

**Department of Family Development  
Department Paper  
May 2009**

**Are You Ready? The College Transition  
Teaching Packet, 2008**

**Joan Sprain, Assistant Professor, UW-Extension Family Living Educator, St. Croix County**  
1960 8th Avenue, Suite 140, Baldwin, WI 54002  
joan.sprain@ces.uwex.edu

**Kristen Bruder, Assistant Professor, UW-Extension Family Living Educator, Dunn County**  
300 Wilson Avenue, Room 330, Menomonie, WI 54730  
kristen.bruder@ces.uwex.edu

**Dianne Weber, Professor, UW-Extension Family Living Educator, Washburn County**  
850 W Beaverbrook Avenue, Suite 1, Spooner, WI 54801  
dianne.weber@ces.uwex.edu

**Lori Zierl, Professor, UW-Extension Family Living Educator, Pierce County**  
412 West Kinne Street, Box 69, Ellsworth, WI 54011  
lori.zierl@ces.uwex.edu

**Annette Bjorklund, Associate Professor, UW-Extension 4-H Youth Development Educator, Washburn County**  
850 W Beaverbrook Avenue, Suite 1, Spooner, WI 54801  
annette.bjorklund@ces.uwex.edu

**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. This paper describes the need, curriculum design, testing, implementation, evaluation results and implications for the future.

Date approved by Research and Studies Committee: \_\_\_\_\_

## Situation Statement

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). This increased demand for counseling also reflects the pressures and problems present in contemporary American culture as a whole (Berger, 2002; Goetz, 2002).

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. To identify needs of local students, the college transition 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 (Appendix 2). 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. The curriculum has been peer-reviewed by UWEX Specialists and cooperative extension specialists in other states. Pilot workshops (two, three-session pilots and two, two-hour session pilots) were conducted and evaluated at several different sites during program development.

## Objectives

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

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

The program does not address choosing a college, choosing a major, or applying for financial aid. It 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 report of the focus group interviews conducted at the University of Wisconsin-River Falls and University of Wisconsin-Barron County (Appendix 1) 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 (Appendix 2) in the areas of college transition and emerging adulthood also suggested themes that needed to be considered. From this review, the team was able to identify four major areas of focus:

- Academics,
- Finances,
- Relationships with parents and peers, and
- Making healthy choices about physical well being, stress, drugs and alcohol and sexual activity.

## Methodology

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.

Content incorporated into the curriculum as a result of the literature review included research on sleep, college debt, emerging adult development, frozen grief, 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. Participants also suggested that current college students serve as peer coaches. College students now serve as team teachers as the curriculum is implemented.

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.

The curriculum includes:

- Three-Session Program: PowerPoint presentations with embedded videos:
  - Introduction
  - Academics & Finances – Student
  - Academics & Finances – Parent
  - Relationships – Student
  - Relationships – Parent
  - Healthy Choices – Student
  - Healthy Choices – Parent
- Two-Hour Program
- User Guide
- Handouts:
  - Student Handouts
  - Parent Handouts
  - Family Handouts
- Activity Masters
- Three-Session Program Evaluations:
  - Sample Evaluation (Parent)
  - Sample Evaluation (Student)
- Two-Hour Program Sample Evaluation
- 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.

*Are You Ready? The College Transition* is designed to be learner driven and includes various teaching methods including small and large group discussions, small and large group activities, behavior practice, vignettes and family-based interactive work.

The developers offered two, three-session pilots and two, two-hour session pilots. End-of-session evaluations (Appendix 3) were utilized in all four teachings with a long-term evaluation implemented for the two, three-session series. After results of the pilots were tabulated and peer review feedback was collected, the program developers made final changes to the curriculum. The curriculum was published through UW-Extension Publications and each UWEX County Office received a copy. It is also being used by colleagues across the country. The North Dakota State Extension Service has purchased the license to adapt the curriculum and UWEX team members will be providing training to NDSU Extension staff and community partners during October 2009.

## Results and Findings

Team members taught the three-session workshop series five times, with 56 adults and 58 students attending at least one session. Of those participants attending two or more sessions 31 students and 26 adults completed a post-session retrospective evaluation to assess knowledge and attitude change as a result of participating in the workshop series.

