



ADELPHI UNIVERSITY NEWS TRANSFER STUDENTS LETTER

FOCUSING ON TRANSFER STUDENT SUCCESS

FOR STUDENTS AND ADELPHI UNIVERSITY'S PARTNERS IN HIGHER EDUCATION

Vol. 26, FALL 2015

FROM DIFFERENT WORLDS

Geralde Vivi Anoukela Njatou:

*Finding Herself,
Far From Where
She Started*



NINE YEARS AGO, at age 22, Geralde Vivi Anoukela Njatou came from Cameroon to pursue higher education and a career in medicine more easily than would be possible in that central African country.

Whether from different countries or from the United States, transfer students are similar in their motivation for academic and career success.

Njatou has made the most of her time, having learned English and earned an Associate in Applied Sciences degree in nuclear medicine technology from Bronx Community College. Now seeking a B.S. in Nursing at Adelphi's Manhattan Center, she is scheduled to graduate in May 2016.

Njatou worked for a year at Memorial Sloan Kettering Cancer Center before enrolling in Adelphi's nursing program in 2013. A friend from Cameroon recommended Adelphi, and she selected the school over others she was admitted to.

She is happy she did. "I like the way our professors teach," she said, noting that they take the time to address students' questions. "They can take as much time as you need to explain what you don't understand."

Njatou, likewise, has impressed her professors. Jasmine Travers '09, who taught her in Fundamentals of Nursing Theory and Fundamentals of Nursing Lab, said, "Vivi has a passion to learn all that she can in nursing, which is demonstrated by her time commitments to her studies and her collaborations with other nursing students."

Travers herself was a transfer student (from Montgomery College, Rockville, Maryland). A

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TOP 10 LISTS

WHERE ADELPHI TRANSFERS
COME FROM*

COMMUNITY COLLEGES

Nassau Community College

Suffolk County Community College

Queensborough Community College

Borough of Manhattan Community College

LaGuardia Community College

Kingsborough Community College

Dutchess Community College

Westchester Community College

Rockland Community College

Ulster Community College

SENIOR COLLEGES

Farmingdale State College
(State University of New York)

Hunter College (City University of New York)

Touro College

St. John's University

Molloy College

Stony Brook University
(State University of New York)

Queens College (City University of New York)

LIU Post

University at Albany (State University of New York)

New York Institute of Technology

* In descending order, based on Spring 2015,
Fall 2014 and Spring 2014, as tabulated by Adelphi's
Office of University Admissions

ESTHER GOODCUFF

Associate Vice President
for Enrollment Management
and Student Success



INSPIRED TO ACHIEVE

Our students are so inspiring! The students we profile in this newsletter are awesome. Among those featured are students who have left their home country to come to America—excelling in their studies at Adelphi by being determined, focused, motivated and grateful for the opportunity to learn all they could and build their careers.

Read how Adelphi faculty are preparing to utilize the fantastic simulation labs in our new Nexus Building and Welcome Center for health sciences. Our nursing students will benefit from the most updated technology as they practice their skills in a variety of specifically developed simulated environments before going into the field, well prepared to work with actual patients.

Take a look at our new degree in neuroscience described in this issue. Students are very excited about this new academic major.

Education truly is transformative, changing the lives of our students and, in so doing, the communities and professions they will ultimately enrich.

We hope you will be as inspired by reading this newsletter as we were by putting it together.

Regards,

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Derner's New Neuroscience B.S. Program: Unlocking Mysteries of the Brain

by Michelle Consorte '12

AS OF THIS FALL, Adelphi students have the opportunity to explore the human brain, which *Psychology Today* magazine has called "the most complex object in the known universe—in many ways...the final frontier of science."

Adelphi's Gordon F. Derner Institute of Advanced Psychological Studies is offering the B.S. in Neuroscience program to educate future neuroscientists about the brain and its impact on behavior and cognitive functions.

Like Walt Disney Co.-owned Pixar's animated film *Inside Out*, this program focuses on understanding the mysterious inner workings of the brain. It also explores a range of disorders that stem from neuropsychology, such as ADHD, autism and Alzheimer's.

"Neuroscience is the hottest thing right now, and we're preparing students for this particular area of work," said Francine Conway, M.A. '96, Ph.D. '99, professor and chair of Adelphi's undergraduate psychology program.

Much like the brain, this program contains several components that work in tandem.

"Officially, the degree is shared between psychology and biology but students will also take courses in math and chemistry," Dr. Conway explained. "So it is a very nice collaboration between all of these different departments—really an interdisciplinary degree. It really gives students a chance to integrate concepts."

