

SEVENTEENTH INTERNATIONAL CONFERENCE ON
THE FIRST YEAR EXPERIENCE
Maui, Hawaii

***ASSESSING THE FIRST YEAR EXPERIENCE
TO BUILD A
STUDENT SUCCESS CULTURE***

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OVERVIEW

1. ASSESSING THE FIRST YEAR EXPERIENCE

- a.** Research Design
- b.** Partners in Education Inventory
- c.** Student Experience Inventory
- d.** Leave Score

2. THE INTERVENTION PROGRAM

- a.** Entry Personalized Learning Plan
- b.** Personalized Learning Skills Email
- c.** Mid-Term Personalized Learning Plan
- d.** Mid-Term “Academic Checkup”
- e.** Mid-Term Email/Telephone Call

3. THE RESULTS

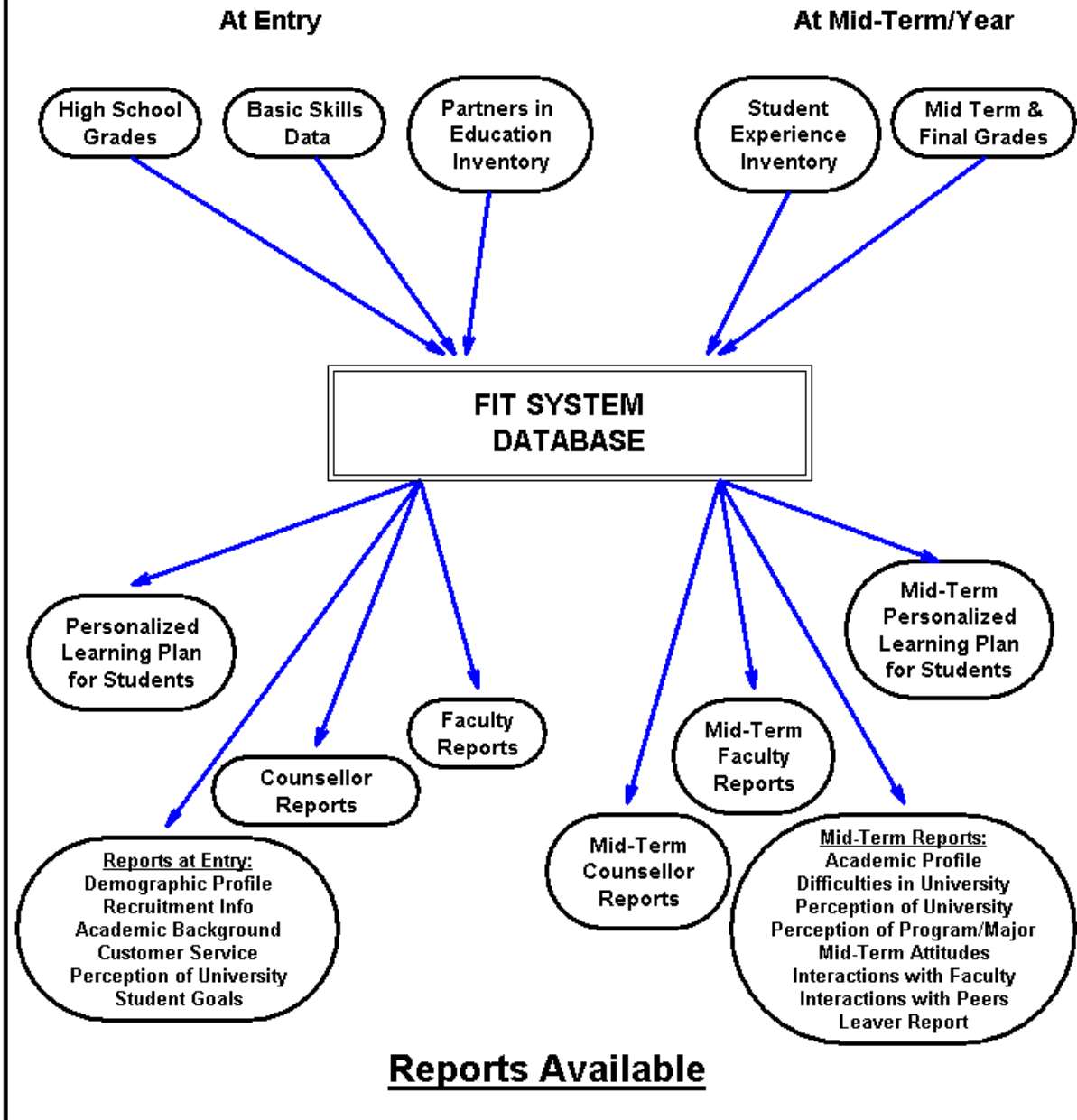
- a.** Response to Emails/Telephone
- b.** Winter Term Enrollment
- c.** Impact on Culture

