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Binghamton Advantage Program- Program Evaluation

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Abstract

A program evaluation was conducted of the Binghamton Advantage Program (BAP) to determine how students in the program were performing and to obtain the participants' overall thoughts on the program. Student demographic data was analyzed to determine the relationship between subgroups versus GPA and withdrawal rates. Additionally, a survey was administered to students to determine their connection to and identification with each institution, perceived preparedness levels, main concerns, and resources utilized.

This evaluation serves as the first of its kind for BAP since its formation in 2011 and will help BAP administrators improve the program.

Main findings include significant differences in GPA for male versus female BAP students and BAP White students versus BAP students of color, as well as significant differences in withdrawal rates for on-campus and off-campus BAP students.

Introduction

BAP is a dual-admissions program offered by Binghamton University and SUNY Broome. Dual-admissions programs provide students admission into more than one educational institution. Students are admitted into BAP after applying to Binghamton University. Based on SUNY Broome admission standards, students are admitted into SUNY Broome and conditionally admitted into Binghamton University. BAP students are enrolled in classes at SUNY Broome, but live on Binghamton University's campus through Residential Life. Transfer stipulations are in place to determine transfer eligibility to Binghamton University.

The evaluation serves to provide stakeholders with information about current and past BAP students. Included in the evaluation is an analysis of BAP students interactions and perceptions of the program and their involvement on the two campuses.

Background Research & Methods

- Administrators in BAP were interviewed to provide their expectations and goals for BAP; student goals and institutional goals were discussed
- Literature was reviewed to better understand the rationale for BAP. Authors provided valuable information on the benefits of dual-admissions programs and ways in which they can positively affect college completion rates
- Data was collected from 541 current and past BAP students from 2011 to 2015; May 2015 marked the graduation of the first BAP cohort
 - Data was collected by Student Affairs Assessment and Strategic Initiatives (SAASI), Residential Life, and the Office of Student Conduct
 - Data included Binghamton University GPA and credits, Broome GPA and credits, race/ethnicity, conduct status, housing status, and withdrawal status for each current or past BAP student
 - Data was analyzed to determine whether there were significant differences in GPAs and withdrawal rates for various subgroups
- Past and current BAP students were surveyed about the institution to which they are most connected, reasons for that connection, the institution with which they identify with, reasons for that identification, and their preparedness when transferring to Binghamton University
 - The Google Forms survey was sent to 541 BAP students: 5 people declined, 63 participated, and 473 students did not respond
 - Survey data was analyzed to determine students' perceived preparedness, institutional identification and connection, and main concerns

Results

- BAP student GPAs are lower than the overall Binghamton University student population GPAs

Table 1. BAP student mean GPAs, non-BAP mean student GPAs, and overall population mean GPAs

Demographics	BAP Students	Non-BAP Student	BU Population (BAP & Non-BAP)
All Students	2.83	3.10	3.10
Male Students	2.69	3.01	3.01
Female Students	2.96	3.19	3.19
White Students	2.96	3.25	3.25
Students of Color	2.59	2.98	2.98

- Female BAP students have significantly higher GPAs than male BAP students
- White BAP students have significantly higher GPAs than BAP students of color

