"A Happy Mess": The transitional challenges of college seniors who are first-generation

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This presentation will provide a discussion of the unique transitional issues of first-year, first-generation, and senior year students as contextual background for the topic. It will then cover transitional theory, with emphasis on Adult Transition Theory. An explanation of the research methodology will be provided, with a detailed exposition of the findings. The presentation will conclude with a discussion of indicated interventions and suggestions for next steps. A question-and-answer period will be allotted.

Comprehensive Assessment of Student Retention in Online Learning Environments

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This presentation will present the methodology and outcomes associated with a large scale analysis of online program retention data. While much has been written about the retention at traditional institutions, relatively little has been written about retention at online institutions of higher learning that developed since the early 1990s. For purposes of this study, the term "online" refers to accredited institutions of higher learning that utilize the Internet as the sole medium of instructional communication between professor and student with no presence of professor or student in a physical classroom at the same time. There are approximately 16 accredited online institutions headquartered in the United States and 11 of them are for-profits. There are another 19 accredited "blended" institutions whose online enrollments may exceed their on-ground enrollments. In 2008, online institutions primarily served adult learners (defined as students older than 24) with a market share approaching 40% of all adult learners in higher education and an estimated market share of traditional learners (age 18-24) of approximately 1.5% (Eduventures, 2008).

This study examined variables related to retention of students in a fully online undergraduate program, at American Public University System. The purpose was to determine which factors were most relevant in determining retention, with the intent of creating actionable policy

measures.

Participants at this presentation will be presented with the results of the study in context of the host university. Specifically, transfer credit, enrollment patterns, and course by course grade effects were found to have a significant impact on overall retention, accounting for 28% of variance. For online learning in general these findings illustrate the tenuous nature of student persistence. Participants will be engaged in a discussion of the practical application of these findings and how they should be considered as strategic objectives by administrators, counselors and faculty.

Participants will also be introduced to the statistical procedures utilized in this study, with a focus on strategies for implementing similar techniques at their institutions. Discussion will also focus on how effective knowledge management is essential to implement this type of initiative in institutions of higher education.

Academic Support for Probationary Freshmen: The PASS Program

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Institutions of higher education are being held accountable more than ever for the success of our students. Persistence to graduation can only occur if students successfully survive their first year. Our university implemented the Promoting Academic Student Success (PASS) program to throw a life-line to freshmen placed on academic probation and students returning from an academic suspension.

This session will focus on the design of the PASS program, its content and requirements, modifications made to the program each semester, and the initial assessment of its effectiveness. In this 12-week course students complete an assessment of their study and life skills and are provided customized support in areas of weakness. Students participate in interactive group activities. Academic and personal support and encouragement are provided by

the PASS course instructor and PASS Ambassador, a student peer mentor assigned to each class. The course instructor and PASS Ambassador also lead interactive discussions on academic success and life skills topics.

Modifications have been made to the PASS program each semester as a result of suggestions from the PASS instructors, PASS Ambassadors, and the external evaluator of the Title III Grant which provides funding for the program. The main goal of this program is to increase the number of at-risk students who achieve success after a weak start to their college career and who subsequently continue to graduation.

Since its inception in spring 2009, students completing the program have experienced greater success than students who did not complete the program. During the first semester the average term GPA for students who completed the program increased by 98%, and the retention rate of completers was 81.5%. The average term GPA for students who were required to complete the program but did not, decreased an average of 12.5% and their retention rate to the next semester was 15%.

During the fall 2009 semester, students who passed the course had an average term GPA increase of 88% and were retained at a rate of 65%. Students who did not complete the PASS course had an average term GPA decrease of 5% and their retention rate was 35%. In the spring 2010 semester, student who completed the PASS course had an average term GPA increase of 90%. Students who did not complete the PASS course had an average term GPA decrease of 14%. Additional data will be gathered to track the persistence rates of students in the program.

The Sophomore Experiences Survey: Latest Findings and Implications

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This session will focus on the results of the Sophomore Experiences Survey, an inventory that has been administered to four-year public and private institutions nationally on an annual basis since 2007. The session will begin with a discussion of what the audience's perceptions are of the needs and issues of sophomores on their own campuses, then will highlight the major findings from this year's survey. In particular, the presentation will emphasize the predictors of success in the sophomore year. The role that students' entering characteristics and psychosocial qualities play will be discussed, followed by the extent to which characteristics of the institution and the experiences that students have in their sophomore year predict their success and satisfaction. In addition, I will compare the survey results longitudinally, particularly highlighting the changes seen in the group of institutions that has participated every year.

The remaining portion of the session will be devoted to implications for practice. Four key areas will be discussed, with best practices and challenges highlighted in each: (1) the

classroom and the role of the faculty, (2) advising and mentoring relationships, including peer opportunities, (3) co-curricular involvement, particularly in service-learning, cross-cultural and study abroad experiences, and student leadership development, and (4) sophomore programming.

The session will end with an opportunity for the participants to ask questions and offer best practices from their own institutions. A copy of the survey results will be provided to each participant.

College Discovery and SEEK Transfer Student Bridge Program: Collaborating for a Seamless Transition

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The Transfer Bridge Program was created because it was our experience that too many Special Program students were arriving unprepared academically and emotionally for the rigors of the four-year program at Baruch College. From several student focus groups and feedback from counselors, we learned that numerous students despite earning an associate's degree at their prospective community college, would have to attend Baruch College for longer than the two years they had planned. Students complained that they would have to earn sometimes 24 to 30 credits more than they had anticipated. Sometimes this meant another three or four years because of having taken inappropriate courses at the community college. Students kept telling us that if only they had known what was required to enter Baruch's School of Business (the

Zicklin School) they would have taken the proper courses prior to coming to Baruch. This was surprising to us because a memorandum of understanding between Baruch College and the CUNY community colleges had been developed in 2006, which elaborated the courses needed for entrance into Zicklin. Upon further investigation, it was clear that this information was not filtering down to the counselors or advisors who worked directly with students. It was also clear that these courses did not always match up with the majors at the community colleges.

In addition, to the academic unpreparedness, we found that students felt lost, lonely and unclear about Baruch expectations. These students came to the college almost as clueless as most of our freshmen. Unlike our freshmen however, there were not transfer programs in place to help with their transition.

The Transfer Bridge Program is an attempt to make the change to Baruch a seamless one for transfers. This meant developing a program that would signify working with students and counselors at six CUNY community colleges as soon as the student entered the community college and not wait until the student was admitted to the Baruch. It also entailed getting buy-in from each of these institutions and being mindful of the different academic and administrative structures and policies in each campus.

This presentation will describe the processes involved, the objectives and action steps taken at both the community colleges and at Baruch to build a pipeline for CUNY transfer students. We will distribute an example of the PASSPORTS or blue prints that were created to assist students if followed to make a seamless transition.

"Only Connect": A Mixed Methods Study of How First-Year Students Create Residential Communities

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Summary: None

Successful Transitions: A Four-Year Experience Counseling Program

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Entitled "Successful Transitions: A Four-Year Experience Counseling Program," this presentation was developed to present information on the design and impact of the program at Bowie State University in Bowie, Maryland. Funded by a Title III grant, the program is designed to assist in retention efforts. The presenters will share information on important components of the program. One component of the program involves the Freshman Seminar course, which is taught by members of the Counseling staff, to include the Freshman Counselor. Additionally, the program includes psychosocial interviews by classification from the freshman through the senior year focusing upon adjustment to University life and plans for success upon graduation. Finally, the program consists of topical workshops addressing the developmental needs of students that are facilitated by counselors.

The presentation will include descriptive data. The presentation also will discuss the project's major objectives in measurable terms and the anticipated results to measure success with specific tasks and methodologies identified. The presentation will provide comparison data on the program's retention rate compared to that of the University as a whole. Additionally, the results of student satisfaction surveys that evaluate services will be shared. Survey information will be presented by gender, classification, resident, commuter, type of visit, and summary statements. The latter includes statements such as the visit was beneficial or the assistance I received was adequate to meet my needs. Overall, the majority of students rated the experience positively. Finally, student development workshops were evaluated by participants to assess an overall rating, defined objectives, presenter's knowledge of subject, organization and articulation, level of participant interaction, management of time, and the quality and value of the workshop. Participant ratings of these workshops will be shared.

N = 1: Defying Retention Convention

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Clarkson University is a rural, small, private, personal, selective, intensely research-driven institution. Among our comparison schools, we may share one of those characteristics, but not

all…thus we're an "N" of one.

Clarkson's tagline is "Defy Convention". Tapping that strength, Clarkson explored new ways to view our retention "problem". Our current FY-Sophomore retention is 87%; an enviable position, from many viewpoints. However, our chief comparative institutions achieve retention rates 5-10 percentage points higher. How do we rethink what retention is? How do we implement strategies that work for our institution? How do we partner with institution stakeholders who may view retention as solely a student affairs issue?
We have identified 5 key populations to target with 3 overarching strategies:

1. Develop advising models in parallel with faculty advising/mentoring integrated with the Student Success Center (SSC). The SSC is a suite of offices incorporating the expertise of Accommodative Services, First-Year Advising and Student Support Services.
2. Reform organizational structure and curricula to enhance success among first-year.
3. Develop intervention strategies for at-risk students that begin at pre-enrollment and continue through the sophomore year.

In our presentation, we will generalize the above strategies and detail three initiatives operated by our Student Success Center.
• CU Connect Mentoring program assigns university staff member to every first year student offering each student the opportunity to connect in a meaningful way with another campus community member. CU Connect provides students with yearlong guidance and support, networking opportunities, and help with the transition to college.
• College Student Inventory (CSI) an early alert tool designed to enable the SSC and CU Connect Mentors to take a more proactive approach to student retention by assisting students entering college for the first time to identify and overcome barriers that can either give them pause or put their educational plans on hold indefinitely.
• Calling All Knights is an initiative in which the SSC contacts all first-year student families to reach out and ensure that the transition to the university has gone smoothly. Every home is contacted and feedback from these conversations determines if follow up with the student is necessary.

Executive Function and the Transition to College

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This presentation will define and explore executive function disorders in college students, especially in the first semester of college. Students who struggle with executive function disorders essentially have an invisible disability. Often, these students may be bright, articulate and extremely capable, but are unable to stay organized long enough to complete tasks and perform basic life functions. Some practitioners may think that the student simply does not care

or may even be lazy, but students with executive function disorders are neither lazy nor uncaring. We will discuss common indicators of EF disorders and methods to intervene with students who may seem determined to make life their lives difficult, but really lack the time management and organizational skills needed to negotiate the complex demands of college.

We will discuss different methods of organization, time management and how these skills relate to writing, note taking and test-taking, but also to personal life. A major obstacle in working with students with EF disorders is simply getting them to show up for an appointment, so strategies for student engagement will also be discussed through case studies and anecdotal evidence.

This presentation is relevant to transition because it addresses a 2008 survey I helped conduct at Landmark College. With the permission of AHEAD (Association of Higher Education and Disability), we surveyed the membership and asked what skills were most deficient in the populations they served. Overwhelmingly, DSS professionals indicated that executive functioning was the most deficient skill set and also indicated that poor executive functioning skills put the student at most risk for college failure, not poor reading and writing fluency. This presentation will respond to that survey by giving FYS instructors strategies in supporting these students.

Audience participation is anticipated and the goal will be to discuss a few cases practitioners are currently struggling with and to workshop them. Although this is lecture based, audience questions and comments will be encouraged. We will examine and problem-solve a case study on student engagement in small groups to facilitate a larger group discussion.

Got Personality? Using Personality Type to Improve Teaching and Learning

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Personality type is a key theme in the student success course at Cuyamaca Community College. The following dimensions of personality type will be presented, discussed and experienced through interactive activities: introvert, extravert, sensing, intuition, thinking, feeling, perceiving and judging.

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 which has personality type as a central theme. Additional research has shown that students are more likely to continue their education if they have clear career goals based on their personality type, interests and values. Students assess their personality type by using an online assessment and then search a database of careers that match their personality types and interests. Results are displayed in an online portfolio which contains assessment results and careers for further

exploration.

In addition to career decision making, knowledge of personality type is used in many ways in the course. Understanding personal preferences and talents help student with positive motivation to complete their educational goals. Students analyze personal preferences and relate them to learning style and strategies for learning new and difficult material in college. They also use the information on personality type to improve time management skills by matching different time management strategies to their personality types. Understanding personality types helps students to communicate with students of diverse personality types. Faculty can use the information on personality type to enhance classroom communication and participation.

The workshop will be presented in an interactive format with opportunities to engage in practical classroom exercises designed to increase understanding of personality type. Participants will receive written and online resources for practical classroom activities to help student understand their personality types.

