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LEARNING LOG

Assessing Policies and Programs:Data-Driven Student Success

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

Assessing Policies and Programs:Data-Driven Student Success

SOLUTION

Redesigned Planning Advising and Student Services

CAPACITIES

Leadership & Culture;Institutional Research

Owner

Nurdan Aydin (/education/s/profile/005360000046lp4AAA)

Record Type

Monthly-Current 2017

INSTITUTION

New Jersey City University

REFLECTION

SITE INITIATIVE

Quantitative Policy Analysis: The success of a policy or program can be measured by changes in the behavior of the target population.

PROGRESS TOWARD STUDENT SUCCESS

What Questions Are We Trying to Answer?

a) What factors predict or impact first-year student retention?
b) Can we identify at-risk students before enrollment?
c) What impact does _____ have on retention?
   i. Scholarships
   ii. Grants
   iii. Programs (i.e., EOF, TLC, Peer Mentoring, etc.)
d) What is the level of impact of these policies and programs on retention?
e) How can we change these policies and programs to improve student success?

IMPACT

Key findings from the CHAID analysis:

a) Peering mentoring from SOAR had the largest impact on retention
b) Those students who were not a part of a high-touch program had the worst retention
c) For those students who received peer mentoring, high school GPA plays a factor in retention, there is difference between those with a 3.0 or better and those who have below a 3.0
d) Consider the return on investments (ROI) of programs and policies
e) Can we create an early alert model to identify at-risk students using pre-enrollment data?
f) Using high school GPA, SAT scores, gender, ethnicity, parental income, PELL flag, & first-generation indicator
g) Does NJCU have a “murky middle” for first-year retention?

INTERNAL/EXTERNAL RESOURCES

Predictive Analytics (Decision Trees)

a) Decision trees use a combination of mathematical and computational techniques to aid the description, categorization and prediction of a given set of data:

b) Four decision trees algorithms were used: CHAID, C5.0, QUEST, & C&RT
c) Used14 variables: High school GPA, SAT scores, first-generation status, gender, underrepresented indicator, parental income, PELL, work study, student loan, merit scholarship, SOAR (peer mentoring), OSP, honors, & athletics
d) The CHAID produced results that had the highest level of accuracy

NEXT CRITICAL STEPS

Next Steps
a) Develop predictive analytic models with institutional effectiveness to examine:
b) EAB campaigns & advisor interactions
c) Freshmen block scheduling
d) Orientation to college course
e) Attendance rosters and mid-semester grades
f) Non-cognitive traits (grit, emotional intelligence, social engagement, etc.)
g) Student support services
h) Residential life program
i) 2nd& 3rdyear retention and degree completion
j) Scholarship offer impact on enrollment yield
k) Market cluster and segmentation

OPPORTUNITIES/CHALLENGES

Challanges:
Student demographics and characteristics
Implemenation of policies and programs

Opportunities :
Financial aid; &
NJCU policies and programs

QUESTIONS/REQUESTS

Are we asking right questions and utiliing appropriate data to evaluate data-driven student success initiatatives and measures ?
Are we interpreating the data objectively ?

STATUS

Final

Completion Date

5/29/2017

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