

Don't Wait For Students to Ask: Assessing Student Engagement and Institutional Effectiveness

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*IUPUI Assessment Institute
Track: 05J (CC) Concurrent Workshop
Time: 3:45 - 5:00 p.m. Monday, October 27, 2008
Room: Senate 1, 2, & 3 Beginners and Advanced*

St. Louis Community College Profile

- Three fully developed campuses and one new campus which enroll more than 25,000 credit students.
- More than two-thirds of the students enroll with a transfer intent.
- Largest transfer student provider in the state.
- Approximately 2,000 STLCC students transfer to a Missouri four-year college/university each fall.

STLCC Assessment Vision

St. Louis Community College collects and uses assessment data to improve student learning, academic achievement, and overall institutional effectiveness. When combined with thoughtful interpretation by faculty and staff, assessment supports the overall decision-making needs of the College and the specific decision-making needs of individual units and programs.

St. Louis Community College Mission-Based Assessment

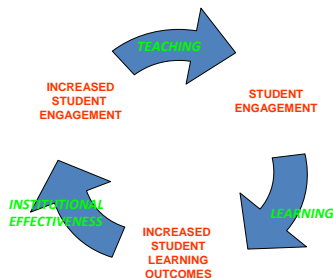


Levels of Assessment

- Institutional Effectiveness: STLCC Mission Areas
- Campus, Within Mission Areas: Division / Program and Departmental
- Departmental / Program Mission: Course Level

2008-2009 Assessment Theme: Student Engagement & Student Learning Outcomes

Research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning & personal development (Kuh, Astin, Pascarella, Terenzini, Tinto).



STLCC Assessment Methods

I DID

- INQUIRE—What Do We Want To Know?
Define the specific program/mission area(s) or student learning outcome to be assessed.
- DISCOVER—What Do We Know?
Identify data sources and methods of assessment, and collect assessment data.
- INTERPRET—What Does The Information Tell Us?
Analyze and share the results of the data.
- DEVELOP—What Actions Do We Plan To Take?
Use results to design strategies to improve student learning and institutional effectiveness

STLCC Assessment Methods

LAASIE

STLCC approach for assessing and improving College Service operations.

L = Listen, Look and Learn

A = Act

A = Another Look

S = Share the News

I = Improve

E = Excel and Celebrate

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Transfer Education Assessment 2006 - 2007

Inquire

The key assessment questions for this area are: how many hours do SLCC students transfer to UM-St. Louis and are STLCC students well-prepared to succeed at UM-St. Louis?

Discover

Data related to number of credit hours transferred, as well as four-year GPA data, were examined. In addition, a survey of STLCC-to-UMSL transfer students was conducted in June, 2007.

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Transfer Education Assessment 2006 - 2007

Interpret

- The data reveal that STLCC transfer students, as measured by UM-St. Louis GPA, UM-St. Louis grades, perform as well as UM-St. Louis native students. The STLCC-transfer cumulative GPA is 2.72, while the UM-St. Louis native student cumulative GPA is 2.83.
- 81 % of STLCC-transfer students received a grade of A-C in their upper division courses, while 83 % of the UM-St. Louis native students received a grade of A-C in their upper division courses.
- Data also revealed that only 25% of the SLCC to UM-St. Louis transfers completed the AA degree.

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Transfer Education Assessment 2006 - 2007

Develop

The committee recommended the following:

- The positive performance of our transfer students should be widely shared internally and with the University of Missouri-St. Louis
- Information related to the value of the AA degree completion should be communicated to students with 45 or more credit hours and advisors should be directed to share such information with students.
- Contact STLCC-to-UM-St. Louis (UMSL) transfer students to obtain additional information related to course-taking patterns, student satisfaction with their transfer preparation, and possible reasons for transferring a significant number of credit hours without the AA degree. This information will be used to improve our transfer partnership with UMSL.

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Transfer Education Assessment 2007 - 2008

Inquire

"The committee will focus on the degree to which students are using advisors, counselors, and teachers to help them make the transition from STLCC to [UM-St. Louis]."

Discover

The committee decided to utilize a survey and focus groups. The focus groups were composed of former STLCC students who had transferred to UM-St. Louis. Three cohorts - according to credit hours acquired - were assembled. Students participating in the focus groups were paid. The survey and focus group projects were funded by Institutional Research, Planning & Assessment.

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Key Survey Findings

- 50% of the students were very satisfied with their transfer preparation, 23% were more than satisfied, and 20% were satisfied.
- Approximately one-third reported that they lost STLCC credit hours at the 100-level or above when transferring.
- 21% of the students indicated they did not obtain any transfer advice from an STLCC employee
- 35% of the students indicated they did not obtain any transfer advice from a university employee.
- In a recent survey of fall new students, 38% reported that they did not meet with an advisor during their first 4 weeks on campus. 83% reported that they rarely or never obtained transfer advice any time during their first semester.

