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Dear Conference Delegates,

The staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina is delighted that you have chosen to join us at this year’s National Conference on Students in Transition. We are pleased to have St. Louis Community College, St. Louis University, and Southeast Missouri State University joining us to co-host this conference. All of us welcome you to St. Louis.

We take pride in hosting educationally productive and personally inspiring conferences that create a warm community among delegates, presenters, and exhibitors. The conference committee has planned an outstanding program of preconference workshops, plenary addresses and concurrent, poster, institutional initiative sessions, and roundtable discussions. The conference schedule is designed intentionally to facilitate networking among all participants. We hope that throughout the conference you will take every opportunity to make new friends and colleagues from across the country and around the world. We encourage you to discuss current trends and issues, discover more about the transitional issues students face, and learn from your fellow delegates about cutting edge programs and initiatives.

During the next three days, we trust that you will actively pursue opportunities for both professional and personal enrichment. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns during the conference. Those of us on the conference planning staff look forward to meeting you and working with you while here in St. Louis at the conference, and in the future. Enjoy your time here!

Sincerely,

Mary Stuart Hunter
Director
National Resource Center for The First-Year Experience & Students in Transition
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Conference Schedule

Thirteenth National Conference on Students in Transition

Friday, November 3, 2006
7:30 am - 6:00 pm  Preconference Workshop and Conference Registration
7:30 am - 9:00 am  Continental Breakfast for Preconference Workshop Participants
9:00 am - 5:00 pm  Preconference Workshops
5:30 pm - 6:45 pm  Conference Opening Session and Keynote Address
       Scott Evenbeck, Dean, University College; Professor of Psychology —  
       Indiana University Purdue University, Indianapolis

6:45 pm - 7:30 pm  Welcome Reception

Saturday, November 4, 2006
7:30 am - 6:00 pm  Conference Registration
7:30 am - 9:00 am  Continental Breakfast
7:45 am - 8:45 am  Primer for First-Time Attendees
       John N. Gardner, Senior Fellow, National Resource Center for The First-Year 
       Experience and Students in Transition — University of South Carolina;  
       Executive Director — Policy Center on the First Year of College

Mary Stuart Hunter, Director, National Resource Center for The First-Year 
Experience and Students in Transition — University of South Carolina

9:00 am - 11:15 am  Conference Sessions
11:30 am - 1:45 pm  Colleague Cluster Luncheon with Poster Sessions
2:00 pm - 5:30 pm  Conference Sessions

Sunday, November 5, 2006
7:30 am - 12:00 noon  Conference Registration
7:45 am - 9:15 am  Seated Breakfast with Plenary Address
       Molly Schaller, Assistant Professor and Coordinator, College Student Personnel 
       Program; Fellow, Learning Teaching Center — University of Dayton

9:30 am - 11:45 am  Conference Sessions
12:00 noon - 12:30 pm  Closing Town Meeting
Welcome to the Thirteenth National Conference on Students in Transition. This conference is designed with a setting and structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

Goals of the Conference
The primary goal of the Students in Transition Conference is to assist highly motivated educators and administrators in institutions of higher education as they examine and develop strategies to change campus structures to enhance the learning and success of students in transition: first-year students, sophomores, transfers, and seniors. The conference format provides the opportunity to network and share concepts, ideas, research results, assessment strategies, and programmatic initiatives; and creates an experience sure to stimulate, motivate, and inspire.

Conference Schedule & Session Locations
All conference sessions will be held at the Renaissance Grand Hotel. A complete conference schedule of all session times and other conference events can be found on page 4.

Message Board
A conference message board can be found near the conference registration table. Please check the board periodically for important general or personal messages.

Hotel Map
A layout of the meeting rooms at the Renaissance Grand Hotel is located on the back cover of this program.

Nametag Ribbons
WHITE
RAINBOW
RED
LIGHT BLUE
ROYAL BLUE
GREEN
GOLD
PURPLE

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Conference Staff
Presenters
Advisory Board
Exhibitors
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First-Time Attendee

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

The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina has as its mission to support and advance efforts to improve student learning and transitions into and through higher education.

The Center achieves this mission by providing opportunities for the exchange of practical and theory-based information and ideas through the convening of conferences, teleconferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, a newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a web site and electronic listservs.

Conference Co-hosts

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:

**Saint Louis University**
Saint Louis University is a Jesuit, Catholic university ranked among the top research institutions in the nation. The University is ranked among the top five Catholic institutions in the country and is considered one of the nation’s best educational values. The University fosters the intellectual and character development of 11,800 students on campuses in St. Louis and Madrid, Spain. Founded in 1818, it is the oldest university west of the Mississippi and the second oldest Jesuit university in the United States. Through teaching, research, health care and community service, Saint Louis University is the place where knowledge touches lives.

**St. Louis Community College**
Expanding Minds. Changing Lives. St. Louis Community College is a public coeducational college created by area voters in 1962 to meet the changing educational needs of the St. Louis community. The College offers freshman- and sophomore-level college transfer, career, developmental, and continuing education programs at three campuses and four education centers, and at numerous other locations throughout St. Louis City and County. More than 130,000 students enroll each year in credit and non-credit courses. The College also serves the business community by offering counseling, consulting, and employee training services through its Center for Business, Industry and Labor (CBIL).

**Southeast Missouri State University**
Located in Cape Girardeau, Southeast Missouri State University has more than 10,000 students who choose from among more than 150 academic programs in business, education, the health professions, liberal arts, science and technology, and the visual and performing arts. Recently, Southeast was named in the coveted top-tier of institutions in U.S. News and World Report. Southeast also is recognized as a sponsor for National Merit Scholars by the College Board and was named among only 30 institutions nationwide as a “hidden treasure” by the Kaplan’s Guide. In 2007, on the grounds of a nineteenth-century seminary overlooking the Mississippi River, Southeast will open the River Campus, dedicated to art, dance, music, and theatre.
Registration Information
The conference registration table is located in the Landmark Foyer. The staff of the National Resource Center for The First-Year Experience & Students in Transition will be available to assist you during the following times and dates:

- **Friday, November 3, 2006**: 7:30 am – 6:00 pm
- **Saturday, November 4, 2006**: 7:30 am – 6:00 pm
- **Sunday, November 5, 2006**: 7:30 am – 12:00 noon

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

An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation is [http://nrc.fye.sc.edu/events/sit/evaluation/](http://nrc.fye.sc.edu/events/sit/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 Landmark and Majestic Foyers 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/2006SIT/](http://www.sc.edu/fye/events/presentation/2006SIT/) after November 13. 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 sharri2@gwm.sc.edu.