Based on workshop evaluations, including anecdotal feedback, important findings were made in regard to the curriculum. Student evaluations indicated the curriculum needed more positive information. Their comments revealed too many negatives were reported about college life and not enough positive scenarios were included. Further, students reported they liked to hear from college students or recent college graduates over adults who are further removed from the college experience. It was also 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. Based on this information, the developers recommend that students should always participate in the three-session workshop with their parents and, although highly encouraged to attend with their student, parents should be allowed to attend without their student. 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.

Finally, feedback regarding the development of a plan during the family portion of the workshop was overwhelmingly 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.”

In addition, a nine-to-14-month follow-up evaluation (Appendix 4) was implemented with participants attending two or more sessions to assess long-term impact of the program (after the students completed their first semester of college). Nine student surveys and fourteen parent surveys were returned. Possible reasons for the lower return rate are the timing of the follow-up evaluation implementation (winter break) and the use of a hard copy versus an on-line version of the instrument.

When students were asked to rate the extent to which the College Transition workshop series helped them with various needs/situations, the number/percent that answered a great deal or quite a bit is documented in Figure 1. Eighty-nine percent of students (8 of 9) rated the College Transition workshop as being extremely useful or useful.

When adults were asked to rate the extent to which the College Transition workshop series helped them with various needs/situations, the number/percent that answered a great deal or quite a bit is documented in Figure 2. Seventy-nine percent of adults (11 of 14) rated the workshop series extremely useful or useful. The remaining respondents rated it somewhat useful.

**Figure 1**  
**Student Follow-up Evaluation**  
n=9

**Number/percent of students who answered that the program helped them a great deal or quite a bit with the following situations:**

Make healthy choices about using alcohol or drugs	8/89%
Get involved in new activities	8/89%
Plan for getting physical activity	8/89%
Plan your class schedule	7/78%
Interact with your roommates	7/78%
Communicate with your parents	7/78%
Utilize campus resources	7/78%
Manage your time in college	6/67%
Manage your money in college	6/67%
Make healthy choices about engaging in sexual activity	6/67%

**Figure 2**

**Parent Follow-up Evaluation**  
n=14

**Number/percent of parents who answered that the program helped them a great deal or quite a bit with the following situations:**

Communicate with your student	11/79%
Communicate your values about unhealthy choices	11/79%
Help your student become more independent	10/71%
Manage your own stress	10/71%
Help your student solve problems	9/64%
Stay connected to your student	9/64%
Deal with the changes in your student's attitudes and behaviors	9/64%
Help your student manage stress	7/50%

When adults were asked to describe how the workshop helped them or their student manage a challenge, one parent responded:

“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.”

One-hundred percent of students (9 of 9) and adults (14 of 14) agreed that they would recommend the College Transition workshop series to a friend.

**Implications and Recommendations to Profession:**

Emerging adulthood, as coined by Dr. J. Arnett, Research Professor of Psychology at Clark University, 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. This stage of development is a new audience for Family Living Extension educators and offers new programming opportunities. *Are You Ready? The College Transition* addresses emerging adulthood audiences but is limited to college bound students and their parents. Some of the content within *Are You Ready? The College Transition* could be useful to non-college bound youth. However, other programs are needed to address this population.

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 use of technology has exploded since 1993 when internet service providers commercialized the internet. The applications for computers, the internet, and digital devices have broadened and “potential uses have expanded to thousands of possibilities, from digital imaging and photography to educational games and simulations” (Dennis, Ebata, 2005). With more than 54 million households having one or more computers in their household and approximately 42% of households having internet access (U.S. Census Bureau, 2001), it is imperative that educators consider utilizing technology to capture new delivery methods for research based information. *Are You Ready? The College Transition* does incorporate various forms of technology in the curriculum. However, it will be necessary to continually update both the parent and student portions as technology trends continue.

