Student Success Initiatives

Warwick Arden, Provost and Executive Vice Chancellor
Louis Hunt, University Registrar and Vice Provost, Enrollment Management and Services
Mike Mullen, Vice Chancellor and Dean, Division of Student and Academic Affairs
Tom Miller, Senior Vice Provost, Academic Outreach and Entrepreneurship
Goal 1: **Success of Our Students**

Key Accomplishments 2011-13

- 2020 Enrollment Plan
- Enrollment Wizard and Advising Dashboard
- Change of Degree Application
- DASA Merger
- Professional Advisors/Intrusive Advising Model
- Living & Learning Villages and Other High Impact Activities
- New DE Tuition Model
- Large Course Redesign
What is Student Success?

• Objective Measures
  – 1 & 2 year retention rates
  – 4 year and 6 year graduation rates
  – Masters (4 year) and doctoral (6 year) completion rates

• Student Outcomes and Learning Assessments
  – Example: Collegiate Learning Assessment (CLA)

• Post-graduation Outcomes
  – Job placement and salary
  – Participation in graduate education
## Retention and Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>First Year Retention</th>
<th>Six Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>92.6%* (2011 cohort)</td>
<td>74.9%* (2007 cohort)</td>
</tr>
<tr>
<td>2020 or sooner</td>
<td>94% (2019 cohort)</td>
<td>80% (2014 cohort)</td>
</tr>
</tbody>
</table>

*Preliminary 2013 data*
Retention and Graduation Rates

NC STATE UNIVERSITY AND PEER INSTITUTIONS FOR 2011

1-yr retention (ave* of 2002-05 cohorts)  6-yr graduation (2005 cohort)

US News & World Reports Best Colleges, 2013 Edition; see http://upa.ncsu.edu/ir/rate/retention-grad-rates-comparison. *Percentage of first-year freshmen who returned to the same college or university the following fall, averaged over the first-year classes entering between 2002 and 2005.
Retention and Graduation Rates
1, 2 AND 3YR RETENTION AND 6YR GRADUATION RATES BY COHORT

*Preliminary 2013 data

http://upa.ncsu.edu/ir/rate/freshman-retention-rates
Time to Act

• Our students are excellent and can succeed here or anywhere.
• The student is at the center of what we do.
• Our mission is to promote and enhance student success.
SUPPORTING STUDENT SUCCESS

ENROLLMENT
The Applicants

NC State received more than 21,000 undergraduate applications for the fall semester. Applications were received from every county in North Carolina, all 50 states and 94 countries.

Top 5 Countries Outside the U.S.

1. People’s Republic of China 546
2. India 115
3. Saudi Arabia 65
4. South Korea 57
5. Mexico 46

Top 10 States Outside of North Carolina by Applications

1. Virginia 858
2. Florida 431
3. Maryland 689
4. South Carolina 315
5. New Jersey 531
6. Georgia 254
7. New York 450
8. Massachusetts 228
9. Pennsylvania 444
10. Connecticut 177
Fall 2013 Freshman Class

4,170 ENROLLED STUDENTS

Top 10 Majors of Incoming Enrolled Students

- Engineering: 1,199
- First Year College: 812
- Management: 362
- Biological Sciences: 240
- Animal Science: 143
- Psychology: 99
- Political Science: 74
- Fashion & Textile Management: 69
- Communication: 60
- Zoology: 57

- 46% Of Incoming Enrolled Students are Female
- 54% Of Incoming Enrolled Students are Male

159 International students
600 Children of Alumni
211 Valedictorians and Salutatorians among Entering Students
4.43 Weighted High School GPA
46 Perfect Score on the SAT (Math)
20 Perfect Score on the SAT (Critical Reading)
3 Perfect Score on ACT
Academic Achievement of Enrolling Students

The 2013 freshman class is the highest achieving class in our history, with an overwhelming majority of incoming students ranked in the top 20% of their class.
Dual Enrollment and AP Exams

- 605 incoming freshmen have college credit
- 14,350 AP scores submitted
- 72% (3,050) of first year students that intend to enroll submitted AP scores with an average of 4.7 AP exams per student.
- 2,971 AP scores of 5 were submitted

UPA REPORT: Current Admissions Status Report, Fall 2013 (as of Aug. 2nd, 2013)
New Freshmen Applications

UPA Freshman Profile, 10-year Trend, Fall Semester First-Time-In-College Bachelor's Degree Students
UPA REPORT: Current Admissions Status Report, *Fall 2013 (as of Aug. 2nd, 2013)
Five Year Change in SAT Profile

- Fall 2009: 7%, 20%, 31%, 25%, 5%, 2%, 6%, 28%, 38%, 13%, 19%, 7%, 0%
- Fall 2013: 20%, 20%, 31%, 25%, 19%, 13%, 5%, 7%

Score Ranges:
- 1000 and below
- 1010 to 1100
- 1110 to 1200
- 1210 to 1300
- 1310 to 1400
- 1410 and above

Comparison between Fall 2009 and Fall 2013 for SAT scores.
New Student Advising Dashboard
# New Enrollment Wizard

