# Assessment Symposium

Division of Academic Support Services

Fall, 2016

Framework

- What did you assess?
- How did you assess it? (measurement strategy)
- What did you find out? (what did the data tell you)
- What are you going to do as a result of your findings? (Actions)
- What resources do you need to make it happen/close the loop?
- Reflections (improvements)
- Research (supporting effort)

Mapped to…..

Taskstream Assessments → **Retention** → **Access**
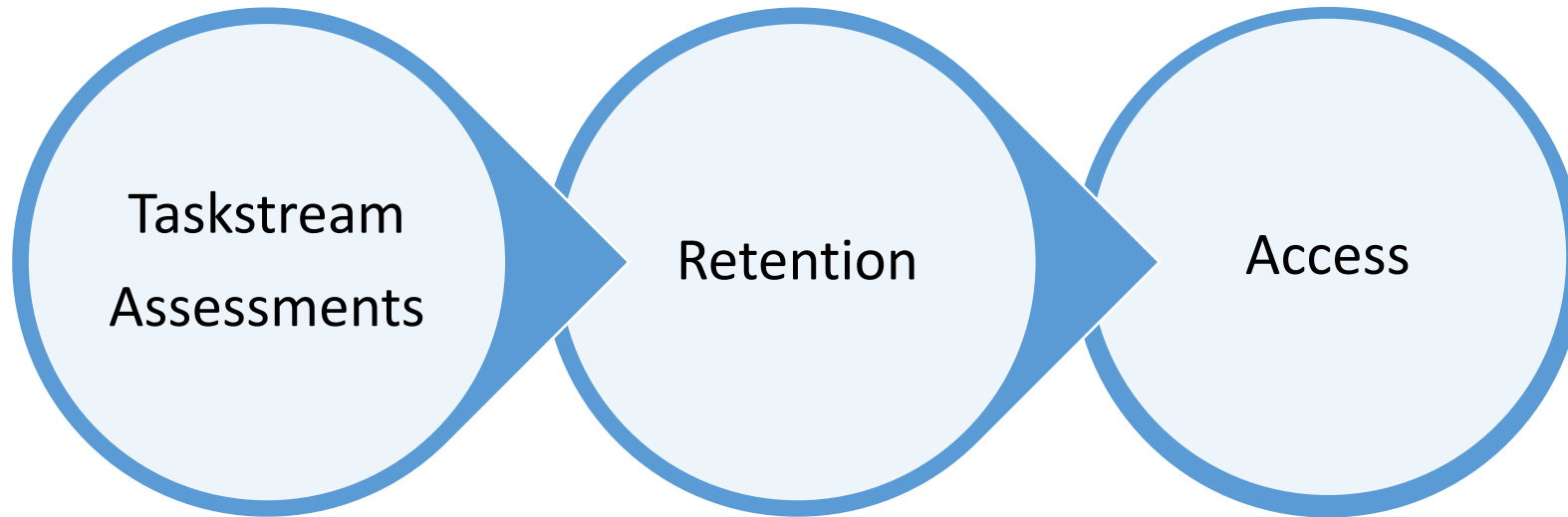
Universally designing PPTs

http://accessproject.colostate.edu/udl/modules/powerpoint/mod_ppt.php?display=pg_2

Logistics

- 5-7 minute presentation per area
- Focus on findings

The Office of Accommodative Services is committed to serving individuals with disabilities

Assessed the impact that engagement strategies had on the academic success of fully online SWDs (strategies included weekly academic counseling and advising sessions via real-time video, referrals to campus services such as tutoring & counseling, connecting students with services in their community of residence)

Findings

- 35% grades improved (36, 29)

- 37% grades remained the same (27,23)

- 20% grades declined (23, 32)

- 8%   withdrew (14, 16)

As a result of findings: Need to refine strategies

Resources needed (approx. $2,240 to replace Perkins funding)

Reflections

- Students preferred real-time for tutoring

- Students preferred phone or email with ADS staff

- Need to do a deeper dive into each engagement strategy (what worked, what didn't, and why)

- Course design affects student access- work with online learning and faculty to create universally designed courses

Research

Accommodating students with disabilities in online courses http://cms.bsu.edu/-/media/WWW/DepartmentalContent/iLearn/Conference%20Materials/Larry%20Markle/iLearn%20Conference%20handout%208%2013%2028229.pdf

Disability Accommodations in online courses
http://files.eric.ed.gov/fulltext/EJ1083812.pdf

Equity Matters 2016: Digital and Online Learning for Students with Disabilities
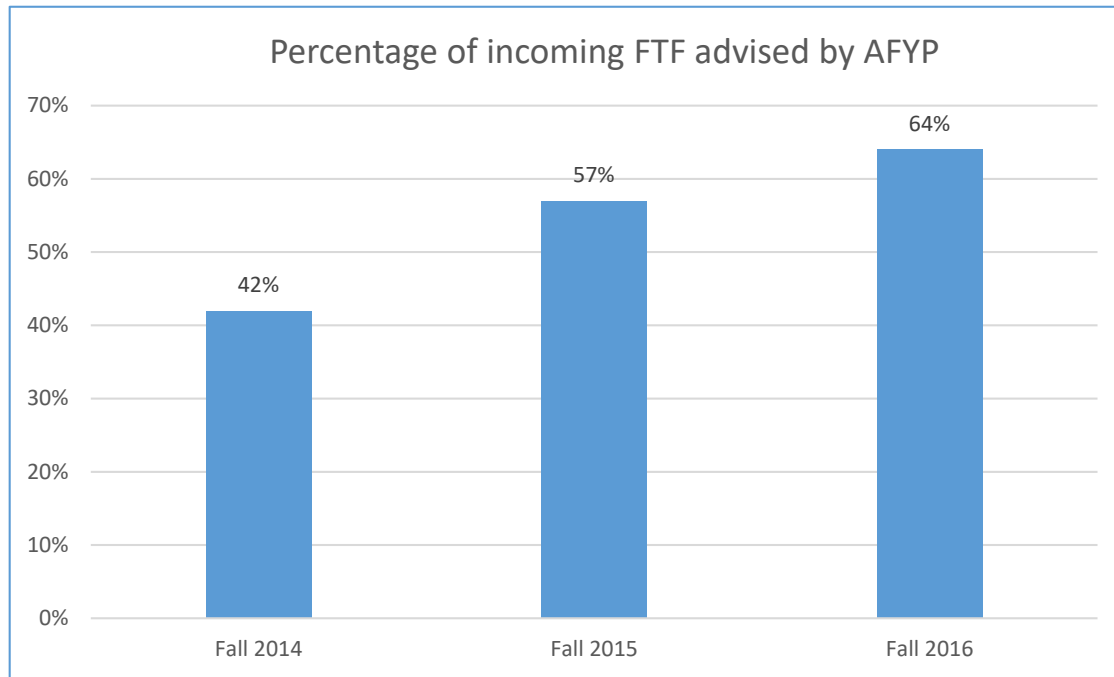http://centerononlinelearning.org/equity-matters-2016/

