

Data-driven Approach to Program Assessment and Program Improvement for Co-Curricular Activities



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Muscat Scholars Program

MSP

What's going on?

Why do we not have as many participants as we expected?

How effective is MSP?

Program Demographics/History



A few weeks later...

Focus Groups

Focus Group

Meet with Cohorts from 2012,
2013, and 2014

Findings:

Addressing fears of transitioning to
college

Build community

Key Themes

What we found

- Family-like community with both social and academic support
 - Staff that made them feel valued and important
 - Developing an understanding of how college works and what resources are available
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Opportunities

- Increased ability to negotiate the college environment, how to skills: email professors, raise hands in class, log on to USF connect where hall is, etc.
- Eases academic transition from HS environment to college environment. Provides a practice effect for the academic challenges in college
- Provides knowledge of resources and skills such as how to use the library
- Getting a head start, you can get credit before school even starts
- Getting to know the resources that are available to students, the writing center, library etc.

Academics

Challenges

- The intensity of the academics during the two week is very challenging

Opportunities

Interpersonal Relationships

Challenges

- MSP is like family, even if you do not always get along with each other you know you are there for each other
- Developing an social and academic network
- Developing emotional closeness by working and studying together
- Developing a support group for the rest of college years
- Sharing the same struggle despite differences
- Friendships and a sense of community
- Developing strong emotional bonds
- Tolerance for differences among people
- Provides a core group of friends

- Conflicts with tribes - some people do not along
- Learning how to live with people
- Roommate problems: Fighting and arguing
- Being an effective mediator in a tribe

Focus Group

Meet with Cohorts from 2012,
2013, and 2014

Action Items:

Discussion on how to use the data
from the Focus Group

A few weeks later...

Now onto the work...

Changes were made.

Real Changes

Small changes, major impact

Change in marketing materials

Analysis of Quantitative Data

Utilizing Data from 2012, 2013,
and 2014 Cohorts

1-7%

Students in the MSP program were retained at a higher percentage than either comparison group, with the difference ranging from 1% to 7% depending on the comparison group and cohort year.

2012/2013

Academic/Social

- No statistical significant difference in academic skills
 - Peer Connections: significantly higher than MSP ineligible students ($p < .01$)
 - Social Integration: significantly higher than either comparison group ($p < .001$, ineligible students $p < .05$)
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2014

Academic/Social

- Muscat Scholars of 2014 were statistically significantly lower in academic skills. ($p < .05$)
 - Peer Connections: no statistically significant difference between MSP students and the comparison groups
 - Social Integration: no statistically significant difference between MSP students and the comparison groups
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2012/2013

Institutional Factors

- Statistical significant higher level of commitment to staying at USF compared to the MSP ineligible students ($p < .0001$ for the 2012 and 2013 cohorts)
 - Institutional Satisfaction: Statically significant higher than the Muscat ineligible students ($p < .001$)
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2014

Institutional Factors

- Statistical significant higher level of commitment to staying at USF compared to the MSP ineligible students ($p < .01$)
 - Institutional Satisfaction: No statistical difference for the 2014 MSP cohort
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A few weeks later...

2014

What's going on?

2nd Focus Group

Meet with 2014 Cohort

Key Finding: These students did not have the same sense of community because they were too exhausted from the academic work.

Program Improvements

Post 2014

Increased training for program staff
and faculty

Pre-post testing (LASSI)

Programmatic changes

Impact

**How do two people work
together to create
assessment and make
improvements?**

Dialectic Process

Investment and engagement



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Thank you.



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