

2013-2014 Academic Year Administrative Assessment Report

Educational Opportunities Center – PASSPORT Program

Mission Statement: Under the auspices of the Educational Opportunities Center (EOC), the PASSPORT program enhances the University's mission of accessibility and excellence by supporting students from academically disadvantaged backgrounds and students with special needs. PASSPORT students are an elite population. This is a special admit program through Undergraduate Admissions. They are admitted to Kean based upon their athletic and artistic talents. The PASSPORT program is dedicated to excellence in instruction and provides academic support services necessary to assure it's socially, linguistically, and culturally diverse students the means to reach their full potential. The PASSPORT program is a two year commitment. During the first year, students are advised by both an Academic Advisor/Counselor and a graduate student from the Counselor Education Program at Kean. During their second year, students are reintroduced to services within the Kean community to give the students a smooth transition into the general population.

Vision Statement: The PASSPORT program will provide academic advising and counseling services to assist students in their scholarly, social, cultural and behavioral development during the first two years of their enrollment so that they will be retained at the University. The Academic Advisors/Counselors follow the CAS Standards for Academic Advising¹ and NACADA's Concept of Advising.² This ensures students are receiving the learning objectives prescribed by the PASSPORT program. Through our value added services, they will successfully complete the following two years of their college studies as members of the general student population and ultimately earn their bachelor's degree.

Goals and Objectives

- A) 2013-2020 Strategic Plan **Goal 2:** To attract and retain more full-time, first-time undergraduate, transfer and graduate students
- 1) Objective 2.3.1: In cooperation with the Office of Intervention and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention.
 - a) *Responsible Individual:* Billie Bailey, Jeremiah Dix, Marilyn Freeland, Maria E. Obando, and Paula S. Muindi (PASSPORT Counselors) Rosa E. Perez (Director), and Sharon Foushee (Learning Center Coordinator) and the Academic Specialist.
 - b) *Measures:* Quantitative study using a survey to collect the data and a rubric to assess the results: The Survey (A survey allows students to speak for themselves and assess their own areas of competence and deficiency.) The Academic Advising Rubric (A user-friendly matrix that assesses four competencies: Careers, Timeliness, Preparedness, and Communication - Written and Verbal. It is based on a five-point Likert scale.) The Rubric will be utilized after each advising session or programming activity. This is how progress will be monitored and the Academic Advisors/Counselors will have accountability.

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1. Martin, H. (2007). Constructing learning objectives for academic advising. Retrieved 01/22/2014 from NACADA Clearinghouse of Academic Advising Resources website: www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Constructing-student-learning-outcomes.aspx
 2. Robbins, R. & Zarges, K.M. (2011). Assessment of academic advising: A summary of the process. Retrieved 01/22/2014 from NACADA Clearinghouse of Academic Advising Resources website: www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Assessment-of-academic-of-academic-advising.aspx

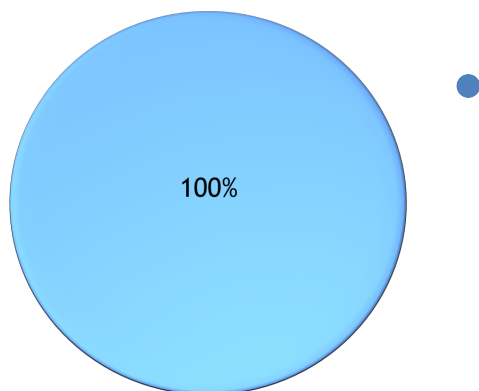
Improvement Plans will be collected by late February and attendance at workshops will be monitored monthly. Learning Center Coordinator will provide Director with a report on tutoring in February, March (milestone 2), and April (milestone 3). At the end of the semester, students' grades and GPAs will be reviewed and compared to the previous semester. (After three years of usage, a cross-analysis will be conducted on student satisfaction and individual evaluations.)

