

# University of Louisiana at Lafayette

## Detailed Assessment Report

### 2015-2016 Academic Success Center - At-Risk Student Groups Programs

As of: 11/18/2016 09:53 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

## Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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### O/O 2: TOPS Eligibility Workshops

Increase the 1st to 2nd semester retention rate of TOPS students by providing TOPS informational workshops.

#### Relevant Associations:

Refer to previous ASC assessments.

#### Related Measures

### M 2: TOPS Eligibility Workshops

**TOPS eligibility workshops:** Freshmen receiving TOPS scholarships were required to attend one of twenty workshops offered in Fall 2015. Outreach about TOPS workshops, TOPS requirements, and new intersession opportunities were provided via University email, ULink, social media, and in collaboration with the Office of First Year Experience.

**Assessment included:** The number of students who attended Fall 2015 TOPS workshops and those who did not achieve TOPS GPA requirements (TOPS probation) at the end of Fall 2015 were measured.

**Number of students assessed:** All students attending a TOPS workshop in person.

Source of Evidence: Government standards

#### **Target:**

Success is defined as: Less than 10% of freshmen attending TOPS workshops would be placed on TOPS probation at the end of the Fall semester.

#### **Finding (2015-2016) - Target: Met**

Just about 10% (9.8%) of TOPS freshmen who attended a Fall 2015 TOPS workshop did not meet TOPS GPA requirements at the end of the fall semester. TOPS students who fail to maintain steady academic progress at the end of any semester will have payment of their award suspended and will be put on TOPS probation. Steady academic progress is defined as a 2.00 or higher cumulative GPA.

#### **Related Action Plans (by Established cycle, then alpha):**

### **TOPS Eligibility Workshops**

In Fall 2012, we continued to measure the correlation between

freshmen attendance at the TOPS workshop and achievement of TOPS GPA requirements with the goal of less than 10% of students going on TOPS probation. In Fall 2012, more than 10% (14.97%) of freshmen attending the TOPS workshop went on TOPS probation. However, this was a 1.06% decrease compared to FA11 TOPS freshmen (16.03%) attending a TOPS workshop and those who did not meet TOPS GPA requirements. This notes a decrease for the previous two Fall semesters. Also, 48.5% of the attendees earned a 3.0 or higher GPA. In Fall 2012, the Academic Success Center provided the TOPS Workshops and reduced the size of individual workshops with a larger selection of workshop dates and times. ASC continued to reach out to TOPS students with ongoing communication and support throughout the academic year to remind students of dates, deadlines, TOPS and financial aid guidelines as well as tutoring and other support services. At the end of Fall 2012, ASC counselors contacted TOPS freshmen who had HOLDS on their student account in order for students to get advised, register for courses and discuss academic and TOPS information. In Spring 2013, ASC will continue to provide newsletters with campus resources and TOPS information. ASC will also provide mandatory informational workshops, Study Smarter Seminars, for at risk TOPS FTF (i.e. at risk of not meeting TOPS guidelines) who received TOPS in Fall 2012 but did not earn a 2.0 or higher semester GPA and/or earn at least 12 credit hours. In Spring 2013, ASC also plans to collect data from the FA11 cohort in order to assess Sophomore TOPS student retention. ASC will also plan to continue the required TOPS meetings in the Fall and the required at risk TOPS Study Smarter Seminars in the Spring.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

**Measure:** 1st year TOPS retention | **Outcome/Objective:** 1st year TOPS retention

**Measure:** TOPS Eligibility Workshops | **Outcome/Objective:** TOPS Eligibility Workshops

### **TOPS Workshops**

In Fall 2014, we continued offering informational meetings to TOPS students clarifying their requirements and offering information about the support resources available to them on campus. Our goal continues to be that students who attend the workshops are more successful in remaining in good standing with TOPS. This year, we were quite successful, and only 5.51% of students who attended our workshops went on TOPS probation in the Spring. Because of challenges with access to large enough rooms on campus, however, we were unable to offer the same number of workshops we have in the past. We advertised nine workshops, and each one was at about maximum capacity. We even added in extra presentations in between the scheduled workshops to communicate with more students, so we would not have to turn away the overflow. Because of this challenge, we decided to create an online module for our workshops that would

