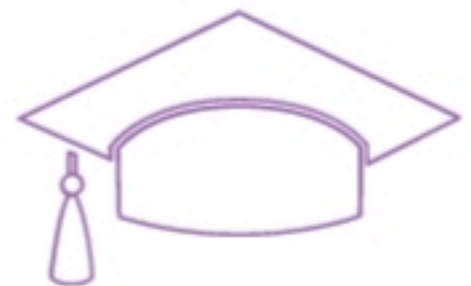


Using Student Self-Assessment as a First-Year Transition and Retention Tool

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College of Agriculture
Louisiana State University

LSU

College of
Agriculture



Ways to interact and share

01

Stop & Jot-Personal

Questions to reflect on, questions to ask, and notes for creating your own assessments.



02

Jam Board-As a group

Responses to share with the group—you can read and reflect on the responses of others throughout the presentation.

<https://bit.ly/tigatool>

03

Jam Board-Questions

Additional questions that you think others may have as well?
Share those here and the presenter will respond by October 28.



04

Jam Board-Work Group

Want to connect with others that are interested in a similar project? Share your contact information so you can connect.

Session Summary

01

Background & Purpose

Background, Problem, and Theoretical Framework

02

Assessment Design

Creation of TIGA and current assessment

03

Implications

Changes to retention practices

04

Tools & Takeaways

Survey Tool, Communication Plan, and Recommendations

Background



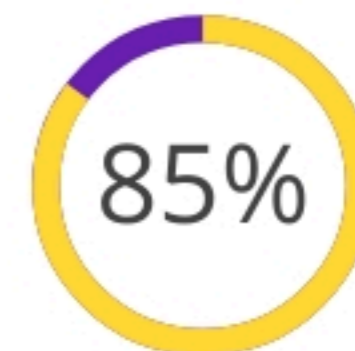
LSU Fall 2020: 28,546 undergraduates
*CoA: 1548 undergraduates

Baton
Rouge
Louisiana

Public land-grant
research institution

Quick Facts about the College of Agriculture

- Largest undergraduate programs: Animal Sciences; Natural Resource Ecology & Management; Nutrition & Food Sciences; Textiles, Apparel Design, & Merchandising
- 76% In-State Students
- Top Feeder States: Texas, Georgia, Florida, California, Illinois
- 24.7% students of Color



First to second-year retention rate at
LSU for Fall 2020
*CoA 87.4% retention

'20

First-year students in CoA

- 406 undergraduate students
- 14% first-generation

Questions-Stop & Jot

- In what ways are you assessing the needs of your first-year students?
- Is your university providing you with any data to address support initiatives?
- Who is responsible for first-year retention in your college, department, or university?



Problem

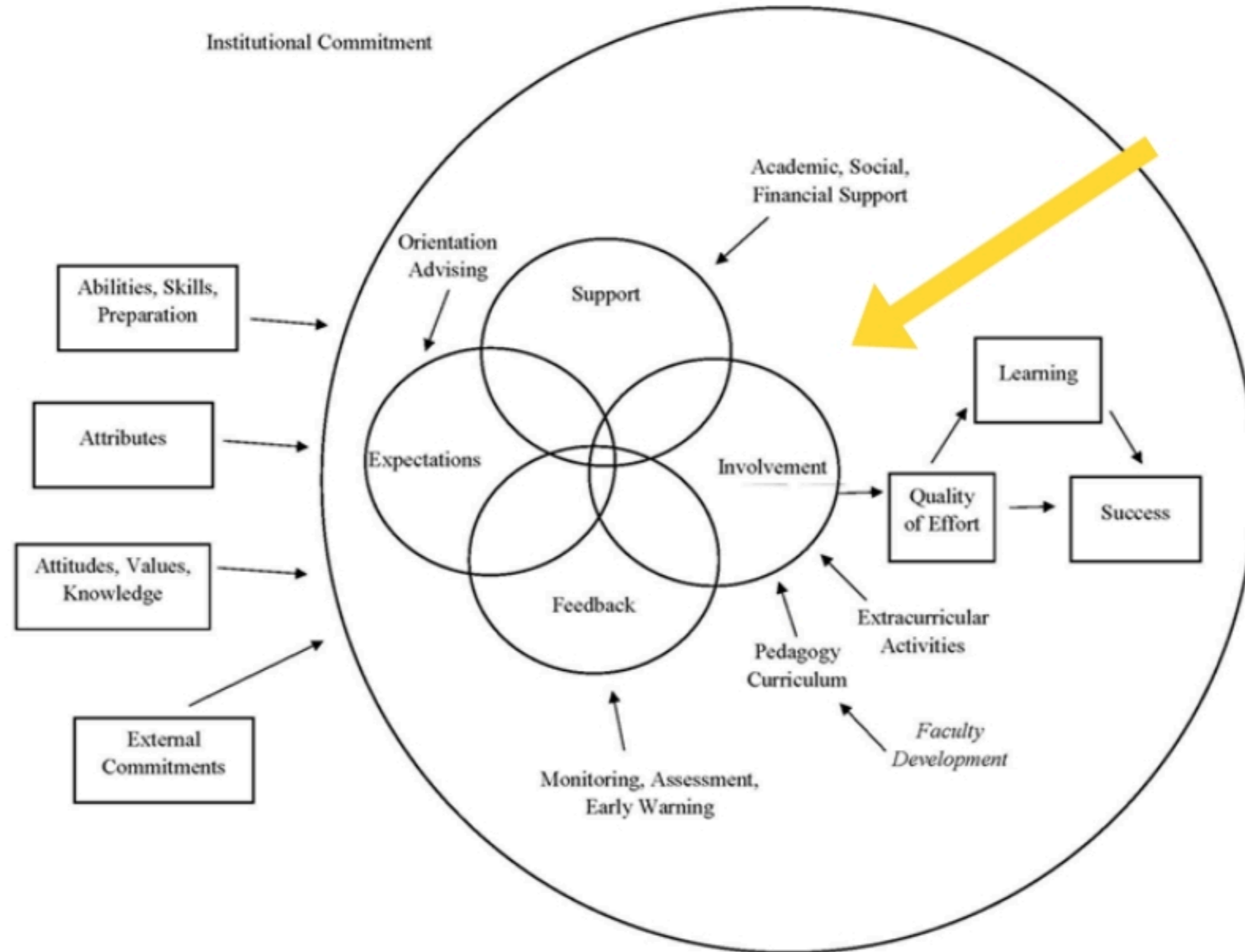
- Historical retention rates in the Louisiana State University (LSU) College of Agriculture indicated the first to second year retention rates have not experienced much progress in the past 10 years.
- A discussion concluded that before continued funding and time are devoted to retention initiatives, administrators should acknowledge the perceptions of these experiences directly from the stakeholders: first-year students in the College of Agriculture.

