New Student Orientation: Collaboration between Academics and Student Affairs
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Dean: School of Life Calling and Integrative Learning

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Director of Student Transitions

Matt Thompson, MA
Director of Student Engagement

Indiana Wesleyan University
Workshop Outcomes

- Share the process that IWU undertook to make changes to New Student Orientation (NSO) and First Year Experience (FYE)
- Share our final product and program
- Share the results of assessment of our new programs

Indiana Wesleyan University
Demographics:

- Four Year Private Faith Based University
- 5 Principal Academic Units
  - Traditional Undergraduate Campus
    - 3000 students
    - 800 FY and Transfer students
School of Life Calling and Integrative Learning

- General Education
  - First Year Course
- Life Coaching
- PreDeclared/Uncertain Students
- Career Development
- Student Engagement
- Transfer Student Services
- Leadership Studies

Indiana Wesleyan University
The Problem

- Ineffective New Student Orientation
  - Too Short
  - Too Much
  - Exhausted
Program is Overwhelming 25%
Wanting More Free Time 27%
Extend NSO Program 23%
Excellent Experience 7%
Other Comments 18%
Open Ended Comments
FA 2013 NSO Assessment
Fenway Park, SP14
The Problem

- Low support for First Year Course
  - Bad reputation with students – “Required course”
  - Not supported by Full Time Faculty
  - Low ratings on course evaluations (IDEA)
  - Not a “True” FYE Course
The Process

- NSO “owned” by Student Affairs
- FYE “owned” by Academics
- Matt and Brandon were in both places - realization that we could solve both issues by working together
- Charge from the PAU Cabinet to bring the two together
- Buy-in needed from multiple areas
- Multiple Meetings – multiple constituents
- Academic Affairs Council Approval
- PAU Cabinet Approval
Driving outcomes for NSO:

**CONNECT:** Develop connection points within the IWU community (including, but not limited to, faculty, co-educators, staff, peers, campus resources, campus organizations, etc.) that can be utilized toward the achievement of spiritual growth, academic success, and personal development.

**PREPARE:** Recognize a variety of skills and strategies (academic, social, personal) that can be cultivated to enhance individual strengths and to develop in areas of individual weakness.

**UNDERSTAND:** Discuss the IWU community’s distinctive commitments to its mission, liberal arts education, life calling, and our unique individual designs.
The Final Product

Extended 9 Day New Student Orientation & First Year Designated Courses

Both Required for All New Students – Freshmen and Transfers

Indiana Wesleyan University
<table>
<thead>
<tr>
<th>Time</th>
<th>SUN 8/24</th>
<th>MON 8/25</th>
<th>TUE 8/26</th>
<th>WED 8/27</th>
<th>THU 8/28</th>
<th>FRI 8/29</th>
<th>SAT 8/30</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
</tbody>
</table>
| 8:00 AM | Life Calling and Parenting | Business/Register/IWU Passport Time | Advisor/Business/Register/IWU Passport Time | MISSION DEBRIEF | FYE Process Time (Mission Debrief) | FYE Process Time (Mission Debrief) |...
| 9:00 AM | Family Worship Service / New Beginnings | Chapel (IWI Mission) | Lecture (GenEd / Liberal Arts) | Chapel (Life Calling) | Lecture (Strengths) | Chapel (Spiritual Community) |...
| 10:00 AM | FYE Process Time (Mission Debrief) | FYE Process Time (Gen Ed Debrief) | FYE Process Time (Life Calling Debrief) | FYE Process Time (Strengths Debrief) |...
| 11:00 AM | Lunch in Marion | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:00 PM | Free | Time Management/Study Skills (FYE PE lead) | IWU Technology (FYE PE lead) | What Does it mean to be a College Student? (FYE Faculty lead) | Self Care and Emotional Health - 5 large groups (CSS LEAD) | Service Intro |...
| 1:00 PM | Welcome Parents & Students (Fun!) | NSO Celebration | Self-Efficacy / Academic Skills Workshops | (Study Skills, Financial Mgmt, Time Mgmt, Library Research, Spiritual Formation, Leadership, Technology) | FYC Process Time (Service Debrief) | FYC Process Time (Service Debrief) |...
| 2:00 PM | Academic Meet & Greet | FYE Group (Fun) | Free/Exercise/Health/Rest/IWU Passport Time | What Does it mean to be a College Student? (FYE Faculty lead) | Service Intro | Service Intro |...
| 3:00 PM | Picnic Dinner with Faculty | Parent Reception | Parent Reception | Parent Reception | Parent Reception | Parent Reception | Parent Reception |
| 4:00 PM | Parent Reception | Sonic Light Service | SACivities | Academic Division Social Night - hosted by Academic Divisions | Outdoor night/ Inflatables | Concert/ Live Band / Dance |...
| 5:00 PM | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 6:00 PM | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 7:00 PM | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 8:00 PM | Parent Reception | Sonic Light Service | SACivities | Academic Division Social Night - hosted by Academic Divisions | Outdoor night/ Inflatables | Concert/ Live Band / Dance |...
| 9:00 PM | ON | ON | ON | ON | ON | ON | ON |
| 10:00 PM | ON | ON | ON | ON | ON | ON | ON |
| 11:00 PM | ON | ON | ON | ON | ON | ON | ON |
| 12:00 AM | ON | ON | ON | ON | ON | ON | ON |
Academic Components to NSO

