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Administrative Program Review 2016-2021

Unit: Office of Student Retention & Educational Innovation (formerly known as the Office of Student Success & Retention)

Assistant VP for Student Retention & Educational Innovation: Marvin Adames, Esq.

Section I: Mission, Vision, Goals and Objectives

Mission Statement: The mission of the Office of Student Success & Retention (OSS&R) is to provide leadership for the University's retention efforts by engaging at-risk students and teaching them the skills and dispositions needed for success. The Office is committed to creating a sustainable culture of active engagement of students, especially those that have demonstrated academic need. OSS&R is dedicated to advancing a culture of assessment by engaging in activities that will provide the campus engagement necessary based on data. OSS&R will encourage a culture that is student-centered, one that facilitates and celebrates individual success. We will advance models, practices and policies that improve degree completion and persistence. OSS&R will lead University training efforts to engage at-risk students as well as celebrate all achievers.

Vision Statement: Kean University will become a model of excellence in retention by advancing cutting-edge intervention models to at-risk students. OSS&R will lead the University's efforts to engage students that show signs of problems in academic success. Through best practices, the Office will transform these students from risk to excellence. We will hold fast to the belief that all of Kean's students have the ability to succeed. The model will not only focus on early intervention that will lead to retention but the office will provide the university with a map of the pathway to increase retention and graduation rates based on data.

Goals and Objectives

- **Goal 2 (Attract and Retain Students):** To attract and retain more full-time, first-time undergraduate students, transfer and graduate students
 - **Objective 2.3:** Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation
 - *2.3.1 In cooperation with the Office of Student Success and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention*
 - *2.3.3 Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success*
- **Goal 1:** To position Kean University as an academic focal point of ongoing and transformational post-secondary educational opportunities that prepare students to meet the current and future challenges of our world.
 - Increase the number of programs with the highest and most comprehensive certifications of excellence and strategically grow the academic programs that currently have or have the potential for regional and national distinction to prepare a future vital workforce
- **Goal 3:** To create a transformative student-centered university culture focused on student success from first encounter through
 - Provide students with the support needed so that they may experience academic success and achieve their dreams
 - Redesign curriculum to support student success at Kean University (e.g., redesign developmental remedial programs to utilize co-requisite and credit-bearing coursework) and beyond graduation from Kean University
 - Utilize student performance indices and advanced predictive analytics to make data-driven programmatic changes in student support services

- Develop and promote University expectations for standards of student service for faculty and staff, including division-specific guidelines for those standards
- Create academic paths that meet student needs to insure timely and successful completion of their academic programs
 - Expand year-round learning opportunities to maximize flexibility and improve program completion rates
 - Strategically expand online course offerings to enhance flexibility and speed graduation
 - Develop programs that support the unique needs of nontraditional and special needs students
 - Identify funding sources, scholarships, grants, and financial aid resources to enable students to use the path best suited for them
- Create attractive and engaging retention campaigns, treating current students much like prospective students and ensuring that their financial aid, housing issues, and other needs are addressed on an ongoing basis
- Reduce students' financial burden and help prepare students to take advantage of all available resources to support their learning by expanding the use of Open Educational Resources

Section II: Description of the Major Functions and Services within the Unit

NOTE: The COVID-19 Pandemic has forced our office to deliver all of our programs and services remotely beginning 3/17/20. Some of the data that will be shared have been directly impacted by COVID-19.

NOTE: Due to the President's initiative of establishing a new Division of Student Success and Retention, the Office of Student Success and Retention has undergone a few staffing and responsibility changes. The following responsibilities have transitioned to the Office of Institutional Effectiveness: ADVISE, The Student Retention Management Suite Plus, Chalk & Wire. Cougar Climb is now managed by the Center for Leadership and Service.

Supplemental Instruction (SI)

Expansion of a Supplemental Instruction (SI), a non-traditional academic assistance program that supports students enrolled in historically difficult gateway courses—those with a high

distribution of D and F final grades and withdrawals—that serve as roadblocks toward persistence and retention (CHEM 1083/1084/2581/2582, MATH 1044/1054, CPS1231/2231, HIST 1062). Through the supervision of the SI Coordinator, embedded support is offered in the form of SI Leaders, students who have previously excelled in the respective courses and have been recommended by faculty members to serve in this leadership role. SI Leaders attend lectures and facilitate review sessions for all students currently enrolled in the targeted courses. US Department of Education Title III Strengthening Institutions grant recipient (2019-2024).

Step-It-Up

The Step-it-Up Program (SIU) is an academic intervention program designed to assist students struggling academically to improve their chances of persistence and graduating from Kean University. The program utilizes the students in the Counselor Education Program to mentor these students under supervision, while gaining practicum or internship experience. SIU is a highly successful program which also offers a suite of workshops to the entire college population along with those who may be at academic risk. Each semester the number of academic coaches fluctuates as well as the number of students who participate in this voluntary program.

Proactive retention efforts: In support of the vein of retention, the Step-it-Up program also focuses on the “Murky Middle” students with GPA between 2.0 and 2.49. This represents the gray area where students may feel “safe” from academic probation but safe enough since failing a course could send them back into academic probation or even dismissal. Work with this population has resulted in a decrease of the number of students being placed on academic probation.

Redesign of the **Step-It-Up** program to include voluntary participation for students on Academic Probation 1 and mandatory participation for students on Academic Probation 2. Step-It-Up provides these students with academic coaches, interns from our graduate counseling program, who meet with them one-on-one on a weekly basis for the entire semester. In addition, students are required to attend success workshops facilitated by the academic coaches twice per week. Data from the 2018-2019 academic year show that 82% of students who participated in

Step-It-Up returned to good academic standing in the subsequent semester. This outcome supported the redesign to mandate participation for those students facing academic dismissal.

