Lt. Governor Simon’s

Scaling Up Conference

October 31, 2013

Rock Valley (Community) College and
Northern Illinois University
Session Outline

- **Rock Valley College**
  - First Year Experience
    - Placements and Planning
    - Advising and Events
    - Outcomes and Considerations

- **Northern Illinois University**
  - Student Success and Retention Initiatives
    - Purpose and Intended Outcomes
    - Essential Components
    - Success Metrics and Implementation
Rock Valley College’s Transformed First-Year Experience

Effective Practice Scale Up Conference
October 31, 2013

Presented by: Amy S. Diaz, Ed.D.
Vice President of Student Development
RVC At-a-glance

- Community college in Rockford, IL
- ~8,000 credit students in fall 2013
- 70% are transfer bound
- 60 – 65% receive some type of financial aid
- 32 feeder high schools
- 26 average age
- 56% females; 54% part-time
- 28% racial/ethnic minority (highest ever)
RVC’s FYE Program Overview

- Mandatory Placement
  - Via ACT, Accuplacer, or college transcript
- Mandatory Educational Planning Session
- New Student Welcome Events
- Mandatory STU 100 – Planning for Success
- Mandatory Academic Advising
  - Student Planning Software (Ellucian)
Getting Started Steps

1. Explore RVC
2. Complete Enrollment Form
3. Fund Your Education
4. Determine Placement
5. Educational Planning Session
6. Academic Advising and Registration
Getting Started - Wizard

• Getting Started

1. Get Started

Congratulations!

Deciding to start college is a big step and puts you on track for a fulfilling career and life! To get started at Rock Valley College we just need you to take a few more small steps. We'll walk you through the process right here.

Click on any tab or click the arrows at the bottom of any section to go forward or back. Links will be provided that will take you to more information if needed, or that will put you in the right spot to complete a step.

If you have any questions along the way, you can e-mail rvc-admissions@rockvalleycollege.edu or call (815) 921-4250.

Let's get you started!
Mandatory Placement

- 3 Ways to determine placement
  - ACT scores ~1600-1800 received annually
  - Transcripts from previous college/university
  - ACCUPLACER

- **4456 students tested in FY13**
  - **English** (2,883 total)
    » 1674 (58%) – College level
    » 1209 (42%) – Developmental
  - **Math** (2,842 total)
    » 503 (18%) – College level
    » **2339 (82%)** - Developmental
  - **Reading** (3,356 total)
    » 1910 (57%) – College level
    » 1446 (43%) – Developmental
Placement Testing Considerations

- Appropriate cut-off scores
- Testing Center services
- Test score interpretation
  - Cross-trained testing staff
- Re-test policies
- Appeal options
- RVC > Testing Committee
Sample Placement Evidence

• Accuplacer (Math) Validity Study
  – Math faculty and Testing staff
  – 70 – 90% appropriate placement depending on course and version of math test completed

• Developmental Math Pass Rates
  – Math faculty and IR
  – 61 – 85% pass rates (Intermediate Algebra has lowest rate)
Developmental Course Placements

- 3 levels of reading (RDG 080, 096, 099)
  - 4th grade reading comprehension is minimum
- 1 level of writing (ENG 099)
- Multiple levels of dev. math; multiple pathways depending on major/goal
- *Developmental Reading and English are considering similar approaches to mathematics*
Math Placement & Pathways

Rock Valley College Developmental Math Flowchart

Your initial math course at RVC is determined by your score on the RVC Placement Test or ACT.

1. Accelerated Pathway: Liberal arts majors
   MTH 095A is a course based in real-life applications. Passing it satisfies the geometry requirement.
   - MTH 095A
     Mathematical Literacy for College Students
     6 CH, 16 weeks
   - Students who change their major can take MTH 093 after MTH 095A.

   Entry requires a higher initial placement than MTH 091 or A's in both MTH 088 and MTH 089.
   - MTH 096B
     Combined Beginning and Intermediate Algebra
     5 CH, 16 weeks
   - MTH 096S is an intensive course, covering MTH 091-094 in 1 semester.

3. Modular Pathway: All majors
   Modules are slow and steady. All are offered every 2 weeks.
   - MTH 091
     Beginning Algebra, Part 1
     2 CH, 8 weeks
   - MTH 092
     Beginning Algebra, Part 2
     2 CH, 8 weeks
   - MTH 093
     Intermediate Algebra, Part 1
     2 CH, 8 weeks
   - MTH 094
     Intermediate Algebra, Part 2
     2 CH, 8 weeks

Opportunity to Jump Ahead in the Math Sequence:
Earning an A or B in any developmental math class grants you another chance to take the placement test and possibly advance to a higher-level course. See the Testing Center, in the basement of the Student Center, for more information.

