Triton Community Leadership Institute (TCLI) 2017-2018 Program Evaluation

Opt Out of External Report:

Name(s) of Person(s) Responsible for Assessment Project:

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Providing Department:

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Other Units/Departments Involved in Assessment Project:

Center for Student Involvement

Program, Service, or Event Related to Assessment Project:

Triton Community Leadership Institute is a leadership and mentoring program primarily for incoming first-generation freshmen. Beginning with a 3-day summer residential experience, students are offered workshops, peer mentoring, and resources throughout the year.

Assessment Project Description:

The purpose of this assessment project is to measure of the effectiveness of TCLI in meeting its student learning outcomes and goal of retaining students. We will do this through the following methods:

- Measure participants' self-reported learning outcomes from their Pre-Evaluation and Post-Evaluation from the 2017 summer retreat.
- Record and compile participant counts to measure students' level of engagement with TCLI throughout the academic year, which includes monthly events, peer mentoring meetings, and group gatherings.
Obtain and analyze first quarter academic performance of TCLI participants in comparison to freshmen students for Fall 2017.

Obtain and analyze 1-year and 2-year retention rates of TCLI participants in comparison to freshmen students with Admit terms of Fall 2013 and Fall 2014.

Obtain and analyze 4-year retention rate of TCLI participants in comparison to freshmen students with Admit terms of Fall 2013.

The results will be used to improve the participant experience as well as inform program changes during the summer retreat and yearlong program.

**Unit/Program Specific Goals and Learning Outcomes:**

**VCSA Goal Area: Retention**

**Goal:** Partner with SATS, the Registrar’s office and Student Information and Research to establish more comprehensive retention metrics for the Triton Community Leadership Institute (TCLI) and expand program offerings

**Metrics:**

- Create benchmark retention data for TCLI participants by comparing retention rates in each TCLI cohort with campus-wide 1 and 2 year retention rates and 4, 5, and 6 year graduation rates for freshmen at UC San Diego from 4th and 5th quintile schools. Retention rates for program participants will exceed the campus retention rates for students from 4th and 5th quintile schools.
- Compare first quarter GPA for program participants with UC San Diego freshman from 4th and 5th quintile schools. First quarter GPA's for program participants will exceed those of UC San Diego freshman from 4th and 5th quintile schools.

**Benchmarking**

- First Quarter GPA (TCLI Participants, 4th Quintile HS, 5th Quintile HS, First-Generation, Total Freshmen; Admit term: Fall 2017)
- 1-year retention rate (TCLI participants, 4th Quintile HS, 5th Quintile HS, First-Generation, Total Freshmen; Admit term: Fall 2013)
- 2-year retention rate (TCLI participants, 4th Quintile HS, 5th Quintile HS, First-Generation, Total Freshmen; Admit term: Fall 2013)
- 4-year graduation rate (TCLI Participants, Admit term: Fall 2013)

**Student Learning Outcomes**

As a result of participating in TCLI, students:

1. Can identify staff and administrators who can support their academic, professional, and personal development.
2. Can identify peer relationships at UC San Diego that will aid in their transition into college.
3. Can explain how their core values and strengths relate to leadership.
4. Can explain how socialization has impacted their identities.
5. Can describe their social identities and group memberships.
6. Can summarize how power, privilege, and oppression operate.
7. Define social justice and equity minded leadership.
8. Can apply the concept of allyship to social justice issues they are passionate about.
9. Have a plan for what they want to accomplish within their first year of college
10. Can identify a community of support and have a sense of belonging at UC San Diego as they transition into their first year.

**Relationship to Student Affairs Learning Domains:**

Advance a Plan for Personal, Academic, and Professional Success
Promote Social Justice and Community Responsibility

**Assessment Project Start:**

08/02/2017

**Assessment Project End:**

06/30/2018

**Population/Sample:**

**2017-2018 TCLI Cohort**

**Student Cohort**

- 117 participants of TCLI are freshmen students admitted for Fall 2017.
- Students who participated in TCLI are from Southern California and 1) are first-generation college students or 2) attended a 4th/5th quintile high school.