## References:

- American College Health Association. (2008). American College Health Association-National College Health Assessment Spring 2007 Reference Group Data Report (Abridged). *Journal of American College Health*, 56(5), 469-479. Retrieved May 10, 2008, from [http://www.acha-ncha.org/pubs\\_rpts.html](http://www.acha-ncha.org/pubs_rpts.html)
- Arnett, J. (May 2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.
- Berger, L. (2002, January 13). *The therapy generation*. New York Times.
- Brown, F., Buboltz Jr., W., & Soper, B. (Spring 2002). Relationship of sleep hygiene awareness, sleep hygiene practices, and sleep quality in university students. *Behavioral Medicine*.
- Dennis, S., & Ebata, A.T. (2005). Family life education on the technological frontier. In S.F. Duncan & H. W. Goddard (Eds.), Outreach in Family Life: Principles and Practices for Effective Family Life Outreach Education (pp. 180-219). Thousand Oaks, CA: Sage.
- Dunkcan, Stephen F., and H. Wallace Goddard. Family Life Education: Principles and Practices for Effective Outreach. Minneapolis: SAGE Publications, Incorporated, 2005.
- Huser, M. et al. (2008). What research tells us about effective parenting education programs. (January 2008). What Works, Wisconsin Fact Sheet.
- Kadison, R. & DiGeronimo, T. Foy. (2004). *College of the overwhelmed: The campus mental health crisis and what to do about it*. California: Jossey-Bass.
- Kitzrow, M. (2003). The mental health needs of today's college students: Challenges and recommendations. *NASPA Journal*, 41(1), 167-181. Retrieved on May 22, 2008, from <http://publications.naspa.org/cgi/viewcontent.cgi?article=1310&context=naspajournal>.
- New Jersey Task Force on Child Abuse and Neglect. Family Support of America. (2003). *Standards for Prevention Programs: Building Success through Family Support*. State of New Jersey, Department of Human services.
- U.S. Census Bureau, 2001. Retrieved on May 22, 2008, from <http://www.census.gov/>.
- Wirt, J., Choy, S., Provasnik, S., Rooney, P., Sen, A., & Tobin, R. (2003). *The Condition of Education 2003* (NCES 2003-067). U.S. Department of Education (NCES). Washington, DC: US Government Printing Office.

## Appendix 1

### Focus Group Interview Results

University of Wisconsin – River Falls

University of Wisconsin – Barron County

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.

Most participants placed the level of college student stress as “Moderate.” No group placed a high proportion of students in either the “Little or No” or “High” categories.

- There were some notable differences about the proportion of students believed to be experiencing “Fairly High” stress levels. Faculty/staff and freshmen at UWBC perceived more students with “Fairly High” stress levels than other groups.
- UWRF freshmen placed a much smaller proportion in the “Fairly High” category.
- Overall, stress levels may be higher among UWBC students.
- Sources of stress include tests, assignments, conflicting demands on time, financial issues, the need to make new friends, separation from family, roommate conflicts, changing relationships with family, finding life direction, and questioning of personal value systems.

The major sources of stress varied between the two campuses.

- A powerful common theme among the UWBC groups was the impact of conflicting time demands, particularly between school and work, and the need for time management skills. Although the UWRF groups also reported it as a concern, it stood out more prominently at UWBC. The commuters in the UWBC groups often found their family relationships changed even though they continued to live at home.
- There is a group of additional social issues for those who move away from home to attend college, including the formation of new friendships and social contacts, family separation concerns and roommate issues. This theme was picked up in multiple groups, but more frequently among the UWRF groups because more of the UWRF students reside on campus rather than commute from home. Concerns about life direction were also mentioned as a stressor at UWRF.
- Most, but not all, students from both campuses were surprised by the increased expectations in college compared to high school, the need to be self-disciplined, and the easy accessibility of the professors.
- Common stress relievers include a wide variety of activities, including socializing in person and via Internet, exercising/sports, entertainment such as TV, and drinking/partying.
- UWBC freshmen cited the use of tutors and study groups to relieve academic stress.
- Many students wish they had known in high school how much more demanding college would be.
- Specific suggestions included:
  - Many said that their college stress would have been reduced if they had taken more courses to prepare them for college or if their high school classes had been more demanding.
  - Further, efforts to improve the time management skills of students would likely be beneficial to students making the transition to college. One common piece of advice was to be organized and to avoid procrastination.
  - Another common suggestion was to take Advanced Placement courses to gain experience with college expectations.
  - Some suggested inviting high school alumni who are in college to come back

- to share their experiences and advice, since they would have more credibility.
  - Restructure some of the senior-level high school courses to place more responsibility on the student as a way to emulate the expectations in college courses. For example, providing seniors with a syllabus for the quarter that identifies due dates for projects and expecting them to conform to the schedule without additional reminders.
  - Opinions among the students, faculty/staff, and parents were highly varied about the value of high school guidance counselors in helping high school students prepare for college, but negative comments were more common, often citing the large counselor-to-student ratio as an impediment to accessibility and effectiveness.
- There is no single dominant source for information on the transition to college. Parents and students use a wide variety of sources, including Internet web sites of colleges under consideration, campus visits, and word-of-mouth advice from friends, family, and teachers.
  - Parents had many concerns about how their children would make the transition, but most were pleased that the transition was mostly going well and with the growth that they had seen in their children.

