

5-7-2001

Change the Transition Program from Summer to Fall

The College at Brockport, College Senate

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SUNY BROCKPORT

Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(716) 395-2586 (Fax) 395-2246

Resolution #28
2000-2001
FACULTY SENATE

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: *May 7, 2001*

RE: X I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For your Information (*Notice, Request, Report, etc.*)

SUBJ: *Resolution to Accept the Report to Change the Transition Program from Summer to Fall*

AMENDMENTS: (1) There will be a review of the new program in its second year. (2) Mid-term grades will be carefully monitored and discussed with students.

Signed: *Jennifer Lloyd* Date Sent: *5/21/01*
(*Jennifer Lloyd, Faculty Senate President*)

TO: The Faculty Senate

FROM: Dr. Paul Yu, College President

RE: I. Decision and Action Taken on Formal Resolution (circle)
a. Accepted. Effective Date: *9/1/01 or first opportunity for Publication*
b. Deferred for discussion with the Faculty Senate on / /
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation/Other
a. Received and acknowledged
b. Comment:

DISTRIBUTION: *Administrative Group*

Distribution Date: *4/29/01* Signed: *Paul Yu*
(*Dr. Paul Yu, President of the College*)

Transition Program Committee Report

April 6, 2001

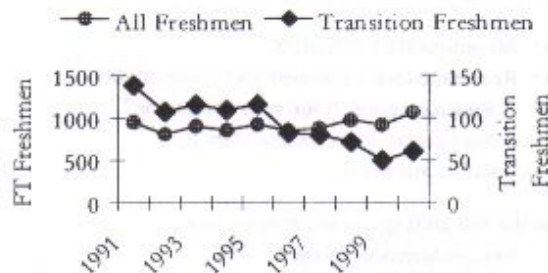
Committee Members: M. Esler, M. Fox, M. Maggiotto, K. Simpson, G. Toth

Background

The Summer Transition Program is a five-week program designed to prepare students for college who would not otherwise be admissible as regular admits. As other colleges grew their enrollments and as Brockport raised their standards the program decreased from well over a hundred students to the current plan of 50 students (see graph below).

The program has in recent years had a rather low yield (approximately 10% last year). The low yield may be partially due to the financial and time constraints imposed by a five-week July/August commitment. It is a program for those who can afford not only the expense of the program,

but the loss of income from a summer job. An additional factor in the decreased yield is that as Brockport's academic standards are raised in comparison to other competing institutions, students whose only option for a four-year school was to participate in the Summer Transition Program at Brockport now have offers elsewhere. Although the program is viewed as successful, there is little known about any causal effect that such a brief summer program has on the academic success and retention of students.



Benefits of a Fall Program

Changing to a fall conditional program would have clear beneficial effects. Foremost among these is that it would allow the Office of Undergraduate Admissions to be more selective in its offers to students for the program. Offers would decrease in anticipation of a higher yield. Further, because the fall semester is a real semester, students would have a more authentic experience and could be offered support in a number of ways from existing campus programs and resources (e.g. Student Learning Center, Student Support Services Program, Study Skills Workshops).

In the early history of the program, an effort was made to utilize full-time faculty recognized as exemplary teachers of first-year students. In recent years, all or certainly most of the instructors in the Summer Transition Program have been part-time faculty. A fall program would attract more full-time faculty. A fall GEP 120 would be semester long and would keep each student in regular contact with a caring faculty member.

Financial Considerations of a Fall Transition Program

Item	Cost	Details
GEP 120 (Two sections)	\$4,200 - \$6,200	Higher amount includes pay for academic coordinator

Admissions Criteria Recommendations

The Office of Undergraduate Admissions needs flexibility to select this group of students. A history of persistence should be evident in the transcript of every student admitted under this category. The following criteria are recommended.

- Minimum HS GPA of 78
- Recommended combined SAT score of 900
- Admissions essay "Obstacles Overcome"
- School counselor recommendation
- Possible interview

In the fall 2001 group so far there were:

- 944 applicants in group 4. 18%
- 130 applicants in group 3 were denied admission 2%

59 Transition Students from **Summer 2000** enrolled in fall.

High school averages	Number of students	Ave. Fall GPA 2.61 - all 99 cohort	Fall - Spring Retention .89 (unofficial)	Ave. Combined SAT	MT GPA Spring 01
76.00 - 77.99	9 (15%)	2.20	.89 1 LOA	944 474V 470M	2.09
78.00 - 79.99	23 (39%)	2.21	.83 1 dismissed 1 LOA	963 487V 476M	2.09
80.00 - 81.99	10 (17%)	2.34	.90 1 LOA (transfer)	945 463V 482M	1.64
82.00 - 83.99	11 (19%)	2.54	1.00	926 475V 451M	2.01
84.00 - 85.99	5 (8%)	2.39	1.00	902 426V 476M	2.00
86 - 4.00 (92)	1 (2%)	1.95	1.00	870 410V 460M	1.44
80.5	59	2.3	.90	944	1.98

The Transition students would compose two academic blocks

Sample Conditional Admit Block Fall 2002

Course	Credits	Remarks
GEP 120	3	More intensive study skills in GEP 120 than in GEP 100
GEP 150	1	Required of all students.
ENL 102/112	3	As assigned based on skill level
American History/Western Civilization	3	Required of all students
QNT 110/QNT111/MTH 112	3	If student is waived from requirement, another course would be substituted, probably a Fine Arts Knowledge Area course
CMC 111	3	Required of all students
Total	16	

Recommendation	Benefits	Costs
<p>Change Transition Program from a summer to a conditional fall program</p>	<ul style="list-style-type: none"> A fall program should yield a significantly higher number of applicants than a summer program. This would allow the Undergraduate Admissions Office more selectivity in choosing the program's participants - more homogeneous and higher quality students More options with respect to choice of faculty Gives students more opportunities to experience a fuller exposure to college life Students have a longer period to develop study/learning habits Successful block scheduling model already in practice. 	<p>Although a fall program should yield a higher quality student body and thus a higher retention rate, there is less opportunity to screen out those students who formally did not make it through the summer program</p>
<p>Incorporate Transition students into two academic "blocks" (see previous page for details)</p>	<ul style="list-style-type: none"> Students benefit from more exposure to study skills in context Academic coordinator in direct regular contact with students 	<p>Students get to know each other too well</p>
<p>Offer GEP 120 rather than GEP 100</p>	<ul style="list-style-type: none"> Students benefit from more exposure to study skills in context Academic coordinator in direct regular contact with students 	<p>Higher cost than GEP 100</p>
<p>Give one of the GEP 120 instructors extra pay to serve as the academic coordinator of the program</p>	<ul style="list-style-type: none"> Develops writing skills in context 	<p>Funding for two sections of GEP 120 (\$4,200) will be required</p>
<p>Offer ENL 102/112 whenever indicated</p>	<ul style="list-style-type: none"> Develops writing skills in context 	<p>English department has cut down on the number of sections of ENL 112 offered in the fall</p>
<p>Transition students required to earn GPA of at least 2.0 to continue to spring semester</p>	<ul style="list-style-type: none"> Model works well with Exceptional Talent students 	<p>Retention may suffer slightly</p>