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Metacognition: Facilitating Academic Success, Transition, and Retention

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Knowledge of cognitive processes allows learners to select appropriate approaches to learning and remembering, monitor cognitive activities and progress, estimate the effects of their efforts and predict the likelihood of being able to remember information. One significant difference between students who experience academic difficulties and those who learn rapidly and easily is the application of metacognitive strategies. As educators of new freshmen - traditional and nontraditional, college-ready or underprepared, it is important that we teach students how to learn and remember. Students who utilize appropriate metacognitive strategies succeed in college course work. Knowledge of one's own cognition (including metacognitive person-, task, and strategy-knowledge and metacognitive experiences) and the regulation of one's cognitive processes are significant elements of active learning. Incorporating a metacurriculum that facilitates the development of a rich and accurate fund of metacognitive person-, task-, and strategy-knowledge as well as builds a repertoire of disciplinary procedures, heuristics, and control strategies increases the effectiveness of the teaching/learning paradigm. Direct instruction in the utilization of such strategies, modeling of the selection and implementation in a classroom setting, and provision of opportunities for application and practice help ensure student understanding and success. The learning to learn competencies of information-processing, active study strategies, and self-management also play a significant role in transforming at-risk and underprepared students into successful college students. As with all instructional and learning strategies, the ultimate goal is to get the student actively involved in the learning process. This presentation focuses on the components and strategies of metacognition and adaptation to the classroom setting.

Why Change With Age? A "Longitudinal" Approach to Serving Students in Transition

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Aurora University had, like many small independent institutions, spent a good portion of the 1980s and 1990s developing graduate programs to take pressure off its sole reliance upon undergraduate tuition dollars. One unintended consequence of this was that the number of traditional aged students, entering first-year students, and residential students all steadily declined during those decades. In 2000, a new president determined that the University would reinvest itself in the traditional undergraduate population and new enrollment strategies were employed. These strategies were highly successful with the number of traditional aged students increasing steadily (in fact, more than doubling) from 1999 through 2004.

To compliment this effort, the office of the provost developed a strategy to retain a higher percentage of these students. A new first-year student advising program was developed, a Dean of First-year Students position was created and filled, and the First-year Experience program was significantly revised. In addition, a member of the enrollment management staff had part of her time reassigned to assist this effort, with a focus on minority students. Most recently, the Office of Academic Support for Students in Transition was created and includes the Dean of First-year Students, the Director of the Learning Center (our tutorial and study-skills services provider), and professionals responsible for sophomores, minority students, students with disabilities, transfer students, and students who are academically at-risk, and the parents of all these students.

The presentation will describe the roles of each of these professionals, particularly those who are assigned to an entering first-year class and move with it to sophomore year (providing continuity of contact for students and parents). Each professional will discuss the "other duties as assigned" that s/he did not anticipate. Also examined are data supporting the effectiveness of this office.

An Early Start on Academics

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This presentation will describe Ball State's Early Start Program (ESP), which provides freshmen with a short-term academic orientation to the university accomplished through a series of credit workshops held in the summer before fall matriculation. Students live on campus, attend one academic workshop, and participate in a variety of co-curricular activities. Each workshop carries one hour of elective credit applied toward the students' fall class schedules. Workshops are developed by faculty representing all seven colleges at Ball State. Workshop topics cover diverse disciplines but share a common feature of hands-on experience with appropriate academic expectations. Over the six Early Start summer experiences, 46 faculty taught a total of 96 workshops. As of summer 2004, 1,672 students participated in Early Start. Each program year, student and faculty satisfaction with the experience has been very high as documented by thorough program evaluations.

The short-term benefits of ESP have been clear to all involved in the program:

1. ESP students enroll in the fall semester following the program at a higher rate than all confirmed freshmen in the same class.
2. ESP students earn higher first semester GPAs than their peers.
3. ESP students show higher retention rates into the sophomore year.

We may have expected these gains into the sophomore year. However, tracking information on these students indicates they continue their higher academic performance into the senior year.

Anecdotal information also supports the success of the Early Start Program. Participants' program evaluations consistently report high satisfaction with ESP. Faculty who teach in the program report these students continue to keep in contact with them well beyond the freshman year. We are convinced that a short-term, intense academic experience has remarkable impact on our freshman students and prepares them for their participation in the Freshman Connections learning communities program.

Course for the Clueless: Freshman Seminar for Undecided Students

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Several years ago, Ball State University established a freshman seminar course for academically at-risk students. When admissions standards were strengthened, the course changed to a freshman seminar for undecided students. ID 101 is a seven-week course that carries one hour of elective credit. Course activities begin with assessment: the Keirseley Temperament Sorter, the Self-Directed Search, and an electronic exploration package called Focus. Students then meet with the instructor for individual feedback and establish at least two potential majors to explore in depth.

Each student must complete an information interview with a faculty member in the department housing the major and with a senior who is part of the Senior V.I.P. (Very Informed Person) Program. Senior V.I.P.s act as peer advisors who meet with undecided students in person or via phone or email to talk their majors. These conversations with seniors often turn into rich exploration opportunities, with some undecided students attending upper-division classes and departmental club meetings with their V.I.P. contacts. ID 101 students write reports of their interviews and add them to their exploration portfolios. These portfolios contain all written assignments for the course, including a dream job essay, goal-setting exercises, a career research project, and printed information about each major researched and a four-year academic plan students can refer back to throughout their Ball State careers. The capstone event for the course is each student's portfolio presentation at the end of the seven weeks.

As a freshman seminar course, ID 101 is unique in several ways, including its targeted audience, its half-semester schedule, and the fact that it carries a letter grade as opposed to credit/no credit. This presentation will describe all aspects of ID 101 and will touch on the pragmatics of teaching the course and on such philosophical issues as major exploration vs. career exploration.

From College to Corporate Culture: Being a First Year Student Again (BBPD)

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“On Sunday, the commencement speaker said I was one of the smartest people in America. Then, on Monday, I had to take a typing test.” Richard D. Thau

Like freshmen, college graduates enter a new organization with high expectations, problem-solving strategies that may not work, and pressures to adapt quickly. This presentation identifies work and socialization issues graduates encounter and recommends actions to ease the transition process.

Holton argues the knowledge graduates acquire during college is essential, but the processes required for success differ in the workplace. To illustrate, I will present interactively (with handouts and short discussions) his four-part taxonomy of New Employee Development Learning Tasks and comparisons of cultural and task dimensions that distinguish college from corporate settings (Holton, 1998, 2001).

Recommendations to Students

Work Smart: A survey by Reardon et al. (1998) reveals the importance to employers of job-related work experience (88%) and work experience that is not job related (39%). Forman (1996) found that 86% of HR managers regard part-time job experience as important as G.P.A.; 94% would choose applicants with part-time experience over those without it (assuming similar grades). Even mundane jobs teach transferable skills, involve relationships, and afford opportunities to examine work-related beliefs and behaviors.

During College

- Take courses that focus on workplace issues (e.g., management, small group communication, career planning, internships). Regard group projects, debates, and similar student-centered assignments as skill-building opportunities. (handout: 2002-03 Recruiting Trends).
 - Seek co curricular training and experiences in leadership, conflict management, and team building.
 - Join campus groups that promote experiential learning, collaboration, communication, and leadership skills.
 - Question the assumed positive correlation between G.P.A. and subsequent success with a BA (NACE 2004 job outlook data presented).
 - Create a portfolio of academic and nonacademic accomplishments.
 - Seek capstone experiences that examine transition issues.
- References, recommended readings, and websites provided; 15-20 minute additional discussion allocated.

Creating Signature Programs for a University: Critical Thinking About Values Integrated in Learning Communities

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Bowling Green State University boasts eight residential learning communities that have received national attention. Two communities are language/culture oriented. The IMPACT

community (Integrating Moral Principles and Critical Thinking) is primarily for second to fourth year honors students. For science majors, BGSU has the Health Sciences Residential Community which provides additional resources for science majors. The Arts Village is for music, art, creative writing and theatre majors which affords large space for creative projects and common activities. Partnership in Context and Community (PCC) is a grant-funded learning community which prepares education majors for teaching in urban environments. The Chapman Learning Community at Kohl Hall is the largest residential community comprised of about 75% first year students. It has permanent faculty, faculty offices and classrooms in the residence hall. Residential living is also available exclusively for honors students.

