22nd International Conference on The First-Year Experience

Cohosted by
Concordia University, Canada
Tamagawa University, Japan
University of Auckland, New Zealand
University of Teesside, United Kingdom
York University, Canada
Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience & 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 over 15 countries and is co-hosted by a team of higher education institutions from across the globe, including Concordia University in Canada, Tamagawa University in Japan, University of Auckland in New Zealand, University of Teesside in the United Kingdom, and York University in Canada.

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 of the National Resource Center 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. As such, we have scheduled several networking opportunities to complement and enhance your more formal learning at the conference and to make new colleagues and friends. Given the global economic challenges and opportunities that we are currently facing, it has never been more important to learn from each other and support one another than it is now. As such, we encourage you to take advantage of opportunities throughout the conference to discuss current trends and issues, find colleagues with whom to collaborate, and discover more about the first-year experience in a variety of cultures.

The staff of the National Resource Center and representatives from our co-host institutions are 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. Those of us on the conference planning staff look forward to meeting you, working with you, and learning from you while here in Montreal 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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Schedule

Monday, July 20, 2009
7:30 am – 9:00 am Continental Breakfast
7:30 am – 5:00 pm Conference Registration/Information Desk
8:00 am – 5:00 pm Cybercafé
9:00 am – 5:00 pm Preconference Workshops
5:30 pm – 6:45 pm Opening Session with Keynote Speaker – Betsy O. Barefoot
6:45 pm – 7:45 pm Opening Reception

Tuesday, July 21, 2009
7:30 am – 8:30 am Continental Breakfast
7:30 am – 5:00 pm Conference Registration/Information Desk
8:00 am – 5:30 pm Cybercafé
8:00 am – 9:00 am Primer for First-Time Attendees
9:15 am – 11:30 am Conference Sessions
11:45 am – 1:00 pm Lunch on Your Own
1:15 pm – 3:30 pm Conference Sessions
3:45 pm – 5:45 pm International Higher Education Session

Wednesday, July 22, 2009
7:30 am – 8:30 am Continental Breakfast
7:30 am – 5:00 pm Conference Registration/Information Desk
8:00 am – 5:00 pm Cybercafé
8:15 am – 11:45 am Conference Sessions
12:00 noon – 2:00 pm Colleague Cluster Luncheon with Poster Sessions
2:15 pm – 4:30 pm Conference Sessions

Thursday, July 23, 2009
7:30 am – 8:30 am Continental Breakfast
7:30 am – 12:00 noon Conference Information Desk
8:00 am – 11:00 am Cybercafé
8:15 am – 11:45 am Conference Sessions
12:00 noon – 12:30 pm Closing Town Meeting
Welcome
Welcome to the 22nd International Conference on The First-Year Experience. This conference 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.

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:

- Successful student.
- Human being, a responsible citizen, and a caring student.
- First-year student as a well-adjusted, caring human being, a responsible citizen, and a successful student.

Registration Information
The Conference Registration/Information table will be located in the Foyer on the Convention Floor. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following times:

- Monday, July 20, 2009
  7:30 am – 5:00 pm
- Tuesday, July 21, 2009
  7:30 am – 5:00 pm
- Wednesday, July 22, 2009
  7:30 am – 5:00 pm
- Thursday, July 23, 2009
  7:30 am – 12:00 noon

Hotel Map
All conference events will be held at the Fairmont Queen Elizabeth Hotel. A map of the hotel is on the back cover of this program.

Message Board
There will be a message board near Conference Registration. 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.

Cybercafé
Picture a place where you can sit away from the action, check your e-mail, and explore other online resources introduced to you during the conference. That place is the First-Year Experience Cybercafé. The Cybercafé is located in the Saint Charles room and is open during most conference hours July 20-23, 2009. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit. Co-sponsored by University of Auckland.

Internet Access
Wireless internet access is available in the public areas of the hotel (lobby & foyer of the Conference Level) and is offered at a cost of $15.75 CDN (taxes included) for a 24-hour period. Wired internet access is available in the guestrooms for $15.75 CDN (taxes included) for a 24-hour period.

Parking
Valet and self-parking are available at a rate of $26.00 CDN (taxes included) per day.

No-Smoking Policy
The conference organizers request careful observation 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 switched to vibrate or the off position while attending sessions.

NameTag Ribbons
Light Blue: Presenters
Gold: Outstanding First-Year Student Advocates
Rainbow: Hosting Institutions
Red: Conference Staff
Purple: First-Time Attendees

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
Poster sessions are presented in the form of an exhibit and delivered primarily through the use of visual display and handout materials. Numerous poster sessions will be scheduled concurrently, and conference delegates will be free to move from one poster session to another.

Poster session types:
- Research Findings (PR)
  This type of poster session presents research results focused on a specific topic or program.
- Assessed Programmatic Approaches (PA)
  This type of poster session 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.
Session 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 and copies of evaluations may be picked up at the end of the conference or will be mailed after the conference.

Conference Evaluation
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 Foyer on the Convention Floor for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at http://www.sc.edu/fye/events/presentation/2009international after August 21, 2009. 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@mailbox.sc.edu.

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

A maximum of 2.5 CEUs (25 clocked hours) may be earned. If you are interested in obtaining credit, stop by the conference registration table by noon on July 23, 2009.

Staff Roster

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

Staff
*M. Stuart Hunter Assistant Vice Provost and Executive Director
*Jennifer R. Keup Director, National Resource Center for The First-Year Experience & Students in Transition
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*Nina L. Glisson Conference Coordinator
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Fellows
*John N. Gardner Senior Fellow
*Betsy O. Barefoot Dorothy S. Fidler
Jean M. Henscheid Richard H. Mullendore
Randy L. Swing

Graduate Assistants
Spencer Bennett
Ryan Goodwin
Tricia Kennedy
Emily Mullins
Jennifer Powell
Dottie Weigel

Undergraduate Student Assistants
Casey McClary

*denotes those attending the conference

Save the Date
23rd International Conference on The First-Year Experience®
June 7-10, 2010
Maui, Hawaii
The International Conference on The First-Year Experience welcomes commercial and non-profit exhibitors. The exhibit area is located in the Foyer on the Convention Floor near the conference registration area. Exhibitors registered at the time of printing are listed below:

**Exhibitor Information**

**Bedford/St. Martin's**

Publishes the college success titles by Gardner, Jewler, and Barefoot. These books fit well with our publishing philosophy, emphasizing innovation, quality, and a focus on the needs of students and instructors. Established in 1981, Bedford/St. Martin's is a college textbook publisher specializing in the humanities. Our sister company, Hayden-McNeil Publishing, works with authors to create course-specific instructional materials for colleges and universities throughout the world featuring the highest quality and best value for both instructors and students.

**Education Dynamics**

Retention Services develops comprehensive Web-based solutions that promote student engagement to increase retention and improve student success. From a relationship management system to content-rich purpose communities, dynamic video and interactive content, these solutions build stronger student relationships.

FYRE (First-Year Retention and Engagement) is a unique tool designed to combat attrition, enhance campus engagement, and support student development. It is currently being utilized by the University of South Carolina in their FYE initiatives.

**Learning Skills Services, Student Development Centre, Brock University**

Integrating interaction and technology to foster engagement and student-centred learning, we develop online interactive university-level skills workshops to motivate students through game-like exercises and self-testing. Now available for purchase, Online Interactive Academic Writing Workshop.

**The National Resource Center for The First-Year Experience and Students in Transition**

Focuses on enhancing the learning and success of all college students, hosts a series of national and international conferences, workshops, and teleconferences; engages in research; publishes a scholarly journal, newsletter, and monograph series; maintains a web site, and hosts electronic listservs.

**The Sun Life Financial Chair in Adolescent Mental Health**

Is dedicated to helping improve the mental health of youth by the effective translation and transfer of scientific knowledge. Our model is to use the best scientific evidence available to develop application-ready training programs, publications, tools, and resources that can be applied across disciplines to enhance the understanding of adolescent mental health issues. Visit us online at www.teenmentalhealth.org.

**The Touchstones Discussion Project**

Offers a powerful approach to group discussion that enables people of all cultures, races, and ideologies to communicate with each other and to uncover common goals and visions. Participants become life long learners with skills to map and navigate an ever-changing future.

**Exhibit Hours**

You will have the opportunity to visit with exhibitors during the exhibit hours below:

- July 20, 2009 6:45 pm – 7:45 pm
- July 21, 2009 7:30 am – 11:30 am
- 1:30 pm – 3:30 pm
- July 22, 2009 7:30 am – 11:45 am
- 2:00 pm – 3:30 pm
- July 23, 2009 7:30 am – 11:00 am
Sponsoring Institution

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

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

University of South Carolina

Chartered in 1801 as South Carolina College, the University of South Carolina, Columbia remains on its original site in the state capital. The University of South Carolina is a publicly-assisted, coeducational institution dedicated to the entire state of South Carolina. The primary mission of the University of South Carolina, a multi-campus public institution, is the education of the state’s diverse citizens through teaching, research and creative activity, and service. The University is committed to providing its students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world.

Co-hosting Institutions

The staff of the National Resource Center for The First-Year Experience and Students in Transition expresses appreciation to our co-hosts for their support and assistance:

Concordia University

Concordia University’s reputation as one of Canada’s most dynamic and innovative universities has its roots in over 180 years of pursuing academic excellence and student success. The university was formed in 1974 with the merger of Loyola College and Sir George Williams University. From its roots as a teaching institution, Concordia has developed a strong research profile that builds upon the expertise represented in its Faculties. It is home to 75 research chairs, of which 20 are Canada Research Chairs.

Concordia is a welcoming community where values of equality, non-discrimination and tolerance of diversity are appreciated and actively promoted. The university prepares its graduates, at all levels, to live as informed and responsibly critical citizens who are committed to learning and to the spirit of enquiry. This openness to new ideas inspires the university to develop an international approach to learning, research, and social responsibility that informs the over 300 undergraduate programs, and over 200 graduate programs, diplomas, and certificates.

Tamagawa University

Tamagawa University is a higher education division of Tamagawa Gakuen, a comprehensive institute covering 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 doctoral 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 education is to produce outstanding individuals who can contribute to not only Japanese society but to the world. Currently as a comprehensive campus (gakuen), we are conducting from kindergarten division to graduate school-level educational activities within a single campus.

University of Auckland

The University of Auckland is New Zealand’s pre-eminent research-led institution, and it is the only one nationally ranked among the world’s top 100 universities by the Times Higher Education - Quacquarelli Symonds (THE-QS) World Rankings of Universities. As well as being New Zealand’s top university, The University of Auckland is the country’s largest with around 38,500 students, around 10,000 of whom graduate annually in a wide range of professions and fields. The University of Auckland has the most comprehensive range of courses in the country with teaching and research conducted in eight faculties and a number of research institutes. The University has a strong international focus and is the only New Zealand member of Universitas 21 and the Association of Pacific Rim Universities. Currently more than 4,000 students from 93 countries choose to study at the University annually.

The University’s mission is to be a research-led, international university, recognized for excellence in teaching, learning, research, creative work, and administration. Its seeks to make a significant contribution to the advancement of knowledge and is committed to serving its local, national, and international communities.

University of Teesside

The University of Teesside is situated in northeast England in an industrial area on the North Sea coast and is surrounded by some of the most beautiful and historic countryside in Britain. The University has over 20,000 students engaged in courses from Diploma to PhD 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 Opportunities – 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 distinctive mission of raising aspiration, widening participation, providing high quality learning and teaching in a research active setting and contributing to economic growth and regeneration.

