

# FYE Online – Making Two Transitions

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## Overview

- Introductions
  - What brought you to this session today?
  - Do you have an online version of your FYE course currently? Are you planning one?
- FYE at the University of Akron
- Student Success Seminar & the Transition to College
- The Transition to Online Learning
- The Online Pilot
- Conclusions & Recommendations
- Questions & Conversation



## FYE at The University of Akron

- Institutional Characteristics
  - Midwestern, urban, primarily commuter institution
  - Approximately 26,000 students (21,600 undergrads)
  - 22% of undergrads are 25 or older
- University Admission – Direct, Standard, Provisional
- Student Success Seminar
  - Required for Provisional Admits, open to all students
  - Approximately 1400 students enrolled per year
  - Primarily an Extended Orientation course
  - About half of fall sections are part of a Learning Community
  - Instructors come from all across campus



## The Transition to College – the purpose of the Student Success Seminar at UA

This elective course is designed to help new students transition from high school or work to the college environment. The seminar, which counts as two credit hours toward your degree, covers topics such as:

- Transitioning to the Campus Community
- Developing Learning Skills
- Building Academic Awareness
- Discovering The University of Akron



## The Transition to Online Learning

- 138% increase in the number of Distance Learning (DL) courses
- 110% increase in student enrollment in DL courses
- Attrition rates for DL classes are 10-20% higher than for face-to-face classes
- Strategies to decrease attrition in DL courses
  - Student integration & engagement
  - Learner centered approach
  - Learning communities
  - Accessibility to online student services

- Angelino, Williams, & Natvig, 2007
- Tyler-Smith, 2006
- Ludwig-Hardman & Dunlap, 2003



## Online Pilot of Student Success Seminar

- Fall 2008
  - Springboard (*Desire2Learn*) - UA's course management system
  - Paralleled the face-to-face course in terms of content, learning objectives, and learning outcomes assessment
  - Recruited students through orientation advisors
  - 18 students were enrolled but 4 dropped before census day
- Assessment
  - Two face-to-face sections were used as 'control' sections for comparisons (one section taught by the same instructor and one section by another instructor)
  - Enrollment Data
  - Grade Distribution
  - Survey of Interest in the Opportunity for an Online section
  - End of term Course Evaluation





Enrollment in Student Success Seminar	
Overall	Online
<ul style="list-style-type: none"> <li>Admit Type               <ul style="list-style-type: none"> <li>14.5% Direct</li> <li>51.9% Standard</li> <li>33.6% Provisional</li> </ul> </li> <li>Gender               <ul style="list-style-type: none"> <li>48.9% Female</li> <li>51.1% Male</li> </ul> </li> <li>Ethnicity               <ul style="list-style-type: none"> <li>24.6% African Amer</li> <li>1.6% Asian Amer</li> <li>1.8% Hispanic</li> <li>64.4% White</li> <li>7.6% Unknown/Other</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Admit Type               <ul style="list-style-type: none"> <li>0.0% Direct</li> <li>7.1% Standard</li> <li>92.9% Provisional</li> </ul> </li> <li>Gender               <ul style="list-style-type: none"> <li>57.1% Female</li> <li>42.9% Male</li> </ul> </li> <li>Ethnicity               <ul style="list-style-type: none"> <li>7.1% African Amer</li> <li>57.1% White</li> <li>35.7% Unknown</li> </ul> </li> </ul>

Student Success Seminar Grade Distribution		
Overall	Provisional	Online
<ul style="list-style-type: none"> <li>A = 48.4%</li> <li>B = 17.4%</li> <li>C = 10.7%</li> <li>D = 5.2%</li> <li>F = 13.5%</li> <li>Other               <ul style="list-style-type: none"> <li>I = 0.7%</li> <li>WD = 4.2%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A = 20.8%</li> <li>B = 20.4%</li> <li>C = 16.3%</li> <li>D = 6.1%</li> <li>F = 27.8%</li> <li>Other               <ul style="list-style-type: none"> <li>I = 0.9%</li> <li>WD = 7.7%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A = 28.6%</li> <li>B = 14.3%</li> <li>C = 7.1%</li> <li>D = 0.0%</li> <li>F = 42.9%</li> <li>Other               <ul style="list-style-type: none"> <li>I = 0.0%</li> <li>WD = 7.1%</li> </ul> </li> </ul>

