

Strengthen Persistence and Inform Interventions With the Mid-Year Student Assessment

Featured Case Study:
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New York City College of Technology
City University of New York

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Welcome


How are we guiding students throughout the first year of college and into the second?

The College Student Inventory (CSI) Community




Always delving deeper to serve students

At the forefront of intentions



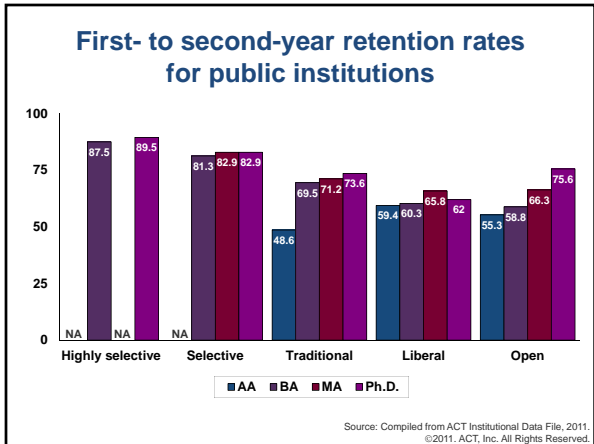
- Reducing the first-year dropout rate
- Increasing students' college completion

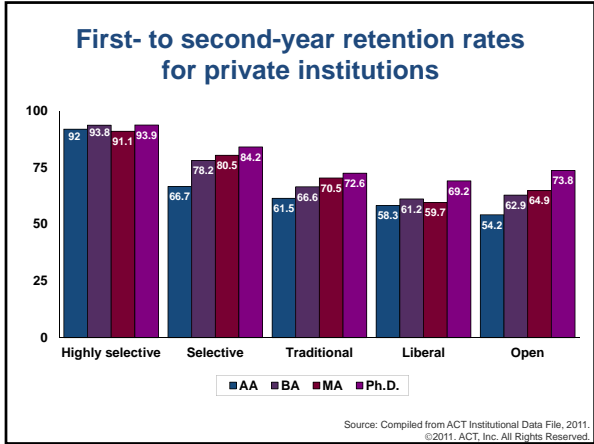
**ENHANCING
STUDENT SUCCESS**



The premise behind these student-centered initiatives

Early intervention sets the stage for addressing students' needs before they become problems that interfere with academic success.





Higher Ed Benchmarks
Benchmark Research Study Conducted Fall 2010

Mid-Year Retention Indicators Report for Two-Year and Four-Year, Public and Private Institutions

To assist campuses with increasingly demanding student retention, and to help with increasing it, this report provides the early indicators of student progress toward completing a degree and retention benchmarks that campuses can use to measure their performance. The report is based on a data-based survey of college and university officials in November 2010.

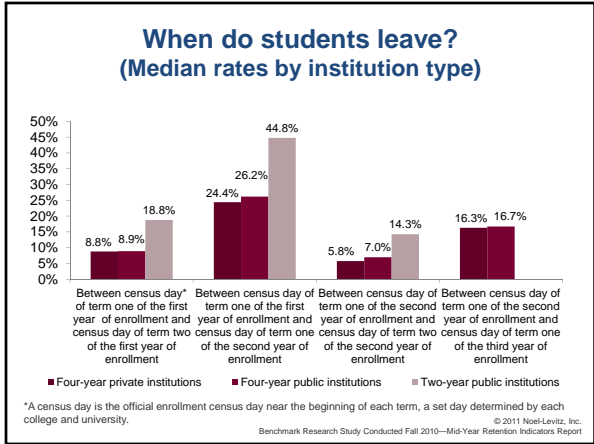
Among the highlights:

- First year students of two-year and four-year institutions completed 77 to 82 percent of the credit hours they attempted (median value), with the highest rates of completion reported among students at four-year private colleges.
- Between 7 and 19 percent of first-year students at the median failed to persist to the second term across institution types, and even were likely to return for their first year at their own institutions.
- Between 7 and 14 percent of second-year students at the median failed to persist to the second term across institution types, and even were likely to return for their first year at their own institutions.
- More first-year students were prepared to graduate during their own first term during freshmen.

