21st International Conference on THE FIRST-YEAR EXPERIENCE®
June 23-26, 2008 Ù Dublín, Ireland

Sponsored by
National Resource Center
for The First-Year Experience
& Students in Transition,
University of South Carolina, United States

Co-hosted by
Tamagawa University, Japan
University College Dublin, Ireland
University of Teesside, United Kingdom
York University, Canada

PROGRAM
Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am delighted to welcome you to this year’s International Conference on The First-Year Experience. We are pleased to sponsor an event that not only is international in its content but also draws delegates from 21 countries and is co-hosted by a team of higher education institutions from across the globe, including Tamagawa University in Japan, University of Teesside in the United Kingdom, York University in Canada, and University College Dublin in Ireland.

We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts during the event that can serve as a rich professional network long beyond our time together at the conference. The conference staff has planned an outstanding program of pre-conference workshops, a keynote address, and conference sessions. While learning from these informational sessions is valuable to our work, the conference schedule also is designed to facilitate informal networking among all participants. We encourage you to take advantage of this opportunity to discuss current trends and issues, discover more about the first-year experience in a variety of cultures, and learn from your fellow delegates about new programs, pedagogies, and practices for students in transition.

The staff of the National Resource Center is here to help you pursue opportunities for professional and personal enrichment in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns. We look forward to meeting you, working with you, and learning from you while here in Dublin for the conference and in the future. Enjoy your time here!

Sincerely,

Jennifer R. Keup
Director
National Resource Center for The First-Year Experience & Students in Transition
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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.
Welcome
Welcome to the 21st 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, please contact us.

At time of printing, conference delegates registered represent the following countries:

- Australia
- Canada
- China
- Greece
- Ireland
- Jamaica
- Japan
- Korea
- Mexico
- New Zealand
- Northern Ireland

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.
- Examining topics related to improving the academic experience.
- Learning about supplemental programs that focus on the development of the first-year student as a well-adjusted, caring human being, a responsible citizen, and a successful student.

Format of Conference
All conference sessions will be held on the campus of the University College Dublin. All conference sessions will take place in the Newman Building. The opening reception and banquet will be held in O’Reilly Hall. On page three of the program is a complete conference schedule listing all session times, as well as the conference banquet, breakfasts, lunches, dinners, refreshment breaks, and other conference events.

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.

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 vibrate or off while attending sessions.

Exhibitors
The University of South Carolina and the International Conference on The First-Year Experience welcome exhibitors. The organizations represented at this conference are Multi-Health Systems, Inc. and the National Resource Center for The First-Year Experience and Students in Transition. You can find the exhibits in Newman Building Concourse near the conference registration area. You will have the opportunity to visit with exhibitors during refreshment breaks, in addition to the exhibit hours below:

- Tuesday, June 24, 2008
  - 7:30 am – 4:00 pm
- Wednesday, June 25, 2008
  - 7:30 am – 4:00 pm
- Thursday, June 26, 2008
  - 7:30 am – 12:00 noon

Registration Information
The Conference Registration/Information desk will be located in the Newman Building Concourse. 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, June 23, 2008
  - 7:30 am – 5:00 pm
- Tuesday, June 24, 2008
  - 7:30 am – 5:00 pm
- Wednesday, June 25, 2008
  - 7:30 am – 5:00 pm
- Thursday, June 26, 2008
  - 7:30 am – 12:00 noon

Session Formats
The sessions presented at this conference are in seven formats. The alpha designation with the session number indicates the session type.

- Poster Sessions
  - 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 presents on a specific programmatic approach at a single institution.

Concurrent Sessions
This session includes a formal presentation with time for questions and participant interaction.

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

Roundtable Discussions (R)
These sessions are designed to promote open discussion around a significant or major issue or theme. Roundtable discussions provide attendees an opportunity to share ideas and learn from one another’s experiences.

Exhibitor Presentations (E)
These sessions allow conference exhibitors to showcase products and share information on services provided by the company/organization.
Nametag Ribbons

- Light Blue: Presenters
- 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

Internet Access

Wireless access is available free of charge for conference participants that have wireless enabled laptops. There are a number of “hot spots” around the campus. The other alternative is using stand-up PCs that are in all buildings around campus. Passwords and user names are required in order to access the internet. Passwords will be provided for conference delegates and may be signed out at the conference registration desk. There are also internet cafes in Dublin City Centre.

Continuing Education Units

In order to meet continuing professional development needs and certification requirements, CEU credits are available to 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 2.6 CEUs (26 clocked hours) may be earned. If you are interested in obtaining credit, stop by the conference registration table by noon on June 26, 2008.

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 Grand Ballroom Foyer 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://www.sc.edu/fye/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 in the Newman Building Concours 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/international/evaluation after August 4, 2008. 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.

National Resource Center for The First-Year Experience and Students in Transition/University 101

Staff

- *M. Stuart Hunter: Assistant Provost and Executive Director
- Dan Friedman: Director, University 101
- *Jennifer Keup: Director, National Resource Center
- *Barbara Tobolowsky: Associate Director
- Peggy Burton: Publications and Accounts Administrator
- Carlos Diaz: Senior Information Resource Consultant
- Jennie Duval: Business Associate and Conference Registrar
- Bert Easter: Assistant Coordinator, Instructional Systems Development & Marketing
- Angela Griffin: Coordinator of Research, Grants, and Assessment
- *Nina L. Glisson: Conference Coordinator
- *Shana Harrison: Assistant to Conference Coordinator
- Jean Henscheid: Journal Editor
- Ann C. Jennings: Graphic Artist
- *Jennifer Latino: Assistant Director, University 101
- Adrienne Mojzik: Administrative Specialist
- Angela Mellor: Graphic Artist
- Erin M. Morris: Graphic Artist
- Tamila Pringle: Budget and Human Resources Manager
- Rico Reed: Coordinator of Public Relations and Resource Development
- Tracy L. Skipper: Editorial Projects Coordinator
- Penny J. Smoak: Administrative Assistant
- Rosa Thorn-Jones: Administrative Specialist
- Cel Mey Wu: Webmaster

Fellows

- John N. Gardner: Senior Fellow
- Betsy O. Barefoot
- Dorothy S. Fidler
- Jean M. Henscheid
- Richard H. Mullendore
- Randy L. Swing

Graduate Assistants

- Michelle Ashcraft
- Reed Curtis
- Katharine Pei
- Dottie Weigel

Undergraduate Student Assistants

- Rosalyn Capps
- Chris Keese

*denotes those attending the conference
An Emotionally Intelligent Student is a Successful Student

From the first year experience to the first in a graduating class, Emotional Intelligence (EI) should be your first choice when trying to predict the success of college students. Independent research has shown that Emotional Intelligence influences a student’s ability to:

- Manage academic stress
- Avoid substance abuse
- Interact with friends and peers
- Develop effective study skills

For over a decade, MHS tools have been used to measure the essential social capacity of Emotional Intelligence. We are committed to educating college populations about EI and enabling them to harness it.

To this end, this year MHS will be releasing a unique feedback report for our popular EQ-i assessment, a report created specifically for college students. This report is designed to highlight areas where a student is emotionally strong while cautioning them about social situations that may challenge them.

To see a sample of this report and learn how it can help your students, please visit the MHS booth at this year’s FYE International Conference.

MHS
Emotional Intelligence Assessments
www.mhs.com/ei • highered@mhs.com
ties, as well as with China and Japan.

research linkages have been established with

to expand. Academic exchange programs and

ment of foreign trade and investment, continue

The University's efforts in the international arena,

degrees in law, medicine, and pharmacy.

doctoral degrees in 63 areas, and first professional

degrees in 124 areas, 5 programs of study for

360 degree programs, including baccalaureate

over 40,000. The University offers more than

are three senior campuses and four regional

addition to the main campus at Columbia, there

assisted coeducational institution dedicated

The University of South Carolina is a publicly-

education system is a strength and pursues

National Resource Center for The

Sponsoring Institution & Co-Hosts

University College Dublin

With over 150 years of proud tradition University

College Dublin (UCD) is the finest university

in Ireland, playing a central role in Ireland’s

advancement as a dynamic and highly suc-

cessful independent European state. Offering

the broadest range of top quality degrees, UCD

attracts students from throughout Ireland as well

as international students from over 50 countries.

Over 22,000 students and 1,000 academics study

and research in the beautiful, leafy campus to

the south of the centre of Dublin city.

UCD today is a research-intensive university

which strives to advance knowledge through

cutting-edge research and to communicate

knowledge through excellence in teaching

within a creative and collegial environment.

Through innovative links in Ireland and abroad

UCD has forged exciting educational and re-

search partnerships and collaborations with

other academic, industrial, and not-for-profit

organizations.

University Teesside

The University of Teesside has over 20,000 stu-

dents engaged in courses from Diploma to Ph.D.

level in a wide range of disciplines. Its intake is

international in scope, and has an increasing

number of agreements with universities in the

United States and most European countries

for exchange of students and faculty and joint

research projects.

The University mission is “Providing Opportuni-

ties – Pursuing Excellence.” Teesside believes that

the current diversity within the British higher

education system is a strength and pursues

excellence within the context of its distinc-

tive mission of raising aspiration, widening

participation, providing high quality learning

and teaching in a research active setting, and

contributing to economic growth and regenera-

tion. The University aims to enable individuals

and organizations to achieve their potential

through high quality learning.

Tamagawa University

Tamagawa University is a higher education
division of Tamagawa Gakuen, a comprehen-
sive institute from kindergarten to higher

education. Today, the university consists of 15

departments in six faculties (undergraduate),
as well as six programs leading to a masters’
degree and three programs leading to a doc-
torate degree. One of the primary educational

principles is the philosophy of Zenjin Education,

which emphasizes six aspects of culture: They

are scholarship, morality, arts, religion, physical

health, and wealth.

The mission of Tamagawa Gakuen is to produce

outstanding individuals who can contribute
to not only Japanese society but to the world.

Tamagawa University is also using e-learning,

employing computer networks to realize a

high-quality learning environment. With these

initiatives, the University has assumed a leading

role among universities in Japan.

York University

With its 50th anniversary fast approaching in

2009, York University is now Canada’s third larg-
est university, world-renowned for attracting

students who forge their own unique paths.

York offers full and part-time graduate and

undergraduate degree programs to over 50,000

students in 11 faculties.

The mission of York University is the pursuit,
preservation, and dissemination of knowledge

and promises excellence in research and teach-
ing in pure, applied, and professional fields. York

University is part of Toronto: dynamic, metropoli-
tan, and multi-cultural. York University is part of

Canada: encouraging bilingual study, valuing

tolerance and diversity. York University is open
to the world: exploring global concerns. A com-

munity of faculty, students, and staff committed
to academic freedom, social justice, accessible

education, and collegial self-governance, York

University makes innovation its tradition.
Monday, June 23, 2008

Continental Breakfast
7:00 am - 8:00 am
Main Restaurant

Conference Registration/Information Desk
7:30 am - 5:00 pm
Newman Building Concourse

Preconference Workshops
9:00 am - 5:00 pm
Lunch is provided for preconference workshop participants.

Preconference workshops

9:00 am – 12:00 noon
Room F102
Tony Cook
Senior Lecturer, Faculty of Life and Health Sciences; STAR Project
University of Ulster
NORTHERN IRELAND

Many interventions designed to ease students transition into college are obvious and easily implemented once staff have been shown the way forward. The STAR audit was designed to aid constructive reflection. It addresses simple questions based on a series of principles derived from the literature and related to the research on why students drop out. Each question is matched to a series of practices of varying effectiveness. A selection of these questions will be used so that the group can score their own or their institutional practices against them. The responses will form the basis of a discussion of simple changes that can be introduced to enhance the first-year student experience. After a brief introduction participants will complete the STAR audit. Depending on numbers and interests of the group, participants may be divided into sub-groups and invited to complete different sections of the audit. Individuals scoring highly on individual questions will be invited to outline their practice for the benefit of those scoring less well on those questions. There will be an opportunity for the discussion of barriers to change and the effectiveness of individual practice. After the completion of this workshop, participants will have reflected on their current orientation/induction practices, discussed the introduction of changed practices within their own context, shared their own experiences of orientation/induction, and adapted and administered the STAR audit to fit their own needs.