Purpose

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
2nd Year Retention of LSU Agriculture Students	81.9	86.3	84.9	80	81.1	84.3	85.4	80.3	84.1	84.4

- The College of Agriculture has experienced an average first to second year retention rate of 83.3% over 10 years for students continuing enrollment at the university.
- A qualitative case study was conducted with the focus on exploring the perceptions of first-year students with intrusive advising and retention initiatives in the college.
- From this study, an influential assessment tool as emerged as a "best practice" to serve as an intervention tool for the first-year students in the college.

Theoretical Framework-Model of Institutional Action (Tinto, 2012)



What students encounter after admittance and enrollment into college matters more than the commitment the student makes to attend the institution (Drake, 2011; Tinto, 1987; Wilder, 2016).

Assessment Design

Creation of TIGA

- What, when, and how
- Stop & Jot

Question Types

- Themes of topic questions
- What questions should you ask?
- Pilot to current response rates

TIGA Responses

- Topics
- Beginning to use the data



Creation of TIGA

- **TIGA-Tiger Intrusive Group Advising**
 - An assessment tool used for first-year students in the College of Agriculture that gathers information as an early alert tool to explore student transition to the institution.
 - Administered in week 3 of fall semester.
 - Questions are focused on academic and social adjustment with a strategy to drive students to needed resources based on their own self-assessments.
 - Follow-up communication to students is based on responses from this survey.

Questions-Stop & Jot

- Who is at the table for planning your assessment?
- Think about how the assessment data will be used and who will be responsible for the follow up.



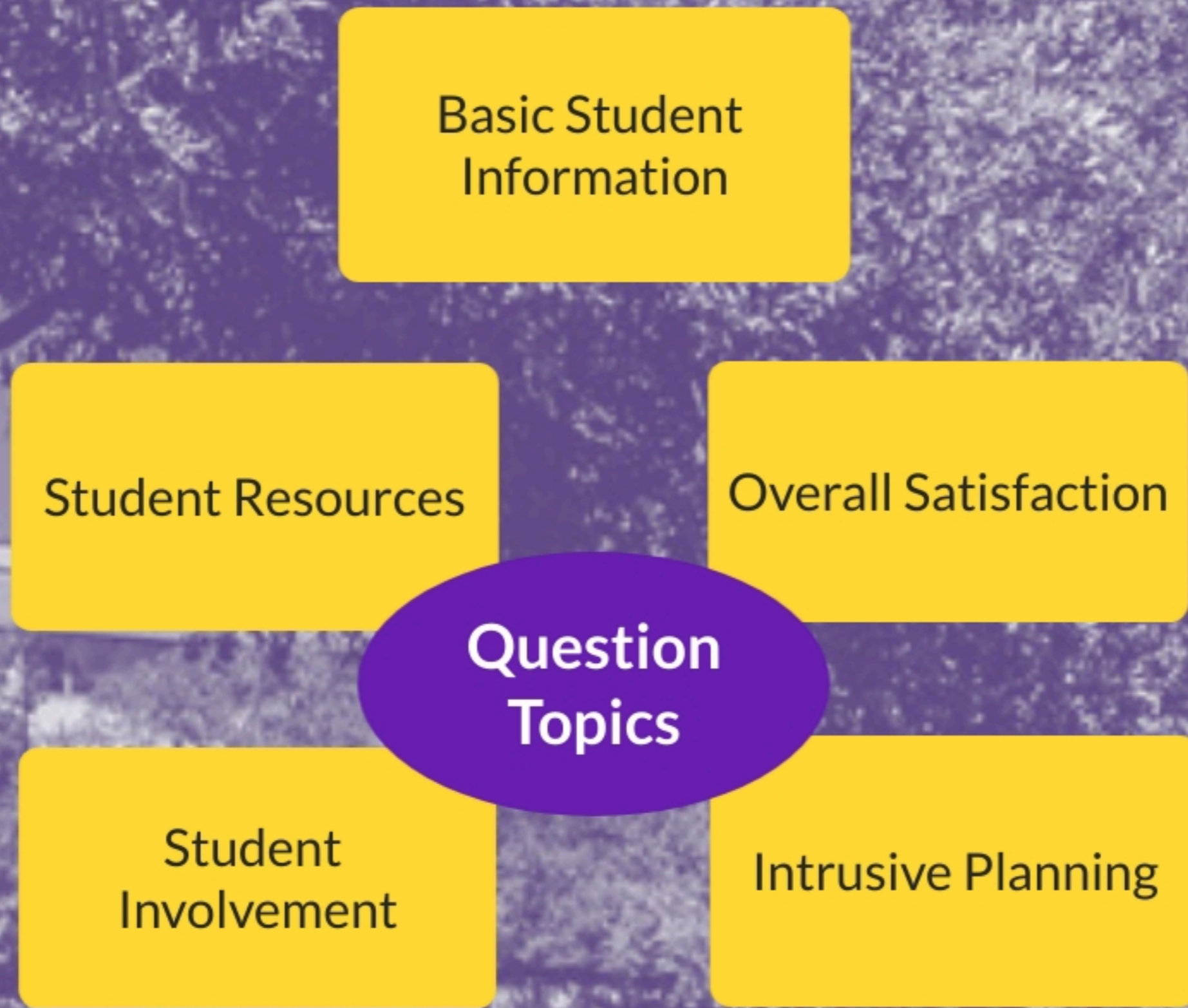
Question Topics

What challenges do first-year College of Agriculture students experience when transitioning from high school to college?

