The New Student Intake Survey: Pilot of a Brief Self-Report Tool for Student Success

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The challenge of commuters

Most studies show greater risk:

- Lower persistence/retention
  - Attain fewer first-year credits
- Less engagement with campus
  - Though home is near campus
- More maladjustment
  - Less trusting, lower initiative, lower self-rated health
- Greater economic, personal, social challenge

Peltier, Laden, and Matranga (1999)
Your story

Do you have commuter students? What proportion of your population is commuter?
What differences do you notice between your residential and nonresidential students?
Our challenge

Commuter students represent more than 85% of college student enrollment (Horn & Nevill, 2006) and about 60% of all first-year, first-time college students (USDOE, 2016)

How can we help them beat the odds?
 IU Kokomo

4-year regional comprehensive
3029 students, 95% undergraduate
~60 undergraduate programs
  • Nursing and Business are most popular
No residential students
  • Though about 4% live in apartments very near campus
Retention rate: 3-year average of 64%
Why do they fail to persist?

- 35.6% note academic termination or lack of preparation
- 27.4% note inadequate commitment to graduate, mostly low motivation
- 19.2% note health problems or employment/family commitments
- 9.6% note poor planning/follow through
- 6.8% note inadequate finances

Inside Track, 2016 nonreturner analysis
Too many targets!
Office of Student Success and Advising

Serve all undergraduates via centralized advising by 11 FT advisors
Design and deliver New Student Orientation, New Student Convocation, much of the first-year seminar
Oversee placement testing (math)
Outreach and intervention (e.g., Summer Bridge, Academic Success Coaching)
Led by AVCAA, Director, Ass’t Director
“Whole student” approach

Systemic change in advising and onboarding practices to better serve commuter students

- Advising as coaching
- Orientation redesign
- 1:1 advising follow-up post-NSO
- Academic Progress Hold (early alert)
Advising as coaching

LifeBound coaching model: Empowerment

- Powerful questions
  - Analytical (investigative about issue)
  - Creative (exploring what’s possible)
  - Practical (actions and accountability)

Full advising team trained in Jan 2017

- Fast benefits; grew with new approach

Follow up training in Sept 2017
Orientation redesign

“You get to build your life”

• Rules of the Road
• Stay in Your Lane
  • New Student Intake Survey
• The Academic Fast Track
  • Advising and registration
• Your Fellow Travelers
New Student Intake Survey

www.iuk.edu/intakesurvey

Definitely yes – Definitely No

1. Are you excited to start college because you have a strong desire to further your education now?
2. Are you ready to motivate yourself through a challenging workload in order to earn your degree?
3. Are the people closest to you ready to provide you the support you need to focus on your studies and succeed?
4. Have you selected an academic major that you understand well, feel committed to, and are excited about? (*If you are currently Undecided/Exploratory, select Definitely No.*)

5. Do you have reliable transportation to and from campus every day for class?

6. Do you have access to a computer and high-speed internet where you live, anytime you need it?

7. Do you enjoy academic work? That is, do you enjoy reading, writing, hearing lectures by experts, discussing ideas, doing projects, or any other activity that people usually do in college?
8. Do you do a good job recognizing when you don’t know something, or don’t understand something, and ask for help when you need it?

9. Will missing class due to personal circumstances (such as health, family, or childcare issues) be extremely rare for you once classes begin?

10. Do your financial circumstances allow you to work less than 20 hours per week?

11. If it should turn out that you must take on some student debt in order to finish your degree, will you be willing to consider doing that?
12. When you think about your future career, can you visualize the specific kind of work that will make you happy?
13. Do you feel confident that you (including your identity, beliefs, and experiences) will be welcomed on campus?

- Students enter name and email
- Average completion time: 3 minutes
- Only occasionally did students complete via paper
- Teaching opportunity re: novel learning experiences
- 540 responses/660 attendees (624 FYUs; 86.5%)
- All responses entered in advising notes
Results

- **Excited**: 309 (Definitely Yes), 221 (Mostly Yes), 9 (Mostly No), 1 (Definitely No)
- **Motivate Self**: 255 (Definitely Yes), 267 (Mostly Yes), 16 (Mostly No), 2 (Definitely No)
- **Support**: 368 (Definitely Yes), 153 (Mostly Yes), 17 (Mostly No), 2 (Definitely No)
- **Committed to major**: 274 (Definitely Yes), 186 (Mostly Yes), 23 (Mostly No), 57 (Definitely No)
Transportation:
- Definitely Yes: 438
- Mostly Yes: 90
- Mostly No: 9
- Definitely No: 3

