



Imagine. Believe. Achieve.

ACADEMIC SUCCESS ANNUAL REPORT [2016-2017]

Courtney Bringley – Director, Academic Success & Career Center

Through the use of high impact practices, the Academic Success Center has proven to be a vital resource for the students of Paul Smith's College. Despite a 3 year period of declining student enrollment, the Academic Success Center has continued to expand our programs to **serve 69% of the student population annually**; a 5% increase over the prior three year average. The positive impact of utilizing academic support is evident with our students achieving a **92% course pass rate**; a 3% increase over the prior three year average.

In addition to these recent gains, we are also starting to see some positive long term impacts with increases in our first-year retention and graduation rates, and a decrease in academic probations and suspensions.

TUTORING AND SUPPLEMENTAL INSTRUCTION (SI)

The Academic Success Center offers Peer and Professional Tutoring, Supplemental Instruction, Study Groups and Writing Center Support for most of the courses taught at Paul Smith's College. All of our Peer Tutors and SI Leaders must complete ongoing training each semester and must maintain a high GPA and clean judicial record. Tutors are mentored by faculty and staff to insure they are supporting students using a variety of strategies to suit multiple learning styles. We aim to provide students with support that helps them develop effective learning strategies that they can continue to utilize on their own outside of tutoring. Most students will meet with a tutor or attend SI once a week per course, but we will set students up with additional sessions if requested.

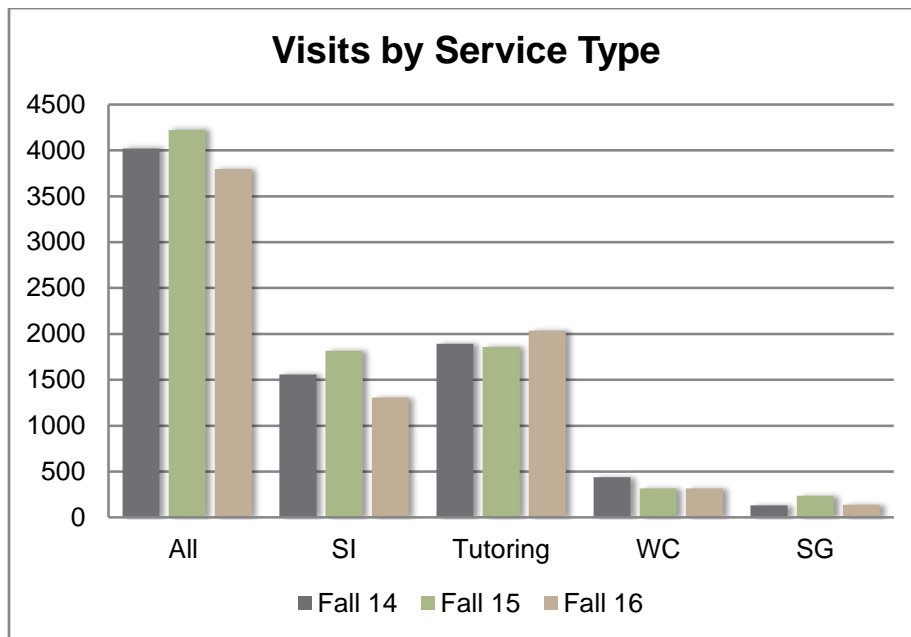
EXTENT OF SERVICE

Although we have seen a drop in the total number of student contacts over the last six years, the percent of population served has increased. On average we are seeing 58% of the student body in the fall and 50% in the spring, for a combined and unduplicated **annual reach of 69% of the total student body**.

| Annual Usage: Individual Users (Unduplicated) | | | | | | | | | |
|---|----------------------|---------------------------|---------------------------------|------------------------|-----------------------------|-----------------------------------|-----------------|-----------------------------|-----------------------------------|
| Year | Fall ASC Users | Fall Total Students | Fall % of Student Body | Spring ASC Users | Spring Total Students | Spring % of Student Body | Annual Users | Annual Total Students | Annual % of Student Body |
| 2011- 2012 | 571 | 1051 | 54% | 402 | 955 | 42% | 712 | 1099 | 65% |
| 2012- 2013 | 502 | 1069 | 47% | 411 | 947 | 43% | 691 | 1113 | 62% |
| 2013- 2014 | 514 | 981 | 52% | 441 | 833 | 53% | 671 | 1012 | 66% |
| Prior 3 Year Avg. | 529 | 1034 | 51% | 418 | 912 | 46% | 691 | 1075 | 64% |
| 2014- 2015 | 530 | 886 | 60% | 385 | 803 | 48% | 632 | 914 | 69% |
| 2015- 2016 | 525 | 885 | 59% | 394 | 772 | 51% | 631 | 906 | 70% |
| 2016- 2017 | 472 | 851 | 55% | 376 | 754 | 50% | 582 | 864 | 67% |
| Current 3 Year Avg. | 509 | 874 | 58% | 385 | 776 | 50% | 615 | 895 | 69% |

In 2016-2017 our students received academic support in the form of Peer Tutoring, Supplemental Instruction, Study Groups and Writing Center help in **127 different courses**

In a closer look at service type data from Fall 2016 we see usage numbers increasing or remaining relatively steady in all service types except Supplemental Instruction which saw close to an 8% drop. The previous fall we had a 15% increase in SI visits. We had thought this increase indicated a preference for walk-in assistance rather than appointments, but perhaps these fluctuations have more to do with other factors rather than student preference.



Writing Center Support: Last year the drop in Writing Center usage was a concern, especially considering the amount of resources required to run it as a walk-in center. A detailed analysis was conducted at the end of spring 2016 to identify peak hours and the following changes were made:

- ✓ We developed a Writing Center Advisory Board
- ✓ Increased Writing Coach training
- ✓ Cut back the number of open walk-in hours and Writing Coaches on duty during each shift
- ✓ Held workshops in the residence halls and at the Career Fairs
- ✓ Developed more intentional outreach to Department Chairs and faculty.

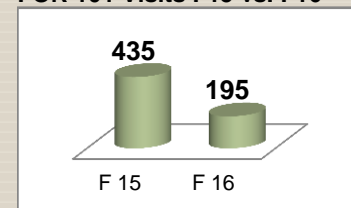
We were happy to notice an upward shift in our usage to bring our percent of population served back in line with prior years. Ultimately these shifts are small and I would like to see our Writing Center usage grow to reach beyond 20% of the student body. This coming year we have hired an SI Leader II position to focus on Writing Center development. This is a recent graduate who demonstrated strength in writing and tutoring during her

FOR 101 SI

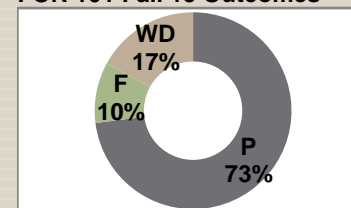
We believe that a significant portion of the drop in SI visits may be due to a change in the structure of Introduction to Forestry. The Forestry Department added in a required SI for all students taking FOR 101. It was led by an adjunct faculty member and we did not collaborate on support.

A careful look at the drop in number of FOR 101 visits from Fall 2015 to Fall 2016 and the course success rate for both semesters is below.

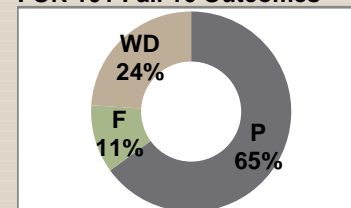
FOR 101 Visits F15 vs. F16



FOR 101 Fall 15 Outcomes

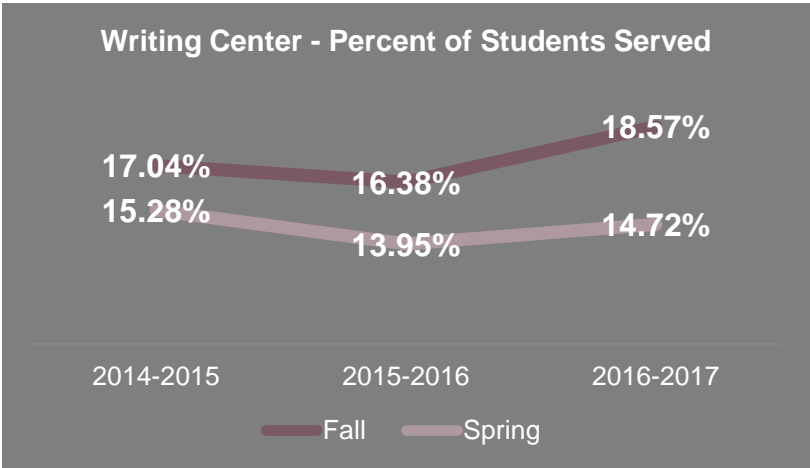


FOR 101 Fall 16 Outcomes



We believe the required SI deterred students from setting up individual support or attending weekly student led SIs. This fall we are working with the course faculty to try a more collaborative approach.

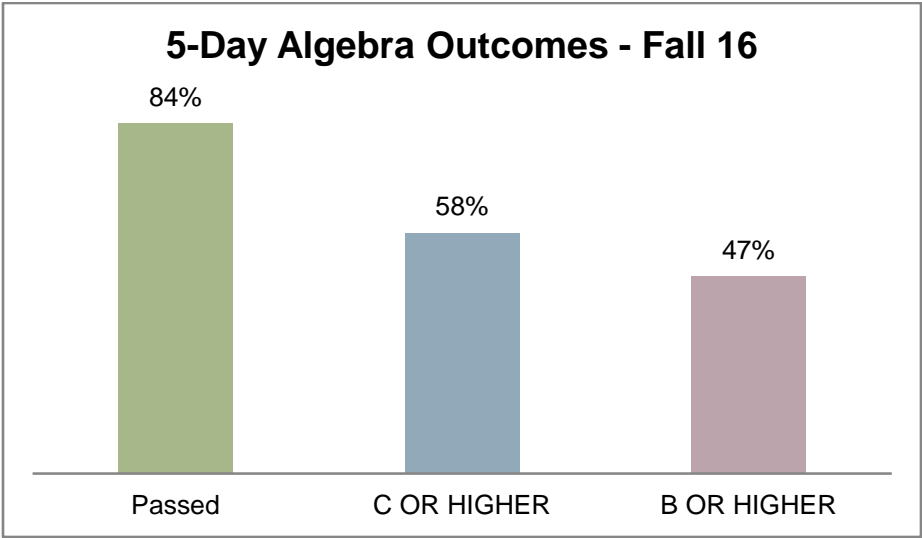
time as a student. Her focus will be on marketing, outreach and writing resources. She will be asking all FYS instructors if they will invite her into their classes to do a 15 minute overview of the Writing Center. We will also be working with the English 101 faculty to hopefully push-in and do a writing workshop and required Writing Center visit assignment. We are hopeful that this more intentional outreach will result is greater utilization of the Writing Center for all students overtime.



