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Healthy Mind + Healthy Body = First-Year Student Success

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It is estimated that by the year 2015, 75% of adults in the United States will be classified as overweight and 41% will be obese. Nearly half of America's youth 12-21 years of age are not active on a regular basis. These abysmal statistics need to change, but first year students will be entering college unhealthier and more physically inactive than ever before. People who are more physically active improve their overall quality of life by preventing disease, decreasing stress, and raising self-esteem. When students are living at their optimum levels—physically, intellectually, emotionally, socially, and spiritually, this can enhance their chances for success.

Many believe that the freshmen year does not prepare students for optimal living. Students experience an increased amount of stress as a result of an inability to manage their time, diet, physical activity, and alcohol use. A wellness-orientated lifestyle results not only in a strong personal commitment to one's well-being but also in a strong commitment to continued involvement in the institution. Some institutions are engaging in this commitment, many are not.

This roundtable discussion will begin by examining institutions that are committed to health and wellness. Discussion of these models will reveal how other institutions might implement a required physical education/wellness course for the first year student. My research findings will also uncover how and why a mandatory physical education/wellness course works for these institutions as well as the profound impact that such a program has had on these students after graduation. Through interactive dialogue, these are the intended outcomes for the session:

1. Generation of ideas for how health and wellness programs can be implemented for first year students.
2. Implications of a physical education or wellness course within the first year experience.
3. Formulation of strategies to take back to participants' campuses to address the health and wellness component of freshman success.

Ensuring a Quality Education for Indiana's Students With Disabilities: Results from a Department of Education Grant

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Ball State University has a distinguished history of providing access and opportunity for students with disabilities. While the Office of Disabled Student Development (DSD) is at the center of an integrated campus approach that facilitates access for students with disabilities, Ball State's success in serving students with disabilities is the result of a campus-wide commitment by faculty, staff, and administrators to academic and personal achievement for students with disabilities.

The presenters of this poster session, the director of disability services, the coordinator of Learning Center services, a faculty member in Educational Studies, and a faculty member in Criminal Justice, received funding from the federal Department of Education's grant program entitled "Ensuring a Quality Higher Education for Students with Disabilities." The presenters' grant, "Ensuring a Quality Education for Indiana's Students with Disabilities," focuses on increasing support for matriculating students with disabilities and properly training faculty members in best practices in teaching students with disabilities.

The genesis of this grant is the successful Faculty Mentorship Program which connects news students with disabilities with a faculty member to provide mentoring for the student. This program was created three years ago and each year more faculty and students have become involved as they have seen the merits of participating. This grant allows the university to expand this program and add dimensions related to faculty training and outreach to secondary schools.

Ensuring a Quality Education for Indiana's Students with Disabilities is furthering Ball State's commitment to a quality education for students with disabilities by implementing programs to

assist faculty and staff that teach and serve students with disabilities; providing assistance to students through having a faculty mentor and additional assistance through the Learning Center; and by providing materials to secondary schools on the transition to college for students with disabilities.

Should I Stay or Should I Go: Facilitating Successful Transition for Transfer Students

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Bluegrass Community and Technical College (BCTC) is committed to helping students transfer to four-year institutions to further their education. The Transfer Center is focused on enhancing transfer opportunities and increasing the number of BCTC students who transfer to four-year institutions each year.

Bluegrass Community & Technical College was awarded a \$1.5 million Title III Strengthening Institutions Grant from the United States Department of Education. The project goal – to improve student services through the establishment of a Transfer Center. The Transfer Center, the first of its kind at a Kentucky 2-year institution, opened its doors in February 2006 and hit the ground running. Since the opening, more than 3,500 students have received transfer advising.

The Transfer Center is committed to providing information and inspiration to students. Advising is large component of what we do and we provide effective individual transfer advising through email, phone, and in person. Other services offered through the Transfer Center include specialized programs, transfer events, professional development for staff/faculty advisors, a transfer website, and scholarship information.

Collaboration is also very important for successful student support initiatives and the Transfer Center works closely with four-year institutions to help students prepare for transfer, as we strive to ensure a seamless transition. Our work with four-year institutions is one of the keys to our success and has resulted in several initiatives that will improve BCTC's (and ultimately Kentucky's) transfer rate. Such initiatives include: opportunity for increased transfer agreements and transfer scholarships, transfer advising, and a wide range of other student services. Currently, we have onsite advisors from three of Kentucky's four-year universities.

This presentation will focus on the successful implementation of the BCTC Transfer Center.

Perceptions of First-Year Read Program Student Benefits

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This session focuses on research conducted at an urban, public university regarding the perceived benefits of a First Year Read (FYR) Program. Arthur Chickering's theory of student development ground this study. Using Chickering's work and literature about FYR programs, a survey was created by our research team. Once developed, the data collection tool was reviewed by experts to verify content validity. Changes were made and the survey was piloted. After additional modifications were completed, the tool was uploaded to an online survey site. Emails were sent out to faculty and staff members who had been involved in the university's FYR program asking for their voluntary participation in this IRB approved study. The individuals were requested to connect to the online site and answer questions about the how they had used the FYR books in their courses and whether they felt the FYR program helped students develop both socially and cognitively. Once the data collection was complete, the responses were downloaded, cleaned, and analyzed using MS Excel and SPSS. Our research findings indicated that most faculty and staff members (72.7%) thought the students benefited from the FYR program. Participants perceived that students' social and cognitive skills grew because of students' involvement with the books. Specific areas of development included improving reading skills, building community, and enhancing caring. Some of the social growth may be due in part because the FYR books were useful to faculty and staff members in discussing sensitive topics with students. Over sixty percent of participants believed that the book helped them with discussions and that this was a helpful function of the FYR program. Many indicated that FYR books were used in online and classrooms discussions. This session also includes conclusions, limitations, and suggestions for practice and future research.

Using Research to Enhance Student Learning and Memory

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What the Research Says: This session begins with a brief overview of what the current research tells us about student learning and memory and provides a rationale as to why we need to know what the research says e.g. students fall asleep in class, don't process information well, are unable to think critically and perform poorly on exams. One reason students perform poorly is

their lack of understanding of how best to process information. Therefore, a discussion of the information processing model will ensue which covers the topics of sensory memory, attention, short term memory, elaborative rehearsal, depth processing and long term memory. Following this topic, the impact of sleep which is a critical first step in the process of learning and memory will be briefly discussed in “layman’s terms” allowing the audience to understand how sleep replenishes neurotransmitters that organize new information and ideas into long term physical storage; why sleep is essential for memory, learning, performance, problem-solving, creativity and athletic excellence; what the required amounts of sleep are; how the impact of lack of sleep is worse than coming to class drunk and the relationship between REM sleep and storing the day’s information into long term memory. This overview gives the participants the necessary cornerstone from which the rest of the session is built upon.

Using the Research to Enhance Student Learning and Memory: During this part of the session the audience will learn why maintenance rehearsal (popular with students) is not the most effective tool; the necessity to use an associative network model to learn new material; and what elaborative rehearsal is and how to do it. Participants will leave with techniques to help students anchor information into their long term memory that can be done easily in a classroom or an advisor can discuss with his or her advisee. Finally, perhaps most importantly, participants will learn how to build an “Interleaving Strategy” (Jaffe, 2008) into their curriculum along with the understanding of what it is, and why it is so important.

Closing: The session will culminate with a question and answer period.

College Students With Learning Disabilities: Transition to the College Experience

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As a specialist in Learning Disabilities with over 15 years experience in college settings, and teacher of Introductory Psychology classes, I offer some core information about language-based learning disabilities, issues these students bring with them from their experiences in special education high school programs, the transitional needs professors encounter with first-year students, and strategies that work with these students. Many college faculty relate that working with students with learning disabilities in introductory classes is both extremely challenging and extremely rewarding. The challenges often involve complex issues, such as finding ways to fully engage students in the learning process. Then this must be accomplished with a broad range of students’ academic ability and disability, with seemingly increasing needs and demands. Parents become involved in the students’ academics, continuing the supportive role they played throughout secondary school. They contact professors using technology in ways they think are helping students, but this technique often results in a sense of learned-helplessness for students rather than a feeling of personal competence and agency. Furthermore, the transition often takes place within a context in which many unmotivated students are taking

the course due to core requirements.