Best Practice in the First College Year:
Defining What Works and Why
9:00 am - 4:00 pm
Room F103/A
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

For more than two decades, a significant investment has been made by many colleges and universities to improve the first year. But funds spent have often not yielded expected returns in student learning and retention. In this workshop, the presenters will explore the question, “What works in first-year programs and why or why not?” They will draw from recent research findings and provide a variety of examples of best practice. Participants will be challenged to reflect on the first year at their own campuses, the initiatives that have made a positive difference in the first year, and the challenges that remain.

Strategies for Transition and Retention:
Embedding the First-Year Experience and Developing a Value Proposition
9:00 am – 4:00 pm
Room G109
Wayne Clark
Director of Student Administration
Bill Crome
Group Manager Student Support Services
University of Auckland
NEW ZEALAND

In some areas of the higher education sector, transition to the tertiary environment is not embedded in the core curriculum. The advantage of embedded transition and first-year experience structures are that every student must interface with a first-year programme, or at least experience some direct institutional contact. Where the transitions not embedded in the curriculum, transition and retention strategies remain under-acknowledged or under-funded add-ons. Practitioners must therefore rely on alternative strategies and methodologies—not pedagogies—to engage the first-year cohort, and to involve colleagues in an institutional approach to transition and retention. This workshop focuses on making the first-year experience indispensable where a first-year program is not embedded in the core curriculum, and on how to initiate support for program development from a variety of perspectives. It also embraces integrating the width and breadth of research material available, and explores strategies for modeling the key institutional drivers to strengthen the value proposition, establish and embed a First-Year Program.
Many students entering college and university are faced with the challenge of mastering critical thinking skills. Current literature suggests that students who acquire various critical thinking and related academic skills are more likely to successfully complete their degrees. Teaching first-year students to become critical thinkers requires a comprehensive educational approach. In this way, the evaluation process plays a vital role in critical thinking pedagogy. This workshop focuses on teaching and assessing critical thinking components in first-year university seminars and introductory courses. We will examine the relevant pedagogical theory, research, and some best practices for teaching critical thinking. Participants will receive materials that include syllabi, critical thinking exercises, and assignments, as well as formative and summative assessment tools. During the workshop, we will have interactive sessions that highlight critical skills assignments and related pedagogical best practices. This workshop is designed to assist those teaching first-year seminars in terms of devising the appropriate activities to encourage and assess critical thinking, the successful implementation of criteria in order to evaluate student progress, and the creation of a classroom environment in which application is embraced as a tool for learning.
Invitation to Excellence
Does your college have a Grand Design for the First Year of College?

You are invited to join the 2009-10 National Select Cohort for Foundations of Excellence® in the First College Year. With the guidance and support of John N. Gardner, Betsy O. Barefoot, and the staff of the Policy Center on the First Year of College, your institution will undertake a year-long systematic study of its first-year policies, practices, and procedures. The faculty, staff, and students on your campus will work to develop a strategic improvement plan supported by multiple forms of evidence to enhance student learning and increase retention. At the completion of this effort your institution will join the 117 institutions that have undertaken this important work and are now implementing changes to improve the first college year - the foundation of undergraduate education.

Foundations of Excellence®
Aspiring to Institutional Excellence for the First Year of College

The Policy Center on the First Year of College is a non-profit higher education center, located in Brevard, North Carolina. The mission of the Policy Center is to work with colleges and universities to improve the beginning college experience through enhanced learning, success, and retention of new students.

www.fyfoundations.org
Continental Breakfast
7:00 am - 8:00 am
Main Restaurant

Conference Registration
7:30 am - 5:00 pm
Newman Building Concourse

Tuesday, June 24, 2008

8:45 am – 9:45 am

1 - CR
Program of Hope for Students at Academic Risk
Room F102
Celine Kamhieh
Instructor
Jaye Jelena Zivkovic
Instructor
Zayed University
UNITED ARAB EMIRATES

This presentation describes a student-support program for 98 first-year students, identified as being "at risk," in an all-female Gulf Arab university. A case study is shared, which includes problems identified by the students and the challenges their advisors faced in running this unique program. The presenter also views the program in relation to the relatively new theory of hope (Snyder, Harris et al., 1991).

2 - CT
Pay It Forward: The Benefits of Student Mentoring Programs for Both First-Year Students and Mentors
Room F103/A
Tristana Sidoryn
Coordinator, Student Transition in the Division of Business
Sophie Relf
Transition Coordinator
University of South Australia
AUSTRALIA

This session presents two case studies of student peer-mentoring programs (e.g., Business Mates and Div EAS Mentors) at a large Australian university. Although universities have traditionally established student mentoring programs with a focus on the transition of commencing students into university, there is evidence of the considerable benefits for continuing students as well. The evaluation results of two mentoring programs are discussed, with a focus on benefits of the programs for both mentees and mentors.

3 - R
Emotional Intelligence and the First-Year Experience Course
Room G106
Carol Thompson
Professor
Sherrie Sandor
Instructor
University of Arkansas at Little Rock
UNITED STATES

One of the primary goals of a first-year seminar is for students to gain a better understanding of themselves. Having an Emotional Intelligence (EI) link to class exercises provides students the opportunity to manage, understand, and facilitate their own emotions, while also gaining a level of understanding of the emotions of others. These activities allow students to observe and reflect on their actions in ways that lead them to being better able to accomplish their academic goals. In this presentation, class exercises promoting EI development are discussed.

4 - CI
Room G108/A
Marcia Ody
Teaching and Learning Manager
William Carey
Teaching and Learning Adviser
Arthur Garforth
Director of Undergraduate Studies, School of Chemical Engineering and Analytical Sciences
The University of Manchester
UNITED KINGDOM

The University of Manchester, United Kingdom has a well-established and internationally recognized PASS program, engaging over 350 upperclass student volunteers in partnerships with staff. Based on the Supplemental Instruction model, PASS has brought proven benefits across the University. Upperclass students facilitate supportive groups for first-year students to help develop study and learning strategies, enabling deeper conceptual understanding of fundamental academic principles. The presenters (supported by staff and students) share the model, explore the practical implementation requirements, as well as the benefits of the program.

7:30 am – 8:30 am

Primer for First-Time Attendees
7:30 am - 8:30 am
Theatre L

M. Stuart Hunter
Assistant Vice Provost, National Resource Center for The First-Year Experience and Students in Transition/University 101 Programs, University of South Carolina

Jennifer Keup
Director, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

John N. Gardner
Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina; Executive Director, Policy Center on the First Year of College

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 undergirding 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.
Eastern Connecticut State University's First-Year Program (FYP) consists of a three-course learning community in the fall and a three-credit colloquium in the spring. Recently embedded in the University’s new Liberal Arts Core curriculum, the FYP will be mandatory for all first-time, first-year students in Fall 2009. This session explores Eastern's journey from a small pilot FYP in 1998 to what it is today and what it is projected to be in the University's current master plan.

Engaging Students: Integrating Service-Learning into First-Year Experiences

A key factor in improving undergraduate retention rates and students' satisfaction is increasing their level of "engagement." Service-learning is a dynamic, flexible, and pragmatic pedagogy that enhances students' transition to college life. National studies indicate that service-learning fosters problem-solving skills, improves social and personal development, and develops sensitivity to civic duty and community needs. In this interactive presentation, three perspectives are shared regarding our institution's multifaceted integration of service-learning into programs and classes for first-year students.
Tuesday, June 24, 2008

11 - R
Parents: Playing a Positive Role with First-Year Students
Room G106
Ralph Anttonen
Director of the Exploratory Program
Millersville University
UNITED STATES
Judy Anttonen
Retired special educator
Conestoga Valley School District
UNITED STATES
Douglas Zatechka
Director of Housing
University of Nebraska - Lincoln
UNITED STATES

There has been an increasing amount of information in both professional publications and the news media about the role of "helicopter parents" and their involvement in the lives of first-year students. This session discusses the origin of "helicopter parents" in grades K-12. Participants are provided an extensive bibliography on what other colleges and universities are doing in a proactive and positive manner to address this phenomenon. The utilization in both the academic and student affairs areas of web pages, e-mails, parent newsletters, orientation sessions, and parent councils is discussed.

12 - CT
What's Unique about the Irish First-Year Experience?
Room G108/A
Claire Laudet
Senior Tutor
Trinity College Dublin and University College Dublin
IRELAND
Colleen Blaney
Student Adviser
University College Dublin
IRELAND

This presentation looks at the first-year student experience in Irish universities. It analyzes how the recruitment and admission processes, the financial aid system, the educational philosophy, and the transition to higher education impact our students’ experience. These factors, while not unique to Irish universities, create specific challenges and opportunities to Irish students and to the support and academic services that endeavor to respond to their needs during the transition to higher education.

13 - CT
Challenges Faced By Academic Advisors: Understanding and Serving the Millennial Student
Room G109
Cheryl C. McKenzie
Educational Planner
Patricia Garrett
Coordinator of Evening/Weekend students
LaGuardia Community College
UNITED STATES

This presentation discusses challenges faced by Educational Planners/Academic Advisors at LaGuardia Community College, The City University of New York, in serving and understanding millennial students. These Educational Planners have the opportunity to conduct a broad range of services (i.e. academic advisement, online registration, financial aid, and bursar services) under the department of Enrollment Management and Student Development. This approach provides an overview of the academic advisement model of services provided while creating a culture of support beyond their first-year experience.

14 - CI
Preparing Faculty for an FYE Class: An Examination of a Successful Faculty Training Program
Room J109
Susan Kattwinkel
Director of the First-Year Experience
Deb Bidwell
Instructor of Biology
College of Charleston
UNITED STATES

As part of the College of Charleston’s new First-Year Experience program, faculty participate in a training session during the summer prior to the year they will teach in the program. The training session has been well received by faculty and provides a thorough introduction to the goals of the program and methodologies to achieve them. This presentation provides a detailed explanation of the training session and gives attendees sample materials.

15 - CR
Dashed on First-Semester Rocks: The Consequences and Interventions for First-Year Students who Academically Sink
Room B101
Norman Roberts
Clinical Professor / Academic Support Administrator
Ronald Chapman
Associate Vice President for Student Life
Julie Preece
Associate Clinical Professor - Counselor
Brigham Young University
UNITED STATES

When highly prepared first-semester students falter and fail, at least three salient questions come to the surface: What happened? What does it mean? How can it be repaired? This session presents longitudinal data to highlight the acute consequences of first-semester failure by students admitted to a selective institution, summarizes quantitative and qualitative data that explain the reasons for failure, and discusses the effect of an intrusive intervention to better their academic performance.

