



THE OHIO STATE UNIVERSITY

**First Year Success Series:
What We Know and
Where We Are Going**

Focus on the First Year Conference 2015



THE OHIO STATE UNIVERSITY



HELLO

MY NAME IS

Ryan Provost
program coordinator
First Year Experience



Session Outcomes

Identify ways the FYSS improves first-year student retention and success.

Describe attendance and reflection trends from recent years.

Understand future of the FYSS as we move toward fall 2015 and beyond.



Series of 450+ programs offered throughout fall semester (smaller series offered in the spring)

Focus on 5 theme areas important to first-year student success

Presented by partners from across campus

Designed to complement survey course material

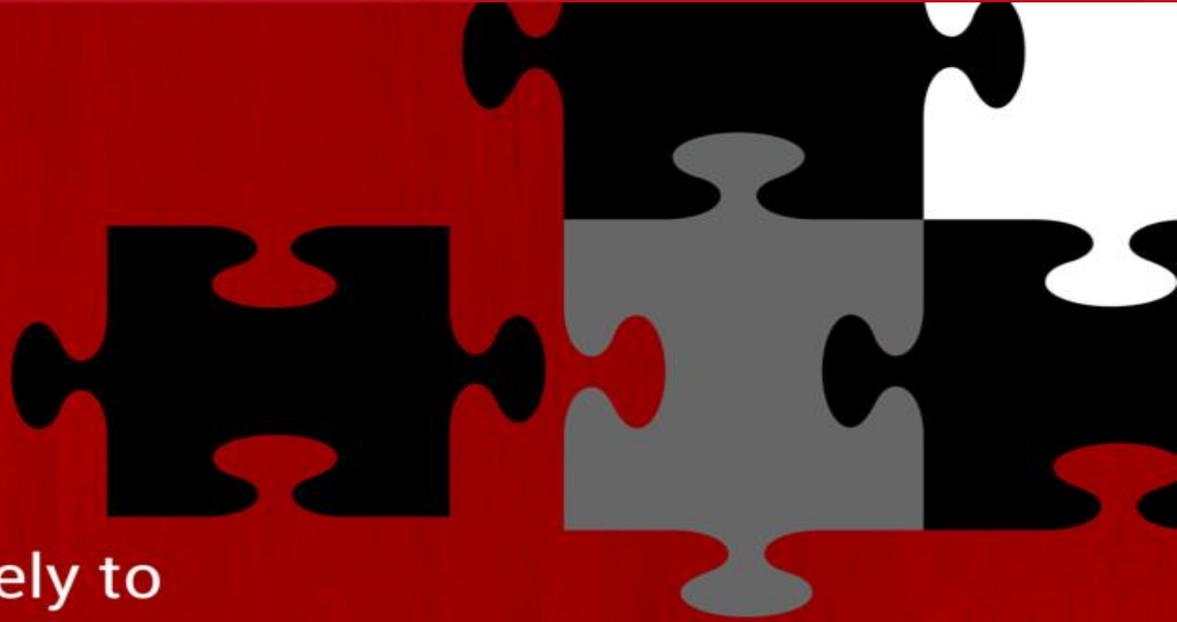
FYE coordinates online system, program assessment, and some sessions in the series

What is the First Year Success Series?





FYSS and Retention

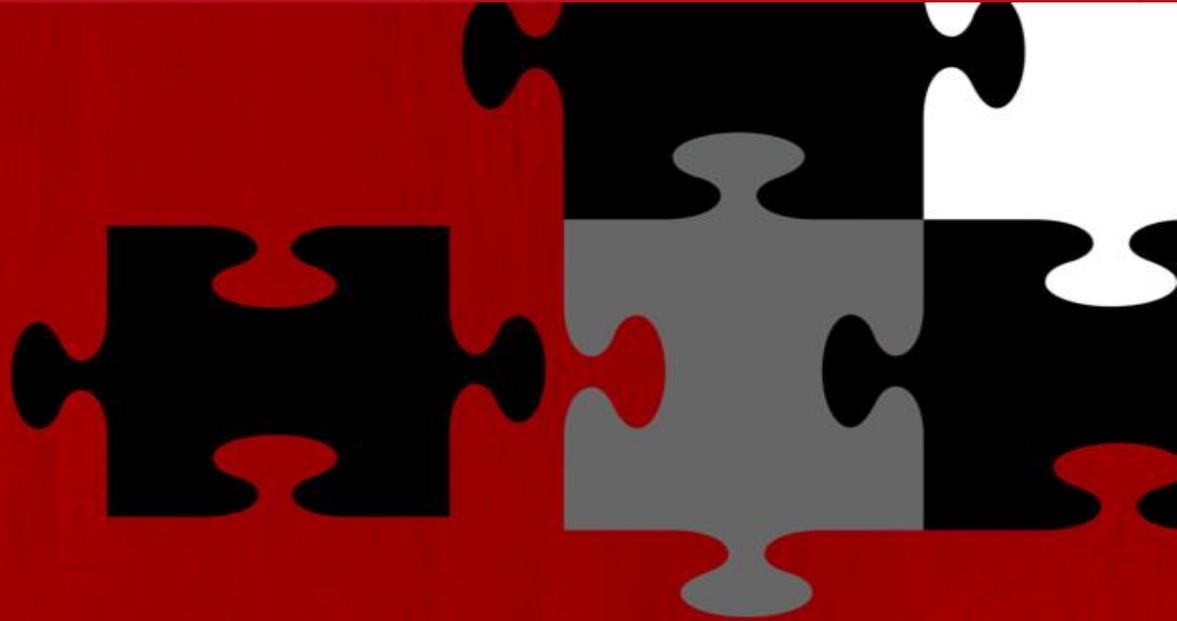


"Students are more likely to persist and graduate in settings that provide academic, social, and personal support. Most students, especially those in their first year of college, require some form of support. Some may require academic assistance, while others may need social or personal support. "

