15th National Conference on Students in Transition

NOVEMBER 8-10, 2008
COLUMBIA, SOUTH CAROLINA

Sponsored by National Resource Center for The First-Year Experience® and Students in Transition
Co-hosted by Columbia College and the South Carolina Technical College System

PROGRAM
Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina, I am delighted to welcome you to the 15th National Conference on Students in Transition. We are especially pleased to welcome you to the birthplace and current home of the National Resource Center: Columbia, SC. Given that this conference is in “our neighborhood,” we look forward to sharing our wonderful city with you and invite you to tour the University of South Carolina during your stay in Columbia. We are also pleased to have fellow South Carolinians, Columbia College and the South Carolina Technical College System, joining us to co-host this conference.

We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts during our events that can serve as a rich professional network long beyond our time together at the conference. The conference staff of the National Resource Center has planned an outstanding program of pre-conference workshops, featured speakers, and conference sessions. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal networking among all participants. We encourage you to take advantage of these opportunities to discuss current trends and issues, discover more about research and assessment findings related to student success, and learn from your fellow delegates about new programs, pedagogies, and practices for students in transition.

The staff of the National Resource Center and representatives from our co-host institutions are here to help you pursue opportunities for professional and personal enrichment in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns. Those of us on the conference planning staff look forward to meeting you, working with you, and learning from you while here in Columbia and in the future. Enjoy your time here!

Sincerely,

Jennifer R. Keup
Director
National Resource Center for The First-Year Experience & Students in Transition
THE FIRST-YEAR EXPERIENCE is a service mark of the University of South Carolina. A license may be granted to registered conference attendees and others upon written request to use the term THE FIRST-YEAR EXPERIENCE in association with educational programmatic approaches to enhance the first year developed as a result of participation in this conference series. This license is not transferable and does not apply to the use of the service mark in any other programs or on any other literature without the written approval of the University of South Carolina. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.
Welcome to the 15th National Conference on Students in Transition. This conference is designed with a setting and structure 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 Columbia Marriott.

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
RAINBOW          Hosting Institutions
RED              Conference Staff
LIGHT BLUE       Presenters
GOLD             Outstanding First-Year Student Advocates
PURPLE           First-Time Attendee

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:

Columbia College
Columbia College, founded in 1854 and affiliated with the United Methodist Church, is a private, liberal arts, women’s college with a coeducational Evening College and Graduate School. The College provides educational opportunities that develop students’ capacity for critical thought and expression, lifelong learning, acceptance of personal responsibility, and commitment to service and social justice. Columbia College enrolls 1500 students from 23 states and 20 countries. The College is noted for faculty who foster academic excellence through collaborative teaching and learning; a vital learning community in which character, ethics, and values are cultivated; the study of leadership enhanced by opportunities for practical application; programs that capitalize on advances in technology; and learning environments that extend beyond the classroom. Columbia College has been ranked by U.S. News and World Report since 1994 as one of the top comprehensive undergraduate colleges in the South.

South Carolina Technical College System
For more than 45 years, the South Carolina Technical College System has been integral to the state’s higher education needs, making college affordable and accessible through its 16 colleges strategically located throughout the state. Working to promote economic development, the System provides academic instruction and customized workforce training to businesses and individuals through our technical colleges, the Center for Accelerated Technology Training (CATT) and its readySC™ program, and Apprenticeship Carolina™. Last year, the System enrolled nearly 250,000 students in its credit, continuing education, and readySC™ programs. For more information please visit our web site at: www.sctechsystem.edu
Registration Information
The conference registration table is located in Carolina Prefunction. 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:

Saturday, November 8, 2008
7:30 am - 6:00 pm
Sunday, November 9, 2008
7:30 am - 5:30 pm
Monday, November 10, 2008
7:30 am - 12:00 noon

Internet Access Information
The Columbia Marriott offers wireless internet access throughout the hotel for $9.95 plus tax. Attendees staying overnight can bill costs for wireless internet to their sleeping room. The telephone office sets the password for the number of days access is needed and the charge is posted as a room charge daily. For daily commuters, the front desk can take payment and give receipts for wireless internet access. Wired internet access is also available in the sleeping rooms for $9.95 per day plus tax.

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 Carolina Prefunction 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/ and will also be included in a conference follow-up e-mail message.

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 10, 2008.

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 Capital Prefunction 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/2008SIT/ after December 1, 2008. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@mailbox.sc.edu.

Session Formats
The sessions presented at this conference are in seven formats. The alpha designation with the session number indicates 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, share information on services, and present research findings on the first year of college.

Poster Sessions
In poster sessions, information is presented primarily through the use of visual display and handout materials. Numerous poster sessions will be scheduled concurrently, and conference delegates will be free to move from one poster session to another.

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

(PA) Assessed Programmatic Approaches
This type of poster session presents on a specific programmatic approach at a single institution.
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*One of nine Foundational Dimension® Statements, aspirational standards for the first year of college Learn more at http://www.fyfoundations.org/foundationalDimensions.aspx

Foundations of Excellence®

Building a Better Foundation for Undergraduate Education

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

www.fyfoundations.org
It is a privilege for Bedford/St. Martin’s to publish the college success titles by Gardner, Jewler, and Barefoot. These books fit well with our publishing philosophy, emphasizing innovation, quality, and a focus on the needs of students and instructors. Established in 1981, Bedford/St. Martin’s is a college textbook publisher specializing in the humanities.

**Data180** (www.Data180.com) introduces a new software solution (called Student180) for tracking student development and allowing schools to enhance the holistic development of their students. Student180 is easy to use, collects activities in one location, and provides key outputs: résumés, portfolios, activity reports, co-curricular transcripts, and more.