How do first-year students perceive the College of Agriculture's intrusive advising and retention practices?

What are first-year students' experiences with feedback, expectations, involvement, and support (Tinto, 2012) within the College of Agriculture?

How do first-year students in the College of Agriculture describe their plans to persist at the institution?



TIGA Assessment-Snapshot

Please check all the challenges that you are currently experiencing:

- Just overwhelmed
- Worried about my classes and my grades
- Having trouble acclimating to college life and being away from home
- Not sure I am in the right major
- Understanding accommodations available through Disability Services
- Worried about my physical and/or mental health
- Transitioning from an online learning format to in-person classes
- None-I feel that I am on the right path
- Other
- Feeling like I do not belong here
- Need some career coaching advice
- Struggling with time management
- Financial issues

If you could receive personal coaching in a specific area, where can we help you:

- Resources for physical and mental health
- Internship and Career Planning (resume review, practice interview questions, career prep)
- Academic and Study Skills Planning
- Study Abroad Planning
- None
- Time Management Planning
- Deciding if I am in the right major
- Getting Involved in Organizations
- Managing Financial Costs of College
- Undergraduate Research Opportunities
- Other

What questions should you ask?

- Are students getting involved?
- Are there barriers to success?
- For students on track, how are we helping them advance?
- What areas do students need more support to handle the transition to college?



Frame 1:
<https://bit.ly/tigatool>



TIGA Responses

1

Student Resources

Assess what they have utilized or engaged in as of now.

2

Student Involvement

Are they connecting with peers or why not?

3

Overall Satisfaction

Likelihood to attend. Red flags. Intervention (Neutral, Very Unlikely, Unlikely).

4

Intrusive Planning

Prepared for academic challenges; what challenges are they experiencing?; NORMALIZE; intervention/coaching.



Communication

Follow up communication for "target areas"

Target Area	Plan of Action	Dates
Getting Involved- Amanda	<p>Approach: Group</p> <ul style="list-style-type: none"> -Approach by major to specify clubs/organizations in the major and advisor/officer contact information -Alert advisors/officers of student interest and encourage them to reach out to those specific students 	<ul style="list-style-type: none"> -Contact club advisors/officers by October 1st -Send emails to students on October 1st
Undergraduate Research Opportunities-Allie	<p>Approach: Group</p> <ul style="list-style-type: none"> -Email with LSU Discover information -Future video highlights to be shared -Students will receive targeted information on AGRI freshman research course in Spring 	<ul style="list-style-type: none"> -Students will be contacted on November 9th
Right major-Henry	<p>Approach: Individualized</p> <ul style="list-style-type: none"> -Personal appointments (November 2-6) -Acuity scheduler will be utilized 	<ul style="list-style-type: none"> -Students will be contacted on October 26th -Personalized appts. November 2-6
Time Management Planning & Academic/Study Skills- Brandon & Jennie	<p>Approach: Group</p> <ul style="list-style-type: none"> -Email with resources and encouraging students to utilize Ag Tiger Tutoring, Tutorial Center, and CAS. Information on the specific CAS workshops and registering will also be provided -Time Management Workshop-Brandon Leading, September 30th at 5:00 pm -Promote CAS workshop on September 29th & 30th from 6:00 pm-7:00 pm 	<ul style="list-style-type: none"> -Students will be contacted on September 26th and again with a reminder on September 29th -CAS Workshops are scheduled for September 29th 30th

From pilot year to current

	2018	2019	2020	2021
Response Rate	71%	78%	90%	Review Fall 2021
Changes	Pilot year	<ul style="list-style-type: none"> Part of FYS course Implement TIGA I & II Additional advising support questions Refine challenges and support Added residential college questions 	<ul style="list-style-type: none"> Continue TIGA I & II Additional questions on online learning Refine challenges and support Removed residential college questions 	<ul style="list-style-type: none"> Focus on mental health Additional self-assessment questions

Always *assess...*

The strength of this tool is that it is always being collaboratively revised



Implications

Adding to knowledge

- Key points from TIGA

Retention Practices

- 4 examples of direct changes to practices



Implications

With the student self-assessment strategy in place, staff in the college were able to measure the transition experience through direct feedback from the students and shape the way students engaged in the academic, interpersonal and extracurricular opportunities by including students in the building of their experience.