## 2012 Fall Term

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
<th>Grading</th>
<th>Units</th>
<th>Status</th>
<th>Drop</th>
<th>Swap</th>
<th>Edit</th>
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<tbody>
<tr>
<td>BCH 351</td>
<td>General Biochemistry</td>
<td>Graded</td>
<td>4.00</td>
<td></td>
<td>☑</td>
<td></td>
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<tr>
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<td><strong>Section Type</strong></td>
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<tr>
<td>001</td>
<td>Lecture</td>
<td>Mon/Wed / Fri</td>
<td>09:10 AM - 10:00 AM</td>
<td>02215 Williams Hall</td>
<td>Charles Hardin</td>
<td></td>
<td></td>
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<tr>
<td>001</td>
<td>Problem Session</td>
<td>Mon</td>
<td>12:25 PM - 01:15 PM</td>
<td>001286 Polk Hall</td>
<td>Charles Hardin</td>
<td></td>
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<tr>
<td>PE 251</td>
<td>Target Archery</td>
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<td>1.00</td>
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<tr>
<td>012</td>
<td>Laboratory</td>
<td>Tue/Thu</td>
<td>09:10 AM - 10:00 AM</td>
<td>CT11 Carmichael Gym</td>
<td>Paul Powers</td>
<td></td>
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<tr>
<td>PEC 478</td>
<td>Exercise Physiology and Sports Science</td>
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<tr>
<td>009</td>
<td>Lecture</td>
<td>Mon/Wed</td>
<td>01:30 PM - 02:45 PM</td>
<td>00214 Carmichael Gym</td>
<td>William Craig</td>
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<tr>
<td>PSV 200</td>
<td>Introduction to Psychology</td>
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<td>3.00</td>
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<td>Lecture</td>
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<td>03:00 PM - 04:15 PM</td>
<td>00216 Rex Hall</td>
<td>Stephen Craig</td>
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**My Calendar**

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<tr>
<td>8am</td>
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<tr>
<td>9am</td>
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<tr>
<td>10am</td>
<td>9:10 - 10:00 BCH 351</td>
<td>9:10 - 10:00 PE 251</td>
<td>9:10 - 10:00 BCH 351</td>
<td>9:10 - 10:00 PE 251</td>
<td>9:10 - 10:00 BCH 351</td>
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<td>10:15 - 11:30 SOC 381</td>
<td>10:15 - 11:30 CH 102</td>
<td>10:15 - 11:30 ST 311</td>
<td>10:15 - 11:30 SOC 381</td>
<td>10:15 - 11:30 SOC 381</td>
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<td>12pm</td>
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<tr>
<td>1pm</td>
<td>12:25 - 1:15 BCH 351</td>
<td>1:30 - 2:45 PEC 478</td>
<td>1:30 - 2:45 PEC 478</td>
<td>1:30 - 2:45 PEC 478</td>
<td>1:30 - 2:45 PEC 478</td>
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<td>2pm</td>
<td>3:00 - 4:15 PSV 200</td>
<td>3:00 - 4:15 PSV 200</td>
<td>3:00 - 4:15 PSV 200</td>
<td>3:00 - 4:15 PSV 200</td>
<td>3:00 - 4:15 PSV 200</td>
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<td>5pm</td>
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</table>
New Internal Transfer Process
CHANGE OF DEGREE APPLICATION (CODA)

- Centralized site and online application to change majors
- Convenient interface and consistent procedures across campus
- Students see if they meet transfer requirements and how much time will remain toward their degree if they change majors

ncsu.edu/coda
SUPPORTING STUDENT SUCCESS

DIVISION OF ACADEMIC AND STUDENT AFFAIRS
High Impact Education Practices

Living and Learning Villages

- 3,303 first-year students in Residence Halls, 43% are in LLV
- 2,102 students in Villages, 67% are first-year students
- 13 Villages as of Fall 2013
  - New: Wood Wellness, Engineering, EcoVillage
  - Fall 2014: Entrepreneurship Village
- Village residents have 5-10% higher GPAs and 4% higher graduation rates.
High Impact Education Practices

Undergraduate Research Office
• 245 students, 173 research projects
• $202K – 240% of base allocations

First Year Inquiry
• 39 FYI courses last year
• Linked to Engineering Village, Women of Welch Village and Scholar’s Village
• Major part of the THINK Program.
The THINK Plan: Higher-Order Skills in Critical & Creative Thinking

- What is a QEP?
- How did NC State arrive at its plan?
- What do we mean by critical and creative thinking?
- Why is critical and creative thinking important to student success?
- What is included in the draft plan?
- What will the university do across the five years of the QEP?
- How can you comment on the QEP during its development?
- How can you be involved in the work of the QEP?

qep.ncsu.edu
High Impact Education Practices

Study Abroad
- 2011-12: 1,023 UG students in 60 countries, up 12% over 2010-11
- Top 5 countries: Czech Republic, China, Spain, UK, Italy

Alternative Service Break
- 22 trips, 14 countries with over 8,000 service learning hours
- Global health, education, housing, hunger, water quality, environment, civil rights
Student Support

