

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

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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

Rock Valley College > Admission > Getting Started

Get Started Identify Explore Enroll Funding Placement Planning Advising Register

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!


next



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)

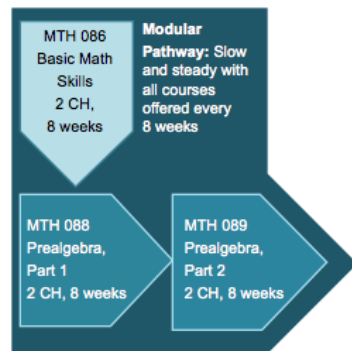
Developmental Course Placements

- 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.



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 100: Technical Math

MTH 132: Precalculus

MTH 220: Statistics

MTH 120: College Algebra

MTH 216: Math for Elementary Teachers

1. Accelerated Pathway: Liberal arts majors

MTH 096A is a course based in real life applications. Passing it satisfies the geometry requirement.

MTH 096A
Mathematical Literacy for College Students
6 CH, 16 weeks

Students who change their major can take MTH 093 after MTH 096A.

College Level

MTH 115
MTH 220

2. Accelerated Pathway: Allied Health, Business, Education, Science, or Math majors

Entry requires a higher initial placement than MTH 091 or A's in both MTH 088 and MTH 089.

MTH 096S
Combined Beginning and Intermediate Algebra
6 CH, 16 weeks

MTH 096S is an intense course, covering MTH 091-094 in 1 semester.

College Level

MTH 100
MTH 120
MTH 132
MTH 216
MTH 115
MTH 220

3. Modular Pathway: All majors

Modules are slow and steady. All are offered every 8 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

1 semester

1 semester

Geometry (MTH 097) is required for students placing into

MTH 086, 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.

