UESP & MAAPS Program Area Report 2018-2019

It was an exciting year for us as we worked to fully integrate our new staff members and settle into our positioning as an independent unit in OAA. On the heels of multiple additions/departures in 2017-18, we welcomed the following new team members this year:

**JULY 2018**  
Crystal Laine, Waldo 102 Office Specialist

**SEPT. 2018**  
Rebecca Falleur, UESP and EXPLORE GTA

**OCT. 2018**  
Rachel Polisher, Waldo 102 Office Specialist  
Shannon Shivers, UESP Advisor

UESP Enrollment and Student Contacts

We saw a reduction in overall enrollment and appointments this year, but that was not entirely unexpected. Our entering cohort of UESP students from START was down 10% from the previous year. Also, in 2017-18, we introduced our EXPLORE-in-4 policy and time limit, which inspired nearly a 12% increase in major declarations amongst that entering cohort. The policy had its intended effect and consequently the number of FA17 cohort students who carried over into a second year was reduced. Our overall contact number* was also impacted by a decision we made to narrow our email tracking to chronicle only significant and sustained email interactions with students.

**About UESP**

Our core mission continues to be to support students with intentional major exploration via academic advising, information provision, and programming.

Impact: Prospective Students

As noted in the contact chart above**, our interactions include Non-UESP students (either declared in another major or prospective). With regard to prospective students, we maintained our strong partnership with Admissions Visit Programs. Our biggest impact in that arena continues to be our “Exploring OSU’s Colleges and Majors” presentation for prospective students at the large on-campus visit events. This chart shows our small number of individual consults and the number of students we reached with presentation at the visit programs. **Note that through these presentations, we are introducing over 1500 potential OSU students with strategies on major exploration.**
Migration and Major Declaration

Migration and transition are a major component of our role in campus to support major exploration and students in transition from one major to another. We continue to see our largest migration in coming from STEM colleges, but interestingly, we also saw an uptick in the percentage of our students going to STEM/Applied Science colleges.

As noted earlier, the implementation of Explore-in-4 has helped with our aspiration towards earlier declaration. This chart shows an analysis of defined incoming cohorts for FA16, FA17, and FA18. Like last year and percentage of the cohort who had declared by academic year’s end was again above 54%.

<table>
<thead>
<tr>
<th>Data Point</th>
<th>START Cohort FA16 (n. 340)</th>
<th>START Cohort FA17 (n. 354)</th>
<th>START Cohort FA18 (n. 317)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible to Register for Subsequent Fall</td>
<td>98.2%</td>
<td>99.1%</td>
<td>99.7%</td>
</tr>
<tr>
<td>Retention for Fall as of July 15</td>
<td>75.5%</td>
<td>78.8%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Not Registered for Fall as of July 15</td>
<td>24.5%</td>
<td>21.3%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Suspended</td>
<td>1.7%</td>
<td>0.8%</td>
<td>0.3%</td>
</tr>
<tr>
<td>In a Declared Major</td>
<td>43.0%</td>
<td>54.8%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Still in UESP</td>
<td>57.0%</td>
<td>45.2%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Still in UESP, Not Registered, &amp; Eligible</td>
<td>20.8%</td>
<td>13.2%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Cohort GPA Average</td>
<td>3.08</td>
<td>3.11</td>
<td>3.07</td>
</tr>
</tbody>
</table>

UESP Ecampus - We worked with 59 UESP Ecampuses who, at some point during AY 18-19, enrolled in OSU courses. 19 declared their major during the course of the year.

UESP Ecampus Student Academic Performance

2.91 overall GPA 76% good academic standing
ALS 114 Career Decision Making

73% of Corvallis campus ALS 114 enrollment for 2018-19 consisted of UESP students
30% of Ecampus ALS 114 enrollment consisted of UESP students

Impact: Career Thoughts Inventory

A self-assessment is administered at the beginning and the end of the Corvallis campus ALS 114 classes. Across the board, students expressed a decrease in confusion and fear related to career decision making and an increase in confidence in the decision-making process and their capacity to make an informed decision.

