



Coaching Students towards Success: An Ongoing Orientation Model for IEP Students

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Outline

- Overview of the IEP at the American English Institute
- Student Difficulties in IEPs
- Rationale
- Design process & curriculum
- Surprises
- Q&A/Discussion



American English Institute (AEI),
University of Oregon

IEP at the AEI

Students

- 400-850 students/term from China/Middle East/Japan/Korea/Brazil...

Courses

- Reading, Writing & Grammar (12 hrs/wk) 7 Levels
- Oral Communication Skills (6 hrs/wk) 7 Levels
- **International Student Success (2 hrs/wk) 3 Levels**
- Optional electives & university classes

University of Oregon

- Undergraduate Conditional Admission to UO
 - Completion of IEP (Level 6)
 - TOEFL 500/61 or IELTS 6



Student Difficulties in IEPs

Academic Issues in the U.S.

What are some issues students bring to your IEP?

- ❑ Poor attendance/tardiness
- ❑ Different student/teacher expectations
- ❑ Lack of study skills
- ❑ Academic misconduct
- ❑ Poor time management skills
- ❑ Isolation
- ❑ Co-ed classes

Fischer (2011); Lancaster University and the London School of Economics as cited by Reisberg (2012); Redden (2013); Stephens (2013)

Issues at AEI

AEI
2/5/2013

Academic Advisor Referral

Student Name: _____

Instructor Name: _____

Class: RWG / OS Level () Section ()

Date: _____

Concern: _____

Please take this form to an Academic Advisor in 160 Pacific. If they are not in, you can email them to set up an appointment: aeiadvising@uoregon.edu

You will discuss the concern and decide on a plan of action with the Academic Advisor. Then you will return the paper to your instructor. YOU WILL NOT BE PERMITTED TO RETURN TO CLASS UNTIL YOU SEE THE ACADEMIC ADVISOR.

.....

Date of meeting: _____

Plan of action: _____

Signed,

Academic Advisor

Student

Copied for file: _____

The stamp indicates that the referral process is complete. A copy of this form will be added to your personal file. Please return this paper to your instructor at the next class meeting. Best wishes for a successful term!

