



Reimagining the First Year Experience: Integrating Academic Support into FYS

Hannah Williamson
Academic Coordinator for First-Year Curriculum and Assessment
University of Cincinnati

Why Have a First Year Experience (FYE)?

- College is a new culture
- Multi-layered transitions compounding each other
- “They will not be successful college students just simply ‘being here’”
- Like a Fortune 500, we need to structure “training” for our “new employees”



Common FYE Student Learning Outcomes

- Academic and intellectual competence
- Establishing and maintaining interpersonal relationships
- Exploring identity development
- Deciding on a career and lifestyle
- Maintaining personal health and wellness,
- Developing civic responsibility
- Considering the spiritual dimensions of life
- Dealing with diversity

Upcraft, Barefoot, and Gardner (2005)

What Are You Doing?

On your index card, answer the following questions:

- What is your college doing to support a first year experience?
- Are you connected to this experience? If so, how?
- If not, what could be the benefits of being more connected to this experience?



Course Overview

This course prepares students to be engaged, well-informed, and successful during their first year at UC. The course focuses on introducing students to campus resources, develop metacognitive and executive function skills and strengthen academic habits. They learn how to navigate campus life and academia, establish knowledge, connections, and skills as they transition to the professional world.

By the end of this course, students who actively engage in the course are able to...

- Develop and apply academic success skills
- Discover and utilize UC campus resources and services
- Advance communication skills and professionalism
- Connect with and develop relationships CECH, UC faculty and staff, and peer

Who takes PRFS 1001?

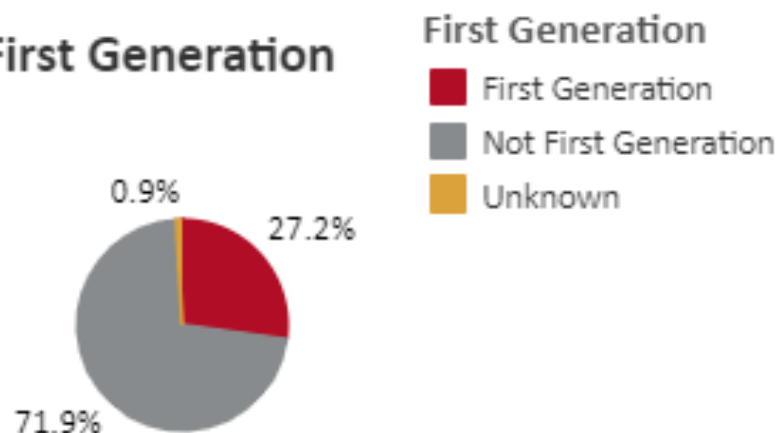
- ~300 students
- Students in the following majors:
 - Early Childhood Education
 - Middle Childhood Education
 - Health Education
 - Secondary Education
 - Special Education
 - Criminal Justice
 - Sports Administration
- Course is taught by Learning Commons (academic support center) staff and Academic Advisors



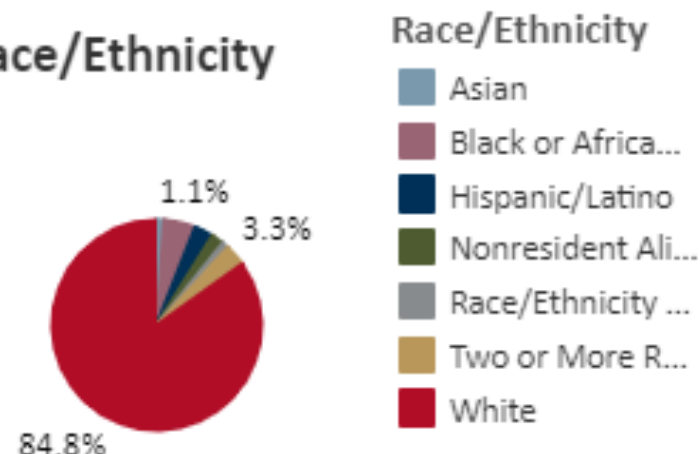
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Student Demographics