Advising and First Year Programs is dedicated to assisting individual students in their academic and personal development.
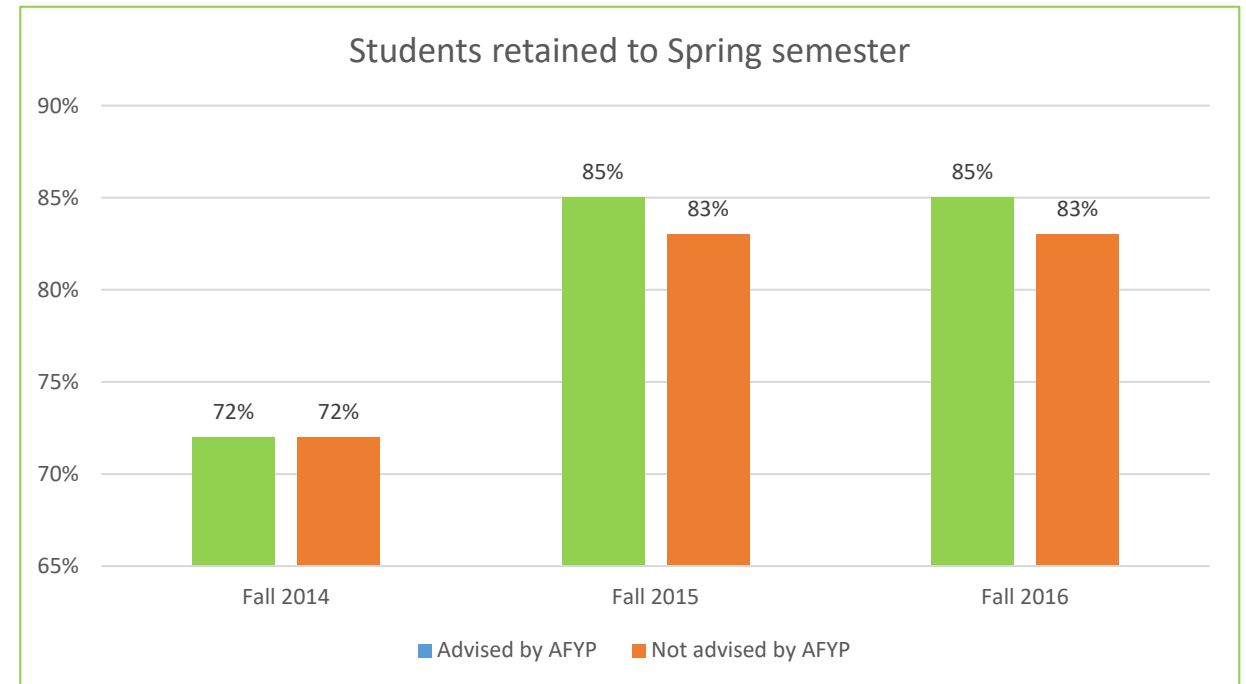
Assessed

- Preparing new students for first semester coursework via summer advising sessions
  - target 55% of incoming class advised by office prior to start of the semester
- Increasing student progress towards degree completion via guest lectures in FYEP classes on scheduling and degree progress
  - target half of all FYE sections

Findings:

Students advised:

Percentage of incoming FTF advised by AFYP

- Fall 2014: 42%
- Fall 2015: 57%
- Fall 2016: 64%

Students retained:

Students retained to Spring semester

	Advised by AFYP	Not advised by AFYP
Fall 2014	72%	72%
Fall 2015	85%	83%
Fall 2016	85%	83%

Guest lecture on the Advising Portfolio in FYEP
    Fall 2014: 19 out of 28 sections
    Fall 2015: 20 out of 29 sections
    Fall 2016: 17 out of 30 sections (provided 230 Advising Portfolios)

As a result of findings

- Develop strategies to enhance "counseling"
- Develop strategies to enhance dialogue on DegreeWorks and degree planning
- Develop online resources – videos on study skills, how to use DegreeWorks, how to make a plan, how to apply for graduation, etc.

Resources needed

A "front line" receptionist to answer phones and assist students & families-1st point of contact (1500 contacts May-August)

Reflections

Improve the assessment process by creating an instrument to evaluate summer advising experience, correlations?

How do you measure the impact of the guest lectures?

Collaborations: By hiring faculty from each of the three schools and making a point of rotating this assignment, we have more faculty who gain an understanding of what is done for new students and we gain an understanding of how things are done in their departments.

Research

- [Complete College America and NACADA:](#) The Global Community for Academic Advising Launch Effort to Boost On-Time Completion Rates, Reduce Student Debt, January 10, 2017

- Shared principles for boosting on-time graduation http://completecollege.org/wp-content/uploads/2017/01/15-to-Finish-Principles-for-NACADA-v.2.pdf

FYEP 101 Student Learning Outcomes
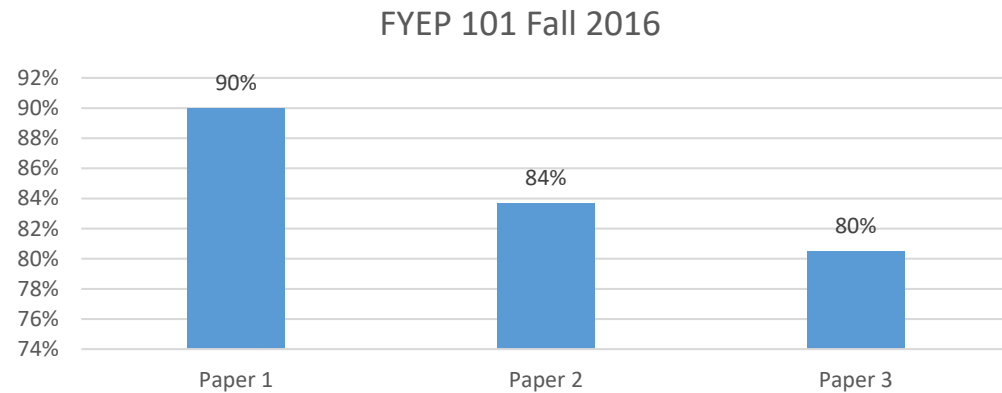
Assessed following SLO's:

- Identify the best methods to access quality information
- Develop strong college-level academic skills such as personal responsibility, time management, goal setting, health and wellness
- Identify and utilize campus resources
- Identify and short-term and longer-term academic and career goals
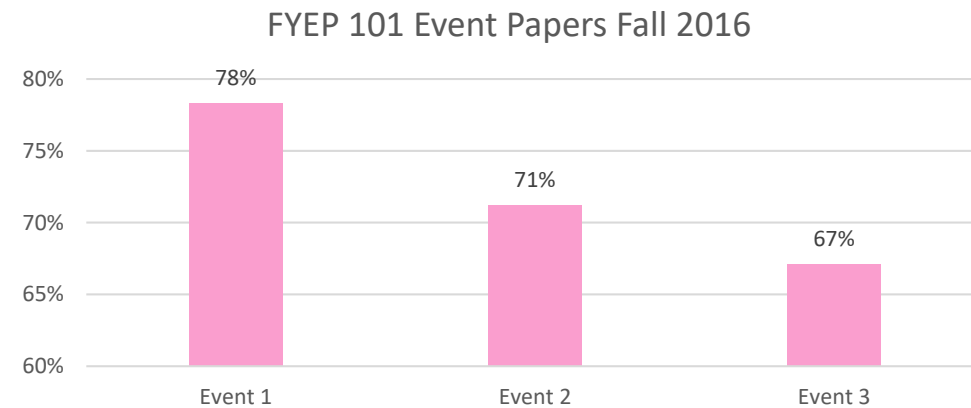
How assessment accomplished

- Student work assessed: One minute papers, research proposal, event papers, final assessment

- Measurement strategy: scores, rubric, student self-evaluation

- Sample size: 410 of 433 that completed the course. Representing 28 out of 30 sections.

