

The background of the slide is white and decorated with various colorful geometric shapes. There are several large, thick-lined circles in teal, orange, and lime green. Some of these circles are solid, while others are dashed or dotted. Additionally, there are smaller dotted circles and curved dashed lines in the same color palette. A solid teal horizontal band runs across the middle of the slide, containing the main title in white text.

After Orientation: The Role of Transition Programming to Promote First-to-Second Semester Persistence

Introductions



Brett L. Bruner
**Director of Transition &
Student Conduct**
Fort Hays State University



Kristen Neeley
**Director of First Year &
Transition Programs**
Texas A&M University-Commerce



Overview

- Learning Outcomes
- Introductions
- Key Terminology
- Tinto's Separation Stages and First-Semester Student Persistence
- Application to Transition Programming
- Creating, Collaborating & Connecting
- A Decade's Worth of Tips & Tricks Learned Along the Way in Transition Programming



Learning Outcomes

As a result of participating in this webinar, you will:

- Define persistence as is related to first-to-second semester.
- Compare and contrast transition to orientation and retention utilizing NODA's (2012) framework definitions for OTR.
- Articulate the role of orientation professionals in promoting first-to-second semester persistence of new students.
- Identify 2 new transition programming strategies to support first-to-second semester persistence of new students.



Fort Hays State University

Office of Transition & Student Conduct

- Division of Student Affairs – Student Life Cluster
- Opened in August 2012
- Encompasses the following components
 - New student orientation programs
 - Extended/Pre-orientation experiences
 - Welcome weeks
 - Transition programming
 - First year living & learning communities
 - Second year experience
 - Transfer year experience
 - First-generation college student programming initiatives
 - Parent & family engagement



Texas A&M University-Commerce

Office of First-Year & Transition Programs

- Division of Academic Affairs – Starting January 1st 2017
- Opened in August 2010
- Encompasses the following components
 - New student orientation programs
 - Student ambassadors
 - Campus tour programs
 - Campus visit days
 - Extended orientation program



Key Terminology

- Orientation:
- Transition:
- Retention:



Key Terminology

- **Orientation:** deliberate programmatic & service efforts designed to facilitate the transition of new students to the institution; prepare students for the institution's educational opportunities & student responsibilities; initiate the integration of new students into the intellectual, cultural & social climate of the institution; & support the parents, partners, guardians, & children of the new student.

Source: NODA Task Force to Explore the Definition of Orientation, Transition & Retention (2012)



Key Terminology

- **Retention:** student progression through higher education, focusing primarily on student persistence (i.e. term to term) through the beginning of the 2nd year at the same institution, with the goal being graduation from that institution and/or achievement of personal educational objectives. Retention is 1 outcome/measure/byproduct of successful student transition, which can be facilitated by effective orientation programs & other academic & social integration processes.

Source: NODA Task Force to Explore the Definition of Orientation, Transition & Retention (2012)

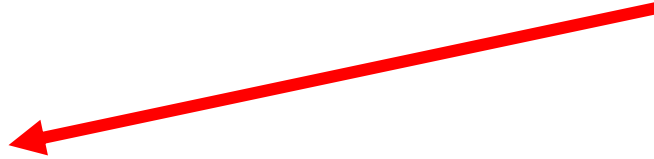


Key Terminology

- Orientation:

- Transition:

- Retention:



Key Terminology

- **Transition:** the process students go through (typically lasting up to 1 year) when entering a particular institution of higher education and/or entering the same institution for a new purpose. This may include, but is not limited to, entering a college as a first-year student, transferring to a college from a different institution, and/or entering a college or university for a subsequent degree. Successful transition results in student integration into the institution & ultimately retention and/or achievement of personal educational objectives.

Source: NODA Task Force to Explore the Definition of Orientation, Transition & Retention (2012)



Audience Poll

What role does your unit play in campus transition programming after traditional new student orientation?