Back-on-Track Program for Summer/Fall 2020/Winter 2020

In response to the struggles Kean University students have faced as a result of the COVID-19 pandemic during the Spring 2020 semester, we propose the Kean Back-on-Track program for eligible participants to persist and get “back-on-track” toward timely graduation. Through participation in Back-on-Track, Kean students will have the opportunity to raise their cumulative GPA by retaking or enrolling in a credit-bearing undergraduate course required by their major with the assistance of a tuition grant and personalized support along the way, thus nurturing the sense of connection that is central to the college-going experience.

We collaborated with different departments across campus, including the Career Services department and General Education Lecturers. Each participant was trained in objectives, how to, and use of the ADVISE CRM to capture data and assigned a caseload of students to be responsible for the semester.

The Back-on-Track program, which would be offered in both Summer II and Fall 2020 academic semesters, is modeled after Kean’s highly successful Step-It-Up program for students on academic probation; through this model, participants are assigned an academic coach, attend weekly one-on-one meetings, receive personalized referrals to campus and community resources, and also participate in group success workshops throughout the semester. The Step-It-Up program has maintained an 82% success rate for participants. We anticipate the same results with Back-on-Track keeping in mind the unknown effects of a global pandemic.

Criteria for student eligibility:

Summer II 2020 Program

- Undergraduate status
- GPA between 2.0 and 2.5 or otherwise did not successfully complete credits needed for degree completion during the spring 2020 semester

- Enrollment in a Summer II course that satisfies a major requirement

Fall 2020 Program

- Undergraduate status
- GPA between 2.0 and 2.5 or otherwise did not successfully complete credits needed for degree completion during the spring 2020 semester
- Enrollment in a Fall 2020 course that satisfies a major requirement
- Full-time student status (enrolled in 12+ credits for fall semester, inclusive of Back-on-Track course)

First Gen Scholars Mentoring Program

Managed by the Assistant Director for the Office of Student Success and Retention, a redesign of a **First Gen Scholars Mentoring Program** pairs first-generation students with alumni mentors. The alumni mentors will provide an additional layer of support for their first-generation student mentees not only during their transition to college but also in their professional life after Kean, serving as a mentor from first year through graduation. The program provides a series of on-campus programs for mentors and mentees as well as additional opportunities for one-on-one engagement. Research and trends are identified to enhance program initiatives. Interest and registration forms are emailed via the Kean Foundation. Mentees are identified via the CSI Survey during summer orientation. Mentors and mentees are matched by major and/or career interests. Mentor training is facilitated to provide a systematic definition of Kean's mentorship process. Retention data and GPA's are assessed at the end of each semester. Surveys are administered at the end of each semester.

Learn, Earn, and Persist (LEAP) Scholarship

Continuation of the **Learn, Earn, and Persist (LEAP) Scholarship** program for seniors who demonstrate both financial need and academic achievement. Criteria for eligibility include: completion of 105+ credits at Kean; 3.0 or higher overall GPA; gap between financial aid and

financial obligation to Kean University is greater than \$0; Estimated Family Contribution (EFC) from the student's official FAFSA is \$1,000 or less. In order to gain and maintain eligibility as a LEAP recipient, the student will register for and complete a minimum of 12 credits (per semester awarded) in an undergraduate program. LEAP recipients are assigned to a “give-back” project with or related to Kean University in the form of an institutional work study. Placements are managed by Career Services.

In addition to the aforementioned initiatives for the 2020-2021 AY, OSS&R is also meeting **Strategic Plan Goal 2 (Attract and Retain Students)** through a series of comprehensive outreach strategies during the Fall 2020 semester, including but not limited to the following: Writing Placement Exam Boot Camp; Forfeiture Outreach; First-Year Calling Project; Withdrawal Advisement; Exit Survey Analysis; Advisement Weeks; Snack and Chat; Learning Commons Retention Analysis; Stop-Out Calling Project; KIPP Student Advisement; Reinstatement; OneStop Referral for Students Dropping or Withdrawing; Faculty Support for Students of Concern; and Academic Early Alert/Murky Middle Outreach.

Section III: Assessment of Goals and Objectives

The following Strategic Plan 2013-2020 and Beyond 2020 Strategic Plan goals align with all work designed and implemented by the Office of Student Success and Retention.

- **Goal 2:** (Attract And Retain Students): To Attract And Retain More Full-Time, First-Time Undergraduate Students, Transfer And Graduate Students
- **Goal 1:** To position Kean University as an academic focal point of ongoing and transformational post-secondary educational opportunities that prepare students to meet the current and future challenges of our world.
- **Goal 3:** To create a transformative student-centered university culture focused on student success from first encounter through

Supplemental Instruction (SI) program aligns with the following goals:

- 2013-2020 Strategic Plan Goal: **Goal 2** (Attract and Retain Students): To attract and retain more full-time, first-time undergraduate students, transfer and graduate students.

- **Objective 2.3:** Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation
 - *2.3.1 In cooperation with the Office of Student Success and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention*
 - *2.3.3 Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success*
- Beyond 2020: 2020-2025 Strategic Plan Goal: **Goal 3** To create a transformative student-centered University culture focused on student success from first encounter through graduation and beyond.

SI Expansion:

Note: Supplemental Instruction was first implemented to Kean University in fall 2018 as a pilot program for one course- Chem 1083. Data prior to fall 2018 is not available.

Program Expansion Evaluation Measures: attendance; difference in final course grade for participants vs. non-participants; correlation of attendance frequency and final course grade; longitudinal analysis of D and F final grades and withdrawals (DFW) rates for targeted courses; program effectiveness comparison by course; participant, faculty, and SI Leader satisfaction survey results.

