

## Darcie Mueller SIA Presentation: Phase I Complete in June 2017; Phase II is Under Construction

This project is a **two-phase targeted approach** to research, create and implement a fast, free and effective tool to measure academic expectations of incoming freshmen.

### PHASE I: DESIGN THE HOUSE (TOOL), BUILDING THE FOUNDATION

#### 1. Reviewed the literature related to new college student academic expectations and write a quality literature review; *is a new tool needed?*

##### Trends in Higher Education

- One-third of states in the country are experiencing fewer high school graduates
- A 5% reduction in high school graduates expected by 2022-2023
- Degree granting institutions grew from 6,479 in 2001 to 7,234 in 2011, a 10% increase

Term	Ten-Day Enrollment	Percentage Change	Enrollment of Students with 1 (or more) Retention Risk Factor	N = Increase or Decrease	Percentage Change
Fall 2013	8252	-----	741	-----	
Fall 2014	8108	N < 144	714	N < 27	< 3.7%
Fall 2015	8016	N < 92	676	N < 38	< 5.4%
Fall 2016	7671	N < 345	1060	N > 384	> 36.2%

No single tool can be all things to all students and no single intervention has guarantees of retention or success; however, a tool that targets academic areas and refers freshmen to resources early and quickly is worth a try!  
Retaining 1 student = \$8105.90 per year

According to Horwedel (2008) many students do not arrive on campus with the study skills needed for college success. Mehta et al., (2011) found that traditional and first generation students are coping with multiple retention barriers, including arriving on campus less academically prepared with a lack of study skills. A study by Aquino (2011) confirmed that freshmen often arrive on campus unprepared for the academic work required. Aquino (2011) used the Survey of Study Habits and Attitudes (SSHA) to measure freshmen study habits and attitudes. Out of the 313 freshmen surveyed, only 18 were identified as high achievers. The mean score of the high achievers on study orientation was higher than low achievers, identifying better study orientation among high achievers. Study orientation included: study habits, study attitudes, delay avoidance, work method, attitude towards teacher and attitude towards education (Aquino, 2011).

What is the intended purpose of the new tool and/or why will it be effective?

- Use immediately when new freshmen arrive on campus
- Puts the onus on students to reflect on their own expected behaviors and attitudes
- Will provide data identifying what freshmen resources/interventions are needed most
- Will allow WSU to target high-need resources quickly
- Could be used independently or as part of a facilitated class or orientation

#### 2. February-March 2017: provided methodology for creation of the tool and a plan for dissemination; *but how will validity and reliability be established?*

Worked with research experts to design a validity and reliability plan (see Phase II) and began the process by coordinating a reading group.

**Reading Group:** consists of five professionals, who have over one hundred years of combined professional experience related specifically to academic success behaviors. The group met a number of times throughout spring 2017 to consider and reflect on tool questions, noting *yes* if a tool item is/was relevant and *no* if it is/was

not relevant. The percentage of yes responses from each item was calculated, and 85% agreement or higher on a particular response was established as valid (Popham, 2000).

#### Tool Item Classification:

- Class attendance, attention and note taking
- Time management and organization
- Study expectations and learning styles
- Resources
- Reading, writing and homework

### **3. April-May 2017: created an outline for a website where the tool and related content/resources could be housed, *how will the site or dissemination be designed?***

Collaborated with Elizabeth Meinders, Ben Nagel and others to create the tool in Qualtrics and design a template for the website that will house the tool. Met with campus experts to discuss the website and support materials that would be appropriate.

### **4. June 2017: created a plan for training OR 100 faculty on the benefits and use of the new tool; *what is the plan and when will it be implemented?***

The plan is outlined and will be implemented in Phase II.

- Fall 2017: discussed validity/reliability of the new tool with the Director of the Warrior Success Center and the OR 100 faculty coordination

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- Spring 2018: will meet with the WSC Director and OR 100 faculty coordinator to demonstrate the new website and tool; discuss a strategy for introducing the new tool to OR 100 faculty
- Summer 2018: will provide information and/or training to OR 100 and other WSU community members on using the tool
- Fall 2018: will reveal new website and tool, finalize options for use in OR 100 or other areas

### **5. Applied the appreciate approach throughout the project to provide framework for cultural competence. *Will the new tool be culturally responsive?***

Creating a culturally responsive tool, website and related resources:

- Ladson Billings (1994) defines cultural responsiveness as communicating high expectations, being an active teacher or advisor and being culturally sensitive to all students.
- The four key motivational conditions for being culturally responsive are: inclusion, attitude, meaning and competence.
- The tool, website and related resources are being created based on respect, regardless of gender, sex, age, race, ethnicity or any other specified class.

## **PHASE II: BUILD THE HOUSE (TOOL); RENOVATE AS NEEDED**

Factor Analysis

Inter-Item Reliability

Content Validity and Experts: Panel of Experts; Student Bias Panel

Construct Validity: Differential Population

Concurrent Validity: High School Grades

Reliability: Split Half Method