## Appendix 2

### The College Transition Literature Review

#### Academics and Finances

Poor sleep quality can lead to anxiety, depression, reduced physical health, cognitive difficulties (poor problem-solving and attention difficulties), and increased use of drugs and alcohol. (Brown, F., Buboltz Jr., W., & Soper, B. (Spring 2002). Relationship of sleep hygiene awareness, sleep hygiene practices, and sleep quality in university students. *Behavioral Medicine*).

To earn a bachelor's degree:

students who attended one school took an average of 51 months.

students who attended two schools took an average of 59 months.

students who attended three or more took an average of 67 months.

(Wirt, J., Choy, S., Provasnik, S., Rooney, P., Sen, A., & Tobin, R. (2003). *The Condition of Education 2003* (NCES 2003-067). U.S. Department of Education (NCES). Washington, DC: US Government Printing Office.

The average undergraduate college student in 2004 graduated with over \$20,000 in debt. (Nellie Mae. (2004). *2004 Credit Card Usage Analysis Summary Statistics*).

Most experts recommend that undergraduate students work no more than 20 hours per week. (Dundes, L. & Marx, J. (2006-2007). Balancing work and academics in college: Why do students working 10 to 19 hours per week excel? *Journal of College Student Retention*, 8 (1), 107-120.

#### Relationships

Families experience frozen grief when they change. When children grow up and leave home, their status as in or out of the family is often confusing (*University parent: Keeping you connected to the Twin Cities campus*. (Orientation, 2007). Minneapolis: University of Minnesota Office for Student Affairs.

Emerging adulthood is marked by many developmental tasks such as identity formation which high school students experience adult supervision fifty-sixty hours per week between teachers at high schools and parents at home. College freshman have zero hours of supervision. (Raison, B. (2007). *College 101: Strategies for 1<sup>st</sup> year college success*. Ohio: College 101 Seminars.

Brain research shows that the organization and management center of the brain is not fully developed until early 20's. (Walsh, D. (2004). *Why do they act that way? A survival guide to the adolescent brain for you and your teen*. New York: Free Press.

A strong relationship with parents provides grounding and guidance as students weigh the difference between healthy experimentation and dangerous behaviors. (*University parent: Keeping you connected to the Twin Cities campus*. (Winter 2004). Minneapolis: University of Minnesota Office for Student Affairs.

A backbone parenting style produces students who are healthier, more responsible, self-reliant, adaptive and successful in school. (Coloroso, B. (2002). *Kids are worth it! Giving your child the gift of inner discipline*. New York: HarperCollins.

Helicopter parents are those who are overly involved in their student's life swooping in to fight their battles and make decisions for them. (*Helicopter parents reconsidered*. (2008). Retrieved May 10, 2008, from <http://www.collegeboard.com/parents/plan/getting-ready/155044.html>)

Incoming freshman who were both high in connectedness and high in separateness from their parents had the best mental health outcomes three months into college. (Baete Kenyon, D., & Silverberg Koerner, S. (2007). College student psychological well-being during the transition to college: Examining individuation from parents. *Journal of Adolescent Health, 40(2) Supplement 1*, S45-S46.

### Healthy Choices

Stress occurs when pressure exceeds perceived ability to cope. (Jones, M. & Ginsburg, K.R. (2006). *Less stress, more success: A new approach to guiding your teen through college admissions and beyond*. American Academy of Pediatrics.

The parental factor that most directly affects the mental health of a college student is communication. College health surveys report that 74.6% of students say they get most of their health information from their parents. (American College Health Association. (2008). American College Health Association-National College Health Assessment Spring 2007 Reference Group Data Report (Abridged). *Journal of American College Health, 56(5)*, 469-479. Retrieved May 10, 2008, from [http://www.acha-ncha.org/pubs\\_rpts.html](http://www.acha-ncha.org/pubs_rpts.html))

Alcohol dramatically impairs the function of the hippocampus. Researchers now believe that this plays a critical role in the ability of alcohol to produce memory impairments, including blackouts. (White A.M., Matthews, D.B., & Best, P.J. (2000). Ethanol, memory and hippocampal function: a review of recent findings. *Hippocampus, 10*, 88-93.

