



Creating a Continuum of Intervention
and
A Culture of Success

Student Success Task Force

Fall 2006

CSU Campus Practices for
Student Success Conference
Los Angeles, California



October 19-20, 2006

**Creating a Continuum of Intervention and a Culture of Success
CSU Campus Practices for Student Success Conference**

Contributions:

Dr. Jeronima Echeverria - Provost,
VP for Academic Affairs
jeronima@csufresno.edu
(559) 278-2636

Dr. James Mullooly – Assistant Professor
Department of Anthropology
jmullooly@csufresno.edu
(559) 278-7574

Dr. Paul M. Oliaro – Vice President for Student
Affairs/Dean of Students
poliaro@csufresno.edu
(559) 278-2541

Dr. Albert Valencia – Professor Counseling,
Special Education and Rehabilitation
albertv@csufresno.edu
(559) 278-7766

Dr. Dennis Nef – Dean of Undergraduate
Studies
dennisen@csufresno.edu
(559) 278-4468

Dr. Ethelynda Harding – Director Teaching,
Learning, and Technology
lyndah@csufresno.edu
(559) 278-7395

Ms. Maxine McDonald – Executive Director
Academic Enhancement Services
maxine_mcdonald@csufresno.edu
(559) 278-5352

Web References:

Bulldog Connection <http://www.bulldog-connection.com>

Career Services <http://www.fresnostatecareers.com/>

DOG DAYS: New Student Orientation <http://advising.csufresno.edu/dogdays.html>

Office of Advising Services <http://studentaffairs.csufresno.edu/advising>

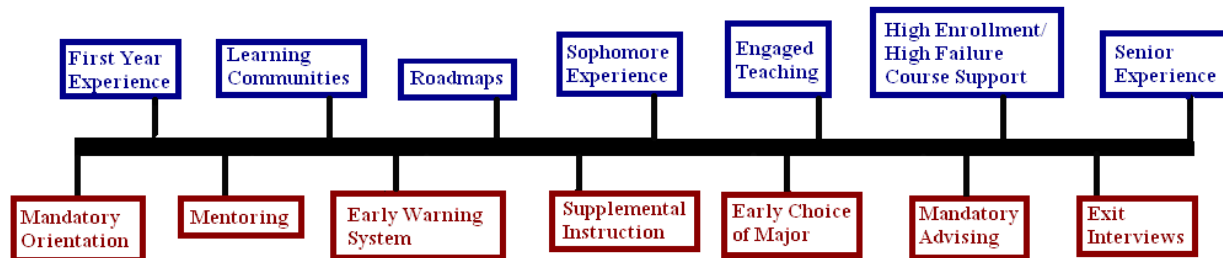
Roadmaps <http://www.csufresno.edu/degreeroadmap/>

Senior Experience <http://seniors.csufresno.edu>

University 1 <http://www.csufresno.edu/university1/>

University Mentoring Institute <http://csufresno.edu/mentoringinstitute>

Creating a Continuum of Intervention and a Culture of Success



Introduction

California State University, Fresno, is committed to providing a challenging and supportive environment which promotes student learning and development. Responsibility for student success is shared by all members of the campus community, including students. Under the auspices of the Student Success Task Force, a comprehensive effort has been initiated to offer a series of action-oriented strategies designed to assist students from their arrival through graduation. These strategies are expected to have an immediate impact on student retention.

Principles

- Student Success is everyone's responsibility - including students
- Intrusive advising is an essential component of successful interventions
- Student Affairs and Academic Affairs willingness and ability to collaborate is central to this project
- Continued review and improvement of each intervention is critical

Responsibilities

- The Student Success Task Force is a group of faculty, staff, and students who have developed, implemented, and provided oversight for Student Success Interventions over the past four years.
- Subgroups - organized teams of two or three task force members develop the idea for an intervention, work out the details for implementation, and follow through to assess its impact.
- Each Task Force member serves as a spokesperson for student success across the campus as well as within his/her own area of job responsibilities.
- The Task Force is responsible for responding to and implementing the "Facilitating Graduation" expectations of the Chancellor's Office.

