Program
SCHEDULE OF EVENTS

MONDAY ♦ JULY 9, 2007

7:30 am - 9:00 am Continental Breakfast
7:30 am - 6:00 pm Conference Registration
9:00 am - 4:00 pm Preconference Workshops
12:00 noon - 1:00 pm Lunch for preconference workshop participants only
1:00 pm - 5:00 pm Cybercafe Open
5:30 pm - 7:00 pm Opening Session and Keynote Address
7:00 pm - 9:30 pm Dinner and Luau

TUESDAY ♦ JULY 10, 2007

7:00 am - 8:30 am Continental Breakfast
7:30 am - 6:00 pm Conference Registration and Information Table
7:30 am - 8:30 am Primer for First-Time Attendees
8:00 am - 5:00 pm Cybercafe Open
8:45 am - 9:45 am Conference Sessions
9:45 am - 10:00 am Morning Break
10:00 am - 11:00 am Conference Sessions
11:15 am - 12:15 pm Conference Sessions
12:30 pm - 1:30 pm Colleague Cluster Luncheon
1:00 pm - 2:30 pm Poster Sessions
2:45 pm - 3:45 pm Conference Sessions
3:45 pm - 4:00 pm Afternoon Break
4:00 pm - 5:00 pm Conference Sessions

WEDNESDAY ♦ JULY 11, 2007

7:00 am - 8:00 am Breakfast Buffet
7:30 am - 5:30 pm Conference Information Table
8:00 am - 5:00 pm Cybercafe Open
8:15 am - 9:15 am Conference Sessions
9:30 am - 10:30 am Conference Sessions
10:30 am - 10:45 am Morning Break
10:45 am - 11:45 am Conference Sessions
12:00 noon - 1:30 pm Lunch with International Higher Education Panel
1:45 pm - 2:45 pm Conference Sessions
2:45 pm - 3:00 pm Afternoon Break
3:00 pm - 4:00 pm Conference Sessions
4:15 pm - 5:15 pm Conference Sessions

THURSDAY ♦ JULY 12, 2007

7:00 am - 8:30 am Continental Breakfast
7:30 am - 12:00 noon Conference Information Table
8:30 am - 12:00 noon Cybercafe Open
8:15 am - 9:15 am Conference Sessions
9:15 am - 9:30 am Morning Break
9:30 am - 10:30 am Conference Sessions
10:45 am - 11:45 am Conference Sessions
12:00 noon - 12:30 pm Closing Town Meeting

THE FIRST-YEAR EXPERIENCE is a service mark of the University of South Carolina. A license may be granted to registered conference attendees and others upon written request to use the term THE FIRST-YEAR EXPERIENCE in association with educational programmatic approaches to enhance the first year developed as a result of participation in this conference series. This license is not transferable and does not apply to the use of the service mark in any other programs or on any other literature without the written approval of the University of South Carolina. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.
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WELCOME
Welcome to the 20th International Conference on The First-Year Experience. This conference is designed with a setting and structure that is intended to be as professionally enriching as it is individually pleasurable. We hope this will be an exciting conference for you. If the conference staff can assist you in any way, please let us know.

At time of printing, registered conference delegates represented the following countries: Australia, Canada, China, Egypt, Hong Kong, Ireland, Jamaica, Japan, Mauritius, New Zealand, Qatar, South Africa, South Korea, United Kingdom, United States

GOALS OF THE CONFERENCE
The International Conference on The First-Year Experience is designed to examine programs and initiatives, as well as research results that are helping students in the first college year adapt to higher education and become more successful in their learning. The conference objectives include:
- Providing information on successful and innovative programs that are helping to attract and retain students.
- Encouraging the development of working partnerships/collaborations among academic administrators, student support administrators, and faculty.
- Learning about supplemental programs that focus on the development of the first-year student.

HOTEL MAP
The layout of the meeting rooms at the Hilton Waikoloa Village is located on the back cover of the program.

REGISTRATION INFORMATION
All conference sessions will be held at the Hilton Waikoloa Village. The Conference Registration/Information table will be located in the Grand Promenade. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following times:
- Monday, July 9, 2007 7:30 am - 6:00 pm
- Tuesday, July 10, 2007 7:30 am - 6:00 pm
- Wednesday, July 11, 2007 7:30 am - 5:30 pm
- Thursday, July 12, 2007 7:30 am - 12:00 noon

CYBERCAFÉ
Picture a place where you can sit away from the action, check your e-mail, and explore other online resources introduced to you during the conference. That place is the First-Year Experience Cybercafé. The Cybercafé is located near the conference registration desk in Waikoloa 2 and is open during most conference hours July 9-12, 2007. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit.

MESSAGE BOARD
There will be a message board near the Conference Registration table. Because it is impossible for the conference staff to know where a particular delegate is at any given time, we ask that you check the board periodically for important general or personal messages.

INTERNET ACCESS
In room (wired connection)- $15.95 per 24-hour period. The business center is open daily from 7am - 7pm. Internet access is also available in the business center at the rate of $5.21 for the first 10 minutes; $0.50 per minute thereafter. Payment can be made with a credit card, cash, or room charge. Hotel guests are able to access the business center after 7pm with their guestroom keys. Payment during non-business hours is with credit card or cash only.

Wireless access is available at the $15.95 rate per 24-hour period and is available in the Malolo Lounge, Kona Pool, Ocean Tower Pool, and Convention Center.

PARKING
The Hilton Waikoloa Village offers hotel guests self-parking for $9 per day with in and out privileges. For non-hotel guests, the $9 self-parking and $16.50 valet parking is one time use only.

NO-SMOKING POLICY
The conference organizers request careful observance of a no-smoking policy in the meeting rooms and dining areas. We enforce this rule because of the health risks associated with passive exposure to cigarette smoke.

CELL PHONE USAGE
The conference organizers request that all cell phones are turned to silent or off while attending sessions.

CONTINUING EDUCATION UNITS
In order to meet continuing professional development needs and certification requirements, CEU credits are available to International FYE conference participants. Applicants, upon completion of the conference and submission of the registration form, will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina.

A maximum of 2.5 CEUs (25 clocked hours) may be earned. If you are interested in obtaining credit, stop by the conference registration table by noon on July 12, 2007.
SESSION FORMATS

The sessions presented at this conference are in seven formats. The alpha designation indicates the session format located next to the session number throughout the program booklet.

CONCURRENT SESSIONS

These 60-minute sessions are best for participants who are seeking a formal presentation followed by discussion.

Concurrent session types:
- **Research (CR)**
- These sessions focus on quantitative or qualitative research that has been conducted on issues addressing first-year student transitions.
- **Trends and Issues (CT)**
- These sessions address emerging trends, current issues, and broad concepts.
- **Assessed Institutional Initiative (CI)**
- These sessions highlight specific programs/initiatives that have been instituted, assessed, and shown to be successful on a particular campus.

POSTER SESSIONS

These sessions allow for 90 minutes of informal interaction with a large number of conference participants. Poster sessions are presented in the form of an exhibit and delivered primarily through the use of brief remarks, visual displays, and handout materials. Numerous poster sessions will be scheduled concurrently, and conference participants will be free to move from one poster session to another.

Poster session types:
- **Research Findings (PR)**
- This type of poster session presents research results focused on a specific topic or program.
- **Assessed Programmatic Approaches (PA)**
- This type of poster session details a specific programmatic approach at a single institution.

ROUNDTABLE DISCUSSIONS (R)

These sessions are designed to promote open discussion around a significant issue or theme. Rather than making a formal presentation, session facilitators will encourage and maintain substantive discussion among session attendees, not emphasizing any one program or institutional initiative.

EXHIBITOR PRESENTATIONS (E)

These sessions provide vendors the opportunity to network with conference participants in a formal setting providing information on publications, products, or services. Presentations are scheduled in a 60-minute time slot during the conference.

INFORMAL INTEREST GROUPS

This year, we have arranged for informal interest groups to form during the colleague cluster luncheon on Tuesday. The purpose of these groups is to bring individuals together from different institutions to engage in open dialogue as it relates to specific topics relevant to the first-year experience. Look for signs posted at the conference luncheon to locate the table number for the interest group discussion you would like to join.

CONFERENCE EVALUATIONS

Individual Session Evaluation Forms will be distributed and collected in each session by the presenter. Presenters, please bring session evaluations to the conference registration desk in the Waikoloa Promenade, and copies of evaluations may be picked up a couple of hours following your presentation.

An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation is http://nrc.fye.sc.edu/events/international/evaluation/ and will also be included in a conference follow-up e-mail message.

SESSION HANDOUTS

At the conference: There are several tables set up for presenters to leave extra handouts from their sessions. Presenters, be sure to include your name and the title of your presentation on the handout.

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at http://www.sc.edu/fye/events/presentation/2007international/ after August 6, 2007. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@gwm.sc.edu.

NAME TAG RIBBONS

- **Light Blue:** Presenters
- **White:** Conference Hosts
- **Gold:** Outstanding First-Year Student Advocates
- **White:** Outstanding First-Year Student Advocate Nominees
- **Navy Blue:** Outstanding First-Year Student Advocate Semifinalists
- **Rainbow:** Hosting Institutions
- **Red:** Conference Staff
- **Green:** Exhibitors
- **Royal Blue:** National Resource Center Advisory Board
- **Purple:** First-Time Attendees
SPONSORING INSTITUTION & CO-HOSTS

NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

Our mission is to support and advance efforts to improve student learning and transitions into and through higher education. The Center achieves this mission by providing opportunities for the exchange of practical and theory-based information and ideas through the convening of conferences, teleconferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, a newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a web site and electronic listservs.

UNIVERSITY OF SOUTH CAROLINA
Chartered in 1801 as South Carolina College, the University of South Carolina, Columbia still remains on its original site in Columbia, the state capital. The University of South Carolina is a publicly-assisted, coeducational institution dedicated to the entire state of South Carolina. The primary mission of the University of South Carolina, a multi-campus public institution, is the education of the state’s diverse citizens through teaching, research and creative activity, and service. The University is committed to providing its students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world. A particular strength of the University of South Carolina is the excellence, breadth, and diversity of the institution’s faculty. As a major teaching and research institution, University of South Carolina has long offered a comprehensive range of undergraduate and graduate programs through the doctoral level. With a mission of teaching, research, and service, USC addresses the state’s needs for master’s level, professional, and doctoral education, for conducting and sharing research, and for responding to statewide and regional demands for educational resources and professional expertise.

THE STAFF OF THE NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION EXPRESSES APPRECIATION TO OUR CO-HOSTS FOR THEIR SUPPORT AND ASSISTANCE:

TAMAGAWA UNIVERSITY
Tamagawa University is the higher education unit of Tamagawa Gakuen, a comprehensive institution that serves students from kindergarten to graduate school. Today, the university consists of 17 departments in 7 faculties (undergraduate), as well as seven programs leading to a master’s degree and four programs leading to a doctoral degree. One of the primary educational principles is the philosophy of “Zenjin” Education, which emphasizes six values: truth, goodness, beauty, holiness, soundness, and wealth. The mission of Tamagawa Gakuen education is to produce outstanding individuals who can contribute not only to Japanese society but to the world. In the 21st century, Tamagawa continues to develop and search for new approaches to a university education. Tamagawa University is also using e-Education by employing computer networks to realize a high-quality learning environment. With these initiatives, the university has assumed a leading role among universities in Japan.

UNIVERSITY OF HAWAII AT HILO
With a student population of over 3,500 students, the University of Hawaii at Hilo’s academic programs include bachelor’s degrees in 33 fields, five master’s degrees, and a doctoral program in Hawaiian and Indigenous Languages and Culture Revitalization. Furthermore, the university offers a Doctor of Pharmacy degree program. Outside magazine recently ranked UH Hilo 19 out of 40 in the category of best American universities in which to work, study, and live. UH Hilo also has the distinction of having one of the most diverse student populations in the nation. U.S. News and World Report ranked it as the fifth best university in terms of diversity; it offers the only master’s and doctoral degrees in the U.S. in a Native American language.

UNIVERSITY OF TORONTO
Established in 1827, the University of Toronto is Canada’s largest university, recognized as a global leader in research and teaching. University of Toronto's distinguished faculty, institutional record of groundbreaking scholarship, and wealth of innovative academic opportunities continually attract outstanding students and academics from around the world. University of Toronto is committed to providing a learning experience which benefits from both a scale almost unparalleled in North America and from the close-knit learning communities made possible through its college system and academic divisions. The university’s vibrant academic life is defined by the rich cultural diversity within its community. The University of Toronto is sustained environmentally by three green campuses, where renowned heritage buildings stand beside award-winning innovations in architectural design.

UNIVERSITY OF TEESSIDE
The University of Teesside has nearly 22,000 students engaged in courses from Diploma to Ph.D. level in a wide range of disciplines. The University is international in scope and has an increasing number of international agreements with partner universities for the exchange of students and faculty. These institutions participate in joint research projects as well. The University mission, “Providing Opportunities—Pursuing Excellence” is carried out within the context of raising aspirations, widening participation, providing high quality learning and teaching in a research active setting, and contributing to economic growth and regeneration. The University of Teesside is recognized as a leading UK university for its work in student support and retention.

YORK UNIVERSITY
York University is Canada’s third largest interdisciplinary teaching and research university. York offers a modern, academic experience in Toronto and is host of a dynamic community of almost 50,000 students, 7,000 faculty and staff, and over 200,000 alumni worldwide. Ten Faculties and 23 research centres conduct ambitious, groundbreaking research, cutting across traditional academic boundaries. The University has two unique campuses: the Keele campus features extensive facilities in a self-contained environment and the Glendon campus, York’s bilingual, liberal arts campus. Glendon, where students can take classes in English and French, is the only integrated bilingual campus of its kind in Canada. York provides excellent student services to foster student success including career, financial, disability, leadership, and academic support.
The University of South Carolina and the 20th International Conference on The First-Year Experience welcome commercial and non-profit exhibitors. The exhibit area is located in the Grand Promenade of the Hilton Waikoloa Village. Exhibitors registered at the time of printing are listed below.

**HeartMath**
Since 1991, HeartMath has conducted innovative research on heart/brain interaction and its effect on cognition, health, and performance. Their scientifically validated system, used in over 1,000 K-12 and college institutions includes state of the art technology, faculty training, and supplemental learning programs designed to improve academic performance, retention, and emotional well-being.

**Jossey-Bass, a Wiley Imprint**
For over 40 years, Jossey-Bass has been publishing leading resources for professionals in the field of Higher & Adult Education. We are committed to improving and contributing to the academe through our publications and would like to especially highlight one of our newest products: The Student Leadership Practices Inventory (LPI) Online, please come to our booth for a demo of the program.

**Multi-Health Systems, Inc.**
MHS Inc. is an international assessment firm and publisher of the two most recognized measures of emotional intelligence (EQ): the Emotional Quotient Inventory (EQ-i(r)) and the MSCEIT. Our validated measures are used to assess student and program outcomes in postsecondary settings throughout the world. Emerging research demonstrates a high correlation between EQ and student success in undergraduate and graduate populations. Give students the best chance at success.

**National Resource Center for The First-Year Experience and Students in Transition**
Our mission is to support and advance efforts to improve student learning and transitions into and through higher education. We achieve this mission by hosting a series of national and international conferences, workshops, and teleconferences; engaging in and supporting research; publishing a scholarly journal, newsletter, and monograph series; and maintaining a web site and listservs.

**Exhibit Schedule**
Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. You will have the opportunity to visit with exhibitors during continental breakfasts, refreshment breaks, and receptions in addition to the exhibit hours below:

- **Tuesday, July 10, 2007** 7:30 am - 3:00 pm
- **Wednesday, July 11, 2007** 7:30 am - 3:00 pm
- **Thursday, July 12, 2007** 7:30 am - 12:00 noon

Please note that the exhibit hours on July 9, 2007 have been cancelled due to the time of the conference opening dinner and luau. The 1½ hours of exhibit time lost on the 9th have been added to the exhibit hours on July 10, 2007.
Continental Breakfast for Preconference Workshops
7:30 am – 9:00 am Lagoon Lanai

Conference Registration
7:30 am – 6:00 pm Grand Promenade

Cybercafe
1:00 pm – 5:00 pm Waikoloa 2

Lunch is provided for preconference workshop participants only.

9:00 am – 4:00 pm

W-1 Best Practice in the First College Year: Defining What Works & Why
9:00 am - 4:00 pm King’s 1
JOHN N. GARDNER Executive Director, Policy Center on the First Year of College; Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition
BETSY O. BAREFOOT Co-Director and Senior Scholar, Policy Center on the First Year of College; Fellow, National Resource Center for The First-Year Experience & Students in Transition UNIVERSITY OF SOUTH CAROLINA, UNITED STATES

W-2 Strategies for Transition & Retention: Innovating & Embedding a Value Proposition Outside the Core Curriculum
9:00 am - 12:00 noon King’s 3
WAYNE CLARK Director, Student Administration
BILL CROME Group Manager Student Support UNIVERSITY OF AUCKLAND, NEW ZEALAND

W-3 New Technologies & the First-Year Experience: Fundamentals of Good Practice
9:00 am - 12:00 noon
KERRY LEE RANDALL Senior Lecturer in Higher Education, Centre for the Study of Higher Education UNIVERSITY OF MELBOURNE, AUSTRALIA

1:00 pm – 4:00 pm

W-4 Designing Assessment for Intentional Improvement
1:00 pm - 4:00 pm King’s 2
RANDY L. SWING Co-Director and Senior Scholar, Policy Center on the First Year of College; Fellow, National Resource Center for The First-Year Experience & Students in Transition UNIVERSITY OF SOUTH CAROLINA, UNITED STATES

W-5 Developing a Campus-Wide Integrative Model of Student Success: The Role of Faculty, Academic & Career Advising, & Student Affairs
1:00 pm - 4:00 pm King’s 3
PAUL A. GORE Associate Professor of Educational Psychology, College of Education UNIVERSITY OF UTAH, UNITED STATES

W-6 Critical Thinking & Critical Skills Pedagogy in the First-Year Experience
1:00 pm - 4:00 pm Queen’s 4
ROBERT KENEDY Assistant Professor, Department of Sociology; Faculty of Arts; Academic Advisor YORK UNIVERSITY, CANADA

W-7 Creating a Culture of Academic and Social Integration in the First College Year
1:00 pm - 4:00 pm Queen’s 5
FRANK E. ROSS Assistant Vice Chancellor for Student Life and Learning SCOTT EVENBECK Dean, University College INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS, UNITED STATES

5:30 pm – 7:00 pm

Opening Session & Keynote Address
5:30 pm – 7:00 pm Monarchy Ballroom
PATRICK TERENZINI Distinguished Professor of Education and Senior Scientist in the Center for the Study of Higher Education PENNSYLVANIA STATE UNIVERSITY, UNITED STATES

Missing the Forest for the Trees: Rethinking What Influences Student Learning
A growing number of voices are urging academic and student affairs professionals to think about their students’ first-year experience as something more than orientation, advising, and a first-year seminar. Thinking more systemically offers greater insight into the forces at work shaping students’ experiences (and, ultimately, what they learn and how they develop), but it also poses significant challenges in trying to respond to the complexities implied in this broader view. Terenzini will draw on findings from How College Affects Students (Vol. 2) and recent research to offer a comprehensive model for thinking about the first-year experience and for undertaking program review and program development relating to students’ first year. The session will include a discussion of why the current focus on student experiences and the search for “best practices” may be counter-productive in trying to enhance student success in the first year.