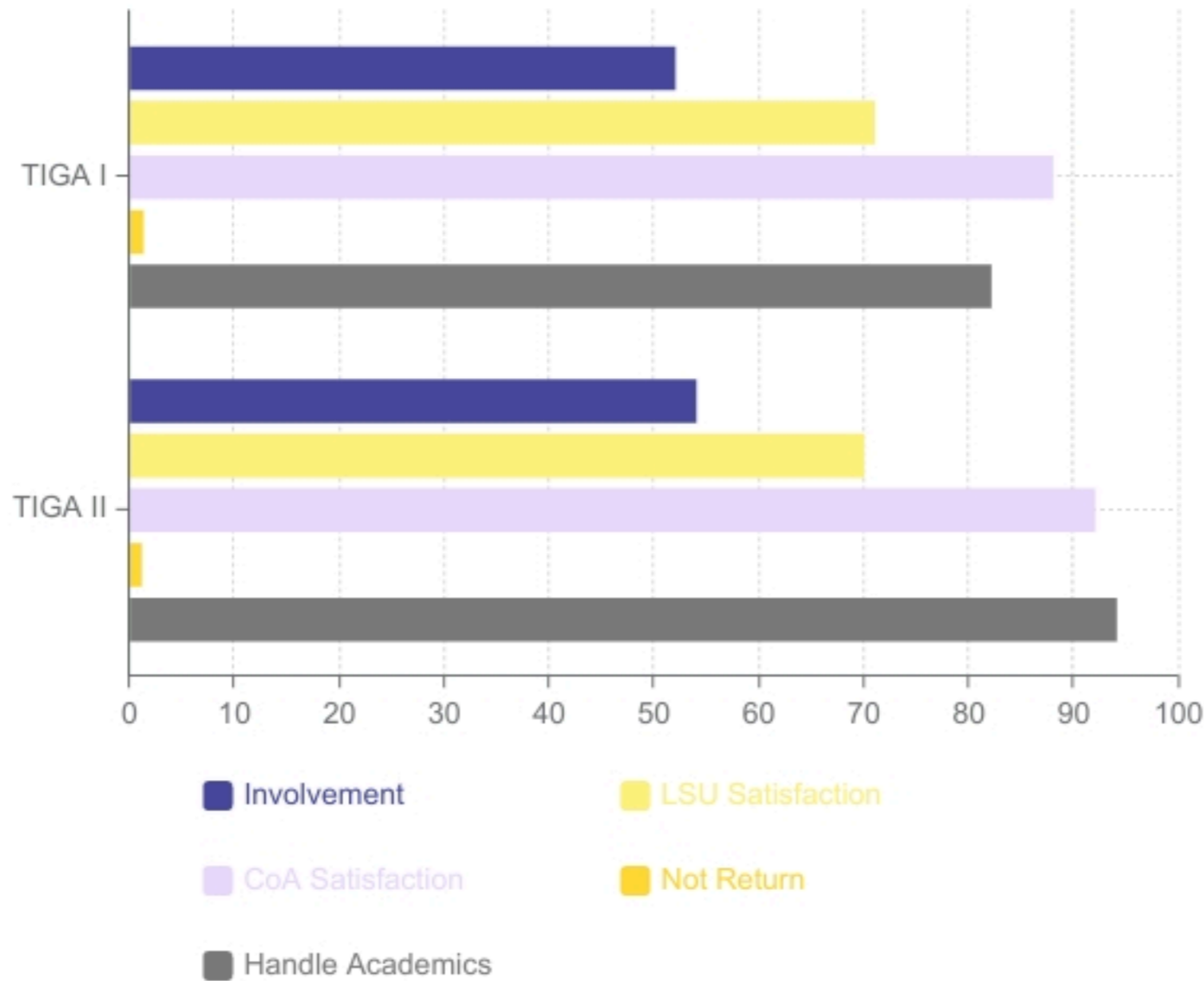
Since the implementation of TIGA, the college has experienced a 2.8% increase in first to second-year student retention.

"Colleges and universities need to listen to all of their students, take seriously their voices and be sensitive to how perceptions of their experiences vary among students of different races, income levels and cultural backgrounds"
(Tinto, 2016).

Implications

What we have been able to track or measure:

Fall 2020



Items to guide action and changes

- Increase in confidence with time management
- Still feeling overwhelmed
- Increase in questioning of major choice

Implications

- The findings from the study added to the knowledge of retention practices as they relate to intrusive advising and retention initiatives from a student perspective and expanded on the knowledge of the challenges that first-year students face that are unique to colleges of agriculture at land-grant institutions.
- **Specific to TIGA**
 - This has been established as tool to be used with each incoming class within our college.
 - Key points: building community and trust; identifying areas of need; ways to identify where areas of weakness are in first semester with the pre and post assessment model

First-Year Seminar:

- Specialized extended-orientation
- 10 sections taught by members of student services or key faculty
- Curriculum aligned with essential transition topics

Peer Mentors:

- Co-instructors within FYS course
- Share experiences and discuss tips for overcoming challenges
- Check-in meetings and feedback

Retention Practices

Academic & Social Support:

- Targeted follow up on areas of need or interest
- A "lead" staff member created a communication plan with students for the target areas
- Additional one-on-one appointments for specific challenges or responses

Goal Check-In Meetings:

- Best practice with advising model
- Consistency across college
- Plan of action created from TIGA results
- One with Peer Mentor and one with instructor

Tools & Takeaways

Summary of self-assessment tool

- Lessons Learned & Tips
- Recommendations

Examples for you to review

- TIGA 2021 Survey Draft Example
- Communication Plan Example



Lessons Learned & Tips

1

Target Areas

Assess what resources students need and who will be the content expert.

2

Plan of Action

Leverage and repackage; decide on individualized approach vs group approach; personalize where possible.
*Interventions-personal.

3

Dates

Do not overload students; create content calendar that makes sense with timing of semester.

4

Debrief and Report

Track interactions, open rates, attendance and summarize report with suggested changes.



How can you bring students into assessment and retention practices on your campus?

- Programming?
- First-year seminar?
- First to second year assessment?
- How do you share results?



Frame 2:
<https://bit.ly/tigatool>



Recommendations

1. Intrusive Advising Survey (Assessment and Feedback)
2. Communication (Expectations)
3. Required Advising Meetings (Expectations & Support)
4. Incorporate Student Feedback (Assessment and Feedback)
5. Focused Programs & Opportunities (Involvement)

"Students fare best in environments that provide clear and consistent expectations for what is required to succeed in college"

(Tinto, 2012, p. 255).

Questions-Stop & Jot

- What do your next steps look like?
- Write out the following to help you organize a plan of action:
 - Purpose of Assessment
 - Who should be involved in creation and follow up
 - Timeline-Start to Finish and Reflection



References

Tinto, V. S. (2012). Moving from theory to action: A model for institutional action for student success. In A. Seidman (Ed.), *College student retention: Formula for student success* (pp. 251-266). Rowan and Littlefield Publishers.

