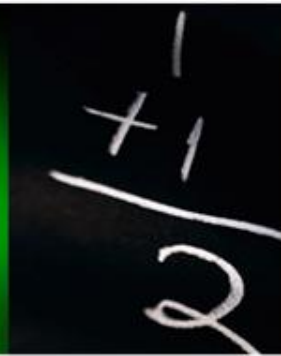




# **An Integrated First Year Experience Best Practices, Strategies, and Applications**

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Slippery Rock University of Pennsylvania

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# Guiding Principles for Improving Student Learning and Success Efforts

- Determine student characteristics and needs, set priorities among these areas of need, identify available resources, evaluate a variety of successful programs, and implement a formal comprehensive retention program that best meets institutional needs.
- Take an integrated approach in retention efforts that incorporates both academic and nonacademic factors into the design and development of programs to create a socially inclusive and supportive academic environment that addresses the social, emotional, and academic needs of students.





## Guiding Principles for Improving Student Learning and Success Efforts

- Implement an early alert, assessment, and monitoring system based on HSGPA, SAT/ACT Assessment scores, course placement tests, first semester college GPA, socioeconomic information, attendance records, and non-academic information derived from formal college surveys and college student inventories to identify and build comprehensive profiles of students at risk of dropping out.
- Determine the economic impact of college retention programs and student time to degree completion rates through a cost-benefit analysis of student dropout, persistence, assessment procedures, and intervention strategies to enable informed decision-making with respect to types of interventions required—academic and non-academic including remediation and financial support.





# What Works in Student Retention?

- Retention practices responsible for the greatest contribution to retention in commonly fall into these categories:
  - ***First-year programs:*** including pre-orientation programs, freshman seminar for credit, learning communities, integration of academic advising with first-year programs , and Honors programs.
  - ***Academic advising:*** including advising interventions with selected student populations, increased advising staff, integration of advising with first-year transition programs, academic advising centers, and centers that combine academic advising with career/life planning
  - ***Learning support:*** including a comprehensive learning assistance center, developmental coursework, supplemental instruction, and required remedial/developmental coursework





# What Works in Student Retention?

When asked to identify the primary campus retention practices that seem to have the greatest impact on student retention, the most common programs/services identified are as follows:

- orientation
- freshman seminar for credit
- learning communities
- tutoring program
- academic advising interventions
- early alert interventions with selected student populations
- comprehensive learning assistance center providing academic support services
- mandated course placement testing program



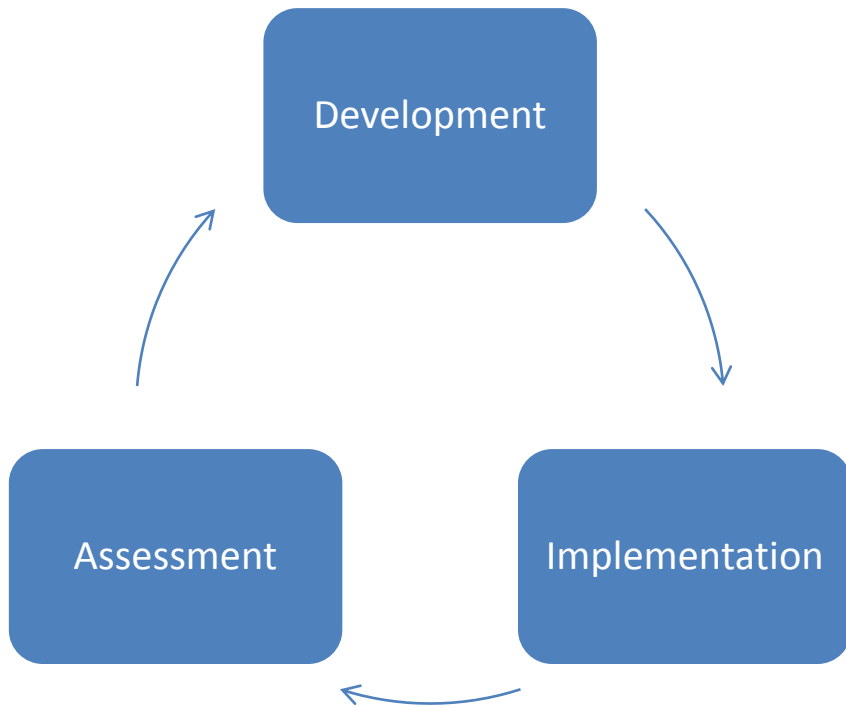


# Student Learning and Success Strategies:

- Understanding **why students stay** and **why they leave**
- Identifying **institutional areas for improvement** which must be addressed to improve student learning and success
- Identifying **academic transitional services which meet the needs of students** (LCC/FYRST Seminar, FYRST advising, tutoring, supplemental instruction, early alert program & mid-term review, etc.)
- Identify **social/personal development services which meet the needs of students** (WOW, CA 1-1 interactions @ check-in, FLSP, Center for Student Leadership, co-curricular transcript, residential commons/interest floors, late night programming)
- Creating **partnerships and collaborations across campus** focusing on improving student learning and success



## Program Accountability



## Characteristics of Programming

- Intentionality – Specific, measurable outcome program objectives
- Integration of Effort
- Collaborations & Partnerships
- Positive Interventions with Students
- Using Data to Inform Decision-Making
- Quality Assessment