**Educational Benchmarking (EBI)** is focused on the improvement of the college experience by offering over fifty nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Works® is the newest EBI program focusing on student success. MAP-Works® facilitates and enriches interactions between your institution and first-year students by providing individualized reporting, communication management, and more to first-year students, faculty, and staff.

**Human eSources** provides online resources used worldwide by career development, education, and HR professionals to help college students, adult workers, and individuals across all nationalities and demographics achieve success in their lives. CollegeScope, by Human eSources®, is the premier provider of personal-development tools designed specifically for college students, delivered as internet software. CollegeScope features DoWhatYouAre, a personality type assessment and career development program; the PEPS-Learning Style Inventory, a look at preferred learning styles; and the CollegeScope Student Success Program, a complete student success curriculum and text.

**InnerSight** is a personal, professional, and organizational development firm offering an experience that facilitates self-discovery and self-knowledge. InnerSight believes that qualities like loyalty, enthusiasm, and personal satisfaction emerge when we align what we do and how we do it with who we are. When we move beyond cognitive capacities, and bring an understanding of the whole person to bear on our life choices and in our organizations, we are positioned for success in the Knowledge Age.

**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 **Nantahala Outdoor Center (NOC)** has more than 35 years experience working with groups on white,later rafting trips, mountain bike rides, and other outdoor adventures. All types of groups have chosen NOC for rafting adventures, unique meetings, teambuilding challenges, and mostly, for fun! We apply our years of experience as an industry leader to help your group achieve its goals, no matter the number or logistical requirements.

The **National Institute for the Study of Transfer Students** is a resource for those working with this important population and the unique issues facing success transfer and baccalaureate attainment. Through its annual conference, the Institute gathers student affairs professionals who work directly with transfer students and the campuses that serve them. The Institute website, http://transferinstitute.unt.edu is a valuable resource for research and networking.

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.

**ModuMath’s** 160 hours of math and algebra instruction has proven effective as both an alternative course and a supplemental learning resource for those hard-to-serve adult remedial math students. Voice-over-animated-graphics video tutorials are set in real-life situations and accommodate both visual and experiential learners. Free CD previews and on-campus demonstrations available.

**Post Secondary Education Programs Network (PEPNet)** provides resources and expertise that enhance educational opportunities for people who are deaf or hard of hearing—including those with co-occurring disabilities. PEPNet’s national outreach is coordinated through its four regional centers. PEPNet four regional centers work collaboratively to provide a broad variety of best practices and resources where and when you need them to enhance educational opportunities. PEPNet offers consultation, training, professional development, cutting edge technical assistance, and other resources to educational institutions.

The signature work of the **Policy Center on the First Year of College** is a comprehensive, guided self-study and improvement process, Foundations of Excellence® in the First College Year, which enhances an institution’s ability to realize its goals for student learning, success, and persistence.
Now from Bedford/St. Martin’s

Bedford/St. Martin’s is pleased to be the new publisher of three exceptional books from the distinguished author team of John Gardner, Jerome Jewler, and Betsy Barefoot. We at Bedford/St. Martin’s look forward to bringing the same attention to detail and conscientious development to these illustrious titles that we do to all our books.

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John N. Gardner, University of South Carolina, Columbia
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Betsy O. Barefoot, Policy Center on the First Year of College

“This is a useful and timely book that will be welcomed by many in Student Success Courses across the globe.”
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John N. Gardner, University of South Carolina, Columbia
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Betsy O. Barefoot, Policy Center on the First Year of College

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— Jennifer L. Chrisman Ishler, The Pennsylvania State University

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John N. Gardner, University of South Carolina, Columbia
A. Jerome Jewler, University of South Carolina, Columbia
Betsy O. Barefoot, Policy Center on the First Year of College

“There is no question of the accuracy and value of the information and material presented . . . The arrangement of information into easily digested ‘chunks’ is a tremendous benefit of the book.”
— Steven F. Brown, University of Mississippi
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**Preconference Workshops**  
*(separate registration required)*

**Continental Breakfast for Preconference Workshop Participants**  
7:30 am – 9:00 am  
Carolina Prefunction

**Preconference Workshop and Conference Registration**  
7:30 am – 6:00 pm  
Carolina Prefunction

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**W-1 Evidence-Based Strategies for Promoting Student Academic and Career Success**  
8:00 am – 12:00 noon  
Capital Ballroom I  
Paul Gore  
Associate Professor of Educational Psychology and Student Success Special Projects Coordinator—University of Utah

**W-2 Using Student Development Theory to Improve Educational Practice in the First College Year and Beyond**  
9:00 am – 3:00 pm  
Capital Ballroom II  
Tracy L. Skipper  
Editorial Projects Coordinator, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina

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**W-3 Next Steps in Improving the First Year of College: Moving Beyond Retention to Best Practices and a Pursuit of Excellence**  
9:00 am - 4:00 pm  
Palmetto Ballroom  
Betsy O. Barefoot  
Co-Director and Senior Scholar—Policy Center on the First Year of College; Fellow, National Resource Center for The First-Year Experience® and Students in Transition—University of South Carolina  
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

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**W-4 The Sophomore-Year Transition: Approaches for Enhancing the Experience of Second-Year Students**  
1:00 pm – 5:00 pm  
Capital Ballroom III  
Jimmie Gahagan  
Assistant Vice Provost for Student Engagement—University of South Carolina  
Julie T. Stockenberg  
Director, First-Year and Sophomore Studies and Advising—Colorado College  
Barbara Tobolowsky  
Associate Director, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina

