14th National Conference on Students in Transition

PROGRAM

Sponsored by

- National Resource Center for The First-Year Experience® and Students in Transition
  University of South Carolina

- Cincinnati State Technical and Community College
- Miami University
- University of Cincinnati

Cincinnati, Ohio

November 4 - 6, 2007
THE FIRST-YEAR EXPERIENCE® is a service mark of the University of South Carolina. A license may be granted to registered conference attendees and others upon written request to use the term THE FIRST-YEAR EXPERIENCE® in association with educational programmatic approaches to enhance the first year developed as a result of participation in this conference series. This license is not transferable and does not apply to the use of the service mark in any other programs or on any other literature without the written approval of the University of South Carolina.

The University of South Carolina provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status. The University of South Carolina System has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President is located 1600 Hampton Street Annex, Columbia, South Carolina; Telephone (803) 777-3854.
Dear Conference Delegates,

Welcome to Cincinnati, Ohio and the beautiful Hilton Cincinnati Netherland Plaza! 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 for this year’s National Conference on Students in Transition. We are also pleased to have the University of Cincinnati, Cincinnati State Technical and Community College, and Miami University joining us to co-host this conference.

We take pride in hosting educationally productive and personally inspiring conferences that create a warm community among delegates, presenters, and exhibitors. The conference staff has developed an outstanding program of pre-conference workshops, plenary addresses, and conference sessions. While learning from these informational sessions is valuable to our work, equally important are the relationships formed with colleagues from across the country and around the world. It is our hope that throughout the conference, you will take time to get to know your fellow delegates, ask questions about their programs and initiatives, and establish lasting connections to take back to your campus.

Throughout the conference, 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. Those of us on the conference planning staff look forward to meeting you and working with you while here in Cincinnati, and in the future. Enjoy your time here!

Sincerely,

Mary Stuart Hunter
Executive Director
National Resource Center for The First-Year Experience & Students in Transition
TABLE OF CONTENTS

Conference Schedule .................................................. 4
Welcome ................................................................. 4
  Goals of the Conference .......................................... 4
  Session Locations .................................................. 4
  Hotel Map ........................................................... 4
  Message Board ..................................................... 4
  Nametag Ribbons ................................................... 4
Conference Sponsor & Co-Hosts .................................... 5
General Information .................................................... 6
  Registration Information ......................................... 6
  Conference Evaluations ......................................... 6
  Attending Sessions ............................................... 6
  Session Handouts ................................................ 6
  Internet Access Information .................................... 6
  Continuing Education Units .................................... 6
  Exhibitors .......................................................... 7
  Session Formats .................................................. 8
Staff Roster ............................................................. 8

Sunday, November 4, 2007
  Preconference Workshop and Conference Registration .......... 9
  Preconference Workshops ....................................... 9
Conference Opening Session and Keynote Address
  Speaker – Stephen Brookfield ................................ 10
  Welcome Reception .............................................. 10

Monday, November 5, 2007
  Conference Registration ......................................... 11
  Continental Breakfast .......................................... 11
  Primer for First-Time Attendees ................................. 11
  Colleague Cluster Luncheon .................................. 14
  2007-2008 Paul P. Fidler Grant Recipient ....................... 14
  Conference Sessions ........................................... 11-18

Tuesday, November 6, 2007
  Seated Breakfast with Plenary Address ........................ 20
  Speaker – Laurie Schreiner .................................... 20
  Conference Sessions ............................................ 20-23
  Closing Town Meeting .......................................... 23

Index of Presenters .................................................. 24-25
Notes .......................................................................... 26-28

Welcome to Cincinnati

Encouraging deep learning
Welcome to the Fourteenth 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.

Session Locations
All conference sessions will be held at the Hilton Cincinnati Netherland Plaza Hotel.

Hotel Map
A layout of the meeting rooms at the Hilton Cincinnati Netherland Plaza Hotel is located on the back cover of this program.

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.

Nametag Ribbons
- WHITE: Conference Hosts
- RAINBOW: Hosting Institutions
- RED: Conference Staff
- LIGHT BLUE: Presenters
- ROYAL BLUE: Advisory Board
- GREEN: Exhibitors
- GOLD: Outstanding First-Year Student Advocates
- PURPLE: First-Time Attendee
Conference Sponsor & Co-hosts

**Conference Sponsor**
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, 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:

**Cincinnati State Technical and Community College**

Cincinnati State, chartered in 1969, provides student focused, accessible quality technical and general education, academic transfer, experiential and cooperative education, as well as workforce development to the Cincinnati area. More than 14,000 students enroll in credit and non-credit classes each year. The college strives to be the technical and community college of choice in their region and to be nationally recognized for academic excellence and workforce development. Cincinnati State also has one of the ten largest cooperative education programs in the United States and is the only two-year college in Ohio to win the Ohio Board of Regents Program Excellence Award in all competitions.

**Miami University**

Founded in 1809, Miami University is a residential public university and the seventh-oldest state-assisted university in the nation. Miami’s primary concern is its students. This concern is reflected in a broad array of efforts to develop the potential of each student. The University endeavors to individualize the educational experience. It provides personal and professional guidance; and, it offers opportunities for its students to achieve understanding and appreciation not only of their own culture but of the cultures of others as well. Miami serves more than 16,000 undergraduate and graduate students while offering the bachelor’s degree in over 100 areas of study, the master’s degree in more than 50 areas, and a number of doctoral degrees. In 2008, Miami University was cited by U.S. News and World Report for providing “outstanding examples of academic programs that are believed to lead to student success.”

**University of Cincinnati**

The University of Cincinnati (UC) offers students a balance of educational excellence and real-world experience. Since its founding in 1819, UC has been the source of many discoveries creating positive change for society including: the first antihistamine, co-op education, the first electronic organ, the Golden Gate Bridge designer, and the oral polio vaccine. Each year, this urban, public, research university graduates 5,000 students, adding to more than 200,000 living alumni around the world. The University of Cincinnati is a public comprehensive system of learning and research. The University system is designed to serve a diverse student body with a broad range of interests and goals. In support of this mission, the University of Cincinnati strives to provide the highest quality learning environment, world renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes.
**General Information**

**Registration Information**
The conference registration table is located in the 4th Floor 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:

- Sunday, November 4, 2007  
  7:30 am - 6:00 pm
- Monday, November 5, 2007  
  7:30 am - 5:00 pm
- Tuesday, November 6, 2007  
  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 4th Floor 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.

**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 e-mailed 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
- Any additional handouts will be available on the session handout tables in the foyers near the meeting rooms.

**Session Handouts**
At the conference: There are several tables set up in the 4th Floor Foyer 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/2007SIT/](http://www.sc.edu/fye/events/presentation/2007SIT/) after November 20, 2007. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@gwm.sc.edu.

**Internet Access Information**
The Hilton Cincinnati Netherland Plaza offers high-speed internet access in each guest room at a rate of $9.95 per 24 hours plus tax. Ethernet cords are provided in each guest room. Please check with the hotel’s main desk for locations of 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 6, 2007.
Data180 designs and builds forward-thinking IT applications to help academic institutions provide for student success. These web-based solutions allow schools to identify key developmental areas (e.g., leadership, civic engagement, and communications) and then prompt students to focus on these paths for growth and successful transitions during and after college. Students input their activities, skills, and accomplishments each academic term, while academic and career advisors monitor progress. Students benefit from e-resumes, video resumes, e-portfolios, co-curricular transcripts, and self-assessment measures. Schools benefit from increased student retention and the ability to guide and assess student growth in crucial areas of development.

