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First-Year Students – Positive Rewards for Positive Behaviors

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What happens when you offer new students an opportunity to be honored through a recognition dinner and gifts? How do they react when they network with professional leaders in the community? New students who receive positive reinforcement through a unique program that recognizes their efforts to quickly transition to college life are likely to continue those good behaviors and be retained at the institution. This session will describe how a new student awards program was conceptualized and implemented in the FYS and its impact on those students. To test the hypothesis that positive reinforcement can inspire new students to behave in an appropriate and engaged manner and that this behavior will lead to greater freshman to sophomore retention, a new reward program was initiated in the First Year Experience class at a medium-sized private university. The faculty members and student assistants teaching in each course were asked to identify the one student in each of their classes who excelled in discussion participation, positive attitude, team spirit, willingness to help other students, immediate involvement in student organizations and a general overall friendly and appreciative demeanor. Those students were invited to a banquet hosted by the university president and attended by university administrators, faculty, and alumni leaders. The banquet was a collaborative effort between the FYE office and the Alumni Relations office. The intent of the banquet was twofold: 1. Recognize publicly those new students who had exhibited exceptional student behavior in and out of classes, and 2. Introduce and network with alumni from the university so they can better appreciate the benefits of being an involved and assertive student. Students were seated with a variety of FYE faculty, alumni, and community leaders. After three years since the initial Outstanding First Year Student Award program, the overall grade point average for the award recipients has continued to be stellar. Table 3. Year Number OGPA Retention Rate 2008 44 3.23 91% 2009 44 3.24 95% 2010 50 3.29 98% The overall grade point average in the first year of the 2010 Outstanding Freshman Class was 3.23 compared to 2.98 for the entire freshman class. The difference suggests that the award recipients were motivated, in part, by the awards program to continue to strive for academic success. In terms of retention, 91% of the 50 students who were recipients were retained by the university, compared to 86.4% freshman to sophomore retention rate of 1029 freshman student body. In the following two years, the overall grade point averages and retention rates improved for the outstanding first year students. These statistics indicate that recognition is one method to retain students. The connection that the students experienced through this program was enhanced by their visibility and networking with alumni and administration at the university.

If We Build It, Will They Come?

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Students enter post-secondary education with a variety of needs and these needs are becoming more complex due to increasingly large student bodies and a diverse student cohort. Technology is often seen as a cost-effective and student-focused solution to address the various needs of our students. This session will explore the role of technology in providing new opportunities to engage and support post-secondary students, especially in large first-year classes. Current research exploring student support-seeking behavior, perception of institutional support, and attitudes related to on-line learning and resources will be presented. Not surprisingly, students have indicated that they feel more supported at small institutions than large ones (HESA, 2010). In growing institutions, it can be a challenge to offer timely and appropriate support for students. Communicating available services to students is also a challenge. Moreover, even if students are aware of available support services, they may not use the service. Unfortunately, this is often the case for students who are “at-risk” or who have been identified as “underprepared” for post-secondary studies (HEQCO, 2011; NSSE, 2008). Many institutions are exploring on-line options as a means to reach and support their students. In this session, presenters will address research from a HESA 2010 study regarding students’ perspective on on-line learning. Discussion will focus on the following questions: What approach is appropriate? Is it economically feasible? How will it benefit students, and which students? Will the technology replace other existing approaches? How might these changes affect students? What are students looking for in supplemental on-line resources? What are they not looking for? How might this influence our current and future development? Presenters will complement these studies with findings from informal student surveys and from their own HEQCO (2011) published research exploring Brock University's student service (1) academic support programming, (2) alternative to academic suspension programming, and (3) online support programming initiatives. Attendees will have an opportunity to share their best practices on the use of technology as a means to increase student success, engagement, and retention.

Steel and 'Satsang': How First Years are Finding Truth, Self, and Happiness in Braddock PA

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Carnegie Mellon University has long aspired to be a leading innovator in the fields of technology, the arts and sciences. In Pittsburgh, PA, however, there is much more that CMU can do to benefit its immediate communities. We have a far ways to go in our efforts towards civic engagement yet the time is ripe for movement in this domain. This paper presents such an initiative through the eyes of students in transition. In our community of 200 first year residents, Etower House has created a strong connection point to the city of Braddock, PA, which has been named one of the most impoverished cities in the nation. Left in the rubble of Pittsburgh's post-steel boom, Braddock has received the attention of media and sponsors like Levi's who have made it a point to support Braddock's revitalization. It's Harvard educated mayor, with his famously tattooed "15104"- Braddock's zip code has made it a point to get on the grassroots to help build a future for the community of Braddock. With so much to do, what can one group of first year students at Carnegie Mellon affect? What are their struggles as they serve a community so different than their own? More broadly, what is our responsibility as institutions of higher learning to serve our neighbors, regardless of our differences? Our story starts at the intersection of passion and fear: whereby our own "truths" collide with the truths of others. At the heart of our collaboration is an understanding that if we are to be the "architects of change," as our institutional mission alleges, then we must dramatically and unabashedly change the lens through which we see. We seek our common humanity through the Indian philosophy of "satsang" meaning to "come together in truth". Through the concept of satsang, Etower residents connect with residents in Braddock through shared community project work throughout the semester. Then begin with individual outreach to residents and youth, continue during an Orientation educational session about Braddock's history and a civic engagement project on the last day of our 7 day Orientation. The collaboration continues throughout the school year with consistent volunteer projects in whatever ways the community needs (tutoring raising funds, farming). Throughout the course of this experiential learning initiative, first year students- so early in their transition reflect their incredible journey and strong civic mindedness through personal reflections and survey results. At this midpoint of our project, we seek the conference's collective wisdom on how to sustain and press forward as we expand our work for the foreseeable future.

Boot to Books: Transitioning Veterans from Military to College

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In one year, the VWG secured the services of a NYS Department of Veterans Affairs counselor, fostered peer-to-peer support through student veterans clubs, secured two VA-work study positions, passed a deployment policy, provided professional development for faculty, and founded the Veteran Regional Consortium. Our presentation showcases the model through which these successes were achieved. We will begin by defining the rationale for enhancing the student veterans' experience at a community college. National statistics and local enrollment figures document an exponential increase in the number of veterans applying to community colleges, despite no directed effort to recruit this population. This presents both opportunity and challenge to community colleges as retention has not kept pace with enrollment. Successfully addressing the needs of reintegrating veterans enhances retention and completion, which leads to beneficial outcomes to veterans, community colleges and the communities in which both reside. Current economic realities may deter institutions from adding services to support those who have served our country, despite the desire to do so. The main focus of our presentation will be to detail how Cayuga identified the need and responded to it without adding financial burden to the college. We will examine the evolution of the Veterans Working Group as the identified lead, demonstrating its expertise to inform the college on appropriate response strategies. The importance of the group's composition will be described. The importance of working outside of the pressures of enrollment, yet using enrollment data to generate institutional enthusiasm and generate administrative support will be discussed. We will detail the process by which we moved forward, including surveys, site visits, and interviews; cite examples of institutional change already implemented, including the college faculty ratification of a deployment policy; highlight the importance of including student veterans in the decision-making process; and cite ways to institutionalize peer-to-peer support. We will discuss future programming initiatives, including a non-credit, military-to-college transition course; describe the importance of collaborating with other area schools and connecting with existing community resources for veterans; and conclude with an overview of the creation of the Veterans Regional Consortium and some of the positive outcomes anticipated from this collaboration. We will share samples of our developed resources, including surveys, checklists and resource lists. We will use the last 15 minutes of the presentation period for group discussion and questions from the floor.

Assessment 101 for Tutors: Teaching Techniques to Encourage Student Success

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The presentation begins with a broad definition of assessment that serves as a catalyst to the simplistic use of the definition to answer two very important empirical questions in regard to the tutoring process: 1) What are our students learning; and 2) How do we know? A brief overview of Suskie's Teaching-Learning Assessment Cycle (2009) is given to further emphasize that assessment is always on-going and change is imminent. Furthermore, it will be emphasized that assessment, when engaged in a meaningful way, will produce meaningful feedback for students and tutors/instructors so that the results of the assessments are impactful. Both indirect and direct assessment measures will be covered briefly, in a conceptual manner. In addition, assessment at specific points in time versus over the course of the semester will be discussed. The heart the presentation will be dedicated to discussing while simultaneously demonstrating a number of assessment techniques such as: opinion polls, punctuated lectures/lessons, minute papers, and rubrics. In addition, the Revised Taxonomy Table matrix will be used as a mechanism for developing student learning objectives and as an assessment tool gauge whether learning took place during the tutoring process (learning outcomes). This will be beneficial to attendees as they will see and hear how assessment can be infused in tutoring sessions in a simple but meaningful manner. The presentation will end by opening the floor for discussion concerning how these and other techniques can be and are being used by session attendees.

SOS! Supporting our Sophomores: Implications for Faculty Advising

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This presentation will highlight the collaborative effort of three student affairs offices, Academic Support & Enrichment, First Year Programs, and Career Exploration & Development, to design a workshop for faculty advisors that addresses the needs of students in “the forgotten” sophomore year. Our learning outcomes include faculty advisors gaining knowledge of: the unique challenges and developmental milestones that sophomore students experience, sophomore theory, data and statistics specific to Denison sophomores, resources to assist with sophomore advisees, and discussion questions to use in their advising sessions with sophomores. Our presentation will begin with an overview of student development theory related to academic, extracurricular involvement, connections and community on campus, and career planning. We will refer specifically to Dr. Molly Schaller’s four stages of sophomore development, and discuss milestones that are unique to the sophomore experience, inviting our participants to brainstorm milestones at their own institutions. Next, sophomore institution-specific data that corroborates the theoretical underpinnings will be shared, including average grade point averages, participation in athletics and Greek life, service learning and employment. We will discuss the importance of faculty building relationships with their advisees and how the experiences of our sophomores relate to advising and teaching. Participants will receive a guide that includes questions for sophomore advisees to engage students in intentional reflection related to academic and major exploration, campus involvement, career exploration, and advising and a list of campus resources to which faculty can refer students. Finally, findings from assessment of the program that demonstrate how the learning outcomes were met will be shared. We will also engage our participants in conversation about how they can plan a similar workshop for faculty or administrators at their institutions. PowerPoint will be used and participants will each receive a copy of the Campus Resource Guide, including questions for sophomore advisees.

Supporting Low-Income, First-Generation, and Nontraditional Transfer Students at Four-Year Institutions

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Community college transfer students – many of whom are low-income, first-generation, historically underrepresented minorities, and nontraditional-aged – face a range of personal, academic, and financial barriers that inhibit both access to and success in four-year institutions. Successful transfer is critical now that community college is becoming the most common entry point in higher education due to economic constraints. Yet only 11% of students who begin their postsecondary education at a two-year institution with the goal of obtaining a bachelor's degree actually do so within six years, according to the U.S. Department of Education. Presenters from The Pell Institute, Drexel University and the University of California, Los Angeles have identified promising practices that support transfer students at four-year institutions, including streamlined degree plans and targeted advising. Additional considerations must be made for transfer students' financial needs and scheduling constraints, to help ensure the success of disadvantaged students who initially enroll at community colleges. Although transfer challenges continually resurface throughout the literature, very little research highlights what practices implemented by four-year institutions ease the transition process for transfer students. Thus, this session draws on lessons learned from four-year campuses to provide insights regarding "what works" in retaining and graduating community college transfer students at four-year institutions.

Using Cultural Context in Meeting the Learning Needs of the Dramatically Changing International Undergraduate Student Population - The Chinese are Coming!

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In fall 2011, Drexel University enrolled a New Freshman Cohort of which 12% is international. Approximately half of this 12% were in LeBow College of Business. Eighty-five percent of new LeBow international students are from China, a largely non-English as a Medium of Instruction (non-EMI) country. Impact of 85% of the International Cohort being New Chinese National Freshmen at LeBow • The number of new Chinese National freshmen is a 152% increase from the previous year (larger by a factor of 2.5) • The new Chinese National freshmen comprise 24.7% of the LeBow Freshman Cohort (154 out of 623) The fall 2011 BUSN 101 classrooms became unintentional incubators in which a degradation of instruction, interaction, learning, and engagement were expressed. Because we were unprepared for the learning demands of this new diversity, Chinese Nationals in this course, instructors for this course and all other students in this course were impacted. • Learning cues in the classroom changed and were not understood. • Communication styles in the classroom and in peer group projects changed and were not understood. • Student proximal development changed and was not understood. • Hence, student learning was compromised. In summary, the analysis unit partnered with LeBow College to address in real time the dimensions of language differences and changes in the classroom which were later to be found to be speaking and writing skills (evidenced by baseline placement scores), cultural heuristics and cultural cognition. The changing demographics are not unique and new to Drexel and LeBow. In fact, it is a considerable national challenge emerging in universities such as Michigan State University and University of Texas, Austin. However, there are no necessarily prescribed models or actions. Thus, the evaluation for interventions and actions are formative. The main goals of the formative evaluation were to: • Ensure the interventions and actions develop in such a way as to meet the goals specified by the College of Business. • Document processes in the development of interventions and actions so that the potential model, policies and practices become more well-defined and disseminatable. • Establish a baseline profile for the Chinese National freshman who will benefit from interventions and actions. • Measure the extent to which interventions and actions address the learning needs of the Chinese National students and yield results. • Measure the extent to which the interventions and actions recalibrate the instruction, interaction, learning, and engagement in core courses in the College of Business.

High School – College Coordination: The Missing Link in High School to College Transition? Initial Investigations

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The work that I will be presenting is a work in progress. However I see my presentation in the following sections: 1. The state of coordination programs between high schools and colleges (a brief finding of the literature review). 2. Findings from surveys to high schools. 3. Finding from surveys to colleges. 4. Lessons from the surveys for the particular schools and colleges in the survey. 5. Ideas for future research - what can we learn from this study? 6. Conclusion

EBI and MAP-Works: A Focus on Assessment and Student Retention

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For many first-year/freshman students, the first college year is the first time they're away from home and independent. Life choices such as time management, self-management, and healthy behaviors are in their control. Some students make the transition easily while other students struggle. This period can set the tone for what students expect, how much they get involved, and what they experience. EBI MAP-Works, in collaboration with Ball State University, developed a survey project to provide quality information and to share the responsibility for student success. The project is titled Making Achievement Possible Works (MAP-Works) because it is structured, literally, to help make student achievement possible and to focus on early interventions. These surveys are designed to reveal the strengths and talents of students and potential transition issues like homesickness and time management. Each student receives an individualized report that helps them identify areas for further growth and connects them to campuses resources. In addition, individual student information and feedback are provided to faculty/staff that are directly connected to them (e.g. residence hall staff, academic advisors, first-year seminar instructors, or retention committee members) to facilitate one-on-one interventions with students struggling in their transition. Smaller check-up surveys are administered throughout the academic year to measure the key transition areas. Faculty/staff use the information from these assessments to identify and support individual students and to create group programming and monitor group progress.