MTH 097
Geometry
3 CH, 16 weeks

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

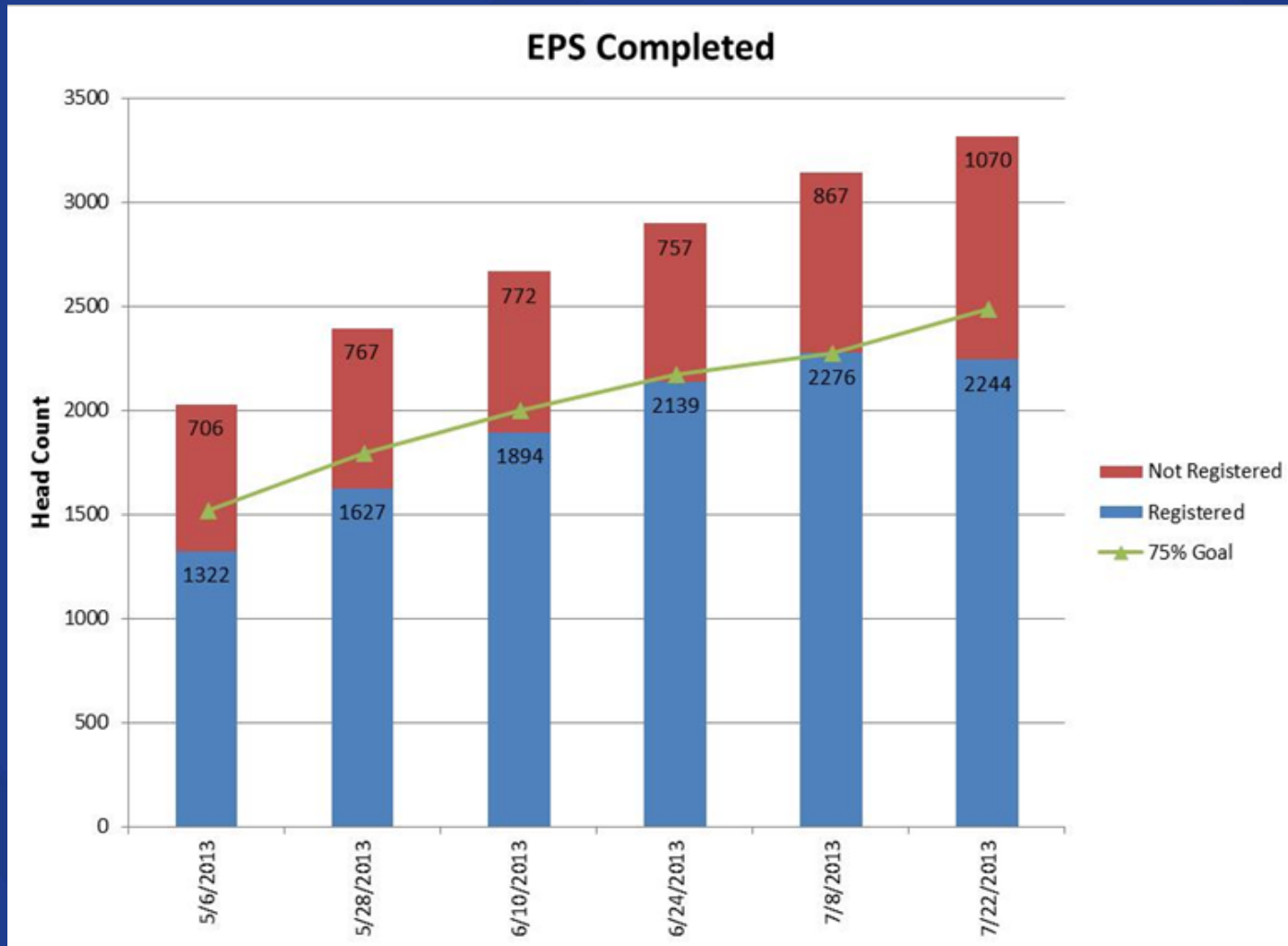
2010 = 5589 attendees

2011 = 4996 attendees

2012 = 4774 attendees

2013 = 3917 ytd

EPS Outcomes = Enrollment



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

Institution	# Staff	Student Population	Student/Advisor Ratio
Elgin	12 ft, 6 pt	10,000	666/1
Highland	5 ft	3,500	700/1
Illinois Central	4 ft, 6 pt	8,000	1142/1
Kishwaukee	5 ft	5,000	1000/1
Moraine Valley	14 ft, 21 pt	16,650	666/1
Rock Valley	5 ft, 5 pt	8,000	1067/1

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

	FY10	FY11	FY12	FY13	FY14
Student Attendees	431	209	200	185	407
New Fall Students	1554	900	992	1488	1166
% Attendees	27%	23%	20%	13%	35%

- 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							Over 32 Credits				
Term	Course	DWFI %	TotalABC	TotalDWFI			Term	Course	DWFI %	TotalABC	TotalDWFI
20133L	BIO-100	44.35%	266	212			20133L	BIO-100	33.33%	88	44
20133L	BIO-103	44.26%	233	185			20133L	BIO-103	33.09%	91	45
20133L	BIO-106	32.97%	124	61			20133L	BIO-106	27.35%	85	32
20133L	BIO-150	43.48%	13	10			20133L	BIO-150	29.63%	19	8
20133L	BIO-162	52.00%	12	13			20133L	BIO-162	43.75%	9	7
20133L	CHM-099	44.44%	35	28			20133L	CHM-099	33.33%	24	12
20133L	CHM-105	50.00%	1	1			20133L	CHM-105	18.75%	13	3
20133L	CHM-110	20.56%	85	22			20133L	CHM-110	19.05%	102	24
20133L	GEL-101	25.00%	24	8			20133L	GEL-101	22.89%	64	19
20133L	GEL-107	33.33%	4	2			20133L	GEL-107	38.89%	11	7
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

Persistence Data (fall to spring)

Fiscal Year:	FY08 (Fall 2007)	FY09 (Fall 2008)	FY10 (Fall 2009)	FY11 (Fall 2010)	FY12 (Fall 2011)	% change (FY08-FY12)
Overall	72.2	72.3	74.3	74.2	73.9	2.4%
Status ^[1]						
Full time	84.5	85.9	86.4	85.5	86.8	2.7%
Part time	62.3	61.9	64.2	64.1	63.7	2.2%
Gender						
Male	71.7	72.5	74.0	73.9	73.0	1.8%
Female	72.5	72.2	74.5	74.5	74.6	2.9%
Race/Ethnicity						
American Indian / Alaska Native	*	*	*	86.3	71.7	--
Asian	75.7	73.8	78.3	76.6	75.7	0.0%
Black / African American	62.9	61.8	67.4	66.1	65.8	4.6%
Hispanic / Latino	73.0	71.2	71.3	73.5	71.8	-1.6%
Native Hawaiian / Other Pacific Islander	*	*	*	*	*	--
White	73.2	73.9	75.3	75.2	75.1	2.6%
Age						
Traditional (thru 24)	74.8	74.6	75.9	75.8	75.9	1.5%
Nontraditional (25+)	67.1	68.0	71.2	71.7	70.4	4.9%

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

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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

