

## EVALUATIVE PAPER

# Are You Ready? The College Transition

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May 2010

Published by the Department of Youth Development

University of Wisconsin-Extension



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## **Abstract**

Research shows that college students are facing mental health issues resulting from a variety of stressors. Preparing students and their parents to deal with the stressors encountered in college is critical to the health and future success of young people. Utilizing the results of focus groups with two UW System Campuses and a comprehensive literature review, UW-Extension faculty members developed the curriculum *Are You Ready? The College Transition*. This curriculum provides high school students and their parents/caregivers opportunities to learn how to recognize and manage the normal emotions and conflicts that result from this major transition, increase communication and problem-solving skills, and create plans for students to utilize when faced with specific issues, conflicts or crises. Evaluation has shown that the program has helped students and parents through situations they encountered during the students' first semester of college.

## Situation

According to Richard Kadison, M.D., chief of the Mental Health Service at Harvard University Health Services and co-author of *College of the Overwhelmed*, high school seniors are at risk for a number of mental and physical health issues upon entering college. In fact, a student in college today has a one in two chance of becoming depressed to the point of being unable to function; one in two students will binge drink on a regular basis; and one in ten students will seriously consider suicide. College counseling centers across the country report increased frequency and severity of students' mental health concerns (Kadison & DiGeronimo, 2004). Traditionally, counseling centers have focused on developmental and preventive counseling. Today, they have been forced to make a philosophical shift toward a more clinical and crisis-oriented model (Kadison & DiGeronimo, 2004).

The American College Health Association-National College Health Assessment Spring 2007 report indicated that 15.3% of students reported a diagnosis of depression sometime in their lifetime. Students today are dealing with a variety of social and cultural factors such as divorce, family dysfunction, poor parenting skills, low frustration tolerance, experimentation with drugs, alcohol and sex, and weak interpersonal attachments (Kitzrow, 2003). In addition to the academic pressures, extracurricular demands, parental expectations, and racial and cultural differences, students also face enormous financial pressure to pay the college bill (Kadison & DiGeronimo, 2004).

Some of these students turn to inappropriate and ineffective stress management behaviors such as alcohol and other drug use. Survey data from several University of Wisconsin System institutions suggest the percentage of students who engage in high risk drinking is higher than the national average. Over half of all students are engaging in drinking patterns that put them at risk for a variety of negative consequences. Moreover, the secondary effects of abusive drinking also diminish the quality of the educational experience of many who do not drink excessively. This has a significant impact on student

health and safety and on student retention (UW System Strategic Plan for AODA Prevention Initiative, 2002).

Preparing students and their parents for stressors encountered in college is critical to the health and future success of these young people. During 2006 and 2007, a team of five University of Wisconsin-Extension faculty in Northwest Wisconsin developed a curriculum to address this issue. Team members were Annette Bjorklund, Lori Zierl, Dianne Weber, Joan Sprain, and Kristin Bruder.

To identify needs of local students, the team partnered with staff at the Survey Research Center at the University of Wisconsin-River Falls to conduct local focus group research during fall semester 2006. Four target audiences were identified for this research: college freshmen, college sophomores, college faculty/staff, and parents. Focus groups with each of the four target audiences were conducted at two western Wisconsin campuses: University of Wisconsin-River Falls and University of Wisconsin-Barron County.

To determine the scope of the problem, these findings were combined with a literature review of college transition and emerging adulthood research. As a result, the curriculum *Are You Ready? The College Transition* was designed to be used by Extension staff, educators, counselors, youth leaders and others. Curriculum activities provide specific solutions and best practices for students and parents to use to prevent and solve problems during this critical transition period.

### **Objectives**

The objectives of *Are You Ready? The College Transition* are to help high school students and their parents:

1. Recognize and manage the normal emotions and conflicts that result from this major transition,
2. Increase communication and problem-solving skills, and
3. Create a plan for students to utilize when faced with specific issues, conflicts or crises.

To determine if objectives were met through participation in the workshop, student and parent participants provided feedback through end-of session retrospective evaluations and nine-month follow-up evaluations.

## **Methods**

Utilizing the results of the comprehensive literature review and focus group findings, the college transition team developed the curriculum, *Are You Ready? The College Transition*, to reach the stated objectives.

The report of the focus group interviews conducted at the University of Wisconsin-River Falls and University of Wisconsin-Barron County included the following recommendations from the UWRF Survey Research Center staff:

- Promote the development of a system for high school alumni to share their experiences and advice with college-bound students as a way to increase their knowledge about academic, social, and financial issues related to the transition to college.
- Consider developing workshops for parents and their college-bound students to discuss the social transformations that are coming. For students that are going away to college this includes the need to form new friendships, take on additional responsibilities, clarify their interests and expectations. For students who commute to campus while continuing to live at home, this includes altered relationships between parent and child.

A review of the literature in the areas of college transition and emerging adulthood also suggested themes that needed to be considered. Content incorporated into the curriculum as a result of the literature review included research on sleep, college debt, emerging adult development, parenting styles and consequences of poor stress management including drinking. Findings from the focus groups

helped the team focus the curriculum on sources of stress regarding academics, finances and relationships with parents and friends.