- d) *Implementation plan for this objective:* An early alert system will be setup for students with 2.0 to 2.5 CGPA. The Director will host a meeting with all students identified by the Early Alert system outlining the services of the Center and academic expectations. Students will be required to create an individual Improvement Plan with their counselors, which will include mandatory tutoring and attendance at academic skills workshops. Their GPA will be monitored. In addition, a representative from the Office of Intervention and Retention will be invited to meet with EOC Counselors to develop a better partnership with her office and to further enhance retention initiatives in the Center.
- e) *Data results:* The Director hosted a mandatory meeting in February with all students on academic probation and those who were identified on the early alert system. A plan of action was created in Fall 2013 and implemented in Spring 2014. All students identified on the early alert system were required to follow these steps:
- Repeat courses that students failed
 - Recalculate the GPA by replacing the undesirable grade with a passing grade
 - Attend tutoring in the EOC Learning Center or CAS
 - Pass all courses
 - Visit their PASSPORT Advisor at least twice a month
 - Mandatory attendance to all classes

Table 1

SUMMARY TABLE: PASSPORT STUDENTS AT RISK FALL 2013 TO SPRING 2014		
Below CGPA of 2.0 to 2.49	Number of Students	Percentage
TOTAL NUMBER OF STUDENTS AT RISK	74	100%
TOTAL NUMBER OF IMPROVEMENTS	52	77%

Students who were identified at risk had CGPAs between 2.0 – 2.49 (See pie chart).



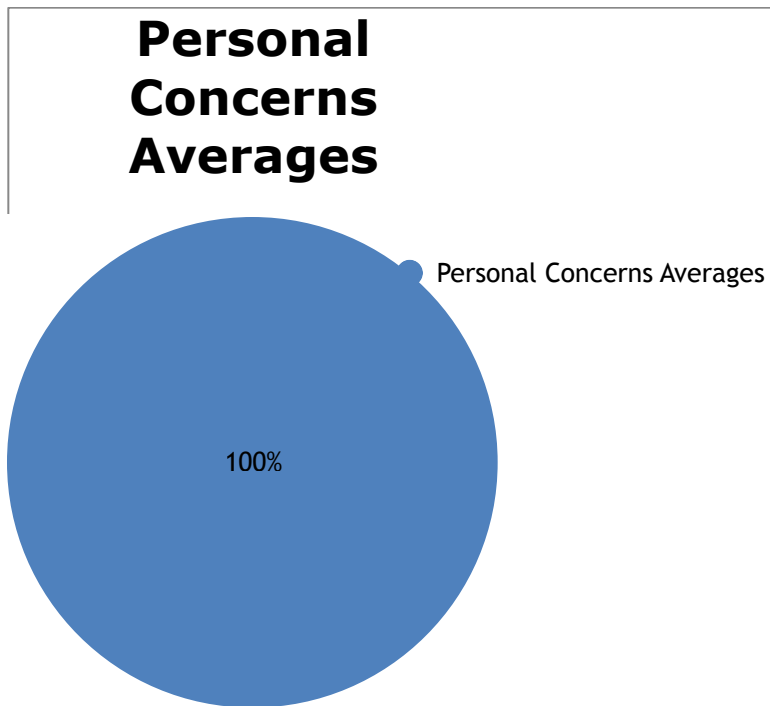
A table showing the students' names and ID numbers is available. Table 1 exhibits the results after the Plan of Action was carefully implemented during the Spring 2014 semester. Due to student confidentiality, this list cannot be included in this assessment report. A copy of the list is available in the EOC office.

CONCLUSION: 77% of PASSPORT students who were at risk improved during the Spring 2014 semester.

Results of the Orientation Survey

Each year during orientation, a student needs' assessment is administered and based on the data results, programming activities are created to address their needs. Based on results from the 2012-2013 academic year survey (administered in August 2013), students' needs were considered and the survey was redesigned to reflect the new competencies which included: Personal, Academics, Major/Career, Social, and Emotional. The results of these competencies are as follows:

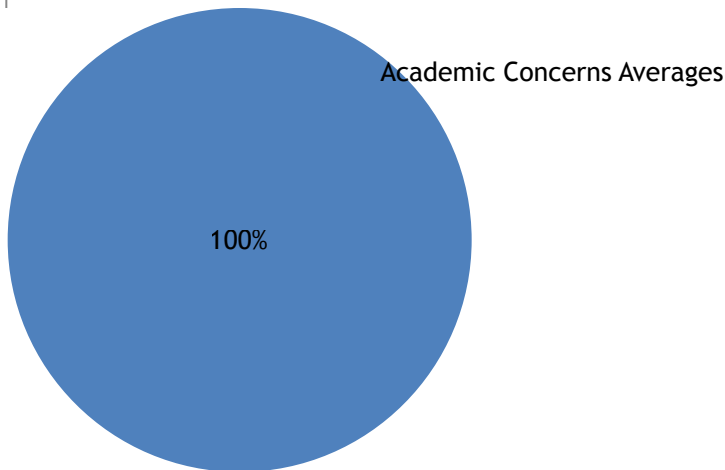
Under Personal Concerns, 78% of the PASSPORT population responded that they are not concerned about personal issues which may affect their academic performance; whereas, only 3% of the PASSPORT population indicated that they were very concerned.