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**W-5 From Orientation to Assimilation... Fostering Transfer Student Success**  
1:00 pm – 4:00 pm  
Capital Ballroom I  
Mark Allen Poisel  
Associate Vice President, Student Development and Enrollment Services—University of Central Florida  
Charlene Stinard  
Director, Transfer and Transition Services—University of Central Florida

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**Opening Session & Keynote Address**  
Carolina Ballroom D-E  
Barbara Hofer  
Associate Professor of Psychology - Middlebury College  
Student-Parent Communication Across the College Years: An Electronic Tether?  
The transition to college has typically initiated a phase of life where individuals become increasingly more responsible over time for their own decisions and behavior, more self-regulating of their own learning, and more autonomous from their parents. In recent years, however, cell phones, unlimited calling plans, e-mail, instant messaging, and text messaging have made it possible for college students and their parents to remain in frequent contact. Based on the results of her recent research, Hofer reports on current communication patterns across the college years and how this is related to student development during the period of emerging adulthood. She also discusses the implications of her findings for colleges, parents, and students.

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**Welcome Reception**  
Carolina Prefunction

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**5:30 pm – 6:45 pm**

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**6:45 pm – 7:30 pm**
This valuable resource and quick-reference guide provides the tools and information that transfer students need to avoid “transfer shock.” The Transfer Student Companion explains the responsibilities of transfer students in a user-friendly format that helps them understand academic systems. Engaging exercises direct students to seek out specific information, questions prompt them to record their discoveries in the text, and strategies and tips help them get ahead—students will learn how to interact more with their professors, join educationally enriching activities, and participate in class.

Transitions is a College Success textbook written to meet the distinct adjustment needs of junior-level transfer students and non-traditional students. Transitions provides these students with 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.
Continental Breakfast
7:30 am - 9:00 am
Carolina Prefunction

Conference Registration
7:30 am - 5:30 pm
Carolina Prefunction

7:45 am – 8:45 am

Primer for First-Time Attendees
7:45 am - 8:45 am
Carolina D

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

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

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

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.

9:00 am – 10:00 am

1-CT
Wherever You Go, There You Are: Reflective Teaching Practices as a Path to Student Success
Carolina A/B

Brad Garner
Assistant Dean for Teaching and Learning
Indiana Wesleyan University

There is a tendency for students to find themselves on a pipeline to decision-making as they go through the process of engaging with their college education: select a college/university, select a major, enroll in classes, complete the defined program, graduate, and get a job. Complete each step and check it off. This session will focus on cross-disciplinary teaching strategies to help students be more reflective about what they are learning and experiencing in relation to where they are going.

2-CI
Ready for a New Start?
Carolina C

Melissa Merced
Transfer Services Coordinator

Brian Mitra
Director, Office of Career Development, Transfer/New Start and Scholarship Opportunities

Kingsborough Community College, CUNY

Many students who have met the admissions criteria for a senior college may still experience a variety of personal, academic, financial, and/or transitional difficulties that interfere with their academic success. What happens when these students are academically dismissed from their four-year institution? Do they find their way to a community college for a “new start”? Learn how upon academic dismissal from a participating senior college, the New Start program at Kingsborough Community College offers a second chance at higher education to students. Students in the program benefit from meetings with a New Start Counselor, priority advisement and registration, and various services offered by the Office of Career Development, Transfer/New Start, and Scholarship Opportunities.

3-E
MAP-Works: An Early-Warning Indicator of Student Success
Carolina D

Darlena Jones
Director of Research and Development

Todd Pica
EBI Project Director
Educational Benchmarking (EBI)

MAP-Works is an early-warning indicator of student success and retention for first-year and sophomore populations. MAP-Works provides customized feedback to help students establish realistic expectations and connect with campus resources. It also provides interactive, user-friendly data directly to front-line faculty and staff (e.g. residence hall staff, academic advisors, first-year seminar instructors, or retention committee members) to empower interventions with students. Participants will learn how MAP-Works contributes to student success.

4-CR
The System Transfer Experience: Findings and Recommendations From a Qualitative Study
Carolina E

David Hunter
Director, Academic and Student Support Services

Ashley Schryer
Coordinator of Tutoring and Academic Recovery Programs
University of South Carolina - Columbia

Jim White
Speech Communication Instructor and Doctoral Candidate
University of South Carolina - Sumter

The purpose of this presentation is to report on findings of a qualitative study using focus groups and individual interviews of students transferring from the University of South Carolina system campuses to the flagship campus in Columbia. Through the “voices” of these “insider-status” students and a comparison to best practices, findings directed to the improvement of services to all transfer students were ascertained. The findings and implications for program improvement will be shared.
5-CT
Linking Intervention Strategies to Transition Issues of At-Risk Student Populations
Carolina F/G
Patricia Collins
Director, Learning Support Services
Amanda Weyant
Program Assistant for Learning Support Services
The University of Akron, Wayne College
Research has proven that the Learning and Study Strategies Inventory (LASSI) is an effective tool to measure significant factors that attribute to college success. This session will demonstrate how the LASSI can be both diagnostic and prescriptive in addressing debilitating characteristics common to at-risk populations. Discussion will focus on the attributes of three programs that strategically intervene with students by attending to transitional issues that contribute to student satisfaction, retention, and degree completion.

6-CI
Good to Great: Elon 101 and New Student Orientation
Carolina H
Jason Springer
Director of Elon 101 and Assistant Director of Advising
Emily Ivey
Director of New Student Orientation
Elon University
Elon University has created a seamless transition for first-year students by tying New Student Orientation into its first-year seminar course (Elon 101). Building a foundation with orientation groups during the students’ first four days on campus and connecting those groups through the Elon 101 class in the fall semester has contributed to a retention rate of 87-90%. Participants will learn the strategies Elon University employs to build bridges among departments to benefit our first-year students.