Table 3. Comparison of Different Subgroups' Mean Binghamton University GPAs

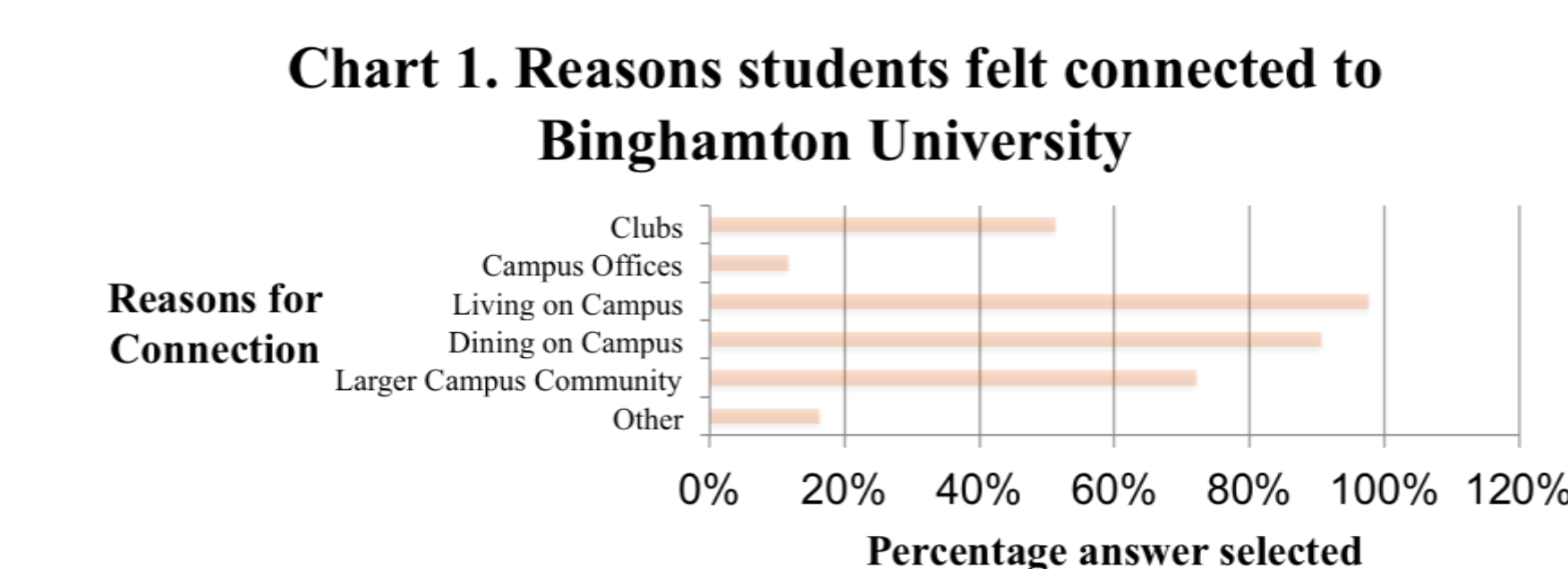
Population Characteristics	Subgroup GPA		Significance (2-tailed)
Gender	Male: 2.689	Female: 2.963	.001
Race/Ethnicity	White: 2.995	Students of Color: 2.617	.001
Housing	On-Campus: 2.713	Off-Campus: 2.900	.681
Conduct	Alleged Conduct Violation: 2.740	No Conduct Violation: 2.860	.650

- Off-campus students are significantly more likely to withdraw than on-campus students

Table 4. Comparison of Different Subgroups' BAP Program Withdrawal Rates

Population Characteristics	% Of Subgroup that Withdrew		Significance (2-tailed)
Gender	Male: 7.6%	Female: 5.8%	.388
Race/Ethnicity	White: 6.0%	Students of Color: 9.4%	.158
Housing	On-Campus: 9%	Off-Campus: 16.9%	.000
Conduct Violation	Alleged Conduct Violation: 7.7%	No Conduct violation: 6.4%	.691

- Students feel a greater connection to Binghamton University than SUNY Broome and are more likely to identify as a student at Binghamton University



- BAP students feel more prepared than transfer Binghamton University students but less prepared than first-year Binghamton University students

Recommendations and Conclusions

- There should be mandatory meetings and communication among professors, campus staff, and BAP students prior to BAP students transferring
- BAP administrators should increase outreach efforts to BAP students who live off-campus to deter withdrawing
- Administrators should encourage students to remain on campus
- Administrators should complete an evaluation to determine why students are not utilizing campus resources, with an understanding that the current survey results do not depict the actions or feelings of the BAP population as a whole
- A more thorough evaluation should be completed in 4-6 years after multiple BAP cohorts have graduated from Binghamton University while also comparing BAP data to overall Binghamton University population data

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