Key:
CH = Credit hours
- MTH 115: General Education Math
- MTH 120: Technical Math
- MTH 132: Precalculus
- MTH 200: Technical Math
- MTH 210: College Algebra
- MTH 215: Math for Elementary Teachers
- MTH 220: Statistics

Geometry (MTH 097) is required for students placing into MTH 085, 088, 091, or 096S who have not passed geometry in high school.
MTH 097 can be taken after MTH 092 or MTH 096S. It can be taken before, after, or with intermediate algebra.
A competency test is available to bypass MTH 097.

For more information, go to www.rockvalleycollege.edu/math or contact the Math Department Office in JCSM-1015 (phone 815-921-3510).
Educational Planning Session

• Required for all New Students
  – 90 to 120 minutes; 24 students in computer lab
  – Offer 5 to 7 sessions per week; year round
  – Waived for students who have earned a degree

• Topics Covered
  – Degrees and Certificate Programs
  – Tuition and Fees
  – College Services
  – Student Technology Access
  – Advising and Registration
EPS Resources/Considerations

• Dedicated staff (n = 1)
• Support team (admissions staff and academic advisors)
• Space – computer lab
• “Curriculum” leading to end goal (registration)

EPS Attendance
2009 = 5675 attendees
2010 = 5589 attendees
2011 = 4996 attendees
2012 = 4774 attendees
2013 = 3917 ytd
EPS Outcomes = Enrollment

EPS Completed

<table>
<thead>
<tr>
<th>Date</th>
<th>Head Count</th>
<th>Not Registered</th>
<th>Registered</th>
<th>75% Goal</th>
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<td>5/6/2013</td>
<td>706</td>
<td>1322</td>
<td>1627</td>
<td></td>
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<tr>
<td>5/28/2013</td>
<td>767</td>
<td>1627</td>
<td>1894</td>
<td></td>
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<tr>
<td>6/19/2013</td>
<td>772</td>
<td>1894</td>
<td>2139</td>
<td></td>
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<tr>
<td>6/24/2013</td>
<td>757</td>
<td>2139</td>
<td>2276</td>
<td></td>
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<tr>
<td>7/8/2013</td>
<td>867</td>
<td>2276</td>
<td>2244</td>
<td></td>
</tr>
<tr>
<td>7/22/2013</td>
<td>1070</td>
<td>2244</td>
<td></td>
<td></td>
</tr>
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</table>
Mandatory Academic Advising

• Initial “touch” > embedded in EPS
• Individual appointment and/or STU 100
  • Academic Goal review
  • First semester course planning
• Advisor to Student Ratio
  • Professional Advising Staff at all campus locations
    • 5 full-time and 5 part-time
    • $RVC = 961/1 \ (7210/7.5)$ — adjusted for special populations
  • NACADA 2-year college median $= 441/1$
Academic Advising Staffing

- Consider – professional staff vs. faculty; full-time vs. part-time; centralized vs. de-centralized; intentional vs. appreciative models; case management model

<table>
<thead>
<tr>
<th>Institution</th>
<th># Staff</th>
<th>Student Population</th>
<th>Student/Advisor Ratio</th>
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</thead>
<tbody>
<tr>
<td>Elgin</td>
<td>12 ft, 6 pt</td>
<td>10,000</td>
<td>666/1</td>
</tr>
<tr>
<td>Highland</td>
<td>5 ft</td>
<td>3,500</td>
<td>700/1</td>
</tr>
<tr>
<td>Illinois Central</td>
<td>4 ft, 6 pt</td>
<td>8,000</td>
<td>1142/1</td>
</tr>
<tr>
<td>Kishwaukee</td>
<td>5 ft</td>
<td>5,000</td>
<td>1000/1</td>
</tr>
<tr>
<td>Moraine Valley</td>
<td>14 ft, 21 pt</td>
<td>16,650</td>
<td>666/1</td>
</tr>
<tr>
<td>Rock Valley</td>
<td>5 ft, 5 pt</td>
<td>8,000</td>
<td>1067/1</td>
</tr>
</tbody>
</table>
Mandatory Advising Considerations

- Tracking mechanism
- Level and type of enforcement
- Type of model implemented
- CTE vs. Transfer-bound goals
- Length of time for required advising
  - RVC > through first 18 CHs
  - End of program (graduation evaluation)
New Student Welcome Events