7:00 pm – 9:30 pm

Dinner and Luau
7:00 pm – 9:30 pm Kona Pool
Live the song and dance of Hawaii as we experience the beauty of a traditional Hawaiian luau. We will enjoy a bountiful dinner buffet filled with island favorites. After dinner, prepare to relax and have fun during a Polynesian review as dancers will perform the dances of their ancestors. Join us as we celebrate Hawaii!
Continental Breakfast
7:00 am – 8:30 am @ Lagoon Lanai

Conference Registration and Information Table
7:30 am – 6:00 pm @ Grand Promenade

Cybercafe
8:00 am – 5:00 pm @ Waikoloa 2
7:30 am – 8:30 am

Primer for First-Time Attendees
7:30 am – 8:30 am @ Kona 4
M. STUART HUNTER Assistant Vice Provost and Executive Director, National Resource Center for The First-Year Experience and Students in Transition/University 101 Programs
UNIVERSITY OF SOUTH CAROLINA, UNITED STATES
JOHN N. GARDNER Executive Director, Policy Center on the First Year of College; Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition
UNIVERSITY OF SOUTH CAROLINA, UNITED STATES
A tradition at First-Year Experience Conferences since 1984, the “primer” reviews the events that led to the creation of University 101 at the University of South Carolina, the resulting series of conferences, and an international education reform movement known as “The First-Year Experience.” The presenters will attempt to situate the meaning of this now ubiquitous concept in higher education and define the philosophical assumptions under-girding this conference series. They will also reflect on the current status of the movement, its accomplishments, and the current challenges bringing us together at this meeting.

8:45 am – 9:45 am

1-CT Back to Basics: What Does It Really Feel Like to be a First-Year Student?
8:45 am – 9:45 am @ King’s 1
MARCIA ODY Senior Adviser, Students as Partners
THE UNIVERSITY OF MANCHESTER, UNITED KINGDOM
This interactive session returns participants to the basics of the first-year experience: Who are our first-years? What does it feel like to be a first-year student? What do first-years need to know and when? Through experiential learning and exploratory discussion, the session illustrates how returning to basics can positively assist staff and upper-division students to plan and implement appropriate support and development for first-year students.

2-CR “A Joy and A Shock”: What Faculty Learn From Teaching First-Year Seminars
8:45 am – 9:45 am @ King’s 2
ADELE PITTENDRIGH Associate Dean of the College of Letters and Science
MONTANA STATE UNIVERSITY, UNITED STATES
Keisha Hoerrner Chair, First-Year Programs Department
AMY BUDDIE Assistant Professor of Psychology
EMILY HOLLER Instructor of Communication
CHARLOTTE COLLINS Assistant Professor of Visual Arts
NANCY PROCHASKA Associate Professor of Management
KENNESAW STATE UNIVERSITY, UNITED STATES
How does teaching a first-year seminar affect faculty instructors? This presentation reports on the experiences of tenured and tenure-track faculty teaching a cross-disciplinary seminar for beginning students and documents that for some faculty, the experience leads to greater empathy for beginning students, reinvigorates teaching, and influences teaching in other classes.

3-CI Developing a Service-Based Leadership Institute for First-Year Students: Strategies for Retaining the Under-Challenged Student
8:45 am – 9:45 am @ King’s 3
JOHN ZAVODNY Chair of Instruction and Advising
ALISA GRAY Special Projects Coordinator
UNITY COLLEGE, UNITED STATES
This session leads participants through a successful model for a credit-bearing first-year leadership program designed to address the distinct needs of highly motivated students. Designed for those interested in improving retention for students in need of challenge, this session focuses on developing a committed leadership team, designing from mission and learning outcomes, identifying the right students, and assessing a leadership program. Session participants receive a digital implementation packet.

4-CR Assessing Interdisciplinary Learning in First-Semester Communities
8:45 am – 9:45 am @ Queen’s 4
KEISHA HOERRNER Chair, First-Year Programs Department
AMY BUDDIE Assistant Professor of Psychology
EMILY HOLLER Instructor of Communication
CHARLOTTE COLLINS Assistant Professor of Visual Arts
NANCY PROCHASKA Associate Professor of Management
KENNESAW STATE UNIVERSITY, UNITED STATES
KSU was chosen to participate in the national project “Assessing Learning in Learning Communities.” Seven faculty formed an interdisciplinary study group to qualitatively assess interdisciplinary learning in first-semester, theme-based communities. Using a protocol developed by Harvard’s Project Zero, the study group used student evidence to explore transfer of information from one discipline to another. This presentation explores the literature of interdisciplinary learning, the mechanics of a qualitative inquiry into the subject, and current findings.
Tuesday, July 10, 2007

5-CI The Icing on the Cake: Adding Peer Leaders to Your FYE Program
8:45 am – 9:45 am  Queen’s 5
CYNTHIA JENKINS Director of Undergraduate Advising and Coordinator of the First-Year Experience Program
THE UNIVERSITY OF TEXAS AT DALLAS, UNITED STATES
This session presents a step-by-step approach for developing a substantial and multifaceted peer leader program suited to your institution and FYE format. Three primary elements are addressed: (a) FYE program goals and components, (b) the students (i.e., recruiting, selection, training, roles), and (c) the instructors (i.e., buy-in, and relationship with students.) Participants leave with all the necessary materials to either begin a new program or enhance an existing one.

6-R Providing Professional Development Opportunities for First-Year Program Faculty
8:45 am – 9:45 am  Queen’s 6
LYNN TASHIRO Professor of Physics/Faculty Coordinator of Freshman Programs
CALIFORNIA STATE UNIVERSITY SACRAMENTO, UNITED STATES
Motivated faculty are key to the success of first-year programs for undergraduate students. This roundtable discussion focuses on the following issues: (a) faculty professional development workshops, (b) programs centered around academic themes, and (c) externally funded research projects to engage faculty and build a scholarly community in support of the work of first-year programs.

7-CT Teaching Intercultural Understanding and Skills During the First Year
8:45 am – 9:45 am  Kona 1
RUTH ROBISON Director, International Student Services
UNIVERSITY OF HAWAII AT Hilo, UNITED STATES
In our increasingly diverse society, intercultural awareness and skills are critical attributes for college students to attain. Given that UH Hilo is one of the most diverse campuses in the U.S., our first-year program includes a focus on helping students adjust and flourish in this unique environment. Using a panel of students and colleagues, we discuss programs and activities for enhancing inter-cultural understanding and skill development for students in transition.

8-CI A Unified Orientation and FYE Program: Concordia’s Critical Inquiry
8:45 am – 9:45 am  Kona 2
MARK COVEY Chair of the Division of Natural Science
KAY SCHNEIDER Director of Assessment and Institutional Research
CONCORDIA COLLEGE, UNITED STATES
Concordia’s First-Year Experience involves the careful coordination of new-student orientation with a first-year seminar and linked written or oral communication skills course. First-year seminar courses, defined by the passions and expertise of faculty, provide content from a liberal arts perspective, which is integrated into the communications course through linked assignments. Assessment data show gains in critical thinking, understanding of the liberal arts, and student satisfaction compared to a previous content-mandated first-year seminar course.

9-CT Developing a One-Stop Shop to Enhance a Supportive Campus Culture for First-Year Students
8:45 am – 9:45 am  Kona 3
MICHELLE LUNDELL Associate Vice President for Student Services
SHAD SORENSON Assistant Vice President for Student Services
KIM BARRACLOUGH Office Manager
LIZ CHILDS Director of One-Stop
UTAH VALLEY STATE COLLEGE, UNITED STATES
Providing a one-stop shop where advisors are cross-trained in admissions, registration, records, financial aid, parking, and cashiering allows for a much higher level of service for first-year students. This presentation discusses how Utah Valley State College was able to design and implement a one-stop shop in an effort to create a culture of support for first-year students. Rather than going from department to department and standing in multiple lines, first-year students are directed to one place where advisors are cross-trained. Ideas and strategies for implementing this program on other campuses are highlighted.

Morning Break
9:45 am – 10:00 am  Grand Promenade

10-CT Changing the First-Year Experience Through Academic Advising
10:00 am – 11:00 am  King’s 1
KAREN HATER Director, Academic Support Services
DOUG LITTLE Director, Rollins Explorations
ROLLINS COLLEGE, UNITED STATES
This presentation examines the multi-year project to enhance the academic experiences of our first-year students and the role academic advisors at the Thomas P. Johnson Student Resource Center (TJ’s) played in the transformation of our first-year program. Presenters describe the move from an orientation program to a comprehensive first-year experience.

11-CI From Grassroots Movement to Institutionalization: A 20-Year Journey to First-Year Seminar
10:00 am – 11:00 am  King’s 2
JILL WILKS Associate Director of Learning and FYS
NANCY DELAET Progress Coordinator
SOUTHERN UTAH UNIVERSITY, UNITED STATES
This session examines a program skeleton that has developed over 20 years to involve diverse campus constituents and include summer reading, learning communities, first-year seminar, civic engagement, peer mentors, developmental advisement, connection to university support services, library/research orientation, and a new paradigm for expanding intelligence, brain-based/accelerated learning and critical thinking. Hard to believe? Participants are challenged to consider new ideas for course design.

12-CT First-Year Experience, Cultural Awareness, Summer Study Abroad: A Tour of Ireland
10:00 am – 11:00 am  King’s 3
ED MADDEN Associate Professor of English
UNIVERSITY OF SOUTH CAROLINA, UNITED STATES
A two-week tour of Ireland with 14 first-year students provides a case study for the risks and rewards of study abroad for first-year students. The presentation focuses on strategies that worked (and those that didn’t), as well as on ways that study abroad may amplify elements of the first-year experience, particularly issues of transition, cultural awareness, and community building.
Evidence suggests strong emotional intelligence (EI) is an important factor in college success and student persistence. Self-awareness, interpersonal effectiveness, adaptability, stress tolerance, and optimism are EI skills that impact successful functioning in school. The first year of college is a transitional time when these skills can make the difference between success and failure. This session presents background information, research, and activities related to incorporating emotional intelligence within the framework of a first-year class.

The University of Texas at Austin is one of the largest public universities in the United States. Founded in 1883, the university has grown to a 350-acre main campus with 21,000 faculty and staff, 16 colleges and schools, and almost 50,000 students. The First-Year Interest Group (FIG) program serves 3,500 students. This roundtable, led by Program directors at two universities addresses the challenges and rewards of learning communities at large research universities, focusing on organizational and assessment challenges, and the role of research-oriented faculty in building learning communities.

The purpose of this first phase of the Community College Longitudinal Retention (CCLR) Study was to identify cognitive, metacognitive, motivational, affective, and individual context variables contributing to community college students’ academic transition, success, and retention. The focus was on using diagnostic/prescriptive measures that are based on causative underlying relationships and identifying variables that could be enhanced through educational interventions. The design of the study and some initial pilot test results are discussed.

SI is a nationally and internationally renowned academic support and retention program. Professionals from more than 1,500 institutions in 29 countries have participated in SI training workshops. A major strength of the SI model is that it can and has been modified on an international level to meet the diverse needs of different cultures and educational systems. To demonstrate variations of the model and innovative program ideas, five institutions from five different countries are highlighted.
Tuesday July 10, 2007

11:15 am – 12:15 pm

19-CT All Together Now: Integrating Student Support Services in First-Year Learning Communities
11:15 am – 12:15 pm @ King’s 1
ELI NETTLES Associate Dean of Faculty and Mathematics Professor
JOHN SMITH Director of the Academic Support Center
ANTIOCH COLLEGE, UNITED STATES
Antioch’s new Core Program uses team teaching and an integrated, cross-disciplinary approach. Part of the program’s mission is to develop writing and critical thinking skills. Antioch has taken the unusual step of bringing part of Student Services, the Academic Support Center, into the classroom. The ASC offers “a la carte” presentations covering a range of topics related to these skills. These presentations are available to faculty whenever a topic becomes relevant to their syllabi or assignments. This has been a successful initiative and is applicable to different curricula.

20-CT First-Year Matters: American and Japanese Perspectives
11:15 am – 12:15 pm @ King’s 2
RANDY SWING Co-Director and Senior Scholar
POLICY CENTER ON THE FIRST YEAR OF COLLEGE, UNITED STATES
ATSUSHI HAMANA President, Kansai UNIVERSITY OF INTERNATIONAL STUDIES, JAPAN
TATSUO KAWASHIMA Professor of Higher Education
KOBE UNIVERSITY, JAPAN
REIKO YAMADA Director of Faculty Development
DOSHISHA UNIVERSITY, JAPAN
This session is built on three independent research efforts that have documented trends in the first year in Japan and America. The presenters share a rich, comparative overview of first-year issues based on (a) a survey of Japanese and American Chief Academic Officers, (b) a national project exploring issues of student success in Japan, and (c) a survey of faculty/staff and students that explores institutional actions that define how new students experience college.

21-CT “Comm” and Stay: Creating and Sustaining the First-Year Experience at a Community College
11:15 am – 12:15 pm @ King’s 3
PAIGE K. WILMETH First Year Experience Coordinator
COLETTE HIGGINS Professor, History
KEITH KASHIWADA Professor, Speech
KAPI’OLANI COMMUNITY COLLEGE, UNITED STATES
Building a first-year experience at a community college is challenging. At an exclusively commuter campus where the majority attend part-time, innovative curricular and co-curricular strategies are essential to defining a first-year experience. This presentation highlights KCC’s experiences in finding common ground, fostering communication, building community, and sustaining campuswide commitment. New and seasoned practitioners gain insights about starting an FYE and keeping momentum going in the midst of seemingly insurmountable challenges.

22-CT A Multi-Dimensional Approach to Addressing the Needs of First-Year Students
11:15 am – 12:15 pm @ Queen’s 4
DALINDA SOLIS Director of Transition Services & Professor
CYNTHIA BARON Director of the Academic Support Center
CLARK GERMANN Coordinator of Services for Transfer Students
RAMON DEL CASTILLO Associate Professor, Speech
METROPOLITAN STATE COLLEGE OF DENVER, UNITED STATES
This session includes an overview of a university-wide retention initiative in an urban four-year institution. The initiative entails three programs being implemented simultaneously to provide first-year students with the necessary support to excel academically. Comprehensive programmatic interventions that reconsidered and restructured services, practices, and policies are discussed, as are the assessment data to illustrate progress in student retention. Participants are encouraged to engage in a dialogue with presenters.

23-CT Promoting Student SUCCESS Through Student Engagement: The Sequel
11:15 am – 12:15 pm @ Queen’s 5
LISA DECANDIA SUCCESS@Seneca Program Co-ordinator
STEVE FISCHMAN SUCCESS@Seneca Program Leader
SENECA COLLEGE, UNITED STATES
This session builds on last year’s presentation of the SUCCESS@Seneca program. Participants gain additional understanding of an innovative and effective multi-dimensional approach that addresses student engagement and retention-related activities. We review the highly effective College Coach initiative in which more than 100 college employees provide regular and ongoing support to students. Not only has this intervention resulted in significant success rates for our students, it has also produced several positive outcomes for college employees.

24-R Librarian Involvement in First-Year Initiatives
11:15 am – 12:15 pm @ Queen’s 6
WILLIAM ORMIE Associate Librarian
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS, UNITED STATES
There are a variety of rationales involving librarians in first-year initiatives, including the enhancement of critical thinking and information literacy skills, introducing new students to a new information environment, and acquainting new students with information and technology tools that will enhance their research. This roundtable provides an opportunity to explore and share how librarians are contributing to first-year initiatives on a variety of campuses.
25-CT Establishing a First-Year Academy at Stellenbosch University (SU), South Africa: A Comprehensive and Strategic Institutional Project  
11:15 am – 12:15 pm @ Kona 2  
LUDOLPH BOTHA  Senior Director, Academic Support  
ANTOINETTE VAN DER MERWE  Deputy Director, Centre for Teaching and Learning  
STELLENBOSCH UNIVERSITY, SOUTH AFRICA  

A huge challenge for South African universities is the improvement of first-year students’ academic success. SU initiated a project in 2006 to address this challenge by means of a First-Year Academy. This session provides: (a) a perspective on first-year student success in South Africa and SU specifically; (b) a description of the conceptualization and establishment of the First-Year Academy; and (c) important conclusions, recommendations, and lessons learned on both conceptual and implementation levels.

26-CI Project Retaining Our College Students (ROCS) Program- A Model for Successfully Facilitating Student Persistence  
11:15 am – 12:15 pm @ Kona 3  
CAROLYN PRINCES  Director of the African American Cultural Center/Project ROCs  
INDIANA UNIVERSITY OF PENNSYLVANIA, UNITED STATES  

This session describes characteristics and components of a comprehensive first-year mentoring/advising, support services program that has successfully facilitated the academic success, personal development, and persistence of entering, first-time students, primarily minority students using a unique approach.

12:30 pm – 1:30 pm

Colleague Cluster Luncheon  
12:30 pm – 1:30 pm @ Monarchy Ballroom  
The “colleague cluster luncheon” has been designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests. To that end, several numbered tables will be designated for specific functional roles, others will be designated for topical interest areas, and still others will be designated for open networking. Table numbers correspond with interest group.

INTEREST AREAS:  
1 First-Year Assessment  
2 Learning Communities  
3 Faculty Development  
4 Technology  
5 Minority Students  
6 Non-Traditional Students  
7 Peer Mentors  
8 Honor Students  
9 Adult Students  
10 Service-Learning  
11 Civic Engagement  

INSTITUTION TYPES:  
12 Community Colleges  
13 Small Colleges  
14 Research Universities  

ROLES:  
15 Academic Advising  
16 Faculty/Instructor/Lecturer  
17 First-Year Seminar Director  
18 Counselor  
19 Orientation/Intake Programs  
20 Undergraduate and Graduate Students  
21 Chief Academic Officers  
22 Chief Student Affairs Officers

1:00 pm – 2:30 pm

Poster Sessions  
1:00 pm – 2:30 pm @ Kohala Ballroom  
We encourage you to visit the Poster Sessions, where you have an opportunity to learn about a variety of initiatives during the 90-minute session at your leisure. Descriptions of the individual sessions follow on pages 11-16 of this program book.

27-PA An Assessment-Based Approach to First-Year Programming  
1:00 pm – 2:30 pm @ Kohala Ballroom  
JOHN LIPTAK  Associate Director, Experiential Learning & Career Development  
RADFORD UNIVERSITY, UNITED STATES  

Research suggests that transitioning to college from high school is a difficult process. Many students are ill-prepared to deal with this transition and thus drop out. This poster presentation describes an assessment-based, first-year programming approach pilot-tested at Radford University during the 2006 fall semester. This presentation describes how students were assessed, examines the results of the data gathered, explores profiles of successful and unsuccessful students, and describes programmatic changes made to enhance student retention.

28-PA Connecting the Head, Heart, and Hand  
1:00 pm – 2:30 pm @ Kohala Ballroom  
MICHELLE THOMPSON  Dean, Freshman College  
PASCALE BROWN  Freshman College Resource Counselor  
BETHUNE-COOKMAN COLLEGE, UNITED STATES  

Connecting the Head, Heart, and Hand is an in-depth look at how the newly created Freshman College at Bethune-Cookman College, a private, historically black institution in Florida, was able to create a first-year program by working collaboratively with the Office of Institutional Research and Planning, the Faculty Development Center, and Student Affairs. This new partnership enabled the academic, social and cultural needs of first-year students to be addressed. It has also improved student and faculty retention.
29-PA Out of the Gate: Enhancing First Year Success for Developmental Students
1:00 pm – 2:30 pm  Kohala Ballroom
HAROLD ARNETT Developmental Education Specialist
PETER GOCHIS Intervention Specialist, Title III
SHARON WEISER Director, Title III
HIGHLAND COMMUNITY COLLEGE, UNITED STATES
Presenters describe Title III programs that improved the first-year academic success of students in developmental courses. These initiatives include a summer program for entering students, structured first-semester programs with specified classes and teachers, linked courses including College English and Reading Skills, mandatory supplemental instruction for math, intrusive advising, and monitoring of targeted classes. In some cases, the proportion of students earning passing grades was 50% higher than that of the control group.