be accessible to students for whom the 9 advertised workshops were a hardship. This workshop did not go live until after our in-person series was complete, and students were not required to complete the module until the end of the semester. This means that students got the information from the online workshop much later in the semester, possibly too late to really impact their Fall 2015 GPA. However, the numbers from this pilot program were not bad. Students who participated in the online workshop were more likely to go on TOPS Probation (earn less than a 2.0 cum GPA at the end of the Fall semester) than students who attended the in-person workshop, but only 10.77% failed to meet their Fall 2014 guidelines. This is right in line with our achievement target, and while we would like to do better by this population, we are satisfied with our test of the online module. We will continue to track these students through the Spring semester to evaluate their Sophomore retention. In Spring 2015, we will also reach out to at-risk TOPS students (students who received TOPS in Fall 2014 but who did not achieve a 2.0 GPA or who did not earn at least 12 credit hours) for a series of TOPS recovery workshops. For Fall 2015, we are in the process of reevaluating our programming strategies. We will continue to require the in-person meetings, and will evaluate the online offerings to see how we can best use online modules to reach TOPS students.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** TOPS Eligibility Workshops | **Outcome/Objective:** TOPS Eligibility Workshops

### **O/O 3: Spring Probation Program for FTF**

Increase the retention rate of freshmen by targeting FTF on academic probation.

#### Related Measures

### **M 3: Spring Probation Program for FTF**

**Academic Success and Probation Program (ASPP):** All identified freshmen on Academic Probation were required to attend an academic success workshop provided by the Academic Success Center (ASC).

**Assessment included:** Number of students participating in program in Spring semester and end of semester GPA were measured.

**Number of students assessed:** All identified freshmen on Academic Probation.

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

**Success is defined as:** At least 50% of students attending an academic success workshop will earn a 2.0 or higher semester GPA.

#### **Finding (2015-2016) - Target: Not Met**

In Spring 2016, the ASC identified and contacted freshmen on academic probation requiring them to attend a "Success Matters"

workshop by the 5<sup>th</sup> day of class. A total of 174 students were identified with a participation rate of 96%. Students discussed their successes and failures of the past semester, identified strategies to improve their performance for the upcoming semester, and were given an overview of the variety of campus resources available. Students who are flagged in the early warning system during the Spring 2016 semester will be contacted by ASC staff.

Of the 105 students who attended a workshop, only 18 earned a 2.0 GPA or higher. This is 17%, a lower rate even than last year.

### Related Action Plans (by Established cycle, then alpha):

#### **Academic Success and Probation Program**

In Spring 2013, less than 50% of students attending an academic success workshop (31.36%) earned a 2.0 or higher semester GPA. The results from Spring 2013 are comparable to Spring 2011 (31.18%) where a one section format was used as well. However, the workshop format with peers was used in Spring 2013 to create a social environment with the potential for students to connect and learn from other students. The workshops did not identify students as being on academic probation but rather a workshop to learn more about study skills and campus resources. Students were only recognized as being on academic probation if the individual student self-identified. Holds were placed on students' accounts only to be removed once the student attended a workshop or had an individual meeting with an OFYE staff member or ASC counselor.

Using the database of students contacted for this program, those who were not registered for Fall 2013 by the end of Spring 2013 were contacted in order to offer assistance with advising and registration during the Summer 2013.

Based on the data obtained from Spring 2013 as well as prior semesters, ASC will utilize the two session format in the future for freshmen on Academic Probation. The one session format was used in Spring 2011 (individual) and Spring 2013 (workshop) with a 31.18% and 31.36% success rate respectively. The two session format was used in Fall 2009 and Spring 2012 with a 50.77% and 43.96% success rate respectively.

