

## FIRST YEAR EXPERIENCE 2012-2013 ASSESSMENT REPORT

### MISSION

The Student Affairs First Year Experience (FYE) is committed to serving first-time, first-year traditional freshmen students in a comprehensive and student-centered manner that addresses their developmental, psychosocial, and educational needs. To ensure a smooth transition into college and a positive first year experience, FYE provides an array of services that includes mandatory orientation and advising, *'ohana* (family) orientation, Summer Bridge, Freshmen Experience Day, peer mentoring, early intervention, and campus social events. FYE pledges ongoing support for successful academic achievement during the first year to promote student learning, engagement, satisfaction, and persistence to the sophomore year and graduation.

### GOALS

- Provide mandatory Freshman New Student Orientation to educate students about the university, to meet faculty, staff and peers, and, register for their Fall 2013 courses.
- Provide all freshmen with a FYE Peer Undergraduate Engagement and Orientation (PUEO) leaders/mentor as resource and support throughout their first academic year.
- Conduct Freshman Early Intervention during the first four weeks of the fall and spring 2013 semester to ensure that freshmen progress successfully through their academic semester.

### DEPARTMENTAL DASHBOARD

#### Program Data

- Academic year 2012-2013 UH - West Oahu enrolled 308 freshmen, a 137% increase compared to the previous 2011-2012 academic year. Of these, 300 traditional first-time, first-year freshmen were identified as the Fall 2012 freshman cohort. This cohort had an average high school gpa of 3.3 (with 5% below 2.7); 78.9% placed into college-level writing composition; 36.1% placed into college-level math; 80.7% received federal Pell grant assistance; 92.7% fell within a racial/ethnic minority category.
- Academic year 2013-2014 UH - West Oahu enrolled 384 freshmen, a 25% increase compared to the previous 2012-2013 academic year. Of these 292 traditional first-time, first-year freshmen were identified as the Fall 2013 cohort. This cohort has an average high school gpa of 3.1 (with 13.1% below 2.7); 75.2% placed into college-level writing composition; 38.7% placed into college-level math; 70% received federal Pell grant assistance; 94% fell within a racial/ethnic minority category.

## POINTS OF PRIDE

- Voluntary FYE Summer Bridge for the Fall 2012 freshmen had largest number of enrolled students (80 versus 29 in Fall 2011). After completion \_\_\_\_\_% stated they felt better prepared to start college than prior to Summer Bridge.
- UHWO enrolled the largest number of freshmen in Fall 2012 in its history since becoming a 4-year degree granting institution in 2007, and tripled the number compared to previous Fall 2011.
- 64.5% of all Fall 2012 freshmen choose to participate in the FYE PUEO Leader peer mentoring program compared to 50% of the Fall 2011 cohort.
- 73% of the 2012 Freshman on early alert earned a satisfactory end of semester cumulative gpa of 2.0 gpa or higher
- Fall 2012 freshman with lower average high school gpa's (3.1) who chose to attend Summer Bridge were able to successfully complete their first semester with a first semester gpa of 2.9 in comparison to the 2.7 first semester gpa of freshmen with higher average high school gpa's (3.3) who did not attend.

## ASSESSMENT ACTIVITIES 2013-1014

### Program Objective 1

Fall 2013 freshmen who enrolled in block schedules will have a higher number of earned credit hours at the end of their first year compared to Fall 2012 freshmen who did not enroll in block schedules

#### Methods and Measures

- Compare credits earned of both groups at end of first academic year.

#### Findings

To be completed May 2014.

#### Conclusions/Status

### Program Objective 2

There will be a 10% increase of Fall 2013 freshmen who were mandatorily assigned a peer mentor who persisted to their second year compared to the 61% retention of the Fall 2012 freshmen for whom peer mentoring was optional.

#### Methods and Measures

Prior to the start of the Fall 2013 semester, each freshman will be contacted by their assigned PUEO leader/peer mentor offering support and assistance. Throughout the first year, peer mentors will contact their mentee at least once a week via email, text, facebook or telephone; meet with them face-to-face at least once a month; and, attend a campus workshop, event or activity with mentees each month.

Fall 2014 enrollment reports will be pulled after the last day of registration to determine persistence of the Fall 2013 freshmen cohort.

