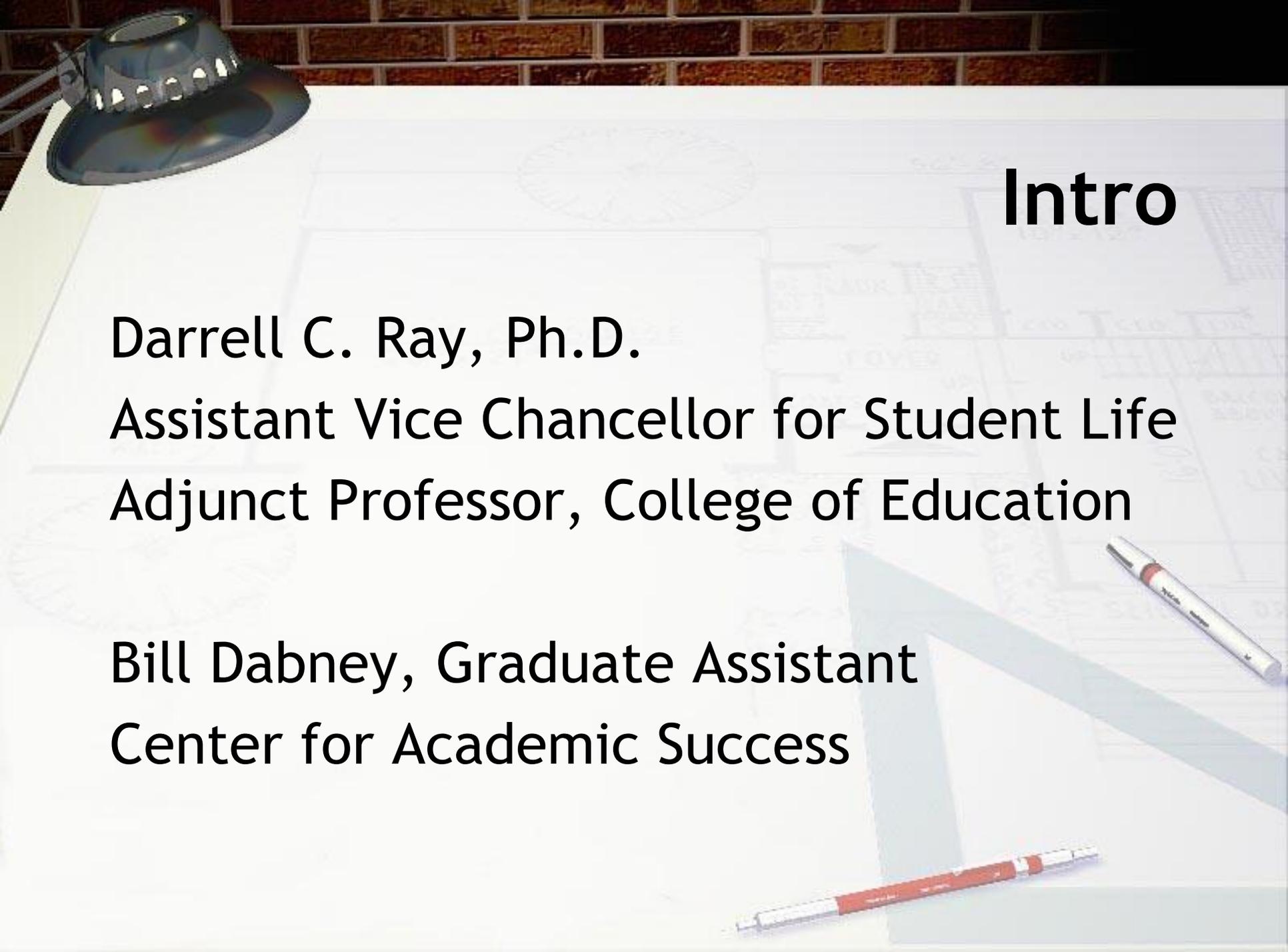
The background of the slide is a detailed architectural blueprint of a building floor plan. The blueprint includes various rooms and features, such as a 'STONE WALL', 'EVO CAR GARAGE', 'BED\_RAL\_2 10' x 12'', 'CLO', 'T.CLO', 'BATH', 'DINING', and 'BALCONY ABOVE'. A large, light blue arrow points from the bottom left towards the top right, overlaid on the blueprint. In the top left corner, a desk lamp with a silver, perforated shade is positioned. In the bottom left corner, there are drafting tools: a yellow ruler, a silver compass, and a silver pencil. In the bottom center and right, there are several white markers with different colored caps (green, blue, red) and a red pencil. A solid purple square is located in the bottom right corner.

# The Power of Impact: Designing Academic Interventions for 1<sup>st</sup> Year Students

Louisiana State University



# Intro

**Darrell C. Ray, Ph.D.**

**Assistant Vice Chancellor for Student Life  
Adjunct Professor, College of Education**

**Bill Dabney, Graduate Assistant  
Center for Academic Success**



# Overview of Session

- Discuss program components
  - Marketing strategy
  - Data
  - Programs revisions now in place
  - Questions and dialog
- 
- 



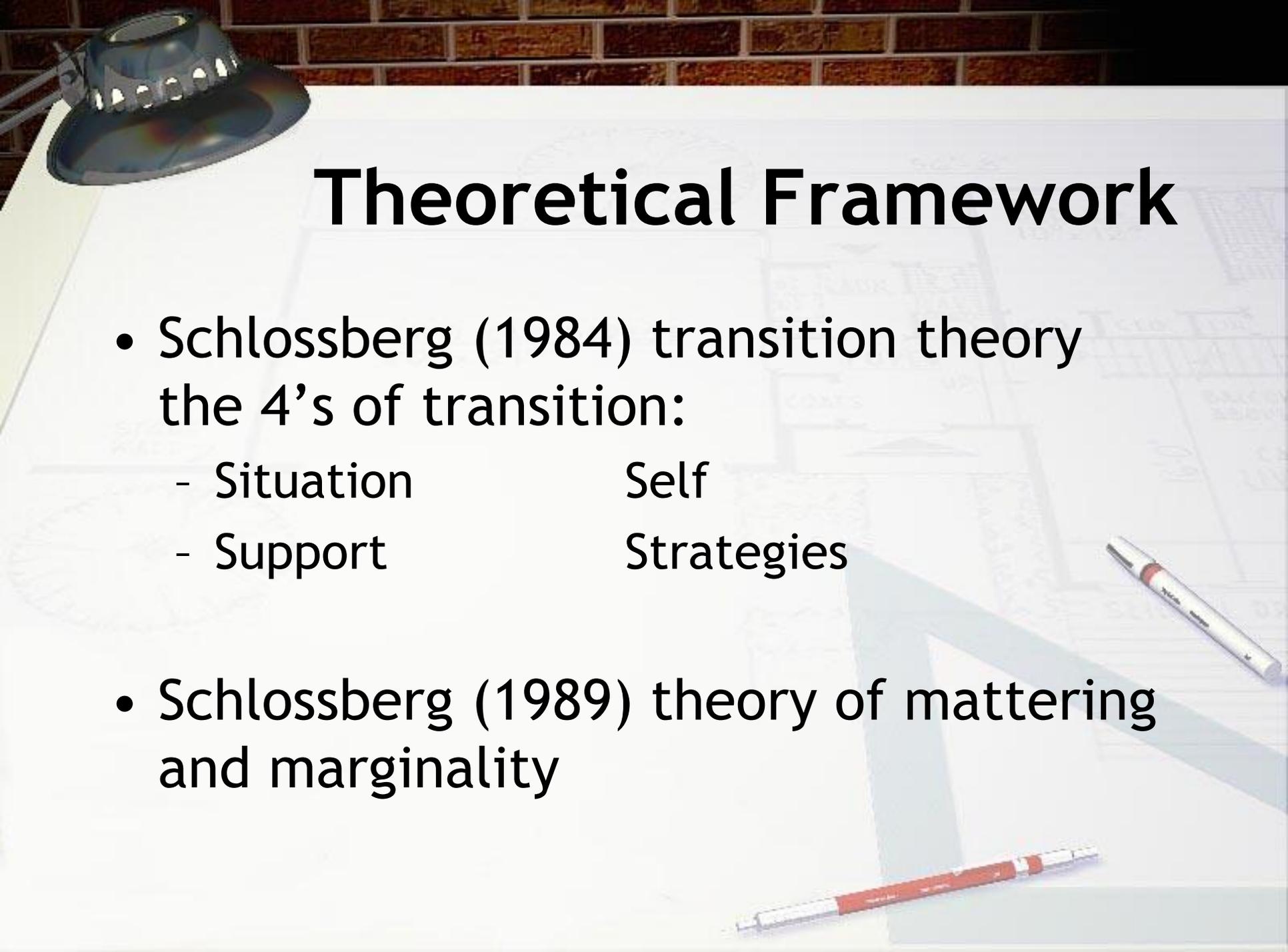
# LSU Vital Stats

- 4-year Public research institution
- 28,000 Total enrollment
- 23,000 Undergraduates
- 4,800 First year students (fall 09)
- 1,308 Faculty
- 241 Faculty of first year students
- 3,801 Staff members
- 116 Student Life staff members