Focus for assessment on Academic Probation will shift to sophomores for the 2013-2014 academic year.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

**Measure:** Spring Probation Program for FTF |

**Outcome/Objective:** Spring Probation Program for FTF

#### **Academic Success and Probation Program**

In Spring 2015, the ASC made contact with more students on academic probation (91%) than ever reported in the past. However, the success rate (26.7%) was low for students earning a 2.0 or higher semester

GPA. Plans for future semesters will continue to attempt to make contact with students early as performed in the Spring 2015. However, continuation of contact with invested students will be offered on a one on one basis with an academic counselor or coach. The initial group meeting before and at the beginning of the semester will serve as a means to make sure students are aware of guidelines and registered appropriately, and individual one on one meetings will serve as a means of support and following up to anticipated plans for a successful semester

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Spring Probation Program for FTF |

**Outcome/Objective:** Spring Probation Program for FTF

### **ACSK 100**

This programing was assessed in the 2014-2015 and 2015-2016 Academic years. While the participation rate of the targeted population was 90% or higher each year, the ASC did not meet our target of 50% students who attend a workshop earning a 2.0 GPA or higher. In response to this, ASC has decided to require all FTF who are placed on Academic Probation in their spring semester to take a course aimed at teaching the skills required for success.

Academic Skills (ACSK) 100: Fundamentals of College Learning is a 1 Credit (CR/NC grading) course that introduces and refines techniques for learning and studying in the college classroom. Topics include time management, note-taking, studying for test, etc.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Spring Probation Program for FTF |

**Outcome/Objective:** Spring Probation Program for FTF

**Projected Completion Date:** 05/2017

### **O/O 4: TOPS At-Risk Seminars**

Increase the retention rate of FTF TOPS students by targeting students at risk of not meeting TOPS guidelines for the first academic year.

#### **Relevant Associations:**

Refer to previous ASC assessments.

#### **Related Measures**

### **M 4: TOPS At-Risk Seminars**

**TOPS At-Risk Meetings:** In Spring 2016, TOPS FTF who did not earn a 2.0 or higher cumulative GPA were contacted to participate in a one-on-one meeting with an academic counselor from the ASC or the OFYE. Students who had below a 2.3 cumulative GPA or who had not yet earned 12 credit hours were also invited to participate on a voluntary basis. Counselors worked with students to determine

exactly how many credit hours a student would need to earn to remain in good standing with TOPS, and used a GPA Estimator to discuss realistic academic progress. Students who missed these early meetings were asked to attend group make-up sessions later in the semester where similar information was covered.

**Assessment included:** All identified TOPS FTF who did not earn a 2.0 or higher semester GPA and who did not earn 12 credit hours in the Fall 2015.

**Number of students assessed:** All TOPS FTF who met with a counselor.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**

**Success is defined as:** At least 50% of TOPS FTF participating in the seminar would earn 24 credit hours for the TOPS Academic Year. Earned credit is a "D" or better. If TOPS students earn 24 credit hours for the TOPS Academic Year but fail to maintain the required GPA, TOPS may reinstate their TOPS award upon attainment of the required GPA provided that the period of ineligibility did not persist for more than two years and the student has continued to enroll as a full-time student during major semesters.

**Finding (2015-2016) - Target: Not Met**

127 students participated in the TOPS Spring At-Risk program in the Spring of 2016, which was 76% of the students we targeted for meetings. At the end of the Spring semester, 22% (28) of the students we contacted had already earned their required 24 credit hours. Counselors reached out to another 52 of the 127 who had earned 18 credit hours by the end of Spring to remind them about the importance of taking summer classes. Of the 52 contacted, 27% (14) students attended summer class [the number may be higher if students attended summer school at another institution without transferring those credits earned]. Of the 52 contacted, 21% (11) earned 24 or more credit hours by the end of the summer.

With the current information available, 31% (39) of TOPS FTF participating in the seminar earned 24 credit hours for the TOPS Academic Year.

**Related Action Plans (by Established cycle, then alpha):**

**TOPS Study Smarter Seminars**

It is also important to note that the measurements this year are not final at the end of the Spring semester—students do still have the summer to finish earning their 24 credit hours, and academic counselors have been working to contact students about enrolling in the summer. We are hoping next year to expand our spring programming for TOPS students on TOPS probation or at-risk of losing their TOPS. We plan to offer more intensive programming, but on an opt-in basis. This year, we struggled to get students to our mandatory meetings early in the semester, though they did all trickle in by the time registration started. We would like to be able to offer more intensive support to students who are interested in and committed to figuring out how to be more successful. Academic counselors will work to develop a program that allows for more individual attention and conversations about changes of major, mitigating personal challenges, and helping connect TOPS students to campus resources more effectively.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** TOPS At-Risk Seminars | **Outcome/Objective:**  
TOPS At-Risk Seminars

**O/O 6: Conditionally Admitted Math Students**

(Created new objective to track this population: See ADMC and COMPASS) Conditionally Admitted Math Students

**Related Measures**

**M 6: Conditionally Admitted Math Students**

Created new objective to track this information (see ADMC and COMPASS)

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

Reporting of this population is not active.

