MISSION

The Student Affairs First Year Experience (FYE) is committed to serving first-time, first-year traditional freshmen students\(^1\) 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 freshman 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 traditional freshmen are defined as students that are entering their first college semester following high school graduation that same year. All information and data in this report is specifically addressing this population.

\(^1\) First-time, first-year traditional freshmen are defined as students that are entering their first college semester following high school graduation that same year. All information and data in this report is specifically addressing this population.
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 96% 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 2013-2014

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 semester 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 semester.

Findings

F12 & F13 Freshman First Semester Credits Earned Comparison:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Significant Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>Std</td>
</tr>
<tr>
<td>High School GPA</td>
<td>300</td>
<td>3.30</td>
<td>0.39</td>
</tr>
<tr>
<td>First fall semester</td>
<td>300</td>
<td>9.94</td>
<td>3.84</td>
</tr>
<tr>
<td>Earned Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusions/Status

There was not a statistically significant difference in the number of credits earned in comparing the fall 2012 and fall 2013. An additional comparison should be made for the upcoming fall 2014 cohort.

Program Objective 2

There will be a 10% increase of fall 2013 first-time first-year freshmen who were mandatorily assigned a peer mentor who persisted to their second year compared to the 60.5% 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, test, 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

<table>
<thead>
<tr>
<th></th>
<th>1-year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2012 Cohort (n= 300)</strong></td>
<td></td>
</tr>
<tr>
<td>Self-selected to have a peer mentor</td>
<td>60.5%</td>
</tr>
<tr>
<td><strong>Fall 2013 Cohort (n= 292)</strong></td>
<td></td>
</tr>
<tr>
<td>Each assigned a peer mentor</td>
<td>58%</td>
</tr>
</tbody>
</table>

The objective of increasing the second-year persistence of the Fall 2013 freshmen cohort by 10% compared to the Fall 2012 cohort was not met. Instead there was a decrease of 2.5%.

Conclusions/Status

Mandatory, random assignments of all entering Fall 2013 first-year, first time freshmen with a peer mentor for their first year did not have a positive impact on second-year persistence compared to the previous 2012 cohort who voluntarily selected to have a peer mentor. Further analysis needs to be made to answer such questions as to whether there were other factors contributing to this result such as: Were the incoming characteristics of each cohort significantly different? Were there differences in the peer mentors and their training? Were the expectations and management of the peer mentors different? What other differences occurred in Fall 2012 and Fall 2013 (i.e., course availability, scheduling of courses, advising or tutoring services available)?
To address whether there was an issue of mentors not being able to meet with their mentees, this Fall 2014 we have assigned peer mentors to each freshmen cohort block of classes that purposely has a time-block built in between classes to enable this interaction. In Fall 2015 the second-year persistence of this cohort will be compared to both the Fall 2012 and Fall 2013 cohorts. These comparisons may help determine whether to continue to dedicate campus resources to the peer mentoring program as a means of retaining students.

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 grade point average (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 was 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

Newly entering fall 2013 first-time, first-year freshmen (FYE participants) were surveyed mid-year (December 2013) and asked to evaluate the PUEO Leadership/Peer Mentor program. The PUEO Leadership/Mentor program is one of the pillars of the UH-West Oahu FYE program of which every freshman is paired throughout their first year.

Findings

Freshmen who voluntarily completed the survey (n=41), represented 14% of the incoming cohort (n=292). Although a fairly low response rate, 88% (n=36) reported that having a PUEO peer mentor made the transition from high school to college easier. 80% reported that PUEO peer mentors were helpful and had a positive effect on their first semester. Results are attached (Attachment F).

Conclusions/Status

This objective has been met. Although a small sample, respondents were satisfied with the PUEO Leadership/Mentor Program and reported it as having a positive effect in their making the
transition to college.

In order to increase the response rate for future mid-year surveys, either an incentive could be offered or it will be administered during at the time of their mandatory advising session for their spring semester registration.

**PLANS FOR COMING YEAR 2014-2015**

- 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 their fall block of courses as early as June 2014.
- Fully implement GradesFirst student management system early alert feature.

**PLANS FOR FYE RESOURCES**

- 2014-2015 (enrollment projection 2,500)
  - Institutionalize current grant-funded staff
  - Institutionalize PUEO Leader/Peer Mentor program
  - UHWO to budget for supply costs currently paid through grant funds
- 2015-2018 (enrollment projection 3,500)
  - Hiring of additional Student Affairs faculty personnel
  - Create and hire a Trainer position
  - Hire additional assistant position
- 2015-2020 (enrollment projection 5,000)
  - Hire second additional assistant position

**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: Fall 2013 Retention Intercept Model

FYE Attachment E: Early Intervention Summary Fall 2013

FYE Attachment F: Fall 2013 PUEO Mentor/Leader Evaluation Response Summary
Aloha Faculty Member,

Although it is only a month into the Fall semester, the First Year Experience program needs your assistance identifying any first-time first-year freshman who are not meeting satisfactory academic progress in your courses. Your assistance and feedback is greatly appreciated!

