Transformational Transitions: First Year Intelligence (FYI)

Dr. Jean Kim
Vice Chancellor for Student Affairs & Campus Life
Factors Leading to Student Success

- Academic challenge
- Active and collaborative learning
- Student-faculty interaction
- Enriching educational experiences
- Supportive campus environments
Key Components to Facilitating Student Success

1. Student Engagement
2. Clearly Marked Pathways
3. Focus on the First Year Experience (FYE)
The First Year Experience (FYE)

First Year is a critical time:

- The greatest social and academic adjustment
- The likelihood of drop out highest
- Best potential for transformative learning
- When programs can have the most impact on student development

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Research-based FYE Program Objectives

- Increase student-to-student interaction
- Increase faculty-to-student interaction
- Increase student involvement & time on campus
- Link the curriculum and co-curriculum (e.g. resident hall programming; service learning activities, etc.)
- Increase academic expectations and levels of academic engagement
- Assist students who have insufficient academic preparation for college
Characteristics of Highly Successful FYE Programs

- Very structured (intrusive, proactive approaches)
- Interlocked with other programs and services
- Extended, intense student contact
- Strategized to “engage” students
- Track student satisfaction and learning
- Institution-wide buy-in and understanding
- Rewards and recognition for students, faculty, staff, administrators who participate
Types of FYE programs

1. Orientation programs focusing on the transition to college

2. Acquisition of minimum learning skills required for participation in the regular curriculum

3. Learning Communities for educational engagement and social transition

4. First Year Seminars
Types of Learning Communities

- Students take several courses together & live together
- Students engage in a unifying experience that builds community and links course content (Residential Academic Programs/RAP)
- Students form a community of learners (Theme Living/Wellness, Multicultural, etc.)
- Residential colleges (academic theme living with faculty in residence, Orchard Hill/Dickinson)
  * Integrates both social & academic realms *
Types of First Year Seminars

1. Extended Orientation Course (55% of FYS): General acclimation & transition (OASIS, Your winning season)
2. Academic Seminar: Several courses with common content
3. Disciplined-based Academic Course: Explores one topic in depth (FFYS?)
4. Professional Seminar Course: Introduce students to a professional major (ISOM, Engineering, Public Health)
5. Remedial Seminar: Remedial development of basic study skills
First Year student profile

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First Year Enrollment 2009 & 2010

2009
- Out-of State (798) 20%
- In-State (3252) 80%

2010
- Out-of State (1150) 26%
- In-State (3350) 74%

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ALANA Student Enrollment

2009
- ALANA (908) 22%
- Non-ALANA (3216) 78%

2010
- ALANA (945) 21%
- Non-ALANA (3555) 79%

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Student Enrollment by Gender

2009

- Males (1,980) 48%
- Females (2,144) 52%

2010

- Males (2,205) 49%
- Females (2,295) 51%

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First Year Enrollment by College or School

First Year Enrollment By College or School - 2009 & 2010

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Cooperating Institutional Research Project (CIRP)

1. Examine how students choose colleges, their values and beliefs about diversity and civic engagement, and their expectations
2. Data collected during summer orientation of all first year students
3. Benchmark with institutional peers (medium selectivity public universities, based on IPEDS data on SAT & ACT)

Our CIRP peers are:
Colorado State University,
Iowa State University,
North Dakota State University,
Ohio University,
Texas Tech University,
University of Hawaii at Manoa,
University of Louisville,
University of New Hampshire,
University of Utah
Who Are Our Freshmen Students?
General Findings from CIRP 2009 & 2010

- More likely to be 18
  (69.7% in 2010 & 69.1% in 2009)
- More likely to be from public schools
  (89% in 2010 & 88.4% in 2009)
- Home is 50+ miles away
  (81.6% in 2009 & 83.2% in 2010)
- UMass was likely not their first choice
  (60% in 2010 and 57% in 2009 indicated that UMass was not their first choice compared to 33.8% of freshmen at peer institutions)
Who Are Our Freshmen Students?
General Findings from CIRP 2009 & 2010 – Cont.

- From college-educated, intact families making more than $100,000 per year

  43.1% in 2009 and 42.2% in 2010 reported family incomes in excess of $100,000 per year (compared to 39.4% from other institutions). Only 9.3% (2010) and 9.5% (2009) expressed major concern about their ability to finance their college education. Consistent with our peers (73.3%), the majority of students come from intact families (both parents living together) – 74.3% in 2009 and 72.5% in 2010. 85.1% (2009) had either one or both parents attend college.