York University

With its 50th anniversary fast approaching in 2009, York University is now Canada’s third largest university, world-renowned for attracting students who forge their own unique paths. That’s because York offers an unparalleled academic experience. Its unique, interdisciplinary approach to learning allows students to study their subjects from many different angles simultaneously and allows them to combine majors in completely different fields. York offers full and part-time graduate and undergraduate degree programs to over 50,000 students in 10 faculties.

The mission of York University is the pursuit, preservation, and dissemination of knowledge and promises excellence in research and teaching in pure, applied and professional fields. A community of faculty, students, and staff committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.
Continental Breakfast
7:30 am – 9:00 am
Foyer – Convention Floor

Conference Registration
7:30 am – 5:00 pm
Foyer – Convention Floor

Cybercafé
8:00 am – 5:00 pm
Saint-Charles Room

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

Monday • July 20, 2009

W-1
Strategies for Training Supplemental Instruction Leaders and Facilitating Small Group Learning
9:00 am – 12:00 noon • Bersimis Room

Glen Jacobs
Executive Director of the International Center for Supplemental Instruction; Director of the Center for Academic Development

University of Missouri, Kansas City
UNITED STATES

W-2
Creating and Implementing First-Year Seminars to Fulfill Varying Curricular and Student Needs
9:00 am – 12:00 noon • Richelieu Room

L. Lynn Marquez
Associate Professor of Geology

Linda L. McDowell
Coordinator of the First-Year Experience

Carrol Y. Phillips
Associate Provost Emerita

Millersville University of Pennsylvania
UNITED STATES

W-3
Best Practice in the First College Year: Defining What Works and Why
9:00 am - 4:00 pm • Saint-Maurice Room

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

Betsy O. Barefoot
Co-Director and Senior Scholar, Policy Center on the First Year of College; Fellow, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

UNITED STATES

W-4
Strategies for Transition and Retention: Embedding the First-Year Experience and Developing a Value Proposition
9:00 am – 4:00 pm • Gatineau Room

Wayne Clark
Director of Student Administration

Bill Crome
Group Manager Student Support Services

University of Auckland
NEW ZEALAND

W-5
Mentoring: Constructing Meaning During Times of Transition
1:00 pm – 5:00 pm • Peribonka Room

Stefinee Pinnegar
Director ESL Endorsement Program BYU/Public School Partnership; Acting Dean Invisible College for Research on Teaching and Teacher Education

Pat Esplin
Director Freshman Academy

Brigham Young University
UNITED STATES

W-6
Developing Collaborations Between Academic and Support Staff in Locating and Supporting “At Risk” First-Year Students
1:00 pm – 5:00 pm • Richelieu Room

Colleen Blaney Doyle
Student Adviser, College of Engineering, Mathematical, and Physical Sciences, University College Dublin

Claire Laude, Lecturer
Department of French

Trinity College Dublin
IRELAND

12:00 noon - 1:00 pm
Lunch for workshop participants only
Hochelaga 1

5:30 pm - 6:45 pm
Opening Session & Keynote Address
Marquette/Jolliet Rooms

Betsy O. Barefoot
Co-Director and Senior Scholar, Policy Center on the First Year of College; Fellow, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

UNITED STATES

Standing on Common Ground: Lessons Learned from Over 20 Years of International Focus on the First Year
In this 22nd year of the International Conference on The First-Year Experience, it is time to take stock and to acknowledge what we have learned over two decades—what successes we share, and what challenges first-year educators around the world continue to face such as motivating students, addressing inadequate preparation for college, and improving progression and graduation rates. In spite of differences in nationality, we are standing on common ground. In her review of “lessons learned,” Barefoot will reflect on the past and the future, and she will use both research and examples of best practice to propose a new vision for student success in the first year and beyond.

6:45 pm - 7:45 pm
Opening Reception
Foyer – Convention Floor & Hochelaga 1
Co-sponsored by
Tamagawa University
University of Auckland
University of Teesside
Continental Breakfast
7:30 am – 8:30 am
Foyer – Convention Floor

Conference Registration
7:30 am – 5:00 pm
Foyer – Convention Floor

Cybercafé
8:00 am – 5:30 pm
Saint-Charles Room

8:00 am – 9:00 am

Primer for First-Time Attendees
Saint-Maurice Room

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 & Students in Transition, University of South Carolina

John N. Gardner
Senior Fellow, National Resource Center for The First-Year Experience & 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.

9:15 am – 10:15 am

1-CI
Identifying Social and Economic Factors in Supporting the First-Year Experience
Hochelaga 2

Marco Angelini
Project Officer
University College London
UNITED KINGDOM

In this session, a possible route in constructing a model of transitional support for first-year students, in the context of the experience of developing and embedding such a program at University College London (UCL), will be discussed. The Transition Program at UCL has been designed to engage first-year learners both socially and academically. Our experience in developing the program over the last three years has led to a series of refinements and adaptations triggered by trial and error and feedback exercises. This session will discuss evaluation of how the program has been embedded based on first-year attrition rates and student feedback differentiated by socio-economic background. The data used here is particularly interesting as it allows for a comparison between students who participated in the Transition Program and those who did not.

2-CI
Engaging Students: One Size Does Not Fit All!
Hochelaga 3

Kim Keffer
Director, First-Year Experience
Ohio University Southern
UNITED STATES

The academic, social, and community involvement of first-year students, while an important goal, can be particularly challenging at a small commuter campus. This session will provide an overview of how Ohio University Southern addressed these issues through learning communities, community partnerships, and special events. Benefits and challenges of program implementation will be discussed and data concerning student outcomes and campus perception of program impact will be provided.

3-CR
The Importance of Individual Efforts in Supporting First-Year Student Retention
Hochelaga 4

Frank Ross
Assistant Vice Chancellor for Student Life and Learning

Gayle Williams
Assistant Dean, University College
Indiana University Purdue University Indianapolis
UNITED STATES

Many colleges and universities dedicate resources toward comprehensive efforts to increase first-year student retention rates. While these programs do make a difference, institutions must also consider the role individual faculty, students, and staff play on a daily basis to support retention. This session will detail three years of research involving first-year students, identifying who on the campus most made a difference in their success and why. Findings as well as implications for practice will be shared.

4-R
Faculty/Librarian Partnerships: A Model for Interdisciplinary Collaboration
Hochelaga 5

Bill Gillis
Reference & Instruction Librarian
Katherine Larsen
Teaching Instructor, University Writing Program
The George Washington University
UNITED STATES

Faculty/librarian partnerships as a component of a first-year writing program can facilitate the transition to college-level research and writing. Such collaboration can also ease the intellectual shift from writing for a closed community—the typical student/teacher exchange—to a larger and more public discourse community. This roundtable will allow participants to explore the possibilities of such collaborative practices and partnerships.
5-CI
Multi-layer Safety Net: Developing a Comprehensive Network of Help to Ensure Student Success and Retention
Hochelaga 6

Gideon Botha
Director of Academic Development Center
Rachel Phillips-Buck
Academic Counselor
Abilene Christian University
UNITED STATES

During this session, the presenters will focus on the development of "safety net" programs that identify and support struggling students. Beginning with the creation of an early-alert program, and expanding into midterm, probation, and Discovery programs, and a 'work in progress' program focused on at-risk emotional intelligence profiles, we will discuss the development, operations, effectiveness, and corresponding challenges of these programs.

6-CT
First-Year Experience Movement in Japan: How It Developed and the Issues It Focuses On
Mackenzie

Reiko Yamada
Professor, Doshisha University
Atsushi Hamana
Professor, Kansai University of International Studies
Keiko Yoshihara
Professor, Hyogo University
JAPAN

First-year experience programs in Japan are rapidly spreading against the background of the reform of the higher education system. Learning and teaching has to become more emphasized. This presentation will demonstrate how we have institutionalized the new field "first-year experience" in order to deal with the changing student population. This session will focus on having a good grasp of how first-year experience programs work in a different higher education system and what problems are to be focused on during new student transitions.

7-CR
Technology and the First-Year Experience
Duluth

Mark Urtel
Assistant Professor, Department of Physical Education
Indiana University Purdue University Indianapolis
UNITED STATES

The purpose of this study was to determine the extent that first-year courses utilized technology to enhance student engagement and academic performance. A secondary purpose was to determine if the technology was assessed and the types of assessment used. Preliminary results indicated moderately high usage rates of 4 of the 10 surveyed forms of technology. While there was an absence of assessment for most technologies used, a high level of certainty for future adoption of technology was found.

8-CR
Improving the Persistence Rates of First-Year College Students Through a Case-Management Approach and Financial Incentives
Saint-Maurice

Yves Pelletier
Manager, Pilot Projects, Canada Millennium Scholarship Foundation
Fiona Bain-Greenwood
Manager, Foundations for Success
Seneca College
CANADA

Foundations for Success is the first significant college-specific demonstration project in Canada to measure the impact of case-managed access to student support services. Currently, 3,200 students with specific risk factors (e.g., language skills below college requirements, career uncertainty, or difficulty in adapting to new environments) are participating. The project aims to find out which combination of services is most effective in improving the chances of student success and increasing a college's overall graduation rate.

9-CI
A Community Welcome: The Mountains Ocean Valley Experience (MOVE)
Hochelaga 2

Joanna Royce-Davis
Dean of Students/Co-Chair, First-Year Experience
Dan Shipp
Assistant Vice President
Bill Swagerty
Professor
Kristina Juarez
Graduate Student
Wendith Stratton
Director, Pacific Recreation
University of the Pacific
UNITED STATES

MOVE (Mountains Oceans Valley Experience) is a part of orientation for all new Pacific students and is the result of university-wide collaboration between faculty, staff, and students. This program allows students to experience Pacific's values in action while participating in one of seven trips with common learning outcomes and core activities. Assessment findings indicate that students meet expected learning outcomes and experience increased confidence in their student role, increased involvement in campus life, and increased persistence.

10-CT
Can They Learn? Creating and Developing First-Year Student Scholars
Hochelaga 3

Allen Shelton
Associate Professor
Timothy Ecklund
Associate Vice President for Campus Life
Buffalo State College
UNITED STATES

Too often, success in the first year of college is measured by retention and not by the intellectual transformation that students experience. This session will demonstrate how an interdisciplinary approach to first-year learning can jump start students in their pursuit of a liberal arts education.
How do you interact with parents on your campus? At the University of Oklahoma, we are developing a new way to dialogue with the parents of incoming students. Parent’s roles are important, but their expectations are changing. This presentation will explore techniques to assist both the parent and student in changing their focus, involvement, and vocabulary. By setting the stage of education, both parents and students can make the successful transition within the appropriate boundaries.

Conference goers who are also parents of college students hold a unique and valuable perspective on students’ collegiate experiences and their impact. Participants are invited to share their observations and insights with colleagues who share this dual role as college educator and parent of a college student. We will discuss patterns and ideas that can guide our individual and collective efforts to enhance all aspects of the first-year experience.

The goal of the current study was to modify a first-semester course to include curriculum related to improving emotional and social competencies in a group of first-semester students. The effectiveness of the modified course in improving emotional intelligence levels was assessed by comparing emotional and social competency levels to a matched group of students who did not take the modified course. The results indicated that students who took the course were significantly higher in self-awareness, a key emotional intelligence dimension.