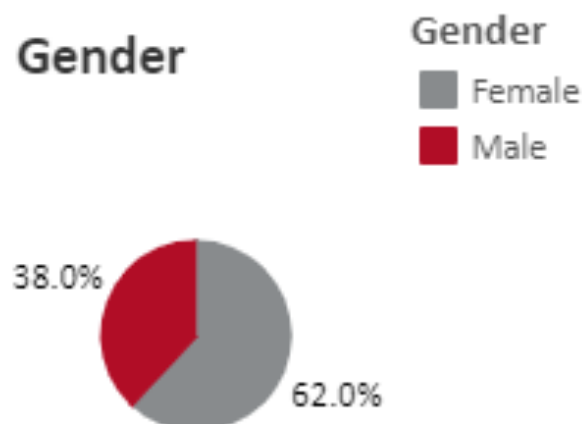
First Generation



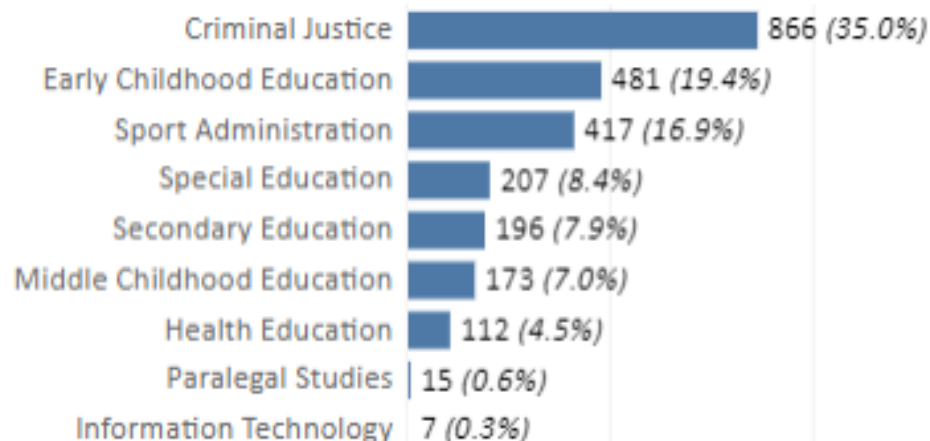
Race/Ethnicity



Gender



Academic Plan



Course Overview

The course is made up of:

1. Weekly class sessions during the first 10 weeks of the semester
2. Five (5) Academic Coaching appointments independent but connected to the course

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Weekly course:

- 1 credit hour
- 50-minute class; once a week
- Engage in one topic (i.e. Campus Involvement) with foundational information and an activity
- Homework assignment typically challenges the student to engage with campus

Weekly Class Example: Campus Involvement

1. Check-in with small group: How do you spend your free time? What do you want to or already have gotten involved with on campus?
2. Club Survey Activity (with CampusLink)
 - Find 4 clubs that you would be interested in attending based on the following categories: social, academic (major-connected or academically focused), career-oriented, hobby/interest or sport
 - Write down the following about each club: name of organization, brief summary of organization, next meeting time, who to contact for more information
 - Share with small group
3. Large Group Share Out

Homework: Go to an event of a student organization and reflect on the experience.

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Academic Coaching

- High achieving undergraduate students (sophomore or older) who tailor learning sessions with students on academic success skills including study skills and stress management
- 40-60 minute appointments
- Required to do 2 per month, 5 total for the semester
- Schedule through the Learning Commons (learning support center) website
- Coaching appointments available Mondays - Thursdays 9:00AM – 8:00PM, Fridays 9:00AM – 5:00PM
- *Students who work with a coach 5-7 times improved their average GPA by more than 2/3 of a letter grade during the 2017-2018 school year.*

Course Supports for Instructors

To support the instructors, we provide the following:

- Day of training focused on the philosophy of teaching, classroom management, and nuts and bolts of the course
- In-depth overview of the course requirements including the academic coaching program
- Optional course material focused around topics including but not limited to campus resources, personal finance, community building, and diversity
- Weekly email reminders
- Access to a course coordinator for questions



Measuring Success



- Student Retention
- Academic success
- Student enhanced feelings belonging to and identity with campus
- Integration of academic learning and daily life
- Student involvement and connections to campus community

Fall 2018 Retention Data

- First Year Retention Fall 2018 to Fall 2019 increased 2% from past year
- Students who enrolled in this course had an average 3.20 GPA – 0.5 above those who were not enrolled
- Students who came to 7+ classes (out of 10) achieved an average 3.3 GPA – 0.04 above those who enrolled did not attend class



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Student Satisfaction Survey

206 students participated in survey



Develop and apply academic success skills

- 86% of students believe that the course has developed academic habits that they will use in future courses

Discover and utilize UC campus resources and services

- 95% of students believe that the course strengthened their knowledge of campus resources
- 97% of students found their instructor to be a resource to the college and UC campus

Advance communication skills and professionalism

- 83% of students believe that the course advanced their professional habits

Connect with and develop relationships CECH, UC faculty and staff, and peer

- 93% of students believe that the course provided an entry point for opportunities such as students organizations and clubs

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Student Satisfaction Survey

206 students participated in survey (76% of students enrolled)

Course materials

- 90% of students found the course content informative and relevant
- 90% of students felt that their instructor presented in an engaging manner

Instructor satisfaction

- 99% of students felt that their instructor was prepared for class
- 97% of students found their instructor approachable to ask questions or comments about the course
- 97% of students felt that the instructor facilitated class activities well

Skills

- 69% of students felt that goal setting skills were strengthened by the course
- 65% of students felt that time management skills were strengthened by the course



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Academic Coaching

- Students in the College of Education, Criminal Justice and Health Services who engaged with academic coaching had an increased GPA +1.06 (3.44 avg. GPA) compared to non-users
- Students who attended 5+ appointments received an average 3.57 GPA