# Program Model

- End of fall 2008, 737 first year students out of 5142 were on probation or warning.
  - Response was to develop an academic intervention to assist students in spring 2009 semester.
- 



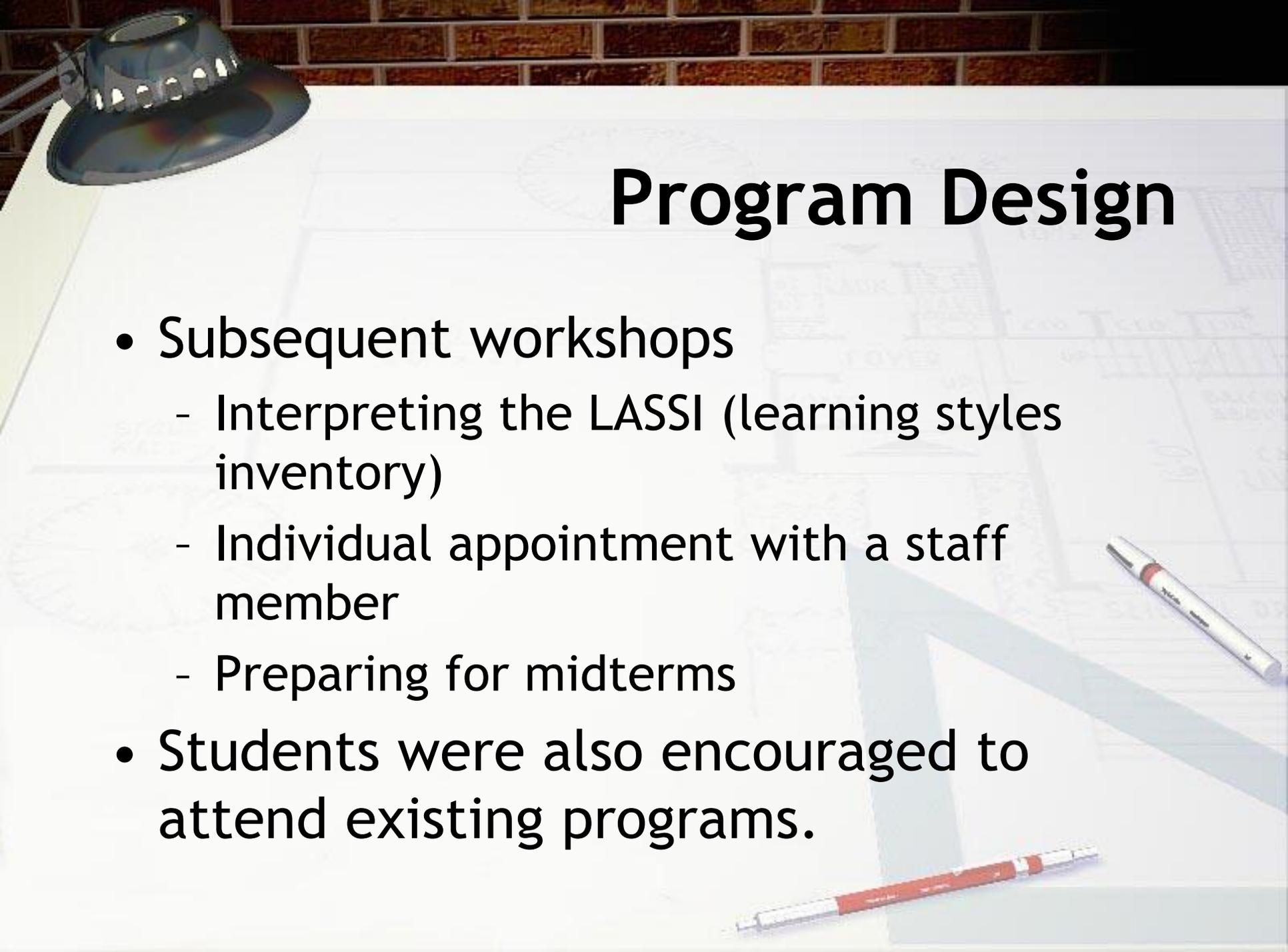
# Theoretical Framework

- Schlossberg (1984) transition theory  
the 4's of transition:
  - Situation                      Self
  - Support                         Strategies
- Schlossberg (1989) theory of mattering and marginality



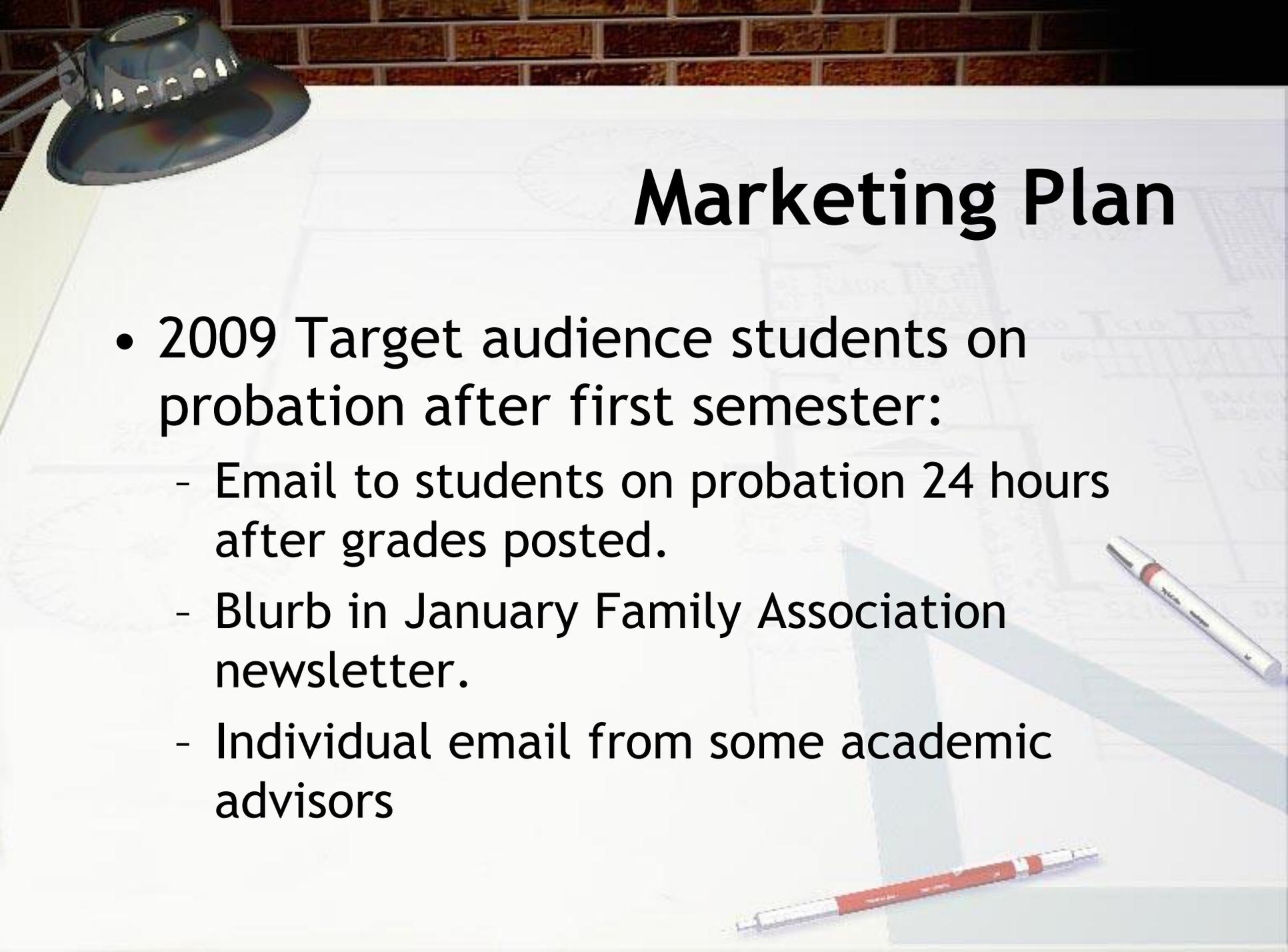
# Program Design

- Initial 1.5 hour workshop covering
  - Learning styles
  - Meta-cognition
  - Time management & scheduling
  - Goal settings
  - Study cycle
  - Concept mapping



