



42nd Annual Conference on the First-Year Experience

**LOS ANGELES, CALIFORNIA
FEBRUARY 3-6, 2023**

Conference Program



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA



Dear Conference Delegates,

Welcome to the 42nd Annual Conference on The First-Year Experience® to those of you here in Los Angeles, CA and participants joining us via our virtual option. We are pleased to convene registrants from campuses across the United States and international delegates from colleges and universities around the world. Representing a diversity of institutional mission, types, sizes, and student populations, our event participants remind us how rewarding it is to share ideas and learn about higher education and student success across campuses, systems, sectors, contexts, cultures, and countries. I know that I speak for the staff and affiliates of the National Resource Center and our home institution of the University of South Carolina when I extend warm conference greetings to you all.

We are particularly excited to welcome many of you back to an in-person convening of this conference after several years of virtual and hybrid events. The staff of the National Resource Center takes great pride in hosting educationally productive and personally inspiring conferences that create meaningful connections between delegates, presenters, and exhibitors during the event and serve as a rich professional network long after our time together at the conference. The Center's staff has planned an outstanding program of pre-conference workshops; keynote, plenary, and closing speakers; featured sessions; and conference presentations. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. Among the core commitments of the National Resource Center and the standards for excellence in our work with the first-year experience are collaboration, lifelong learning, inclusion, and the connection between research and practice. As we face ongoing transitions and challenges in our society, economy, collective well-being, and in higher education, it has never been more important for us to unite around these values. Therefore, we encourage you to take full advantage of both formal and informal opportunities to interact with conference participants, discuss current trends and issues, discover more about research and assessment findings, support one another, and learn from your fellow delegates about promising practices for first-year students in the United States and across the globe.

The staff of the National Resource Center are here to help you in any way that we can. Please do not hesitate to contact us if you have any questions or concerns. We look forward to meeting you, working with you, and learning from you during our time together at the conference and in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer R. Keup".

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

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CONFERENCE SCHEDULE*

THURSDAY | FEBRUARY 2, 2023

8:00 a.m. – 4:00 p.m.	Conference Registration
8:00 a.m. – 5:00 p.m.	2-Day Workshop: First-Year Student Success in the Community College (additional registration fee)

FRIDAY | FEBRUARY 3, 2023

7:30 a.m. – 6:00 p.m.	Conference Registration
8:00 a.m. – 5:00 p.m.	Preconference Workshops (additional registration fee)
5:30 p.m. – 7:30 p.m.	Opening Session with Keynote Address — Maxine Roberts
7:30 p.m. – 8:30 p.m.	Opening Reception

SATURDAY | FEBRUARY 4, 2023

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 a.m. – 5:00 p.m.	Conference Registration
8:00 a.m. – 9:00 a.m.	Primer for First-Time Attendees
9:15 a.m. – 11:30 a.m.	Conference Sessions
1:00 p.m. – 5:45 p.m.	Conference Sessions

SUNDAY | FEBRUARY 5, 2023

7:30 a.m. – 9:00 a.m.	Continental Breakfast
8:00 a.m. – 5:00 p.m.	Conference Registration
8:00 a.m. – 10:15 a.m.	Conference Sessions
10:30 a.m. – 12:00 noon	Plenary Address — Brad Garner
1:30 p.m. – 6:30 p.m.	Conference Sessions

MONDAY | FEBRUARY 6, 2023

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 a.m. – 11:00 a.m.	Conference Registration
8:00 a.m. – 10:15 a.m.	Conference Sessions
10:30 a.m. – 11:45 a.m.	Closing Address — Rishi Sriram

*All times are listed in Pacific Standard Time (PST)

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.

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NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

CORE COMMITMENTS

Student Transitions: Student transitions, such as the first year of college, sophomore year, transfer experience, degree completion, and new graduate student experiences, are critical junctures in the educational pipeline and unique opportunities for post-secondary student learning and development. We strive to set a standard of excellence for supporting student transitions and facilitating educational success for a diversity of students in the 21st century.

Connection Between Research and Practice: We believe that good practice in higher education must rely upon a foundation of high-quality research. Conversely, good research draws from and informs practices in our field. As such, the work of the National Resource Center advances and supports both scholarly practice and applied research.

Inclusion: We strive to create a supportive and professional environment where a diversity of viewpoints are recognized and considered in the ongoing dialogue on student transitions. One of the greatest strengths of the first-year experience and students in transition movement is its ability to cut across traditional boundaries in higher education and involve professionals from multiple sectors of education, institutional roles, and disciplinary perspectives as well as from a variety of personal backgrounds, institutional environments, and educational experiences.

Collaboration: Partnership and collaboration draw from the interdisciplinary nature of higher education, communicate an ongoing commitment to inclusion, and, ultimately, enhance the success of our efforts to support student transitions. The National Resource Center models effective collaboration and aims to create intentional and integrative connections between colleagues, units, organizations, systems, educational sectors, regions, and countries in support of student transition and success.

Lifelong Learning: We believe that all educators continue to be lifelong learners. We support a climate of intellectual curiosity and provide the tools and media to pursue professional development and an ongoing process of inquiry, exploration, and discovery.

Welcome to the



This conference is designed to provide a 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 Annual Conference on The First-Year Experience® is to assist educators and administrators in institutions of higher education in the planning, implementing, and refining of programs designed to enhance the first-year experience. The conference aims to promote a comprehensive and engaging community open to the diversity of ideas, in which all delegates are given the opportunity and resources to grow personally and professionally.

