

University: North Carolina State University

Program: Transition Program

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Description of Program:

- To whom is the strategy or initiative directed among first-year students?

The Transition Program, a program for special admission students sponsored by the Division of Undergraduate Affairs, has the mission to

1. ascertain the degree of intervention required for a select cohort of students to be academically successful at North Carolina State University and
 2. develop and evaluate support systems to assist these students in their first year.
- Among these targeted students, how many or what percentage participate or benefit? In not all targeted students participate, how are participants selected?

Admission Criteria:

The Office of Admissions refers to the Transition Program a select set of applications from students who meet minimum criteria for admission to North Carolina State University but do not meet the academic standards for the major (or First Year College) to which they applied. Transition Program staff review the applications and offer admission to the University to a predetermined number of students. These students must sign a pre-registration contract that commits them to participate in all Transition Program activities during their freshman year.

1. Academic credentials (higher test scores and high school grade-point-averages are given priority)
2. First choice major (low priority is given to applicants who specify majors in the College of Engineering and the College of Design)

3. Geographic location and size of high school (students are selected so that Transition Program classes are made up of students from all regions of and an equal number of students from large and small high schools; low priority is given to out-of-state applicants).

4. Students' essays (students who express a high level of commitment to achieve academic excellence in college and give reasons for their "less than outstanding high school records or SAT/ACT scores" are given higher consideration)

5. Gender and race (to achieve a diverse population, applications are screened to select classes with appropriate balance of men, women, and students of color)

- What connections does the program or strategy have to formal classroom experiences and learning outcomes?

The ECD 101 and ECD 102 (freshmen orientation) classes are integral parts of the Transition Program. These one-credit hour courses are sponsored by the Department of Counselor Education and tailored to the needs of Transition Program students. Course content focus on study skills (particularly time management), establishing priorities, goal setting, self esteem, and moral development. Transition Program staff monitor students in study hall, and they evaluate students' responses in individual and group counseling sessions to ascertain the degree to which they have put into practice the concepts taught in ECD classes. Student surveys are also used to evaluate the effectiveness of classroom presentations.

- What qualitative or quantitative assessment data are available to suggest effectiveness?

Student surveys, individual academic advising sessions (at least two each semester), individual and group counseling sessions, and analyses of study hall attendance and grade reports are used to assess effectiveness.

- How long has the program strategy been practiced? How has it evolved?

The current program strategy has been practiced for three years. It evolved primarily because of limited funding. Recommendations from professionals with experience working with underachieving students and evaluations of prior strategies also contributed to the adoption of the current program strategy.

- Have others emulated the practice, or has it received formal recognition for effectiveness?

The Transition Program was established as an Affirmative Action in the early 1980's and continued to serve only students of color until 1998. Perhaps for this reason program achievements were not publicized. While many professional educators and private

citizens have expressed praise for the program mission, strategies, and accomplishments, it has not been formally recognized for its effectiveness nor has it been emulated in other campus functions.

- What is the source of funding? Is the funding available?

The program is funded by the Division of Undergraduate Affairs. Although program funding has decreased by 30% in the past seven years, the number of students admitted to the program each year has increased. To date, there has been no indication that program funding will be terminated.