- **Fall 2018**, SI was first implemented to Kean University as a pilot program supporting just one course – CHEM 1083 (General Chemistry 1) – as it yielded the highest distribution of DFW rate of 43% across all introductory courses at the university for four consecutive academic years. In an end of semester assessment, we saw that 55% of all enrolled students in SI-supported courses (114/206) made 386 visits to SI sessions during the fall 2018 semester. The average number of visits per student for the SI program was 3.39. Across all SI-supported courses during the fall 2018 semester, the mean final course

grade for students who did not participate in SI was 1.9. The mean final course grade for students who attended SI throughout the semester was 2.7, representing a 40% increase in average course grade for participants. On an end-of-semester assessment survey, in fall 2018, 92% of SI participants who completed the survey (46/50) indicated that SI sessions were “helpful” or “very helpful” to their success in the respective course, and 90% of participants indicated that they were “likely” or “very likely” to attend SI if offered in future courses. Based on the overwhelming success of the pilot semester (36% average course grade increase for SI participants and the lowest DFW at 13% for the course in five years), the SI program at Kean expanded in Spring 2019 to include two additional courses – CHEM 1084 (General Chemistry 2) and CPS 2231 (Introduction to Computer Science).

- **Spring 2019**, supported a total of three courses. In an end of semester assessment, 32% of all enrolled students in SI-supported courses (84/267) made 462 visits to Supplemental Instruction (SI) sessions during the spring 2019 semester. Overall visits increased by 20% from fall 2018 (386 visits) to spring 2019 (462 visits). The average number of visits per student for the SI program was 5.5, a 62% increase from fall 2018, which averaged 3.39 visits per student. Across all SI-supported courses during the spring 2019 semester, the mean final course grade for students who did not participate in SI was 2.2. The mean final course grade for students who attended SI throughout the semester was 3.0, representing a 36% increase in average course grade for participants. On an end-of-semester assessment survey, in spring 2019, 92% of SI participants who completed the survey (43/47) indicated that SI sessions were “helpful” or “very helpful” to their success in the respective course, and 98% of participants (46/47) indicated that they were “likely” or “very likely” to attend SI if offered in future courses. Based on these results the OSS&R applied for and was granted a US Department of Education (USDOE) Title III Strengthening Institutions grant between 2019-2024.
- **Fall 2019**, the SI program saw the beginning of a major expansion at Kean University to support additional courses through the hiring of additional SI Leader staff. This expansion is funded by a \$1.5 million U.S. Department of Education Strengthening Institutions program grant that was awarded to Kean’s SI program, as well as a \$1.7 million National Science Foundation grant in partnership with the department of

Computer Science. The SI program hired an SI Coordinator, renovated a designated SI space within the Nancy Thompson Learning Commons (NTLC), purchased furniture and equipment to accommodate and promote a collaborative learning environment, and expanded to four additional courses: CHEM 2581 (Organic Chemistry 1), 2582 (Organic Chemistry 2), MATH 1054 (Precalculus), CPS 1231 (Fundamentals of Computer Science) increasing its supporting courses to seven courses. In addition to the above, the SI program partnered with campus-wide departments such as the NTLC and Career Services to provide ongoing professional development workshops and fielded observations of SI Leaders within their designated sessions. SI Leaders are also awarded a non-credited internship each semester thanks to the partnership of Career Services. A robust marketing initiative between students, faculty, and staff promoted SI Sessions and on-going incentives took place. With the collaboration of NTLC, scheduling final exam reviews for SI supported courses was implemented. Analysis of participant's mid-term progress reports, final program evaluations, and a distribution of evaluation surveys to faculty, students and SI Leaders were provided. In preparation for spring 2020, identification of SI-supported courses and recruitments and hiring of SI Leaders (per grant guidelines) were provided. On an end of semester assessment report, 31% of all enrolled students in SI-supported courses (380/1,223) made 1,805 visits to Supplemental Instruction (SI) sessions during the fall 2019 semester. Overall visits increased by 368% from fall 2018 (386 visits) to fall 2019 (1,805 visits). The average number of visits per student for the SI program was 4.75, a 40% increase from fall 2018, which averaged 3.39 visits per student, and 14% decrease from spring 2019, which averaged 5.5 visits. Across all SI-supported courses during the fall 2019 semester, the mean final course grade for students who did not participate in SI was 2.1. The mean final course grade for students who attended SI throughout the semester was 2.5, representing a 19% increase in average course grade for participants. On an end-of-semester assessment survey, in fall 2019, 89% of SI participants who completed the survey (72/81) indicated that SI sessions were "extremely helpful" or "very helpful" to their success in the respective course, and 78% of participants (63/81) indicated that they were "extremely likely" or "very likely" to attend SI if offered in future courses. Based on these results the SI program was approached by the History department to institutionally fund a pilot SI program for one of

their courses for the Spring 2020 semester. Moving into the spring 2020 semester, the SI program continued to follow the guidelines of the USDOE and NSF grant guidelines.