Please complete the form attached to this link

https://docs.google.com/a/hawaii.edu/forms/d/1HJY3ll_P60ywrz7WvzTBNa_TqBultr8WXapMRRYuJX8/viewform

to provide feedback for the first-time first-year students in your classes who are "at-risk" of not meeting satisfactory progress in your courses. Please submit names no later than Friday October 4, 2013.

Students who are identified will be contacted by one of our Academic Advisors to provide them with assistance. Please complete the form by Friday October 4, 2013 to ensure that advisors can meet with the freshman to give those resources and options before the October 25, 2013 withdrawal date (last day to withdrawal with a "W").

If you have any questions or concerns please feel free to contact me directly via email sjuran@hawaii.edu or by phone at 689-2686.

Mahalo nui for your time and energy!

FYE Coordinator

**COURSE ALPHA & NUMBER**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student UH ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Student 2</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>Student 3</td>
<td>XXXXXXXXX</td>
</tr>
</tbody>
</table>
**F13 UHWO First Year Experience Early Intervention Campaign**

* Required

**Student Last Name** *

This is a required question

**Student First Name** *

**Class (Example Eng 100)***

As the Instructor of the course I am concerned with the students: *

Please check all that apply

- [ ] Attendance
- [ ] Participation
- [ ] Test/Quizzes
- [ ] Assignments
- [ ] Emotional / Personal Issues
- [ ] Other: 

Have you met with or informed the student regarding their lack of progress in your course? *

- [ ] Yes
- [ ] No
- [ ] Other: 

Recommended action for the Student *

Please select all that apply

- [ ] Contact Instructor ASAP
- [ ] Tutoring Services
- [ ] Withdrawal from the course
- [ ] Meet with a Peer Mentor
- [ ] Personal Counseling
- [ ] Other: 

Comments:

Submit
Aloha Freshman!

I hope this email finds you well and your first semester successful! I have two important announcements for you:

1. Early Intervention
You may be contacted by an academic advisor if an instructor has expressed concerns over your academic performance so far this semester. If contacted, this is your opportunity to get back on track! Please take advantage of working with an academic advisor to see what strategies and services you can access to be successful.

2. Registration for Spring Classes
Group advising sessions have been scheduled on the following dates. Your attendance at a session is mandatory in order to register for classes. This session will help prepare you to create your spring 2014 class schedule. Please bring your advising folder, a laptop or tablet, and something to take notes with.

Registration will begin for classified freshmen students on November 8th, 2013 at 8:00 a.m. In order to register for classes all holds must be cleared (e.g. health clearances and financial obligations). Non degree students may attend these advising sessions but will not be able to register for spring 2014 until January 6, 2014.

https://docs.google.com/a/hawaii.edu/forms/d/1wzfkMSiaG1CM-Ps7742qbSUyCZUkn7Y_FQp4Q12mzOo/viewform

Hope you are having a GREAT semester! Please let me know if you have any questions or concerns!

Aloha,

First Year Experience Coordinator
University of Hawai‘i West O‘ahu
91-1001 Farrington Hwy, Kapolei HI 96707
808-689-2686
http://www.uhwo.hawaii.edu/firstyear

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Please consider the environment before printing this e-mail!
Attachment D

Retention Intercept Model Outline

Early Intervention
1. Students receive an email about Early Intervention
2. At risk students are identified
3. Advisors are given a list of at-risk students
4. Advisors call at-risk students
5. Meeting with the advisor
6. Follow-up

Advisors Call At-Risk Students

Script for Initial Contact
"Hello (state student’s name) I’m (state your name). One of the services that we offer at UH-West Oahu is called “early intervention.” We were notified by one or more of your instructors that you may be having some difficulty in your class(es) because (stated identified problems). But, I think there are some things that we can do to help you get back on track. Let’s make an appointment to talk about some of your options. When can you come in?

Students that Refuse an Appointment
"Would it be okay with you if I gave you a call in a week or so to see how you are doing?”