The program supports the premise that students succeed best with supportive and connected families. During the workshop series, students and parents learn and plan together for the emotional, social, academic and economic challenges that accompany this major life change.

The curriculum, divided into four topic areas – academics, finances, relationships, and healthy choices – is designed to be taught as a three-session PowerPoint-based series or as a two-hour condensed program with parents and youth learning together or alone. *Are You Ready? The College Transition* includes various teaching methods including small and large group discussions, small and large group activities, behavior practice, vignettes and family-based interactive work.

Between November 2007 and February 2010, team members taught the three-session workshop series nine times in five Northwest Wisconsin school districts. The three-session program, which is the basis for this evaluation, includes:

- PowerPoint presentations with embedded videos
  - Introduction
  - Academics & Finances – Student; Parent
  - Relationships – Student; Parent
  - Healthy Choices – Student; Parent
- Handouts
  - Student Handouts
  - Parent Handouts
  - Family Handouts
- DVD
  - *Are You Ready? The College Transition*, an 18-minute video intended to compliment the interactive workshops, was created in collaboration with the UW-Superior Communications Department. It can introduce the program or can be used alone and features college students sharing their experiences.

## Results/Evidence

Of those participants attending at least two of the three sessions, 55 adults and 56 students completed an end-of-session retrospective evaluation (Appendices 1 and 2) to assess knowledge and attitude change as a result of participating in the workshop series. In addition, nine-to-14-months after attending the workshop, a follow-up evaluation was mailed to participants attending at least two of the three sessions to assess long-term impact of the program (after the students completed their first semester of college). Fifteen student surveys (Appendix 3) and 28 parent surveys (Appendix 4) were returned.

Both evaluation tools had quantitative and qualitative components. Qualitative data was analyzed using content analysis with data categorized by emerging issues. In the end-of-session evaluation, parent responses to what they planned to do with what they learned from the workshop were shown in themes related to communication, finances and making plans. Student responses were shown in themes related to communication, finances and making plans. Student responses focused on making plans. In the follow-up evaluation, 21 parents provided comments on how they used information from the workshop to manage a challenge. The primary theme that emerged was related to their relationship and communication with their students. For students, the information received on roommates and time management helped them the most.

In the follow-up evaluation, when students were asked to rate the extent to which the College Transition workshop series helped them with various situations, the number that answered a great deal or quite a bit is documented in Figure 1. Eighty percent of students (12 of 15) rated the College Transition workshop as being extremely useful or useful.

**Figure 1. Student Follow-up Evaluation. Students who answered that the program helped them a great deal or quite a bit with the following situations. n=15**

Interact with your roommates	12/80%
Make healthy choices about using alcohol or drugs	11/73%
Manage your money in college	10/66%
Get involved in new activities	10/66%
Plan for getting physical activity	10/66%
Plan your class schedule	9/60%
Communicate with your parents	9/60%
Utilize campus resources	9/60%
Manage your time in college	9/60%
Make healthy choices about engaging in sexual activity	8/53%

When parents were asked to rate the extent to which the College Transition workshop series helped them with various situations, the number that answered a great deal or quite a bit is documented in Figure 2. Eighty-two percent of parents (23 of 28) rated the workshop series extremely useful or useful.

**Figure 2. Parent Follow-up Evaluation. Parents who answered that the program helped them a great deal or quite a bit with the following situations. n=28**

Communicate with your student	23/82%
Communicate your values about unhealthy choices	22/79%
Help your student become more independent	20/71%
Deal with the changes in your student's attitudes and behaviors	19/68%
Manage your own stress	18/64%
Stay connected to your student	18/64%
Help your student solve problems	16/57%
Help your student manage stress	14/50%

**Objective 1: Recognize and manage the normal emotions and conflicts that result from this major transition.**

In the retrospective end-of-session evaluations completed by both students and parents, an increase was made in the confidence of parents and students in addressing situations as is shown in

Figure 3. The figure show parents who answered agree or strongly agree in their confidence prior to the workshop and after the workshop in their student’s abilities in the situation listed. The confidence of students is also shown.

**Figure 3. Retrospective End-of-Session Evaluation. Comparison of before and after responses of parents and students who answered agree or strongly agree that “I am confident in my (*student’s*) *ability to*” the following situations:**

	Parent n=55		Student n=56	
	Before	After	Before	After
Handle the academic challenges of college.	32 40%	44 80%	25 45%	45 80%
Manage a college spending plan (budget).	19 35%	44 80%	17 30%	44 79%
Develop and maintain good relationships.	34 62%	51 93%	35 63%	54 96%
Make healthy choices to promote good physical and mental health.	32 59%	48 87%	44 79%	49 88%

In the follow-up survey, 12 students (80%) used information learned in the college transition workshop to help solve a challenge during their first semester. A student commented, “It helped me deal with the situation of behavior and drinking among all the roommates. I also sought help from my family as to how to handle the situation.” And from another, “Discussing time management, amount of studying that is required, and how to handle stress helped me make good decisions when planning my days.”