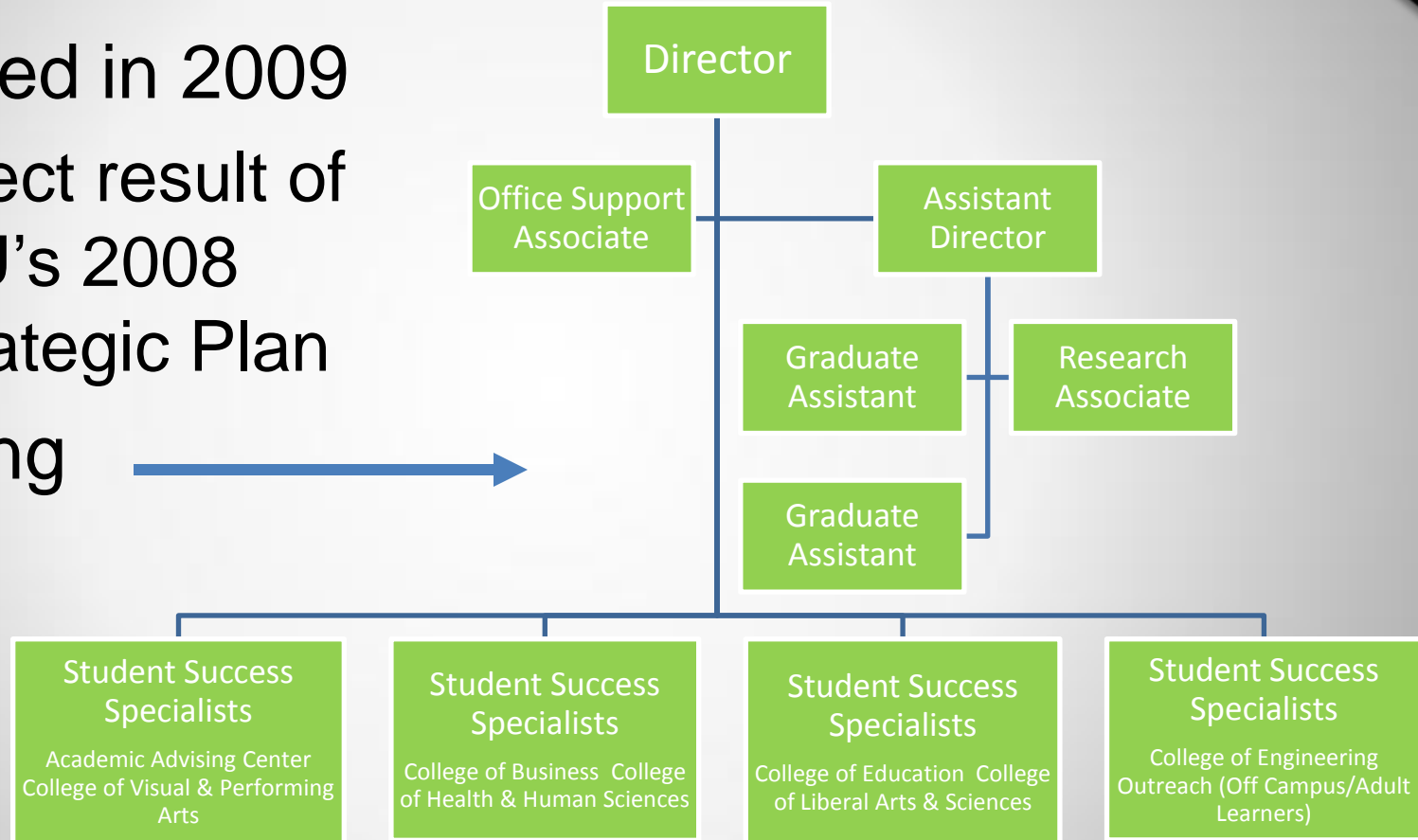


- 21,869 total students
 - 16,552 Undergraduates
 - Average age is 22 -- 16% Non-traditional students over the age of 23
 - 91% In-state students
 - About 3,000 Transfer Students
 - 75% are Illinois Public Community College Students
- Admissions Data for NIU Freshmen
 - High School Class Rank (percentile): 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 →



Guiding Principles



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

Purpose / Outcomes Cont.