Given the global economic crisis and uncertain job prospects, the development of students’ personal and professional skills, in addition to their educational qualifications, is critical. Supplemental Instruction/PASS promotes the development of outstanding graduate qualities in both participants and peer leaders. The presenter will focus on these qualities and the enhancement of leadership, communication, and teamwork skills in the peer leaders to demonstrate how students, through peer learning programs, can maximize their skills and enhance their employability.
1:15 pm – 2:15 pm

17-CI
Creating an Academic Focus in the First-Year Seminar by Connecting the Seminar, Liberal Education, and Career Development: One U.S. Model
Hochelaga 2
Leon Book
Director of Student Transitions & First-Year Experience
Southeast Missouri State University
UNITED STATES

Presenters will show how their institution’s first-year seminar gained an academic focus by connecting the seminar to their liberal education program. University Studies, as well as career development, have been incorporated into the seminar in two ways: (a) through a co-requisite career proficiency and (b) through the nine life skills University Studies features as its basis. Participants will strategies for incorporating career development in first-year seminars and the effectiveness of connecting them to liberal education.

18-CT
Academic Programming in Residence: A Comparison of Options
Hochelaga 3
Mildred Eisenbach
Assistant Director (Acting) Residence Life
University of Guelph
CANADA

Since the early 1990’s, academic learning communities in residence have been an integral and highly successful part of the support services offered to entering students at the University of Guelph. Research across North America confirms the positive effects of living in a learning community. During this session, we will review the success of residence academic programming, including a pilot project of clustering of students by academic program, without their selecting it as a residence option. An opportunity for discussion and sharing of learning community models from the session participants will add to the understanding of the positive effects of this system.

19-CT
Thinking Outside the Box: Moving From Multiple Choice to Authentic Assessment With Millennial Learners
Hochelaga 4
Brad Garner
Assistant Dean for Teaching and Learning
Indiana Wesleyan University
UNITED STATES

Multiple-choice and true-false testing are a) shallow, b) incentives to rote memorization and then later forgetting, c) promote lower-order thinking, d) do not provide opportunities for application, synthesis, or evaluation, and e) all of the above. The “correct” answer is “E.” How did you do on this test? This session will provide participants with 10 readily adaptable and transportable assessment strategies that are responsive to the classroom needs of millennial learners.

20-R
Jump Start: Providing the Winning Edge for Inbound Students
Hochelaga 5
Joy Brastrom
Director of Education
Tom Saunders
General Education faculty
High-Tech Institute Orlando
Kay Russell
Corporate Consultant
Psychotherapy Resources
UNITED STATES

Jump Start is a new initiative designed to better prepare students for entrance into two-year career colleges. This session will be fast-paced, creative, and fun—allowing participants to actually experience the “Jump start” rather than to just watch and listen. Participants will choose from an agenda of exercises similar to those used with students in the actual two-day program offered at High-Tech Institute two weeks prior to formal orientation.

21-CI
The SciTech model: From First Year to Career
Hochelaga 6
Eva Söderman
Senior Faculty Administrator
Uppsala University
SWEDEN

The SciTech (science and technology) model developed at the Faculty of Science and Technology is based on a number of key concepts and aims to counteract dropout rates and to improve student progress towards receiving a degree. These include personal contact, access to information, and an understanding of academic life with a focus on activities during the student’s first year.

22-CR
Examining the Effects of Involvement on First-Year STEM Students’ Learning Outcomes
Mackenzie
Terrell Strayhorn
Associate Professor of Higher Education; Special Assistant to the Provost
The University of Tennessee, Knoxville
UNITED STATES

Broadening participation among women and minorities in science, technology, engineering, and math (STEM) fields is a major global policy issue. Strategies for achieving this goal, however, lack empirical support. Analyzing survey data from 854 undergraduates using path analysis, we found that background variables and involvement experiences have both direct and indirect effects on learning outcomes among first-year STEM students; ultimately, explaining approximately 21% of the variance in perceived learning. Findings from the study will be the focus of this session, alongside implications for policy, practice, and research.
**Program for Leadership and University Success – A Real “PLUS”**

Duluth

Marlene Gross  
Coordinator, Student Success and New Student Programs  
Concordia University  
CANADA

The PLUS program is designed to allow a small team of peer mentors to provide a large number of new students with support throughout the first year. An additional objective is to build leadership and soft skills in all students and particularly in mentors. This session will provide an overview of the program, including the nature of interaction between mentors and mentees; practices related to hiring, training, and ongoing supervision of mentors; leadership building activities; and assessment.

**Accreditation and the First-Year Experience**

Saint-Maurice

Kay Smith  
Associate Vice President for the Academic Experience  
College of Charleston  
UNITED STATES

This session will examine the trend for institutions to develop first-year experience plans to satisfy regional accreditation agencies. Particularly in the SACS region but also in other areas, accreditation processes have required institutions to develop plans that enhance quality and lead to demonstrable student learning outcomes. Several schools have chosen to create or enhance their first-year experience programs to satisfy this requirement. Colleges and universities as different as the University of Memphis and Warren Wilson College, the University of New Orleans and Wesleyan College, Austin Peay State University and the Citadel have all been involved in developing first-year programs for reaccreditation. This session will examine the various approaches these and other institutions have taken to developing first-year experiences through the accreditation process, provide an in-depth look at this process at the College of Charleston, and evaluate the accreditation process as a motivating factor in first-year reform.

**Afternoon Break**

Foyer – Convention Floor  
Co-sponsored by Tamagawa University

**The International First-Year Experience: Universal Themes, National Variations**

Hochelaga 2

Joe Cuseo  
Professor, Psychology; Director, First-Year Seminar  
Marymount College  
UNITED STATES

This audience-centered discussion will share international similarities and differences in the nature of the first-year experience and approaches to it. Universal themes and national differences will be explored through questions such as: Why is there interest in the first-year experience? What’s fueling it? Who is involved? Who are its supporters and saboteurs? What are its target areas? When are interventions taking place? How is it delivered? What is working and failing? What are its challenges, obstacles, and threats? In what direction does it seem to be moving?

**Ready, Set; FLY [First Learning Year]: A Causal Model for Risk at the University of Pretoria**

Hochelaga 3

Juan-Claude Lemmens  
Research Analyst, Department for Education Innovation  
University of Pretoria  
SOUTH AFRICA

The purpose of this research is to identify the noncognitive entry characteristics of first-year students as they relate to academic performance and voluntary withdrawal. A questionnaire was developed for this purpose and distributed to first-year students at the faculty of economic and management sciences. A causal model, based on logistic regression analysis of the questionnaire and biographical information from the student database, was developed to profile students at risk for failure or withdrawal.
2:30 pm – 3:30 pm cont’d

29-CI
The Wright State Model for Engineering Mathematics Education: Increasing First-Year Student Retention, Motivation, and Success in Engineering
Hochelaga 6

Nathan Klingbeil
Director of Student Retention and Success
Wright State University
UNITED STATES

The inability of incoming students to advance past the traditional first-year calculus sequence is a primary cause of attrition in engineering programs across the country. As a result, this session will describe a National Science Foundation funded initiative at Wright State University to redefine the way engineering mathematics is taught, with the goal of increasing student retention, motivation, and success in engineering.

30-CT
A Self-Evaluation and Enhancement Tool Derived From an International Literature Review
Mackenzie

Mark Schofield
Professor and Dean of Teaching and Learning
Edge Hill University
UNITED KINGDOM

This presentation will focus on the success of a tool for self-evaluation and review its use in action planning of themes derived from the Higher Education Academy (HEA) literature review of the first-year experience (Harvey, 2006). The tool acts as a vehicle for introducing teaching and administrative staff to relevant literature; reflecting on current practice; setting agenda for professional development; deriving research themes that are local, institutional, and sector related; and strategic planning.

31-CI
You Can’t Just Pay for Lunch: Creating Campus Commitment to Linked Courses
Duluth

Andrea Luna
Co-Coordinator of First-Year Seminar
Philip Parisi
Faculty, Interactive Digital Media
Lyndon State College
UNITED STATES

Linking courses doesn’t create learning communities all by itself. Everyone involved—students, faculty, peer leaders, administration, and staff—has to help those communities evolve. This session will explore the backfill required to create commitment from various campus constituencies to a well-meaned, but top-down, initiative to link the first-year seminar with other courses, including a review of the different obstacles encountered, solutions found, and challenges still to be met.

32-CI
Basic Essentials for Academic and Real-World Success (BEARS): A First-Year Experience Course Redesigned
Saint-Maurice

Evelyn A. Ellis
Associate Dean for Academic Support Services
United States Coast Guard Academy
UNITED STATES

BEARS is a mandatory course recently implemented for all fourth class cadets (first-year students) at the U.S. Coast Guard Academy. Designing this course to accommodate cadets’ needs and interests, incorporating community resources, ensuring alignment with the institution’s mission, and expanding cadets’ personal horizons presented challenges. This interactive presentation will present lessons learned and future modifications for BEARS as well as recommended strategies that can be easily applied when redesigning existing first-year experience courses or developing new ones.

3:45 pm – 5:45 pm

International Higher Education Session
Grand Salon

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
UNITED STATES

Jennifer R. Keup
Director, National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina
UNITED STATES

Denis Calderon
Assistant Director, Learning and Teaching Development, Centre for Learning and Quality Enhancement
University of Teesside
UNITED KINGDOM

Diane Nutt
Head of the Retention Team; University Teaching Fellow
University of Teesside
UNITED KINGDOM

This session is designed to create a shared experience enabling participants to learn about the similarities and differences in cultures of higher education among the countries represented at the conference. The session will draw upon work that will be published later this year in the edited monograph, International Perspectives on The First-Year Experience in Higher Education, as a foundation for discussion. The session will be structured to facilitate collaboration between delegates from different countries, highlight good practice around the world, and contribute to the networking aspect of the conference. Come hear about other educational experiences and contexts as well as share your own.
Continental Breakfast
7:30 am – 8:30 am
Foyer – Convention Floor

Conference Registration
7:30 am – 5:15 pm
Foyer – Convention Floor

Cybercafé
8:00 am – 5:00 pm
Saint-Charles Room

8:00 am – 9:15 am

33-R
Is it Possible to Sustain Individual Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy Today?
* Note this is a 75-minute session.
Hochelaga 6

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

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

UNITED STATES

It seems that many faculty and staff today struggle with incongruities in their academic lives. Do our institutional cultures fuel incongruence or do they encourage authenticity? What kinds of collegial behavior or administrative policies and actions are likely to generate value conflicts or inauthentic behavior? In this session, participants will be encouraged to think deeply about their own beliefs and values and consider how their institutional cultures foster authenticity or perhaps generate intra-personal conflict and engage in discussion around these topics.

8:15 am – 9:15 am

34-CR
Assessing a Biology-Math-English First-Year Learning Community: Statistical Comparisons Between Learning Community and Regular First-Year Students
Hochelaga 2

Deborah Bidwell
Instructor of Biology
College of Charleston
UNITED STATES

Two years of student performance and retention data were statistically analyzed for a College of Charleston nonresidential, first-year learning community (LC) including introductory biology for majors, pre-calculus, and English composition. LC students formed a cohort within mixed LC/regular sections of biology and math while English sections contained exclusively LC students. Statistics indicate LC first-year students out-performed regular, non-LC first-year students enrolled in the same classes. A correlation between increased student performance and SI attendance was also found.