- Morning Colloquiums and Debrief in FYE courses
- Afternoon workshops
  - Academic Self-Efficacy
  - Library tours and tutorials
  - Academic Expectations
  - IWU Technology Orientation
  - Finances
  - Interpersonal skills (conflict, listening, community)
- Peer Educators
First Year Experience Course
Beyond New Student Orientation

- FYE Designated General Education Course
- Required participation in NSO – students and Faculty
- Full Time Faculty only
- Class Size: Max 25-26
- Meet Gen Ed Course SLO’s and FYE SLO’s
  - Innovative Assignments (eg. COM100)
- Required Faculty/Student one-on-one
- Peer Educators for each section
- $$ and Rank Promotion incentive for faculty to participate
First Year Experience Course
Beyond New Student Orientation

UNDERSTAND: Discuss the IWU community’s distinctive commitments to its mission, liberal arts education, life calling, and our unique individual designs.

FYE Designated Course Additional Outcomes

Students should:

1. Describe the concept of life calling and its role in shaping our understanding of our unique roles as citizens of and servant leaders within God’s kingdom. (connected to Gen Ed outcome #1)

2. Explain IWU’s philosophy of a liberal arts education and the relationship between the various modes of inquiry acquired in the course of that education, grounded upon a Christian theological foundation for learning. (connected to Gen Ed outcome #3)
KEEP CALM AND DELIVER OUTCOMES
Outcomes
Attrition Prior to Census Date

We did not lose any students during NSO or prior to Census Date (Friday of second week of school)
## Connect Questions - Percentage of Positive Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of campus services</td>
<td>91</td>
<td>98.5</td>
</tr>
<tr>
<td>Getting to know other students</td>
<td>87</td>
<td>99</td>
</tr>
<tr>
<td>Become acquainted with faculty and staff</td>
<td>65</td>
<td>95.5</td>
</tr>
<tr>
<td>Gain awareness of opportunities for involvement</td>
<td>84</td>
<td>99</td>
</tr>
<tr>
<td>Feeling comfortable on campus</td>
<td>91</td>
<td>99</td>
</tr>
</tbody>
</table>
Outcomes Connect
(MAP-Works Factor Year to Year Comparison – week 3)
**Outcomes**

**Connect - Continued**

(MAP-Works Factor Year to Year Comparison – week 3)

### Factor 17. On-Campus Living: Social Aspects (Module)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>592</td>
<td>5.50</td>
<td>0.00</td>
<td>1.25</td>
</tr>
<tr>
<td>2014</td>
<td>692</td>
<td>5.39</td>
<td>0.11</td>
<td>1.31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5.28</td>
<td>0.22</td>
</tr>
</tbody>
</table>

### Q079. On-Campus Living - To what degree are you: Making friends with others in the hall/building

Scale: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, Not applicable

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>592</td>
<td>5.57</td>
<td>0.00</td>
<td>1.46</td>
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<tr>
<td>2014</td>
<td>688</td>
<td>5.40</td>
<td>0.17</td>
<td>1.51</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5.26</td>
<td>0.31</td>
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</table>
Outcomes
Prepare
(MAP-Works Factor Year to Year Comparison – week 3)
Outcomes