**Finding (2015-2016) - Target: Not Reported This Cycle**

Created new goal to track this population (see ADMC and COMPASS).

**O/O 7: Sophomore Academic Probation Meetings**

Increase the retention rate of sophomores by targeting students on academic probation.

**Relevant Associations:**

**Related Measures**

**M 7: Sophomore Academic Probation Meetings**

**Sophomore Academic Probation Meetings:** All identified sophomores on Academic Probation were required to meet with an academic counselor in the ASC.

**Assessment included:** Number of students participating in the sophomore academic probation meetings in Spring 2013 and end of semester GPA were measured.

**Number of students assessed:** All identified sophomores on Academic Probation.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

**Success is defined as:** Spring 2013 served as a baseline for intervention services for sophomore academic probation students.

**Finding (2015-2016) - Target: Not Reported This Cycle**

Focusing on freshman population.

**O/O 8: 1st year retention**

Increase the 1<sup>st</sup> to 2<sup>nd</sup> year retention rate by 1% over 2 years by providing student centered services.

**Related Measures**

**M 8: 1st year retention**

**1<sup>st</sup> to 2<sup>nd</sup> year Retention:** The 1<sup>st</sup> to 2<sup>nd</sup> year retention of first-time, full-time, degree-seeking students the 2012-2013 academic term is 74.3% . Student services are provided throughout the academic year to educate and facilitate a transition to a successful college student.

**Assessment included:** The number of students who were classified as first-time, full-time, degree-seeking students for the 2014-2015 academic term and the percentage who continued to their 2<sup>nd</sup> year.<sup>4</sup>

**Number of students assessed:** All students classified as first-time, full-time, degree-seeking students for the 2014-2015 academic term.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

Success is defined as: The percentage of first-time, full-time, degree-seeking students for the 2014-2015 academic term increases by 0.5% from the current retention rate

**Finding (2015-2016) - Target: Not Met**

The 1st to 2nd year retention rate decreased to 76.1%.

**Related Action Plans (by Established cycle, then alpha):****Academic Success and Probation Program**

In Spring 2013, less than 50% of students attending an academic success workshop (31.36%) earned a 2.0 or higher semester GPA. The results from Spring 2013 are comparable to Spring 2011 (31.18%) where a one section format was used as well. However, the workshop format with peers was used in Spring 2013 to create a social environment with the potential for students to connect and learn from other students. The workshops did not identify students as being on academic probation but rather a workshop to learn more about study skills and campus resources. Students were only recognized as being on academic probation if the individual student self-identified. Holds were placed on students' accounts only to be removed once the student attended a workshop or had an individual meeting with an OFYE staff member or ASC counselor.

Using the database of students contacted for this program, those who were not registered for Fall 2013 by the end of Spring 2013 were contacted in order to offer assistance with advising and registration during the Summer 2013.

Based on the data obtained from Spring 2013 as well as prior semesters, ASC will utilize the two session format in the future for freshmen on Academic Probation. The one session format was used in Spring 2011 (individual) and Spring 2013 (workshop) with a 31.18% and 31.36% success rate respectively. The two session format was used in Fall 2009 and Spring 2012 with a 50.77% and 43.96% success rate respectively.

Focus for assessment on Academic Probation will shift to sophomores for the 2013-2014 academic year.



