

How Students Define Success

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Session Overview

- Introduction
 - Quality Initiative
 - Contextual information
 - Demographics
- Survey
 - Development
 - Data / Results
- Discussion / Questions
 - Audience feedback
 - Potential Modifications
 - Data Implications & Future Plans



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How do we define success?





What these measures tell us . . .

- FTFT Graduation rate is lower than our comparison group
 - 32% compared to 37% (IPEDS)
- FTFT Retention rate is lower than our comparison group
 - 63% compared to 68% (IPEDS)
- NSSE Engagement score items vary, but strong satisfaction
- Licensure & Credential pass rates near 100%



How do Students Define Success

- Quality Initiative Project
 - Large number of students are non-traditional and/or at-risk
 - Stop-outs, employment, family concerns
 - High transfer numbers
 - In-coming transfers, out-going transfers, reverse
 - Circuitous routes to degrees
 - Job skill retraining or career advancement
- Re-evaluate goals, objectives, and factors that we use to measure success for students



Goals & Objectives

1. Focus on students' definitions of "success"
 - a. Implement goal-setting elements at key points in the curriculum
 - b. Update general education offerings to a meta-major structure
2. Improve individual student success
 - a. Validate effectiveness of methods & tools used to identify at-risk students
 - b. Improve developmental / remedial services and course offerings



Goals & Objectives (con't)

3. Improve institutional success by better aligning academic, student support, and student engagement systems.
 - a. Increase immersive / experiential learning opportunities
 - b. Enhance market responsiveness of academic programs



Survey Development

Stage 1

- Review Literature & White Papers
 - Academic Integration - Tinto
 - Social Integration – Tinto
 - Co-curricular Experiences – Kinzie & Kuh
 - Career Readiness – Kinzie & Kuh
 - Personal Growth/Fulfillment – Jennings et al.

Stage 2

- Ask the students - focus group sessions
 - New Freshmen Orientation groups
 - Peer Instructor group
 - Resident Assistant group
 - Transfer student group



Survey Development (con't)

- Review Focus Group Responses
 - Team = members of both the Academic Affairs and Student Affairs divisions. Representing enrollment management, student engagement, orientation and University Strategies, research, and assessment.
- Developed survey around focus group responses.



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Study Cohorts

First-time / Full Time



New transfer students



All Students

7900 headcount

- TQ= 5938
- MU= 589
- BA= 3617

(Campus numbers include duplicated enrollment with students on more than one campus)

UG Students

- Approx. 900 new freshmen each year
- 1200+ new transfers each year
- 57% of all new students are transfers
- 30% first generation
- 40% age 25+
- 49% minority



Combined FA17 & FA18 Freshman Cohorts

- 57% are Female
- 47% are Native American
- 27% indicate interests in Science & Health Professions; 19% undeclared
- Average ACT score = 21.2



Freshman Survey

- 1119 respondents from the combined cohorts
- Response rates
 - 45.6% in Fall 2017
 - 84.5% in Fall 2018 after embedding in University Strategies course
 - 65.2% for combined group





Freshman Survey Results

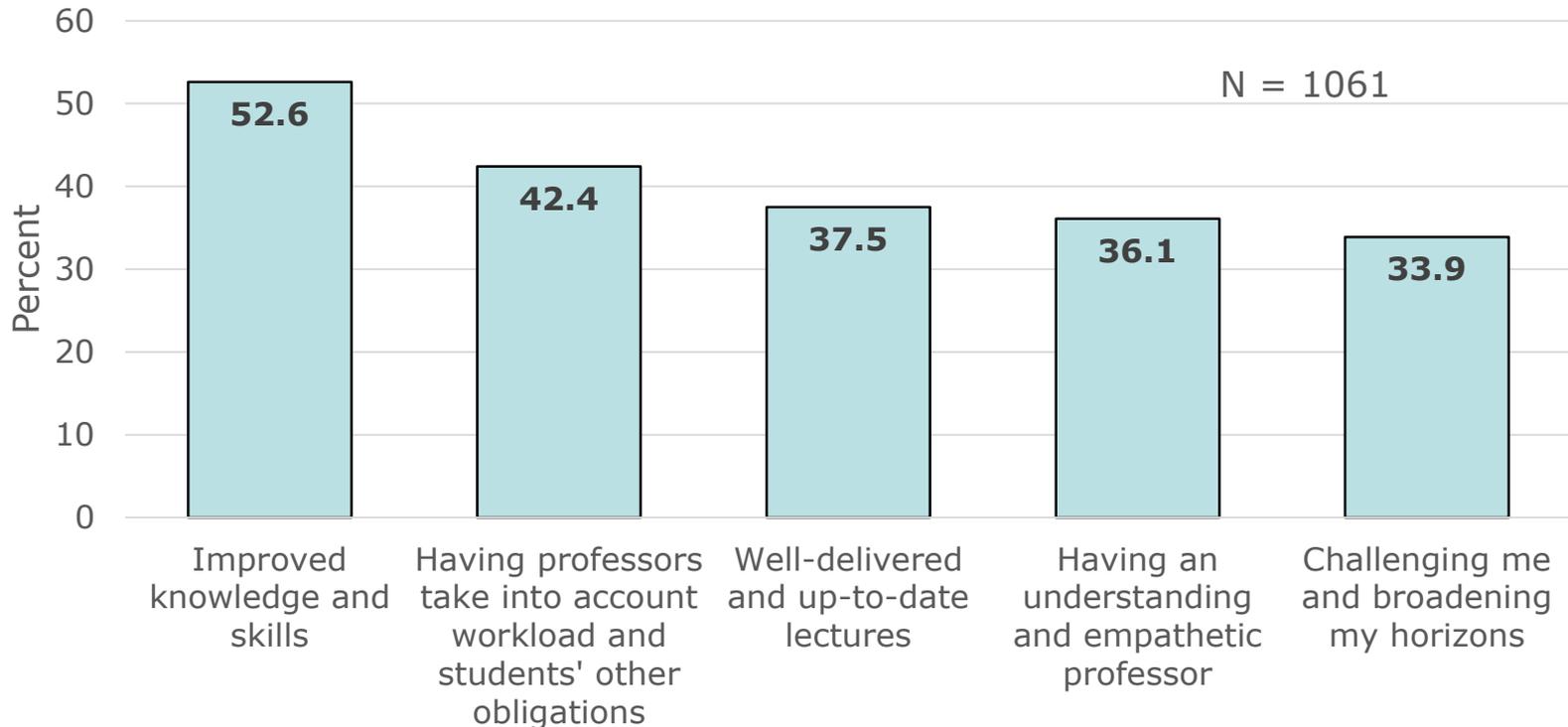
Statement	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Neutral* / No Response	Average
I plan to obtain my bachelor's degree from NSU	8.8%	91.0%	0.2%	3.61
I plan to obtain a professional certificate from NSU	24.0%	75.8%	0.2%	3.11
I plan to complete my basics at NSU, then transfer	73.3%	26.4%	0.3%	1.93
I plan to take classes at NSU only for my personal satisfaction	45.0%	22.4%	32.5%	2.59