# “Front-Loading Program Services”

- Orientation
- Learning Communities
- First Year Seminar
- Early Alert
- Academic Support Services/  
Tutoring Interventions
- Academic Advising
- Career Exploration and Planning
- Student-Peer and Student-Faculty Mentoring





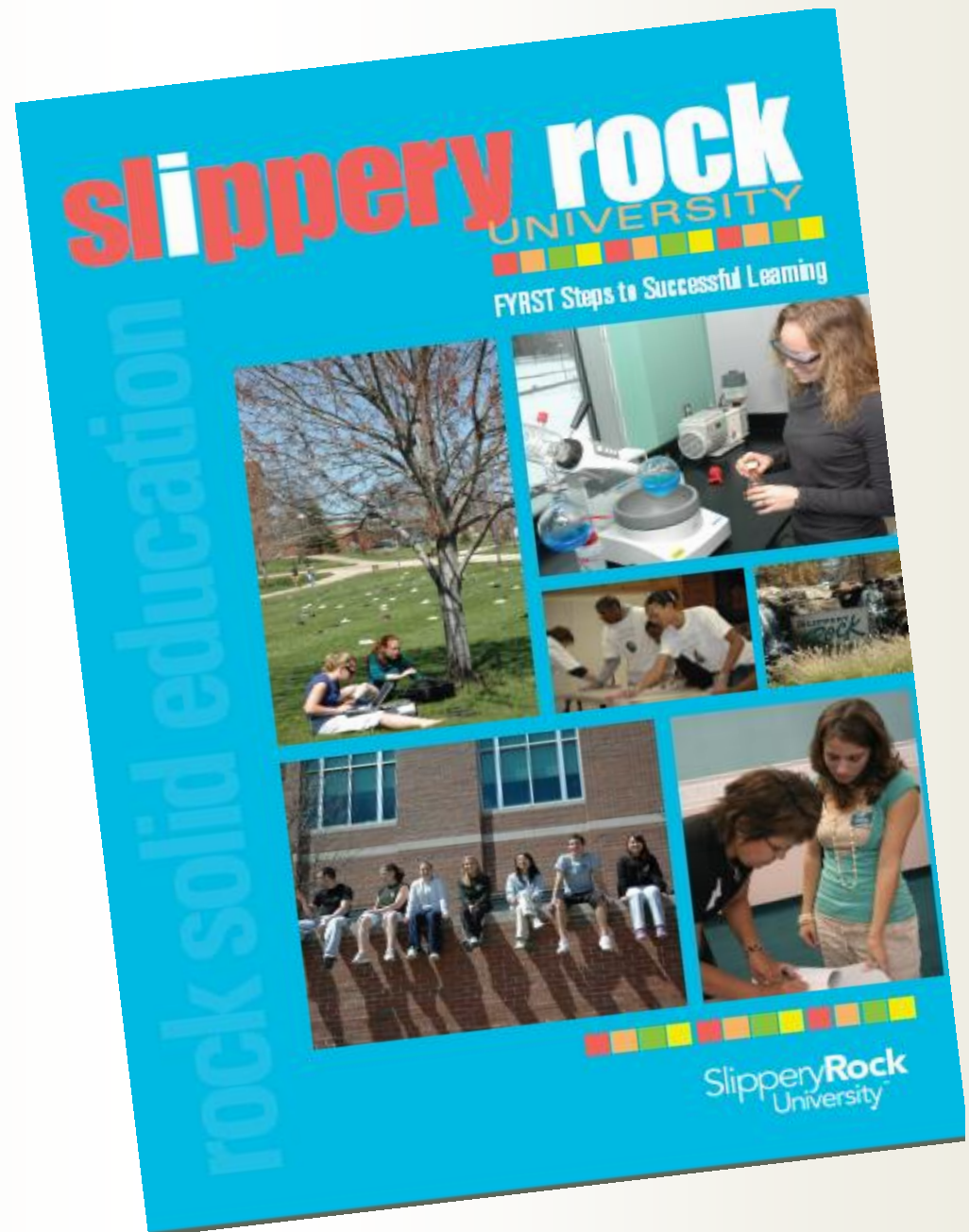


# Organizational Structures

- No one structure is the silver bullet
- Hybrid of approaches based on institutional characteristics and student needs.
- Strong links with the academic enterprise
- Built on strong partnerships and collaborations



**FYRST** features a host of academic services designed to support the teaching and learning process





## Enrollment Services

Divisional Model for Transition Services for First Year Students

### FYRST

#### Department of Academic Services

Retention Services Director  
Early Intervention Strategies  
Transfer & Adult Advocacy  
FYRST Readmission & Probation

#### Services for Students with Disabilities

- Orientation
- FYRST & Exploratory Advising
- Learning Community Clusters
- Freshman Seminar (FYRST)
- Tutoring
- College Success Workshops
- ACT 101 UEP Services
- Peer Mentoring
- A-Qualified Student Services
- Frederick Douglas Institute
- Diversity Seminars
- Probationary/Readmission Academic Services
- Advisement & Learning Assistance
- Learning Strategies
- Developmental Math Coursework

#### **FYRST Seminar**

(Advisement Center Director/Faculty)

#### **Learning Community Cluster**

(Orientation Director/Faculty)

#### **Peer Assistance**

(Asst Director of Advisement & ACT Assistant  
Director/Faculty)