7-CR
Retaining Sophomores in the First College Year: Results of a Study of Sophomore Decision-Making and a Model for Intervention
Chad Luke
Director of Center for Calling and Career
Maryville College
This session will present the results of a pilot study of college sophomores enrolled in a career development course at a small liberal arts college and discuss the implications of findings for program planning with first-year and sophomore students in terms of decision-making, developing purpose, and locus of control. The presenter will outline plans for a brief, intensive career development course for addressing these issues that can be used as a workshop series as well.

8-RD
Getting College Seniors One-Day Closer to Graduation: Sharing Senior-Year Experience Success Strategies from Design to Delivery
Joan Dominick
Director of the Senior-Year Experience Program
Betty Siegel
President Emeritus
Kennesaw State University
Whether you are in the planning phases or have a seasoned program, come join the conversation of how you are strategizing your senior-year experience at your institution. Do you have an institutional class, an institutional program, a college or departmental capstone, a career center, a service-learning program, or in the process of developing a new view of the senior-year experience? Share your questions and experiences in this session.

9-CR
Students from Start to Finish: Identifying Success Factors Within Workforce Clusters
Mark D’Amico
Executive Assistant for Policy and Administration
Shun Robertson
Research and Planning Coordinator
South Carolina Technical College System
Grant Morgan
Research Assistant, Office of Program Evaluation
University of South Carolina
This presentation will discuss the findings from a student success and retention study conducted by the South Carolina Technical College System (SCTCS). The research combines elements from two SCTCS initiatives, Achieving the Dream and a workforce cluster strategy. The study explored student-level variables to determine their impact on student success. The results are categorized by five distinct workforce clusters relevant to the state’s economic development needs.

10-CR
Leading the Way: Transfer Peer Leader Program
Eric Gumm
Director of Orientation
Abilene Christian University
Building on the successful use of peer leaders with first-year seminar courses, some universities are providing transfer peer leaders to assist new transfer students. This session will examine that trend and present a pilot program at one institution. The presentation will describe the rationale behind the use of transfer peer leaders, examine the recruitment process, summarize the implementation, share struggles and problems encountered, and present the initial results.
11-CI
Helping Seniors: Countdown to Commencement
Carolina D
Leon Book
Director, Student Transitions and First-Year Experience
Southeast Missouri State University
The presenter will discuss a coordinated set of activities designed to make sure that students in their last year of college have all the information they need for their next steps in life, including graduation and commencement details, job search and career development assistance, and alumni services. He will detail the genesis of this programming effort, describe the programs, and share evaluation results.

12-CT
The Importance of ‘OUTduction’ in the Student Lifecycle
Carolina E
Michelle Morgan
Teaching and Learning Coordinator
The University of Kingston
The induction (or orientation) of new students into university life has been a priority for institutions in recent years. However, a neglected area has been in preparing students, who have completed their studies, for life after university. At the end of the session, delegates will understand the importance of OUTduction and years 2 and 3 in the student lifecycle, be able to determine what and how activities such as personal development planning contribute to the skill base and overall experience of the student, and understand what specific activities support the OUTduction experience.

13-E
Lost in Transition? Identifying and Responding to the Needs of New Students Through Institutional Self Study
Carolina F/G
Julie Alexander
Associate Director for Assessment Administration
Betsy Griffin
Policy Center on the First Year of College
This presentation will introduce a voluntary, guided self-study process known as Foundations of Excellence® in the First College Year. The model uses a set of aspirational principles, Foundational Dimensions®, which guide institutions in improving the delivery of the first college year. An interactive component will give participants a feel for how more than 140 institutions from all sectors of higher education evaluated their support of new students transitions through communication, academic advising, and facilitating student connections.

14-CT
Millennials Go To Work
Carolina H
Viki Sox Fecas
Program Manager, Career Center
University of South Carolina
This presentation will focus on the workforce of the future and how there is a disconnect between the tech-savvy millennials and the Baby Boomer employers who will manage them. Shared during this presentation will be the essentials that career services offices must impart to seniors to position them for a work life that will not have them retiring until age 75.

15-CI
Engaging Transfer Students in an FY Course: Considerations and Suggestions for Online and Large Section Implementation
Palmetto I
Brecca Farr
Clinical Assistant Professor, Academic Programs and Services
Oklahoma State University
The need: quick and effective engagement of transfer students, promoting connection with their peers, their major/academic unit, and their profession. The solution: a graded two-credit, first-year course required for both internal and external transfer students. The challenge: efficient and effective implementation that (a) attends to diverse backgrounds, including veterans and nontraditional students and (b) promotes interactivity within large and online course sections. The presentation will include class management suggestions and examples of assignments/technology (e.g., webcam, D2L, InterviewStream).

16-RD
Championing Success for Sophomores
Palmetto II
Latty Goodwin
Director of First-Year Enrichment
Rochester Institute for Technology
This roundtable will provide opportunities for participants to explore how to gain institutional investment in sophomore initiatives. Building on the successes of first-year programs, what are strategies to better define and highlight the needs of our second-year students, as well as develop strong bases of resource and programmatic support within our institutions? Participants will have an opportunity to share ideas and network to further develop strategies to champion sophomore success.
Center Announces Recipient of 2008-09 Paul P. Fidler Research Grant

Maryellen Mills
Doctoral Candidate, Community College Leadership Program
University of Texas at Austin

Student Success Course Participation and Engagement Among Part-time and Full-time Community College Students

About 64% of two-year college students attend part time, and they succeed at rates well below full-time students. Research on student success courses indicates they contribute to successful college transitions for four-year students. However, diverse demographics and enrollment patterns among two-year students suggest that success courses may not influence all students similarly. This mixed methods study examines the nature of success course influence by comparing survey and focus group assessments of engagement among course-takers and non-takers, and among part-time and full-time students. Results may inform success course practices and test engagement as an outcome measure for course research.