Superimposed on these learning communities and all other residential communities is the Bowling Green Experience (BGeX) which promotes critical thinking about values. Each student enrolls in a "values" course, a general education course that with values discussed in the discipline. All first year students move in two to three days early and have a series of group and class activities with their faculty members and also a peer facilitator -- an upper class student who has been through the program. Next fall, all 3700 first year students will participate requiring a large mobilization personnel resources.

The entire program is designed to promote retention, to expose students to an academic flavor first and foremost at BGSU, and to begin a theme of educating principled citizens during all stages of the BGSU education.

Current plans include extending BGeX into second semester and subsequent years requiring engagement/service learning opportunities. As students understand their values, they can put them to action with community engagement.

A promotional video for BGeX will be shown. Integration of learning communities into BGeX will be featured. Assessment data will be shared.

How One Campus Learned to Address Student Needs

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California State University Long Beach (CSULB) is a public, comprehensive, Master's degree-granting university serving about 34,000 highly diverse students. CSULB is the largest in the twenty-three campus California State University system and the second largest university in California. In the 1990s, California suffered thorough a major state budget crisis that caused cumulative 30% reductions to public higher education. That crisis caused class cancellations, enrollment loss, and student demoralization. The campus acquired a reputation as one where students could not get needed classes. Dips in graduation rates were apparent in subsequent years.

During the depth of that crisis, campus leadership resolved to address the quality of the student experience. In a year of budget cuts resources were shifted from major programs to general education. In subsequent years, the campus committed to providing all needed classes for students, with particular attention to entering freshmen. Many campus advisors and staff organized to improve the freshman year experience, launching learning communities, linked classes, mandatory advising and other measures to retain students and to support progress to degree.

The reputation of the campus began to be restored. A new president joined the campus in 1994 and accelerated the pace of improvement and very effectively promoted the reputation of the campus across the state. He launched a highly successful President's Scholars program which attracted hundreds of National Merit Scholars and high school valedictorians to the campus. Applications to the campus have soared, especially from freshmen. Retention rates began to increase in the mid-1990's and graduation rates followed a few years later. To date, graduation rates have risen more than ten percent and continually increasing retention rates suggest that additional improvement is to be expected. This year, the campus was listed by U.S. News and World Reports in the Western Top Tier and among the top three public Master's universities in its region.

Applied Learning Experience (APPLE)

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APPLIED LEARNING EXPERIENCE (APPLE) Program is a part of Charleston Southern's progressive academic career planning track to assist students from the freshman year through senior year. Freshman students are required to register for the Freshman Seminar Course. The freshman seminar instructor serve as the student's advisor until the student declares a major. After successfully completing Freshman Seminar, students are encouraged to register for the Career Planning Seminar Class, where the Career Planning and Student Employment Director serves as course instructor. Upon completion of the Career Planning Seminar Course and after acquiring 61 credit hours, students may register for the APPLE Program. Each participant receives three credit hours after successful completion of the work experience.

The APPLE Program was implemented in Spring 2004. 8 students completed the program with favorable results. 11 juniors and seniors registered for APPLE GNED 398 and successfully completed the two-part/3 hour APPLE Orientation Workshop. 3 students withdrew/pass from the program. One student withdrew for academic reasons, one student withdrew because of course and athletic schedule, and the final student withdrew for personal reasons or until a later date. Spring 2004 businesses included: Social Security Adm. (2), DSS (2), Stingrays, Pierpont Baptist Church, SAVE Midland Park After School Program, Enterprise Rent-A-Car, businesses have been approved to serve as an APPLE site. 4 students registered for Summer I 2004. 2 students withdrew because of personal reasons. GNED 398 was listed as a course in the 2003-2004 CSU catalog. The APPLE

Program currently has 14 students registered for Fall 2004. Orientation for Fall 2004 begins on July 19, 2004.

Students were required to register for GNED 398 and the APPLE Orientation Workshop where resumes were critiqued. Students post their resumes on the CPSE Web site. Participating students submitted top three business choices for possible placement. CPSE coordinated the interview process. Prior to the student's first interview with a business, the CPSE director conducted Mock Interviews. At the conclusion of the Mock Interview process, the CPSE director signed and approved the student's Interview Form. Participating students were instructed to take the Interview Form, resume, and class schedule to the business interview. Upon completion of each interview, the business interviewer signed the Interview Form. Participating students return the Interview Form to the CPSE director. The result of each interview is reported to the CPSE director by businesses and participating students.

APPLE Site Visits:

During each APPLE Site Visit, the CPSE director presents an APPLE packet which contains: APPLE Brochure, CPSE Department Brochure, CSU Catalog, CSU Semester Course Schedule, CSU Calendar of event, business card, and CPSE gift to business. The CPSE director presents a description of the APPLE Program, the mission of the APPLE Program, and the structure of the APPLE Program, the tracking process, and final evaluation. The site representative conducts a tour of the business site. All approved APPLE sites agree to work around the student's class schedule. The CPSE director visited 45 businesses. Approximately 80 businesses have been approved.

The Benefit to Businesses:

- The APPLE Program's administrative structure is designed to create a win-win experience for businesses and students.
- Only Junior and Senior level students are qualified for this program. Students are required to attend an APPLE Orientation workshop.
- Business representatives will interview only students who have successfully completed a two-part, three-hour APPLE Orientation Workshop. In addition our students will be encouraged to take advantage of tools such as the Myers-Briggs assessment, career counseling and Career Planning Seminar Class.

Monitored Progress:

- We track the progress of our students through bi-monthly online progress reports that will be submitted by the site supervisor after students are placed in an APPLE position.
- Upon completion of the interview process, CSU students are required to submit a one-page job plan, outlining their proposed duties and a contract to the Director of Career Planning and Student Employment for subsequent approval by the APPLE Committee.
- A final report is due upon completion of the APPLE or at the end of the semester. Students may visit the APPLE web site to obtain guidelines for submission of all required documents.
- APPLE participants register for GNED 398/399
- Students post resumes online at www.csuniv.edu/careers
- Career Planning and Student Employment will coordinate the interview process.

The Benefit for CSU Students:

- An APPLE provides students with a competitive edge in today's job market. Students who participate in the APPLE Program will have a clearer sense of career objectives and an increased

motivation for higher education. Furthermore, work experience helps students make informed career decisions.

- An APPLE will develop a student's professional and interpersonal skills.
- Working through the APPLE Program will begin the process of networking early and places Charleston Southern University students in contact with potential employers.
- Students will have the opportunity to apply theories learned in the classroom to a real world setting. When students return to the classroom, they will better understand the ways in which work organizations operate and how class concepts relate to work environments.
- In many cases, real life work experience can lead to a job offer.
- The APPLE Orientation Workshops will focus on work ethic, professionalism and realistic expectations on the job.

Redefining New Student Orientation at a Liberal Arts College

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This session is designed to stimulate thought and discussion regarding the first experiences we facilitate for our incoming students. We hope to share the general process that has taken place at Colorado College over the past three years in hopes that other institutions may learn from our successes and difficulties. We also hope to learn of other innovative Orientation experiences currently taking place at other schools.

Academic support for our program comes from many sources related to the success of incoming college students. We attempt to connect many traditional New Student Orientation objectives with an early introduction to small-group experiential learning. Some influential works on our program have been:

Light, R.J. (2001). *Making the Most of College*. Cambridge, MA: Harvard University Press.

Upcraft, M.L., & Gardner, J.N. (1989). *The freshman year experience: Helping students survive and succeed in college*. San Francisco: Jossey-Bass.

Light (2001) makes references to the importance of making connections and getting involved in activities outside of the classroom, including service work. Levitz and Noel state, "The freshman's most critical transition period occurs during the first two to six weeks" (Upcraft & Gardner, 1989, p.66). They also discuss, "making the freshman connection", which is exactly what we are attempting to do with our programs.

The program will begin with a lecture-style overview of what has been taking place at Colorado College over the past five years. We will then transition into both question and answer time and discussion time. We hope to provide an opportunity for attendees to explore possible ways to transfer some of these activities to other institutions. We also hope for attendees from other institutions to share innovative and unique initiatives that are taking place at their schools.

Pre-Freshman Year Experience: A Summer Transition Program

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CONCEPT: ASPIRE (Academic Summer Program In a Rocky-mountain Environment) is a collaborative effort between CMC's Special Populations Department, Outdoor Education Department, and Student Support Services program. The main goal of the program is to increase placement scores of participants in order to reduce the number of developmental level classes they must take before reaching college level. In addition, the program acclimates students to life on a college campus and teaches study and self-management skills.