Academic Advisor Referral Form

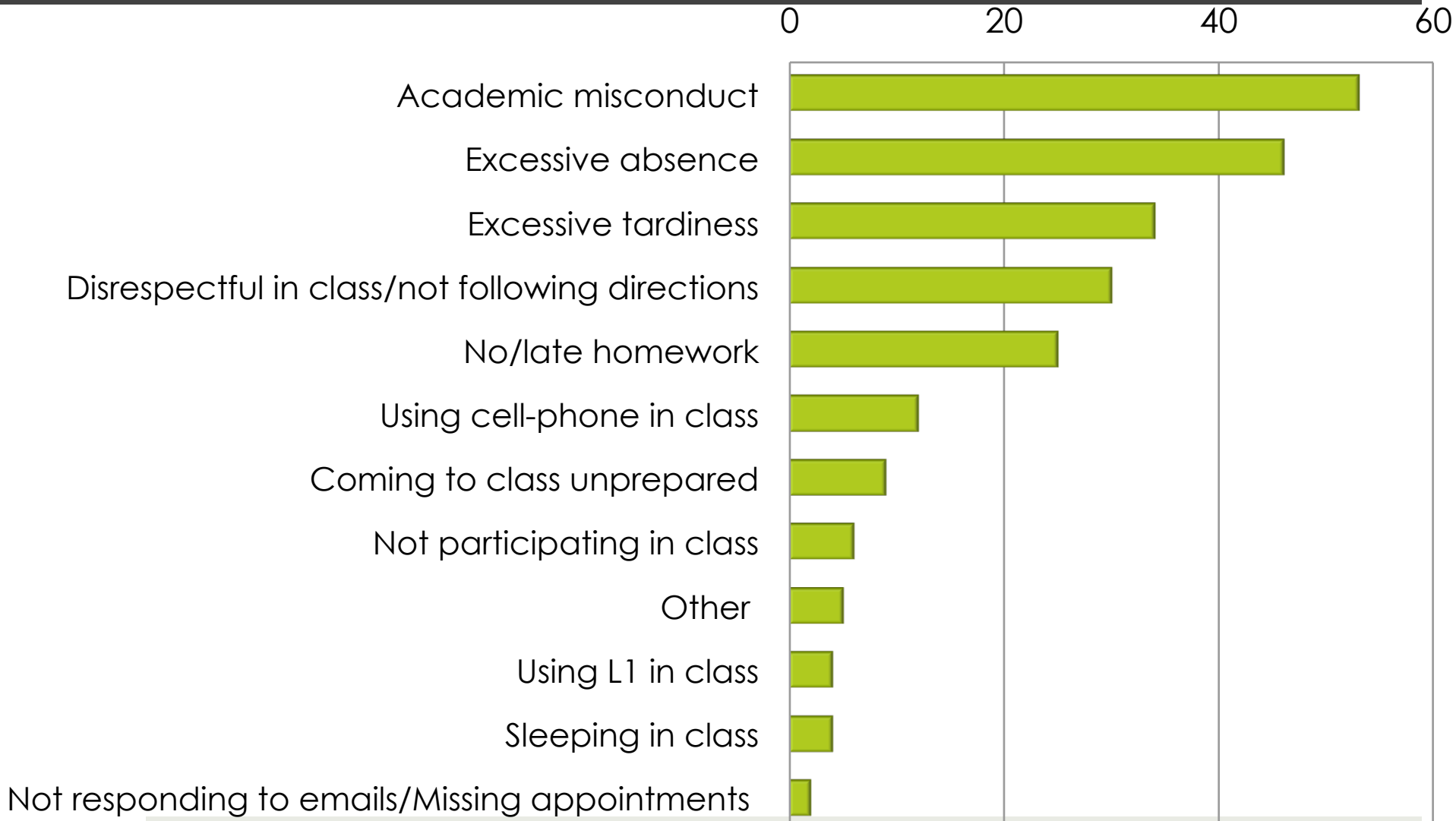
Teacher



Advisor

Student

Reasons for Referrals (F12 – F14)



Topics Discussed

- Strategies & expectations
 - Time management
 - Working with teachers
 - Participating more in class
 - Putting phones away
- Academic Policies
 - Probation & Disqualification
 - Student Conduct Procedure
 - Ramadan
- Campus Resources
 - Health Center, Counseling Center & Housing
 - Drop-in Tutor Sessions



Rationale for Ongoing Orientation

Why Ongoing Orientation?

What kind of environment would you like to promote at your IEP?

- Positive attitude among students
- Accessible resources
- Friendly staff and teachers who can support vigorous study

Benefits for Students

- Ongoing orientations can lead to:
 - higher attendance
 - better academic performance
 - improved retention
- Lower probationary rate for new students
- Learning various skills throughout term
- Connecting with other students and community

Cruise (2002); Kirk-Kuwaye & Nishida (2001); Astin & Panos (1969), Centra & Rock (1970), Pascarella (1980) Theophilides & Terenzini (1981); Bean (1981)

Benefits for Program

- Fewer complaints from students
- Collaboration within IEP and on campus
- Support teachers in developing students' skills
- CEA requirement on ongoing orientation



Cruise (2002); Kirk-Kuwaye & Nishida (2001); Astin & Panos (1969), Centra & Rock (1970), Pascarella (1980) Theophilides & Terenzini (1981); Bean (1981)



Logistics

Logistics – Student Placement

Student placement & Registration

- ▣ ALL NEW students are **REQUIRED** to take this course
- ▣ Placed by Levels (Level 0-1 mix, 2-3 mix, 4-5-6 mix)
- ▣ Students are registered automatically

Logistics – Schedule

	M	T	W	R	F
8	RWG 4 - 6				OS 4 - 6
9					
10	Electives				OS 0 - 3
11	RWG 4 - 6				
12	OS 0 - 3				
1	OS 4 - 6				
2	RWG 0 - 3				
3					
4					

Logistics – Schedule

	M	T	W	R	F
8					
9					ISS Sect 1, 2, 3, 4
10	ISS Sect 1	ISS Sect 3	ISS Sect 2	ISS Sect	
11					
12					
1					
2					
3	ISS UL A	ISS UL B	ISS UL B		
4					
5					
6					

- ▣ Scheduled during the elective time
- ▣ Lower levels have Friday combined sessions
- ▣ Starts IEP 2nd week

Logistics – Class Size

How big of a section?