Twenty-one parents (81%) also used information learned in the workshop to manage emotions and conflict. One parent shared, “Being firm and using tough love, but sympathetic enough to hear what she was saying. She wanted to come home many nights, but I said no and cried along with her many nights.” Another responded, “I needed to give him space and realize growing independence was healthy and normal. I had to limit calls to give him some space, set boundaries.”

**Objective 2: Increase communication and problem-solving skills.**

In the retrospective end-of-session evaluations completed by parents, an increase was made in discussing with their student the transition to college. Before the workshop, 29 parents (53%) indicated that they and their student discussed the transition to college. That increased to 53 (96%) after the workshop.

Thirty students (54%) reported that prior to the workshop they discussed the college transition with their parents. After the workshop, 50 students (89%) had discussed this with their parents.

The follow-up survey showed examples of increased communication and problem solving. A student said that the workshop “provided me with strategies and I remembered the information to help me problem solve.” A parent remarked, “We openly communicated about this challenge and worked out a compromise.” Another said, “I think some challenges were averted by the discussions we had ahead of time, because of the series.”

**Objective 3: Create a plan for students to utilize when faced with specific issues, conflicts or crises.**

The retrospective end-of-session evaluations completed by both students and parents showed an increase in the number of families that had a plan for addressing issues as is shown in Figure 4.

**Figure 4. Retrospective End-of-Session Evaluation. Comparison of before and after responses of parents and students who answered agree or strongly agree that “My student and I have *made a plan* to address potential challenges related to” the following situations.**

	Parent n=55		Student n=56	
	Before	After	Before	After
Achieving academic success during college.	20 36%	47 85%	16 28%	47 84%
Maintaining financial stability during college.	10 19%	42 76%	14 25%	41 73%
Developing and maintaining successful relationships during college.	17 31%	46 84%	22 39%	44 79%
Maintaining good physical and mental health during college.	14 26%	43 78%	27 48%	47 84%

Feedback regarding the development of a plan during the family portion of the workshop was positive as described by one parent:

“I think the two-group method (students & parents) is a very strong, effective method for this topic and age group. The “group” legitimized our discussions with our teen and made this a subject that we could discuss with less condescending from our teen. If we had said we were going to have a written plan (in the areas covered) we would have faced a lot of resistance. Instead with all youth doing the same things with their parents, this process became a “norm.” Worked great, I thought.”

### **Implications**

A structured educational program that provides relevant information and opportunities for parents and students to discuss and plan for the college transition increases confidence and skills in problem solving and communication in both youth and adults.

Emerging adulthood includes the age period from the late teens to the mid-twenties (Arnett, J., 2000). Many people falling in this age category are focused on self exploration and career building and postpone marriage and parenthood until the late twenties or early thirties. The audience for *Are You Ready? The College Transition* is college bound students and their parents. Teens are a common audience reached by 4-H Youth Development Educators, so there’s a natural link for them to work with local partners such as UW-Extension Family Living Educators and school district staff to offer this program to high school students and parents.

The College Transition Program utilizes the family-focused approach by offering simultaneous parent-only and youth-only sessions followed by a family session giving the family an opportunity to communicate and develop a plan. Research supports that family-focused parent education programs are more effective than parent or child only approaches (Huser, Small, Eastman, 2008). Family-focused

parent education is based on an ecological framework. These programs recognize that development within the family and child development occur simultaneously and are “embedded within a broader community environment” (New Jersey Task Force on Child Abuse and Neglect, 2003).

The development team suggests that facilitators involve college students in teaching the student sessions. Students reported they liked to hear from college students or recent college graduates over adults who are further removed from the college experience.

Students should attend the three-session workshop with parents, however parent may attend workshop without their student. It was determined that students attending the workshop without their parents were not as engaged and didn’t seem to receive the full benefit of the curriculum, including the time set aside for families to develop a plan. Parents, however, received the same benefit of the workshop regardless of whether their student joined them or not.

The majority of the parents and students reported that they liked the academic and finance workshop the most. Based on this information, the developers recommend the following teaching order: Academics and Finances, Relationships, and Healthy Choices.

Student and parent participants in the pilot and subsequent workshops have been Caucasian and from small rural communities. *Are You Ready? The College Transition* may need to be adapted by local facilitators to meet the needs of diverse audiences.

The curriculum has been peer-reviewed by UW-Extension specialists and Cooperative Extension specialists in other states. *Are You Ready? The College Transition* was published through UW-Extension Publications and is available for purchase at <http://learningstore.uwex.edu/>. *Are You Ready? The College Transition – Teaching Packet* (Sprain et al, 2009) is available as a paper published by UW-Extension Department of Family Development. Further information on the curriculum is available from any team member or at [www.uwex.edu/ces/cty/washburn/4h/CollegeTransition.html](http://www.uwex.edu/ces/cty/washburn/4h/CollegeTransition.html).

