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Best Practices in Student Persistence and Completion: A Program Evaluation of Three Student Services Units In a Rural Community College

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COMMUNITY COLLEGE

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ABSTRACT

Student services units in community colleges are now encouraged to assume a larger role in supporting student retention and are charged with implementing intervention strategies that improve student success and persistence.   Yet, many community colleges, especially those in rural communities, struggle to define the role of student services in improving retention, especially between the first and second semesters. A process program evaluation of three student services units at a rural Missouri community college was conducted in order to assess whether the outputs (activities) identified in the logic models for each of the three units had occurred. At the conclusion of the process evaluation the evaluators intended to conduct an impact evaluation. Typical of convergent parallel designs, an electronic survey was utilized that simultaneously yielded both quantitative and qualitative data of the three units. Both sets of data were at first analyzed separately and then in parallel. There were two significant findings. The primary service offered in each unit was identified as academic advising and that: (1) each utilized developmental, intrusive, and prescriptive advising strategies coupled with career advising, and (2) other best practices employed include relationship building, individualized goal setting with students, collaborative partnerships for programming, interventions that provide academic supports, responsiveness to student referrals, and workshops that promote persistence and retention. Although some best practices are currently in place, it is recommended that each unit assess their practices with regard to the standards set forth by the Council for the Advancement of Standards in Higher Education (CAS).   These standards emphasize academic advising as integral to student persistence, retention and graduation.

Keywords: evaluation, academic advising, student services, best practices, standards

ACKNOWLEDGEMENTS

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Chapter 1

Introduction

> High school graduation was the happiest day of Mary's life and her parents' smiling faces told her how proud they were of her. She was the first in her family to graduate and attending college in a big city was an exciting prospect. Tragic circumstances, however, would delay her college plans for four years while she raised and cared for her younger brother all while working two jobs to support the both of them. When he graduated and enlisted in the military, she decided it was time to fulfill her own college ambitions. Four years is a long time. She had forgotten so much and the focus she would need to enter an academic setting was daunting! She received a flyer from the local community college in the mail and out of curiosity logged onto their website. Before she could talk herself out of it, she clicked on the button to set up an appointment with an advisor. Now standing outside the heavy glass paneled door, her hand shook as she pushed through the entry and into the Advising office!

What are Mary's chances of succeeding? Will she be among those who complete an associate degree? Or, will she be among those who drop out before the spring semester?

While not every entering college student faces such challenges, Mary's story represents the dilemma that countless students face as they navigate the steps to program or degree completion. Numerous studies have found that while access has increased in higher education, college completion has remained flat (Berkner, Hunt-White, Radford, Shepherd, & Wheeless, 2010; Bound, Lovenheim, & Turner, 2009; Tinto, 2012). Nine million students were granted access into higher education in 1980. The numbers increased to 20 million by 2011 (Tinto, 2012). According to the National Center for Education Statistics (2015), only 59% of first-time students who began their studies in fall 2007 at a four-year institution completed their undergraduate degrees within a six-year time frame based on the 2013 graduation rates ("Fast Facts," 2015). Institutions of higher education must focus on student retention and how student services, such as the

advising office that Mary visited, support persistence and completion of programs; otherwise, students will continue to drop out at alarmingly high rates.

While many institutions of higher education struggle to improve their retention rates, community colleges face an even greater challenge than four-year institutions. The 2015 Noel-Levitz National Research Report indicates that community colleges encounter enormous challenges in retaining students with only 46% of the 13 million community college students in the U.S. expected to complete a degree (Miller, 2015). National, state, and community education summits have convened to discuss best practices, benchmarks, and roadblocks to student success (American Association of Community Colleges, 2015; McPhail, 2011; Tinto, 2012), yet the recent statistics show that the problem of community college student attrition remains a concern.

Community Colleges and Retention

As the national focus on student success has sharpened, community colleges have struggled to find the right approach to increasing retention. The challenge of retaining students is multilayered. In 2012, Seidman, Astin and Berger identified many areas of concern for community colleges. One of those areas is open access, a key characteristic of community colleges that provides entry for many students who could not otherwise attend a four-year college. Open access presents challenges in the form of students who are unprepared for the rigors of a college education or underprepared for college-level coursework, therefore needing remediation and community colleges are often ill equipped to serve this population (Seidman, Astin, & Berger, 2012).

Ritt (2008) also identified several barriers confronting adult learners that impede persistence and retention. These barriers fall into three broad categories: personal,

professional, and institutional. Personal barriers may consist of family responsibilities,

prior college experiences, finding appropriate child care services, financial challenges,

and perhaps fear generated by the uncertainty of a successful return to school.

Professional barriers include work commitments. Many working students cannot attend

full time and require a longer time to complete their programs. Employers also may not

be supportive of these students' school schedules forcing students to choose between

their jobs and their education. Sometimes institutions themselves present barriers that

cause students to leave before completion. This is the case when they raise tuition, fail to

add enough course sections, or fail to hire more faculty to serve an expanding student

population. Such shortsightedness could lead to a student exodus (Ritt, 2008).

      Goldrick-Rab (2007) has cited delayed entry as a potential barrier. Adult students

who postpone college and enter at an older age are frequently handling more

responsibilities. They enroll part-time and are at greater risk of not finishing given the

extended time to completion. Underpreparation is also a contributing factor, especially

low levels of literacy (Goldrick-Rab, 2007). Additionally, many older students do not

seek academic advising and never establish a pathway to degree completion nor a sense

of belonging to the college.

      Another challenge surrounds students' aims and motivation for college

attendance. Some students intend to transfer to another institution while other students

enroll in community colleges only to take one class of interest. Many vocational

programs only require a semester or two of coursework to earn a certificate or technical

degree (Seidman et al., 2012). College leaders must recognize the different motivations

of their students and support all, not just those who seek to complete a program.

According to Seidman et al., 2012, underfunding is a primary concern. Underfunding sometimes leads to a lack of resources for faculty professional development. A lack of institutional research may also impact retention. Many institutional researchers are not equipped to conduct and measure the factors that influence student retention and states do not house data repositories to track enrollment trends. The lack of researchers conducting research on retention and student success has led to a gap in the literature on student retention (Seidman et al., 2012).

Community colleges have begun to address the barriers to student retention and program completion. Achieving the Dream (ATD) and the Developmental Education Initiative (DEI), have been instrumental in redirecting the focus and finances to student success instead of buildings and cosmetic improvements for campuses (Smith, Baldwin, & Schmidt, 2015). Further, practitioners and policymakers have come to a consensus in declaring that improving student completion rates must involve a holistic, developmental approach to improving retention (Smith et al., 2015).   Student success centers are recognized as being central to this holistic approach and 24 states requested funding for these centers in 2013 (Smith et al., 2015). Student success centers are physical places housed on college campuses that guide and support community college practitioners across the state. State success centers promote dialogue about student success, policy, program development and funding. Critical issues involving student success and concerns for persistence and completion are the main focus of state success centers (Smith et al., 2015). Thus, the importance of the contribution of student success centers cannot be minimized as they are considered by the American Association of Community Colleges (AACC) as the best strategy to meet the goal of a 50% increase in completion

rates by 2020 as envisioned by the 21st Century Commission on the Future of Community

Colleges (American Association of Community Colleges, 2015; Smith et al., 2015).

In 2010, several national community college organizations, the Association of

Community College Trustees (AACC), the National Institute for Staff and Organizational

Development, the League for Innovation in the Community College, the Phi Theta Kappa

Honor Society, and the Center for Community College Student Engagement, assembled

to discuss issues of retention and completion. All six organizations committed to access

and excellence, quality degrees and certifications while increasing completion rates by

50% in 2020 (McPhail, 2011).

During the same year, the AACC expanded the dialogue with various national and

local agencies. Several forums were hosted with focus groups whose primary mission

was to discuss methods to improve and support college completion. The focus groups'

participants were members of the AACC Board of Directors and Commissions, the

National Council of State Directors of Community Colleges, the Voluntary Framework of

Accountability Steering Committee and AACC-Affiliated Councils. The summary report

of their work was entitled *The Completion Agenda: A Call to Action* (McPhail, 2011).

The report emphasized key points in regard to the commitment of community colleges to

improve retention and increase program completion rates. These key points included the

need to make completion a part of institutions' strategic plans; involve students and the

community in conversations about completion; be transparent and make data-driven

decisions; encourage completion; and, clearly define what completion means.

Suggestions for advancing the completion agenda were further outlined in the

summary report. Enhancing student services by implementing early alert systems and

mandatory orientations on campuses was advised. Recommendations for improving

faculty advising, assessment and placement and first-year experience courses were

specified. Establishment of student success centers was endorsed as well as improved

financial aid. Creation of alternative funds for student emergencies was also suggested

and improved training in counseling students on their degree audits was emphasized

(McPhail, 2011).

Access to community college has been a major focus historically, but according to

Smith et al, community colleges are now experiencing a shift in their focus and

redirecting their priorities to degree completion (2015). Community colleges are charged

to help students overcome academic and life challenges for various marginalized student

populations. Clearly, enhancing student services on the community college campus plays

a role in retaining students to completion of their programs (Smith et al., 2015) .

Tinto (2012) included student support in his strategies for improving student

retention. He maintained that colleges and universities are obligated to support student

retention and graduation. Institutions then, must create a culture and environment that

supports retention and graduation through the implementation of programs, policies and

expected outcomes. Additionally, institutions must also assess and reflect on the impact

of those services.

Tinto (2012) also identified four major strategies that are necessary for student

retention: identifying expectations, support, assessment and feedback, and involvement.

Students need clear expectations of what is required for successful academic

performance. Academic, financial and social supports are all indicators of student

success. Colleges and universities must provide support that enables and empowers

students to succeed academically. Additionally, measures of academic performance and outcomes must be assessed with timely feedback, so that students can make necessary adjustments and seek support. Successful students are retained when involved with faculty, staff, and peers (i.e., academic and social involvement). Students who feel a sense of connection to an institution are fully engaged in the learning process and are made aware of what is required to successfully navigate the collegiate environment are more likely to experience academic success, leading to graduation. With these four ingredients as a framework, community colleges can create interventions and programs that will enable students to succeed, thus addressing the complexities of student success and embedding retention within comprehensive strategic plans. Many of those interventions and programs are implemented through various student services units.

Crowder College and Retention

Student services units in community colleges are now encouraged to assume a larger role in supporting student retention and are charged to support, improve, and create intervention strategies that will improve student completion, persistence, student success and retention.   Yet, many community colleges, especially those in rural communities, are struggling with the role of student services in supporting retention. One such community college that is grappling with retention issues is Crowder College in Neosho, Missouri. Crowder College was established in 1963 and serves nine surrounding counties. It has four satellite campuses and offers courses in four additional locations. Over 80 programs and certificates are offered ("Crowder College," n.d.-a).

With a student population ranging from 5,500 to 6,000 only 20 to 30% of Crowder College students earn degrees and up to 1,000 students drop out between the fall

and spring semesters each year. According to the 2016 U.S. News & World Report on

Education, Crowder College has a fulltime retention rate of 56%, a graduation rate of

22%, a transfer-out rate of 19% and a part-time retention rate of 27% ("Crowder college

overview.," 2016). Many students are underprepared for college level work and receive

numerous D, F, and W grades in key general education courses. Students deplete

financial aid by taking multiple remedial courses and are then unable to advance to

degree requirements; therefore, they do not complete degree requirements. While

Crowder College's retention rate is not worse than many community colleges' rates, the

leaders of Crowder College are seeking to improve their retention rate.

Among the institutional structures in place to address retention at Crowder

College are Student Success Advisors from the Student Success Center (SSC) that

serves the general Crowder student population, supplemental support in financial aid,

Veteran's Affairs (VA), College Assistance Migrant Program (CAMP), Adult Education

and Literacy (AEL) and other TRIO programs that provide access and assistance to

students who meet specific guidelines such as first-generation, disabled and/or those

who are income-eligible, based on federal guidelines (Crowder College, n.d.-b). At

Crowder College, the TRIO program for student services is the Student Support Services

(SSS) unit ("Crowder College," n.d.-a). Crowder College makes retention a campus

wide effort and a challenge for all units. There is no formal budget committed to

retention. Rather, such budget items are included in the designated offices' budgets.

Tutoring is offered for each campus location with Smarthinking (online tutoring). The

Student Learning Intervention Preservation Plan (SLIPP) allows faculty to select risk

factors and report students to the SSC staff. A number of grants have been designated to

support student services particularly the SSS and TRIO projects. Little is known,

though, about how each of these student services is related to retention and program

completion.

Purpose of the Project

The purpose of this project is to evaluate three of the student services units (SSC,

CAMP and SSS) at Crowder College in order to determine how each impacts retention,

how well each serves students by reviewing data such as how many students are advised

each semester, how many are recurring appointments and how many enroll in the next

semester after they have been advised, whether programs are coordinated between units,

and whether there might be innovations, improvements, and policy changes that could

improve fall-to-spring retention. According to Dr. Glen Coltharp, Crowder College Vice

President of Academic Affairs, there are no formative assessments currently in place (G.

Coltharp, Skype interview, December 12, 2014). Based on this program evaluation of

three Crowder College student services units (SSC, CAMP and SSS), best practices and

interventions identified in the literature might be matched to the three units evaluated.

The four departments within each unit that will be evaluated are: academic advisement,

financial aid, tutoring and career services. This project is one of four coordinated

projects examining retention rates at Crowder College with the goal of designing

innovations that could improve Crowder College's retention rate.

Significance of the Study

Evaluation of the three student services units at Crowder College allowed the

evaluators to identify the impact of the four departments: academic advising, financial aid

advisement, tutoring and career services on student retention. Both areas of strength and

areas in need of improvement were identified and served to inform campus

administration about best practices in student retention as it pertained to student services.

If improvement of student services improved the retention rate at Crowder College, then

more students would stay in school to finish their course of study, improving their

opportunities for transfer to a university or for higher paying careers. That is, graduates

could achieve a higher overall quality of life. Additionally, Crowder College would

benefit from increased retention in the form of state financial allocations based on

improved performance rates, credits earned, and degrees completed (Miao, 2012).

Moreover, the communities surrounding Crowder College would benefit from a better-

qualified population seeking demanding careers.

   The AACC summary report (McPhail, 2011) called upon student services to take

a more active role in student retention through the enhancement of early alert, advising,

assessments, first year experiences, registration, counseling and required orientations.

Hence, evaluating these three units (SSC, CAMP and SSS) and the four departments

within these units, (academic advising, financial aid, tutoring and career services) and

identifying potential improvements in the programs helped the student services units at

Crowder College to embrace that active role in retention. This program evaluation also

might add to the body of knowledge underscoring the link between student services in

community colleges and retention rates, filling a gap in the literature on this topic

(Jenkins, 2011; Seidman et al., 2012).

DEFINITION OF TERMS

The following terms are defined based on common usage in higher education. Retention and persistence are sometimes used interchangeably and both engender much discussion among researchers. It is important to note that The Department of Education mandates that all colleges and universities report fall-to-spring and fall-to-fall retention rates to the government on an annual basis.

Completion – the rate at which students complete a degree regardless of where they do so (Tinto, 2012).

Graduation – Tinto (2012) distinguishes graduation from an institutional viewpoint in that it is the rate at which an institution graduates students

Persistence – Tinto (2012) notes that from a student's perspective, this term is defined as the rate in which students complete their degree regardless of where or when they first entered an institution

Open Access – Seidman (2012) defines this term as a key characteristic of community colleges that provides entry for many students who could not otherwise attend a four-year college. Vaughan (2006) defines open access as admission policies that provide fairness and equality to all students, with affordable tuition rates and the removal of barriers in completing prerequisites for various programs.

Retention – Seidman (2012) identifies retention as a student remaining at an institution until completion of their degree. Tinto (2012) ascribes retention to the institutional system in which processes are enacted to encourage students to persist to degree completion

Retention rate – "A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall," (*Definitions*, 2006).

Chapter Two

Review of Related Literature

Student services can play an important role in retaining college students to program completion. The first year of college attendance is a critical time for students (Tinto, 1993, 2012). Based on their initial experiences, first-year students will decide either to stay and continue their studies or to leave college (Bean, 1980; O'Keefe, 2013; Tinto, 1975). While academic factors such as poor grades influence these decisions, other factors may be involved that are out of the purview of the college.   For example, family or work obligations might necessitate premature departure (Willcoxson, Cotter & Joy, 2011). Research also indicates that first-year student retention is influenced by students' abilities to integrate and develop a personal connection to the college environment (Kerr, Johnson, Gans & Krumrine, 2004; O'Keefe, 2013; Tinto, 1993, 2012). To that end, professionals in student services are tasked with providing activities, orientations and seminars designed to cultivate a sense of belonging in the broader college community and improve students' chance of success.

The ways that student service professionals assist students toward their goal of program completion are many and varied. Students meet with admissions advisors to discuss their educational interests and to determine their academic major or certification program. Advisors review prior academic performance including high school grade point average (GPA) and test scores to determine correct placement into college level courses (Hughes & Scott- Clayton, 2011; Willcoxson et al., 2011). A crucial element of student retention is financial literacy and financial aid advisors inform students on the intricacies of financial responsibility through formalized orientations and first-year experience

programs (Miller, 2015). Additionally, academic advisors provide direction for both course scheduling and information on campus resources that support student persistence and retention such as tutoring and student life offices (Miller, 2015). The following sections provide an overview of the literature examining the impact of various student services on program completion by college students: student affairs offices, including student success centers, one-stop shops, career services, and enrollment management; college preparedness, admissions, new student orientation and first-year experience, financial aid, academic advising, early alert.

Student Affairs Divisions

Most higher education institutions designate a division of student affairs as one component of their administrative structure. The division typically consists of offices and programs that support student success toward completion of their programs in a reasonable time. While the offices and programs within student affairs can vary from institution to institution, the following are typical and are reviewed below: student success centers, one-stop shops, career centers, and enrollment management.

Student Success Centers

The 21st Century Commission on the Future of Community Colleges suggested the first priority of community colleges should be to increase completion rates by 50% by 2020 (Smith et al., 2015). Student success centers have emerged to play an important role in retaining students until program completion. In April 2010, the American Association of Community Colleges (AACC), along with other national organizations, offered recommendations to community colleges intended to improve completion rates with strategic changes in student services. Student success centers were identified in

these recommendations as instrumental to these efforts (McPhail, 2011). In fact, an

initiative to establish statewide student success centers began with coordinating success-

focused initiatives at the community colleges within their state (McPhail, 2011). These

statewide centers are described first, followed by one-stop shops and career centers.

Statewide student success centers.

The effort to establish statewide student success centers began in 2010 when

The Kresge Foundation, a Michigan-based philanthropic foundation, in conjunction with

Jobs for the Future (JTF), took on the challenge to increase completion rates in

community colleges in seven states through the establishment of statewide student

success centers. The goal was to expand opportunities in undergraduate education for

economically challenged youth and students of color. The centers' specific missions

were to improve community college persistence and completion ("Jobs for the future: A

request for proposals.," 2015). Community colleges in each state then were able to tap

into funding from the foundation by submitting letters of interest to create student success

centers on their campuses.

The initial centers were located in Arkansas, Michigan, Ohio, and Texas. Kresge

soon became the primary donor for statewide student success centers nationally and New

Jersey, California, and Connecticut were added. Enthusiasm for establishing these

centers was demonstrated by the fact that twenty-four states submitted letters of interest

in 2013 for funding of a statewide center (Smith et al., 2015).   In August 2015, Jobs for

the Future, The Kresge Foundation, and the Bill & Melinda Gates Foundation invited

applications to expand the network to four additional states ("Jobs for the future: A

request for proposals.," 2015).

The initial seven state student success centers served a wide array of diverse community colleges. The early centers were housed in states that had decentralized governance structures (Arkansas, Michigan, Ohio, and Texas) where colleges have a relatively high degree of institutional autonomy. Others are located in the states' community college governing board. As a promoter of independence and sustainability, the Kresge Foundation mandates that each center have a budget, a small staff, and advisory boards separate from the governing board for community colleges. Key functions of statewide student success centers include convening to discuss existing reforms and potential improvements, promoting faculty development, creating statewide networks of various stakeholders and communities of practice, aligning work, and encouraging collaboration across sectors (Smith et al., 2015).

Although statewide student success centers provide a forum for initiatives and improvements, one limitation is that of participation among community colleges. Statewide student success centers are not a part of the state's governing structure and do not have the authority to mandate participation from community colleges. Consequently, the statewide center cannot force community colleges to use the resources that are offered or adopt certain measures or research initiatives. Directors must forge a coalition within the state at various community colleges and urge community colleges to tap into the various resources (Smith et al., 2015).

The emphasis on student success centers at the state level has prompted many two-year and four-year institutions to implement student success centers. These centers can vary from the state model such that a variety of student services can be combined under the umbrella of a student success center, with no configuration being exactly alike.

Further, there has been no attempt by researchers to objectively study the benefits or

shortcomings of combining student services into a single center.

One Stop Shops

In addition to national statewide success centers, several one-stop student center

models have also been developed over the last 20 years.   The super center models offer

convenience for students in the interest of promoting retention. Several offices are

housed in one suite and staff members are equipped to serve a variety of student needs

(Supiano, 2011). At Virginia Commonwealth University, for example, the offices of

records and registration, cashiers, and financial aid are all combined services and students

speak with a staff person who is a generalist (Supiano, 2011).

One-stop shops were opened to eliminate the possible "run around" that students

might encounter by having to visit separate offices in different locations for different

services.   Yet, Kathy Kurtz, vice president of the higher-education consulting firm

Scannell & Kurtz contends that there are drawbacks. Long lines might form at one-stop

shops as students may need only one of the many services and converge in one location.

Further, it is challenging for staff to stay abreast of updates in the various service areas

(Supiano, 2011). Hence, one-stop centers have both advantages and disadvantages in

promoting retention.

In the fall of 2012, St. Petersburg College (SPC) in Florida comprehensively

examined retention and student success at their institution and implemented five

strategies that greatly improved both.   First, a key committee composed of faculty, staff,

and personnel regularly met to analyze the effectiveness of their retention program. The

approach included an expansion of class support services, career counseling integrated

into the academic advising process, a reconstruction of student orientation programs,

creation of an early alert system, and student coaching. Coaching provided enhanced

support to students in terms of graduation plans through an online tool labeled My

Learning Plan. It gave students the ability to map out degree programs in advance.

Students had immediate access to knowing where they stood in terms of meeting

graduation requirements and the impact of adding/dropping courses. The college reported

significant success rates with first-time college students with success defined as obtaining

A, B, or C grades for the past three semesters with a 74.4% completion. This compared

to a completion rate of 69.6% in fall 2012. The success rates of African American

students increased from 58.9% in fall 2012 to 67% in fall 2013. Hispanic students'

success rates were comparable. African American male students beginning in August

2013 were successful in 65% of their classes. The success rate for first time freshmen

needing a developmental education course upon entry increased from 65.3% in fall 2012

to 70.2% in fall 2013 (Law, 2014).

Career Services

   According to researchers, career counseling is an integral part of student retention

that in return is tied to institutional ratings and the college's ability to retain and graduate

students (Hughey, Nelson, Damminger, & McCalla-Wriggins, 2009; Tinto, 2012). Nutt

(2003) attributes student persistence to major selection and career choice and proposes

that advising and career centers join together to support effective retention.   In mapping

academic plans for students, advisors must establish clear road maps to student career

goals (Nutt, 2003), as students are more likely to persist when they know how close they

are to achieving their goals.

Upcraft, Gardner and Barefoot (2005) noted that student persistence is influenced by participation and involvement in internships and service learning activities. He also noted that career services could be introduced to students during New Student Orientation (NSO) and First-Year Experience (FYE) classes. Career centers should target undeclared freshmen that quite often are undecided about major selection and assist them in making career decisions. Retention plans should be linked to both academic advising and career services because students need to see a relationship between their major and career objectives. Many universities are now combining advising and career centers within student success centers. Both academic advisors and career counselors must be equipped to advise and provide career counseling (Tinto, 2012).

The role and structure of career services has evolved throughout the years on university campuses (Dey & Cruzvergara, 2014). In the 1920's and 1930's, faculty members provided guidance on careers and served as mentors. Additionally, vocational guidance was available for new immigrants adjusting to life in the United States. Starting in the 1940's and through the 1970's, and particularly after World War II, placement centers in higher education expanded primarily due to the disbursement of the GI Bill. Career centers existed to provide job placement and meet the demands of the new workforce. In the 1970's and 1980's, the emergence of career counseling unfolded coupled with a focus on student development, student learning and accountability. No longer were students passive in the process of career development but were now active participants with the emphasis on career education, career counseling and career planning. Appointments and attendance at career development workshops were barometers of success.

The 1990's to 2000 saw the arrival of the Internet and new technologies. Career centers were equipped with new software such as E technologies providing comprehensive career tools. Career center staff focused on building and establishing connections with local employers and professional organizations. With budget cuts and competition for funding on college campuses, career centers became more data driven and established learning outcomes. With the economic downturn in 2008 and increased demands for accountability from stakeholders, career centers transformed their practices to provide customized support. These included: student internship advising, employment announcements, career counseling, resume assistance, career fairs, establishment of community partnerships, mentoring and alumni support (Dey & Cruzvergara, 2014).

The current emphasis is now on student recruitment and retention and career services are seen as key to this initiative. With financial support from administration, career services offices are more visible, equipped with more staff, and have more impact on university campuses. Outreach to community employers and alumni is supported by campus leaders' commitment to fully prepare students for the workforce (Dey & Cruzvergara, 2014).

Also, there is an emphasis on building and establishing relationships with various student populations. Staff members take the initiative and meet students in informal venues to connect with the needs of students and support student success. Partnerships and collaboration are encouraged with students, staff, and faculty.

The use of technology has increased and E technology is used to engage students on various platforms including social media and mobile apps. Data analytics are used to track progress. The goal has become establishing mentorship relationships with students,

having a robust presence on college campuses, collaborating with faculty and staff,

forming partnerships with community employers and alum and utilizing social media to

convey a strong message about services (Dey & Cruzvergara, 2014).

In summary, major selection and career guidance are inextricably linked with

retention and student graduation. The mission and focus of career services has evolved

based on the needs and demands of the times. Faculty first offered career guidance,

coupled with mentorship and vocational guidance. From 1940 to the 1970s the focus

shifted to career and job placement. The 70s and 80s saw the emergence of student

development, student learning and accountability. The 90's and 2000's saw the

emergence of new technology to enhance career search and development. Now the focus

is on building community with campus partners, community stakeholders, and meeting

students where they are and using data to communicate relevancy and effectiveness.

Enrollment Management

Jack Maguire coined the term enrollment management in 1976; using it to explain

how an institution can systematically supervise student enrollment, that is, shape their

enrollment (Upcraft, Gardner, & Barefoot, 2005). Enrollment management units gained

traction in the 1990s and by 2000 were customary in public universities. Features of

enrollment management include:

1. Using institutional research for positioning in the student marketplace and for
   examining the correlates of student persistence

2. Using research to develop appropriate marketing and pricing strategies

3. Monitoring student interest and academic program demand

4. Matching student demand with curricular offerings that are consistent with the institutional mission

5. Paying attention to academic, social, and institutional factors that affect student persistence (Upcraft et al., 2005, p. 68).

Thus, employing the above features, enrollment management can facilitate students' persistence and retention. Dempsey (2009) noted that enrollment management, notably at community colleges, plays an integral role in demonstrating accountability for student success, student degree completion, and increased retention of students. Enrollment managers must be knowledgeable about retention practices, theoretical research, programs, practices, and the implementation of strategies that will improve retention (Dempsey, 2009; Grosset, 1989; Hossler & Bean, 1990; Levitz & Noel, 2000).

Enrollment management offices typically include: admissions, financial aid, orientation, registration, records and retention. Hence, they are a form of student success centers. Institutional research offices (IR) often support these offices by providing data and research (Upcraft et al., 2005). In some institutions, academic advising, academic support, career services, international student services, and residential life services are also part of enrollment management (Upcraft et al., 2005). Enrollment managers facilitate advising and academic help for at-risk students, ensuring that various offices work together to retain students to completion. The following section describes the role of admission offices in enrollment management.

Admission offices.

Admission offices incorporate activities far beyond the processing of applications for admission and use various criteria to attract and recruit students to their institutions.

Further, admissions officers use research-based analysis as a helpful tool in predicting

persistence and student graduation (Upcraft et al., 2005). For example, ACT and SAT

assessments have been used to predict success (Adelman, 1999; Breland et al., 1995;

Upcraft et al., 2005). The following section describes best practices in retention in

admission offices.

Best retention practices in admission offices.

What can admission offices do to manage enrollment and improve student

retention? Both Tinto (2012) and Upcraft et al., (2005) suggest that admission personnel

should provide incoming students and freshmen timely and accurate information about

the institution. They should make sure that this information is represented accurately in

recruitment literature, web sites, and admission presentations by communicating clearly

to incoming students about the college's expectations for various academic programs.

They should make clear to incoming students how student success is defined.

Admission offices should provide websites that are accessible, easy to read, and up to

date with current information. Student success can be promoted by emphasizing to

incoming students that they should attend class regularly, stay abreast of assignments,

communicate with faculty, and seek academic support from faculty and academic

centers (Upcraft et al., 2005).

In addition, Dr. Marcia Roman (2007), Director of Student Success at Seminole

Community College, makes a case for retention efforts through the use of admission

counselors to provide a comprehensive introduction when communicating expectations to

prospective students. She proposes that admission counselors help students set realistic

goals, encourage utilization of campus resources, recommend career courses, and

encourage students to become engaged through campus involvement. Admission

counselors can, at the onset of student contact, send a consistent message to students by

establishing the groundwork for academic and social engagement (Roman, 2007).

Barbatis (2014) examined the role of information technology in student admission

and retention. He noted that technological innovations might contribute to student

retention and satisfaction, as well as to the institution's ability to comply with federal

guidelines. Barbatis claimed that there are four emerging technological trends in higher

education relating to (retention and persistence): admissions, smart-device application,

customized educational plans, and financial aid program compliance. Specifically for

admission purposes, he noted that 60% of community colleges lose students because they

are uncertain about the appropriate steps to take regarding residency, placement, testing,

orientation, and payment. Barbatis also noted that proprietary schools have been more

effective in communicating with prospective students but many two-year institutions

have difficulty communicating the next steps for the newly admitted students because of

large admission numbers.

Barbatis (2014) recommends that admission offices use customized texting to

provide reminders for the students indicating where they are in the process. He notes that

Palm Beach State College used this method effectively. The admission office and

Information Technology Office identified several roadblocks in the application process

that prevented students from continuing forward. Names of students and contact

information were collected and students permitted the college to send weekly texts

regarding next steps in the process. The information collected allowed the college to plan

more efficiently with regard to the number of orientation courses offered, make

projections for developmental courses, and predict the number of first year English and

math courses needed for incoming students. The college reported a five percent increase

in enrollment due to this effort (Barbatis, 2014). To support retention, offices in student

affairs must collaborate with other offices within student services.   For example,

admissions office personnel must collaborate with those charged with introducing

students to college life and institutional expectations. Therefore, student college

preparedness, course level assessment and placement are crucial components in aiding

student success.

College Preparedness

Community colleges are typified by open access admissions policies that create a

wide range of preparedness among incoming students. Student success, then, hinges on

assessing students and accurately placing them in college credit or remedial courses.

These topics are discussed in the following section.

Assessment and Placement

As part of the admission process in determining college preparedness, all first-

time entering students are required to take a placement assessment administered by

student services professionals, usually admissions counselors ("Crowder College," 2015).

This placement assessment is often mandatory regardless of whether a community

college education is a pathway for students to transfer to four-year colleges or to learn a

technical skill set to enter the workforce in the shortest amount of time possible. If

students are exempt due to their high school SAT® or ACT® college readiness scores

(ACT, 2013; "SAT®," n.d.), they are admitted into their initial credit-bearing college-

level courses. If a student has been out of school more than one year, proficiency in

math, reading and writing is typically assessed by the use of placement tests, such as

COMPASS® from ACT, Inc. and the College Board's ACCUPLACER®. For non-

native English language students, both ACCUPLACER and COMPASS offer an English

as a Second Language (ESL) assessment. Both COMPASS and ACCUPLACER are

untimed computerized tests with a written essay component and the results are available

at test completion. There are no passing scores for either test but students' scores will

indicate the areas in which they are strong and those in which they have challenges.

Based on the placement test results as well as students' college preparedness, i.e.

proficiency, they are placed into either remedial or credit-bearing college-level courses

by an academic advisor (" ACT® Compass | ACT®," n.d., "College Board |

ACCUPLACER®," n.d.).

Tests alone are not a determinant of students' ability to perform college-level

reading, writing and math. As noted by Hughes and Scott-Clayton (2011), college

preparedness consists of more than a placement test and should incorporate multiple

measures, including high school transcripts and writing samples when making a

placement determination. These authors also acknowledge that the major testing

companies, ACT, Inc. (COMPASS) and the College Board (ACCUPLACER)

recommend test scores be considered along with other measures to make placement

decisions. Several studies (Barnes, Slate & Rojas-LeBouef, 2010; Greene & Forster,

2003; Koch, Slate & Moore, 2012) confirm both that a portion of college students are

under-prepared and that ACT® and SAT® scores alone do not provide a complete

picture of a student's academic readiness upon entrance into college. Koch et al. (2012),

in defining academic preparedness, suggested that there are multiple dimensions that

dictate a student's readiness such as developing effective time management skills and developing better study habits and that these are ideally developed before entering college. Moreover, increased rigor in high school coursework that is aligned with college-level curriculum would positively improve the preparation of students for post-secondary education. Supporting this position, Hugo (2012) stated "the student's academic program in college preparation courses is the single most important factor in the college admission process" (p. 119).

