Addressing Needs of the New Traditional Nursing Student

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Age seems to be among the demographic changes that have been noted in Student populations attending nursing programs. Students seem to be older and often do not come from the traditional educational routes such as high school. Today's students may hold primary degrees from other institutions, transfer from other programs or be resuming a formal education after many years away from an educational environment.

Many have English as a second language, or come from a non English speaking background or educational system. As older students they are goal oriented and determined to complete a degree in nursing quickly.

As these students may hold either a degree from another American institution or from a foreign country, the new institution often does not provide or provides limited orientation courses with information to help the student to understand and deal with the culture and environment of the new institution they have entered. It is assumed that the transfer student, having attended another institution of higher education, does not need to be acculturated into the new higher educational environment, and there is often limited or no required orientation period to the new educational system.

This poster is an educational pilot project which presents data concerning the shift in the number of students attending schools or departments of nursing, who are older and/or students from an international educational community. This population shift suggests the need to further study the
Creating a Transfer Center

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This roundtable discussion will explore best practices for assisting students with transition and transfer to the university. In August 2006, Arizona State University will launch a new campus in downtown Phoenix. Two thousand five hundred students are expected to enroll. It is estimated that many of the students will be transfer students. ASU is creating a Transfer Center to be able to assist students with a seamless transition to the university.

Assessment procedures have already begun with focus groups, developing needs assessment, student surveys, interviews with students and stakeholders, web scans for best practices, review of literature, discussions with community colleges and peer universities, creation of a transfer center task force.

Annually ASU has 5,000 students transfer. The number of transfer students has remained relatively level while the enrollment at ASU has increased in the last ten years from 45,000 a year in 1994 to over 58,000 in 2004.

Antecdotal evidence has discovered that student have run into roadblocks in transferring to ASU. It is hoped that the creation of the Transfer Center will assist students with a seamless transition to ASU.

In this roundtable discussion we hope to share ideas and gain valuable insights from participants.

(Back By Popular Demand) 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.

Formula for College Success

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Students Support Services (SSS) is a collegiate program sponsored by Bemidji State University (BSU), funded through the U.S. Department of Education’s TRIO program. It is one of seven TRIO programs originally funded under the Higher Education Act of 1965 to help students overcome class, social, academic and cultural barriers to higher education. SSS was recently awarded a five-year funding cycle and ranked in the top 10% nationwide among SSS programs.

The primary goal of our program is to increase the likelihood that participants will be retained at the institution through to graduation by providing them with a solid freshman year experience and support throughout their remaining years at BSU. Our program is comprehensive in that there are prescribed courses that all of our students take during their freshman year. College Orientation is offered fall semester for one credit. College Orientation is designed to introduce students to the University, including the academic, personal and social aspects of BSU. Our second semester Life Career Planning (LCP) course is our answer to extending the first-year initiative beyond the first semester of college.

During spring semester our students take LCP taught by the same instructor that taught their College Orientation. This course is two credits and is designed to provide students with assistance in making effective career decisions. Through the use of values clarification exercises, career interest inventories, personality assessments, interviews and guest speakers, students learn about the process of career decision-making. How their own interests, values and personality traits may lead them in a certain direction is the end result. The connection that the students establish with their advisor/instructor during these courses increases their likelihood of academic and personal success and retention at the university. It is the combination of all of these factors that has made the SSS program at BSU one of the best in the country.
No Longer Forgotten: The Bentley Transfer Student Experience

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Our transfer student population has had a difficult time transitioning to Bentley. Many transfer students indicate that they have felt “out of the loop” regarding information and resources at the college. Many students also indicate that they struggle initially in meeting other students or connecting with existing peer groups on campus. We have also found that many transfer students are having an unusually difficult time with their academic work (keeping up with course work, understanding material presented in classes, poor performance on exams). Additionally, a number of transfer students find themselves with a low GPA after the first semester at Bentley.

As such, the office’s of academic services and student affairs developed a five week non credit bearing course designed to assist transfer students with their adjustment to the college. The first pilot program was run in the fall semester of 2003 with five sections of approximately 24 students in each section. Curriculum topics included Campus Resources, Academic Integrity, Learning Styles, Careers, and Registration. Student satisfaction surveys from that first semester revealed that students appreciated taking the class as it provided them with necessary information about the Bentley community and it made it much easier to connect with other students and staff at the college. Staff members were able to work much closer with students and connect them with resources much earlier thereby increasing the general effectiveness of those interventions. Staff members also served as academic advisors for the academic year also helped the overall academic transition to the college.

Based on the success of the course in the fall of 2003 it was decided to offer the class again for the fall of 2004 with the goal of enrolling the entire transfer student population in TS 222. Six sections were run with approximately 24 students in each section. There were minor adjustments made to the curriculum topics and the responses from the transfer population have been very positive about how the course has assisted them with their overall adjustment to the college.

The course is a valuable tool for the successful retention of transfer students. Our presentation will focus on the successful collaboration between the two divisions, and how the curriculum was developed, implemented, and revised as a result of evaluation and assessment.
Understanding Our Newest Students - The Millennials

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This concurrent session will focus on the newest generation of traditional age students, the Millennial generation. According to demographers, this generation is the largest in American history. It is estimated that by 2012 75 percent of all American college students will be Millennials. In addition to its size, the Millennial Generation has been characterized as the next great generation, a generation that will pick up the mantle of leadership, civic engagement, and responsibility that is being left behind by their GI Generation grandparents.

To understand this generation, and validate those assumptions, this presentation will explore the theory of generations, as developed by William Strauss and Neil Howe. The Millennial Generation will be set in a cultural context through a discussion of a number of key events that have shaped the lives of today’s traditional-aged, first-year students. Participants will be encouraged to compare the events that shaped their lives (and the lives of the members of their generational cohort) with events in the lives of Millennials. Following this contextualization, a detailed analysis of the demographics and characteristics of the Millennial generation will be presented. Important demographic information on this generation that will be presented will include its size, racial and gender composition, family status, political perspectives, work experience, and academic expectations. Information for this section of the presentation will be drawn from a variety of sources including the CIRP Freshman Survey and the U.S. Census Bureau. The presentation will conclude with a description of the defining characteristics of the Millennial Generation. Characteristics to be discussed will include the Generation’s sheltered status, their team orientation, and their conventional outlook, to name a few.

Time will be allotted for questions and answers and for discussion of the impact of the identified Millennial Generation characteristics on higher education teaching, learning, and services.

SOARing to Success

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Academic dismissal is often the result of a student’s inability to record assignments, prioritize, and prepare for class and examinations. When a student’s petition for reinstatement to the university is granted, there is great joy along with extensive apprehension to regain their academic good standing. To assist students on academic reinstatement, the SOAR program was established. The purpose of the program is to provide guidance and advice to students who were academically dismissed and reinstated.

Diverse Population
Three years ago, the Center for Student Support Services identified a group of students who had been reinstated to the university with no specific goals or objectives for them to be successful. The students in this situation varied in race, gender, ethnic, and major.

Need on Campus
The need for direction for academic success for reinstated students became apparent. Students indicated that they had been struggling in their personal approach to develop study skills, organize project components, and manage their time. The SOAR program was designed to offer one-on-one attention to students who had been academically reinstated in order to address these critical issues. Students in the program learn how to manage their course loads, predict their GPAs and the importance of keeping current with their assignments and readings.

Adaptable at Other Institutions
Other institutions could easily replicate this program if they have a Graduate School. If not, senior students in education, psychology, or sociology could participate as an intern under the supervision of the student affairs administrator.

The process begins when students are academically dismissed. The Center for Student Support Services sends a letter to the students to inform them of the procedure for petitioning the Academic Review Board for reinstatement. A letter is sent to the students who are reinstated to inform them of the SOAR program. They are asked to contact the Center for an appointment. At those individual appointments, the Executive Director and the graduate assistant explain the goals of the program and discuss the benefits. A thirty minute weekly meeting time is scheduled for the semester.

At the first session, the student completes a self-assessment survey to identify the student’s strengths and weaknesses. This is a very useful tool to use to focus on areas of improvement during the semester. The assessment results are referred to frequently during the semester. The following sessions incorporate faculty feedback from questionnaires, midterm grade reports, semester-at-a-glance, an academic planner, and resources on campus, such as tutoring, study groups, and faculty office hours. Barriers that impede a student’s success are discussed, strategies for overcoming these barriers are identified, and updates on progress are documented.

This program occurs through the collaboration of the Academic Review Board, the faculty who provide input and offer suggestions for improvement for students, and the Graduate School as well as the Counseling Degree program who select and guide and the graduate assistants during the program.
Cost Effectiveness
Graduate students in the Counseling program are provided assistantships to assist and encourage the students to do their academic best. This program offers graduate students an opportunity to develop their counseling skills and an appreciation for documentation. The graduate students and the Executive Director have drafted a Manual for the SOAR program that provides weekly session objectives, assignments, and instructor interaction.

This program has received financial support from the Graduate School by supplying the stipends for the two graduate assistants. This minimal expense has had major financial rewards to the University through these retention efforts. This is truly a win-win-win program. The students who are reinstated win by receiving much needed assistance in gaining their academic good standing. The graduate students win from the experience of counseling students in need. The university wins through retention of students who may not have made it through college.

Assessment of Program
Since the first pilot session in Fall 2002, there have been 33 students who were reinstated and agreed to participate in this recovery and retention program. To date, 84% of those students have been able to continue their education at Bradley University or have graduated with their intended degree.

