

Pathways to Student Success Executive Summary

2012		State Board approves Pathways to Student Success concept
Proposal	Sept-Dec	Initial draft developed, circulated to internal and external audiences, pillars include Access, Quality, Affordability, Learning and Accountability. Overall goal is to enhance the quality of higher education in North Dakota.
2013	Jan-June	Discussions among stakeholders in K-12 and Higher Education about impacts of plan, preliminary models developed; confirmation that direction is appropriate but analysis is necessary.
Analysis	July-Dec	Analyze profile of 2012 graduates, compare with plan requirements of students to be admitted in future, determine impact on academic requirements and on institutions' admissions, develop financial models for tuition and dual-credit rates, review Board policies impacted, develop recommendations for practical application in the best interest of the student.
2014	Jan-Feb	Revise plan as needed, develop implementation proposal, review with stakeholders, gather feedback, make recommendations for improvement.
Finalization	Target March	Present finalized plan to Board; communicate and confirm timeline with stakeholders.
Communication	Target April	Roll out plan to public, robust communication to all internal and external audiences.
2015	Fall	Full adoption of plan across NDUS in partnership with K-12 educators.
Implementation		Students begin enjoying benefits of one of the best education systems in the country. State sees return on investment as its highly educated workforce supports and attracts business and industry.

Pathways to Student Success

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Interim Chancellor





Student Performance in College

Remedial and Graduation Rates

North Dakota University System Developmental Course Enrollments

Institution	Number of Students Enrolled			Students with More than One		
	Fall 2011	Fall 2012	Fall 2013	Fall 2011	Fall 2012	Fall 2013
BSC	608	475	509	154	219	260
DCB	126	264	353	92	98	189
LRSC	191	186	203	59	74	76
NDSCS	588	611	500	245	311	252
WSC	161	138	164	41	78	92
DSU	117	101	105	14	12	7
MaSU	73	120	106	37	51	46
MiSU	213	169	154	0	0	0
NDSU	461	791	703	39	143	140
UND	195	422	523	0	30	51
VCSU	0	117	44	0	28	0
Total	2,733	3,394	3,364	681	1,044	1,113

NDUS Two-Year Fall IPEDS Overall Graduation Rate

Institution	2006 Cohort	2007 Cohort	2008 Cohort
BSC	*34%	*39%	*40%
DCB	38%	32%	37%
LRSC	39%	45%	52%
NDSCS	42%	42%	52%
WSC	38%	36%	40%

*IPEDS percentage based on a 4-year cohort

Fall IPEDS Cohort Percent Completing Degrees Reported in 2012 by NDUS Two-Year Campus

Institution	2 years 2006 Cohort	3 years 2006 Cohort	4 years 2006 Cohort	Overall Graduation Rate 2008 Cohort
BSC	---*	---*	---*	*40%
DCB	37%	38%	39%	37%
LRSC	31%	39%	41%	52%
NDSCS	---*	42%	46%	52%
WSC	32%	38%	40%	40%

---* IPEDS data not available, *--- based on a 4-year cohort

NDUS Four-Year Fall IPEDS Overall Graduation Rate

Institution	2003 Cohort	2004 Cohort	2005 Cohort
DSU	31%	42%	41%
MaSU	38%	30%	26%
MiSU	34%	39%	33%
NDSU	52%	51%	54%
UND	54%	51%	54%
VCSU	43%	40%	42%

**Fall IPEDS Cohort
Freshmen Completing Bachelor's Degrees
Reported in 2011
by NDUS Four-Year Campus**

Institution	4 years 2002 Cohort	6 years 2002 Cohort	8 years 2002 Cohort	Overall Graduation Rate 2004 Cohort
DSU	9%	33%	33%	42%
MaSU	26%	41%	42%	30%
MiSU	13%	30%	37%	39%
NDSU	19%	47%	53%	51%
UND	22%	54%	58%	51%
VCSU	30%	48%	51%	40%



Pathways to Student Success

Implementing the Plan



Implementing the Plan

- ▣ “The individuals from academic and student affairs of the 11 institutions of the NDUS endorse the value of the Pathways to Student Success plan for the goal of elevating educational excellence in North Dakota. Preliminary steps to reach that goal are presented in the following recommendations...[and] are intended to assist in the effective and successful implementation... of the Pathways model.”

