16th National Conference on Students in Transition
Salt Lake City, Utah
November 6-8, 2009

Program

Co-hosted by Brigham Young University, Salt Lake Community College, University of Utah, Utah Valley University, and Westminster College

National Resource Center for The First-Year Experience® & Students in Transition
University of South Carolina
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 Salt Lake City, Utah for the 16th National Conference on Students in Transition. We also are pleased to have Brigham Young University, Salt Lake City Community College, the University of Utah, Utah Valley University, and Westminster College the as co-hosts of this event. As representatives from private universities, public institutions, and community colleges, our co-hosts remind us how rewarding partnerships across sectors of higher education can be. I know that I speak for all of us when I extend a warm conference welcome to you.

We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts during the event and 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 interactions among participants. We have scheduled several networking opportunities to complement and enhance your more formal learning at the conference and to make new colleagues and friends.

Given the global economic challenges and opportunities that we are currently facing, it has never been more important to learn from each other and support one another than it is now. As such, we encourage you to take advantage of 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 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 during our time in Salt Lake City and in the future. Enjoy the conference.

Sincerely,

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

- Brigham Young University
- Salt Lake Community College
- University of Utah
- Utah Valley University
- Westminster College

Proposal Reviewers

The National Resource Center for The First-Year Experience and Students in Transition would like to thank the following members from our co-hosting institutions, advisory board, and colleagues in our network for serving as proposal reviewers:

- Sharon Aiken-Wisniewski, University of Utah
- Marlin R. Clark, Salt Lake Community College
- Debra David, San Jose State University
- Paul Gore, University of Utah
- Rob Kenedy, York University
- Liz Leckie, University of Utah
- Richard S. Mosholder, Utah Valley University
- Mark Allen Poisel, University of Central Florida
- Barbara Schulz Smith, Westminster College
- Mark St. Andre, University of Utah
- Eric Weber, Salt Lake Community College

Join us in congratulating . . .

Paul P. Fidler Research Grant Recipient [Rachel Smith]

A Doctoral candidate at Syracuse University, Smith has been selected for her study entitled, Connected in Learning: A Mixed Methods Study of First-Year Students’ Academic and Social Networks.

Journal of The First-Year Experience & Students in Transition

A semiannual refereed journal providing current research and scholarship on the first college year and other student transitions. The Journal publishes definitive scholarship by respected higher education researchers about the factors that relate to student success. Individual and institutional subscriptions are available and include online access to archival content.

For more information on submitting an article, subscribing to the Journal, or viewing a sample article visit www.sc.edu/fye/journal.

29th Annual Conference on The First-Year Experience

DENVER-COLORADO FEBRUARY 12-16, 2010

Register before January 15, 2010 to receive the conference registration discount!
Welcome to the Sixteenth 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.

Registration Information
The conference registration table is located in the Grand Ballroom Foyer. The staff of the National Resource Center for The First-Year Experience & Students in Transition will be available to assist you during the following times and dates:

- Friday, November 6, 2009
  7:30 am - 6:00 pm
- Saturday, November 7, 2009
  7:30 am - 5:30 pm
- Sunday, November 8, 2009
  7:30 am - 12:00 noon

Session Locations
All conference sessions will be held at the Marriott Salt Lake City Downtown.

Hotel Map
A layout of the meeting rooms at the Marriott Salt Lake City Downtown 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
RAINBOW
RED
LIGHT BLUE
GOLD
PURPLE
ROYAL BLUE
Hosting Institutions
Conference Staff
Presenters
Outstanding First-Year
Student Advocates
First-Time Attendee
Volunteer

Conference Evaluations
Individual Session Evaluation Forms will be distributed and collected in each session by the presenter. Presenters please bring session evaluations to the conference registration desk in the Grand Ballroom Foyer and copies of evaluations may be picked up a couple of hours following your presentation. An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation is http://nrc.fye.sc.edu/events/sit/evaluation/ and will also be included in a conference follow-up e-mail message.

Internet Access Information
The Marriott Salt Lake City Downtown offers wireless internet access throughout the hotel for $12.95 plus tax per 24-hour period. Attendees staying overnight can access wired internet in their room along with wireless and bill costs to their sleeping room. For daily commuters, credit card payments are accepted for wireless internet access.

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 Sunday, November 8, 2009.

Session Handouts
During the conference: There are several tables set up throughout the 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/2009SIT/ after December 1, 2009. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@mailbox.sc.edu.

Session Formats
The sessions presented at this conference are in five formats. The alpha designation with the session numbers 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.
- (R) 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.
Supporting Transfer Transition

How does your college or university support the transition of transfer students?

On some campuses, this cohort group accounts for 50% or more of entering students each year, but knowledge about and support for the transfer experience is often limited or non-existent. Building on its highly successful program to evaluate the first year, Foundations of Excellence® in the First College Year, the John N. Gardner Institute for Excellence in Undergraduate Education is now offering a parallel institutional self-study process to focus on and improve the transfer student experience.

This new transfer-specific self-study is designed to help campuses evaluate and improve:

- Campus organizational structures that support transfer students
- The quality of communication between sending and receiving institutions
- Academic advising to meet specific transfer student needs
- Transfer student success and graduation rates

Over 160 institutions have undertaken a voluntary Foundations of Excellence Self Study to better understand new students’ needs and improve their experience in and out of the classroom. You are invited to consider participating in this proven initiative with a focus on first-year students, transfer students, or both important populations.

