Assessment in Action: TRIO Student Success Program

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Assessment in Action: TRIO SSP
Nathifa Sligh
Director/
Principal Investigator
(for 6 more hours)

Spencer Myers
Academic Services
Specialist

Candace Faistenhammer-
Bracey
Program Services
Specialist
TRIO's History

• TRIO Student Success Program is one of eight TRIO programs (Educational Talent Search, Upward Bound, Upward Bound M/S, Veterans Upward Bound, Student Support Services, McNair's Scholars, Educational Opportunity Centers, Training Program for Federal TRIO Programs Staff)

• TRIO SSP has been at WMU since 1984

• Federally and WMU funded grant
  • Grant competition – every five years
  • Currently in year two of cycle

• Funded to serve 210 students annually
  • Currently serving 171

• TRIO SSP is an experiment
Program Mission + Vision

• TRIO SSS Mission
  • TRIO programs provide services to help first-generation college students overcome challenges, so they persist, thrive, and graduate

• TRIO SSP Mission
  • Maximize the personal and academic success of our students
    • Advocacy
    • Education
    • Holistic Development

• Vision
  • An elite community of purpose driven students who positively impact the world around them.
**ELIGIBILITY**

<table>
<thead>
<tr>
<th>Eligibility</th>
<th># of Participants</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>2</td>
<td>1.17%</td>
</tr>
<tr>
<td>Disabled and low income</td>
<td>2</td>
<td>1.17%</td>
</tr>
<tr>
<td>First generation only</td>
<td>20</td>
<td>11.70%</td>
</tr>
<tr>
<td>Low income and first generation</td>
<td>146</td>
<td>85.38%</td>
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<tr>
<td>Low income only</td>
<td>1</td>
<td>0.58%</td>
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**ETHNICITY**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># of Participants</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>90</td>
<td>52.63%</td>
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<tr>
<td>Hispanic</td>
<td>24</td>
<td>14.04%</td>
</tr>
<tr>
<td>White</td>
<td>89</td>
<td>52.05%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>3</td>
<td>1.75%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>0.58%</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>1.75%</td>
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</table>

**GENDER**

<table>
<thead>
<tr>
<th>Gender</th>
<th># of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>120</td>
<td>70.18%</td>
</tr>
<tr>
<td>M</td>
<td>51</td>
<td>29.82%</td>
</tr>
</tbody>
</table>
What are the Goals of the TRIO SSP Program?

• The success metrics required for the grant include:
  • 78% of TRIO SSP students will persist from one academic year to the next
  • 86% of TRIO SSP students will remain in good academic standing (≥ 2.0 GPA)
  • 50% of TRIO SSP students will graduate within 6 years
Required Services + Required Reporting Per DOE

**Required Services – We’re required to report on these**

- Academic Tutoring
- Advice and Assistance in Post-Secondary Course Selection
- Financial Literacy
- Information on Federal Aid
- Assistance in Applying for Financial Aid
- Graduate School Exploration Assistance

*Allowable Services – Holistic Development*

**General Required Reporting – Annual Performance Report**

- Participants’ Personal Data
- Demographic Information & Percentages
- Eligibility & Cohort Status
- Participant Status & Academic Status
- Academic Progress & Persistence
- Student Financial Assistance
- Project Entry Information
  - Services provided
  - Participant performance and progress
  - Contacts with students
Proposed Model
grounded in research by:
**WMU TRIO Student Success Program**

**Program Logic Model**

**Ultimate Objectives:**
- 78% of SSS students will persist from one academic year to the next.
- 86% of SSS students will remain in good academic standing (2.0 GPA).
- 50% of SSS students will graduate within 6 years.