CONFERENCE SPONSOR

National Resource Center for The First-Year Experience® and 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, online courses, 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.

University of South Carolina

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

Registration Information

The conference Registration and information desk is located in the California Ballroom Foyer. The staff of the National Resource Center for The First-Year Experience® and Students in Transition will be available to assist you throughout the conference.

Hotel Map

A floor plan of the meeting rooms at the Westin Bonaventure Hotel & Suites, Los Angeles are in Guidebook and on the last page of the program.

National Resource Center Publications

We are pleased to announce that publications from the National Resource Center for The First-Year Experience® and Students in Transition are being distributed by Stylus. Limited numbers of select publications will be available for sale during the conference. Major credit cards, cash, and check are accepted. Please visit the Stylus booth (Booth 18-19 in Vendor Hall) to browse our most popular titles.

Philanthropy Project

Gamecock Pantry

At the University of South Carolina, The Gamecock Pantry provides members of the Carolina community with access to food and toiletries in a free and confidential way while creating awareness about food insecurity at Carolina. The Gamecock Pantry will address University food insecurity needs and provide comprehensive food insecurity education to the Carolina Community. If you want to donate to the Gamecock Pantry, check out the Amazon Wish list to easily send donations directly to campus!



Pencil Project

As in years past, The National Resource Center for The First-Year Experience® and Students in Transition encourages you to participate in our ongoing outreach project to encourage low-income K-12 school students to consider higher education in their future. The conference organizers invite all conference participants to bring at least one new pencil (bring as many as you like) with your college or university name or logo to the conference registration desk so they can be distributed to low-income students in the host city or in Columbia, South Carolina. We hope you will participate in this effort.

Outstanding First-Year Student Advocate Sessions



2023 Advocate Past Advocate

Several current and past recipients of the Outstanding First-Year Student Advocate award are presenting sessions at this conference. These sessions will be designated with the special symbols seen above.

Excellence in Teaching First-Year Seminars Award



2023 Award Recipient Past Recipient

Current and past recipients of the Excellence in Teaching First-Year Seminars award are presenting sessions at this conference. These sessions will be designated with the special symbols seen above.

Virtual Sessions



Sessions being presented in a virtual format are designated by the "play" symbol.

International Sessions



Sessions being presented by those representing countries other than the United States of America are designated by the globe symbol.

Nametag Ribbons

White	First-Time Attendees
Gold	Outstanding First-Year Student Advocates
Blue	Volunteers
Green	Vendors

Session Evaluations

Session evaluations can be completed through the interactive scheduler, Guidebook. The session evaluation can be found at the bottom of the screen after the session description or it can be accessed on the menu page.

Conference Evaluations

An Overall Conference Evaluation Form will be sent to you via Anthology 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 improve future conferences; therefore, your comments are extremely important. The link to this evaluation form will be emailed out following the conference.

Internet Access

Wireless internet access is complimentary in the guest rooms for conference attendees. Wireless internet access is also available in the conference meeting space.

Network Name:

First Year Experience 2023

Password:

FYESA2023

Copies and Faxes

FedEx Office and Print Center, located inside the Westin Bonaventure Hotel & Suites, Los Angeles

Phone: (213) 622-2045

Monday - Friday: 7:30 a.m. - 6:00 p.m.

Saturday & Sunday: CLOSED

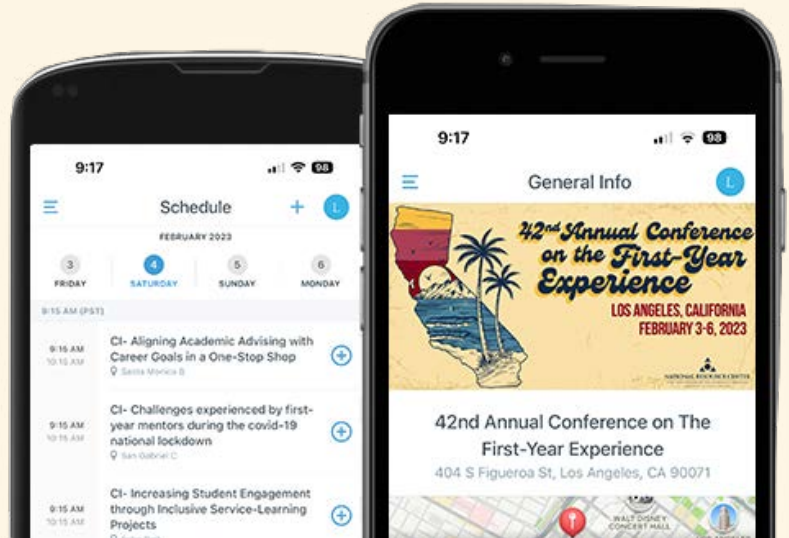
GENERAL INFORMATION

find us on guidebook

Download the free Guidebook app and search *42nd Annual Conference on The First-Year Experience*, or by scanning our QR code.

In order to develop your personal schedule for the conference, download the Guidebook app on your iOS or Android device. Use the "search" feature and enter "42nd Annual Conference on The First-Year Experience" to find this year's guide. Open Guidebook and click on "Schedule." Once a session is selected, it will be loaded into the "My Schedule" icon on the main menu page.

scan to start using guidebook >



PROPOSAL REVIEWERS

The National Resource Center for The First-Year Experience® and Students in Transition would like to thank everyone who served as a proposal reviewer. The participation of our reviewers is instrumental in the success of this conference.