Results of SOAR program

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<tr>
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<th>Dismissed</th>
<th>Returning</th>
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<tbody>
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<td>Fall 2002</td>
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<td>6 (75%)</td>
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<tr>
<td>Fall 2003</td>
<td>1</td>
<td>9 (90%)</td>
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<tr>
<td>Fall 2004</td>
<td>2</td>
<td>13 (87%)</td>
</tr>
<tr>
<td>Total to date</td>
<td>5</td>
<td>28 (84%)</td>
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Collaboration
The Division of Student Affairs must collaborate with the University’s Academic Review Board to identify students for the program. They have provided valuable suggestions for the development of this support program. Additionally, the Graduate School assists in identifying and supporting the graduate assistants in the program.

The program also depends upon interaction with the Center for Learning Assistance in order to gather essential materials for helping the students. Ideas for improved study skills, organization, and tutoring have been provided to this program to help the students.

The program also depends upon all the faculty members of the students in the program who provide feedback on the students’ performance. The graduate assistants discuss this important information with the students in order to evaluate their progress and future academic goals.

Enhancement of Student Learning
This program has literally “saved” students at Bradley University. The students receive compassion, guidance, and encouragement during a critical time in their lives. Not only do they learn essential study skills, they also learn to organize and manage their personal lives through time management and focused decision making.
Incorporating Information Literacy Goals and Assignments into University Curriculum: A Collaborative Approach

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Many students lack basic information seeking and research skills when entering college. This interactive session will give faculty and administrators the necessary framework to build Information Literacy (IL) into a first year seminar course and the tools to reinforce these IL skills across disciplines and at multiple levels throughout the curriculum. The information literate student determines the nature and extent of the information needed; accesses needed information effectively and efficiently; evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system; uses information effectively to accomplish a specific purpose; understands many of the economic, legal, and social issues surrounding the use of information and access and uses information ethically and legally. (Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (http://www.ala.org/acrl/ilcomstan.html)). The acquisition and application of these IL skills helps freshman gain confidence in doing academic level research, and a strong cognitive foundation on which to build academic success and life long learning.

An overview of information literacy skills, clear examples and sample assignments will be provided to session participants. In addition, administrators and instructors will be given the necessary tools to create a safe and supportive environment for the faculty to experience teaching outside the box.

Feeling Connected to the Campus Ameliorates Loneliness: Helping Retain Students

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Research shows that students drop out of colleges and universities at alarming rates. Both academic and non-academic factors have been identified as causes. Academic factors include
institutional readiness, high school GPA and assessment scores. Non-academic factors include financial resources and personal factors of the individual student. Men also have higher drop out rates than women.

A review of existing literature identifies people between the ages of 18 and 30 as being at the highest risk for suffering from loneliness. Most students fall into this category and are therefore at risk to suffer from loneliness. Gender differences in loneliness have also been identified.

Logically, feelings of loneliness can seriously impact nearly all of the non-academic factors. These factors include: academic goals, achievement motivation, time management, self-confidence, self-concept, institutional commitment, social support and social involvement. It is logical that the lonelier a student feels the more likely they are to be impacted negatively in these critical areas, increasing their chances for poor academic performance and drop-out. Finding solutions to help students overcome or avoid loneliness should aid in better scholastic achievement and retention rates.

The research for this presentation identified levels of connectedness to the university as the strongest indicator for levels of loneliness. Helping student find ways to connect to the University should, in the end, help retain them. Freshman Programs at California State University, Fullerton (CSUF), was developed with the goals of student success and retention in mind. One of their missions to achieve these goals is to help students get involved on campus.

**Training Peer Mentors to Establish Relationships for Effective Education**

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This presentation walks through the development of an effective peer mentor training program. The philosophy behind the training model used at CSU Fullerton is that the most effective education takes place in the context of an interpersonal relationship. Our data reveal that first-time freshmen retain knowledge better when it is presented by someone with whom they have a relationship. Description of the study in which this data was found will be presented.

Peer mentors are effective because they are able to establish a relationship with those in the target population, therefore training must emphasize fostering a rapport with those in the target group through interpersonal communication skills workshops, social ecological model awareness presentations, and social skills workshops. A mini workshop on the social ecological model demonstration will be provided as a component of this presentation. The social ecological model is an important component of peer mentor training as it helps the peer mentor understand where they fit in the context of the student’s life.
Research demonstrates that the primary predictor of student retention and graduation rates is “face time” between students and faculty. Faculty attribute student retention to primarily academic factors, such as students’ GPA, motivation to learn, and time spent studying. Research demonstrates that yet another factor trumps academic concerns. More important to student success is the extent to which students engage in social interactions with faculty and peers. Making that happen should be a primary responsibility of our faculty.

As a “faculty” panel, members will begin by addressing ten common misconceptions that faculty hold about student success:

Misconception #1: Most of our students graduate.

Misconception #2: Students who fail to graduate lack the motivation to do so.

Misconception #3: Starting at a community college is a good way to ensure degree completion.

Misconception #4: Students fully appreciate the study time required to succeed.

Misconception #5: Working students make the best students.

Misconception #6: Most of our freshmen have the skills to succeed.
Misconception #7: Remediating our students is a waste of resources.

Misconception #8: Women face more obstacles in completing their degrees than men.

Misconception #9: Ethnic background is no longer a major factor in student success.

Misconception #10: Students who transfer from our institution enroll in more prestigious institutions.

Following a discussion of these myths, panel participants will address the role of faculty in accomplishing the mission of student success. With increased faculty attention to issues of student retention rates, graduation rates, time to completion, and the value of a degree, faculty can more actively participate in meeting the objectives of the institution. The panel will conclude by facilitating audience interaction in identifying strategies to encourage faculty to assume greater responsibility for student success.

**FIGs, First-Year Clusters, Linked Classes, Learning Communities: Institutional Barriers and Institutional Support**

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We propose to engage participants in an active exploration of the ways in which FIGs, First-Year Clusters, Linked Classes, and Learning Communities are affected by barriers and support at the institutional (campus-wide) level. There is widespread agreement, supported by years of research, that cohorting first-year students improves retention and performance. But at the local level—on individual campuses—programs to establish these linkages face daunting challenges. At our own campus, which is a large, metropolitan, comprehensive, commuter university, the linked classes in the recently launched Freshman Connection have created a zone of success for new first-year students, energized participating faculty, and drawn positive attention not only from administrators...
but also from the student newspaper. In this session, we would like to offer participants the chance to share their own experiences launching a program of linked classes. Proposed discussion topics:

- How to sell a Freshman Connection program to students, faculty, and advisors
- Departments as silos: the culture of the large university
- Institutional support: funding sources
- The education of faculty: faculty development and faculty buy-in
- Choosing faculty
- Promoting active learning for students, for faculty, for staff, and for administrators
- Advisors: your do-or-die allies
- The nuts and bolts of enrollment management
- Assessment: How much? By whom? What kind? How often?
- Is there life after the first semester? Taking a fall cohort into the spring term.
- Best practices list: what works?
- Resources: readings for organizers; texts for students

Clearly this topic is very rich. We hope to open the floor for discovery, and transform idealistic planning goals into successful classroom actualities for our first-year students.

(Back By Popular Demand) Researching Program Effectiveness

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It is important to measure the outcomes of student success programs to develop an effective program and to showcase the results. Positive results in the areas of student success and persistence are valuable in building the reputation of the program and securing continued support for it.

Three program reviews completed at Cuyamaca College have demonstrated significant results in the areas of student success, retention and persistence. The program reviews have also
demonstrated financial benefits to the college from increased enrollment and retention of students.

The presentation will begin with a description of the student success program at Cuyamaca College that has served as a model for many community colleges in California. The program is based on research that suggests that students can be more successful in college if they have made a good decision on a college major and have the learning skills needed to be successful in college. The Cuyamaca program integrates learning skills, career planning and lifelong success skills. The college success course developed at Cuyamaca College has been accepted as transferable to meet general education requirements in the California State University System and was the first in the state of California to be accepted as transferable to the University of California. Because of this transferability, students are motivated to enroll in the course.

The elements of a program review, methodology and results will be shared with program participants as a way of sharing ideas that have been successful at Cuyamaca College and can be implemented at other colleges.

Mission Impossible 3: Assisting Undecided First-Year Students by Merging Services

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During the last academic year, DePaul University’s Career Center, Liberal Arts and Sciences College, and Human Services and Counseling graduate program collaborated to offer a unique new program designed for first-year students who were in the process of deciding on a college major. The How to Choose and Use Your DePaul Major program offered graduate-level counseling students the opportunity to use their counseling skills to help first-year students begin to connect their academic and career development in ways that suited them well.

Each first-year student worked with two or three graduate counseling students to identify and reflect on their own interests, personalities, skills, and goals. Through various activities, discussions, and meetings, the counseling students successfully assisted these first-year students in narrowing their major selections and were able to discuss coinciding academic and career opportunities associated with various majors. Post-program assessments demonstrated the effectiveness of this pilot program.

This unique program benefited the first-year students who participated as well as the graduate-level counseling students. The mutual learning was a winning combination that strengthened the breadth
of such a program. Further, the collaborations between the three departments that sponsored this program have enabled students to get more comprehensive services upon visiting these departments. During the upcoming academic year, we will be conducting further assessments to determine the retention rates of our program participants as they compare to non-participants. It is our hope that this program will increase retention rates of our undecided first-year students, a large at-risk student population.

**Does Openness to Diversity Influence College Learning and Adjustment?**

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Does openness to diversity influence students’ experiences in college? First-generation college freshmen, in learning communities or a control group, completed scales at the beginning and end of their first semester. Students’ learning experiences and interpersonal interactions changed significantly during the semester, regardless of group assignment. Openness to diversity was directly related to these changes.

Results indicated that on average, students reported having more interaction with other students in college than in high school, but less interaction with faculty. Openness to diversity influenced these interactions. The more open students were at the beginning of college the more they tended to increase their interactions with students and faculty, when compared to high school.

