

ADMINISTRATIVE DEPARTMENT REVIEW 2021

First-Year Experience

With a new FYE director as of December 1, 2020, the department has continued work on an assessment plan to measure outcomes in the previous AUR plan. This report addresses the department outcomes which are possible to measure as of June 2021. These outcomes are #2 and #5 in the list below.

As a result of participating in COCC's First-Year Experience program, students will actively engage in their education by demonstrating progress in the following areas:

1. Establishing an academic plan aligned with personal, career and/or transfer goals.
- 2. Managing their time and personal resources.**
3. Applying introductory skills in communication, critical thinking, and problem-solving.
4. Describing the programs and services to build greater understanding of diversity and inclusion.
- 5. Utilizing appropriate college resources to build a network of support.**

Section 6a: Measurement Tool and Timeline

How did you measure your success toward the 1-3 outcomes and mission fulfillment? What tools did you use? How frequently did you gather relevant data? Provide any data references that you used.

The two FYE outcomes we can currently measure are designed to be met through Bobcat Orientation (BCO). Thus, BCO attendance data (as a percentage of new students) and BCO survey data are most relevant.

- Attendance data is gathered by staff – through Zoom reports for this year, as each of our BCO programs was facilitated remotely during the COVID-19 pandemic.
- FYE uses survey data from BCO to measure outcomes regarding students' abilities to measure their time and personal resources and utilize college resources to build a network of support. BCO survey data from Fall 2020 (September), Winter 2021 (January), and Spring 2021 (March) programs are included in this report.
 - For each program, data was collected via an online survey in Qualtrics. FYE sent email and/or text invitations to students shortly after each BCO program. Typically, an incentive of one \$20 voucher to the COCC bookstore is offered, and one survey respondent is selected at random.

Section 7: Data

What data have you gathered that inform your department's effectiveness?

Attendance data

	BCO Attendance	# students entering*	% of entering students who attended BCO	Prior year attendance	% change
Summer 2020	42	292	14%	24	75%
Fall 2020	599	1515	40%	906	(34%)
Winter 2021	154	516	30%	104	48%
Spring 2021	53	403	13%	48	9%

*new, transfer, or returning after absence students whose initial registration was prior to/on the last date of BCO

Survey data

Summer 2020 (no survey data available)

Fall 2020

- Survey response rate was rather low (6% response rate)
- 100% of respondents indicated that they knew how to login to Blackboard, find their class syllabus, and submit an assignment
- 92% of respondents indicated that they felt welcome and supported because of FYE activities (Bobcat Welcome, Advising/Registration, and/or Bobcat Orientation)
- The least amount of students indicated knowing where to go to get involved in clubs and activities (65%), and being able to use GradTracks to understand certificate/degree requirements (73%)

Winter 2021

- Survey feedback (32% response rate) indicated that Bobcat Orientation helped students feel more connected (88%) and more prepared for success (86%)
- 88% of survey respondents indicated that they would recommend or strongly recommend Bobcat Orientation to other new students
- When asked about the most important thing they learned at Bobcat Orientation, students commonly mentioned success strategies, campus resources, and Growth Mindset

Spring 2021

- For Spring BCO, we added six questions to the BCO online RSVP form. These questions were designed to gauge student feelings and attitudes prior to attending the program. Two of the pre-survey questions correlated with questions on the post-survey. Results are below.
- As with Winter BCO, students responded that the most important thing they learned at Bobcat Orientation were success strategies, campus resources, and Growth Mindset, along with technology and computer resources (e.g., Blackboard, submitting assignments in PDF format, attending classes on Zoom)

Question	Pre Survey (avg on scale of 1-5)	Post Survey (avg on scale of 1-5)
How connected do you feel to COCC?	3.25 (65%)	4.42 (88%)
How prepared do you feel to succeed in the upcoming term?	3.77 (75%)	4.38 (88%)
To what extent are you confident about using Blackboard?	2.91	n/a
To what extent are you confident about managing time in college?	3.78	n/a
To what extent are you confident about maintaining eligibility for financial aid?	3.67	n/a
To what extent are you confident about connecting with your academic advisor?	3.65	n/a
To what extent are you confident about connecting	2.99	n/a

with other students?		
To what extent are you confident about using Zoom?	3.75	n/a
Are you currently connected to at least one faculty or staff member you'd feel comfortable reaching out to if you had a COCC-related question?	42 yes (61%) 27 no (39%)	n/a
Would you recommend Bobcat Orientation to other new students?	n/a	20 yes (83%) 4 neutral (17%)

Section 8: Summary and Analysis

What do these data suggest about your department's effectiveness? Which measurements are strong and affirming? Consider the following:

- Have you accomplished your outcomes? Is there a need for a new direction?
- Which measurements indicate an area that you would like to focus on for improvement?
- Identify the goals and improvements that your department is committing to over the next year to help you accomplish your outcomes.
- What support do you need from the college to carry out your planned improvements?
- Identify your biggest area(s) of need to help accomplish outcomes. Review question #2, including staffing, budget, services, and location.

Summary and Analysis

These data suggest that FYE is making a positive impact on students, particularly through Bobcat Orientation. In particular, students feel welcomed and better able to use college resources after attending Bobcat Orientation. Below are additional key takeaways and thoughts on improvement.

- The survey metrics, considering remote delivery of BCO, is encouraging. The faculty and staff who facilitate BCO are authentically invested in students, and the information we present is streamlined and well-organized.
- We would like to consider % of students attending BCO vs entering, and begin to track that metric. This will help us understand the scope of FYE's impact through Bobcat Orientation, and consider who we are not reaching with this program.
- Self-reported data is inherently subjective; we are in the process of identifying additional indicators of student success that can add context to existing data.
- We will review our stated outcomes in the coming year – particularly if we cannot identify an effective measurement of these outcomes (1, 3 & 4 in the list at the start of this document).
- We are currently reviewing our assessment plan in hopes of connecting assessment metrics with additional outcomes and more FYE programs (e.g., Bobcat Welcome, collaborations on advising/registration, college success courses)
- FYE is currently developing a vision for a comprehensive first-year experience for our new students; some new initiatives or programs may support efforts to meet our stated outcomes. Assessment measures will be built into these new efforts as needed, to determine effectiveness.