



# **An Impact of Online FYE Programs on Student Successful Transition**

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# About Presenters

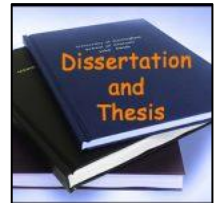
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# Agenda

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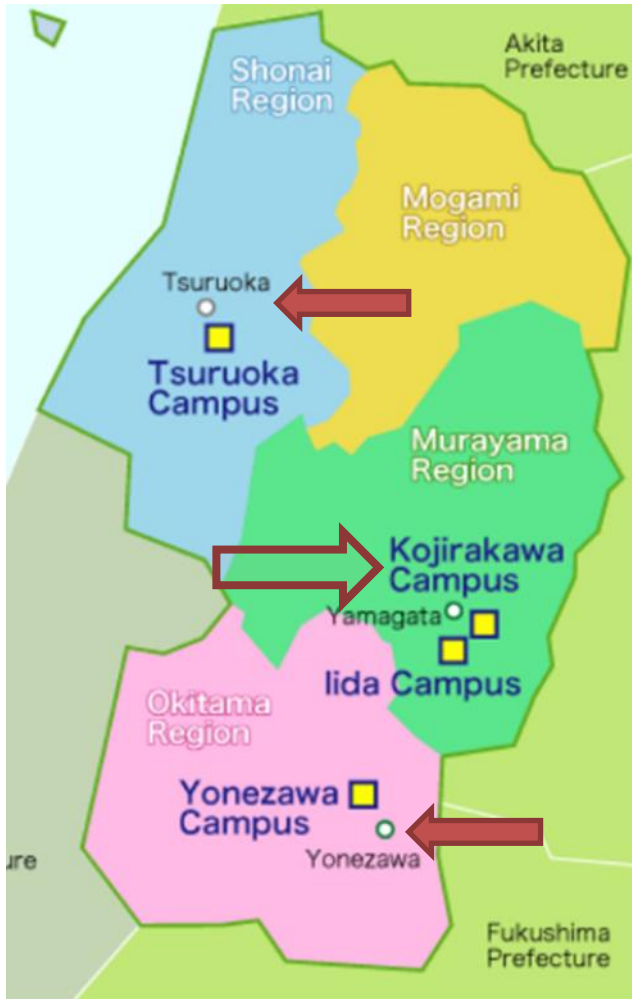
- Yamagata University (YU) and Higher Education in Japan
- Tendencies among New University Students in Japan
- FYE Program at YU
- IPSD Course Objectives and Activities
- Assessment Methods and Results
- Conclusions and Future Research

# 1. Where is Yamagata, Japan?



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

# 1. 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

# 1. YU Quick Fact (AY2021)

## Current Enrollment

8,720



Undergraduate: 7,398 (% Women: 35.6%)  
Graduate: 1,237 (% Women: 22.2%)  
Special Program: 40  
Non-Degree Seeking: 45

## International Student

234



% Women: 34.6%

## New First Year Student

1,690



% Women: 37.5%  
% In-State: 24.7%

## Degrees Awarded

2,153 (AY2020)



Baccalaureate: 1,636  
Masters: 468  
Doctoral: 49

# 1. YU Quick Fact (AY2021)

**Job Placement Rate**  
Undergraduate Alumni

**99.5%**



**Student-Faculty Ratio**

**11:1**



**Faculty**

**788**

% Women: 15.7%



**Staff**

**1,455**

% Women: 59.9%



# 1. Key Characteristic of H.E. in Japan

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- 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.



# 1. Key Characteristic of H.E. in Japan

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## ■ University Admission

- Students **must decide on their major** when they apply for **admission**.
- **Can't change the major after enrollment**
- No double or more majors
- No pre- program (e.g., Pre-Med, Pre-Vet, etc.)
- Almost **impossible** to
  - **Transfer** to another university
  - Have **flexible study plan**

## ■ **High expectation to graduate in four years**

## 2. 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.)

# 3. FYE Program at YU

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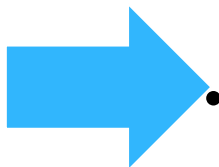
YU provides two types of FYE courses:

## 1. Academic Skills Development Course (mandatory)

- ① Hashizume, T., et al. (2021) 1700 FYE students taught by three faculty members, The 40th Annual Conference on The First-Year Experience (Online)
- ② Fujiwara, K, (2020) A Strategy to Motivate Students to Improve Their Presentation Skills, International Forum on The First-Year Experience, Washington, DC.
- ③ Matsuzaka, N., et al. (2020) Including Career Planning Activities in the FYE Program, Washington, DC.
- ④ Hashizume, T., et al. (2019) Evolution of the FYE Course at Yamagata University, The 38<sup>th</sup> Annual Conference on The First-Year Experience, Las Vegas, NV.
- ⑤ Hashizume, T., et al. (2018) Redesigning the FYE Course at Yamagata University: Our Challenging Journey, The 37th Annual Conference on The First-Year Experience, San Antonio, TX.

## 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.



## 4. IPSD Course Objectives

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

## 5. Why is self-esteem important? (1)

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### ➤ Self-esteem

➤ **good indicator** of a student's ability to adapt to (new) student life

### ➤ Literature Review:

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)

## 5. Why is self-esteem important? (2)

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### ➤ Literature Review : (cont.)

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.

## 6. Why is career decision self-efficacy important? (1)

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### ➤ Literature Review :

Individuals with **high career decision self-efficacy**:

- tend to appropriately carry out career decision-making tasks (Taylor & Betz, 1983)
- Career Decision-Making Self-Efficacy Scale (CDMSE)
  - measures the confidence in their ability to complete tasks necessary for career decision-making.
  - Boosting CDMSE is effective in reducing vocational and career indecision (Taylor & Popma, 1990)

## 6. Why is career decision self-efficacy important? (2)

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### ➤ CDMSE and new students

#### Boosting CDMSE:

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



## 7. IPSD Course at YU: pre/post Covid-19

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### Pre-covid

- Face-to-face
- 90 minutes
- Meet once a week (15 weeks)
- **1,200** students (4 sections)
- # of faculty: 1 (2012~2016), 2 (2017~2019)

### Post-covid

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

## 8. IPSD 2012~2019 (face-to-face)

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- ◆ The 90-minute classes were conducted in four steps:
- ◆ (1) Review of previous class and clarification of goals of present class
- ◆ (2) Students undertake individual work on class theme
- ◆ (3) Group work (groups of 5-6 students)
- ◆ (4) Summary and review of key points of present class, assigning of homework



## 9. IPSD 2020~ (online)

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- ◆ 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 instructional video summarizing key points of present class, and are assigned homework



# 10. How we enhance student self-esteem (1)

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## ➤ Course Activities

### ➤ Reframing

- seeing things from a new perspective

Examples of reframing:

- *restless* → having the capacity to take action
- *sloppy* → forgiving, easygoing
- *anxious* → mindful and cautious



- Individual work → group work → individual work

# 10. How we enhance student self-esteem (2)

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## ➤ Course Activities

### ➤ Strength Finding

What are your strengths ?



- Find your strengths and accept yourself
- searching for one's strengths, working **on self-approval**
- Look at your present strengths and engage in **self-approval**
- Individual work → group work → individual work

# 11. Enhancing student self-efficacy

- Strengthening career decision self-efficacy through
  - Vocational Aptitude Test (RIASEC by Holland, J.L., 1986)



- The test determined **six vocational personality types** upon the premise that knowing one's personality type can allow individuals to understand the type of profession they are suited for.
- Career decisions can be guided by one's personality.

# 11. Enhancing student self-efficacy

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## ➤ Group work

- Students share their test results and discuss the different types of professions and their personality types.

→ Students build awareness and communication skills in preparation for the future.



# 12. Assessment Methods

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## ■ Two Scales

### 1. Self-Esteem Scale

- Developed by Rosenberg, 1965
- 10 items
- “strongly agree” (5) to “strongly disagree” (1)
- maximum score = 50
  
- Assessed twice
  - Pre: April, 2021 (beginning of the semester)
  - Post: August, 2021 (end of the semester)
  - 574 students responded to both the pre and post surveys.



