

Transition Program Annual Report 2010-2011

Major Initiatives

The Transition Program focuses on four areas of support for students participating in our program. Those areas include 1) advising, 2) classroom instruction, 3) personal counseling, and 4) academic support through our Student Academic Success Initiative. For the 2010-2011 academic year, the Transition Program operated, as usual, from a student centered focus. Improvements determined by assessment results, feedback from students as well as part and full time staff members. The following is a summary of our activities for that time period.

- 1) Academic Advising
 - a. Advisers were involved throughout the year in developmental activities such as workshops offered through the Adviser Development Institute, the National Coalition Building Institute presenter training, Myers Brigg certification, participation in regional NCACADA conferences (including Webinar experiences).
 - b. Weekly consultations/brainstorming activities were added to staff meetings so that all staff members were updated on student activities.
- 2) USC 105/ USC 106, Introduction to University Education
 - a. The “team teaching” model was again implemented to ensure greater staff involvement and greater saturation of program services.
 - b. Formal teaching evaluations moved from the pilot stage to a recurring part of the teaching experience.
 - c. Teaching evaluations were completed by an independent evaluation team and feedback was share and processed for/by the staff.

- d. Migration of “Moodle” completed and utilized pedagogically.
 - e. Independent study was continued as an option for students who qualified for an alternative learning experience.
- 3) Personal Counseling/ Life Coaching
- a) Our partnership with the University Counseling Center was continued based on the evaluations from students, TP staff and counseling center staff. Three times a semester, students were required to attend a workshop of their choice with at least one focusing on academic strategies for success.
 - b) Although adjusting to counseling support was a challenge to most students, the process was well received by a majority of students.
 - c) A continued effort was made to encourage students to participate in the services provided at the Student Health Center as well as those support services across the university. Looking forward, our program plans to incorporate campus support information into the pedagogy of USC 105/106.

4) **Supplemental Academic Success Initiative**

- a) Staff changes implemented based on student and adviser feedback. Three proctors were hired to staff SASI.
- b) Additional allowances made to ensure greater effectiveness such as independent study for those who qualified, partnerships with Disability Services were highlighted as a part the SASI experiences.
- c) Flexibility maintained regarding available hours of study.
- d) A contract tutorial position was created to provide permanent support in math and chemistry.

Diversity Initiatives

- 1) Julie Nelson and George Morell attended the National Coalition Building Institute in October 2010 and attended a train the trainer event in Greenville, SC. Went on to do workshops on campus with faculty, students and staff.
- 2) Staff attended a number of workshops and events related to diversity during the 2010-2011 academic year including Multicultural Convocation in February 2011, several advising workshops related to diversity, advising students of color, advising transgendered students, and advising students from specific backgrounds such as students who are Native American, Pacific Islander, African American, and Latino. Attendance at a workshop on advising students who have a physical or learning disability was also completed. Staff participated in advising round tables on topics related to cultural diversity on campus.
- 3) Welcomed incoming students and presented at Multicultural Visitation Day in April 2011. These annual visitation days are so important for meeting prospective students, answering questions about TP, and preparing incoming students for academic success in TP and at NC State.
- 4) Along with the Director, Julie Nelson attended workshop on how to write diversity into a syllabus and across the curriculum in preparation for teaching USC 100 as part of the Summer START 2011. This effort included drafting and editing the syllabus for that course while collaborating with other committee members to create a course that focused on diversity.
- 5) Attended advisers' roundtables on topics related to diversity.
- 6) George Morell presented at NC State and UNC Chapel Hill a workshop on advising students of color: Latino Students.

Professional Activities

- 1) George Morell presented at the statewide NACADA drive in conference.
- 2) Julie Nelson completed the Myers-Briggs Type Indicator Instrument (MBTI-I) certification training in May 2011, and I am now qualified to administer the survey and interpret results.
- 3) Julie Nelson attended the annual National Association of Student Personnel Administrators (NASPA) conference in Philadelphia, PA in March 2011.

