

15th National Conference on Students in Transition
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Leading the Way: Transfer Peer Leader Program

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The session will begin with an introduction of the growth in the number of transfer students nationally and the efforts of many universities to be more proactive with their interactions with these students. Current trends regarding transfer students will be presented, including a focus on transfer student transitions and the use of current student “peer leaders” to help this transition process – similar to what has been done for many years with new freshmen. The presentation will then detail the example of a Transfer Peer Leader program at one institution. This will include the rationale used to establish the pilot program, the working model for the program, the recruitment process for the students who serve as transfer peer leaders, the implementation steps for the program, and a discussion of the struggles and problems encountered. Entering transfer students were randomly selected to participate in the pilot program. This facilitated a control group of similar entering transfer students who were not a part of the pilot program and allowed for comparison regarding the impact of the program on transfer student retention and student satisfaction with the new institution. The results of these assessments of the program will be presented in the session. Time will also be made available for discussion among the participants regarding other models and programs they are utilizing, potential implementation of this program at their institutions, and future planning for this program.

The InComing Student Experience (ICE)

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Assessment

The priority for The InComing Student Experience (ICE) was developed following extensive data collection and analysis during the 200-2008 academic year. In addition to quantitative data on student retention and graduation rates, over 30 focus groups of faculty, staff, students, and community leaders were held to identify barriers and identify strategies for student success. Based on the data findings, it was clear that the College needed to provide more deliberate and intrusive assistance to the students, especially incoming students.

Planning

To address the barriers of student ignorance of processes, the New Student and Family Orientation was developed. This orientation was modeled after Eastfield College's Student and Family Orientation which demonstrated that students who attend college for the first time will persist at a higher rate from fall to spring if they attend an orientation than students who do not attend an orientation. Students also persisted at an even higher rate from fall to spring if they attend the orientation and their family also attends.

To address the problems of a low applicant to enrollment ratio, advisements issues, and admission and registration issues, a Welcome Center was developed. This center will allow students to apply for admission and financial aid, test, be advised on their first semester course selections, schedule classes, and learn how to access student information via our online system.

To address the problems of lack of time management and problems balancing home and school responsibilities, the College Skills Course is being revised.

Implementation and Evaluation

The first New Student and Faculty Orientation will be conducted on Friday, August 15, 2008. The first day of fall semester is Monday, August 18, 2008. The Welcome Center opened in summer semester, 2008. The College Skills Course revision began summer semester, 2008. Qualitative and quantitative data collection and analysis will continue this year to improve these strategies and identify other areas to improve student success.

Transitions: Meeting the Needs of Students with Learning Disabilities

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This workshop will identify transitional issues that create barriers for students with learning disabilities, assist professionals and families in assessing student readiness for independence and highlight strategies that facilitate the development of the prerequisite skills required for success on a college campus. Primary challenges are student readiness, social interaction, problem solving techniques, time management and organizational skills, and the ability to determine and accomplish personal goals. Secondary students with learning disabilities often lack the self-awareness to access their readiness skills or understand what differentiates a college campus environment from a high school environment. Many college-able students with

learning disabilities often do not understand the nature of their disability and lack the independence required for meeting the demands of a collegiate environment. Their self-awareness may only identify what they can't do, while lacking a basic understanding of their cognitive strengths and what they can do. Many students may require counseling or guidance in accepting their disability and overcoming dysfunctional compensations that may lead to denial or overconfidence. A readiness rubric will be presented that can help determine the readiness of young adults with learning disabilities for independent living and academic achievement in the college environment. Participants will develop an understanding of the characteristics that differentiate college life from a high school experience by observing how the rubric identifies the student's level of readiness for transition. Strategies will be presented for facilitating transition and developing independent functioning and self-determination that are required of the college student with learning disabilities. Information from the readiness rubric can be used to select the techniques and skills needed to foster a successful transition for the student.

The Seven Habits of Highly Effective Students

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The presentation will explain how the 7 Habits series was developed at Brooklyn College and provide guidelines for how to implement a similar program. The poster presentation will:

- explain how to recruit students to participate and the stress the importance of reaching out to these students by e-mail, postcards, and by phone to increase attendance at the first workshop;
- summarize the marketing efforts across campus to establish a “7 Habits” brand;
- provide a sample budget, and summarize the start-up costs of the workshop series;
- summarize each of the seven workshops, provide sample student activities, and offer suggestions about which members of the institution's professional staff would be best suited to present;
- explain the structure of the two hour long workshop – focusing specifically on making it an enjoyable environment for students;
- bring samples of the learning tools given to the students at each of the workshops and recommend strategies to encourage other divisions to co-sponsor the event to share the cost of the learning tools;
- offer suggestions for linking academic affairs with student affairs during the seminar to make students aware of institution's curricular and co-curricular offerings;
- supply sample surveys and survey results to demonstrate the assessment strategies utilized to document the effectiveness of the workshops;
- summarize the ways that students who participated in the workshops are tracked to help measure the effectiveness of the workshops.

Peer Mentoring: Helping Students With the Transition to College

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According to a study conducted by American College Testing (ACT), 72.6% of the 2003 entering class of first-year-college students in public, four-year institutions returned for their second year (American College Testing, 2004). These statistics have not changed much since Tinto's report of the ACT data in his book entitled, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, which stated the first-year students retention rate was 71.7% in 1992 (Tinto, 1993).

To increase retention rates, universities are creating various programs that provide a commitment to students' education and overall well being (Tinto, 1993). Some practices used to help retain first-year students are first year seminar courses, pre-enrollment orientation, and learning assistance centers (Habley & McClanahan, 2004). Another method that universities have incorporated into their retention plans is mentoring programs.

California University of Pennsylvania's (Cal U) peer mentor model is designed to provide early and continual communication between upper-division students and incoming students, especially during the critical transition period when freshmen tend to feel unsure of themselves. Peer mentors give the new students the "inside scoop" on what college life is really like at Cal U and give the new students a peer contact months before they actually start college. Cal U's Peer mentoring is a win-win-win program. There is a mutual confirmation of self-worth, acceptance, and increased self-confidence for both mentors and protégés as a result of their participation in a mentoring relationship (Schulz, 1995).

With nearly 600 volunteer peer mentors helping 700 new students (including transfers, part time, and associate degree new students), Cal U has created a mentoring culture. New students are progressing to their sophomore year at a higher rate, upper division students are engaged in helping students within their major, and the university, as a whole, reaps the benefits of such a nurturing environment.

Keep Students in College With a Comprehensive College Success Course

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Participants will view the results of the latest Program Review which has shown increased student persistence, self-confidence and program satisfaction. Because of the positive student success outcomes, the course has high enrollment and a good reputation with students, faculty and the administration of the college as well as the local high school district.

Conference participants will learn about the comprehensive college success course offered at Cuyamaca Community College which includes topics from college, career and lifelong success. College success topics prepare students for lifelong learning including motivation, time management, exploration of learning style, memory techniques, note taking and test preparation.

Choice of a college major and career planning are some of the most important outcomes of the

course. Career success topics begin with an assessment of personality types and related careers. Based on these personal assessments, students explore careers that match their personal strengths.

Lifelong success topics prepare students for future success in education, in the workplace and in their personal lives. Topics include communication and relationships, critical and creative thinking, maintaining a healthy lifestyle, appreciation of diversity and understanding life stages.

Participants will have the opportunity to discuss how technology can be used to appeal to New Millennial Generation students. Using technology in education is identified as a necessary college success skill and it is used extensively in teaching the course. The course is offered in various formats: online, blended and traditional face to face with online components.

Conference participants will discuss requirements needed to design a college level transferable student success course. To meet these requirements, the course is academically rigorous and broad in scope. One of the keys to success of this program is that community college students are motivated to enroll in a course that meets graduation requirements and can be transferred to a state university system to complete a bachelor's degree. This course is also appealing to high school students who are preparing for college or plan to attend a community college and transfer to a university. The college success course at Cuyamaca Community College serves as a bridge from high school to community college and to the university.

Ground Up or Top Down: Two Ways to Create a Senior-Year Experience

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Whether creating a program from the ground up or the top down, practitioners will face unique challenges. During this roundtable discussion, colleagues from two institutions, representing both of these perspectives, will begin by sharing basic methodologies for each of their programs, as well as similarities, differences, triumphs, and struggles. For the rest of our time, we will address more specific questions from roundtable participants regarding any and all

aspects of each senior year experience.

The Senior Year Experience at Muhlenberg College, representing the top-down approach, coordinates opportunities for students to: reflect upon their experiences and develop the ability to integrate their curricular and co-curricular experiences, so the transition to life beyond college will be an exciting, positive adventure. The Senior Year Experience helps increase confidence during the transition to the world of work, additional education, and citizenship through educational programs.

The Senior Success Series at DeSales University, representing the ground-up approach, also assists seniors in making the transition from college to the world of work more efficiently and effectively. The Senior Success Series affords seniors the opportunity to network with and learn from industry professionals and successful graduates. Students attend sessions that address various components of their transition.