Data

- One minute papers, turned in on time:

FYEP 101 Fall 2016

	90%	84%	80%
	Paper 1	Paper 2	Paper 3

- Event papers, turned in on time:

FYEP 101 Event Papers Fall 2016

	78%	71%	67%
	Event 1	Event 2	Event 3

Data

- Research proposal, turned in with 3 quality references: 69%

- Student self-assessment:
  - Use campus resources: 91%
  - Identify goals: 94%

Findings: What the data told us

- Benchmarks met – with the exception of Event Paper 3
- Student final assessment as a self-reflection tool
- Fall 2016: 86% pass rate

Action

While benchmarks are met, students who take FYEP don't seem to be retained at higher rates. Some strategies for Fall 2017:

- Incorporate recommendations of FYEP Advisory Board
    - Increase the number of sections that are based on a theme
    - Increase the number of sections that meet twice per week
    - Allow individual sections to tailor the research project to a community service project as appropriate.
    - Increase the profile of FYE at campus events

Resources needed:
- There are 35 sections of FYEP taught in the course of an academic year
- Each section is given the option for $100 for team-building ($3,500)
- Larger prizes would increase the profile of FYE events at events. T-shirts, planners and other giveaways would draw more attention ($500)

CSTEP prepares minority and economically disadvantaged students for careers in scientific, technical, engineering, mathematical, health-related and licensed professions.

Assessed CSTEP Cumulative GPAs at the end of the F16 semester using finals Grades in BANNER and tutoring outcomes

Findings:

The average F16 GPA was **2.846**
92% had a GPA >2.0
42% had a GPA >3.0

The average cumulative GPA was **2.985**
97% had a GPA >2.0
53% had a GPA >3.0

As a result of findings

- Offer major-specific workshops, such as test-taking and time-management, to groups with the lower GPAs.

- Explore additional collaboration opportunities in CANINO to generate more interest and awareness of CSTEP from students and faculty.

- Work with our student committee to determine how to improve our tutoring process.

- Encourage more of our students to work as peer tutors to other CSTEP students.

- During students mandatory monthly meeting, discuss the correlation between their GPA and the number of hours of tutoring they received.

Resources: Continued collaboration between Career Services and Tutoring Center

Reflections

- Improve tracking of tutoring hours

- Seek additional collaboration with student organizations: Engineering Club and Women in Engineering Club.