This presentation also includes an overview of definitions and key terms involving learning disabilities, diagnostic procedures and the law, ways to identify students in the introductory classes, types of processing difficulties, and specific strategies for use in introductory classes to assist students as they move from a more supportive secondary educational system to one requiring self-agency and independence. Best practices, such as universal design, metacognition, and strength-based teaching approaches will be identified. A few comments from college psychology professors, including their thoughts, challenges, and strategies used to address learning differences in the first year will be shared.

Using Learning Style and Personality Type to Improve Teaching and Learning

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Personality and learning style theory are key themes in the student success course at Cuyamaca Community College. Program Reviews completed over a ten year period from 1995-2005 have shown increased persistence of 26% for students who completed the college success course. Students assess their personality type by using an online assessment and then search a database of careers that match their personality types and interests. Students also complete an online learning style assessment that shows results in 20 different areas affecting learning style. Their personalized results include suggestions for specific learning strategies that will help them to learn new and difficult college material.

Students also use the information on personality type to improve their time management skills by matching different time management strategies to their personality types.

Faculty can use this information to adjust teaching methods to appeal to a variety of learning styles, improve classroom participation and communication both within and outside the classroom.

The workshop will be presented in an interactive format with opportunities to engage in practical classroom exercises designed to increase understanding of personality type and learning style in the classroom. Participants will receive written and online resources for practical classroom personality and learning style activities.

Workshop participants will:

1. Learn about personality theory and practical application in the classroom:
 - Balancing extravert/introvert classroom participation
 - Using teaching methods and assignments to appeal to a variety of learners
 - Improving communication with students
 - Helping students with time management
2. Review learning style theory and practical application in the classroom:
 - Helping students discover their ideal learning environment and strategies for learning

- Adapting teaching methods for various learning styles
3. Participate in interactive activities to understand personality dimensions and learning style.
 4. Receive practical resources for online and classroom activities.

You're Admitted! Now What?: A Comprehensive Academic Advising Model for Newly Admitted Transfer Students

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In this session, we will discuss the innovative advising program we created to help guide newly admitted transfer students through their transition to DePaul University. This program has a heavy emphasis on serving new transfer students right away, directly after their admission into the University, by focusing on the academic needs, transition, and next steps for our newly admitted transfer student population. The session will be divided into five parts. First, we will discuss why DePaul recognized the need to better serve this population. DePaul has a significant transfer population as a percentage of overall undergraduates, and this is expected to grow as part of DePaul's strategic plan. Next we will describe DePaul's system for newly admitted transfer students before OAAS and the obstacles this created for students and staff. Third, we will discuss proposed solutions to newly admitted transfer student issues and how our office bridged the gap for supporting these students and how we operate. We will talk about "a day in the life of an OAAS advisor," including a detailed description of a typical advising appointment, the topics we cover, and the resources we make available to our students. Specific metrics including appointment totals, types of students, and collaboration examples will further describe how OAAS functions. Finally, we will discuss the successes and challenges we have faced and anticipate in developing and moving forward with this initiative, and we will engage the audience in an interactive discussion about their experiences working with new transfer students and the resources and collaborations in place at their institutions.

Catching the First-Year Wave

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Retention comes from engagement, in the College of Engineering at Drexel University we had a fall to fall retention rate of 87.8% for the 2007 entering class.

With advisor caseloads being approximately 350 students each, we work diligently to make each student feel like they are making a connection with their advisor by the time that they have arrived on campus. In our office, the transition to being an engaged college student begins in the summer with multi-media outreach from the advising office. Creating this bond helps keep the retention rate high and is even more crucial in the current economic climate.

We will discuss how we retooled our pre-freshman year summer outreach to reach the students in their native environment. Using Facebook integration, instant message chat, shortening the turn-around time for email or phone response, and creating a series of newsletters using short bursts of information, we brought information to students in the way that they are used to receiving it. Combining this with all advisors visiting every UNIV 101 classroom within the first three weeks of the term to make sure each student has seen their advisor face to face we have made ourselves open and available to students through multiple forms of communication.

By detailing the numerous ways we make ourselves available to help students make the transition from high school student to college student we would like to create an open forum for people to share best practices for summer and beginning of fall term outreach. We plan to include in this presentation a structured forum to discuss the different transitional outreach approaches that institutions of all sizes utilize. As advising professionals we are our own best resource, let's share what works in different environments so everybody can take a great idea home with them!

What Works? Strategies and Institutional Initiatives That Focus on Persistence, Success, and Learning for Students in Transition

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In the 1990s over 20 million students entered a university following their graduation from high school expecting to earn a degree. A recent report by the National Center on Education Statistics (NCES) revealed that between 1995 and 2005, college enrollment increased at a rate of 23 percent (NCES, 2008). Male enrollment increased 18 percent, while the number of females enrolled increased 27 percent. In spite of this increase in enrollment, many students left their university without completing a degree.

The most recent estimates indicate that approximately 50 percent of students seeking a bachelor's degree at private institutions graduated within four years. At public universities the bachelor's degree completion rate was 29 percent within four years. The majority of students who left were no longer enrolled anywhere six years later.

We know that previous academic performance has served well in predicting the potential for student success. However, previous performance alone cannot account for attrition among students. Regardless of students' qualifying academic credentials, it is not easy to help them persist in light of the financial, educational, cultural, and family situations many of them face. The transition from high school to university also poses a unique set of challenges for students, particularly those whose parents have never enrolled in a postsecondary institution. Many of these students are at high risk of dropping out because of their inability to successfully integrate into the university community.

The purpose of the proposed round table is to encourage discourse and the sharing of strategies to successfully promote student persistence. It is expected that this session will help participants gain a better understanding of factors that contribute to student attrition, and the preventive strategies that have been successfully applied. In this manner, participants will have the opportunity to sort out what might work best at their institutions.

Embracing Diversity on Campus Inside and Out

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Recovering Hidden Pasts: Public Portraiture at the University of Toledo and the Design and Completion of Public Diversity Mural 2008. The vision for this project came from the students enrolled in Spring Semester Public History Theory class. They inventoried all of the portraits in public spaces on the UT campus as part of a study to look if artwork accurately portrayed UT's past. Later the class presented their findings to the UT President's Commission on Diversity. In November, the public history students finalized a proposal that included this initiative to diversify campus portraiture. The public history students included a plan to use the mural project to help connect new students to the campus culture. In the spring of 2007, a BFA art student was selected to design the mural and collaborate with FYE and history students to show the historical significance of diversity on the UT campus. During the summer, the public history students went through historic photographs at the Canaday Center to help select images for the project. During the first year school year, students painted the colorful background of the six foot mural. That spring, the mural was painted and completed. The Diversity Portraiture Project is an example of the successful collaborative and engaged research that is an integral part of the University of Toledo. The students' hard work, perseverance, enthusiasm, and vision pushed this project forward. The mural demonstrates clearly that a careful study of our diverse past can lead to a better understanding of the present, which is the best way to move into the future. Presentation may include a documentary video.

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

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Surveys are often useful for campus administrators, but how often are they useful for the college student or the front-line faculty/staff? Come to this session to learn how the Making Achievement Possible Works (MAP-Works) on-line assessment system contributes to student success. MAP-Works provides customized feedback to help students establish realistic expectations and connect with campus resources. It also provides interactive, user-friendly data directly to front-line faculty and staff (e.g. residence hall staff, academic advisors, first-year seminar instructors, or retention committee members) to empower interventions with individual students or groups of students. This presentation includes concrete examples, small group discussions and general best practices ideas.

Learning Through a Project-Based First-Year Seminar Course

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The FYS program at Elmhurst College was started as a pilot in 2007, and we volunteered to develop and teach a new FYS course on sustainable living called ‘Local Choices, Global Effects.’ Students in FYS courses were expected to articulate the value of a liberal arts education, develop ethical reactions to varied perspectives and experiences, articulate and demonstrate ways to ethically gather, synthesize, and present information and contribute to the campus and society through varied means, including civic engagement. In addition course specific outcomes included the development of an understanding of sustainability from scientific, economic, political and social points of view and application of the concepts in one’s life.