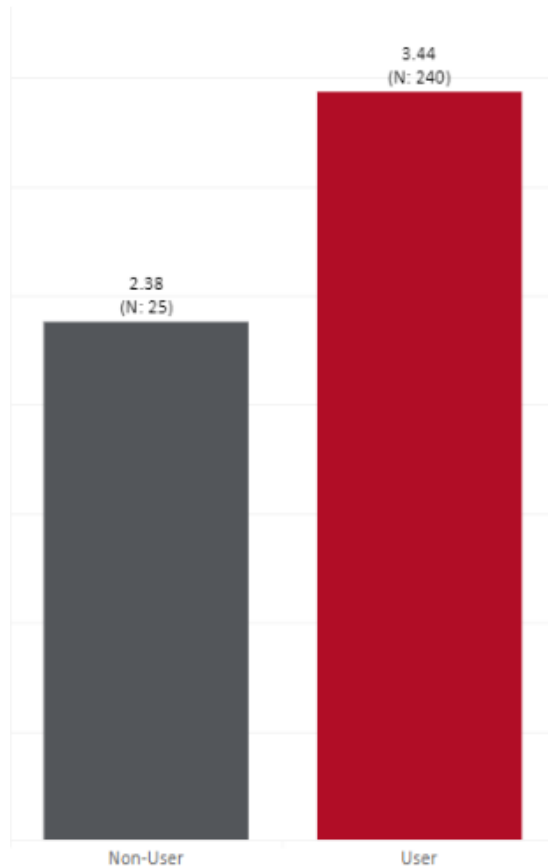


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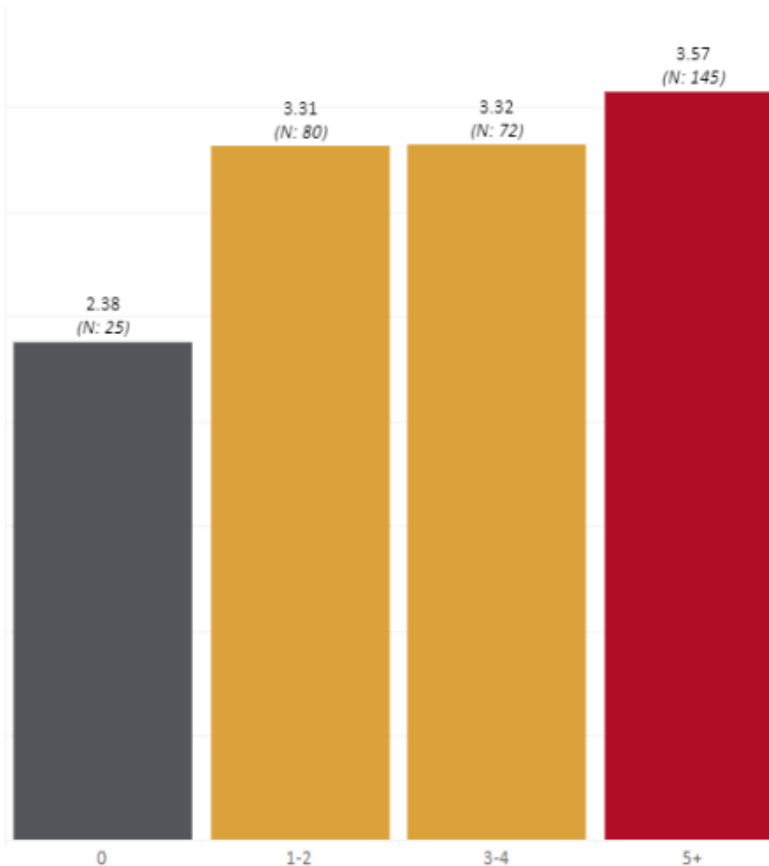
Academic Coaching

Academic Coaching (in FYE Setting)

Average Term GPA - Non-User vs. User



Average Term GPA by Number of Visits



Term

Fall 2018

College

Educ, Crim Just, & Hum Sr...

Academic Plan

(Multiple values)

Race/Ethnicity

(All)

Gender

(All)

First Generation

(All)

Retained to Next Fall

No

Compliance

Compliant Users

Non-Compliant Users

Non-Users

Future Course Goals and Assessment

- **Spring 2020**

- Piloting online first year experience course for distance learners and trailer course
- Focusing on skill development curriculum

- **Fall 2020**

- Redevelop the course for new learning management system (campus system)
- Modify the online hybrid class for students who fail Fall course
- Infuse instructor training with online modules

Side Note: Other First-Year Infused Experiences

- Learning Communities
 - ~100 Learning Communities
 - Peer-led
- Infused with academic support based on majors and course configurations
 - Math courses
 - Science courses (Biology, Chemistry, Anatomy and Physiology)

Index Card Exit Slip

- What did you find beneficial about this presentation?
- What additional questions or comments do you have about the FYE course?
- Write down your email address if you'd like to discuss more about UC's first year experience.

Please turn in your index card before you leave.
Thank you!

Please remember to submit your
evaluation on Guidebook!



#FYE20

References

- Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (Eds.). (2005). Challenging and supporting the first-year student: A handbook for improving the first year of college. San Francisco, CA: Jossey-Bass.
- Hunter, Mary Stuart. (2006). Fostering Student Learning and Success through First-Year Programs. Peer Review, Summer 2006, Vol. 8, No.3 <https://www.aacu.org/publications-research/periodicals/fostering-student-learning-and-success-through-first-year-programs>