

First Year Experience for OSU-ATI Students – Lesson from Backward Design
 Presented by: Subbu Kumarappan, Ph.D. and Ruth Montz, C.F.L.E.
 Focusing on the First Year Conference 2014
 January 28, 2014, Columbus, Ohio

Early Warning System: Lessons from Backward Design

Step 1: Institutional Goals	Step 2: Specific Objectives	Step 3: Proposed Intervention Plan	Step 4a: Control Metrics	Step 4b: Benchmark for Metrics	Step 5: Required Resources
Ex. Increase three-year student success rate.	<ul style="list-style-type: none"> - First-Year Students will earn grades of “C” or higher -Orientation instructors will identify student with low performance -Faculty advisors will reach out to low performing students -Student affairs/student life staff will provide support services to identified students 	Early Warning System -Early Alert Form -Orientation instructors will submit mid-term progress reports -Faculty advisors will reach out to low performing students -Student will utilize campus resources Outcomes: -Advisor Survey -Student Success Indicators	What do we measure? Orientation course instructors will measure: -Attendance, Test/Quizzes, Participation and Behavior - Overall mid-term progress (ex. Letter grade assigned)	What is our Benchmark? We will reach 100% of orientation instructors. We will gain feedback form orientation course instructors for 100% of enrolled first-year students by week 7. Question: Are these the right measures?	Time, personnel, money and student support services, etc.

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