

Northern Illinois University

McKinley Deacon Davis CHANCE Program  
Division of Academic Affairs

Assessment Summary Report for 2011-2012

February 2012

## **CHANCE History**

### **Access to Opportunity**

NIU plays a major role in Illinois higher education because of its close proximity to Chicago. During President Rhoten Smith's tenure in the late 1960s the campus, focused on "excellence and opportunity", set the stage for a major change in its student body. In Smith's 1968 inaugural address, titled "Excellence and Opportunity", he challenged universities to open the doors to those most in need of opportunity, the urban poor.

*"A college education has now come to seem...almost indispensable for success in life; it appears to be the passport to future achievement, and though all who possess it will not achieve success, fewer and fewer will succeed without it in the years ahead...And if it be true that ghetto education and the texture of life in the slums prepare one rather for failure than for success, the question arises as to the responsibility of society to act to eradicate these inequities. It is my conviction that the universities can and must change their thinking about how one comes to higher education. The public universities, especially, can and must find ways to make more widely available opportunities for earning this passport to the good life. To fail to do so is to bar the door to hopeful future in the very faces of those of our citizens who have least to hope for from life. Our abundant society cannot afford to bar the door." (President Rhoten Smith, 1968)*

Smith opened a door at NIU with the creation of the CHANCE (Counseling Help and Assistance Necessary for a College Education) Program. CHANCE is an alternative admissions program for new freshmen that provide access to college for urban students from Chicago, Rockford, Aurora and other Illinois cities. Students entering through the CHANCE program are recruited from targeted high schools. They possess the talent to achieve excellence in the university but lack the academic experiences and competitive standard indicators of potential, such as ACT, grade point average, and family background.

### **CHANCE Program**

The success of the program is demonstrated in the average freshmen to sophomore retention rate. Over the past 4 years 70% of first-year freshmen returned their sophomore year. This percentage is well above the national average for similar students.

Most of the students recruited through CHANCE are students from Chicago and surrounding suburbs. These students are economically, culturally, socially, and educationally disadvantaged. In 1969 CHANCE admitted only 50 students, today, CHANCE admits approximately 500 freshmen each year. For the past 2 years more than 3,700 applications for admissions were submitted for consideration. The CHANCE program has impacted the lives of more than 15,000 students, while creating professional opportunities rarely imagined. The campus' approach to college access continues to be an innovative vision of a majority institution. This approach diversifies the campus by annually admitting a diversity of students from all segments of society as part of NIU's freshmen class.

CHANCE envisions a partnership between the campus and community that provides continuous support for students wanting to earn a college degree. Research shows that the future demands a highly productive and culturally diverse workforce designed to lead the nation's economic advancement in this century. CHANCE's efforts attempt to reflect the global marketplace by bridging ethnic and cultural barriers, valuing individualism and capitalizing on the diverse gifts students have to offer.

### **Mission, Vision and Goals**

The guiding mission of CHANCE is to identify, recruit, admit, and assist capable students whose pre-college education has not fully enabled them to take maximum advantage of their potential and the opportunities of higher education at Northern Illinois University.

## **Vision**

To prepare and graduate students who will continue to engage in lifelong learning, demonstrate academic competence and a commitment to civic involvement.

## **Department Program Goals:**

### **Goal 1**

#### **Increase On-Campus Support**

##### Sub-Goal

- a) Create a supportive campus environment where all CHANCE students feel valued by the institution.
  - (1) Maintain a yearly list of CHANCE accomplishments to include on office website.
  - (2) Schedule one meeting each academic year with all academic partners (i.e. Communication Studies, Mathematics, English, LTRE and UNIV 101 offices) to discuss student transition issues and academic performance.
  - (3) Schedule at least 2 meetings each year (Fall & Spring) with campus partners to discuss issues of diversity.
  - (4) Plan a commemorative event acknowledging CHANCE's 45 year history at NIU during the 2012-2013 academic year.

### **Goal 2**

#### **The First-Year Experience**

##### Sub-Goal

- a) Enhance and maintain a collaborative, supportive, and progressive learning environment within the CHANCE Program.
  - (1) 80% of new freshmen will register for MAP-Works.
  - (2) 75% of new freshmen will attend supplemental instruction workshops.
  - (3) 75% of new freshmen will attend the CHANCE Leadership Conference.
  - (4) 80% of new freshmen will participate in group study sessions the fall semester.
  - (5) 80% of prospective students and parents will learn about the CHANCE program.
  - (6) 50% of CHANCE freshmen will attend mid-semester check.
  - (7) 100% of CHANCE Counselors will utilize office student database system.
  - (8) 100% of CHANCE UNIV instructors will include an SI point system in their course syllabus.
  - (9) Create an on-line math utility to be used by at least 50% of students during the summer mathematics initiative.
  - (10) 80% of UNIV students will register for at least one NIU student organization.

### **Goal 3**

#### **Improving CHANCE Retention and Graduation Rates**

##### Sub-Goal

- a) Develop intrusive procedural approaches to increase student retention and graduation rates.
  - (1) 50% of at risk students will participate in academic study tables by fall 2013.
  - (2) 50% of at risk students will receive a call, letter, or email inquiring about their academic performance.
  - (3) 100% of CHANCE staff will record student progress report for assigned freshmen by the 5<sup>th</sup> week of school.
  - (4) 50% of CHANCE stop outs will be contacted by 2013 to assess their status and encourage them to reapply.
  - (5) 30% OF CHANCE freshmen will schedule an appointment with their CHANCE counselor for the fall semester.

### **Goal 4**

#### **Evaluation Plan**

##### Sub-Goal

a) Evaluate the effectiveness of CHANCE support services.

- (1) 25% of students will respond to the CHANCE Student Experience Survey
- (2) 50% of UNIV course evaluations will be completed each year.
- (3) Schedule at least one student focus group by class/academic each year.
- (4) Survey program students every 3 years starting 2013.

#### **Goal 5**

##### **Expand Pre-College Initiatives**

###### Sub-Goal

a) Enhance and develop pipeline programs for CHANCE students.

- (1) Increase enrollment of Saturday and Summer mathematics initiatives by 20% each year.
- (2) Secure funds to award at least 80% of math initiative students a fall scholarship.

#### **Goal 6**

##### **Recruitment**

###### Sub-Goal

a) Develop a comprehensive recruitment model designed to identify, recruit, and admit a diverse population of students through CHANCE.

- (1) Schedule 10 campus visits with target high schools starting fall 2012.
- (2) Participate in 2 recruitment fairs each year starting fall 2012.
- (3) Plan a recruitment event with the Latino Resource Center for the spring semester.
- (4) Create and write a brochure in Spanish by 2011.

#### **Goal 7**

##### **Securing Resources**

###### Sub-Goal

a) Enhance and develop external support for program initiatives and student scholarship support.

- (1) Offer scholarship support for students based on need and academic performance.
- (2) Prepare CHANCE marketing report by fall 2013 to support external fund solicitation.
- (3) Identify 3 external funding resources by fall 2013.

#### **Goal 8**

##### **Career Planning and Development**

###### Sub-Goal

a) Build a collaborative career development network for CHANCE students.

- (1) Schedule at least one Career Services program as part of the annual Transitions Conference on “major-to-careers”.
- (2) Incorporate a graduate school exploration session as part of UNIV 101 course.
- (3) 50% of CHANCE sophomores will create a four-year “majors-to-careers” plan.

#### **Goal 9**

##### **Support Graduate Education**

###### Sub-Goal

a)

- (1) At least 10% of CHANCE students will attend a graduate student school fair each year.
- (2) At least 20 CHANCE students will attend a national STEM conference.

#### **4. Evidence by Goal**

#### **5. Use of Results**

## Data Collection

<b>Method</b>	<b>Description of Method</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Goal/Objective Addressed</b>
Student Surveys	Distributed after program events to assess learning benefits	Ongoing	CHANCE staff	1,2,3,6
Course Evaluation	Completed at the end of each semester for courses taught	Ongoing	Associate Directors and Counselors	1,2,3,4
Semester GPA	Evaluated and reviewed at the end of Fall semester	Ongoing	Director	1,2,3,4,7
Retention Rates	Evaluation and analysis of students re-enrolled each semester	Ongoing	Director	2,4
Program Evaluations	Post event surveys to determine learning outcomes and impressions of programs assessing students' needs.	Ongoing	Director, Associate Directors, Support Staff	1,2,3,4,5,6,7,8,9,
Math Diagnostic Tests	Skill tests administered before and after all math initiatives	Registration during summer orientation; summer math initiatives	Director, Associate Director, Counselor	2,3,4,5
Satisfaction Surveys	Compare student satisfaction with campus services	Fall, Spring, summer semester.	Director, Associate Director and staff	1,2,3,4,5,6,7,8,9
Assessing Student Experience	Offer satisfaction surveys to all students.	Every 3 years	Director	2,3,5,8,9
Reflective Journals	Summer Math College students write journals regarding experience	June and July	Director, Summer Math Instructors, Clerical Staff	1,4,5
Participation Rates	Tally numbers of students attending CHANCE events	Fall, Spring, Summer	Director, Counselors, Staff	1,2,3,5,6,7,8,9
Study Sessions Pass Rates	Review of overall study session GPAs	Fall, Spring	Director, Associate Directors	2,3,5,
Scholarships Awarded	Tally of scholarships awarded each year	Fall, Spring, Summer	Director, Assistant Director, Clerical staff	1,2,3,5,7
Benchmarking	Evaluate by comparison with best practices of similar programs	Fall, spring, summer	Director, Associate Directors, Assistant Director & Counselors	1,2,3,4,5,6,7,8,&9

## Goals by Methods Matrix

Goal	Student Surveys	Course Evaluation	Semester GPA	Retention Rates	Program Evaluation	Math Diagnostic Tests	Benchmarking	Satisfaction Surveys	Reflective Journals	Participation Rates	Study Session Pass Rates	Scholarship Awards
1	X	X	X		X		X		X	X		X
2	X	X	X	X	X	X	X	X		X	X	X
3	X	X	X		X	X	X	X		X	X	X
4		X	X	X	X	X	X		X	X		
5					X	X	X	X	X	X	X	X
6	X				X		X			X		
7			X		X		X			X		X
8					X		X	X		X		
9					X		X	X		X		

**Note:** Many of the strategic goals and objectives listed below were written during the 2010-2011 academic year. Some of the initiatives are still a work in progress so there is no data or evaluation to accompany the specific goal(s). In addition, CHANCE received a \$2 million National Science Foundation Grant in the spring of 2011. Goals and objectives will be modified during the 2011-12 academic year to address the grant requirements. Goals marked with an asterisk\*\*\* are works in progress.

### **Goal 1**

#### **Increase On-Campus Support**

##### Sub-Goal

- a) Create a supportive campus environment where all CHANCE students feel valued by the institution.
  - (1) Maintain a yearly list of CHANCE accomplishments to include on the office website.
  - (2) Schedule one meeting each academic year with all academic partners (i.e. Communication Studies, Mathematics, English, LTRE and UNIV 101 offices) to discuss student transition issues and academic performance.
  - (3) Schedule at least 2 meetings each year (Fall & Spring) with campus partners to discuss issues of diversity.
  - (4) Plan a commemorative event acknowledging CHANCE's 45 year history at NIU during the 2012-2013 academic year. \*\*\*

#### **Findings:**

Information regarding the National Science Foundation \$2 million dollar award is on the CHANCE website and the NIU campus website. This acknowledgement by a government agency about the important work the program does to support national STEM initiatives and campus goals is a positive step toward increasing the program's support on campus. Meetings held during the fall 2011 semester focused on discussions with our partners about student academic transition issues and concerns about diversity. During a fall 2010 semester advisory committee meeting, the academic departments discussed issues about diversity with CHANCE staff.

Academic accomplishments for CHANCE students include acknowledgement at our Freshmen Awards Ceremony. Students must earn a cumulative grade point average of 2.75 or above to be eligible. The number of students receiving awards for 4 consecutive years is: 2009-157; 2010-159; 2011-170; & 2012-160. This event is attended by the students' family and friends who drive from Chicago and surrounding suburbs to attend the awards ceremony to support their students. The second event is induction into Chi Alpha Epsilon, a Greek letter honor society designed to acknowledge the academic success of students who are admitted through non-traditional criteria and actively participating in academic development programs. Each semester CHANCE sponsors an induction ceremony for these students. Students must have a minimum 3.0cgpa. Many of our students cannot afford the fee required for induction so there are, typically, more students eligible than are actually inducted.

### Data

The PROMISE Scholars Program funded through a NSF grant includes partners from the College of Liberal Arts and Science, College of Engineering and Engineering Technology, the Academic Advising Center, and Career Services. Meetings during the fall semester focused on program implementation with CHANCE taking the lead role in the planning process. This initiative will include several academic programs designed to enhance the student transition to the NIU campus. At least one discussion in the fall semester with the Educational Services Advisory Committee (i.e. Mathematics, Communication Studies, English and LTRE) focused on concerns about diversity and campus perceptions of CHANCE students. The group decided to continue discussion each semester. Finally, the College of Education plans to create an additional course option to assist CHANCE students with transitional and college requirement challenges.

<b>CHI ALPHA EPSILON STUDENT NUMBERS</b>				
<b>Semester</b>	<b>Eligible Students</b>	<b>CGPA</b>	<b>Inducted Students</b>	<b>CGPA</b>
Fall 2007	134	3.34	23	3.38
Fall 2008	141	3.32	20	3.34
Fall 2009	126	3.32	13	3.27
Fall 2010	121	3.32	8	3.34
Fall 2011	123	3.33	28	3.35
Spring 2008	89	3.27	11	3.35
Spring 2009	76	3.27	8	3.23
Spring 2010	77	3.29	8	3.25
Spring 2011	80	3.32	9	3.41
Spring 2012	58	3.26	N/A	N/A
<b>CGPA</b>		<b>3.3</b>		<b>3.3</b>
<b>Total</b>	<b>1025</b>		<b>128</b>	

### Use of Results

The results of these discussions will provide a segue for future programming initiatives campus-wide which will ultimately enhance the image of the CHANCE Program. The campus-wide involvement with the PROMISE Scholars Program and discussions with academic and student affairs partners will allow CHANCE a forum for informing the campus about the program's good works. The results from the freshmen awards ceremony suggest that we should plan a more extensive evaluation and follow through to monitor students' progress in subsequent semesters. For Chi Alpha Epsilon the office will secure support for student membership fees so that we can increase the number of students inducted each year.

