

## **The Power of Partnerships**

**Connecting-Achieving-Succeeding  
Student Success  
Workshops: Components,  
Logistics and Impact**

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# Connecting-Achieving-Succeeding

## Agenda

- Framing The Issue
- Logistics
- Components
- To What Effect? – Measuring Impact
- Preliminary Results
- Sustainability and next steps... a work in progress
- Students' Views

## Framing the Issue - Retention Framework

- A Partnership Approach - The Retention Framework
- Selected PN (Practical Nursing) Flex Delivery
- Eight Objectives - Third objective: address ill-prepared; minimize syllabus shock; initiate connections



# Framing the Issue - Objectives

1. Heighten student confidence
2. Strengthen academic preparedness
3. Facilitate student's transition
4. Nurture a student's sense of connection



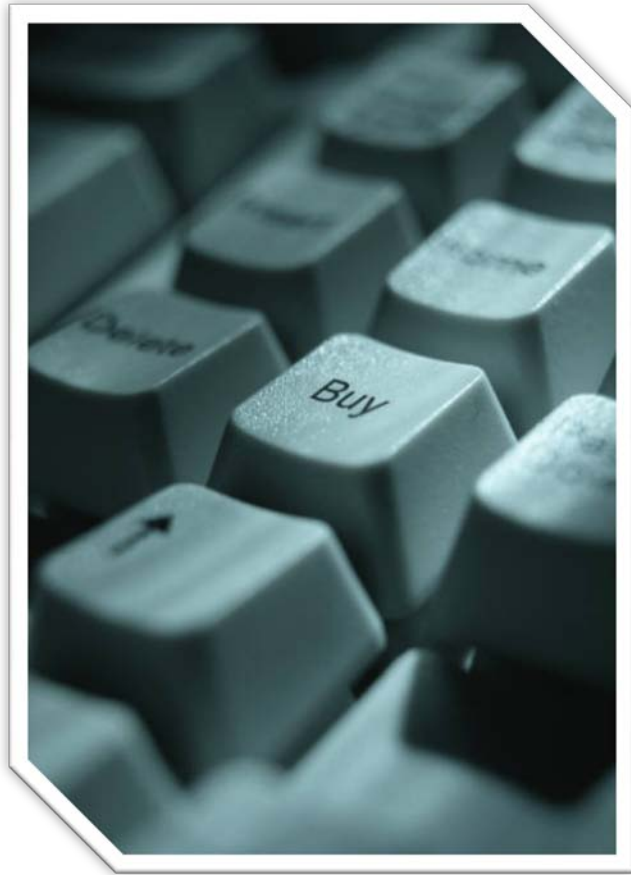
## Framing The Issue - Delivery those Objectives To...

- Practical Nursing Diploma - Flex Routes
- Student Selection -
  - Email was produced and sent to all students (N=189)
  - 51/189 students (27%) expressed interest by return email; 21/189 (11%) attended



- Average Range – 17-58 - Work & Family
- Program had a high attrition low retention Rate - 2006 Intake  
21/213 Participants for Fall 2009 Class (10%)  
39/150 Participants for Winter 2010 Class (26%)

## Methodology - Paying Close Attention To....



- Timing, location and length of Workshop
- Class Size
- Select Teaching Staff
- Group Dynamics
- Marketing The Workshop
- Make it Real
- Connect with the Industry
- Free!

# Methodology

- **Design:** 5 Student Success Workshops were designed with the following themes
  - Introduction of role of PN, program, college and each other
  - Finding right information to prepare for assignments and to succeed in the classroom
  - Learning tips and identifying own learning style
  - Learning in action
  - Test taking strategies and connecting with RPNs in practice



*“The greatest impact (on attrition) were lack of motivation to succeed, inadequate financial resources, inadequate preparation for college and poor study skills”*

(Habley and McClanahan, 2004, p. 6)

## To What Effect??- Measuring Impact

- Used weekly confidence survey
- Pre and post survey
- Assessed impact on learning and general experience
- Monitored attendance
- Hosted focus groups
- Reviewed the attrition and progression figures





# Results – Pre and post test questionnaire

•When comparing pre- and post-workshop surveys students' confidence levels increased in categories of 'very confident' and 'extremely confident' (from 'not confident', 'not so confident' and 'confident' categories) in many areas including:

