


Moving from Numbers to “Intel” for Student Success


Professional Day
March 30, 2018

Institutional Capacity Assessment (ICAT) – *Data and Technology*

1. More access to data
2. Better communication
3. Assistance interpreting and using data for student success



Theme of PD Day:
Inquiry for Student Success



Definition: “Inquiry”

- an investigation
- the act of seeking information by questioning

Session Learning Objectives

- What and who is IRP?
- Where/how to get data
- Inquiry
 - *The investigation:*
 - New student persistence and attrition
 - *The act of seeking information:*
 - Your turn!

Who and What is IRP?

*Institutional Research and
Planning*

The IRP Team

Francesca Gilkey

Lauren Lynch

Mike Swiniarski

Vision of Institutional Research and Planning

...is to be the “hub” of institutional strategy.

We co-create a culture of **inquiry** at the college:

Faculty and **staff** continuously seek to improve student success and have the information they need to do that.

We provide data to:

- Mandatory and external reporting
- Inform planning, policy development and decision making
- Performance measurements
- Collaboratively find gems of information to help advance student success

Where can you go for data?

Search: Institutional research + NECC

<http://facstaff.necc.mass.edu/departments-and-organizations/institutional-research-and-planning/>

Departments & Organizations

Faculty Resources

Tools

Vision & Planning

Services and Functions

Departments & Organizations

Institutional Research & Planning

The Team

Data Use and Confidentiality

Data Center

Planning

External Reporting

Surveys

Institutional Review Board

Links and Resources

Institutional Research & Planning

Our Vision

Welcome to the website of Institutional Research and Planning, supporting the mission and strategic direction of the college through data-driven decision making and institutional improvement.

IRP is working to create a culture of inquiry at the college to support student success. IRP strives to produce accurate, timely data for college-level planning.

As a team we aspire to the vision of the role of the Institutional Research's [Statement of Aspirational Practice](#), and we adhere to [Professional Practice guidelines](#).

What We Do

We provide key institutional and external information for policy and development, and to ensure the continued growth of institutional data at and about NECC.

Practically speaking, we collect, analyze, and share data to support student success. We regularly track enrollment and metrics of student success and also respond to ad-hoc requests for data from campus assessment and program review, student success in

FACULTY & STAFF

[Departments & Organizations](#)[Faculty Resources](#)[Tools](#)[Vision & Planning](#)[Services and Functions](#)[General Resources](#)[Institutional Research & Planning](#)[Data Center](#)[Enrollment and Student
Demographics](#)[Student Success](#)[Special Projects](#)

Enrollment and Student Demographics

Enrollment Update

IRP compiles this report every fall and spring term to summarize enrollment covers how many students are enrolled, the number of credits they register for, and the number of classes. It also highlights some student demographics, such as gender, age, and ethnicity.

[Interactive Enrollment Report](#)[Spring 2017 Enrollment Update \(PDF\)](#)[Fall 2016 Enrollment Update \(PDF\)](#)[Summer 2016 Enrollment Update \(PDF\)](#)

Demographics

The Demographics report provides demographic (age, ethnicity and gender) data for campus subgroups.

[Spring 2016 Demographics Report \(PDF\)](#)[Fall 2015 Demographics Report \(PDF\)](#)[Summer 2015 Demographics Report \(PDF\)](#)

Enrollment by Program

This report shows the number of students enrolled in majors over time.

[Interactive Enrollment by Program Report](#)[Enrollment History by Program \(Fall\): 2001-2016 \(PDF\)](#)

FACULTY & STAFF

Search:



Organizations	Faculty Resources	Tools	Vision & Planning	Services and Functions	General Resources
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- [Organizations](#)
- [Research & Planning](#)
- [Student](#)
-
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Data Center

If you need data or have a research question that can't be answered with the information contained in the Data Center, you can [submit a Help Desk ticket](#) in the IR queue.

100 West Street · Haverhill, MA 01830 · 978-556-3000

100 Main Street, 78 Amesbury Street, 414 Common Street, 420 Common Street · Lawrence, MA 01840

100 Merrimack Street · Lawrence, MA 01843

Those who are hard of hearing may access any campus extension via preferred relay service


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Moving from Numbers to Intel


- The key to our work is to make data useful, useable and actionable
 - Believe in it
 - Care about it
 - Act on it
- It isn't the data that is as important as the conversations that happen with it

Paths of Disruptive Innovation

- **You** are the creators of student success
- **You** need access to the data you need to support teaching and learning policies and practices
- **You** need access to data and information to design your own work
- Hybrid “Data Provider”, “Data Coach” model



Theme of PD Day:
Inquiry for Student Success





Inquiry: New Student Persistence and Attrition

Who stays and who leaves?

