Transfer Transitions

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This study examined the experiences of new transfer students and focused on determining the variables that predicted transfer students’ successful transition and persistence during their first semester. This study applied Tinto’s (1993) model of student departure to transfer students and also examined the impact of spiritual integration on student persistence. Additionally, it considered those variables which impacted student academic and social adjustment (Laanan, 1998). Three Christian universities in Texas (with a total new transfer student population of 603) were selected for this study. A 70-item survey was used to examine the students’ backgrounds and their transfer experiences. Multiple rounds of reminders resulted in an overall response rate of 58% (n=348).

Only one of the twenty pre-enrollment variables, Highest Degree Planned at Current Institution, was significant at the p<.05 level with regard to the prediction of student persistence. Logistic regression was then used to consider whether the Tinto constructs of academic integration, social integration, and goal and institutional commitments were significant predictors of transfer student persistence. The spiritual integration construct was tested in the same manner. Only the Social Integration (specifically the Peer Interaction variable) and Goal and Institutional Commitment constructs were predictive of transfer student persistence at these three universities.

Linear regression was utilized to examine the academic and social adjustment of these transfer students. Three significant variables accounted for 45% of the variation in the academic adjustment and three significant variables accounted for 41% of the variation in social adjustment. Recommendations for practice and future research were made based on the results of the analysis in 3 areas: Campus Foundations, Transition Experiences, and Continuing Support.

STARTing Over: Rebuilding the Campus Culture to Improve Student Engagement and Retention

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Imagine taking a new job working with first-generation, low income and academically under prepared students at an urban institution with significant enrollment and financial concerns, located in a struggling city? With a first-year retention rate of 60% or less, minimal support services in place, and an overworked, underpaid staff? And to make matters worse, the campus community is looking to your new program as a model for improving the situation. What do you do? Where do you begin?

This program will discuss: 1) how the creation of a campus-wide retention task force, comprised of faculty, staff and administrators tackled a wide range of campus climate issues in a very short period of time helped to improve overall student retention by nearly 13%; 2) the impact of a new student support services program that improved first-year student retention to 82%; and 3) the creation of a new First Year Experience program and arts series to enhance student engagement, cultural enrichment, and community service.

The presentation and discussion will focus on the application of student development theory, strategic planning, and research on student retention to issues of student learning, professional collaboration, and institutional survival. Participants will receive handouts as well as practical ideas to take back to their own campuses.

Making Achievement Possible (MAP): Using Assessment to Impact First-Year Students

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This presentation focuses on an assessment project titled Making Achievement Possible (MAP) because it is structured, literally, to help make student achievement possible. MAP facilitates students’ transition to college and contributes to student success in the first college year by (1) providing customized feedback directly to students to help them to establish realistic expectations, (2) creating opportunities for timely professional staff intervention, and (3) connecting students to resources to enhance their ability to maximize the quality of their educational experience.

MAP was developed at Ball State University (BSU) in 1989 as a paper based program. BSU and Educational Benchmarking, Inc. (EBI) have partnered to develop a web-based version of the program. The new MAP is being piloted this fall at BSU and Winthrop University.
The MAP process begins with a survey of beginning first year students in the early weeks of the first semester. After completing the survey, students are provided individualized feedback in an engaging online environment. This feedback aims to help students establish realistic expectations, understand the effort and approaches that will help make them successful and identify useful resources on campus. Staff members are also provided customized online reports that will identify potential at-risk students for early intervention opportunities. Additional reports will give housing and First Year staff the ability to understand the needs of their students so that they can target programs and efforts more effectively.

The presentation will provide an overview of the project, describe the theoretical underpinnings of the approaches used and discuss how the program can impact the success of all levels of students. Using specific examples, we will focus on the reporting techniques, audiences addressed and the benefits derived across all functional areas of the institution. Finally, the session will end with open discussion and questions.

**Teaching the Art of New Parent Transitions**

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The influence of student affairs professionals in new parent transition processes can be an effective, if not essential, role in the educational and social transition of the new student. There are six key learning objectives when developing meaningful new parent transitions. Parent programming begins by focusing on empowering our students through providing the means to accomplish institutional and personal tasks. This learning objective is division of autonomy(1). Concurrently, institutions must redirect the attention(2) of our parents through educating parents with connections and knowledge that guide them through the educational process. This redirection provides appropriate levels of information and access without relinquishing control of the student’s educational processes. It is the role of the institution to encourage student responsibility(3). The education is the students’. Effective parent programs are grounded in encouraging our students to take personal responsibility for their education. A learning objective that assists students in this process is determining boundaries(4). Teaching appropriate boundaries help students create the proper distance from their parents. In parent transition processes, our institution believes that programs cannot change people; people change people through the reciprocity of influence(5). When we give a little, we get a little. Providing accessibility to the university and its faculty, staff, and administration creates openness to parents and their perspectives for influence. Finally, the foundation to teaching new parent transitions is celebrating the transition(6). The transition into
college and more personal responsibility is exciting and worth celebrating in unique and engaging ways. Parents can slowly teach their students independence if they are equipped to do it themselves. Furthermore, there are a variety of programs, communication tools, and presentations that will be provided to connect the preceding learning objectives to tangible programmatic objectives. Attendees will be equipped with the resources and knowledge to develop a meaningful new parent transition program.

**Success of the Living-Learning Community Environment With Regard to Social Interaction and Improved Study Habits**

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This study examined whether involvement in the living-learning community at BHSU improves both the social interactions and study habits of its participants. Students who received the Academic Achievement or South Dakota Opportunity Scholarship and participated in the living-learning community were compared to students who had received the same scholarship(s) and chose not to live in the community. We hypothesize that the enriched environment provided by the living-learning community residence hall will improve both the study habits and social interactions of the participants to the program which will in turn help them to accomplish the rigid measures necessary to retain the scholarship(s).

From this study we conclude that participation in the living-learning community has a positive impact on both the study habits and the social interactions of the scholarship students. Retaining these students should be a top priority for the institution. Historically, nearly 50 percent of the students who received these awards lost them before their sophomore year by failing to meet the minimum requirements. It is important to retain these exceptional students and help them succeed in their academic careers.

We recommend that the university continue to monitor this group of students. It will be important to evaluate their achievements through graduation and compare them to the remainder of the student body. The university committee should also consider the continuation of special programs, such as linked classes and engagements. We also recommend that the university explore the addition of new living-learning committees with various themes to accommodate the diverse population we have on campus.

**How Peers Can Enhance Learning and Student Engagement in a Technology Savvy World?**

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The conference will begin with an introduction of the presenters, including one of Brock University’s student peer leaders. This student has helped to design Learning Skills programs that encourage effective student use of ICT in the essay writing process.

We will provide participants with a brief description of the evolution of our workshop programming from its earlier, top-down approach to its present, student-centered one. We will point out that in our experience, while students often appear computer-savvy, they are, in fact, frequently unaware how to incorporate, wisely, information and communication technologies into the academic process. It was also clear to LS staff that the people with the experience to help students in this respect were our well-trained student peers. In addition, we will discuss how the actual design of workshops, in particular those with technology-based components, developed through the advice of students. We created both “live” and online workshops using this method. Student input included direction from peer leaders who had previous experience leading our workshops, advice from student focus groups in a range of disciplines, and the creative ideas of a student, on-line development team.

Participants will receive a resource package that will include print material on specific interactive activities used with students. Overhead transparencies will highlight key examples from both our live and online workshops that illustrate how students can use Web information and electronic course effectively.

Evaluation and assessment tools will be included in the participants’ resource packages.

The conference session will end with 15-20 minutes for questions and interaction. Questions that may be explored include the following:

- What other strategies might be used to encourage wise student use of ICT?
- What strategies might promote use of ICT as a means of connecting with the university environment, rather than as a means for encouraging isolation?

The Numbers Game: Using Quantitative Analysis to Develop First-Year Programs
This presentation will include an overview of past Summer Orientation programs at Carleton and a brief assessment of why those programs were not effectively meeting institutional goals or the mandate of the First Year Experience Office. Information gathered from prior Orientation evaluations and institutional NSSE data was utilized in developing a new Summer Orientation program model.

Presenters will outline the current Summer Orientation model, including recruitment techniques, coordination with other university departments, involvement of faculty and staff, involvement of student leaders and techniques for tailoring sessions to specific faculty or unique student populations. In particular, presenters will discuss how Summer Orientation met the needs of a variety of students through programs such as our “CU in Toronto” session for students in the Greater Toronto Area (approximately 400km from Ottawa) and “CU in Cyber Space”, a web-based orientation for international students and Canadian students who could not attend summer orientation. Our Mature and Transfer session also offered specialized content to those student groups and addressed unique transitional issues that were identified through research and through information provided by attendees. The presenters will also discuss the changes made to the parent program and how data was utilized to specialize parent program content. Finally, the presenters will provide information on how quantitative data from registration forms and evaluations was used throughout the summer to tailor the program to specific student interests and to adapt specific elements of the program that were less popular among incoming students. As well, the presenters will indicate how the information collected during Summer Orientation will help guide the program in coming years and will inform other programs run by the First Year Experience Office throughout the year.

**Theme-Based ESL Learning Communities**

Mark Felsheim
This presentation will present the idea behind the theme-based ESOL learning communities, a brief history of the effort to date, comments from students and faculty about the effort, assessment data, and portfolio samples of the student work and faculty lessons. There will be time for question and answer from the audience. Participants are encouraged to share their thoughts and experiences on learning communities.

Increasing Student Persistence With a Comprehensive College and Career Success Course

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Program Reviews completed over the past 10 years at Cuyamaca Community College show that students who complete Personal Development 124, Lifelong Success, have a 27% increase in persistence. Persistence is defined as students who begin in the fall and continue in the spring semester. PDC 124 is a three unit, comprehensive course that includes topics in personal growth, career exploration, lifelong learning, health and wellness, and critical and creative thinking. Important personal growth topics include an assessment of personality, interests, values and learning style. Based on this personal assessment, students explore careers that match their personal characteristics. Technology is used to present topics in traditional classes, blended classes and online options.

