

CASNR Needs Survey for First and Second Year Students

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Freshmen in Transition (FIT)

- Living Learning Program
- ~100 CASNR freshmen
- Up to 8 upper classmen serve as student academic mentors (SAMs)
- Requires a 3.0 GPA
 - Assessed fall and spring grades at end of academic year 2017-2018
 - Noticeable trend: Spring GPA < Fall GPA



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Freshmen Academic Performance (FIT only)

Concurrent Credits	Fall Semester OSU GPA		Spring Semester OSU GPA	
	Majority 4 Yr Credits	Majority 2 Yr Credits	Majority 4 Yr Credits	Majority 2 Yr Credits
3-9 hours	3.36	3.37	2.67	3.14
10-16 hours	2.88	3.28	2.43	2.81
17-24 hours	3.40	3.10	2.94	3.42
25-35 hours	3.73	3.68	3.69	3.10
Over 35 hours	3.38	2.94	2.53	1.92

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Observation: Freshman Performance

- Generally, fall to spring semester GPA declines
- GPA for freshman students with 25 hours or more, performance is better if those hours are from a 4-Year institution rather than a 2-Year institution
- But.....does that hold for all 1st year students?



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Hypothesis

- Freshmen beginning college with more concurrent hours, have different “NEEDS” compared to a traditional freshman with limited or no college credit completed.



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Study Objectives

- Determine if **true 1st year students** express the same needs/traits/self-assessment as students having completed concurrent credit hours.
- Determine if **1st year students with substantial concurrent credit hour completion** express the same needs/traits/self-assessment as true 2nd year students.

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Participants

- First Year Students: Students enrolled in AG 1011, the first year seminar for CASNR
- Second Year Students: Students enrolled in ANSI 2111, a fall semester course for 2nd year students majoring in Animal Science or Food Science

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Procedure & Participants

- Students in AG 1011 (Freshman Seminar/Orientation)
 - Assessment was a required assignment.
 - Distributed to 673 students
- Students in ANSI 2111 – Assessment was for extra credit.

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Study Objectives

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- Determine if *1st year students with substantial concurrent credit hour completion* express the same needs/traits/self-assessment as true 2nd year students.

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Procedures & Participants

- Survey was distributed during the 6th week of the semester.
- University Assessment and Testing.
- Open for 2 weeks.
- Reminders were sent 1 week after the original email and again the day before the assessment closed.

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Themes of the Survey

- Task → “I need help setting goals and taking steps toward achieving them” (Task)
- OSU
- Nature → “I need how to solve problems better” (Nature)
- Interaction
- Study Habits → “I need to improve my study skills and habits” (Study Habits)
- Cognition
- Class → “I attend class regularly” (Class)
- Preference
- Overall

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Demographics of Participants

- Response rate: 85% (n=573)
- Gender:
 - 74% females (n=426)
 - 26% males (n=147)
- Ethnicity:
 - 75% White (n=431)
 - 12% Multiracial (n=66)
 - 6% Hispanic (n=35)
 - 5% Native American (n=27)

Reliability of the
Structure of the Survey:
Overall “Good” Reliability
(Cronbach’s Alpha = 0.85)

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Survey Results:

>70% rated Somewhat or Strongly Agree for:

TASK THEME:

I attend class regularly (94.5%)

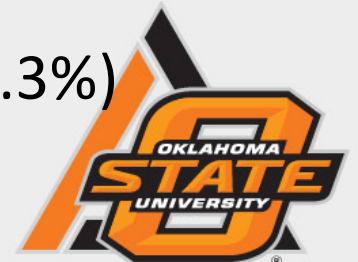
I use a day planner/calendar (81.2%)

STUDY HABITS THEME:

I ask other students to help me understand course material (72%)

I need to improve my study skills and habits (70.3%)

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Survey Results:

>70% rated Somewhat or Strongly Agree for:

OSU THEME:

CASNR promotes the use of student services (93.7%)

CASNR provides support for my overall well-being
(89.6%)



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Survey Results:

≥ 40% rated Somewhat or Strongly Disagree for:

TASK THEME:

I need to develop teamwork skills (48%)*

I need help setting goals and taking steps toward achieving them (40%)*

NATURE THEME:

I need to accept greater responsibility for my own actions (46.5%)*

*could be interpreted as reversed item

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Survey Results:

> 40% rated Somewhat or Strongly Disagree for:

CLASS THEME:

I come to class without completing readings/assignments
(65.2%)*

PREFERENCE THEME:

I am satisfied with merely passing all my classes (62.9%)*

*could be interpreted as reversed item

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Survey Results

No differences existed by credit hour group.

Gender differences:

- Females more likely to agree that they:
 - Use a day planner/calendar
 - Need tutoring
- Males are more likely to agree that they:
 - Go to class without completing readings/assignments

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Overall Results

Ethnic differences:

- Non-white students are more likely to agree that they:
 - Need to manage time more effectively
 - Need to learn to manage stress and anxiety

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Bottom Line

- 1st year students = 1st year students
(regardless of concurrent course credit earned)
- Some responses/traits do resonate with gender or ethnic classes differently – these can be addressed through alternative programming:

Academic On Track

Study Hours for Freshman In Transition (FIT)

CASNR Study & Snacks

Revise Freshman Seminar

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Bottom Line

- Future Plans:

Classic: More research needs to be conducted

- 2nd year student population was not large enough in this pilot
- Source of 2nd year students will change in the coming fall
- Deal with incentive to complete survey
- Expand to other colleges
- All 1st year students need similar Student Success Support

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Questions?



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