1. We know that students, employers, and the President want job-related results
2. None care about faculty diversity or traditional measures of faculty accomplishment
3. We must gather process-oriented data to discover what we're doing that works and what doesn't work
4. "Scientists vs. Lawyers"
5. KPPs will be discovered by mining a data universe – not from pre-designed questionnaires

I. Introduction

1. Hard, data-based evidence of success
2. "Success" means meaningful employment
3. "Meaningful employment" is an **end-point indicator**
4. End-point indicators shed no light on how we got there or where we stumbled
5. We need process indicators
6. Process indicators that correlate highly with desirable end-point indicators are Key Performance Predictors (KPPs)
7. KPPs can reliably drive re-imagining our education system



IV. Results

Results from students ("Grade us on...")

- * Work ethic / motivation / attention span
- * Practical skills
- * Punctuality
- * Presentation skills / writing skills
- * Verbal class participation
- * Imagination / creativity
- * Leadership and conflict resolution
- * Note-taking ability

Results from students (What they want from us)

All teachers must:

1. Speak English clearly and well
2. Have actual experience and know what material is important

And ...

6. Open-ended course- and teacher-evaluation forms
7. Use an "evolving" coding scheme and imaginative DB design
8. Be prepared for possibly humbling surprises
 - * Teacher quality measures
 - * "Process" vs. "Content"
 - * Admissions requirements revisions
 - * Much higher usage of YouTube, Twitter, and the like
 - * *Far* more advanced technology requirements for online courses

And most of all...

9. Use the (currently unknown) results to re-engineer our schools, our curricula, and ourselves while still providing a college education