Neuroscience is the hottest thing right now, and we're preparing students for this particular area of work.

For those seeking the fast track, the Derner Institute offers a combined five-year B.A. and M.A. degree in psychology. Students can apply for this program at the onset of their studies, or once they have begun the B.A. in Psychology.

Story continues on page 9.

Adelphi, 10 Years as a Fiske Guide Best Buy



For the 10th consecutive year, Adelphi has been recognized by the *Fiske Guide to Colleges* as being among a select group of Best Buys in higher education.

Adelphi is one of just 24 independent schools nationwide and the only independent school on Long Island and in the metropolitan New York area given this designation for 2016.

TALK BACK—Email transferfocus@adelphi.edu

IN EACH ISSUE, WE INSERT A SURVEY POSTCARD TO ASK FOR YOUR INPUT.

Faculty to Learn New Nexus Simulation Technology

by Sophia Conti '15

AS OF THE SPRING 2016 SEMESTER, College of Nursing and Public Health students will have a more hands-on education than ever, with 20 new simulation manikins to be utilized in a variety of settings—from a labor and delivery room to an intensive care unit.

The more advanced technology brings with it a need for faculty to have thorough training in blending simulations into the curriculum. Consequently, Patricia Garofalo, named director of faculty support for nursing simulation earlier this year, has begun working closely with faculty to determine what simulations are needed and where. "I find out what faculty members want, what they need and how to improve simulations for all nursing students," she said.

Garofalo is committed to helping all seamlessly blend classroom work with simulations. Those with no experience in sim labs will be introduced to the topic through a series of modules hosted on Moodle, she said.

Simulations bridge classroom and clinical experiences, allowing students a safe way to practice skills and even make mistakes without putting an actual patient at risk.

Students gain more critical thinking and clinical reasoning skills from simulations than from more traditional teaching methods, said Maryann Forbes, Ph.D. '99, and Deborah Ambrosio-Mawhirter '81, M.S. '95, Ed.D., professors in the College of Nursing and Public Health, explaining that research they conducted found that simulations enhance students' confidence in their abilities, especially with the support of faculty.

Simulations also make up for any gaps in students' clinical experiences by standardizing the situations students have encountered. A student nurse may spend a week or more working on a cardiology floor yet never see a patient with a heart attack. Simulations make sure that does not happen. "With simulations, we can know that every nursing student has taken care of a stroke patient or a heart attack," Garofalo said.



Six of the new manikins are of the highest fidelity—meaning they can cry, convulse, recognize drugs and more. The simulations are learner driven, which means they will respond to the student nurses' actions and may get better or worse depending upon their decisions.

Garofalo handles the software programming for a simulation, telling the manikin what to do or not to do, based on the student's actions. She bases her programming on feedback from faculty, who recommend certain situations or patient responses.

A key component of using simulations is allowing students to have a detailed debrief and evaluation from instructors and fellow students. In the new Nexus Building simulation rooms, students will have the opportunity to review their simulation via video recording and discuss their actions with their professor and classmates. Faculty workshops on debriefing techniques are planned for Fall 2015.

—Adapted from an article to be published in the College of Nursing and Public Health's Fall 2015 Illuminations