Pathways Summit Meeting on August 19-20, 2013

Implementing the Plan

- Initial data review
- “Automatic” admission
- Residency points in index
- High school core courses in index
- “Weighting” of index components:
GPA, ACT, Core

Data Review

- $(ACT \times 3) + (GPA \times 20) + (Core \times 5) + 10$ (residency)
- Maximum score = 273 with residency
- Academic eligibility based on:
 - ▣ Research university 210
 - ▣ Regional (master's) university 190
 - ▣ Regional university 180
 - ▣ Community college No minimum

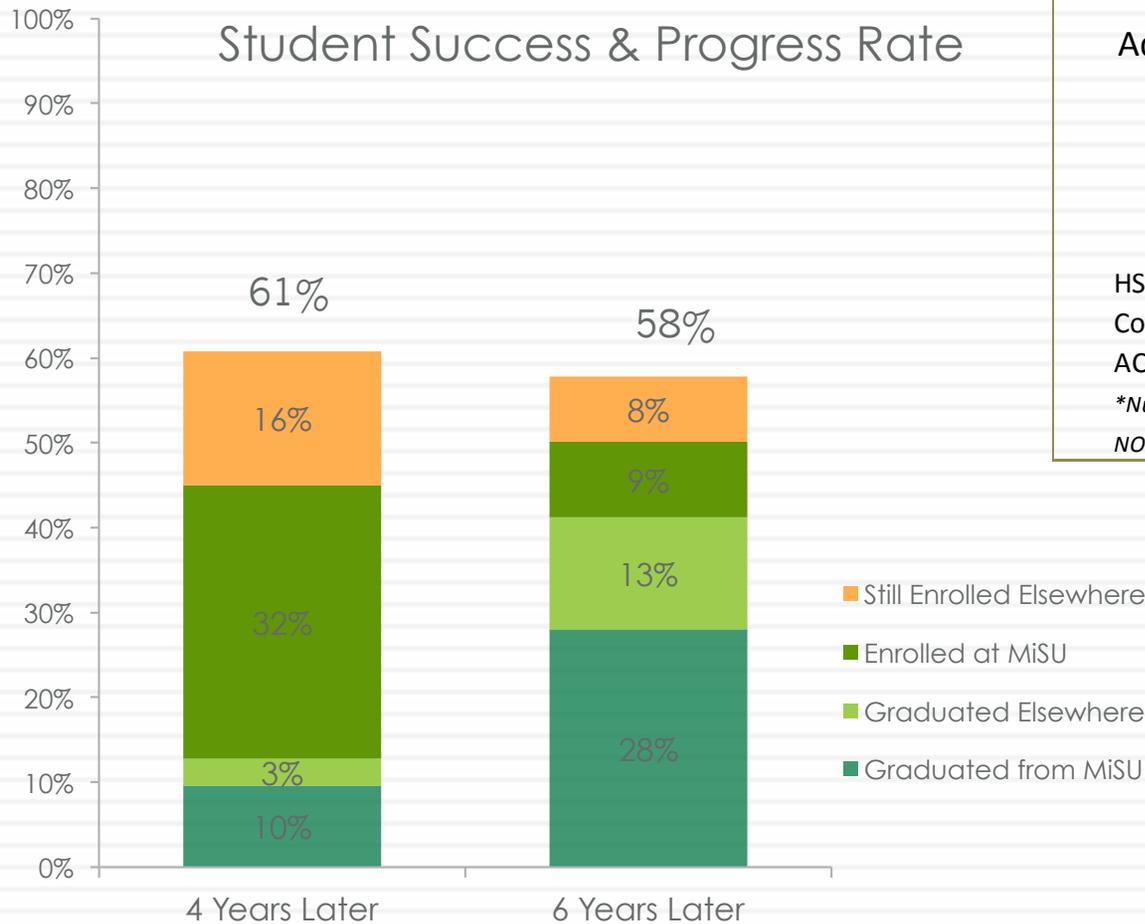
Data Review

□ Would **NOT** meet academic eligibility score (Fall 2013):

