

ASSESSMENT FOR ADVISEMENT

Christopher Achille Davis, PhD
Director, Center for English Language Support
John Jay College of Criminal Justice
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Overview of Presentation

Assessment for Advisement

- Background
- Purpose
- Method
- Findings
- Application
- Best Practices

BACKGROUND

Demographics, Academics, and Retention



Demographics

- 12,000 + undergraduates
- 44% first generation college student
- 64% underrepresented minority
- 38% (est.) native language not English
- 37% Hispanic ancestry

Academics and Retention

- 82.3 Mean High School Average*
- 78.4% 1-year Retention Rate*
- 38.4% 6-year Graduation Rate*

(Sources: Offices of Institutional Research, John Jay College and CUNY)
* For first time, full-time bachelor degree students

ESL-Exempt students

Definition

- Learned English as a second language
- Not required to be skill-certified in Reading or Writing for admission
- Take ESL developmental courses in reading and/or writing

Population

- Currently 249 students and growing
- 51% under 24 credits
- Mean high school GPA 81.9

Center for English Language Support

- Place ESL-exempt students into English courses
- Provide recommendations for all course selection
- Plan and coordinate learning communities and non-native sections
- Consult with faculty on:
 - Teaching ESL students
 - Helping all students master Academic English
- Provide required tutoring and workshops



PURPOSE

Goals for assessment

- Assess how well advisement prepares ESL-exempt students to choose appropriate 100-level courses
- Improve advisement of ESL-exempt students so they choose courses and sections appropriate for their academic language proficiency

Triggers leading to assessment

Instances of ESL-exempt students performing poorly in 100-level courses while still in developmental courses

| | | |
|-----------------------------|---------|----|
| EAP 121 (intermediate) | SPE 113 | B+ |
| | PSY 101 | D+ |
| | | |
| EAP 131 (high intermediate) | ETH 125 | A |
| | GOV 101 | C- |
| | | |
| ENGW 100 (advanced) | SOC 101 | B |
| | ART 102 | F |

Triggers leading to assessment

- No hard data for percentage of students performing poorly in a particular course
- Recommendations based on anecdotes and intuitions
- Confusion among advisors about what to recommend
- Middle States review puts more focus on assessment

METHOD

Developed research questions

- When did students receive an overall GPA of 2.0 or below (at what point of credit accumulation)?
- Which 100-level courses did ESL-exempt students perform poorly in (C- or below)? Which did they perform well in?
- Did concurrent level of ESL or English course impact performance in a 100-level course?
- Did students perform better in 100-level courses that were non-native sections or were in learning communities?

Collected data

- Identified ESL-exempt students in student information system (SIMS)

| PROG | DESCRIPTION |
|------|----------------------------|
| K6 | SEEK SUM PRE-REG APPT |
| K2 | SEEK FINANCIAL CERTIFIED |
| E2 | ESL EXPMT FOR ADMS BA PROG |

- Extracted data on ESL-exempt students from access system (SALI)

() AND/OR

▼ PROGRAM=E2 ▼

| B | C | D | F | G | H | I |
|------------|------------------|-----|------|---------|-------------|-------|
| ent_last_n | tudent_first_nam | sex | seek | robotic | total_credi | gpa |
| LAST | FIRST | M | N | | 54 | 2.747 |
| LAST | FIRST | M | Y | | 58 | 2.313 |
| LAST | FIRST | M | Y | | 31 | 2.433 |
| LAST | FIRST | M | Y | | 49 | 2.65 |
| LAST | FIRST | F | Y | P | 23 | 1.628 |
| LAST | FIRST | F | Y | | 19 | 2.2 |

Collected Data

- Printed out student transcripts
- Entered grades into spreadsheet, linking course to concurrent English course

| B | D | E | F | H |
|-----|--------|-----|------|----------|
| NaN | Discip | Cou | Grac | Eng |
| C.N | SPE | 113 | B+ | EAP 121 |
| C.S | MAT | 108 | F | EAP 131 |
| C.S | CRJ | 101 | A | ENGW100 |
| C.S | ETH | 125 | C+ | ENG 101 |
| C.S | PSY | 101 | B+ | ENG 101 |
| C.S | SPE | 113 | A- | ENGW100 |
| C.T | ART | 111 | A | EAP 131 |
| C.T | SPE | 113 | B | EAP 131 |
| C.V | ETH | 125 | B- | ENG 101 |
| C.V | GOV | 101 | D- | EAP 131 |
| C.V | SOC | 101 | C- | ENGW 100 |

