eSOURCE FOR COLLEGE TRANSITIONS
VOL 5 • NO 6 • JULY 2008

E-SOURCE 5.6

Greetings from the New Director of National Resource Center

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I hope that this letter finds you all enjoying the summer season both personally and professionally. For some, this represents a time to slow down, reflect upon the past year and all that we have learned from our work with students in transition, and use these lessons to plan for the upcoming academic year. For others, summer is one of busiest seasons as new students visit our campuses for orientation, registration, bridge programs, common reading events, and welcome week. For me, the topic of transition has perhaps never been more personally meaningful—I have moved across the country, leaving a university where I have spent a significant amount of time to serve in an exciting new role as the director of the National Resource Center for The First-Year Experience and Students in Transition. This experience has served as a very personal reminder of a student's point of view during the initial adjustment to college.

I am honored to join the incredible staff of the National Resource Center and humbled to follow in the footsteps of its earlier leaders, John Gardner and Stuart Hunter. As with any movement in higher education, ours has grown and matured over the years. As such, new issues and resources have emerged and the National Resource Center has been at the forefront. While the first-year experience movement has long since gained a strong foothold in higher education, we are now also focusing on students at other points of transition.

A little over a decade ago, the Center expanded its scope and added "students in transition" to its name, taking the lead in broadening the focus on student learning and success across the college experience. The Center has since further developed the dialogue through conferences, publications, and online resources dedicated to the transition experiences of sophomores, transfers, seniors, and new graduate students. I intend to continue nurturing these newer developments until they reach the level of institutionalization in our field that we have enjoyed with the first-year experience focus.

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In another example of its leadership, The National Resource Center has built upon its solid foundation of high-quality conferences and publications and added institutes as a means to educate professionals not just on what is happening in the first-year experience and transition movement but to understand how to bring these issues to life on their own campuses (i.e., how to launch or re-tool a first-year seminar or how to create first-year assessment plans). Most recently, the Center has begun to expand its original research to complement its function as a clearinghouse for scholarly and practitioner-based literature. While each of these examples represents an evolution of purpose and product in response to a need in our field, they also represent the Center's expansion of its role as advocates and leaders who are shaping the issues in higher education, a role that I fully embrace and support as we create the vision for the next era of the Center.

I believe our international network of colleagues is one of the greatest resources that we have in our efforts to chart a path for the future of this movement and to identify and address the emerging issues in our field as well as higher education at large. I have always enjoyed the fact that the Center's intended audience has never been bound by membership, geography, discipline, title, functional area, or the field of higher education. As such, anyone who is interested in the success of students in transition—including faculty, academic administrators, college presidents, student affairs professionals, students, parents, legislators, policy analysts, and employers—is a member of our constituency base and a participant in this movement.

As director of the National Resource Center, it is my immediate goal to draw upon the intellectual capital and commitment of all colleagues in our field to help refine the Center's vision and establish the direction for our future efforts. I already have been discussing some ideas with the incredible staff of the Center. I look forward to opening similar lines of communication with the Center's advisory board and with the pool of Outstanding First-Year Advocates who have been recognized by the Center for their achievements in improving the educational experience of first-year students.

I also look forward to conversations with other members of the community of professionals who are dedicated to the first-year experience and students in transition. As such, I would like to use this opportunity to include your voice in this dialogue. Please feel free to communicate with me about what you most value about our work, to share your vision for this movement, or to provide feedback on the role that you would like the National Resource Center to play in the future. It is important to me that the National Resource Center not only provides leadership but that any decisions or direction represent the best interests and input of our greater community of colleagues. Feel free to e-mail me at **keupj@mailbox.sc.edu** or call me at (803)777-2570.

I look forward to serving an amazing community of professionals who are dedicated to supporting and advancing efforts to improve student learning and transitions into and through higher education.

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eSOURCE FOR COLLEGE TRANSITIONS

E-Source for College Transitions (ISSN 1545-5742) is published bi-monthly by the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, Columbia, SC 29208. Telephone (803) 777-6029. A single-year subscription is $40. A multiple-year subscription is $35 per year. An institutional subscription is $100 per year or $95 per year for a multi-year subscription.

The National Resource Center has as its mission to support and advance efforts to improve student learning and transitions into and through higher education.