### Findings

To be completed in the third week of September 2014.

### Conclusions/Status

#### Program Objective 3

Eighty percent (80%) of Fall 2013 freshman identified by faculty as ‘at risk’ of failing during the fourth week of the fall semester will satisfactorily complete their semester with a cumulative gpa of 2.0 or higher.

### Methods and Measures

In March 2013 academic advisors participated in a webcast by Academic Impressions titled “Intrusive Advising to Retain First-Year and Transfer Students” in preparation for the Fall 2013 Early Alert and Early Intervention efforts. In addition, consultation and guidance provided by the newly hired full-time university psychologist resulted in suggested scripts and strategies, particularly in addressing emotional or personal student issues.

End of Fall 2013 semester gpa’s of freshmen identified as at-risk will be used to determine academic progress of minimum 2.0 or higher.

1. September 26, 2013: All faculty teaching freshman courses (n=47) were contacted by email to complete online report identifying any freshman not meeting academic requirements of the course (n=75 classes) and at-risk of failing. In identifying these at-risk freshmen, faculty were asked to provide reason(s) for failing (e.g., absenteeism) and recommend forms of assistance for the student (Attachment A, Attachment B).
2. October 4, 2013: Deadline date for all faculty to submit reports of at-risk freshmen. Of the 47 faculty contacted, 19 reported back (40%) identifying 47 freshmen at-risk for failing class.
3. October 7, 2013: All freshmen sent an email informing them that they may be contacted by an academic advisor if their professor expressed concerns about their academic performance to provide support and assistance (Attachment C).
4. October 7 through October 25, 2013: Student Affairs academic advisors (n=6) first called each student by phone. With the assistance of the university psychologist, the advisors developed a “Retention Intercept Model” for this outreach (Attachment D). If unable to reach the student by phone an email was sent to them letting them know that their professor is concerned about their academic performance and offering assistance,

resources and contact information, as well as date of last day to drop with a “W” (October 25, 2013).

Of the 47 students identified as at-risk, 12 met face-to-face with the advisor and 9 had an appointment by phone. The remaining 26 students were sent an email.

### Findings

The objective of 80% of the 47 identified at-risk students having a Fall 2013 semester overall gpa of 2.0 or higher was not met. Instead only 20 of the 47 completed their semester with an overall gpa of 2.0 or higher (42.5%). Thirty-six (76.5%) of those identified as at-risk successfully completed the class(es) in which they were reported as possibly failing. Summary report of methods and results is attached (Attachment E).

### Conclusions/Status

26 of the 47 freshmen (55%) were difficult to reach by advisors; either their contact information was outdated, or students did not return calls or respond to emails. A mechanism to insure that students update their contact information each semester could be built into their login MyUH portal. An increase in attempts to contact these students could also occur with more Student Affairs staff participating in addition to the six advisors. Another method would be to identify students as high-risk using predetermined variables (i.e., low high school gpa, low college transfer gpa) prior to each semester and having these students meet with an advisor at certain points in the semester.

Currently (Spring 2014), UHWO is piloting a student-tracking, early alert software program, GradesFirst, to streamline the process of connecting faculty, at-risk students, and Student Affairs support staff more efficiently. After reviewing results from this pilot and making any necessary improvements, UHWO intends to launch the use of GradesFirst full scale in the Fall 2014 semester. Assessment and evaluation of results will occur at the end of each semester.

## Program Objective 4

Seventy-five percent (75%) of students who participate in any FYE service will report that the quality of the delivery of the activity was well executed.

### Methods and Measures

- FYE participants will be surveyed after each activity to measure their satisfaction with FYE activities.

### Findings

### Conclusions/Status

- Reconfigure block schedules to include more time between classes to increase study and review before and after classes, as well as increase participation in co-curricular activities on campus.
- Register incoming Fall 2014 first-time, first-year freshmen in a block of courses as early as June 2014.
- Fully implement GradesFirst student management system early alert feature.

## ATTACHMENTS

FYE Attachment A: F13 EI Email to Faculty

FYE Attachment B: F13 EI Online Form using Google Survey

FYE Attachment C: F13 EI Email to All Freshmen

FYE Attachment D: Retention Intercept Model

FYE Attachment E: Early Intervention Summary Fall 2013