I will be successful in my academics

I know what job I want when I complete this program

I know how to find my way around the campus and the services available to me

I will make friends quickly and easily

I know how to take good notes

I know what is expected of me in a classroom

I know what plagiarism is and how not to plagiarize

I know I want to be a Practical Nurse

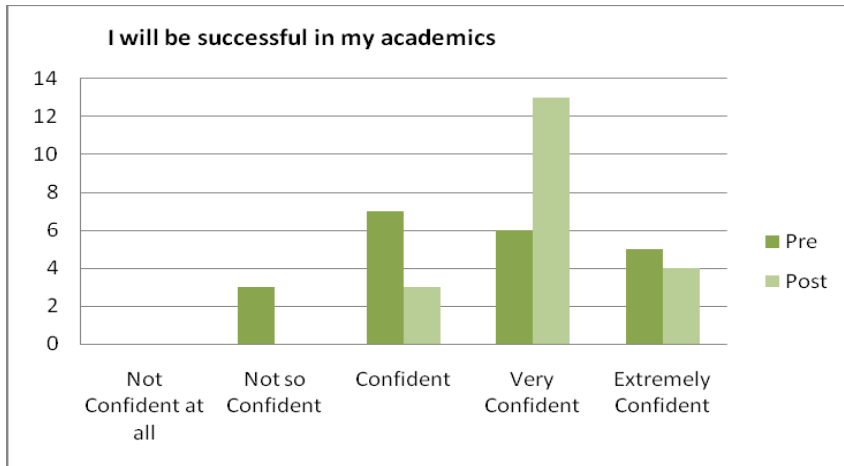
I can maintain a good life/school balance

I can work effectively with my classmates

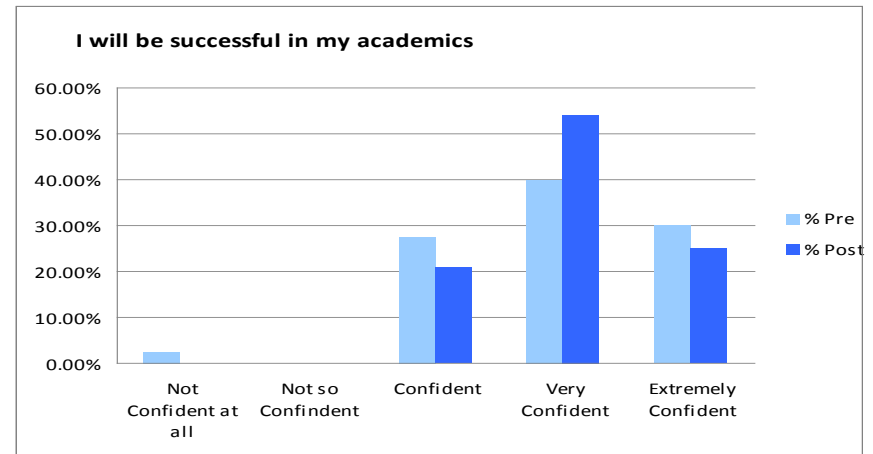
I prepare well for upcoming tests and assignments

