

Initiatives to Promote Student Success at University-Based IEPs: Panel Presentation

Kristen Brooks, Texas Christian University

Josh Bollman, University of North Texas

Sandra Tompson Issa and Ann Tilson,
University of Kansas

Laura Phillips-Zee, Ellen Conroy, and

Leena Chakrabarti, Kansas State University

Kristen Brooks
Intensive English Program
Texas Christian University

Initiatives to Promote Student Success at University-Based IEPs



Kristen Brooks, Assistant Director
Intensive English Program
Texas Christian University
k.h.brooks@tcu.edu



A Tangled Web of Terms: The Overlap and Unique Contribution of Involvement, Engagement, and Integration to Understanding College Student Success

❖ Lisa Wolfe-Wendel

University of Kansas

❖ Kelly Ward

Washington State University

❖ Jillian Kinzie

Indiana University



Student Success in Higher Education

Founding Researchers

❖ Alexander W. Astin

University of California, Los Angeles

❖ George D. Kuh

Indiana University

❖ Vincent Tinto

Syracuse University



Student Success: Engagement

- Associated with G.D. Kuh
- Stems from research in educational practices
- Focuses on how the institution is providing opportunities for the students
- Focuses on both the individual and the institution
- Is evaluated by universities to determine effective practices



Student Success: Involvement

- Associated with A.W. Astin
- Stems from research in retention
- Focuses on academic and extracurricular activities
- Focuses on the individual and what s/he does to be involved
- Is associated with “almost every positive outcome of college”



Student Success: Integration

- Associated with V. Tinto
- Stems from research in “voluntary departures”
- Focuses on academic and social integration
- Focuses on the individual’s state of being and his/her perception of fit in the university
- Is associated with a student’s “knowledge of campus cultural norms”



Increasing Student Success and Retention: A Multidimensional Approach

By Paul R. Fowler and Hunter R. Boylan

- Clear Student Guidelines
- Mandatory Orientation (and First-Year Experience)
- Prescriptive, Developmental, and Intrusive Advising
- Developmental Education Coursework



References

- Wolf-Wendel, L. & Ward, K. & Kinzie, J.(2009). A Tangled Web of Terms: The Overlap and Unique Contribution of Involvement, Engagement, and Integration to Understanding College Student Success. *Journal of College Student Development*50(4), 407-428. The Johns Hopkins University Press. Retrieved February 18, 2013, from Project MUSE database.
- Paul R Fowler, & Hunter R Boylan. (2010). Increasing student success and retention: A multidimensional approach. *Journal of Developmental Education*, 34(2), 2-4.



Josh Bollman
Intensive English Language Institute
University of North Texas



Engaging Students



UNT

- Denton, Texas
- 36,000 students
- Best known for its arts programs



IELI

- 450 students from 25 countries
- 40 full-time instructors
- 8-week terms
- 23 hours of instruction each week
- CEA accreditation



Assistant Director for Student Success (ADSS)

- **Assists with all student services to promote engagement and retention of students**
- **Oversees Student Services Coordinator and several student workers**
- **Field trips and special activities**
- **Contracts (At-risk students)**
- **Student counseling**
- **Bridge to UNT**

Engagement/Before Arrival

- **Communicating by e-mail & telephone**
- **Airport pickup**

Engagement/Arrival

- Opening a bank account
- Ice cream social
- Campus tour
- Field Trip
- Transportation expo
- American lunch
- Introduction to Blackboard
- Shopping Trip



New Student Registration Week Schedule

Wednesday

March 6, 2013

Registration and Placement Test - Sycamore (SYMR) 260
8:00 a.m.

Attendance is required.

Bring your passport, I-94, I-20, proof of meningitis immunization, and two pencils to register. Also, have your credit card, cash, check, or travelers check ready to pay your tuition later in the morning. Your registration leader will take you to your testing room after you finish registration.

Payment and ID cards - SYMR/ESSC

11:30 a.m.

Walk with your testing group to the ESSC to get your student ID card made and pay tuition fees. After you have done these two things, you are free to get lunch on your own.