17-PR

CUSP (College Undergraduate Success Program): Effectiveness of an Early Entrance Experience for Freshmen

Carmy Carranza
Chairperson, Developmental Studies Department/ Director, Learning Enhancement Center and Act 101
Indiana University of Pennsylvania (IUP)

This poster session will describe the structure and effectiveness of a one-week early entrance experience for first-year students. The program consists of a one-credit course in introduction to higher education plus a series of related workshops and activities. Research studies include analysis of retention rates, grade point averages, and student satisfaction rates, comparing participants to non-participants.
20-PA
The Seven Habits of Highly Effective Students
Capital Ballroom I - III
Patrick Kavanagh
Assistant to the Dean of Undergraduate Studies
Brooklyn College—CUNY
Angela Spellman
Freshmen Academic Advisement Counselor
New York City College of Technology
Launched in spring 2007, the Seven Habits of Highly Effective Students workshop series includes seven master classes, each focusing on a specific study skill aimed at improving the academic performance of at-risk students. The program is targeted at students who have earned 30-60 credits and GPAs between 2.0-2.5. The goal of the workshop series is to increase the retention of academically at-risk sophomore students.

21-PA
Peer 2 Peer: Mentors Building Bridges Toward Student Success
Capital Ballroom I - III
Jennie Kelly
Academic Advisor, Academic Advising and Assessment
Therese Lovegreen
Associate Director, Academic Advising and Assessment
Virginia Polytechnic Institute and State University
This poster presentation provides a model for educators interested in developing a successful peer mentor program to enhance the first-year student experience in the classroom. The presenters will share theory, experiences, and assessment tools. Explore how you can implement this program with little or no special funding. Learn how you can recruit, interview candidates, facilitate peer mentor/instructor relationships, utilize technology, and evaluate the program. Join us as we describe our model and discuss the values and benefits.

22-PA
Showcasing the KSU 4401: Senior Seminar Hybrid Course: Blending Web 2.0 with Face-to-Face Learning for the 21st Century Senior-Year Experience
Capital Ballroom I - III
Joan Dominick
Director of The Senior-Year Experience Program
Kennesaw State University
This poster presentation showcases the design and implementation of the hybrid KSU 4401: senior seminar course including the WebCT Vista Template with the learning modules, grading components and grading rubrics, discussion questions, assignments, and assessments. The hybrid format was developed to meet the needs of the diverse and dispersed college senior population. This hybrid model mirrors the telecommuting work world that seniors are entering, provides classroom contact once a week with opportunities for developing digital expertise and portfolios.

23-PR
Smoothing the Transition to the Four-Year University: Targeted Interventions for Community College Students
Capital Ballroom I - III
Bernadette Jungblut
Assistant Director of Assessment and Planning
Charlene Stinard
Director, Transfer and Transition Services
Brittany Resmann
Coordinator, Assessment and Research
University of Central Florida
Do collaborative advising programs between community colleges and four-year universities increase the likelihood of a smoother transition from the two-year to the four-year institution? Employing a proportional, representative, matched-pairs sample of transfer students who have and have not experienced this type of collaborative advising, this study examines the impact of such programs on students’ transition to the four-year university.

24-PA
Minority Student Retention Through Peer Mentoring
Capital Ballroom I - III
Stacie Williams
Director of Intercultural Programs
University of South Carolina, Aiken
This poster session will present the Minority Achievement Program (MAP) that is in place at the University of South Carolina, Aiken. The presenter will provide information on how the program is coordinated and how this first-year minority student transition program has shown noticeable student GPA and retention success.

25-PA
Bringing Summer Reading to Life: A Social Network Site for a Social Generation
Capital Ballroom I - III
Susan Ames
Director of First-Year and Transition Programs
Anne Herron
Associate Dean for Academic Affairs
Barbara Karper
Assistant Vice President for Campus Programs and Multicultural Affairs
Allison Farrell
Co-Director of Global Education
Le Moyne College
The team that developed Le Moyne College’s 2008 summer reading project will explain how they embedded this year’s summer reading theme (Campaign 2008: The Media, the Message, and the Millennial Student) in a “Ning” social network site they created exclusively for Le Moyne’s Class of 2012 so that the students could immerse themselves in a continuum of reading, discussion, and activities online about the upcoming Presidential election, well before they arrived on campus in the fall. Presenters will discuss the planning, pitfalls, and prognosis for use of a social networking site for the first-year summer reading initiative.
26-E

**CollegeScope Student Success Program: A Comprehensive Student Success Curriculum and Electronic Textbook That Gets Results**

Carolina A/B

Erin Miller
Marketing Director
Human eSources

Attendees will learn about the CollegeScope Student Success Program, an innovative and effective student success curriculum that focuses on issues related to student achievement and persistence. The program provides students with valuable insights about themselves and gives them skills to succeed in the first college year and beyond. Delivered as an online, electronic textbook, this program uniquely combines a full career development program and a set of statistically accurate personality and learning styles assessments within the student success curriculum.

27-CT

**To Professional School... and Beyond!**

Carolina D

Eileen Korpita
Director, Pre-Professional Advising
Brooke Roper
Associate Director, Pre-Professional Advising
University of South Carolina

This session will address how to advise students entering the professional programs in law and medicine. We will provide an overview of how to navigate the admissions processes for such programs and how to help students acquire the essential academic skills needed to survive the dreaded first year. We teach these skills through two classes, University 401A and 401D.