- Continue collaborations with Regional CSTEP programs to participate in workshops and conferences to motivate students further towards academic excellence.
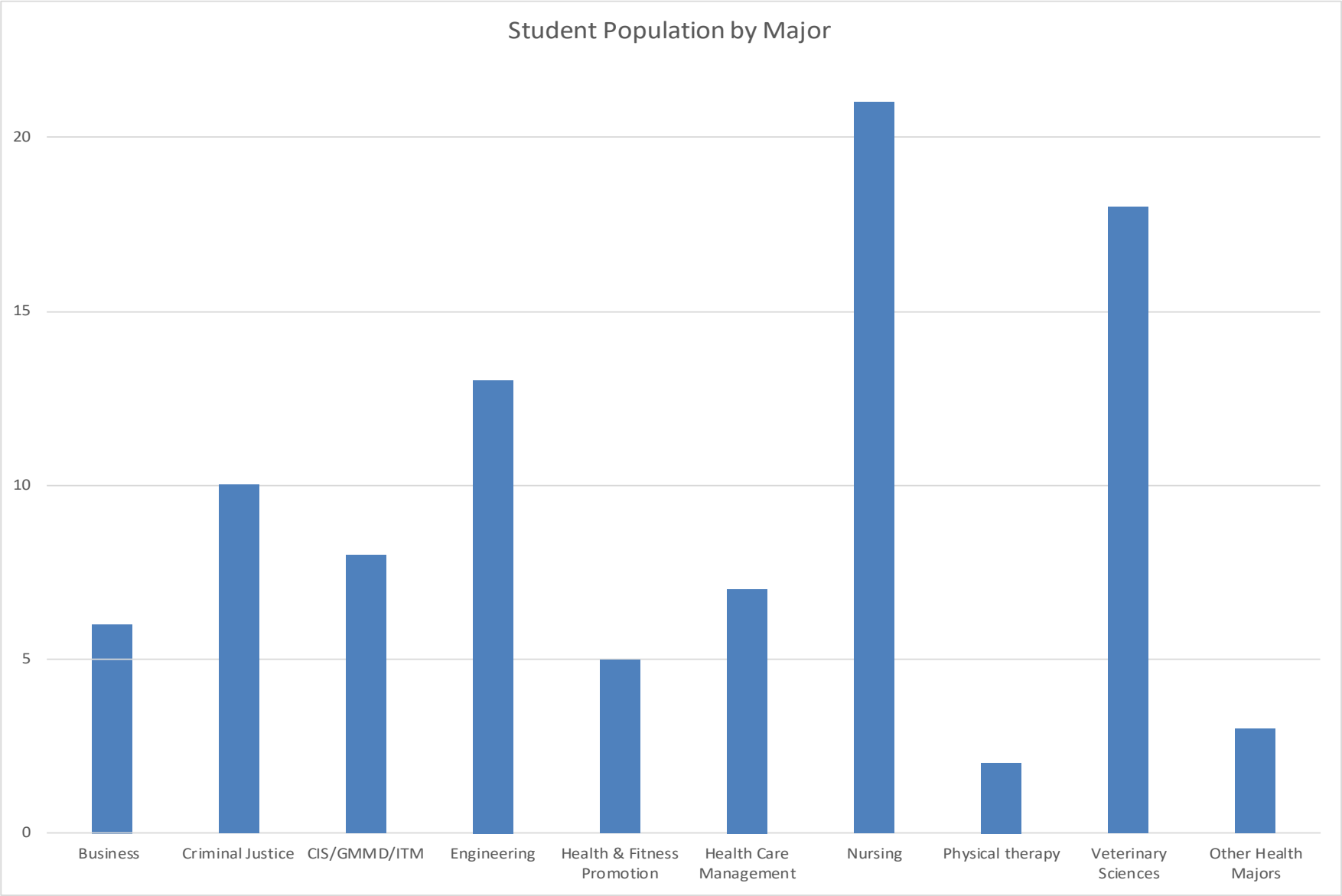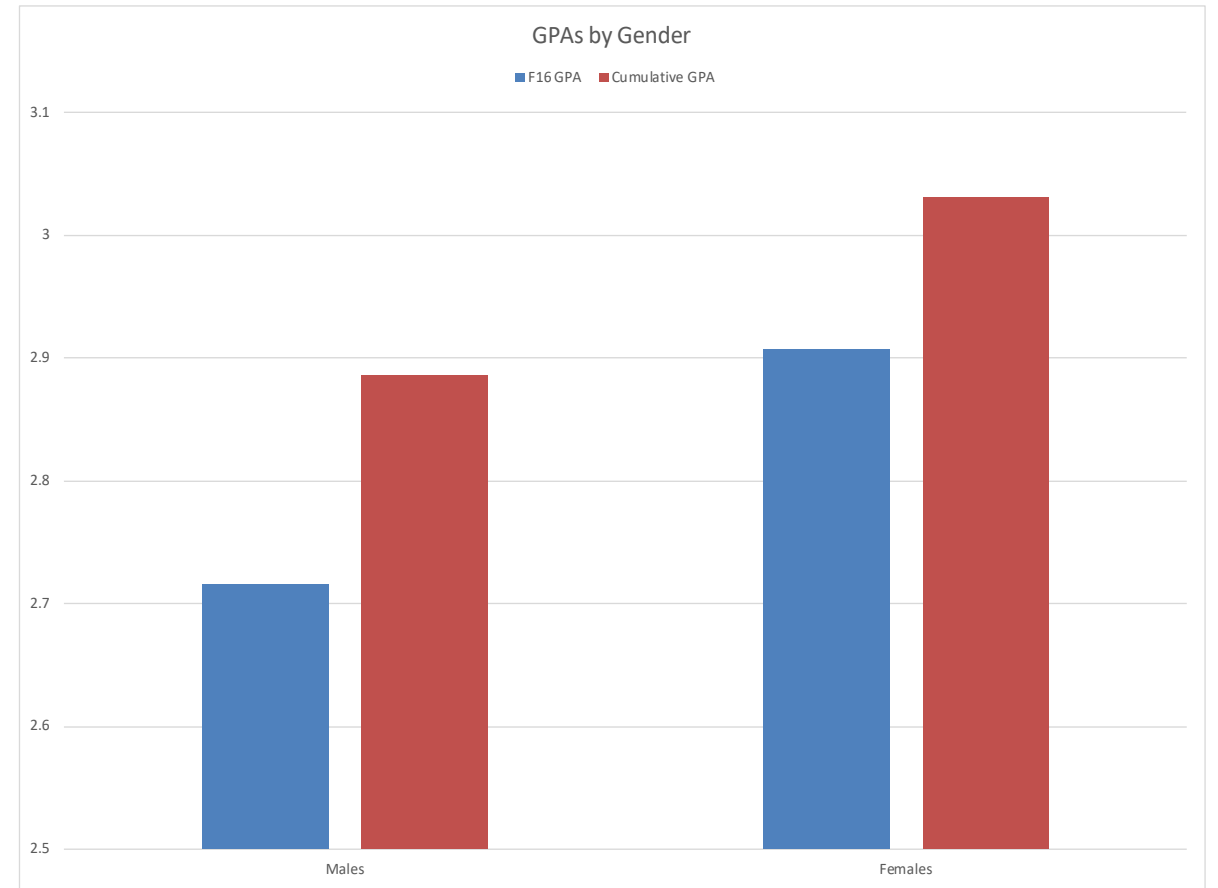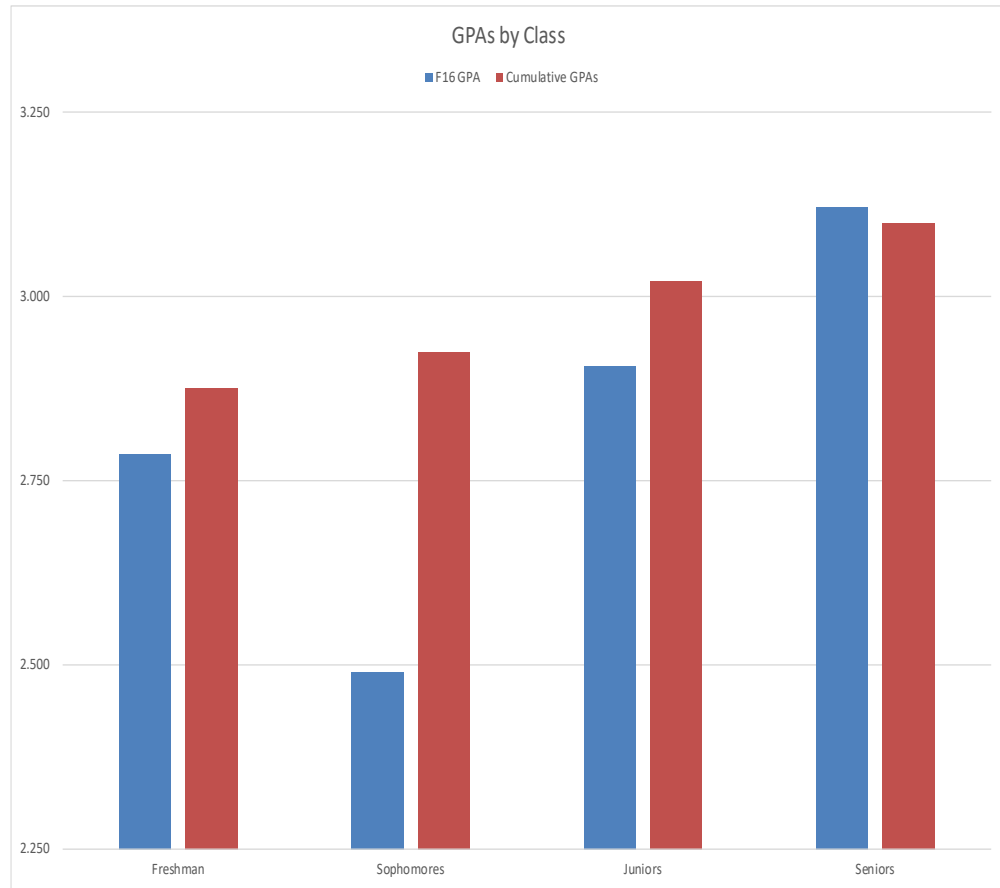
Data

