

2013-2014 Academic Year Administrative Assessment Report

Educational Opportunities Center – SSP Spanish Speaking program

Mission Statement: The mission of the Spanish Speaking Program (SSP) is to provide services for Hispanic/Latino students who are English Language Learners (ELLs). The Spanish Speaking Program contributes to Kean University’s mission of commitment to opportunity and excellence by providing access to higher education for ELLs. The program makes it possible for students to take ESL courses while completing General Education courses in their native language. Our goal is the effective transition of students with limited English skills into mainstream education and community life. The SSP will improve its retention and graduation rates in accordance with Kean University’s goals.

Vision Statement: The Spanish Speaking Program will provide access to higher education for the Hispanic students who are in the process of learning English, providing them with the opportunity to develop an academic knowledge in English and to graduate with a college degree. It will become a model for programs supporting the English language Learners (ELL). Students in the program will be an integral part of Kean University, increasing the Hispanic representation in campus and contributing to its multicultural campus community. As Kean graduates, they will have the language skills and the critical tools necessary to succeed in a global society.

Goals and Objectives

- A) 2013-2020 Strategic Plan **Goal 2:** To attract and retain more full-time, first-time undergraduate, transfer and graduate students.

The SSP is housed within the Educational Opportunities Center (EOC), along with two other special admission programs-the Educational Opportunity Fund (EEO/EOF) and PASSPORT. As with the EEO/EOF Program, recruitment in the EOC augments recruitment in the Admissions Office for first time-full-time freshmen. The SSP students, like those in the EEO/EOF program and PASSPORT, are admitted as “special admits” since they do not meet the general standards for admission. The students in these “special admit” programs, since they do not meet the general standards of admission, are considered “at-risk” students requiring enhancement of recruitment and engagement. It is especially important for these ELL students to communicate with Spanish-speaking personnel and have materials available to them written in Spanish.

- 1) Objective 2.1.4: Utilize innovative technology and strategies more effectively to generate engagement of prospective students. As reflected in the 2012-2013 Assessment Report, due to the loss of one of the two SSP Advisors, the caseload was added to one of the EEO/EOF Counselors/Advisors; therefore, to assist in engagement of prospective SSP students, additional uses of technology is being used as a recruitment tool to attempt to address prospective student concerns without reducing in-office, in-person advising time
 - a) *Responsible Individual:* María E. Obando (SSP Counselor) and Linda Bradbury (Recruitment/Admissions Coordinator)
 - b) *Measures:* Prospective SSP students and any other Twitter and Blogger readers of the posts, specifically written in Spanish targeted for ELL readers, will be prompted to add their email to receive new posts, thereby allowing for numerical tracking of engagement with prospective students by the number of email addresses and followers received. The number of followers

of the Blogger and Twitter will provide data as to the engagement of current and prospective students via these methods.

- c) *Timeline with milestones:* By February 14, 2014 the first post of the SSP Blogger and Twitter accounts will be available online. At least one blog post and Twitter posts will be posted each week by the end of Summer Session II, 2014.
- d) *Implementation plan for this objective:* The Blogger and Twitter posts written in Spanish (in addition to the current SSP Facebook account posts being actively utilized) will be used as a multiply approaches to engage prospective students. The Spanish Blogger and Twitter posts aimed to “meet students where they live” targeted specifically at ELL readers, and thereby potential SSP students, will be developed and implemented with suggestions on applying to college and making the most of the college experience. Due to the fact that the SSP prospective students are English Language Learners, the Blogger and Twitter posts will be translated into Spanish.
- e) *Data Results:* The following bloggers were posted by Ms. Bradbury generating a total of **503** page views.

February 7, 2014

- Don't let your Social Media image hurt your chances of getting into college!
- Well, that just made that easier!

March 7, 2014

- IT'S ALL IN THE DETAILS
- FAFSA WORKSHOPS!

March 10, 2014

- I have been admitted to college!! Now what?