The Center, a nonprofit organization, will use proceeds from the newsletter to defray publication costs, support research, and disseminate information.

eSOURCE FOR COLLEGE TRANSITIONS
VOL 5 • NO 6 • JULY 2008

The Big Picture

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Strategies for Promoting Collaboration and Integration Between Academic and Student Affairs

In the previous issue of this column, a research-based case was made for the value of building alliances between academic and student affairs. This column focuses on specific strategies for generating synergy between the curriculum and cocurriculum. The strategies are organized into two major categories: (a) identifying or developing structured opportunities for professional collaboration between the divisions of academic and student affairs and (b) creating parallelism between the cocurriculum and curriculum.

Professional Collaboration Between Academic and Student Affairs

One way to promote collaboration between academic and student affairs is by having both parties working together on a common task. Research in the area of cooperative learning strongly supports the effectiveness of members of different groups working interdependently toward a common goal (Cuseo, 2003). Listed below are some strategies for identifying and developing structured work tasks that can foster interdependence and collaboration between faculty and student affairs professionals.

- Capitalize on already existing or naturally occurring intersection points in academic and student affairs work, such as: new-student orientation, first-year seminars, academic advising, service-learning experiences, residential life-based academic programs, student leadership development, and senior-year experience programming (e.g., a senior-year capstone course designed to facilitate seniors' transition to post-college life).
- Organize discussion groups or critical-moment learning teams of faculty and student affairs professionals after a high-impact event or critical incident has taken place on campus (e.g., racial incident or student suicide).
- Take advantage of emerging campus issues that impact both faculty and student development professionals by creating issue-centered collaboration between academic and student affairs professionals (e.g., via joint membership on task forces, ad hoc committees, or institutional research projects relating to student retention or student outcomes assessment).
- Create and make joint appointments to positions that bridge academic and student affairs responsibilities (e.g., coordinator or director of the first-year experience who is responsible for the first-year seminar and first-year cocurricular programming).

Parallels Between the Curriculum and Cocurriculum

Another major strategy for generating synergy between academic and student affairs is to unify these divisions with a common language, common educational goals, and comparable practices or processes. Listed below are strategies for promoting parallelism between the curriculum and cocurriculum.

- Use language to describe the cocurriculum that suggests its connection to student learning and the institution's academic mission. For example, Kuh (1996) suggests using "co"curricular instead of "extra"curricular because the latter may connote experiences outside of, or peripheral to the institution's educational mission. Similarly, "cocurricular learning experiences" is preferable to "student activities," which may be misinterpreted as social events, rather than bona fide student-learning experiences. Finally, the office of student

See CUSEO, p. 4

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"development" rather than office of student "affairs" or student "services" highlights the educational function of student affairs work as opposed to its managerial, custodial, or customer-service functions. While these may seem like merely semantic distinctions, the language used to refer to student development professionals can create an important first impression that shapes how student affairs professionals are perceived, particularly by faculty who may have little knowledge of their graduate preparation or their educational role on campus.

- When cocurricular events are announced or advertised, identify the events' educational objectives or intended student-learning outcomes. Most cocurricular experiences are designed to promote student development or student learning with respect to one or more components of the "wellness wheel" (e.g., cognitive, social, emotional, physical, or vocational). These components of wellness could and should be referred to as elements of holistic development or learning because student-development programming is intended to promote positive change in these areas.
- To increase the likelihood that the cocurriculum is viewed as an educational complement to the curriculum, use artifacts and nomenclature that parallel those found in the formal curriculum. For example:
  - Create a cocurricular catalog that parallels the traditional course catalogue and contains comparable information about the cocurriculum—e.g., mission statement, educational philosophy and goals, description of annual events and programs, and names and educational background of student development professionals employed by the institution. This cocurricular catalog could be published as a stand-alone document, or it might be included as a clearly identifiable subsection within the traditional college catalog.
  - Develop a cocurricular schedule of events for each academic term that parallels the traditional schedule of classes, containing the titles, dates, times, and brief descriptions of cocurricular experiences offered during the upcoming term. This cocurricular schedule of events could be issued as a stand-alone piece, or it could be appended to the schedule of classes.
  - Design cocurricular event syllabi, which would parallel traditional course syllabi, describing an event's content and process, date and time, and information about the person(s) organizing or conducting the event.
  - Develop cocurricular student transcripts, which parallel academic transcripts and formally identify and verify students' cocurricular achievements. This transcript could be developed and administered by the office of student development in a manner akin to how academic transcripts are processed by the office of the registrar.
  - Use evaluations to have students assess their cocurricular learning experiences in a manner comparable to their evaluation of college courses. For example, after participating in a cocurricular event, students evaluate it in terms of how effectively it achieved its intended educational objective or learning outcome.