28-CR

**The Texas Transfer Summit: Findings and a Model for Action**

Carolina E

Marc Cutright
Associate Professor of Higher Education and Director of the Center for Higher Education
University of North Texas

The National Institute for the Study of Transfer Students (NISTS) facilitated the 2008 “Texas Transfer Summit” with sponsorship from the Texas Higher Education Coordinating Board and participation of the Council of Public University Presidents and Chancellors. Findings compiled by NISTS include data on the low application rate of students from community colleges in Texas and the statewide “Closing the Gaps” initiative. The summit constitutes a model for influencing policy and policy makers on issues of student success.

29-CT

**Sorry, No “Drive Thru”: How to Engage Community College Students Using StrengthsQuest**

Carolina F/G

Victoria Atkinson
Director, New Student Programs and Retention
Linda Frank
Assistant Professor, Student Development
William Rainey Harper College

The “problem” is nothing new for those who work with community college students. We know they need support and guidance as they enter our institutions, and we create well-intended programs to help inform and enlighten them. Yet, in our increasingly fast-paced educational culture, students seem to expect service “on demand.” How do we handle commuter students’ need for speed and provide the support we know they need? Check out how Harper is using StrengthsQuest to engage students and focus on goal setting and motivation as students move through orientation.

30-CI

**QUEST: The Value of Pre-Enrollment Programs to the Successful Transition of Incoming First-Year Students**

Carolina H

Leslie Hahn
Assistant Director, New Student Programs
University of Florida

In summer 2007, the University of Florida began developing infrastructure for an outdoor adventure pre-enrollment program for incoming first-year students. The QUEST program—a partnership among New Student Programs, Recreational Sports, TRIP Outdoor Program, faculty members, and academic advisors from across campus—was unveiled in summer 2008. Participants will learn about this unique collaboration where each partner is responsible for certain aspects in the planning and implementation process and will leave the session with a “game plan” to start an adventure program or refine an already existing program on their own campuses.

31-CT

**The Sophomore Year as a Starting Place: Developing Critical Moral Consciousness**

Palmetto I

Molly Schaller
Associate Professor, College Student Personnel and Higher Education Administration Programs
University of Dayton

We often hear about the “identity crisis” of the second year, a time when students are working to sift through new information about self and one’s place in the world. This program will take a look at the intersection between self and world through the lens of Critical Moral Consciousness (Mustakova-Possardt, 2004) using interviews with sophomores at three colleges/universities. Participants and presenter will work together to create programmatic approaches to increase critical moral consciousness.
Navigating College Life: College Transition and Acculturation Experiences of Minority Immigrant Students

2007-2008 Paul P. Fidler Grant Recipient

Eunyoung Kim
Assistant Professor, Department of Education Management, Leadership, and Policy
Seton Hall University

This study investigates how immigrant students negotiate a sense of membership in the college context, an important ingredient for a successful transition to college, through an examination of their web of social ties and relationships. Using in-depth interviews with 49 ethnic minority immigrant students at a public institution in the Midwestern US, the presenter aims to deepen the understanding of the challenges immigrant students face during their first-year college transition, explore the strategies they use when adapting to college, and offer recommendations for enhancing these students’ college transition experiences.

33-CR

Boomerang Students: Using Research to Find Ways to Return Reverse Students to the Four-Year Institution

Carolina A/B

Kathleen Mandlehr
Director, ULtra (University of Louisville Transfer)

Cheryl Gilchrist
Director of Undergraduate Institutional Research and Retention

Kathren Partin
Program Coordinator for First Year Initiatives
University of Louisville

One major research university has focused on reverse transfers as a way to increase graduation rates. Quantitative and qualitative information will be shared on the number of students who reverse transfer, why they leave, and ways to encourage their return. Participants will discuss best practices and ways to capture and return these students to the university and help them persist to graduation.

Getting Them to Write Well: Empowering First-Year Students to Write Superior Essays

Carolina C

Ian Hunter
Senior Lecturer in Entrepreneurship
University of Auckland

This session addresses a perennial problem among first-year students: essay writing. The presenter will identify the typical concerns students face writing essays and explains an initiative has increased students’ understanding of the essay writing process, along with their ability to demonstrate higher-order thinking skills. Pass rates have also improved. This session will explain the methodology and pedagogy behind an essay-writing model and how it empowers first-year students in their approach to academic essays.

Keeping Students in College With a Comprehensive College Success Course

Marsha Fralick
Professor/Counselor
Cuyamaca Community College

College, career, and lifelong success topics are included in a comprehensive first-year experience course that has an excellent reputation with students, faculty, and administrators at Cuyamaca Community College. Persistent rates among students who successfully complete the course have increased by 30%. 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. Technology is used extensively in online, blended, and traditional options.

Student Transition Courses: Preparing Students for Life in the ‘Real World’

Carolina E

Nancy Midgette
Associate Provost

Smith Jackson
Vice President for Student Life and Dean of Students
Elon University

Transition Strategies is a one-credit course offered by Elon University to help students prepare for the transition to life after college. Courses are taught by faculty and staff in fall, winter, and spring terms. Courses may have different themes, but all courses include career preparation components (e.g., résumé preparation, interviewing, networking). Student response to the 16 sections taught this year was very positive. Additional sections will be added as student demand grows.
Starting a second-year initiative can be a challenge, as the number of programs are still few and researching best practices still a challenge. Assessing a new second-year initiative can be an even bigger challenge. In this presentation, we will share our experience in starting a residentially based second-year initiative and describe the different assessment efforts employed to determine new directions for the program.