The course has been approved for transfer to meet general education requirements for the California State University system and transferable units to the University of California. Because the course is transferable, it is a popular choice for students who plan to transfer to a university. Information will be provided on the transfer approval process so that interested participants could begin to develop a similar course on their campus. This course is currently being used as a way to
recruit and retain students and has become one of the top 14 income producing programs at the college. Ideas will be shared on marketing how to gain administrative and faculty support for the program.

This presentation will provide information on course content, curriculum development and teaching methodology including demonstrations highlighting use of technology. Resources will be shared with program participants including a course outline and website with resources for faculty. Resources include my Instructor Manual with a collection of best exercises to engage students in learning collected over 30 years of teaching college success courses. Full Program Review reports and summaries of research articles are also available at my web site.

Success in the Second Year: A Living-Learning Community Model

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Institutions across the country are focusing the spotlight on sophomore students. Emory University recently implemented a Second Year at Emory program, designed to meet the unique needs of sophomores and to continue the efforts of first-year programs. The presenters will share the program development process, initial findings, and theoretical underpinnings.

The theoretical framework for the program comes from Schreiner and Pattengale’s (2000) and Schaller's (2005). These scholars suggest that sophomore students feel disenchanted when they return following the freshman year. Furthermore, they conclude that institutions lack services and initiatives directed at sophomores. Sophomores are expected to adapt so that the institutions can turn its attention to the next wave of first-year students. Sophomores may not be committed to academic endeavors or engaged in activities/organizations.

Sophomores experience stages of random exploration, focused exploration, tentative choices, and hopefully reach a level of commitment regarding their academics, friendships, and self.
Given these concerns, Emory University has committed substantial resources to supporting second-year students with a broad-based approach that involves a partnership between academic and student affairs. These practitioners offer a seamless program to nurture their learning and goal-setting processes, and to support students’ informed, positive decisions.

**College Success Without the BLUES**

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Until our students can either intuitively feel or behaviorally demonstrate that a strategy is practical for them, “ownership” may only be a term that an authority figure is trying to foist upon them. This session will address student success from four different student perspectives: reflection, responsibility, respect, and renewal. Related activities will demonstrate how students can move themselves toward understanding what it means to be a responsible student.

The session uses live music, visuals, humor, and interaction:  
• To drive home the session concepts in an engaging manner; and  
• To demonstrate for participants how they, too, successfully can use such techniques in a classroom.

The session will start with an exploration of what students do “bring to the table.” Successful adult learning must combine reflection, respect, responsibility and renewal. Workshop participants will work with reflective activities that will help students understand who they are, where they are, and where they want to go.

The participants will then look at what resources students need to make their dreams become realities--and how they can go about securing those resources.  
The third part of the session explores respect. We will not only look at the basic need to respect others, but also the critical need to respect one’s self and how that will directly benefit the student on his/her journey.

Finally, the session will transition from respect for self and others to the importance of taking time to renew one’s physical, emotional, mental and spiritual energy. This very naturally brings the participants back to the reflective mode where the process begins again. Participants will consider how students can assess their progress each step of the way. That is, what can students do to make sure they are on the right track to becoming a responsible student?

**Helping First-Year Students Find the Open Road**

Tom Bowling
A few years ago, buddies Mike, Brian, and Nathan faced the end of college with the realization that, like many college students, they had absolutely no idea what to do with their lives. Their solution: take a roadtrip and interview people from all walks of life to learn how they got where they are. Three months and 17,000 miles late, they'd met the CEO of National Geographic, the scientist who decoded the human genome, and the conductor of the Boston Philharmonic. They'd talked to bookstore owners, filmmakers, artists, and more than 70 others who had found their callings -- their "open roads." Brian, one of the founders, will describe how they were inspired to take the original trip and the partnerships they have created with universities throughout the country.

Their experience led to a series on PBS and the creation of Roadtrip Nation, an organization devoted to providing students the opportunity to “find the open road.” Common themes have emerged from the interviews they have conducted: the importance of following your passion, being persistent, not being concerned with how others perceive you, and the importance of believing in yourself. Participants in this session will have the opportunity to view selected interviews and will learn how the Roadtrip Nation documentaries have been incorporated into a required first year experience course at Frostburg State University.

The session will also describe how the University was inspired to fund its own roadtrip. Students visited the Los Angeles area in January 2006 to interview alumni in the entertainment industry. A short clip from that documentary will also be shown. Emphasis will be placed not only on the student learning that has resulted from this initiative, but also on qualitative assessment that has been conducted and is being used to improve this program.

Still At-Risk? What Targeting Emotional Intelligence Skills Can Do

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At Gallaudet University during the 2005-2006 academic year, all first year students were assessed using the Bar-On Emotional Intelligence (EQi) Post-Secondary Inventory at the beginning and end of the fall semester. All 26 sections of the First Year Seminar course followed the same syllabus. However, the students in 13 enhanced sections received one-on-one feedback about their skills and were taught using an “EQ enhanced” curriculum. The 13 sections that were “EI enhanced” were taught by instructors who had received EQi certification and who integrated EI related activities into the course syllabus. Research data at the end of the semester indicated a statistically significant improvement in student’s general mood. Approaching statistical significance were improvements in interpersonal skills and total EQi in the EI enhanced sections. The same students also had higher grade point averages, higher grades in the FYS course, and a lower incidence of placement on academic probation.

The EQi identifies students who are at risk academically. Through journal writing, one-on-one coaching/advising, formal writing assignments and in-class active learning exercises, students in their EI enhanced sections worked to improve self-identified targeted EI skills. In these sections, the movement of students from “at risk” to “moderate risk” and “academic success likely” categories as identified by the EQi was significant.

The same research protocol is being used again this fall at Gallaudet. In addition, EI-enhanced courses in several academic departments are being offered. For students who are on academic probation after the first semester of the first year or during the second year of study, coaching strategies are being instituted to further refine the coaching process with these at-risk students. This session will focus on second year students and describe these additional coaching strategies.

The Meaningful Senior Experience: Integration of Educational and Professional Development

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The active personal and professional development of students while entering and during their senior college year is critical to the success of most as they move beyond college. I have spent much of my outside-of-classroom time during the past 10 years of college teaching experience creating, implementing and assessing a wide variety of student development initiatives for my students.
The types of programs I have found to be most helpful to students fall into one or more of the following three categories:
1) self assessment;
2) in-service learning; and
3) peer mentoring.
I have quantitative as well as qualitative evidence of the success of such initiatives and wish to share what I have learned from my experiences. Most exciting is the mounting evidence that these three types of programs, when planned and implemented in an integrated way, are correlated with higher success levels (quantitatively and qualitatively) than any one type conducted alone. It is also my anecdotal experience that an interdisciplinary approach (across colleges not just fields within a college) can add valuable learning experiences that are virtually impossible to gain in any other way while still a student.

Going forward, it is my perspective that student development will take on a more and more important role in a successful college experience. Students preparing to leave college, in particular, can be expected to benefit more than ever before from such programs. I want to open a discussion at the end of the presentation for ideas from the audience regarding this trend in the official college experience and how these programs may best emerge over time to benefit our students in all disciplines.

Fieldwork: Engaging Community Rituals in the First-Year Academic Seminar

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As a faculty member designing my initial first-year seminar, I anxiously worried about the balance of "content" and "exercise." I realized that my disciplinary work could offer a powerful organizing framework through which to accomplish what I consider the most important goals of a first year seminar: early and meaningful student engagement with community; communication skill development—particularly writing and presentation; encounter with research (published and student-conducted); work with teams organized around problem-solving; creating a strong sense of affiliation with the campus community. This session discusses the value of ethnography as both subject and practice in the first year seminar. Ethnographic work enhances writing competency, involves students in research-based team work, and compels a critical framework. It also provides an excellent vehicle through which to engage students in campus rituals (mundane and spectacular). For example, Homecoming as a campus community ritual offers an excellent ethnographic research question. Rather than simply encouraging new students to participate in campus homecoming "events," identifying Homecoming as a significant and representative cultural ritual and asking students to examine its function, design, practice, and impact (from almost any disciplinary perspective) creates a mechanism for meaningful involvement with this substantial event. The position of "ethnographer" (or field worker) celebrates new student "naivete" while validating
questioning as an appropriate response to entrance into the field. Conducting the field work requires that students identify and interview a variety of "informants," which authorizes them to approach community members from VIPs to peers (and provides a scripted interaction that overcomes the natural timidity of the new). Critical examination of campus community rituals sponsors an investment in the community that persists. Field work questions assigned and/or selected by students have included student voting practices (during election years), "finals week," hidden rituals, lunch-time social groups, elevator interactions, "the weekend," bar-culture, and many others. In addition to engaging students as campus ethnographers, the seminar may ask students to conduct an "auto-ethnography"—utilizing ethnography to organize self-assessment and reflection practices that also ask the student to locate him/herself as a member of communities.

Teaching on Purpose: The Link Between Life Calling and Learning

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This presentation will focus on the results of this effort from three perspectives. First, participants will be exposed to the conceptual and developmental components of the life calling model. The components of this model have served as a means for assisting students in determining their life purpose, moving them toward the selection of an academic major, and as a key component in curricular design for students at all stages of their academic careers. Most recently, for example, IWU has initiated a process for embedding these principles within the courses that comprise the liberal arts core curriculum.

Second, participants will experience a variety of active learning strategies that have been designed in an immediate ready-to-use format. The goal of this part of the presentation is to strengthen the logical bond between purpose and pedagogy. Participants will leave this session with a minimum of ten teaching strategies that are applicable across a variety of learning disciplines. Additionally, it is hoped that participants will learn strategies for applying the principles of purpose-guided education in areas beyond those included in this presentation.