Our approach was to engage students in ‘self-directed learning’ where they would explore and discover both the campus and the topics on their own, with guidance from the instructors. The course revolved on a “topic of the month.” Topics included food, energy, and waste management. Students would form their own two or three person teams and assign research areas and tasks by themselves. Two students were chosen to be project leaders for each month, and were charged with providing an overall mission and coordinating the teams’ efforts. At the end of the month the students would present their activities, findings and recommendations to leaders including the College President, senior administrators, faculty and outside guests.

In this presentation we describe our approach and its effectiveness based on assessments. Students have displayed learning along several dimensions during this course. Further, a number of these students have continued to pursue the topic of sustainability and have taken leadership roles on campus. They have continued to do more projects on these topics in other courses, and have taken “ownership” and act as experts on campus, which is perhaps the greatest accomplishment of our FYS course.

Applying Lessons from Successful First-Year Transition Programs: A Conversation about Developing Effective Transition Programs for Transfer Students

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Transfer students experience a host of challenges, including transfer shock, misconstrued articulation agreements, abridged orientation programs (Grites, 2004), and, if they attended primarily teaching institutions, disorientation from research libraries and research faculty as well. Theoretically, educators want and expect transfer students to take full advantage of the resources and opportunities available to them; practically, however, efforts are often thwarted by an institutional aloofness in understanding what they want and need.

Schlossberg's (1984) offers a framework from which higher education professionals could better understand the transition experiences of first-year and transfer students, for these two cohorts share many commonalities. Students in transition need support systems and effective balances for campus responsibilities and "real life," but while First-time in College (FTIC) students often have a first-year seminar to promote the transition to a new learning environment, transfers are too often left to their own resources to sink or swim. In developing effective transition initiatives, we would be wise to consider already existing programs for first-year students, not merely to mimic or expand them—as many institutions do—but to adapt them in ways that reflect both the commonalities and the marked differences.

Florida International University has a two-day, overnight, Freshman Orientation; a successful first-year experience seminar; first-year learning communities; library orientation units in the first-year writing and rhetoric course; and concerted efforts to bond the student with peers and the campus. Similar initiatives could be developed for transfer students.

This Roundtable will initiate conversation regarding transfer student transitions that can be continued beyond the conference. A case-study approach will highlight our large, public university's successful transition practices with first-year students and how elements of these efforts are being applied successfully to the transfer student population. So much more can be done, and we hope to serve as a springboard for sharing lessons learned and examining best practices.

Fostering the Intellectual Development of Sophomores through Curricular and Cocurricular Initiatives

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The sophomore year is a time of transition, with its own unique set of challenges. This session details the importance of intentionality in fostering sophomore students' intellectual development and success through a range of curricular and co-curricular initiatives. Presenters will discuss how key programs common to the first year can be continued into the second year, and offer additional recommendations for second-year programming that will enhance student success and engagement.

Presenters will engage the audience in a discussion about the challenges facing second-year students and will discuss the unique nature of their transition.

Following this, the presenters will talk about intellectual development and will detail examples of intentional approaches at institutions across the country to integrate experiences that support student learning in the second year, in both the curriculum and the co-curriculum.

Presenters will share the work of the IUPUI sophomore task force, detailing retention data as well as results from our "sophomore survey" which was administered to all academic schools on campus.

Finally, the presenters will share a number of recommendations that campuses should consider in designing a sophomore-year curriculum. These recommendations include: (1) focus on student learning; (2) broaden the definition of learning outcomes; (3) building on what students already know and are able to do; (4) examine and strengthen the prerequisite requirements; (5) consider thresholds for certain classes; (6) provide more flexibility in the curriculum; (7) link the classroom and out of classroom experiences; (8) put students in leadership contexts; (9) provide mentors; (10) focus on careers; (11) use technology, and (12) help students consider alternate degree programs.

There will be time for question and answer at the end.

The Second-Year Experience: Helping Sophomores Succeed

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Summary: None

Nuts and Bolts That Build Classroom Success: Ready-to-Use Teaching Techniques

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Motivating millennial students can be a challenging endeavor! Through the use of active learning strategies, a basic group of presentation techniques, and a display of enthusiasm about course content, instructors can ensure that students are engaged in learning. In this session, participants will:

- Explore their own core values of teaching
- Learn to effectively use digital media in the classroom
- Ways to surprise students through unexpected types of learning experiences
- Gain knowledge of some basic presentation techniques that enhance learning and provide emphasis to key learning outcomes
- Practice and learn a variety of classroom energizers

Using the Big Picture Approach: Capturing Life's Ultimate Questions for Sophomores

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Participants will first engage in a descriptive exercise that helps to identify common characteristics of today's students, most of whom are millennials. This will help the presenter to transition to the need for showing relevance of assignments to students, and, in turn, the multi-faceted value of "the big picture approach." On the surface, this looks simple, like the beginning of many popular shows (CSI, Bones, Cold Case). In reality, transposing the "story snapshot" into the teaching situations includes numerous key steps. This session systematically looks at those steps, and with each one gives practical helps for walking students through them. Case studies abound, and resource lists will also be given. Ultimately, this session helps the facilitators to address intrinsic motivation issues with students.

Developing a New Program, One Learning Outcome at a Time

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There is often a lot of pressure for administrators to develop new programs and resources for students. Success of a program is defined in different ways - increased retention rates, quantity of programs or services, and student attendance. With the increase in tuition, decrease in funding, and a changing economy, there is a higher level of accountability for student affairs practitioners. Parents, accreditation organizations, and other constituencies want evidence of student learning. Also, students should understand what they can expect to learn from participating in our programs. The development of a new program should begin with creating learning outcomes. This presentation will address the following: how learning outcomes fit into practice, what is a learning outcome, how to create a learning outcome, and next steps.

In developing a new program, it is important to begin by thinking about what one wants students to learn from the experience. The presenter will share how learning outcomes can guide the program development process which provides administrators purpose and direction for their programs, helps them prioritize their work, and provides a foundation for assessing student learning.

Participants will be encouraged to think about a program in need of learning outcomes and reflect on what he/she wants students to learn through the program/experience. The presenter will review the definition of a learning outcome, a formula for creating a learning outcome, and share examples of learning outcomes. Participants will practice writing learning outcomes for their program and share their outcomes in small groups. The presenter will discuss next steps which include providing suggestions on how to move forward developing individual programmatic outcomes, departmental/overall initiative programs, and assessment tools, strategies, and challenges. Presenter will also share helpful resources - Learning Reconsidered

2 and Assessing for Learning. The session will close by inviting participants to ask questions.

Exploring How Student Employment Affects the Academic and Cocurricular Choices of Sophomores

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A number of experiential learning opportunities such as service learning, internships, and study abroad are gaining recognition for the promise that they hold in adding to students' meaning making as they progress through college. One experiential opportunity that has not received as much recognition is student employment. This is surprising given that the number of students working during the academic year has increased steadily over the past four decades and now includes over 75% of all undergraduates (Hexter, 1990; McMillon, 2005). Despite the prevalence of undergraduate students who work, most institutions are not intentional about developing employment programs that assist students in making meaning out of their employment experiences (Cheng & Alcántara, 2007) in order that these experiences might compliment and inform their social and academic integration.

This session will present findings from case study research that focused on the employment experiences of students who attended one private, four year institution. As a concurrent session focusing on research the session will include three main sections, each roughly 15 minutes in duration. In the first section of the session the research questions, research design, and data collection methods will be explained. The second section of the session will focus on quotations from interviews conducted with second semester sophomores and will present themes that emerged from these interviews concerning the role employment played in students' academic and co-curricular choices. This section of the presentation will call on members of the audience to read aloud the student quotations in order to capture some of the richness of the data. In the final section of the session implications of the research for institutional policy will be discussed. In this part of the presentation, members of the audience will be asked to suggest ways in which different institutional settings might affect students' employment, academic, and co-curricular choices.