#### **Diversity Clusters**

(FDI Coordinator/Exploratory Coordinator)

**56 FYRST Seminar Faculty**  
**70 LCC Faculty**





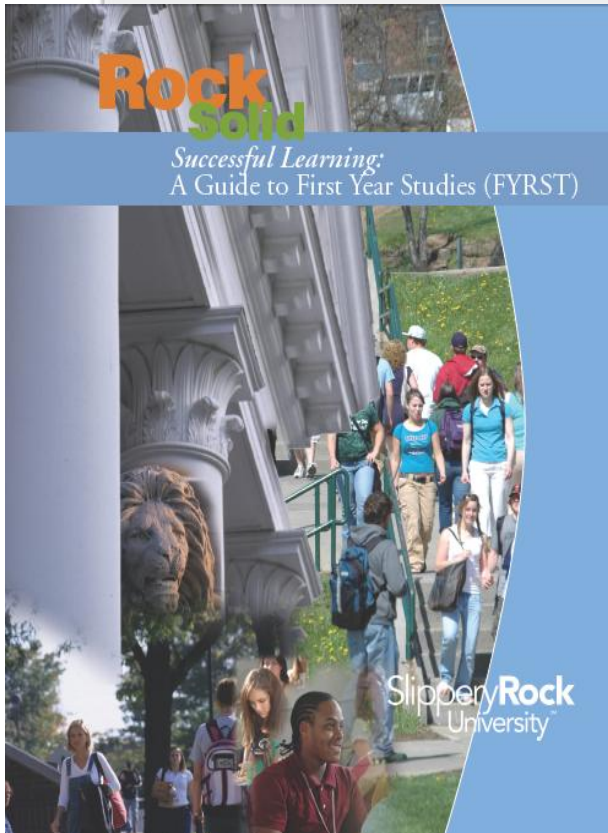
# ORIENTATION PROGRAMMING



## PRE-MATRICULATION



# Orientation



- Designed to help students make a successful transition to the college environment and to initiate the process of higher learning
- Three general dimensions
  - Transition process
  - Academic Integration
  - Personal and Social Integration

Successful programming promotes confidence among matriculating students and their families that they have selected an appropriate institution that may lead to a successful college experience.







# Orientation Program Characteristics

Total Campus Commitment and Involvement  
Focus on the Needs of ALL Students

- Orientation Activities  
Prior to Beginning Classes
  - Prematriculation and Early Registration Programs-Pre-Fall Programs
  - Combined Designs – Academic and Social/Personal
- Freshman-Year Orientation Activities
  - Orientation Courses
  - Academic Enhancement Services and Programs
  - Mentoring Programs
  - Learning Communities



New students share a  
common academic  
experience

- WOW
- Author  
Presentation
- Small Group  
Presentation
- Carry-over to  
courses this fall





- **"Service-Learning is a teaching method that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-Learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community."**



# Orientation Resources



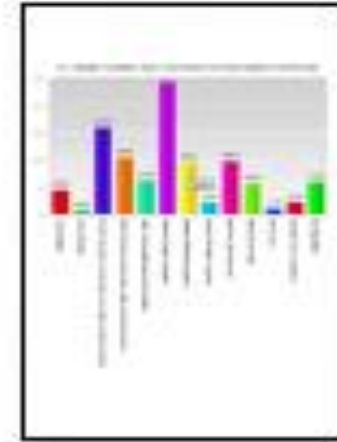
## [A Guide for Families of Commuter Students: Supporting Your Student's Success](#)

**Description:** "Supporting Your Student's Success" describes the transition to college from the perspective of the commuter student and offers guidance to families on helping students navigate the transition to college and succeed.



## [Designing Successful Transitions: A Guide for Orienting Students to College, 2nd Edition](#)

**Description:** Published jointly with National Resource Center for The First-Year Experience & Students in Transition originally in 1993. The second edition was updated and released in 2003. Edited by Lee Upcraft and written by numerous scholars and experts in the field, this fourteen chapter comprehensive book.



## [NODA Databank](#)

**Description:** A triennial compilation of survey information from over 400 colleges and universities. Data on orientation program content and structures, budgets, fees, and staffing patterns are described and analyzed. This is an invaluable tool as you and your institution assess existing programs and plan for the future.





# SUMMER BRIDGE PROGRAMMING



TRANSITIONAL PROGRAMS FOR  
HIGH –RISK STUDENTS



# Summer Bridge Programs

Established as part of an effort to recruit, retain, and graduate a population of student underrepresented in higher education

- Offer a head start on building academic skills, especially in English and math.
- Provide opportunities for students to become acquainted with college resources, college expectations, and interaction between students and faculty and staff.
- Assist student in developing an attachment to the campus community.
- Integrate their social lives with their academic lives since most of these programs are residential.
- The most successful programs are highly structured and convey a very clear message that college is serious business.
- University of California Berkeley's Summer Bridge Program
- University of California, San Diego
- University of California, Los Angeles' Academic Advancement Program





# FRESHMAN SEMINAR



## FRESHMAN SEMINAR COURSE TYPES



# First Year Seminar Types

**Extended orientation seminar.** Sometimes called **freshman orientation**, **college survival**, or **student success course**. May be taught by faculty, administrators, and/or student affairs professionals. Content will likely include introduction to campus resources, time management, study skills, career planning, cultural diversity, and student development issues.