Participating institutions receive assistance and feedback on all aspects of the self study and resulting action plans from John N. Gardner, Betsy O. Barefoot, and other staff members of the Gardner Institute.

To learn more, visit www.fyfoundations.org/transfer.aspx or call 828-966-5401.

Foundations of Excellence®
Building a Better Foundation for Undergraduate Education

The John N. Gardner Institute for Excellence in Undergraduate Education (www.jngi.org) is a non-profit higher education center, located in Brevard, North Carolina.

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

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.

Educational Benchmarking (EBI) is focused on the improvement of the college experience by offering fifty, nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Works® is EBI’s new, innovative student retention and success program. It empowers faculty and staff to positively impact student success and retention by identifying at-risk students early in the term.

Kendall/Hunt Publishing Company. Our educational materials help you provide quality instruction for first-year experience, student success, career planning, diversity, leadership, and more. Over 150 colleges and universities currently adopt our books, or participate in our custom publishing program. Visit our booth at this conference or our web site at visit www.kendallhunt.com/success.

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 institutes; engages in research; publishes a scholarly journal, newsletter, and monograph series; and maintains a web site and hosts electronic listservs.

Xap Corporation introduces CollegeScope, a new online curriculum that helps inspire college students’ persistence in postsecondary institutions and further President Barack Obama’s mission for college completion. Institutions are finding significant impact on retention and completion, along with building students’ motivation and preparation. Initial schools using CollegeScope™ are experiencing average increases in persistence rates of 25 percent.

Order National Resource Center Publications at the Conference and Save!
Please look in your conference materials for an order form for National Resource Center publications. Visit our exhibit table to preview our resources and turn in your completed order form at the conference registration desk.

We will waive standard shipping charges for orders placed and paid for during the conference.

*International shipping rates apply for most destinations outside the U.S.
The first year matters.

Bedford/St. Martin’s is pleased to be the new publisher of three exceptional books from the distinguished author team of John N. Gardner, A. Jerome Jewler, and Betsy O. 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.

Written by the leading authorities on the first-year seminar and grounded in research, Your College Experience offers students practical help in making the transition to college and getting the most out of their time there.

The briefest title in the Gardner family of books, Step by Step is an accessible text that can be useful to all students whatever their backgrounds or college goals. The authors have pared away extras and have focused on the most crucial skills and the most important choices that students have to make.

This less expensive, more streamlined concise edition of Your College Experience contains the chapters and topics instructors across the country identified as being most relevant to all kinds of students at all kinds of schools.

Bring more value and choice to your students’ first-year experience by packaging one of a thousand titles Macmillan publishes at 50% off the regular price. Visit bedfordstmartins.com/tradeup.
Preconference Workshops
(separate registration required)
Continental Breakfast for Preconference Workshop Participants
7:30 am – 9:00 am
Grand Ballroom Foyer
Preconference Workshop and Conference Registration
7:30 am – 5:30 pm
Grand Ballroom Foyer

W-1
Retention Strategies for At-Risk, First-Time-in-College-and-Transfer Students: Using a Data-Driven Approach to Identify Target Populations and Assess Intervention Programs
8:00 am – 12:00 noon
Salon B
DeLaine Priest
Associate Vice President of Student Development and Enrollment Services, University of Central Florida
Charlene A. Stinard
Director of Transfer and Transition Services, University of Central Florida
Bernadette M.E. Jungblut
Assistant Director of Assessment and Planning for Student Development and Enrollment Services and McNair Scholars Program Faculty-in-Residence, University of Central Florida

W-2
Permeating Career Development into the Undergraduate Student Experience: Connecting Theory and Practice
9:00 am – 12:00 noon
Salon A
Leon C. Book
Director, Student Transitions and First-Year Experience, Southeast Missouri State
Paul Gore
Associate Professor of Educational Psychology, University of Utah

W-3
Effective Educational Practice in the First Year: What Works and Why in Hard Times and Beyond?
9:00 am - 4:00 pm
Salon G
Betsy O. Barefoot
Vice President and Senior, John N. Gardner Institute for Excellence in Undergraduate Education; Fellow, National Resource Center for The First-Year Experience® and Students in Transition, University of South Carolina
John N. Gardner
President, John N. Gardner Institute for Excellence in Undergraduate Education; Senior Fellow, National Resource Center for The First-Year Experience® and Students in Transition, University of South Carolina

W-4
Pedagogy 2.0: Active Learning Strategies that Engage Millenial Learners
1:00 pm - 5:00 pm
Salon A
Brad Garner
Assistant Dean for Teaching and Learning, Indiana Wesleyan University

W-5
Assessing Student Transition Programs: Developing a Comprehensive Plan
1:00 pm – 4:00 pm
Salon B
John W. Lynch
Area Director, Residence Life and Housing, Emory University
Benjamin M. Perlman
Area Director, Residence Life and Housing, Emory University

W-6
Degreeconomics: Transitioning to a Value-Added Senior-Year Experience
1:00 pm – 4:00 pm
Salon I
Joan E. Leichter Dominick
Senior-Seminar Course Coordinator, Kennesaw State University

5:30 pm – 6:45 pm
Opening Session & Keynote Address
Salon F
Marcy L. Shankman
Principal – MLS Consulting, LLC and Co-author - Emotionally Intelligent Leadership: A Guide for College Students

Emotionally Intelligent Leadership: Helping Students Succeed in College
Emotionally intelligent leadership is about a different way of being smart -- smart about who we are, how we interact with others, and the setting in which we lead. On our college campuses, students have innumerable opportunities to demonstrate their leadership -- in both formal and informal settings -- from the time they appear for orientation through graduation. How do we help our students make the most of their potential? Emotionally intelligent leadership offers you a framework for working with your students. Learn how to enhance the leadership potential of your students and explore how this effort contributes to enhancing student success in college.