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**Appendix 1**

End of Session Retrospective Evaluation – Parent

***Are You Ready? The College Transition***  
**Evaluation (Parent) n=55**

**Date:** \_\_\_\_\_

Please answer the following “College Transition” evaluation questions. The results of the evaluation will be used for program improvement and will be shared with our funders and others who work with the program. Your participation in this evaluation is voluntary and confidential to the extent allowed by law. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared. If you have any questions, please contact Lori Zierl, Pierce County Family Living Agent at 715-273-6781. A copy of the Human Subjects Protection Approval form is on file in the UW-Extension Provost and Vice Chancellor’s Office, 432 N. Lake St., Madison, WI 53706. Completion of this evaluation implies your consent to participate.

**FIRST**, read each of the statements in the **middle** of the table. Then think back to how you would have answered each of the statements before you completed *Are You Ready? The College Transition* and put those responses in the **left** column.

**NEXT**, in the **right** column, answer how you would rate yourself in each of the categories today, now that you have completed *Are You Ready? The College Transition*.

**Circle the appropriate number using the following key:**

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

<b>BEFORE</b> participating in the workshop series:					<b>I am confident in my <i>student’s</i> ability to:</b>	<b>AFTER</b> participating in the workshop series:					
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	
0	8 15%	15 27%	27 31%	5 9%	Handle the academic challenges of college.	0	0	11 20%	33 60%	11 20%	
1	10 2%	18 18%	25 45%	18 33%	1 2%	Manage a college spending plan (budget).	0	2 4%	9 16%	39 71%	5 9%
1	1 2%	1 2%	18 33%	28 51%	6 11%	Develop and maintain good relationships.	1 2%	0	2 4%	40 73%	11 20%
0	5 9%	17 31%	30 55%	2 4%	Make healthy choices to promote good physical and mental health.	0	1 2%	5 9%	33 60%	15 27%	

BEFORE participating in the workshop series:					My student is aware of <i>resources</i> available to help him/her with:	AFTER participating in the workshop series:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1 2%	16 29%	24 44%	13 24%	0	Academic challenges during college.	0	0	4 7%	39 71%	11 20%
0	16 29%	29 53%	9 16%	0	Financial difficulties during college.	0	0	9 16%	39 71%	6 11%
1 2%	14 25%	25 45%	13 24%	0	Relationship issues during college.	0	0	5 9%	40 73%	8 15%
1 2%	9 16%	27 49%	14 25%	0	Physical and mental health issues during college.	0	0	5 9%	35 64%	12 22%

BEFORE participating in the workshop series:					My student and I have <i>made a plan</i> to address potential challenges related to:	AFTER participating in the workshop series:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	18 33%	16 29%	20 36%	0	Achieving academic success during college.	0	0	7 13%	33 60%	14 25%
0	19 35%	25 45%	8 15%	2 4%	Maintaining financial stability during college.	0	1 2%	11 20%	30 55%	12 22%
0	10 18%	27 49%	17 31%	0	Developing and maintaining successful relationships during college.	0	0	7 13%	34 62%	12 22%
0	9 16%	28 51%	13 24%	1 2%	Maintaining good physical and mental health during college.	0	0	8 15%	30 55%	13 24%

BEFORE participating in the workshop series:					My student and I discuss the transition to college.	AFTER participating in the workshop series:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1 2%	7 13%	18 33%	26 47%	3 5%		0	0	2 4%	21 38%	32 58%

What information has been the *most useful* to you about the *Are You Ready? The College Transition* workshop?

As a result of what you learned from the workshop, what do you *plan to do* to help your student become more prepared for his/her transition to college?

- Discuss topics as a family
- To work on the financial forms/expectations once we receive our financial packet from the college
- Develop a more detailed financial plan. Talk, talk, talk and listen. Make a plan on what exactly she does need for college and what is just fluff.
- Have a good Financial plan, talk about what is expected of her and of us as parents. Communication!
- Work on transitional plans - time mgt, working on laundry
- Get a debit card. No car.
- More discussion
- Discuss as a family, at length, the financial responsibilities and agreements.
- Engage in more direct conversations
- Talk more about what is happening - let him learn on his own and be there to talk with him about what is going on
- Review expenses. Review expectations
- Notes on Academics and Finance. Notetaking (Time Mgmt and SLEEP's value)
- Finances/personal budgeting
- Talk with her more in general
- Complete the financial plan. Revisit the campuses being considered
- Research all colleges she is interested in more thoroughly. Make 2 - 3 trips there instead of just the one
- I plan to have more conversations with her regarding specific issues (as discussed) so that she will know beforehand where to go for help, what things cost, etc.
- We plan to discuss further 'transition' issues throughout her senior year.
- Talk more specific about different aspects of being on their own
- Help decide what school, what field of study that will be best for them
- talk more, plan classes and breaks
- Get more involved, discuss all aspects of college life
- Work on the plans for each of the areas we covered. We will probably work on these plans later on in the school year - summer - closer to school. My daughter will take it more seriously as the time gets closer
- Provide support in all the areas as she gets closer to that day. Scholarship apps, housing apps., etc.
- Develop coping skills. Work on study habits. Work on strategies to help make it fun and easy. Allow my child independence but be there if problems or concerns arise.
- Continue to write things down in preparation for college. Talk more and get the family prepared for the transition.
- Talk more-but then also listen, listen, listen.
- Allow student to make decisions and stand behind them
- Sit down and have more discussions about all areas addressed in these workshop to make sure we have covered all the bases!
- Communicate more often, be more open to their views, continue to talk to our families values and beliefs
- Go over some "what if" scenarios about roommates, drinking, academics, money, etc.
- Will write a specific plan(s).
- College is a marathon, not a sprint. Slow down.
- Discuss more issues and help with making plans to deal with new situations for them.

