山形大学
Yamagata University

FYE Course Improvement to Help Enhance Students' Interpersonal Skills

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Minako Yamamoto
Koji Fujiwara

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42nd Annual Conference on The First-Year Experience

Agenda

1. **Introduction**

2. **What we presented last year's conference**
   - **Interpersonal Skills Development Course (IPSD)**
   - **Comment, Suggestion, and Feedback**

3. **Updates**
   - **Assessment Results**

4. **Conclusions and Future Research**

About Presenters

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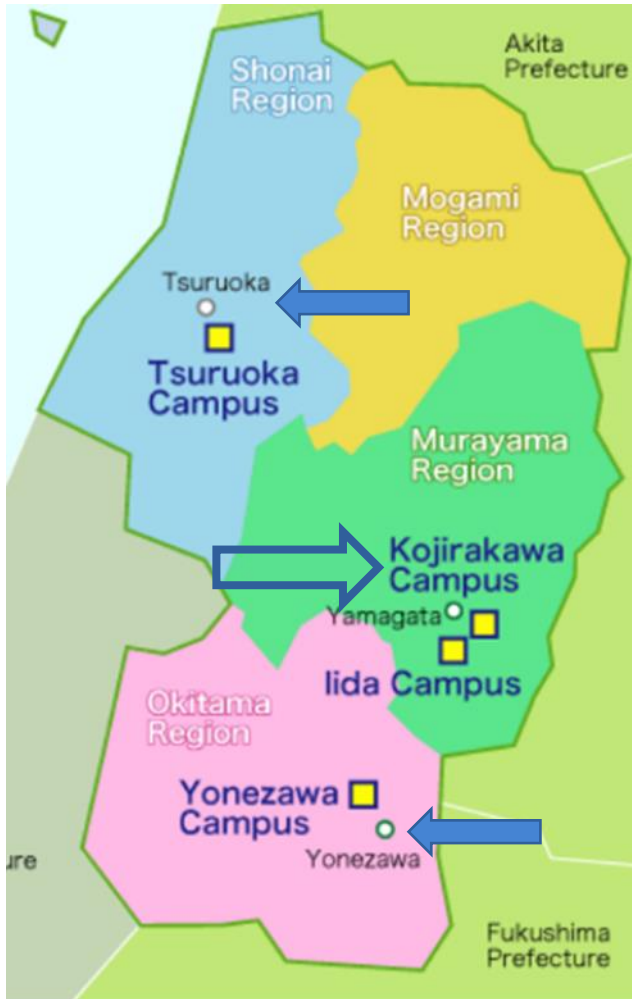 - E-mail: kfujiwara@cc.yamagata-u.ac.jp

Introductions

Koji Fujiwara

Where is Yamagata, Japan?

■ Direct Distance from Tokyo: 190 miles
- 3 hours by bullet train
- 45 minutes by airplane

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Yamagata University (YU)

- ■ **Type: National University**
  - • **Year Founded: 1878**
  - • **Multi-Campus (4 campuses)**
    1. **Kojirakawa Campus (K)**
    2. **Iida Campus (I)**
    3. **Yonezawa Campus (Y)**
    4. **Tsuruoka Campus (T)**

- ■ **Six Colleges:**
  - • **Agriculture (T)**
  - • **Education, Arts and Science (K)**
  - • **Engineering (Y)**
  - • **Literature and Social Science (K)**
  - • **Medicine (I)**
  - • **Sciences (K)**

- • **Kojirakawa Campus – Tsuruoka Campus: 60 miles**
- • **Kojirakawa Campus – Yonezawa Campus: 30 miles**

YU Quick Fact (AY2022)

Current Enrollment
8,729
Academic Year 2022-23

Undergraduate: 7,322 (% Women: 35.6%)
Graduate: 1,286 (% Women: 22.7%)
Special Program: 48
Non-Degree Seeking: 73

International Student
259

Academic Year 2022-23

% Women: 40.2%

New First Year Student
1,696

Academic Year 2022-23

% Women: 35.4%
% In-State: 22.7%

Degrees Awarded
2,210 (AY2021)