Attending Sessions
If you plan to attend any presentations on “hot topics” in higher education, plan to get there early; odds are, others will be eager to attend these sessions as well.

Don’t worry, if you can’t get a copy of the handouts for a presentation you can’t attend. There are many other avenues through which to obtain those handouts:
- Handouts that are emailed to the Center will be available online after the conference
- You can leave a business card with the presenter(s) to receive the handout electronically
- Some handouts will be available on the session handout tables in the foyers near the meeting rooms.

Internet Access
The Renaissance Grand Hotel offers dial-up internet access in each guest room at a rate of $1.00 per hour plus 10 cents per minute or high-speed internet access at a daily rate of $9.95 plus tax. The high-speed internet access fee includes unlimited 800, local, and long distance (within the United States, excluding Alaska and Hawaii) telephone calls. The Business Center of the hotel offers high-speed internet access at a rate of 40 cents per minute. Please check with the hotel’s main desk for locations of complimentary wireless access. All prices are subject to change.

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

A maximum of 1.5 CEUs (15 clocked hours) may be earned. If you are interested in obtaining credit, stop by the conference registration table by noon on November 5, 2006.
General Information

Exhibitors

The University of South Carolina and the National Conference on Students in Transition welcome exhibitors. All exhibits will be located in the Majestic Foyer. Exhibitors scheduled to be present at the time of printing are:

**Life After Graduation, LLC** is a leading independent collegiate publishing and presentation company. The company’s mission is to provide colleges the information and resources they need to ensure the academic, financial and career success of their students during and after college. In addition, Life After Graduation, LLC offers customers the unique ability to create specialized publications and presentations that reflect the individuality of the customer.

**CollegeScope by Human eSources, Ltd.** is a web-based First-Year Seminar/Student Success program that offers a repertoire of resources designed to address retention issues. Across the United States and Canada, CollegeScope is impacting student achievement by offering user-friendly and interactive assessments and curriculum that empowers students for success in college and beyond.

**Kendall/Hunt Publishing Company** is the oldest and largest custom publishing company in the industry with over 7000 titles in print and in business since 1944. Kendall/Hunt offers a full range of custom services in the First-Year Experience genre from textbooks to software. We are currently working with over 100 colleges and universities on custom textbooks. We offer a program called “build-a-book” featuring our best existing chapters in the most popular pedagogical selection in the FYE discipline. Our customers can write their own material, use class tested existing Kendall/Hunt material, or a combination of the two. It’s easy! Talk to the Kendall/Hunt representative today.

**Multi-Health Systems (MHS)** is an internationally recognized publisher of evidence-based psychological assessments. The firm has specialized in Emotional Intelligence testing for a decade and boasts two world leading emotional intelligence assessments: the Emotional Quotient Inventory (EQ-i®) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT®). MHS enables colleges and universities to predict and improve student success, leadership and career development.

**CollegeScope**

**Kendall/Hunt Publishing Company**

**Multi-Health Systems (MHS)**

**The National Resource Center for The First-Year Experience and Students in Transition** at the University of South Carolina 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; and maintains a web site and hosts electronic listservs.

**Wadsworth/Thomson Learning** has been proud to partner with the First-Year Experience for 25 years. Publishing multiple textbooks and teaching materials, your classroom success is our success.

Exhibitors
Session Formats
The sessions presented at this conference are in six formats. The alpha designation with the session numbers indicate the session type.

Poster Sessions
These sessions allow for 90 minutes of informal interaction with a large number of conference delegates. Poster sessions are presented in the form of an exhibit and delivered primarily through the use of visual display and handout materials. The poster session host should expect to make brief remarks, share information, and answer questions about the presentation topic.

Poster session types:
(PR) Research Findings
This type of poster session is appropriate for presenting research results focused on a specific topic or program.

(PA) Assessed Programmatic Approaches
This type of poster session is appropriate for a presentation on a specific programmatic approach at a single institution.

Concurrent Sessions
These sessions allow for 30-45 minutes of formal presentation and 15-20 minutes of discussion. This session type is best for those wishing to make formal presentations with questions and interaction.

Concurrent session types:
(CR) Research
These sessions are appropriate for presentations on quantitative or qualitative research that has been conducted on issues addressing student transitions.

(CT) Trends & Issues
These sessions are appropriate for presentations addressing emerging trends, current issues and broad concepts.

(CI) Assessed Institutional Initiative
These sessions are appropriate for presentations addressing and highlighting specific programs/initiatives that have been instituted, assessed and shown to be successful on a particular campus

(RD) Roundtable Discussions
These sessions are designed to promote open discussion around a significant or major issue or theme. Rather than making a formal presentation, session facilitators will encourage and maintain substantive discussion. Roundtable discussions should not emphasize any one program or institutional initiative, but rather give all session attendees an opportunity to share ideas and learn from one another’s experiences.
National Resource Center for The First-Year Experience & Students in Transition/University 101

*M. Stuart Hunter
Director, National Resource Center

Dan Berman
Director, University 101

*John N. Gardner
Senior Fellow

*Barbara Tobolowsky
Associate Director

*Peggy Burton
Publications and Accounts Administrator

Elizabeth Derks
Graphic Designer

Kieley Duncan
Administrative Specialist

Jennie Duval
Business Associate and Conference Registrar

Bert Easter
Assistant Coordinator, Instructional Systems Development and Marketing

*Nina L. Glisson
Conference Coordinator

*Shana Harrison
Assistant to Conference Coordinator

Ann C. Jennings
Graphic Designer

*Jennifer Latino
Assistant Director, University 101

*Inge K. Lewis
Editor

*Michele Maher
Journal Editor

*Michael Miller
Coordinator, Instructional Systems Development and Marketing

Erin Morris
Graphic Artist

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Tracy L. Skipper
Editorial Projects Coordinator

Penny J. Smoak
Administrative Assistant

Cei Mey Wu
Webmaster

*Betsy O. Barefoot
Fellow

Dorothy S. Fidler
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Jean M. Henscheid
Fellow

Richard H. Mullendore
Fellow

Randy L. Swing
Fellow

Michael Abel, Ashley Bice, Erin Campbell, Misty Lawrence, Blaire Moody,
Valarie Mingo, Mandie Thacker, Rebecca White
Graduate Assistants and Interns

Chris Keese & Jordan Orberg
Undergraduate Student Assistants
Best Practice in the First College Year: Defining What Works and Why
Friday, November 3, 2006 • 9:00 am – 4:00 pm
Majestic C

Betsy O. Barefoot, Co-Director, 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

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

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

Taking Sophomores From Slump to Success
Friday, November 3, 2006 • 9:00 am – 12:00 noon
Landmark 2

Jerry Pattengale, Assistant Vice President for Academic Support
Indiana Wesleyan University

Sophomores are among the most neglected of college students. As a result, many institutions are experiencing higher-than-expected attrition from the sophomore to junior year, as well as reduced motivation and performance from those sophomores who remain enrolled. This workshop focuses on the latest research on sophomores and “best practices” from across the nation for meeting the special needs of this important, but often forgotten, student population. Participants will leave equipped with knowledge, research data, and strategies needed for increasing sophomore success and persistence.