Academic Advising Services in FYC
• Established walk-in advising, served nearly 800 students
• Adding satellite walk-in at Park Shops
• Virtual advising, evenings and weekends

Undergraduate Tutoring Center
• Expanded tutoring pool
• Supplemental instruction for PY courses
• Academic coaches for CH 101
• Graduate Writing Center in Park Shops

Office of Fellowship Advising
• 30 applicants for Fulbright Awards this fall, up from 16 last year.
SUPPORTING STUDENT SUCCESS

DISTANCE EDUCATION
Blurring the Lines

REMOVING THE TUITION DIFFERENTIAL

NC State students taking one or more courses via DE

- Fall 09
- Fall 10
- Fall 11
- Fall 12

NDS
DE degree-seeking
OC degree-seeking
Blurring the Lines

CHANGE IN DE ENROLLMENT PATTERNS FALL 11 / FALL 12

**Fall 11**
- UG OC DS: 1,502
- UG DE DS: 1,204
- GR OC DS: 793
- GR DE DS: 79
- NDS: 6,831

**Fall 12**
- UG OC DS: 1,452
- UG DE DS: 1,600
- GR OC DS: 702
- GR DE DS: 130
- NDS: 6,665
Blurring the Lines

CHANGE IN DE ENROLLMENT PATTERNS FALL 11 / FALL 12

- **↑44%** Full time degree-seeking undergrads
- **↑2%** Part time degree-seeking undergrads
- **↑38%** Full time degree-seeking grad students
- **↓43%** Part time degree-seeking grad students
- **↑0.4%** SCH per full time degree-seeking undergrad
- **↑1.1%** SCH per full time degree-seeking grad student
Average Total SCH
FULL TIME UNDERGRADS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Average Total SCH</th>
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</thead>
<tbody>
<tr>
<td>Fall 09</td>
<td>14.96</td>
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<tr>
<td>Spr 10</td>
<td>15.00</td>
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<td>14.98</td>
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<tr>
<td>Spr 11</td>
<td>15.02</td>
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<tr>
<td>Fall 11</td>
<td>15.04</td>
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<tr>
<td>Spr 12</td>
<td>15.01</td>
</tr>
<tr>
<td>Fall 12</td>
<td>15.10</td>
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<tr>
<td>Spr 13</td>
<td>15.08</td>
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</tbody>
</table>
Average Total SCH
FULL TIME UNDERGRADS TAKING ONE OR MORE COURSES BY DE
Course Redesign

SHARED CHARACTERISTICS

• Gateway – Critical path
• “High-needs”
• 300+ annual enrollment
• Large lecture or multi-section
• Multiple instructors
• >25-35% students receive D/F grades
• Limited faculty resources
• Passive learning
Course Redesign

STRUCTURAL CHANGES TO COURSES

DELTA’s Programs

- Precalculus Algebra and Trigonometry
- Engineering Statics
- Introduction to Statistics
- College Physics – KitLab
- Precalculus Algebra
- Calculus I

- Applied Differential Equations
- Physics for Engineers and Scientists
- Foundations of Graphics
- Concepts of Financial Reporting
- Microbiology
- World Architecture

Why “Flip”?  

- Leverage technologies for content delivery  
- Restructure student learning time to be more efficient

<table>
<thead>
<tr>
<th>Example Comparison of ST311 Course Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIOR TO REDESIGN</strong></td>
</tr>
<tr>
<td>Lecture with Activities (65 students for 50 minutes)</td>
</tr>
<tr>
<td><strong>REDESIGNED</strong></td>
</tr>
<tr>
<td>Individual Learning (individual students interacting w/online content)</td>
</tr>
</tbody>
</table>
Course Redesign

PRECALCULUS ALGEBRA & TRIGONOMETRY (MA111)

Technology Used

• Moodle
• LiveScribble
• Videos (example problems)
• Static text documents (PDF)
• Online low-stakes quizzes
Course Redesign

PRECALCULUS ALGEBRA & TRIGONOMETRY (MA111)

Rate of Attempts Required to Pass

Traditional

- 96.4%
- 3.3%
- 0.3%

Redesigned

- 97.6%
- 2.3%
Course Redesign

TRACKING STUDENTS TO CALCULUS (MA141)

Rate of Attempts Required to Pass

Preparatory Course: MA111 Traditional

- 84.5% first attempt
- 12.6% second attempt
- 2.5% third attempt
- 0.3% fourth attempt
- 0.1% fifth attempt

Preparatory Course: MA111 Redesigned

- 92.8% first attempt
- 6.6% second attempt
- 0.5% third attempt
SUPPORTING STUDENT SUCCESS

LOOKING FORWARD
Targets for Continued Success

- Intra-campus transfer
- First-year life sciences program
- Expand intrusive advising models
- Continue to expand advising technology
- Flexible, but rigorous interdisciplinary degree program
- Large Course Redesign in more advanced classes
- Student learning assessments
- Expanded tracking of post-graduation student outcomes
Questions?