

# NSE Updates

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DECEMBER 12, 2016

# Agenda

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NSE Leadership Structure - Stacey

Quality Enhancement Plan Accomplishments - Karen, Leonard, and Landon

Data Review - Leonard and Karen

Discussion - Falecia, Stacey, and Kathleen

# NSE Leadership Structure



# Composition

NSE Leadership Team	NSE Steering Team	Campus Team	College-wide Support Team
<ul style="list-style-type: none"> <li>• Faculty (24 – majority representation and includes NSE faculty and SLS tenured faculty)</li> <li>• Deans of Learning Support (3)</li> <li>• Deans of Students (3)</li> <li>• Executive Deans WP &amp; LN (2)</li> <li>• Directors of Advising (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Vice President of Student Affairs (1)</li> <li>• Vice President of Academic Affairs (1)</li> <li>• Campus Presidents (3)</li> <li>• Deans of Learning Support (3)</li> <li>• Deans of Students (3)</li> <li>• Executive Deans (2)</li> <li>• Chair and Co-Chair of NSE Leadership Team (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty (NSE faculty and SLS tenured faculty)</li> <li>• Dean of Learning Support or Executive Dean</li> <li>• Dean of Students</li> <li>• Director of Advising</li> </ul>	<ul style="list-style-type: none"> <li>• Karen Borglum</li> <li>• Wendy Dew</li> <li>• Nasser Hedayat</li> <li>• Sonya Joseph</li> <li>• Lisa Stilke</li> <li>• Reyna Rengal</li> </ul>
<p>Team Total = 35 members</p>	<p>Team Total = 15 members</p>		

# Stewardship Responsibilities

NSE Leadership Team	NSE Steering Team	Campus Team	College-wide Support Team
<ul style="list-style-type: none"> <li>• Curricular and Co-curricular Models</li> <li>• Year-long Faculty Advising Models</li> <li>• Assessment</li> <li>• Faculty Development and Training (cooperatively with Wendi Dew)</li> <li>• NSE Faculty Performance Evaluation</li> <li>• Enrollment Planning (provides input to deans in enrollment planning)</li> </ul>	<ul style="list-style-type: none"> <li>• QEP Oversight</li> <li>• Budget Oversight</li> <li>• Program Evaluation Oversight</li> <li>• Enrollment Planning Oversight</li> <li>• Alignment of Front Door Processes including New Student Orientation</li> <li>• Meta Major Plan</li> <li>• Oversight of NSE flavors</li> <li>• Infrastructure Support for NSE Faculty Advising</li> <li>• Oversight for Start Right Courses</li> <li>• Strategic focus on program outcomes and models to achieve them</li> <li>• Support for Deans of LS and NSE coordinator in navigating places of impasse or conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation</li> <li>• Feedback Loop to NSE Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Update or Redesign New Student Orientation as needed</li> <li>• Work with Learning Outcomes Leaders to Assess General Education Outcomes embedded in NSE course</li> <li>• Planning for faculty development for full-time and part-time faculty who teach NSE course</li> <li>• Infusion of college success skills in college courses (with support from Campus Presidents)</li> <li>• Other functions aligned to college-wide support roles</li> </ul>