Tinto, 1999



FYSS and Retention



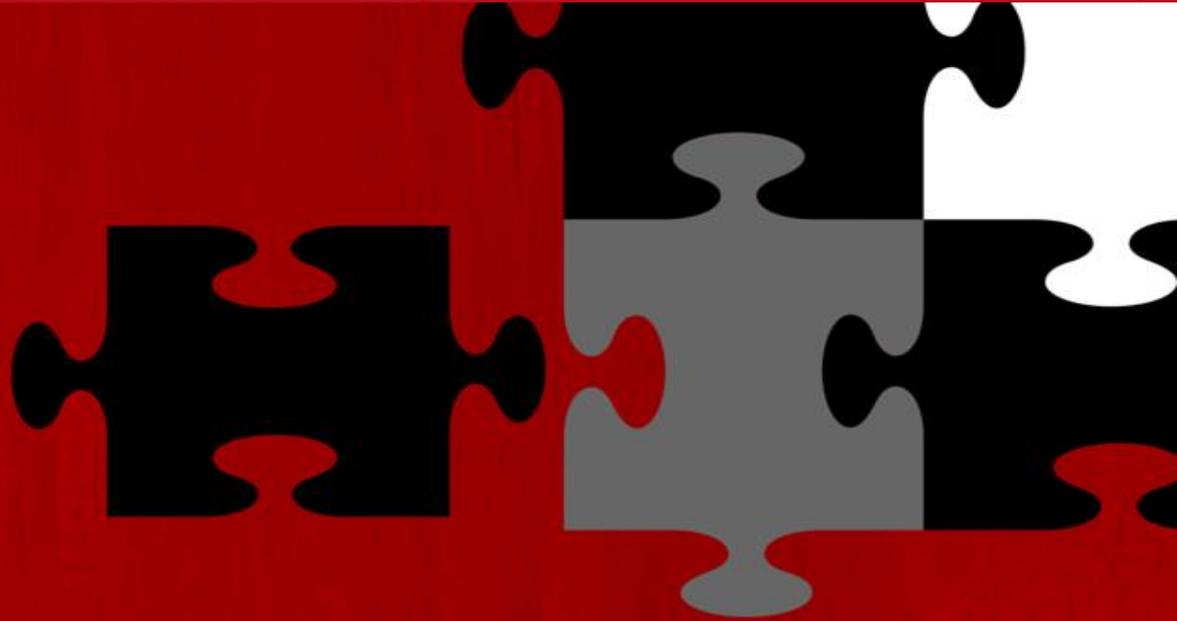
"Involve students with other students, faculty, and staff, paying particular attention to those activities that are directed toward student learning.

Students who are actively involved with peers, faculty, and staff—especially in learning activities—are more likely to learn, persist, and graduate."

Tinto, 2004



FYSS and Retention

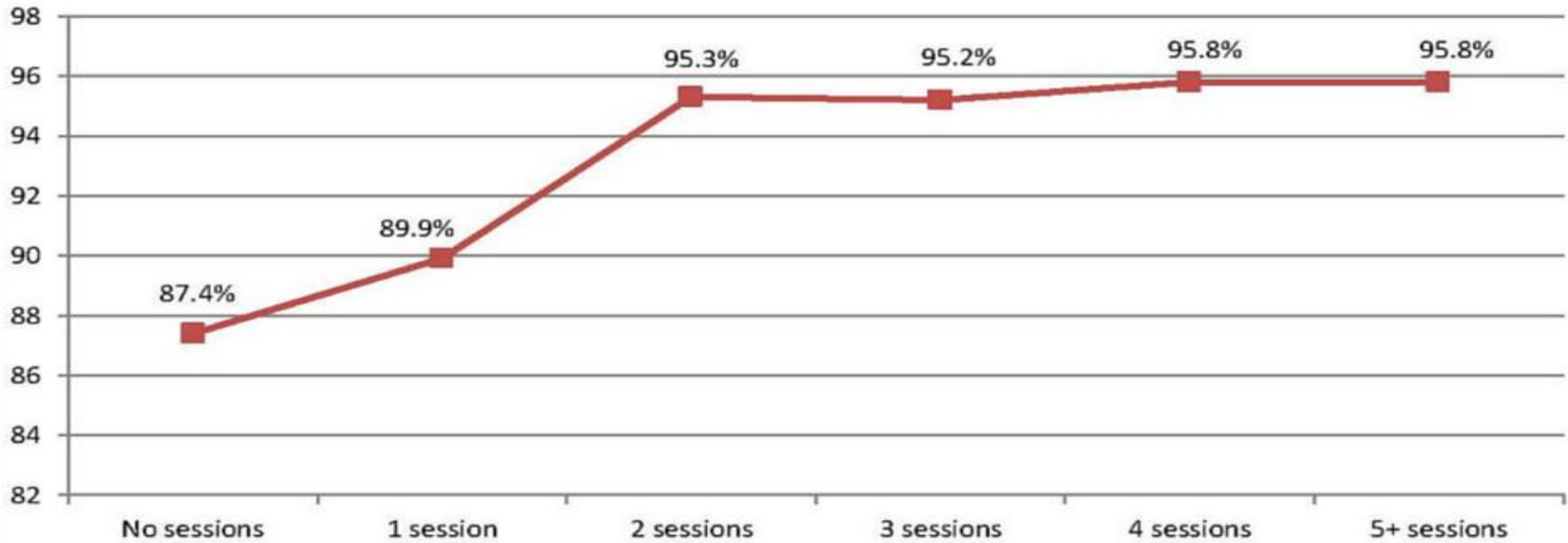


"The frequency and quality of contact with faculty, staff, and other students is an important independent predictor of student persistence. Simply put, *involvement matters*, and at no point does it matter more than during the first year of college."