57% of CSTEP Students Received Tutoring in F16
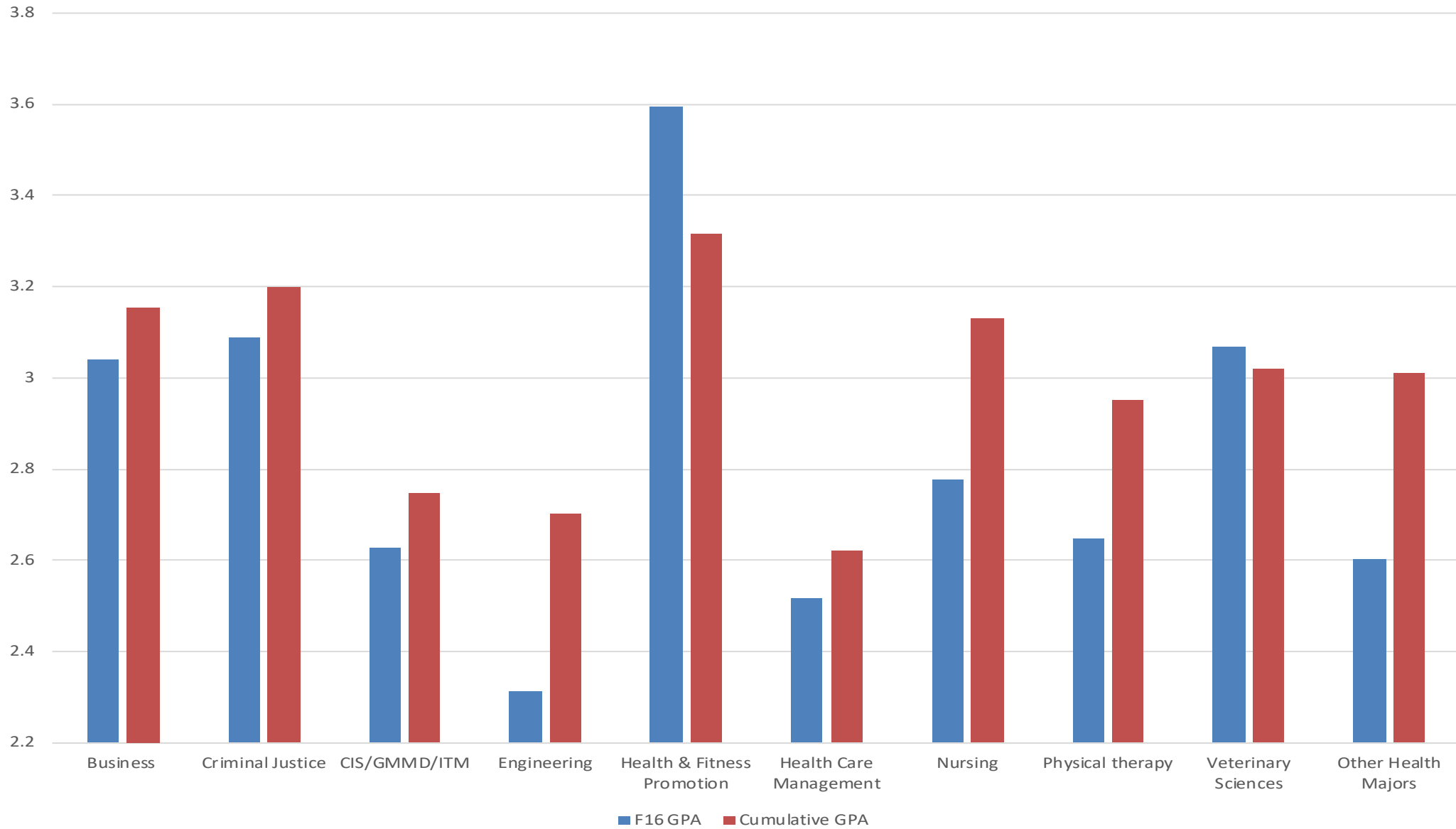
993 hours of tutoring were attended by our students
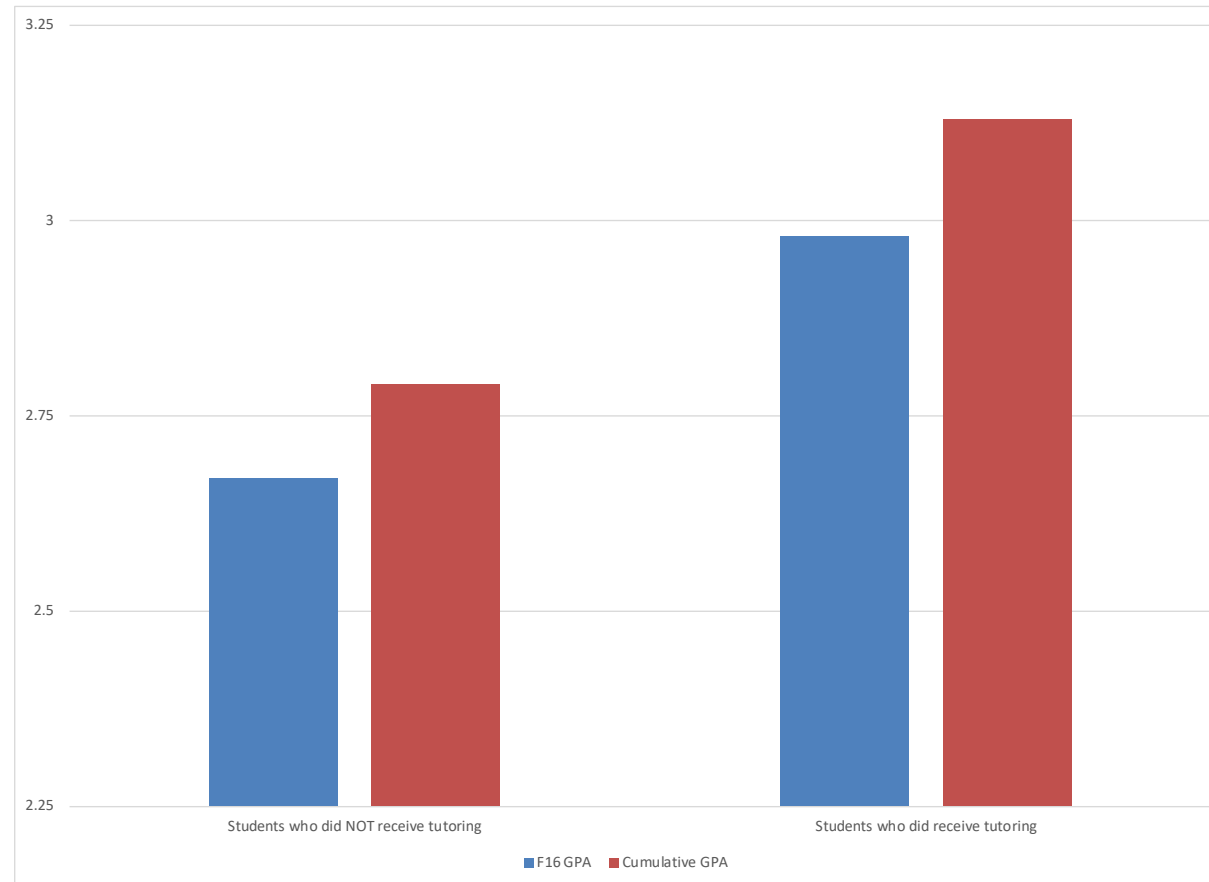
CSTEP Students	
Freshman	23
Sophomores	21
Juniors	25
Seniors	24