FORMAT: ASPIRE is an intensive 4-week residential college-prep program at the Alpine Campus of Colorado Mountain College in Steamboat Springs. Reading, writing, math, and study skills are presented in an integrated format focusing on environmental themes that change each week. There is a heavy outdoor component which includes fieldwork involving data collection and synthesis. Students earn 3 college credits for COM 121, College Survival Skills, and experience the beauty of the Rockies.

COLLABORATION: ASPIRE requires the cooperation and collaboration of ten CMC staff members across three departments. The SSS Director heads the program, making decisions regarding staffing, marketing, scheduling, and overall organization. The Alpine Special Populations Coordinator collaborates with the reading/writing and math instructors, and the Outdoor Education Director on curriculum. SSS and Special Populations coordinators rotate through the four weeks, assisting in the classroom and with the fieldwork. College interns are hired to assist with Residence Hall supervision, activities, and nightly study hall. Alpine Student Life staff assists with intern training. A quarter time Administrative Assistant takes care of mailing, phone contacts, and assists during the program.

RESULTS: ASPIRE participants improved academically, as well as in their study and self-management skills. They are far better prepared for the first semester; they already have a circle of

friends; they know where the Computer Lab, Learning Lab, and Library are; they are familiar with the community.

Increasing Faculty Involvement in Student Retention (BBPD)

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Presenters will use an acronym, R.E.M.A.I.N., to outline several areas of retention activities and serve as a basic framework for discussion: (R) Referrals Directing students to various support services either on- or off-campus; (E) Engagement Innovative techniques used by faculty to help students achieve learning; (M) Management systems - Policies and procedures for which faculty are responsible that might impact students' staying vs. leaving; (A) Assessment – Documenting student learning during both formative and summative stages as a tie-in to retention; (I) Insights and Information – Knowledge management regarding retention data from actual faculty practice and other research; and (N) Networking - Internal and external sharing of ideas about retention. R.E.M.A.I.N. is designed to serve as a framework to think about what we do in the way of retention. It is neither a slogan nor a specific program.

Following a brief overview of literature regarding the significance of each of these aspects of retention, six groups will be formed and assigned to one of the R.E.M.A.I.N. categories. Each of the six R.E.M.A.I.N. topic groups will respond to questions designed to elicit ideas and information about faculty involvement in retention at their respective institutions including best practices, lessons learned, and key result areas. How is documented learning linked to retention? What ideas exist for increasing faculty involvement with student learning outside the classroom setting? How should academic policies and procedures be adjusted to positively impact retention and learning?

Ideas generated in groups will be reported out to all participants for further consideration and possible site level implementation. Presenters will assemble data gathered for broader dissemination as appropriate.

Career Planning: A Key to Student Success

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Research has shown that selection of a major and good career planning are keys to college success and retention. Students who have made good decisions about their future careers are more likely to be motivated to be successful and to continue their education. Dr. Fralick will share relevant research on the topic and present a model for student career development along with practical strategies for career planning as part of a college success course. The proposed model for career development includes four areas: personality, learning style, interests and values. For the personality component, the theories of Carl Jung and the Myers-BPersonality Inventory are used to help students understand their personality types and matching careers. Some new online versions of personality and learning style assessments are meaningful and cost effective tools for career assessment. For the career interest component, the theories of John Holland (Holland's Hexagon) and various online assessments are useful in helping students understand their interests. For the values component, Dr. Fralick will share some values checklists and exercises that she has developed to help students understand how values are an important consideration in career decision making. Additional information will be provided on the career decision-making process, career trends and online sources available to students for completing career research. The workshop will be presented in an interactive format in which participants will be invited to share ideas and questions.

Making Connections: Online Support for Successful Transitions

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Research indicates that when students connect with support services, faculty, and other students, they are more likely to graduate. But engaging students “for their own good” at an urban university such as Florida International University, where the majority of students lives off-campus and split time between work and school, can be a genuine challenge. At FIU, freshmen and transfer students alike benefit from new initiatives in online support for tutoring in mathematics, enhancement of First-year Experience Courses, and upper-division community-building through Virtual Student Centers.

Four different approaches to packaging and delivering online support will be offered as stimulus to session-participant discussion. These include:

Gato: This website, designed by the Office of Retention, targets first-year student success to increase persistence. Site services include academic modules for high-failure gateway courses, links to advisors and problem solvers, and aids for research and writing assignments.

Cinemath: Math courses, especially college algebra and finite math, have the highest failure rate in the university. Three-minute movies on discreet content areas, coupled with live online tutors from 6:00 p.m. till midnight, have decreased the failure rate from 70% to 60%.

First-year Experience Modules: An increasing number of sections of FIU's "University 101" course employ a WebCT template to augment student class-time engagement, supplement curricular material, stimulate student participation in teaching and learning with technology, and foster community within a diverse body of mostly commuter students.

Virtual Student Centers: At FIU's upper-division level, 80% of students are transfers, and most work and commute. VSC sites are interactive communication tools tailored to the major, allowing students interact with study partners, and search for tutors, on-campus jobs, roommates, research projects, and scholarships.

The presentation will be interactive and invite participants to discuss similar initiatives on their campuses.

The 7 Habits of Highly Effective College Students: Preparing Students for Academic Success

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Deciding on classes, studying for next week's finals, choosing a major, and holding down a job to pay for it all. Balancing activities, course work, and social lives. Being away from home and adjusting to a new campus environment. Today's college students are busy with many demands competing for their time. Are they prepared? Help your students focus on their end in mind. Provide them with the skills to succeed in college and become effective leaders—for life.

Franklin Covey's 7 Habits workshop—based on Stephen Covey's best-selling book *The 7 Habits of Highly Effective People*—has transformed the lives of thousands of people worldwide. Now FranklinCovey Company will offer the same content specifically designed for college students. A Yale University longitudinal study showed that students who start their freshman year with a plan – an end in mind – are much more likely to complete their education and be successful for life. Touching upon several aspects of college life, the Collegiate 7 Habits builds a framework of empowerment and personal responsibility.

See, Think, and Act Differently to Achieve New Results

The Collegiate 7 Habits workshop helps students change their approach to their responsibilities, relationships and even problems and opportunities by:

- Learning to balance all aspects of college life through time management skills
- Uncovering and exploring a personal mission and setting goals
- Increasing trust levels and proactive behaviors
- Developing strong relationships with other students and faculty
- Better understanding and more effectively meeting needs and expectations of professors, family, and those people most important to you
- Setting priorities to achieve what matters most

By accepting responsibility for their own actions, students learn to tap into their “fire within,” the motivational fuel that will enable them to create and execute a vision for their lives.

Peer Mentoring The Disadvantaged, Non-traditional Student

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The TRiO Student Support Services Program Project RISE at Heartland Community College has peer mentor program component. Best practices and research indicate that first-year students relate well to their upper-class peers and are encouraged to excel academically and develop campus leadership traits. Thus, peer mentors serve as role models for first-year and 2nd year-Project RISE participants. The peer-mentoring program is two-tiered and select peer mentors from second-year Project RISE participants and upper level university students. Each peer mentor undergoes a challenging selection process using specific criteria. These mentors serve as role models for first-year students; in doing so, peer mentors also develop leadership skills and a stronger commitment to their educational and career goals.

The opportunity to serve as a peer mentor is a retention vehicle for the first-year student and the peer mentor. In addition to meeting the required academic standards, selected peer mentors demonstrate active involvement and leadership in campus organizations (i.e., Phi Theta Kappa Honor society, Rotaract, the Diversity Committee, Science Clubs, HCC ambassadors and others). Upper-level university students, particularly those seeking preceptorships and externships in the fields of Education and Student Affairs, are recruited from neighboring Universities to serve as peer mentors for second-year participants. All peer mentors undergo an orientation and ongoing professional development that at some point will lead to certification.

This roundtable discussion will focus on identifying strategies for developing an effective peer mentor program, which will include such program components as:

- Selection process of the peer mentor
 - An effective training component
 - Creating the appropriate peer mentor/mentee partnership
 - Effective supervision
 - Outlining responsibilities mentor role/mentee role
 - Mentor criteria
 - Helpful mentor program resources
 - Review of mentor certification process
- Intergtrtion of a Peer Mentor Program on to the college campus

FYE Learning Communities: Early Connections—Immediate

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The low graduation and transfer rates of students from first generation and low-income backgrounds continue to challenge policy makers, administrators and faculty at two-year institutions. To address this challenge and to increase the retention, graduation and/or transfer rates of its first generation, low-income students, Heartland Community College implemented its first TRIO/SSS Program--Project RISE in 2000.