FYSS and Retention

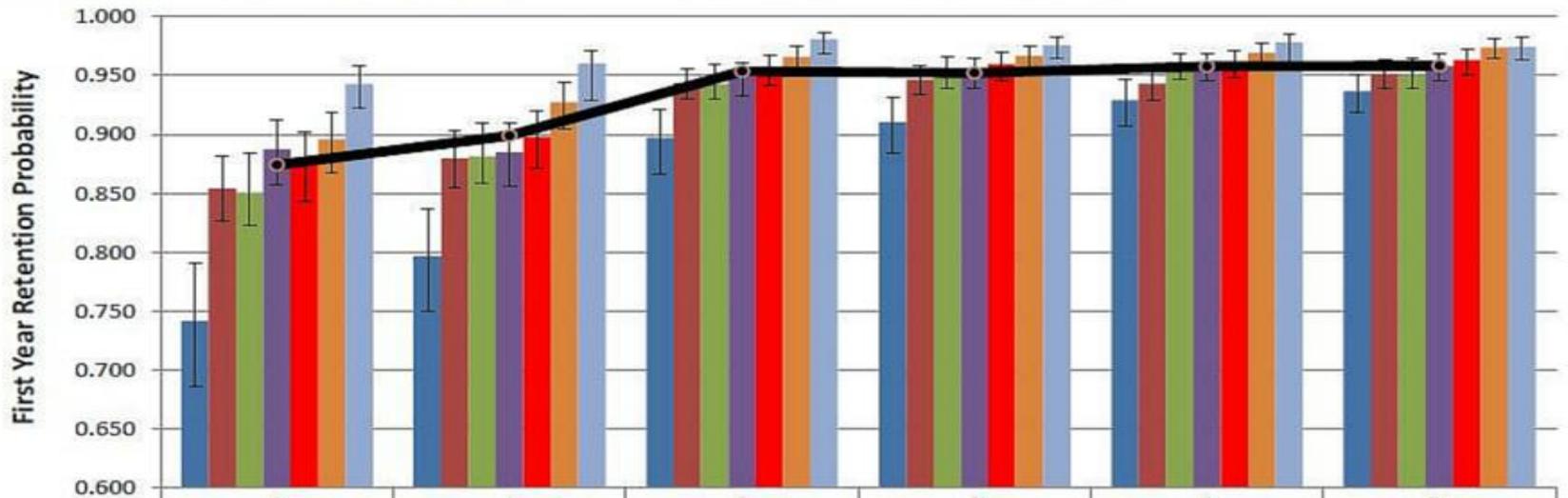
2013 Retention % by # of FYSS sessions attended





FYSS and Retention

Figure 1: First Year Retention Probability by Number of Sessions Attended and ACT – All Themes



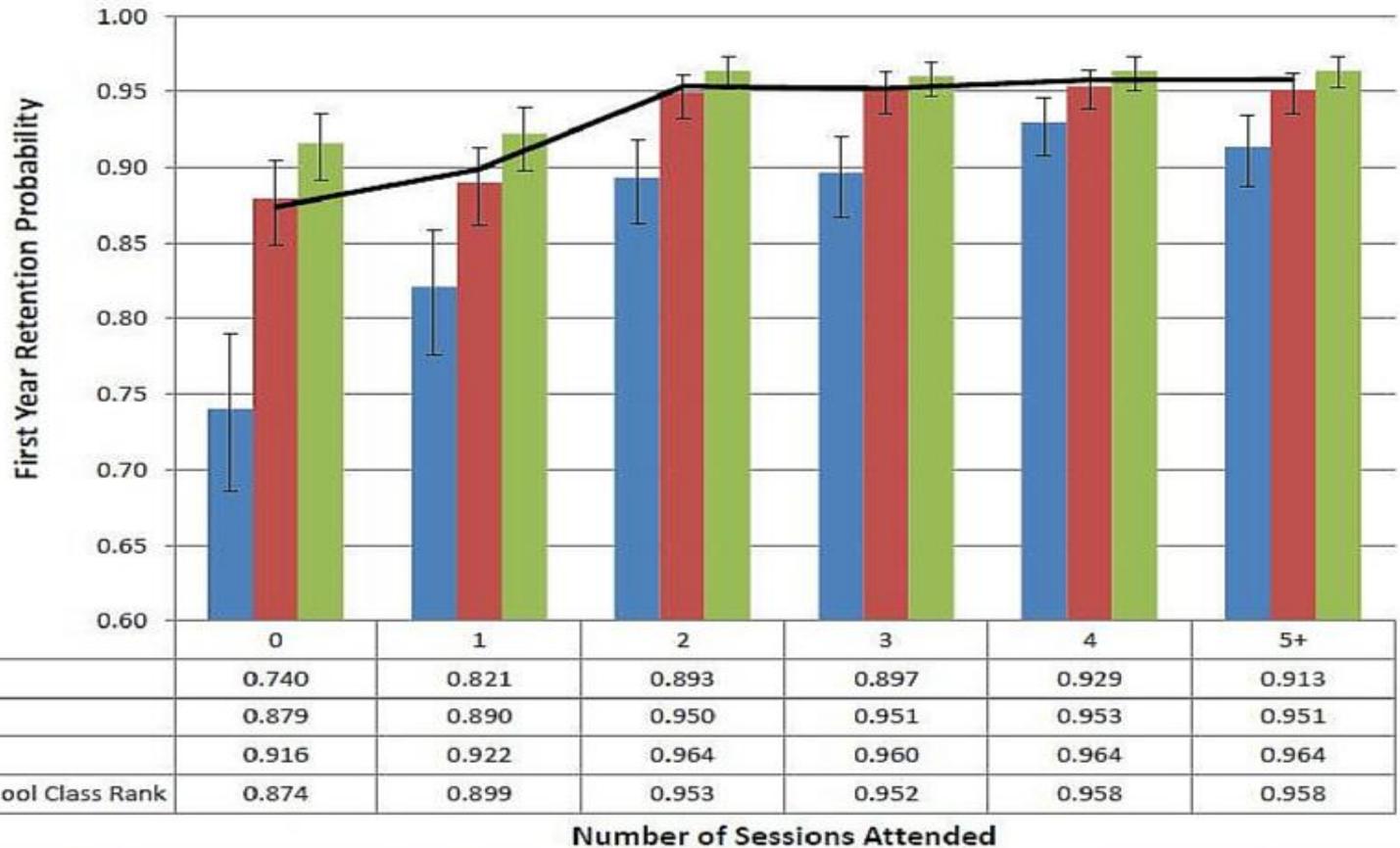
| | 0 | 1 | 2 | 3 | 4 | 5+ |
|--------------------|-------|-------|-------|-------|-------|-------|
| <=24 | 0.741 | 0.796 | 0.897 | 0.910 | 0.929 | 0.936 |
| 25 - 26 | 0.854 | 0.879 | 0.943 | 0.946 | 0.943 | 0.951 |
| 27 | 0.851 | 0.881 | 0.943 | 0.951 | 0.956 | 0.950 |
| 28 | 0.887 | 0.885 | 0.949 | 0.953 | 0.958 | 0.958 |
| 29 | 0.875 | 0.898 | 0.955 | 0.959 | 0.961 | 0.963 |
| 30 - 32 | 0.896 | 0.927 | 0.966 | 0.967 | 0.969 | 0.974 |
| >=33 | 0.943 | 0.960 | 0.981 | 0.975 | 0.978 | 0.974 |
| ● Average Over ACT | 0.874 | 0.899 | 0.953 | 0.952 | 0.958 | 0.958 |