To view a full list of proposal reviewers, please visit <http://www.sc.edu/fye>.

Mark Your Calendar



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

March 6–31, 2023
**Underrepresented at a PWI -
Supporting Students of Color
Through Their Transition
with a Predominately
White Institution**
Online Course

May 15 - June 9, 2023
**Understanding and
Supporting Transfer
Student Success**
Online Course

June 1–29, 2023
**Creating a Comprehensive,
Connected, and Coordinated
First-Year Experience**
Online Course

July 2023
**Proving and Improving:
Foundations of First-
Year Experience**
Online Course

September 30 - October 2, 2023
**30th National Conference
on Students in Transition**
Jacksonville, Florida

February 18 – 21, 2024
**43rd Annual Conference on
The First-Year Experience**
Seattle, Washington

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SESSION FORMATS

The sessions presented at this conference are in six 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 Initiatives – These sessions address and highlight specific programs/initiatives that have been instituted, assessed, and shown to be successful on a particular campus.

(CP) Assessed Programmatic Approaches – These sessions present on a specific programmatic approach at a single institution.

(FD) Facilitated Dialogues

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.

(V) Vendor Presentations

These sessions allow conference vendors to showcase products and share information on services provided by the company/organization.

STAFF ROSTER

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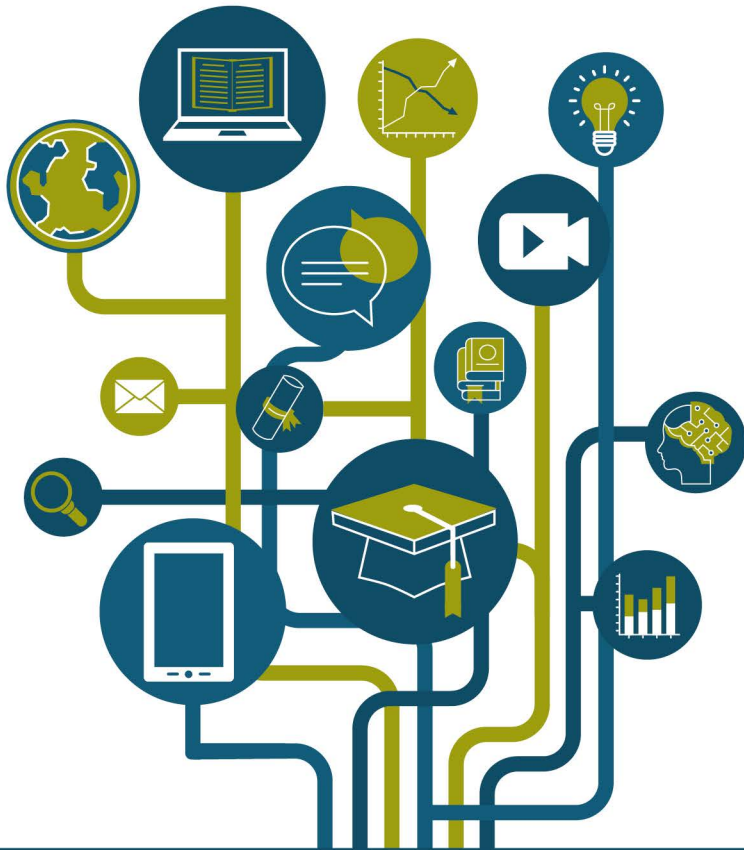
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ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

MARCH 6-31, 2023

UNDERREPRESENTED AT A PWI SUPPORTING STUDENTS OF COLOR THROUGH THEIR TRANSITION WITHIN A PREDOMINATELY WHITE INSTITUTION

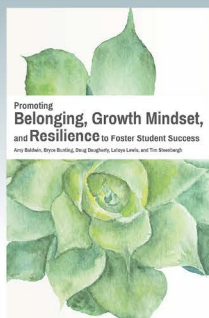
Instructor: Taléa R. Drummer-Ferrell

REGISTRATION DEADLINE:

FEBRUARY 28, 2023

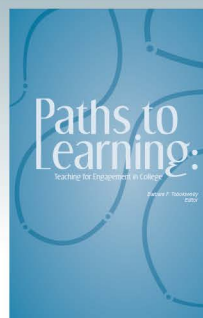
WWW.SC.EDU/FYE/OC

RESOURCES ON TEACHING AND LEARNING



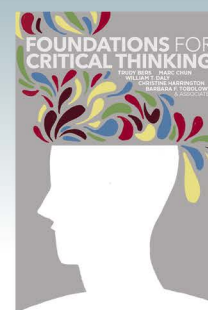
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42nd Annual Conference on the First-Year Experience

LOS ANGELES, CALIFORNIA
FEBRUARY 3-6, 2023

Sponsors & Vendors



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UNIVERSITY OF SOUTH CAROLINA

VENDORS

Vendor Information

Conference participants are invited to visit commercial and non-profit vendors showcasing their products and services for enhancing the first-year experience. Vendors are located in Pasadena on the level below the lobby.