Below are some differences between Muhlenberg's Senior Year Experience and DeSales' Senior Success Series.

- Goals and format set by upper administration vs. Learning outcomes and format determined by practitioners
- Open enrollment vs. Specific application process
- Stand alone department vs. Collaborative effort among Career Services, Academic Advising and Residence Life
- Emphasis on involving all campus departments vs. Emphasis on involving community and alumni

Below are some similarities between Muhlenberg's program and DeSales' program:

- Focus on imparting transition skills from college to the world of work
- Limited faculty involvement
- No academic credit issued for experience

MAP-Works: An Early-Warning Indicator of Student Success

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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 like 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. Sophomore students, having successfully transitioned to college life, find that a new set of transition experiences face them. Sophomores can struggle with choosing a major or career path, family expectations, or increased academic expectations and challenges.

EBI, 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, to help them identify areas for further growth, and to facilitate one-on-one interventions with students at risk. Individual information and feedback are provided to students and to the faculty/staff that are directly connected to them (e.g. residence hall staff, academic advisors, first-year seminar instructors, or retention committee members). In addition, smaller check-up surveys are administered 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.

The presentation will be organized in three sections. First, we will review transition issues typically encountered by first-year/freshmen and sophomores. Second, the MAP-Works project will be discussed including the transition issues covered by the assessment instruments and the reporting formats provided to staff and students. The presentation also includes small group discussion regarding how participants would use assessment information to support their own students.

Student Transition Courses: Preparing Students for Life in the 'Real World'

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Today's college students are more savvy than ever. They are world travelers; they are eager volunteers; they are concerned about the environment; they are innovative and entrepreneurial; and they are ready to take action. But can they balance a checkbook? Do they understand the ramifications of a loan? Can they figure the cost of a graduate education, and maneuver the application process? Does their savvy extend to knowing how to present themselves in a variety of situations, from a job interview to a business dinner?

Increasingly, parents and students expect a college education to include life skills that aren't always directly associated with the chosen major. Some disciplines recognize this fact and have made an effort to include relevant components into their senior seminar courses. However, while most faculty are not averse to the inclusion of life skills and career preparation in a college education, most departments seldom include these subjects in their curriculum.

At Elon University, Career Services and Student Life have teamed up to offer students an elective 1 credit hour course entitled "Transition Strategies." Taught by both faculty and staff, these courses have common components that include resume preparation, interviewing, and networking. Instructors then add their own twist – financial planning, civic engagement after college, living on your own, searching for graduate schools and assistantships, self awareness, etc. These courses are designed to help students further their sense of who they are, develop practical skills and make choices about graduate or professional school, their first job, or other post-graduate experience. During 2007-08, 16 sections were offered; next year we plan to offer

25 sections. Our hope is that student demand will be so strong that we need to add more sections the following year.

Good to Great: Elon 101 and New Student Orientation

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This session will explore the link between new student orientation, academic advising, and Elon's first-year seminar (Elon 101). By utilizing Elon 101 cohorts as orientation groups students are able to begin and maintain meaningful connections from move-in throughout the first year.

Presenters will highlight goals of the session including Elon's structure, the pros/cons of various structures (including a brief cost analysis), and "take-aways" for other institutions regardless of their structure.

Points of emphasis will be the role a small orientation group/Elon 101 class size (15) plays in creating a sense of community from student move-in through the end of the first semester. Elon 101 instructors serve as the academic advisor for their students creating an advising ratio of 15:1 through at least the first semester. When applicable, an average of 15 orientation leaders serves as Elon 101 teaching assistants for their respective orientation group/class.

The presentation will highlight key connections with Elon 101 during New Student Orientation which includes: meetings among Elon 101 faculty/advisors, TA's, new students, and parents; as well as an Elon 101 class and faculty dinner to conclude orientation and aid in the transition to the beginning of the academic year.

Among the most important aspects of this presentation are the "take-aways" for attendees. Emphasis will be placed on strategies that can easily be implemented on most campuses to begin the transition from good to great. Questions might include: Could you hold opening of school meetings? How can you use your first-year seminar cohort beyond the class itself? What ways do you utilize your seminar faculty beyond the classroom?

The Second Year at Emory Program: Assessing a Residential Second-Year Initiative

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Participants will spend 15 minutes learning about the SYE program and its history and development. We will discuss how we determined the program's learning outcomes, discuss the environment for the program, and discuss the changes that have occurred to the program in the last three years.

We plan on spending 25 minutes on our assessment efforts. We will share our own home-grown assessment which measures our learning outcomes, including question design and data collection tips. Next we will discuss the pros and cons of participating in a national assessment like the NSLLP. We will share the data from the NSLLP, including the data from our custom questions and how we compared to other programs both at Emory and other institutions. We plan to briefly discuss our EBI assessment as well and how we draw data from an assessment that is more about satisfaction than learning outcomes. Lastly, we hope to share some of the planned program changes that we made based on our conclusions and how those changes and new initiatives are going.

Connecting the Dots: Linking First-Year, Sophomore, and Upperclass Residential Programs

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Residence life practitioners are partnering increasingly with institutional constituents to ease transition, increase retention, and enhance academic success by using living-learning communities. To address some of these issues, institutions have begun connecting their first-year and second-year residential living-learning programs. Even though some institutions have developed a senior-year experience the junior-year still challenges practitioners as we struggle to identify and address the needs of juniors. Further, it has remained a challenge for institutions to link all four years together as an intentional series of experiences for their students.

This presentation will focus on ways a residential program can link the experiences and learning between a student's four years in college. Specifically, we will discuss how Emory University has linked the first two years in residence life through the use of its living learning communities: First Year at Emory, Second Year at Emory, and theme houses. Further, this

presentation will show how Emory has begun to assess the needs and experiences of juniors and seniors and how it has prepared sophomores for their upperclassmen years. In our presentation we will review our living learning programs, highlight the data we have gathered, and show how we have used this data to link the sophomore-year programs to the junior- and senior-year programs. This presentation will also highlight successful programs from other institutions that have tackled similar programmatic challenges.

As a result of this program participants will be able 1) to understand how living-learning communities can link students' experiences throughout their four years of college; 2) to share several examples of living-learning communities for first-year students, second-year students, and upperclassmen from Emory University and other institutions; and 3) to provide strategies for establishing, maintaining, and evaluating living-learning communities for freshmen, sophomores, and upperclassmen.

Engaging First-Year Students Through Active Learning in a Community College First-Year Experience

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This session illustrates a learner-centered approach to teaching student success skills to first semester freshmen by engaging these students in a number of active learning demonstrations and practical application. Organizational skills, goal setting, time management, building self-esteem, learning styles, communications, note takings, study skills, test-taking strategies, health and wellness, career planning, money management, and diversity are topics that all freshmen need to master to be successful and will be illustrated in a best practices approach. Through lecture, demonstration and practical application exercises, each participant will be fully engaged in a learned center approach to teaching and mastering these important skills.

A Front Door Experience: One-Stop Welcome Plus

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Guilford Technical Community College won one of the first round Achieving the Dream grants from the Lumina Foundation. The \$450,000 grant has enabled the college to work on transformation of its culture as well as specific initiatives to strengthen student access and success.

This presentation will focus on one of the transformations: in the way the college enrolls, orients, and advises new students, and a significant initiative for improving student success in the first semester. The college calls this the “Front Door Experience” and it continues to improve as the college learns what is most successful and for which students.

The college renovated the student services space to introduce one central place where new students start their experience. The one-stop combines Admissions, Financial Aid, Testing, and Counseling in a central area where students can enroll. A College Transfer Center has also been built to facilitate the processes of enrolling and advising students all through their matriculation. The college has also emphasized Orientation and faculty advising for new students.

Now in the fourth and final year of the grant, the college has learned a great deal about what works and for whom. Results are documented with success data and demonstrate an additional transformation: to a “Culture of Evidence.”

Presenters will show how the changes – physical, programmatic, and cultural - were put into place, what was learned from the experience, pitfalls to avoid, and successes to adapt. They will welcome input from others who have experience with one or more aspects of the presentation. Lively discussion is anticipated!

Providing Reasonable Accommodations to Students with Disabilities

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The transition to adult life, including post-secondary education, can be challenging for any person. This is especially true for many persons with disabilities. However, more and greater opportunities are provided to these students. Students with disabilities have been entitled to a “Free Appropriate Education” in the public schools since the passage of Public Law 94-142 in 1975. Therefore, the traditional college student entering today has had possible benefit of the mandate during their entire public school experience. With more services, including greater access to assistive technologies and emphasis on transition skills, we are witnessing an increase in the number of students with disabilities entering colleges and universities.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act further protect the rights of persons with disabilities. These mandates have significant ramifications for institutions of higher education. Specifically, colleges and universities are mandated to provide reasonable accommodations and equal access to otherwise qualified students with

disabilities.

Through the use of interactive case studies, the session will highlight current issues related to college students with disabilities – including identification, disclosure, and academic accommodations. The session will also include a summary of a survey, completed by students with disabilities, which identified their perceptions related to effectiveness of common accommodations provided on college campuses. Participants will be encouraged to share their personal “success” stories in meeting the needs of students with disabilities.