**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

**Measure:** Spring Probation Program for FTF |

**Outcome/Objective:** Spring Probation Program for FTF

### **FTF Study Smarter Seminars**

In identifying FTF who earned a 1.333-1.8 semester GPA for Fall 2012, our goal was to help these students gain the skills necessary to maintain academic good standing and make academic progress (2.0 or higher GPA). Students were contacted to participate in a Study Smarter Seminar that focused on developing an academic action plan with the application of campus resources based on past successes and obstacles. Students were provided information on academic good standing and academic progress as well as financial aid requirements. Of the students who attended a seminar, 52.46% remained in academic good standing with the University and 44.26% of the students who remained in academic good standing earned a 2.0 or higher semester GPA for Spring 2013. In future semesters, the Retention Specialist in ASC will work with fellow academic counselors and staff in the Office of First Year Experience to explore similar programs at other Universities to better serve this population.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

### **TOPS Eligibility Workshops**

In Fall 2012, we continued to measure the correlation between freshmen attendance at the TOPS workshop and achievement of TOPS GPA requirements with the goal of less than 10% of students going on TOPS probation. In Fall 2012, more than 10% (14.97%) of freshmen attending the TOPS workshop went on TOPS probation. However, this was a 1.06% decrease compared to FA11 TOPS freshmen (16.03%) attending a TOPS workshop and those who did not meet TOPS GPA requirements. This notes a decrease for the previous two Fall semesters. Also, 48.5% of the attendees earned a 3.0 or higher GPA. In Fall 2012, the Academic Success Center provided the TOPS Workshops and reduced the size of individual workshops with a larger selection of workshop dates and times. ASC continued to reach out to TOPS students with ongoing communication and support throughout the academic year to remind students of dates, deadlines, TOPS and financial aid guidelines as well as tutoring and other support services. At the end of Fall 2012, ASC counselors contacted TOPS freshmen who had HOLDS on their student account in order for students to get advised, register for courses and discuss academic and TOPS information. In Spring 2013, ASC will continue

to provide newsletters with campus resources and TOPS information. ASC will also provide mandatory informational workshops, Study Smarter Seminars, for at risk TOPS FTF (i.e. at risk of not meeting TOPS guidelines) who received TOPS in Fall 2012 but did not earn a 2.0 or higher semester GPA and/or earn at least 12 credit hours. In Spring 2013, ASC also plans to collect data from the FA11 cohort in order to assess Sophomore TOPS student retention. ASC will also plan to continue the required TOPS meetings in the Fall and the required at risk TOPS Study Smarter Seminars in the Spring.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

**Measure:** 1st year TOPS retention | **Outcome/Objective:** 1st year TOPS retention

**Measure:** TOPS Eligibility Workshops | **Outcome/Objective:** TOPS Eligibility Workshops

### 1st year Retention

To be report once available.

TOPS workshops

Academic probation workshops

At risk TOPS student workshops and phone calls

GradesFirst

Study Smarter Seminars

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

### Grade Checks

Starting Fall 2013, grades checks with the GradesFirst program was extended to include not only freshmen but sophomores as well. With this extension, faculty who were not required to report progress reports in the past are now required to report student progress 3x/semester. With the increase of students served, other academic and student affairs staff has become more involved in reaching out to the at-risk group. Greek Affairs, the Living Learning Communities coordinator, the coordinator of Student Support Services-Disabilities and the Office of First Year Experience are able to track respective students through GradesFirst. Starting in Fall 2014, plans to work with other academic and student support groups will be implemented. Outreach will also be planned to encourage faculty to provide real time feedback. Alternative funding will also be explored.

**Established in Cycle:** 2013-2014

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

**Measure:** 2nd year retention | **Outcome/Objective:** 2nd year retention

**Measure:** Grade Checks | **Outcome/Objective:** Grade Checks

### **O/O 9: 1st year TOPS retention**

Increase the 1<sup>st</sup> to 2<sup>nd</sup> year retention rate of TOPS recipients by 1% over 2 years by providing student centered services.

#### Related Measures

### **M 9: 1st year TOPS retention**

**1<sup>st</sup> to 2<sup>nd</sup> year TOPS Retention:** As the state awards a yearly TOPS monetary stipend to students who have demonstrated academic success during high school coupled with the increasing cost of tuition, the Academic Success Center targets those student who may be at risk of losing their monetary stipend for TOPS. The current 1<sup>st</sup> to 2<sup>nd</sup> year retention of first-time, full-time, degree-seeking TOPS freshmen for the 2012-2013 academic term is 64.5% . This number reflects the continuation of Fall 2011 FTF into Fall 2012 with TOPS. Student services are provided throughout the academic year to educate students on changing TOPS guidelines and provide academic help.