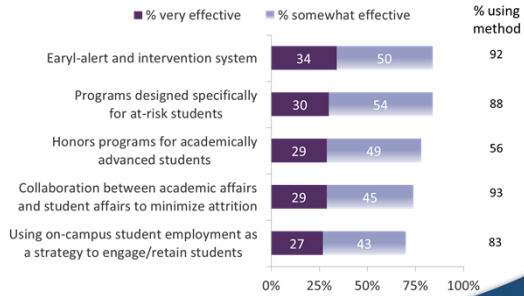
About the data in this report

All of the data in this report are based on records of attending, first-time, full-time-in-college, degree-seeking freshmen. Questions about this report may be directed to Tom Collier, Senior Lead, data preparation of consulting services, at tomcollier@noellevitz.com or by calling 1-800-833-1112.

Noel-Levitz



Included in the 10 most effective retention practices at four-year private institutions



Additional focus on students' needs for campus services *throughout* the first year

- Update knowledge of students' motivations and levels of receptivity to services
- Understand services that student utilized early in the term
- Learn students' college plans for the next term.
- Increase year-to-year retention rates



Mid-Year Student Assessment™

- Update the CSI profile (**motivational assessment scales**, levels of **receptivity** to services, and **demographics**)
- Assess students' **satisfaction**
- Learn individual student's **enrollment plans** for the upcoming term
- Utilize **campus-specific questions**



The Action Plan

Assessment's Results and Comments	Mid-Year Assessment of Progress	Mid-Year Self-Reported Assessment of Progress
Responsibility for Academic Assistance	Yes	Yes
Study skills	Yes	Yes
Work skills	Yes	Yes
Writing skills	Yes	Yes
Reading skills	Yes	Yes
Speaking skills	Yes	Yes
Responsibility for Career Counseling	Yes	Yes
Availability for employment	Yes	Yes
Has work experience plan	Yes	Yes
Has a career plan	Yes	Yes
Has a budget for expenses	Yes	Yes
Has a budget for expenses of interest	Yes	Yes
Responsibility for Financial Counseling	Yes	Yes
Attends school classes	Yes	Yes
Development program completion	Yes	Yes
Completed subject	Yes	Yes
Personal development with work life	Yes	Yes
Family issues	Yes	Yes
Personal issues	Yes	Yes
Responsibility for Personal Guidance	Yes	Yes
Has a job	Yes	Yes
Has a plan	Yes	Yes
Has a personal budget	Yes	Yes
Has a personal plan	Yes	Yes
Has a personal budget plan	Yes	Yes
Has a personal budget plan	Yes	Yes
Has a personal budget plan	Yes	Yes

Part of the Educational Management System (EMS) - New York City

**New York City College of Technology/
City University of New York's SEEK Program**

Dorie Clay
Director SEEK Program

**New York City College of Technology/
The City University of New York SEEK Program:
Supporting Learning**

The SEEK Program
(Search for Education, Elevation, and Knowledge)

A unique and supportive educational opportunity program for students from economically disadvantaged backgrounds, many of whom have had inadequate academic preparation for college-level coursework.

Dorie B. Clay, Director, SEEK Program
New York City College of Technology/
City University of New York

**Proactive Interventions:
Data-driven assessment of students' needs
informs programming**

"Because our emphasis was on **data pertaining to student behavior, motivation, and needs**, we purchased several survey instruments to be administered to SEEK students at the beginning of their academic careers.

"The College Student Inventory (CSI) and Mid-Year Student Assessment (MYSA), components of the Noel-Levitz Retention Management System, have proven to be invaluable in helping the program identify student needs and readiness for interventions."

Dorie B. Clay, Director, SEEK Program
New York City College of Technology
City University of New York

The SEEK program

- The SEEK program currently has 1,017 participants
- The college is anticipating 1,030 participants for the fall 2012 semester
- The SEEK program of The City University of New York has just celebrated its 40th year
- The program on this campus has been in existence for 39 years.

