

The Impact of Pre- Enrollment Programs on Incoming Students

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Session Overview

- Theory behind pre-enrollment programs
- History of Leadership Collaborative, Buckeye Leadership Connection, Camp Buckeye and Buckeye Adventures
- Assessment & evaluation of those four programs
- Q&A

Purpose of Pre-enrollment Programs

Theories in higher education & student development:

- Student involvement theory (Astin, 1999)
- Vectors: achieving competence, developing autonomy, interpersonal relationships (Chickering & Reisser, 1993)
- Value of social interactions in student retention (Tinto, 1988)
- Multiple intelligences (Gardner, 1993)

Purpose of Pre-enrollment Programs

Common Transition Roadblocks:

- Difficulties managing increasing independence
- Making choices
- Asking for help
- Using resources
- Feeling overwhelmed by new challenges & choices

Common Affiliation Roadblocks

- Feeling that they don't belong
- Lacking connections - they don't know anyone
- Feeling insignificant & unsupported
- Difficulty balancing obligations between school and family

Successful pre-enrollment programs address these risk factors:

- Welcome & integrate students into the campus community
- Connect students with resources
- Support students through transition
- Challenge students to broaden their experiences
- Bring the university community together to support first-year students

FYE Pre-Enrollment Programs

- Leadership Collaborative
- Buckeye Leadership Connection
- Buckeye Adventures
- Camp Buckeye

First-Year Leadership Collaborative

- 4-day, 3-night conference for incoming first-year students
- Professional conference
- Focus on self-awareness, understanding strengths and values, ethical leadership, and networking/utilizing resources
- Involvement of leaders from campus (students, faculty, and staff) and leaders from the Columbus community throughout the week

Leadership Collaborative Students and Staff



First-Year Leadership Collaborative Vision Statement

The First-Year Leadership Collaborative strives to inspire, challenge, and encourage the newest Buckeye leaders to get involved with the Ohio State University and Columbus communities while also evoking a sense of Buckeye pride and tradition. The conference will highlight strengths that each individual brings to the larger community and help students realize how to capitalize on their strengths in future leadership positions and in their lives. Equipped with the resources and internal drive to make a difference, our vision is that these students will arrive on campus willing and prepared to stand out as pivotal leaders in the first-year class and more importantly that they are motivated to make Ohio State an even better place to live, learn, and grow.

Leadership Identity Model

- Stages of leadership development
- Transitions between stages: marks a shift in thinking, a gradual process of letting go of old ways of thinking about leadership to trying new ways.
- The Key Transition: Events occur during stage three that spark a shift in the students' consciousness, or the way they think about themselves in relation to others. *This shift changed their view of leadership. As students spent time in stage three, they began to take on more complex leadership challenges that promoted the recognition that they could not do everything themselves and that the talents and skills of group members were vital for organizational success.*

Leadership Identity Model

A focus on the *key transition* in the conference curriculum:

- Small groups led by upper-class student leader and staff member
 - *“Older peers as mentors; adults as mentors and meaning makers; meaningfully engage with others”*
- Discussion surrounding positional leadership vs. non-positional leadership; Emphasis on self-awareness and their personal contribution to leadership (beyond positions)
 - *“Holding a position does not mean I am a leader”*
- Use of StrengthsQuest
 - *“Learn to value the importance/talent of others”*
- Use of positive leadership role models as keynote speakers and guests
 - *“Learning about leadership”*

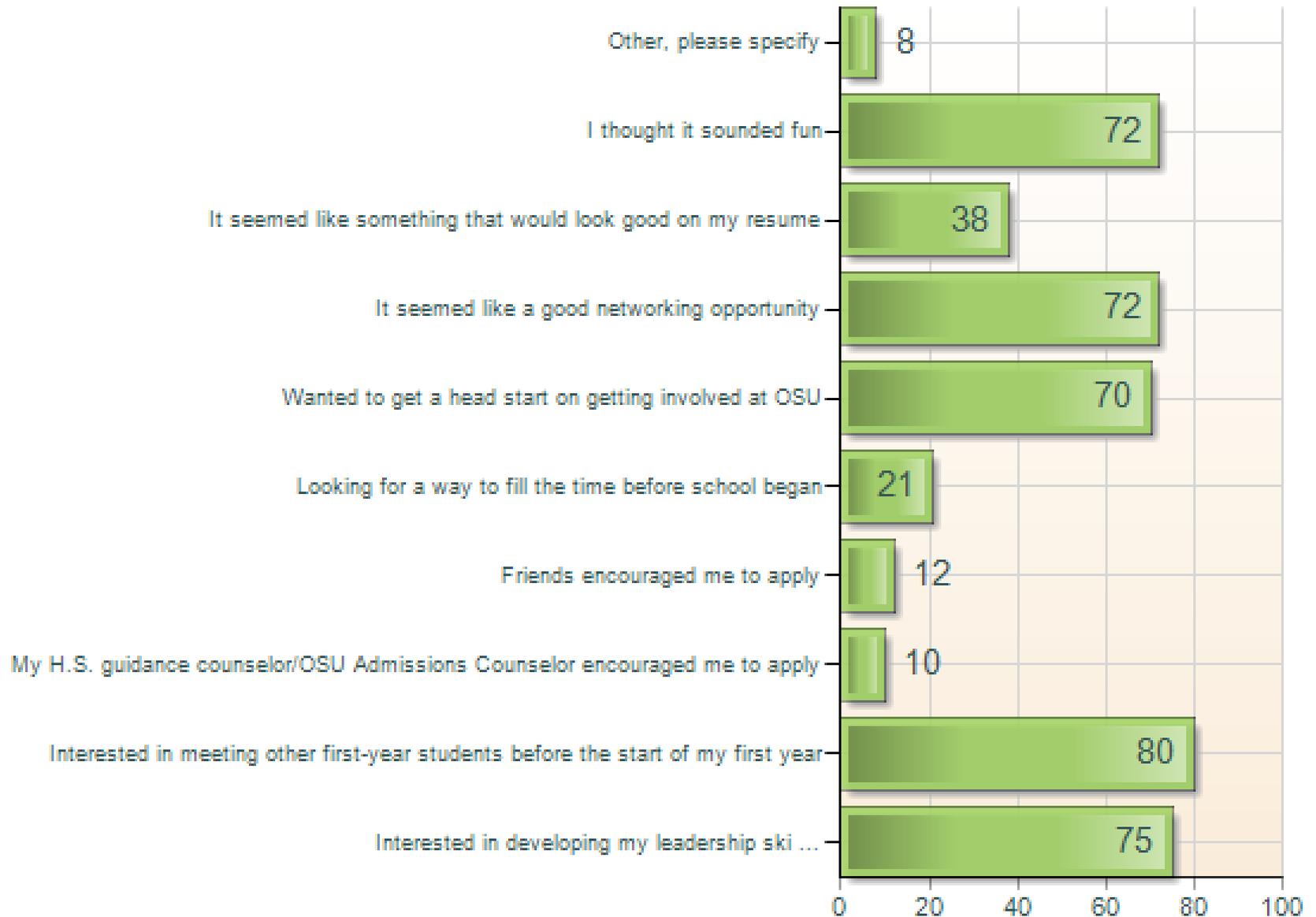
Assessment & Evaluation Tactics

- Programmatic evaluation:
 - LC – evaluations at conference, follow-up surveys, focus groups, interviews (most recent survey and focus groups highlighted here)
 - BLC – evaluations at conference, survey and focus groups to be completed March 2009
- Long-term assessment tactics:
 - Tracking quarterly GPA & retention
 - Focus groups
 - Campus involvement