| WC Top 5 Class Visits – Fall 16 | |
|------------------------------------|-----|
| FOR 101 – Introduction to Forestry | 101 |
| ENG 101- Effective College Writing | 51 |
| HUM 320 – Latin American Studies | 17 |
| Resume/Cover Letter | 14 |
| FYS 101 – First Year Seminar | 13 |

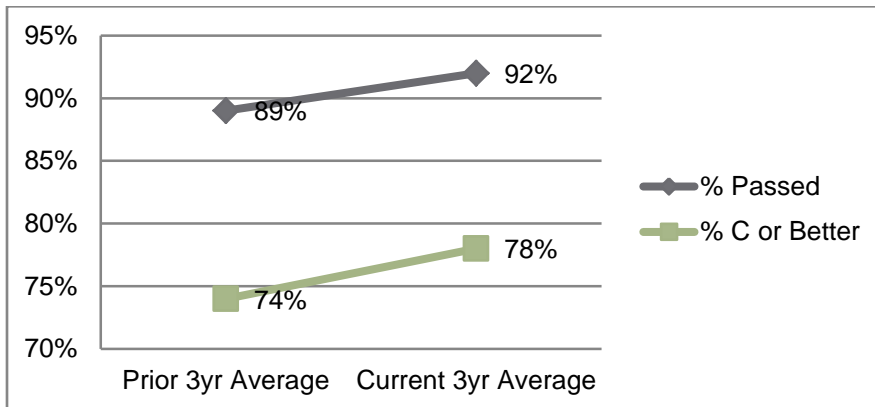
Professional Math Tutoring: Prior to fall 2016 the Academic Success Center had a Professional Math Tutor position. In addition to this position, the former Director had taught a built-in Algebra SI twice a week. This year positions were re-arranged and the structure of our professional math tutoring changed. Our second Academic Success Counselor position was reduced to 10 months and cut to half-time math support and half-time academic counseling. This position is now responsible for teaching a 5-Day Algebra course, leading math SIs, and providing small group tutoring to our most at-risk students. We are still working out the proper balance for this position, but some early data suggests that the 5-Day model may be working to help at risk students move more quickly through credited foundational math.

This fall there were 19 students placed into the 5-Day Algebra course based on an analysis of their HS GPA, HS math grades, and ACCUplacer scores. Out of this group 16 students passed, with 47% earning a B or higher. It may be worth discussing if this 5-Day model should be used for all fundamental and foundational level math courses. I believe MAT 097 has already shifted to this model. If Finite does as well I think we could stop running math SIs and just focus on setting students up with individual and small group tutoring.



EFFECTIVENESS OF SERVICE

Tutoring and SI continue to demonstrate a direct impact on Academic Performance with substantial gains noted over the last three years in the course pass rate of students using our services.



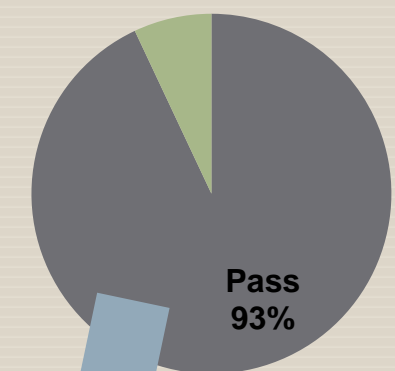
This year in particular, we achieved an all-time high of **93% passing; 82% of which are earning C's or better**. But our most significant gain this year is definitely observed in the grade change from midterm to final for students who receive course support 3 or more times. **On average these students achieved a .46 increase in course grade from midterm to final, which is a 35% increase over the next highest number achieved 6 years prior.**

| Success Rate of ASC Visitors | | | |
|-------------------------------|---------------------|--------------------------|------------------------|
| Year | Percent that Passed | Percent with C or Better | Grade Change 3+ Visits |
| 2011-2012 | 93% | 76% | 0.34 |
| 2012-2013 | 84% | 70% | 0.29 |
| 2013-2014 | 89% | 75% | 0.29 |
| Prior 3 Year Average | 89% | 74% | 0.31 |
| 2014-2015 | 90% | 73% | 0.28 |
| 2015-2016 | 92% | 80% | 0.33 |
| 2016-2017 | 93% | 82% | 0.46 |
| Current 3 Year Average | 92% | 78% | 0.36 |

This outcome suggests that the quality of our support has improved overtime and that students are making greater gains than they have in the past. Data shared later in this report from our Voluntary Support Program also suggests a similar trend.

SPRING 2017 BREAKING RECORDS!

**Tutoring and SI
Course Pass Rate:**



82% earning a C
or Better in the
course they
received support.

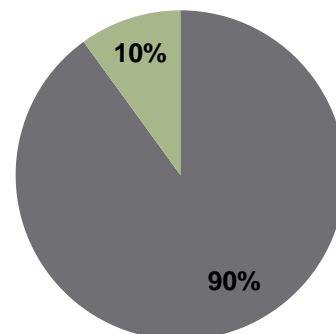
TRAINING & FACULTY COLLABORATION

This year we hosted two Student Appreciation Open Houses, one in the fall and one in the spring, around midterms. Thanks to the support of an alumni donor, we brought in a professional massage therapist who offered free 15 minute massages for students. Students were encouraged to relax, given some tasty treats, provided with special study material/review packets and were asked to complete a short satisfaction survey at two computer stations online. These types of events help students see us a welcoming environment committed to helping them succeed at PSC any beyond. Feedback from the survey remains consistently high with 90% of survey respondents recommending our services.



Would you Recommend the ASC

- Strongly Agree & Agree
- Strongly Disagree & Disagree



We also realized the need to upgrade how we share information and connect with students online. All Tutor, SI Leader, Writing Coach and Peer Leader applications were switched to online forms available on our website. We also developed a variety of new resources and made them all easy to access online. Our hope is that more students and faculty will visit our site and utilize these tools in their courses.

Collaboration with faculty is a very important factor in support student success. We require our tutors to have recommendation from the faculty who teach the courses they are supporting. We also encourage all Tutors and SI Leaders to meet regularly with those faculty members to ensure they are properly supporting what is being taught in the course. This spring the ASC Director met with the Department Chairs and presented at a faculty advisor training day to share more information about our resources and to help us continue fostering better communication and collaboration within the PSC community.

A MODEL EXAMPLE

One model that we hope to expand over the next year is the **Guided Study Group design** developed over the last two years by recent graduate, Jonathan Stetler and Professor, Celia Evans. This Tutor/Professor collaboration has transformed our tradition model of Supplemental Instruction into a more engaging and active learning approach using worksheets that organize mastery of course material according to Bloom's Taxonomy. Initial data from Fall 2015 and Spring 2016 General Ecology courses showed support for this model. Students who attended GSG performed better than peers who did not attend. However, data was not as conclusive due to low sample size in the following year.

| Fall 2015 | | |
|--------------------|----------------|--------------------|
| | Exam 2 Results | Final Exam Results |
| Did Not Attend GSG | +1.3% | +4% |
| Did Attend GSG | +13% | +10% |

Table 2. Summary of exam 1 between students who attended GSG and did not attend GSG. Average exam score, along with average scores in different categories of Bloom's Taxonomy are reported.

| Spring 2016 | | | | |
|------------------------------------|------------|-------------|------------------|-------|
| Exam 1 Summary of Bloom's Taxonomy | | | | |
| | Exam Score | Recognition | Describe/Discuss | Apply |
| Did Not Attend GSG | 73% | 82% | 59% | 66% |
| Did Attend GSG | 86% | 84% | 89% | 77% |

Moving forward to want to try this model in more courses and will be encouraging our tutors to work with faculty more collaboratively. The biggest limitation with our data is low sample size because of poor session attendance.

Tutor Training is extremely important and we are working to develop a more structured tutor training model. We provided six structured training workshops that were required for all Tutors, SI Leaders and Writing Center Coaches. Each session focused on helping our Tutors build a team bond, develop leadership skills and learn a tool or strategy that could be utilized during sessions with students. We plan to expand this training model into a three year plan, which will allow for students who work as tutors multiple semesters to move onto higher levels of training and professional development. This model will require students to meet more often with faculty teaching the courses they tutor, complete online training models, and to better evaluate the learning gains of the students they are working with.

In addition to providing training that emphasizes the importance of utilizing effective teaching and learning strategies, we also believe it is important to recognize our Tutors and SI Leaders for the important contribution that are making to the success of the college. This year we recognized two senior tutors with David Nemzer Success Awards and invited all students to attend the first annual Student Leadership Recognition Banquet.

Tutors, SI Leaders, Writing Coaches

| Fall 16 | Spring 2017 |
|------------------|------------------|
| 51 employed | 57 employed |
| 3.65 average GPA | 3.62 average GPA |



EARLY OUTREACH & VOLUNTARY SUPPORT

The Early Outreach program is designed to provide the right support to the right student at the right time. It is the cornerstone of our comprehensive approach to student success and relies heavily on the collective use of Starfish Early Alert and Connect to make sure we are identify students who become at risk and connecting them with the appropriate support service as quickly as possible. We do not track students from our mandated populations (Academic Recovery Program, Transitional Program, HEOP, TRIO) in this cohort of students. These are students who are responding to outreach and/or connecting with Academic Counseling on their own rather than be required by the college or as part of a specially funded program.

EXTENT OF SERVICE

As can be seen in the tables below, we are continuing to connect with well over 10% of our population each semester, with some significant increases between our three year averages. We also continue to see more than half of these students opting into regular and ongoing support as noted in the Voluntary Support columns.