• Half day “orientation” to RVC
  – Recommended only
  – 2 to 3 sessions in late July and early August
    • Mock Classrooms, Interest Sessions
    • Family Session, Campus Tours
    • Departmental Information Tables
  – Although optional, student and parent/family surveys suggest time well spent
NSWE Outcomes/Considerations

<table>
<thead>
<tr>
<th></th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
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<tr>
<td>Student Attendees</td>
<td>431</td>
<td>209</td>
<td>200</td>
<td>185</td>
<td>407</td>
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<tr>
<td>New Fall Students</td>
<td>1554</td>
<td>900</td>
<td>992</td>
<td>1488</td>
<td>1166</td>
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<tr>
<td>% Attendees</td>
<td>27%</td>
<td>23%</td>
<td>20%</td>
<td>13%</td>
<td>35%</td>
</tr>
</tbody>
</table>

- Attendance (planning); mandatory?
- “Curriculum” for ½ day event; budget (food and giveaways)
- Staffing – especially faculty
- Best Practice – pre-semester convocation event
STU 100 (1 CH) Planning for Success

- Mandatory for new transfer degree seeking students beginning January 1, 2013.
  - Transfer Degrees: AA/AS/AES/AAT
    - Standardized curriculum across all sections
    - 320 students enrolled in Spring 2013
    - 845 students enrolled in Fall 2013
    - Dedicated classroom (new for fall 2013)
    - Persistence and Retention review underway
    - Spring “DFWI” = 24%
STU 100 & Mandatory Advising

• Mandatory Academic Advising for all first-year students (thru 18 CHs)
  – STU 100 students are pilot group; n = 845 students; ~10% of total population
  – Complete STAMP
  – Student Planning Software
  – Case Management model based on STU 100 advising appointment (transfer)
  – CTE dedicated advisors
STU 100 Considerations

- Mandatory vs. recommended
- Curriculum and # of CHs for course
- Sufficient number of qualified instructors (master’s degree minimum)
- Stipend for teaching course ($750)
- On-going training
- Dedicated staff or committee
- Adequate number of sessions offered
- Dedicated classroom space
- Variety of section offerings/modalities
- General vs. institution-specific textbook
First Year Experience Committee

• FYE Committee – comprised of faculty and staff charged to review FYE programs and services centered around FYE college initiatives

• DFWI Review
  – Report for 39 “Gateway” courses for students with 32 or fewer credit hours earned
  – National Resource Center for the First Year Experience – Foundations of Excellence

• Goal = below 30% DFWI
## DFWI Sample for FY Courses

### Under 32 Credits

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>DWFI %</th>
<th>Total ABC</th>
<th>Total DWFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013L</td>
<td>BIO-100</td>
<td>44.35%</td>
<td>266</td>
<td>212</td>
</tr>
<tr>
<td>2013L</td>
<td>BIO-103</td>
<td>44.26%</td>
<td>233</td>
<td>185</td>
</tr>
<tr>
<td>2013L</td>
<td>BIO-106</td>
<td>32.97%</td>
<td>124</td>
<td>61</td>
</tr>
<tr>
<td>2013L</td>
<td>BIO-150</td>
<td>43.48%</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>2013L</td>
<td>BIO-162</td>
<td>52.00%</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>2013L</td>
<td>CHM-099</td>
<td>44.44%</td>
<td>35</td>
<td>28</td>
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<tr>
<td>2013L</td>
<td>CHM-105</td>
<td>50.00%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2013L</td>
<td>CHM-110</td>
<td>20.56%</td>
<td>85</td>
<td>22</td>
</tr>
<tr>
<td>2013L</td>
<td>GEL-101</td>
<td>25.00%</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>2013L</td>
<td>GEL-107</td>
<td>33.33%</td>
<td>4</td>
<td>2</td>
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</table>

### Over 32 Credits

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>DWFI %</th>
<th>Total ABC</th>
<th>Total DWFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013L</td>
<td>BIO-100</td>
<td>33.33%</td>
<td>88</td>
<td>44</td>
</tr>
<tr>
<td>2013L</td>
<td>BIO-103</td>
<td>33.09%</td>
<td>91</td>
<td>45</td>
</tr>
<tr>
<td>2013L</td>
<td>BIO-106</td>
<td>27.35%</td>
<td>85</td>
<td>32</td>
</tr>
<tr>
<td>2013L</td>
<td>BIO-150</td>
<td>29.63%</td>
<td>19</td>
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<tr>
<td>2013L</td>
<td>BIO-162</td>
<td>43.75%</td>
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<td>7</td>
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<td>2013L</td>
<td>CHM-099</td>
<td>33.33%</td>
<td>24</td>
<td>12</td>
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<tr>
<td>2013L</td>
<td>CHM-105</td>
<td>18.75%</td>
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<td>2013L</td>
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<td>19.05%</td>
<td>102</td>
<td>24</td>
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<tr>
<td>2013L</td>
<td>GEL-101</td>
<td>22.89%</td>
<td>64</td>
<td>19</td>
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<td>2013L</td>
<td>GEL-107</td>
<td>38.89%</td>
<td>11</td>
<td>7</td>
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### Chart Key
- Green - Meets/exceeds National Standard
- Yellow - Watch carefully
- Red - Needs review
Course Completion Evidence Based on FY status