Workshop participants will:
1. Review personality theory with practical definitions and examples
2. Learn about practical applications of personality theory in the classroom:
• Helping students with making good career decisions
• 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
• Increasing positive motivation to succeed
3. Participate in interactive activities to understand personality dimensions
4. Receive practical resources for online and classroom activities.

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.

How to increase the student success in Precalculus courses

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El Paso Community College (EPCC) is one of the largest Hispanic-serving community college in the United States. At the same time, EPCC and the University of Texas at El Paso (UTEP) are de facto the only institutions of higher education within reach for a growing population of local students, the overwhelming majority of whom are Hispanic. Due to this constellation, the Mathematics departments of both institutions have a long tradition of close cooperation. We will report on a new joined initiative, supported by the U.S. Department of Education, to integrate mandatory Supplemental Instruction (SI) sessions into EPCC's Precalculus courses. The idea of the program is to give students the opportunity to supplement the lecture given by their professors, to get a deeper understanding and additional practice in the concepts introduced in the classroom, and to get help from fellow students without feeling intimidated by their professors or classmates. The instructional mode was changed from the traditional lecture to a new format of lecture with an additional hour of regularly peer-facilitated sessions called Supplemental Instruction (SI) labs. Graduate students from the Department of Mathematical Sciences at UTEP are serving as SI leaders for this Supplemental Instruction component at EPCC. A large portion of these graduate students started their academic career at EPCC and will therefore be able to act as role models for their EPCC peers. Our poster will introduce in detail the concept and practice of mandatory Supplemental Instruction in Precalculus I and II

courses. This strategy is aimed at helping freshmen students adjust to the unfamiliar learning expectations they experience at the college level and at increasing student knowledge of the course material, thus improving student success and reducing the student drop-out rate for these courses.

From their houses to our halls: Shaping the social culture of a first year students.

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How can institutions effectively communicate the standard for a positive social culture for first year students? This interactive session will present a two step program starting with summer orientation and into the first year seminar class designed to raise the bar of community standards. This roundtable will summarize the factors deemed imperative to be part of any institution's orientation and first year seminar class in order build a community based on respect and responsibility. Participants will discuss how this model could be used within their own institution.

Orientation is the first chance for institutions to convey their message to new students and families. This seminar will present several methods to create a positive social culture for first year students by asking the following questions:
• What standard does the institution want to set for new students?
• What is the most effective means of communication to deliver this message?
• When is the best time to set the tone for the first year community?

The presenter will summarize what the research says about the key elements of a successful orientation and how this model could be used in planning future orientations and first year seminar courses. At the conclusion of the presentation component of the session, the group will have the opportunity to discuss their institution's models, ask questions and get feedback by the presenter and the participants.

International Students: Cultural Complexities of Research and Libraries

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International students entering the American university setting as freshmen are confronted with an array of transition issues that are not readily or easily addressed by traditional first-year programs. International transfer students, on the other hand, face a differing set of transitional issues, even when coming from the community college setting. In both cases, culture, educational history and language can serve as barriers to success.

Cultural differences can contribute to misunderstanding in an academic research setting. Examples include mores about asking for help from a member of the opposite sex, which is problematic as librarianship is a predominantly female occupation, to academia's expectations of research knowledge and application for incoming students. Perspectives on censorship and academic integrity differ significantly across cultures.

Two key transitional courses will be highlighted: English for Academic Purposes, which introduces international students to the pedagogy and rigor of American universities; and University Writing which is a required first-year writing and research intensive course that is designed to foster the transition to academia. We will also discuss the work of the University Writing Center where issues related to academic integrity are addressed.

As librarians, the presenters engage with international students in multiple settings. Within the classroom we apply pedagogical principles within our own instruction to help mediate all students' transitions to academia. We also work to address student assumptions of library services, knowing that they are informed by prior experience, such as closed stacks or mediated researching. Our experience has shown that it is critical to intercede and acknowledge culture as a possible barrier to a new culture of inquiry.

International students contribute differing perspectives and experiences to the classroom that enrich learning for all. We will discuss how pedagogy built on constructivism engages these students by valuing past knowledge and experience. This approach provides opportunities for all students to examine their assumptions, challenge prior learning, and retain new learning. As international students bring a wide array of backgrounds to our university settings, this approach validates them while introducing them to American academic culture.

Developmental Advising: Creating a culture that serves the developmental learner needs college wide

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Advising is a fundamental aspect of college life; however, institutions across the nation have recognized that there is a tremendous need to create a "learning community" or other learning opportunities for this special population. Implementing Intrusive Advising strategies college wide as a means to set the tone for campus culture, is our challenge. We must learn how to teach and advise this generation of students who work full or part time; have children; may be a spouse and overall have many more "hats" to wear outside of the classroom. This discussion will center on exploring how campuses are dealing with developmental education and their use of First Year Experience courses for this cohort. We will focus on campus culture and infrastructure. We will discuss how campuses are administering their developmental education programs as well as how are campuses advising developmental students (to include courses students may take).

Student Success and College Success Courses

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Summary: None

Purposeful and Positive Program Review

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Illinois State University's emphasis in the Program Review process is formative in nature: highlighting strengths in order to best support those strengths and identifying weaknesses where essential evidence indicates improvement is desirable. While it was necessary to implement different mechanisms for measuring success in the process of reviewing a service unit, the essential emphasis of the academic department Program Review was retained. Individual programs and services within University College are examined and assessed based on effectiveness (as evidenced by their contributions to student achievement and retention), and strategies for improved success and services are recommended and implemented.

As a whole, University College has benefitted from this comprehensive assessment plan developed through Program Review. All units within University College have been able to implement immediate changes to make program improvement including, but not limited to, advisor training and education or curricular development. Additionally, the data gathered through the assessment plans proved useful in the development of the University College strategic plan.

Specifically, the Learning in Communities (LinC) seminar was established in 2005 as a pilot program. This coincided with the dissolution of the University-wide first year seminar called Foundations of Inquiry. LinC, along with other campus initiatives, attempted to serve some of the same purposes of the old seminar. However, it was quickly realized that much assessment was necessary to develop LinC in such a way that it would be meaningful to students as well as addresses campus-wide goals, such as civic engagement. Assessment data proved successful as there is now have clear evidence of the impact of LinC, including positive results on NSSE data.

The University College Model: Organizing for Student Success

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Summary: None

Organizing for Student Success: The University College Model

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In the twenty-first century, many more campuses are adopting the university college model as a result of widened participation in higher education and repeated calls for increasing the proportion of citizens holding baccalaureate degrees. A university college model provides a context for the campus to organize its work to serve students in an era where there are accelerating changes in the culture and amongst the incoming students. Rather than seeking to increase student performance simply by recruiting better prepared students, as is the approach taken by too many colleges and universities, many campuses adopt the university college model to organize their work and improve the institution so that students succeed. In an era of changing culture, wider participation in postsecondary education, and increased calls for accountability on the effectiveness of how campuses serve their students, the university college model provides a structure where intentional work is done to support and encourage the success of entering students.

This session will examine the university college model, which has proven successful in addressing student transitions to a collegiate environment in a comprehensive and collaborative fashion. Presenters will share content from their monograph Organizing for Student Success: The University College Model, which will be released at the 17th National Conference on Students in Transition.

They will briefly address the history of university colleges, share findings from a nationwide survey to examine university college structures—their components and characteristics, and address strategies for developing necessary collaborations that include faculty, advisors, librarians, student affairs, support staff, and students themselves. They will also address the importance of assessment in both improving and sustaining the university college structure.

Presenters will discuss existing structures at Indiana University–Purdue University Indianapolis (IUPUI), the University of Texas at El Paso (UTEP), and other institutions with strong university college structures. They will address the challenges of creating and sustaining a new university college structure and will explain how the structures at both institutions have

developed and changed with time. Presentation attendees will be asked to share the challenges and successes of developing a university college structure at their institutions.

Bring the Bling: Adding Excitement to Classroom Learning

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The imagery often attached to higher education is a tiered classroom full of students and a faculty member lecturing on a topic of choice. Quite often, if you look into the faces and eyes of the students seated in those classrooms you will see the evidence of Lecture Induced Mind Paralysis: droopy eyes, heads that appear too heavy to support their own weight, profuse drooling, extended periods of staring, dazed appearance uncontrollable doodling, snoring, and window/door gazing. The symptoms can be directly related to a lack of engagement in the instructional process.

The strategies that will be presented during this session include:

• Rock Stars- They have clever exciting nicknames (e.g., The Boss, The Edge, Ace, Slash, LL Cool J)… what name might you choose for yourself as a faculty member? What name might your students apply to your teaching?

• The Power of Being Predictable
o Rules of Civility
o Attendance
o Promoting Textbook Use (i.e., quizzing strategies, "Read and Speak"

• The Power of Being Unpredictable
o Gone in 60 Seconds
o My New BFF
o Tweet and Wordle
o Cinquains and Diamonds
o Change of Venue
o Eight Easy-to-Use "Exclamation Points" to Enhance Teaching
o Video Clips in a Heartbeat

Bridge Program: Helping Students Make Smooth Transition from High School to University

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This poster session will present the course design of the Bridge Program offered by the compulsory foundation college (the University College of Cornerstone Education) of the J.F Oberlin University and how it has been improved over the past 3 years based on the survey.

This program is offered to incoming students who have accepted entrance to our university by the recommendation system or admissions office entrance examination, which are not scholastic tests (without paper-based examination). This is a two-day, non-credit and optional program. In 2009 academic year, about 440 students (about 20% of the first-year students) participated in the program. The goal of this program is twofold: (1) to help them to reduce their transition anxiety, (2) to increase motivation to their new life. It has been designed to provide them a chance to engage with faculty and peer supporters, to learn typical expectation of university life in a more relaxed, informal academic setting before starting their university life.

It has been improved based on the result of the survey to participants every year. In 2009, Group Interview was conducted among first-year students who had participated in the program. According to the qualitative analysis, it was clear that giving courses based on academic discipline would be effective to develop their consciousness to be a university student and awareness of what they are going to study through academic disciplines. As a result, a lecture called "Welcome to Academic Discipline" was introduced. Furthermore, according to the result of survey in 2009, it was cleared that they wanted to have chance to communicate with senior students and we introduced an ice-breaking activity with peer supporters next year.

In 2009 academic year, this program consisted of five parts; (1) Orientation (giving brief information of the founder, introduction of faculty members, etc), (2) English Communication Class, (3) Activity (ice breaking activities with peers), (4) Lecture "Welcome to Academic Discipline" and (5) Message from faculty, senior students.

Furthermore, in order to develop the course design, we realize that we need grasp how this program has affected the student's life and how they evaluated this program after starting their university life. We are going to conduct the follow-up survey for first-year students who

participated in the program. The result will be shared of the quantitative and qualitative analysis and this session will describe how these results can be used to develop the course design on the program.

Considering Dual Enrollment Programs and Their Impact on Students and Institutions

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Summary: None

Students Helping Students: A Training Model for Successful Transitions

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Peer educators are a prominent part of the delivery of student support services.   Consider Joe Freshmen who will arrive on campus to be greeted by a student ambassador, an orientation leader, a resident assistant, and a financial aid advisor (all students). During the first semester he works with a discussion leader in the First Year Experience class and takes a career online assessment with assistance from a career specialist. He also has access to a personal trainer at the Recreation Center, a tutor for his math lab, and, if he is accused of breaking the honor code--he could go before student judiciary and be assigned an Honor and Integrity Peer Educator (HIPE). This story may be hypothetical but the examples are authentic. The most influential contact a student will have on the college campus becomes other students! How well are we training our peer educators to deliver these services? Is there a systematic model that prepares students for a helping role? Students serving as peer educators are receiving one of the most influential learning experience of their own education. Are we providing the support and reflection that helps to make this an important awareness of their college career? This presentation will address these questions.

This session will overview a model of training for peer educators. The model includes a basic knowledge and skill set including an understanding of student development principles, helping relationship, leadership, multi-cultural perspective, and problem solving. Grounded theory is then applied to the students own situation through reflective activity. The session will demonstrate how student journals and interactive group activity facilitate discussion and involvement of those training to become peer educators. The process of basic skills and knowledge can then be applied to specific content areas of service. Examples of the

individualization of peer educators to various settings in which they are utilized can include methods for identifying resources, utilizing referral, and include ways to establish standards for practice. The initial overview presentation utilizing power-point slides will then be followed by a demonstration of example learning activities. Suggestions about designing experiences and utilizing available resources will follow. The last 15 minutes of the session will be dedicated to shared ideas, comments and question with the audience.