## Goal 2

### The First-Year Experience

#### Sub-Goal

a) Enhance and maintain a collaborative, supportive, and progressive learning environment within the CHANCE Program.

- (1) 80% of new freshmen will register for MAP-Works.
- (2) 75% of new freshmen will attend supplemental instruction workshops.\*\*\*
- (3) 75% of new students will attend the CHANCE Leadership Conference.
- (4) 80% of new students will participate in group study sessions during the fall semester.\*\*\*
- (5) 80% of prospective students and parents will learn about the CHANCE program.
- (6) 50% of students will attend mid-semester check. \*\*\*
- (7) 100% of CHANCE staff will utilize office student database system.
- (8) 100% of CHANCE UNIV instructors will include an SI point system in their course syllabus.
- (9) Create an on-line math utility to be used by at least 50% of students during summer mathematics initiative.
- (10) 80% of UNIV students will register for at least one NIU student organization. \*\*\*

## Findings

The data collected show that 71.3 % (411 students; 125 non-responders) responded to the MAP-Works utility for the 2010 fall semester. The differences between the responders and non-responders are as follows: Good Academic Standing: 74% vs. 56%; Enrolled Spring 2011 86% vs. 77%; Enrolled Fall 2011: 67% vs. 51%. The entrance profiles were nearly identical for these students. For 2 consecutive years the percentage of students attending the leadership conference were more than expected. In 2010, the first year, 91% (486 students) attended the conference and in 2011, 94% (412 students) attended the 2 day Leadership Conference. For the fall 2011, 435 students were scheduled to meet each week for a 2.5-3 hour mathematics study session. We are still tallying the attendance sheet data for the fall semester but the written comments from students support the usefulness of the program. During the summer of 2011 38% (165 students) participated in an on-line math utility for new freshmen. Not all completed the work assigned but progress in mathematics is noted in the charts. CHANCE's 2005-2010 top 10 counselor contacts in highest order of contact for students are: (1) academic performance; (2) registration; (3) personal; (4) general monthly meeting; (5) retention; (6) financial aid; (7) career/other; (8) withdrawal; (9) health concerns; (10) judicial concerns. Not all staff utilized the office database 100%. The data presented below represents a limited number of recorded contacts, but CHANCE counselors spend a significant amount of time working one-on-one with the students. However, it's been mentioned that more time needs to be scheduled to record the contact times and hours. Parents and students attending the CHANCE interviews for admissions rated the experience between very good and excellent for the entire recruitment season.

ALEKS On-line Utility  
What is ALEKS?

**Assessment and LEarning in Knowledge Spaces** is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice

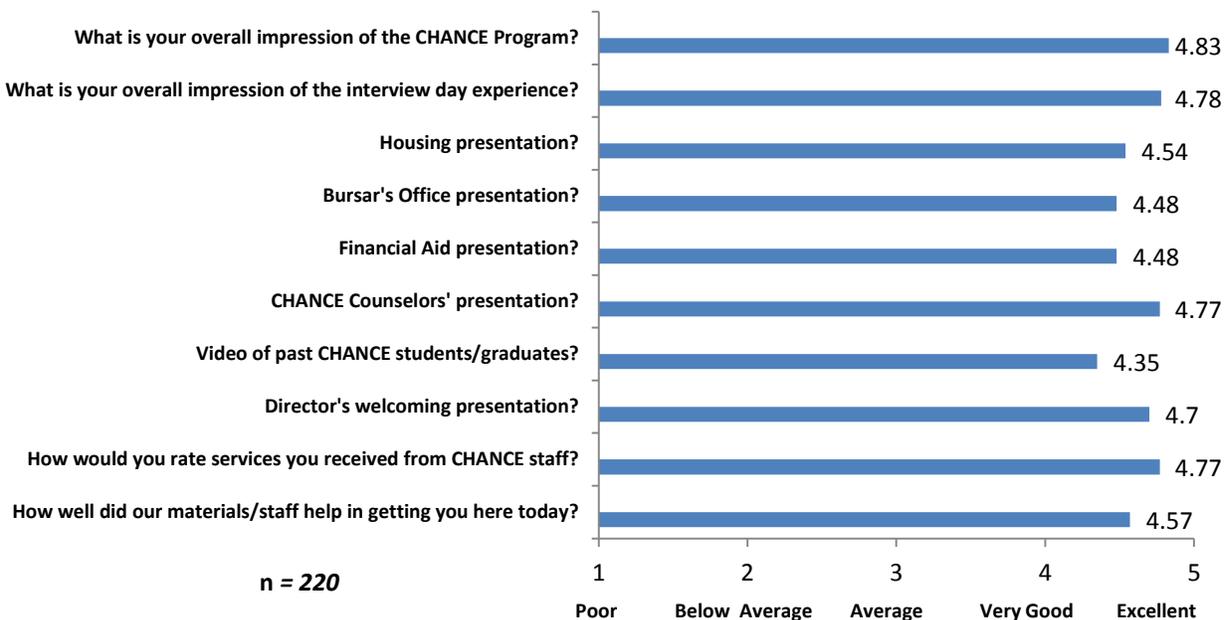
questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor.

CHANCE Summer Math students used the ALEKS utility as a pilot during the summer of 2011. ALEKS is used in some math courses during the semester so this initiative was designed to prepare students to use ALEKS during the regular semester. The students were invited to attend the Saturday class if their cumulative high school math grade point average was above a 2.4. They were invited to attend the week day classes Monday through Thursday if the cumulative high school math grade point average was below a 2.4. If they were unable to attend the weekend or weekday instruction due to a previous commitment, they were offered the on-line option only with occasional course discussion from the instructors. Our findings show: (1) overall the 144 students who used the utility did advance in their beginning algebra skills; (2) students who showed the greatest increase in beginning algebra knowledge was the on-line students followed by the Saturday participants; (3) most students did not use ALEKS, especially the Monday thru Thursday students; (4) More weekend students used ALEKS than any of the student groups and; (5) the highest number of topics mastered of 300 beginning algebra problems was 87 and the lowest was 49

## Data

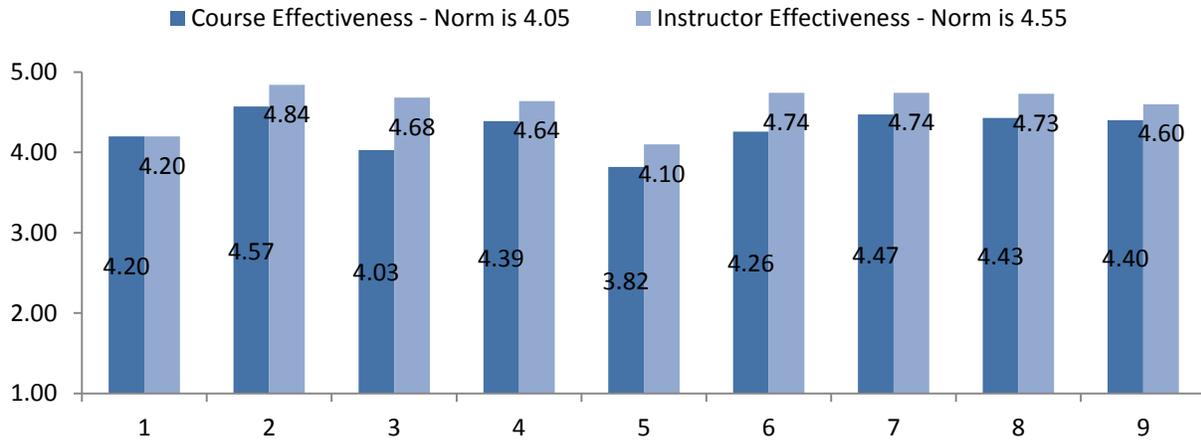
### Prospective Student and Parent Evaluation

#### Results of CHANCE Interview Day Survey 2010-2011



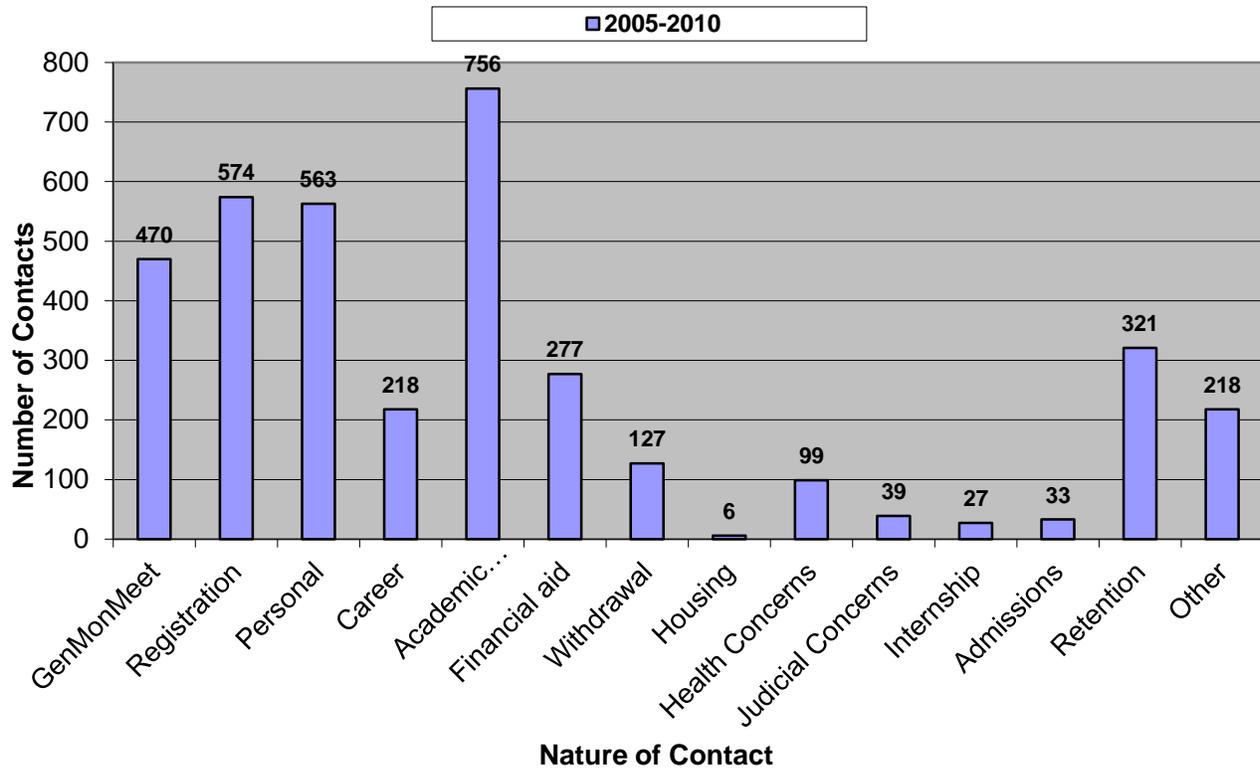
## UNIV 101 CHANCE Counselor Snapshot/Course Evaluation

### Snapshot UNIV 101 Evaluations of CHANCE Counselors



## Office Student Database Contacts

### CHANCE Counselor Contacts Total Contacts for 5 years



## ALEKS (Assessment and LEarning in Knowledge Spaces)

<b>Instructor 1 – Weekdays (n=7 of 28)</b>		
<b>87 of 300 Topics Mastered</b>	<b>Initial Assessment</b>	<b>Current Learning</b>
Arithmetic Readiness	62% Mastered	75% Mastered
Real Numbers and Variables	39% Mastered	54% Mastered
Linear Equations and Inequalities	35% Mastered	37% Mastered
Functions, Lines, and Systems of Equations	16% Mastered	18% Mastered
Integer Exponents and Polynomials	9% Mastered	16% Mastered
Rational Expressions and Proportions	11% Mastered	20% Mastered
Radicals and Rational Exponents	2% Mastered	25% Mastered
Complex Numbers and Quadratic Equations	0% Mastered	1% Mastered

Note: n=the number of students completing the all assessment modules from the beginning to end.