Number of Sessions Attended



FYSS and Retention

Figure 3: First Year Retention Probability by Number of Sessions Attended and High School Class Rank – All Themes





How many students attend the FYSS?

6,921 total first-year students participated



92.3%
of NFYS

6,486 NFYS



2.86
average # of sessions
per student

5.7%

attendance increase
over 2013

384 transfer
students
participated



FYSS Themes



Academic Engagement &
Career Exploration



Diversity &
Global Awareness



Finances



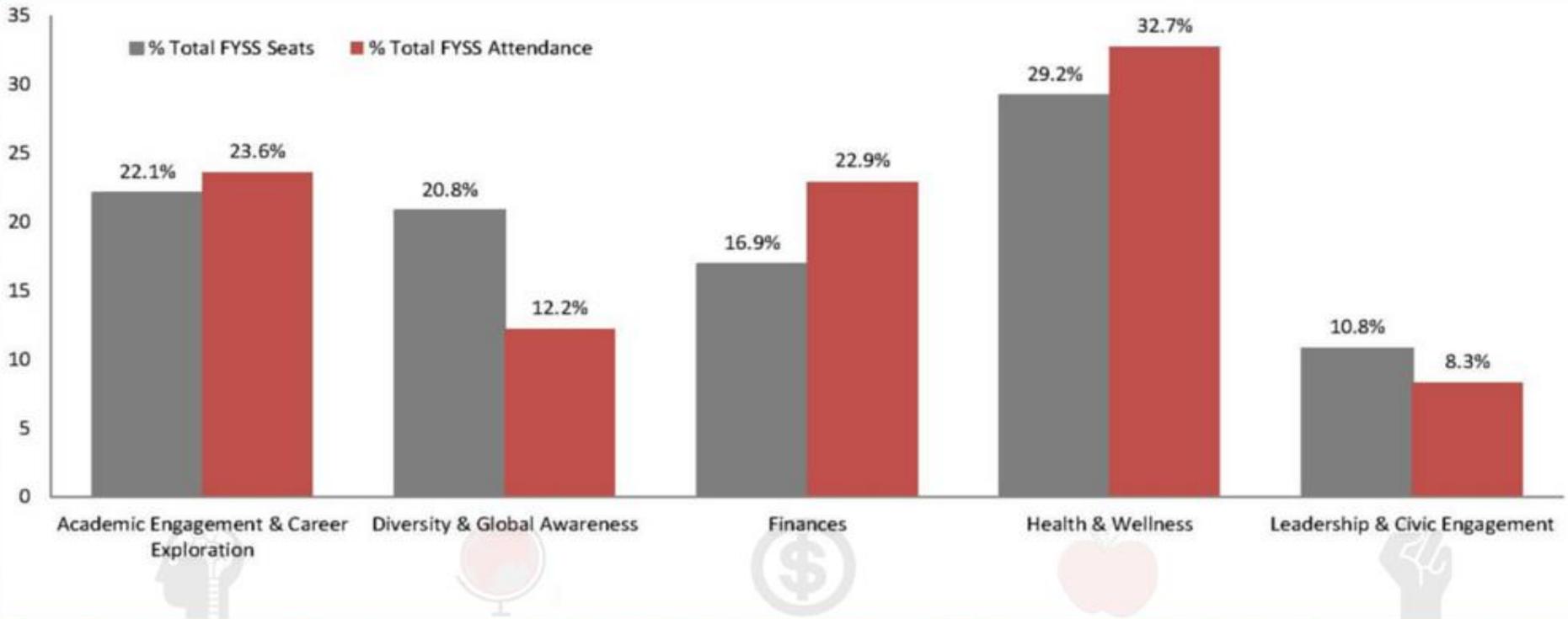
Health & Wellness



Leadership &
Civic Engagement



FYSS Themes





FYSS Themes

FYE Peer Leader Sessions

- Facilitated by FYE Peer Leaders
- Help first-year students identify their own unique transition needs
- First-year students identify FYSS sessions which may be most helpful for them

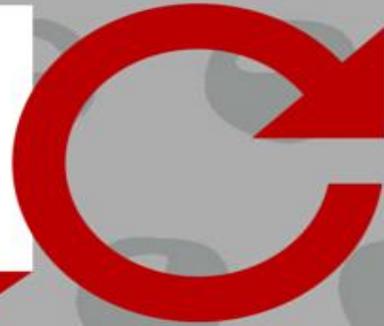


Buckeye Book Community

- Coordinated by BBC programming committee
- Author visit featured event
- Additionally, book discussions and other book-related programs planned correlating with themes of the book



FYSS Assessment



- Describe an increase in their knowledge about the theme area(s) associated with the session(s) they attend.
- Identify appropriate resources which can further engage them with the material covered in sessions.
- Apply the material covered to their first-year transition to Ohio State.