30-PA The First-Year Film Festival at the University of Toledo uncUT
1:00 pm – 2:30 pm  Kohala Ballroom
JENNIFER ROCKWOOD Director FYE
CHERYL THOMAS Administrative Secretary, Office of First Year Experience
UNIVERSITY OF TOLEDO, UNITED STATES
This presentation details the development of a film festival designed to bolster out-of-classroom experiences for first-year students. The festival is designed as part of FYE’s in-and-out-of-the classroom learning objectives and to support a memorable and successful first year. It has increased first-year engagement and motivation as well as fostered student intellectual and social development. This poster session includes winning videos, budget requirements, and an outline of rules and regulations.

31-PA Peer Mentoring for First-Year Students via E-mail: Implementing and Evaluating E-Mentoring
1:00 pm – 2:30 pm  Kohala Ballroom
Hazel Dewart Professor of Psychology Education
UNIVERSITY OF WESTMINSTER, UNITED KINGDOM
This poster describes an approach to providing additional support for first-year students who are linked with a more experienced and trained mentor who is a final-year student on their course. Communication is by e-mail. The scheme has been running for five years and carefully assessed. A control study shows that the scheme has a number of positive features and can promote social integration and satisfaction with the University.

32-PA The Successful First-Year Student: Enhancing Academic and Social Integration in a Supportive Learning Environment
1:00 pm – 2:30 pm  Kohala Ballroom
Corriene Reed Senior Lecturer in Psychology
Carol Pearson Senior Lecturer in Psychology
Alan Porter Senior Lecturer in Psychology
UNIVERSITY OF WESTMINSTER, UNITED KINGDOM
The Psychology Department has made innovations to facilitate academic and social integration for first-year students. One initiative focused on encouraging social integration, using a virtual learning environment, Blackboard. Another enhanced academic and social integration by explicitly encouraging peer support and learning, providing a cost effective means of providing staff contact and extending, via ICT, contact between students and staff. Evaluation of both quantitative and qualitative data shows that these initiatives enhanced the first-year experience. Issues raised in the implementation of these projects are explored.

33-PA The Impact of AVID on Mexican-American Students Enrolled in a Four-Year University
1:00 pm – 2:30 pm  Kohala Ballroom
Karen Watt Associate Professor, Department of Educational Leadership
Mendiola Doris Doctoral Student
Ersan Alkan Graduate Student
THE UNIVERSITY OF TExAS PAN AMERICAN, UNITED STATES
This study investigated the postsecondary educational progress of Mexican American students who participated in AVID (Advance- ment Via Individual Determination). Findings indicate that students are better prepared for college because they were exposed to the rigorous curriculum. Seventy-nine percent of the AVID students in the sample were on track to graduate from college in six years, compared to 34% nationally and 25% at South Texas Border University.

34-PA Building a Learning Community with First-Year Biology Majors
1:00 pm – 2:30 pm  Kohala Ballroom
Maria Tahamont Professor, Biology
Michael Grove Associate Professor, Biological Sciences
Luke Holbrook Associate Professor, Biological Sciences
ROWAN UNIVERSITY, UNITED STATES
Rowan biology faculty developed a learning community that included group housing for resident students, co-curricular events for all the first-year majors and an active learning model in the introductory Biology course, which involved extensive problem solving based work. Tying co-curricular activities with academic course work has been beneficial. Many students formed strong bonds with each other that appear to be carrying over to their second semester.
35-PR Developing a Model of College Impact: The Wabash National Study
1:00 pm – 2:30 pm @ Kohala Ballroom

STEVEN WEISLER Dean of Academic Development, Hampshire College; Center of Inquiry in the Liberal Arts
CHARLES BLAICH Director of inquiries, Center of Inquiry in the Liberal Arts
WABASH COLLEGE, UNITED STATES

The Wabash Center of Inquiry in the Liberal Arts is investigating the college experiences that shape student learning and predict many of the cognitive and affective gains that we strive to achieve through liberal education. The Wabash Study is following approximately 4,500 students through four years of college by administering a series of surveys, outcomes tests, and interviews at significant milestones throughout each student’s college career. The research paradigm involves extensive work to derive a systematic profile of students as they arrive at college and then a second snapshot at the conclusion of the first year. Consequently, the study offers rich opportunities to evaluate the effects of the first-year experience at each participating institution, in addition to studying the longer-term changes that transpire between the first and senior years. In this session, we present the results from the fall 2006 administration of the study.

36-PA First Steps to College Bridge Learning Community
1:00 pm – 2:30 pm @ Kohala Ballroom

CHERYL HINTON Title III Project Director
MOLLY MINUS Dean of Academic Services
Baltimore City Community College, United States

The learning community concept has been adapted at BCCC using an Afrocentric tradition combined with the contemporary methodology of teaching and learning. Our urban setting provides encouragement, motivation, and the right to be heard in the community. This interactive session presents student experiences and a discussion of Afrocentric traditions. Presenters explore obstacles on the path toward degree completion.

37-PR University Persistence and the First-Generation Student
1:00 pm – 2:30 pm @ Kohala Ballroom

FERNANDO PEREZ Assistant Professor & Director of Student Support Services
EAST STROUDSBURY UNIVERSITY OF PENNSYLVANIA, UNITED STATES

Students who are first in their family to attend a university are faced with unique challenges and obstacles. The literature has identified characteristics that impede the academic performance and continued progress of first-generation students. This study explored persistence among first-generation university students. The results indicated that parents’ education level has an impact on student persistence. The findings also suggest that selected interventions may help increase the students’ persistence toward a degree.

38-PA Developing Servant Leaders and Improving Campus Life Through a Leadership Enhancement Program
1:00 pm – 2:30 pm @ Kohala Ballroom

KIM KEFFER Director of Enrollment Services
OHIO UNIVERSITY SOUTHERN CAMPUS, UNITED STATES

Engaging students in campus life is important both in developing the student and in increasing retention, but this can be a challenge on a small commuter campus. How can a commuter campus maximize opportunities for involvement and develop student leaders on a shoestring budget and with limited staff? This presentation details how one institution created a program that met both goals—and without breaking the budget.

39-PR CCSSE Data Reveal the Benefits of Learning Communities for First-Year Students
1:00 pm – 2:30 pm @ Kohala Ballroom

ANNALIESE HAUSLER-AKPOVI Professor and Learning Community Program Coordinator
MODESTO JUNIOR COLLEGE, UNITED STATES

What promotes community college student engagement? What can educators do to create meaningful college experiences for students? At Modesto Junior College (MJC), learning communities for first-year students have proven to be one successful approach. Information from the Community College Survey of Student Engagement (CCSSE) administered in Spring 2006 indicates that learning community students’ perceptions are different from other students. The session highlights what CCSSE data indicate about the impact of learning communities on first-year students.

40-PA Collaboration Across the University Equals Student Success and Retention
1:00 pm – 2:30 pm @ Kohala Ballroom

MOLLY MINUS Dean of Academic Services
ST. EDWARD’S UNIVERSITY, UNITED STATES

Presenters describe several key retention initiatives that came out of a united effort and collaboration across the St. Edward’s University campus including faculty and academic and student affairs that resulted in a significant increase in retention and a vibrant curricular and co-curricular environment. We share assessment data including student evaluation of first-year experiences and retention statistics.
41-PR Comparative Living & Learning Community Models for Medium to Large Institutions
1:00 pm – 2:30 pm Κ Kohala Ballroom
PAUL RANIERI  Director of Freshman Connections
MELINDA MESSINEO  Associate Professor of Sociology
BALL STATE UNIVERSITY, UNITED STATES
Presenters discuss assessment results from the Ball State University Freshman Connections program. Three components are explored as predictors of more effective learning communities and increased retention rates: (a) themed versus non-themed communities, (b) highly-active versus less-active communities, and (c) “tightly” versus “loosely” connected enrollment (i.e., common/shared enrollment) in learning community courses. Results are presented and discussion focuses on how to best design learning communities in medium to large university settings.

42-PR Folio Thinking for First-Year College Success & Career Maturation: Partnering the KSU Online Career Portfolios with the First-Year Seminar
1:00 pm – 2:30 pm Κ Kohala Ballroom
JOAN LEICHTER DOMINICK  Director of Portfolios for Student Success Programs & the Senior-Year Experience Program
KAREN ANDREWS  Director of Career Services
KENNESAW STATE UNIVERSITY, UNITED STATES
Research and reports are plentiful on the importance of “career maturation” to the retention of college students. Partnering of the Kennesaw State University First-Year Experience Program with its Career Services Center is addressing the importance of career maturation on our campus through the student use of the KSU Online Career Portfolio. Presenters share the academic approaches to creating e-portfolios as passports to student success, career maturation, and global citizenship.

43-PA Filling the Gaps: An Early Alert Team at a Liberal Arts College
1:00 pm – 2:30 pm Κ Kohala Ballroom
STEPHEN DINE YOUNG  Faculty Liaison to the First Year Experience
HANOVER COLLEGE, UNITED STATES
The primary objective of this presentation is to describe the structure, function, and impact of Hanover College’s Early Alert Team, an innovative model for helping struggling first-year students. Results are presented from the two years of operation (e.g., retention figures, number and types of students served, success stories, not-so-successful stories). Significant implementation issues are discussed: gaining community acceptance, protecting student privacy, and fostering cross-divisional cooperation. The audience is invited to share their own experiences.

44-PR Early Alert Probation Prevention (EAPP) Program
1:00 pm – 2:30 pm Κ Kohala Ballroom
MARUTH FIGUEROA  Coordinator, Freshman Programs
CALIFORNIA STATE UNIVERSITY, FULLERTON, UNITED STATES
The Early Alert Probation Prevention (EAPP) program, a successful component of Freshman Programs, is an intervention that identifies at-risk students midway through their first semester. Freshman Programs conducts advising sessions with each student identified by faculty to be at-risk of not passing a course. In fall 2006, 13% of Freshman Programs’ participants were identified as being at-risk. Sixty-four percent of those receiving advisement were not on probation at the end of the semester compared with 33% of those who chose not to come in for advisement.

45-PA Student-Professor Learning Communities: Assessment of a Program to Improve Student Performance and Increase Retention
1:00 pm – 2:30 pm Κ Kohala Ballroom
CLIFF GARDINER  Assistant Dean, College of Arts and Sciences
AUGUSTA STATE UNIVERSITY, UNITED STATES
This session presents assessment results from an ongoing learning communities program at a small state university. First-year students volunteer to join learning communities that link a first-year seminar course with a core curriculum course. The professor teaching the first-year seminar joins the students in taking the core curriculum course. Analyses show that students in these learning communities significantly outperformed students in a comparison group in mean GPA, percentage of students in good standing, and retention rates.

46-PR An Analysis of the Correlation Between FYE Benchmarks and Emotional Intelligence
1:00 pm – 2:30 pm Κ Kohala Ballroom
MICHAEL ROSS  Associate Professor, Department of Secondary and Middle Grades Education
CHRISTOPHER RANDALL  Assistant Professor of Psychology
KENNESAW STATE UNIVERSITY, UNITED STATES
The research regarding emotional intelligence strongly suggests emotional intelligence is perhaps the most significant indicator of individual success. This presentation offers data from a pilot study designed to assess the correlation between emotional intelligence and the FYE Benchmarks in helping to promote student retention and achievement. Additionally, this presentation provides the opportunity for select participants to enroll in the longitudinal study beginning fall 2007.
47-PA Outcomes Assessment for Peer Assistance Programs
1:00 pm – 2:30 pm  Kohala Ballroom
SALLY LIPSKY  Professor, Developmental Studies Department
INDIANA UNIVERSITY OF PENNSYLVANIA, UNITED STATES
This session presents methods for outcomes assessment of peer assistance programming at a four-year, public university. The effectiveness of peer-led academic support is measured according to outcomes for the undergraduate participants, outcomes for the trained peer educators who lead the sessions, and outcomes for the institution.

48-PR Integrating Advisement Into the First-Year Seminar: Taking the Service to the Customer
1:00 pm – 2:30 pm  Kohala Ballroom
CAROLYN CODAMO  Faculty Associate for Freshmen Studies
NANNETTE COMMANDER  Assistant VP of Recruitment & Retention, Director of Undergraduate Admissions
WILLIAM FRITZ  Associate Provost for Academic Affairs
GEORGIA STATE UNIVERSITY, UNITED STATES
This presentation describes an advisor/faculty collaborative team model that “takes the service to the customer.” By integrating advisement into the first-year seminar, advisors move out of the advisement office and into the classroom reaching larger groups of students. The result is an increased understanding of the advising process and an on-going relationship with a specific adviser. Logistics of scheduling and various challenges are shared along with survey data from students, faculty, and advisors.

49-PR The Effect of a First-Year Seminar on Students’ Perceptions and on Sophomore Return Rates
1:00 pm – 2:30 pm  Kohala Ballroom
WONSEOK SUH  Graduate Student
AUGUSTUS COLANGELO  Assistant Professor
PENNSYLVANIA STATE UNIVERSITY, UNITED STATES
Student retention has been one of the most important issues for academic institutions. With a purpose to investigate the effect of the first-year seminar on sophomore retention, the researcher seeks to find out the most influential factors among the students’ perceptions on retention. The perceptions of the students who enrolled in the first-year seminar are collected and analyzed to determine the effect of the seminar on sophomore return rates.

50-PR The Impact of Attendance on Blackboard Use and Book Borrowing from the Learning Centre
1:00 pm – 2:30 pm  Kohala Ballroom
ANN WALKER  Course Leader for the BSc (Hons) Psychology Course
SHEFFIELD HALLAM UNIVERSITY, ENGLAND, UNITED KINGDOM
The study examined the relationship between absence from lectures and seminars, usage of the university’s electronic Blackboard sites, book borrowing, and marks. The results showed that better-attending students made greater use of the Blackboard sites, withdrew a greater number of books and received higher marks. Results are discussed in relation to what can be done to encourage student engagement, which is considered to be the underlying problem for poor attendance.

51-PR One Size Fits None: Localizing Retention Data With Focus Groups
1:00 pm – 2:30 pm  Kohala Ballroom
SCOTT HAMMOND  Assistant Academic Vice President and Associate Professor of Business Management
LISA LAMBERT  Assistant Dean and Retention Committee Chair
UTAH VALLEY STATE COLLEGE, UNITED STATES
With the proliferation of data on retention and the first-year experience, national and regional student experience trends have become clearer. These trends are often used to establish action priorities at a local level without exploring the nuances and idiosyncrasies that, when accounted for, make local action successful. This workshop explores how to use focus groups to develop local action models for retention.

52-PA Student-Involved Pre-Admission Program
1:00 pm – 2:30 pm  Kohala Ballroom
ATSUO AOKI  Associate Professor, College of Business Administration
SHIGEO SATO  Professor of English
MASAHIKO GOTOH  Professor
TAMAGAWA UNIVERSITY, JAPAN
In this session, we describe our “pre-admission program,” a bridge program for high school students entering Tamagawa University and share our experiences in this three-year-old program. We endeavored to raise student awareness regarding university life and keep student motivation up. In the first two years, we provided students with online reading and writing assignments. In the third year, we held a one-day orientation session on campus for students and their parents.
This poster session highlights the 2008-09 FYE at York University beginning in the early part of the summer with academic advising and academic preparation through the “Red Zone,” followed by a one-day academic orientation in August. The transition then continues throughout September to April in the First Year Experience: Passport to Engagement Program. This critical skills portion of the FYE is designed to help students with academic issues in their first-year courses. In each session, students are provided with the skill sets necessary for a successful transition into post-secondary education.

55-PR  A Longitudinal Look at Alcohol Consumption and Prevention Activities
2:45 pm – 3:45 pm  @ King’s 2

JOHN PRYOR  Director, Cooperative Institutional Research Program
UNIVERSITY OF CALIFORNIA, LOS ANGELES, UNITED STATES

This presentation examines international trends in college student alcohol consumption and prevention, focusing in particular on the first year of college in the United States. Longitudinal data from the Cooperative Institutional Research Program (CIRP) Freshman Survey and the Your First College Year (YFCY) survey examines changes from more than 22,000 over the course of their first-year of college. The presentation examines the types of prevention activities students encountered and makes international comparisons.

56-CI  The Evolution of a First-Year Experience Program: Balancing Academic Need with Fiscal Reality
2:45 pm – 3:45 pm  @ King’s 3

ERIC A. KIDWELL  Director of the Library and Director of the Core Curriculum
HUNTINGDON COLLEGE, UNITED STATES

How can a first-year experience program evolve during a period of institutional fiscal challenges while also responding to the educational and transitional needs of its students? Huntingdon College has faced such challenges and the evolution of its first-year experience program is illustrative of how the College has succeeded through planning, assessment, and cooperation among its faculty, staff, and students.

57-CI  10:1 Student Mentors
2:45 pm – 3:45 pm  @ Queen’s 4

INGRID DAY  Associate Professor, Division of Education, Arts, & Social Sciences
UNIVERSITY OF SOUTH AUSTRALIA, AUSTRALIA

The presentation describes a comprehensive student peer mentoring program matching all entering students with trained volunteer student mentors who concentrate on “what is important about surviving at uni and understanding where to go for help.”
60-CI The Challenge of Academic Transition: General Education and the First-Year Student
2:45 pm – 3:45 pm @ Kona 1
JEFFREY KNAPP  Director, Academy for the Art of Teaching
LARRY LUNSFORD  Associate VP, Student Affairs
GLENDA BELOTE  Assoc. Dean, Undergraduate Education (retired)
FLORIDA INTERNATIONAL UNIVERSITY, UNITED STATES

Liberal education prepares students for their majors, careers, and communities by providing the intellectual foundation and the skills, values, and ethics necessary for their success. Though general education provides transferable knowledge and skills, first-year students may view it as at best a checklist of unrelated courses and at worst a discouragement to graduation. This session focuses on general education and its assessment, with an emphasis on evidence-based decision making for program improvement.

61-CR Elitism and Entitlement: Challenges and Strategies in Recruiting and Retaining Diverse Students in an Honors Residential First-Year Experience
2:45 pm – 3:45 pm @ Kona 2
MATT BRADLEY  Associate Instructor, Honors Program
GRETCHEN WILSON  Program Manager
UNIVERSITY OF UTAH HONORS PROGRAM, UNITED STATES

The Honors first-year residential program at the University of Utah is two years old. Despite the newness of the program, however, we have recognized the majority of students applying and being accepted to the program are White. The Honors Program is committed to having a diverse representation and has begun to actively recruit more diverse students. This session presents qualitative research regarding the challenges of recruiting and retaining diverse students in a program that is predominately White.

62-CI Meeting the Needs of Underprepared First-Year Students in College-Level Courses: A Pilot Study
2:45 pm – 3:45 pm @ Kona 3
JACK THOMAS  Senior Vice Provost for Academic Affairs
WILLIAM BADLEY  Assistant Vice Provost for Academic Affairs and Director of General Education
SHEILA OTTO  Associate Professor of English
MARVA LUCAS  Interim Director of Academic Enrichment and Associate Professor of Mathematics
MIDDLE TENNESSEE STATE UNIVERSITY, UNITED STATES

Many public universities have dismantled remedial/developmental studies programs in response to various mandates. The presenters report and discuss findings from a first-year program designed to mainstream students with developmental requirements into college-level courses while continuing to address student needs. Included in this transformation are developmental mathematics, English, reading, and learning strategies. The presenters discuss the process of designing and implementing the revised curricula and present a summary of data from two semesters.

63-R Well Designed Programs: Delivery Needed
4:00 pm – 5:00 pm @ King’s 1
MYRNA HERNANDEZ  Director of First-Year Programs
MEGGAN JOHNSTON  Director of Residence Life
DEPAUL UNIVERSITY, UNITED STATES

It is difficult for students to engage their peers in meaningful dialogue about important issues. Peer educators that work with first-year students are charged with this task as well as introducing them to campus culture and environment. We ask them to be examples so that students hear about these important issues and see them modeled. Participants are encouraged to bring questions surrounding this topic and plan to be involved in a lively and thought-provoking conversation.