National Resource Center for the FYE & SIT	1, 2	G-W Publisher.....	39
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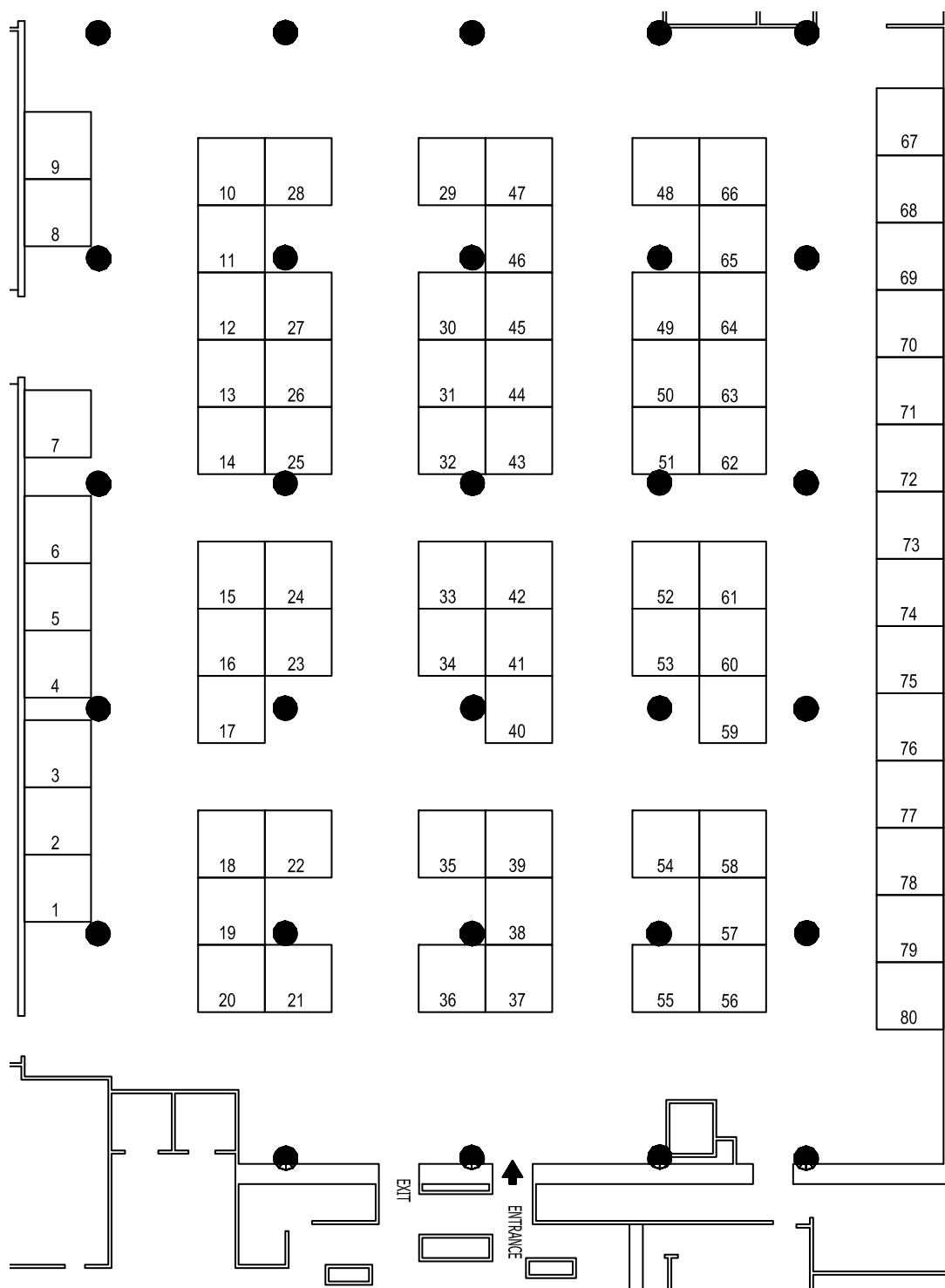
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Vendor Hall Schedule

You will have the opportunity to visit with vendors during continental breakfasts, refreshment breaks, and the opening reception in addition to the vendor hall hours below:

Friday, February 3, 2023

7:00 p.m. – 8:30 p.m.

Saturday, February 4, 2023

7:30 a.m. – 11:00 a.m.

1:00 p.m. – 5:00 p.m.

Sunday, February 5, 2023

7:30 a.m. – 12:00 noon

SPONSORS & VENDORS

Sponsor & Vendor Information

Conference participants are invited to visit commercial and non-profit vendors showcasing their products and services for enhancing the first-year experience.



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Advantage Orientation® by Advantage Design Group® is the ultimate virtual onboarding solution preferred by over 330 colleges and universities in three countries. Beautifully branded and totally responsive. Personalize animated, interactive, gamified, and video content to multiple audiences. Easily manage content and real-time analytics in a comprehensive system you control.



Alpha Lambda Delta

The Honor Society for First-Year Academic Success

www.nationalald.org

Alpha Lambda Delta National Honor Society

Retain high-achieving first-year students with an Alpha Lambda Delta (ALD) chapter on your campus. Founded in 1924, ALD is an international honor society recognizing the academic success of first-year students. ALD provides early engagement opportunities and assists students in recognizing and developing meaningful goals for their unique roles in society.



Amazon

The Amazon Books team is dedicated to helping organizations and schools of all sizes with their print and digital book buying needs. Through a range of tools and services, like our new Bookshelf tool, we make it easier to purchase and distribute books within your organization.