Finally, participants will be provided with information on a variety of longitudinal studies that validate the connection between purpose-guided education, retention, and persistence. This data supports the impact that purpose can have in the lives and academic careers of college students.
The College Experience of a Returning Student Following a Military Deployment to a War Zone: A Process of Transition

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This poster presentation will describe a qualitative study based on a phenomenological research perspective regarding one student’s experience of returning to college following a military deployment to a war zone. The presentation will include description of the research questions, methodology, methods used, data analysis strategies, and findings. Additionally, the presentation will identify implications of the study for higher education and college student transition issues based partly on Schlossberg’s theory of transition. During the presentation questions will be answered concerning the findings of the study and its limitations and audience members will be provided with information concerning the types of questions asked during interviews and how those questions were generated. This discussion will include the process of analyzing the data and themes identified by the researcher after member checking and triangulation strategies were used. Finally, it is hoped the presentation will generate additional research questions regarding college student transitions and directions for future research concerning the experiences of college students who have returned to school following a military mobilization and subsequent deployment.

While You Were Away: Examining Family Relationships and Transition

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Every new student at Juniata College fills out an Academic Advising Questionnaire. This year (2006), we asked, "Describe your relationship with your family. How will it be for them when you are away at college?" Student answers may surprise you, and follow-up interviews with a select sample tell us a lot about how well students transition to college and how much the family relationship encourages or impedes that transition.

This session will confront our stereotypes about the present generation of students and their "helicopter" parents, discuss how students cope with transitions (their strategies, their resilience), and allow participants to both share and reflect on the transitions ALL their students make. Examining how family relationships (at Juniata College and our various institutions) impact/affect transitions will be central to the presentation and discussion.
Seniors as Complete Graduates: A Programmatic Approach from Kennesaw State University

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Presenters will discuss both the Senior Seminar class and the broader campus-wide Senior Year Experience program at Kennesaw State University (KSU). The Senior Year Experience will be defined and a rationale for its existence will be given. Connecting with senior students is an institution’s last chance to cultivate a relationship and ensure a positive lasting impression before students graduate and become alumni.

We will then outline the history of our class and program. Our story begins with the voice of a student and the response of our then president. Other highlights include; 1) Dr Dominick becoming the Director of the SYE Program, 2) the introduction of portfolios, 3) a custom textbook being produced – The Complete Graduate: A Workbook for College Seniors, 4) the position of Program Coordinator being created, 5) the vision, mission and learning outcomes being developed, and 6) an internship being created out of which arose a student Senior Class Club and facebook site. All of these items will be displayed in our poster presentation.

We will then move in to the specifics of what we do in the classroom. The three components of our Senior Seminar class are; 1) reflection and integration, 2) career planning (work-force, graduate school or other) and 3) closure and transition. Sample syllabi, classroom activities and photos of students will be provided.

The next piece of our presentation will focus on our resources and partnerships across campus and in the community that are also dedicated to helping senior students successfully transition in to their post-university life.

An in-depth look will also be provided on the portfolio options available to our seniors, ways to market and assess the class and program, and statistics regarding the class.

We will conclude with our vision and ideas for future growth.

A Community of Cohorts: Creating Transition Programs for Specific Populations

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This program will outline, in detail, the steps taken to propose, implement, and enhance transition programs for incoming student cohorts at a small, private, four-year institution. Some of the programs to be discussed, such as transfer orientation, work-study training and the multicultural reception, have been in existence for over three years while others like the Honors Hors D’oeuvres, have just been implemented this past summer. Strengths and areas for improvement with each of these programs will also be reviewed. We will provide detail on how to analyze the student population on your campus to find appropriate cohorts for targeted programs that will help strengthen student connections at your institution. Ample time will be allotted for conference delegates currently utilizing similar strategies to share their success stories and lessons learned.

Beyond the Classroom: A Comprehensive FYE Counseling Program

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The Mount Ida FYE Counseling Program is a coordinated effort among the admissions counseling staff, the financial aid counseling staff, and the academic services staff. The presentation will outline the components of the FYE Counseling Program with an overview presented by the vice president for enrollment management, the senior officer responsible for the program design and implementation. Each of the presenters will then discuss the component of the counseling model for which they have responsibility and how that component is integrated with the other departments. The research base of the model will be presented as well as the assessment components and results. The emphasis of the model is developing a four-year financial, academic and social plan for each student. Emphasis is placed on graduation, not just transition to college and the second year. The model encourages integration and collaboration between the departments and the student and his/her advisor(s) most often parents. The program uses a variety of techniques and
communication strategies from one-to-one counseling, peer counseling, workshops on financial planning and social issues for parents, chat rooms, and social networks such as MySpace.com. The participants will present and discuss the “curriculum” developed for the FYE Counseling Program. PowerPoint will be used to guide the discussion (presented as transparencies). Session attendees will be encouraged to challenge and discuss the Mount Ida process and the results of that discussion will be used as a part of the Stufflebeam program evaluation that will be conducted in the next several months.

The Professional Development Seminar: Teaching Professional Skills to Students for Successful Career Paths

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This program will consist of an overview of the Professional Development Seminar (PDS) Program, an innovative and highly successful career development program. These required courses help our students explore career options, reflect on their skills and what they have to offer, and learn about professionalism in the workplace. Through development of a professional portfolio they set career goals, select academic work to showcase, include items from internships and jobs, and demonstrate experiences and skills which make them unique. This presentation will include the creation, implementation and assessment of this program. The purpose of this program is to demonstrate why the PDS program was created and how it operates, offering a basis for development of a similar program at other institutions.

During this session the participants will learn specific strategies, including the value/relevance of teaching professional skills to students. We will cover how to create relevant, skills-based courses in career development with a focus on developing life-long professional skills. On many campuses, student services and academics are not always connected. However, they can work collaboratively, and the PDS program is evidence of this. We will discuss how the two worked together to develop effective courses, and the rewards and challenges of bridging the gap between the two areas. There are positive outcomes of bringing together faculty from across all academic disciplines and staff from various campus departments to teach PDS courses, and examples will be given.

The development of the portfolio is an important process as there is value in the self reflection each student goes through. We will describe the learning that takes place in this process. In order to have a quality portfolio, identifying what should go into a portfolio (content) and how to best showcase the items (presentation) are important and will be described in detail. Lastly, knowing how to
properly use the portfolio in the interview process is essential and we will share our experience with the audience.

Additional topics to be covered include: the program history and philosophy, the on-going operations, course and faculty information, and partnerships. Sample portfolios will also be available.

**Information Overload! Best Practices for Disseminating Information to Students in Transition**

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The facilitators of this roundtable have experienced working with students overwhelmed by the number of messages they receive when transitioning into the university. University personnel often rush to get all important messages to students as quickly as possible for the sake of convenience and because during transition times they have few opportunities to have all students in attendance. While these messages are vital to the success of the student at that institution, the timing of the messages sometimes adds unneeded stress to the student. Students are often given too much information at the beginning of their transition that may be better suited for when they are more acclimated into the community. As professionals we must find the balance of knowing what students must know, and what students can mentally absorb and retain at that moment. Theory (such as Maslow’s Hierarchy of Needs and Perry’s theory of Cognitive Development) provides a foundation that we should put into practice when addressing these concerns. The facilitators will draw on their work with students in transition as well as call upon participants of the roundtable to share experiences on their campuses in timing messages related to transition. The facilitators of the roundtable hope that all participants will walk away with new ideas of how to match key messages they wish to give students while focusing on the developmental and situational needs of their students.

**Living-Learning Communities and the Sophomore Experience**

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Many living learning programs only focus on first year issues. However, more colleges and universities are recognizing the need to provide programming and services for the sophomore student to help with retention. The Women in Science and Engineering Village at North Carolina State University is a living and learning community supported by University Housing and five colleges including Agriculture and Life Sciences, Engineering, Physical and Mathematical Sciences, Textiles and Natural Resources. The original focus was on the first year experience, but like other colleges and universities it is attempting to expand to include programs and opportunities for sophomore women in the WISE Village.

In this roundtable presentation, we will address concerns of the sophomore student and how living learning programs can help to address these issues. Specifically the discussion will target several topics including 1) how to recruit sophomores into living learning programs (and housing) for a second year, 2) programming tracks/ideas for sophomore students, 3) retention and 4) assessment strategies.

We will discuss the results of sophomore focus groups and how we are trying to incorporate these results into current programming for sophomores in a first and second year living learning community. Our plan for the roundtable is to provide a literature review related to the sophomore experience and to discuss the specific topics including recruitment, programming, retention, and assessment. All attendees are encouraged to participate and share their unique perspectives and ideas related to these topics as well as others that arise during discussion.

Late Modernity, Identity Capital and Empathy: Using a Garden to Promote Successful Student Transitions

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The Cornerstones Scholars Program, part of North Hennepin Community College’s First Year Experience initiative, seeks to improve the retention and success of under-represented and under-served High School students by preparing them for the transition to college. In this presentation, we will report on the origins and activities of CSP as well as the specific details of one initiative, a 1-credit college course offered to 15 under-represented and under-served high school students called, “Growing Success”.

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The curriculum of “Growing Success” combined the design, planting and maintenance of a community garden with the basic skills necessary for college success. Students participated in in-class instruction that focused on developing tools for achieving greater academic, career, and personal success. Topics included learning styles, goal setting, scheduling, test taking skills, memory skills, textbook reading skills, diversity and critical thinking). The garden was used as a metaphor to reinforce these skill areas.

Even more important than imparting the above mentioned individual skills, the goal of “Growing Success” was to create a context in which students could begin experiencing themselves as adults choosing to go to college. As instructors, we hoped to provide a safe place for young people to step into a new role as independent adults who are recognizing their hopes, creating goals, and following through on those goals. We used the activity of garden to help facilitate this process.

Outcomes were measured by; active cooperation in the process of the class, the quality of assignments, the success of the garden, and finally, the results of the survey we conducted before and after the class. The results of this survey indicate that students exhibit a higher level of confidence concerning their success in college. Students also expressed a markedly higher estimation of their abilities to keep academic commitments including attendance and preparation for class.