Tinto, V.S. (2016). From Retention to Persistence. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2016/09/26/how-improve-student-persistence-and-completion-essay>

Questions

Presenter:

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College of Agriculture, Louisiana State University

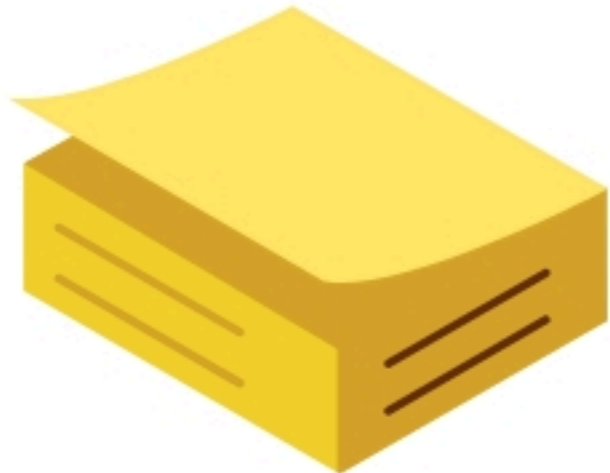
amartin2@lsu.edu

Resources from this session will be available at:

<https://assessmentinstitute.iupui.edu/>



<https://bit.ly/tigatool>



Frame 3: General Questions
Frame 4: Work Group

Instructions

Instructions: As LSU Agriculture Tigers, we want to make sure you have the best experience possible and that you are on the right track to reach your goals. Please answer the following questions to help us better understand your experience so far and where we can help you make the most of your first year.

Results from this survey will be used directly by staff in the LSU College of Agriculture to provide you with personalized support for your first year and connect you with resources for success. Information collected in this survey will be kept confidential and used strictly to support your advising needs.

Basic Student Information

Please provide the following information:

First Name

Last Name

E-mail

LSU ID Number

Gender Identity: Your gender identity is how you feel inside and how you express those feelings. Clothing, appearance, and behaviors can all be forms of gender expression—ways to express your gender identity. If your gender identity feels in harmony with your biological sex, you are considered cisgender. If your gender identity does not feel in harmony with your biological sex, or with the idea of being “a man” or “a woman,” you may identify with different genders, including: transgender, non-binary, or non gender confirming.

If you have more questions on terminology, please visit the [LSU resource page](#).

Please select the options that best describe your gender identity. This information will never be shared in conjunction with your name or email address.

- Man
 - Woman
 - Cisgender
 - Transgender
 - Gender Non-Conforming
 - Non-Binary
 - Prefer Not to Answer
 - Other
-

Please select the options that best describe your race and/or ethnicity. This information will never be shared in conjunction with your name or email address.

- Native America, First Nations, or Alaskan Native
 - Asian, Asian American, or Asian Heritage
 - Black, African American, or African Heritage
 - Hispanic or Latin American
 - Native Hawaiian or Other Pacific Islander
 - Multi-Racial
 - White
 - Prefer Not to Answer
 - Other
-

What section of AGRI 1001 are you enrolled in? If not enrolled in AGRI 1001, choose "not enrolled."

Can the College of Agriculture share your e-PDP website with faculty, staff, and alumni?

Yes

No

Are you living on campus?

Yes, in the Agriculture Residential College

Yes, in another residence hall

No

Current Major:

Concentration:

Agribusiness (no concentration)

Agribusiness Finance

Food Industry Management

International Business

Rural Development

Concentration:

Teaching in Formal Education

Agricultural Leadership and Development

Concentration:

Animal Production

Animal Products Processing

Pre-Veterinary Medicine

Science & Technology

Concentration:

- Policy Analysis
 - Resource Conservation
 - Environmental Analysis and Risk Management
-

Concentration:

- Conservation Biology
 - Ecological Restoration
 - Fisheries & Aquaculture
 - Forest Enterprise
 - Forest Resource Management
 - Pre-Veterinary Medicine
 - Watershed Science
 - Wetland Science
 - Wildlife Ecology
 - Wildlife Habitat Conservation and Management
-

Concentration:

- Dietetics
 - Food Science & Technology
 - Nutrition, Health and Society
 - Nutritional Sciences/Pre-Medical
-

Concentration:

- Agricultural Pest Management-Entomology
- Agricultural Pest Management-Plant Pathology

- Crop Science
 - Horticultural Sciences
 - Medicinal Plant Sciences
 - Soil Science
 - Sustainable Production Systems
 - Turf and Landscape Management
 - Urban Entomology
-

Concentration:

- Apparel Design
 - Merchandising
 - Textile Science
-

Are you a first generation college student?

(First-generation students come from families where their biological parents did not complete a four-year college degree.)

- Yes
 - No
-

What is the highest level of education completed by Parent 1

- Middle school/Jr. High
- High School
- Some college courses
- Certificate Program/Technical College
- Associate's Degree
- Bachelor's Degree
- Master's/Doctorate
- Unknown/Not applicable

What is the highest level of education completed by Parent 2

- Middle school/Jr. High
 - High School
 - Some college courses
 - Certificate Program/Technical College
 - Associate's Degree
 - Bachelor's Degree
 - Master's/Doctorate
 - Unknown/Not Applicable
-

Student Resources

Please check all of the services or events that you have participated in since you arrived in the fall to LSU:

- LSU Welcome Week the week before classes started
 - SI (Supplemental Instruction)
 - Meeting with an academic advisor/faculty member in your department
 - Utilized the online resources from the Center for Academic Success website
 - Ag Tiger Tutoring (for Biology, Chemistry or Math)
 - Tutoring from the Shell Tutorial Center
 - Welcome Week Activities hosted by the College of Agriculture during the first week of classes
 - Visited professor's office hours (virtual/in-person)
 - Utilized resources from the CxC Studios
 - Academic Coaching Session at the Center for Academic Success
 - None
 - Olinde Career Center visit
 - Student Services Office in the College of Agriculture (Virtual appointment with Student Services Staff)
-

Student Involvement

Are you involved in any university or college organizations?

Yes

No

What organizations are you involved with? You must list at least one.

Organization 1

Organization 2

Organization 3

Organization 4

Organization 5

Organization 6

Organization 7

Organization 8

Why are you not involved in organizations? Check all that apply.