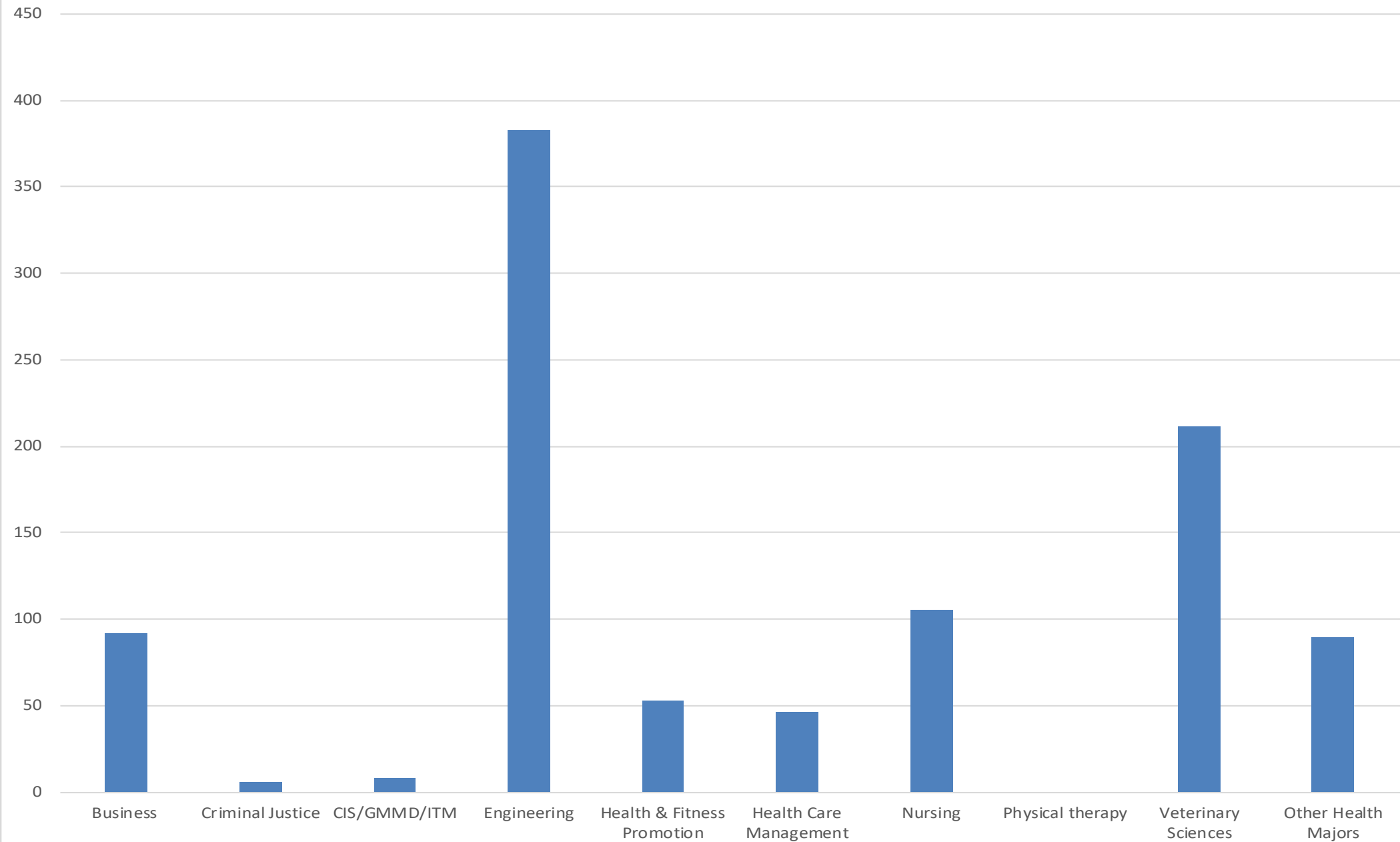| CSTEP Students	
Females	63
Males	30

Student Population by Major

GPAs by Major

Tutoring Hours by Major

Research

- Grillo et al. (2014). Academic support as a predictor of retention to graduation: New insights on the role of tutoring, learning assistance, and supplemental instruction. *Journal of College Student Retention*, 15(3), pp. 387-408. Holman, D. K. (2013).

- SUPPORTING STEM STUDENT SUCCESS, COMPETITIVE ADVANTAGES, and ENGAGEMENT in CAREER DEVELOPMENT. Career Planning & Adult Development Journal, 29, 73-80.

- Kim, M. M. (2015). Peer Tutoring at Colleges and Universities. College and University, v90, 2-7.

- Marx, J., Wolf, M. G., & Howard, K. (2016). A Spoonful of Success: Undergraduate Tutor-Tutee Interactions and Performance. Learning Assistance Review, 21, 85-108.

EOP is committed to the recruitment, retention and graduation of students who have the potential to succeed, despite poor preparation and limited resources.

Assessed implementation of Academic Performance Progress Report (APPR) Fall 2016. Information collected from the form was used to examine student academic outcomes, develop outreach strategies, and help EOP counselors work with students, needing additional support, to establish action plans to increase their chances of experiencing academic success.

Findings

- During week 4 of the Fall semester, 677 APPR forms were mailed to various faculty facilitating the instruction of EOP students. Of the total forms submitted, 554 (81%) returned. Of the 197 students within EOP for the fall semester, 168 (85%) students were retained.

- Spring 2017 - using fillable PDF form (34%)

- Beginning of Spring 2017: 632 forms sent out; to date, 213 forms have been returned. EOP Counselors are in conversation with students to aid in student persistence ,development of academic plans and provision of tutorial support as determined necessary.

As result of findings: Response rate of returned forms –paper vs. electronic?

Reflections: Ultimately, the academic success of our students speaks to the success of SUNY Canton in the our service, support and facilitation of their learning.

International Student Initiatives serves incoming international students and outgoing study abroad participants through advocacy and outreach

Assessed the impact of document accuracy on all stages (pre-arrival, arrival, status maintenance, and post-completion plans) of a student's academic career.

Findings: Analysis highlighted the impact documentation accuracy and efficiency has on both the institution and the student (e.g. visa delays impact orientation, inaccuracies affect ability to remain a host institution, etc.)

As a result of findings: (1) Identify specific strategies to improve/ensure documentation accuracy at each stage (2) Use compliance trainings to increase efficiency and help students prepare as best as possible

Resources needed: Continued funding for required conferences on federal regulations

Reflections

- Constant attention to updates for internal process documentation/forms and federal form submission

- Continue/Improve Collaborations:
  - Internal Department Relations
    - Registrar, Student Accounts/Billing, Academic Dean's Offices
  - External Collaborations
    - Associated Colleges, SUNY CISSS/SUNY Global, SEVP Field Rep, CBP Local Contact

Stages
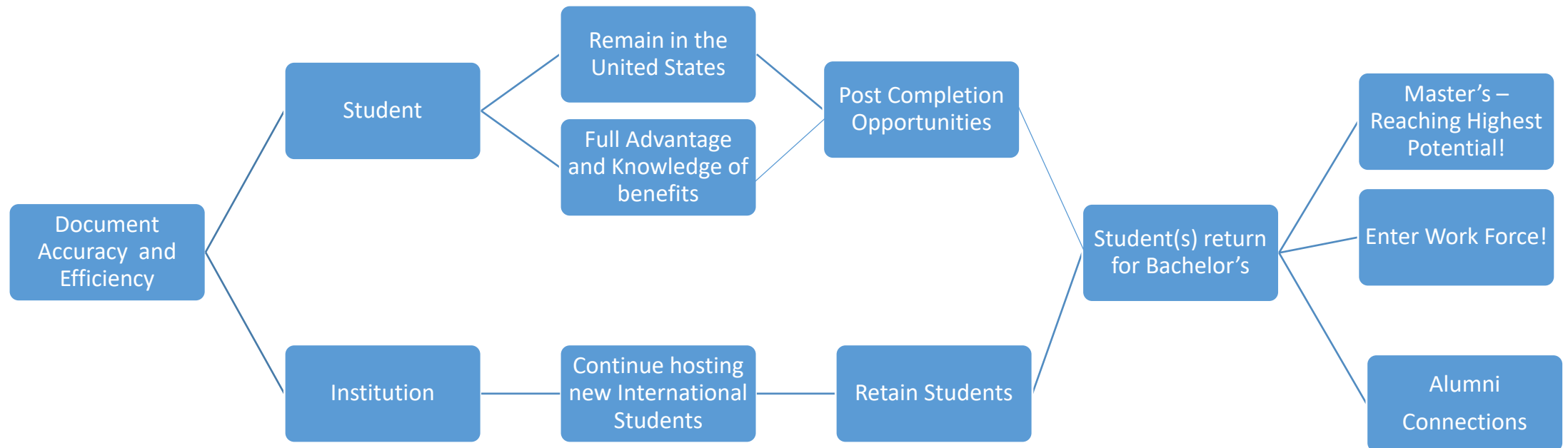
Research

NAFSA International Student Retention Research: Results and Best Practices
http://www.nafsa.org/Professional_Resources/Browse_by_Interest/International_Students_and_Scholars/NAFSA_International_Student_Retention_Research/