Transfer Student Resource Center: A New Initiative at Oklahoma State

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In October 2004, OSU’s Office of Undergraduate Academic Services received a $98,500 State Regents’ grant to improve the assimilation, communication, retention and graduation of its transfer students.

Over 40% of OSU’s undergraduate population consists of transfers, yet little effort had been made toward their assimilation. Retention and graduation rates of transfer students lagged behind “native students” with an average “transfer gap” of a .87 gpa drop after the students’ initial semester at a four-year school.

A brief review of literature regarding transfer challenges and success will be presented, along with the grant’s goals to:
- increase college enrollment and student success
- expand information services
- improve communication with 2-year community colleges
- improve academic advising
- reduce “Transfer Shock”
- improve graduation rates
- facilitate student identification and involvement with OSU
- acknowledge and recognize the importance of transfer students to the institution

Multiple tactics used to achieve these goals will be discussed, including: a transfer day during welcome week, peer mentoring, academic advising, free tutoring, a transfer orientation class with stipend, a transfer student newsletter, listserv and organizations including Tau Sigma (National Transfer Student Honor Society) and the Transfer Student Organization.

Sixty-seven students enrolled in our transfer orientation class. Criteria for invitation included low transfer gpa, high risk school, and high risk majors. After one semester, the Transfer Shock of students in the class was .47, compared to .71 at large from previous semesters, and our class retention rate was 91%. Challenges and success stories will be shared.

Three groups were interviewed by web survey or focus group: 1) students who participated in the class, 2) students invited to participate, but who opted not to join, and 3) transfer students from the remaining fall 05 population. Responses/data will be presented and discussed.

Information packets will be available with sample brochures, syllabi, newsletters, and more.

**Exigence for and Design of Two Transitional Courses: Keystone and Pre-Internship**

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The session is divided into three parts and is designed to serve those interested in transitional courses. This session is useful whether one is looking to advocate for a new course, wants to enhance a current course, or is simply curious about cross-disciplinary transitional courses.

Part one of the session uses ten minutes to introduce attendees to the context and setting of these courses. The courses were initiated by one department to be used by students across the school. The School of Arts & Communication (SOAC) has a vision which unifies its departments. Further SOAC is a professional school that blends liberal arts study with a professional focus. As such, these new transitional courses and their requisite junior/senior courses are integral to the unification of the curriculum and of student work. This introduction provides attendees with important context of keystone and pre-internship.
Part two of the session uses fifteen minutes to present assessment data. Attendees are introduced to the process and outcomes used by SOAC. Emphasis is placed on the information providing warrant for the new transitional courses. The department and school engaged in an extended three-year assessment process that yielded new courses, degrees, and overall vision. Other departments in the school are currently building on this model and undergoing a similar process.

The third part of the session uses twenty minutes to describe the two courses. Keystone is a course that focuses on the larger question of vocation and prepares students for senior capstone. Pre-internship is a course focusing on experiential learning and prepares students for the internship course and experience. The remaining twenty minutes of the session are open for question and comment. The session provides handouts, syllabi, and other information useful to those interested in advocating for or implementing similar courses.

Please Take a Few Minutes to Complete This Survey

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In this age of assessment, evaluation, and research, made ever easier with the advancement of electronic formats, first-year (FYE) programs may focus considerable resources (financial, human, and time) on measurement activities and outcomes. First-year students are attractive targets for research and assessment requests from various entities at all levels: national, institutional, programmatic, student (e.g., senior capstone research projects), doctoral research, and satisfaction and behavior measurements. First-year programs may become research “magnets” in institutions where an FYE course is mandated and the class body is a large, captive audience. Assessments given during the first year may, additionally, serve as benchmarks for future longitudinal assessments that measure change over the span of the college experience. Strategic assessment planning becomes critical to the operational success of FYE programs. This roundtable invites participants to share experiences that they and their institutions have had strategically planning for assessment within first-year programs with emphasis on accommodating the growing number of assessments and evaluations being asked of first-year programs. The following questions will be considered for discussion:

1. What successes have programs found with the assessment and evaluation of first-year students and programs?
2. What are some challenges that programs have faced with assessment and evaluation?
3. What changes have been observed with the growing prevalence and easy accessibility of electronic formats for assessments and evaluation?
4. Are first-year programs placing limits, boundaries, or guidelines on research conducted with their students, especially when initiated from outside the program? For student-initiated research, is human subjects research approval required?
5. Are assessments and evaluations tied to grades for the FYE course? If not, what types of incentives are being offered to encourage student participation in “elective” surveys?
6. Are there concerns about “survey fatigue,” the quality and quantity of student responses after they have been exposed to a number of survey requests over the course of their first year?

The Undergraduate Experience: Creating Avenues for Campus Dialogue

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Many student-centered programs suffer from lack of ‘buy-in’ from members of the University community. To successfully aid in the development and retention of students, faculty, staff and students must engage in the process of program implementation. To address the challenge of engaging the University community in our emerging undergraduate experience at Saint Louis University, we implemented various avenues for inclusion:

The Undergraduate Summit Series. Hosted by the Provost, this series of six summits, over three years, heightened the awareness and conversation about various student transitions and related initiatives on campus. Each summit hosted between 100-150 faculty, staff and students to learn about assessment data on our students in transition, campus, and national initiatives to meet the needs of these students, and to inspire creative discussion about future initiatives on campus. The summits included two on the first-year experience, two on the sophomore/junior experience, one on the senior-year experience, and a capstone event on the complete undergraduate experience. Sample program agendas will be shared.

Undergraduate Initiatives Committee. With our movement to establish a comprehensive undergraduate experience at SLU, we have created an Undergraduate Initiatives Committee. The committee, comprised of faculty, staff and student representatives, sets goals and encourages dialogue on the outcomes and programs associated with various transition periods for students. Four sub-committees engage in evaluative and programmatic work related to their specific area: First-Year Experience, Sophomore/Junior Experience, Senior-Year Experience, and Retention Management. All of the committees report to the Provost Office, and share a model of one faculty and one staff co-chairing the committee, and campus representation.

This program will outline the steps involved in creating a culture of dialogue about the undergraduate experience, including challenges and successes experienced at Saint Louis University. The program will encourage campus-wide dialogue as a mechanism to create campus change for transitioning students.
First Class: An Extended Orientation for First-Year Students

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This poster session will introduce participants to an innovative type of freshman transition initiative which expands the traditional model – extended orientation. Unlike Upward Bound, or other college access residential preparation experiences, the First Class program is an elective extended orientation. Students who choose to participate in First Class live together in residential community during the three week summer program, and throughout the academic year. They engage in a 3-credit inquiry-based course and a 1-credit University 101 course. They participate in various activities and experiences exposing them to the city of St. Louis, and engaging them with faculty and peers outside of the classroom. The program aims to further aid in the transition from high school to college – for students who want to get ahead academically, ease into the University environment, or connect with a smaller community before their entire class arrives on campus.

In one year, the program has doubled in size. Interest in the program for students and parents is increasing, with the appeal of additional support and assistance during the transition to college. The poster session will include publication materials sent to admitted students, an outline of program activities, and assessment data related to the experience of students in the program.

Identifying and Responding to the Needs of the Middle Years Students

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Many colleges and universities have assessed the needs and enacted programs that help freshmen and seniors make successful transitions. However, the experiences of students in the second and third years of college have not been extensively documented nor are the needs of these students well-defined. Without such knowledge, developing effective programs to enhance the experiences of the “middle years” students can be challenging.

In order to learn about students’ needs during the sophomore and junior years, the University invited students to participate in focus groups that were designed to collect perceptions about students’ experiences and the role of the institution in facilitating development during the middle years.
The findings from the focus groups demonstrate that students deepen their ties to the University community and continue to discover themselves through opportunities for academic, non-academic, and combined experiences in an environment of support. These experiences help the students clarify their goals and direction and shape their values for the future. This development does not occur in isolation, however. Rather, it is facilitated by a supportive environment that provides students with a variety of influential experiences. The role of the University, therefore, is to maintain an environment where student development is optimized. In this regard, the University environment can be considered effective when it engages students by providing experiences during the middle years that help them satisfy these major needs:

- the need for inside- and outside-the-classroom experiences for students to connect to their majors and identify their career paths,
- the need for active experiences for students to give meaning to their learning,
- the need for community-building experiences for students to promote their involvement, and
- the need for mission-driven experiences for students to develop the whole person.

This presentation shares the results of the focus groups and presents students’ recommendations for enhancing the middle years experience.

Maximizing the Impact of First-Year Seminars on Student Achievement and Retention

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Many colleges and universities use freshman seminars to help students adjust to the college environment. The structure of these courses may range from extended orientation programs to intensive academic experiences. The students who participate in these courses are likewise diverse and bring different skills and academic dispositions to the seminars. Yet, what effort has been made to assess the academic impact of first-year seminars tends to treat these students as if they were the same, focusing on overall program impact.

This study focused on the 1,166 full-time first-time freshmen enrolled at the University during the fall 2003 semester who completed the College Student Inventory (CSI). Cluster analysis was used to categorize these students into four groups according to their responses to the CSI. The four-group typology was then used to examine the degree to which two types of first-year seminars had different effects on retention and GPA.

The findings indicated that the effects of the first-year seminars were contingent upon the type of
course offered, the type of student participating, and the match between the type of student and the course type. Students who were academically motivated appeared to benefit most from participation in academically-oriented first-year seminars, while students with lower levels of academic preparation or less academic motivation and poorer study skills appeared to benefit most from participation in skill-building seminars.

Thus, a single, “one-size-fits-all” first-year seminar may not be the most effective vehicle to ease the transition of students with different levels of preparation and needs. While student background characteristics cannot be modified, the study results suggest that they can be mediated by participation in a freshman seminar that meets a student’s particular academic and motivational needs. Knowledge of their own student groups may assist institutions in targeting students more effectively for particular first-year seminars, thereby enhancing academic success and retention.