Leadership Collaborative Survey

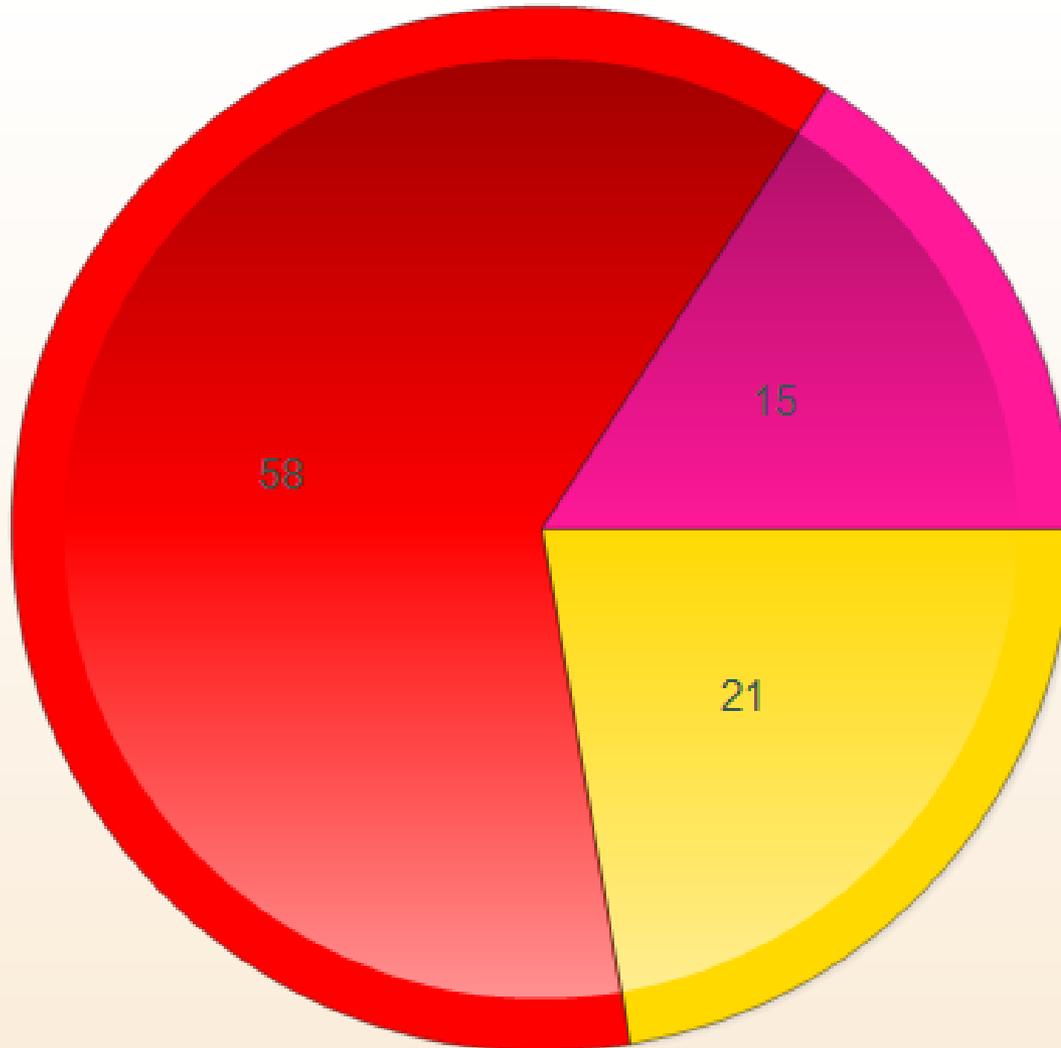
- Sent out via email in summer of 2008
- 185 invited to participate; 94 responded – 51% response rate
- 61% women; 39% men; 60% Caucasian
- 21% attended 2005; 35% attended 2006; 44% attended 2007
- 71% already aspired to leadership positions on campus before attending conference
- Questions based on student perception 1-3 years after conference/class experience

What was your motivation for applying to the Leadership Collaborative? Mark all that apply.

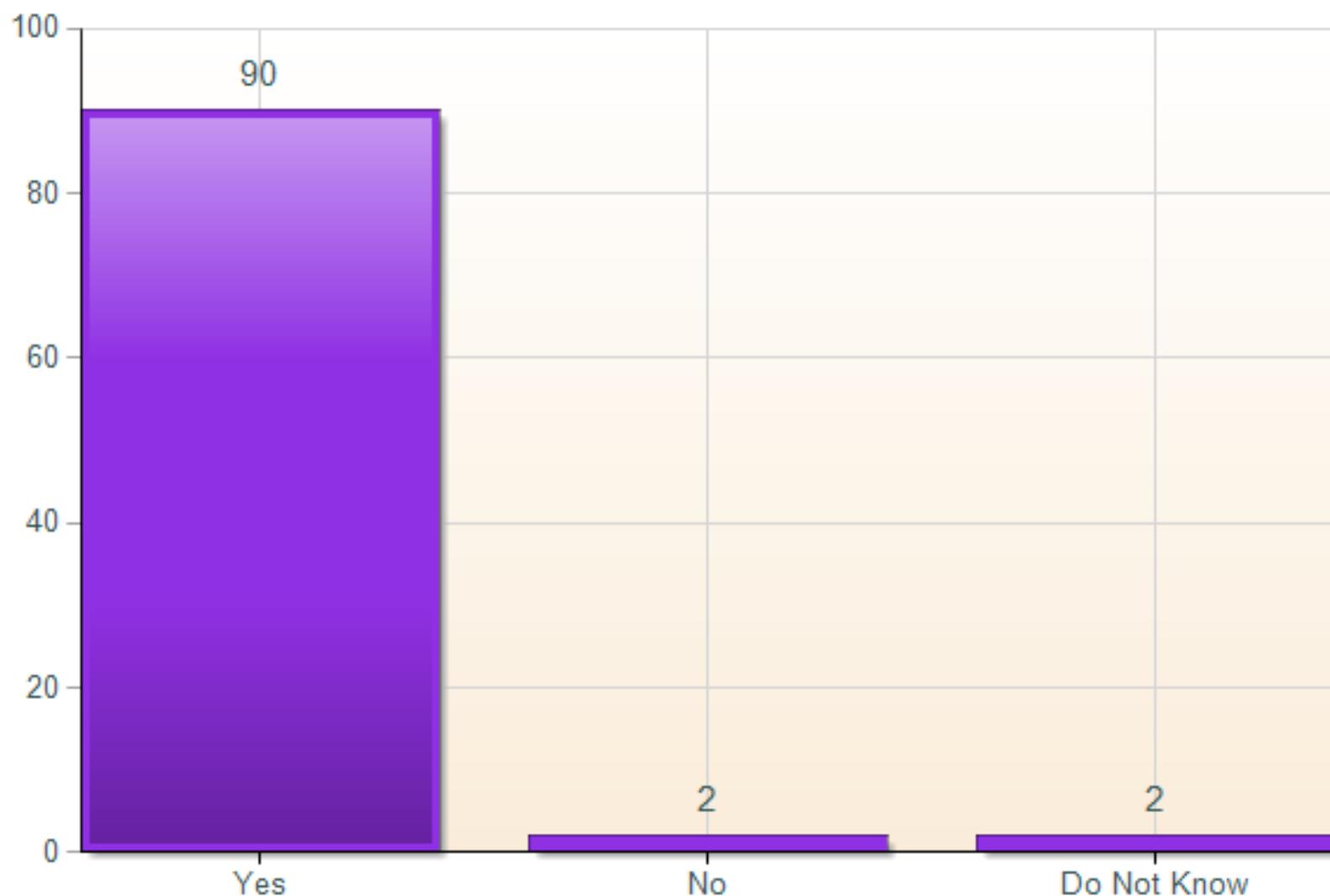


Have you been able to network with students who attended the LC in years other than your own?