Dynamic Learning Systems presents the AcademiKit Study Organizer. The AcademiKit helps students use effective study habits to reach academic success. It contains study tools for students to use to manage time wisely, take notes efficiently, review texts effectively, prepare for tests, and organize course materials, all in one convenient binder.

Educational Benchmarking (EBI) is focused on the improvement of the college experience. We offer over 50 nationally benchmarked assessments that enable schools to identify which key areas will have the greatest impact on overall improvement. Our new MAP-Works process facilitates and enriches interactions between your institution and your first-year students.

The CollegeScope Student Success Program helps students achieve and realize their individual potential by incorporating an on-line, interactive student success textbook with statistically accurate assessments in personality-type and learning-styles. It guides students towards persistence through self-development, while assisting educators and counselors in providing their students the best guidance possible.

Kendall/Hunt Publishing Company offers a full range of custom services in the First-Year Experience genre from textbooks to software. We feature a career based FYE text by Marsha Fralick entitled, College and Career Success, a research based text by Joe Cuseo, Aaron Thompson, and Viki Fecas, Thriving in College and Beyond, and a faith based text by Bill Millard Explorer’s Guide to Life Calling. We are currently working with over 150 colleges and universities on custom textbooks. Our customers can adopt our quality publications, write their own material, use class tested existing Kendall/Hunt material, or a combination of the three.

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; and maintains a web site and hosts electronic listservs.

Tau Sigma is a national honor society designed specifically to recognize and promote the academic excellence and involvement of transfer students, a group that has become a substantial percentage of incoming students at many universities. Tau Sigma members in 49 chapters nationwide are helping their universities recruit, serve, and retain transfers, and successfully assimilate them into their student populations.

Wadsworth has been proud to partner with The First-Year Experience for more than 25 years, publishing a multitude of textbooks and teaching materials, and supporting instructors through a variety of staff development events. Your classroom success is our success.
Session Formats
The sessions presented at this conference are in five formats.

The alpha designation with the session numbers indicate the session type.

Concurrent Sessions
These sessions allow for 30-45 minutes of formal presentation and 15-20 minutes of discussion.

Concurrent session types:

(CR) Research
These sessions are on quantitative or qualitative research that has been conducted on issues addressing student transitions.

(CT) Trends & Issues
These sessions address emerging trends, current issues, and broad concepts.

(CI) Assessed Institutional Initiative
These sessions address and highlight specific programs/initiatives that have been instituted, assessed, and shown to be successful on a particular campus.

(RD) Roundtable Discussions
These sessions 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.

(E) Exhibitor Presentations
These sessions allow conference exhibitors to showcase products and share information on services provided by the company/organization.
Preconference Workshops
Separate registration required

Continental Breakfast for Preconference Workshop Participants
7:30 am - 9:00 am
Pavilion Foyer

Preconference Workshop & Conference Registration
7:30 am - 6:00 pm
4th Floor Foyer

W-1
Is Learner-Centered Teaching For Beginning Students?
Sunday, November 4, 2007
8:00 am - 12:00 noon
Salon DE
Maryellen Weimer
Editor, The Teaching Professor
This workshop explores the developmental issues that emerge when beginning students are introduced to the learned-centered teaching techniques that place the onus for learning squarely on their shoulders. Participants work on issues via short scenarios analyzing them in small groups. Participants receive a handout that introduces the basic features of learner-centered teaching approaches and identifies the problems with current practice, what needs to change, states the implication of the change, and offers an example.

W-2
Using Student Development Theory to Improve Educational Practice in the First College Year and Beyond
Sunday, November 4, 2007
8:00 am - 12:00 noon
Salon FG
Tracy L. Skipper
Editorial Projects Coordinator, National Resource Center for The First-Year Experience® and Students in Transition
University of South Carolina
Since the 1970s, theories of student development have provided a useful framework for identifying student needs, designing educational practice, and assessing learning and developmental outcomes. This session introduces several key student development theories and offers a theory-to-practice model.

W-3
Best Practice in the First College Year: Defining What Works and Why
Sunday, November 4, 2007
8:00 am - 3:00 pm
Rue Reolon
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
In this workshop, the presenters explore the question, “What works in first-year programs and why...or why not?” Participants are challenged to reflect on the first year at their own campuses, on the initiatives that have made a positive difference in the first year, and on the challenges that remain.

W-4
The Sophomore-Year Transition: Approaches for Enhancing the Experience of Second-Year Students
Sunday, November 4, 2007
1:00 pm - 5:00 pm
Salon FG
Ed Chan
Director, Sophomore-Year Experience Program (Year 2 Kennesaw); Assistant Professor of English
Kennesaw State University
Julie T. Stockenberg
Director, First-Year and Sophomore Studies and Advising
Colorado College
Over the past 20 years, colleges across the nation have developed extensive programs to support first-year students and, as a result, have witnessed a rise in first- to second-year retention rates and improved academic engagement of first-year students. This workshop focuses on the characteristics, needs, and issues of second-year students, drawing on various psychosocial and cognitive development models.

W-5
Creative Programs and Partnerships for Fostering Transfer Student Success
Sunday, November 4, 2007
1:00 pm - 5:00 pm
Caprice 2 & 3
Mark Allen Poisel
Associate Vice President, Academic Development and Retention
University of Central Florida
Challenges and issues related to transferring have become a hot topic in higher education discussions. This workshop provides an interactive environment to discuss how to develop programs and services that will allow for a smooth and seamless transition to a new institution.

W-6
Helping Juniors and Seniors Transition to the Workplace: Issues, Strategies, Tools
Sunday, November 4, 2007
1:00 pm - 5:00 pm
Salon DE
Paul Hettich
Professor Emeritus
DePaul University
Why are so many graduates not prepared for the workplace? What can students and educators do to facilitate transition and preparedness? This interactive workshop explores several issues that influence transition (i.e., expectations, emerging adulthood, cognitive development, organizational culture, “working smart”).
Critical thinking has long been touted as a generic purpose for higher education and an indisputably virtuous idea. Yet how teachers from different disciplines interpret this idea varies greatly. Not surprisingly, the different understandings of critical thinking can be confusing to students. In this session, Stephen Brookfield will draw on his books Developing Critical Thinkers (1987), Becoming a Critically Reflective Teacher (1995), and The Power of Critical Theory (2004) to explore how students learn to think critically and what role teachers play in that process. He will focus specifically on the importance of teachers modeling the process for students and consider how this might be done in a range of classrooms from large lecture halls to small seminars.
**MONDAY - NOVEMBER 5, 2007**

**Conference Registration**
7:30 am - 5:00 pm
4th Floor Foyer

**Continental Breakfast**
7:30 am - 9:00 am
Pavilion Foyer

**Primer for First-Time Attendees**
8:00 am - 8:45 am
Caprice 1 & 4

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

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 presenter will also offer suggestions for making the most of your experience at the conference.

---

**3 - CI**
**The Professional Development Seminar Program: Setting the Trend for Teaching Career and Professional Skills to Students**
Salon I

*Dawn Sherman*
Assistant Dean for Special Academic Programs
Nichols College

Ask a corporate recruiter what skills they want a graduation senior to possess and they'll tell you: communications skills, interpersonal skills, leadership skills, and professionalism, to name a few. Nichols College has developed an award-winning program to meet these needs. Our Professional Development Seminar (PDS) Program is a series of 4 courses in career readiness and professionalism, with a proven success record of giving our students an edge in the real world.