ASSESSING THE FIRST YEAR EXPERIENCE

Research Design

FRESHMAN INTEGRATION AND TRACKING SYSTEM OVERVIEW

Sources of Information



THE PARTNERS IN EDUCATION INVENTORY

Information collected at college entry - the questionnaire provides a comprehensive description of new college students in terms of their:

- **Demographic Profile**
- **Academic Background**
- **Recruitment Variables**
- **Customer Service**
- **Perception of College**
- **Student Goals**
- **Entry Attitudes Profile**

THE STUDENT EXPERIENCE INVENTORY

Information collected at mid-term - the questionnaire provides a comprehensive description of the college experience for every student, including their needs, attitudes, perceptions and behaviors

- **Academic Profile**
- **Difficulties with College**
- **Perceptions of College**
- **Perceptions of Program**
- **Co-Curricular Activity**
- **Interaction with Faculty**
- **Interaction with Peers**
- **Intent to Leave**

THE LEAVE SCORE

A 'probability of leaving' score is based on student responses to six Likert-type items on the mid-term SEI. Identifies students who are likely to withdraw by the second semester, BEFORE they do.

ITEMS:

- I may try to transfer into another program at the end of this semester

- I may quit my studies before I finish my program

- I will continue in my present program next semester

- I may not continue with my studies next semester

- I considered dropping out of my program at least once this semester

- I will continue my studies at this college next semester

SCORE RANGE: 6 – 30

Probability of dropout with score of 20-30 = 80%

THE PROGRAM OF INTERVENTIONS

A set of five tactics over the course of the first semester:

1. Personalized Learning Plan at Entry via PEI

Counselors deliver each student's *Personalized Learning Plan*, a report providing specific details about Humber support services for areas where students indicated they could benefit from special help on the Partners in Education Inventory.

2. Personalized Learning Skills Email at Entry

In early September, an email is sent by each counselor to students who indicated they needed help developing various academic skills. The email provided information about related learning strategy workshops offered by the Counseling Department during the fall semester

3. Mid-Term Personalized Learning Plan via SEI

At mid-semester, counselors deliver to students their *Mid-Term Personalized Learning Plan*. This report provides specific details about support service areas students indicated, on the Student Experience Inventory, that they could use help with and wished to access.

4. Mid-Term "Your Academic Check-Up"

Delivered by counselors to students at mid-term, this handout outlines points that students who are worried about their mid-term grades should consider, as well as other resources available to students with such concerns.

5. Mid-Term Email/Telephone Follow-Up

An email and/or telephone call was made by counselors to students who indicated (Leave Score) on the SEI they were strongly considering withdrawing from Humber. The two methods of contact were used to ask students about their intentions for the second semester and to discuss program options or other issues that might be helpful to them in planning for the second term.

Personalized Learning Plan at Entry via PEI

PERSONALIZED LEARNING PLAN

Student Needs and College Services

Student Name	FirstName LastName / StudentId
Program/Class	Program/Class
Campus	Eastern Campus

This report provides information on college services available to meet the needs you identified for yourself when completing the Partners in Education Inventory.

Study Skills

Each campus Learning Center offers FREE study skills workshops, testing, study guides, outlines and books that can be checked out to help with study skills and test preparation. For more information call 416-675-6622, x4624.