Analyzed Data

- Segmented students by credits attained

| total_credits | gpa | major | hs_av | egree |
|---------------|-------|-------|-------|-------|
| 12 | 2.866 | 023 | | 93 |
| 15 | 2.166 | 023 | | 78 |
| 3 | 2 | 101 | | 81 |

Custom AutoFilter

Show rows where:

total_credits

is less than or equal to

And Or

- Used filters and formulas to calculate average GPA and GPA below 2.0 at different credit levels

| f_x = AVERAGE(I1:I119) | | 2.1 | 023 |
|------------------------|-----|-----|-----|
| I | J | | |
| 2.239 | 121 | | |
| 2.16 | 042 | | |
| 2.989 | 155 | | |
| 3.222 | 023 | | |
| 3.15 | 023 | | |
| 2.881025 | | | |

| | |
|-------|--------------------------|
| 2.1 | 023 |
| 1.908 | 023 |
| 2.175 | |
| 1 | Less than or equal to 20 |
| 1.877 | 121 |
| 1.85 | 101 |

Analyzed Data

Applied filters in Excel and calculated percent C- or below for each 100-level course

| Discip | Cou | Grade |
|--------|-----|-------|
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |
| SOC | 101 | |

Sort A to Z

Sort Z to A

Sort by Color

Clear Filter From "Grade"

Filter by Color

Text Filters

Search

A

A-

B

B+

C

C-

C+

D

D-

F

F+

F-

I

I+

I-

J

J+

J-

K

K+

K-

L

L+

L-

M

M+

M-

N

N+

N-

O

O+

O-

P

P+

P-

Q

Q+

Q-

R

R+

R-

S

S+

S-

T

T+

T-

U

U+

U-

V

V+

V-

W

W+

W-

X

X+

X-

Y

Y+

Y-

Z

Z+

Z-

OK Cancel

Analyzed Data

- Filtered course grades for a 100-level course by concurrent level of English course
- Determined whether there were differences in performance based on concurrent English course

| Course | Grade | Eng |
|--------|-------|-----|
| 101 | F | |
| 101 | B | |
| 101 | B | |
| 101 | B | |
| 101 | C- | |
| 101 | D+ | |
| 101 | D- | |
| 101 | B- | |
| 101 | A | |

FINDINGS

GPA's ≤ 2.0 found at less than 24 credits

| Continuing ESL-exempt Students Fall 2011 | |
|--|-------|
| Total | 146 |
| Total ≤ 24 credits | 78 |
| Number ≤ 24 credits; ≤ 2.0 GPA | 17 |
| Percentage ≤ 24 credits; ≤ 2.0 GPA | 21.8% |
| Total > 24 credits | 68 |
| Number > 24 credits; ≤ 2.0 GPA | 0 |
| Percentage > 24 credits; ≤ 2.0 GPA | 0% |

Large variation in course performance

Surprising findings regarding most difficult courses

| Discipline | Course | Total grades | Percent C- or below |
|-----------------------------------|---------------|--------------|---------------------|
| Art History | All 100-level | 25 | 60.0% |
| Psychology | 101 | 18 | 44.4% |
| Government / Political Science | 101 | 30 | 30.0% |
| Ethnic Studies | 125 | 31 | 29.0% |
| Criminal Justice | 101 | 28 | 28.6% |
| Speech (SEEK) | 113 | 31 | 25.8% |
| Ethnic Studies | 123 | 15 | 20.0% |
| Ethnic Studies | ALL | 76 | 20.0% |

Better performance at ENG 101 level

| Percent C- or below | | | |
|---------------------|---------|-----------------------|------------------|
| Discipline | Course | Concurrently Enrolled | |
| | | ENGW 100 or below | ENG 101 or above |
| Art History | All 101 | 70% | 42.9% |
| Sociology | 101 | 24.0% | 7.7% |
| Ethnic Studies | 125 | 31.8% | 0.0% |
| Ethnic Studies | ALL | 28.6% | 0.0% |
| Ethnic Studies | 124 | 27.3% | 0.0% |