The Senior-Year Transition Web 2.0: Utilizing Interactive Media for Innovative Program Delivery

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This roundtable discussion will focus on ways to utilize the interactive capacity of Web 2.0 to creatively and efficiently impact the delivery of the "Senior-Year Transition" across institutions of higher education. Web 2.0 ranges from Distance Learning to LinkedIn, making for exciting curriculum design and delivery for the college senior transition courses and programs, creating innovations in the career search process, offering interactive announcements of alumni networking opportunities, creating interactive college senior ePortfolios, and sharing global citizen networking opportunities on social media sites. Come ready to discuss, share, explore, and network with colleagues on the innovative ways that Web 2.0 interactive media and social media can empower and connect stakeholders in the Senior-Year Transition.

An Ex Post Facto Study Exploring the Impact of Parental Level of Education and Parental Support on First-Year College Adjustment

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Parents have the opportunity to help their children transition to college; however, some of these parents may not be equipped to adequately prepare their child for this milestone. This transition has the potential to be detrimental for some (Engle & Tinto, 2008). Previous research has addressed the role that personal factors (e.g. self-esteem, motivation), parental level of education, and ethnicity have on college adjustment (Dennis, Phinney & Chuateco, 2005; Toews & Yazedjian, 2008). Using social capital theory as a theoretical framework, this study seeks to address the combined impact of parental level of education and parental support on college adjustment. In contrast to prior research in this area which was largely descriptive and correlational, this study will be causal-comparative in an attempt to infer group difference from the data.

An ex post facto design will be used based on the nature of parental level of education as a pre-existing condition. A group of college students gathered through convenience sampling will be divided into groups based on their parental level of education. Participants will complete three surveys: Parental Attachment Questionnaire, Student Adaptation to College Questionnaire, and a demographical survey.

The study will address three research questions:
1. Does parental level of education impact college adjustment?
2. Does parental support impact college adjustment?
3. What is the combined impact of parental level of education and parental support on college adjustment?

To address these research questions, a two-way ANOVA will be used to determine if parental level of education and parental level of support have a significant impact on college adjustment. The two-way ANOVA will allow for interpretation of the impact of parental education on college adjustment, parental support on college adjustment, and the potential interaction effect between parental education and parental support. It is expected that students whose parents attended college will show higher levels of college adjustment. It is also expected that students who report higher levels of parental support will have higher levels of adjustment to college. Further, it is expected that there will be a significant relationship between parental education and parental support.

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You Can't Automate Everything!

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When an advisor develops a relationship with a student, they begin to know them, when they know them they begin to care about them, when they care about them, they work even harder for them.

When students need help, there must be a relationship in place upon which they can rely. We have learned through trial and error that students "don't do optional". Lone Star College System has paired an initiative of Intrusive Advising with the initiative of a student success course. The result has been a fall to spring retention rate of 95%! The initiative mandates that the student form a working relationship with their advisor, and the students are responding.

LSCS is moving toward mandating that certain groups of students be required to enroll in the 3 credit hour student success course. Imbedded in that course is a large "Advising Assignment", worth approximately 30% of their grade. An advisor is paired with each and every section of the course. This allows the student to know exactly who their advisor is. Additionally, it allows the advisor direct access to their students (previously a problem). Students are required to meet with their advisor twice during the semester to discuss the following: 1. Discussion of Academic Goals 2. Discussion of Career Goals (referral to Career Counseling if necessary) 3. Discussion of financial aid and the financial aid process 4. Review and refer to campus resources 5. Development of an academic plan 6. Follow up and preparation for the next semester.

The course itself is designed to be a freshman orientation type of course that covers subjects such as personal growth, study skills, career exploration, learning styles, etc. The content is supported by the work the student is doing with their advisor throughout the semester. The pairing of advising and the student success course provides an opportunity for comprehensive services to first time in college students.

Cultural and Academic Enrichment Strategies for Community College Transfers

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Because of current trends in unemployment in rural states, an emerging movement for a four year university is the adult learner who has finished his or her general education classes at a convenient, and in Mississippi, free community college, and now transfers to a four year university without benefit of understanding the culture of higher academia.   This student has not had the advantages of an enrichment that takes place in the freshmen and sophomore years or during an introduction to college life class. Criteria for choosing is usually based on geographic convenience and financial aid and not the values of the institution which can create a great deal of dissonance within the student who can only draw upon his or her own past experiences that will likely give little help. Likewise, university faculty is now finding transitional students in their upper-level courses that are eager to successfully learn but have no context for doing so. Thus, bridging the gap between student need and expectation from faculty must be a priority for a public university to meet its responsibilities.

This session will explore three ways to create a positive transitional learning environment that serves both the community college transfer student and the faculty within an informal surrounding rather than a classroom setting. Using casual teaching/learning sessions, faculty interactions and student mentors in a three prong approach aids these transitional students who often do not realize they are in need until a negative outcome has taken place. Mandatory transition classes have failed to produce results simply because of the resentment from the junior-level student who does not yet comprehend how steep the learning curve will be and the resentment of faculty required to teach transition classes in the place of their specialty area. Few tenured faculty attended community colleges and are often not aware of or sympathetic towards these learners in a way that they can empathize with freshmen. Thus, this session has been designed with the focus of creating a bond amongst major faculty, traditional students and transfer students.

University College: A Collaboration

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University College at Montana State University serves as a portal of entry for one third of the incoming first-year class who has yet to declare a major and plays an important role in providing several other campus-wide academic opportunities. Upon the formation of University College, it became apparent that to best serve the undergraduates, collaboration with student affairs would be crucial. University College staff has since developed excellent channels of communication with student affairs on issues such as financial aid, advising, retention, recruitment, and the first-year seminar program. Student success is enhanced when the knowledge and perspectives of people who work in student affairs are integrated into course design, especially in courses like the first-year seminar. The vice president for student affairs and the vice provost for undergraduate education, who serves as dean of University College, co chair a group called the Student Progress Oversight Committee (SPOC), which provides student success and retention recommendations to the university budget and strategic planning committees. This SPOC collaboration resulted in university funding for 2007–2009 initiatives, which included: (a) offering Supplemental Instruction (SI) in the residence halls, (b) reducing the size for first-year English composition sections, (c) expanding the Math Help Center to the residence halls, (d) funding an out-of-class experience for faculty/student connection in first-year seminar, (e) predictive modeling for student persistence trends, (f)student engagement and its correlation with retention, and (g) designing and printing an advisor toolkit.

Rethinking Academic Advisement: The Creation of a Learning-Focused First-Year Advisement Program

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New Student Experience (NSE) began advising first-year students in 2003 when this activity was added to an office that was founded three years prior to coordinate programming to support first-year student transition. First-year advisement services began as an activity that the department provided, but had not examined how these services needed to be tailored to address the transition issues of first-year students on campus. As academic advisement at Montclair State University is highly decentralized, the management of training, program development, and assessment activities has been left to individual advising units to determine.

Managing this additional assignment has been a challenge for NSE as first-year enrollment at the University has skyrocketed resulting in increasing caseloads at a time when no additional staffing was promised or on the horizon. Furthermore, retention activities remained with the department and several others were added as well to prevent attrition amongst a growing first-year class. In 2008, the NSE staff began to critically examine how they could deliver effective advisement services to first-year students when managing caseloads of 450 students and coordinating New Student and Family Orientation, Learning Communities, a Peer Leadership program, New Student Seminar, co-curricular programming, and the advisement of Alpha Lambda Delta. The staff agreed that to ensure the successful transition of first-year students,

first-year advisement services needed to be reconsidered.

During the following year, the NSE staff formalized its first-year advisement program. The process began by the staff identifying developing a mission statement for the first-year advisement program that was aligned with the overall mission of the department, the division, and the University. The department decided to turn to the Council for the Advancement of Standards in Higher Education (CAS) to develop learning outcomes for the advisement the department provides to first-year students. The staff examined the advisement services that the department provides and determined whether they were geared toward helping students achieve these learning outcomes. The staff pinpointed where, when, how, and by whom these services were delivered and the gaps in their delivery. From there, areas for improvement were identified and plans were developed for improvement.

Based on the improvement plan, academic advisement moved from an activity that took place mostly in the adviser's office to a curriculum that was infused into the department's initiatives to assist first-year students with their academic transition as they expand their knowledge and skills, clarify their goals, and develop ownership for their educational experiences.

Senior Year Experience: A 3-Year Update from Muhlenberg College

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Attendees will receive an overview of the development and changes to the SYE program at Muhlenberg College in its first three years. The original Presidential Task Force recommendations that were presented to the Director will be shared and compared to the program today and the changes that occurred between Fall 2007 and Fall 2010. A tour of the website will be incorporated as this was one of the recommendations. There will be a discussion of how the Senior Year Experience fits within the College's strategic plan and the ways that it is resourced. Not without obstacles, the Director is optimistic about the future of the program. Time will be allowed for attendees to ask questions.

One Book, One Campus: Approaches to Summer Reading Programs

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This session will focus on best practices in summer reading programs (SRPs). SRPs are generally defined as programs that invite students to complete a reading during the summer in preparation for events, such as a speaker and/or discussion groups, scheduled for the beginning of the Fall term. Most colleges and universities use SRPs to introduce students to campus life and to build learning communities in an attempt to increase retention rates. According to the National Resource Center for the First Year Experience, as of 6 July 2010, 101 institutions had reported such programs, and the list includes all types and sizes of schools, from research I universities to community colleges. However, this research found that approximately 360 four-year colleges and universities in the United States have implemented some sort of SRP.

The discussion part of the session will be informed by data gathered from an online survey distributed in summer 2010 to 336 administrators of SRPs nationwide. These data provide an overview of institutions with an SRP, including information about text selection, program administration, assessment, program structure, and other aspects of SRPs. The researchers will highlight findings of this research and other relevant research on SRPs in order to suggest best practices, with special attention to program goals, text selection, and assessment.

Transfer Students and the Traditional First Year Program

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The purpose of this session is to share approaches Muskingum University is currently implementing in its efforts to accommodate nontraditional students as they enter the general student population. Transfer students are often overlooked in admission and retention issues for colleges and universities. As transfer student populations grow, they are becoming a more important demographic. Methods for recruiting and retaining these students are crucial to the institution. Methods to improve the transfer student experience are essential when considering retention issues.

In comparison to last year, the number of accepted transfer students at Muskingum University has increased by sixty-three percent. In response to conversations with last year's students, it became evident that Muskingum investigate new approaches for serving those transfer students on campus. In an attempt to accomplish this, Muskingum has implemented a Transfer Student Orientation. Articulation agreements with "feeder schools" are being revised and updated, learning communities and transfer focus groups are being formulated, and a website specifically

for transfer students is in the process of being drafted.

How Campus Activities Affect the Transition of New Students to Colleges and Universities

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Summary: None

The Senior Year Experience: Current Trends and Issues

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Since the release of Gardner and Van der Veer's The Senior Year Experience, relatively little research has been published which explores the concerns of the college students' final year and their college-to-career transition. The 1998 publication filled a gap in the literature on the topic of student transition at the back end of the college experience; however, higher education has seen enormous growth and transition in the last 12 years.

This roundtable will explore the concerns of today's college seniors. Discussion will center on exploration of the Senior Year Experience for today's college students, and focus on current trends and issues with regard to student development during the senior year and college-to-career transition. For example, how have changes in social networks and social support systems influenced the senior year experience? What are some of the recent career-related concerns of this population? How are seniors dealing with transitional loss and change in lifestyle? How is increased financial debt and responsibility impacting decision-making with regard to post-graduate plans? How are institutions adding valuable learning experiences for students during senior year and beyond? Participants are asked to bring their ideas and experiences to this roundtable, and together we will form a clearer understanding of the current and future issues impacting this important population.

From Matriculation to Graduation: Correlations between Career Readiness Programs and Career Search Self-Efficacy

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This session will focus on results of a study conducted to determine whether there was a relationship between the degree of participation in a career development program and career search self-efficacy. The premise is that increased exposure to career-related readiness programs results in an increase in career search self-efficacy. Career search efficacy can be categorized as a process domain, referring to confidence in processing career decisions. The CSES was designed to assess the degree of confidence an individual possesses for performing various career search tasks. To proactively meet the needs of today's students and employers, comprehensive, structured, career and skills preparation programs at the undergraduate level are fundamental.

This session will include an overview of the research study, methodology, findings and recommendations for future research in the area of career-readiness programs for undergraduates. This research was drawn from a segmental theory, which is a loosely unified set of theories used to explain specific aspects of career development, therefore, special attention will also be given to Super's Life Span Development and Krumboltz's Social Leaning theory as theoretical foundation for this study.

Career development research reinforces the importance of logical career planning as a preface to successful job searches and long-term career management. This session will also overview an existing career development program, from which the research sample was drawn. This program provides comprehensive, career-related support services to students each year of their undergraduate education.

The final aspect of the session will focus on a variety of ways faculty and staff can utilize to introduce career-related readiness initiatives across campus. Participants are encouraged to share current programs and best practices with the group to enrich the discussion.