Context

The Mission of NECC

- To educate and inspire our **students to succeed.**
- ...strongly committed to **unlocking the potential within each student** and empowering our diverse community of learners to meet their **individual goals.**

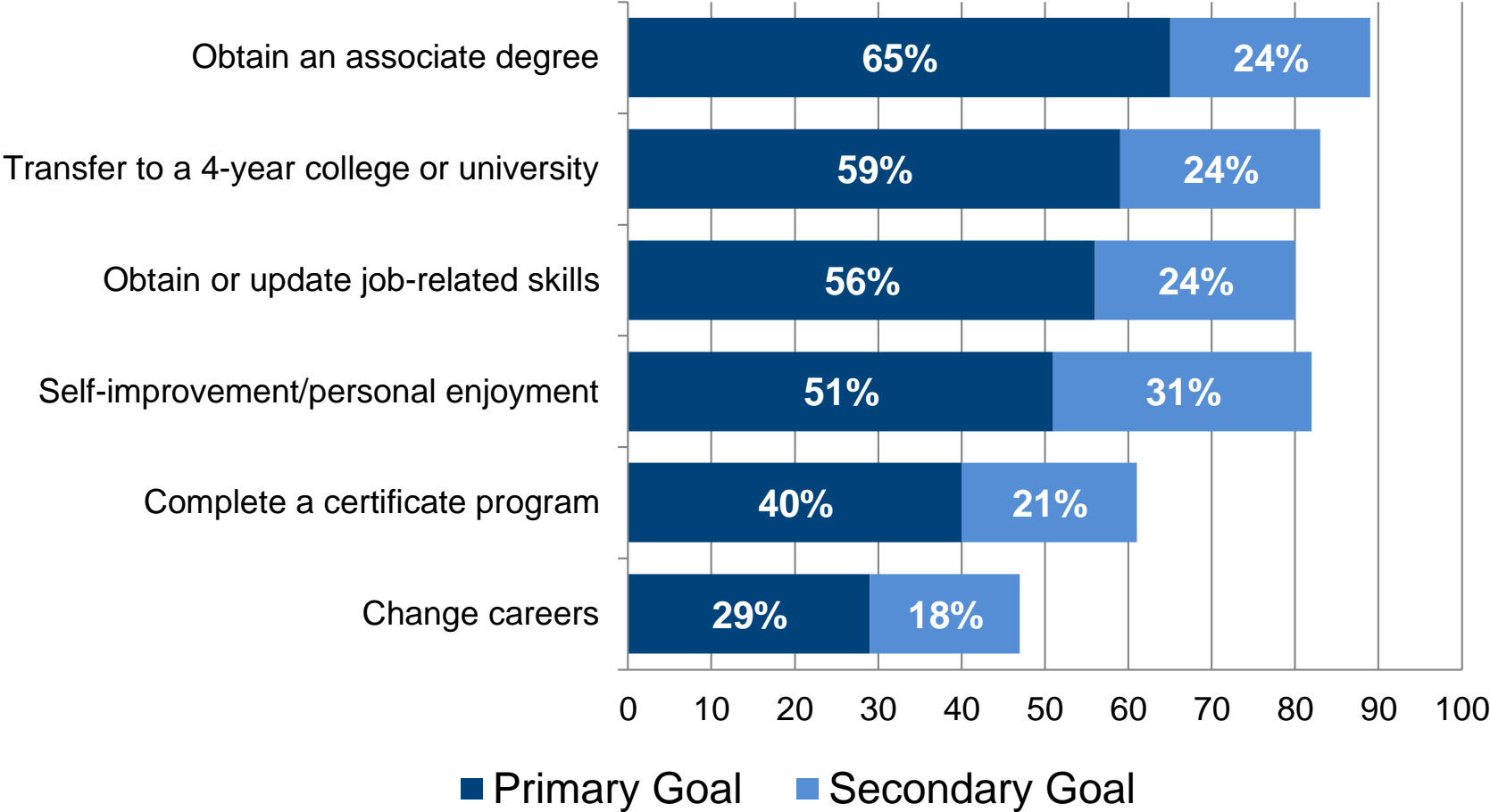


Education Goals:

Community College Survey of Student Engagement (CCSSE) 2015



Educational Goals of NECC Students



Source: 2015 CCSSE data

GOAL INTEGRATED
STUDENT
EXPERIENCE



Design and deliver an integrated, structured, and inclusive student experience across campuses that maximizes student success.