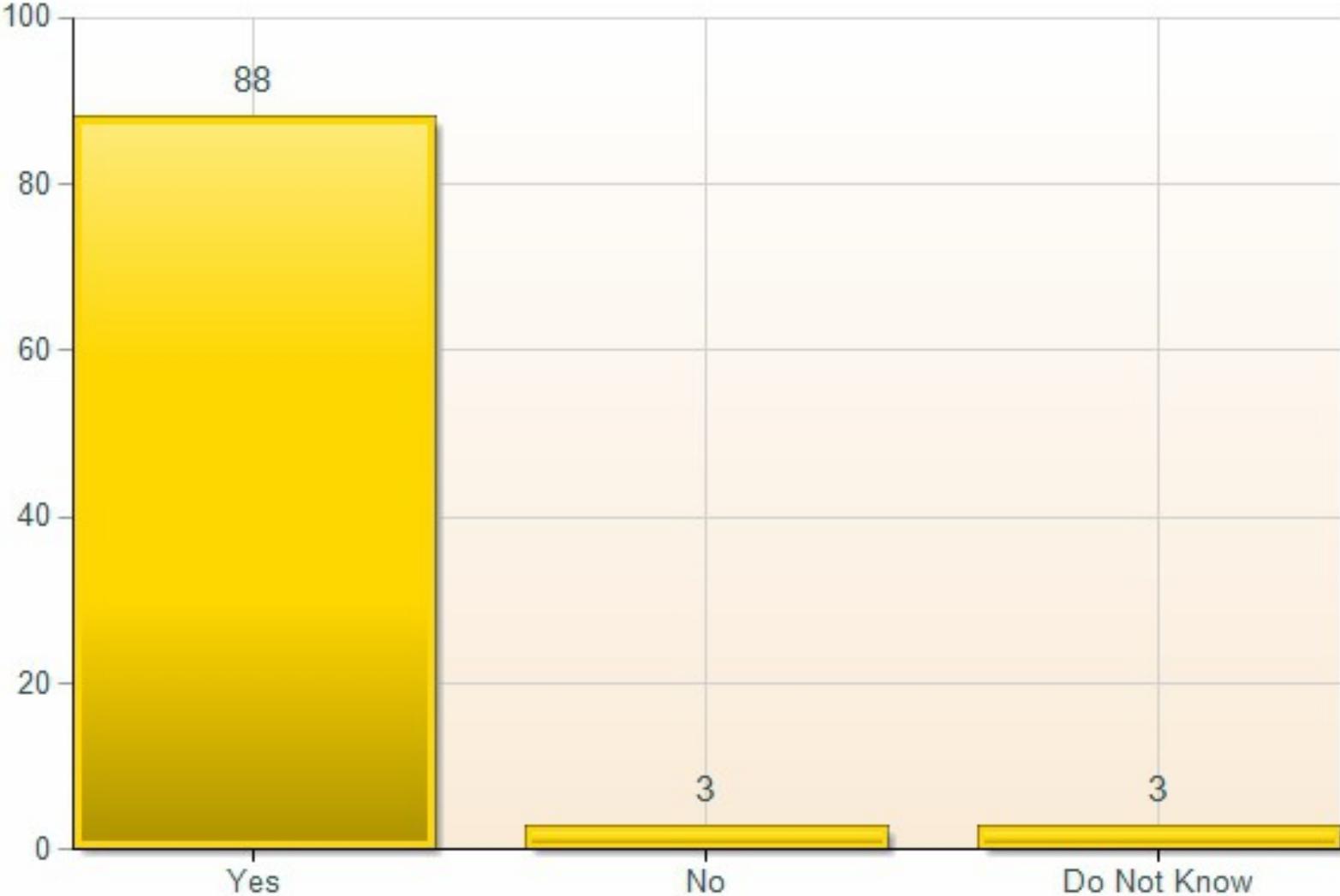
Yes, Often Yes, Occasionally No, Never



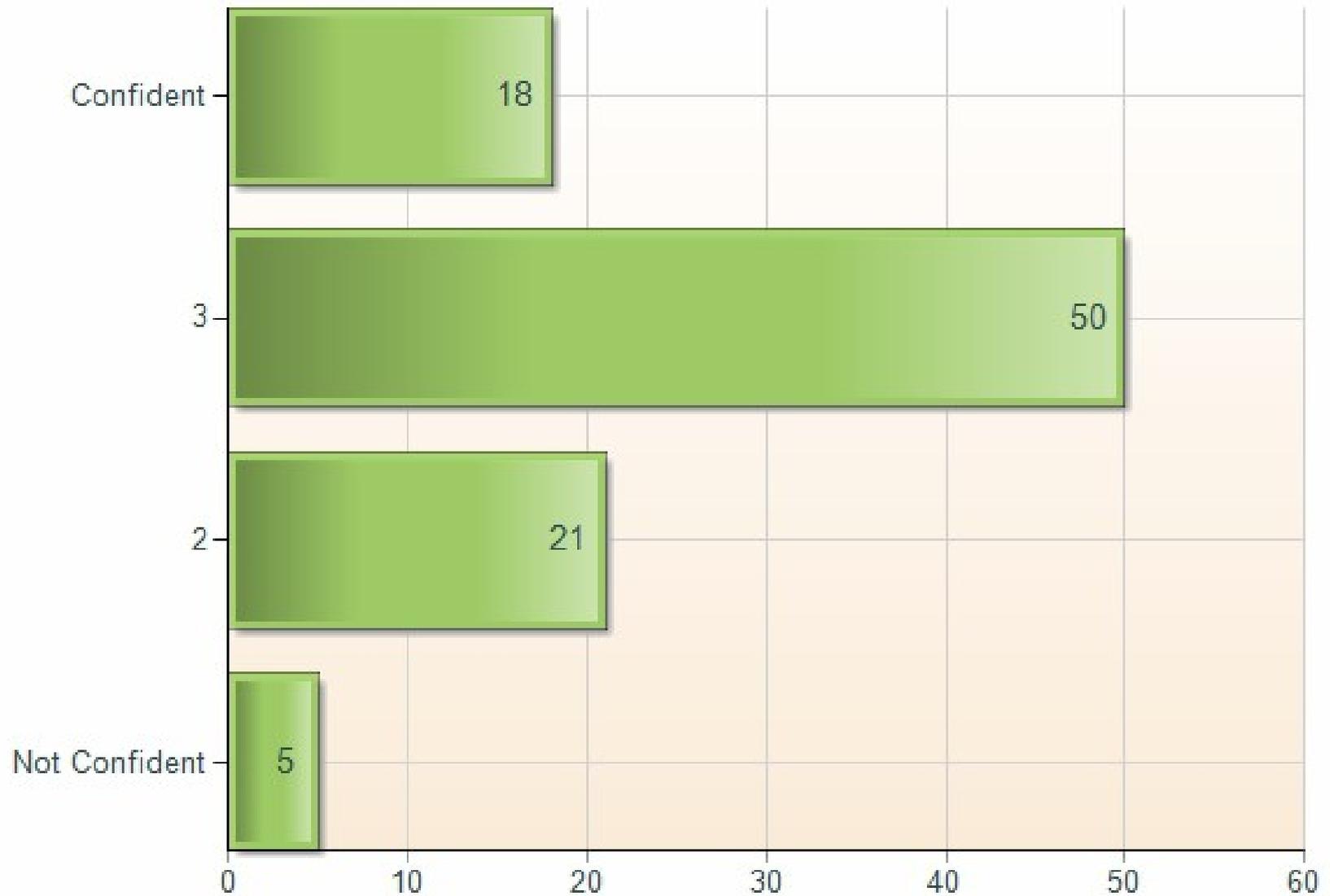
Were you more knowledgeable of the programs and resources available to a first-year student as a result of attending the Leadership Collaborative?