Meeting with Advisor
1. Engage the student in an open dialogue to assess his or her understanding of the situation.
2. Develop a hypothesis about the possible reason or reasons that the student is not doing well
   a. Personal Issues
      i. Lack of transportation
      ii. Work/school conflict
   b. Learning Disabilities/Learning Problems
   c. Poor Study Skills
   d. Lack of Motivation
   e. Lack of Practical Skills
      i. How to use Star
      ii. Not checking emails…
   f. Other
3. Intervention – Intervention should focused on hypothesized problem
   a. Brainstorm Resources
   b. General education about policies and procedures
   c. Meet with Professor
   d. Tutoring
   e. Meet with Psychologist
   f. Motivational Interviewing
   g. ADA Consultation
   h. Drop Class or Status Options
4. Follow-up
   a. Identify what issues should be followed up upon
   b. Negotiate a timeline
   c. Follow-up on progress at specified time
5. Documentation (W.H.I.P.)
   a. W – What happened
   b. H – Hypothesis of the problem
   c. I – Intervention
   d. P – Plan (follow-up)
Update on Early Intervention Campaign

November 6, 2013

Here is a snapshot of the Early Intervention Campaign Results

Step 1  Contact Professors

September 26th emailed professors with list of the first-time first-year students enrolled in their classes and asked for a response via google doc by October 4th 2013 with concerns about students who are not meeting academic progress in their classes.

Step 2  Close Early Intervention Campaign

October 4th Close Early Intervention Campaign allowing advising ample time to contact and meet with students before the October 25th withdraw date.

47 Instructors were contacted

25 of the Instructors were asked to report on 2 or more classes

75 classes were surveyed (26 responded 49 did not respond)

19 Faculty responded 5 of which reported on more than one class

Step 3  Contact All Freshman

October 7th emailed all first-time first-year freshmen informing them about the Early Intervention Campaign and about Mandatory Group Advising sessions.

Step 4  Contact Students

Academic Advisors contacted all students identified

1st point on contact via phone

2nd point of contact via email

Academic Advisors met with 12 (out of 47)

Academic Advisors had phone appointments with 9 (out of 47)

*1 complete withdraw - Running Start student

Step 5  Compile Early Intervention Results

October 28th Compile Early Intervention Results

47 Students were identified as not meeting satisfactory academic progress
7 Students were identified as not meeting satisfactory academic progress in more than one class.

Instructors indicated concerns in the following areas (Four highest areas of concern):

1. Test / Quizzes
2. Assignments
3. Attendance
4. Participation

Instructors recommended action (Four highest recommended actions):

1. Tutoring Services
2. Contact Instructor
3. Meet with a Peer Mentor
4. Personal Counseling

Out of 47 students:

17 were informed by their Instructor regarding their lack of academic progress

40 were recommended to seek tutoring services

Step 6  Track Academic Progress of Students Identified

December 2014  Track Academic Progress

At the end of the semester review the course grades of the freshman identified. Check final overall semester GPA of students identified.

Out of 47 students:

20 completed fall 2013 with a GPA of 2.0 or higher

36 passed the class which was identified through Early Intervention

8 completed fall 2013 with a GPA of 1.0 or less
1. My transition from high school to college was __________ because of the PUEO Mentor /Leader program.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much easier</td>
<td>22</td>
<td>53.6</td>
</tr>
<tr>
<td>A litter easier</td>
<td>14</td>
<td>34.1</td>
</tr>
<tr>
<td>Not affected by</td>
<td>5</td>
<td>12.1</td>
</tr>
</tbody>
</table>

2. My PUEO Mentor is __________ helpful.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>32</td>
<td>78.0</td>
</tr>
<tr>
<td>Mostly</td>
<td>5</td>
<td>2.1</td>
</tr>
<tr>
<td>Not</td>
<td>1</td>
<td>2.4</td>
</tr>
</tbody>
</table>

3. The PUEO Leadership program & my PUEO Mentor affected my first semester __________.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively</td>
<td>33</td>
<td>80.4</td>
</tr>
<tr>
<td>Not at all</td>
<td>8</td>
<td>19.5</td>
</tr>
</tbody>
</table>

4. How often did your PUEO Mentor contact or communicate with you?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>20</td>
<td>48.7</td>
</tr>
<tr>
<td>Bi-weekly</td>
<td>10</td>
<td>24.3</td>
</tr>
<tr>
<td>Monthly</td>
<td>9</td>
<td>21.9</td>
</tr>
<tr>
<td>Bi-monthly</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>2.4</td>
</tr>
</tbody>
</table>

5. Best way to contact you – NA

6. How satisfied were you with the Fall 2013 events at UHWO?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>29</td>
<td>70.7</td>
</tr>
<tr>
<td>Did not attend</td>
<td>12</td>
<td>29.2</td>
</tr>
</tbody>
</table>

7. What kinds of events would you like to have offered at UHWO – N/A

(continued)
8. Would you recommend working with a PUEO Mentor/Leadership program for future freshmen?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>73.1</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>21.9</td>
</tr>
</tbody>
</table>

9. Do you have any ideas or suggestions for improving the PUEO Leadership/Mentor program – N/A

10. Are you interested in becoming a PUEO Leader/Mentor for the 2014-2015 school year?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>46.3</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>53.6</td>
</tr>
</tbody>
</table>