- Help him lay out budget.  
Plan for scheduling/time management.
- Talk about topics from the workshop - keep communications going.
- Listen more to his concerns or questions and respond accordingly, rather than just doling out (unsolicited) advice. Encourage him to express how he's feeling.
- Listen more and let her make choices, but ready to give advice.
- Budget plan, have back-up schedule options before we go to registration.
- Appreciated the "plan" worksheets. We will be using them this summer.
- Communicate! Talk about each issue. Do the what if...
- Do all the worksheets with her and share worksheets with others. Good examples: What if discussions.
- Open communication.
- Do the financial and (unknown word) worksheets early June orientation date for college to get choice of.
- Have an estimated written financial plan.
- Work more on financial things. Use the checklist for moving into college.
- Talk about different scenarios regarding social situations.
- Talk more Listen more
- Remain open minded - try to be a source of stability and a "resource" to my child and a help to her friends.
- I think the biggest challenge will be finances as she hasn't had a job and she hasn't really had money to manage.
- Talk, talk, talk, listen, listen, listen
- Discuss stress, alcohol use
- Support them with transition

Were there any topics missing that you wanted covered?

Other comments:

\_\_\_\_\_ asks that you voluntarily respond to the questions below. The cumulative demographic information will be used to enhance our programming efforts.

**Gender:**  13 \_\_\_ Male       37 \_\_\_ Female

<b>Race/Ethnicity:</b>	<b>Age:</b>
<input type="checkbox"/> Black (Not of Hispanic Origin)	<input type="checkbox"/> 17 or less
<input type="checkbox"/> Asian or Pacific Islander	<input type="checkbox"/> 18-34
<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> 35-49
<input type="checkbox"/> Hispanic	<input type="checkbox"/> 50-64
<input type="checkbox"/> 50 ___ White (Not of Hispanic Origin)	<input type="checkbox"/> 65+

**Appendix 2**

End of Session Retrospective Evaluation – Student

***Are You Ready? The College Transition  
Evaluation (Student) n=56***

**Date:** \_\_\_\_\_

Please answer the following “College Transition” evaluation questions. The results of the evaluation will be used for program improvement and will be shared with our funders and others who work with the program. Your participation in this evaluation is voluntary and confidential to the extent allowed by law. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared. If you have any questions, please contact Lori Zierl, Pierce County Family Living Agent at 715-273-6781. A copy of the Human Subjects Protection Approval form is on file in the UW-Extension Provost and Vice Chancellor’s Office, 432 N. Lake St., Madison, WI 53706. Completion of this evaluation implies your consent to participate.

**FIRST**, read each of the statements in the **middle** of the table. Then think back to how you would have answered each of the statements before you completed *Are You Ready? The College Transition* and put those responses in the **left** column.

**NEXT**, in the **right** column, answer how you would rate yourself in each of the categories today, now that you have completed *Are You Ready? The College Transition*.

<b>Circle the appropriate number using the following key:</b>										
					1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree					
<b>BEFORE</b> participating in the workshop series:					<b>I am confident in my ability to:</b>	<b>AFTER</b> participating in the workshop series:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	12 21%	19 35%	19 35%	6 11%	Handle the academic challenges of college.	0	0	11 20%	35 63%	10 18%
4	15 7%	20 27%	16 29%	1 2%	Manage a college spending plan (budget).	0	2 4%	10 18%	38 68%	6 11%
0	7 13%	14 25%	25 45%	10 18%	Develop and maintain good relationships.	0	0	3 5%	30 54%	24 43%
1	6 2%	15 11%	26 46%	8 14%	Make healthy choices to promote good physical and mental health.	0	0	6 11%	27 48%	22 39%

BEFORE participating in the workshop series:					I am <i>aware of resources</i> available to help me with:	AFTER participating in the workshop series:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1 2%	7 13%	23 41%	25 45%	0	Academic challenges during college.	0	0	6 11%	31 55%	19 35%
0	14 25%	22 39%	17 30%	3 5%	Financial difficulties during college.	0	0	11 20%	30 54%	15 27%
1 2%	9 16%	24 43%	22 39%	0	Relationship issues during college.	0	0	5 9%	41 73%	10 18%
5 9%	8 14%	12 21%	26 46%	4 7%	Physical and mental health issues during college.	0	0	3 5%	37 66%	16 29%