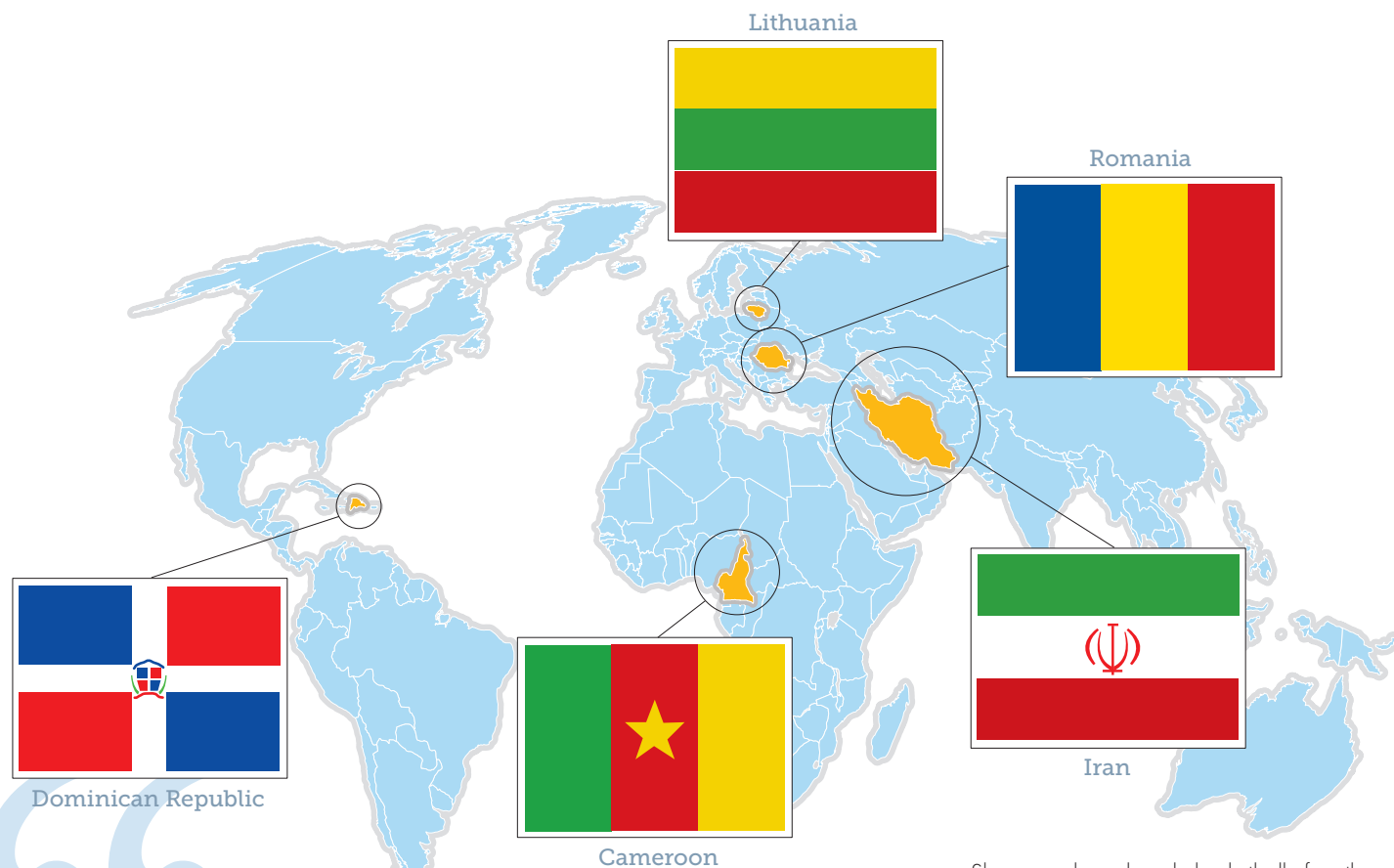
Outcomes Top Affordability for Gen Z College Prospects

According to the Eduventures 2015 Prospective Student Survey, affordability is "not the primary enrollment driver" among Generation Z high schoolers.

"Contrary to popular belief," Eduventures said, "Generation Z cares more about outcomes than affordability when deciding where to enroll." Career preparation was cited by 6.2 percent of survey respondents as "the most important decision-making factor."

Eduventures, a Boston-based research firm, said that 20,000 prospective college students responded to the survey. Career prep was followed by core academics (6 percent) and academic environment and affordability (tied at 5.8 percent).

The survey also found that 11 percent of those responding "probably will" start at a two-year college, then transfer, while 67 percent "probably will not"; the rest were "neutral" or "unsure."



I like the way our professors teach.
They can take as much time as you need to
explain what you don't understand.

FROM DIFFERENT WORLDS

Continued from cover

past member of the Panthers basketball team, she appeared on the cover of Adelphi's Spring 2008 *Transfer Students Newsletter*.

A native French speaker, Njatou also appreciates the Manhattan Center Library, where she can access all the necessary books and resources and find a quiet place to prepare for classes. "I take hours and hours to study because I need to understand the language," she said.

She recently began her clinical rotation at Lenox Hill Hospital, an experience she described as "very, very exciting" that "enforced that I really like doing this. I feel like I was in the right place."

A look back at several transfer alumni shows that they too have overcome language and cultural obstacles to achieve the American dream—and, like Njatou, found themselves far from where they started.

Among those who came from abroad to earn their bachelor's degrees after transferring to Adelphi were: **Carmen Rojas '13**, originally from the Dominican Republic; **Paulius Skema**

'11, from Lithuania; **Raluca Toscano '10**, from Romania; and **Shahram Hashemi '05**, from Iran.

Rojas, a University College alumna who transferred from LaGuardia Community College, arrived in the United States in 1963 at age 7. She recalled struggling with the language barrier until high school, when she excelled in English and math—and graduated as an honor student.