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brightspot is a higher ed strategy firm on a mission to create more engaging and equitable student experiences by transforming college and university spaces, student services, staffing, and systems. We have worked with 100+ institutions using a practical, inclusive process to increase student success.



Cengage

Cengage, a global education technology company serving millions of learners, provides affordable, quality digital products and services that equip students with the skills and competencies needed to be job ready.



Center for First-Generation Student Success

The Center for First-generation Student Success, an initiative of NASPA and The Suder Foundation, is the premier resource for evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students. Visit the Center at firstgen.naspa.org and follow on social media @FirstgenCenter.



Character Arc

Character Arc (previously Svadhi) is a student-centered organization involved in the development of character and life skills of college students. Character Arc supports higher education institutions in areas of enrollment, retention, and mentorship through Character Skills Assessments, Curriculum Development, Financial Skills Coaching, Life Skills Coaching, and Career Development Mentorship.



COLLEGE
TRANSITION
PUBLISHING

College Transition Publishing

College Transition Publishing specializes in college, career, and financial transition resources for traditional and veteran student populations. All resources are available in digital and hard copy. Learn more at CollegeTransitionPublishing.com.



Constructive Dialogue Institute

We are an education nonprofit that builds tools to equip community members with the skills for constructive dialogue. CDI's research-based programs have proven effectiveness. CDI recently completed two randomized controlled trials that found that learners who complete the program experience decreases in polarization, increases in humility, and other community benefits..



DIA Higher Education Collaborators

DIA strives to improve student learning and success in higher education by partnering with institutions of higher education to improve cultures, strategies, and practices for understanding and supporting students. Through collaboration, innovation, and continuous improvement, we serve as a collaborator, partner, and guide.



Fable

Fable is a digital platform that supports First Year reading programs and other shared reading experiences. We empower educators to distribute ebooks seamlessly, sparking meaningful conversations through professional moderation and discussion prompts. Students share highlights, thoughts, and links within the ebook, and educators receive data on reading progress and engagement.



FIE: Foundation for International Education

FIE is the leader in study abroad for first year students in London and Dublin as a high-impact practice and part of strategic enrolment management. Our students develop core competencies of cultural intelligence, empathy, and integrity. Learn how we work with the College of Charleston in our presentation this weekend.



Foundation for Individual Rights and Expression (FIRE)

FIRE's mission is to defend and sustain the individual rights of all Americans to free speech and free thought—the most essential qualities of liberty. FIRE educates Americans about the importance of these inalienable rights, promotes a culture of respect for these rights, and provides the means to preserve them.



FranklinCovey Education

FranklinCovey is the most trusted leadership company in the world. We serve higher education by empowering students with career-readiness skills, developing robust learning and development programs, and working with leaders to achieve breakthrough results.



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The Center for Postsecondary Research hosts the National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE) and other surveys and tools to help institutions assess quality in undergraduate education and strengthen the learning environment in the first year of college and beyond.

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John N. Gardner Institute for Excellence in Undergraduate Education

The Gardner Institute partners with colleges, universities, philanthropic organizations, and others to help them create and implement strategic plans for student success focused on improving teaching, learning, retention, and completion. Through doing so, the Institute strives to advance higher education's larger equity, social mobility, and social justice goals.



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From market-leading courseware, textbooks and mobile apps to retention surveys and accreditation support, Macmillan Learning offers a suite of first year experience solutions that deliver engaging experiences and acclimate students to college life to improve student retention and success. To learn more, please visit our FYE solutions site <https://go.macmillanlearning.com/attending-2023-FYE.html>



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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 conferences, workshops, online courses, and institutes; engages in research; publishes a scholarly journal, books, and electronic newsletter; maintains a website; and hosts electronic listservs.



NODA-Association for Orientation, Transition and Retention in Higher Education

As an inclusive community, NODA enhances and elevates orientation, transition, and retention practices in higher education that cultivate the professional development and education of student leaders, graduate students, practitioners, and scholars.



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Penguin Random House publishes a broad selection of fiction and nonfiction titles appropriate for First-Year Experience and common reading programs. The books recommended in our 2023 exhibit are from our publishing divisions and client publishers, and will help instigate reflection and discussion among first year students. www.commonreads.com



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Racial Literacy Advocates

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SparkPath

Do your first-year students lack purpose? Discover how 50 HEIs are using 'Challenge Cards' to help students discover purpose, explore career options and articulate why they are in college. To try the cards yourself, visit our booth or join us on February 5th at 5:15pm in Santa Barbara A.

ProfessorHeath.com

Stephen Heath

Stephen Heath, CPA Author of Your Financial Path



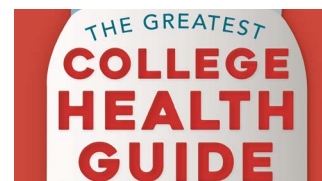
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Stylus publishing focuses on higher education, covering teaching and learning, student affairs, online learning, racial and gender diversity on campus, and leadership and administration. Stylus is the official distributor of the First-Year Experience and Students in Transition.



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The Greatest College Health Guide

From nationally recognized coach and educator, Jill Henry, and Peabody-award winning editor, Dave Henry, comes the 7x award-winning book, 'The Greatest College Health Guide You Never Knew You Needed.' This comprehensive resource about managing health on campus features personal stories, wellness best-practices, and advice from current students across the country.