CollegeScope Student Success Program: A Comprehensive Student Success Curriculum and Electronic Textbook That Gets Results

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Session attendees will get an inside look at the progressive CollegeScope Student Success Program. There will be an educational power-point presentation, in which attendees will learn about what the program is, its uses, how it functions, the theory behind the curriculum and the current findings of its effectiveness, along with a demonstration of the software. There will also be an opportunity for questions.

The CollegeScope Student Success Program is a one-of-a-kind student success curriculum that focuses on issues facing student transition, achievement and persistence. It incorporates all of CollegeScope’s products: Do What You Are, a personality type assessment and career development program based on Carl Jung’s Type Theory. The Peps Learning Style Inventory, an assessment that looks at preferred learning styles measured by 20 conditions under which students prefer to learn and do their best work. These assessments are delivered in conjunction with a comprehensive student success electronic text that is designed to help guide college students towards achieving their potential, and to aid advisors and counselors in giving their students the best guidance possible. This is the most complete and comprehensive solution to managing the difficult transition and retention issues facing students, colleges, and universities. With topics concerning college, career, and lifelong success the text engages students in learning by incorporating interactive activities that gives students an opportunity to reflect and develop their natural gifts.

The curriculum was designed by Dr. Marsha Fralick, who is a leader in the field of education counseling and personal development and is actively involved in The National Resource Center for The First-Year Experience events.

CUSP (College Undergraduate Success Program): Effectiveness of an Early Entrance Experience for Freshmen

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This poster session will describe the structure of the early entrance program in some detail using a matrix of activities. In addition, the course, program goals, and syllabus will be shared including a description of how the out-of-class workshops, seminars, and other activities support the course and classroom work. Evaluation procedures will describe how to collect and analyze student evaluations and how to assess effectiveness. Research results will be shared. Both student and institutional benefits will be discussed, such as, student learning outcomes, cost-effectiveness to the institution, resource benefits, and promotional advantages. A question/answer/sharing period will follow.

Wherever You Go, There You Are: Reflective Teaching Practices as a Path to Student Success

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The structure and organization of most colleges and universities is based upon a linear model that drives students from the point of selecting the school they wish to attend through to the day that they receive their diploma. Accomplishing that outcome is a good thing as we want our students to persist until they graduate. What is often unfortunate, however, is the level at which students either: 1) Are uncertain about why or how they chose a certain academic major, 2) Know that they are in a major that does not connect with their life purpose, but remain in that discipline because “it’s too late to change”, 3) Graduate from college and end up in a job that has little to do their ultimate goals or aspirations and/or 4) Have few structured learning opportunities to reflect on what they are learning and where they are headed. This series of events and practices needs to change.

In every college course and classroom provisions should be made to provide students with opportunities to reflect on what they are learning, how they are changing, and how these lessons connect to their future roles in society. This process of reflection goes beyond the tedium of memorization and regurgitation of facts to the realms of synthesis and analysis. It can be done... but it requires thoughtful planning and alternative approaches to pedagogy.

This presentation will focus on the demonstration of varied, interactive, cross-disciplinary teaching strategies that can be easily transported into the classroom.

Millennial Student and Millennial Parent: Aligning for Success!

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Success begins by engaging the person in the process of educational, professional and organizational development. This session reveals the power of the InnerSight Experience in helping millennial students uncover a portrait of their personal preferences and interests.

InnerSight encourages and guides students in making choices consistent with their interests. The Experience helps people understand how they prefer to take in information, make decisions, deal with the outer world, and focus their energy. Discovering who we are begins the process of making truly insightful and effective decisions about the present and the future.

Millennial students seek engagement and are accustomed to heavy involvement of parents in life's choices and decisions. Engaging students, the InnerSight Experience positions them to proactively uncover information about themselves and equips them to make more effective choices. This process provides a vocabulary, context and framework for aligning personal choices with the student's self validated interests. It provides a framework for a valuable conversation with parents regarding ambitions, both theirs and the students.

The InnerSight Experience and InSight Guide are reported by participants to have fostered valuable conversations that have resulted in bringing student ambitions and those of the parents into alignment.

Session participants will get a feel for the InnerSight experience, discuss the challenge of proactively engaging the student in self discovery and personally experience the power of preference in undertaking life's tasks.

Getting College Seniors One-Day Closer to Graduation: Sharing Senior-Year Experience Success Strategies from Design to Delivery

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Whether you are in the planning phases or a have a seasoned program, come join the conversation of how you are strategizing your Senior-Year Experience at your institution. Do you have an institutional class, an institutional program, deliver your program in a college or departmental capstone, deliver your program in a career center, have a service-learning program, or are you in the process of developing a new view of the Senior-Year Experience? Join your SYE colleagues in sharing ways we help our seniors get one day closer to graduation. How do you help seniors honor, understand, and connect their learning from self to global society for a better world? How do you provide closure to the senior's collegiate educational experience, help them demonstrate proficiency, help them develop the skills necessary to successfully transition to and navigate post-university life, understand their civic and social responsibilities of being college educated citizens? How is the Senior-Year Experience Program supported institutionally? How are the Senior-Year Programs connected to student graduation rates? How are the Senior-Year Programs developing active alumni? Come and share your Senior-Year Year Experience! Come join the conversation for innovative strategizing of the

Senior-Year Experience!

Showcasing the KSU 4401: Senior Seminar Hybrid Course: Blending Web 2.0 with Face-to-Face Learning for the 21st Century Senior-Year Experience

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The hybrid format of the KSU 4401: Senior Seminar was developed to meet the needs of the diverse and dispersed college senior population. Utilizing WebCt Vista, a Web 2.0 course was designed with learning modules, discussion questions, assignments, and assessments, while still meeting one day a week for a face to face class. This hybrid model mirrors the telecommuting work world that seniors are entering, provides classroom contact with opportunities for developing digital expertise and portfolios.

This poster presentation showcases the design and implementation of the hybrid KSU 4401: Senior Seminar course including the WebCt Vista Template with the learning modules, the grading components and grading rubrics, discussion questions, assignments, and assessments. Included are the online student course evaluation sample and the positive student response to the hybrid format for the senior seminar.

Since summer of 2007, the hybrid version of the institutional elective capstone KSU 4401: Senior Seminar has been offered for graduating college seniors. Kennesaw State University is a residential and commuter school thus providing an interesting challenge for the design and delivery of the senior-year experience seminar. By the time our students are seniors, many of them have demanding work schedules, which allows them to come for evening classes or during the lunch hour.

This hybrid course blends both traditional face-to-face instructions with a significant amount of time using online learning activities. The hybrid course module maximizes in-class community time with self-directed assignments online to best utilize the mission of the course which is to provide KSU seniors with an opportunity to reflect on and provide closure to their collegiate educational experience, demonstrate proficiency, develop the skills necessary to successfully transition to and navigate post-university life, understand the civic and social responsibilities of being college educated global citizens and connect with KSU in an ongoing relationship.

Ready for a New Start?

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The presentation will begin with an introduction of the services offered by the Office of Career Development, Transfer/New Start and Scholarship Opportunities. The office is unique and comprehensive in the services it provides. Under the supervision of the Director, student services include academic advisement for transfer in students, transfer out counseling, scholarship assistance, a spectrum of career services (student workshops, career counseling, jobs board, and faculty workshops), internships and a service learning program.

The presentation will then focus on the New Start program. A brief history of the program will be provided, along with the process to become a participating/partnering college. The outreach process to both the participating colleges and NS students will be reviewed, including a survey sent to all students upon attending their first semester at KCC. The New Start information session that students attend will be shared with the attendees and the services provided to the NS students will be reviewed. Handouts will be provided.

The longitudinal database will be discussed and demonstrated to the attendees. The presenters will also discuss the graduated/separated project run every semester to track retention rates. The graduated/separated project attempts to follow up with students who have graduated from KCC, been academically dismissed, left the college on academic probation or left the college in good academic standing.

The presentation will conclude with strategies to help improve the program, including the New Start Award and the New Start Stars reception. There has been a reimplementation of the New Start advisory board, workshops targeting the NS population and success stories are being shared with potential NS students as well as the KCC community via the Transitions Newsletter.

The presentation will end with a Q & A session.

Engaging Transfer Students Through Strengths Exploration

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Conference participants who attend the session, “Engaging Transfer Students through Strengths Exploration” will learn more about the Lee University Gateway to University Success orientation course and the workshop alternatives provided for transfer students exempt from the course requirement. Participants will learn about the Gallup StrengthsQuest assessment tool and related online resources. Participants will learn about Lee University’s intentionality in focusing on student strengths in supporting student academic success, relationship building, and career exploration in a complex and culturally diverse world.

At Lee University all first-year students participate in the freshman seminar, Gateway to University Success. It is in this seminar that students are invited to explore individual Strengths and opportunities to use individual talents in serving others. Because transfer students are exempt from taking the orientation course, the First-Year Programs Office designed a series of workshops to cover the essential components of this course, focusing on those things that every Lee University students should know and experience. We will describe the workshops and provide examples of the resources used in the workshops. Additionally, we will describe the role of the Transfer Student Leaders in establishing the Transfer Leadership Council and maintaining communication groups or “clusters” of first-year transfer students.