A WISE Approach for Serving Adult Learners
Friday, November 3, 2006 • 9:00 am – 12:00 noon
Majestic B

Donna Younger, Director of the Learning Center
Oakton Community College

This workshop is designed to help participants design and improve ways to support adult learners’ persistence and success in college. Using the WISE rubric—Welcoming, Informing, Supporting and Engaging—we will examine dimensions of the student experience and ways to customize services to the needs of adults. Related topics will include: creating actual and virtual portals for adults, delivering active vs. passive invitations to adults, providing just-in-time information, engaging students through assignments that matter and partnerships with employers. Material for the workshop will include literature from the field of adult learning and from the Council for Adult and Experiential Learning (CAEL) principles for Adult Learning Focused Institutions (ALFI). Participants will examine characteristics of adult learners, participate in a simulation designed to reveal obstacles to adults in many institutions, complete an institutional self-assessment and identify areas for improvement.

Preparing College Juniors and Seniors for School to Work Transitions
Friday, November 3, 2006 • 1:00 pm – 5:00 pm
Majestic F

Paul Gore, Associate Professor of Educational Psychology
University of Utah

Graduating from college is a significant rite of passage. This transition represents the first time many students will be totally independent and earning a livelihood full-time. Not surprisingly, this transition is often associated with some anxiety and uncertainty. As higher education professionals we should all assume some responsibility for promoting the effective and satisfying transition of our students to work or subsequent graduate or professional education. This workshop offers faculty, administrators, and student development personnel an overview of issues related to transitioning college seniors. Attendees will learn about (a) current workforce and hiring trends that may influence college-students’ job search, (b) best practices in promoting career choice, and (c) how to help freshmen, sophomores, and juniors prepare for their college to workforce transition. Additionally, attendees will participate in activities that are often used to promote the career decision-making of college students.
Assessment: Tools and Techniques to Prove and Improve Student Success
Friday, November 3, 2006 • 1:00 pm – 4:00 pm
Majestic G

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

When assessment is done right, it confirms effective existing practice or leads to improvement. In either case, it is the end result – giving our best to students – that really matters. This workshop focuses on assessment as a means of reaching our highest goals for student success rather than assessment to fill shelves with unused reports. Participants will learn about assessment strategies (e.g., value-added, benchmarking), explore assessment tools (e.g., surveys, tests, focus groups) and techniques (e.g., assessment days, controlling for volunteer effects) to maximize the positive effect of assessment efforts. The workshop is applicable to teachers and administrators who need to prove the success of educational interventions for internal reviews, regional reaccreditation, or voluntary continuous improvement. This overview will prepare participants for developing a new assessment plan or critiquing existing plans.

Creative Programs and Partnerships for Fostering Transfer Student Success
Friday, November 3, 2006 • 1:00 pm – 5:00 pm
Landmark 3

Mark Allen Poisel, Associate Vice President, Academic Development and Retention
Charlene Stinard, Director of Transfer and Transition Services
University of Central Florida

With more students making educational decisions that include transferring to at least one institution during the attainment of a degree, challenges and issues related to transferring have become a hot topic in higher education discussions. This workshop will provide an interactive environment to discuss the current issues of transfer students and how to develop programs and services that will allow for a smooth and seamless transition to a new institution. The workshop will cover several topics including preparation, transition and progression with suggestions on how to implement strategies for success to improve success and retention of transfer students. The importance of research being conducted on transfer students will be discussed during the workshop. The research discussion will provide resource information and assessment tools which will assist in improving and enhancing the transfer experience. Participants will discuss several current programs at various institutions around the country and share examples of institutional relationships and partnerships that are working.

Opening Session & Keynote Address
5:30 pm - 6:45 pm • Landmark 4

“Centering on Students and Their Learning”
Scott Evenbeck, Dean, University College; Professor of Psychology
Indiana University Purdue University, Indianapolis

Students come to campus expecting to learn and to get jobs or go on to graduate or professional school. What contexts—developed, implemented, and assessed by faculty, staff, and students working together—will foster student success. How might we think about student expectations and student learning in ways that will build on what students bring to campus and support their academic achievement and persistence, resulting in their graduation? What is the student experience of our campuses?

Welcome Reception
6:45 pm - 7:30 pm • Majestic Foyer

The Welcome Reception provides an opportunity to interact with colleagues in a relaxed and informal setting. Enjoy the food and beverages as you reconnect with colleagues you’ve known for years, make new friends and network. Everyone, especially first-time attendees, is invited to join the conference hosts at the reception.

Dinner on Your Own
Primer for First-Time Attendees
7:45 am - 8:45 am • Landmark 2

Mary Stuart Hunter
Director, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

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

This session will offer a brief overview of the thinking and developments that led The National Resource Center for The First-Year Experience and Students in Transition to organize this conference series. As an outgrowth of previous work in the first year and the senior year, combined with more recent work on transfer student issues and the concerns for sophomores, this session will focus attention on the multiple transitions of undergraduate students, and the structures and policies responsive to their needs. The session presenters will also offer suggestions for making the most of your experience at the conference.

College Success
Without the BLUES
9:00 am – 10:00 am
Landmark 2

Steve Piscitelli
Professor of History, Education, and Student Success
Florida Community College at Jacksonville

The Undergraduate Experience: Creating Avenues for Campus Dialogue
9:00 am – 10:00 am
Landmark 3

Leanna Fenneberg
Director of Undergraduate Initiatives
Saint Louis University

Are your students jazzed up about their studies, or do they sing the academic blues? This high-energy session explores the 4 Rs of student success - reflection, respect, responsibility, and renewal - in an engaging, energizing, and entertaining context. Live original music, humor, and an occasional give-away will drive home the session concepts. Participants will examine how instructors can help students understand who they are, where they are, and where they want to go. This session will be fun, poignant, and it will rock!