<table>
<thead>
<tr>
<th>Program Activities</th>
<th>Short Term Outcomes</th>
<th>Intermediate Outcomes</th>
<th>Long Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Supports &amp; Programming</td>
<td>Knowledge, Skills, Attitudes</td>
<td>Behavior Change as a result of KSAs</td>
<td>Overall program goals based on activities</td>
</tr>
<tr>
<td>Scholarship Assistance*</td>
<td>Students will demonstrate increased awareness of financial supports and resources at WMU, and personal financial accountability.</td>
<td>Students proactively address financial issues related to school and personal living. Students apply for financial aid and scholarships in a timely manner.</td>
<td>Student account holds and financial barriers minimized.</td>
</tr>
<tr>
<td>FAFSA Completion Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial /Economic Literacy Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Supports &amp; Programming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising Appointments</td>
<td>Students will demonstrate increased awareness of academic requirements, tutoring resources, study skills, and goal setting.</td>
<td>Students will regularly attend tutoring services and use study resources. Students will proactively plan for graduation with individual degree – academic and career plan.</td>
<td>Student academic achievement rates will be improved from semester to semester. Students will remain on track to graduate in 6 years.</td>
</tr>
<tr>
<td>Individual Action Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Experience Seminar/Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Supports &amp; Programming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Counseling</td>
<td>Students will demonstrate an increased understanding of their strengths, and awareness of career pathways and graduate/professional school possibilities.</td>
<td>Students will seek out internships and other experiences based on their strengths and career preferences. Students will engage in career development resources regularly.</td>
<td>Students will complete at least 1 experiential education opportunity related to career interests. Students will report engagement in employment or further education within a year after graduation.</td>
</tr>
<tr>
<td>Strengths Assessment and Coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIV 1030 course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Ed Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etiquette Luncheon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate/Professional School Exploration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Supports &amp; Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>Students will demonstrate increased awareness of campus involvement opportunities and resources. Students will demonstrate increased understanding of social and cultural perspectives.</td>
<td>Students will join academic and social organizations aligned with their interest. Students will build relationships with faculty, staff, and fellow students.</td>
<td>Students remain connected to WMU and TRIO communities throughout their undergraduate experience.</td>
</tr>
<tr>
<td>Peer Mentorship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRIO Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRIO Cording &amp; Graduation Ceremony</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WMU Cultural Events</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Activities Outputs:** Quantity and Quality of program activities

**Program Activities Outputs:**
- Financial Supports & Programming
  - Scholarship Assistance*
  - FAFSA Completion Workshops
  - Financial /Economic Literacy Workshops
- Academic Supports & Programming
  - Academic Advising Appointments
  - Individual Action Planning
  - Academic Tutoring
  - First Year Experience Seminar/Program
- Career Supports & Programming
  - Career Counseling
  - Strengths Assessment and Coaching
  - UNIV 1030 course
  - Experiential Ed Opportunities
  - Etiquette Luncheon
  - Graduate/Professional School Exploration
  - Student Employment
- Social Supports & Engagement
  - Orientation
  - Peer Mentorship
  - Leadership Opportunities
  - TRIO Community
  - TRIO Cording & Graduation Ceremony
  - WMU Cultural Events
Our Tools

- College Student Inventory
- Mid-Year Student Assessment
- Needs Assessment (Qualtrics)
- Academic/Social Program Evaluations (Exp WMU/Qualtrics)
- Graduation Exit Survey (Qualtrics)
- Experience WMU
- Student Access
- Course Evaluations (Qualtrics)

Annual Report
Logic Model
How do we get to our goals?
College Student Inventory/Mid-Year Student Assessment

What is this?
• Identifies at-risk students in our first-year student cohorts
• Assesses students
  • Academic motivations
  • Areas of risks
  • Receptivity to support services

How does it get used?
• Administered in early fall and end of semester
• Guides conversation with first-year students

Why does this have value?
• Provides baseline information for incoming students
  • For TRIO & student
• Provides growth data for student at end of semester
• Provides strategies for student success
Mid-Year Student Assessment

Western Michigan University

Student Report

Instructions

See this report details the changes in your scores on the College Student Inventory (Pretest) to now. The percentile rank for both the Pretest and Mid-Year Student Assessment show how your scores compare to a large sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than those shown on this report.

In the absence of a Pretest, Motivation Assessment scores will not appear.

Your Motivational Profile

<table>
<thead>
<tr>
<th>Motivational Area</th>
<th>Percent Rank</th>
<th>Very Low</th>
<th>Very High</th>
<th>About You</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Habits</td>
<td>84</td>
<td>Low</td>
<td>High</td>
<td>Academics</td>
</tr>
<tr>
<td>Reading Interests</td>
<td>94</td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Verbal and Writing Confidence</td>
<td>40</td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Math and Science Confidence</td>
<td>15</td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Commitment to College</td>
<td>28</td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Interactions with Previous Teachers</td>
<td>70</td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Family Background</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial/Ethnic Origin</td>
<td>White/Caucasian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent’s/Guardian’s Education</td>
<td>Some College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian’s Education</td>
<td>High School Diploma</td>
<td></td>
<td></td>
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<tr>
<td>College Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Decision to Enroll</td>
<td>Many Months Before</td>
<td></td>
<td></td>
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<tr>
<td>Degree Sought</td>
<td>Few at this Time</td>
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<tr>
<td>Plan to Work</td>
<td>0 Hours per Week</td>
<td></td>
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<tr>
<td>Grouping Fields*</td>
<td></td>
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<tr>
<td>Custom Grouping 1</td>
<td>Shoal/fishers</td>
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<tr>
<td>Custom Grouping 2</td>
<td>MN 3:30</td>
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<td></td>
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<tr>
<td>General Coping</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social Engagement</td>
<td>30</td>
<td>Low</td>
<td>High</td>
<td></td>
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<tr>
<td>Family Support</td>
<td>24</td>
<td>Low</td>
<td>High</td>
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<td>Career Clue</td>
<td>10</td>
<td>Low</td>
<td>High</td>
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<tr>
<td>Financial Security</td>
<td>25</td>
<td>Low</td>
<td>High</td>
<td></td>
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<tr>
<td>Receptivity to Support Services</td>
<td></td>
<td></td>
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<tr>
<td>Academic Assistance</td>
<td>85</td>
<td>Low</td>
<td>High</td>
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<td>Personal Counseling</td>
<td>87</td>
<td>Low</td>
<td>High</td>
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<td>Social Engagement</td>
<td>60</td>
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<td>High</td>
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<td>Career Counseling</td>
<td>99</td>
<td>Low</td>
<td>High</td>
<td></td>
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<tr>
<td>Financial Counseling</td>
<td>38</td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

