2013-2014 Assessment Report

College of Sciences & Mathematics

Minority Drop-In Center

Expected Outcome 1: COSAM Summer Bridge Program

1. Recruit quality minority students interested in majors in sciences and mathematics. Increase the number and quality of students in the program. Provide a transition for STEM majors, especially women and students of color.

2. Students will improve academic readiness for college-level mathematics and chemistry courses. Students will have exposure to the expectations of college-level courses to strengthen critical thinking and analytical skills.

3. Students will develop meaningful interactions with faculty and staff. Student will explore and expand exposure to a variety of career options in sciences and mathematics.

4. Participants will build a cohort and learning community to facilitate the development of academic and social networks critical to achieving success.

5. Students will develop camaraderie and a sense of connection to Auburn University. Students will improve social/personal readiness for the first year.

Assessment Method 1: Survey of Summer Bridge Participants

Assessment Method Description

Incoming minority freshmen who participate in the COSAM Summer Bridge Program will express strong satisfaction with the experience.

6. Student applications will be assessed by a general criterion of membership in a group traditionally underrepresented in the sciences, mathematics, and engineering, a graduating senior from an accredited high school, admitted to Auburn University’s main campus for fall and indicated intent to major in curricula or pre-professional programs in COSAM. Final selection was based on: the applicant’s personal statement that described his/her career goals and explained the rationale for his/her chosen field of study, performance in mathematics and science courses, and letters of recommendation submitted by high school counselors.

7. Students will evaluate the academic components of the summer bridge
8. Students will evaluate their level of self-concept via a survey at the end of the program.

9. Students will evaluate the social components of the summer bridge program via survey at the end of the program.

10. Students will evaluate university inclusion via survey at the end of the program.

- **SBP Survey**

**Findings**

11. Twenty-eight participants were selected to attend the 2014 Summer Bridge program (June 1-26, 2014). The average ACT score of the Bridge participants was 22.8, well below the COSAM average of 27.5. Participants were from five states: Alabama (15), Florida (1), Georgia (10), Illinois (1), and Tennessee (1). Twenty six of the students plan to major in pre-professional programs or curricula in Mathematics and Sciences, and two plans to major in Engineering.

12. Students (n=28) indicated that the mathematics course was valuable (3.62 out of 4.0 scale) and the mathematics workshops were valuable (3.65). Students indicated that the chemistry course was valuable (3.50) and the chemistry workshops were valuable (3.50). Additionally, 84% of the students indicated the mathematics and chemistry instructors taught the material in a way they could understand.

13. A score of 3.92 was assigned to this Summer Bridge Program has better prepared me for my academic career at Auburn University. A score of 3.96 was assigned to I gained practical information about Auburn University.

14. Students indicated that field trips were educational (3.77) and the outreach activities were meaningful (3.88).

15. At least 96% of the 28 participants indicated that the Summer Bridge Program was a satisfactory (extremely positive) experience and awarded the program a score of 3.85 out of 4.0 scale. Additionally, 98% of participants would highly recommend the Summer Bridge Program to incoming freshmen.
How did you use findings for improvement?

16. The findings will be used to increase our effort of recruiting students from a diverse background to attend the Summer Bridge Program. This includes additional time spent on high school visits, mailings, and emails to high school counselors.

17. The findings were used to create a new additional survey to assess attitudes toward the core components of academic, social, personal, and goal-commitment found within the Summer Bridge Program (attached).

- ☑️SBP Attitudes Survey

Additional Comments

Expected Outcome 2: Overall Satisfaction with the Drop-In Center

Students who use the Drop-In Center will express satisfaction with the services and resources provided by the office and staff. Services include tutoring program, mentoring program, and counseling services.

Assessment Method 1: Survey of Drop-In Center students

Assessment Method Description

18. Surveys are administered to current users of the Drop-In Center at the end of the fall semester (attached).

19. Surveys are administered to current users of the Drop-In Center at the end of the spring semester.

- ☑️Drop-In Survey

Findings

20. A survey of students (n=64) was conducted at the end of the fall 2013 semester. Students rated the services used on a five point scale. The following received a very satisfied ranking: biology tutoring (4.8), chemistry tutoring (4.6), mathematics tutoring (4.2), physics tutoring (4.9), and PASS mentoring program (4.8). At least 95% of students surveyed would recommend the tutoring workshops to other students.