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Trees.app gets the right resource to the right student at the right time. The app identifies a student's areas for growth and then provides customized support through step-by-step plans that help them thrive. Visit www.trees.app to learn more about planting Trees.app at your institution.

TRUMOTIVATE

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UnidosUS, previously known as (National Council of La Raza) is the nation's largest Latino civil rights and advocacy organization. Through our combination of research, advocacy programs, and Affiliate Network across the United States and Puerto Rico, UnidosUS challenges the social, economic, and political barriers that affect Latinos at all levels.



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WildFlower Education offers a mobile application to improve student engagement, motivation, and academic success. We create an academic network including: (1) students/professors/TAs, (2) study groups and team projects, and (3) events. We help facilitate discussions, create meaningful connections, and encourage help seeking behaviors.



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XanEdu, a Scholarus Learning Company, has been increasing student engagement and enhancing learning outcomes since 1999 by delivering solutions across the education spectrum. We are committed to advancing the education tools through innovative products and services that meet students' evolving learning styles, while maintaining our commitment to affordability and accessibility.



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ON THE FIRST-YEAR EXPERIENCE
AND STUDENTS IN TRANSITION

MAY 15 - JUNE 9, 2023
**UNDERSTANDING AND
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Instructor: Catherine Hartman

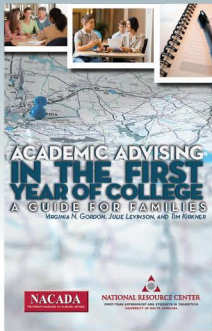
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MAY 8, 2023

WWW.SC.EDU/FYE/OC

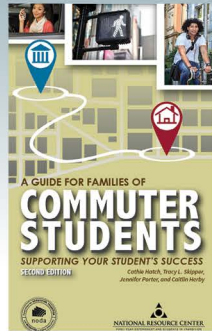
GUIDES FOR PARENTS AND FAMILIES


NATIONAL RESOURCE CENTER
 FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
 UNIVERSITY OF SOUTH CAROLINA



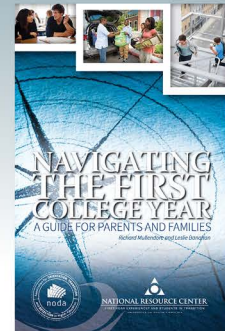
Academic Advising in the First-Year of College
A Guide for Families

Virginia N. Gordon, Julie Levinson, and Tim Kirkner
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A Guide for Families of Commuter Students
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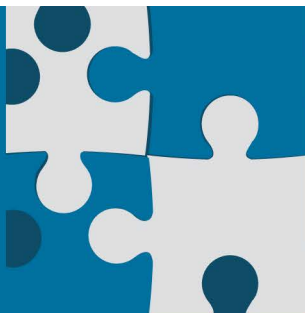
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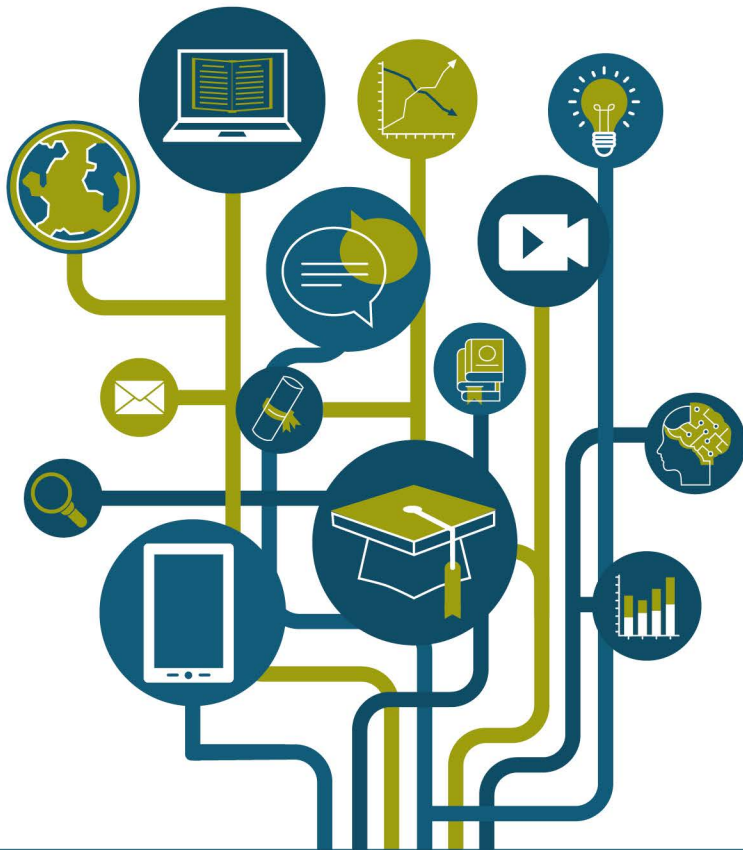
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ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

JUNE 1–29, 2023
CREATING A COMPREHENSIVE, CONNECTED, AND COORDINATED FIRST-YEAR EXPERIENCE

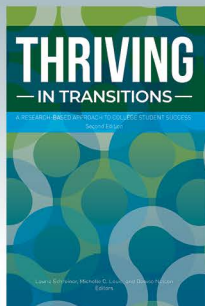
Instructor: Jennifer Keup

REGISTRATION DEADLINE:

MAY 25, 2023

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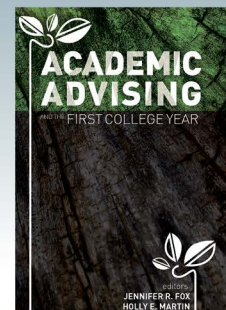
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PRECONFERENCE WORKSHOPS – FEBRUARY 2-3, 2023

Conference Registration

7:30 a.m. – 6:00 p.m. PST
California Ballroom Registration Desk

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

These workshops offer extended presentation, discussion, and interaction on a particular topic or area of interest.