After some detours, she returned to college in May 2010 after a long absence to pursue her lifelong dream of obtaining a bachelor's degree. Rojas was executive secretary to the chairman of Mitchell & Titus for 20 years. She then joined Blaylock & Partners as executive assistant to Ronald E. Blaylock, chairman/CEO, from 2000 to 2007. In July 2007, when he launched GenNx360 Capital Partners, she became his executive assistant and administrative director.

She has been investor relations manager at the private equity firm since fall 2009. Despite the demands of her career and being a single parent of four children (ages 17 and up), Rojas' persistence paid off. She graduated in 2013 at age 57 with a 3.9 GPA.

Skema, who played basketball for the Lithuanian 16-and-under team before moving to this country as a high schooler, transferred from the New Jersey Institute of Technology to Adelphi, where he majored in finance and played on the Panthers hoops team. Skema later earned an M.B.A. at the Robert B. Willumstad School of Business in 2013 and became managing principal at Trifecta Equities in early 2014.

Toscano, who arrived in New York from Romania in August 2005 knowing very little English, transferred to Adelphi as a math major in 2009 from Kingsborough Community College (KCC)—to which she has returned as a substitute lecturer since early 2013; before that, she was an adjunct lecturer at KCC since fall 2011. She also has a master's degree in applied mathematics from New York University's Polytechnic Institute.

An Iranian-born human rights activist, Hashemi was an Honors College finance major who went from organizing a chapter of Amnesty International on the Adelphi campus to becoming an executive at Amnesty International USA—chairman of its National Advisory Council since July 2013, Amnesty International USA chairman of the board in 2012–2013 and, for five years before that, its treasurer.

Hashemi's sense of purpose was forged by childhood memories of the 1980s Iran-Iraq war and by his role in helping survivors and firefighters amid the 9/11 World Trade Center tragedy while a student at LaGuardia.

—**Bonnie Eissner contributed to this story.**

Refining Their Dreams at Adelphi

by James Forkan

Apart from language difficulties and culture shock, the experiences of the transfer students from abroad mentioned in the cover story are not unlike those of their American counterparts. They all have chosen a major and a course of action that they expect will bring them career success.

Here's a look at two transfers and one recent transfer alumna from this country whose shared objective is to do well academically en route to success in their chosen fields.



CARI COSTA
JOURNALISM MAJOR
TRANSFERRED FROM LASELL COLLEGE

"I WAS INSPIRED to pursue journalism as a major back when I was in middle school," Cari Costa said. "I loved writing and I loved sports, and I had a teacher tell me that I should consider becoming a sports journalist."

Fast-forward to today. A senior who interned in her junior year in the merchandising department of the New York Islanders, Costa said, "Ultimately, I would love to head the

communications department for them or any professional sports team."

Costa, who transferred from Lasell College in Newton, Massachusetts, said, "I considered other schools in Massachusetts, including Western New England University, as well as other Long Island schools, including Hofstra. I chose Adelphi because of the many opportunities it presented to me to get involved on campus, as well as its communications curriculum, which was full of fun classes I could have never imagined taking before!"

She added, "I also loved that the school offered so many different courses for me to

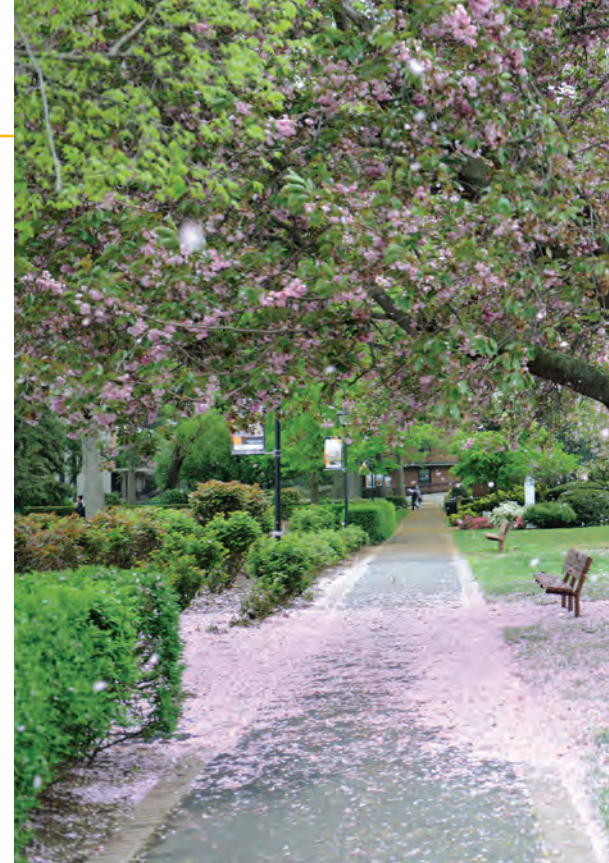
take outside of my major, including the dance classes for nonmajors."