---

**4 - E**
**Improved Transitions—IT Solution to Establish, Communicate, and Assess School-Prescribed Development Activities**
Caprice 1 & 4

*L. K. Williams*
Co-Founder
*Scott Wymer*
Co-Founder

Students’ success in transitions during and after college is enhanced if schools communicate a developmental path and assess students’ compliance and growth. An IT solution is presented from Data180, which allows schools to promote student participation in activities from school-promoted genres (e.g., leadership and civic engagement). Students input activities and benefit from e-resumes, e-portfolios, and self-assessment measures. Schools benefit from cocurricular transcripts, civic engagement reports, and assessments of students’ growth and compliance with school-prescribed goals.
5 - CT
Creating a Powerful Academic Senior-Year Experience Beginning with the First Year

Caprice 2 & 3

Jean Henscheid
Editor, Journal of The First-Year Experience and Students in Transition
Managing Editor, About Campus
University of South Carolina

A successful senior year begins the moment a student enters your institution. In this session, we will examine how to design an integrated student experience with a particular focus on linking general education, major courses, and the cocurriculum. Our goal will be to help each other design each year of the undergraduate experience to build on and enrich the other.

6 - RD
CSI is on the Case: Investigating the “Sophomore Slump”

Mayflower 1

Carol Tonge Mack
Assistant Academic Director, Center for Exploratory Studies

Beth Fisher
Assistant Director, Academic University of Cincinnati

The Cincinnati Sophomore Initiative (CSI) at the University of Cincinnati was designed as a retention program to help sophomore students succeed. This initiative is a collaborative partnership with various colleges at the University of Cincinnati to incorporate curricular and cocurricular activities, including a course to assist sophomores choose their “best-fit” major, connect sophomores with alumni, teach dining etiquette, and provide mock interview workshops to help students prepare for their professional careers. Participants will learn about existing resources, programmatic initiatives, and impediments of beginning a new program for second-year students at an urban institution. Participants will also assist with designing an effective institutional plan to prevent the “sophomore slump.” Participants who have implemented programs at other large urban institutions are invited to share their experiences.

7 - CI
Helping Students Find Their Niche

Mayflower 3

Robyn Reafler
Academic Advisor & FYE Instructor/Performance Coach

Fredda Bishop
Advisor/Counselor
Rochester Institute of Technology

Approximately 20% of the first-year engineering students at Rochester Institute of Technology enter the Engineering Exploration (undeclared) Program. Our department developed a unique transitional program to assist and advise these students as they explored their engineering options. The program also focuses on career decision making.

8 - CI
Designing a New Millennial Student Success Course

Rookwood

Marsha Fralick
Personal Development Department Chair
Cuyamaca Community College

College, career, and lifelong success topics are included in a comprehensive first-year experience course at Cuyamaca Community College. Technology is used extensively in online, blended, and traditional options. This popular course has been approved as a transferable course to universities in California and serves as a bridge from high school to community college to the university. Students who successfully complete the course have increased persistence of 30%. Conference participants will learn about the comprehensive college success course offered at Cuyamaca Community College, which includes topics from college, career, and lifelong success. Participants will also view the results of the latest program review, which has shown significant outcomes in the area of increased student persistence, self-confidence, and program satisfaction.

9 - CT
What’s Your Major? What’s Your Hurry?

Salon DE

J. Bradley Garner
Assistant Dean for Teaching and Learning

Bill Millard
Executive Director, Center for Life Calling and Leadership
Indiana Wesleyan University

Students are often encouraged to declare an academic major at the earliest possible stage of their college careers. This decision is generally viewed as an indication of the student’s likelihood of success in college. This presentation will focus on the ways in which students can be helped in identifying a “life purpose” as a developmental prerequisite to declaring an academic major. This presentation will also provide data that suggests that students would be just as well served by entering school with no major declared.

10 - CT
Integrating Library Services within a First-Year Community at a Large Land Grant University

Salon FG

Jim Hahn
Orientation Services Librarian
University of Illinois at Urbana-Champaign

The presenter discusses a new initiative at the University of Illinois at Urbana-Champaign that integrates library resources within a first-year community. Services provided include library training of the first-year learning community leaders, a course wiki established by the library, as well as suggestions for course material. Response to library integration has been substantial. Many first-year communities are now bringing their small cohorts into the library to learn more about library technology resources such as check out of laptops and instant messaging (IM) research help.
11 - CI
Building Bridges for Student Success: Early Alert and Proactive Advising
Salon I
James Anderson
Academic Gateway Specialist
Oklahoma State University-Oklahoma City

Oklahoma State University-Oklahoma City piloted a program incorporating a centralized Academic Early Alert and tracking system with personal proactive outreach. Centralizing the alert process gives a unified message to students while creating a single point of follow up. This approach allows for personal outreach and relationship building to the process. It can now track course outcomes and student persistence. In two semesters of tracking campus wide, OSU has observed a 60.5% increase in positive student outcomes.

12 - CI
Engage, Excite, Empower: Lessons Learned in the Otterbein Senior Year Experience Program
Caprice 1 & 4
Denise Shively
SYE Program Director
Kerry Strayer
Associate Professor, Communication
Lyle Barkhymer
Professor, Music
Otterbein College

Through the development of the Senior Year Experience, Otterbein College faculty and students have learned how to bring together what has been learned through the Integrative Studies core courses with major and elective courses in ways that challenge students to confront contemporary issues and address their roles and responsibilities as educated persons, professionals, and citizens. The panel will discuss how the SYE with emphasis on interdisciplinary, team-taught course options was established, and is being sustained and assessed.

13 - CI
Creating a Foundation for General Education: A Shared First-Year Experience in the Liberal Arts
Caprice 2 & 3
Janet Ramsey
Dean of University College
Kerran Sanger
Associate Professor, Communication
Howard Reid
Professor, Psychology
Buffalo State College

In response to a SUNY mandate and our own assessment results, Buffalo State College recently revised its general education program. The centerpiece of the new Intellectual Foundations program is BSC101, “Foundations of Inquiry.” BSC101 is required of all first-year students and serves as an introduction to the study of the liberal arts, the rigor of academic inquiry, and critical thinking skills. Presenters discuss the philosophy and mission of the course, its implementation, and assessment measures.

14 - CR
“AUSSIE ATTRITION”: The Down Under Experience of Sophomore Slump in the Health Sciences
Mayflower 1
Glenn Harrison
Senior Lecturer and Cardiac Scientist, School of Physiotherapy and Exercise Science
Griffith University Gold Coast Campus

This session will present the Australian counterpart of the controversial US phenomenon of sophomore slump within the Health Group at a large metropolitan teaching/research university. Research findings from historical analysis of student performance, paired surveys, and focus group interviews will be presented. Data confirm that second-year students struggle with work-life balance, self-confidence, motivation, and academic competence. Questions, comments, and feedback will be requested from the audience throughout the session.

15 - CI
Learning To Lead Learning Communities: Collectively Modifying Pedagogies and Practices for Peer Leaders of Learning Communities
Mayflower 3
Greg Metz
Assistant Director First Year Experience and Learning Communities
Cal Roberts
Peer Leader Captain
Katie Gill
Peer Leader Captain
University of Cincinnati

UC Peer Leaders play integral roles in first-year learning communities—autonomously developing LC’s as teams, mentoring students, and facilitating activities in multiple learning areas. The leadership challenges are profound. How do we prepare students, provide support as they journey, and use assessment data to continuously improve infrastructures and pedagogies? What roles do veteran peer leaders play? Staff and veteran peer leaders will share stakeholder feedback data and data-driven program modifications while facilitating ample discussion.