35-CI
Support Me! Develop Me! Retain Me! How a Reflective Skills Activity Has Increased Student Engagement, Motivation, and Success
Hochelaga 3

Becka Currant
Dean of Students

Neil Currant
Lecturer in ePortfolio and PDP
University of Bradford
ENGLAND

This session will focus on an innovative Skills and Personal Development Reflective Activity (SaPRA) developed by Bradford University. SaPRA provides students with an opportunity to assess levels of confidence in different skill areas. The results of SaPRA have led to a wholesale transformation of curriculum design, delivery, and assessment for first-year students. Enhanced transition activities to aid initial engagement have been implemented, leading to increased retention rates and a more holistic student experience.

36-CI
Transitional Adjustment Tools
Hochelaga 4

Betty J. Sanford
Senior Academic Advising Specialist
Michigan State University
UNITED STATES

Many underprepared urban students enter college expecting their skills and learning strategies to be adequate for college. This session will share strategies with professionals that will enable students to create skills for sustained high performance. It will also present tools that will equip students with self-monitoring skills, performance-tracking techniques, and other ways to direct their focus and to strengthen their self-efficacy.

37-R
Peer Support: Who Benefits?
Hochelaga 5

Marcia Ody
Teaching and Learning Manager
The University of Manchester
UNITED KINGDOM

The use of peer support is widespread, providing academic and socialization assistance for first-year students in their transition into and within higher education. The benefits of peer mentoring and peer-assisted study to the first-year experience are well-researched and evidenced, but do these schemes have wider benefits that are perhaps overlooked? This roundtable discussion will provide a forum to discuss and explore who the various stakeholders of peer support programs are and how they benefit.
38-CI
No Time Like the Present: Engaging First-Year Students in Career Planning
Mackenzie

Gregg Henderschiedt
Senior Assistant Director of Career Development, First- and Second-Year Experience
University of Florida
UNITED STATES

In 2007, our career center dramatically increased programming and outreach efforts for first-year students. We implemented a series of programs, increased targeted outreach to first-year students, designed parent programming, and collaborated with other departments on campus to better serve first-year students. This interactive workshop will detail our outreach to first-year students, and participants will be encouraged to share best practices in facilitating first-year career planning at their institutions.

39-E
Transitions: Student Reality Check
Duluth

David Venn
Advisor, Sun Life Financial Chair in Adolescent Mental Health
Magdalena Szumilas
Research Associate, Sun Life Financial Chair in Adolescent Mental Health
IWK Health Centre & Dalhousie University
CANADA

This presentation will showcase Transitions, a signature mental health literacy project. Presenters will focus on key mental health issues as they relate to first-year students and describe how Transitions normalizes the issues of youth mental illness within the broader context of student health.

40-CI
Retention to Completion Project: Raising the Bar on Retention, Transfer, and Graduation Rates
Saint-Maurice

Jeff Porter
Dean, Student Development Services
Patrick Henry Community College
UNITED STATES

Patrick Henry Community College, in an attempt to increase student retention, embarked on a comprehensive initiative funded by Title III that resulted in the Integrated Advising, Testing, and Career Center. This presentation will describe the design, development, implementation, and evaluation of this comprehensive retention model. The session will include a discussion of rationale, design, and development based on data-driven decision making, implementation strategies, and comprehensive outcomes. Highlighted accomplishments of this model include significant increases in the transfer and graduation rates.

41-CI
Strategies in First-Year Programming to Improve Student Success
Hochelaga 2

Ralph J. Rascati
Associate Vice President for Academic Affairs & Dean of University College
Stephen W. Braden
Coordinator of First-Year Programs
Kennesaw State University
UNITED STATES

Kennesaw State University's learning communities program and its first-year seminar course (KSU 1101) have been shown to increase first-to-second-year retention. Student performance and pre/posttesting are also measures of the effectiveness of various strategies that have been employed. Academic advising, peer advising, and a common reader (to promote civic engagement and global awareness), are performance-enhancing strategies employed within KSU 1101. These and other strategies, as well as the associated assessment data, will be discussed.

42-CI
EI + C = The Best You Can Be! A First-Year Initiative That Encourages Emotional Intelligence Skills Through Coaching
Hochelaga 3

Lisa Decandia
Program Coordinator, Counseling and Disability Services
Steve Fishman
Director of Student Success
Seneca College
CANADA

Emotional and social competencies are important factors in the successful transition into the postsecondary environment. First-year students face the tasks of making new relationships, modifying existing relationships with family and friends, adjusting to increased independence, and learning study habits for a new academic environment. A failure to master these tasks appears to be one of the most common reasons for students withdrawing or becoming unsuccessful in their postsecondary program. The College Coach Approach is a proactive and systemic initiative, which focuses on the development of emotional intelligence (EI) skills of first-year students. As part of a collaborative effort, more than 150 college employees (administrators, staff and faculty) utilize their experiences, leadership, and EI skills to make a meaningful difference in the lives of first-year students. In their role as College Coach, they encourage students to develop those EI skills (e.g., adaptability, interpersonal skills, time management, and stress management) that are paramount for being academically successful.
A larger number of students who attend college now enter with personal characteristics that place them at risk of attrition. This intervention targeted conditionally admitted students. During their first semester in college, the students were required to participate in an intensive, one-credit first-year seminar focused on skills previously linked to college success. The conditional admit students were compared with standard admit students who enrolled in a semester long first-year seminar at the same university. The College Student Inventory was used to identify areas of concern. Findings indicated interesting similarities and differences between conditional and standard admits. An analysis of the impact on the end of semester student performance and implications for future interventions with students, both conditional and standard admit, will be discussed.

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The Peer Assisted Learning (using Supplemental Instruction model) Scheme (PALS) at the City University of Hong Kong was first launched in 2002 and has proven successful for student learning. Student performance was analyzed and the average course grade for students who had joined the PALS scheme was significantly higher than their counterparts who took the same course but had not joined the scheme. The success of the PALS scheme will be shared in this presentation as well as the limitations and/or difficulties of the scheme.
48-R
Strategies for Capturing and Assessing First-Generation Student Data
Hochelaga 5

Elizabeth Dantas
First-Generation Project Manager
Deliah Jackson
First-Generation Team Leader
George Brown College

CANADA

During this roundtable discussion, we will explore the identification and assessment tools used by postsecondary institutions to identify and track first-generation student progress. Participants will be invited to share ideas, strategies, and institutional experiences in working with first-generation students.

49-CR
Student Success, College Quality, & the First-Year Experience: What Really Matters

Mackenzie

Joe Cuseo
Professor, Psychology; Director, First-Year Seminar
Marymount College

UNITED STATES

This session will examine traditional assumptions and popular myths about what determines college or university quality. The case will be made that quality should not be defined in terms of student selectivity, i.e., who the college lets in, but in terms of what the college actually does with and for the students after they have been admitted, and the type of students the college turns out. Key quality indicators of student success will be identified, research-based principles of student success will be delineated, and practices that have the potential to exert synergistic effects on student success will be discussed.

50-CT
Increasing Accessibility: Lessons Learned in Retaining Special Population Students
Duluth

Clayton Smith
Vice-Provost, Students & Registrar
University of Windsor

Susan Gottheil
Associate Vice-President, Enrollment Management
Mount Royal College

CANADA

The participation of Canadians in postsecondary education has never been higher. It is primarily the result of increased participation rates of special population students, including low-income, Aboriginal, and first-generation students. Using a strategic enrollment management conceptual lens, we will examine barriers to access, attrition factors, and lessons learned. We will also present a sample of some of the best first-year experience intervention practices in use at Canadian colleges and universities.

51-CT
Rollercoaster Ride of a Lifetime: The Peer Leader Journey
Saint-Maurice

Donna Keely
Director, First-Year Experience
Lyndon State College

UNITED STATES

Each year, a group of elite students are selected to serve their college communities as peer leaders, and unknowingly commit themselves to a journey like none other. Engaging and supporting your students in this experience will not only enrich your first-year initiatives but will also enhance their collegiate experiences. Take an inside look at the journey of a Lyndon peer leader from their work during summer orientation through the academic year alongside their students.

12:00 noon – 2:00 pm
Colleague Cluster Luncheon with Poster Sessions
Grand Salon and Hochelaga 1

The “colleague cluster luncheon” has been designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests. To that end, table numbers correspond with interest group topics.

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

Institution Types:
12. Community Colleges
13. Small Colleges
14. Research Universities

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

We encourage you to visit the poster sessions after lunch, where you have an opportunity to learn about a variety of initiatives at your leisure. Descriptions of the individual poster sessions follow on pages 17-19.
Historical Perspectives on Student Engagement: Are Millennial Students More Engaged Than Their Boomer Parents?

Carla Davey
Doctoral Candidate
Paul Gore
Associate Professor
University of Utah
UNITED STATES

Examining historical trends in incoming students' levels of engagement can inform student affairs professionals about the nature of changing student needs. This study examines the trends in high school engagement activities and out-of-class accomplishments from 40 million students from 1973 to 2006, using self-reported data from a college entrance exam. Findings demonstrate mixed results with some engagement activities and accomplishments increasing and others having downward trends. Implications for student affairs professionals working with incoming millennial students will be discussed.

Pre- and Initial Entry Support and Development Program for First-Year Students: A South African Perspective

Mpho Jama
Lecturer, Medical School and School of Allied Health Professions
University of the Free State
SOUTH AFRICA

Although the South African higher education system has undergone transformation with one of its principles being access with success, national statistics still show that 40% of students drop out in their first year of study. Most of these students come from disadvantaged social and school backgrounds. The pre- and initial entry period into the university environment is critical in reducing the dropout rates. Specific academic support and development programs need to be designed during these two periods in order to reduce the dropout rates. The presentation will include a diagrammatic presentation and brief explanation of a theory called “Circles of Progression,” elaborate on the first two circles of the theory (i.e., the pre-entry and initial stages of progression) and explain an integrated and holistic program that can be used to support and develop nontraditional undergraduate students.

Professional Pathways: Helping Students Prepare Early for Life After Their Undergraduate Degree

Jessica Mercerhill
Director, Special Interdisciplinary Programs
The Ohio State University
UNITED STATES

Professional Pathways seminars provide the opportunity for students to explore professional career paths in a particular field (currently, there are 10 distinctive seminars offered including entrepreneurship, health professions, and nonprofit organizations), including postsecondary educational opportunities, the background information needed to function professionally in these areas, and current professional issues. This session will provide information regarding the history of the program, how it is assessed, and plans for the future.

Establishing an Academic Cornerstone Through Self Exploration: An Attempt at Academic and Career Advising

Chiiko Inoshita
Professor
Akiko Matsukubo
Instructor
J.F. Oberlin University
JAPAN

This poster session will present the course design of part of the first-year experience program developed by the academic and career advising division in the University College of Cornerstone Education of the J.F. Oberlin University. Help students engage with the learning community, four elemental skills areas were developed for this course: (a) understanding fellow students, (b) self-exploration, (c) communication skills, and (d) critical thinking. These areas will be highlighted along with the course evaluation and assessment results.

