

Research Symposium

8am-9am

Registration/Continental Breakfast

Location: Student Center, Room 200

9am-9:45am

Welcome

*Theresa A. Powell, PhD, Vice President for
Student Affairs*

Location: Student Center, Room 200

10am-11:15am

Research Symposium, Block I

Adapting to the Need: The Development of a Student Mental Health Service in a Time of Ever Increasing Demands

*John DiMino, Tuttleman Counseling Services
Student Center, 200A*

The presenter will discuss the changing face of college student mental health in light of data from Temple students requesting services, and also data taken from the National Counseling Center Director's annual survey. A comparison of Temple student's use of services with national trends will be offered as well as a discussion of possible reasons why there is such an increase in need.

Academic Intervention Program

*Donesha Hood, Russell Conwell Center
Student Center, 217AB*

The Academic Intervention Program (AIP) enhances the academic performance of students that are currently in academic jeopardy (on probation, academic warning, have earned deficiency points or have a grade point average below a 2.5). Within the RCC, we established a 2.5 cumulative grade point average (GPA) baseline to ensure students maintain academic viability at Temple University. Through AIP participation, students significantly increase their academic past performance.

The Working Student's Experience: The hidden costs of working on college student success, engagement, and retention

*Megan Rago, Campus Philly
Rebekah Rhodes, University Housing and Residential Life
Student Center 217CD*

Many educators are aware of the prevalence of students working an increasing number of hours while in school. Although it is understood that this must have an impact on academic success, co-curricular involvement and, at times, retention, little has been done to understand these consequences. This presentation will

examine, through data from the National Survey of Student Engagement (NSSE), what impact working has on engagement and student reported academic success.

Preparation for College: The Russell Conwell Center Summer Bridge Program

Michael Stokes, Russell Conwell Center

*Janice Kersey-Boyd, Russell Conwell Center
Student Center, Cinema*

This presentation will demonstrate how to acculturate incoming freshmen into college and prepare them for academic success through immersion in a Summer Bridge Program. Through integrated courses, student assessment and counseling, introduction of collegiate norms, and community building, students increased their academic skills, self-confidence, and comfort prior to beginning their first semester. Their increased skills enable the majority to register into higher English and/or math courses for the fall semester.

11:30am-12:45pm Research Symposium, Block II

A Decade of Partying at Temple: What We Have Learned About Temple Students' Drug and Alcohol Use during the Past 10 Years

*Jeremy Frank, Tuttleman Counseling Services
Student Center, 200A*

Since 1997, Temple has participated in the CORE drug and alcohol survey which examines demographics, prevalence, consequences, student's perceptions of use, and violence associated with use on campus. After a decade of collecting these data, results will be presented with highlights of findings to date. Discussion will involve comparisons to national collegiate findings as well as an examination of trends for Temple students across the decade.

Transfer students' perceptions of the adjustment of strategies offered by the four-year colleges

*Maureen Linton, Admissions
Student Center, 217AB*

In this research transfer students' were interviewed regarding their perceptions of the adjustment interventions they encountered at the four-year college. Data was assessed within the theoretical frameworks of a resilience theory and Andragogy, an Adult Learning Theory. Masten (2003) provided the lens to view attributes such as strong internal drives, which largely accounted for much of the students' successes; while Knowles (1970) assessed student learning in organizational structures of two and four-year institutions. A robust literature review on aspects of higher education is included in this research.

Learning Beyond the Classroom

Brent Keltner, EduVentures

Student Center 217CD

Specifically, the study examined the relationship between participation in clubs and organizations and student reported GPA, stated likelihood to persist, and likelihood to graduate. It also looks at student participation in leadership, community, and intercultural programming and the relationship between participation and development of student competencies in two areas: intercultural sensitivity and socially responsible leadership.

Eduventures Student Affairs Learning Collaborative (SA-LC) staff are proposing to make a presentation to Temple University's "It's About Students" Symposium that selectively covers data from the study with specific attention to the topics of co-curricular participation and minority student success and the role of community programming as a tool for engaging students of color.

How Students Spend Their Time

Division of Student Affairs Assessment Committee:

Michael Stokes, Russell Conwell Center

Gina D'Annunzio, Student Activities

Maureen Fisher, Student Activities

Brandon Ice, University Housing and Residential Life

Brian Foley, Judicial Affairs

Dina Stonberg, Tuttleman Counseling Services

Student Center, Cinema

Temple University's Division of Student Affairs has collected qualitative data throughout the 2007-2008 academic year. The study examined how Temple University undergraduates spend their time. This study included four (4) qualitative collection methods. The study sought to answer how do students spend their time and what activities are most important to them. Additionally, a photovoice project was conducted which enabled students to take pictures that represented their use of time.

12:45pm-1:45pm Lunch

2:00pm-3:15pm Research Symposium, Block III

When Drug Use Becomes Addiction: Helping Students Become Sober

Peter DeMaria, Tuttleman Counseling Services

Student Center, 200A

Many students experiment with drugs. Some go on to become addicted. Who is at-risk? How does it happen? In this session, we will explore the disease of addiction and its treatment focusing on addiction to prescription pain killers (e.g. OxyContin) and heroin. Discussion will focus on treatment options including the use of Suboxone, a newly approved medication alternative to methadone, and the challenges of working with this population. Recommendation will be given for how others can help addicted students.

EBI – We’ve Got the Results! Now What?

*Michael Scales, University Housing and Residential Life
Brandon, Ice, University Housing and Residential Life
Student Center, 217AB*

“You must assess for the Right Reason using the Right Method to get the Right Information into the hands of the Right People at the Right Time to make the Right Decisions.” That is why The Office of University Housing & Residential Life has been participating in the Benchmarking process since 2004. This presentation will provide an overview of key factors of student satisfaction with student housing as well as suggestions for future initiatives.

Mu Alpha Nu (MAN): An educational program for fraternity men.

*Daniel Saland, Tuttleman Counseling Services
Student Center, 217 CD*

MAN is an educational program designed for fraternity men on the socialization of masculinity and conflict management. Fraternity men have been repeatedly examined for alcohol use, sexual violence, and hazing (Bleecker, 2005; Boswell & Spade, 1986; Campo, Poulos, & Sipple, 2005; Capone, Wood, Borsari, & Laird, 2007; Gidycz, Warkentin, & Orchowski, 2007). Fraternities are encouraged and occasionally mandated by their universities to attend educational programs. Currently, programs for fraternity men lack a focus on men’s issues (Johnson, 2007).

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An Analysis of the Russell Conwell Center’s Structured First Year Program

*Michael Stokes, Russell Conwell Center
Cassandra Jackson, Russell Conwell Center
Student Center, Cinema*

This presentation will examine the impact of the Russell Conwell Center’s (RCC) Structured First Year Program on the retention rate of first time freshmen in the Act 101, Educational Services Component (ESC), and Student Support Services (SSS) Programs. Findings reported that RCC student’s retention rate surpassed the national rate for peer programs and is comparable their more prepared Temple peers. The successful outcomes were attributed to the programs’ comprehensive services.

3:30pm-4:00pm

Closing Session

*Theresa A. Powell, PhD, Vice President for
Student Affairs
Location: Student Center, Room 200BC*