16 - CI
First-Generation and Low-Income Students: Support through Scholarship, Mentoring, and Tutoring
Rookwood
Leslie Hahn
Assistant Director of New Student Programs
University of Florida

This session will encourage you to think about first-generation and low-income students on your campus. In doing so, you will learn about an initiative at The University of Florida designed to support this population of students. The Florida Opportunity Scholarship (FOS) is a college access program open to first-generation, economically disadvantaged (defined as annual family income less than $40,000) Florida resident students who have been admitted to the university through the regular admissions cycle. Using the FOS program as a case study, participants will explore ways to better support first-generation and low-income students on their campuses.
Colleague Cluster Luncheon

11:30 am – 12:30 pm
Pavilion Ballroom
The “colleague cluster luncheon” has been designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests. To that end, table numbers correspond with interest group topics.

Institution Types:
1. Community Colleges
2. Small Colleges
3. Research Universities

Interest Areas:
4. First-year assessment
5. Learning communities
6. Faculty development
7. Minority students
8. Peer mentors
9. Service-learning
10. Transfer issues
11. Senior-year experience
12. Sophomore issues

Roles:
13. Academic advising
14. Faculty/instructor/lecturer
15. First-year seminar director
16. Orientation/intake programs
17. Chief academic officers
18. Chief student affairs officers

1:00 pm – 2:00 pm

17 - CT
Case Studies of Success: Using Networked Learning Communities to Ease Transfer Students’ Transition
Salon DE
Clark Germann
Faculty Coordinator of Transfer Student Success for Transition Services
Dalinda Solis
Director, Transition Services Office
Susan Cooles
Associate Dean of Student and Campus Life
Jacquelyn McLeod
Coordinator, Sophomore Excellence
Cynthia Baron
Assistant Director, Transition Services Program

Metropolitan State College of Denver
Sixteen transfer students participated in a networked learning community (NLC) spring and summer semesters. NLCs are web-based extensions of traditional learning communities and provide a means for communication, discussion, technology assistance, course specific tutoring, student-instruction interaction, and other features. The program is being expanded to 200 students for fall. Three transfer students will discuss their experiences during this presentation.

18 - CI
Celebrating Seniors: Planning a Smooth Transition to the Real World
Salon FG
Cheri Westmoreland
Director of the Senior Year Experience
Meredith Smith
Program Coordinator, Senior Year Experience
University of Cincinnati
The Senior Year Experience is a student retention and transition model advocated by John Gardner. The University of Cincinnati instituted this program to provide seniors with senior focused activities, preparation for graduate education, and alumni networking and transition programming. The session will review the UC program, and participants will have the opportunity to create an action plan for their respective campuses using strategies and techniques developed from our discussion.

19 - CT
Promoting Student Engagement across the First- and Second-Year Experience
Salon I
Jimmie Gahagan
Assistant Vice Provost for Student Engagement
University of South Carolina
Kimberly Dressler
Coordinator for Engaged Living
Furman University
Student engagement has become an important topic at many institutions because of the movement towards increased accountability and a desire to support student learning. This session will examine current research and best practices surrounding student engagement. Specific attention will be given to explore ways that institutions can promote student engagement across the first- and second-year experience. Examples will be provided from the University of South Carolina and other institutions across the country.

20 - CR
2006-07 Paul P. Fidler Research Grant Recipient
The Electronic Tether: Parental Regulation, Self-Regulation, and the Role of Technology in College Transitions
Caprice 1 & 4
Barbara Hofer
Associate Professor of Psychology
Constance Souder
Research Assistant, Department of Psychology
Laciee Patterson
Research Assistant, Department of Psychology
Middlebury College
One of the primary psychosocial tasks during the college years is to become an autonomous, self-governing, self-regulating individual. Increased use of e-mail and cell phones, however, means that college students are often electronically tethered to parents, yet little is known about the influence on student development. Results of a web-based questionnaire administered at two institutions examine the effect of frequent contact on developmental progressions both in the transition to college and the transitions within college. This research was conducted with funding from the Paul P. Fidler Research Grant.
The Evidenced-Based Sophomore Year Experience Program Development session will detail Clemson University's Sophomore Year Experience institutional initiative. This session will address the process the university community embarked upon to create a data-driven initiative, based on a comprehensive literature review, participation in the National Sophomore Survey and conduction of focus groups with sophomores, faculty and staff to assess needs and identify local priorities. This assessment-based program has a primary focus on sustainability.

Myths, Misconceptions, and the Real Truth: A Frank Discussion Between Two-year and Four-year Transfer Faculty and Staff

Myths, Misconceptions, and the Real Truth: A Frank Discussion Between Two-year and Four-year Transfer Faculty and Staff

The Intersection Between Student Success and Student Loan Default: Helping Students, Saving Taxpayer Money, and Reducing Institutional Risks

Assessfest: It's All About Assessment

Shedding Light on Sophomores: An Exploration of the Second College Year
26 - CR
Creating Community Online: Engaging Students Through Online Social Networks
Salon FG
Scott Silverman
Coordinator, First Year Programs
University of California, Riverside
An understanding of student perspectives of the effects of participating in online social networks on their college experiences will help student affairs practitioners maximize the benefits of online social networks while minimizing the drawbacks. In particular, online communities may help educators engage commuter students, transfer students, and other non-traditional students more effectively, as well as provide a more meaningful experience for their entire student body.

27 - CI
Transition Times Two: How to Support First-Year Students Through Their Transition Into and Out of the First Year of College
Salon I
Kelly Gray
First Year Experience Specialist
Jeannine Farrell
First Year Experience Specialist
University of Massachusetts Amherst
First-year college students need support transitioning into college. Many first-year programs have mastered providing needed support during the first six weeks of the year, but many fail to provide appropriate support thereafter. This session will provide an overview of the Residential First Year Experience program at UMass Amherst, which takes a comprehensive approach to working with first-year students throughout their first year, including preparing students for the transition into sophomore year.

28 - CT
College-to-Workplace Transition Issues and Strategies: A Primer
Caprice 1 & 4
Paul Hettich
Professor Emeritus
DePaul University
Too many graduates enter a competitive job market with high expectations and high loan debt, but their ignorance of workplace realities often leads to a failed first job experience. Although much of the knowledge students acquire during college may facilitate success on the job, the processes students employ to achieve this knowledge and the expectations they develop about the workplace are often inappropriate. Higher education contributes to these problems. This interactive session introduces participants to transition issues, including Marcia’s perspective on identity statuses, differences between college and corporate organizational cultures (Holton), and skills employers seek (2007 NACE survey) that are seldom communicated during college. Among the recommendations for promoting workplace readiness beginning the junior year, the presenter urges educators to articulate the differences between college and workplace environments, promote specific experiential learning activities, and actively involve faculty and life/career planning and student personnel professionals in transition issues.

29 - CT
Special Student Populations and Student Success at the University of South Carolina
Caprice 2 & 3
Angela Street
Coordinator of Initiatives for Special Student Populations
University of South Carolina
After thorough research and assessment, the Retention Committee at the University of South Carolina has identified five student populations in need of additional support in order to help them to be successful while in college. This session will focus primarily on two of those populations—transfer and out-of-state students—and how to coordinate successful social, academic, and transitional programs and initiatives to foster their success. Ways to assist students of color, scholarship students, and sophomores will also be addressed.

30 - CI
Collaborate and Celebrate: Student Success Belongs to All of Us
Mayflower 1
Lisa Decandia
SUCCESS@Seneca Program Coordinator
Steve Fishman
SUCCESS@Seneca Program Leader
Seneca College
Student learning and successful transitions into and through higher education are correlated strongly with student engagement. The more actively engaged students are—with college staff, faculty, and other students—the more likely they are to persist and achieve at higher levels. This session describes the SUCCESS@Seneca initiative, which facilitates and supports improved student learning and transition with a multi-faceted approach that encourages the active participation of the entire college community. Through an integrated service delivery model, the program addresses the needs of the “whole” student, focusing on the promotion and support of academic, career, and personal development.