Baccalaureate: 1,713
Masters: 442
Doctoral: 55

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YU Quick Fact (AY2022)

Job Placement Rate
Undergraduate Alumni

99.9%

Academic Year 2022-23

Student-Faculty Ratio

11:1

Academic Year 2022-23

Faculty

782

Academic Year 2022-23

% Women: 17.6%

Staff

1,485

Academic Year 2022-23

% Women: 60.9%

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Key Characteristic of H.E. in Japan

■ **The academic year begins in April and ends the following March.**

Typical High School Senior Graduating Students:
- **Middle of March: Graduation**
- **Beginning of April: Start New Univ. Student Life**

They do not have enough time for making transition from high school to university.

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What we presented last year

Nobuhiro Matsuzaka

Tendencies among new university students in Japan

■ In Japan, new university students tend to lack confidence in their ability to:

1. adapt to university life
2. make appropriate career choices
3. communicate with others

■ IPSD at YU aims to help new students by boosting their:

1. self-esteem
2. self-efficacy in making career decisions

through class activities.

※**IPSD = Interpersonal Skills Development Course**
  (We will explain the details later.)

FYE Program at YU

YU provides two types of FYE courses:

1. Academic Skills Development Course (mandatory)
   - The course aims to develop student academic success skills: basic research, reading, writing, and presentations.

2. Interpersonal Skills Development Course (IPSD, elective)
   - Students learn about human skills and career exploration.
   - Today's presenters are in charge of IPSD at YU.

IPSD Course Objectives

- Boost the self-esteem of new students

- Help new students gain a sense of self-efficacy in making career decisions (career decision self-efficacy)

Post-covid

- Online
- 90 minutes
- Meet once a week (15 weeks)
- 900 students (4 sections)
- # of faculty: 2 (2020～)

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IPSD since 2020~ (online)

- The 90-minute classes were conducted in four steps:

  (1) Students view instructional video on key points and goals of present class

  (2) Students read class text and undertake individual work on class theme

  (3) Students take part in online class chat (asking questions and sharing opinions)

  (4) Students view another instructional video summarizing key points of present class, and are assigned homework

How we enhance student self-esteem（1）

■ <u>Course Activiity 1</u>

  ■ Reframing
- <mark>seeing things from a new perspective</mark>

- Example of reframing:
- *"anxious"* → "mindful and cautious"

■ Class Activitiy
  ■ Group discussion using online chat.
  ■ Work on reframing as a group.

How we enhance student self-esteem（2）

■ <u>Course Activity 2</u>

    ■ Strength Finding (Individual Work)

    ■ Working on self-approval (Individual Work)

    ■ Group discussion

Enhancing student self-efficacy

■ <mark>RIASEC</mark> by Holland, J.L., 1986 (<mark>Vocational Aptitude Test</mark>)

Codes	Profession (e.g.)	Personality (e.g.)
Realistic	**Engineer**	**Prefer to handle objects and tools**
Investigative	**Researcher**	**Prefer research and study**
Artistic	**Artist**	**Prefer creative activities**
Social	**Teacher, Counselor**	**Prefer working with people**
Enterprising	**Sales job**	**Prefer to achieve set goals**
Conventional	**Clerical work**	**Prefer working with data**

■ This test suggests the type of profession students are suited for.

■ Students may use the result for their career decisions.

Why is self-esteem important? (1)

■ Self-esteem
→good indicator of a student's ability to adapt to (new) student life

■ <u>Literature Review:</u>
Individuals with high self-esteem:

- have good relationships with other people
(Griffin & Bartholomew, 1994)

- develop higher quality social support structures and larger networks
(Marshall, Perker & Heaven, 2014)

Why is self-esteem important? (2)

■ <u>Literature Review : (cont.)</u>
Individuals with high self-esteem:

- exhibit good academic performance (Hattie, 1992)

- tend to choose professions that match their personalities and interests (Korman, 1966)

- Individuals with low self-esteem do not exhibit this tendency.