Bridging the Gap: Recruitment and Retention to Improve International Student Experiences
http://www.nafsa.org/Shop/detail.aspx?id=129E

The Library Learning Commons provides access to library resources and services that engage the SUNY Canton community in teaching, learning, and scholarship.
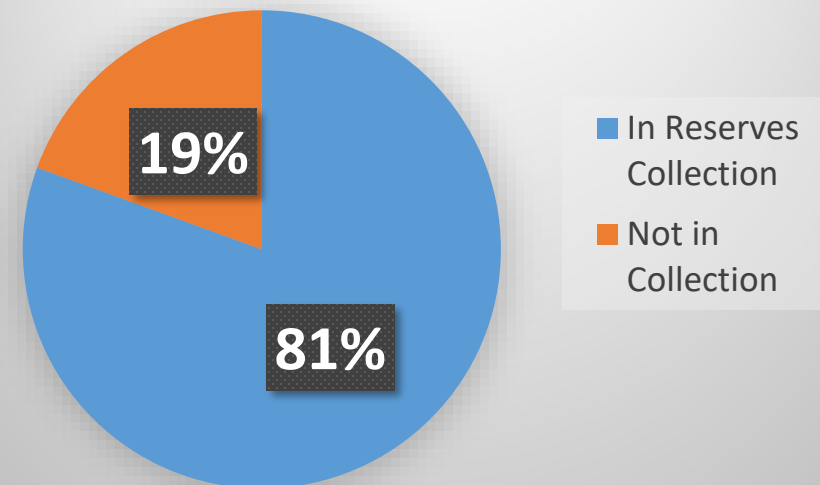
Assessed access to course materials and textbooks (reserve collection) using acquisition and circulation #'s and student feedback.

- **Exceeded targets**
  - Provide access to 50% **(74%)** of current semester course materials, and 75% **(81%)** of first-year course material
  - Provide access to at least 30 electronic textbooks.
  - Positive feedback (student focus group, SLLC)

Textbook Reserves Holdings for All Fall 2016 Courses

- 26% — Not in Collection
- 74% — In Reserves Collection
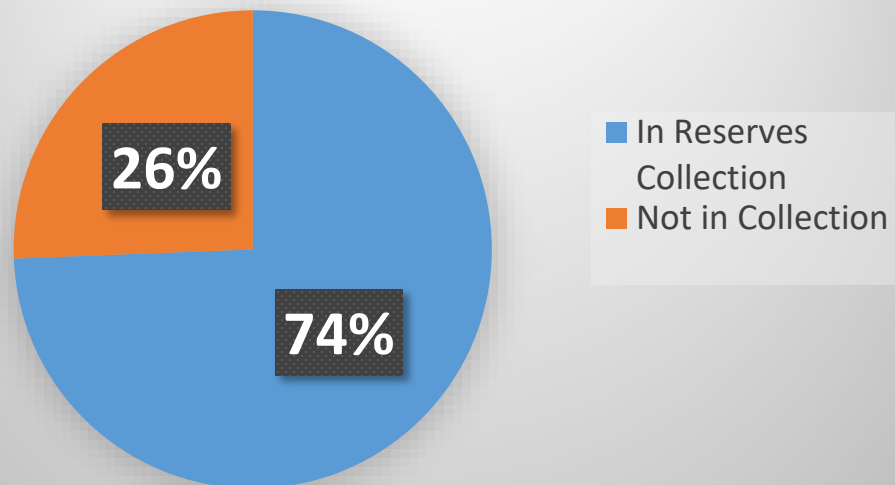
Textbook Reserves Holdings for 100-level Fall 2016 Courses

- 19% — Not in Collection
- 81% — In Reserves Collection

Findings

Acquisitions

■ Number of Titles Purchased

		161
	72	
40		
2014-2015 total	2015-2016 total	2016-2017 so far
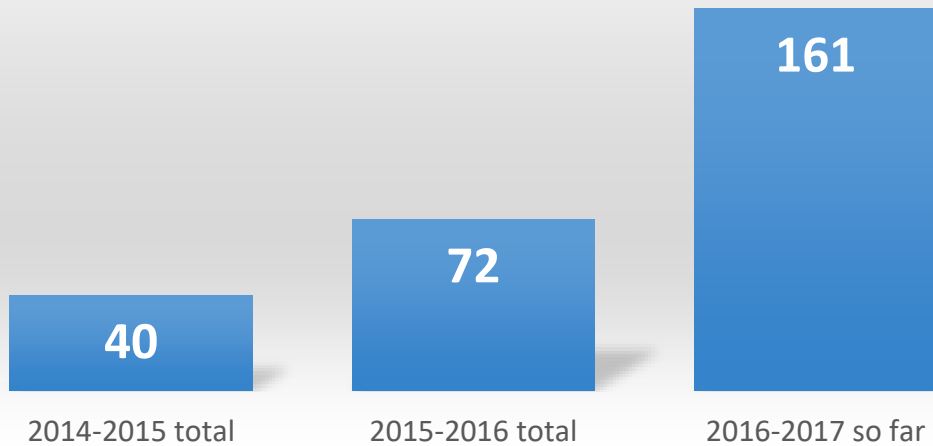
Circulation

■ Number of Checkouts

		6,459
	5,286	
4,501		
Fall 2014	Fall 2015	Fall 2016
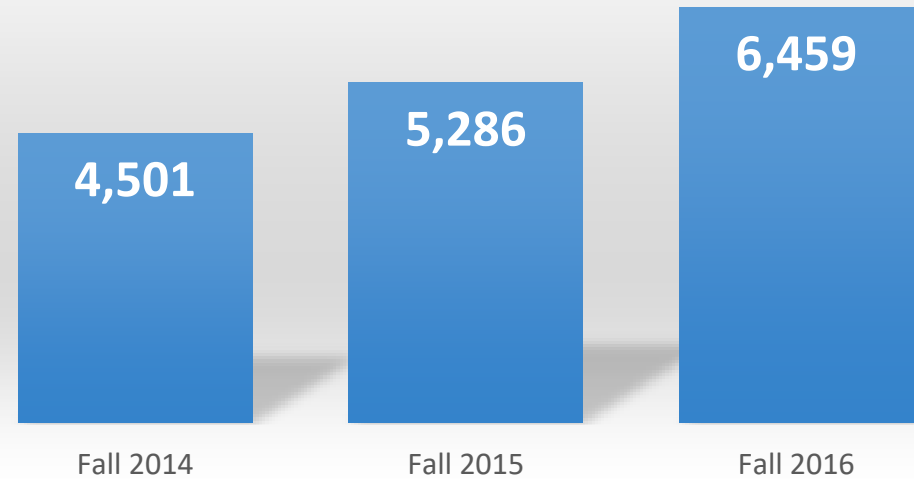
As a result of findings

- Continue to purchase the textbooks that will have the most benefits for the most students

- Work with faculty (develop strategies) to encourage use of Open Education Resources (OER's) and other digital resources

Resources needed

- Maintain current support for Library-Provost Textbook Program ($5,000/yr.)