This article has focused on the creation of structured tasks and parallel processes as key strategies for promoting synergy between academic and student affairs. However, successful collaboration between these two major divisions involves not only organizational structures, but also harmonious, mutually respectful relationships between faculty and student development professionals. Strategies for cultivating such relationships will be discussed in the next issue of this column.

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Study Identifies Areas Where Pre-College Prep Needed

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Making the transition from high school to college can be one of the biggest challenges in life, as indicated by first-year dropout rate of 26% nationally (ACT, 2004). Adolescent decision-making literature suggests that youths can achieve greater success and reduce negative consequences during their first year of college if they (a) increase knowledge of the new social scene and academic protocols and (b) work through a conjectural decision-making process prior to their arrival on campus (Trad, 1993; Wyatt, 1989).

Yet, current efforts to prepare students for the transition may be lacking. High school counselors work to prepare students for college entrance exams, scholarships, and financial aid applications. But, they have little time for discussions on social scene changes, campus life, or academic expectations. In recent years, colleges and universities have added first-year seminars aimed at easing social and academic adjustments while decreasing dropout rates. Most, however, offer these during the first term—too late to provide the advance processing time some experts recommend. Orientation is offered prior to campus arrival, but tends to focus on class scheduling, placement, and library use. When social and academic adjustment issues are addressed, the compressed timeframe of most orientation programs means that students may have little opportunity to process what they have learned. A 2006 study sought to explore what additional information and experiences students needed *prior* to their arrival on campus.

The Ohio State Study

More than 600 current college students were asked to reflect on their first term in college and to indicate what advice they would give college-bound high school seniors *prior to* their arrival on campus. More than 280 students from 77 different colleges and universities across the U.S. provided rich data via online surveys, personal interviews, and "live on-campus" filming sessions. The initial data analysis cites strong evidence calling for additional college preparatory programming before students arrive on campus.

How well were students prepared for the transition?

About one third of respondents indicated that they prepared for the transition by talking with friends who were already at college. Aside from this, students appeared to do little in the way of general preparation for college life (e.g., attending college prep seminar, reading "college survival" books, or researching college life on the Internet). Not surprisingly, some students felt unprepared for the transition. For example, 40% of respondents indicated that they were not prepared to talk with their professors. Roommate relationships, the campus party scene, time management, and study skills were also areas where some students (about 25%) felt unprepared.

What were students NOT prepared for?

Student responses to an open-ended question about aspects of the college transition for which they were unprepared yielded different results, perhaps suggesting the aspects that have the greatest salience for these students. For example, fewer than 2% of respondents mentioned talking with professors as an aspect of the transition for which they were unprepared compared with 40% who rated this as an area where they lacked preparation when responding to a Likert-type question. More than one quarter of students (27%) identified the "amount of personal freedom" as an issue—the most frequently identified theme:

- I thought I was prepared for the freedom. You know, the typical no curfew, not having to study if I didn't want to. My grades would have been better had I managed to be more responsible with my freedom.
- Having the freedom to choose not to go to class, thinking there would be no consequence.
- Realizing that I was on my own and that if things needed to be done it was solely up to me.

As these responses suggest, students may have benefitted from decision-making activities that asked them to

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PREP Cont. from p. 5

balance freedom and responsibility before arriving on campus.

One third of students were surprised by the amount of work assigned in college courses, and equal numbers of students (16%) said that the college course work was easier or harder than they expected.

In terms of the social scene, students were most surprised by the amount of alcohol available on college campuses. As one student commented,

> I came into college deciding not to drink, but when I realized how drinking dominated the social scene, it was hard not to. I was surprised that fraternities merely dispersed alcohol. I was also surprised to see people going out on Wednesdays and Thursdays. That took some time for adjustment.

What one piece of advice would current students give prospective students?