Annual Fall Usage

| Term | Academic Counseling Total Students | Total Student Enrollment | Academic Counseling % of Student Body | Voluntary Support Students | % Voluntary Students in Academic Counseling |
|-------------------------------|------------------------------------|--------------------------|---------------------------------------|----------------------------|---|
| Fall 11 | 103 | 1051 | 10% | 68 | 66% |
| Fall 12 | 133 | 1069 | 12% | 73 | 55% |
| Fall 13 | 185 | 981 | 19% | 79 | 43% |
| Prior 3 Year Average | 140 | 1034 | 14% | 73 | 55% |
| Fall 14 | 184 | 886 | 21% | 123 | 67% |
| Fall 15 | 163 | 885 | 18% | 106 | 65% |
| Fall 16 | 144 | 851 | 17% | 88 | 61% |
| Current 3 Year Average | 164 | 874 | 19% | 106 | 64% |

Annual Spring Usage

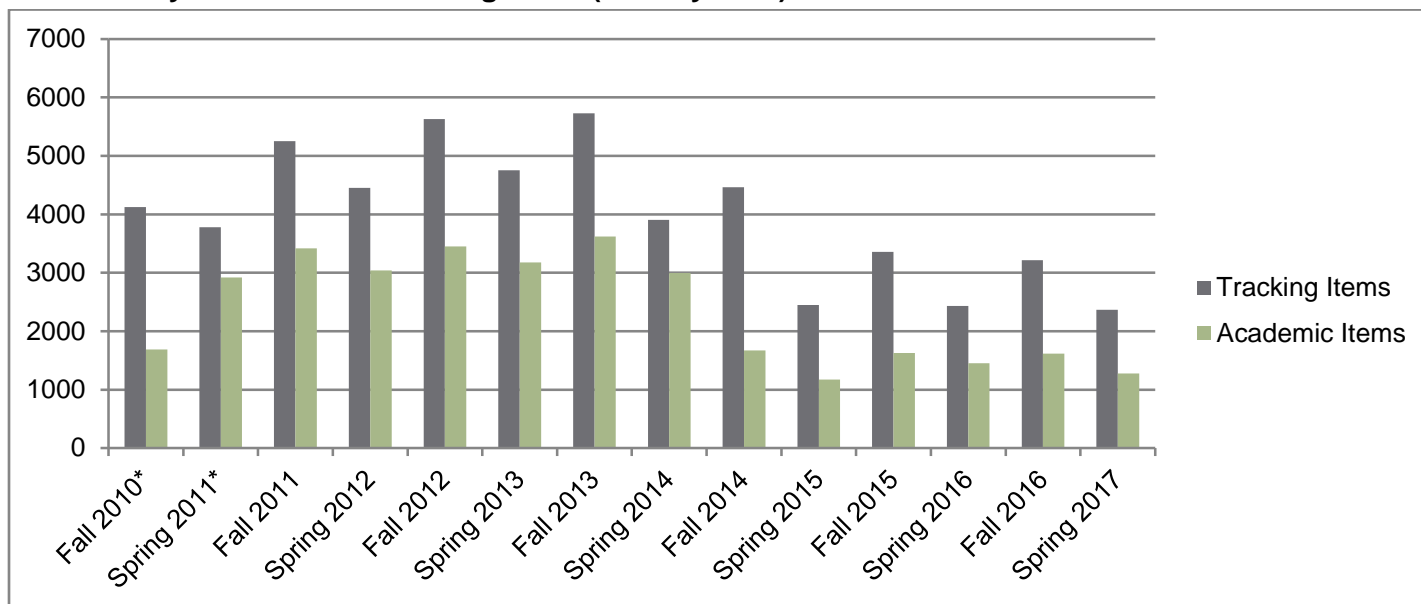
| Term | Academic Counseling Total Students | Total Student Enrollment | Academic Counseling % of Student Body | Voluntary Support Students | % Voluntary Students in Academic Counseling |
|-------------------------------|------------------------------------|--------------------------|---------------------------------------|----------------------------|---|
| Spring 2012 | 156 | 955 | 16% | 47 | 30% |
| Spring 2013 | 161 | 947 | 17% | 88 | 55% |
| Spring 2014 | 175 | 833 | 21% | 137 | 78% |
| Prior 3 Year Average | 164 | 912 | 18% | 91 | 54% |
| Spring 2015 | 144 | 803 | 18% | 112 | 78% |
| Spring 2016 | 123 | 772 | 16% | 93 | 76% |
| Spring 2017 | 93 | 754 | 12% | 59 | 63% |
| Current 3 Year Average | 120 | 776 | 15% | 88 | 72% |

This year the number of students seeking Academic Counseling continued to drop, as we would expect with lower enrollment. Unfortunately we also saw drops, especially in the spring, with the percent of student body served. For the majority of the spring we were running with only two Academic Counselors (as opposed to three) and I believe that impacted our ability to meet with as many students as in previous semesters. However, after completing a 7 year analysis of our Starfish Tracking Items some very interesting data emerged that adds new insights into our overall Academic Counseling numbers.

STARFISH DATA

We've known that fewer total tracking items have been raised over the last few years, which again makes sense following the trend of lower enrollment. On average, **58% of Starfish Tracking Items are categorized as Academic** meaning they are items (mostly flags) that have been raised by faculty and instructors. However, we can definitely see a clear drop over the last three years, with Academic Flags accounting for less than half of the total tracking items three out of six semesters. This tells us that Starfish is now being used for much more than just raising Academic Concerns.

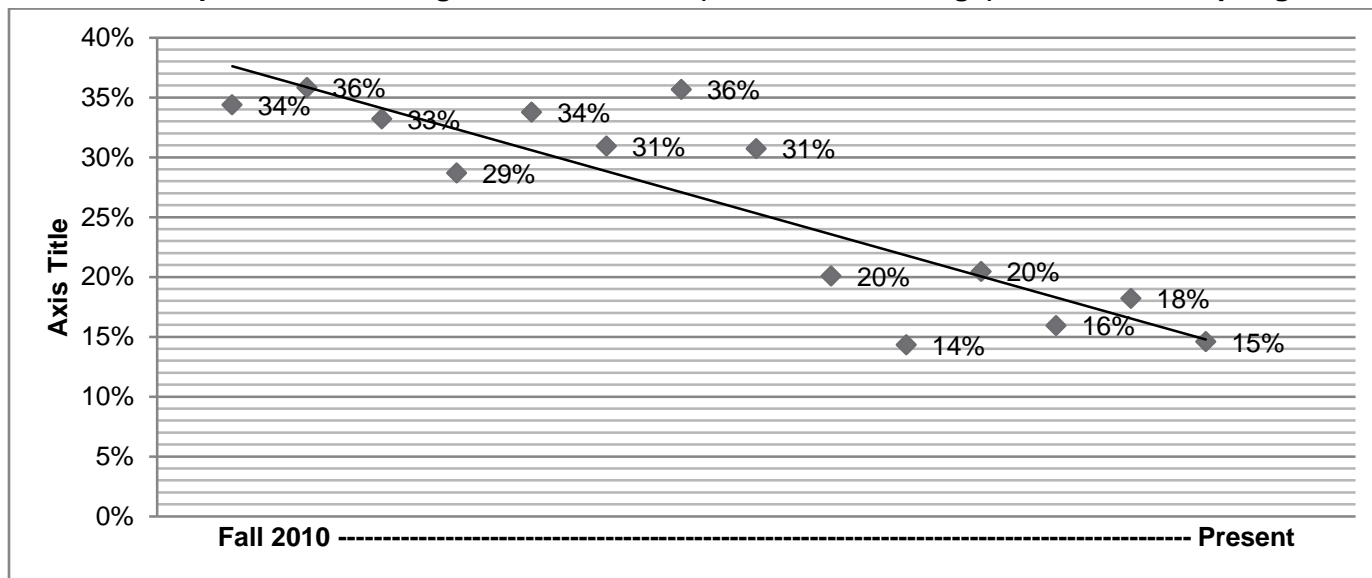
7 Year Analysis – Starfish Tracking Items (term by term)



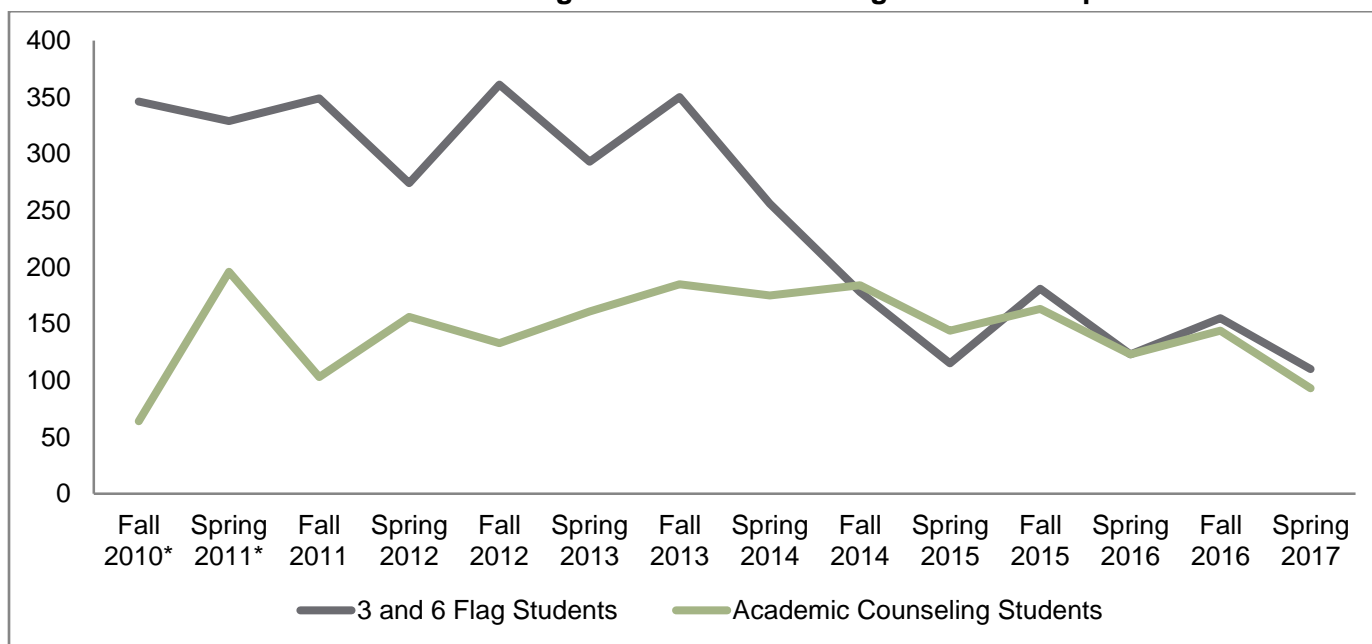
More interestingly, when we narrow the scope down to individual students who reach 3 and 6 Flag Warnings (our call for intervention flags) and compare those numbers to our total student body and Academic Counseling students, we see that not only are fewer students experiencing academic risk, but we have essentially closed the gap in our contact with these students, which in the early days of Starfish was quite significant.

Students who reach a 3 or 6 Flag Academic Warning are definitely our most at risk population. These are usually students who have significant academic concerns in one or more courses. It is very rare that we see a student end up on Academic Probation or Suspension who has not received at least one of these alerts. **From 2010-2014 we saw an average of 33% of our student body hitting a 3 or 6 Flag Academic Warning. Since 2014 that number has dropped by more than half to 17%.** Over the same time we have closed the gap between the number of students experiencing academic difficulty and the number of students connecting with Academic Counseling. Both of these trends are depicted in the following two graphs.