At NASPA, Julie was selected to be a national co-chair of the Academic Advising Working Group, a working group within the Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community. The Academic Advising Working Group is a dedicated space for academic advisers across the country to connect with each other, share best practices, seek out support, stay current on academic advising issues and trends, and become empowered to enact change at our institutions

4) In collaboration with her colleague, Dr. Kelly Laraway, Julie Nelson taught two grant-writing workshops through the auspices of DUAP, one in spring 2010 and one in spring 2011. This workshop provided support to colleagues throughout DUAP as they learn the grant writing process, apply for funding for programs to help our students, and gain professional development within our division. The 2011 workshop consisted of six sessions and plans are to continue developing this grant-writing workshop for DUAP staff on an on-going basis. This spring 2011, there were seven (7) participants. The process included reading drafts of proposals, editing, offering suggestions, and encouraging future collaborations within and across the department.

5) Julie Nelson served on the Academic Networking planning committee to help plan the event which took place in February 2011.

- 6) George Morell served on the Major's Fair planning committee which occurred in the Fall 2010 semester.
- 7) Julie Nelson served as a mentor in the mentee program sponsored by DUAP and met regularly with mentees throughout the semester as they adapted to NC State and sought out campus resources.
- 8) TP staff participated in several NACADA-sponsored webinars, including a webinar on using a strengths-based approach in academic advising and providing outstanding advising services during economically challenging times.
- 9) Julie Nelson attended a drive-in regional NACADA conference in Chapel Hill, NC.
- 10) TP staff attended a Saturday workshop last March on teaching critical thinking skills to undergraduates during classroom instruction (at the NC State Faculty Club).
- 11) Julie Nelson and George Morell became members of the National Coalition Building Institute. Both co-facilitated three NCBI workshops throughout the year. In May 2011, both attended a day-long NCBI Retreat.
- 12) TP staff attended a day-long drive-in conference on various aspects of success for students in their first year of college, including emotional well being, self-regulated learning and motivation.
- 13) TP advisers passed the Academic Advising Assessment given to all DUAP advisers.
- 14) George Morell was nominated for the Barbara Soloman Advising Award.
- 15) Julie Nelson served on the Academic Advising Assessment Committee to revise instrument used to develop and test advising competencies among DUAP advisers.

- 16) Instructors for USC 105 successfully participated in and were evaluated for teaching skills Fall 2010 as part of a division-wide focus on excellence in teaching among DUAP advisers.
- 17) TP staff participated in the division-wide Strengths Quest workshop offered last summer 2010.
- 18) TP staff Participated—and performed!—in both of the Café 5:01 events.
- 19) Julie Nelson and George Morell participated in the Night Owl event, the Insect Café, sponsored by DUAP.
- 20) Instructors developed an in-depth synergy in the presentation and overall class management.
- 21) George Morell served on the DUAP IT Committee which supported all the IT initiatives as well as served as information links to individual units. He also co-presented on POSTINI.
- 22) George Morell chaired the University Housing Advisory Committee
- 23) Presented at NC State and UNC Chapel Hill a workshop on advising students of color: Latino Students. Feb. 25, 2011

Leadership (George Morell)

- 1) I was encouraged and supported to branch out and take an active involvement in one of my personal passions of diversity. I joined the National Coalition Builder's Institute and have actively led or facilitated three different workshops. The experience has been invaluable to me and it has helped me develop further as a professional and take the lead in the specific diversity initiatives that NCBI sets forth for NC State.
- 2) I chaired the University Housing Advisory Committee – UHAC and worked collaboratively with representatives of several campus units to

develop a representative body of administrators, faculty and students who can provide University housing with feedback and actionable items.