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Designing a Peer Leadership Program to Foster Student Transition, Persistence, and Inclusion

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This session will focus on research-based findings that demonstrate the importance of peer interaction with a diverse group of individuals in college and the impact it can have on student transition and retention. The transition to college can be a difficult time for students, thus it is important that they receive support from many constituencies inside and outside the college walls. Peer interaction has been shown to be one of the major factors in this success paradigm. In addition, interacting with diverse populations has been shown to increase a variety of social, emotional and intellectual outcomes that have a direct affect on student transition. Since the first year may be the first time some students have the opportunity to experience diversity, having a peer development program around inclusion is the ideal intervention program to increase transition and persistence.

Montclair State University has designed a Peer Leadership program focusing on the academic, personal, and social development of a very diverse group of student leaders and first-year students. Working with a variety of campus partners, Peer Leaders undergo an intensive training program which emphasizes multicultural awareness, interpersonal and cultural competence, campus resource awareness, group facilitation skills, and student development theories. This training is put into action as Peer Leaders guide first-year students through their transition during various programmatic initiatives. Through this interactive process, Peer Leaders experience significant growth as a result of their participation as well making the position a win-win for both levels of students involved.

Peer Leaders at Montclair State University play important roles in supporting various retention initiatives. They are critical to the New Student Orientation programs, welcome week activities, and to the First-Year Success Series, a year-long programming series addressing first-year transition issues. Given the importance of their role, the Peer Leadership program will be expanded this fall.

International Students: Guests or Family? What's the Difference?

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Introduction (5 minutes). Jack Sallie – Student Affairs and Student Support Services for First-Year International Students. (15 minutes). Sallie, Previous „Chair of Counseling and Advising, and a Multicultural Counselor/Professor at Montgomery College, MD, with students from over 170 countries, will present the findings of his research **A SURVEY OF FIRST-YEAR STUDENT SUPPORT SERVICES FOR INTERNATIONAL STUDENTS ATTENDING COMMUNITY COLLEGES IN THE UNITED STATES**; an overview of the unique needs and challenges of international students attending community colleges; and, strategic approaches to improve and expand first-year learning experiences for these students.

Ann Sallie –Addressing the Unique Needs of International Students Within the Classroom (15 minutes). Sallie, with over two decades of experience in the classroom, will share practical methods that address the unique challenges international students face in their first year of college. This section also emphasizes the practical characteristics of a successful first year for international students.

Interactive Dialogue (25 minutes) – Participants will be engaged in a conversation about Student Affairs and the importance, strategy, and implementation of services and programs that address the unique challenges of international students.

Students Guiding Students

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The presentation will describe how Mount Ida College commissioned the Campus Life Team (group of 8 students working with the Dean of Admissions) to assist the college in Enrollment, Retention, and Student Life initiatives, focusing primarily on the first year class.

1. Overview of Team: We will discuss how the team was formed, trained, and commissioned to work on retention issues.
2. Breakdown of Initiatives: Discuss the development of Peer to Peer outreach system, marketing campaigns to increase student involvement on campus, work with other campus departments to mobilize campus to assist in charitable giving, etc.
3. Discussion of "push-back" from other campus departments, and getting college on board with student to student retention. Shortcomings of group and how the team used social networking sites such as Facebook to promote itself and the College.
4. Areas for improvement: How the team was assessed (both internally and externally) and what changes will be made for next year.

Enhancing Opportunities for Transfer Student Leadership

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Interested in learning how you can enhance opportunities for Transfer Student Leadership on your campus? Do you already have a program in place that you feel just needs a bit of adjusting? Using our own campus program for Transfer Student Services as a case study, learn

how you can transition your Transfer program to increase programming and support services to new and current Transfer Students!

Transfer Student Services at New York University recently underwent a restructuring of services in order to provide more opportunities for Transfer Student Leadership. Prior to the current student leadership model, Transfer Student Services consisted of a Transfer Student Association and a student driven Transfer Buddy Program. Aside from these two programs in place, students were provided opportunities to engage with Transfer Ambassadors through programs taking place during Orientation and Welcome Week. Following this restructuring, a new Transfer leadership position was created out of the Transfer Buddy and Ambassador program to provide year-long opportunities for transfer student leadership, support and engagement. Through this program, NYU increased student involvement in Transfer Student Services and created 10 new leadership positions for students.

Join us for a conversation about how NYU re-created existing positions to increase Transfer Student involvement. This session will conclude with a group conversation about best practices for Transfer Student leadership from student recruitment and program development to event implementation and assessment. Following our discussion of our existing program, we would like to turn the conversation to our colleagues from other campuses to learn about best practices, existing programs, and new ideas for development!

The Junior Year of College: The “Quiet Year”?

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Research on college juniors and, in particular, the influences on their career decision making process is limited in the review of literature. Studying students in the junior year is significant for two reasons. First, little research has been done on college juniors in general. For decades, research of college students primarily focused on the transition years, the first year of college and the senior year. In recent years, the sophomore year of college has gained the attention of researchers. Gahagan and Stuart (2006) noted “a heightened interest in sophomores... an increasing number of educators are turning their attention to this ‘middle child’ population” (p. 17). This new focus on sophomores has left the junior year as the only collegiate year largely neglected in research.

A second, and important reason, for understanding college juniors is that a multitude of career decisions are made by the end of the junior year which may have a lasting impact on a student’s career: declaring a college major, immersion in coursework in the major, building connections with faculty in the major, determining if the major is a good “fit”, completion of an internship, assuming student leadership roles on campus, study abroad, and the decision to attend graduate

school, to name a few.

Hettich (2000) supported the importance of focusing on career preparation in the junior year and posited “[career] preparation should begin in the junior year when a student’s interest in a major is gaining strength and when there is time to experience curricular and co-curricular activities” (p. 12). As educational leaders, we need information about collegiate juniors so we can best serve their needs, and in particular, their career decision-making processes.

This will be an interactive session with the participants as we explore what is known about juniors and where the gaps in research are. The session activities will include large and small group discussion, role plays, and review of an extensive handout. The session will include:

- 1) a brief discussion of what is known about juniors and career decision-making from the research
- 2) a discussion of the audience’s perception of juniors and their career decision-making processes based on their experience of working with this population
- 3) an overview of the required Junior Professional Development Seminar (PDS) course taught at Nichols College since 2001 - a career and professional readiness course focusing on the interview process, portfolio development, and post-graduate decisions. What is taught and why will be included.
- 4) data of what we have learned about juniors over the past 10 years, based on course and self assessments of more than 1,000 juniors who have taken the course.

Gahagan, J., & Hunter, M. S. (2006). The second year experience: Turning attention to the academy’s middle children. *About Campus*, 17-22.

Hettich, P. (2000, August). Transition processes from college to career. Paper presented at the Annual Conference of the American Psychological Association, Washington, DC.

Taking the Widescreen View: Moving Toward Holistic Assessment of Student Success Courses

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As budgets tighten and demands to improve student outcomes escalate, better research models are needed to assess how student success programs contribute to those outcomes, particularly in community colleges. Success courses are designed to foster knowledge, skills, and experiences students need to successfully engage in college. Research indicates that these courses are associated with improved student outcomes. However, most studies are based on narrow participant-outcome models; focus only on courses at traditional four-year institutions; and ignore the influence of environmental factors such as institutional policy and process on course outcomes. Consequently, the literature offers limited support for community college practitioners seeking to assess and increase success course effectiveness.

This session presents research which sought to develop a holistic understanding of the relationship between participation in highly similar success courses and subsequent student engagement measures at four large community colleges. Drawing on engagement literatures, a mixed-method case study design guided examination of three data sources at each college. First, regression analysis of record-matched CCSSE engagement data compared 14 engagement measures for full- and part-time course-takers with non-takers. Second, student perspectives on success course experiences and value were collected via focus groups. Finally, a success course policy audit was conducted through online document analysis and staff interviews. Following construction of case studies for each of the four colleges, cross-case analysis examined patterns of relationships between engagement outcomes, student perceptions, and policy environment.