6:45 pm – 7:30 pm
Welcome Reception
Grand Ballroom Foyer
Continental Breakfast
7:30 am - 9:00 am
Grand Ballroom Foyer

Conference Registration and Information Desk
7:30 am - 5:30 pm
Grand Ballroom Foyer

9:00 am – 10:00 am

1 - CR
Learning Through a Project-Based First-Year Seminar Course
Salon A

Gurram Gopal
Associate Professor of Business Administration

Christine Smith
Associate Dean of Students and Director of Residence Life
Elmhurst College

“Local Choices, Global Effects” is a unique first-year seminar course on sustainable living at Elmhurst College. It consists of multiple mini-projects in several areas including management of trash, energy consumption, and food production and consumption. Students create their own self-directed teams that research and present their findings and recommendations. The presenters will describe their approach and results over a two-year period that demonstrate the effectiveness of the self-directed project based approach for first-year students.

2 - E
MAP-Works: An Early-Warning Indicator of Student Success
Salon B

Darlena Jones
Director of Research and Development for Educational Benchmarking
Educational Benchmarking Inc. (EBI)

Identifying students who are potentially at risk for low retention or academic success is a complex issue. Connecting those students with faculty/staff who can intervene is imperative. MAP-Works is an exciting project that helps colleges and universities (a) identify students who need intervention (either academically or socially), (b) provide information directly to faculty/staff connected to those students, and (c) facilitate communication between faculty/staff in the support of student success.

3 - CR
Encouraging Native American College Student Persistence
Salon C

Richard Mosholder
Assistant Professor of College Success Studies

Christopher Goslin
Assistant Professor and Assistant Chair, College Success Studies

Greg Loebel
Student Researcher, College Success Studies
Utah Valley University

This session will focus on a case study on the development of an online program to improve the academic success and persistence of Native American college students. The online approach was selected because of the advantages of accessibility, flexibility, lower costs, and the potential psychosocial benefits of a non-judgmental and asynchronous learning environment. Successful face-to-face programs were studied for methods that could also be implemented online. Networking and relationship development have proven to be critical in implementation.

4 - CI
Using Learning Style and Personality Type to Improve Teaching and Learning
Salon G

Marsha Fralick
Professor Emeritus
Cuyamaca Community College

Personality and learning style are key themes in a college success course at Cuyamaca Community College, which has increased student persistence by 26%. Online assessments help students understand their personality types and learning styles. Students use these theories to enhance career decision making and learn new material in college, as well as to improve time management, communication, and classroom participation. Practical online resources and classroom activities on these topics will be shared with session participants.
Transfer Students: A Statewide Approach to Study and Implementation

Salon H

Marc Cutright
Associate Professor of Higher Education and Director, Center for Higher Education

Bonita Jacobs
Vice President for Student Development and Associate Professor of Higher Education; Executive Director, National Institute for the Study of Transfer Students

University of North Texas

The National Institute for the Study of Transfer Students and the University of North Texas Center for Higher Education, in conjunction with the Texas Higher Education Coordinating Board, utilized both research and dialogue in an effort to enhance the discussion on statewide transfer graduation. This session will outline the events leading to the Texas Transfer Success Conference, a May 2009 event involving 1,000 participants at eight simultaneous sites across Texas.

Collaborative Mentoring

Salon I

Barbara Smith
Director of Learning Communities and the First-Year Program

Susan Heath
Associate Provost for Student Development
Westminster College

This presentation will focus on the new role of faculty advisors at Westminster College. We will discuss the responsibilities of faculty mentors and the collaborative advising efforts between faculty and professional staff. Recommended practices for faculty interaction with students will be presented, and the results of our pilot advising program assessment will be discussed. We will also share the details of the newest feature of our advising program, which includes mentoring by administrators.

Exploring How Student Employment Affects the Academic and Cocurricular Choices of Sophomores

Salon J

Rick Satterlee
Assistant Vice President for Student Development
Loyola University-Maryland

Second-year students make a number of important choices about their academic and cocurricular involvement including the choice of a major, whether to study abroad, and early career discernment. This session will explore whether student employment influences these choices. The session will include findings of research that focus on the work choices of sophomores attending a private, four-year institution. Implications of the findings for student development theory, institutional-level policy, and future research will be discussed.

The Second-Year Experience: Helping Sophomores Succeed

Salon J

Scott Evenbeck,
Dean of University College, Indiana University - Purdue University Indianapolis

John Gardner
Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

Paul Gore
Student Success Special Projects Coordinator, University of Utah

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

Jerry Pattengale
Assistant Provost for Scholarship & Public Engagement, Indiana Wesleyan University

For many years, institutions have focused attention on the first college year. Significant improvements have been made in assisting students’ transition to campuses. More recently, educators and students alike have begun to ask, “what about the second year experience, isn’t it important as well?” The National Resource Center for The First Year Experience and Students in Transition and Jossey-Bass publishers recently released a new book on this important topic. Join editors and chapter authors for an open discussion on issues surrounding the second college year.
10 - CI

Returning to College: Adult Learners Head Back to the Classroom

Sandra McLelland
Academic Coordinator of The Returning to the U Program

University of Utah

Many adult learners are returning to higher education to start or complete their undergraduate degrees. At the University of Utah, a 2007 presidential initiative, directed towards former University of Utah students who had stopped out before completing their undergraduate degree, to encourage them to return to the institution. This presentation will look at the implementation of The Returning to the U Program (RTU). Topics will include: methods for locating qualifying students, incentives, services, resources, transitional issues adult learners face. Additionally, the presenters will discuss how the institution tracked RTU students’ academic success, retention, and graduation rates.