- **Spring 2020**, SI program expanded to one additional course, History 1062 (Worlds of History: Traditions and Encounters) bringing its total up to eight supported courses. The OSS&R was granted institutional funding to pilot this specific course. Per USDOE grant guidelines, the SI program promoted two current SI Leaders to SI Team Leaders who serve as a higher mentor to their designated teams within Chem 1083, 1084, 2581, and 2582, and Math 1054. In partnership with Career Services Team Leaders are awarded a credited internship and participate in Student Research Day. Covid-19 pandemic resulted in the SI program to move its services to a remote setting halfway into the semester. In an end of semester assessment report we found that 19% of all enrolled students in SI-supported courses (519/2,698 students) made 2,141 visits to Supplemental Instruction (SI) sessions during the spring 2020 semester. Overall visits increased by 455% from fall 2018 (386 visits) to spring 2020 (2,141 visits), 363% from spring 2019 (462) to spring 2020 (2,141), and 19% from fall 2019 (1,805 visits) to spring 2020 (2,141 visits). The average number of visits per student for the SI program was 4.13, a 22% increase from fall 2018, which averaged 3.39 visits per student, a 25% decrease from spring 2019 (5.5 visits per student), and a 13% decrease from fall 2019 (4.75 visits per student). Across all SI-supported courses during the spring 2020 semester, the mean final course grade for students who did not participate in SI was 3.1. The mean final course grade for students who attended SI throughout the semester was 2.94. (2% decrease from spring 2019: 3.0), representing a 5% decrease in average course grade. A decrease in average visits per student and mean final course grade could be due to moving to a remote environment about halfway into spring 2020 from the Covid-19 pandemic. Spring 2020, we found that in a traditional setting, 98% of SI participants who completed the survey (50/51) indicated that SI sessions were “extremely helpful” or “very helpful” to their success in the respective course (6% increase from fall 2018), and 94% of participants (45/51) indicated that they were “extremely likely” or “very likely” to attend SI if offered in future courses (4% increase from fall 2018). In a remote setting we found that, 88% of participants (45/51) indicated that SI Sessions were “extremely helpful” or “very helpful” to their success in the receptive course, and 76% of participants (39/51) indicated that

they were “extremely likely” or “very likely” to attend SI if offered in future courses. Both traditional and remote SI environments have shown positive results, however, traditional SI Sessions are seen as 10% more helpful and 18% more likely to attend again. This was the first semester remote SI Sessions were implemented due to Covid-19, therefore, no prior year data is available for comparison. Based on these results, SI took extra precautionary steps in providing an easier way to access our remote sessions. Normally SI Sessions entered through a voluntary basis, however, in the upcoming semester SI moved temporarily to an appointment based system via tutor trac resulting in a significant increase in attendance overall. Per the USDOE grant guidelines the SI program added another supported course, Math 1044, and promoted four additional Team Leaders.

- **Fall 2020**, SI program expanded to one additional course, Math 1044 (Business Precalc) bringing its total up to nine supported courses. Promoted four additional Team Leaders to support CPS 1231 and 2232, and Math 1054 bringing the Team Leader total up to six team leaders supporting five courses. Two LEAP scholar interns were hired to assist the newly implemented SI social media platforms between Instagram and Twitter. Due to Covid-19 pandemic, SI services were completely remote. This resulted in creating a new and robust remote SI Leader training, implementing a new sign up system via TutorTrac, partnering with additional campus-wide departments to provide remote professional development workshops. In an end of semester assessment report we found that 23% of all enrolled students in SI-supported courses (608/2,617 students) made 4,182 visits to Supplemental Instruction (SI) sessions during the fall 2020 semester. Overall visits increased by 983% from fall 2018 (386 visits) to fall 2020 (4,182 visits), 805% from spring 2019 (462) to fall 2020 (4,182), 132% from fall 2019 (1,805 visits) to fall 2020 (4,182 visits), and 95% from spring 2020 (2,141) to fall 2020 (4,182) The average number of visits per student for the SI program was 6.88, a 103% increase from fall 2018, which averaged 3.39 visits per student, and a 67% increase from spring 2020, which averaged 4.13 visits per student. Across all SI-Supported courses during the fall 2020 semester, the mean final course grade for students who did not participate in SI was a 2.8. The mean final course grade for students who attended SI throughout the semester (5 or more visits) was 2.89, representing a 3% increase in average course grade. On an

end-of-semester assessment survey, in fall 2020, 78% of SI participants who completed the survey (69/88) indicated that SI sessions were “extremely helpful” or “very helpful” to their success in the respective course, and 82% of participants (73/88) indicated that they were “extremely likely” or “very likely” to attend SI if offered in future courses in a remote setting.

- **Spring 2021**, Per the USDOE grant guidelines, the SI program was projected to apply for SI Accreditation by 2024. Through the continuous positive outcomes of the program, it was awarded SI Accreditation by the University of Missouri-Kansas City (UMKC), The International Center for SI, earlier than it was projected. This accreditation makes Kean University the first four year institution in NJ to have SI accreditation. 53% of all enrolled students in SI-supported courses (1,023/1,925 students) made 5,662 visits to Supplemental Instruction (SI) sessions during the spring 2021 semester. Overall visits increased by 1,367% from fall 2018 (386 visits) to spring 2021 (5,662 visits), 1,125% from spring 2019 (462) to spring 2021 (5,662), 214% from fall 2019 (1,805 visits) to spring 2021(5,662), 165% from spring 2020 (2,141) to spring 2021(5,662), and 35% from fall 2020 (4,182) to spring 2021 (5,662). The average number of visits per student for the SI program was 5.53, a 63% increase from fall 2018, which averaged 3.39 visits per student, and a 20% decrease from fall 2020, which averaged 6.88 visits per student. Across all SI-Supported courses during the spring 2021 semester, the mean final course grade for students who did not participate in SI was a 2.9. The mean final course grade for students who attended SI throughout the semester (5 or more visits) was 2.64, representing a 9% decrease in average course grade. On an end-of-semester assessment survey, in spring 2021, 74% of SI participants who completed the survey (90/122) indicated that SI sessions were “extremely helpful” or “very helpful” to their success in the respective course, and 82% of participants (99/122) indicated that they were “extremely likely” or “very likely” to attend SI if offered in future courses in a remote setting. Decreases in numbers are likely due to the impact of the Covid-19 pandemic. In preparation for the fall 2021 semester and due to the program's new accreditation status, the SI program began collaborating with other campus departments such as Physics and Developmental Reading to implement a pilot SI program for fall 2021. The SI program is preparing for a remote and in-person environment for the upcoming fall 2021 semester.