- A. Primary role** – we coordinate transition programming.
- B. Secondary role** – we support the work of others.
- C. Tertiary role** – some other unit does transition programming, and we have very little involvement in it.
- D. None** – we do not play any role in transition programming.
- E. We don't have transition programming on campus.**



Key Terminology

- **Retention**: “a rate or percentage of students who return from one enrollment period to another” (Habley, Bloom & Robbins, 2012, p. 8).
- **Persistence**: when a student “continues to enroll at the institution after matriculation” (Habley et al., 2012, p. 4).



Tinto's Separation Stage & First-to-Second Semester Persistence

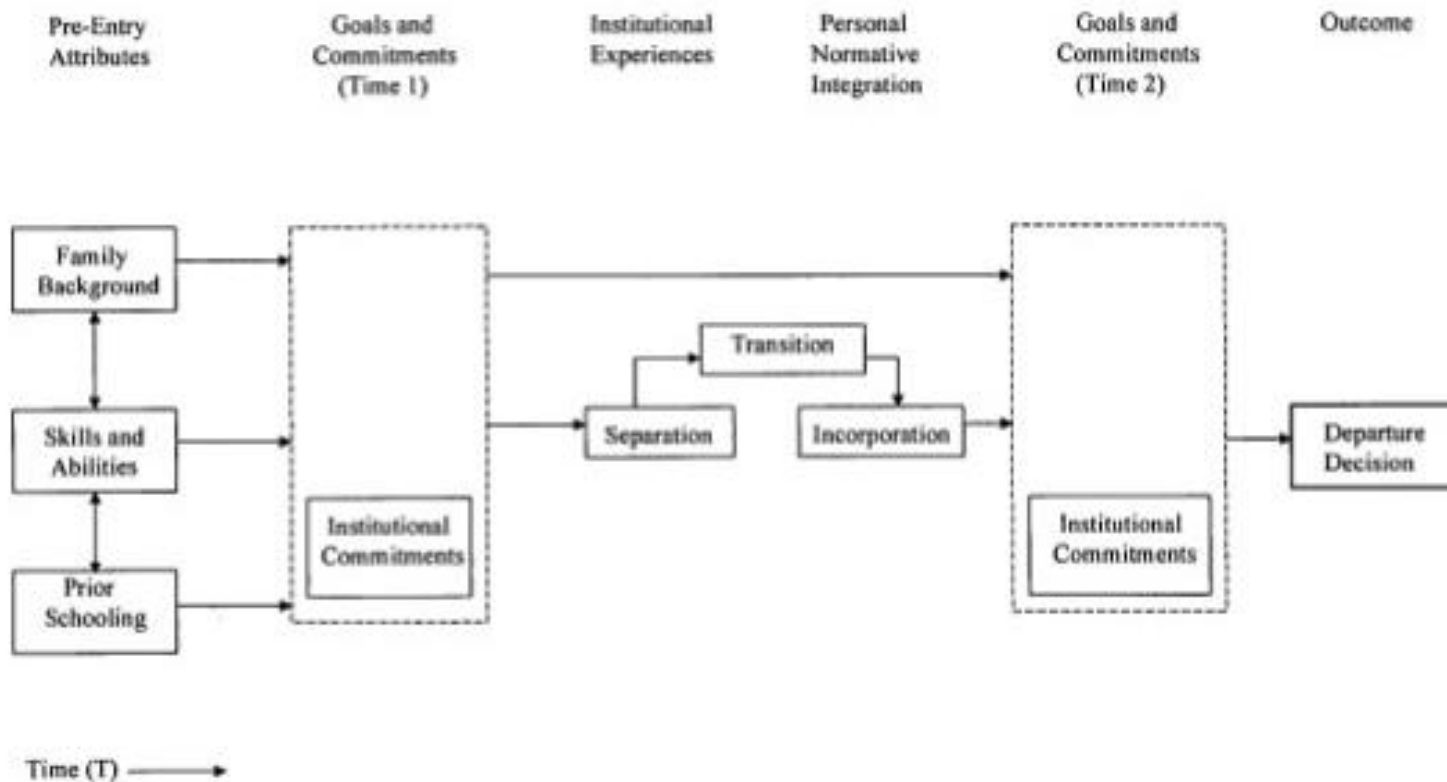


Figure 1. Tested portion of the Tinto model in relation to Van Gennep's stages of passage.

