Description

Educational Success is a program designed to help first year students identify strategies to be academically successful in college. After the program, students were able to articulate ways their study habits have changed from high school to college, and to describe ways to improve their time management skills. RMs and faculty advisors facilitated the program and had the freedom to decide how to structure their program to meet the learning outcomes listed below. Educational Success occurred at the beginning of fall semester, and was offered in all 30 first year RM groups. 387 students participated in the Educational Success program.

Assessment Method

An online questionnaire was emailed out to all first year residents on September 26th after all of the educational success programs were completed. All students who attended the program were invited and encouraged to complete the questionnaire. Of the 387 first year students who participated, 175 completed the assessment questionnaire for a response rate of 45%.

Results

Of the 175 respondents, 92% reported that they enjoyed the program. 83% reported that they learned new study habits from the program. 59% also reported that having their advisor attend the program was beneficial to them, while 33% reported that their advisor did not attend.

The program was designed to promote two CAS Learning & Development Outcomes and did so successfully.

- All students will report learning new strategies for prioritization and time allocation (CAS Outcome Domain F4: Managing personal affairs). There was evidence that this learning outcome was attained.

- All students will report learning new strategies for balancing education, work, and leisure time (CAS Outcome Domain F8: Living a purposeful and satisfying life). There was evidence that this learning outcome was attained.
To request a copy of the assessment instrument, email DAT@trinity.edu.

Discussion

Advisor attendance at the Educational Success program seems to play a larger role in the success of this program. Student feedback shows that programs with advisors in attendance were more educational, and a number of students noted that the absence of the advisor took away from the program. Despite this, assessment data indicates that the learning outcomes for Educational Success were adequately obtained.

Most of the Educational Success programs cost between $0 and $100 (supplies and pizza or other snacks), with much of the funding coming from advisor budgets provided by Academic Affairs. The RMs put in approximately one hour facilitating the program, and at least one hour preparing for it. Based on the results of the evaluation, the cost and effort were justified.

The Educational Success program should continue next year, although the removal of the advisor groupings in first year housing will change the way is facilitated. Based on this year’s experience and suggestions from students, we recommend that clear guidelines be given to advisors in order to create structure within the program. Additionally, we recommend notifying the advisors further in advance of the program to increase advisor attendance.