Our Mission: To help students reach their potential by supporting their learning

- SEEK is a learning assistance program that acknowledges that many of our students have not developed the *habits of the mind* or skills necessary to be effective learners.
- The CSI and MYSA provide us with a way to conduct "reality checks" with our students to help them develop strong identities as effective learners.

"We always build from the most positive aspect of each assessment."

A glance at our students' demographic information

Racial/Ethnic Origin	*Pre (CSI-Form B)		**Mid-year (MYS)	
	N	%	N/A	N/A
Black African-American	11	16.42		
American Indian or Alaska Native	0	0.00		
Asian or Pacific Islander	177	25.27		
White Caucasian	13	4.43		
Hispanic or Latino	24	35.82		
Multiethnic or other ethnic origin	3	4.43		
Prefer not to respond	9	13.43		
Mother's Highest Level of Education	N	%	N/A	N/A
Elementary	13	19.40		
Some High School	100	20.26		
High School Diploma	219	20.85		
Some College	100	14.93		
Bachelor's	4	7.46		
Master's	0	0.00		
Professional	0	0.00		
Father's Highest Level of Education	N	%	N/A	N/A
Elementary	16	13.43		
Some High School	23	41.79		
High School Diploma	139	28.50		
Some College	16	8.50		
Bachelor's	3	4.43		
Master's	2	2.22		
Professional	0	0.00		

* Refers to pre-college experiences/plans for CSI-Form B
** Refers to first-term experiences/plans for Mid-Year Student Assessment


A glance at our students' demographic information

	*Pre (CSI-Form B)	**Mid-year (MYS)
	N	%
Gender		
Female	18	100%
Male	0	0%
Age		
17-18	18	100%
General Academic Knowledge		
Highly Proficient	0	0%
Proficient	0	0%
Developing	0	0%
Not Proficient	18	100%
Highly Proficient	0	0%
Proficient	0	0%
Developing	0	0%
Not Proficient	18	100%
College Plans		
Plan to attend college	18	100%
Do not plan to attend college	0	0%

* Refers to pre-college experiences/plans for CSI-Form B
** Refers to first-term experiences/plans for Mid-Year Student Assessment

What do our students say they need?

"It's powerful because the data obtained from these assessments are in the students' own words; *what they have said*. That is how and why we use the CSI and MYS as an integral aspect of our first year programming.

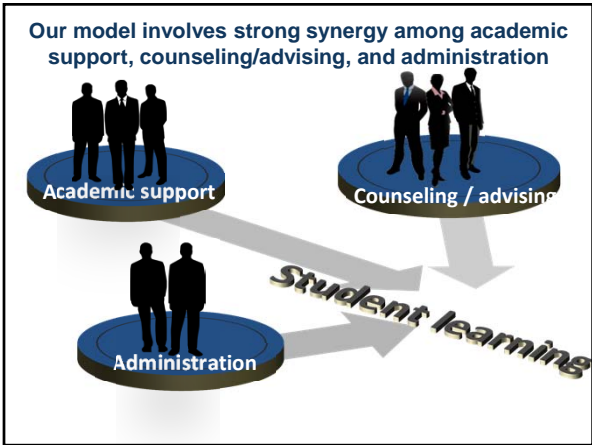


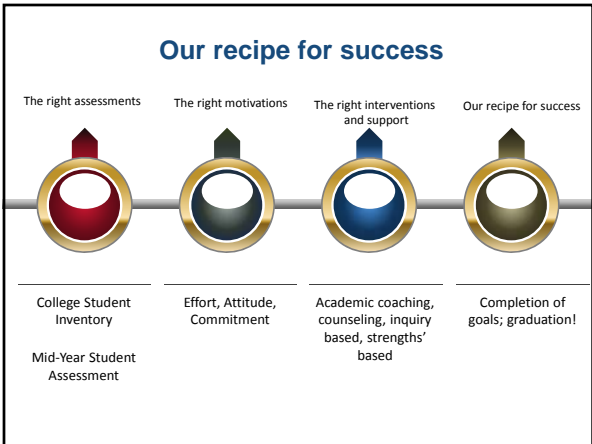
These instruments help us to see students in this **holistic way**, to *meet the challenges* they are facing, and for us to have a program that is effective in *meeting the needs of the population we serve*."