- Planning to attain a masters, professional, or doctorate degree

  80.2% in 2009 and 80% in 2010 compared to 70.7% of freshmen at peer institutions; only 19.9% indicated that they planned to enroll in a graduate program at UMass Amherst.
The Political Landscape

- UMass Students - Right or Far Right 2009
- UMass Students - Right or Far Right 2010
- Peer Students - Right or Far Right 2009
- UMass Students - Middle of the Road 2009
- UMass Students - Middle of the Road 2010
- Peer Students - Middle of the Road 2009
- UMass Students - Liberal or Far Left 2009
- UMass Students - Liberal or Far Left 2010
- Peer Students - Left or Far Left 2009
Experience and Expectations for Engaging with Diverse Environments

- **My High School Demographic Composition was Mostly or Completely White**: 75.9 (2009), 72 (2010), 83 (2009), 78.3 (2010)
- **My Neighborhood Demographic Composition was Mostly or Completely White**: 86.8 (2009), 83 (2010)
- **Improving My Understanding of Other Countries & Cultures is Essential**: 16.5 (2009), 16.3 (2010), 13.5 (2009)
- **There is a very good chance that I will socialize with someone of a different racial or ethnic group at college**: 57.9 (2009), 61.7 (2010)
- **There is a very good chance that I will study abroad at college**: 40.1 (2009), 38.4 (2010), 29.3 (2009)

**Note:** The percentages shown represent the proportion of students indicating agreement with each statement.
Our Students are Academically Optimistic

- 76.7% (2009) and 77.7% (2010) rate themselves academically ‘above average’ compared to 73.6% of freshmen at peer institutions.

- 74.1% (2009) and 73.4% (2010) estimate a ‘very good chance’ of attaining at least a B average compared to 67.4% of freshmen at peer institutions. (3.6% more UMass freshmen males than females estimated that they would attain at least a B, despite the males reporting fewer hours spent studying.)

- 76.9% (2009) and 74.3% (2010) estimate ‘little’ or ‘no’ chance of needing extra time to complete degree requirements compared to 65.6% of freshmen at peer institutions.
Study Habits – The Good News

Studyed 6+ Hours Per Week

- UMass Students - 2009
- UMass Students - 2010
- Students at Peer Institutions - 2009

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Study Habits By Gender

**Studied 6+ Hours Per Week by Gender - 2009**

- **UMass Males**: 28.3
- **Males at Peer Institutions**: 23
- **UMass Females**: 55.3
- **Females at Peer Institutions**: 34.1

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Study Habits – The Bad News

Studied Zero to Two Hours Per Week

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Study Habits By Gender

Studied Zero to Two Hours Per Week By Gender - 2009

- UMass Males: 42.4%
- Peer Institution Males: 50.2%
- UMass Females: 26.6%
- Peer Institution Females: 34.5%

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Co-curricular & Leisure Habits

Reading vs Videogaming - 2009

- Reading - 3-20+ Hours Per Week - UMass Males: 43.4
- Reading - 3-20+ Hours Per Week - UMass Females: 29.8
- Video Gaming - 3-20 Hours Per Week - UMass Males: 17.5
- Video Gaming - 3-20 Hours Per Week - UMass Females: 7.7

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UMass Amherst

Student Affairs and Campus Life

Co-curricular Involvement & Civic Engagement

- 88% (2009) & 86.8% (2010) UMass freshmen anticipated ‘some’ or a ‘very good’ chance of becoming involved with a student group or organization. Females appear more likely to get involved than males. In 2009, 55.1% females indicated a ‘very good’ chance compared to 40.8% of males.

- 44% of UMass freshmen males indicated a ‘very good’ chance of playing club, intramural, or recreational sports (compared to 29.6% of females)

- 76.9% (2009) and 75% (2010) indicated ‘little’ or ‘no’ chance of joining a Greek organization, compared with 66.7% of students at peer institutions.