March 17, 2014

- To commute or not to commute....that is the question!

April 7, 2014

- Applying for Admission to college/making the most of your college freshman year

- f) *Action taken based on data collected:* More page views were expected. A blog will be used one more semester to have a longer period of implementation and then make a better assessment of its efficiency.

- 2) Objective 2.1.7 Utilize Kean's diversity and commitment to global perspectives in all marketing, advertising, and recruitment efforts. For students who graduated from high school in a foreign country, individual sessions are conducted in Spanish in order to explain the admission requirements and the foreign credentials evaluation process. Group information sessions will be piloted with this population during the Spring 2014 semester. The recruitment of these students born in a foreign country will further increase Kean's campus diversity and will augment the globalization of the Kean community.

- a) *Responsible Individual:* María E. Obando and Elis Sosa (SSP Counselors).

- b) *Measures:* For Fall 2011 admission, 21 of a total of 29 recruitment sites were visited specifically by the EOC-SSP advisor, with an SSP presentation given in Spanish to

Hispanic/Latino ESL students. These sites contributed 86% of all SSP admits for Fall 2011 from the 29 sites. Of the 21 sites visited specifically by the EOC-SSP advisor, 10 of them contributed 73% of all the students admitted for Fall 2011. Therefore, in Fall 2012 and Fall 2013 the recruitment done by EOC-SSP Advisors was targeted at those 10 sites. This was done in order to optimize the efficiency of the process and minimize the impact of advisors recruiting off-campus and thus, unavailable in-office to advise the current students. Changes in the number of Fall 2013 and Spring 2014 SSP admits from the targeted sites will be measured.

- c) *Timeline with milestones:* By February 14, 2014 recruitment outreach will be completed and the application review process will be under way. Weekly reports will monitor the applicant pool. Direct follow up with guidance counselors with specific applicants will take place.
- d) *Implementation plan for this objective:* Currently, the SSP program utilizes a recruitment marketing search piece to recruit prospective students to the SSP program at Kean University with attendance at college fairs and individual visits in various community organizations and institutions targeting ESL students. In addition to current recruitment efforts with the Office of Undergraduate Admissions, new recruitment initiatives are under way to increase communication and education of the SSP program to high school guidance counselors. With direct contact to guidance counselors, SSP recruiters will focus on individual presentation visitations to high schools. This will enable us to give specific indicators to high schools to identify the highest SSP potential applicant for admission (i.e., students who may qualify as ESL students in the high schools with a cumulative GPA of 2.8 or higher). Direct follow up with high schools will take place in an effort to expedite the applicant process.
- e) *Data Results:* As of February 14, 2014 **86** SSP students were accepted to Kean University. As of May 29, 2014, **141** SSP students have been accepted to the university. **TABLE 1** and **FIGURE 1** show the number of students admitted to Kean University through the Spanish Speaking Program by High School as of May 29, 2014.

