



ASSOCIATION FOR
Orientation • Transition • Retention
IN HIGHER EDUCATION



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

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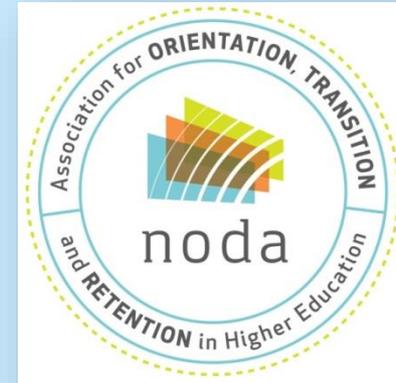
WELCOME AND INTRODUCTIONS

Who Are We?



Joyce Holl

NODA Executive Director
University of Minnesota-Twin Cities



NODA-
Association for
Orientation, Transition,
and Retention in Higher
Education

Who Are We?



Andrew Cinoman, Ph.D.

Director, New Student Programs
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Committee



Stephanie M. Foote, Ph.D.

- Director, Masters of Science in First-Year Studies and Associate Professor of Education, Department of First-Year and Transition Studies at Kennesaw State University
- Editor, *NODA Journal of College Orientation and Transition*

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FYE Pre-Conference

Workshop

Andy Cinoman, Stephanie
Foote, and Joyce Holl



CREATED USING
BwToon

Learning Outcomes



As a result of attending this preconference workshop, participants will:

- Increase their overall knowledge of the basic elements of effective orientation, transition, and retention programs;
- Understand current and emerging “best practices” in the field of orientation, transition, and retention, and the research supporting these practices;
- Identify key issues to be addressed in existing OTR programs their campus;
- Develop a preliminary plan of action to address these issues;
- Learn about the many ways NODA can assist them in their work.

Workshop Agenda

- 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.)**
- 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.)**



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OTR INTERESTS AND WORKSHOP GOALS

Reflection Activity



Using your answers to the first THREE questions on the handout, take a post-it note and write down the ONE *specific* OTR issue that you feel is the most critical one to address on your campus.

- This can be very concrete – for example, determining ideal program elements for a new Welcome Week program...
- This can be more abstract – for example, developing a set of learning outcomes to guide the development of an FYE program on your campus...

When you are done, place your post-it note underneath the area that it fits the best: ORIENTATION, TRANSITION, or RETENTION.

Defining Orientation, Transition, & Retention



ORIENTATION can include:

Elements in traditional, on-campus pre-semester programs for freshman, transfers, and families; addressing the needs of special populations (veterans, honors); unique program delivery methods (online orientation); professional development of staff (staff selection/training), etc.

TRANSITION can include:

Summer Bridge programs; Welcome Week programs; post-orientation camps; transition courses; First Year Seminars; Common Reading programs; in-year programs for special populations (first-generation students, commuter students), etc.

RETENTION can include:

Examining the first-year, sophomore, or senior year experience; evidence to support how a program has a demonstrated impact on retention; methods to retain different types of students; assessment of retention programs; research programs involving retention data; application of retention platforms (MAP-Works, Signals, Beacon), etc.

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NEW AND EMERGING BEST PRACTICES IN OTR

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STRATEGIES TO EVALUATE EXISTING PROGRAMS

Comprehensive Assessment is Key!



- An important first step is to examine your current program(s).
 - What are you doing well?
 - What appears to need improvement?
 - What elements are missing from your program(s)?

It's important to have the data to back up your assertions, rather than relying on your knowledge or what you learn at conferences!

Examining Your Current Program



- Conduct some BENCHMARKING
 - Compare your program to what is offered at other institutions of comparable size and Carnegie Classification.
 - Campus Labs, EBI MAP-Works
- Complete a GAP ANALYSIS - let your learning outcomes be your guide!
 - Examine how thoroughly stated learning and behavioral outcomes are being met through existing program elements.
 - Are there “gaps” in certain areas that might suggest areas of positive change?
- Utilize CAS Professional Standards
 - Are you addressing the standards established for the given field?