Using the Retention Management System Plus To Inform Student Success and Retention Programming for Enhanced Outcomes

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Research shows that nearly 95% of entering students strongly desired to finish a college degree; however, public graduation rates are significantly lower. To address this challenge, the Retention Management System Plus pairs the precision of student predictive modeling with a continuum of motivational assessment. Equipped with these data, campuses more effectively identify and support student needs and interests that impact student success.

Student success and retention is not what we do rather an outcome of what we do. What we do, the activities of successful retention programs, are based upon six guiding principles; namely: i) being structured and integrated with other programs/services; ii) understanding student satisfaction and motivation, and integrating students into the campus life; iii) quality classroom engagement and learning assessment; iv) student centered; v) empower students to develop relationships; and vi) intrusive and intentional.

Many critical activities emerge from these principles and must be strategized effectively to improve retention.

At the time of enrollment, predictive modeling and student motivation assessment provides institutional benefit in terms of campus programming and one-to-one student interaction. When the student's acknowledged motivation is combined with an observed predictive modeling retention score, institutions have the data needed for targeted, formalized outreach to the incoming class, leading to more effective institutional programming and advising.

As the student transitions through the first year, the Mid Year Student Assessment enables campuses to document student motivational change and learn the student's enrollment plans for next year. Staff can act upon this information developing an action plan to make the transition to year two more effective.

Helping second-year students persist and progress is a continuing challenge. The Second-Year Student Assessment, under development for 2011, is designed to identify strengths and needs of these students, providing advisors with data to inform and extend individual interventions and programs.

The Retention Management System Plus offers an umbrella of assessment designed to provide continuous feedback to students and institutions at strategic points from pre-term of the first year into the second year. Using these data to inform the "what" of retention programming can impact the outcome of the programming, namely student success and retention.

Exploring The College and Career Aspirations of High School Matriculating Teen Mothers

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A college education can make a major difference in the outcomes of the lives of teen mothers and their children. "The most important benefit of postsecondary education for poor mothers is that "it interrupts the intergenerational transmission of poverty because the educational attainment of one generation strongly predicts future generations' educational and socioeconomic success" (Sharp, 2004, p. 115).

This session will begin by having attendees explore their assumptions about teen mothers. As teen parenting is considered the number one reason for young girls to drop out of high school, this session will then describe what life is like for young ladies who become teen mothers. The session explores the myths of teen parenting such as the belief that they lack ambition. It discusses the romanticizing of teen motherhood as it exists in today's media and then the harsh realities. This session will also describe the consequences of teen parenting on the futures of these young ladies, their children and society. It will include a discussion of welfare reform which is not much of an option for these young ladies in their abilities to provide for their children while raising them.

The session will then reveal the results of a study conducted by the researcher of the college and career aspirations of pregnant and parenting teen mothers who were successfully matriculating through high school in New England. It describes their motivation to complete high school and how they perceived their chances of pursuing degrees in higher education. Also included in the session are the challenges to school systems as they try to educate these students along with non-parenting high school students.

The research and the presentation answer four questions: (1) how do teen mothers who are matriculating through high school perceive their possibilities of attending institutions of higher education?, (2) how do teen mothers perceive their readiness to attend institutions of higher education?, (3) how do teen mothers perceive their educational and employment options upon graduation from high school?, and (4) what is the role of institutions of higher education in advancing the academic and psychosocial developmental needs of teen mothers seeking to enter college?

The Impact of a Sophomore Seminar

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At the beginning of the presentation, I will ask everyone to recall their favorite college class. Then, I will ask two volunteers to share characteristics of their recollection with the participants. This will lead me into talking about how, to the majority of our class participants, this course was their favorite class, not necessarily because it was fun, but because of its impact

on their lives, their academic success, and their motivation levels.

All attendants will receive a copy of the course syllabus which will be discussed in detail so that they have an idea of the content. Additionally, a brief synopsis of sophomore development theory, which was used as a foundation for the course's creation, will be provided to educate the audience on basic sophomore issues. Afterward, I will ask if any schools in attendance have installed similar courses; this is to encourage engagement.

Afterward, a copy of the survey used in this research, the Sophomore Seminar Efficacy Questionnaire (SSEQ) will be provided so that attendants know the types of items asked of students. An overview of the institution, the sample size, sampling method, and objectives will then be shared to put data into perspective. Charts and graphs will illustrate some of the statistical analyses run on the collected quantitative data. Interspersed throughout the presentation will be qualitative comments that correlate to the appropriate statistics. Audience members will be asked throughout the presentation to provide their thoughts on the data.

Afterward, I will summarize the results and provide time for participants to ask questions about the course and the research.

Technology Skills Perception and Reality: Bridging the Gap

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Today's first year students are sometimes referred to as "digital natives," but do they really know how to use technology in the classroom? Research suggests that students may be far less technologically fluent than they perceive themselves to be and less skilled than faculty expect them to be. This session will focus on how Ohio University Southern, a small (2000 students) commuter campus sought to close this gap through a special workshop for first year students. The presenter will share course design, learning objectives and specific activities included in the workshop. Suggestions for planning and implementing a similar program will be presented, as will ideas for garnering support from both administration and faculty. The results of a survey designed to assess student and faculty perception of the impact of program components on students' academic performance will be provided. In addition, data from students' course evaluation forms and retention data will be provided.

You're Not the Boss of Me: Putting Technology in Its Place By Using a Systemic Approach to Student Retention and Support

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Technology has changed the world in which we live and has accomplished astounding feats. Our society now has a desire for human affairs to be guided by technological solutions and "technology-generated evidence" (McGovern, Gerry 2010). Simply stated, technology has become the panacea to the world's problems. This is seen in way we use twitter and facebook to make connections. It is used at airports as the solution for identifying suspicious people, and screening for dangerous material. On our campuses, technology's role has expanded to sort through students' demographic and academic information using retention algorithms to identify at-risk students—ranging from persistence concerns to those who may be more likely to create a crisis situation on your campus. These linear approaches ignore the value of the rich resources in which we live, learn, work, and communicate—our system.

There is a new attitude emerging from this technologically-saturated milieu. When we evaluate the true implications of a linear approach, common sense recognizes that technology, however helpful it may be, needs to be placed in balance with other elements of our system. The pendulum is swinging back to an attitude that supports the value of human contributions to problem solving, decision-making, and crisis management. For example, security experts are now suggesting that "technology should support people…skilled people (should be) at the center of our security concept rather than the other way around" (Gurion, 2010). Now that colleges and universities have experienced technology's shortcomings, leaders in higher education have begun training staff and faculty to take notice of their personal interactions with students, and be alert for interpersonal signals that a student may be struggling. By putting technology in a support role, a university creates a balance between technology and human resources--leading to a comprehensive system on the campus.

This presentation will lead participants through the evolving attitudes on technology and its role in student retention and support. It will highlight specific successes of technology including retention and return on investment. We will also explore the appropriate role of technology in supporting and empowering the greatest resource on campuses—people. The presentation will include a discussion and specific examples of Pharos 360's appropriate application in the areas of retention, at-risk populations, and student support.

Time for questions will be reserved.

Tuition, Tools, and Tactics: A Comprehensive Approach to Building Student Success

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Purdue University's Purdue Promise program is a four-year financial, academic, and social support program for low-income and first-generation college students. The program, as housed in the Student Access, Transition and Success Programs Office at Purdue University – West Lafayette, is part of the University's Access and Success Campaign instituted to increase access to Purdue University.

Vincent Tinto stated, "Access without support is not opportunity." The Purdue Promise is a model that follows this same philosophy. The program offers grants and Federal Work Study to help students meet the financial obligations of higher education. The financial aid is contingent on the students' participation in support services that are designed to help them succeed both academically and socially. Since the program's inception in spring 2008, we have learned a lot about providing student support to low-income students in difficult economic times. This session will highlight the comprehensive support package for Purdue Promise students, assessment of the program, plans for the future, and will conclude with a discussion about how to best support low-income students in their transition into college and through to graduation.

Texas Reach: Helping Foster Care Youth Reach Their Dream of a College Education

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The main topic of our presentation, the Texas Reach Convening, aims to bring together decision makers and program developers from across the state to share information and best

practices in order to increase both the number of former foster youth entering and the number succeeding in college. Our goal for this presentation is to share with other colleges and universities the planning, implementation, evaluation and benefits of a statewide convening. We will discuss how to build relationships between state and private youth service agencies and institutions of higher education to the end of increasing access to college for former foster youth and, once enrolled, their success at attaining a college degree.

Presenters will also discuss specific aspects of program development and evaluation on individual college campuses, such as mentoring and student support services for youth who aged out of the foster care system. Dr. Norton will discuss a new mentoring program designed specifically for students who grew up in foster care, started by the Office of Retention and Management at Texas State University-San Marcos. She will also review the preliminary findings of a collaborative, translational research project conducted between the School of Social Work and the Sociology Department, aimed at answering the following questions:
• What are some of the barriers in creating a mentoring program for foster care alumni?
• What are the best practices for establishing meaningful relationships between volunteer mentors and foster care mentees?
• What are the specific benefits of mentoring for foster care alumni?

Dr. Christensen will present a community college student support services model for foster care alumni, now in its fifth year. Program components are:
• Board of Trustees support
• A Community Coordinating Committee
• A College Liaison and Campus Champions
• Jumpstart (orientation)
• Communication – website, posters, brochures, college catalog
• Staff Training
• Evaluation

Dr. Rogers will discuss the key components in starting a support program for former foster youth. These include:
• Putting Together a Task Force
• Developing an Action Plan
• Collecting Data
• Getting the Word Out
• Planning Beyond the First Year

Sophomore Development: Addressing Chickering's Vectors through a Student Organization

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Chickering proposed seven vectors of college student development, including building competence, managing emotions, developing mature interpersonal relationships, moving toward interdependent relationships, developing identity, integrity and purpose. Many of these issues are focal points for college sophomores. For this presenter, these issues have become items of concerns while serving as faculty advisor for the Alpha Lambda Delta (ALD) student organization. ALD is a national honor society that recognizes first-year students for their academic success. The induction ceremony occurs near the end of the spring semester, therefore, the members become fully active as sophomores. Most of these students are high-achieving, involved students. However, they tend to over-extend themselves and at some point experience the "wall" at which point they become overwhelmed and find a coping mechanism. The ALD student organization offers a unique environment for challenging and supporting students as they balance their commitments and decide upon major and career goals along with co-curricular activities.

Discussion will touch on each of Chickering's vectors.
Developing competence - how does the ALD group help its members and the incoming first year students with academic study skills and social competence? Examples of events and activities will be provided.

Managing emotions - as needed, programs are offered providing assistance for issues related to excessive anger, stress or sadness.
Mature interpersonal relationships - at times, there have been confrontations between strong personalities. The officers have met to discuss how to resolve conflict and learn how to work as a group.

Interdependent relationships - many high-achieving students prefer to work alone. They feel challenged to rely upon others, as they often feel that other students will fail to meet expectations. Knowing that many employers seek "team players," this advisor seeks to help students learn how to work well with others.

Establishing identity - students seek to express themselves, or find their identity through racial/ethnic heritage, sexual preference, gender, or other self-defining identities. Many informal discussions about identity and diversity arise, as this seems to be a prominent issue for students of this age.
Developing purpose - students who have not yet confirmed their major may need assistance in exploring options related to career and life planning. The ALD organization can offer assistance in collaboration with the Career Services office for events and programs on this topic.

Developing integrity - discussions about ethics and service to community have arisen as the ALD group reviews and updates the constitution and by-laws each year. The advisor challenges students to think through issues such as: what are the membership criteria established by the national headquarters? What if a close friend of yours wants to join but doesn't meet the criteria? How do you deal with an officer who does not fulfill expectations?

How do you conduct elections so that they are not popularity contests?

The faculty advisor has developed a focused leadership training experience in which the ALD officers hone their leadership skills, set goals for the organization, involve a diverse membership through volunteerism and social activities, and collaborate with other organizations on large projects. As a consequence of these activities, students inevitably encounter some form of interpersonal conflict. Conflict resolution is a topic that is addressed as needed.

During this roundtable presentation, the presenter will provide samples of the leadership notebook for the ALD officers. The presenter will facilitate discussion among participants regarding topics such as how to balance the role of challenging students to grow and supporting students as they encounter difficulties; how to identify developmental challenges that relate to academic success; discussing the concepts of Chickering's vectors with students (i.e. having discussions about integrity, purpose, relationships).