FIGURE 1: High School and Number of Students Admitted

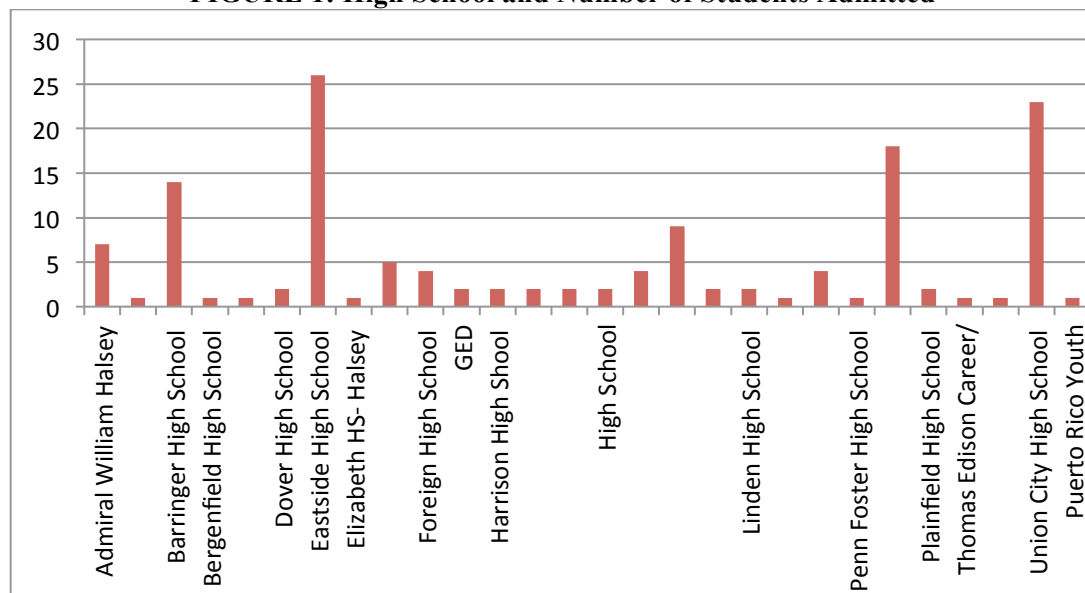


TABLE 1

HIGH SCHOOL & NUMBER OF SSP STUDENTS ADMITTED FOR FALL 2014	
NAME OF HIGH SCHOOL	STUDENTS ADMITTED
Admiral William Halsey Ldrship	7
Alexander Hamilton Preparatory	1
Barringer High School	14
Bergenfield High School	1
Cliffside Park High School	1
Dover High School	2
Eastside High School	26
Elizabeth HS- Halsey	1
Essex County Vocational School	5
Foreign High School	4
GED	2
Harrison High School	2
High School Arts/ Comm/Into Tech	2
High School Education Training	2
High School Government/ Pub Admin	2
High School/ Culinary Hospit/Tour	4
John E Dwyer Technology Acad	9
John F Kennedy High School	2
Linden High School	2
New Brunswick High School	1
North Bergen High School	4
Penn Foster High School	1
Perth Amboy High School	18
Plainfield High School	2
Thomas Edison Career/Tech Acad	1
Thomas Jefferson Arts Academy	1
Union City High School	23
Puerto Rico Youth Challenge Academy	1
TOTAL	141

According to **Figure 1**, a high percentage of students admitted came from a small number of High Schools. Arranging the data by city vs. number of students, **89%** of SSP students admitted come from six New Jersey cities and foreign country high schools, as shown in the **Table 2**:

CITY	#	%
Elizabeth	20	14%
Foreign Country	4	3%
Newark	19	13%
North Bergen	4	3%
Paterson	38	27%
Perth Amboy	18	13%
Union City	23	16%
TOTAL	126	89%

The Spanish Speaking Advisors visited 17 High Schools as shown in the following table:

SSP RECRUITMENT LOCATIONS AND NUMBER OF STUDENT CONTACTS		
# STUDENTS	LOCATION	COMMENTS
40	EAST SIDE HIGH SCHOOL/ Paterson	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
50	BARRINGER HIGH SCHOOL/Newark	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
60	JOHN E. DWYER TECHNOLOGY ACADEMY /Elizabeth	Recruitment of SSP students/ Kean Information Day Presentation of SSP to Hispanic ELL students
42	JOHN F. KENNEDY HIGH SCHOOL	Recruitment of SSP students/ Kean Information Day Presentation of SSP to Hispanic ELL students
60	ALEXANDER HAMILTON HIGH SCHOOL/ Elizabeth	Recruitment of SSP students/ Kean Information Day Presentation of SSP to Hispanic ELL students
48	BAYONNE HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
80	MEMORIAL HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
52	UNION CITY HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
48	HARRISON HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
30	KEARNEY HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
20	SUMMIT HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
6	OBAMA HIGH SCHOOL (CHARTER)	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
30	CHRISTIAN MISSION PATERSON	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students. College Fair.
80	TRIO PROGRAM MINORITY RECRUITMENT	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students. College Fair.
42	WEEHAKEN HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
36	NORTH BERGEN HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students
30	PERTH AMBOY HIGH SCHOOL	Recruitment of SSP students. Presentation of SSP to Hispanic ELL students