Combining multiple data sources enables a widescreen view of student success course effectiveness. Study findings suggest that student, institutional, and course implementation factors all play substantial roles in how success courses influence student engagement. This study makes a first step toward developing a holistic assessment model that may help community college practitioners shape success course models, policies, and practices to better serve and support diverse student populations.

Linking Community College Students with Their Chosen University

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The presenter will review relevant student demographics and institutional characteristics such that attendees may understand the context in which the transfer center was implemented. Relevant institutional assessments will be reviewed. OCCC conducts student needs surveys every semester. Students who have completed 30 or more credit hours are asked about their concerns and needs regarding transfer to a senior institution. A second survey is conducted each year and involves recent graduates' transfer experiences and factors that lead to difficult or smooth transitions. Appropriate higher education literature will also be discussed. The presenter will review the key elements of the transfer center, including: campus visits, the transfer guide, transfer fairs, university recruiter training sessions and other outreach efforts. Information and handouts will be provided as appropriate, including costs associated with the various program elements. After two years of implementation, there have been a number of great successes and challenges faced. The presenter will review the key lessons learned and available assessment data. Upon leaving this session, the participants will have: reviewed the elements of a transfer center program from creation, to implementation to assessment; been provided data on student needs both prior to and after transfer from a community college to a four-year institution; and discussed recommendations on enhancing the student's transfer experience as applicable to both community colleges and four-year institution representatives.

Teacher Recruitment Scholarship Program: A Collaborative Pipeline Initiative for Ethnic Minority and First-Generation Students

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The Teacher Recruitment Program for Ethnic Minority and First-Generation uses a collaborative model to illuminate pathways to higher education for traditionally underrepresented students and families. The linkages among multiple stakeholders begin within local school districts, branch to a community college, and extend to a four-year university teacher education program. Increasing the number of first-generation and ethnically diverse students accessing higher education and completing teacher education programs is the core mission.

Our presentation will focus on the initiative's structural mechanisms that: 1) ensure on-going collaboration among partners, 2) create a community of learners among students and faculty from both the community college and the university, and 3) bolster academic success and successful transitions through early interventions and consistency of support.

Key elements will be discussed, including the coalition's involvement, financial commitments of all stakeholders, 2+2 articulation agreement between the college and university, co-facilitated seminar, summer bridge option, orientation and on-going mentoring, and progress-tracking and advising.

The centerpiece of this project is a mutual commitment among partners to identify and embed within, and across, institutions mechanisms that increase the number of teachers from historically underrepresented communities. Through systemic collaboration, a process involving communication, goal setting, and reflection on practices has been established.

A critical experience is a seminar class, co-facilitated by the community college and the university. The course is completed by both beginning and continuing students every semester. In addition to creating a cohort, the seminar is designed to respond to and celebrate the backgrounds and life experiences of the students and their families. We will share curricular and pedagogical strategies used to validate students' identity and create community among students, faculty, and advisor.

Participants will engage in a discussion of challenges encountered in such partnerships and how to address sustainability issues of high intensity programs like these.

PALs in Higher Education

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Presentation will inform the audience of the many programs and activities that PAL members are involved in that include their work with students that encourage inter-cultural and intra-cultural relationship building among peers on campus. Their work with service agencies on campus to build partnerships and collaboration that help to extend outreach efforts to the campus community and their use of educational forums for students through presentations, lectures, and other programming designed to inform and engage the students in the success of a well-rounded education at Salt Lake Community College.

Horizonte Project: From the Sidelines to the Playing Field

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Presentation will include: a brief history on the development of the project, partnership between SLCC/Multicultural Initiatives and Horizonte Alternative HS, partnership between Multicultural Initiatives and SLCC Social Work Department, and impact for future development. Discussion will focus on the results and recommendations based on the first year's assessment, student comments/input, etc. In addition, presenter will discuss reasons why students left as well as reasons why they stayed to finish their education. Challenges noted were economic down turn, medical issues, immigration concerns, math preparation, financial aid, time management, and navigating college culture. Open discussion will allow participants to look at how to better serve such populations, create more community and departmental partnerships, track such efforts.

Tweeting Your Facebook YouTube Blog: How to Join Multiple Social Networks and Maximize Student Exposure to Transfer Information

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Our presentation will cover four basic areas: joining social network communities as real people, with genuine, carefully-crafted profiles, integrating multiple social networking tools in order to provide options for students to access our valuable information, understanding and implementing solid, internet marketing techniques to maximize exposure to students while minimizing maintenance of tools, and how the attendees can implement our strategies.

We've been using Facebook with some success over the past school year. We've found that simply having a presence and providing valuable content has brought us limited success. Our new strategy, based on researching various successful social networking marketing blogs, Twitter account, etc. shows that we need to abide by the "rules" of the communities that we're joining. We need to interact with students and develop relationships rather than just spewing out transfer information. The students using these social networking tools know when they're being "sold" to and expect that we adhere to the spirit of the communities.

Students want options when it comes to following our information outlets in the online world. Therefore, we've developed an integrated web of social networking tools that work together to drive students to our information. We "tweet" on Twitter directing students to our transfer website, Facebook groups, and to our YouTube channel, we embed our YouTube videos in our Facebook group pages, and we include contact information as well as our website address in our videos posted on YouTube.

We will discuss how successful online marketers are using social networking tools to promote their businesses and how we are applying these principles as we "market" transfer information to our students.

We will lead a conversation on how attendees can start thinking about implementing what we've done.

Integrating Research, Field Experience and a Senior Thesis for Senior Psychology Majors

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As psychology major seniors at St. Edward's University prepare to graduate, what are the needs of these students as they prepare for the "real world," continuing education, and community and family life? Our faculty has developed a new programmatic approach to the end of the curriculum to address many needs and proposed learning outcomes:

- better oral communication skills (required presentations at conferences in the field, SOURCE, and possibly a new Psychology Symposium)
- better critical thinking skills (through the actual research process and experiences on field placements)
- better preparation for graduate school (again, presentations at conferences to add to resumes/curriculum vitae, more developed research interests and questions, as well as more experiences for determining areas of graduate study)
- better job preparation from field placements, knowledge of jobs in the field, and opportunities for networking
- better understanding of how psychology impacts policies in the world

-better understanding of how psychology connects to social action in the world
-higher satisfaction with research opportunity and general education senior thesis now taught by PSYC faculty

-and perhaps the most important: stronger connections with faculty due to shared, intense research and fieldwork experiences

Strengthening the First-Year Experience with Coordinated Personalized Advising, Mentoring, and Career Services

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Texas State University-San Marcos has developed a plan to strengthen freshmen advising by coordinating existing first year initiatives as well as integrating career advising and mentoring. To support this goal, a vision, a mission, and goals have been developed, as well as student learning outcomes. A detailed action plan outlines the actions to be taken to fulfill each outcome. For example, the plan includes the foundation of a Center for Personalized Academic and Career Exploration, which will be a one-stop center for freshmen for academic advising, career advising, and mentoring; this center will also coordinate existing initiatives, such as a University Seminar that must be taken by all freshmen as well as numerous student services. An assessment plan assures that the degree of student learning, which is in the center of this plan, will be assessed. This poster presentation will provide details on the plan development, which occurred with broad-based input from all over campus, the plan itself, the data to justify the plan, and the assessment plan. Conference attendees are encouraged to exchange their opinions and experiences on this and similar plans that integrate various first year initiatives.

Reality Check: Increasing Active, Connected Learning in a First-Year Program

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Patricia Hagen, program director, will provide a brief overview of the Dignitas Program, our first-year program centered on the subject of human dignity. Each section has an individual topic providing one window onto the subject of dignity (e.g., Dignity and Hip Hop, Dignity and Sports, Dignity and Work); another window comes from experiences common to all sections (film, attendance at presentations, pilgrimage, participation in spring service project). In all sections, we focus on active learning and helping students connect to larger communities (campus, local, global) as part of their transition to college life. We want Dignitas to be more than just another class; instructors have used a variety of methods to this end (student YouTube videos, food drives, creating and implementing events, e.g. Disability Awareness Day, bringing speakers to campus, simulations, mural painting, poster presentations of student research).