Communication/Methodology

Information about - and publicity to inform students about - Student Success Interventions include all the following:

- Use of PeopleSoft Student Portal
- Use of the PeopleSoft Service Indicator Process to place and to release holds to ensure compliance with Student Success Policies
- Direct e-mail to students
- Campus posters
- Articles in the campus newspaper
- Series of “Student Success Bulletins” that highlight new interventions, support systems, as well as policy changes
- Training and tutorials for faculty and staff who are expected to implement key policy-related interventions

Key Elements of the Continuum of Intervention

- It reaches across the entire student experience as well as across Academic and Student Affairs units.
- Actions are coordinated through the Student Success Task Force
- Both communication and action items are integrated within the PeopleSoft HRSA system.
- New interventions are added each year and existing interventions are modified based on ongoing assessments.
- Individual faculty and staff on Task Force assume “ownership” for specific interventions

Posters will be made available at the presentation that describe each intervention in detail, its implementation, and assessed impact to date.

This paper will describe each intervention in detail, its implementation, and assessed impact to date. We have divided the interventions into four areas which coincide with the posters that were displayed during the formal presentation of this model at the CSU Student Success Conference and are as follows:

- Classroom Interventions
- Advising Interventions
- First Year Interventions
- Transition Interventions

Creating a Continuum of Intervention and a Culture of Success

Classroom Intervention

Learning Communities

In 2005-06, we paired a number of English 1 (freshmen composition) sections with either a Communication 3 (Fundamentals of Public Communication) or 8 (Group Discussion) course or with University1 (Introduction to the University). The same students were in the two classes and usually met either in the same classroom or in a room close by in sequential periods. In some cases, instructors were aware of the pairings. A total of 479 first-time freshmen were involved in these courses.

Despite the fact that there was little to no official interaction between the classes, students were very positive about these “learning communities.” Eighty-five percent of respondents would recommend learning communities to other first-year students, and 78 percent felt that learning communities should be extended beyond the first semester. Students indicated that they became better acquainted with other students in their learning community courses (87 percent). This made them more comfortable asking for feedback on their work (71 percent) and more likely to study together (58 percent). A majority of students (63 percent) are still in contact with students from the learning community. Of these, 14 percent characterize their interaction as primarily academic, 55 percent as both academic and social, and 31 percent as primarily social. Overwhelmingly (83 percent), students indicated that the most valuable part of the learning community experience was the connections they made with other students. Students were asked, “Please provide specific suggestions for improving learning communities.” Of the 82 students providing suggestions, 33 percent recommended better connection or coordination between the instructors and 12 percent recommended more diverse classes.

The effectiveness of learning communities was examined by comparing students’ scores in the learning community courses, controlling for EPT status and high school GPA. When high school GPA is in the range of **2.51~3.00** (the lower GPAs in this group), and the EPT statuses are either **passed EPT** or **EPT exempted**, students who took paired learning community classes had significantly higher grades in the learning community course than other students who took the courses but were not in both (not paired). A caveat on this conclusion is that the number of students in each cell is small. In Fall 2006, 30 pairings of the same courses were made and faculty were asked to explore the possibility of developing joint assignments in paired courses. Evidence is forthcoming.

Discussions are underway to expand the pairings to include General Education courses in history, political science and biology in 2007-08. Additionally, four learning communities are being developed in the Liberal Studies program.

The Engaged University: Implications for Instruction

Over the last four years, the Student Success Task Force has taken a number of steps to facilitate student success, but most of these steps have not had a specifically academic focus. This year that is to change with a focus on engaged learning.

The university vision established in the recently developed University Strategic Plan is “To become New California’s premier engaged university, nationally recognized as benefiting the region and society as a whole through quality teaching, transformational scholarship, and dynamic leadership.” The plan notes that the difference between the current and previous plans is that “we are focusing on **innovation** and **transforming the university**.” The first goal listed in the University’s Academic Plan is to create a learning-centered environment of **active learning by engaged students**.