• DFWI Course Completions
  – FY students only (<32 CHs)
  – 10 of 39 courses have DFWIs of <30%
  – 4 of 39 courses have DFWIs of >50%
  – Majority (25 of 39) are on “watch list”

• DFWI Course Completions
  – SY students only (>32 CHs)
  – Mostly low DFWI rates
<table>
<thead>
<tr>
<th>Fiscal Year:</th>
<th>FY08 (Fall 2007)</th>
<th>FY09 (Fall 2008)</th>
<th>FY10 (Fall 2009)</th>
<th>FY11 (Fall 2010)</th>
<th>FY12 (Fall 2011)</th>
<th>% change (FY08-FY12)</th>
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<tbody>
<tr>
<td>Overall</td>
<td>72.2</td>
<td>72.3</td>
<td>74.3</td>
<td>74.2</td>
<td>73.9</td>
<td>2.4%</td>
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<tr>
<td>Status</td>
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<td></td>
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<tr>
<td>Full time</td>
<td>84.5</td>
<td>85.9</td>
<td>86.4</td>
<td>85.5</td>
<td>86.8</td>
<td>2.7%</td>
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<td>Part time</td>
<td>62.3</td>
<td>61.9</td>
<td>64.2</td>
<td>64.1</td>
<td>63.7</td>
<td>2.2%</td>
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<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Male</td>
<td>71.7</td>
<td>72.5</td>
<td>74.0</td>
<td>73.9</td>
<td>73.0</td>
<td>1.8%</td>
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<tr>
<td>Female</td>
<td>72.5</td>
<td>72.2</td>
<td>74.5</td>
<td>74.5</td>
<td>74.6</td>
<td>2.9%</td>
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<tr>
<td>Race/Ethnicity</td>
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<td></td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>86.3</td>
<td>71.7</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>75.7</td>
<td>73.8</td>
<td>78.3</td>
<td>76.6</td>
<td>75.7</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>62.9</td>
<td>61.8</td>
<td>67.4</td>
<td>66.1</td>
<td>65.8</td>
<td>4.6%</td>
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<tr>
<td>Hispanic / Latino</td>
<td>73.0</td>
<td>71.2</td>
<td>71.3</td>
<td>73.5</td>
<td>71.8</td>
<td>-1.6%</td>
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<tr>
<td>Native Hawaiian / Other Pacific Islander</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>73.2</td>
<td>73.9</td>
<td>75.3</td>
<td>75.2</td>
<td>75.1</td>
<td>2.6%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional (thru 24)</td>
<td>74.8</td>
<td>74.6</td>
<td>75.9</td>
<td>75.8</td>
<td>75.9</td>
<td>1.5%</td>
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<tr>
<td>Nontraditional (25+)</td>
<td>67.1</td>
<td>68.0</td>
<td>71.2</td>
<td>71.7</td>
<td>70.4</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
First Year Experience Conclusions

• Institutional culture
• National best practices
• Mandatory vs. recommended
• Resources
  – Dedicated staffing, space, budget
  – Tracking effectiveness
  – Advisory Committee (institutional buy-in)
• Constant attention/tweaking
• Keep KPIs in mind
Northern Illinois University

Effective Practice Scale Up

Success and NI-YOU:
Student Success & Retention Initiatives

Dana Gautcher
Director
Office of Student Academic Success

Randi Napientek
Assistant Director
Office of Student Academic Success
About Northern Illinois

• Located in DeKalb, IL
  – 65 miles west of Chicago
  – 45 minutes southeast of Rockford
• 4 year public institution
• Heavy research
• 7 Degree Granting Colleges
  – 57 undergraduate majors
  – 80 graduate programs
• Student to Faculty Ratio 18:1
• NCAA Division I School
Northern Illinois Students

- 21,869 total students
  - 16,552 Undergraduates
    - Average age is 22 -- 16% Non-traditional students over the age of 23
  - 91% In-state students
  - About 3,000 Transfer Students
    - 75% are Illinois Public Community College Students