Respondents suggest that incoming students join organizations (18%), make friends/be open (13%), and enjoy college life (13%), indicating the importance that these students placed on the social aspects of college. Student responses included:

- Participate in a pre-orientation event! At Cornell, incoming freshmen can participate in a week-long camping trip or service trip. That trip was the ONLY reason why my transition to college was a hundred times easier than I ever expected.
- Get involved in campus groups or activities, the non-academic activities and friends are what keeps you sane come crunch time.
- Get involved on campus right away. It's the best way to get connected with people you may have never had the chance to know. Try to get out of your comfort zone.

Yet, students also suggested "finding a balance" (15%) and "studying" (11%) as important:

- Wait a month or two before getting too involved… make sure you keep academics first. Get a grasp on those - then you can branch out.

Two themes, "talk with professors" (6%) and "manage your time" (6%), are critical elements for success in college. However, students' responses indicate that they may place less importance on them as transition issues than do college educators.

Conclusion

The Ohio State Study provides some insight into the issues that students found important in making the transition to college. It also suggests that parents, college counselors, and high school teachers need to do a better job communicating the importance of some activities (e.g., talking with professors, managing time effectively) in making a successful transition to college. College and universities may want to conduct similar audits with their students and share what they learn with their primary feeder institutions. They may also want to partner with nearby high schools to design and deliver transition seminars during the junior and senior year of high school. A more generic curriculum, based on the results of the study described here, is also available.

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Teaching the First-Year Seminar Online: Lessons Learned

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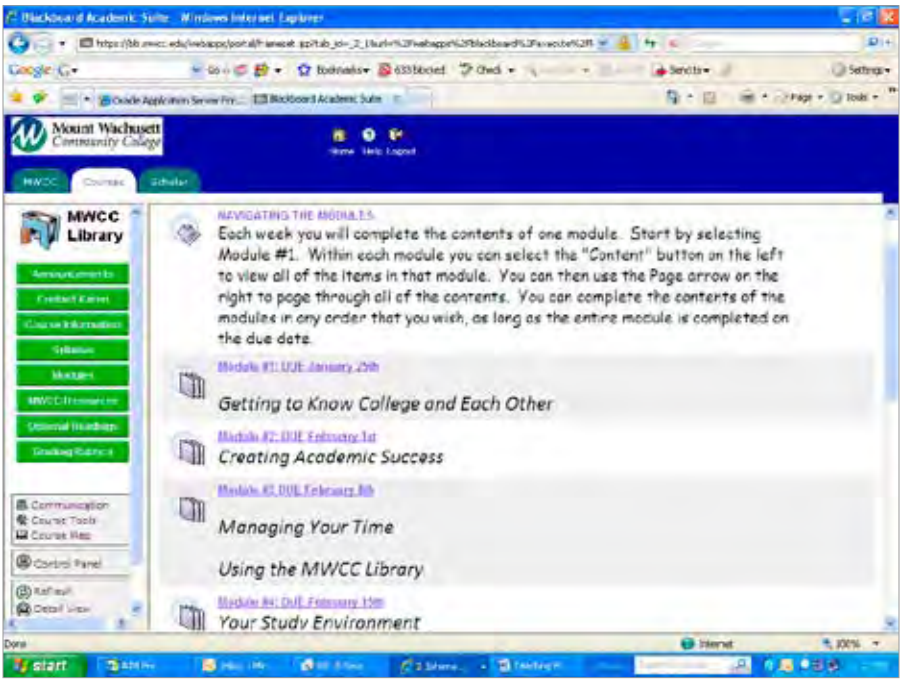
Last fall, in an effort to increase student success, Mount Wachusett Community College began requiring that all developmental students take our first-year seminar, FYE 101: First Year Experience. The course is optional for other students. After teaching the first-year seminar course for two semesters, I was offered the chance to teach this course online in spring 2008, as a precursor to the larger fall kickoff. This was the first time the course was offered online. Each week, students complete one module, which typically contains a PowerPoint lecture with audio, readings, discussion board posts, hands-on application exercises, and review of the reading. Students also complete a faculty interview assignment, a career report, and a final portfolio project. Students are encouraged, but not required, to meet with me in person at least once during the term. Teaching this course was a valuable learning experience, and I learned lessons that will help me improve my course in future semesters.