The First Four Semesters of Transition in a Six-Year Physical Therapy Program

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Student Development I-IV, a series of required courses, were developed as part of the new six year Doctor of Physical Therapy curriculum at Saint Louis University. These one credit course occur during the student's first four semesters. The class size is between 20 and 25 students with multiple sections offered at the freshman and sophomore levels. Student Development I is a freshman seminar course exclusively for students interested in physical therapy. This course includes team building activities as well as traditional freshman seminar topics. Class identity begins to form during this course and continues to form during the following three semesters. Student Development II, the freshman spring semester course, continues with freshman transition topics such as stress management and academic integrity. Student Development II includes sessions on the types of physical therapy practice, specialization in physical therapy, other health care professions, the professional organization, and student-generated questions about careers in physical therapy. Student development III begins the examination of behaviors and abilities demonstrated by successful physical therapists (Generic Abilities for Physical Therapy). The concept of self-assessment is discussed and taught. This course and the following course are both small group work intensive. Student Development IV examines the Core Values of Physical Therapy, the relationship of the core values to the mission of Saint Louis University, and the concept of physical therapy as a vocation. Throughout these courses, students are required to write reflection papers on topics discussed in class. Activities in all four courses serve to facilitate the transition from general academic advising at the Academic Services Center to a physical therapy advisor who meets with the student to discuss the student's self-evaluation yearly until graduation. Course evaluation results will be shared and discussed.

More Than Academics: The First-Year Seminar as Cornerstone to Academic Success
Description of the Program
The Summer Bridge and EOP program at San Francisco State provides academic preparation for low-income, first-generation freshman the summer before they enter the University. Students take academic courses to prepare them for the classes in the Fall as well as begin to build community with fellow students and University faculty and staff.

Description of the Problem
Although first-year retention rates were high, overall persistence rates and graduation rates did not reflect the success of the first year. Based upon the data available it was determined that it was not solely academics which was hindering students’ success. The First Year Experience course had, in the past, been a course to assist students in developing skills and resources necessary for academic success. This course addressed the transition from high school to college, providing skills and resources to aid students in the social and academic changes they face at the university. However, this made the assumption that students arrived at the University with successful academic strategies from high school. The new First-Year Experience course, then, is both a course for students to build on what they already know and do well, but is also a course that asks students to dramatically re-evaluate, re-shape, and re-build attitudes about their own education.

Description and Objectives of new Freshman Seminar Course
As a result of the new course, students would understand their own motivation and goals for attending college, the demands purposes, and consequences of general education course work, the importance of academic community and support networks, the role campus resources play in academic persistence and success, the mental and emotional behavior that make for a successful student.

How These Objectives were implemented
This section will address the course demographics, course outline, activities, and instructors.

Assessment
Data based on first year success rates as well as data collected from student surveys and assessments.

Goals for the Future
Based upon the data collected for this pilot class, the goal for the future is to expand the course to a two-year course that would address the needs and concerns of second-year students.

Student Mentoring in Life and Education (SMILE) at Seneca College, Toronto
Our presentation will include an overview of the program as well as the numerous activities carried out by the program staff from the beginning to the end of each semester. These activities include, recruitment, screening and training of mentors, recruitment of protégés, marketing functions, liaison with college faculty, organization of mentoring events throughout each semester and the manner in which the program utilizes and nurtures the leadership skills of our lead student mentors. We also want to highlight the benefits to mentors and protégés of participating in the SMILE program.

We would also present qualitative and quantitative data which would demonstrate the success of the program in terms of student retention and increase in students' GPA scores.

The presentation would demonstrate the use of Blackboard (intranet) as well as internet in the communication between the mentors, protégés and program staff. Information, announcements and photographs from training and events are posted on blackboard.

We would present our new marketing materials, including a video of the different facets of our program. The video also includes mentor and protégé testimonials.

The use of a power point presentation highlighting the different aspects of the program as well as relevant statistics, will complement the presentation.

**Unsung Hero: The Registrar and Successful Student Transitions**

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The Registrar is in the unique position of working with students from the point of admission, and in some cases (e.g., dual enrollment) even before admission, all the way through graduation. Consequently the Registrar’s role in successful student transitions is crucial, from the perspective of both students and transitions program personnel. Two officers of one institution’s transitions initiative pose scenarios to which the Registrar responds to show how an active, cooperative, participatory Registrar can facilitate if not ensure successful student transitions. Such cooperation includes but goes far beyond traditional record keeping duties. Scenarios include but are not limited to orientation, first-year seminars, transfer student issues, in-bound and outbound exchange students, international students, connecting academic and career planning, and a situation perhaps unique to the presenters’ campus, a series of career proficiency checks that have become part of students’ graduation requirements. Presenters’ scenarios will cause participants in the session to examine the role of the Registrar on their campuses to begin to assess the Registrar’s effectiveness in student transitions efforts and to examine ways and means that they can utilize the unique perspective of the institutional Registrar to distinct advantage in their student transitions efforts.

First-Year Seminars and Honors Programs: Not Oil and Water

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This interactive concurrent session will draw upon six years of experience at Southeast Missouri State University in which honors sections of the UI 100 First-Year Seminar have been taught.

The director of the Honors Program and faculty members who have taught both non-honors and honors sections of the theme-based seminar will present a summary of their experiences with honors students, and then invite session participants to reflect upon their own personal and institutional interaction with first-year honors students.

The goal of the session will be to identify methods by which seminar faculty and honors program administrators can best facilitate the successful transition of first-year honors students into the academic community.

In the opening part of the session the presenters will provide an overview of Southeast’s practice with first-year honors students, including the following items: institutional profile, first-year seminar profile, Honors Program profile, honors student profile, honors faculty profile, orientation for honors students, distinguishing features of honors sections of the seminar, community service, and learning communities. We will also present retention data and student satisfaction data from the IDEA assessment instrument which provides evidence that these honors seminars are beneficial.

In the latter, more interactive part of the presentation, we will raise a set of issues and questions about honors students and first-year seminars, highlighting the challenges and rewards of teaching such seminars and the ways in which institutions might address the particular academic and social needs and circumstances of first-year honors students. We will invite session participants to list and discuss their own experiences with first-year honors students, first in small groups and then in whole-group synthesis. Our goal is to arrive at a set of beliefs, processes, and techniques which represent a consensus concerning good practice in meeting student and institutional needs.

**Trends and Troubles with Transitions and Transfers**

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Transfer students present problems and issues that native students do not. Such issues go well beyond the transfer of credit (or not!) between institutions to include financial aid considerations.
(particularly scholarships for transfer students), residence life versus commuting decisions, orientation, advising, campus organizations and extracurricular offerings, even honor societies. How institutions respond to these challenges, often on a case-by-case basis goes a long way to determine how successful that institution is in recruiting transfer students and then ensuring for those same students a successful integration into campus life. Session organizers raise these issues not because they have the answers to these often thorny problems but because they wish to engage session attendees in identifying these and other issues as a preliminary step to finding solutions. In that way they hope to inform policies and procedures on their own campus while simultaneously benefiting from the rich and varied experience of other transitions personnel involved with transfer students.

**Without Warning: Displaced Workers as Reluctant Students in Transition**

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Community colleges face a special challenge in addressing the needs of students who suddenly and involuntarily find themselves in the college classroom. These displaced workers, enrolling in college only because they have been recently displaced from jobs held for 20 and 30 years, have motivations and challenges different than other adult learners and recent high school graduates who make a deliberate choice to attend college.

The unwilling transition of these displaced workers begins even before they enter the community college’s Admissions office. One week they are considered skilled laborers, earning a substantial income with good benefits; the next week, because of downsizing or outsourcing, they are forced to transition abruptly to either a bleak and brutal job market or to the community college campus. This type of student in transition is not uncommon in southeast Iowa, the area served by Southeastern Community College. With the eventual loss of 4600 jobs in our service area, SCC responded to the needs of these displaced workers with the development of College 101, an orientation covering career exploration, understanding the catalogue and course schedule, and the admissions, financial aid, and registration processes.

Concurrently, as College 101 focused on recruiting displaced workers, SCC developed a transition course (EDGE) focusing, specifically, on the academic skills all new college students would need to be successful, such as computer literacy, information literacy, and study skills. However, as SCC evaluates and revises this AQIP Action Project, we are being challenged to consider how transition courses can evolve to meet the specific issues of the displaced worker as student: self-
concept, personal and financial challenges, transportation, employment options, government red tape, computer literacy, and education “culture shock.” Participants will be invited to share ideas on these issues and suggest other related areas of discussion.

Cohorts: Who’s on Your Team?

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Cohorts are mentored groups of students. All of the students in a cohort have the same major, work on the same academic level, have similar class schedules and take several classes together. They regularly meet outside of class (often with their mentor) to study, assess academic progress, discuss career options and socialize. Well functioning cohorts will also meet impulsively. Cohort participation provides students transitioning between any academic level an immediate association with other students in similar circumstances, a group identity, and resources to solve problems.

Supporting the highly visible cohort is a dedicated team of faculty, staff and administration. Just like the tip of an iceberg, the mentor and students are only a fraction of the team. Unseen is the organization and structure that accommodates the apparently spontaneous cohort. To get a cohort deliberately scheduled into the same section of two or three courses each semester, the required seats have to be reserved prior to open registration. This essentially gives cohort students priority registration. Accomplishing this requires the help (and blessing) of Chairmen, Deans, the Registrar, Vice Presidents and the Provost. Gaining the support of course instructors is valuable. Institutional financial support is important; the power of a pizza arriving during a study hall or a custom printed T-shirt can not be underestimated! And faculty mentors may be more willing to actively participate with a stipend incentive. For entering freshman, those wanting to participate in a cohort have to be identified during the application and admission process; include the recruiters and admissions staff. Assigning students to a unique cohort is often decided by an academic advisor. All of these players must work as a well trained and coordinated team.