**Assessment included:** The number of students who were classified as first-time, full-time, degree-seeking TOPS freshmen for the 2014-2015 academic term and the percentage who continued to their 2<sup>nd</sup> year.

**Number of students assessed:** All students classified as first-time, full-time, degree-seeking TOPS freshmen for the 2014-2015 academic term.

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

Success is defined as: The percentage of first-time, full-time, degree-seeking TOPS freshmen for the 2014-2015 academic term increases by 0.5% from the current retention rate.

#### Finding (2015-2016) - Target: Met

In Fall 2014, there were 2,205 Full-time, Degree-seeking First Time Freshmen with TOPS.

1,535 (69.6%) of the original 2,205 continued in Fall 2015 with TOPS.

The percentage of FTF who continue to the next year with TOPS increased by 3%.

#### Related Action Plans (by Established cycle, then alpha):

#### **TOPS Eligibility Workshops**

In Fall 2012, we continued to measure the correlation between

freshmen attendance at the TOPS workshop and achievement of TOPS GPA requirements with the goal of less than 10% of students going on TOPS probation. In Fall 2012, more than 10% (14.97%) of freshmen attending the TOPS workshop went on TOPS probation. However, this was a 1.06% decrease compared to FA11 TOPS freshmen (16.03%) attending a TOPS workshop and those who did not meet TOPS GPA requirements. This notes a decrease for the previous two Fall semesters. Also, 48.5% of the attendees earned a 3.0 or higher GPA. In Fall 2012, the Academic Success Center provided the TOPS Workshops and reduced the size of individual workshops with a larger selection of workshop dates and times. ASC continued to reach out to TOPS students with ongoing communication and support throughout the academic year to remind students of dates, deadlines, TOPS and financial aid guidelines as well as tutoring and other support services. At the end of Fall 2012, ASC counselors contacted TOPS freshmen who had HOLDS on their student account in order for students to get advised, register for courses and discuss academic and TOPS information. In Spring 2013, ASC will continue to provide newsletters with campus resources and TOPS information. ASC will also provide mandatory informational workshops, Study Smarter Seminars, for at risk TOPS FTF (i.e. at risk of not meeting TOPS guidelines) who received TOPS in Fall 2012 but did not earn a 2.0 or higher semester GPA and/or earn at least 12 credit hours. In Spring 2013, ASC also plans to collect data from the FA11 cohort in order to assess Sophomore TOPS student retention. ASC will also plan to continue the required TOPS meetings in the Fall and the required at risk TOPS Study Smarter Seminars in the Spring.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

**Measure:** 1st year TOPS retention | **Outcome/Objective:** 1st year TOPS retention

**Measure:** TOPS Eligibility Workshops | **Outcome/Objective:** TOPS Eligibility Workshops

### **1st year TOPS retention**

To be reported once data is available.  
TOPS workshops  
At risk TOPS workshops and phone calls

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year TOPS retention | **Outcome/Objective:** 1st year TOPS retention

### **O/O 10: 2nd year retention**

Increase the 1<sup>st</sup> to 3<sup>rd</sup> year retention rate by 1% over 2 years by providing student centered services

## Related Measures

### **M 10: 2nd year retention**

**1<sup>st</sup> to 3<sup>rd</sup> year Retention:** The 1<sup>st</sup> to 3<sup>rd</sup> year retention of first-time, full-time, degree-seeking students the 2012-2013 academic terms is 60.8% . Student services are provided throughout the academic year to educate and facilitate a transition to a successful major and college career.

**Assessment included:** The number of students who were classified as first-time, full-time, degree-seeking students for the 2014-2015 academic terms and the percentage who continued to their 3<sup>rd</sup> year.

**Number of students assessed:** All students classified as first-time, full-time, degree-seeking students for the 2014-2015 academic terms.

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

Success is defined as: The percentage of first-time, full-time, degree-seeking students for the 2012-2014 academic terms increases by 0.5% from the current retention rate.