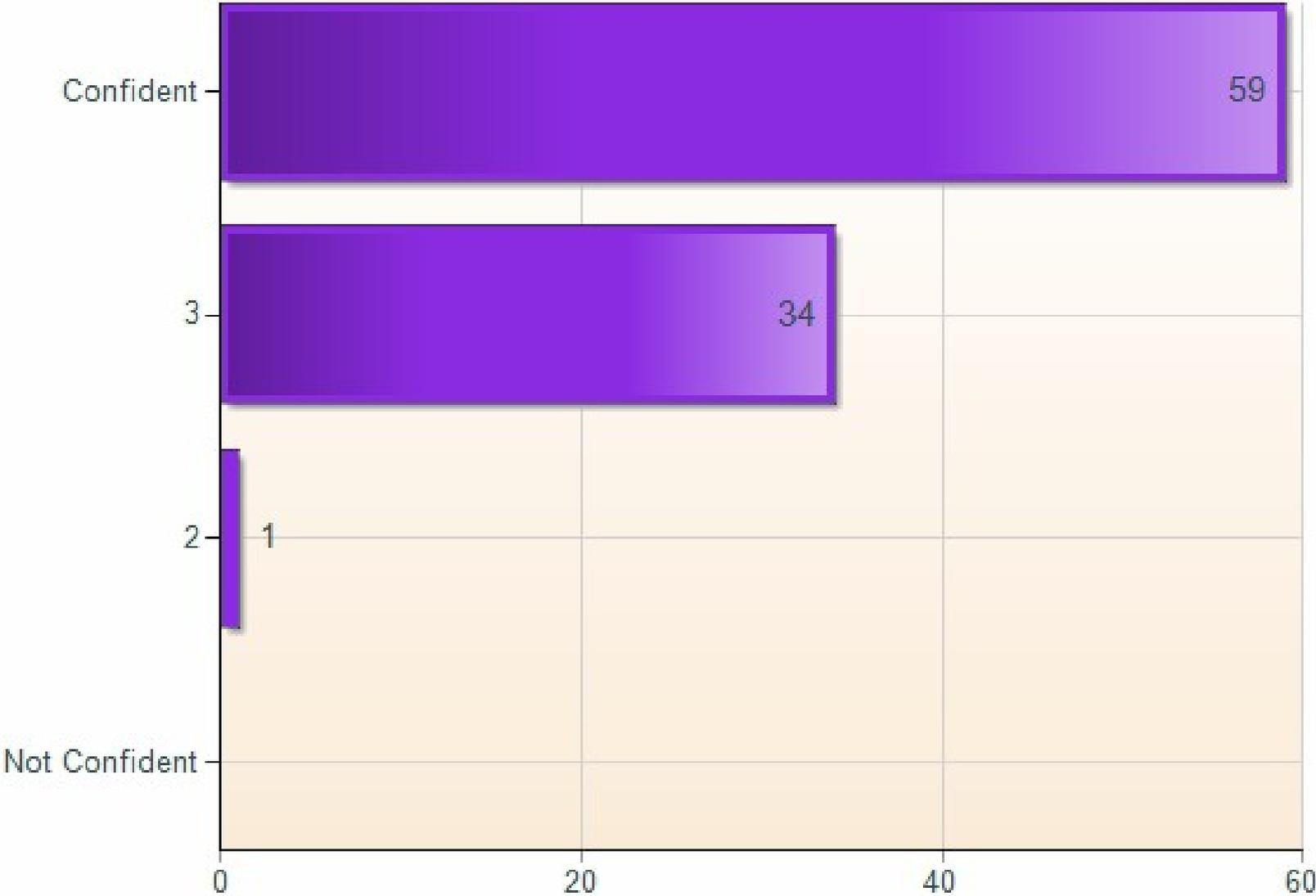
Did the Leadership Collaborative improve your knowledge of your leadership abilities?



How confident were you in your leadership skills before the Leadership Collaborative?

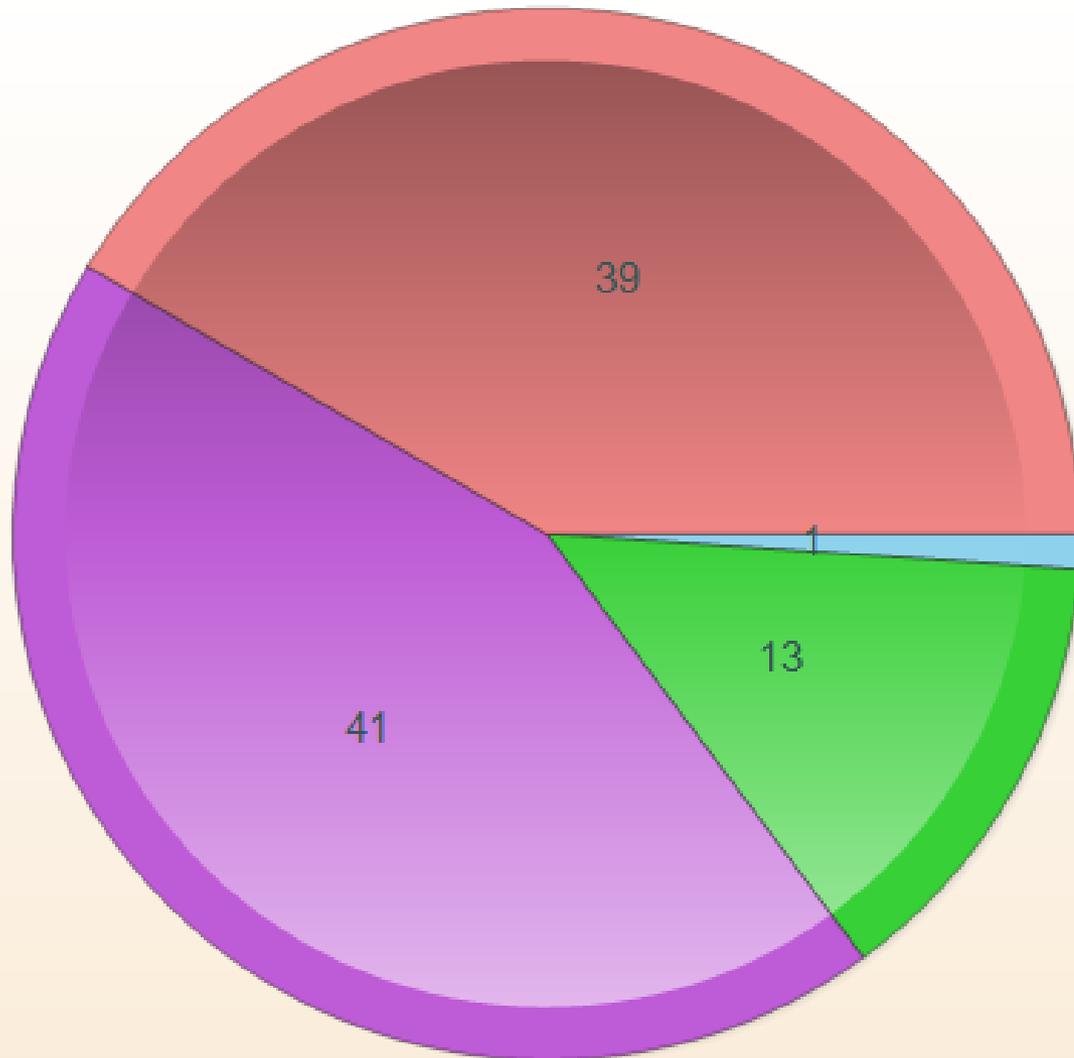


How confident were you in your leadership skills after the Leadership Collaborative?