Answering the Call to Action: Infusing the First-Year Seminar With Service-Learning

Karla Sanders
Director, Center for Academic Support & Achievement
Eastern Illinois University
UNITED STATES

This poster session will share strategies for incorporating service-learning into the first-year seminar to meet common goals for this course: (a) integrating social and academic goals, (b) connecting new students to their new community and postsecondary institution, (c) helping students make a smooth transition from high school to college, (d) working in groups, (e) honing written and oral communication skills, (f) thinking critically, and (g) solving problems. Ways to monitor, track, and assess global citizenship will be presented.
Assessing the Experience of ESL Students: Involvement, Success, and Retention

This study explored university peer group dynamics related to individual outcomes and university fit. Results indicated that Transition to University (Pancer et al., 1995) participants who reported feeling more connected and sociable with their group reported less loneliness, self-silencing, and stress and greater self-esteem, self-efficacy, and social support. These group members also reported greater university adjustment and university fit. Implications of the program related to student retention and outcomes will be discussed.

Assessing Student Perspectives of a First-Semester Liberal Education Course

This poster session will detail the design and results of an assessment program examining student reactions to, and perspectives on, a required first-semester course, Introduction to a Liberal Arts Education. The end-of-semester, survey-based evaluation focuses on student experiences of the course in relation to established course objectives, curriculum, and outcomes. Data from three years of assessment will be presented and use of results in assessing and revising the course will be discussed.

Assessing Adventure Programs as a Retention Tool

Adventures in Leadership is a weeklong program offered to incoming first-year students the summer prior to attending university. This is an adventure-based program, and the students have been assessed as to retention level to sophomore year. A comparison to programs at other institutions will be shown and discussed.

Assessing Student Perspectives of a First-Year Liberal Education Course

We examined the extent to which our first-year seminar benefits three populations with lower-than-average retention rates: (a) African Americans, (b) Hispanics, and (c) students needing remediation. Analysis of five cohorts found that the first-year seminar improved one- and two-year retention rates for all students, but was particularly valuable for African Americans and Hispanics. For students needing remediation, the first-year seminar was associated with greater improvement in two-year retention rates. Possible explanations and implications for practice will be discussed.

Whole Person Development Program for First-Year Students

As well-rounded, competent professionals are demanded by the society, the need for whole person development of students has been intensifying. At City University of Hong Kong, first-year undergraduate students in the department of accountancy are given an opportunity to join a whole person development scheme that consists of a special orientation program, student/faculty/professional mentoring, peer-assisted learning, career advising, and reading club activities, which equip them to be proactive learners who are able to face challenges and changes.

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65-PA
Critical Thinking as the Cornerstone of First-Year Seminar Curriculum

Nathan Phelps
Faculty, University College
Western Kentucky University
UNITED STATES

The first-year seminar at Western Kentucky University has been redesigned in order to improve the critical-thinking ability of students and to provide more consistency across all sections of the course. The new curriculum has created significant improvements in both student learning and faculty/campus support. This poster will present the results of assessment data collected over the last two years and outline the approaches that have been most useful in achieving these positive results.

66-PA
Organizing a Student-Centered University: A General Proposal Based on Knowing the First-Year Students as Learners

Jose Cela-Ranilla
Professor, Department of Pedagogy
Universidad Rovira Virgili
SPAIN

The transition to university is a crucial moment in the personal development of students and a time during which students could develop their potential. Are universities really organized to focus on the student as the center of their activity? This poster session will offer a framework in which the university is oriented to the student from the very beginning including actions of gathering of relevant educational information about first-year students.

67-PA
Facilitating Students’ Success: Project ROCs (Retaining Our College Students)

Carolyn Princes
Associate Dean of Students for Multicultural Affairs
Zhiling Wu
Graduate Assistant
Indiana University of Pennsylvania
UNITED STATES

With a unique focus on the learning styles and cultural background of students, this session will demonstrate the goals, objectives, and outcomes of a project that has revealed relative success in facilitating the second-year persistence, retention, and graduation of students of color through a longitudinal display that will be accompanied by a video and print materials.

68-R
Flexible Learning Environment: A Pedagogical Model for Student Success

Britt Englund
Licentiate of Art, Head of Department for Educational Development and Flexible Learning
Karim Orving
PhD Director, Senior Lecturer
Ulla Andersson
Master of Art, Lecturer
Mid Sweden University
SWEDEN

Conditions for success vary across heterogeneous student groups and a mix of campus, distance, and net distribution of programs, inspiring Mid Sweden University to a unique plan for pedagogical development with four perspectives. One of the perspectives focuses on the qualifications students need to be successful in their studies. Support programs will be offered the students, especially during the first year, to assure conditions for success.

69-PA
Engagement and Success: The First Year Experience at York University

Robert Kenedy
Assistant Professor, Department of Sociology
Rod Webb
Associate Vice President, Academic
Marilyn Lambert-Drache
Associate Dean, Students (Arts)
Paula Wilson
Associate Dean (Science and Engineering)
Vivienne Monty
Senior Librarian, Frost Library
York University
CANADA

We will be discussing our Academic Orientation survey results and how important it is for students to understand academic expectations in academic orientation of peer advisors as part of academic orientation, critical skills, and other aspects of the orientation. There are overwhelming survey responses that indicate a high comfort with the university as a result of attending Academic Orientation. We will also discuss how we did a post-orientation evaluation and survey four months after Academic Orientation to see how it helped students with the transition to university. This research is based on surveying 120 students at the time of the summer Academic Orientation and doing a follow up survey with 47 students four months later in the middle of the academic year.

70-CR
Multiple Student Voices: What Makes an Effective Tutorial?

Hochelaga 2

Megan Burgoyne
Educational Advisor
Stellenbosch University (SU)
SOUTH AFRICA

In this session, we will report on the responses of 811 students enrolled in Economics 114 who were asked to report on their tutorial experiences. The results emphasize the need for adopting flexible modes of delivery and ensure flexibility of the review of entrenched modes of teaching that may hinder student participation. It is hoped that this study will lead to the optimization of tutorials at SU and contribute to the existing literature on the first-year experience.

71-CI
Developing and Assessing High-Impact Educational Programs to Support First-Year Student Learning and Success

Hochelaga 3

Frank Ross
Assistant Vice Chancellor for Student Life and Learning
Indiana University Purdue University Indianapolis (IUPUI)
Jillian Kinzie
Associate Director, NSSE Institute for Effective Educational Practice and the Center for Postsecondary Research
Indiana University
UNITED STATES

Educational programs and activities such as learning communities, student-faculty research, study abroad, and capstone experiences engage first-year students and elevate their performance on desired outcomes measures. Presenters will summarize results from the National Survey of Student Engagement (NSSE) that measure the effects of participating in these high-impact practices on other college experiences. Presenters will detail the IUPUI first-year experience as a case study demonstrating high-impact practices to support first-year student learning and success.
72-CT
Creating a Supportive Environment for First-Year Students by Developing a One-Stop Shop
Hochelaga 4
Michelle Taylor
Associate Vice President for Student Services
Liz Childs
Director of One Stop
Utah Valley University
UNITED STATES
Providing a one-stop shop where staff are cross-trained in admissions, registration, records, financial aid, parking, and cashiering allows for a higher level of service for first-year students. This presentation will discuss how Utah Valley University was able to design and implement One Stop in an effort to create a culture of support. Ideas and strategies of how to implement this concept on other campuses will be highlighted.

73-R
Academic Retention of Students in Transition: Areas of Consensus, Areas of Controversy
Hochelaga 5
Marjorie Getz
Coordinator, Turning Point Retention Program, Instructor, Department of Psychology
James A. Pilkey
Graduate Student
Bradley University
UNITED STATES
College involves balancing studies, work, and other opportunities, which can lead to academic probation for first-year students. Understandably, many schools focus on strategies for retaining these students. This roundtable will promote dialogue about the efficacy of retention of first-year students and lead to positing models that might describe how students end up with academic difficulties and suggested strategies for professional staff who work in the area of learning assistance and academic retention.

74-CT
A Thorny Issue: Encouraging Students to Engage in Large Classes
Hochelaga 6
Jane Brown
Lecturer/Teaching Fellow
Edinburgh Napier University
SCOTLAND
At the crucial time of transition into university, students are often taught in large classes. They feel anonymous, and lecturers’ complaint of poor relationships with students, resulting in first-year teaching being perceived as low-status and given insufficient priority. This session will address this thorny issue and discuss the design of a first-semester module for 250 students, which creates meaningful teaching experiences for lecturers and a positive learning environment encouraging successful transition for students.

75-CR
A Comparison of Learning Skills Delivery Models: Individual Appointments, Non-Credit Workshop and Transitional Success Course
Mackenzie
Sheilagh Grills
Learning Skills Specialist
Brandon University
CANADA
This presentation will examine three delivery models for academic support of first-year students. At Brandon University, learning skills support has historically been provided by individual appointments and non-credit workshops covering the most common issues. In 2005, a critical thinking and learning skills course was introduced to help bridge the transition to university for underprepared or nontraditional students. A longitudinal comparison of these groups of students will be discussed in terms of retention, academic performance, and graduation.

76-CT
Student Development Theory in Film
Duluth
Eileen Merberg
Retention and Leadership Specialist
Tim Ecklund
Associate Vice President for Campus Life
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. This session will show how we can apply the theory to enhance our students’ success.

77-CR
Evaluating an Outdoor Adventure Program as a First-Year Seminar
Saint-Maurice
Brent Bell
Assistant Professor of Outdoor Education
University of New Hampshire
UNITED STATES
Thinking of ways to engage students? What if you teach your first-year seminar in an intensive outdoor adventure environment? Would the course be better, different, or less effective? This session reports on research comparing an adventure based first-year seminar to a more traditional seminar. Utilizing an exploratory sequential design (Creswell & Plano Clark, 2007), researchers used qualitative data to explain the differences in quantitative finding with broad implications for first-year experience courses.
In response to the problem of how to help educationally and economically disadvantaged students succeed in a selective college with a challenging core or general education curriculum, the SEEK Department at Brooklyn College developed a comprehensive curricular model to meet this important goal. The pedagogy was developed under three major US Department of Education FIPSE grants in which approximately 40 colleges and universities ultimately participated and adapted aspects of the project on their campuses.

This presentation will examine the efficacy of a postsecondary 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 will be described in the presentation, has significantly improved retention rates in multiple cohorts of at-risk students.
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“This is a useful and timely book that will be welcomed by many in Student Success Courses around the globe.”

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“The information presented in the text is clear, straightforward and encourages students to assume ownership of their college experience.”

— Mary P. Lovelidge, Blinn College

“I most appreciate that the content recognizes the needs of diverse students — traditional and nontraditional students, underprepared students, and students of color.”

— Susan Dawkins, University of Pittsburgh at Johnstown
Continental Breakfast
7:30 am – 8:30 am
Foyer – Convention Floor

Conference Registration
7:30 am – 12:00 noon
Foyer – Convention Floor

Cybercafé
8:00 am – 11:00 am
Saint-Charles Room

8:15 am – 9:15 am

84-CI
Giving Students an Opportunity to Succeed: Developing and Coordinating a Successful Summer Program for First-Year Students
Hochelaga 2

Hazel Hooker
Assistant Director, Academic Advising Center/First-Year Experience

Monica Roca
Assistant Director, Academic Advising Center

Florida International University
UNITED STATES

Studies have shown that attending a summer program prior to the first year of college has many positive effects for students, including higher retention and graduation rates. Consequently, it is essential that resources are allocated and mechanisms are put in place to assure that students are guided into courses that lead them toward a successful first year. The main objective of this session will be to address the resources and mechanisms implemented to accomplish this task.