Under Academic Concerns, 29% of the PASSPORT population responded that they are concerned or very concerned about academic issues which may affect their satisfactory

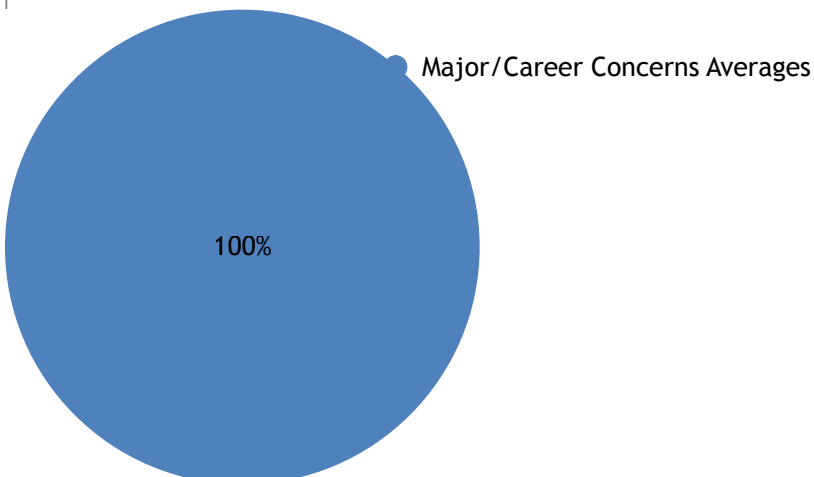
academic progress toward graduation; whereas, only 15% of the PASSPORT population indicated that they were not concerned.

Academic Concerns Averages

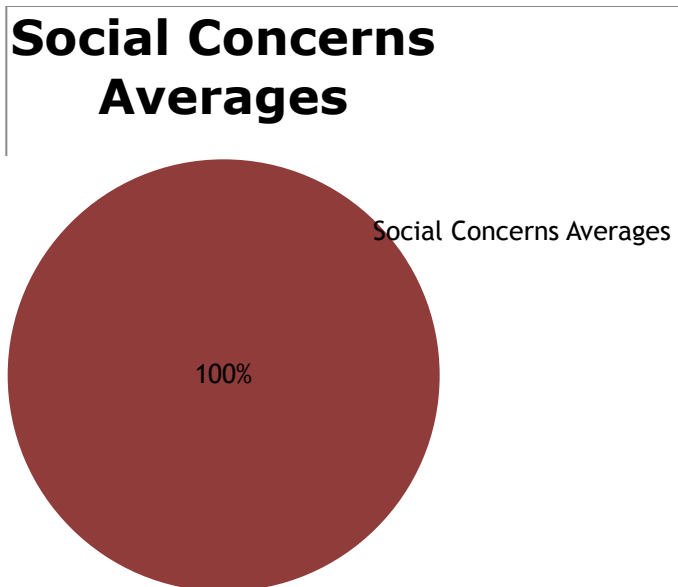


Under Major/Career Concerns, 40% of the PASSPORT population responded that they are not concerned about choosing or declaring a major which may affect their career choice/decisions after graduation; whereas, only 15% of the PASSPORT population indicated that they were concerned or very concerned.