31 - CR
Adjustment to College: Student Diversity and Family Support
Mayflower 3
Lindsey Moore-Fields
Academic Counselor
University of North Texas
It has been argued that the first year of college is the most challenging period of adjustment in a student’s life. This presentation will review the scholarly literature regarding students’ adjustment to college, including non-academic factors, and the results of a study conducted at the University of North Texas. Information presented will assist professionals in better understanding the key environmental factors and family support that impact the adjustment of college students who represent diverse backgrounds and experiences. The hope is that such knowledge will lead to developing programs for students and families that will improve the quality of the educational experience, which, in turn, will contribute to university retention and graduation.
The AcademiKit Study Organizer: Helping Students Reach Academic Success

Rookwood
Carol Shulman
Marketing Coordinator
Irene Lang Kleiman
AcademiKit Representative
Dynamic Learning Systems

This interactive session by the creators of the AcademiKit Study Organizer will show participants how to help students meet the new expectations of college. The presenters will explain how the AcademiKit can maximize study efficiency in time management, note taking, text reading, test taking, and course organization. They will also present the AcademiKit facilitator guide to demonstrate, monitor, and enhance student use of the AcademiKit. Each attendee will receive a complimentary AcademiKit and facilitator guide.

Afternoon Break
3:15 pm - 3:30 pm
Pavillion Foyer

33 - CT
Underrepresented Student Groups in Transition: Bridging the Gap

Salon DE
Angela Kayser Luzbetak
Transfer & Multicultural Services Coordinator
Pamela Dilday
Director, Student Activities & Campus Life, Interim Dean of Students
Joliet Junior College

Underrepresented students in transition require not only academic support but student development resources to stay connected to the campus community. “Bridging the Gap” between student development and the classroom experience via programming, resources, and curriculum builds an infrastructure, and promotes retention and eventually matriculation. It also supports campus stewardship. This presentation will include examples currently being used at Joliet Junior College, the nation’s oldest public community college.

34 - CI
Peer Mentoring: Engaging the Spirit

Salon FG
Jim Fulkerson
Director of Peer Mentoring
Daniel McBride
Peer Mentor
Amanda Peterson
Peer Mentor
Katie Rich
Peer Mentor
Rachealle Sanford
Peer Mentor
Western Kentucky University

Since its beginning in 2002, the University Experience Peer Mentoring Program has enjoyed success by training upperclass students to assist University Experience instructors in meeting course objectives, providing academic support, and assisting first-year students in making the transition from high school to university life. A brief overview of the Mentoring Program will provide context for demonstrating how the program has evolved in becoming an integral, successful, and growing retention tool of the first-year course.

35 - CR
Heroic Journeys of Non-Traditional Students in a Senior Capstone

Salon I
Mary Kirk
Associate Professor, Individualized, Interdisciplinary and Lifelong Department
Metropolitan State University

Most senior capstone courses focus on demonstrating knowledge in a specific discipline and preparing students to transition from school to the workplace. However, an interdisciplinary program serving working adults necessitates a different approach. The presenter will share curricular materials and methods for the senior capstone in an individualized B.A. program that culminates in 20-minute heroic journey speeches in which students describe how they have been, or plan to be, the heroes of their life stories.

36 - CT
Incorporating High-Impact, Low-Cost Technology in FYE Courses: A Beginner’s Guide

Caprice 1 & 4
Robert Feldman
Associate Dean, College of Social and Behavioral Sciences, and Professor
University of Massachusetts at Amherst

This hands-on session will discuss and demonstrate state-of-the-art technologies that can be easily and economically incorporated into FYE courses. The presentation will illustrate ways that technology can be used to engage students and personalize FYE classes, ultimately increasing the likelihood of student success. Targeted for beginning technology users, the presentation discusses benefits and disadvantages of technologies such as classroom response systems, blogs, wikis, and Second Life, and practical issues relating to their implementation.

37 - CT
Pathways to Success - The Academic Library as a Center for Knowledge, Student Engagement, and Leadership

Caprice 2 & 3
Jane Carlin
Senior Librarian
James Krusling
First Year Experience Librarian
Barb Macke
Instruction Librarian
Pam Bach
Coordinator, InfoCommons
University of Cincinnati

This program will focus on how academic libraries can serve as centers for engagement, learning, and leadership. Unlike single academic departments, the university library, as an institutional resource, reaches students from first year to senior year, undergraduate to graduate, from the fine arts major to the chemist. Libraries can help students transfer learning from one discipline to the other and make connections from one year to the next—providing not only an intellectual legacy to students but also an important social space for student engagement. Specific areas of focus will include: transitioning to college and capturing student interest with e-portfolios, collaborating with composition faculty and using a problem-based approach to learning research skills, and envisioning libraries as centers for leadership development.
Each year, 1.8 million U.S. first-quarter first-year college students encounter the greatest decision-making period of their young lives. Behavioral data on youths show improved decision making and fewer negative consequences associated with foreknowledge of given life scenarios. We surveyed more than 800 current college students asking them to provide advice to college-bound high school seniors. More than 250 provided rich quotes and compelling stories that formed a new program to help first-year students make a successful transition.

Helping Students with Disabilities (and their Parents) Transition to Higher Education

Lisa Bauer
Assistant Director, Disability Support Services
Laura Choiniere
Director, Center for Academic Development
Roger Williams University

The first year of college presents many transitions and obstacles for students with disabilities and their parents. A few years ago our Disability Support Services (DSS) office was overwhelmed with questions from parents and students – how does the accommodation process work; how does a faculty member learn of a student’s disability; and what type of documentation is required to register with DSS. This session will help you identify your communication deficits and rethink how you are sharing your vital DSS information. By developing an improved and more intentional communication cycle, the transition experience for students with disabilities and their parents from high school to college can be a much more positive and productive one.

Exploration into the Transition and Integration of Students’ Learning Experience at the Newly Created Universities

Denis Hyams-Ssekasi
Course Leader and Tutor for Higher National Certificate
Ernest M. Kadembo
Lecturer
University of Huddersfield

There has been little systematic research about the transition of non-traditional first-year students from the deprived areas. Anecdotal evidence suggests there are considerable problems first-year students encounter especially in areas where higher education provisions have not been available.

This session encompasses two interlinked themes of “Towns Like Us” and the “Non-traditional First-Year Students’ Transition.” “Towns Like Us” is a concept introduced by the University of Huddersfield, which includes the research on the changes in the two deprived towns; firstly, the shift in both practices and perceptions of higher education by society at large, and secondly, an analysis of the two-year research of first year non-traditional students’ transition in the two University Centres situated in areas where Higher Education provision was recently introduced. The results show that there are significant problems non-traditional first year students’ from “Towns Like Us” experience during the transformation and integration period, which affect students’ recruitment, retention, and progression.
NOW AVAILABLE: EARLY WARNING/ALERT SYSTEM module & SurveyTrac module - get the assessment data you need!

- Manage unlimited centers for one price.
- Truly web-based - you can utilize both Mac and Windows simultaneously.
  - Over 100 standard reports PLUS the custom Report Wizard.
  - Powerful, flexible and customizable to meet your needs.
  - On-line appointments and broadcast emailing enhance student service.
  - Justify your program and get the funding you need.