To avoid being placed in remedial coursework, students must take advanced, rigorous courses throughout their senior high school year, including math and English. Doing so aids students in retaining these perishable skills when they participate in college placement testing. There is, however, an inconsistency between high school graduation requirements and community college entrance expectations and the literature bears out this disparity. It is a serious issue and this gap in preparedness must be addressed (Akst, 2007; Butcher et al., 2011; Greene & Forster, 2003; Hugo, 2012; Koch et al., 2012). Both Koch et al. (2012) and Hugo (2012) declare that taking the minimum high school graduation coursework is not enough to meet the tougher college entrance requirements, and therefore, may disadvantage students who did not take advanced levels of English and math. Thus, not maintaining a rigorous academic schedule while still in high school puts the student behind when it comes to successful college placement outcomes (Barnes et al., 2010; Greene & Forster, 2003; Hugo, 2012; Koch et al., 2012). On the other hand, more advanced classes coupled with students who are unprepared for college-level work and thus need remediation, may not be the overriding solution. Belfield and Crosta (2012) support the viewpoint that high school and college GPAs are closely aligned and

are a strong predictor of a student's college performance and credit accumulation

(Belfield & Crosta, 2012). They also suggest that placement test scores often are not

accurately interpreted by academic advisors and result in erroneous assignment into

remedial classes (Belfield & Crosta, 2012).

Although states define high school proficiency within the context of their own

state assessments, broadly speaking, student proficiency is considered to be students who

have mastered important knowledge and skills in their current grade and who are likely to

be successful in the next (McClarty, 2013). Yet, according to Ben Nelson, founder of the

online Minerva School that partners with companies that teach tech skills and provide

jobs for students, "community colleges are now primarily providing remedial education

because high schools are not doing their job," (cited in Goodkind, 2015). Supporting this

viewpoint, the 2008 Strong American Schools Report, *Diploma to Nowhere,* provides

some of the stark realities of how United States high schools are failing their students.

For example,

> Nearly four out of five remedial students had a high school grade point average of
>
> 3.0 or higher, and nearly half would have preferred that their high school classes
>
> had been harder so that they would have been better prepared for college,
>
> (*Diploma to Nowhere*, 2008, p. 4).

Furthermore, students surveyed for the report indicated that they did most if not

all of their homework assignments and that the classes in high school were not difficult

enough (*Diploma to Nowhere*, 2008). The report contends that higher standards in

instruction, better accountability for success at all educational levels "K-16" (p.15), and

increasing understanding of college readiness amongst staff and students will begin to

close the college readiness gap experienced by high school students (*Diploma to Nowhere*, 2008). If, as Ben Nelson of the Minerva School insists (Goodkind, 2015), high schools aren't doing their job to prepare students for the rigors of a college education, then students are not going to have the tools necessary to be successful in an institution of higher learning.

By contrast, students who pursued a "high academic intensity curriculum" as suggested by Clifford Adelman in his interview with Geoffrey Akst on the topic of his Tool Box studies, (Akst, 2007) will experience greater success on college placement exams. According to Adelman, there are two overriding predictors for high school student success upon college entrance. First, math skills are, by and large, the most important predictor in attaining a 4-year degree. In fact, Adelman's research found that "math in high school is a principal academic engine" (Akst, 2007, p. 15). Second, as Adelman explained, reading is by far the most critical skill needed—a point that is borne out in many studies (Akst, 2007; Butcher et al., 2011; Greene & Forster, 2003; Hugo, 2012; Koch et al., 2012).

The effects of poor reading skills are amplified by the fact that reading is essential to success in every subject. From following directions in carrying out a science experiment in a chemistry class to interpreting instructions for the myriad technical applications required for a trades program, the level of reading required to be successful both in college and in the world of work is that of "complex inference," (Akst, 2007, p. 15). In other words, moving " . . . from simple comprehension to simple inference and then to complex inference when dealing with text," (Akst, 2007, p. 15). Students who have poor reading skills may not ever place out of remedial reading and their chance of

success within higher education is in jeopardy, potentially creating a "lifelong barrier to high incomes and greater opportunities," (Greene & Forster, 2003, p. 1).

Many students have experienced the euphoria of starting a college education only to be disappointed by the realization that they may not be as ready as they thought they were. Students who apply to college with less than stellar high school GPAs or those who were unable to begin a college education immediately after high school will be placed into either remedial or college-level courses as determined by the outcome of their assessments. Thus, it is incumbent upon student services professionals such as academic advisors to both place students into courses that can maximize their success and work with students to understand the importance of sequencing developmentally appropriate courses. Further, community college personnel must work to establish placement test criterion scores that will position students to succeed in their general education courses.

Developmental/Remedial Education

The purpose of remedial education is to improve students' proficiency in high school level foundation courses such as reading, writing and math. Students whose placement test scores indicated that they are insufficient in these areas are placed into the appropriate remedial courses with the expectation that the missing skill set for the indicated area(s) will be met upon completion of the course, ("What are college placement tests?," n.d.). Once students successfully complete a developmental course and proficiency has been achieved, they are allowed to take a college-level course. Yet, Hughes and Scott-Clayton (2011) point out that developmental education is not always the answer and argues there is little evidence that placement in remedial coursework efficiently raises a student's ability to succeed in college-level coursework. Additionally,

they are emphatic that despite language designed to reassure potential students

that assessment tools are a measure of skill, they are in fact "…a high-stakes determinant

of student's access to college-level courses" (p. 1). Most advisors admit that incoming

students are not prepared for assessment testing. Along with the students' lack of

understanding of the "high-stakes nature" (p. 5) many students do not follow-up with

their advisor after assessment testing. The current assessment testing process is far from

ideal and does not always result in an accurate placement.

Problems with remedial education.

As noted above, almost all community college students take a skills assessment in

math, reading, and writing upon arrival in order to be placed into the appropriate class,

either remedial or college-level (Bailey & Cho, 2010). Unfortunately, as a result of

placement testing, 70% of community college students will need to take at least one

remedial course (Rodríguez, Bowden, Belfield, & Scott-Clayton, 2014). However, there

are problems with the remedial course system because too often students either do not

complete the assigned sequence of courses or never enroll into the classes in the first

place (Bailey & Cho, 2010). Another factor to consider in placing students is that many

of them are adults and their knowledge of the material covered in general education may

be years behind them, further hampering their ability to be placed in college-level

coursework (Bailey & Cho, 2010).

Additionally, the average number of remedial courses taken among the 2003-04

cohort of first-time postsecondary students were 2.6 (Rodríguez, Bowden, Belfield, &

Scott-Clayton, 2014) and of those, 1.8 remedial courses were passed (*An overview of*

classes taken and credits earned by beginning postsecondary students (NCES 2013-

151rev), 2013). John Merrow (2007) reported similar findings in that "a huge percentage of incoming community-college freshmen have to take at least one 'developmental class' in math or English based on their performance on a placement test." He also reports that 60 to 80% of entering community college students will need remedial education.

Remedial education is the number one primary concern of community colleges (Merrow, 2007). Studies cite several problems with remedial education, including instructor inexperience and student apathy (Hughes & Scott-Clayton, 2011; Merrow, 2007). Faculty assigned to teach remedial classes are often part-time instructors who have little to no training in these courses and who might also be teaching outside their particular area of expertise. Merrow (2007) noted that there is also a complete lack of participation by students assigned to the remedial classes and that "newer instructors get the courses that more-experienced faculty members don't want to struggle with," (p. 17). Too, inexperienced instructors often believe that the students are adults and can make their own choices about paying attention in class, so there is no buy-in around engagement for both these instructors and students (Merrow, 2007).

Karp et al. (2012) suggested that another factor to be considered is that there is an expectation by faculty that "students are expected to be self-aware, assessing their progress and needs in largely unaccustomed ways," (Karp et al., 2012, p. 10). Four areas [components] of knowledge and behavior that define the role of community college students are further outlined,

> Community college students are expected to engage in new academic habits or
> approaches to school-related activities that support their academic success. They
> must exhibit cultural know-how in order to understand and adhere to unwritten

institutional norms. Next, students must balance the multiple roles that they may

play in their life. Finally, community college students are expected to engage in

self-directed and timely help-seeking behavior. Together, these four components

represent the core elements of the role of the community college student. (Karp et

al., 2012, p. 10)

Certainly, a dichotomy exists between faculty expectations for the abilities of community

college students and students' preparedness and expectations.

Placement test outcomes and remedial education.

Recent studies on the problems of remedial education have focused on the actual

process of placement testing and the inaccuracy of placement decisions by advisors.

According to Rodriguez, Bowden, Belfield & Scott-Clayton (2014) "an estimated one

third of test takers in English and one quarter of test takers in math are severely

misassigned," (p. 2). Yet, a contrasting finding indicates that placement tests are more

predictive of success than failure in college-level work and can specifically predict

success in math better than they can in English/writing (Scott-Clayton, 2012). When

students who are college-ready are sometimes misclassified into remedial courses, they

are faced with the prospect of having to pay extra tuition and waiting longer to move into

the desired college-level course required for their program thus delaying both course

completion and program completion (Rodríguez, Bowden, Belfield, & Scott-Clayton,

2014). According to Scott-Clayton et al., (2012) students who are incorrectly assigned to

remedial classes likely receive no lasting educational benefit from the experience. In

addition, they paid tuition for a class they did not need and for which they do not earn

any credit toward program completion ("Get college ready now," n.d.; Scott-Clayton,

Crosta & Belfield, 2012). Not being able to take the courses they desire may cause students to drop out altogether (Rodríguez, Bowden, Belfield, & Scott-Clayton, 2014).

In contrast to the problems faced by misplacing college-ready students, those who are not prepared for college-level work sometimes are misassigned to credit-earning courses (Scott-Clayton et al., 2012). They pay for a class they cannot pass which creates a financial burden they may not be able to bear. The stress or stigma associated with failure makes them more likely to drop out (Rodríguez, Bowden, Belfield, & Scott-Clayton, 2014). Given inaccurate diagnosis of placement testing scores, these students' plans for completion may be delayed or never realized (Scott-Clayton et al., 2012).

Recent efforts to reform developmental education resulted in a gathering of 150 community colleges participating in the Achieving the Dream (ATD) program that sought to improve completion rates of developmental coursework by students who were academically underprepared for college-level courses (Jenkins & Cho, 2012). However, the ATD program concentrated on assessment and placement and not on student success and college completion. Jenkins and Cho (2012) indicate that assessment testing and developmental education are poor indicators of student success. Further, the authors state that students who enter a program of study (concentrators) early, especially in the first year of college, are more likely to finish the program or receive a credential than concentrators who enter a program in the second year (see figure 2.1)
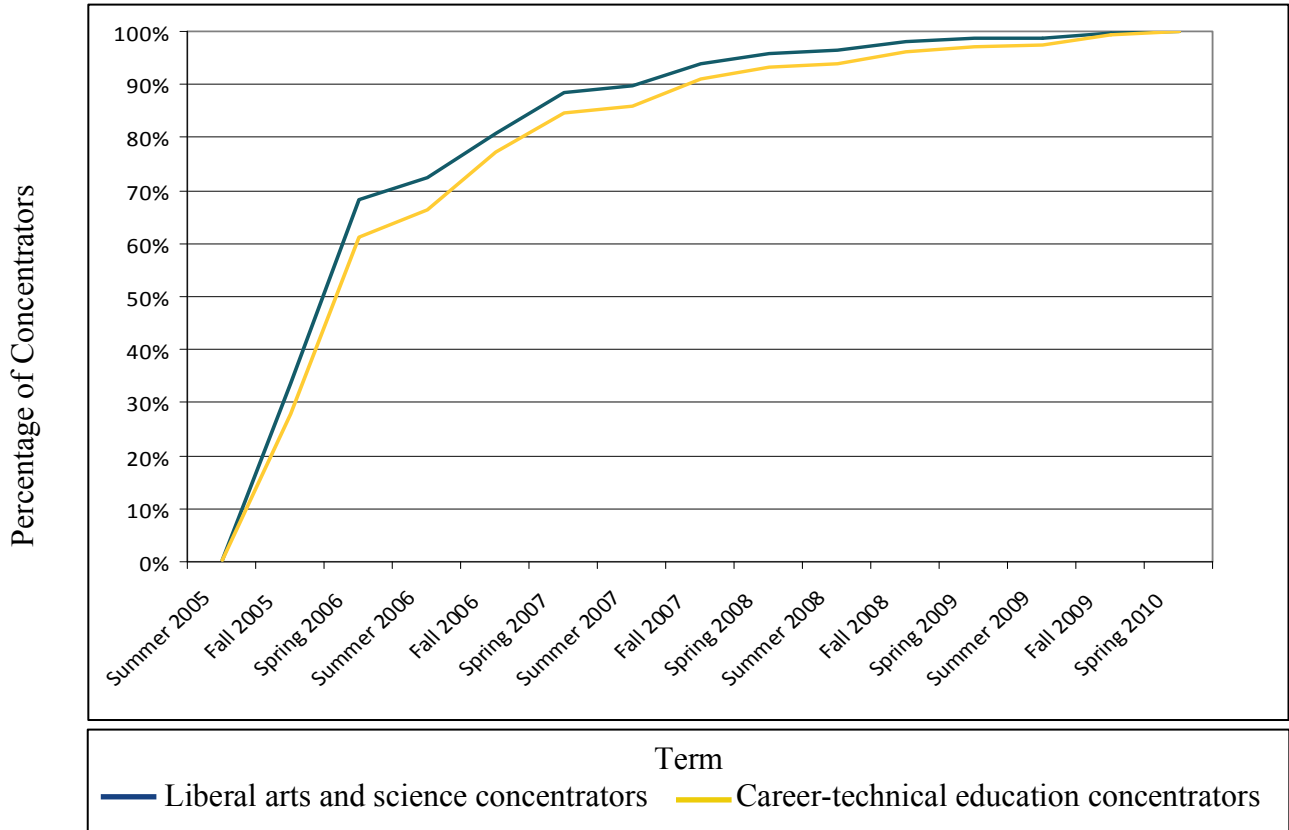
Figure 2.1. Percentage of Concentrators Who First entered a Concentration by Term, by Area of Concentration. Used with permission from Jenkins, D., & Cho, S. (2012). Get with the program: Accelerating community college students' entry into and completion of programs of study (No. 32). New York, NY. Retrieved from http://academiccommons.columbia.edu/catalog/ac: 144895

In order to realize student success, i.e. program completion or credentialing,

Jenkins and Cho (2012) proposed that colleges must employ a "best process approach"

(p. 20) in order to redesign institutional practices for early admission into programs and

completion. They suggest that the process is accomplished through inter-departmental

engagement of administration, faculty, and staff focused on the questions appearing in

Figure 2.2:

CONNECTION	ENTRY	PROGRESS	COMPLETION
From interest to enrollment	From enrollment to program entry	From program entry to completion of program requirements	From completion of credential of value to further education and labor market advancement
How can we motivate and prepare entering students to choose a college-level program of study?	How can we accelerate the rate at which new students choose and successfully enter a program?	How can we accelerate the rate at which program concentrators complete program requirements?	How can we ensure that our programs prepare students for further education and (for CTE programs) for career advancement?

Figure 2.2. Guiding Questions for College Efforts to Strengthen Student Pathways to Completion. Used with permission from Jenkins, D., & Cho, S. (2012). Get with the program: Accelerating community college students' entry into and completion of programs of study (No. 32). New York, NY. Retrieved from http://academiccommons.columbia.edu/catalog/ac: 144895

Academic advisors, retention coordinators and early-alert systems thus become integral to student success. Clear action plans must be established and students must be required to meet regularly with their advisor to monitor progress toward completion. Additionally, resources must also be invested in training admissions personnel and advisors to analyze scores in order to correctly place students.

Student perceptions of remedial education.

It is accepted that remedial coursework is designed to increase a student's academic skills with the intent that these courses will facilitate college success toward the student's desired outcome. Yet, there exists the potential for students to be placed in "multiple levels of developmental coursework," (Koch et al., 2012) because entering students continue to lack the reading, writing, and/or math skills required to be successful. The stigma associated with placement in remedial courses also has consequences for students' self-efficacy (Hall, Ponton, & Hall, 2005; Koch et al., 2012).

Students' self-efficacy affects their "academic development," (Bandura, 1993; Koch et al., 2012). Koch et al. (2012) connected Bandura's (1993) work on self-efficacy to students' motivation to be successful in remedial courses. Through their study, Koch et al. (2012) discovered that students who were placed in remedial courses had negative feelings about their placement and also were upset because they realized that their high school education did not adequately prepare them for college. This negativity influences the way students feel about themselves, which in turns affects their motivation to persist and succeed in remedial courses. Coupled with the stigma of being placed into remedial coursework is the realization that remediation is not free. Students, who are already dealing with the fact that their entry into college-level coursework is delayed due to academic inefficiencies on their part, may not be able to afford the added expense of acquiring the requisite basic skills needed to enter their desired program of study.

The costs of remedial education.

Although half of community college students are enrolled in at least one remedial course, many others who are assigned to a remedial course will never enroll (Hughes & Scott-Clayton, 2011). One of the reasons cited was that remediation is expensive for students and there is no guarantee that it will improve students' chances of progressing to degree or program completion (Rodríguez, Bowden, Belfield, & Scott-Clayton, 2014). Due to their knowledge of campus resources, advisors are in a unique position to connect these students to departments such as the financial aid office, which may have specific scholarships designated for semester-to-semester retention of students struggling financially to remain in school.

Additionally, there is a heavy cost for remedial education incurred by colleges within the United States. It is estimated that $7 billion is spent each year to provide remedial courses (Rodríguez, Bowden, Belfield, & Scott-Clayton, 2014). Colleges alone do not bare the burden of remediation. Taxpayers also are affected as they will pay twice—once while the student is in high school and again for students who take a remedial class in college (Carter, 2013). Nationally, the cost of remediation during the 2007-08 school year was $3.6 billion and between 2003 and 2008, state and local governments paid in excess of $1.4 billion dollars and $1.5 billion, respectively, in grants to students who dropped out ("Saving now and saving later: How high school reform can reduce the nation's wasted remediation dollars," 2011). This aid becomes a lost investment in post-secondary education by taxpayers.

Furthermore, 42% of college tuition and fees is paid for remediation by students attending 4-year colleges and 14% by students attending two-year colleges (Carter, 2013). The cost incurred by students is unrecoverable and their personal investment in remedial courses is lost because they are not credit bearing. Finally, individuals who attained some college credits but not a degree will earn $17,000 less than those who have bachelor's degrees. Lower earnings means less disposable income and less tax revenue to reinvest in the economy (Carter, 2013). The U.S. would realize revenues in excess of $2 billion if remedial students persisted to completion at the same rate as nonremedial students ("Saving now and saving later: How high school reform can reduce the nation's wasted remediation dollars," 2011).

Community colleges must invest resources in correctly placing students. Advisors must be trained to efficiently utilize the information produced by placement

testing. Instructors who specialize in remedial education are integral to student success

and should also be involved in student engagement and knowledgeable of college

resources available to remedial students such as tutorial services. Student success is the

responsibility of all sectors of college education and student services professionals are

fundamental in the delivery of resources and information that inform and enable students

to make decisions that influence their persistence to completion. Yet, supporting students

through their appropriate placement in first semester courses is the first step toward

successful program completion.

Academic support of students also includes academic advising. Advisors have a

critical role in advancing students through programs in the shortest appropriate time.

Academic Advising

Academic advising is the most commonly recognized task of student affairs (Love

& Maxam, 2011). From the earliest days of American settlement, higher education

institutions have provided students with various forms of academic advisement from

moral concerns of its male clergy student body (Gillespie, 2003; Rudolph, 1990) to the

incorporation of present day theories of student development, cognitive development,

multiculturalism, and identity development (Creamer, 2000; Williams, 2007). Love &

Maxim (2011) cited Creamer (2000) who maintained, "effective advising requires

knowledge of a wide array of developmental and learning theories" (p. 418).

Additionally, definitions of academic advising vary. Common perceptions suggest that

the purpose of advising is to "…inform, suggest, counsel, discipline, coach, mentor, or

even teach," (Kuhn, 2008, p. 3). An advisor and advisee relationship in which the

advisor guides and instructs students toward understanding how to meet their

professional goals and personal aspirations is another definition (O'Banion, 1972).

Further, Love & Maxim (2011) describe advising as a "helping relationship between two

people and a dynamic process of mutual discovery and self-determination," (p. 413). In

essence, advising requires teaching students how to identify correct choices and in so

doing, assume personal responsibility for those choices (Love & Maxam, 2011).

The National Academic Advising Association (NACADA) has created a

framework of core values intended to provide direction for advising practices and a

statement of responsibilities advisors must adhere to as they interact with students and

institutional colleagues ("NACADA statement of core values of academic advising,"

2005).

These six core values are (also see figure 2.3):

- Advisors are responsible for the individuals they advise;

- Advisors are responsible for involving others, when appropriate in the advising
  process;

- Advisors are responsible to their institutions;

- Advisors are responsible to higher education

- Advisors are responsible to their educational community; and

- Advisors are responsible for their professional practices and themselves
  personally
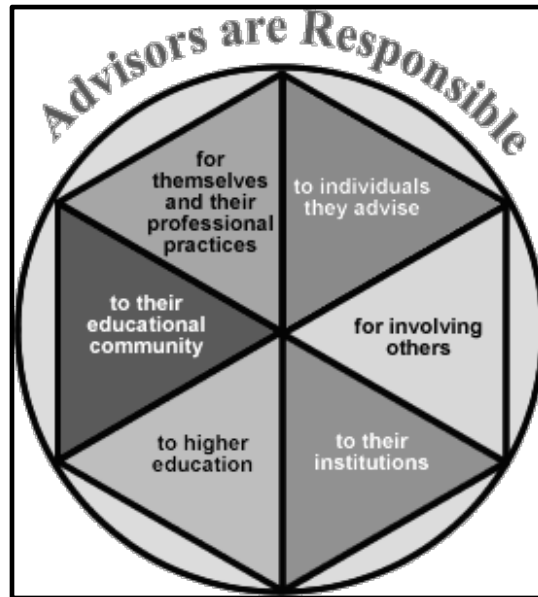
Figure 2.3. Core Values of Academic Advising. Reprinted with permission from NACADA: The Global Community for Academic Advising www.nacada.ksu.edu

These core values are designed to help academic advisors in guiding students to successful outcomes in terms of their academic achievement and career aspirations. Colleges and universities will also have established organizational structures that fit their particular mission.

According to Pardee (2004), three traditional organizational structures for advising are currently in place at universities. A centralized framework consists of professional and faculty advisors working together under the umbrella of an academic or administrative unit. A decentralized advising framework includes professional and faculty advisors located in their own academic unit. A shared framework combines both centralized and decentralized units; some students will meet with their advisors in a centralized advising center and others are advised in their academic department. Because retention issues are paramount at most universities, advising models are critical to student success. Universities must consider what factors influence the type and model of advising as well as determine which is the most effective for the student culture or

climate of the institution. Universities must also measure effectiveness (Pardee,

2004). Just as higher education institutions are guided by their mission, so too are

advisors guided by their institution's policies and practices and particular model of

advising.

There are three recognized models of academic advising. They are,

developmental, prescriptive, and intrusive. An advisor employs each type as the situation

warrants. The three models are:

- Developmental advising, introduced by Crookston in 1972, focuses on the

  relationship between the advisor and advisee. Specifically, the advisor's role is to

  help students to explore and define academic, career, and life goals. The

  relationship between student and advisor is paramount and is one of openness,

  trust, collaboration and motivation whereby the advisor teaches the student

  problem-solving and decision-making skills (Crookston, 1972).

- Prescriptive advising is analogous to the relationship between a doctor and

  patient. In this model, the student seeks information directly related to their

  particular program, similar to a patient seeking medical treatment for a specific

  condition. Thus, the student, because of a particular concern or misunderstanding,

  initiates the advisement (Crookston, 1972).

- Intrusive advising, otherwise known as proactive advising is based on informing

  students of what they need to do before they request it. This style of advising

  involves deliberate and structured interventions at the first sign of difficulty.

  Characteristics of intrusive/proactive advising are:

  o Intervening deliberately to enhance student motivation;

- Using strategies to show interest and involvement with students;

- Advising intensively to increase the probability of student success;

- Working to educate students on all options; and

- Approaching students before situations develop (Varney, 2012).

A comparison of prescriptive advising and developmental advising is shown in Table 2.1.

Table 2.1

A Developmental View of Academic Advising as Teaching

Prescriptive vs. Developmental Advising	
Prescriptive	**Developmental**
Advisor tells student what he/she needs to know about programs and courses.	Advisor helps student learn about courses and programs for self.
Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to him/her.
Advisor tells student what schedule is best.	Advisor teaches student how to register self.
Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines then lets students follow up.
Advisor tells student which classes to take.	Advisor presents class options; student makes own selections.
Advisor takes responsibility for keeping advising file updated.	Advisor and student share responsibility for file.
Advisor keeps informed about academic progress through files and records.	Advisor keeps informed about academic progress through records and talking to student about academic experiences.
Advisor tells student what to do in order to get advised.	Advisor and student reach agreement about nature of advising relationship.

Table 2.1 cont.

Advisor uses grades and test results to determine courses most appropriate for student.	Advisor and student use grades, test results, and self-determined interests and abilities to determine most appropriate courses.
Advisor specifies alternatives and indicates best choice when student faces difficult decision.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decision.
Advisor takes care of academic problems.	Advisor teaches student problem-solving techniques.
Advisor does not deal with vocational opportunities in conjunction with advising.	Advisor deals with vocational opportunities in conjunction with advising.
Advisor suggests what student should major in.	Advisor suggests steps student can take to help decide on a major.
Advisor identifies realistic academic goals based on grades and test results.	Advisor assists student in identifying realistic academic goals based on grades, test results, and self-understanding.
Advisor is not knowledgeable about help available with non-academic concerns.	Advisor is knowledgeable about available help for non-academic concerns.
Advisor does not encourage discussion of personal problems.	Advisor encourages discussion of personal problems.
Advisor is concerned mainly about academic life of student.	Advisor is concerned about, social, and academic life of student.
Advisor unaware of student's outside-the-classroom life.	Advisor shows interest in student's out-of-class life. Advisor discusses academic and other-than-academic interests and plans.
Advisor provides information mainly about courses and class schedules.	Advisor provides information about workshops and seminars in areas such as career planning and study skills, and courses and class
Advisor does not spend much time discussing time management and study techniques.	Advisor spends time discussing time management and effective study techniques.

B.B. Crookston (1971) Journal of College Student Personnel("'Prescriptive Advising Vs. Developmental Advising,'" 1971)

Next, a number of programs that have been implemented at higher education

institutions with the intention to promote student success are reviewed.

New Student Orientations

Newly admitted students will naturally have many questions regarding their next

steps. As a way to ameliorate students' concerns, colleges and universities have offered

New Student Orientation (NSO) programs. They are designed to familiarize students

with campus resources and aid in the transition to collegiate life (Barefoot, 2004; Hollins

Jr., 2009; Hullinger & Hogan, 2014; Mullendore & Banahan, 2004; Tinto, 2012; Ward-Roof & Hatch, 2003; Watson, 2000). The duration of NSO programs vary by institution but they typically are one to three days prior to the official semester commencement (Pascarella, Terenzini, & Wolfle, 1986). Students are encouraged to ask questions and meet with student services professionals from various departments such as financial aid and student life (Pascarella et al., 1986; Watson, 2000). Research indicates that students who attend institutions that implement early initiatives such as NSOs perform better academically (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008) and are more likely to persist to completion. In that respect, NSOs are considered a retention tool that serves to facilitate integration into both academic and social settings and to develop a sense of belonging (Boening & Miller, 2005; Pascarella et al., 1986; Tinto, 2012).

Tinto (2012) provides three broad levels for expectations designed to facilitate student success as they navigate the college experience: the Institution Level, the Program Level, and the Successful Completion of Coursework. They are hierarchical:

1. Success at the institution level consists of all of the activities that prepare the student for college life. This information is typically presented at NSOs.

2. Success in a program of study, which is facilitated through academic advising and faculty collaboration.

3. Successful completion of coursework, which is attained through clear understanding of faculty expectations.

Students who attend orientation programs generally are retained at higher rates and achieve higher GPAs than those who do not (Hollins Jr., 2009). Yet, evidence that NSOs are directly associated with increased retention rates and GPAs is lacking because

students' ability to successfully integrate socially into the larger college environment

plays a role in their persistence to completion (Pascarella et al., 1986). While the goal of

orientation is to inform freshman students about campus programs, facilities, norms, and

opportunities, most colleges and universities have looked to freshman orientation

seminars, otherwise known as first-year experience courses, to continue the transition

process (Robles, 2002).

First-Year Experience Courses

Just as NSOs orient new students to a campus' departments and programs and

begin to integrate students into the student body, colleges and universities often use a first

year experience (FYE) course or seminar to promote early inclusion and success (Schnell

& Doetkott, 2003) in the belief that FYE courses ultimately promote retention and

completion. The purpose of FYE courses is varied: to inform students about the

requirements of their programs or degrees, to teach time management and study skills, or

to provide a combination of both academic and social events designed to integrate

students into the campus environment (Tinto, 2012).

FYE courses are not a new phenomenon. Schnell and Doetkott (2003) report

documentation of FYE courses as early as 1882. However, due to questionable academic

rigor during the 1960s, FYE fell out of favor only to resurge in the 1970s when

institutions increased open access and allowed for a more diverse student body. Coupled

with student unrest during this time, more institutions developed FYE programs,

commonly known as "University 101" courses (p. 378).

FYE became a means to address the increasing numbers of nontraditional students

and improve their retention rates. Schnell and Doetkott (2003) point out that FYE

courses were "designed to assist students in making a successful transition into college and to promote retention," (p. 378-379). Institutions also use FYE programs for student engagement. Student engagement at all levels is thought to be a better predictor of student success than student ability, college preparedness or test scores (Kuh, Kinzie, Schuh, & Whitt, 2005). Often, students are taught test taking, note taking and goal setting skills. Other topics likely to be introduced in the FYE are "wellness, stress management and career orientation," (Schnell & Doetkott, 2003, p. 379). FYE seminars are intended to make a student's college experience successful from initial enrollment to program completion.

Schnell and Doetkott (2003) point out that FYE programs are a tool in attracting new students, but as Tinto (2012) indicated, family issues, money concerns, after school employment, etc. all contribute to non-persistence. A first-year experience seminar can counter negative issues and help students assimilate into the college culture (Schnell & Doetkott, 2003). Lake (2012) proposed two ideals for FYE. First, students develop self-governing skills as they relate to their own learning, understand the expectation of academic rigor, i.e. problem solving and critical thinking skills, and participate in student activities. Second, institutions use FYE as an assessment of retention efforts. Lake (2012) found that implementation of LA 101 (a two-course FYE sequence at Alverno College in Wisconsin), increased the fall 2011 to spring 2012 retention rate for first-time full-time students to 89%, a five-year high. However, it was noted that the course was offered for the first time in fall 2011 and it was unclear if it was the only catalyst for the increase in retention rates (Lake, 2012).

Implementation of FYE courses or seminars is unique to institutions. Tinto (2012) described several ways FYE courses have been implemented. Some colleges require students who are on probation to enroll in multiple-semester college-success programs taught by non-faculty student affairs professionals. For example, at Chaffey College students received specific instruction designed to build their skill set in core subjects such as reading, writing and mathematics. At a community college in Baltimore, new students must enroll in a one-credit course of 1.5 clock hours entitled Transitioning to College. This course focuses on academic planning and utilizing student support services that include advising, financial aid, tutoring, and a writing center. Also included is instruction on how to manage time and money as well as the rigors of daily academic demands. Both full and part-time faculty, who are trained for an entire week and who earn 1.5 hours of teaching credit, staff the classes.

These and similar FYE programs have generally increased students' GPA to the point they can be removed from academic probation (Scrivener, Sommo, & Collado, 2009; Tinto, 2012). Positive effects on both student GPA and retention for those who participated in FYE courses was also documented (Jamelske, 2009). Women with a below-average GPA who were first-generation students with no prior college credit, admitted without declaring a major and living off campus, and not participating in an FYE course had a retention rate of 61%. In contrast, similar students who lived on campus and participated in an FYE course had a significantly higher retention rate of 83.6%. Jenkins and Cho (2012) submitted that most new students enter higher education without a clear understanding of what they want to accomplish and that colleges offer little in the way of guidance on program selection. Faced with too many choices and too

little direction, students are likely to make program choices they eventually decide were

incorrect. Thus, Jenkins and Cho (2012) propose that a structured program with clearly

defined requirements for new students may be the catalysts in helping them successfully

navigate their program of choice to completion.

Early Alert

Early alert systems are designed to improve student retention and persistence by

giving faculty a means to alert staff about students who are struggling academically

(Tampke, 2013; Upcraft et al., 2005). Staff can then provide intervention strategies to

support students before it is too late to avoid failing grades. The shape or focus of early

alert systems depends on the needs of the institution. Some programs are designed to

improve classroom performance while others are centered upon class attendance and still

others include other academic behaviors (Tampke, 2013). A 2009 survey of higher

education administrators found that early alert systems were an integral component in

improving retention rates for universities and colleges and more recent data indicated that

"…over 90 percent of both public and private four-year institutions use an early alert

system" (Hanover Research, 2014, p. 5).