Math Skills

The Learning Centers, open weekdays beginning the first week of classes, offer FREE tutoring in English, Biology, Math, Accounting, Chemistry, Physics, Science and specialized assistance in the Computer Lab, Writing Center, and Allied Health Science Room. Call for the current schedule at 416-675-6622, x4624.

Career Counselling & Educational Information

Career Place promotes the concept that career development is an ongoing, lifelong process, which incorporates self-assessment and career awareness. Tools to assist you in looking for your first job, a new job, anticipating a major career change or simply scanning the horizon are available. For more information call 416-675-6622, x4624.

Writing Skills

The Writing Center is a FREE service providing one-on-one consultation, information, and encouragement for student writers in all disciplines. Whether writers come with a list of ideas, an outline, a rough draft, or a blank page, they will find help in reaching the next level. For more information call 416-675-6622, x4624.

Financial Aid

Financial assistance such as scholarships, grants, loans and part-time employment is available at the Student Financial Aid Office. Financial Aid Counselors can answer your questions and provide applications. Call 416-675-6622, x4624.

Academic Advising

See a counselor to: Review your academic progress, degree and transfer requirements, graduation procedures and other academic concerns; discuss educational, career and life goals. You can register for a series of Student Success Workshops and Courses (e.g. College Survival Skills) to help maximize your educational experience. For more information call 416-675-6622, x4624.

Personal Issues

Students can have difficulty with the stress of balancing the demands of school, family and work, dealing with alcohol or other drugs or getting over the loss of a loved one. Confidential appointments for help with these and other personal issues can be made by calling your counseling office at 416-675-6622, x4624.

Learning Disabilities

This college is dedicated to eliminating barriers that prevent people with disabilities from attaining their educational goals. An ACCESS Office on each campus assists with academic planning and requests for reasonable accommodations. To schedule an appointment with an ACCESS advisor call 416-675-6622, x4624.

Using these services could help you adjust to college life and ensure the successful attainment of your personal and career goals. Each of the above services can provide you with a handout that provides a brief list of strategies you may find useful. Please drop by and pick one up in the next three weeks.

Personalized Learning Skills Email at Entry

HUMBER COLLEGE

Writing Skills Need: Contact List at College Entry

BATCH	Student ID	First Name	Last Name	Program	Benefit Writing	Accept Writing	Telephone	E-mail Address
2002F	800893422	ADAM	DARC	BusAdm	Great Benef.	Highly Likely	4.2E+09	□
2002F	800895898	AGNES	OLIC	BusAdm	Great Benef.	Highly Likely		AAAAA@HOTMAIL
2002F	800984783	ANDRE	HARF	BusAdm	Great Benef.	Highly Likely	9.1E+09	□
2002F	801340381	XIN	BAO	BusAdm	Great Benef.	Highly Likely	4.2E+09	BBBBBBB@HOTMA
2002F	801586496	MICHAEL	YUILL	BusAdm	Great Benef.	Highly Likely		CCCCCC@HOTMAI
2002F	801809732	SHERONA	DAYE	BusAdm	Great Benef.	Highly Likely		□
2002F	801830258	SHANE	JOHN	BusAdm	Great Benef.	Highly Likely		
2002F	801832981	JOEY	KLOC	BusAdm	Great Benef.	Highly Likely		DDDDDDDD@HOT
2002F	801872573	CARL	VIVEI	BusAdm	Great Benef.	Highly Likely		
2002F	801930470	NIKKI	VITAF	BusAdm	Great Benef.	Highly Likely	9.1E+09	EEEEEEE@MSN□
2002F	801946344	ONEIL	WELL	BusAdm	Great Benef.	Highly Likely		
2002F	801953613	MICHELLE	MCVI	BusAdm	Great Benef.	Highly Likely		FFFFFFFFF@HOTM
2002F	802096339	JULIE	BELC	BusAdm	Great Benef.	Highly Likely		
2002F	802221630	VALERIE	TOTH	BusAdm	Great Benef.	Highly Likely	9.1E+09	□
2002F	802259382	PAUL	CROV	BusAdm	Great Benef.	Highly Likely		GGGGGGGG@HOT
2002F	802268805	AMANDEE	BRAIK	BusAdm	Great Benef.	Highly Likely	9.1E+09	□
2002F	802268870	HINA	SAEE	BusAdm	Great Benef.	Highly Likely		HHHHHHH@YAHOO
2002F	802269324	SUKHJIND	KAUR	BusAdm	Great Benef.	Highly Likely		IIIIIIIII@HOTMAIL
2002F	802276022	IRVNA	PAVL	BusAdm	Great Benef.	Highly Likely		JJJJJJJJJ@HOTM
2002F	802277749	DEEPTI	DESA	BusAdm	Great Benef.	Highly Likely	9.1E+09	□
2002F	802330001	MICHAEL	CHEE	BusAdm	Great Benef.	Highly Likely		KKKKKKKKKK@HO
2002F	802344267	HENRY	CHAN	BusAdm	Great Benef.	Highly Likely		LLLLLLLL@YAHOO
2002F	802351577	GAGANDE	KAUR	BusAdm	Great Benef.	Highly Likely	9.1E+09	MMMMMMM@HO
2002F	802361527	GERALDIN	PEDR	BusAdm	Great Benef.	Highly Likely		NNNNNNN@HOTM
2002F	802361980	NAVJEET	GARC	BusAdm	Great Benef.	Highly Likely		OOOOOOO@HOTM
2002F	802362772	MICHAEL	LADIS	BusAdm	Great Benef.	Highly Likely	9.1E+09	PPPPPPPP@HOT
2002F	802385443	CONRAD	JOHN	BusAdm	Great Benef.	Highly Likely		QQQQQQ@HOTMA
2002F	802390153	SHAMA	NASIF	BusAdm	Great Benef.	Highly Likely	4.2E+09	RRRRRRR@YAHOO
2002F	802392043	CANDICE	LUCIE	BusAdm	Great Benef.	Highly Likely	9.1E+09	SSSSSSS@HOTM