Helping academically at-risk freshmen achieve success using a multifaceted program

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St. Francis College's Project Access program is a multi-faceted program designed to support and nurture academically underprepared freshmen by providing them with the skill sets necessary for success in college. The program begins with a 3-week summer session which is essentially the bridge to college, where students are exposed to the fundamentals of learning—how to study, how to think and read critically, and how to understand the expectations of being part of a college community. At St. Francis College we believe that learning does not only take place in a classroom—students learn outside the classroom as well. The Access curriculum incorporates an experiential component where students view films and take short trips to places such as historic Brooklyn Heights, Ellis Island, The Tenement Museum, art exhibits, concerts, etc. Through writing and discussion, students learn how to look more deeply at the world. Students are required to keep a journal of their classroom and outer classroom experiences as well as to create a short video using FLIP cameras based on those experiences. In the fall semester, students are enrolled in a non-credit reading, writing and study skills course (SFC 0040) along with a 3-credit basic writing course. The SFC 0040 course is designed to help develop critical thinking, analytical reading, expository and narrative writing, effective time

management and study skills in order to master college level work. A workshop on identifying and employing strengths will be a new component added to the course where students will be asked to complete a strength assessment. Furthermore, Access students are given a tour of the library and learn how to research using databases. In addition to their regular English classes and Project Access workshops, students in the Project Access program are also provided with individualized tutoring plans with tutors specifically designated for Access students in Mathematics, the Sciences, and the liberal arts. Tutors are also deployed as supplemental instructors in high-risk courses to serve as peer liaison with faculty. In ensure their success, Access students are tracked regularly by their academic advisors especially at midterm and final grade points, and those with low GPAs are flagged and outreach is conducted. The program has seen great success in the Project Access students' strong GPA's, rate of major declaration, persistence rates, and solid career plans following graduation. To celebrate these accomplishments the College hosts an annual reception for Access students and their parents.

Students Affairs Participation in the Academic Engagement of Students

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This session will be an interactive mix of engaging lecture with exercises and will follow the general outline below:

Statement of the Issue (5 minutes)
The Week of Reflection (15 minutes)
Early Alert/Behavioral Intervention (15 minutes)
Considerations in the Development of the Peer Involvement Advising Program (15 minutes)
Question and Answers (10 minutes)

Goals/Learning Outcomes for the Program

• The participant will increase their understanding of the importance of academic engagement of students.
• The participant will understand how reflection activities can increase the academic engagement of students.
• The participant will understand how Peer Involvement Advising can increase the academic engagement of students.

• The participant will understand how an Early Alert/Intervention program can increase the academic engagement of students.
• The participants will express an improved ability to develop these program on their campus.

The Week of Reflection program in an annual event at Stephen F. Austin State University. Developed by the Office of the Dean of Student Affairs and collaboratively implemented with the Teaching Excellence Center, this program prompts students to think about what they have learned in the previous year and how it has changed them. With interactive events, reflective activities and faculty interaction, this program has demonstrated effectiveness in engaging both students and faculty.

Early Academic Alert program and Behavioral Intervention programs are increasingly common on college campuses. The program, developed by the First Year Experience committee at Stephen F. Austin combined these programs to create a program that is intrusive and has demonstrated effectiveness in increasing the engagement of at-risk students by creating a network of resources for students having academic, attendance or behavioral issues.

Involvement Advising Centers are an innovative response to a common problem on college campuses. This program has played an important role in a rapid and significant increase in first-year retention and has helped to assist freshmen to become engaged with their peers and the institution. We believe that this is an approach that would be useful to institutions of any kind who wish to increase the engagement of students.

Creating a Campus-Wide Plan for Student Success and Retention

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Our presentation focuses on using technology to engage students and help them develop a plan for success. Our session will provide an overview of retention trends, while highlighting six

categories of technology products that can aid in student success and retention efforts. We will provide examples of product use specifically with first-year, transfer, and sophomore students. Participants will also have opportunities to ask questions and share related experiences on their campuses.

The first section of the presentation will summarize what we know as a profession about student success and persistence. We will introduce leading theories, promising practices, and initiatives linked to positive results. Much of the literature relates to engagement, involvement, integration, and a sense of mattering among students. We will focus on programs related to first-year experience courses, academic support, and early identification of risk for student success. We further know that many students do not receive the same attention and support after the fall semester of their first year, and we will discuss the concept of the 'sophomore slump', which may actually begin in the spring semester of the first year. In addition, we will discuss transfer student 'swirling' and the transition from two-year institutions to four-year institutions.

The second part of the presentation will examine six categories of technology resources to assist institutions in supporting students and guiding them along pathways to success. We will explore predictive modeling, early intervention systems, Constituent Relationship Management systems, web portals, online tools, and analytics and performance reporting. In each category, we will discuss getting the right information to the right people at the right time, which are the essential steps in executing your student success strategy.

We will conclude by asking participants to briefly share promising practices or challenges they are facing on their campuses and ideas they have for how technology can aid in their efforts.

Bridging College Readiness Gaps Through Summer Bridge Programs

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The presentation is designed to achieve four learning outcomes for participants:
1. Increase their knowledge of summer bridge program models.
2. Enhance their understanding of the issues involved in conducting an evaluation of summer bridge programs.
3. Gain an awareness of the financial and operational challenges related to implementing and sustaining summer bridge programs.
4. Discover strategies for engaging high school counselors in the summer bridge program recruiting process.

A brief description of the presentation related to each learning outcome follows:
Summer Bridge Program Models: The presenter will discuss various program models described in the literature and gathered by the presentation team from their research related to this topic. The models will be discussed within the context of common characteristics across different programs as well as unique features of selected programs.

Evaluation Process: The presenter will review program evaluation techniques and the challenges of implementing rigorous evaluation protocols with summer bridge programs. The presenter will share examples of evaluation methodologies use for various programs.

Operational Challenges: The presenter will engage the audience in an interactive exercise and facilitate discussion of issues related to both implementing and sustaining program. Additionally, the presenter will share ideas from the literature and field research concerning how to address both the short-term and log-term challenges related to operating summer bridge programs.

Recruiting Process: The presenter will indentify various techniques for working with school counselors to identify appropriate students for summer bridge program initiatives. When an institution offers multiple bridges programs, the presenter will discuss how to work with school counselors in identifying which programs are the best fit for specific students.

Material Provided: The presenters will provide participants with a bibliography of selected literature related to summer bridge programs.

Patterns of Behavior for Community College Transfer Students

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To better understand community college students' behavior in regard with transfer a good start is to understand the different policies that govern the transfer of courses between institutions. Also, admission requirements may influence the enrollment of first-time students in a community college versus an university, with clear intention to transfer as soon as possible.

In Texas, by law the general education core of an institution in transferable to another institution. If a student completes the core at a community college he/she is considered as "core completer" at any other public institution, regardless of the courses included in the institutional core. As such, a lot of students stay at community college long enough to complete the core but they have no incentive to actually earn an associate degree or certificate before transferring.

Looking at the timing of the transfer for different groups of students different patterns emerge. For example, young students (i.e. younger than 22 years of age) are more likely to transfer early and without an award. The same seems to be the case for part-time students, who are more likely to transfer even before they completed the core.

There is a difference in transfer by level of academic preparedness, with "college-ready" students being more likely to transfer without an award. There is not much difference between students who receive Pell grants and those who do not, raise the possibility that cost may not be the main factor in the decision to transfer.

Successfully Transitioning and Engaging Net-Generation and First-Generation College Students with Social, Academic, and Pedagogical Tactics

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We come to this topic as 1) administrators of learning community clusters and creators of professional development for LC teachers, 2) academic intervention learning coaches for transitioning students within a learning communities program, and 3) writing and communications professors as key/core learning communities cluster partners. In all these positions, we're charged with adopting new practices and strategies for guiding our students' successful transitions to the university environment.

The "Plugged In" generation (Tamara Erickson), third generation Gen Y-ers (Rebekah Nathan), or Net Gen-ers, commonly described as "bathed in bits" or baptized in "digital immersion" (Don Tapscott), challenge the status quo in the college classroom, not only for professors concerned about what it means to teach, but also for students who come with their own ways to collaborate and compose. On Gen-Y's heels follow the Gen-M's (media) with brains so wired to multitask that they squeeze more media hours into chronological hours than ever before (Donald Roberts et al.). These wired and connected, but fiercely individual, students (digital natives) call for innovative and responsive approaches to teaching and redefine what it means to read, write, and create identity and voice in the classroom.

Specifically, this panel will present the following:

1) LC Administration. Examination and findings of transitions made in campus culture and teaching paradigm from faculty-centered to student-centered pedagogies. Identification of design and implementation process for Learning Community course clusters. Examination of support structure design and implementation, including the creation and staffing of the Center for Excellence in Teaching and Learning.

2) Academic Intervention through Academic Learning Coaches. Examination and findings of transition from reactive to proactive learning and personal student interventions. Effective design strategies for selection and training of faculty learning coach SWAT-team for (academically and emotionally) at-risk students, as well as obstacles experienced and best practices identified during first-year pilot.

3) Pedagogical Practices. Examination and findings of student performative literacy via transformative new media/multimodal assignments, artifacts, and teaching strategies in the first-year composition course, as a way to engage and retain first-generation college students.

Presenters share innovative approaches to implementing a DOEd, Title III, Strengthening Institutions Grant, including Learning Communities, and will instigate a dialogue on best practices, as well as what possibilities lay ahead in implementing learning community clusters, high-impact student academic interventions, and faculty integration of multimodal media as a

tool for learning and transition in first-year (digital native students') classrooms.

Incorporating Social Media within the First Year Experience

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From Facebook to text messages to blogs, we are an intimately connected society. In this highly interactive FYE course, you will create your own blog, contribute to a social network, learn how corporations are using the Internet to connect with consumers, and become an expert in at least one type of social media. Additionally, we will discuss how to create and protect your online reputation.

This concurrent session will explore effective strategies incorporating social media within the first year experience. During this session, we will meet the following objectives:

•	Explore effective ways of engaging students academically and socially during their first year through social media
•	Describe innovative approaches of academic and social integration for today's students
•	Share electronic tools to enhance student-centered learning

The presentation begins with an interactive activity called "Using your phone." Through this activity, participants will experience first-hand how the use of technology increases collaborative learning. Collaborative learning is discussed as an important method of engaging students academically.

Next, the presentation will highlight Facebook usage among effective first year programs. Facebook is presented as a method to form a social community among the first year students. The Art Institute of Washington (AiW) First Year Experience facebook page will be shared as an example. The presenters will outline how AIW uses facebook to build connections through peer mentoring, promoting First Year Experience events, and social networking through technology. Through Facebook, students can meet peers with similar interests, gain a better understanding of organizations on campus, and find students in the same field of study.

In addition, the use of blogging in the First Year Experience will be explored. Blogging fosters a learning community through technology. The AiW first year experience blog is presented as an example. Subsequently, presenters will detail how the FYE blog encourages students' critically thinking, promotes writing skills, and engages student participation.

The second part of the presentation will focus on demonstrating the "how to's" of developing social networking communities, such as a Facebook first year experience page and a class blog. The important steps in developing these social networking communities will be explained. Moreover, issues that may arise such as online bullying, online etiquette, and privacy matters will be discussed.

http://themobilelearner.wordpress.com/2009/12/06/cell-phones-in-education-part-4-learning-on-location/ The importance of social media among today's college campuses is prominent. The important steps in developing these social networking communities will be explained. Moreover, issues that may arise such as online bullying, online etiquette, and privacy matters will be discussed.

Maximizing the College Experience: Helping Students Make the Most of their Undergraduate Years

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Summary: None

Building Critical Thinking, Collaborative Leadership & Community in Programs for Students in Transition

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The Touchstones Discussion Project method is an invaluable part of any FYE program that is concerned with attitudes, behaviors, and skills that are key to fostering leadership and community. Such skills include active listening, speaking, reasoning, comprehension, and teamwork. This presentation explains how specifically selected and edited works from the Humanities serve as the starting point of Touchstones discussions. These texts, along with individual work, small-group activities, guided full-group discussions, and post-discussion analysis and evaluation are critical tools for developing collaborative leadership and building community. The presentation outlines four stages and the distinctive and characteristic obstacles and outcomes that all Touchstones groups experience in each stage. For example, issues such as power, certainty, respect, and control are central in early stages, as participants reflect on the text, experience, the group's progress, and their own participation. As

Touchstones groups evolve to advanced questioning, reasoning, and problem solving, student participants learn to monitor and evaluate their development and strategize to improve the overall effectiveness of their discussion. Students in Touchstones seminars gain crucial experience in self-reflection and self-governance and become more effective leaders— individually and collectively. This presentation also covers the leaders' role and the training needed to run Touchstones discussions, as the workshop participants themselves engage in sample Touchstones discussions. They learn that Touchstones leaders must transition authority to students gradually and systematically, as the ultimate goal is for students to share ownership of their group work together. Touchstones discussions facilitate and reinforce the crucial development of cognitive and behavioral skills that students in transition need for successful engagement, connection, and leadership in the college environment and beyond. In Touchstones, students share responsibility for the community they build with their peers, learn the value of all perspectives, and prepare themselves to flourish personally and professionally in an emerging and fluid world.

