Assessment Design for Reporting of a 2-year College FYE Program

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Objectives

- Introduce RVC and its FYE program components
- Review FYE program assessment design (assessing FYE impact)
  - –Plan
  - –Initial Results
  - –Future directions

Rock Valley College and FYE

- Public two-year college
  - Located in north central IL
  - Enrollment growing

- Participated in FOE, 2006
  - Academic Affairs & Student Development aligned
  - FYE office established, housed in Student Development
  - FYE Committee formed

FYE Team

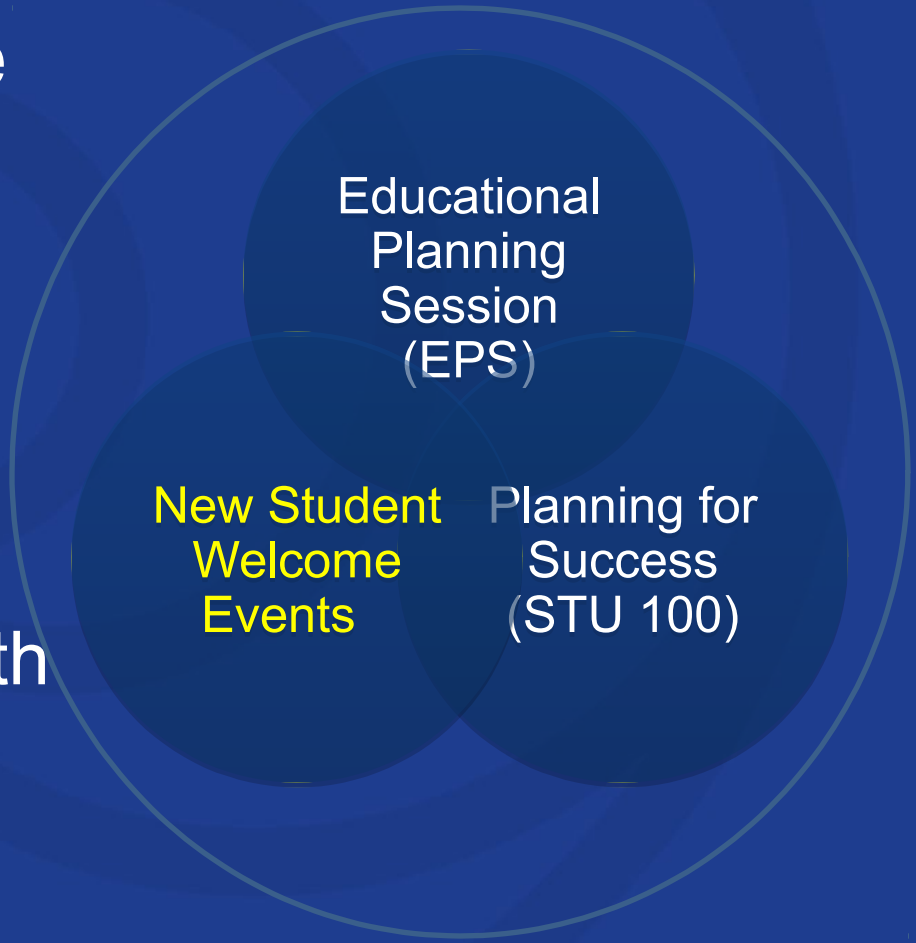
- Student Development
- Academic Deans
- Faculty
- Academic Affairs
- Institutional Research

Components of FYE

- Educational Planning Session (EPS)
  - Mandatory 75 minute session
  - Prior to enrollment
  - Goals of session
    - Initiate student accounts
    - Determine academic goals
    - Explain college resources
    - Assist with registration

Components of FYE

- New Student Welcome Events
  - Mock classes
  - Campus tours
    - Campus layout
    - Familiarize with offices
  - Making connections with other students



Components of FYE

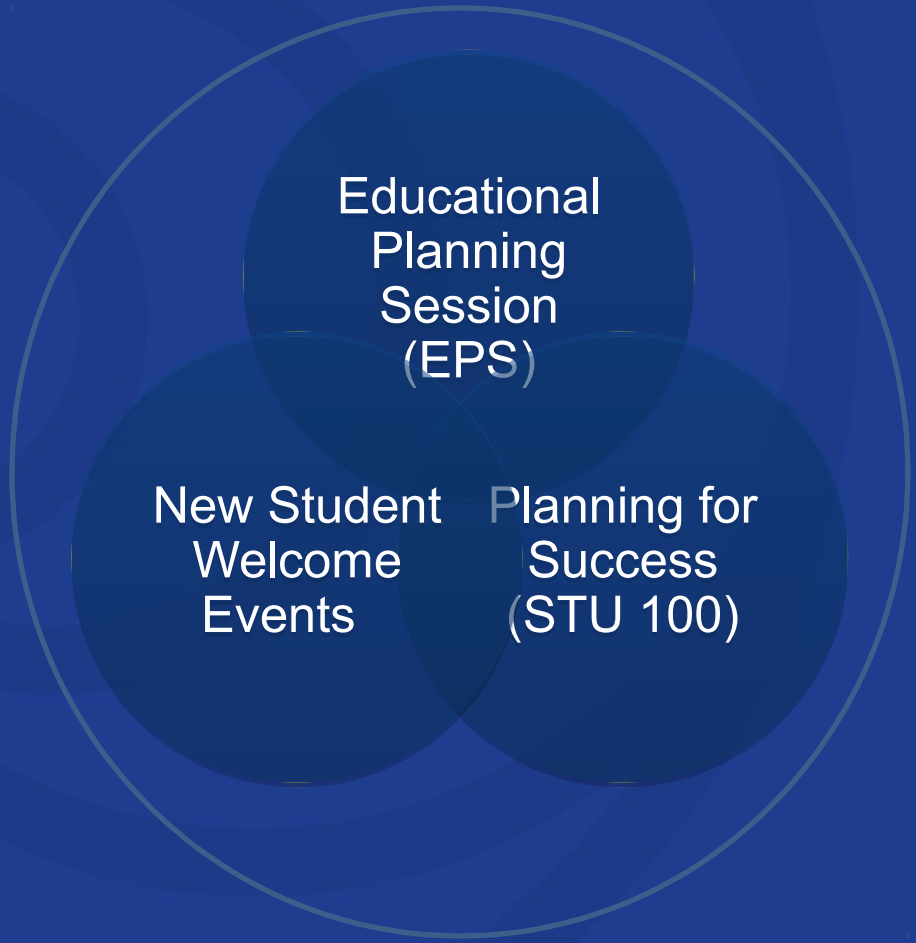
- STU 100: Planning for Success
  - 1 credit, optional class
  - Developmental reading limited
  - Taught by faculty and staff with minimum of Masters
  - Capped at 20 students
  - Restricted to students with 30 credits or less