16 - CR
Studying the First Year: Predicting First-Year Retention from Pre-College Traits and College Experiences
Room E114
Terrell Strayhorn
Assistant Professor & Special Assistant to the Provost
Amanda Blakewood
Graduate Research Assistant
The University of Tennessee, Knoxville
UNITED STATES

Recently, scholars have devoted a good deal of attention to studying the first-year experience. One major line of inquiry focuses on predicting student retention from an array of factors purported to influence student success. Drawing on the National Survey of Student Engagement (NSSE) and admissions data from a large sample of students, the presenters discuss findings from the analyses conducted to estimate the influence of pre-college traits and academic and social collegiate experiences on fall to spring and first- to second-year retention.
17 - CR
Leaning into the Future: Tested Dynamics and Best Practices for Talking to Students
Room F102
Jerry Pattengale
Assistant Vice President for Scholarship and Grants; Professor of History
Indiana Wesleyan University
UNITED STATES

“Leaning into the future” is a philosophical approach to advising and teaching, implying a constant interest in connecting the cocurricular and curricular activities and assignments to students’ career interests. Research done at the presenter’s campus using this model underpins various “best practices in leaning into the future” that are transferable to any campus. With a 20% sustained increase in graduation rates and collaboration with research universities, the programs and object lessons shared are placed in their historic context through studies. Also, various research initiatives on this approach are presented with handouts for local campus adaptations.

18 - CR
Using the Wellness Model to Better Understand and Help First-Year Students Succeed
Room F103/A
Deborah Smith
Assistant Professor, Department of University Studies
Kennesaw State University
UNITED STATES

The presenter shares qualitative and quantitative research gathered from multiple offerings of a theme-based Learning Community focusing on the wellness model. Each of the six dimensions (i.e., emotional, social, physical, occupational, spiritual, and intellectual) is presented in terms of how they impact our students’ personal lives and ultimately their academic success.

19 - R
What Do Universities Mean by “The Student Experience”
Room G106
Joan Cooper
Pro-Vice Chancellor Students
Ann Jardine
Director, Student Equity and Diversity
University of New South Wales
AUSTRALIA

In the face of a changing and diverse student population there is a need for universities to examine how they define the student experience. How should Universities be engaging students and does “one size fit all”? This roundtable offers participants the opportunity to discuss institutional strategies to engage students, the success and failure of different efforts, and whether strategies need to change for different cohorts of students.

20 - CR
Remembering and Recovering as Themes of the First-Year Transition
Room G108/A
Stefinee Pinnegar
Associate Professor Teacher Education
Pat Esplin
Director, Freshman Academy
Brigham Young University
UNITED STATES

Research on transition continues to demonstrate that the transfer of skills from one setting to another is not straightforward. This study explores the potential disintegration of the learning habits of high school students during their senior year and how this loss positions them as university students. The study analyzes the learning habits of these future first-year students in relationship to themes of transition and learning success in order to reconsider intervention and support during the first college year.

21 - CI
Lessons Learned: Peer Mentoring
Room G109
Allison Wisniewski
Assistant Dean of Students
Patrick Wallace
Coordinator of Campus Involvement
Rutgers University Camden Campus
UNITED STATES

Rutgers University Camden began a Peer Mentor Program as a way to increase student retention. Previous methods to develop a sense of campus community had less than hoped for results, so we created a peer-mentoring program that increased the engagement of students while connecting them to our urban campus. Join us for a discussion of our process and what we learned along the way.

22 - CR
Taking an International Perspective on First-Year Experience: what can we learn from good practice around the world?
Room B101
Diane Nutt
Head of the Retention Team
Denis Calderon
Assistant Director, Learning & Teaching Development
University of Teesside
UNITED KINGDOM

Editors of a National Resource Center monograph on “International Perspectives on the First-year experience in Higher Education” will provide insights into how strategies which support first-year student experience have developed in different national contexts and in many different countries and bring together examples of best practice. In this session, the presenters will share findings from the collection in terms of key strategic issues and considerations at national and institutional levels. They will also explore with participants examples of best practice in planning, delivering, and evaluating the first-year experience. This interactive session will provide participants with the opportunity to: compare different national and institutional practices, identify common and distinctive concerns, relate global experience to their own context and needs, explore ideas pertinent to their own institutions and countries, and identify ways forward in their own situation.
Tuesday, June 24, 2008

23 - CI
Assessing the Impact of Co-Curriculum Activities and Early Intervention Methods on Student Retention During the First-Year Experience  
Room B101

Kareen Odate  
Lecturer/Academic Advisor
Lystra Huggins-Anderson  
Lecturer/Academic Advisor
Medgar Evers College  
UNITED STATES

This presentation discusses effective tools to increase student retention in the first year. The presenters illustrate how a commuter college promoted campus involvement through mandatory attendance at the Presidential Lecture Series and other activities, and tracked and improved student attendance/progress through aggressive outreach by Freshman Year Program (FYP) staff.

24 - CI
The University of Toronto First-Year Seminars: 15 Years of Success  
Room E114

Ken Bartlett  
Director, Office of Teaching Advancement  
University of Toronto  
CANADA

In 1993, the University of Toronto implemented a first-year seminar program of small, non-programmatic classes, taught by regular faculty. In 2007, the program was externally reviewed with gratifying results, indicating how the model of first-year seminars could provide an antidote to large classes and offer students an opportunity for early skills assessment and mentoring in a large, research-intensive university. The presenter provides a longitudinal discussion of why and how the 1997 program achieved its success.

1:30 pm – 2:30 pm

25 - CI
Getting Students Engaged: Effective Common Reader Strategies  
Room F102

Keisha Hoermer  
Department Chair, First-Year Programs
Ruth Goldfine  
Assistant Professor of English
Deborah Mixson- Brookshire  
Instructor of Business
Julia Morrissey  
Assistant Professor of English
Lesia Schnur  
Instructor of English
Kennesaw State University  
UNITED STATES

In 2004, Kennesaw State University (KSU) instituted a common reader program to enhance critical thinking skills, promote interaction and discussion among students and their faculty, and enhance global perspectives for first-year students. This session details the program’s development, its objectives, the “nuts-and-bolts” of further program development, and assessment data — both qualitative and quantitative — that clearly illustrate its effectiveness. This presentation also explores aspects of the program that can be transferred to other institutions.

26 - CI
Students “At Risk” for Dropping Out: Emotional Intelligence and Student Mentoring  
Room F103/A

James Parker  
Professor of Psychology
Laura Wood  
Research Scientist
Trent University  
CANADA

This presentation examines the efficacy of a post-secondary mentoring program designed to increase student retention rates. The program collected Emotional Intelligence (EI) information to identify first-year students at risk for dropping out. Based on EI-related cut-off scores, several successive cohorts of “at-risk” students were selected to participate in the mentoring project. The program, which is described in the presentation, has significantly improved retention rates in multiple cohorts of at-risk students.

27 - R
The Starry Dynamo in the Machinery of Night: Liberal Arts and Libraries in a Digitized World  
Room G106

Lisa Forrest  
Instructional Technology Librarian
Wendy Hilleran  
Learning Community Student  
State University of New York College at Buffalo  
UNITED STATES

First-year students are offered a menu of largely unrelated lecture courses that provide very little community. Students and faculty appear apathetic to the resources that the library offers that might help address these disconnects. With the rise of digitized social networks, what role can brick and mortar libraries play as places for scholarly discourse? In this impersonalized approach to education, libraries can serve as stabilizing force dedicated to a liberal arts education.

28 - CI
Sustaining Institutional Commitment and Momentum for The First-Year Experience  
Room G108/A

Vivia Fowler  
Dean of the College, Vice President for Academic Affairs
Patty Gibbs  
Dean of Students, Vice President for Enrollment Services and Student Affairs  
Wesleyan College  
UNITED STATES

Wesleyan College has over 20 years of experience with first-year seminars, but a recent re-accreditation process resulted in a renewed emphasis and holistic approach to the first year of college. The presentation includes an overview of current first-year interdisciplinary and transitional seminars and our Student Support Team’s early intervention initiatives. Two administrators describe the critical relationships between administration, academics, and student affairs to sustain commitment and momentum for successful first-year programs.

12:15 pm – 1:30 pm

Lunch  
Main Restaurant
Executive function challenges are a primary risk factor in the transition to college. Generally associated with such cognitive and psychosocial conditions as attention disorders, non-verbal learning disorders, and psychiatric issues, such as anxiety, depression, and post-traumatic stress disorder, executive function challenges may also be characteristic of normal or sub-clinical courses of development. This presentation provides a model for understanding executive functions and the conditions that may cause impairment. Facilitators also outline strategies and best practices for addressing the needs of students for whom executive function difficulties may be a primary risk factor in the transition to postsecondary education.

The first-year experience is filled with many activities, none of which is more important than the relationship established between first-year student and advisor. Philosophies of academic advising have changed dramatically over the last 20 years and today’s students bring new expectations and demands to the advising process. This presentation reviews characteristics of 21st-century students and asks participants to share how these characteristics should inform and transform first-year advising on their campuses. Presenters focus on students who have not declared a major and share a model for advising these “deciding” students.

The intent of this session is to identify profiles of the emergent non-traditional student audience in higher education today and to connect that information with methodologies for developing FYE curricula that meets those students’ changing needs and interests. Participants acquire materials applicable to non-traditional FYE course development. The presenter also hopes to help participants initiate associations and partnerships with professionals that extend beyond the conference.

This session fuses together the key areas of e-Learning and student retention, highlighting lessons learned from the Higher Education Funded project, Making Connections: Using e-Learning tracking information to improve retention rates in Higher Education. This session concentrates upon a primary aim of the project, which is to assist institutions in improving the learning experience for their first-year students, particularly focusing on those students at-risk for early withdrawal.

Success at Stellenbosch University
A Prediction Model of First-Year Success at Stellenbosch University

Room F102

2:45 pm – 3:45 pm

Alten Du Plessis
Head Coordinator of the Tracking System
Hannie Menkveld
Assistant to the Head Coordinator, Tracking System
Stellenbosch University
SOUTH AFRICA

In 2006, a prediction model of first-year success was developed by the Tracking System at Stellenbosch University. The model is based on average school end results, the best single predictor of first-year success as well as other quantitative and qualitative variables generated by the Alpha Baseline Questionnaire. It was applied to the University as a whole, faculties, races, languages, etc. Results prove that both quantitative and qualitative variables predict student success to varying degrees.

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Stellenbosch University
SOUTH AFRICA
After 10 years in existence University 1 has affected systemic change in terms of rethinking traditional educational boundaries. From an institutional perspective it has been a successful retention strategy, and from a faculty-student perspective it ensures that the students being admitted are both committed and informed, and know that they have the skills needed to be successful. University 1 offers its programming with the individual student in mind rather than for a group of students.

The LEAP program is a year-long learning community for entering students at the University of Utah. This presentation discusses the evolution of the program from 1994 to the present and offers findings from assessment, which includes statistical matching that measures the program’s impact on student performance.

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Success for First-Year Students
University 1: From Access to Success for First-Year Students
Room G106
Christine Blais
Director
Robert Kerr
Vice-President Academic and Provost
University of Manitoba
CANADA

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Assessing the LEAP Program: The Evolution of an Approach
Room G108/A
Jeff Webb
LEAP Associate Director
Mark St. Andre
Assistant Dean
University of Utah
UNITED STATES

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Student Development Theory in Film
Room J109
Eileen Merberg
Retention and Leadership Specialist
Buffalo State College
UNITED STATES

John Cusack struggles to bring purpose to his life, while Robin Williams provides the support needed so a student can move toward developing intellectual and social competence. Perhaps the most widely known and applied theory of student development, Arthur Chickering’s psychosocial model of identity development, comes to life through engaging and powerful movie clips highlighting each vector along which traditionally aged college students develop. Learn how we can apply the theory to enhance our students’ success.

Course Renewal and Revitalization in the First-Year Seminar
Room B101
Jeffrey Knapp
Director, Teaching and Learning Center
Florida International University
UNITED STATES

All courses have the challenge of staying relevant in a changing world, but first-year seminars can be especially challenging as curricular goals, outcomes, and even students evolve and change. This session reviews Florida International University’s efforts to reconstruct its FYE course to better reflect these changes and challenges. It also provides an opportunity to share experiences within the context of international higher education.

