Assessing 5 years of In Gear at Baruch

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Impetus for In Gear

- Re-enter on academic probation
  - Do not know rules of probation
- Advised like any other student
  - No specialized support mechanism
  - No tracking or follow up
- Reinstatement standards are becoming more stringent
Program Goals

• Increase awareness of resources
• Improve performance and persistence
• recalibrate for academic rigor
• Improve decision making
• Explore attitudes and motivations
• Connect with an academic professional and to other students
In Gear Structure

• Beginning spring, 2008 until present:
  – 10-week program each semester
  – 1 hour sessions
  – Run by Academic Advisors
  – Non-compliance is an automatic violation of probation and will result in dismissal.
The Program Outline

Getting Your College Career In Gear

Based on Skip Downing’s On Course manual and other authors

• Week 1  Introduction to the program
• Week 2  Reinforce probation rules/personal choices
• Week 3  Reinforce “Active Decision Making”/Time Management
• Week 4  Reinforce Time Management/Personal Motivation
• Week 5  Midterm Review/Study Skills
• Week 6  Review Study Skills/Career Planning
• Week 7  Value interdependence and effective group work
• Week 8  Color Q & Emotional Intelligence
• Week 9  Review Emotional IQ/Hindering/Helping Habits
• Week 10 Lessons learned/Teamwork/Life long learning/Wrap Up
Key Objectives

- From: On Course self assessment – Skip Downing
  - Accepting Personal Responsibility
  - Discovering Self-Motivation
  - Mastering Self-Management
  - Employing Interdependence
  - Gaining Self-Awareness
  - Adopting Lifelong Learning
  - Developing Emotional Intelligence
  - Believing in Self
The Sessions

Each session’s exercises help students process the lesson through their group discussion. It is often easier to identify problems and solutions in other students’ struggles.
Program Challenges

- Students do not want to attend
- Students do not want to change
- Students do not believe “they” have a problem
- Non-credit course
- Facilitator must inspire students to recognize their agency/responsibility
Longitudinal Assessment

• Spring, 2008-Spring, 2013
• IV’s
  – Received IG intervention (n = 159)
  – Matched group: Re-entered on probation (Control; n = 235)
• DV’s (Outcome of interest)
  – Overall GPA (Performance)
  – Reentry semester GPA (Performance)
  – Current student status (Retention)
  – Academic standing (Performance)
  – # semesters attending after 1st semester back (Retention)
  – # of WU/F after 1st semester back (Academic decision making)
Longitudinal Assessment

• Predictions:
  – IG participants will show:
    • Higher GPA
    • Higher graduation rates
    • Fewer WU/F’s
    • Higher rates of being a current student
  – IG participants will show:
    • Lower probation and
    • Lower dismissal rates
## Descriptive Data (continuous)

### All data

<table>
<thead>
<tr>
<th></th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
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<tbody>
<tr>
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<td>1.92</td>
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<td># WU/F</td>
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<td>.99</td>
<td>1.2</td>
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### In Gear Participants

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<td># WU/F</td>
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### Control

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<td>1.07</td>
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# Descriptive Data (categorical)

## Degree status

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<thead>
<tr>
<th></th>
<th>Degree</th>
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<tr>
<td><strong>All data</strong></td>
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<td></td>
</tr>
<tr>
<td>In Gear</td>
<td>29 (18%)</td>
<td>130</td>
</tr>
<tr>
<td>Control</td>
<td>30 (15%)</td>
<td>205</td>
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## Current student status

<table>
<thead>
<tr>
<th>Graduates removed</th>
<th>Current Student</th>
<th>Not at Baruch</th>
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<tbody>
<tr>
<td>In Gear</td>
<td>53 (40%)</td>
<td>77</td>
</tr>
<tr>
<td>Control</td>
<td>25 (12%)</td>
<td>180</td>
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## Academic Standing

<table>
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<tr>
<th>Graduates removed</th>
<th>Dismissed</th>
<th>Probation</th>
<th>Good</th>
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</thead>
<tbody>
<tr>
<td>In Gear</td>
<td>31 (24%)</td>
<td>37 (28%)</td>
<td>62 (48%)</td>
</tr>
<tr>
<td>Control</td>
<td>85 (41%)</td>
<td>72 (35%)</td>
<td>48 (23%)</td>
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</tbody>
</table>
Longitudinal Assessment

• Results:
  – IG participants will have:
    • Higher overall GPA (Significant)
    • Higher reentry semester GPA (Significant)
    • Fewer WU/F’s (Significant)
  – IG participants
    • More current students (Significant)
    • Higher proportion of “good” academic standing (Significant)
    • Higher graduation rates (Not significant)
    • Lower probation and (Significant)
    • Lower dismissal rates (Significant)
Responses to In Gear

• 88% of In Gear participants surveyed either agreed or strongly agreed that as a result of participation in the In Gear Program:
  – They believe they should take responsibility for their own actions
  – They are confident in their ability to attain their own goals
• 87% of attendees over the last few semesters recommended that the program be offered again and agreed that it should be mandatory.
Take Away

Reinstated students need more than just remedial help in subject areas –

They need help in restructuring their approach to school (and life’s) responsibilities.
References


• *Stephen Covey*, *The 7 Habits of Highly Effective People* (2003), Free Press, New York.