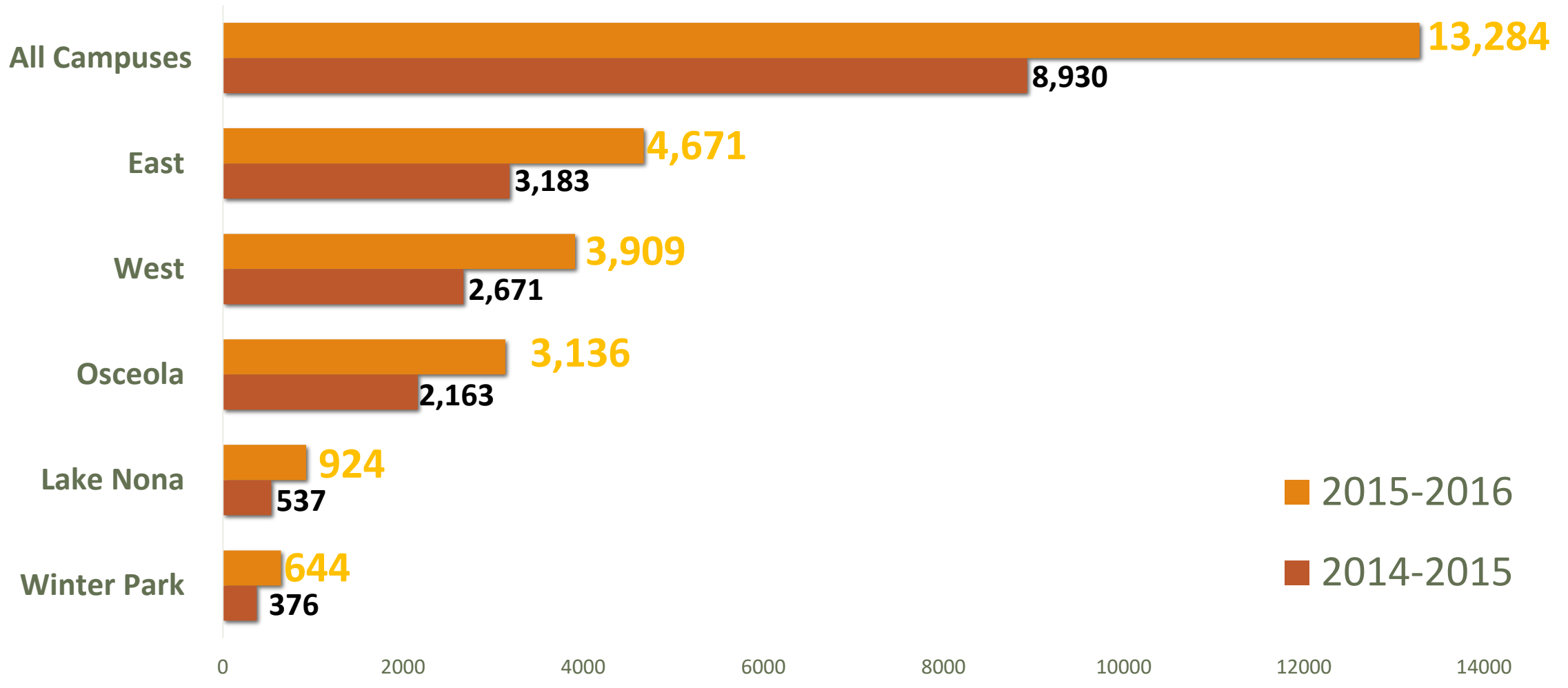
# QEP Accomplishments

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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