The increasing attention paid to the undergraduate experience, students in transition, and factors of retention on campuses today demands that institutions develop a mechanism for campuswide dialogue on these issues. This program highlights an innovative, comprehensive approach to engaging faculty, student development staff, and students in true discussion and collaboration in the area of first-year, sophomore, junior, and senior initiatives.
Student Advocacy: Timely Action and Intervention to Resolve Student Complaints

Prafula Sheth
Student Advocate, Undergraduate Affairs
University of Louisville

Millennial students and their parents expect a higher level of service than in the past. Students often experience difficulty knowing when, how, and with whom to negotiate the many idiosyncratic problems that arise as a result of the increasing complexity of institutional environments and of most students’ ordinary lives. The presenter describes the development of student advocacy services and their associated benefits at a major, urban, comprehensive, research university.

In this age of assessment, evaluation, and research, made ever easier with the advancement of electronic formats, first-year programs may focus considerable resources (financial, human, and time) on measurement activities and outcomes. This roundtable invites participants to share experiences that they and their institutions have had with the growing number of assessments and evaluations being administered to first-year populations. Discussion will center around the successes and challenges of strategically developing assessment plans.

Theme-Based ESL Learning Communities

Mark Felsheim
Dean of Instructional Support, Services, and Technology
Rochester Institute of Technology

Kathy Matel
Department Chair, English for Speakers of Other Languages

Daryl Beres
Faculty, English for Speakers of Other Languages
Century Community and Technical College

The English for Speakers of Other Languages (ESOL) classes at Century College have been using theme-based learning communities to enhance students’ learning experience. Past themes have included Minnesota history and politics and Deepening the American Dream (which was part of a larger college-wide theme). Faculty coordinate assignments and evaluations around the theme. Students appear to learn the concepts more thoroughly while receiving an orientation to local and national culture.

Transfer Student Resource Center: A New Initiative at Oklahoma State

Martha McMillian
Director, University Academic Services
Oklahoma State University

Richelle Stafne
Senior Academic Counselor and Coordinator of Transfer Student Resource Center
Oklahoma State University

In October 2004, the Office of University Academic Services at OSU received a $98,500 grant from the Oklahoma State Regents for Higher Education to improve the assimilation, communication, retention, and graduation of transfer students. This presentation outlines problems transfers experience and strategies used to overcome problems including: orientation sessions, free tutoring, special activities and events, student involvement, peer mentors, academic advising, and communication and public relations.
Emotional intelligence (EI) assessments provide a baseline profile of students’ skills in several key areas of self-awareness and social interaction. For students who have managed to stay in college but who are now on academic probation, coaching strategies based on the EI profile can mean the difference between continuing in college, dropping out, or facing academic dismissal. This session provides examples of coaching strategies that can make a difference for at-risk students.

As a result of outsourcing and downsizing, many community colleges are now enrolling displaced workers as reluctant students. Community colleges are adapting their transition courses to accommodate the specific needs of this segment of adult learners. This roundtable discussion addresses the following questions: What needs of displaced workers has your transition program identified? What strategies has your program employed to address these needs? And what challenges does your program still face regarding these particular students?

Attention to the second college year is growing on campuses across the country. In this session presenters will present strategies to increase institutional attention to sophomore students, review programmatic approaches for strengthening the sophomore year, provide suggestions for gaining institutional support for key initiatives on your campus, and offer ideas for sustaining institutional efforts on behalf of sophomores. The presentation will provide a brief overview of issues sophomore’s face, along with challenges and opportunities to consider when developing sophomore year initiatives. We will share our experience chairing a task force on the sophomore year at the University of South Carolina.
Parents of college students can be an important partner in facilitating the transition process for new students and fostering student success. Trends and highlights from three recent national surveys regarding parents of college students are summarized and presented as a catalyst for discussing issues and strategies for effectively working with parents.

Universal Design for Instruction (UDI) is a comprehensive and integrated approach to course development that attempts to reach the widest range of students by considering their diverse backgrounds, learning styles, abilities and disabilities. This presentation reviews the background, scope, and principles of UDI and various applications in a first-year seminar.

Violence led by students from rural areas of Sri Lanka resulted in deaths and university closures and threatened the country’s higher education system. As the system rebounds, educators must find ways to ensure that students graduate with the skills that bestow employability and upward social-mobility. Yet, the differences in readiness for higher education vary greatly between rural and urban youth. Using surveys of the corporate sector, faculty, first-year students, and student leaders, the presenters identified potential “bottlenecks” that reduced student readiness to make the most of higher education. The presenters discuss interventions introduced to address these bottlenecks and their effectiveness.
Where Do We Go From Here? Instituting Direct Assessment of Student Learning in an Established Learning Community Program

Stephen Brauer
Associate Dean for First-Year Programs
St. John Fisher College

There are challenges and opportunities in instituting direct assessment of student learning in an established learning community program. The program's original focus was on improving recruitment and retention; in this it was successful. Assessment has since evolved from student satisfaction surveys of the program to portfolio assessments that provide concrete evidence of student performance and specific ways to improve student learning. St. John Fisher College has maintained faculty buy-in, increased full-time faculty participation, and broadened its writing-across-the-curriculum efforts.

Identifying and Responding to the Needs of the Middle Years Students

Julie Weissman
Associate Provost
Saint Louis University

Developing effective programs to enhance the experiences of sophomores and juniors can be challenging given the lack of research on students in the "middle years." To gather information, the University invited students to participate in focus groups designed to collect perceptions about their experiences and the role of the institution in facilitating development during the middle years. This presentation shares the results of the focus groups and presents student recommendations for enhancing the middle years experience.
Colleague Cluster Luncheon & Poster Sessions

11:30 am - 1:45 pm
Majestic E

Poster Sessions
12:15 pm - 1:45 pm

The “colleague cluster luncheon” has been designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests. To that end, several tables will be designated for specific functional roles, others will be designated for topical interest areas, and still others will be designated for open networking.

Institution Types:
- Community Colleges
- Small Colleges
- Research Universities

Interest Areas:
- First-year assessment
- Learning communities
- Faculty development
- Technology
- Minority students
- Non-traditional students
- Peer mentors
- Honor students
- Adult students
- Service-learning
- Transfer issues
- Senior year experience
- Sophomore issues
- At-risk students

Roles:
- Academic advising
- Faculty/instructor/lecturer
- First-year seminar director
- Counselor
- Orientation/intake programs
- Undergraduate and graduate students
- Chief academic officers
- Chief student affairs officers

We encourage you to visit the Poster Sessions, where you have an opportunity to learn about a variety of programs and initiatives during the 90-minute session at your leisure. Descriptions of the individual sessions follow on pages 20-23 of this program book.