The workshop topics are offered to transfer students in both fall and spring semesters on the following topics:

Strengths
Service-Learning
(Global Perspectives: World’s Fair)
Advising; Program Completion and Career Exploration

One of the key elements in supporting transfer student success is the use of the Gallup StrengthsQuest instrument. The first workshop each semester is designed to focus on student strengths. From that knowledge the student can find direction for choice of major, strategies for academic engagement, and meaningful connections to the academic core requirements of service learning and global perspectives.

Retaining Sophomores in the First College Year: Results of a Study of Sophomore Decision-Making and a Model for Intervention

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Waiting for sophomores to develop the confidence and skills required for making effective major and career decisions, along with making connections between academic work and career goals may be too late in the process to positively impact retention. Therefore, sophomore initiatives may need to begin in the freshman year in order to address what may eventually become sophomore issues.

The purpose of this program is to report the results of a pilot study applying the Cognitive Information Processing (CIP) theory of career development to a college student sample in a career development course. Results indicate that certainty in selecting an academic major is negatively correlated with career decision-making confusion. Limitations of the study and of the CIP theory will be identified, along with suggestions for elaborating on a more comprehensive approach to career decision-making among freshman and sophomores. Ramifications for programming to develop career decision self-efficacy, internal locus of control, and sense of purpose will be discussed.

The goals of this program include a) increasing understanding of Cognitive Information Processing Theory of Career Development, b) increasing ability to apply CIP theory to professional practice in counseling with a variety of populations, specifically college freshmen and sophomores, and c) to situate these results into a meaningful framework for assisting sophomores in avoiding the so-called “sophomore slump” by addressing precipitating factors

earlier in the process.

Participants will be exposed to current literature on sophomore development, career development theory, research directions, counseling approaches, and programming ideas. They will engage in peer discussions about how the model fits within their own professional experience and identify limitations and opportunities related to this model. Additionally, participants will be able to examine the Career Thoughts Inventory and other assessment instruments for discussion purposes.

College Connections: Transformative Learning for At-Risk First-Year Students

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Students admitted conditionally to Midwestern State University are required their first semester to enroll in a 3-hour credit course, College Connections. Academic Support Center Faculty Advisors teach the course and provide leadership training and development for peer leaders assigned to each class section.

An intentional process utilized in the course creates an environment for students to gain self-knowledge, participate in teambuilding, and refine study skills. The course goals are to provide transformative learning experiences and transition students toward persistence and graduation.

The conceptual framework is based in student development theory focusing on students' needs and expectations integrated with fundamentals of information processing, critical thinking skills, and learning strategies. Creative and experiential applications enable students to practice academically successful behaviors and actively engage with the academic environment.

The presentation will offer a model for collaborative and dynamic teaching that facilitates the transformative process and will identify the essential elements of the curriculum. Presenters will discuss course components including incorporation of an array of campus student resources, class T-Shirts, common reading project, combined sections collaborative exercises, guest lecturers, library research team projects, and career research presentations.

The format of the session will be interactive lecture and experiential exercises augmented with handouts and a PowerPoint presentation. Quantitative and qualitative data collected over the course of two semesters following students' completion of the targeted course will be presented

to illustrate the successful effects of the College Connections course on student persistence and success.

Session participants will have the opportunity to experience a practical and effective approach that maximizes flexibility within a structured learning environment and how to incorporate the essential elements of a curriculum designed to promote positive change. Sample syllabi, worksheets, and instructions for engaging students in assignments and experiential exercises will be provided.

Enhancing Student Connections: Students' Perceptions of a Spiritually Focused Wilderness Orientation Program

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Background

Wilderness Orientation Programs have been used as a tool to assist first-year students in their transition to the college environment for over 40 years in the United States. Recently these programs have grown in number and attendance as students, their families and student affairs personnel have seen the benefits of attendance. Furthermore, there has been increased attention given to the spiritual dimension of student development at institutions of various types. Because of this, we believe that this session is timely and provides interesting insight into the value of such experiences as shared through the findings of a study which investigated the students' perceptions of the influence of participation in the program.

Session Overview

The session is strengthened because of the research team representing different disciplines and institutions as well as the three-pronged approach to data collection. Regardless, the sample size is small which presents a limitation to the generalizability of the findings.

The session will begin with a presentation of the research project using PowerPoint interspersed with audience dialogue. The focus will be twofold; to provide the background regarding wilderness orientation programs and this particular study and secondly to look in depth at the findings and their implications for practice. (more detailed information can be provided via a abstract of the study if needed) Next the presenters will share an overview of the wilderness orientation program design model which has been employed at the institution under study as well as discuss other models that are being used throughout the United States in higher education. Finally, the session will conclude with open discussion and resource sharing. The presenters will provide sample course syllabi, program publicity materials and other materials that may be beneficial for those interested in starting or enhancing a similar program.

The Middle Years: A Focused Approach to Teaching Career Development to Sophomores and Juniors

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Sophomores and juniors are often the forgotten classes when it comes to career development. Colleges and universities focus on transitioning students into the college and may share a little about career development in the first-year. Seniors are encouraged to utilize the services in the Career Office to assist in job finding, with workshops and seminars available. However, for the most part, sophomores and juniors go unattended. It can be argued that these years are critical for future career success as they lay the foundation for career paths. It is in these important years that students select majors and minors, complete internships, and study abroad. These decisions, and more, begin the process of focusing on a future career.

This session will present the successful Professional Development Seminar (PDS) Program at Nichols College as a model for developing courses or programs for sophomores and juniors. PDS was developed in 1999 and began as a series of four required courses in 2000. This program was carefully constructed on student development theory and student readiness for the specific topics presented. As perhaps the only college in the country requiring its students to take 4 courses in career development, Nichols College has spent years fine-tuning the steps to develop career readiness skills in all four years, but particularly in the middle years – the critical sophomore and junior years.

The sophomore course is a foundation course, teaching the basics in resume and cover letter writing, internship attainment, selecting a major and the related career paths, interviewing skills, and portfolio development. Time is also spent discussing why education is important to each student and what motivates them to be in school.

The junior course is more experiential, with three main focus areas. The first area is learning about the interview process – from “soup to nuts”, including the use of a variety of role plays. The foundation of the course is a mock interview process in front of the class with each student’s interview carefully critiqued by their peers. Every student plays the role of the interviewee and interviewer and comes prepared with typed questions, company research, and an updated and corrected resume. This powerful process allows students to safely learn from their mistakes, and to develop a polished, professional interview style. The end of the course includes two weeks of discussion about multiculturalism, various career options after graduation, finding employment in cities around the globe, and salary negotiation. The sophomore and junior courses build on the basic introduction to career development in the first-year course and develop the essential career skills required for the senior course.

The PDS program endures rigorous assessment each semester by faculty and staff, with input from students in the courses, company recruiters, and alumni. The various assessments are outlined in the previous section.

Nichols College students have found much success from this program. The College’s placement rate for graduates six months after graduation is consistently 96-97%. Recruiters comment on

the professionalism and maturity Nichols' students exhibit during the interview process. One recruiter, Sarah Hagen of Northwest Mutual Financial Network, stated "Through the PDS program and the portfolio process, I notice that students from Nichols have a more clear perception of themselves and their strengths and weaknesses. They have been coached about how to speak and communicate in interviews, and it shows. The PDS program gets them started working on those skills early enough that they are able to interview well, even after their sophomore year." Jennifer LeBlanc, Nichols class of 2005, shared "I feel that the interview process in the PDS classes prepared me for interviews in applying for jobs. I knew how to handle myself, how to dress, and how to act. I also feel that the interviewing skills came in handy with the job I currently have. I am a Background Investigator with an independent company that is contracted with OPM. I do investigations everyday where I have to interview people." And finally, Peter Vogt, Editor of Campus Career Counselor, adds "I can't tell you how impressive the PDS program is to me. As I'm sure you know, few (if any?), schools take such a comprehensive approach to students' career development. I think it's particularly intriguing that you have a seminar each year (freshman, sophomore, junior, senior). I wish more schools would do something like this."

The essence of this session is to share our ideas, successes, and failures with colleagues so they may develop a similar program on their campuses, or in some way use our experience to enhance career development options for their sophomores and juniors. The session will include a presentation, role play opportunities, and an extensive handout.

Is the Promise Consistent?

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Assessment tools have long been used for evaluating learning outcomes and program effectiveness. This conference offering will discuss an evaluative project that supports the association of dynamic and key components of colleges and universities. The research approach used for this study provides an additional means of consideration, regarding the evaluation of organizational effectiveness and efficiency. The methods discussed in this session can be replicated at other mission-center institutions, as a means of evaluating the expected realities of a market-smart customer base.