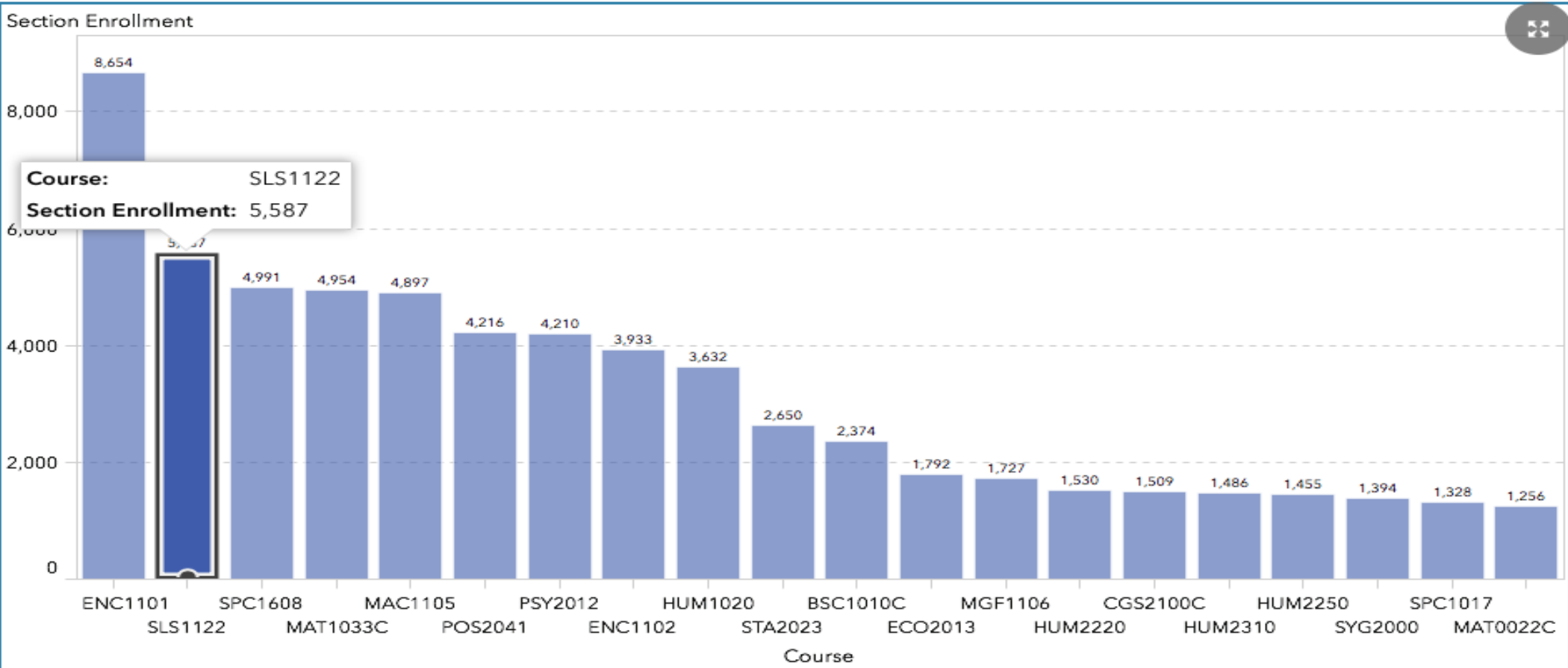
Student Enrollment in SLS1122 increased by 50%



SLS 1122- New Student Experience

# Gen Ed Impact (2nd highest enrolled course)

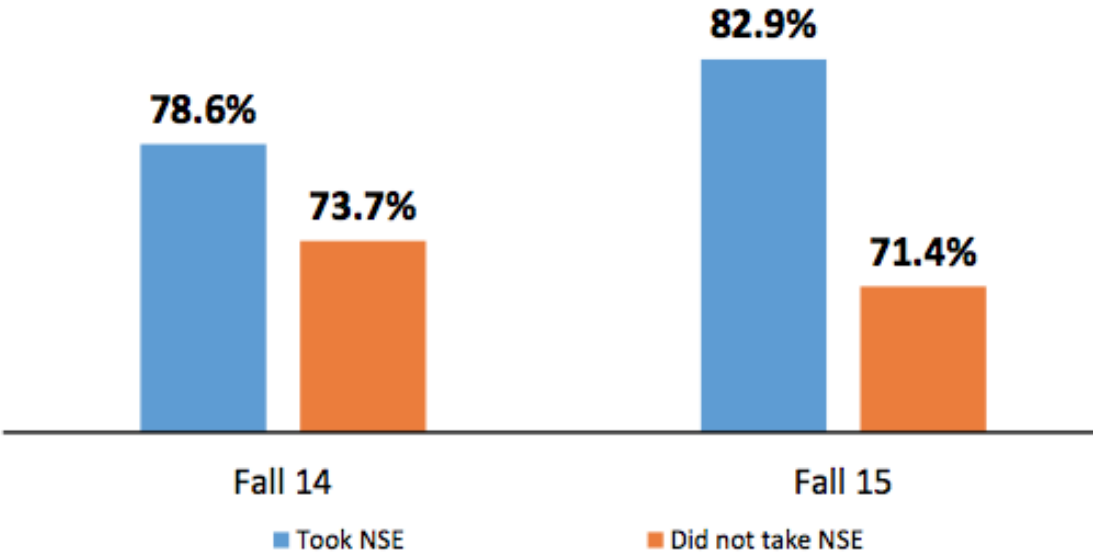
The top 20 most enrolled courses will change based on the parameters selected to the left of the chart. The default selection shows term 201610 and includes Hybrid, Online, and Onsite.