11 - CI

Strengthening the First-Year Experience with Coordinated Personalized Advising, Mentoring, and Career Services

Nico Schuler
Professor of Music

Texas State University-San Marcos

Texas State University-San Marcos has developed a plan to strengthen first-year student advising by coordinating existing first-year initiatives as well as integrating career advising and mentoring. This session will provide details on the plan development and the plan itself, which contains a vision, a mission, goals, student learning outcomes, an action plan, as well as a strong assessment plan.

12 - CT

Publishing on the College Student Experience

Jean M. Henscheid
Journal Editor, 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 a 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.

13 - CT

Nuts and Bolts That Build Classroom Success: Ready-to-Use Teaching Techniques

Brad Garner
Assistant Dean for Teaching and Learning

Indiana Wesleyan University

This session is designed to provide participants with a variety of teaching strategies that motivate, inspire, and engage millennial students. Participants will experience and learn 10 or more innovative ways to connect with students in the classroom.

14 - CR

Sophomore Student Success: Selected Findings From the 2008 National Survey on Sophomore-Year Initiatives

Jennifer R. Keup
Director, National Resource Center for The First-Year Experience and Students in Transition

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

University of South Carolina

Historically, higher education has focused on the “bookend” transitions of students: the first-year experience and the senior-year experience. More recently, educators have acknowledged the second year as a serious leakage point in the higher education pipeline. In response, higher education institutions have developed services and support for sophomores as they identify career direction, select a major, clarify their life purpose, and continue to integrate into the social and academic fabric of the college. This session will share results from analyses of responses to the 2008 National Survey on Sophomore-Year Initiatives, which was administered by the National Resource Center for The First-Year Experience and Students in Transition. Findings will include national data on sophomore support programs, administrative and assessment trends for the most common second-year support initiatives, as well as innovation and emerging practices in the sophomore year. Presenters will use these findings to facilitate a discussion regarding best practices for sophomore student success.
15 - CT  
**Designing a Peer Leadership Program to Foster Student Transition, Persistence, and Inclusion**  
Salon I

Michele Campagna  
Director of New Student Experience Program  
Montclair State University

Aaron Thompson  
Professor of Sociology  
Eastern Kentucky University

This session will discuss the importance of introducing transition programming into the college experience in order to assist students in becoming successful and experiencing the diversity around them. The focus will be on research-based conclusions that show peer to peer contact is an important piece of the college experience. The design and implementation of a peer leadership program at Montclair State University will be introduced and discussed.

16 - CI  
**The Junior Year of College: The “Quiet Year”?**  
Salon J

Dawn Sherman  
Assistant Dean for Special Academic Programs  
Nichols College

The junior year of college is often viewed as the “quiet year,” with the first year and the senior years seen as transitional focal points, and the sophomore year gaining notoriety in recent years. However, the junior year is in fact an active year. There are a multitude of career-impacting decisions being made by juniors which are going unnoticed. This session will cover (a) what is known in the literature, (b) session participants’ perceptions of juniors, (c) the contents of a required junior career course, and (d) data from course and self assessments of more than 1,000 juniors.

17 - R  
**Surviving Transitions: Transfer Success Strategies**  
Solitude

Mark Allen Poisel  
Associate Vice President for Student Development and Enrollment Services  
University of Central Florida

Transfer student success continues to be a topic of great importance for faculty and practitioners in all aspects of higher education. With greater accountability being placed on retaining transfer students, many institutions are reviewing their policies, procedures, and practices to find new ways of assisting transfer students in successfully transitioning and graduating from their institutions. This session will challenge participants to think creatively about their transfer issues and share best practices for others to emulate.

18 - CT  
**Teacher Recruitment Scholarship Program: A Collaborative Pipeline Initiative for Ethnic Minority and First-Generation Students**  
Bri ghton

Janet Felker  
Dean of Student Planning and Support  
Salt Lake Community College

Mary Burbank  
Clinical Associate Professor and Director of the Urban Institute for Teacher Education  
University of Utah

Dale Smith  
Professor/Chair, Education, Family and Human Studies  
Salt Lake Community College

Michelle Bachman  
Teacher Support Coordinator  
Salt Lake City School District

The Teacher Recruitment Scholarship Program is a partnership designed to increase the number of culturally and ethnically diverse students entering the teaching profession. Stakeholders include local school districts, Salt Lake Community College, and the University of Utah. Our presentation will feature the structural mechanisms for sustainability, including key dimensions of consistency and the transitional support required to bolster student success along the pipeline. Participants will share experiences with similar programs and discuss challenges of sustainability.

