



More Than a Number: Transforming Orientation, Retention, and Transition Programs to Support the Success of All Students

**Pre-Conference Workshop
Annual Conference on The First-Year Experience – San Diego, CA
February 15, 2014
1:00-5:00 p.m.**

- I. Welcome and Introductions (1:00-1:10 p.m.)**
- II. Orientation, Transition, Retention (OTR) Interests and Workshop Goals (1:10-1:30 p.m.)**
- III. New and Emerging Best Practices in OTR (1:30-3:00 p.m.)**
 - a. A Comprehensive Approach to OTR Assessment and Strategies to Evaluate Existing Programs
 - b. Innovative Ways to Engage Key Constituents in the Planning and Implementation of OTR Programs, and Opportunities to Integrate Existing Programs
 - c. Selected Exemplary and Promising OTR Programs that Respond to the Unique Needs of Diverse Student Populations
- IV. Small Group Discussions (3:10-3:50 p.m.)**
- V. Presentations and Path Forward (4:00-4:40 p.m.)**
- VI. Wrap-up and Final Reflections (4:40-5:00 p.m.)**

Taking Action: Goals, Issues, Opportunities, Challenges, and Resources

The purpose of this exercise is to provide you with an opportunity to think deeply about what you want to gain during this workshop, and how you will operationalize what you learn today when you return to your campus. It is important to be honest, but also dream big!

1. What are your goals for this workshop?

2. How will you use what you learn in this workshop to positively influence OTR change at your institution? What are your short-term and long-term goals?

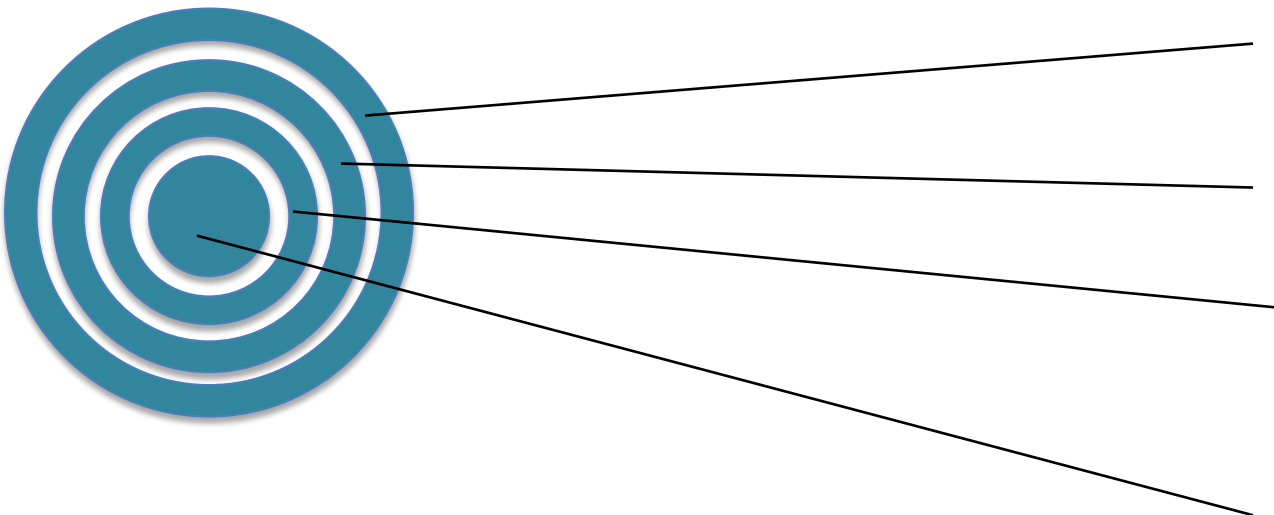
3. What are the most significant OTR issues at your institution?

4. What are the greatest OTR opportunities at your institution? These could include resources, potential relationships, etc.

5. What are the most significant challenges in your OTR work?

6. What type of resources will you need to positively influence OTR changes at your institution?

Target Dates for OTR Changes



New and Emerging Best Practices in OTR

A Comprehensive Approach to OTR Assessment and Strategies to Evaluate Existing Programs (Selected Resources)

Banta, T. W. & Associates. (1993). *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass.

