ASSESSMENT WORKGROUP

Longitudinal Data:
A temporary position is needed to do a longitudinal student retention study. Track applications, student qualifications, and objective data regarding student involvement. The study will link student subjective information with objective data.

Challenge: Funding

Institutional Dashboards
The main goal of Institutional Dashboards is to bring key issues and data about retention issues through the eyes of the person who is responsible for it. The effort is to standardize all issues so that every department is talking the same language.

The objective is to create quick-reference, internet-based dashboard displaying retention measures for University to Department level. The benefit is that it allows standardized and quick assessment of trends in student progress, satisfaction, and retention.

- Trends can quickly be seen
  - Is retention going up going down?
  - What kinds of students are not being retained?
- Can have different categories
- Can break down categories even further
  - Percentage of college contact with students
  - Where are students at census?
  - How many has a particular college graduated?
  - What is the transfer statistic?
  - Where are they coming from?

Challenge: To take the dashboards from the College of Textiles to the university as a whole. This would require a lot of data but really quite useful. University Planning and Analysis can estimate costs upon request

Withdrawal Forecasting
Withdrawal Forecasting would take all of the undergraduate students, get their GPA each semester, and plug it into a preexisting formula with all the other undergraduate information. The lengthy model produces a drawing. The benefits are that this forecast allows an administrator to make personal connections, collect additional data, and even create controlled experiments.

- Can predict who would be least likely to come back in the fall.
- Work with at risk students the entire semester.
- Model is about 80-85% accurate.
- Allows the administrator to see the significance.
- May also see what programs work better

Challenge: Expanding to the greater university. Being tested in CHASS now.

http://www.ncsu.edu/uap/committees/access/reports/
Coding Group
This group looked at the sophomore 2006 survey. Students were asked did you ever consider withdrawing or transferring from NC State.
- 57% responded NO, but for the ones who did, their answers were coded.
- 482 students said that they considered leaving, and some gave multiple reasons
- 683 responses were scored.

The original codes that were used: psychological codes, dependency, or lack of direction, academic codes, majors, tutoring, advising, engagements codes and then environment/atmosphere codes (such as nice school, nice classes...).

5 Major Themes
1. **Academic Major**: Students responded that they either changed majors, that NC State didn’t have a major that they were in or interested in, or that they could get a better degree in a major somewhere else.
2. **Institutional Relationship With Engagement**: Could be a relationship to NC State as a whole. The atmosphere at NC State. Students did not connect with the engineering focus. NC State was too conservative. Students didn’t find any particular group at NC State that they could connect with people socially. Students also said there was an issue with diversity. They felt that NC State is not diverse enough and did not tolerate diversity. Student did not feel this was a positive atmosphere.
3. **Academic Instruction**: Most commonly it had to do with poor instruction. Students felt that professors did not care about their students.
4. **Psychological Dependency**
5. **Financial Issues**.

Next Steps:
1. Group is asking for your help. What can ACCESS do with this information? Who should we share it with? What should we be doing with it?
2. The group recognizes the need for more information, but where do they get that information? Should they be looking at senior survey? Where else should they go?

POLICY AND PRACTICE REVIEW
The main purpose is to identify policies and practices of student success and then to develop a review cycle and review that process. Charged with policies under the responsibility of the Division of Enrollment Management and Services and the Division of Undergraduate Academic Programs. The group had speakers come to talk about how policies work, why they work, and what didn’t work. The group began by identifying critical impact policy of student success (i.e., What are the policies that keep students from graduating at NC State?):
1. Suspension Policy
2. Intercampus Transfer Policy
3. Progress Toward Degree
4. Course Repeats
5. Withdrawal
6. Readmission
7. Absences/Attendance.

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The group then looked at the history of the policy: when it was last reviewed, when it was issued, when it had been revised and if it was currently under review. The group seeks to recommend a review cycle, a campus-wide policy review process, and then recommend a policy review calendar.

**Challenge:** How can we develop a policy and procedure process that everybody will buy into. Group is looking in the future for input from ACCESS. The group wants to hear the voices of the people who are impacting the policy and have them actually tell us what we recommended works and what we proposed works, and make sure that it works with the campus.

**STUDENT ENGAGEMENT**
The group’s main purpose is to look at student engagement both within the colleges as well as outside the classrooms. The group has identified a number of recommendations for discussion to propose to this group.

1. Every student should participate in at least one of the following by graduation:
   - Study abroad
   - Internship
   - Coop
   - Service-learning experience/project, one service learning course/major
   - Undergraduate research experience
2. Focus on the branding of the ‘community of scholars’ concept.
   - Have colleges send the same messages (post activities, market current activities as traditions in NC State publications and on web sites, more common gathering areas)
3. Articulate CLEAR expectations to introduce students to the campus culture
   - Explain what it means to be a good community member - involvement on campus, endless opportunities for engagement, academic integrity, diverse student body, etc. (May start with recruiting process, reiterate in more detail at NSO, College Orientations, AA Symposium, Wolfpack Welcome Week, etc.)
4. Encourage development of additional Living Learning Villages
5. Create buy-in among Deans to
   - Develop a traditions-based event for first-year students with an emphasis on encouraging engagement within the college and also with other student service offices/events/activities.
   - Re-instate the “Welcome to NC State” course as a pilot after reviewing content of current college intro classes

Overall, Student Engagement/Connection is everyone’s responsibility.
- We MUST send the same messages and expectations to students to enhance their academic and social integration to NC State University.
- Vincent Tinto’s research suggests encouraging students to find a balance between both which will lead to retention and overall student success.

**Challenge:** Implementation of these recommendations.