Change in openness also influenced learning experiences. Students who became more open during the semester tended to increase more in: (1) cooperative learning, defined as positive interdependence among learners; (2) interdisciplinary learning, defined as the examination of ideas and issues from the perspective of different disciplines; and (3) knowledge constructivism, defined as the creation of new understandings. Additionally, students who became more open tended to increase more in their learning via the cognitive domain, which includes comprehension, application, analysis, synthesis and evaluation skills, and via the affective domain, which refers to students’ internalization of values that guide the utilization of future information.

Does openness to diversity influence students’ learning experiences, and/or do learning experiences influence openness to diversity? Further research is needed to understand the causal pathways among these variables, but these correlational data are provocative. As educators we want students to do more in college than just learn facts; we want them to learn to work with others, think critically, and begin to develop their own value system. These data suggest that tolerance of
diverse points of view may play some role in the development of these capacities.

Results of the 2005 Your First College Year (YFCY) Survey: A Spotlight on Issues of Student Transition

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The purpose of this session is to profile the first-year of college experiences for a national sample of diverse racial/ethnic students and to analyze how pre-college and college experiences might differ in affecting three outcome measures for students: social/emotional adjustment, sense of belonging, and satisfaction with the college experience at the end of the first year. Using longitudinal data from the 2005 Your First College Year (YFCY) survey, this session will spotlight key trends within the national aggregate sample on these three college outcomes, and it will also highlight strategies for institutional assessment using HERI data. The 2005 Your First College Year survey is designed as a comprehensive instrument that collects data on a wide range of cognitive and affective measures. YFCY generates valuable feedback on first-year experiences, students’ academic and personal development, and interpersonal interactions with members of the campus community.

Our analyses focused on students’ satisfaction with college, sense of belonging, and social/emotional adjustment at the end of the first college year, which are important indicators of college persistence and overall success. We organized our analyses primarily around understanding differences across racial/ethnic groups. Hurtado and Carter (1997) note that integration can mean something completely different to student groups who have historically been marginalized on college campuses. Accordingly, this session will focus on understanding between-group differences across race and ethnicity that can inform institutional efforts aimed at facilitating the transition and adjustment process for all students.

Briefly, the first college year is critical to a variety of student outcomes such as college adjustment and satisfaction, which can facilitate retention and academic success (Tinto, 1993; Upcraft & Gardner, 1989). Research on social and academic adjustment has identified peer network formation and ability to identify with the academic work as important indicators of successful transition to college (Hurtado & Carter, 1997; Tracey & Sedlacek, 1985). Additionally, research on emotional adjustment to college has established that the process of emotionally transitioning or integrating to college is often a herald for the entire college experience (Hurtado & Carter, 1997; Smedley, Myers, & Harrell, 1993). However, existing research tends to aggregate students of all racial and ethnic backgrounds together and has not adequately disaggregated racial/ethnic groups to examine their first-year experiences. Braxton et al. (1997) suggest that existing frameworks on college transition do not address the varying integrating experiences for minority college students, nor do they adequately take into account the impact of pre-college characteristics on first year experiences. The persistent gap in baccalaureate completion rates makes it increasingly vital to
ensure that underrepresented minority students who do enter four-year institutions can successfully complete their undergraduate degree. Indeed, retaining students already in the higher education pipeline is a key goal of institutions and policymakers who are intent on improving degree attainment rates among these critically underrepresented populations.

References


A Campus-Wide Commitment to Successful Transitions for First-Year Students

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Presenters will begin with introductions of themselves, and provide a framework of the successful model for first-year student transitions on our campus.

Presenters will then briefly describe the rationale and development of themed learning communities (TLC’s) and detail three main reasons why this works: (1) The importance of interdisciplinary and integrated learning; (2) The importance of student-to-student and student-to-faculty connections,
and (3) the significant in-class and out-of-class learning connection.

Next, the presenters will detail the essential components of our successful TLC program, including: (1) Campus-wide committee administration; (2) Intentional Faculty development; (3) Use of instructional teams grounded in first-year seminar courses; (4) Theme development; (5) Strong connections to student affairs with regard to experiential learning; (6) Program marketing, and (7) a strong assessment plan.

Finally, audience participants will work in small groups to complete action plans for the enhancement/development of TLC’s on their own campus.

The Effects of Orientation and First-Year Seminars on Student Engagement During the First Year of College

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This presentation will focus on the results and implications of a study that examines the effects of first-year students’ participation in summer orientation and first-year seminars on the students’ use of campus services, engagement, developmental gains, and satisfaction during the first year of college. Data for this study come from a sample of over 60,000 students from 440 postsecondary institutions in the United States who participated in the 2005 National Survey of Student Engagement. This study found that, after controlling for the pre-college characteristics of students, attending college orientation did not have a significant effect on the students’ use of the campus services (i.e., academic advising, career advising, financial aid advising, and academic assistance) under study. However, these students were more involved in educationally enriching activities, felt that the campus environment was more supportive, reported greater developmental gains during their first-year of college, and were more satisfied with their college experience than their peers. Attending a first-year seminar had a positive effect on the students’ use of the campus services under study. These students also reported greater levels of academic challenge, more instances of active and collaborative learning, a greater number of meaningful interactions with faculty, greater
involvement in educationally enriching activities, and a more supportive campus environment than their peers. Students who attended a first-year seminar also felt that they gained more developmentally from their first-year of college, and they were more satisfied with their college experience than their peers. This study provides further evidence that first-year seminars are having a positive impact on the academic adjustment of students during the first-year of college. It also lends insight into the identification of activities that might be enhanced to improve the educational effectiveness of first-year initiatives. Additional implications of these findings for first-year experience initiatives will be discussed.

Creating Clear Pathways for Student Success: Insights from DEEP

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This session highlights key findings from the Documenting Effective Educational Practice (DEEP) Project, an in-depth study of 20 educationally effective colleges and universities. This project documented the programs, policies, and practices that successfully engage students in educationally purposeful activities and lead to strong graduation rates. The institutions selected for this study, including large, small, urban, and special mission institutions, have higher-than-predicted graduation rates and scores on the five NSSE (National Survey of Student Engagement) benchmarks of effective educational practice.

A cross-cutting feature of DEEP institutions is that they clearly mark routes to student success, from pre-matriculation, through the first-year experience, and culminating senior experiences. Some guideposts, such as required first-year seminars, advising sessions, periodically updating programs of study, and capstone courses, are tied directly to the academic program. Others take the form of convocations that celebrate educational attainment, passing along gowns that represent continuity of experience, or walking through arches to heighten one’s commitment to graduating. Furthermore, institutional publications accurately describe what students say they experience, and each institution is unmistakably intentional about telling students about the resources and services available to help them succeed. Finally, DEEP schools tailor efforts to meet the needs of their students.

After briefly summarizing NSSE and introducing DEEP, we will share information about our research and the lessons learned about effective educational practice, particularly as they relate to ensuring the success of all students in transition. We will emphasis first year and senior year experiences, and also the practices that appear to make a difference for commuter and transfer students. Participants will be encouraged to participate in a discussion about the potential application of lessons from Project DEEP schools to their own campus and will be provide a tool to assess the degree to which their institution provides a clear path to student success.
The Lived Experience of Reentry Women in Traditional Baccalaureate Nursing Education

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A presentation will be developed describing the doctoral research conducted by the presenter with a group of ten reentry women enrolled in traditional baccalaureate nursing programs at two universities in central Indiana. The presentation could be developed in the form of a power point presentation to be shown on a lap top computer or the content could be mounted on poster board for a table display as directed by guidelines for poster presentations for this conference.

Background information concerning reentry women and factors leading them to return to college to acquire an education will be outlined. Demographic information about the ten subjects who volunteered for participation in the research project will be presented. McClusky's Power Load Margin Theory will be introduced and the instrument designed by Dr. Joanne Stevenson to assess margin in life will be provided. Max van Manen's systematic phenomenological analysis will be described and the presenter will outline how this research methodology was applied to data obtained from interviews with ten subjects. Definitions of power, load, margin, and reentry women will be provided. Research questions and methods will be included on the poster to aide in understanding of the research.

A model conceptualized by the presenter to enhance understanding of the interaction between margin in life scores and the themes identified will be demonstrated, and the potential value of this information in the development of strategies to increase retention and enhance success of reentry students will be identified.

The presenter will be available to answer questions and aide conference participants in gaining an understanding of the research.

Sophomores Switching Majors: A Purpose-Guided Approach that Improves Success

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Many sophomores begin serious questioning of their college experience. Through recent studies and the monograph on sophomores, Visible Solutions for Invisible Students, the presenter and his colleagues have discovered that this lack of purpose or "life calling" has a strong correlation to the sophomore slump. At Indiana Wesleyan University this dynamic has been studied for nearly a decade with various programs initiated and in place to address it. One of these programs requires
all undeclared majors to enroll in a set of courses that helps to focus the students on dreams and interests. Another program requires all new students, including a transfer population that is predominantly sophomore, to take a similar course. Both the student development and academic sides of the campus are involved, along with a Dean of Mentoring. The university has several joint initiatives that endorse this philosophy with representatives from the faculty and student development staff. This presentation will utilize five of the best object lessons or exercises that will provide a practical look at this approach. Participants will be able to take the lessons to their campus for assistance with sophomores. They also will be given a remarkable cache of resources to explore further the notion of the presenter, "The Dream Needs To Be Stronger than the Struggle." The session will include a lively interaction between the presenter and participants, and among the participants themselves.

