

P&C GOALS

1. Identify / use data to support student success;
2. Pro-actively identify student needs to timely facilitate solutions;
3. Strategically plan outreach efforts to student goals and risk factors.

Data Analysis – Recurring Themes:

1. As the number of developmental courses increased, student persistence decreased; and
2. Insufficient non-cognitive data on student intentions/attitudes toward learning and success to assess the relationship between the variables

Non-Cognitive Data Collection & Analysis

NSU designed a short survey intended to be administered using MAPWorks. Technological barriers prevented adequate data collection. In spring 2017, the Team revised this project to include 2 surveys: the Freshmen Expectation Survey and the Student Defined Success Survey.

Freshman Expectation Survey

- 41 Item survey targeting student goals and expectations during their freshman year.
- Administered to FTFT Students during orientation week, beginning Fall 2017.
- N=564
- Data analysis planned for Summer 2018

Student Defined Success Survey

- 10 item survey targeting student intention to complete degree from NSU and identifying variables NSU students associate with a successful university course, a successful academic experience, a successful cocurricular experience, and a successful overall college experience.
- N=388
- Initial data analysis complete – see handout.

Co-Requisite Education

Oklahoma’s partnership with Complete College America seeks to ensure that a minimum of 75% of all students requiring developmental education be involved in a co-requisite approach. In 2015, NSU piloted a co-requisite model for Mathematics and English.

- 3 years of data
- Measured 3 Variables
 - Change Scores
 - Completed Course Pass Rate
 - Retention Rates

Math Co-Requisite Education

- ACT Sub-score < 19, CPT 44-74, option of enrolling in College Algebra with a supplemental lab, or Intermediate Algebra

English Co-Requisite Education

- ACT Sub-score < 19, CPT 60-79, option of enrolling in Freshmen Comp I with a supplemental lab, or Developmental Writing

KEY FINDINGS

- NO SIGNIFICANT differences between completed course pass rates in courses with supplemental instruction and college level courses in 2016 and 2017. Supplemental instruction courses had significantly higher pass rate in 2015, the pilot year.
- NO SIGNIFICANT differences between retention rates for students enrolled in courses with supplemental instruction and students in college level courses.