11:30 am – 1:00 pm  
**Colleague Cluster Luncheon**  
Salon EF

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 advisor  
14. Faculty/instructor/lecturer  
15. First-year seminar director  
16. Orientation/intake staff  
17. Chief academic officers  
18. Chief student affairs officers

Center Announces Recipient of 2009-10 Paul P. Fidler Research Grant  
Rachel A. Smith  
Doctoral Candidate, Higher Education  
Syracuse University

**Connected in Learning: A Mixed Methods Study of First-year Students’ Academic and Social Networks**  
Networks of relationships connect college students with their peers in structures critical to learning, and yet researchers usually do not model them explicitly. This mixed methods case study draws on social network analysis to examine the specific academic and social relationships new students develop within communities that may influence their learning and involvement. This study compares a themed learning community with a traditional residence hall floor, using data from two social network surveys, 108 interviews, and participant observation. This research further understanding of how students construct peer relationships over time within administrator-created residential environments, which may influence educational outcomes.
19 - CI

Ensuring a Quality Education for Indiana’s Students With Disabilities: Results from a Department of Education Grant

Salon A

Jacqueline Harris
Coordinator, Study Strategies and Writing

Larry Markle
Director, Disability Services

Roger Wessel
Associate Professor, Educational Studies

Taiping Ho
Professor, Criminal Justice

Ball State University

A federal Department of Education grant is furthering Ball State’s commitment to a quality education for students with disabilities by: (a) implementing programs to assist faculty and staff that teach and serve students with disabilities; (b) providing assistance to students through having a faculty mentor and additional, enhanced Learning Center support; and (c) providing materials to secondary schools on the transition to college for students with disabilities. This session will share results from the grant.

20 - CI

The Academic Library as a Transitioning Place

Salon C

Lara Cummings
Instruction Librarian

Washington State University

While the academic library is often billed as the cornerstone of a college or university campus, many students do not find the library to be relevant to their work. At Washington State University (WSU), the Library Instruction Department offers a variety of programs that build on each other, presenting the library as an anchor—evolving with the student as they learn, develop, and progress through their academic career.

21 - CT


Salon G

Robert Feldman
Interim Dean, College of Social & Behavioral Sciences

University of Massachusetts, Amherst

This hands-on session will demonstrate and discuss state-of-the-art technologies that can be easily and economically incorporated into first-year courses. Based on the premise that it is increasingly important to use technology to engage students and prepare them for college-level instruction, this session is targeted for beginning technology users. The session includes the benefits and disadvantages of the use of technologies (e.g., classroom response systems, blogs, wikis, podcasts, practical implementation issues).
Promoting Academic and Career Success in the Second Year of College

Salon H

Paul Gore
Student Success Special Projects Coordinator
University of Utah

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

A college diploma is no longer a guarantee to lucrative and stable employment. Students today must focus on how their educational experiences are preparing them for tomorrow's workforce. The second year of college is a time when many students are making critical educational and career decisions and a time when college and university professionals can help students become active managers of their educational and career development. This presentation will describe career-related issues faced by many second-year students and recent changes in the workforce that have implications for the academic and career planning of college sophomores. We will highlight recent empirical evidence pointing to key characteristics of student and workplace success and will share examples from several institutions' curricular and cocurricular models of promoting career and academic success.

Should I Stay or Should I Go: Facilitating Successful Transition for Transfer Students

Salon I

Becky Critchfield
Transfer Advisor
Bluegrass Community and Technical College

The transition from a two-year to a four-year institution can be daunting and often students have difficulty making transfer decisions. The Transfer Center at Bluegrass Community and Technical College serves such students through a variety of services that help make the transfer process smoother. This presentation will focus on the Transfer Center's services, collaborations, and successes.

Developing a New Program, One Learning Outcome at a Time

Salon J

Michelle Cheatem
Director of Sophomore Initiatives
Loyola University Maryland

Have you been charged with developing a new program? If so, this session could be for you. Loyola University Maryland has created a comprehensive sophomore initiative using learning outcomes as a guide for program development. During this session, participants will gain an understanding of what learning outcomes are, the purpose of creating learning outcomes, a formula for writing outcomes, and practice writing outcomes for an institutional specific program.

Healthy Mind + Healthy Body = First-Year Student Success

Solitude

Jennifer Buckley
Coordinator, Fitness and Health Promotion Program
Aurora University

Half of America's youth are not physically active on a regular basis. As a result, first-year students are entering college unhealthier and more physically inactive than ever before. Some institutions are engaging in a strong commitment to a wellness-orientated campus community, but many are not. This discussion will generate ideas for how health and wellness programs can be implemented for first-year students to increase their chances for success.

Peer Action Leaders (PAL) is a unique team of 24 first- and second-year students who are trained to educate and develop their peers in the areas of leadership, civic engagement, and personal responsibility. PAL members are given an opportunity to develop and implement department-related and college-wide community projects and activities that address the College's strategic priorities for quality education and civility. This presentation will inform participants of the many programs and activities that PAL members are involved in that include their work with students to encourage intercultural and intra-cultural relationship building among peers on campus.

Student success courses are implemented on most community college campuses, but traditional approaches to assessing their influence on student outcomes have provided limited insights for practitioners. This session will present findings from a mixed-methods, multi-case study that assessed success course influence on student engagement more broadly through systematically examining multiple data sources. Findings suggest a holistic assessment approach may provide more productive insights to improving success course effectiveness on individual campuses.

Taking the Widescreen View: Moving Toward Holistic Assessment of Student Success Courses

Salon A

Maryellen Mills
Special Projects Coordinator
Northwest Vista College

Student success courses are implemented on most community college campuses, but traditional approaches to assessing their influence on student outcomes have provided limited insights for practitioners. This session will present findings from a mixed-methods, multi-case study that assessed success course influence on student engagement more broadly through systematically examining multiple data sources. Findings suggest a holistic assessment approach may provide more productive insights to improving success course effectiveness on individual campuses.
Academic Advising: An Essential and Mandatory Relationship in the Transition Process

Sharon Aiken-Wisniewski
Senior Associate Dean, Undergraduate Studies
Martina Stewart
Associate Director, University College
Vickie Morgan
Advisor Development Coordinator
University of Utah

The University of Utah initiated a voluntary advising program for first-year students in 1999. By 2005, assessment indicated that students who participated were more likely to be retained and accomplish their goals. These trends resulted in the implementation of a mandatory advising program and included the following points of interaction: orientation, first semester of enrollment, second year of enrollment, undeclared, probation, and senior year. This session will explain the implementation process and metrics used to evaluate success.