64-CI FYEgypt ... An Experience of Challenge and Success
4:00 pm – 5:00 pm @ King’s 3
HODA GRANT NASHED  Core Curriculum Associate Director and First-Year Experience Program Director
MARSIL KALLINEY  First-Year Experience Officer
THE AMERICAN UNIVERSITY IN CAIRO, EGYPT

Participants are invited to hear about the biggest program the American University in Cairo has ever initiated since its inception in 1919. The 2006 first-year experience introduces new students to the academic, personal, and social competencies expected for first-year success and enables them to appreciate the values upheld by the university. Presenters outline the elements that made this program a success and describe the experience of developing, implementing, assessing, and polishing it.

65-CT Using Networked Learning Communities as Part of the First-Year Experience
4:00 pm – 5:00 pm @ Queen’s 4
CLARK GERMANN  Faculty Coordinator of Transfer Student Services
JACQUELYN MCLEOD  Associate Professor of History
DALINDA SOLIS  Director, Transition Services
RAMON DEL CASTILLO  Associate Professor in the Chicano Studies
METROPOLITAN STATE COLLEGE OF DENVER, UNITED STATES

Networked learning communities, virtual extensions of traditional learning communities, are being used at Metropolitan State College of Denver to increase retention and aid in student success. The project addresses problems of lack of networked computer access and technology competency by providing laptop computers and training to students.
Disability Services: Transitioning Special Needs Students from High School to the First College Year
4:00 pm – 5:00 pm @ Queen’s 6
SANDY CALVERT Assistant Dean, Getty College of Arts & Sciences
OHIO NORTHERN UNIVERSITY, UNITED STATES
The transition from high school to the postsecondary setting is sometimes an overwhelming experience for students with a disability. Students move from being a passive recipient of educational assistance to an environment where they are expected to be self-advocates and active participants in the educational process. The purpose of this session is to share tried and true ideas, successes, and failures in helping these students transition to college.

Cast a Wide Net: Creative First-Year Retention Initiatives
4:00 pm – 5:00 pm @ Kona 1
CARRIE ZIMMERMAN Director, First-Year Experience and Assistant Dean
TEXAS CHRISTIAN UNIVERSITY, UNITED STATES
Keeping first-year students engaged, successful, and satisfied until graduation requires blood, sweat, tears, and a great sense of humor. TCU has embarked on a program to increase student satisfaction and raise first-year to sophomore retention five points in five years. This program looks at the creative initiatives aimed at creating a seamless curricular and co-curricular university experience through a three-step first-year experience program and graduation initiatives.

Narrowing the Skills Gap: A Model for a Discipline-Specific ESL Tutorial Program for First-Year Students
4:00 pm – 5:00 pm @ Kona 3
CHI BAIK Lecturer in Higher Education
JOAN GREIG Language and Academic Skills Advisor
THE UNIVERSITY OF MELBOURNE, AUSTRALIA
This session describes a discipline-specific ESL tutorial program for first-year students at the University of Melbourne introduced in 2006. The presenters outline the aims of the program in addressing the needs of students from linguistically and culturally diverse backgrounds. The discussion explores: how the program was implemented, how students were selected, and how ESL teachers worked collaboratively with content lecturers to develop the curriculum and course materials and to evaluate the program.
The University College
Movement: An Integrated Approach
to Supporting First-Year Students
8:15 am – 9:15 am @ King’s 3

JULIE ALEXANDER  Program Associate
POLICY CENTER ON THE FIRST YEAR
OF COLLEGE, UNITED STATES

SCOTT EVENBECK  Dean, University College
INDIANA UNIVERSITY PURDUE UNIVERSITY
INDIANAPOLIS, UNITED STATES

MAGGY SMITH  Vice Provost for Undergraduate
Studies and Dean, University College
THE UNIVERSITY OF TEXAS AT EL PASO,
UNITED STATES

The University College movement in America is known for innovative efforts in supporting and retaining first-year college students. Despite differences in structures, resource base, and actual programming, these structures are important elements in a coordinated first college year. Aggregated data collected from a range of American institutions about the organization and structure of University Colleges and case examples from IUPUI and the University of Texas El Paso are presented.

Faculty Perceptions of BGSU
Residential Learning Communities
8:15 am – 9:15 am @ Queen’s 4

LAURIE A. RODGERS  Learning Communities Coordinator
BOWLING GREEN STATE UNIVERSITY, UNITED STATES

Faculty involvement is critical to the success and survival of residential learning communities (RLCs). However, RLC leaders must cultivate an understanding of the nature and purposes of RLCs and how that relates back to teaching and learning among faculty if recruitment and retention are to be effective. This study attempts to discover faculty perceptions of BGSU RLC and factors affecting their participation in these communities.

8:15 am – 9:15 am @ King’s 2

PAUL GORE  Associate Professor and Student Success Special Projects Coordinator
UNIVERSITY OF UTAH, UNITED STATES

The United Arab Emirates has undergone profound social and educational changes in the last 10 years. Among those changes has been an increase in the opportunity for Emirite women to pursue post-secondary education. This presentation highlights one institution’s comprehensive approach to career education and includes an evaluation this institution has applied empirically to established critical ingredients in career education interventions.

Juggling First-Year Student Experience and Institutional Change: An Australian Experience
8:15 am – 9:15 am @ Queen’s 5

LYNN BURNETT  First Year Experience Project Coordinator
GRIFFITH UNIVERSITY (GOLD COAST CAMPUS), AUSTRALIA

First-year students experience a range of tensions as they negotiate their new roles as university students, particularly in their first six months of study. This paper describes how one Australian, research intensive, University engaged in a quality change process through the development and implementation of a strategic teaching and learning project. The overarching aim of the project was to implement specific, student-centred initiatives to create a learning environment that would improve first-year students’ experiences. Vignettes of faculty-based initiatives illustrate how first-year students’ issues were addressed to improve the overall student experience.

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LAURIE A. RODGERS  Learning Communities Coordinator
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75-R Build It, and They Will Come. But How Do We Keep Them There?: Discussions on Successful Retention Strategies 8:15 am – 9:15 am @ Kona 1
BRIDGETT MCGOWEN-HAWKINS Lead Reading Resource Specialist
CHERYL SNEAD-GREENE Associate Director of University College
PRAIRIE VIEW A&M UNIVERSITY, UNITED STATES
With retention rates as the driving force behind funding and the strength of universities, strategies for keeping first-year students on our campuses run the gamut. First-year seminar courses, Learning Framework sections, block scheduling, learning communities - just to name a few - are the buzz words heard at meetings. Participants in this roundtable will discuss their strategies for moving retention numbers in the right direction and keeping them there.

76-CT Challenges and Opportunities of Curriculum Revision 8:15 am – 9:15 am @ Kona 2
KATHY NOMME Instructor, Biology Program
GULNUR BIROL Research Assistant-Curriculum Revision Coordinator
CAROL POLLOCK Senior Instructor, Department of Zoology
UNIVERSITY OF BRITISH COLUMBIA, CANADA
The Biology Program at UBC has undergone a review and is now in the process of revision. This presentation provides the audience with an overview of the curriculum revision process, introduces the challenges and opportunities that are inherent to the process, highlights the lessons learned from the process along the way, and provides an example from a first-year biology course that has undergone the process. As such, this work provides a conceptual framework for change at the program level and insight into curriculum revision.

77-CT Changes, Challenges, Choices: Using the MBTI With Your Millennial Students 8:15 am – 9:15 am @ Kona 3
HEATHER DOYLE Coordinator of Academic Advising
LAKEHEAD UNIVERSITY, CANADA
The Myers-Briggs Type Indicator, based on the theory of psychological type developed by Carl Jung, is one of the most widely used personality indicators. Millennial students, unlike generations before them, are turning toward traditional ideas and feel required to achieve and succeed. Using the MBTI with first-year millennial students helps them to learn more about themselves academically and personally. This session reviews the MBTI and discusses strategies for use.

78-CL Learning Community Student Affairs Liaisons: Helping Students and Faculty Succeed 9:30 am – 10:30 am @ King’s 1
SCOTT JOHNSON Assistant Dean for First Year and Academic Support Programs
TIMOTHY ECKLUND Associate Vice President for Campus Life
STATE UNIVERSITY OF NEW YORK COLLEGE AT BUFFALO, UNITED STATES
Our early assessments of learning communities at Buffalo State showed that faculty were unprepared to handle many issues first-year students presented. Buffalo State implemented the student affairs liaison in learning communities to improve student satisfaction and retention in learning communities by having professionals with expertise in student development serve as integral members of a learning community team. This session explains the role of the student affairs liaison, the process of integrating liaisons into our teams, and the professional development necessary for all involved. The results of interviews with those who have been student affairs liaisons, faculty, and students highlight the impact of this role on learning communities at Buffalo State.

79-CT Skeletons in our Closet: Sharing Contentious Campus History With First-Year Students 9:30 am – 10:30 am @ King’s 2
NEIL JAMERSON Program Coordinator, Office of Leadership Development & Intercultural Affairs
LORI GROVES-WHITE Director, Office of Leadership Development & Intercultural Affairs
VANDERBILT UNIVERSITY, UNITED STATES
Many new students enter their institution without knowing the “family skeletons,” incidents and issues that make the college or university unique to its members. This presentation details a pre-orientation activity that shares Vanderbilt University’s contentious campus history with first-year students. In addition to making these students true members of the university, the activity promotes other positive student outcomes, including leadership development, diversity awareness, and identity development.

80-CT Lifestyle of Japanese College Students 9:30 am – 10:30 am @ King’s 3
DOUGLAS TRELFA Associate Professor, College of Education
TAMAGAWA UNIVERSITY, JAPAN
The presenter offers data on the lifestyle of first-year Japanese college students based on national samples and a survey of Japanese university students. Data on tobacco and alcohol consumption, part-time jobs, sleep, diet, nutrition, and exercise are presented and suggest that Japanese students struggle with making choices that contribute to short-term and long-term well being. Gender differences are explored.
81-CI Drilling Down NSSE Data on Academic Challenge in the First Year
9:30 am – 10:30 am @ Queen’s 4
ROBERT GUELLE Coordinator, First Year Programs
GREG BIERLY Director, Honors Program
INDIANA STATE UNIVERSITY, UNITED STATES
ISU conducted the NSSE for both its first-year students and its graduating seniors in 2003 and 2005. These surveys revealed a troubling fact: ISU students report that they are less challenged in the classroom than students at peer American Democracy Project schools as well as peer Doctoral Intensive schools. A committee analyzed syllabi and specific NSSE questions stratifying results by pre-entry status, by post-entry student success, and by socio-economic status. Results of these analyses are presented.

82-CI First-Year Initiative: Bridging the Academic Gap Between High School and College
9:30 am – 10:30 am @ Queen’s 5
O. W. JOHNSON Assistant Vice President of Academic Affairs
ALFREDLENE ARMSTRONG Dean of Comprehensive Academic Resources
LINDA ANDERSON Reading Professor
DEMETRIA HOWARD-WHITE Professor of Mathematics
TOUGALOO COLLEGE, UNITED STATES
The First-Year Initiative at Tougaloo College employs assessment strategies using standardized and diagnostic scores to help college students effectively bridge the transitional period from high school academics to the first year of college. Participants learn how these assessment tools are useful in helping students evaluate their strengths and weaknesses and use meta-cognitive strategies to acquire basic transitional skills.

83-R To What Extent Do We Change the Student to Fit the Institution or the Institution to Fit the Student?
9:30 am – 10:30 am @ Queen’s 6
PAULA HIXENBAUGH Principal Lecturer in Psychology
ALAN PORTER Senior Lecturer in Psychology
CAROL PEARSON Senior Lecturer in Psychology
HAZEL DEWART Professor of Psychology Education
CORRIENE REED Senior Lecturer in Psychology
UNIVERSITY OF WESTMINSTER, UNITED KINGDOM
An emphasis on student success is at the heart of higher education (HE) internationally. How far should institutions go to ensure this success? The English HE sector performs well against a range of industrialized countries on student completion, with only Japanese students more likely to obtain their degree. Presenters explore the extent to which universities accommodate the needs and experiences of their students. To what extent can/should institutions change to enable students to progress?

84-R Honors Programs and the First-Year Experience
9:30 am – 10:30 am @ Kona 1
GREGORY WATERS Professor of English and Director, University Honors Program
MONTCLAIR STATE UNIVERSITY, UNITED STATES
What is the intersection between honors and first year experience programs? In many ways honors programs resemble FYE programs by providing a structured academic experience, extracurricular enrichment, and a shared residential experience. Are there important differences? What can we learn from each other? This roundtable discussion invites participants to discuss these questions.

85-CT Can Social Computing Networks be Used to Engage and Retain Students?
9:30 am – 10:30 am @ Kona 2
CHARLES MATTIS Dean of the First-Year Program
ABILENE CHRISTIAN UNIVERSITY, UNITED STATES
The purpose of this presentation is to elaborate on Tinto’s construct of social integration by examining first-year student activity on Facebook. An instrument was created that quantified the level of student activity on the social computing system and compared it to more traditional measures of social integration. The effectiveness of this new measure of cyber-social integration is discussed in predicting retention, along with institutional strategies to build student engagement and community.

Morning Break
10:30 am – 10:45 am @ Grand Promenade

86-CI Looking at Retention ‘From Both Sides Now’: Working With Students and Faculty to Address Student Retention
10:45 am – 11:45 am @ King’s 1
DIANE NUTT Head of the Student Retention Team and Learning and Teaching Consultant
UNIVERSITY OF TEESIDE, UNITED KINGDOM
This presentation explores the development of an institutional strategy that brings together central support for staff and local support for students with the specific aim of reducing student drop-out. This comprehensive approach combines immediate add-on support with curriculum development and institutional change. This approach is adaptable, flexible, and suited to a range of contexts.
87-CT Summit Base Camp: An Innovative Community College FYE Collaboration between Faculty and Student Services
10:45 am – 11:45 am @ King’s 2
DAWN ZONI Student Services Advisor
COLORADO MOUNTAIN COLLEGE - SUMMIT CAMPUS, UNITED STATES
While many colleges implement FYE programs through stand-alone courses, Colorado Mountain College Summit Campus created a distinctive FYE program that embeds common academic themes in core curriculum combined with a co-curricular component. Base Camp, Beginning the Adventure to Successful Experiences through CMC’s Academic and Mentoring Program, is an exceptional collaboration of faculty and student services staff that emphasizes the principles and skills students need to succeed.

88-CI Proving and Improving: Purposeful Themed Learning Communities Assessment
10:45 am – 11:45 am @ King’s 3
LAUREN CHISM Associate Director, Center on Integrated Learning
MICHELE HANSEN Director of Assessment
INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS, UNITED STATES
This session introduces participants to IUPUI’s Themed Learning Community program that has demonstrated a significant impact on first-semester grades, first-year retention, and student engagement. Participants learn about the assessment methods implemented to evaluate the program and the implications of the research conducted.

89-CI Advising for Success: A Model for the Liberal Arts & Sciences
10:45 am – 11:45 am @ Queen’s 4
NANCY ALLEN Director, Advising and Professional Development
LYNDA CAPUZZI Assistant Director of Advising and Professional Development, College of Liberal Arts and Sciences
VILLANOVA UNIVERSITY, UNITED STATES
Villanova University’s College of Liberal Arts & Sciences comprehensive faculty-based advising program for first- and second-year students provides developmental advising, academic support services, and addresses the essential questions, “What is the value of a liberal arts and sciences education?” and “How does the undergraduate experience prepare students for a lifetime of professional and vocational success?” Philosophically, the program is shaped by an understanding of developmental theory, the relationship between teaching and advising, and vocational counseling. The presentation emphasizes the importance of the interrelationship among these areas, providing case studies of faculty approaches, alumni involvement, and student outcomes.

90-CT Accusations of “Acting White” Placed on High-Achieving African American and Latino Students
10:45 am – 11:45 am @ Queen’s 5
RHONDA SIMMONS Title V Coordinator
GLORIA AREVALO Dual Enrollment Counselor
RIO HONDO COLLEGE, UNITED STATES
DERRICK RAMON BAYLOR 2007 Graduate
TEXAS SOUTHERN UNIVERSITY, UNITED STATES
Through the voices of our own sons and a doctoral dissertation, the panelists lead a discussion on the experiences of high-achieving racial minority students whose success is met by accusations of a desire to “act white.” Participants learn how they as educators, administrators and parents can provide opportunities and safe learning environments where students can achieve their goals.

91-R Synthesizing Best Practices for First-Year Programs
10:45 am – 11:45 am @ Queen’s 6
PHYLLIS CURTIS-TWEED Associate Provost, Office of Academic Affairs
JANICE ZUMMO Director, S.E.E.K.
JANE ALExANDER Assistant Professor, Freshman Year Program
EDNA MOSHETTE Counselor Coordinator, S.E.E.K.
MEDGAR EVERS COLLEGE, UNITED STATES
At first-year experience conferences, participants attend sessions that highlight best practices in first-year programming without having many opportunities to exchange ideas with representatives of various institutions. This roundtable session provides an opportunity for broad conversations among a variety of institutions on the first-year experience on their specific campuses. The discussion focuses on the collaborative relationship between student affairs and academic affairs and the role of assessment in determining program effectiveness.

92-R Using Peer Leaders in FYE Courses to Bridge the New Generation Gap
10:45 am – 11:45 am @ Kona 1
KARLA SANDERS Director, Center for Academic Support & Achievement
EASTERN ILLINOIS UNIVERSITY, UNITED STATES
Using peer leaders in a first-year seminar can bridge the gap between entering millennial students and Gen X or Baby Boomer instructors. This roundtable discussion focuses on key components for developing and sustaining a peer leader program. Participants share their successes and missteps in recruiting, selecting, training, and sustaining peer leader programs.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Location</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>10:45 am – 11:45 am</td>
<td><strong>Accreditation and the First-Year Experience</strong></td>
<td>Kona 2</td>
<td>KAY SMITH, Associate Vice President for the Academic Experience&lt;br&gt;COLLEGE OF CHARLESTON, UNITED STATES</td>
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<td>10:45 am – 11:45 am</td>
<td>First-Year Success Seminars in a School Centric Model, When UNI 101 Just Isn’t Enough</td>
<td>Kona 3</td>
<td>RACHEL BEECH, Student Engagement Coordinator&lt;br&gt;THOMAS DICKSON, Assistant Director of Academic Services&lt;br&gt;TODD STRICHERZ, Assistant Director, Academic Services&lt;br&gt;ARIZONA STATE UNIVERSITY, UNITED STATES</td>
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<td>12:00 noon – 1:30 pm</td>
<td><strong>Lunch with International Higher Education Panel</strong></td>
<td>Kohala Ballroom</td>
<td>PANELISTS: &lt;br&gt;Denis Calderon, Assistant Director, Learning &amp; Teaching Development, University of Teesside, United Kingdom&lt;br&gt;Bill Crome, Group Manager Student Support, University of Auckland, New Zealand&lt;br&gt;Corey Goldman, Associate Chair (Undergraduate), Department of Ecology &amp; Evolutionary Biology, University of Toronto, Canada&lt;br&gt;Masahiko Gotoh, Professor, Tamagawa University, Japan&lt;br&gt;Lydia Ramahobo, Deputy Vice Chancellor, Student Affairs, University of Botswana, Botswana&lt;br&gt;Patrick T. Terenzini, Distinguished Professor of Education &amp; Senior Scientist, Center for the Study of Higher Education, Pennsylvania State University, United States</td>
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<td>1:45 pm – 2:45 pm</td>
<td><strong>A Twenty-Year Program: The Highs and Lows, and Now Learning Outcomes</strong></td>
<td>King’s 1</td>
<td>GERRY STRUMPF, Director of Orientation&lt;br&gt;UNIVERSITY OF MARYLAND COLLEGE PARK, UNITED STATES</td>
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<td>1:45 pm – 2:45 pm</td>
<td>Are You Going to PASS? (Peer Assisted Study Sessions)</td>
<td>King’s 2</td>
<td>SALLY ROGAN, Manager, First Year &amp; Transition Programs&lt;br&gt;UNIVERSITY OF WOLLONGONG, AUSTRALIA</td>
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Recent accreditation processes have required institutions to develop plans that enhance quality and lead to demonstrable student learning outcomes. Several schools have chosen to create or enhance their first-year experience programs to satisfy this requirement. This session examines the various approaches a number of institutions have taken in developing first-year experiences through the accreditation process, with particular emphasis on this process at the College of Charleston. The presenter also evaluates the accreditation process as a motivating factor in first-year reform.