Prepare

(MAP-Works Factor Year to Year Comparison – week 3)

### Factor 7. Basic Academic Behaviors

<table>
<thead>
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<th>Mean</th>
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<th>Std Dev</th>
</tr>
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<tbody>
<tr>
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<td>641</td>
<td>6.37</td>
<td>0.00</td>
<td>0.55</td>
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<tr>
<td>2014</td>
<td>731</td>
<td>6.28</td>
<td>0.09</td>
<td>0.57</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td>6.28</td>
<td>0.09</td>
<td></td>
</tr>
</tbody>
</table>

### Q050. Academic Behaviors - To what degree are you the kind of person who: Spends sufficient study time to earn good grades

Scales: (1) Not at all, (2), (3), (4) Half the time, (5), (6), (7) Always, Not applicable

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
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<tbody>
<tr>
<td>2015</td>
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<td>5.73</td>
<td>0.00</td>
<td>1.01</td>
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<td>2014</td>
<td>730</td>
<td>5.57</td>
<td>0.16</td>
<td>1.08</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td>5.64</td>
<td>0.09</td>
<td></td>
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</table>

### Factor 8. Advanced Academic Behaviors

<table>
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<th>Mean</th>
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<th>Std Dev</th>
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<td>2015</td>
<td>641</td>
<td>5.23</td>
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<tr>
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</tr>
<tr>
<td>2013</td>
<td></td>
<td>5.15</td>
<td>0.08</td>
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</table>
Outcomes
Prepare
(MAP-Works Factor Year to Year Comparison – week 3)
Outcomes
Understand
(NSO Student Survey – week 3)
“How did NSO help you with your…”

<table>
<thead>
<tr>
<th></th>
<th>Very Well</th>
<th>Sufficiently</th>
<th>Somewhat</th>
<th>Not at All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Mission of IWU</td>
<td>64.31%</td>
<td>29.46%</td>
<td>5.95%</td>
<td>0.28%</td>
<td>353</td>
</tr>
<tr>
<td>Understanding General Education and the Liberal Arts</td>
<td>51.27%</td>
<td>38.24%</td>
<td>9.92%</td>
<td>0.57%</td>
<td>353</td>
</tr>
<tr>
<td>Understanding the concepts of Life Calling</td>
<td>50.99%</td>
<td>39.38%</td>
<td>8.78%</td>
<td>0.85%</td>
<td>353</td>
</tr>
<tr>
<td>Understanding of my own and other’s “Strengths”</td>
<td>68.38%</td>
<td>25.07%</td>
<td>5.70%</td>
<td>0.85%</td>
<td>351</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
Outcomes

Understand – FYE SLOs

Faculty Common Rubric Grading

• Understanding Liberal Arts – 88% of students were given an “A” or “B”

• Understanding Life Calling – 92% of students were given an “A” or “B”
Other Outcomes
MidTerm Comparison

FR Students with Midterms

<table>
<thead>
<tr>
<th></th>
<th>FA2011</th>
<th>FA2012</th>
<th>FA2013</th>
<th>FA2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR Students with Midterms</td>
<td>365</td>
<td>305</td>
<td>306</td>
<td>237</td>
</tr>
<tr>
<td>% of FR Students with Midterms</td>
<td>40%</td>
<td>37%</td>
<td>38%</td>
<td>33%</td>
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</tbody>
</table>
### Other Outcomes

#### GPA and Academic Standing Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>FR AVG GPA</th>
<th>Academic DISM/SUSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA2011</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>FA2012</td>
<td>3.07</td>
<td>15</td>
</tr>
<tr>
<td>FA2013</td>
<td>3.05</td>
<td>19</td>
</tr>
<tr>
<td>FA2014</td>
<td>3.05</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Average Semester GPA

<table>
<thead>
<tr>
<th>Year</th>
<th>FR AVG GPA</th>
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</thead>
<tbody>
<tr>
<td>FA2012</td>
<td>3.07</td>
</tr>
<tr>
<td>FA2013</td>
<td>3.05</td>
</tr>
<tr>
<td>FA2014</td>
<td>3.05</td>
</tr>
</tbody>
</table>
Other Outcomes
DFW Comparison

