

# Office of Student Success Assessment Report

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**Office Name:** Scholar Services

**Office Assessment Contact:** Kiley Moody

**Office Director:** Kiley Moody

## Office Mission/Purpose

Scholar services works with students in a variety of scholarship programs to provide access to resources to ensure student success.

## Assessment Goals for Academic Year

Expected outcomes of students being connected to Scholar Services include retaining students, ensuring students are connected to a high impact practice (academic coaching, first-year seminar, CAT Community, Education Abroad, etc.), and are meeting scholarship requirements to retain their scholarship.

## Outcomes Selected for Assessment

*What are the three outcomes selected for assessment this academic year?*

1. Outcome 1 GPA and retention of students involved in scholarship programs.

## Executive Summary

GPA and enrollment status are tracked for all students part of Scholar Services. This is tracked from semester to semester. Reports are pulled from Student Success Collaborative SSC/Navigate at the end of each semester. Per scholarship requirements, students must maintain a certain GPA depending on the scholarship provider and be on progress toward degree completion. All scholars have the opportunity to be connected to an academic coach, mentor, and/or academic advisor. In addition, community building opportunities are provided throughout each semester to allow scholars to get to know each other and additional faculty and staff at K-State.

Data regarding GPA, number of credit hours, and retention are easily accessible through SSC/Navigate. It is more cumbersome to gather data in regards to students being connected to high impact practices. While there is data available, the next year will be focused on pulling the data together to provide a more holistic assessment of students connected to Scholar Services. Early indications of the data point to the importance of students being connected to staff members, other students, and high impact practices in addition to scholarship support.

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**OUTCOME 1:** GPA and retention of scholar students.

**Outcome 1 Assessment Methods**

SSC/Navigate was utilized to look at fall semester GPA, # of credit hours, and spring 2021 enrollment. Scholarships have a 2.5 GPA requirement to retain the scholarship so individual GPAs are examined, but overall GPA was included as the measurement.

**Outcome 1 Assessment Period Measured**

Fall 2020

**Outcome 1 Assessor(s)**

Kiley Moody

**Outcome 1 Assessment Data**

Average GPA and retention from fall to spring semester.

KC Scholars Data			
Cohort	GPA	# of Students Fall	# of students spring
Fresh	2.89	21	19
Soph	3.25	26	25
Junior	3.09	20	20

First Scholars			
Cohort	GPA	# of Students Fall	# of students spring
Soph	3.05	15	14
Jr	3.24	15	15
Sr	3.08	14	12
Sr+	2.73	9	6

\*1 graduated  
\*2 graduated

Presidential & Kassebaum			
Cohort	GPA	# of Students Fall	# of students spring
Fresh - Sr.	3.9	21	21

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Give Back Scholars			
Cohort	GPA	# of Students Fall	# of students spring
Fresh	3.36	3	3
Jr	3	2	2

**Outcome 1 Assessment Analysis**

Based on the data above, a connection is suggested between being connected to Scholar Services and meeting GPA requirements to renew scholarships. Data from this semester is consistent with data from previous semesters.

**Outcome 1 Conclusion**

The outcome was achieved, but additional data and information is needed to better understand additional interventions – being involved in a high impact practice, number of connection events attended, etc.

**Outcome 1 Recommendations**

As additional data is collected and examined, it will be helpful to identify some of the reasons why students are not retained. Tracking engagement in high impact practices will hopefully help in this area. In addition, understanding how students are or are not connected at K-State will be critical to retention. There is also the possibility of exploring the “support level” indicator in SSC/Navigate to see if there is a correlation between this indicator, how students perform during the semester and ultimately whether or not they are retained.

**Programmatic Results**

**Programmatic Conclusions:**

*Based on the above assessment, what are the overall strengths and challenges of the program? What additional information did you learn? What questions remain or where discovered?*

Partnerships and collaborations are critical to serving students connected to Scholar Services as Scholar Services has one full-time position and a graduate assistant. Data shows a coordinated effort has an impact on GPA and retention. Scholar Services does intentional outreach and community building events to connect students to each other and to additional resources and services. While these variables were not measured this past fall an inference could be made that a benefit of working with Scholar Services is the intentional outreach and programmatic pieces in addition to scholarship assistance.

Scholar Services is relatively new, but it is evident additional data needs to be collected to highlight the benefits of working with Scholar Services. Additional data can also assist with identifying correlations which can be shared with campus partners and external scholarship funders.

**Programmatic Recommendations:**

*Based on the above assessment, provide at least two recommendations to enhance or augment your existing assessment goals. Include justification and identify what steps, needs, and supports needed to achieve these recommendations?*

R1: Track attendance at Scholar Services events and include data from coaching appointments, academic advising appointments, and tutoring. SSC/Navigate can be used to pull this data. As mentioned previously, examining the support level indicator more could be helpful in identifying if there is a correlation between support level and whether or not a student is retained.

R2: Track students' involvement and engagement in high impact practices. K-State 360 was being used to an extent to measure this, but as a result of funding limitations it no longer exists. A different method will need to be quickly identified in order to begin collecting this data to identify correlations and themes.

**Submitted on:** February 16, 2021.

**Submitted by:** Kiley Moody