THE RESULTS

1. Response to Emails/Telephone

Counselors found that:

- students reacted positively to the interventions.
- students receptive to the contact
- students did not perceive the interventions as intrusive.

Email responses also clearly indicated that many students appreciated the concern for student success demonstrated by the institution. Moreover, some email messages clearly show the interventions provided some with a valuable opportunity to connect with counselors for help or assistance.

EMAIL 1:

“Your email concerning my decision of staying or leaving Humber has been received. I would like to speak with you, and would definitely appreciate some guidance on what career I should enter. Thank you for your concern. I will make an appointment to see you soon.”

EMAIL 2:

“Thank you for your email. I must say I was quite surprised to actually get a response to my concerns. I will not be coming in to speak with a counselor, but I do appreciate you contacting me. Currently I am not certain if I will be returning to Humber next semester, due to the fact that I am slightly disappointed with the quality and content of the program I am in.”

EMAIL 3:

“I am extremely dissatisfied with my program, and it has only given me a bad impression how unprofessional this school is. Teachers are either unprepared for class, letting us leave early, not knowing how to teach, or being extremely unemotional towards their students. I can say that I thoroughly regret not only coming to this school, but spending mine and my family’s hard earned money. Now, because of this program, I am more confused than ever. What am I supposed to do now? Invest more money into this program which I consider a joke?..... Thank you for your consideration in emailing me, feel free to contact me again.”

2. Winter Term Enrolment Status

Students identified as high probability leavers and who were subject to the intervention program were assessed relative to their registration status in the second term. Actual registration status was compared to their stated intent when contacted at the middle of the first term. The table below shows actual status compared to intention.

Student Intent at Mid-Term Fall 2002 (n)	Enrolled as of March 2003
Withdraw 14	8
Not Sure 7	5
Total 21	13

**Expected retention based on
Leave Score historical data: 20%**

Actual retention: 13/21 = 62%

Retention of “decideds”: 8/14 = 57%

3. Impact on Culture

a. Cross-Functional Involvement

- i. Faculty, coordinator, counselor

b. Integration of Services

- i. Learning and student support services

c. Focus on Learning

- i. Coordinator, faculty

d. Student Use of Services

- i. Identification of and proactive delivery

e. Development of Best Practices

For more information contact:

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