Open a Bank Account - Meet at the Eagle Statue, outside SYMR

1:00 p.m. (optional)

If you would like, walk over to the Wells Fargo bank with IELI staff. You will need your passport and student ID card.

Ice Cream Social - SYMR 260

2:00 p.m. (optional)

Relax after your test, enjoy ice cream, and meet IELI Peer Mentors (PALS) and other new IELI students. We hope to see you there!

Campus Tour - SYMR 260

3:00 p.m. (optional)

If you would like, after the spring treats, join other new students on a tour of the UNT campus. You will visit important buildings, including the University Union, the Eagle Student Services Center, Willis Library, the Pohl Recreation Center, and the Student Health and Wellness Center.

Open a Post Office Box - Meet at the Eagle Statue, outside SYMR

4:00 p.m. (optional)

If you live in a dorm, you will need a post office box at the post office. You will need your passport and student ID card.

Thursday

March 7, 2013

Academic Orientation - University Union, Golden Eagle Suite

9:00 a.m. - 11:00 a.m.

Attendance is required.

Orientation will include immigration information and IELI's academic orientation.

Dallas Aquarium Trip - Meet at the corner of Ave. B and Mulberry St., outside the GAB

11:30 a.m. - 4:30 p.m.

Attendance is recommended.

We will take a trip to the Dallas Aquarium. Meet other new IELI students, talk to IELI Peer Mentors (PALS), see many animals, and have fun! You will not need to pay for a ticket, but you should bring money for lunch. Bring your family! **You cannot attend the trip if you have not completed your meningitis immunization.**

Friday

March 8, 2013

Cultural Orientation - SYMR 203

9:00 a.m. - 11:00 a.m.

Attendance is required.

Cultural orientation will include information on health/safety and on basic knowledge of practices and expectations in America. **You will receive your placement test results.**

American Lunch - SYMR 260

11:00 a.m. (optional)

If you would like, meet your teachers and IELI staff for an informal American-style lunch.

Introduction to Blackboard - Marquis (MARQ) 314

11:00 a.m. - 4:00 p.m. (choose from four one-hour sessions)

Attendance is required.

All IELI classes use Blackboard Learn software. Learn how to use this computer program and other IELI Computer Lab resources. **You will sign up for a one-hour session during Academic Orientation.**

Wal-mart Shopping Trip - Meet at the corner of Ave. B and Mulberry St., outside the GAB

1:00 p.m. - 3:00 p.m. (optional)

Wal-mart is a store where you can buy bedding, food, clothes, electronics, and anything else you might need.

Transpo Expo - Meet at the Eagle Statue, outside SYMR

4:00 p.m. (optional)

Learn how to use the buses and train to explore Denton, Dallas, and Fort Worth. You will need your student



LP-2258

Made in USA

Spring Break Trip

Explore Fort Worth!

March 12

IELI will be taking students to see:

9:00 am - 6:30 pm

- Historic Stockyards
- Sundance Square
- Botanical Gardens

Free!

But bring money for food
and souvenirs!

Sign up by March 8th in Amber's office, SYMR 214



Fort Worth Botanic Garden

*Enriching people's lives through environmental stewardship and education



Engagement/During the Course

- Welcome Party (every term)
- Field trips (3-4 each term)
- Special activities (holiday or cultural events)
- Peer Assistance and Leadership (PAL) program
- Conversation Partners
- Student Council
- IELI Facebook
- Weekly Memo/Video Memo (advertise IELI, UNT, & community activities)

Spring I 2013

Activities

- Friday, January 18, 11:45am – 1:15pm: **Welcome Party**
- Friday, January 25, 11:30 am – 1:30 pm: **European Students' Day**
- Tuesday, January 29, 5:00 – 7:30pm: **Conversation Partner Party**
- Monday, February 4, 11:30am – 1:30pm: **Setsubun (Japanese) Celebration**
- Friday, February 8, 11:30am – 1:30pm: **Chinese New Year Celebration**
- Tuesday, February 12, 11:30am – 1:30pm: **Carnaval (Mardi Gras) Celebration**
- Thursday, February 14, 11:30am – 1:30pm: **Valentine's Day Cards**
- Friday, February 15, 7:00 – 10:00pm: **IELI Talent Show**