<b>Instructor 2 – Weekdays (n=12 of 33)</b>		
<b>49 of 300 Topics Mastered</b>	<b>Initial Assessment</b>	<b>Current Learning</b>
Arithmetic Readiness	37% Mastered	60% Mastered
Real Numbers and Variables	23% Mastered	45% Mastered
Linear Equations and Inequalities	17% Mastered	35% Mastered
Functions, Lines, and Systems of Equations	7% Mastered	21% Mastered
Integer Exponents and Polynomials	3% Mastered	13% Mastered
Rational Expressions and Proportions	2% Mastered	8% Mastered
Radicals and Rational Exponents	0% Mastered	9% Mastered
Complex Numbers and Quadratic Equations	0% Mastered	3% Mastered

<b>Instructor 3 – Saturdays (n=19 of 25)</b>		
<b>72 of 300 Topics Mastered</b>	<b>Initial Assessment</b>	<b>Current Learning</b>
Arithmetic Readiness	52% Mastered	72% Mastered
Real Numbers and Variables	35% Mastered	59% Mastered
Linear Equations and Inequalities	28% Mastered	38% Mastered
Functions, Lines, and Systems of Equations	10% Mastered	19% Mastered
Integer Exponents and Polynomials	6% Mastered	16% Mastered
Rational Expressions and Proportions	4% Mastered	14% Mastered
Radicals and Rational Exponents	8% Mastered	19% Mastered
Complex Numbers and Quadratic Equations	0% Mastered	2% Mastered

<b>Instructor 4 – Saturdays (n=29 of 30)</b>		
<b>68 of 300 Topics Mastered</b>	<b>Initial Assessment</b>	<b>Current Learning</b>
Arithmetic Readiness	52% Mastered	63% Mastered
Real Numbers and Variables	33% Mastered	38% Mastered
Linear Equations and Inequalities	25% Mastered	28% Mastered
Functions, Lines, and Systems of Equations	10% Mastered	11% Mastered
Integer Exponents and Polynomials	5% Mastered	7% Mastered
Rational Expressions and Proportions	3% Mastered	5% Mastered
Radicals and Rational Exponents	3% Mastered	6% Mastered
Complex Numbers and Quadratic Equations	0% Mastered	0% Mastered

<b>Instructor 5 – Saturdays (n=12 of 12)</b>		
<b>49 of 300 Topics Mastered</b>	<b>Initial Assessment</b>	<b>Current Learning</b>
Arithmetic Readiness	37% Mastered	60% Mastered
Real Numbers and Variables	23% Mastered	45% Mastered
Linear Equations and Inequalities	17% Mastered	35% Mastered
Functions, Lines, and Systems of Equations	7% Mastered	21% Mastered
Integer Exponents and Polynomials	3% Mastered	13% Mastered
Rational Expressions and Proportions	2% Mastered	8% Mastered
Radicals and Rational Exponents	0% Mastered	9% Mastered
Complex Numbers and Quadratic Equations	0% Mastered	3% Mastered

<b>Instructor 6 – On-Line (n=6 of 8)</b>		
<b>80 of 300 Topics Mastered</b>	<b>Initial Assessment</b>	<b>Current Learning</b>
Arithmetic Readiness	55% Mastered	84% Mastered
Real Numbers and Variables	38% Mastered	76% Mastered
Linear Equations and Inequalities	31% Mastered	64% Mastered
Functions, Lines, and Systems of Equations	13% Mastered	42% Mastered
Integer Exponents and Polynomials	9% Mastered	32% Mastered
Rational Expressions and Proportions	8% Mastered	28% Mastered
Radicals and Rational Exponents	2% Mastered	38% Mastered
Complex Numbers and Quadratic Equations	0% Mastered	6% Mastered

<b>Instructor 7 – On-Line n=7 of 8</b>		
<b>87 of 300 Topics Mastered</b>	<b>Initial Assessment</b>	<b>Current Learning</b>
Arithmetic Readiness	62% Mastered	75% Mastered
Real Numbers and Variables	39% Mastered	54% Mastered
Linear Equations and Inequalities	35% Mastered	37% Mastered
Functions, Lines, and Systems of Equations	16% Mastered	18% Mastered
Integer Exponents and Polynomials	9% Mastered	16% Mastered
Rational Expressions and Proportions	11% Mastered	20% Mastered
Radicals and Rational Exponents	2% Mastered	25% Mastered
Complex Numbers and Quadratic Equations	0% Mastered	1% Mastered

### **Use of Results**

The results from the First-Year Experience will be used as benchmarks for future academic years. The program will continue to implement academic initiatives until results can be implemented for consecutive years. A more concentrated effort will be made to record the numerous student contacts made by office staff. The math utility information will be used to determine if ALEKS is a viable option for our summer math students and if it is cost effective..

### **Goal 3**

#### **Improving CHANCE Retention and Graduation Rates**

##### **Sub-Goal**

a) Develop intrusive procedural approaches to increase student retention and graduation.

##### **Strategies**

(1) 50% of at risk students will participate in academic study tables by fall 2013.

- (2) 50% of at risk students will receive a call, letter, or email inquiring about their academic performance. \*\*\*
- (3) 100% of CHANCE staff will record student progress reports for assigned freshmen by the 5<sup>th</sup> week of school. \*\*\*
- (4) 50% of CHANCE stop outs will be contacted by 2013 to assess their status and encourage them to reapply. \*\*\*
- (5) 30% of CHANCE freshmen will schedule an appointment with their CHANCE counselors for the fall semester. \*\*\*

**Findings:**

The pilot study for CHANCE’s Peer Led Study Sessions (PLSS) began in the fall 2011. 435 students were assigned to study sessions for Math 108P, 109P, and 110P. More than 300 students were assigned to Math 108. At the completion of the fall semester, 77 students (26%) earned a D or F in Math 108 versus 147 (36%) from the prior year. Overall ratings by the students were positive about PLSS participation.

**Data:**

**CHANCE Freshmen**

<b>Final Math D &amp; F Grade Totals for Fall of 2011, 2010, 2009, 2008, 2007 &amp; 2006</b>					
<b>Fall Semester</b>	<b>Class</b>	<b>Final Grade</b>	<b>Final % of Total</b>	<b>Total Students in MATH class</b>	
2011	MATH108	<b>77</b>	26%		301
	MATH109	<b>34</b>	30%		
	MATH110	<b>3</b>	30%		
2010	MATH108	<b>147</b>	36%		406
	MATH109	<b>30</b>	26%		
	MATH110	<b>5</b>	50%		
2009	MATH108	<b>123</b>	32%		383
	MATH109	<b>34</b>	32%		
	MATH110	<b>2</b>	18%		
2008	MATH108	<b>172</b>	39%		445
	MATH109	<b>19</b>	28%		
	MATH110	<b>2</b>	52%		
2007	MATH108	<b>128</b>	33%		386
	MATH109	<b>40</b>	33%		
	MATH110	<b>4</b>	24%		

2006	MATH108	142	40%	351
	MATH109	43	28%	151
	MATH110	4	29%	14

### Peer Led Study Sessions Comments Fall 2011

#### How has PLSS helped you prepare for exams/quizzes?

Yes, it has given me more guidance and extra practice before each class.  
 It helped me keep a better understanding of the material.  
 With a specific topic/subject I'll ask for help and we would make up problems to practice.  
 By going over homework and previous quiz questions that we didn't understand.  
 My PLSS always made study guides which were very helpful.

#### What is most helpful about this PLSS course?

Homework can get done.  
 Going over problems that we didn't understand.  
 My instructor helped me until I knew how to do the material; he literally didn't let me leave if I did not know how to do the problem because he wanted me to get good grades.  
 He gives us problems to do on the board.  
 It helped that it was a student because they are easier to talk to than an actual instructor.

#### Please list any suggestions for your instructor to improve the PLSS course.

Kick out people that don't come.  
 Maybe make it Wed. & Fri. Monday nobody has work.  
 Cancel Friday class.  
 There is nothing to improve.  
 Make it mandatory for the people that struggle in math like me.

#### Additional comments

I may not have passed all of my exams but the improvement within my understanding with the math course was remarkable. The only thing I didn't like about the lab was that it was late at night and it should have on the earlier end.

Maybe it should stick around for next semester in case I forget something or need general help.

Very grateful that Felix stayed two hours after class with me most of the time to help me with my math when I needed it.

#### Use of Results

Students' feedback from PLSS will be used to plan for future math study session and support student academic interests in the freshmen courses.

### PRIORITY TWO

#### Goal 4

#### Evaluation Plan

Sub-Goal

a) Evaluate the effectiveness of CHANCE support services.

- (1) 25% of students will respond to the CHANCE Student Experience Survey
- (2) 50% of UNIV course evaluations will be completed each year. \*\*\*
- (3) Schedule at least one student focus group by class/year each academic year. \*\*\*

(4) Survey program students every 3 years starting 2013. \*\*\*

## Findings

The CHANCE Student Experience Survey was designed to explore how CHANCE students perceive the NIU learning environment. The instrument examined student demographics, academic plans, evaluation of the CHANCE Program, student perceptions and goals, and use of technology and resources. The survey was administered in the fall semester of 2010.

The survey sample consisted of 979 students. A total of 316 (32%) students responded to the CHANCE Program Student Experience Survey. These student respondents ranged from freshmen through senior status.

Below are brief highlights of the responses by section and topic.

### STUDENT PROFILE

This section covers a broad range of questions, primarily addressing student demographics. Topics such as: college standing, ethnicity, gender, sexual orientation, & employment are included.

A few highlights of this section:

- College Standing: Most of the respondents were first-year students (50.3%).
- Parents' level of education: 52.4% of respondents indicated that at least one of their parents did attend college, yet 71.9% of respondents indicated that their parents did not have a four year degree.
- First Language: Most respondents indicated that English is their first language (82.0%).
- Ethnic Identity: Most respondents identified themselves as Black/African-American/African (65.9%).
- Gender Identity: 66.8% of respondents identified as female.
- Sexual Orientation: 4.5% indicated themselves as a minority in terms of sexual orientation.
- Student Employment: A total of 70.5% respondents indicated that they were not employed.
- Living Situation: 72.0% of respondents indicated that they were living on-campus.
- Commuting to Campus: Most respondents indicated that they walk or take the bus.
- Alternative Transportation: One third of students use some form of transportation other than a car (driving alone or with children) more than half of the time when taking trips to and from campus.

### ACADEMIC PLANS

This section covers a broad range of questions, primarily addressing academic experiences: academic plans, academic workload, choice of major, and course availability are summarized in this section.

A few highlights of this section:

- Choice of Major: The greatest proportion of respondents indicated an interest in Nursing & Pre-Nursing (31), Business (24), Sociology (17), and Psychology (15).
- Academic Workload: 63.6% of respondents felt their academic workload was "Just Right."
- 93.1% of respondents took daytime, full-time program(s) courses fall semester of 2010.
- Field of Study: The greatest proportion of respondents indicated an interest in Nursing & Pre-Nursing, Business, Sociology, and Psychology.
- Academic Choices: The College of Liberal Arts and Sciences and the College of Health and Human Sciences were the two colleges most indicated by respondents.

- Satisfaction of Subjects: Most students were very or quite satisfied that they can study the subjects they are interested in at NIU with a rating average of 3.92 out of 5.
- Course Availability: 91.9% of all respondents were able to enroll in their first choice of academic offerings for the fall 2010 semester.
- Academic Plans: 74.6% of respondents indicated that they intend to stay at NIU to earn a bachelor's degree.

## **EVALUATION OF CHANCE PROGRAM**

This section covers a broad range of questions, primarily addressing student experiences and satisfaction with the CHANCE program.

A few highlights of this section:

- 70.9% strongly agreed that their CHANCE counselor provides/provided sufficient academic guidance and support.
- 70.6% of respondents indicated that they would definitely encourage other students to attend NIU through the CHANCE program.
- In the open ended questions the majority of respondents praised the program for the amount of support provided.

## **STUDENT PERCEPTIONS & GOALS**

This section covers an extensive range of questions, primarily addressing student perceptions and goals. Students indicated their level of confidence, satisfaction, and growth, in a variety of areas. Students' long term goals, views of diversity, and experiences at NIU are also included in this section. The response numbers for each question are listed in the data section.

A few highlights of this section:

- The majority of respondents were either very confident or quite confident about questions in regards to the quality of education that NIU provides and their ability to be successful afterwards. More respondents indicated that they will be able to pursue further education in the future than any other category.
- The majority of respondents were either very confident or quite confident about their ability to meet life-long goals as well as personal growth at NIU. More respondents were very confident that they will have the kind of emotional support from family and friends that they need than any other category.
- The majority of respondents were at least satisfied with the classes, faculty, and academics at NIU. More respondents indicated that they were very satisfied classes as a way of learning than any other category.
- The majority of respondents were at least satisfied with the social interaction, community support, and diversity at NIU. More respondents indicated that they were very satisfied with their social experiences and the amount of diversity at NIU than any other category.
- The majority of respondents indicated their NIU experiences have contributed quite a bit to their growth in a variety of academic skills and skills necessary to be successful in the workplace. More respondents indicated that their NIU experience contributed a lot to learning independently than any other skill.
- Students were asked to rate the importance of a variety of goals. Gaining expertise in a particular field and being prepared for further education (graduate, professional, or doctoral) ranked higher for students than any other goals.
- 46.6% of all respondents indicated that diversity on campus is very important to them.
- 54.2% indicated at least quite a bit of respect for different backgrounds, perspectives, and lifestyles.
- Most students indicated that their experiences did not differ from their expectations at NIU. The students that did see a difference usually found it to be above expectations.

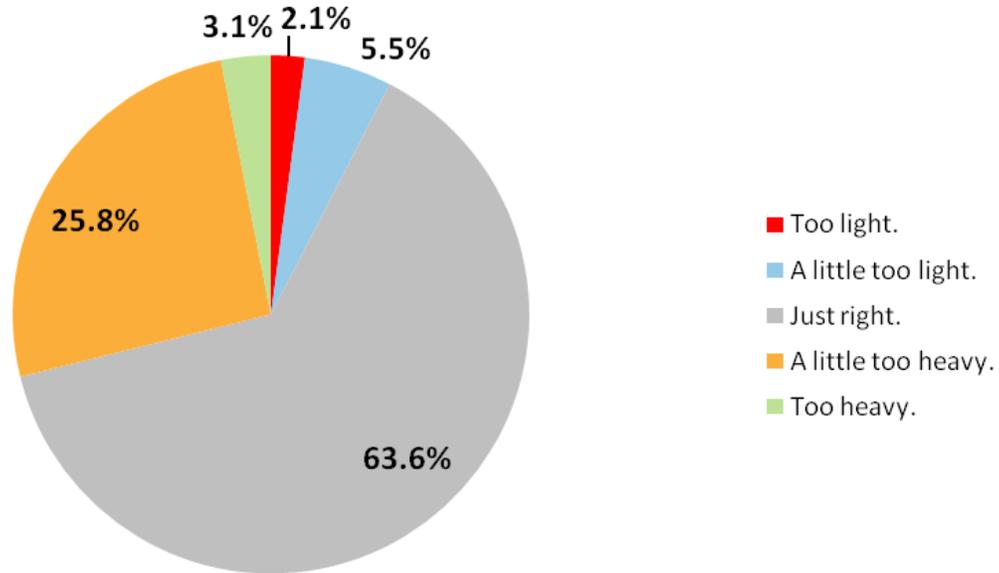
## **USE OF TECHNOLOGY & CAMPUS RESOURCES**

This section covers a variety of questions, primarily addressing student use of technology and campus resources. Students indicated whether or not they owned a computer, as well as, their growth using various software programs. Students also indicated their use of a number of campus resources.