Elkins, S. A., Braxton, J. M., & James, G. W. (2000). Tinto's separation stage and its influence on first-semester college student persistence. *Research in Higher Education*, 41(2), 251-268.



So What? Application to Transition Programming

Backloading the First Year Experience

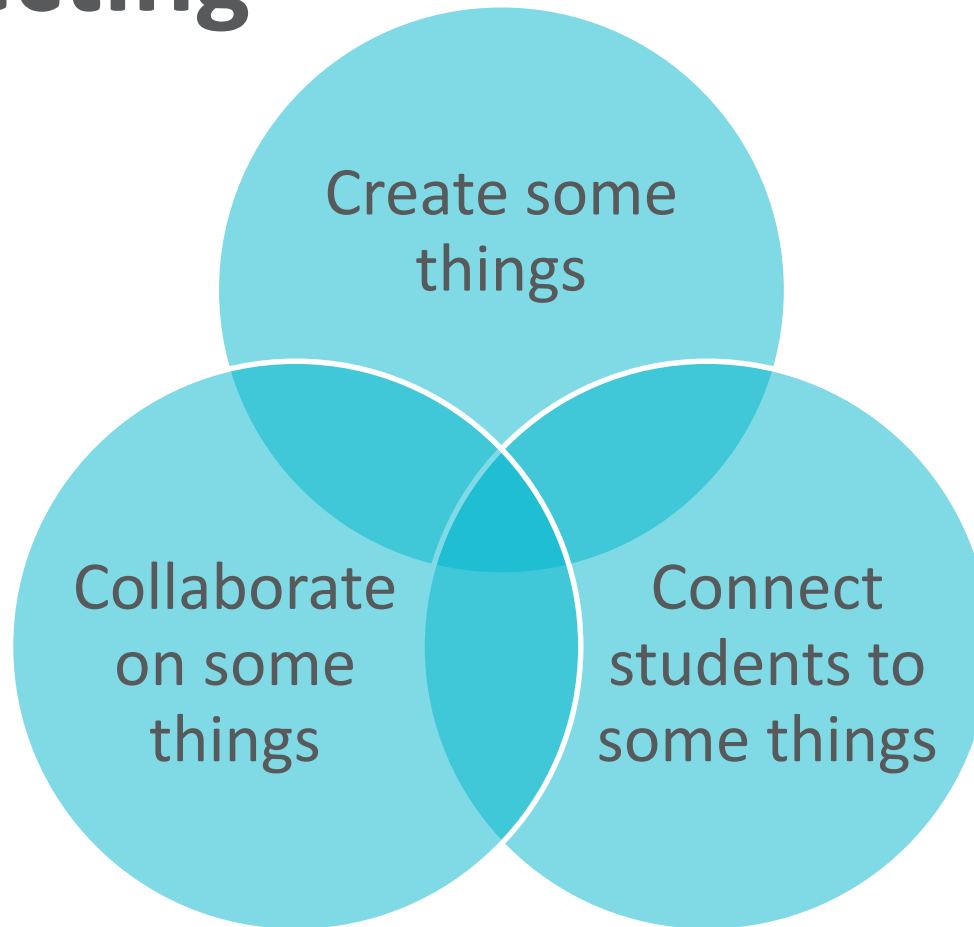
- Programming to promote course registration for subsequent term
- Programming to facilitate financial planning & fiscal support
- Programming to prepare for future experiential learning experiences (service-learning, internships, etc.)
- Leadership training and developmental programming to apply for and assume leadership positions
- Programming to solidify students' housing plans for subsequent term



Backloading Examples: Emerging Leaders Summit



Creating, Collaborating & Connecting



Hill, C., & Martella, G. (2016, November). *Strengthen the pipeline: Year 1 programs, pathways to engagement*. Educational session presented at the meeting of NODA: Association for Orientation, Transition & Retention in Higher Education, Indianapolis, IN.