Creating Powerful Undergraduate Experiences: A Framework for Organizational Change

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Ms. Secor has completed a detailed study of the factors that influence student learning, development, retention, and success and has developed a model and approach colleges and universities can utilize to create a powerful undergraduate experience for students. Ms. Secor will present the model of the Developmental Assets of College-Aged Students (DACS) and will describe how faculty, department chairs, academic administrators, and program directors can utilize the model to identify, organize, and mobilize department and campus resources to create a powerful undergraduate experience for students. The characteristics and components of a powerful undergraduate experience will be described as well as the impact faculty, academic departments, curricula, and campus programs and services have on student learning and development. Participants will learn how to utilize organizational change models, community development approaches, strategic planning principles, and organizational development processes to create effective programs, services, and curricular innovations that reach students and fully utilize and coordinate existing campus resources.

A five stage organizational change model will be presented and a process for creating a unifying campus vision and plan for action will be described. Participants will also learn how to utilize the latest research and innovations in higher education to assess, develop, support, and implement: (1) effective faculty and student development programs; (2) strong academic programs/units; (3) a four-year developmentally appropriate, seamless core curriculum; and (4) campus programs and services that meet the developmental and transitional needs of students.

The presentation is designed to provide participants a picture or vision of what could be done on a college campus to create a coherent, meaningful, powerful undergraduate experience for students. The presentation is also designed to help participants learn how to utilize existing models and
approaches to effectively organize and mobilize campus personnel and resources to address pressing issues and create lasting change.

**(Back By Popular Demand) Sophomore Issues Networking Session**

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There will be no formal presentation. Instead, the co-chairs will facilitate a general sharing of information by audience members and a general discussion of sophomore programs and issues.

**First-Year Math Students: Using Study Skills and Motivation to Predict Academic Success**

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Introduction  
The purpose of this study was to gain insight into the substantial failure rates of first year math students, a phenomenon well known across post-secondary institutions in British Columbia and elsewhere.

The efficacy of study skills training to increase student grade point average and retention has been cited frequently in the literature on first year university students. The LASSI (Learning and Study Strategies Inventory—Weinstein, Palmer, and Shulte, 2002) has been used to examine the role of study skills and student motivation on academic achievement levels in first year courses. Recent literature is surveyed.
Methodology
Three hundred first year math students participated in this study in September 2004. Students were administered the Learning and Study Strategies Inventory (LASSI). The inventory (10 subscales) is both diagnostic and prescriptive, measuring students’ use of learning and study strategies in the areas of skill, will, and self regulation. Students were provided with a group interpretation of scores and suggestions for improvement in the ten areas. Students reported demographic information such as gender, age, program and semester of study.

Research questions guiding the study included:

1. Can final math grades of first year students be predicted on the basis of LASSI subscales?

2. Were there any significant differences in grades between students who participated in the study and those who did not?

3. What other factors related to students’ demographics were associated with their final math grade?

Results
Results of the simultaneous multiple regression indicated that final math grades could be significantly predicted by five of the ten LASSI subscales. Results also indicated that students who received the LASSI intervention had a significant higher final grade mean than those students who did not. Results are discussed in terms of interpreting the findings and implications for intervention, as well as future research directions.

The Art of Dialogue on Difficult Issues: Critical Patriotism as a Theme for New Student Orientation

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Lafayette College’s Orientation Program, which is in the first full year of its redesign, seeks to encourage intellectual dialogue on difficult societal issues. The College views the issues, and the nature of their discourse, as important in the evolving character of American life and civil society. The current program focuses on the role of critical patriotism in the American identity.

The program intertwines the arts—creative, visual, documentary, and performing—with curricular, co-curricular, and residential programming in efficient learning pedagogies. Activities include art exhibitions and lectures from Taiwan, Germany, post-communist Russia and the United States, and the viewing and discussion of a documentary film on 9-11. These are intellectually anchored to a controversial graphic diary on 9-11 and its aftermath by Art Spiegelman, a student and faculty produced DVD documentary response to Spiegelman’s work, a summer Blackboard discussion, yearlong residential life related programming, and the co-curricular use of Orientation activities by selected first year seminars. The intellectual spine connecting these diverse activities is the artistic lens into the complex nature, meaning, and practice of humanity and identity in places near and far, which grapple with, inter alia, what in the framing and practice of America’s identity and values is local and nonessential versus what is broadly and/or deeply shared with others.

We believe that our restructured orientation program can add to the important discourse in higher education on pedagogies that can foster a welcoming of pluralism in academic communities.

**The Transition to Responsible Citizenship: Translating College Competence into Civic Engagement**

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Writing in the Spring 2003 issue of Peer Review, Edward Zlotkowski and Dilafruz Williams speak to the need for purposeful instruction in a crucial area of educating students in transition. They write: “Contrary to what many faculty may believe, even foundational or traditional knowledge—the province of liberal learning as traditionally understood—will not, in and of itself, result in the kind of civic literacy the country now needs” (9). This roundtable discussion addresses the strategies, challenges, and successes associated with developing capstone programs that help students mobilize disciplinary expertise in order to identify and examine public issues rhetorically with the aim of more productively and effectively engaging in civic life.

Participants may discuss issues related to the following:

~ roles in developing such programs (including capstone courses in general education or across the disciplines, student programming, residence and commuter life, etc.);

~ challenges in determining an academic home for such programs and securing faculty approval of such course(s);

~ strategies for attracting, training, and rewarding faculty (and departments) who assume teach such courses;

~ pedagogies that necessitate teachers willing to model expertise as learners rather than as transmitters of knowledge in order to facilitate students’ transition to active learners/active citizens;

~ approaches to using rhetorical analysis as a way of “reading” civic discourse and preparing students to interrogate public issues;

~ situations that foster student awareness of obligations for civic engagement;

~ opportunities for using such senior-level courses as “bookends” with first-year experience programs; and

~ assessments of such efforts.

Presenters may report on their experiences as developers and teachers in a general education capstone course in advanced composition taught by faculty within and beyond the university’s Department of English. The course assumes that although students are of junior or senior designation, they enter as novice writers within the public sphere and therefore need guidance in applying their skills and knowledge to this new area.

Peer Mentors: An Essential Component of Successful Transition Programs

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This program will outline, in detail, the steps I took to propose, implement, and enhance peer mentoring within transition programs for freshmen at a small, private, four-year institution. This program is in the second year of implementation; therefore, I will share the steps I recently took to successfully gain support from faculty, staff, and students. I will share the appropriate ways to integrate peers into the new student academic advising process, new student orientation, and freshman seminar courses. I will illustrate the roles that peer mentors have played in each of these programs, including assistance in course selection and scheduling, collaborating with faculty in freshman seminar course development, and facilitating workshops for new students. Further, I will illustrate various ways that peer mentors can serve as spokespeople for the institution to prospective, new, and returning students. In addition, I will share the peer mentor selection method and training materials used for peer mentors. These materials will be practical and can be modified for virtually any institution. I will share testimonials from both mentors and new students who have been a part of these programs. Finally, I will provide assessment tools to use at institutions to determine areas of strength and areas for improvement in the peer mentoring programs. I will provide a forum for conference delegates currently utilizing peer mentor programs to share their successes as well.

Creating a Culture of Success for Transfer Students at an Urban College

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The College motto is "Creating Success One Student at a Time." Members of the college community have an on-going commitment to work collectively to create a culture of expectancy for all students and to facilitate student success, as well as, improve services for transfer students. Within the higher education culture of student-centered services and institutional assessment for improvement and accountability, colleges and universities need to be aware of structure for improving academic advising, counseling and assessing effectiveness of services for transfer students.
The primary objective of the workshop is to present a Transfer Student Program Model, and its unique features (ie. student orientation, transcript evaluation, academic advisement, registration process, and transfer student handbook). Focus will be given to how the model as a unit is used for enhancing retention at the College.

Secondly, presenters will describe collaborative relationships with Student Service Departments (i.e. Student Advocacy and Support Services, Academic advisors, counselors, faculty mentors, admissions, and institutional assessment), and administrative responsibilities and functions in servicing transfer students.

Presenters, will also discuss and review methods of collecting data, tracking progress of transfer students, and findings of Transfer student survey.

**New Beginnings: Journeying into the New Self**

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The session will be presented in four parts: (a) The presenters will define "students in transition" and give a brief description of the profile of the students in FYP at Medgar Evers College; (b) the presenters will facilitate a discussion-type approach illustrated by a power point presentation exploring pedagogies and strategies employed during the students' first year experience to address some of their transitional issues; (c) presenters will share some first hand challenges of students who experienced extreme transitions in their FYP seminars; and (d) we will invite participants at the workshop to share their own experiences of the first year at their colleges, to describe their own approaches, and to comment on ours.

**Montana State’s New Liberal Studies Degree - Creating Options to Meet Student and University Needs**

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As the academic advising office for students in transition between majors, the University Studies advisors at Montana State University often meet with students who bring a variety of interests or who inquire about focusing a broad background of coursework into a major. The Liberal Studies major at Montana State University is designed for students who want to pursue a flexible cross-disciplinary program. The majority of students who have declared this major enter as undeclared students, are students with many interests, students who stop out of college for a time, or students who otherwise don’t find a specific academic major of interest.

The Liberal Studies major was designed to meet the needs and interests of Montana State students by working with limited resources; the major provides more options for students without creating new academic departments. This program is an example of the University being responsive to students, meanwhile addressing issues of retention and lack of resources.

The Liberal Studies curriculum allows students to design-their-own-major within an academically rigorous program. Students, in discussion with an academic advisor, design an academic plan that includes courses in humanities, social sciences, natural sciences, and fine arts. The curriculum fits into one of three options: Quaternity (exploring thinking, feeling, intuition, and sensation), environmental studies, or global and multicultural studies. Within their selected option, students design a curriculum centered around a theme.