21. For the end of the spring 2014 semester, a survey of students (n=72) was conducted. Students agreed biology (4.8), chemistry (4.8), and physics (5.0) tutoring were very satisfactory while mathematics tutoring (3.8) received a satisfactory ranking. The PASS mentoring program
received 4.8 out of 5.0. Of those surveyed, 98% of students would return to the Drop-In Center for additional tutoring.

**How did you use findings for improvement?**
Based on the additional comments section, biology tutoring sessions were moved to another day to accommodate more students for the spring 2014 semester.

**Additional Comments**

**Assessment Method 2: Assessment of Student Consultation Database**

**Assessment Method Description**
Records of counseling consultations are maintained in a database in the Drop-In Center. The database will be examined to assess the need for additional staff and services. Records of student consultations are logged as academic, social, or personal by each staff member.

**Findings**
During the 2013-14 year, weekly contact reports were generated outlining the frequency and kinds of contact. The students were provided academic counseling on topics including information on course schedules, resumes, summer programs, time management, test anxiety, etc. In fall 2013, 649 student contact sessions and student meetings were held. This included mainly first year students (256) followed by fourth year students (135). The types of contact were mainly academic (306) and social (307). In spring 2014, 403 sessions were held. Students assisted were mainly third year students (127).

**Fall 2013 Contacts**

<table>
<thead>
<tr>
<th>Total Academic Contacts</th>
<th>Total Social Contacts</th>
<th>Total Personal Contacts</th>
<th>Total Students Assisted*</th>
<th>Total Contacts Made</th>
<th>Total Year 1</th>
<th>Total Year 2</th>
<th>Total Year 3</th>
<th>Total Year 4</th>
<th>Total Year 5</th>
<th>Total Year 6</th>
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<td>307</td>
<td>35</td>
<td>649</td>
<td>796</td>
<td>256</td>
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**Spring 2014 Contacts**

<table>
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<th>Total Academic Contacts</th>
<th>Total Social Contacts</th>
<th>Total Personal Contacts</th>
<th>Total Students Assisted*</th>
<th>Total Contacts Made</th>
<th>Total Year 1</th>
<th>Total Year 2</th>
<th>Total Year 3</th>
<th>Total Year 4</th>
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<td>95</td>
<td>127</td>
<td>70</td>
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<td>5</td>
</tr>
</tbody>
</table>

* Students assisted with appointments

**How did you use findings for improvement?**
The findings were used to place additional staff in the office for fall 2014 to accommodate student meetings.
Expected Outcome 3: Workshops of Excellence (Tutoring Program)

22. Six graduate students serving as tutors will provide drop-in tutoring to 200 students in freshmen and sophomore level courses for two hours, two times weekly, for each semester.

1. Each log book (Biology, Chemistry, Mathematics, and Physics) will be examined to assess the need for additional tutors and/or hours of operation of the Workshops of Excellence tutorial services.

2. Assessment Method 1: Analysis of Tutorial Consultation Database

Assessment Method Description
Records of tutorial consultations are maintained in a database in the Drop-In Center. During each session, tutors and students log information about the subject being tutored and the timeframe of the tutoring session.

Findings

1. Individualized and group tutorials are provided on Monday – Thursday from 1:00 PM until 5:00 PM. Graduate tutors included: Biology (1); Chemistry(2); Mathematics(2); and Physics(1). During the fall semester, nearly 350 students logged in for tutoring session. This includes 15-20 students who attended on a regular weekly basis. Other students attended more infrequently during times before midterms and finals. Most students spent 3-5 hours a week participating in workshops.

2. During fall 2013, a total of 435 hours were logged for tutorial sessions. This includes biology (60 hours), chemistry (104 hours), mathematics (55 hours), and physics (57 hours). Individual sessions accounted for 278 of the 435 hours logged. The additional 157 hours were group sessions.

23. During spring 2014, a total of 522 hours were logged for tutorial sessions. This includes biology (70 hours), chemistry (100 hours), mathematics (45 hours), and physics (70 hours). Individual sessions accounted for 285 of the 522 hours logged. The additional 237 hours were group sessions.

- [FA 13 Tutoring Schedule]
- [SP 14 Tutoring Schedule]
How did you use findings for improvement?
We discovered the need for additional tutors surfaced only at mid-term and during final examinations. We have been able to provide short-term increases in tutorial coverage for physics and chemistry during periods of high demand.

Additional Comments