Tom Zelman (instructor, dignity and sports class) will discuss course specific strategies and present our Thanksgiving in the Spring initiative, a dinner for the hungry undertaken entirely by the Dignitas class: students do everything from fund raising to food prep to cleanup.

Steve Lyons (instructor, group behavior class) will discuss transition issues from his unique perspective as Vice President for Student Affairs and an instructor in the program. Steve will focus particularly, but not exclusively, on collaborations with Student Affairs in fostering active, connected learning.

Lynn Kalnbach (instructor, dignity and work) also brings a dual perspective as Director of Institutional Research and instructor in the program. Lynn will discuss the pilgrimage (a common experience) and touch on other approaches, but her main focus will be to share our assessment results.

The panel will include brief videos of student work and examples of assignments.

The Luckyday Success Program: A Holistic Approach to Academic Training for First-Year Success

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This session will provide a brief history of the Luckyday Success Program at the University of Mississippi. We will discuss the unique components of the Luckyday Success Program. The Luckyday Success Program, established in Fall 2004 is a scholarship award and a First Year Experience and beyond academic training program available to 100 Mississippi students annually.

Luckyday Scholars agree by contract to the academic training components of the Luckyday Success Program and are held accountable to the contract items. We feel that this helps instill a sense of responsibility that will help the Luckyday Scholars succeed throughout college and afterwards.

The next key component to the Luckyday Success Program is the clearly defined role of parents. Parents are viewed as partners in helping Luckyday Scholars succeed in college. However, there is a delicate balance between partnership and interference towards the goal of student success. In this session, we will discuss how we succeed with this partnership.

Persistence research indicates that helping students integrate within the social and academic areas of higher education institutions helps ease the transition from high school to college. The Luckyday Success Program requires students to meet individually with a Luckyday counselor every 2-3 weeks during the first year of college to identify challenges to the student's successful adjustment to college.

Finally, the Luckyday Success Program recognizes the fact that many first year college students lack adequate study habits and the awareness that different study habits will be needed to succeed in college. One component of helping Luckyday Scholars develop different study

habits at an early point in their college career is the unique study hall provide by the Luckyday Success Program.

In addition to discussing the key Luckyday Success Program components above, we will also involve the audience via a problem solving small group project.

An Examination of AVID Graduates' College Preparatory Achievements: Community College vs. Four-Year University Performance

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The purpose of this study was threefold. First, the researchers wanted to investigate whether high school college preparatory achievements, such as mastery of a college readiness indicator, completion of four years of mathematics, completion of AP coursework, participation in AVID, and completion of concurrent or dual enrollment college coursework while in high school, have an impact on students' college success. Second, the researchers wanted to assess whether students were on track to graduate from college in a timely manner. Finally, the researchers sought to identify whether there were differences in student performance indicators between community college AVID graduates and 4-year university AVID graduates. The following research questions are addressed in this study:

- 1) Are high school college preparatory achievements predictive of students' college success (as defined by Pearson Educational Measurement [2006] and Conley [2007])?
- 2) Do a comparable number of students exhibit college success when success is defined using an alternative definition (as defined by Mendiola, Watt & Huerta [2008]) that focuses on whether students are on track to graduate?
- 3) Is there a significant difference in the success of community college students as compared to four-year university students?

Findings revealed that for every year a student remains in AVID the odds of him or her being

successful in college increases by a factor of almost 6. Similarly, the odds of college success are almost 20 times greater for a student who earns college credits while in high school versus a student who does not earn such credits. These findings were consistent for community college and four-year university students. Despite being from groups that are underrepresented at the college level, this group of AVID graduates is exhibiting greater retention rates and potential graduation rates than local, state, and even national populations. More findings will be revealed in the presentation.

Academic Foundations: Strengthening the Foundation for Higher Education

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The main objective of this presentation is to present the basic structure of the academic foundations program as it has evolved over the past three years.

Presentation Objectives

The objectives of this presentation are as follows:

1. To provide a description of the academic foundations program.
2. To provide retention statistics for students who participated.
3. To provide recommendations for implementing such a program.
4. To discuss lessons learned by doing the program for three years.

Academic Foundations: Strengthening the Foundation for Higher Education

The University instituted the Academic Foundations program in the fall of 2006 to promote student success for students who were not admissible into their desired majors. New students with weak academic backgrounds were required to participate as part of their probationary admission to the University. Students took a non-credit two hour course, Academic Foundations, to introduce them to behaviors crucial to achieving academic success. Students also took a freshman success course and other freshman level classes for a total of 12 – 15 credit hours. Once students demonstrated academic competence and met program requirements, they were eligible to apply to their desired majors. The Academic Foundations Program can assist under prepared students in becoming efficient, self-confident, and independent learners. The program has three main objectives:

Objective 1: Students will have the opportunity to develop the proficiencies needed to be successful college students.

Objective 2: Students will be able to begin college without meeting the requirements to be admissible into their desired majors.

Objective 3: Students will be able to persist in their education because they will have the skills needed to do so.

This presentation looks at aspects of the program and reviews statistics gathered and lessons learned over the past three years.

Surviving Transitions: Transfer Success Strategies

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The topic of transfer student success continues to be on the minds and hearts of higher education professionals and faculty. We continually strive to find new ways of interacting and connecting with the transfer student population in order to enhance their experience so we can increase their access to the baccalaureate, provide guidance through transition, improve their chances of retention, and ultimately assist them in graduating.

The idea of a roundtable discussion came from my plenary address and follow up presentation. Many folks wanted to be able to talk about and inquire into the programs, policies, and activities that impact our transfer population. The experience I bring from UCF and working with transfer students for over 20 years allows me to share best practices with colleagues while encouraging them to share their own ideas and discuss the challenges in implementing change on their campuses.

The forum allows participants to gather information, understand policy implications and learn about the challenges and opportunities that exist for students and the institutions to which they transfer. Participants will be able to ask questions and advice relative to their experiences on their campuses in an open environment encouraged by sharing and exchanging information.

Clickers, Wikis, Blogs, Podcasts, and More: A Beginner's Guide to Incorporating High Impact, Low Cost Technology Into First-Year 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, wikis, and the use of podcasts. 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.

Lost in Transition: Assisting Students Find a Path to Graduation

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The presentation will begin with an introduction of University College, the interdisciplinary college at the University of Memphis. University College has been designated by top administrators as the "retention college" due to its unique ability to serve students who are "lost" within the University.

In addition, the presenters will define who these "lost" students are. Examples include students who:

- have discovered that their declared major is not the right fit for them,
- have gotten out of course sequence in their declared major,
- have not found the right major to match their educational and career goals,
- are no longer able to pursue their intended major for a variety of personal and professional reasons.

The presentation will also focus on the different degree options offered to students through University College. Alternatives that allow students to utilize completed coursework from their general education program and original major(s) or choose to re-design their future in an

individualized, design-your-own degree program will be presented and discussed.

The presenters will share strategies developed by University College to partner with the entire University community to reach these lost students and help these students find the path to graduation. From participation in the annual Discover Your Major Day event to collaborating with specific degree programs with competitive junior year acceptance criteria, this presentation will focus on student retention and student success with ways to utilize plan B when plan A is no longer an option. Opportunity for a question/answer session will be a planned part of the session.

Transfer Students: A Statewide Approach to Study and Implementation

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The National Institute for the Study of Transfer Students and the University of North Texas Center for Higher Education, in conjunction with the Texas Higher Education Coordinating Board, utilized both research and dialog in an effort to enhance the discussion on statewide transfer graduation. This session will outline the events leading to the Texas Transfer Success Conference, a May 2009 event involving 1,000 participants at eight simultaneous sites across Texas.

The National Institute for the Study of Transfer Students and the University of North Texas Center for Higher Education recommended the Texas Transfer Success Conference to the Texas Higher Education Coordinating Board. THECB had earlier sponsored the Texas Transfer Summit for 150 college and university presidents, and the need was identified from several sources to bring the issues of 2-to-4 year institution transfer rates and their improvement to personnel on institutional front lines. The May conferences were held in eight Texas cities on May 22. Statewide, videoconference presentations by John Gardner, Betsy Barefoot, and Trudy Bers were elements all sites had in common. But the focus of the day otherwise was on local data and its access and use, discussion of best practices in the state, and action plans to improve transfer success locally. Attendance was free, and some institutions sent 10 or more participants, virtually assuring the establishment or strengthening of a “transfer friendly culture” and more concrete action on those campuses.