85-CR
The Power of Two: Researching the Effects of Peer Mentoring on Student Retention and Engagement
Hochelaga 3

Margie Bader
Program Coordinator, SMILE Mentoring Program

Sheryl Minnett
Faculty, SMILE Mentoring Program

Seneca College of Applied Arts and Technology
CANADA

Is peer mentoring an effective retention strategy? Does it increase engagement? The SMILE (Student Mentoring in Life & Education) Program from Seneca College partnered with an external research company to determine the efficacy of mentoring at this multi-campus college. Presenters will discuss the design and implementation of the study, which involved 600 first-year students. They will also provide an overview of this highly developed mentoring program and share both quantitative and qualitative data from the research.

86-CI
Implementing a Common Reading at a Commuter Campus
Hochelaga 4

Kim Keffer
Director, First-Year Experience

Mikiko Crawford
Faculty Coordinator

Ohio University Southern
UNITED STATES

Common reading programs are an outstanding way to build community among first-year students. This session will provide an overview of the implementation of a common reading program at a commuter campus from the selection of text through classroom integration. In addition, information will be shared regarding campus and community activities related to the common reading. The results of a survey assessing faculty perception of program implementation and student learning will be provided.

87-R
The Role of Undergraduate Research in the First-Year Experience
Hochelaga 5

Svetlana T. Karpe
Director, Undergraduate Research Scholars Program

Amy Sloane
Faculty Associate

University of Wisconsin - Madison
UNITED STATES

This roundtable will facilitate discussion on research as an integrative dimension of the first-year experience. Undergraduate research experiences have been linked to a wide range of student achievement outcomes, such as liberal education learning goals; closing the achievement gap for underrepresented students; sense of belonging in college; engagement with and commitment to addressing social problems; and personal and professional development. The facilitators will encourage discussion on: (a) participants’ successes and challenges with undergraduate research programs at their institutions, (b) strategies for recruiting students and faculty mentors, and (c) effective ways to assess outcomes. The session will be open to additional areas of interest and concern as they arise in the discussion.
8:15 am – 9:15 am cont’d

88-CR
Considering the First-Year Experience for Native American/Indigenous College Students
Hochelaga 6

Timothy Ecklund
Associate Vice President for Campus Life, Buffalo State College

Danielle Terrance
Doctoral Student, The Ohio State University

Amy Reynolds
Assistant Professor, University at Buffalo (SUNY)

UNITED STATES

Research has shown that American Indian students have unique experiences on college campuses. The ability of these students to adjust to campus life, including academic demands, may clearly be related to the experiences they have had with racism and other forms of discrimination and their resilience when faced with these and other challenges. This presentation will explore the results of a study of approximately 331 American Indian college students from the United States and Canada that examined the interaction among academic and cultural attitudes. The participants will be asked to give insights to how the results of this study may apply to their work with indigenous students. Also, the participants will be asked to consider how this information will assist college student affairs professionals who are directly involved in working with American Indian students in providing culturally relevant programs and services, particularly in the first year. Programming and training implications for meeting the needs of American Indian students will be examined.

89-CI
Implementing Strengths in a First-Year Program
Mackenzie

Sondra Cave
Director of Freshmen Seminar
Mid America Nazarene University
UNITED STATES

This session will highlight the steps taken to successfully implement the use of the strengths philosophy into a first-year program. Not only will the implementation process be shared, but samples of curriculum and interactive learning exercises will also be presented. In addition, the presenter will share with participants important things to consider when implementing a new concept/curriculum such as this.

90-CT
Campus After Dark: First-Year Experiences of ‘Raunch Culture’
Duluth

Lyndsay Anderson
Residence Life Manager
Dalhousie University
CANADA

‘Raunch Culture’ is a trend that is sweeping across campuses with alarming popularity. Whether demonstrated as sexist and offensive language/photographs, ‘pimp and hoe’ parties, or the hyper-sexualization of everyday (campus) life, it’s time to begin discussing this emerging issue. Participants should be prepared to explore language, gender, sex, and violence within the first-year student population, in order to ensure that we engage in and create opportunities for safe and open dialogue among these students.

91-CI
The New Look of First-Year Academic Advising: A Perspective from the Provost’s Office
Saint-Maurice

Jodi Koslow Martin
Assistant to the Provost

Andrew Manion
Provost
Aurora University
UNITED STATES

In the provost’s office, assessment is essential in leading and justifying change. When retention rates remained stagnant after the implementation of first-year, faculty-based advising program and student satisfaction inventories indicated academic advising needed improvement, one small university got creative. We developed a student success center combining academic advising and career development with close ties to admissions to support first-year students and all undergraduates. Participants will learn what to consider when strategizing and implementing changes in first-year student academic advising.

9:15 am – 9:30 am

Morning Break
Foyer – Convention Floor

9:30 am – 10:30 am

92-CT
Growing Faculty and Students in First-Year Seminar Learning Communities
Hochelaga 2

Kathleen Skubikowski
Director of First-Year Seminars/Associate Professor of English

Mary Ellen Bertolini
Associate Director of Writing

Katy Smith Abbott
Associate Dean of the College
Middlebury College
UNITED STATES

The first-year seminar program at Middlebury College has, in 22 years, become a locus for faculty development. Recently, we integrated teaching and learning services into a team of professional staff and student mentors (i.e., reference librarians; educational technologists; peer writing tutors; and ACEs, peer Academic Consultants for Excellence) for each seminar. This presentation will examine the resulting synergy when cross-campus collaboration works well. With this team approach, seminars become mini-learning communities. Both faculty and students take more risks, are more ambitious in what they ask of themselves, and grow. We will share longitudinal data assessing that growth.

93-CT
First-Year Retention Initiatives: The Kettering University Experience
Hochelaga 3

Caron Wilson
Director of Special Projects

John Geske
Department Head, Computer Science
Kettering University
UNITED STATES

Kettering University has witnessed a significant jump in first-year retention from a 10-year average of 84.9% to 94.3% for the 2007 first-year student cohort. This presentation will discuss the retention initiatives that contributed to this success. It will focus on the first-year seminar, a course that employs a unique instructional model of coordinator, faculty volunteer, and upper-class student. In this session, topics covered will be achieving faculty and student buy-in, surprises and successes, and student assessment of the results.
which application of critical thinking is embraced and the creation of a classroom environment in order to evaluate student progress, critical thinking, the successful implementation of appropriate activities to encourage and assess discussion will assist those teaching first-year effective approaches to addressing this need. The area and to brainstorm novel and innovative approaches to addressing this need. The high school to college transition is difficult for many entering students as they experience interpersonal, social, academic, and career changes. While most colleges offer a short term in-person orientation to help students adjust and integrate into a college campus, the results of this two-year study investigated a summer alternative method of advising, acclimating, and orienting first-year students may be realized through the use of virtual and Web 2.0 technologies.

Critical Thinking as Part of the First-Year Experience Curriculum

Pamela M. Golubski
Associate Director of Undergraduate Studies and Assessment
Carnegie Mellon University
UNITED STATES

The high school to college transition is difficult for many entering students as they experience interpersonal, social, academic, and career changes. While most colleges offer a short term in-person orientation to help students adjust and integrate into a college campus, the results of this two-year study investigated a summer alternative method of advising, acclimating, and orienting first-year students may be realized through the use of virtual and Web 2.0 technologies.

How Learning Styles, Attitudes, Experiences, and Demographics Affect Academic Achievement in First-Year Chemistry Courses

Elizabeth Ilnicki-Stone
Learning Skills Instructor and Graduate Student
Brock University
CANADA

At Brock University, the Faculty of Mathematics and Science has the highest proportion of first-year students put on academic probation, with introductory Chemistry presenting the most difficulty for many students. To identify what factors are correlated to academic success in first-year chemistry, final grades were compared to learning styles as determined by the Kolb Learning Styles Inventory, Attitudes, and Experiences; results of the Chemistry Attitudes and Experiences Questionnaire; and various demographic factors.

Cross-Disciplinary Experiential Learning: Practical Examples From a Commuter Campus

Wayne Powell
Associate Professor and Chair, Department of Geology
Liv Yarrow
Associate Professor
Brooklyn College, City University of New York
UNITED STATES

This session will offer educators and administrators a blueprint for designing assignments that use the campus, city streets, and public institutions to build on classroom experiences in a first-year learning community. Students simultaneously draw upon two disciplines, immediately apply new information to real-life experience, and are challenged to synthesize the information into holistic explanations of their observations. The session will end by examining actual journal reflections by students after each exercise.

Virtual Onboarding First-Year Students to Campus

Hochelaga 4

This session will examine the relevant pedagogical theory, research, and best practices for teaching critical thinking. Participants will be encouraged to share their own experiences in this area and to brainstorm novel and innovative approaches to addressing this need. The discussion will assist those teaching first-year seminars and other first-year courses by discussing 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 of critical thinking is embraced as a tool for learning.

How Learning Styles, Attitudes, Experiences, and Demographics Affect Academic Achievement in First-Year Chemistry Courses

Hochelaga 6

Elizabeth Ilnicki-Stone
Learning Skills Instructor and Graduate Student
Brock University
CANADA

This session will examine the relevant pedagogical theory, research, and best practices for teaching critical thinking. Participants will be encouraged to share their own experiences in this area and to brainstorm novel and innovative approaches to addressing this need. The discussion will assist those teaching first-year seminars and other first-year courses by discussing 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 of critical thinking is embraced as a tool for learning.

Pathways to Student Success: Promoting a Successful Transition to Higher Education Through Mutual Support and Guidance

Duluth

Amanda Ingleby
Widening Participation Officer, Centre for Learning Innovation and Professional Practice
Jane Andrews
Research Fellow, Centre for Learning Innovation and Professional Practice
Robin Clark
Head of Learning and Teaching Research, Centre for Learning Innovation and Professional Practice
Baljit Gill
Learner Enhancement Manager, Centre for Learning Innovation and Professional Practice

Aston University
UNITED KINGDOM

This session draws upon the findings of a large study focusing on the role played by formal peer support and learning (PSL) programs (such as Supplemental Instruction) in promoting a successful transition to higher education and thus enhancing first-year student success. The study makes a significant contribution to current knowledge in that it critically discusses the nature and scope of PSL programs across the United Kingdom higher education sector.

Seamless Transitions: A Guide to Latino Student Success

Saint-Maurice

Daniel Lopez
Associate Dean of Academic Development/Director of NEIU-El Centro

Northeastern Illinois University
UNITED STATES

This session will provide information about the Motivating and Engaging students Towards Academic Success (METAS) program designed to recruit and retain nontraditional Latino students at a comprehensive urban Hispanic-Serving institution in the United States. Presenters will also share specific program components, academic support materials, and assessment instruments designed to assist in the development and implementation of a successful recruitment and retention program.
George Brown College had a decentralized process for orientation of new students. Practices varied widely by academic centre. In 2005, a college-wide team was assembled to investigate, evaluate, and redesign week of welcome activities. After piloting a redesigned orientation program with one academic centre in 2006, all academic centers participated in 10 centrally coordinated orientation sessions in 2008. So now that everyone is on board, how do you sustain and improve on what you've built and how do you manage three sites and 3,400 students over three days? For our institution, the answer was The Student Leadership Academy.