**TCLI Pre-Evaluation and Post-Evaluation**

- 116 of the 117 participants completed the TCLI Summer Retreat Pre-Evaluation
- 117 out of 117 participants completed the TCLI Summer Retreat Post-Evaluation (99% response rate).

**Former TCLI Cohorts**
TCLI Admit Term 2013 (52 students)
TCLI Admit Term 2014 (74 students)
TCLI Admit Term 2015 (106 students)
TCLI Admit Term 2016 (116 students)

Comparison Groups

We compared the first quarter GPA of 2017-2018 TCLI participants to larger campus populations:

- First-Generation Freshmen (1,624 students)
- Freshmen who attended 4th quintile high schools (394 students)
- Freshmen who attended 5th quintile high schools (308 students)
- Freshmen who attended Local Control Funding Formula Schools (916 students)
- Total Freshmen (5,632 students)

We also compared the 1-year and 2-year retention rates of TCLI Participants who entered UC San Diego in Fall 2013 and Fall 2014 with the following campus populations for each respective year:

- First Generation Freshmen
- Freshmen who attended 4th quintile high Schools
- Freshmen who attended 5th quintile high Schools
- Total Freshmen

Type of Assessment:

Student learning outcomes and/or behavioral outcomes
Tracking usage
Benchmarking

Other Assessment Type(s):

Assessment Methods:

Surveys
Participant Counter
Student Research and Information Data

Other Assessment Method(s):

Data Collection Tools:
Surveys

Each of the student participants were asked to complete paper pre-program and post-program surveys that were administered before and after the summer retreat, respectively. The data was transcribed and uploaded to Campus Labs.

Both surveys asked students to self-report their level of agreement with the 10 learning outcomes using the following scale:

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

In addition to the learning outcomes, the post-program survey asked for additional questions regarding interpersonal skills, demographic information, and their level of satisfaction with the program.

Participant Counter

We kept records to document each students' level of engagement with TCLI. For each TCLI activity, we scanned students ID cards using the Student Life Scanning System or used paper sign-ins to record students' attendance. Mentors kept record of when they met with their mentees by documenting each time they met with their mentee.

Student Research and Information

We worked with Student Research and Information to obtain the Fall 2017 academic performance averages for the following student populations:

- First-Generation Freshmen (1,624 students)
- Freshmen who attended 4th quintile high schools (394 students)
- Freshmen who attended 5th quintile high schools (308 students)
- Freshmen who attended Local Control Funding Formula Schools (916 students)
- Total Freshmen (5,632 students)

We added Local Control Funding Formula (LCFF) Schools as part of the comparison group as 4th/5th quintile schools is a category that is becoming phased out. LCFF schools refers to schools that receive additional funding to support their students. LCFF schools are similar to the 4th/5th quintile schools.
Additionally, we gathered data from the Student Research and Information Reports that included 1-year and 2-year retention rates for freshmen the admit terms of Fall 2013, Fall 2014, Fall 2015, Fall 2016 for the following populations:

- First Generation Freshmen
- Freshmen who attended 4th quintile high Schools
- Freshmen who attended 5th quintile high Schools
- Total Freshmen

We used the reporting tool that Student Affairs Technological Services developed for CSI to obtain the academic performance for each individual TCLI student per quarter.

Attached Files
2017 TCLI Pre-Assessment (Paper).docx
2017 TCLI Post-Assessment (Paper).docx

Data Analysis Methods:

Learning Outcomes

The data gathered from learning outcomes was analyzed using Campus Labs. The percentage scores gathered from students' self-reported level of agreement prior to TCLI and after participating in the summer retreat were used to evaluate the effectiveness of the program in accordance with the learning outcomes defined prior to TCLI.

