



STUDENT SUCCESS UPDATE

Regina Williams Davis

Asst. Provost for Student Success & Academic Support

February 17, 2017

Board of Trustees University Affairs Committee

AGGIES DO



Topics Covered in Today's Presentation

Agenda

- Student Success Update
- Faculty-Student Engagement Committee
- Current Tasks
- “We’re moving the dial!”

AGGIES DO

Defining Student Success...

Student success is the accomplishment of favorable or desired student outcomes. These outcomes are typically indicated by:

- **Student Retention (Persistence)**

Registering for subsequent semester courses and passing these courses with a “C” or better!

- **Educational Attainment**

Engaging successfully with multiple experiences related to the academic program such as community service, study abroad, internships, and/or co-ops!

- **Academic Achievement**

Earning the degree!

- **Student Advancement**

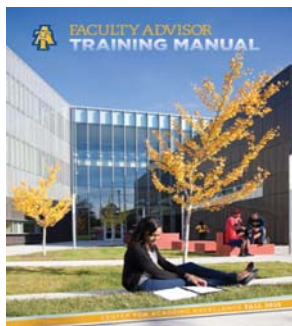
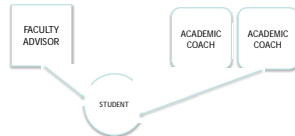
Acceptance into graduate school and/or embarking upon a career!

- **Holistic Development**

Development of critical factors that greatly influence new students: academic skills, commitment, self-management and social support!

AGGIES DO

PREEMINENT ADVISING



AGGIES DO

- Mathematics Remediation (MATH 099) redesigned for Co-Requisite Developmental Mathematics Prototype launched January 2017.
- Implementation of Preeminent Advising: Academic Coaches for all First Year Students & Special Student Populations in addition to departmental Faculty Advisors.
- Faculty Advisor Conference May 15, 2017
- Faculty Advisor Workshops, Faculty Advising Training Manual (available in PDF) and the Advising Quick Reference Guide
- Administration of the Non-Cognitive Factors Assessment (ETS –Success/Navigator) to all New Freshmen and Emerging Scholars in Academic Recovery
- Reimplementation of Early Alert System: *GradesFirst* Platform for First Year Students & Special Student Populations (Phase I – Complete)
- Monitoring Academic Plans of Action (APAs) for Probation and Readmitted Students (Part 2 – Reviewing Policy for Readmitting Students After Suspension)
- College Student Success Plans – Student Success Targets & Advisement Accountability