A few highlights of this section:

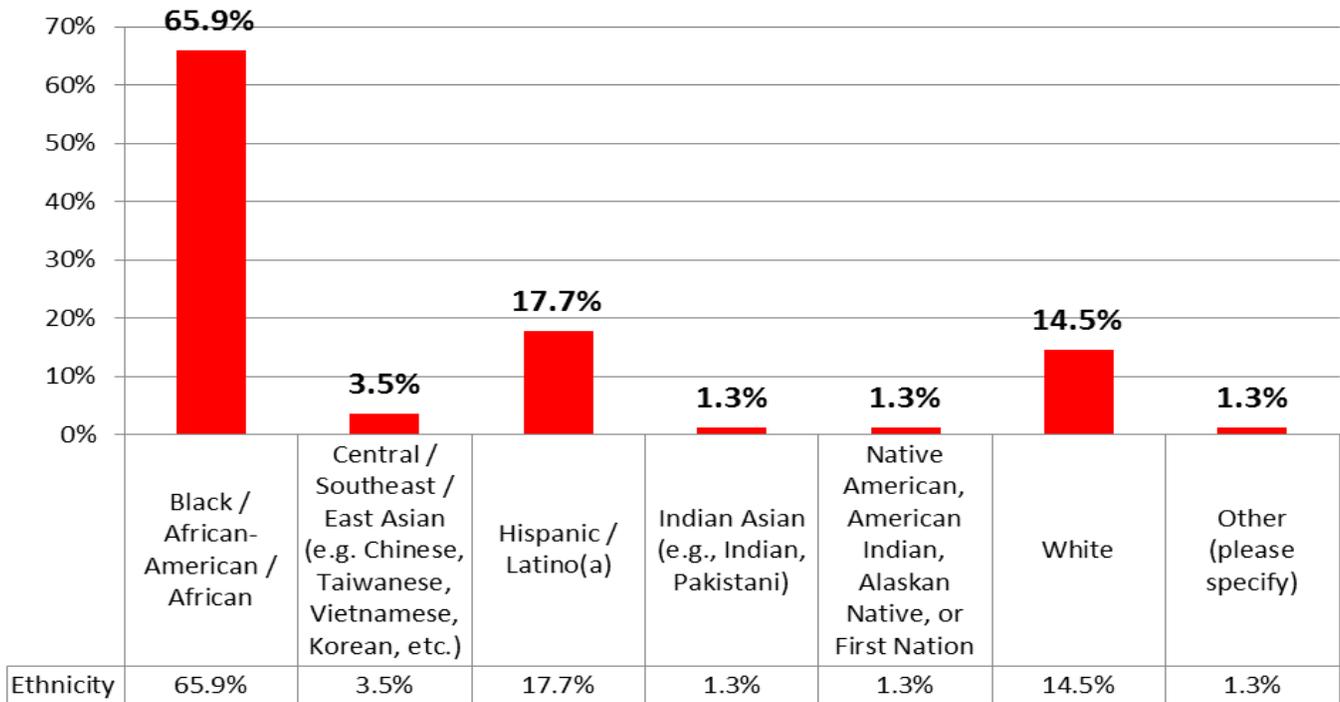
- 86.6% of respondents indicated that they own a computer.
- Most respondents felt that NIU experiences contributed greatly to their growth with various software programs used for researching, writing, & problem solving.
- Most respondents felt that NIU experiences did not contribute to their growth with more technical and scientific software programs.
- More respondents indicated that they use the NIU Student Web Mail, NIU website, Financial Aid, Campus Bus, and Campus Library more than any other campus resource categories.

### How does your academic workload seem to you this year?

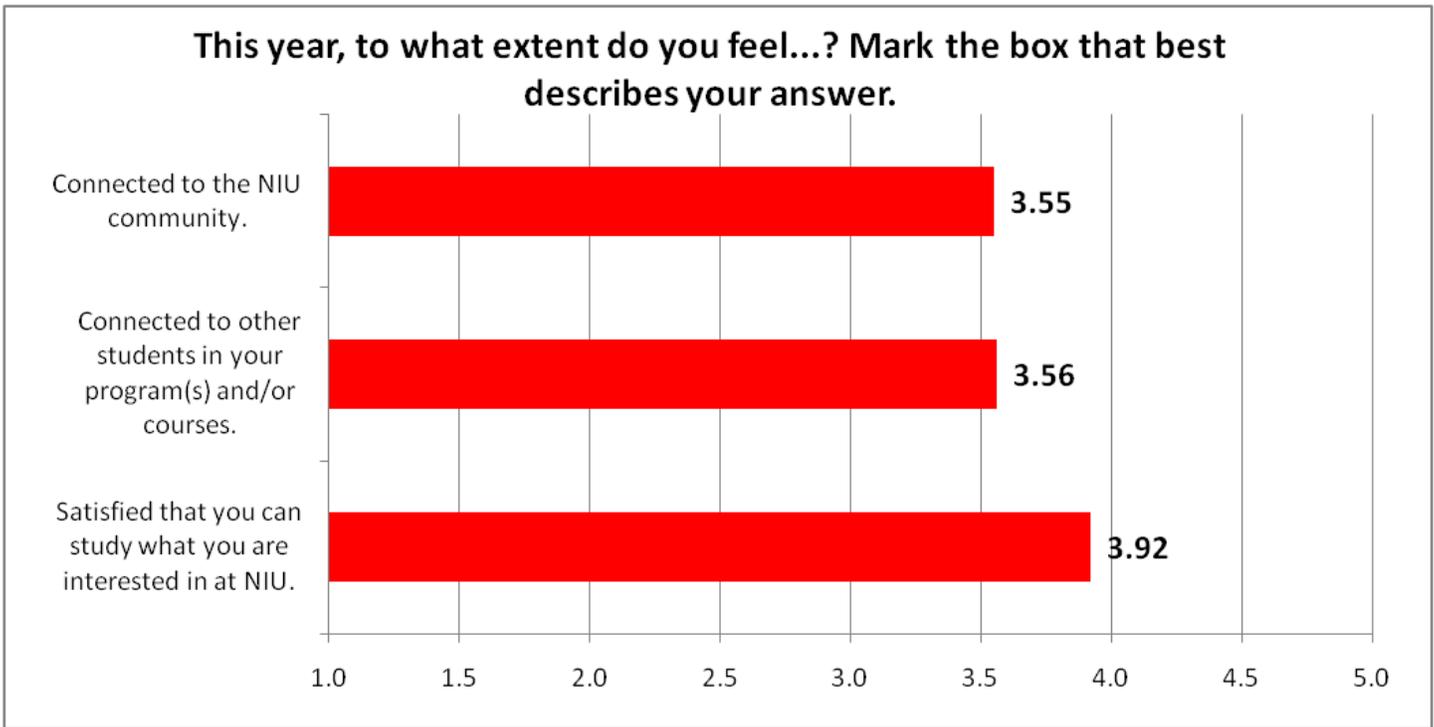


63.6% of respondents felt the academic workload was just right.

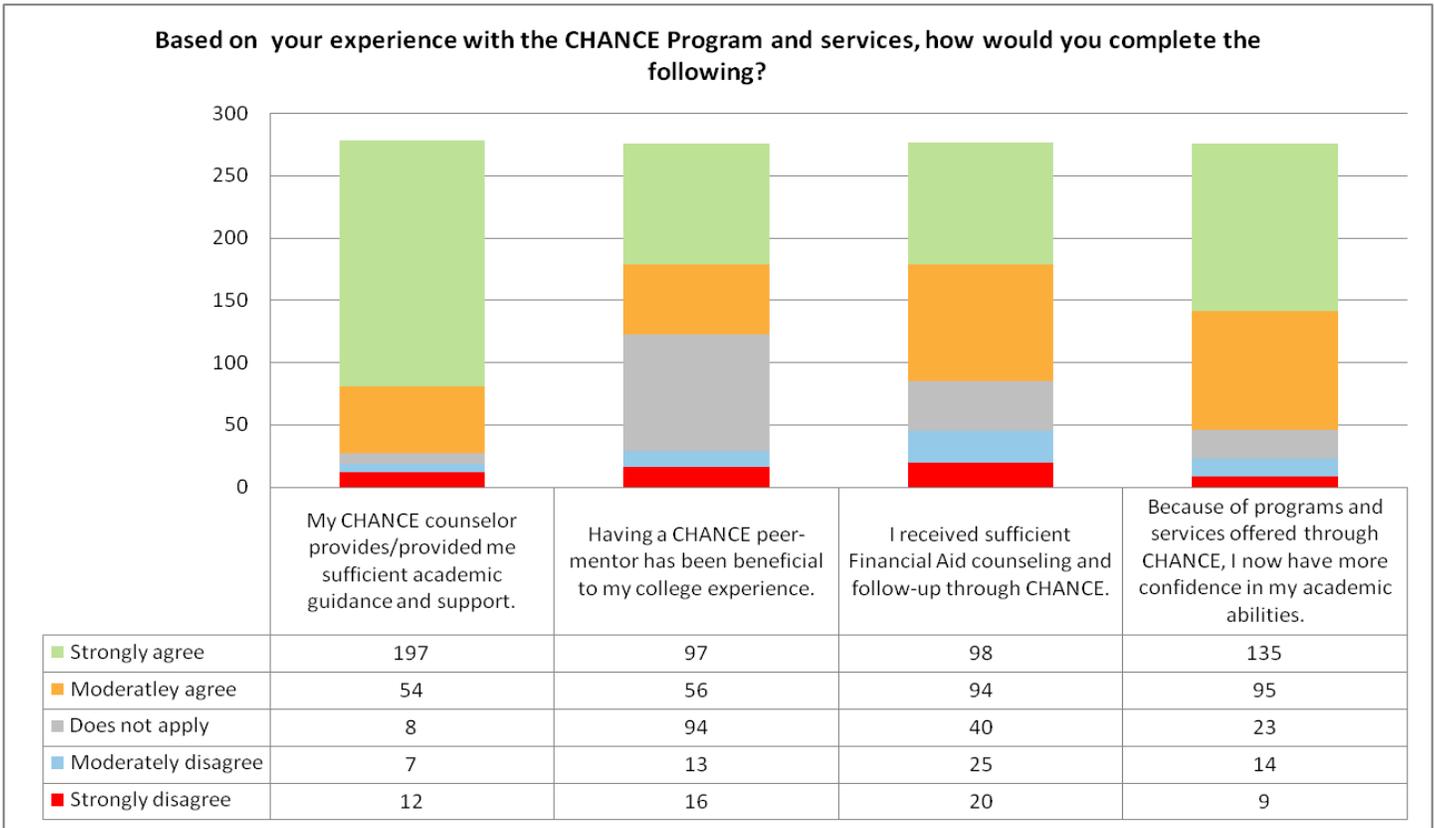
### How do you describe your ethnicity?



65.9% of respondents indicated their ethnicity as Black/African-American/African

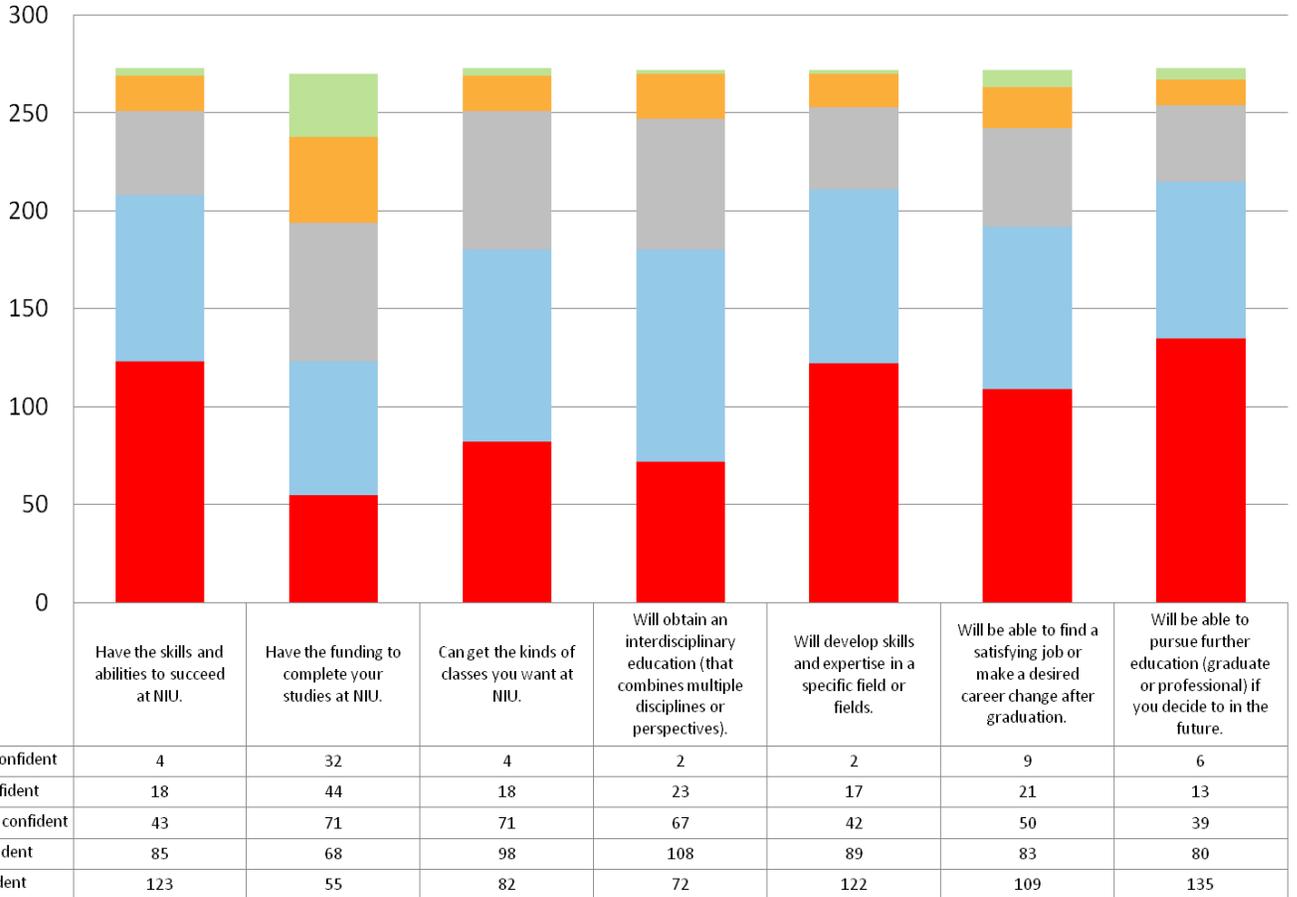


Most students were satisfied with their studies and the community at NIU.



