

## **PILOT SU/Wor-Wic Freshman Transition Program**

*A Collaborative Partnership with Wor-Wic Community College*

**Background:** Nearly 500 students leave SU at the end of the Fall term primarily due to graduation. Because of this exodus, SU must recruit new students for the spring term to operate efficiently. Indeed, if those 500 students were not replaced, approximately 80 fewer sections of courses or 20-25 fewer full time equivalent faculty would be needed in the spring than in the fall.

One method SU is using to recruit students for the spring is to offer admission to students who applied but whom were not admitted for the fall. These "spring admits" are good students for whom SU does not have room in the fall. However, this strategy is less successful when other four year schools recruit these capable students for the fall.

The ultimate goal of any recruiting strategy is to enroll the best of those students offered admission and to have systems in place to help them succeed. The following proposal is a recruitment strategy for the spring term that SU has not used before, but has been implemented for two years at Towson University. Relying on a close partnership with their local community college, preliminary data for Towson's program suggests it is successfully recruiting the best spring admits and preparing them for enrollment. Towson's program is called *TU/CCBC Freshman Transition Program* and details can be found at [wwwnew.towson.edu/main/admissions/freshman/freshmantransitionprogram/](http://wwwnew.towson.edu/main/admissions/freshman/freshmantransitionprogram/). Moreover, Towson has been very willing to share its experiences and materials to help SU start a similar program.

**The Proposal:** SU will partner with Wor-Wic Community College (WWCC) beginning in Fall 2011 to create the *SU/WWCC Freshman Transition Program*. Students offered admission to the *SU/WWCC Freshman Transition Program* will be selected from the best of those who applied for SU in the fall of 2011 and were offered admission to SU in the spring of 2012. This pilot project will begin with 50 to 60 students who will be divided into two cohorts of 25 to 30. These students will be registered as WWCC students in the fall term. If they successfully complete the fall term, they will be admitted to SU for the spring term.

The uniqueness of this transition program is that students will be taking their WWCC courses on SU's campus. They will pay WWCC for their courses and pay fees to SU for their academic and student support services received on SU's campus. As a group, they will take selected WWCC courses that will allow them to graduate with their peers. Moreover, these students will be offered housing at SU either on campus or in campus-affiliated housing. They will be issued an SU ID allowing participation in all campus activities except intercollegiate athletics. As a result, these students can have the same opportunities to assimilate into the SU culture as the entering freshman class.

This very real potential for a graduation "on time" coupled with being fully integrated into campus life should be attractive both to parents and students. This project is yet another tool SU can use to become more competitive in recruiting good students who were offered spring admission at SU but often chose other four year institutions.

## **Overview of the *SU/Wor-Wic Freshman Transition Program***

<b>Goals</b>	To yield a strong group of January admits who have a high probability of success at SU
<b>Candidates</b>	A select subgroup of wait-listed applicants who are invited as freshman admits each spring. Wait-listed applicants' records of success may be less proven than students who earned admission in the Fall term, but, because they are offered spring admission, still have the academic potential to succeed at SU and often have talents and attributes that complement the community at SU. Examples of such attributes include outstanding talent and accomplishments in the fine and performing arts, athletics, as well as contributions in community service and/or leadership. Additionally, students who offer cultural and global connections are vital to SU's overall educational experience.
<b>Details</b>	<p>Students would enroll in WWCC courses for the fall term and would formally transfer to SU for the spring term. These courses would be taught on SU's campus. Required WWCC placement testing would be offered through WWCC, and advisement and registration would be facilitated at SU during new student registration in the summer. Approximately eight courses satisfying SU general education requirements would be available. Students in the transition program could choose to live on campus or in campus-affiliated housing and select from SU meal plan options. Engagement in student and cultural activities would be encouraged and fostered, with the exception of intercollegiate athletics. Any room, board and fees for student services would be paid directly to SU, while tuition would be paid to WWCC. Students would receive financial aid through WWCC for room, board, tuition and fees.</p> <p>Two SU faculty members will receive a one course download to assist students in this program. One will serve as an academic advisor and the other as a mentor. A graduate assistant will be hired to work in the Center for Student Achievement to help with this program.</p>
<b>ASSESSMENT</b>	<p>By February 1, 2011 an assessment plan for the pilot program will be developed in conjunction with the appropriate Senate Committee(s). The plan should include the outline of a preliminary report on the pilot due February 1, 2012 and the outline of a second report due July 1, 2012.</p> <p>The assessment plan will</p> <ol style="list-style-type: none"><li>1. Establish benchmarks and the criteria for determining whether or not a benchmark has been achieved;</li></ol>

2. Assure that each benchmark is unambiguous with clear standards for determining whether or not it has been met;
3. Identify which or which combinations of benchmarks are “show stoppers;”
4. Be an executable; i.e., data is readily available or easily collected;
5. Compare how students in the pilot compare to the other Spring admits in 2012 upon admission;
6. Assess student satisfaction;
7. Compare the performance of students in the pilot with the other Spring admits during the Spring 2012 semester. Minimally SU GPA, percentage of the credits a student attempted and completed successfully and retention will be compared;
8. Measure the impact of the pilot on SU infrastructure. Some examples could be the CSA, Advising, Faculty positions (TT, FTNTT, Adjunct), classrooms, housing and other facilities, etc.;
9. Determine, if possible, the impact that taking developmental mathematics at WorWic has on success in the first mathematics course at SU;
10. Compare student life experiences.

## **Benefits**

1. Attracts and prepares more qualified students for spring enrollment;
2. Ensures proper academic advice, uniform course schedules and consistency for curriculum;
3. Allows students to make progress toward a degree in the Fall term;
4. Eliminates stigma of spring admission for fall applicants;
5. Offers a smooth academic and social transition for students and families;
6. Offers support courses (which SU doesn't have) to enhance math skills;
7. Begins the development of the SU identity in the fall term;
8. Allows early education and consistent delivery of behavior expectations;
9. Helps SU fully utilize its classroom facilities since classes will be delivered at non-peak times.

## Sample Courses

Cohort A		Cohort B	
	Credit		Credit
PSY 101 Introduction to Psychology	3	PSY 101 Introduction to Psychology	3
HIS 201 American History I	3	HIS 201 American History I	3
MTH 092 Elementary Algebra	0	MTH 152 Elementary Statistics	3
SPN 102 Fundamentals of Spanish II (CAPE exam)	3	SPN 102 Fundamentals of Spanish II (CAPE exam)	3
Or		Or	
PHE 106 Integrated Health and Fitness		PHE 106 Integrated Health and Fitness	
BIO 101 Fundamentals of Biology w/lab	4	BIO 101 Fundamentals of Biology w/lab	4
SDV 100 Orientation	0	SDV 100 Orientation	0
A Service Learning Experience	0	A Service Learning Experience	0
<b>Total Credits</b>	<b>13</b>	<b>Total Credits</b>	<b>16</b>

## Weekly Schedule

Times	Activity	Cohort
MW 7:20 - 8:50	Spanish or PE	A & B
TR 7:50 - 9:20	History	A & B
R 6:30 - 9:45	Psychology	A & B
TBD	Biology	A & B
MW 3:00 - 4:30	Algebra	A
MW 3:00 - 4:30	Statistics	B
F 12-2	Biology lab	A
F 2:15 - 4:15	Biology lab	B
M-T-W-R 10:30 - 12:00	Study Session at CSA	A
M-T-W-R 1:30 - 3:00	Study Session at CSA	B
F 8:00 - 11:00	Service Learning	A & B