Currently do not have time in my schedule

I do not know enough about how to get involved

I am not interested in college or university organizations/there is not an organization I am interested in

I do not feel comfortable under COVID-19 restrictions

Other

Please explain the other reasons you are not involved in organizations:

Overall satisfaction

Overall, how satisfied or dissatisfied are you with your experience at LSU?

- Very **Satisfied**
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very **Dissatisfied**
-

Overall, how satisfied or dissatisfied are you with your experience in the College of Agriculture?

- Very **Satisfied**
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very **Dissatisfied**
-

How likely are you to attend this university next year?

- Very **Likely**
- Likely
- Neutral
- Unlikely
- Very **Unlikely**

How likely are you to recommend this university to friends or colleagues?

- Very **Likely**
 - Likely
 - Unlikely
 - Neutral
 - Very **Unlikely**
-

Intrusive Planning

Do you feel prepared to handle the academic challenges this semester?

- Definitely
 - Somewhat
 - Not Really
 - Definitely Not
-

How would you rate yourself in the following areas:

	Major Strength	Somewhat Strong	Average	Somewhat Weak	Major Weakness
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to ask for help or resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Major Strength	Somewhat Strong	Average	Somewhat Weak	Major Weakness
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please check all the challenges that you are currently experiencing:

- Just overwhelmed
 - Worried about my classes and my grades
 - Having trouble acclimating to college life and being away from home
 - Not sure I am in the right major
 - Understanding accommodations available through Disability Services
 - Worried about my physical and/or mental health
 - Transitioning from an online learning format to in-person classes
 - None-I feel that I am on the right path
 - Other
 - Feeling like I do not belong here
 - Need some career coaching advice
 - Struggling with time management
 - Financial issues
-

Please provide additional information on the challenges you are experiencing:

As you set academic goals, what is your expected overall GPA for this semester?

- 3.5-4.0
 - 3.0-3.49
 - 2.5-2.99
 - 2.0-2.49
 - Below a 2.0
-

If you could receive personal coaching in a specific area, where can we help you:

- Resources for physical and mental health
 - Internship and Career Planning (resume review, practice interview questions, career prep)
 - Academic and Study Skills Planning
 - Study Abroad Planning
 - None
 - Time Management Planning
 - Deciding if I am in the right major
 - Getting Involved in Organizations
 - Managing Financial Costs of College
 - Undergraduate Research Opportunities
 - Other
-

Please explain another area we can help you with:

How do you feel about the major you have chosen in the College of Agriculture now that you are enrolled at LSU?

Reflecting on the past month, is there something that you wish you would have known before transitioning from high school to college?

Are there currently any courses you feel are not meeting your expectations (delivery, instruction, modality)? Please provide specific examples.

I authorize that all information provided on this application, including any and all personal contact data may be shared with LSU College of Agriculture to assist first-year students in their transition to LSU. This data will be securely retained for two months.

To learn more about privacy at LSU, please visit <https://lsu.edu/privacy/>.

- I authorize that my contact information can be shared with the LSU College of Agriculture
- I do not authorize that my contact information can be shared with the LSU College of Agriculture

Powered by Qualtrics

Instructions

Instructions: Congratulations! You are so close to finishing your first semester at LSU! What an achievement! We hope you have enjoyed this fall semester with us. Please take time to provide honest feedback on your experiences so we can continue to improve the services we provide our first-year students.

Results from this survey will be used directly by staff in the LSU College of Agriculture. Information collected in this survey will be kept confidential and used strictly to improve our efforts.

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Please provide the following information:

First Name

Last Name

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may identify with different genders, including: transgender, non-binary, or non gender confirming.

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 - Multi-Racial
 - White
 - Prefer Not to Answer
 - Other
-

Are you living on campus?

- Yes, in the Agriculture Residential College

Yes, in another residence hall

No

Current Major:

Concentration:

Agribusiness (no concentration)

Agribusiness Finance

Food Industry Management

International Business

Rural Development

Concentration:

Teaching in Formal Education

Agricultural Leadership and Development

Concentration:

Animal Production

Animal Products Processing

Pre-Veterinary Medicine

Science & Technology

Concentration:

Policy Analysis

Resource Conservation

Environmental Analysis and Risk Management

Concentration:

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 - Ecological Restoration
 - Fisheries & Aquaculture
 - Forest Enterprise
 - Forest Resource Management
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 - Wildlife Habitat Conservation and Management
-

Concentration:

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Urban Entomology

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Merchandising

Textile Science

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(First-generation students come from families where their biological parents did not complete a four-year college degree.)

Yes

No

What is the highest level of education completed by Parent 1

Middle School/Jr. High

High School

Some college courses

Certificate Program

Associate's Degree

Bachelor's Degree

Master's/Doctorate

Unknown/Not applicable

What is the highest level of education completed by Parent 2

Middle school/Jr. High

High School

Some college courses

- Certificate Program
 - Associate's Degree
 - Bachelor's Degree
 - Master's/Doctorate
 - Unknown/Not Applicable
-

Student Resources

Please check all of the services or events that you have participated in since you arrived in the fall to LSU:

- | | | |
|--|---|--|
| <input type="checkbox"/> Olinde Career Center visit | <input type="checkbox"/> Academic Coaching Session at the Center for Academic Success | <input type="checkbox"/> Mental Health Services (Let's Talk, Therapy Appointments) |
| <input type="checkbox"/> Student Services Office (106 Martin D. Woodin Hall/Virtual) in the College of Agriculture | <input type="checkbox"/> Visit to the Center for Academic Success | <input type="checkbox"/> Center for Academic Success Workshop |
| <input type="checkbox"/> Meeting with an academic advisor/faculty member in your department | <input type="checkbox"/> Visited professor's office hours | <input type="checkbox"/> Internship or Career Planning meeting with Ms. Ashley Grant |
| <input type="checkbox"/> Ag Tiger Tutoring (for Biology, Chemistry or Math) | <input type="checkbox"/> Career Prep Week (Louisiana Land-Grant Ag Career Prep Week) | <input type="checkbox"/> Pumpkin Painting at the Mini Farm with ASA |
| <input type="checkbox"/> SI (Supplemental Instruction) | <input type="checkbox"/> Ag Alumni Speaker Series (Fridays) | <input type="checkbox"/> None |
| <input type="checkbox"/> Tutoring through the Shell Tutorial Center | <input type="checkbox"/> Hay Bales for Homecoming Week | |
-

Student Involvement

Are you involved in any university or college organizations?