Discuss the unique challenges and opportunities first year students face when returning home after their first semester in college. - Returning Home for the Holidays

Create a personal definition of what it means to be an ally. - How to be an Ally

Identify an OSU affiliated service that assists students with legal issues. - Busted: You and the Law

Explain the FIRST mnemonic for steps in the research project. - A+ Research: Where Do You Start?





What do you hope
to get from this
session?

What is your primary
reason for selecting
this session?

71%

of students selected sessions because
it sounded interesting or they thought it
would help them in their first year.



Q1. The presenter shared this information in a format that was easy to understand.

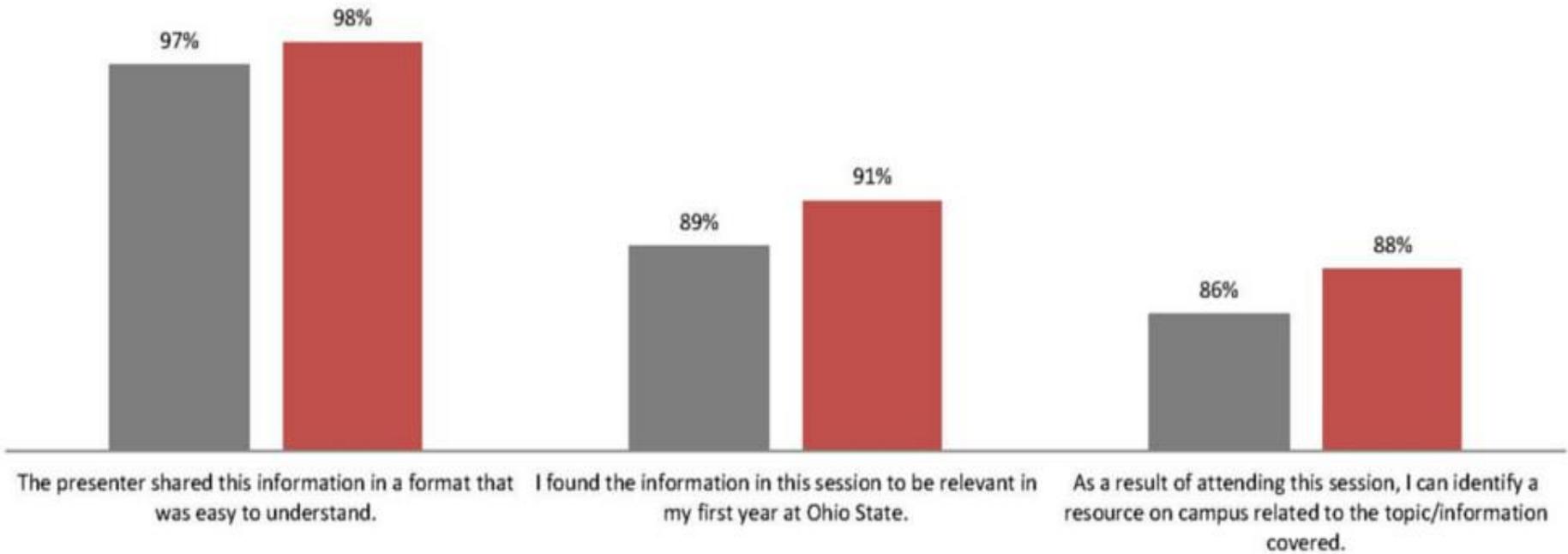
Q2. I found the information in this session to be relevant in my first year at Ohio State.

Q3. As a result of attending this session, I can identify a resource on campus related to the topic/information covered.



% Agree or Strongly Agree

■ 2013 ■ 2014





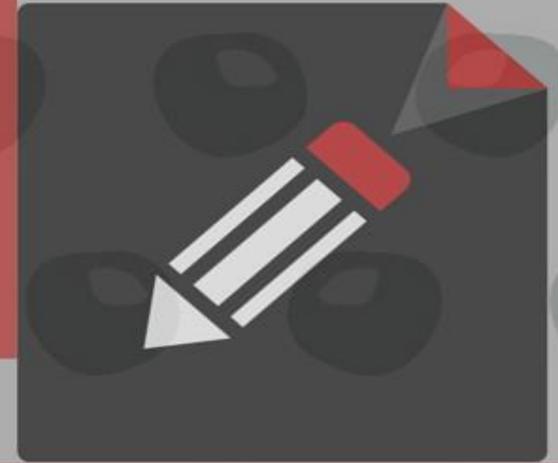
| <i>Q1. The presenter shared this information in a format that was easy to understand.</i> | Strongly disagree | Somewhat disagree | No feeling either way | Somewhat agree | Strongly agree |
|--|--------------------------|--------------------------|------------------------------|-----------------------|-----------------------|
| Academic Engagement & Career Exploration | <1% | <1% | 1% | 17% | 80% |
| Diversity & Global Awareness | <1% | 1% | 2% | 17% | 79% |
| Finances | <1% | <1% | 1% | 14% | 85% |
| Health & Wellness | <1% | 1% | 1% | 12% | 86% |
| Leadership & Civic Engagement | <1% | 1% | 2% | 18% | 79% |

| <i>Q2. I found the information in this session to be relevant in my first year at Ohio State.</i> | Strongly disagree | Somewhat disagree | No feeling either way | Somewhat agree | Strongly agree |
|--|--------------------------|--------------------------|------------------------------|-----------------------|-----------------------|
| Academic Engagement & Career Exploration | 1% | 2% | 5% | 25% | 66% |
| Diversity & Global Awareness | 2% | 4% | 9% | 26% | 60% |
| Finances | <1% | 1% | 3% | 20% | 75% |
| Health & Wellness | <1% | 1% | 5% | 21% | 73% |
| Leadership & Civic Engagement | <1% | 4% | 9% | 27% | 59% |

| <i>Q3. As a result of attending this session, I can identify a resource on campus related to the topic/information covered.</i> | Strongly disagree | Somewhat disagree | No feeling either way | Somewhat agree | Strongly agree |
|--|--------------------------|--------------------------|------------------------------|-----------------------|-----------------------|
| Academic Engagement & Career Exploration | <1% | 1% | 5% | 20% | 73% |
| Diversity & Global Awareness | 2% | 3% | 6% | 19% | 71% |
| Finances | <1% | <1% | 1% | 12% | 86% |
| Health & Wellness | <1% | 1% | 3% | 14% | 81% |
| Leadership & Civic Engagement | 5% | 6% | 12% | 21% | 57% |



Open-ended Reflection Questions



What did you learn from this session?