**Neutral response only available on last statement*



Freshman Survey Results

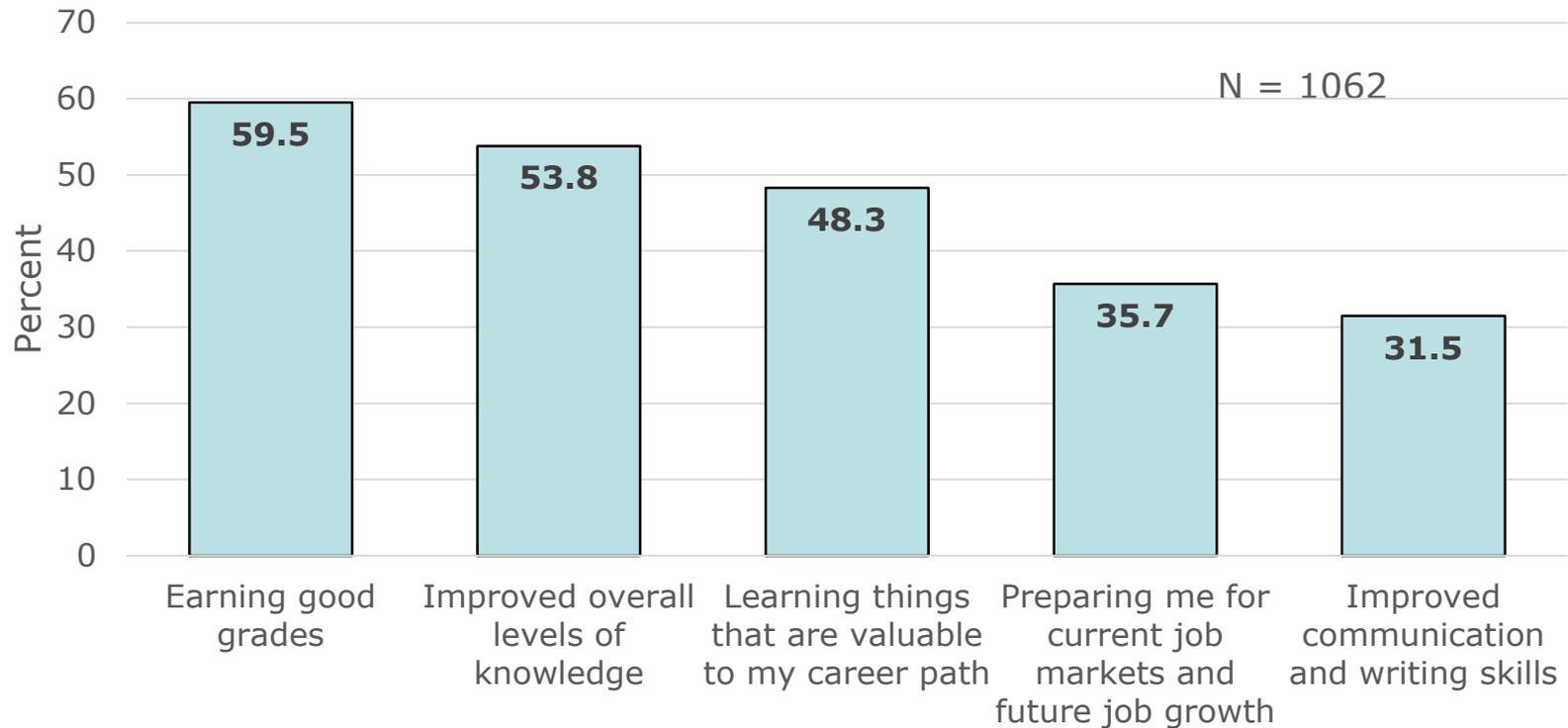
Successful University Class





Freshman Survey Results

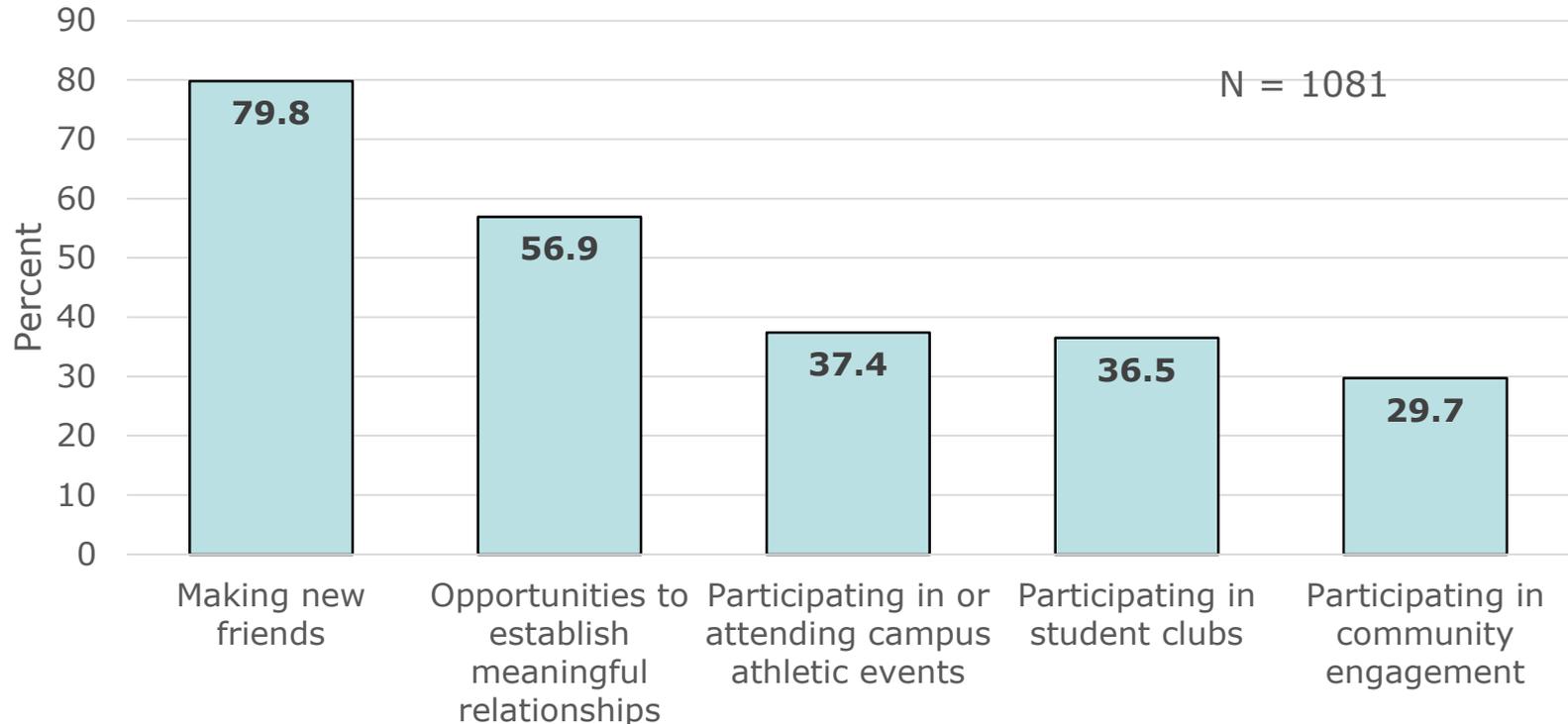
Successful Academic Experience





Freshman Survey Results

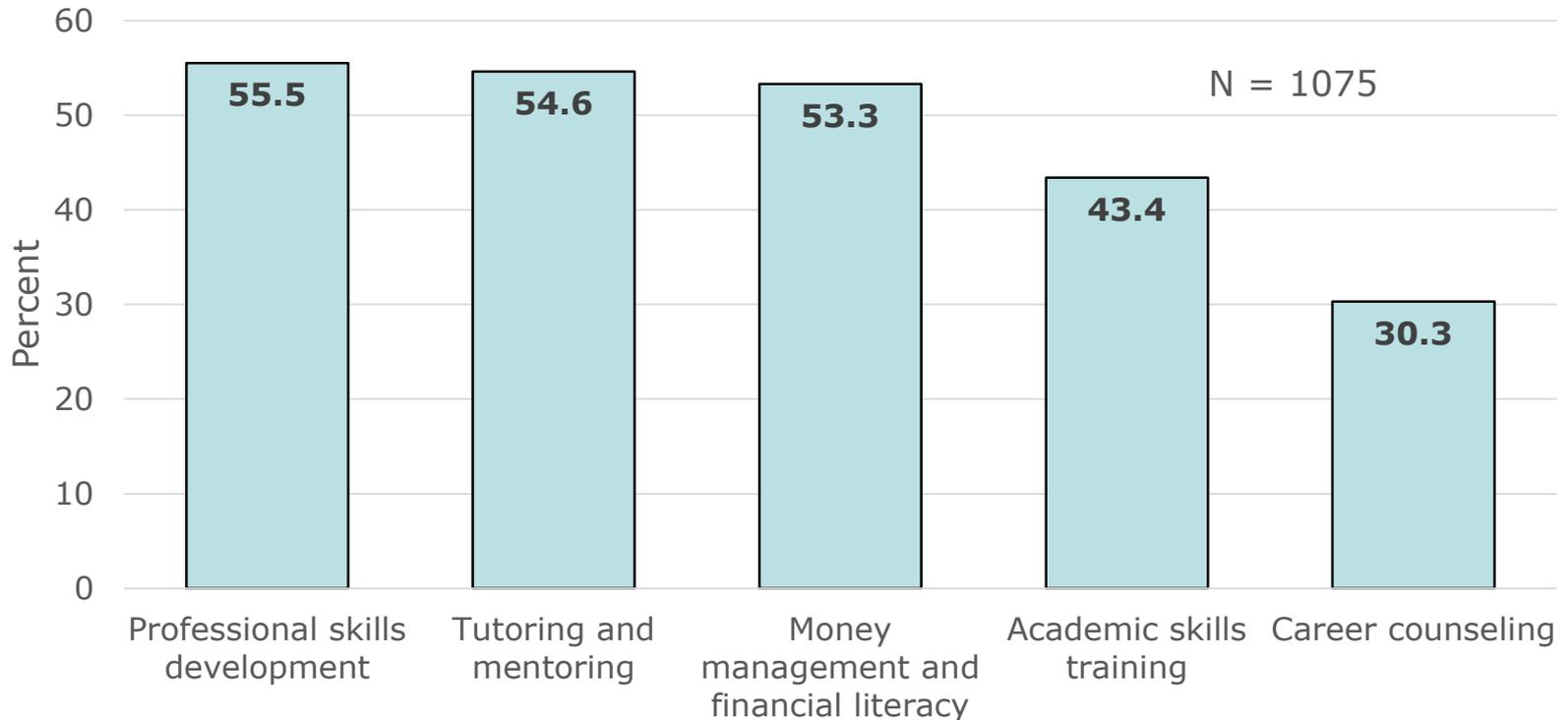
Successful Co-curricular Experience





Freshman Survey Results

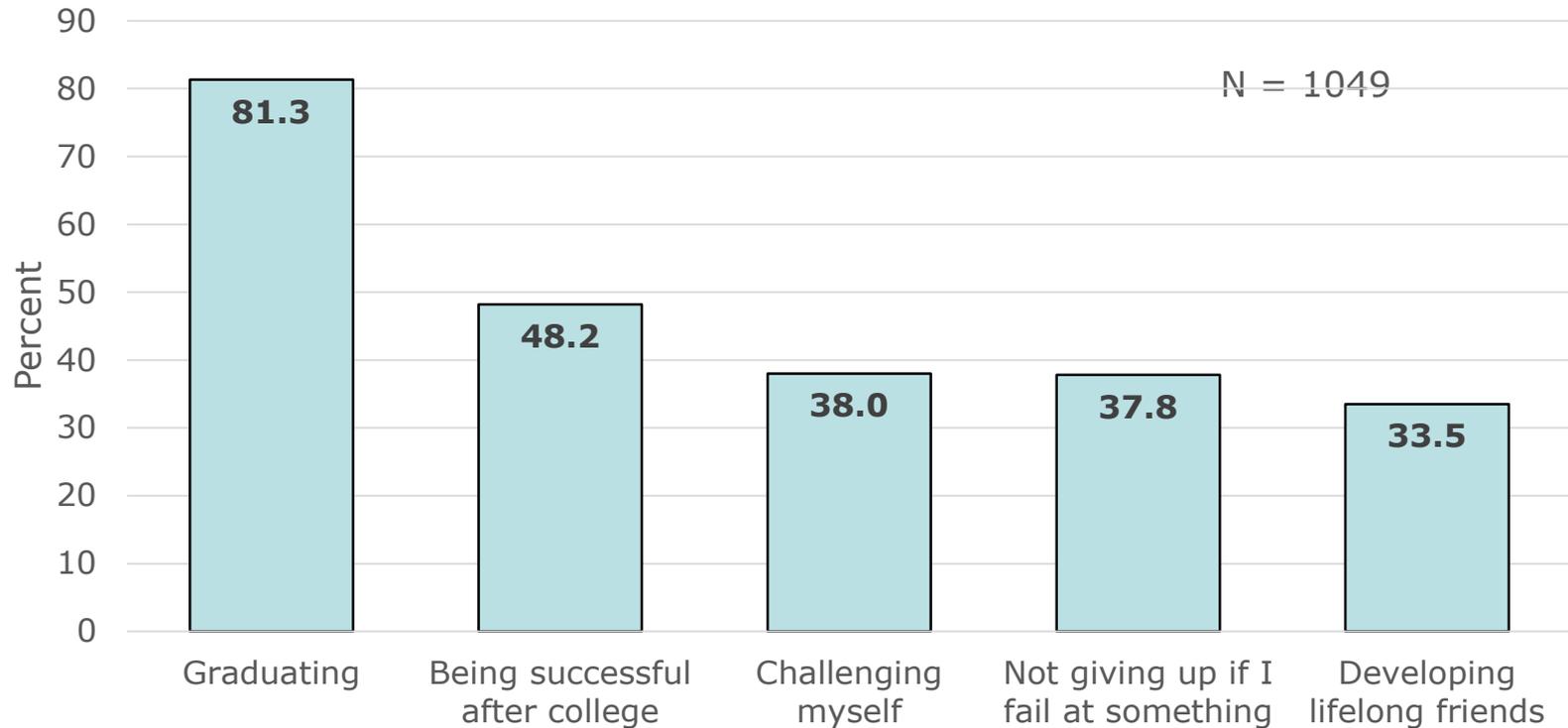
University Services





Freshman Survey Results

Successful College Experience Overall





Freshman Survey Results

- Females vs. Males
- At least 5 percentage points different
- In top 5 responses for at least one group
- Successful academic experience
 - Learning things that are valuable to my career path:
Females 51.3%, Males 43.6%
 - Having internship and job shadowing opportunities:
Females 33.5%, Males 24.7%
 - Developing critical thinking skills:
Females 26.0%, Males 34.5%



Freshman Survey Results

- Females vs. Males
- Successful co-curricular experience
 - Making new friends:
Females 77.0%, Males 84.2%
 - Participating in student clubs:
Females 40.7%, Males 30.1%
 - Participating in or attending campus athletic events:
Females 35.1%, Males 40.9%



Freshman Survey Results

- Females vs. Males
- Personal growth