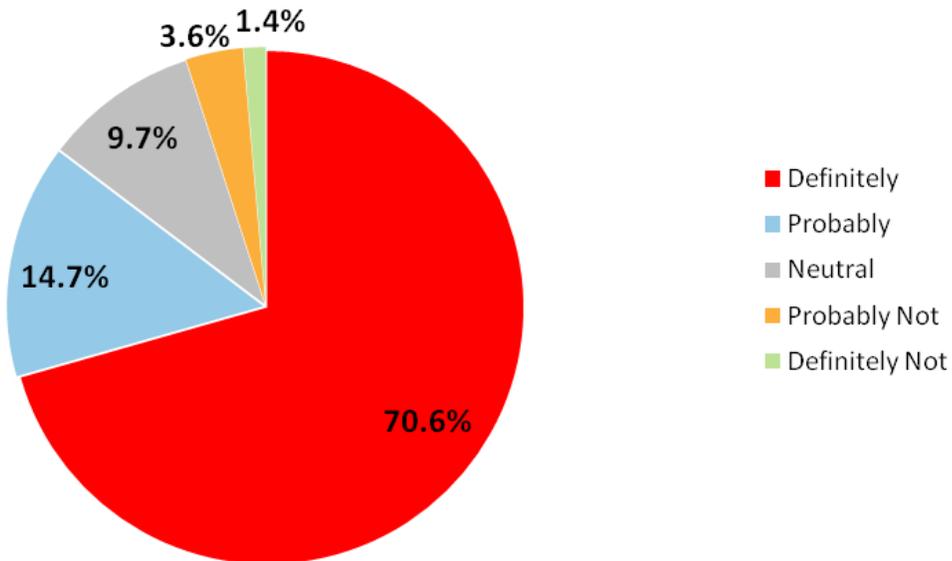
Most students indicated positively about the CHANCE Program.

How confident are you that you ..? Mark the box that best describes your answer.



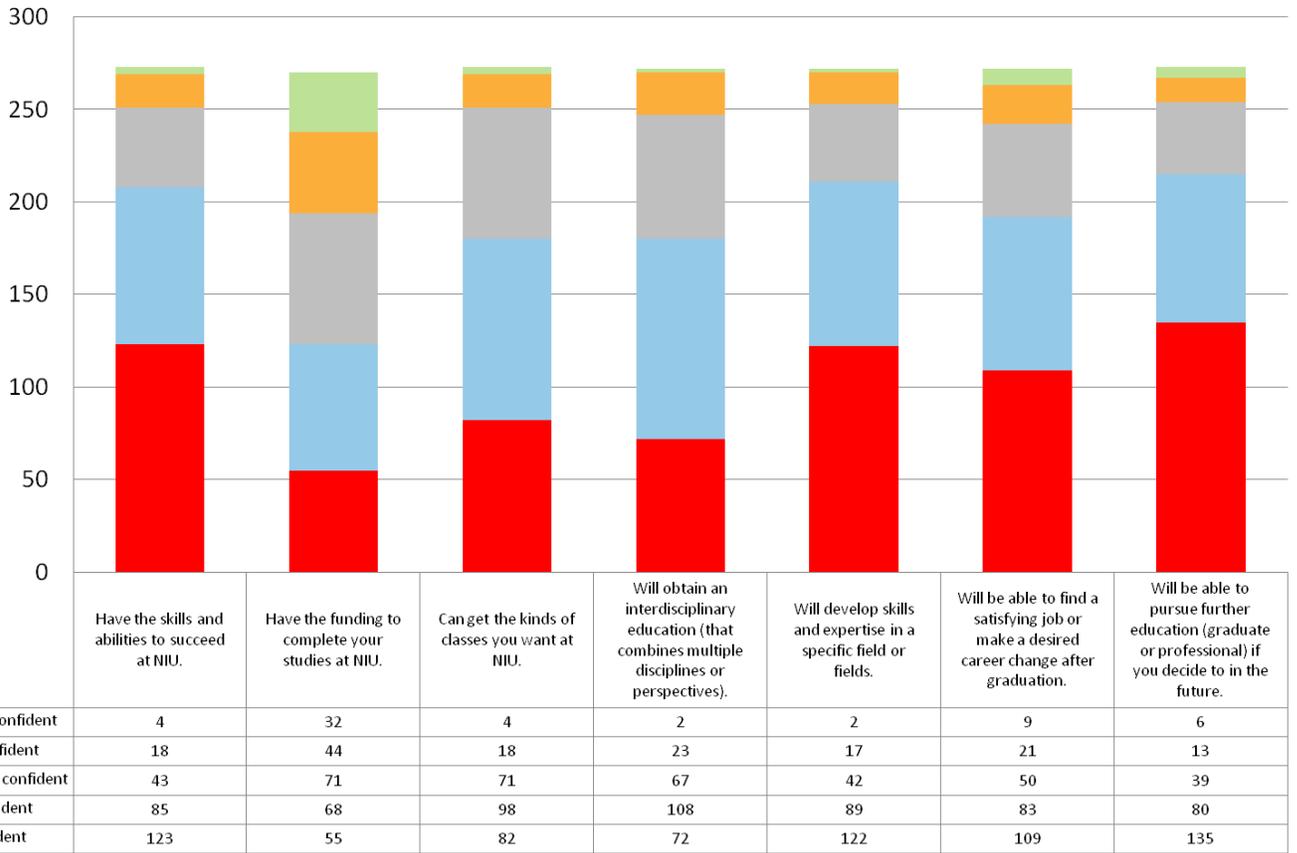
More than half of the students were at least somewhat confident.

Would you encourage other students to attend NIU through the CHANCE Program?



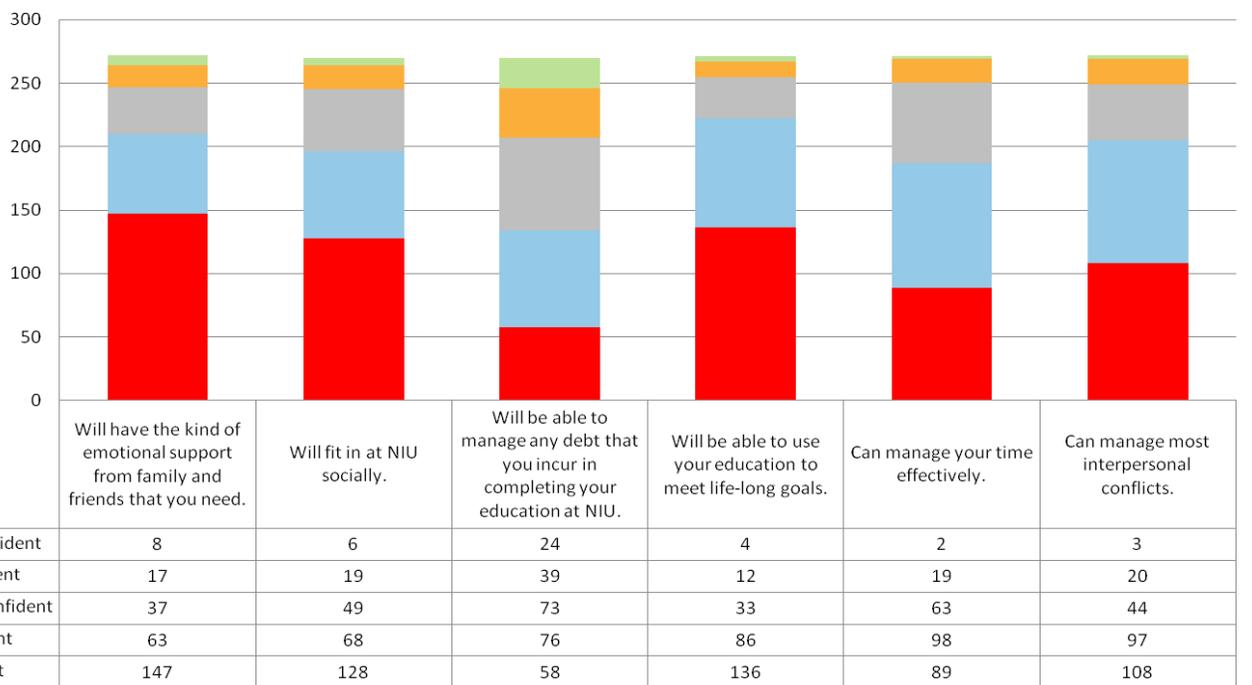
70.6% of respondents would definitely recommend the CHANCE Program.

**How confident are you that you ..? Mark the box that best describes your answer.**



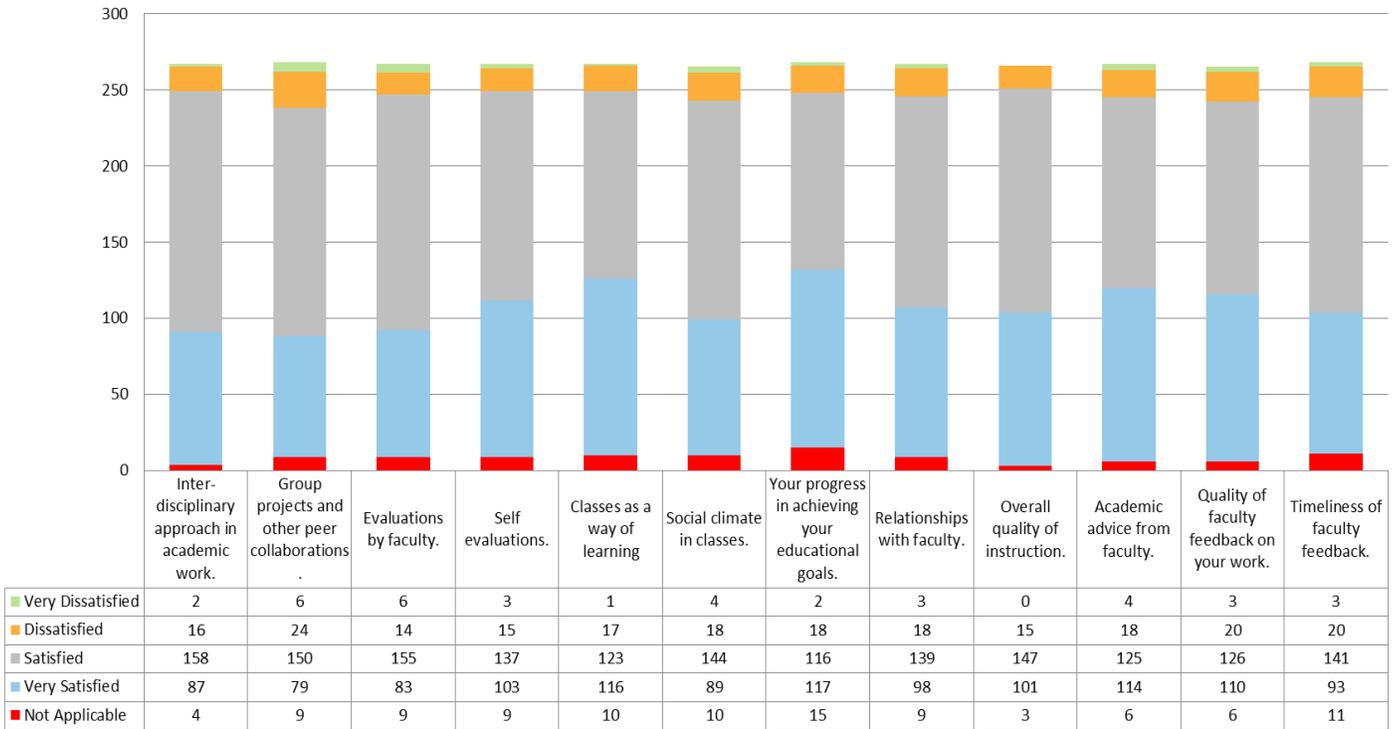
More than half of the students were at least somewhat confident.