A Strong Start: PIP's Role in Accelerated Second Bachelor's Degree Nursing Programs
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In their applications and reports, nursing schools described their efforts to support students academically, emotionally and socially (e.g., expanding or collaborating with university centers, forming remediation teams, and/or offering workshops). In the entry survey, students wrote in concerns about the nursing program. Students cited financial pressures, followed by the pace of the program, managing their time, being able to perform academically, and balancing school and family. In the mid-program survey, students reflected on what they wished they had known at the start of their program. There were three major categories of responses: finances, academic success strategies and more information specific to the field of nursing. The theme of developing academic success strategies caught the eye of the NCIN leadership team. They determined that a strong start would assist students, faculty and nursing school administrators in this fast-pace educational experience. A Pre-entry Immersion Program (PIP) task force was formed to develop the program and its curricular materials. The program focuses on successful strategies for time management, test taking and study skills, critical thinking and building self-confidence and may include evaluation of writing style and samples. The core content areas are presented and completed (approx. 12-16 hours) prior to students beginning their academic programs. The program launched in fall 2010, when 37 nursing schools offered a PIP program. For some nursing schools, this was the first time they offered such a program, while for others it was an opportunity to enhance existing programs. Eighty-four percent of students participated. The majority reported attending introduction to your nursing school, adjusting to the intensity of an accelerated program, and the policy and procedures of nursing schools sessions. A second tier of commonly held sessions was on time management, study skills and self-care strategies. Ninety percent of students reported the policy and procedures session to be helpful or extremely helpful. More than 80% of participants rated the sessions on introduction to your nursing school (88%), adjusting to the intensity of an accelerated program (84%), counseling services (81%), and Test Success (81%) as helpful or extremely helpful. Student also provided suggestions for the next PIP iteration. More interaction with upper-class students and refinement of the curriculum and program organization were key feedback items. One early sign that PIP may be making a difference in students' initial experiences is that fewer students are listing financial concerns in survey responses.

Momentum: An Advising Approach for First-Generation Students

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This presentation will have 6 brief parts. Part 1: an introduction to the reasons for creating the Momentum program and how it relates to students in transition. Part 2: a discussion of the actual program specifics of the 10 day pre-orientation symposium i.e. academic sessions taught my faculty, academic support sessions led by professional staff from the Center for Student Success, student life sessions facilitated by student life professionals, field trips/road trips, sessions about inclusive excellence on campus, student leadership development, and adjustment to living on a residential campus. Part 3: an explanation of the supplemental academic advising component the program provides in addition to the first year program, first year seminar, first year academic advisor, and first year peer mentors. Part 4: a discussion of how learning objectives for the program were designed based on student learning outcomes for the student life division based on institutional learning outcomes designed by faculty for curricular programming. Part 5: a summary of how program achievements and challenges informed changes made in the program. Part 6: an explanation of the assessment tools created to measure the impact of the program on the student's success and the campus. A comparison between our findings and studies published about this work on other campuses by the Council of Independent Colleges. Summary: Momentum is an academic advising program focused on promoting learning and successful transitions of students to Elizabethtown College. Momentum students establish an advising relationship with the Momentum Advisor/Mentor, who inspires in the student, an awareness of skills and competencies associated with academic success, the ability for meaningful self-reflection, and the use of sound decision-making skills. Momentum advising facilitates this learning by engaging students in an advising dialogue promoting the expression and justification of individual goals and objectives and where the advisor guides the learner through the decision-making process. The Momentum program encompasses elements preparing students for the cross-disciplinary nature of knowledge while preserving the depth offered by disciplinary majors and the breadth associated with distributional requirements. Momentum advising assists students in developing an academic plan of action ensuring students receive a general education in the liberal arts and sciences while offering enough choice to allow the construction of an individualized educational experience. Momentum advising is based on the recognition students exist and function beyond the classroom. Their lives are influenced by myriad factors including personal and family relationships, physical and mental health, financial status, personal goals, cultural perspectives, and co-curricular activities. The Momentum Advisor/Mentor understands advising frequently requires sensitivity to the interplay of the many dimensions of student life. At times, Momentum students have personal factors become overwhelming to the extent their academic success is in jeopardy. The role of Momentum Advisor/Mentor is to help the Momentum student know about the support services available and to guide a student to the appropriate resources. From the perspective of learning theory, students actively construct their understandings and meanings of their education. This implies the advising process is primarily concerned with student learning. Furthermore, the Momentum Advisor/Mentor helps to: Facilitate student learning about the ideas and values in Elizabethtown College's mission and educational philosophy; connect the formal concepts reflected in these ideas with the learner's preexisting knowledge and values; create a dialogue in which the learner has the opportunity to express, justify, and discuss individual goals and ideas and in which the advisor guides the learner; guide students so they recognize and benefit from anomalies, disturbances, errors, and contradictions; guide students toward becoming responsible citizens, liberally educated persons, and critical thinkers.

First-Year Seminar: A Ten-Year Work in Progress that Builds Student Connections

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Most campuses have put in place programs (e.g., student organizations, residence life, mentoring) to help students connect and get involved. And some campuses, like ours, have implemented first-year seminars to help the student transition academically to college. But, what if those FYE seminars could also help build peer/faculty connections and encourage out-of-class engagement? We begin our presentation with a summary of research from a national retention program that shows the link between social integration and persistence. We also show the correlations between social integration, peer connections, and campus involvement. Next, we show results from our involvement in the EBI First-Year Initiative Assessment (a national assessment that evaluates the effectiveness of the first-year seminar from the perspective of the student) from 2004 to 2010 to show improvement in connections factors like "Course Improved Connections with Peers", "Course Improved Connections with Faculty", and "Course Increased Out-of-Class Engagement". Next we will share how we connect this data to our student persistence and Next , we share how changes in our FYE seminar helped lead to improvements in peer/faculty connections and out-of-class engagement: • Expanded Learning Communities: Expanded learning communities-link FYS & another course) • Weekly Journal Dialogues: Used weekly journal dialogues between student and instructor • Out-of-Class Opportunities: Developed out of class opportunities for faculty and students (movie nights, meals in the cafeteria together) and Finally, we will share our efforts to sustain this good work in times of declining human resources. While some of these initiatives may not be possible to bring to campus, all participants will leave with good ideas of programs that have been successful on our campus. We close this presentation with a large group discussion answer their questions and exchange thoughts and ideas.

AIP: Finally, an Academic Intervention Program That Works!

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We will give a brief overview of the original Georgia Highlands Academic Intervention Program (AIP) and issues we had with both implementing the program and with achieving desired results. We will then detail how the program was changed last year and provide participants with items such as our Student Success Contract. First discussing what we learned from the new process and reviewing some of the student surveys, we will then look at the hard evidence of increased advising appointments and increased GPA. We will also demonstrate how a more hands-on and intentional approach, including registration holds and better data collection, turned an unsuccessful academic intervention program into a more workable and successful program for our students. Of special interest should be the use of our DegreeWorks program which helps display student articulation and track student advisor contacts. We will also cover the bumps we encountered and how we needed to better utilize technology to track our students and evaluate our intervention programs. We will cover the program details, review the data, discuss where we needed to improve and where we are fine-tuning the program, and then show a short clip of a couple former AIP students speaking on the difference the intervention made in their lives. Participants will have access to all our AIP materials and data, as well as the Student Success Contract and our recommendations for implementing such a program. We will also discuss of how this program is helping GHC meet its goals as part of Complete College Georgia, which is part of President Obama's Complete College America 2020 Plan.

The Role of Summer Bridge Programs in Equipping Students of Color for Successful Transition to College

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Summer bridge programs have been found to bolster students' preparedness for college as evidenced through GPAs, persistence, and graduation rates (Fletcher, Newell, Newton & Anderson, 2001; Maples, 2003; Velazquez, 2002). Although these outcomes have been well documented, fewer studies have focused on understanding the underlying components and relationships upon which summer bridge programs are based. This study examined how a summer bridge program can assist students of color in building college self-efficacy, social connectedness, ethnic identity development, and academic integration in preparation for college success. The session will include information on the conceptualization of the S.A.L.T. program and an overview of the research logic model that guided the study. Additionally, presenters will describe the interventions that helped to cultivate college self-efficacy, ethnic identity development, social connectedness, and academic skills among student participants throughout the intervention. A major portion of the presentation will focus on the findings of the study. Although statistically significant differences in pre- and post-test scores were not detected in the CSE, SCS, and MEIM scales, students demonstrated small quantitative gains in all of these areas. Additionally, the qualitative findings suggest that students made progress in college preparedness as they described their academic self-confidence and acclaimed the helpfulness of having established a network of friends prior to their first semester. Students also articulated the benefits of experiencing S.A.L.T. with other ethnically diverse peers. In the area of study skills development, statistical significance was found in 8 of 10 LASSI subscales, indicating that students had increased their learning and study strategy skills as demonstrated through post-test scores at the end of the S.A.L.T. program. Supporting evidence was also found in interviews and written responses that were conducted at the conclusion of S.A.L.T. In the classroom, students received helpful feedback from faculty, felt empowered to participate in classroom learning, and expressed knowing how to seek help when experiencing academic difficulties. Students also acknowledged several reality checks associated with college success: the necessity of time management skills, competing distractions, and overall expectations and workload. The latest retention and persistence data will be shared on the 2010 and 2011 cohorts. Session participants will be invited to engage in a discussion on how self-efficacy, social connectedness, ethnic identity development, and academic integration can be encouraged in students even in the absence of a formalized summer bridge program. A video demonstrating elements of the study will be shown.

Success by Dual Degrees: A New Model for Community College/University

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In an interactive presentation format, the speakers will first outline the unique components of the DDP and the research and rationale that support each piece: guaranteed acceptance to the university; tuition freeze for students, beginning in their first year at the community college through university graduation; transfer specialists/advisers from the university who work with their community college counterparts to provide structured, intentional, intersegmental advising to students (beginning in their first year at the community college) to ensure students fulfill a 4-year plan to complete both their associate and bachelor's degrees; and GSU Promise Scholarships, which guarantee that low income, Pell-eligible students will graduate from the university debt-free. Presenters will also describe an innovative, intersegmental peer mentor program has just been implemented. In the second part of the presentation, the presenters will explain the logistics: how we developed the agreements, created Dual Degree Program teams on each campus, determined the criteria for student enrollment and retention, designed the promotional materials, and—most importantly—recruited, enrolled, and oriented the students. Session attendees will receive data on the first cohort of 110 students and will be given examples of all the materials developed for the program (e.g., formal agreements, marketing materials, informational FAQ's developed for community college counselors and advisers; agenda for the university's DDP orientation program, and handouts for community college students in special programs like Phi Theta Kappa, Honors Programs, and selective admissions health care programs. Finally, the presenters will engage the audience by fielding questions, entertaining suggestions, and discussing how this model can be replicated.

Comparing Australian Sophomore Science Experiences Across the Pacific

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For the Australianised Sophomore Experience Survey, Griffith (Nathan Campus) science students reflective responses were compared against 915 sophomore students from seven

North American Universities and were found not to differ significantly on the following 6 (high)-point scale student outcome measures (mean GU(Nathan) vs. USA): Engaged Learning Index (4.16 vs 4.04) Academic Determination (4.29 vs 4.23) Diverse Citizenship (4.03 vs 4.15) Positive Perspective (4.32 vs 4.12) Social Connectedness (4.08 vs 3.84) However, Griffith students report a lower combined level of being consistently thriving or mostly thriving (24% vs 45%) compared to their USA peers. For the first section of the BPS Second Year Expectations Survey, the students identified four key areas of concern, specifically: - Academic workload - Academic performance expectations - Ability to gain work experience prior to graduation - Relevance of second year course content to enhancing their prospective career opportunities In the second section, regarding different opportunities offered to sophomore students around the world, our students identified the top seven initiatives they felt would be of maximum benefit for them and that they would be willing to participate in. A content refresher program summarizing first year studies, to be offered in week 1 or 2 of their 3rd semester of university was the highest preference at 70% of the respondents. Discipline specific work experience selected by 60%. Three items were selected by approximately 50% of respondents. These were the opportunity to talk to science professionals about science in their working lives, the opportunity to talk to academic researchers about their scientific research and information about potential career pathways. Sessions on effective study strategies and exam strategies also rated highly (40% selection). Interestingly for these last two opportunities, the university already offers this kind of support to students, although anecdotally students do not appear to independently seek out these services as they feel the support is not specific enough to their degree program. An analysis of Grade Point Average (GPA) by semester from students within the Bachelor of Science Program indicates that students who show a declining GPA over two semesters in their first year are at a higher risk of experiencing academic slump in their second year. Further analysis of other degree programs will be completed imminently.