Major/Career Concerns Averages

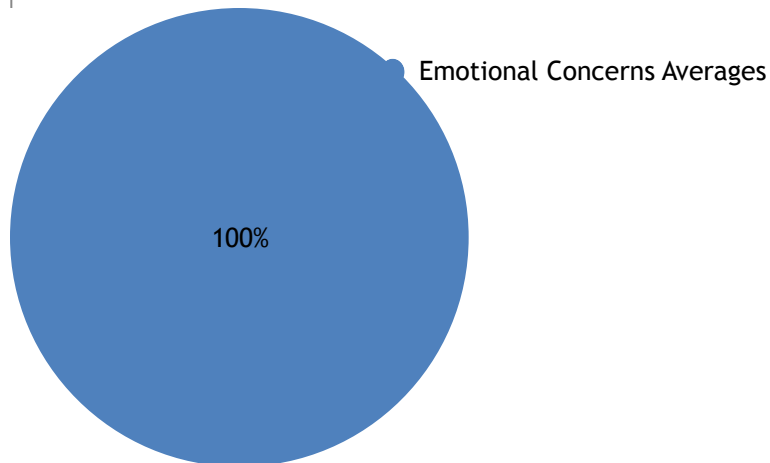


Under Social Concerns (which deals with campus community involvement), 70% of the PASSPORT population responded that they are not concerned about getting involved in the campus community; whereas, only 7% of the PASSPORT population indicated that they were concerned or very concerned about building a connection with the campus community.



Under Emotional Concerns (which deals with stress and coping skills), 67% of the PASSPORT population responded that they are not concerned about stressors and the emotional side of dealing with others (e.g., dormitory, athletics, or liberal arts); whereas, only 8% of the PASSPORT population indicated that they were concerned or very concerned about an emotional connection with others (e.g., dormitory, athletics, or liberal arts).

Emotional Concerns Averages



f) *Action taken based on data results:*

- Students' class schedules are being reviewed and will be changed based on their pass rates and GPA for the semester. Students will be recommended to retake courses that need to be repeated.
- A new Plan of Action will be designed for students who are still at risk at the end of spring 2014 semester. The new Plan of Action will take into consideration the tutoring attendance reported by the EOC Learning Center and the recommendations or feedback given by tutors and/or professors.
- An additional Plan of Action will be designed for new students whose GPA are between 2.0 to 2.5 by the end of the spring 2014 semester. Their names will be added to the list.
- Since this objective was created in late January 2014, it was not possible to implement the survey during the Spring 2014 semester. Therefore, data from the 2012-2013 survey was used to modify programming and enhance the resources available for at risk students.

Based on the findings of the previous survey, students who indicated a need for more career programs were given additional resources to assist them (e.g. Career Services, Careers and Internships workshops and presentations). Students who had low written skills were advised to seek additional assistance from the Writing Center in CAS. To improve their verbal skills, students were advised to take additional communication courses or attend workshops on Enhancing Communication Skills.

Counselor Interns were also alerted of the results of the survey, so students can begin to attend one-on-one counseling sessions with the Counselor Interns as well as with their Academic Advisor/Counselor. A monthly monitoring system was put into place to maintain an ongoing support system with students who needed additional support services.

Students, who fell within the "safe zone" of the Rubric (Somewhat Concern or a Minor Concern), were encouraged to share their experiences with other students to make them feel more connected to the University and to help them develop more effective coping skills that assist them during stressful moments. Activities and one-on-one sessions with students addressing the importance of getting involved in the campus community will be planned to

highlight the importance of student engagement, since 70% of students reported that they were not concerned with getting involved.

- 2) Objective 2.5.4: Based on data collected and reported from 2012-2013 surveys, Academic Advisors/Counselors have strengthened the advisement program and process for first year students, undecided/undeclared students, students who are changing/have changed majors, those with academic difficulty, or probation or academically dismissed (beginning Fall 2014, new policies implemented from Spring-Summer 2014). The purpose of this objective is to continue to increase retention rates and Academic Advisors/Counselors will continue to follow NACADA's Concept of Advising and CAS Standards for Academic Advising. This structure is a part of the assessment cycle in place in the PASSPORT program.

a) *Responsible Individual:* Billie Bailey (Coordinator) and Jeremiah Dix, Marilyn Freeland, Maria E. Obando, and Paula S. Muindi (PASSPORT Counselors)

b) *Measures:* 1.) Quantitative study using a survey to collect the data and a rubric to assess the results. The quantitative survey will be descriptive and structured and will result in numbers to ascertain the student's academic advising process. (A survey allows students to speak for themselves and assess their own areas of competence and deficiency.) The Academic Advising Rubric (A user-friendly matrix that assesses three competencies: GPAs, faculty evaluations of students, and majors. It is based on a four-point Likert scale.) The Rubric will be utilized after each academic advising session. This is how progress will be monitored and the Academic Advisors/Counselors will have accountability. The Rubric will also provide students with a visual and conversing with them about their level of responsibility according to their PASSPORT student agreement. The Rubric also holds students accountable for their performance, or the lack thereof. Evaluating the students' performance can prepare them for the future, declare a major, change in major, or alleviate probation.

