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

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College of Agriculture
Louisiana State University
## Ways to interact and share

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
| **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. |
| **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

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

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

<table>
<thead>
<tr>
<th>2nd Year Retention of LSU Agriculture Students</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81.9</td>
<td>86.3</td>
<td>84.9</td>
<td>80</td>
<td>81.1</td>
<td>84.3</td>
<td>85.4</td>
<td>80.3</td>
<td>84.1</td>
<td>84.4</td>
</tr>
</tbody>
</table>

- 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.
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?
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.
Follow up communication for "target areas"

<table>
<thead>
<tr>
<th>Target Area</th>
<th>Plan of Action</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Involved-Amanda</td>
<td>Approach: Group</td>
<td>- Contact club advisors/officials by October 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>- Approach by major to specify clubs/organizations in the</td>
<td>- Send emails to students on October 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>major and advisor/official contact information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Alert advisors/officials of student interest and encourage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>them to reach out to those specific students</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Research Opportunities-Ali</td>
<td>Approach: Group</td>
<td>- Students will be contacted on November 9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>- Email with LSU Discover information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Future video highlights to be shared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students will receive targeted information on AGRI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>freshmen research course in Spring</td>
<td></td>
</tr>
<tr>
<td>Right major-Henry</td>
<td>Approach: Individualized</td>
<td>- Students will be contacted on October 26&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>- Personal appointments (November 2-6)</td>
<td>- Personal aid appts. November 2-6</td>
</tr>
<tr>
<td></td>
<td>- Acuity scheduler will be utilized</td>
<td></td>
</tr>
<tr>
<td>Time Management Planning &amp; Academic/Study Skills-Brandon &amp; Jennie</td>
<td>Approach: Group</td>
<td>- Students will be contacted on September 28&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>- Email with resources and encouraging students to utilize Ag</td>
<td>- Again with a reminder on September 29&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Tiger Tutoring, Tutorial Center, and CAS. Information on the</td>
<td>- CAS Workshops are scheduled for September 29th</td>
</tr>
<tr>
<td></td>
<td>specific CAS workshops and registering will also be provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Time Management Workshop-Brandon Leading, September 30th at 5:00 pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Promote CAS workshop on September 29th &amp; 30th from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:00 pm-7:00 pm</td>
<td></td>
</tr>
</tbody>
</table>
From pilot year to current

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Rate</td>
<td>71%</td>
<td>78%</td>
<td>90%</td>
<td>Review Fall 2021</td>
</tr>
</tbody>
</table>
| Changes        | Pilot year | • Part of FYS course  
                 |       | • Implement TIGA I & II  
                 |       | • Additional advising support questions  
                 |       | • Refine challenges and support  
                 |       | • Added residential college questions  
|                |       | • Continue TIGA I & II  
                 |       | • Additional questions on online learning  
                 |       | • Refine challenges and support  
                 |       | • Removed residential college questions  
|                |       |       | • 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

- 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

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?
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


Questions

Presenter:
Amanda L. Martin, Ph.D.
Assistant Dean, Recruitment & Student Development
College of Agriculture, Louisiana State University
amartin2@lsu.edu

Resources from this session will be available at:
https://assessmentinstitute.iupui.edu/

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?
Are you living on campus?

- Yes, in the Agriculture Residential College
- Yes, in another residence hall
- No

Current Major:

- 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
Concentration:

- 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:

<table>
<thead>
<tr>
<th>Ability to see the world from someone else's perspective</th>
<th>Major Strength</th>
<th>Somewhat Strong</th>
<th>Average</th>
<th>Somewhat Weak</th>
<th>Major Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tolerance of others with different beliefs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work cooperatively with diverse people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to manage your time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to manage stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to ask for help or resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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- [ ] 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?
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
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- [ ] 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
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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- Middle school/Jr. High
- High School
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Please check all of the services or events that you have participated in since you arrived in the fall to LSU:

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

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**Student Resources**

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**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?
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
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 Whittney 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 Whittney 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
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:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Major Strength</th>
<th>Somewhat Strong</th>
<th>Average</th>
<th>Somewhat Weak</th>
<th>Major Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to see the world from someone else's perspective</td>
<td>[ ]</td>
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<tr>
<td>Tolerance of others with different beliefs</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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</tr>
<tr>
<td>Ability to work cooperatively with diverse people</td>
<td>[ ]</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Ability to manage your time effectively</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Ability to manage stress</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Ability to ask for help or resources</td>
<td>[ ]</td>
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<tr>
<td>Mathematical ability</td>
<td>[ ]</td>
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<tr>
<td>Public speaking ability</td>
<td>[ ]</td>
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</tr>
<tr>
<td>Self-Confidence</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<td>[ ]</td>
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<tr>
<td>Writing ability</td>
<td>[ ]</td>
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</tr>
</tbody>
</table>

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
Please provide additional information on the challenges you are experiencing:

- 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:

Powered by Qualtrics
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:

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

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

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Student Action Results:

INTERNSHIP & CAREER PLANNING

Email Campaign Results:

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

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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

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</table>

Student Action Results:
- XX students clicked the zoom info session link
- 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

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<th>2020</th>
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TIME MANAGEMENT PLANNING

Email 1 Campaign Results:

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

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<th>2020</th>
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</table>
Email 2 Campaign Results:
- Email sent on Sept 30, 2020 at 8:37 AM to 152 students

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</table>

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

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Student Action Results:
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

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</table>

Student Action Results:
- 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.

<table>
<thead>
<tr>
<th></th>
<th>2020 (sent to 54)</th>
<th>2019 (sent to 135)</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

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