Participant Count

We kept record of students' attendance and participation in activities in a central Excel database to record students' participation frequency in TCLI activities to measure students' level of engagement with TCLI throughout the school year.

Academic Performance

The academic performance of individual TCLI participants were quantified and averages were calculated to analyze compare to the averages of their counterparts: First generation, 4th-5th quintile high schools, LCFF, and all freshmen).

How Were the Findings Presented:
These findings were provided to the Center for Student Involvement (CSI) Staff, which included the Director of CSI for our annual and quarterly reports.

The findings were presented in our quarterly stats and stories submissions and after compiling data sets (Ex: Yearlong Mentee Engagement, First Quarter GPA, Pre & Post Survey of Learning Outcomes).

The findings were also presented to the TCLI student staff who carry out the direct service to the participants of the program. This was to provide the staff with a sense of their impact and encouragement to continue engaging with their mentees.

**Progress:**

100%

**Link Assessment Project in Campus Labs Baseline:**

Baseline Source Files
All
All

**Summary of Findings:**

**Learning Outcomes**

A high percentage of students self-reported themselves as agreeing or strongly agreeing with the learning outcomes (see 2017 TCLI Summer Retreat Learning Outcome Comparison for data) prior to the start of the institute, there significant increases in the number of students who agreed or strongly agreed with select learning outcomes. In particular the learning following learning outcomes had large differences between the pre-assessment and post-assessment:

- "I can apply the concept of allyship to social justice issues I am passionate about" (+32.7% difference)
- "I have a plan for what I want to accomplish within my first year of college." (+24.1% difference)

These first outcome above seems to a result of the students undergoing multiple activities and discussions focused on social justice. Towards the end of the summer retreat, each student had to create an action plan with goals they want to accomplish during their first year at UC San Diego. This may have influenced the increase students agreeing or strongly agreeing in the second outcome.

Both outcomes are directly related to the Student Affairs Learning Domains of "Promote Social Justice and Community Responsibility" and "Advance a Plan for Personal, Academic, and Professional Success."
Participant Engagement

This was the second year of the expanded yearlong program which consisted of paid mentors who coordinated activities and one-to-one peer mentoring meetings for mentees. We saw a significant increase in the level of engagement that students had with the program in comparison to the previous academic year. This could be attributed to students being made aware in the application process that TCLI is a yearlong program. This increase also to the development and establishment of the yearlong program itself, which included monthly workshops, off-campus engagement, group gathering, and one-to-one peer mentor meetings.

2016-2017 vs 2017-2018 comparison:

- Participated in 1 or more TCLI activities throughout the year
  - 16-17: 107 of 116 mentees (92%)  
  - 17-18: 114 of 117 mentees (97%)
- Participated in 3 or more TCLI activities throughout the year
  - 16-17: 90 of 116 mentees (78%)  
  - 17-18: 107 of 117 mentees (91%)
- Participated in 1 or more one-to-one mentor meetings
  - 16-17: 104 of 116 mentees (90%)  
  - 17-18: 113 of 117 mentees (97%)
- Participated in 3 or more one-to-one mentor meetings
  - 16-17: 66 of 116 mentees (56%)  
  - 17-18: 92 of 117 mentees (82%)

Academic Performance

First Quarter GPA

Based off the 2017-2018 academic year, the first quarter GPAs of TCLI participants exceeded the first quarter GPAs of the comparison groups (First Generation Freshmen, LCF Freshmen, 4th Quintile Freshmen, and 5th Quintile Freshmen), with the exception of all Freshmen Students.

TCLI participants had a slightly higher GPA than all first generation freshmen (+.03) and significantly higher GPAs than all freshmen who attend local control funding formula schools (+.31), attended 4th quintile schools (+.22), attended 5th quintile school (+.48).