INTRnational: A Transitions Course for New International Students

Bridget Newell
Associate Provost for Diversity and Global Learning
Sara Demko
Director, Student International Services
Westminster College

This session will provide detailed information about the successful pilot of “INTRnational”—a transitioning to college course designed to address the unique experiences of new international students. Course projects addressed college-wide learning goals, skills for success in American classrooms, connections to the city, and collaborations with students in other classes. Specifically, the session addresses (a) institutional context, (b) course goals, (c) student profile, (d) active learning strategies, and (e) outcomes (i.e., strengths, limitations, and future adjustments).

Linking Community College Students with Their Chosen University

Sara McElroy
Coordinator of Transfer and Academic Advising
Oklahoma City Community College

Transferring from a community college to a four-year institution can be a daunting task for students. Community college and four-year institution staff are challenged to work together to aid students in their transition. This session will review the key elements of a successful transfer center program at a community college. Information and handouts will be provided and pertinent data will also be shared regarding student needs both prior to and after transfer.

Using the Big Picture Approach: Capturing Life’s Ultimate Questions for Sophomores

Jerry Pattengale
Assistant Provost for Scholarship and Public Engagement
Indiana Wesleyan University

Through looking at the big picture, students can find a connection to assignments and important vocational decisions. The difficulty is educating and enabling faculty and student development professionals to make such connections. This session gives many takeaways on how to do so regardless of the discipline. “Life’s Ultimate Questions” is a hot issue in higher education—especially how to deal with them. This session gives participants both the “how” and “why” for doing so.

Using Research to Enhance Student Learning and Memory

Debra Borden
Associate Professor of Psychology and Coordinator of the First-Year Experience
Corning Community College

One reason students perform poorly is their lack of understanding of how to best process information. This session will discuss what it takes from both the student and instructor/advisor to learn the material for the “long haul.” The session attendees will learn how information processing occurs, the impact of sleep, the need for students to use an associative network model, and elaborative rehearsal along with the necessity for instructors to provide an environment for students to process information in the classroom. Participants will learn about the importance of building an “interleaving strategy” into their curriculum and will gain techniques to improve classroom learning and advising sessions.

Students Guiding Students

Rob Dellibovi
Admissions Counselor
Phil Conroy
Vice President for Enrollment Management and Marketing
Jessica Gooch
Student, Campus Life Team
Gagandeep Singh
Student, Campus Life Team
Mount Ida College

In the fall of 2008, Mount Ida College developed a series of transition and retention initiatives focused on “student to student” outreach. Under the supervision of the dean of admissions, the Campus Life team was formed, and the College experienced over a seven point increase in the fall to spring retention of first-year students from the previous year. This presentation will describe how Mount Ida College commissioned the Campus Life team to assist the College in enrollment, retention, and student life initiatives, focusing primarily on the first-year class.
34 - R
Embracing Diversity on Campus Inside and Out
Solitude
Jennifer Rockwood
Director, First-Year Experience Program
University of Toledo
Aaron Thompson
Professor of Sociology
Eastern Kentucky University
This roundtable will discuss projects, initiatives, and strategies that promote the development of diversity inclusion on college campuses. Comprehensive and coordinated actions and programming can demonstrate a university’s mission in many creative ways. The diversity mural initiated and executed by first-year students at University of Toledo is one example of a meaningful way to demonstrate diversity and inclusion. A discussion of a diversity course for first-year students will also be included.

2:30 pm – 3:45 pm

35 - R
Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy
*Note this is a 75-minute session.
Brighton
Mary Stuart Hunter
Assistant Vice Provost and Executive Director
Betsy O. Barefoot
Fellow
John Gardner
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. Is it possible to sustain individual spirituality, authenticity, wholeness, and self-renewal in the academy in the 21st century? Do our institutional cultures fuel incongruence? 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. Discussion will revolve around these issues.

36 - CI
Academic Foundations: Strengthening the Foundation for Higher Education
Salon A
Kathie Wentworth
Director of Academic Support Services
Trine University
The academic foundations program was implemented in fall 2006 to assist under-prepared, first-year students who were not admissible into any program that the university offered. Students were required to take academic foundations, a course taught by their academic advisor as well as other first-year level courses. This presentation looks at aspects of the program and reviews statistics gathered over the past three years.

37 - CI
TTS-001: Transfer Transitional Seminar at Medgar Evers College (CUNY)
Salon B
Gale Gibson
Dean, College of Freshman Studies
Shannon Clarke-Anderson
Director, Office for Academic Transformation & Success (OATS)
Nicole Berry
Coordinator, Student Appeals and Petitions/Academic Advisor
Medgar Evers College of the City University of New York
Transfer student literature across the country suggests this cohort of students needs a dedicated activity to assist them with becoming acclimated to their new collegiate environment. In addition, studies have shown a direct correlation to transfer student success of those who engage in an institutional transfer activity rather than those students who do not. We will present how our recently implemented Transfer Transitional Seminar (TTS-001) has positively impacted the retention rate and services of our transfer student population.