3) I was invited to serve in a co-advising role for the NC State Chapter of Golden Key International Honor Society. My role initially was to serve as a tertiary advisor, but as the year progressed I had to step up and assist in the financial reporting, and upgrading of our chapter standards. I also found myself motivating and leading our executive board to achieve gold standards.

Leadership (Julie Nelson)

1) As Editor, I published the fall 2010 issue of SYNC in time for new Chancellor Woodson's visit to DUAP in September 2010. We published two editions this year, one in September 2010 and one in February 2011.

2) I was selected Co-Chair of the Academic Advising Working Group within the Student Affairs Partnering with Academic Affairs Knowledge Community within NASPA .

3) I contacted professionals to encourage them to participate in the Academic Networking event last February 2011. I called and emailed professionals to invite them to join us and share their knowledge and experience with first year students who attended the event.

4) I co-facilitated the DUAP Grant Writing Workshop with Dr. Kelly Laraway. I taught the workshop sessions on writing a solid introduction and problem statement. I also taught how to write a strong evaluation statement into the grant proposal. Additionally, I met with workshop participants one-on-one outside of the workshop time to talk about ideas they had for their grant proposal. I brainstormed, read draft statements, helped participants shape their proposal, and edited near-final copies of some of the proposals.

5) I co-created the USC 100 course which will be offered this summer 2011 during the Summer START program. I took initiative to attend the "writing diversity into your curriculum" workshop through the Office of Equity and Inclusion during the Spring 2011 semester and read drafts of the syllabus as it was in progress.

6) I advocated for students who are challenged by mental and/or emotional problems, problems with social transitions, or academic difficulties.

7) I became a certified in administering the Myers-Briggs Type Indicator assessment which will be very instrumental in working with students during the 2011-2012 academic year in both major and career planning as well as in keeping with my developmental approach to advising.

8) I created a system for working with students on academic warning. We met on a bi-weekly basis. These advisees set up a standing advising appointment and kept a journal about their academic progress which they brought to advising sessions. Together, we tracked their experiences in the classroom, including grades, and identified challenges so proper interventions and supports could be put in place. Of the nine students on academic warning after the fall 2010 semester, two students still remain on academic warning; three have been suspended; and the remaining four came off warning and are now in good standing.

Leadership (Frankye Artis)

1) Served on the Council for Undergraduate Education for the academic year 2010-2011 and nominated for upcoming chair.

2) Served on DUAP's Course and Curricular Committee

3) Served as a member of DAC (advisory council to Executive Director for Advising)

4) Served on Student Success Committee

5) Served on First Year Student Advisory Committee

6) Served as program liaison to the University Counseling Center along with academic advisers.

7) Participated in the development of Summer START, 2010

8) Participated in the development and approval of USC 100 to be taught during Summer START, 2011 as a GEP Diversity course

9) Managed TRU efforts within TP

10) Managed the Admission process for TP entering class, Fall 2011.

Recommendations for the Future

TP is well established, and, in many ways, our program succeeds by sticking to the principles and policies already in place. Our focus is simply to provide students with outstanding, intensive academic advising so they are prepared to matriculate into their major and eventually graduate from NC State. At the same time, the following suggestions may improve services we currently offer:

1) Increase program enrollment beginning 2012 - 2013

2) Invite former students from TP who have successfully matriculated into their major to speak to the incoming class during the first weeks of the fall semester. I believe this connection to other students who have matriculated is very helpful to students. They respond well to this kind of peer support. In addition, develop a formalized speaker program of successful TP students. A success and motivational lecture piece, to help cheer and encourage our program participants in lieu of spring convocation.

3) Develop an even more systematic program for working with students on academic warning and those returning under ARP, especially upper class students who do not interact with TP staff on a regular basis but who may be falling through the cracks.

4) Promote the Transition Program and educate the campus community on the needs and successes of our wonderful students! Continue to promote the value and work that TP has done for the past twenty five years and help other advisors to understand the contribution that TP makes to provide educational access and opportunity to students at NC State.