Step-It-Up Program Evaluation: In keeping with the goals and objectives of the office to “Attract and Retain” Measures: attendance; difference in satisfactory academic standing in subsequent semesters for participants vs. non-participants; correlation of workshop attendance/academic coach meeting frequency and overall GPA; student satisfaction survey results for success workshops and academic coaches; differences for voluntary participation (AP1) vs. mandatory participation (AP2).

In preparation for fall semesters, SIU follows timelines which includes:

- Training of coaches
- Working with ADVISE administrators to identify AP students and Murky middle clients.
- Invitation to Mandatory Meeting to all AP students (email and phone call)

Preparation activities cont'd.

- Advertisement of workshops being offered each semester (T2K classes, Cougar’s Byte, email)
- Assignment of each caseload of students to each academic coach
- Meeting with each academic coach to assess performance and to
- Evaluation of Step-It-Up by students, coaches, and final program assessment for the semester

Fall 2019 results: 54 students on academic probation for the first time (AP1) and 175 students on academic probation for the second time (AP2) participated in the Step-It-Up program in fall 2019. Overall, 84% of all participants returned to good academic standing at the conclusion of the semester (a 2% increase over last year). Of the students who did not participate in the program, only 23% returned to good academic standing (above 2.0 cumulative GPA).

Spring 2020: 123 students on academic probation for the first time (AP1) and 148 students on academic probation for the second time (AP2) participated in Step-It-Up during the spring 2020 semester. Overall, 79% of the participants returned to good academic standing at the conclusion of the semester (this reflects a 3% reduction as compared to fall 2019 due to Covid-19 related issues and the associated challenges of transitioning to a remote learning environment). Of the students who did not participate in the program, only 21% returned to good academic standing.

In addition, the program redesign to support AP2 students proved successful: 70% of the AP2 participants returned to good academic standing at the conclusion of fall 2019, and 67% returned to good academic standing at the conclusion of spring 2020, whereas in spring 2019, only 52% progressed. Continuing the model of strongly encouraging participation from AP2 students is highly recommended for future semesters.

Overall, 100% of survey respondents agreed or strongly agreed that having an academic coach was beneficial during their time in the Step-It-Up program in both fall 2019 and spring 2020 semesters.

Due to the pandemic Covid-19, the Back On Track program was introduced during the summer II session of 2020 to reach any student who had failed one or more classes. This was funded by the NJ CARES Act covid-relief funding both summer II and fall 2020. This program was patterned off the successful Step-it-Up program which utilizes academic coaches as mentors to meet one-on-one with students.

Summer II: (BOT) 2020:

- 279 Students total
- 191 (68.4%) Reg for SP21
- 21 (7%) Graduated
- 67 did not continue to FA20
- GPA Average = 2.39
 - 62.7% returned to "Good Academic Standing" 2.0+
- Grades for FA20 for those who completed the FA20 term
 - 92 (48%) - <2.0 GPA
 - 102 (36%) - 2.0-3.5
 - 45 (16%) - 3.6+

FA 2020:

- 233 Total Students
- 212 (90%) completed the FA20 term
- 174 (74.6%) continued into SP21

- 4 graduated
- FA20 GPA
 - 104 (44.6%) - <2.0 GPA
 - 87 (37.3%) - 2.1-3.48 GPA
 - 29 (12.4%) - 3.5+ GPA
 - Grade changes are entered on a daily basis so some GPAs are not reported
- 149 back to Good Academic Standing which represents 63.9%****

*** These results represent a decline in numbers due to effects of covid-19 pandemic.

Step-it-Up Spring 2021:

Dissecting the data from the “Step-it-Up “ evaluations we realise that our students were struggling more than they have ever struggled since the inception of the Step-it-Up program. Remote learning was having a severe effect psychologically, physically, emotionally, economically and otherwise. We increased our program offering and meeting times in anticipation of the fall out. Previous semesters, SIU utilized 2-8 coaches to work with our academic probation population. Fall 2020 - spring 2021 we had fifteen (15) coaches available at all times and our external and internal referrals increased significantly. We started out with over 350 students in the program and ended with 150 compliant in the end. Data really showed the detrimental effect of the pandemic as 40% of our cohort improved significantly and returned to good and regular standing compared to pre-pandemic numbers of 84%.

Summer I & II 2021 Rescue Program - Cougar Cares:

This program is being run similar to the summer and fall Back on Track (BOT) program. Funding obtained from the NJ Cares initiative is being used to facilitate working with our students across the board for summer I & II. No data available at this time. This program differs from Step-it-Up and Back on Track because scholarships were offered to all students on a first come first serve basis. Evaluation will be done however....

First-Gen Scholars Mentorship Program aligns with the following goals:

- 2013-2020 Strategic Plan Goal: **Goal 2** (Attract and Retain Students): To attract and retain more full-time, first-time undergraduate students, transfer and graduate students.
 - **Objective 2.3:** Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation
 - *2.3.1 In cooperation with the Office of Student Success and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention*
 - *2.3.3 Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success*
- Beyond 2020: 2020-2025 Strategic Plan Goal: **Goal 3** To create a transformative student-centered University culture focused on student success from first encounter through graduation and beyond.

1st Gen Scholars Mentoring Program Evaluation Measures: attendance at events; range of monthly engagement/interactions with mentors; mid-year assessment; end of year assessment; fall-to-spring retention; fall-to-fall retention; GPA of invested mentees vs. non-invested mentees.

1st Gen Scholars (previous academic year): During the 2019-2020 academic year, the 1st Generation Scholars Mentorship Program was offered as an additional layer of support to 50 first-generation first-time freshmen. 35 Kean Alumni self-selected to serve as mentors for the 50 first generation freshmen.

97% of FA19 freshmen who identified as a First-Generation student on the College Student Inventory (CSI) and fully participated in the 1st Generation Scholars Mentorship Program during the fall 2019 term registered for spring 2020 as compared to their non-participating first-generation peers, of whom, only 88% persisted the following semester. Further (as of 5/21/20), 82% of 1st Gen Scholars are registered for fall 2020, which is nearly 20% higher than their non-participating first-generation peers, of whom, only 65% are currently registered for next term.