 - Increased responsibility and independence:
Females 47.8%, Males 32.2%
 - Opportunity to better define myself as an adult and contributing member of society:
Females 44.1%, Males 31.8%
 - Increased well-being:
Females 25.5%, Males 40.0%



Freshman Survey Results

- Females vs. Males
- Professional growth
 - A job in the area of my passion:
Females 56.3%, Males 44.2%
 - A career:
Females 52.1%, Males 57.4%
 - A high paying job:
Females 22.2%, Males 39.4%





Freshman Survey Results

- Females vs. Males
- University services
 - Tutoring and mentoring:
Females 62.1%, Males 43.2%
 - Money management and financial literacy:
Females 49.3%, Males 59.3%
 - Personal counseling:
Females 28.6%, Males 18.9%





Freshman Survey Results

- Native American vs. Non-Native American
- At least 5 percentage points different
- In top 5 responses for at least one group

- Successful university class
 - Challenging me and broadening my horizons:
Native 31.0%, Not Native 36.5%
- Personal Growth –
 - New interests:
Native 34.1%, Not Native 39.7%



RETENTION

What we know
about the Fall 2017
cohort who stayed
and enrolled Fall
2018.

(1 year retention)





Fall 2017 Respondents Retention Rates

- All 388 respondents = 71.1%
- Female 72.9%, Male 68.2%
- Native American 68.0%, Non-Native American 74.6%





Fall 2017 Respondents Retention

- Preliminary look at responses
- Responses for which retention is at least 10 percentage points different from the group retention rate
- Minimum of 10 responses





Fall 2017 Respondents Retention

- Females (72.9%)
 - Highs
 - Successful academic experience:
Improved content-specific knowledge, 90.0%
 - Personal growth:
Opportunities to interact with international students, 87.5%
 - Personal growth:
Opportunities to interact with diverse populations, 86.7%
 - Lows
 - University Services:
Study abroad opportunities, 50.0%
 - Successful University Class:
Include innovation and use of technology, 56.2%
 - University Services:
Childcare, 58.3%



Fall 2017 Respondents Retention

- Males (68.2%)
 - Highs
 - Successful college experience overall:
Learning more about myself, 84.0%
 - I plan to take classes at NSU only for my personal satisfaction
Strongly Disagree, 81.5%
 - University services:
Conflict resolution, 81.2%
 - Lows
 - I plan to take classes at NSU only for my personal satisfaction
Strongly Agree, 28.6%
 - I plan to complete my basic classes at NSU then transfer
Strongly Agree, 45.0%
 - Successful college experience overall:
Developing a sense of pride in my accomplishments, 45.0%