2-Day Workshop | First-Year Student Success in the Community College

February 2-3, 2023 | 8:00 a.m. – 5:00 p.m. PST | \$450 | Palos Verdes

Yancey Gulley, Program Director & Associate Professor, Higher Education Student Affairs
– *Western Carolina University and Community College*

Catherine Hartman, Postdoctoral Research Associate, National Resource Center for The First-Year Experience and Students in Transition
– *University of South Carolina*

Julie McLaughlin, Professor and Chair of First Year Experience
– *Cincinnati State Technical and Community College*

José Del Real Viramontes, Assistant Professor, Higher Education Administration and Policy
– *University of California, Riverside*

Drew Yamanishi, Dean of Student Services
– *Glendale Community College*

With enrollments in community colleges on the decline, the quality of the first-year experience for students is critical to their success, whether they wish to obtain a certificate, earn an associate degree, or transfer to a four-year institution. The First-Year Student Success in Community College Workshop will provide attendees the opportunity to discuss the current role of the community college in higher education and develop an action plan for creating or enhancing pathways to community college student success. Interactive sessions are designed with practical application in mind so that participants will be ready to implement strategic initiatives when they return to campus.

Full Day Workshop | Best Practice in the First College Year: Defining What Works and Why

February 3, 2023 | 9:00 a.m. – 4:00 p.m. PST | \$250 | San Fernando

John N. Gardner, Founder and Executive Chair

Betsy O. Barefoot, Senior Scholar
– *John N. Gardner Institute for Excellence in Undergraduate Education*

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

W-1 | Belonging, Mindset, and Resilience: Crafting New Stories for First-Year Success

February 3, 2023 | 8:00 a.m. – 12:00 noon PST | \$150 | Santa Barbara A

Amy Baldwin, Director, University College
– *University of Central Arkansas*

Bryce Bunting, Assistant Clinical Professor
– *Brigham Young University*

Beginning college has always been challenging, but this is particularly true for today’s students as they face the double-transition of starting college while also adjusting to the “new normal” of post-pandemic learning. Consequently, fostering belonging, positive mindsets, and resilience among students in transition has never been more critical. In this workshop, we will explore relevant literature and then offer practical strategies that support belonging, growth mindset, and resilience in and outside of the classroom, particularly for underrepresented students. In fact, we boldly claim that supporting students in developing learning mindsets is the most important outcome for the first-year experience.

W-2 | Developing a Transformative Learning-Centric Peer Educator Experience

February 3, 2023 | 8:00 a.m. – 12:00 noon PST | \$150 | San Bernardino

Brad Harmon, Assistant Dean for the First-Year & Second-Year Experience
– *Furman University*

Annie Kelly, Assistant Professor
– *University of Cincinnati*

Emma Reabold, Assistant Director for Peer Leadership
– *University of South Carolina*

The most recent National Survey of First-Year Experiences revealed that over 60% of institutions offering a first-year seminar reported using undergraduate students in some capacity to assist in seminar instruction (Young & Skidmore, 2017). The purpose of the workshop is for attendees to engage in critical reflection, discussion, and actionable steps with campus experts on three areas within peer educator learning and engagement: recruitment and selection, training, and assessment. Participants will identify recruitment and selection processes to enhance student learning; develop training curriculum outcomes; articulate assessment metrics; and create an action plan to maximize peer educator learning and engagement.

W-3 | Engagement Strategies to Address Student Disconnection in the First Year

February 3, 2023 | 8:00 a.m. – 12:00 noon PST | \$150 | San Pedro

Dottie Weigel, Assistant Professor of Higher Education/Program Director
– *Messiah University*

James Winfield, Associate Dean of First Year Experience, General Education and Retention Strategies
– *Southern New Hampshire University, Global Campus*

A quick glance at headlines from the Chronicle of Higher Education show student disconnection is problematic. As educators, we know student engagement is critical for student success. Unfortunately, it can seem like an insurmountable task in a digital age where reaching students is challenging. Workshop participants will gain strategies to engage students in a variety of classroom and beyond-the-classroom contexts, including first-year seminars. Participants will be able to enhance curriculum or first-year programming and consider ways to assess effectiveness. Special attention will be given to engaging first-generation students. Participants will be better equipped to engage students in a powerful way.

