

Mirror, mirror, on the wall, who will pass come this fall?

Using the course 'EDU 101 - Introduction to College Success'
as a predictor of student retention and success.

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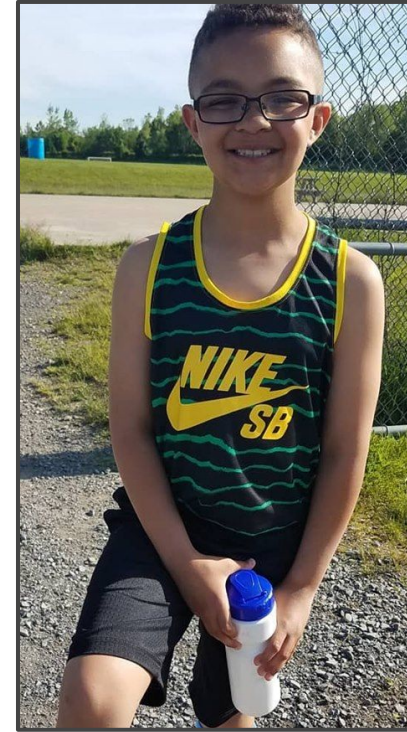
2021 WNY Advising Conference

Introductions

- 7 years as an Academic Planning Counselor at SUNY Oswego
- Masters Degree in Mental Health Counseling, SUNY Oswego
- Soccer Mom
- Active community member
- Lifelong learner



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Educational Opportunity Program

Purpose - The Educational Opportunity Program (EOP) is a college access program that supports talented NYS students who, due to challenging financial and educational circumstances, have not had the same opportunity as others to achieve their academic potential.

Services - Academic, Financial, Social

Consistent, Intrusive Advisement

Summer Bridge Program

Financial Support for books and some housing

EDU 101 - Introduction to College Level Learning



EDU 101 - Introduction to College Level Learning

EDU 101 is designed specifically to give students the academic perspective, tools, and strategies appropriate to the college-level challenges they will face. Students will have the opportunity to practice and demonstrate the skills presented in class with an emphasis on self-reflection, awareness and mastery of strategies and skills.

Structure of the course

- Previously 3 credits, 3 times a week
- Currently 1 credit, twice a week
- Currently instructed by Academic Counselor

Student T.A. / Previous student presenting



EDU 101 - Syllabus and Content

Transition to college topics - Professor Interview, Note Taking, Test Taking etc

Advisement - Registration, Starfish, Resources

Course text - Mindset By Carol Dweck

Self-growth and reflections - [Self Identity Video](#) and Paper



Reflections

“I know what I have to do to succeed. I have to be willing and determined enough.... My goals for the remainder of the semester is to attend tutoring, meet with more of my professors. This will benefit me because I will be able to understand the course material and see what is expected of me by my professors.”

“When I put effort into my work, I get better outcomes.”

“Truth is that I am one confused freshman that wants to be challenged academically but most of all I want comfortability.”



Student Reflections - Valuable take-a-ways

“Communication is key with success, with people, staff and professionals”

“Learning how to stay organized”

“Life lessons such as never giving up and holding yourself accountable”

“There's so many valuable resources on campus that I can go to”

“Going to tutoring was my most valuable take-away from this class. I was able to make it a habit and a tradition to go to tutoring and to the writing center.”

“Keep good company that encourages you”



Behind the scenes - Observation and Feedback

Performance in the class helped us predict a students success in their first year

Attendance

Class behavior

Use of resources

Student reflections - An opportunity to share and connect

Feedback for our program

In class discussions and surveys



The Data

Table 2. Metrics by Performance in EDU 101

Fall	Grade in EDU 101			Grand Total
	B or Higher	C, C+ or B-	Under C	
Number of Students				
2013	46	18	7	71
2014	49	21	11	81
2015	59	38	16	113
2016	58	24	26	108
2017	69	19	9	97
2018	57	19	19	95
Percent Ever Disqualified or on Academic Probation				
2013	28%	72%	100%	46%
2014	16%	43%	64%	30%
2015	29%	61%	75%	46%
2016	24%	63%	92%	49%
2017	45%	84%	100%	58%
2018	33%	79%	95%	55%
Percent Retained into Second Fall				
2013	93%	67%	57%	83%
2014	96%	86%	82%	91%
2015	86%	97%	69%	88%
2016	88%	83%	58%	80%
2017	68%	68%	44%	66%
2018	70%	47%	58%	63%


COVID-19

- Virtual Summer Bridge Program
- Virtual EDU 101 (now GST 100) Fall Course
- Split up class
- Staying connected in a virtual world
- Offering once a week check ins this Spring to stay connected




Additional Variables

- Length of Summer Program - 3 vs 4 weeks
 - Content in Summer Program - Study Skills vs. No Study Skills
 - Staffing - Turnover - Commitment of staff, preparedness of staff
 - Weighted credits - 3 vs 1

 - Others?
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Future considerations

- Back to 3 credits, 3 days a week
 - Have instruction done by someone other than the APC (dual role consideration)
 - Return to the syllabus from previous years with higher retention rates
 - Require EDU for full 1st year
 - Require EDU for 2nd semester - after the first semester is completed
 - Open up EDU for transfer students (or have their own section)

 - Others?
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Questions or follow up documents?

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THANK YOU!