Early in the fall semester, the Dean of Undergraduate Studies is meeting with each college/school curriculum committee to discuss the implications of “innovation,” “transforming the university,” and becoming “engaged” relative to the instructional program. A background discussion paper is distributed which includes data specific to the college/school suggesting a need for improved instruction. The paper includes a call to explore not only the extent to which our students are “engaged,” but how innovative we are in our approach to teaching and learning, and what we are doing to transform our part of the university. It suggests that we identify academic practices that have been shown to effectively increase student learning and work to increase faculty awareness and use of them. It includes a brief summary of Kuh, et al. (*Student Success in College: Creating Conditions that Matter*¹) which identified six features that foster student engagement and persistence at 20 institutions with higher than expected rates of student success. The paper concludes with a series of questions for curriculum committee members and department chairs to ask about their courses and curricula.

The meetings include a discussion of engaged learners and what the college/school would need to better engage students in their learning. It culminates with an invitation to respond to the Provost’s Request for Proposals for Enhancing Academic Excellence. The Provost is providing funding for faculty projects that would be learner centered with emphasis on active learning, increased student involvement in the educational process, problem solving, creativity, evidence of increased learning, improved faculty productivity, a willingness to flout convention, increased retention and students grappling with content in a meaningful way.

High Enrollment High Failure Rate Courses

The university has identified courses with high enrollment and high failure rates. In 2005, departments teaching these courses were encouraged to apply for resources to redesign these courses. Three proposals were funded and sections of the redesigned courses (History 12, Communication 3, and Math 45) will be offered beginning spring 2007. Since

traditional sections will also be taught, the effectiveness of the redesigned courses can be assessed. A call for proposals is being issued again in fall 2006

Additionally, the university invited a speaker from the National Center for Academic Transformation to campus in 2005-06. Carolyn Jarmon met with deans, department chairs, faculty and members of the Academic Senate to discuss what other campuses were doing to improve instruction. As an outgrowth of those conversations, the university has committed to being a founding member of the "Redesign Alliance" which will be launched this fall and will be sharing with other universities across the country what we learn. We will also be learning from them.

Supplemental Instruction

The Supplemental Instruction (SI) program targets historically difficult courses and provides weekly facilitated peer review study sessions, offering study techniques to improve student understanding of the course; while at the same time improving class grades. SI offers students an added opportunity to learn course material through group discussion, hands-on projects, audio and visual demonstrations as well as collaborative tasks to get students involved and excited about learning.

The SI program is currently being piloted this fall 2006 in history, biology, mathematics, accountancy and business through the Learning Center. In spring 2007, supplemental instruction may be offered to an additional depending on budget augmentation.

At the end of the semester, each course that offered SI will do a mean grade comparison between those students that participated in the SI sessions in contrast to students who did not attend SI sessions. It is anticipated that the grade comparison will show a higher passing rate with students who participate in the SI sessions.

Early Warning Program

Intensive outreach is currently provided to select freshmen who are not performing satisfactorily in the respective English and remedial math course(s) through the Intensive Learning Experience (ILE) Program. This intensive outreach has resulted in over a 400 percent increase in tutorial services received in remedial math in a two-year period. It has been found that students who received tutorial services also had a higher passing rate than those who did not. Drawing from the effectiveness of this approach, an Early Warning Program is currently being developed. The Early Warning Program will provide outreach and intervention to students in academic jeopardy and focus on students enrolled in freshmen intensive, high failure rate classes. Faculty will be able to easily contact the Early Warning Program office via an on-line secure system signaling select students who are not performing satisfactorily. The Early Warning Program office will then provide intensive outreach to students encouraging the use of student support services such as tutoring and learning assistance, academic advising, counseling, and others available on campus to support student success.

Several factors including adopting a PeopleSoft embedded system to track the early alerts and providing adequate training to all parties involved are important to a successful implementation of this initiative. A soft-launch with a selected group of courses is planned for fall 2007.