TOTAL HIGH SCHOOL VISITS:	17
TOTAL STUDENT CONTACTS IN HIGH SCHOOL VISITS:	754
INDIVIDUAL APPLICANT ADMISSION SESSIONS BY SSP ADVISORS: (SOME ARE DROP-INS AND/OR SCHEDULED APPOINTMENTS)	71
TOTAL NUMBER OF PROSPECTIVE SSP STUDENTS CONTACTED BY SSP RECRUITMENT:	842

f) Action taken based on data collected:

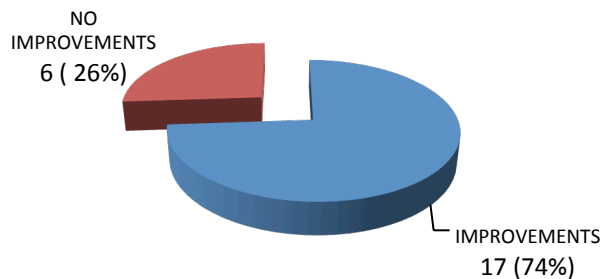
Once the process of admitting SSP students is finalized, the two tables should be compared in order to evaluate which sites are more beneficial in recruiting large numbers of applicants. Those sites that have very few applicants may be eliminated in order to optimize the SSP recruitment process. The primary function of the SSP Advisor is to advise and coach all SSP continuing students. Since the program is limited with only two SSP Advisors, evaluating the effectiveness of the recruitment sites is valuable information in minimizing the amount of time the Advisors are out of the office.

- 3) Objective 2.3.1: In cooperation with the Office of Intervention and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention. Improvement Plans, Tutoring and Workshop attendance will be utilized as tools. All written and verbal communication shared with students will be written in Spanish to allow the SSP students, as ELLs, to be able to increase comprehension of communications. This initiative will assist in increasing retention, as indicated as needed in the 2012-2013 Assessment Report.
 - a) *Responsible Individual:* María E. Obando and Elis Sosa (SSP Counselors) Rosa Perez (Director)
 - b) *Measures:* Quantitative study utilizing a survey to collect data and a rubric to assess results. A survey written in Spanish allowing students to speak for themselves and indicate their thoughts about competence and deficiency, along with a rubric written in Spanish, based on a Likert scale, that allows students to report on their own sense of competence in the areas of Careers, Timelines, Preparedness and Communication (written and verbal). Monitoring of survey response and rubric will provide detailed information about the effectiveness in the use of Improvement Plans, Tutoring, and Workshop attendance.
 - c) *Timeline with milestones:* By February 14, 2014 the Director will meet with students. Improvement Plans will be collected by late February and attendance at workshops will be monitored monthly. Learning Center Coordinator will provide Director with a report on tutoring in February, March, and April. At the end of the semester, students' grades and GPAs will be reviewed and compared to the previous semester.
 - d) *Implementation plan for this objective:* An early alert system will be setup for students with 2.0 to 2.5 CGPA. The Director will host a meeting with all students identified by the Early Alert system outlining the services of the Center and academic expectations with communication in Spanish. Students will be required to create an individual Improvement

Plan with their SSP Counselors, which will include mandatory tutoring and attendance at academic skills workshops. Their GPA will be monitored. In addition, a representative from the Office of Intervention and Retention will be invited to meet with SSP Counselors to develop a better partnership with her office and to further enhance retention initiatives in the Center.