This conference session will specifically investigate the principles of defining, delivering, and assessing the brand promise statement of a small, private, liberal arts institution. Participants will learn about the modeling of inquiry used to assess the essence of the institution. Additionally, participants will be able to value the investment of assessing the principles of expected realities from a student's perspective.

The elements of this conference session could enhance the accreditation presentation for any college or university initiatives, by providing a method of investigating intangible qualities. This offering will also provide a means of determining whether the perceived institutional

promises are incurring customer loyalty, disclosing traits that are distinguishable from the competition, as well as establishing appropriate leadership in the marketplace.

The presenters will use lecture and quick exploratory exercises with the conference participants in order to facilitate the learner outcomes. Currently, institutions are using valuable and often scant resources to market, recruit, and retain students. This offering will provide the necessary elements to begin dialog on home campuses to investigate how their own brand promise statement is being actualized and perceived. An abbreviated literature review will be provided to the participants to aid in the facilitation of their own research projects, investigating the perceived trust-based relationship that students possess.

Engaging Transfer Students in an FY Course: Considerations and Suggestions for Online and Large Section Implementation

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What is the background? A strong culture of team-based and experiential learning is integrated throughout each major within the College of Human Environmental Sciences (CHES) at Oklahoma State University. For traditional-aged incoming freshmen, diffusion of this cultural focus is integrated into a FY course as well as throughout their curricula. Because transfer students often complete introductory as well as general education coursework at other institutions, they miss many of the recommendations for leadership and professional development opportunities within their major. Therefore, it is imperative that transfer students connect with their peers, their major/academic unit, and their profession via alternate paths.

Who are our transfer students? Over 300 students transfer (internal and external) into CHES each year, comprising over half of the new students. There is no single demographic profile for the CHES transfer student; they represent diverse backgrounds – such as veterans, career transitionals, international and first-generation students – as well as the more typical-aged sophomores and juniors. Technological skills range from extreme novice to proficient user. Recognizing the diverse backgrounds of our students greatly influenced the development and regular refinement of assignments, such as a SWOC analysis for the final exam.

What is HES 3112? On-campus sections are comprised of 90-130 students; we meet once per week, because of our students' work, class, and family schedules. University course management software (D2L) is integrated throughout on-campus and online sections. Incorporating flexibility without losing focus guides development of course assignments. Effective use of technology is critical to engagement, especially within online sections; for example, requiring and using webcams helped achieve a sense of community.

How do we know if it's working? Regular review of course evaluations and other feedback shapes refinement of class assignments and course management. Applicable information from course evaluations, student assignments, and individual conferences will be shared.

Influences that Affect Commuter Student's College Choice

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In an era of competition and increasing tuition rates in higher education, colleges and universities are focusing their attention on improving recruitment efforts. Paulsen (1990) explains that college choice research promotes greater effectiveness by higher education administrators, adding that an examination of factors affecting college choice can lead to various levels of change on a college campus in an effort to improve marketing, enrollment planning and student recruitment. I would like to address the importance of understanding a theoretical framework of status attainment for college choice of commuter students. I would like to focus on understanding college choice as it relates to retention and persistence.

Understanding a student's perceptions of institutional factors combined with external influences provides great insight into marketing the student-institution fit, as well as improving techniques for retention. College choice for commuter students is complex because many students are first-generation college and have a lower socioeconomic status. I would like to present qualitative findings about individual characteristics, external influences and institutional factors—giving attention to the role of parents and guidance counselors. Because a great deal of information about college choice develops from students' interactions with the high school guidance counselor, I examined high school guidance counselors' perception of Penn State Schuylkill as an educational opportunity and how they advise students in the college choice process. Understanding the role of the guidance counselor provides information for decision-makers to improve marketing efforts and enrollment strategies.

This research is significant because it provides a framework for use of Tinto's Theory of Student Integration by examining and understanding the students' decision-making process how selection occurred. In the qualitative study, several key findings emerged. Perceptions and influences of students about Penn State, Penn State Schuylkill and Schuylkill County developed. Students from the Schuylkill service area have some negative impressions about the campus, but they are satisfied now that they are here. Despite living close to campus, most students had never been on campus and knew very little about what was offered on campus. The students' sense of belonging to the campus community was profound. Students with average grades and average SAT scores believe they are navigating the college choice process alone—with parents who may not have attended college themselves. Students said they were making their decisions, not their parents—with little influence from guidance counselors and friends.

Lost in Transition? Identifying and Responding to the Needs of New Students Through Institutional Self Study

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This session will begin with the development of the Foundations of Excellence self study. The presenters will continue with a brief overview of the self-study process including the Foundational Dimensions, the Current Practices Inventory, the FOE Surveys, and Performance Indicators. The session will focus on one of the nine Dimension statements, the Transitions Dimension. The session participants will engage in small group discussion to consider some of the issues related to the Transitions Dimension. They will brainstorm and note how their institution communicates to/with new students, articulates academic expectations and institutional culture, communicates with secondary schools, families of new students, and other support networks, fosters student connections with other students and with faculty/staff, and how new students receive academic advising at critical time periods. The groups will report out and the presenters will share recommendations, developed by past self-study participants, for easing new student transitions by focusing on what the institution directly controls. To conclude the presenters will share other outcomes of the self-study and invite audience discussion.

Championing Success for Sophomores

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As institutions become more proficient at identifying and supporting the needs of first-year students, we continue to grapple with the challenges of maintaining consistent and appropriate support as our students advance into their second year of college. Simply defining the criteria that identify our second-year students is the first challenge. After agreeing to the definition of second-year, how can we create, fund, staff, assess, and market appropriate support and programmatic mechanisms that accurately target the specific needs of this cohort? How can we articulate these strategies and needs to the appropriate institutional entities and garner sufficient enthusiasm and resource allocation to champion these efforts successfully? These initiatives are natural outgrowths of first-year programs, but often these programs are already stretched for resources. Who within the institution is well-situated to lead and support the charge?

This roundtable will begin with participants sharing their experiences to date. The chair's institution has successfully piloted an initiative for sophomores and data will be shared regarding the outcomes. Additionally, a committee has been exploring how to expand upon this pilot and outreach to the entire institution. After this type of sharing by all participants, questions that the group members would like to discuss will be solicited. Through an interactive dialogue, these are the intended outcomes for the session:

1. generation of ideas for second-year initiatives;
2. development of a professional support network for participants; and
3. formulation of strategies to take back to participants' campuses.

Navigating College Life: College Transition and Acculturation Experiences of Minority Immigrant Students

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Summary: None

Students from Start to Finish: Identifying Success Factors Within Workforce Clusters

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This study blends elements from two South Carolina Technical College System (SCTCS) initiatives - Achieving the Dream and a workforce cluster strategy. Achieving the Dream is a multi-year national initiative designed to help technical and community college students succeed, particularly low-income students and students of color. This initiative, combined with a recent strategy that places particular emphasis on five workforce clusters (advanced manufacturing and technologies, energy, healthcare, tourism and creative industries, and transportation and logistics), necessitates an exploration into student retention and achievement specific to these cluster areas, which are critical to the state's advancement in the knowledge economy.

All students in this study are first-year, first-time SCTCS students. Of the data available to researchers, outcome variables were analyzed based on academic preparedness defined by enrollment in developmental studies, financial aid receipt, full-time/part-time enrollment, and demographic variables to include age, ethnicity, and gender. Students were assigned to one of three cohorts based on start date (2002, 2003, or 2004). Additional analyses were performed to disaggregate outcome and student-level variables by workforce cluster.

Results of the analyses in this omnibus study assist in determining which factors are most important in predicting student success in technical and community colleges. Implications for future research and policy decisions will also be discussed.

Helping Seniors: Countdown to Commencement

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The presenter describes the genesis for this programming effort, notably that it came from a session two of his colleagues attended at the November 2006 Students in Transition Conference in St. Louis. His institution's Registrar and the Assistant Director of New Student Programs were prompted by a session they attended to propose a program for seniors with the intent to help them make a successful transition from college life to their next step, whether on to graduate school or into the world of work. Presenter reports how these two individuals enlisted the presenter to help organize, sponsor, and promote the programs from his perspective as Director of Student Transitions and First-Year Experience. Together, they recruited co-presenters from the Registrar's Office, from the institution's career services unit, Career Linkages, and from Alumni Services to provide an hour's worth of information and to answer students' questions and deal with their individual concerns. They were so motivated to provide this service that they organized their initial efforts for late January and early February 2007. They scheduled six sessions at strategic times on given days of the week in an effort to serve as many students as possible. Despite the limited time to publicize and promote the program, attendance at the first round of sessions was encouraging, and the feedback provided by the students who attended was very gratifying. In the semesters since the initial effort, attendance has grown and feedback continues to be highly positive. Programmers learned from students' feedback and have made subtle but important changes to the program, and have expanded the program to reach students at the University's regional campuses and in the metro St. Louis area. Using feedback from students and program leaders' own self-assessments, all involved agree that the Countdown to Commencement programs are time well spent.

