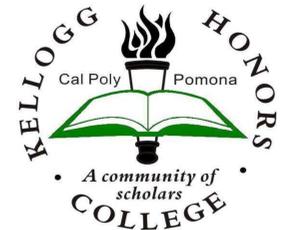


First Year First Step



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Abstract

The name of this program is First Year First Step (FYFS). The idea was to conduct an analytical study behind the objectives of First year First Step so that I could conduct a intentional approach towards the development of the program. FYFS has strong learning outcomes that are reflective of the common needs of first year students, but for future success better assessment methods need to be conducted to determine if they are specific to our first year community. Data collected from surveys distributed at the end of winter quarter demonstrate that participation within FYFS has a positive impact within the students academic and social development within the institution. Through analyzing the set objectives in place, we determined the need for continuity and consistency within the development and management of the program. Implementations such as a resource binder containing all useful resources for the program will be maintained to support the continuity and consistency of the program for future years.

Learning Outcomes

- Gain valuable leadership experience for personal and professional growth
- Learn how to be an effective. community leader in a multicultural society.
- Learn how to foster and living-learning environment.
- Provide an opportunity to build community.
- Provide residents with leadership development and experience.
- Develop and understanding of the principles of wellness.
- Provide residents multiple experiential learning opportunities through service learning projects and campus engagement.

Assessment

Purpose: evaluate how effectively we are meeting the learning outcomes of the program as well as

evaluating if our learning outcomes reflect the stated needs of the four Student Development

Theories: Alexander Austin's I-E-O Model and Theory of Involvement, Super's Theory of Career Development, Vincent Tinto's Theory of Student Departure and Hettler's Model of Wellness.

- two-part needs assessment with the Estrellas residents by administering an interest survey at the beginning of fall quarter 2013 and at the end of the winter quarter 2014. 14 participants fall quarter 2013 and 36 participants winter quarter 2014.
- Interviewing multiple residents that were currently a part of the program as well as three students that had participated and graduated from the program last year.

Results

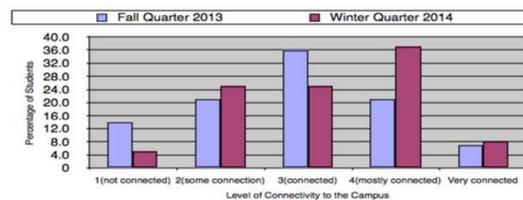


Figure 1. Both Groups: How connected do you feel to campus? Percentage of Fall Quarter based in 14 students. Percentages of Winter Quarter based in 36 students.

Figure 1 demonstrates that during spring quarter the percentage of students that did not feel connected to campus decrease to a third of fall quarter. The percentage of students that felt very connected to campus showed no significant difference between fall and winter quarter. Figure 1 shows a decrease in the percentage of students that felt "connected" and a significant increase in students that responded "mostly connected" at the end of winter quarter.

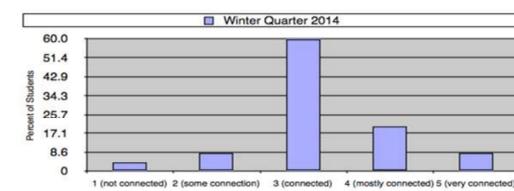


Figure 2. Data based on 25 FYFS students. Question: How connected to campus do you feel after being a part of FYFS?

Figure 2 demonstrates that 4% of the students felt no connection to campus after being a part of FYFS and 96% of students felt that being a part of FYFS enriched their connectivity to campus. The highest percentage of students (60%) expressed to feel connected to campus.

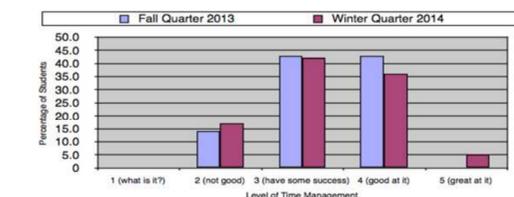


Figure 5. Both Groups. Question: How well are you able to time manage? Percentages of Fall Quarter based on 14 students. Percentages of Winter Quarter based on 36 students.

Figure 5 and Figure 6 reported that during both quarters all students that participated in the survey answered to know what time management was. Figure 5 demonstrates there was an increase at the end of winter quarter of students reporting to not be good at time management and a decrease in students reporting to be good at time management. There was no significant difference (only 2% difference) between the percentage of students that reported to have some success with time management at the beginning of fall quarter and week 8 of winter quarter.

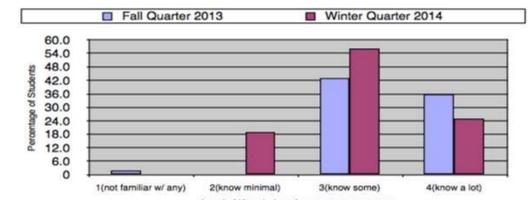


Figure 3. Both Groups. Question: How well do you know the resources on Campus? Percentages of Fall Quarter based on 14 students. Percentages of Winter Quarter based on 36 students.

Figure 3 demonstrates that 2% of students that participated in the survey fall quarter answered to have no familiarity with resources on campus. Figure 3 and Figure 4 demonstrate that when asked the same question in winter quarter, 100% of the students answered to have at least minimal knowledge of resources on campus. The majority of the students answered to know some resources during both quarters. In winter quarter there was a higher percentage of students that felt they knew some resources on campus.

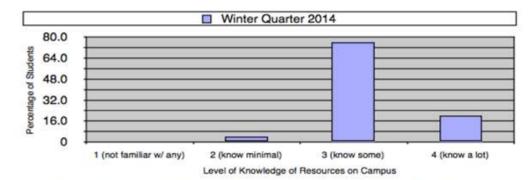


Figure 4. Data based on 25 FYFS students. Question: How well do you know resources on campus after being a part of FYFS?

Figure 4 demonstrates that 76% of FYFS participants felt that being involved in the program allowed them to have some knowledge of the resources on campus. All students that participated in the survey did not claim to know all the resources on campus, hence the reported results in Figure 3 and Figure 4 exclude the given choice of "5) know all resources and how to use them".

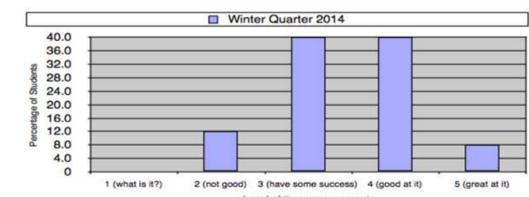


Figure 6. Data based on 25 FYFS students. Question: How well are you able to time manage after being a part of FYFS?

Figure 6 demonstrates that 80% of FYFS participants reported to have some success on be good at time management after being a part of the program. 2 students (8%) reported to have a great understanding of time management. The 2 FYFS participants were the same two students reported in Figure 5 to have a great understanding of time management. 12% of FYFS participants reported to not have good time management skills after being a part of FYFS.

Future Considerations

First Year First Step is a program that in the past has lacked assessment. It would of been beneficial to have data to compare the response of students in a suites community to residents that participated in the the program in the Residential Halls. FYFS has strong learning outcomes that are reflective of the common needs of first year students, but for future success better assessment methods need to be conducted. This study revealed the need for further assessment of the program in the future. As a result of this study, the importance of assessment has been determined to be a crucial factor to develop continuity and consistency within the program. Only through assessment will we be able to create the most intentional learning outcomes for our students. I would suggest the implementation of a resource binder with past passports, assessments, and other resource to maintain and support the continuity and consistency of the program for future years.