Collaboration across Divisions Through Living-Learning

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Living-learning at IUP is an ongoing and collaborative process involving many partners within and external to the office of Housing, Residential Living, and Dining. By offering living-learning communities, IUP has purposefully and intentionally designed an environment where students can participate in learning activities and experiences specifically themed to their academic college, major, or area of interest. IUP's intentions are to provide academically supportive residential communities that promote interactions and partnerships with faculty and staff, and offer a connection to others who share a similar academic program or interest area, thereby resulting in a holistic learning experience for students. Each of IUP's eight suite-style buildings on campus maintain a distinct learning focus, with each of the academic Colleges at IUP represented either directly or indirectly in those themes. Programmatically, a variety of learning activities occur, including faculty/student meet and greets, tutoring, study groups, learning activities presented by academic liaisons, meetings of clubs and organizations, as well as performances, exhibits and displays, all of which are designed to support the academic mission of the university. Collaboration between Academic Affairs and Student Affairs occurs on the following levels: (a) Academic liaisons are identified for curricular-based living-learning communities, and serve as a contact and resource for residence life staff for the community's specific learning theme. The liaisons and residents for specific communities meet on a monthly basis. (b) A living-learning kick-off event takes place at the beginning of the Fall semester, which is attended by approximately 120 faculty, staff, and students, and (c) the campus-wide Advisory Board for Living-Learning Excellence (ABLLE) meets each semester (during fall, spring, and summer) in order to collaborate and share ideas, updates, best practices, and challenges pertaining to campus living-learning, as well as to champion a campus cultural change and institutional synergy for the development and growth of living-learning. Membership in ABLLE includes representation from each academic College, as well as from the Student Affairs Division. Finally, each building living-learning community has its own mission statement which was developed jointly by the academic liaisons and residence life staff for each living-learning community. Symbolic of the collaboration, the mission statement for each academic College and the building living-learning community are included on one framed document and displayed in public areas of the building.

The S.T.E.P Seminar

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Outcome: Public Speaking/Verbal Communication skills – participants have the ability to present information to a large group and communicate effectively Indicators: presented a 3 minute presentation about ones goals and aspirations to the class Indicators: engaged in small group discussion about topics pertinent to the topic of the day Outcome: Personal Development/Awareness - participants benefited from activities that promoted self-awareness and focus career endeavors Indicator: developed a resume to be used for future employment experiences Indicator: completed an inventory that described their personality style Outcome: Academic Success/Awareness – participants in the S.T.E.P seminar established goals and acknowledged more awareness of the tools needed to succeed academically Indicator: created a time management schedule Indicator: created a goal statement and identified "roadblocks" that would hinder or delay goals The S.T.E.P Seminar was designed to improve the quality of the academic experience for at-risk students and was implemented on the Punxsutawney regional campus. The seminar convened biweekly during the spring 2012 semester – meeting a total of eight times. Approximately 8-10 students met and each week in the Punxsutawney Learning Center, where a full time employee from the Office of Housing and Residential Living and Dining, along with a 2nd year graduate student, facilitated discussion on a particular topic. Student participated in engaging discussion, on topics such as their Purpose, Study Skills, Communication Skills, just to name a few. They completed a resume, a time management schedule, wrote down their goals and the roadblocks that may impede their ability to reaching their goals. They completed a personality inventory, which increased their self-awareness and caused the students to look deeper into 'who they are.' Youtube videos were also incorporated into the seminar lessons, to supplement the lecture/discussion style presentation of the material. The Youtube video also provided an opportunity for visual learners to grasp the topic of the day with a format that would complement their learning style and understanding. One of the videos used was of President Barak Obama addressing a high school in the beginning of the school year. He addressed the group about excellence and going above and beyond to be successful in reaching your goals. These activities were carefully implemented into the seminar, to not only engage the students, but to positively impact students by inspiriting and motivating students to improve their level of effort that they were contributing in classroom.

The Impact of Participation in a Learning Community: Crimson Connections

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Research conducted by Lichtenstein (2005) found that students participating in learning communities were retained at a higher level than those that did not participate. His research suggests that learning communities provide freshman with a strong sense of community and a learning environment that promotes academic success. According to the literature, selection of an academic major allows for the building of relationships among students and faculty, thus also impacting a student's retention. Tinto (2000, 2001) and Cross (1998) support these findings, noting that influences on student retention include academic success, development of relationships with faculty in and out of the classroom, and the opportunity to foster a sense of community within the group. This study was framed with the understanding that learning communities are curricular structures that link together several courses resulting in an enhanced student learning experience and academic success; that the building of community within the learning community plays a significant role in the student learning and retention to the university. For the purpose of this study success of the learning community was measured by student academic success, retention to the fall semester of the sophomore year and selection of an academic major. Students in the first two years of Crimson Connections were, for the most part, academically successful. The range of Cumulative Grade Point Averages in the first year was .13 to 3.96 with the majority (74%) of the students achieving good academic standing by the end of the freshman year. Students in the second year were also academically successful with 83 percent achieving good academic standing at the end of the freshman year. While impact on the selection of a major can be connected to the student's academic success in ADVT 170 Career Exploration by analysis of the length of time the student took in making a change of major in relation to the grade earned in the course, it is not clear if other external influences may have impacted the selection by the student. The data shows that more than 90 percent of the students that selected a major earned a C or better in ADVT 170 and had selected a major by the end of the fall semester of the sophomore year. Overall, the study found that participation in Crimson Connections resulted in an increased retention rate for students in both years, exceeding that of the undeclared majors entering the colleges in previous academic years.

Flipping and Blending: A Process for Transforming Course Design to Include Onsite and Asynchronous Learning

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Higher education is in the midst of monumental change. One impetus for this change is ever-emerging technology that is increasingly available—mobile, ubiquitous, and interactive (Dew, 2010). According to Dede (2007), new technology impacts not only the culture as a whole but also the ways that students and faculty think about the work of learning. For many faculty members, however, the prospect of a dramatically changed instructional landscape that is actively driven by the use of technology is a frightening prospect. Some of this fear can come from a general lack of preparedness to effectively integrate technology into the instructional process. One way of systematically moving toward the use of technology that may be helpful to both faculty and students, and ameliorate fears, is the use of a “blended” course format (i.e., an instructional model that combines face-to-face classroom instruction with the use of online learning tools). Poirer (2010) cites a meta-analysis completed by the U.S. Department of Education (2009) indicating that blended (or hybrid) courses are the fastest growing learning model in higher education. Further, this report revealed that students enrolled in blended courses performed, on average, better than students taking courses in a face-to-face classroom setting. The process for creating a blended course option for your students that enhances the quality of learning includes the following steps: 1. Begin by examining the learning outcomes that you have established for the course and asking yourself: “Are there ways in which students could better learn, process, and interact with this instructional content through the use of online resources?” 2. Consider and research the wide range of available online technology. Blended classes come in a variety of flavors with varied combinations of technological application both in and out of the classroom. 3. Remember that the online portion of a blended class is intended to extend and diversify student learning (e.g., processing and discussing information, exchanging opinions and ideas, gaining access to a rich collection of electronic resources). Part of this experience also includes the process of “flipping” (i.e., students prepare content and assignments out-of-class in advance of an onsite learning experience). 4. Start small, at a level that is both manageable and comfortable, and begin to build and enhance your courses with the addition of technological bells and whistles. This session will focus on an instructional design template that has been utilized at Indiana Wesleyan University to convert 25 courses from an exclusively onsite format to either a blended or online format. This model incorporates faculty development with a sequential process for identifying and validating the most engaging and effective onsite and online learning experiences.

Retention and Success of First-Year Students

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Each fall college campuses experience an influx of students anxious to embrace college life. However, many of these students are leaving their parental homes for the first time, and are often unequipped mentally and emotionally to deal independently with the challenges and adverse situations they may face at college. During this vulnerable time, they may find that the difficulties of student life, the expectations of academic rigor, and the insecurities of being away from their parents too much with which to cope and, ultimately, this may negatively influence their academic success. In other words, some of these students lack resilient behaviors that would help them "bounce back" from the challenges and adversity they inevitably will have to face. We believe that resiliency education at this crucial time of transition in students' lives will increase their satisfaction and success. Students' own words, actions, and behaviors provide evidence that exposing post-secondary students to resiliency development education may be an effective way in which to sustain students in college and beyond: "I had an 'aha' moment when we first started talking about resiliency. I didn't really understand the meaning of resiliency until the day when we brought out the rubber bands. It's like, you can be stretched to your limit and be stretched there for a really long time, but you'll come back to normal, like just the small little circle of your rubber band…" Participants in our session will 1) experience some simple strategies we use to both encourage and challenge student thinking about their own resiliency, 2) explore four characteristics of resilient people, and 3) discuss insights about challenging students to develop characteristics of resiliency and the implications thereof. We will conduct this session following an interactive process model that we use with students. Session facilitators will model a learning-centered approach. Participants will be engaged in practical strategies that encourage and require interaction. After discussion, facilitators will assist participants in transferring concepts to their own courses and/or learning communities. Some of the activities (with handouts for each) that will be part of this session include: • "My Life in a Bag" – an exercise to encourage thinking about resiliency experiences • "Characteristics Analysis Framework" for describing resilient people (including sense of purpose, autonomy, problem-solving skills, and social competence), • "Reframing and Self-talk Practice Guide" to encourage transfer to other situations, and • "Protective Factors Framework" for faculty to use in guiding students in their own courses

Shy? Quiet? Introverted? The Hurdles in Higher Education for Those We Work With and Teach

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As a society and in the college classroom, those who are often recognized and rewarded are the ebullient extroverts. The transition to college, and from there the transition to upper-level coursework and opportunities for research or internships, can discourage those who are hard-wired to think, reflect, listen, or even withhold before blurting and blabbing. There is the first-year student (traditional age or not) who is intimidated by requirements to participate; or the upperclassman who has to conduct research and interviews with strangers; or the student who is graduating but needs to find and complete an internship off campus. All these scenarios are daunting for the introvert. No one seeks a personality change for those who are not naturally extroverted. We only seek to give these students the tools needed to successfully maximize their education and training. In addition, this session will offer insights on how to work effectively with introverted colleagues. As teachers, advisors, and colleagues, we work with introverts every day. The goal of this session is to increase awareness and understanding of the introverts among us, and to develop strategies for helping introverts navigate institutions and a job market that seem geared toward the loud and the aggressively confident and persistent. Participants will gain a number of things. Through presentation, participant discussion, and activities, this session seeks to raise awareness of, and increase appreciation for, the introverts we advise and work with. As educators, it is important for us to know and understand personality types – the frustrations inherent in some personalities as well as the benefits of working with certain types of people. Participants could easily take this session back to their home institution or work unit (of any size or specialty) and adapt it for staff meetings or in-house professional development.

Enhancing College Transitions through Folio Thinking: Exploring Student ePortfolios from College Entry to College Graduation

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Come join the roundtable discussion exploring the innovative ways that ePortfolios are being used to enhance student transitions from college entry to college graduation. Whether you are exploring or utilizing ePortfolios, join the conversation sharing innovative ideas to enhance student college transitions using folio thinking. Explore the innovative ways ePortfolios are being used throughout institutions for empowering the college student learner, assessing expertise development, and preparing college students for post-university life. Share your current and emerging ideas for incorporating ePortfolios in college entry programs such as Summer Bridge Programs, Dual Enrollment, Orientation, and First-Year Experience Programs. Share current and emerging ideas for incorporating ePortfolios in the college transfer experience such advising, orientation, and selection of academic major. Share current and emerging ideas for incorporating ePortfolios in Senior-Year Experience in courses, capstone experiences, and career services. Discuss the varying missions, designs, and formats for ePortfolios.

The President's Emerging Global Scholars Program; Transitioning High-Achieving Students from High School to Global Leader and Scholar

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The President's Emerging Global Scholars (PEGS) Program is designed to provide high-achieving students with leadership skills appropriate for success in a global society. The program's multi-year curriculum—which includes leadership skill development, international travel, mentorship, undergraduate research and internships opportunities, and service—has been structured to transition students through four developmental levels; pre-enrollment, foundational, operational, and transformational. The pre-enrollment stage is heavily focused on recruiting students, introducing them to the University, and building connections among the cohort participants. The first year of the Program provides students with foundational knowledge and skills to be successful in subsequent years: leadership skills, global perspectives, and international travel experiences are included. Years two and three see PEGS students operationalize their foundational knowledge and apply the skills they have gained. Students plan and implement a national service project, conduct undergraduate research, secure an internship, travel internationally twice, and serve as a mentor in a first-year seminar course. During the transformational stage, PEGS students plan an international trip, participate in local service projects, apply for scholarships, and complete a capstone presentation to a panel of University faculty, staff, and community stakeholders. Additionally, students begin taking over much of the logistics and planning for weekly meetings and service experiences.

PACT: A Revolutionary Retention Program

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As a Federally Designated Hispanic‑ Serving College, we are especially concerned about the changing demographics in our country. As an aging and well‑ educated white population approach retirement, we have a growing number of younger minority and first-generation students who will be a major source of new workers. Economic Impact of Student Success: There is a close correlation between college completion rates, jobs, and the economy. Jobs: National unemployment - 9% National bachelor’s degree unemployment - 4.5% Source: U.S. Bureau of Labor Statistics Economy: College graduates earn $1 million+ per lifetime over high school graduates. Source: U.S. Bureau of Labor Statistics Baby Boomers: By 2020, there will be 40 million college-educated baby boomers between the ages of fifty-five and seventy-five. Census data show that the United States is not producing college educated workers fast enough to replace retiring baby boomers. Source: New Directions for Community Colleges, no. 146, Summer 2009: Wiley Periodicals, Inc. Face of Young America: The face of young America is changing dramatically. Demographic projections indicate that the number of high school graduates in the United States will grow by 17 percent between 2000 and 2020. All of that growth will represent minority students. Source: College Board Problem: According to the White House, half of U.S. students who begin college never finish. The problem is particularly acute for low-income and minority students and those who are first in their families to attend college. Solution: PACT is an innovator in student success by changing how a college prepares its students for their careers. Through a “single point of contact” approach, Mercy College uses professional mentoring to help students achieve their goals. Mentors are assigned to students at the start of college and work with them through graduation. Mercy College employs 28 full-time, cross-trained, professional mentors who engage with students daily –in person, by phone, and online. Mentors know their students and work with them to customize their path from college through career or graduate school. PACT complements the traditional college curriculum with mentoring modules in personal, interpersonal, organizational and career development. The program includes internships and workshops on topics ranging from public speaking to interviewing to resume development, as well as an online portfolio component. PACT also cultivates employer partnerships, internships and mentoring opportunities to give students even greater access to new opportunities. Over 2,000 students are currently enrolled in PACT.

Career Passport: An Introduction to Career Planning for First-Year Students

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The presentation would begin by providing an overview of the initiative and the parties involved. Discussion as to why the initiative was developed - to support first year business students in their career preparation, and provide a foundation for career decision-making as an undergraduate will be highlighted. Presentation would discuss rationale behind targeting first-year students (and business students in year one), as well as who the key players were on campus that worked together to push this academic initiative through in such a short timeline. Detailed information on how the Passport Program was developed, what it included and how it was implemented will be the bulk of the conversation. Presenter will also provide learning outcomes set at beginning of program and feedback from student surveys as to how they met learning outcomes. Recommendations and further research will be discussed, as well as ideas on how institutions can implement Passport concept in a variety of ways.