Though a commuter student, Costa is involved in various activities at Adelphi. "I'm a member of Delta Delta Delta and the vice president of administration since April," she said. "I also work as a transfer ambassador on campus, assisting other transfer students by planning different events for them to attend and serving as a liaison." In addition, she said, "I take dance classes both on and off campus, mainly ballet, modern and lyrical."

After thinking about what she learned from her own transfer experience, Costa concluded, "You have to be willing to put yourself out there and try new things. It can be intimidating at first, especially when you're so new to campus, but it's through building connections and making friendships that you will really find your place and start having a great time."

Serving as a transfer ambassador since last year has allowed her to "definitely pass those experiences along" to others considering or making a transfer to Adelphi. Not surprisingly, she said, "The No. 1 thing I encourage incoming transfers to do is get involved on campus. This can be anything from joining a club to attending an organization's event. The students and faculty at Adelphi are so kind and welcoming that it makes getting yourself out there a whole lot easier."

Costa cited her adviser, Associate Professor Margaret Cassidy, Ph.D., as someone who was helpful to her own transition. "It can be stressful when you're transferring credits," she said, "but she made it so easy for me to





Seeing Is Believing: Take a Campus Tour

Reading about Adelphi is a great way to learn about us, but visiting our campus is the best way to experience Adelphi.

See for yourself. Stop in for a visit. Talk to an admissions counselor or just stroll around our picturesque Garden City campus, a 75-acre registered arboretum filled with outdoor sculpture, bustling with students and featuring our modern Performing Arts Center and Center for Recreation and Sports, as well as our newest residence hall and the Nexus Building and Welcome Center.

Email tours@adelphi.edu to schedule a campus tour.

CAN'T MAKE IT TO CAMPUS?

Check out our new interactive campus map at map.adelphi.edu.



understand and really worked closely with me so I knew which direction I was headed."

Commencement is nearly a year away, but Costa said she is already thinking about graduate school. "My No. 1 choice would be to return to Massachusetts and attend Boston University."

LEELA RIQUELME '15 PSYCHOLOGY MAJOR TRANSFERRED FROM SUNY ONEONTA

"I BECAME A PSYCHOLOGY MAJOR because I love probing the mind," said Leela Riquelme '15, who transferred from SUNY Oneonta in May 2013 to graduate two years later as a psychology major with a minor in Spanish.

"I love learning and understanding why people do the things that they do and trying to help them recognize their behaviors," she added. Next, she said, she plans to go on to graduate school for an M.S.W. and ultimately to become a licensed social worker.

In addition to serving as the 2014–2015 vice president of the Latin American Student Organization (LASO), Riquelme said she managed to juggle an internship, work and classes.

She said, "The highlight of my time with LASO has to be the many dance workshops that we did. I loved how we got people to dance and taught them different dance steps they did not previously know. We did dance workshops including bachata, merengue and some salsa steps."

When she first arrived on campus, Riquelme said, "I did not know much about the many clubs that we have at Adelphi. I went to a Multicultural Club mixer because I was interested in becoming involved. I met a few of the e-board members of LASO, so I decided to see what LASO was all about. I remember the first time that I went, we played Latin American Jeopardy and had a lot of fun." She added, "LASO definitely helped me get to know a lot

of people with common interests and adjust to living on campus."

Among the LASO projects she found most fulfilling, she said, were filling goody bags with school supplies for underprivileged children and writing uplifting cards to people suffering from terminal breast cancer. "Knowing I could make a difference, even a small one, was very rewarding."

Recalling another event that proved "very interesting for me," she said the great-aunt of a LASO board member's aunt (and a leader of a Native American tribe) "came in and told us all about their culture and how it is to be a member of one of these tribes. It was a great learning experience. I love learning about different cultures."

Before choosing Adelphi, Riquelme had considered Hofstra and the University of Maryland, but, she noted, "I was drawn to Adelphi because of the psychology and social work programs, its proximity to New York City and to my home and also because I love the feel of a small college campus."

To improve one's transfer experience, she said, "I learned that you have to put yourself out there and get involved. Even if you don't really want to, it's important to push yourself to be involved in some sort of activity on campus! It's essential to make the most of your college experience, especially if you are a transfer. It will help you assimilate better."