Advising Intervention

Declaration of a Major

A body of evidence from the research literature has substantiated the relationship between retention of students and career intervention. A significant number of students struggle with the choice of a major and career. This uncertainty may place them at a greater risk for leaving college.

In order to ensure an early choice of a major and thereby enhance student retention, a requirement to declare a major no later than the semester in which 60 units are completed has been implemented with students in the 2004/2005 catalog. This initiative was successfully implemented in spring 2005. Interventions have been initiated to help students make informed major and career decisions, and the Career Services office has been realigned to focus on the developmental needs of students. In addition, Career Services has accomplished the following:

- ❖ realigned counselor functions to facilitate improved, coordinated service to lower-division students,
- ❖ recruited and hired a Career Development Counselor to improve, coordinate and standardize the content of major selection/career decision-making workshops facilitated by counselors in Career Services,
- ❖ renamed and reoriented the focus of Career Services' *Job Search Guidebook* to include significant career planning and development information,
- ❖ updated and customized the on-line "What Can I Do With a Major in..." database resource,
- ❖ researched and secured web-based career fair management software to increase time available for improved marketing, education, and preparation of lower-division students.

These measures will result in the following:

- ❖ enhance student progress toward early major decision-making,
- ❖ strengthen support for both general education and life/career goal clarification for lower-division students,
- ❖ increase prominent association of career outcomes with degree majors,
- ❖ engage students in Career Services well before their Senior year or when they are in "panic" mode.

Mandatory Advising and Academic Roadmaps

Mandatory advising and academic roadmaps help students develop a sense of purpose and provide clear pathways to graduation. Roadmaps outlining degree requirements have been prepared for every undergraduate major and are posted online (www.csufresno.edu/degreeroadmap/).

Students entering the university in fall 2005 and thereafter are required to have an advising session with a major advisor before completion of 75 units to review degree requirements (academic roadmap). The mandatory advising requirement will ensure that all students have at least one advising session with a major advisor during their undergraduate studies. This initiative has been successfully piloted with majors in Criminology, Music, and the Craig School of Business and was fully implemented with all majors in fall 2006.

To encourage compliance with mandatory advising, students with 60 to 74 units are sent an email explaining the requirement and warning that a registration block *will be* placed after 75 units. Those with 75+ units received an email explaining the requirement and informing them that a registration block *has been* placed. They are instructed to contact their major advisor for more information.

A new “Advising Session Screen” has been added to Advisor Portfolio and Faculty Portfolio in PeopleSoft to allow professional and faculty advisors with the appropriate security to record advising sessions and view counseling /advising notes on student contacts. A number of sessions were held to orient the campus community to mandatory advising, the role of campus advisors and use of the “Advising Session Screen.”

Development of the second iteration of roadmaps is planned to start in spring 2007; it will be more interactive and will allow students to print out their roadmap. In the meantime, efforts have been made to improve links on the university website to provide better navigation to the academic roadmaps site.

First Year Intervention

University 1: An Introduction to the University

Our First Year Experience course (University 1) is a 3-unit elective course designed to guide students through the academic process and to help ensure their success. The course lays a cornerstone for higher education and advanced study, and helps develop skills for lifelong learning and achievement. University 1 presents strategies for keeping ahead academically, managing time effectively, and graduating on schedule. The course helps build self-confidence and an enhanced ability to set goals and explore career options. It is designed to expand intellectual horizons and acquire the necessary tools for future success by providing structures and activities that illustrate the relationship between psychological, sociological, and physiological processes.

Activities include students developing one-minute movies that express their personal values, vision, and mission, participating in both group and individual challenges at the Experimentally Designed Group Experience (ropes course), and service learning placements that situate course material in real world experience. Teaching and learning pedagogy is a high priority for faculty members who aim to provide educational, emotional, social, and community support, which ultimately will assist students while navigating their educational career.

In line with California State University, Fresno’s mission, University 1 curriculum provides opportunities for students to gain an understanding of college life, scholarship, and the development of purposeful community. The course helps students to develop skills for lifelong learning and achievement.