Drawing on the retention models, strategies and best practices (Tinto, 1987; 1993; Treisman, 1985 and others) and the Costal Carolina Peer Mentoring Model, Project Rise provides high performing, structured programs. One component of Project Rise is a first-year experience program. First-year students' transition issues are addressed by through a seamless set of comprehensive services. By implementing learning communities as a retention tool, students academic and college adjustment issues are addressed and students are offered an opportunity to 1) experience cooperative learning, 2) build academic skills 3) gain leadership skills, and 4) benefit from role modeling and peer mentoring.

Project RISE is in the 4th year of its 1st grant cycle. The initial data on student outcomes suggests student involved in the FYE: Learning communities achieve higher grades in the courses paired with the learning communities. The data also suggests students complete more credit hours, more students are persisting and graduating.

This concurrent session will describe the Project RISE FYE: Learning Community Model by focusing on:

- The environment institutional data/student demographics
- Program design
- Implementation strategies and challenges
- Sustaining student participating
- Involving and gaining the support of Faculty
- Integration of Peer Mentors
- Student Outcomes
- Other challenges: Rethinking and reevaluation

Implications for practice and institutionalization will be explored with audience participants.

Body, Mind, & Spirit: A Holistic Approach to First-Year Student Development & Retention

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This presentation will focus on findings from the 2003 & 2004 Your First College Year administration in the College of Health & Human Services at our institution. Findings from the survey will be explained and interpreted with implications regarding our freshmen and retention.

Significantly, the statistical analyses of the data from the YFCY indicated that students in our college who exemplified higher involvement in spirituality and those who were involved in physical activity did better academically. Our interpretation of these findings suggested that our freshmen seek development of a meaningful college life, including aspects of spirituality and physical fitness. An attempt was made to weave these aspects into our Freshman Connect program. These interventions hopefully will render greater satisfaction with the first-year experience and thus, increased retention rates.

These findings were integrated into our Freshman Connect retention initiative already in use in our college which was designed to enhance first year students' connections with faculty, peers, and the

academic unit/environment. Currently, there is not a great deal of research regarding integration of spirituality or physical activity into retention initiatives. This presentation will generate some implications for current practice and future research.

Promoting Student Learning, Development, Retention, and Success Utilizing the Developmental Assets of College-Aged Students (DACS) Model

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The needs, characteristics, and developmental challenges of college-aged students change as they progress through their undergraduate experience. The causes of student attrition also change, and factors that influence student development and success evolve as students negotiate the transitions associated with the college experience. To increase student retention and promote student learning, development, and success, colleges must provide appropriate programs, services, and curricular innovations to students at the appropriate periods in their undergraduate experience.

Ms. Secor developed the Developmental Assets of College-Aged Students (DACS) Model. It incorporates processes, programs, and activities that faculty, department chairs, program directors, and deans can utilize to identify, organize, and mobilize resources on campus to create a progressive (freshman year through graduation), seamless (incorporates curricular and co-curricular activities), and developmentally appropriate (addresses students' developmental and transitional needs) undergraduate experience for students within a department, division, or across an institution. The DACS Model provides a comprehensive approach that can improve student retention and success, campus finances, and utilization and efficiency of programs and services. Session participants will learn to:

- Identify periods of transition associated with the undergraduate experience from pre-enrollment to graduation;
- Understand needs, characteristics, and developmental challenges of college-aged students, and identify how these needs change with each period of transition;
- Understand how programs (wellness, mentoring, orientation) campus services (academic support, career, counseling) and departments/offices (admissions, development, student development) can be utilized to develop a seamless curriculum that promotes student retention, development, and success;
- Identify characteristics of a progressive, seamless, developmentally appropriate curriculum that incorporates curricular innovations such as first-year seminar courses, service learning programs, interdisciplinary studies courses, capstone experiences, and leadership programs;
- Describe how faculty can influence student development and provide examples of how faculty can promote student learning, retention, and success through their teaching, advising, mentoring, and research activities.

Sophomore Issues Networking Session

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For this roundtable, we would like to continue discussions on sophomore issues started at last year's SIT conference in Orlando. In addition to meeting colleagues from around the country, a central issue will be creating a network to sustain conversation and information-sharing from year to year. Although we want the session to be open to active participation by attendees, the co-chairs (Julie Stockenberg of Colorado College and Ed Chan of Kennesaw State University) will begin the roundtable by reporting on initiatives being developed at their own campuses. The two campuses represent very different types of institutions—a liberal arts college and a Master's I university—which will ensure the roundtable will have wide appeal.

Pixels, Portfolios & Student Success: Networking Resources Roundtable

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Whether you are exploring, using, or are a veteran of E-Portfolios in the Student Success Programs, be prepared to have fun learning at this networking resource roundtable. Bring your stories, sample e-portfolios, resources, and ideas for a lively and insightful exchange of how you can use E-Portfolios for first-year to senior-year success in college. E-Portfolios weave technology to learning, thus, helping college students honor, understand, and connect their first-year learning experiences to the future roles as college graduates and global citizens.

Come join our academic conversations on creating the college student portfolio in the Student Success Programs. Bring sample E-Portfolios, tips on using the latest software to create E-Portfolio Templates, samples of reflective portfolios on learning, samples of best of show portfolios, samples of how to assess portfolios, ideas on how to use E-Portfolios for scholarships, internships, academic advising, and careers. Come to the conversation roundtable for an inspiring exchange of your ideas on the empowerment of our student learning experience using E-Portfolios to prepare for

FolioThinking in the 21st Century for college success and preparation for post-university life as global citizens.

Seizing the Momentum to Make a Difference: Kennesaw State University's Story of Student Success from First-Year to Global Citizenship

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Lead by President Betty Siegel of Kennesaw State University, this institutional initiative panel is framed by the 41st anniversary vision of KSU which is "Seizing the Momentum...to Make a Difference." For the past twenty-years as the visionary leader of the university, President Betty

Siegel has implemented that vision by starting the First-Year Experience Program, celebrating its 22st year at KSU, the Senior-Year Experience Program, celebrating its 7th year as a program and 14th year as a course, and now the Sophomore-Year Experience beginning its academic debut 2004. Part of the academic strategy for success is the housing of the student success programs in the Department of University Studies. The academic administrative strategy for student success is lead by Dean Mary Lou Frank, Dean of Undergraduate and University Studies, Dr. Rebecca Casey, Chair of University Studies, Ms. Kathy Matthews, Director of First-Year Experience, Mr. Ed Chan, Director of the Sophomore Experience, and Dr. Joan E. Leichter Dominick, Director of the Senior-Year Experience.

This institutional initiative panel will address the design, implementation, alignment, and assessment of the student success programs at Kennesaw State University. The target audiences for this program range from those in the exploring, early, intermediate, and developed phases of interlinking of the First-Year, Sophomore-Year, and Senior-Year Program for college student success and producing post-university global citizens. For more information on the Department of University Studies and its student success programs consult: www.kennesaw.edu/university_studies

Kennesaw State University was recently named a Hallmarks of Excellence (2003) Institution, and part of this institutional initiative panel served on that Hallmarks of Excellence Committee. As a Hallmarks of Excellence Institution, there is a concise visualization and connection between first-year programming and the subsequent success programs of the sophomore-year and the senior-year program. Kennesaw State University's success programs make a concerted effort for linking the academic success to the role of productive global citizen on the programmatic level, departmental level, administrative level, but most importantly for the college students to view themselves as our future leaders for global citizenship addressing issues of human rights, environmental sustainability, and economic equity.

Core Content For The FYE Course And Transfer-Student Seminars: Themes & Variations On The Themes

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This session will provide a blueprint for identifying, prioritizing, and sequencing essential course content for a FYE (High School-College Transition) course, and how variations in this thematic content can provide the core content for transfer-student seminars. Key "target topics" will be identified and discussed in terms of their relevance to creating a meaningful college experience and promoting college success for students who enter an institution as freshmen, sophomores, or juniors. A case will be made that the holistic, student-centered subject matter of traditional FYE courses, and the pedagogical processes employed to teach them, can be readily adapted to meet the transitional needs of transfer students - without having to "reinvent the wheel."