Arizona State University is “One Campus in Many Places,” with 21 academic divisions across four geographic locations. Divisions are encouraged to help students develop an identity as members of an academic community within the institution. To this end, FYE seminars have moved from a centralized UNI model with universal curriculum to specialized programs tailored to each college. This session addresses the development and nature of these models in the colleges of business, education, and liberal arts.

This panel is designed to provide an open discussion, inviting conference participants to ask questions and make comments regarding the progress of the first-year experience on their own campuses.

This session focuses on the nationally ranked Freshman Seminar Program at the University of Maryland College Park. This course was developed in 1986 with an offering of five sections and was studied experimentally for its effect on retention and GPA. Currently, there are more than 80 sections of the course offered each year. This session provides highlights the successes and mishaps of the program's history and offers a current perspective of the course's strengths and weaknesses. The last part of the session addresses the Learning Outcomes Assessment developed for the Middle States Review.

The presenter focuses on the successful implementation, expansion and innovations of the PASS (Peer Assisted Study Sessions) Program at the University of Wollongong, Australia. PASS is based on the Supplemental Instruction model and has nearly 40 Peer Leaders supporting students in all nine faculties. The presentation also covers Wollongong's work as the Australian National PASS center and looks at challenges in successfully leading the second wave of implementation of PASS in Australia.
Wednesday • July 11, 2007

97-CR From Retention to Academic Success: Using First-Year Seminars as a Catalyst for Success in the First Year of College
1:45 pm – 2:45 pm @ King’s 3
STEPHANIE FOOTE Director, Academic Success Center and First-Year Experience
UNIVERSITY OF SOUTH CAROLINA AIKEN, UNITED STATES
Efforts to measure the impact of first-year experience initiatives have often focused on the relationship of these programs to student retention and persistence. Recently, the concept of student success has become an alternate, and perhaps, more comprehensive measure of the effects of first-year programming. Drawing on studies about first-year seminars and emerging literature on student success, this session examines the relationship between learning in first-year seminars and the academic success of first-year students.

99-CR "We Go Together": Discipline-Based Learning Community Leads to Positive Developments for Students
1:45 pm – 2:45 pm @ Queen’s 5
DAWN MCKINNEY Senior Instructor
KAREN PETERSON Instructor
UNIVERSITY OF SOUTH ALABAMA, UNITED STATES
LEO DENTON Assistant Professor
UNIVERSITY OF MOBILE, UNITED STATES
As a retention effort, computing majors were enrolled in a discipline-based learning community consisting of an English 101 composition class and a first-year seminar. Assigned student compositions specifically related to the computing discipline. Using various instruments, positive developments were observed in the numbers and quality of student relationships within their major, institutional integration, and writing performance. In the presentation, we discuss course activities, methodologies, assessment tools, results, and future plans.

100-CR A First-Year Seminar for Diverse Students: Lasting Effects or Soon Forgotten?
1:45 pm – 2:45 pm @ Queen’s 6
MAUREEN ANDRADE Chair, English Language Teaching and Learning(ELT) Department
BRIGHAM YOUNG UNIVERSITY HAWAII, UNITED STATES
This presentation describes the impact of a semester-long seminar for first-year international students concurrently enrolled in ESL (English as a Second Language) and other university courses. Students were surveyed a year after completing the seminar to determine the impact of the course on their academic, social, and cultural adjustment. The presenter discusses rationale for the seminar, provides an overview of seminar content, shares results of the survey, and suggests implications.

101-CR Integrating First-Generation and Low-Income Students
1:45 pm – 2:45 pm @ Kona 1
SHERYL TYNES Associate V.P. for Academic Affairs
TRINITY UNIVERSITY, UNITED STATES
This roundtable discussion enhances participants’ understanding of different initiatives designed to ease the integration of first-generation and/or low-income college students into higher education. Often lagging in their understanding of the college environment, we discuss the psychological dynamics of the “imposter syndrome,” special programs for parents, and faculty and peer mentor programs such as “Allies.”

102-CT Implementing Moral-Based Curriculum Components in the First-Year Seminar
1:45 pm – 2:45 pm @ Kona 3
PAMELA GOLUBSKI First-Year Academic Advisor and FYE Program Coordinator
Carnegie Mellon University, United States
With the rise of social problems facing college students today, colleges should have the broader objective of ensuring that students develop into autonomous moral agents upon leaving the college community and entering the global world. For this outcome to occur, moral reasoning must be implemented into the first-year curriculum. Moral education is reviewed from a historical perspective, along with exploration of contemporary, cognitive-developmental theories. Furthermore, implementing creative learning components in the first-year seminar curriculum to enhance and increase moral reasoning, judgment, and reflection are addressed.

Afternoon Break
2:45 pm – 3:00 pm @ Grand Promenade
In order to address below-average success and program completion rates for developmental reading students, HCC implemented Achieving the Dream (AtD). This work includes the expanded use of two success courses; success coaching; aligned college-wide implementation; an evaluation plan incorporated into the larger college planning system; qualitative and quantitative assessments that have been broadened and diversified to engage voices and perspectives not traditionally included in learning assessment conversations.

In this presentation two universities (one in South Africa and one in the USA) demonstrate how context specific moral and ethical goals can be used as the driving force and inspiration in the planning and implementation of a FYE. A transformational model has been used to align the institutions’ people, programmes, processes, places and policies to produce a FYE that will contribute towards well-equipped citizens willing to work for the common good and focused on the millennium goals.
109-CR Early Undergraduate Involvement in Research and Retention
3:00 pm – 4:00 pm Kona 2

Svetlana T. Karpe Assistant Dean, URS Director
University of Wisconsin-Madison, United States

First-year students who participate in the Undergraduate Research Scholars (URS) program show improved academic performance as well as improved retention rates over their first year peers. The results are particularly remarkable for academically under-prepared groups of students. This session identifies and discusses particular learning outcomes for these groups of students and further explores successful practices for students involved in inquiry-based learning and creative expression during their first college year.

110-CI Evaluating Transition at UCL
4:15 pm – 5:15 pm King’s 1

Marco Angelini Project Officer, Transition Programme
University College London’s Transition Programme is housed in the Widening Participation Unit and is focused on supporting student achievement and retention through peer mentoring, information/discussion activities, and study skills workshops. The Presenter assesses and evaluates the Programme in the context of the national Access agenda, which seeks to support learners from historically less included backgrounds, who may be at greater risk of early withdrawal.

111-CI UW FIG Program: The Benefits of Peer Instruction
4:15 pm – 5:15 pm King’s 2

Steven Oliver Assistant Director for Learning Communities
Grant Kollet Director, First Year Programs
Becky Franquemier Freshman Interest Group Coordinator
University of Washington, United States

This session focuses on UW Freshman Interest Group (FIG) Program’s controversial use of undergraduate students to teach General Studies 199 “The University Community” course. Presenters detail the theoretical underpinnings of the program and the content of our training module. Findings from our evaluation efforts highlighting the strengths and weaknesses of our program model are used to provide a framework for discussion.

112-CR Improving First-Year Students’ Learning Through Writing
4:15 pm – 5:15 pm Queen’s 4

Dipu Sebastian Faculty of Business
Queensland University of Technology, Australia
Zimitat Craig Deputy Director, Griffith Institute of Higher Education
Griffith University, Australia

The purpose of the study was to improve student learning outcomes in a first-year course, by implementing strategies based on sound theoretical frameworks. On evaluating the student academic outcome in the First-Year Experience (FYE) program, it was observed that a student’s performance in an academic task did not necessarily reflect their level of knowledge. As the majority of academic tasks involve a written component, we focused on improving a range of skills associated with academic writing within normal classroom activities: concept mapping, argument development, and formation of linkages within written work. Student success was not uniform. We believe that students who benefited most from these interventions were those with the greatest commitment to learning.

4:15 pm – 5:15 pm Queen’s 5

Robert Snowden, Jr. Professor of Radio and News Media
Cosumnes River College, United States

This session explores how the creation of a first-year seminar addresses the academic needs of first-year students and incorporates curriculum designed to better prepare students for vocational training.

114-CR Full-Time and Part-Time Faculty Boot Camp Increasing Teaching and Technology Skills
4:15 pm – 5:15 pm Queen’s 6

Sharon Weiser Director of Title III Grant
Peter Gochis Title III Activity Director
Harold Arnett Developmental Education Specialist
Highland Community College, United States

A full-time and adjunct faculty professional development boot camp offered training increasing use of technology in the classroom, effective teaching skills, teaching to diverse learning styles, and teaching diversity. Participants submitted a project proposal utilizing training that would be implemented the subsequent semester. Participants were compensated for attendance. Additional pay was available for three observations and subsequent discussions with the Developmental Education Specialist. Project evaluation was required. Positive response from faculty and students was obtained.
The need to recruit and retain African American males in higher education is a topic of discussion on college campuses. Identifying the “specific” needs of African American male students before, during, and after the collegiate experience is vital to providing a significant number of students with a promising future in a competitive global market. Discussing the needs of African American male students from a cross-sectional perspective may help provide upward mobility for these students.

Two cohorts of 20 career technical education students from two high schools were identified to participate in a new program designed to establish a career pathway for the “neglected majority” of high school students. The program offers college courses at the high school allowing students to earn an associate degree one year after high school.

Commuter students have unique challenges in becoming integrated into university life. The effectiveness of a first-year seminar program was explored at the University, program, and student level. Retention, knowledge of college services, cognitive outcomes, and specific skills were examined. This session describes assessment findings and related how one FYS design aids commuter students.
Looking for a way to promote student success through Emotional Intelligence?

Emotional Intelligence (EI) assessments are quickly becoming recognized as valuable tools for educators seeking to improve the first-year experience. With the help of instruments like the Emotional Quotient Inventory: Short Post Secondary (EQ-i:STM PS), colleges have succeeded in providing more meaningful development strategies for first year students, based on each student's unique EI.

Understanding EI allows you to understand students’ ability to manage themselves and their relationships, as well as their capacity to deal with situations that challenge them. By gaining a greater understanding of each student through EI, you are better equipped to motivate students in ways that are individually meaningful, maximizing both student success and development.

To learn more about how Emotional intelligence assessments have helped other campuses, visit the MHS booth at this year's conference and be sure to attend the following presentation:

**Infusing Emotional Skills into First Year Curricula to Foster Student Success**
Tuesday July 10, 2007
10:00 am - 11:00 am
7.00 am – 8.30 am @ Lagoon Lanai

7.30 am – 12.00 noon @ Grand Promenade

8.00 am – 12.00 noon @ Waikoloa 2

8.15 am – 9.15 am

118-CT Students in Transition: Articulation, Expectations, and Attrition
8.15 am – 9.15 am @ King’s 1

LISA MILNE Research Assistant
VICTORIA UNIVERSITY, AUSTRALIA

The mission of the Postcompulsory Education Centre (PEC), established in 2005, is to conduct research into aspects of postcompulsory education, with an emphasis on cross-sectoral educational policy and practice; support practitioner-led research with the aim of developing the scholarship of learning and teaching across the University; coordinate research into postcompulsory education across the University; and to contribute to the development of University educational policies that are informed by practice-based research. In this presentation, we draw together some of the key findings across our program of research, and discuss these findings in relation to prevailing wisdom on student transitions.

119-CT Problem Sets as Opportunities for Growth in Students and Institutions: College Success 101
8.15 am – 9.15 am @ King’s 2

FRED WEY Coordinator of College Success
JAMES SAYERS Assessment Coordinator, Associate Professor in the Transitional Studies Department
CHRISTINE MARLOW Dean of Instruction
UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS, UNITED STATES

This presentation is a description with rationale of College Success 101, a newly-revised course at University of New Mexico-Gallup Campus. This is a three-tiered, five-week incremental syllabus incorporating innovative counseling and assessment elements along with well-established college success course practices. Traditional assessments are augmented by student written self-assessments and informal student assessment of student services. Challenges to specific curriculum innovations and data-informed institutional changes are discussed in the context of the course implementation experience.

120-CR Learning to Use Time Effectively
8.15 am – 9.15 am @ Queen’s 4

R. STEVEN TURLEY Associate Dean in Undergraduate Education
JESSICA SCOTT Graduate Research Assistant
BRIGHAM YOUNG UNIVERSITY, UNITED STATES

Students at Brigham Young University who go on academic probation or warning during their first year have identified time management as the number one issue affecting academic performance. To understand the effectiveness of various student time management strategies and university interventions, we interviewed students who responded to an initial time management survey. Students were placed in four groups based on their self-assessment of their time management skills and approaches.

121-CT Learning Communities and Model Citizenship Initiatives at the University of Alabama at Birmingham
8.15 am – 9.15 am @ Queen’s 5

LILA MIRANDA GRAVES Associate Professor of English
PEGGY JOLLY Professor of English/Director of Freshman Composition
UNIVERSITY OF ALABAMA AT BIRMINGHAM, UNITED STATES

Our presentation describes a three-way initiative entering its third year at our institution. This initiative, which prioritizes ethics and civic responsibility, brings together students and faculty from our Department of English, our Freshman Year Experience program, and our university-wide Learning Community program. We describe how faculty and administrators work together to ensure the program’s success.

122-R Where Have All the Resources Gone? Getting the Most for Your Shrinking Dollar
8.15 am – 9.15 am @ Queen’s 6

REBECCA CRAWFORD Administrative Assistant, Freshman Academy
ELDON BOTT Supervisor, Advisement Center, Marriott School of Management
BRIGHAM YOUNG UNIVERSITY, UNITED STATES

Providing support to first-year students draws from the pocketbooks of many stakeholders – not just in literal dollars, but in time and classroom seating. Working in an environment where program planning and development fall across many doorsteps, it is imperative to construct learning communities in a manner that allows individual departments to have quality buy-in to the learning outcomes and goals of the students involved. This creates not only effective teaching opportunities, but cost-effective resource management.
Thursday July 12, 2007

123-CI Use of Multiple Interventions to Increase Retention in the First Year
8:15 am – 9:15 am Kona 1
PEGGY KENNEDY Vice President of Academic and Student Development
MARGIE TOMSIC Associate Dean of Assessment and Research
THOMAS MATOS Dean to Student Services
SAINT PAUL COLLEGE, UNITED STATES
Saint Paul College’s Quest for Excellence began with a re-engineering of its student services and the launch of a tuition-free program for underserved high school graduates. An electronic Early Alert Reporting System (EARS), intrusive advising processes, a web-administered College Student Inventory, and a web-based “Enable Learning” developmental math system allowed faculty and retention specialists to monitor students’ performance electronically. Fall grades and fall-to-spring retention rates were significantly higher for Enable-Learning students.

8:30 am – 10:30 am

124-R Is it Possible to Sustain Individual Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy Today?
8:30 am – 10:30 am Kona 3
MARY STUART HUNTER Assistant Vice Provost and Executive Director, National Resource Center for The First-Year Experience and Students in Transition/University 101 Programs
UNIVERSITY OF SOUTH CAROLINA, UNITED STATES
JOHN N. GARDNER Executive Director
POLICY CENTER ON THE FIRST YEAR OF COLLEGE, UNITED STATES
Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition
UNIVERSITY OF SOUTH CAROLINA, UNITED STATES
It seems that many faculty and staff today struggle with incongruities in their academic lives. Do our institutional cultures fuel incongruence or do they encourage authenticity? What kinds of collegial behavior or administrative policies and actions are likely to generate value conflicts or inauthentic behavior? In this session, participants will be encouraged to think deeply about their own beliefs and values and consider how their institutional cultures foster authenticity or perhaps generate intra-personal conflict.

Morning Break
9:15 am – 9:30 am Grand Promenade
9:30 am – 10:30 am

125-CT What Do They Care About? Civic Engagement Redefined
9:30 am – 10:30 am King’s 1
MARGIT WATTS Director of Maana Partnerships
UNIVERSITY OF HAWAII, UNITED STATES
What do students care about? Why do they care about these things? What are they willing to do? This session turns the definition of civic engagement on its head. Students are members of numerous communities, both real and virtual. By using the strategies of “open source development,” we can offer students more than foundational and professional knowledge – we can offer activities that build socially responsive knowledge.

126-CR Are Non-First-Generation Students Successful?: A Case of Japanese College Students
9:30 am – 10:30 am King’s 2
YOSHIKO KATO Lecturer, Research and Development Center for First Year Education
KANSAI UNIVERSITY OF INTERNATIONAL STUDIES, JAPAN
KEIKO YOSHIHARA Faculty of Health Sciences
HYOGO UNIVERSITY, JAPAN
This presentation portrays how first-generation and non-first-generation students experience college life in Japan. Findings from our surveys show that non-first-generation but low-achieving students are successful in career planning, while first-generation and academically successful students have difficulties planning for a career and taking action. Data are presented in the context of the space where two cultures meet: the culture that students bring with them to college and the culture to which the college exposes.

127-CT Improving First-Year Experiences Through Peer Advisors
9:30 am – 10:30 am King’s 3
EMMANUEL LOPEZ Director of Academic Advising
WOODBURY UNIVERSITY, UNITED STATES
First-year students identify with their peers who have confronted similar challenges. The Freshman Peer Advisor program was created to assist our first-year students by providing seven students who have experienced what our new students are facing. Moving away from home, making new friends, and being a first-year college student are overwhelming. These seven students guide them through the summer orientation, and in fall, co-facilitate an orientation course, where they tackle these issues and lead our students to a successful first semester.

128-CR Making Sense of the LD Alphabet in the 21st Century
9:30 am – 10:30 am Queen’s 4
MACLEAN GANDER Vice President for Academic Affairs and Dean of the College
LANDMARK COLLEGE, UNITED STATES
Learning disabilities, including attention deficit hyperactivity disorder and nonverbal learning disabilities, is a confused, and confusing frame of reference. This presentation summarizes a comprehensive study of the development of the LD concept over the past century, and of how it now plays out in the challenges that first-year students with a variety of labeled disorders present. In describing the challenge of the LD alphabet soup, the main focus is on presenting contemporary standards of practice for working with students who have various learning differences.
129-CT College Connections: Retaining First-Year, At-Risk Students
9:30 am – 10:30 am @ Queen’s 5

PATRICK CLARKE  Director, Student Success Center
JILL WILKS  Coordinator for First-Year Programs
NANCY DELAET  Student Progress Coordinator
SOUTHERN UTAH UNIVERSITY, UNITED STATES

Originally a three-week “boot camp” focusing on developmental math, reading, and writing for academically under-prepared students, the SUU College Connections bridge program has evolved into a semester-long course focusing on improving attention, addressing critical thinking, teaching assertive communication, and helping students become more cognizant about their learning. This presentation exposes our learning curve with implementing such a program, what we’ve learned, and how we’ve adapted to better meet the needs of academically under-prepared students.