Nineteen percent of students never used alcohol and 14% used but not in the last 30 days. (American College Health Association. (2008). American College Health Association-National College Health Assessment Spring 2007 Reference Group Data Report (Abridged). *Journal of American College Health, 56(5)*, 469-479. Retrieved May 10, 2008, from [http://www.acha-ncha.org/pubs\\_rpts.html](http://www.acha-ncha.org/pubs_rpts.html))

Students, who choose not to drink, may find themselves dealing with the consequences of alcohol or drug consumption.

- 60.0% had study or sleep interrupted.
- 47.6% had to take care of a drunk student.
- 29.2% were insulted or humiliated.
- 9.0% had a serious argument or quarrel.
- 15.2% had property damaged.
- 8.7% were pushed, hit, or assaulted.
- 1.0% of female respondents were a victim of sexual assault or acquaintance rape.

(Wechsler, H., Eun Lee, J., Kuo, M., Seibring, M., Nelson, T.B., & Lee, H. (2002).

Trends in college binge drinking during a period of increased prevention efforts: Findings from 4 Harvard School of Public Health college alcohol surveys: 1993-2001. *Journal of American College Health, 50*, 203-217.

Several studies have shown a number of college students reporting academic consequences of their drinking including missing class, falling behind, doing poorly on exams or papers, and receiving lower grades overall. (Perkins, H. Wesley. (2002). Surveying the damage:

- A review of research on consequences of alcohol misuse in college populations. *Journal of Studies on Alcohol, Supplement 14*, 91-100. Retrieved May 10, 2008, from <http://www.collegedrinkingprevention.gov/SupportingResearch/Journal/perkins.aspx>
- The hippocampus, which handles memory and learning, and the prefrontal area, which plays an important role in forming adult personality and behavior, can become damaged by alcohol use. (American Medical Association. (2008). *Brain damage risks*. Retrieved May 10, 2008, from <http://www.ama-assn.org/ama/pub/category/9416.html>)
- Five-hundred ninety nine thousand students are injured under the influence, 696,000 students are assaulted by another student who has been drinking, and over 970,000 students are victims of alcohol-related sexual assault or date rape. Unintended and unprotected sexual activity is another possible consequence of heavy drinking. Forty percent of college students reported experiencing a blackout within the past year. Seventeen-hundred college students die each year including car crashes. (National Institute of Alcohol Abuse and Alcoholism. *The scope of the problem*. Retrieved May 10, 2008, from <http://pubs.niaaa.nih.gov/publications/arh283/111-120.htm>)
- Thirty percent of (college) dropouts are alcohol-related. (Anderson, D. & Gadaletto, A. (2006). *2006 College Alcohol Survey Results*. George Mason University. Retrieved May 10, 2008, from <http://www.caph.gmu.edu/research.htm>)
- Prescription drug abuse among 18- to 25-year-olds rose 17% from 2002 to 2005. (Prescription drug abuse common in college, experts say. (2007, July 6). LJWorld.com. Retrieved May 10, 2008, from [http://www2.ljworld.com/news/2007/jul/06/prescription\\_drug\\_abuse\\_common\\_college\\_experts\\_say/](http://www2.ljworld.com/news/2007/jul/06/prescription_drug_abuse_common_college_experts_say/))
- Nearly half of all college students report feeling so depressed at some point in time that they had trouble functioning. Fifteen percent reported a diagnosis of depression sometime in their lifetime. (American College Health Association. (2008). American College Health Association-National College Health Assessment Spring 2007 Reference Group Data Report (Abridged). *Journal of American College Health*, 56(5), 469-479. Retrieved May 10, 2008, from [http://www.acha-ncha.org/pubs\\_rpts.html](http://www.acha-ncha.org/pubs_rpts.html))

**Appendix 3**

End of Session Retrospective Evaluation – Parent

End of Session Retrospective Evaluation – Student

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

**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:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5	Handle the academic challenges of college.	1	2	3	4	5
1	2	3	4	5	Manage a college spending plan (budget).	1	2	3	4	5
1	2	3	4	5	Develop and maintain good relationships.	1	2	3	4	5
1	2	3	4	5	Make healthy choices to promote good physical and mental health.	1	2	3	4	5