FA19 1st Gen Scholars also finished the fall 2019 semester with an average cumulative GPA of 3.06. This represents a 14.6% increase in GPA as compared to their non-participating first-generation peers (2.67). 1st Gen Scholars finished the 2019-2020 academic year with an average cumulative GPA of 3.00 and 50% achieved Dean's List recognition. This represents a 15% increase in GPA as compared to their non-participating first-generation peers (2.55).

94% of survey respondents indicated that they are satisfied, very satisfied, or extremely satisfied with the 1st Generation Scholars Mentorship Program.

This was the first year of this initiative, so no prior year data is available for comparison

1st Gen Scholars: During the 2020-2021 academic year, the 1st Generation Scholars Mentorship Program was offered as an additional layer of support to 60 first-generation first-time freshmen. 45 Kean Alumni self-selected to serve as mentors for the 60 first generation freshmen.

94% of FA20 freshmen who identified as a First-Generation student on the College Student Inventory (CSI) and fully participated in the 1st Generation Scholars Mentorship Program during the fall 2020 term registered for spring 2021 as compared to their non-participating first-generation peers, of whom, only 80% persisted the following semester.

FA20 1st Gen Scholars also finished the fall 2020 semester with an average cumulative GPA of 3.25. This represents a 7% decrease in GPA as compared to their non-participating first-generation peers (3.52). The difference is due to the fact that a larger number of non-participating first gen were not retained. If they were retained, the overall GPA for this group would've been significantly lower than the participating cohort.

90% of survey respondents indicated that they are satisfied, very satisfied, or extremely satisfied with the 1st Generation Scholars Mentorship Program.

LEAP Scholarship Program (previous academic year): Fall 2019: 77 returning sophomores were eligible to receive the inaugural LEAP Scholarship in fall 2019; 62 (81%) accepted the scholarship and were assigned Kean "give-back" projects, of which 21% evolved into internships. Of the 62 fall LEAP participants, 92% made satisfactory progress toward their assigned LEAP projects and were in compliance; 100% registered for and persisted to the spring 2020 semester; 77% maintained a 3.0 or higher GPA at the end of the fall semester.

Spring 2020: 44 graduating seniors were eligible to receive the LEAP Scholarship in spring 2020; 11 (25%) accepted the scholarship and were assigned Kean “give-back” projects, of which 18% evolved into internships. *Note:* many seniors responded that they could not find time for the project due to field work required by their major in their final semester. Of the 11 spring LEAP participants, 73% were in compliance with their LEAP give-back projects.

Further, 18/19 respondents (95%) indicated that they were proud to be a LEAP Scholar, and 17/19 (89%) indicated that participating in LEAP positively affected their experience at Kean.

This was the first year of this initiative, so no prior year data is available for comparison.

LEAP Scholarship Program: Learn, Earn, and Persist (LEAP) Scholarship Evaluation Measures: number of recipients identified; acceptance yield; number of diversified project placement sites; project site supervisor evaluation survey results; fall-to-spring retention rate for LEAP recipients; fall-to-fall retention rate for LEAP recipients.

Fall 2020: 60 returning sophomores were eligible to receive the inaugural LEAP Scholarship in fall 2020; 58 (96%) accepted the scholarship and were assigned Kean “give-back” projects, of which 80% evolved into internships. Of the 58 fall LEAP participants, 90% made satisfactory progress toward their assigned LEAP projects and were in compliance; 100% registered for and persisted to the spring 2021 semester; 80% maintained a 3.0 or higher GPA at the end of the fall semester.

Spring 2021: 186 graduating seniors were eligible to receive the LEAP Scholarship in spring 2020; 16 (9%) accepted the scholarship and were assigned Kean “give-back” projects, of which 50% evolved into internships. *Note:* many seniors responded that they could not find time for the project due to field work required by their major in their final semester.

Section IV: Evaluation Forms, Surveys, Policy Manuals, and Other Tools

SI Program

- [SI Leader Guide to Supplemental Instruction](#)
 - Guidebook is used as a tool for training SI Leaders each semester

- [SI Leader Contract](#)
 - Each semester, SI Leaders are required to sign this form
- [SI Leader Application](#)
 - Students who wish to apply must have attended Kean University at least 1 full semester
 - Students must have received a B+ or higher in the course they wish to support
 - Students must have a 3.0 or higher in order to be an SI Leader
- [SI Team Leader Application](#)
 - Only current SI Leaders are eligible to apply for this higher role (at least 1 completed semester)
- [SI Post Survey \(Non-participants\)](#)
 - Survey designed to give the SI program insight as to why they did not attend any SI Sessions (ex: time conflicts, not aware, etc)
- [SI Post Survey \(Participants\)](#)
 - Survey designed to give the SI program insight on how SI sessions benefited students who attended SI sessions and what improvements they would they like to see
- [SI End of Semester Faculty Evaluation](#)
 - Survey design to allow supporting faculty to evaluated their assigned SI Leader as well as giving the SI program insight on what improvements they would like to see
- [SI Leader End of Semester Survey](#)
 - Survey designed to allow current SI Leaders to provide feedback on how beneficial they thought the program is doing and what improvements they would like to see
- [SI Team Leader End of Semester Survey](#)
 - Survey designed to allow current SI Team Leaders to provide feedback on how beneficial they thought the program is doing and what improvements they would like to see.
- [SI Leader Exit Survey](#)

- Survey designed for SI Leaders who have disclosed that they will not be returning the following semester and allows them the opportunity to disclose why they wish to leave.

