Using Institutional Data to Assess Program (and Student) Success

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The Bad News

Students with “remedial” needs are less likely to persist at Pacific.

- Overall, only 76.3% return for a second year at Pacific (compared to 85.5% of students without such needs).
- More than half of new freshmen who fail to complete PACS 1 in their first term do not return for a second year.

- How do we change these outcomes?
Summer Bridge Program

Intervention Outcomes:

- Provide a sense of belonging that translates into student persistence.
- Build writing skills to optimize success in first-year writing.
Who were these students?

- In addition to low SAT scores which placed them into developmental writing...
- 1st gen.
- Low income (Stockton area)
- First language not English
Objective: Build Writing Self-Efficacy

- Self-Efficacy is constructed with 3 central pillars
  - Modeling
  - Mastery experiences
  - Messages that empower
Building Skills: “Creating an A Paper”

» Scaffolding assignments as mastery experiences

» Activate agency
  » Literacy narrative to reflect on past experiences, uncover ways they define writing, find/celebrate voice
  » Choose topics based on interest
  » Empowered peer review, honoring their perspectives as readers.

» Explore modes of discourse
  » Using reading as stylistic models

» Practice specific aspects of composition
  » Thesis writing, concept-mapping, outlining
  » Grammar taught rhetorically (in-context)
But skills are not enough...

- deficit thinking
- stereotype threat
- imposter syndrome
- learning *dis-*invitations
Affective Elements & Learning Invitations

- “We believe in you.”
  - Assumed success ("default" scheduling was into PACS 1 Plus)
  - Transparency re: Growth Mindset
  - Success Celebrations
- “We honor your stories.”
  - Reflection
  - Integration
- “You belong.”
You are supported…

- Course held in Student Writing Center
- Librarian presentation
- Student Life workshops
- Impromptu “advising” opportunities (Q&A)
- Closing letters to each other

And the impact?
## Institutional Data: Student Retention and Academic Performance

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Retention Rate</th>
<th>PACS 1 Plus Grades (mean)</th>
<th>(Range)</th>
<th>PACS 2 Grades (mean)</th>
<th>(Range)</th>
<th>Overall GPA</th>
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</thead>
<tbody>
<tr>
<td>Summer 2015</td>
<td>87.5%</td>
<td>3.20 B (SD 0.42)</td>
<td>2.0 (C) to 4.0 (A)</td>
<td>3.25 B/B+ (SD 0.54)</td>
<td>2.0 (C) to 4.0 (A)</td>
<td>2.07 B</td>
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<tr>
<td>Summer 2016</td>
<td>94%</td>
<td>3.29 B+ (SD 0.56)</td>
<td>2.0 (C) to 4.0 (A)</td>
<td>3.68 B+/A- (SD 0.24)</td>
<td>0.0 (F) to 4.0 (A)</td>
<td>2.97 B/B+</td>
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<tr>
<td>Summer 2017</td>
<td>100%</td>
<td>3.31 B+ (SD 0.44)</td>
<td>2.7 (B-) to 4.0 (A)</td>
<td>3.39 B+</td>
<td>0.0 (F) to 4.0 (A)</td>
<td>2.92 B/B+</td>
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<tr>
<td>Summer 2018</td>
<td>100%</td>
<td>3.70 A- (SD 0.38)</td>
<td>3.0 (B) to 4.0 (A)</td>
<td>TBD</td>
<td>3.3 B+</td>
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</tbody>
</table>

Note: All PACS 1 Plus students in Summer 2015 had an overall average of 3.00. Overall average for all PACS 2 students was 3.29.

- **Summer 2015 Cohort**: 17 completed Bridge; 16 enrolled in PACS 1 Plus; 15 in PACS 2.
  - (1) Non-matriculation due to finances.
  - (1) Withdrawal due to academics.
  - (1) Withdrawal due to personal reasons.
  - 14 still enrolled at Pacific (through spring 2018; 6 semesters later).

- **Summer 2016 Cohort**: 17 completed Bridge; 16 enrolled in PACS 1 Plus.
  - (1) Non-matriculation due to finances.
  - (1) Withdrawal due to academics.
  - 15 still enrolled at Pacific (through spring 2018; 4 semesters later).

- **Summer 2017 Cohort**: 17 completed Bridge; 17 enrolled in PACS 1 Plus.
  - 17 still enrolled at Pacific (through fall 2018; 3 semester later).

- **Summer 2018 Cohort**: 12 completed Bridge; 12 enrolled in PACS 1 Plus.
  - 12 still enrolled at Pacific (after fall 2018, 1 semester).
In closing...

- As we design our courses and programs, it’s not just about content or skills.
- All students are “at risk;” mattering matters...
- Institutional data can help us evaluate success.