Create Some Things

- Signature Courses (Implementation Fall 2017)
 - Part of the Common Core, replacing freshmen seminar, taught by faculty.
- Mentorship Programs for all students
(Implementation Fall 2017)
 - Not scholarship based, topics from freshmen seminar
- Lion Camp Restructure (Implementation Fall 2017)
 - 3 day event, free, low attendance
 - 3 day event, credit bearing, small charge, mandatory for all incoming freshmen

Hill, C., & Martella, G. (2016, November). *Strengthen the pipeline: Year 1 programs, pathways to engagement*. Educational session presented at the meeting of NODA: Association for Orientation, Transition & Retention in Higher Education, Indianapolis, IN.



Collaborate on Some Things

- Welcome Week (First two weeks of Class)
 - Student Involvement Suite, Athletics, Serving Engaged Empowered & Diverse Students (S.E.E.D.S), Sodexo, Counseling Services
- Student Success Series (Fall & Spring)
 - University Recreation, Student Involvement Suite, Enrollment Management, Counseling Services, Career Development Services
- Freshmen Leadership Course/Mentorship Programs (Fall & Spring)
 - Leadership Engagement & Development (L.E.A.D), Hispanic Outreach & Retention, Residential Life

Hill, C., & Martella, G. (2016, November). *Strengthen the pipeline: Year 1 programs, pathways to engagement*. Educational session presented at the meeting of NODA: Association for Orientation, Transition & Retention in Higher Education, Indianapolis, IN.



Connect Students to Some Things

- New Student Communication Plan (Print)
 - New Student Newsletter, New Student Orientation booklet
- New Student Communication Plan (Social Media)
 - “Class of 2021 is Lit” campaign, Class of 2021 GroupMe, Utilize technology such as Hoot Suite, pictures
- Parent Partnerships (Implementation Fall 2017)
 - Family Newsletter, Family Weekend, Family Send Off

Hill, C., & Martella, G. (2016, November). *Strengthen the pipeline: Year 1 programs, pathways to engagement*. Educational session presented at the meeting of NODA: Association for Orientation, Transition & Retention in Higher Education, Indianapolis, IN.

Lessons Learned Along the Way in Transition Programming

- Create a central theme/connection to all aspects of your transition continuum
- Build & utilize campus partners!
- Be open to all ideas in trying to reach all pockets of students!
- Engage parents as your partners in the transition process!





NAVIGATING THE VALLEY OF OTR:
The Heart of Our Practice

Corvallis, OR

2017 NODA Region I Conference



2017 NODA Region III Conference | Cheyenne, Wyoming

ORIENTATION
Create the Legend

2017 Regional Conferences



Registration Open Now!



Upcoming Webinar

Monday, February 27 at 1:00 pm-2:00 pm CST

Using Leadership to Integrate International
& Domestic Students

March, 2017 (date TBD)

Using the CAS Standards to Conduct a
Program Review on your Campus

On-Demand Webinars

http://www.nodaweb.org/page/on_demand



Questions?

Brett L. Bruner

Director of Transition & Student Conduct

Fort Hays State University

blbruner@fhsu.edu

Kristen Neeley

Director of First Year & Transition Programs

Texas A&M University-Commerce

Kristen.neeley@tamuc.edu



Contact NODA

Mailing Address:

NODA

2829 University Ave SE

Suite 415

Minneapolis, MN 55414

Phone: 612.301.6632

Toll-Free: 1.866.521.NODA

Email: noda@umn.edu

Web: www.nodaweb.org



@NodaOrientation



facebook.com/NodaOrientation