Making a Difference presents a comprehensive account of the best practices and lessons learned in outcomes assessment.

Banta, T. W., Lund, J. P., Black, K. E. & Oblander, F. W. (1996). *Assessment in practice: Putting principles to work on College Campuses*. San Francisco: Jossey-Bass.

This book takes an applied approach, reviewing the key principles of good practice in assessment and providing a large set of case studies of campuses that properly implement these practices.

Bresciani, M. J., Gardner, M. M. & Hickmott, J. (2012). *Demonstrating student success. A practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling: Stylus.

A "how-to" book for outcomes-based assessment in student affairs, this book is designed to give pragmatic advice when implementing assessment of student learning and development.

Council for the Advancement of Standards in Higher Education (2012). *CAS professional standards for higher education (8th Ed.)*. Washington DC: Author.

CAS was established over 30 years ago for purposes of developing and promulgating standards of professional practice to guide higher education practitioners and their institutions, especially in regard to work with college students. These standards provide a comprehensive and valid set of criteria by which to judge program quality and effectiveness. CAS standards for Orientation programs can be found at:

http://c.ymcdn.com/sites/noda.site-ym.com/resource/resmgr/Docs/CAS_Standards.pdf

Kuh, G. D., Jankowski, N., Ikenberry, S. O., & Kinzie, J. (2014). *Knowing What Students Know and Can Do: The Current State of Student Learning Outcomes Assessment in US Colleges and Universities*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). [Available at: <http://www.learningoutcomeassessment.org/knownwhatstudentsknowandcando.html>]

This 2014 report from the National Institute for Learning Outcomes Assessment represents the findings of a survey given to chief academic officers at all regionally accredited, undergraduate-degree-granting, two- and four-year public, private, and for-profit institutions in the U.S. (n= 2,781) about the assessment activities underway at their institutions and how their institutions are using assessment results.

Schuh, J. H. & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco: Jossey-Bass.

This text provides an excellent guide to methods, approaches, and processes for assessing programs and services in higher education and student affairs.

Schuh, J. H. & Associates. (2009). *Assessment methods for student affairs*. San Francisco: Jossey-Bass.

A practical guide to the nuts and bolts of conducting assessments, exploring issues such as how to get started, how to use survey instruments and software, how to collect and analyze data, how to present information in a meaningful form to the various stakeholders of the assessment project—whether by writing reports or conducting briefings—and how to implement findings.

Sedotti, M. A. & Payne, M. J. (Eds.). (2010). *Orientation planning manual (2010 ed.)*. Minneapolis, MN: The University of Minnesota, NODA: The Association for Orientation, Transition, and Retention in Higher Education.

This NODA Association publication provides an excellent starting point for professionals who want a “how-to” guide for creating and assessing orientation programming.

Ward-Roof, J. A. (Ed.). (2010). *Designing successful transitions: A guide for orienting students to college. (Monograph No. 13, 2nd ed.)*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Drawing on current research and practice, this fully revised edition of Designing Successful Transitions outlines the basic organizational structures of orientation and their theoretical underpinnings while also discussing special considerations for diverse student populations, transfer students, nontraditional students, and parents and family members.

Selected Exemplary and Promising OTR Programs that Respond to the Unique Needs of Diverse Student Populations

- First2Go (for First-Generation Students) at Oklahoma State University:
<http://newstudents.okstate.edu>
- Latino Student Success and Orientation at Texas A&M University
<http://www.tamuc.edu/communityOutreach/hispanicOutreach/>
- Recruitment, Retention, and Progression to Graduation (RRPG) Program for Hispanic and Latino Students at Kennesaw State University
<http://www.kennesaw.edu/rrpg/>
- Second-Year Experience Program at Northern Illinois University
<http://www.niu.edu/fye/>