Through the assistance of the Civic Learning Institute sponsored by the CSU Chancellor’s Office, we have incorporated a “Civic Engagement” component to all sections of University 1 this year. Students participate in campus and community-based events that require varied levels of engagement from participating in a student government or town hall meeting, to serving on a campus committee, or researching a pressing community issue. These activities must be ones that are outside of the student’s past and must be incorporated into course papers and discussions. Beyond this, some University 1 instructors have involved their students in service-learning projects with community members.

Retention rates of first-year freshman are available online according to gender, ethnicity, by College, parents' highest level of education, students dependent on family income, and students independent of family income. The retention rates of first year freshman over the past five years have increased.

The Mentoring Institute

The *Mentoring Institute* was established in 1987 as part of efforts at California State University, Fresno to promote educational equity in higher education. The program is a unique experience that affords first-year students the opportunity to interact one-on-one with trained mentors in traditional and non-traditional university settings.

The personal contact, resources, and support offered by a trained mentor are designed to assist first-year students in their transition from high school to a successful university experience. Students are encouraged to visit a website (<http://csufresno.edu/mentoringinstitute>) to learn about the program, and apply for a mentor.

The Mentoring Institute is funded through the Office of The Provost and Vice President for Academic Affairs. The program director is a tenured faculty member from the Department of Counseling, Special Education, and Rehabilitation. The office reports to the Dean of Undergraduate Studies.

The Mentoring Institute is in its second year of implementation. From 1987- 2005, the program was known as the Faculty Mentoring Program. In spring 2005, the program was renamed as the Mentoring Institute (MI). The MI structured the recruitment and training of mentors, provided a Mentor Training Handbook, launched a new web site, and made all application forms available online in a confidential format. In 2005-2006, 120 trained faculty, staff, and academically successful upper division students mentored 235 students.

In 2006-2007 the Mentoring Institute changed its focus to 256 first-year students who had the following "at risk" characteristics:

- High school grade point average of 2.5 or less; SAT scores of 950 or less
- Low parent education level; and, low-income status
- Identified student are not involved in any supportive service program such as EOP/CAMP/MESA/ROTC/Athletics

ASSESSMENT

- 220 faculty, staff, and academically successful students have participated in the Mentor Training Workshops.
- 120 faculty, staff, and academically successful students are active mentors.
- 256 "at risk" first year students who were not involved in any other support program have been identified.
- A recruitment plan was implemented to motivate the 256 "at risk" students to apply for a mentor. The effectiveness of the new recruitment plan is emerging. We hope to have clear picture later in the school year.

The Bulldog Connection

The ***Bulldog Connection*** is an interactive, on-line roadmap-exclusively for freshmen that highlights the common themes that freshmen face during their first year of college.

The information, resources, and support offered on ***Bulldog Connection*** help students adjust to college life and have a successful first year. We encourage all freshmen to log-on to www.bulldog-connection.com to take advantage of the following resources:

Add spaces before and after each hyphen. Do not include exclamation marks in academic writing.

- UPeers - Students and staff can create their profile, upload a picture, start discussions and meet other incoming students
- UScene - A guide to great destinations and hangouts on- and off-campus.
- UFindit Scavenger Hunt - Students will visit a campus resource each week throughout fall 2006 semester. We will be rewarding students for visiting campus resources and reading their Bulldog Connection articles by giving out free Ipods, gift certificates to the Bookstore, and many other great prizes
- Ask Here - A feature that allows students to direct specific questions to appropriate resources. Students can expect a response within 24-72 hours.
- Links to helpful campus services and resources.
- Tips for getting involved on campus.
- Advice on managing time, reducing stress, and staying healthy.
- Advice to help troubleshoot common first-year problems.

The Bulldog Connection project was purchased through GoalQuest, Inc., a New York City-based software company specializing in innovative solutions for higher education.

The Bulldog Connection project is currently in its second year of implementation. The 2006-2007 site was launched in June 2006. An email invitation was sent to 3,153 incoming freshmen and to approximately 270 faculty and staff advisors and peer mentors who could serve as UPeers mentors to promote the use of the site. At this time we have 1,722 registered users.