Creating a Landing Strip for Helicopter Parents
Room E114
Julie Alexander
Program Associate and Coordinator of Special Projects
Policy Center on the First Year of College
UNITED STATES

The whir of the helicopter parent may already be audible on your campus and you are not alone. These overzealous parents seem to hover over their college-age children - ready to intervene at any moment. Technology, such as cell phones, can make letting go more difficult than ever. This presentation addresses issues related to this phenomenon, discusses parent and institutional perspectives, and reviews best practices for managing the parents’ presence.
Continental Breakfast
7:00 am - 8:00 am
Main Restaurant

Conference Registration/Information Desk
7:30 am - 5:00 pm
Newman Building Concourse

8:15 am – 9:15 am
41 – CT
Student Leadership Development: Connecting Academic Affairs and Student Success and Enrollment Services
Room F102

Nancy King
Vice President for Student Success and Enrollment Services

Brian Wooten
Director, Center for Student Leadership/Instructor for University Studies

Betty Siegel
President Emeritus

Ralph Rascati
Associate Vice President for Academic Affairs and Dean of University College

Josh Hunt
Undergraduate Research and Operations Fellow for Student Leadership

Kennesaw State University
UNITED STATES

The Center for Student Leadership (CSL) connects the divisions of Academic Affairs and Student Success & Enrollment Services at Kennesaw State University. Created in fall 2004, the CSL provides students the opportunity to develop leadership skills through active engagement with local, national, and global communities. Involved students assist with first-year student success by serving as Orientation leaders, teaching assistants, and peer academic advisors while continuing their growth through the development of national and international projects.

42 – CT
Retention Initiatives at York University: From the Local to the Pan-University
Room F103/A

Norma Sue Fisher-Stitt
Associate Vice President, Academic Learning Initiatives

Lynda Tam
Director, Academic Affairs; Faculty of Fine Arts
York University
CANADA

In 2007, York University launched a retention group, guided by the philosophy that a student’s optimal experience includes curricular, cocurricular, and extracurricular activities. The Retention Council has six sub-committees, one of which is peer mentoring. In this session, the presenters discuss the peer-mentoring program developed by the faculty of Fine Arts at York University. The Fine Arts peer-mentoring program provides opportunities for fourth-year Fine Arts students to mentor entering Fine Arts students.

43 – R
Using Faculty Development to Improve Learning in First-Year Living-Learning Communities
Room G106

David Concepción
Associate Professor

Melinda Messineo
Associate Professor of Sociology
Ball State University
UNITED STATES

Through guided discussion, roundtable participants share “best practices” regarding the structure of and content for faculty development seminars designed to enhance learning in first-year living-learning communities. Part of this discussion involves evaluating a four-week seminar conducted at Ball State University during spring 2008. Materials associated with that seminar are distributed.

44 – CT
What We Know For Sure: Using Institutional Data to Determine Best Practices for First-Year, Transfer, and Adult Students
Room G108/A

Marcia King-Blandford
Interim Assistant Vice Provost, Undergraduate Curriculum
The University of Toledo
UNITED STATES

On both sides of the Atlantic, colleges and universities are looking for solutions to student retention, progression, and degree attainment issues. Yet, few institutions look for answers by studying themselves. There is a serious disconnect between institutional data and the institutional decision-making that impacts many critical initiatives. Advice from Dr. Tinto during a 2006 visit to the University of Toledo led to self-study of institutional data. This work now drives the reform of the undergraduate experience as a joint effort across divisional divides. Data collection and analysis along with reform initiatives are shared with participants.

45 – CI
Alleviating Library Anxiety in First-Year Students
Room G109

Emily Rimland
Information Literacy Librarian
The Pennsylvania State University
UNITED STATES

Penn State University Libraries have initiated a variety of tactics that target first-year students and are designed to address their library anxiety. These tactics include: an annual Open House; a library application for the social networking site, Facebook; library widgets (portable versions of online tools); and an undergraduate-focused library website. This session introduces the topic of library anxiety, discusses its impact on first-year students, and highlights Penn State’s efforts to alleviate it.
The developmental needs of first-year students at Stellenbosch University (SU): The role and impact of the Tracking System
Room J109
Alten Du Plessis
Head Coordinator of the Tracking System
Hannie Menkveld
Assistant to the Head Coordinator, Tracking System
Stellenbosch University
SOUTH AFRICA
The tracking system at Stellenbosch University was initiated in 2001 with the development of the Alpha Baseline Questionnaire (ABQ). All first-year students complete it at the beginning of the year to determine their developmental needs. Another questionnaire, the Early Support Survey (ESS), was implemented in 2007. These instruments are used to identify students’ developmental needs, which were categorized as participation, perception of own abilities, generic skills, and wellness. The presenter will discuss survey results for the university and by cohort and provide examples of supports based on the findings.

The summer bridge program: A successful intervention model for first-year students
Room B101
Michele Hansen
Director of Assessment, University College
Gayle Williams
Assistant Dean, University College
Indiana University-Purdue University Indianapolis
UNITED STATES
This session focuses on a summer academic support and retention initiative at a large, urban, public university: a summer “bridge” program. Quantitative and qualitative assessment methods were employed to assess how effective the bridge program was in helping first-year students attain academic success. Presenters discuss how a summer program to aid students’ transitions to college exposes them to collegiate-level expectations, and ultimately helps promote academic success.

Privileging the student learning journey: The promotion of "character" and its relationship to retention in higher education
Room E114
Robyn Henderson
Senior Lecturer, Literacies Education
University of Southern Queensland
AUSTRALIA
This session highlights a holistic, faculty-based approach to addressing issues of retention and progression in relation to first-year undergraduate education students at the University of South Queensland. This approach privileges relationships and social support, as well as affording opportunities for enhanced academic preparedness. Through this process of consciously infusing the value of 'character' into the fabric of the transition program, there is a positive impact on the quality of interactions, relationships, and friendships that actually occur for the participants in the learning process, as well as upon their commitment to completion of their undergraduate student learning journey.

Morning Break
Newman Building Concourse

Teaching critical thinking and learning to first-year students: 30 years of experience and research
Room F102
Timothy L. Walter
Dean of Academic & Student Services
Oakland Community College
UNITED STATES
This session presents a validated instructional program on basic critical thinking and learning strategies that are taught as general education attributes across the curriculum. Between 1979-2007, the presenter developed and provided instruction in basic critical thinking strategies to students throughout the United States and abroad who were enrolled in FYE courses, traditional liberal arts courses, and academic support courses. Participants in this session learn strategies to engage students in interactive classroom exercises that facilitate the learning of critical thinking and learning strategies that are viewed as general education attributes and upon which higher-level critical thinking skills as described in Bloom's Taxonomy are based.

Learning academic integrity with audience response technology
Room F103/A
Christine Bombaro
Coordinator of Information Literacy
Dickinson College
UNITED STATES
The Library at Dickinson College plays an instrumental role in achieving one goal of the First-Year Seminar program: To teach students how to seek and use information ethically and responsibly. Using audience response system technology in an interactive presentation that is engaging and provocative, the program reaches every first-year student. Through the use of scenarios, students test their understanding and respond anonymously to questions about the ethics of their own research behaviors. Students, faculty, and administrators have embraced this program, which is now a regular and required part of the Dickinson’s first-year seminar.
52 - CI
Guiding Lights: Enhancing Retention Through Student Support and Student Ambassadors
Room G108/A
Stephanie Fleischer
Lecturer, School of Applied Social Science
University of Brighton
United Kingdom

This presentation focuses on supporting first-year undergraduates through links prior to arrival at university and support after students begin their studies. Two models -- a Student Support and Guidance Tutor model and a model linking Student Ambassadors with the SSGT-- have been implemented to improve retention rates and research factors affecting withdrawals. In the session, presenters share their experiences of this project and invite discussion and ideas.

53 - CI
Melvin W. Jones Scholars: A Learning Community that is a Living Legacy
Room G109
Ann Marie Williams
Academic Learning Community Coordinator
Keith Zaborowski
Director of Residence Life
Douglas Zatehcka
Director of University Housing
University of Nebraska
United States

The Melvin W. Jones Scholars Community is a learning community with the goal of promoting academics, leadership, and community for first-year non-majority students. Presenters share how this community was developed and how it has changed over the past four years, and address challenges (e.g., working with students from a multitude of disciplines) as well as constraints (e.g., funding). Presenters also share data regarding the success of participants and the impact on a pre-dominantly white institution.

54 - CI
Peer Mentoring: Making a Good Idea Better through Innovation and Assessment
Room J109
Carolyn Bliss
LEAP Program Director
Carolan Ownby
Director of Peer Advisors and Assistant Professor (Lecturer)
University of Utah
United States

The decade-old, LEAP Peer Advisor Program at the University of Utah has measured its success. Based on that assessment, this presentation argues that Peer Advisors are limitless resources. The presenters trace the program’s evolution, describe innovations (such as service components), and introduce the ALLY program as an outgrowth of peer mentoring. Then, they conclude with a description of a unique assessment initiative, aimed at documenting the effect of the program on peer advisors.

55 - CI
The First-Year Experience in a State-Supported University: Administrative Vision and Challenge
Room B101
Lu Hardin
President
Sally Roden
Associate Provost and Dean of Undergraduate Studies
University of Central Arkansas
United States

As with many colleges and universities, the administration at the University of Central Arkansas (UCA) is increasingly concerned with supporting student success through first-year programs. UCA has developed a range of living/learning community options to address these concerns including honors halls, residential colleges, and a pilot commuter/resident hall program. These living/learning experiences contribute to the intellectual and social growth of first-year students. Presenters share UCA’s administrative vision and challenges, data that reflect the success of the first-year programs, and suggestions for others who are engaged in similar initiatives.

56 - CR
Emotional Intelligence and Academic Success: A Cross-Cultural Study of American, Canadian and Irish Post-Secondary Students
Room E114
James Parker
Professor of Psychology
Trent University and Dublin Institute of Technology
Canada/Ireland

Emotional intelligence (EI) is a proven predictor of post-secondary success. This presentation examines recent research on the relationship between EI and academic success, while also presenting new results from a study using large undergraduate samples from Canada, Ireland, and the United States. Academically successful students in all samples had significantly higher EI scores. Results are discussed in the context of the importance of EI and post-secondary achievement.

10:45 am – 11:45 am

57 - CI
Connecting the Dots: Assessing Welcome Week using Student Learning and Development Outcomes
Room F102
Laura Coffin Koch
Associate Vice Provost
Beth Lingren
Director, Orientation and First Year Programs
Chris Kearns
Assistant Dean, College of Liberal Arts
Shelly Wymer
Program Director, Office of Measurement Services
Colin DeLong
Information Technology Professional
University of Minnesota
United States

This presentation focuses on the results of the 2007 cohort study. Presenters discuss the mapping of the Welcome Week program goals to the University’s new Student Development and Learning Outcomes with the intent of assessing the efficacy of Welcome Week. The Welcome Week assessment plan considers quantitative measures and incorporates the University’s Student Development and Learning Outcomes. The aim is to better align current and future undergraduate support efforts at the intersection of learning and student development.
Whittier College has integrated the functions of Advising, and Assessment. Dean, First Year Programs, Lisa Bortman

The Pennsylvania State University Information Literacy Librarian

Emily Rimland

New England Association of Associate Director

Robert Froh

UNITED STATES

This presentation will address three primary factors that contribute to strengthening the first-year experience: accreditation standards and support for inquiry regarding student learning, inquiry sponsored by faculty to enable improvement of institutional practices, and consortial efforts that enable comparative data designed to provide focus and motivation to faculty in conducting reliable, valid, and useful inquiry.

