

**Department of Residence Life**  
**AFAM and Aggie Familia Test Prep Workshop**  
**November 2017**

**Background**

The Department of Residence Life was initially awarded a Division of Student Affairs College Completion Grant for the 2016-2017 academic year to create a support network for under-represented students living on-campus, specifically Black/African-American and Hispanic/Latino students. This grant was renewed for the 2017-2018 academic year. Following from the Aggie family ideal, the Black/African-American group was referred to as AFAM and the Hispanic/Latino group was named Aggie Familia.

As part of the grant, identity-conscious programs and mentoring opportunities are planned throughout the 2017-2018 academic year for these student populations. Programs include topics such as academic connections, money management, stress management, and finishing the semester strong. Through these events, AFAM and Aggie Familia students will be connected with faculty, staff, and other students to establish and build a community with people, programs, and resources. The Academic Peer Mentors within Residence Life presented a workshop for the AFAM and Aggie Familia students on preparing for tests or their upcoming finals; which took place on November 29, 2017.

The grant planning committee worked with Student Life Studies to understand students' experience of this workshop. While other assessments have been conducted as part of the Aggie Familia/AFAM initiative, this was the first time this specific workshop was assessed.

**Method and Sample**

An electronic survey was developed in Qualtrics®, a software program that creates web-based surveys and databases. The survey contained nine quantitative questions. Student Life Studies evaluated the results using SPSS®, a statistical software program.

The email invitation with survey link was sent on November 30, 2017 to the 19 students who attended the workshop. Non-responders received up to three reminders before the survey closed on December 8. Of these 19 students receiving the survey link, 10 completed the survey, for a 53% response rate.

**Results**

Results are reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the questions. For ease of reading, the percentages are rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending mean or frequency percentage order.

Participants were asked to select the correct depiction of R.A.P.P.R. Table 1, on the following page, shows that almost three-fourths (70%) could identify the correct response, which was Recall, Assess, Prepare, Plan, and Review. The remaining 30% selected the option with “Attain” rather than “Assess.”

<b>Which is the correct depiction of R.A.P.P.R.?</b>	<b>Frequency Percentage</b>
Recall, Assess, Prepare, Plan, Review	70%
Recall, Attain, Prepare, Plan, Review	30%
Recall, Assess, Prepare, Planner, Recite	0%
Recall, Attain, Prepare, Plan, Rotate	0%

Table 1: Learning Outcome for R.A.P.P.R (n=10)

Students were asked to rate their level of agreement or disagreement on statements related to the Academic Peer Mentors (APMs) presenting the workshop. Table 2 illustrates the students were very positive about the APMs on all statements, especially related to delivering the content and being organized and prepared.

<b>Statement</b>	<b>Strongly Agree (7)</b>	<b>Agree (6)</b>	<b>Somewhat Agree (5)</b>	<b>Neither Agree nor Disagree (4)</b>	<b>Somewhat Disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>Mean (sd)</b>
<b>The APM delivered the material in a clear and structured manner.</b>	30%	70%	0%	0%	0%	0%	0%	6.30 (.48)
<b>The APM was well organized and prepared.</b>	30%	70%	0%	0%	0%	0%	0%	6.30 (.48)
<b>The APM was knowledgeable about the topic and any related issues.</b>	20%	70%	10%	0%	0%	0%	0%	6.10 (.57)
<b>The APM maintained my interest during the entire presentation.</b>	20%	60%	20%	0%	0%	0%	0%	6.00 (.67)

Table 2: Academic Peer Mentors (n=10)

When asked about their agreement with statements related to the workshop presentation, all respondents were positive about each of the three statements, as seen in Table 3.

<b>Statement</b>	<b>Yes</b>	<b>No</b>
<b>The presentation was concise and informative.</b>	100%	0%
<b>The presentation contained practical examples and useful techniques that applied to current work.</b>	100%	0%
<b>The visual aids were effective (PowerPoint, handouts, etc.).</b>	100%	0%

Table 3: Effectiveness of Presentation (n=10)

The last question asked participants how they would rate the presentation overall. Almost one-third (30%) said the presentation was Excellent, 50% reported it as Very Good, and 20% rated the presentation as Good (n=10). Nobody selected the options for Fair or Poor.

### **Conclusions and Recommendations**

Students were very positive about this workshop and the Academic Peer Mentors. Additionally, a majority of the students met the learning outcome to select the correct depiction of R.A.P.P.R. The APMs may look for interactive activities to reinforce the correct five words: Recall, Assess, Prepare, Plan, and Review. Or if it is just the concept for “Assess,” maybe that part could be reinforced in a different manner.

The grant planning committee may want to look at options to remind students of the test prep skills from this workshop when the new semester begins. Maybe this could be in the welcome letters when students come back in the spring semester or a targeted email the first week of school. Any messaging could also include information about academic resources online or working with the Academic Peer Mentors individually.

The grant planning committee is encouraged to share results with their stakeholders. This could be sharing information with Residence Life staff, faculty and staff mentors, and the students involved.

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