First Quarter GPA (Fall 2017)

- TCLI = 2.97
• First Generation = 2.94
• LCFF Freshmen = 2.66
• 4th Quintile = 2.75
• 5th Quintile = 2.49

TCLI had the highest percentage of students (37.6%) in the 3.0-3.49 GPA range whereas their comparison groups with the exception of all Freshmen had the highest percentage of students in the 2.0-2.99 GPA range.

1-year and 2-Year Retention Rates

The 1-year retention rate of TCLI (Admit years 2013, 2014, 2015) and the 2-year retention rate of the TCLI (Admit years 2013 and 2014) were higher than their comparison groups (first generation, 4th quintile, 5th quintile, and all freshmen). See 2017-2018 TCLI Goals & Metrics Report - Final.

• 1-year Retention Rate (Admit Term 2013)
  • TCLI = 98%
  • First-Generation = 95%
  • 4th/5th Quintile = 92%
  • Total Freshmen = 95%
• 1-year Retention Rate (Admit Term 2014)
  • TCLI = 100%
  • First-Generation = 94%
  • 4th/5th Quintile = 91%
  • Total Freshmen = 95%
• 1-year Retention Rate (Admit Term 2015)
  • TCLI = 96%
  • First-Generation = 95%
  • 4th/5th Quintile = 92%
  • Total Freshmen = 95%
• 2-year Retention Rate (Admit Term 2013)
  • TCLI = 96%
  • First-Generation = 90%
  • 4th/5th Quintile = 86%
  • Total Freshmen = 90%
• 2-year Retention Rate (Admit Term 2014)
  • TCLI = 99%
  • First-Generation = 90%
  • 4th/5th Quintile = 88%
  • Total Freshmen = 90%

4-Year Graduation Rate

The 4-year graduation rate of TCLI (Admit Year 2013) is 48%. Currently, the comparison graduation data for Freshmen who were admitted for Fall 2013 is not available. We will update
our metrics once this data is made available by Institutional Research (Student Information and Research).

Attached Files
2017-2018 TCLI Goals & Metrics Report - Final.docx
2017 TCLI Summer Retreat Learning Outcome Comparison.xlsx
2017-2018 TCLI Mentee Engagement - Overall.docx

**Impact of Assessment on Program:**

This assessment has demonstrated evidence that students who participate in TCLI gain positive academic, social, and leadership benefits. The significant increase in engagement of mentees with the program indicates that students find this program valuable. We will use information that we have gathered from this year to continue to inform how we engage mentees in this upcoming year during the summer retreat and yearlong activities.

**Lessons Learned About the Assessment Process:**

**Learning Outcomes**

Based off of last year's assessment process, we reviewed and revised the previous learning outcomes and believe the revised learning outcomes are more accurate in capturing what the students gain from the summer retreat. Now that the yearlong program is more established, we are interested in creating learning outcomes that can be assessed for the yearlong program.

**Data Collection and Analysis**

We collect a great amount of data during the summer retreat and not so much during the school year. We are hoping to develop a creative method of assessing the impact of the program during the school year without contributing to campus survey fatigue. Additionally, we report out on learning outcomes for the summer, but we have additional data that would be helpful to analyze, which we have not been able to allocate time for. We hope to allocate more time to analyze all the data that we collect.

**Student Reports**

For the past 2 academic years, we have been pulling student reports from a reporting tool that was created by Student Affairs Technological Services. While it is a helpful tool to be able to pull reports as needed, generating the reports and analyzing the reports has been time intensive. In the future, we hope to collaborate with the Registrar's office to tag TCLI participants and work with Student Research and Information to generate reports for TCLI, similar to the reports that we receive for the comparison groups.

**Staff Support**
As the program continues to expand, we realize that our current staffing levels is not sufficient for the growing needs of the program. We hope to strategize and collaborate with other units for assessment purposes and for providing direct support to the program.

**Supplemental Information:**

Attached Files
2017-2018 TCLI Group Picture.JPG