- Combined Friday session up to 80 students
- Summer - 9~12 for lower, 15~18 for higher levels
- Fall/Winter - 15 for both levels

How many sections?

- Summer - 4 Lower/3 Higher (92 new Ss)
- Fall - 8 Lower/6 Higher (237 new Ss)

Logistics - FTE

Term 1: Approx. 1.57 FTE for 92 new students

- ▣ Coordinator - .17
- ▣ Student Services - .5
- ▣ Teachers - .9

Term 2: Approx. 2.47 FTE for 237 students

- ▣ Coordinator - .17
- ▣ Student Services - .3
- ▣ Teachers - $.5 + .33 + .33 + (.17 \times 5) = 2.01$
- ▣ Student workers – 14 hrs/wk

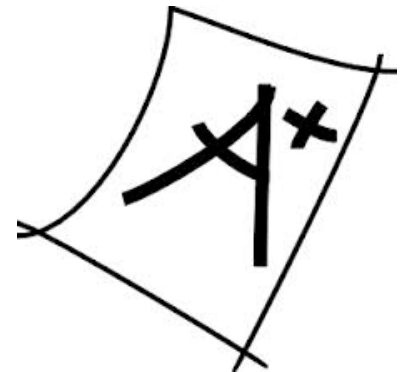
Logistics – Academic Policies

Attendance

- ▣ Required attendance
- ▣ Must repeat until they pass (repeat up to twice)
- ▣ Absence does not count towards probation/disqualification

Grades

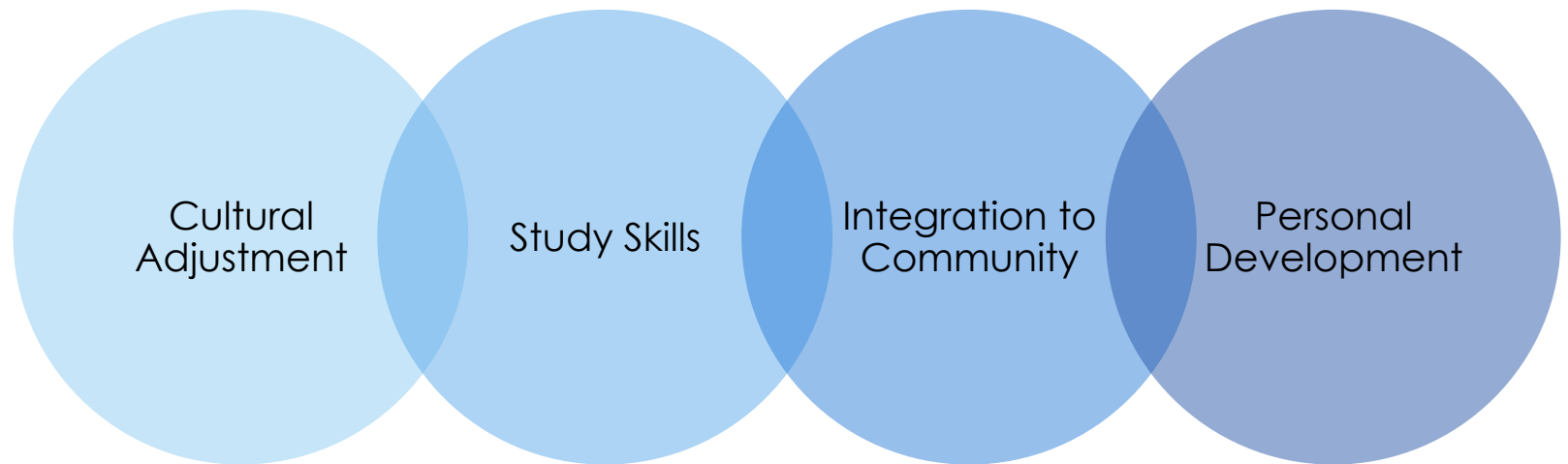
- ▣ Pass/No Pass
- ▣ Heavy focus on attendance and assignments
- ▣ Must pass the second time or OUT