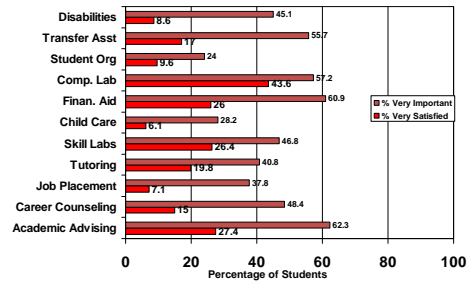
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Key Survey Findings

- 42% reported transferring with the AA degree, 14% transferred with 60 STLCC hours but no degree, 8% transferred with 45-59 STLCC hours, 20% transferred with 30-44 STLCC hours, and 16% transferred with less than 30 STLCC hours.
- 87% of the students reported that their university GPA is the same or higher than their STLCC GPA
- If they had to start over, 58% of the students said they would definitely start again with STLCC and 28% said they would probably start again with STLCC and then transfer.

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CCSSE Assessment: Student Support Services, Importance & Satisfaction



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Focus Group Questions

1. Were you satisfied with how your education at STLCC prepared you for transfer to UMSL? Probe for why and/or why not.
2. What were your experiences transferring 100 level and above courses from STLCC to UMSL? Were such experiences consistent with what you were told? If problems, probe for specific academic areas and/or problems with advice.
3. Who, if anyone provided you with transfer advice? (STLCC faculty or staff; UMSL faculty or staff). Overall, how would you rate the advice you received? (For those who indicated they did not receive any advice, ask them how that is working out)
4. If you could give advice to someone thinking about transferring from STLCC to UMSL what would you tell them to do to have a successful transfer experience?
5. Did you transfer with or without an Associate Degree from St. Louis Community College? If possible, explore with both groups their reason for transferring with or without the degree.
6. In a recent survey of STLCC to UMSL transfer students, the majority of those students indicated that their UMSL GPA was the same or better than their STLCC GPA. Is this your experience or not? How would you explain your change in GPA?
7. If you could start your higher education experience again, would you still start with STLCC and transfer to UMSL? (if possible get them to discuss why they started with STLCC).

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STLCC-to-UMSL Focus Group Results

Interpret

- Many students do not use advising services as much as we at the college would like, but a good portion of those who did transfer had sought advice at both the community college and at UMSL.
- Students perceive themselves to be just as prepared if not better prepared than native students at UMSL, a finding which is consistent with last year's assessment of GPA's.
- Students who perceive themselves as having a successful transfer are self-motivated to facilitate the process. Some reported that even though they might have heard differing stories about what would and would not transfer, even from the same department, they still found their way.
- Students claimed that many capstone and cornerstone courses do not transfer to UMSL. Thus, articulation agreements are sometimes not honored for our transfer students.

(see attached excerpts from focus group transcripts, pages 12 - 16)

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Transfer Education Assessment 2007 - 2008

Develop

1. Using advising, and thus increasing the chance of eventual transfer, has to be a part of every first-time, degree-seeking student's orientation.
2. Require each first-time, degree-seeking student to see an advisor either in their first semester, or maybe twice in the first year.
3. Seeing an advisor as a component of COL 020 (Orientation and Study Skills) was suggested.
4. Perhaps the college could require an orientation ceremony or speech that all first-time, degree-seeking students must attend.
5. **Perhaps there could be a mentoring program with successfully transferred UMSL students helping or advising new community college students.**

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Action

From: Cosgrove, John J. [mailto:jcosgrove@stlcc.edu]

Sent: Tuesday, September 23, 2008 1:16 PM

To: Hattman, Melissa [Director, Transfer Services and Articulation, UMSL]

Subject: RE: Possible UMSL-STLCC Transfer Mentors

Last year's STLCC-to-UMSL transfer focus groups produced a number of key findings and suggestions for action. **One such action was to have successful STLCC-to-UMSL transfer students come back to STLCC and speak with current STLCC students who are planning to transfer to UMSL (sort of student to student mentoring activity).** I am following up on this idea and would be interested in your reaction to the following strategy.

1. Identify successful STLCC to UMSL transfer students.
2. Contact these students to determine if they would be interested in participating in an STLCC-to-UMSL transfer information session at one of our campuses. The session would run approximately 90 minutes. We would pay the students \$100.00 for the 2 and half hours (one hour overview and 90 minute session).
3. We would probably need 3 or 4 students for each campus (about 12 students total).

Please let me know your thoughts on this idea. Our VPs for Student Affairs at each campus have expressed serious interest in running such sessions this fall (mid-November).

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Action

From: Hattman, Melissa [mailto:HattmanM@msx.umsl.edu]
Sent: Wednesday, October 01, 2008 5:33 PM
To: Cosgrove, John J.
Subject: RE: Possible UMSL-STLCC Transfer Mentors

John,

We have a green from folks here. I will start working with IT on the criteria for the list. Keep me posted on the progress on your end.

As I said , I think this is a great idea.

Thanks,
Melissa

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Transfer Education Assessment 2008 - 2009

Inquire

What percentage of STLCC students who complete 24 or more STLCC credit hours and then transfer to a Missouri college/university complete 24 or more credit hours at their transfer institution and remain in good academic standing after 2 years?

Analysis should consider both STLCC students who begin as "college-ready students" and students who begin with one or more developmental education needs.

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Comments & Questions



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Contacts & Resources

- o John Cosgrove, Director of Institutional Research, Planning, & Assessment
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- o Larry McDaniel, Professor of English
lmcdaniel@stlcc.edu
- o STLCC Institutional Research & Planning Assessment Toolbox
<http://collegeweb.stlcc.edu/assessment/> [note: restricted access]
- o STLCC Assessment Public Site
http://www.stlcc.edu/Faculty_and_Staff_Resources/Assessment/

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