Structures and Programs to Aid Students in Transition

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In order for more students to succeed at the college level and proceed to earn a degree, the necessary support structures must be in place. While many community colleges and open-

admission universities seek to provide avenues for students to achieve their dreams, admission does not necessarily equate with success. Do certain structures or collaborations among units across campus and in the community help students succeed? What policies can make a difference in changing the culture of your campus?

This discussion will focus on how campuses are meeting the needs of today's students who are juggling multiple demands on their time. How can we adapt programs for our student population while being mindful of students' financial constraints? What is the role of faculty, administrators, and staff in student engagement? The role of University College or a division of Undergraduate Studies in student success initiatives will be discussed.

Implications of a Research-Based Model of Strategic Learning for the Development of Transition Interventions

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The focus for this session is to present a model of strategic learning that can be used to develop a variety of interventions designed to help students, particularly first-year students, transition successfully into higher education by improving their readiness for college-level studying and learning. However, these interventions are also effective for sophomore students who experienced academic problems their first year or for any students who want to raise their level of achievement. The types of interventions presented include a semester-long course, paired courses, FYE courses, workshops, seminars and the Metacurriculum (incorporating teaching students how to learn the content in academic area courses).

The Model of Strategic Learning focuses on the interactive effects of cognitive, metacognitive, self-regulatory, motivational, and affective skills and strategies on college student achievement and success. The variables are grouped into three general categories of skill, will and self-regulation. Skill is what you need to know about and know how to use for academic success (e.g., learning strategies, prior knowledge). However, skill is not enough. Most of us know we should brush our teeth four to five times a day but few of us do it because we are just not motivated enough to do it. The second component, will, is being motivated and wanting to do academic tasks, or at least being able to force ourselves to get it done. Examples from this component include setting and using effective goals, and maintaining a positive attitude toward completing college. The last component, self-regulation, is the management function that keeps

us on time and on task (e.g., time management and comprehension monitoring).

The session will be an interactive presentation with audience participation. Participants will receive a copy of the Model of Strategic Learning; a recent publication describing it in more detail than can be presented during the session; a copy of the Learning and Study Strategies Inventory which is used to screen students to help determine their areas of strength and weakness related to strategic learning; and a handout of examples of cognitive learning strategies that provides examples for both reading and math.

"It Takes Two, Baby!": Librarians and Faculty Partner to Improve Information Literacy Skills Delivery to Entering Students

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The University of Texas at El Paso (UTEP) is a four-year, comprehensive university with an enrollment of almost 20,500 students. The majority of UTEP students are Hispanic, first-generation college attendees, need financial aid, commute, and work. The Entering Student Program (ESP) seeks to engage them in campus life, inform them about resources, and address their academic and lifestyle challenges. The University Library's mission is to provide innovative and high quality services, programs, and resources that support UTEP's mission of education, research, scholarship, and community service. Librarians and ESP faculty work together to develop an effective information literacy teaching model that contributes significantly to student success. We have identified desired outcomes based on Association of College & Research Libraries (ACRL) standards for information literacy and perceived local needs. Librarians are included as members of the teaching team for all sections of UNIV 1301, the ESP's theme-based, three-hour-credit first year seminar. Each class is assigned a librarian, listed on the syllabus with the instructor, whose subject expertise matches the academic discipline covered in the class. Librarians and ESP faculty attend instruction on best practices for planning and delivering information literacy instruction in the context of the subject matter

of the classes and collaborate on research-based activities and assignments. Unfamiliarity with the research process can leave new students intimidated and afraid to ask for help, but UNIV 1301 encourages students to use library resources (books, databases, online journals) as entering students rather than when they are further along in their college careers. End-of-semester student surveys show that students are more likely to use the library and feel comfortable asking for assistance from a librarian because of taking UNIV 1301. They are also less likely to rely on Internet searches as their only recourse for finding information because our model teaches students how to distinguish between academic journals and regular magazines and newspapers, and how to conduct proper searches in databases and in the library catalog. This session will cover how UTEP developed several strategies for providing information literacy instruction that can be used independently or as complements to classroom instruction, including virtual tours; online, interactive tutorials that cover basic information and include quizzes which are graded by the program; LibGuides (library subject guides), which cover all disciplines and many general topics such as bibliographic citation styles; hands-on instruction in the Library's computer labs leading into ongoing research projects designed by the teaching team.

Supporting Student Transition through Global Learning Communities and Web-Based Technology

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Cultural literacy refers to the common core of knowledge that literate Americans share and that forms the basis for textbooks, dictionaries, and even state mandated curricula (Hirsch, 1987). Jim Cummins and David Sayers argue that cultural literacy constitutes cultural illiteracy because monocultural knowledge legitimates the economic and political status quo, excluding the knowledge, values, and perspectives that define the identities of vast cultural groups that reside on the margins. In today's changing demographics, it is important to dismantle cultural illiteracy and create intercultural learning communities that take advantage of accessible and culturally appropriate educational and communications technology (Cummins & Sayers, 1995).

This session will address how a global learning community linking courses and students from different countries and cultures offers a space for students to achieve course and transitional goals while better understanding intercultural connections. For first-year students, participation in a GLC allows them to experience diversity at the initial stage of their college years,

providing them a collaborative, intercultural environment through which to address a challenging curriculum. Moreover, a GLC has the potential to provide an organic setting for students' future participation in study abroad. George Kuh identifies both learning communities and study abroad as "high impact" activities that increase students' experience with diversity (Kuh, 2007).

Located on the U.S.-Mexico border, The University of Texas at El Paso (UTEP) and Victoria University in Melbourne, Australia (VU) developed an intercultural GLC to enhance critical learning skills that contribute to student transition, academic success, and cultural diversity. Both universities have a large percentage of students who share key similarities that potentially impact academic performance. These include first-generation, minority, and lower socio-economic status. For many students at both universities, travel abroad for academic achievement is almost non-existent; therefore, in an effort to address the needs of their students while providing the cornerstone for first year transition and success, the two universities launched the GLC in fall 2009. Linking a first-year academic seminar at UTEP with a comparably themed first-year course at VU, the GLC pilot, entitled Imagining Nations, Imagining Regions, linked students for seven weeks to study colonialism, nationalism, culture, migration, gender and sexuality through a unique intercultural perspective.

This session will examine how the UTEP-VU Global Learning Community worked to dismantle students' cultural illiteracy by providing web-based intercultural learning. It will address how the GLC 's multicultural interactions developed students' cultural sensitivity, preparation to understand global issues, and interest in study abroad.

Teaching Foster, Homeless, and Adopted Students: Notes from the Field

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The first year of college is filled with crises: crises of identity, crises of knowledge, financial struggles, relational upheaval, etc. Educators who work with students in transition have a unique opportunity to help students not only learn how to learn or navigate the bureaucracy of their institutions but also to grow as individuals. This experience uniquely positions educators of students in transition to help students who are coming out of or are in the midst of much larger crises on top of the usual first year experience. Students who have aged out of Foster Care (eligible for new benefits in the state of Texas) as well as students who are homeless upon entering college (or find themselves homeless in the midst of their college experience) need that much more assistance and guidance especially if these things happen in their first and second year of college, assistance instructors in freshman seminars are capable of providing.

In this session, participants will be introduced to new developments affecting students who have aged out of foster care in Texas. Participants will also be introduced to issues affecting

foster and homeless students using case studies drawn from situations involving first and second year students in these circumstances at UTEP. Participants will be encouraged to think first how they will be able to connect their skills as educators of students in transition to helping students they may come across in these circumstances both in class and as advocates in their institution and secondly what implications working with students in these circumstances have for the larger role of the educator.

The College Sophomore Experience: A Study of a Second-Year Experience Program

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This presentation is based on a doctoral dissertation study that examined the experiences of sophomore students who lived-in and participated in a second year experience program at a private liberal arts institution located in the southeastern region of the United States. Results from the study concluded that the students were experiencing changes in developmental tasks in five areas: academics, involvement, peer relationships, time management, and self-identity.

During the first part of this presentation the experiences the student had in the five developmental areas will be discussed and explored. Comparisons to other research and literature on the sophomore student and student development theory will be made. In addition, the overall essence, as analyzed from the data, of the sophomore year experience, that of clarification and change, will be discussed and examples from the participants will be used to explore how the students clarified their needs and values and then made the necessary changes.

The second part of the presentation will focus on how the students who live-in and participated in the second year experience program experienced the developmental tasks as it related to their experiences in the second year program. Each of the developmental tasks will be examine in terms of the programmatic elements that were offered by the SYE program to explore the possible impact.

Finally, the presentation will conclude with what aspects of the SYE program seemed to be beneficial in the eyes of the student, and which ones they saw little or no benefit to.

Participates of the concurrent session are welcome to ask questions and discuss the finding of the study with the presenter.

Writing and Academic Success Skills: Supporting First-Year Seminar Instruction

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The University of Texas at El Paso (UTEP) is a 4-year comprehensive university with an enrollment of almost 20,500 students, 75 percent of whom are Hispanic and more than 50 percent are the first in their families to attend college. To help students make a successful transition to the University, UTEP offers a first-year seminar (University 1301), which is a 3-credit core curriculum course. An academic course with variable content related to each instructor's area of expertise, UTEP's first-year seminar is taught throughout the year to approximately 2,600 students by approximately 60 instructors who represent a large array of academic disciplines. Key objectives of all sections are improving students' writing and academic success skills.

To support effective instruction in writing and academic success skills in the first-year seminar, the program provides a variety of assistance to University 1301 instructors. The instructional team includes the instructor, a student peer leader, an academic advisor and a librarian who, as a member of the instructional team, assists students with the development of their research skills with a focus on the research paper assigned for the course. Additionally, many University 1301 sections are linked in a learning community with a first-year composition course or a reading-intensive course, and instructors develop common assignments that help students improve their writing and study skills while making interdisciplinary connections. Support for instructors also includes online modules, custom-published textbook, and faculty development workshops. This presentation will examine the various types of support for writing and study skills instruction provided to assist first-year seminar instructors with preparing entering students for academic success.

Transitions in the First and Senior Years: National Findings from the CIRP Surveys

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Results from the 2010 College Senior Survey are still being compiled and will be available for analysis in early fall for this paper. Similar analysis from previous years indicates that using each of the three outcomes measures we see gains in college over time and differential gains that are predicted by various experiences in college. For instance, gains in "habits of mind" one of the new CIRP Constructs that examines the orientation towards an academic mindset are positively related to discussing course content outside of class in addition to various practices such as first-year seminars, student-faculty interaction, and service learning (Hurtado, 2010). Gains in civic engagement and diversity values are positively related to service learning, attending racial awareness workshops, and taking courses related to women's or ethnic studies (Hurtado, 2010). Thus we find that many of the skill sets that college missions statements endorse , and employers seek, are positively impacted during the college experience (AAC&U, 2010). I will present results using regression analysis predicting change in habits of mind, pluralistic orientation, and social agency controlling for incoming characteristics and the differential results for students at the end of the first year and the end of the senior year. Particular attention will be paid to programs of interest to those attending the conference, including first-year seminars, study abroad, participation in research with faculty and other high impact programs.

Real graduates, real transitions, real stories: A real insight to life after college

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Increasing attention has been drawn toward students in transition, as they not only move into and through college, but beyond college. As higher education researchers and practitioners, we pride ourselves on understanding the students whom we serve, and we excel in many areas of providing services, programs, and support for students. In this vein, I beg the question- how we can provide effective support for our seniors and recent graduates if we do not fully know and understand their needs. And how can we know this? Ask them. Research them. Dive into their lives. This is what this research study has done. Before programs can be planned, support can be offered, or curriculum be designed, we must first research, listen, and understand.

The motive behind this qualitative research study was to seek recent graduates' perspectives, experiences, and needs, as they are experts on their own lives and their personal journey through the post-university transition. The research focus was to illuminate the complexity and subjectivity of each individual's experience of the post-university transition, and then, with the help of the students/graduates, identify areas of needed support the institution can meet. In this session, this issue will be addressed in the context of the following research questions: What are recent graduates truly experiencing? What are their perspectives on this transition? Is there a need or role that universities can play in this transition? What are the implications for

institutions wishing to support these students?

In the process of addressing this issue, this session will encompass a brief overview of the previous literature available on the senior-year/post-university transition and why this is a relevant topic, the purpose and context of the study, the research design and methodological rationale, highlighted aspects of research participants' case studies, findings, conclusions, and implications for institutions.

Finally, there will be an opportunity for interactive group discussion and questions. Examples, sample activities, and ideas on how to implement the research findings will be discussed, as well as an opportunity for the attendees to share what they have facilitated on their campuses, the effectiveness of their efforts, and future research opportunities.

