



Optimizing Summer for Freshmen Success

TASSR Annual Conference
On Track for Student Success
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**SUMMER
COMPLETION
ACADEMY**

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**TENNESSEE
STATE UNIVERSITY**

Presentation Overview

- Identification of Student Participants
- Development of Program
- Assessment and Outcomes
- Lessons Learned
- Question and Answer



Incoming Student Profile

Average Family Income	\$29,500
Average ACT score	18
High School GPA	2.85
In-state Students	69%
Out-of-state Students	31%
% of Freshmen Receiving Financial Aid	97%

77% of all first-time freshmen at TSU require at least one learning support workshop

41% of those students require all three



Development of Program

2017-2018 Student Engagement, Retention, and Success Grant

SERS grant funds are designed to support new and existing campus services or programs that:

- serve underrepresented or other targeted student populations
- have the potential to significantly increase and/or impact educational attainment
- produce outcomes that correspond to the goals of the TBR or Institution Completion Goal

The focus of programs in this category should be the achievement of measurable improvement in the engagement, retention and success of identified categories of students.

Development of Program

Purpose

Summer Completion Academy's primary focus is on the completion of learning support requirements and encompasses other components to address the transition from high school to college as well as social adjustment such as college success workshops and engagement activities.

Team

- Math Learning Center Coordinator
- Reading Learning Center Coordinator
- Writing Learning Center Coordinator
- First Year Students Coordinator
- Academic Success Special Projects Coordinator
- Academic Advisors

Development of Program

Structure

- Two, one-week Academies that served 145 total students
- \$100 Activity fee
 - Includes housing and meals for the entire camp
- Three learning support workshops in math, reading, and writing
- Study Hall
- College success workshops
- Engagement activities

Curriculum

- Pre- and Post- Diagnostic Testing
- Learning support workshops (7 Hours per subject area)
 - Common Reader: *Fences*
 - Connected Syllabi
- College success workshops
 - Classroom, Strategies, Time Management, Civility, Financial Literacy
- Engagement activities
 - Vision Boards, *Fences* Viewing, Campus Scavenger Hunt
- Completion Ceremony

Assessment and Outcomes

The overall goal of Academic Boot Camp is to increase the level at which students pass their required content area workshops that address deficiencies in math, reading, and writing. By the end of the Academic Boot Camp Sessions:

90% of students will diagnostically advance in one workshop area

80% of students diagnostically advanced in at least one workshop area

80% of students will diagnostically advance in two workshop areas

35% of students diagnostically advanced in two workshop areas

70% of students will diagnostically advance in three workshop areas

6% of students diagnostically advanced in all three workshop areas

Average growth in each area:

- Math : +20.1 pts
- Reading: +9.01 pts
- Writing*: +.041 pts

% of Student growth in each area:

- Math : 91%
- Reading: 74%
- Writing*: 43%

* Due to WRITEplacer technical issues, 63 Students were not able to take the pre and/or post-tests

Assessment and Outcomes

Goal 2: The Math Center's goal is to have students complete their workshop with a satisfactory grade of 70% or higher

68% (99 of 145) of students made a satisfactory grade of 70% or higher on the post – diagnostic test

Goal 3: The Reading Center's goal is to have students, at the end of the program, pass the competency mastery points for learning support in Reading

37% (53 of 145) of students made a satisfactory grade of 12 on the Nelson Denny post-test

Goal 4: The Writing Center's goal is to have students, at the end of the program, pass the competency mastery points for learning support in writing

17% (25 of 145) of students made a satisfactory grade of 6 on the WRITEplacer post – diagnostic test

- 30% of students that took the WRITEplacer pre and post tesmade a satisfactory grade of 6 (25 of 82)

Assessment and Outcomes

The College Student Inventory identifies at-risk students using the leading non-cognitive indicators of college student success.

- Student's academic motivations
- Areas of risk
- Receptivity to specific student services
- Provides data to make interventions more meaningful and relevant

Demographics:

- 96% African American/ Black
- 2% White/ Caucasian
- 1% Hispanic/Latino
- 1% Multi-Ethnic

56% are first generation college students

Intended degree attainment:

- 4 Year College Degree: 31%
- Master's Degree: 35%
- Professional Degree: 32%

Perceived Academic Ability:

- Average: 46%
- Slightly Above Average: 33%
- Considerably Above Average: 10%

Intentions to Work:

- No Plans to Work: 32%
- 1-10 hrs per week: 18%
- 11+ hrs per week: 48%

Assessment and Outcomes

Academic Assistance

- 77% would like to receive some individual help in improving my math skills
- 75% would like to receive tutoring in one or more of their courses
- 64% would like to receive some training to improve their reading skills

Social Connectedness

- 84% would like to find out more about the clubs and social organizations at TSU
- 80% would like to meet an experienced student who I can show me around and give me some advice
- 77% would like to find out more about student government and student activities on campus

Career Development and Assistance

- 77% would like some help selecting an educational plan that will prepare them to get a good job
- 70% would like to talk with someone about the advantages and disadvantages of various occupations

Commitment to Educational Goals

- 94% agreed that they are deeply committed to their educational goals and are fully prepared to make efforts and sacrifices needed to attain them
- 92% agreed that they are very strongly dedicated to finishing college- no matter what obstacles get in their way
- 60% have developed a solid system of self- discipline, which has helped them keep up with their school work

Financial Assistance

- 84% would like to talk to someone about getting a scholarship
- 72% would like to talk to someone about the opportunities available for summer employment

Assessment and Outcomes

Continued Data and Assessment

- Mid- Year Student Assessment
- Mid-Term Grade Comparisons and Success
- First and Second Semester Cumulative GPA
- First to Second Year Retention

Specialized Enhanced Sections

- Success rates for those compared to “regular” sections
- Success rates of connected courses
(ex. ENGL 1010/ MATH 1110/ MATH 1013)

Lessons Learned

Balance of Structured and Unstructured Time

Balance of High Expectations and Reality of Academic Preparedness

Residential and Behavioral Challenges

Peer Leaders were Integral in Process

This is Worthwhile and Important

Questions?



Thank You!

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