Fall 2017 Respondents Retention

- Native American (68.0%)
 - Highs
 - Personal growth:
 - Opportunities to connect with faith-based organizations, 88.9%
 - Successful college experience overall:
 - Learning more about myself, 87.2%
 - Successful co-curricular experience:
 - Having access to spiritual or faith-related activities or support, 86.5%
 - Lows
 - University services: Study abroad opportunities, 47.8%
 - Successful college experience overall:
 - Developing a sense of pride in my accomplishments, 52.4%
 - University services: Childcare, 58.8%
 - I plan to complete my basic classes at NSU then transfer, 58.8%



Fall 2017 Respondents Retention

- Non-Native American (74.6%)
 - Highs
 - Successful academic experience:
 - Improved content-specific knowledge, 86.2%
 - Personal growth:
 - Opportunity to better define myself as an adult and contributing member of society, 81.2%
 - Successful college experience overall: Studying abroad, 80.0%
 - University services: Childcare, 80.0%
 - Lows
 - I plan to take classes at NSU only for my personal satisfaction, 38.5%
 - Successful co-curricular experience:
 - Participating in student government, 45.5%
 - I plan to complete my basic classes at NSU then transfer, 51.6%



Transfer Students – Fall 2018

- 752 Respondents
- 62% are Female
- 36% are Native American
- 31% are enrolled part-time
- 40% have declared majors in Business & Technology
- 72% indicated they are employed





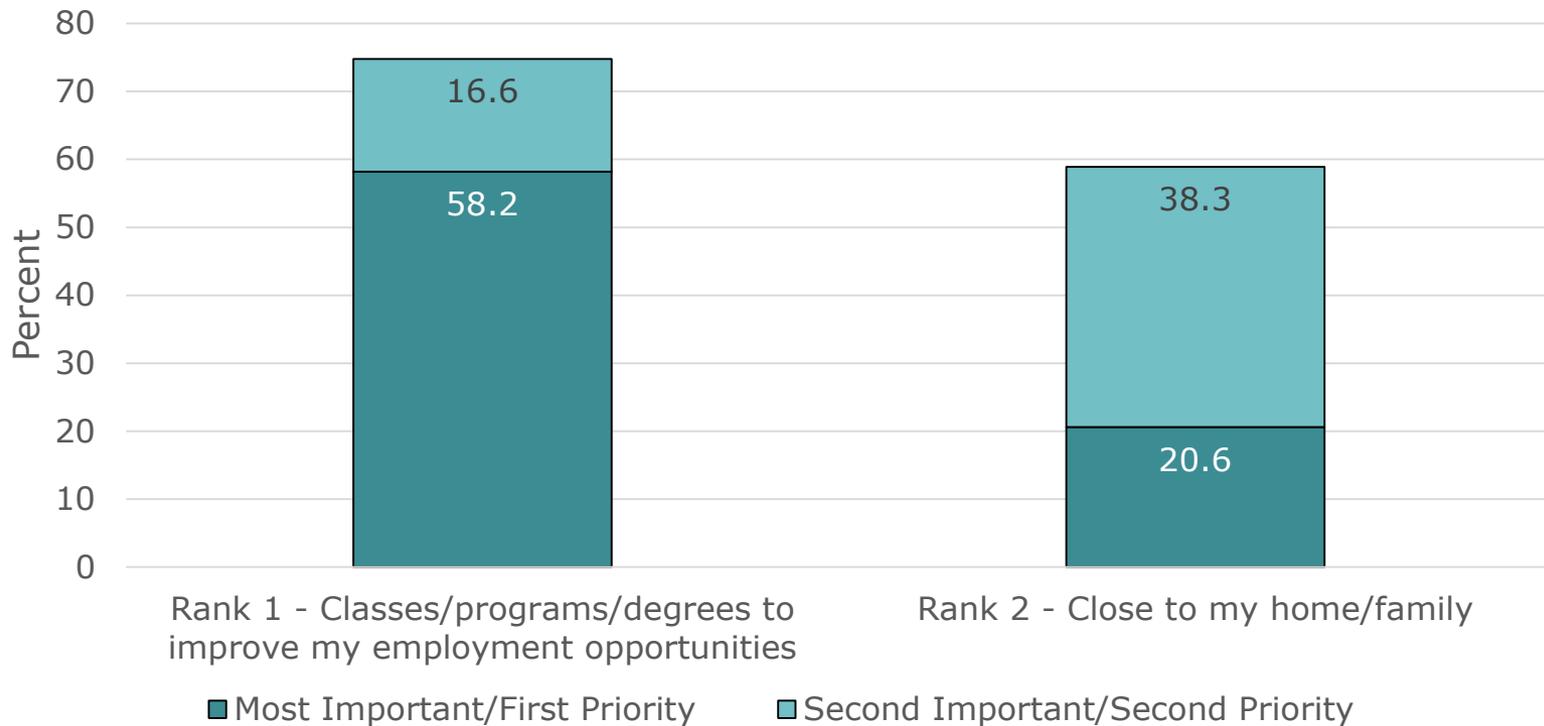
Transfer Survey Results

Statement	Strongly Disagree/ Disagree	Strongly Agree/ Agree	No Response	Average
I plan to obtain my bachelor's degree from NSU	2.9%	96.8%	0.3%	3.89
I plan to obtain a professional certificate from NSU	42.8%	56.4%	0.8%	2.65
I plan to complete my basics at NSU, then transfer again	80.2%	18.9%	0.9%	1.68
I plan to take classes at NSU for my personal/professional satisfaction only	40.0%	59.6%	0.4%	2.73
I plan to attend graduate school after attaining my NSU bachelor's degree	41.1%	58.8%	0.1%	2.81