Advisortrac: Uniting Computer Technology with Human Education

1.877.303.7575 • www.advisortrac.net
“Strategies for Sophomore Success”
Laurie Schreiner
Professor and Director of Doctoral Programs in Higher Education
Azusa Pacific University

Sophomores are often the “invisible” students on campus; they’ve survived the first year, so institutional support shifts to the incoming class with the assumption that sophomores are on a trajectory to graduation. But continuing challenges in the sophomore year are common—and institutions are losing more sophomores than expected. In this session, the “sophomores slump” will be explored based on a new study of almost 3,000 sophomores across the country. The emphasis will be on success strategies—those characteristics of the student and the college experience that are most predictive of returning as a junior.

9:30 am – 10:30 am

Beyond I.Q. - The Value of Social-Emotional Learning
Salon DE
Christine Lottman
Field Service Associate Professor
Gail Kiley
Field Service Assistant Professor
University of Cincinnati

A growing body of evidence suggests emotional intelligence has a substantial impact on student transition and adjustment. UC students, not unlike students on other campuses, arrive with varying levels of academic preparedness and ability while lacking social-emotional skills such as managing stress, adapting to a new environment, and developing supportive relationships. Even for those students who survive the first year, such environmental demands and pressures may follow these students into the second year and beyond. This session will explore the relevance for assessing and developing emotional intelligence in first-year students to promote current and future student success.

42 - CT
Advising Prism: The Rainbow of Lesbian, Gay, Bisexual, and Transgender (LGBT) First-Year Student Needs
Salon FG
Jessica Pettitt
Social Justice Speaker
CampusSpeak

LGBT students are a unique population with specific needs. It is important that professionals have space to learn about the LGBT Community, their needs, and ways to be supportive. In this session, participants will have the opportunity to ask questions about this specific population and complete action planning exercises to reflect on their own services. Suggested steps towards inclusion and ally development will also be shared.

Finally, a book just for students in transition!

Transitions
by Susan Weir
ISBN-10: 1413022790

Written to meet the distinct adjustment needs of junior-level transfer students and non-traditional students, Transitions provides a general introduction to college—focusing on areas of academic, personal, and professional concern. The text is intentionally brief, thus allowing instructors adequate space to incorporate institution-specific material during the course of the semester or term. Concise, engaging, and easy to customize, Transitions speaks to these students’ unique concerns and uses a step-by-step approach that helps ensure transfer student success.

Stop by our table to learn more!
The Importance of Infusing Diversity Education into the First Year

Aaron Thompson
Professor of Sociology
Eastern Kentucky University

The inclusion of diversity education in the first year allows students to become more aware of the vast differences in backgrounds, culture, and individuals that exist in society and on college campuses. Research has shown that exposure to those who are different from us causes us to think at a higher level when evaluating issues and formulating ideas. As informed individuals, students begin to understand the importance of inclusion and the richness diversity brings to our society.

Connecting Intellectual Growth and Civic Engagement Through the First-Year Experience

Robert Anderson
Assistant Provost for Liberal Learning and Academic Advising
Glenn Steinberg
Coordinator of the First Seminar Program, Associate Prof. of English
Patrick Donohue
Director of the Bonner Center for Civic Engagement
The College of New Jersey

This session will focus on three components of the First-Year Experience at The College of New Jersey: (a) the First Seminar Program, (b) the connected residential living-learning arrangement, and (c) the associated community engaged learning experiences. The presenter will demonstrate how students benefit from an integrated academic, residential, and service experience, while at the same time frankly pointing out some of the difficulties in instituting and assessing such a program. They also share assessment results and plans.

Faculty Engagement and its Impact on Student Learning

Michael Wick
Professor & Chair, Computer Science Department
University of Wisconsin - Eau Claire

Our institution uses an infusion FYE program in which 20-student sections of first-year courses have infused FYE content without additional contact hours. Assessment data indicate that the program has virtually no significant impact on student learning calling the infusion model into question. However, it is not the infusion model but rather low faculty buy-in that accounts for poor student learning within the program. Further, the infusion model with faculty buy-in is a highly effective system.

It Really Works! The Impact of an Institutional Welcome Week on First-Year Retention

Ed Foster
Study Support Coordinator
Nottingham Trent University

Like all UK universities, Nottingham Trent had a welcome program for entering first-year students, characterized largely by excessive alcohol consumption among students. In 2005, a new program, Welcome Week, was launched with a focus on academic matters, social, cultural, and sporting events. In the two years since the Welcome Week was initiated, early student withdrawals among first years have declined by one third.

The Transfer Experience: Issues and Challenges

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

Transfer students are one of the fastest growing populations of college students today with many students attending more than one institution before graduating, yet as a group they are often difficult to define. This session leads participants in a discussion of who transfer students are, the issues and challenges they face and present to educational institutions, and effective practices and initiatives that are responding to these challenges. Participants also have the opportunity to respond to a table of contents for a proposed monograph to be published by the National Resource Center for The First-Year Experience and Students in Transition.

Is it Possible to Sustain Individual Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy Today?

Mary Stuart Hunter
Assistant Vice Provost and Executive Director, National Resource Center for The First-Year Experience and Students in Transition
Jean Henscheid
Editor, Journal of The First-Year Experience and Students in Transition
Managing Editor, About Campus
University of South Carolina

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.
49 - CI
Campus-Wide Collaboration for First-Year Student Success
Salon DE
Jodi Webb
Associate Dean of Students, Orientation and First Year Programs
Bowling Green State University

Bowling Green State University has made a strong commitment to first-year students through the development of various first-year initiatives. Collaboration between faculty and administrators from Academic Affairs and Student Affairs plays a critical role in the planning, implementation, and overall success of these initiatives. While providing an overview of the initiatives at BGSU, the importance of collaboration across the campus community and the lessons learned when establishing powerful partnerships with colleagues will be discussed.

50 - CT
Reworking the First Year at a Small Technical University
Salon FG
William Riffe
Professor, Manufacturing Engineering
Kettering University

The preparedness of entering engineering students has declined noticeably over the past decade to the point where retention is a major issue. A team was organized to review up to five years of data, to discover trends, and to make recommendations to the President. Mathematics, reading comprehension, and writing were identified as the most critical needs for our students. This session will describe the study of entering engineering students and highlight plans for initiatives designed to address these needs.

51 - CI
An Interdisciplinary First-Year Seminar: Its Design, Management, and Assessment
Salon I
Michael Klabunde
Core Coordinator and Assistant Professor of Classics
Mary Kay Jordan-Fleming
Assessment Coordinator and Assistant Professor of Psychology
College of Mount St. Joseph

This session will describe the college’s hybrid first-year seminar—a three-credit course combining first-year orientation topics, an introduction to the Liberal Arts and Sciences core, and practice in interdisciplinary problem-solving. Discussion will include classroom and administrative issues affecting the course but will also focus on the design of its assessment process, the data gathered, and how the course has been revised because of it.

52 - CI
Discovery: Helping Sophomores Discover Their Life Purpose Through Experiential Learning
Caprice 1 & 4
Michelle Cheatem
Director of Sophomore Initiatives
Geoff Norbert
Assistant Director of Recreational Sports
Loyola College

Sophomore year is a time when students are seeking purpose and meaning in their lives. This session will highlight a unique program that provides students with an experience that challenges them to seek their personal direction through a weeklong excursion that includes kayaking, camping, reflection, and other adventure activities. Discovery is one of several programs included in Loyola’s comprehensive sophomore-year initiative. The presenters will share information regarding program development, implementation, challenges, and assessment data.

53 - CI
Music to My Ears: Identifying and Revising Victim Language in Popular Music
Caprice 2 & 3
Tracy Davis
Coordinator for Student Success & Co-Curricular Programs
Miami University Middletown

The ability to make wise choices and decisions is essential in moving students toward success in life. In this session, the presenter will explore the difference between victim and creator language and how the choices of each will yield success or yield more challenges. Popular music provides the vehicle from which we will identify victim and creator language. Participants will identify victim language from songs and turn them into creator language.