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FOCUS ON FACULTY:

Alan Cooper, Ph.D. '95, M.B.A. '03

ROBERT B. WILLUMSTAD SCHOOL OF BUSINESS

EVER SINCE ALAN COOPER, Ph.D., earned his doctoral degree in 1995 from Adelphi's Department of Psychology—now the Gordon F. Derner Institute of Advanced Psychological Studies—it's been his goal to work full time in an academic setting.

After 25 years of building an extensive résumé that highlights his specialization in strategic organizational transformation—largely in the medical field—Dr. Cooper in May 2015 became the new associate dean of the Robert B. Willumstad School of Business. Goal achieved.

Dr. Cooper spent 21 years with the North Shore-LIJ Health System in New York. As vice president for learning and innovation, he developed and ran the health system's corporate university—the largest of its kind in healthcare, serving more than 43,000 employees. Later, he provided consulting services and education in the areas of operational excellence and organizational and leadership development to myriad types of organizations before joining White Plains Hospital as chief people and performance officer.

Dr. Cooper's background in healthcare management and consulting is a great asset that should not only continue to shed light on the ever-growing fields of leadership and the business of healthcare, but also offer invaluable know-how to School of Business students.

"I always loved Adelphi. It was a logical place for me to go," Dr. Cooper said, noting his ties and roots on campus. He explained that, besides his doctorate in experimental psychology, he has an M.B.A. (with distinction) in Management from the School of Business, he's been an adjunct professor on campus for 10 years and he developed what is now the University College online B.S. in Emergency Services Administration and A.S. in Emergency Services Administration.

As he settles into his position with the School of Business, Dr. Cooper hopes to continue expanding on and creating more joint programs with the other Schools and Colleges on campus. "Almost every career has a business component," he said, "and I would like to expand on the great work that is being done across the campus."

One area he brainstormed included joint undergraduate and graduate programs offered through the School of Business and the College of Nursing and Public Health. He also seeks to continue to strengthen the special hospital and physician cohorts by incorporating advanced management certificates for medical practices.

Dr. Cooper explained that such a complementary certificate to an M.B.A. would help fill a need in the medical industry that's currently underrepresented. "When a physician is promoted to a management position, he or she may have been a great doctor, but never learned how to run an effective business."

—Adapted from a profile by Jordan Chapman in the Spring 2015
Robert B. Willumstad School of Business e-Newsletter



Continued from page 3

Students in this program have a choice of studying general psychology, concentrating in substance abuse counseling or concentrating in human resource management.

"There's a big push for career pathways right now," Dr. Conway said. Derner's five-year combined B.A./M.A. in psychology pushes students in the direction of career readiness.

In addition, Dr. Conway pointed out that Derner recently introduced the Emerging Scholars Program, a yearlong mentored research program for sophomore or junior psychology students looking to pioneer an original research project.

"It's fantastic," she said. "The faculty really put their heart and soul into mentoring these young people and supporting and guiding them."

Once accepted into this innovative program, students will work with a mentor on independent research, which they will present at a professional research conference and possibly publish in a peer-reviewed journal.

"That's what it's about: stretching yourself, taking a chance, trying a new experience. Students are discovering themselves in the process and it's very gratifying," Dr. Conway said. "I'm very proud of our undergraduate programs. I think we offer a lot for students."

Several recent articles linking *Inside Out* and neuroscience mentioned that Derner alum Paul Ekman, Ph.D. '58, mentored *Inside Out* consultant Dacher Keltner, Ph.D., psychology professor at the University of California, Berkeley. Dr. Ekman, who coauthored the book *Emotions Inside Out* in 2003, pointed out in a Fall 2008 *Adelphi University Magazine* interview that there are "seven emotions that have a set of characteristics—anger, fear, disgust, sadness...surprise, enjoyment and contempt." Five are featured in the movie.

Maybe the missing ones, surprise and contempt, will join Pixar's cartoon cast of characters in the inevitable *Inside Out* sequel.

EXPLORE YOUR WORLD VIA STUDY ABROAD

ALL TOLD, 201 ADELPHI STUDENTS studied abroad during academic year 2014, representing 2.6 percent of all students at the University.