**How confident are you that you..? Mark the box that best describes your answer.**



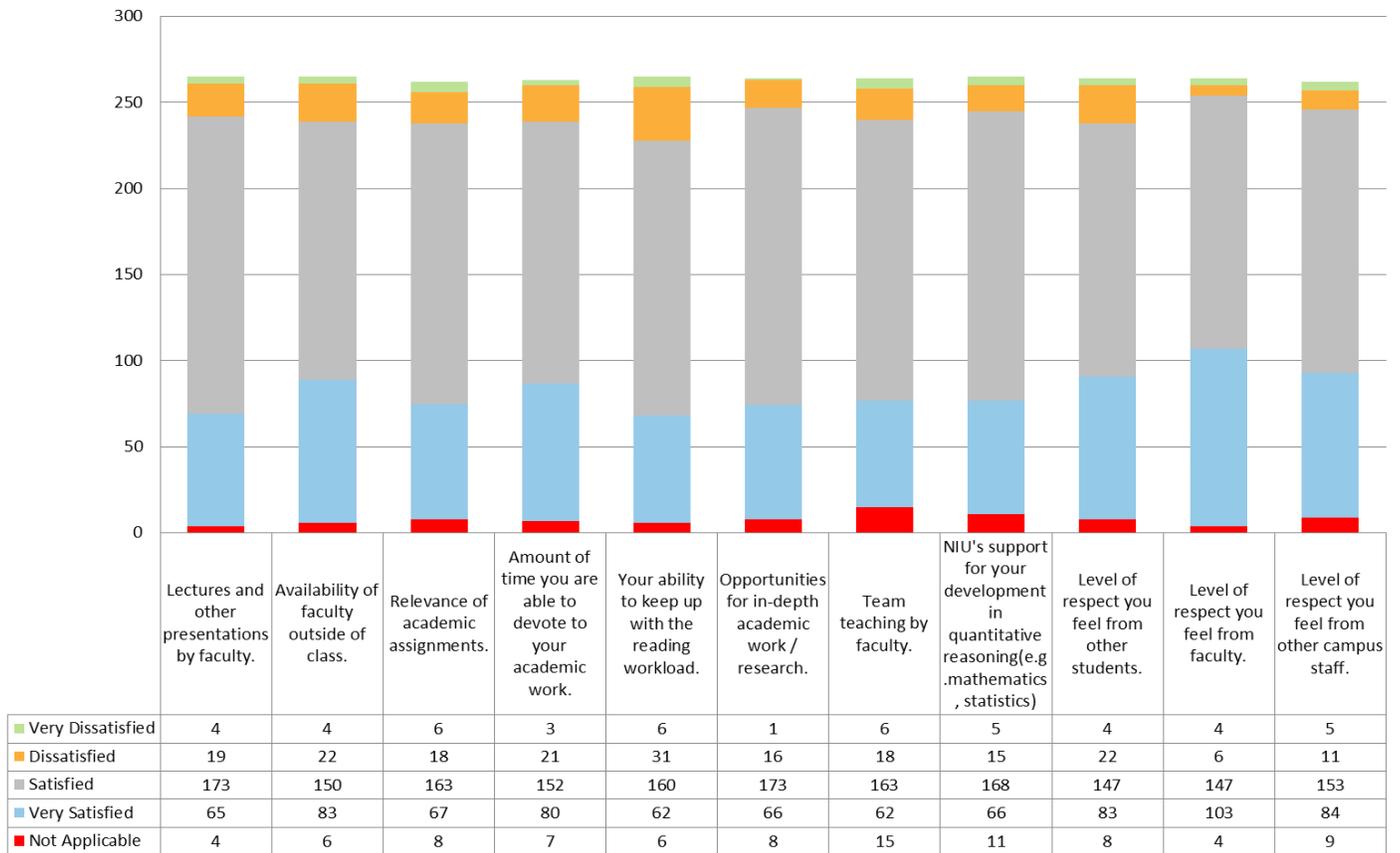
More than half of the students were at least somewhat confident.

**This year, how satisfied are you with...? Mark the box that best describes your answer.**



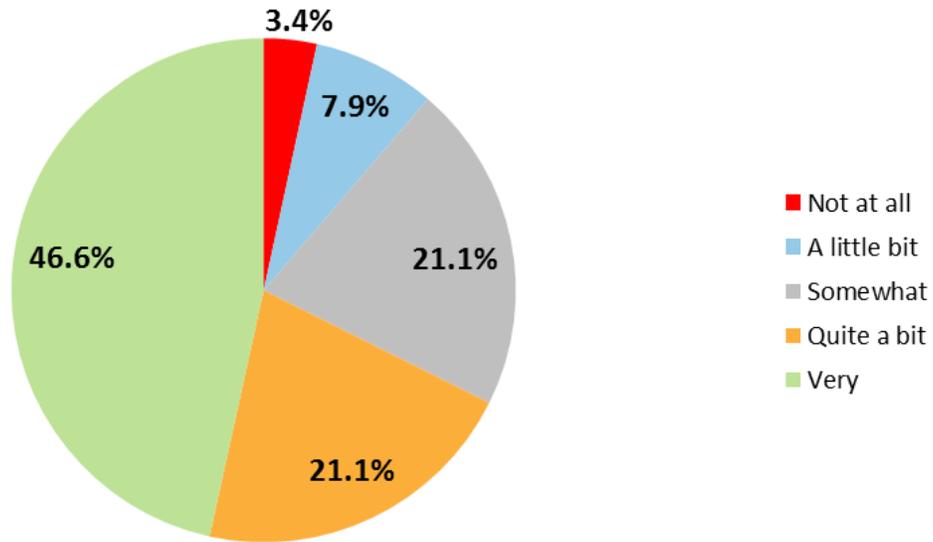
Most students were at least satisfied with the academics related topics in question.

**This year, how satisfied are you with...? Mark the box that best describes your answer.**



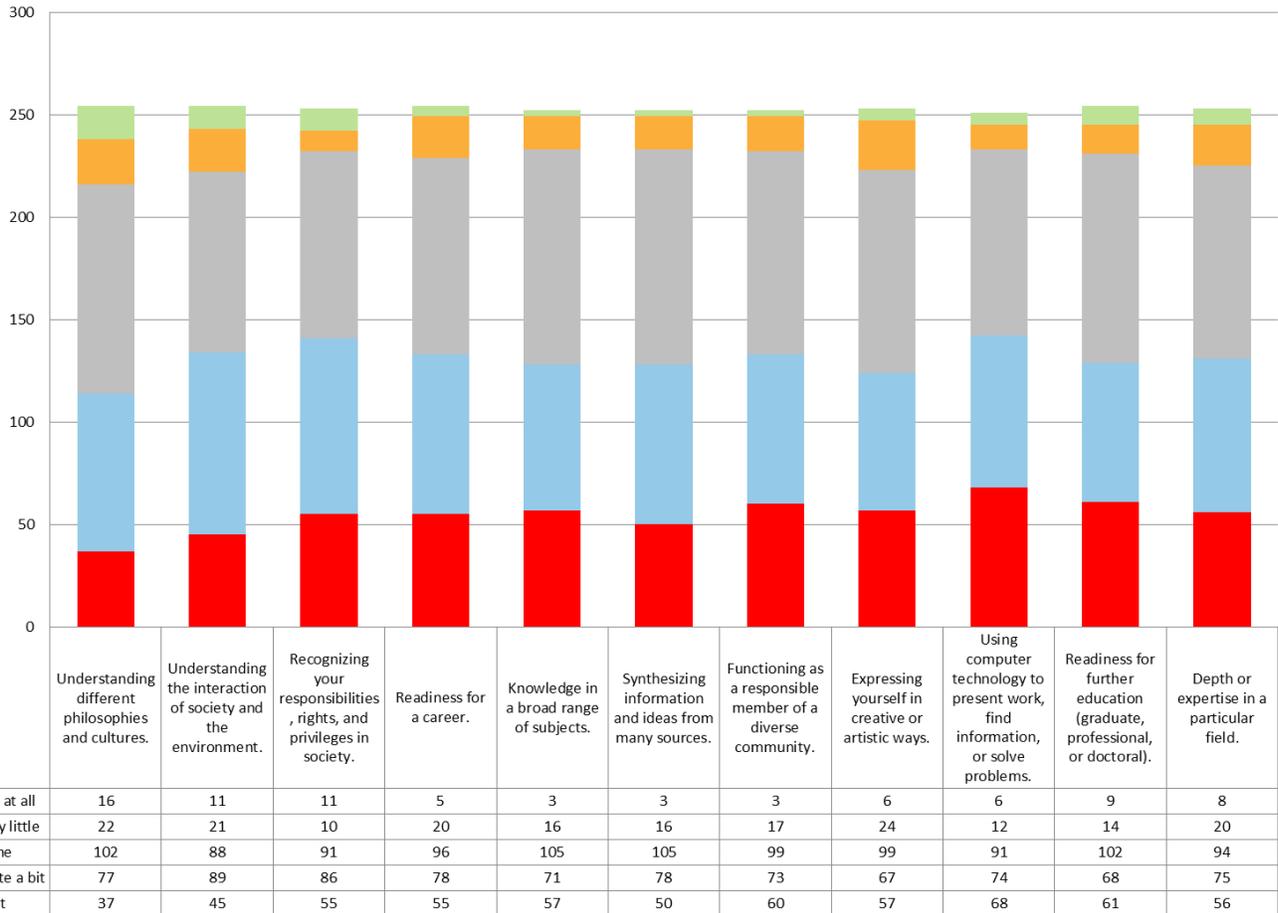
Most students were at least satisfied with the academics related topics in question.

### How important do you think diversity on campus is to your learning?



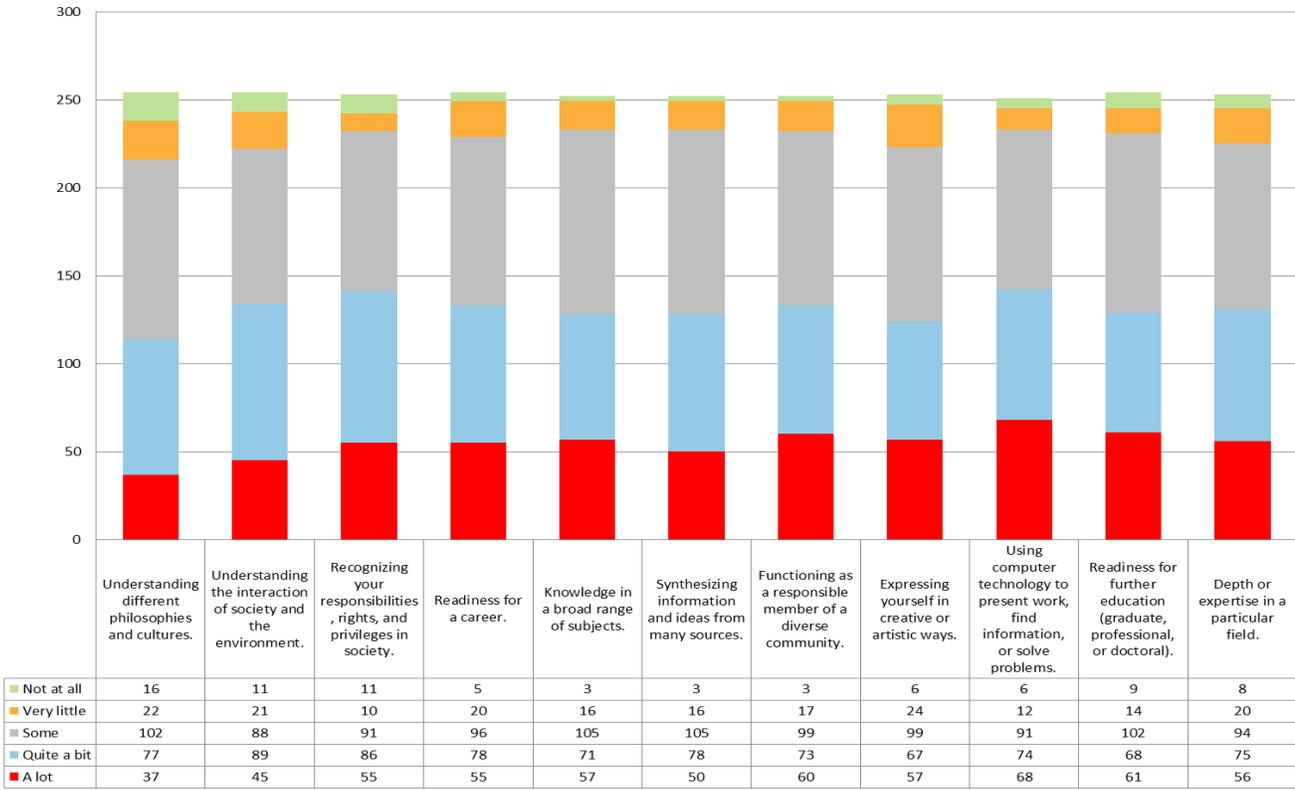
46.6% of respondents indicated that diversity on campus is very important.

### To what extent have your NIU experiences contributed to your growth in each of the following? Mark the box that best describes your answer.



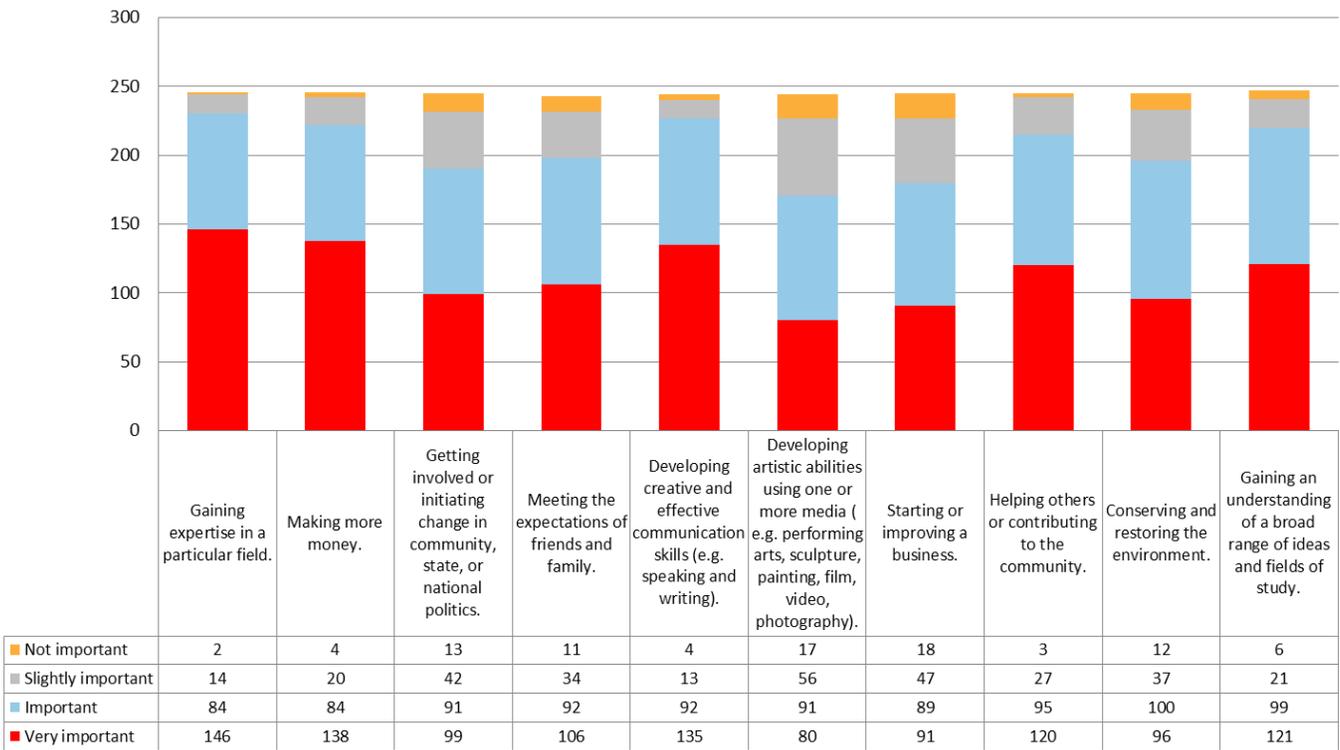
Most students felt that their experiences contributed to their experiences.

