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
<table>
<thead>
<tr>
<th>Concurrent Credits</th>
<th>Fall Semester OSU GPA</th>
<th>Spring Semester OSU GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Majority 4 Yr Credits</td>
<td>Majority 2 Yr Credits</td>
</tr>
<tr>
<td>3-9 hours</td>
<td>3.36</td>
<td>3.37</td>
</tr>
<tr>
<td>10-16 hours</td>
<td>2.88</td>
<td>3.28</td>
</tr>
<tr>
<td>17-24 hours</td>
<td>3.40</td>
<td>3.10</td>
</tr>
<tr>
<td>25-35 hours</td>
<td>3.73</td>
<td>3.68</td>
</tr>
<tr>
<td>Over 35 hours</td>
<td>3.38</td>
<td>2.94</td>
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</table>
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?
Hypothesis

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

• Determine if true 1st year students express the same needs/traits/self-assessment as students having completed concurrent credit hours.

• Determine if 1\textsuperscript{st} year students with substantial concurrent credit hour completion express the same needs/traits/self-assessment as true 2\textsuperscript{nd} year students.
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
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.
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.
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.
Themes of the Survey

• Task
• OSU
• Nature
• Interaction
• Study Habits
• Cognition
• Class
• Preference
• Overall

“I need help setting goals and taking steps toward achieving them” (Task)

“I need how to solve problems better” (Nature)

“I need to improve my study skills and habits” (Study Habits)

“I attend class regularly” (Class)
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)
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%)
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%)

EXPANDING MINDS. INSPIRING PURPOSE.
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
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
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
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
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
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
Questions?