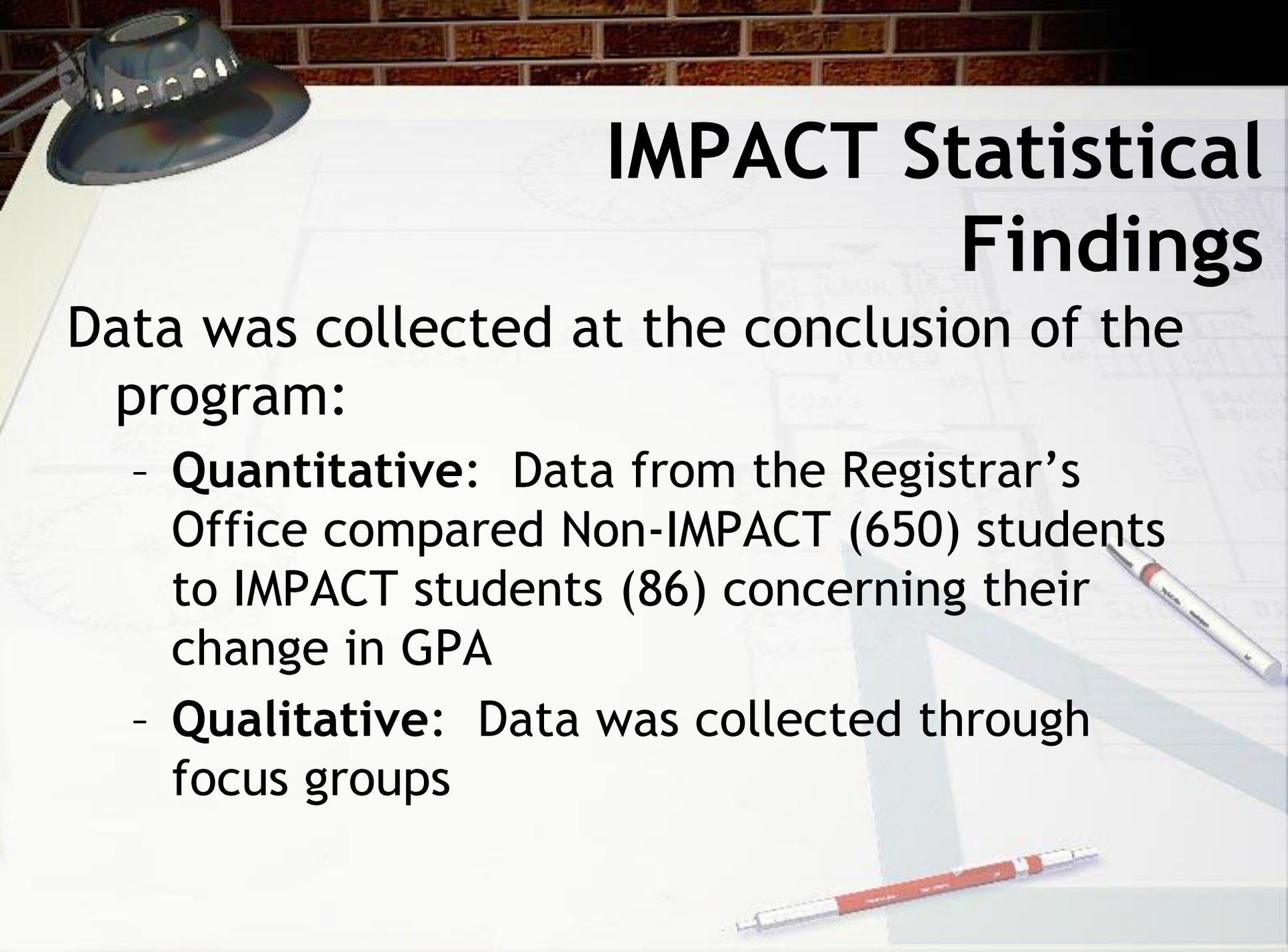
# Program Design

- Subsequent workshops
  - Interpreting the LASSI (learning styles inventory)
  - Individual appointment with a staff member
  - Preparing for midterms
- Students were also encouraged to attend existing programs.



# Marketing Plan

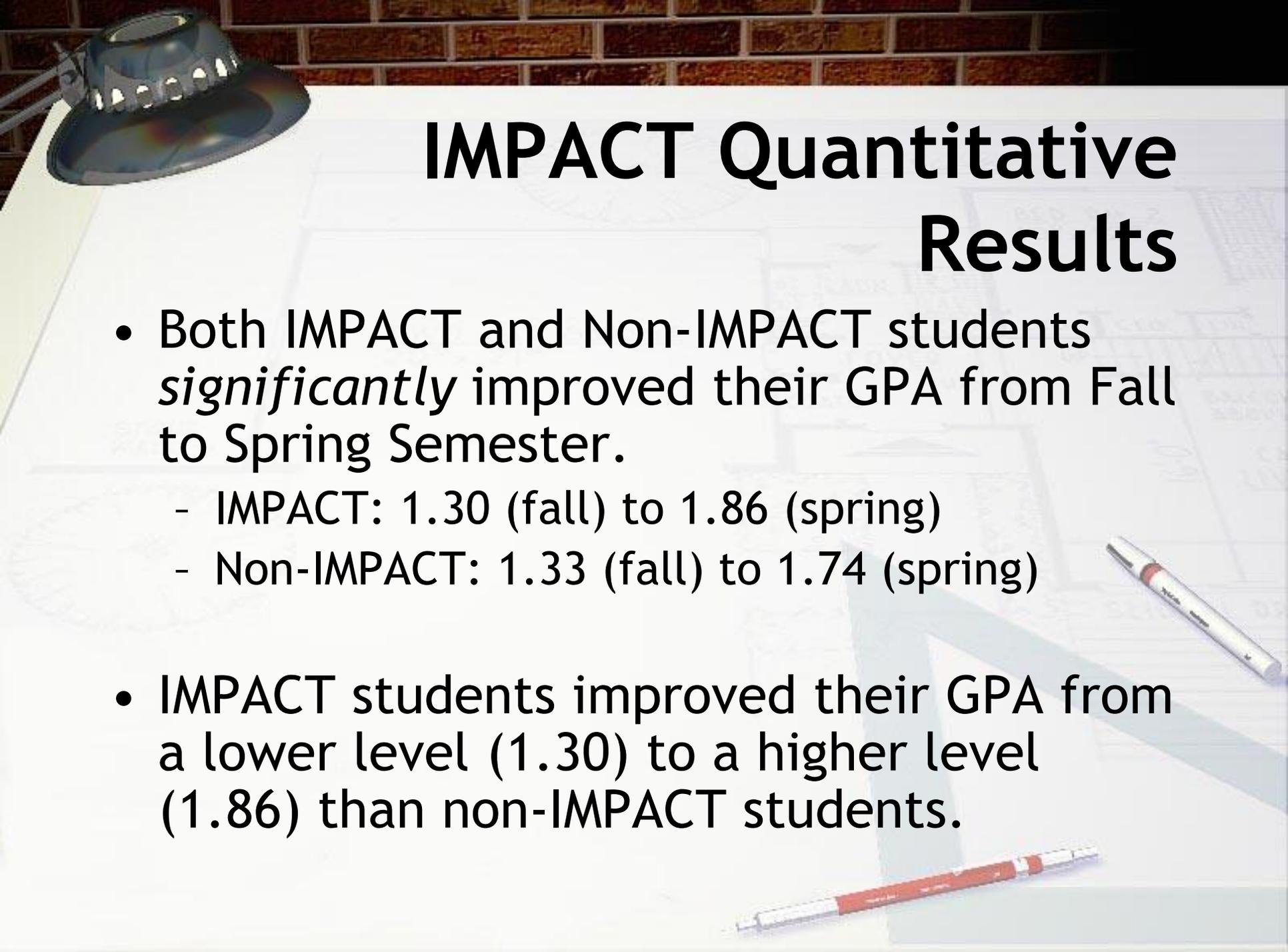
- 2009 Target audience students on probation after first semester:
  - Email to students on probation 24 hours after grades posted.
  - Blurb in January Family Association newsletter.
  - Individual email from some academic advisors