Impact of Early Alert on Student Achievement and Retention

The literature indicates that there are mixed reviews on the effectiveness of early

alert programs and the impact on retention. At the University of North Dallas, Denton, a

large university, an Early Alert Referral System (EARS) was designed to address the

campus wide goal of increasing retention and persistence. A collaboration of

stakeholders took part in the design of the program. Faculty academic advisors, student

service offices, staff who worked with special populations (developmental education,

TRIO and athletics), and enrollment management staff all participated. This group of stakeholders discussed how faculty would initiate alerts and what issues would be included. Several indicators would be available on an electronic dashboard and would assist in capturing student academic challenges and other student barriers. Table 2.2 displays 18 indicators, including an open-ended "other" category that was identified (Tampke, 2013):

Table 2.2

Early Alert Indicators

Poor class performance	Poor performances on quizzes/exams
Poor performance on writing assignments	Does not participate in class
Difficulty completing assignments	Difficulty with reading
Difficulty with math	Sudden decline in academic performance
Concerns about their major	College adjustment issues
Financial problems	Physical health concerns
Mental health concerns	Alcohol or substance use concerns
Roommate difficulty	Disruptive behavior
Absent from work	Student needs Veterans assistance
Other concerns with open ended response	

To launch and promote usage of the system, multiple forms of communication were used to inform faculty and staff about the specifications and proper usage. Tampke (2013) reported on descriptive data and outcomes for the first semester of use. Descriptive data included numbers on participation, types of alerts, and categories identifying various student populations. The outcome data included academic success and types of persistence measures. The results indicated 87 faculty members actively

used the system and the faculty identified two hundred and fifty-five students from 108

courses. Referrals were made primarily for undergraduate students and the majority of

the referrals were initiated during the first four weeks (43%) of the semester. Twenty-

one percent of the referred students passed their course with a C or better, 43% of the

students failed, and 21% of the students dropped the course. The remaining students

received a D grade.   Top referral reasons included attendance issues (56.5%) and poor

exam performances (27.1%). Seventy percent persisted to the next term. A chi squared

(X^2) analysis was run to determine if there was a significant difference in student efficacy

if a student, after being referred, met with a faculty or staff member. No significant

difference was noted. A limitation of the study included not having a control group

(Tampke, 2013).

In fall 2013, Cai, Lewis, & Higdon (2015) piloted an early alert system called the

Maverick Comprehensive Learning Analytics Support System (MavCLASS) for the

purpose of identifying academically at risk students enrolled in an intermediate algebra

course. The purpose of the project was twofold. The program allowed instructors and

graduate assistants (GAs) to view students' academic performance in greater detail and

develop individualized feedback to encourage students to seek tutoring from the Center

for Academic Success (CAS), the university's tutor center.   The design was threefold

consisting of formative assessment, data dashboards, and individualized alert messages

tailored to the needs of the students.

Instructors and designers collaborated in creating weekly achievement standards

so that course content and assessment would be aligned around standards. Homework,

quizzes, or exams were tied to specific standards, and both faculty and GAs would use

the assessments to identify improvement areas for each student. It is important to note

that the data dashboard was connected to other assessment systems supported by the

university e.g., the university's Learning Management System (LMS), and to Cengage

which was organized around a color coded system reflecting achievement levels and alert

messages that would be sent out within a week after placement on the dashboard (Cai,

Lewis, & Higdon, 2015).

A pattern of student visits to CAS, the relationship between the alerts and the

students' visits to CAS, and the relationship between students' visits to class and

achievement were analyzed. There were 611 students enrolled in intermediate algebra.

Alert messages, student success data, and frequency of student visits to the tutor center

were captured. Student success was gauged by four major exams administered during the

course and the tutor center data was collected at the end of the semester identifying dates

of visits (Cai et al., 2015).

Descriptive analyses and a t test were conducted which identified relationships

among the three sets of data. Alerts were sent out to 478 students (78%) in intermediate

algebra because they did not meet the standards on a minimum of one assessment and

were advised to visit the tutor center for assistance. Of the 478 students, eighty-one

followed recommendations and visited the tutor center.   It is interesting to note that 133

students (21.8%) met standards and did not receive referrals but 12 students still

voluntarily used the center.   Also, during the second quarter of the course (Week 6 to

Week 9), students were more engaged in seeking help from the tutor center especially

after the second exam. There were 581 alerts issued and 145 visits to the tutor center.

Forty-five percent of the total visits occurred earlier in the semester, supporting the

research that holds that early assessments and interventions are crucial to student success

(Bevit, Baldwin, & Calvert 2010, as cited in Cai, Lewis, & Higdon 2015).

Regarding a relationship between MavClass and CAS visits, no causal

relationship existed between the alerts and the students' visits to CAS. There was a

significant finding of students with lower scores visiting the tutor center more than those

who did not receive alerts. Students were more likely to visit CAS when they received

lower assessments and when they received academic alert with lower assessments visited

CAS more frequently. This is significant because it supports previous research that found

alerts and interventions impact academic behaviors.

Two groups of students were compared, those who did not visit the tutor center

and those who did. Five hundred and eighteen students were included in Group 1 and did

not visit CAS, while 93 students were included in Group 2 and visited the tutor center.

Group 1 averaged only 70% accuracy for Exam 1 followed by declining performance on

remaining exams.   Group 2 averaged 63% on the first exam with a slight increase of 65%

on Exam Two, 64% on Exam Three and finally a 57% on the fourth and final exam.

Group 1 overall had better performance but both groups' scores leveled off by the end of

the semester (Cai et al., 2015).

The results indicated that early intervention is key to student achievement coupled

with meaningful assessment and feedback in order to promote usage of the tutor center.

Second, early interventions can influence student behavior in accessing academic support

and improving student success. Third, student contact with the tutor center was self-

directed. Finally because the indicators were tailored to the needs of the students, the

tutor sessions were more efficient. Only 15.2% of the students utilized services from

CAS while in the math course. An understanding of why students did not utilize services of CAS is unknown and should be investigated (Cai et al., 2015).

Simpson (2014) studied the impact of early alerts administered to fulltime, new students enrolled in developmental courses at six community colleges in an urban public university system. Two convenience groups were formed, those who were part of the early alert group and those who were not. Achievement rates were examined, as were semester-to-semester persistence rates, and 1-year retention rates of students using qualitative and quantitative data. Both descriptive and inferential statistics were employed, e.g., descriptive percentage, frequency distribution, and cross-tabulation (Simpson, 2014).

Simpson (2014) analyzed and interpreted the documented communication transcripts obtained from early alert reports for the purpose of investigating and understanding college experiences and the impact of early alert interventions on student success, persistence, and retention of students.   The following criteria was used to determine student achievement:

- Students obtaining a "C" or higher were considered successful

- Students earning a "C" or above and who did not have a "W" grade on their transcript were measured for semester-to-semester persistence

- Students who were retained one year were measured

Two research questions were developed for the study:

To what degree does the success rate in developmental courses differ for the student in the early alert group versus non-early alert group? On a semester-to-semester basis, to what extent does the persistence rate vary in

developmental courses in the early alert group versus non-early alert

group? (Simpson, 2014, p. 5)

Results of the study from the qualitative data revealed that community colleges

should expand communication outreach, establish campus community for students,

enlarge faculty participation, and assess technology support systems. Quantitative data

revealed increased retention with the group who used early alert but a negative difference

between success and persistence between the early alert group and the non-early alert

group. Limitations of the study involved the sample size. More in-depth qualitative data

is needed to understand the experiences of students and faculty and thirdly, the researcher

acknowledged a possible bias because of employment at the research site (Simpson,

2014).

Best Practices for Early Alert

Hanover Research (2014) examined the organization, participation, and key

interventions for early alert systems in higher education. Key findings from the report

indicated that early alert systems are vital to improving retention but should not be the

sole component. Tutoring and advising are necessary components of the alert system.

Secondly, early alert systems are most efficient when targeting specific populations e.g.,

(at risk students, athletes, first year students) and other groups. Tracking student

attendance is one of the most significant indicators for early alert programs as attendance

is linked to grade performance. Intervention strategies must also compel the student to

seek academic support (Hanover Research, 2014).

Early warning programs provide faculty with tools to alert professional staff

about students who are struggling academically who can then use intervention

strategies to improve student retention and persistence (Tampke, 2013; Upcraft et al., 2005). The programs are multifaceted in design and focus with the aim of improving classroom performance, attendance, and other student success behaviors (Tampke, 2013). As to degree of success by the recommended intervention strategies, the success rates are mixed depending largely on the timing of the early warning intervention and the student willingness to seek academic support (Cai et al., 2015; Simpson, 2014). Coupling early alert programs with advising, tutoring, targeting of specific populations and tracking students are vital components to successful student retention (Hanover Research, 2014).

The final section of this review covers financial aid. Financial aid often dictates whether students can persist in program completion regardless of their level of academic success. Financial aid advisement is critical to student success.

Financial Aid

Significant portions of higher education students receive financial aid. The National Center for Educational Statistics estimated 11.5 million (55%) college and vocational program students received financial aid in 2010 (Fuller, 2014). Among college and university students only, the percentage increased to 74%. The financial aid system in higher education in America has transitioned from local philanthropy to a political agenda-based approach and debates over awarding scholarships based on need versus merit are longstanding (Fuller, 2014). As more financial aid has come under government control, the need for financial aid offices to be mindful of rules and regulations that govern financial aid practices has increased.

Fuller (2014) noted that financial aid reform was brought to the forefront in 2005 by the U.S. Department of Education, led by Margaret Spelling, then U.S. Department of

Education Secretary who created the Commission on the Future of Higher Education. The Commission was charged with interviewing legislators, constituent groups, and influential university presidents. Following extensive interviews and research the Commission recommended reforms in higher education that directed attention to the value of higher education, affordability, access, accountability and financial aid.

Not only have these reforms in financial aid been implemented, there has also been a push to increase financial aid for community college students. Most recently in January 2015, President Obama proposed a ten-year plan offering two years of free tuition for community college students, totaling 60 billion dollars financed by the federal government and participating states. If the plan were implemented, each state would be responsible for providing three quarters of tuition costs. Students would be required to enroll part-time, maintain a 2.5 GPA, and make progress toward degree completion. Students would be allowed to transfer to four-year universities or pursue job training certificate programs in fields that are in high demand. States would be required to continue their higher education spending, work with local schools to reduce the need for remediation, and allocate funds based on student performance rather than mere enrollment (Stripling, 2015).

Financial Aid and Persistence

The drive to increase financial aid is prompted by research that indicates access to financial aid increases persistence. When students are awarded significant financial aid packages, student retention increases. Accordingly, students who receive financial aid packages of grants instead of loans demonstrated greater levels of persistence (Somers, 1996; St. John, 1989, 1990; Upcraft et al., 2005).

This relationship between aid and persistence is also supported by the Noel Levitz (2013) report on effective retention practices, which indicated that financial literacy education and increased financial aid packages support student retention. Noel Levitz conducted surveys on effective retention practices among four-year universities and two-year community colleges. Two hundred sixty-three colleges and universities participated in the national electronic poll for student retention and college completion practices. Surveys were emailed to college administrators at 199 four-year private universities, 80 four-year public universities, and 118 two-year colleges between April 23 and May 10, 2013. Two-year public institution administrators rated institutions using financial literacy programs to assist students and parents with managing their personal finances (Noel-Levitz, 2013). Fifty-nine percent of the two-year institutions polled used financial literacy programs to assist students and parents with managing their finances. Of those, 50.7% found the programs very or somewhat effective whilst another 49.3% indicated that the programs were minimally effective. Further, 72.0% of the two-year institutions surveyed realized that utilizing financial aid and scholarships to aid in retention efforts yielded very effective to somewhat effective results; 81.4% and 16.3% respectively (Noel-Levitz, 2013).

Fike & Fike (2008) also noted that financial aid support is a predictor of retention. In a quantitative study, researchers analyzed predictors of semester-to-semester retention for 9,200 first-time-in-college students who enrolled in a community college over a four-year period.   Regression models revealed that a developmental reading course was a strong predictor for retention and passing developmental mathematics courses was an indicator of fall-to-spring and fall-to-fall student retention. Taking online courses was

also a strong predictor of fall-to-fall student retention. Financial aid access, parental

education level, and number of credits were also predictors of student retention (Fike &

Fike, 2008).

Lopez (2013) investigated the experiences of California community college

students who were recipients of financial aid and identified as low-income students. The

focus of the research was to determine if financial aid influenced persistence and

completion and also to determine if financial aid practices could be improved at

community colleges. The outcomes for 1,355 students who graduated between 2008 and

2011 and who enrolled in college within one year of graduation were analyzed. Forty-

five hundred need-based scholarships were awarded to California high school graduates

and one of four students receiving the scholarship enrolled in a community college.

Students were placed into cohorts based on high school graduation and tracked

throughout their tenure in college. The National Student Clearinghouse and the Institute

for Higher Learning Leadership and Policy (IHELP) analyzed student persistence and

documented graduation rates at California State University Sacramento. Data were

separated or organized by race and ethnicity. The researcher also conducted interviews

with three students, providing qualitative data (Lopez, 2013).

Results from the study indicated that students who received financial aid in the

form of Pell Grants or other types of grants completed more credits, earned a degree or

certificate, and transferred to a four-year university at slightly higher rates (5-6%) than

those who did not. Asian students accessed more types of financial aid than Latino

students. Latino students received only 73% of tuition fee waivers as opposed to 95%

received by Asians. Twenty-six percent of Asian students completed a degree or

certificate while only 14% of Latino students completed a degree or certificate. Also,

Asian students entered community colleges with a higher GPA than other groups.

Suggestions for improving the financial aid experience included a restructuring of their

services, a reduction of unnecessary roadblocks for students through careful assessment

of services, and strategic education about the financial aid process through orientation

and FYE courses. Additionally, financial aid offices were called upon to improve student

financial literacy (Lopez, 2013).

Chen and Des Jardins (2010) examined the impact of financial aid on ethnic and

racial groups at universities. Several questions were generated to determine if the dollar

amounts of financial aid packages and the timing of the disbursement of financial aid

prevented students from dropping out of college. For the purpose of this study, two

sources of data surveys were examined, the Beginning Postsecondary Students survey

(BPS: 96/01) and the National Postsecondary Student Aid Study (NPSAS: 96). The BSP:

96/01 is a national survey conducted in 1995-1996 that tracks the progress of a cohort of

students who began their postsecondary education in 1995/96. This survey was valuable

for the researchers because it contained detailed information about the students'

enrollment activity and it contained information on the types of financial aid accessed.

An event longitudinal analysis was conducted to examine student persistence and attrition

behavior and cross-race and cross-income comparisons (Chen & DesJardins, 2010).

Descriptive analysis was conducted to provide information about the underlying

patterns in financial aid distribution and dropout risk by race/ethnicity and income. The

researchers found that underrepresented and low-income students tended to receive

greater amounts of financial aid packages more frequently in the form of larger Pell

Grants, subsidized Stafford and Perkins loans, and work-study than other groups.

Secondly, dropout rates varied based on ethnicity and income level. Hispanics and

African Americans had greater dropout rates during their freshmen year than other groups

and this trend persisted over the six-year study (Chen & DesJardins, 2010).

Factors influencing dropout rates included age of the student, family economic

status, parental education status, students' personal ambition, freshman GPA, major

choice, classification as a student, and financial aid. Financial aid in the form of Pell

Grants, Subsidized Stafford and Perkins Loans, and merit aid were critical to reducing

attrition rates. Pell Grants appeared to be the greatest deterrent to student attrition.

Race and ethnicity also appeared to have an impact on the decision to leave

college. Pell grants and merit aid increased student's opportunities to remain in college.

Persistence rates were high for underrepresented populations and Asian students

receiving Pell Grants compared to White students. The researchers concluded that:

administrators need more discussion about financial aid; more economic opportunities

were needed for low-income students in higher education; and financial aid provided

support for retention (Chen & DesJardins, 2010).

Best Practices in Financial Aid

Because financial aid is an important component of retention, financial aid

advisors should incorporate best practices to serve students. Upcraft et al. (2005)

identified strategies or practices that institutions can implement to improve retention of

freshmen. Universities must provide financial aid information that is clear, correct, and

tailored to individual student needs. Second, universities must provide students with aid

that does not have to be repaid. Third, universities must inform students about terms of

loans and provide information about repayment, making sure that students are fully aware of the terms and a timetable for repayment. Alternative forms of aid should be available for students if the need arises during the course of the semester. Universities should help students find student employment but be transparent about the risks of working too many hours (Upcraft et al., 2005).

Another study examined challenges faced by community colleges with an emphasis on the underutilization of financial aid by students and particularly community college students. JBL Associates (2010) conducted research for the College Board and the American Association of Community Colleges with the intent to investigate the roadblocks that prevent students from applying for financial aid, and identify initiatives that increase applications for financial aid among community college students.

The researchers conducted a review of the literature, collected information from the FAFSA data center and IPEDS reports. They identified the top 12 community colleges who reported high percentages of students filing for financial aid and who reported large numbers of Pell Grant recipients. The researchers examined the students' eligibility and whether or not the students actually enrolled in the institution (JBL Associates, 2010).

Interviews were conducted with financial aid representatives (n=22) from the various community colleges and with experts in the field of financial aid access. The participants included individuals representing community colleges, financial aid offices, college access organizations, student advocacy groups, and corporate and private foundations.   Participants answered questions that focused on identifying barriers and constraints faced by students during the financial aid application process. Participants

were asked to make recommendations to improve the administration of the application

process and were asked to identify best practices and programs that have been successful

(JBL Associates, 2010).

The participants also discussed challenges faced by financial aid offices. Those

challenges included inadequate space and insufficient resources, personnel turnover,

communication ineffectiveness with diverse populations, maintaining current levels of

knowledge and competency with technology, and being able to stay current and

compliant with regulations. There were also challenges with outreach and counseling

activities that were often neglected with students who may be eligible for financial aid.

Recommendations included attention to first-generation and traditional age students

along with their families who are new to the college process involving early outreach

with accurate information involving both students and families (JBL Associates, 2010).

Community colleges were encouraged to establish collaborative partnerships with

high schools educating them on community college financial aid specifics and college

admission. The following table (Table 2.3) includes information on short-term and long-

term recommendations for community colleges' implementation of practical policies and

procedures.

Table 2.3

The Financial Aid Challenge: Successful Practices that Address the Underutilization of Financial Aid in Community Colleges

Short Term Recommendations	Long Term Recommendations
Distribute bilingual services and materials	Make a public commitment to student access, directing funds and staff to financial aid administration and access programs at the institution.

Table 2.3 cont.

Offer evening and weekend office hours	Survey potential students to learn where students get information about the community college and what knowledge they have about student aid prior to enrolling.
Apply multiple approaches to convey financial aid information to all students	Participate in transition programs with area high schools.
Link financial aid application and follow-up with college enrollment or registration.	Set up mentoring opportunities for high school students.
Incorporate evaluation metrics and data collection into office practices.	Consider consolidating resources with area community colleges or across the state to establish a common system for financial aid administration.
Involve the families of students when providing financial aid materials and activities.	Work with state governmental agencies to coordinate priorities and policies statewide for financial aid administration.
Conduct workshops or information sessions for students interested in college, and	
Communicate financial aid opportunities in a culturally and linguistically appropriate manner.	
Integrate financial aid counseling with other outreach efforts	
Build a list of community organizations that already help students with the application process.	
Partner with other education institutions or community organizations to offer financial aid courses	
Support or regional efforts to improve application rates	

Conclusion

The literature revealed that several student support units assist in student retention

but the most successful approach for community colleges' retention involves these units

working together. One study reported that community colleges that have improved

student retention employ a comprehensive approach that involves collaboration of several

student services units such as academic advising coupled with career counseling,

reconstruction of student orientation programs, and the inclusion of student coaching with

early alert programs (Law, 2014).

This finding supports the focus of this program evaluation of Crowder College that has assumed a similar approach by combining several student services units and whose overall mission is to support student persistence and retention. Thus, three student services units at Crowder College: The College Assistance Migrant Program (CAMP), the Student Success Center (SSC) and Student Support Services (SSS) provide the following shared services: academic advising, career advising, financial aid literacy, and tutoring.

Academic advisors have a critical role in advancing students through programs in the shortest appropriate time and universities must consider what factors influence the type of advising model used, as well as determine which is most effective for the student culture or climate of the institution. Additionally, the effectiveness of advising should be measured (Pardee, 2004). According to researchers, career counseling coupled with advising are both an integral part of student retention, persistence, and graduation (Hughey et al., 2009; Nutt, 2003; Tinto, 2012; Upcraft et al., 2005).

A preponderance of evidence indicates that financial aid increases student persistence, completion, and retention (Chen & DesJardins, 2010; Fike & Fike, 2008; Lopez, 2013; Noel-Levitz, 2013; Somers, 1996; St. John, 1989, 1990; Tinto, 2012; Upcraft et al., 2005). From financial literacy to increased financial aid packages, assistance with employment, partnerships with high schools, financial assistance during times of need, to information on financial aid applications and for college admissions, one thing is certain, both community colleges and universities must provide financial aid information that is clear, correct, and tailored to individual student needs (JBL Associates, 2010; Upcraft et al., 2005). The literature also notes that community colleges

must invest resources in correctly placing students. Inaccurate diagnosis of placement

testing scores for students results in non-completion of college (Scott-Clayton et al.,

2012).

Chapter 3

Method

Overview

The University of Missouri-St. Louis Doctor of Education program's Higher

Education Student Services Learning Community (HESS-LC) proposed a client-based

problem of practice as the centerpiece of their dissertation in practice.   The HESS-LC

worked with a higher education institution that identified a high-leverage problem of

practice. Crowder College's student population ranged from 5,500 to 6,000; yet up to

1,000 of these students annually drop out between the fall and spring semesters (Skype

interview with Crowder College officials December 12, 2014).   Crowder College's

concern for their high rate of student attrition prompted the college's leaders to petition

the HESS-LC for assistance.

After a review of problems of practice from three higher education institutions

(Haywood, Allen, & Myers, 2016), Crowder College, hereafter referred to as Crowder,

was selected and agreed to be the client. During the Skype interview with Crowder

officials, Crowder's Vice President of Academic Affairs, indicated that the college's fall-

to-spring retention rate was lower than they desired and the HESS-LC agreed to evaluate

factors contributing to that retention rate and suggest change that could raise the retention

rate, based on their analysis. The HESS-LC divided their dissertation in practice work

with Crowder into four smaller projects. This is one of the four projects and the purpose

of this particular project was to conduct an impact program evaluation of three of

Crowder's student services units that play a role in student retention. A program

evaluation uses systematic methods to address questions about a program's or unit's operations and performance (Wholey, Hatry & Newcomer, 2010).

Crowder Student Services Units

According to Crowder, there is currently no one "retention-specific" office or staff in place to address student retention, rather it is a campus-wide enterprise ("Crowder College," n.d.-a). The evaluators identified three units housed in the Student Affairs division that have missions related to student retention: (1) the Student Success Center (SSC); (2) the Student Support Services (SSS); and (3) the College Assistance Migrant Program (CAMP). These three units target a specific set of students.

The SSC serves all students and is located on the main campus in Neosho, Missouri (MO). The SSS unit is a federally funded TRIO program for students from disadvantaged backgrounds including low-income, first-generation college attendees and those with disabilities. It serves approximately 175 students on Crowder's main campus in Neosho, MO and 280 students who are evenly split between two satellite campuses, Cassville and Nevada, MO. The CAMP program, which is also federally funded and housed only on the main campus, provides assistance to students of migrant families. Given that two of the three units being evaluated are only on the Neosho campus, (personal communication with the Vice President of Student Affairs, January 13, 2016), the evaluators concentrated on assessing only the SSS unit on the main campus for the purpose of this evaluation. Although each unit offers a specific set of services pursuant to their particular charge, there is overlap in several areas. All three units provided the following four services, identified earlier as departments within the units: financial aid

advisement; tutoring; academic advising; and career counseling ("Crowder College," n.d.-a).

For the purpose of this dissertation in practice, the evaluators concentrated on: evaluating these four departments among the three units in order to: (a) determine how their practice impacts student retention; (b) how well each serves students; (c) whether programs are coordinated; and (d) whether there might be innovations, improvements, and policy changes that could improve fall-to-spring retention. Specifically, the evaluators compared the operations of the three units to best practices identified in the retention literature as well as to the standards of professional organizations.

Participants

The primary contact between the evaluators and Crowder staff was the Vice President (VP) of Student Affairs who facilitated communication between the evaluators and the three student services units. Staff in the CAMP unit consisted of one director, one academic advisor/counselor, one academic advisor/recruiter and one administrative assistant (see Appendix A for the CAMP logic model). There are four staff positions in the SSS unit: one director, two academic advisors/career advisors and one clerical assistant (see Appendix B for the SSS logic model). The SSC unit consisted of eight personnel: one coordinator, one academic advisor/test proctor, one academic advisor/transfer specialist, one academic advisor/tutoring coordinator, one career services coordinator, one full-time test proctor and one administrative assistant. The Office of Disability Services is also housed within the SSC unit but functions independently of the unit (see Appendix C for the SSC logic model). No students were contacted for this evaluation. Additionally, the evaluators did not send the survey to the two administrative

assistants; one SSS member could not access the survey at all and one member each from

both the SSC and CAMP units did not respond to the survey. Lack of response was equal

across all offices and equaled one.

Measures

An impact program evaluation plan was designed to examine how each unit's four

departments (academic advising, financial aid advisement, career services and tutoring)

influence student retention at Crowder. Of interest was whether each unit fulfills its

stated mission, adheres to the standards of applicable professional organizations, and

assesses its operation to learn how it is performing so that staff can learn from the

evaluation and improve their practice (Wholey et al., 2010). A mechanism that assisted

in articulating the evaluation program theory of Crowder's three student support services

was a basic logic model (McLaughlin & Jordan, 2010).

Logic Models.

Logic models are tools that assist evaluators in communicating a program's

elements and exposing the connections among them. "The elements of the logic model

are resources, activities, outputs, short-term outcomes, intermediate outcomes, and long-

term outcomes," (Wholey et al., 2010, p.56; Wholey, 1987). Inputs or resources are

defined as the elements that support a program and they can be human, financial or other

information that addresses a problem within a program. Outputs are "the products,

goods, and services provided to the program's direct customers or program participants,"

(Wholey et al., 2010, p. 57). The outputs of this particular heuristic encompassed both

the activities or processes Crowder's three student services units engage in and the

participants who take part in those activities. Simply stated and within the context of this

program evaluation, outputs are the results of the implementation of processes that support student success at Crowder. There were three outcomes designed for this evaluation: short-term, medium-term and long-term. Short-term outcomes are those that are immediately impacted by an activity. Medium-term outcomes are a result of the short-term outcomes, i.e. application of knowledge received as a result of short-term outcomes. Long-term outcomes emerge from the benefits accrued from the medium-term outcomes. For this project, a logic model was developed from a template for each of the three units to be evaluated as shown in Appendices A, B, and C.

Initially, the logic models were populated with information the evaluators gathered from Crowder's web site. Subsequently, Crowder stakeholders, (i.e. each unit leader) and the Vice President (VP) of Student Affairs were asked to assess the logic model pursuant to their unit and provide feedback as to the elements of each logic model: resources, activities, outputs, and both short-term and medium-term outcomes. The SSC leader indicated that the coordinator for the Office of Disability Services was not listed on their logic model and also pointed out that supplemental instruction is not provided at Crowder. The CAMP Assistant Director stipulated that tutoring was never withheld from students as a result of budget cuts. The SSS Director clarified that students must apply for scholarships each semester. As a result of the unit leaders' feedback, changes were made to each unit's logic model to accurately reflect the individual elements of their units. Modified logic models can be seen in Appendices A, B, and C.

Survey.

The evaluators were particularly interested in gaining an understanding of how each unit contributes to their overall mission. To that end, an electronic survey was

designed which solicited both quantitative and qualitative data that allowed for flexibility in participants' responses. In addition to questions that elicited statistical data such as how many personnel work in the unit, open-ended questions that probed for more in depth responses in the form of short answers were also included to determine if each unit does a self-assessment; how they build relationships with students; how the unit contributes to retention; how it determines its effectiveness and what training is provided to staff, advisors and counselors, etc., (a complete list of Survey questions can be found in Appendix D).

The survey was aligned with outcomes and outputs articulated in the logic models and consisted of both quantitative and qualitative measures. Although listed in each logic model, the long-term outcomes (i.e. lower student debt due to ability to access grants and scholarships; completion or graduation from programs at a higher rate than the general student population; and attainment of part-time or full-time employment in the area in which a certification or degree was obtained) were not expected to be realized at the conclusion of this evaluation due to time constraints.

The survey was sent to all 14 of 16 unit representatives (the survey was not sent to the two administrative assistants as they don't have contact with students in an any type of advising capacity). The evaluators received 11 of 14 expected responses. There were 96 questions: 41 quantitative, 33 qualitative and 22 were quantitative and qualitative combined which meant that respondents could also add a short written answer if they wanted to elaborate.

Agency records.

The evaluators requested agency records that consisted of annual performance reports (APRs), proposals for change, accreditation reports and mission statements of the three units in relation to the four departments: financial aid advisement, tutoring, academic advising and career counseling. The evaluators also requested other data sources that could illustrate each units' retention efforts such as training plans, training feedback, tutoring records showing number of hours tutored, number of students served, student demand for tutoring assistance, placement of tutors in subject areas, and tutoring results, e.g. percentage of students receiving a passing grade as a result of tutoring. The request for these data sources was necessary to ensure that (i) they were being utilized, and (ii) they were available to use in assessing the short and medium-term outcomes.

However, the evaluators only received the following records: copies of mission statements from the three units (see Appendices E, F, and G), Historic APRs from the SSS unit for the academic years 2011-2012, 2012-2013, 2013-2014, a Standard Objectives Assessment Summary for 2014-2015 (Appendix I) as well as a policy form detailing the SSS Advice and Assistance in Post-Secondary Course Selection (see Appendix J), and the CAMP unit's APR & Final Performance Report for the reporting period of 07/2014 – 6/2015 (Appendix K).

Validity and Reliability.

The VP of Student Affairs was given an opportunity to review the initial survey questions prior to administration. Based on this input, the evaluators refined the survey questions to facilitate both quantitative and qualitative responses. To address the survey's content validity, the evaluators then sent the survey to 27 peers to review it

before implementation (peers included student services personnel from institutions not

affiliated with Crowder). From this feedback, the evaluators refined the survey to ensure

that questions were easy to understand and allowed for reflective consideration from the

respondents. To account for validity and reliability, a methodological triangulation

approach was taken. That is, data collection was two-pronged and simultaneous (Plano

Clark & Creswell, 2010). This was accomplished by extracting quantitative data from

agency records and survey quantitative questions while also collecting qualitative data in

the form of short answers. The evaluators also checked that survey questions were

aligned with the logic models elements, i.e. short-term and medium-term outcomes.

Evaluation Design

The evaluators first conducted a process evaluation to assess whether the outputs

(activities) identified in the logic models for each of the three units had occurred (see

Appendices A, B, and C). At the conclusion of the process evaluation the evaluators

intended to conduct an impact evaluation. Yet, without substantial data retrieved from

agency records, the evaluators were limited in their ability to perform a process

evaluation; therefore, conducting an impact evaluation was not possible.

Impact and process evaluation.

The evaluators were interested in assessing how each unit's services, i.e. tutoring,

financial aid advising, career services, and academic advising impacted student retention

and persistence to completion.   Therefore, the evaluators conducted a process evaluation

to determine how many students received the above services with the intent of analyzing

unit effectiveness of student outcomes. That is, how many students were retained and

persisted to completion e.g. passed a class in which they had been tutored. This

information then would have influenced Crowder's ability to conduct impact evaluations on each of their services to inform them on their practice and changes that may need to be implemented.

Impact evaluation centers on assessments and interventions and how those interventions affect the outcome, intended or unintended (OECD, 2006). While impact evaluations should be long-term, comprehensive and deliberate, Peersman cautions that impact evaluations should not be used for short-term studies to identify direct effects of the evaluated process (Peersman, 2015). Thus, the brief period in which to conduct the evaluation for this project was a limitation of this study. Therefore, impact evaluations will be necessary to validate the processes of the three departments and their impact on retention and persistence. Additionally, continued impact evaluations of the four departments within Crowder's three units would be integral to effective decision making about proposed changes to a service including whether or not it should continue (Rogers, 2012).

Mixed Methods Approach

As this program evaluation was designed to collect data/information on four specific departments (financial aid advisement, tutoring, academic advising and career counseling) within the SSS, SSC and CAMP units and not manipulate either the environment or the data, the evaluators employed a mixed methods approach. The evaluators conducted a cross-sectional study with Crowder's three student services units and both quantitative data (survey and agency records) and qualitative data (survey short answers) were collected. The responses to the qualitative survey questions supplemented the quantitative data collected.

Convergent parallel design and rationale.

The authors sought to obtain a more complete understanding of how the staff in Crowder's student services units perceives their contribution to retention. In-person interviews were not possible for this project. Therefore, the evaluators conducted a convergent parallel mixed methods design (Creswell, 2013) by simultaneously collecting both quantitative data (survey and agency records) and qualitative data (short answer survey questions) from Crowder's three student services units: SSS, SSC and CAMP. Results were analyzed separately. That is, one evaluator analyzed the quantitative data and utilized descriptive statistics to explain the findings. The second evaluator analyzed the qualitative data utilizing qualitative methods, i.e. grounded theory methodology. The results of both data sets were then merged for interpretation.

Threats to internal and external validity.

One of the threats to internal validity during the course of this evaluation was that not all recipients would complete the survey. Out of the 14 members selected to participate in the survey only 11 responded. Two members, one each from the CAMP and SSC units, chose not to respond and another from the SSS unit could not access the survey at all. The lack of responses was equal across the three units.

Additionally, information on student participation in Crowder's programs and services was limited. The evaluators requested data from several agency records, e.g. tutoring records, but received only three mission statements, one for each unit, plus APRs for both the SSS and CAMP units and a SSS policy form on advising students in post-secondary course selection.   Other information on Crowder's student services units was

collected through emails between the VP of Student Affairs and each unit leader. Due to

the limited amount of data, results should be interpreted with limitations.

Variables

Independent Variables.

For this study, the independent variables (IV) were: Crowder's four departments

related to supporting retention (financial aid advisement, tutoring, academic advising and

career counseling) as facilitated by staff in each of the units; and Crowder's services

received by students related to retention (financial aid advisement, tutoring, academic

advising and career counseling) in each of the units.

Dependent Variables.