# Impact on Learning Behaviours

## Cohort #1



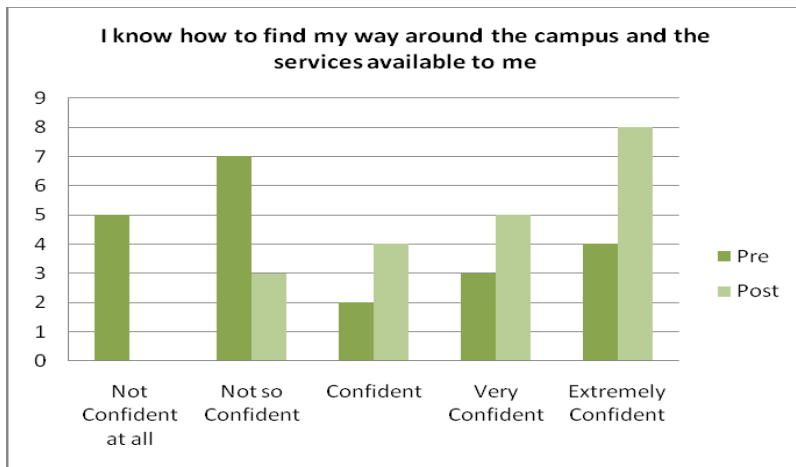
## Cohort #2



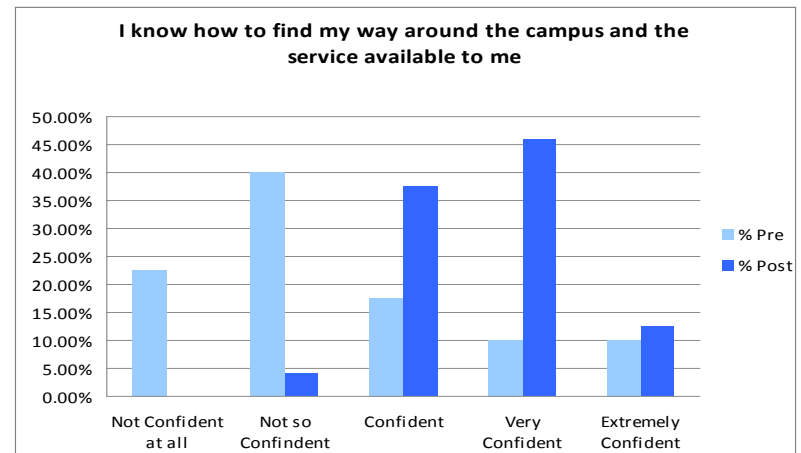
*“... if you are prepared for something you do not have a phobia,”*  
 A Fall Workshop Participant

# Impact on Student Experience (Familiarity)

## Cohort #1



## Cohort #2

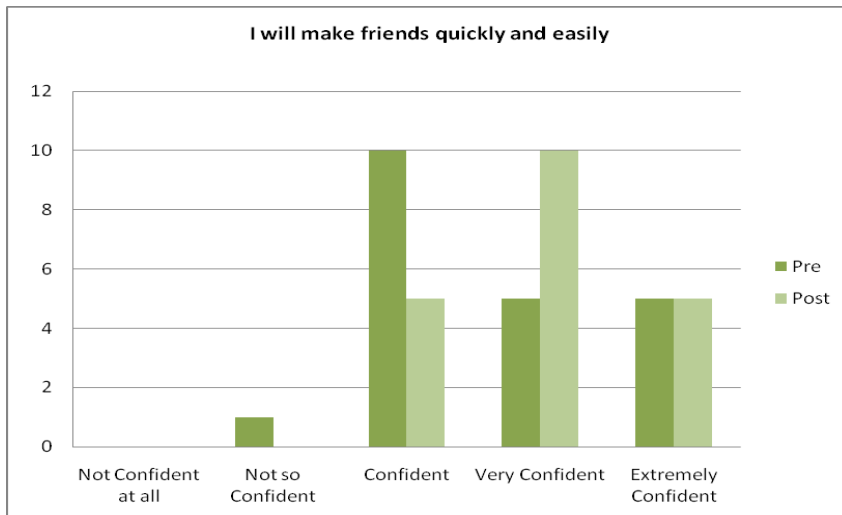


*“The workshops hit the bulls eye by showing how to get all this information from the library so when we started the program it was easier for us, also they gave us heads up to counseling, and what is right here to help, bursary and the information forms, even pin pointed what time and the deadline.”*