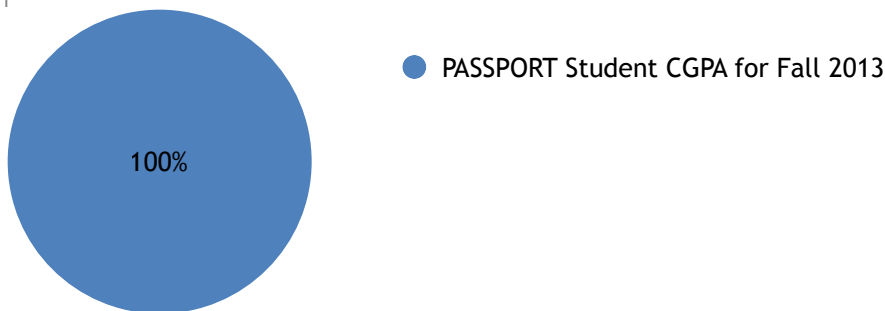
2.) Qualitative study using open-ended questions and focus groups (8 to 10 students) will allow students to express in words their academic advising experience. Information gained from the survey can be an in depth response to questions which are categorized and paint a more vivid-visual picture for the Academic Advisor/Counselor. Using both methods (quantitative and qualitative) are direct measures involving empirical observation of or access to the process and resulting data. This will allow the student to recall events that have already occurred (e.g. orientations and workshops).

c) *Timeline with milestones:* At the end of each semester coordinate program evaluations and collect data. Milestone 1: At the end of the Fall semester, students' grades and GPAs will be reviewed and compared to the previous semester (Academic Review). Milestone 2: Academic Review will take place again. (After three years of usage, a cross-analysis will be conducted on student satisfaction for retention purposes.)

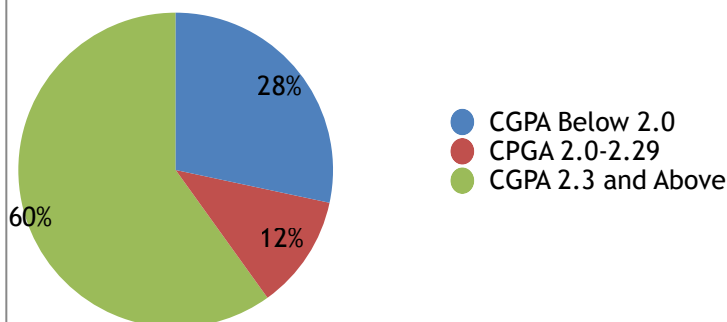
d) *Implementation plan for this objective:* During Fall and Spring semesters, faculty will complete Student Evaluations and submit to PASSPORT Academic Advisors/Counselors for review. The departmental Data Analyst will run a roster at the end of each semester and the Counselors will perform an Academic Review of all students and send out Alert and Probationary Letters to students with less than a 2.5 GPA. An Action Plan will be created for all students who have below a 2.0 GPA. For students whose GPAs fall in the range of 2.0 to 2.49, they will be required to meet with their Academic Advisors/Counselor. Academic Advisors/Counselors will work with students to collaboratively design and implement an Improvement Plan. For students with GPAs too low to declare their major of choice, during the Fall and Spring semesters, students will receive advisement and guidance on improving their academic performance and/or changing major objectives.

- e) *Data results:* To complete milestone 1, a survey (quantitative study) was used to collect the data and a Rubric was created to assess the results. The Rubric specified that any student who achieves a CGPA of 2.3 and above is making satisfactory academic progress. During the 2013 Fall semester, 71 percent of the PASSPORT population earned a CGPA of 2.3 and above. During the 2014 Spring semester, 60 percent of the PASSPORT population earned a CGPA of 2.3 and above. The next page illustrates in a pie chart presenting the results of the first year of a three-year analysis.

