

First Year Experience LEAP Action Plan

LEAP Workshop Year: 2014 Action dates: Spring 2014-Spring 2015	For more information, contact: Kelli Danielski, danielsk@uww.edu , x1263
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<p>General Goal:</p> <p>Create an innovative, streamlined campus-wide communication plan to increase college student preparedness. We plan on developing an assessment tool which will evaluate all incoming freshman students on their ability to comprehend, and act upon, information received over the summer months from various campus offices, specifically Admissions, Financial Aid, Residence Life and First Year Experience.</p> <p>Overall, our plan is to provide students with information in a clear and consistent voice in order to help students understand the tasks and responsibilities expected of them before arrival on campus. We hope our communication plan will provide a more favorable position for students to strengthen their intellectual and practical skills including, but not limited to, exploring written resources as well as navigating and responding to new information delivered by campus offices.</p>	
<p>Planned Actions:</p> <ul style="list-style-type: none"> • Use anecdotal summaries based on conversations in INTRAUNV104 to further explain/support student preparedness, and to gather qualitative information • Collect and review results from both quantitative and qualitative assessment • Meet with Enrollment Management Committee to discuss our results • Meet with Media and Marketing Relations to discuss making changes to create a consistent voice, and timeline that is effective and appropriate for communication with students • Review and address how the Customer Relationship Management software system can be beneficial for our institution in working towards more streamlined communication across campus 	
<p>Deliverables, Completed Actions:</p> <ul style="list-style-type: none"> • Define student preparedness - <i>We want students to move</i> <p>From:</p> <ol style="list-style-type: none"> a. <i>Not reviewing the information at all</i> b. <i>Relying on parents/guardians to review information for them</i> c. <i>Taking the information and viewing it without interpretation</i> <p>To:</p> <ol style="list-style-type: none"> a. <i>Reviewing the information received more thoroughly</i> 	

- b. *Assuming personal responsibility to review information and sharing that information with parents/guardians*
- c. *Taking the information from the source and interpreting/evaluating it for next steps (i.e. when the admission letter gives them next steps, we would like to see students follow those recommendations—we are not seeing that right now. Instead students, or in most cases, their parents, are calling multiple office locations and asking questions that are unrelated to the office they called. For example, calling FYE and asking detailed housing questions, calling Residence Life and asking detailed financial aid questions.*
- **Collect communication that the Enrollment Management unit sends to incoming students** – *Evaluated communication pieces sent by AAEC, the Admission’s Office, and FYE, and developed a timeline to assess style of communication and overlap within our team’s departments.*
 - **Brainstorm campus departments, and start identifying individuals within those departments that we will communicate with to achieve long-term goals** – *Connected with multiple departments on campus, received communication pieces, and information in regards to when specific departments communicate with students. Met with departments such as Multicultural Affairs and Student Success, Future Teachers Program, Minority Business Program, Upward Bound, etc. and discussed collaborating on communication pieces sent to incoming students in an effort to elicit the students participation in the specific organization.*
 - **Check for overlap in communication and analyze timeline** – *Further assessed communication pieces sent by AAEC, the Admission’s Office, and FYE as well as various departments across campus and determined students receive an overwhelming amount of detailed information. This reinforced our initial assumption that a streamlined communication process could assist in easing the transition to college and help students feel more prepared to begin their academic career.*
 - **Develop survey to assess Student Preparedness** – *Developed questions to identify how confident students felt, and if they were able to complete necessary steps in order to sign up for required Plan-It Purple new student orientation, fill out housing contract, identify correct office to direct questions to when they arose, how often they are accessing/reading their UW-W e-mail, etc. These are all questions we believe students should be able to answer once they have been admitted to UW-W, and have completed the PIP process. However, we have experienced that some are not able to do this at this point.*
 - **Determine when/how survey will be delivered and who it will be delivered to** - *Survey link will be embedded in ‘Re-Check’ email that Academic Advisors send to all incoming freshman shortly after the Plan-It Purple new student orientation.*

Notes:

Our experience within the enrollment management unit is that the transition from high school to college is challenging as students have not yet developed crucial intellectual and practical skills, including, but not limited to, inquiry and analysis, personal responsibility, self-advocacy, effective communication, and the ability to utilize available resources. Lack of these skills is shown through students’ inability to communicate with academic advisors, admission representatives, and first year experience staff throughout the admission process. Some examples of this include reaching out to students through numerous forms of communication (i.e., letter, e-mail, phone call, text

message) and continuing to experience low response rate. In an effort to help ease the transition from high school to college our plan strives to support the development of student's intellectual and practical skills by providing them with the opportunity to practice written and oral communication skills and strengthen information comprehension ability (asking questions via e-mail or phone call related to the information the student has received from our offices).