Survey of Interest in the Opportunity for an Online section				
		Online	Turner	Hodges
Expect Study Skills	True	100%	80%	89%
	False	0%	20%	11%
Expect UA info	True	67%	40%	89%
	False	33%	60%	11%
Expect Easy Class	True	50%	80%	56%
	False	50%	20%	44%
Class is More Difficult	True	17%	0%	22%
	False	83%	100%	78%
Online Class Before	True	0%	30%	0%
	False	100%	70%	100%
Would like or Do like	True	67%	40%	67%
	False	33%	60%	33%
Would have taken online	Yes	NA	50%	
	No	NA	50%	

Survey of Interest in the Opportunity for an Online section	
<p>Why did you take this online course?</p> <ul style="list-style-type: none"> <li>I work full time and thought this would be easier than having another class to drive to.</li> <li>I am a very busy person and it saves me the extra time going to campus.</li> <li>I wasn't aware that this was an online course. But I believe that this helps me better understand technology.</li> <li>Better for my schedule.</li> <li>My advisor signed me up.</li> <li>Easier and more flexible schedule.</li> </ul>	
<p>Why would you NOT have taken it?</p> <ul style="list-style-type: none"> <li>Computer/technology related issues (3)</li> <li>Extreme procrastination</li> <li>Prefers in-class/in person (6)</li> </ul>	<p>Why would you have taken it?</p> <ul style="list-style-type: none"> <li>Easier to do (3)</li> <li>Wouldn't have to come to class (2)</li> <li>Because it would have been more convenient for me</li> <li>Would have been easier to get things done</li> <li>I could stay home more with my son</li> <li>It would have been more helpful</li> <li>To try something new</li> <li>No reason why</li> </ul>

### End of Course Evaluation

- For which questions would you expect to see differences between online and face-to-face sections?
- Technical skills
  - 12. This class improved my ability to send and receive e-mails from my UA e-mail account
    - Online = 14% negative, 43% positive
    - All = 20% negative, 67% positive
  - 13. This class improved my ability to Use Springboard
    - Online = 0% negative, 71% positive
    - All = 19% negative, 68% positive



### End of Course Evaluation – Personal Connection and Interaction

- 28. Had interactions with students of a different race, ethnicity, religious or political background
  - Online = 14% negative, 57% positive
  - All = 16% negative, 67% positive
- 29. Met new people
  - Online = 29% negative, 29% positive
  - All = 11% negative, 77% positive
- 25. Participated in campus sponsored events and activities
  - Online = 14% negative, 57% positive
  - All = 19% negative, 61% positive
- 26. Developed an appreciation of social and cultural diversity
  - Online = 0% negative, 57% positive
  - All = 16% negative, 64% positive



### End of Course Evaluation – Turner's online section vs Turner's face-to-face section

- 17. This class improved my ability to prepare for tests and exams.
  - Online = 14% negative, 29% positive
  - F2F = 18% negative, 64% positive
- 18. This class improved my ability to see multiple sides of issues.
  - Online = 14% negative, 29% positive
  - F2F = 18% negative, 64% positive
- 22. This class improved my ability to decide on a major or future career.
  - Online = 57% negative, 0% positive
  - F2F = 27% negative, 64% positive
- 4. This class improved my understanding of faculty expectations.
  - Online = 14% negative, 43% positive
  - F2F = 9% negative, 82% positive



### End of Course Evaluation – Transition to College

- 23. Succeed academically
  - Online = 0% negative, 43% mid, 57% positive
  - All = 13% negative, 71% positive
- 24. Adjust to college life
  - Online = 14% negative, 43% mid, 43% positive
  - All = 14% negative, 70% positive
- 33. Feel connected to the University of Akron
  - Online = 29% negative, 43% mid, 29% positive
  - All = 14% negative, 67% positive
- 34. Feel able to meet the demands & expectations of college
  - Online = 0% negative, 57% mid, 43% positive
  - All = 12% negative, 69% positive
- 35. Made a successful transition to the University of Akron
  - Online = 0% negative, 86% mid, 14% positive
  - All = 11% negative, 74% positive



### Conclusions & Recommendations

- Similar outcomes for online and face-to-face formats
- Assignments online can be designed to parallel those in the face-to-face format
  - Engaging
  - Help students make connections to each other
  - Provide structure for the discussion and exploration of diverse points of view
- Logistics
  - Enrollment process
  - Getting the best fit between students and delivery methods
- Future plans at UA
  - Examine the viability of multiple online sections
  - Extended version - Second Life