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	3	4	5	Academic challenges during college.	1	2	3	4	5
1	2	3	4	5	Financial difficulties during college.	1	2	3	4	5
1	2	3	4	5	Relationship issues during college.	1	2	3	4	5
1	2	3	4	5	Physical and mental health issues during college.	1	2	3	4	5

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
1	2	3	4	5	Achieving academic success during college.	1	2	3	4	5
1	2	3	4	5	Maintaining financial stability during college.	1	2	3	4	5
1	2	3	4	5	Developing and maintaining successful relationships during college.	1	2	3	4	5
1	2	3	4	5	Maintaining good physical and mental health during college.	1	2	3	4	5

BEFORE participating in the workshop series:						AFTER participating in the workshop series:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5	My student and I discuss the transition to college.	1	2	3	4	5

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?

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:**  Male  Female

**Race/Ethnicity:**

Black (Not of Hispanic Origin)

Asian or Pacific Islander

American Indian or Alaskan Native

Hispanic

White (Not of Hispanic Origin)

**Age:**

17 or less

18-34

35-49

50-64

65+

## Evaluation (Student)

**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
1	2	3	4	5	Handle the academic challenges of college.	1	2	3	4	5
1	2	3	4	5	Manage a college spending plan (budget).	1	2	3	4	5
1	2	3	4	5	Develop and maintain good relationships.	1	2	3	4	5
1	2	3	4	5	Make healthy choices to promote good physical and mental health.	1	2	3	4	5

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	3	4	5	Academic challenges during college.	1	2	3	4	5
1	2	3	4	5	Financial difficulties during college.	1	2	3	4	5
1	2	3	4	5	Relationship issues during college.	1	2	3	4	5
1	2	3	4	5	Physical and mental health issues during college.	1	2	3	4	5

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
1	2	3	4	5	Achieving academic success during college.	1	2	3	4	5
1	2	3	4	5	Maintaining financial stability during college.	1	2	3	4	5
1	2	3	4	5	Developing and maintaining successful relationships during college.	1	2	3	4	5
1	2	3	4	5	Maintaining good physical and mental health during college.	1	2	3	4	5

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
1	2	3	4	5		1	2	3	4	5

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?

Were there any topics missing that you wanted covered?

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

- Four-year college  
 Two-year college  
 Technical school  
 Other

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

YES            NO

Other comments:

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

Gender:  Male             Female

Race/Ethnicity:

- Black (Not of Hispanic Origin)  
 Asian or Pacific Islander  
 American Indian or Alaskan Native  
 Hispanic  
 White (Not of Hispanic Origin)

Age:

- 17 or less  
 18-34  
 35-49  
 50-64  
 65+

**Appendix 4**

Long-term Evaluation - Parent

Long-term Evaluation - Student

## College Transition 9-Month Follow-Up Evaluation – Parent

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>	A Great Deal	Quite a Bit	Somewhat	Not At All	Don’t Know
Communicate with your student					
Help your student solve problems					
Help your student manage stress					
Manage your own stress					
Stay connected to your student					
Help your student become more independent					
Communicate your values about unhealthy choices					
Deal with the changes in your student’s attitudes and behaviors					

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					
Other parent/s					
Friend/s					
Teacher/s					
High school counselor					
Books					
College websites					
Other internet resources					
College orientation program					
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                      NO

- If YES, how did the information from the College Transition series help you or your student manage the challenge?



## College Transition 9-Month Follow-Up Evaluation - Student

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>	A Great Deal	Quite a Bit	Somewhat	Not At All	Don’t Know
Manage your money in college					
Manage your time in college					
Study in college					
Plan your class schedule					
Interact with your professors					
Interact with your roommate/s					
Communicate with your parent/s					
Get involved in new activities					
Utilize campus resources					
Plan for eating well					
Plan for getting physical activity					
Plan for getting enough sleep					
Manage your stress					
Make healthy choices about using alcohol or other drugs					
Make healthy choices about engaging in sexual activity					

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					
Parent/s					
Friend/s					
Sibling/s					
High school teacher/s					
High school counselor					
Books					
College websites					
Other internet resources					
College orientation program					
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                  NO**
- **If YES, how did the information from the College Transition series help you manage the challenge?**

- **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**

**DISAGREE**