Center Announces Recipient of 2006-07 Paul P. Fidler Research Grant

Barbara Hofer, Principal Investigator, Associate Professor of Psychology, Middlebury College

The Electronic Tether: Parental Regulation, Self-Regulation, and the Role of Technology in College Transitions

One of the primary psychosocial tasks of the period of emerging adulthood is to become an autonomous, self-governing, self-regulating individual. Increased use of e-mail and cell phones, however, means that students are often electronically tethered to their parents, yet little is known about the influence of the frequency and content of this contact on student development during the transition to college and to adulthood. Using a web-based format for data collection we will survey students and their parents during the sophomore year of college and compare this to our pilot data from first-year students and their parents in order to explore these developmental progressions both in the transition to college and the transitions within college.

For more information on this year’s (2006-07) grant, please visit: http://www.sc.edu/fye/research/grant/year/2006.html
Student Mentoring in Life and Education (SMILE) at Seneca College, Toronto

Margie Bader
Professor, Psychology and Applied Professional Communications

Alison Martin
Program Assistant
Seneca College of Applied Arts and Technology

The SMILE Mentoring Program at Seneca College is a peer-to-peer mentoring program that was designed to ease the transition of new students into college life. It provides the opportunity for senior students in certain program areas to make a positive impact on students entering the college system for the first time. Through this presentation, the SMILE team wishes to showcase the various facets of the program, its operations on two campuses, its growth, and proven success over the last four years.

First Class: An Extended Orientation for First-Year Students

Leanna Fenneberg
Director of Undergraduate Initiatives
Saint Louis University

The impact of summer and fall orientation programs and student success courses is well-established in higher education today. The First Class summer program at Saint Louis University offers an extended, voluntary orientation opportunity to first-year students who move onto campus three weeks before the semester begins. Students live in communities, take a three-credit academic course, University 101 and experience campus and the city together—which all aid in their college transition.

Supporting Teacher Education Pre-Professionals (STEP): A Model for Teacher Recruitment, Preparation, and Support in the First-Year Experience

Constance Goodman
STEP Program Coordinator; Instructor

Jennifer Platt
Executive Associate Dean, College of Education
University of Central Florida

The Supporting Teacher Education Pre-Professionals (STEP) program is a timely response to a call from the Florida Board of Governors to increase the supply of qualified teachers in Florida’s classrooms. The intent of this program is to (a) recruit FTIC (first-time in college) students who plan to pursue education as a major and teaching as a profession and (b) ensure that students make a successful transition to the university and persist to degree completion.

Late Modernity, Identity Capital and Empathy: Using a Garden to Promote Successful Student Transitions

Mark Tracy
Director of High School Transitions
North Hennepin Community College

The Cornerstones Scholars Program is a new college-readiness program that collaborates with local area high schools to prepare students for the transition to college. The presenters review the different academic and social activities offered by the Cornerstones Scholars Program and highlight one particular initiative called, “Growing Success.” This one-credit college course, offered to high school students, used the activity of growing a garden to help demonstrate the skills necessary for college success.
**PA-21**  
11:30 am – 1:45 pm  
Majestic E  

**Seniors as Complete Graduates: A Programmatic Approach from Kennesaw State University**  
Deborah Smith  
Assistant Professor, University Studies; Coordinator, Senior-Year Experience Program  
Kennesaw State University

An overview of the institution-wide senior capstone course offered at Kennesaw State University is provided. Revolving around 10 learning outcomes, the course is designed to give seniors a chance to reflect on the meaning of their collegiate experience, develop career-searching strategies, and acquire life skills necessary for becoming a productive citizen. The presenters share strategies they use to assist students in making a successful transition to their post-university life as complete graduates.

**PA-22**  
11:30 am – 1:45 pm  
Majestic E  

**The First Four Semesters of Transition in a Six-Year Physical Therapy Program**  
Ginge Kettenbach  
Assistant Professor, Physical Therapy  
Saint Louis University

Students in the health sciences face difficult challenges transitioning from high school to college and then to professional courses. This session describes a unique four-semester series of courses designed to assist students in a physical therapy program transition to college. The courses help students confirm their career choices by asking them to compare their behaviors and values to those of practicing physical therapists. These courses also help students develop relationships with physical therapy faculty needed for persistence in a challenging curriculum.

**PA-23**  
11:30 am – 1:45 pm  
Majestic E  

**Transition to Global Citizenship: Study Abroad for Those Students Most Often Left at Home**  
Lybeth Hodges  
Professor of History  
Texas Woman’s University  
Barbara Presnall  
Professor of Government  
Texas Woman’s University

Students with limited income, children, permanent jobs, or other obligations are rarely in a position to enroll for a full semester abroad. Nevertheless, transitioning non-traditional students to global citizenship through study abroad is highly desirable and possible. This poster paper describes a two-week, pre-semester academic course with field travel to London that is designed for those with limited time and money. The paper concludes with a synopsis of course assessment findings and suggestions for best practices.

**PA-24**  
11:30 am – 1:45 pm  
Majestic E  

**Path 2 Success: Intervention for First-Year Students on Academic Probation**  
Chad Hoffer  
Student Development Coordinator  
Floyd Welsh  
Student Development Coordinator  
University of Missouri, St. Louis

The Path 2 Success program for students on academic probation is an intrusive semester-long program of six workshops and six individual sessions. Participants are full-time first-year students who earned below a 2.0 GPA in the fall term. Traditionally, these students would be placed on academic probation without any consistent form of intervention or follow-up. Path 2 Success seeks to improve student success and retention by addressing study skills, resource use, goal setting, and career exploration.
Standing on the Shoulders of Giants

Kastro Hamed
Assistant Professor of Physics and University Studies
University of Texas at El Paso

The UNIV 1301 course aims to help students succeed in college and beyond. In my sections of UNIV 1301, a learner-centered environment is practiced; and the students complete group projects to help them fulfill the course objectives. A project where teams of students identify a professional in a career area of interest, conduct an interview, and prepare a presentation has been quite successful. This poster session highlights the theory, technique, and evaluation of the identified project.

The College Experience of a Returning Student Following a Military Deployment to a War Zone: A Process of Transition

Corey Rumann
Doctoral Student
Iowa State University

College students face many transition issues as they pursue their education. This is especially the case for those students who are mobilized and deployed for military service while they are attending college. Based on a phenomenological research methodology, this qualitative study focused on one student’s experience returning to college following a military deployment to a war zone. This poster session describes the methodology, analyses, and findings of the study.

Success of the Living-Learning Community Environment With Regard to Social Interaction and Improved Study Habits

Kanda Guthmiller
Scholarship Coordinator
Black Hills State University

This study examined whether involvement in the living-learning community improves both the social interactions and study habits of its participants. Scholarship students who participated in the community were compared to students who had received the same scholarship(s) and did not live in the community. Descriptive research was conducted through the use of surveys distributed to scholarship students. The researchers conclude that participation in the community had a positive impact on both factors.