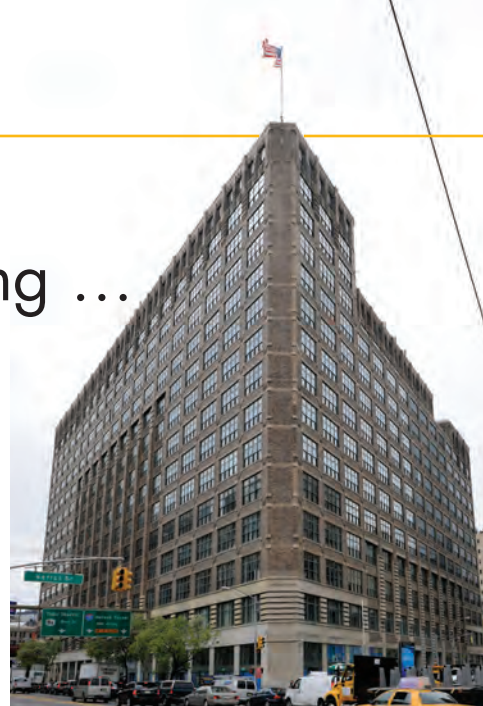
That's based on the Center for International Education's (CIE) Adelphi study abroad data, published in the Spring 2015 Office of Academic Services and Retention Newsletter.

Of the 201 students, 155 participated in short-term, faculty-led programs.

In the last 15 years, the number of students studying abroad has more than doubled, CIE added.

Among Adelphi's newest destinations is Botswana in Africa, which the College of Nursing and Public Health is offering for Summer 2016. That trip will be led by Associate Professor Ditsapelo MacFarland, Ph.D., who is from Botswana—and whose brother is a village chieftain there.

Beyond Garden City: Off-Site Programs in Nursing ...



**SAYVILLE
DOWNTOWN
CENTER
(LEFT),
MANHATTAN
CENTER
(RIGHT) AND
HUDSON
VALLEY
CENTER
(BELOW)**

ADELPHI'S COLLEGE OF NURSING AND PUBLIC HEALTH extends its reach well beyond the Garden City campus, with programs offered at the Manhattan Center, the Hudson Valley Center and the Suffolk centers. Their selling points include attractive scheduling for those with jobs and locations more convenient for those living nearer to these sites than to the main campus.

From a career standpoint, moreover, the Registered Nurse to Bachelor of Science (R.N. to B.S.) degree has become increasingly important now that more and more hospitals require the B.S. This trend, supported by the American Association of Colleges of Nursing, was given considerable impetus by the Institute of Medicine's 2010 report, *The Future of Nursing: Leading Change, Advancing Health*, which recommended that leaders in healthcare systems and nursing schools work toward boosting the proportion of nurses with baccalaureate degrees from 50 percent to 80 percent of all R.N.s by 2020.

Here's a look at the nursing programs available at the off-campus sites: **AT THE MANHATTAN CENTER**, "We have our traditional evening B.S. in Nursing program for transfers," said Irene Auteri Ferguson '79, the center's director of nursing. "We have an R.N. to B.S./M.S. program as well." The latter courses take place one day per week.

THE SAYVILLE DOWNTOWN CENTER offers the R.N. to B.S. in Nursing. "The M.S. program we will offer in the Hauppauge Education and Conference Center will be the M.S. in Nursing Administration, as



of Fall 2015," said Kathryn Lang, coordinator of Suffolk County nursing programs.

Adelphi first announced plans to bolster its Suffolk presence in summer 2012 through a partnership with Suffolk County Community College that allowed the University to start offering a nursing program in 2013.

Linn Cartagena, associate director of the Suffolk centers, noted that Adelphi is "working on starting criminal justice and social science degree programs through University College in the Sayville location."

THE HUDSON VALLEY CENTER offers the R.N. to B.S. in Nursing. Adelphi is exploring the eventual addition of the M.S. in Nursing Administration here and elsewhere.

... and in Social Work

THE SCHOOL OF SOCIAL WORK also offers programs at three Adelphi off-campus sites, the Manhattan Center, the Hauppauge Education and Conference Center and the Hudson Valley Center.

Cheryl McAuliffe, Ph.D. '13, director of the B.S.W. program, said, "We offer the B.S.W. and M.S.W. in Hauppauge and Manhattan."

At the Manhattan Center, ANSWER B.S.W./M.S.W. classes are scheduled on weekday evenings and Saturdays to accommodate working professionals and transfer students. (ANSWER, an acronym for Adelphi's New Social Welfare Education Routes,

enables nontraditional students to return to academics while allowing them to receive credit for social work-related employment, Dr. McAuliffe said.)

"Our M.S.W. is also offered in the Hudson Valley Center," she added.

Citing benefits particular to the Hauppauge Center, Dr. McAuliffe said Adelphi provides a seamless transfer from Suffolk County Community College to Adelphi and offers evening classes attractive to working students, field placements located in Suffolk County during daytime hours, a convenient location for Suffolk residents and the opportunity to

attend Suffolk County National Association of Social Work steering committee meetings (held at the Hauppauge Center).