The Liberal Studies program meets the needs of students in transition by providing an academic option for students with many ideas and interests, students who otherwise aren’t able to study a more specific area of interest, and students who have taken a number of different courses that can be tied together by a theme. This program also serves students who have completed many credits, but not finished a degree. These students are able to focus the coursework they have completed in the past with a depth of study in their current interests.

**Improving Accessibility for First-Year Students: Providing Services on Students’ Turf**

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The transition from high school to college is famed for its difficulty for many students. One piece that makes this transition difficult is that university faculty and academic advisors are seen by many students as out-of-reach or intimidating. This program seeks to make advising more accessible for
students by integrating advising more seamlessly into students’ lives. The Cross-College Advising Service (CCAS) at the University of Wisconsin-Madison staffs academic advising offices in four of its university residence halls. In the past couple of years, CCAS’s number of student contacts in residence halls represented well over 1/3 of the academic advising office’s overall student contacts.

Research (e.g., Schnell, 1998 and Winston & Sandor, 1984) shows that a personal relationship between the academic advisor and student is important for student satisfaction, success, and retention. Based on the belief that advising offers the potential for improving student success and retention, and that in-depth, personal relationships between advisors and students improve effectiveness of advising, residence-based advising offers the opportunity for students to connect with advisors.

The program is based on the idea that increased convenience of academic advising services will lead to greater use of advising, and therefore will have a positive impact on student-advisor relationships and campus engagement. CCAS advisors believe that their presence in the residence halls accomplishes the following: a) increases visibility of advising services, b) provides an informal and accessible environment, c) offers first-year students an introduction to advising services and decision-making strategies, and d) presents the opportunity to make connections within students’ space.

Each residence hall office is staffed by two to three professional advisors and two peer advisors. The peer advisors selected to work in these offices are junior and senior students representing a number of different majors. Peer advisors are utilized in residence hall offices because they may be viewed as more approachable by first-year students and can provide a student perspective on classes, departments, and campus. While professional advisors are often busy with scheduled appointments, peer advisors accept only walk-in questions and therefore serve many students who either wouldn’t make an appointment or come in while a professional advisor is meeting with another student. In addition, professional and peer advisors often engage together with students to provide multiple perspectives.

**Student Employment Service: The Impact on Retention**

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Educational researchers have and continue to study issues surrounding the retention of college students. In fact, the issues and concerns relative to retention of the nation's college students are so
complex that Shields (1994) notes several theoretical models of retention (Astin, 1975, 1984, 1993; Bean, 1985; Pace, 1980; Pascarella, 1980; Spady, 1971; Tinto, 1973, 1987). Much of the literature that is published examines variables such as, student involvement, the traditional age student versus the adult student, student development, (i.e., counseling and advising, student), assessment/testing, new student orientation, development courses, finances, academic performance, clarification of career goals, the four year college/university versus the two-year community college.

In 1987, Voorhees reported that community colleges enrolled more than 55 percent of the nation's first-time college students. Yet, only a third of all beginning full-time students earn associate degrees or certificates (Tinto, 1993). The growth is predominately among economically challenged and ethnically diverse students, many of whom will be the first in their families to attend college. Students from low-income families typically need substantial financial assistance to be able to attend college. Many students rely on loans and grants, on-campus employment through work study programs, full or part-time employment, or a combination of means to afford the cost of a college education. Given the number of students that will work in order to pay tuition, we must ask ourselves what impact can or will student employment services at our colleges and universities have on the retention of those students. Reporting the findings of this study will provide information about our students, for example the services they access, and then allow us to draw conclusions that will assist in our efforts to provide the necessary resources to students who must juggle their quest for an education with the priorities of sustaining themselves.

**Retention Success for At-Risk Students**

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ACE: Achieving a College Education is a program at Pima Community College and the University of Arizona that targets the at risk student population in Tucson, Arizona. The program currently serves 550 students and accepts 75 new high school juniors each year. At risk is defined as a first generation college student and/or economically disadvantaged. Program goals include high school graduation, college attendance, and completion of associate degree, university transfer and graduation from the University of Arizona. The tools used to achieve these goals include student/parent orientation, success curriculum, mandatory assessment and placement, mandatory targeted advising, mentoring and tutoring, early alert and aggressive tracking. The program works with high school counselors, community partners and businesses and admissions counselors from the University of Arizona. The program supports developmental education initiatives by serving students in raising their basic skills so that they can succeed in college work and in life. The ACE
Program focuses on building student self esteem, developing decision making skills and exploring and attaining academic and career goals. The Program assists students in navigating the college system, provides introduction to student services and increases self sufficiency. ACE has increased retention by implementing components such as targeted advising, an early alert tracking system and providing meaningful parent/student events. ACE is funded by community donors, the Pima Community College Foundation and the University of Arizona scholarship office. The ACE Program has infused a spirit of success into education for at risk students and continues to provide a sustainable education options for our participants.

Developing a Senior-Year Experience Program: Challenges, Triumphs, and Transitions

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A growing body of literature shows that Senior Year Experience (SYE) programs can help seniors ease the transition from college. Gardner (1998) asserts that institutions need to do more than simply offer students career guidance and a diploma upon separation from college. He maintains that colleges and universities must pay specific attention to the transition that college seniors face upon entering post-college life (Gardner, 1998). Yet once an institution decides to make the commitment to develop an SYE initiative, where should the process begin? This concurrent session will not only provide a historical overview of the SYE movement, but also offer a step-by-step approach to the development of a new program.

Participants will hear about the process of creating an SYE program at Rutgers College to be used as a case study for implementation on their own campuses. Specific issues that will be addressed are the assessment measures necessary to help inform an institution about student need, as well as the topic of important campus partnerships that need to be forged in order to create a program with institutional backing. Furthermore, strategies on how to gain administrative and student support, as well as how to secure funding will be shared. Most importantly, participants will hear about the challenges and triumphs that Rutgers College faced in the development of an SYE program, as well
as the institutional transition issues that encumbered the process.

Designed with institutions in mind who are just beginning to consider the idea of creating an SYE program, this session is intended to offer participants a foundation for planning, and motivation to realize their own institutional goals. This is not intended to be a prescriptive session, but simply a map of Rutgers College’s journey to offer its students a Senior Year Experience.

**Participating Faculty Perspectives on Teaching in a First-Year Experience Program**

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The objective of this presentation is for participants to gain a greater understanding of how faculty experience first year seminar programs and to develop ideas of how to improve faculty participation at their own institutions.

This presentation will review a research study conducted in the spring of 2004 at SJSU on faculty perspectives of participating in the Metropolitan University Scholar’s Experience (MUSE)- a seminar program for first year students. The goals of the MUSE program are for students to establish a strong foundation for becoming a university level scholar and to become acclimated to both the intellectual and social activities of university life.

The research was conducted using focus group interviews and surveys. Participants were asked to discuss three main themes: the benefits of teaching in the MUSE program, the challenges of teaching in the MUSE program, and their experience in achieving the MUSE goals. The data from these discussions were analyzed using a framework that is founded upon the idea that there are three key aspects of the faculty experience in first year programs: personal, professional and political (Wanca-Thibault, Shepherd & Staley, 2002).

A Review of Literature, Methodology, Analytical Framework, Findings and Conclusions will be presented. The summary of the research project will be followed by a facilitated discussion that will allow participants to relate the findings to their own programs or institutions as well as share possible actions and best practices to improve faculty participation and retention. This discussion will be highly interactive with small group activities and large group sharing.

Making College Connections With Immigrant Children Partnerships

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Dallinger will provide an overview of the service learning project incorporated in this 4-credit FYE Intro to Sociology course. This course has provided a real connection for FYE students to get "hooked" into the college community through partnerships with elementary immigrant students. During this workshop presentation, the course syllabus, course assignment content and goals, example journal entries and experiences, and evaluation results will be explained. Pictures of college and elementary student teams and activities will be shown to obtain workshop participant interest. During the FYE course, the FYE student is paired with an elementary student from a diverse background. The elementary school has a large immigrant population with over 14 different languages spoken by the students or their families. During the FYE course, first-year college students are paired with the elementary students and serve as mentors during 1/2 hour meetings each week at the elementary school. FYE students research and learn about other immigration issues and learn how those affect their students and families first hand. It provides a real connection for the elementary student to have a chance to share the difficulties of being an immigrant or child of immigrant parents. Each week the FYE student must answer a sociological question as related to their work with their partner through their on-line journal entries. FYE students learn introductory methods of sociological research through their work with the elementary students. The combination of classroom requirements and interaction with students has helped achieve the FYE program goal of promoting respect for diversity and the goal of connecting FYE students into college life. These aspects of the program will be explained to workshop participants along with some of the findings of the research conducted in the service learning classroom and cohort sociology classroom without the service learning component. Statistics on the retention of these FYE students will also be discussed.

Building Retention Through Collaboration

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Cathie Sadler
In 1992 Slippery Rock University was at its largest enrollment in history with 7,925 students but over the next eight years enrollment began to steadily decline and by 2000 it was down to 6,803 students. A new administration and some careful and purposeful strategic enrollment planning paved the way for an upward turn and within four years a new institutional record of 7,928 was achieved. This enrollment record is not solely the result of new recruitment strategies, branding and other marketing techniques. This new enrollment was also achieved through deliberate retention planning activities. Retention rose from 64% to 78% over this four-year period.

This poster session will address the critical role student affairs staff, in collaboration with academic affairs, plays in retaining students on our campuses. The process will start with key assessment issues such as understanding where and why students were retained and lost and will move to identifying institutional weaknesses which impact retention. Next, transitional services which meet the needs of students must be identified and creating collaborations across campus focusing on improving student learning and success. Programs will be shared that have supported retention efforts. These include Organizational Re-Structuring, Week of Welcome (WOW), Living-Learning Communities, Co-Curricular Experiential Resume Program, Late Night Programming, In-Hall Tutorial Services, FYRST Seminar/Learning Community Clusters, and Web-Based Communication with students and parents, Peer Mentoring and the creation of other supporting venues. Samples assessment instruments utilized in the collection of data and retention strategies and goals will be shared. Participants will receive materials that review the key points in building a strong and collaborative program.