The presenters will suggest ways that this “jump start” strategy, popularly known as “Transferpalooza,” can be adapted to first-year and other initiatives at a variety of scales.

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

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The session will open with the presenters providing context and background on this important topic.

Then in a small group, participants will be invited to discuss the following questions:

1. In your institutional life and work, can you think of specific times or situations in which you have experienced a clash between your personal values and institutional values and practices? Give specific examples of times or occasions in which you felt compelled to compromise your values and beliefs.
2. What kind of collegial behavior or administrative policies generate value conflicts for you or create inauthentic behavior?
3. In what ways are the beliefs and values of your department or institution congruent or incongruent with your own?
4. Are there times when your interactions with students have offered opportunities to discuss issues of spirituality, authenticity, and wholeness? How have you reacted to the opportunity?

5. Does your institution provide safe structures or opportunities for the sharing of values? Would the process used for this session facilitate such sharing on your home campus?

The session will conclude with the presenters facilitating a processing of the discussion and a sharing of resources on the topic.

Publishing on the College Student Experience

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Session Outline:

I. Session Overview & Introduction (Toni)—5 min

II. The Research Article (Jean)—10 min

a. Focus and audience for Journal of The First-Year Experience & Students in Transition

b. Strategies for crafting a publishable article

i. General considerations

ii. Literature review

iii. Method

iv. Results

v. Implications

c. Research we'd like to see (and what we'd rather not see)

III. The Newsletter Article (Toni)—10 min

a. Focus and audience for E-Source for College Transitions

b. How the newsletter article is different from a journal article

c. Strategies for crafting a publishable article

d. Articles we'd like to see (and what we'd rather not see)

IV. The Book or Monograph Chapter (Toni)—10 min

a. Focus and audience for The First-Year Experience Monograph Series

b. Strategies for crafting a publishable chapter

i. Relevance

ii. Currency

iii. Readability and Organization

iv. Supported Assertions

- c. Book-length projects we'd like to pursue
- V. Questions (All)—25 min
 - a. General Questions—10 min
 - b. Group Meetings by Publication Type—15 min

Handouts:

- Submission guidelines for NRC publications
- Journal article review form
- Monograph chapter review form

Sophomore Student Success: Selected Findings From the 2008 National Survey on Sophomore-Year Initiatives

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Summary: None

What is SIT? Discussions and Definitions for Practice

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Summary: None

Academic Advising: An Essential and Mandatory Relationship in the Transition Process

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The University of Utah in 1999 initiated a voluntary advising program that invited freshmen to meet with their advisors. By 2005, the campus recognized the value of this contact on retention and graduation rates as well as student satisfaction. These trends, along with the realization that students have little time for optional activities, resulted in the implementation of a mandatory advising program. A goal was to develop advising relationships that have a positive impact on transitions for undergraduate students. This session will focus on areas of developing, implementing, training, and evaluating for this program.

The presentation will begin with a description of the University of Utah and the structure of campus-wide advising. Then, the development of the mandatory advising program will be explained by discussing trends in data from the voluntary invitational advising program as well as the phenomenon that people do not have time for optional activities. Next the presentation will focus on the implementation of the program which included clarifying which students would receive mandatory advising, a phase-in process based on advising resources, marketing to students, and creating buy-in from the colleges and departments. Within the implementation phase, it is vital to discuss tools created for advisors and students as well as the training provided to advisors on goals and objectives for each mandatory advising point. Finally, an explanation of metrics that are used to evaluate the success of the program will be shared. These include longitudinal data on retention and graduation rates from the Office of Budget and Institutional Analysis as well as the campus-wide advising survey and observing campus patterns that are associated with advising. Time will be left for the audience to share experiences and ask questions.

Returning to College: Adult Learners Head Back to the Classroom

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Information regarding the development and implementation of the Returning to the U program (RTU) at The University of Utah will be shared. How funding was obtained and what resource

materials were developed will be discussed. Participants will be made aware of specific student services and incentives available to the RTU students; such as waiver of readmit fees, special section of Strategies for College Success class for adult learners returning to college, longer appointment times, free tutoring coupons, and buy in from student and academic affairs areas across campus.

Also mentioned will be program eligibility requirements, how students were located, and how scholarship money for this group of primarily part time students was obtained. New resources available to the RTU students, as well as all adult learners, since the program began will be discussed.

Statistical data gathered from the tracking of RTU student's retention and graduation rates will be shared. Actual student descriptions of transitional issues these students have faced since returning to college will be included. A discussion of what this all means and what the future holds will conclude the presentation.

Undocumented Issues: Strategies to Improve the Transition from Secondary to Higher Education Institutions

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About 65,000 undocumented children who have lived in the United States for five years or longer graduate from high school each year. Although they can lawfully attend most colleges, they are not qualified for most forms of financial aid. A significant proportion of undocumented students have navigated our K-12 schools successfully despite the challenges of migration and discrimination in addition to the typical difficulties faced by all adolescents. Many have the academic preparation to pursue a post-secondary education, but their economic and social mobility is severely restricted by their undocumented status. Since 2001, ten states have passed laws allowing undocumented students who graduate from in-state high schools to qualify for in-

state college tuition.

Institutions of higher education need to be proactively strategizing ways to support this new population. This presentation is based on Critical Race Theory and college experiences of undocumented students from the State of Utah. And is intended to provide higher education institutions with direction in addressing the challenges and struggles associated with undocumented students and their transition/adaptation process into the college life. It will also provide practical tools for new and innovative student programs and support services established with undocumented student needs in mind.

The audience will engage in multiple activities and open-minded dialogues throughout the entire workshop, therefore fostering a better understanding and sensitivity towards issues/trends of the lives of undocumented students in higher education.

Promoting Academic and Career Success in the Second Year of College

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The purpose of this presentation is to assist higher education professionals consider ways of improving programs and services directed at second year students. To do so, we will provide a general overview of career-related issues faced by many second year students. We will then review recent changes in the workforce that, we believe, have implications for the academic and career planning of college sophomores. We will highlight recent empirical evidence pointing to key characteristics of student and workplace success. In doing so, we will emphasize the parallel between the types of attitudes, skills, and behaviors that promote student success and those that promote positive outcomes in the workplace. We will then briefly review current theories of career development with specific attention to how they inform academic and career advising with students during the second year of college. Finally, we will highlight several institutions' curricular and co-curricular models of promoting career and academic success. Our hope is that attendees will assess how their current programs are informed by existing career research and theory and how those programs are preparing students for the new workplace.

Three Successful Integrated Efforts Fostering Transitions to Utah State University

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The Retention and First-year Experience office creates and develops programs that address the challenges incurred by first-year students, academically, socially, and developmentally.

The Peer Mentor program is designed to provide first-year students with a knowledgeable student mentor who can assist the FYE instructors, be a successful student role model, answer common-first-year student questions, and be accessible throughout the first year. When funding became available to develop the mentor program, student orientation facilitators (A-Team members) were tapped to transition to peer mentors during the academic year. The A-Team training class was revamped to include information on the mentor role and responsibilities. Students and instructors rank the peer mentors as one of the most important resources in the FYE course. Students continually report that their peer mentor helped them with accurate information, encouragement, and support.

Retention best practices research often indicates that students transition to the university more successfully when they discover and participate in the campus culture and environment. Outside lectures, performances, and diversity events, all extend student learning beyond the classroom, enriches their academic experience and knowledge base, and involves the student as an active member of the campus community. To encourage students to take advantage of these rich opportunities, the Retention and First-Year Experience office in collaboration with the President's office created the Aggie Experience Passport program. Students receive prizes and recognition for their participation while sponsors of events have seen a significant increase in event attendance.