Creating Appropriate Learning Outcomes



- What impact should involvement in your program have on those who attend?
 - What do you expect individuals to learn from your program?
 - What non-cognitive factors are impacted?
- Realistic outcomes are both **LEARNING OUTCOMES** and **BEHAVIORAL OUTCOMES**...placed in developmental context.
 - What should students **KNOW** after completing the program?
 - What should they be able **TO DO**?
 - How should they **FEEL**?

Think/Pair/Share



- What methods have you used to examine the content and delivery of your existing OTR programs?
- Do a set of learning outcomes exist for your current OTR programs? How have these been used to develop and shape these programs?

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**INNOVATIVE WAYS TO ENGAGE KEY
CONSTITUENTS IN THE PLANNING AND
IMPLEMENTATION OF OTR PROGRAMS**

Form an Advisory Group



- **Involve your key stakeholders and decision makers**
 - Who are ideal individuals to involve in a group like this?
 - Allows colleagues to have a voice;
 - Can pave the way toward greater buy-in to needed changes.
- **Set the parameters – what is the scope of their authority?**
 - Is it to make decisions...or merely to raise concerns and share ideas?
- **Advisory Groups can foster great working relationships!**
 - You can work together across divisions to create learning outcomes;
 - Share assessment data and use it to guide decision making;
 - Share results of benchmarking and other research that proves the necessity of the changes that need to be made!

Create Open Lines of Communication



- It is critical to meet with those individuals or offices who are responsible for presenting program sessions or activities as you move into planning mode:
 - To discuss logistics: time, location, facilities;
 - To review feedback from program assessments;
 - To discuss ideas for updates and changes to their session;
 - To allow them to express concerns and ask for guidance.
- These planning meetings can help everyone feel valued!

Think/Pair/Share



- What are some innovative ways you engage key constituents in the planning and implementation of your OTR programs?
- What opportunities are there at your institution to integrate professionals from across campus into existing OTR programs?

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**SELECTED EXEMPLARY AND
PROMISING OTR PROGRAMS THAT
RESPOND TO THE UNIQUE NEEDS OF
DIVERSE STUDENT POPULATIONS**

What Makes These Programs Exemplary?



- Respond to specific needs of student populations and institutional needs. They don't simply duplicate other existing programs.
- Use/modify parts of existing programs that work and package those together in new and unique ways or infuse other “value-added” components.
- Communicate what works or is working in their programs, and collect and share assessment and/or research findings, and use those data to improve programs.

Selected Programs



- First2Go (for First-Generation Students) at Oklahoma State University
- Latino Student Success and Orientation at Texas A&M University
- Recruitment, Retention, and Progression to Graduation (RRPG) Program for Hispanic and Latino Students at Kennesaw State University
- Second-Year Experience Program at Northern Illinois University
- Sophomore Initiative at the University of South Carolina

Selected Programs



- Student Orientation and Transition Programs and First-Year and Transition Studies at Kennesaw State University
- Transfer and Non-Traditional Orientation at Northern Kentucky University
- Transfer Student Orientation at Stony Brook University
- Transfer Student Programming at the University of New Orleans
- Transfer Student Union at DePaul University
- Student Veteran Orientation at Florida State University

Think/Pair/Share



- What might you consider incorporating from these programs?
- How will you innovate rather than replicate to meet the unique needs of diverse student populations?
- How might you leverage partnerships or relationships with other departments to enhance your OTR programs?
- What opportunities are there to involve students in the planning and implementation of OTR programs?

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A COMPREHENSIVE APPROACH TO ASSESSMENT

Program Evaluation and Program Assessment



- These terms tend to be used interchangeably, but they are not the same thing.
- Program EVALUATION focuses on satisfaction and/or effectiveness:
 - With the content of your program;
 - With the staff;
 - With program facilitators, speakers;
 - With the university: facilities, food, signage, etc.
- Program ASSESSMENT zeroes in on how well your program meets established learning outcomes...

