EDUC 108
Targeted Advising Campaign Report

Target Population
Student Outreach Services student who are a part of Strategies for Success (SFS) program, who decided to enroll in EDUC 108 and received a GPA of below 2.0 during their first quarter at Western (Fall 2015).

# of students identified (10)

Target Population Search Parameters
• Courses: EDUC 108
• Registered: Winter 2016
• CRN: 11408

Campaign Objective and Rationale
Since EDUC 108 (CRN 11408) is a mixture of students who performed above and below a 2.0 GPA during their fall quarter, I want to see if the students with below a 2.0 GPA receive a GPA above 2.0 for winter quarter. The goal of EDUC 108 – Purposeful Learning is to help students become familiar with strategies that enhance student learning in a scholarly context so that they can become better prepared for academic success in a university setting.

Goals
1. Appreciate themselves as unique learners with individual learning styles
2. Utilize study strategies that are conducive to their individual learning styles
3. Recognize personal strengths and weaknesses related to academic success
4. Construct effective study skills to ensure success with academic tasks
5. Develop valuable time-management abilities to aid with planning and prioritizing
6. Be aware of available resources to assist and improve learning and academic success
7. Comprehend university policies and their importance to ensure continued academic success

Intervention Approach
EDUC 108 consists of a number of in class assignments and a number of class projects students need to complete to practice the skills learned in class. A midway evaluation will be done to assess how class is going for each student and it will allow students to suggest topics
that they want to cover for the remainder of the quarter. Two advising appointments with their SOS advisor is required for the class, attend two tutoring/study group sessions anywhere on campus and students have the opportunity to earn some extra credit by attending an event/program hosted by SOS or an event/program they find valuable for themselves hosted by another office on campus during winter quarter. Other projects assigned in class are a time management project, a professor interview project and a career project.

Results

At the beginning of winter quarter there were a total of 23 students enrolled to take EDUC 108. During the quarter 1 student decided to drop the course and another student stopped attending class on week 4 onward. This brought the total number of students who were registered and attended class from the beginning of the quarter to the end of quarter from 23 to 21 which you will see reflected in the data tables below. Of the 21 students in EDUC 108, 10 of the students were on academic warning because for fall quarter the students received a quarter GPA of below 2.0. Since the focus of this campaign is on those students on academic warning my results will only reflect information about the 10 students in academic warning.

<table>
<thead>
<tr>
<th>Academic Warning</th>
<th>Students Targeted</th>
<th>Actual Result</th>
<th>Response Rate Goal</th>
<th>Actual Result</th>
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<tbody>
<tr>
<td>Academic Success Agreement</td>
<td>10</td>
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<table>
<thead>
<tr>
<th>Class Assignments</th>
<th>Students Targeted</th>
<th>Submitted Assignment</th>
<th>Response Rate Goal</th>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>90%</td>
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<td>Class Projects</td>
<td>Students Targeted</td>
<td>Submitted Class Project</td>
<td>Response Rate Goal</td>
<td>Actual Result</td>
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</tr>
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<td>Advising Appointment 1 (Week 1-4)</td>
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<td>Advising Appointment 2 (Week 5-10)</td>
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<tr>
<td>Study Hall/Tutoring</td>
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<td>60%</td>
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<td>Time Management Project</td>
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<td>80%</td>
<td>90%</td>
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<tr>
<td>Professor Interview</td>
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<td>Career Project/Major Exploration</td>
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<td>Extra Credit</td>
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<th>Mid-Term Evaluation</th>
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<td>80%</td>
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*The evaluations were anonymous so all 21 students were recorded

<table>
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<th>Actual Result</th>
<th>Response Rate Goal</th>
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<tr>
<td>Completed Evaluation</td>
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<td>95%</td>
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</table>

*The evaluations were anonymous so all 21 students were recorded

<table>
<thead>
<tr>
<th>Outcome Metric</th>
<th>Winter 2016</th>
<th>Spring 2016</th>
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<tbody>
<tr>
<td>Number of students taking EDUC 108 winter quarter</td>
<td>21</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of academic warning students winter quarter taking EDUC 108</td>
<td>10</td>
<td>0</td>
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<tr>
<td>Number of probation students spring quarter after taking EDUC 108</td>
<td>N/A</td>
<td>2 or 20%</td>
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<tr>
<td>Number of academic warning students that achieved good academic standing after taking EDUC 108</td>
<td>N/A</td>
<td>8 or 80%</td>
</tr>
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</table>

**Lessons Learned & Recommendations for Future Campaigns**

- Difficult to plan for class when the students in the class consist of students on academic warning, good standing, Access, first year, second year, third year, and transfer students.
- Grouping students into different classes depending on their reason for taking EDUC 108 would help make the class more meaningful and helpful for the student.
• Perhaps having all students in academic warning work with an SOS advisor to do an academic success agreement helps students from going on academic probation. The two students on academic probation for spring quarter did not work with an SOS advisor to do an academic success agreement or submitted one.