Field Trips

- Sunday, January 20, 5:00 – 10:30 pm: **West Side Story** at Bass Hall, Fort Worth
- Saturday, January 26, 10:00am – 6:30pm: **Fort Worth Stock Show & Rodeo**
- Friday, February 1, 6:00 – 8:30pm: **Restaurant Night** in Denton
- Saturday, February 9, 8:00am – 5:30pm: **Chickasaw Cultural Center** in Oklahoma
- Saturday, February 23, 5:30 – 11:30 pm: **Dallas Symphony Orchestra** at Meyerson Symphony Center, Dallas

ieli.unt.edu

Internet Explorer provided by the University of North Texas
http://ieli.unt.edu/
Convert Select
Favorites Suggested Sites Get more Add-ons
Rodman plans to vacation wi... IELI



Home IELI Today IELI Lab Online Practice Going to UNT UNT Links FAQs Contact Us Official IELI Website

IELI Links

- Home
- IELI Today
- IELI Lab
- Online Practice
- Going to UNT
- UNT Links
- FAQs
- Contact Us

Blackboard Learn



User login

✧ Username:

✧ Password:

Log in

IELI INFO



WEEKLY MEMO



IELI FACEBOOK



LAB RESOURCES



BB LEARN



Search

Search this site:

Search

Find Us On



IELI Video Quilt - 35 Years



IELI Events



Student Activities Survey

Engagement/After

- Help out as PALS
- Assist with orientations as translators
- Have former students speak at graduation ceremonies
- Music Club

Future Plans

- Online orientation
- Build stronger alumni community via networking sites
- Ongoing assessment

Sandra Tompson Issa
Applied English Center
University of Kansas

Initiatives to Promote Student Success at University-Based IEPs

Sandra Tompson Issa

Informational Sessions at the Applied English Center, University of Kansas

TESOL, March 2013



The Purpose of Informational Sessions

- To share important information with students
- To group new students together with other new students who share similar profiles
- To introduce new students to the counselors

How Do You Group the Students?

- Level 2 Speaking/Listening Students
- Full-time Applied English Center Students
- Part-time Applied English Center Students

What Information Do You Share with the Students?

- Language learning
- Cultural adjustment
- How to be a successful student

Level 2 Speaking/Listening Students and Full-time AEC Students

- Language learning
- Cultural adjustment

Part-time AEC Students

- Success in university classes
 - Time management
 - Communicating with your instructors (why and how)
 - Class participation
 - Assessing problems
 - Options and resources
- Achieving a balance between English language classes and university classes
- Gateway to the university
 - The AEC proficiency test
 - How to be an active language learner

How Do You Handle the Logistics of the Sessions?

- When do you offer the sessions?
- Where do you offer the sessions?
- How do you notify the students?
- Do you make attendance required or optional?
- Do you go to the students' classes, pull them out of classes, or work around their class schedules?

Student Support Services: a definition
Student Support Services: a goal
Student Support Services: a team



Laura Phillips-Zee
English Language Program
Kansas State University



English Language Program Kansas State University

Missing Student Protocol

Laura Phillips-Zee
ELP Adviser & Instructor

Missing Student Protocol

- **Within the ELP**
 - pro-active
 - dovetail with, not duplicate, K-State services.
- **Goals**
 - protect and educate/explain
 - mainstream and integrate
- NOT for hit or miss absences—
“dead on the kitchen floor”

Missing Student Protocol

Step 1

- Each student fills out Emergency Information Release.
- After five consecutive class days of absence, the teacher reports name to the Assistant Director or the Student Services Coordinator (SSC).
- SSC emails all teachers regarding attendance, also emails student's university and personal email addresses requesting contact.

Missing Student Protocol

Step 1 (contd.)