54 - CI
Coping with Stress: The Creation of a Stress Reduction Room on a College Campus
Mayflower 1
Marilyn Klainberg
Associate Professor of Nursing
Bonnie Ewing
Assistant Professor of Nursing
Adelphi University

College students experience a great many stressors that may be related to attending a new school environment or social pressures. These stressors may be motivational or challenging. In either case, coping with stress is difficult. In order to help students find alternative methods of coping with stress, Adelphi University developed a Stress Reduction Room. The presenters will take participants on a journey of developing such a space.
Closing Town Meeting

12:00 noon - 12:30 pm
Salon I

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.
### INDEX OF PRESENTERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Page</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, James</td>
<td>Oklahoma State University-Oklahoma City</td>
<td>11</td>
<td>CI</td>
</tr>
<tr>
<td>Anderson, Robert</td>
<td>The College of New Jersey</td>
<td>44</td>
<td>CI</td>
</tr>
<tr>
<td>Bach, Pam</td>
<td>University of Cincinnati</td>
<td>37</td>
<td>CT</td>
</tr>
<tr>
<td>Barefoot, Betsy O.</td>
<td>Policy Center on the First Year of College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barkhymer, Lyle</td>
<td>Otterbein College</td>
<td>12</td>
<td>CI</td>
</tr>
<tr>
<td>Bauer, Lisa</td>
<td>Roger Williams University</td>
<td>39</td>
<td>CI</td>
</tr>
<tr>
<td>Bellani, Raj</td>
<td>Colgate University</td>
<td>25</td>
<td>CR</td>
</tr>
<tr>
<td>Bishop, Fredda</td>
<td>Rochester Institute of Technology</td>
<td>7</td>
<td>CI</td>
</tr>
<tr>
<td>Brookfield, Stephen</td>
<td>University of St. Thomas in Minneapolis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carlin, Jane</td>
<td>University of Cincinnati</td>
<td>37</td>
<td>CT</td>
</tr>
<tr>
<td>Chan, Ed</td>
<td>Kennesaw State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheatem, Michelle</td>
<td>Loyola College</td>
<td>52</td>
<td>CI</td>
</tr>
<tr>
<td>Choiniere, Laura</td>
<td>Roger Williams University</td>
<td>39</td>
<td>CI</td>
</tr>
<tr>
<td>Davis, Tracy</td>
<td>Miami University Middletown</td>
<td>53</td>
<td>CI</td>
</tr>
<tr>
<td>Decandia, Lisa</td>
<td>Seneca College</td>
<td>30</td>
<td>CI</td>
</tr>
<tr>
<td>Dilday, Pamela</td>
<td>Joliet Junior College</td>
<td>33</td>
<td>CT</td>
</tr>
<tr>
<td>Donohue, Patrick</td>
<td>The College of New Jersey</td>
<td>44</td>
<td>CI</td>
</tr>
<tr>
<td>Dressler, Kimberly</td>
<td>Furman University</td>
<td>19</td>
<td>CT</td>
</tr>
<tr>
<td>Edgar, Donna</td>
<td>Jefferson Community and Technical College</td>
<td>22</td>
<td>RD</td>
</tr>
<tr>
<td>Ewing, Bonnie</td>
<td>Adelphi University</td>
<td>54</td>
<td>CI</td>
</tr>
<tr>
<td>Farrell, Jeannine</td>
<td>University of Massachusetts at Amherst</td>
<td>27</td>
<td>CI</td>
</tr>
<tr>
<td>Feldman, Robert</td>
<td>University of Massachusetts at Amherst</td>
<td>36</td>
<td>CT</td>
</tr>
<tr>
<td>Finning, Shannon M.</td>
<td>Clemson University</td>
<td>21</td>
<td>CI</td>
</tr>
<tr>
<td>Fisher, Beth</td>
<td>University of Cincinnati</td>
<td>6</td>
<td>RD</td>
</tr>
<tr>
<td>Fishman, Steve</td>
<td>Seneca College</td>
<td>30</td>
<td>CI</td>
</tr>
<tr>
<td>Foster, Ed</td>
<td>Nottingham Trent University</td>
<td>46</td>
<td>CI</td>
</tr>
<tr>
<td>Fralick, Marsha</td>
<td>Cuyamaca Community College</td>
<td>8</td>
<td>CI</td>
</tr>
<tr>
<td>Fulkerson, Jim</td>
<td>Western Kentucky University</td>
<td>34</td>
<td>CI</td>
</tr>
<tr>
<td>Gaagan, Jimmie</td>
<td>University of South Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gardner, John N.</td>
<td>Policy Center on the First Year of College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garner, J. Bradley</td>
<td>Indiana Wesleyan University</td>
<td>9</td>
<td>CT</td>
</tr>
<tr>
<td>Gill, Katie</td>
<td>University of Cincinnati</td>
<td>15</td>
<td>CI</td>
</tr>
<tr>
<td>Gray, Kelly</td>
<td>University of Massachusetts at Amherst</td>
<td>27</td>
<td>CI</td>
</tr>
<tr>
<td>Hahn, Jim</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>10</td>
<td>CT</td>
</tr>
<tr>
<td>Hahn, Leslie</td>
<td>University of Florida</td>
<td>16</td>
<td>CI</td>
</tr>
<tr>
<td>Harrison, Glenn</td>
<td>Griffith University Gold Coast Campus</td>
<td>14</td>
<td>CR</td>
</tr>
<tr>
<td>Henscheid, Jean</td>
<td>University of South Carolina</td>
<td>5</td>
<td>CT, 48 RD</td>
</tr>
<tr>
<td>Hettich, Paul</td>
<td>DePaul University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hofer, Barbara</td>
<td>Middlebury College</td>
<td>20</td>
<td>CR</td>
</tr>
<tr>
<td>Hunter, Mary Stuart</td>
<td>University of South Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan-Fleming, Mary Kay</td>
<td>College of Mount St. Joseph</td>
<td>51</td>
<td>CI</td>
</tr>
<tr>
<td>Kaysen Luzbetak, Angela</td>
<td>Joliet Junior College</td>
<td>33</td>
<td>CT</td>
</tr>
<tr>
<td>Kiley, Gail</td>
<td>University of Cincinnati</td>
<td>41</td>
<td>CT</td>
</tr>
<tr>
<td>Kirk, Mary</td>
<td>Metropolitan State University</td>
<td>35</td>
<td>CR</td>
</tr>
<tr>
<td>Klabunde, Michael</td>
<td>College of Mount St. Joseph</td>
<td>51</td>
<td>CI</td>
</tr>
<tr>
<td>Kleinberg, Marilyn</td>
<td>Adelphi University</td>
<td>54</td>
<td>CI</td>
</tr>
<tr>
<td>Kleiman, Irene Lang</td>
<td>Dynamic Learning Systems</td>
<td>32</td>
<td>E</td>
</tr>
<tr>
<td>Kolek, Edward J.</td>
<td>Nichols College</td>
<td>3</td>
<td>CI</td>
</tr>
<tr>
<td>Krusling, James</td>
<td>University of Cincinnati</td>
<td>37</td>
<td>CT</td>
</tr>
</tbody>
</table>