• The class evaluation is listed below but some common themes is that class should be twice a week instead of once a week. Students can’t sit in one class for very long. Now if this is a study skills class are we doing the students a disservice by having them sit for long periods of time and only meeting once a week because it works better for SOS staff or is this because students evaluations from the past have said they learn better when they go to a class once a week and sit for two hours?

Appendix

Appendix A (Copy with no results)

Mid-Quarter Class Evaluation

What areas concerning your academic success have not been discussed in the course and are not listed on the course syllabus but you really want to cover in class?

What in class can be improved to make it more enjoyable and helpful to your learning style?

I am running out of ideas of what to bring to class, what treats would you enjoy having in class?

Other Comments:

Appendix B (Copy with results)

EDUC 108 – Purposeful Learning
Emmanuel Camarillo – Winter 2016

It is important for me as an instructor of this course to keep improving it for future students. Please take a moment to answer the following questions. Your responses will be viewed after grades are posted and will most definitely not affect your grade. Your name is not required on this questionnaire. Thank you so much!

1. What is your biggest take away from the course that will help you achieve academic success in the future?
   • Prioritizing/taking initiative
   • My biggest take away from the course that will help me achieve academics success in the future is to seek my resources for my classes
   • What I learned about myself and how I could improve who I am to personally become my best-SELF
   • Get things done as soon as possible
   • To do everything in a timely manner and to not procrastinate
   • The ability to communicate with my professors and be able to network with resources.
   • Best-SELF and time management
   • Help w/time management
   • Resource skills
   • Time management and resources around campus
Time management skills, best-SELF, S.M.A.R.T Goals
This class was like a rouge that continuously snuck up on me every week and I would have rush to get assignments done
Networking and have knowledge on campus resources
Study/note skills, guest speakers, scholarship website
Time management, meet with advisor to check in, listening to motivational speakers, the career project really helped me a lot
Set SMART goals because it taught me that anything is possible if I set my mind to it.
The resource of having an advisor, mine really helped a lot
Even though most of the material we learned in class I already knew, it was good to have a refresher and also learn how to use the skills in college.
Meet w/my professors, keep track of my progress
Time management because I have learned so much about time management and I can see the difference from last quarter and this quarter because of using my time wisely

2. What class topics were most helpful to your learning?
Time management/ best SELF impact
Career project and time management reflection
Learning about services around campus, learning about majors and what I could do to improve my time management
Time management
Definitely time management and financial aid.
Resume building and best SELF
Scholarships
Scholarships and resume building
Resume building, SMART goals, time management skills
I didn’t know a whole lot about the services provided by the school so that was nice
Scholarships, best self
Time management, “pror. Interview”
How to check if your resume is good, time management skills, study and tutoring.
Test taking and note taking strategies
Notes, career paths, best self,
The career project that we did was very helpful because it helped me discover my major and classes I need to take for that major.
Time management, study/note taking skills, goal setting.
Financial topics
Talking about time management was the most helpful for me in class.

3. What assignment was the most beneficial to you and why?
I think time management was most beneficial for me
“Finding a career” I didn’t’ pick a career but it helped me decide a major.
The career exploration assignment was beneficial to me because it allowed me to explore different careers and also allow me to learn what steps I need to take in order to qualify for the job.
The time management assignment was very helpful because it helped me write down all my weekly schedules.
The career path assignment because I was able to talk to someone in that field and get a glimpse of what its like.
The career project/major exploration because if I hadn’t thought about my major I wouldn’t have changed it.
The career research project was really beneficial because it made me realize that I want to major in human services
Career project
Time management because it taught me how to be organized
I only remember the professor interview and I was already doing that
• Professor interview because it gave me confidence to go out and talk to my professors
• Time management, prioritizing my agenda
• Career project because it helped me explore more of the classes I need to take in order to get a degree in a specific field
• There are on-campus resources
• The professor interview got me to realize an interest in anthropology and a good resource within the anthro department
• Professor interview
• Career interview because it forces you to be proactive about my future.
• The assignment that was most beneficial was the time management one.
• Time management was the most beneficial to me because it helped me practice my time manage and get all the things done first and priority
• Career/major exploration. It made me realize the facts of the field that I plan on getting into