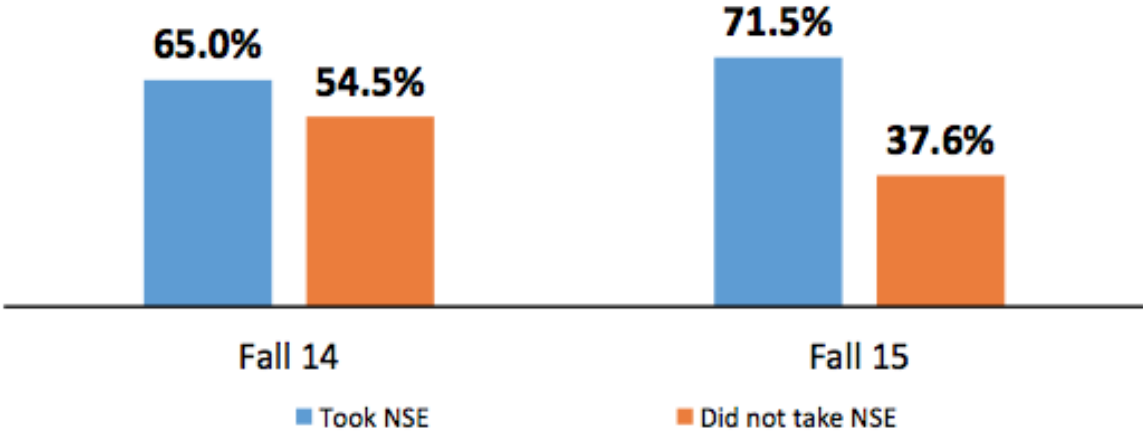
# PERSISTENCE RATES

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



\* ftic degree-seeking students

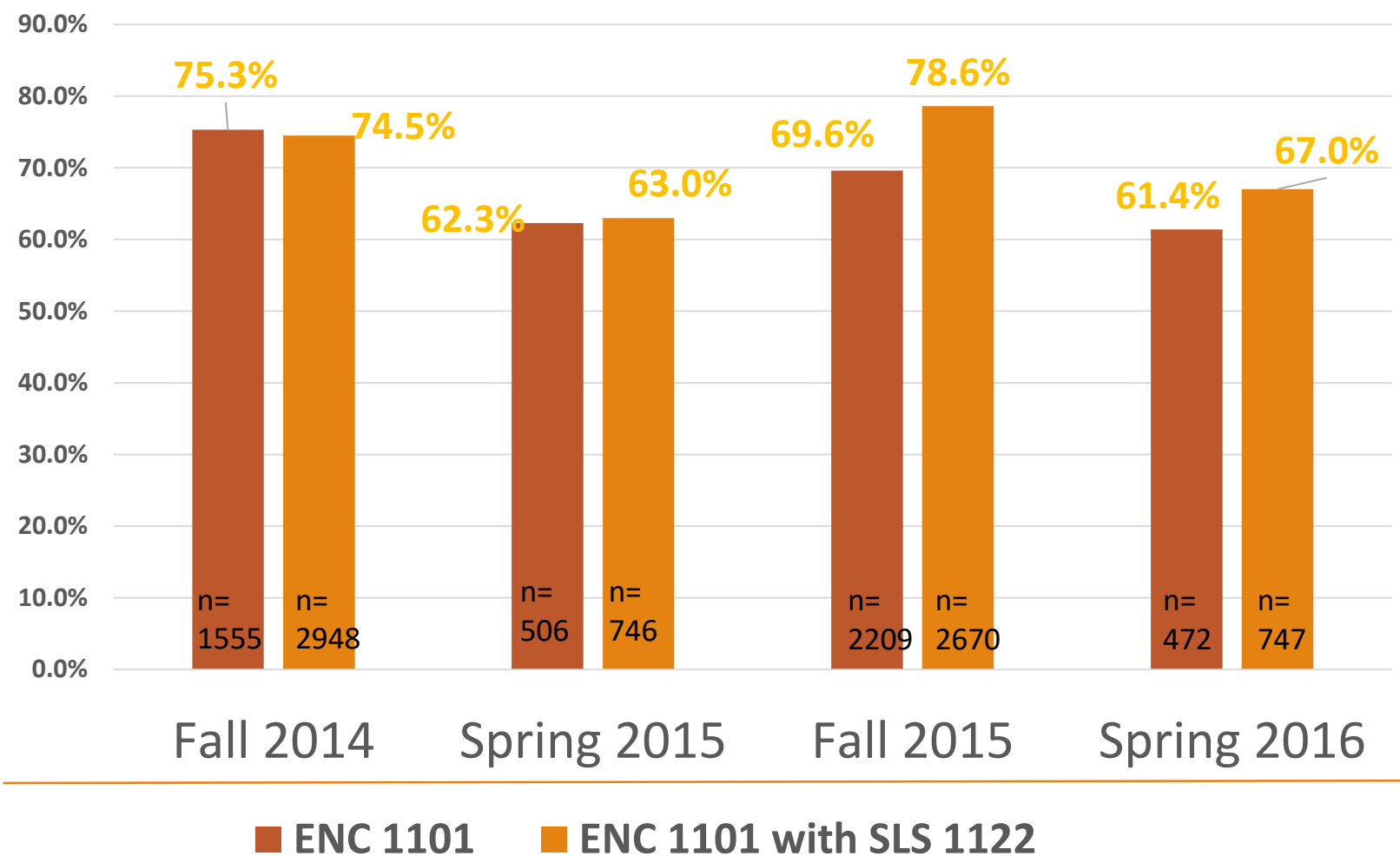
### Fall to Fall Persistence for students who took NSE in first academic year