Transitions: Meeting the Needs of Students with Learning Disabilities

Carolina H
Deborah Brodbeck
President
Betsy Stoutmorrill
Vice President of Educational Support Services
Beacon College

Transitioning from high school to college is especially challenging for students with learning disabilities. A readiness rubric will be presented that can help determine readiness for independent living and academic achievement in the college environment. This session will discuss a tool professionals can use to help students and families realistically assess readiness for college life. Understanding what makes college life different for students with learning disabilities facilitates development of strategies for successful transition.

Publishing on the College Student Experience

Tracy L. Skipper
Editorial Projects Coordinator, National Resource Center for The First-Year Experience and Students in Transition

Jean M. Henscheid
Journal Editor, National Resource Center for The First-Year Experience and Students in Transition

Barbara Tobolowsky
Associate Director, National Resource Center for The First-Year Experience and Students in Transition

Toni Vakos
Editor, National Resource Center for The First-Year Experience and Students in Transition

University of South Carolina

Since its founding in 1986, the National Resource Center for The First-Year Experience and Students in Transition has been committed to the development of a solid literature base on the first-year experience and other significant student transitions. Our editorial staff will introduce a variety of publishing opportunities available through the National Resource Center and discuss strategies for crafting publishable submissions out of research study, model program, or general topic. While special emphasis will be placed on writing for National Resource Center publications, the tips offered will have broad applicability to a variety of higher education publishing venues.
As a part of the Achieving the Dream initiative, Aiken Technical College analyzed quantitative and qualitative data to identify two priorities for student success, Developmental Education, and The InComing Student Experience (ICE). This presentation will discuss the strategies of ICE including a new student and family orientation, a Welcome Center, and a revision of the college skills course. The presentation will emphasize a culture of evidence, student engagement, and quality.

Nearly 13 percent of first-year students in four-year public institutions will drop out by the beginning of their sophomore year (Berkner, He, Mason, & Wheeless, 2007; ACT 2003). Additionally, over half of all students who leave college do so before the end of their second year (Consortium for Student Retention, 1999). Failure to select a major is reported as one of the reasons students fall into the “sophomore slump.” Unfortunately, many first- and second-year programs rarely involve faculty and academic disciplines in their retention efforts. This session will examine the impact of connecting students to their major as soon as they enter college.

Are you trying to link your first-year and second-year programs? Further, are you wondering how to prepare your sophomores for their remaining two years in college? Participants will learn how to establish, maintain, and evaluate living-learning communities so that students can transition from their first two years to advanced standing. Specifically, the presentation will discuss how Emory University has linked its residential first year at Emory program and second year at Emory program to the upper-class years.

This presentation will explore experiences with teaching a first-year seminar with a service-learning component. In an interactive session, the presenter will share best practices, assessment, student testimonials, reflection assignments, suggestions for community outreach, pedagogical justifications, training tips for instructors, slides/video from our final community event, and advice for starting a similar program on your campus. Professors, students, instructors, academic advisors, and administrators in first-year offices will benefit from this presentation.
Millennial Student and Millennial Parent: Aligning for Success!

Mark L. Perkins
President

John Reeves
Executive Vice President and Chief Operating Officer

Characteristics of students born after 1982 suggest they may be ill-equipped to make important life choices. The reasons often cited for this are educated and involved parents who have strongly influenced their decisions as well as personal ambitions that may be unrealistic. The InnerSight Experience uses psychometrically proven inventories and a proprietary interpretation to provide millennial students with the vocabulary, context, and framework for making better life choices.

Ground Up or Top Down: Two Ways to Create a Senior-Year Experience

Julie Ambrose
Director, The Senior Year Experience

John P. Kelliher
Associate Director, Residence Life

Scott Mattingly
Director, Academic Advising

Whether creating a program from the ground up or the top down, practitioners face unique challenges. During this session, colleagues from two institutions, representing both of these perspectives, will begin by sharing basic methodologies for each of their programs, as well as similarities, differences, triumphs, and struggles. More specific questions from participants will be addressed regarding any and all aspects of senior-year experience programs.

Programs and Initiatives for Students in Transition

*Note this is a 1.25-hour session.

Jimmie Gahagan
Assistant Vice Provost for Student Engagement

Scott King
Bridge Program Coordinator

Eileen Korpita
Director of the Office of Pre-Professional Advising

Susan Weir
Assistant Vice Provost for Student Success Initiatives

Join University of South Carolina staff as they highlight campus programs and initiatives currently facilitating successful student transitions. South Carolina’s Bridge Program for transfer students includes a peer mentor program as well as an opportunity for students to live in a transfer living and learning community. The Sophomore Initiative is a combination of services, targeted programs and activities providing a gateway between the college transition and students’ future educational and career aspirations. The University’s Office of Pre-Professional Advising provides comprehensive resources to students beginning early in their college career which helps facilitate a seamless senior-year transition to professional school. USC’s Student Success Center provides academic programming and support for all students in addition to targeted programs for transfer students, out-of-state students, and other populations. Engage in conversations about these programs and share best practices with colleagues.
Today colleges and universities are experiencing very different types of students compared to only 15 years ago. In many ways our students are more diverse and are arriving at our institutions with college credit in hand. We must value these transfer students - and take into consideration their varying backgrounds and life experiences to collaborate effectively, advocate on their behalf, appreciate their diversity, engage them in their education, and enhance their success.