Building the Foundation for Fostering Transfer Student Success

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The session will be a panel of authors to discuss their chapters in a transfer student monograph and the contribution the information can make to practitioners on various types of campuses. The co-editors will serve as moderators for the session with three authors sharing the content of the chapter and how to implement their ideas on campuses. The authors will work to tie their research and findings to how change can be implemented on campus to improve transfer student success.

Academic Intervention Programs for "At Risk" Students: Do They Really Work?

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Academic Intervention Initiatives for "AT Risk" students have been in existence for quite some time. However, the question remains if these programs have been successful. Significant staff time and energy have been dedicated to these programs, when in reality, a sometimes high number of students still fail and leave the institution. This session will initiate discussion by explaining programs currently in existence at UCM, including: The Conditional Academic Program (CAP), Academic Recovery, Summer Suspension Waiver, Early Alert, Learning Communities, Freshman Seminar, Learning Strategies, and Supplemental Instruction.

Afterwards, participants will be encouraged to ask questions and explain programs at their own campuses and how they influence retention rates.

Factors That Influence the Persistence of African American College Students: A Research Proposal

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The presentation will begin with an overview of college student persistence. Persistence can be defined as a student's postsecondary education continuation behavior that leads to graduation (Arnold, 1999). Research on college student persistence has been heavily influenced by the work of Vincent Tinto. Tinto's (1975) theory of student departure is one of the most widely cited and recognized theories on student dropout and persistence. His theory described the college dropout process as a longitudinal process that involves interactions between the individual and the academic and social systems of the college. Additionally, his theory posits that college students whose norms, values, and ideas align with the institution they are attending are more likely to become academically and socially integrated into college; which is most directly related to his or her continuance in that college. Tinto (1975) defined academic integration as the educational aspect of a student's college experience (i.e. grade performance and intellectual development), whereas social integration described a student's personal interactions with peers, faculty, and staff.

The session will then address the purpose of the proposed study, as well as present the research question. Colleges and universities are struggling with retaining and graduating African American students. Although we have seen an increase in the number of African American students who enroll in post-secondary education, university administrators are still searching for ways to encourage and support African American students in their quest to complete a college education. The purpose of the proposed study is to examine four factors that may influence the persistence of African American college students. The research question for the study is as follows: To what extent does out of class involvement, faculty mentorship, motivational beliefs (self-efficacy and utility value), and sense of belonging impact African American college student persistence?

After explaining the purpose of the study, the presenter will go over each factor (class involvement, faculty mentorship, motivational beliefs, and sense of belonging) and discuss its relationship to African American students and student persistence. Next, the session will focus on the proposed methodology of the study. A sample of the instrument will be distributed to the participants for their review. Finally, the presenter will present his hypothesis and allow the participants to provide feedback and ask questions about the study.

Improving Math Pass Rates: Supplemental Instruction

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The longitudinal formative evaluation of Math 0300 began as a direct response to a UHD administrative mandate to improve the pass rate. Therefore, the evaluation begins with the calculation of the pass rate, collection of other data and description of various elements of UHD's first mathematics foundations course. Success in passing Math 0300 is crucial to the transition into college level coursework for all the students who place into this course.

One event probably did not land a student in remedial mathematics coursework. It is unlikely that only one form of intervention will cause a student to become successful in mathematics and therefore any dependent college level courses. Innovative approaches are necessary because doing the same presentations as the students have already seen, perhaps multiple times, gives the same results. Along with pass rates, some of the innovations for Math 0300 introduced during the university's Title V Learners Community are discussed. These include: group work and lab sheets, mandatory attendance, and Supplemental Instruction. In addition to the more recent pass rates, some of the innovations for Math 0300 instituted under the Quality Enhancement Plan (QEP) are detailed such as changes of author, book and publisher along with the addition of online homework, tutorials and videos and supplemental coursework.

At UHD, there has been a 10% pass rate increase for sections with a Supplemental Instruction leader of various Learners Community courses. For Math 0300, a layered, multi-pronged approach has been successful in improving the pass rate from 39% of 924 students in the fall of 1998 to a cumulative passing average of 42% of 7377 students through the fall semester of 2005. The ongoing formative evaluation of Math 0300 is helpful to those involved and useful for informing action in the continuing effort to improve the program. The session concludes with presentation and reflection on the most recent data available along with proposals for the future.

"Now that I'm here it doesn't seem that bad": A discourse analysis of student narratives about starting college

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A configural discourse analysis examines narratives to explore how mental models are constructed within a given situational context; this is a multi-step process:
Determining thematic frames: Configural discourse analysis must be comparative in order to identify issue salience among the data responses. While most frame analyses are concerned with concepts, the model I employ (Sosnoski) involves analysis of narratives or stories, which are configurations constructed from experience. In the students' stories, various issues are foregrounded and backgrounded, which generally include anxieties related to money, the difficulty of school, and the likelihood of positive social interactions. Based on their individual experiences, students constructed a mental model of college life. While some students had more information to go on, and others less, each lacked the real experience of being a college student, and it is this lack of direct experience that provides the material for this analysis. Identifying themes emerging from the material reported in student narratives, a process that parallels identifying narrative motifs with cultural resonance, was the first step in this configural discourse analysis.

The first step was to categorize the descriptors—descriptive words—that students use to delineate their real or imagined situations. I cataloged the mental states in which students found themselves as their stories began, then students' descriptions of pivotal events, and the final state to which these events led. I also took into account narratives that remain unresolved.

I then identified the way students position themselves within each narrative. Concurrent with the construction of mental models about the unknown, individuals also position themselves as actors within their configurations; identifying which position is most salient is another key step in configural discourse analysis. Positions are determined by students without the benefit of actual college experience, so they construct a position based on whatever experience is at hand, filling in the gaps based on what they have learned about college from a variety of sources, including teachers, peers, siblings, and the media.

Identifying configurations from the sample narratives: As individuals—or figures—react to their situation within story structures, they are "self" figures who interact with "other" figures: fellow students, counselors, parents, university administration, etc. The prompt was constructed to elicit those imagined interactions in a story structure: an initial state, a pivotal event and a final state of affairs. The person who positioned himself as a vulnerable stranger discovers that "it wasn't as bad" as he feared.
 —I found out it wasn't as bad, because I barely in my room with my roommate because we are mostly outside. The thing I didn't expect was that the shower was inside the washroom. (01-9)

Though worried that he wouldn't know anyone, he speaks of "we" when referring to "my" roommate and notes that the shower situation was not the one he feared.

A number of tables and charts will be presented to help visualize these data.

MAPS: Coaching At-Risk First-Year Students of Color

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The Woodford R. Porter Scholarship was created twenty-five years ago for students of color at the University of Louisville. The MAPS program is a collaborative retention initiative between REACH (Resources for Academic Achievement) and the Cultural Center. The program offers structured advising, coaching and academic support for Porter Scholar students.

MAPS provides individual "coaching" with a REACH Academic Development Specialist (ADS). Students who participate in the program sign a contract and agree to: meet with the ADS three times during the semester for academic planning: attend and participate in REACH tutoring services and university support services as recommended by their ADS; and agree to consider new study habits and life style changes as recommended by their ADS.

At the first meeting with the ADS, a detailed academic support plan is developed for each student. The support plan includes recommendations and referrals to REACH and university support services, and additional recommendations/referrals as needed. The Academic Development Specialists monitor students' participation in support services on TutorTrac and contact them periodically via phone and email. Students are also required to complete a program evaluation at the third appointment.
Presenters will discuss the Academic Development Specialist's role in the MAPS program, i.e. the creation and implementation of the academic support plan. Presenters will also provide data

on the persistence rate of MAPS participants.

Net Generation Students: Why They're Different ,and Teaching Strategies That Work for Them

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

90% retention rate HOW DID THIS HAPPEN?

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My confidence in describing UNIV 216 student success increased significantly with the understanding of basic interpersonal dynamics within the UNIV 216 course. Development of a model to describe this process was the next step.

The model is based on 3 assumptions:
1) Given that storytelling occurs in relationships: impersonal, mediated and interpersonal, then storytelling dyad becomes a meaningful negotiation tool for interaction and interplay in purposeful relationships. I recognize storytelling as a form of purposefully focused knowledge sharing.
2) Given that identify formation of the composite self includes: self awareness formed by comparing and emulating those we admire, self concept shaped by culture and beliefs, and self esteem formed by reflection of personal perceptions of self worth, then I recognize friendship and mentoring: youth, student-faculty, and workplace, as the other who dynamically impacts self identity formation.
3) Given that mentored wisdom sharing experiences predictably occur and are organized within communities of practice in either social/personal, academic or professional relationships, then identity formation can be framed in Communities of Practice and recognized as a purposeful dynamic process.

The model, A Purposeful Mentoring Relationship Model, represents self in motion as a golden ratio spiral symbolic of man, health, love and the energy of movement upon matter. (Macnab 2008) This image, recognized as a pattern of life and self organization, fits well into a community of practice frame in which dyads, mentorship, and self transformation constantly occur. The model neatly describes the dynamics of ongoing
self initiated, purposeful relationships and reveals the significance of intellectual and professional social networking as both a place for and mechanism in which self is negotiated and identity is formed.

This study was intended to provide an ideological foundation and model for student success, mentoring program evaluation and future research.

Online Orientation - Connecting New Students as They Transition to the University

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The office of New Student & Student Success Programs at the University of North Texas worked collaboratively with the College of Public Affairs & Community Service and the College of Information to develop an online orientation to meet the needs of their online degree-seeking students. Students completed the online orientation for the Spring 2010, Summer 2010, and Fall 2010 semesters.

The presenters will provide the background of why this pilot was created, a step-by-step implementation plan, and how it has been received by students and by the campus community. The presenters will walk through the online orientation modules to give attendees ideas of what they can incorporate on their campuses.

The presentation will end with a conversation about successes, challenges, the future of online orientation at UNT, and ways to implement online orientations on other campuses.

Psychosocial Factor Modeling and Retention Outcomes: Exploring the Efficacy of Early Intervention

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Many campuses have turned to surveying students to identify psycho-social factors the literature suggests have predictive value in retention modeling. Students typically complete a survey prior to the first day of classes, often during orientation. The survey results inform development of selection criteria used to target students for early intervention, usually in the initial weeks of the students' first term of enrollment. This presentation describes the development and implementation of an at-risk intervention strategy with first-time-in-college students at a large, public university in the Southwest.   Students were selected based on a predictive model; follow-up focused on psycho-social factors indicated by students' survey responses.

The program has three sections. First, the program reviews literature on psycho-social factor surveying and predictive retention modeling. It includes the methodology supporting the described intervention plan and the development of a predictive model. The second section details the intervention and the training for staff delivering the intervention. It includes examples of training materials and describes the assessment plan. The program concludes with a description of the intervention's outcomes, including relationships between successful intervention and student success and progression. There will be ample opportunity for discussion of all aspects of the intervention project.

Effective Orientation for Transfer Students: Establishing Pathways for Transfer Student Success

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The session will follow chapter content included in "Effective Orientation for Transfer Students: Establishing Pathways for Transfer Student Success," (Poisel, M. A., & Joseph, S. [Eds]., 2010. Transfer Students in Higher Education: Building a Rationale for Policies, Programs, and Services that Foster Student Success, The National Resource Center for the First Year Experience and Students in Transition, Monograph). Modified for time constraints, the session will be broken into four content areas, including (a) creating a foundation for transfer orientation, (b) program development, (c) communicating with transfer students, and (d) program assessment.

Creating a Foundation for Transfer Orientation will include discussions related to program and campus climate self-assessment, partnering with Institutional Research to obtain an accurate transfer population portrait, and engaging campus and external stakeholders in the planning process.

Program Development will explore the importance of grounding the orientation program in national standards for orientation programming, mandatory vs. optional programming, determining the most appropriate on-campus and online program formats, and creating program goals and learning outcomes.

Communicating with Transfer Students focuses on creating a balance between transfer students' previous and current collegiate experiences, evaluating printed and virtual materials to ensure desired messages are being communicated and tailored to the population, reviewing the content of orientation presentations, and preparing orientation presenters to address transfer students.

Program Assessment addresses the most important, yet often overlooked aspect of orientation planning. Examples of assessment tools and protocol will be examined.

All facets of the session will rely upon a dynamic interface between the audience and presenters. While pragmatic suggestions will be offered, participants will be encouraged to offer examples of successful practices to complement the session content. Participants will also be provided with a checklist that mirrors the session content and will be encouraged to record 1-3 ideas for exploration/implementation, as well as the name of at least one contact who can

serve as a resource in the change process.