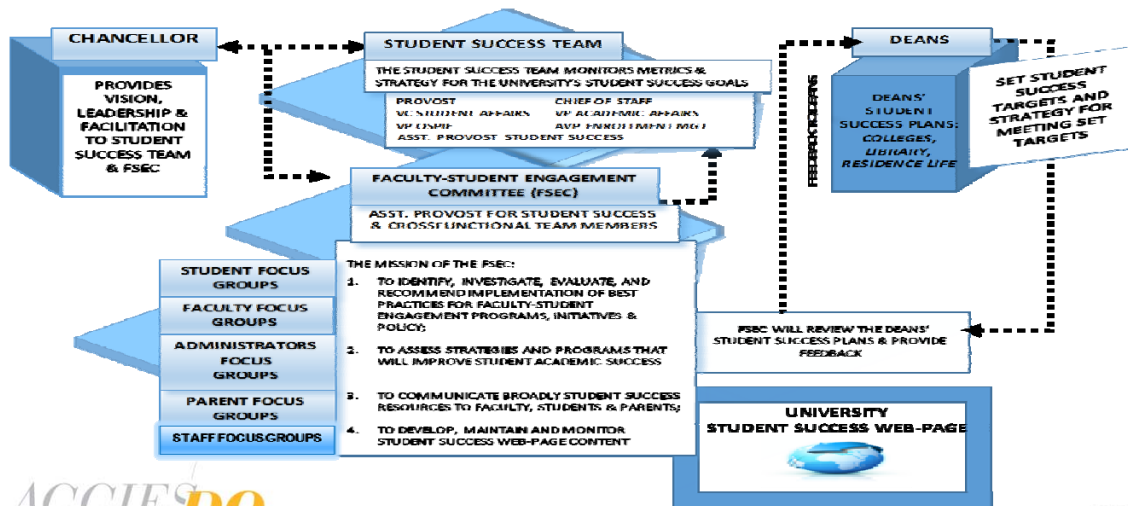


FACULTY-STUDENT ENGAGEMENT COMMITTEE



NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

Infrastructure for Student Success Team and Faculty-Student Engagement Committee

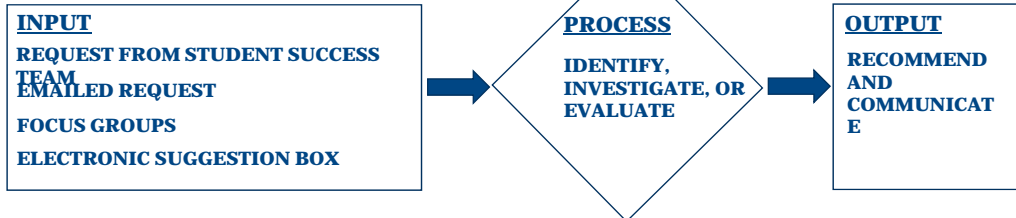


AGGIES DO



FSEC Mission:

1. To identify, investigate, evaluate and recommend implementation of faculty-student engagement programs, initiatives, and policy
2. To assess strategies and programs that will improve the academic success of students at North Carolina A&T State University
3. To communicate broadly student success resources to faculty, students and parents
4. To develop, maintain and monitor the student success web-page content



FSEC Task List

- Some items identified by the FSEC as “low-hanging fruit” or resolvable in a fairly expeditious manner.
- Flowcharts in review

Website-SS Hub	Post Tenure Review/Faculty Evaluations	Faculty Advisor Customer Services Protocol
APA Policy	Financial Literacy & Counseling	Nat'l Student Clearinghouse for Non-returning Students
Faculty Training Program	Communicating Curriculum Changes	Uniform Attendance Policy Input
Textbook Committee	Push Communication to Students	Moving upperclassmen to the 120 Credit Hr. Program





INSTITUTIONAL CHANGES



Institutional Changes

Scheduled to be instituted by Fall 2017

- Student Success Hub
- APA Policy
- Faculty Training
- Textbook Committee

Textbooks and Costs

Reinstate Textbook Committee

- Stand alone or as a Faculty Senate Committee
- 7 Members
- Representative from the Bookstore
- Ex-officio member from the Provost's office or Vice Chancellor's office
- Reviewing Costs
- Student trends: Buying, Renting, E-texts, Other
- Departmental Review/Conflicts of Interest
- Review university policies (i.e. using E-texts vs. Prohibiting Tablets and Phones)

Financial Literacy Program: Four-Year Program

- Start as part of the First Year Experience Programming
- Progressive learning objectives fall sem to graduation
- Provide mixture of required completion of modules and experiential activities
- Engage the Colleges in process (i.e., participation in Financial Literacy Activity/Event a graded assignment in specified courses)

Faculty Workload Trends

- National trend data on adjunct usage in the academy



INTERIM ASSISTANCE FOR IMMEDIATE CONCERNS

“It’s All About the Money”

Financial Literacy Day

- » There will be a menu of workshops to attend
- » There will be two keynote speakers
- » Workshops offered geared for the varying levels of student needs,
 - Freshmen/Sophomores (“Basic Budgeting”/“Needs vs. Wants”);
 - Juniors/Seniors (“Loan Forgiveness”/“Investing”).
- » Engaging Academic Units, Student Affairs, Offering Prizes & Giveaways
- » Pre-cursor to institutionalizing 4-Year Financial Literacy Program



ncat.edu 13

120-HOUR PROGRAM



Should my upper level students switch to the 120-hour program?

Perhaps!

Did your program credit reduction include removing courses that your advisee had not yet taken?