- 3.84% DFW Rate for FYE courses
- 5.40% DFW rate for ALL courses
Other Outcomes
FR Fall to Spring Attrition Trends

<table>
<thead>
<tr>
<th></th>
<th>FA2011</th>
<th>FA2012</th>
<th>FA2013</th>
<th>FA2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attrition Rate</td>
<td>12.21%</td>
<td>9.05%</td>
<td>6.50%</td>
<td>7.20%</td>
</tr>
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</table>

FR Fall-to-Spring Attrition Trends
Other Outcomes
Faculty Perceptions of Student Engagement

- 68% of FYE Faculty felt that their students were more engaged than students in that same course (Non-FYE) in previous years
  
  eg. FA14 COM100-FYE > FA13 COM100

- 50% of FYE Faculty felt that their students were more engaged than students in that same course (non-FYE) during the same semester
  
  eg. FA14 COM100-FYE > FA14 COM100
• 37% of faculty teaching Non-FYE General Education courses felt that this year’s freshmen class was more engaged in their General Education courses than in previous years.

eg. FA14 COM100 > FA13 COM100

• 29% of faculty teaching discipline specific courses felt that this year’s first year class was more engaged in their discipline specific course than in previous years.

eg. FA14 BUS100 > FA13 BUS100
Other Outcomes
IDEA Evaluations

• 59% of the courses were ranked by students as “Higher” or “Much higher” compared to other courses at the Institution.

• For prior years our FYE course was consistently ranked “lower” across the majority of sections.
“The FYE course that I taught was without parallel in my 22 years of teaching college students. The students were much more engaged than typical first year students, developed a strong sense of collegiality right from the very beginning, and experienced a much richer academic experience. I highly recommend that you continue this program.”

- Fall 2014 FYE Faculty Member
Other Outcomes

• Faculty Engagement in General Education and GE Student Learning Outcomes

“After our initial “General Education and the Liberal Arts” Colloquium during NSO, an FYE faculty member said, “I’ve been trying to figure out what I was even going to say about General Education in my FYE class. Now I’m inspired and excited to talk with students about this topic. It’s like I’m remembering how much I appreciate the Liberal Arts.””

– Dr Elaine Bernius, General Education Chair
Other Outcomes

- Increased Academic-Student Affairs Collaboration

“Perhaps most important is the ways in which NSO and FYE are helping us to think of ourselves as a community of educators. While the distinctions in daily responsibilities between the academics and student development have their place, the collaborative effort is helping, I believe, to shift our philosophical understanding about what it means to be a community of professionals who educate students and work as a body for student flourishing.”

– Dr Darlene Bressler, VP of Academic Affairs
Other Outcomes

• Increased Engagement of High Risk Students

“I have noticed a dramatic change from previous years in the students who ended up on academic probation after their first semester. They have been very proactive in setting up and attending their support meetings with me. I have also observed an increase in their self-awareness and willingness to accept responsibility for their first semester struggles.”

– Dr Nathan Herring, Executive Director: Center for Student Success
I enjoyed having this class as my FYE. It allowed for stronger connections with the professor and the students, even after the rest of my courses started.
I enjoyed this class. I loved the personal connection with my professor. It helped me to learn.
Both the prof and peer educator have been absolutely WONDERFUL this past semester and have contributed to my smooth transition here at IWU. I am a long way from home, but the guidance and compassion they showed for us that first week, and through the next several months, helped me to adjust and feel so welcome.
I wish I could be in the FYE group all year! This prof and course was one of the best and most beneficial courses I have ever taken. Both the prof and peer educator really made this class something special. I am now considering taking more [this major] classes because of this!
I enjoyed the atmosphere of the FYE class. I had a good bond with the students, peer educator and professor which in turn created a better learning environment and discussions.
I really enjoyed having an FYE class. It was very helpful in the way I felt like I at least knew someone. It was a lot easier to be myself in that class and to make friends or study partners. I think coming a week before and having this class is important and should happen again!!!!
I am closer with the other students and Prof from my FYE class more than anyone else on campus. That week to really get involved with one another was extremely helpful. ... There were relationships developed that were sincere.