4. In your opinion, is this a course that should be required for all incoming first year student? Why or Why not?
• No, most people I know the generally good at handling the topics we discussed naturally I think this is just a course for those who need it. Those who need the extra refresher on college preparedness.
• Yes it gave a lot of advice and learned more on how to utilized the school resource
• I think that some ways it would be a great requirement for all freshmen to learn about some of the more significant courses but some in my personal opinion was not necessary
• Yes and no. if it was set up dif. Than yes.
• Absolutely, all students should have to take it first quarter because it will help for students to understand professors aren’t scary.
• No because high school and students might find this class redundant.
• I don’t think it should be required because not all students need the information provided because they might have learned it before.
• No but it should be required for those who did not do really well in high school and made it into college by a thin thread.
• YES, YES, YES! Very helpful and will prepare you for college
• Yes because it is very helpful when it came to finding campus resources and freshman really do not know much about what wwu has to offer
• No, it would become a hassle some kids got this down pat and don’t need a class
• I think it should be an elective still because people already know about this anyway
• Yes, gives a good resource for students and its people explore and learn about themselves
• Yes, especially freshmen who hasn’t taken avid in high school
• No, I feel many people already know this information
• Yes because it gives people who are afraid to ask for help a chance to get help
• Yes it should because it will teach them how to be responsible
• I think this course should be required because it helps students transition and also helps students use basic skills in the college environment
• No most things are already learned, and in this 2hr gap homework or something classes could be done. SOS should be a required visit though.
• I think this course should be required to the all incoming first year students because a lot of them will go through lot of the things that I have gone through which are time management and much more. This course should required to all freshmen

5. In what ways did the instructor express interest and commitment to your academic success throughout the course? What did you enjoy/appreciate about Emmanuel’s teaching style?
• I really like how he was teaching all the things that he did in class was helpful thank you Emmanuel for your help
• Emmanuel is great! Always positive
• He was very friends and helpful. You can tell he cares and wants his students to succeed not only in his class but in all their classes
• I enjoyed how he made the class so simple and engaging he is a good professor!
• I appreciated that Emmanuel was really nice and wanted us to learn
• Yes I enjoyed his teaching style. I know he cared about us by putting stickers and comments on our work
• the instructor put effort to help if you were struggling. His instruction were always clear. I like how he
does his teaching style it makes more understandable and easy
• Communication was good! Cared about what we thought and accommodated accordingly and snacks!
• He always seemed like he cared, never felt like he was just doing his job he wanted to teach us
• He was always in class and provided assingments that made us step out of our comfort zone but really
made us successful
• He never stopped smiling and he was very kind
• Very personal he was very responsive to individual concerns and questions
• Very genuine and kind person. Made sure everyone was good
• Having guest speakers and college resource teachers come in
• He brought snacks AND gave great feed back
• Whenever I emailed he responded with obvious warmth
• I really appreciated the way he genuinely cared about each of our academic strategies and understood us
from a student’s perspective
• I really appreciate how he is nice and has a lot of patience. When I talk to him he actually listens
• Emmanuel is very kind, giving, and helpful to those who express they truly care about their academics.
He shows a passion and a are for intellectual and personal growth.

6. What other topics do you think are important to cover during EDUC 108 that first year students would
find beneficial for their success at Western?
• I don’t have really anything for this because everything we went through or did in class were helpful and
beneficial
• Scholarship ESSAYS
• Study group meeting
• I think expanding on majors and time management would help cause he only spent like a day on each.
Other than that, maybe classes that would fit with our personalities or something of that sort
• Talk more about diversity and how important it is
• I think EDUC 108 covers everything the first year students need
• Thinking abou majors and what you want to major in
• How to find jobs on campus and how to apply for scholarship
• Resume, internships and job opportunities
• Health, sleep and how to learn yourself
• I don’t know
• Financial aid help and networking
• nothing
• Scholarship workshops, time management skills, best self, smart goals,
• Scholarships, study skills
• I’m not sure
• Time management, sources that’s provided

7. Overall, how can this class improve for next quarter?
• Nothing to improve
• Maybe add more subjects that vary
• Take students for a tour and see where the resources
• Have better times (earlier)
• Make it shorter to improve productivity
• I think its perfect
• More extra credit opportunities, the one I went to was fun but I couldn’t make the other opportunity
• More interactive things, less talking
• Actually show students where thing are. Take a field trip around campus
• I think it was a good class and I can’t think of anything that could change.
• More activities/ assignments
• Use class time more wholly, and have some elaboration on topics.
• Make it a little more challenging
• Change for the students in the class
• We should get to know each other more. Maybe, start each class with an ice breaker
• Have this class two times a week for only an hour. Current two hour block feels really long and I would lose interest during the second part of class
• More outside things; feel too compressed being in the classroom
• More engaging activity and better connection w/people

8. Other comments:
• Thank you Emmanuel :D
• Great class thank you for the snacks
• It was a good class
• I had fun! [insert 13 stars]
• Thank you! I really enjoyed myself
• Than you for the yummy snacks
• THANKS EMANUEL!
• Fun, fun, fun, enjoyed class
• Loved the class
• Thank you for an amazing quarter
• That was a good class, should be kept for years to come

Congratulations on completing your second quarter at Western!!!
It was a pleasure having you in class 😊
Enjoy your spring break!!