PASSPORT Student CGPA for Fall Semester 2013



PASSPORT Student CGPA for Spring Semester 2014



To complete milestone 2, a qualitative study using open-ended questions and focus groups (8 to 10 students per group) allowed students to express in words their academic advising experience for the academic year. This was accomplished during the End of Semester Wrap-up activity.

Share some positive experiences you received from the PASSPORT Program this academic year:

- “After attending PASSPORT Program, I felt more confident in academic activities.”
- “My PASSPORT Advisor is very helpful and I was having a lot of trouble picking a major, but she helped me a lot and guided me to people who could help me more, if she could not answer a question.”
- “I finally found out what I wanted to do in [life] as far as my major thanks to PASSPORT.”
- “The PASSPORT Program really does help you when needed. It guided me to the right path!”
- “The PASSPORT Program helped me a lot with difficult situations and helped me make more good friends.”
- “I met a lot of new friends and counselors who made a difference this semester.”
- “I was able to get a lot off my mind that I wasn’t comfortable talking to other about.”
- “The PASSPORT Program helped us by providing the Counselor Interns which were really helpful and were available and willing to help and it made me become more responsible.”

Share some suggestions on how the PASSPORT Program can be improved in future semesters:

- “Try to bring in more students as well as food at every workshop.”
- “As some of the PASSPORT students were in my class, we were able to connect with each other.”
- “It can be improved by making certain workshops start at earlier times.”
- “It is a good program, it would be better if Counselor Interns would stay longer than one semester. I got attached to my Counselor Intern, because she was able to understand me more than anyone else.”
- “Some online meetings for example through Skype would help a lot.”
- “PASSPORT has helped me figure out the “ins and outs” of the campus, and they listened to how I felt about being in college for the first time.”
- “Create a better way to remind us when programming activities take place, i.e. texting or emails to remind students”
- “Off campus activities as a group, i.e.. bonding experiences or fun hands-on-activities.”
- “Have more meetings in a group to talk about how classes are going. Offer more advice and tutoring.”
- “By growing [the] population of students in the PASSPORT Program.”
- “It can be improved by making certain workshops start at earlier times.”

- “Have PASSPORT Advisors/Counselors more available so students could come in unexpectedly without an appointment.”
- “More fun activities.”

Summary

Many students found the PASSPORT PROGRAM helpful, because PASSPORT Advisors/Counselors and Interns were there to help them choose classes that were needed to fulfill university/major requirements. They were also able to make many new friends. To increase retention rates, there is a need to offer workshops and affective educational opportunities off and on campus. Criticisms of the program were that some students felt the workshops were hard to get to or they didn't feel like they were a priority to their Advisor.

f) *Action taken based on data results:* 1. At the end of the academic year, students who received a CGPA of 3.45 and above received an Award's certificate for their honor status. Students who earned a 2.3 to 2.49 were put on Alert and given an Action Plan to assist them in improving their CGPA since most programs require a minimum CGPA of 2.5 to graduate. They were also encouraged to apply the study skills taught in one of many workshops to increase CGPA. Students who received a CGPA below 2.0 were placed on Academic Probation and were required to complete an Action Plan and attend a minimum of 4 counseling sessions with their Counselor Intern and 2 counseling sessions with their Academic Advisor/Counselor.

2. Based on the results of the survey, students indicated the greatest concern in the following areas:

For the areas you rated low (disagree or strongly disagree, please offer your suggestions for improvement):

- Academic Advisors/Counselors need to be more accessible during the semester
- Additional Academic Advisors/Counselors are needed to reduce the time constraints in which students are seeking advisement and counseling.
- There is a need to have more time to build a trusting relationship which would increase retention and build a support network between the student and the Academic Advisor/Counselor.
- Due to the amount of campus commitments for the Academic Advisors/ Counselors, students were encouraged to seek counseling from the Academic Specialist and/or their Counselor Intern.

3.) Objective 2.5.5: Ensure close linkage and continued cooperation and collaboration between Student Affairs and Academic Affairs, especially regarding student experience initiatives, including T2K, New Student Orientation, academic advisement and retention programs.