BEFORE participating in the workshop series:					I have <i>made a plan</i> to address potential challenges related to:	AFTER participating in the workshop series:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4 7%	16 29%	20 36%	12 21%	4 7%	Achieving academic success during college.	0	3 5%	7 13%	38 68%	9 16%
5 9%	14 25%	24 43%	11 20%	3 5%	Maintaining financial stability during college.	1 2%	3 5%	11 20%	31 55%	10 18%
3 5%	9 16%	22 39%	17 30%	5 9%	Developing and maintaining successful relationships during college.	0	1 2%	11 20%	28 50%	16 29%
3 5%	6 11%	20 36%	19 35%	8 14%	Maintaining good physical and mental health during college.	0	1 2%	8 14%	28 50%	19 35%

BEFORE participating in the workshop series:					My parent/s and I discuss the transition to college.	AFTER participating in the workshop series:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4 7%	7 13%	15 27%	22 39%	8 14%		0	1 2%	5 9%	22 39%	28 50%

What information has been the *most useful* to you about the *Are You Ready? The College Transition* workshop?

As a result of what you learned from the workshop, what do you *plan to do* to become more prepared for your transition to college?

- Communicate with my family!
- have a plan before I go; decide what kind of people I want to find
- Make more plans to help manage my stress and talk more freely about my problems.
- Make a plan financially.
- Sign up for scholarships - lots of them
- Financial planning for college.
- Prepare to study more.
- Study more.
- Make a plan for managing my time.
- Nothing really
- Work hard and relax
- really set times for classes that will work for me
- Talk more to my parents
- plan everything right away/be prepared
- Making plans with my parents. Thinking things over all of the way
- Make my schedule to fit my lifestyle
- Take the time to get help or information
- How to manage and use time wisely
- Make goals and lists of what I expect from myself
- Study, talk and figure everything out
- Be more organized
- make a few plans
- actually nothing i wasn't already going to do
- Pretty much everything discussed over the 3 days
- Talk to people at college
- Talk more with my parents to make a plan
- Study and make friends
- apply early for financial aid, look early for jobs
- Study hard
- Schedule, be on time, know your schedule.
- Prepare a budget and figure out how to pay for everything
- Think more, study, and sleep, also have some fun.
- Make plans for better personal management.
- I plan to plan?
- Budget
- Make plans/schedules for daily like, situations before I go to college
- Think about what I learned-prepare mentally  
Talk to my parents more about finances
- Keep planning and communicating with parents
- Become more mentally prepared, Talk with my parents about it more
- I plan on making sure me and my roommate are on the same page so no problems come up. I also plan on joining several clubs and organizations to meet new people and hopefully lifelong friends.

- Continue talking to my parents; improve the communication with them. I'll keep a better eye on my personal finances now so I have more when I leave.
- Staying connected to family, but not obsession - a necessity. Have goals and expectations - academically and socially.
- Discuss with school and roommate to acquaint with them better.
- Have a schedule and calendar.
- Set a plan for scheduling and budgeting.
- Plan out eating habits, focus more on physical health.
- Make more plans
- Just get mentally ready.
- Make sure that I cover important things in a roommate contract to prevent issues down the road. Plan out on paper: roommate contract schedule
- Get loans and financial help.
- Ask questions.

Were there any topics missing that you wanted covered?

Where do you plan to go to school? Please check one.

- 52 Four-year college  
 1 Two-year college  
 2 Technical school  
 Other

Are you the first in your family to go to college? Please circle one.

YES 22 NO 36

Other comments:

\_\_\_\_\_ asks that you voluntarily respond to the questions below. The cumulative demographic information will be used to enhance our programming efforts.

**Gender:**  17 Male  38 Female

<b>Race/Ethnicity:</b>	<b>Age:</b>
<input type="checkbox"/> Black (Not of Hispanic Origin)	<input type="checkbox"/> 17 or less
<input type="checkbox"/> Asian or Pacific Islander	<input type="checkbox"/> 18-34
<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> 35-49
<input type="checkbox"/> Hispanic	<input type="checkbox"/> 50-64
<input checked="" type="checkbox"/> 53 White (Not of Hispanic Origin)	<input type="checkbox"/> 65+

**Appendix 3**  
Long-term Evaluation – Student

**College Transition**  
**9-Month Follow-Up Evaluation – Student n=15**

Date \_\_\_\_\_

Code \_\_\_\_\_

Please answer the following “College Transition” evaluation questions. The results of the evaluation will be used for program improvement and will be shared with our funders and others who work with the program. Your participation in this evaluation is voluntary and confidential to the extent allowed by law. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared. If you have any questions, please contact Lori Zierl, Pierce County Family Living Agent at 715-273-6781. A copy of the Human Subjects Protection Approval form is on file in the UW-Extension Provost and Vice Chancellor’s Office, 432 N. Lake St., Madison, WI 53706. Completion of this evaluation implies your consent to participate.

Please respond to each of the statements below by checking one of the following options: A great deal, quite a bit, somewhat, not at all or don’t know.