- Admissions Data for NIU Freshmen
  - High School Class Rank (percentile): 61.9
  - High School Grade Point Average: 3.11
  - ACT Score: 22

- 35% Ethnic Minorities

- 685 International Students
  - Representing 116 countries
Office of Student Academic Success

- Created in 2009
  - Direct result of NIU’s 2008 Strategic Plan
- Staffing
  
  - Director
    - Office Support Associate
    - Assistant Director
      - Graduate Assistant
      - Research Associate

  - Student Success Specialists
    - Academic Advising Center College of Visual & Performing Arts
    - Student Success Specialists College of Business College of Health & Human Sciences
    - Student Success Specialists College of Education College of Liberal Arts & Sciences
    - Student Success Specialists College of Engineering Outreach (Off Campus/Adult Learners)
Guiding Principles

Office of Student Academic Success

- Proactive Case Management
- Developmental Advocacy
- Hardwiring for Student Success
- Student Success Coaching
- Great Journey Strategic Plan
- Vision 2020
Purpose / Intended Outcomes

• To provide a network of support for each and every undergraduate student
  – (particularly students who are not tied to an existing university program or support service)
• To provide systematic student tracking to identify at the earliest possible instance when a student may be veering “off-path” to graduation
• To provide intentional, proactive, and timely intervention with “off-path” and/or at-risk students
• To personally connect students to pertinent campus experts and resources
To maintain ongoing relationships with “off-path” students to identify barriers and develop actions plans to conquer said barriers

To decrease the number of students leaving NIU in good academic standing

To improve overall student retention and graduation rates

To prepare employable graduates within their desired field of work
Essential Components

• Non-negotiable design elements necessary to successful implementation
  – Case management approach to student success
  – Layered tracking systems
  – Coordinated data mining, analysis, and sharing
  – Transparency
  – Collaboration across divisions, departments and offices
  – Qualified and engaged faculty and staff
Flexible Components

• Design elements that can be customized to campus and student needs
  – Customized student supports
  – Elements/factors to be tracked
  – Intervention protocol
Success Metrics

- Student participation rates in student success initiatives and support programs
- Reduced time to degree for students
- Decreased number of students on probation or academic warning
- Decreased number of students leaving the institution in good standing
- Increased 1st to 2nd year student retention
- Increased graduation rates
MAP-Works Outcomes

- **Retention**: Minimize percentage of capable students who leave your campus due to issues that could have been addressed.

- **Student Success**: Identify discrepancies between student expectations and the academic and social behaviors necessary to succeed.

**Improved Retention and Student Success**

- **Motivates, informs and coordinates faculty/staff**
- **Early intervention with at-risk students**
- **Focuses students on college success behaviors**
The MAP-Works Process

- Transition Survey
  - Expectations
  - Behaviors

- Data Transfer
  - Student Profile
  - Institution Profile
  - Campus Resources

- 3rd Week

- Student Report
  - Social Norming
  - Expectations
  - Campus Resources

- Faculty/Staff Reporting
  - Student Summary
  - Scan Students

- Support / Intervention

- Campus Resources
A 10% retention difference for those students who participated in at least one survey compared to those who did not!

16% difference for new freshmen!
MAP-Works Outcomes

MAP-Works One Year Retention Rate - All Participants

- 2010-2011: 74%
- 2011-2012: 78%
- 2012-2013: 76%

- Blue bars represent those who took the survey.
- Red bars represent those who did not take the survey.
Other OSAS Tracking Programs

• Transcript Calls
  – 1,299 transcripts requested during 2012-2013 academic year
    • 943 students contacted; 41.95% retained to fall 2013

• Early Alert and Referral System
  – 925 students identified during 2012-2013 academic year
    • Fall 2012- 516 student identified; 71.90% retained to fall 2013
    • Spring 2013- 409 students identified; 69.93% retained to fall 2013

• Non-Enrollment Calls
  – Reduced number of students not enrolled from 2,685 to 1,055 (60.71%) for fall 2013 enrollment

• Student Success Collaborative

• Encumbrance Monitoring
Factors Likely to Influence Success

- Contextual and implementation factors
  - Relevant research pertaining to best practices
  - Clear understanding of roles and responsibilities
  - Direct tie-in to institutional mission and strategic initiatives
  - Engaged faculty, staff, and administrators
  - Measurable outcomes
Lessons Learned & Potential Pitfalls

- Strategic planning – build program over time
- Identify champions and nurture said relationships
- Identify skeptics and consider apprehensions & concerns
- Be transparent and concentrate on communication flow
- Share data far and wide
- Constantly nurture collaborations across campus
Questions / Comments