Internal Validity: Excellent

Personal Success Plan for Jane

The strength of the top 7 recommendations is indicated by its priority score (0 to 3.3 – low, 3.4 to 6.6 – medium, 6.7 to 10.0 – high):

- Discuss advantages/disadvantages of careers
- Discuss job market for college graduates
- Discuss the qualifications for careers
- Get help in selecting a career
- Get help in selecting an academic program
- Get advice from an experienced student
- Get information about clubs and social organizations

Notice

Students may request that their report be removed from their file at anytime.

*This information is not shown on the student's copy.
How do we get to our goals? - TRIO Needs Assessment

What is this?
• Self – Assessment Tool -
• Covers Personal Well-Being, Social, Academics, Career Readiness, & Financial Categories

How does it get used?
• Completed every semester via Qualtrics
• Guides Conversation with students
• Guides creation of Student Individualized Action Plan

Why does this have value?
• Foundational Tool for Semester Check-In meetings
• Provides information on State of TRIO students
• Living Tool
Needs Assessment Example

Response Summary:

About You
First Name
WIN
Phone Number
Address (Street, City, State, AND Zip Code)
TRIO Advisor  Candace
Your major(s) and minor(s) film / arts administration
Last Name

What are your top five Strengths or qualities you consider to be strengths?
1. command
2. achiever
3. ideation
4. adaptability
5. futuristic

What are some of your successes from last semester? (First-year students, please list successes f...
"I did not think I would be able to get through last semester because of the work load and many other things. I really surprised myself and made it through with a good GPA and passed all my classes. I made some really smart decisions from the start and they helped push me to the end."
How confident do you feel right now about being at WMU and being successful this semester?
Middle of the Road

What are two things are you most excited or enthused about this semester?
all the projects I get to do
the volunteering I did

What two things are you most worried/concerned or worried about right now? Current stressors?
finishing out strong
having a lot on my plate

Are you registered with WMU Disability Services for Students? No

TRIO Advisors are here to make sure you can thrive this semester. Please check all the areas in w...
Motivation
Unsure why I’m in school  Procrastination
Balancing school and other responsibilities  Mental health
Stress management  Caring for family member
Interpersonal/family relationships

What are three self-care/personal goals you have for the semester? eating when I should, staying rested, balancing everything

Please list the classes you are taking this semester:
gist 2000, com 3550, mgmt 2550, pad 3000, thea 2600
What is your GPA goal for the semester? Think about what is realistic based on your course load,...
3.3

Which classes do you anticipate needing assistance in? What type of assistance do you need?
padm 3000 - non profit leadership class and the work is kind of hard

In addition to WMU Bronco Study Zone, TRIO SSP offers tutoring online 24/7. Would you like TRIO t...
Yes. I would like help in the following classes: --

I rate my study skills as:
Average

I would like to develop the following study skills (check all that apply): TRIO STAFF: WMU STUDEN...
Organization
Test taking  Library usage
Time management  Goal setting  Learning styles  Test anxiety  Communicating with professors

Please indicate your level of agreement or disagreement with the following statements.
I know how to find academic assistance at WMU (tutoring, writing center, etc.) Agree
I take effective notes in class  Agree
I use study strategies that work best for me.  Agree
I use effective time management to balance academic work with extra-curricular activities.  Neither agree nor disagree
I feel comfortable interacting with faculty and staff in and outside of classroom.  Neither agree nor disagree
Do you have the required technology needed to complete your course work?
Yes

What are three academic goals you have for the semester?
finish strong, start my big projects on time, stop procrastinating homework

I have met with my Academic Advisor and made a graduation plan. No, but I will see my advisor on: --

If you have seen your advisor this semester, list the courses your advisor recommended for Fall 2... n/a