Linking Intervention Strategies to Transition Issues of At-Risk Student Populations

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Institutional environment may have the greatest impact on student retention (Astin, 1993; Tinto, 1993). With increased attention being given at the Federal level to student learning and institutional accountability, enhancing student success has become a core issue in higher education. Research indicates that the LASSI is a statistically valid and reliable tool for the assessment of significant factors that relate to successful learning (Weinstein & Palmer, 2002). Haught et al. (1998) suggest that "little information exists on how to use the LASSI to affect student performance, and that information is needed to determine the most effective use of the LASSI" (p. 27).

This presentation will first provide a description of the LASSI instrument and the ten attributes it measures. Discussion will focus on programming applications of the LASSI inventory results for three at-risk populations: 1) a summer program designed for dismissed first-year students; 2) a mentoring program for first-year students placed on probation; and 3) a mid-term intervention program designed for developmental students. These three programs will demonstrate how strategic interventions assist students in their journey to becoming self-regulated learners.

This session will end with an explanation of the objectives met with these programs: 1) easing the student's overall transition to college, 2) strengthening a student's self-awareness, 3) personalizing the college experience for students, 4) assisting students in taking advantage of campus resources, and 5) fostering students' academic growth by increasing engagement with faculty, staff, and other students.

This presentation will be a facilitated discussion that encourages participants' comments and questions. Session attendees will break into small groups and develop intervention strategies based on case studies of actual LASSI instruments. The smaller groups will then share their ideas so all participants will leave with tools for designing intervention strategies and programs that facilitate the development of independent learners.

A 'Major' Perspective on the Sophomore Slump: A Model for Involving Faculty and Academic Disciplines in the Retention of Students Beyond the Sophomore Year

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Colleges and universities have implemented multiple programs to improve retention rates beyond the sophomore year. Although progress has been made regarding persistence in the freshman year, it is unclear how such programs impact retention in the sophomore year.

The proposed session provides qualitative and quantitative evidence for involving faculty and academic disciplines in campus-wide retention efforts. The authors suggest that early connection to the major (1) strengthens institutional efforts to retain students beyond the sophomore year, and (2) improves degree completion in targeted disciplines by addressing factors that cause students to enter into a 'slump'.

For some, the "sophomore slump" may be a time in which students disengage from peers and academic life. The "slump" is also indicative of students who lack motivation, feel disconnected, and struggle academically (Pattengale & Schreiner, 2000; Gahagan & Hunter, 2006). Many students enter their second year assuming that services available to them as freshmen will continue. Unfortunately, many of these programs are restricted to freshmen, so second-year students are left on their own (Gahagan, & Hunter, 2006). Such isolation can cause a lack of motivation (Anderson, & Schreiner, 2000). The second-year of college is also a time for students to confirm their major. However, since it is rare that students are in classes with faculty members within their major, they are left to ponder in isolation leading to the 'slump' (Anderson, & Schreiner, 2000).

This session will demonstrate how to support and retain students beyond the sophomore year. Participants will be able to: (1) identify effective strategies and exemplary practices that connect students to their major as soon as they enter college, (2) clarify and expand the roles and responsibilities of faculty in campus-wide efforts to retain first year students, and (3) identify effective strategies that strengthen cross-institutional relationships and foster intercampus collaboration.

Getting Back in the Game: Fostering Success for Readmitted Students

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Each year campus offices across the nation work together to readmit students who have been academically dismissed and forced to sit out a period of time before petitioning to return to school. Whether it's their first or second academic dismissal, these students face an uphill challenge given the changes in academic rigor upon their return. Returning students are often faced with numerous stressors that can impact their ability to be successful a second time. Join us as we facilitate a discussion of how service offices, academic advisors, and the use of technology can combine to improve student success. Help us as we explore a "best practices" approach to working with this challenging population.

UCAN Do It! A Program for Students on First Suspension

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The UCAN Program ("Unlocking College Academics Now") was initiated in 2005 to assist first-year students who were facing academic suspension after just one year of study. Despite the university's successful first-year experience programs, there were still too many students (we thought) slipping through the cracks. Indeed, our research indicated that 5-10% of our first year students were ending their second semester on suspension. Today, UCAN has a 50% success rate and UCAN students are beginning to graduate.

From its inception, UCAN has sought to help students facing a first academic suspension continue their education. UCAN students are permitted to remain in school rather than serve suspension. During the semester, they must attend a one-hour, not-for-credit UCAN Seminar that focuses on developing students' academic skills portfolios and identifying their educational goals (or lack thereof) and needs. All students are advised by the UCAN Coordinator for the semester, and the advisor practices "intrusive" advising

Although not the only program of its kind, UCAN has been in existence for 3 ½ years and we are at the point where we are ready to share our "do" list and our "don't do" list, as well as data on attributes of the students in UCAN and an assessment of student academic achievement (GPA, retention, graduation). We will also provide input from student surveys and follow-up communications, as well as reflections on how what we have learned from UCAN is beginning

to shape our other programs.

Finally, while we still focus on first-year students facing academic suspension, UCAN was expanded to include students on first suspension at any point in their education. As such, this presentation will include information on the differences we see between first-year and upper-class students on suspension and their academic needs.

Smoothing the Transition to the Four-Year University: Targeted Interventions for Community College Students

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We hypothesize that, through strong partnerships with community colleges, embedded university academic advisors' services to transferring students will lead to enhanced academic preparation; a smoother transition to the university setting; and the potential for increased academic success for transfer students during their time at the four-year institution.

Researchers encourage community colleges to study students' preparation for advanced work (Webb, 1971). One study (Quanty, Dixon, & Ridley, 1998) recommends monitoring academic majors, not student characteristics, to improve transfer success. Recent research points to partnerships (Kisker, 2007) that increase the university presence at community colleges, including honors programs (Kane, 2001) and regular visits from academic advisors (Davies & Kratky, 2000). One author discusses national statistics (Laanan, 2001) to argue that students' awareness of the university's expectations also reduces transfer shock.

Poysel & Stinard (2005) suggests the critical element in transfer success is collaboration between the sending and receiving institutions. At the University of Central Florida (UCF), a metropolitan university, nearly 80% of the 6,000 transfer students enroll each year from four regional community colleges. UCF's Transfer and Transition Services collaborate across institutional boundaries to address three critical components of transfer success: preparation, transition, and progression.

Employing a proportional, representative, matched-pairs sample of transfer students who have and have not experienced this type of inter-institutional collaborative advising, the present study examines the impact of such programs and services on students' transition to the university. The sample is based on multiple factors including: gender, ethnicity, age, socioeconomic status, community college GPA, major at the community college, and intended

major at the university. We employ survey, focus group, and interview data from our student sample; UCF advisors embedded in the partner community colleges; and the university's Transfer and Transition Services full-time staff and part-time Student Peer Mentors to test our hypotheses.

Does Access Mean Acceptance? Helping Underprepared Students Make “Wise Choices” for Baccalaureate Degrees

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The Center for Access and Transition (CAT) was designed in 2004 to provide academic support for students who did not meet the admissions criteria to the University of Cincinnati's baccalaureate programs. Students are required to take one or a combination of developmental Math, English, Reading and Oral communication for better preparation for transition. Academic advisors provide intrusive advising to ensure students achieve their academic goals. Students sign a transition agreement with their advisors indicating which resources they need to utilize to become successful in the center. It's imperative that students complete these requirements within one academic year before transitioning to one of the twelve baccalaureate colleges.

The Center for Exploratory Studies (CES) was established as a retention initiative which provides all university students with exploratory resources to choose majors. Since its inception in 2003, the center's success with exploratory students was recently published (2007) in the National Academic Advising Association (NACADA) monograph Advising Special Populations. In collaboration with the Center for Access and Transition (CAT), CES began offering specialized services during the Winter Quarter of 2005. The “Wise Choices” Exploratory Advisor held office hours in the CAT's satellite office to help students choose their best fit academic programs. The Center for Exploratory Studies provides CAT students with personalized advising, alumni shadowing experiences, and other resources essential to the major selection and decision-making process.

There will be three major objectives of this presentation: 1) demonstrate different strategies used to help developmental students choose majors; 2) share intrusive advising methods used by CAT advisors from admissions to transition; 3) explore challenges faced by CAT students including changes in admissions criteria, and whether access to the university means acceptance to a baccalaureate program. We'll also take you through the Exploratory Toolbox used to help make wise major choices.

The Sophomore Year as a Starting Place: Developing Critical Moral Consciousness

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This presentation will provide a background of sophomore developmental issues. It will include student voices from three different settings and examine their stories as they show evidence of development of critical moral consciousness. The position that I will take is that the developmental issues of the sophomore year provide a key opening to the development of a growing sense of self and therefore self authorship. However, if we simply focus on self-authorship, we will neglect a key need of our time. Students must be encouraged to develop a sense of responsibility to society and our world. In order to develop in this manner, students must be encouraged via reflection, education and experience. One goal of this program is to draw a “developmental” picture of the sophomore year.