\* ftic degree-seeking students

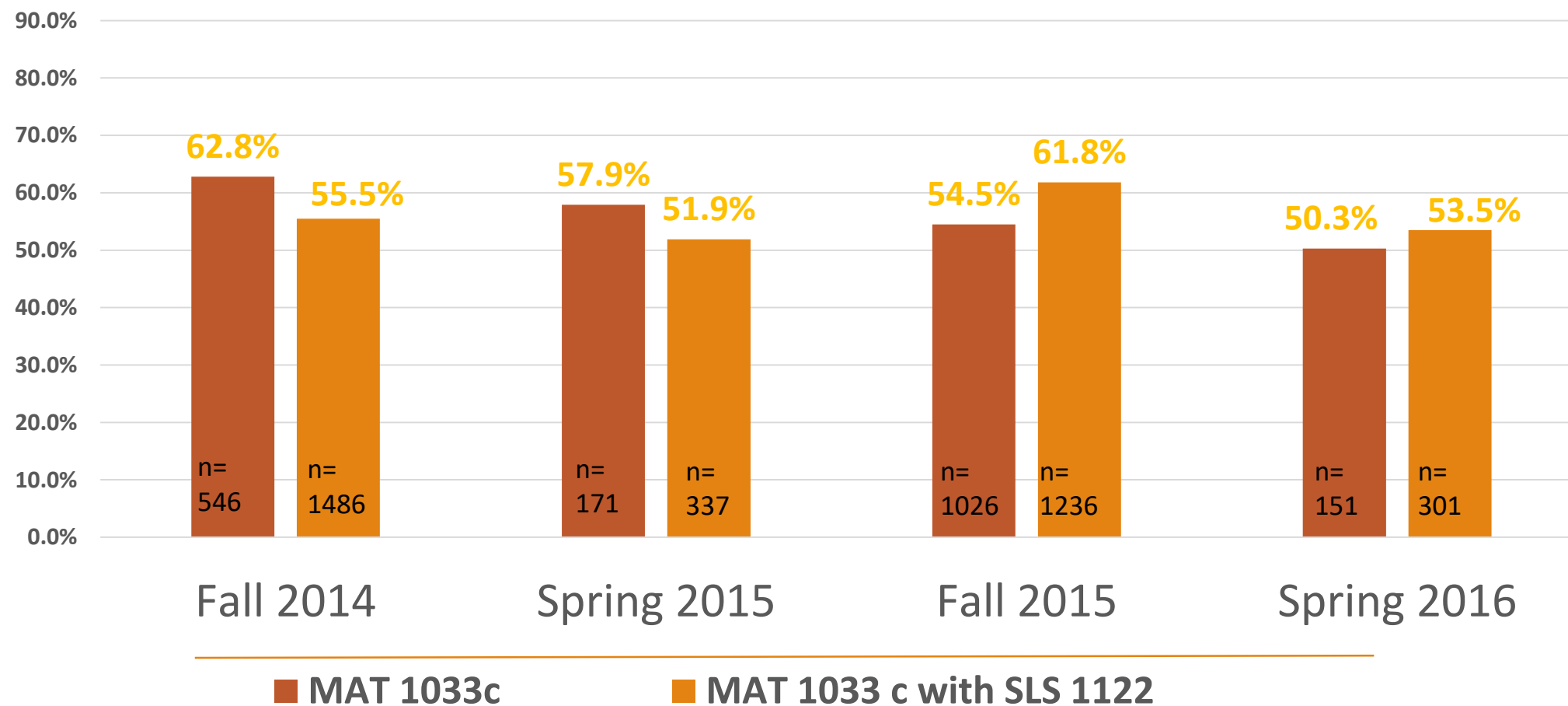
# IMPACT – ENC 1101 College-wide

## FTIC Success Rates When Taken Solo and When Paired with SLS 1122

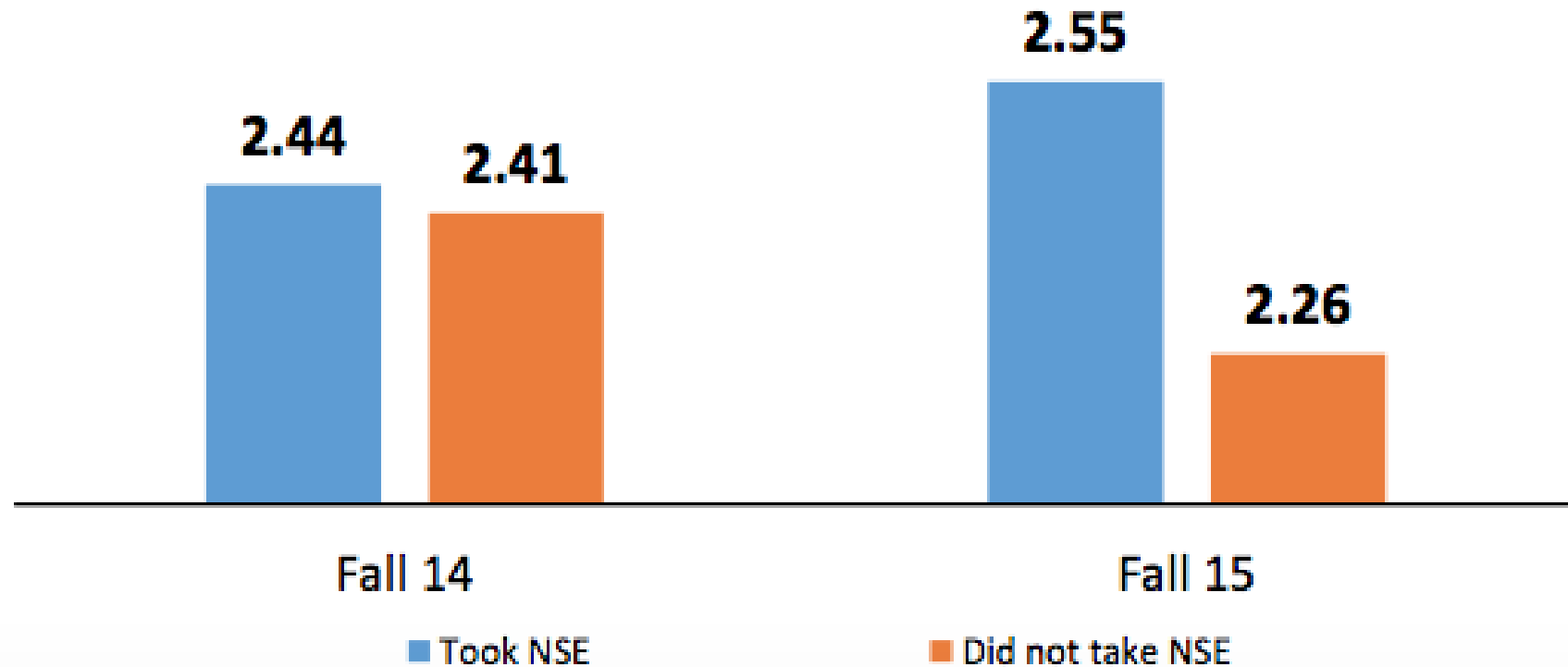