The Senior Year: Culminating Experiences and Transitions Author Discussion

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The roundtable will provide an overview of the forthcoming publication: The Senior Year: Culminating Experiences and Transitions. Trends and developments in providing a more comprehensive approach to addressing senior student needs through greater partnerships between student and academic affairs units will be presented within five broad categories of programming in the senior year: (a) senior seminars and capstone courses; (b) programs and workshops to prepare students for postcollege life and careers; (c) opportunities for students to make intellectual connections across course work; (d) events that celebrate the achievement of becoming a senior; and (e) activities that work toward cohesion among seniors class and alumni. The rationale for attending to the senior year has both a student and institutional perspective. The senior year is expected to be substantive, involve reflection, and bring coherence to their education. It should also help students transition to postcollege life. Although the senior-year experience is primarily a student-centered movement, the institution is also the beneficiary of this programming. Senior-year experience programming can help foster such relationships through partnerships between the university and corporations on career preparation workshops and job fairs. Similarly, the institution benefits from seniors who have a meaningful experience and become loyal alumni. In addition, curricular experiences, such as capstones, senior-year presentations, and interdisciplinary seminars in the senior year can offer invigorating faculty development opportunities. Further, assessment data from seniors can provide institutions a wealth of information about program quality and educational outcomes—information that can be used to improve curricular coherence or to retool the undergraduate program. There is also a societal rationale for attending to the senior year. Pressing national issues over that last decade, including a constrained economy, the demand for more Americans to earn college degrees, and concerns about graduates lacking outcomes desired by employers, amplify the justification for attending to the senior year. The pressure on colleges and universities to increase graduation rates and to reduce time to degree makes it incumbent on institutions to ensure that the path to the senior year is clear and that seniors get the support they need to make it to the graduation stage. Institutions must ensure that seniors are prepared to navigate the increased challenges of current economic conditions and rising employer demands. In closing, the senior year provides important opportunities for integration, closure and reflection, and transition. The senior-year experience provides students important opportunities to reflect on their experiences and facilitate the transition to postcollege life.

Talking with Students about Alcohol and Other Drugs: Developing Effective Strategies for Reducing High-Risk Behavior

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In this Roundtable campus professionals can share ideas and strategies in addressing high risk alcohol and drug behavior on campus. For most of us, reducing dangerous drinking and drug use is a "moving target." As student behavior evolves, prevention efforts must adapt to new cohorts and changes in behavior. Program development requires creative approaches and strategies. Sharing with colleagues is an essential element of providing effective programs and avoiding professional burnout. Many factors contribute to successful program development. NIAAA recommendations provide an important starting point for discussion. From that foundation, the Roundtable will offer the opportunity to discuss the contributions of institutional and student characteristics, the role of administrative support, Town-Gown relationships, and engaging voices "outside the choir"--faculty and administration, e.g.--to spread prevention messages. The discussion will also focus on the significant role of Orientation programs in engaging students in a thoughtful consideration of high risk behavior. Millersville's "CHOICES" program will serve as a useful example. A careful discussion of how assessment data--both 'homegrown' and national--informs and guides program development will be included. Program participants will have the opportunity to share with colleagues their creative responses to the challenges of preventing student high risk behavior, and promoting student success.

Millersville Scholars Program – Creating Successful Transitions to College for At-Risk Students

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This interactive session will begin with an overview of the rationale for the redesign of the at-risk program at Millersville. Dr. Zander and Ms. Mack's introduction will include a brief review of general persistence to degree theories, minority identity theories, and resilience theories that led to the conceptual framework for the program in the context of the institution's mission and history. The change process for the redesign combined with the theoretical constructs will serve as a spring board for participants to consider how they might transform a similar program at their institution. For the next section of the presentation, Dr. Shibley will focus on the assessment plan—including the learning outcomes and student success elements. The assessment plan will be shared as an important element in the design of the program. Key features of the assessment plan are two maps that align learning outcomes with assessment strategies and with program components. Findings from the assessment of the learning outcomes and how they correlated with student success elements will be shared. Participants will consider identification of learning outcomes for this type of program and tools to assess learning outcomes. Led by Dr. Corkery, the third part of this session provides a process used in freshmen composition courses to help at-risk students work through the progression of academic writing assignments: synthesis, argument, and analysis. Participants will learn about the use of confidence-building pedagogy for teaching writing that builds up formal linguistic skills through imitating specific sentence and paragraph patterns, while also cultivating personal expression through unstructured free-writes. Developing structured and expressive writing simultaneously leads the two approaches to influence each other and establishes a grounding for combining student writing voices with those they are studying. The final component of the session will involve a facilitated discussion with participants from the program. Dr. Zander will facilitate a panel discussion featuring faculty teaching in either the redesigned summer institute or first semester college level courses for at-risk students, Millersville Scholars from the first or second cohorts, and staff. Panelists will identify their contribution to the program, why it was important for them to contribute to or participate in this particular student transition / student success initiative or, in the case of the student panelists, how they benefited from the program. Participants will interact with panelists as it relates to program institutionalization and success factors.

Service Learning : How Do We Provide Authentic Learning Opportunities for In-Coming Students in the 21st Century?

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This roundtable will provide participants with an opportunity to discuss current service learning initiatives on college campuses. The discussion leaders will guide discussion and provide examples from their decade of implementing, teaching, and assessing service learning at Millersville University. We anticipate four guiding questions that will lead discussion 1) how is service-learning defined on individual campuses, 2) what are minimum learning outcomes of service-learning experiences, 3) how does an institution implement service-learning on a large scale, and 4) how can an institution assess the successes and failures of service-learning. While we anticipate these questions to drive discussion, we
overview of how service learning is defined in the literature and the expected learning outcomes of service learning (Kuh 2008; Canada and Speck, 2001; Astin et al., 2000; Zlotkowski et al., 1998). From this base of knowledge we will begin to ask participants about how service learning is defined on their individual campuses. We foresee a range of examples given from possibly community service based activities in which an entire class participates to more classically defined service learning as a means of teaching the content of the course. Given the many examples of service learning discussed by participants, we would then discuss the expected learning outcomes a) the common themes that must be met for a valued service-learning experience and b) how an instructor can help foster these positive outcomes even if the experience is less than ideal. One consistent challenge with service learning is implementing authentic learning experiences on a large scale so that more students may benefit. Therefore, we will also facilitate a discussion centering on strategies to implement service-learning for all students. Finally, we will discuss how on-going assessment can positively influence faculty and institutional support of service-learning programs.

Succeeding in Level 1 of a BScN Program: A Grounded Theory Inquiry

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Understanding student success is vital for educators if they are to support and guide students in meeting their postsecondary academic and personal goals. The critical first year of postsecondary education, the time when most students will either succeed and stay the course or fail and withdraw, is a particularly important time for educators to be in touch with all that students are feeling and experiencing. With this in mind, this study makes five key contributions to our knowledge and understanding of the first year BScN student's experience of success. The presentation will discuss these five key contributions. Further the presentation will give a summary of the research by offering: •Main Motivation for the study •Rationale for the study: •While student success throughout the program of study is an important consideration, focusing on the success in the first transition year has additional merit. • Upcraft, Gardner and Barefoot (2005) state there is "overwhelming evidence that student success is largely determined by student experiences during the first year” (p. 1). • An inquiry into the processes associated with student success for freshman nursing students is a logical step towards better understanding this crucial period and hopefully lead to retention and promotion of these students to the senior levels of the program. •Method: a brief discussion of the methodology - constructivist grounded theory (CGT) •Main Results of the study: • The result of this study was an emerging substantive theory of student success entitled: Succeeding in Level 1 of a BScN Program. • The four concepts that make up the theory are: Learning, Balancing, Connecting and Becoming. The four conceptual processes of the SST provide a new way of looking at the experience of student success. Each will discussed: Learning is described by: a) discovering the new learner and b) learning to learn. Balancing is described by: a) accommodating relationships and learning, b) taking care of me: coordinating a healthy lifestyle and c) readjusting work and play times. Connecting is described by: a) establishing a circle of understanding friends and peers, b) feeling supported and encouraged, and c) being mentored. Becoming is described by: a) maturing into an adult and b) developing into a professional. •Conclusion The results of this study demonstrate that student success is a complex process that involves both academic and personal aspects of the postsecondary experience and may offer a new understanding useful to other postsecondary programs as they review their policies, procedures and resources that impact first year students.

Peer Educators Make the Difference in Challenging Times

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In an effort to address demographic changes, Muhlenberg College implemented a Peer Learning Assistant program in 2001 which is based upon the sound research in Supplemental Instruction and we have collected data since this beginning. Although yet unpublished, our success on many levels may offer solutions to those campuses which struggle to offer cost-effective academic support to students with learning challenges. A Peer Learning Assistant program is a win-win option. Many colleges strive to offer leadership opportunities to their talented students. This allows them to become more competitive for post-graduate opportunities. A program that is based upon sound research in Supplemental Instruction, student development theory, cognitive science, and educational psychology and uses these talented students to supplement course time can push younger students to use better navigational strategies, to develop better learning behaviors, and to become more motivated and engaged learners. Peers are powerful agents of change (Bruffee). Our Peer Learning Assistants are undergraduate tutors, certified by the College Reading and Learning Association and then nominated by faculty members to become partners in gateway classes. These classes may include Chemistry I, Biology I, Physics I, Psychological Statistics, Calculus I, Introductory Social Science courses, etc. These students then enroll in a Psychology course titled Adult Personal and Cognitive Development: Implications for Instruction. During that same semester, they begin a collaborative partnership with a faculty member. Both are learners in this process. Faculty members learn about current research and its implication for his (her) class and the student learns the complexities of teaching and grading. Each is working towards an increase in student-engagement with the material, better classroom performance, learner confidence, engagement, and self-reliance. Our assessments have documented that faculty, Peer Learning Assistants, and students all benefit from this approach. Faculty feel more supported; they also reported that teaching became more interesting, and finally they noted that students in the class developed better learning skills. We know that the Peer Learning Assistant benefits from the relationship with a cohort faculty member and is frequently given better consideration for TA positions in graduate school. Many LAs report that it was the most significant experience during their four years of undergraduate work. They added that their letters of recommendation were stronger and more detailed as a result of the relationship. Finally, they wrote that they became more knowledgeable about the subject, more confident and self-aware, more precise with their listening skills, better at speaking in groups, and more adaptive to challenging opportunities. Finally, the students and their faculty instructors reported significant changes in their engagement, self-reliance, coursework, and learning skills. Students who attended 4 or more workshops saw the most benefit. We plan to share the wealth of data we have collected.

Using the New CAS Standards to Assess Your Transfer Student Programs and Services

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The session will begin with a brief overview of the history of Council for the Advancement of Standards in Higher Education (CAS) and the components of the general standards. Included in this section will be a discussion on how campuses use CAS assessment results, including: 1) measure program and service effectiveness; 2) institutional self-studies; 3) preparation for accreditation; 4) design of new programs; 5) staff development; 6) academic preparation; 7) credibility and accountability; 8) strategic planning; and 9) budget allocation (Mable & Dean, 2006). Next, we will move into an introduction to the Standards for Transfer Student Programs and Services (TSPS), to include a discussion about the challenges associated with developing standards that apply to a diverse student population and variety of institutional types and missions. We will focus specifically on the “Program” section of the TSPS, which will provide the framework for the assessment conversation. Participants will be encouraged to ask questions about the specifics of the Program section of the TSPS. Approximately half way into the presentation, we will shift into a discussion on how to use the CAS standards to assess transfer programs and services. We will pose several questions for consideration prior to beginning any assessment program, which include: 1) What is the purpose for assessing your TSPS?; 2) How much to you want to know as a result of your assessment?; and 3) Are there institutional/departmental agendas driving the assessment? We will then introduce the assessment process which includes the following steps: 1) assemble your team; 2) educate your team; 3) Review current evidence of current practices and conduct rating; 3) complete an action plan; 4) prepare assessment report; 5) close the loop. We will provide specific examples of assessing TSPS components, share lessons learned from various assessment processes, and potential pitfalls to avoid. Participants will be given a handout on which they can complete sections related to the questions and discussion topics. Toward the end of the presentation, time will be allotted for specific questions and participants will be asked to use the handout to begin brainstorming about how they could use the CAS Standards to examine their transfer student programs and services.

Examining College Juniors' Career Self-Efficacy: A Case Study

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This session will briefly cover the overriding aspects of the study (theories, models, population, methodologies, etc.) with a focus on the findings and their implication for practice and future research. First, this presentation will include an overview of the study and why it was undertaken. Specifically, it will cover the study’s relevance to student development and career development theory in general, and college juniors in particular. The lack of empirical research on college juniors will be mentioned as demonstration of a need for additional research on this population and as a validation of the relevance of this study. Next, the career and professional development courses offered at this institution will be introduced, as they are a framework for the career development process undertaken by students at this college. The CPCS survey was administered in the last class of the junior-level course and thus the findings have relevance to how the students may have gained their career planning confidence. Briefly, the study methodology will be discussed including the survey content and its administration, along with the focus group process. The information in the preceding section (Research Design) will be summarized. Descriptive statistics from the survey results, when significant, and quotes taken from the focus group transcript which were used to determine the findings will be shared. The major conclusions developed from combining the quantitative and qualitative findings will be presented for the population as a whole. Significant findings based on further analysis of the data by demographic characteristics will be presented as well. Dozens of findings resulted in the following conclusions: Conclusion 1: Overall, the participating juniors were fairly to mostly confident in their ability to accomplish the tasks related to Career Guidance and Decision-Making (Barker & Kellen, 1998) as described in the CPCS (Pickering et al., 2003). Conclusion 2. Overall, the participating juniors were mostly to completely confident in their ability to accomplish the tasks related to Developing Employability and Job Readiness (Barker & Kellen, 1998) as described in the CPCS (Pickering et al., 2003). Conclusion 3. Overall, the participating juniors were mostly to completely confident in their ability to accomplish the tasks related to the Job Search Process (Barker & Kellen, 1998) as described in the CPCS (Pickering et al., 2003). Conclusion 4. Overall, the college juniors were fairly confident in their ability to accomplish the tasks related to Career Planning (Barker & Kellen, 1998) and the outcome of successful employment as described in the CPCS (Pickering et al., 2003). Conclusion 5. Overall, the college juniors described gaining their confidence in Career Planning (Barker & Kellen, 1998) through mastery experiences, as defined by Bandura (1997). The relevance of these findings for student development and career development work with college students, and college juniors in particular, will be discussed. This discussion will be the focus of the presentation as these results provide fodder for productive and meaningful discussion among the session attendees.