In fall 2007, Southern Vermont College (SVC) instituted a first-year course with strong community service projects attached to it called Quest for Success. While that course has been both beneficial and needed, as we will discuss, it was a precursor to more innovations that we believe are helping to establish connectivity on the SVC campus. We experimented with new, out-of-the-box, financially viable initiatives and then examined short-term outcomes and effectiveness. We have had measurable success.
Abilene Christian University
Abilene Christian University (ACU) emphasizes high-quality academics in a distinctively Christian environment. Founded in 1906, in Abilene, Texas, ACU is a four-year, private comprehensive university with current enrollment of about 4,700 students. The University employs approximately 218 full-time faculty members. Ninety-four percent of the tenure track faculty has terminal degrees. The University offers 60 baccalaureate majors, 28 master’s programs, and one doctoral program. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Brock University
Brock University, located in St. Catharines, Ontario, is a predominantly undergraduate institution with a population of approximately 6,000 students with each entering first-year class in fall 2008 was 1,350 (total enrollment: 16,650), 75% of whom enter from New York City public high schools. Brooklyn College is a commuter school.

Brooklyn College, City University of New York (CUNY)
Brooklyn College is a public liberal arts college that also offers masters programs and participates in PhD programs at the CUNY Graduate Center. The entering first-year class in fall 2008 was 1,350 (total enrollment: 16,650), 75% of whom enter from New York City public high schools. Brooklyn College is a commuter school.

Buffalo State College
Buffalo State was established in 1871 and joined the State University of New York (SUNY) system in 1948. Buffalo State is the largest of the four-year, comprehensive, liberal arts colleges in the SUNY system. Buffalo State is a master’s comprehensive institution offering 140 undergraduate and 63 graduate degree programs to more than 12,000 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.

Bunkyo Gakuin University
Bunkyo Gakuin University was originally founded in 1924. Bunkyo Gakuin has been conducting practical education under a principle that encourages independence and co-existence. The University is comprised of four undergraduate faculties: Business Administration, Foreign Studies, Human Studies, and Health Science Technology. The University currently has more than 4,000 students enrolled in the undergraduate program.

Canada Millennium Scholarship Foundation
The Canada Millennium Scholarship Foundation is a private, independent organization created by the Government of Canada, with a mandate to deliver grants and scholarships to Canadian postsecondary students. The Foundation provides students with opportunities to pursue the postsecondary education they need to prepare themselves for the future.

Concordia University
Concordia University is located in Montreal, Canada. It is a large, comprehensive university with a diverse student body of almost 44,000 undergraduate, graduate, and continuing education students from more than 150 countries, studying in over 500 programs.

Dalhousie University
One of Canada’s leading universities, Dalhousie is widely recognized for outstanding academic quality and teaching and a broad range of educational and research opportunities. Located in Halifax, Nova Scotia, since 1818, Dalhousie attracts students from around the world. Dalhousie University combines a tradition of excellence with the hospitality of Canada’s beautiful east coast.

DePaul University
Located in Chicago, Illinois, DePaul University is the nation’s largest Catholic university, with nearly 25,000 students. Founded on the Vincentian principle of access for everyone, DePaul remains committed to providing a quality education through personal attention to students from diverse backgrounds.

Doshisha University
Doshisha University is a comprehensive four-year university, which has 12 undergraduate departments, 12 graduate schools, and two professional schools. The number of students is approximately 28,000. Our research programs cover a wide range disciplines such as applied engineering, life sciences, social sciences, and humanities.

Eastern Illinois University
Eastern Illinois University is a regional, comprehensive institution in central Illinois with approximately 12,000 students. The majority of students come from Illinois with nearly 50% coming from Chicago. Eastern has one of the highest percentages of students living on campus at public universities.
Edge Hill University
A national Centre for Excellence in Teaching and Learning, Edge Hill University has 20,000 students. It is among the United Kingdom’s largest providers of teachers and their professional development, has provision in nursing and allied health sciences, and offers a full range of undergraduate and postgraduate programs in arts and sciences.

Edinburgh Napier University
Since 1964, when it was established, Napier University has become one of Scotland’s largest universities with 14,000 students and 1,700 staff. It offers 122 undergraduate and 70 postgraduate programs in arts, business studies, computing/information technology, health care, engineering, and science in addition to a growing portfolio of continuing professional development programs for working professionals. Edinburgh Napier University is a dynamic, innovative, and forward-looking institution dedicated to supplying educational services that are relevant to the needs of today’s students and employers.

Elon University
Elon University is a small, private comprehensive university known for excellent arts and sciences along with outstanding professional programs located in the Piedmont of North Carolina. There are approximately 5,000 undergraduate students, from more than 40 states and more than 50 other nations. There are more than 340 full-time faculty teaching in 50 undergraduate majors.

Fanshawe College
Fanshawe College is one of the largest college campuses in Ontario with more than 14,000 students and access to larger centers along the Detroit-Toronto-Montreal corridor. Fanshawe College works with the Dell Scholars Program, an initiative of the Michael & Susan Dell Foundation, which provides 250 first-year students with resources and mentoring beyond initial financial assistance to ensure they have the support they need to obtain a college degree.

Fleming College
Fleming College is located in the heart of Central Ontario with five campus locations. The college has more than 90 full-time programs in business, community development, environmental and natural resource sciences, fine arts, health and wellness, law and justice, technology, and skilled trades. Fleming College has 5,000 full-time and 10,000 part-time students and more than 50,000 alumni.

Florida International University
Florida International University (FIU) is a large, public, urban, multi-campus, research university located in Miami, Florida. It is a minority majority institution—majority Hispanic—with a predominantly commuter population. FIU has received many accolades since it opened its doors in 1972. Recent accomplishments include the addition of colleges of law and medicine.

George Brown College
In the heart of Toronto, George Brown College (GBC), founded in 1967, has become woven into the economic, cultural, and social fabric of the city. GBC is one of Canada’s largest, most diversified, and highly respected colleges, serving a broad and vibrant student body with an incredibly rich program mix of apprenticeship training, certificates, diplomas, and degrees. The College has three main campuses in downtown Toronto from which it offers 150 full-time programs and 1,200 continuing education courses. Drawing from its close relationships with industry, George Brown College creates and continually enhances relevant programs and curricula to serve the needs of both students and employers by producing workplace-ready graduates who are highly sought after.

Georgetown University
Founded in 1789, the same year the U.S. Constitution took effect, Georgetown University is the nation’s oldest Catholic and Jesuit university. Georgetown is a major international research university that embodies its founding principles in the diversity of its students, faculty, and staff, the commitment to justice and the common good, its intellectual openness, and its international character.

High-Tech Institute Orlando
Established in 1998, High-Tech Institute (HTI) Orlando offers career-focused training programs in health care, computer networking, graphic design, massage therapy, and criminal justice. Dedicated to graduating career-focused professionals whose skills match today’s market, HTI Orlando blends the necessary coursework with real-world work environments.

Illinois State University

Indiana University of Pennsylvania
Since its founding in 1875, Indiana University of Pennsylvania (IUP) has progressed and evolved to match the changing needs of those it serves. Today, IUP has a diverse, vibrant, research-based, and student-centered community comprising distinguished faculty members and more than 14,000 undergraduate and graduate students from across the nation and around the world. Consider the extensive choices and resources of the fifth-largest university in the state—including more than 140 undergraduate degree programs, a nationally recognized honors college, and more than 70 graduate programs, including numerous doctoral programs.

Indiana University Purdue University Indianapolis
Indiana University-Purdue University Indianapolis (IUPUI), Indiana’s premier urban university, is a public, four-year commuter institution located in downtown Indianapolis, Indiana. With 30,000 students, IUPUI is an urban research and academic health sciences campus, with 22 academic schools that grant degrees in more than 200 programs from both Indiana University and Purdue University.

Indiana University Southeast
Indiana University Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, its mission is to provide high-quality educational programs and services that promote student learning, to prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region. The majority of the University’s more than 5,000 undergraduates commute to campus. Indiana University Southeast also has graduate programs in a variety of areas serving 818 students in the local community.

Indiana Wesleyan University
Indiana Wesleyan University (IWU) is a comprehensive, private university with its main campus in Marion, Indiana. IWU’s mission is to produce students prepared and committed to engagement in world changing endeavors. An evangelical Christian commitment permeates the university’s programming and culture and guides an institutional focus on encouraging students to pursue their life purpose.

J.F. Oberlin University
J.F. Oberlin University is located in Tokyo, Japan. The university consists of four colleges and the compulsory foundation college, University College of Cornerstone Education (CCE). The CCE provides the core program for the first and second-year students and the Academic and Career Advising division provides an academic advising program.

Kansai University
Kansai University was founded as Kansai Law School in November 1886, in the large commercial city of Osaka. Its founders consisted of a dozen people who were judicial officers and businesspersons. At present, Kansai University offers 10 faculties within its undergraduate day school, and five faculties (Engineering and Informatics being the exceptions) within its undergraduate evening school. At the same time, it also offers graduate studies in all seven faculties, plus the independent Graduate School staffed by members of its Institute of Foreign Language Education and Research. The University, with its attached senior and junior high schools and kindergarten, has a total student body of 30,000.

Kennesaw State University
Kennesaw State University (KSU) is the third-largest university and one of the fastest-growing institutions of higher education in Georgia. It is the university of choice for 2,200 students residing on campus, enrolling more than 4,000 first-year students and a total student body of more than 20,000. KSU is a comprehensive four-year, public university with nationally recognized liberal arts, professional, and continuing education programs. U.S. News & World Report has recognized KSU for having one of the best “first-year experience programs” for the last six years, consecutively.

Kettering University
Kettering University, formerly GMI Engineering and Management Institute, is a primarily undergraduate institution specializing in engineering, science and technology. It has ABET accredited programs in engineering and computer science, in addition to degrees in the applied sciences and business. It is unique in its mandatory cooperative education programs.

King’s College London
King’s College London is one of the UK’s oldest multi-faculty universities with more than 20,000 students. It belongs to the Russell Group of research-led universities.
Kobe University
Kobe University, working in a spirit of integrity, freedom, and cooperation in keeping with its open and cosmopolitan culture and environs, aims to contribute to the global community through the creation of knowledge founded on universal values and the fostering of rich understanding and strong leadership skills.

Landmark College
Landmark College is a private two-year college that exclusively serves students with diagnosed learning disorders, including AD/HD and Asperger’s syndrome. Founded in 1985, it has served more than 3,000 students, and currently enrolls nearly 500 students in four associate’s degree programs.

Lyndon State College
Lyndon State College, founded in 1911, is a four-year, public institution located in the heart of the Northeast Kingdom region of Vermont. With a commitment to serving first-generation and rural students, Lyndon strives to serve Vermont and to prepare each of its 1,400 students for personal and professional success.

Marymount College
Marymount College is a small, student-centered, independent college in southern California devoted primarily to general education and the liberal arts. More than 90% of its students transfer to baccalaureate-granting institutions across the country and abroad. The college is currently in the process of redefining itself as a baccalaureate, degree-granting institution.

Michigan State University
Michigan State University (MSU) is a pioneer land-grant institution. Known internationally as a major U.S. public university with global reach, the university has been transforming lives through innovative teaching, research, and outreach for more than 150 years. In fostering both research and its application, the university will continue to be a catalyst for positive change.

Mid Sweden University
Mid Sweden University is situated in the Western Cape, South Africa. Stellenbosch University is a medium-sized, research-led institution situated in the Western Cape, South Africa. The university has approximately 25,000 students, with just over 4,800 making up the first-year cohort. The establishment of the First-year Academy, a university-wide initiative, has focused attention on the well-being of first-year students to enhance student success.