**Not Just the First but All Student Transitions: One Institution’s Story**

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That the presenter’s institution provides a high-quality admissions process followed by a well-organized and well-executed orientation program is not unique. Neither is his institution’s required first-year seminar (FYS), in place and integral to the general education program since 1988, particularly newsworthy. These student transition elements would only be conspicuous in their absence! Rather, the presenter profiles a unique partnership between Southeast MO State
University in Cape Girardeau and Missouri’s Division of Workforce Development (DWD) that predicts improved student transitions across the four (or more) years of students’ academic and career development. DWD has hired and pays the salary and benefits of four developmental career counselors who work alongside academic advisers and University faculty to ensure that beginning students find a career path that is appropriate for their talents, interests, and abilities. He further describes the process underway to connect academic planning and career planning formally and intentionally beginning with the FYS and continuing throughout students’ academic careers. He relates how this partnership allows for better development of student learning opportunities, improved supervision and assessment of students’ experiences, and higher quality service to all program constituents. Presenter describes how the partnership emerged, how it has been forged, and how the energies and resources of both organizations are focused on providing wider array of services with improved delivery and assessment. Audience members will participate in the discussions of the advantages of such a partnership, will learn how to initiate such a partnership in their states, as well as help the presenter anticipate challenges to successful implementation of the Transitions Initiative on his campus.

(Back By Popular Demand) Faculty in Transition: A Training Program for First-Year Teachers of First-Year Students

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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.

**The Power of Civic Engagement at a Large, Urban, Research Institution**

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Engaging the greater Akron community's academic, business, and service sectors is exemplified in two of The University of Akron's overarching initiatives—University Park Alliance (UPA) and First-Year Learning Communities (LCs).

The mission of UPA is to revitalize the diverse neighborhoods in a 40-block area that immediately surrounds UA. Directly partnered with UPA, UA's Freshmen LCs, i.e., small cohorts of students enrolled in linked courses organized around a common theme, skill, or career objective, weave the UPA service learning experiences into the curriculum. Through an integrated, thematic curricular design, LCs focus on active learning strategies, the fluid nature of knowledge, and student engagement.

The linchpin of an LC is the freshmen experience course with key objectives including the following: building community and establishing personal connections, developing technology and study skills, and defining personal goals and values. Civic engagement, as defined by the Kellogg Commission on Service Learning, readily addresses these objectives.

One example involves the students of the Exploratory LC, who tutor first-grade students at an economically disadvantaged inner-city elementary school partnered with UPA. Working with these first graders help UA freshmen develop the self assessment necessary for positive self efficacy and determination of career goals.
Students submit weekly journal entries reflecting on the value of the service learning experience and formulating ways to improve their interaction with children. Self reflection provides a means of promoting critical thinking and development of social consciousness and civic responsibility.

Concrete examples of service learning contracts, student journals, integrated common course syllabi, and UPA's current projects improving the quality of life for UA's sponsoring community will be discussed.

“Entre Familia”: Creating a Family Affair on a Large, Predominantly White Campus

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This session highlights a unique university and community partnership that is driven by retention goals and has resulted in greater student achievement. Over the past three years Chicano/Hispano Student Affairs (CHSA) and the University Hispanic Alumni Association (UAHA) have worked together to support Latino student retention and graduation. Information will be provided on this partnership and the development of a transition course for Latino freshmen, Success Express. Representatives from CHSA and UAHA will discuss critical issues involved in retention of Latino students, the relationship between Chicano/Hispano Student Affairs, a retention unit, and the University of Arizona’s Hispanic Alumni Association (UAHA). A detailed description of the course content will be provided, as well as an outline of the assessment tools and student achievement results. Through a video presentation, participants will meet some of the students and hear what they have to say regarding their experience and thoughts about the class.

The presentation will also include a brief description of CHSA and UAHA programming for Latino sophomores, juniors and seniors.
Nationally, student affairs units have responsibility for supporting a diverse campus climate. These units have wide-ranging influence as they attempt to impact the institution’s culture, from curriculum to student transitions, engagement and retention issues. As student demographic and attitudinal changes occur, it is important for student affairs practitioners to be aware of the changing attitudes and needs of students to build programs that remain relevant and responsive. Accurate data is needed on how students perceive diversity and the extent of their knowledge regarding social justice issues. As Gurin (2005) argues, a diverse university community has benefits for all students in breaking patterns of segregation and stratification: students learn better in an environment with diverse perspectives and are better prepared for our pluralistic, democratic society.

This session will unveil the Dynamic Diversity Paradigm Inventory and supporting research study. This assessment tool is the result of an institutional initiative from The University of Arizona and maps perspectives regarding diversity. The Dynamic Diversity Paradigm Inventory (DDPI) can be adopted for use by the general public, elected officials, students, faculty and administrators.
Session attendees will learn about the theory grounding the instrument, the research supporting it and how the theory and instrument can inform practice. A short 6-minute video will be used to open a discussion on diversity perspectives. Attendees will discuss the context at their institutions and provide a critique of the model and instrument for further improvement by the Millennial Project’s research team.

**Pathways to Success: Critical Thinking, Critical Reading, and the Core Curriculum**

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Improving the critical thinking skills of conditionally admitted freshmen has traditionally been an important goal of the University of Alabama at Birmingham's Freshman Year Experience Program. In recent years, institutional data and our interaction with our students have made us increasingly sensitive to the links between effective critical thinking and effective critical reading. Our presentation will describe our ongoing investigation of the link between these two skills. We will begin by talking about our program's early years and the efforts we made to understand the gains that students made (or failed to make) on our pre-test and post-test battery. We will then describe how we have implemented a reading initiative that is based on face-to-face classroom instructions, online workshops, and ACT Pathway Skills. Finally, we will explain how our critical thinking/critical reading initiative targets the transition between high school, the freshman year, and the sophomore curriculum. In connection with our presentation we will distribute four handouts to the members of our audience. These are (1) institutional data delineating student progress on critical thinking skills; (2) a list of ACT Pathway Skills; (3) a copy of the information we give to U101 faculty to help them prepare students for the face-to-face and online workshops; and (4) a copy of the information we give to students to guide them through the phases of our critical thinking/reading initiative.
One Size Does Not Fit All: Adapting Retention Strategies to Ethnic Minority Students

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This Institutional Initiative Session will be useful for anyone interested in an overview of the research on minority student retention, and in relevant programming and/or assessment models, particularly in the first-year of college. It will include presentations from staff of the four ethnic student affairs offices of the Department of Multicultural Programs and Services (DMPS) at the University of Arizona.

DMPS recently undertook an intensive review of its existing programs. Historically focusing on the social and cultural components of the student experience, we wanted to ensure that we are contributing to the academic support and retention of minority students. This has been a dynamic and exciting process which has caused us to engage in significant self-assessment and to develop programs which are well-grounded in relevant theory and research.

Research Review
We will describe several methods we used to gather information about our target populations. These instruments revealed much about students’ university experience as well as their academic,
personal and cultural needs. We conducted assessments of existing programs, reviewed themes and trends discussed in the national research on each population, conducted focus groups, and administered academic survey and evaluation tools to each student population. Each of these studies, including methodology and findings will be shared and discussed in detail.

Program Development and Descriptions
Based on the data and information collected for the aforementioned process, several critical issues were identified for each student population, and several programs were created. They include the FAST program for African American freshman, The Success Express program for Hispanic students, the First Year Scholars Program (FYSP) for Native American students and the LOTUS Leadership program, a program that will be implemented next year for Asian Pacific American sophomores and juniors.

Each of these programs uses components that are specifically designed to address the needs of the target population. For instance, having learned that lack of sense of community was an impediment to Native students' success, the FYSP utilizes a learning community model which includes shared residence halls and classes as well as cultural activities. Program components, materials and assessment data for each program will be shared in detail.

Housing and the Library: Partnering to Promote First-Year Student Success

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Information literacy is at the core, explicitly and implicitly, of much of what it takes to succeed academically and professionally in the 21st Century and the American Library Association’s "Information Literacy Competency Standards for Higher Education" communicates high expectations for students’ ability to locate, use, evaluate and apply information. The challenge for academic librarians is to find ways to teach these competencies to students, particularly to first-year students, in an efficient and meaningful way.

A partnership at the University of California, Irvine (UCI) between the library and two first-year student housing community has resulted in two efforts which support student achievement of the information literacy outcomes defined by the American Library Association and the learning outcomes defined by UCI Student Housing’s First Year Initiative (FYI).

“Ask a Librarian”
A librarian is available for two hours, one evening per week in each first-year community housing community starting week 4. Students use service in several ways: reference desk, information desk, research consultation. Other components of program include a workshop on the online course management system (week 2) and a library tour (week 3). We will share more information about the logistics and results of this program to date.

Computer Lab Student Staff Training
Recognizing that the majority of first year students turn immediately to electronic resources when conducting research, and using the peer-mentoring model, a librarian teaches the housing communities’ computer lab student assistants about basic library resources and emphasizes the utility of knowing basic library research strategies. The benefits are obvious. The lab assistants are equipped to answer simple, yet important questions from students about the use of the libraries electronic resources, make appropriate referrals to the Librarians and the assistants’ research skills are strengthened and reinforced.

We will share information about the logistics and results of this program to date.