24
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Presenting Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lottman, Christine</td>
<td>University of Cincinnati</td>
<td>41-CT</td>
</tr>
<tr>
<td>Macke, Barb</td>
<td>University of Cincinnati</td>
<td>37-CT</td>
</tr>
<tr>
<td>Mandlehr, Kathleen</td>
<td>University of Louisville</td>
<td>22-RD</td>
</tr>
<tr>
<td>McBride, Daniel</td>
<td>Western Kentucky University</td>
<td>34-CI</td>
</tr>
<tr>
<td>Metz, Greg</td>
<td>University of Cincinnati</td>
<td>15-CI</td>
</tr>
<tr>
<td>Millard, Bill</td>
<td>Indiana Wesleyan University</td>
<td>9-CT</td>
</tr>
<tr>
<td>Moore-Fields, Lindsey</td>
<td>University of North Texas</td>
<td>31-CR</td>
</tr>
<tr>
<td>Norbert, Geoff</td>
<td>Loyola College</td>
<td>52-CI</td>
</tr>
<tr>
<td>Patterson, Lacee</td>
<td>Middlebury College</td>
<td>20-CR</td>
</tr>
<tr>
<td>Peterson, Amanda</td>
<td>Western Kentucky University</td>
<td>34-CI</td>
</tr>
<tr>
<td>Pettitt, Jessica</td>
<td>CampuSpeak</td>
<td>42-CI</td>
</tr>
<tr>
<td>Pierson, John</td>
<td>US Department of Education/National Association of Student Financial Aid Administrators</td>
<td>23-CT</td>
</tr>
<tr>
<td>Poisel, Mark Allen</td>
<td>University of Central Florida</td>
<td>Preconference Workshop, 47-RD</td>
</tr>
<tr>
<td>Raison, Brian</td>
<td>Ohio State University</td>
<td>38-CR</td>
</tr>
<tr>
<td>Ramsey, Janet</td>
<td>Buffalo State College</td>
<td>13-CI</td>
</tr>
<tr>
<td>Reafler, Robyn</td>
<td>Rochester Institute of Technology</td>
<td>7-CI, 24-CI</td>
</tr>
<tr>
<td>Reid, Howard</td>
<td>Buffalo State College</td>
<td>13-CI</td>
</tr>
<tr>
<td>Rich, Katie</td>
<td>Western Kentucky University</td>
<td>34-CI</td>
</tr>
<tr>
<td>Riffe, William</td>
<td>Kettering University</td>
<td>50-CT</td>
</tr>
<tr>
<td>Roberts, Cal</td>
<td>University of Cincinnati</td>
<td>15-CI</td>
</tr>
<tr>
<td>Roderick, Carol</td>
<td>University of New Brunswick</td>
<td>1-CR</td>
</tr>
<tr>
<td>Sanford, Rachelle</td>
<td>Western Kentucky University</td>
<td>34-CI</td>
</tr>
<tr>
<td>Sanger, Kerran</td>
<td>Buffalo State College</td>
<td>13-CI</td>
</tr>
<tr>
<td>Schaller, Molly</td>
<td>University of Dayton</td>
<td>25-CR</td>
</tr>
<tr>
<td>Schreiner, Laurie</td>
<td>Azusa Pacific University</td>
<td>Plenary Address</td>
</tr>
<tr>
<td>Sherman, Dawn</td>
<td>Nichols College</td>
<td>3-CI</td>
</tr>
<tr>
<td>Shively, Denise</td>
<td>Otterbein College</td>
<td>12-CI</td>
</tr>
<tr>
<td>Shulman, Carol</td>
<td>Dynamic Learning Systems</td>
<td>32-E</td>
</tr>
<tr>
<td>Silverman, Scott</td>
<td>University of California, Riverside</td>
<td>26-CR</td>
</tr>
<tr>
<td>Skipper, Tracy L.</td>
<td>University of South Carolina</td>
<td>Preconference Workshop</td>
</tr>
<tr>
<td>Smith, Meredith</td>
<td>University of Cincinnati</td>
<td>18-CI</td>
</tr>
<tr>
<td>Souder, Constance</td>
<td>Middlebury College</td>
<td>20-CR</td>
</tr>
<tr>
<td>Steinberg, Glenn</td>
<td>The College of New Jersey</td>
<td>44-CI</td>
</tr>
<tr>
<td>Stockenberg, Julie T.</td>
<td>Colorado College</td>
<td>Preconference Workshop, 25-CR</td>
</tr>
<tr>
<td>Strayer, Kerry</td>
<td>Otterbein College</td>
<td>12-CI</td>
</tr>
<tr>
<td>Street, Angela</td>
<td>University of South Carolina</td>
<td>29-CT</td>
</tr>
<tr>
<td>Taylor, Kim</td>
<td>Colgate University</td>
<td>25-CR</td>
</tr>
<tr>
<td>Thompson, Aaron</td>
<td>Eastern Kentucky University</td>
<td>43-CR</td>
</tr>
<tr>
<td>Tobolowsky, Barbara</td>
<td>University of South Carolina</td>
<td>25-CR</td>
</tr>
<tr>
<td>Tonge Mack, Carol</td>
<td>University of Cincinnati</td>
<td>6-RD</td>
</tr>
<tr>
<td>Violanti, Karen</td>
<td>Rochester Institute of Technology</td>
<td>24-CI</td>
</tr>
<tr>
<td>Webb, Jodi</td>
<td>Bowling Green State University</td>
<td>49-CI</td>
</tr>
<tr>
<td>Weimer, Maryellen</td>
<td>The Teaching Professor</td>
<td>Preconference Workshop</td>
</tr>
<tr>
<td>Westmoreland, Cheri</td>
<td>University of Cincinnati</td>
<td>18-CI</td>
</tr>
<tr>
<td>Whorton, Susan</td>
<td>Clemson University</td>
<td>2-CI</td>
</tr>
<tr>
<td>Wick, Michael</td>
<td>University of Wisconsin - Eau Claire</td>
<td>45-CR</td>
</tr>
<tr>
<td>Williams, L. K.</td>
<td>Data180, LLC</td>
<td>4-E</td>
</tr>
<tr>
<td>Wymer, Scott</td>
<td>Data180, LLC</td>
<td>4-E</td>
</tr>
</tbody>
</table>
INVITATION TO EXCELLENCE

Does your Campus Have a Grand Design for the First Year of College?

Both four-year and two-year institutions are invited to join the 2008 National Select Cohort for Foundations of Excellence® in the First College Year. With the guidance and support of the Policy Center on the First Year of College, your institution will undertake a year-long systematic study of first-year policies, procedures, and practices. The results of this study will be used to develop an action plan designed to increase student learning and retention. At the completion of this effort, your institution will join the 117 institutions that have previously participated in the Foundations of Excellence self study and have now implemented changes to improve the success and persistence of new students.

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

The Policy Center on the First Year of College congratulates the 2007 Foundations of Excellence National Select Cohort for their commitment to the beginning college experience.

**FOUR-YEAR INSTITUTIONS**
- Bethune Cookman University
- Buena Vista University
- California State University - San Marcos
- Centenary College New Jersey
- Fayetteville State University
- Framingham State College
- Minnesota State University-Moorhead
- Minot State University
- Morgan State University
- Salem State College
- Stony Brook University
- University of Texas at El Paso
- Western New Mexico University

**TWO-YEAR INSTITUTIONS**
- Central Maine Community College
- College of Lake County
- El Paso Community College
- Frank Phillips College
- Gainesville State College
- Itasca Community College
- Leech Lake Tribal College
- Madison Area Technical College
- Milwaukee Area Technical College
- Minnesota State Community & Technical College
- Owens Community College
- St. Philip’s College
- Tohono O’odham Community College

The Policy Center on the First Year of College is a non-profit higher education center, located in Brevard, NC. The Center’s basic mission is to work with colleges and universities to improve the beginning college experience through enhanced learning, success, and retention of new students. The work of the Policy Center is partially funded by Lumina Foundation for Education.

www.fyfoundations.org