STARTing Over: Rebuilding the Campus Culture to Improve Student Engagement and Retention

Bob Perkins
Director of Student Support Services
American International College

Imagine taking a new job working with first-generation, low-income, and academically under-prepared students at an urban institution with significant enrollment and financial concerns. With a first-year student retention rate of 60%, minimal support services in place, and an overworked, underpaid staff, this poster session highlights how the Student Transition and Retention Team, together with a new Student Support Service program, helped dramatically improve student enrollment and the institution’s financial outlook.
Maximizing the Impact of First-Year Seminars on Student Achievement and Retention

Julie Weissman
Associate Provost

Brett Magill
Data Manager
Saint Louis University

This presentation will describe the results of a research study conducted to determine the influence of two types of first-year seminars on students' academic performance and retention. Cluster analysis was used to develop a typology of student groups, and the effects of the seminars on each group were determined. The findings indicated that the impact of each type of seminar varied among the student groups.
The Meaningful Senior Experience: Integration of Educational and Professional Development

Lorilee Schneider
Assistant Professor of Risk Management & Insurance (RMI); RMI Department Director of Student and External Affairs
Georgia State University

Sophomore students are the forgotten middle children of colleges and universities around the country. In response to the needs of these students and a desire to increase the retention rates of sophomores, many institutions, including the University of Central Florida, are creating new initiatives to impact these often forgotten students. This session discusses ways to begin the process of creating, planning, and implementing an intentional program that combines advising, engagement, and undergraduate research.

The session focuses on strategic programs that assist students in their transition to senior year and then on to graduate school or the work force. The planning, implementation, and assessment of meaningful self-assessment, in-service learning, and peer mentoring programs are emphasized. In particular, attention is given to the value of using multiple in-service learning projects that are entrepreneurial (although not necessarily for profit), related to the student’s discipline but conducted in an interdisciplinary manner, and of value to the community.

Creating, Planning, and Implementing a Sophomore Experience Initiative: A Discussion

Mark Allen Poisel
Associate Vice President of Academic Development & Retention
University of Central Florida

Paul P. Fidler Grant Recipients

Traversing Distances, Making Connections: A Study of First-Semester Engagement Patterns of Lateral and Vertical Transfer Students

Christine Kirk-Kuwaye
Coordinator, New Student Programs

Michael Kirk-Kuwaye
Acting Chair, Arts and Sciences Advising
University of Hawaii at Manoa

The presenters offer the results of qualitative research study conducted in fall 2005 and spring 2006 at a doctoral-extensive university that addresses how lateral transfer students became engaged in their campus community over time as compared to vertical transfers and how attending orientation affected their engagement patterns. The presenters also share themes that emerged from the student interviews that may assist other institutions in evaluating the quality of their transfer students’ experience.
| CI-34 | 2:00 pm - 3:00 pm  
| Landmark 7 | Utilizing Collaboration for Student Success in the First Year  
| Sandra McMakin  
| Director, First-Year Engagement |  
| Cheryl Anderson  
| Dean, School of Interactive Media and Design  
| University of the Incarnate Word |  

The University of the Incarnate Word, a Hispanic-serving institution, has created a First-Year Engagement office funded through a Title V Collaborative Grant. The program is charged with enhancing the academic experience and retention of first-year students. The director of the First-Year Engagement and the dean of the School of Interactive Media and Design give an overview of the initiatives that focus on campus collaboration and creating a university culture of engagement.

| CT-35 | 2:00 pm - 3:00 pm  
| Majestic F | Teaching the Art of New Parent Transitions  
| Matthew Burchett  
| Coordinator of New Student Programs |  
| Dane Anthony  
| Associate Dean of Students  
| Belmont University |  

There are unique opportunities to guide parents through the transition process as their new students navigate the university experience. The challenge is balancing knowledge and connection with student empowerment and responsibility. There are six key learning components for successful parent transition programs: (a) division of autonomy, (b) redirecting attention, (c) reciprocity of influence, (d) student responsibility, (e) celebrating transition, and (f) determining boundaries. These serve to inform and engage parents in conversations involving transition issues while introducing them to campus policies, culture, and traditions.

| CR-36 | 2:00 pm - 3:00 pm  
| Majestic G | Caring Pedagogy for First-Year Students’ Success: A Qualitative Program Evaluation of Supplemental Instruction  
| Marlene Maldonado  
| Assistant Professor of Educational Psychology  
| University of Windsor |  

The presentation discusses a qualitative program evaluation of the SI program at an American university. The results depict the culturally relevant patterns that may account for the success of the SI program at the local level. Program administrators may find that the study sheds light on issues relevant to formatively assessing (a) SI programs at the initial stage of implementation, (b) long-standing SI programs, and (c) SI initiatives at the stage of summative evaluation.

| RD-37 | 2:00 pm - 3:00 pm  
| Majestic H | Information Overload! Best Practices for Disseminating Information to Students in Transition  
| Erica Lezan  
| Assistant Director, New Student Orientation |  
| Jeanette Doherty  
| Graduate Assistant, Teaching Fellows  
| North Carolina State University |  

Ensuring the success of students in transition requires staff to prioritize for students the plethora of messages received before and during the initial stages of college. Staff must disseminate the most important information and focus on students’ needs for success. Maslow’s Hierarchy of Needs provides a framework for timing and prioritizing such information. Misunderstanding student readiness to receive messages can translate into mediocre performance. This roundtable provides an opportunity for collaborative discussion for changing what, when, and how institutions transmit information to students.
CT-38  
3:15 pm - 4:15 pm  
Landmark 2

Cohorts: Who’s on Your Team?  
Jill Wilks  
First-Year Experience Coordinator/Designer  

Blair McDonald  
Associate Professor  
*Southern Utah University*

The advantages of providing a cohort environment for transitioning students are reviewed. Cohort outcomes for various levels of effort are discussed as are the administrative policies required to establish a cohort program. The key players required to develop and maintain a cohort program are identified and their roles are discussed. Cohort experiences from the University of Toledo and Southern Utah University are presented.

CT-39  
3:15 pm - 4:15 pm  
Landmark 3

Unsung Hero: The Registrar and Successful Student Transitions  
Leon Book  
Director of Student Transitions & First-Year Experience  

Theresa Haug Belvin  
Assistant Director for New Student Programs  

Sandy Hinkle  
Registrar  
*Southeast Missouri State University*

The presenters discuss the active partnership of the university registrar with a variety of units involved in successful student transitions and present scenarios in which an active registrar provides essential information and service. Participants learn several roles registrars can play in transition efforts on their campuses and discuss how these insights might apply to their own situations.