□ <i>Research university</i>		210
■ NDSU	41%	1,039
■ UND	46%	861
□ <i>Regional master's university</i>		190
■ Minot State University	7%	25
□ <i>Regional university</i>		180
■ Dickinson State University	20%	29
■ Mayville State University	35%	45
■ Valley City State University	17%	30

Minot State University Successful Students

First-Time, Full-Time (FTFT) Student Cohort Who Started in Fall 2006



	Baccalaureate within 4 years (n=84)	Baccalaureate within 6 years (n=164)
	<u>Means</u>	<u>Means</u>
HS GPA	3.52	3.49
Core*	14.30	14.30
ACT	21.70	22.20

*Number of high school core courses, capped at 15
NOTE-includes FT AND PT students

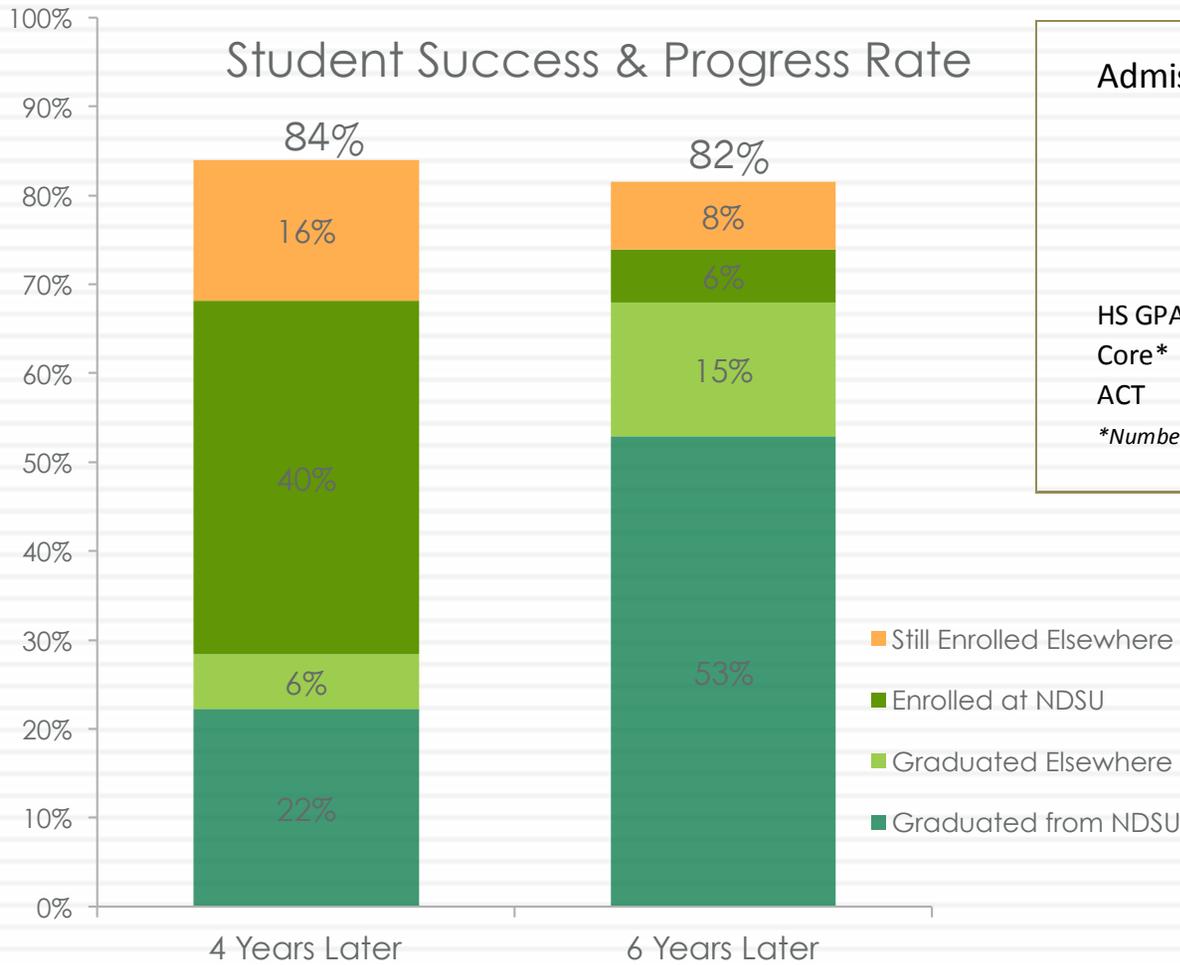
5% of the entering cohort of the six-year graduates would not have been admissible using the <190 admission index.¹

Source: Student Success & Progress Rates from the Voluntary System of Accountability's College Portrait per data from the National Student Clearinghouse.