130-R New Student Service Centers: Initiatives for the First-Year Community College Student
9:30 am – 10:30 am @ Queen’s 6

SONIA ABREGO  College Advisor
AUDREY L. PHILLIPS  Assistant Dean of Student Services
MALCOLM X COLLEGE, CITY COLLEGES OF CHICAGO, UNITED STATES

The session provides both two-year and four-year institutions an opportunity to share first-year student initiatives. The roundtable discussion includes sharing of program implementation, lessons learned, and goals for the future. Session attendees share new student service initiatives, obstacles/triumphs, and challenges to traditional two-year college perceptions.

10:45 am – 11:45 am

131-CI Infusing Effective Advising Into a First-Year Learning Community
10:45 am – 11:45 am @ King’s 2

MARTINA STEWART  Associate Director of University College
CAROLYN BLISS  LEAP Program Director
CAROLAN OWNBY  Director of LEAP Peer Advisors
UNIVERSITY OF UTAH, UNITED STATES

Staff and faculty from two award winning programs at the University of Utah, the Freshman Advising Program and the LEAP Program (a learning community for beginning students), have collaborated since 1999 to better serve first-year students. In this session, presenters discuss the development of this partnership, including academic advising during the first semester, involvement of peer advisors in the advising process, and the establishment of a successful second semester course on major exploration.

132-CT Interventions for Under-Prepared First-Year Students at a Four-Year University
10:45 am – 11:45 am @ King’s 3

LIANE GOUGH  Coordinator, Academic Support Program
JENNIFER CARDENAS  Director, New Student Programs
PORTLAND STATE UNIVERSITY, UNITED STATES

The session provides both two-year and four-year institutions an opportunity to share first-year student initiatives. The roundtable discussion includes sharing of program implementation, lessons learned, and goals for the future. Session attendees share new student service initiatives, obstacles/triumphs, and challenges to traditional two-year college perceptions.

133-R Challenges and Opportunities: First-Year Experience (FYE) Programs at Community and Technical Colleges
10:45 am – 11:45 am @ Queen’s 6

MARCUS PEANORT  Assistant Professor, Counselor, & FYE Co-Coordinator
LAURIE WHITE  Assistant Professor, Counselor, & FYE Co-Coordinator
MONTGOMERY COLLEGE—ROCKVILLE CAMPUS, UNITED STATES
TYRA GOODGAIN  Associate Professor, Counselor, & FYE Coordinator
MONTGOMERY COLLEGE—GERTMANTOWN CAMPUS, UNITED STATES

In the U.S., community colleges enroll more than 50% of students within higher education and as a result welcome a large proportion of first-year students. Professionals at community colleges and similar institutions have many challenges and opportunities in developing and sustaining FYE programs for very diverse student populations. Whether you are just starting or have an established FYE program, come and engage in a discussion with FYE professionals about the challenges and opportunities surrounding their FYE programs, courses/seminars, and related services.

134-R Publishing on the College Student Experience
10:45 am – 11:45 am @ King’s 1

BARBARA TOBOLOWSKY  Associate Director, National Resource Center for The First-Year Experience and Students in Transition
TRACY L. SKIPPER  Editorial Projects Coordinator, National Resource Center for The First-Year Experience and Students in Transition
UNIVERSITY OF SOUTH CAROLINA, UNITED STATES

Since its founding in 1986, the National Resource Center for The First-Year Experience and Students in Transition has been committed to the development of a solid literature base on the first-year experience and other significant student transitions. Our editorial staff will be on hand to discuss options for publishing with the Center and to discuss strategies for developing writing projects on the college student experience.
Cliff Adelman’s theory of “Academic Momentum” focuses on the academic success of first-year students as a prerequisite to retention and graduation. New student class schedules often concentrate around a set of courses which annually enroll a large proportion of first-year students. These courses become the “gateway” to college success and are worthy of special attention. This presentation will explore how high enrollment courses contribute to, or hinder, academic momentum. Based on data from a sample of two-and four-year colleges that have participated in the Foundations of Excellence(r) self study, presenters will report the number of students served, their success and failure rates, and institutional evaluations of their “gateway” courses. The presentation will conclude with audience questions and interaction.
INSTITUTIONAL DESCRIPTIONS

ABILENE CHRISTIAN UNIVERSITY is a comprehensive, selective, four-year, private university located in Abilene, Texas, approximately 150 miles west of the Dallas/Ft. Worth metroplex. ACU is accredited by the Southern Association of Colleges and Schools. About 4,150 undergraduates and 550 graduate students attend ACU, generally from all 50 states and about 60 other countries. ACU offers 60 majors that include more than 100 areas of study, 27 master’s degree programs, and one doctoral program. ACU welcomes approximately 1,000 new students annually into a comprehensive, holistic, first-year program overseen by a dean who reports to the provost of the university.

Founded in 1919 by Americans devoted to education and community services in the Middle East, the AMERICAN UNIVERSITY IN CAIRO, EGYPT is an independent, non-profit, apolitical, non-sectarian and equal-opportunity institution. Today, AUC is an essential contributor to the social, political, and cultural life of Egypt and the Arab world. The pursuit of excellence is central to AUC’s mission, which aims to provide high-quality educational opportunities to local and international students. The university offers programs at the undergraduate, graduate, and professional levels that advance the ideals of American liberal arts, professional education, and of lifelong learning.

ANTIOCH COLLEGE is a small liberal arts college in Yellow Springs, Ohio. In 2005, Antioch launched a new connected curriculum. Entering students now enroll in a Core Program, 15-credit learning community team taught by four faculty. Each Core is designed around a central theme and faculty approach the problem through the lenses of their respective disciplines, introducing students to multiple modes of inquiry, interdisciplinary content, and integration. A cooperative education faculty member emphasizes experiential learning.

ARIZONA STATE UNIVERSITY is one of the premier metropolitan public research universities in the United States. Enrolling more than 63,000 undergraduate, graduate, and professional students on four campuses in metropolitan Phoenix, ASU maintains a tradition of academic excellence in core disciplines and has become an important global center for innovative interdisciplinary teaching and research.

A member of the University System of Georgia, AUGUSTA STATE UNIVERSITY is the primary public institution of higher learning in the state’s second largest city. Serving more than 6,500 students, ASU offers a comprehensive selection of degrees within Arts and Sciences, Education, and Business, including more than 50 programs of study leading to four associate, 33 bachelor, 13 master, and seven specialist degrees. Thirty-four percent of students are minorities, primarily African American and Hispanic. More than 1,000 students, representing 16% of total enrollment, are non-traditional students. The University has recently made a goal to increase retention and graduation rates among all students a priority.

BALL STATE UNIVERSITY is a medium-sized (enrollment 18,000) state university in east central Indiana. Ball State University has a comprehensive first-year program which includes the Freshman Connections initiative. Our first-year program was recognized in 2002 by the Policy Center on the First Year of College as one of the top 13 in the nation. We are currently one of 19 four-year institutions participating in the Foundations of Excellence comprehensive self-study.

BALTIMORE CITY COMMUNITY COLLEGE is a state-sponsored comprehensive two-year degree-granting college within Baltimore city founded in 1947. With its broad range of degree and certificate programs, affordable tuition, and extensive outreach, BCCC offers educational opportunities at all levels to the citizens of Baltimore and the state of Maryland that enables students to obtain jobs, transfer to four-year colleges, or receive training to upgrade or acquire skills. The college is committed to enhancing the economic prospects of the Baltimore citizen through computer literacy and knowledge of technologies aimed at 21st century.

Founded by Dr. Mary McLeod Bethune in 1904, BETHUNE-COOKMAN COLLEGE is an historically Black, United Methodist Church-related comprehensive college offering baccalaureate and master degrees. With more than 3,000 students from most U.S. states, the Caribbean Islands, and 35 countries, the college is the 6th largest of the 39-member UNCF colleges. There are six degree-granting academic schools through which 37 majors are offered and a non-degree granting school of General Studies.

Originally founded as a teacher’s college in 1910, BOWLING GREEN STATE UNIVERSITY (BGSU) has grown to become a regional, state-assisted, doctoral-research intensive university with more than 21,000 students enrolled in eight colleges—six undergraduate, one graduate, and one regional. The institution aspires to be the premier learning community in Ohio and one of the best in the nation. It has a broad range of curricular offerings at the associate, baccalaureate, and graduate levels as well as undergraduate and graduate specialist and certificate programs. Presently, there are eight residential learning communities at BGSU that exist to fulfill their respective missions.

BRIGHAM YOUNG UNIVERSITY, HAWAII is a private, undergraduate, religiously affiliated institution with an enrollment of 2,400 students. Nearly half of the university’s enrollment is international with more than 70 nations in Asia, the Pacific, and other areas of the world represented. Brigham Young University Hawaii focuses on educating the minds, hearts, and character of students, sharpening their integrity and their desire to serve. The university seeks to develop students’ leadership skills in a harmonious multicultural environment, preparing them to embrace the opportunities and challenges of an increasingly global world. The principal focus at BYU is undergraduate education, accounting for about 90% of the students.

BUFFALO STATE is the largest of the four-year, comprehensive, liberal arts colleges in the State University of New York system. Buffalo State is a master’s comprehensive institution offering 136 undergraduate and 63 graduate degree programs to more than 11,000 students. The goal of the college is to inspire a lifelong passion for learning and to empower a diverse population of students to succeed as citizens of a challenging world.
INSTITUTIONAL DESCRIPTIONS

CALIFORNIA STATE UNIVERSITY, FULLERTON, “where learning is preeminent”, is one of 23 universities in the California State University system. Located in Orange County in Southern California, it is a very diverse campus and has been designated as a Hispanic serving institution. Undergraduate and graduate degrees are awarded at this public four-year institution in 104 major disciplines.

The COLLEGE OF CHARLESTON is a state-supported comprehensive institution providing a high-quality education in the arts and sciences, education, and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum, enrolling approximately 10,000 students from the state of South Carolina and Southeastern US. The College provides students a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom.

The COLLEGE OF ENGINEERING AT CARNegie MELLON univeRsity is one of the nation’s premier engineering schools. Innovative, intelligent people from around the globe gather here in Pittsburgh, Pennsylvania, to create and share knowledge. We have positioned ourselves at the forefront of engineering education and interdisciplinary research. Research is an integral part of our students’ customized educational experience. Students and faculty from various disciplines work together inventing the products and processes that broaden our understanding of technology. Its real-world impact is visible within our local communities, across the country, and around the world.

COLORADO MOUNTAIN COLLEGE’S SUMMIT CAMPUS is a commuter campus located in the heart of the Colorado Ski Country. CMC is a comprehensive community college providing associate and certificate programs, basic and lifelong learning, and customized business training. The largest rural community college in the US, the college comprises 10 locations across 12,000 square miles of western Colorado. CMC prepares Colorado’s workforce through apprenticeships, internships and experiential learning in beautiful mountain settings. CMC is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

CONCORDIA COLLEGE is a four-year, residential, liberal arts college of the Evangelical Lutheran Church in America, located in Moorhead, Minnesota. Concordia invites women and men with diverse backgrounds and aspirations to join a community committed to educating students as whole persons for a life of meaningful and successful participation in their professions, their communities, and the world. The mission of Concordia College is “...to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.”

COsUMNES RIVER COLLEGE is a part of the Los Rios Community College District and serves between 12,000 and 13,000 students annually. CRC serves a very diverse community including many students of mixed heritage. The ethnic composition is as follows: 32.1% European American, 30.6% Asian American, 13.4% African American, 14.8% Latino, .09% Native American, and 8.2% other. Most students attend part time with 28.8% taking fewer than 6 units, 33.9% enrolled in 6 to 11.5 units, and 37.3% enrolled in 12 or more units per term.

CUyAMACA COLLEGE is a public community college located in El Cajon, California. It is a commuter college that offers a variety of programs in vocational education, transfer studies, and courses for personal enrichment. Approximately 8,000 students attend Cuyamaca College, many of whom attend part time. Full-time equivalent student enrollment is 5,183. Since Cuyamaca College is located in the San Diego area of southern California and is very near the Mexican border, it has a very diverse population of students with only 56% of students in the white, non-Hispanic category.

DEPAuL univeRsity is the largest private Catholic university in the United States and was ranked last year by the Princeton Review as the top university in terms of diverse student population. Its main campus is in urban Chicago, with additional campuses in the Loop and suburbs. All first-year students attending DePaul take a “Chicago Quarter” class, orienting them to the university and to using the city as a classroom, as well as a Focal Point seminar. More than 23,000 students attend DePaul, which is committed to providing quality education through personal attention to students from a wide range of backgrounds.

Founded in 1837 by the Methodist Church, DEPAuW univeRsity is a private, selective, coeducational, residential, undergraduate College of Liberal Arts and School of Music located in Greencastle, Indiana, a 45-minute drive west of Indianapolis. DePauw operates on a 4-1-4 calendar with two 15-week semesters separated by a four-week Winter Term devoted to on-campus course work, internships, independent study, study abroad, or volunteer service. DePauw has an enrollment of 2,326 students, a 16.9% multicultural enrollment and a 91.6% retention rate from the first to the sophomore year.

EAST STrOuDSBURG univeRsity in a four-year regional, comprehensive, public institution located in the Pocono Mountains of Pennsylvania. It has approximately 7,500 students. Recently, several faculty members in the Learning Center have taken it upon themselves to develop and implement a FYE program. The University is currently working on full development through the newly formed academic office of Intercultural and Interdisciplinary Studies.

EASTERN ILLINOIS univeRsity is a regional, comprehensive institution in central Illinois with approximately 12,000 students. Last year, Eastern’s graduation rate was 61% and the first-year to sophomore retention rate was 80%. The majority of Eastern Illinois University’s students come from Illinois and the Midwest with nearly 50% coming from the greater Chicago metropolitan area. Undergraduate students account for approximately 85% of the students. Eastern has one of the highest percentages of students living on campus at public universities.
EDISON COLLEGE celebrates 44 years of service to Southwest Florida this year. Associate in Arts and Associate in Science degrees and a variety of certificate programs are offered at Edison. More than 15,000 credit and nearly 3,000 non-credit students participate in Edison courses and programs each year.

FLORIDA INTERNATIONAL UNIVERSITY is an urban, public research institution in Miami, founded in 1972. In 35 years, it has achieved doctoral-extensive status and has a student population of more than 37,000.

GALLAUDET UNIVERSITY in Washington, DC, is the world’s only liberal arts university for deaf and hard of hearing students. Founded in 1864 by an Act of Congress, its charter was signed by President Abraham Lincoln. Enrollment is approximately 2,000 undergraduate and graduate students.

GEORGIA PERIMETER COLLEGE (GPC) is a not-for-profit, fully accredited, multi-campus unit of the University System of Georgia. Founded in 1958 as DeKalb College, the College was renamed in 1997 to more accurately reflect its expanding mission and service area. GPC is known for providing innovative, lifelong educational opportunities for a diverse student population. It has 20,000 students from 14 counties in Georgia, several states, and 146 countries. During the 2004 academic year, 7.7% of the students were Asian, 28.6% African American-Black, 3.3% Hispanic, 3.3% Multiracial, .2% Native American, and 57% White. More than 12,000 students were female and approximately 7,000 students could be characterized as non-traditional. GPC is a two-year school, offering 43 academic programs and fully committed to enhancing the lives of students.

GEORGIA STATE UNIVERSITY, founded in 1913, has a mission of excellence in teaching, research, and service. Located in the heart of downtown Atlanta, this major research university has an enrollment of more than 27,000 undergraduate and graduate students in six colleges. Georgia State is the second largest university in the state, with students coming from every county in Georgia, every state in the nation, and from over 145 countries.

HAMPDEN-SYMONDS COMMUNITY COLLEGE is an institutional unit of the University of California, Los Angeles (UCLA). The Institute’s research program covers a variety of topics including the outcomes of postsecondary education, leadership development, institutional transformation, faculty performance, federal and state policy, and educational equity. Visiting scholars, faculty, and graduate students have made use of HERI facilities and its research resources since its affiliation with UCLA began in 1973.

HUNTINGDON COLLEGE, founded in 1854, is a small, private, church-related, liberal arts, four-year institution located in Montgomery, Alabama. Included in Huntingdon’s mission statement is the goal to educate students in a manner that develops their ability to comprehend new ideas, examine concepts critically, and communicate clearly. More than 40% of Huntingdon’s students are first-generation college students, and the majority of all students come from rural areas within the southeastern United States. Huntingdon has built a reputation for academic excellence and for developing close working relationships between its faculty and students.

HILLSBOROUGH COMMUNITY COLLEGE is a public, comprehensive community college that has provided a high-quality, contemporary education to a large and diverse community since 1968. HCC serves nearly 46,000 students and ranks fifth in size among the state’s 28 community colleges.

HOFSTRA UNIVERSITY is a private, nonsectarian coeducational institution located in Hempstead, New York, 25 miles east of New York City. The total University enrollment including part-time, undergraduate, graduate, and law students is 13,000. Full-time undergraduate enrollment is 8,067. There are 130 undergraduate and 140 graduate programs offered in Liberal Arts and Sciences, Business, Communication, Education and Allied Human Services and Honors studies, as well as a School of Law. Hofstra is a selective institution seeking to enroll those students who demonstrate the ability, intellectual curiosity, and motivation to succeed and contribute to the campus community.

HILLSDALE COLLEGE, founded in 1853, is a private, liberal arts college. It is a residential institution with about 1,000 students in rural Southern Indiana with a 10:1 student-faculty ratio. The educational emphasis is on academic challenge and intensive collaborative learning between students and educators.

The HIGHER EDUCATION RESEARCH INSTITUTE (HERI) serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI is housed in the Graduate School of Education & Information Studies (GSE&IS) at the University of California, Los Angeles (UCLA). The Institute’s research program covers a variety of topics including the outcomes of postsecondary education, leadership development, institutional transformation, faculty performance, federal and state policy, and educational equity. Visiting scholars, faculty, and graduate students have made use of HERI facilities and its research resources since its affiliation with UCLA began in 1973.

HIGHLAND COMMUNITY COLLEGE was chartered as Highland University by the Kansas Territorial Legislature on February 9, 1858, making it the first college in Kansas and two years older than the state itself. Begun as part of the Presbyterian mission to area Indian tribes, the College evolved through eight name changes and a variety of support structures to today’s public regional community college serving an eight county service region in Northeast Kansas. Highland Community College offers four degrees and one certificate of achievement in specialized areas.

ILLINOIS STATE UNIVERSITY, the first public university in the state, is a doctoral research intensive university with an emphasis on undergraduate education offering more than 160 fields of study in six colleges. Illinois State has an enrollment of 20,261 students (approximately 2,500 graduate students) and is located in the twin-city community of Bloomington-Normal near the geographic center of Illinois.
INDIANA STATE UNIVERSITY is a less-selective, mid-sized institution with a majority first-generation, traditional student population from rural Indiana, with significant numbers of students from central and northern urban centers.

INDIANA UNIVERSITY OF PENNSYLVANIA is one of 14 state, public, four-year institutions that and is located in Western Pennsylvania. The university has a population of more than 14,200 undergraduate and graduate students and offers nearly 140 undergraduate majors with a variety of internship and study abroad programs, more than 40 master’s degree programs, and eight doctoral programs. IUP has been selected for the Princeton Review’s Best Universities guidebooks and is ranked 40 out of 100 schools combing outstanding value with first-class education in Kiplinger’s Personal Finance February 2007 Best Values in Public Colleges.

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS (IUPUI) is an Urban Doctoral Research Intensive Institution that grants degrees from both Indiana University and Purdue University in more than 180 degree programs. The student population of just under 30,000 includes a high proportion of first-generation students (61%) and students working over 25 hours/week (57%). The vast majority of students commute to campus, but more than 1,000 students reside in a residence hall or campus apartments.