**Academic seminar with generally uniform academic content across sections.** May either be an elective or a required course, sometimes interdisciplinary or theme oriented, sometimes part of a required general education core. Primary focus is on academic theme but will often include academic skills components such as critical thinking and expository writing.

**Academic seminars on various topics.** Specific topics vary from section to section, may evolve from any discipline, or may include societal issues such as biological and chemical warfare, urban culture, animal research, and environmental issues.

**Professional or discipline-linked seminar.** Generally taught within professional schools or specific disciplines such as engineering, health sciences, business, or education. Designed to prepare students for the demands of the major and the profession.

**Basic study skills seminar.** Generally offered for academically underprepared students. Will focus on basic academic skills such as grammar, note-taking, and reading texts, etc.







# 2006 National Survey on First Year Seminars

## Bullet Summary Highlights:

- About 85% of the institutions offer some type of first year seminar.
- **The most common type of seminar at reporting institutions is the extended orientation seminar (57.9%).**
- **53.8% of the respondents offer some type of academic seminar** (28.1% offer academic seminars with uniform content, and 25.7% offer academic seminars with variable content), which suggests the continuation of the increasing trend toward more academic seminars.
- **Respondents (across all institutional types) note that the most important objectives for their seminars are to develop academic skills (64.2%) and orient students to campus resources and services (52.9%).**
- Respondents (across all institutional types) report that study skills (40.8%) and critical thinking (40.6%) are the most important course topics in their seminars.
- Seminar classes tend to be small. The section size for approximately 85% of the respondents across all institutional types is between 10 to 25 students with 16 to 20 students per section being the most prevalent (36.9%). Seminars with an academic focus are more likely to be smaller than the other seminar types.







# 2006 National Survey on First Year Seminars

## Bullet Summary Highlights:

- **The course at 92.2% of the responding institutions carries credit toward graduation.**
- At private institutions, the course is more likely applied as general education credit; whereas, **at public institutions, it is more likely to be applied as an elective credit according to our respondents.**
- **The course typically carries one credit (42.5% of responding institutions) or three credits (32.7% of responding institutions). Extended orientation type courses are more likely to carry one credit in comparison to all other seminar types.**
- **At most of the responding institutions, students receive a letter grade for the course (82%),** with only 2.5% of participants stating their course offers no grade.
- Almost 35.3% of institutions offer the seminar as part of a first-year learning community.
- More than 40% of responding institutions offer a service-learning component.



# 2006 National Survey on First Year Seminars

## Bullet Summary Highlights:

### Students

- The seminar is required for all students at 46% of the participating institutions, but 19.4% of the institutions do not require it of any of their first-year students.
- When the seminar is required for a special student population, it is most frequently required for provisionally admitted students (20.1%).
- However, special sections of the seminar are offered at more than 60% of the participating institutions and are most likely offered for honors students (22.4%) and academically underprepared students (19.9%).



# 2006 National Survey on First Year Seminars

## Bullet Summary Highlights:

### Instructors

- At 90% of the institutions, faculty teach the first-year seminar. For most of the faculty, teaching the seminar is part of their regular teaching load (64.4%).
- At 72% of the participating institutions, student affairs or other campus professionals teach the seminar. For staff, the course is more likely to be an extra responsibility (42.5%).
- At 31.9% of responding institutions, academic advisors teach their advisees in the first-year seminar.
- Instructor training is offered at 76.8% of the responding institutions and required at 52.3% of them.
- Instructor training tends to last two days or less at 73.1% of the participating institutions, with it most commonly lasting half a day or less (35.4%).





# 2006 National Survey on First Year Seminars

## Bullet Summary Highlights:

### Administration

- Almost 51% of the participating institutions, the seminar is housed in academic affairs, with the second largest percentage reporting that the seminar is housed in an academic department (13.5%).
- There is a dean/director/coordinator of the first-year seminar at almost 80% of the responding institutions. Almost two thirds of the respondents said that the dean/director/coordinator is less than full-time (62.1%), and 48.7% say that the coordinator/director's other responsibility is as faculty.



# Learning Community Cluster (LCC)/ FYRST Seminar Initiative

## FYRST SEMINAR

*College is a major turning point in your life!*

Research has found that freshman orientation seminars and learning community cluster programs are effective programming efforts for:

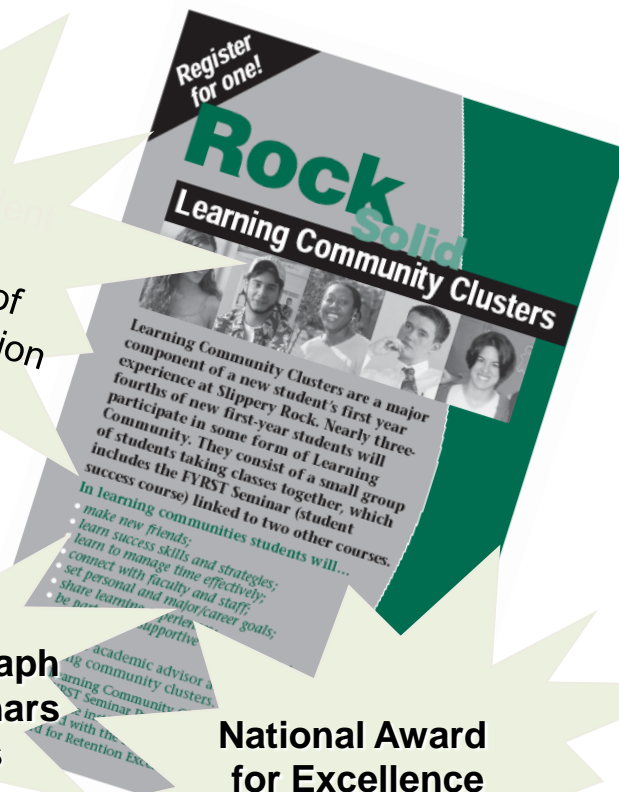
- responding to the academic and social/personal needs of first year students.