- e) *Data Results:* A plan of action was created in Fall 2013 and implemented in Spring 2014. All students identified on the early alert system were required to following these steps:
- Repeat courses that students failed
 - Recalculate the GPA by replacing the undesirable grade with a passing grade
 - Attend tutoring in the EOC Learning Center or CAS
 - Pass all courses
 - Visit their SSP advisor at least twice a month
 - Mandatory attendance to all classes

SUMMARY TABLE: SSP STUDENTS AT RISK FALL 2013 TO SPRING 2014		
	#	%
TOTAL NUMBER OF STUDENTS AT RISK	23	100
TOTAL NUMBER OF IMPROVEMENTS	17	74



A table showing the students' names and id numbers is available. The table shows the results after the plan of action was carefully implemented during the spring 2014 semester. Due to student confidentiality, this list cannot be included in this assessment report. A copy of the list is available in the EOC office.

CONCLUSION: 74% of SSP students at risk improved during the spring 2014 semester.

- f) *Action taken based on data collected:*
- Students' schedules are being reviewed and will be changed according to results. Schedules must follow the prerequisite requirements for ESL and GE courses and must comply with the SSP guidelines.
 - Recalculation of GPA will be advised if pertinent.
 - A new Plan of Action will be designed for students who are still at risk at the end of spring 2014 semester. The new Plan of Action will take into consideration the tutoring attendance reported by the EOC Learning Center and the recommendations or feedback given by tutors and/or professors.
 - An additional Plan of Action will be designed for new students whose GPA are between 2.0 to 2.5 by the end of the spring 2014 semester. Their names will be added to the list.

- Since this objective was created in late January 2014, it was not possible to implement the survey during the spring semester 2014. The survey is being designed and will be implemented in the fall 2014 when the majority of first year students are admitted to the program. Once the data is collected at the end of fall 2014, the respective analysis will be done to determine the actions to follow for the following semesters.

SSP STUDENTS AT RISK SPRING 2014 (TABLE AND GRAPH)					
#	NAME OF STUDENT	ID#	GPA	GPA	COMMENTS
			BEFORE PA	AFTER PA	PA= PLAN OF ACTION
1	Alvarez Mario	799711	2.268	2.304	Improved. Still at risk.
2	Carrasco Thalia	712699	2.238	2.383	Improved. Still at risk. RGR could increase GPA even more.
3	Espinal Kimberley	839624	2.481	1.672	No improvement. GPA decreased.
4	Gaguancela Stephanie	928779	2.475	2.258	No improvement. GPA decreased.
5	Gomez Luisa	923409	2.286	2.868	Great improvement. Not at risk.
6	Gonzalez Yeni	812348	2.333	2.306	No improvement. GPA decreased.
7	Jaquez Paola	817958	2.38	2.646	Great improvement. Not at risk.
8	Marmolejos Esther	787987	2.275	2.35	Improved. Still at risk.
9	Melendez Aidyl	932283	2.175	0.54	No improvement. GPA decreased. On probation.
10	Mendoza Marilyn	809808	2.35	2.037	No improvement. GPA decreased.
11	Ordonez Byron	801421	2.082	2.207	Improved. Still at risk.
12	Pena Lony	801410	2.251	2.478	Improved. Still at risk.
13	Pina Marlin	820163	2.467	2.642	Great improvement. Not at risk.
14	Placencia Geomary	821159	2.476	1.848	No improvement. GPA decreased.
15	Puntiel Gabriela	842450	2.31	2.534	Great improvement. Not at risk.
16	Ramirez Paloma E	922529	2.157	2.846	Great improvement. Not at risk.
17	Ramirez Vanessa	917218	2	2.071	Improved. Still at risk.
18	Ramos Rocio	663133	2.397	2.475	Improved. Still at risk.
19	Richiez Kassandra	820970	2.197	2.212	Improved. Still at risk.
20	Salguero Carla	410474	2.429	2.646	Great improvement. Not at risk.
21	Tamayo Jhoselyn	804367	2.271	2.394	Improved. Still at risk.
22	Valdez Ana	833284	2.256	2.636	Great improvement. Not at risk.
23	Vera Jessica	859665	2.216	2.648	Great improvement. Not at risk.