Going for the Gold! Addressing Student-Athlete Issues in a First Year Seminar Program

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Many faculty and staff have the erroneous idea that because students are athletes, they may need less support than other students. Indeed student athletes have some benefits in the college experience that include increased financial support and an immediate sense of community and friendships. However, we have also found that with the benefits of being a student-athlete, there can also be certain issues that face student athletes.

In our roundtable presentation, we will address concerns of the student athlete and how the first year seminar programs can help to address these issues: 1.) Stereotypes (e.g., What is a College athlete?), 2.) Time Management (e.g., How to balance school with the demands of sports?), 3.) Career Development (e.g., What if I can't pursue my sport professionally?), 4.) Psychological issues (e.g., How do I deal with being the best in high school and average at college?), 5.) Academic resources (e.g., Where do I go to get help if I fall behind because of sports?), 6.) Citizenship and culture (e.g., How can I become a well-rounded responsible citizen), 7.) Retention (e.g., Why should I stay at this school if I don't make the team?) 8.) Unique student-athlete programs (e.g., How can I deal with the stress of competition?).

We will discuss issues we have found at a small liberal arts college facing our student athletes. Although not all issues facing student athletes are unique to athletes as they also impact those involved in music, theater, and other extracurricular activities, we have found that addressing student athlete issues improves the first- year seminar program for all students. Our plan for the roundtable is to lay some background, provide some models, and then allow participants to share some unique perspectives on helping student athletes go for the gold academically, athletically, socially, and personally.

Self-Regulated Learning

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The Self-Regulated Learning Program at City Tech is designed to help incoming students who are under prepared. The academic profile of our students is similar to that for many urban two-year colleges, and they enter City Tech with many of the same academic and personal challenges. Students enter the SRL program after failing a mathematics or writing placement test. If they do not pass a retest at the end of our summer program, they will not be eligible to take required courses during the fall.

During the SRL program, students are given instruction in mathematics, as well as a foundation in the SRL method. But our program goes beyond “test prep” by demonstrating that learning ability is not innate, a misconception that is shared by many students. When students are retested after the program, SRL students achieve consistently higher scores than students enrolled in comparable sections.

During the fall, students are “block programmed” into SRL mathematics courses. In addition, they are enrolled into an SRL Introduction to College course. In this course, students apply the SRL method to a variety of academic skills.

SRL students achieve higher course grades and GPAs than students enrolled in comparable mathematics/Introduction to College courses. These differences have been both statistically and educationally significant. SRL students earn mathematics grades that are 25% higher than other students. These differences have not varied more than four percentage points from the mean over the last three years.

After fall, students do not enroll in SRL courses. However, we keep in contact with our students. Perhaps our most ambitious attempt is through a student oriented SRL web site, which allows students to apply the SRL method.

We are attempting to expand the program, e.g., by using a personal digital assistant, PDA. We look forward to sharing our experiences at the conference.

High School the College Way

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High school students entering college often lack the "soft skills" needed to immediately experience success (time management, organizational, and study skills). As a result, colleges have created programs and courses to help students better bridge that gap. However, this adjustment does not have to take place while a student is in college. The skill acquisition needed to transition successfully can take place in high school. Not only can students acquire the skills needed to do well in college, they can also experience greater success in high school by applying those skills immediately.

Many high schools have soft skill courses in place to prepare students for college. However, many do not, and in many areas of the country, high schools struggle just to provide the essentials. The luxury to provide a more specialized course is often beyond the reach of budgets. Colleges, both two- and four-year, can help.

This presentation examines the role colleges can play in the introduction of college-level soft skills to high schools. The session will consist of two parts. Part 1 will be a brief presentation covering: (1) formation of productive partnerships with high schools; (2) various methods available to deliver college-level skills to the high schools; and (3) potential benefits to students, high schools, and to colleges. Part 2 will be time reserved for questions and the sharing of information and experience with similar programs and courses.

The goal of this session is to keep lecture to a minimum, serving only as a foundation to stimulate discussion and the sharing of ideas and experience. Development of high school programs in college soft skills presents many opportunities to build partnerships, influence students toward higher education as a goal, and build a better prepared group of freshman ready to enter college.

Hitting the Mark: An Objective-Oriented Evaluation of New Student Orientation

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Designing and implementing a successful orientation program for new students and their families is critical to student retention. A well-planned and well-received orientation sets the tone for new student success by providing incoming students with the information, resources, and tools necessary to make a satisfactory transition from secondary to post-secondary education.

The proposed poster session presents evaluation results from an orientation survey of first-year students at a residential women's college in the South. Orientation 2004 had three major goals:

1. Help first-years become familiar with campus facilities and resources;
2. Facilitate a positive adjustment to their new environment; and
3. Encourage a sense of belonging among first-year students.

An objective-oriented evaluation was conducted to determine the congruence between stated orientation goals and actual outcomes. Of the 223 students who attended orientation activities, 100 responded to the survey.

Almost the entire sample of respondents felt that the programs offered during orientation were informative and helpful (93%). Eighty-five percent of the participants either strongly agreed or agreed with the statement, “Attending orientation was an important component of my overall adjustment to this college.” The majority of students felt that orientation helped them become familiar with the services offered on campus (88%). Overall, 87% of the respondents felt that they were satisfied with the general orientation program.

Open-ended questions were posed to students in which they were asked to make suggestions for improving orientation for future classes. The proposed poster session will highlight these findings as well.

Administrators anticipate using the information from this evaluation to provide a more comprehensive experience for new students and families in the future. Results from this evaluation have already been used to make changes to the orientation program for next fall.

From Peer to Peer Instructor: Making the Transition to the “Real World”

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This program discusses the findings of a semester-long assessment on the experience of peer instructors of First-Year Interest Group Seminar (FIGS) courses. It highlights the transition that these students face when defining their role as part student and part teacher/mentor when integrated into an FYE program.

Like many schools, Rutgers College selects and trains top upper-level students to teach FIGS courses as Peer Instructors. This effort supports the mission of FYE by encouraging students to grow as leaders. Peer Instructors propose a class concept, develop their own syllabus, lead weekly seminars, prepare and mark assignments and make grade recommendations. Assessment of the program has shown that Peer Instructors become involved mentors, but at what costs? What developmental issues challenge these students?

This program will expose participants to qualitative data (supervision videos and weekly reaction journals) that highlights challenges and rewards that Peer Instructors experience. Through this data, we can learn more about the transition that students face when moving to a higher level of student development and leadership. Developmental areas that will be explored include:

- Gaining respect, authority and confidence
- Understanding the needs of students and learning styles

- Developing a sense of trust
- Finding personal comfort zones
- Classroom management strategies

Program participants will leave the session with insight and understanding that can lead to stronger support mechanisms for Peer Instructors, mentors and student leaders.

Fusions: Integrating Values in Higher Education

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Our presentation will begin with two 10-minute interactive core value activities from two of the general education courses. Then there will be a brief overview of the how the concept of infusing core values was initiated at Saint Leo University.

Our President, Dr. Arthur F. Kirk, Jr. envisioned Saint Leo as a university of individuals, united by values, and dedicated to a student-centered teaching mission. With Dr. Kirk's guidance, six core values were identified and now they have been fully integrated into our academic programs. The core values, although unique to Saint Leo University, are universal. These core values are excellence, respect, responsible stewardship, personal development, community, and integrity. This innovative approach is used as a means to attract and retain our students, as well as identify Saint Leo as a university of international consequence of the 21st Century.

Following the 10-minute discussion, participants will be involved in a core value activity from Criminal Justice, and an activity from the Education program. Time will be allotted for discussion and audience input.

Administration of Student Transition Services: Who Does What for Whom? When? How?

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Presenters plan to lead a discussion of how post-secondary institutions assist students in making any of the several transitions they will make during their college careers, both academically and socially. The roundtable discussions will center on how institutions administer these transition services, including the organizational structure for delivery of transition support, how institutions assign responsibility and accountability for the quality and/or quantity of the services, how they assess student satisfaction with transition support provided by the institutions, titles of transition services administrators, and the like. The session is designed to be interactive and informative. Session leaders do not claim to be experts in these matters, but rather seek to learn the experiences of all participants in the identification of student transition needs, how institutions can meet those needs, and how institutions can efficiently and effectively administer and oversee the delivery of services to students in one transition or another.