Why CDMSE important?

■ CDMSE
→ good indicator of a student's confidence in their new academic life.

■ Boosting CDMSE:
- raises academic performance
- promotes a greater enjoyment of university life
- leads to a more positive attitude regarding career decisions

Assessment Methods

1. **Self-Esteem Scale**

   - Developed by Rosenberg, 1965

   - 10 items

   - "strongly agree" (5) to "strongly disagree" (1)
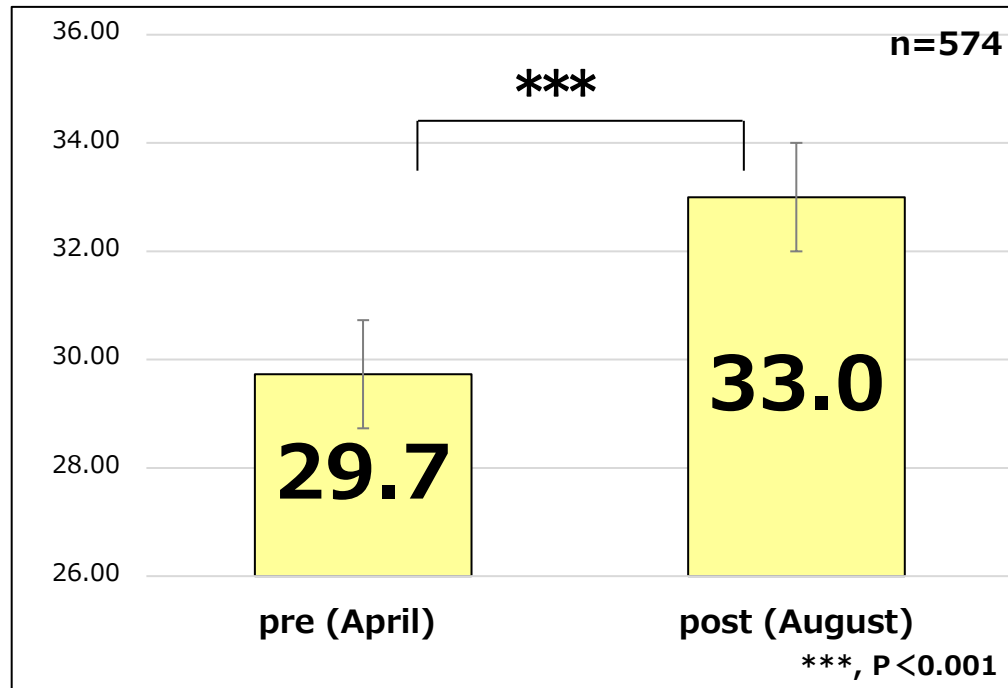
   - maximum score = 50

   - Assessed twice

2. **Career Decision-Making Self-Efficacy Scale (CDMSE)**

   - Developed by Taylor & Betz, 1983

   - 30 items

   - "complete confidence" (4) to "no confidence at all" (1)

   - maximum score = 120

Last Year's Results: Self-Esteem Scale

Self-Esteem Scale

10 items (5-point scale), Total Score: 50 points

paired t-test

effect size: d=*.47*

The IPSD course helps to boost the self-esteem of students.