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Some Activities & Habits That Need Addressing

- Percentage of Students Who Skipped Classes Sometimes or Frequently in High School:
  - UMass 2009: 36.7%
  - UMass 2010: 34.1%
  - Students from Peer Institutions - 2009: 29.1%

- Partied 6+ Hours Per Week in High School:
  - UMass 2009: 23.3%
  - UMass 2010: 21.2%
  - Peer Institutions: 21%

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**Transformational Transitions Team Members**

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* TTT Member
Transformational Transitions: FYI (First Year Intelligence)

- Requires participation for all first year students
- Combines and integrates curricular and co-curricular resources, programs and activities
- Acclimates students to increased academic rigor and expanded social diversity
- Develops a strong sense of class identity and community engagement
- Creates a flexible learning structure for navigating academic and social landscapes
- Sets core learning outcomes for all first year students
- Creates various ‘gateways’ that maximize access to programs & services
- Fully implement by Fall 2011
Components of Transformational Transitions: FYI

1. **New Student Orientations**: Provides Summer and **Fall Orientation with a common summer reading based on an annual Deans’ theme**

2. **FY Passport**: Requires participation in four learning areas – Connections with Others; Civility, Respect, Diversity; Acclimation to Academic and Social Culture; & Health and Wellness.

3. **Academic Advising**: Implements **Six Points of Contact and Academic Plan**

4. **Residential First Year Experience (RFYE)**: Increases RAP/TAP and other learning communities, builds **connections with colleges and schools and advising support**

5. **First Year Seminars (FYS)**: **Increase Faculty First Year Seminars**
   - 2010 FFYS enrollment increased by 83% (from 351 to 641 students) with an increase by 50% in faculty seminars offered; Maintains current OASIS, Your Winning Season (for Athletes), Engineering Innovation Seminar (Engineering), Transitions (ISOM), Ideas That Changed the World (CHC), Public Health Foundations (Public Health), etc.
Transformational Transitions: FYI Sub-teams

1. NSO: Comprehensive Orientation to the Amherst campus (Chair: Jeanne Horrigan, Director of NSO)

2. Individualized Academic Plan & Academic Advising Process (Co-Chairs: Pamela Marsh Williams, Assistant Provost & Kathy Rubin, Assistant Dean of Engineering)

3. FY Passport (Chair: Mark Lange, Assoc. Dean & Exec. Dir. CSBS Adv.)

4. RFYE: Residential First Year Program (Co-Chairs: Eddie Hull, Executive Director of Residence Life & Kathy Weilerstein, Dir. Acad. Programs 1st Year Students)
Sub-team 1, New Student Orientations – Progress to Date:

- Reviewed CAS standards and NODA guidelines for orientation programs
- Examined FYE programs at 12 large public institutions and compiled results
- Identified key FYE program components
- Identified impacts of new orientation on our campus programs and services
- Set dates for the new Fall Orientation; Sept. 1-3, 2011 (will include New Student Convocation, Common Reading discussions, College/School sessions, programs on academic skills, self management, health, safety, wellness, diversity, navigating the campus, majors & careers, etc.)
Subteam 2, Individualized Academic Plan & Academic Advising--Progress to Date:

- Developed 6 defined points of contact for all students and tasks for peer mentors to support student academic success
- Established advising offices in all colleges with outreach to all new students
- Implemented campus-wide Chief Undergraduate Advisors’ and Deans’ meetings
- Developed peer advisor training curriculum
- Collaborated with Residence Life and Deans for staff training
- Enhanced collaboration with RFYE and the Director of Residence Life
Subteam 2, Individualized Academic Plan & Academic Advising—Progress to Date: 6 Points of Contact

1. Summer New Student Orientation (June)
2. Welcome from College or School (September)
3. Spring Preregistration Advising (November)
4. Review of 1st Semester Grades (January)
5. Preregistration for Fall (April)
6. Transition to Sophomore Year (April-May)
Subteam 2 – Progress to Date continued:

- Launched SPIRE Notes in fall 2010
- Upgraded SPIRE to show assigned advisor or advising office location
- Increased prominence of advising on the UMass website
- Enhanced Undergraduate Advising Blog as a campus resource
- Initiated discussions with the University Registrar to develop strategies for monitoring individual student progress towards his/her academic plan
Sub-team 3, FY Passport - Progress to Date:

-Outlined the FY Passport program
-Developing a detailed goals & learning objectives
-Delineating connections between FY resources and the FY Passport program
-Exploring an electronic method of tracking FY students’ progress in fulfilling their FY Passport
-Planning revised OASIS type course to achieve requirements of FY Passport
-Piloting FY Passport program in Spring 2010
Sub-team 4, RFYE: Residential First Year Program
Progress to Date:

- Reviewed best practices of living/learning community collaborations at UW-Madison LLC
- Reviewed RAP program to enhance, articulate, and develop academic connection components
- Coordinated distribution of RAPs
- Assessed and expanded RAP
The Division of Student Affairs & Campus Life
“Transforming Students’ Learning into Passion, Power, & Purpose”

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