Question:

When are we losing new students in three years?

New Student Definition

- For the purposes of this inquiry
 - **First time in college, degree seeking**

“Drop Out” Definition

- For the purposes of this inquiry:
 - Did not return to NECC
 - Did not graduate
 - Did not transfer

For the three-year inquiry:

- New students
 - Started in Fall 2014
 - Followed through to Spring 2017
 - Not official “freeze” data
 - Many ways to look at questions!

Question:

What does persistence and attrition look like over three years for new students?

New Students

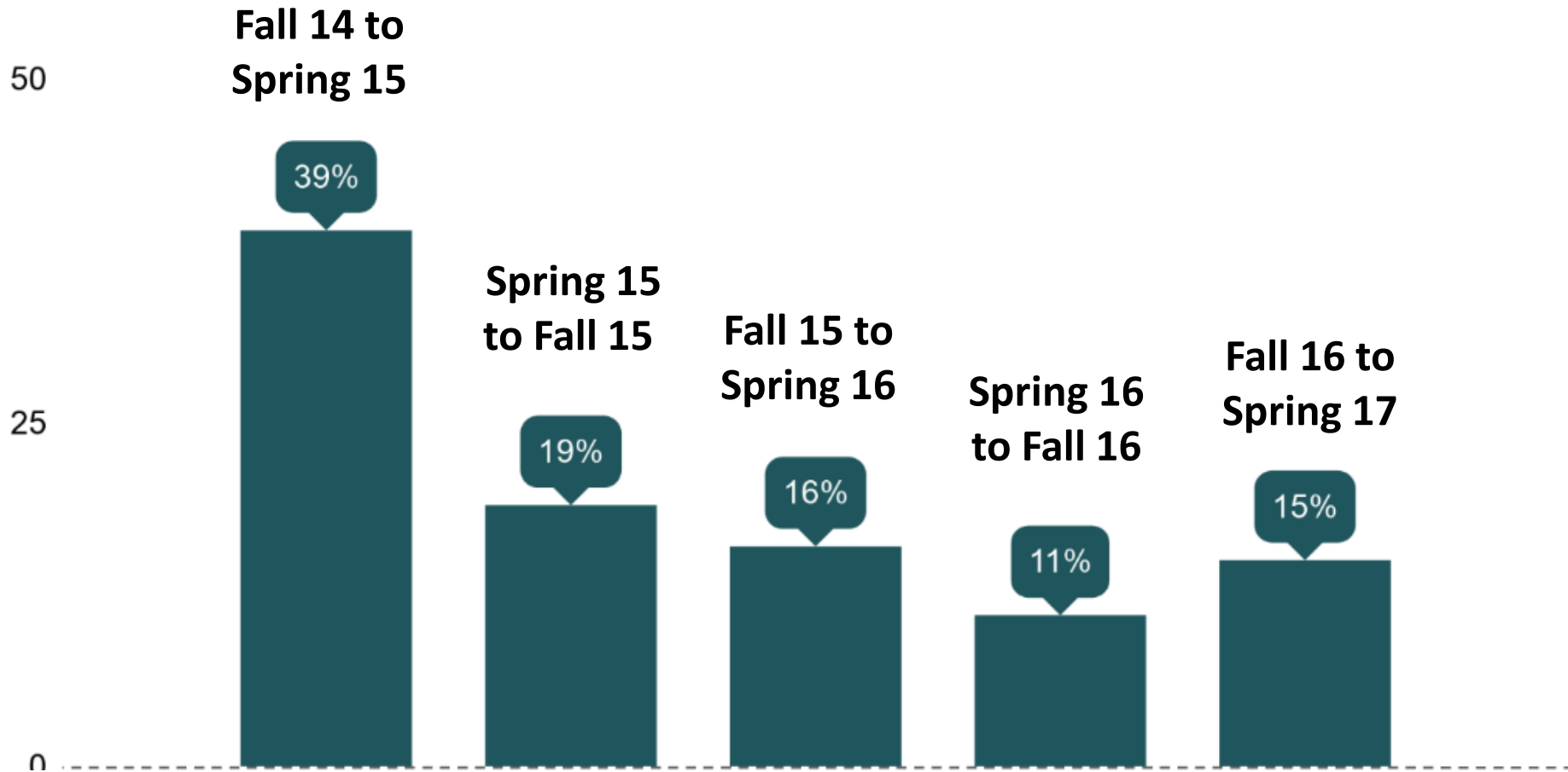
Fall 2014 to Spring 2017

- Fall 2014: **1,080**
- Spring 2017: **308**
- Graduated/transferred: **183**
- Drop Out: **589**
- 55% Drop Out rate

Question:

*When did the 589 new students
drop out?*

When did the 589 new students drop out?



First Semester is key

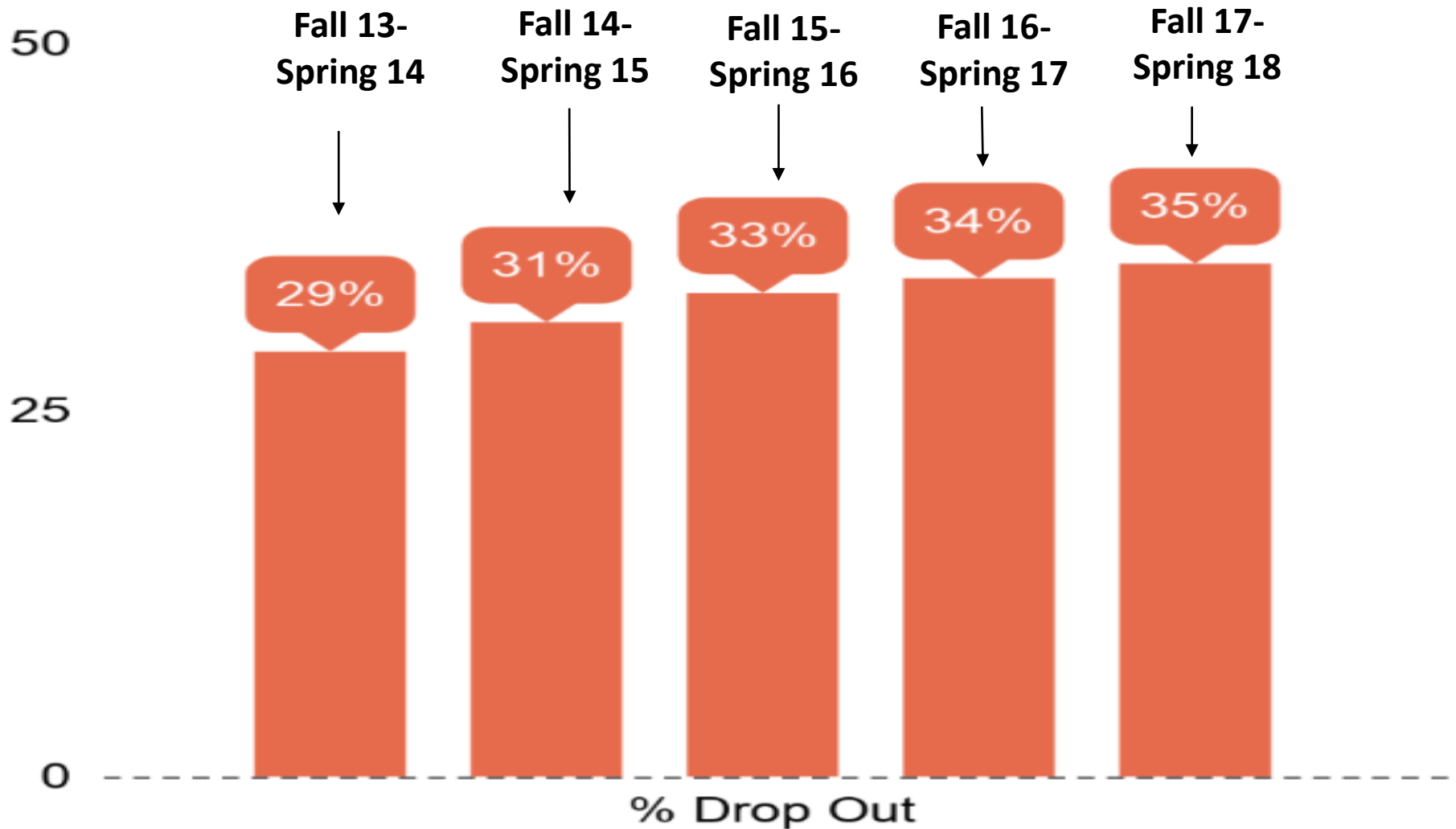
Starting and keeping students
on the path from the start!