With a winning team and plan transition woes decrease while, enrollment, retention and the time to graduation all naturally improve.

Where Do We Go From Here? Instituting Direct Assessment of Student Learning in an Established Learning Community Program
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In 2003, I took over the administration of the Learning Community Program at St. John Fisher College. This program had succeeded in its original intentions: to improve flagging recruitment numbers and low retention rates. The program’s objectives focused on the student learning experience, both in and outside the classroom. Each semester, the students completed student satisfaction surveys and provided feedback on the objectives of the program and their performance in relation to these objectives. This feedback was instrumental in the work done in future semesters to better the experience for the students.

As head of this program, I have sought to move us toward direct assessment so that we can more effectively know what students are actually producing and focus on improving student learning. The administrative challenges have been manifold: What type of assessment makes sense for our institution? How can our assessment plan be both pragmatic yet useful? How do I build consensus for change and establish faculty buy-in? How does one maximize the benefits and minimize the costs of instituting change?

We have been able to involve faculty in every step of our assessment – from its original design to the assessment done each year. The benefits of instituting direct assessment of student performance have included better targeting our faculty development efforts towards areas of weakness, increasing the number of departments participating in the program each year, and increasing the number of tenure and tenure track faculty teaching in learning communities. Moreover, because students include written work in their portfolios from both of the courses in the learning community, we have included new faculty members and departments in our college-wide WAC efforts. We have sacrificed our program’s focus on the overall student experience, but we have maintained our recruitment and retention numbers while improving actual student learning.

**Inclusion Beyond Senior Year: Modeling and Teaching Universal Instructional Design**

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Universal Instructional Design (UID), principles that ensure equal access to all learners, is grounded in Universal Design (UD) theory, the design of products and environments to be usable by all people, without the need for adaptable or specialized design (Center for Universal Design, 1997). UD and UID offer everyone a welcoming environment, access to and within facilities, access to printed materials and electronic resources, and the ability to participate in and benefit from all programs, classes, events, and services. UD and UID principles support a social justice paradigm that treats all people equitably and recognizes individual differences among all workers and learners (Johnson and Fox, 2003).

Preparing students to create inclusive environments of their own, whether in the world of work or graduate school, family or community, is essential to ensure equality. This session will help participants create a learning environment in and out of the classroom that is responsive to the needs of students and the needs of the educators seeking to support learning. By considering accessibility with respect to course development, evaluation, assessment, planning, policies, facilities, environment, staff, information resources, computers, software, assistive technology, programs and events, participants (i.e., postsecondary administrators, faculty and staff) will understand how application of UD and UID creates a respectful learning environment and provides them the power to shape education.

Session participants will learn
• The definition, purpose, and benefits of Universal Design (UD) and Universal Instructional Design (UID)
• Innovative methods and strategies for modeling, teaching, and incorporating UD and UID into their academic and student service programs
• Strategies that students can use to implement UD/UID principles beyond graduation (i.e., in their work environment, in graduate school, in their communities)
• Multimedia resources available to develop individual and institutional action plans focused on incorporating UD and UID into programs and services

Transition to Global Citizenship: Study Abroad for Those Students Most Often Left at Home

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Study abroad courses are highly encouraged as we internationalize our curriculum. Not only do these courses give broadened international perspectives, but they have been shown to increase self-confidence and critical thinking skills as well. We endorse and encourage semester abroad
programs for our students, but for many, their complicated lives, limited funds, and lack of confidence in international travel prohibit the experience. Those with children, permanent jobs, and other obligations are often in no position to take a semester abroad. Still, transitioning of non-traditional students to global citizenship through study abroad is, nevertheless, highly desirable and a possibility. This poster paper describes a study abroad course designed for those with limited time and money and concludes with a synopsis of our course assessment findings.

Through use of two-week pre-semester field travel to London with additional classes on campus and exercises on Blackboard we are able to provide an international experience to students who could not participate in a more traditional program. It is our contention that staying in one location intensifies the international experience. By concentrating on London, the students are more likely to have contact with residents and develop confidence in traveling about the area on their own. It also allows students to do more elaborate individual on-site research.

Assessment for this poster paper comes from the evaluations written by students soon after their return from London for the years 1995-05, as well as from evaluative questionnaires and focus groups completed this year. What is the impact of this brief exposure to studying abroad on the students' academic and career-related choices? Do they continue to be better informed and sensitive to global concerns? Do they continue to consider themselves to be more confident and skillful in an international environment? Finally, we offer observations and suggestions for best practices based on the results and twelve years of experience with this model.

Putting the "More" Back in Sophomore

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The session will begin with a quick overview of the characteristics and needs of sophomore students, followed by presentations from the administrators and faculty directors/deans at four institutions: The Colorado College, Colgate University, Kennesaw State University and New York University. Time will be allotted for questions and further discussion. We will conclude by inviting participants to join the National Resource Center's SOPH listserv.

Diversity, Resiliency, and Legacy: Non-traditional Students Transition to Tufts

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Since 1970, Tufts has offered adults the opportunity to continue their undergraduate education at a selective institution through its R.E.A.L. Program (Resumed Education for Adult Learners). Instead of being relegated to a separate or extension program, REAL students attend the same classes and earn the same degree as other Tufts undergraduates, and participate in every aspect of campus life--clubs, studying abroad, tutoring, internships, and even sports teams--while also receiving individual attention from admission to graduation to help meet their unique academic needs.

REAL students come from all walks of life. Most are economically disadvantaged and many are the first in their family to attend college. The students have had some college experience. Some began college right after high school and had to leave for financial or academic reasons. Others only realized later the need for a bachelor's degree. Most attend community college for a year or two before applying to Tufts. In order to facilitate the students' transition to a four-year college, Tufts offers a credit-bearing seminar during their first semester. The seminar provides a way for the new students to create a sense of community. It also addresses writing and critical thinking skills and it teaches the new students about the resources at Tufts. Tufts also provides a space for the adult learners to gather. They have a kitchen, a lounge, and a study room.
We have entitled our session Diversity, Resiliency, and Legacy because these characteristics are exemplified through the students in the program. The adult students bring a new kind of diversity to our campus, their resiliency in getting to and succeeding at Tufts is inspiring, and they provide a legacy that continues not only in future REAL students but also in their children who then go on to seek opportunities they might not otherwise have known existed.

AGSC/STARS…Simplifying the Student Transfer Process in Alabama Colleges

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AGSC (Alabama Articulation and General Studies Committee)
The AGSC was created to simplify the transfer of course credit between public institutions of higher education in Alabama. To accomplish this task, the AGSC has developed and has implemented a statewide general studies and articulation program that facilitates the transferability of coursework among all Alabama public colleges and universities. The AGSC continues to serve as a monitoring committee for the articulation program. They oversee and maintain the program on an ongoing basis. Finally, the AGSC works to resolve any student appeals related to transfer of coursework as it relates to the articulation program.

STARS (Statewide Transfer & Articulation Reporting System)
STARS is a web accessible database system which provides guidance and direction for prospective transfer students in the State of Alabama. The STARS System allows public two year students in Alabama to obtain a Transfer Guide/Agreement for the major of their choice. This guide/agreement, if used correctly, guides the student through his/her first two years of coursework and prevents loss of credit hours upon transfer from a community college to the appropriate public four year university in Alabama. Although transfer guides/agreements can be printed only for two year to four year transfers, the STARS System can still provide guidance and direction to transfer students who have a different transfer situation. The Alabama Articulation and General Studies Committee (AGSC) is responsible for the oversight and monitoring of the STARS System. All of the information that students receive from the STARS System has been approved by the AGSC.

Outline of Presentation:
« Historical Background
« Transition Issues and Complaints
« Transfer and Retention Solution
« Impact on Transfer Students
Maintaining Program Viability: Keeping Pace With Institutional Change

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University 101, an interdisciplinary course at the University of Alabama at Birmingham, was developed in 1996 to support and increase retention of conditionally admitted freshmen as they transitioned into the university by teaching the critical thinking, study, and life skills necessary for success at the university level. We established institutional validity by demonstrating that conditionally admitted students were retained at a rate as high, and for some terms higher, than regularly admitted students.

Since then, as part of its regional (SACS) accreditation process, UAB has changed its mission. Reflective of more selective admission practices, the conditionally admitted population at UAB dropped from 30% of incoming freshman to 11%. To keep our program viable, we had to do more than demonstrate increased retention rates. Therefore, we restructured our course objectives, the course syllabus, and our supplemental activities to link the course directly to the university’s new Quality Enhancement Plan (QEP), which stresses improving quantitative literacy, oral and written communications and civic responsibility of students in our undergraduate curriculum.

Not only have we changed the course to align it with changing institutional missions, but we have also updated our assessment tools. We no longer measure retention, but have developed a pre/post-test to measure whether students in the course demonstrate increased capabilities to apply the skills taught in the course. Since these skills are tied to the institution’s QEP, U101 can demonstrate its
effectiveness as a QEP-compliant course and its potential for future integration into the mainstream of the freshman curriculum.

In our session, we will outline the course as it now stands, discuss our assessment methods, and highlight the areas we changed in response to the QEP. We will also provide a booklet of the supplemental exercises, including an advising assignment, a time management exercise, a group project, and reading exercises.

Supporting Teacher Education Pre-Professionals (STEP): A Model for Teacher Recruitment, Preparation, and Support in the First-Year Experience

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I. Description of Program and Participants
The Supporting Teacher Education Pre-professionals (STEP) program was initiated in June 2005 to address the supply and demand of teachers in the State of Florida. The STEP program provides preparation, transition, and progression to a unique population of FTIC (First Time in College) students. The population of students admitted to the STEP program consists of but is not limited to students who meet the minimum requirements for college admissions set forth by the State Board of Governors.

II. Results from Data Collected
Survey data were analyzed to determine three factors - 1) students’ degree of nervousness at various intervals throughout the first year of college 2) students’ commitment and intent to teach and/or remain in education after the first year of college, 3) strengths/weaknesses of the STEP program.