- assisting first year students in becoming integrated into an institution's academic environment.

Learning Outcomes  
Significance on Factors of  
Academic & Social Integration  
Increases  
in Retention

National FYE Monograph  
on LCC/FYRST Seminars  
1 of 14 institutions

National Award  
for Excellence  
in Retention





# Program Development for One Strategy – LCC/FYRST

Over 1000 students in 37 clusters and 44 FYRST Seminars (about 72%)  
Create & improve collaborations within the clusters  
Apply retention research and assessment outcomes

Over 1200 students in 40 clusters and 50 FYRST Seminars  
Improving communications among FYRST Seminar faculty and cluster faculty and FYRST Seminar faculty and their students –Use of Blackboard

Over 1500 students enrolled in 40+ clusters and 56 FYRST Seminars  
Continuing development of cluster communications and faculty development – All clusters  
Peer Assistance Initiative in 43 clusters  
Living-Learning Communities - Pilot  
Diversity-Themed Communities – Pilot  
Map-Works Implementation

2000

2001

2002

2003

2004

2005

2006

2007

2008

Over 700 students were enrolled in the LCC/FYRST Seminar model comprising 27 clusters (about 52%).  
Organizational & communication effort  
Engaging faculty across campus in the FYRST Seminar

Over 1000 students in 37 clusters and 44 FYRST Seminars (about 72%)  
Create & improve collaborations within the clusters  
Apply retention research and assessment outcomes

Over 1200 students in 40 clusters and 50 FYRST Seminars  
**Improving communications among FYRST Seminar faculty and cluster faculty and FYRST Seminar faculty and their students**  
**Experiment with Living Learning Communities**  
**Peer Assistance Pilot**



# Faculty Development Needs



## Beyond a 2-Day Professional Development Workshop



- Provide information on course content and process.
- Present materials in a consistent & professional manner.
- Create an environment where materials & information are accessible 24/7/365.
- Provide easily accessible assessment information.
- Build communications streams among the faculty.
- Create an environment where faculty can build and enhance relationships with students.







# The Use of Blackboard with the FYRST Seminar Course

Two Levels of Functionality for Faculty Usage – 5-6 Months of Development

● TIER I:

● Professional Development Tier for Use by ALL FYRST Faculty

● Host information related to the professional development of faculty who teach the seminar - *"What is a freshman seminar?"* and *"Strategies for Teaching the Seminar."*

● Host samples of course materials, resources, and activities by topic.

● Use as a communications tool for FYRST faculty to communicate with each other.





# The Use of Blackboard with the FYRST Seminar Course

## ● TIER II:

- Use of Blackboard in FYRST Seminar Course by an Individual Faculty Member to...
  - post course materials, announcements, reading assignments, web links.
  - communicate with his/her students on course assignments, institutional activities and procedures, readings, etc.
  - initiate communication among small groups of students within a class and send group e-mails.
  - survey and assess student progress.
  - post grades.



# An Opportunity to Build Partnerships & Collaborations Across Campus

**Builds partnerships between academic faculty and student affairs & academic affairs professionals.**

**Volunteer as guest speakers on various topics.**

- Library Staff
- Career Services
- Health Services Peer Leaders
- Community Service Learning
- Financial Aid
- Intercultural Programs
- Tutoring/College Success Workshops
- Residence Life – Living/Learning Communities
- Student Leadership
- Student Government Association
- Bridge Program
- Student Organizations
- Degree Audit/Liberal Studies Program Presentations
- Faculty from Various Departments





# First Year Seminar Assessment

## ***Formal Program Evaluation Considerations***

- ***Types of Student Assessments***

- Persistence to sophomore year
- Improved peer connections
- Increased student satisfaction with the institution
- Increased use of campus services
- Increased out-of-class faculty/student interaction
- Increased level of student participation in campus activities
- Increased student satisfaction with faculty
- Increased academic abilities
- Increased persistence to graduation
- Improved grade-point-averages

- ***Instructor Survey***

- ***Peer Leader Survey***

- ***National Surveys***

- [The First Year Initiative \(FYI\) Benchmarking Survey](#)
- [Your First College Year \(YFCY\) Survey](#)
- [National Survey of Student Engagement \(NSSE\)](#)
- [Beginning College Survey of Student Engagement \(BCSSE\)](#)
- [Cooperative Institutional Research Program \(CIRP\)](#)





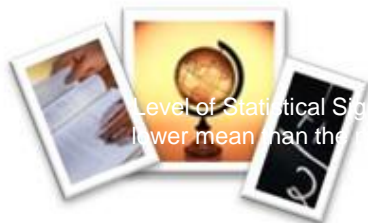
# Assessment LCC/FYRST Seminar Initiative