The dependent variable (DV) was improved student retention rate. The authors

expected to evaluate how services provided (financial aid advisement, tutoring, academic

advising and career counseling) effected student retention. However, the evaluators were

not provided with the retention rate data as requested.

Procedures

To complete each element of the logic models, information was collected from

Crowder's web site and from email communication between the authors, the VP of

Student Affairs and each unit leader. For the proposed evaluation of the four departments

(financial aid advisement, tutoring, academic advising and career counseling) among the

three units (SSS, SSC, and CAMP), the evaluators expected to conduct a methodological

triangulation of data collected from Crowder, in order to account for issues with validity

and reliability of outputs, short-term and medium term outcomes as illustrated in the three

logic models (see Appendices A, B, and C). However, the evaluators did not receive all

of the data, e.g. tutoring records, as requested. Instead, the evaluators focused on the

outputs (activities) that were listed in the logic models for each unit and also utilized

participants' quantitative and qualitative survey responses and the historical annual

performance reports from both the SSS and CAMP units with a view to understanding

how each unit's services impact student retention and persistence.

A survey template for Crowder staff that work in or oversee a designated unit was

created to gather both quantitative and qualitative data of each logic models' outputs and

outcomes (see Appendix D). To ensure confidentiality, participants completed an

Informed Consent Form (see Appendix H) for participation in research activities and their

names were not identified on the electronic survey (I. Seidman, 2013). Additionally, as

part of the evaluation, best practices for student services units as identified in the

literature, and the standards of applicable professional organizations were compared to

Crowder's practices. Thus, suggestions for incorporation of documented successful

retention practices were identified.

Data Analysis

Descriptive statistics explain both the survey's quantitative data and the data from

the SSS and CAMP APR charts. Qualitative analyses based on grounded theory

methodology were performed on the survey questions that yielded short answers. Once

the answers were collected, the data was reviewed for emerging themes and ideas.

Through the inductive process each line and paragraph was studied for descriptive words

and phrases noting any repetition. Then the themes were coded and categorized to

establish relationships (Creswell, 2013). The qualitative evaluator did not depend solely

on allowing the themes to emerge but sought to understand what new information was

gained from the review of the text as well as the coding process; whether or not the

participants shared common experiences consistent with the literature on best practices in

retention (I. Seidman, 2013).

Limitations of Evaluation Design

Limitations that affected the outcomes of this evaluation were a lack of

quantitative data sets such as agency records and numbers of students tutored, etc. The

evaluators endeavored to elicit as much quantitative and qualitative data as possible but

as very little quantitative data, e.g. agency records, were received, the survey then

became the one instrument to collect both types of data. Thus, the survey itself may have

limited the evaluators understanding of each unit's operations and how they impact

student retention. The lack of data or reliable data limited the scope of analysis, sample

size and/or obstructed the evaluators' ability to find trends and meaningful relationships

between the quantitative and qualitative data. Still yet another limitation may have been

bias in self-reported data. The evaluators did notice similarly worded answers from at

least two participants.

Chapter 4

Quantitative Results

The purpose of this program evaluation of Crowder's three student services units, SSS, SSC and CAMP, was to determine how each impact student retention. Crowder's student population ranges from 5,500 to 6,000. Students earning degrees range from 20 to 30% and each year up to 1,000 students drop out between the fall and spring semesters. This study focused on a program evaluation conducted on the three units with a view to suggesting innovations, improvements, and/or policy changes that could improve fall to spring retention.

A mixed methods approach, which yielded both quantitative and qualitative data, was utilized. An electronic survey was chosen to gather some of the information needed (see Appendix D). Google Forms was used to create the survey. The survey was emailed to staff members from the three units: SSS, SSC and CAMP. No students participated in the survey. The survey totaled 96 questions: quantitative (n=41) and qualitative (n=33). Also, there were 22 questions that elicited both quantitative and qualitative answers. To do so, participants could "check all that apply," "unsure," and/or choose "other." For example, a question about advising models utilized within their unit directed respondents to choose "intrusive, prescriptive, developmental, or combined." Additionally, they could also check the "unsure" box and/or write a short answer if they checked the "other" box. This type of question yielded both quantitative and qualitative data. In addition to the electronic survey and information from Crowder's web site, the evaluators requested agency records such as copies of each unit's mission statement, annual reports, accreditation reports, and proposals for change, etc. Also, emails between the evaluators,

the Vice President of Student Affairs and Crowder unit leaders yielded further insight

into each unit's operations. Finally, the evaluators created logic models (see Appendices

A, B, and C) that identified the resources, activities, outputs, short-term outcomes,

medium-term outcomes, and long-term outcomes for each unit.

General Survey Results

All unit representatives (n=14) were asked to indicate which unit they worked in

at the beginning of the survey. The total personnel in each unit is as follows: SSS = 3,

CAMP = 3 and SSC = 8, for a total of 14 staff members. Of those 14, only 11

participants responded to the survey: SSS = 2, CAMP = 2 and SSC = 7. While low, the

participation rate is 78.57%. Questions were unit specific (SSS, SSC and CAMP)

according to the four services (tutoring, academic advising, career services and financial

aid advisement) provided. All participants were asked if their unit has a mission

statement. As shown in Figure 4.1, all four SSS and CAMP members and one SSC

participant (45.5%) answered "yes," three SSC members (27.3%) indicated that their unit

did not have a mission statement and another three SSC members (27.3%) answered they

were "unsure."
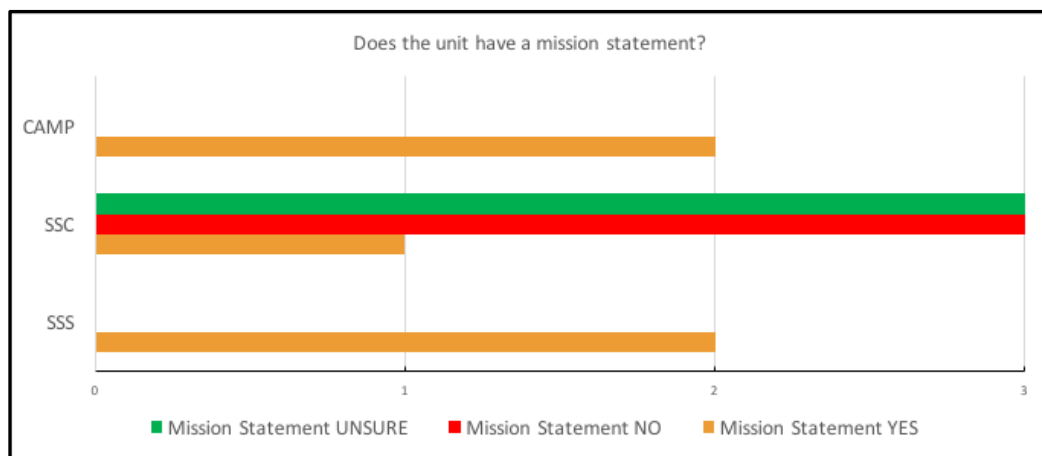
Figure 4.1. Does the unit have a mission statement? (N=11)

Follow up questions asked if the mission statement was published. All four SSS and CAMP members indicated that it was published. As only one SSC participant (Disability Services) indicated that their department did have a mission statement, they were able to answer that it was published. At that point, if the units had a mission statement and it was published, they were then asked if the mission statement was discussed with members of their unit. All SSS and CAMP members (80%) indicated that it was discussed within their units. The one SSC member indicated that it was not discussed. The SSC members who answered "no" or were "unsure" if their unit had a mission statement were directed to another question for all respondents that enquired if the unit administrator had clearly communicated the goals for the unit. Five SSC members (71.43%) indicated that their administrator had discussed the goals for their unit and two (28.57%) denoted that the goals of the unit had not been communicated to them.

Each unit was asked if the unit's staff receive professional development training. Both the SSS and CAMP units and six SSC members (90.9%) indicated they received professional training whilst one SSC staff member was unsure (9.1%). A follow up question asked what training is provided. Respondents were able to check more than one answer as was applicable. The SSC unit yielded 13 responses: five indicated they attend "conferences and events," two specified they received "virtual/computer-based training," and three members indicated both "unit director-led training" and "inservice training" was conducted for their unit. Both the SSS and CAMP units yielded identical responses for "unit director-led training" (2 each), virtual/computer-based training (2 each) and conferences/events (2 each). Additionally, two SSS members indicated that their unit "received inservice training" as well (see Figure 4.2).
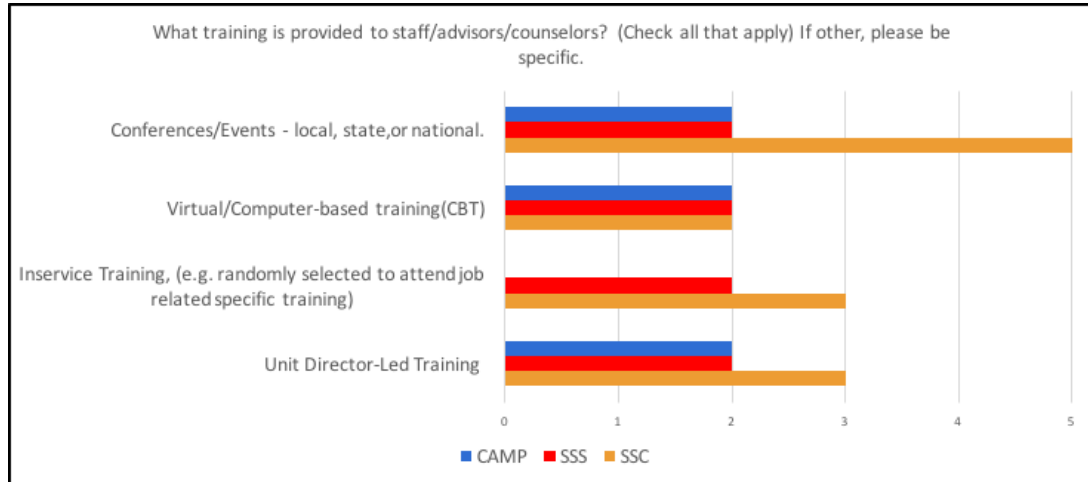
Figure 4.2. What training is provided to staff/advisors/counselors? (Check all that apply). If other, please be specific. (Total number of responses = 27: SSS = 8, CAMP = 6, SSC = 13)

The evaluators also sought to address participants' understanding of their

individual unit's contribution to retention. Both SSS and both CAMP members indicated

that their unit does track its contribution to improving retention rates while only two of

the seven SSC participants also indicated that their unit tracked its contribution to

improving retention rates. Three SSC members specified that the unit did not and two

were "unsure." As a follow up retention question, participants were asked to indicate

how their unit contributes to improving retention rates (see Figure 4.3). Both CAMP and

one SSS respondent showed they track "metrics of student/advisor/counselor/staff

interaction." One SSS and one SSC participant indicated that their respective units track

"retention as an agenda item during staff meetings" while two CAMP respondents

identified their unit does the same. Two participants chose "other" to include a short

answer: one SSS member wrote that they look at "continued enrollment and graduation"

and one SSC participant cited "student progress as an indicator of improving retention

rates. It is noted here that five SSC members chose not to answer this question.
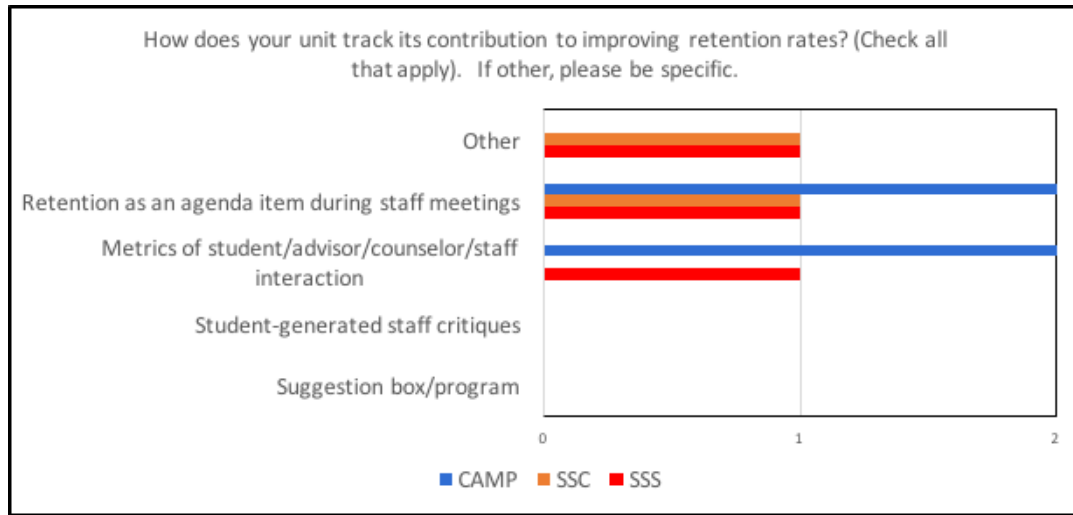
Figure 4.3. How does your unit track its contribution to improving retention rates? (Check all that apply). If other, please be specific. (Total number of responses = 9: SSS = 5, CAMP = 4, SSC = 4)

Once the respondents indicated how their units track their contribution to retention rates,

they were asked if specific targets are identified for each of their units. Both SSS and

CAMP members indicated "yes." Two SSC participants indicated "no" and another five

SSC members were "unsure" if their unit had identified specific retention targets.

Continuing with a focus on retention, the evaluators also enquired if students were

surveyed about the units' services. Both SSS respondents answered in the affirmative, as

did the two CAMP participants. Three SSC members indicated that the students are not

surveyed about their unit's services and four SSC members were "unsure" if students

were surveyed. Another follow up question enquired if the results of the student survey

are shared with their respective units. Both SSS and CAMP members responded that the

results of the survey are shared with their unit. SSC members did not answer this follow

up question as they had indicated that either the results were not shared or they were

"unsure" if the results of the survey were shared with their unit.

Participants were asked how their unit determines its effectiveness with regard to retention (see Figure 4.4). They could indicate more than one answer. If they also chose "other," they could elaborate further on their activities. Both SSS members responded that their unit utilized continuous student enrollment to determine their unit's effectiveness with regard to retention. They added two more comments as further indication of student retention: "We evaluate this to the DOE formally each year with our Annual Performance Report," and "Graduation and Transfer." Four SSC members denoted continuous student enrollment, two also specified an increase in advising requests was an indicator of their effectiveness in retaining students. However, out of the five SSC members who also chose "other," one wrote that it was "not applicable" one wrote that they were "unsure" how their unit determines its effectiveness; and another wrote "student persistence and graduation" as an indicator. A fourth listed "early intervention" and the fifth wrote, "I don't think its effectiveness regarding retention is really looked at – if it is, I can't think of how."
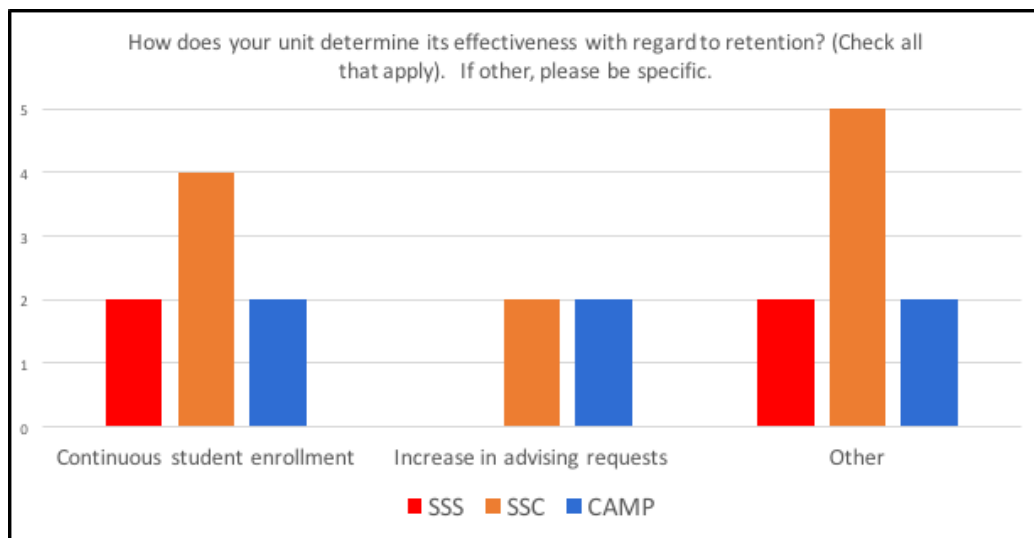
Figure 4.4. How does your unit determine its effectiveness with regard to retention? (Check all that apply). If other, please be specific. Total number of responses = 21: SSS = 4, CAMP = 6, SSC = 11)

The evaluators were also interested to know how often their units were assessed to determine effectiveness. As shown in Figure 4.5, both the SSS and two SSC members (36.4%) indicated that their unit was assessed annually and one SSC member and the CAMP unit (27.3%) identified each semester. Additionally, two SSC members noted that they were unsure (18.2%) of how often their unit assessed their effectiveness and two SSC members specified that their unit never assessed its effectiveness (18.2%).
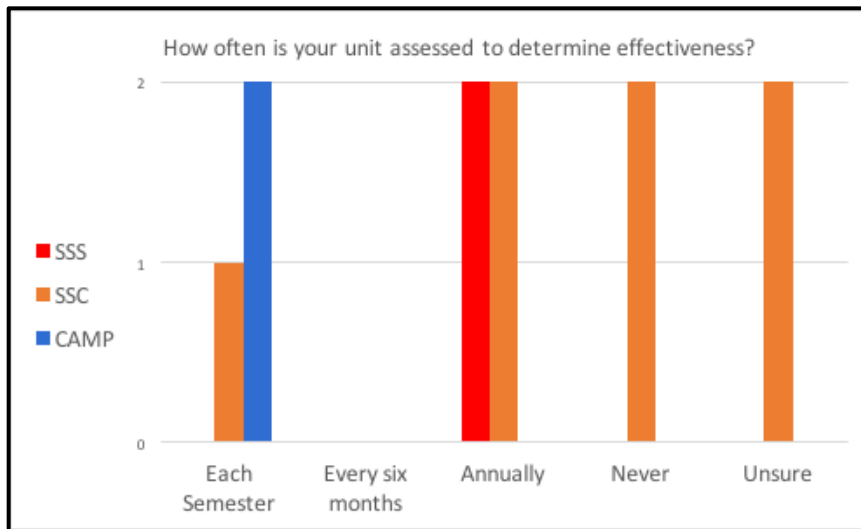
Figure 4.5. How often is your unit assessed to determine effectiveness?
(Total number of responses = 11: SSS = 2, CAMP = 2, SSC = 7)

As a final follow up to unit effectiveness, all eleven participants were asked how the results of an assessment were shared and or implemented (see Figure 4.6). They could choose more than one answer. Two SSS, two SSC and one CAMP participant (45.5%) indicated email from a supervisor. Two SSS, four SSC and two CAMP members (72.7%) listed that the results were shared in staff meetings. One SSS and two members from both SSC and CAMP (45.5%) indicated department/unit meetings. Additionally, one SSC member indicated that the results of an assessment were not shared (9.1%) but in the "other" section also added that they have "one-on-one meetings with the student to discuss/interpret results, if requested." Two SSC members (18.2%) indicated they were

unsure if the results were shared and another comment specified results were shared

during a "one-to-one meeting with my supervisor."
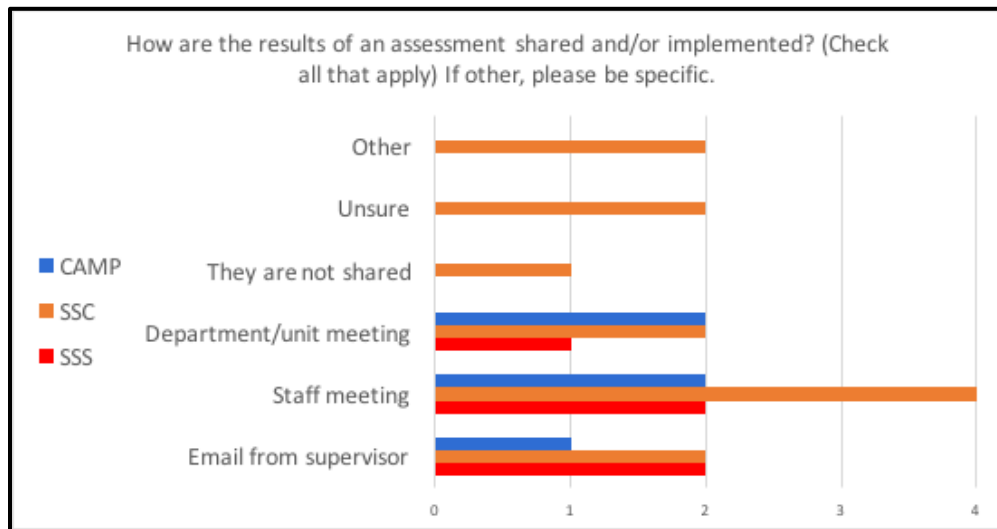
Figure 4.6. How are the results of an assessment shared and/or implemented? (Check all that apply). If other, please be specific. (Total number of responses = 23: SSS = 5, CAMP = 5, SSC = 13)

The evaluators were also interested in student participation in unit activities. A

question asked if students were required to participate in unit activities. One SSS

participant answered "yes" and the other indicated "no." Six SSC members indicated that

the students were not required to participate in unit activities while one member did

specify that they were. Both CAMP participants indicated that students were required to

participate in unit activities. As all units academically advise students on their course or

program completion, the evaluators were interested to ascertain the level of

understanding each unit has with regards to advising models (see Figure 4.7). They could

check as many options that applied to their unit and/or write a short answer if they chose

"other." One SSS respondent indicated that they use a "combination" of models and the

other specified "intrusive." Four SSC respondents were "unsure" of which advising

models their unit utilized, three members indicated a "combination" and two cited both

"intrusive" and "developmental" models were utilized in their unit. Both CAMP

participants reported that they used "intrusive", "developmental" and a "combination" of

advising models.
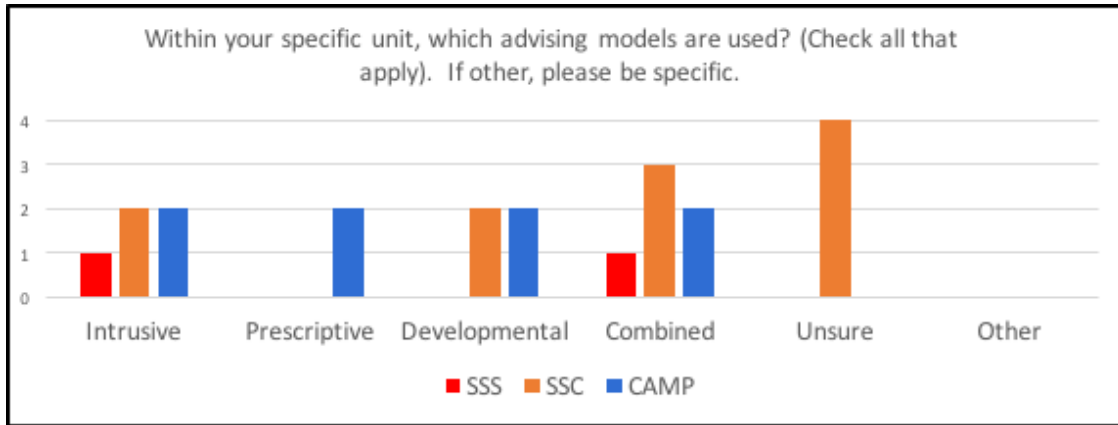
Figure 4.7. Within your specific unit, which advising models are used? (Check all that apply). If other, please be specific. (Total number of responses = 21: SSS= 2, CAMP = 8, SSC = 11)

In the next section, quantitative questions pertaining to advising models used, degree plan

completion for advisees, and department-specific (academic advising, career services,

financial aid and tutoring) questions are documented for each unit.

Department-Specific Results

Student Success Center (SSC)

The SSC is a Crowder department that serves all students according to the VP of

Student Affairs. The total personnel in the SSC unit number eight, of which only seven

responded to the survey. The Office of Disability Services (ODS) is also housed within

the SSC but functions independently of the SSC and serves all Crowder students. The

SSC unit has one coordinator, three academic advisors, one career services coordinator,

one full-time test proctor and one administrative assistant. Additionally, each of the

academic advisors holds dual duties: one specializes in tutoring; another specializes in

transfer advising; and, the other supports the testing center. SSC advisors provide some

financial aid advisement such as how to understand aid, loan options and how a person's

transcript (GPA and course completion rate) impacts their current and future financial aid

awards. However, students needing to complete their financial aid paperwork, i.e. their

Free Application for Federal Student Aid (FAFSA) are referred to the TRIO Educational

Opportunity Center (email from VP of Student Affairs January 12, 2016). According to

the SSC coordinator, everyone within the unit contributes to retention efforts "in some

respects." No further information on this contribution was given. However, it was

explained that the career services coordinator does work with the SSC personnel to

provide career assessment, job assistance and special events on campus. There is also

follow up with graduates in an effort to enquire about their employment or continuing

education status. This follow-up is conducted 180 days after graduation. The SSC

coordinator did point out that all staff members help with academic advising and student

enrollment. They "double check degree audits" and reach out to students "for various

reasons."

When asked for agency records, the SSC coordinator indicated that the unit does

not have any formal records, that it was a "work in progress," although it does have

"snippets of reports and presentations," and that the unit's formal annual report had never

been requested. Seven SSC members participated in the survey and of those, five

indicated they were academic advisors (71.4%). The other two were the career services

coordinator and the ODS. When asked if the unit had a mission statement as shown in

Figure 4.1, one participant answered "yes" (ODS), two academic advisors and the career

services coordinator answered "no" and three academic advisors answered "unsure."

 In the event that respondents answered "no" or "unsure," a follow up question asked if

the unit administrator had clearly communicated the goals for the unit. Of those seven

members, two answered "no" and five answered, "yes," as indicated in Figure 4.8.
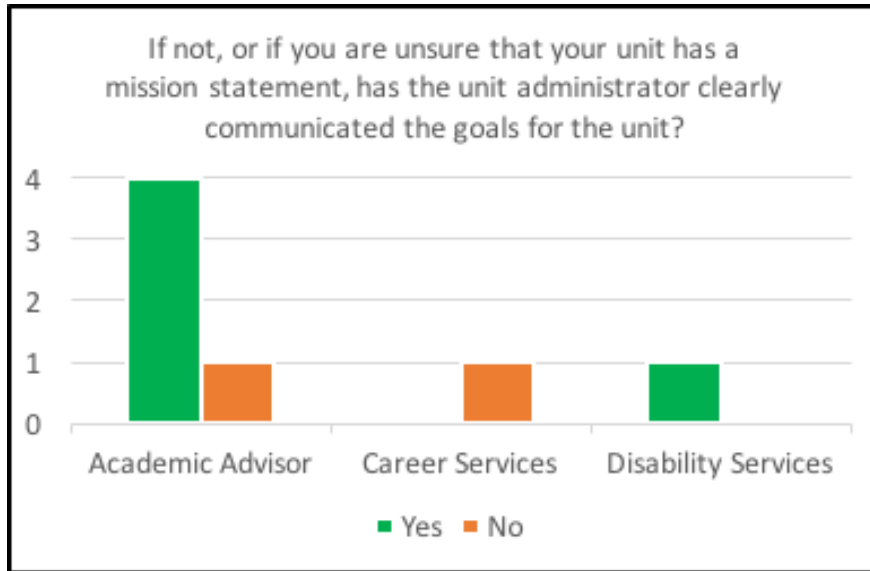
Figure 4.8. If not, or if you are unaware that your unit has a mission statement, has
the unit administrator clearly communicated the goals for the unit? (N=7)

However, the SSC coordinator did provide the previous mission statement when the unit

was named the Academic Resource Center (ARC). The ARC changed to the SSC when

the unit added more services. No date when the change occurred was given and no

information was provided on which services were added. The mission statement (see

Appendix G) indicates that the following services were offered for students: "tutoring,

academic guidance, testing accommodations, study skills workshops and quality Internet

resources." According to the SSC coordinator, "one could simply replace ARC with SSC

and the mission would largely be the same."

The SSC coordinator did share an issue her unit had with the survey. It was

revealed that several of the staff members do "more than just academic advising as part

of their position," and thought that several of the survey results may be "skewed." The

email ended with the comment, "it would have been nice to 'select all that apply' or

something similar." In response, the evaluators thanked the SSC coordinator for her

feedback and explained that the survey was designed to ask explicit questions pertaining

only to the evaluation of the four services (academic advising, tutoring, career services

and financial aid advisement) provided by each unit and that the first survey question

asked all participants to indicate the primary function of their unit.

If the participant chose 'other,' then the survey allowed them to write a short

description to explain their choice. Two participants wrote "all of the above," indicating

that all four services above are primary within their unit. One noted that he/she worked

in disability services, and another wrote, "all services related to retention, graduation, and

transfer." Of the total 11 respondents, five SSC members indicated academic advising,

one checked career counseling and the other disability services. In sum, all three units,

SSS, SSC and CAMP indicated that the primary function of their unit was academic

advising (54.5%) as shown in Figure 4.9.
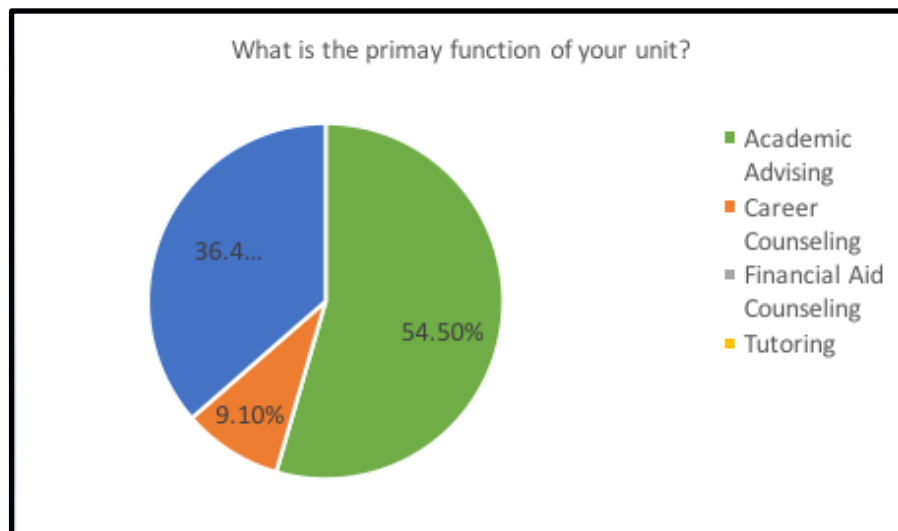
Figure 4.9. What is the primary function of your unit? (N=11)

Further, the SSC coordinator was informed that in the department specific section of the

survey, all unit participants (n=11) were asked to choose their department. Academic

advising yielded a 90.9% response rate while only 9.1% was career services. In other

words, 6 out of 7 SSC survey respondents (including the disability services coordinator)

indicated working in academic advising. The one non-academic advisor respondent was

from career services. In an effort to more fully address the SSC coordinator's concern

and to elicit a more thorough understanding of how the unit works, the evaluators

provided an alternative that would allow the participants to explain what their primary

responsibility was within the unit. They were invited to do so by email and also to clarify

the amount of time they spend on other responsibilities outside of their primary duties.

However, the evaluators did not receive any responses to this request and subsequently

were only able to report on the initial survey results for this section.

Additional requests for data on the services provided within the SSC were made

specifically asking for tutoring records showing number of hours tutored, number of

students served, student demand for tutoring assistance, placement of tutors in subject

areas, tutoring results, such as percentage of students receiving a passing grade as a result

of tutoring, training plans, training feedback and annual reports, etc. When once again

asked if the SSC has a mission statement, the VP of Student Affairs replied that the unit

does not have a "departmental mission statement but is assigned specific functions."

Additionally, it was clarified that the SSC does have some formative data they collect and

share but noted that, as the department is "very lean they don't maintain some regular

reports because of time constraints," (email from VP of Student Affairs, May 26, 2016).

The VP of Student Affairs did direct the SSC coordinator to share recent tutoring data

related to grades and any other data specifically for this evaluation with the evaluators,

but no records were shared.

Academic Advising

As six of the seven SSC respondents indicated they performed academic advising,

the following section focuses on this role. The career services coordinator answered

questions pertaining to his/her specific department and those answers appear separately

from this section. SSC participants were asked if they integrate academic advising with

career planning. As shown in Figure 4.10, four indicated that they do. One was "unsure"

and another conveyed that he/she did not.
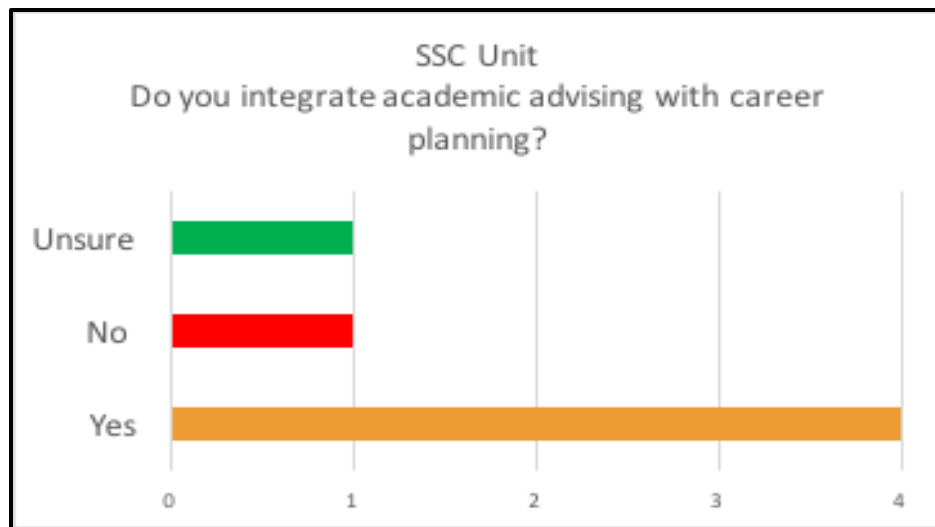
Figure 4.10. Do you integrate academic advising with career planning? (N=7)

When asked if they are required to map out a certification/graduation completion plan for

each of their advisees, four SSC members indicated that they are not required to do so

and two were "unsure." The evaluators enquired if members utilized predictive analytics

when advising students. Four SSC members indicated "no" and two were "unsure."