III. Impact of STEP program
The STEP program has had an impact on the participants’ psychosocial and cognitive development, which are central concerns in retaining college students (Chickering & Reisser, 1993). The STEP program includes the following components that impact the participants’ decisions to remain in college, and their decisions to continue pursuit of a baccalaureate degree in education:

· Cohort Approach: STEP participants enroll in common courses and live in the same on-campus housing in order to promote social and cultural competence.

· Mentors: STEP participants are assigned mentors to assist with their 1) transition to college, 2)
academic planning, and 3) personal growth and career development.

- Personal and Professional Development Workshops: STEP participants attend weekly workshops as an orientation to campus resources, activities, and programs. Workshops also address personal, social, and academic needs of participants.

- Early Experiences in Education: STEP participants enroll in education courses during their first term at the university to provide exposure to the field and to strengthen their commitment to teach.

Creating, Planning, and Implementing a Sophomore Experience Initiative: A Discussion

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Second year students have the second highest attrition rate at the university. With higher level of accountability from governing boards and legislatures, there is a strong need to find ways of increasing graduation rates on college campuses. The presentation will discuss how student retention, graduation, and success is a campus wide concern that requires many faculty, staff, and students to develop a program. One example of the collaborative nature of the program that will be discussed is the sophomore initiative task force is composed of representatives from faculty, student success center staff, and student government.

The presenter will share one institution’s plan to assist sophomores while asking participants to exchange in idea sharing and brainstorming to further the discussion of what can be done to impact the sophomore student. The goals of the presentation are 1) to describe the year long planning process used to create a sophomore initiative for the university; 2) to share the services and learning outcomes developed for sophomore; 3) to explain the plan for the first year, including the creation of an office for sophomores; and 4) to encourage a discussion of idea sharing and brainstorming to assist everyone in furthering the topic of the sophomore experience.

The presentation will outline the steps used to create an intentional collaborative initiative to expressly assist second year students in their connection and retention at the university. Specific targeted groups of sophomores will be discussed with a plan to assist them in their retention at the university by providing specialized advising services, programs for connecting to the university, peer mentoring, and participation in undergraduate research through student organizations. The discussion will also include information from focus groups of second semester freshman and sophomores to highlight their concerns and perceived needs.

Promising Practices for Partnering With Parents

Craig Ullom
Some parents of today’s millennial generation students continue to be highly involved in the process of college choice and participating in their student’s transition to the college experience. Others are less involved and many times are not fully prepared for effectively supporting their student in college.

The topic of parent involvement consistently presents itself in conversations throughout student affairs as we consider the potential impact of parental involvement on the transition of high school students to college, as well as their persistence, learning and personal development. Expecting that parents will continue to be an important constituency in the higher education landscape, institutions are seeking innovative ways to intervene within the context of already stretched human and fiscal resources.

A case will be presented to involve parents as partners with their student and the college to foster successful transition and development.

Findings will be summarized from the on-going NASPA Parent and Family Relations Knowledge Community Promising Practices for Partnering with Parents Project that was started in 2005; the National Survey of College and University Parent Programs conducted in 2005 by the University of Minnesota; and the National Survey of Current and Future College Parents was conducted by College Parents of America in 2006.

Participants will have the opportunity to discuss these findings and share additional promising practices and resources they have found helpful in their work.

**Supporting First-Year Learning in a Developing Higher Education Setting: Identifying the Bottlenecks and Beyond**

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The skills associated with graduateship continue to be discussed by employers and faculty in both developed and developing countries. The acquisition of life-skills through higher education (HE) is one of the few means for upward social mobility in developing countries. Thus, perceived threats to
a decline of HE services led to student disenchantment and widespread violence two decades back, resulting in thousands of rural youth being killed and universities being closed for 3 years.

The capacity to maximize life-skill-enhancing benefit through HE is reliant on youth readiness, with differences in readiness being highest between rural and urban youth in Sri Lanka. The First Year Experience (FYE) is a stage when this readiness can be most effectively enhanced for reaping subsequent benefit from HE. Analysis of assessment grades revealed that a variation in readiness resulted in students performing well in outside-class assignments, but poorly in unseen examinations, resulting in high failure/drop-out rates, and possibly even in suicides.

The above importance in identifying bottlenecks to skill-enhancement in first-year student-readiness led to this study, with surveys conducted among faculty, first-years and student leaders. Results revealed that pre-university examinations supported a learning-readiness congruent with rote-learning, and that university teaching methods did not support shifting student learning styles away from rote-learning to developing reflection and metacognition, attributes that survey-results indicated were recognized by faculty and corporate-employers as developing effective life-skills in students.

The presentation will discuss interventions we have put in place, and their effectiveness, in addressing the bottlenecks we found, and to give students a new FYE so as to shift them to a new transformative HE experience to develop effective life-skills. These interventions include bespoke and course-based training in faculty, first-years, student leaders, university management and the corporate sector to bring about changes in teaching-learning methods, university systems and processes, and paradigms.

Traversing Distances, Making Connections: A Study of First-Semester Engagement Patterns of Lateral and Vertical Transfer Students

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Transfer students are beginning to represent a larger proportion of the student body at four-year institutions, and at some of these institutions, are already the majority of students. Traditionally, transfer students have come from two-year colleges. However, studies have shown that transfer students are not a monolithic group of students but rather a "swirl," in which a sizable sub-group is the lateral transfers who move from four-year to four-year institutions.

How have these lateral transfer students fared in transitioning to their new campus? Little is known
because few studies have examined lateral transfers as a separate group; most transfer research and programs have focused primarily on vertical (two-year) transfer students. Studies have shown, however, that transfer graduating seniors overall were found to be less engaged than native seniors on four of the five NSSE engagement benchmarks.

This study’s research question asks how lateral transfers are becoming engaged in their campus community over time as compared to vertical transfer students, and whether orientation affects engagement patterns. We used a qualitative research design and conducted purposeful convenience sampling in which 4 to 5 students from each of the following four groups were selected: lateral/orientation, lateral/no orientation, vertical/orientation, vertical/no orientation.

The student samples are from the incoming fall 2005 transfer students at a doctoral extensive university where the investigators work. Interviews were conducted during the 6th and 12th week of the fall semester and again during the 3rd week of the spring semester.

Preliminary results indicate that orientation provides critical basic information needed by all students and attending NSO had an effect through the first semester. Also, “expectation of change” is an emerging factor, which might account for differences in engagement among vertical and lateral transfer students from different institutional types.

This research project was awarded the 2005-2006 Paul F. Fidler Research Grant.

**Transfer Ready 101: Introducing Community College Transfers to a Large Research University**

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In the fall of 2005, the University of Louisville launched ULtra, the University of Louisville Transfer program, to encourage transfer from the community college system and increase the number of baccalaureate degree earned in Kentucky. Programming for ULtra is based on research, best practices and experience and includes among many initiatives including an Introduction to College class taught at the Jefferson Community and Technical College campus and designed for students intending to transfer to UofL. Titled GE 101: an Introduction to a Major Research University, its purpose is to give students the skills and information necessary to success at the community college and prepare them for the transition to a larger research institution.

The presenter taught the course in the spring of 2006 and will share the syllabus, background research used to plan the class, the pre and post inventory, class evaluations and student comments. In addition, the presenter will discuss the course within the context of the transfer mission of the Ultra program.
The presenter will use a PowerPoint presentation to introduce the Ultra program, as well as present the syllabus, objectives and sample lessons from the course. A packet containing the syllabus, evaluations, resources, research and best practices will be given to participants. The presentation will also allow time for questions and the opportunity to discuss transfer initiatives at other institutions.

**Student Advocacy: Timely Action and Intervention to Resolve Student Complaints**

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University systems and academic policies and procedures are complicated, lengthy and must be followed. Lack of knowledge on the student’s part, or the student’s inability to locate the appropriate policy, or at times, parents’ attitude that “I am a consumer who pay for …..” lead to many of these complaints. The “silo” existence of academic & non-academic unit environment makes it difficult for students, and at times, their parents, to navigate through for success. Policies and procedures on academic action (warning/probation/suspension) vary across units. Students in many instances have not learned how to work step-by-step through, and across, the established systems to resolve real or perceived conflict.

The student advocate must always display candor and transparency of all activities and must always be perceived as advocating for students but at the same time recognizing legitimate institutional claims that the students may not accept. Absolute confidentiality must be maintained at all times. Students, and at times parents, exhibit intense human dynamics, human grief, anger and manipulative behavior while trying to resolve conflict. Setting boundaries and a sense of appropriate limits and restrictions must remain in place.

**Defeating the Sophomore Slump: Peer Mentors Guide Sophomores Through the Transition**

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Educators have observed that sophomores receive the least outreach attention of any student group. During this challenging transitional year, sophomores will realize that they have at least three more years of difficult courses, stress, and serious financial obligations ahead of them. They feel disconnected from their majors as they trudge through another year of general education requirements, finding it difficult to see the value in their educational path. Despite these looming obstacles, the plentiful resources of their freshman year have seemingly vanished, and sophomores begin to feel apathetic and overwhelmed.

To address this issue of the “sophomore slump,” the University of Louisville College of Education and Human Development (CEHD) counselors have created a Peer Mentoring Program. CEHD peer mentors pull from their academic, leadership, and extra-curricular experiences to address the diverse needs of sophomore mentees in their same major. Mentors make regular contacts with their mentees, recruit participation in departmental and major events, provide social support, and communicate general academic expectations. Communication between Program Coordinators, peer mentors, and the mentees has been enhanced via the online instructional software program, Blackboard.

This presentation will address theoretical foundations, funding, planning, execution, and assessment of the CEHD Peer Mentoring Program. Presenters will discuss existing literature on the sophomore slump and the effectiveness of peer mentoring as a retention technique. Presenters will then explain the creation of the CEHD Peer Mentoring Program; this will include funding information, assessment planning, peer mentor and mentee selection processes, and other program-related activities. Comparative assessment data from the program to-date will also be shared.