INDIANA UNIVERSITY SOUTHEAST is the regional commuter campus of Indiana University that serves southern Indiana and the Greater Louisville metropolitan area. It is a public university that enrolls 5,300 undergraduate students and 864 graduate students who are taught by 189 full time faculty. The majority of the students are female (63%) and from Indiana (87%). First-year students are required to take a first-year seminar during their first or second semester at college.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE OF THE CITY UNIVERSITY OF NEW YORK is an urban, liberal arts college that serves 14,000 students from more than 130 nations. The College offers its students a curriculum in the arts, sciences, and humanities. The College is a teaching and research institution that endows its students with the knowledge, skills, and dispositions needed in the 21st century. The institution is an academic community that promotes academic excellence. The institution serves the community by providing graduates in the criminal justice, fire service agencies, and other careers in the public services to confront societal challenges.

KANSAI UNIVERSITY OF INTERNATIONAL STUDIES is a small, private college located in Hyogo, Japan with 1,500 students and 70 faculty members. Its size enables the faculty to develop experimental and progressive educational programs, and this is why this college is one of a very few institutions that promote the first-year experience, learning assistance programs and portfolio. These efforts won a Good Practice from the government and national recognition last year.

KANSAS STATE UNIVERSITY is a comprehensive, research, land-grant institution serving students and the people of Kansas, and also the nation and the world. Since its founding in 1863, the University has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Kansas State serves more than 23,000 students from all 50 states and more than 90 countries while offering more than 250 undergraduate majors as well as more than 100 master’s, doctoral, and certificate programs for graduate students.

On the slopes of Diamond Head, just minutes from Waikiki, this royal namesake is home to the Culinary Institute of the Pacific and programs in business, hospitality, health, legal education, and arts and sciences many of which are nationally recognized. Besides the very popular liberal arts program, KAPI‘OLANI COMMUNITY COLLEGE is also known for strong technical, occupational, and professional programs. Recently introduced programs in media arts and sports medicine continue to allow the college to address community needs. KCC’s diverse student population is one of its greatest strengths.

KENNESAW STATE UNIVERSITY (KSU), the third-largest institution in the University System of Georgia, is a comprehensive university with expanding undergraduate and graduate programs located in Kennesaw, Georgia, one of metropolitan Atlanta’s burgeoning northwest suburban communities. Nearly 20,000 commuter and residential students, including more than 1,700 from 136 countries, pursue their undergraduate and graduate studies at Kennesaw State. The student body is a mix of traditional and nontraditional students with an average age of 26. Approximately 20% of students are members of ethnic minorities. Kennesaw State students can choose majors from more than 60 bachelor’s and master’s degree programs. U.S. News & World Report has recognized KSU for having one of the best “First-Year Experience Programs” in “America’s Top Colleges 2007.”

Located in Kutztown, a rural community within an hour’s drive from Philadelphia, KUTZTOWN UNIVERSITY is one of 14 public universities in the Pennsylvania State System of Higher Education. The university enrolls approximately 10,000 students, mostly from Pennsylvania (but 19 states and 39 nations are represented) in graduate and undergraduate programs.

LAKEHEAD UNIVERSITY is located in Thunder Bay, Ontario, Canada at the head of Lake Superior. Our faculty, staff, programs, and services provide an extensive range of learning choices and alternatives, offering quality education at one of the most beautiful campuses in Canada. Fieldwork complements the academic component of many Lakehead programs. Outdoor Recreation, Parks, and Tourism; Forestry; Environmental Studies; Geology; Biology and Geography have been designed to take advantage of the natural laboratories of Northwestern Ontario. Northern socio-economic issues are addressed in such programs as Sociology, Commerce, Social Work, Nursing, Psychology, Indigenous Learning, and Teacher Education.

LANDMARK COLLEGE is a private, two-year college dedicated to serving individuals with learning differences and to advancing educational practices for students who learn differently in postsecondary and
secondary settings. Landmark’s degree programs and short-term programs provide a teaching-learning laboratory for the College’s Institute for Research and Training, which has been the recipient of multiple federal and state grants over the past 10 years, many of which have focused on helping two- and four-year colleges develop effective programs for at-risk students.

MALCOLM X COLLEGE, a public, two-year institution, is the oldest of the seven City Colleges of Chicago. Housed on the west side of Chicago, Malcolm X College draws its students from a broad community with residents from many ethnic, social, and economic backgrounds. The College offers innovative and progressive pre-baccalaureate/transfer degrees and programs that can lead to immediate gainful employment. Malcolm X College’s full-service programs include adult education and continuing education courses.

MARSHALL COMMUNITY AND TECHNICAL COLLEGE is a comprehensive open access public two-year institution sitting on the campus of Marshall University in Huntington, West Virginia. MCTC has an enrollment of approximately 2,500 students both on and off-campus. MCTC offers 24 two-year associate degrees and 11 one-year certificate degrees. The College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Dedicated to excellence and accountability, the college provides dynamic educational programs and services for lifelong learning. These quality programs facilitate personal and professional development, economic growth, community development, and preparation for a global environment.

Founded in 1970, MEDGAR EVERS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK is a public, urban, nonresidential college located in central Brooklyn, New York. The College offers both associate and baccalaureate degrees in liberal arts, sciences, and professional studies. The student enrollment is 5,500. Medgar Evers College participated in a self-study project as one of 12 founding institutions in the Foundations of Excellence in the First Year of College. One outcome of this project is the newly formed College of Freshman Studies that centralizes all programs related to the first-year experience.

METROPOLITAN STATE COLLEGE OF DENVER is a comprehensive, baccalaureate-degree granting, urban college that offers arts and sciences, professional, and business courses and programs to a diverse student population in an atmosphere of mutual respect. Excellence in teaching and learning is MSCD’s primary objective. The mission of MSCD is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society. To fulfill its mission, MSCD’s diverse college community engages the community at large in scholarly inquiry, creative activity, and the application of knowledge.

MICHIGAN STATE UNIVERSITY is a pioneer land-grant institution. Known internationally as a major U.S. public university with global reach, Michigan State has been transforming lives through innovative teaching, research, and outreach for more than 150 years. In fostering both research and its application, this university continues to be a catalyst for positive intellectual, social, and technological change. It has more than 220 programs in more than 65 countries on all continents. It is ranked the top public university for study abroad in the nation. With a diverse student body of 43,000, MSU is committed to being an equal access institution.

MIDDLE TENNESSEE STATE UNIVERSITY, a coeducational, tax-supported, comprehensive institution, is in Murfreesboro, a city about 30 miles southeast of Nashville. The University began in 1911 as a normal school for instruction of teachers; today, it has seven colleges and is a doctoral intensive university, with the largest undergraduate student population in Tennessee. It is the first choice of salutatorians and valedictorians in the middle Tennessee region and has the first Honors College in the Tennessee Board of Regents System. With a full-time faculty of more than 870, the student population is more than 22,000, from Tennessee, 47 states, and over 90 countries.

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA, located in scenic Lancaster County, is one of the 14 state-owned institutions of higher education that make up the Pennsylvania State System of Higher Education. Millersville offers 51 bachelor’s and three associate degree programs in the arts and sciences, business, industrial technology and education.

MODESTO JUNIOR COLLEGE (MJC) is located in the central part of California’s San Joaquin Valley. One of California’s oldest community colleges and established in 1921, it enrolls more than 17,000 day and evening students. MJC is an officially qualified Hispanic Serving Institution where total Hispanic student enrollment constitutes a minimum of 25% of the total enrollment, including full-time and part-time students. MJC serves a diverse student population, which faces daunting obstacles in achieving success in their pursuit of higher education and have traditionally had a disproportionately low transfer rate to four-year institutions.

MONTANA STATE UNIVERSITY is a land-grant university with roughly 13,000 students. It offers bachelor’s, master’s, and doctoral degrees and is classified as a Doctoral/Research University-Intensive. All undergraduates are required to have a research experience as part of their general education.

MONTCLAIR STATE UNIVERSITY is a comprehensive public university located in a suburban community 14 miles from New York City. Offering a wide range of undergraduate and masters-level programs to more than 16,000 students, Montclair also provides a select range of applied research programs at the doctoral level that meet the needs of New Jersey. With six schools and colleges, Montclair is the state’s second largest and fastest growing university, with plans to grow to at least 18,000 students.

Located in the heart of Japan, NAGOYA UNIVERSITY is one of the foremost national universities in Japan. Nagoya University has established its mission as the contribution to the happiness of the people through research and education on humanity, society, and nature. Nagoya University is a research-oriented university and has around 10,000 undergraduate and 5,000 graduate students.
Napier University is a dynamic, innovative, and forward-looking institution dedicated to supplying educational services that are relevant to the needs of today's students and employers. Located in the City of Edinburgh, the university's vision is to become the best modern Scottish university by 2010. Since its establishment in 1964, Napier University has become one of Scotland's largest universities with 14,000 students and 1,700 staff. It offers 102 undergraduate and 70 postgraduate programs in arts, business studies, computing/information technology, healthcare, engineering and science in addition to a growing portfolio of continuing professional development programs for working professionals.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY is ranked third among all HBCUs in the United States. The university includes among its alumni such luminaries as Jesse Jackson, Ronald McNair, and Chief Justice Henry Frye. Located in Greensboro, North Carolina, the school played an invaluable role in the Civil Rights movement when four A&T students “sat-in” at the Woolworth’s five-and-dime store located in downtown Greensboro.

NORTH CAROLINA STATE UNIVERSITY is a land-grant institution founded in 1887. Although the institution is a nationally recognized leader in science and technology, the student population of 30,000 can obtain a degree in more than 100 majors ranging from engineering to the humanities. Through its 10 colleges a faculty of more than 1800 strive to serve the residents of North Carolina and beyond.

NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE (NHMCCD), located in the North Houston metro area of Texas, serves 1,400 square miles in Harris and Montgomery Counties. Student enrollment is more than 45,000 for Spring 2007 in credit classes and 13,000 in continuing education. NHMCCD is among the largest and fastest growing community college districts in Texas, with five distinct colleges. Kingwood College, opened 1984, serves more than 7,200 students and has distinct offerings in associate's degrees, certificates, enhanced skills certificates, and bachelor's and master's degrees through our partner universities at The University Center.

OHIO NORTHERN UNIVERSITY is private, not-for-profit, United Methodist related institution, located in a small, rural community an hour and a half northwest of the state capitol, Columbus. There are four undergraduate colleges: Arts & Sciences, Business, Engineering, and Pharmacy, as well as, a College of Law, enrolling approximately 2,900 undergraduates and 400 law students. Ohio Northern is very decentralized in providing disability services to its students with each college responsible for its own students. Approximately 850 first-year students enroll in each fall quarter.

As a regional campus of Ohio’s first institution of higher education, OHIO UNIVERSITY SOUTHERN provides access to quality learning opportunities for both traditional and non-traditional students within its service area, offering over 20 degree completion programs at the associate and bachelor's degree levels and providing master's degree programs on a rotational basis. Located in Ironton, Ohio, Ohio University Southern serves a commuter student population of approximately 2,000 students from a tri-state region.

PASADENA CITY COLLEGE is a culturally and economically diverse community college located in northeast Los Angeles County. In fall 2005, the college enrolled approximately 29,000 students, including more than 25,000 credit students. Nearly 80% of all students were minorities. Among credit students in 2005, 31.9% were Hispanic, 26.6% were Asian or Pacific Islander, and 6.6% were African American. Fifty-two percent received financial aid, and 47% were the first in their families to attend college. Of all first-time students, 82% were under the age of 20, and 75% were in need of remediation.

PENNSTATE is a research, land-grant university, with about 80,000 students at 23 locations across the Commonwealth. Although the University is privately chartered by the Commonwealth, it carries out many of the functions of a public institution and promotes the general welfare of the citizenry. Penn State’s instructional mission includes undergraduate, graduate, and continuing education informed by scholarship and research. The research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, arts, humanities, and selected professions.

THE POLICY CENTER ON THE FIRST YEAR OF COLLEGE, located in Brevard, North Carolina, is an independent, non-profit, higher education policy, advocacy, and research center. The center has as its basic mission the improvement of the beginning college experience through enhanced learning, success, and retention of new students. This mission is grounded in the belief that an institution’s first-year policies and practices are the foundation for attainment of the larger goals of undergraduate education.

PORTLAND STATE UNIVERSITY serves as a center of opportunity for more than 25,000 undergraduate and graduate students. Located in Portland, Oregon, one of the nation’s most livable cities, the University’s innovative approach to education combines academic rigor in the classroom with field-based experiences through internships and classroom projects with community partners. The University’s 49-acre downtown campus exhibits Portland State’s commitment to sustainability with green buildings, while many of the 124 bachelor’s, master’s, and doctoral degrees incorporate sustainability into the curriculum. PSU’s motto, “Let Knowledge Serve the City,” inspires the teaching and research of an accomplished faculty whose work and students span the globe.

Founded in 1876, PRAIRIE VIEW A&M UNIVERSITY is the second oldest public institution of higher learning in the state of Texas. With an established reputation for producing engineers, nurses, and educators, PVAMU offers baccalaureate degrees in 50 academic majors, 37 master's degrees, and four doctoral degree programs through nine colleges and schools. A member of the Texas A&M University System, the University is dedicated to fulfilling its land-grant mission of achieving excellence in teaching, research, and service.

THE QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION (QAA) is an independent body funded by subscriptions from UK universities and colleges of higher education (HE), and through contracts with
the main UK HE funding bodies. Our mission is to safeguard the public interest in sound standards of HE qualifications and to inform and encourage continuous improvement in the quality of HE. Our work in Scotland is part of a national Quality Enhancement Framework and includes supporting a range of ‘Enhancement Themes,’ including a theme on the first year, that are aimed at enhancing the student learning experience through developing and sharing good practice in learning and teaching.

**QUEENSLAND UNIVERSITY OF TECHNOLOGY (QUT)** is one of Australia’s largest universities, enrolling 40,000 students, over three campuses. It offers a broader range of undergraduate degrees than most other universities, leading to large first-year cohorts within many disciplines. QUT’s first-year transition practices are based on the core principal of engaging students in their learning.

**RADFORD UNIVERSITY** is a coeducational, comprehensive public university located in the City of Radford, Virginia. The University has a current enrollment of approximately 10,000 students in on- and off-campus programs and offers students a choice of 112 programs at the undergraduate level and 45 programs at the master’s and specialists levels.

**RIO HONDO COLLEGE (RHC)**, located in Southeast Los Angeles County, enrolls more than 20,000 students each semester. The diverse Rio Hondo College student population averages about 68% Hispanic, 12% Asian, 10% White Non-Hispanic, 2% African American, and 8% other or undeclared ethnicities. RHC awards degrees in over 40 disciplines and certificates in close to 30 subjects.

**ROCHESTER INSTITUTE OF TECHNOLOGY (RIT)** is a private technical university. RIT offers primarily bachelor’s degrees, with 15% of the 15,200 students population pursuing graduate degrees. Given the career focus of RIT, a crucial component of many RIT programs is the co-op experience, where students are paid for three to six months of work experience in a related field. The university is organized into seven colleges, the largest of which are the Kate Gleason College of Engineering, Golisano College of Computing and Information Technology; and College of Imaging Arts and Sciences. Given the competition for entrance into these and other colleges, RIT students come from high school as academically strong students.

**ROLLINS COLLEGE** is a comprehensive liberal arts college located on a lakeside Spanish-Mediterranean campus in Winter Park, Florida, a suburb of Orlando. US News ranks Rollins number one in the South in the masters’ comprehensive category. A geographically diverse population of 1,725 undergraduates are taught by more than 150 faculty with a teacher-student ratio of 11:1. The largest majors are psychology, economics, international business, and English. All first-year students participate in the Rollins College Conference, a first-semester academic course taught by their academic advisor.

**ROWAN UNIVERSITY** is a comprehensive regional university with approximately 8,000 undergraduates and 2,000 graduate students. Rowan combines a liberal education with professional preparation in a collaborative, learning-centered environment.

**SACRAMENTO STATE** is one of the 23 campuses in the California State University System. Sacramento State is a metropolitan university that enrolls a multicultural student body of 28,000 and graduates about 6,000 students each year.

**ST. EDWARD’S**, a Catholic, independent, liberal arts university founded in Austin, Texas in 1885 by the Congregation of Holy Cross, has been governed since 1969 by an independent Board of Trustees from diverse religious, cultural, and professional backgrounds. Current enrollment is 3,282 traditional undergraduates with a first-year class of 699 students, 947 adult undergraduates, and 995 graduate students for a total enrollment of 5,224. St. Edward’s offers undergraduate degrees in more than 50 areas and nine graduate degrees. Our first-year learning community, Freshman Studies, has existed since 1972 and has expanded in recent years across the university campus.

**SAINT PAUL COLLEGE** is a comprehensive community and technical college, located in the heart of St. Paul, Minnesota. Since 1910, it has welcomed immigrants new to the City. It is one of 32 Minnesota State Colleges and Universities, with one of the highest ethnically diverse populations in the state. In 2007, the College served more than 10,000 students and experienced its highest first-year enrollment. Today it awards 34 associate degrees and 70 occupational certificates and diploma programs, which are fully accredited by the Higher Learning Commission. In 2005, Saint Paul College became a member of the Academic Quality Improvement Program (AQIP).

**SAN JOSE STATE UNIVERSITY (SJSU)** is the Metropolitan University of Silicon Valley. It is one of the 20 campuses of the California State University System. SJSU is located in the urban center of San Jose, which is the geographical and political center of Santa Clara County and has a large number of high technology companies. The University now contains eight Colleges that offer bachelors and masters degrees in 134 programs in 110 concentrations. The University is primarily a teaching university and the students are primarily commuter students. SJSU has about 29,000 students with about 70% undergraduates and 30% graduate students.

**SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY** is the largest college in Canada with 100,000 students receiving internationally recognized career education and training on campuses across the Greater Toronto Area. Every Seneca program delivers the advanced learning and hands-on experience demanded by employers today and prepares graduates for real success in their chosen careers.

**SETON HALL UNIVERSITY**’s 58-acre campus is located in the quaint town of South Orange, New Jersey, only 14 miles from Manhattan. The University is home to eight schools, more than 60 majors, and about 10,000 students.

**SHEFFIELD HALLAM UNIVERSITY** is one of the UK’s most progressive and innovative universities. Our facilities are state-of-the-art, and we have invested heavily in new technology to ensure that our technological capability matches the cutting-edge approach of our teaching. We are recognized as a Centre of Excellence for Teaching.
and Learning, e-learning, and employability. Our 28,000 students are a diverse group and benefit from a tailored approach that helps them to get the most from their studies. We offer top-quality teaching and learning facilities and the ability to learn flexibly in a way that best suits students’ needs.

SONOMA STATE UNIVERSITY is an important member of the 23-campus California State University. We are a relatively small liberal arts and sciences university dedicated to providing high-quality undergraduate education and selected professional graduate programs. The faculty and staff of Sonoma State provide an education that fosters ethical exploration, civic engagement, social responsibility, and global awareness. We are the only campus in the California State University that is a member of the Council of Public Liberal Arts Colleges (COPLAC).

Located in close proximity to some of the world’s best known natural wonders, SOUTHERN UTAH UNIVERSITY has evolved over its 109 year history from a teachers’ training institution into a comprehensive regional university providing graduate, baccalaureate, associate and technical programs to more than 7,500 graduate and undergraduate students. The institution’s creed “Learning Lives Forever” symbolizes the university’s focus on individual attention in and out of the classroom as a catalyst for lifelong intellectual pursuits.

STELLENBOSCH UNIVERSITY is a medium-sized research-led institution situated in the Western Cape, South Africa. The university has approximately 23,000 students, with 14,000 at the undergraduate level and just over 4,000 making up the first-year cohort. Generally regarded as among the top three in the country, Stellenbosch University faces the ongoing challenge of repositioning itself to meet the needs of the post-1994 society. During 2006, the university embarked on an extensive consultative process to review its first-year experience. This led to the establishment of the First-Year Academy, an innovative systemic initiative to enhance student success.