Promotional presentations were given to University 1 instructors to promote the integration and use of Bulldog Connection into the University 1 curriculum.

Campus Advisors are also encouraged to be available to students through UPeers.

Peer mentors include residential advisors, orientation leaders, peer advisors, members of the Associated Students, etc. These mentors act as Bloggers and start discussions on UPeers.

Academic departments and offices in the Division of Student Affairs are participants in the UFindit Scavenger Hunt.

Strong collaboration between Student Affairs and Academic Affairs is crucial to the success of this project.

Transition Intervention

DOG DAYS: New Student Orientation at Fresno State

Research supports that new student orientation activities provide two important functions for new students: present a foundation of institutional knowledge and skills and initiate and encourage personal and emotional engagement with the university. An expectation has been established at Fresno State that all new undergraduate students have an orientation experience prior to enrollment.

Raising expectations for all incoming first-year and transfer students to attend DOG DAYS has resulted in 90 per cent of first-time freshmen and 85 per cent of transfer students attending during summer 2006. When including all supplemental orientation programs (e.g., honors, international, Summer Bridge, on-line DOG DAYS, etc.) over 95 per cent of incoming undergrads had an orientation experience for fall 2006.

The following features have been added to DOG DAYS:

- **A Welcome PowerPoint presentation emphasizing four-year degree program**
Slides were added to the “DOG DAYS Welcome” PowerPoint to emphasize time to degree. In addition, an emphasis was added to the Bulldog B.A.R.K. books for freshmen, transfers and parents; and was emphasized in the presentation sessions.
- **DOG DAYS program exclusively for transfer students**
Transfer students and their guests had a special breakout session designed specifically to address transition issues that challenge their integration into the university environment. Career Services also discussed topics of interest to transfers such as portfolio development and finding a career position after graduation.
- **Up-Front Evaluations were mailed to new transfers**
The Evaluations Office prepared DARS reports for new transfers. A letter was sent to encourage students to attend DOG DAYS and to meet with their faculty advisor.

Evaluations of the orientation experience have consistently shown a high level of satisfaction with all aspects of the program.

Sophomore Experience

According to Barr (1983), 85 percent of those who drop out do so within the first two years of their college experience. A phenomenon known as the *sophomore slump*, is defined by Feldman and Newcomb (1969) as students’ dissatisfaction with their personal college experience, resulting from students’ struggles with achieving competence, desiring autonomy, establishing identity, and developing purpose (Lemons and Richmond 1987; Flanagan 1991).

The unique circumstances of sophomores are real and must be addressed in order for universities to effectively improve the retention rates for this group of students. Importantly, emerging data from university institutional research show that by increasing the first-year retention rate (freshmen to sophomore) does not have as much of an impact on graduation rates as does increasing retention rates for the sophomore through senior year (Karp, 2000). The Sophomore Experience is being developed to combat the phenomenon known as the *sophomore slump*. An intervention geared toward this student group is expected to increase the retention rate of students between their sophomore and junior year and improve the overall university graduation rate.

A self-efficacy assessment will be administered to a random selection of 100 second-year students. The number of student responses to the self-efficacy assessment instrument will be the expected outcomes. These data results will quantify student perceptions of their ability to succeed at the end of their second year at the university. Identifying the specific factors that help to enhance students' perception of their academic ability will improve the delivery of program services and to increase the retention rate of second year students.

SENIOR EXPERIENCE

The **SENIOR EXPERIENCE** initiative targets students who have reached senior standing by earning 90+ units, and it also targets graduating seniors during their final semester at Fresno State. Academic Enhancement Services developed the **SENIOR EXPERIENCE** initiative to help seniors as they complete their educational experience at Fresno State.

Goal #1: To improve the awareness of campus resources and facilitate the steps to graduation for students who reach senior standing at 90+ units.

Goal #2: To improve the senior career preparation and pre-professional development experience of students in senior standing.

Goal #3: To encourage a sense of unity and community among the senior class by establishing traditions to acknowledge senior standing and graduation which could serve as a foundation for later alumni networking and future alumni support of the college.