# 12. Assessment Methods (cont.)

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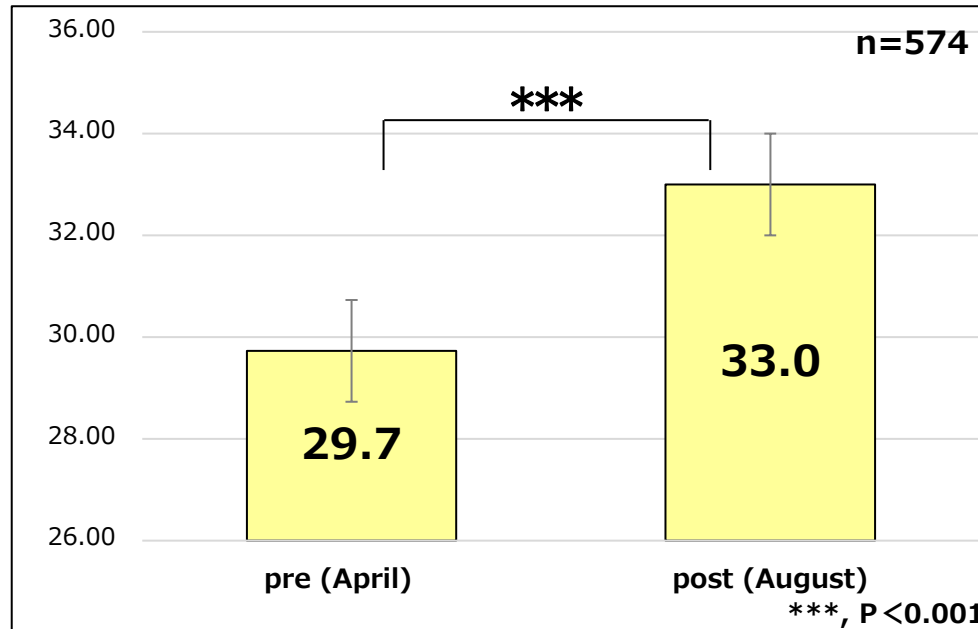
## 2. Career Decision-Making Self-Efficacy Scale (CDMSE)

- Developed by Taylor & Betz, 1983
- 30 items
- “complete confidence” (4) to “no confidence at all” (1)
- maximum score = 120
  
- Assessed twice
  - Pre: April, 2021 (beginning of the semester)
  - Post: August, 2021 (end of the semester)
  - 574 students responded to both the pre and post surveys.