- Yes
 - No
-

What organizations are you involved with? You must list at least one.

Organization 1

Organization 2

Organization 3

Organization 4

Organization 5

Organization 6

Organization 7

Organization 8

Why are you not involved in organizations? Check all that apply.

- Currently do not have time in my schedule
- I do not know enough about how to get involved
- I am not interested in college or university organizations/there is not an organization I am interested in
- I do not feel comfortable under COVID-19 restrictions
- Other

Please explain the other reasons you are not involved in organizations:

Overall satisfaction

Overall, how satisfied or dissatisfied are you with your experience in the College of Agriculture?

- Very **Satisfied**
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very **Dissatisfied**
-

Overall, how satisfied or dissatisfied are you with your experience at LSU?

- Very **Satisfied**
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very **Dissatisfied**
-

How likely are you to attend this university next year? (Spring 2021)

- Very **Likely**
 - Likely
 - Neutral
 - Unlikely
 - Very **Unlikely**
-

How likely are you to recommend this university to friends or colleagues?

- Very **Likely**
 - Likely
 - Neutral
 - Unlikely
 - Very **Unlikely**
-

Advising Experience

Who is your faculty advisor?

How often did you meet or interact with your faculty advisor to ask questions about academic advising or career planning (in-person meetings, e-mails, or phone calls)?

- Never
- 1-2 times this semester
- 3-4 times this semester
- 5+ times this semester

Please choose why you did not meet with your faculty advisor:

- Did not know who my faculty advisor was
- Unsuccessful in setting up an appointment
- Planning to change major
- Did not need to meet with my faculty advisor

How would you rate your advising experience with your faculty advisor? This will be kept confidential.

- Extremely **positive**
- Positive
- Neutral
- Negative
- Extremely **negative**

Is there anything that you would suggest or would like to share regarding your advising experience with your faculty advisor?

If you met with a member of the Office of Student Services team (Dr. Allie Prest, Brandon Guillory, Jennie Sparks, or Whitney Lathan) for general advising or support this semester, please rate your satisfaction with that/those meeting(s).

- Extremely **satisfied**
- Satisfied
- Neutral
- Dissatisfied
- Extremely **dissatisfied**

Please explain your dissatisfaction in meeting with OSS advisors (Dr. Allie Prest, Brandon Guillory, Jennie Sparks, or Whitney Lathan), that we might better serve students in the future.

AGRI Course

What parts of AGRI 1001 were the **most** beneficial?

What parts of AGRI 1001 were the **least** beneficial?

How satisfied were you with the support and feedback you received from your instructor?

- Extremely **satisfied**
- Satisfied
- Neutral
- Dissatisfied
- Extremely **dissatisfied**

How satisfied were you with the support and feedback you received from your Peer Mentor(s)?

- Extremely **satisfied**
- Satisfied
- Neutral

- Dissatisfied
 - Extremely **dissatisfied**
-

Do you plan to continue updating and utilizing your e-PDP?

- Yes
 - Maybe
 - No
-

If you could implement one change to the AGRI 1001 course, what would it be and why?

Any other general feedback or comments you would like to share about the course?

Intrusive Planning

Do you feel prepared to handle the academic challenges going into the spring semester?

- Definitely prepared
 - Somewhat prepared
 - Not really prepared
 - Definitely not prepared
-

How would you rate yourself in the following areas:

	Major Strength	Somewhat Strong	Average	Somewhat Weak	Major Weakness
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to ask for help or resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose any challenges that you are experiencing as you prepare to move into your spring semester:

- Just overwhelmed
- Worried about my physical and/or mental health

- Not sure I am in the right major
 - Worried about my classes and my grades
 - None-I feel that I am on the right path
 - Need some career coaching advice
 - Struggling with time management
 - Financial issues
 - Having trouble acclimating to college life and being away from home
 - Other
 - Understanding accommodations available through Disability Services
 - Transitioning from an online learning format to in-person classes
 - Feeling like I do not belong here
-

Please provide additional information on the challenges you are experiencing:

What is your expected overall GPA for this semester?

- 3.5-4.0
 - 3.0-3.49
 - 2.5-2.99
 - 2.0-2.49
 - Below a 2.0
-

How do you feel about the major you have chosen in the College of Agriculture now that you have almost completed your first semester at LSU?

Reflecting on your first semester, have you met the goals you have set for yourself? Explain.

Advisor Note

Did you have an advisor, faculty, or staff member at LSU that really helped you through this first semester?

If so, take a moment to share a thank you with that person. We will distribute these messages to our faculty and staff at the end of the semester.

*This is optional for you to complete.

Please provide the advisor, faculty, or staff member's contact information:

Name (First and Last)

College/Department/Office

Email

Your thank you message:

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TIGA REPORT TEAM PLANNING

2020

The TIGA (Tiger Intrusive Group Advising) Survey was piloted in the fall of 2018 with first-year students in the College of Agriculture. The purpose of this survey is to connect students with the resources they need to be successful in their first year, setting a strong foundation of support.

TIGA will be administered the week of September 21-25, 2020. The survey will close at 11:59 pm on Friday, September 25th. Each member of the CoA Dean's Staff will take part in contacting students who indicate target areas that they want resources or more information.