Last Year's Results: CDMSE

Career Decision−Making Self−Efficacy Scale

30 items (4-point scale), Total Score: 120 points
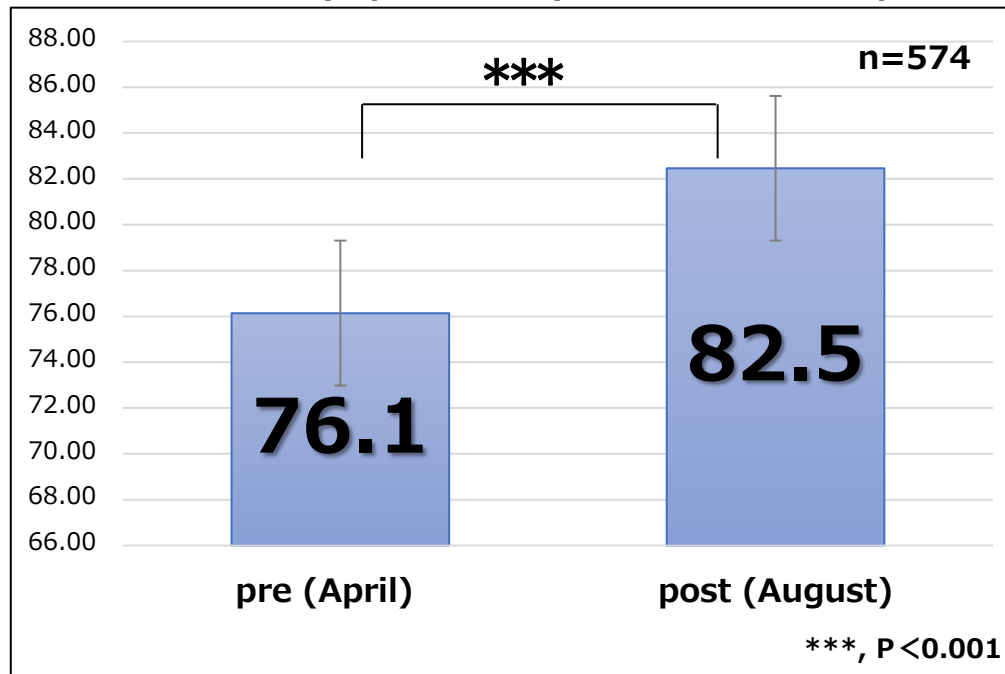
paired t-test

effect size: *d=.48*

The IPSD course helps students gain a sense of self-efficacy in making career decisions.

Last Year's Results: Summary

- The assessment results suggest that <mark>the IPSD course is working!</mark>

- Significant Increase in Self-Esteem Scale (29.73 → 33.00 points, d = 0.47)

- Significant Increase in CDMSE (76.14→82.46 points, d = 0.48)

Comments, Suggestions, and Feedbacks

■ Comments from the FYE 2022 Conference

1. Do you think these findings will be also seen in the first-year students next year ?

2. Do you think these positive effects will continue after their second year in the university?

Updates

Nobuhiro Matsuzaka

New Data

■ <mark>IPSD students in AY2022</mark>

- Number of students enrolled in the course: 858
- Number of students who participated in both pre and post-surveys: 449
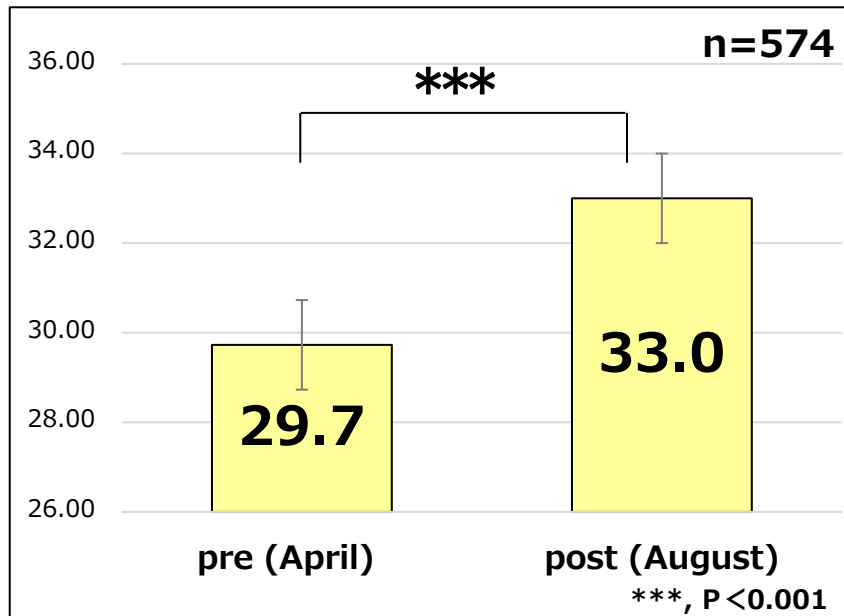
■ <mark>Follow-up survey (for AY2021 students)</mark>

