

# HILLSBOROUGH

Community College

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*“When Students Succeed, We Succeed”*

## Overview of First Year Experience (FYE) College Success, SLS 1501

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# FYE Presenters:

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## **Presentation Outline**

**HCC student needs analysis**

**Data findings**

**Title III: FYE**

**College Success Strategies**

# Today's Objectives:

- **College Success and FYE**
- **Based on Best Practices in Student Retention and Success, FYE infuses SLS 1501 with additional support strategies that include:**
  - **Pre and Post College Student Inventory Survey**
  - **Self Paced Career Exploration Packet**
  - **My Educational Plan**
  - **EARS**
  - **Hands on Campus Cruiser use in Success Classrooms**

# Inventory (CSI), HCC student needs are:

Help with exam skills

Information about scholarships

Help with study skills

Help in meeting new friends

To discuss family problems

Help with basic math skills

To discuss attitude toward school

Tutoring in selected areas

Information about student activities

Help with reading skills

To discuss qualifications for job

job market information for grads

Help in selecting an occupation

Help in selecting a program

Writing help

to discuss advantages of occupation

# Here's what they're saying:

Student Need	Mean Priority Score
<b>Help with exam skills</b>	<b>7.32</b>
<b>Help with study skills</b>	<b>7.17</b>
<b>Qualifications for job</b>	<b>6.77</b>
<b>Help with basic math skills</b>	<b>6.73</b>
<b>Writing Help</b>	<b>6.63</b>

**Results based on Noel-Levitz's College Student Inventory,  
Where n=mean priority score (top mean score is 10)**

# And to round out the top ten...

**Discuss job market for grads;  
Help in selecting occupation;  
Tutoring in Selected Areas;  
Reading skills;  
Help in selecting program (tie);  
Discuss (dis-)advantages of  
occupations (tie)**

\* The CSI pre and post test provides instructors with a “snapshot” of the students receptiveness to support and identifies the students concerns at that point in time.

Recently shared research findings of SLS course impact on students in Florida's 28 community college system revealed that **students who took any type of success course received higher grades in their classes than their peers who did not take a success course.**

# Summary of State SLS Data

- Students who took any SLS course achieved academic success at a rate of **57.8%**, compared to the No SLS cohort group, who achieved academic success at a rate of **40.5%**;
- Retention rates among college-ready students who took a success course is **33.8%**: **8.2** percentage points higher than that of their peers who did not take a success course;

# Summary of State SLS Data (cont.)

- The greatest increase in the rate of retention for students taking an SLS course was among **students needing remediation in all 3 areas**, who were retained at **40.2 %** compared to their No SLS peers, who were retained at **20.3%**.
- For all students taking an SLS course, retention rates were increased by **13** percentage points on average.

*Results based upon information contained in the Student Database for 1999-00 through 2003-04, and various PBPB files created from the SUS SDCF*



## Title III Focus: FYE pilot sections of SLS 1501 were targeted for enhancement

To enhance Student Services for First-Year Students, Title III/First Year Experience created an

**Early Alert Retention System (EARS)** - The new system will pilot through Campus Cruiser on the entire Plant City Campus for fall 2006. EARS is a communication mechanism between faculty and the FYE staff, who will direct student to available support systems on campus; he

**Faculty Mentor role** – Each SLS 1501 instructor serves as the FYE students' first point of contact for success. Mentor role to be phased out at grants end as the Office of First Year Experience takes over the triage model of support.

# How are we doing?

## Retention of FYE Students who completed SLS 1501

### Term Retention

Fall 2004 to Spring 2005 (75.4%)

Spring 2005 to Fall 2005 (53.8%)

### Spring 2005 Cohort

Spring 2005 to Fall 2005 (60.0%)

### Year to Year Retention

#### Fall 2004 Cohort

Fall 2004 to Fall 2005 (53.8%)

#### Spring 2005 Cohort

Spring 2005 to Spring 2006 (60.0%)

**Expansion of Early Alert and Educational Learning Plan:  
Success students get help with their educational plan for the next semester or (next year) through an electronic EP on the FYE website at [www.hccfl.edu/fyei](http://www.hccfl.edu/fyei). FYE staff visit your class for group advising**



# **It's Our Success Faculty Who Make the Difference !**

- For commuting and non-traditional students enrolled at two-year institutions, retention strategies must be applied in the classroom. The classroom is the only place where these students and faculty meet. Retention programs that occur outside of the classroom do not typically reach all of the students who could benefit (Tinto 2003).**

# The HCC Model

## SLS 1501 and REA 1605

Professional development

Improved use of technology  
and college resources

**Training Modules:**

- Student Services info
- Web resources
- Interactive Teaching

**Supplemental Instruction**

- Early Alert System
- Data-informed decision-making
- Individual Learning Plan
- Promotion of college e-mail system

**Courses that address students' academic and student services needs**

# Results to date

## **FYE:**

- Streamlined faculty mentor responsibilities encourages more participation and buy-in;
- EARS is supported by administration; integrating model from server supported to email based encourages use; easier data tracking; triage;
- Office of First Year Experience created to support faculty in their efforts to help our students success.
- Online EA and EP expanding to selected courses on four campuses fall 2006.

# First-Year Experience Projections for 2006 -2007

- **College Success for FYE to expand to Plant City Campus;**
- **Early Alert training for Plant City (pilot campus) faculty;**
- **Incorporate proven strategies like no syllabus on first day, group activities, self-directed learning into SLS course,**
- **Transition faculty mentor role to FYE and**

***Questions and Answers;  
Discussion***

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