As six out of seven SSC members indicated they performed academic advising as

the primary function in their unit, they were asked what training is provided for advisors

(see Figure 4.13). Their choices were: unit director provides training, inservice training (e.g. randomly selected to attend job related specific training), virtual/computer-based training (CBT), and conferences/events-local, state or national. They could choose "all" or they could choose "other." If they chose "other," they were asked to be specific in their answer. Their answers were as follows: Unit director provides training = 3; Inservice training = 5; Virtual/CBT = 1; and Conferences/events = 4.
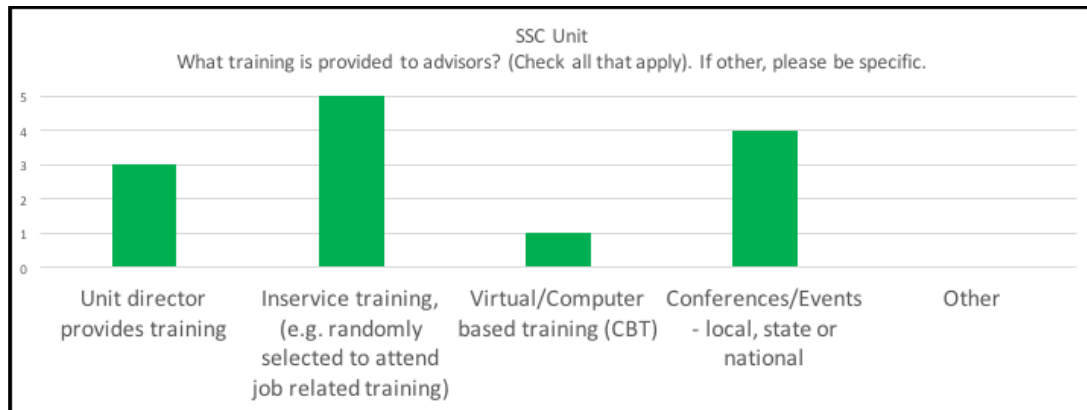
Figure 4.11. What training is provided to advisors? (Check all that apply). If other, please be specific. (Total number of responses = 13)

The final quantitative advising question asked if they use an online advising system. Two answered "yes," four checked "no" and one did not answer.

Career Services

The first question asked if career workshops are offered and the coordinator indicated that they are. When asked if the workshops are assessed, the participant denoted that they were not assessed. The evaluators were interested in whether the career services office utilizes computer-assisted career guidance software. The answer was "yes." The participant also indicated that the office does provide job-shadowing opportunities for students but when asked how many students participate in job shadowing, the respondent was "unsure." The final quantitative question asked if the unit

was required to record job placement for student graduates. The respondent indicated

that they were required to do so.

Student Support Services (SSS)

The SSS (Project NOW) unit consists of an Assistant Director and two Project

NOW Academic Coordinators. Only two SSS members participated in the survey, as

another member could not access the complete survey. The Assistant Director supplied a

mission statement to the evaluators (see Appendix E). When asked if the mission

statement was discussed with unit staff members, both respondents checked "yes" but

both also answered that the discussion was not documented. It was clarified that

Crowder's TRIO programs share "common mission and vision statements, along with

core values." It was also noted that the "entire staff" created the list of core values for the

unit. Their mission statement indicates that the unit is a TRIO program that "serves

students, promotes education" and is committed to success. The vision statement

indicates that they change lives "for generations to come through education." The ten

core values specify the following: student centered decision making, embracing honesty

and integrity, empowering students to take initiative and continue with their education,

improving the community, pursuing growth and learning, being good stewards of college

funds, solution focused and not problem focused, welcoming to all, open to change, and

going above and beyond to ensure student success.

Annual Performance Report

The SSS Assistant Director supplied the evaluators with that unit's Historic

Annual Performance Report (APR) Charts that detailed the Prior Experience Points

Summary for the following school years: 2011-2012, 2012 – 2013 and 2013- 2014 as

well as a Standard Objectives Assessment Summary for 2014-2015 (see Appendix I).

The SSS unit receives funding for 175 students over each academic year.

Although two tables are shown below for both 2013-2014 and 2014-2015

academic years, for this section the evaluators summarize the data for the most recent

academic school year, 2014-2015. Funding for all 175 students was approved and the

good standing approval target was set at 90% of those 175 students. However, 96.57%

actually attained good academic standing. The persistence target was set at 80% but the

unit actually attained 90.29% persistence rate. Their graduation target was approved at

40% but 45.74% of students actually graduated. The student transfer rate was approved

for 20% and they attained 27.66%.

Table 4.1 below is a comparison between the 2013-2014 and 2014-2015 academic

years that shows a drop in the graduation rate by 20.24% even though the persistence rate

for 2013-2014 was lower by 10%. According to the Assistant Director, the students enter

the program as a cohort and are tracked for four years. If a student sits out for a year and

then decides to return, they are not included in the retention and graduation numbers,

which may explain the decrease in the persistence rate (email from SSS Assistant

Director June 7, 2016).

Table 4. 1

SSS Unit Comparison of Academic Years 2013-2014 and 2014-2015

	2013-2014 Assessment Year				
	Number Funded	Academic Standing	Persistence	Graduation	Transfer
Approved Rate	100.00%	90.00%	80.00%	40.00%	20.00%
Attained Rate	100.00%	94.29%	80.00%	65.98%	30.93%

Table 4.1 cont.

2014-2015 Assessment Summary					
Approved Rate	100.00%	90.00%	80.00%	40.00%	20.00%
Attained Rate	100.00%	96.57%	90.29%	45.74%	27.66%

N = 175 2013-2014
N = 175 2014-2015

Academic Advising

Both participants from SSS indicated that their department or primary service offered was academic advising. When asked if they integrate academic advising with career planning, they both indicated that they do and that they were required to map out a certification/graduation completion plan for each of their advisees. When asked if they utilize an online advising system, one SSS member indicated they do not use an online system while the other member conveyed that they do use an online advising system.

The evaluators received the SSS unit's document on "Advice and Assistance in Post-Secondary Course Selection" (see Appendix J). The document outlined current practice and the unit's plan to improve services. In summary, current practice requires the SSS unit to track degree progress "for every program participant and maintain that documentation in each file." The unit advisors provide one-to-one enrollment services, conduct a degree audit and in-depth discussions on student career choice, help students to calculate time and outside obligations that will affect their studies, discuss personality and learning styles in relation to instructor preference, identify academic abilities and discuss test scores, advice on course transferability and transfer requirements for other institutions, and follow up on any questions/concerns that students may convey. Additionally, it was noted that the advisors have permission to enroll students directly

into the campus system and they encourage SSS students to pre-enroll so the advisors can register them into a class as soon as enrollment is open. The SSS unit believes this process plus intensive advisement "increases the likelihood of proper course placement; therefore increasing the probability of retention, graduation and successful transfer."

The SSS unit's plan to improve advising services begins with a strategy to implement a financial literacy component that should strengthen the students' post-secondary course selection process. The unit is sensitive to the fact that students do not receive a "cost itemization" until after they are enrolled for the semester. In other words, the time between enrollment and billing is lengthy and students may not be aware of all the financial obligations they have for that semester. The SSS unit admits that student "bad debt" and "loan default rates" at Crowder have radically increased. Therefore, the plan is to introduce a financial literacy program so students understand the consequences of "academic investment." The plan includes utilizing an Excel-based tool developed by Crowder that will provide SSS students with an "accurate cost estimate for enrolled courses." This includes all tuition and fees plus special course fees and books. To execute this, the SSS advisors will combine Federal Aid information, internal and external scholarship opportunities, and book buying and payment options. It is hoped that the tool will be able to address students' lack of financial preparedness as Crowder considers this to be one of the main causes students fail to complete their education.

College Assistance Migrant Program (CAMP)

The CAMP unit consists of three personnel: the Director, a CAMP Academic Counselor/Advisor and a CAMP Recruiter/Advisor. Only two members participated in the survey. Feedback from the CAMP staff regarding the survey indicated they felt the

survey was too long and they could not save their responses to return to it at a later date.

Unfortunately, Google Forms does not have an option that allows users to save their

responses and return to it later. Both participants did eventually complete the survey.

The CAMP Director supplied a mission statement (see Appendix F). When asked

if the mission statement was discussed with unit staff members, both respondents

checked "yes" and both answered that the discussion was also documented. Their

mission statement clearly stated that the unit will provide a "fully encompassed freshman

experience for migrant students that will propel them into successful college completion

and career attainment." The statement defined six services the CAMP office provides its

students: Outreach and Recruitment, Support and Instructional Services, Financial Aid &

Assistance, Counseling & Career Guidance, Academic Advising, Tutoring and

Mentoring.

As the CAMP office exists to serve only migrant students, they focus on

recruiting 45 students each fall semester for the program. CAMP funds provide support,

(i.e. medical insurance, room and board, tutoring, tuition and fees) for students' freshman

year. Participants also receive financial aid advisement to ensure they understand the

application process. CAMP staff focus on "school-life balance," and provide personal,

academic and career services to participants and also refer them to outside sources when

needed. CAMP students also receive academic advising to ensure they are placed into

the correct classes as a result of their pre-test that identifies their strengths and

weaknesses. Finally, CAMP students are also eligible to receive tutoring and mentoring

services. Tutoring is concentrated on "academic skill building," and student peer

mentoring is focused on advising students on their academic career and helping them acclimatize to the college setting.

Academic Advising

Both CAMP respondents identified academic advising as their department within the unit and when asked how often they meet with their students, both answered "once a week." Additionally, both affirmed that they integrated academic advising with career planning and are required to map out a certification/graduation completion plan for each of their students. However, both indicated that they did not use an online advising system.

Annual Performance Report and Final Performance Report Data

The CAMP director supplied the evaluators with a U.S. Department of Education Annual Performance Report (APR) and Final Performance Report Data Form for the reporting period of July 2014 – June 2015 (see Appendix K).

The number of students served was 45 and all were new participants, i.e. this was their first academic (freshman) year in a CAMP program. One student was a returning participant, which increased the number of students served in college courses to 46. At the end of the reporting period, 42 students were first academic year completers and four students withdrew from the program, yielding a 91.30% performance rate. The national target rate for this objective was 86%. Therefore, Crowder's CAMP unit exceeded the national target rate by 5.3%.

There were eight former CAMP students who graduated from college with Bachelor's degrees during the same reporting period and the number of former CAMP students who graduated with an Associate's degree during the same period was 17. Nine

CAMP students transferred to other institutions of higher education (IHEs) at this time as well. The number of CAMP students who completed their first academic year of college within one reporting period was 41 and only one student completed one year of college after more than one reporting period but within two reporting periods.

CAMP Project Student Participant and Information

This section of the report had to do with the "Supportive & Instructional Services and Financial Services provided only by CAMP funds and received by CAMP-enrolled students during the reporting period," and did not include other university or another entity's services provided to CAMP students (see Appendix K). Supportive and instructional services provided to CAMP students included: Counseling or guidance services which are defined as "personal, academic, and career services provided in support of school-life balance and other psycho-social aspects of college completion," tutoring "…in support of a specific curriculum, course, or course of study," mentoring or coaching, "advisory services provided in support of general academic career, health services and assistance with special admissions.

All 46 students received counseling or guidance services, 35 received tutoring and 46 were recipients of mentoring or coaching services. For the following financial services, 46 students received stipends, 46 received scholarships, 19 had help with transportation, 46 participated in career-oriented work-study, 46 had funding for books and supplies, 46 received tuition and fees, 27 received room and board, and 16 received community based scholarships. Total CAMP students enrolled during this reporting period were 16 male and 30 female. The number of students who were 21 years old or younger was 45 and one student was over 21 years old. Twenty-eight students required

placement in developmental or remedial courses, which do not count toward graduation.

First generation students (i.e. parents' education is at or below high school level)

numbered 33. Forty students were referred from the Migrant Education Program (MEP)

and accepted into CAMP; one was referred from the High School Equivalency Program

(HEP) and also accepted into CAMP. There were no students referred from the National

Farmworker Jobs Program (NFJP) but five were referred from other programs and

accepted into CAMP. Sixteen students received other financial services paid for by an

agency or program other than CAMP and two students were enrolled in an English as a

second language course.

Summary

The quantitative findings indicate that both CAMP and SSS units provided more

affirmative answers to survey questions with regard to student services. The SSC unit

provided more negative answers ("no" and "unsure") than SSS and CAMP; this supports

the statement by the SSC Coordinator that specific data on student retention and

persistence had never been requested of the unit. Additionally, the SSS unit provided

statistical data that spanned a four-year time period; CAMP provided one year of

performance reports and SSC provided none. The evaluators surmise that the greater

affirmative answers among SSS and CAMP is due to the grant-funded status of these

units and their requirement to maintain statistical data for reporting purposes.

Chapter 5

Qualitative Results

Analysis

A form of grounded theory was used in this study. Grounded theory is selected by evaluators when seeking to describe and understand a procedure or practice of a group of people and how they behave in certain environments, (Plano Clark & Creswell, 2010). For this particular project, evaluators sought to understand staff members' perceptions on the impact of retention at Crowder. In person interviews were not possible for this project as one of the evaluators was more than 290 miles distant from the respondents and the other evaluator had relocated to Germany; thus the usage of an electronic survey provided the best option.

The evaluator reviewed the electronic survey data for emerging themes and ideas and used the inductive process to code, categorize and establish relationships while reducing the interview. Initially, the evaluator read through each line and paragraph randomly highlighting and circling key descriptive words or phrases. Secondly, the evaluator read through the survey, taking note of repeated words, phrases, or themes. Third the evaluator began to group words, phrases and themes into categories noticing emergent patterns. The evaluator did not depend solely on allowing the themes to emerge but the evaluator sought to understand what new information was gained from the review of the text as well as the coding process, whether or not the participants shared common experiences consistent with the literature on best practices described by Seidman (2013). Thirteen open-ended questions are highlighted in this section and responses were provided by all three units. The SSC unit omitted one question, and both

CAMP staff members provided identical responses with the exception of one question

(See Table 5.0).

Table 5.0

Distribution of Responses for all Three Offices

Question	CAMP Responses	SSC Responses	SSS Responses
4. How does your unit build relationships?	2	7	2
7. How do you feel your unit contributes to retention efforts?	2	7	2
18b. How does this collaboration contribute to retention efforts?	2	3	2
22. What do you consider as best practices in terms of retention practices for your department? (Please be specific and avoid creating a list.)	2	7	2
1. What intrusive advising interventions are used? (You can make a list)	2	6	2
2. What prescriptive advising strategies are used? (You can make a list)	2	6	2
3. What developmental advising strategies are used? (You can make a list)	2	6	2
6. What areas/services in your opinion could be improved?	2	7	2
5b. If the results of the survey are shared with your unit, what changes have been made as a result of the survey?	2	0	2
3. What self-assessments for your unit are in place?	2	7	2
8. Describe the evaluation process for academic advisors?	2	6	2
10. What are the specified learning outcomes for advising? (You can make a list)	2	6	2
6. How do you incorporate technology into academic advising?	2	6	6

Findings and Interpretations

Several themes emerged from the electronic interview survey transcripts. Thirteen major themes were coded by the evaluators. Secondly, minor themes were teased from major themes. For the sake of this research, all thirteen interview results are of interest and will be discussed. The major themes that emerged are as follows: building relationships with students, contributions to retention, collaboration, best practices in retention, developmental, intrusive, and prescriptive advising, perceptions about improvements, service improvements, self-assessments, evaluation process for advisors, student outcomes, and technology in advising. The minor themes were also identified. The thirteen major themes and their relationship to 47 minor themes follow:

Major Themes

Building Relationships – staff members' method of building relationships

> **Minor Themes.**
>
> Building Relationships - academic support, academic programming, and technology
>
> Building Relationships - student focused rapport strategies

Contributions to retention – staff member's perceptions of how they contribute to retention

> **Minor Themes.**
>
> Contributions to retention – relationship building as a retention tool
>
> Contributions to retention – retention mindsets and guided objectives
>
> Contributions to retention tool – Quality of advisement and career advising
>
> Contributions to retention – Outreach and intervention strategies

Collaboration – staff members' perception of working with others

    Minor Themes.

    Collaboration – a valuable tool for student support

    Collaboration – student referrals, student academic progress, problem solving and outreach to other offices

Best Practices in retention – advisement, relationship, and intervention strategies

    Minor Themes.

    Best Practices in retention – advisement and intervention strategies

    Best Practices in retention – relational strategies

    Best Practices in retention – all programs and objectives

    Best Practices in retention - unsure

Developmental Advising – advising strategy that undergirds practice with students

    Minor Themes.

    Developmental advising - goal setting and career inventories

    Developmental advising - individual planning

    Developmental advising – academic support

Intrusive Advising – respondents identify intrusive advising in terms of assessment and accountability, interventions, personalization of appointments, and student advocacy

    Minor Themes.

    Intrusive advising – assessment and accountability

    Intrusive advising – interventions

    Intrusive advising – personalization of appointments

    Intrusive advising – student advocacy

Prescriptive Advising - keeping abreast of program requirements, academic support, and

building relationships with students.

    Minor Themes.

    Prescriptive advising – keeping abreast of program requirements

    Prescriptive advising – academic support

    Prescriptive advising – building relationships with students

Perceptions about improvements - technology, improve and increase student

knowledge base about career services, communication with other departments,

improvement mindset, and increase intervention when students are struggling, internal

support.

    Minor Themes.

    Perceptions about improvements - improve and increase student knowledge base

    about career services

    Perceptions about improvements - communication with other departments

    Perceptions about improvements - improvement mindset

    Perceptions about improvements - increase intervention when students are

    struggling.

    Perceptions about improvements – technology

    Perceptions about improvements – internal support for program

Service Improvements – workshops, additional campus transfer visits, Remind Text,

financial literacy

    Minor Themes.

    Service Improvements – workshops

Service improvements – additional campus transfer visits

Service improvements – Remind Text

Service improvements – financial literacy

Self-assessments – staff member's method of evaluation for individuals in the unit

Minor Themes.

Self-assessments – annual performance

Self-assessments – self-assessment

Evaluation process - department discussions

Evaluation process – annual student assessment

Evaluation process - none

Evaluation process for advisors – annual performance appraisal

Evaluation process-   department discussions

Evaluation process – annual student assessment

Evaluation process - none

Student Outcomes - student empowerment, exceed GPA requirements, degree

completion, and uncertainty

Student outcomes – student empowerment

Student outcomes – exceed GPA requirements

Student outcomes-   degree completion

Student outcomes- uncertainty

Technology in advising - Technology with advising – role in day to day operations,

support for students,

Minor Themes.

Technology in advising – Blackboard and MyCrowder

Technology – career development and exploration

Technology in advising – enrollment support

Findings and Analysis

The evaluators present in narrative form an analysis of thirteen major themes. Direct quotes from the electronic survey will be identified to support claims. Major and minor themes are first introduced followed by tables displaying minor themes. Narratives follow each table.

Relationship Building.

The major theme or code that emerges in the text is the theme of relationship building with students. When asked specifically what strategies are used to build relationships, respondents gave examples of strategies that fall into the category of academic support, programming services, and student focus orientation. There were eleven responses representative of all three offices (See Table 5.1).

Minor Themes.

Building Relationships - academic support, academic programming, and technology

Building Relationships -student focused rapport strategies

Table 5.1

Building Relationships

Minor Theme	Description	Example	Minor Theme	Description	Example
Building relationships academic support, programming, and technology	Academic services facilitate relationship building	Tutoring, advising, disability services (Participant 1, SSC, Spring 2016)	**Building Relationships – student focused rapport strategies**	Interacting with students on a personal relationship provide the vehicle to build relationships	Personal interaction meetings (Participant 2, SSC, Spring 2016)
	Events for students build relationships	We offer extensive event opportunities (for 2015-2016 we offered 56 unique workshops, went on several campus visits		Intake interview assist with relationship building	We conduct a 30 min-1 hr. "intake" to build rapport (Participant 1, SSS, Spring 2016)
	Community service and cultural trips serve as a vehicle for relationship building	Offered community service opportunities, and two major cultural trips (Participant 1,SSS, Spring 2016)		Student recognition and conversations with students are identified as key factors for relationship building and a value that is practiced by the office	We make a point to recognize students and engage in conversations outside of our offices and in the community (Participant 1, SSS, Spring 2016
	Technology serves as a vehicle for relationship building	We have our own Blackboard class, Facebook page, and Remind text service to keep in contact with students		Student meetings and the willingness to serve walk-in appointments serve to build relationships	We meet individually in our offices and welcome walk-ins (Participant 1, SSS, Spring 2016).

Table 5.1 cont.

	Interactions with students about tutoring, test proctoring and miscellaneous questions	Interaction with students as they request tutoring, test proctoring, and other questions throughout the semester (Participant 4-SSC, Spring 2016)		Personal contact seen as key to relationship building	We call students and email them, as well(Participant 1, SSS, Spring 2016)
	Program events deemed as tools for relationship building	Through CAMP ROCs Orientation Clinic, weekly meetings, monthly mandatory meetings, cultural events, college visits, workshops, Grade Check meetings (Participant 1-CAMP, Spring 2016) (Participant 2-CAMP)		Integrity of the Staff and follow-through with students are valued	The most effective relationship building is our integrity and follow-through. Students recognize this.(Participant 1, SSS, Spring 2016)
	Advisement tools and function of offices viewed as relationship building	Degree Planning, Follow-Up, Transfer Advisement, Career Advisement (Participant 6-SSC, Spring 2016)		Individual meetings build relationships	One-one-meetings (Participant 5, SSC, Spring 2016)
	Advising seen as a key to relationship building along with office hosting an event	Advising, getting involved with hosting events (Participant 7, SSC, Spring 2016)		Advisors are not only concerned with academic issues but with the social development of students the student personally and professionally builds relationships	We talk with our students; interact on a personal level as well as professional. (Participant 2, SSS, Spring 2016)

Table 5.1 cont.

				Holistic development cited as tool for relationship building	We get to know the whole student, not just their academics (Participant 2-SSS)
				Accountability through relationship is built on trust and integrity	Our students trust us to tell the truth, regardless of the pain it may cause. We want our students to succeed and they know that. We do what is best for the student and not always what is best for our program.
				The reputation of the office builds the relationship	Word of mouth (Participant 3, SSC, Spring 2016)

The evaluators noticed that within the context of relationship building was the

embedded theme of academic support, programming, and technology. Respondents

identified each component as vital in building relationships with students. First,

academic support is categorized into academic, career, and transfer advising. Academic

advisors provide degree audits, grade checks, mandatory and weekly meetings in

response to relationship building. Test proctoring, tutoring, and workshops were also

considered relationship tools. In addition to academic support, event programming and

technology are included as relational tools designed to connect with students. Event

programming is also cited and included cultural events, college visits, community

service, and an orientation clinic. Secondly, social media and technology were utilized to

engage students. Through the use of a Blackboard course, Facebook, and the Remind Text Service, respondents stay engaged with students.

Within the context of relationship building, the evaluators noted that the respondents repeatedly emphasized the importance of student focused rapport building strategies. Accountability and genuine interest in student academic and personal concerns were cited as important values. Respondents note that a one-hour intake was designed to build rapport and was followed by individual meetings with students: "We make a point to recognize students and engage in conversations outside of our offices and in the community of students."(Participant 1, SSS, Spring 2016).

Contribution to Retention.

When respondents were asked about "How do you feel your unit contributes to retention efforts," several strategies and practices were documented. Four minor themes emerge: relationship building, advising for success, career path advisement, and the implementation of intervention strategies. There were eleven responses representative of all three offices (See Table 5.2).

Minor Themes.

Contributions to retention – relationship building as a retention tool

Contributions to retention – retention mindsets and guided objectives

Contributions to retention tool – quality of advisement and career advising

Contributions to retention – intervention and strategies

Table 5.2

Contributions to Retention – Relationship Building

Minor Theme	Description	Example	Minor Theme	Description	Example
Contributions to retention – relationship building	Personalized attention identified as key to retention	Our one on one efforts keep students coming back, even if they feel as if they have failed at one portion of their education (Participant 1, SSC, Spring 2016)	**Contributions to retention – retention mindsets and guides objectives**	Retention is major objective for staff members.	One our major objectives is retention. (Participant 1, SSS)
	Relationship building and encouraging students to develop relationships with other students viewed as retention tool	All of our relationship building with students (and engaging them with each other) assists in retention (Participant 1, SSS, Spring 2016)		Perceives office as retention center	We are the retention hub (Participant 5, SSC, Spring 2016)
	Relationship building to identify potential barriers	We get to know our students in a holistic way which allows us to identify potential barriers to education (Participant 1, SSS, Spring 2016)		Program objectives are aligned to support high risk student retention	All of our program objectives and services contribute to the highest retention rate for the highest risk student population among all programs within the college (Participant 2, CAMP, Spring 2016)

Table 5. 2 cont.

	Relationship building through advisement.	We get to know students and advise them accordingly. (Participant, 2, SSS, Spring 2016)		Staff believes that the office has a great role in retention efforts	I think we contribute an enormous amount to retention efforts. (Participant 7, SSC, Spring 2016)
				Staff identifies a retention as the cornerstone of advising with the goodwill of students at the forefront	We advise for retention and always do what's best for the student with the big picture in mind (Participant 7, SSC, Spring 2016)

Contributions to retention – relationship building

Relationship building is highlighted as an essential tool that facilitates retention efforts. Various respondents identify relationship building as a strategy that will attract students to their offices. One respondent noted: "One on one efforts will keep students coming back even if they have failed at one portion of their education" (Participant 1, SSC, Spring 2016). Another respondent added: "We get to know our students in a holistic way which allows us to identify potential barriers to education." (Participant 1, SSS, Spring 2016). Finally one staff member, stated that relationship building was crucial to advisement process: "We get to know students and advise them accordingly" (Participant 2, SSS, Spring 2016).

Contributions to retention – retention mindsets and guided objectives

Retention mindset is identified by respondents as an objective that guides their practice. Retention is also identified as an integral part of the identity of the office: "We are the retention hub…." (Participant 5, SSC, Spring 2016). Another office member stated: "I think we contribute an enormous amount to retention efforts" (Participant 7, SSC, Spring 2016). Retention objectives appear to define and influence practice: "One of our major objectives is retention" (Participant 1, SSS, Spring 2016) noted by another office. "All of our program objectives and services contribute to the highest retention rate for the highest risk student populations…." (Participant 1, CAMP, Spring 2016). Respondents also appear to be student centric: "We advise for retention and always do what's best for the student with the big picture in mind" (Participant 7, SSC, Spring 2016).

Contributions to retention – quality of advisement and career advising

Academic advising and career advising are viewed as contributors to retention. Respondents appeared to be most concerned about the quality of advisement. Accuracy and intentionality are cited as critical for the successful student experience thus impacting degree completion. One respondent noted: "Numerous hours are spent advising students for success; options are explained for how to have the best experience" (Participant 1, SSC, Spring 2016). Another staff member stated: "We also advise for retention and always do what's best for the student with the big picture in mind" (Participant 7, SSC, Spring 2016). Another respondent added: "A student that is advised correctly and has a connection with someone they feel cares about their success has a better chance of completing their degree of choice" (Participant SSS 2,Spring 2016).

Secondly, career advisement is noted as an essential tool for retention (see Table

5.3). Students complete career assessments and are provided with career maps. One

respondent noted: "It's statistically proven that students who have clear path/goal are

more likely to stay in school - Career assessments help students find their path"

(Participant 2, SSC, Spring 2016).

Table 5.3

Contributions to Retention – Quality of Advisement and Career Advising

Minor Theme	Description	Example	Minor Theme	Description	Example
Contributions to retention-quality of advisement and career advising	Advising identified as key to retention	Numerous hours are spent advising students for success; options are explained for how to have the best experience (Participant 1, SSC, Spring 2016)	**Contributions to retention – intervention and outreach strategies**	Early Alert System identified as a retention tool	Our Early Academic Alert and Midterm grade check processes directly assist with retention (Participant 1, SSS, Spring 2016)
	Clear pathway to graduation identified as student's incentive to stay in school and Career assessments tied to self-discovery of major	It's statistically proven that students who have clear path/goal are more likely to stay in school- Career assessments help students find their path (Participant 2, SSC, Spring 2016)		Individualized tutoring identified as a retention tool	Our tutoring service is very individualized and greatly aids retention efforts (Participant 1, SSS, Spring 2016)
	Advisement and open door seen as retention tool	By properly advising the student and having an open door policy (Participant 3, SSC, Spring		Campus and community resources identified as retention tools	We link students to on campus and community resources (Participant 1, SSS, Spring 2016)

Table 5.3 cont.

	Intrusive advising recognized as key to retention to at-risk students	We also start with intrusive academic advising and support academically at-risk students (Participant, 5, SSC, Spring 2016)		Grant aid identified as retention tool	Our SSS program is also able to offer limited Grant Aid which has proven to retain students (Participant 1, SSS, Spring 2016)
	Staff identifies a retention as the cornerstone of advising with the goodwill of students at the forefront	We also advise for retention and always do what's best for the student with the big picture in mind (Participant 7, SSC, Spring 2016)		Disability support identified as retention code	Assisting students with accommodation event (Participant, 4, SSC, Spring 2016)
	Developing relationships with students aids in retention	We get to know the students and advise them accordingly (Participant 2, SSS, Spring 2016)		Faculty seen as retention tool	We receive faculty referrals regarding student concerns and follow up on them (Participant 5, SSC, Spring 2016)
	Correct advisement is a retention tool	A student that is advised correctly and has a connection with someone they feel cares about their success has a better chance of completing their degree of choice (Participant 2, SSS, Spring 2016)		Interventions for students facing academic and financial aid appeal and follow-up with students nearing graduation	Through Academic and Financial Aid Appeals: following up with students who are nearing graduation (Participant 6, SSC, Spring 2016)
				Early alerts are identified as a retention tool	We receive early alerts when students are missing class or are not being successful (Participant, 7, SSC, Spr, 2016)

Table 5.3 cont.

				Outreach to students is identified as a retention tool	We reach out to them to and try to provide services (Participant 7, SSC, Spring 2016)
					Not every student needs an AA transfer degree and not every student needs to be enrolled full-time. (Participant 2, SSS, Spring 2016)

Contributions to retention – intervention and outreach strategies

Intervention and outreach strategies are identified as proactive contributors of

retention for students with academic and financial concerns. One respondent noted that

the academic early alert system served as a retention tool: "Our Early Academic Alert

and Midterm grade check processes directly assist with retention" (Participant 2, SSS,

and Spring 2016). A similar response is noted in another office: "We receive early alerts

when students are missing class or are not being successful" (Participant 7, SSC, Spring

2016). Tutoring is viewed as a retention tool in the SSS office: "Our tutoring service is

very individualized and greatly aids retention efforts" (Participant 1, SSS, Spring 2016).

For students facing economic hardships, financial assistance is provided by one

office: One respondent noted: "Our SSS program is also able to offer limited Grant Aid

which has proven to retain students" (Participant 1, SSS, and Spring 2016), Another

office acknowledges that financial aid advisement is provided for students facing

academic and financial appeals and for students approaching graduation. A respondent

wrote: "Through Academic and Financial Aid Appeals: following up with students who

are nearing graduation" (Participant 9, SSC, Spring 2016).

Finally, respondents indicated that outreach and referrals were a part of retention.

Students were referred to various academic supports on campus and in the community:

"We link students to on campus and community resources" (Participant 1, SSS, Spring

2016).   Staff members were intentional in student outreach: "We reach out to them to

and try to provide services" (Participant 7, SSC, Spring 2016). Another office respondent

mentioned that they were responsive to faculty referrals: "We receive faculty referrals

regarding student concerns and follow up on them" (Participant 5, SSC, Spring 2016).

Best Practices in Retention

Respondents were asked about best practices in their respective departments.

Four dominant themes emerged from the data: academic advisement coupled with

intervention strategies, relationship building, all programs and objectives, and

uncertainty. There were eleven responses representative of all three offices (see Table

5.4).

Minor Themes.

Best Practices in retention – advisement strategies and intervention strategies

Best Practices in retention – relational strategies

Best Practices in retention – all program goals and objectives

Best practices in retention - unsure

Table 5 4

Best Practices in Retention

Minor Theme	Description	Example	Minor Theme	Description	Example
Best practices in retention- advisement strategies and intervention strategies	Scheduling influences retention	Productive scheduling from the beginning helps. (Participant 1, SSC, Spring 2016)	**Best practices in retention - relationship building strategies**	Personal contact influences retention	Follow-up calls tend to help them know that we are concerned and care. (Participant 1, SSC, Spring 2016)
	Timing of intervention is important for retention	Early intervention programs such as SLIPP help us to contact our students with problems early on. Time tutor matching (Participant 1, SSC, Spring 2016)		Personal connection and rapport with students	Connection to the students (Participant 3, SSC, Spring 2016)
	Through advising making sure that Making sure that students are aware of education and professional resources.	I think it is important to make all services available to students to help them determine an educational/professional direction and help them determine the paths to achieve it (what courses to take, what to major in, where to get that degree, internship possibilities job shadowing, etc.) (Participant 2, SSC)		Welcome atmosphere of office (?)	Our best retention practices is our program climate (Participant 1, SSS, Spring 2016)
	Quality of advising	Proper advisement (Participant 3, SSC)		Customer service using diverse contact methods to impact students	We work to provide a welcoming atmosphere where each student is looked at and supported individually. Our diverse and persistent contact methods (in person, phone, email, text, newsletter, handwritten cards) allows us to

Table 5.4 cont.