# 13. Results: Self-Esteem Scale (paired t-test)

## Self-Esteem Scale

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



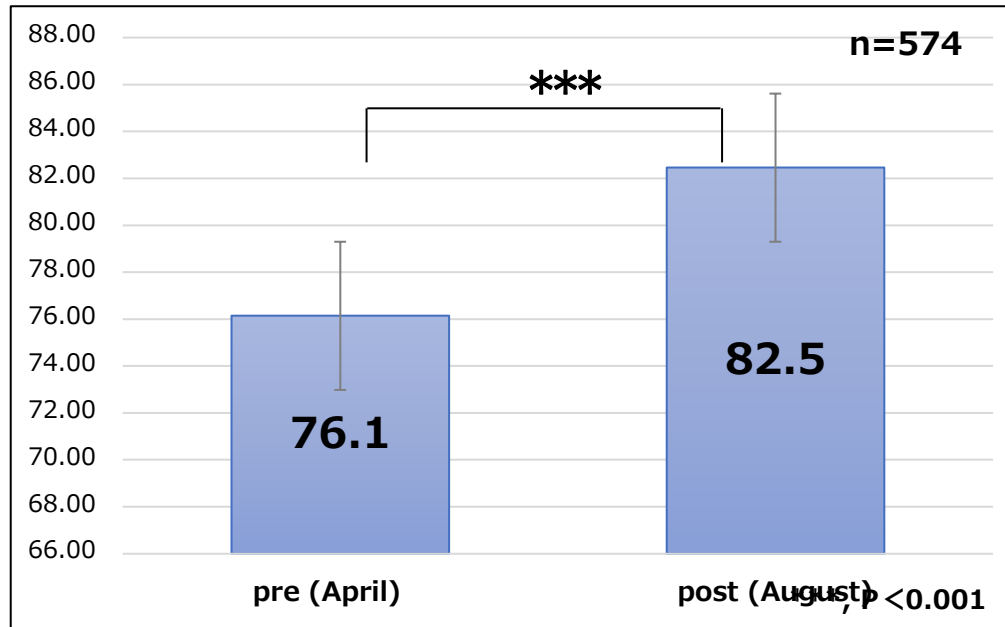
effect size:  $d = .47$

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

# 14. Results: CDMSE (paired t-test)

## Career Decision–Making Self–Efficacy Scale

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



effect size:  $d = .48$

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

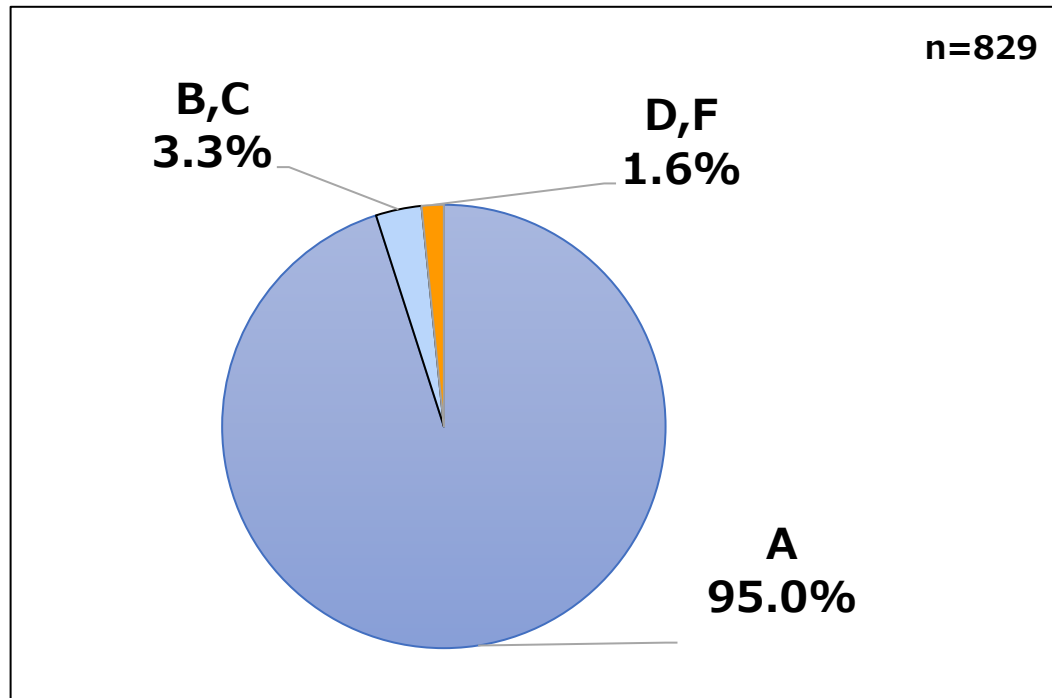
# 15. Assessment in AY2020 and AY2019

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- ◆ We analyzed the 2020 **online** IPSD course (April 2020 - August 2020) data using the same methods and found similar results.
- ◆ We analyzed the 2019 **face-to-face** IPSD course (April 2019 - August 2019) data using the same methods and found similar results.
- ◆ The IPSD course is working!