Improving the Transfer Student Experience: A Campus-Wide Process

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Although many students new to an institution are transferring from another, campus processes and cultures are often built around the needs of first-time, first-year students. Transfer students comprise more than half of Rowan University's new students each year. As a four-year state institution, Rowan serves as a vital regional resource in providing opportunities to complete a Bachelor's degree to students from community colleges. Thus, ensuring positive transfer experiences is important for the students as well as for the University. We recently began coordinated efforts to make Rowan more transfer-friendly. Previously, many professionals on campus tried to address concerns regarding transfer student experiences in isolated pockets. However, a sea change was needed. Our process has involved collaboration across Admissions, Student Life, Orientation, Academic Affairs, and Strategic Enrollment Management. During the 2011-12 academic year, we began to address the transition experience for transfer students in these areas: Leadership and organization for change: We formally recognized the needs of transfer students as a unique set of transition issues and identified transfer student retention as a key enrollment management initiative. The Office of Academic Transition Programs was authorized to gather assessment data, analyze the problem, and work with other key offices to develop solutions. Communication among campus professionals: Throughout the year, meetings to discuss transfer issues evolved from informal small groups to more organized avenues of communicating about issues. A large, diverse, and inclusive group of campus professionals shared insights and created a list of action items. Better student access to information: Because students have questions at every stage of the transfer process, we established an email hotline staffed by representatives from admissions, orientation, advising, academic affairs, and the registrar. Student inquiries are addressed with either a direct answer or a referral to another campus resource. We also added additional orientation options for transfer students and created more relevant web resources. Creating a sense of community: Beginning in spring 2012, we held a series of workshops to offer transfer students an opportunity to meet campus staff and each other, and to learn more about important campus resources. We also used proactive strategies to reach out to incoming transfer students to be sure their questions were answered. We will discuss our challenges and successes with a focus on the process we used to initiate real change in our campus culture.

Discussion with session attendees will explore challenges and successes on their campuses as well.

The Community College Connection Program: A Smart Partnership to Increase the Retention and Success of Underprepared Students

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According to a study by the Minnesota State Colleges and Universities and the University of Minnesota (2010), 40 percent of the 13,000 graduates from public high schools in Minnesota who enrolled that year in public higher education in the state have taken at least one developmental course, with 16 percent of that group having taken four or more of those courses. That constitutes a two percent augment in only two years, adding to a wealth of empirical evidence that suggests that there is, and will continue to be, an increasing demand for developmental courses. Currently, the majority of Minnesota students pursuing developmental education are enrolled at two-year institutions (87 percent). However, many scholars sustain that pursuing courses at a 2-year institution can be detrimental for students whose goal is to complete a Bachelor's degree. Some posited that community colleges serve as a "diversion" by channeling students into vocational courses (Grubb, 1991; Dougherty, 1994). Others suggested that community college students face a number of personal and structural barriers to transfer, including financial concerns, limited information, and the lack of coordination between two-year and four-year institutions (Long & Kurlaender, 2009). Indeed, estimates from the most recent national longitudinal postsecondary study revealed that only 37 percent of students who graduated high school in 1992 and began at a community college eventually transferred to a four-year college (Adelman 2005). Given those obstacles, building smart partnerships between 2-year and 4-year institutions is imperative to serve underprepared students who need additional support, without exposing them to obstacles that are a detriment to their retention and success. In addition to bypassing the difficulties presented in the literature, such as the transfer process and its "diversions", these partnerships have the potential to early engage developmental education students into the college experience, increasing their odds of persistence and degree completion. This session will present a successful partnership established to serve underprepared students. The Community College Connection Program (CCCP) is a collaborative effort between St. Cloud State University

(SCSU) and St. Cloud Technical and Community College (SCTCC) that allows these institutions to work together to facilitate the academic success of underachieving students. The session, co-presented by professionals from both institutions, will address the requirements of the program, as well as its impact on student success and degree attainment. Finally, the presenters will lead a discussion regarding best practices to serve students and how similar partnerships can be established in other campuses.

Helping Hands: Developing a Transfer Student Mentor Program

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Transfer students are a unique and complicated demographic to our campuses and are quickly becoming a growing population. As tuition increases and financial aid decreases, more students are beginning their academic journey at the community college. Colleges and universities have remained focused on the first-year experience and have been slow to adapt to the growing numbers of transfers. It is important that our campuses are prepared to communicate and service these students. One way that campuses can help to transition new transfer students is through the use of peer mentoring programs. The development of a peer-mentoring program for transfer students is another tool for institutions to use to help provide academic support and assistance to new students. These peer mentoring or peer advising programs also offer returning students and the students that they are mentoring a path to success through their focus on establishing healthy and supportive relationships with their peers. SUNY Oswego has a nationally recognized transfer mentor program called MOST (Mentors Offering Support to Transfers) that has been referenced in the Chronicle of Higher Education and several NODA webinars on best practices in transfer services. Participants will hear how this successful program was developed and how it has evolved to its current form. The audience will also be informed of the ongoing challenges and issues that still must be overcome. The concept of using undergraduate students in helping roles on college and university campuses has been around since the early 1900's (1). A recent review of the use of undergraduates serving in peer advisor or mentoring roles on college campuses indicated that 76 percent to 83 percent of all higher education institutions make some use of peer educators (2). Current forms of peer mentoring or peer advisement have evolved from a peer mentoring program in 1950's at the University of Nebraska. The success of their program led to the expansion of peer educating as a mechanism for improving retention and academic success (3). Scholars such as Astin, Alexander, Wogelgesang, Ikeda, and Yee (2000) have studied the importance of fellow students interacting and encouraging other students to become involved on their campus. Their findings have shown that academic involvement and interaction with faculty and fellow students increases the time and physical and psychological energy that students devote to the academic experience (4). Ender and Newton's book "Students Helping Students: A Guide for Peer

Educators on College Campuses" also provides practitioners with an excellent resource for training and support of peer mentors through the mentoring experience. The method of presentation will be a brief lecture with a supplemental PowerPoint presentation followed by small group interaction and ending with the conclusion of the PowerPoint. The program will begin with a brief introduction to the literature on peer mentoring programs and their benefits. Following the brief literature review, there will be a brief presentation on the development and evolution of the MOST Mentoring Program for transfer students at SUNY Oswego. At this point, the program participants will be asked to break up into small groups and discuss how they can utilize current resources on their campus to develop a peer mentoring program for their own transfer students. Following the small group discussion, participants will learn how other institutions are utilizing transfer peers to improve the transfer experience. The program will end with a question and discussion period. (1)Powell, Pyler, Dickerson, and McClellan, 1969 (2)Carns, Carns, and Wright, 1993 (3) Sawyer, Pinciaro, & Bedwell, 1997 (4) Colvin & Ashman, 2010

Transitioning Students to Academic Success through High Engagement Practices: Getting It Done and Doing It Better

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This session offers practical, yet powerful, high engagement strategies proven to increase student academic performance, persistence and completion in first-year courses, facilitating successful transitions to the second year and beyond. Two institutions participating in AVID for Higher Education will present the success that their institutions have had in the first year of implementation. The focus of this concurrent session is the use of high engagement strategies for undecided students, as well as those enrolled in rigorous technical associate and baccalaureate degree programs. Engaged teaching and learning provide students with a far broader range of tools for making connections and transferring learning than do more traditional pedagogies. Presentations will address the needs of first-year students and the impact of high engagement teaching on the transitions that students need to achieve and persist effectively to completion. The session will include a fifteen-minute presentation by each institutional representative, followed by a brief overview of AVID for Higher Education, including its purpose, philosophy of “rigor with support,” and success in providing professional development for faculty in high engagement teaching strategies. Texas Tech University (TTU) is a large public research institution. Fernando Valle, Assistant Professor of Education, will describe how TTU has integrated AVID’s high engagement strategies into FY seminars for undecided students. Because of its focus on student populations underrepresented in engineering, the Engineering department partners with a local community college, providing transitional support for students who applied to TTU’s Engineering program but were not admitted. Amarillo College (AC) is a mid-size multi-campus comprehensive community college. In its implementation of AVID for Higher Education, Amarillo is focusing on infusing high engagement strategies into their FY Seminar. Tamara Clunis, the Dean of Students, will outline how the college has implemented AVID during the past year. In collaboration with AVID for Higher Education, TTU and AC provide training and support for faculty to practice strategies that focus on the use of inquiry, collaboration, and organization, integrated with reading and writing, to deepen student learning, contextualizing authentic academic material. Presenters will include applications within specific disciplines, the impact on the faculty role, changes in student behaviors and performance, evidence of effectiveness, implications for structural and curricular changes, and recommendations for practice. High engagement strategies will be demonstrated, and handouts will be provided. Participants will be able to take practical, effective methods for engaging students in deep learning back to their institutions to implement and share.

Development of First-Year and Transfer Seminars at Minimal Cost

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Dr. Lenard will describe the Freshman Seminar concept, the nature of the courses taught, and the related events and activities that complement the FYE, especially those that have evolved since the onset of a fully recognized FYE effort at Stockton. These characteristics include:

recruitment of faulty, faculty development workshops, introduction of a common reading and selection process for the book, an FYE theme, a Convocation, the identification of common elements, and the newest additions - the essay contest and living-learning communities. Dr. Grites will describe the evolution of the transfer seminar concept, which is based on the same curricular delivery as the Freshman Seminars - using currently existing courses. The rationale for this approach is that transfer students are also first-year students - at a new institution. To date there have been c. 25 different courses designated by the respective faculty as transfer seminars. Both presenters will offer the advantages of the regular course approach and some of the features used within it, as well as the difficulties encountered in implementation of courses that serve the two distinct student populations. Ample time will be available for discussion and Q/A.

The Influence Theory: Cultural Factors that Affect the Transfer Advising Process in Rural Communities in the State of Alabama

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This presentation will be comprised of three sections. The first section will set forth a broad overview of the Influence Theory: The factors that influence the transfer advising process. The second section will describe in detail the six factors that involve the category known as "cultural factors." The third section will discuss the findings generated by the initial application of the theory in rural community colleges in the state of Alabama. The presentation will conclude with practical implications that will assist practitioners as well as researchers in the field of transfer advising. The Influence Theory is a substantive grounded theory that explains the process by which students are advised when transferring from a community college to a four year college or university. The theory is designed to explain the phenomenon of transfer advising and, as such, can be implemented in a variety of contexts and employed with a variety of individuals.

The theory consists of five categories which consist of thirty-one concepts. The four main categories are institutional factors, cultural factors, contextual factors, and advisor factors. The core category which integrates the main categories is the category of student factors. The theory explains the transfer advising process as a dynamic event in which influence flows in a unidirectional path from the main categories to the student, issuing in a specific advising plan for the student to follow. The category designated as cultural factors is made up of six factors. These factors include economic perceptions, geographical connections, temporal connections, fears, personal perceptions, and perceptions of outsiders. In the original application of the theory to rural community colleges in the state of Alabama the cultural factors registered the second most negative set of influences upon the transfer advising process. On a scale of zero to ten with zero being the most negative and ten being the most positive, the participants in the study gave the following ratings to the cultural factors: economic perceptions = 2.6, geographical connections = 2.0, temporal connections = 2.1, fears = 2.0, personal perceptions = 2.3, and perceptions of outsiders = 2.6. While cultural factors are difficult to control or change, the awareness of such factors and their influence will assist practitioners who are advising transfer students with regard to school choice. In addition, the Influence Theory will provide a conceptual framework for researchers who are investigating the cultural influences exerted on the transfer process.

Transitioning and Rites of Passage in Higher Education as a Foundation for the Intentional Design of Curriculum and Student Support Mechanisms: An Australian Experience

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For years the higher education sector in Australia has addressed the issue of student experience, engagement and support in a compartmentalized fashion. Responsibility for the needs of commencing cohorts, and to some extent, later year students has been divided into manageable "chunks", as between the academic staff (for curriculum), and professional staff (for support services). In the 21st century, there have been pleasing and successful initiatives on campuses which are characterized by partnerships between academic and professional colleagues. However, often these are still confined to individual year-based cohorts. The proposition espoused in this paper is that Transitioning, rather than transition, is the fundamental student experience. Students transition in, through and out in a fashion which reflects the dimensions of Van Gennep's (1909) and Turner's (1969) rites of passage research (separation, transition and reincorporation). If this proposition is sustainable, then the argument of the paper is that in the early 21st century university in order to provide excellence in the student experience, we need to take a more holistic approach to curriculum and support mechanisms At Newcastle Law School, our academic staff have accepted collective responsibility for learning outcomes which has allowed us to approach our curriculum and students' learning needs in a strategic fashion. It has also allowed us to explore the synergies between the support needs of students at first, second, third and senior levels. We are working through the implications of the Carnegie report's (Educating Lawyers) three apprenticeships of head, heart and hand, as we seek to produce consummate lawyers whose education encompasses not just intellectual preparation, or professional skills training, but dimensions of self-management and well-being in a broad sense. Our formal and informal curriculum challenges have encouraged us to form partnerships with other schools, our Centre for Teaching and Learning, the University Counselling Service and Student services, with the objective of providing a seamless program of support which sits within a broad curriculum context. These experiences form part of the explication in the paper.