Transfer Survey Results

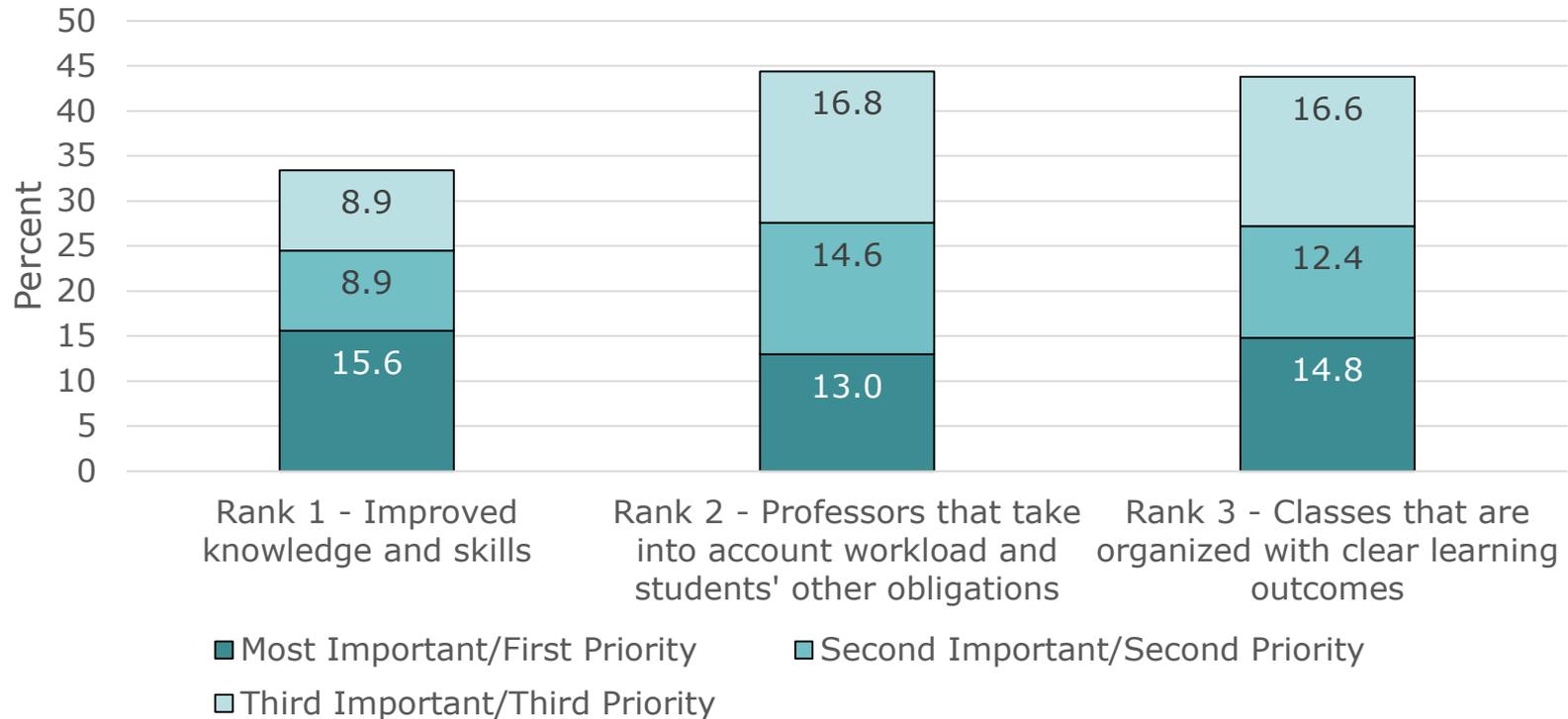
Top Two Reasons for Choosing NSU





Transfer Survey Results

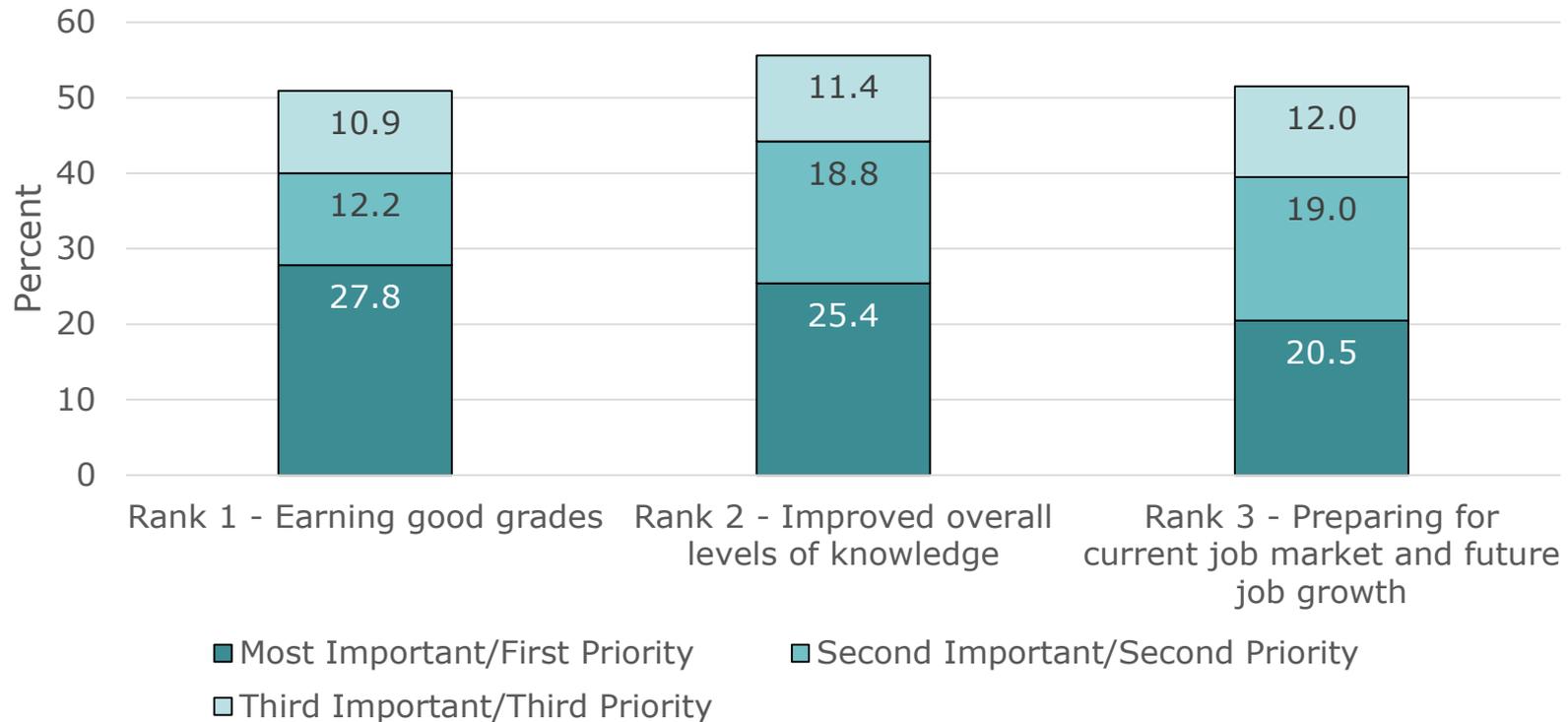
Top 3 Factors – Successful University Class