# IMPACT Statistical Findings

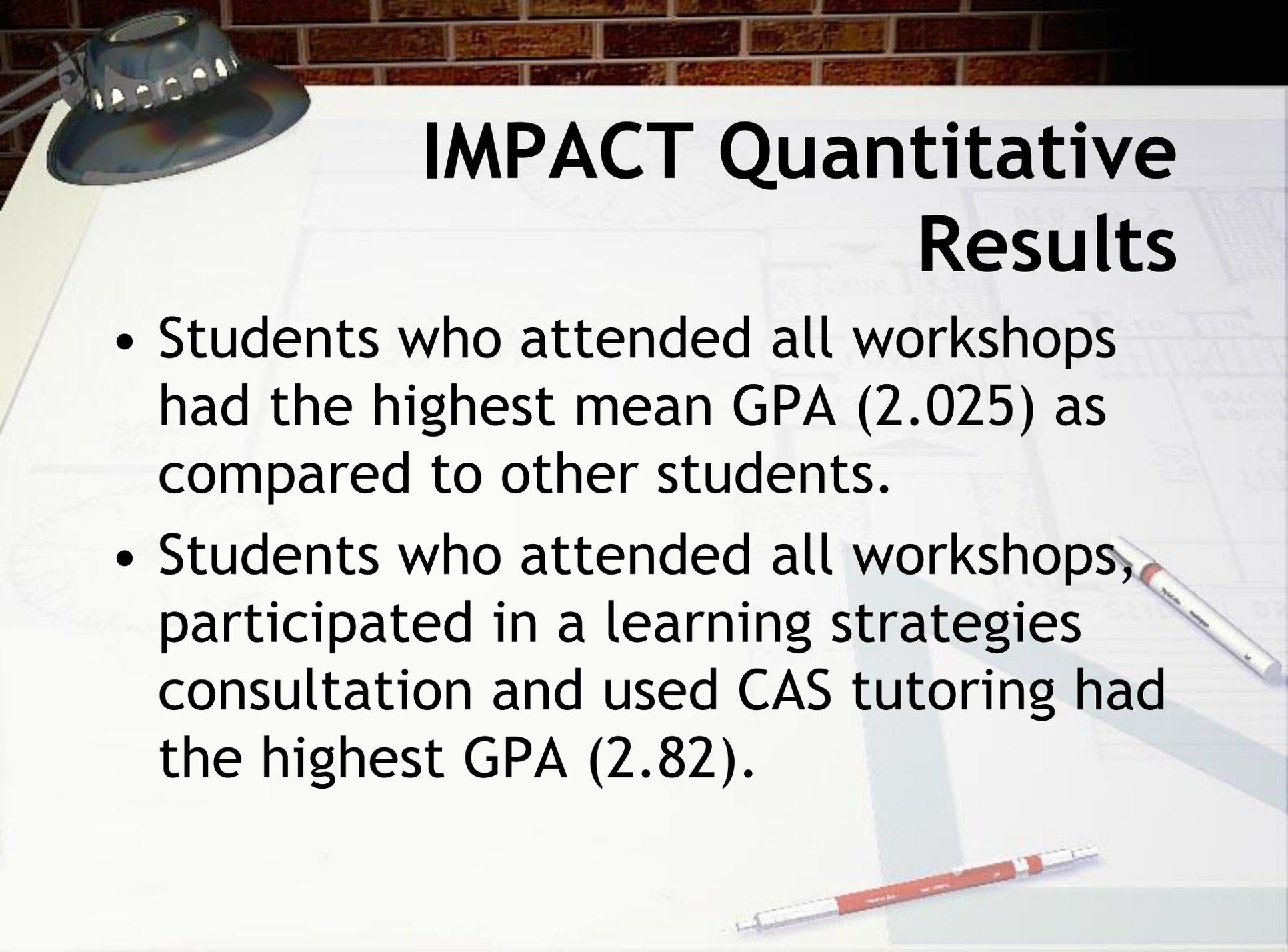
Data was collected at the conclusion of the program:

- **Quantitative:** Data from the Registrar's Office compared Non-IMPACT (650) students to IMPACT students (86) concerning their change in GPA
- **Qualitative:** Data was collected through focus groups



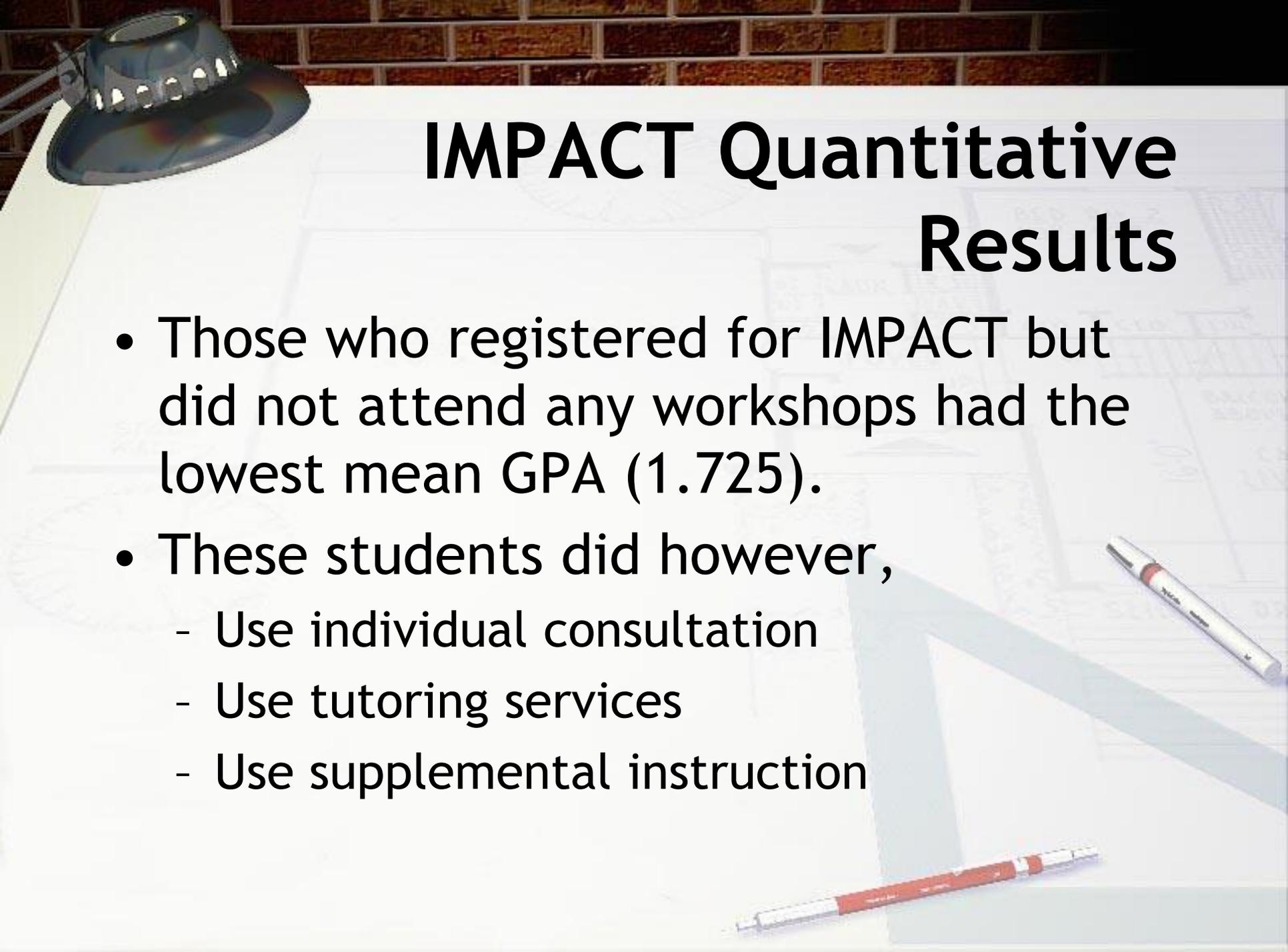
# IMPACT Quantitative Results

- Both IMPACT and Non-IMPACT students *significantly* improved their GPA from Fall to Spring Semester.
  - IMPACT: 1.30 (fall) to 1.86 (spring)
  - Non-IMPACT: 1.33 (fall) to 1.74 (spring)
- IMPACT students improved their GPA from a lower level (1.30) to a higher level (1.86) than non-IMPACT students.