- Number of student data in the course in AY2021: 574
- Number of students who responded to the follow-up survey in August, 2022: 102

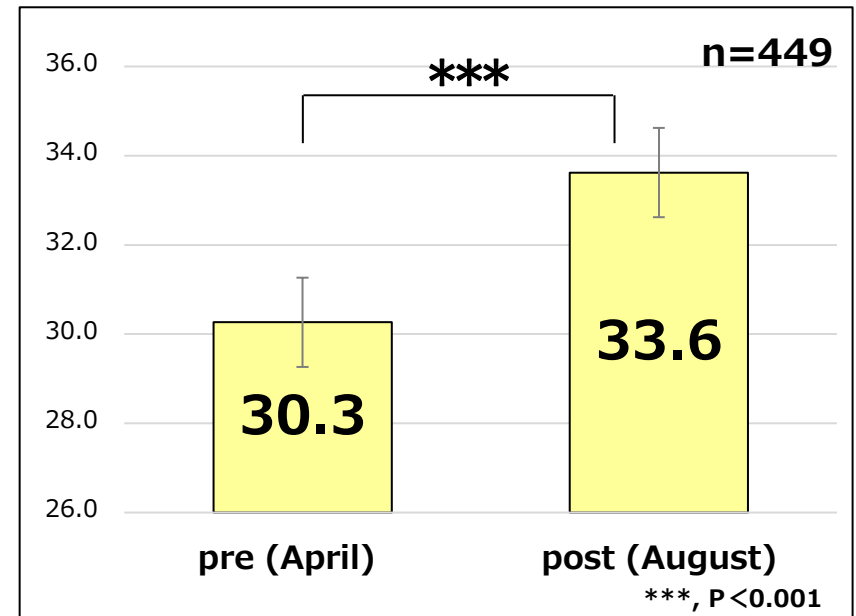# Comparison: Self-Esteem Scale

Self-Esteem Scale

2021

10 items (5-point scale), Total Score: 50 points

n=574

***

33.0

29.7

pre (April)　　post (August)

***, P＜0.001

effect size: d=*.47*

2022

10 items (5-point scale), Total Score: 50 points

n=449

***

33.6

30.3

pre (April)　　post (August)

***, P＜0.001

effect size: d=*.42*

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Follow-up: Self-Esteem Scale