Mid Sweden University
Mid Sweden University is situated in a part of Sweden where long distances to higher education are recognized barriers to student recruitment and retention. One of the university’s biggest challenges is to improve the number of students in the region who enter higher education courses. An important strategy to reach the students is distance education, which is why the university has a plan for systematically developing that strategy.

MidAmerica Nazarene University
MidAmerica Nazarene University is a small, private, comprehensive liberal arts university of the Church of the Nazarene located 20 minutes south of downtown Kansas City, Missouri. The total undergraduate/graduate enrollment is approximately 1,950. Students can choose from 41 undergraduate majors and five pre-professional programs.

Middlebury College
Middlebury College is a highly selective, residential, four-year liberal arts college located in rural Vermont. It has a student population of 2,350, a student/faculty ratio of 9 to 1, approximately 12% international students and 10% US students of color. Approximately 65% of Middlebury students spend all or part of their junior year abroad; all students take a first-year seminar; and beginning with the class of 2014, all seniors will do an independent capstone project.

Mount Royal College
When Mount Royal first opened its doors nearly 100 years ago on September 8, 1911, it welcomed 189 students. Today, some 12,000 credit students take a variety of programs and courses including bachelor’s degrees, applied degrees, university transfer courses, diplomas, and certificates. The courses offered have changed over time, but Mount Royal’s focus remains the same—providing quality teaching and small class sizes. Experience has also taught Mount Royal the importance of preparing students well for life after graduation. That means practical and current information, as well as hands-on learning through work placements, practica, and co-op education.

Northeastern Illinois University
Founded in 1867, Northeastern Illinois University continues to meet the demand for quality, affordable education, serving 12,000 students at the main campus on Chicago’s north side and three additional campuses including NEIU-El Centro in the metropolitan area. NEIU is the most diverse university in the Midwest (according to U.S. News and World Report) and a federally designated Hispanic Serving Institution. NEIU-El Centro provides accessible, high-quality, and affordable undergraduate and graduate courses leading to bachelor and master’s degrees. In addition, NEIU-El Centro reaches out to the Latino community by providing programs in the areas of education, health, housing, and technology.

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

Patrick Henry Community College
Patrick Henry Community College (PHCC), which serves 3,000 students each semester, is one of the 23 Virginia Community College System comprehensive open-door institutions located in rural South-Central Virginia. PHCC is an Achieving the Dream institution and has received regional and national recognition of both academic and support services.

Queen’s University at Kingston
Founded in 1841, Queen’s University at Kingston is one of Canada’s leading universities with an international reputation for scholarship, social purpose, spirit, and diversity. With 22,000 undergraduate and graduate students, Queen’s attracts highly qualified applicants and maintains a strong research profile.

Queens University of Charlotte
Queens University of Charlotte (Queens), founded in 1857, is a comprehensive, private university in the southeastern United States. With an enrollment of 2,300 including graduate programs, Queens has an entering class of 300 students, and a total of 1,300 undergraduate students.

San Jose State University
San Jose State University is one of 23 campuses in the California State University system. Located in the heart of Silicon Valley, it enrolls a very ethnically diverse population of more than 30,000 students.

Seneca College
Seneca College is the largest college in Canada with 100,000 students receiving internationally recognized career education and training on campuses across the greater Toronto area. Every Seneca College program delivers advanced learning and hands-on experience demanded by employers today and prepares graduates for real success in their chosen careers.

Seneca College of Applied Arts and Technology
Seneca College is one of the largest commuter colleges in Canada with 19,000 full-time students (including 2,400 international students) and more than 23,000 part-time students across eight campuses. Seneca offers certificate, diploma, and applied degree programs. It also has several national and international university partnerships.

Southeast Missouri State University
Southeast Missouri State University is a fully accredited, regional comprehensive institution of approximately 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 Vermont College
Southern Vermont College is a private, four-year, liberal arts college in Bennington, Vermont. More than 50% of our students will be the first in their families to graduate from college and more than 80% receive some form of financial aid. Currently, approximately 460 students attend the College, the majority being full-time attendees.

Touchstones Discussion Project at St. John’s College
Now in its 25th year, Touchstones Discussion Project uses a structured seminar environment to train participants in a new approach to leadership and collaborative investigation. A registered not-for-profit, Touchstones works with schools, universities and colleges, prisons, senior centers, international concerns, governmental agencies, and private groups.

Stellenbosch University
Stellenbosch University is a medium-sized, research-led institution situated in the Western Cape, South Africa. The university has approximately 25,000 students, with just over 4,800 making up the first-year cohort. The establishment of the First-year Academy, a university-wide initiative, has focused attention on the well-being of first-year students to enhance student success.
The University of Queensland is one of Australia’s premier learning and research institutions. It is a multi-faculty university with large numbers of minority-ethnic students and those from low socio-economic groups.

University of Cincinnati The University of Tennessee, Knoxville (UTK) is a large, research-extensive, public land-grant institution that serves as the state’s flagship campus. With an enrollment of approximately 27,000, UTK offers degrees at the undergraduate, graduate, and first-professional (JD, MD) levels, employs approximately 1,500 instructional faculty members, and houses more than 100 research centers/institutes. The College of Architecture and Design houses the only accredited School of Architecture in Tennessee, the top-ranked interior design program in the state.

Trent University Trent University is primarily an undergraduate institution located in central Ontario, Canada. Current enrollment at the institution is about 8,000 students with approximately 5% of the students enrolled as graduate students and about 15% as part-time students.

United States Coast Guard Academy Located in New London, Connecticut, the United States Coast Guard Academy (CGA) is the smallest of the five U.S. military service academies. Majors include civil, mechanical, and electrical engineering; naval architecture; marine and environmental sciences; management; government; and operations research. The CGA is accredited by the New England Association of Colleges and Schools.

Universidad Rovira Virgili Universitat Rovira Virgili (URV) is a small university located in Tarragona, a city of Catalonia in the northeast of Spain. URV has a wide range of studies including health-related fields, teaching training, business, and engineering. Enrollment is approximately 12,000 undergraduate students, 900 postgraduates, with 800 professors.

University College London University College London is a large multi-faculty university, located in the centre of London in the United Kingdom. It has been consistently ranked amongst the leading higher educational institutions for research and teaching, and has a large international cohort of undergraduate and postgraduate students.

University of Bradford The University of Bradford is a small institution enrolling approximately 11,000 students and based in the north of England. Bradford prides itself on being friendly and student-focused. Our student population is diverse with large numbers of minority-ethnic students and those from low socio-economic groups.

University of Hyogo The University of Hyogo aims to conduct education and research with a particular focus on interdisciplinary pursuit, promote unique, pioneering research, and thereby create new knowledge.

University of Nevada, Las Vegas (UNLV) In its 50-year history, UNLV has undergone an amazing transformation from a small branch college into a thriving urban research institution of 28,000 students and 3,300 faculty and staff. Along the way, the urban land-grant university has become a dynamic resource for one of the country’s fastest-growing and most enterprising cities. UNLV’s 350-acre main campus, located on the southern tip of Nevada in a desert valley surrounded by mountains, is home to more than 220 undergraduate, master’s, and doctoral degree programs, all accredited by the Northwest Commission on Colleges and Universities.

University of New Hampshire The University of New Hampshire (UNH), founded in 1866, is a world-class, public research university with the feel of a New England liberal arts college. A land, sea, and space-grant university, UNH is the state’s flagship public institution, enrolling 11,800 undergraduate and 2,400 graduate students.

University of Oklahoma The University of Oklahoma, a doctoral degree-granting research university, serves the educational, cultural, economic, and health care needs of the state, region, and nation. Enrollment is approximately 30,000 in 19 colleges. More than 2,000 full-time faculty teach courses in more than 380 degree plans at the baccalaureate, master’s, and doctoral levels.
University of Pretoria
The University of Pretoria is a large, residential institution with approximately 38,000 undergraduate students. The university offers more than 1,800 academic programs in two of the nation's official languages, namely Afrikaans and English. It has nine faculties and is regarded as one of the leading research institutions in South Africa.

University of the Free State
The University of the Free State (UFS) is one of the traditional universities in South Africa. It is a multicultural parallel medium (English & Afrikaans) institution consisting of seven faculties offering a full range of undergraduate and postgraduate programs to more than 25,000 students.

University of the Pacific
The first chartered institution of higher education in the State of California, the University of the Pacific is a mid-sized independent, comprehensive university offering a choice of high-quality undergraduate and graduate study to students in Stockton, Sacramento, and San Francisco. The University of the Pacific's mission is to provide a superior, student-centered learning experience integrating liberal arts and professional education, preparing individuals for lasting achievement, and responsible leadership in their careers and communities.

University of South Australia
The University of South Australia is a university in Australia which has in excess of 30,000 students. The Division of Business has over 5000 undergraduate students, with 21% international students.

University of Utah
Set in Salt Lake City, Utah, the University of Utah is the state's oldest and largest institution of higher education and is a major research university. It offers more than 100 undergraduate and more than 90 graduate degree programs to over 28,000 students.

University of Windsor
University of Windsor is a comprehensive public university, enrolling 17,000 undergraduate and graduate students in bachelor’s, master’s, and doctoral degree programs across 10 faculties. The University serves a considerable number of at-risk students including those who are low-income, Aboriginal, new immigrants, and first-generation. In recent years, it has also enrolled approximately 10% of the undergraduates and 25% of the graduate students from countries outside of Canada.

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

University of Wollongong, Australia
The University of Wollongong (UOW) in Australia has 22,000 students enrolled. The main campus enrolls around 3,000 first-year students per year. In 2006, UOW was awarded the number one ranking for teaching and learning in Australian universities, and it successfully maintains a high research profile. UOW achieves a five-star ranking for student experience and student satisfaction.

Uppsala University
Uppsala University is a comprehensive, research university dedicated to advancing science, scholarship, and higher education and accepts students from all over Sweden. Approximately 4,200 FTE undergraduate students enroll each year at the Faculty of Science and Technology. Of these, 36% are women and 36% are at least 25 years old.

Utah Valley University
Utah Valley University (UVU) is located in Orem, Utah. With more than 26,000 students, the university is a teaching institution that provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning.

Western Kentucky University
Western Kentucky University is a comprehensive institution with an enrollment of more than 19,500 students. It is located in Bowling Green, Kentucky. It enrolls approximately 2,300 students each year in its first-year seminars and has an extensive offering of residential learning communities and international programs for first-year students.

Westminster College
Westminster College is a residential undergraduate institution located in rural western Pennsylvania. With an enrollment of about 1,400 students, Westminster offers a curriculum emphasizing liberal education, the choice of 41 majors, and a student-faculty ratio of 12:1.

York University
York University is Canada’s third largest leading interdisciplinary teaching and research university in Canada. York offers a modern, academic experience in Toronto and is host to a dynamic community of almost 52,000 students, 7,000 faculty, and staff, and more than 200,000 alumni worldwide. Ten Faculties and 23 research centers conduct ambitious, ground-breaking research, cutting across traditional academic boundaries. The University has two unique campuses: The Keele campus features extensive facilities in a self-contained environment, and the Glendon campus is York’s bilingual, liberal arts campus. Glendon is the only integrated bilingual campus of its kind in Canada, where students can take classes in English and French. York provides excellent student services to foster student success including career, financial, disability, leadership, and academic support.
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