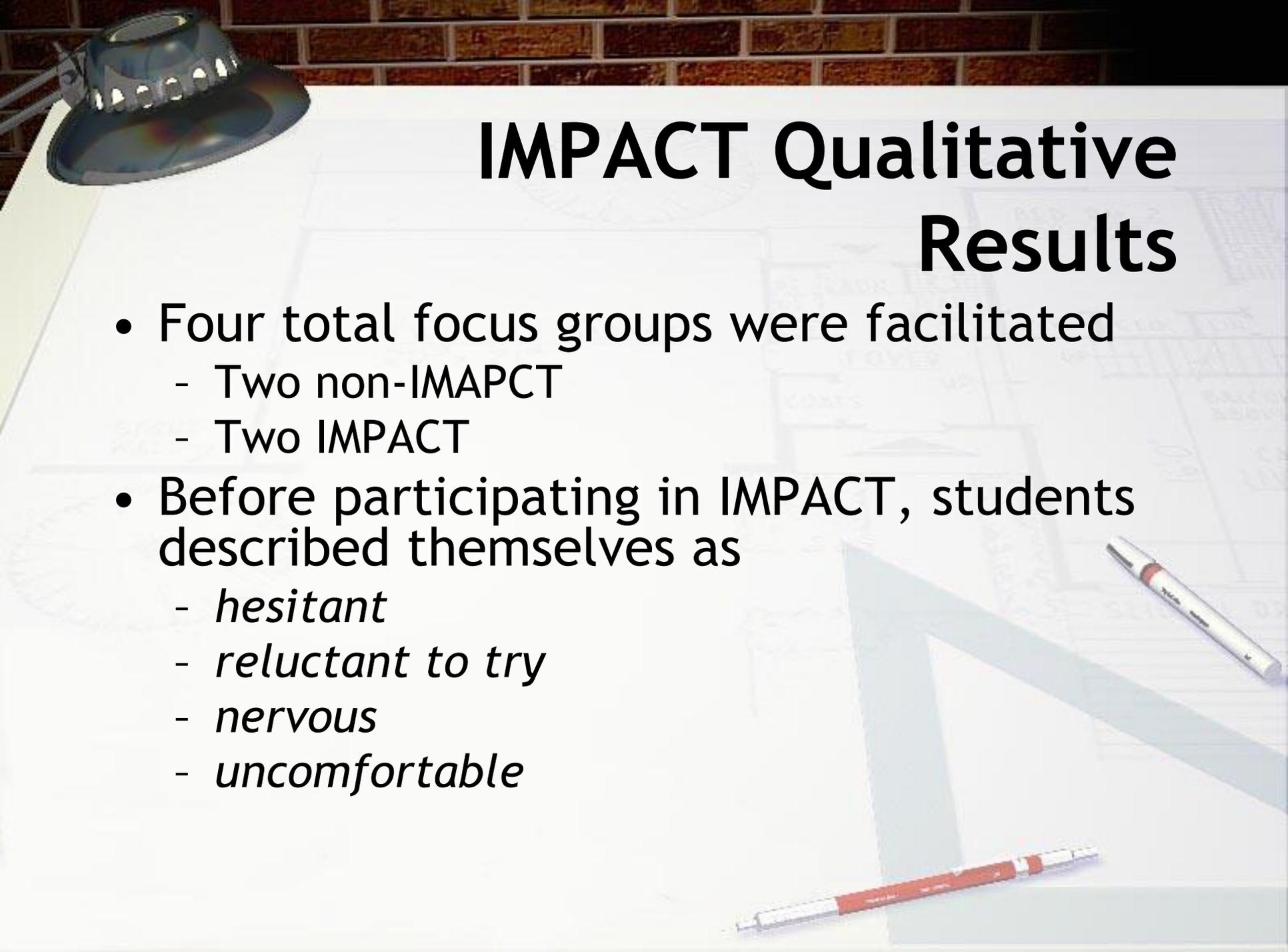
# IMPACT Quantitative Results

- Students who attended all workshops had the highest mean GPA (2.025) as compared to other students.
- Students who attended all workshops, participated in a learning strategies consultation and used CAS tutoring had the highest GPA (2.82).



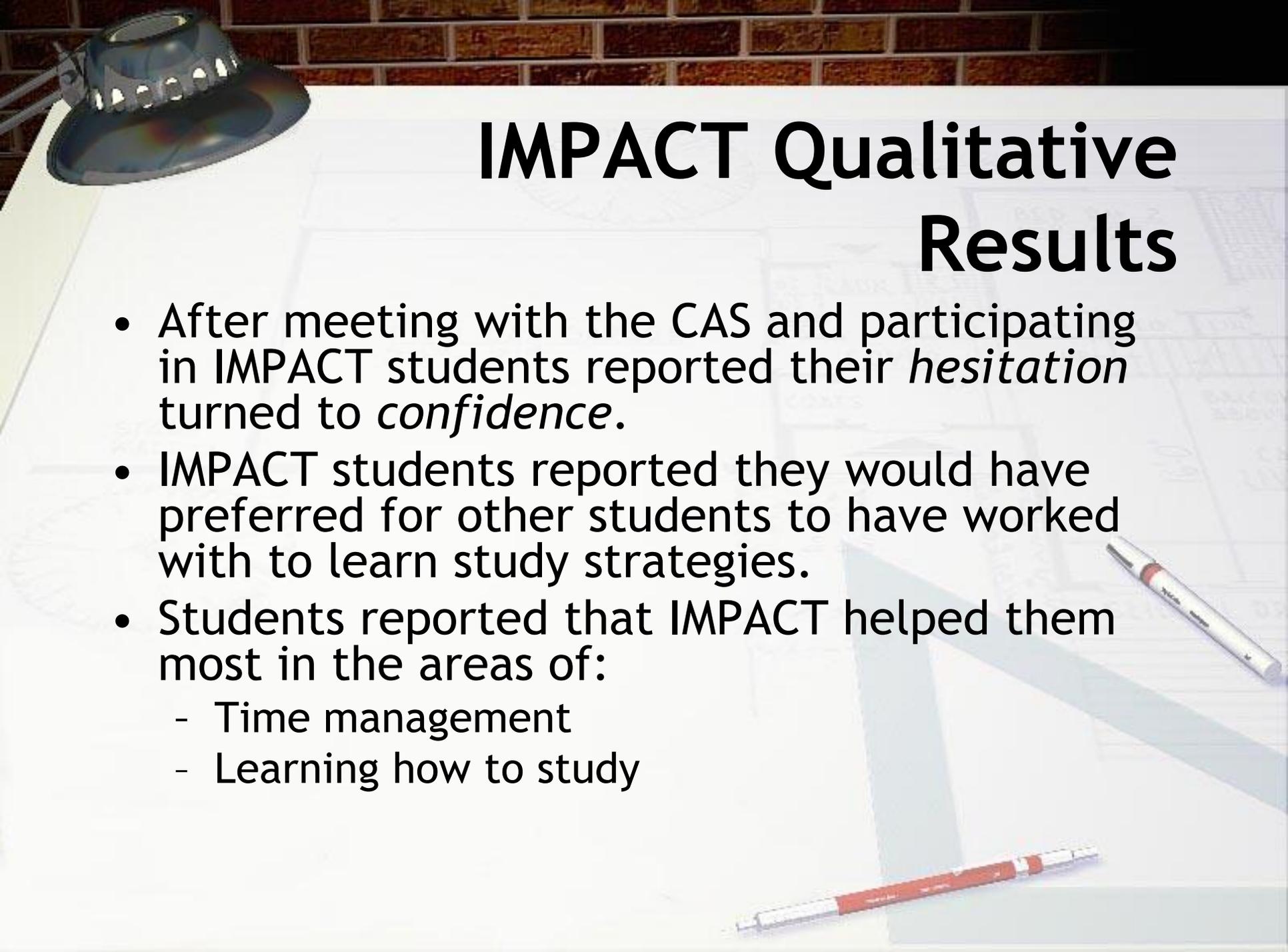
# IMPACT Quantitative Results

- Those who registered for IMPACT but did not attend any workshops had the lowest mean GPA (1.725).
- These students did however,
  - Use individual consultation
  - Use tutoring services
  - Use supplemental instruction