Forgotten Students in Transition: First-Year Graduate Students

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There are major differences between high school and college and many colleges/universities have responded by developing undergraduate first-year experience programs. However, much less attention has been paid to students transitioning to doctoral study even though there are also many differences between the undergraduate and doctoral experience.

Many students have difficulty with the transition to doctoral study and one study indicated that about 35% of those who left their program did so before the start of the second year (Bowen & Rudenstine, 1992). Studies have looked at the reasons students give for leaving and many of the reasons can be attributed to a mismatch between students’ incoming skills and knowledge and those needed to meet the demands of doctoral study.

In order to successfully transition to doctoral study, the campus, and the local area, students must learn about their new environment and learn the information and skills needed to function effectively in that environment.
Follow brief presentation with discussion of the following questions (as time permits):

What are the current best practices related to doctoral student transitions?

What other types of programs, services, and infrastructures would help ease doctoral student transitions?

What are the challenges we face when trying to develop programs to help doctoral student make more successful transitions?

How can we addressing the above challenges?

How can we increase the national focus in higher education on the doctoral student transition?

**From Pilot to Program: Freshman Clusters and Institutional Change at UCLA**

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As one of the largest research universities in the country, UCLA faces the great challenge of providing first-rate instruction to an undergraduate student-body numbering 23,000. Especially pressing is the task of equipping 4200 freshman students with the skills and resources, both cognitive and affective, needed to excel in college. Because high school students often think of knowledge as a collection of “right answers” or as mastery of particular subjects in isolation, many are daunted and confused by what they find in the complex interdisciplinary reality of the research university. During the late 1990s, UCLA faculty and administrators launched a freshman cluster initiative aimed at helping first year students enter this new reality by offering them yearlong, team-taught interdisciplinary courses on broad challenging topics such as interracial dynamics, globalization, and biotechnology.

Since its inception in 1998, the Freshman Cluster Program has developed 12 clusters addressing a wide range of social, political, cultural, and scientific topics. Over 7000 freshmen have enrolled in these courses, and 105 faculty and 150 graduate student instructors have participated in their instructional teams. An exhaustive evaluation program over the last seven years indicates that these courses ease the transition to college life for first year students, increase their awareness of contemporary issues, familiarize them with different disciplinary models and methods, and strengthen their academic skills.
The establishment of this program has involved far-reaching institutional changes. Substantial resources were allocated to the development of cluster courses; new structures of academic governance and oversight were established to administer the program; an Office of Undergraduate Evaluation and Research was instituted to assess the cluster experience; and faculty members who had never taught freshmen or engaged in collaborative teaching were recruited. Taken together, these changes have effected a systemic transformation in UCLA’s governance, allocation of resources, and cultural attitudes and values.

**Life Skills: Helping Students Manage Transition Throughout the College Experience**

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This program will profile 'Life Skills for College Women & Men,' a course that provides students with tools for academic success and stress management as well as support for developmental change. The purpose of this session is to examine how institutional data revealed the need for this intervention, profile the curriculum, and discuss evaluation of student outcomes.

Data collected by the UCLA Ashe Center Health Education unit as well as other institutional data sources revealed that many undergraduate students have significant mental health concerns and lack the ability to effectively manage stress. For example, 49% of students reported having trouble handling stress. Thirty four percent experienced anxiety, 22% depression, and 27% psychological distress. Higher stress was shown to be linked to higher rates of depression and anxiety as well as lower overall mental health.

The ACPA Student Learning Imperative notes, “the concepts of ‘learning,’ ‘personal development,’ and ‘student development’ are inextricably intertwined and inseparable.” As such, we are charged to develop interventions that address these interrelationships.

‘Life Skills’ promotes student development and learning, providing students an opportunity to learn about themselves and their peers. The course introduces multidisciplinary perspectives on identity, emotional development, and social development, widely considered to be significant maturational tasks in the undergraduate experience.

‘Life Skills’, in its examination of developmental concepts, helps to support the emotional, social, psychological, and cognitive development of undergraduate students. For example, it addresses
learning to manage emotions (including stress), widely regarded as one of the key developmental tasks during college (Chickering & Reisser, 1993).

This session aims to assist participants in understanding how to use data in supporting program development and evaluation, employ an academic course structure to deliver developmental content, and design a similar intervention at their home campus.

**Live Well! Lead Well! in the Sophomore Year**

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Building on their successful residential college program for first-year students, the University of Central Arkansas’ Department of Housing and Residence Life and the Division of Undergraduate Studies have begun a Sophomore Year Experience (SYE) program to extend the benefits of a living/learning community to second-year students. SYE is a collaborative partnership designed to facilitate academic and social interaction among second-year students, to assist second-year students in determining academic and career paths, and to enable them to become socially engaged learners and citizens. Using the overarching themes of structure, programming, and assessment, this institutional initiative session will provide details about the unique features of UCA’s SYE program, including (but not limited to) having faculty-in-residence and a designated faculty academic advisor, developing a student mentorship program, providing study abroad and service-learning courses, and meeting the challenges of creating community in an apartment-living environment.

In addition, presenters will share best practices and programming ideas which specifically meet the needs of second-year students. For example, under this year’s theme Live Well! Lead Well! second-year students will explore topics such as personal and national economic health, environmental health and welfare, principles of democratic leadership, college students as global leaders, and (of course) personal health and fitness through “teach-ins,” guest lectures, and various book clubs.

Presenters will also discuss the data collected on SYE participants and plans for further assessment and evaluation. Additionally, these colleagues will share their insights regarding the benefits (and often the challenges!) inherent in constructing a cross-institutional, student-centered academic success program.
Supporting Sophomores in Making the Transition to an Internally Directed Life

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Sophomores remain a mystery to many professionals in higher education. Some students seem to move through the year with relative ease, clear about their major and committed to their future. Other students, as described in the “sophomore slump” literature of the 1980s, struggle endlessly, changing majors, experiencing crisis and/or withdrawing. This presentation will draw a theoretical picture of the sophomore year based on phenomenological research with sophomore students.

The stages of random exploration, focused exploration, tentative choices and commitment will be described. Specific attention will be paid to the different approaches students take to focused exploration stage and the consequences of those approaches. Students who move quickly through focused exploration, choosing to fall back on old notions of self, parental hopes or advisor suggestions, may make tentative choices about their futures which are not internally driven. Students who struggle through focused exploration, on the other hand, may demand significant support and attention from faculty and student affairs professionals. These students seem to make tentative choices that are more directly connected to an expanding understanding of self.

Given the unique developmental challenges of the sophomore year, how should the year be shaped to both retain students and to provide the healthiest environment for their ongoing intellectual, psychosocial and personal growth? Using Robert Kegan’s (1992) notion of a “holding environment,” one comprehensive sophomore year experience program is currently under study. In this study we are particularly interested in assessing what parts of the environment are developmentally toxic, boring and vital for sophomore students. The initial findings to this study will be shared. Participants will have a chance to talk about curricular approaches, sophomore year experience courses, academic advising needs, career service approaches, residential programs, and interdisciplinary programs.

Alcohol Use as a Function of Modalities of Depression, Negative Emotions, and Aggression

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Excessive alcohol use often constitutes a problem for college students - especially those experiencing transition to the college social environment as unfamiliar, unpredictable, and anxiety provoking. Implicit in this assertion is the assumption that alcohol use may function as a self-medication strategy to ameliorate modalities of depression, or negative emotions. This study explores alcohol use among first-time-in-college students as a function of several modalities of depression, negative emotions associated with social relationships, and physical aggression. The sample (N=224) was drawn from students in their second semester of college who were either participants in a "Learners' Community" or a control group of non-participants. Racial/ethnic composition was: non-Hispanic white (11%), African-American (30%), and Mexican-American (59%). Females constituted 56%. Modal age was 19 constituting 38% of the sample. Modal family income was between $25,000 and $35,000 (21%). Self-report questionnaires were administered to students in a classroom setting. Measures were as follows. Alcohol use: three items measuring frequency of use, quantity of use, and behavioral symptoms of excessive use. Depression: Four subscales of the Beck Depression Inventory. Hostility/Aggression: Six subscales of the Buss-Durkee Hostility Inventory. Findings were first, consistent with other studies of adolescents, modalities of alcohol use were related to gender, race/ethnicity and family income. Second, employing the aforementioned demographic variables as controls, it was found that depression, negative emotions, and physical aggression were individually significantly associated with at least one modality of alcohol use. Third, when measures of depression and negative emotions were allowed to compete with each other statistically, negative emotions (impatience and feeling disliked by others) continued to predict alcohol use while indicators of depression (anxiety about health & weight and eating/sleeping irregularities) lost predictive significance. Implications of these findings for students' emotional well-being are discussed.

Using Technology in Traditional and Online First-Year Experience Courses: A Beginner's Guide

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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 hands-on, interactive 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 a participative demonstration 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 blackboards and computer presentations, as well as addressing the use of the Internet and Web for instructional purposes. We consider how instructors may place course material on the web, including course syllabi, assignments, class outlines, and grades. We also consider—and demonstrate—the use of interactive classroom technologies. These technologies, which consist of student response units and receivers, permit instantaneous feedback from students during classes. Finally, we will examine the use of distance learning for FYE courses from the perspective of both students and instructors, using actual examples from current online courses. 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 issues of whether the use of technologies will improve educational outcomes. We conclude with a discussion of the implications of technology for student success.

(Back By Popular Demand) 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.
Talking to Ourselves About Student Transition

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The idea for this poster session originated in my recent experience of observing a campus debate which resulted from a proposal to change the college’s mandatory freshman orientation course from non-credit to one-credit. The proposed change required modifications in course content and the frequency of class meetings, along with the hiring of professional academic advisers/instructors, and it sparked discussions that revealed a lack of accurate knowledge about contemporary retention programs as well as misunderstandings of current retention issues. As I witnessed the debate among faculty and administrators, I thought about the situation in terms of a potential case study. I considered how the campus discussion might have been more accurate and productive if there had been more and better-designed internal and external communications about retention efforts.