Transfer Survey Results

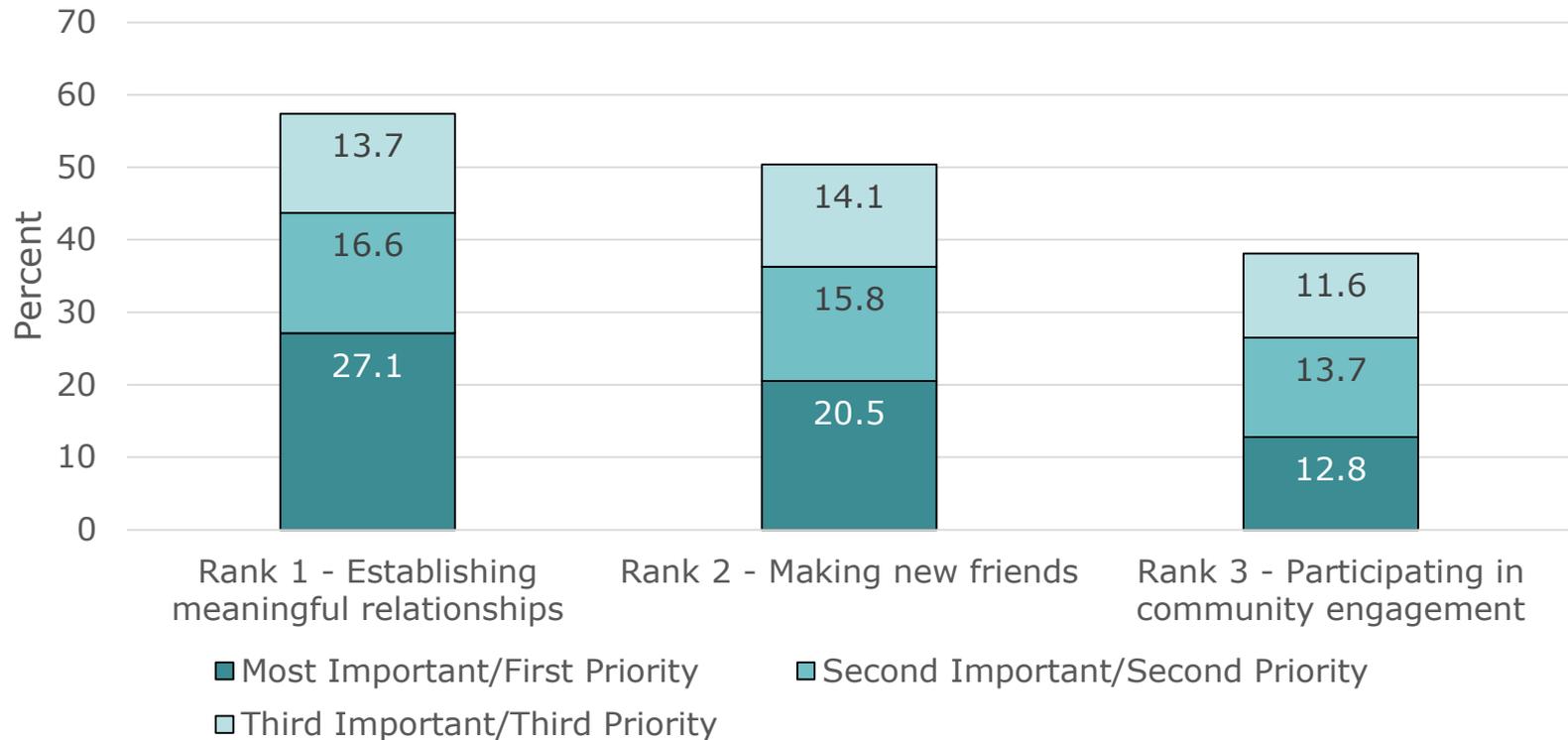
Top 3 Factors – Successful Academic Experience





Transfer Survey Results

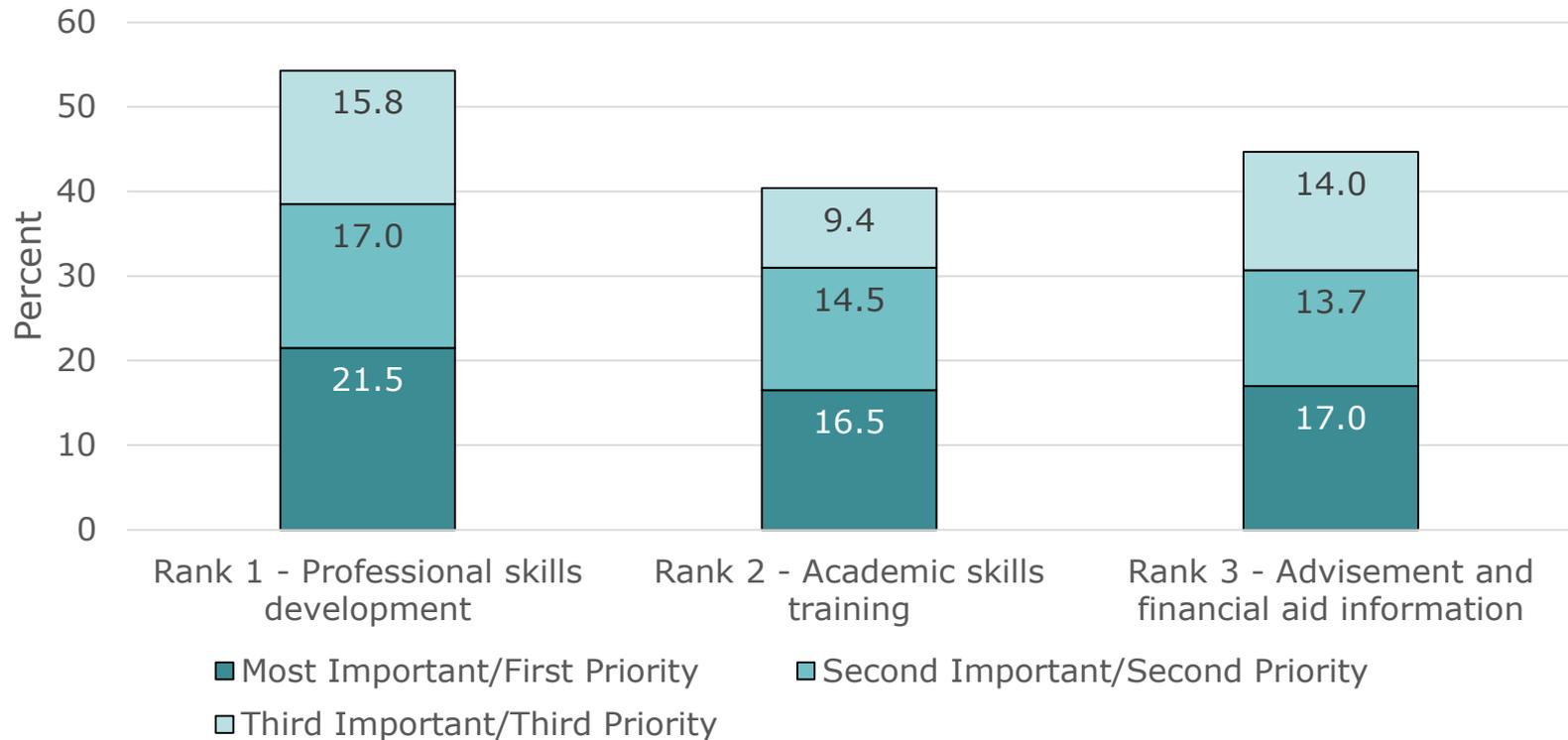
Top 3 Factors – Successful Co-curricular Experience