TAMAGAWA UNIVERSITY is a higher education division of Tamagawa Gakuen, which was founded in 1929 as an elementary education organization. Subsequently, a secondary education division was added, and in 1947 Tamagawa University received approval for its establishment. Currently, kindergarten-level to graduate school-level educational activities are being conducted within a single campus (140 acres) located in the outskirts of Tokyo. Tamagawa University now has 7,600 students in six schools (Literature, Agriculture, Engineering, Education, Business Administration, and Arts) and four Graduate Schools (Management, Literature, Agriculture, and Engineering). In 2006, Tamagawa First-Year Experience Program was selected as a Support Program for Distinctive University Education by the Japanese Ministry of Education, Culture, Sports, Science and Technology.

At TEXAS CHRISTIAN UNIVERSITY, education is not just the sum of semester hours, but an entire experience that grows from its mission: “to educate individuals to think and act as ethical leaders and responsible citizens in the global community.” TCU delivers a world-class, values-centered university experience where 7,200 undergraduates can choose from 100 undergraduate majors and participate in innovative programs. Professors are leaders in their fields, and academic programs are rigorous. International education is valued, and students have numerous opportunities to study abroad. With small classes and a teacher-scholar model that results in close, mentoring relationships, TCU offers many of the benefits of a large university and the advantages of smaller liberal arts colleges.

Founded in 1869, TOUGALOO COLLEGE is private, historically black, co-educational four-year liberal arts institution, located in Madison County on the northern edge of Jackson, Mississippi. Known nationally as “The Cradle of the Civil Rights Movement in Mississippi,” the college is led by its first female president, Dr. Beverly Wade Hogan. Tougaloo has four established centers: the Undergraduate Research Center, the Center for Civic and Social Responsibility, the Center for Continuing Education and Professional Studies, and the Center for International Programs. We have produced more PhDs through the Mellon Fellowship Program than any HBCU.

TRINITY UNIVERSITY is a primarily undergraduate institution, preparing talented, focused students for lives of personal and professional achievement since 1869. Trinity University is a top-ranked institution, located in San Antonio, Texas.

UNIVERSITY OF CALIFORNIA, LOS ANGELES is one of 10 campuses in the University of California system, spanning the state from Davis in the north to San Diego in the south. In between are Berkeley, San Francisco, Santa Cruz, Merced, Santa Barbara, Riverside, Irvine and, of course, Los Angeles. The UC campuses have a combined enrollment exceeding 201,000 students, more than 90% of them California residents. About one fifth study at the graduate level.

UNITY COLLEGE is a small, private college in rural Maine that provides dedicated, engaged students with a liberal arts education which emphasizes the environment and natural resources. Unity College graduates are prepared to be environmental stewards, effective leaders, and responsible citizens through active-learning experiences within a supportive community.

In just a few decades, UNIVERSITY OF ALABAMA, BIRMINGHAM (UAB) has evolved into a world-renowned research university and health care center, Alabama’s single largest employer, and an engine of revitalization for the city of Birmingham. With more than 17,000 students, 18,600 faculty and staff, and a campus covering more than 80 city blocks, UAB is focused on the future of teaching, research, health care, and community service.

The UNIVERSITY OF BRITISH COLUMBIA is one of the larger universities in Canada. Located on the west coast, adjacent to the city of Vancouver, the University strives for excellence in advanced learning and research. There are 12 faculties and 11 schools offering a broad range of programs. Currently, there are more than 35,000 students attending the Point Grey Campus of UBC. The Biology Program is a joint effort that coordinates life science teaching at UBC across three departments, namely Botany, Microbiology & Immunology, and Zoology. First- and second-year biology courses are required...
by virtually all programs in Life Sciences at UBC. These courses have enrollments of ~1,700 and 1,200 students in first- and second-year respectively, representing two thirds of all Faculty of Science students and many students from other programs.

**University College London** was founded in 1826 as the first university to admit students without reference to religious affiliation or social class and the first to admit women some time later. Today, UCL has a student population of just under 20,000 following one of the widest ranges of degree programs in the country across nine faculties and schools. Based in central London, there is a truly cosmopolitan culture at the college with representatives from 136 countries across the world.

The **University of Hawaii System** includes 10 campuses and dozens of educational, training and research centers across the Hawaiian Islands. As the public system of higher education in Hawai‘i, UH offers opportunities as unique and diverse as our island home. Hawai‘i’s position between east and west, in the middle of the Pacific, creates opportunities for international leadership and influence. Asia/Pacific expertise permeates the university’s activities. The University of Hawaii is a Research I institution with approximately 21,000 students.

The **University of Hawaii at Hilo** is a vibrant, multicultural campus of about 3,500 students located on the Big Island of Hawaii. With a primary focus on undergraduate education, the University’s strengths are its small classes, low student-faculty ratio, diverse student body, island “learning laboratory,” a faculty active in research who encourage student participation in their investigations, service to the community, and the aloha spirit that epitomizes UH Hilo’s student-centered approach. The University offers unusually rich opportunities for intercultural exchange, since it is located in the most ethnically diverse county in the U.S.

The **University of Manchester** is the largest single-site higher education institution in the United Kingdom, with more than 5,000 academic and research staff and more than 35,000 students studying a wider variety of academic subjects than any other UK university. The University is a multicultural environment, home to around 7,000 overseas students from more than 150 countries. The research intensive university was named ‘University of the Year’ in the Times Higher Education Supplement Awards in 2005 and by the Sunday Times in 2006.

The **University of Maryland in College Park**, with 37,000 students, is a comprehensive research university with a record of excellence in academics, the arts, and athletics. We pride ourselves on the diversity of our student body and our many enriching programs for undergraduates, which include nationally known living-learning programs on topics from entrepreneurship to building democracy.

The **University of Melbourne**, established in 1853, is a large research university with 11 faculties and 100 research centres and institutes. It has a reputation as being among the best universities in Australia and the Asia-Pacific. The campus community has approximately 40,000 students including 8,000 international students from 110 different countries.

The **University of Missouri-Kansas City (UMKC)**, one of four of the University of Missouri campuses, is a doctoral research-intensive public university offering traditional and interdisciplinary programs serving approximately 14,000 students. UMKC’s unique profile includes the College of Arts and Sciences and Schools of Education, Nursing, Business and Public Administration, Medicine, Law, Computing and Engineering, Biological Sciences, Dentistry, Pharmacy and the Conservatory of Music. In full alignment with its mission, UMKC is a strong partner with the Kansas City community and is an essential element in the region’s economic and cultural development.

The **University of New Mexico-Gallup Campus** is adjacent to the Navajo Nation and the Pueblos of northwestern New Mexico. Seventy-six percent of our enrollment is Native American, and approximately 80% of our students are placed into one or more college developmental classes. We fulfill a community college mission and provide academic courses transferable to the main Albuquerque campus. The development of two major initiatives in the last three years, Title III and Achieving the Dream, has resulted in important institutional changes focusing on increased success among the majority of our students. The new Transitional Studies Department is one such change.

The **University of Queensland**, a large research-intensive institution, is one of Australia’s leading learning and research institutions and a founding member of the national Group of Eight (an alliance of research-strong sandstone universities in Australia) and a member of the global Universitas 21 alliance. It is the largest and oldest university in Queensland and consists of three main campuses and seven faculties. The University attracts high academic achievers and is renowned for its teaching and research quality around the world.

The **University of St. Thomas** is an independent, Catholic, coeducational institution that has a strong tradition in and commitment to the liberal arts, which is reflected in the core curriculum required of all undergraduate students. Small class size, frequent interaction with excellent teaching faculty, and the success of alums are hallmarks of the UST experience. Student learning and engagement are enhanced by numerous opportunities for participation with faculty in shared learning experiences such as conducting and presenting research, studying and traveling abroad, and completing internships that provide practical, career-related experience. UST is located near downtown and the heart of Houston’s cultural district.

The **University of South Alabama** was founded in 1963 and is a major state institution located in Mobile on the Alabama gulf coast. The university enrolls more than 13,000 students and has awarded more than 57,000 degrees. Undergraduate and graduate degrees are offered in Allied Health Professions, Arts and Sciences, Business, Education, Engineering, Nursing, Computer and Information Sciences, and Continuing Education and Special Programs. The university also has a College of Medicine, clinical facilities, and
an industry research park. The university is accredited by the Southern Association of Colleges and Schools and its programs are accredited by numerous accrediting bodies.

Located in Adelaide, the UNIVERSITY OF SOUTH AUSTRALIA (UNISA) is one of the fastest growing universities in Australia with more than a third of its 32,000 students coming from 88 countries. Established in 1991 as an amalgamation of existing teacher-education colleges and a technology institute, the University has grown and matured rapidly to enjoy a reputation for innovation, equity, and engagement with the professions, industry and the community.

The UNIVERSITY OF SOUTH CAROLINA Aiken is a four-year, public coeducational university offering undergraduate degree programs as well as three master’s degree programs. Additional graduate courses and degree programs are offered through the USC Extended Graduate Campus program. USC Aiken is the #1 public comprehensive college in the South according to U.S. News & World Report’s America’s Best Colleges guide. This marks the ninth consecutive year that USC Aiken has ranked in the top three of our category with #1 rankings in 2002, 2003, 2006, and 2007.

The UNIVERSITY OF TEESSIDE is situated in northeast England and has a mission to provide opportunity and promote excellence. The University has more than 22,000 students engaged in courses from Diploma to PhD level in a wide range of disciplines. Its intake is international in scope, and it has an increasing number of agreements with universities in the United States and most European countries for exchange students, faculty, and joint research.

The UNIVERSITY OF TEXAS AT AUSTIN is a major research university home to more than 48,000 students, 2,700 faculty, and 19,000 staff members. The core values of UT- Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. The university contributes to the advancement of society through research, creative activity, scholarly inquiry, and the development of new knowledge. The mission of UT- Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research, and public service.

The UNIVERSITY OF TEXAS AT DALLAS (UTD) is a young, dynamic research institution on the cutting edge of science, technology, medicine, business, and the arts. It is host to seven schools, offers an array of interdisciplinary degree programs, and features a student population as diverse as its areas of study. With a current enrollment of more than 14,000 students and a world-class faculty that includes two Nobel laureates, UTD aims to provide Texas and the nation with the benefits of high-quality educational and research programs.

The UNIVERSITY OF TEXAS-PAN AMERICAN is a comprehensive, public coeducational institution located in Edinburg, Texas, close to the Mexican border and the Gulf of Mexico. Enrolling one of the largest Hispanic populations (88%) among four-year colleges and universities in the United States, UTPA educates the most Mexican American students in the nation and has the most Hispanic full-time faculty among the state’s universities. In May 2006, The Hispanic Outlook in Higher Education reported that UTPA is second in the nation in the number of bachelor’s degrees awarded to Hispanics and eighth in the number of master’s degrees awarded to Hispanics. Enrollment in fall 2006 was 17,337.

The UNIVERSITY OF TOLEDO is one of 13 state universities in Ohio. Established in 1872, it became a member of the state university system in 1967. The University of Toledo and the Medical University of Ohio merged this year to form the third-largest public university operating budget in the state. UT is a community built around 11 academic colleges and professional programs matched only by a handful of public universities nationwide, including Ohio State University and the University of Michigan. UT’s main campus, located along the banks of the Ottawa River in a residential section of the city, includes historic buildings, modern facilities, contemporary residence halls, and lots of green space.

Established in 1827, the UNIVERSITY OF TORONTO is Canada’s largest university, recognized as a global leader in research and teaching, serving more than 70,000 students on three campuses. The First-Year Learning Communities (FLC, or “fick”) program in the Faculty of Arts and Science began in 2005 and is expanding to 675 students in September 2007.

The UNIVERSITY OF UTAH is a comprehensive four-year public research university serving the needs of more than 28,000 students. The University offers 77 undergraduate majors, over 70 minors and certificates, more than 40 teaching majors and minors, and 95 major fields of study at the graduate level. The University has many distinguished programs. For example, the University of Utah is ranked among the top 35 public research universities in the nation, according to the Lombardi Program on Measuring University Performance, with particular distinction in medicine, genetics, and engineering.

Founded in 1850, the UNIVERSITY OF UTAH IN SALT LAKE CITY is a four-year institution, 92% non-residential, enrolling 28,600 students in undergraduate and graduate programs in 17 colleges. Its enrollment is 55% male and includes 1,800 international students, as well as students from all 50 states. Under the new Carnegie criteria, it is classified as a “Very High Research Activity” university. Its most popular majors are economics, political science, and mass communications.

The UNIVERSITY OF WASHINGTON, founded in 1861, is a public research university in Seattle, Washington. UW is the largest university in the Pacific Northwest and the oldest public university on the West Coast. The UW maintains three locations, with its flagship campus in Seattle, and branch campuses in Tacoma and Bothell. UW has an excellent academic reputation as a level one research institution. UW’s Freshman Interest group program is the largest and longest consecutively running programs of its kind in the country.

The UNIVERSITY OF WASHINGTON, TACOMA was created in 1990 to serve the South Puget Sound. A nonresidential urban campus, UWT currently enrolls about 2,500 students and offers undergraduate and graduate degrees in a growing number of interdisciplinary fields.
From 1990 to 2006, UWT offered only upper-division and graduate courses to students aged 19 to 89, with the majority in their 20s, 30s, and 40s. This past fall, UWT became a four-year university, with 187 first-year students, most of them 18-years old.

The University of Westminster was founded in 1838 as Britain’s first polytechnic; the University currently has more than 23,000 students 75% of whom are undergraduates. It has a long history of providing education to non-traditional student populations and is justly proud of its diversity in terms of ethnicity, gender, and mature students. More than 4,000 international students from over 150 countries make Westminster one of the top 15 most popular UK universities for international students.

University of Wisconsin-Madison is a research I institution, the largest of the UW System campuses; a large public university with over more than 40,000 students, nine schools and colleges, and over 150 undergraduate majors.

The University of Wollongong in Australia was established in 1951. It has 22,000 students enrolled at on-shore and off-shore campuses. The main campus is at Wollongong, one and a half hours south of Sydney and enrolls around 3,000 first-year students per year. In 2006, UOW was awarded the No 1 ranking for Teaching and Learning in Australian universities by the Australian Dept of Education and it successfully maintains a high research profile. UOW was also the recent winner of the inaugural Times Education Supplement “Commonwealth University of the Year.” It was the only Australian university to be short listed for the award.

Utah Valley State College (UVSC) has approximately 24,000 students and is located in Orem, Utah (about one hour south of Salt Lake City). A commuter campus, UVSC offers more than 51 bachelor degrees along with two-year degrees and certificates. On July 1, 2008, UVSC will become an open enrollment university and will be known as Utah Valley University.

Vanderbilt University is a private research university of 6,319 undergraduates and 4,566 graduate and professional students. The University comprises 10 schools, a public policy institute, a distinguished medical center, and The Freedom Forum First Amendment Center. Vanderbilt offers undergraduate programs in the liberal arts and sciences, engineering, music, education, and human development as well as a full range of graduate and professional degrees.

Located in the western region of Melbourne, Australia, Victoria University is one of Australia’s newest and largest universities. It is home to three faculties in its higher education sector and four schools in Technical and Further Education (TAFE). The university is committed to opening up high-quality tertiary education to students from a diverse range of backgrounds and experiences.

Villanova University is an independent coeducational institution of higher education founded by the Augustinian Order of the Roman Catholic Church. Villanova offers undergraduate and graduate programs through its Colleges of Business, Engineering, Liberal Arts and Sciences, and Nursing. The College of Liberal Arts and Sciences, the largest, most selective, and oldest of the University’s four undergraduate colleges, educates a diverse student body and prepares them for a lifetime of meaningful work and growth.

West Virginia University (WVU) is one of the nation’s major research institutions, located in the beautiful mountains of Morgantown, West Virginia. More than 26,000 students attend WVU with a first-year class of 4,600 students. West Virginia University, founded in 1867, is classified by the Carnegie Foundation for the Advancement of Teaching as a research university. As one of the nation’s premier public research universities, WVU faculty conduct over $150 million in sponsored contracts and grants annually. Through 15 colleges and schools, WVU offers 178 bachelor’s, master’s, doctoral, and professional degrees. Fall 2006 enrollment was 27,115 with 4,828 first-year students. WVU’s degree programs spur economic and population growth in the north central region of West Virginia through its investments in academics, healthcare, and research.

William Rainey Harper College is a comprehensive community college situated on a beautiful 200-acre campus in Palatine, Illinois, approximately 45 minutes from downtown Chicago. Harper College offers six degrees and provides certificate programs designed to meet the specific needs of the community. Harper College’s 23,000 students reflects its surrounding community, with 33% of students being ethnically and generationally diverse.

Woodbury University is a private university established in 1884 in Central Los Angeles and relocated to Burbank, California in 1937. We are compiled of four schools: The School of Architecture, the Institute of Transdisciplinary Studies, the School of Media, Culture and Design, and the School of Business. Woodbury University has a population of more than 1,400 students, approximately 1,100 undergraduate students and more than 300 graduate students. Over 60 percent of our students are first-generation college students. Woodbury is an ethnically diverse campus that simulates the demographics of Los Angeles on a smaller scale.

Founded in 1959, York University is now Canada’s third largest university. Located in Toronto, Canada, York offers full- and part-time graduate and undergraduate degree programs to almost 50,000 students through 10 faculties.

Zane State College is a two-year technical college located in the Appalachian region of Ohio. The college offers students the opportunity to earn an associate degree while participating in experienced-based learning in their chosen field. Programs are designed to provide a broad-based competency in a field of applied business or science and include an approved distribution of general, basic, and technical courses. Nearly 70% of the students are on Pell Grant, and about 67% attend the institution full-time. A large percentage of students are first-generation. Zane State enjoys a full-time, three-year graduation rate of nearly 50%.
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First Year Learning Experience at the City University of Hong Kong’s Faculty of Business

We are …
• the largest provider of undergraduate business education in Hong Kong;
• one of only two business faculties in Greater China accredited by both AACSB and EQUIS;
• ranked among the Top 5 business schools in the Asia-Pacific region (UT Dallas Rankings).

The Faculty of Business emphasizes a first year learning experience based on PRIDE:

- Personalized Instruction where each individual matters;
- Rich Learning Experiences;
- Integrative Learning;
- Dedicated Instructors;
- Ethics Oriented Learning.

PRIDE guides the many initiatives offered by the faculty, such as:

- a broadly implemented Supplemental Instruction (SI) Scheme, which enables over 400 students each year to improve their learning in traditionally difficult subjects;
- interactive learning with wireless personal digital assistants (PDAs), where all 800 and more first year students receive a PDA to interactively participate in large classes, and complete co-curricular assignments;
- an English language clinic, which offers on-demand help in the completion of assignments, for a diverse student population whose first language is typically not English;
- the opportunity to engage in learning experiences overseas by joining our International Programmes offered from the first year, including Summer Study Abroad, (Volunteer) Work Abroad, and Integrated Study and Work Abroad Programmes.

To find out more about CityU’s Faculty of Business and its unique learning experience, visit our website at http://www.cityu.edu.hk/fb or talk to one of our many representatives present at the conference.

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- International students can select classes offered by our Departments of Accountancy, Economics and Finance, Information Systems, Management, Management Sciences and Marketing.
- Our medium of instruction is English, and classes are taught by a diverse and international faculty.

For a description of these exciting international exchange opportunities, view our website at http://www.fb.cityu.edu.hk/exchange/.

Prof. Christian Wagner,
Associate Dean, Director of First Year Teaching and Learning

Dr. Mary Pang,
Director of International Exchange