In addition, she said, School of Social Work students can attend continuing education workshops on-site.

Social work students at both the Hauppauge and Manhattan centers can also apply for the advanced-standing one-year M.S.W., also offered on site, and have access to all electives and specializations offered at extension centers, she added.

Adelphi's Transition Days Agenda Helped by Feedback

MORE THAN FIVE YEARS AGO—in Summer 2010—Adelphi University revamped Transfer Orientation into Transfer Transition, incorporating changes suggested by transfers who attended prior events. Adelphi continues to fine-tune the Transition events agenda based on transfer students' feedback.

"Each semester we take the feedback from both students and administrators who attend the event to try and improve our schedule," said Lauren Pecoraro, Center for Student Involvement assistant director.

"Overall, Transfer Transition Day becomes a bigger success each semester," said Pecoraro, who oversees Transfer Student Services. "We have increased our attendance over the last couple of semesters at each orientation." The day consists of "a bunch of activities for the transfer students, including icebreakers, visits from departments across campus, a getting-involved section and a student panel," she explained.

Through such activities at the Winter 2015 and Summer 2015 Transition events, transfers got an overview of the services, programs and resources available at Adelphi, plus information on transfer credit advisement and a campus tour that familiarized them with where Adelphi's various departments, programs and more are located.

Pecoraro—noting that 48 transfer students attended the January 21 event for Spring 2015 admission and 93 transfer students attended the August events for Fall 2015 admission—said, "I think most students' favorite section would have to be the student panel. They're asked to text in questions they may have about Adelphi, whether it's about specific clubs and events or how to register for classes."

Soon after the busy January 21 Transition Day, Cari Costa, one of Adelphi's 2014–2015 transfer ambassadors, said, "The several freshmen in the group enjoyed the chance to talk to the transfer ambassadors and learn all about Adelphi, in addition to getting down to necessities like registering for classes and getting their student IDs." A student from SUNY Oneonta—who, like Costa, planned to major in communications—"was most looking forward to meeting new people and experiencing different courses not available at Oneonta," Costa said.

"The big difference between the fall and spring orientations is that students transferring in the fall tend to have more college experience, as there are no freshmen. They enjoyed mingling through a game of icebreaker bingo, a new activity for us," Costa said after the August 5 Transition.

At that event, she added, "Some of the most popular questions revolved around parking, the new Nexus Building and how to get involved on campus."

Melissa Biscardi, another transfer ambassador, said, "My favorite part of the day is the student panel because I know I'm helping at least one new student feel less nervous about their transition."

...most students' favorite section would have to be the student panel. They're asked to text in questions they may have about Adelphi.

Jenna Vinci and Kerry Sweeney both attended an August 2014 Transition for Fall 2014 transfers.

Vinci said, "Having transferred once prior to Adelphi, I was nervous about what my experience at Adelphi would entail. This event helped ease my nerves [about] transitioning to a new school."

Vinci especially liked "the social, open environment, including having the ability to choose where I sat." She praised the transfer ambassadors' Q-and-A session, which "helped me feel that I had someone to turn to with my questions outside of faculty resources."

Sweeney, a Nassau Community College transfer, described her orientation as "wonderful" and added, "I wouldn't change anything about the day's agenda." Her apprehension was relieved when she heard the transfer ambassadors' own successful transition stories. She liked being seated with fellow nursing majors in what became the start of many Adelphi friendships.

Melissa Koster, like Vinci, a transfer from Suffolk County Community College who attended the January 2015 Transition, praised the "welcoming environment" and the ability to question current students. She enjoyed the campus tour and talking with Adelphi staff. She also liked that the tables were labeled by majors. "This is where many of my first friendships at Adelphi were established."

Some offered suggestions for change.

Leela Riquelme '15, a SUNY Oneonta transfer who majored in psychology, felt that Transition should include a club fair à la Freshman Orientation.

Lauren Stranieri, a sophomore communications major who transferred from Marist College, had one tip: Allow transfers the opportunity "to meet all of the students in the room, not just the initial people you sit with or those within your major."

Vinci said there were long lines to get IDs. One plus for those waiting on line: "Meeting the people around them," she said.





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CALENDAR OF UPCOMING TRANSFER ADMISSION EVENTS

(All events are on the Garden City campus.)

Transfer Information Session:

Sunday, December 6, 2015

Transfer Admission Days:

Tuesday, November 17, 2015

Thursday, November 19, 2015

Transfer Registration Day:

Monday, December 14, 2015

Visit admissions.adelphi.edu/transferevents to register and find out more about these events.



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