Why is this topic important for first-year students?

How will you use what you learned from this session to assist you in your first year?



Next Steps:

- Add customized question to FYSS reflections asking students if they achieved session-specific outcomes.
- Assist campus partners in aligning session outcomes with FYSS LOs.





FYE Peer Leaders

"The single most powerful source of influence on the undergraduate student's academic and personal development is the peer group."

Peer interaction has strong positive effects on leadership development, academic development, problem-solving skills, critical thinking skills, and cultural awareness.



Astin, 1993



Peer leaders are key to helping first-year students.

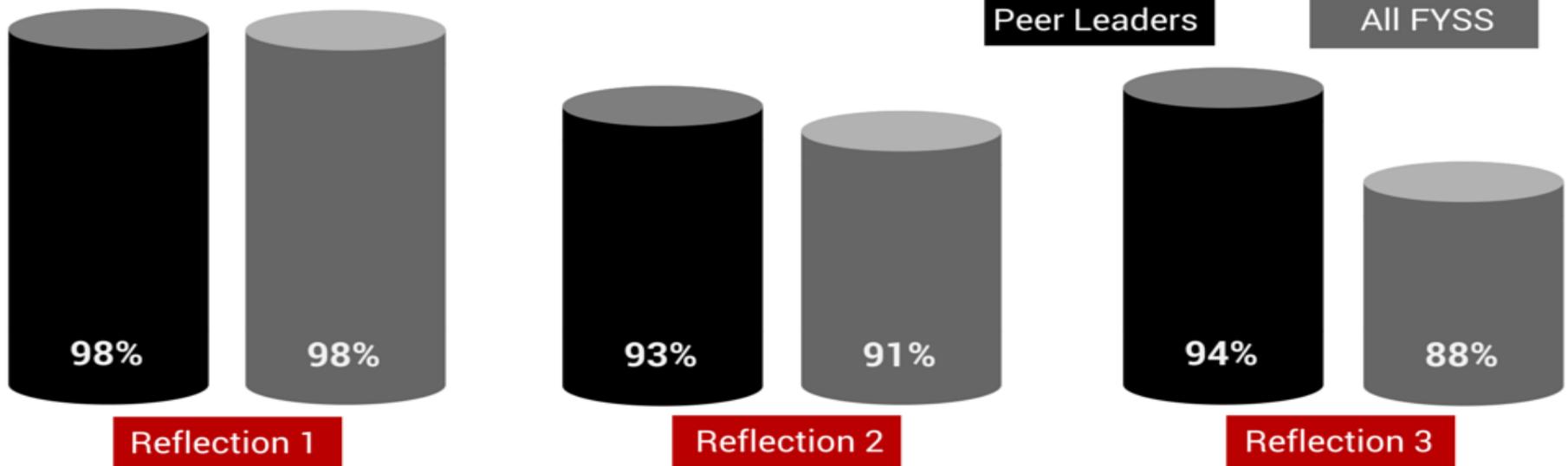
"They really knew what they were talking about and gave us advice they wished they had their first year."

"They told us about their experiences and how they immediately got involved on campus to make their transitions easier."

"At first, I thought the sessions were slightly pointless; however, after hearing the Peer Leader's experiences, I am more excited about participating in the sessions."



Peer leaders are key to helping first-year students.





Next Steps:

- New FYE Peer Leaders to facilitate peer leader sessions to continue to be a familiar, trusted voice.
- Peer leader session will be crafted to help first-year students think even more about their individual transition.





What makes a
GREAT
FYSS session?



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Describe what
you saw.





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What makes a
GREAT
FYSS session?

ENGAGING

INFORMATIVE

TAKE AWAY
SOMETHING
NEW

FUN

INTERACTIVE

WELCOMING



CHALLENGE

Get in groups of 3 based on the categories below and consider the following questions:

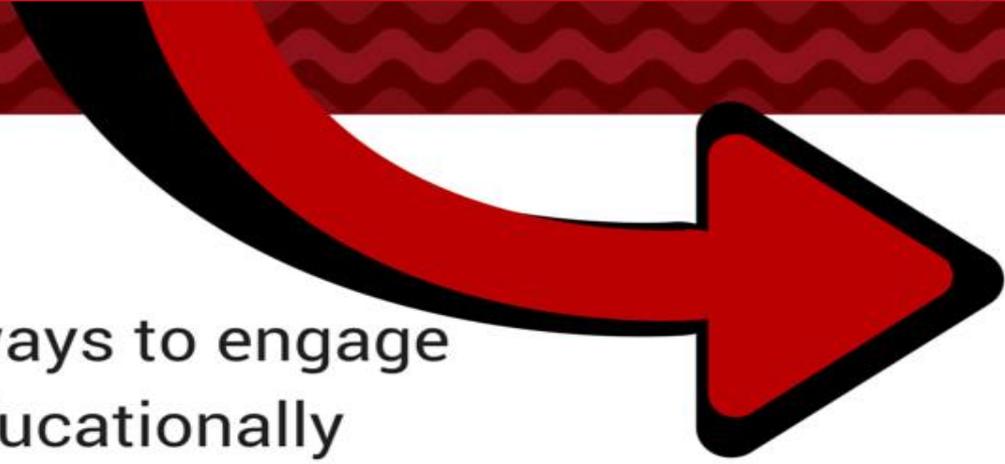
Presenters/Coordinators:
How do we create engaging and compelling sessions to ensure student learning?