Impact: Program Participation/ALS 199 EXPLORE Class

Analysis from our year-end EXPLORE survey (46% return rate) showed that those who attended events found value in them, and that enrollment in our fall term ALS 199 EXPLORE course influenced both engagement with the community and confidence in major choice at years end. On a confidence scale of 1 to 5 (with 5 being most confident), students who took ALS 199 averaged at a 4.3 compared to the overall response average of 3.8.

Staff Professional Engagement: A Sampling

Joanna Abbott – Myers-Briggs Type Indicator Certification Training (Jan. 2019); Convened and initiated 2019 Majors Fair planning committee
Jenessis Long – Presented at NASPA Western Regional Conference (Nov. 2018); elected NACADA Region 8 Communications Coordinator for 2019-2021; multiple publications on mentorship
Raina Martinez – OSU Undergraduate Success Summit Poster Presentation (March 2019); Co-Chair OSU Faculty Senate Student Recognition and Awards Committee (2018-19)
Megan Roegner – Attended Annual Conference on the First Year Experience (Feb.2019); Presented on OSU’s LLC efforts at May 2019 Advisor Coffee Talk
Shannon Shivers – Oregon Women in Higher Education (OWHE) Education Committee member (elected OWHE Director of Education in spring 2019); Advisor Coffee Talk Chair (2018-19)
Kerry Kincanon – Attended NACADA Annual (October 2019), Region 8 & Region 4 conferences (March 2019); NACADA Board of Directors member (2016-2019); Member, OSU Student Care Team
MAAPS: Final Year (Final data submission to independent evaluator in July 2019; MAAPS academic counselors positions culminate at the end of September 2019)

Student contacts as recorded in REDCAP, the database affiliated with the MAAPS project.

Impact: Credit Accumulation

“After two and a half years of the MAAPS intervention, compared with the control group, Oregon State University Treatment group students had earned an additional 3.73 credits... Follow-up analyses show that most of the additional cumulative credits earned (2.97 credits)...were achieved after the conclusion of the first academic year of MAAPS. These early findings support our hypotheses regarding the incremental nature of MAAPS’ impacts on student outcomes, as well as potential stronger impacts after the first year of the program when implementation challenges were especially prevalent at many participating institutions.”

-- Ithaka S&R Interim Findings Report, pp. 11-12

Thoughts from MAAPS Academic Counselors at Project Culmination: A Wish List

1. Financial barriers don’t go away as students progress to graduation, they only become more complicated; This necessitates a sustainable funding model for more academic counselors to serve all first gen/low income students
2. Build the model on an intentional alliance with the Office of Financial Aid and Scholarships to offer early and ongoing academic and financial counseling to all Pell-eligible and financial need-based/first gen students
3. Incentivize student participation with persistence grants based on engagement with academic/financial counseling
4. Auto-enroll students in the Degree Partnership Program and provide advising on how to best use DPP to save money

Innovation: Preparing for Life After Graduation

Jenesis and Raina created a series of videos for MAAPS students where they discuss career, job search, and grad school application strategies

Impact: MAAPS Student Progression

Impact and Innovation: Financial Referral Chart

Jenesis Long represented MAAPS and OAA on the University Student Success Initiative – Financial Literacy Work Group. She worked with them to produce a Financial Referral Chart. This document will provide students, faculty, and student support professional with a reference as to where to go for support in addressing financial concerns and questions.
2019-20 Goals

1. Assessment
   a. Using SP 4.0 as a lens, revisit and possible revise our student learning outcomes for implementation in FY 2020
   b. Evaluate our new tech solutions (Handshake, Canvas) for ways they might support our indirect and direct assessment measures
2. Integrate our newly built Canvas Studio site into our advising curriculum
3. Implement new scheduling strategies to invite more prospective student traffic and ramp up a prospective student communication and recruiting plan
4. Launch our revamped Majors Fair as part of the Fall Career Expo in October
5. Utilize new drop-in advising/learning assistance space in Callahan Hall to enhance our support of our EXPLORE LLC
6. Continue the team social justice common reading initiative that we launched with the UESP staff this year
7. Per a Divisional Agenda item from last year, work with my team to explore how we might concentrate or augment our efforts to enhance support for our students from historically marginalized or underrepresented communities
8. Be positioned to adjust goals as needed once the Student Affairs Divisional Agenda is defined and shared later in the summer.