38 - CT
College Students With Learning Disabilities: Transition to the College Experience
Salon C
Diane Webber
Professor and Director, Program for Advancement of Learning
Curry College
Students with learning disabilities are attending four-year colleges in large numbers, and this can be challenging for these students who are transitioning from a supportive high school environment to classrooms where professors often have no training in teaching students with learning disabilities. This presentation includes an overview of terminology, diagnostic procedures and the law, types of processing difficulties, challenges facing college professors, and strategies for use in introductory classes.
39 - CI

Tweeting Your Facebook YouTube Blog: How to Join Multiple Social Networks and Maximize Student Exposure to Transfer Information

Salon G

Gary D. Coleman
Academic and Career Advisor/Transfer Advisor

Rachel Divine Lewis
Assistant Director, Academic and Career Advising

Lee Martinez
Academic and Career Advisor/Hispanic/Latino Student Advisor

Salt Lake Community College

Imagine going into your teenager’s room, telling her that you’re cool and that she should include you in her activities. This is essentially what colleges are doing as we have started using Facebook to connect with students. Instead, we need to become part of the social networking community. This session will focus on how Salt Lake Community College’s Transfer Center has been providing transfer information to our students by connecting multiple social networking tools in innovative ways.

40 - CR

Perceptions of First-Year Read Program Student Benefits

Salon H

Sandra Nadelson
Associate Professor, Health Professions Residential College

Kimber Shaw
Director of Advising and Academic Enhancement
Boise State University

Many U.S. campuses use common reads. However, little empirical research has been conducted that focuses on quantifying the benefits of first-year reads (FYR). In this study, we assessed faculty and staff perceptions of the FYR program at a public, urban university using an online survey. Overall, perceived benefits included enhanced student development of cognitive and social skills. Program and process improvements were suggested by study participants to promote student growth. This session will focus on the research conducted on the FYR program to include conclusions, limitations, suggestions for practice, and future research.

41 - CT

Undocumented Issues: Strategies to Improve the Transition from Secondary to Higher Education Institutions

Salon I

Pablo Martinez
Graduate Assistant, Education Leadership and Policy

Richard Díaz
Graduate Assistant, New Student Orientation and Leadership Development

Yamila Martinez
Undergraduate Student
University of Utah

This session is based on Critical Race Theory and the college experiences of undocumented students from the state of Utah. It will provide participants with direction in addressing the challenges and struggles associated with undocumented students and their transition/adaptation process into college life. Participants will learn practical tools for new and innovative student programs and support services established with undocumented student needs in mind.

42 - R

Applying Lessons from Successful First-Year Transition Programs: A Conversation about Developing Effective Transition Programs for Transfer Students

Solitude

Jeffrey Knapp
Director, Academy for the Art of Teaching and First-Year Programs

Janie Valdes
Director, Transfer Services
Florida International University

The widening body of literature and good practice addressing the constructive engagement of first-time in college (FTIC) students in promoting their foundations for success holds keys to better preparing transfer students to meet their own goals in the academy. This interactive roundtable will provide an opportunity to examine a case study and to initiate a conversation that can continue on your campuses.
College students must make many choices in the course of their academic careers, but how and when do they make them? Based on interviews with students participating in a panel study of the Class of 2010 at seven liberal arts colleges, my remarks will focus on the frequency and consequences of students making decisions well in advance of when they might be expected or required to do so. “Declaring” a major before setting foot in a college classroom; planning a junior year away before the first year has ended; beginning the senior year focused primarily on graduate school applications or job interviews - these and other anticipatory decision making activities have the potential to impede students’ ability to make successful transitions in college and to limit their academic engagement. A discussion of how we can help students find greater balance between thoughtful planning for the future and meaningful engagement with their immediate educational experience will be started.

An Examination of AVID Graduates’ College Preparatory Achievements: Community College vs. Four-Year University Performance

Karen Watt
Associate Professor, Educational Leadership

Jeffery Huerta
Research Analyst

The University of Texas Pan American

This session will highlight results of a study that sought to investigate how AVID and other high school college preparatory achievements contributed to the college success of under-represented students enrolled in community colleges and four-year universities. One hundred AVID graduates from 13 Texas high schools attending six different Hispanic-serving higher education institutions participated in this mixed methods research. Student achievement comparisons were made between students attending community colleges and those attending four-year universities. Certain college preparatory achievements were found to be significant predictors of students’ college success.

Help Students Define and Achieve Success With the CollegeScope Student Success Program

Erin Miller
Product Manager

Xap Corporation (In partnership with Human eSources)

Schools utilizing the CollegeScope Student Success Program have experienced decreased attrition by as much as 30%. By helping students develop a solid sense of self, encouraging the exploration of opportunities, and instructing them to set attainable goals, CollegeScope empowers students and allows them to maximize their education. The program includes an interactive curriculum, personal assessment, a focus on career development, and student management tools for faculty. Come learn how this innovative program can help the students at your school.

Three Successful Integrated Efforts Fostering Transitions to Utah State University

Noelle Call
Director, Retention and First-Year Experience
Aaron Andersen
Associate Director, Retention and First-Year Experience
Lisa Hancock
Program Administrator, New Student Orientation

Utah State University

This session will focus on three successful, integrated programs that the retention and first-year experience office developed to support the transition of first-year students: (a) the Peer Mentor program, which trains student orientation facilitators—integral members of the first-year experience orientation course; (b) the Aggie Experience Passport Program, which encourages students to experience a range of campus programs and events; and (c) the Aggie Parent and Family program, which provides opportunities for parents to be informed, active supporters of their students.