Percent of Population Reaching “At Risk” Status (3 or 6 Starfish Flags) – Fall 2010 to Spring 2017



At Risk Students vs. Students Receiving Academic Counseling – 7 Year Comparison



It is important to note that not all of the students connecting with an Academic Counselor have received Starfish Flags or hit a 3 or 6 Flag Academic Warning. Many of our students take proactive measures to connect with Academic Counseling before they run into trouble. Also, our Academic Counseling numbers do not include students from our mandated populations (Academic Recovery Program, TRIO, HEOP and Transitional Students), but many these students hit 3 and 6 flag warnings and are already mandated to meet weekly with a counselor. Therefore, through our Comprehensive Student Support efforts, as a campus we are serving much more than just our most at risk students. At that same time, despite our best efforts, some of these at risk students never utilize the academic support that we offer. However, this data suggests promising implications about the overall effectiveness of our efforts to improve student success at Paul Smith's College.

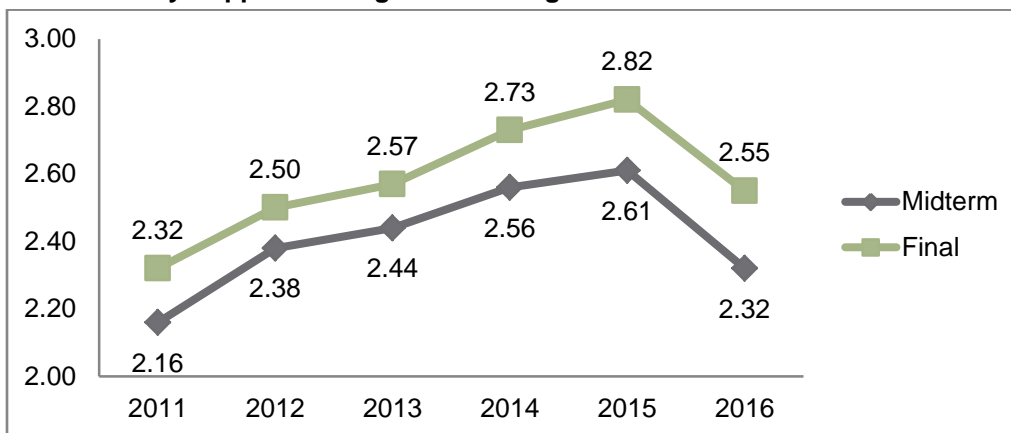
EFFECTIVENESS OF SERVICE

With many factors contributing to student success it can be difficult to identify the specific impact made by Academic Counseling. However, we have noted some interesting trends in the outcomes of our Voluntary Support Students. These students establish regular and often ongoing (returning multiple semesters) relationships with our Academic Counselors. All of these students are meeting with an Academic Counselor more than once a semester, with most choosing to set-up weekly appointments. During these sessions students and Academic Counselors cover a variety of topics from self-management and academic skill building to faculty communication and future career planning. At the very least, regular check-ins add a level of accountability that requires students to take greater responsibility for their academic progress.

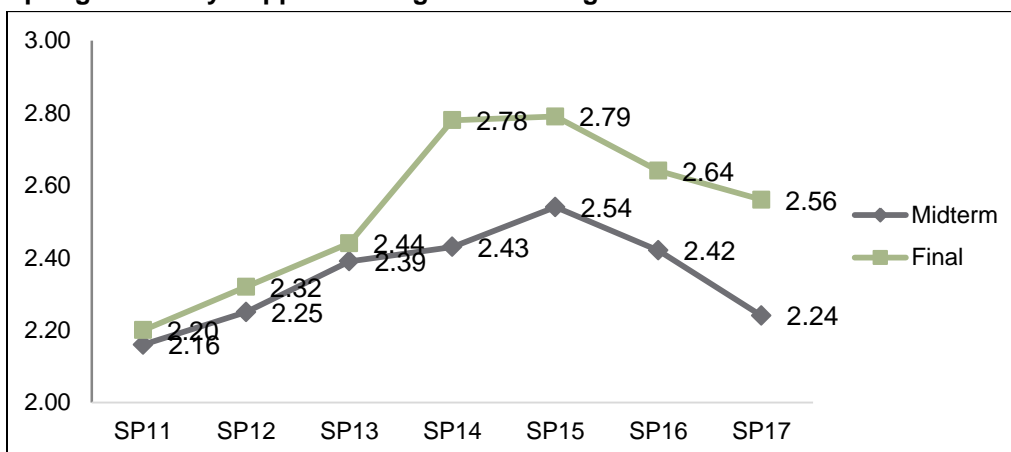
Despite a prior steady climb in midterm and final GPA averages, this year we saw a definite drop in both the Fall and Spring semesters. Most of our other indicators remained close to even or increased compared to recent semesters.

- ↑ 90% of Voluntary Support students finished the semester in Good Academic Standing at the end of Spring 2017
- ↑ 28% of Voluntary Support students made Dean's List in Fall 2016
- ↑ 75% of Voluntary Support students improved their GPA from midterm to final in Fall 2016
- ↑ Overall are continuing to see the strong majority of Voluntary Support students finishing the semester in good academic standing with the following term averages:
 - **88% good standing in the fall**
 - **90% good standing in the spring**

Fall Voluntary Support Average GPA Change – Midterm to Final



Spring Voluntary Support Average GPA Change – Midterm to Final



THE PREPAREDNESS GAP

This year we noted two of the largest increases in average GPA from midterm to final with a **.23 increase in the fall** and a **.32 increase in the spring**.

This suggests that students are coming to us less prepared but making greater progress to remain in good academic than in previous years.

We saw this trend in our tutoring data; although we serve fewer total students, their needs are greater and they are making better progress than in the past.

OUTREACH & FACULTY COMMUNICATION

Over the past year the Academic Success Counselors have made a dedicated effort to be collaborators. Within our roll, students often see us as the 'jack of all trades' person they can rely on for help, and it can become easy to cross lines and act outside of our capacity, rather than fostering connections with other support offices and faculty advisors. At the same time, the role of the Academic Advisor is changing in higher education, now requiring advising to cover far more than just course registration. As members of the IPASS2 community (Integrated Planning for Advising and Student Success) we are learning more and more about how to integrate the entire student experience to yield more positive outcomes of increased retention, persistence and graduation.

In following with the IPASS2 model, our Academic Counselors have pulled back from doing the 'traditional academic advising' of helping students select and register for courses, and have shifted our focus to helping more students develop a positive relationship with their assigned faculty advisor. We focus more on outreach, intervention, academic skill building, and career planning in our student meetings. Faculty and other support offices are always important components in the success plans we develop with our students, and our Academic Success Counselors are communicating daily with faculty and staff across campus.

During both fall and spring semesters, the Director was invited to present advising workshops to our faculty and staff. These workshops introduced and encouraged the use of important tools like Starfish, and shared data about the impacts of our Comprehensive Student Support Efforts. We hope to do more of this work and extend our reach into the classroom by asking faculty to invite us in for a variety of presentations geared specifically to course learning objectives. We are partners in advising and will always be a bridge bringing students together with the right resources they need to succeed.

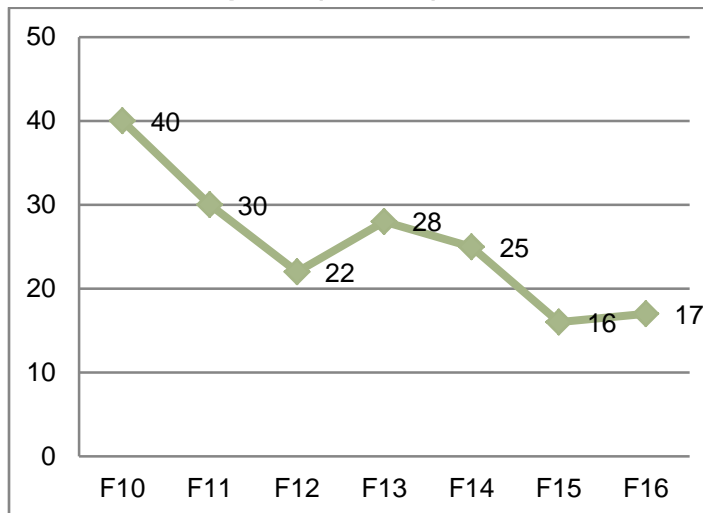


ACADEMIC RECOVERY PROGRAM

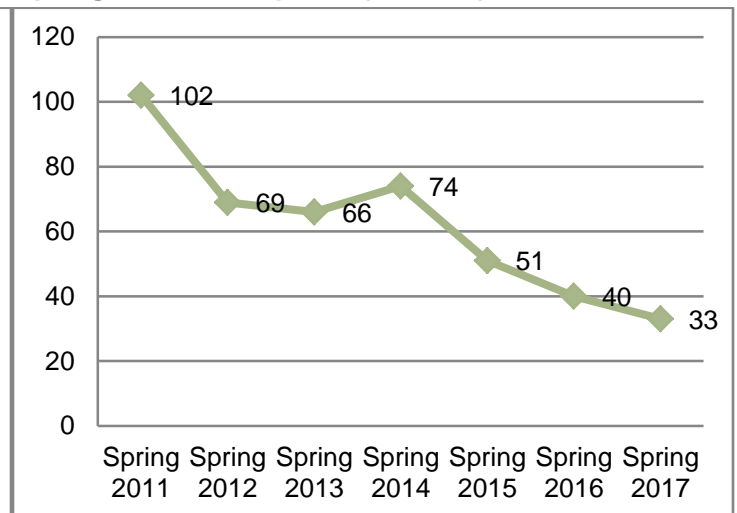
The Academic Recovery Program (ARP) has long been a mainstay program for Academic Support at PSC. The Academic Recovery Program and the Transitional Program actually migrated over from the former Retention Office when it merged with the Academic Support Center in March of 2010, establishing the Academic Success Center. This program provides academic counseling and support to all of the students who return to PSC on academic probation or reinstated suspension. **Over the last 7 years we have seen a 68% drop in the number of students participating in ARP during the spring semester and a 58% decline in our number of fall participants.**

With fewer students participating in the Academic Recovery Program, we have been able to improve the quality of support with longer and more focused meetings. In addition we have developed new programming for our first-year ARP students, including the first-year rebound program and a peer mentoring program, which took effect in spring 2016. We believe these efforts are reflected in the substantial outcome gains we have seen over the last year, specifically reaching an **all-time high for number of students finishing in good standing in both Fall 16 with 76% and Spring 17 with 64%.**