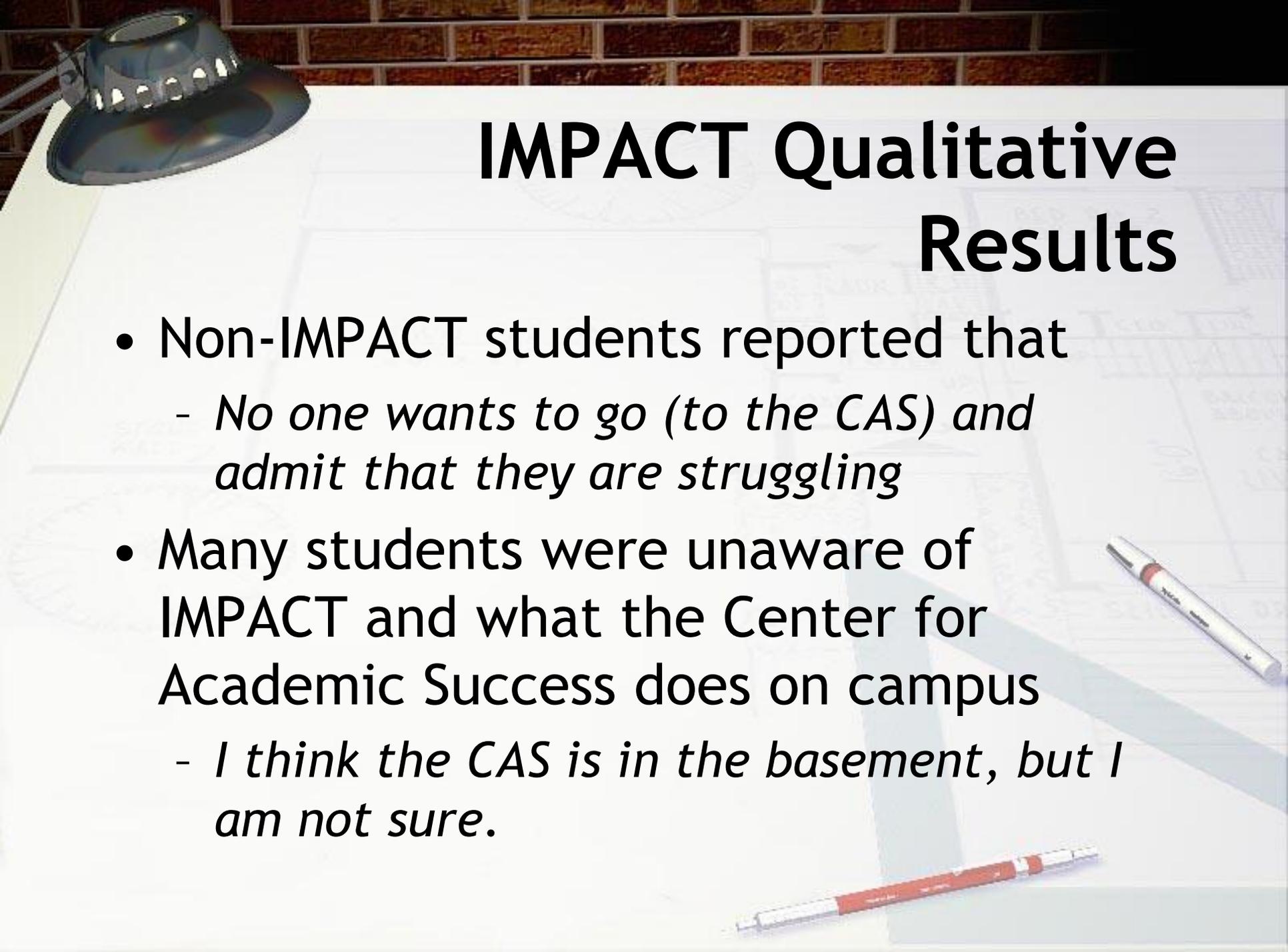
# IMPACT Qualitative Results

- Four total focus groups were facilitated
  - Two non-IMPACT
  - Two IMPACT
- Before participating in IMPACT, students described themselves as
  - *hesitant*
  - *reluctant to try*
  - *nervous*
  - *uncomfortable*



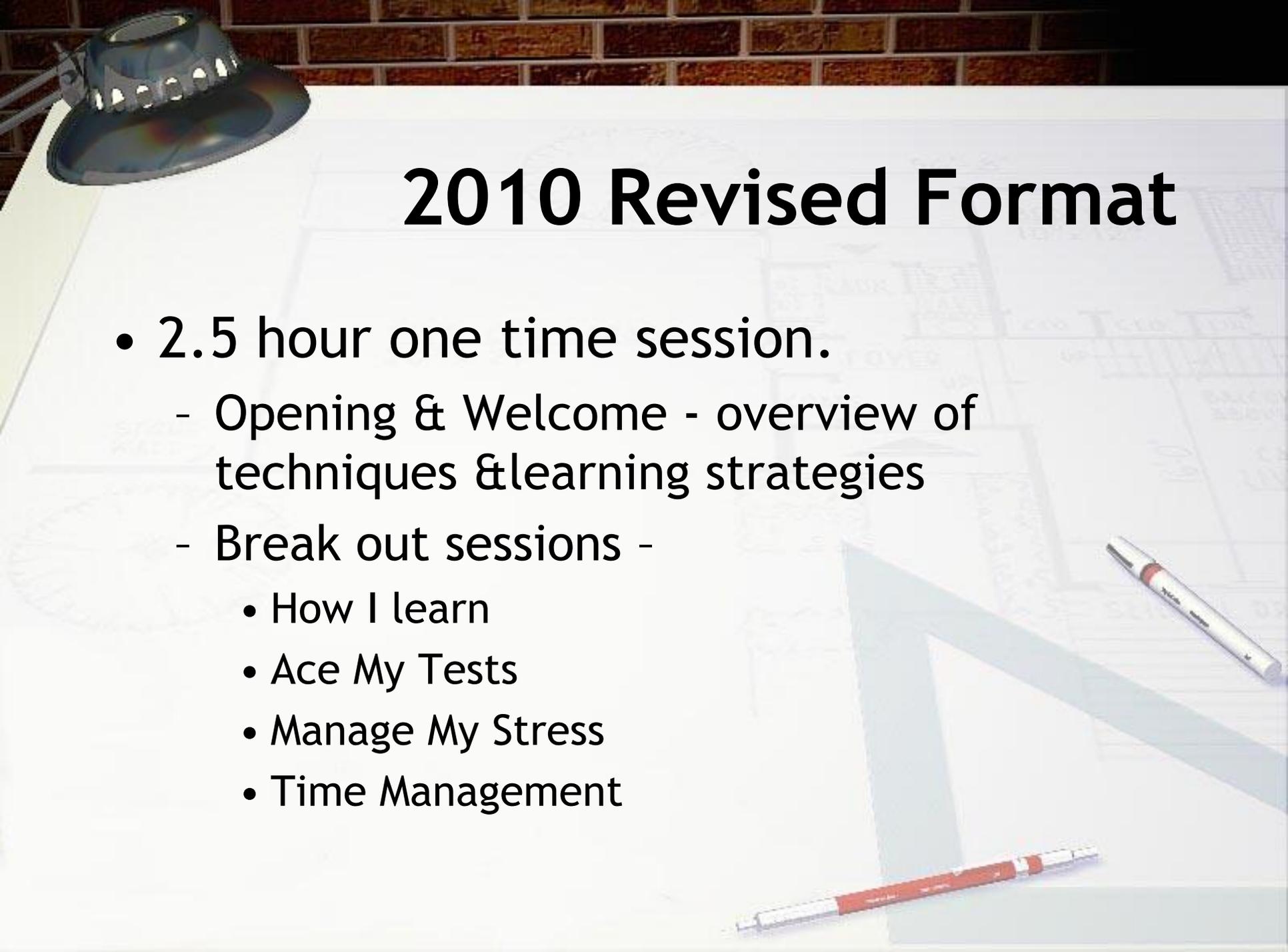
# IMPACT Qualitative Results

- After meeting with the CAS and participating in IMPACT students reported their *hesitation* turned to *confidence*.
- IMPACT students reported they would have preferred for other students to have worked with to learn study strategies.
- Students reported that IMPACT helped them most in the areas of:
  - Time management
  - Learning how to study