Sticking to measureable course objectives in an online course is the key, just as it would be in any good college course. These objectives are what drive our instructional methods.



Course portal for FYE 101 at Mount Wachusett Community College.

One of my initial urges was to simply put as much information as I could online, especially anything popular on YouTube, to make the class as interactive and interesting as possible. It is a mistake, though, to add technology at the expense of it being instructionally sound. When in doubt, I went back to my objectives and made sure that what and how I was teaching was clearly and intentionally linked to student learning. For example, one of my objectives is to have students reflect on their time management style and develop strategies to take greater control of their time. Google "time management" and you receive 17 million results! While it was tempting to use the online medium to have students explore these resources, I stuck with a simple lecture, the same time-management activity I use in the classroom, and a follow up journal reflection.

In my regular class, we do activities that require the students to be on their feet and moving around the classroom (i.e., students complete puzzles to learn about goal setting). Obviously, those types of activities don't work online. However, other FYE course activities can be creatively adapted to the online environment. For example, many instructors successfully use journals for individual and group reflection. Students typically begin class with a brief journal entry discussing their knowledge of that day's topic and then write again at the end of class to reflect on what they learned. Online, these journals can become weekly discussion boards or an ongoing journal the student keeps in one central Word document.

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ONLINE Cont. from p. 7

Students could also create an e-portfolio. E-portfolios allow students to reflect on the work they have completed throughout the semester and provide evidence that they have met the course objectives.

In both my regular and online course, students complete a paper that requires them to meet with all of their professors in person to discuss their class performance. Although I had to tweak the assignment for online students, allowing them the option of having this conversation over e-mail, the fundamental objective stayed the same: Students should discuss their class performance with their professors "outside" of class.

Structure and simplicity are key in an online FYE course, for both students and professors. Students should not have to wade through the entire course site to find their assignments. I use modules, which keep everything a student needs for the week in one central place. Using this format decreases confusion and creates consistency. My explanations about assignments are explicitly detailed because I assume that this online course is every student's first online course. I use rubrics because they help make instructor expectations and feedback clear.

When teaching an online course, it is important to talk to faculty members on your campus who have found success in engaging students in other online courses. It is also a good idea to work with your Center for Teaching and Learning, if your campus has one, to learn how to

See ONLINE, p. 12

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Submissions Deadlines: For the September 2008 issue, the deadline is July 25th; for the November 2008 issue, the deadline is September 26th.

Please address all questions and submissions to:
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Specialized Programs Needed for Students With Neurological Disabilities

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Over the past decade, the number of students with disabilities on college campuses has increased (Gardner, 2001). While colleges and universities have made great strides in helping students with disabilities make the transition to college, some students, particularly those with neurological disabilities (e.g., cerebral palsy, epilepsy, traumatic brain injury), may feel overlooked. These students may experience memory loss, loss of concentration, fatigue, and difficulties with learning and social behavior (Gardner) that are not easily addressed by current disability support for services. Because not every student affected by a neurological disability exhibits the same symptoms, the development of support services for these students is especially complicated (D'Amato & Rothlisberg, 1996).

For example, students whose disabilities result from traumatic brain injuries need programs that help them adjust to their altered ability levels. These students often "recall abilities and personal management skills prior to the injury"; however, they may be "unaware that these abilities and skills are no longer the same" (University of Illinois, n.d.). One student at the University of South Carolina, who has an acquired brain injury due to a car accident, faced a new set of limitations when reaching college. She suddenly had to work "really, really hard" on concentrating in class and completing assignments, when previously she felt she "had the best memory ever."

Other students "who were successful in well-structured and well-funded public school programs" may face a new set of challenges when entering college (Savage, 2005, p. 43). For example, several South Carolina students noted that their social lives and daily choices were severely limited by the effects of their neurological disabilities, either because of the need to take medications at specific times or the manifestations of their disability. Many of them felt that support from the university was lacking because the university did not understand their unique needs.

Students with neurological disabilities, "may need extra help to develop time management and other personal management skills, and some may never fully develop them, instead relying on accommodations, strategies, and planning devices" (Gardner, 2001, p. 3). It is important that institutions recognize these challenges. Few colleges, however, have set up programs that go beyond the traditional accommodations such as untimed examinations, extended time on assignments, or preferential settings (Savage, 2005) to develop programs that allow students to engage in developing their own plans or identifying the accommodations they will need to succeed in college.