Course Structure

Class Focus



Weekly Themes

Week	Topics	Activities
2	Campus resources	Campus tour
3	Community resources	Campus/community resource fair
4	Emailing etiquette & plagiarism	Write an email with CPs; game of plagiarism with Academic Advisors
5	Time management	Make a short- and long-term schedule; study habit inventory
6	Student expectations	Cultural differences in expectations
7	Cultural adjustment	Cultural adjustment; game of AEI
8	Final Project preparation	Put a poster together with resources
9	Final Project presentation	Share what you learned

Initial Unique Features

- Small cohort and strong relationship with teachers/ each other
- Student Services and IEP teachers often lead activities together
- Field trips
- “Micro-steps” towards success that they will take each week
- ~~Referring to the Student Handbook often~~
- ~~Guest speakers from campus and community~~

Features as Solutions

Time constraints

- ▣ Flipped Classroom (frees up time for class)

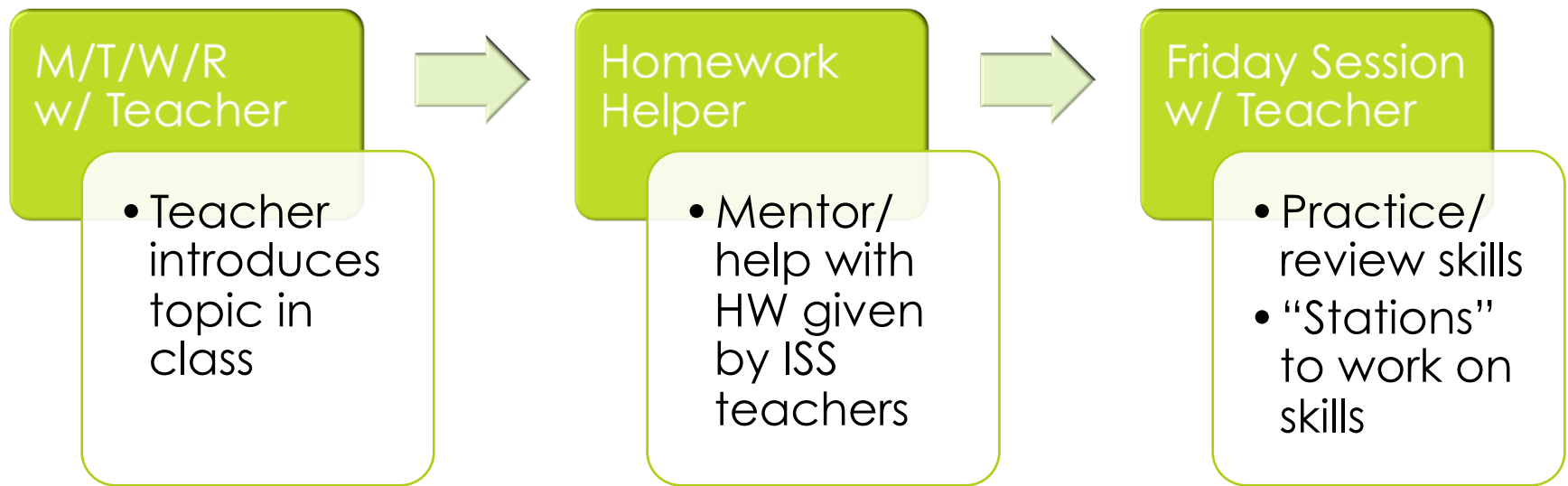
Not enough FTE

- ▣ In-class tutors (student workers)
- ▣ **Out-of-class Required tutors (“Homework Helpers”)**