Information Literacy and Strategies for Implementing Learning Outcomes

Room G106

Emily Rimland

Information Literacy Librarian

The Pennsylvania State University

UNITED STATES

A critical skill for students in today's global economy is information literacy—the ability to find, retrieve, assess, and use information. First-year seminars provide an excellent arena for introducing and developing information literacy skills and this roundtable discusses information literacy and strategies for addressing different learning outcomes. Participants consider specific programmatic strategies for implementing information literacy in the curriculum and strategies for working collaboratively with librarians.

Assessing Whittier College’s Collaborative First Year Program

Room G108/A

Lisa Bortman

Dean, First Year Programs, Advising, and Assessment

Charles Eastman

Director of the Writing Program

Whittier College

UNITED STATES

Whittier College has integrated the functions of its first-year writing, academic advising, student housing, and first-year seminar programs into living-learning communities. In this model, students are housed together, take first-year writing plus one other course together, and their writing instructor also serves as their academic advisor. Assessment of this model examined levels of academic engagement; results suggest that this collaboration between programs is a means to improve academic engagement, faculty/student relationships, and institutional connections.
More than 15 years ago, Millersville University began offering discipline-specific one-credit seminars for students in selected majors. In 2001, MU piloted one-credit extended-orientation seminars targeted for exploratory students. The FYE program continues to expand and since 2005 has included both one-credit elective courses as well as three-credit courses that provide general education credit for students. This poster provides insights on these contrasting seminar models, including strengths, challenges, and lessons learned.

**Intentional Collaborative Programming Fosters Institutional Change**

*Phillip Riordan*  
Associate Vice President, Student Affairs  
*Linda McDowell*  
First-year experience Coordinator; Professor, Educational Foundations Department  
*Carol Phillips*  
Associate Provost Emeriti  
*Millersville University*  
*UNITED STATES*

This poster session documents the collaborative venture between academic and student affairs to create intentional first-year programming that is changing the culture of a university. The presenters provide a step-by-step chronology describing the process used to implement change by both academic affairs and residential life. The poster also explores the many successes and challenges faced along the way.

**First Things First: An Exploration into the Meaning of Mentoring**

*Caroline D’Abate*  
Assistant Professor of Management and Business  
*Skidmore College*  
*UNITED STATES*

Because mentoring is a key activity in supporting first-year students’ success, there is a critical need to assess mentoring and its impact on measurable outcomes. However, the term “mentoring” suffers from conceptual confusion, so efforts to “assess” mentoring without developing a clear sense of what mentoring means are premature. This poster reports on one institution’s approach to define the meaning of mentoring in their FYE, which has assisted their program assessment and improvement.

**Assessment of Academic Advising: More than Student Satisfaction**

*Patrick Clarke*  
Executive Director, Student Success Center  
*Southern Utah University*  
*UNITED STATES*

The focus of academic advising assessment, too often, looks only at the dimension of student satisfaction. A developmental advising approach requires multiple dimensions be assessed in order to recognize program characteristics, improve advisor training, and better link academic advising programs to current trends. Analysis of assessment looks at the extent to which advising goals are being achieved through the perception of both students and professional advisors.

**A “Toolkit” for Dialogue in the First-Year Experience**

*Debra David*  
Associate Dean, First-Year Experience Programs  
*San José State University*  
*UNITED STATES*

San José State University was one of 27 institutions selected for the Ford Foundation’s “Difficult Dialogues Initiative” (see www.difficultdialogues.org). One major outcome of the project was the development of a “toolkit” for instructors to use in introducing dialogic communication in first-year courses. This poster session highlights the contents of the “toolkit” and describes its development and implementation.

**Roadmap to Success**

*Kameshnee Ramasamy*  
Counselling and Psychotherapy Coordinator  
*Nelson Mandela Metropolitan University*  
*SOUTH AFRICA*

The evolution of South Africa and its Higher Education landscape has necessitated the development of new student development programs. Roadmap to Success is a proactive initiative at Nelson Mandela Metropolitan University (NMMU) that enables the intentional holistic development of students by alerting them to life circumstances that may interrupt their road to success and offers them possible solutions. This poster provides quantitative and qualitative assessment.
A Peer-Mentor Program: From Pilot Program to Profound Impact

Jennifer McCluskey
Associate Vice President/Director of the Center for FYE
Maryville University of Saint Louis
UNITED STATES

This poster session illustrates the steps taken to implement an effective and successful peer-mentor program in the first-year seminar course. Initially, the program was received with hesitation from some faculty; however, after four years of implementation, current first-year seminar faculty say they “...could not imagine teaching the course without a peer mentor...” The poster session includes handouts on the selection process, training, and expectations of the peer mentors.

Social Learning Communities: A Construct and Blueprint for Improving the First-Year Experience Through Social Equity

Michelle Clark
Research Assistant, Student Support Office
Wayne Clark
Director of Student Administration
The University of Auckland
NEW ZEALAND

Social interactions among first-year students provide learning opportunities in which the lessons of campus and institutional etiquette are acquired. Social ecosystems promote a sense of connectivity with the campus and the cohort, demonstrating that sociopsychological and socio-cultural elements are important to those planning and delivering first-year programs and events. The poster presents linear progressive and cyclic models to enhance and support strategies in which students engage in social communities to foster retention, persistence, and learning.
80 - CT
Creating a Supportive Environment for First-Year Students by Developing a One-Stop Shop
Room F102
Michelle Taylor
Associate Vice President for Student Services
Liz Childs
Director of One Stop
Kim Barraclough
Office Manager
Utah Valley State College
UNITED STATES
Providing a one-stop shop where admission 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. The 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. Ideas and strategies of how to implement this on your campus are highlighted.

81 - CI
Part-time Teachers as the Driving Force of Core Courses
Room F103/A
Hiroaki Hatayama
Dean, The University College of Cornerstone Education
Masayi Adachi
Professor
J.F. Oberlin University
JAPAN
A Japanese institutional initiative focuses on programming for first-year students. This presentation introduces J.F. Oberlin University’s integrated program of required first-year core courses in writing, speech communication, and computer literacy. These courses are taught by teachers outside of the academic disciplines and from professional fields, such as newspaper publishing, TV stations, and computer enterprises.

82 - R
Mentoring with a Multi-Generational Lens
Room G106
Allison Wisniewski
Assistant Dean of Students
Patrick Wallace
Coordinator of Campus Involvement
Rutgers University - Camden Campus
UNITED STATES
Peer Mentor programs encourage engagement in- and out-of-the-classroom, increased utilization of campus services, improved communication skills, and skills to best deal with emotions attributed to transitioning within a collegiate setting. Is there a one-size-fits-all program? Participants discuss success stories and learn from each other while developing an understanding of how to enhance the mentor relationship with a multi-generational lens.

83 - CI
Turning the Revolving Door into the Staircase of Academic Success for Basic Skills Students
Room G108/A
Paula Yanish
Director, Student Success Center
Patricia Matijevic
Dean for Student Services
Aims Community College
UNITED STATES
Come learn about a campus-wide initiative at Aims Community College in Colorado that was designed to support new students with basic skills’ needs. The Emerging Scholars Program was created through a collaborative partnership between student and academic affairs to provide academic and minimal financial support to new students with college prep (basic skills) needs. The program’s evolution, elements, and outcomes are shared with program participants.

84 - CR
Reducing First-Year Students’ Binge Drinking: Is an Online Intervention an Effective Approach?
Room G109
Jennifer Morrow
Assistant Professor of Evaluation and Assessment
Erik Burr
Graduate Student
Lisa Foster
Graduate Research Assistant
Susanne Kaesbauer
Undergraduate Research Assistant
Krystall Dunaway
Graduate Research Assistant
Old Dominion University
UNITED STATES
Through funding received from the Department of Education, Old Dominion University piloted two innovative approaches (i.e., expressive writing and behavioral monitoring) to reduce binge drinking of first-year students. The efficacy of these two online interventions was examined. Presenters discuss how these interventions were implemented, what the data revealed, and strategies for how others can implement these interventions on their own campus.

85 - CT
Shared Voices: Writing Circles, Student Profiles, and Student-Led Conferences as Paths to First-Year Student Success
Room B101
Marcia Smith
Instructor and Associate Director of the Donaghey Scholars Program
Suzann Barr
Instructor of Rhetoric and Writing
Frankie Chadwick
Instructor of Rhetoric and Writing
University of Arkansas at Little Rock
UNITED STATES
Based on 10 years of programmatic assessment for first-year composition and on research in the field, the University of Arkansas at Little Rock has adjusted the writing program to include specific modes of student/teacher interaction. Writing circles, student profiles, and student-led conferences are strategies to enhance student success in this first-year writing program. Presenters describe these strategies, offer related handouts, and invite audience discussion.
Curtin University of Technology has had very little data on why students did not persist with their studies. In the past, Curtin University of Technology has been actively developing a Retention Plan. In this presentation, workshop content and techniques are shared, as well as the overall blueprint for the retreat.

Over the past 18 months, Curtin University of Technology has been actively developing a Student Retention Plan. In setting retention goals, it is important to understand our ability to impact students included in the attrition statistics, which include those who formally withdraw, those who fail to re-enroll, and those whose enrollment is terminated by the university. At Baruch College, the SEEK Program organizes an off-campus retreat for 50 first-year students, who participate in workshops geared to improve their interpersonal and intrapersonal skills. In this presentation, workshop content and techniques are shared, as well as the overall blueprint for the retreat.

86 - CI
The First-Year Soft-Skills Retreat
Room E114
Jim Elliott
Student Transition and Retention Team (START) Manager
Bryn Roberts
Research Officer
Curtin University of Technology
AUSTRALIA

Over the past 18 months, Curtin University of Technology has been actively developing a Student Retention Plan. In setting retention goals, it is important to understand our ability to impact students included in the attrition statistics, which include those who formally withdraw, those who fail to re-enroll, and those whose enrollment is terminated by the university for academic reasons. In the past, Curtin University of Technology has had very little data on the reasons why students did not persist with their studies. The presenter discusses data from a recent intensive qualitative study and how these data may be used to influence further developments in a Retention Plan.

87 - CR
Maximizing the Impact of a Student Retention Plan: The Effective Use of Attrition Data
Room B101
Jill Rosenberg
SEEK Deputy Director and Director of Academic Support
Angela Anselmo
SEEK Director
Baruch College
UNITED STATES

Many students enter college without the soft-skills necessary for success and must adjust their demeanor accordingly. This may be especially true for first-generation college students from low-income backgrounds, who are more likely to be unfamiliar with the language and mannerisms commonly used in a university setting. At Baruch College, the SEEK Program organizes an off-campus retreat for 50 first-year students, who participate in workshops geared to improve their interpersonal and intrapersonal skills. In this presentation, workshop content and techniques are shared, as well as the overall blueprint for the retreat.

88 - CI
Reflections on the First Year of Implementation of an Institution-Wide First-Year Academy Initiative: Highlights and Challenges
Room F102
Ludolph Botha
Senior Director, Academic Support
Stellenbosch University
SOUTH AFRICA

In this session, presenters reflect on the highlights and challenges of the first year implementation of a comprehensive, institution-wide FYE initiative at a South African university. A variety of systemic and innovative projects, mechanisms, and technology-driven support systems are shared, especially those ensuring institutional ownership and optimal impact on success. Assessment of the most important facets of the initiative are presented as evidence of the impact on the whole university.