Transfer Survey Results

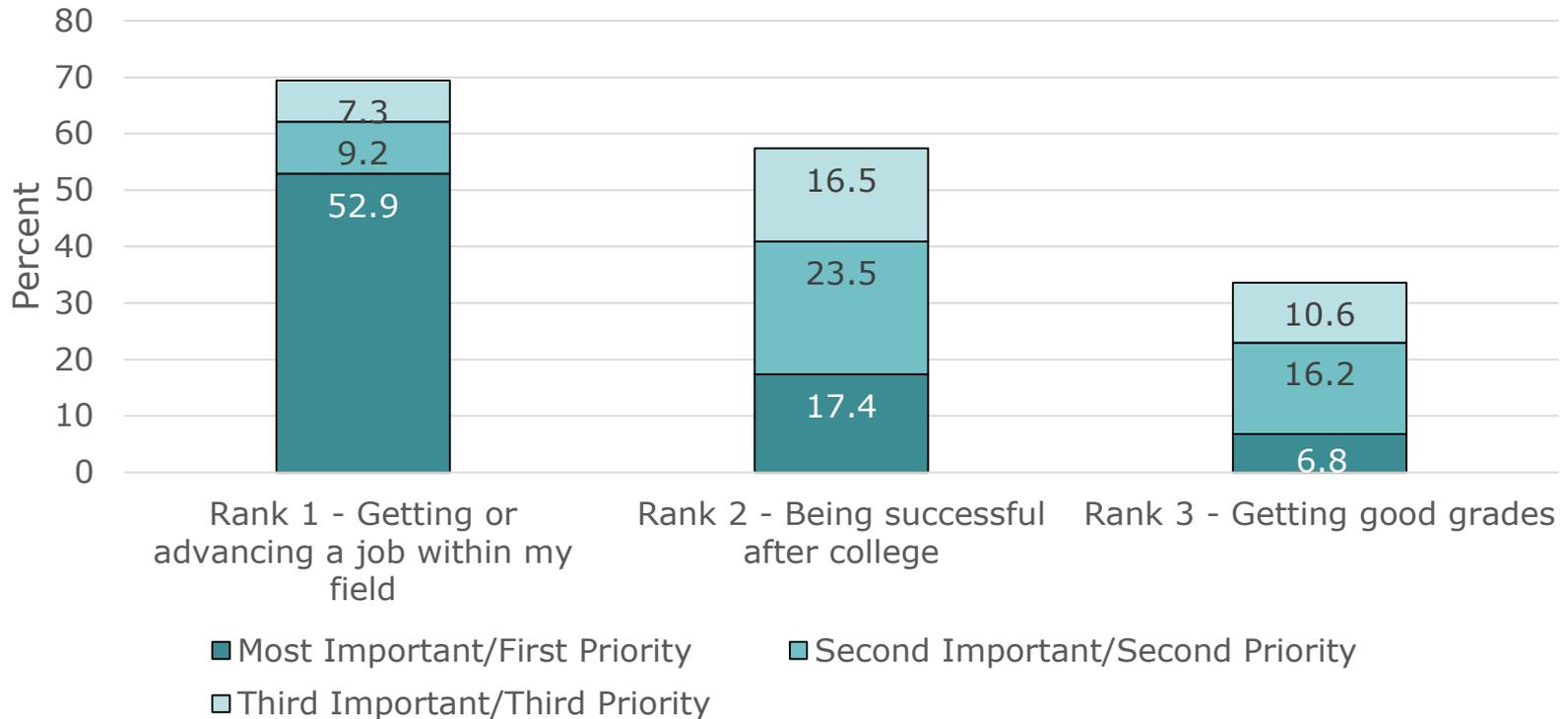
Top 3 Factors – University Services





Transfer Survey Results

Top 3 Factors – Successful University Experience





Data – Next Steps

- Transfer survey breakdowns
 - Sex
 - Native American
 - Time status (part-time vs. full-time)
 - Campus
- Compare freshmen to transfers
- Additional surveys?
 - Re-survey freshmen
 - “Non-traditional” characteristics
 - Survey graduating students for a “looking back” view



Initiatives - Next Steps

- Faculty Development
 - Experiential learning
 - Student connections
- Address themes of self-discovery, personal satisfaction in freshmen course
- Revise or update services
 - Extended hours, Connections to Careers
 - Revisit our website and how you find information
- Evaluate transfer processes and services
 - Foundations of Excellence project



What we know and don't know

- Measures of FTFT “success” are limited.
- Student intent is critical in evaluating success.
- Students work to balance many external components.
- How do we redesign what we do to help these students?





Discussion & Questions

What are your ideas?

Have any of you done something similar?



Contact us

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