Hard to measure tangible outcome

- ▣ **Success Passport**
- ▣ **Final Projects**

Out-of-class required tutors



- Tutors assist ISS homework only
- Tutors sign students' attendance sheet (part of the grade)

Homework Helper - Sample Activity

Emailing etiquette

- Tutors and students watch a video on emailing etiquette.
- Tutors share situations in which they emailed their teachers.
- Tutors and students write emails using skills from the video. Emailing scenarios will be provided.
- Students bring back the handout and the email to class.



Success Passport

<p>Sign up for and attend one AEI Activity.</p> 	<p>Cook a meal for your friends from other countries or your host family.</p> 	<p>Visit one place from your Treasure Hunt book that you have not visited yet and answer the questions.</p> 
<p>Plan a bus trip and take the bus. (Emx or LTD)</p> 	<p>Success Passport</p> <p>Community Study Skills Culture</p> 	<p>Volunteer at an AEI Service Saturday.</p> 
<p>Write an appropriate email to your instructor.</p> 	<p>Attend one event at the Mills International Center.</p> <p>Language Circles Mondays The Meet Thursdays Coffee Hour Fridays</p>	<p>Explore a local nature area and take a picture of yourself.</p> 
<p>Make an office hour appointment with your teacher, meet him or her, and share what you discussed when you met.</p> <p>Instructor Signature x _____</p> 	<p>Make an American recipe or try a new kind of food and describe it or bring it to class to share.</p> 	
<p>Make a priority list for your week. Order your assignments from the most urgent to the least urgent.</p> <p>TO DO LIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Organize your binder into sections and show your teacher.</p> 	<p>Do a special "Eugene" activity.</p> 
<p>Learn about an American Holiday happening this term and attend an event related to it. Describe a few traditions that you learned about.</p>	<p>Attend a University of Oregon sporting event. Learn more about UO sports at GoDucks.com.</p> 	



International Student Success Passport

Student Name: _____

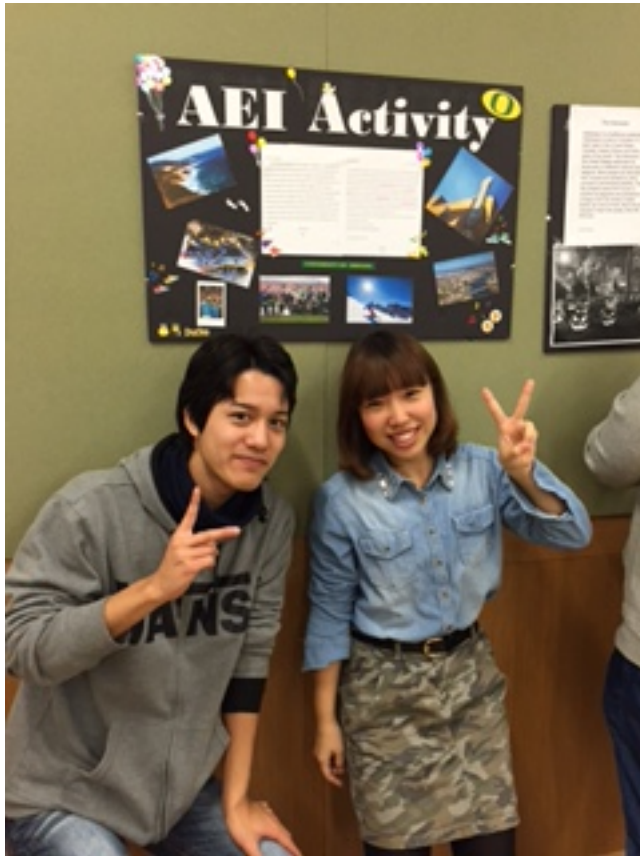
1. Choose an activity to do.
2. Take a picture of yourself or your UO ID card while at the activity.
3. Show the picture to your ISS teacher before or after your next class or bring proof that you went to the event. Your teacher will stamp your International Student Success Passport.