#### **Finding (2015-2016) - Target: Met**

The 1st to 3rd year retention rate increased to 64.5%.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Grade Checks**

Starting Fall 2013, grades checks with the GradesFirst program was extended to include not only freshmen but sophomores as well. With this extension, faculty who were not required to report progress reports in the past are now required to report student progress 3x/semester. With the increase of students served, other academic and student affairs staff has become more involved in reaching out to the at-risk group. Greek Affairs, the Living Learning Communities coordinator, the coordinator of Student Support Services-Disabilities and the Office of First Year Experience are able to track respective students through GradesFirst. Starting in Fall 2014, plans to work with other academic and student support groups will be implemented. Outreach will also be planned to encourage faculty to provide real time feedback. Alternative funding will also be explored.

**Established in Cycle:** 2013-2014

**Implementation Status:** Finished

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

**Measure:** 2nd year retention | **Outcome/Objective:** 2nd year retention

**Measure:** Grade Checks | **Outcome/Objective:** Grade Checks

### **O/O 11: Grade Checks**

Examine retention rates of specific groups of students that are targeted (have extra

interventions) vs not targeted groups. These include LLCs, Greeks, ODS students, and business majors.

Prior Objective: Provide Grade Checks for freshmen and sophomores with an average participation rate by faculty of 70% or greater.

### Related Measures

#### **M 11: Grade Checks**

**Grade Checks:** Grade Checks in previous semesters were only offered to freshmen 3x/semester, with the third check only for students “flagged” at-risk in the GradesFirst retention software program. Beginning with the 2013-2014 academic year, Grade Checks were offered to all freshmen and sophomore students. All students “flagged” at-risk in the GradesFirst program are contacted by ASC staff and certain student academic and student affairs staff. Students are notified to contact their instructors and visit ASC and/or select staff for a live meeting.

**Assessment included:** The number of instructors who are part of the GradesFirst program and reported grade checks was calculated.

**Number of instructors assessed:** All instructors participating in the GradesFirst program.

Source of Evidence: Performance in subsequent schooling feedback

#### **Target:**

**Success is defined as:** Establish a baseline for retention rates of students in specially targeted groups vs overall retention rate.

Prior Target: Establish a baseline for faculty reporting for freshmen and sophomores.

#### **Finding (2015-2016) - Target: Not Reported This Cycle**

We were interested in viewing the retention rates of students monitored in the GradesFirst program. Retention is defined as students who registered for Fall 2014 and returned for Fall 2015. Utilizing data obtained from GradesFirst, we analyzed “Students Active For Term” reports for Fall 2014 and Fall 2015. All students labelled as “Freshman” in Grades First for Fall 2014 were categorized as either General Population or Special Population. Special Populations included LLCs, Greeks, ODS-SSS students, and Business Majors. The purpose of this analysis was to determine a baseline for retention rates for students who are targeted (have extra interventions) vs not targeted groups. In doing so, we found that the total number of freshman 2014 students who were tracked via Grades First were retained at 54.4%. Students who fell into the “Special Populations” categories (and thus received extra interventions) were retained at a higher rate of 63.3% compared to the General Population at 50.8%.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Grade Checks**

Starting Fall 2013, grades checks with the GradesFirst program was extended to include not only freshmen but sophomores as well. With this extension, faculty who were not required to report progress reports in the past are now required to report student progress 3x/semester. With the increase of students served, other academic and student affairs staff

has become more involved in reaching out to the at-risk group. Greek Affairs, the Living Learning Communities coordinator, the coordinator of Student Support Services-Disabilities and the Office of First Year Experience are able to track respective students through GradesFirst. Starting in Fall 2014, plans to work with other academic and student support groups will be implemented. Outreach will also be planned to encourage faculty to provide real time feedback. Alternative funding will also be explored.

**Established in Cycle:** 2013-2014

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 1st year retention | **Outcome/Objective:** 1st year retention

**Measure:** 2nd year retention | **Outcome/Objective:** 2nd year retention

**Measure:** Grade Checks | **Outcome/Objective:** Grade Checks

### Grade Checks

In the 2014-2015 academic year we continued working with LLC, TLC, and ODS populations. In the spring, ASC collaborated with OFYE and Housing to contact students identified as not attending class by faculty on the first grade check. In the middle of the spring, ASC also starting working with the College of Business to identify and contact their majors labeled at risk. In the next academic year, ASC plans to have an early attendance check for select high enrollment subjects.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Grade Checks | **Outcome/Objective:** Grade Checks

### O/O 12: Advisor Trainings

Set a baseline of how many faculty advisors attend advisor trainings.