Critical Moral Consciousness is a perspective developed by Elena Mustakova-Possardt (2004). Her theory suggests that individuals can move through an increasingly complex set of tasks or themes in their development of critical moral consciousness. The second goal of this presentation is to provide an understanding of Mustakova-Possardt’s theory and to provide specific examples in the sophomore year to move students along in their development. This program will focus on four key areas: identity; students’ emerging sense of internal moral authority, responsibility and agency; empathic concerns with others; and concerns with the meaning of life.

We will have structured small group time to develop programmatic approaches to further sophomore students’ development on these issues.

QUEST: The Value of Pre-Enrollment Programs to the Successful Transition of Incoming First-Year Students

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Learning Outcomes:

- 1) Participants will learn strategies for implementing pre-enrollment programs on their campus
- 2) Participants will learn about a collaborative initiative at a 4-year public institution
- 3) Participants will share successful strategies for approaching and securing faculty involvement with student affairs-led initiatives.

The components that will be discussed are below.

Purpose of Pre-Enrollment Trips (5 minutes)

During the first five minutes, the presenter will discuss student development theories and how they connect to the purpose of pre-enrollment outdoor programs. Theories such as the following will be discussed:

- Chickering and Reisser (1993) vectors of achieving competence, developing autonomy, and managing interpersonal relationships
- Tinto (1988) literature on the value of social interaction in student retention
- Astin (1999) student involvement theory
- Dewey (1938) value of experiential learning

In addition to big picture, this presentation will highlight the goals of the QUEST trips at the University of Florida which include:

- Facilitate adjustment to University Life
- Encourage emotional, social, and personal development
- Facilitate development of positive attitudes towards UF
- Provide an opportunity for student leadership
- Facilitate connection of new students with faculty & staff member

History and Implementation of the QUEST program (20 minutes)

The history, structure, framework, staffing, fee waivers and assessment will be all discussed. In addition, the presenter will discuss the unique collaboration between three departments within the Division of Student Affairs: New Student Programs, Recreational Sports, and TRIP Outdoor Program. Each QUEST trip is only open to 10-15 first-year students. In addition, one faculty member or an academic advisor along with 2 upperclass student leaders attend the trip. Students pre-register and there is a fee associated with each trip.

Research and Assessment (5 minutes)

In this portion, the presenter will discuss the results of the assessment project described earlier in this proposal. Compelling qualitative data will highlight the student learning and engagement that we hope to see over the course of the summer. Additionally, figures showing areas for improvement of this program will be also shared.

Where do we go from here? (5 minutes)

Our goals for the future include a stronger relationship with faculty members to lead trips. Additionally, we plan to explore opportunities to connect with an academic course and subsequently provide students with elective credit for this experience. Finally, since we have 6600 incoming first-year students, to continue a program like this, we will have to continually make the case that this program only serves roughly 75 students. We have looked into ways of expanding but fear that we may not attract enough students to fill the additional trips. Sharing our struggles will help participants understand which issues to consider in developing a similar program. Perhaps during the discussion in the next section, we will uncover creative ways to address these pieces.

Audience Discussion, Idea Sharing and Q&A (15 minutes)

Questions to prompt discussion:

What is your reaction to a program such as this? Would it be feasible on your campus?

Who might you want around the table at your institution to brainstorm ways to make a program like this happen on your campus?

What are some first steps that you might be able to take at your university if you do not already have a program in place similar to QUEST?

Boomerang Students: Using Research to Find Ways to Return Reverse Students to the Four-Year Institution

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The University of Louisville, a major metropolitan research university, recognizes the value of transfer students who use the community college system as a gateway to the baccalaureate degree, but was surprised to find out that as many or more students transferred from UofL to the community college. The institution is putting into place programs and interventions through the ULtra program that will encourage these students to transfer back to the four year to complete the original goal of a bachelor's degree. Returning these students to the cohort will increase the institution's graduation rate, save the cost of recruiting new students and increase the retention rate of minority students who were disproportionately represented in this reverse transfer group. A literature review found little on these four-year to two-year to four-year transfers that we call "boomerang" students.

This presentation includes 1) the quantitative data collected from the 1999, 2000 and 2001 cohort looking at students who left the university, transferred to a community college and returned to a four-year institution and 2) results of a pilot survey that asked reverse transfer students why they left and what UofL could do to encourage them to return.

Information from the study and survey are being used to investigate the "best practices" in advising and program development that will encourage student to return to their original cohort. Session participants will receive information about the study, the results of the survey, and will have the opportunity to discuss programs that will support these students.

Clickers, Wikis, Blogs, and More: A Beginner's Guide to Incorporating High-Impact, Low-Cost Technology Into FYE Classes

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This hands-on session will discuss and demonstrate state-of-the-art technologies that can be easily and economically incorporated into FYE courses. In the presentation, we provide an overview of several new technologies that can be used in and outside of classrooms, illustrating the ways that technology can be employed to personalize FYE classes and engage students. The presentation is based on the premise that it is increasingly important to use technology to engage students and prepare them for college-level instruction, given the nature and prior experience of today's students.

Designed primarily for novice technology users, the participative presentation begins with a discussion and demonstration of in-classroom technologies that can enhance first-year experience courses. Specifically, we examine and demonstrate "smart" presentation media and the use of interactive classroom technologies. These technologies, which involve electronic student response units and receivers, offer immediate feedback from students during classes and

real-time assessment of student attitudes and beliefs. We also will examine the use of technologies involving the Web, such as Web-based group activities involving blogs and wikis and the use of virtual worlds like Second Life. In addition, online plagiarism detection software like Turnitin will be discussed. The pros and cons of incorporating online components into FYE classes, and issues regarding student involvement and personalization, also will be considered.

Finally, we will consider the overall benefits and disadvantages of the use of technology, addressing the practical—and philosophical—issues of how the use of technology is changing the nature of education. We conclude with a discussion of the implications of technology for encouraging student success.

The Texas Transfer Summit: Findings and a Model for Action

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The National Institute for the Study of Transfer Students, in preparation for a two-day summit in Austin, Texas in January 2008, provided a comprehensive body of research investigating the state of transfer in Texas. Copies of the compiled research were provided in binder form to the approximately 200 participants who included the Presidents and Chancellors of the public institutions of higher education in the State of Texas and the Texas Higher Education Coordinating Board.

National and state presenters, including John Gardner and Betsy Barefoot, set the stage for presidents on transfer issues and the circumstances present in Texas. Presidents, meeting during the summit in topical groups, devised priorities for advancing transfer issues within the state's "Closing the Gaps 2015" initiative to expand college participation and completion.

Among the new research conducted by NISTS to support the summit were surveys of transfer administrators at both two- and four-year colleges in Texas, to ascertain both their support for and use of "best practices" in transfer education, as has emerged from research and expert literature.

One significant reviewed finding related to the low application rate of transfer students from community colleges. It was found that 25% of those receiving academic associate and only 5% of those receiving technical (applied) associate degrees apply to continue their education at a 4-yr institution. This data, not previously highlighted, has produced a new avenue for institutions to meet the facet of the state's "Closing the Gaps" initiative.

According to US News & World Report, the University of North Texas is recipient of the 8th highest number of transfer students annually placing the institution at the center of the national focus on transfer issues and student success. The ongoing relationship between the Institute and the Coordinating Board will foster a culture to further research a range of issues pertaining to transfer and a sustained state-level response to these challenges.

The summit constitutes a model for influencing policy and policy makers on issues of student success.

The System Transfer Experience: Findings and Recommendations From a Qualitative Study

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The University of South Carolina is a 40,000 multi-campus system comprising eight campuses ranging in size from 400 to almost 26,000 at the flagship campus in Columbia. Annually, approximately 500 students at system locations decide to relocate to the Columbia campus. They do so for a variety of reasons including program and course availability and/or the desire to experience college on a large, residential campus.

A qualitative study consisting of focus groups and individual interviews was conducted with those system transfer students relocating to Columbia for the 2006-2007 academic year. The purpose of this study was to examine the transition experiences of these students, to provide insights beyond those learned from the quantitative performance data collected on system transfers in prior years. Findings were subjected to a gap analysis, comparing current programming and services to recommendations for transfer students advocated by NACADA as well as those gleaned from appropriate peer institutions.

In this presentation the gap analysis findings will be presented along with recommendation for improvements to the transfer experience. While USC system transfers constitute a unique focus group (“insiders” if you will), their “voices” contribute to our understanding of the experiences of transfer students in general. Due to this unique transition, it has been necessary to examine the experiences of all transfers in a new light, strengthening, we feel, the Columbia campus’ receptivity to this important cohort.

Across State Lines: Trends, Discussions, and Programs to Support Out-of-State Students

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This session will explore the rising interest in out-of-state student populations and the special needs these students bring to institutions. Recently, there has been an increase in the attention to this population by individual institutions, state legislatures, and the media. The session will begin with an engaging discussion of the current national trends surrounding this population. The presenters will explain the reasons why institutions are attracting out-of-state students and why students are exploring beyond state lines.

In addition to the growing interest in increasing the out-of-state population on college campuses, student affairs administrators need to divert their attention to supporting these students once they arrive on campus. Through the voices of current out-of-state students, the presenters will showcase how the out-of-state experience on college campuses is unique from the general student body. Specific transitional issues from an informal focus group of out-of-state students will be shared with the participants.