Assessing FYE

- Multi-level approach
  - Within FYE component
  - Across FYE program

Purpose

Determine impact of FYE components on student success at RVC



Assessing FYE Impact

Who to Study?

- Participation in FYE components
- Cohorts of participants
  - Focus on student success
  - Look within and beyond the FYE experience
  - Clean comparison

Designing FYE Cohorts

FYE Participation

- Participation in EPS
- STU 100 completion

	EPS Date	1st Enroll date
Cohort 1	Spring 2007	Fall 2007
Cohort 2	Fall 2007	Spring 2008
Cohort 3	Spring 2008	Fall 2008
Cohort 4	Fall 2008	Spring 2009
Cohort 5	Spring 2009	Fall 2009
Cohort 6	Fall 2009	Spring 2010

Assessing FYE Impact

What to Study?

Guiding Questions

Within the identified cohort...

1. Who are STU 100 students?
2. How likely are students participating in STU 100 to be successful?
3. For which students would participation in STU 100 be most beneficial?

Defining Student Success

- Grades/GPA
- Course completion
- Retention and Persistence

Phases of Inquiry

- Phase 1: Determining focused student profile
- Phase 2: Determining academic success within the semester taking STU 100
- Phase 3: Determining academic success beyond the semester taking STU 100
- Phase 4: Predicting students for whom STU 100 would be most beneficial

Assessing FYE Impact

Expectations

If STU 100 is effective, cohort participants will be more successful than non-participant peers

- academically
- transitioning into the college experience

Initial Findings

Who are STU 100 students?

The majority of students in STU 100 are:

- Female
- White
- Traditional*
- Part-time
- Non-developmental

Initial Findings

How likely are students who participate in STU 100 to be successful?

Indicators of Success
(within the semester taking STU 100)

- STU 100 Course Grade ▭ C or better
  - C1 ▭ 71.4 % successful
  - ▭ DFW rate is < 30%
- Term GPA ▭ 2.0 or greater
  - C1 ▭ 67.9% successful

	1st Enrollment (Fall 2007)		
	Cohort	Success	DFW
Developmental Math	42.3 (n=655)	47.2	52.8
English	9.2 (n=124)	64.8	35.2
Reading	16.2 (n=251)	68.5	31.5

Cohort 1: N=1,547

Initial Findings

How likely are students who participate in STU 100 to be successful?

General Education Courses	1st Enrollment term (Fall 2007)		
	Cohort	Success	DFW
Math	15.6 (n=538)	63.2	36.8
English	34.8 (n=538)	73.4	26.6
Speech	18.2 (n=282)	74.1	25.9
Life Science	20.9 (n=323)	63.2	36.8
Social/Behavioral Sciences	39.6 (n=611)	61.4	38.6

Cohort 1: N=1,547

Initial Findings

How likely are students who participate in STU 100 to be successful?

Indicators of Success
(within/beyond the semester taking STU 100)

- Persistence – fall to spring enrollment
  - C1 – 72.2% successful
- Retention – fall to fall enrollment
  - C1 – 53.7% successful

Future Steps

- Adjust cohort model
  - Broaden definition
  - Initial analysis indicates missing important data

These data indicate:

- Almost 65% of those attending EPS enrolled in the college the first semester after EPS.
- EPS participants are most likely to enroll within three years of session.

Date attended EPS	Enrollment to Date	
	#	%
Spring 07	2129	83.1
Fall 07	659	78.7
Spring 08	2428	82.4
Fall 08	1033	73.4
Spring 09	3077	74.9
Fall 09	1051	65.1
Spring 10	2742	64.5

Based on data as of Fall 2010

Future Steps

- Continue with the designed study
  - Continue analysis of data within Phase 2 and 3 of the study
  - Initiate Phase 4 to address question about which students would most benefit from participation in STU 100
- Looking at additional success indicators
  - Transfer rates
  - Degree/certificate completion
  - Goal Attainment
    - Track and monitor
    - More effective and accurate way to determine goal at entry

Questions