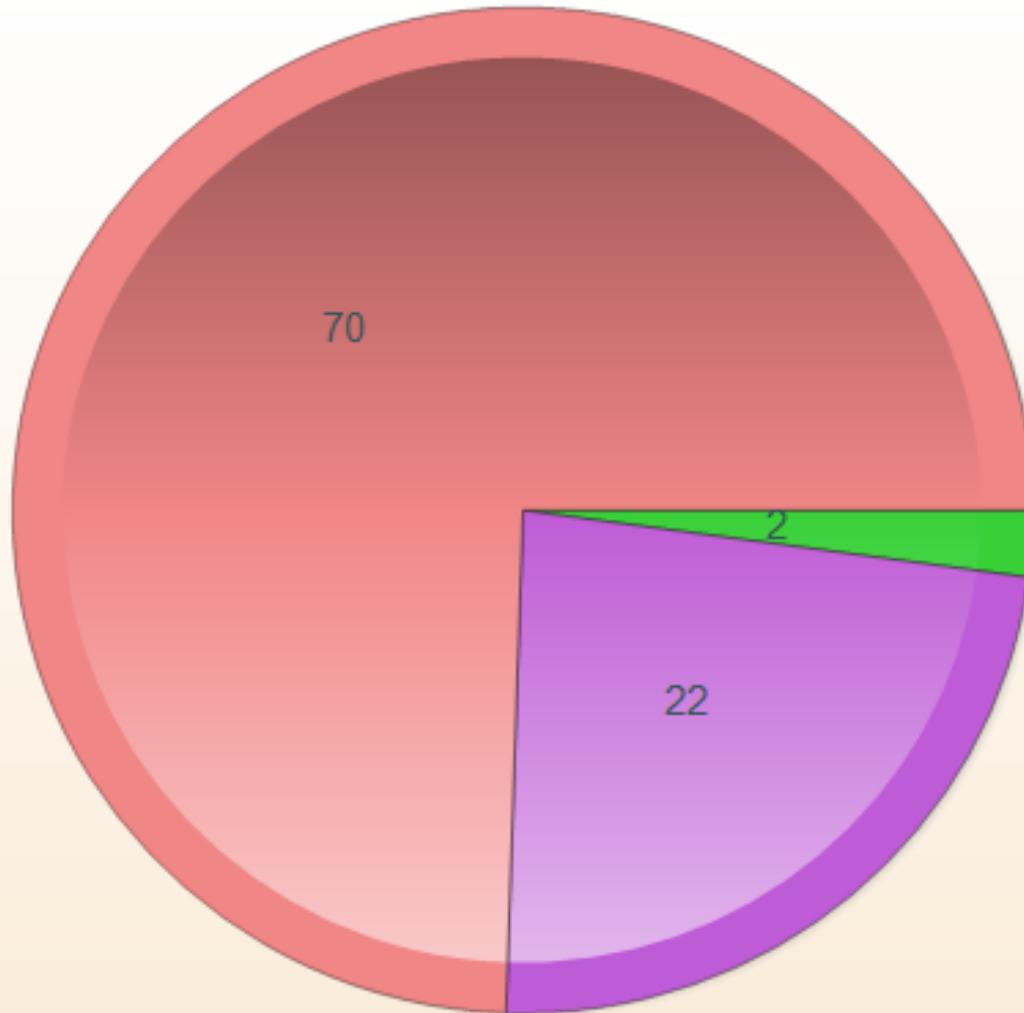
How confident were you before the Leadership Collaborative in your ability to excel academically at Ohio State?

Not Confident 2 3 Confident

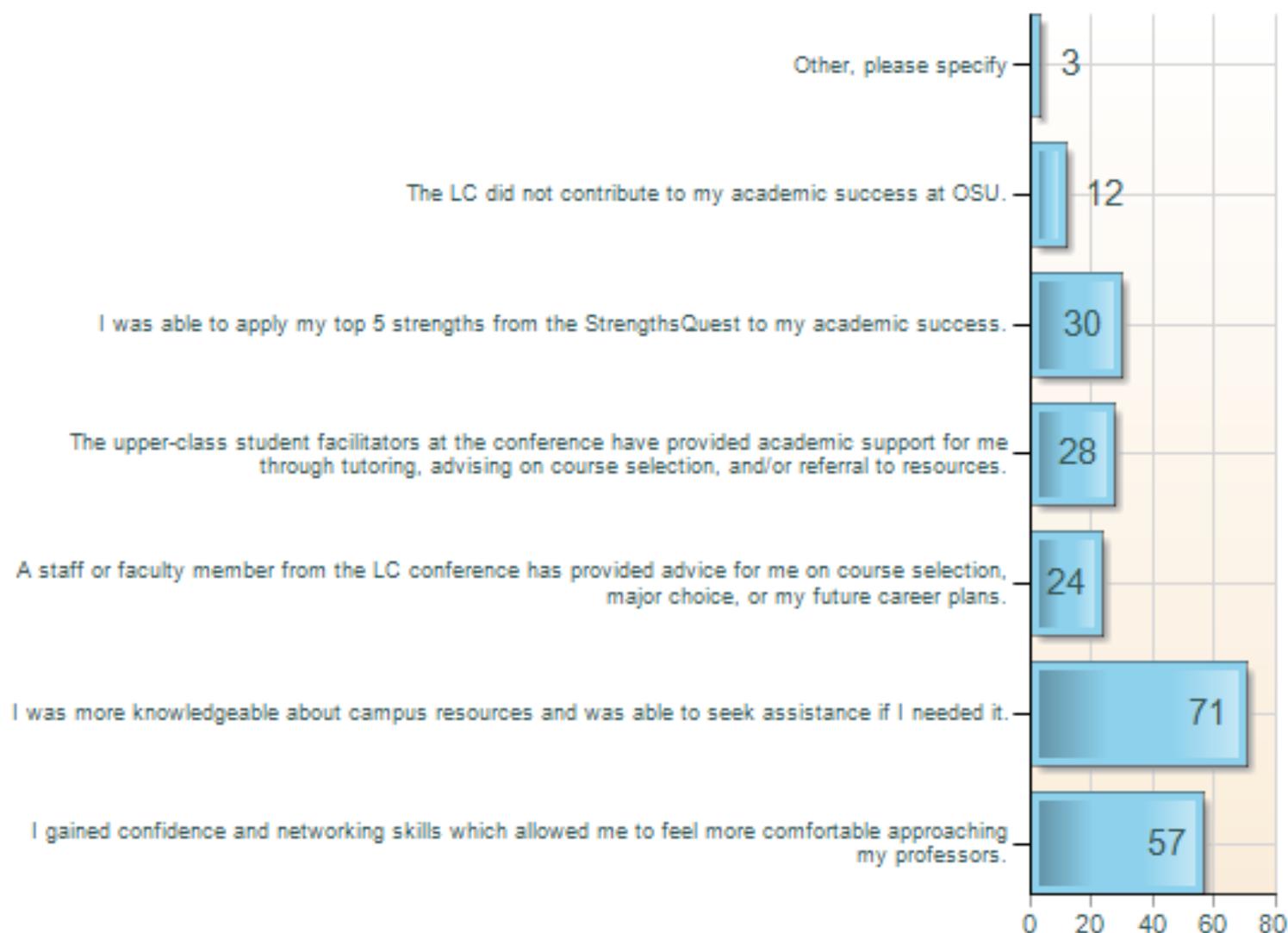


How confident were you after the Leadership Collaborative in your ability to excel academically at Ohio State?

Not Confident 2 3 Confident



How has the LC contributed to your academic success? (check all that apply)



Qualitative Responses: Resume Analysis

What are their involvements since the conference?

- studied abroad as far as Europe and Africa.
- presented work at research forums.
- served on committees and councils for residence halls, academic departments, student life activities, and university awards.
- been elected to over 100 executive board and chair positions.
- joined professional, Greek, community service, athletic, religious, cultural, and honors organizations.
- held teaching assistant positions in the Fisher College of Business and the College of Engineering.
- participated in OSU student recruitment efforts.
- volunteered in local, national, and international capacities.

Qualitative Responses: Resume Analysis

Noteworthy Achievements...

- *Co-organizer*, Immigrants' Rights protest on Oval
- *Program Coordinator*, Director of Diversity Initiatives, Student-Alumni Council
- *Telecommunications Chair*, National Society of Black Engineers
- *Chair*, Winter Homeless Shelter Benefit, Serving with Honor
- *2nd violin section leader*, Ohio State Community Orchestra
- *Assistant Director*, Black Student Theater Network
- *President*, Filipino Martial Arts & Jun Fan Jeet Kune Do Club
- *President*, Buckeyes for Israel
- *Founder, Secretary*, OSU South Asian Student Association
- *President*, Residence Halls Advisory Council
- *Senator*, Undergraduate Student Government
- *HIV Test Counselor*, Student Wellness Center
- *Published poet*, Paradigm by The Rain Farm Press
- *Morale Captain*, BuckeyeThon
- *Latino and Asian outreach intern*, The Red Cross

Participant Feedback from Focus Groups

Feeling Connected

“It is so funny because whenever I am with my roommates, or people in my hall, everywhere we go there is not one time where I don't see someone I know. The thing that they point out me is that it is always someone they have never seen me with before. They always wonder how I know so many people. I just say the LC. I felt totally prepared and ready to start college after the LC.”

“As big as campus is, everyone is so connected. Everyone has a moment when they first feel really connected to the university. The neat thing with us is that we got that connection before classes even started. I remember thinking at Mirror Lake night that I am really a Buckeye.”