¹Data are presented for those students who had all three required pieces of the admission criteria.

North Dakota State University Successful Students

First-Time, Full-Time (FTFT) Student Cohort Who Started in Fall 2006



Admission Scores of NDSU Graduates¹

	Baccalaureate within 4 years (n=424)	Baccalaureate within 6 years (n=984)
	<u>Means</u>	<u>Means</u>
HS GPA	3.67	3.54
Core*	12.99	12.98
ACT	24.50	23.70

*Number of high school core courses, capped at 15

36% of the entering FTFT cohort of the six-year graduates would not have been admissible using the <210 admission index.¹

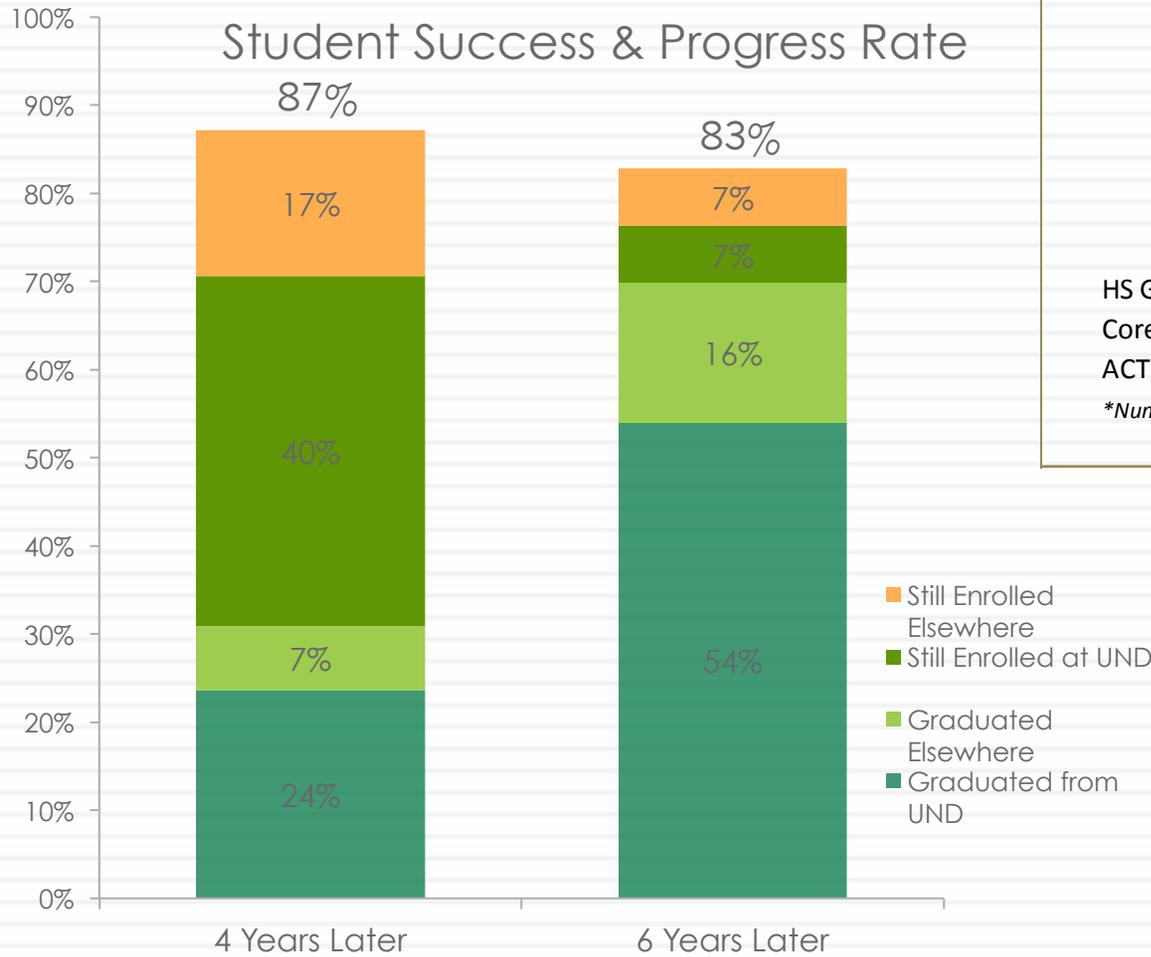
Source: Student Success & Progress Rates from the Voluntary System of Accountability's College Portrait per data from the National Student Clearinghouse.