Free textbooks for students from equity groups: preliminary data from an initiative at the University of South Australia

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In 2010 the Division of Business introduced eight new core business courses (subjects). There were concerns about the lack of second-hand textbooks available and that students would struggle with purchasing the new textbooks. It was proposed that students from the identified Department of Education, Employment and Workplace Relations (DEEWR) equity groups may be significantly disadvantaged through having to purchase new textbooks and that this may affect retention rates.

Thus, the 'free textbooks initiative' was developed. The equity groups who were provided with free textbooks were commencing rural, commencing and continuing Indigenous and students from a particular cohort of low-socio economic status students entering via an alternate university pathway. The students were provided with textbooks for any of the eight core business courses they were enrolled in for 2010. There were approximately 350 students who were eligible to receive the free textbooks and the cost of implementing the project was $140,000.

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.

Reconsidering Transition in the Collegiate Context

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The session will open with the presenter providing context and background on this important topic. Through interactive small group discussion, participants will identify and share opportunities educators have for facilitating successful transitions for students at a variety of transition points in the undergraduate experience. The sophomore year will then be used as an example to elaborate on the stages of transition in the post-secondary context, followed by group discussion on other aspects or other transition points in the undergraduate experience. The session will conclude with the presenter suggesting potential strategies that will enable institutional change by supporting student transitions in an institutional context.

Predicting the Characteristics of Engaged Alumni

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This session will include three primary sections: setting the context, presentation of study findings, and a discussion of implications for practice (addressed in the "Implications" section of the proposal). Active participation will be encouraged throughout the presentation with discussion questions and prompts.

Setting the context: Well over one million students receive their baccalaureate degree from four-year colleges and universities each year and matriculate on to graduate school or enter the world of work (Gardner & Van de Veer, 1998). Although the graduating students leave college, their transition from student to alumni represents a change in their relationship with their undergraduate institution rather than the end of one (Gardner, Van der Veer & Associates, 1998; Pistilli, Taub, & Bennet, 2003). Undergraduate alumni represent an important part of the campus network and their influence and support is critical to the ongoing success of the institution. More specifically, alumni are often utilized in recruitment and admissions efforts, help the college force connections in the corporate and political sectors, and represent a significant link to the local, state, and regional communities (Fogg, 2008; Strout, 2007; Weerts & Ronca, 2008). Perhaps the most well-known level of alumni support is in the form of financial gifts. In 2005-2006, voluntary support by alumni totaled more than 7 billion dollars, which accounts for more than any other source of support, including non-alumni donors, foundations, and corporate or religious organizations (Council for Aid to Education, 2010). Given the prominent role of alumni in the campus community, it is important to understand what undergraduate experiences yield engaged alumni.

Presentation of Findings: This session will feature the results and implications of a research project that was conducted to provide insight into the future plans of graduating seniors and their expected involvement in campus alumni activities, including financial support. Survey responses show that a majority of students plan to continue using their institutional e-mail addresses, utilize career services, and attend campus lectures, sporting events, and class reunions after graduation. Students indicated lower rates of expected involvement in campus departmental alumni activities, volunteering to mentor undergraduates, and donating money. Further analyses indicate that African-American and Hispanic seniors report the highest level of anticipated involvement and International students report the lowest levels of future alumni engagement. Other comparative analyses show statistically significant differences based upon the gender of the graduating seniors, both with respect to frequency and type of anticipated alumni involvement.

This presentation will also share the results of multivariate analyses that identified the background characteristics and undergraduate experiences that predict two outcome variables: plans for alumni giving and "predicted active alumni." As one might expect, the most powerful predictor of becoming an active alumnus and of students' plans to donate money is a high level of satisfaction with the overall college experience. Other undergraduate experiences that have a statistically significant positive effect on these outcomes include frequent conversations with diverse peers, involvement in undergraduate research activities, and various measures of academic engagement.

Primer for First-Time Attendees

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Summary: None

The Second Year Experience: Helping Sophomores Succeed

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The session will begin with the panelists introducing themselves and providing a statement on the genesis of their interest in the second college year. They will proceed to briefly discuss their particular interest in the second college year and their current efforts to advance attention to sophomore success and sophomore success itself on their campuses. Following these opening statements, a series of provocative questions posed by the panelists will engage the audience and other panelists in a lively discussion centering on the issues, strategies, and efforts focused on the second college year.

Foundations for Change: Using Experiential Education as a Tool for Student Learning

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Conceptualized in a model, labeled change in students over time, the results suggest that, for a student to experience change during a semester, several conditions need to be in place. These conditions represent factors that are associated with the individual learner (individually-based conditions) and factors that are basic components of the course in which students are enrolled (course-based conditions).

Within the model, these conditions work together to create an atmosphere for change, yet they affected students differently. Thus, it is the relationship among conditions that stimulates the potential for change within a learning environment.

The nature of change students experienced also differed depending on how these conditions intersect. Students seemed to achieve Skill-based Learning, thereby enhancing their procedural knowledge for basic writing concepts, Conceptual Awareness and Comprehension, an understanding of how the concepts function within and apply to the genre of interest, and Transformation, or realizations about global writing concepts, heightened perceptions of self, and diversified opinions of society and culture. These aspects of change seem to exist in a hierarchical structure, with each level building on the other.

The change students' encounter during a semester then manifests itself into one of two potential effects of change. The first, the effects of change within students, can produce changes in mastery of skills (ability to perform basic skills associated with the course), mastery of genre (increased awareness of concepts associated with the genre of writing), mastery of process (improved understanding of the writing process), enhanced integration (heightened critical consciousness about self, writing, or others), confidence (greater belief in one's ability to write), and personal insight (intimate realizations about one's aspirations, preferences, and abilities). The second potential result, known as effects of change within student texts, can occur within students' achievement, or performance capabilities, ranked achievement, or performance comparative to that of their peers, and conceptualization, the ability to present enhanced integration in text. These effects, all of which are desirable, represent a student's potential learning and as such are a measure of how they developed, if at all.

Strategies for Writing Instruction: Understanding the Key Components for College Readiness in the 21st Century

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In 2004, Simpson, Stahl and Francis published their recommendations for Reading and Learning Strategies in the 21st century. The resulting 10 recommendations charge practitioners to focus on what should be taught, how information should be disseminated, and which programs become the most successful. Their conclusions challenged other researchers to conduct similar investigations within their specific areas of interest.

This session is a response to that charge as it examines: the writing-to-learn research, or the idea that "writing is…the key to the acquisition of content itself: the mechanism through which students learn to connect the dots in their knowledge" (Paul & Elder, 2005, p. 40); principles of effective teaching, particularly in the field of developmental education; cognitive learning strategies, including meta-cognition; and the factors that might impact the success of these strategies.

Special attention is devoted to understanding how students learn best, what advancements have been made in the field, how these advancements can be generalized to other areas of developmental studies, and specific areas for future growth. The resulting recommendations advance the universal conversation of how students learn best, how we can reach them, and how we can make positive impacts on their writing process and resulting products.

AVID's Impact on Students' First Year of College

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The purpose of this study was twofold. First, researchers investigated whether AVID strategies and components were rated as being beneficial to students during their transition into college. Second, the researchers examined whether students enrolled in 4-year institutions differed in both academic preparation and postsecondary progress from students enrolled in 2-year institutions.

Perspectives
Advancement Via Individual Determination is a college preparatory program that serves academically "middle" and mostly first generation college-going students and provides them with access to rigorous curricula under the premise that they can succeed when provided with extra support (Mehan, Villanueva, Hubbard, & Lintz, 1996). Minority students and first-generation college-goers, two groups that AVID targets, often choose to enroll in community colleges immediately after high school rather than in four-year institutions (Cabrera & LaNasa, 2000; O'Connor, 2009; Fry, 2004).

Rigor at Risk: Reaffirming Quality in the High School Core Curriculum (ACT, 2007) asserts that students today have very little chance of becoming college-ready unless they take additional higher level courses beyond their core requirements in high school. Pearson Educational Measurement (2006) goes beyond college readiness and defines college success as "any second semester returning freshman with a minimum of a 2.0 grade point average who did not need any remediation" (p. 4). Other definitions of college success will be considered in this research, including Conley's (2007) explanation of college readiness and an alternative definition of college success from Mendiola, Watt & Huerta (2008).
Many students benefit from college preparatory programs such as AVID while they are in high school, but research often fails to examine whether such programs, or more specifically the skills learned from these programs, benefit students in their transition into, and first year of, college.

Methods (and Data Sources)

A nationwide sample of more than 200 students currently enrolled in universities and community colleges were examined in this study. All participants were AVID students who graduated from an AVID high school in 2009. Quantitative analyses of students' academic records and survey data were used to determine whether AVID strategies benefited students

once they enrolled in college.
Results

Survey data indicates that AVID provides students with skills and resources that not only prepares them for college but also continues once they are enrolled in college. Specific skills acquired as a result of AVID include note-taking strategies and organizational skills. Additionally, students enrolled in community colleges had similar academic preparation as those in universities.

Creating Online Modules for Beginning the Academic Journey Orientation Course

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Learning Ventures and the Office of First Year Experience in the UT Learning Collaborative are working together on a project that will "hybridize" the BAJ course beginning in the fall of 2010. This project will focus on establishing and meeting a set of shared learning outcomes essential to first-year success and retention while allowing for the best possible use of in-class time for engagement, discussion, and mentorship. At the heart of the project is an online environment or "ecosystem" accessible to all incoming students (including transfer students) and all UT faculty and staff. This environment has been built over the summer and available on August 1. The architects of the site are faculty working in collaboration with Instructional Designers from Learning Ventures, with the construction/collaboration site (on Black Board) open to anyone who wishes Learning Ventures and the Office of First Year Experience in the UT Learning Collaborative are to contribute. . The site consists of a number of "modules," each mapped to a set of learning outcomes. Each student will have an opportunity to
select from a number of projects, assignments, and activities that will be designed to help them adjust to challenges, learn how to learn, better understand the university environment, and to connect early and often to faculty inside and outside the BAJ course. What is a "module"?

While the content of the modules has been determined by the faculty working on them this summer, the idea of the BAJ module is to align a small number of learning objectives with interactive, low-stakes/high-reward activities designed to promote the transition to university-level learning. They can take any shape. For instance, if I were teaching a core course in philosophy this fall and also working on the BAJ development project, I might create a module designed to help students understand time-management, note-taking, study skills, and other

BAJ-related topics in the context of a short, easily grasped and interesting problem in philosophy. That module would be in the BAJ environment and accessible to any student needing to satisfy that set of objectives. How many modules will be available, how many modules a student must engage with, and other similar administrative questions will be discussed as well as the development process. Will there be a textbook?

No textbook will be required. All materials on the BAJ site will be "open source" and free to the students. Who manages the online environment? The online environment is jointly managed by Learning Ventures, UT Learning Collaborative, the selected faculty (in the summer) and, in the fall, any faculty who wish to participate. It will be a site for collaboration and dialogue, and a place where students and faculty can meet and share interests, research, and information.

Six models for Students Supporting Student Learning (SSSL)

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Victoria University is a dual sector university (ranging from apprentice through to PhD programs) which has a legislated mission to provide education to the western region of Melbourne, a region of below-average household incomes, high unemployment and a large migrant and refugee population (Sheehan & Wiseman, 2004). The university has many students from migrant and refugee backgrounds, students who are the first in their families to attend university, students from low socio-economic backgrounds and domestic and international students with a language background other than English (Keating, Kent, & McLennan, 2008, pp. 299-300). Enabling student success in this context can present a major challenge.

Adding to the challenge are finite resources and so how can learning support be implemented such that a larger number of students benefit from the expertise available? Over a twenty-year period, VU's learning support staff have grappled with this question and have attempted to develop innovative strategies designed to tap into the strengths of its student body rather than simply focusing on perceived and actual weaknesses. Student peer mentoring is one such strategy.

Between 2002 and 2009, a variety of student peer mentoring programs were designed, developed and implemented. Peer Assisted Study Sessions (PASS), the Australian version of Supplemental Instruction, was one model. The other programs were designed to suit very specific learning contexts and varied in terms of whether or not they were connected to the formal curriculum. The common element of each was that all were group-based programs. In 2006, the Student Rover program was also implemented. It is a form of student mentoring provided in the libraries/learning commons whereby students provide first tier academic assistance.

This plethora of activity led to the Student Mentoring and Student Rover programs being brought together under the overarching title of Students Supporting Student Learning (SSSL). Formal endorsement of the learning support strategy was given and SSSL is now a major Learning Support strategy for VU.

The addition of the 'Hybrid' model within the SSSL taxonomy will be discussed. It is a major innovation as it incorporates three different student mentoring elements; Peer Assisted Study Sessions, Peer Assisted Tutorials and Study Space. Eleven student mentors in the Engineering course have participated in running each of these elements. The program has led to interesting resource and evaluation issues which will be discussed and interesting impacts on students' relationships and connectedness to the institution.

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