#### Related Measures

#### **M 12: Advisor Trainings**

Advisor Trainings are hosted by the Academic Success Center and speakers are invited from across The University to talk to advisors about a variety of topics. Out of the nine topics available, three were online and six were delivered in person. Two advisor Trainings are mandatory for new advisory and non-compulsory for returning advisors.

Assessments include: We will compare the results of surveys sent out to students for faculty advisor evaluations for new advisors and returning advisors. In addition we will examine the results of advisors who have had 2 or more trainings versus those who have had none.

Source of Evidence: Evaluations

#### **Target:**

Assess the baseline of faculty members attending advisor trainings.

**Finding (2015-2016) - Target: Met**

188 advisors participated in online and in-person trainings in the Fall 2015 semester.

**O/O 13: ADMC and COMPASS students**

Examine retention rate of ADMC and COMPASS students to regular admit students for 1st-2nd year retention.

**Related Measures****M 13: ADMC and COMPASS students**

These students are advised in the summer prior to their freshman year by the Academic Success Center staff and continue to be advised and tracked for x number of semesters. Out of 299 students, 72% had an ACT score of 18 or less in math and 108 students did not take a math course for the FA15 semester.

ADMC students: these students do not meet the guaranteed admission standards.

They are invited to send in additional application materials and their admittance is then voted on by a committee.

For the FA15 semester, ADMC and Compass students were required to participate in the Plan for Success program. Students were required to meet with an academic counselor in September to begin setting an academic plan, they were asked to follow-up with a tutoring session or Student Success Seminar, and finally, they returned to the Academic Success Center for advising in October. Though only about 60% of the students participated in the entire program, most students made contact with at least one Academic Success Center counselor and completed one of the three components.

COMPASS students: These students are admitted by their COMPASS scores rather than their ACT scores.

Assessment 1: How does the retention rate for these students compare to regular admit students?

Assessment 2: Does the retention rate change for those who took math in the FA15 (their first) semester vs those who didn't?

Assessment 3: If the student took a placement test and tested into a higher level math course, did they pass the class?

Source of Evidence: Benchmarking

**Target:**

Set benchmark data comparing ADMC and COMPASS students to regular admit students for 1st-2nd year retention.

**Finding (2015-2016) - Target: Met**

Because retention rates measure the continuation of students from Fall to Fall, we do not yet have numbers on our Fall 2015 ADMC/COMP students.

However, we can provide a preliminary report based on the persistence of these students from the Fall 2015 to the Spring 2016 semesters. We will update this as we receive more information on the retention of these students into Fall 2016.

Assessment 1: The FA14 ADMC/COMP students had a 72.8% retention rate into FA15. Overall, our freshmen retention is at 76%, so our FA14 class of ADMC/COMP students isn't too far off. So far, 90.8% of our FA15 ADMC/COMP have persisted into the SP16 semester, which is 2% higher than our rate from FA14 to SP15. The FA15 ADMC/COMP students had a 70.2% retention rate into FA16. This is a 3.5% decrease in the retention rate of these



students. The overall retention rate for FA15 freshman into FA16 is 79.1%.

Assessment 2: 196 of the FA15 ADMC/COMP group took a math class in the fall. 10.7% of those students did not return in the Spring (21 students). 110 of the FA15 ADMC/COMP group did not take a math class in the fall. 5.4% of those students did not return in the Spring (6 students). This means that there was a persistence rate of 89.2% for those who took math in the fall, and a persistence rate of 94.5% for those who did not. This is somewhat surprising, though it seems like students who took a math and did not return in the spring were likely to have failed their math class in the fall. 141 of the 196 who did take a math class in their FA15 semester continued to FA16, a 71.9% retention rate. 74 of the 110 who did not take a math class in the fall continued to FA16, a 67.2% retention rate.

Assessment 3: Of our students who placed into a higher level of math using the Math Placement Test, 53 got an A, B, or C in their fall math class. Another 15 got a D, which is technically passing, but might need to be retaken depending on the student's major. 31 students got no credit in their fall math course (an F or a W). That is 31.3% of students who tested into a higher level math class who failed the math class they tested into.