- 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



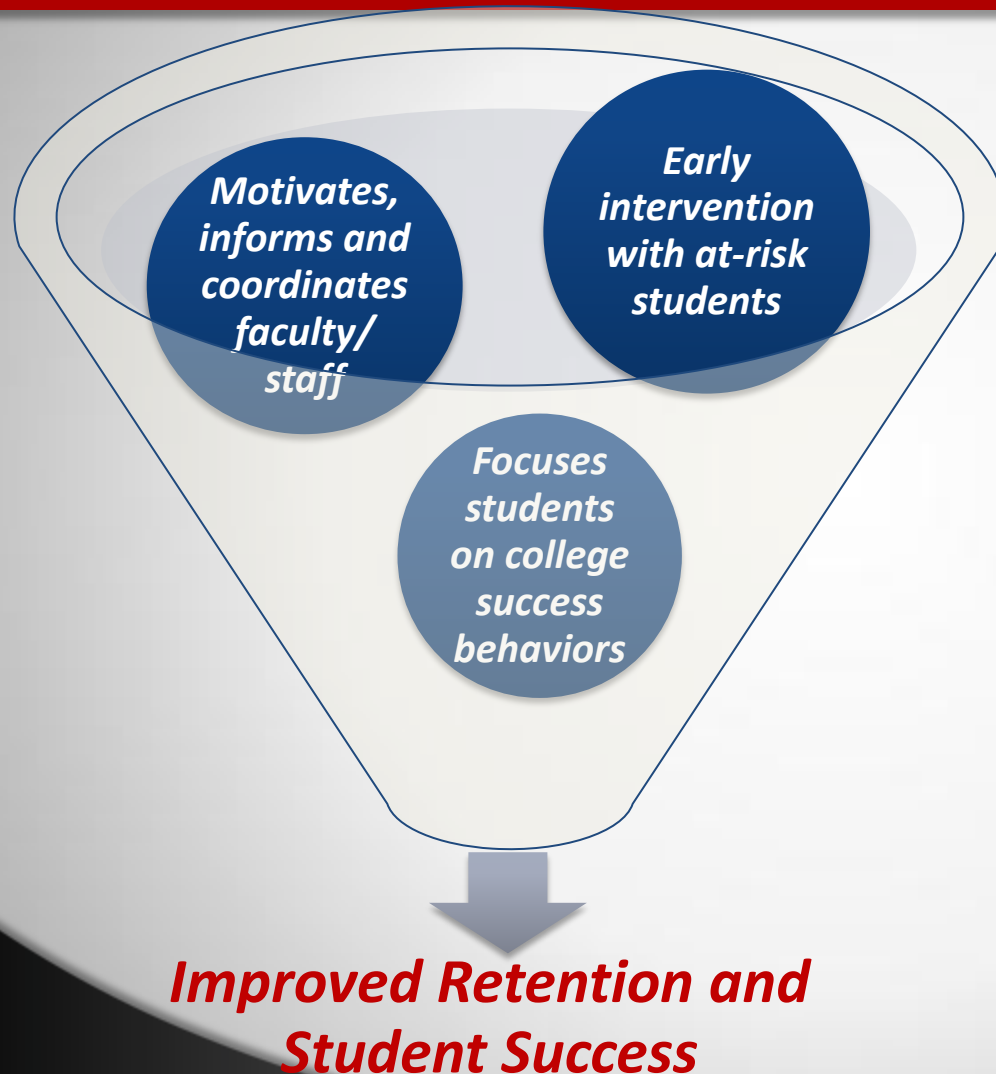
- Design elements that can be customized to campus and student needs
 - Customized student supports
 - Elements/factors to be tracked
 - Intervention protocol

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.