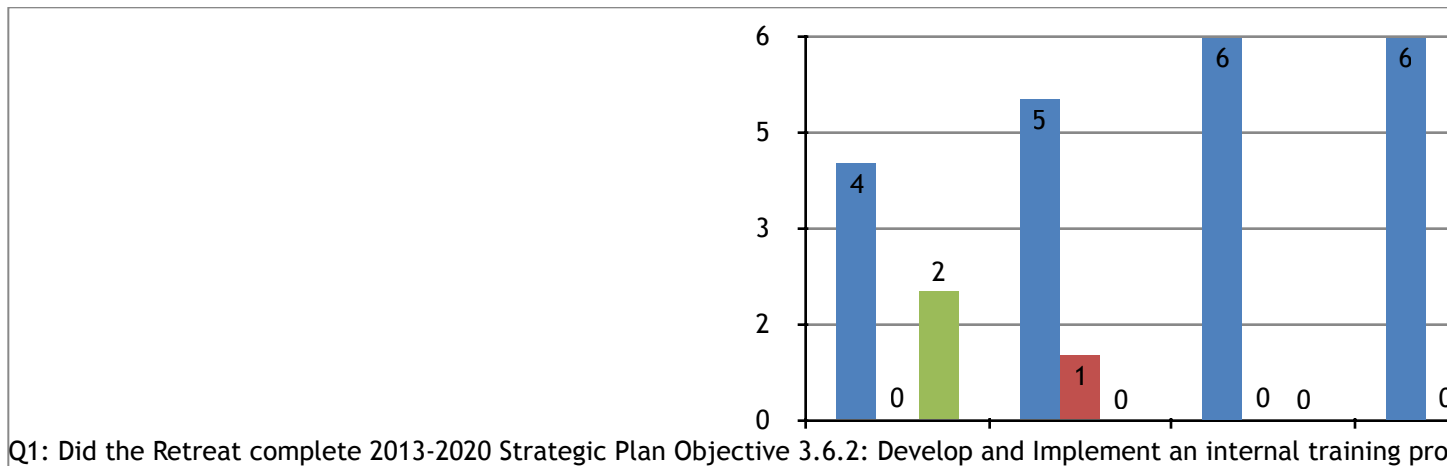
- a) *Responsible Individual:* Billie Bailey (Coordinator), Jeremiah Dix, Marilyn Freeland, Maria E. Obando, Paula S. Muindi (PASSPORT Counselors), and professors or instructors.
- b) *Measures:* Qualitative study using open-ended questions and focus groups (8 to 10 students) will allow students to express in words their academic advising experience in their Orientations (PASSPORT and New Student Orientation) and possibly their academic courses as well. Information gained from the survey can be an in depth response to questions which are categorized and paint a more vivid-visual picture for the Academic Advisor/Counselor. The data collected will help the Advisors focus on questions of what students should learn

through academic advising. The data collected will be used to support and or develop new student learning outcomes.

- c) *Timeline with milestones:* Milestone 1 is currently underway; it began Fall 2013 and will be completed at the end of the Spring 2014 for evaluation. New Student Orientation (milestone 2) takes place prior to the student entering the university in late Summer. Registration assistance and committee work is ongoing during the academic year. In addition, at the end of the Fall semester when courses have ended, the Academic Advisor/Counselor will review the student learning outcomes and make adjustments as needed to assure student success for retention purposes.
 - d) *Implementation plan for this objective:* To enhance and maintain relationships with the Office of Academic Affairs and Student Affairs. Academic Advisors/Counselors will further develop relationships with these offices and departments by assisting with the registration process of students, develop new student learning outcomes, create syllabi for workshops, and rubrics to assess each workshop. They will also participate in New Student Orientation and in University-wide committees to learn about new policies implemented in the colleges and or departments.
 - e) *Data results:* Milestone 1 was achieved; Academic Advisors/Counselors met with representatives of Academic and Student Affairs during the academic year. Communication was sent via emails, telephone calls, and meetings to discuss student concerns and academic problems. The assessment for milestone 2 will be administered during Summer Orientation scheduled for August 27, 2014. At that time the data will be reviewed and based on its results; policies, procedures, and programming activities will be restructured for the next academic year.
 - f) *Action taken based on data results:* Actions will be taken after Orientation on August 27, 2014.
- B) 2013-2020 Strategic Plan **Goal 3.6:** Data gathered from the 2012-2013 Retreat indicated a need for professional development in advising, assessment, student learning outcomes, and accountability. To update and implement core policy for the professional development of non-teaching staff in the Educational Opportunity Center (EOC), a Retreat is planned during the Spring 2014 semester and a representative from NACADA will facilitate the training.
- 1) Objective 3.6.2 Develop and implement an internal training program for non-teaching staff (e.g. Academic Advisors/Counselors). Based on the data collected from last year's Retreat, a four-day Retreat will be offered during the Spring 2014 semester.
 - a) *Responsible Individual:* Billie Bailey (Coordinator) and Rosa Perez (Director)
 - b) *Measures:* Qualitative study using open-ended questions in the form of a survey will be administered at the end of the Retreat. This will allow Academic Advisors/Counselors to express in words their experience. The outcomes or data should reveal the expectations regarding how academic advising is delivered and what information should be delivered during the academic advising experience for students. (The interpretation of qualitative data is subjective and inductive. It is the solution to emerging information in the result of open-ended inquiry.) This will allow opportunity for "hands-on" observation of or access to the process and resulting data in a direct measure. Academic Advisors will have the freedom to report and recall events from the Retreat. A rubric will be created and used to assess the content submitted by the facilitator. This will allow for adjustments at next year's Retreat.
 - c) *Timeline with milestones:* By May 2014, Academic Advisors/Counselors will participate in a four-day Advisement Retreat facilitated by a representative of NACADA. During the Retreat,