Technology:
- Definitely Yes: 388
- Mostly Yes: 130
- Mostly No: 18
- Definitely No: 4

Enjoy academics:
- Definitely Yes: 331
- Mostly Yes: 80
- Mostly No: 15
- Definitely No: 114

Ask for help:
- Definitely Yes: 291
- Mostly Yes: 202
- Mostly No: 42
- Definitely No: 5
Miss class rarely: 263 responses. Of those, 229 responses are "Definitely Yes," 14 responses are "Mostly Yes," 34 responses are "Mostly No," and 14 responses are "Definitely No."

Work <20 hours: 214 responses. Of those, 147 responses are "Definitely Yes," 116 responses are "Mostly Yes," 63 responses are "Mostly No," and 11 responses are "Definitely No."

Student loan OK: 263 responses. Of those, 235 responses are "Definitely Yes," 31 responses are "Mostly Yes," 11 responses are "Mostly No," and 11 responses are "Definitely No."

Visualize career: 66 responses. Of those, 58 responses are "Definitely Yes," 40 responses are "Mostly Yes," 7 responses are "Mostly No," and 1 response is "Definitely No."

Feel welcome: 66 responses. Of those, 38 responses are "Definitely Yes," 1 response is "Mostly Yes," 1 response is "Mostly No," and 0 responses are "Definitely No."
Application in coaching

All students who came for 1:1 advising follow-up were coached about responses

• Investigative
  • “You told us ___; tell me about that”
  • “What is your current plan for dealing with ___?”

• Creative
  • “In an ideal world, what would _____ look like?”
  • “What are your opportunities for _____?”

• Practical
  • “What will be your first step for changing _____?”
  • “How will you keep track of how _____ is going?”
Flagging possible “high risk” students

28 students reported combinations of factors that led to elevation of cases

- Excitement/motivation + not enjoying academics + situational factor

Names were referred to advisors for careful follow-up after NSO

- 10 (35.7%) never came for 1:1 advising vs. 10% of all FYUs
- By Week 3, 1.5% of all FYUs had dropped any course; 14.3% of high-risk students had
- Both missed 1:1s and dropped courses are markers for failure to persist
Your turn

Take the example of **not enjoying academic work** – write 3 questions:

• Investigative
• Creative
• Practical
Case studies

“I had a student who indicated on her intake survey that she may be missing classes periodically due to her work schedule. During conversation, it was revealed that her work was not going to be related to her major or long term career goals. It is an hourly job 35 minutes away from home in a country store making less than $10/hour.

Her boss wanted large blocks of time availability so she was trying to schedule classes Tues/Thurs only. After open conversation she revealed that she plans to reside at home with parents and will not be paying monthly bills for living expenses. She also revealed that she had not even looked at her financial aid or her bill for the semester. When we looked at both, she realized she had grant funds that would pay for her semester and did not really “need” to work 25+ hours a week. Hopefully, she realizes the importance of focusing on academics rather than pushing to “workforce” responsibilities.”
Case studies

“A student indicated on his Intake Survey that he had Definitely Not selected a major that he felt excited about. He actually had declared a major in pre-radiography, but when the advisor followed up with him in his 1:1 appointment, she got the clear sense that his family was discouraging him from his area of true passion (graphic design) and pushing him to obtain a more “practical” degree in radiography. The conversation revealed that though he had interest in becoming an x-ray technician, he was still on the fence. The advisor strongly suspected after the conversation that it was not a good fit for him, and worked to keep the student’s focus on taking his time to explore options.

A week after the 1:1, we held our New Student Convocation event on campus. A major theme of the event was growth mindset, and the student emailed the advisor a few days later requesting a change of major to graphic design. He stated that the Convocation message really hit home for him, and that he was hoping the advisor would help him make the major change in time for the start of classes.”
Future work with the NSIS

- Follow-up administration of items
  Slightly revised to reflect college start
  10\textsuperscript{th} week of semester
- Tracking performance of high-risk students
- Large analysis of linear relations between responses and GPA, credit accumulation
- Review/revise for use in 2018 Orientation cycle
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