Fostering the Intellectual Development of Sophomores through Curricular and Cocurricular Initiatives

Frank Ross
Assistant Vice Chancellor for Student Life and Learning
Scott Evenbeck
Dean, University College

Indiana University - Purdue University Indianapolis

The sophomore year is a time of transition, with its own unique set of challenges. This session details the importance of intentionality in fostering sophomore students’ intellectual development and success through a range of curricular and cocurricular initiatives. Presenters will discuss how key programs common to the first year can be continued into the second year, and offer additional recommendations for second-year programming that will enhance student success and engagement.
Lost in Transition:
Assisting Students Find a Path to Graduation
Salon H
Pat Stevens
Associate Dean, University College

Tracy Robinson
Academic Advisor
University of Memphis

This interactive session will share how an interdisciplinary college is assisting students who are “lost in transition” at a large, metropolitan public university find a path to graduation. The focus will be on strategies and interventions used by the college advisors and administrators to reach these lost students. Participants will be involved in activities such as case studies and role play to illustrate the unique challenges that face the advisor, the college, and the student.

What is SIT? Discussions and Definitions for Practice
Salon J
Jennifer R. Keup
Director, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

Over the past several decades, higher education has embraced the first-year experience movement and institutionalized programs to facilitate first-year student transition and involvement. While we have much to celebrate with respect to the gains made in first-year student success, educators have also come to understand that this is just one of many transitions in a student’s educational career and life trajectory. As we acknowledge other transitions—transfer, sophomore year, senior capstone experiences, new graduate student experiences—as potential points for us to provide challenge and support, it is important to reflect upon our understanding of students in transition. This session will draw from higher education theory and practice as well as definitions of “transition” from other disciplines to facilitate a discussion about what we have learned about students in transition and to identify the next steps in our work to “support and advance efforts to improve student transitions into and through higher education.”

What Works? Strategies and Institutional Initiatives That Focus on Persistence, Success, and Learning for Students in Transition
Salon B
Fernando Perez
Director of Student Support Services
Barbara Miccio
Associate Professor and Counselor for Student Support Services
East Stroudsburg University of Pennsylvania

College enrollment increased more than 20% between 1995 and 2005. Despite this increase, many institutions of higher education graduate less than half of the students they enroll. Male student enrollment and degree completion have been particularly low over the past decade. This roundtable will discuss reasons students leave a university without completing a degree and strategies or institutional initiatives that have been successful in promoting student persistence.

Morning Break
Grand Ballroom Foyer

Horizonte Project: From the Sidelines to the Playing Field
Salon C
Ana Archuleta
Coordinator, Multicultural Initiatives
Debbie Corsino-Moore
Director, Multicultural Initiatives
Salt Lake Community College

Multicultural Initiatives’ partnership with Horizonte Alternative High School was created in January 2008 in efforts to provide support and information about SLCC resources to these students who, although coming to SLCC with partial or full-ride scholarships, are most likely to drop out after their first semester due to the lack of appropriate life resources or support systems. This session will highlight the program developed to assist these students to persist, transfer work skills to classroom skills, and balance life and school.
53 - CT

Reality Check: Increasing Active, Connected Learning in a First-Year Program
Salon G

Patricia Hagen
Professor of English and Director of Dignitas Program

Rick Revoir
Assistant Professor, Management and Accounting

Thomas Zelman
Professor of English

Steve Lyons
Vice President for Student Affairs

Lynn Kalnbach
Institutional Researcher
The College of St. Scholastica

This session will explore strategies we have implemented to increase student engagement and active learning beyond the boundaries of the classroom. Strategies include service learning, simulation, pilgrimage, fund-raising, mural-painting, event planning, and implementation.

55 - CT

Making Sophomores Count
Salon I

Ginny DeWitt
Associate Director, START Center

Beverly Christy
Director, Career Resource Center
Westminster College

Sophomores report feeling in a slump, neglected, and cannot articulate why they are in college. These students are more difficult to retain when education is no longer a priority. Westminster College developed an upper division course, now in its fourth iteration, designed to meet the needs of mostly undeclared sophomores and help them find their place in higher education. The presenters will share their current syllabus and discuss how their efforts (a) meet the needs of students and (b) fulfill the College’s mission statement and learning goals.

56 - R

Integrating Research, Field Experience, and a Senior Thesis for Senior Psychology Majors
Salon J

Lindsey Taucher
Advising Specialist
St. Edward’s University

This session will include conversation regarding crafting a more comprehensive senior-year experience. Presenters will discuss a sample initiative, which incorporates a research and field experience course along with a university-wide senior thesis taught by discipline faculty instead of the more typical general education faculty. This will serve as a starting point for a discussion that encourages participants to share best practices for senior-year curriculum design that includes a final cohort experience among graduates.

57 - R

Enhancing Opportunities for Transfer Student Leadership
Solitude

Maya Ardon
Coordinator for Events and Publications

Carolyn Endick
Graduate Assistant for Programming, Student Resource Center
New York University

Interested in exploring what your colleagues around the country are doing to enhance opportunities for transfer student leadership on your campus? Looking for ways to improve upon an existing program for transfer students? Join us for a discussion of resources and recommendations that will assist you in transitioning your transfer student services program to increase programming and support services to new and current transfer students.

12:00 noon – 12:30 pm

Closing Town Meeting
Salon B

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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