Step-it-Up Resources and Surveys:

- [End of Semester evaluation y by Students](#)
- [End of semester evaluation by coaches](#)
- [Student eval of BOT & SIU](#)

First Generation

- [First Generation Mentorship Agreement](#)
- [First Generation Mentorship Powerpoint](#)
- [First Generation Celebration Week](#)
- [First Generation Website](#)
- [First Generation Alumni Registration Form](#)
- [First Generation Semester Survey](#)

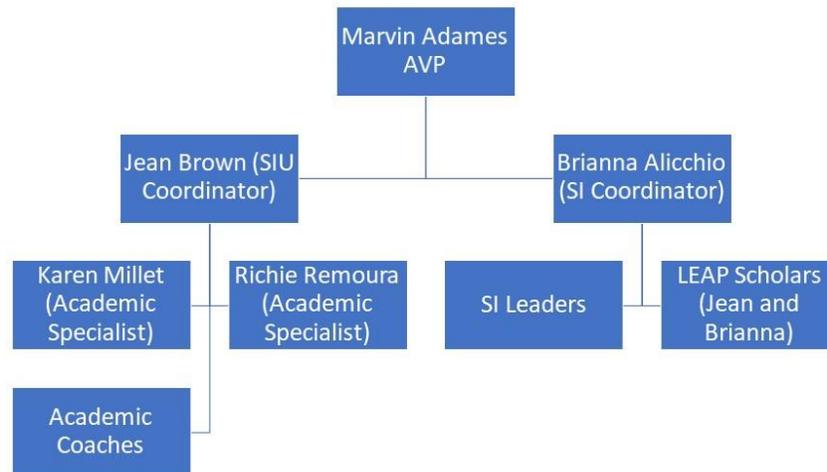
Leap

- [Leap Survey](#)

Section V: Personnel and Organizational Structure

A) Full-time Personnel:

- a. Elvis Gyan, Managing Assistant Director - [Resume](#)
- b. Jean Brown, Retention Coordinator - [RESUME](#)
- c. Brianna Alicchio, Coordinator of Supplemental Instruction [Resume](#)
- d. Marvin Adames, Vice President of Office of Student Success and Retention
[Resume](#)



Section VI Facilities & Equipment

The Office of Student Success and Retention was officially formed in 2018. The office has been housed in the Center for Academic Success (CAS), room 123. The office consists of the following:

- 1 large space encompassing 3 desk areas/cubicles
- 1 office for the Director of Student Success and Retention
- 1 office to be used by director of Technology
- 1 front desk areas utilized as the reception area for students to receive assistance
- 5 Desktops for staff (1 used for student sign in)
- 1 laptop and 1 TV/Screen for conference purposes
- 1 color copier- floor model
- 2 desk printers

The **SI program** is housed in the Nancy Thompson Library Learning Commons (NTLC) on the second floor, study rooms in North Avenue Academic Building (NAAB), and classrooms within Liberty Hall Academic Center (LHAC). Due to COVID-19, all SI sessions between mid-spring 2020 through spring 2021 semesters have been remote.

The SI spaces consist of the following:

- 1 office for the SI Coordinator in NTLC room L-220
 - 1 desktop for staff
 - 1 color printer
- 3 rooms are hosted in NTLC for SI Sessions in L-208, L-213, and in the newly renovated large space in front of office L-220
 - 2 Google Jamboards for interactive virtual learning
 - Desks and chairs for collaborative learning
 - Whiteboards
- 2 study rooms are hosted in NAAB for SI Sessions (study room locations differs each semester)
 - Desks and chairs for collaborative learning
 - Whiteboards
- 1 classroom is hosted in LHAC for SI Sessions (classroom location differs each semester)
 - Desks and chairs for collaborative learning
 - Whiteboards

Step-it-Up program:

We operate primarily from the CAS room 123, however, coaches meet with students wherever they are able to find a space. CAS room 210 is also another location utilized for student meetings and Learning Commons room 110 is used for workshop facilitation.

NOTE: Depending upon how new social distancing measures impact the way we do business in the OSSR, we may need new/additional equipment to operate.

Section VII: Planning and New Initiatives

Below are the provided plans and new initiatives for the Office of Student Success and Retention specific to the Step-it-Up, First-Generation Scholars Mentor and Supplemental Instruction programs.

Step-it-Up is looking to collaborate with the Skyland and OCC campuses in presentation of workshops (virtually) as well as visits for student meetings.

- Trip to Skylands campus with coaches for their final training in September 2021
- Trip with some of the AP (academic probation) to the campus
- Expand the final “Celebrate Success” farewell celebration to students who are graduating and were at some point in their academic journey, were a participant in the Step-it-Up program.
- Increase our presence on social media

SI is looking to expand in the following areas:

- Expanding the existing SI program to support all sections of Chem 1083, Chem 1084, Chem 2581, Chem 2582, Math 1044, Math 1054, Acct 2200, CPS 1231, CPS 2231, and other courses the program sees fit to add.
- Secure departmental buy-in for SI expansion in targeted disciplines
- Expand opportunities for faculty involvement through training, data collection, and assessment measures
- Ensure that the SI program continues to be proactive, participatory, and foster collaborative learning throughout its expansion
- Improve technology and active learning environments in NTLC SI designated spaces
- Recruit new SI Leaders and Team Leaders for internship opportunities as program continues to expand
- Provide a variety of professional development workshops for SI Leaders through working departmental collaborations.

First-Gen Scholars Mentor Program

- Program will develop into a collaboration between the Freshman Associate Director in the Center for Advising Persistence and Success (CAPS) and the Office of Student Success and Retention.

Section VIII: Summary and Recommendations

Both the Coordinator of Supplemental Instruction and Back on Track provided a summary and recommendations for consideration over the next five years.