<b>To what extent did the College Transition Workshop series help you...?</b>	<b>A Great Deal</b>	<b>Quite a Bit</b>	<b>Somewhat</b>	<b>Not At All</b>	<b>Don’t Know</b>
Manage your money in college	3 20%	7 47%	4 27%	0	1 7%
Manage your time in college	3 20%	6 40%	5 33%	0	1 7%
Study in college	1 7%	3 20%	9 60%	1 7%	1 7%
Plan your class schedule	3 20%	6 40%	2 13%	2 13%	1 7%
Interact with your professors	3 20%	2 13%	7 47%	2 13%	1 7%
Interact with your roommate/s	4 27%	8 53%	1 7%	1 7%	1 7%
Communicate with your parent/s	4 27%	5 33%	5 33%	0	1 7%
Get involved in new activities	2 13%	8 53%	2 13%	1 7%	1 7%
Utilize campus resources	0	9 60%	4 27%	1 7%	1 7%
Plan for eating well	1 7%	7 47%	5 33%	1 7%	1 7%
Plan for getting physical activity	2 13%	8 53%	4 27%	0	1 7%
Plan for getting enough sleep	1 7%	6 40%	6 40%	1 7%	1 7%

Manage your stress	5 33%	2 13%	7 47%	0	1 7%
Make healthy choices about using alcohol or other drugs	6 40%	5 33%	3 20%	0	1 7%
Make healthy choices about engaging in sexual activity	7 47%	1 7%	5 33%	1 7%	1 7%

Please respond to each option below by checking one of the following: Extremely useful, useful, somewhat useful, not useful, or did not use.

<b>Please rate the usefulness of the following sources of information related to your preparation for the transition to college.</b>	<b>Extremely Useful</b>	<b>Useful</b>	<b>Somewhat Useful</b>	<b>Not Useful</b>	<b>Did Not Use</b>
The College Transition Workshop Series	2 13%	10 67%	2 13%	0	1 7%
Parent/s	5	6	2	0	2
Friend/s	1	4	4	1	5
Sibling/s	4	4	3	1	3
High school teacher/s	3	5	5	1	1
High school counselor	3	3	6	3	3
Books	0	7	6	0	2
College websites	4	3	6	0	2
Other internet resources	4	2	2	1	6
College orientation program	3	6	4	1	1
Other, please identify					

- Describe a challenge that you faced during your first semester at college/technical school.
- Did any of the information you learned as a participant of the College Transition Workshop series help you solve this challenge?

YES 12 (80%) NO 3 (20%)

- If YES, how did the information from the College Transition series help you manage the challenge?
  - It taught me how to interact with him even if he is very creepy.
  - listened to the pros; manage time/homework - set aside time!
  - roomie problems, preparing for situations with parents

- It helped me deal with the situation of behavior and drinking among all the roommates. I also sought help from my family as to how to handle the situation. It was hard for the first six weeks, but then settled down after that. We just had to get used to one another.
  - Discussing time management, amount of studying that is required, and how to handle stress helped me make good decisions when planning my days.
  - Looked back over the handouts!! Read in the Naked Roommate book!! Talked myself through it!!
  - It helped me make better choices in my study habits and to manage my time better.
  - Notecards, time management, need to take breaks.
  - By making notecards and reading it over and over it told me.
  - I found other people to help me study and will be doing even more in the future.
  - Provided me with strategies and I remembered the information to help my problem solve.
- If NO, was there any other information from the College Transition series that really stood out or made a positive difference for you during your first semester at school? Please describe?
  - Now that you have experienced some time in college, please tell us if there is something we should have included in the College Transition Workshop series?
  - Please AGREE or DISAGREE with the following statement...

“I would recommend the College Transition Workshop to a friend.”

AGREE 14      DISAGREE 0

**Appendix 4**

Long-term Evaluation – Parent

**College Transition  
9-Month Follow-Up Evaluation – Parent n = 28**

Date \_\_\_\_\_

Code \_\_\_\_\_

Please answer the following “College Transition” evaluation questions. The results of the evaluation will be used for program improvement and will be shared with our funders and others who work with the program. Your participation in this evaluation is voluntary and confidential to the extent allowed by law. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared. If you have any questions, please contact Lori Zierl, Pierce County Family Living Agent at 715-273-6781. A copy of the Human Subjects Protection Approval form is on file in the UW-Extension Provost and Vice Chancellor’s Office, 432 N. Lake St., Madison, WI 53706. Completion of this evaluation implies your consent to participate.

Please respond to each of the statements below by checking one of the following options: A great deal, quite a bit, somewhat, not at all or don’t know.

<b>To what extent did the College Transition Workshop series help you...?</b>	<b>A Great Deal</b>	<b>Quite a Bit</b>	<b>Somewhat</b>	<b>Not At All</b>	<b>Don’t Know</b>
Communicate with your student	4 14%	19 68%	5 18%	0	0
Help your student solve problems	4 14%	12 43%	11 39%	0	1 4%
Help your student manage stress	3 11%	11 39%	10 36%	0	4 14%
Manage your own stress	4 14%	14 50%	9 32%	1 4%	0
Stay connected to your student	3 11%	15 53%	9 32%	1 4%	0
Help your student become more independent	4 14%	16 57%	5 18%	1 4%	0
Communicate your values about unhealthy choices	5 18%	17 61%	5 18%	0	1 4%
Deal with the changes in your student’s attitudes and behaviors	4 14%	15 53%	8 29%	1 4%	0

Please respond to each option below by checking one of the following: Extremely useful, useful, somewhat useful, not useful, or did not use.