- Buy-in from faculty members (strategies)

Reflections

- Program reduces financial barrier for students (retention)
- Need to improve data collection
  - Automate process of gathering data from different resources (Dashboard, Aleph, 3 separate eBook vendors)
  - Gather student feedback annually
- Need to continue/improve collaborations with
  - Textbook Center
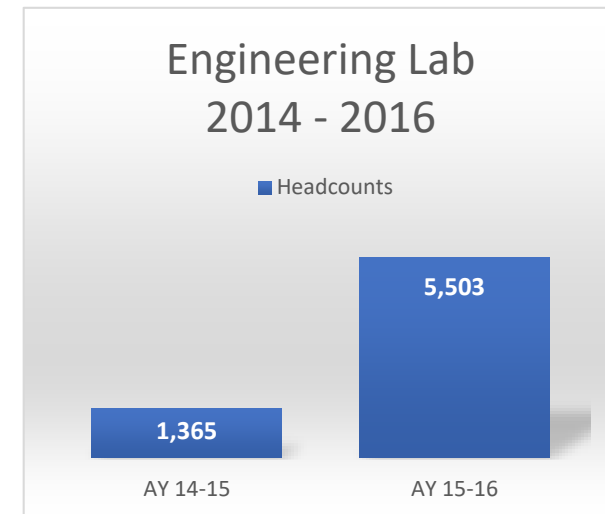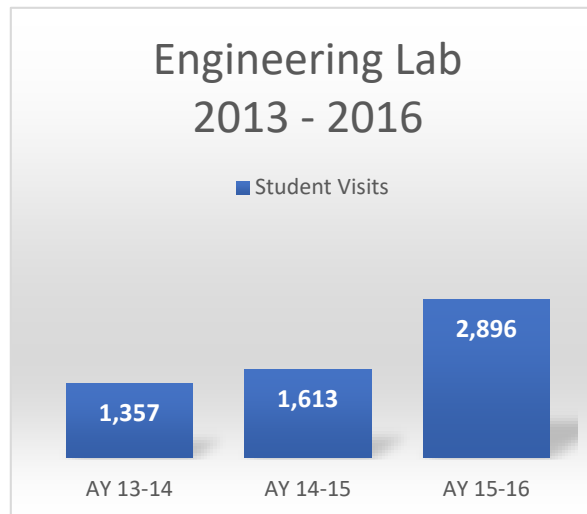 - Faculty – encourage exploration and adoption of OER's

Research

- [Covering the Cost: Why We Can No Longer Afford to Ignore High Textbook Prices](#)

- Dropping out-owe the College> $1000-similar to costs of yearly textbooks. [Covering the Cost: Why We Can No Longer Afford to Ignore High Textbook Prices](#)

- OER adoption-Degree. The entire program can be completed without paying for textbooks, saving students 25 percent on the cost of their education. http://evolllution.com/attracting-students/accessibility/large-scale-adoption-of-open-educational-resources-as-an-institutional-differentiator/

Tutoring Services provides programs, services, and resources that promote academic excellence.

Assessed the impact of the Engineering Tutoring Lab on student retention

Findings

- In comparing the Spring to Fall retention rate of 2015-2016 to that of the previous year, there was a 14% increase in retention for students that attended the lab.

- Comparing the 2015 and 2016 spring courses shows that the effort exceeded its success rate goal by 27%. There was an increase of 9 additional students using the lab for targeted courses and the final mean GPA for the spring 2016 semester was 2.23 (greater than a C)

- 3 year trends: increase in number of students served, number of student visits, and student headcounts.

Engineering Lab 2013 - 2016

■ Students Served

190	156	191
AY 13-14	AY 14-15	AY 15-16

Engineering Lab 2013 - 2016

■ Student Visits

1,357	1,613	2,896
AY 13-14	AY 14-15	AY 15-16

Engineering Lab 2014 - 2016

■ Headcounts

1,365	5,503
AY 14-15	AY 15-16
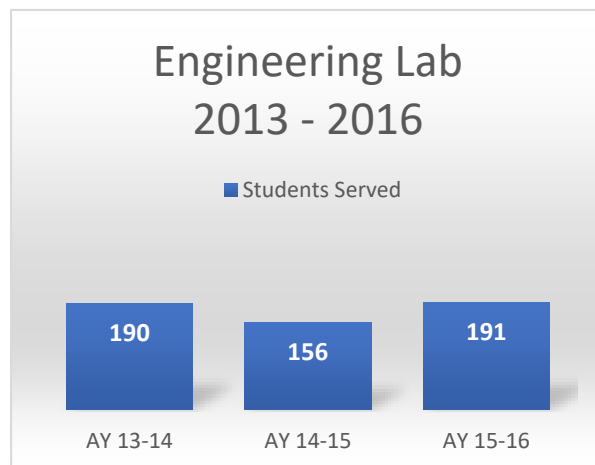
As result of findings

- Continue the services of the Engineering Lab (Perkins Grant ending)

Resources needed

- Financial support from the College, the Foundation, and outside industries https://www.youtube.com/watch?v=p-JdRA-zMxU&feature=youtu.be

Reflections

- This effort helped students gain a strong foundation in their core courses; such success is tied to GPA, retention and credentialing.

- Lab needs to continue past grant

- Opportunities for collaborations:
  - Work with the Foundation to identify additional industry sponsors.

- Unintended outcomes:
  - The Coordinator of the Engineering Lab led CRLA certification effort for the entire tutoring program.

Research

- https://www.cocc.edu/assessment/student-services/tutoring-and-testing-assessment-plan/

- Assessing Academic Support: The Effects of Tutoring on Student Learning Outcomes http://www.tandfonline.com/doi/abs/10.1080/10790195.2005.10850173

- A case study of peer tutoring program in higher education http://www.cypresscollege.edu/IRP/Resources/Research/SE/TutoringLiteratureReview.pdf

- Academic Support as a Predictor of Retention to Graduation: New Insights on the Role of Tutoring, Learning Assistance, and Supplemental Instruction http://journals.sagepub.com/doi/abs/10.2190/CS.15.3.e

TRiO provides enhanced academic assistance to students who qualify as low income; 1st generation; and/or students with a documented disability

Assessed Summer Bridge Program (participants are TRiO students who are leveled for Imputed Math 100. Goal is to get them prepared and ready to enter MATH 106 as quickly as possible. This keeps them on track to graduate--less additional semesters, less financial burden).

Target: Using the Accuplacer test, 90% of students in the summer program will place into MATH 106 for fall 2016

Findings: Not met

As a result of findings:

Fall Math Scores	Math 100	Math 106
C or above	4/7 = 57%	2/9 = 22%

- Develop strategies to ensure students access hybrid module

- Revise program to include campus orientation

Resources: Continued institutional support of grant

Research

Measuring Success in Summer Bridge Programs
http://files.eric.ed.gov/fulltext/EJ877254.pdf

Can Summer Bridge Programs Narrow the "College Readiness Gap"? http://www.mdrc.org/publication/can-summer-bridge-programs-narrow-college-readiness-gap

Morris-Compton, D.J. (2014). Social and academic integration as predictors of community college students' semester persistence in developmental courses. *Dissertation Abstracts International Section*, A, 74.

Attewell, P., Lavid, D., & Domina, T. (2006). New evidence on college remediation. *Journal of Higher Education*, 77(5), 886-924. doi: 10.1353/jhe.2006.0037

Veteran's Affairs helps military service personnel, military dependents and veterans transition to college

Assess the outcomes of the collaborative project between SUNY Canton and JCC (Transitioning Veterans from Boots to Books and Beyond)

- Increase transfers from JCC to SUNY Canton by 2%
- Tutoring and FYEP impact on retention

Grant delayed, project launched spring 2017