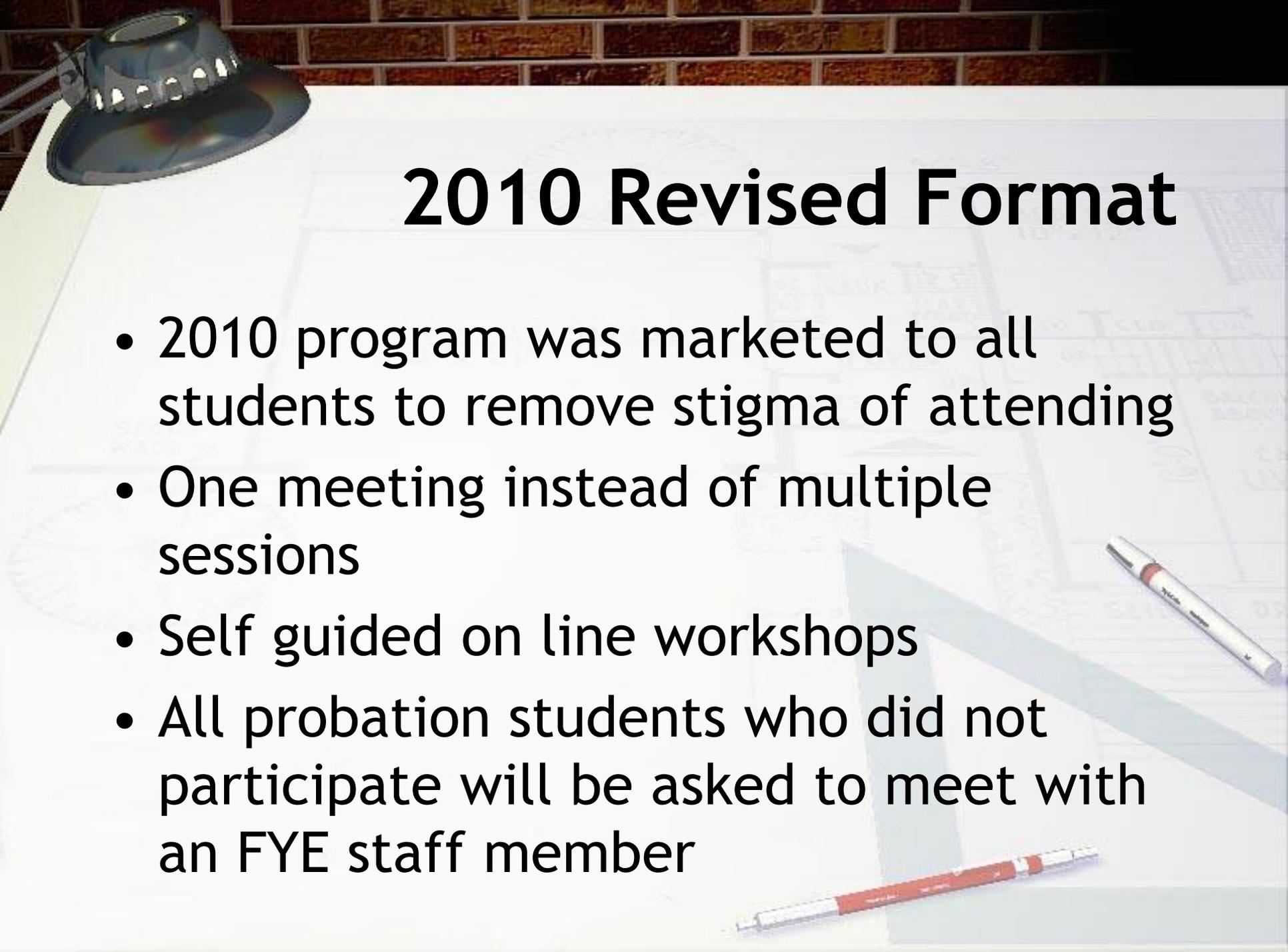
# IMPACT Qualitative Results

- Non-IMPACT students reported that
  - *No one wants to go (to the CAS) and admit that they are struggling*
- Many students were unaware of IMPACT and what the Center for Academic Success does on campus
  - *I think the CAS is in the basement, but I am not sure.*



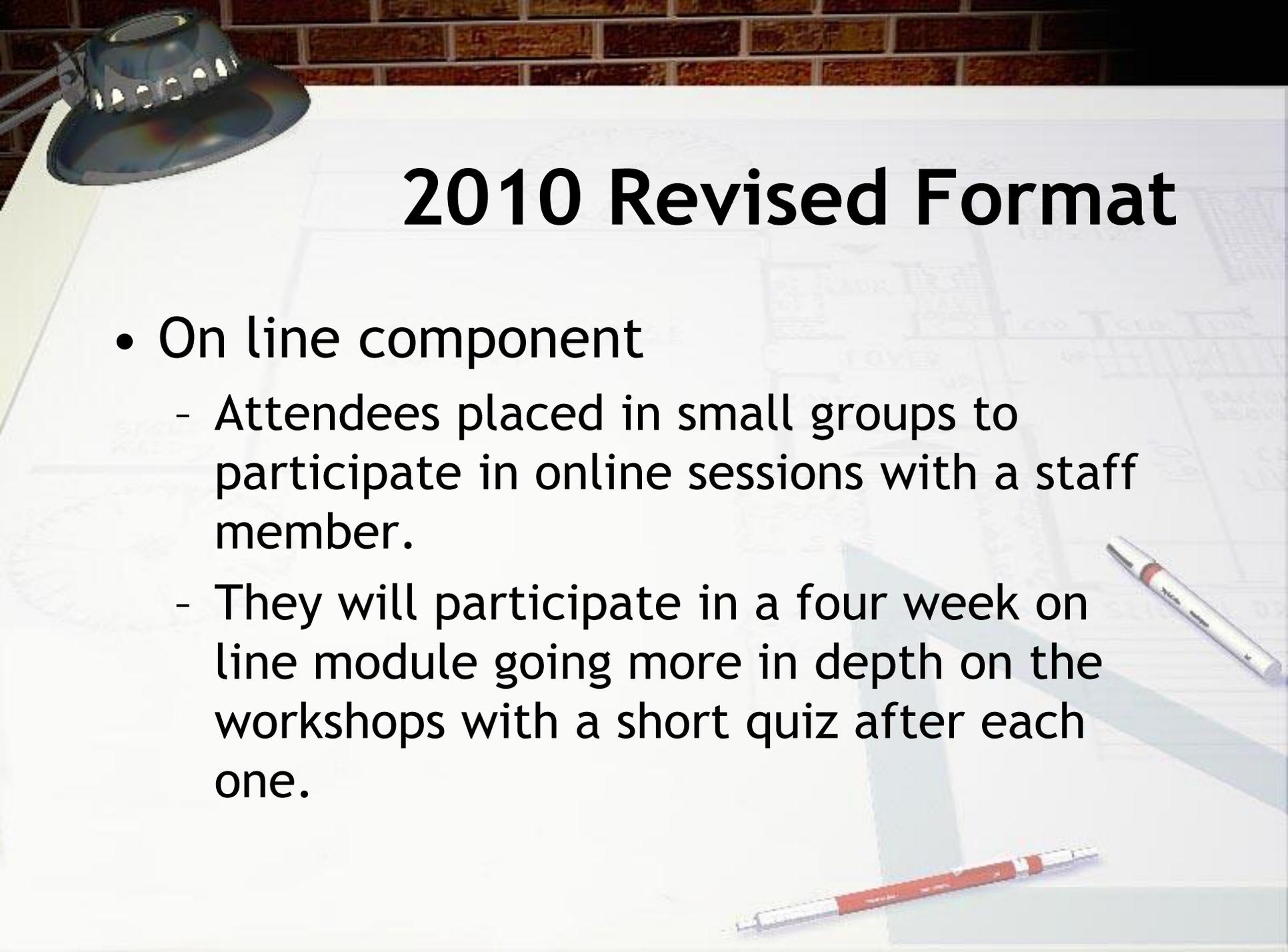
# 2010 Revised Format

- 2.5 hour one time session.
  - Opening & Welcome - overview of techniques & learning strategies
  - Break out sessions -
    - How I learn
    - Ace My Tests
    - Manage My Stress
    - Time Management