After discussing the out-of-state, first-year experience, the presenters will provide an extensive look at how the University of South Carolina is serving this population. These resources, sponsored by the Student Success Center, include a mentoring program, opportunities for social and educational interaction, welcome week events, trips, newsletters and guide books, and more. The presenters will not only present the available programs, but they will also begin discussion with participants on the ways other campuses can begin to support this unique group of students.

Ample time for small group discussion and idea exchange will be allotted to the participants throughout the presentation. Slides and handouts will be provided for all attendees.

To Professional School....and Beyond!

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Our presentation is to discuss how to aid students in transitioning to medical school and law school. At the University of South Carolina, this is done through 2 courses, University 401A and 401D. These classes are taught to students who are juniors and seniors. These courses aren't just for students who want to go to these schools; it is often for students who are merely exploring these post-graduate options.

University 401A is for students who are interested in going to law school. It is taught by 2 law graduates who work at USC, Brooke Roper and Julia Licorish. The class is taught in 3 sections: how to get into law school, what you will be doing once you are in law school, and what to do when you get out of law school. In this class, instructors give students assignments based on what they will experience their first year in law school. They do case briefs, write a

legal memorandum, and even present an oral argument. We bring in practitioners to allow students to explore various areas of the law.

University 401D is for students who are transitioning to medical school and beyond. It is taught by the Director of Pre-Professional Advising, Eileen Korpita, and Lance Paulman, PhD at USC School of Medicine. This class provides an overview of issues in medical school and health care that are relevant to pre-medical students' medical education and future careers. It introduces students to the many aspects of ethical issues doctors face on a daily basis. Instructors bring in practitioners to expose students to the wide variety of career opportunities a medical education can provide.

Law school and medical school are challenging and we feel these classes help students feel prepared, no matter what a professor can throw their way.

Publishing on the College Student Experience

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Session Outline:
The Research Article
Focus and audience for Journal of The First-Year Experience & Students in Transition
Strategies for crafting a publishable article
General considerations
Literature review
Method
Results
Implications
Research we'd like to see
The Newsletter Article
Focus and audience for E-Source for College Transitions
Strategies for crafting a publishable article
Differences between newsletter and journal
Outline for typical article
Articles we'd like to see

The Book or Monograph Chapter
Focus and audience for The First-Year Experience Monograph Series
Strategies for crafting a publishable chapter
Relevance
Currency
Readability and Organization
Supported Assertions
Book-length projects we'd like to pursue
Questions

Handouts:
Submission guidelines for NRC publications
Journal article review form
Monograph chapter review form

Is it Possible to Sustain Individual Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy Today?

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Summary: None

Programs and Initiatives for Students in Transition

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Summary: None

Millennials Go To Work

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This presentation will focus on the Workforce of the Future and how there is a disconnect between the tech-savvy millennials and the Baby Boomer employers who will manage them. Shared during this presentation will be the essentials that Career Services offices must impart to seniors to position them for a work life that will not have them retiring until age 75.

An example of this disconnect:

Boomers were reared with free love; students with love of self.

Boomers were likely to have been taught by gray-suit wearing teachers and thought that Father Knows Best; students were likely to have been taught by teachers whose focus was on making you feel good and even gave you a sticker for trying.

Boomers were raised by parents who didn't take any 'lip'; students' parents allowed them to be themselves.

Boomer parents worried about them having sex in high school; students' were worried that they would in middle school.

The boomer generation took up the banner of 'Duty before self'; today's students simply want to make a difference.

Boomers did everything in groups, from seminars to yoga; students express individuality by obtaining piercings and tattoos.

The average age of a bride in the boomer generation was 21; students today do not expect to marry until the late 20's.

Boomer acronym was DINK (double income, no kids); For today's students it's YO-YO (You're on your own).

What are the differences in work life? In the old work model, employees made a commitment to an employer, hoped for an opportunity for advancement, and were rewarded for their loyalty. Today's generation is ambitious, demanding and question everything; they are loyal to their families, friends, communities, co-workers and themselves before the companies they will work for.

Minority Student Retention Through Peer Mentoring

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The proposed poster display will include a professional visual display detailing the MAP program's organizational structure, objectives, and retention and GPA success findings. Additionally, handout materials and resources will be provided to conference participants who visit the poster session.

Service-Learning in the First-Year Seminar: Homeroom Citizenship

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Like the homeroom of bygone high school days, here is one class where students—regardless of socioeconomic standing, ethnicity, and personal background—come together to share in the experience of being a first-year college student. How fitting that a first-generation, working-class student will participate in a volunteer project alongside his or her wealthy suburban counterpart; that a rural student with little exposure to other cultures pairs up with an inner-city high school graduate; or a transfer student from another time zone can learn alongside a homegrown local...the possibilities are endless, with Service Learning providing the great common denominator.

In addition to this classroom teamwork, first-year students involved in Service Learning projects experience a boost to self-confidence and self-worth at an uncertain and often scary time for them. Students begin to develop critical thinking and writing skills through both reflection and interaction with the community, increased social responsibility, and even the opportunity for career exploration. In turn, the community partner can view the university as a willing participant in the betterment of local and national issues.

I am hopeful that such projects will successfully combine activism with learning objectives, create a globally aware citizenship, encourage a positive first-year campus culture and, perhaps most important, persuade students to view their university educations as more than a credential. When students begin asking not what they can do with their degree, but rather what they can do to and for the world, then they are on the lifelong path toward understanding the privilege and responsibility of becoming an educated citizen.

Peer 2 Peer: Mentors Building Bridges Toward Student Success

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This poster presentation provides a model for educators interested in developing a successful peer mentor program to enhance the first-year student experience in the classroom. The peer mentor model was implemented by advisors of the University Studies major at Virginia Tech to support curriculum, pedagogy, and learning outcomes for its First Year Experience classes designed for exploratory students. The presenters will share theory, experiences, and assessment tools to offer guidelines for practice.

A lecture format will present the model we developed and implemented. A PowerPoint presentation and handouts will highlight the details of the presentation.

The presenters will demonstrate through discussion how the peer mentor program can be implemented and managed with little or no special funding. Group discussion will be included so that participants can share their own experiences, concerns and needs of a peer mentor program within their own institution. Participants will learn how to recruit, interview candidates, facilitate peer mentor/instructor relationships, utilize technology to save time, and evaluate the program. Those who attend this session should learn how they can use this model or adapt it to fit their own objectives. The presentation will conclude with a discussion of the value and benefits of our peer mentor program.

Start Right...Finish Strong: Equipping First-Year Students for Success through FYE Programs

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The presentation about First Year Experience will explore the components of Orientation, Fall Welcome, and First Year Seminar at Western Michigan University. We will discuss each program in detail, including how we became the First Year Experience Department three years ago and our budget management. Each program will be covered by the coordinator of that program (Orientation by the director of FYE). The discussion of these programs will include: schedule of events for Orientation and Fall Welcome(focusing on academics, social connections, diversity, and health and wellness); recruitment of volunteers and student leaders in all programs; training student leaders; expanding campus-wide involvement from faculty and staff ("buy-in") in all three programs; curriculum and activities of the Seminar; increasing student participation in Fall Welcome and Seminar; and the registration process for all three programs. We will also include data from qualitative and quantitative evaluations. The

presentation will be concluded by tying together how all of these components, when executed well and in a community dedicated to students, equip students for a successful first semester and beyond. We will distribute pertinent hand-outs or other literature, and possibly show a promotional DVD of Fall Welcome and give away FYE paraphernalia.

Sorry, No "Drive Thru": How to Engage Community College Students Using StrengthsQuest

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Harper College, a community college in northwest suburban Chicago, has launched a strengths-based campus initiative. Led by Student Affairs, the campus was introduced to the strengths concept in the Summer of 2006 after looking for a new model to help with student retention. The strengths model was selected as it provided a balance to the typical community college approach of assessing students for academic deficiencies upon entry. The campus began using the StrengthsFinder instrument with administration, faculty, and staff to acquaint people with their strengths and how to apply this knowledge to integrate strengths into the fabric of the institution. Several simultaneous program developments occurred, beginning with modifications to the current required Orientation program. The concept of strengths was woven into the natural flow of advising and registration - seamlessly introducing the concept to busy commuter students who are typically in a "hurry up" frame of mind regarding Orientation.

Specific Program Developments Initiated:

Initial student experience – Learn how Harper created an Orientation program that introduces students to their unique strengths and demonstrates how this information is of use to them in career and major decision-making.

Strengths-based advising – Learn how a model for using strengths as a foundation for academic advising and counseling was developed. Learn how advising materials have been revised to be inclusive of students' strengths. Learn how Harper has provided advisors and counselors with professional development regarding strengths and advising.

Classroom infusion model – Learn how Harper has created a structure that allows for strengths to be infused within the teaching and learning environment and to extend students' emerging awareness of their strengths into the classroom experience.

Join us to learn more about how Harper is using StrengthsQuest to assist community college students and to enhance student retention.