Question:

Has the first semester new student drop-out rate changed over time?

Looked for the percent of
new students who started in
Fall and did not return in
Spring for the last 5 years

% of new students who dropped out after first semester



Question:

What do we know about new students who stay and go?

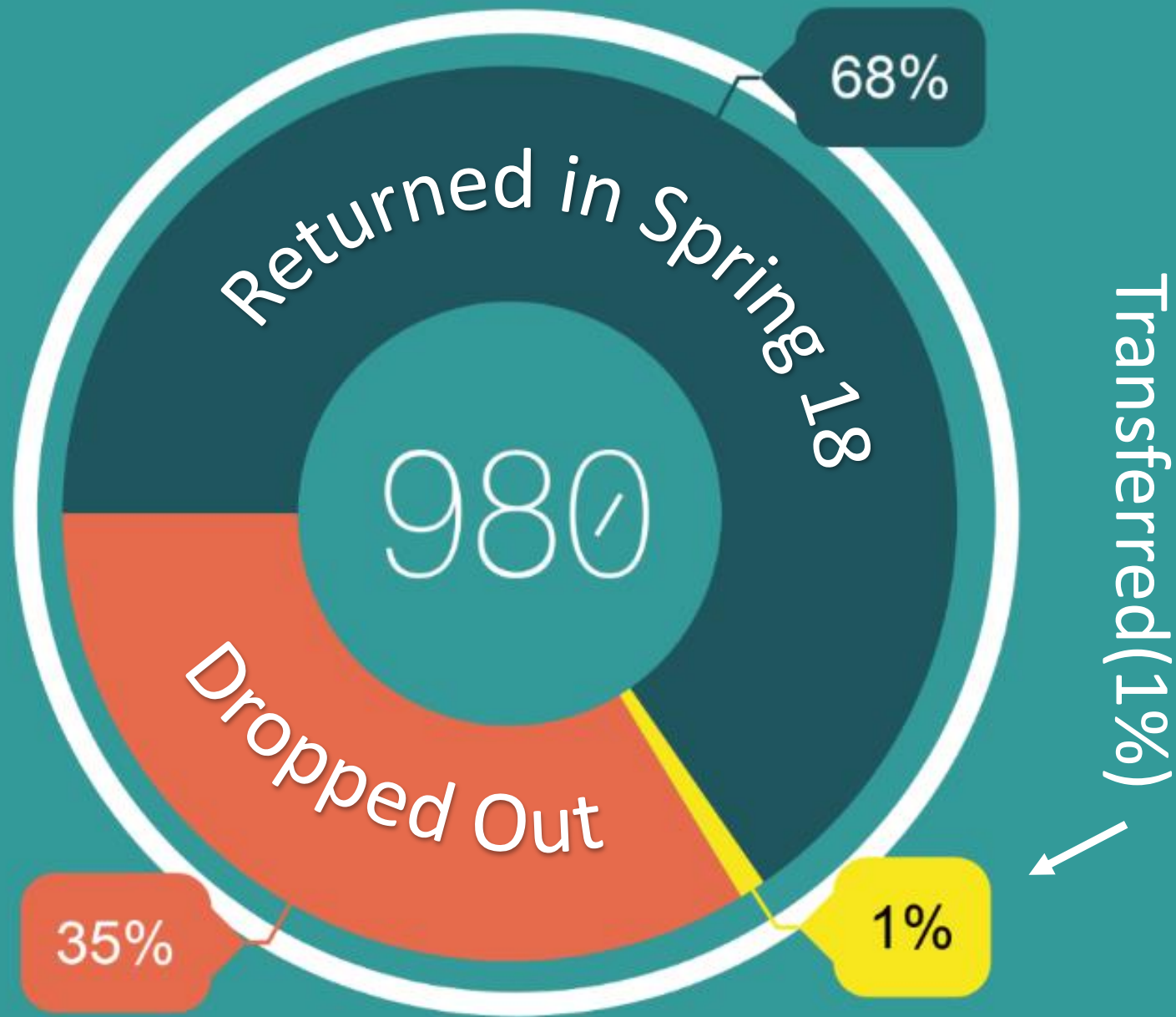


Deeper Dive

New Students in Fall 17







Returned in Spring 18

980

Dropped Out

68%

35%

1%

Transferred (1%)