**To what extent have your NIU experiences contributed to your growth in each of the following? Mark the box that best describes your answer.**



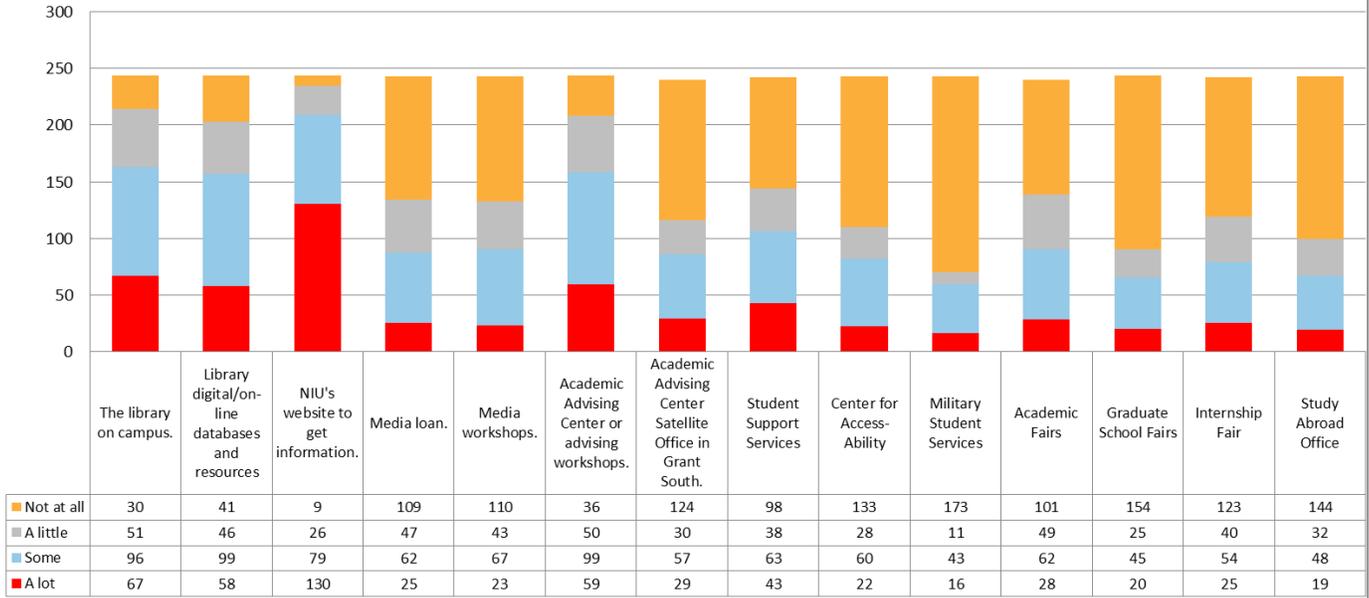
Most students felt that their experiences contributed to their experiences.

**In earning your college education, how important are the following goals?**



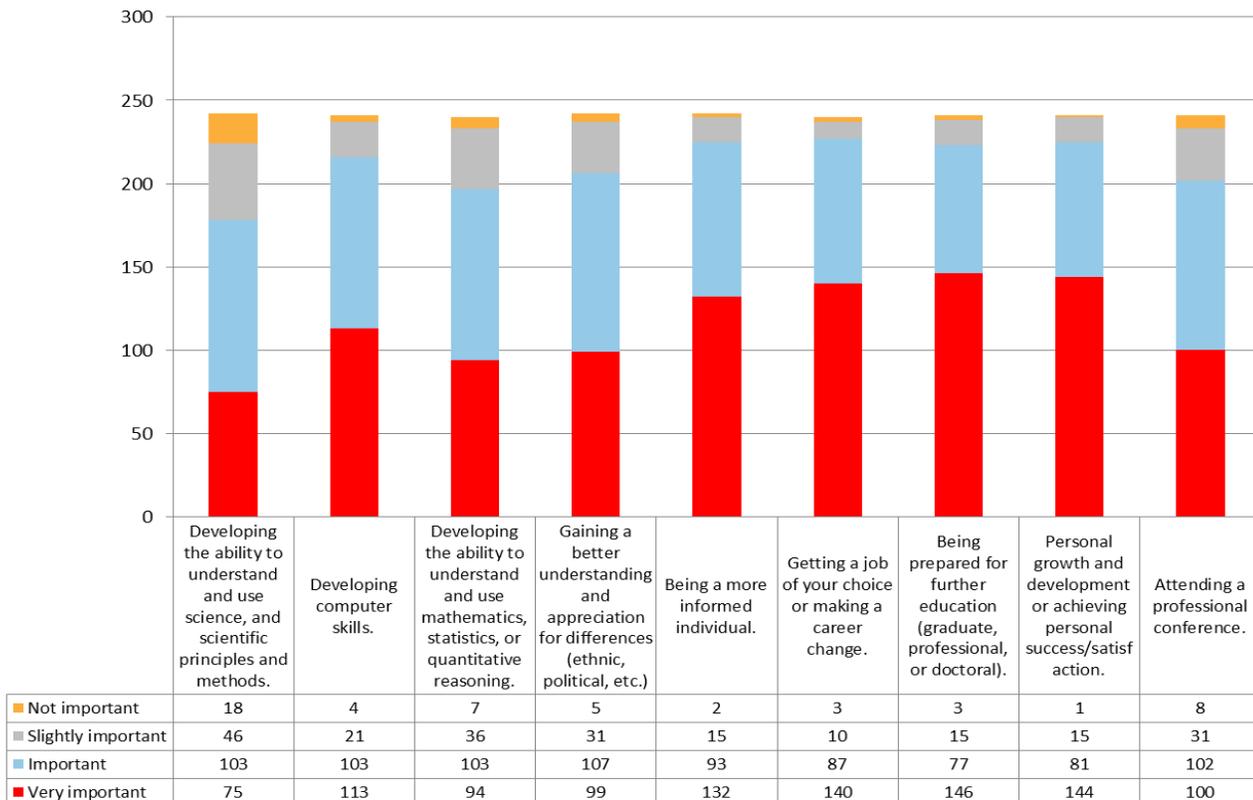
Most students felt that the goals in question were at least important.

**How often have you used the following campus resources so far this academic year?**



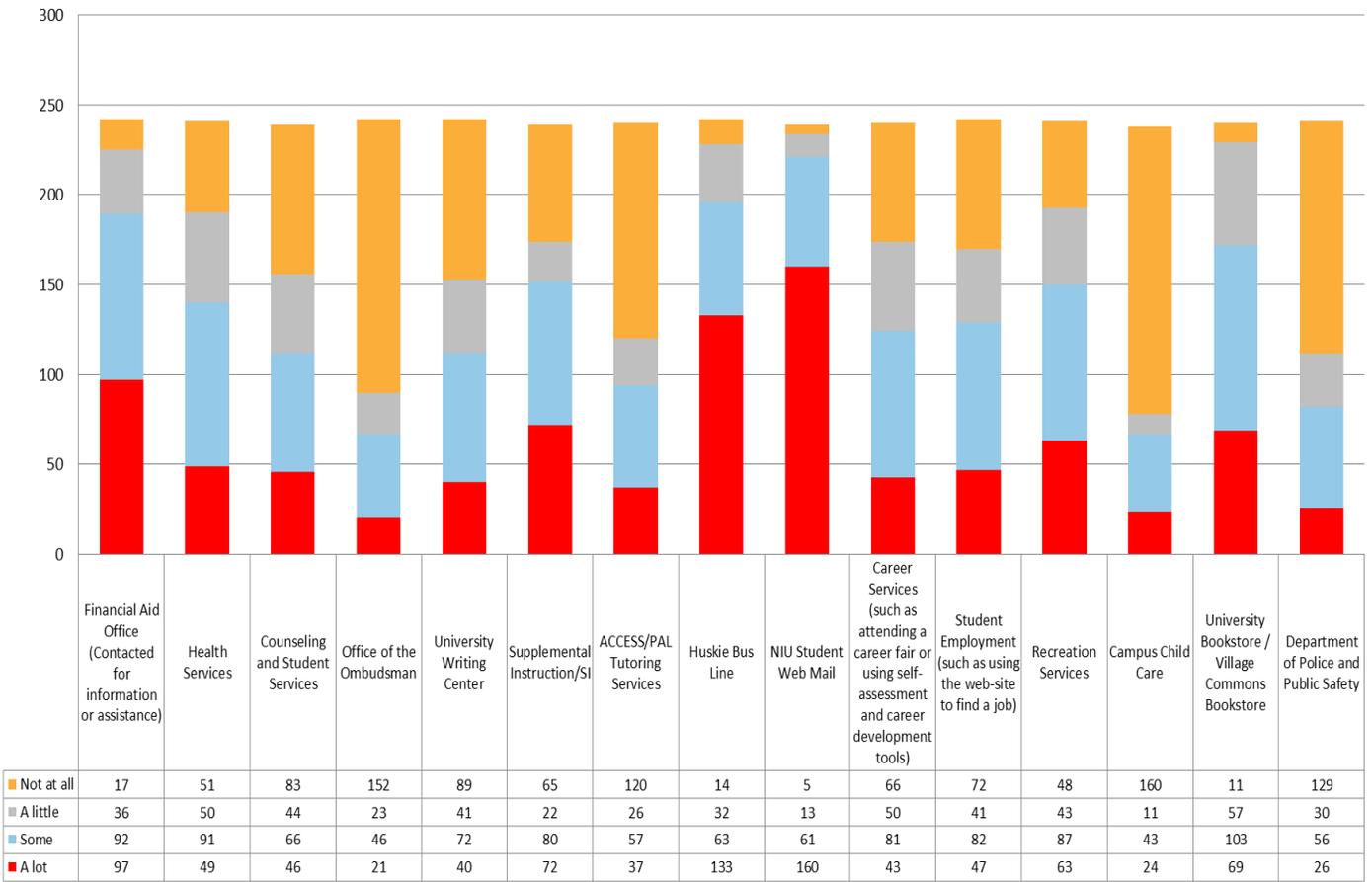
Students had mixed responses in regard to how much they used campus resources.

**In earning your college education, how important are the following goals?**



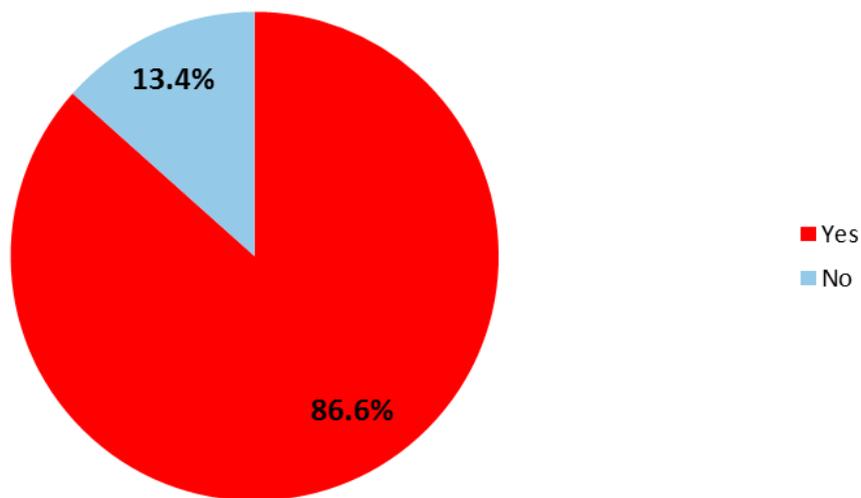
Most students felt the goals in question were at least important.

### How often have you used the following campus resources so far this academic year?



Students had mixed responses in regard to how much they used campus resources.

### Do you own a computer?



86.6% of students own a computer.

## Use of Results

The results will be used to share with our NIU partners in academic and student affairs offices. In addition, areas that need improvement or additional support will be enhanced and included in future use of goals and objectives.

## Goal 5

### Expand Pre-College Initiatives

#### Sub-Goal

- a) Enhance and develop pipeline programs for CHANCE students.
  - (1) Increase enrollment of Saturday and Summer mathematics initiatives by 20% each year.
  - (2) Secure funds to award at least 80% of math initiative students a fall scholarship.\*\*\*

## Findings

Students enrolled in Math 108 at NIU are only allowed to take the course once. If they fail the course they must take the course at a community college or another university. The creation of the math summer initiatives are designed to enhance students' skills so that they can retake the math placement tests with the potential benefit of placing in Math 109. Our goal for the summer math initiatives was to increase the student enrollment by 20% each year. From 2010 to 2011 CHANCE increased enrollment by in the summer initiative by 61%. An additional class was offered in Naperville and students and parents were informed through a letter that the math initiative was mandatory. Our data shows an increase of students placing in a higher mathematics course after completing the summer math program. Math 109 or Math 110 placement percentages increased to: 2009 – 59% and 2010 – 47% for Math 109 and 10% for Math 110 and; 2011 – 52% for Math 109 and 7% for Math 110. More detailed information is in the chart below.

## Data

### Summer Math

Summer 2009	Pre-test placements		Post-test placements	
Math 108	32	82%	16	41%
Math 109	7	18%	23	59%

n=39

Summer 2010	Pre-test placements		Post-test placements	
Math 108	40	90%	19	43%
Math 109	4	10%	21	47%
Math 110	0	0%	4	10%

n=44

Summer 2011	Pre-test placements		Post-test placements	
Math 108	67	94%	28	39%
Math 109	4	6%	37	52%
Math 110	0	0%	5	7%

n=71

## Use of Results

The results from this initiative will be used for future planning. We will analyze the impact of the approaches used to determine if we can increase the number of students retesting to Math 109.