Please rate the usefulness of the following sources of information related to your preparation for your student's transition to college.	Extremely Useful	Useful	Somewhat Useful	Not Useful	Didn't Use
The College Transition Workshop	9 (32%)	14 (50%)	4 (14%)	0	1 (4%)
Other parent/s	3	11	14	0	0
Friend/s	3	8	16	0	1
Teacher/s	2	9	12	1	4
High school counselor	1	5	8	6	7
Books	5	4	9	1	9
College websites	2	11	8	0	7
Other internet resources	1	12	1	1	12
College orientation program	9	17	1	0	1
Other, please identify _____					

- Describe a challenge that you or your student faced during his/her first semester at college/technical school.
- Did any of the information you learned as a participant of the College Transition Workshop series help you solve this challenge?

YES 21 (81%) NO 5 (19%)

- If YES, how did the information from the College Transition series help you or your student manage the challenge?
  - By setting limitations on stressful situations. Being Humble
  - didn't go and pick her up right away
  - Discussed how to deal calmly with a sticky situation. Explained options to talk to such as Resident Assistant or Hall Director and the consequences of the roommate agreement that they both signed. We also discussed positive actions of his own and to get involved on campus in good activities. Surround himself with good friends and good choices.
  - The program prepared us for the "phone call" of frustration of college courses being harder than H.S. and typical A students will face the prospect of lower grades in large 400+ freshman classes. Prepared us not to panic, expect this and counsel our student how to use college resources to get herself thru the crisis. WE supported her. She went to advisor who counseled her through getting one C would not affect overall GPA significantly because she had all A's in other classes. She went to the Resource Center for help with test anxiety and study techniques which helped her. She also went to her professor who allowed her to take test separate – she got a B! Then for finals, professor let her wear earplugs in large group final to help alleviate distractions. The class helped prepare us to help her use the college resources. Her University is a challenging academic environment where large classes "weed" out students who don't meet the challenge.

The book provided to the students was great! She read and was prepared for many things that we hadn't discussed. Also the "roommate" emphasis was helpful as our daughter was more prepared to share space, food, study habits. She was more prepared to share concerns, frustrations honestly and resolve them quickly.

The socialization info provided in this class we think really helped our student be prepared to ease through the transition and focus on academics. She ended 1st semester on the Dean's List and Honors! Thank you for the great prep and class!

- The University worked with us to complete her semester.
  - Being firm and using tough love, but sympathetic enough to hear what she was saying. She wanted to come home many nights, but I said no and cried along with her many nights.
  - she tends to go to the computer lab to try and study since there is often too much going on in her dorm.
  - The book "The Naked Roommate" had lots of good advice on how to deal with roommate problems as well as in the discussion groups.
  - It helped me to remember it was my daughter's situation to deal with.
  - We openly communicated about this challenge and worked out a compromise.
  - helped us to discuss many financial and incidental items that we wouldn't have thought of ...i.e. who pays cell phone bill, changing magazine subscriptions, insurance. et/
  - Remembering info about time management, setting priorities to ease my stress remembering what other parents said and learning to let go - but being there when she asked questions or needed a shoulder to cry on - helping her remember what we learned in class.
  - I needed to give him space and realize growing independence was healthy and normal. I had to limit calls to give him some space, set boundaries.
  - We won the book - my daughter read it - she was prepared - info was great. Handouts wonderful - it prevented problems by being prepared.
  - I think some challenges were averted by the discussions we had ahead of time, because of the series.
  - Helped us understand who to contact and how to handle the change in focus.
  - It provided information on issues that needed to be discussed with our student, so was a useful "prompt" to do so. The student interviews were useful, both for students and parents. It was good to hear their stories to help make it all more "real". At this point, I'm not remembering everything that was covered in the workshop, however, I do recall the facilitators' presentations and discussions with this which helped to bring up topics for discussion that needed to be addressed without student (e.g. money management, health services, healthy choices, study habits, etc.)
  - Having other voices relate that "you are now the one in charge" was good. Seeing and hearing the student interviews about their individual choices and actions did help.
  - Able to say "no" without making a big deal about it. We were forewarned this may arise.
  - We were told of the various types of loan options available and how to access on-line.  
We were uncertain, apprehensive and clueless when the class began, but it seemed to help us adapt to a better and more comfortable way of approaching these decisions.
- If NO, was there any other information from the College Transition series that really stood out or made a positive difference for you or your student during his/her first semester at school? Please describe?
  - Now that your student has spent some time in college, please tell us if there is something we should have included in the College Transition Workshop series?
  - Please AGREE or DISAGREE with the following statement...

"I would recommend the College Transition Workshop to a friend."

AGREE 28 (100%)      DISAGREE 0