89 - CI
Personal and Academic Support System (PASS) in the School of Life Sciences: An Integrated Approach to Student Support Within an Academic School
Room F103/A
Sue Robbins
Principal Lecturer in Student Experience and Biochemistry, University Teaching Fellow
Oxford Brookes University
UNITED KINGDOM

Increasing class sizes and the introduction of electronic student managements systems have reduced face-to-face contact between staff and students. However, students need the opportunity to discuss the difficulties they encounter that affect their studies; otherwise, they are in danger of failing or dropping out. PASS (Personal and Academic Support System) gives students this support by providing: (a) group tutorials that build tutor-tutee relationships and peer support, (b) individualized support for resit students, and (c) interventions with badly failing students through mentoring to promote skills leading to success.

90 - R
Creative Collaborations: Embedding Information Literacy into the First-Year Experience
Room G106
Nikki Krysak
Instruction & Reference Librarian
Carnegie Mellon University in Qatar
QATAR

In an effort to develop and promote local and global citizenship, first-year faculty members are partnering to investigate environmental issues with the information literacy (IL) course serving as the culminating element. Embedding IL into the first-year curriculum allows students to see the benefits of self-direction and discovery in the learning process early in their academic career. This roundtable develops innovative methods for faculty partnerships, using IL as a key component.

91 - CT
FYE Assessment: Ways and Means for Internal Assessment and External Validation
Room G108/A
Leon Book
Director, Student Transitions/FYE & Professor of Foreign Languages
Southeast Missouri State University
UNITED STATES

Julie Alexander
Program Associate and Coordinator, Special Projects
Policy Center on the First Year of College
UNITED STATES

Southeast Missouri State University has completed an internal self-assessment based on the blueprint of questions about first-year quality provided in the National Resource Center’s Guidelines for Evaluating the First-Year Experience (2nd Ed.). Presenters outline their evaluation process and discuss lessons learned. This session also introduces an externally guided self-study process for the first college year and explores how institutions might dovetail both to develop a comprehensive first-year assessment plan.
92 - CI
Our Students Need Help: The Role, Effectiveness, and Implications of a College Success Course in Rural New Mexico

Room G109
Christine Marlow
Dean of Instruction
Fred Wey
Zuni Campus Manager
Jim Sayers
Associate Professor, Assessment Coordinator
Gloria Skeet De Cruz
Governing Board Member
University of New Mexico-Gallup
UNITED STATES

This presentation includes a history of the College Success course at UNM-Gallup, with a description of its current structure including unique affective elements, many specifically designed for the Native American students comprising the majority of students at UNM-G. The results of the formative evaluation are presented, along with summative data demonstrating the effectiveness of this course on student retention. Implications of these data for administrative decisions and strategies are presented.

93 - CR

Room J109
Julie Preece
Associate Clinical Professor
Tyler Pedersen
Associate Clinical Professor
Norman Roberts
Director of Academic Support
Ronald Chapman
Associate Vice President Advisement
Michael Brooks
Director, University Accessibilities Center
Brigham Young University
UNITED STATES

Research suggests first-year students are entering our institutions with more emotional concerns than ever. The presenters researched trends, issues, and emotional concerns of 2,500 first-year students who were clients in the University counseling center over a 10-year period. In this session, they share results and implications for aiding and retaining these students through the first year. Videotaped scenarios are shared.

94 - CT
Literacy Activities for Building Classroom Communities

Room B101
Candace Roberts
Assistant Professor
Valerie Wright
Associate Professor/Reading Coordinator
Saint Leo University
UNITED STATES

Today’s increase of English language learners demands that university instructors build effective learning communities during the first year of college to foster diverse settings and provide a strong academic learning environment for all students, especially those whose first language is not English. This presentation includes innovative literacy activities that support individual learning and foster social transformation for all types of learners.

95 - CI
The Student Experience for Entering Students: Contexts for Experiential Learning Outside the Classroom

Room E114
Frank Ross
Assistant Vice Chancellor
Indiana University Purdue
University Indianapolis
UNITED STATES

In this interactive session, a model for a first-year seminar embedded in a learning community—developed and revised as a function of assessment—is described. The co-curriculum (including service learning and preparation for citizenship) is linked to the formal learning in the classroom. Multiple levels of program evaluation demonstrate growth in student learning and consistent and significant impact on both retention and graduation rates.

6:00 pm – 7:00 pm

Dinner
Main Restaurant
Continental Breakfast
7:00 am - 8:00 am
Main Restaurant

Conference Information Desk
7:30 am - 12:00 noon
Newman Building Concourse

8:15 am – 9:15 am

96 - CI
‘You’re Not on Your Own’ A Large-Scale, Multi-Campus, First-Year, Peer Mentoring Program
Room F102
Ingrid Day
Associate Professor (Dean, Teaching, Learning, International in the Division of Education, Arts and Social Sciences)
Sophie Relf
Transition Coordinator
University of South Australia
AUSTRALIA

As peer-support and social mentoring programs become established and embedded elements of the first-year orientation experience, do we need to update and revitalize institutional approaches to them? Drawing on the experience of an established, large-scale, multi-campus, and multi-platform student mentor program at the University of South Australia, this institutional initiative focuses on successes and examines the most challenging elements of the program from impetus to momentum maintenance.

97 - CT
FYS As Locus for Faculty Development: Creating Mini-Learning Communities
Room F103/A
Kathleen Skubikowski
Associate Professor of English; Director of FYS
Mary Ellen Bertolini
Associate Director of Writing
Jessica Holmes
Associate Professor of Economics
Middlebury College
UNITED STATES

During its 20-year existence, Middlebury College’s FYS has become a locus for faculty development in pedagogy and for curricular experimentation. In 2004, we assigned teams of professional staff and student peer mentors to provide teaching and learning resources to each seminar instructor. This session explores the synergy of cross-campus collaborations and shows how this team approach can prod seminars to become mini-learning communities where both faculty and students accept greater challenges, achieve more ambitious goals, and grow.

98 - CT
It Takes a Village: Role of Librarians in the First-year experience (FYE)
Room G106
Jeannine Scaramozzino
Research Librarian for Physics, Astronomy and Mathematics
Cathy Palmer
Head, Education and Outreach
University of California, Irvine
UNITED STATES

Librarians play an essential role in teaching students information literacy skills that foster the development of critical thinking, lifelong learning, and the successful transition to the university, but they are rarely integrated into the FYE team. However, librarians are rarely used as a key resource. Lessons learned by University of California librarians in developing their Science Information Literacy Tutorial serve as the catalyst for a lively discussion of librarians’ roles in FYE programs.

99 - CI
Assessment and a Model Program for Successfully Facilitating Students’ Persistence
Room G108/A
Carolyn Princes
Director of the African American Cultural Center/Project ROCs
Indiana University of Pennsylvania
UNITED STATES

Assessment is critical in any program designed to facilitate students’ persistence and doesn’t have to be difficult. This presentation discusses the dynamics and assessment techniques used in an entering first-year program at a mid-size public university that has experienced an increasing growth in participants’ second-year persistence rate over a seven-year period. Session participants gain insight into information that should help with methodologies that may help facilitate their assessment strategies and with the establishment of a similar first-year retention program and/or with improving current programs.

100 - CR
Finding the Calm in the Storm: Addressing Retention Issues Through an Understanding of ‘At-Risk’ First-Year Students’ Metaphors of Survival
Room G109
Robyn Henderson
Senior Lecturer, Literacies Education
University of Southern Queensland
AUSTRALIA

Retention and progression issues are paramount in many universities, particularly in the current climate that emphasizes student degree completions. The presenters provide analysis of the metaphors used by a group of ‘at-risk’ first-year education students as they talked about their transition into university and about the strategies they used to ‘survive’ their first attempts at tertiary study. The metaphors provide insight into the students’ perceived need for social support alongside traditionally offered academic support.
Thursday, June 26, 2008

8:15 am – 9:15 am cont’d

101 - CI
Philosophy before Logistics: A Case Study on Institutionalizing a Key Component for the First-Year Experience
Room J109
Bill Millard
Executive Director, Center for Life Calling & Leadership

Jerry Pattengale
Assistant Vice President for Scholarships and Grants

Todd Voss
Executive Vice-President
Indiana Wesleyan University

United States

Indiana Wesleyan University is ready to enter its second decade of using a purpose-guided approach to the first-year experience. Studies show that this approach has had a dramatic impact on retention and graduation rates. This presentation provides examples from a broad range of components comprising this approach. It also highlights methodology for how IWU institutionalized this concept in the university setting.

102 - CT
From Theory to Practice: Improving First-Year Student Experiences
Room E114
Steven Weisler
Dean of Academic Development
Hampshire College

United States

Charles Blaich
Director of Inquiries
Center of inquiry in the Liberal Arts

United States

Catherine Andersen
Interim Dean of Enrollment Management and General Studies
Gallaudet University

United States

The Wabash National Study provides a systematic investigation of the impact of the first year of college across a range of institution types, learning outcomes, and experiences. The data suggests that many first-year students could be more engaged and make more significant gains on several cognitive and affective outcomes, such as critical thinking, openness to diversity, and leadership. The presenters discuss specific campus initiatives suggested by the study that will enhance these aspects of the first-year experience.

9:30 am – 10:30 am

103 - CI
Assessment of a Successful Science-based Learning Community Utilizing a Combined Supplemental Instruction Approach
Room F102
Deborah Bidwell
Instructor of Biology
College of Charleston

United States

In fall 2007, a College of Charleston non-residential first-year learning community (LC) linked introductory biology for majors, calculus or pre-calculus, and English composition. LC students (37 total) formed a cohort within mixed LC/non-LC sections of biology and math, while English sections contained exclusively LC students. There were interdisciplinary assignments. Math and biology LC students attended mandatory supplemental instruction (SI) one hour per week, which was optional but encouraged for non-LC students. Student learning outcomes were statistically analyzed and the findings are discussed in this presentation.

104 - CT
Bridging the Expectations Gap Between First-Year Students and the Institution
Room F103/A
Mohamed Loft Ben Ahmed
Lecturer; Academic Advisor
The United Arab Emirates University

United Arab Emirates

What are student expectations? What are the teachers’ and the institution’s expectations of students? Who is responsible for shaping students’ expectations of college? When student expectations are not realistic, what intervention is possible? How do we bridge a gap when one exists and keep high standards? The presenters discuss these questions and offer ample examples from the UAE University first-year program.

105 - R
Transitions: Making the First Year in College a Success for Students with Learning Disabilities or AD/HD
Room G106
Julia Forsythe
First Year Studies, Department Chair

Rebecca Matte
Associate Professor

Landmark College

United States

The transition to college can be especially challenging for students who have learning disabilities (LD) and/or AD/HD. This session highlights the experiences of Landmark College’s innovative First Year Studies curriculum, which is specially designed for students with LDs. Drawing upon a best practices model, the presenters share specific classroom strategies and curriculum that have been used with success, focusing on the development of meta-cognitive skills in identifying realistic goals, strengths, and weaknesses as a learner and adaptive strategies.

106 - CT
Reversing the Trend: A Learning Module to Combat the Rise in Plagiarism
Room G108/A
Lesia Schnur
Instructor

Ruth Goldfine
Assistant Professor of English

David Thompson
Associate Professor of Communication

Kennesaw State University

United States

This session presents a multi-media learning module that includes links to video clips, cartoons, original case studies, and more, designed to engage and involve students as they learn about plagiarism and its impact, both academically and in the professions. Presenters also discuss the data they have gathered assessing the effectiveness of this learning module in first-year seminar classes and English composition classes.
and instruments are provided. Example guideline and assessment data

describes each step of the process, from the author’s on-campus presentation. This session

that they read the summer before arriving on campus. The book is the foundation for fall se-

first-year students receive a copy of the book that they read the summer before arriving on
campus. The book is the foundation for fall semester programming, which culminates with the
author’s on-campus presentation. This session describes each step of the process, from the first solicitation of titles through the author’s visit. Example guideline and assessment data and instruments are provided.
114 - CT
The Naked Truth: Students’ Perspectives of their First-Year Learning Community
Room G108/A
Eileen Merberg
Retention and Leadership Specialist
Tim Ecklund
Associate Vice President for Campus Life
Laurence Shine
English Lecturer
Allen Shelton
Associate Professor, Sociology
Lisa Forrest
Instructional Technology Librarian
Buffalo State College
UNITED STATES
The history of underground American music. Reconstruction and the Great Migration. The violently uncanny, naked American landscape. Elvis Presley. These were some of the topics covered by a diverse group of first-year students in the Naked America learning community at Buffalo State College. Students shared how the experience helped them make meaning of their education and engaged them at a level unknown to their peers.

