

CLARION **TRANSITIONS**

Fact Sheet

[www/clarion.edu/transitions](http://www.clarion.edu/transitions)

Origin of Clarion Transitions

Clarion *Transitions* reflects the collective wisdom of our faculty, staff, and students. Since its inception in 1999, Clarion *Transitions* represents the dynamic results of continuous external research, local discussion, and local data gathering involving the entire university community. Four themes are primary in all Clarion *Transitions* programming: 1) students must accept responsibility for their education, 2) students must develop relationships with each other, faculty, and staff, 3) students must be engaged in Clarion University, and 4) information and services for students must be provided when they will be most effective, rather than front loading into the freshmen year.

Goals of Clarion Transitions

The goals of Clarion *Transitions* are to help students stay in college and develop permanent ties with Clarion University through co-curricular programming and activities that:

- 1) Cement students' and families' commitment to Clarion University
- 2) Forge positive and active relationships among students, and among students, faculty and staff.
- 3) Guide family members as they support their students during the transition from home to college and from college to work.
- 4) Ensure that students are informed self-advocates who accept personal responsibility for their education.
- 5) Engage students in productive co-curricular and extra-curricular activities.

Each component of *Transitions* has multiple outcomes cross-referenced to the goals. Assessments for each component focus on the outcomes. Sequencing of activities is timed so that activities occur when these are most needed by students, rather in a "front-loaded fashion."

Components and Special Features of Clarion Transitions

Orientation:

Time: Spring and Summer

Length: 12 sessions, 1 day each

Purposes:

- ⇒ Provide students and parents/families with information necessary before move-in
- ⇒ Begin process of relationship-building
- ⇒ Maintain high level of matriculation at the University for entering Fall semester

Special features:

- ⇒ Students obtain full fall and partial spring schedules
- ⇒ Students obtain ID card and activate email account, complete financial aid paperwork, receive health immunizations, complete health information
- ⇒ Students use iClarion to print their schedule and find their advisor
- ⇒ Students and parents/families obtain information from critical campus offices, meet with staff
- ⇒ Students and parents/families meet with administrators and faculty in students' chosen majors
- ⇒ Students obtain contact information for other students, initiate networking over summer

Discovery

Time: "Opening Weekend" prior to start of fall semester

Length: 2-1/2 days

Purposes:

- ⇒ Reinforce and enhance information presented at Orientation
- ⇒ Ensure that students know how to get around in Clarion and on the campus
- ⇒ Help students get to know each other and make new friends
- ⇒ Promote Clarion Pride
- ⇒ Induct students into academic life

Special Features:

- ⇒ Social experiences for students and families/friends
- ⇒ Reinforcement of each student's personal responsibility for his/her academic success
- ⇒ Personal Data Forms Updating; Class Schedule Printing
- ⇒ Assistance with finding classrooms
- ⇒ Mandatory sexual assault education program
- ⇒ Participation in Clarion events and traditions (Clarion Spirit Rally)
- ⇒ Academic Convocation (Induction into the Clarion Academic Community)

Exploration

Time: Freshman year

Length: One year

Purposes:

- ⇒ Encourage student use of campus resources
- ⇒ Engage students in meaningful extracurricular and co-curricular programming
- ⇒ Help students adjust, use good study habits, develop healthy lifestyles, explore diversity, continue thinking about majors and careers, review requirements in their chosen majors, get involved on campus, and enhance their communication skills with each other and with faculty

Special Features:

- ⇒ Programming delivered by student staff, faculty, and student affairs staff
- ⇒ Credit-bearing co-curricular coordinated by faculty and Transitions Team
- ⇒ Year-long, continued reinforcement of critical information and skills

Focus

Time: Sophomore year

Length: One year

Purposes:

- ⇒ Help students further focus academic and career planning through a career experience
- ⇒ Engage students in broad civic engagement
- ⇒ Encourage student involvement in at least one ongoing extra- or co-curricular activity
- ⇒ Promote student/faculty interactions and university pride
- ⇒ Assist with development of autonomy, sense of purpose, and clear sophomore identity