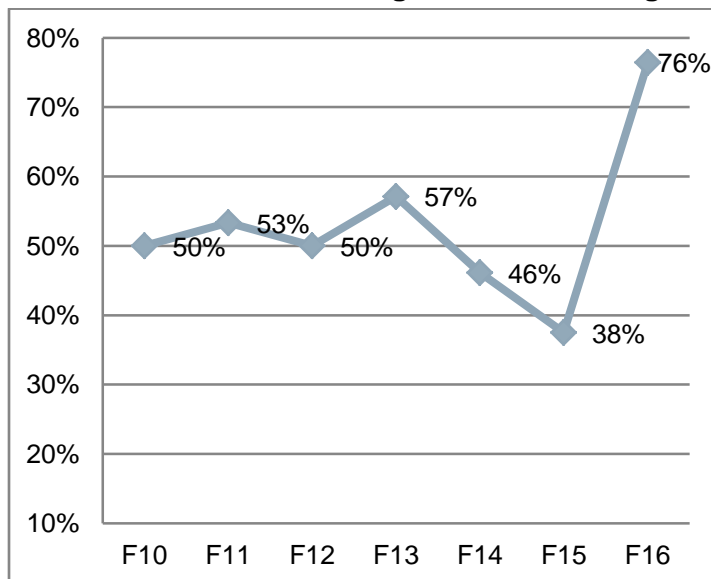
Fall ARP Participants (number)



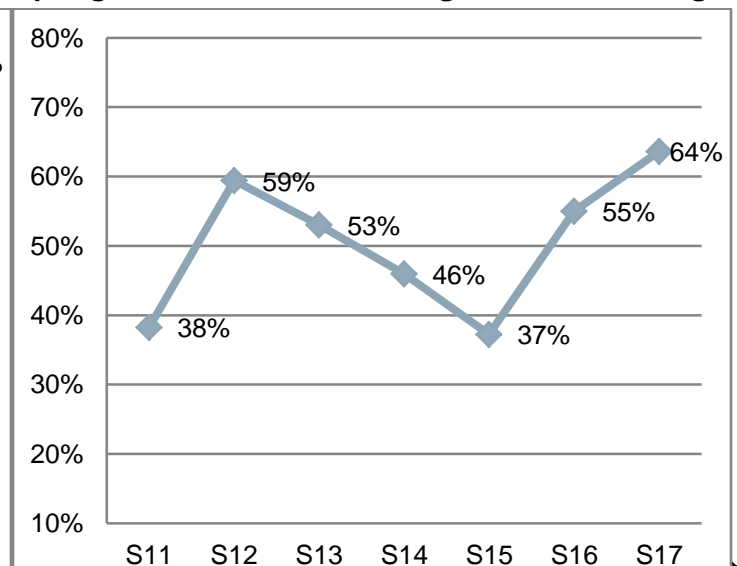
Spring ARP Participants (number)



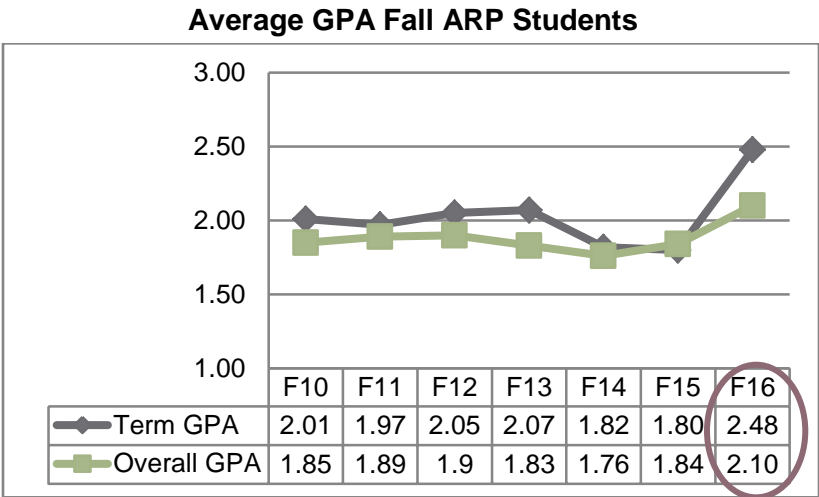
Fall ARP – Percent Finishing in Good Standing



Spring ARP – Percent Finishing in Good Standing



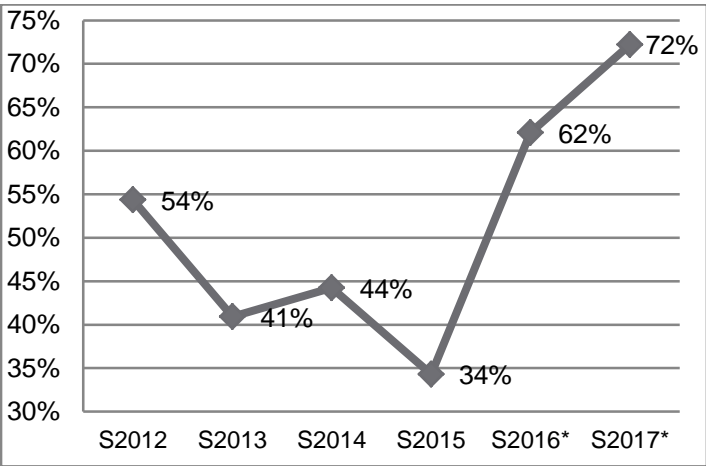
Another important indicator of progress and predictor of continued success is the significant increase in average GPA that we are seeing with our ARP participants during both fall and spring semesters. It is important to note that all of these students are coming into their semester of probation with an overall GPA below 2.00, many of which are far lower. To finally see the an ARP average for overall GPA jump above 2.00 is encouraging (pictured below). A similar trend is noted in our average GPA for spring ARP cohorts, but the overall has not quite reached the 2.00 level yet.



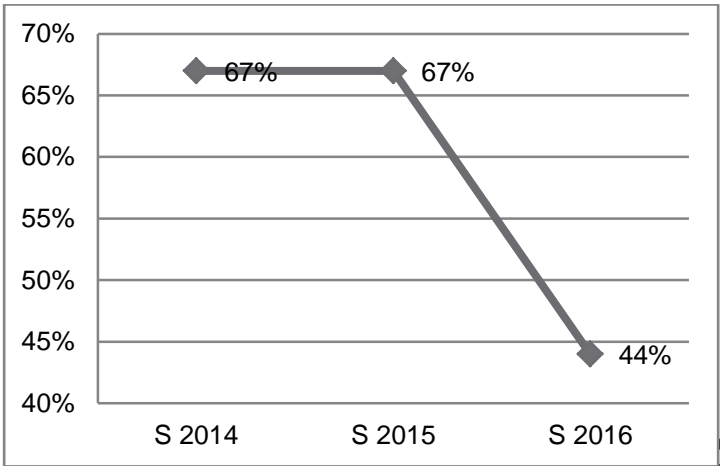
ARP FIRST-YEAR ANALYSIS:

In Fall 2015, a policy was introduced whereby first semester students with a 1.0 or lower would face suspension. Prior to this point a student with 0-18 attempted credits could not be suspended in their first semester, even with a 0.0 GPA. We believe this change has contributed to some of the positive ARP outcomes we are seeing; naturally we have reduced the number of ARP students returning with GPAs below 1.00 so you would expect average GPAs to improve and more students to finish in good standing. Additionally, we established a First-Year Rebound workshop series and required all first-year ARP students to attend during their semester on probation. The six session workshop series is designed to help students develop active learning skills and other success strategies. Students were grouped by similar programs which improved engagement and interaction. Two peer mentors were hired as Success Leaders and were instrumental in providing practical strategies and a strong connection. With two spring cohorts to evaluate, the positive impacts we are seeing are promising with as high as 72% returning to good standing within one semester of probation and a 23% drop in sophomore year recidivism rate.

FY ARP – Percent Returning to Good Standing



FY ARP – Percent Return to Prob. or Susp. in Year 2



IMPLICATIONS FOR FUTURE

If the recent trends continue and we see fewer students participating in the Academic Recovery Program, I think we need to direct more attention and resources into expanding our First-Year Rebound Workshops and finding a more compelling way to get all probation students continuing to utilize academic support once they are back in good standing. We submitted a proposal to try and receive some funding to support these initiatives through the Paul P. Fidler Research Grant awarded by the National Resource Center for the First-Year Experience and Students in Transition. Our proposal outlined plans to expand the workshop series beyond 6 sessions to run the whole semester; to hire sophomore mentors that themselves had been first-year students who successfully got back into good standing after a term of probation; and to gather more long term data showing persistence and graduation rates of our Academic Recovery Program students.

TRANSITIONAL PROGRAM

The Transitional Program was established in 2007 to provide intentional support to students who are accepted to Paul Smith's College on a provisional basis (lowest tier of acceptance). Some of the provisionally admitted students are invited to be part of the Higher Education Opportunity Program and the Academic Success Center aims to provide the same level of support to those who are not. Through departmental restructuring and changes in leadership it has been a struggle to track and report consistently on student outcomes for this program over the last ten years. Also noteworthy is that from 2011-2014 provisionally admitted students who actively participated in the Transitional Program and earned good academic standing were awarded success scholarships. For budget reasons these scholarships were dropped.

IDENTIFICATION OF STUDENTS

Initially provisional status was given to *students with a 70-74% high school GPA and/or SAT scores below 900 or Transfer students with a GPA below a 2.00*. The names were brought to committee in Admissions and considered for a transitional admission if there is evidence that they may benefit from support services and thrive.¹ Now that we no longer require SAT/ACT scores for Admissions, more recently the decision process for provisional admission was outlined as being *a consideration of multiple factors, including but not limited to overall GPA, Regents Scores, and course load per academic year/semester*.²

Although our first-semester data shows that our Transitional Program students do struggle academically, it is also possible that we are missing students in this identification process. Further data analysis and better predictive modeling might help us to insure we are truly reaching the most 'At Risk' students before they start to struggle.

Another challenge in identification is related to our list generation. Our list of Transitional Students is automatically generated from a query that is pulled from the Admissions CRM system. Often this list is not consistent with what is input into PowerCampus (our SIS) and this has resulted in poor identification, data tracking and data management. Over the last year we were able to clean up and pull together 5 years of solid

¹ Guidelines provided by Kathy Fitzgerald- VP for Enrollment Management, 2011

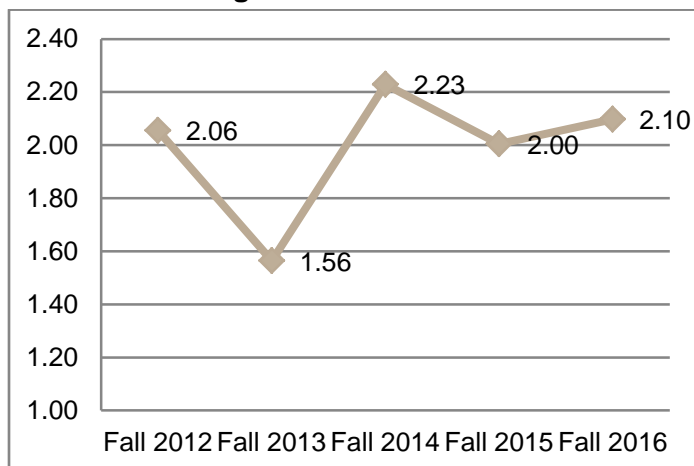
² * Guidelines provided by Keith Braun Director of Enrollment Management, 2017

data to at least analyze the first semester outcomes of our incoming Transitional Program cohorts. The following charts show a summary of this data. Moving forward I would like to extend this analysis to determine persistence and graduation rates for this At Risk Population.