Target areas are areas that students identified that they wanted additional help with finding resources:

Target Area	POC	Students	2019 Data
Getting Involved	Amanda	129	110
Undergraduate Research Opportunities	Allie	86	98
Right major	Henry	86	108
Time Management Planning	Brandon	154	212
Study Abroad Planning	Rocio	138	149
Academic and Study Skills	Jennie	171	212
Internship and Career Planning	Ashley	170	174
Managing Financial Costs	Lindsey	52	135

Standard Items for everyone to do:

- The response report/spreadsheet will be sent to you by morning of September 26th.
- Review your spreadsheets, clean up, and sort for contact (September 29-October 2).
- Draft out responses and save in text file so we have for future use (Shared Drive: TIGA 2020)
- Make sure you have information on Navigate Appointments set up and time available (or time frame)
- Block times on your calendars to devote to the contact process/follow up process
- Document your response rates in this document and any additional information by December 1st

Target Area	Plan of Action	Dates
Getting Involved- Amanda	Approach: Group -Approach by major to specify clubs/organizations in the major and advisor/officer contact information -Alert advisors/officers of student interest and encourage them to reach out to those specific students	-Contact club advisors/officers by October 1 st -Send emails to students on October 1 st
Undergraduate Research Opportunities- Allie	Approach: Group -Email with LSU Discover information -Future video highlights to be shared -Students will receive targeted information on AGRI freshman research course in Spring	-Students will be contacted on November 9 th
Right major- Henry	Approach: Individualized -Personal appointments (November 2-6) -Acuity scheduler will be utilized	-Students will be contacted on October 26 th -Personalized appts. November 2-6
Time Management Planning & Academic/Study Skills-Brandon & Jennie	Approach: Group -Email with resources and encouraging students to utilize Ag Tiger Tutoring, Tutorial Center, and CAS. Information on the specific CAS workshops and registering will also be provided -Time Management Workshop-Brandon Leading, September 30th at 5:00 pm -Promote CAS workshop on September 29th & 30th from 6:00 pm-7:00 pm	-Students will be contacted on September 26th and again with a reminder on September 29th -CAS Workshops are scheduled for September 29th 30th
Study Abroad Planning-Rocio	Approach: Individualized and Group -Individual: students can schedule an appointment for study abroad planning/programs using Navigate throughout Fall 2020 -Group: “How to plan for studying abroad” info session November 11 at 5:00 pm - CoA Study abroad fair (TBD as of now we only have one program for Summer 2021, France & Germany with Judy Myhand.	-Students will be contacted by October 5 and again on November 4 with a reminder for the info session.
Internship and Career Planning-Ashley	Approach: Individualized and Group -Students will receive personalized invitation to Career Prep Week events -Career Prep Week (October 12-16) -Students will have option to schedule individualized appointments for career coaching throughout the fall; Navigate appointments will be utilized	-Students contacted October 8 th -Career Prep Week (October 12-16)
Managing Financial Costs-Lindsey	Approach: Individualized and Group -One page/short e-mail resource guide will be provided on who to contact at the university, reminder of CoA scholarship application/deadline, additional resources in Financial Management Center, Campus Federal Resources -Individual appointment option (major financial concerns—emergency scholarship can be discussed in the in-person appointments)	-Students are contacted November 30th

GETTING INVOLVED

Email Campaign Results:

- Email sent to club contacts with a spreadsheet that included emails/majors/student names so they could reach out with additional information on future meetings and events
- Email sent to first-year students on October 1, 2020 at 10:02 am to list of 132 students

2020	2019
open	open
did not open	did not open
click rate	click rate

Student Action Results:

INTERNSHIP & CAREER PLANNING

Email Campaign Results:

- Email sent on October 9, 2019 to list of 174 students

2020	2019
open	open
did not open	did not open
click rate	click rate

Student Action Results:

STUDY ABROAD PLANNING

Email Campaign Results:

- Email sent to first-year students on October 5, 2020 at 3:10 pm to list of 140 students

2020	2019
open	open
did not open	did not open
click rate	click rate

Student Action Results:

- o XX students clicked the zoom info session link
- o XX students scheduled appointments for studying abroad.

UNDERGRADUATE RESEARCH OPPORTUNITIES

LSU Discover Fall Research Panel Event Information sent 11/12/20 to 88 students with promise of a follow up.

Students received email about freshman research course on 11/20/20 and encouraged to enroll.

Email Campaign Results:

- Video to be sent in Spring 2021

2020	2019
open	open
did not open	did not open
click rate	click rate

TIME MANAGEMENT PLANNING

Email 1 Campaign Results:

- Email sent on Sept 28, 2020 at 8:20 AM to 153 students

2020	2019
open	open
did not open	did not open
click rate	click rate

Email 2 Campaign Results:

- Email sent on Sept 30, 2020 at 8:37 AM to 152 students

2020	2019
open	open
did not open	did not open
click rate	click rate

Event Details:

- Hosted Zoom workshop on Sept 30, 2020 from 5:00p-6:00p
- XXX students registered
- XX students participated

ACADEMIC/ STUDY SKILLS

Email Campaign Results

- Email sent on Sept 28, 2020 at 2:48 pm to 169 students

2020	2019
open	open
did not open	did not open
click rate	click rate

Student Action Results:

RIGHT MAJOR

Email Campaign Results:

- Email sent to club contacts with a spreadsheet that included emails/majors/student names so they could reach out with additional information on future meetings and events
- Email sent to first-year students on October 31, 2020 at 4:00 p.m. to 86 students

2020	2019
open	open
did not open	did not open
click rate	click rate

Student Action Results:

- o XXX students scheduled one-on-one appointments to discuss their majors and other career interests.

MANAGING FINANCIAL COSTS

Email Campaign Results:

- Sent email on November 30th at 6 PM to 54 students.

2020 (sent to 54)	2019 (sent to 135)
open	open
did not open	did not open
click rate	click rate

Student Action Results

- XX students have scheduled one-on-one meeting to discuss financial assistance
- XX clicked the Departmental Scholarships link
- XX clicked the link for more Financial Aid information