115 - CI
A Centralized Approach to Student Engagement: Building a Sense of Belonging
Room G109
Jeanne McConachie
Manager, Griffith Honours College
Griffith University
AUSTRALIA
Universities continue to be concerned about "student detachment" or "student disengagement" (James, 2001), so they search for more effective ways to maximize student learning outcomes while managing limited resources. Griffith Honours College (GHC) is a strategy to attract and retain high-achieving students through an enriched educational experience. The presenter provides data on students’ perceptions about university study and the influence that their involvement with GHC has on their sense of belonging to the University community and engagement with their learning.

116 - CR
The Impact of Social Anxiety on the First-Year Experience
Room J109
Graham Russell
Lecturer in Health Psychology
University of Plymouth
UNITED KINGDOM
A recent intranet survey of 500 university students explored how social anxiety affected learning, well-being, and coping skills. Students also suggested ways the institution could support them with social anxiety during their first year at university. Findings from the survey are shared with participants.

117 - CT
Meeting the Academic Planning Needs of Parents and New Students at Orientation
Room E114
Blaine Edwards
Coordinator of Advising and Testing Services
John Brnin
Director: Advising, Orientation and Convocation
Patrick Clarke
Executive Director, Student Success Center
Southern Utah University
UNITED STATES
Today’s parents are involved with their student’s university experience in varying degrees, including courses selection. This presentation details the development of Southern Utah University’s Parents Orientation to meet the needs of parents, while giving students a chance to begin the process of independent academic planning.

12:00 noon – 12:30 pm
Closing Town Meeting
Room E114
This concluding session is designed as an open discussion on ideas and information presented at this conference and current issues in the undergraduate experience. The staff of the National Resource Center for The First-Year Experience and Students in Transition will facilitate the session and encourage active participation by all present. Of particular interest is what has been learned and where we need to go from here. Please join us.

12:30 pm - 1:30 pm
Closing Lunch
Main Restaurant
Aims Community College
Founded in 1967, Aims Community College, located throughout the mountainous state of Colorado, USA, strives to provide students with a quality and affordable education. The four-campus institution offers more than 130 degree and certificate programs in both traditional and online formats. In fall 2007, 4,454 students were enrolled at the institution.

Aston University
Founded in 1895 and a University since 1966, Aston offers a wide range of professional and vocational programs. Nearly two thirds of Aston students are enrolled in Sandwich or Year Abroad programs. A diverse student population of around 8,000 students study on a close-knit, friendly campus site.

Baruch College
An "Institution of Excellence for the First Year of College," Baruch is a public university in Muncie, Indiana with approximately 17,000 undergraduates. Each first-year student is placed in one of 10 learning communities that include students, faculty, residence hall directors, academic advisors, and upper class student mentors.

Baylor University
Chartered in 1845 by the Republic of Texas and affiliated with the Baptist General Convention of Texas, Baylor University is the oldest institution of higher learning in continuous operation in the state and the largest Baptist university in the world. While maintaining true to its heritage, Baylor has grown to almost 14,000 students, and its nationally recognized academic divisions provide 150 baccalaureate degree programs at the undergraduate level. The University also offers 76 masters and 22 doctoral programs, two educational specialists, juris doctor, master of divinity, and doctor of ministry.

Bemidji State University
Bemidji State University, identified in the Making a Difference college guide, is a public institution founded in 1919 and located in the spectacular lake country of north central Minnesota. There are 5,200 students enrolled in 52 undergraduate and 20 graduate degrees from 44 states and 40 foreign countries.

Bethune-Cookman University
In 1904, Mary Jane McLeod Bethune founded Bethune-Cookman University, which is located in Central Florida. Its location provides easy access to business centers, theaters, museums, and beaches. With more than 3,000 students from most U.S. States, the Caribbean Islands, and 35 countries, the university's motto, "Enter to learn; depart to serve," has become important to approximately 13,000-plus alumni.

Brigham Young University
Brigham Young University, located in Provo, Utah (USA), is a large, private university sponsored by the Church of Jesus Christ of Latter Day Saints. Its primary focus is undergraduate education, which includes more than 180 academic programs for approximately 30,000 students. The university's students come from more than 100 countries. Nearly three fourths of the university's students speak a second language. BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to learn and serve others throughout their lives.

Buffalo State College
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.

California State University San Marcos
California State University San Marcos focuses on the student as an active participant in the learning process. Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning.

Carnegie Mellon University in Qatar
Carnegie Mellon University in Qatar, located on the Middle East Gulf Coast, operates as a branch to its home campus in Pittsburgh, Pennsylvania. Undergraduate degrees are offered in business, computer science, and information systems. A renowned, rigorous curriculum is supported by a small student-to-faculty ratio.

College of Charleston
The College of Charleston, founded in 1770, is a preeminent, public, liberal arts and sciences university in Charleston, South Carolina. With a strong reputation for quality education, student life, and affordability, the College offers approximately 11,000 students the small college experience on a historic campus with modern facilities and cutting-edge programs.

Curtin University of Technology
Curtin University is Western Australia's largest university. It is a broad-based university with undergraduate, postgraduate, and research programs in Humanities, Science and Engineering, Business, and Health Sciences. With students enrolled from more than 100 countries, it maintains a strong commitment to education for international students.

Cuyamaca Community College
Cuyamaca College is a public community college with 8,000 students and is 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. Strategically placed in southern California, near the Mexican border, Cuyamaca has a very diverse population of students with only 6 percent of students in the white, non-Hispanic category.

Dickinson College
Dickinson College, founded in 1783, is a small, private, undergraduate, liberal arts college located in south-central Pennsylvania. Dickinson enrolls approximately 2,400 full-time, residential students. Approximately 6 percent of the student body is international, and 10 percent of students study abroad.

Dublin Institute of Technology
The Dublin Institute of Technology was established as an autonomous institution under the DIT Act in 1992, but its origins go back to 1887. Now DIT, as the largest third-level institution in Ireland, continues to build on solid foundations. With a history stretching back over 120, DIT has been recognized as a pioneer in technological higher education.

East Carolina University
East Carolina University, located in Greenville, North Carolina, is a constituent institution of 26,000 students of the University of North Carolina. The institution offers 104 bachelor degree programs, 74 master degree programs, four specialist degree programs, and 17 doctoral programs in our professional colleges and schools. With a teaching, research, and service mission, East Carolina University is a dynamic institution connecting people and ideas, finding solutions to problems, and seeking the challenges of the future.

Eastern Connecticut State University
Founded in 1889, Eastern Connecticut State University is located in Willimantic, Connecticut, midway between New York and Boston and a short drive to Hartford, the state's capital. Eastern enrolls 5,200 full and part-time students and offers a wide range of academic programs at both the bachelor's and master's levels.

Florida International University
Florida International University is located in Miami, Florida and serves an extremely diverse student population—59 percent Hispanic, 12 percent African American, 56 percent female, with international students from more than 150 countries. In the 35 years since the first students were admitted, FIU has become a major urban research university.

Gallaudet University
Gallaudet University is the world leader in liberal education and career development for deaf and hard-of-hearing undergraduate students.
Located in Washington, D.C., the University has an international reputation for its outstanding graduate programs as well as for the quality of the research it conducts on the history, language, culture, and other topics related to deaf people.

**Gordon College**
Gordon College is a member of the elite Annapolis Group, a consortium of the leading liberal arts institutions, and among the premiere Christian liberal arts colleges in the United States. Gordon offers excellent academics, a strong sense of community, and an atmosphere of open intellectual inquiry and personal responsibility within a framework of Christian faith.

**Indiana University-Purdue University Indianapolis**
Indiana University-Purdue University Indianapolis is an urban research and academic health sciences campus, with 22 schools and academic units which grant degrees in over 200 programs from both Indiana University and Purdue University. It is the primary campus for professional degrees, particularly in the life sciences, in the state. Over 29,000 students attend IUPUI representing 49 states and 122 countries. The campus serves primarily in-state and commuter students, the majority of whom are first-generation students.

**Indiana Wesleyan University**
Indiana Wesleyan University (IWU) is a private, Christian comprehensive institution offering a variety of Associates, Bachelors, and Masters degrees, along with a doctoral program in Organizational Leadership to nearly 15,000 students in 11 educational centers throughout Indiana, Ohio, and Kentucky. IWU's liberal arts College of Arts and Science is located on the main residential campus in Marion, Indiana, with 3,000 students.

**J. F. Oberlin University**
J. F. Oberlin University (Obirin Daigaku) was established in Japan in 1946. The campus, located on the outskirts of Tokyo, encompasses an educational complex that consists of a kindergarten, a junior high school, a senior high school, a four-year university, and a graduate school. There are over 10,000 students.

**Kennesaw State University**
Founded in 1963, Kennesaw State University (KSU), is a comprehensive university in Kennesaw, Georgia, one of metropolitan Atlanta’s northwest suburban communities. Nearly 20,000 students, including more than 1,700 from 136 countries, pursue their undergraduate and graduate studies on a beautifully landscaped campus. The average age of the students is 26. U.S. News & World Report recognized KSU for having one of the best “First-Year Experience Programs” in 2006 and 2007.

**LaGuardia Community College**
LaGuardia Community College of the City University of New York is located at a transit hub that links Queens, the most ethnically diverse borough, with the world center of finance, commerce, and the arts. The college, known on its campus as the World’s Community College, provides access to higher education to students from over 160 countries. The institutional mission is to educate leaders for a global workforce and a global citizenry.

**Landmark College**
Landmark College is a private, two-year college that serves students with diagnosed learning disorders, primarily AD/HD and dyslexia. Since 1985, its core programs in Putney, Vermont have served as a teaching-learning laboratory to support the Landmark College Institute for Research and Training (LCIRT), which provides consultation, training, and educational services to postsecondary and secondary institutions nationally and internationally. Primarily funded through federal grants, LCIRT has developed programs and provided services to a wide variety of institutions. At present, the primary focus is on community colleges, adolescent literacy, and on promoting awareness and understanding of learning differences internationally.

**Leeds Metropolitan University**
Leeds Metropolitan University is one of the largest teaching-led universities in the U.K. It has partnerships with 18 colleges across the North of England.

**Maryville University of Saint Louis**
Maryville University of Saint Louis was founded in 1872 and is a private, coeducational university with approximately 3,400 students enrolled, of which 1,800 are full time undergraduates, 1,000 weekend/evening students, and 600 graduate students. Maryville is located in west county St. Louis on a 130-acre campus.

**Medgar Evers College**
Founded in 1970, Medgar Evers College is located in Central Brooklyn. Its mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs within the context of liberal education.

**Middlebury College**
Middlebury College is a highly selective four-year liberal arts college in Vermont, with approximately 2,400 residential students and 220 faculty. All students begin their Middlebury experience with a first-year seminar in their first semester, then move into one of our 23 major departments or interdisciplinary programs fall of the sophomore year. Nearly 70 percent of students study abroad; most do some form of senior independent work.

**Middlesex University**
Middlesex University is a large scale higher education provider with approximately 25,000 students. Based in North London, Middlesex recruits widely across the world and works in partnership to deliver outstanding higher education in many countries in its aim to be a global provider and institution.