- Comparison of students enrolled in the cluster experience and students not enrolled:
  - Institutional Integration Factors (Pascarella & Terenzini)
    - Peer interactions \*
    - Faculty interactions \*
    - Academic and Intellectual Development
    - Institutional and Goal Commitment \*
    - Faculty Concern for Student Development \*
  - Academic performance/QPA
  - Student persistence
  - Credits attempted/earned
  - Faculty Qualitative Evaluations
  - First Year Initiative Student Learning Outcomes Performance



# First Year Initiative Project

Factor 1: Course Improved Study Strategies																				
Factor Number	Item	Description of Factor/Question	SRU Mean Students						Select 6 Mean STAT Level			Carnegie Class STAT Level			All Institutional Data STAT Level					
			2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2007			2007			2007					
Factor 1		Course Improved Study Strategies	4.58	4.66	4.57	4.57	4.54	4.58	4.46	▲	*	4.43	▲	***	4.47	▲	*			
	Q1 4	Course Improved: Completing homework assignments on time	5.09	5.23	5.09	5.08	4.97	5.05	4.83	▲	***	4.79	▲	***	4.86	▲	***			
	Q1	Course Improved: Understanding of academic strengths	4.82	4.82	4.86	4.81	4.73	4.81	4.79	ND			4.7	ND			4.78	ND		
	Q1 6	Course Improved: Taking effective notes in class	4.7	4.81	4.81	4.74	4.71	4.75	4.53	▲	*	4.47	▲	***	4.56	▲	*			
	Q3	Course Improved: The ability to find items through the	4.85	4.89	4.6	4.75	4.66	4.67	4.72	▲	*	5	▲	*	4.75	ND				
	Q2	Course Improved: Test preparation skills	4.35	4.51	4.46	4.51	4.52	4.56	4.31	ND			4.34	▲	*	4.38	ND			
	Q17	Course Improved: Coping with test anxiety	4.38	4.43	4.38	4.39	4.35	4.33	4.29	ND			4.14	ND			4.25	▲	*	
	Q15	Course Improved: Studying with other students	4.35	4.34	4.18	4.16	4.2	4.27	4.11	▲	***	3.95	▲	***	4.07	▲	***			
	Q1 3	Course Improved: Reviewing class notes before the next class meeting	4.11	4.24	4.17	4.19	4.19	4.17	4.08	ND			4.05	ND			4.07	ND		



Level of Statistical Significance  
Lower mean than the





# EARLY ALERT SYSTEMS



## EARLY ALERT PROGRAMMING AND THE USE MIDTERM/FINAL GRADES





# Early Alert System Programming

An early-alert system may be defined as a formal, proactive, feedback system through which students and student-support agents are alerted to early “red flags.”





# Early Alert Programming

Probably the best warning sign that a student is at risk for attrition is if s/he exhibits *poor class attendance, academic progress* or shows an intent to *withdraw*.

For example, the following behaviors could serve as signals for detecting students who are at risk for academic failure or who intend to withdraw from the institution:

- poor class attendance
- poor academic performance in more than one class
- delay or failure to pre-register for next-term classes
- delay or failure to renew housing agreements
- delay or failure to reapply for financial aid or work-study
- failure to declare a major by the end of their sophomore year





# Early Alert Programs

The *Early Alert program is commonly developed as a retention tool to improve students' persistence and promote survival skills. It is commonly used in the first few weeks of the semester and/or at mid-term during the first year.*

Programs are often based on models whereby the faculty are proactive, supportive, and involved in facilitating the academic components of student retention.

Faculty awareness of potential student problems constitutes the backbone of an early alert program.

Through *Early Alert, faculty contribute directly to retention by assisting with the early detection and intervention of students who are doing poorly in class, chronically absent from class, or experiencing other kinds of problems that affect academic performance.*

A number of these institutions obtain student right-to-privacy waivers that enable them to report midterm grades to both first-year students and their *parents*.





# Early Alert (First Few Weeks)

The *Early Alert referral process* may work as follows:

## Processing and Decision-Making

1. A coordinating center/individual is assigned the responsibility and the administration communicates the value of this programming effort to all constituencies.
2. Determine the specific student groups (all first year, selected first year based on admissions inputs, probation students, etc).
3. The center communicates to all constituencies well in advance the process of the program.
4. Faculty identify students who are experiencing academic difficulties or have missed a specific number of class periods.
5. Faculty complete an “Early Alert Referral Form” (electronic/paper with all student names by class section) and submit it to a coordinating center.
6. The center coordinates the communication to all constituencies (academic advisor, first seminar instructor, residence life coordinators, academic support structures, etc.)
7. Identified constituencies meet with students and record that a follow-up was conducted.
8. Constituency groups report back on number of successful follow-up sessions with students.
9. Center prepares an executive summary of the results.
10. Administration sends thank you notes to all constituencies.





# Early Alert Programming (First Few Weeks)

**On the Early Alert Referral Form, faculty may be asked to check one or more of the following reasons for referring a student. No more than three to five reasons are often suggested for early alert programming.**

**Student has excessive absences (3 or more) and/or tardiness**

**Student has never attended class**

**Student needs tutoring**

**Student has low test and/or quiz scores / Needs make-up exam / Not completing homework**

**Student not at course level/ needs basic skills**

Comments of concern from other students

Knowledge of personal or family difficulties (i.e. financial, health, etc.)