Faculty in Transition: A Training Program for First-Year Teachers of First-Year Students (BBPD)

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Presenters describe a summer workshop that has the primary objective of ensuring new teachers of Southeast's required first-year seminar understand course objectives and assignments common to each section. Other objectives include staff development, knowledge of each other's themes, sharing ideas, visiting course resources, and technology training. One key faculty reorientation problem is the matter of making the faculty more comfortable with the idea of assigning and evaluating students' written and oral performances, moving the faculty away from the "give the correct answer" mode. Therefore, we provide models of good writing and oral presentation assignments and discuss ways to make grading both humane and rational. Evaluations of past workshops show high ratings of the workshops, indicating that faculty value and appreciate the content and the organization and delivery of these workshops. The workshop began in the summer

of 2000 when Southeast changed its first-year seminar to a theme-based course with a set of common objectives and assignments (in response to criticisms of the previous first-year seminar). Co-presenter Book was a participant in that first set of workshops that summer, led by co-presenter Haskell. In 2002, as Book prepared to succeed Haskell as Director of the First-Year Experience, both Book and Haskell facilitated the workshops for the dozen so faculty members who had never taught the course previously. Haskell will describe how the need for the workshop was identified and addressed, and Book will show how the workshops assist faculty in understanding and achieving course goals. Included in the discussion are faculty portfolios, workshop agendas, handouts for workshop participants, field trips, and honorariums.

Beyond Freshman Seminar: A First-Year Experience Course for Students who have, or Believe they have, Selected Their Major

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The College of Business at SAU currently employs an effective model for teaching the Introduction to Business class, found in many business programs, called “American Enterprise.” Although SAU has Freshman Seminar classes for freshmen, this course goes beyond the Freshman Seminar class and provides business freshmen the opportunity to become acquainted with each other and interact as a group, as well as meet the faculty and dean of the College of Business. The business faculty and administration have immediate access to this freshman cohort, who have identified themselves as business majors or undecided majors who choose to take the class.

This session provides a description of SAU’s American Enterprise class and presents a detailed description of a freshman course that combines effective elements from various freshman programs and SAU’s American Enterprise class that could be adapted into a major-field specific class for use in non-business programs. University faculty could easily adapt the concepts and methodology used to develop their own major-specific course at their college or university.

Three distinct advantages to this course format are that the class: provides the college faculty and administration contact with freshmen in order to bring more academic enrichment into their lives early in college; provides freshman with the opportunity to become acquainted with each other and interact as a group; and provides the freshman with career information, detailed college degree requirements for their major, and opportunities to meet and learn from professionals in their field.

The American Enterprise class at SAU can be used as a model for freshman experience classes in other disciplines or in other colleges and universities. While so much of the structure and content is variable, depending upon the discipline and organization of the institution, the important components to include are the interaction with the faculty and professionals.

The WellsLink Program- Enhancing the First-Year Experience for Non-sponsored Underrepresented Students

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Scholarship on retention issues for students of color will be provided as background information that informed the need for WellsLink and its design, especially Taylor and Miller's article on the Necessary Components for Evaluating Minority Retention Programs (2002). An overall presentation of the program will be presented, outlining the program components and rationale (i.e. the role of peer leaders, a retention counselor, coordinator, etc.). Student feedback data will be reviewed and statistical data about institutional retention. Participants will then have an opportunity to engage in full discussion about the information presented and offer their own experiences and expertise in this forum.

Tau Sigma: Recognizing and Promoting the Academic Excellence and Involvement of Transfer Students

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Although transfer students make up a substantial percentage of new incoming students at many universities, anecdotal evidence suggests that this is a particularly difficult group of students to recruit and successfully assimilate into the university population. This session will introduce Tau Sigma, an honor society designed specifically to recognize and promote the academic excellence and involvement of transfer students.

Because of the difficulty that universities traditionally have had in recruiting and assimilating transfer students along with the underrepresentation of transfer students in many honor societies and other organizations on campus, Tau Sigma as an organization is positioned quite well to serve existing and future transfer students as well as the university.

First, Tau Sigma serves its members by recognizing their academic excellence and also serves incoming transfer students by providing motivation for them to excel academically. In addition, Tau Sigma provides its new members with an opportunity to assimilate into the university

population by first aligning themselves with a group of students who understand the difficulties of transferring and who also are familiar with the campus and its organizations. Tau Sigma also provides early leadership opportunities for those students who seek them.

Tau Sigma also can be quite valuable to the university. Members of Tau Sigma can assist the Admissions Office with the recruitment of transfer students by making recruiting visits to junior colleges and helping with transfer student recruiting events on campus. Tau Sigma also can assist the First-Year Experience Office by helping with orientation sessions geared towards transfer students and assisting with receptions and other functions designed for incoming transfers. Finally, the Alumni and Development Office is served by Tau Sigma given that the increased loyalty and sense of belonging of transfers to the university likely will translate into increased retention of transfers and, ultimately, a larger and more dedicated alumni base from which to generate support.

The Dual Expert Advising Model

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Background:

The Noel-Levitz Survey is used by many major academic institutions to measure student satisfaction in such areas as advising, campus climate, student services, and so on. Prior to 2002 Texas A&M University - Corpus Christi consistently scored higher than the national average on all categories except advising. Under the old model, students with less than thirty hours (first-year) were advised by a core curriculum office. Following completion of thirty hours, the colleges became responsible for advising. In CAMS, this was shared between the faculty and one professional Advisor. This person was responsible for advising graduates and undergraduates in the following majors: Computer Science (CS), Mathematics (MATH), Engineering Technology (ENTC) and Geographic Information Science (GISCI).

New Model Foundations:

Recognizing student dissatisfaction, CAMS initiated their own strategies to improve advising. At the Dean's direction, two efforts were undertaken simultaneously. A faculty member was appointed as the Undergraduate Advising Coordinator and began immediate development of the new model. A lengthy search began for an additional Academic Advisor who could monitor three different disciplines (MATH, GISC, ENTC) as well as contribute to the ongoing development of the new model.

Dual Expert Model:

The Dual Expert Model addresses these advising issues:

- Delineates the different roles that the professional Advisor and the faculty member play in the student's academic success and professional growth
- Provides students guidance in the Advisor's/Mentor's respective areas of expertise
- Facilitates connectivity between the Faculty Mentors and Academic Advisors
- Ensures that students receive timely and consistent information throughout their academic careers

Presentation:

Our presentation will cover specifics about model content and implementation. Additionally, we will present our most recent Noel-Levitz results and the ongoing evolution of our dual-expert model.

The Mieza Protocol: Building Strategies for Success by Personalizing the Transition Experience

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A plethora of programmes and structures have provided higher education institutions and their students with varying degrees of success when it comes to helping the first year student transition from a pre university to a campus life. Significant research substantiates the variety and complexity of transition programmes and the value these bring to the first year experience.

In 2004, The University of Auckland introduced a personalized and individualized transition programme for its annual intake of new students. The key principles of this programme to improve the student experience and increase retention are based on voluntary association cohorts of between

six and twelve freshers assigned to a senior student who acts as a mentor and guide for the first six weeks of term.

This paper reviews how, as a result of this adventurous approach to personalizing support and assistance during the critical first six weeks of a new student's life on a large campus, orientation has been "de-massified", and the transition to university life de-mystified. For the almost 1000 new students involved, retention has increased significantly. The increased retention rate is reviewed in the framework of structure and function in the programme, and the strategies employed evaluated.

The paper initially discusses the "uni-guide" project in the context of internationally recognized theoretical modelling including those of Beaty-Guenter, McInnes and Johnson, interrogates strategic imperatives and social responsibility. International benchmarks are reviewed. Analysis of data and responses provided by both the freshers and their mentors provides additional insight onto the programme and its success. The paper also examines how institutional planning intersects with student needs, and explores the dynamics of small group orientation and transition in comparison to a traditional mass action programme run at the same time. Research findings from this successful programme provide a challenging nexus between ideology, intention, and outcome.

A Case Study on Students' with Disabilities Transition to Postsecondary Institutions

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Participants, student and college disability resource providers, were from five states. The sites within the states of Colorado, Idaho, Wyoming, South Dakota, and Iowa receive support from the Exceeding Expectations Project.

The purpose of this case study is to examine students' and post secondary disability resource providers' perceptions regarding supports and barriers to student success in post secondary institutions. Specific objectives were to:

- (1) determine lessons learned from the project,
- (2) gather information addressing student transition outcomes/progress,
- (3) establish strategies to support teachers and staff in postsecondary institutions which will enhance educational opportunities for students with disabilities in their transition from high school to postsecondary institutions.