Please check all the areas you would like information about. TRIO STAFF: ACADEMIC ADVISING
Class selection/registration
Improving my GPA  Major requirements
General education/WES Core Requirements

What are your intended career goals? If you’re unsure, please say "Exploring". exploring

I have researched to learn what is needed to reach my career goals. Yes

Please check all the areas in which you would like assistance. TRIO STAFF: CAREER EX/GRAD
Career exploration/choice
Leadership/career skill development  Interview skills
Internship exploration  Networking
Writing resume/cover letter  Job shadowing  Professional mentor in field

In the last year, have you had an internship where you applied what you were learning in the clas... Yes, I interned at: -- Shakespeare in Detroit
What are three career focused or graduate school focused goals you have for the semester?
get another internship for the summer, explore more options in my field that have been introduced to me, find things I’m actively interested in.

Do you receive Financial Aid?
Yes

For financial aid purposes, are you a/an Dependent student

Do you currently meet Satisfactory Academic Progress (SAP) for financial aid purposes? Yes

Do you have a balance on your WMU account? Yes, my balance is: -- $50

Have you applied for any scholarships or grants this semester? No, and I'm not interested in applying for scholarships/grants.

Are you currently working?
Yes, I’m working on and off campus

How many hours are you working per week this semester? 21-30

Please check all the areas in which you would like assistance. TRIO STAFF: FINANCIAL/GRAD Wealth building

Please indicate your level of agreement or disagreement with the following statements. I am able to manage my personal finances. Neither agree nor disagree
I understand financial aid procedures (how to obtain aid, payment schedule, etc.) Agree
I understand the impact of credit on my life (credit cards, loans, etc.) Strongly agree

What preparations or plans have you made to pay for next semester's tuition and fees? continuing to live off Campus and keeping a work study job
What extra-curricular activities are you involved in this semester? (ie: RSOs, Intramurals, Clubs... n/a

Please indicate your level of agreement or disagreement with the following statements.

I feel a sense of belonging at WMU. Neither agree nor disagree
I have a strong social network. Neither agree nor disagree
I participate in volunteering or community service. Agree
I participate in student organizations or campus activities. Neither agree nor disagree

Student Signature
How do we get to our goals? FYE2100 and UNIV1030 Course Evaluations

What is this?

- Digital End-of-the-Semester Course Assessments!

How does it get used?

- Collect qualitative data on current crop of members!
- Refine lesson plans for coming year.
- Address weak or strong points in instruction.

Why does this have value?

- Student generated feedback to gauge student knowledge and fuel planning efforts!
How do we get to our goals?
Academic/Social Programming Evaluations

What is this?

• Most program evaluations ask two questions: "What was one thing you learned?" And "what is one thing you would do differently/change about the event." Caveats to this assessment format include our annual Kick-Off and Etiquette Luncheon events.

How do we use it?

• This assessment is a quick way for us to gauge if we met our learning objective marks and what students would like to see change in the future.

What value does it have?

• Students are asked evaluate everything with a survey. By asking two quick and brief questions, students are more likely to submit SOME feedback than none.
How do we get to our goals?

Exit Survey

What is this?

- The Exit Survey asks students to self-report about their experience in the program and WMU

How does it get used?

- Improves services moving forward
  - Additions to GRE/MCAT/LSAT test prep materials

Why does this have value?

- Students often evaluate services as far back as their first year. This gives us great insight into their experience on a macro versus micro level
TRIO SSP "Insight" Dashboard

We've curated a live dashboard for TRIO SSP that helps us remain informed on the activity levels as we get a strong sense of our students' involvement in Career Engagement, Tutoring, Wellness, Fin Lit, and Multicultural experiences.

Let us share the dashboard [here](#).
How Will Data Guide our Future Plans?

Program Evaluation

• The Experiment
• Logic Model
• Budget Allocations
• Planning
• Improvements to come...
  • More Actionable Action Plans
  • Strengths and Leadership Class Option
  • UNIV1030 Curriculum Development
  • FYE2100 Curriculum Development
  • Excursions – TRIO Trips
  • Weekly Academic Hangouts - StudentLingo™
  • Pre-WMU Readiness Program - StudentLingo™
  • Clear Insight™ Dashboard data - Needs Assessment data
TRIO By The Numbers

• 2019 - 2020 (Traditional Year)
  • Persistence Rate: 90%
  • Good Academic Standing: 96%
  • Graduation Rate: 63%

• 2020 - 2021 (COVID 19 – Affected)
  • Persistence Rate: 73%
  • Good Academic Standing: 63%
  • Graduation Rate: 70%
Questions?

Contact:

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spencer.myers@wmich.edu