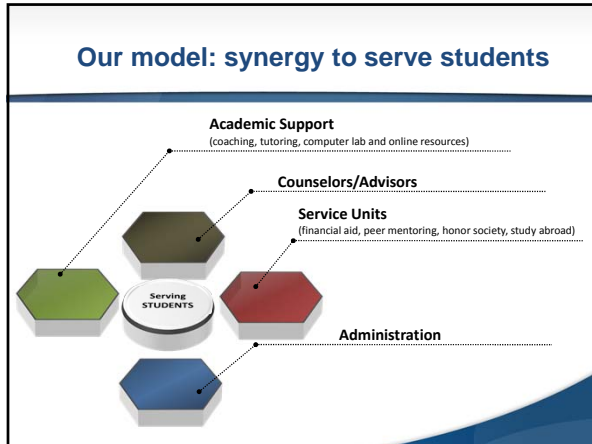
Dorie Clay

Our network of support addresses the needs of the whole student

- *Strength-based approach*
What is the **highest** score? Start there!
- *Inquiry-based approach*
Where do **you** think you need the most help?







What did we learn?

Summary Results from the Mid-Year Student Assessment
Summary and Planning Report 2011

Motivational Assessment: Growth!

Intellectual Interests
Pre: 50.5 to mid-year: 54.6

Math and Science Confidence
Pre: 40.1 to mid-year: 48.8

Study Habits
Pre: 49.2 to mid-year: 51.9

Verbal and Writing Confidence
Pre: 43.9 to mid-year: 47.9

Career Closure
Pre: 43.0 to mid-year: 45.2

Opinion Tolerance
Pre: 48.2 to mid-year: 56.7

Sense of Financial Security
Pre: 47.6 to mid-year: 52.6

Sociability
Pre: 39.1 to mid-year: 45.9

Where the "reality of the rigors of college" indicate a down-ward trend with implications for programming:

Category	Pre	Mid-Year
Attitude toward educators	44.3	41.8
Desire to finish college	45.9	41.8
Family emotional support	51.5	49.8

Attitude toward educators,
44.3 to 41.8

Desire to finish college,
45.9 to 41.8

Family emotional support,
51.5 to 49.8

Mid-Year Student Assessment
Summary Results
Noel-Levitz
Dorie B. Clay, Director,
SEEK Program,
New York City College of Technology/
City University of New York

What's behind the students' growth?

- **Social support** among peers for encouragement
- **Academic coaching** for study habits
- **Recitation sessions** for science courses
- **Personal finance seminars** for financial security
- **Partnership** with the New York Historical Society for historical inquiry and discovery workshops to build research skills

Insights of help-seeking behaviors among females and males

Our male students:

- Typically asking for help after a crisis

Our female students:

- Asking for help before things go awry

Implying the need for structure



How satisfied are our students after a few months of being on campus?

Institutional Impressions: 1(low) 7(high)

- Safety and security, 5.64
- Availability of financial resources, 5.28
- Interaction with faculty in class, 5.19
- Interaction with advisor, 5.16
- Level of interaction with other students, 5.14
- Sense of belonging to this college community, 5.04
- Interaction with faculty outside of class, 4.57
- Opportunities for community service/volunteer work, 4.52

Institutional Impression Item	Number per answer to question using 7-point Likert scale							Mean
	1	2	3	4	5	6	7	
Availability of financial resources	10	10	10	10	10	10	10	5.28
Interaction with faculty in class	10	10	10	10	10	10	10	5.19
Interaction with advisor	10	10	10	10	10	10	10	5.16
Level of interaction with other students	10	10	10	10	10	10	10	5.14
Sense of belonging to this college community	10	10	10	10	10	10	10	5.04
Interaction with faculty outside of class	10	10	10	10	10	10	10	4.57
Opportunities for community service/volunteer work	10	10	10	10	10	10	10	4.52

Needs and Interests of Our Students Toward the End of First Term

Receptivity to Academic Assistance

- At least 64 percent were served this term, especially in the area of math skills.
- At least 68 percent are requesting additional information or help, especially in the area of math skills.