- Sophomore Initiative at the University of South Carolina
<http://www.housing.sc.edu/studentengagement/tsi.html>
- Student Orientation and Transition Programs and First-Year and Transition Studies at Kennesaw State University
<http://sss.kennesaw.edu/orientation/>
www.kennesaw.edu/fyts
- Transfer and Non-Traditional Orientation at Northern Kentucky University
<http://orientation.nku.edu/orient/transfer.html>
- Transfer Student Orientation at Stony Brook University
http://studentaffairs.stonybrook.edu/orientation/transfer/transfer_student.shtml [Changes made to this program and the outcome of those changes are documented in Robertson, H., Trapani, S., & Hopkins, E. (2011). Advising and orienting transfer students: A two-pronged approach to improving transitions. *The Journal for College Orientation and Transition*, 19(1), 103-111.]
- Transfer Student Programming at the University of New Orleans
<http://www.uno.edu/admissions/counselors/TransferServices.aspx>
- Transfer Student Union at DePaul University
<http://studentaffairs.depaul.edu/nsfe/transfer.html>
- Student Veteran Orientation at Florida State University
<http://veterans.fsu.edu/>

Selected Publications

Campbell, R. P., Saltonstall, M., & Buford, B. (2013). The scholarship of a movement: A content analysis of the Journal of The First-Year Experience & Students in Transition. *Journal of The First-Year Experience & Students in Transition*, 25(1), 13-34.

This article summarizes the findings of a content analysis of the first 24 years of the Journal of The First-Year Experience & Students in Transition.

Foote, S. M., Hinkle, S., Kranzow, J., Pistilli, M., Rease Miles, L., & Simmons, J. (2013). *College students in transition: An annotated bibliography*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This book describes research studies “of transition in the college experience and populations of students who are considered to be in transition” (p. xii), including: sophomores, transfers, seniors, adult learners, student veterans, and student sojourners (international students studying in the United States and U.S. students studying abroad).

Hamrick, F. A., Rumann, C. B., & Associates (2012). *Called to serve: A handbook on student veterans and higher education*. San Francisco, CA: Jossey-Bass.

This book describes the history of student veteran programs, the current needs of this population of students (including developmental considerations), and potential structures for programs and services aimed at serving veterans.

Hoover, S. C. (2010). Designing orientation and transition programs for transfer students. In J. Ward-Roof (Ed.), *Designing successful transitions: A guide for orienting students to college* (Monograph No. 13, 3rd ed., pp. 181-192). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This chapter describes several different programs and services at various institutions—all with the goal of supporting the transfer student transition.

Koch, A. K., Foote, S. M., Hinkle, S., Keup, J., Pistilli, M. (2007). *The first-year experience in higher education: An annotated bibliography* (4th ed.). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This monograph describes seminal and contemporary research on various aspects of the first-year student transition, including

Marling, J. L., & Jacobs, B. C. (2011). Establishing pathways for transfer student success through orientation. In M. A. Poisel & S. Joseph (Eds.). *Transfer students in higher education: Building foundations for policies, programs, and services that foster student success* (Monograph No. 54, pp. 71-87). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This chapter describes the need for specific orientation programs that respond to the nuanced needs of transfer students, rather than replicating first-year orientation for transfer student populations.

About NODA—The Association for Orientation, Transition, and Retention



ASSOCIATION FOR
Orientation • Transition • Retention
IN HIGHER EDUCATION

Mission

The mission of NODA—The Association for Orientation, Transition, and Retention is to provide education, leadership, and professional development in the fields of college orientation, transition, and retention.

Core Values

Community, Diversity, Integrity, Learning, Scholarship, and Service

Resources

- Conferences (annual and regional)
- Networks (affinity and special interest groups)
- Peer Resources
 - Databank (see separate handout)
 - Website/member portal
- Publications
 - *Orientation Planning Manual (OPM)*
 - *Journal of College Orientation and Transition (JCOT)*
 - *Empowering Parents of First-Year College Students: A Guide for Success*
 - *A Guide for Families of Commuter Students: Supporting Your Student's Success*
 - *Designing Successful Transitions: A Guide to Orienting Students to College*
- Awards
 - Student, program, and professional awards
 - Outstanding Research Award
- NODA Consultant Program

Contact Information



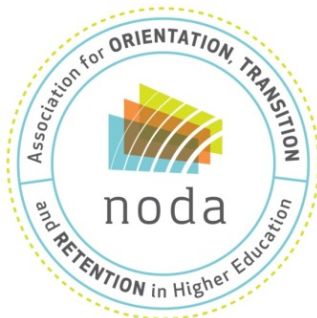
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