November 14, 2013

¹Data are presented for those students who had all three required pieces of the admission criteria.

University of North Dakota Successful Students

First-Time, Full-Time (FTFT) Student Cohort Who Started in Fall 2006



	Baccalaureate within 4 years (n=422)	Baccalaureate within 6 years (n=951)
	<u>Means</u>	<u>Means</u>
HS GPA	3.62	3.50
Core*	13.03	13.02
ACT	23.41	22.86

**Number of high school core courses, capped at 15*

41% of the entering FTFT cohort of the six-year graduates would not have been admissible using the <210 admission index.¹

Source: Student Success & Progress Rates from the Voluntary System of Accountability's College Portrait per data from the National Student Clearinghouse.

¹Data are presented for those students who had all three required pieces of the admission criteria.

More NDUS Successful Students

Admission index scores* of the first-time, full-time (FTFT) student cohort who started in fall 2006 and have graduated

Dickinson State University		
	Baccalaureate within 4 years	Baccalaureate within 6 years
	<u>Means</u>	<u>Means</u>
HS GPA	3.62	3.36
Core	14.44	14.13
ACT	23.48	21.27

11% of the entering FTFT cohort of the six-year graduates would not have been admissible using the <180 admission index.

Mayville State University		
	Baccalaureate within 4 years	Baccalaureate within 6 years
	<u>Means</u>	<u>Means</u>
HS GPA	3.24	3.23
Core	14.05	14.02
ACT	20.25	20.63

10% of the entering FTFT cohort of the six-year graduates would not have been admissible using the <180 admission index.

NOTE-data is for the 2007 cohort

Valley City State University		
	Baccalaureate within 4 years	Baccalaureate within 6 years
	<u>Means</u>	<u>Means</u>
HS GPA	3.38	3.28
Core	14.03	14.06
ACT	21.43	21.11

14% of the entering FTFT cohort of the six-year graduates would not have been admissible using the <180 admission index.

Note: data are presented for those students who had all three required pieces of the admission criteria.

Next Steps in Pathways Journey

▣ Collaboration and communication with K-12

- Ensure meaningful bridge built between existing K-12 efforts such as Common Core and Higher Education
- Create admissions scoring formula that aligns with K-12
- Further link K-12 and Higher Education data systems
- Further review Common Core State Standards and State Assessment impacts

▣ Data analysis and modeling

- Further review best practices and other admission index score models that predict strong academic success

Pathways to Student Success – Journey Ahead

- ▣ Use predictive analytics to understand what factors truly influence student success
- ▣ Establish intervention strategies to assist “at risk” students
- ▣ Streamline the path to graduation
- ▣ Use performance funding to incentivize improvement of institutional retention efforts

Remaining Questions

- ▣ **Developmental (Remedial) Instruction**
- ▣ **Transfer Requirements**
- ▣ **Non-Traditional Student Admissions**
- ▣ **Tuition Modeling**
 - Residency Rates
 - Online/Distance Instruction
 - Blending non-mandatory fees
 - Dual credit
 - Credit Caps
- ▣ **Waiver Practices**
- ▣ **Management Tools** (dashboards, timely data, etc.)



□ Questions?

- Thanks to UND Provost Thomas DiLorenzo, NDUS Vice-Chancellor Lisa Feldner, and Director of NDUS Communications Linda Donlin and all their teams for putting this briefing together.