				Customer service using diverse contact methods to impact students	effectively reach students and intervene as needed to improve retention (Participant 1, SSS, Spring 2016)
	Best practices in advising	Quality academic advising (Participant 5, SSC)		Personal contact	Making a good personal connection with students (Participant 5, SSC, Spring 2016)
	Documentation of student meetings	Documenting interactions (Participant 5, SSC)		Customer Service	Great student services (Participant 5, SSC, Spring 2016)
		Academic advising is best on campus (Participant 6, SSC)		Genuine interest in students	All staff members have a genuine interest in retention of our students (Participant 6, SSC, Spring 2016)
	Treating students as individuals	Advising for the individual student and not advising everyone the same (Participant 7, SSC)		Relationship building	Getting to know our students (Participant 2, SSS, Spring 2016)
	Intrusive advising	Our students trust us to tell the truth, regardless of the pain it may cause. We want our students to succeed and they know that. We do what is best for the student and not always what is best for our program. (Participant 2, SSS)	All programs and objectives Uncertainty		All programs and objectives (Participant 1 & 2, CAMP) Unsure (Participant, 4, SSC, Spring 2016)

Best practices in retention – advising coupled with intervention strategies

Advising strategies and intervention practices are cited as best practices. Development, intrusive and prescriptive strategies were identified as part of their daily practice. One respondent noted that the developmental approach involved concern for the individual student: "Advising for the individual student and not advising everyone the same" (Participant 7, SSC, Spring 2016). Another respondent noted that best practices in prescriptive advising included documentation of student appointments: "Documenting interactions" (Participant 5, SSC, Spring 2016). Another respondent in the same office noted that it was important to inform students about both educational and professional opportunities in the form of internships and job shadowing:

> I think it is important to make all services available to students to help them determine an educational/professional direction and help them determine the paths to achieve it (what courses to take, what to major in, where to get that degree, internship possibilities job shadowing, etc. (Participant 2, SSC, Spring 2016).

Additionally, a respondent from the same office mentioned that early intervention was necessary to identify academic concerns: "Early intervention programs such as SLIPP help us to contact our students with problems early on" (Participant 5, SSC, Spring 2016).

Best Practices in retention – relationship building

Relationship building strategies were identified as best retention practices. Two dominant themes within relationship building are: customer service and the ability to effectively communicate with students providing quality customer service. Customer

services strategies included phone calls, the creation of a welcoming environment, and

communicating a sense of liking for the student. One respondent noted:

> Our best retention practices are our program climate. We work to provide a
>
> welcoming atmosphere where each student is looked at and supported
>
> individually. Our diverse and persistent contact methods (e.g. in person, phone,
>
> email, text, newsletter, handwritten cards) allows us to effectively reach students
>
> and intervene as needed to improve retention (Participant 1, SSS, Spring 2016).

Another office also noted the importance of relationship building: "Follow-up calls tend

to help them know that we are concerned and care" (Participant 1, SSC, Spring 2016).

Best Practices in retention – all program goals and objectives

Two respondents from the same office echoed the same response citing all

programs and services as contributing to retention but noting no specifics: **:** "All

program goals and objectives" were considered as best practices for the program.

(Respondent 1, Respondent 2, CAMP, Spring 2016).

Best Practices in retention – uncertainty

One respondent noted that they were "unsure" about best retention practices

(Participant 4, SSC. Spring 2016).

Collaboration

Respondents were asked to describe collaboration efforts for their office. Two

major themes emerge from the data. Respondents either described the value of

collaboration or elaborated on specific partnerships with other offices. There were eight

responses from all three offices. Four SSC staff members did not answer this question

(see Table 5.5).

Minor Themes.

Collaboration – a valuable tool for student support

Collaboration – student referrals, student academic progress, problem solving and

outreach to other offices

Table 5.5

Collaboration

Minor Theme	Description	Example	Minor Theme	Description	Example
Collaboration – a valuable tool for student support	Collaboration identified student needs	By sharing ideas, we get a better world view of what students need to be successful and how we can serve them (Participant 1, SSC, Spring 2016)	**Collaboration – Student referrals, student academic progress, problem solving and outreach to other offices**	Collaboration through referrals from other offices for intrusive advising	We receive numerous referrals from the SSC for students needing intrusive advisement and follow-up. (Participant 1, SSS, Spring 2016)
	Gives opportunity to provide service for more students and assists students with involvement and future opportunities after leaving Crowder	Reaches more students and increases opportunities for campus involvement and exposure possibilities after finishing Crowder (Participant 2 SSC, Spring 2016)		Training, tutoring referrals involve collaboration	We also collaborate with the SSC on training, tutor referrals, and campus visits. (Participant 1, SSS, Spring 2016)
	Gives opportunity to provide advisement or assistance for undeclared students or other nonacademic assistance	We are able to catch students who are unsure of their degree path, have social issues, and need an extra hand (Participant 2, SSS, Spring 2016)		Problem solving with SSC and SSS yields results	We problem solve student issues with the SSC. This has allowed us to improve the quality of our retention services in SSS. (Participant 1, SSS, Spring 2016)
	Collaboration impacts retention	When multiple staff members care about a student, it helps to establish different points of contact and retention. For example, we meet with housing students to let them know about financial costs of living examples, we meet with athletic teams in regard to enrollment/ advisement/financial aid. Our department does more than just academic advise, we are like life success		Strained relationship prevents collaboration	We work in a limited capacity with the CAMP program, Our relationship is rather strained We are located in close proximity and we get to know CAMP students very well, as a result. We recruit students into our program to offer a broader base of support to ensure continuation of services after CAMP assistance

Table 5.5 cont.

		coaches. (Participant 5, SSC, Spring 2016)			is no longer available. (Participant 1, SSS, Spring 2016)
				Collaboration with other offices	When multiple staff members care about a student, it helps to establish different points of contact and retention. For example, we meet with housing students to let them know about financial costs of living examples, we meet with athletic teams in regard to enrollment/advisement/financial aid. Our department does more than just academic advise, we are like life success coaches. (Participant 5, SSC, Spring 2016)
				Collaboration involves sharing resources	Shared resources and information as well as collaborate with other units for school programming (Participant 1& 2, CAMP Spring 2016)
					Making sure the other department knows about progress of their students and refers back to them when necessary. (Participant 6, SSC, Spring 2016)

Collaboration - a valuable tool for student support

Some respondents elaborated on the value of collaboration and the impact on

student success. In terms of value, one respondent wrote: "By sharing ideas, we get a

better world view of what students need to be successful and how we can serve them"

(Participant 1, SSC, Spring 2016). Another respondent indicated that collaboration

contributed to a greater impact and utilization of services yielding future job

opportunities for student: "Reaches more students and increases opportunities for

campus involvement and exposure possibilities after finishing Crowder" (Participant 2,

SSC, Spring 2016). Another respondent cited that collaboration was critical for

identifying the needs of students: "We are able to catch students who are unsure of their

degree path, have social issues, and need an extra hand" (Participant 2, SSC, Spring

2016).   Finally, a respondent mentioned that collaboration was seen as a retention tool:

"When multiple staff members care about a student, it helps to establish different points

of contact and retention" (Participant 2, SSS, Spring 2016).

Collaboration – student referrals, student academic progress, problem solving and

outreach to other offices

First, collaboration is defined as student referrals by one respondent: "We receive

numerous referrals from the SSC for students needing intrusive advisement and follow-

up" (Participant 1, SSS, Spring 2016). Secondly, training, tutor referrals, and campus

visits are also noted: "We also collaborate with the SSC on training, tutor referrals, and

campus visits" (Participant 1, SSS, and Spring 2016). In another office, a respondent

wrote that collaboration involved sharing student academic progress reports with other

offices: "Making sure the other department knows about progress of their students and

refer back to them when necessary" (Participant 5 SSC, Spring 2016).

Collaboration is viewed as a tool to problem solve: "We problem solve student

issues with the SSC. This has allowed us to improve the quality of our retention services

in SSS" (Participant 1, SSS, Spring 2016). Finally, a respondent mentioned that

collaboration took place on campus with other offices: "…we meet with housing

students to let them know about financial costs of living examples, we meet with athletic

teams in regard to enrollment/advisement/financial aid. Our department does more than

just academic advise, we are like life success coaches" (Participant 5, SSC, Spring 2016).

Advising Strategies

Respondents were asked specifically about the utilization of developmental, intrusive, and prescriptive advising strategies. All three strategies were identified. There were ten responses noted for this question.   Three respondents from the SSC office cited "unsure" or "n/a" as a response. One respondent from SSC chose not to respond. Developmental advising will be highlighted (see Table 5.6).

Developmental Advising – an advising strategy that undergirds practice with students

    Minor Themes.

    Developmental advising-   goal setting and career inventories

    Developmental advising-   individual planning

    Developmental advising –   academic support

Table 5.6

Developmental Advising Strategies

Minor Theme	Description	Example	Minor Theme	Description	Example
Developmental Advising Strategies – goal setting, and career inventories	Goal setting and career inventories are viewed as developmental advising strategies	Goal Achievement Plans (GAPs), Career Inventories and Assessments (Participant 1, 2, CAMP, Spring 2016)	**Developmental Advising Strategies – individual planning**,	Individualized appointments are conducted with a developmental orientation	Our PSPs (conducted each semester) and all individualized appointments are conducted with developmental advising strategies in mind. (Participant 1, SSS, Spring 2016
	Goal setting and long term planning with students	Learning the student's ultimate goals and creating a long-term plan with them as well as individual steps for achieving it (Participant 7, SSC, Spring 2016)	**Developmental Advising Strategies Academic support**	Academic support	Tutoring, paper reviews, Adult Educational Learning, (Participant 2, SSS, Spring 2016)

Developmental Advising

When identifying developmental advising strategies, three themes emerged from the data: goal setting and career inventories, individual planning meetings with a developmental focus, and academic support. A respondent indicated that goal setting was a part of individual appointments: "Our PSPs (conducted each semester) and all individualized appointments are conducted with developmental advising strategies in mind" (Participant 1, SSS, Spring 2016).

Another office cited the importance of assisting students with individual goal setting as developmental advising: "Learning the student's ultimate goals and creating a long-term plan with them as well as individual steps for achieving it" (Participant 7, SSC, and Spring 2016). Two respondents from another office identified the same response: "Goal Achievement Plans (GAPs), Career Inventories and Assessments" (Participant 1 & 2, CAMP, Spring 2016). Finally, academic support is also identified as a developmental advising strategy: "Tutoring, paper reviews, and adult education learning" (Participant, 2, SSS, Spring 2016).

Intrusive Advising

Four themes emerge in responses about the implementation of intrusive advising strategies. Respondents identify intrusive advising in terms of assessment and accountability, interventions, personalization of appointments, and student advocacy (see Tables 5.7 and 5.8). There were ten responses representing all three offices. One SSC participant identified "n/a" as a response and one SSC staff member did not answer the question.

    Minor Themes.

    Intrusive advising – assessment and accountability

    Intrusive advising – interventions for at risk students

    Intrusive advising – personalization of appointments

    Intrusive advising – student advocacy

Table 5.7

Intrusive Advising Interventions – Assessment and Accountability

Minor Theme	Description	Example	Minor Theme	Description	Example
Intrusive advising – assessment and accountability	Assessments used as interventions	Assessments (CAPS, COPS, COPES: MBTI, ACT Learning Styles); intensive interviews and intake conducted with open-ended questions semester goal setting with our Personalized Success Plan; (Participant 1, SSS, Spring 2016)	**Interventions and advising at risk students**	Early alert and Midterm checks	Early Alert process and Midterm grade checks; on campus and off campus referrals;(Participant 1, SSS, Spring 2016)
	Strengths-based approach	Getting to the students strengths, weaknesses, and ultimate goals and advising based on this. (Participant 7, SSC, Spring 2016)		Working with students who have been suspended	Suspension Advising (Participant 3, SSC, Spring 2016)
	Keeping student accountable	Asking the student hard questions that cannot be answered with a yes or no. Being honest with students. (Participant, 2, SSS, Spring 2016) Grade Checks and At risk Interventions (Participant 1& 2, CAMP, Spring 2016)		Perceived as tool mainly for at risk students	Intrusive advising is mostly for academically at-risk students (Participant 4, SSC, Spring 2016)

Table 5.8

Intrusive Advising – Personalization of Appointments

Minor Theme	Description	Example	Minor Theme	Event	Example
Intrusive advising – personalization of appointments	Personalized advising and holistic development approach	Individualized enrollment appointments that look at the whole student and outside obligations;(Participant 1, SSS, Spring 2016)	**Intrusive advising – student advocacy**	Student advocacy and referrals	Student advocacy on and off campus; referrals to other services to further link students with campus(Participant 1, SSS, Spring 2016)

Respondents identify intrusive advising as: assessment and accountability, interventions, personalization of appointments, and student advocacy. One respondent noted that they were unable to answer the questions because their department was not included; however, all departments were included in the qualitative questions.

One respondent stated that students are regularly assessed by intrusive questions: "Getting to the students' strengths, weaknesses, and ultimate goals and advising based on this" (Participant 7, SSC, and Spring 2016). Another office staff member holds students accountable through open ended questions: "Asking the student hard questions that cannot be answered with a yes or no" (Participant 2, SSS, Spring 2016).

An additional form of assessment is student inventories. One respondent identified several types of student assessments: "Assessments (CAPS, COPS, COPES: MBTI, ACT Learning Styles); intensive interviews and intake conducted with open-ended questions semester goal setting with our Personalized Success Plan" (Participant 1, SSS, Spring 2016). Additionally, individualized enrollment appointments are again cited as well: "Individualized enrollment appointments that look at the whole student and outside obligations…." (Participant 1, SSS, Spring 2016).

Academic interventions are used in describing intrusive advising: Participant 1, SSS (Spring 2016) stated that the "…early alert process and midterm grades" were used as intrusive advising. Secondly, one respondent noted: "Intrusive advising is mostly for academically at-risk students" (Participant 4, SSC, Spring 2016). Another respondent in the same office stated: "Suspension advising" as intrusive. (Participant 3, SSC, Spring 2016).

Lastly, referrals were identified as an intrusive strategy: "Advisors also make referrals: "…on campus and off campus referrals." Another advisor stated: "Student advocacy on and off campus; referrals to other campus services to further link students with campus."

Prescriptive Advising

When asked about prescriptive advising strategies, participants identified three themes: advisors must keep up to date with program requirements, advisors must be knowledgeable about various majors, and advisors must provide support. There were ten responses from all three offices with four participants in SSC identifying "unsure" as a response and one respondent from the SSC office did not respond (see Table 5.9).

Minor Themes.

Prescriptive advising – keeping abreast of program requirements

Prescriptive advising – academic support

Prescriptive advising – building relationships with students

Table 5.9

Prescriptive Advising

Minor Theme	Description	Example	Minor Theme	Description	Example
Prescriptive Advising – keeping abreast of program requirements	Advisors are kept abreast of current updates and communication with other departments with students at the forefront	Our team is kept up to date on college and course changes and every effort is made to communicate effectively across campus for the betterment of services to our students (Participant 1, SSS, Spring 2016)	**Prescriptive advising – academic support**	Tutoring, Study Hall, Focus Groups are viewed as prescriptive	Tutoring (one-on-one and/or group sessions), Mandatory Study Hall, Focus Group (Participant 1, CAMP, Spring 2016)
	Accuracy and broad knowledge base are viewed as prescriptive	Knowing a wide variety of majors and being able to provide an accurate plan for the student (Participant 7, SSC, Spring 2016)			
Minor Theme			**Description**		**Example**
Prescriptive advising – building relationships with students			Holistic approach to advising with student at the forefront		This way we can tell if a student is not taking care of themselves, eating, or stressed. Emotions can become overwhelming and this could be the first time that students have been depressed, stressed, or overwhelmed. (Participant 2, SSS, Spring 2016)
			Relationship building identified as prescriptive		Getting to know the student. (Participant 2, Spring 2016)

Respondents noted that prescriptive advising impacted student success: "Our team is kept up to date on college and course changes and every effort is made to communicate effectively across campus for the betterment of services to our students" (Participant 1, SSS, Spring 2016). The breadth of advising knowledge is also deemed important: "Knowing a wide variety of majors and being able to provide an accurate plan for the student" (Participant 7, SSC, Spring 2016).

Secondly, academic support is identified as a prescriptive advising strategy. One respondent identified several academic services: "Tutoring (one-on-one and/or group sessions), Mandatory Study Hall, Focus Group" (Participant 1, CAMP, Spring 2016). Finally, relationship building is included as a prescriptive advising strategy: "Getting to know the student...This way we can tell if a student is not taking care of themselves, eating, or stressed. Emotions can become overwhelming and this could be the first time that students have been depressed, stressed, or overwhelmed" (Participant 2, SSS, Spring 2016).

Current Assessment

Respondents were asked to identify current assessments for individual units. Five main responses were provided. Assessments were described as an annual performance assessment, self-assessments, department discussions within the office, student surveys and none (see Table 5.10), There were eleven responses representative of all three offices.

Self-assessments – staff member's method of evaluation for individuals in the unit

Minor Themes.

Self-assessments – annual performance

Self-assessments – self-assessment

Evaluation process - department discussions

Evaluation process – annual student assessment

Evaluation process - none

Table 5.10

Annual Performance Evaluation

Minor Theme	Description	Example	Minor Theme	Description	Example
Annual performance evaluation	Annual Evaluations	Annual Evaluations (Participant 1, SSS; Participant 1&2, CAMP; Participant 6&7, SSC, Spring 2016)	**Department discussions**	Discussion among staff about areas which need improvement	Discuss positives and areas of improvement (Participant 1, SSS, Spring 2016)
Minor Theme	Description	Example	Minor Theme	Description	Example
Student surveys	Student surveys used as assessment piece	We survey students every year(Participant 2, SSS, Spring 2016)	**Self-evaluation**	Self-evaluation is used	We self-evaluate our procedures (Participant 1, 2, 5, & 6, SSC; Participant 1& 2 CAMP; Spring 2016)
Student career assessment	Kuder Journey Career assessment	Kuder Journey Career Assessment (Participant 2 & 6, SSC, Spring 2016)	**None**	Participants state there are no assessments	(Participant 3,4, SSC, Spring 2016)

One respondent noted: "Our formal self-assessments the take form of annual

evaluations, informally, we are a small staff and discuss positives and some areas of

improvement after completion of every activity. We meet annually for a more formalized

staff retreat, as well (Participant 1, SSS, and Spring 2016). Two staff members identify

career assessments for students as part of the evaluation process: "Kuder Journey Career

Assessment" (Participant 2, 6, SSC, Spring 2016). Another staff member stated: "We

utilize self-assessment along with an assessment from our boss (Participant 1, SSC,

Spring 2016). Two other staff members state that there are no assessments: "None"

(Participant 3, 4, SSC, Spring 2016). Both CAMP participants state: "Self-assessments

include self-performance appraisals, and annual performance reports" (Participant 1, 2,

CAMP, Spring 2016).

Evaluation for Advisors

Respondents were asked to describe the evaluation process for advisors (See

Table 5.11). Respondents overwhelmingly stated that evaluations took place on an

annual basis by the director or division, and through informal evaluations by students

Ten responses were noted with two respondents from the SSC office identified "N/A" as

a response.

Minor Themes.

Evaluation process - annual performance appraisal and director

Evaluation process - student affairs division

Evaluation process - informal survey by students

Table 5.11

Evaluation Process

Minor Theme	Description	Example	Minor Theme	Description	Example
Evaluation process – annual performance appraisal	Annual evaluations	Yearly evaluation (Participant 3, SSC, Spring 2016)	**Student Affairs Evaluation**	Annual evaluations mandated by student affairs division	One-on-one evals once a year when mandated by the student affairs division (Participant 5, SSC, Spring 2016)
	Performance appraisals	Annual performance appraisals based on job description and program goals and objectives (Participant 1, 2, CAMP, Spring 2016)			
	Annual evaluation	Evaluation by director (Participant 6, SSC, Spring 2016)			
	Annual evaluation	Yearly evaluation performed by advisor and supervisor (Participant 7, SSC, Spring 2016)			
	Annual evaluation	I am evaluated once a year during job performance evaluations (Participant 2, SSS, Sping 2016)			

Minor Theme		Description		Example	
Informal student evaluation		Informal evaluations and annual performance appraisals		Evaluated informally by students and formally on an annual basis (Participant 1, SSS, Spring 2016)	

Respondents were asked to describe the evaluation process for advisors. Respondents overwhelmingly stated that evaluations took place on an annual basis by the director or division, and through informal evaluations by students. One respondent noted: "One-on-one evals once a year when mandated by the student affairs division" (Participant 5, SSC, Spring 2016). Two respondents noted that annual performance appraisals were in place: "Annual performance appraisals based on job description and program goals and objectives" (Participant 1, 2, CAMP, Spring 2016). Finally, one respondent noted that students evaluate staff informally: "Evaluated informally by students and formally on an annual basis' (Participant 1, SSS, Spring 2016).

Service Improvements.

Staff members identified improvements that were made as a result of student surveys. Five themes were identified: workshop improvement, additional campus visits, technology improvements, financial literacy, and team approach. There were four responses with participation from the CAMP and SSS offices. There were no responses from SSC.

Minor Themes

Service improvements – workshops

Service improvements – additional campus transfer visits

Service improvements – Remind Text

Service improvements – financial literacy

Service improvements – team approach

Table 5.12

Workshops

Minor Theme	Description	Example	Minor Theme	Description	Example
Workshops	Staff identifies workshop improvement as response to survey	We have worked to improve our workshop offerings and altered our cultural trips (Participant, 1, SSS, Spring 2016)	**Transfer visits**	Accommodate student needs by adding additional transfer visit	We have incorporated additional campus transfer visits to accommodate needs outside of our standard routine. (Participant 1, SSS, Spring 2016)
	Workshop improvements identified as response to survey	We have improved our workshop curriculum (Participant 2, SSS, Spring 2016)).			
Minor Theme	Description	Example	Minor Theme	Description	Example
Technology	Implementation of text service to remind students about appointments or dates?	We incorporated Remind Text as a result of the survey (Participant 1, SSS, Spring 2016)	**Financial literacy**	Individual financial literacy identified as response to improvements	We have implemented financial literacy that is geared towards each student, not as a group. (Participant 2, SSS, Spring 2016)
Minor Theme			Description		Event
Team Approach			Team must approve and identify necessary improvements		We take into consideration comments made and discuss, as a Team, and if appropriate, we implement them.(Participant 1, 2, CAMP, Spring 2016)

Two respondents indicated that workshop offerings were improved but specific changes were not mentioned: "We have improved our workshop curriculum" (Participant 2, SSS, Spring 2016). "We have worked to improve our workshop offerings and altered our cultural trip offerings" (Participant 1, SSS, Spring 2016). Improvements in transfer visits were noted: "We have incorporated additional campus transfer visits to accommodate needs outside of our standard routine" (Participant 1, SSS, Spring 2016).

In terms of technology, a respondent noted that a text service was implemented for students: "We incorporated Remind Text as a result of the survey" (Participant 1, SSS, Spring 2016). Another respondent identified improvements in financial literacy: "We have implemented financial literacy that is geared towards each student, not as a group" (Participant 2, SSS, Spring 2016).

Finally, the CAMP staff wrote that a team approach is used to identify improvements: "We take into consideration comments made and discuss as a team and if appropriate, we implement them" (Participant 1, 2, CAMP, Spring 2016)

Perceptions about Improvements

When asked about areas and services that could be improved, respondents identified five primary areas: technology, student knowledge base with career services, and timely intervention process for students, communication with other departments, more internal support, and an overall awareness and improvement mindset (see Tables 5.13 and 5.14). There were 11 responses representative of all three offices.

Minor Themes.

Perceptions about improvements – technology

Perceptions about improvements - improve and increase student knowledge base

about career services

Perceptions about improvements - communication with other departments

Perceptions about improvements - improvement mindset

Perceptions about improvements - increase intervention when students are

struggling

Perceptions about improvements – internal support for program

Table 5.13

Perceptions about Improvements – Technology

		Event	Minor Theme	Description	Event
Perceptions about improvements -technology	Computer maintenance or upgrade	Our computers are slow causing the students to have printing/research lines(Participant 1, SSC, Spring 2016)	**Student knowledge about career opportunities**	Build student knowledge Career Services and inroads in the community to create internship opportunities for students	Increased student awareness about Career Services; improved relationships with area businesses to create consistent/systematic internship/job opportunities (Participant 2, SSC, Sprig 2016)
Minor Theme		**Description**		**Event**	
Communication		Communication in the department or other departments		Communication (Participant 3, SSC, Spring 2016)	

Table 5.14

Improvement Mindset

Minor Theme	Description	Event	Minor Theme	Description	Event
Improvement mindset	All areas need improvement	All of our areas could use improvement. We are constantly seeking ways to keep our services relevant and fresh for students and staff alike (Participant 1, SSS 1, Spring 2016)	**Early Intervention**	Timely intervention	Early intervention with students are struggling (Participant 1, SSC 7, Spring 2016)
	Student involvement	Would like to see more student involvement. What are doing that is not reaching those students? (Participant, 2, SSS, Spring 2016)		Tutoring identified as area needing improvement	More walk-in tutoring programs similar to the math department (Participant 4, SSC, Spring 2016)
	Perceives improvement as integral and ongoing	We always strive to improve all over campus, continues quality improvement (Participant 5, SSC, Spring 2016)			

Respondents identified five primary areas of improvement: technology, student knowledge base with career services, a timely intervention process for students, communication with other departments, more internal support, and an overall awareness and improvement mindset. In terms of technology, one respondent wrote: "Our computers are slow causing the students to have printing/research lines" (Participant, 1, SSC, Spring 2016). Another respondent cited that student awareness of career

opportunities was needed: "Increased student awareness about Career Services; improved relationships with area businesses to create consistent/systematic internship/job opportunities" (Participant 2, SSC, Spring 2016).

Respondents indicated that improvements in communicating with other departments were needed along with more internal support for their programs: "Communicating with other departments about what we do" (Participant 3, SSC, Spring 2016). The CAMP staff member stated: "Greater internal college support of our program" (Participant 1, 2, CAMP, Spring 2016). Respondents also noted that they were constantly seeking to improve: "All of our areas could use improvement. We are constantly seeking ways to keep our services relevant and fresh for students and staff alike" (Participant 1, SSS, Spring 2016). Another respondent wrote that interventions could be timelier: "Early intervention when students are struggling" (Participant 7, SSC, Spring 2016). Another respondent also noted that student involvement on campus is needed: "Would like to see more student involvement. What are we doing that is not reaching those students?" (Participant, 2, SSS, Spring2016).

Student Learning Outcomes for Advising

When asked about student learning outcomes, respondents identified four themes: student empowerment, degree completion and transfer to a university, success defined by the student and uncertainty (see Table 5.15). There were ten responses representative of all three offices. Of the ten responses, five respondents indicated that they were unsure about learning outcomes or "NA" was cited as a response.

Minor Themes

Student outcomes – student empowerment

Student outcomes – degree completion and transfer to a university

Student outcomes - defined by the student

Student outcomes – uncertainty

Table 5.15

Student Learning

Minor Theme	Description	Example	Minor Theme	Description	Example
Student learning outcomes for advising – student empowerment, exceed GPA requirements, degree completion, and uncertainty			**Empower Students**	Advising philosophy regarding student outcomes Outcome of advising is for students to become empowered	We want our students to be empowered through information to make sound decisions for their futures. We equip them with not only information, but ways to locate that information if we are unavailable. We go by the "teach a man to fish" theory when it comes to advising. (Participant 1, SSS, Spring 2016)
			Degree completion and transfer to a university	Completion of degree and eventual transfer to a university	Staying on track to graduate, successfully completing classes, and preparing student's next steps (getting a job, transferring to a university (Participant, 7, SSC, Spring 2016)
Uncertainty	Uncertainty	Unsure (Participant, 1, 3, 6, SSC, Spring 2016)		2.5 GPA requirement or exceed and the completion of a 4 year degree	Students meet or exceed 2.5 GPA requirement, and continue in post-secondary education. (Participant 1 2, CAMP, Spring 2016)
Student Success defined by the student	Student define success	Student defined success (Participant 2, SSS, Spring 2016)			

Respondents identified student learning outcomes as: student empowerment,

degree completion, transfer to a university, success defined by the student and

uncertainty. In terms of student empowerment, one respondent noted:

We want our students to be empowered through information to make sound decisions for their futures. We equip them with not only information, but ways to locate that information if we are unavailable. We go by the "teach a man to fish" theory when it comes to advising (Participant 1, SSS, Spring 2016).

Secondly, degree completion and transferring to a university were cited as student outcomes. Two respondents stated: "Students meet or exceed 2.5 GPA requirement, and continue in post-secondary education" (Participant 1, 2, CAMP, Spring 2016). Still another respondent indicated that the goal is for students to complete their program: "Staying on track to graduate, successfully completing classes, and preparing student's next steps (getting a job, transferring to a university" (Participant 7, SSC, Spring 2016). Lastly one respondent indicated that success should be defined by students and stated: "Student defined success" (Participant 2, SSS, Spring 2016).

Technology with advising – role in day to day operations, support for students,

Three themes emerge from technology support in advising: Blackboard, and MyCrowder support, career exploration and development, and enrollment support (See Table 5.16).   There were 10 responses representative of all three offices. One participant in SSC did not provide a response.

Minor Themes.

Technology in advising – Blackboard and MyCrowder support for students

Technology in advising – career exploration and development

Technology in advising – enrollment support

Table 5.16

Blackboard and MyCrowder Support for Students

Minor Theme	Description	Example	Minor Theme	Description	Example
Blackboard and MyCrowder support for students	Technology in the day to day operations with students	Our forms are fillable. We have dual screens in our offices so students can "take the wheel" and we offer a blackboard site with advising information for students. We utilize the internet for assessments and transfers exploration as well as financial aid and scholarships; we email students and text utilizing a free text service. We utilize PowerPoints for our academic workshops. (Participant, 1, SSS, Spring 2016)	**Enrollment and career exploration**	Technology and enrollment and career information MyCrowder	During enrollment process we show students how to enroll themselves via My Crowder computer system, and help them access the internet for career information and exploration (Participant 1, 2, CAMP, Spring 2016)
	Blackboard My Crowder	I will show students how to use their My Crowder accounts and assist them with Blackboard questions as needed. (Participant 4, SSC, Spring 2016)		Technology and enrollment	We use online enrollment portals and the internet (Participant 2, SSS, Spring 2016)
	MyCrowder	Utilization of Jenzabar and online My Crowder portal (Participant 6, SSC, Spring 2016)		Career exploration and technology	Use the computer to view classes; learn about job demand and pay (Participant 7, SSC, Spring 2016)

Technology with advising – role in day to day operations, support for students,

Technology appears to play a vital role in the day-to-day operations of advising and functional support for students. Three themes emerge: Blackboard and MyCrowder, career exploration and development, and enrollment support for students:

Several respondents stated that they provide assistance to students needing guidance with technology: "I will show students how to use their My Crowder accounts and assist them with Blackboard questions as needed" (Participant 4, SSC, Spring 2016). Secondly, technology is also used within the office as a tool for students. Students "use the computer to view classes, learn about job demand and pay" (Participant 7, SSC, Spring 2016). The SSS office also wrote about the use of technology in the office:

Our forms are all fillable. We have dual screens in our offices so students can "take the wheel" and we offer a Blackboard site with advising information for our students. We utilize the internet for assessments and transfer explorations as well as financial aid and scholarships; we email students and text utilizing a free text service (Participant 1, SSS, Spring 2016).

Finally one respondent commented that advisors provide assistance for students using the online enrollment portal as well as provide assistance on how to access online career assessments: "During enrollment process we show students how to enroll themselves via My Crowder computer system, and help them access the internet for career information and exploration" (Participant 2, SSS, Spring 2016).

Key Findings

This section provided an analysis on key findings that were identified in the text data provided by the electronic survey administered to Crowder's three offices: CAMP, SSC, and SSS. The following conclusions were derived from the narratives substantiated by the major and minor themes developed through the grounded theory research method.

Relationship building appeared to be the key ingredient that undergirds retention practices for all three offices. Building relationships with students was highly valued as well as an intentional orientation to connect with students, be approachable, provide academic support and programming, and utilize technology supporting student success.

A second implication was respondents' perceptions of how their offices contribute to retention. Respondents indicated that staff contributed to retention through intentional relationship building with students, maintaining a retention mindset with guided objectives, executing academic and career advisement, and finally through campus outreach programs with the execution of intervention strategies.

A third implication was collaboration that appears to be valuable and central for the promotion of student success.   Several respondents elaborated on the significance and usefulness of collaboration while other respondents described partnerships with other offices.

A fourth implication was best practices in retention. Respondents identified three primary areas: the incorporation of multifaceted advising strategies, relationship building, and the implementation of interventions strategies. All three traditional forms of academic advising strategies (e.g. developmental, intrusive, and prescriptive) were utilized and identified as best practices. Although respondents incorporated best advising

practices, some respondents could not identify the exact strategy when asked specifically; however, strategies were indirectly highlighted in other questions.

A fifth implication was the use of assessments. Formal and informal assessments were in place and appeared to take place once a year. Annual performance reviews, self-evaluations, department discussions, and informal student surveys were all identified as assessment tools.

A sixth implication was the identification of improvements. Respondents were interested in improving communication with other departments specifically about their services. Improvements in technology were noted with a desire to see an increase in students' knowledge about career services, and improving relationships with area businesses with the intent to create internships and job opportunities for student. Also respondents noted that they wanted to increase tutoring and timely interventions for students facing academic challenges. Moreover, respondents wanted to see more internal support.