Change in demeanor which might include anxiety, aggression, or depression

Drastic changes in appearance

Other, please specify



# Early Alert Programming Timing

- Early-warning rosters are often released during the third/fourth week of class and faculty report students who are experiencing academic difficulty, using an efficient abbreviation code to identify the specific area(s) of weak performance:
  - AP = Assignment Performance
  - CP = Class Participation
  - EX = Examination Performance,
  - IA = Intermittent Attendance
  - NA = Never Attended
  - NC = Non-Completed assignments







# Early Alert Midterm Grade Reports

- One national survey reveals that more than **60% of postsecondary institutions report midterm grades to first-year students** for the purpose of providing them with early feedback on their academic performance.
- A number of these institutions **obtain student right-to-privacy waivers** that enable them to report midterm grades to both first-year students and their *parents*.
- Students with **dangerously low midterm grade reports are typically notified** by letter to speak with an institutional representative (e.g., academic advisor or academic dean) who, in turn, refers the notified student to the appropriate support service. At some institutions, academic advisors make follow-up phone calls to students who fail to respond to their letter of notification. At other institutions, faculty notify peer tutors when students are having academic difficulties, and the tutors initiate contact with the student.





# Improving the Success of Early Alert Programming

*Lack of faculty participation*—i.e., faculty have neither the time for, nor the interest in, reporting on early alert or calculating and reporting midterm grades for all their students.

Faculty participation rates may be increased if they understand from the administration the value of their role in assisting students to receive the assistance that they need to successfully transition to college life.

Faculty participation rates may be increased if instructors are asked to submit early alert warnings only for students who are having challenges and not report midterm grades for all students, but only for students who are in academic jeopardy (e.g., students whose grades are C- or below).

Participation rates may also be increased by improving the convenience of the grade-reporting procedure (e.g., easy-to-complete grade forms or on-line grade submission).

Lastly, instructors may be expected to show higher rates of compliance if they are recognized or rewarded for doing so by college administrators. (For example, if department chairs and the academic dean “count” their record of compliance in promotion-and-tenure decisions).



If issuing midterm-grade reports is the only practice used, while a laudable practice, Tinto (1993) warns that, by the time midterm grades are recorded and disseminated, feedback may come too late in the term to be optimally useful.





# Retention Services Office at SRU

- Developed Early Alert Services
  - Enrollment Verification
    - Meal Cards
    - Residential Housing
    - Early Attendance Reports (Faculty complete enrollment forms)
  - **Map-Works – Academic and Social Integration Survey & Intervention**
- Infused Mid-term Review/Final Review of First Year Grades – Student Interventions below a 2.5 QPA
- Enhanced Connections with Faculty –
  - Department Receptions
  - Degree Audit FYRST Progression Requirements
- Coordinated FYRST Suspension/Probation/Dismissal Activities (Readmission and Probationary Contracts)



# Improving Student Engagement and Learning

## Paradigm Shift

Scenario: A student is struggling in a number of different areas during her first few weeks on campus.

How do we know that she is struggling?

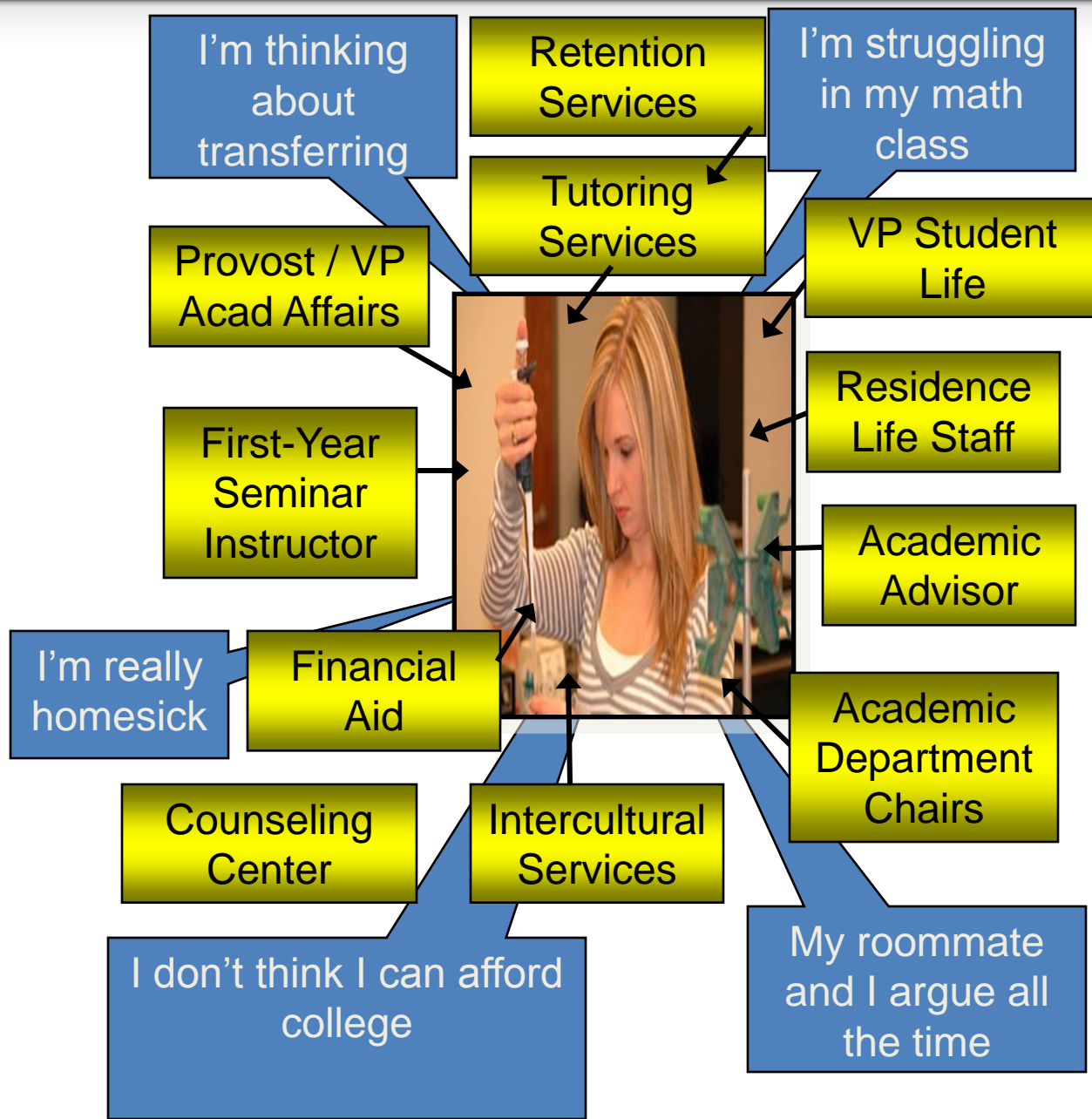
Which areas on campus will be most likely to assist her?