Building a Bridge: Facilitating Effective Training for Peer Mentors

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The involvement of undergraduates in peer assistance roles on college campuses has been identified in more than 75 percent of all higher education institutions (Newton & Ender, 2010). Scholars (Lockspeiser, O'Sullivan, Teherani, & Muller, 2008) stated peer mentors and tutors are often more accepted by students because "peers are experienced, but not too far removed to have problems misunderstanding the students’ situation". Therefore, peer mentors play a vital role in assisting students in their transition and promoting persistence through graduation. The Special Support Services (SSS) Tutoring program directly assists in increasing retention rates among first-year students. The tutor training program is a comprehensive training module accredited by the College Reading and Learning Association that allows the administrator to center the training topics around the unique need of the campus. The UNCG SSS tutor training program is centered on training peer tutors to understand the diverse needs of UNCG students to support retention while promoting critical thinking to create lifelong independent learners.

"Tinto (1993) noted that his persistence model is an interactional system in which both students and institutions (through social and educational communities) are, over time, continually interacting with one another in a variety of informal and formal situations" (Rendon, 200, p.128). The Peer Academic Leader (PAL) program provides first-year students the continual informal and formal interactions that students need to thrive. PALs assist with course facilitation, community building, and peer support for the Foundations for Learning (FFL) first-year seminar courses at UNCG. PALs were trained to engage almost 40 percent of the fall 2011 and fall 2012 first-year cohorts enrolled in an FFL course through the peer educator training model utilized in Newton and Ender's (2010) Students Helping Students. The PAL training model is also based on 6 major learning outcomes that are assessed at 3 distinct intervals throughout this year long position. During this session, we will discuss the importance of peer mentor programs in retaining first year students, provide a brief overview of the best practices utilized at UNCG in training peer tutors and peer academic leaders as well as offer effective assessment strategies and innovative methods to sustain a peer mentor program.

Planning and Implementing Successful Learning Teams in the First-Year Classroom

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This poster session will review best practices for implementing small group discussion and team activities in the first year classroom. The poster will begin by posing practical questions about differences between Learning Teams and Groups and how these questions will direct how students will collaborate in the classroom. Other important questions about how to get started will be reviewed and discussed with viewers/participants. The poster session will present tips and strategies on assigning the optimal number of students to teams and provide instructions on selection of members. In addition, the use of team contracts and student selection of member roles and assigned responsibilities will be presented – including methods for students to document and submit their contracts online! The use of technology is increasingly important for teams to be successful and to work efficiently; examples of how and where teams may utilize technology are Blackboard Discussions and GoogleDocs forms, documents, and presentations. Session attendees will be provided with handouts that may be used in order to construct team contracts and peer evaluations. Many of these ideas may also be transferrable to team work conducted in online and are not restricted to use in face to face classrooms. This session will provide instructors a structured framework that is easily communicated to students to ease the stresses and anxieties that students fear. These apprehensions that occur when working with teams can be overcome with structure and guidance from instructors.

Learning from the Library: The Library as Leader in First-Year Experience Instructor Training

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Information literacy skills are at the heart of many first year seminar courses, yet the library often plays a limited role in course instruction and an even more limited role in course development. Capitalizing on the library's unique central and interdisciplinary role on campus, Towson University's Albert S. Cook Library developed and successfully implemented the university's primary Seminar Instructor Training Series in order to play a more integral role in the first year seminar. Like many first year seminars, Towson University's seminar is crucial to the new student's transition to the expectations of college level research and writing. In the course, students develop a foundation in information literacy and critical thinking skills through a topic-based curriculum. While seminar faculty is knowledgeable on their course topics, many often lack experience in teaching information literacy skills and structuring their research assignments appropriately for a foundational course. The training series lets librarians teach faculty how to integrate these important skills throughout their entire course rather than merely through a class library visit. While the library's main interest is training faculty on information literacy and research assignment design, Cook librarians knew that faculty needed other specialists and experienced seminar faculty to teach about seminar pedagogy, student writing skills, as well as to provide a forum to share seminar experiences. This is where the librarians' unique cross departmental perspective is useful. Librarians work often work as partners with faculty and staff from many different colleges and departments, making the librarian a perfect recruiter and coordinator for such a series. Cook Librarians were keenly aware of faculty who could speak to a variety of seminar teaching topics. While it may not be a librarian's direct mission to train faculty on all aspects of a seminar course, by taking the lead, the library was able to take center stage and lead the university in providing students with strong foundational skills including research and information literacy. The success of the Cook Library seminar training series is evident in its growing attendance as well as faculty surveys. This session will discuss the planning and politics involved with such a library led series as well as give survey data showing the success of the program. It is intended not only for librarians, but any first year seminar faculty or administrators seeking to understand why the library can be an excellent partner as well as leader in this arena.

Enriching the Senior Capstone Experience through Student-Faculty Collaborative Research: Exploring Cultural Initiatives for Immigrant and Refugee Communities, A Case Study

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Purpose: Capstone courses provide students with an opportunity "to demonstrate comprehensive learning in their major through some type of product or performance" (Palomba & Banta, 1999, p. 124). This study asserts that "experiencing anew," going beyond the level of "product," adds significant depth to the capstone endeavor and aptly aids in the transition from undergraduate to graduate student and professional. This poster highlights the benefits of a Senior Capstone Experience based in the context of Student-Faculty Collaborative Research, utilizing an experiential model as a case study. Background: As people become increasingly mobile, by choice or necessity, unique juxtapositions of cultures result. Places where large numbers of immigrants and refugees have been relocated are indicative of this. Limerick, Ireland, and the city of Lincoln, Nebraska, are two such cultural crossroads. While tensions and animosities that drive politics and fuel conflict have caused the relocation of thousands of individuals, music and the traditions of music-making that travel with them offer positive counter-narratives and new hope. Research Goals: The primary research goals were to examine and experience firsthand a successful model for utilizing music as a positive cultural bridge for immigrants and refugees, and to imagine and define opportunities for similar initiatives in other communities. Methodology: The Irish World Academy of Music and Dance at the University of Limerick has developed cultural initiatives that "build bridges between higher education and refugee and new migrant communities in Ireland," among them The World Song Project. With the support of a Student-Faculty Collaborative Research Grant, these student-faculty partners travelled to Limerick, Ireland, conducted interviews, and participated in rehearsals and performances of The World Song Project. Evidence of Assessment/Results: In this project the student traveled abroad and studied a topic not possible in the classroom or in her immediate locale. She was immersed in different cultures and became actively involved in a community of scholars as she presented her fieldwork and research at conferences and symposia. This prepared her well for graduate school, where she successfully completed a master's degree and is now beginning a doctoral program. Her Capstone Experience also enhanced her volunteer work as an ESL instructor in the Community Action Program. Upon graduation, the student plans to establish a non-profit organization for refugees and immigrants. Thus an idea that began in its embryonic stage during the Senior Capstone Experience has developed into what will likely be this student's life's work.

Is Research Enough? The Benefits of a Structured Science Research Program

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Officially launched in 2007 with funding from HHMI, UCLA established the BRM as a collaboration between the School of Medicine and the College of Letters and Science. The curriculum of the minor is comprised of five required courses that focus on skills necessary for success in research as well as the interface of science with policy, ethics, history and philosophy. Also included are a research deconstruction course and a journal club course. Students must take at least four quarters of hands-on lab research as well as compose an undergraduate thesis derived from their research work in the lab. The program is managed by an academic administrator who also teaches several courses in the minor and facilitates lab placement. Approximately 40 students are accepted annually to the minor, and roughly 80% of students admitted to the minor successfully complete the program. This session will utilize assessment data from the milestone surveys in the research deconstruction course, journal club course, and exit survey. To better understand the students' overall experiences in the minor, only students who completed the exit survey from Spring 2009 to Winter 2012 were included in the analyses (N=68). On the exit survey, students were asked the significance of each of the minor components on their development as researchers/scientists using a four-point scale (1 = Not at all, 2 = Somewhat significant, 3 = Significant, 4 = Essential). Results show that students overwhelming felt the research experience was an essential component of their development as a researcher/scientist (μ=3.69, SD=0.98). Interestingly, equal numbers of students reported positive mentoring from faculty in their lab as from the program's academic administrator (30% respectively). Therefore, mentoring from faculty in the lab and the classroom both had an equally positive impact on a student's development as a researcher/scientist. The second highest curricular initiative that students reported as a significant part of their development as researcher/scientist was the thesis (μ=3.34, SD=1.06). Responses to an open-ended question on this issue reveal that 72.5% of students felt the thesis helped them to understand the research process. Also, nearly 45% of students noted that the thesis provided an opportunity to combine what they had learned in the minor courses and in their own research into a coherent product. Therefore, the thesis provided a capstone experience whereby students were able to take all that they had learned and apply it to a single research project.

From Combat Zone to the Classroom: Challenges to Getting Back "On-Track" to Completing a College Degree

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With the shift from the Montgomery GI Bill to the Post-911 GI Bill, a significant number of military veterans have returned to higher education settings. While a substantial amount of research has been conducted on military veterans transitioning to higher education settings, few studies have been conducted on students who start college while in the Reserves, are called to active duty, and later return to school to complete their education. With veterans returning from two active combat zones – Iraq and Afghanistan – the researchers had the unique opportunity to explore the challenges they encountered as they returned to the classroom. The use of phenomenological interviewing allowed the researchers to construct a detailed account of each interviewee's experiences before, during, and after deployment. By uncovering the shared experiences and common themes of the interviews, the researchers were able to generate analytic categories to describe participants' experiences. Major themes explored include the motivation for joining the military, as well as participants' academic goals and career path. This allowed the researchers to contextualize the participants' experiences based on their life course and future trajectory. The detailed process of being activated for deployment mid-semester was explored in-depth. Challenges faced navigating the difficult bureaucracies of the military and academia while coping with transitioning to active combat duty were recounted throughout the interviews. Finally, academic and policy challenges were explored during the participants' transition from active combat to civilian student. The effects of military service on academic transition were analyzed in detail. Problem areas addressed include accessing veterans benefits, academic admissions, registration, grades, and re-integration into campus life. The findings of this research provide insight to help academic planners assist combat veterans and other members of special needs student populations to achieve their educational goals.

Back-to-School: Baby Boomers in the Classroom

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In terms of motivation for returning to school at a large university, all participants professed a commitment to the value of lifelong learning, which was described as being a fundamental aspect identity. Many interviewees saw lifelong learning as part of their biological nature while others cited life experiences as triggers for their learning style. All participants reported experiencing positive benefits from returning to the classroom, particularly in that it keeps them youthful, allows them to maintain an active lifestyle, and brings them mental health benefits. The decision to return to a large traditional university, rather than a community college or tech school, was primarily explained by a preference for the college town atmosphere. This category includes all the myriad benefits a university community offers both academic and extracurricular. Participants enjoyed having access to a wide variety of cultural events and activities, lectures, restaurants, musical performances, and sporting events associated with college lifestyle. The diversity of the student body was also cited as a positive motivation for their enrollment. Finally, all participants held positive feelings towards the wide range of course offerings available to them at the university that they felt they would not have access to at a smaller school. An important question guiding our research was the nature of participants' interactions with students and faculty. Our inquiry into the characteristics of these interactions allowed us to see the process of enculturation among Boomer students as they acclimated to college life after many years of absence. Although participants expressed a range of positive and negative interactions with students and faculty, most experienced isolation and indifference. Participants revealed that they had deep feelings of loneliness stemming from their interactions with traditional students. This led them to view themselves as "guests" in the classroom, spurring the development of a minority consciousness. The Boomers' precarious position in the classroom made them feel as though they were second-class students who must defer to the traditional students in class discussions. However, these feelings were partially offset by high levels of reported positive interactions with faculty, who participants felt could better relate to them because of their similarities in age and background. Academic planners may find it in their best interests to develop programs that educate traditional students and faculty members about the specific needs and challenges facing older learners so they can be better integrated into the campus community.

UMBC Transfer Seminars: The Future of Transfer Student Success

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UMBC has seen a steady increase in the number of transfer students on-campus. Recognizing that the First-Year Experience programs already in place were not fully meeting the needs of transfer students the Office of Undergraduate Education set out, with campus partners, to design a credit bearing course that would help ease the transition for transfer students. Transfer Seminars (TRS 201) were piloted in fall 2009 and approved by the Undergraduate Curriculum Committee in January 2011. These seminars are one- or two-credit courses linked to a required course in the major that is typically taken by new transfer students. In each TRS, 60 percent of the course is academic content the department deems advantageous for new students entering upper-level courses. The remaining 40 percent of the course focuses on information that assists with the transition to the university as it also addresses topics of particular interest to transfer students such as academic advising, career counseling, financial literacy, and connections to faculty in the discipline. TRS 201 also reinforces the lecture content while working with students to enhance their study skills with a major focus on ensuring students have the writing, communication, and research skills necessary to be successful as an upper-level student in their discipline. The course supports students as well in the areas of exam preparation, time management, and other key skills through the lens of the needs of transfer students. Including fall 2012, Transfer Seminars will have been offered in eight different disciplines and their success, along with a planning grant from the Gates Foundation, has spurred discussion to create a new transfer seminar to be offered at feeder community colleges. UMBC and four community college partner institutions joined together to form the STEM Transfer Student Success Initiative. Within this context, the Office of Undergraduate Education had the opportunity to work with these partners to develop a TRS paired series that would facilitate success for STEM transfer students early in their enrollment at the community college and sustain it after the transition to UMBC. This development is currently underway. This session will highlight the beginning of the course piloted in fall 2009, provide data from the most recent semester, and share future directions including the planning for an additional Transfer Seminar to be offered at the community college.

Net Generation Students: Why They Are Different, and Teaching Strategies that Work for Them

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Are today's students different in some fundamental ways from prior generations of students? Do their extensive experiences with technology, texting, Twittering, and multi-tasking make them perceive the world, and even think about it, in ways that are dissimilar from traditional students? In this hands-on presentation, based on a growing body of research, we will address the issue of who Net Generation students are, and how that impacts the nature of First Year Experience courses and student engagement and success more generally. We'll first examine the key characteristics of Net Generation students, considering their independence, emotional and intellectual openness, and their readiness to innovate. We'll review research showing that they have thinking styles that may differ from students in earlier generations and why multitasking is the norm. We also will look at how they use technology and their preference for courses that include technology. We then will examine general principles for teaching Net Generation students, based on research findings that show the importance of education being learner-centered. We will discuss the drawbacks to traditional lectures in educating Net Generation students and how Net Generation students prefer to discover information on their own rather than passively absorbing teacher-generated content. We also will discuss the importance of student collaboration, and that ultimately the education of Net Generation students revolves around not what students know, but what and how students learn. Finally, we will examine how, specifically, to deal with the needs of Net Generation students in First Year Experience courses through the use of technology. We will consider a number of technologies from the perspective of novice instructors, reviewing "smart" presentation media and the use of interactive technologies such as blogs, wikis, social media, and podcasts. We will consider the overall benefits and disadvantages of the use of technology, addressing the practical-and philosophical-issues of how its use is changing the nature of education. We'll close the session with a discussion of how we encourage success and engagement in Net Generation students.