We know from organizational theory and media study that organizations have multiple audiences, and contemporary organizations need to be aware of multiple audiences as they design organizational messages. One of those audiences is likely to be internal, and as Cheney and Christensen (2001) point out, communications intended for external audiences can have significant impact on members of the organization where the communications originate; they can function as powerful internal communications. This phenomenon is referred to as auto-communication. Cheney and Christensen (2001) recommend, “To know the environment better, organizations should… try to know themselves. …Being self-reflexive and sensitive to such dimensions thus means trying to be aware of one’s own auto-communicative predispositions” (263-264).

Student transition programs – which are frequently debated on campus – seem an excellent subject for further research on how an awareness of auto-communication can help shape more effective campus discussion.

This poster session will refer to the previously described campus situation as an example, but will focus primarily on recommendations for further practical research projects that are based on solid conceptual components.

Reference
Congratulations, you have decided to attend this session- excellent decision. You have taken the first step in throwing your students a lifeline. So, what is this session all about? Well, it is about a journey of discovery as we examine the facts, the problem and the solution of teaching effective financial literacy to FYE students.

The first part of the session will examine the facts and statistics surrounding financial literacy. For example, did you know, according to the “Jump$tart Coalition-2004” that

- “more than 40 percent of families live off 110 percent of their income,
- 80% of parents believe that schools teach classes on budgeting or money management,
- 64% of consumers ages 18 to 24 do not know the interest rate on their credit cards,
- about 45 percent of college students carry a credit card debt of $3,066 on average, and,
- the average undergraduate student loan debt was $18,900 in 2002”

The second part of the session will look at the problem of financial literacy. Do you know that while many college students believe that they are successful at managing their finances, most are not? In fact, according to one study, 65 percent of college students said that they felt either “very sure” or “somewhat sure” about their ability to manage their finances. But the reality is that many 18 year olds are on the brink of bankruptcy.

Last, this session will explore how you can help students become financially literate. Explore how the presenters effectively integrated “USA Funds Life Skills” into their FYE curriculum. Participate in activities and exercise designed to deal with financial management. Help your students plan on being successful by starting their college experience with successful financial management strategies. Throw your students a financial lifeline- keep them from becoming a financial drowning statistic.
Arts Living-Learning Community at the University of Toledo

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I propose to present a poster session on which will detail a case study in the development of an Arts Living learning Center (ALLC) on The University of Toledo (UT) campus, which is designed to bolster learning objectives in the arts and humanities and increase visibility on campus.

This poster presentation will outline the 18-month planning process and examine results to date in opening this project. The planning stages and pilot program are being developed for the opening in fall 2005 of an ALLC at the University of Toledo. The original proposal, specific goals for retention, opportunities and activities, photographs and renderings of the facility and the design of a new dormitory floor will be presented. Course development, budget breakdowns, hiring of a director, job descriptions, personnel and staffing will all be examined and discussed.

In response to at long-range planning projections concerning recruitment and retention issues within the arts and humanities, UT has developed a series of in and out of the classroom initiatives to insure a memorable, rewarding and successful first year experiences for Arts and Sciences students. As director of the First Year Experience (FYE) I am overseeing the creation of an Arts Living Learning Center that will house 100 students with various college majors in the arts including Art, Art Education, Art History, Creative Writing, Film, Video, Music, Music Education and Theatre. The Arts Living Learning Center will reflect UT’s commitment to the development and implementation of a comprehensive and integrated first year experience for undergraduate students. Research has indicated that retention is improved in living learning programs in a related field. The National Learning Communities project (http://learningcommons.evergreen.edu/) notes, “Research on the effectiveness of learning communities reveals that they live up to their intentions. Formal empirical studies and program evaluations indicate that learning community programs:

- Increase student engagement and motivation;
- Foster increased student intellectual development;
- And contribute to faculty and staff development and revitalization.”

The Arts Living Learning Center will provide an environment where students may interact on a daily basis with fellow freshman, upperclassmen who may serve as mentors, and with faculty and advisors who will make themselves available within the residential facility, which is equipped with classroom space, studios and offices. The living learning environment will promote student intellectual, social and personal growth. It will attract students who are open to broadening their experiences in the related disciplines because of their accessibility in a residential environment. The ALLC will significantly increase the visibility of the arts on the UT campus and throughout the community.
The College of Arts and Sciences provides a personalized education through a combination of small classes and hands-on research opportunities, with an approximately 3,000 undergraduates, 600 graduate students, and a diverse full-time faculty of over 300.

Retaining the Academically-Talented Student

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There is a disconnect between students who are high achievers in high school and those who go on to succeed in a large, urban university. Many times, these students are not targeted for specialized services because they are expected to do well. This initiative explored the academic histories of such students who had received a merit based scholarship. The findings were startling in that these students, with few exceptions, performed well below what was expected of this group.

We will begin with an overview of the retention data and data collection methods. Typical rates of retention for supported students in our Academic Success Center are 91.51%. Retention rates of these unsupported but academically talented students were well below this. This will be followed by a discussion of findings and how they suggested the need to support these highly motivated, but underserved students. As part of this discussion, presenters will share select student responses to survey questions. Presenters will then provide an overview of the initiative. This includes the information on the history of the initiative, key stakeholders, the corporate sponsor and proposed programs such as the mentorship project, which involves pairing the University’s alumni from the sponsoring corporation with participants in the target group. Session will end with a sharing of lessons learned from the welcome reception, one of the first efforts to support students, a question/answer segment and evaluations.
Managing Test Anxiety - Mindfulness-Based Cognitive and Skills Building Intervention and Evaluation

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The presentation will provide an overview of test-anxiety descriptions, physical and emotional symptoms and assessments from the educational and psychological literature. The presenters will provide anecdotal evidence of their own work experiences with students in applying the two components separately through our respective student services. The presenters will describe the specific models used (strategic instruction and mindfulness-based stress reduction strategies) and provide handouts that can be used to replicate or adapt the workshops. The presenters will describe the collaborative process and strengths of a more comprehensive workshop model. We will describe the success of the workshops with quantitative and qualitative summaries and measures. The success of the programs has resulted in the continued use and expansion of this program model through different schools in the university system. The workshops are offered through the residence halls to incoming students and also through a residence hall "Living Learning Communities" program called "The Road to Graduation." This program is designed to address multiple needs of students in achieving academic success and progress.

Walkabout

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This poster session will describe how the inaugural effort of "Walkabout" on Harper's campus succeeded and will provide attendees with information about how to implement a similar program on their campus - for the purpose of student engagement and retention.
An OASIS in Burbank, California

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In last January’s Opinion page in the Los Angeles Times, Richard Lee Colvin describes the frustrating position of many high school graduates. We give them the credentials to graduate from high school, but fail to give them the skills to succeed in college. These students “are unable to overcome the despair of stepping on to campus and feeling as if they’ve entered a black-tie ball wearing a thrift-store T-shirt.”

At Woodbury University, ninety percent of our entering first-year students need remediation in math and/or English. Four years ago the University received a Title V grant that allowed us to strengthen our infrastructure and develop initiatives to effectively serve the needs of our students. Our measures of success, surveying students, tracking grades, and reviewing retention rates, have shown improvement, but there is still room for growth.

In the past, we provided academic support services in separate offices with oversight from one Associate Dean. This led to a lack of coordination and unequal distribution of resources to students. In an effort to overcome this structural hurdle, we created OASIS, the Office of Academic Success and Instructional Support. The model is adapted from UC San Diego’s OASIS program, placing academic services for students and faculty in one house.

We understand that being physically together does not alone make the difference. Our adaptation
has included academic advising and a center for teaching and learning. Having a unified team with a common philosophy, approach and style will make us aware of systemic issues and concerns that we can quickly and proactively address. We are making a conscious decision to “scaffold” learning experiences in the classroom with our academic support unit. Our success will be determined by level of use, the number of faculty and staff referrals, student satisfaction surveys, and future retention and graduation rates.

The Effect of a Peer-Tutoring Program for College Students in Seoul, Korea

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* The purpose of this research:
The analyzing the college students' peer-tutoring effectiveness
*The method of this research:

a. subject: college student(from freshman to junior)/ tutor(82persons), tutee(297persons). Of all subjects, participation ratio of freshman(as tutee) is higher than sophomore, senior and junior. Participation ratio of sophomore(as tutor)-dept. of engineering- was higher than freshman, senior, junior.

b. period: March. 2005-June. 2005

c. data collection & analysis: June. 2005- July .2005

d. characteristics of peer-tutoring program
- tutor's qualification : first, tutoring subject's achievement is more than A-
  second, undergraduate student , graduated student(in discipline)
- tutee's qualification : undergraduate students to want to be helped in their major or other subjects.

e. tutoring style: appointment tutoring

* results of this research
a. in case of tutor
  first, they were satisfied with peer-tutoring program(72.3%)
  second, they answered that the peer-tutoring was helpful in their college study(93.7%).
  third, they thought that introduce the program to other students.(95.3%).
  fourth, experience of college students' peer-tutoring affected the review of subject learning and service mind, communication skill, and next item was relationship, leadership development, academic confidence.
b. in case of tutee
first, 98.3% of tutees answered that this peer-tutoring program was helpful to their learning.
second, 100% of tutees answered that 'I will introduce this peer-tutoring program to other students.
third, they said the merit of this peer-tutoring improved understanding of lesson(64.6%), learning motivation(14.0%), relationship with sophomore or junior, senior.(12.3%), finding of learning method(10.5%), finding of data collection method(8.8%).

The other contents about research will meet through handout material.