## First-Year Programs Assessment Report - 2012

I.      Departmental Objectives

First-Year Programs has two objectives. The first is to retain students during the first year and the second is to enable students to have a successful transition into the second year.

1.  Retention Objective
    The departmental goal is to retain 68% of all first-year students per the CSU-Pueblo Strategic Plan.

2.  Student Learning Outcomes
    During the first year, students rely heavily on the First-Year Advisor for support.  In order for students to independently navigate the university milieu during their second year, they must be proficient in understanding the various resources available to them. In order to assess the level of understanding of these resources students were given a self-report checklist.  Students self-reported their level of understanding the following modules in PAWS that will enable success and self-sufficiency.
    a.  Billing
    b.  Course Evaluation
    c.   Enrollment Verification
    d.  Major/Minor Change
    e.  Financial Aid/Award Letter
    f.  Student Academic Progress (SAP)
    g.  Registration (Adds, Drops
    h.  Transcripts and Grades
    i.  DARS
    j.  E-Account

    Students self-reported their ability to navigate the following resources available to them on the campus website.
    k.  Degree Planning Sheets
    l.  Admissions/Record Forms
    m.  Email
    n.  Blackboard
    o.  Password Reset
    p.  Financial Aid
    q.  Academic Department Websites
    r.  Tutoring Services
    s.  Departmental Advisor Name and Location

II.     Methods

        *Procedure*

All first-year students advised and mentored by a First-Year Advisor were instructed in the aforementioned learning outcomes during the course of the year.  Students were given a Transition Proficiency Checklist during their last meeting with the First-Year Advisor during the spring semester to ascertain which learning outcomes were achieved. Student self-rated their awareness of and ability to utilize the various resources and information available to them. The survey items for which the student self-reported low proficiency were reviewed by the advisor during the final meeting.

*Scoring*
Students self-reported proficiency on each survey item in a "yes" or "no" rating system. First, the scores were used to calculate the proficiency percentage for each student.  The percentage was calculated by using the number affirmative responses divided by the total number of possible responses.  The proficiency percentage for all students in each advisor's caseload was totaled and then averaged. Each advisor was given an average percentage of the proficiency scores.  These data are held internally and used to help the advisor become more proficient in the teaching and mentoring process.  Second, each question was also examined for percentage of proficiency so as to ascertain in which areas students need more assistance. Third, the proficiency scores were aggregated for all advisors providing a departmental average proficiency score.

*Sample size*
The total participation rate for the sample was 44.7 %. The number of participants for this assessment was 466 and the total population was 1042. Factors affecting the size of the sample include: 1) an advisor left CSU-Pueblo and the results of her assessment were not located, 2) students who were not retained did not complete the assessment, and 3) not all students who were advised for the fall completed the assessment.

III.    Results

The FYP department received an aggregate transition proficiency score of 83.8%.   See the table below for proficiency scores by survey item.

First Year Programs Transition Proficiency Checklist

| PAWS (Personal Access to Web Services) | Percent Proficient |
|---|---|
| Billing and Account Activity | 95 |
| Course Evaluations | 88 |
| Enrollment Verification | 85 |
| Major/Minor Change | 88 |
| Financial Aid/Award Letter | 92 |

| | |
|---|---|
| Satisfactory Academic Progress (SAP) | 66 |
| Registration (Adds, Drops, Withdrawals) | 98 |
| Transcripts/Grades (Cumulative and Current GPA) | 96 |
| DARS (Degree Audit Reporting System) | 57 |
| E-Account (usernames and passwords) | 97 |
| **Student Resources located on Website** | |
| 4-Year Degree Planning Sheets | 69 |
| Admissions/Records Forms (late adds, withdrawal, Major/Minor Changes) | 79 |
| Email | 99 |
| Blackboard | 99 |
| Password Reset | 94 |
| Financial Aid (FAFSA, Scholarships, important dates) | 95 |
| Department website (CHASS, CEEPS, HSB, CSM) | 66 |
| **Additional information important for successful transition** | |
| GPA required to stay in good standing with financial aid and Admissions | 68 |
| What is the minimum amount of credits required for a bachelor's degree? | 57 |
| Do you know where the writing room and Gen-Ed tutoring center are located? | 84 |

IV.    Discussion

This assessment process has been invaluable as it has enabled FYP to ascertain the areas in which students need more guidance.  The majority of survey item ratings were above 80%. The areas identified for improvement are those individual items that have a percentage below 80%. These items include Satisfactory Academic Progress (SAP), 4-year plans, Admissions/Records forms, academic department websites, GPA requirements for good standing, and the minimum amount of credits required for a BS/BA.  DARS is excluded from this list as it is traditionally discussed in the last meeting. Recall that the survey is taken before the last meeting.

The FYP department will use these data to assess the effectiveness of advisors in conveying important information related to the identified learning outcomes. The results of the individual survey item percentages by advisor will be used in one-on-one consultation with advisors so as to improve in the low scoring areas and strategize as to how to improve the advising process.

The survey instrument and procedures will be revisited over the summer so as to identify any areas for change or improvement for the next year.

The retention percentage of 65.5% for the 2010-11 cohort did not meet the desired goal of 68%.  The next step in the analysis of these data is to ascertain if there are populations within this cohort that have higher attrition rates and develop intervention strategies.