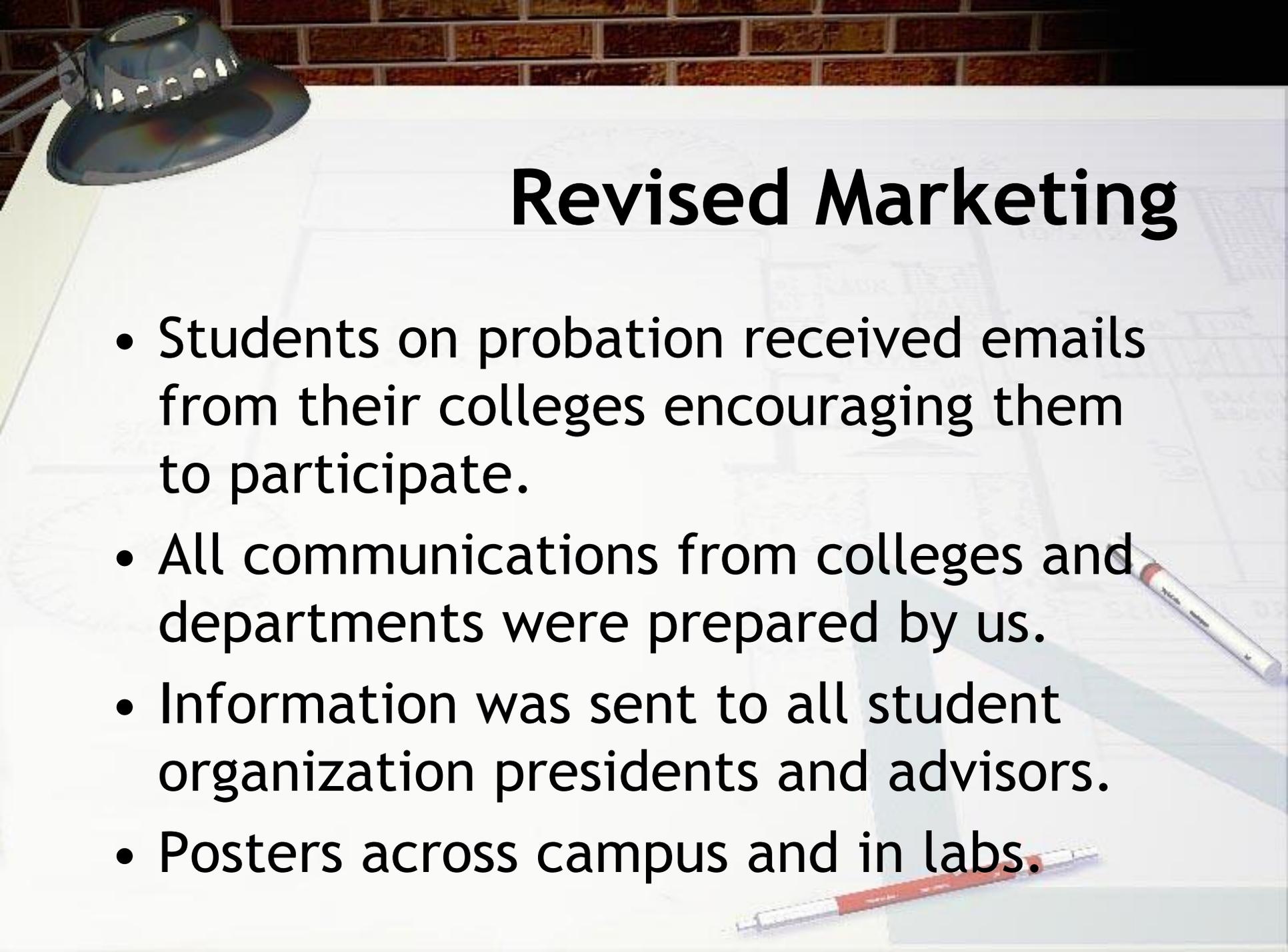
# 2010 Revised Format

- 2010 program was marketed to all students to remove stigma of attending
- One meeting instead of multiple sessions
- Self guided on line workshops
- All probation students who did not participate will be asked to meet with an FYE staff member



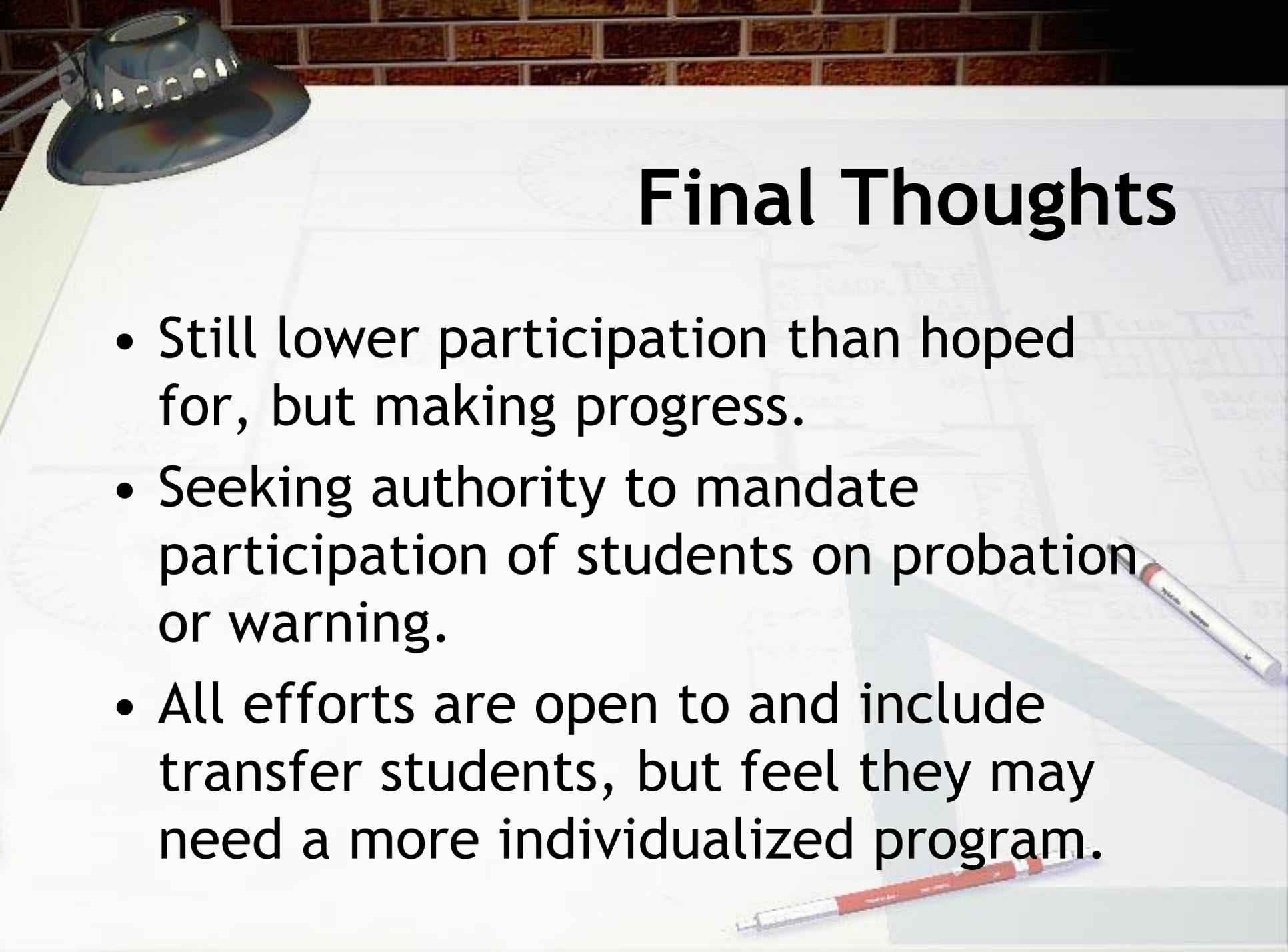
# 2010 Revised Format

- On line component
  - Attendees placed in small groups to participate in online sessions with a staff member.
  - They will participate in a four week on line module going more in depth on the workshops with a short quiz after each one.



# Revised Marketing

- Students on probation received emails from their colleges encouraging them to participate.
- All communications from colleges and departments were prepared by us.
- Information was sent to all student organization presidents and advisors.
- Posters across campus and in labs.



# Final Thoughts

- Still lower participation than hoped for, but making progress.
- Seeking authority to mandate participation of students on probation or warning.
- All efforts are open to and include transfer students, but feel they may need a more individualized program.



# Contact

- Feel free to contact us if you have questions or would like more information.

[fye@lsu.edu](mailto:fye@lsu.edu) or [cas@lsu.edu](mailto:cas@lsu.edu)

Thank you!