NSE Updates

DECEMBER 12, 2016
Agenda

NSE Leadership Structure - Stacey

Quality Enhancement Plan Accomplishments - Karen, Leonard, and Landon

Data Review - Leonard and Karen

Discussion - Falecia, Stacey, and Kathleen
# Composition

<table>
<thead>
<tr>
<th>NSE Leadership Team</th>
<th>NSE Steering Team</th>
<th>Campus Team</th>
<th>College-wide Support Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (24 – majority representation and includes NSE faculty and SLS tenured faculty)</td>
<td>Vice President of Student Affairs (1)</td>
<td>Faculty (NSE faculty and SLS tenured faculty)</td>
<td>Karen Borglum</td>
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<tr>
<td>Deans of Learning Support (3)</td>
<td>Vice President of Academic Affairs (1)</td>
<td>Dean of Learning Support or Executive Dean</td>
<td>Wendy Dew</td>
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<td>Deans of Students (3)</td>
<td>Campus Presidents (3)</td>
<td>Dean of Students</td>
<td>Nasser Hedayat</td>
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<td>Executive Deans WP &amp; LN (2)</td>
<td>Deans of Learning Support (3)</td>
<td>Executive Deans (2)</td>
<td>Sonya Joseph</td>
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<tr>
<td>Directors of Advising (3)</td>
<td>Deans of Students (3)</td>
<td>Chair and Co-Chair of NSE Leadership Team (2)</td>
<td>Lisa Stilke</td>
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<td></td>
<td>Executive Deans (2)</td>
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<td>Reyna Rengal</td>
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Team Total = 35 members

Team Total = 15 members
## Stewardship Responsibilities

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<tr>
<td>• Curricular and Co-curricular Models</td>
<td>• QEP Oversight</td>
<td>• Implementation</td>
<td>• Update or Redesign New Student Orientation as needed</td>
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<td>• Year-long Faculty Advising Models</td>
<td>• Budget Oversight</td>
<td>• Feedback Loop to NSE Leadership Team</td>
<td>• Work with Learning Outcomes Leaders to Assess General Education Outcomes embedded in NSE course</td>
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<td>• Assessment</td>
<td>• Program Evaluation Oversight</td>
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<td>• Planning for faculty development for full-time and part-time faculty who teach NSE course</td>
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<td>• Faculty Development and Training (cooperatively with Wendi Dew)</td>
<td>• Enrollment Planning Oversight</td>
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<td>• Infusion of college success skills in college courses (with support from Campus Presidents)</td>
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<td>• NSE Faculty Performance Evaluation</td>
<td>• Alignment of Front Door Processes including New Student Orientation</td>
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<td>• Other functions aligned to college-wide support roles</td>
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<td>• Enrollment Planning (provides input to deans in enrollment planning)</td>
<td>• Meta Major Plan</td>
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<td>• Oversight of NSE flavors</td>
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<td>• Infrastructure Support for NSE Faculty Advising</td>
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<td>• Oversight for Start Right Courses</td>
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<td>• Strategic focus on program outcomes and models to achieve them</td>
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<td>• Support for Deans of LS and NSE coordinator in navigating places of impasse or conflict.</td>
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QEP Accomplishments

1. A required credit-earning course which provides an extended orientation to college
   - SLS 1122, redesigned NSO, NSE Faculty embedded in students services, co-curriculars

2. Student success skills embedded in SLS 1122 and selected introduction courses
   - AS program SLS course adoption or substitution, Destinations

3. Front-door general education alignment
   - Start Right guides

4. Career and academic advising which includes an individualized education plan
   - Year-long advising model, transition from NSE advising to AS career program advisor or meta-major, My Education Plan, software for case management, NACADA
GROWTH
Student Enrollment in SLS1122 increased by 50%


SLS 1122 - New Student Experience

Credit Registration data from Office of Information Technology, 2016 (SAS)
Gen Ed Impact (2nd highest enrolled course)

The top 20 most enrolled courses will change based on the parameters selected to the left of the chart. The default selection shows term 201610 and includes Hybrid, Online, and Onsite.
PERSISTENCE RATES

Fall to Spring Persistence for students who took NSE in first term

- Fall 14: 78.6% Took NSE, 73.7% Did not take NSE
- Fall 15: 82.9% Took NSE, 71.4% Did not take NSE

Fall to Fall Persistence for students who took NSE in first academic year

- Fall 14: 65.0% Took NSE, 54.5% Did not take NSE
- Fall 15: 71.5% Took NSE, 37.6% Did not take NSE

* ftic degree-seeking students
IMPACT – ENC 1101 College-wide
FTIC Success Rates When Taken Solo and When Paired with SLS 1122

Success=A, B, or C

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<th>ENC 1101</th>
<th>ENC 1101 with SLS 1122</th>
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<tbody>
<tr>
<td>Fall 2014</td>
<td>75.3%</td>
<td>75.3%</td>
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<tr>
<td>Spring 2015</td>
<td>74.5%</td>
<td>74.5%</td>
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<tr>
<td>Fall 2015</td>
<td>62.3%</td>
<td>62.3%</td>
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<tr>
<td>Spring 2016</td>
<td>69.6%</td>
<td>69.6%</td>
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NSE Report data from Institutional Research, 2016
IMPACT - MAT 1033c
FTIC Success Rates When Taken Solo and When Paired with SLS 1122

Success=A, B, or C

NSE Report data from Institutional Research, 2016
Average GPA Earned during 1st Term

- Fall 14:
  - Took NSE: 2.44
  - Did not take NSE: 2.41

- Fall 15:
  - Took NSE: 2.55
  - Did not take NSE: 2.26

* ftic degree-seeking students
IMPACT – Career Goals
NSE Students Report They Develop Clearer Career Goals

- Nationwide Cohort (n=18,041) 57.2%
- Valencia Cohort (n=2,733) 71.8%
- NSE All Students (n=1,031) 79.5%
- NSE Caucasian Males* (n=146) 71.9%
- NSE Hispanic Males* (n=186) 78.5%
- NSE African-American Males* (n=82) 84.2%

* Typically female responses are higher than their male counterparts by race/ethnicity.

Community College Survey of Student Engagement, 2015 (www.ccsse.org)
National Cohort from CCSSE (PDF), Valencia Cohort from Valencia’s Institutional Assessment Office (Tableau)
Discussion

What about our NSE work are we most proud of?

What questions do you have about the NSE journey to date and the information we have provided you today?

Beyond the assessments required for the QEP report, what else should we consider as we contemplate and start to reflect on creating our report to SACS?

As we near the completion of the QEP five-year timeframe, what questions should we as a college contemplate to help us shape the future directions of the NSE?

Where do we go from here?