The MAP-Works Process



Transition Survey

- Expectations
- Behaviors

3rd Week

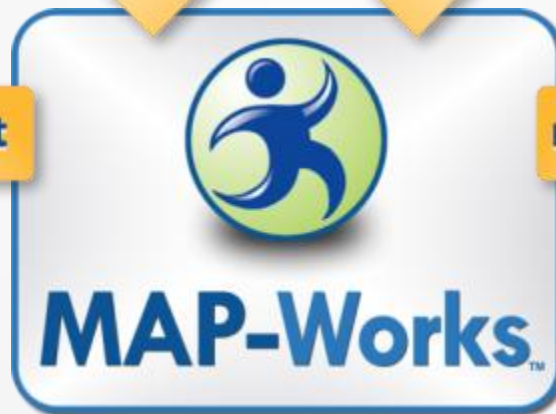
Data Transfer

- Student Profile
- Institution Profile
- Campus Resources



Student Report

- Social Norming
- Expectations
- Campus Resources



Faculty/Staff Reporting

- Student Summary
- Scan Students



Instant



Support / Intervention



Campus Resources



MAP-Works Outcomes



MAP-Works Outcomes- 2012-2013

	Number of Students	Mean ACT	Mean HS GPA	Good Standing Fa12	Fa12 Term GPA	Enrolled Sp13	Sp13 Term GPA	Good Standing Sp13	Enrolled Fa13
University Overall									
MAP-Works Yes	2616	21.71	3.15	86%	2.76	90%	2.74	83%	76%
MAP-Works No	1933	21.89	3.03	77%	2.49	82%	2.60	80%	66%
New Freshmen Students	2664	21.78	3.11	80%	2.51	84%	2.56	78%	66%
MAP-Works Yes	1794	21.68	3.15	84%	2.65	88%	2.63	80%	72%
MAP-Works No	864	22.00	3.04	72%	2.21	78%	2.39	71%	56%
New Transfer Students	1913	21.77	3.08	84%	2.83	89%	2.85	88%	79%
MAP-Works Yes	822	21.87	3.14	88%	2.99	94%	2.96	90%	85%
MAP-Works No	1069	21.69	3.02	81%	2.71	86%	2.76	87%	75%

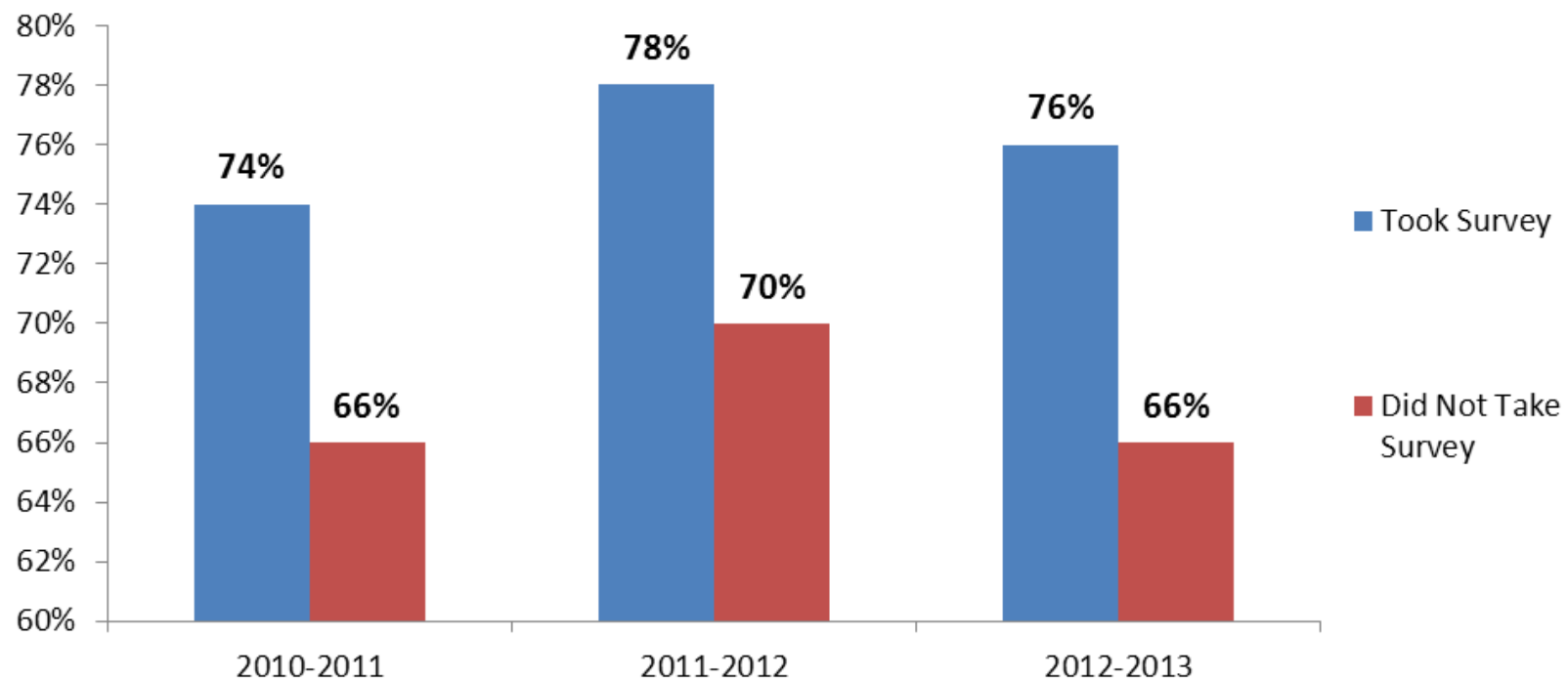
A 10% retention difference for those students who participated in at least one survey compared to those who did not!

16% difference for new freshmen!

MAP-Works Outcomes



MAP-Works One Year Retention Rate- All Participants



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