- The next day,
 - On-campus—call housing, RA check.
 - Off-campus—mail letter.
 - No current address—check with ISSS, re: transfer?
- Teachers will notify SSC if student returns to class/makes contact and **CASE IS CLOSED.**

Missing Student Protocol

Step 2

- Contact Office of Student Life.
- Student Life follows their (similar) process.
- Student Life sends email, requesting student's presence in Office, within 12 hours.
- Student Life makes request for a Health and Safety Check from Police Dept.
- If student is found, **CASE IS CLOSED.**

Missing Student Protocol

Step 3

- Case is considered an Emergency Situation.
- SSC calls student's parents.
- If no contact, FedEx letter to student's international address.
- If student is found, **CASE IS CLOSED.**
- If student is not found, case reported back to Student Life and ISSS for further action, possibly involving immigration.

Missing Student Protocol

Outcomes

- Locate, Explain, Assist—STEP 1
lazy, depressed, sick, computer games, misunderstanding, too cold, too hot, too far to walk, overwhelmed.
- Student Life—STEP 2
All steps in 2~3 days.
- Parents/Immigration—STEP 3
Usually in office within 2-3 hours.
Never gone to immigration level(3 years).

Ellen Conroy
English Language Program
Kansas State University



Initiatives to Promote Student Success: TOWARD Class

Course for Chronically Low-Achieving
Students

Ellen Conroy, Adviser/Instructor



Training for **O**rganization, **W**ellness, **A**cademics, **R**esponsibility, and **D**iscipline (**TOWARD**)

This course is designed to retain chronically At-Risk international students in the English Language Program at Kansas State University. Our objectives are to:

- *Engage students who would otherwise face dismissal from the E.L.P.
- *Give students structured opportunities to evaluate their choices and habits
- *Provide training in the 5 areas of organization, wellness, academics, responsibility and discipline.

TOWARD: Background

- *Formerly, the E.L.P. required non-performing students to sign a contract promising to put increased effort into their studies. This proved not to be enough of an incentive to make students truly accountable.*
- *After a 1 year period of observation and attendance tracking, we developed and piloted the TOWARD course to improve students' wellness and academic mindset.*

TOWARD: Learning Experiences

There are 3 basic types of learning experiences in this program:

- (1) The classroom experience (lectures, workshops)*
- (2) The mandatory study hours (homework completion, application of learned skills, one-on-one support)*
- (3) The physical training (fitness instruction, team-building activities)*





TOWARD: Student Learning Outcomes

Organization:

**Create and use a comprehensive calendar on K-State's electronic calendar system (Zimbra).*

Wellness:

**Participate regularly in physical fitness activities.*

**Attend lecture on foods, nutrition, and body image –or- attend University Health Fair.*

Academics:

**Attend supervised study sessions.*

**Become aware of academic options through participation in Academic Careers Information survey and analysis.*



TOWARD: Student Learning Outcomes (contd.)

Responsibility:

**Use calendar to make informed choices about scheduling activities/events.*

**Attend all classes, study sessions, and physical fitness sessions.*

Discipline:

**Regularly attend all classes and assigned activities.*

**Check university email daily for messages/information concerning classes, advising, etc.*



TOWARD: Results

Fall 2011: (Pilot)	8 students 37% Credit in TOWARD class 50% still at university
Spring 2012: (graded)	10 students 90% Credit in TOWARD class 60 % still at university
Summer 2012:	14 students 86% Credit in TOWARD class 71% still at university
Fall 2012:	14 students 77% Credit in TOWARD class 77% still at university

Ann Tilson
Applied English Center
University of Kansas

Initiatives to Promote Student Success at University –Based IEPs

Ann Tilson

One-on-one Cross-cultural Advising Appointments at the Applied English Center, University of Kansas

TESOL, March 2013

Our Cross-cultural Counseling/ Advising Philosophy

- Cross-cultural advising is part of the total process of educating ESL students
- Student and adviser share in the responsibility for problem solving
- Focus is on student potential, acceptance and respect for the individual, and validation of student needs

Advisers' Responsibilities

- Link between students, instructors, program administration, and the rest of the university
- Academic advising
- Probation caseload
- Study skills assistance
- Cross-cultural and personal adjustment help