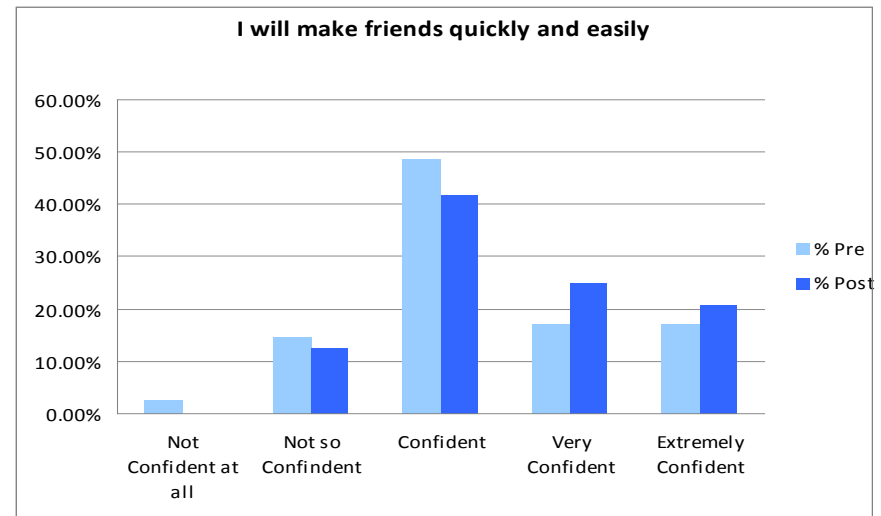
A Fall Workshop Participant

# Impact on Student Experience (Connections)

## Cohort #1



## Cohort #2

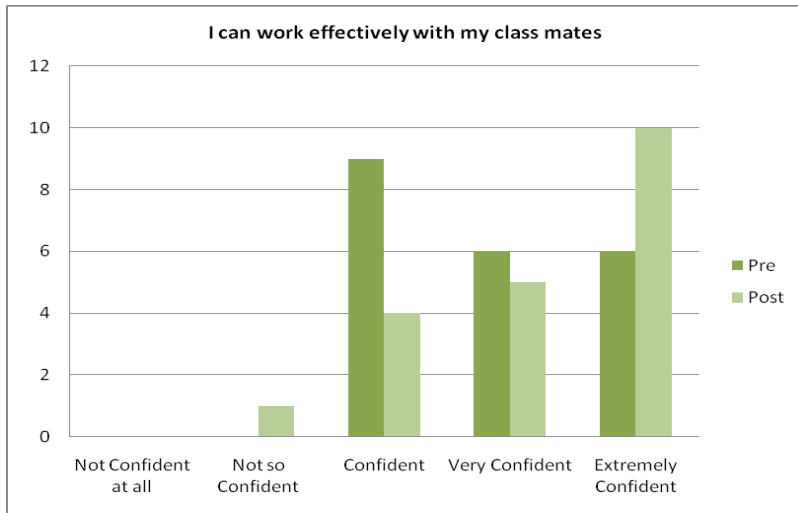


*“I was worried, I thought it would be like high school all over again, I was not going to know anyone, but the workshops gave me a way to meet new people and find out who was going to be in my class”*

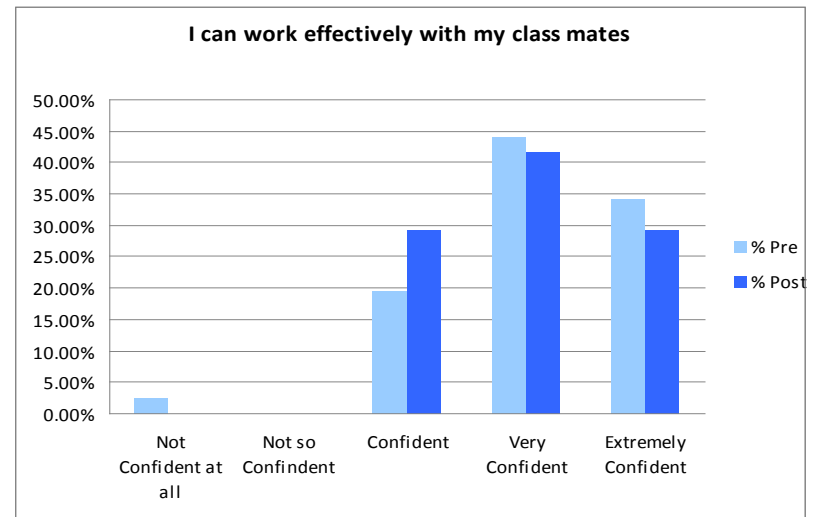
Fall Workshop participant

# Impact on Motivation

## Cohort #1



## Cohort #2



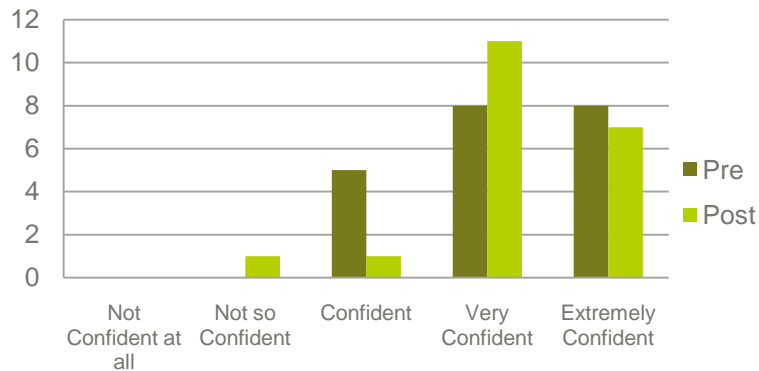
*"I like everybody's interaction with one another; very cooperative. This is a good start"*