**Millersville University**
Millersville University, a regional, comprehensive, public university is one of the 14 state-owned institutions in the Pennsylvania State System of Higher Education. Enrollment is approximately 6,800 undergraduates and 1,000 graduate students. Millersville University offers 56 bachelors and associate degree programs in the arts and sciences, business, and education, and 24 masters degree programs in the arts and sciences and education as well as selected certification programs.
**Institutional Descriptions**

**Nelson Mandela Metropolitan University**
Nelson Mandela Metropolitan University is a comprehensive university and the result of the merging of three institutions. This union came about as a result of government's countrywide restructuring of higher education – intended to deliver a more equitable and efficient system to meet the needs of South Africa in the 21st century.

**New England Association of Schools and Colleges**
The Commission on Institutions of Higher Education (CIHE) at the New England Association of Schools and Colleges (NEASC) is one of eight regional organizations in the USA that support institutional accreditation at the higher education level. NEASC is the parent organization for six commissions supporting accreditation from primary through higher education.

**Oakland Community College**
Oakland Community College is a large, five-campus community college with more than 40,000 students located in one of the most diverse metropolitan areas of the United States.

**Oakton Community College**
Oakton Community College in northwest suburban Chicago serves a diverse community including the north shore neighborhoods as well as those disadvantaged economically and educationally. The college's two campuses provide a wide array of transfer and career programs to a student population of approximately 10,000 that represents more than 50 native languages.

**Ohio University Southern**
One of five regional campuses of Ohio University, OU Southern offers degree completion programs at the associate, bachelor, and master degree levels. With sites in both Ironton and Proctorville, Ohio, OU Southern has an enrollment of approximately 1,800 students.

**Old Dominion University**
Although situated in a metropolitan setting of Norfolk, VA, the University offers a small-college look and feel. Founded in 1930 as a division of the College of William and Mary, Old Dominion is now one of only 101 public universities with a Carnegie/Doctoral Research-Extensive distinction. The campus features the latest technological advances with a wireless cyber café.

**Oxford Brookes University**
Oxford Polytechnic became Oxford Brookes University in 1992 and is regarded as a premier learning and teaching institution with an outstanding research record. There are more than 18,000 students: 59 percent female, 73 percent undergraduates, 70 percent studying full time, 83 percent UK students, 5 percent other EU countries represented, and 12 percent non-EU students.

**Ozarks Technical Community College**
Ozarks Technical Community College is a community college located in the middle of the United States. It opened in 1991 with 1,200 students. There are currently more than 10,000 students enrolled. The mission of the college is to provide accessible, high quality, affordable technical and general education that is responsive to the education needs of the community and its diverse constituencies. The College is committed to changing lives through education and providing services, which support opportunities for student success.

**Pasadena City College**
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 percent of all students are minorities. Among credit students in 2005, 31.9 percent were Hispanic, 26.6 percent were Asian or Pacific Islander, and 6.6 percent were African-American. Fifty-two percent received financial aid, and 47 percent were the first in their families to attend college. Of all first-time students, 82 percent were under the age of 20 and 75 percent were in need of remediation.

**Policy Center on the First Year of College**
The Policy Center on the First Year of College is an independent, non-profit, higher education policy, advocacy, and research center located in Brevard, North Carolina. The center has as its basic mission the improvement of the beginning college experience through enhanced learning, success, and retention of new students.

**Rivier College**
Rivier College, located in Nashua, NH, is a Catholic coeducational liberal arts college offering undergraduate and graduate degrees to a 2,300 total student population.

**Rutgers University Camden Campus**
Rutgers University-Camden located in New Jersey on the Camden Waterfront is recognized for its rigorous standards in faculty excellence and reputable academic programs that prepare all of its graduates for successful careers in the fields of their choice. Rutgers-Camden consistently earns high marks from students, graduates, employers, and such entities as U.S. News and World Report.

**Saint Leo University**
The opportunities at Saint Leo University are as diverse as our student population. As Florida's first Catholic institution of higher learning, we offer over 41 academic programs that meet the academic, spiritual, and professional goals of more than 14,000 traditional campus and adult continuing education students.

**San José State University**
San José State University, part of the 23-campus California State University system, is a metropolitan campus located in the heart of Silicon Valley. It offers degrees in 134 areas of study. Its 32,000 undergraduate and graduate students reflect the region's cultural diversity.

**Seneca College**
Seneca College is the largest community college in Canada located on five main campuses in the metro-Toronto area with over 17,000 full-time students and 90,000 part-time students. The college has a very diverse population representing over 75 countries.

**Skidmore College**
Founded in 1903, Skidmore College is a highly selective, independent, liberal arts college with an enrollment of approximately 2,400 men and women. The College is known for its interdisciplinary approach to study, experimentation, and creativity across the disciplines, and a faculty of teacher-scholars devoted to the instruction and mentoring of undergraduates.

**Southeast Missouri State University**
Southeast Missouri State University is a fully accredited, regional comprehensive institution of some 10,600 undergraduate and graduate students. Originally a normal school (1873), Southeast is well known for its teacher education programs, plus fully accredited programs in business, communications, nursing, music and the arts, science and technology, among many others.

**Southern Oregon University**
Southern Oregon University is a public, four-year, regional institution of 5,000 students.

**Southern Utah University**
Southern Utah University has evolved over its 110-year history from a teacher training institution into a comprehensive regional university providing graduate, baccalaureate, associate, and technical programs to over 8,000 graduate and undergraduate students.

**State University of New York at Buffalo**
Buffalo State is the largest four-year college in the State University of New York (SUNY) system, with more than 130 undergraduate and more than 60 graduate programs in the arts, sciences, and education.

**Stellenbosch University**
Stellenbosch University is a medium-sized research-led institution situated in the Western Cape, South Africa. Its three areas of excellence are teaching and learning, research, and community development. The university has approximately 22,000 students, with more than 4,000 making up the first-year cohort. During 2006, the university embarked on an extensive consultative process to review its first-year
experience which led to the establishment of the First-Year Academy in 2007.

Stony Brook University
Part of the State University of New York system, Stony Brook, with more than 22,000 students and 1,900 faculty members, is recognized as one of the nation’s important centers of learning and scholarship. The campus now encompasses 123 buildings on 1,100 acres. In the nearly 50 years since its founding, the University has grown tremendously: it is now a member of the prestigious Association of American Universities, the invitation-only organization of the best research universities in the country, and has been listed as one of the best universities in the world by the London Times.

Temple University
Temple University, a comprehensive public research university that enrolls more than 35,000 students, is the 28th largest university in America and is one of the nation’s leading centers of professional education. Founded in 1884 by Dr. Russell Conwell, it was incorporated as Temple University in 1907. Four of Temple’s eight Pennsylvania locations are in Philadelphia with campuses also in Rome and Tokyo. It offers at least 300 academic degree programs.

The Ohio State University
The Ohio State University is a coeducational public research university in Columbus, Ohio. It was founded in 1870 as a land-grant university and is currently the largest university in the United States. U.S. News & World Report currently ranks OSU among the top 20 public universities in the United States.

The Pennsylvania State University
The Pennsylvania State University is a research, land-grant university with about 84,000 students across 24 campuses. Penn State’s instructional mission includes undergraduate, graduate, and continuing education. The research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in various areas.

The Richard Stockton College of New Jersey
Richard Stockton College of New Jersey is a public, four-year residential college that offers baccalaureate programs in the arts and sciences, and professional studies and graduate programs in business and the health sciences. In 2003, Stockton was rated among the top five public, liberal arts colleges in the United States.

The Robert Gordon University
The Robert Gordon University (RGU) is a modern university located in Aberdeen, Scotland. It was granted university status in 1992 and currently has approximately 13,000 students, both undergraduate and postgraduate. It has a very strong reputation for graduate employ-
University of California, Irvine
The University of California, Irvine is a major research university with over 25,000 students (20,800 undergraduates), 2,000 faculty, and 8,900 staff. The campus community is culturally diverse. One third of undergraduates major in science, computer science, or engineering.

University of Central Arkansas
The University of Central Arkansas (UCA) was established as a state-supported institution in 1907. Although founded as a teacher's college, it is now an accredited, comprehensive university enrolling 12,500 students in 100 degree programs, including 45 master's degree programs and three Ph.D. programs. The incoming UCA first-year class enrollment for fall 2007 was 1,800 and 75.2 percent of the students live in resident halls.

University of Minnesota
The University of Minnesota is a large public research university offering traditional and interdisciplinary programs serving more than 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.

University of Nebraska
The University of Nebraska is one of four of the University of Missouri campuses, is a research-intensive public university offering traditional and interdisciplinary programs serving more than 14,000 students. UNL enrolls approximately 20,800 undergraduates, with 5,200 students in the first-year class.

University of New Mexico-Gallup
The University of New Mexico-Gallup is a branch campus of UNM with approximately 2,600 students. It is a commuter campus with 80 percent Native American students from the Navajo Nation and the Zuni Pueblo. Many of these students confront socioeconomic challenges and tend to be first-generation college students.

University of New South Wales
The University of New South Wales is one of Australia's leading research and teaching universities. Established in 1949, UNSW is a founding member of the prestigious Group of Eight research-intensive universities in Australia and a member of the Universitas 21 international consortium. There are approximately 40,000 international and domestic students enrolled at undergraduate and postgraduate level.

University of Plymouth
The University of Plymouth is located in southwest England. It is a large teaching and research institution of approximately 30,000 students and regularly features in the top 5 "new" universities in the UK. The School of Applied Psychosocial Studies has an active research portfolio in mental health.

University of South Australia
The University of South Australia is one of the largest, fastest growing, and most innovative, multi-campus universities in Australia. It was founded in 1991 and has become regarded as a national leader in collaborative research and recognized nationally for innovation in teaching. With over 30,000 students, it also has South Australia's largest intake of international students.

University of Southern Queensland
The University of Southern Queensland is a regional university in the southeast corner of Queensland, Australia. It is a multi-campus institution that caters to local, national, and international students and has a strong reputation in distance education.

University of Toronto
The University of Toronto is the largest (70,000 students) research intensive university in Canada. Most of the students come from the greater Toronto area and represent the great cultural diversity of the city.

Utah Valley State College
Utah Valley State College has approximately 24,000 commuter students. This public college is transitioning to university status as of July 1, 2008.

Victoria University
Victoria University is a large multi-sector, multi-campus institution located in Melbourne, Australia. The diverse student body includes a broad mix of non-traditional students - students from non-English speaking and low SES backgrounds, first-generation college students, and students from a rich variety of cultural backgrounds.

Washington State University
Washington State University opened its doors in 1892 as the Washington Agricultural College and School of Science. WSU's main campus is located in Pullman, a dynamic center of higher education, research, and culture nestled among the beautiful rolling hills of southeastern Washington. It has become a nationally recognized research university with over 24,000 students worldwide.

Western Oregon University
Western Oregon University is a public, four-year, regional institution of 5,000 students.

Whittier College
Whittier College is a four-year, independent, residential liberal arts college located in southern Los Angeles. The College is distinguished by its small size, nationally recognized liberal arts curriculum, and innovative interdisciplinary programs.

York University
Founded in 1959 and located in the northwest quadrant of Toronto, Canada's largest and most diverse city, York University is the third largest university in Canada. York is primarily a commuter-based university with over 50,000 students in full and part-time graduate and undergraduate degree programs across 11 faculties.

Zayed University
Zayed University was established in 1998 to offer an international model of higher education to U.A.E. national women. It currently enrolls approximately 3,200 students whose aim is to graduate students who are fully bilingual in English and Arabic, proficient in the use of computing technology, and have strong quantitative research skills.
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