Goal #4: To facilitate and promote a celebratory environment to honor our graduating seniors.

The **SENIOR EXPERIENCE** Initiative has two phases:

SENIOR EXPERIENCE Phase I targets all students who have earned 90+ units. These students are made aware of the following resources:

SENIOR EXPERIENCE (Bulldog B.A.R.K.: A Guide for Seniors) is a handbook designed to assist students who have 90+ units. It contains specific information about Graduation Requirements, Commencement and Graduation Ceremonies, Resume and Professional Portfolio Development, a Checklist for Graduation, Resources and Services, and more. *The handbook is also available online at <http://seniors.csufresno.edu/>*

2. **SENIOR EXPERIENCE Phase II** is a series of celebratory and educational events which target graduating seniors who will file for their degree. The 2006-2007 **SENIOR EXPERIENCE** Initiative campaign will be the first year to implement a **SENIOR**

EXPERIENCE WEEK and celebratory Football Tailgate for graduating seniors. The **SENIOR EXPERIENCE WEEK** is scheduled for March 2007 and it will consist of an entire week of scheduled events such as Resume and Interview Workshops, a comprehensive Career Fair, Financial Aid Exit Interview and *Financial Planning workshops, an Interview Etiquette Dinner, etc.*

The 2005-2006 events included complimentary donuts and coffee when students filed for graduation, complimentary lunch and raffle prizes at the Grad Fair when students purchase their graduation attire, special recognition for seniors at athletic events, and free “Sundaes for Seniors” distributed by the University President and cabinet during the last week of school.

A **SENIOR EXPERIENCE** Advisory Committee was created to promote campus-wide support for this initiative. Key partners include: Career Services, the Evaluations Office, Fresno State Alumni Association, Kennel Bookstore, Graduate Studies, Student Life and Activities, Associated Students, Student Affairs Development Programs, and the Parents Association.

Exit Interviews

The Student Success Task Force recommended that all undergraduate students completely withdrawing from the university be given an exit interview by academic counselors. Academic Enhancement Services (AES) in the Division of Student Affairs implemented an exit interview program for those students. The process consists of a brief confidential withdrawal survey and a short one-on-one interview with a counselor. In the first six complete semesters since launching the program (in spring 2003) 1,540 students withdrawing have come to AES and were given an exit interview. Analysis of the data shows that men and women are withdrawing in approximate proportion to the numbers of men and women in the undergraduate population. The most commonly cited reasons for withdrawal are financial problems, health-related issues, family crises, job-related problems and personal concerns.

It is hoped that the data gleaned through this intervention program may be used to enhance services delivered to students and improve student retention. Additionally, several AES counselors have observed that students seem to appreciate having an opportunity to “tell their story” to a caring individual, since withdrawing is often the result of difficult emotional, relational, financial, or physical problems. This process helps put a more compassionate face on a large institution for these students.

References

Barr, M.T. (2003). Sophomore slump has nothing on indecision. *Cornell Daily Sun.Com*.

Retrieved March 21, 2006 from <http://www.cornellsun.com/articles/8084/>

Feldman, K. A. & Newcomb, T. M. (1969). *The impact of college on students: v1 analysis of four decades of research*. San Francisco: Jossey-Bass.

Karp, R., Johnson, T., Waple, J., Martz, D., Bailey, W., Tripodi, L., Kealey, M., &

Haynes, M. (2003). *The Sophomore year: A Literature search prepared for the Clarion University focus roundtables and students speak*. Clarion Transitions, Clarion University.

Retrieved March 1, 2006 from
http://www.clarion.edu/admin/academicaffairs/transitions/literature_sophomore.shtml

Kuh, G., Kinzie, J., Schuh, J., Whitt, E.J. (2005). *Student Success in College: Creating Conditions that Matter*. San Francisco: Jossey-Bass.

Lemons, L. J. & Richmond, D. R. (1987). A Developmental perspective of sophomore slump. *NASPA Journal*, v24 (3), 15-19.