Academic Intervention Assessment: 
The Impact of Academic Support Services

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Academic Intervention Assessment

• **Overview of the First Year Intervention**
• Utilizing Data and Databases
• Analysis and Assessment
• Challenges and Opportunities
 Origins of the First Year Academic Intervention

• Instituted as a joint effort
  – Office of the Dean of Students
  – Rinella Learning Center
  – Office of Residence Life

• Theoretical Influences
  – Tinto’s (2005) formula for college student retention
  – Upcraft, Gardner, & Barefoot’s (2004) research on the first year experience
First Year Intervention Process

Identify Students
- Students with GPA below 2.0
- Letter from Dean of Students sent
- Hold placed on their academic record
- Student information entered into database

Students meet with First Year Adviser
- Students set up meeting with FYA
- Meet with FYA
- Hold is adjusted
- Course changes are made
- Notes entered into database
- Students instructed to take LASSI

Students meet with Learning Specialist
- Strategies and appropriate services recommended
- Hold removed from academic record after proper steps are taken
- Completion date and other information entered into database
Goals of the Program

• Make informed decisions regarding their current course schedules, time management, and learn about study strategies
• Utilize campus support services, such as their First Year Adviser, Rinella Learning Center Staff, etc.
• Set appropriate goals for the semester
• Return to Good Standing at the end of spring semester
Academic Intervention Assessment

- Overview of the First Year Intervention
- *Utilizing* Data and Databases
- Analysis and Assessment
- Challenges and Opportunities
Establishing a Database

• What pieces of information do you want to record?
• What information will be crucial to assessment questions?
• How will it be maintained and who will maintain it?
Our Database

- Originally designed to facilitate communication between different advisors
- Includes quantitative and qualitative information
- Maintained by Rinella Learning Center staff
- Used in conjunction with LASSI results as well as Advisor Trac and MAPWORKS
The Data

• Study on the last four years of work
• Information pulled from the database including:
  – Fall and Spring Term GPA
  – Week of Completion
  – Year
• Data was analyzed in SPSS
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**Analysis of Data**

Descriptive Statistics

**Table 1. First Year Pre-Post intervention Mean GPAs**

<table>
<thead>
<tr>
<th></th>
<th>First 5 Weeks</th>
<th>Week 6-10</th>
<th>Week 11+</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n</strong></td>
<td>382</td>
<td>133</td>
<td>115</td>
<td>69</td>
</tr>
<tr>
<td><strong>Fall GPA Mean</strong></td>
<td>1.5254</td>
<td>1.519</td>
<td>1.4127</td>
<td>1.1843</td>
</tr>
<tr>
<td><strong>Spring GPA Mean</strong></td>
<td>2.2498</td>
<td>2.0486</td>
<td>1.681</td>
<td>0.8612</td>
</tr>
<tr>
<td><strong>Mean Change</strong></td>
<td>0.7256</td>
<td>0.5295</td>
<td>0.2675</td>
<td>-0.316</td>
</tr>
</tbody>
</table>
Tests of Significance

- Interpreting T-tests to determine significance and correlations
- T-test of the treatment completion GPA showed statistically significant difference (t=20.672, p<.001)
- Paired samples t-tests of Fall and Spring Term GPA by week were also statistically significant for those students that completed the intervention
Regression Analysis

• Can we say these results are due to the intervention process?
• Controlling for other factors
• Initial regression analysis using starting GPA
  – Using an ANCOVA controlling for starting GPA
  – Resulting F-values were still significant at a .001 level
Academic Intervention Assessment

- Overview of the First Year Intervention
- Utilizing Data and Databases
- Analysis and Assessment
- "Challenges and Opportunities"
Institutional and Policy Changes

- Change in policy: Changing the cut-off point for the Fall Term GPA
- Institutional focus on retention
- Funding and budget cuts
  - Figuring out the logistics
  - Collaboration with other offices
Sharing the Results