Self-Esteem Scale（AY2021 Students）

10 items (5-point scale), Total Score: 50 points

n=102

**

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36.00

34.00

33.33

32.00

32.93

30.00

29.43

28.00

26.00

First year April 2021

First year Aug, 2021

Second year Aug, 2022

***, P＜0.001
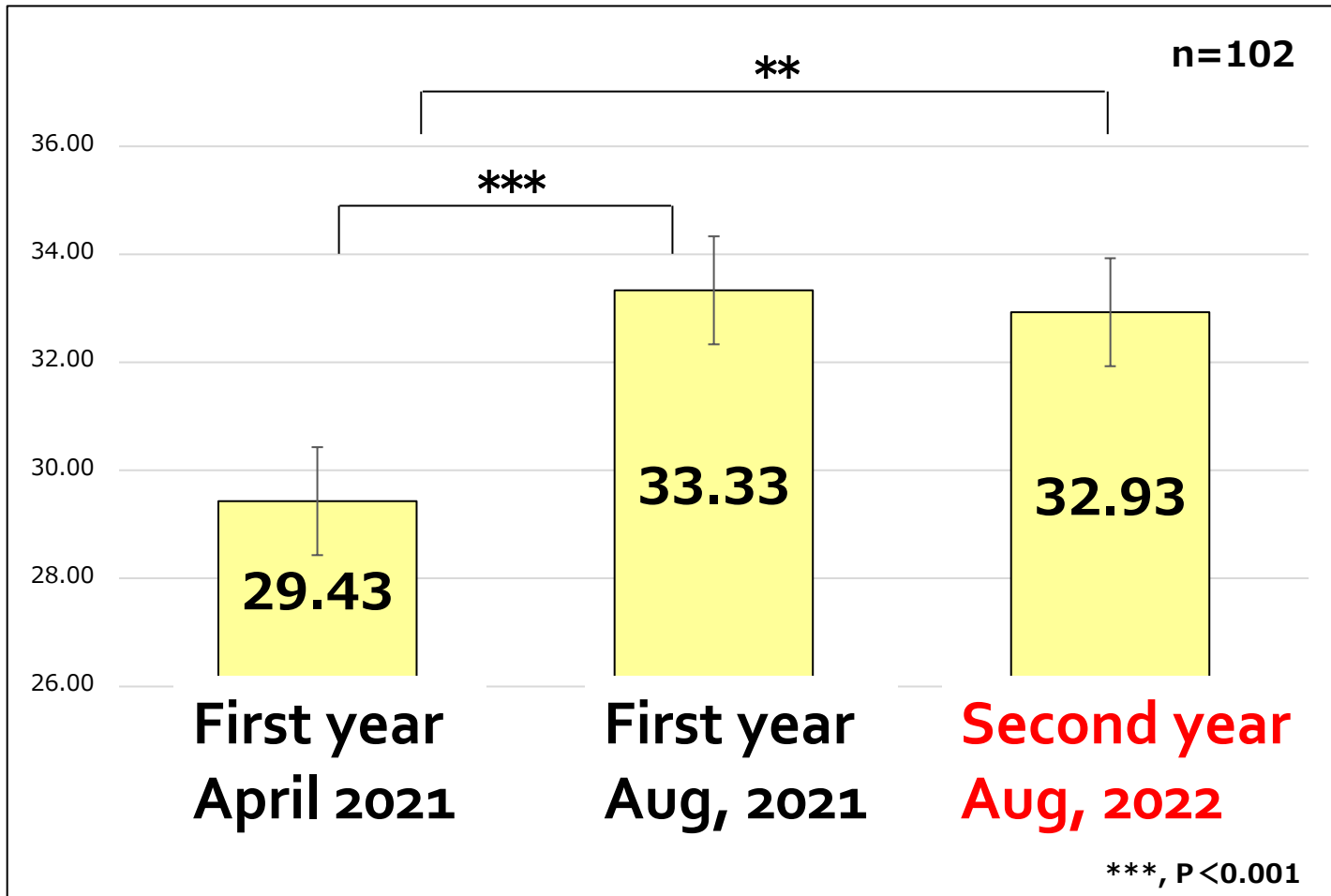
Comparison: CDMSE

Career Decision−Making Self−Efficacy Scale

2021

30 items (4-point scale), Total Score: 120 points

***, P＜0.001

effect size: *d=.48*

2022

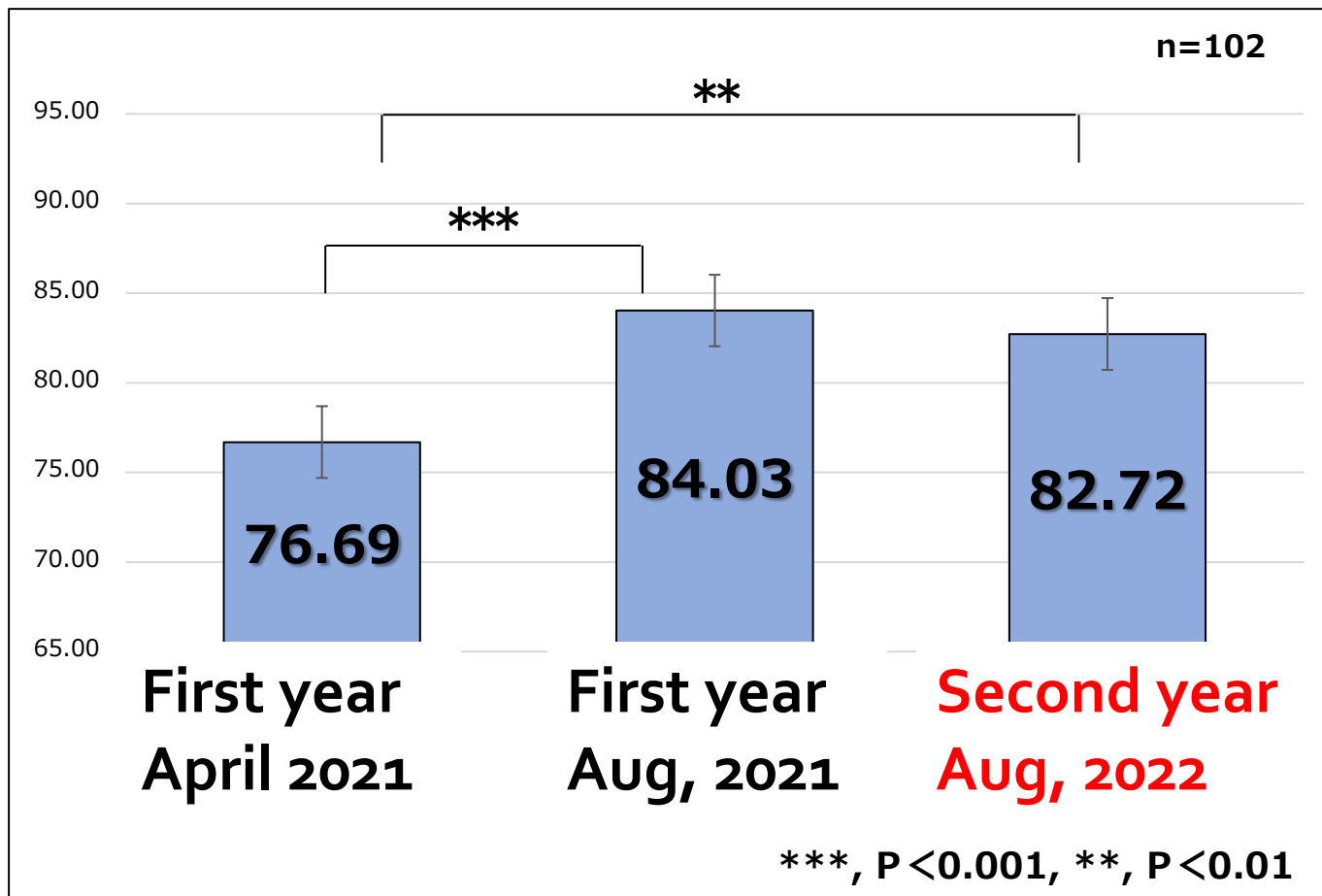30 items (4-point scale), Total Score: 120 points