Participant Feedback from Focus Groups

Transitioning to Ohio State

“I felt anxious. I knew how the LC was, but I was anxious to see how school was. I left feeling pretty knowledgeable about activities, and how to get involved. When I came to school the first day and someone would ask a question, I always seemed to be the one to know it. I learned it all at the LC. Random facts, or people, or where a building was – I just seemed to know.”

“The conference made me more comfortable with meeting new people. There were so many times at the conference, especially at meals, where I had to sit with new people and get to know them. I used to hate getting out of my comfort zone, but now I am used to it.”

Participant Feedback from Focus Groups

~~What did they learn that they have applied to their lives on campus?~~

“One of the cooler things was etiquette -- learning how to talk with people. Also learning about how to talk to people in different environments -- from casual to the more professional. Knowing which side to put the name tag on, what fork to use at formal dinners, and the networking was huge. “

“I especially remember the rule about 24 hours to email someone back.”

“The best thing I took away was the StrengthsQuest. Now I can analyze people and see what I used to view as weaknesses and see them as their own strengths. Whatever strengths they have, I can work with them. I use it in group projects, and when interacting with people in the dorm, especially in conflict management. “

“Another thing [the conference] did was give us more skills for dealing with people that are different from us. We got to understand their view point, and where they are coming from.”

Buckeye Leadership Connection (pilot)