The **SI program** is growing at a rapid rate within Kean University. Within the last two years, the SI program will be increasing its number of supporting courses to twelve and will increase its SI Leader student staff to about 60 by fall 2021 thanks to the USDOE and NSF grants. It is recommended that as the program continues to expand to more courses and the employment of SI Leaders, more support staff is needed to maintain the high quality of work. With the grants completing in year 2024, it is also recommended that the SI program begins to advocate for institutional funding across current and future course departments it will support.

As previously mentioned, the **Step-it-Up Program** will continue to expand to support students who are on Academic Probation 1 and mandatory participation for students on Academic Probation 2. Step-It-Up will continue to provide these students with academic coaches, interns from our graduate counseling program, who meet with them one-on-one on a weekly basis for the entire semester. In addition, students are required to attend success workshops facilitated by the academic coaches twice per week. As mentioned in Section XI, additional support to help maximize and successfully execute program objectives will be necessary.

Section XI Additional Resources Requested

Below are resources requested by the Coordinators of Supplemental Instruction and Step-it-Up for consideration:

SI program would like to request the following additional funds:

- Academic Specialist: Beginning in the fall 2021 semester, the SI program will be increasing its supporting courses from 9 courses to 12 courses. Due to the increase of courses supported, the SI program will be increasing its student SI Leader staff from 42 SI Leaders to about 60 SI Leaders. The SI program courses and student worker staff is currently being managed and supervised by 1 SI Coordinator. As the SI program continues to grow, additional support staff is needed to maintain the high quality of work

that is being produced. We would like to request one Academic Specialist to assist with the administrative functions of the SI program. Estimated cost would be \$9,000. Below is the breakdown of these costs:

- Academic Specialist: $\$20/\text{hour} \times 15\text{hours}/\text{week} \times 15\text{ weeks} = \$4,500$ per Academic Specialist per semester
- $\$4,500 \times 2\text{ semesters} = \$9,000$
- SI Leader Funds: Additional departments such as: History, Developmental Reading, and Physics are noticing the success of the SI program and are requesting SI services for their courses. We are requesting additional funds for 10 SI Leaders to help pilot courses such as these. Below is the breakdown of these costs:
 - SI Leaders: $\$15/\text{hour} \times 8\text{ hours}/\text{week} \times 15\text{weeks}/\text{semester} = \$1,800$ per SI Leader per semester
 - Total: $\$18,000$ ($\$1,800 \times 10\text{ SI Leaders}$) $\times 2\text{ semesters} = \$36,000$
- SI Summer Bootcamps: Summer 2021 the SI program will be piloting a two-week Organic Chemistry 2581 pre-fall 2021 summer bootcamp. This bootcamp is designed to prepare a selected group of students enrolled for Organic Chemistry 2581 in the fall semester to gain a deeper understanding of concepts before the semester starts. Students will have the opportunity to cover some CHEM 2581 course content with an assigned faculty member, develop chemistry study skills, note taking skills, exam taking skills, and review course material with an assigned SI Leader, and meet guest speakers that will share why this class is important to their future in health care. Based on this pilot bootcamp, we would like to expand this opportunity to other courses the SI program supports such as Organic Chemistry 2582, CPS 1231 (Fundamentals of Computer Science) and CPS 2231 (Computer Organization and Programming). In order to maintain the quality of work, we would like to request an estimate of \$7,800. Below is the breakdown of these costs:
 - SI Leaders: $\$15/\text{hour} \times 15\text{ hours}/\text{week} \times 2\text{ weeks} = \450 per SI Leader per bootcamp $\times 4\text{ SI Leaders} = \$1,800$
 - Enrolled Student Incentives: $100\text{ students} \times \$100\text{ Barnes and Noble Gift Cards} = \$1,000$
 - Food: \$5,000

- Total: \$7,800
- **Complete proposed amount: \$52,800**

Step-it-Up: Again, in light of the initiatives to be undertaken or spear headed by the leaders of the Step-it-Up program, we will need an additional Coordinator to assist with the expanding demands of this program which is expanding it's reach across campuses. In addition to this expansion, desk space and private meeting space is needed in order to comply with the requirements of the accreditation body of the Counselor Education Department that supplies our academic coaches. Presently at five (5) desks (folding or fixed) could be purchased to fill the need temporarily at the projected cost of \$2,500.

Budget Request Line Items: Complete table below describing each resource request in detail

<i>Unit</i>	<i>Description of Resource Request</i>	<i>Rationale (indicate page#)</i>	<i>Quantity Requested (where applicable)</i>	<i>Unit Cost (where relevant)</i>	<i>Total Cost</i>	<i>Strategic Plan Goal</i>
<i>OSREI</i>	<i>Program Coordinator (SIU)</i>	<i>Expansion across campuses</i>	<i>1 (salary)</i>	<i>\$55,000</i>	<i>\$55,000</i>	<i>Goal 3</i>
<i>OSREI</i>	<i>Folding desks (SIU)</i>	<i>Student meetings</i>	<i>5</i>	<i>\$2,500</i>	<i>\$2,500</i>	<i>Goal3</i>
<i>OSREI</i>	<i>Academic Specialist (SI)</i>	<i>SI program Expansion</i>	<i>1</i>	<i>\$9,000</i>	<i>\$9,000</i>	<i>Goal 2 & 3</i>
<i>OSREI</i>	<i>SI Leaders</i>	<i>SI program Expansion</i>	<i>10 SI Leaders</i>	<i>\$36,000</i>	<i>\$36,000</i>	<i>Goal 2 & 3</i>
<i>OSREI</i>	<i>SI Summer Bootcamps</i>	<i>Pre-semester voluntary, non-credit prep course</i>	<i>4 Bootcamps (Organic Chemistry 2581, 2582, CPS 1231 & 2231)</i>	<i>\$7,800</i>	<i>\$7,800</i>	<i>Goal 2 & 3</i>
<i>Total</i>				<i>\$110,300</i>	<i>\$110,300</i>	