Typical student concerns

- Disappointment over ESL requirement or level placement
- Stress over time and cost of completing ESL and degree
- Pressure from sponsors and others
- Worries about family and other relationships
- Roommate conflicts
- Visa concerns
- Health worries
- Homesickness, loneliness, cultural adjustment
- Difficulties in a university class
- Poor class attendance and performance

Appointment Logistics

- Most appointments are student-initiated
- Appointments are available M-F, 9-12 and 1-4
- 30-minute sessions
- Counselors follow established steps for consistency
- Six counselors currently = slightly over 100% FTE; most of the assignment is one-on-one counseling

How do students benefit from a one-on-one appointment?

- Resources
- Referrals
- Relationship

Leena Chakrabarti
English Language Program
Kansas State University

Initiatives to Promote Student Success at University-Based IEPs

Pre-Enrollment Orientation



Leena Chakrabarti
Kansas State University

What is Pre-Enrollment Orientation?

A planned event by the ELP to primarily “integrate”, but also to “involve and engage” our transitioning students – 2 parts

- *Welcome to the University and all the opportunities it offers*
 - *Pre-enrolling in academic classes for the next semester(done by the colleges)*
-
- *DAS 152 Full-time Advanced English*
 - *DAS 154 Part-time Advanced English*

Planning for the Event

- *Reserve rooms*
- *Plan a tight schedule*
- *Contact Colleges*
- *Contact students repeatedly*
- *Contact other areas in ELP*
- *Contact presenters*
- *Coordinate Outstanding Student Awards*



Planning for Registration

- *Make list of students and identify majors/colleges*
- *Send list of students to colleges*
- *Set Registration Dates*
- *Email students with registration dates and Math Placement Test info*
- *Registration -- Sign contracts, check for holds, explain Math Placement Test and transfer credits*
- *Lift holds after they have registered/signed the contract*

Planning for Day of the Event

- *Send repeated reminders – students, colleges, presenters, teachers*
- *Plan set up in Union*
- *Get PPTs from presenters*
- *Combine PPTs from presenters*
- *Assemble folders*
- *Lift ELP holds that morning*

Day of the Event

Pre-Enrollment Orientation For Exit-Level ELP Students

- 1:35-1:40 Welcome Address, Provost April Mason*
- 1:40-1:55 ELP Outstanding Student Awards, Marcelo Sabates, Assoc. Provost,
International Programs*
- 1:55-2:05 Immigration and Enrollment Requirements,
International Student adviser/SEVIS Coordinator*
- 2:05-2:25 Program Highlights
DAS 100 Freshman Seminar Course
School of Leadership Studies
Academic Assistance Center*
- 2:25-2:35 How to Be Successful at the University*
- 2:35-2:40 Pre-enrollment Process and Introduction of College Representatives, Leena Chakrabarti*
- 2:40 Students meet with Academic advisers
College of Agriculture – Dean Thielen
College of Arts and Sciences –Dean Wheatley
College of Aviation, Salina , adviser
College of Business – Bente Janda, Director of Student Services
College of Education – Linda Rawdon, adviser, Student and Professional Services
College of Engineering – Dean Larry Satzler and Olga Lease, adviser
College of Human Ecology – Mary Anne Andrews, Director, Academic and Student Services*



Reflection

- *Holds are placed back on student accounts*
- *Celebration of students' success in entering their college*
- *Acceptance and integration*
- *A time for building bridges – for transitioning students and also for the ELP*

Conclusion

Initiatives to Promote Student Success at University-Based IEPs

- Involvement
- Engagement
- Integration

Questions?



Contact Information

- Kristen Brooks, k.h.brooks@tcu.edu
- Josh Bollman, Josh.Bollman@unt.edu
- Sandra Tompson Issa, stompson@ku.edu
- Ann Tilson, atilson@ku.edu
- Laura Phillips-Zee, lphilzee@ksu.edu
- Ellen Conroy, conroy@ksu.edu
- Leena Chakrabarti, leena@ksu.edu