A seventh implication was service improvements. Respondents identified five primary areas of improvement: technology, student knowledge base with career services, a timely intervention process for students, communication with other departments, more internal support, and an overall awareness and improvement mindset.

An eighth implication was student learning outcomes. Student learning outcomes were identified by respondents primarily on a macro level. Respondents cited student empowerment, a desire to see students exceed GPA requirements, degree completion, transfer to a university, and recognition that students must determine success.

Technology is the final implication. Respondents identified technology as an integral part of their daily operations and noted that campus technological platforms provide support for both academic and career advisement.

Summary of Outputs for all Four Strands

Of the three offices, SSS consistently addressed all 13 questions and provided comprehensive responses. Staff members in the CAMP office addressed all questions but both respondents provided exact identical responses with the exception of one or two words. The SSC Office responded to 10 of the 11 questions but consistently provided "NA" as a response. In terms of identifying best practices in advising, career advising, academic alert, and financial aid advisement, respondents either provided direct or indirect examples of best practices.

Best practices in Academic Advising.

All three offices incorporate developmental, intrusive, and prescriptive approaches based on their responses provided by the electronic survey. A representative from each office was able to identify specific strategies when asked about developmental advising strategies. CAMP representatives stated: Goal Achievement Plans (GAPs), Career Inventories and Assessments (Participant 1, 2, CAMP, Spring 2016). One SSC office member noted: Learning the student's ultimate goals and creating a long-term plan with them as well as individual steps for achieving it (Participant 7, SSC, Spring 2016). An SSS office member stated: Our PSPs (conducted each semester) and all individualized appointments are conducted with developmental advising strategies in mind. (Participant 1, SSS, Spring 2016).

When asked about intrusive advising strategies, CAMP and SSC office appear to be most knowledgeable. The SSS office noted: "Early Alert process and Midterm grade checks; on campus and off campus referrals" (Participant 1, SSS, Spring 2016). An SSC office member stated: "Getting to the students strengths, weaknesses, and ultimate goals and advising based on this. (Participant 7, SSC, Spring 2016). Other members in the SSC office associated intrusive advising with advising at risk students: "Intrusive advising is mostly for academically at-risk students (Participant 4, SSC, Spring 2016). In the SSS office, one member noted: "Asking the student hard questions that cannot be answered with a yes or no. Being honest with students" (Participant 2, SSS, Spring 2016).

When asked about prescriptive advising, a representative from each office identified direct responses. The SSS office took the lead on providing a detailed response: "Our team is kept up- to- date on college and course changes and every effort is made to communicate effectively across campus for the betterment of services to our students (Participant 1, SSS, Spring 2016). The SSC office member noted: "Knowing a wide variety of majors and being able to provide an accurate plan for the student (Participant 7, SSC, Spring 2016). CAMP staff members associated prescriptive advising with tutoring and focus groups: "Tutoring (one-on-one and/or group sessions), Mandatory Study Hall, Focus Group (Participant 1, CAMP, Spring 2016).

Moreover, SSS Office members appear to be most knowledgeable about identifying best practices in developmental, intrusive, and prescriptive advising strategies when asked specifically about strategies; however, it is interesting to note that both SSC and CAMP identify best advising strategies indirectly when addressing questions about

building relationships, identifying ways in which they collaborate, and best retention

practices.

     Best practices in Career Advising.

     Both career advisement and goal setting occur in all three offices through the

administration of various career assessments, inventories, and individualized

appointments. CAMP, SSC, and SSS offices reference the usage of career assessments

and inventories. Respondents identify career advisement methods when addressing

questions about building relationships with students, identifying advising strategies and

identifying best retention practices. Career assessments as well as well as goal

achievement plans are used in individual appointments. One respondent wrote: "It's

statistically proven that students who have clear path/goal are more likely to stay in

school. Career assessments help students find their path" (Participant 2, SSC, Spring

2016). CAMP staff members identify career inventories as a developmental advising

strategy: "Goal Achievement Plans (GAPs), Career Inventories and Assessments"

(Participant 1, 2, CAMP, Spring 2016). When asked about building relationships with

students, one staff member in SSC noted: "Degree Planning, Follow-Up, Transfer

Advisement, Career Advisement" (Participant 6- SSC, Spring 2016). A staff member in

SSC noted: "Learning the student's ultimate goals and creating a long-term plan with

them as well as individual steps for achieving it (Participant 7, SSC, Spring 2016).

Another SSC office member noted:

     I think it is important to make services available to all students to help them

     determine an educational/professional direction and help them determine the

     paths to achieve it (what courses to take, what to major in, where to get that

degree, internship possibilities job shadowing, etc...(Participant 2, SSC, Spring

2016).

Best practices in Early Academic Alert.

All three offices utilize SLIPP, which is early academic alert intervention

academic alert academic system on campus. They make mention of the fact that the early

alert system coupled with midterm grade checks are provided. A participant in the SSS

office noted: "Our Early Academic Alert and Midterm grade check processes directly

assist with retention" (Participant 2, SSS, and Spring 2016). A staff member in SSC

stated: "We receive early alerts when students are missing class or are not being

successful" (Participant 7, SSC, Spring 2016). Another office respondent mentioned that

they were responsive to faculty referrals: "We receive faculty referrals regarding student

concerns and follow up on them" (Participant 5, SSC, Spring 2016). CAMP staff

members stated that grade checks and at risk interventions is part of their intrusive

advising strategy: "Grade Checks, and at risk interventions" (Participant 1, 2, CAMP,

Spring 2016).

Best Practices in Financial Aid.

All three offices provide some type of financial aid advisement or support.

Respondents did not answer direct questions about financial aid advisement; however

they identified financial aid advisement or support when addressing contributions to

retention and ways in which they collaborate. For example one respondent identified

how they were contributing to retention: "Our SSS program is also able to offer limited

Grant Aid which has proven to retain students" (Participant 1, SSS, and Spring 2016).

Another office member in SSS wrote: "We have implemented financial literacy that is

geared towards each student, not as a group" (Participant 2, SSS, Spring 2016). In the

SSC office, one member stated: "Through Academic and Financial Aid Appeals:

following up with students who are nearing graduation" (Participant 9 SSC, Spring

2016). In identifying how they collaborated with other departments, the respondent

indicated that financial aid education was provided: "…we meet with housing students to

let them know about financial costs of living examples, we meet with athletic teams in

regard to enrollment/advisement/financial aid…" (Participant 5, SSC, Spring 2016).

CAMP members did not identify or allude to financial aid counseling or support for

students although they frequently mentioned that they incorporate best practices

throughout their program.

Chapter 6

Discussion

The evaluators sought to address Crowder's problem of practice, namely their stated problem of attrition whereby 1,000 students annually drop out of their programs between the fall and spring semesters. In order to address Crowder's attrition concern, a program evaluation of the four services (financial aid advisement, tutoring, career services counseling and academic advising) provided within Crowder's three student services units (SSS, SSC and CAMP) was conducted that allowed the evaluators to examine each unit's operations in relation to student retention (Wholey et al., 2010). The evaluators' intent was to (a) determine how their practice impacts student retention, (b) how well each serves students, (c) whether programs are coordinated, and (d) whether there might be innovations, improvements and policy changes that could improve Crowder's fall-to-spring retention.

Additionally, the evaluators sought to compare the operations of Crowder's three student services units to best practices identified in the retention literature. To perform the evaluation, a triangulation mixed-methods approach was applied. Specifically, a convergent parallel design was conducted whereby the evaluators collected both quantitative and qualitative data simultaneously that was then analyzed in parallel. The convergent parallel results (see Table 6.1. below) were aligned with the four services identified in each logic model's output (activities) column: academic advising, career services, financial aid advisement and tutoring. Ten survey participants chose academic advising as their department and one participant indicated that their department was career services.

Table 6.1

Convergent Parallel Analyses between Department Specific Qualitative and Quantitative

Results

Student Service Strand	Qualitative Items	Quantitative Items	Convergent Parallel Discussion
Academic Advising	1. What intrusive advising interventions are used? (You can make a list)		1: Qualitative results showed that 2 SSS participants indicated an understanding of intrusive advising techniques. Of the 5 SSC participants, 1 indicated intrusive advising was not applicable, 1 was unsure and 3 indicated that intrusive advising was reserved for at-risk students only as did both CAMP participants. Recommendation: Utilize professional development opportunities to raise awareness of intrusive advising techniques for advisors.
	2. What prescriptive advising strategies are used? (You can make a list)		2: Qualitative results showed that only 1 of the 10 participants indicated an understanding of prescriptive advising strategies. Recommendation: Utilize professional development opportunities to raise awareness of prescriptive advising techniques for advisors.

| | 3. What developmental advising strategies are used? (You can make a list) | | 3: Qualitative results showed that 1 participant understood the elements of developmental advising and 2 participants utilized developmental advising tools.

Recommendation: Utilize professional development opportunities to raise awareness of developmental advising techniques for advisors. |
| | | 4. How often do you meet with students? | 4: Quantitative results showed that both SSS participants meet with students at a minimum twice a semester; the SSC advisors indicated that students dictate the frequency of advising sessions and both CAMP advisors see students weekly.

Recommendation: If the number of students is too high for advisors to see regularly, then the advisors should utilize increased use of available technologies to stay in contact with students as to their progress. |
| | | 5. Do you integrate academic advising with career planning? | 5: Quantitative results showed 6 of the 10 participants indicated that they do integrate academic advising with career planning. 1 SSC member |

			indicated they were unsure and the other indicated that they don't. Recommendation: If training in integrating academic advising and career planning is available, professional development is necessary for advisors to provide students a thorough understanding of career choice.
		5 a. Are you required to map out a certification/graduati on completion plan for each of your advisees?	5a: Quantitative results showed that both SSS and CAMP units provide completion plans while SSC participants indicated inconsistencies in providing this service. Recommendation: Professional development is necessary to train advisors in mapping out completion plans for students.
	6. How do you incorporate technology into academic advising?	6a. Does your unit utilize predictive analytics when advising students? 6b. How do you incorporate predictive analytics into your advising?	6a: Quantitative results showed that 2 of the 10 participants indicated a basic understanding of predictive analytics. Qualitative results showed that no participant indicated use of predictive analytics. Recommendation: If use of a predictive

			analytics program is currently available to capture data, professional development is necessary to understand the data and to identify continuous use of the data to inform decision-making.
	7. What training is provided for advisors? (Check all that apply). If other, please be specific.		7: Qualitative results showed that unit director led training is the prevalent form of training followed by inservice opportunities. Recommendation: Continue professional development for all advisors.
	8. Describe the evaluation process for academic advisors?		8: Qualitative results showed that the majority of participants indicated they receive annual evaluations. 3 participants were unsure if they were evaluated. Recommendation: Incorporate frequent performance evaluations from supervisors as well as integrate student evaluations so advisors can be better informed of their practice.
	9. What recognition/rewards are used for academic advisors? If other, please be specific.		9: Qualitative results showed that both SSS, CAMP and 4 SSC members participate in departmental

| | | | recognition programs. 3 SSC members indicated that no recognition was given.

Recommendation: Continue recognition programs within the units and campus wide. Ensure unit leaders are encouraged to reward their employees. |
|---|---|---|---|
| | 10. What are your specified student learning outcomes for advising? (You can make a list). | | 10: Qualitative results showed that both SSS and CAMP members are fully engaged with regard to student learning outcomes. Only 1 SSC member indicated an understanding of student learning outcomes for advising. 6 SSC participants had no knowledge of student learning outcomes.

Recommendation: If professional development for advisors with regard to student learning outcomes is available, training is necessary for advisors to understand how to incorporate student learning outcomes into their advising strategies. |
| | 11a. What is the name of your online advising system? | 11. Do you use an online advising system? | 11: Quantitative results indicated that only 3 of the 10 members (1 SSS & 2 SSC) utilize an online advising system. |

			11a: <u>Qualitative results</u> showed that all 3 members named two online advising systems. Recommendation: College leadership must ensure that all advisors are aware of the online advising systems currently in use at Crowder College.
	12. What degree audit system is used for advising?		12: Qualitative results indicated 6 responses for using MyCrowder web portal as well as 4 responses showed utilization of the Jenzabar student information system. Additional comments indicated dissatisfaction with both online systems and a preference to manually produce student degree audits. Recommendation: Professional development is needed to update advisors' skills in utilizing automated degree audit systems to provide accurate completion plans for students.
Career Services	1b. How often are career workshops offered? 1c. How are the workshops assessed? 1d. How do you assess student learning in the workshops?	1. Are career workshops offered? 3. Do you use computer-assisted career guidance software?	1 & 3: <u>Quantitative Results</u> showed only 1 participant answered this department specific section and indicated that career workshops are offered as well as the use of career guidance software.

	1.e. How do you assess student success strategies (goal setting, time management, test taking, etc.) upon completion of the workshops?		1b – 3a: Qualitative results showed that career services efforts appear to utilize standard tools and software. Conversely, student outreach is initiated through instructor requests. Career workshops are not assessed and no tracking mechanism is utilized to assess student success in the workshops.
	2. How do career service counselors incorporate technology? 3a. What is the name of the computer-assisted career guidance software?		Recommendation: The career services program should be student focused and reach out directly to students. Instructor intervention should be utilized as a secondary basis for student contact.
	4. How does your unit form campus partnerships? 5. How does your unit form community partnerships?		4 & 5: Qualitative results showed that career services are initiated as requested on campus to assist with a variety of job preparation and interview skills. Additionally, there is evidence of community outreach to assist in job placement.
			Recommendation: Continue to build institutional and community partnerships and widen the aperture to focus on skill sets needed by students to prepare for

			employment.
	6a. If so, how many students participate in job shadowing?	6. Is job shadowing for students available? 7. Is your unit required to record job placement for student graduates?	6 & 7: Quantitative results indicated that although job shadowing is available for students, data is not collected to record student participation in job shadowing. However, placement after graduation from job shadowing opportunities is recorded. Recommendation: Utilize technology to track student involvement in job shadowing and connect job placement due to job shadowing opportunities.
Financial Aid Advisement	1. How are students' understanding of financial aid concepts assessed? (Check all that apply and/or provide a short answer in 'other') 3. Please describe your financial literacy workshops. 3b. How are the workshops assessed? 3c. How do you assess student learning in the workshops? 3d. How do you assess student success strategies (goal setting, time management, test taking, etc.) upon completion of the workshops?	2. Are financial literacy workshops offered? 2a. Is it mandatory for students to attend a financial literacy workshop? 2b. How many students attend the financial literacy workshops? 3a. How often are financial literacy workshops offered? 4. Are money management workshops offered? 4a. Are money management workshops required? 4b. How often are money management workshops offered?	No survey participants responded to the financial aid questions.

	4c. How are the workshops assessed? 4d. How do you asseess student learning in the workshops? 4e. How do you assess student success strategies (goal setting, time management, test taking, etc.) upon completion of the workshops? 7a. If your unit participates in high school transition programs, please list which ones?	5. Are short-term loans available? 6. Is there a need for bilingual financial literacy services? 6a. If there is a need for bilingual financial literacy services, are they offered? 7. Do you participate in high school transition programs?	
Tutoring	2. How is a student identified for tutoring? Check all that apply. If other, please be specific. 3. How are tutors recruited? 7. How does your unit determine student success due to tutoring? (Check all that apply) If other, please be specific. 8. How does your unit determine the effectiveness of the tutoring program? If other, please be specific.	1. How many students in your department are tutored? 4. Are tutors formally trained? 4a. How many hours of training do tutors receive? 5. How many hours of tutoring do tutees receive? 6. Are grades for tutored students documented?	No survey participants responded to the tutoring questions.

As the majority of the participants indicated academic advising as their primary function, and the purpose of the evaluation was to determine how each unit contributes to retention efforts, the evaluators also compared the participants' answers to the standards and guidelines for academic advising programs developed by the Council for the Advancement of Standards in Higher Education (CAS). The standards and guidelines identify criteria and principles that institutions can access and utilize to enhance student learning, development and achievement (*Council for the advancement of standards in higher education*, 2015). The CAS Standards emphasize academic advising as integral to student persistence, retention and graduation (Klepfer & Hull, 2012) and outline a framework for institutions to develop strong advising programs (*Council for the advancement of standards in higher education*, 2015). The following section discusses the quantitative data beginning with the agency records the evaluators received, that is, each unit's mission statement, SSS policy statement on advice and assistance in post-secondary course selection, and annual performance reports for both the SSS and CAMP units. Each discussion is linked to a standard and a recommendation is given in accordance to the applicable standard. The first standard emphasized as integral to successful academic advising programs is the mission.

Mission Statement

The general mission of Academic Advising Programs (AAP) is "to assist students as they define, plan, and achieve their educational goals," and "...must advocate for student success and persistence," (*Council for the advancement of standards in higher education*, 2015). It is also emphasized that AAP missions must be consistent with institutions' missions and be disseminated, implemented and regularly reviewed. The

mission statements must also reference student learning and development, (*Council for the advancement of standards in higher education*, 2015; Dean, 2009). Given the importance of mission statements to the overall operation of academic advising programs, the evaluators asked each unit if they had a mission statement.

SSS Mission Statement.

Both SSS participants indicated that their unit does have a mission statement. They also both indicated that the mission statement is published and is discussed. Their mission statement however does not conform to AAP CAS standards. It does not identify the institution's mission and is missing specific elements related to that mission. It lacks relevant information to student success and does not link student learning and development outcomes to career preparation.

Recommendation

Adhere to the AAP CAS standards for developing a comprehensive mission statement that is aligned with the institution's mission. Additionally, include the elements outlined for mission statements as articulated in the AAP CAS Standards and Guidelines.

CAMP Mission Statement.

Likewise, both CAMP participants also indicated that their unit has a mission statement, which is published and is discussed amongst staff. The CAMP mission statement provides a holistic outlook on student learning and development as outlined in the AAP CAS standards. Additionally, it explicitly identifies their main constituents, i.e. first-time migrant college students. Their statement enumerates the many services their

unit provides their students such as financial aid, academic advising and tutoring for example.

Recommendation

Ensure that the current mission statement aligns with the institution's mission statement and AAP CAS Standards and Guidelines.

SSC Mission Statement.

The evaluators note that the SSC participants were not in agreement concerning whether their unit had a mission statement. Two academic advisors indicated that the unit did not have a mission statement while three others were unsure whether their unit did have a mission statement. Although it was indicated in a follow up question by four academic advisors that the goals of the unit had been discussed, one advisor noted that the goals had not been discussed. Additionally, when the SSC coordinator was asked if the unit had a mission statement, the VP of Student Affairs responded that the SSC does not have a departmental mission statement and instead of a separate mission statement the unit is assigned "specific functions" (email with VP of Student Affairs dated May 25, 2016). This suggests that the unit, which serves all Crowder students, has not defined the role and purpose of its academic advising program and how it relates to student success. Moreover, the evaluators surmise that the anomalies between the SSC academic advisors' answers may be linked to the fact that the SSC unit does not have a unit director.

Currently, the SSC leader's title is coordinator. A coordinator usually has little to no authority; they do not make executive decisions. However, at the same time they may be responsible for specific projects under the direction of a manager or director as illustrated in the above email from the VP of Student Affairs. Therefore, coordinators are

required to seek permission and direction from their direct report (Ashe-Edmunds,

2016b). This is supported by the SSC coordinator's response when asked to supply

specific information related to the unit. The evaluators were informed that there was no

formal process to gather metrics associated with the unit's services and that it was "…a

work in progress." The evaluators were also told that the coordinator had never been

asked to provide a formal annual report and that "I just provide data when asked" (email

with SSC coordinator May 13, 2016).

By contrast, directors are executives and/or experts in their field. The expectation

is that directors will provide leadership for solutions, ideas and projects that meet the

goals and strategies of an enterprise. They set budgets and assign projects to be

completed. A unit director then, would provide direction as it relates to the unit's

strategic vision, planning and goal setting (Ashe-Edmunds, 2016a).

Recommendation

Within the context of this program evaluation, it is recommended that the SSC

unit align their mission with the CAS standards and guidelines for academic advising

programs (AAP). Thus, the AAP mission would be "…to advocate for student success

and persistence" (*Council for the advancement of standards in higher education*, 2015).

The mission statement must be aligned with the institution's mission and also with

professional standards. It must also reference student learning and development as

outlined in the CAS Learning and Development Outcomes (Dean, 2009). It is

specifically recommended that the SSC's advising program develop assessment tools that

will guide the unit's practice. As detailed in Part 12 of the AAP's standards and

guidelines, all assessment plans must:

- specify programmatic goals and intended outcomes

- identify student learning and development outcomes

- employ multiple measures and methods

- develop manageable processes for gathering, interpreting, and evaluating data

- document progress toward achievement of goals and outcomes

- interpret and use assessment results to demonstrate accountability

- report aggregated results to respondent groups and stakeholders

- use assessment results to inform planning and decision-making

- assess effectiveness of implemented changes

- provide evidence of programs and services, and

Additionally, ethical practices must be employed and the AAP "must have access to

adequate fiscal, human, professional development, and technological resources to

develop and implement assessment plans" (*Council for the advancement of standards in

higher education*, 2015). To ensure these processes are implemented, it is also

recommended that a position with director-level authority be established for this unit.

Annual Performance Report (APR)

> **SSS APR Historic Charts.**

The SSS student graduation rates remained consistent for the years 2011-2012

and 2012-2013 with an average 46.45% graduation rate (Appendix I). The next year,

2013-2014, showed an increase of 22.5% in graduates. Nevertheless, there was a decline

of 20.24% for the most recent year recorded, 2014-2015. To explain the decrease, the

evaluators were told that if students drop out but return at a later point, they are not

included in the retention and graduation numbers (email with SSS Assistant Director,

June 7, 2016). However, this explanation did not address other possibilities for student

drop out as discussed in the literature: unable to enroll in courses they want (Rodríguez,

Bowden, Belfield, & Scott-Clayton, 2014); being enrolled in college-level courses for

which they were not adequately prepared (J Scott-Clayton et al., 2012); and/or facing a

financial burden they cannot meet because of being misassigned to credit-bearing courses

(Rodríguez, Bowden, Belfield, & Scott-clayton, 2014).

Recommendation

To compose a complete picture of student drop out, the evaluators recommend

identifying all students that drop out. Further, after identifying all students, it is critical to

ascertain why students dropped out. By identifying the reasons for student drop out, the

institution can take steps to mitigate drop out rates. Academic advisors are positioned to

collect information as to why students drop out and return and pass that information onto

the unit's leaders who can formulate mitigation strategies.

Advice and Assistance in Post-Secondary Course Selection

The SSS unit receives annual TRIO funding for 175 students for which

persistence targets are routinely attained at a larger rate (see Appendix I). For example,

the most recent academic year, 2014-2015, persistence targets were set at 80% and the

unit surpassed it at 90.7%. Although no other data explaining the increase in student

persistence was proffered, the evaluators speculate that the increase could be attributed to

the SSS unit's current intensive advising services, pre-enrollment opportunities that

include a degree audit designed for accurate course placement, and in-depth discussions

with advisors about career choice, time management, personality and learning styles,

academic abilities, test scores, and course transferability as outlined in the SSS Advice

and Assistance in Post-Secondary Course Selection document (see Appendix J).

The SSS unit does have a plan to improve their current services as stated above by

implementing a strategy of combining advising services with financial literacy instruction

so students will have a better understanding of their college costs at the beginning of their

enrollment. It is clear that this new strategy evolved from the fact that Crowder's student

bad debt and loan default rates were on the rise and the SSS unit created a plan to address

this issue. The strategy is aligned with best practices concerning the connection between

financial literacy and student persistence previously discussed (JBL Associates, 2010;

Lopez, 2013; Noel-Levitz, 2013; Upcraft et al., 2005). The SSS unit plans to utilize this

new strategy starting Spring 2017 (email with SSS Assistant Director, June 22, 2016).

CAMP APR and Final Performance Report Data

The CAMP unit also receives federal funding and serves 45 migrant students in

their freshman year (see Appendix K). All CAMP students receive the following

services: financial aid advisement, tutoring, counseling/guidance such as personal,

academic and career services, peer mentoring or coaching services. CAMP students also

receive support for medical insurance, room and board, tuition and fees should they need

it. The CAMP staff focus on what they call "school-life balance," which is comparable

to the establishment of student success centers and one-stop shops found in the literature

(American Association of Community Colleges, 2015; Smith et al., 2015; Supiano,

2011). Specifically, student success centers are integral to improving retention by

providing students with a holistic and developmental environment. Their contribution to

student persistence and retention is considered as the best strategy for institutions to meet

the goal of a 50% increase in completion rates by 2020 (American Association of Community Colleges, 2015; Smith et al., 2015). One-stop shops house several offices in one suite thereby eliminating the inevitable "run-around' students experience because all services are located under one roof (Supiano, 2011). The evaluators find that the CAMP unit's operations are aligned with best practices in the literature as outlined above. The next section discusses the qualitative data in depth.

According to CAS Standard 2, Academic Advising Programs (AAP) can advance their mission through providing academic assistance for both "…curriculum and the co-curriculum," assisting students with successful and timely navigation of degree programs, provide career development and civic engagement facilitating "...student leaning and development," (Council for the advancement of standards in higher education, 2015) Academic advisement strategies supporting student development is also outlined in the literature. Crookston (1972) developed both prescriptive and developmental advising strategies where the advisor's role is to help students explore, define academic, career, and life goals problem-solving and decision-making skills (Crookston, 1972). Based on the qualitative data, all three offices appear to fulfill this particular standard. Respondents cited multifaceted advising strategies, relationship building, and intervention strategies as best practices. All three traditional forms of academic advising strategies (e.g. developmental, intrusive, and prescriptive) are utilized and identified as best practices. Respondents repeatedly emphasized the importance of accuracy and quality advising with timely scheduling, accurate documentation of appointments, assistance with career exploration (e.g. internships and job shadowing) and career path, and being attentive to the individual scheduling needs of each student.

Additionally, CAS Standard 2 promotes student learning and development. AAP must "…identify relevant and desirable student learning and development outcomes" through assessment and "…provide evidence of impact on outcomes," (*Council for the advancement of standards in higher education*, 2015).   Accordingly, respondents report that student-learning outcomes were used in their practice. Outcomes were identified in a broad sense as student empowerment, promote independent learning, exceed GPA requirements, degree completion and graduation leading to employment. Specific outcomes for educational learning events such as workshops were not identified. In terms of assessment for individual student appointments, advisors repeatedly noted that goal achievement plans were frequently created for students and used in conjunction with career advising assessments and inventories. Respondents indicated that assessments were administered to students (e.g. Learning, MBTI) along with personalized intensive interview intakes focused on goal setting.

According to CAS Standard 10, Academic Advising Programs (AAP) "…must have technology to support the achievement of their mission and goals," (*Council for the advancement of standards in higher education*, 2015). Technology appears to play a vital role in daily operations of advisement. Blackboard, Jenzabar, and MyCrowder are identified as technological platforms for student support. One respondent stated: "We use online enrollment portals and the internet." Advisors were able to view classes and job demand for students: Several respondents stated that they offered technology assistance to students: "I will show students how to use their MyCrowder accounts and assist them with Blackboard questions as needed." Respondents reported that students are able to access online information about financial aid and scholarship information

using a Blackboard site. Moreover, staff members use email, Power Points and Remind Text to communicate with students.

According to CAS Standard 12, Academic Advising Programs (AAP) "…must develop assessment plans and processes…and articulate an ongoing cycle of assessment activities." (*Council for the advancement of standards in higher education*, 2015). Documentation of student outcomes and evidence of program improvement must be clearly articulated (*Council for the advancement of standards in higher education*, 2015). AAP must also "assess effectiveness of implemented changes." (*Council for the advancement of standards in higher education*, 2015)

As previously mentioned, respondents noted that assessments are in place and primarily take place once a year. Assessment includes: annual performance reviews, self-evaluation, department discussions, and informal student surveys. Methodology or metrics used to evaluate effectiveness of workshops, tutoring, or other programming was not detailed although measures may be in place.   Secondly, academic advisors are evaluated by other advisors, the director, student affairs, and through an informal evaluation by students.

As mentioned previously, respondents identified student learning outcomes in a broad sense and did not necessarily indicate that outcomes were generated for workshops, learning or cultural events although outcomes may possibly be in place. Outcomes at the macro level are: student empowerment, exceed GPA requirements, degree completion, and sometimes uncertainty.

In terms of improvements, respondents cited several areas in their responses. The desire for improving practice appears to be a cornerstone value. One respondent wrote:

"All of our areas could use improvement. We are constantly seeking ways to keep our

services relevant and fresh for students and staff alike." Respondents also expressed a

need for improvements in communication with other departments about their services.

Technology and the expansion of students' knowledge base about career services were

both highlighted as areas needing improvement. Respondents also indicated that they

wanted to improve relationships with area businesses with the intent to create internships

and job opportunities for students. Additionally, internal support for programming was

identified. Finally, respondents acknowledged the need for walk-in tutoring and timely

interventions for students facing academic challenges.

   The aforementioned improvements correlate with the literature in terms of

improving student persistence and retention. Early academic interventions and student

willingness to seek academic support may prove successful in supporting retention (Cai

et al., 2015; Simpson, 2014). Successful retention includes a combination of several

ingredients inclusive of both early alert program and advising, and the tracking and

targeting of specific populations (Hanover Research, 2014).

   Respondents also identified what services had been improved. Financial literacy

was specifically identified: "We have implemented financial literacy that is geared

towards each student, not as a group." This supports current literature and best practices

as well. Financial literacy tailored to fit the individual student is crucial for community

colleges and university students (JBL Associates, 2010; Upcraft et al., 2005). Financial

aid is a component of best practices in student retention increasing student persistence

and completion (Chen & DesJardins, 2010; Fike & Fike, 2008; Lopez, 2013; Noel-

Levitz, 2013; Somers, 1996; St. John, 1989, 1990; Tinto, 2012; Upcraft et al., 2005).

Secondly, respondents noted that cultural trips were altered to fit the needs of students as well as transfer visits. Improvements were based on student requests. Finally, improvements in technology were noted with Remind Text, a new texting system, providing enhanced communication with students.

Continual assessment of programming and services in Student Affairs is crucial and a necessity in higher education (Upcraft & Schuh, 1996). According to Upcraft et al., 1996, there is a greater demand for accountability in terms of student learning. There are concerns about the quality of instruction in the classroom, concerns about increasing tuition costs, concerns about access and retention, and the concern about maintaining quality standards with accreditation boards (Upcraft & Schuh, 1996). Based on agency reports provided by respondents and responses taken from the electronic survey, the evaluators acknowledge that assessments are currently in place within the CAMP, SSC, and SSS units.

Recommendation

The evaluators make the following recommendations based on CAS standards and guidelines, professional experience, and research:

- Provide learning outcomes and assessments metrics for educational programming (e.g. learning events, education training and workshops)

- Document study hall hours and attendance at events

- Provide assessment of student satisfaction surveys

- Provide reports and metrics on tutoring program (e.g. subjects, grades, number of student satisfaction survey)

- Provide documentation and need for expanded services

- Document the number of scheduled student appointments and walk-in traffic

Additionally, Upcraft and Schuh (1996) offer a comprehensive model on a variety of assessments that may offer viable options.   To afford a more robust and comprehensive documentation of programming and services that may also provide a road map or guide for other offices on the Crowder campus and that reflect best practices, the evaluators suggest a tracking model of services particularly workshops, tutoring, and other programming events. Tracking will enable offices to continue to assess the need for programming, identify student representation at various events with the intent to discover if student groups over or underutilize services, and will give insight into improvements (Upcraft & Schuh, 1996).

Additionally, offices must administer a needs assessment. This will provide documentation that will enable offices to continue to development and improve student programs, policies and services students (Upcraft et al., 1996). This is also in alignment with CAS Standard 2.

Third, evaluators advocate for the creation of a student satisfaction assessment involving a blend of both quantitative and qualitative methods. A blended methods approach can include continued involvement with the campus culture, awareness of institutional data, a standardized survey combined with focus groups, and interviews (Upcraft & Schuh, 1996).

Finally, evaluators recommend that offices use nationally accepted standards to assess programs and practices such as the Council for the Advancement of Standards (CAS) for Student Services/Development Programs (Upcraft & Schuh, 1996). The use of

professional standards provides a conceptual framework for prudent and well thought out examination of student programming and services (Upcraft et al., 1996).

Limitations

Agency records were requested from each unit in order to evaluate how the four identified service, i.e. academic advising, career services, tutoring and financial aid advisement contribute to overall student retention and persistence. Examples of data requested but not received include the number of students tutored, number of students receiving passing grades in classes tutored, tutor contact hours and tutor training, etc.; number of students receiving financial aid and financial aid advising; number of students attending career services workshops, job shadowing opportunities and job placement data due to job shadowing; number of students receiving academic advising and frequency of student academic advisement.

While the survey provided both valuable quantitative and qualitative data, the requested agency records were expected to augment individual survey responses and afford a more complete picture of Crowder's student services. However, the actual number of agency records received was minimal (both SSS and CAMP provided some annual performance data). The SSC unit, which serves the general Crowder student population, provided only a mission statement that had not been updated since the unit changed its name. Additionally, when asked which primary department (service) they provided, all but one (10) of the survey participants indicated their primary duty was academic advising; the outlier was the career services coordinator who answered the department specific questions for career services. Although participants indicated early on that they also perform tutoring and financial aid advisement these survey questions

were unanswered, thus results of the evaluation were limited to the responses received and data provided by each of the units.

Evaluation results of each of the three units revealed that both SSS and CAMP, due to their grant-funded status, are required to maintain records specific to student retention and persistence. Both units did provide the evaluators with some of this data, i.e. annual performance reports. The survey responses also reveal that both units answered affirmatively to questions regarding mission statements; communication of mission statements and adherence to the unit's mission. Again, evidence that documentation of student retention and persistence is well established in these units due to their funded status. The SSC unit, which serves the greatest number of students, is not grant-funded. Evaluation results revealed that the SSC unit does not adhere to the same strict reporting requirements of the other two units, as evidenced by the lack of data provided to the evaluators, and the higher number of "no" and "unsure" responses to survey questions across the entire unit. This supports the statement by the SSC Coordinator that this specific data on student retention and persistence had never been requested of the unit.