CT-40  
3:15 pm - 4:15 pm  
Landmark 5

Diversity, Resiliency, and Legacy: Non-traditional Students Transition to Tufts  
Jean Herbert  
Associate Dean of Undergraduate Education; Director, R.E.A.L. Program  

Tina Johnson  
Ph.D. Candidate; Research Assistant  
*Tufts University*

There is a growing national trend of adults returning to college. Since 1970, Tufts has offered adults the opportunity to continue their undergraduate education at a selective institution. In order to facilitate the students’ transition to a four-year college, Tufts offers a credit-bearing seminar during their first semester. Last year, the R.E.A.L. Program (Resumed Education for Adult Learners) celebrated its 35th anniversary. The long success of the REAL Program can inform other schools about assisting these students in a successful transition.
Over the last decade, numerous changes have taken place in the area of transfer articulation in Alabama. The Alabama State Legislature passed ACT 94202, which mandated that educators in public higher education work to create a statewide articulation program. More than 380,000 transfer students have obtained AGSC Approved Transfer Guides. The guide provides community college transfer students with a detailed list of approved transfer courses in their major for all of the public four-year universities in the state.

Carleton University introduced a new, comprehensive summer orientation program that serves both incoming students and their family members in June 2006. This presentation outlines the changes made to the program to enhance incoming students' connection to the University during the months preceding their first semester of study. The approach utilized information gathered through registration data to tailor sessions to unique student populations, including mature, transfer, and first-generation students. The presentation includes information about how quantitative, formative assessment techniques were used to develop Carleton’s summer orientation program.

Indiana Wesleyan University has committed to a life calling model as a means of conceptualizing and operationalizing the elusive concept of purpose in the lives of college students. This session provides participants with two valuable tools: (a) an understanding of a conceptual and developmental model for purpose-guided education and (b) A variety of related learning strategies and interactive techniques—a minimum of 10—that can be easily implemented in the classroom.
Living-learning programs continue to be excellent recruitment tools and retention strategies on many campuses. This roundtable focuses on ways to incorporate the sophomore experience into living-learning programs and provides discussion on several specific topics including: (a) recruitment, (b) programming, (c) retention, and (d) assessment strategies. The session is an open dialogue for participants to share innovative initiatives and ideas.

Over the past decade, much attention has been given to first-year students and as a result many institutions have witnessed a rise in first-year retention rates. Unfortunately, little focus has been directed toward examining the needs of second-year students or creating developmentally appropriate programs. A panel of faculty and administrator program coordinators discusses the implementation and development of a variety of sophomore-specific initiatives and programs. In addition, panel members share general results from focus groups and other assessments that have been conducted in an effort to better understand the needs and characteristics of the second-year college students.

Every new student at Juniata fills out an academic advising questionnaire. This year (2006), students were asked “Describe your relationship with your family. How will it be for them when you are away at college?” Student answers may surprise you, and follow-up interviews with a select sample tell us a lot about how well students transition to college and how much the family relationship encourages or impedes that transition.
Transfer Ready 101 is a first-year course designed for students at the community college who intend to transfer to a four-year university. The presentation and handouts include the syllabus, background research, resources, sample lessons, the pre- and post-inventory and student evaluations. Discussion of transfer programs at other institutions is encouraged.

Beyond the Classroom: A Comprehensive FYE Counseling Program

Philip Conroy
Vice President for Enrollment Management and Marketing

Elizabeth Storinge
Dean of Admissions

Stephanie Bragg
Assistant to the Dean of Academic Services
Mount Ida College

The First-Year Experience program at Mount Ida College includes the traditional components of a first-year seminar and a common summer reading program, but it also includes a comprehensive transition-to-college, academic and financial planning counseling program managed by the division of enrollment management and marketing. The FYE Counseling Program is a comprehensive, individualized 18-month model that is initiated at the time of acceptance through the beginning of the sophomore year.

More Than Academics: The First-Year Seminar as Cornerstone to Academic Success

Frances Kleven
Summer Bridge Learning Specialist
San Francisco State University

In response to the success and persistence rates of SFSU students and the low rates of utilizing campus services such as tutoring and advising, the EOP program has re-evaluated the content and objectives of this first-year experience course, moving away from a “resource” or “skill” based course toward one that addresses mind-set, values, and behavior of first-year students. This first-year experience course spans the summer before students’ first year through the fall and spring semesters.

Teaching Transfers: Lessons Learned

Viki Sox Fecas
Career Services Program Manager
University of South Carolina

After 12 years of teaching transfer students, the presenter has learned a lot about how to teach a seminar geared to assist transfer students. This session explores the unique characteristics of transfers, how an institution effectively plans a three-hour, semester-long course, and the value of conducting a needs assessment on the first day of class. This session considers what is known nationally about transfers and shares empirical and anecdotal information to assist course planners to create a section, which will not only attract transfers, but will keep them enrolled!
Many higher educators sense a need to understand and honor the search for meaning and spirituality within our own lives and the lives of our students. Our own spirituality affects our work, our campuses, and the larger society. In this roundtable discussion, participants explore this topic, its implications, and their role in assisting students in transition. This session is an outgrowth of a project funded by The John E. Fetzer Institution on Sustaining Authenticity, Wholeness, and Self-Renewal in Higher Education.
CT-54
9:30 am - 10:30 am
Landmark 2

Maintaining Program Viability: Keeping Pace With Institutional Change

Nancy Walburn
Director of the Division of General Studies

David Jenkins
Associate Professor of Biology

Rita Treutel
Instructor of English
University of Alabama at Birmingham

How do you maintain program viability when the administrative focus for the undergraduate program at your institution changes? UAB recently faced this challenge with University 101, an interdisciplinary course grounded in critical thinking theory designed to ease the transition of conditionally admitted students into the university. The session highlights how administrators negotiated the changes and kept the program viable by updating assessment and tying course objectives to reformulated institutional goals.

CT-55
9:30 am - 10:30 am
Landmark 3

How Peers Can Enhance Learning and Student Engagement in a Technology Savvy World?