Both qualitative and quantitative data reveal students lack of preparation for their transition to postsecondary institutions. According to the data, many students lack adequate preparation for mathematics. In addition, students in the EEP case study indicated they are not very skilled in life skills, literacy, organizing, prioritizing, problem solving, social skills, study skills, use of technology, test taking skills, and time management as evidenced by students' rating of their skill level on the survey instrument.

From Plasticity to Hemispheric Preference: Connecting Brain Research to Students in Transition

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The 1990s were labeled the “Decade of the Brain,” but the magnitude of scientific studies during that decade suggests that brain research, especially the brain’s impact on the learning process, continues to fire the imaginations of both scientists and educators in the 21st century. But the use of brain research by educators who are scientific laymen has created a backlash among many scientists, especially as proactive K-12 teachers and college professors seek to connect current brain research to the classroom learning experience.

First, this presentation will review some areas of contention between neurological researchers and educators, detailing creative yet controversial applications of brain theory. For example, in *The New Phrenology: The Limits of Localizing Cognitive Processes in the Brain*(2003), William R. Uttal makes the case that fMRIs that allow us to use noninvasive imaging technologies to see what part of the brain “lights up” when learning takes place may not be as revelatory as they appear to laymen. And in “‘Right Brain’ or ‘Left Brain’—Myth or Reality,” John Mc Crone challenges oversimplified interpretations of split-brain theory.

Secondly, the presentation will spotlight some of the innovative applications of brain research that have transformed the learning experience by expanding our understanding of the learner. Special emphasis will be placed on brain plasticity and its implications, enriched learning environments, the role of emotion and memory, and the importance of whole-brain learning. Also discussed will be Eric Jenson’s *Teaching with the Brain in Mind*, a key work in the brain-based learning movement.

Finally, the presenter will discuss brain-based learning strategies that she has used in her own freshmen academic success courses and explain how these strategies have enhanced and illuminated the results of traditional personality and interest instruments used in freshman experience courses.

A Beginner’s Guide to Using Technology in Traditional and Online FYE Courses: Choices and Challenges

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It is no longer a case of “if,” but rather “when” and “how” technology will have an impact on the way that we teach first year students. Designed for those with little or no technological expertise—and perhaps some degree of wariness about technology—this presentation will discuss the scope of technologies now available for use both within traditional classrooms and in online, distance learning FYE courses.

In the presentation, we provide an overview of the technological transformations taking place in and outside of classrooms. These innovative technologies are changing the nature of classroom dynamics and requiring the development of new skills, both on the part of students and instructors. The presentation begins with a discussion of in-classroom technologies that can enhance first-year experience courses. Specifically, we examine the use of “smart” presentation media such as electronic whiteboards and computer presentations, as well as addressing the use of the Internet and World Wide Web for instructional purposes. We consider how instructors may place course material on the web, including course syllabi, assignments, class outlines, and grades. Finally, we consider the use of interactive classroom technologies. These technologies, which consist of student response units and receivers, permit instantaneous feedback from students during classes.

We then will examine the use of distance learning for FYE courses from the perspective of both students and instructors. The pros and cons of online venues will be discussed, and issues regarding student involvement and personalization will be considered. Finally, we will consider the overall benefits and disadvantages of the use of technology, addressing the practical—and philosophical—issues of whether the use of technologies will improve educational outcomes. We conclude with a discussion of the implications of technology for student success.

Peer Mentor Profiles- An Instructional Model to Promote Retention

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Research suggests that peer mentoring programs significantly affect retention efforts in a positive manner. Faculty, students, and the institution benefit from the strong sense of community, the connection to experienced students, and the partnerships created through peer mentoring. This session will provide participants with the opportunity to network with other professionals to formulate strategies for peer mentoring that would be applicable to their own academic environment. Participants will engage in interactive dialogue to design models to orientate and train peer mentors in freshman orientation classes. Research regarding the impact of peer mentors will be presented in addition to data based on an existing model. A step-by-step process to facilitate peer mentor programs will be discussed and analyzed. Strategies to gain and secure

administrative support will be addressed. Applications, pre- and post-assessments, goals, legal issues, curriculum, evaluative criteria, program incentives, and supplementary resources will be presented. Examples of materials and instruments to initiate, implement, and assess peer mentor programs will be available.

Meeting Individual Student Needs: Academic Transitions for Transfer Students

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Introduction

History of the Center for Academic Transition

Mathews, Thompson, and Thurmond have been collaborating for nearly 5 years on the question of effective transition to The University of Memphis for our transfer students. As a function of each of our individual jobs, we have encountered transfer students and been presented with many issues and problems for which the institution had no service, program, or solution. Several pilot projects were proposed, funded, and conducted to deal with these issues and problems on a limited basis, usually targeting transfer students who entered the University for the first time in a summer term. Each year that these pilot projects were conducted, we learned a little more about what needs are being presented by transfer students. Because academic advising is the core function in each of our positions, we explored the advising relationship that would be most functional and productive for the transfer student. Having practiced several methods of facilitating successful transition to The UofM through the advising relationship, it became clear that our Transfer Orientation programs may have missed the mark in providing the transfer student with the initial tools for success. It was also clear that the one on one comprehensive advising relationship empowered the student to successful transition.

Establishment of the Center for Academic Transition

As transfer student retention went up, and time to graduation for transfer student decreased, it was proposed that the pilot projects may have had an impact. The Center for Academic Transition was established to continue the initiative of providing the transfer student with one on one comprehensive advising prior to the beginning of the initial semester. The move to a separate facility changed the level of service by providing space for a small computer lab for registration,

assessment, and career search, an attached classroom, a conference area, workshop space for about 50 max, and room for a permanent information fair. Additional staff was added by utilizing student worker resources as clerical.

Since the move on June 30, 2004 the staff of the Center for Academic Transition has conducted yet another pilot with transfer students who chose not to attend transfer orientation. In the Fall 2004, pilot small group orientations will be conducted to experiment with a new model for University Transfer Orientation. This pilot will be continued in the Spring 2005 semester.

Reflection and Integration: Program Assessment through an Anthropology Senior Capstone Seminar (BBPD)

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We will describe the University of North Dakota Senior Anthropology Capstone Seminar, envisioning our course objectives in light of Cuseo's (1998) capstone course purposes (reflection, integration, and transition). We will illustrate how the complete redesign of a traditional capstone course, with a new syllabus, a substantial portfolio assignment, and a number of new class activities explicitly connected student thinking to these purposes and to the goals of our Anthropology program. The class activities and assignments provided an opportunity for each student to reflect on his/her ability to apply learned concepts and perspectives to current issues with which anthropologists are engaged. In a larger sense, however, work products also provided a multi-dimensional, longitudinal glimpse of the students' learning over the course of their entire undergraduate career. We will explain how the senior seminar now provides an on-going opportunity to assess the strengths and weaknesses of our larger undergraduate Anthropology program (its curriculum, advising, field and laboratory opportunities, and student activities). Finally, we will detail activities that give our senior majors a chance to synthesize and reflect upon their major in the four-fold interdisciplinary field of Anthropology.

Infiltrating the General Education Core with College Survival Skills- the First-Year Experience across the Curriculum

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This presentation will focus on how to infiltrate the general education core curriculum with college survival skills and further strengthen a student's first year experience. In this presentation, the presenters will take participants on a journey exploring how they created a unique first year experience seminar by combining it with a required general education core course. In addition, this presentation will provide ideas on how college survival skills can be incorporated into the general education curriculum,

Based on a PowerPoint presentation, the presenters will share with participations their new first year experience hybrid course called "Applied Communication" which combines the first year experience seminar and public speaking. Travel with the presenters as they look at the creation of the new course, the purpose of the new course, the six specific areas the course will cover, the course objectives, learning assignments and activities, and course topics. But the creators of the new course realize that one course touching on student success is not enough to strengthen the success of students so the creators proposed creating "First Year Experience across the Curriculum".

This concept looks at the general education courses and proposes ways in which instructors teaching the so called "gate-keeper" courses could promote student success in his/her class. Suggestions include computing GPA in math class, notetaking review in a science class, stress management in a physical education class, money management in an economics course, etc.

Perhaps this presentation can best be summarized in the course philosophy: by participating in "Applied Communication" you have began to think about what success means to you and you are on a path of growth toward becoming a successful student and lifelong learner. Welcome to the journey of life.