Future

Based on the findings of this process evaluation it is recommended that Crowder continue to assess the student services provided by SSS, SSC, and CAMP and the four areas, academic advising, tutoring, financial aid advisement & career services with regard to retention and persistence. Where deficiencies are identified, intervene with remedies and then conduct impact evaluations to validate the processes of the three units and their impact on retention and persistence.

Conclusion

Even though the sample was small (11 of 14 unit members) and additional information received from the three separate units was limited, the survey accomplished its goal of acquiring both quantitative and qualitative data for analysis of Crowder's three student services units: SSS, SSC and CAMP. Data from the survey does address the purpose for the evaluation, to: (a) determine how their practice impacts student retention; (b) how well each serves students; (c) whether programs are coordinated; and (d) whether there might be innovations, improvements, and policy changes that could improve fall-to-spring retention. It is hoped that Crowder will act on the recommendations of this evaluation and continue to meet the needs of the students it serves through adherence to professional standards and consistent evaluation of unit effectiveness with regard to student retention and persistence.

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APPENDIX A

Program: College Assistance Migrant Program (Camp) Logic Model

Inputs	Outputs		Outcomes – Impact		
	Activities	Participation	Short	Medium	Long
CAMP serves approx. 45 students during their freshman year. CAMP Staff: • 1 Director • 1 Advisor/Counselor • 1 Recruiter/Advisor • 1 Administrative Assistant CAMP provides: Financial assistance for only the freshman year; Healthcare for students without insurance; room and board; tuition; books and fees Enrollment support: Academic Advisement Peer Mentors Mentor Training Tutor Training Tutors/Tutees • Tutoring is offered free of charge • Access to CAMP office and computer lab • Data sources for documenting outputs and outcomes: • Tutor training agendas and tutor-created session activities • Tutoring session logs and reflection sheets • Attendance sign-in sheets • Feedback forms students receiving CAMP services • Feedback forms from staff performing CAMP services • Attitude and behavior reports	**Financial Aid Advising** • Provide financial assistance for tuition; student fees; textbooks; room and board, and a monthly stipend to off-set personal needs **Career Services** • Provide career counseling • Personal advising for support and direction with non-academic problems • Attend a minimum of 4 cultural events and 2 college visits • Personality & Career Testing • Job Shadowing • Resume building • Administer College success Inventory (CSI) **Academic Advising** • Monitor academic progress, goal identification, achievement & class registration **Tutoring** • Provide one-to-one tutoring to all CAMP participants who need additional academic assistance • Training of tutors and advisors • Ongoing data collection	Stakeholders are: • Migrant and Seasonal Farmworker Students • Academic Advisor/Counselor • Tutors • Tutees • Faculty • Director • Recruiter • Administrative Assistant • Policy decision makers	• Become familiar with CAMP services: ➢ Increased requests for assistance ➢ 100% of CAMP students understand how to apply for financial aid by attending CAMP sponsored financial aid seminars ➢ Understand job market and academic requirements by attending career counseling activities ➢ Learned how to set academic goals through scheduled academic advising sessions ➢ Understand how to access CAMP resources for personal advisement ➢ Participate in weekly academic tutoring as directed by advisors ➢ Higher grades earned in classes for which tutoring was conducted ➢ Increased knowledge, understanding and application of subject area for which tutoring was provided ➢ Noticeable improvement in attitude/behavior toward academic work ➢ Improved attitude in ability to persist in college	• Improved usage of CAMP services: ➢ Continuous application for financial aid according to FAFSA guidelines and submission deadlines ➢ Increased understanding of career opportunities and interviewing skills ➢ 100% of students receiving support registered for continuous enrollment ➢ Improved time-management skills and personal responsibility for academic achievement ➢ 80% of students will demonstrate an improved grade in subject(s) tutored ➢ Students tutored re-enroll for subsequent semesters ➢ The campus increases funding and resources for CAMP program	• Increased retention through use of CAMP resources: ➢ Lower student debt due to CAMP scholarship for first-year attendance ➢ Apply knowledge of financial aid processes for furthering academic goals ➢ More than 75% of program participants apply for second-year scholarships and loans ➢ Program participants complete or graduate from program at a higher rate than the general student population ➢ Students obtain part-time or full-time employment in an area of interest in which degree or certification was obtained ➢ 85% or more program participants continue in PSE (Post-Secondary Education after completing CAMP program ➢ Mentors continue to build professional relationship with students and serve as a reference after student completes program

Assumptions	External Factors
Students will receive comprehensive student support services	Lack of motivation
Students will be empowered to achieve degree/program completion	Poor time management skills
Students will have a clearer understanding of financial aid processes	Lack of study skills
Students will attend class for which they are receiving tutoring	Meeting the demand of college level work
Students will attend all tutoring sesesions	Budget cuts
Students will meet regularly with academic advisors	
Students will meet with career advisors	
Students will turn in assignments/projects on time	
Students will communicate with instructors if problems persist	
Students' participation will foster a sense of belonging and academic achievement	
Student services promote student accountability, self-development and goal achievment	
Students will be informed and understand how to access scholarships	

Figure 3. 1 Logic Model for evaluating CAMP student services at Crowder College   **Rev. 03/14**

APPENDIX B

Program: Student Support Services (SSS) Logic Model

| Inputs | Outputs | | Outcomes – Impact | | |
	Activities	Participation	Short	Medium	Long

SSS serves all (175) income-eligible, first-generation and disabled college students participating in Crowder College's TRIO sponsored SSS programs until degree completion
• All academic services are provided at no cost to students
• Main campus staff:
  ➢ 1 Director
  ➢ 2 Academic Advisors
  ➢ 1 Clerical Assistant
• Peer Tutors/Tutees
• Office and Computer Lab
• Resource Library
• Data sources for documenting outputs and outcomes:
• Tutor training agendas and tutor-created session activities
• Tutoring session logs and reflection sheets
• Attendance sign-in sheets
• Feedback forms from students receiving SSS services
• Feedback forms from staff performing SSS services
	Career Services
	• Assessments upon entrance:
	  ➢ Personality
	  ➢ Study skills
	  ➢ Career
	  ➢ Learning styles
	• Career guidance during first year
	• All students must see a staff member 2 times during each semester
	• 100% of students requesting advisement on personal issues contacted
	• Each student has the opportunity to attend cultural opportunities
	• Conduct weekly workshops on:
	  o Stress management
	  o Note taking
	  o Test taking skills
	  o Resume writing
	  o Financial Aid
	  o Time management
	  o Etiquette
	  o Attitude
	Academic Advising
	• Meet with an Academic Advisor/Coordinator each semester to complete a Personal Success Plan to set goals for each class
	• Provide enrollment assistance to each student
	• College transfer assistance provided on request
	Tutoring
	• Access to study groups and individualized tutoring
	• Meet with tutors weekly for one-on-one and/or group tutoring in the computer lab or other approved locations
	Financial Aid Advising
	• All students receiving scholarships must apply each semester
	• Grant Aid provided via application process
	• Ongoing data collection
		SSS student stakeholders are:
		• 175 students on Crowder College's main campus, Neosho
		
		Main campus SSS staff:
		• 1 Director
		• 2 Academic Advisors
		
		Peer tutors
		Student Tutees
		Policy decision makers
			Become familiar with SSS services:
			➢ Students participate in weekly academic tutoring as directed by advisors
			➢ Increased requests for assistance
			➢ Increased knowledge of career exploration
			Understand how to apply for financial aid by attending SSS sponsored financial aid seminars
			➢ Understand job market and academic requirements by attending career counseling activities
			➢ Learn how to set academic goals through scheduled academic advising sessions
			➢ Understand how to access SSS resources for personal advisement
			➢ Higher grades earned in classes for which tutoring was conducted
			➢ Increased knowledge, understanding and application of subject area for which tutoring was provided
			➢ Noticeable improvement in attitude/behavior toward academic work
			➢ Improved attitude in ability to persist in college
				Improved usage of SSS services:
				➢ Continuous application for financial aid according to FAFSA guidelines and submission deadlines
				➢ Increased understanding of career opportunities and interviewing skills
				➢ 100% of students receiving support registered for continuous enrollment
				➢ Improved time-management skills and personal responsibility for academic achievement
				➢ 80% of students will demonstrate improved grade in subject(s) tutored
				➢ Students tutored re-enroll for subsequent semesters
				➢ Increases in funding and resources for SSS program
					Increased retention through use of SSS resources:
					➢ Lower student debt due to ability to access grants and scholarships
					➢ Apply knowledge of financial aid processes for furthering academic goals
					➢ Complete or graduate from program
					➢ Tutors continue to build professional relationship with students and serve as a reference after student completes program or graduates

Assumptions	External Factors
Students will receive comprehensive student support services	Lack of motivation
Students will be empowered to achieve degree/program completion	Poor time management skills
Students will have a clearer understanding of financial aid processes	Lack of study skills
Students will attend class for which they are receiving tutoring	Meeting the demand of college level work
Students will attend all tutoring sesesions	Budget cuts
Students will meet regularly with academic advisors	
Students will meet with career advisors	
Students will turn in assignments/projects on time	
Students will communicate with instructors if problems persist	
Students' participation will foster a sense of belonging and academic achievement	
Student services promote student accountability, self-development and goal achievment	
Students will be informed and understand how to access scholarships	
Students will develop time management, study skills, test taking, etiquette and goal setting abilities	

Figure 3. 2 Logic Model for evaluating SSS student services at Crowder College   **Rev. 03/14**

APPENDIX C

Program: Student Success Center (SSS) Logic Model

Input	Output		Outcomes – Impact		
	Activities	Participation	Short	Medium	Long

The Student Success Center (SSC) offers a wide range of assistance and resources to all Crowder College students:
• Academic Assessment & Class Placement
• Retention/Suspension Advising
• Career Services
• Free Tutoring
• Disability Services
• Special Accommodations Testing
• Financial Aid Advisement
• Transfer Advising Services
 	
Student Success Center Staff:
• 1 Coordinator
• 3 Advisors
• 1 Career Services Coordinator
• 1 Office of Disability Service (ODS) Coordinator
• 1 Clerical Assistant
• Peer Tutors
 	
Computer Lab Resource Library Testing Center
 	
Data sources for documenting outputs and outcomes:
➢ Tutor training agendas and tutor-created session activities
➢ Tutoring session logs and reflection sheets
➢ Attendance sign-in sheets
➢ Feedback forms from students receiving SSC services
➢ Feedback forms from staff performing SSC services
➢ Attitude and behavior reports
	Academic Advising
	• Arrange for study groups
	• Assistance with admissions process:
	  ➢ Academic assessment
	  ➢ Course Placement
	  ➢ College transfer assistance
	• Arrange for:
	  ➢ Tutoring
	  ➢ Testing
	  ➢ Supplemental Instruction
	
	Career Services
	• Part-time job listings for all students while in school
	• Provide work-study positions
	• Provide online career assessment to assist in the exploration of majors and careers for all students
	• Assess personality type to decide on a major
	• Conduct career workshops for all students to learn how to connect with employers
	• Aid in constructing cover letters, resumes and thank you letters
	• Interviewing skills instruction
	
	Tutoring
	• Students requesting peer tutoring will meet with tutors weekly for one-on-one and/or group tutoring in the computer lab or other approved locations
	• Provide individualized and small group tutoring
	
	Financial Aid Advising
	• Provide financial assistance
	
	Ongoing data collection
		Stakeholders are:
		• All Crowder College students at all Crowder campuses
		
		SSC Staff:
		• Coordinator
		• Advisors
		• Career Services Coordinator
		• ODS Coordinator
		• Clerical Assistant
		• Peer Tutors
		
		Policy decision makers
			Become familiar with SSC services:
			➢ Increased requests for assistance and intervention strategies
			➢ Provided individualized appropriate accommodations
			➢ Receive accurate information on academic assessment and placement
			➢ Participate in weekly academic tutoring as directed by advisors
			➢ Increased knowledge of career exploration
			➢ Understand job market and academic requirements by attending career counseling activities
			➢ Learn how to set academic goals through scheduled academic advising sessions
			➢ Understand how to access SSC resources for personal advisement
			➢ Higher grades earned in classes for which tutoring was conducted
			➢ Increased knowledge, understanding and application of subject area for which tutoring was provided
			➢ Noticeable improvement in attitude/behavior toward academic work
			➢ Improved attitude in ability to persist in college
				Improved usage of SSC services:
				➢ 80% of students will demonstrate increased understanding of career opportunities and interviewing skills
				➢ 75% of students tutored re-enroll for subsequent semesters
				➢ Improved time-management skills and personal responsibility for academic achievement
				➢ Students make informed decisions about course enrollment
				➢ Students incorporate student success strategies i.e. (goal setting, time management, test taking strategies) into daily routine
				➢ 80% of students will demonstrate improved grade in subject(s) tutored
				➢ Appropriate course placement based on test scores
				➢ Student learning increases through supplemental instruction
				➢ Increases in funding and resources for SSC program
					Increased retention through use of SSC resources:
					➢ 80% of SSC students excel in coursework
					➢ Complete or graduate from program
					➢ Students obtain part-time or full-time employment in an area of interest in which degree or certification was obtained
					➢ Tutors continue to build professional relationship with students and serve as a reference after student completes program or graduates

Assumptions	External Factors
Students will receive comprehensive student support services	Lack of motivation
Students will be empowered to achieve degree/program completion	Poor time management skills
Students will have a clearer understanding of financial aid processes	Lack of study skills
Students will attend class for which they are receiving tutoring	Meeting the demand of college level work
Students will attend all tutoring sesesions	Budget cuts
Students will meet regularly with academic coordinators	
Students will meet with career advisors	
Students will turn in assignments/projects on time	
Students will communicate with instructors if problems persist	
Students' participation will foster a sense of belonging and academic achievement	
Student services promote student accountability, self-development and goal achievment	
Students will be informed and understand how to access grants and scholarships	
Students will develop time management, study skills, test taking, etiquette and goal setting abilities	
Students will be knowlegable about the transfer process to universities	
Students will be placed into classes that match their academic level	

Figure 3. 3 Logic Model for evaluating SSC student services at Crowder   **Rev. 03/14**

APPENDIX D

Program Evaluation Survey

Please check the unit you are associated with: CAMP, SSS, and SSC. (Choose one only)

Inputs

    1. What is the primary function of the unit?

    2. Does the unit have a mission statement?

        a. If yes, is the mission statement published?

            i. Is the mission statement discussed with staff members of the unit?

           ii. How often is the mission statement discussion?

          iii. Is that discussion documented?

        b. If not, or if you are unsure that your unit has a mission statement, has the unit administrator clearly communicated the goals for the unit?

            i. In what manner has the unit administrator communicated the goals for the unit?

These questions relate specifically to your unit (CAMP, SSS, SSC).

    3. What self-assessments for your unit are in place?

    4. How does your unit build relationships with students?

    5. Are students surveyed about your unit's services?

        a. Are the results of the survey shared with your unit?

        b. If the results of the survey are shared with your unit, what changes have been made as a result of the survey?

6. What areas/services in your opinion could be improved?

Activities

7. How do you feel your unit contributes to retention efforts?

8. How does your unit determine its effectiveness with regard to retention? (Check all that apply). If other, please be specific.

9. How often is your unit assessed to determine effectiveness?

10. How are the results of an assessment shared and/or implemented? (Check all that apply). If other, please be specific.

This section refers to unit training

11. Does the unit's staff receive professional development training?

12. What training is provided to staff/advisors/counselors? (Check all that apply). If other, please be specific.

13. How often is training provided?

14. Is follow up to the training provided?

   a. What kind of follow-up training is provided?

15. Within your specific unit, which advising models are used? (Check all that apply). If other, please be specific.

Participation

16. Does your unit track its contribution to improving retention rates?

   a. How does your unit track its contribution to improving retention rates?

   (Check all that apply). If other, please be specific.

17. If retention rates/targets are shared, are specific targets identified?

   a. If yes, what is the retention target for your office?

18. Does your unit collaborate with other units for student programming?

    a. Check all the units that apply.

    b. How does this collaboration contribute to retention efforts?

19. How many staff members are in your unit?

20. How many students are served in your unit?

21. Are students required to participate in your unit's activities?

    a. If students are required to participate in your unit's activities, please describe which activities are required and which may be optional. (Please be specific).

    b. How often do students participate?

22. What do you consider as best practices in terms of retention practices for your department? (Please be specific and avoid creating a list).

Department Specific Questions

Choose your department: Academic Advising; Career Services; Financial Services;

Tutoring.

<u>**Academic Advising**</u>

1. What intrusive advising interventions are used? (You can make a list)

2. What prescriptive advising strategies are used? (You can make a list)

3. What developmental advising strategies are used? (You can make a list)

4. How often do you meet with students?

5. Do you integrate academic advising with career planning?

    a. Are you required to map out a certification/graduation completion plan for

        each of your advisees?

6. How do you incorporate technology into academic advising?

    a. Does your unit utilize predictive analytics when advising students?

    b. How do you incorporate predictive analytics into your advising?

7. What training is provided for advisors? (Check all that apply). If other, please be

    specific.

8. Describe the evaluation process for academic advisors?

9. What recognition/rewards are used for academic advisors? If other, please be

    specific.

10. What are your specified student learning outcomes for advising? (You can make a

    list).

11. Do you use an online advising system?

    a. What is the name of your online advising system?

12. What degree audit system is used for advising?

Career Services

1. Are career workshops offered?

Answer the following questions if you answered Yes to Question 1. If Other, please be specific.

     b. How often are career workshops offered?

     c. How are the workshops assessed?

     d. How do you assess student learning in the workshops?

     e. How do you assess student success strategies (goal setting, time management, test taking, etc.) upon completion of the workshops?

2. How do career service counselors incorporate technology?

3. Do you use computer-assisted career guidance software?

     a. What is the name of the computer-assisted career guidance software?

4. How does your unit form campus partnerships?

5. How do you form community partnerships?

6. Is job shadowing for students available?

     a. How does your unit form campus partnerships?

7. Is your unit required to record job placement for student graduates?

Financial Aid

1. How are students' understanding of financial aid concepts assessed? (Check all that apply and/or provide a short answer in 'other').

2. Are financial literacy workshops offered?

     a. Is it mandatory for students to attend a financial literacy workshop?

     b. How many students attend the financial literacy workshops?

3. Please describe your financial literacy workshops.

     a. How often are financial literacy workshops offered?

     b. How are the workshops assessed?

     c. How do you assess student learning in the workshops?

     d. How do you assess student success strategies (goal setting, time management, test taking, etc.) upon completion of the workshops?

4. Are money management workshops offered?

     a. Are money management workshops required?

     b. How often are money management workshops offered?

     c. How are the workshops assessed?

     d. How do you assess student learning in the workshops?

     e. How do you assess student success strategies (goal setting, time management, test taking, etc.) upon completion of the workshops?

5. Are short-term loans available?

6. Is there a need for bilingual financial literacy services?

     a. If there is a need for bilingual financial literacy services, are they offered?

7. Do you participate in high school transition programs?

     a. If your unit participates in high school transition programs, please list which ones?

<u>Tutoring</u>

1. How many students in your department are tutored?

2. How is a student identified for tutoring? Check all that apply. If other, please be specific.

3. How are tutors recruited?

4. Are tutors formally trained?

    a. How many hours of training do tutors receive?

5. How many hours of tutoring do tutees receive?

6. Are grades for tutored students documented?

7. How does your unit determine student success due to tutoring? (Check all that apply) If other, please be specific.

8. How does your unit determine the effectiveness of the tutoring program? If other, please be specific.

APPENDIX E

Crowder College TRIO SSS (Project NOW) Program
Mission Statement:
TRIO…Serving Students, Promoting Education, Committed to Success
Vision Statement:
Changing lives for generations to come through education
TRIO Core Values:
▪ We Make student centered decision
▪ We embrace honesty and integrity in all we do
▪ We empower participants to take the initiative and continue their education
▪ We improve the community where we work and live
▪ We pursue growth and learning
▪ We treat every dollar as if it is our own
▪ We are solution focused, not problem focused
▪ We are welcoming to all
▪ We are open to change in order to successfully evolve over time
▪ We'll do whatever it takes to help our students to be successful

APPENDIX F

College Assistance Migrant Program (CAMP)
Our mission is…
To provide a fully encompassed freshman experience for migrant college students that will propel them into successful college completion and career attainment.
▪ Outreach and Recruitment Identify and select 45 participants by the beginning of the fall semester each year.
▪ Support and Instructional Services Provide all necessary support and instructional services throughout participants' academic year via CAMP funds.
▪ Financial Aid & Assistance Guide students through financial aid application process, meeting necessary deadlines. Provide follow-up services with Financial Aid Department, until process is completed.
▪ Counseling & Career Guidance All personal, academic and career services are provided to support school-life balance. CAMP staff is available and accessible to support, encourage and, if necessary, make referrals to outside sources for participants.
▪ Academic Advising Pre-test administered to all CAMP participants to identify areas of strengths and weaknesses. Provide in-depth academic advising and proper class placement to ensure academic success.
▪ Tutoring & Mentoring Tutoring and academic skill building provided for all participants. Peer mentoring and advisory services provided in support of general academic career, and college acclimatization.

APPENDIX G

Student Success Center Mission (SSC) Statement
The mission of the Student Success Center (SSC) at Crowder College is to provide quality-learning opportunities to all Crowder students through accessible, flexible, affordable programs designed to foster academic achievement and personal growth.
The SSC offers quality services such as tutoring, academic guidance, testing accommodations, study skills workshops and quality internet resources that aid in students' academic ventures. The dedicated, highly committed staff seeks to empower students to meet their academic challenges and persist to become successful graduates of Crowder College.

APPENDIX H

College of Education

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 314-516-5484
Fax: 314-516-xxxx
E-mail: gradeduc@umsl.edu

Informed Consent for Participation in Research Activities
A Program Evaluation of Student Services Offices at Crowder College

Participant _____   HSC Approval Number _____

Principal Investigator Antoinette Sterling & Felicita Myers   PI's Phone Number   314-516-7994
_____

1. You are invited to participate in a research study conducted by Antoinette Sterling and Felicita Myers and Kathleen Haywood, Ph.D. The purpose of this research is to evaluate the effectiveness of the student services offices at Crowder College in promoting student retention.

2. a) Your participation will involve answering questions about the operations of your student services office or program, especially about those operations and procedures that impact student retention. We will be asking similar questions to staff members in other student services offices and programs at Crowder College.

   b) The amount of time involved in your participation will be approximately 30 minutes.

3. There are no anticipated risks associated with this research.

4. There are no direct benefits for you participating in this study. However, your participation will contribute to knowledge about student retention at Crowder College and this knowledge might lead to suggestions that would improve Crowder's student retention rate.

5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. If you want to withdraw from the study, you can contact Kathleen Haywood at the number or e-mail address above. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. By agreeing to participate, you understand and agree that your data may be shared with other researchers and educators in the form of presentations and/or publications. In all cases, your identity will not be revealed. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your data. In addition, all data will be stored on a password-protected computer and/or in a locked office.

Program Evaluation   1

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Faculty Advisor, Kathleen Haywood, at the number or e-mail address above. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at 516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature   Date   Participant's Printed Name

Participant's e-mail _____

Signature of Investigator or Designee   Date   Investigator/Designee Printed Name

Program Evaluation   2

Appendix I

APR Historic Charts

Prior Experience Points Summary for 2011-2012 Assessment Year

Institution Type:	2 Year	Percent Approved	Percent Attained	Points Attained	Points Possible
Number Funded: 175		100.00%	101.71%	3	3
Good Academic Standing		90.00%	95.51%	4	4
Persistence		80.00%	91.01%	4	4
Graduation		40.00%	49.43%	2	2
Transfer		20.00%	29.89%	2	2
				15	15

	Number Funded	Academic Standing	Persistence	Graduation	Transfer
Approved Rate	100.00%	90.00%	80.00%	40.00%	20.00%
Attained Rate	101.71%	95.51%	91.01%	49.43%	29.89%

Prior Experience Points Summary for 2012-2013 Assessment Year

Institution Type:	2 Year	Percent Approved	Percent Attained	Points Attained	Points Possible
Number Funded: 175		100.00%	102.29%	3	3
Good Academic Standing		90.00%	96.09%	4	4
Persistence		80.00%	87.71%	4	4
Graduation		40.00%	43.48%	2	2
Transfer		20.00%	28.99%	2	2
				15	15

	Number Funded	Academic Standing	Persistence	Graduation	Transfer
Approved Rate	100.00%	90.00%	80.00%	40.00%	20.00%
Attained Rate	102.29%	96.09%	87.71%	43.48%	28.99%

Prior Experience Points Summary for 2013-2014 Assessment Year

Institution Type: 2 Year

	Percent Approved	Percent Attained	Points Attained	Points Possible
Number Funded: 175	100.00%	100.00%	3	3
Good Academic Standing	90.00%	94.29%	4	4
Persistence	80.00%	80.00%	4	4
Graduation	40.00%	65.98%	2	2
Transfer	20.00%	30.93%	2	2
			15	15

	Number Funded	Academic Standing	Persistence	Graduation	Transfer
Approved Rate	100.00%	90.00%	80.00%	40.00%	20.00%
Attained Rate	100.00%	94.29%	80.00%	65.98%	30.93%

Standard Objectives Assessment Summary for 2014-2015

Institution Type: 2 Year

	Percent Approved	Percent Attained
Number Funded: 175	100.00%	100.00%
Good Academic Standing	90.00%	96.57%
Persistence	80.00%	90.29%
Graduation	40.00%	45.74%
Transfer	20.00%	27.66%

	Number Funded	Academic Standing	Persistence	Graduation	Transfer
Approved Rate	100.00%	90.00%	80.00%	40.00%	20.00%
Attained Rate	100.00%	96.57%	90.29%	45.74%	27.66%

Appendix J

Advice and Assistance in Post-Secondary Course Selection

Current Practice:
Our SSS program offers some of the most intensive advisement on Crowder's campus. We track degree attainment progress for every program participant and maintain that documentation in each file. One-on-one enrollment services include a degree audit and in-depth discussions on: career choice; time and outside obligations; personality and learning styles as related to instructor preference; academic abilities and test scores; transferability of courses and requirements of transfer institutions; and any questions or concerns that may result from discussions. The campus has granted our Advisors permission to enroll students directly into the campus system. To avoid the possibility of closed classes, SSS participants are encouraged to pre-enroll with SSS staff, who will enter the courses into the system as soon as enrollment opens. The intensive advisement, along with pre-enrollment opportunities, increases the likelihood of proper course placement; therefore increasing the probability of retention, graduation, and successful transfer.

Plan to Improve Services:
Our SSS program will intensify our post-secondary course selection services by implementing a financial literacy component. Crowder College students currently do not receive a cost itemization for the semester until after enrollment; the statement is posted to their student portal by the next business day. Due to the time lapse between enrollment and billing, financial discussions have not historically occurred at the onset. Because the bad-debt and student loan default rates for Crowder College have dramatically increased, a focus on financial literacy as related to academic investment is essential. We will incorporate an Excel-based tool unique to Crowder College that will provide an accurate cost estimate for enrolled courses, including: tuition, fees, special course fees, and books. Paired with information and assistance with Federal Aid, internal and external scholarship opportunities, book buying and payment options; the tool will proactively address one of the top reasons that students fail to complete their education: lack of financial preparedness.

Appendix K

Project Name: Junior College District of Newton and McDonald County Crowder College

PR Number: S149A110028

Grant Year: ☐ Y1 ☐ Y2 ☐ Y3 ☑ Y4 ☐ Y5

Reporting Period: 07/01/2014 - 06/30/2015

College Assistance Migrant Program
U.S. Department of Education
Annual Performance Report and Final Performance Report
Data Form

A. CAMP Project Statistics and Reporting for GPRA

A1	Number of students served during this reporting period.	Y1	Y2	Y3	Y4	Y5
a.	Number **funded** to be served				45	
b.	Number **served** in college courses (Note: A1b1 + A1b2 should sum to equal A1b)				46	
1	Number served who were **new participants** (first academic year in CAMP) (subset of A1b)	0	0	0	45	0
2	Number served who were **returning participants** (not first academic year in CAMP) (subset of A1b)				1	

A2	Status at the end of the reporting period. (Note: A2a-c should sum to equal the number reported in A1b.)	Y1	Y2	Y3	Y4	Y5
a.	Number of CAMP first academic year **completers**.(Obj. 1 National Target: 86%) (GPRA 1) *Supporting documentation required. See instructions for Item A2.				42	
b.	Number of **withdrawals**				4	
c.	Number of **persisters** (coming back to continue in the subsequent budget period; persisters were enrolled in instructional services in the reporting period reported but did not yet complete their first academic year of college and have returned in the subsequent budget period to continue instructional services).				0	
	Your data input accuracy result	Good Job	Good Job	Good Job	Good Job	Good Job

A3	Status of CAMP first academic year completers from question A2a above at the end of reporting period.	Y1	Y2	Y3	Y4	Y5
a.	Unduplicated number of CAMP first academic year completers who **continued in postsecondary** education programs. (This amount should not be greater than the amount in A2a above.) (Obj. 2 National Target: 85%) (GPRA 2)				42	

A4	Number of CAMP first academic year **completers** during this reporting period whom	Y1	Y2	Y3	Y4	Y5

	you were able to track for follow-up data.				42	

		Y1	Y2	Y3	Y4	Y5
A5	Number of your **former** CAMP students who graduated from college with Bachelor's Degree during this reporting period.				8	

		Y1	Y2	Y3	Y4	Y5
A6	Number of your **former** CAMP students who graduated from college with Associate's Degree this reporting period.				17	

		Y1	Y2	Y3	Y4	Y5
A7	Number of your **former** CAMP students who transferred to other IHEs during this reporting period.				9	

		Y1	Y2	Y3	Y4	Y5
A8	Time to completion for CAMP first academic year completers from question A2a above. *(Note: A8a-c should sum to equal the number reported in A2a).*					
a.	Number of CAMP first academic year completers during this reporting period who completed their first academic year of college **within one reporting period** of your project.				41	
b.	Number of CAMP first academic year completers during this reporting period who completed one year of college after **more than one** reporting period, but **within two reporting periods** of your project.				1	
c.	Number of CAMP first academic year completers during this reporting period who completed one year of college after **more than two reporting periods** of your project.				0	
	Your data input accuracy result	Good Job	Good Job	Good Job	Good Job	Good Job

Performance Calculation Table

	Year 1	Year 2	Year 3	Year 4	Year 5
Annual Award Amount					
GPRA Measure 1	#DIV/0!	#DIV/0!	#DIV/0!	91.30%	#DIV/0!
GPRA Measure 2	#DIV/0!	#DIV/0!	#DIV/0!	100.00%	#DIV/0!
Success efficiency ratio	#DIV/0!	#DIV/0!	#DIV/0!	$ -	#DIV/0!

Project Name:	0	**Grant Year:**	☐ Y1 ☐ Y2 ☐ Y3 ☑ Y4 ☐ Y5
PR Number:	0	**Reporting Period:**	0

B.   CAMP Project Student Participant Information

		Y1	Y2	Y3	Y4	Y5
B1	Supportive & Instructional Services and <u>Financial</u> Services provided only by CAMP funds and received by CAMP-enrolled students during the reporting period. This count does not include other services provided to CAMP students by the university or another entity.					
a.	Count the total number of CAMP <u>students</u> served with the following types of supportive & instructional services. Students may appear in more than one row if they received more than one service. (Calculation of total hours received, etc. are not necessary).					
1	Counseling or guidance services to CAMP students (personal, academic, and career services provided in support of school-life balance and other psycho-social aspects of college completion).				46	
2	Tutoring (additional instructional services provided in support of a specific curriculum, course, or course of study).				35	
3	Mentoring or coaching (advisory services provided in support of general academic career).				46	
4	Health services.				0	
5	Assistance with special admissions.				0	
6	Other				0	
b.	Count the total number of CAMP <u>students</u> served with the following types of <u>financial</u> services. Please indicate the number of students receiving financial support services. Students may appear in more than one row if they received more than one service.					
1	Stipends.				46	
2	Scholarships				46	
3	Transportation.				19	
4	Career-oriented work-study.				46	
5	Books and supplies				46	
6	Tuition and fees.				46	
7	Room and Board.				27	
8	Other - Community Based Scholarships.				16	

B2	Characteristics of the CAMP enrolled students during this reporting period.					
	(Note: [B2a and B2b] and [B2c and B2d] should sum to equal the number reported in A1b					
	(no. served)).	Y1	Y2	Y3	Y4	Y5
a.	Number of students who report themselves as male.				16	
b.	Number of students who report themselves as female.	0	0	0	30	0
c.	Number of students who are 21 years old or younger.				45	
d.	Number of students who are over 21 years old.	0	0	0	1	0
e.	Number of students who enrolled during the reporting period and required placement in developmental or remedial courses (i.e. courses that do not count toward graduation.				28	
f.	Number of students who were admitted under special admissions.				0	
g.	Number of first generation college students (i.e., students whose parents have attained an education at or below the high school level).				33	
h.	Number of students who were referred from MEP and accepted into CAMP.				40	
i.	Number of students who were referred from HEP and accepted into CAMP.				1	
j.	Number of students who were referred from NFJP and accepted into CAMP.				0	
k.	Number of students who were referred from any other program and accepted into CAMP.				5	
l.	Number of students who received other financial services paid for by an agency or program other than CAMP.				16	
m.	Does your project screen students for English proficiency as determined by a language assessment test ? If "No," skip to question C1. ☐ No	☐ yes	☐ yes ☐ No	☐ yes ☐ No	☐ yes ☐ No	☐ yes ☐ No
n.	Number of ELL students who enrolled during the reporting period and had English as a second language needs.				2	