Jill Brindle
Learning Skills Instructor

Thyra Evans
Learning Skills Instructor

Tyler Hore
Senior Learning Skills Assistant
Brock University

Are more first-year students skipping lectures, and relying on online lecture notes? Is dependence on technology contributing to student disengagement? This interactive workshop discusses how information and communication technologies (ICTs) can encourage engagement and academic success, especially when integrated with a peer support experience. Presenters discuss how peers can facilitate effective use of ICTs for academic purposes and for building student communities.
Ethnography offers a rich pedagogical and research methodology for the first-year academic seminar. Positioning students as field workers and the institution as the field opens up the possibility for significant and meaningful critical engagement with community norms, values, and practices. Routine and spectacular campus rituals provide rich opportunities for ethnographic examination. Ethnography also provides substantial opportunities to improve writing and teamwork skills and to develop an understanding of the nature of research.

A comprehensive college success course that includes career exploration, lifelong learning, health and wellness, and critical and creative thinking has improved student semester-to-semester persistence by 27% at Cuyamaca Community College. This popular three-unit course has been approved to meet general education requirements for university transfer and has excellent enrollment. This presentation includes curriculum development, course content, the transfer approval process, methodology, use of technology, student recruitment, and practical resources for engaging students in learning.

This session introduces attendees to two transitional courses in the School of Arts & Communication at Pacific Lutheran University: Pre-Internship and Keystone. The session provides information on the assessment that served as the exigence for the courses as well as information on the course designs. Both courses are for sophomore and transfer students. They assist students in establishing a clearer path to junior and senior-level coursework, specifically the internship course and senior capstone course.

MAP is a web-based student success system that impacts all of the stakeholders in a student’s experience. Targeting students at all levels, MAP enables student success by providing customized, relevant information to students about their college transition. MAP also enables proactive interventions of at-risk students through easy to use staff reports. Campuswide assessment results are used to improve first-year programs and policies. New technology makes this tool transferable to other campuses.
Gone, But Not Gone: The Rest of the Student Retention Story

Lillie Howard
Vice President for Curriculum & Instruction; Dean, University College

Dan Bertsos
Director, Residence Services

Jennifer Penick
Associate Director, Office of Financial Aid

Perry Harris
Student

Wright State University

"Gone, But Not Gone" students have neither left the university nor remained officially enrolled, but they often escape our retention efforts because they look and behave like officially enrolled students. This session will look at what we are learning and how we are responding to this phenomenon at Wright State University; show how FAFSA and housing data can serve as predictors and lead to appropriate early intervention; and feature one “gone, but not gone” student who has recently officially re-enrolled at the university.

Trends and Troubles with Transitions and Transfers

Leon Book
Director of Student Transitions & First-Year Experience

Donna Tucker
Transfer Counselor
Southeast Missouri State University

Session leaders pose questions and guide discussion of issues related to the successful transition of transfer students in an effort to inform policies and practices on their own campus (a regional four-year comprehensive public university) as well as to provide guidance and potential resources for participants from a variety of other institution types.

STOMP: Student Tutorial On-line Module Program

Janet Spence
Director of Undergraduate Advisor Practice

Nora Allen
Assistant Director for Advisor Development

Christy Metzger
Coordinator of First-Year Programs
University of Louisville

Students need a wide base of information in order to transition successfully from high school to college. But how can colleges/universities acculturate students in a way that is informative yet fun and engaging? STOMP it into them! STOMP is interactive, on-line “edu-tainment” which provides new students with important information and allows an institution to assess student learning outcomes. Participants will take part in a live demonstration and discussion of STOMP.
The Second Year at Emory University is designed to help students succeed in their sophomore year. This residentially based program brings faculty and student affairs practitioners together to facilitate students’ finding their direction, aid retention, and increase university loyalty and faculty and staff connections. The presenters address ideas and tips for program design and development, individual programming ideas, and program assessment.

The presenters describe ideas and tips for program design and development, individual programming ideas, and program assessment.

First-Year Seminars and Honors Programs: Not Oil and Water

Craig Roberts
Director of the Honors Program
Dale Haskell
Professor of English
Peter Hirschburg
Associate Professor of Sociology
Bambi Robinson
Assistant Professor of Philosophy and Religion
Southeast Missouri State University

This interactive session draws upon six years of teaching honors sections of the theme-based first-year seminar at Southeast Missouri State University. Members of the honors community share their experiences and invite session participants to share their personal and institutional interactions with first-year honors students, as well. The goal of the session is to identify beliefs, processes, and techniques that facilitate the successful transition of first-year honors students into the academic community.

A Community of Cohorts: Creating Transition Programs for Specific Populations

Jennifer McCluskey
Director of Retention Initiatives
Molly Cunningham
Assistant Director of Retention Initiatives
Maryville University of St. Louis

Targeting specific cohorts of students in programming efforts can potentially help strengthen overall retention on college campuses. Several retention initiatives from Maryville University, a small, private, four-year institution, are highlighted to provide examples of how to identify, develop, and implement strategic programs to help create smooth student transitions. The presenters elaborate on initiatives used with specific populations such as honors students, athletes, minorities, transfer, commuter, and work-study students. Participants gain practical knowledge on how to establish or improve similar programs at their institutions.

The Professional Development Seminar: Teaching Professional Skills to Students for Successful Career Paths

Dawn Sherman
Assistant Dean for On-site Programs and Director of the PDS Program, Graduate and Professional Studies
Edward Kolek
Assistant Dean of Learning Services
Nichols College

Students need communication, leadership, and professional skills in addition to their academic training to be successful. Nichols College has developed and implemented a series of four required one-credit professional development seminar (PDS) courses. The outcome is that students develop life-long strategies for success in the interview process and the workplace, while creating a professional portfolio to document their achievements and demonstrate their skills.
helping first-year students find the open road

Tom Bowling
Interim Vice President for Student Services
Frostburg State University

Brian McAllister
Founder
Roadtrip Nation

This session describes how Frostburg State has introduced its first-year students to the documentaries of Roadtrip Nation. The roadtrip interviews with individuals from several different fields have encouraged students to follow their passions, to learn about themselves, and not to be controlled by the expectations of others. The session includes sample video clips and a discussion of the learning outcomes that have been achieved using this material.

transfer transitions

Eric Gumm
Director of Orientation
Abilene Christian University

This presentation explores the results of a study examining transfer student’s transition and persistence at three private universities. This study applied Tinto’s (1993) model of student departure to transfer students and considered student’s academic and social adjustment (Laanan, 1998). Recommendations for practice and future research are made based on the results of the analysis in three areas: (a) campus foundations, (b) transition experiences, and (c) continuing support.

meet the editor

Michelle Maher
Editor, Journal of The First-Year Experience & Students in Transition
University of South Carolina

Meet the Editor of the Journal of The First-Year Experience & Students in Transition and learn about submission guidelines and topics of interest to this Journal. Come ready to share your ideas on works in progress that you believe might be appropriate for the Journal.

closing town meeting

12:00 noon - 12:30 pm
Landmark 4

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