### Student comments about the Summer Mathematics initiatives include:

#### 2009

##### Explain how you feel about mathematics now as compared to before you took this class.

“Before this class, math was a very stressful concept for me. The simplest of problems would stress me out because I would over think every detail missing the basics of what I needed to know. This class has made me more confident in my math skills. I’ve learned multiple methods to solving equations and am beginning to have more patience with learning and solving equations. Also, I’ve kind of eased my fear of math by actually learning how to do the math on my own w/o a calculator. I’ve realized that in using my calculator I never really had to know what I was doing in order to get the right answer”.

#### 2010

##### Before taking this class, what kinds of math problems did you find the most difficulty?

- Percent, fractions, and inequalities but now I understand them fully.
- Fractions and percent because I hate big numbers and signs but the tools Mr. Moody taught me made me more equipped to combat those problems.
- I found everything difficult when I first walked in here. I hated it but now that I’m walking out I feel better and confident about math.
- Fractions, taking test and going blank. I feel great about math. I kind of like it now.
- I felt that problems with variable were horrible. I feel more confident in tackling the problem and attempting to do it, rather than leaving the problem blank.

#### 2011

##### Student Comments about the Summer Math Program

- Over the past three weeks my math has gotten better. I am a lot more confident when it comes to mental math. Going over problems and practicing every day helped me improve my math skills.
- The first week was very good. I have learned much more about math more than any of my classes in high school. Math started out easy, but as the weeks progressed it became challenging. My instructor is very informative and makes steps simple. I hope summer camp remains the same for the next five weeks.
- My first week of NIU Summer Math was very informing. I learned a lot more in a week than in my whole high school career. It was very helpful to me and I met people who are smart but also struggle like me. I learned a lot without a calculator.
- I thought it was awesome. Mr. Moody is the bomb! I really like lunch hour. It’s easy to learn and I’m more confident in math now. The no calculator rule is a great way to learn.
- My opinion on the first week of the Math College for CHANCE was that it was helpful. Mr. Moody has been a great teacher. He repeats the work for us to understand it. I actually went home and thought about numbers. I feel like it’s a lot of math but it’s worth it.
- Over the past 3 weeks, I have learned how to solve fractions, find the purchase price of something, how to solve equations, and etc. This class has really helped me a lot.
- Being in this math class and in this program has been very beneficial in and outside of math. I’ve learned that math is used everywhere in life and mastering each skill is truly a great talent. I understand the importance of learning math and even if I don’t think it will

help me in my major or skill that I wish to learn I know that it is a great thing to learn because you never know....

- Our 3 weeks so far I feel like Mr. Moody has already taught me more than I learned in my 4 years of high school. I'm not very good at math, so doing it on my own is a challenge. I do plan on completing it in the next two weeks. I also plan on testing into Math 109. But as for what I've learned so far I am very grateful.
- Over these past three and a half weeks I have gotten what I like to consider a "refresher course" for math. I have greatly improved on my fractions and decimals. This class has been very helpful. Considering I didn't want to come to the class. I now have a somewhat better understanding of the subject.
- After three weeks I have learned fractions, like actually learned fractions. Also I have gotten better without using calculators
- I've learned a lot so far. I'm actually glad I've accomplished solving fractions. That was my main struggle and being in this class helped me a lot.
- My best kept secret about math is that this program basically taught me everything about fractions, adding them, multiplying them and dividing them. This program also taught me how to do word problems; I did not know how to make an equation out of them. This program is a big help.
- I would always rely on my calculator, even for simple math, just to save time. But once I got to this class, when I couldn't use my calculator...my brain forgot everything about simple math. One I got into this class it reminded me about everything I forgot. Easy things like multiplication. But my secret was that I never learned the concept of how to divide. I am thankful for this program because it is helping me.
- I feel better about math in every way. I am better prepared for it. Math isn't that hard anymore. Taking notes about it makes it easy. You have to practice problems a lot.

## **Goal 6**

### **Recruitment**

#### Sub-Goal

a) Develop a comprehensive recruitment model designed to identify, recruit, and admit a diverse population of students through CHANCE.

- (1) Schedule 10 campus visits with target high schools starting fall 2012. \*\*\*
- (2) Participate in 2 recruitment fairs each year starting fall 2012. \*\*\*
- (3) Plan a recruitment activity with the Latino Resources Center for the spring semester 2011.
- (4) Create and write a brochure Spanish by 2011.

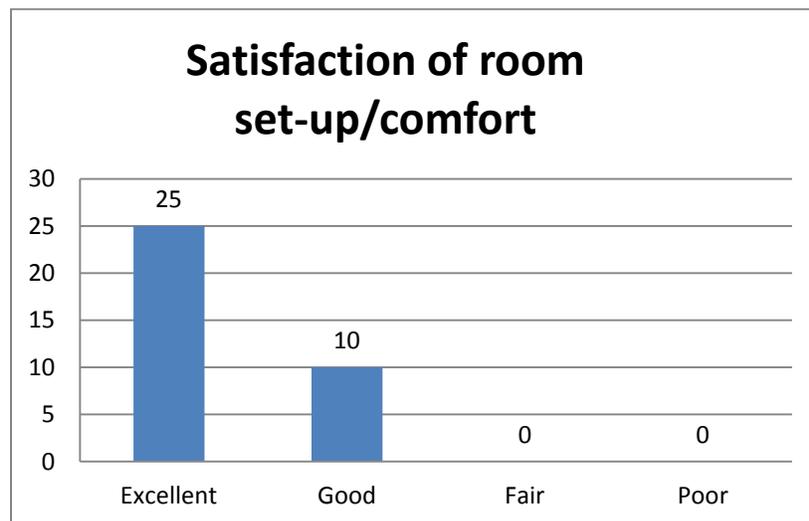
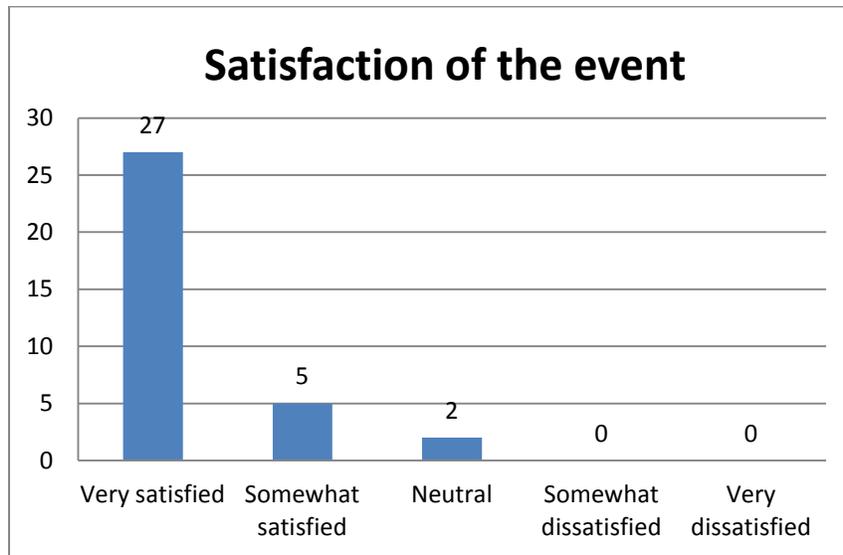
### **Findings**

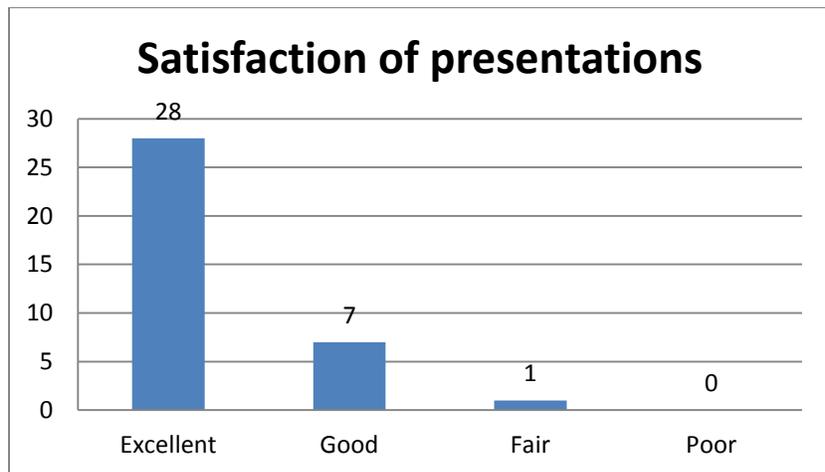
A Latino recruitment activity was planned for April 2010. 75 parents and students attended the event. Overall the event was rated positively by the attendees. In the fall 2010 CHANCE created an admissions brochure and power point presentation for our bilingual students and parents. Our admission for Latino students increased from 66 (Fall 2010) to 99 (Fall 2011), an increase by 66%.

**Data**

**Latino Leadership and Academic Achievement Reception Report Spring 2011**

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**Responses from students regarding what they learned from the event:**

“I learned that no matter where you come from as long as you study and dedicate yourself you can achieve anything you want”

“Don’t be afraid to speak up and know where you came from”

“Never let others get in between your priorities”

“What I need to do to succeed when I attend NIU”

“To stay close with your family in college”

“How to motivate our kids to stay in school and do what it has to do to graduate and keep your head held up high”

“Education is important”

### **Responses from students of suggestions of how to improve the event in the future:**

“Not too many speakers”

“Everything was good”

“More bilingual speakers to speak Spanish for parents”

“A tour of the school at the end “

“More time for questions”

“A more accurate starting time”

### **Use of Results**

The feedback and increase in Latino student admissions suggests that we should continue this initiative in our recruitment efforts.

### **Goal 7**

#### **Securing Resources**

Sub-Goal

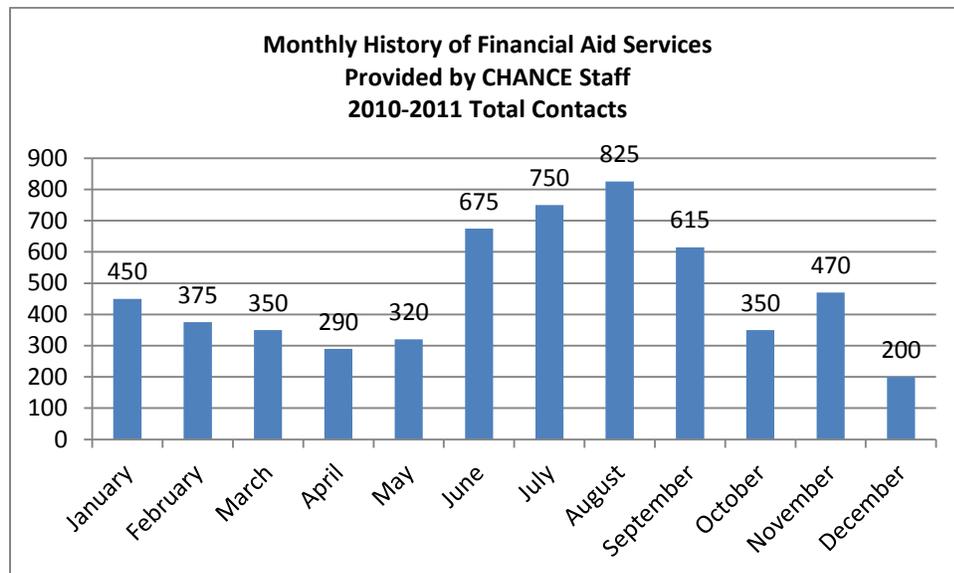
a) Enhance and develop external support for program initiatives and student scholarship support.

- (1) Offer scholarship support for students based on need and academic performance.
- (2) Prepare a CHANCE marketing report by fall 2013 to support external fund solicitation. \*\*\*
- (3) Identify 3 external funding resources by fall 2013. \*\*\*

### **Findings**

During the academic years of 2010 and 2011, CHANCE awarded 97 Appeal for Financial Need Assistance (AFNA) Scholarships. The average grade point for students awarded this scholarship was 2.7 with an average per semester course load of 32 credit hours. The scholarships ranged from \$120 to \$5,500. The total scholarship amount awarded for both years was \$115,568. The scholarship helps awarded students to return to school because their outstanding bill is removed. In 2008 TCF Bank created a yearly \$20,000 scholarship for CHANCE students. To date we have awarded \$80,000 to 68 students from freshmen through senior class. In addition, the Assistant Director for Financial Aid and his part-time assistant recorded a total of 5676 contacts which include phone calls, walk-in appointments, and emails requesting assistance about financial aid. This number does not include students and parents who attend our weekly interview sessions that occur from November to April each year.

## Data



## Use of Results

The results from our scholarship initiatives will support our interest in developing financial retention tools that support student graduation. In addition, it will improve our ability to recruit and advertise to potential students CHANCE's scholarship opportunities.

### Goal 8

#### Career Planning and Development

##### Sub-Goal

- a) Build a collaborative career development network for CHANCE students.
  - (1) Schedule at least one Career Services program as part of the annual Transitions Conference on "major-to-careers".
  - (2) Incorporate a graduate school exploration session as part of the UNIV 101 course. \*\*\*
  - (3) 50% of CHANCE sophomores will create a four-year "majors-to-careers" plan. \*\*\*

## Findings

CHANCE offered an "In Search of a Career" session during the 2010 Annual Leadership conference. Student participants rated the session positively.

## Data

### In Search of a Career: Plan, Explore, and Pursue Seminar

#### What did you like about this session?

- That students like us were there to talk about their experience.
- The topic of internships and resumes.
- I like that NIU wants incoming freshmen to become involved with the university.
- I was helpful for knowing where I needed to go for career help.
- The info. About how we can get started on our majors.
- Helps give us advice about our career.
- I was able to learn about careers.
- This was something I was looking for or needed to know.

## **Use of Results**

The feedback from this session/event will be used to plan seminar activities during next fall's leadership conference.

## **Goal 9**

### **Support Graduate Education**

#### Sub-Goal

- a) Encourage CHANCE students to explore graduate school education.
  - (1) At least 10% of CHANCE students will attend a graduate student school fair each year. \*\*\*
  - (2) At least 20 CHANCE students will attend a national STEM conference. \*\*\*