According to Tinklin, Riddel, & Wilson (2005), "gaps between policy and practice showed that a significant barrier remains to the participation of disabled students and these further lead to a lack of support by the university" (p. 496). Glimps and Davis (1996) discovered that many students with disabilities are "frustrat[ed] with colleges which fail to provide appropriate accommodations or to encourage and develop student potential" (p. 31). They suggest that talking to students about what services and supports they need would create a better environment. Glimps and Davis recommend support services focused on "individualized welcoming, community building, building leadership skills for self-advocacy and activism, and student-centered learning approaches" to better assist students with disabilities (p. 30). Examples of two such promising programs follow.

Project ABLE (Academic Bridges to Learning Effectiveness) at Metropolitan Community College (n.d.) in Kansas City, Missouri, goes a step beyond traditional disability support. The program, designed specifically for students with neurological disabilities, offers classes, academic support, and counseling aimed at teaching these students how to become independent learners. Students take courses with supplemental workshops and attend weekly support group meetings to build skills and confidence for college and vocational programs. The ABLE counselor is also available for individual counseling and meetings with parents. A learning disabilities specialist works with each student to design an individualized curriculum.

See DISABILITIES, p. 10

DISABILITIES Cont. from p. 9

During the first semester, students are required to enroll in a set of four-credit hour guided courses, in which they learn a variety of skills, including how to communicate effectively, make good decisions, locate and use resources on campus, and manage college life. Once students enroll in their general education classes, they can attend fee-based tutoring workshops twice a week, which helps them identify their best approaches to learning. Each session is led by a learning specialist or by a tutor with subject-area knowledge.

Project ABLE provides students with a sense of safety and belonging, says Joan Bergstrom, director. The program shows students that there are "people who care and want them to excel," Bergstrom said. "After a year or two, most students move out of ABLE. The program is used as a bridge to teach [students] the skills they need to carry through college" (personal communication, January 29, 2008).

The Acquired Brain Injury (ABI) program at Coastline Community College (2008) in Costa Mesa, California focuses on retraining adults who have sustained a brain injury and has developed a curriculum based upon their needs. Students in the program focus on learning strategies to cope with deficiencies in verbal skills, memory, figural skills, critical thinking, attention, and organization. The program also offers counseling for the students and their families, as well as job training and placement assistance. The overall goal of the program is to retrain the students cognitively and aid in social and career development so that students leave the program with gains in individual responsibility and independence (Coastline Community College).

Students with neurological disabilities face unique struggles with the transition into college that may not be adequately addressed by current support services. A resource program that allows these students to assess their needs and then develop a program based on those needs would provide them with the individualized support they needed to make a successful transition into college and beyond.

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eSOURCE FOR COLLEGE TRANSITIONS
VOL 5 • NO 6 • JULY 2008

The Transfer-Student: Using Parents as Partners

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In 2001, 25.2% of community college students transferred to four-year institutions (Szelenyi, 2001). Of the 1999-2000 baccalaureate graduates, 49% reported that they attended more than one institution (National Center for Education Statistics, 2001). Transfer students face unique academic and psychological challenges. For example, they often have lower grade point averages in their first semester at the new school than native students (Graham & Dallam, 1986; Hills, 1965; Keely & House, 1993). Lanaan (2001) confirmed that transfer students face unique psychological and sociological stressors and use different coping strategies than native students when adjusting to a new college.

Transfer students, because of their prior collegiate experience, generally do not need the same type of information and coaching as first-year students about how to be successful in a college environment. However, they still need support in making a successful transition to their new institution. One way institutions can create greater support for transfer students is by partnering with their parents.

Colorado State University (CSU) has five transfer orientations each summer that provide a notable model for how universities can involve transfer parents. Each orientation has a session for parents and families titled "Transitions: A Conversation with Parents and Families." Through this presentation, the director of student transitions and parent and family programs shares information about student development theory and transition theory. This helps families better understand the challenges and changes their students may experience.

Universities seeking to create better partnerships with parents of transfer students can also adapt models used to reach out to parents of traditional first-year students. At Iowa State University, specially trained student workers call the families of first-year students, providing parents an opportunity to ask questions or express concerns. Currently enrolled transfer students could perform a similar service.