Higher grades in learning communities

Percentage below C- much lower in learning communities

| Discipline | Course | Semester | Percent C- or below |
|----------------|--------|-------------|---------------------|
| Sociology | 101 | Spring 2009 | 0% |
| Ethnic Studies | 125 | Spring 2009 | 0% |
| Ethnic Studies | 125 | Fall 2009 | 6% |
| Ethnic Studies | 125 | Spring 2010 | 0% |
| Sociology | 101 | Fall 2010 | 11% |
| Ethnic Studies | 125 | Spring 2011 | 7% |

** These LCs included students in EAP courses or ENGW 100 courses that were in associate as well as bachelor programs.

APPLICATION

Developed advising recommendations

**Recommended sequence and minimum English level
for 100-level courses**

| Studio Art | Speech | Health Research Skills | Sociology | Ethnic Studies Criminal Justice | Political Science |
|------------|---------|------------------------------|---------------------|--|----------------------|
| EAP 121 | EAP 131 | EAP 131 | ENGW 100 | ENGW 100 | ENG 101 |
| | | | Passed Reading Exam | Passed Writing Exam | |

Developed advising recommendations

- **Sections to choose when available**
 - Sections of SPE 113 for non-native speakers
 - SOC 101 or ETH 125 in learning communities
 - ETH 125 sections with specific professors

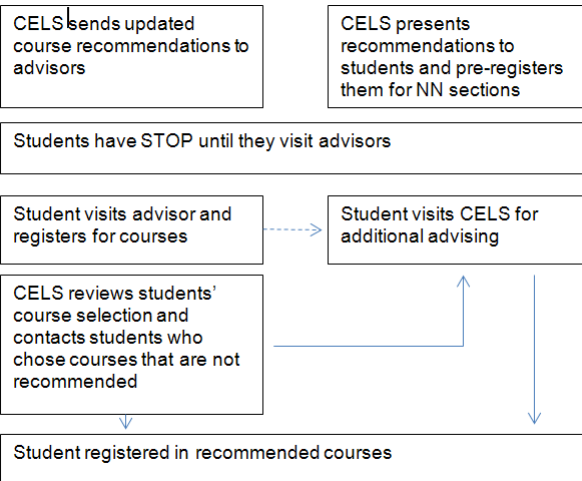
- **Courses to avoid**
 - Art or Music History courses for Fine Arts requirement
 - PSY 101 for Social Science requirement unless required for major

Developed program plans

Student begins in EAP 131

| Fall | Spring |
|--|---|
| 1. EAP 131 FYS(1) 2. SPE 113 for NN* 3. MAT (different levels) | 1. ENGW 100FYS(2) <ul style="list-style-type: none"> - Will include entering Spring ENGW 100 students - 12 hours tutoring required for continuing students - <u>Take CATW at end of semester</u> |
| 4. [SEEK] FRC 101 4. [non-SEEK] Studio Art, Music Practice, or PED ** ESL students with high degree of fluency and comprehensibility may be placed in another section of SPE 113 (including SEEK SPE 113 if they are in SEEK program) | 2. SOC 101NN or ETH NN 3. MAT (different levels) 4. Studio Art, Music Practice, PED, F LANG, |
| | Note: <u>Students who do not pass CAT-W should be required to complete intercession program</u> |

Developed Advisement Process



BEST PRACTICES

Best Practices

- Collect quantitative data to support advising recommendations
- Use technology to:
 - **Identify** population whose performance you want to assess
 - **Segment** by credits, first language, and other variables
 - **Calculate**
 - Overall performance by segment
 - Success rates for particular courses
 - **Correlate** success rate in courses by concurrent English level (or other variable)

Best Practices

- Use data to create actionable recommendations
- Communicate recommendations to students and advisors
- Collaborate with advisors to ensure students register for the right courses
- Continually assess performance of students to make valid and useful recommendations
- Assess implementation process to make continual improvements