***, P＜0.001
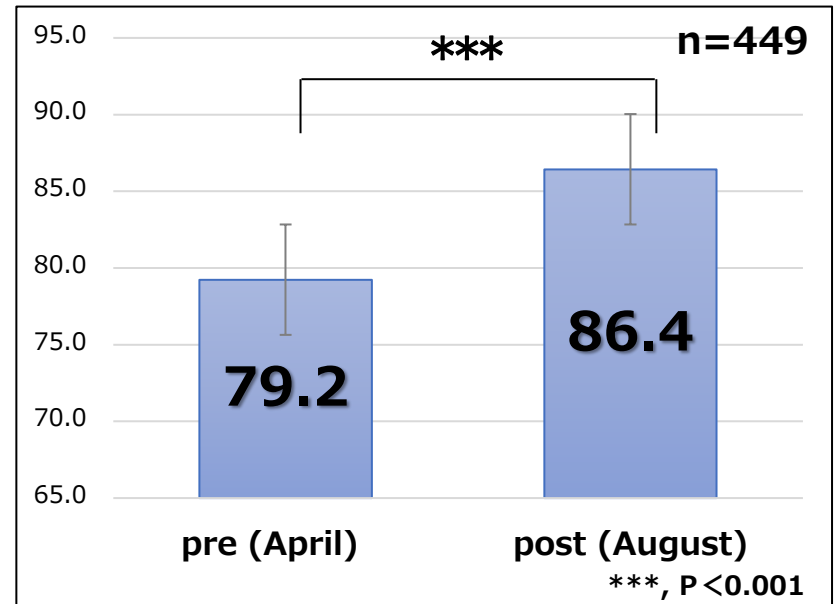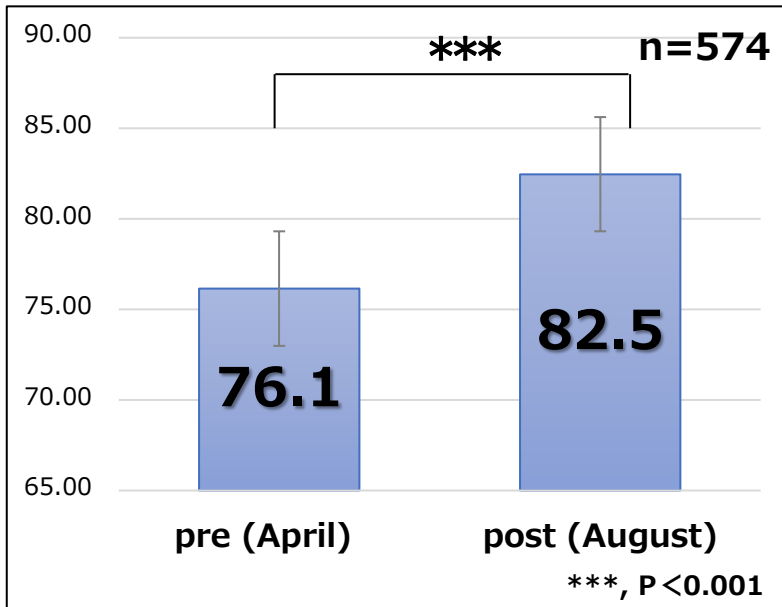
effect size: *d=.50*

Follow-up: CDMSE

Career Decision−Making Self−Efficacy Scale

30 items (4-point scale), Total Score: 120 points

IPSD: Indirect Assessment （ Supplementary information ）

	Completion Rates	Satisfaction Rates
AY2021 **(n=829)**	**98.3**%	**98.1**%
AY2022 **(n=858)**	**98.6**%	**98.7**%

IPSD: Student Comments

- Most of Students satisfied with IPSD

- Suggestions/Complains

  - Homework Due

  - Face-to-Face class

Conclusions and Future Research

Minako Yamamoto

Conclusions（1）

- The assessment results suggest that
  <mark>the IPSD course is working!</mark>

- Significant Increase in Self-Esteem Scale
  - Data: AY2022 and AY2021
  - There is no difference in scores at the point of entry to the university in AY2022 and AY2021.

- Significant Increase in CDMSE
  - Data: AY2022 and AY2021
  - There are differences in scores at the point of entry to the university in AY2022 and AY2021.

Conclusions (2): Follow-up Study

- ■ Students' Self Esteem is maintained.
    - • Data: AY2021 Students

      Repeated Measure ANOVA
      No diff: Aug, 2021 (post) vs. Aug, 2022 (2nd year)

- ■ Students' CDMSE is maintained.
    - • Data: AY2021 Students

      Repeated Measure ANOVA
      No diff: Aug, 2021 (post) vs. Aug, 2022 (2nd year)

Future Research

■ Conducting the same assessment in AY2023

■ Conducting follow-up surveys
- AY2021 cohort → will be 3rd year students (They will be graduated in March 2025.)

- AY2022 cohort → will be 2nd year students

■ Start preparing to examine the relationship of self-esteem and CDMSE with students' employment rate.

References & Acknowledgment

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THANK YOU!
ANY QUESTIONS, COMMENTS OR SUGGESTIONS?

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