Instructors/Others:
How do we communicate about the FYSS with students to make them want to engage?



Next Steps:

- Presenters should seek ways to engage students in meaningful, educationally beneficial ways.
- FYE staff will continue to observe sessions and provide feedback to help presenters and session organizers.
- Students will be asked if sessions were engaging to help us assess this goal.





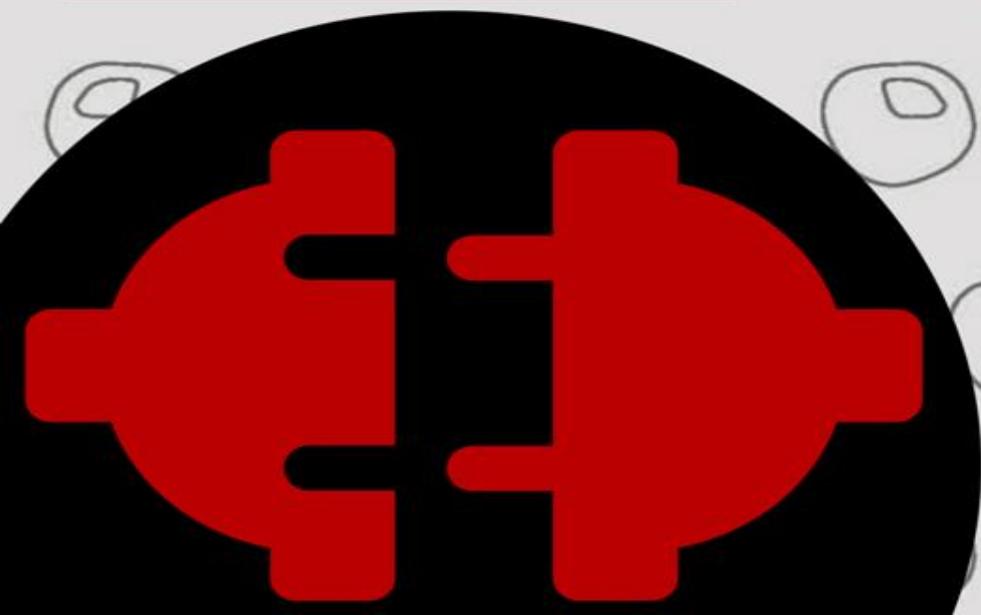
Survey Instructors

Session Presenters
and Coordinators

FYSS Partnerships

First Year Experience

First-year Students

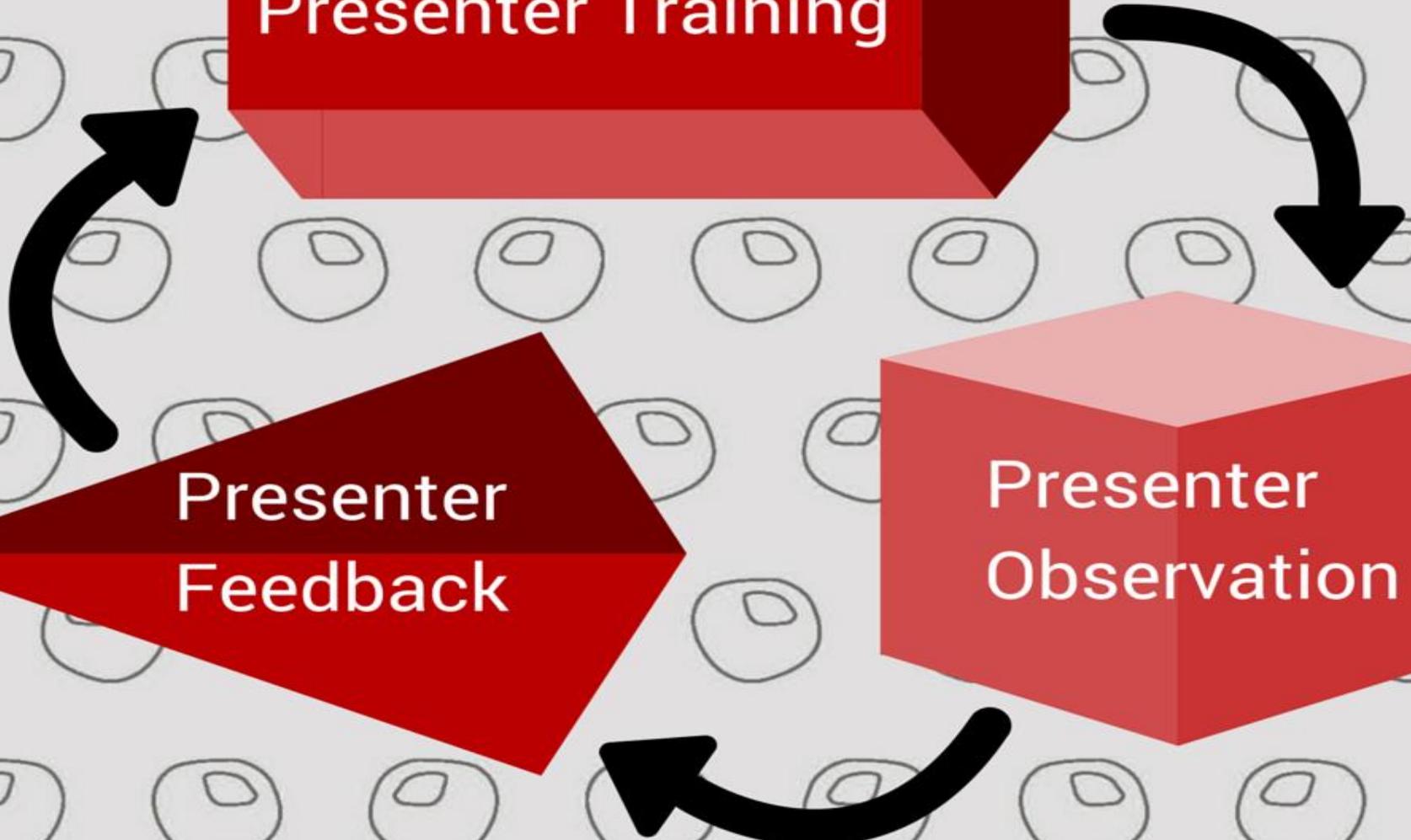


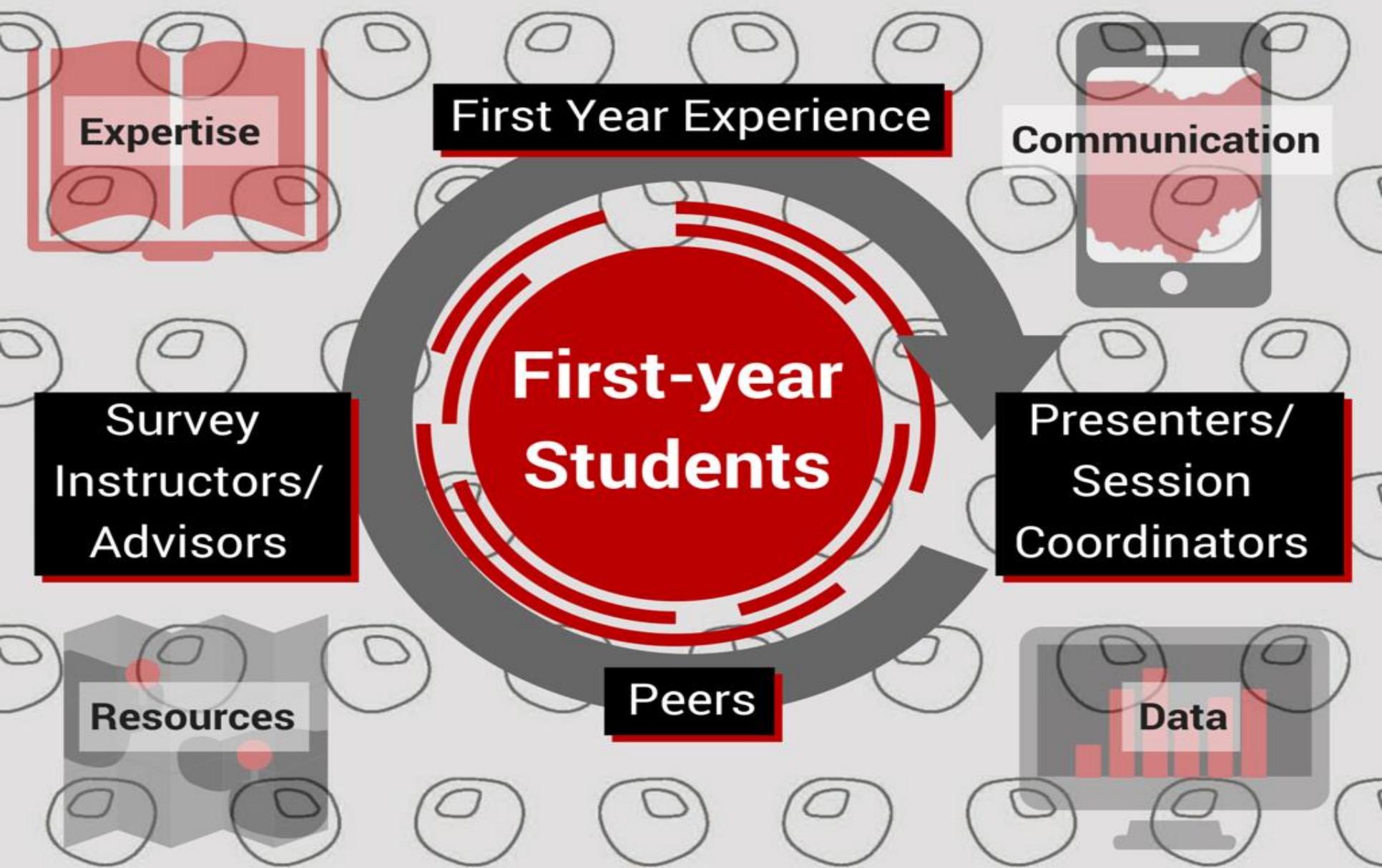


Presenter Training

Presenter Observation

Presenter Feedback





Expertise

First Year Experience

Communication

**First-year
Students**

**Survey
Instructors/
Advisors**

**Presenters/
Session
Coordinators**

Resources

Peers

Data



“I learned so much about Ohio State history from this FYSS session! I love everything about OSU, and the more I learn about it, the closer I feel to this amazing university. I will use this experience not only in my first year at Ohio State, but for the rest of my time at the University.” – Buckeye Stroll: A Historical Walking Tour of OSU

“I already knew most of the information provided in the session, but it was nice to talk to my peers about topics over body image. Personally, I loved talking about body image. I felt that I was not alone in my own insecurities.” - Body Image: Feeling Comfortable in Your 'Genes'



“All three of the presenters had great input to what it takes to “be a man” in college, and how to adjust to the extremely different environment. Because of the dialogue aspect of the meeting, I was able to learn a variety of opinions of freshman and what they thought about manhood. As we transition into more responsibility and can’t rely on our parents, these sort of sessions come in handy to reinforce to everyone, what it takes to be a respectful man.

- Are You Man Enough? A Dialogue on Manhood in College

“It was great to hear others’ experiences on adjusting to college and missing home. I could relate to a good amount of the other students’ feelings but some were significantly different. I learned that it is important to relax at home while on breaks and understand that your family will have lots of questions about school. I should be open and honest so that they know I haven’t changed as an individual.” -

Returning Home for the Holidays



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THANK YOU!



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Student Academic Services

3rd Floor