

EDPS 2600 – Strategies for College Success Pre and Post (Fall 2013 & Spring 2014)

Brief description of program / project:

The purpose of the three credit Educational Psychology 2600 class is to assist students in developing and improving academic and life skills that will promote effective transitions into the university environment, greater academic success, and higher retention rates. The course emphasizes topics such as personal awareness, time management, critical thinking, reading and note taking skills, test taking, goal setting, diversity awareness, stress management, and wellness. The course is one branch of services offered by the Learning Enhancement Program, and is taught by graduate student instructors from the Educational Psychology Department.

Who was asked to complete the survey:

All students who enrolled in the EDPS 2600 Strategies for College Success course in Fall 2013 and Spring 2014 were asked to complete the survey. Students received an e-mail with the link to the survey in the first few weeks of the semester and during the last few weeks of the semester. Instructors reminded students to complete the survey and awarded them class points upon completion.

Respondents:	Pre-Survey	Post- Survey
Fall 2013	113	95
Spring 2014	38	34

Administration Type:

Campus Labs mass mailing & link sent by department

Summary of Key Findings:

-90% of students in the fall semester either agreed or strongly agreed with the statement “Overall, I found this class to be helpful.” Agreement increased to 93.55% of students in the spring semester.

-77.78% of students in the fall semester either agreed or strongly agreed with the statement, “I would recommend the Strategies for College Success class to a friend.” Agreement increased to 87.1% of students in the spring semester.

-Students reported an average 4.5% increase overall in their skills at setting appropriate goals and following through with them (5% increase in fall, 4% increase in spring).

-Students reported an average 6% increase overall in their skills at identifying and remembering important information from lectures and textbooks (4% increase in fall, 8% increase in spring).

-Students reported an average 12.5% increase overall in their skills at managing their time effectively (14% increase in fall, 11% increase in the spring).

-Students reported an average 12% increase overall in their comfort speaking up and participating in classes (7% increase in fall, 17% increase in the spring).

-Students reported an average 8% increase overall in their skills at performing well on tests (9% increase in fall, 7% increase in spring).

-Students reported an average 2.7% increase overall in their skills of managing stress effectively (.3% increase in fall, 5% increase in spring).

-Students reported an average 8% increase overall in their skills at identifying legitimate and factual sources of information (8% increase in fall, 8% increase in spring).

-Students reported an average 6% increase overall in their skills adapting to different teaching styles (4% increase in fall, 8% increase in spring).

-Students reported an average 7.5% increase overall in their confidence they can succeed with college level coursework (8% increase in fall, 7% increase in spring).

-Students reported an average 8.5% increase overall in their feeling of being connected to the University of Utah (3% increase in fall, 14% increase in spring)

Actions Taken:

The survey results will be shared with the EDPS 2600 instructors at the annual training in August 2014. We will use the results to consider curriculum changes and improvements, particularly in the areas of stress management, adapting to teaching styles, and identifying and remembering important information. Additionally, given the low response rate for the follow-up survey and poor participation overall during the spring survey, time will be spent brainstorming incentives to get student participation. It may be there is a more effective delivery method as well. These issues will also be discussed at our annual training.

Which department and/or program goals does this program / project align with?

There is no finalized strategic plan for the Learning Enhancement Program.

Which Student Affairs goals does this program / project align with?

1. Develop students as a whole through the cultivation and enrichment of the body, mind and spirit.

Goals and Actions:

- a. Promote physical, spiritual and psychological health and wellness, collaborating across campus with multiple organizations.

6. Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making.

Goals and Actions:

- b. Annual reports will be based on departmental and Student Affairs strategic plans to formally document progress toward strategic objectives.

8. Promote the effective use of best practices in Student Affairs departments, programs and services.

Goals and Actions:

- a. Encourage departments to utilize research and benchmarking services to evaluate their services, programs and facilities.

Which Learning Domain(s) does this program / project align with?

Health and Wellness

Academic Persistence and Achievement

Practical Competence

Critical Thinking