You have a whole term to collect 2 stamps in each color group.

The color groups are:
BLUE (COMMUNITY)
GREEN (STUDY SKILLS)
YELLOW (CULTURE)

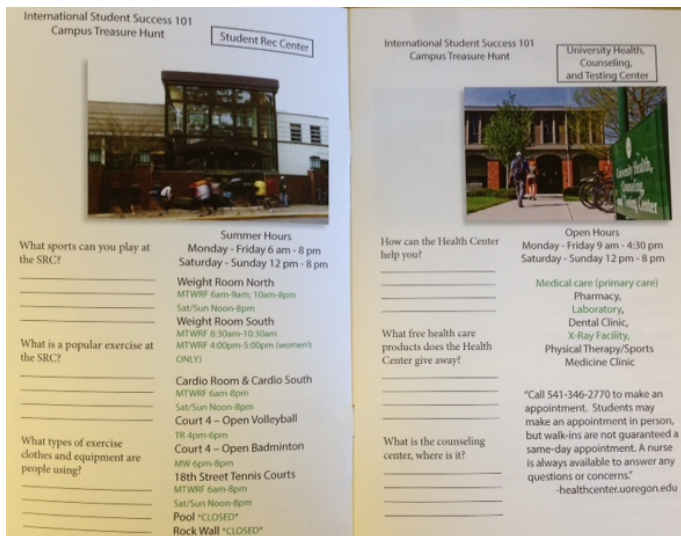
Final Project



Curriculum – Campus Resources

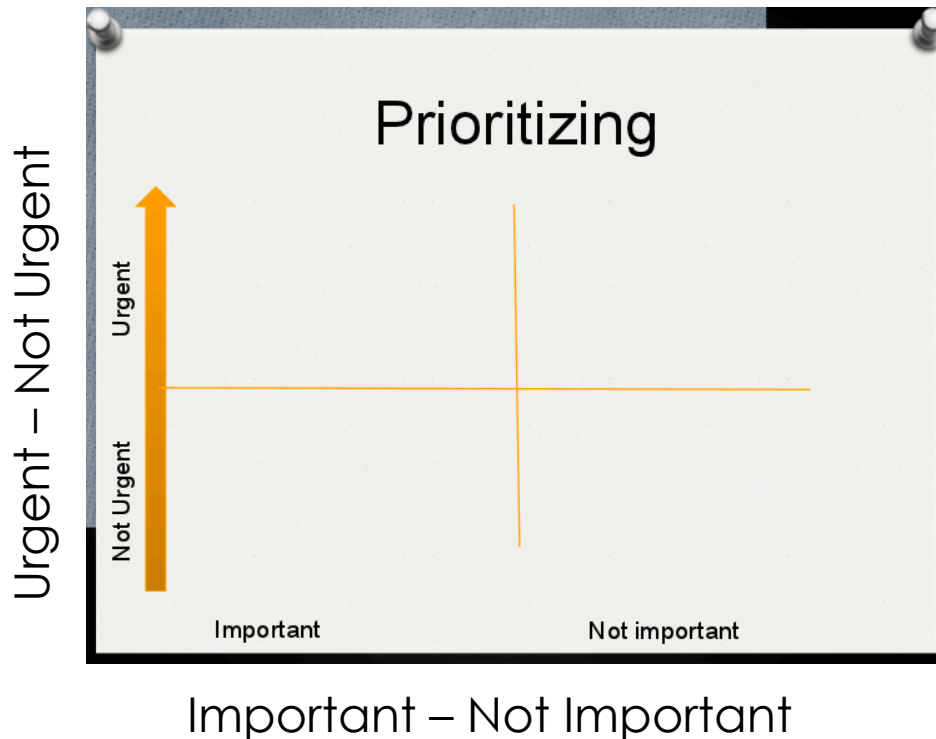
Week 2: Campus scavenger hunt

- Student groups go to various on-campus resources with teachers/CPs and find answers to given questions. They share the findings along with cultural observations with other groups.