Will the service that she receives be comprehensive in nature?

Who is she most likely to seek help from?

Should assistance be provided via the institution through a number of critical interventions through a number departments/areas at multiple levels of the institution?

What are the best approaches to provide these services?





# MAP-Works Process

## Transition Survey

- Expectations
- Behaviors

3rd Week

## Data Transfer

- Student Profile
- Institution Profile
- Campus Resources

## Student Report

- Social Norming
- Expectations
- Campus Resources

4th - 5th Week

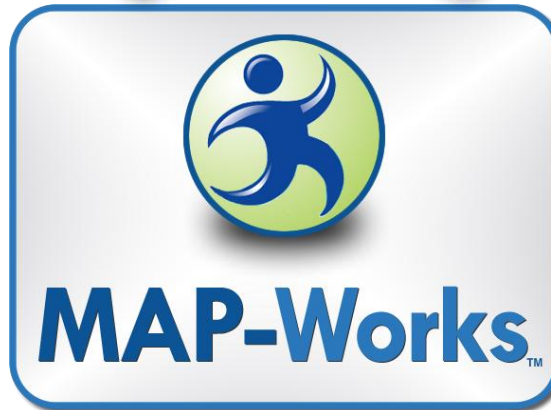
## Faculty/Staff Reporting

- Student Summary
- Scan Students

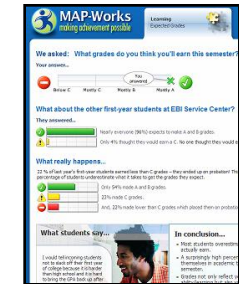
Instant

## Support / Intervention

## Campus Resources



SlipperyRock  
University  
of Pennsylvania







# DEVELOPMENT EDUCATION



## LEARNING ASSISTANCE

# Academic Support Services

- Address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies.

- Developmental courses
  - Tutoring Services
  - Academic Advising/Career Exploration
  - Learning Assistance
  - Time Management
  - Supplemental Instruction
  - Placement Testing
- 
- University of Minnesota's General College
  - LaGuardia Community College's New Student House
  - Seattle Central Community College





- Academic Success Center
  - Centralized location for referrals for students in need of improving learning strategies (college reading strategies, note-taking, test-taking, etc), time management, and general academic advisement?
  - Coordination of early alert programming?
  - Coordination of first year experience programming?
  - Coordination of tutoring services?
  - Coordination of exploratory advising services?
  - Coordination of services for at-risk students?



# Expanded View Supplemental Instruction

- SI identifies high-risk courses.
- SI sessions are often peer led and focus on learning and study strategies, such as note-taking, organization, and test preparation.
- These strategies are integrated into the course content. This strategy provides immediate practice and reinforcement of these skills.
- Student think about and process the content as well as identify appropriate or critical learning strategies.





# Academic Affairs and Student Life Collaborative Efforts

- Freshman Seminar / Learning Communities
- Early Alert (MapWorks)
- Recruitment and Orientation Functions
- Increased opportunities for student life programming and intercultural programming
- Increased peer mentoring relationships
- Increased student leadership opportunities
  - Freshman Leadership
  - Student Ambassadors
  - Emerging Leaders
  - Student Government Association and over 120 clubs, organizations, and honoraries
- Increased programming on weekends and evenings
- Increased seminar, workshop, internship and practicum experiences aligned with major program
- Increased mentoring alignments with alumni
- Developing a Co-curricular Experiential Resume Program
- Living – Learning Communities
- Tutorial Services





# QUESTIONS AND DISCUSSION?