Those who attend this session will learn about sophomores’ diverse needs and their relationship to retention, the effectiveness of peer mentoring as a student engagement method, techniques for pooling available resources to address sophomore retention issues, and technology that facilitates communication and data collection.

**STOMP: Student Tutorial On-line Module Program**

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Students need a wide base of information in order to transition successfully from high school to college. Many times, new student programs personnel feel the need to cram an enormous amount of information into a single orientation session or academic advising appointment. The result is information overload. Students go away feeling overwhelmed and often do not retain the information for future use. The challenge that faces many institutions is how to deliver consistent information in a way that is both engaging and memorable. At the University of Louisville, we STOMP it into them.

STOMP (Student Tutorial On-line Module Program) is interactive, on-line “edu-tainment” which provides a solid foundation for student learning outside of the classroom. STOMP is the result of a campus-wide collaboration that created on-line modules to deliver essential information in the areas of general education, faculty/student interaction, personal and social development, university technology, academic information, and academic support services. In addition to serving as a delivery module of important university information, STOMP allows for the assessment of student learning outcomes.

In this presentation, we will discuss how and why the STOMP modules were created, what information the modules include, and how they are addressing and assessing student learning outcomes. Through live demonstration of the modules and discussion of our own trials and tribulations, participants will learn how their institution can develop their own on-line program that serves to deliver important information and assess student learning outcomes.

Path 2 Success: Intervention for First-Year Students on Academic Probation

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We will describe the student population the Path 2 Success program addressed and the staff of the Center for Student Success who implemented the program. We will review the semester schedule of 6 individual meetings and 6 workshops and briefly review the content of each. Next the semester grade point average results will be compared between those students who completed the entire program, those who only completely at least one part of the program, and those who did not participate in any part of the program. Handouts will be available describing the different aspects
of the program. We would conclude with time for questions and answers.

Teaching Transfers: Lessons Learned

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No Summary

Gaining Institutional Support for the Sophomore-Year Experience

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No Summary

Meet the Editor

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No Summary

Spirituality and Higher Education: Sustaining Authenticity, Wholeness, and Self-Renewal

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Isaac Newton was quoted saying: “If I could see more, it is only because I am standing on the shoulders of giants.” It is understood that these giants were the many geniuses who came before him, and made it possible for him to build on their contributions, and to learn from their wisdom. In my UNIV 1301 sections, the students learn from the experiences and wisdom of UTEP professors, and the other experts in the students’ professional fields of interest whom they interview. These modern day “giants” help the students see farther ahead in the career landscape than the limited horizon of someone who is just embarking on the career journey. The interview and present your professor/professional hero assignment is one of the major projects which students have been doing since Fall 2002. This assignment captures the essence of several UNIV 1301 objectives such as:

* Increasing the in class and out of class interaction with faculty,
* Learning to work in teams,
* Career development,
* Oral communication skills, such as interviewing, and public presentation,
* Gaining skills with educational resources on campus, such as educational Audio/visual resources,
* Critical writing, analyzing, evaluating and listening skills, (after all this the seminar of critical inquiry.)

This talk focuses on providing more details about the theoretical framework from social cognitive theory upon which this project was built, the actual nuts and bolts of the procedures of the project, and the analyses of the student evaluations of the project.

Utilizing Collaboration for Student Success in the First Year

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The University of the Incarnate Word, a Hispanic serving institution, has created a First Year Engagement office charged with enhancing the academic experience and retention of first year students. The office is funded by a Title V Collaborative Grant. The office has created various programs through collaborative efforts with Schools and Colleges, academic administrative offices and campus life offices at the University. The Director of the First Year Engagement office, Sandy McMakin, will give an overview of the programs and the tools that the office utilizes to effectively communicate and collaborate to assist first year students in accessing appropriate resources and information. The Dean of the School of Interactive Media and Design, Dr. Cheryl Anderson, will share a Dean’s perspective of the effect the first year program has had on the University campus. In addition, Dr. Anderson will explain how the initiatives are linked to the Quality Enhancement Plan (QEP) submitted as part of the University’s accreditation. The presentation will explain implementation of workshops for faculty and students in particular disciplines, a peer/faculty mentor program, student organization initiatives and faculty development in regard to issues related to the first year student. The collaborative efforts of the FYE office have created a culture for success for first year students. The presentation will show how internal and external assessments are utilized to measure program success.

Caring Pedagogy for First-Year Students’ Success: A Qualitative Program Evaluation of Supplemental Instruction

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Academic services such as Supplemental Instruction (SI) help to counteract the negative effect of the new environment on the students through increasing their potential for academic success. Twenty years of quantitative research on SI have left no doubt that the program works. However, a clear understanding of the qualitative reasons that account for its efficacy at the local level has been missing from the literature. This study explores those reasons.

The impact that academic support services might have to counteract negative environmental forces and favor student success relates to how much attention is mobilized from the most technical level of programs’ operation to the less explicit cultural level. Since the operation of any program is likely to generate context-specific patterns that may influence the program’s success, this study explores the unique cultural features that the translation of the SI theoretical model originates at a higher education institution (HEI) of the western part of the USA. By taking a cultural approach, the study acknowledges the rights of culturally oppressed groups (Mertens, 1995), and highlights the benefits of non-simplistic approaches that look at (a) the underlying nuisances of the processes facilitated, and (b) the qualitative differences across cultures and sub-cultures.
The findings emerging from the study center on 5 themes dissected in an easy-to-read qualitative-analytical matrix depicting the culturally relevant patterns that may account for the success of the SI program at the local level. Program administrators may find that the results of the study shed light on issues that are relevant to formative assessment of (a) Long standing SI programs, (b) SI programs at the initial stage of implementation, and (c) SI initiatives at the stage of summative evaluation.

**A Comprehensive Approach to Community College Transfer Recruitment**

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Wichita State University is a state, research-intensive institution that enrolls approximately 14,000 students. For the past ten years, new community college transfer student numbers have ranged from a low of 486 to a high of 741. More than 60% of the new students are transferring with 50 or more credits. Community college transfers students are slightly more than half of the total transfer population.

With a large transfer student body, services to these students before they enter the university are as critical as once they arrive for enrollment. For these reasons, a comprehensive program was designed and has evolved for the past 10 years. The different dimensions of the program focus on key players who assist students in making transfer decisions. Each of these will be discussed.

**Community College Day:** This annual event focuses on administrators, faculty, and advisors from community colleges. These individuals are invited to the campus for a day to discuss key topics: higher education issues, economy and careers, updates on new initiatives at the university and difficulties students are experiencing.

**Advisor visits to the community college campus.** There are 19 community colleges in the state. A team of academic advisors representing all colleges, an associate vice president for academic affairs and research, and an admissions representative visit the major feeder schools each year and all schools are visited at least once every two years.

**Dual Advising program:** Students may apply for this program on-line or with a written application available in the Transfer Guide. They submit the name of their community college advisor and they are then assigned an advisor from the university.
Transfer Guides: A Transfer Guide is published for each community college. The guide includes courses from the community college that mesh with our general education. Pre-requisite courses for specialty programs are outlined. Policies and procedures are also outlined.

Transfer equivalency file. Each community college course is evaluated by the university faculty and the status of that evaluation is posted on the electronic equivalency file. Students and advisors may check to see how specific courses transfer. Faculty maintain the accuracy of the file through periodic reviews of course changes.

Transfer Scholarship: The Admissions Office manages a large sum of transfer dollars for new transfers.

These initiatives plus other services for transfer students will be discussed. Data regarding the effectiveness of this program will be presented.

**Integrating an Online Social Community and Orientation to Create an Exceptional Support Environment for First-Year Students**

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The first goal of the program is to provide an overview of the Wilkes University E-mentoring Program which was recently implemented in the summer of 2006. The new peer-to-peer mentoring program was created to provide first year students with a convenient outlet for advice that will aid in their transition to college and provide an extraordinary support environment for academic achievement and personal growth. This part of the presentation will include a brief summary of how we integrated our mentoring program into Freshman Orientation, recruited and trained student leaders to serve as both mentors and Orientation Leaders and matched mentors to every incoming freshman.

The second goal of this program is to enlighten the audience on how to design an online mentoring
community for first year students that will not only attract students to the site, but more importantly provide them with additional resources and online support that will aid in their first year transition. We will achieve this goal by having an interactive discussion and conducting a live demonstration of the Wilkes Freshman Mentoring Network, which is the online mentoring community that was created exclusively for our freshmen. The demonstration will include a review of the site's various resources and an examination of how our students utilized the site to ease their first year transition.

The third goal of the presentation will be to provide the audience with an overview and assessment of our program to date. This will be accomplished by sharing the results of student focus groups and surveys regarding the effectiveness of our new e-mentoring program and satisfaction with the online mentoring community. We will also discuss the benefits this program provided our Student Affairs Staff and how having a more informed incoming class can help retention.

**Gone, But Not Gone: The Rest of the Student Retention Story**

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Many of our institutions have successful initiatives in place to retain the students we have and/or to entice back to campus those who have left without completing a degree. There is a growing
awareness at Wright State University and perhaps at other institutions as well, however, that there may be scores of students at our institutions who have neither left the university nor remained officially enrolled. These "gone, but not gone" students often escape our retention efforts because they look and behave like officially enrolled students: they often live in campus housing or nearby where they have signed 9-12 month leases; are active and very visible on campus; and even attend classes. Though not officially enrolled, these students obviously want to remain at the university which, in the words of one student, "represents hope" for their future. These students thus are often desperately seeking some means--financial and/or academic--to reenroll as quickly as possible.

This session will share what we are learning at Wright State University about these students as we implement initiatives to "reclaim"/retain them; show how FAFSA and housing data can help an institution identify and predict which students will likely be "gone, but not gone" unless there is timely and appropriate intervention; and feature one "gone, but not gone" student who has recently officially reenrolled at the university.