- One-day leadership mini-conference for incoming first-year students
 - Held in various regions of Ohio (pilot held in Cleveland)
 - Professional conference
 - Speakers from the local area
 - Self-assessment/relate to leadership
 - A focus on making connections with staff and fellow students through small groups
 - Closing reception at recognizable location with alumni from local area
- ~~~~~
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- Email invitation to approximately 1000 students/85 students registered and 75 attended
  - No fee for the program for students

# Buckeye Leadership Connection *Evaluation Summary*

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- Most highly rated areas of the conference were the lunch with student leaders and the small group time (both had 94% of participants rate it as a 4 or 5)
- Most popular breakout sessions (with attendance and high ratings) were resume/interview skills, a discussion on ethical leadership, and a panel on balancing your life as a student leader
- 85% of students rated the opportunity to take a self-assessment as a 4 or 5 on the evaluation

*Rating Scale: 1 - 5 with 1 being poor and 5 being excellent*

# **Buckeye Leadership Connection**

## ***Qualitative responses from evaluations***

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*“This was a surprisingly educational and interesting event.”*

*“The BLC is a really great experience. I would advise anyone who has the opportunity to attend the BLC-as much for the helpful programs as for another chance to meet people and feel confident about college.”*

*“I enjoyed today. It was a good idea and lets us meet others and learn about being leaders.”*

*“Is it September yet? O-H-I-O!”*

# **Buckeye Leadership Connection**

## ***Recommended changes for 2009***

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- Use speakers less and spend more time in small group
- Utilize more icebreakers and team builders to build community
- Increase number of upper-class students at lunch and mingling opportunities
- Provide more intentional follow-up programming (reunion occurred during fall quarter for dinner, but low attendance)
- Utilize technology (Facebook) to increase communication with student participants both before and after the conference

# Camp Buckeye and Buckeye Adventures

Can't wait till fall  
to be a

# BUCKEYE?



Jump-start your Ohio State experience with one of two unique outdoor programs! Camp Buckeye and Buckeye Adventures offer a bridge between summer orientation and fall quarter and give participants the chance to start new friendships and make valuable connections before autumn quarter even begins.

Want to be a Camp Buckeye or Buckeye Adventures facilitator? [Click here](#) to apply.



- Meet fellow new Buckeyes at Camp Kern in scenic Oregonia, Ohio
- Participate in fun team challenges; conquer the high ropes course and canoe the Little Miami river
- Move into your residence hall immediately before or after camp
- Click [here](#) for more information



- Challenge yourself: adventures include white water rafting, hiking, kayaking, and rock climbing
- Choose from July and August trips to West Virginia and Maine
- Bond with fellow adventurers
- Click [here](#) for more information



# Buckeye Adventures

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- Outdoor adventure programs for groups of 24-35 students
- Trips last 3-8 days
- Programs for freshmen and transfer students
- Offered in July and August
- Examples include white water rafting in WV, kayaking and climbing in ME, and caving in KY

# Camp Buckeye

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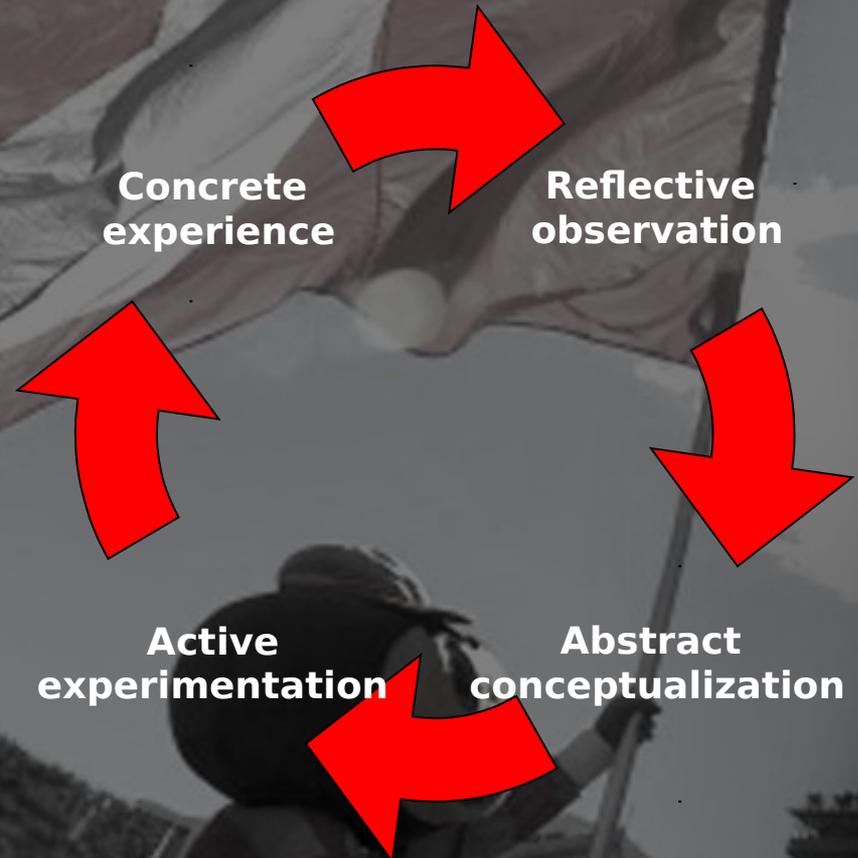
- Traditions camp offered just prior to the start of classes—students can move to campus early
- Accommodates up to 100 first-year participants
- Features high ropes elements, canoeing, team building activities, small group competitions, and group reflection
- Offered at YMCA camp 1.5 hours from OSU

# Development of Camp Programs

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Theories relating to camp programs:

- John Dewey's (1938) experiential education
- Kolb's (1981) Cycle of Learning →
- Brent Bell's (2006) outdoor orientation program research
- Outward Bound studies



# CBBA Intended Outcomes

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## *Student participant outcomes*

- Form meaningful relationships
- Identify strategies for successful academic transition
- Identify strategies for successful personal/social transition
- Articulate goals for their freshman year.
- Have increased self-awareness, decision making skills, autonomy, and self-confidence.
- Demonstrate characteristics like teamwork, respect, flexibility, tolerance of others, courtesy, politeness, sharing, and selflessness.
- Proficiency in skills associated with specific camp
- Demonstrate leadership and collaboration

# CBBA Intended Outcomes

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## *Institutional outcomes*