Special Features:

- ⇒ Sophomore Career Experience (e.g., job shadowing, informational interviewing)
- ⇒ Co-curricular Transcript documenting Sophomore Career Experience

Academic Mentoring

Time: Junior and Senior Years

Length: Two years

Purposes:

- ⇒ Facilitate movement into major
- ⇒ Facilitate development as professional in chosen field
- ⇒ Facilitate relationships among students, professors, and professionals in chosen field
- ⇒ Facilitate development of knowledge, skills, and attitudes demonstrated by scholars in a student's chosen field

Special Features:

- ⇒ Content modules (face-to-face and online)
- ⇒ Requirements to complete selected content modules with others to be selected by the student

Core Values of Clarion University of Pennsylvania

http://www.clarion.edu/clarion/resources/c_values.shtml

Clarion *Transitions* reflects the Core Values of Clarion University:

1. We believe in the learning potential of all our students who are willing to invest hard work in the pursuit of their education.
2. We are committed as a faculty, staff, and administration to creating opportunities for all our students to achieve success beyond their own expectations within an environment that cultivates tolerance, civility, and respect.
3. We value the individual relationship between student and faculty as central to the learning process and recognize the contributions of staff in providing the necessary support for that endeavor.
4. We believe that we exist to serve the needs of all people of the Commonwealth of Pennsylvania and to advance higher education as a public good.
5. We are committed to advancing our relationships with the larger communities of which we are a part.

Vision and Mission of Clarion University of Pennsylvania

Clarion *Transitions* reflects the vision and mission of Clarion University.

Vision of Clarion University of Pennsylvania

http://www.clarion.edu/clarion/resources/c_vision.shtml

Clarion University of Pennsylvania will serve the Commonwealth ever more effectively as a high quality, dynamic, technologically advanced, publicly owned university dedicated to advancing knowledge with a focus on learning and collaborating with educational and business partners. Clarion University will be accessible to students from diverse backgrounds, accountable to its many constituencies, and actively engaged in the continuous improvement of its programs, services, faculty, and staff. Above all, Clarion University will prepare students to succeed in the global economy, to contribute to the economic and social well-being of the Commonwealth and the nation, to play constructive roles in their communities, and to lead productive and meaningful lives, including a passion for continuous learning.

Approved by the Council of Trustees, Clarion University, January 18, 2001

Mission of Clarion University of Pennsylvania

http://www.clarion.edu/clarion/resources/c_mission.shtml

Clarion University seeks to excel in all that it does and challenges students to develop their talents, extend their intellectual capacities and interests, expand their creative abilities, and to develop a respect and enthusiasm for learning that will extend throughout their lives. The university acknowledges that learning requires a partnership demanding hard work by students, faculty, and staff, and that learning extends beyond the classroom. The university community is dedicated to helping students see in themselves what they may become by creating opportunities to develop the knowledge, skill, and attitudes necessary for both enlightened citizenship and successful participation in a technologically advanced, global society.

Clarion University is primarily an undergraduate institution with selected graduate programs. Instructional programs--delivered on campus, throughout the state, and beyond via appropriate distance learning technologies--range from associate degrees and certificate programs to baccalaureate degree programs in the arts and sciences and professional fields, graduate programs in selected fields, and continuing education. University programs are administered through campuses in Clarion and Oil City.

Clarion University seeks to admit, retain, and graduate students who are qualified and motivated, and to recruit, retain, and support highly qualified and dedicated faculty and staff. The university is a learning community that seeks diversity in its faculty, staff, and student body and values this diversity as providing richness in the learning process. This community strives to treat its members with civility and respect. Students, faculty, and staff value learning, contribute to the development of new knowledge through scholarly activities, and participate in community and public service responsive to the needs of society.

Approved by the Council of Trustees, Clarion University, January 18, 2001

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