And, does (or will) your advisee have the following **four** courses at 3 credits each:

- 1 African American Culture
- 1 Global Awareness
- 1 Humanity
- 1 Social/Behavioral Science

—without “double dipping” and without adding to his/her total credit hours?

If the answer to **both** of these questions is “yes,” then there **may be an advantage** to switching to the 120-hour program. Otherwise, perhaps not.

To switch your advisee to the 120-hour program, simply send a letter to the Registrar indicating the switch, the program, and the student’s name and Banner ID. A new form is in development and will be posted online, most likely on the Registrar’s web page.



INTEGRITY · CREATIVITY · RESEARCH · DISCOVERY · COMMITMENT · ENGAGEMENT · EXCELLENCE · SERVICE · LEARNING · RESPECT

ncat.edu 14

- Example of FSEC Advisory & Support for Student Success
- **Concern:** No process for transitioning eligible upperclassmen students to the 120 Credit Hour Program
- Provided interim assistance with advisement of upperclassmen
- Information will be disseminated in Department Chairs in the Chairs’ Council Meeting.



Who Is My Advisor?

Identify Your Advisor online at ncat.edu. GO TO:

- .Current Students
- .Aggie Access Online
- .Enter Secure Area
- .Your Banner ID & PIN
- .Student
- .Student Records
- .View Student Information
- .Look down the list



#Aggies Do!

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY



Locate and Contact Your Advisor at ncat.edu. GO TO:

Directory, or

GO TO:

Academics

Colleges

Your Department



Integrity · Creativity · Research · Discovery · Commitment · Engagement · Excellence · Service · Learning · Respect



Student Success Plans

Two Sources for Student Success Plans

- College Student Success Plans – Submitted by the College Deans
- Academic Support Unit Success Plans – Submitted by Unit Directors

College Student Success Plans

Student Success Plans contained the following components:

Retention, persistence & graduation rate goals (required for each college). Ex. Increased retention by 2%

Student Success Goals and Objectives that may be unique for your college. Ex. Pass rate for Praxis

Accountability Strategies for Faculty Advising (required for each college).

College-wide Student Engagement Programming and Student Success Activities.

Exemplary Innovations in Classroom Instruction.

High Impact Practices: Include stages of practice (when it was initiated) and assessment of the HIPs

Retention, Persistence, 4 & 6-Yr Grad Targets

By Headcount

	ACTUAL # FRESHMAN FALL '15	ACTUAL RETENTION RATE	FALL 15 COHORT SOPHOMORES = RETENTION	FALL 15 COHORT TARGETS FOR JUNIOR CLASS = PERSISTENCE	4-YR: FALL 15 GRAD TARGETS FOR 2019 SENIOR CLASS (35%)	6-YR: FALL 15 GRAD TARGETS FOR 2019 SENIOR CLASS (55%)	ACTUAL # FRESHMAN FALL '16	PROJECTED RETENTION RATE DETERMINED BY COLLEGE	FALL 16 COHORT SOPHOMORES = RETENTION	FALL 16 COHORT TARGETS FOR JUNIOR CLASS = PERSISTENCE	4-YR: FALL 16 GRAD TARGETS FOR 2020 SENIOR CLASS (35%)	6-YR: FALL 16 GRAD TARGETS FOR 2020 SENIOR CLASS (55%)
College of Agricultural & Environmental Sciences	160	82.50%	132	110	56	88	167	84.15%	141	116	58	92
College of Arts, Humanities, and Social Sciences	303	72.61%	220	193	106	167	311	75.87%	236	203	109	171
College of Business and Economics	255	74.90%	191	165	89	140	294	80.76%	237	198	103	158
College of Education	25	84.00%	21	17	9	14	17	87.65%	15	12	6	9
College of Health and Human Sciences	249	74.69%	186	161	87	137	296	78.58%	233	198	104	163
College of Engineering	253	80.63%	204	146	89	139	298	80.00%	229	173	104	164
College of Science & Technology	252	71.43%	180	159	88	139	280	72.93%	204	179	98	154



Thank you!