Transfer students enter with previous experience but may lack a sense of personal identity or purpose. Without intervention, students may continue their previous patterns of reenrollment, practicing disconnection and disengagement, transferring again having never sufficiently connected to the university nor to their own unique gifts. At Lee University, the Center for Calling and Career and Office of First-Year Programs partner in providing a Gallup Strengths lens for students to view program completion and post-baccalaureate career connections.
53-CR
Enhancing Student Connections: Students’ Perceptions of a Spiritually Focused Wilderness Orientation Program
Carolina F/G
Andrew Bobilya
Assistant Professor and Co-Chair of the Outdoor Education Department
Montreat College
Lynn Akey
Assistant to the Vice President for Student Affairs
Minnesota State University, Mankato
The use of wilderness orientation programs is growing in the U.S. In 2006, more than 17,000 students participated in such programs. In addition, the spiritual development of college students has gained attention. This session will provide the results of a study that investigated students’ perceptions of a spiritually focused wilderness orientation program and the influence of their participation on their transition to college. Participants will also receive an overview of the program design and considerations for implementation.

55-CT
Engaging First-Year Students Through Active Learning in a Community College First-Year Experience
Palmetto I
Charles Muse
Vice President for Academic Affairs
Susan Muse
Instructor of Student Success Program
Florence-Darlington Technical College
Through lecture, demonstrations, and practical application, this session will illustrate active learning strategies used in a first-year experience course in a community college setting. Participants will be engaged in exercises and practical application to provide them with hands-on experiences that can be taken and adapted to their own classrooms. Techniques of engagement will be presented and demonstrated.

54-CT
Providing Reasonable Accommodations to Students with Disabilities
Carolina H
Beth Holder
Associate Professor and Coordinator of the Special Education Program
High Point University
Colleges and universities are mandated to provide reasonable accommodations to students with disabilities. Through the use of interactive case studies, the session with highlight current issues related to college students with disabilities including identification, disclosure, and academic accommodations. The session will also include a summary of a survey, completed by students with disabilities, which identified their perceptions related to effectiveness of common accommodations provided on college campuses. Participants will be encouraged to share “success” stories.

56-RD
Is it Possible to Sustain Individual Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy Today?
Palmetto II
M. Stuart Hunter
Assistant Vice Provost, National Resource Center for The First-Year Experience and Students in Transition/University 101
Jean Henscheid
Journal Editor, National Resource Center for The First-Year Experience and Students in Transition
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
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 interpersonal conflict.

57-CI
A Front Door Experience: One-Stop Welcome Plus
Carolina A/B
Kathryn Baker Smith
Vice President for Educational Support Service
Alison Wiers
Dean of Enrollment Services
Mary West
Associate Vice President of Instruction
Guilford Technical Community College
The first impression and the first semester are critical to the students’ total experience of the college and to future success. The Front Door is a one-stop shop with centralized delivery of financial aid, admissions, records, testing, and counseling. The Front Door Experience includes initial advising and course work in the first semester. Participants will hear about GTCC’s experience in transformation of this experience through the Achieving the Dream Initiative.
58-CI
College Connections: Transformative Learning for At-Risk First-Year Students
Carolina C
Susann Key
Coordinator of Supplemental Instruction, Instructor, and Academic Advisor
Pamela Moss
Coordinator of Academic Referrals, Instructor, and Academic Advisor
Naoma Clark
Director, Academic Support Center, Midwestern State University
How do you engage and encourage beginning students who are academically at-risk and often have defined themselves as underachievers? College Connections, a required three-credit-hour course for students conditionally admitted to Midwestern State University, creates the environment for students to gain self-knowledge, participate in teambuilding, refine study skills, and engage in the academic community. Participants will be provided a dynamic and successful approach, syllabi, and worksheets.

59-CI
Is the Promise Consistent?
Carolina D
Michael Jackson
Director, Institutional Research and Assessment, Oklahoma City University
Jacci Rodgers
Faculty Liaison for Assessment/Professor of Accounting, Oklahoma City University
There is no doubt that institutions are investing and directing many resources into the marketing, recruitment, and retention of students. Is the institution's message being perceived correctly by its customers? Is the immersion process having an impact on changing the perceived reality? This session will discuss the assessment of the brand promise statement from the first-year and senior student perspective at a small, private liberal arts institution.

60-CI
The Middle Years: A Focused Approach to Teaching Career Development to Sophomores and Juniors
Carolina E
Dawn Sherman
Assistant Dean for Special Academic Programs, Nichols College
Edward Kolek
Assistant Dean for Learning Services, Nichols College
The Middle Years, the sophomore and junior years, often flow aimlessly by for our students while we watch from the sidelines. We need to get into the game! During these two years, critical decisions are made that will impact students' career paths for many years, including the selection a major, internships, and study abroad. This session will cover the required career courses for sophomore and juniors at Nichols College and how we use student development models to teach what students need for a solid career foundation.

61-CI
Does Access Mean Acceptance? Helping Underprepared Students Make “Wise Choices” for Baccalaureate Degrees
Carolina H
Carol Tonge Mack
Associate Academic Director, University of Cincinnati
Yolanda Cooper
Assistant Academic Director, University of Cincinnati
The Center for Exploratory Studies in partnership with the Center for Access and Transition established the “Wise Choices” to help developmental students choose majors while providing access to the University of Cincinnati’s baccalaureate degrees. Participants will learn specific strategies used to help students move through the developmental process and become successful bachelor degree-seeking students. This presentation will be highly interactive and provide participants with tools to enhance developmental programs at their own institutions.

62-CT
Across State Lines: Trends, Discussions, and Programs to Support Out-of-State Students
Palmetto I
Heather Porter
Graduate Assistant for Special Student Population Programs, University of South Carolina
Kourtney Kocel
Graduate Assistant for Undergraduate Admissions, University of South Carolina
Participants will learn why out-of-state students are attracting increased attention from college administrators and state legislators, while also exploring the first-year experience for these students. In addition, the presenters will share the ways in which the University of South Carolina is intentionally providing several means of support to this special population. This session will be interactive and provide an opportunity for discussion and idea exchange.

12:00 noon – 12:30 pm
Closing Town Meeting
Carolina D
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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