Calling All Freshmen: Facilitating First Year Student Transition and Promoting Retention

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In “Calling All Freshmen” Dr Ellen Brier will describe the scholarly genesis and practical evolution of a first year student phone call initiative at Peabody College of Vanderbilt University. Grounded in college student retention studies by scholars including: Tinto, Bean, Brier and Braxton, and Hermanowicz, this presentation first will consider the role this research played in shaping the initiative. Next the discussion will move from the research to the development of the institutional initiative known as “calling all freshmen” and will describe the nature of the project.

Starting with the project’s genesis which involves the Dean of Students calling all freshmen in the college the discussion will progress through a consideration of the calling protocol. The design of the protocol and its goals will be explored along with examples of typical conversations between the Dean and students. This examination of typical conversations will identify strategies used to facilitate students successfully making the transition to university life. Several strategies include: review of and or referral to appropriate university resources, services, and programs. For example, a student expressing academic frustration might be referred to the university learning center for tutoring or to the counseling center for evaluation or individual academic counseling. A student with questions about the dorm room might be referred to the office of residential life. Students indicating a lack of involvement with campus life would be asked about their interests and directed to the appropriate university activity or group. Students reflecting a lack of integration into the academic and social life of the university might be asked to meet the Dean for a follow up conversations and perhaps lunch.

Finally, the presentation will review results. The five years of this project have included ten semesters, around 2,000 phone conversations, with over 1,200 students. The first year of the project first to second year retention for freshmen students increased by 7% and has remained at a 95% or better rate each year. The improved and sustained rates of retention indicate more successful transitions.

Senior Transition: Reflective Practitioners

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The Wagner Plan for the Practical Liberal Arts began in 1998. It consists of three required learning communities. The third learning community in the Senior Year is a transition to career or graduate

school. The Senior Program was initiated in 2001. As Dean of Learning Communities I will give a brief overview of the Wagner Plan including the assessments we have made.

Dr. Steve Snow, Coordinator of the Senior Learning Communities (SLC), will explain the components of the SLC which include a capstone course in the major and a reflective tutorial (RFT). The RFT includes a field-based practicum (100 hours) and a final written project.

Dr. Mary LoRe will discuss her particular RFT in Business Administration. Her RFT was devoted to civic engagement and campus-community partnerships. The six business students in her class devoted 100 hours each working in partnership with the Staten Island Economic and Development Center to improve the St. George area. Collaboratively, these students wrote an 18-question questionnaire, and personally interviewed over 60 members of the community, including local public officials, government leaders, workers, property and business owners, schools, and residents of the area. Operating as business consultants, their goal was to identify the economic, social and civic problematic issues of the area and collectively develop a needs-assessment plan with recommendations.

The project, the St. George Action Plan, reflected the needs of the St. George community, and offered solutions to the issues that many believe are hindering the development of the area. The final plan included short and long-term solutions as well as the agency that should be responsible for the implementation of each component. A press conference was held and students made two formal presentations of class findings.

This endeavor provided our students with a foundation for active social and civic involvement and instilled in them the conviction that the processes and institutions of our democracy offer each person the best opportunity to improve the condition of society and the opportunity to "make a difference."

Best Practices in Student Retention: A Sharing of Experiences

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Student retention, especially in the first year, is critical to student success. Among the more popular support mechanisms are advising, mentoring, supplemental instruction, and tutoring. However, the use of each of these support mechanisms varies across campuses. For example, advising may or may not include faculty, be available for all students, or specialized for targeted groups. There are numerous methods of student support that are combined across campuses. There is no "cookie-cutter" method that can be applied to all institutions. "Best Practices" can be identified and modified to fit individual campuses.

Each campus has numerous variables that need to be taken into account when developing a comprehensive plan to bolster student retention: institution size, location, faculty, students, and finances.

Studies show that supplemental instruction can be a powerful tool to help students succeed. How do campuses utilize this tool? Which campuses have developed successful mentoring programs? How do institutions determine correct course placement for first-year students? Are there successful early warning models out there that identify at-risk students? While some campuses might identify at-risk students, do others identify “at-risk” classes, utilizing data such as a “D,W,F” report?

While many sessions at conferences offer data through lectures, Power Points, and handouts, attendees agree that networking with their colleagues often provides the most insight and information that can be taken back to individual campuses. This session will allow that opportunity for networking by encouraging participants to discuss both successful and unsuccessful retention efforts on their own campus. A handout will be given to participants that will list common types of retention efforts in order to reflect potential “talking points” and to spur conversation. However, the handout will only be a starting point as participants will be encouraged to “share their experiences in best practices in student retention”.

Orientation - An 'Adults Only' Model

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Harper College is a community college in northwest suburban Chicago. As a commuter campus with 25,000 students, 2/3 of which are adult students, providing new student support services is an on-going challenge.

Faculty and staff in the Center for New Students and Orientation have taken a thoughtful approach to program development for new adult students. By offering services in a variety of formats - small group, individual advising and counseling and online orientation - the Center has been able to successfully meet the needs of the schedule-challenged returning adult student.

Recent innovations will be shared, along with student feedback and satisfaction responses. For example, the Center recently adopted a "flex FTO" - flexible full-time orientation - option for returning adult students who need the additional support that the traditional age, full-time student orientation program provides.

Students experience a streamlined program as they complete the required college assessment and advising process in a format that fits their unique scheduling needs.

Throughout the presentation, successful service delivery models will be shared, along with student satisfaction and retention results. Attendees will leave with a thorough understanding of how to replicate programs for adult students on their own campuses and will be able to take advantage of a specially designed "tool kit" to facilitate the program development process in a step-by-step format.

What's a WittSem?: First-Year Seminars that Promote Learning & Living

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This session will present an overview of how to utilize a series of courses for first-year students as they transition to college life. These are topical seminars/courses designed by instructors based on their intellectual pursuits and areas of expertise. In addition, these courses address and integrate issues of transition for the first-year student. From these courses, a student should gain an understanding of the connections between differing modes of inquiry, experience learning as a shared enterprise, and see the relationships between the world of learning and their lives.

The presenters will address how to incorporate into course content university-wide selected transition issues such as: helping students develop college learning skills (problem solving, reasoning, synthesis, comparison and analysis/critique); introduce students to the theory and practice of the liberal arts and liberal learning; inform students of the importance of academic integrity. These transition issues are addressed through the use of experiential activities and course content. During this session, participants will gain insight for engaging and supporting the first year student with college learning and community living skills.

A variety of first year seminars/courses will be shared with participants, and a guided discussion will demonstrate how various topical courses integrate transition issues into the course through assignments, field experiences, a campus-wide lectures series and campus supports networks for first-year students. The presentation will be hands-on and interactive providing participants with the opportunity to develop and outline components of an integrated course on a particular topic of interest.

Wright State University's First Year Coordinating And Advisory Council: A Collaborative And Evolving Process (BBPD)

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The FYCAC at Wright State University is a collaboration of the Divisions of Academic Affairs and Student Affairs/Enrollment Services. The numerous FYE programs coordinated by FYCAC include Summer on Campus Advising and Registration (SOAR), First Weekend, Freshman Convocation, Learning Communities, Developmental Education, Academic Advising, mentoring programs and other activities. The FYCAC programs address four student objectives of WSU's FYE: adjust to college; achieve academic success; grow and develop personally; and explore career development.

Our presentation highlights the collaborative and evolving process to unite the FYE programs into a coherent, seamless whole. Our team will present information regarding the transformation of University College into the academic home for first year students; the development of a formal set of "Desired Outcomes for First Year Students"; and the identification of four FYE Objectives. The session details endeavors to formalize collaboration, integrating outcomes, objectives and student development theories into programs and assessment.

Through collaborative efforts, FYCAC continues to develop FYE programs and initiatives for incoming WSU students. Among the newest FYE initiatives developed over the past two years are "First Weekend" and "Freshman Plunge."

"First Weekend" events beginning fall 2003, included a common reading text; Freshman Convocation; interactions with faculty and deans; reception with the WSU President; academic and career workshops; Boogie on the Bricks; and other activities. An important part of "First

Weekend” is the role of dynamic peer leaders who interacted with small groups of incoming students beginning with SOAR and continuing through fall term.

“Freshman Plunge” a community service initiative, was developed for “First Weekend 2004.” At “Freshman Plunge,” students had the opportunity to participate in projects serving six local community agencies.

This encore presentation is "Back by Popular Demand," first presented at the 2002 Students in Transition Conference.