Academic Advisors/Counselors will create a syllabus and rubric with new student learning outcomes for the 2014-2015 academic year.

- d) *Implementation plan for this objective:* To provide program staff members with professional development opportunities (e.g. Retreat) to increase training, expertise, and competence in academic advising. The Retreat's agenda will be designed to follow the CAS Standards for Academic Advising to include specific outcomes for academic advising, the NACADA Core Values are statements of advisor values and expectations in the academic advising relationship, and the NACADA Concept of Advising provides a general description of and examples of student learning outcomes for academic advising.³
- e) *Data results:* The outcome data revealed that the Retreat was an enormous success. This was a qualitative study using open-ended questions in the form of a survey. There were 6 participants (Academic Advisor/Counselors) who attended the 4-day Retreat. However, on Wednesday, when the representative from NACADA arrived, there were 12 participants including the Director. For the purpose of this assessment $n=6$ and there were 9 questions written on the survey. The results can be found on the next page.



Comment 1 of 1 from Q5: The Alumni House was not cleaned up daily. Food was left overnight and trash was not removed.

Q7: Would you like to see added to next year's retreat?

Comment 1 of 5: More time for planning the summer activities to include a rubric for all

3. Robbins, R. & Zarges, K.M. (2011). Assessment of academic advising: A summary of the process. Retrieved 01/22/2014 from NACADA Clearinghouse of Academic Advising Resources website: www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Assessment-of-academic-of-academic-advising.aspx

highlighting goals met from the previous year, goals unmet but continuing, and her vision for the next academic year.

Comment 4 of 5: Assessment Plan Presentation.

Comment 5 of 5: More information on objectives and agenda to be provided well in advance of the retreat. An opportunity to discuss policies, procedures that are not working well.

Q8: What changes would you make for next year's Retreat?

Comment 1 of 4: The location.

Comment 2 of 4: Additional studies and/or literature to further aid in the process of assessing my current program.

Comment 3 of 4: To plan a retreat that was after the Kean University Commencement for 2015. It is also my recommendation that one day of the retreat would include the entire EOC full-time staff for the purpose of inclusion of ideas when planning for AY 2015-16

Comment 4 of 4: None

Q9: Was the location adequate to the needs of the Retreat?

Comment 1 of 5: No, because there was construction going on in front of the building and I was not made aware of it prior to making the arrangements to use the Alumni House.

Comment 2 of 5: Yes

Comment 3 of 5: The location was good place. The Alumni was comfortable and convenient.

Comment 4 of 5: No. Noisy due to construction nearby.

Comment 5 of 5: Yes

f) *Action taken based on the data results:* Comments taken from the data collected, the recommendations for 2015 Retreat are as follows:

- Additional planning time
- Objectives and agenda available prior to the retreat
- State of the EOC report; goals met, goals still in action, vision for future
- Information regarding Assessment Plans
- Time to address policies and procedures that may not be working and should be adjusted
- Updated information on academic advisement specific to individual fields of study
- Retreat date post-Graduation
- Inclusion of all full time staff in at least one day of planning
- Quieter location