Curriculum – Time Management

Week 5: Time management

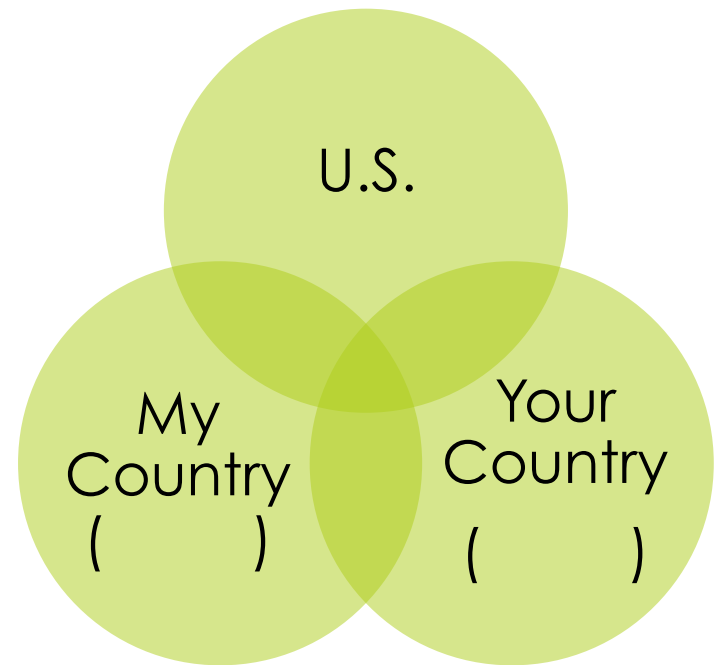


Curriculum – Student Expectations

Week 6: Good student, bad student

True or False?

4. Teachers should be flexible about due dates



Curriculum – “Game of AEI”

Week 8: Review Board Game





Data

Data Collection

- ▣ Student feedback form
- ▣ Pre- and Post-test
- ▣ Class evaluation
- ▣ Post-term team meeting
- ▣ Student statistics
 - ▣ Probationary rate for new students
 - ▣ Passing rate for new students
 - ▣ Grades for new students

Students liked...

teacher (12), country (8), friend (6), group (5)

- The classes are enjoyable and make us feeling free to talk about everything
- ... we feel comfortable when we want to talk to teachers or students group ...
- ... And this class improve your network.
- It is really practical. My country doesn't have this type of class, so I am sure I got many things from this class. Thank you.
- I liked to speak with other country people.

Data Results – Students didn't like...

time (22), long (7), repetitive (4)

- ▣ Somethings were kind of repetitive for me, but can be totally useful for other students.
- ▣ The information seems to be repeated (because in orientation week we had learned about it).
- ▣ No enough time to stay at class lol.
- ▣ Too long.
- ▣ group working is so hard for me.
- ▣ no thing
- ▣ less activities outside

Pretest/Posttest

3~34 points improvement in pretest/posttest:

- ▣ What to do when sick
- ▣ How to make an appointment with a teacher
- ▣ Where and what the Counseling Center does
- ▣ What to do in various situations including being stressed out, being on campus late, cheating, etc.

However, **scores went down** in what to say during Office Hours and how much they should study for RWG every week



Surprises

Surprises

- How well mixed levels (0-1, 2-3 and 4-5-6) work
- Students' willingness/eagerness to work with people from different countries
- How much students enjoy the Friday combined session that was born out of scheduling necessity
- Enthusiastic responses from campus/community partners
- % of students not doing well ☹
- Administrative/FTE “dumping ground”

Now...

- Program evaluation (3rd & 4th term)
 - Formative observations in class
 - Financial review
- Continue experimenting different formats

Questions?



Reflection on Current Practices

With your neighbors, please discuss:

- ▣ Academic/nonacademic issues at your IEP
- ▣ Current effort to help with these issues
- ▣ Best practice



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