- Students will feel more satisfied with and connected to Ohio State, thereby contributing to the retention efforts of these students
- Program participants who ultimately graduate from Ohio State will be more likely to contribute financially and otherwise to UAFYE initiatives and programs
- Increased collaboration among various campus constituencies including the offices of FYE, OAC, colleges and departments, and other student affairs areas.

# CBBA Program Assessment

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- Pre and post trip assessment
- Programmatic evaluation:
  - Evaluation after camp program, follow-up surveys
- Long-term assessment tactics:
  - Tracking quarterly GPA & retention
  - Focus groups at one, two, and three years out
  - Campus involvement, particularly in adventure-type activities

# Pre and Post Trip Assessment

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- 20 questions rank on a four point scale where
  - 1 = not at all
  - 2 = somewhat
  - 3 = mostly
  - 4 = completely
- Designed to assess intended outcomes
- Loosely based on Chickering and Reisser's vectors
- Have data on 95% of participants

# Assessment Results

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- 96.2% of participants report making a friend which whom they will keep in touch
  - 78.5% completely agree
  - 17.7% mostly agree
- Transfer students reported greater confidence than freshmen in all of the pre-assessment questions except 4
  - Questions 4, 10, 16, 20

# Assessment Results

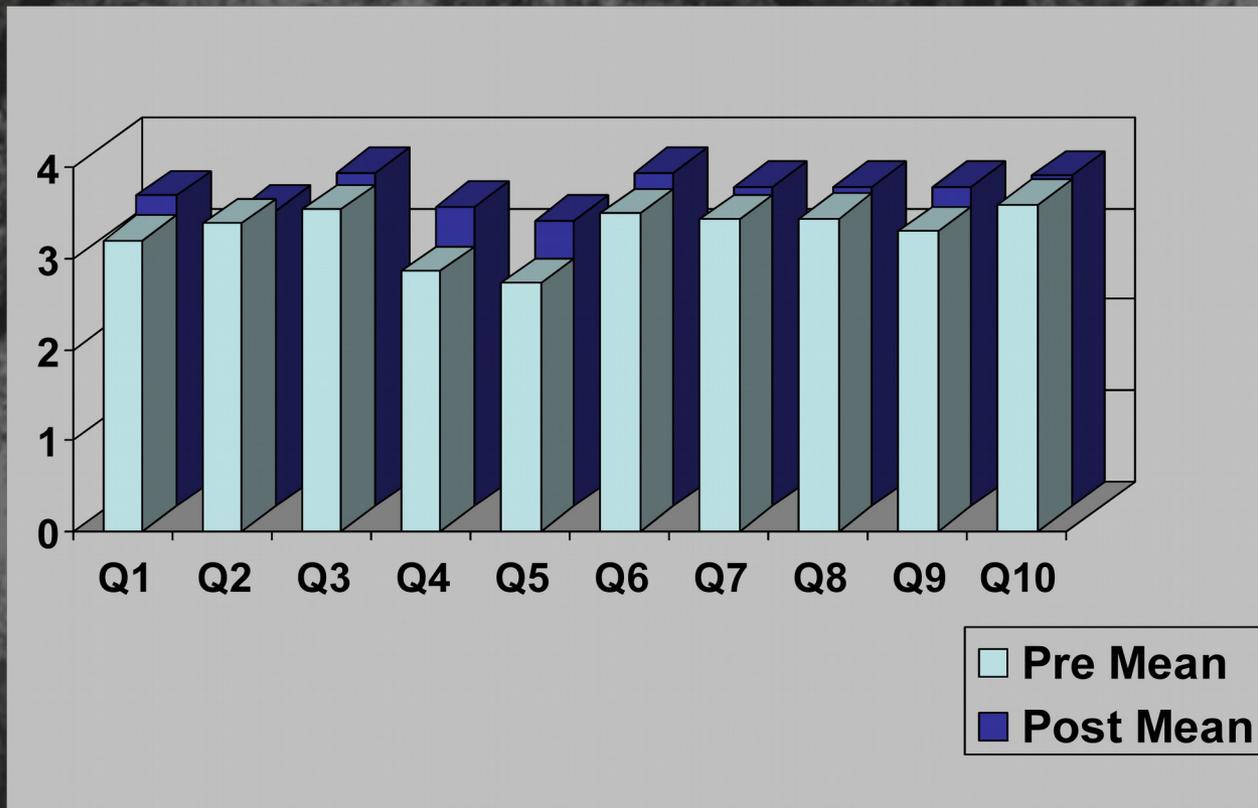
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- Students express the least confidence on the pre-assessment in the following areas
  - Q5: Resources and services available to new students
  - Q4: Resources and services in FYE
  - Q19: Ability to address conflict in timely, face-to-face, direct manner
  - Q12: Proactively seek interaction with individuals who are different
  - Q13: Take initiative to learn about different cultures

# Means Analysis

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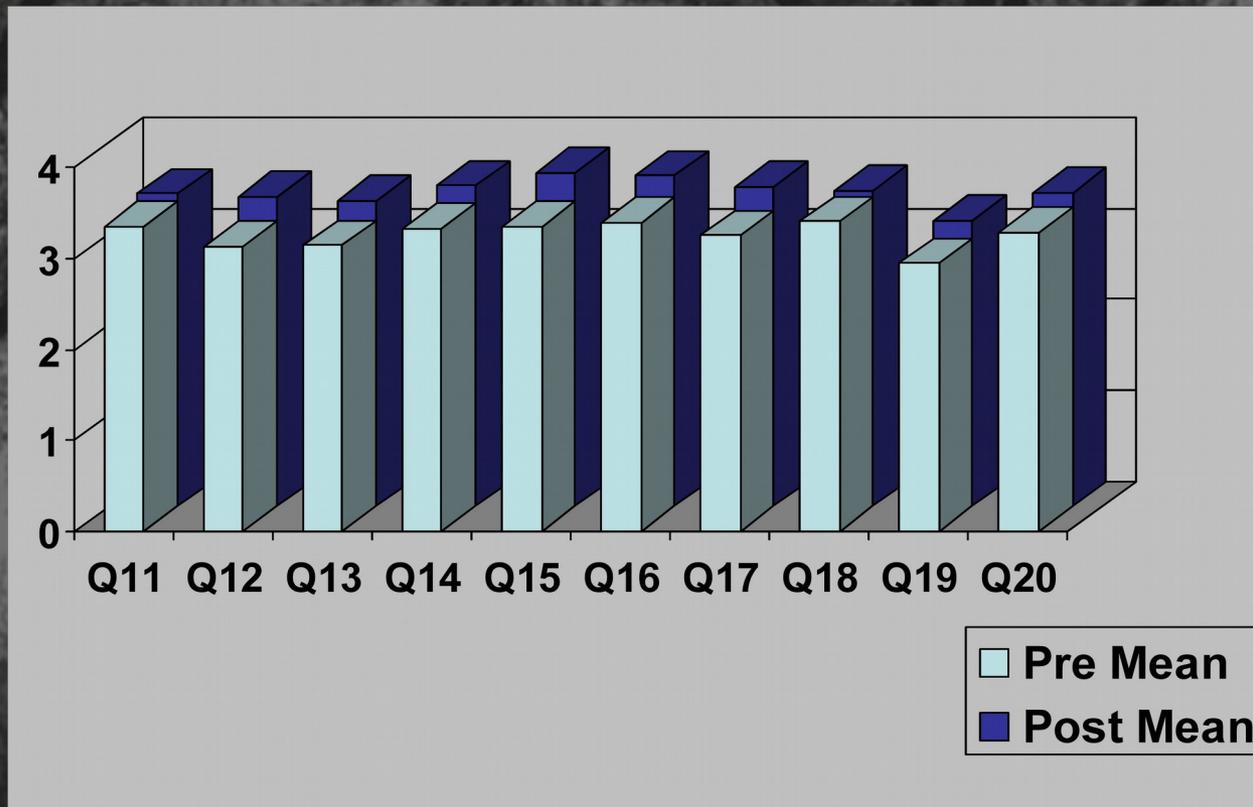
Largest increases in questions 4, 5



# Means Analysis

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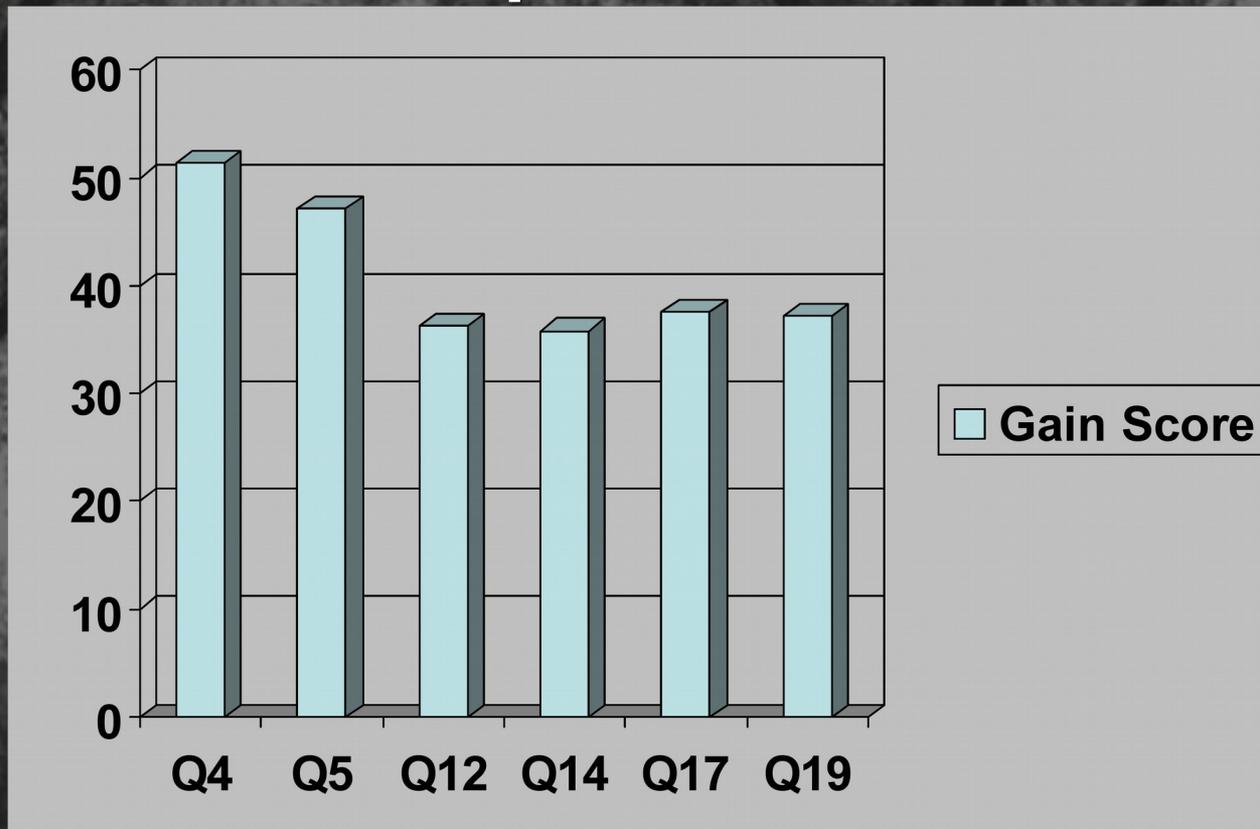
Largest increases in questions 15, 17



# Gain Score Analysis

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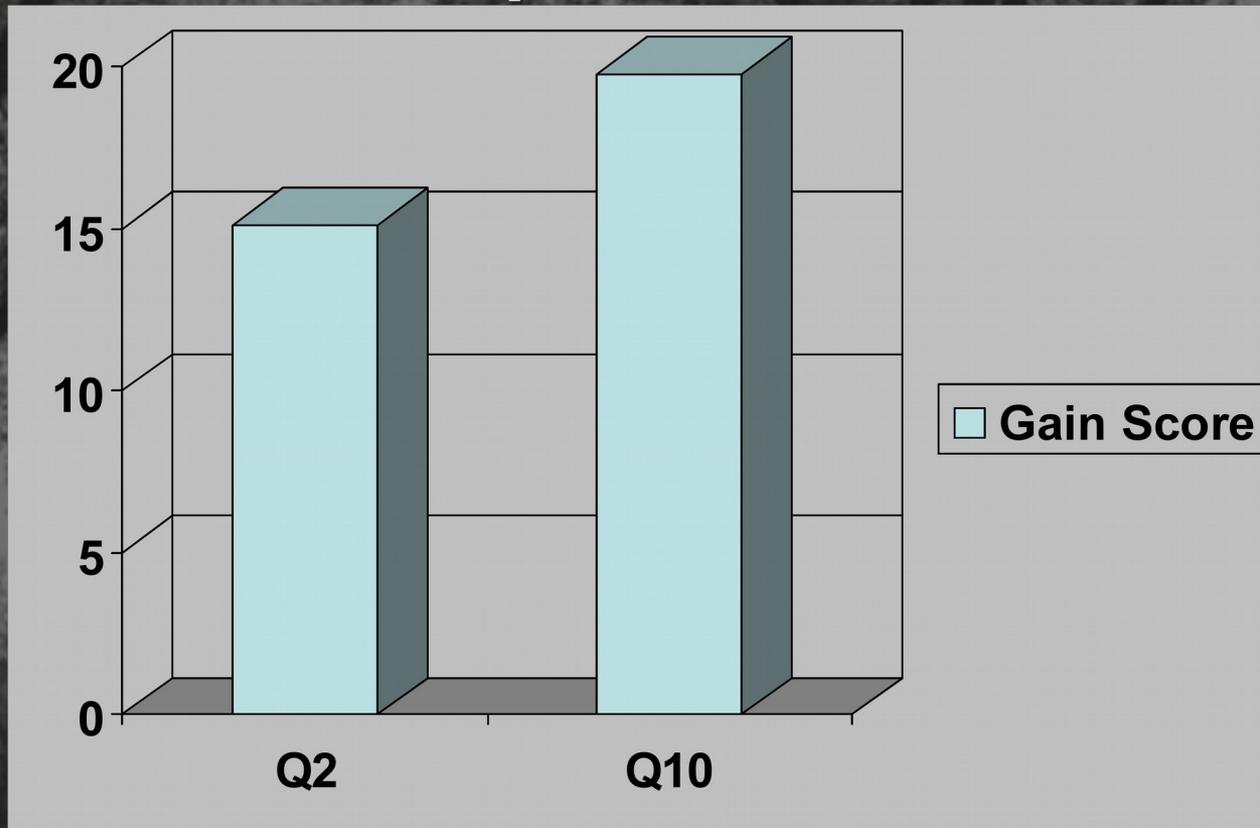
Largest gain increases in the following questions



# Gain Score Analysis

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Smallest gain increases in the following questions



# Programmatic Evaluation

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- What was the best part?
  - Meeting other students, facilitators
  - A camp activity (rock climbing, high ropes, canoeing, etc.)
  - Team challenges/small groups
- Would you recommend to others?
  - 99% of participants say yes
  - Meet people before school
  - Challenge yourself, learn leadership skills

# Participant Feedback

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*You realize how easy Ohio State makes it to get out there and do something that most people can't offer you. Rock climbing off the sides of cliffs and kayaking on the ocean would not be normal opportunities to come by, and OSU offers it to you with ease and for such a great price.*

*I miss camping already. I tried sleeping on my deck with a sleeping bag and a pad. It wasn't the same and was really cold. ☹️*

# Participant Feedback

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*I learned that even though we may have come from different backgrounds, we all are capable of getting along*

*I think that the best part of Camp Buckeye was the activities, especially when our group went hiking. We scaled down the side of a huge mountain...I feel as though I connected both with myself and with my group to a deeper extent as we helped each other make it down successfully.*

# Participant Feedback

~~Meeting people before the school year started was such a great experience. It eased the anxiety of going in not knowing anyone, but also went beyond just that; on the trip we all got to know each other so well and created priceless and unforgettable memories. I would recommend Camp Buckeye because it's a great chance to put yourself out there and realize how much people want to get to know you, especially right before college. Everyone's in the same boat, and being able to bond over that is wonderful~~

# First to Second Year Retention

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|               | All<br>NFQF | LC   | CBBA |
|---------------|-------------|------|------|
| 2005-<br>2006 | 91.5        | 96.4 | 100  |
| 2006-<br>2007 | 92.4        | 94.8 | 98.5 |
| 2007-<br>2008 | 92.8        | 97.1 | 92.4 |

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# Questions? Comments?

**Thank you!**

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