Transforming Institutional Culture via Electronic Advising

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In 2011 a review of the University of Nebraska-Lincoln's undergraduate advising system noted that the lack of a common electronic records system for advisors adversely affected students. With eight decentralized college advising systems with no common practices, a prevalence of paper-based advising records, and no clear campus authority for coordinating advising efforts or for facilitating communication or professional development among advisors, UNL's challenge to improve its 21,000 undergraduates' advising experiences was formidable but not unique. After reviewing the benefits of both commercial and institutionally-developed products, UNL's senior leadership chose to implement a commercial product. Members of the implementation team will describe how adopting this system improved the advising experience for both UNL students and advisors. The presenters will share some of the key benefits and results (some unanticipated) that resulted from implementing this system including *discussion about data management and working with established systems to leverage existing technology *conversations about how to develop and integrate other campus processes into the system *the development of an advising coordinating board and a new position for a director of campus advising services *development of a policy statement about best practices and ethics entailed in documenting student progress across academic and support units *conversations between staff in multiple and diverse units regarding students' records and access to the system *new efforts to identify and proactively reach students with advising and academic support services via the system's early warning component *assessment of how advising services are utilized across campus *collaboration with students from the student government and campus advisory boards The presenters will distribute several types of handouts: 1) materials used to train advisors on documentation standards; 2) examples of usage assessments to illustrate campus buy-in of the system; and 3) materials used to promote the system to faculty within departments. Finally, the presenters will describe how implementing this system has led to unanticipated benefits for supporting UNL's retention and student success efforts more broadly, particularly in promoting a proactive and responsive culture across academic and student support units. They will conclude with current "second-stage" initiatives, such as a dashboard that tracks student persistence and retention, which have stemmed from the adoption of this advising system.

Intentionally Creating an Institutional Culture Focused on Retention

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In 2011 the UNL chancellor outlined five strategic priorities in his state of the university address. One of the goals is to increase undergraduate graduation rates to 70% by 2017. This priority became a primary focus of the Office of Academic Affairs, which developed a comprehensive plan for identifying structures and practices that were supporting (or thwarting) undergraduates' success. This presentation describes the conceptual framework that underpinned these efforts and some of the initiatives that resulted from this intentional and systemic focus on student retention. It also outlines some of the institutional and attitudinal challenges to these efforts. A primary challenge was focusing everyone's attention on retention and understanding the issues involved. These efforts have involved over 500 faculty and staff across campus and have included 1) holding a two-day retreat for academic deans, vice chancellors, and directors of primary support units (e.g. housing, registration and records, etc.) for in-depth discussion of the challenges and opportunities posed by this goal, 2) charging a thirty-member Enrollment Management Council with developing a "Campus Blueprint," 3) holding a workshop for all department and program chairs focused on retention, and 4) providing a total of $250,000 in competitive funding to retention initiatives of academic and advising units. As a result of these conversations, new retention initiatives in 2011-2012 included • Implementing an electronic advising system to create coordinated advising records for all 21,000 undergraduates across eight colleges • Creating an advising coordinating board and creating and hiring two new positions: a director of campus advising services and a retention and assessment analyst • Doubling the number of first-year students participating in academic learning communities and other AACU high-impact practices • Creating two new campus groups, a Student Success Council and a Retention Advisory Committee • Piloting an early warning system that enables instructors to "flag" students with poor academic performance • Revising transfer credit processes and hiring an evaluator to establish equivalences for high-priority courses and recruitment markets • Revising the current student website to profile student success stories and to connect students to resources they need. Making retention a priority is not without its challenges. Some faculty and department chairs remain skeptical that investing in retention initiatives will provide the same return as prioritizing external research. Others have questioned if a focus on retention means compromising educational quality. Prioritizing retention is an ongoing process of intentionally and systematically asking all campus leaders how we can best support undergraduate academic success.

Building a Success Center from the Ground Up

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This presentation will bring together the strategies implemented by the First-Year Success Center at the University of New Haven that will be helpful in building a similar department at other institutions. We will discuss how we established our funding, staffed our area, and created an annual cycle. Through the use of multiple student retention data systems, such as MapWorks and CSI, we will share what information we used to predict which students would need the most support. We will present how we use student feedback and student-centered customer service to bring students the services that they find valuable. We will focus on the collaborative effort that we have established with other offices in order to gain support, create a brand, and provide students with a network of support in their first year of college. The relationships we have built with other campus offices, faculty, staff members, and students have helped us support first-year students holistically. For example, by teaming up with the advisor for undeclared students, as well as the career development center, we have built a support network for undecided students at the university. By conducting research before we opened the success center, we were able to discover what tools would be most useful in working with incoming students. We will highlight the services we have provided to students, including: success coaching, mentoring, a call center, programming, monitoring, and proactive outreach. There will be a discussion of the use of our website, Facebook, and twitter to reach students. We will also talk about our use of intrusive and appreciative advising in our outreach and one-on-one meetings with students. We will conclude our session by offering advice from what we have learned in our first year at the university. We will share best practices for getting started, and ideas for the best ways to report outcomes and display your accomplishments to both internal and external constituent groups.

From Zero to One Hundred: Creating a Transfer Community from the Ground Up

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This presentation will highlight the initiatives for transfer students made by the First-Year Success Center at the University of New Haven. The presentation will cover the research conducted to gain an understanding of factors contributing to high retention rates for transfer students at the university, and will present strategies that were implemented based on the results of the research. This presentation will discuss best practices applied for transfer orientation, as well as examine how the data from the surveys and focus groups helped the University of New Haven engage 50 percent of the transfer population through establishing a transfer student organization, a transfer national honor society, and a faculty-peer transfer mentor program. The presentation will allow attendees to identify resources they can make immediately available for transfer students. The First-Year Success Center expanded its services, which include success coaching, proactive outreach and programming, to improve the experience of incoming transfer students. The presentation will also discuss how collaboration across campus will enrich the transfer student experience if resources are a challenge. For example, the First-Year Success Center teamed up with the Community Service office to offer opportunities connecting transfer students with their peers, staff, and the greater campus community. The presentation will also discuss other initiatives the office is currently working on, such as making a transfer student portal on the Web site and establishing a formalized process for Transfer Credit Evaluations. Through the presentation, attendees will have a thorough knowledge of the tools to achieve success with their college or university's transfer student populations through the example of the University of New Haven First-Year Success Center.

Academic and Student Affairs: Collaborations for First-Year Student Success and Retention

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Changes in the UNC system funding model from enrollment to performance based, namely first to second year retention, along with organizational restructuring bringing academic and student affairs under one division at UNCG have encouraged an aggressive collaboration on initiatives to impact retention rates—particularly for first year students. Despite the many individual departmental efforts on our campus to develop and assess programming for students, our campus had not, until relatively recently, implemented an organized, campus-wide, coordinated plan for promoting student retention. The new structure pairing student affairs with academic affairs at UNCG has contributed greatly to the efficiency and effectiveness of partnerships designed to improve retention. The Offices of New Student and Spartan Family Programs and Undergraduate Student Excellence have partnered to co-chair the First Year Task Force (FYTF) and to superintend first year student retention initiatives. This presentation will discuss the work of FYTF from its creation to implementation of a number of retention initiatives. We will discuss how the alignment of divisions allows us to demonstrate the need for the programs and services we provide, how the analysis of existing data from institutional research and various survey instruments has helped us identify potential problems, and how we maintain our commitment to ongoing early intervention and student success. This session will consist of lecture, data review, and small group work and will include an in-depth discussion of the design, implementation, and progress of FYTF and our newest first year student initiatives. We will focus on one of our strongest collaborators, Foundations for Learning (FFL), and discuss how this partnership has furthered our efforts. FFL is the first-year seminar course designed to foster students' academic and personal success, holistic development, and seamless transitions throughout their undergraduate experience at UNCG, and provides access to the largest concentration of first-year students at UNCG. Our collaborative efforts began with analysis of existing data from Institutional Research, Student Affairs Assessment, and Undergraduate Studies. Results of various instruments were compiled to create a "student snapshot," which is presented in a way that non-assessment personnel can easily understand. Our presentation will cover these results as well as how to present the data. We will also share the outcomes of a recently implemented texting service for students and families as well as data from FFL including learning outcome evaluation, course evaluation, feedback surveys, and program evaluation.

Bucking the Trend: Balancing Work, Family, Commuting, and Academics

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This presentation will focus on using assessment data to better understand the large variances within the commuter student population. This presentation uses assessment data from a national project on student retention and success. That data was linked to incoming student characteristics and fall term outcomes to create a comprehensive data set to explore the commuter student integration experience and the factors that predict integration for this student sub-population. This data set consists of nearly 15,000 commuter students from 82 institutions ranging from highly residential to highly commuter. In a previous study, we found a distinct difference in profile between successful (earned a fall term GPA >= 3.00) and unsuccessful (earned a fall term GPA < 2.00) students. Successful commuter students, as compared to unsuccessful commuter students, are more likely to have parents who attended college, were higher achieving in high school, are less likely to be struggling in courses by mid-terms, are much more likely to have attended every class, and are less likely to work. Every social, academic, and financial measure on this assessment was rated statistically higher by successful students as compared to unsuccessful students. Although many measures can be used to predict commuter student success, for each measure there were some students who bucked the trend and were successful despite having characteristics that most often lead to challenges. During this presentation, we will share a brief summary of the findings from 2012. Then, we will dig deeper into three areas: financial concerns, hours worked per week, and family obligations that interfere with academic coursework. We will share a profile of students who succeeded despite reporting challenges in these areas. We will also share information about the resources these students utilized during their first semester. After sharing the data, assessment practitioners from a university with a high percentage of commuters will discuss their work with their individual campus' data and how they have applied it to their work with commuter students. They will also discuss how they identify struggling commuter students, link faculty/staff to those students, direct those students to campus resources, and follow-up with those students throughout the academic year. In summary, we will share the results of our previous data analysis, describe the findings of the current analysis (including correlations, regression models, etc.) as well as the limitations, the opportunities for future research, and the practical implications for practitioners working with these student populations.

Redefining Transfer Student Success: Transfer Capital and the Laanan-Transfer Students' Questionnaire (L-TSQ) Revisited

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An examination of the data in relation to the research questions and hypotheses was conducted. Eight factors emerged in the relationship involving the prediction of student success at the university as measured by university GPA. Father educational attainment, community college course learning, and experiences with general courses at the community college were all significant predictors of student GPA. Transfer student capital also showed a significant relationship with student GPA. When measuring success using student ability to cope with problems at the university, associate's degree attainment was found to be a strong predictor of student coping ability. The presence of a mentoring relationship at the community college also had a significant impact on student ability to cope with problems. Finally, faculty interaction at the university was found to significantly predict student coping. Lastly, student success was measured from the perspective of student satisfaction with academic experiences and advising experiences at the university. Experiences with general courses at the community college were a significant predictor of student satisfaction. In addition, financial fluency had a significant impact on satisfaction. Moreover, faculty interaction at the university was found to significantly predict student satisfaction. It was hypothesized that accumulation of transfer student capital while at the community college would impact the success rates of community college transfer students as measured by university GPA, academic coping skills and student satisfaction. When looking specifically at GPA, this hypothesis was supported in the present study. Students with higher levels of transfer student capital (defined by the following constructs: interaction with faculty at the community college, experiences with faculty at the community college, motivation and self-efficacy) were significantly more likely to perform better as measured by GPA at the university. When examining success from the perspective of student ability to cope with problems, one aspect of transfer student capital, the presence of a meaningful mentoring relationship, was a significant predictor of student coping ability. Finally, when student satisfaction was used to access successful adaptation at the university, student financial fluency, a construct within transfer student capital in the present study, significantly impacted satisfaction with the academic and advising experience at the university. The emergence of these factors in the predictive models for the three dependent variables in the present study indicates the importance of transfer student capital the role this capital can play in facilitating transfer student success at the university.

The Significance of Cultural Capital in First-Generation Student's Choices of University and Degree Program: An Australian Perspective

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In our study, 3,091 completed responses to the survey were received, corresponding to a response rate of approximately 15%. The gender breakdown of responses was 35% male and 65% female and 42% were first generation students. South Australia is unique as its three universities are members of the three major alliances within the Australian university sector—the Australian Technology Network (ATN) which includes the University of South Australia (UniSA), the Innovative Research Universities (IRU) which includes the Flinders University (Flinders), and the Group of Eight (Go8) which includes the University of Adelaide. UniSA is the most recently established university in South Australia (1991) and has an equity mission established within its charter, Flinders University began in 1966 in response to increasing students enrolments across Australia in the 60s and 70s. Adelaide University is the oldest university, established in 1874, and together with the other Go8 institutions is generally considered to be one of Australia's most prestigious research-intensive institutions. First generation students were more likely to be enrolled at Flinders University or UniSA than Adelaide University (Chi square =24.8, df=2, p<0.001, phi = 0.2). 46% of students were first generation at Flinders and UniSA, whereas only 37% of students at Adelaide University were first generation students. First generation students were also more frequently enrolled in education, nursing, economics and science degrees, whereas non-first generation students were more often enrolled in law, medicine/dentistry and engineering. When asked what had informed their expectations of what university would be like, first generation students based their expectations on advice from school counselors, school teachers, and university recruiting material more significantly more than other students. Students who were not the first member in their family to attend university relied significantly more on parents, friends and siblings for informing their expectations (parents: $t=2.3$, $df=3{,}082$, $p<.01$ $d=.08$, effect size= .041; siblings: $t=11.0$, $df=3{,}082$, $p<.001$, $d=.39$, effect size=.19; friends: $t=3.3$, $df=3{,}082$, $p<.001$, $d= .11$, effect size=.06). First generation students were also more likely to make the decision to attend university towards the end of high school or after working for some time than non-first generation students. First generation students were more likely to come from rural backgrounds (Chi-square=18.5, $df=1$, $p<0.001$, phi=.155). Of the 718 students who identified that their secondary schooling was in a rural area, 48% indicated that they were the first member of their family to attend university, whereas 39% of students who attended a metropolitan school were first generation students.

Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

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The session will open with the presenters providing context and background on this important topic. Then in a small group, participants will be invited to discuss the following questions: 1. In your institutional life and work, can you think of specific times or situations in which you have experienced a clash between your personal values and institutional values and practices? Give specific examples of times or occasions in which you felt compelled to compromise your values and beliefs. 2. What kind of collegial behavior or administrative policies generate value conflicts for you or create inauthentic behavior? 3. In what ways are the beliefs and values of your department or institution congruent or incongruent with your own? 4. Are there times when your interactions with students have offered opportunities to discuss issues of spirituality, authenticity, and wholeness? How have you reacted to the opportunity? 5. Does your institution provide safe structures or opportunities for the sharing of values? Would the process used for this session facilitate such sharing on your home campus? The session will conclude with the presenters facilitating a processing of the discussion and a sharing of resources on the topic.

Utilizing Student Athletes as Peer Educators in First-Year Seminars and Academic Support Programs

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This roundtable session will focus on the use of upperclassmen student athletes as peer educators in first year seminars and in academic support programs. Specifically, the discussion will focus on best practices of using student athletes as peer educators on a college campus to assist new student athletes with the overall transition to college. Attendees will have the opportunity to learn what other schools are doing and share their own experiences. During the first few minutes of the session, participants will introduce themselves to others and share why they decided to attend the roundtable session and what they hope to learn. After the introductions, the program chair and the co-presenter will begin the discussion by sharing best practices about peer educators and first year seminars on college campuses. Additional information about working with student athletes will be discussed. While some information about the program at the University of Southern Indiana will be mentioned during the first part of the session, it will only be to serve as a catalyst for others to share about their programs and experience with related programs. The program at the University of Southern Indiana will not be the only focus of the session. The program chair and co-presenter will act as discussion facilitators, asking for participants to actively engage in discussions and share their own success stories and challenges. This session will conclude by discussing current trends to best assist new student athletes on college campuses. Participants will be encouraged to continue the discussion after the session. If interested, professional networking will be encouraged so all in attendance can keep in contact with one another virtually (e-mail, etc.) and continue to discuss ideas and share information after the conference.

Can the Media Be the Message in the FYE Classroom?

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Is the media the message or is the message in the media? Marshall McLuhan played with the word "message" changing it to "mass age", "message", and "massage" and students get this. The use of media (television, popular songs, feature-length films, documentaries, viral videos) can be a professor's secret weapon; the use of such artifacts can make connections between what is discussed in the first-year experience (FYE) classroom and "real life". Students can also bring their media savvy to class, therefore making faculty and students co-learners. Forging these connections between the student's academic life and the pervasive and persuasive media they are exposed to on an everyday basis, may promote critical classroom discussions of the students' values (and their peer's), as well as promote better choices when students are faced with conflict within their first year of college. One such example of this was used by the Program Chair for the past several years: by showing an episode of "The Office" during class, a fruitful discussion on racial tolerance and diversity occurred that surpassed any recommended or required readings from first-year textbooks. It is the authors' contention that if other forms of media could be discovered or suggested by other faculty members, other conversations and networking may begin that are important to the first year experience. Are there examples in media that address issues such as note-taking, going to class, creativity, health & wellness, depression, informed choice-making?

The Influence of Noncognitive Factors on Students' Educational Aspirations

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A regression analysis of the entire sample found that students' generational status accounted for 5% (F(1, 27088)=1422.853; p<0.001) of variance in their stated educational aspirations, with GPA explaining an additional 8.8% (F change=2781.853; significant F change=0.000). The six noncognitive factors were entered into the regression after generational status and GPA, and together accounted for an additional 12.6% of variance in educational aspirations (F change=775.249; significant F change=0.000). Of the six noncognitive factors measured by the SSI, Educational Commitment (β=0.297; t(27,281)=35.393; p<0.001) and Academic Self-

Efficacy (β=0.162; t(27,281)=17.915; p<0.001) contributed most significantly to the regression model; beta weights for all variables except Campus Engagement and Social Comfort were significant. Meanwhile, regression analyses on the divided sample revealed a considerable difference between the predictive models for traditional and first generation college students. Multiple regression models predicting educational aspirations using GPA and noncognitive factors as independent variables accounted for a total of 15.4% (F(7,13525)=351.69; p<0.001) of variance in traditional students' educational aspirations, as compared to 28% (F(7,13562)=751.67; p<0.001) of variance in the first generation sample. In both models, noncognitive factors offered significant incremental prediction after GPA was entered into the model. For traditional students, GPA explained an initial 6.1% (F(1, 13,525)=886.10; p<0.001) of variance in students' educational aspirations, while the six noncognitive factors accounted for an additional 9.3% (F change=246.53; significant F change=0.000). Beta weights for all noncognitive factors except Campus Engagement were statistically significant, with Educational Commitment (β=0.233; t(13,519)=19.243; p<0.001) and Academic Self-Efficacy (β=0.157; t(13,518)=12.203; p<0.001) contributing most strongly – and more strongly than GPA – to the predictive model. Meanwhile, in the first generation student sample, GPA explained an initial 11.6% (F(1,13562)=1779.23; p<0.001) of variance in educational aspirations, while the addition of noncognitive factors explained a further 16.4% (F change=513.21; significant F change=0.000). Three of the six noncognitive factors contributed significantly to the regression equation; Educational Commitment (β=0.341; t(13,556)=28.712; p<0.001) and Academic Self-Efficacy (β=0.165; t(13,556)=12.938; p<0.001) were again the strongest contributors to the model.

Publishing Research on College Student Transitions

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The editor of the journal will be on hand to discuss the mission of the Journal of The First-Year Experience & Students in Transition and to describe the manuscript submission and review process. He will also provide some insight into the kinds of manuscripts that the journal seeks and strategies for shaping strong manuscripts. Opportunities for involvement with the journal (i.e., review board membership) will also be discussed. Participants will have the opportunity to ask about the viability of particular topics and strategies for shaping those topics for publication.

Supporting Academic Success: Programs and Tools

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Academic deans from the College of Arts and Sciences at the University of Virginia will describe two academic support programs that the College offers incoming first year students. The presentation will begin with an overview of the undergraduate population, including the academic profile of incoming freshman students, retention rates, and graduation rates. The College Transition Program is one of the academic support programs offered to incoming first years. The director will discuss how students are selected by the Office of Undergraduate Admission to participate and the characteristics commonly shared by students in the program. The Transition Program includes roughly 65 students per year and begins the summer prior to matriculation with a four-week residential component. Students enroll in two three-credit classes: one designed exclusively for students in the program and the other a course in the College of Arts and Sciences open to all students. The Transition Program class is small with 20-25 students in each section and each student works closely with a graduate student in small groups of 5-6 students. The program continues with a three-credit course in the fall and another in the spring semester. In total, students earn 9 credits at the conclusion of the program. Course content for the three classes in the Transition sequence will be presented as will various measures of program assessment such as student retention, graduation rates, and student academic performance by semester. The Rainey Academic Program at UVA is a considerably smaller program offered to 20 low-income students during the summer prior to first year matriculation. As with the Transition Program, the participants, residential summer component, and assessment measures will be described by the academic dean who directs the program. The third aspect of the presentation is a summary of the Academic Audit that is conducted at the conclusion of every semester and that tracks student academic performance for all students in the College. This technology tool is utilized to assess the academic standing of every student and impacts our ability to assess the performance of first year students in both of the academic support programs at UVA.

Changing Institutional Attention: Understanding the Transfer Student Experience in a Native-Centered Institution

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This research has resulted in the identification of an effective method of engaging a population of students in a conversation about their experiences at a particular institution. Using a mixed methods research design, the findings of the study suggest that using focus groups to inform survey design is superior to faculty and administrators using anecdotal evidence and perceptions to guide the selection of survey questions. Furthermore, we find that differences do exist in the experiences of transfer students based on the characteristics of type of institution transferred from and orientation attendance. Our findings also indicate that transfer students perceive that they are disconnected from the social fabric of the institution and that the particular semester of initial enrollment may exacerbate this feeling. For instance, transfer students entering in the fall semester tend to feel less disconnected socially to the institution than those who enter in the spring. The findings suggest that transfer students are “turned off” by the term “orientation” and are seeking another type of acculturation experience given their previous higher educational experience. In the same vein, personalization of these types of experiences is important to this particular group of students and they prefer communication with existing students as a means of interacting with an institutional representative. Findings indicate that transfer students had internalized two types of life in the institution: academic and student/social. Most transfer students felt very connected to the academic side of the institution and much less so to the student/social side. Based on the findings of both the focus groups and surveys, this study resulted in a number of recommendations that are applicable to any institution that has traditionally centered its services on native students and desires to balance its focus.

One Credit Class - Lowers Stress and Enhances Performance and Well-Being

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We introduce ourselves and briefly describe our work at Western Michigan University and how it was essential in developing this one credit meditation/mindfulness class. We share the statistically significant results from the FYE class and transition to the origin of this newer one credit class. We explain how meditation/mindfulness draws from diverse traditions yet can be thought of as training the mind to be calm, clear and focused. We then share the structure of the class which is a fifteen week class that meets once a week in a fifty minute block of which 10-15 minutes is mini-lecture discussion, 20-30 minutes is meditation/mindfulness practice and the remaining time is for questions, and suggestions for daily application of the practice. This daily application emphasis is critical to the success of the class as the process that is taught is simple yet difficult to do and needs to be anchored in the direct experiences of the students. The basic teachings, forms of meditation/mindfulness and the process of change and what makes this process different from other meditation/mindfulness practices follow. This difference is not in what is present in the students' ways of thinking but what we ask them to 'leave out'. If the student's way of thinking results in suffering they may choose to end it. The key is in teaching them how to end this toxic way of thinking with its negative consequences. We will then share the research results showing statistically significant changes in variables critical to student success, performance and well-being. The two survey instruments are briefly discussed so participants can see the holistic nature of the questions and how they apply to student needs. Our experience in this class with veterans and our new Resiliency class for veterans will be part of the implications for the institution segment. Tens of thousands of veterans will be attending college as enlistments end and their transition needs will challenge all of us in higher education to be creative. This class offers a relatively 'safe' environment in which veterans can learn to deal with stress while enhancing performance. Since the class does address many of the needs pointed out in retention and performance research, the institution should see positive results in these areas. Not only will this help the institution's bottom line, it can result in higher performing, more satisfied and positive students. Questions, comments are welcome any time. We end summarizing that we have shared the origins of the course, its structure and content, research results and implications for the institution.

MyCollegeMoneyPlan.org: A Free, Flexible Tool for Promoting College Success through Financial Literacy

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This interactive session begins with a five-minute overview of the importance of sound money management to a student's ability to complete a college degree and flourish afterwards. Second, we take ten minutes to showcase MyCollegeMoneyPlan.org, a free resource built at Wichita State University under a College Access Challenge Grant from the Department of Education. This resource is designed to help students who are considering college or who are new to college figure out how to pay for their studies, how to survive financially while in school, and how to re-pay student debt after graduation. It includes advice about filling out the FAFSA, how to choose a college you can afford, making wise choices about how much to borrow and from what sources, making a spending plan, managing money after college, and much more. We will point out not just the content, but the way the interface makes the site attractive to students. Third, in about ten minutes we describe the lesson plans that are found in the Resources section of MyCollegeMoneyPlan.org and briefly demonstrate parts of two of them for the group. These lesson plans and other teacher resources (including a test bank) are designed to help people use MyCollegeMoneyPlan.org on their own campuses, in a variety of contexts. Fourth, we will take about twenty minutes to facilitate a discussion of the many ways people can use MyCollegeMoneyPlan.org on their own campuses to address student financial education needs. These uses could cover the gamut from using MyCollegeMoneyPlan.org as a graded course, including it as part of an FYS, using pieces of it in graded or ungraded courses, assigning it as part of peer leader training, encouraging learning communities to use it, etc. We will begin this part of our session with a think-pair-share activity about the needs our participants have noticed in their own students. Then, we'll facilitate a whole-group brainstorming session on ways to effectively reach students with information about money management (a notoriously boring and scary topic). Depending on audience interest and the available time, we will either end with the brain-storming session or go on to a general Q & A about teaching financial literacy and related topics. (Our presentation at FYE in San Antonio, in which we announced the launch of MyCollegeMoneyPlan.org, was very well attended and very well received; we are looking forward to diving into more detail with participants at the SIT in Philadelphia.)

Make Developmental Math Instruction Engaging, Efficient, and Effective

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Math, more than any other academic subject, serves as the gateway discipline that most often determines first year students' success or failure. Wisconsin technical college system recognized that poor rates of retention were due in part to the fact that remedial classrooms recreated the precise environment where under-prepared students failed to develop adequate math skills in the first place. We know the reasons many adults say they're "not good at math". They include the abstract way math is taught, learning styles not suited to group instruction, and high math anxiety/low math motivation. But since remedial math classes often ignore these factors, about half the students quit or fail. Wisconsin's technical colleges developed ModuMath Basic Math and Algebra courseware to place the needs and abilities of the individual at the heart of remediation. The courseware integrates audio/video tutorials with the patient responsiveness of computers. Students learn naturally by seeing, hearing and doing. Freed from lecturing and grading tests, instructors can provide individual assistance needed by the adult remedial learner. Contextual tutorials foster a deeper understanding of abstract concepts. The rich visual medium and human voice narrative combine to accommodate a wide range of learning styles. The computer lets the learner focus on pertinent subject areas, reinforces progress and remediates difficulty. ModuMath guides the individual through the problem-solving process a step at a time. While mastering facts, students gain confidence in their ability to apply what they've learned. The session demonstrates how individualized, self-paced instruction perfectly marries subject matter with the needs of the student. It describes proven-effective implementation strategies as both a classroom alternative and a supplemental learning resource. There will be time to discuss the appropriateness of applying technological solutions to specific problems raised by attendees. Responding to questions from the audience, presenter will relate use of multimedia to the attendees' existing instructional setting and students.