• Sharing and communicating results is an important part of assessment
• Opportunity to demonstrate the effectiveness of a program and leverage institutional support
• Sharing the results with campus partners
• Utilizing assessment during training
• Miami Assessment Briefs
Monthly briefs on assessment
Sent out CELTUA listserv
Posted online
Further Regression Analysis

• Still many factors involved
• Using factors like major, ACT scores, enrollment in “challenge” courses
• Qualitative factors involved, with a plethora of data to pull from
  – Using meeting notes
  – MAPWORKS
## Second Year Intervention

### SYI Process Overview

<table>
<thead>
<tr>
<th>Count</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td></td>
<td>Students identified to go through the Second Year Intervention (SYI) Process</td>
</tr>
<tr>
<td>12</td>
<td>20%</td>
<td>Students did not return to MU for fall 2010</td>
</tr>
<tr>
<td>7</td>
<td>12%</td>
<td>Students experienced a change of academic status due to grade change or summer coursework</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>Identified SYI students were required to complete the intervention process</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>Students elected to take EDT 110 to meet their obligation</td>
</tr>
<tr>
<td>6</td>
<td>15%</td>
<td>Students elected to engage in the Academic Coaching Program</td>
</tr>
<tr>
<td>6</td>
<td>15%</td>
<td>Students elected to meet regularly with a Learning Specialist</td>
</tr>
<tr>
<td>7</td>
<td>17%</td>
<td>Students started the process, but did not meet their obligation</td>
</tr>
<tr>
<td>9</td>
<td>22%</td>
<td>Students did not engage in any aspect of the process</td>
</tr>
</tbody>
</table>
Second Year Intervention

• Results show that those who completed the process were more likely to regain good standing

• Those that only partially completed the process or did not complete it were more likely to receive academic suspension
  – We do not retain 50% of students who go on academic suspension
# Second Year Intervention

<table>
<thead>
<tr>
<th>EDT 110 Participants</th>
<th>6</th>
<th>50%</th>
<th>Ended the semester in Good Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>42%</td>
<td>Ended the semester maintaining Academic Probation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>8%</td>
<td>Ended the semester on Academic Suspension</td>
</tr>
<tr>
<td>Average Term GPA</td>
<td>2.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Cumulative GPA</td>
<td>2.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Second Year Intervention

## Learning Specialist Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Percentage</th>
<th>Status</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>67%</td>
<td>Ended the semester in Good Standing</td>
<td>2.37</td>
</tr>
<tr>
<td>1</td>
<td>17%</td>
<td>Ended the semester maintaining Academic Probation</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>17%</td>
<td>Ended the semester on Academic Suspension</td>
<td></td>
</tr>
</tbody>
</table>

## Coaching Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Percentage</th>
<th>Status</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>50%</td>
<td>Ended the semester in Good Standing</td>
<td>2.17</td>
</tr>
<tr>
<td>2</td>
<td>33%</td>
<td>Ended the semester maintaining Academic Probation</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>17%</td>
<td>Ended the semester on Academic Suspension</td>
<td></td>
</tr>
</tbody>
</table>
# Second Year Intervention

<table>
<thead>
<tr>
<th>Partial Participant</th>
<th>2</th>
<th>28%</th>
<th>Ended the semester in Good Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0%</td>
<td>Ended the semester maintaining Academic Probation</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>71%</td>
<td>Ended the semester on Academic Suspension</td>
</tr>
<tr>
<td></td>
<td>1.35</td>
<td>Average Term GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.67</td>
<td>Average Cumulative GPA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Participating Students</th>
<th>2</th>
<th>22%</th>
<th>Ended the semester in Good Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>11%</td>
<td>Ended the semester maintaining Academic Probation</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>67%</td>
<td>Ended the semester on Academic Suspension</td>
</tr>
<tr>
<td></td>
<td>1.74</td>
<td>Average Term GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.75</td>
<td>Average Cumulative GPA</td>
<td></td>
</tr>
</tbody>
</table>
References