# 16. IPSD: Indirect Assessment

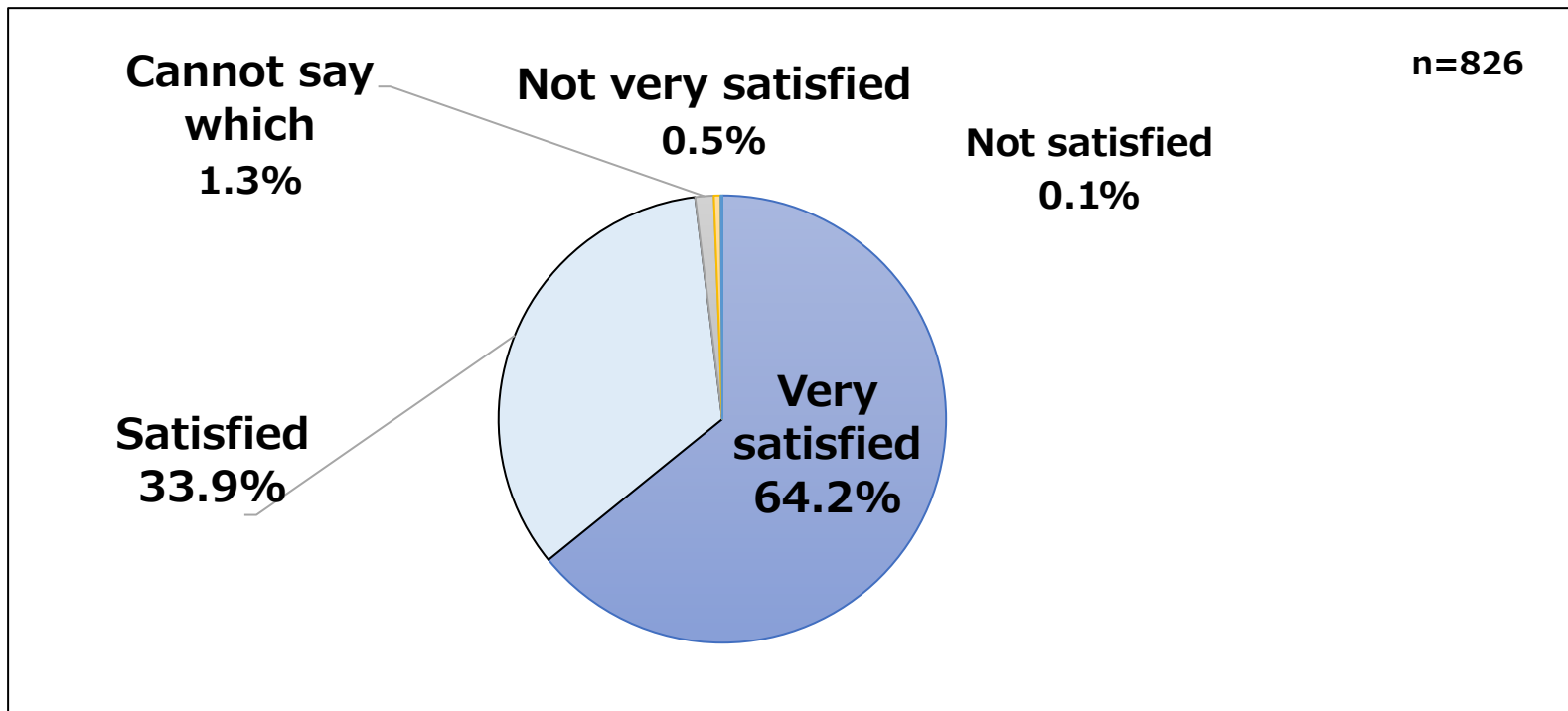
- Course Grade: AY2021



**Almost all students successfully completed IPSD!**

# 16. IPSD: Indirect Assessment

- Student Satisfaction Survey: AY2021
  - At YU, a course evaluation survey is compulsory, and **98%** of the students who took the IPSD course indicated that they were satisfied.



## 16. IPSD: Student Comments

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- ◆ *“The individual work tasks helped me to understand my personality and individual qualities.”*
- ◆ *“The on-demand online format allowed me to listen to the material numerous times.”*
- ◆ *“We learned from instructional videos as well as a class textbook, which helped the lessons learned to be deeper and more lasting.”*

## 17. Conclusions (1)

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- 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.



## 17. Conclusions (2)

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- The assessment results suggest that the IPSD course is working!

### AY2021 (April 2021 – August 2021) data

- significant increase in Self-Esteem Scale (29.73 → 33.00 points,  $d = 0.47$ )
- significant increase in CDMSE (76.14 → 82.46 points,  $d = 0.48$ )
- **98%** of students successfully completed IPSD.
- **98%** of students indicated satisfaction with IPSD.

# 18. Future Plan (1)

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- The current assessment plan:
  - determines student self-esteem
  - determines student CDMSE
  - determines the course completion rate
  - determines satisfaction in the course
- At present, we do not assess how the IPSD course helps to improve student **communication skills**.
- In the future, an assessment related to student communication skills will be needed.
  - Interpersonal Communications Skills Test?

# 18. Future Plan (2)

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## ■ Follow-up Analysis

- Conduct Self-Esteem/CDMSE survey in subsequent years at YU.
- Conduct Self-Esteem Test/CDMSE at the time of graduation.
- How does the IPSD course relate to the graduation status of students?
- How does the IPSD course relate to the job-placement status of students?

# 19. References

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# THANK YOU!

## ANY QUESTIONS, COMMENTS OR SUGGESTIONS?

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