Receptivity to Career Counseling

- At least 36 percent were served this term, especially in the area of qualifications for occupations.
- At least 77 percent are requesting additional information or help, especially in the area of qualifications for occupations and advantages/disadvantages of occupations.

Receptivity to Personal Counseling

- At least 78 percent were served this term, especially in the area of attitude toward school.
- At least 36 percent are requesting additional information or help, especially in the area of attitude toward school.

Area of Need	Percent of students		Number of students	
	Served	Requesting	Served	Requesting
Academic Assistance	64	68	104	104
Career Counseling	36	77	54	116
Personal Counseling	78	36	117	54

Mid-Year Student Assessment Summary Results, Noel-Levitz
 Dorie B. Clay, Director,
 SEEK Program, New York City College of Technology
 City University of New York

Needs and Interests of Our Students Toward the End of First Term

Receptivity to Social Enrichment

- At least **41 percent** were **served this term**, especially in the area of clubs and social organizations.
- At least **46 percent** are requesting **additional information or help**, especially in the area of clubs and social organization.

Receptivity to Financial Guidance

- At least **29 percent** were **served this term**, especially in the area of help in finding a part-time job.
- At least **67 percent** are requesting **additional information or help**, especially in the areas of help in finding a part-time job or summer or holiday jobs.

Area of Interest	Mid-Year Student Assessment Summary Results			Request Status		
	Percentage	Count	Percentage	Count	Percentage	
Academic Knowledge	41%	212	46%	240	67%	
Academic Guidance	29%	152	67%	348	96%	
Financial Guidance	29%	152	67%	348	96%	
Part-time Job	29%	152	67%	348	96%	
Summer/Holiday Jobs	29%	152	67%	348	96%	

Mid-Year Student Assessment Summary Results, Noel-Levitz
Dore B. City, Director,
SEEK Program, New York City College of Technology/ City University of New York



Case Study of an Individual Student

Mid-Year Student Assessment™
Advisor/Counselor Report

Assigned Program Coordinator per Student's Request

Student 1
Female, Age 19, CSE
City University of New York City College of Technology
October 16, 2011

Note: This report details the changes in student self-reported scores on the College Student Services (CSES) scale. The percentages below the bars for the Pre and Post Year Student Assessment data have the same response to a large range of college students from across the country. Specifically, they indicate the percentage of students who score as reported in the Pre Year Student Services on the report. On the basis of a Student's CSES assessment score, self-reported.

Multidimensional Assessment	Pre	Very Low	Very High	Student Information
Academic Motivation	85	70	90	Academic Score: 2.87 (B+) B+ Average Pre Year Assessment: Business, Level 3 Academic Knowledge High School: Transfer to the Student 30% College: Transfer to the Student 30%
Study Time Needed	60	50	70	Academic Ability Pre: Student's Average Mid-year: Student
Study Time Available	55	40	70	Study Time Needed Mid-year: Student What I Expected
Study Time Available	55	40	70	Study Time Pre: 5 Hours per Week Mid-year: 10 Hours per Week
Academic Interest	65	50	80	Engines Plans Pre: Student's Mid-year: Student's
Academic Interest	65	50	80	College Plans Mid-year: The Student's Most Difficult Part Term
Family Educational Support	75	60	90	Family Educational Support Mid-year: Student's Average Mid-year: High School Degree Mid-year: High School Degree
Family Educational Support	75	60	90	Community Support Mid-year: Student's
Family Educational Support	75	60	90	Misc

** The Definition of a Student Report*

Advisor/Counseling Report
page 1

Student and Institutional Success are Inseparable



Continuing the conversation about student retention and college completion: 1-800-876-1117

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