The University of Virginia maintains an online newsletter titled "Parents as Partners," which provides a variety of resources to involve parents in the success of their first-year students, including links to critical campus offices and services and news about upcoming events. The newsletter could easily be adapted for parents of transfer students by addressing common transition issues for this population: negotiating transfer credits, applying for financial aid, navigating the red tape, getting advised and registering for classes, and getting involved on campus.

The University of Tennessee has special receptions during orientation for in- and out-of-state parents so that parents of new students can mingle and create a support network with others in similar situations. This model also could be adapted to bring together the parents of transfer students.

Other ways to reach out to transfer parents include specifically addressing this population on the school's web site. This could include providing a link to frequently asked questions that parents of transfers have about expectations, transcript requirements, and other matters. A link to the university's financial aid and commuter services web sites may also be useful. For institutions that have parents' councils, it may be beneficial to include a transfer-parent representative so that the unique issues of transfer students and their families can be considered in event planning, publications, and annual legislative lobby days. Institutions can also partner with their admissions

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offices to send mailings to the parents of transfers before the students arrive on campus. Such information pieces might highlight services for transfer students and include contact information for key offices on campus.

Colleges have noticed increased parental involvement for much of the last decade. Acknowledging that parents can be important partners, they have made conscious efforts to involve first-year parents during the transition from high school to college. The parents of transfer students may be equally important in supporting their students' success.

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Related Articles in *E-Source*

Moseman, J. (2006). E-mail newsletter connects with transfer students. **3(4), 6**.

Mouton, M. (2005). Aiding transfer students through the transition process. **2(4), 5**.

Owens, K. R. (2008). Transfer transitions: Through the eyes of students. **5(4), 6**.

ONLINE Cont. from p. 8

effectively link technology with the core concepts of a first-year seminar. A colleague at my CTL helped me create PowerPoint lectures with audio. We plan to incorporate video soon.

Finally, create an assessment plan to evaluate the success of the online FYE course. This semester, I received feedback from students similar to what I have heard from my regular FYE course. Students were initially reticent to accept that this class could benefit them, but upon completion of this course, they expressed how much it had helped them realize their goals and create detailed plans for success. Combining that sort of qualitative, anecdotal data with a quantitative assessment will assure that you are offering students a quality course. This fall, I plan to institute pre/post tests, which will be coupled with a larger institutional analysis of the success of students enrolled in our FYE courses. As this is somewhat new territory, it will be important for the FYE community to share our challenges, successes, and data with one another in the future.

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What's Happening at the National Resource Center

Conferences

National Conference on First-Year Assessment
October 12-14, 2008
San Antonio, TX
http://sc.edu/fye/events/fall08/index.html

15th National Conference on Students in Transition
November 8-10, 2008
Columbia, SC
http://sc.edu/fye/events/sit/index.html

28th Annual Conference on The First-Year Experience
February 6-10, 2009
Orlando, FL
Proposal deadline: August 25, 2008

For more information on these and other National Resource Center events, please visit our web site **www.sc.edu/fye/events/**

Research and Assessment

An executive summary of the 2008 National Survey of Student Success and Learning Centers is now available. Visit **http://sc.edu/fye/research/surveyfindings/index.html** to learn more about this new research initiative.

Distribution of invited essays on first-year assessment practices via the FYA-List continues. Upcoming contributions include an essay by Dr. Laurie Schreiner discussing instrument design and one by Dr. Christy Friend discussing writing program assessment. To subscribe to the FYA-List or search the archives, visit **http://nrc.fye.sc.edu/resources/FYAlist/**

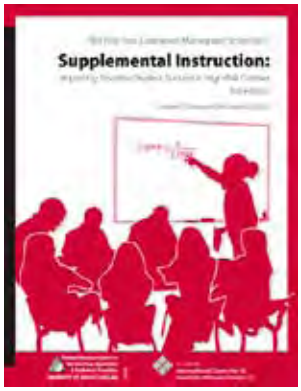
New Publication

Monograph No. 7

Supplemental Instruction: Improving First-Year Student Success in High-Risk Course, 3rd Edition

Marion E. Stone and Glen Jacobs, Editors

Produced in association with the International Center for SI, University of Missouri-Kansas City



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