An Example: The University Transition



- As a result of taking Effective Learning: The College Transition:
 - I have learned how to take greater responsibility for the course of my education experience.
 - I can exhibit the necessary skills to excel academically.
 - I have advanced my critical thinking skills through self-reflection and analysis of my own experiences.
 - I have explored and engaged with the university community.
 - I can recognize the breadth of diversity on our campus.
 - I have evaluated and refined my decision making process.
 - I have an increased understanding of the university culture.

An Example: The University Transition



- How valuable were the following COURSE TOPICS to your learning in the course?
 - The transition from High School to College
 - All about FGCU: Our History and Guiding Principles
 - Locus of Control: Taking Responsibility (Victim/Creator)

- How valuable were the following COURSE ASSIGNMENTS to your learning in the course?
 - Self-Reflection writings
 - Time Management Logs
 - Majors & Careers Project

Think/Pair/Share



- What types of assessment do you currently use to evaluate your OTR programs and initiatives?
- What do you know from these data?
- How do you use these data to “close the loop?”
- What other information do you need to make improvements to your existing programs?

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SMALL GROUP DISCUSSIONS

Taking Action!



- What are the greatest *opportunities for change* at your institution in your OTR programs?
 - These could include programmatic change, involvement of key partners, benchmarking/assessment issues, etc.
- What are the most significant *challenges* to making these changes happen? How might you address them?
- What type of *resources* will you need to implement these changes at your institution?
- What are your *target dates* for these changes to occur?



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PRESENTATIONS AND PATH FORWARD

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WRAP-UP AND FINAL REFLECTIONS

How can NODA Assist You?



- 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
- NODA Internship Program

Contact NODA



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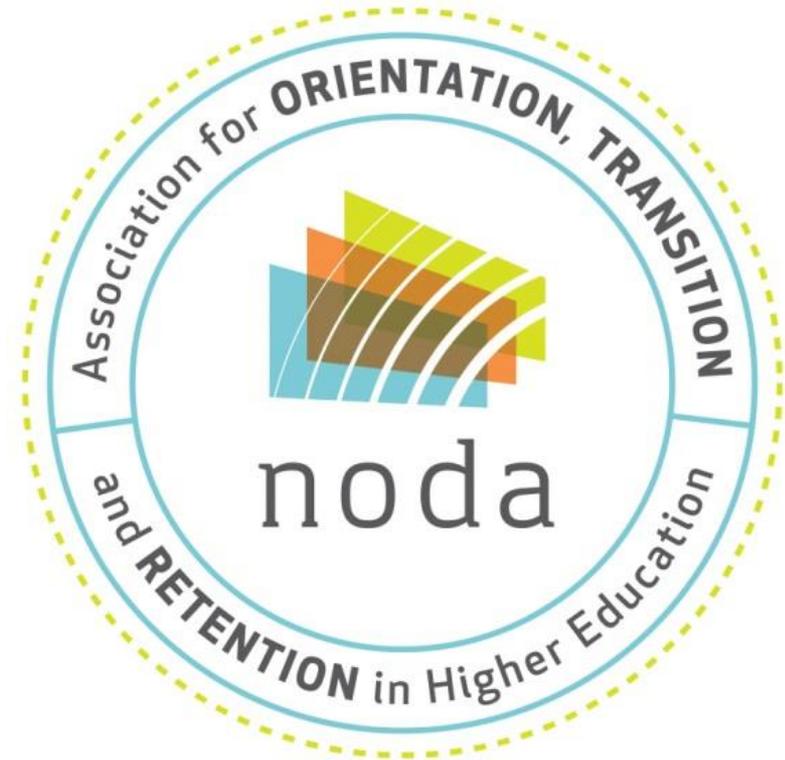
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