Parents of today's college students are eager to fully understand the world their student will encounter during their first year. USU's Parent and Family Programs include parents in the process of integration into the USU community by introducing parents to resources, educating them about appropriate and effective support, and communicating regularly with them beginning with recruitment, through orientation to first-year events, and beyond.

Encouraging Native American College Student Persistence

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A literature review of studies on Native American student persistence and of on-line mentoring was conducted. One finding is that, despite having higher ACT scores than either African-American or Hispanic college students, Native American students have the lowest rate of persistence to graduation of any minority group. Only 18% of Native Americans between the ages of 18 and 24 were in college in 2005 compared with 32% of African Americans, 42% of whites, and 60% of Asian/Pacific Islanders. This under representation is more a function of attrition than problems with admission. Despite earning higher SAT scores than either African American or Hispanic students, post secondary dropout rates for Native Americans are the highest for any ethnic minority. Accordingly, only 36% of Native Americans have graduated within 6 years of initial enrollment. While some researchers have studied this longstanding problem, much still needs to be learned, and much more needs to be done. Previous work has indicated that one factor in the low rate of persistence of Native American students is the lack of study skills. Peer mentoring and social support networks have increased retention.

The purpose of the study is to increase retention of Native American students by developing an on-line study skills curriculum, peer mentoring function, and social support network. An on-line course teaching study skills, motivational strategies and approaches to on-line learning was developed. An on-line peer mentoring program utilizing successful upper class Native American students was also developed. Both aspects of the program were implemented as a pilot study during Fall Semester 2009. Interviews and focus groups will be used to capture and understand the experiences of successful Native American students. These methods are also being used to capture and understand the perspectives on student success of parents of students and of tribal leaders.

The Academic Library as a Transitioning Place

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It's bewildering when a senior comes into the library for assistance with a paper and partway through the reference transaction admits to the librarian this is the first time she has been to the library! One can't help but wonder where this student was when other papers were being written? And what did she use for scholarly resources, after sheepishly admitting she hasn't even used the online library? The real question however, is why did this student not view the campus library as a partner resource meant to keep up with her progressing academic needs?

Academic libraries are often billed as the cornerstone of a college or university campus. It's a place to gather, study, get help and collect resources. But with the advent of the electronic library, available 24/7, students often balk at coming into the library and, consequently, miss seeing how relevant it is to their work. The academic campus library needs to present itself as an evolving unit: transitioning with the student as they learn and develop, transforming itself into the capstone partner of the college senior, prepared to enter the "real world" as an information literate adult who can use and assess information effectively.

On the Washington State University Pullman campus this progression of the library as a transitioning place begins before the student arrives on campus. While student experiences are constantly changing, the library offers programs that build upon each other as the new freshman becomes an experienced senior. This curriculum is offered through WSU's Library Instruction Department and evolves to meet student needs every step of the way. This includes programs starting with orienting the new student to the library, extending through involvement with core campus units, and finally connecting with student service groups helping to prepare tomorrow's scholars for life after graduation.

Making Sophomores Count

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"Sophomore Success: Major to Career", a special course designed for sophomores, was developed, implemented and first taught during spring semester 2007. It has been taught once a year since that time. The presentation will begin with a description of the needs of sophomore students culled from the literature and discuss how our course curriculum and weekly assignments were carefully designed to meet these needs. We help students answer many questions about themselves during the semester including, "who am I and what do I want?", "how do I gather the information I need to make good decisions?", "what might be in my future and how do I get there?" and most importantly, "why should I stay in college?".

We will discuss how we have incorporated academic and career advising as part of the curriculum and assignments, included faculty in critical roles, and review what our students have accomplished on the way to "finding their bliss".

We will share our syllabus and discuss the assessment tools, written assignments, original articles students read, the comprehensive academic and career plan portfolio that students develop, and the exploratory interviews students do with a faculty member in their proposed major and a potential employer in the field.

We will explain the informal course/sophomore issues assessment done through student groups at the end of each semester and share our results to date.

The remaining time will be filled with lively discussion (we hope!) as attendees share what they are doing on their own campuses and give suggestions that will enhance the curriculum. We want attendees to leave with enough information to assist them with developing a course like this on their campuses.

(Also, if there is time, we want attendees to participate in an exercise that we have students do in class)

INTRnational: A Transitions Course for New International Students

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This session describes the successful pilot of “INTRnational”—a Transitioning to College course designed to address the unique experiences of new international students. Course projects and activities centered on positioning students to understand and apply college-wide learning goals, develop skills for success in American classrooms, explore some of the diverse and international aspects of Salt Lake City, and collaborate with students in other classes. One collaborative project positioned our new international students to be content experts for a project with real-world application.

Specifically, our presentation focuses on the following: (1) institutional context, (2) course goals, (3) student profile, (4) active learning strategies, and (5) outcomes and adjustments. When focusing on the Institutional Context that shaped the development and delivery of the course, we briefly discuss Westminster College’s institutional commitment to (1) diversity and internationalization, (2) the first-year experience, and (3) the Transitioning to College course.

Our discussion of the course goals, along with the rationale for selecting them, will serve as an effective transition to the discussion of the course activities and projects, as well as the active learning strategies employed for the class. As we discuss these issues, we will present a student profile for the pilot (fall 2008) class, including the number of students, the countries they represented, and the criteria for enrolling students in the class.

We will end our presentation with a discussion of the course outcomes, including the strengths and limitations as seen by both the students and the faculty and as conveyed in the course evaluations and final reflections. In addition we will discuss adjustments made for the fall 2009 course. Given the timing of the conference, we will be able to provide preliminary assessment on the adjustments made for fall 2009 version of the class.

Collaborative Mentoring

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Two years ago, an advising task was formed on our campus to address the advising needs of first year students. This task force consisted of faculty members, administrators, and our professional advising staff. We collaborated on a plan to provide a faculty mentor for each of our first year students. What began as a pilot in 2007 with 10 faculty members and professional staff from our advising center, has now grown into a mentoring program for each of our (almost

500) first year students. Our retention rates have improved, and satisfaction with the mentoring program for both students and faculty has been high.

Faculty mentors welcome their first year students to the Westminster campus, assist students in the transition to college life, provide information and advice about liberal education requirements, and mentor students as they begin their studies and throughout their first year at Westminster. Faculty mentors also provide information to students regarding choice of major and career options. These advising goals are accomplished by a set of monthly touchpoints which span the fall and spring semester of the first year. The majority of faculty mentors teach in learning communities on our campus.

Students and faculty complete instruments which assess the quality and satisfaction of the mentoring program. Those results will be presented in this presentation. The implications for faculty workload and the puzzle of extending this beyond the first year will be discussed. Finally, the importance of institutional support and collaboration between faculty and professional staff will be highlighted.

Help Students Define and Achieve Success With the CollegeScope Student Success Program

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The CollegeScope Student Success Program is a dynamic and innovative resource that has decreased attrition in schools by as much as 30%. The session covers the underlying theory of CollegeScope as well as the unique features of the program. Attendees will hear success stories from other schools using CollegeScope and a detailed explanation of how this curriculum positively impacts students. Different delivery methods and teaching options for the program will also be highlighted.

The CollegeScope program includes:

- A personal assessment that allows student to learn more about their individual strengths and personalities, thereby becoming more self aware and confident about their natural traits.
- An interactive curriculum which focuses on college, career and lifelong success. The material provides direction while the interactive elements engage and involve student in learning. As students move through the electronic text, they are met with a wealth of quizzes, journals and activities ensuring retention of the material covered.
- A focus on career development - the backbone for educational planning, goal setting and instilling motivation in students. CollegeScope demystifies career exploration, expectations and planning by offering students different career possibilities as well as identifying best-fit career options.
- Student management tools that increase accountability and help faculty monitor student

progress. Staff can check student work, read journal entries, automatically grade quizzes, message their students and more.

The program was originally developed by Dr. Marsha Fralick, who has been teaching college and career success for nearly 30 years. She holds a doctorate degree from the University of Southern California in higher education with an emphasis on career counseling. Dr. Fralick developed this curriculum while teaching and counseling at Cuyamaca Community College. The CollegeScope Student Success Program is now being used at higher education institutions throughout North America.