10 Transferred out to:

- 4-year institutions
 - Salem State
 - Endicott College
 - Newbury College
- 2-year institutions
 - Middlesex College (3)
 - North Shore Community College (2)
 - Bunker Hill Community College
 - Southern Maine Community College

Gender

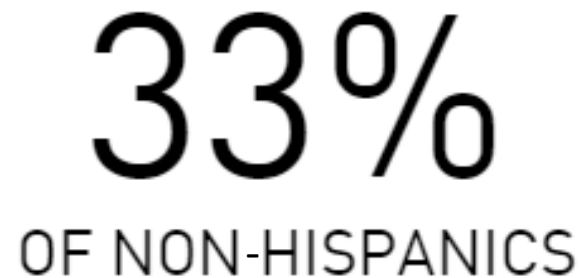
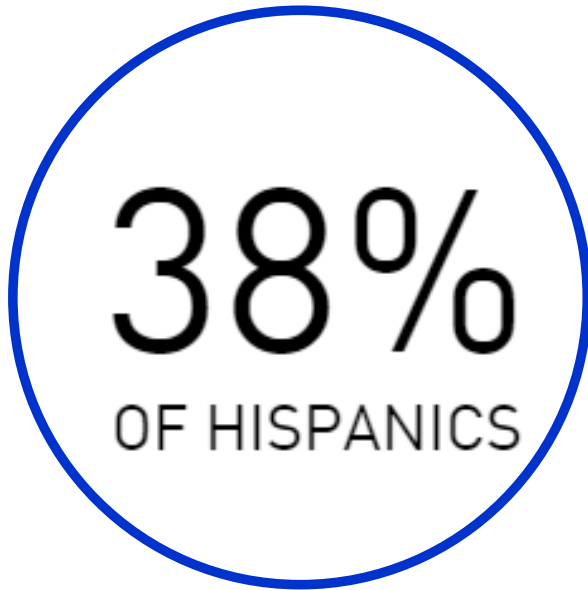
Percent of New Students Who Dropped Out By Gender

33%
OF FEMALES

38%
OF MALES

Ethnicity

Percent of New Students Who Dropped Out Hispanic/Non-Hispanic



Full/Part-Time

Percent of New Students Who Dropped Out By FT/PT

27%
OF FULL-TIME

45%
OF PART-TIME

Age Group

Percent of New Students Who Dropped Out By Age Group

36%

AGE 17-21

60%

AGE 22-25

69%

AGE 26-46

7%

AGE 46+

Credits Completed

19% (184)

of ALL new students
completed ZERO
credits in Fall 2017

43% (147)

of DROP-OUT students
successfully completed
at least one class

Class Withdrawals

Class Withdrawals

200

of ALL new students
withdrew from at least
one class

325

Classes were
withdrawn from

64

of ALL new students
withdrew from ALL
classes

What took us down this “rabbit hole”?

- Digging into withdrawal rates
- Early alert on mid-term grades
- Reviewing student “hold” process
- Identifying part-time students for connections
- Etc!

Collaborative Inquiry

At your table in groups of 2 or 3

1. What other data/information would be helpful to *you and your colleagues* to impact student success?
2. What are 1-3 suggestions of how *you and your colleagues* can directly impact Fall to Spring retention for new students?

PLEASE record on worksheet

NECC Fund Applications

Due Monday, April 2, 2018

Submit your creative ideas that support the ISE!

Apply today!

[facstaff.necc.mass.edu/departments-and-organizations/
institutional-advancement/](http://facstaff.necc.mass.edu/departments-and-organizations/institutional-advancement/)

The Team

Kelly Saretsky, Dean of Institutional Research, Planning, & Effectiveness

Room A337, 978-556-3866

ksaretsky@necc.mass.edu

Francesca Gilkey, Research Associate

Room A335, 978-556-3868

fgilkey@necc.mass.edu

Lauren Lynch, Research Associate

Room A335, 978-556-3864

llynch@necc.mass.edu

Michael Swiniarski, Research Associate

Room A335, 978-556-3865

mswiniarski@necc.mass.edu

Thank you!