# IMPACT - MAT 1033c

## FTIC Success Rates When Taken Solo and When Paired with SLS 1122



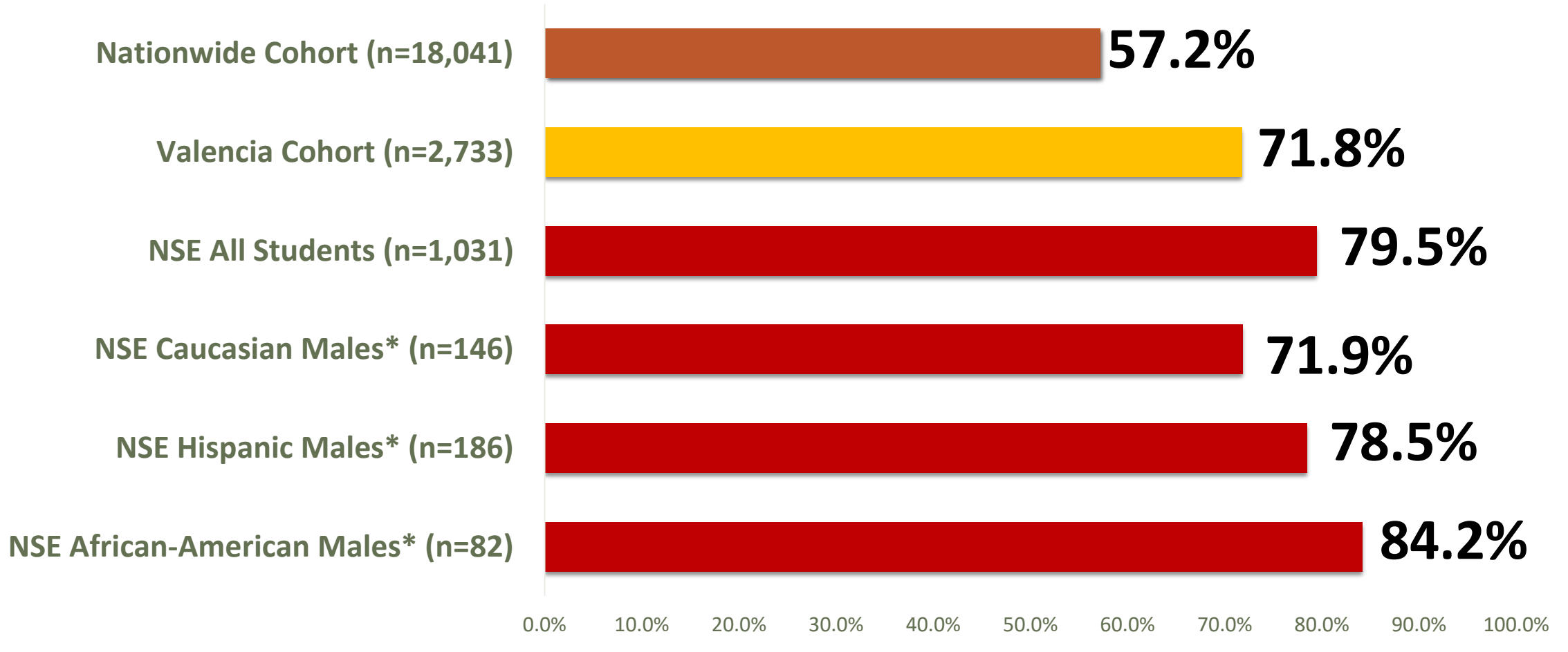
# Average GPA Earned during 1st Term



\* ftic degree-seeking students

# IMPACT – Career Goals

## NSE Students Report They Develop Clearer Career Goals



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

# Discussion

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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 should 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?