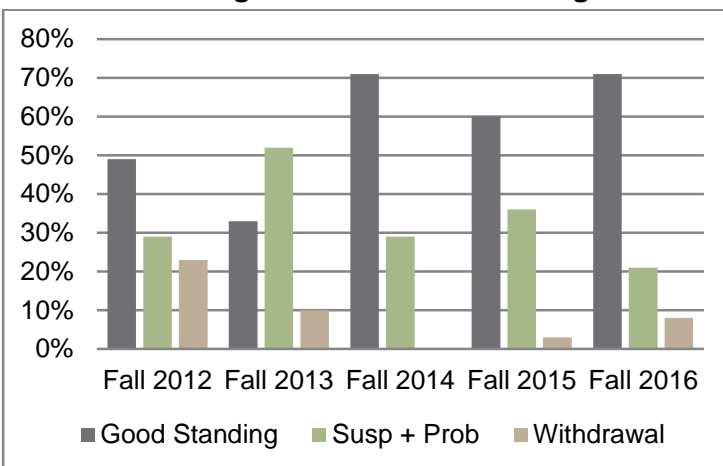
PROGRAM OUTCOMES

Over the last 5 years we've had Transitional Program cohorts of between 20 to 35 students. The average GPAs have been relatively consistent in the 2.0-2.2 range, with the exception of an especially challenged group in F13. On average we are seeing 57% of our Transitional Program students finish their first semester in good academic standing, but a closer look at the individual semesters will show that there has been some large variance between cohorts.

Transitional Program First Term GPA



Transitional Program First Term Standing



COMMUNICATION AND TRACKING

To move this program forward we must engage in better communication with Admissions and the Registrar. We also must implement systems for better tracking student meetings and use of ASC services for this program. The following goals should be reached over the next year:

- Earlier communication and outreach to students prior to their arrival on campus
- Electronic card scan system for tracking student meetings
- Ongoing verification of lists between Admissions and Registrar's Office
- Automated data analysis
- Adaption of First-Year Rebound and Peer Mentor programs to fit Transitional Program
- Discussion with Admissions, Associate Provost and Provost about identification of provisional students and incentives for Transitional Program participation

CAREER SERVICES

Career Services was moved into the Academic Success Center in a strategic effort to improve visibility, increase student contact and develop a more service oriented approach to career development. Student contact, outside of Career Fair attendance, had not been tracked prior to this year. Additionally, usage of our career portal had not been assessed, tracked or reported. This year we sought to establish a baseline and focus attention to collaboration faculty and course support.

| Career Center Visits | Spring 2017 | Fall 2016 | Spring 2016 | Fall 2015 |
|---|-------------|------------|----------------------|---------------------|
| AccuSQL Tracked | 117 | 58 | NA | NA |
| Additional visits <i>*paper sign-ins</i> | 40 | 42 | *estimate 120 | *estimate 43 |
| Total | 157 | 100 | *estimate 120 | *estimate 43 |

Campus & Class Visits 2017-2016

Topics – Career Center Overview, FOCUS 2 Career Planning, Resume Creation, Onboard Career Central, Career Fair Prep, Networking, Elevator Pitch, The Job Hunt

| | |
|--------------------------------|--|
| FYS classes | 13 class visits (Spring 2017); 10 class visits (Fall 2016) |
| Class visits-other | 2 class visits (Spring 2017); 4 class visits (Fall 2016) |
| HEOP Summer | 3 sessions / 10-15 students |
| Wildlife Society Club | 6-8 students each semester |
| SI Training | 54 students |
| Jumpstart – Welcome Week | 2 sessions (20-30 students attended each session) |
| Smitties@Work | Local & On-campus Job Fair (20 tables) |
| Graduate School FAQ's-TRiO | 19 students (career fair table and follow-up) |
| 2015 AWI Resume Workshop | 18 students |
| 2015 Residential Life- RA Wksp | 16 students (career fair prep, interviewing, resumes, job hunting) |

Annual Career Fairs –registrations

**not including faculty and staff attendance*

| FALL | 2016 | 2015 | 2014 | 2013 | 2012 |
|-----------|------|------|------|------|------|
| Students | 254 | 309 | 220 | 267 | 229 |
| Employers | 74 | 65 | 62 | 55 | 44 |
| Displays | 4 | 5 | 4 | 3 | 4 |

| ANNUAL SPRING | 2017 | 2016 | 2015 | 2014 | 2013 |
|---------------|------|------|------|------|------|
| Students | 330 | 300 | 311 | 273 | 339 |
| Employers | 112 | 102 | 94 | 91 | 81 |
| Displays | 8 | 5 | 5 | 4 | 4 |

Career Central Usage (Online Career Portal)

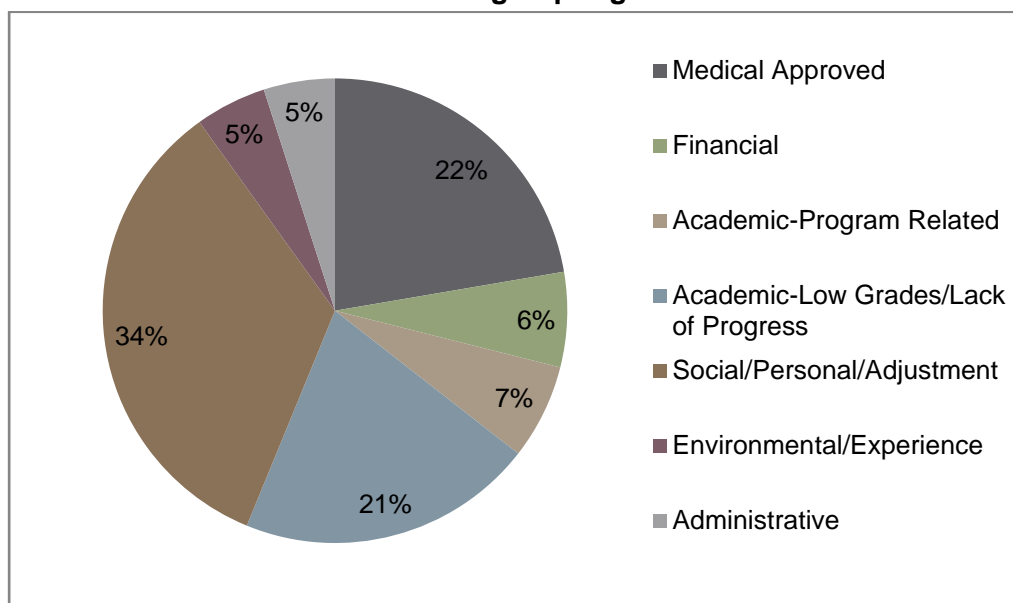
| | |
|--|-------------|
| Student/Alumni Logins | 706 |
| Student/Alumni Individual Users | 205 |
| Employer Logins | 1032 |
| Jobs posted | 1770 |

STUDENT DEPARTURES

Each semester students choose to leave Paul Smith's College for different reasons. We have identified a need to better capture information on why students leave and share that information across campus. In the spring of 2010 the Academic Success Center took over the management of student withdrawals and began looking for ways to better capture information on students who leave or transfer at the end of a semester. We first developed a streamlined process for conducting an Exit Interview and shortly after, developed an Exit Survey that could be distributed to students leaving PSC at any point during the year.

Student withdrawals on average account for 2% of less of the student body. These are students who depart during the semester. The graph below shows the primary reasons for withdrawal collected from the last five years and surveying 121 students. Social/Personal/Adjustment issues are the primary challenges for students who leave without completing the semester, followed by Medical and Academic – Lack of Progress. This suggests that students leave during the semester for more personal reasons. With the national rise in mental health issues this is not surprising. When students are under this type of stress it is difficult for them to remain focused on school.

Student Withdrawal Fall 2012 through Spring 2017 – 121 Students:

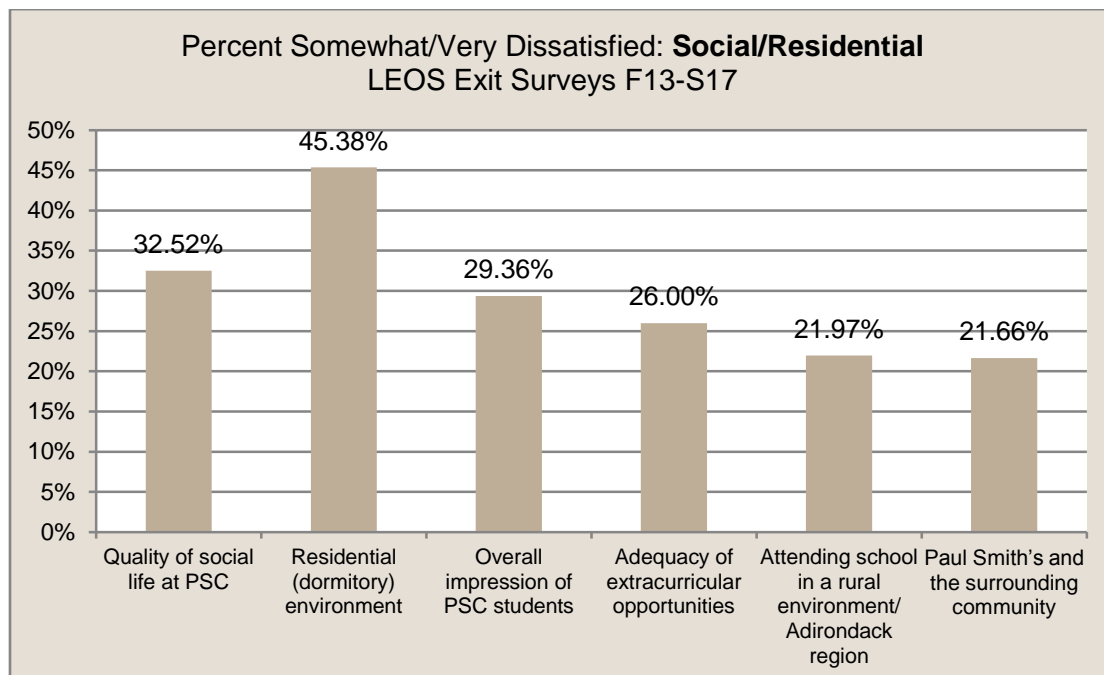
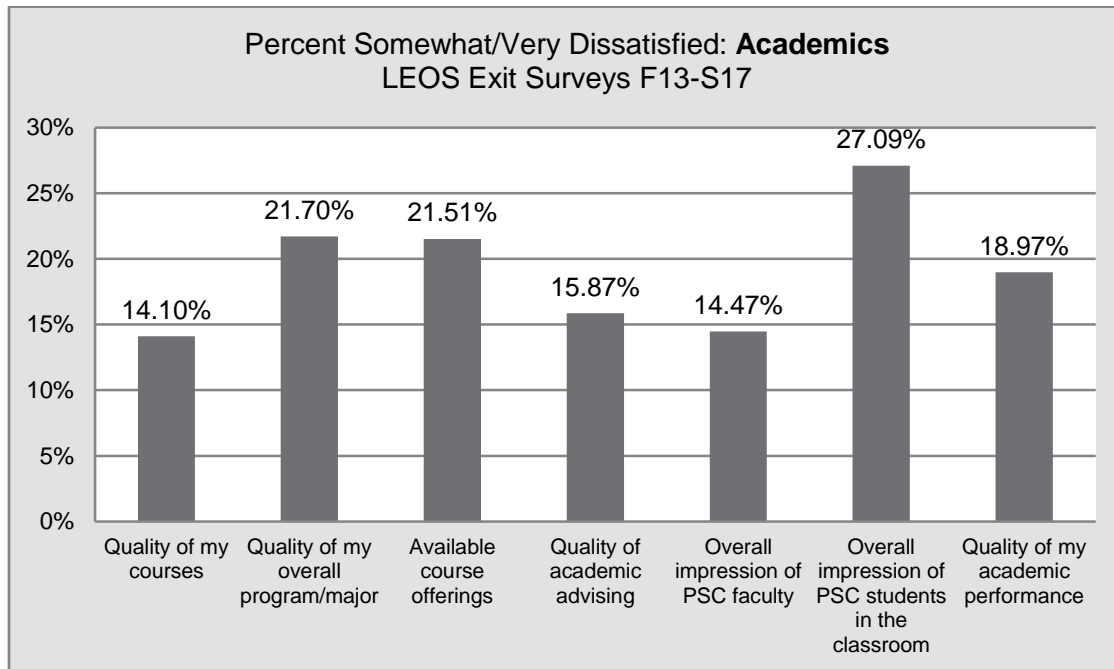


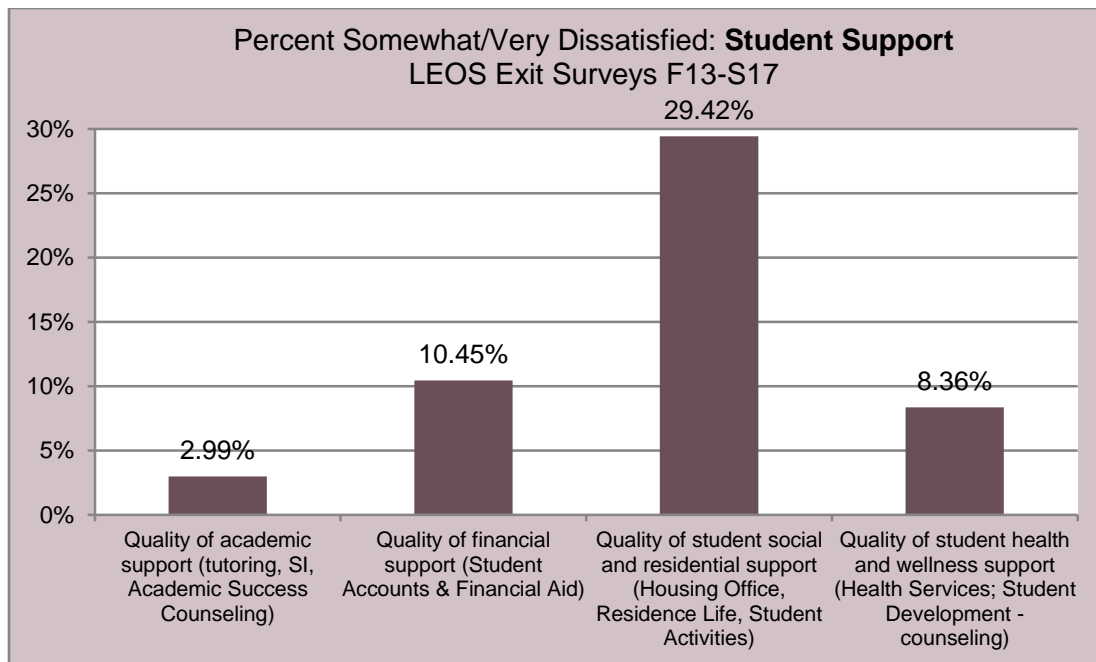
Our LEOS data tells a different story. LEOS stands for students that 'Leave at the **End Of** the **Semester**'. Since fall 2013 we have conducted 183 Exit Interviews with LEOS students and collected 124 Exit Surveys from this same population. Our Exit Interview summary shows that students often leave PSC for a combination of reasons with an average of 1.80 reasons per student. The primary reason sighted is Academic – Program Related, followed by Environmental. This suggests that students are leaving between semesters because of more external/school "fit" factors.

Interestingly, our Exit Survey data shows that even when they choose to leave, students tend to rate their overall PSC experience as positive with an average satisfaction rating of 76% and dissatisfaction rating of 20%. The following charts identify areas with the highest dissatisfaction ratings over the last four years. This data is interesting and brings about additional questions such as, how many students leave versus transfer, or programs of study are students leaving to pursue? We realize the importance of being able to address these questions and are working to make revisions to our Exit Survey; perhaps transitioning it to an online format.

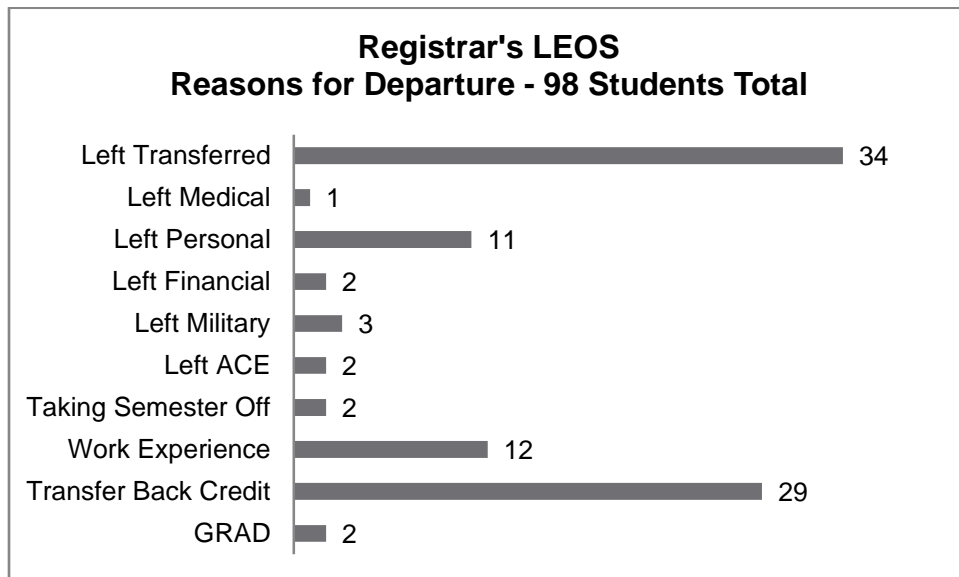
We will also work more closely with the Registrar's Office, who is able to collect valuable information about transfer students through transcripts requests. A detailed analysis of the Spring 2017 LEOS cohort was conducted via collaboration with the Registrar. Details of that analysis are also outlined below.

LEOS Survey Data: Fall 2013 through Spring 2017





Spring 2017 Detailed LEOS Analysis



The spring 2017 analysis helped us answer the question “How many students choose to leave PSC for another college?” Although this is just one semester of data we could determine that the majority of the true LEOS students, 64% (34 students) transfer to other institutions. The next step to better identify what programs and majors they are transferring into at these other institutions.

53 TRUE LEOS

For this analysis we did not consider the following to be ‘True LEOS’ students:

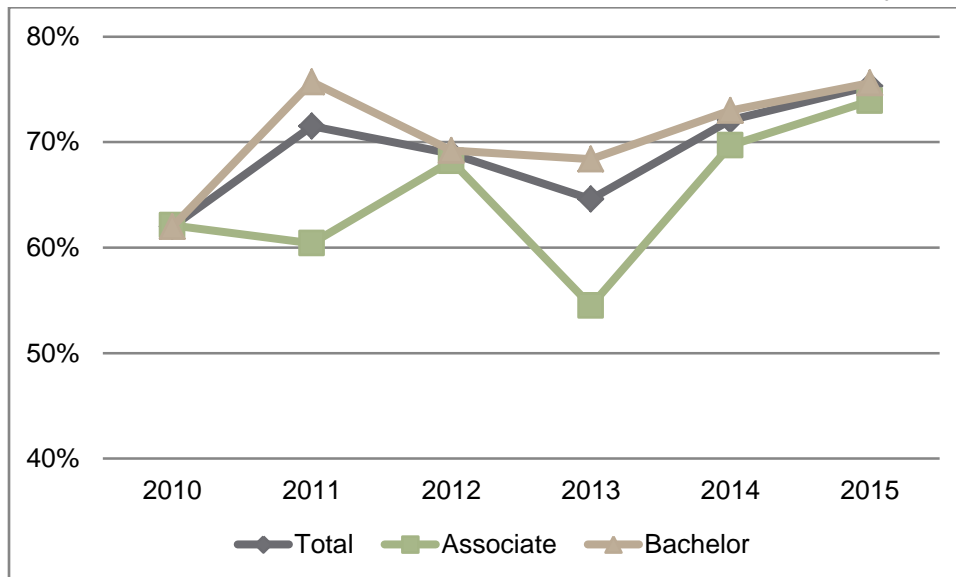
- Grads
- Students transferring back credit (within 9 credits of graduation)
- Students missing work experience paperwork

After removing these students we determined that **we captured 45% of the LEOS population with an Exit Interview and Survey.**