A Summer Workshop Participant

# Impact on Career Choice

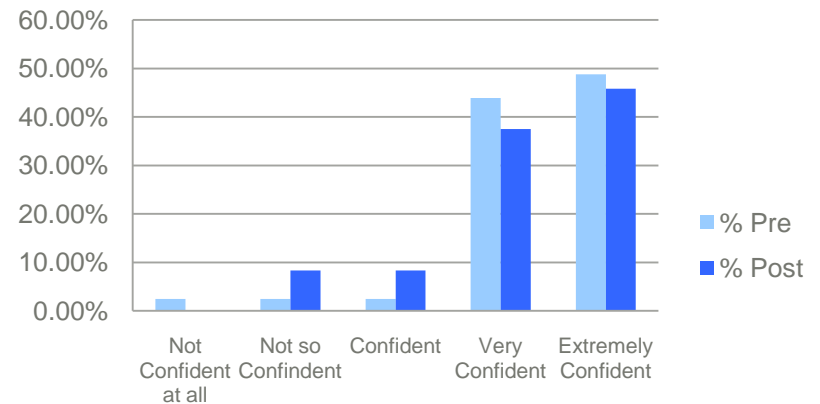
## Cohort #1

I know I want to be a Practical Nurse



## Cohort #2

I know I want to be a Practical Nurse



*“I thought the labs were the coolest part, I was like right on, really I get to do this on these things, for me the hands on, not just books, you really see if you whether it was really something you wanted to do, be in with those patients, we saw the bedsores and I knew it was not real but still I was nervous to touch it...”*

A Summer Workshop Participant

# Results – Weekly Confidence Rating

- Students' perception of their confidence levels in succeeding in and graduating from their program indicated some variance dependent on the topic of the workshop.
- Generally scores increased in the higher categories (7 through 10) as they progressed from week 1 through to week 5.



*“when I attended the workshops, I got to know people in the program, to meet teachers, and they gave us a tour, that boosted my confidence, more comfortable with the people...”*

A Fall Workshop Participant

# Results – Focus Groups

## Cohort #1 and Cohort #2

### Liked:

- Connections with peers and faculty
- Felt prepared for college life
- Familiar with course outline and readings to prepare early
- Aware of academic expectations
- Familiar with campus and student services
- Classmates in workshops and PN program

### Changes:

- Focus on more than one course
- Getting to know more teachers and have them introduce their course





# Preliminary Results – comparison of Cohort #1 and Non-participants

## Comparison of Cohort #1 and Non-participants

18/21 Participants were registered S1

13 Progressed to Semester 2 (72%)

4 Repeated 1 Course (22%)

1 Suspension (6%)

0 Withdrawals (0%)

192 Non-participants

103 Progressed to Semester 2 (54%)

60 Repeated 1 Course (31%)

22 Suspensions (11%)

15 Withdrawals (8%)

# Preliminary Results – comparison of Cohort #1 and Non-participants

## Comparison of Cohort #2 and Non-participants – Flex Intake

20 Participants were registered S1A	52 Non-participants
14 Progressed to Semester 2 (70%)	31 Progressed to Semester 2 (60%)
4 Repeated 1 Course (20%)	13 Repeated 1 Course (25%)
2 Suspension (10%)	8 Suspensions (15%)
0 Withdrawals (0%)	0 Withdrawals (0%)

## Comparison of Cohort #2 and Non-participants – Full time Intake

17 Participants	65 Non-participants
6 Progressed to Semester 2 (35%)	40 Progressed to Semester 2 (62%)
9 Repeated 1 Course (53%)	13 Repeated 1 Course (20%)
2 Suspension (12%)	12 Suspensions (18%)
0 Withdrawals (0%)	0 Withdrawals (0%)

# Sustainability

- Continuing to offer C-A-S workshops on semester by semester basis
- Continue to strengthen evaluation techniques
- Disseminate our findings and best practices
- Extending workshops beyond students in the practical nursing program to those students confirming offers in the Child Studies/ Community Services Department
- Next steps is to apply this to a greater student audience beyond the School of Community and Health Studies



## What Our Students Had to Say...

*"the workshops were very interesting and informative most of all I like the feeling it gives me to be at ease in the classroom settings and expectations"*

*"I am a shy person but doing workshops like these pushed me to be more outgoing"*

*"I learned that some myths about school were broken, so I can come to school with an open mind"*

*"Very informative. Feels like we have ahead start compared to those who didn't attend the workshops"*

*"I got the sense that the staff here really wanted us to succeed, that was the overall feeling I got"*

Summer and Fall Workshop Participants, 2009