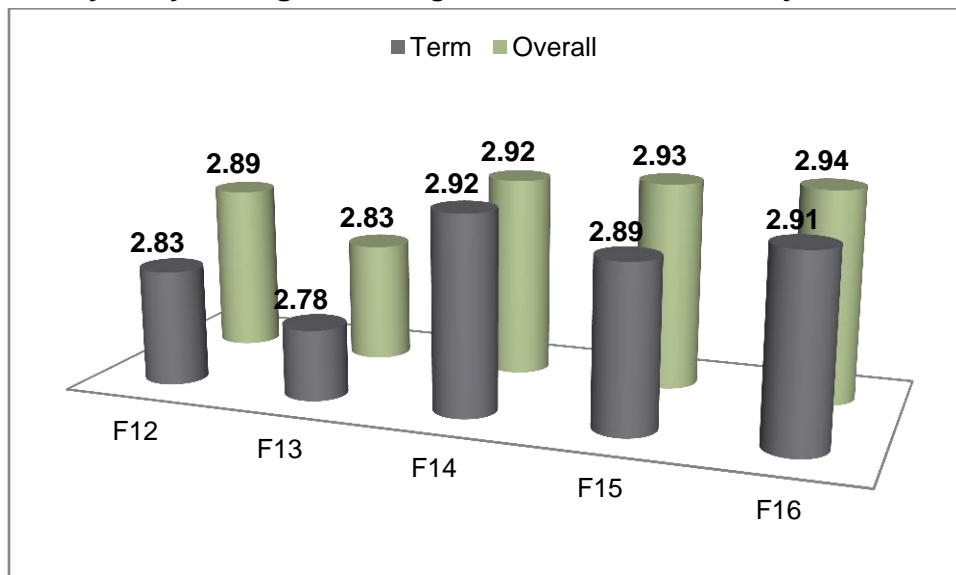
THE BIG PICTURE

This year we have been engaged in the Self Study process once again. It has been a great opportunity for our Department to look more closely at greater contribution our services and programs are making to overall success of the college. As a campus we are starting to see some positive long term impacts with increases in our first-year retention, average GPA and graduation rates, and a decrease in academic probations and suspensions.

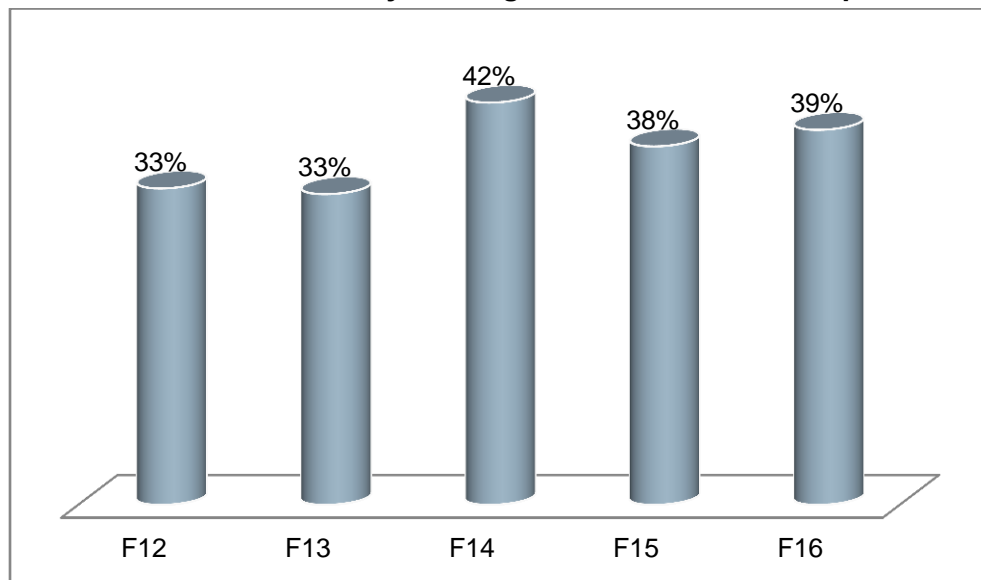
First Time Full Time Retention: Above 70% three times in five years



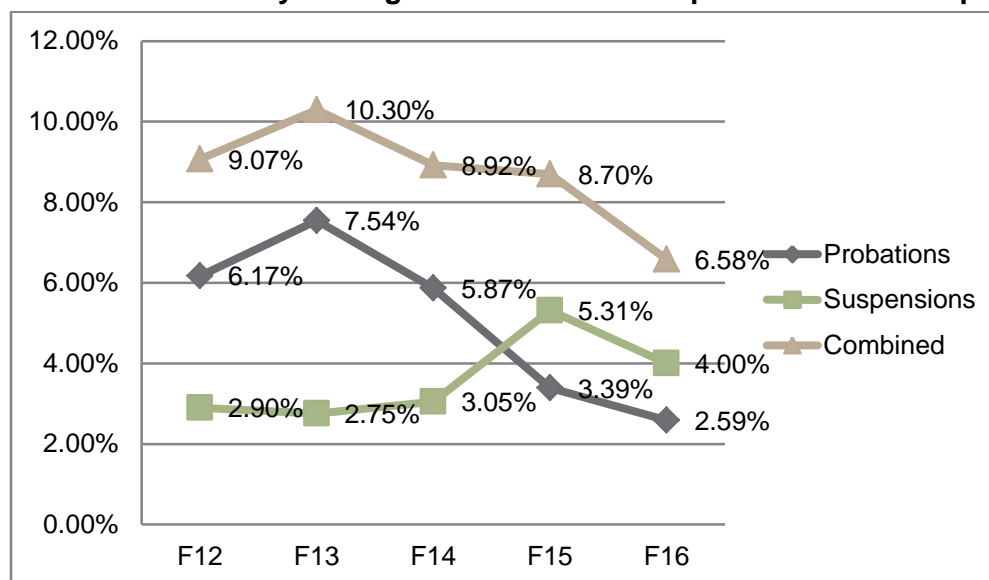
Study Body Average GPA: Highest overall GPA in five years at 2.94



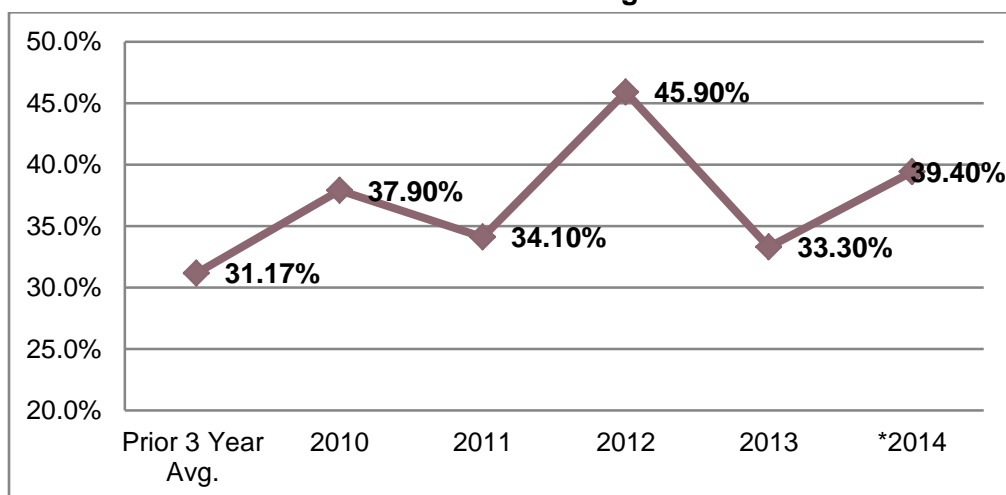
Percent of Student Body Earning Dean's List – Fall Comparison



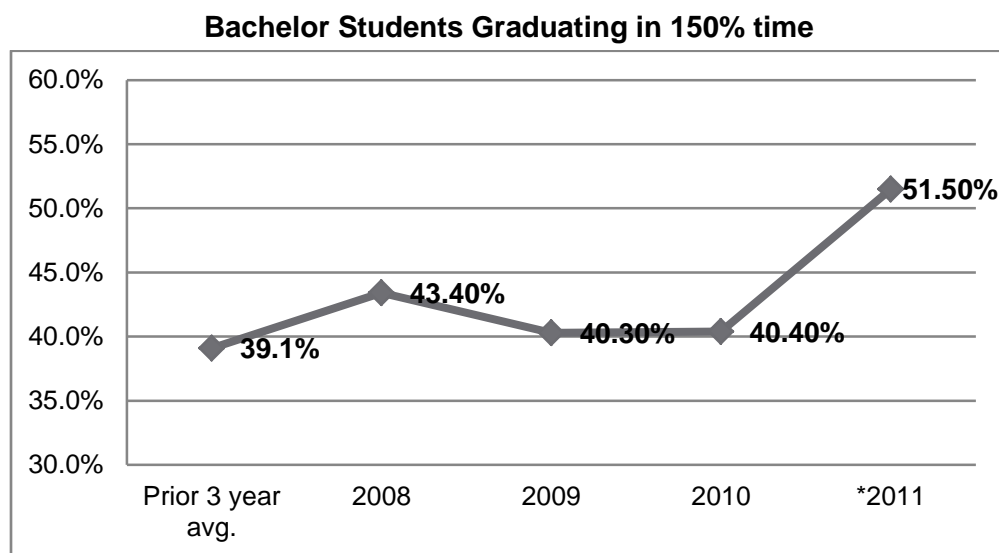
Percent of Student Body Ending on Probation or Suspension – Fall Comparison



Associate Students Graduating in 150% time



**time frame not completed for this cohort*



**time frame not completed for this cohort*

NEXT STEPS

The collection and distribution of data is of great importance. Through this report we can demonstrate that the Student Success Initiatives implemented by Paul Smith's College since the last self-study have made significant impacts to our retention and academic success rates. What is difficult to capture through data is the personal impact these services have on students and their quality of life. We often hear those stories of how connecting with tutoring not only helped a student pass a course, but also improved their self-confidence levels and inspired them to change their path in life. A great deal of educational research now focuses on the non-cognitive factors that contribute to student success and what it takes to flourish in college and beyond. The work of Positive Psychologists like Carol Dweck and Martin Seligman has identified personal wellbeing as one of the most predictive elements for success. As a campus community, an important next step in student success will be to find ways to create conditions that allow our students to thrive – to grow and engage in this community.

There are exciting changes on the horizon for Academic and Career Success at Paul Smith's College. Over the next year we will be focusing on realigning our programs and services to meet the college's strategic goals. We will be focusing on continued collaboration and with faculty and staff from across campus and will be closely involved with the acquisition of new tools and models that will help us to better support student success beyond first year retention. Through strategic integration we will grow and continue to achieve new success!