PRECONFERENCE WORKSHOPS – FRIDAY, FEBRUARY 3

W-4 | Promoting Diversity, Equity, and Inclusion in First-Year Seminars

February 3, 2023 | 1:00 p.m. – 5:00 p.m. PST | \$150 | San Bernardino

Sandra Greene, Assistant Director for Communications
– *University 101 Programs, University of South Carolina*

Heather Harrison, Director of First-Year Experience
– *Johnson & Wales University*

Katie Hopkins, Assistant Director for Faculty Development
– *University 101 Programs, University of South Carolina*

There is a foundation of research and scholarship on diversity, equity, and inclusion in higher education and on the impact of first-year seminars. However, there is a need for additional conversations about DEI in first-year seminars. In this interactive workshop, presenters will share and demonstrate strategies that can be used to effectively build inclusive communities where students are able to reflect on their identities and worldviews and develop a greater understanding of issues related to diversity, equity, and inclusion.

W-5 | The Missing Piece: Engaging Faculty Partners In Learning Communities

February 3, 2023 | 1:00 p.m. – 5:00 p.m. PST | \$150 | LOCATION

Richie Gebauer, Assistant Dean, Retention and Student Success
– *Cabrini University*

Jean Henscheid, Fellow, National Center for the Study of First-Year Experience and Students in Transition
– *University of South Carolina*

Julia Metzger, Director of Learning Communities, Improving Undergraduate Education
– *The Evergreen State College*

Rita Sperry, Learning Community Coordinator and Senior Professional Professor
– *Texas A&M University-Corpus Christi*

When done well, learning communities (LCs) are a proven practice for strengthening first-year student belonging, satisfaction, and retention. Faculty members and departments are critical partners in the design and implementation of successful LCs. Yet, the tasks of recruiting, inspiring, and training faculty frequently fall to student affairs (SA) professionals – staff with varying degrees of social capital on campus and/or experience collaborating with faculty. This workshop offers a comprehensive toolbox of strategies to engage and excite faculty by leveraging the strengths that faculty and staff each bring to the learning community experience.

W-6 | Centering Well-being in the First-Year: Strategy, Assessment, & Institutional Buy-in

February 3, 2023 | 1:00 p.m. – 5:00 p.m. PST | \$150 | Location 2

Josh Downing, Director of Recreation

Frank Ross, Vice President for Student Affairs

Bridget Yuhas, Director of Student Success Strategy
– *Butler University*

Attendees will explore ways to integrate well-being across the first-year, and how to obtain buy-in from all levels of campus administration to center well-being in the first-year experience. Practical strategies for linking well-being to divisional and institutional priorities and for using assessment data to drive action will be discussed. Using results from the 2021-2022 administration of the Student Well-being Institutional Support Survey (SWISS), which yielded more than 12,000 student responses, attendees will learn what first-year students need from their institutions to support their well-being. Finally, attendees will receive tools to take back to campus to continue planning.

W-7 | Teaching the Teachers: Designing Pedagogical Development for Faculty

February 3, 2023 | 1:00 p.m. – 5:00 p.m. PST | \$150 | San Pedro

Ryan Bronkema, Associate Dean of University College

Jenna Harte, Assistant Director of Academic Transition Programs

Celia Senerman, Graduate Student
– *University of West Georgia*

This workshop will encourage a meta-awareness for how to design instructor/faculty professional development workshops at one's own institution, while also exposing participants to a sampling of professional development topics we have already developed for other academic professionals. As a result of participating in this workshop, participants will have the opportunity to create preliminary annual professional development plans for their own teaching faculty, and develop workshop outlines that align with their needs.

▶ Opening Session and Keynote Address

5:30 p.m. – 7:30 p.m. PST | California Ballroom



Maxine Roberts
Director
— *Strong Start to Finish*

Giving Students Choices and Listening to Their Voices

What happens when students who might be placed in developmental education courses based on a placement test score instead get to choose which English or math course they will take in their first year of college? Research shows that this approach, called self-directed placement or guided self-placement, can result in better, more equitable outcomes for students. This was the story at one college, which is the focus of this keynote address. Dr. Roberts will tell the story of how this college changed their placement process, and how this shift empowered students, transformed their perspectives of themselves, and altered how they approached their first year of college.

OPENING RECEPTION | 7:30 PM – 8:30 PM PST

Pasadena

Featured Session



Another Evening (the 42ND!) with John Gardner

8:30 p.m. – 10:00 p.m. PST | Palos Verdes

John N. Gardner, Founder and Executive Chair

—*John N. Gardner Institute for Excellence in Undergraduate Education*; Founding Director, *National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina*

The FYE conference has many traditions, one of which has been for the conference founder, John Gardner, to host an opening presentation and conversation after the reception for those attendees who are night owls! The tradition continues this year, but the evening will use a different, town hall format. Casey Green will moderate an engaging, wide-ranging (and PowerPoint free!) conversation with John and the participants. Green is a former student of first-year demographics, an expert on IT in higher education, and also an experienced podcast moderator. He will prompt, prod, and provoke participants to develop their perspectives on the past 42 years and to consider how best to enhance first-year student engagement and success. We invite you to join and contribute to this engaging conversation.

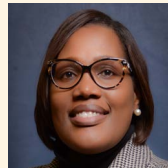
Award Ceremony

Awards Reception | Sunday, February 5, 2023 | 5:15 - 6:30 p.m. PST | Beverly

The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize the Outstanding First-Year Student Advocates. Sponsored by Cengage and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina



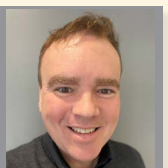
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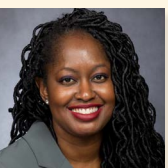
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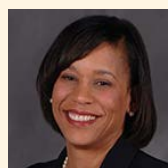
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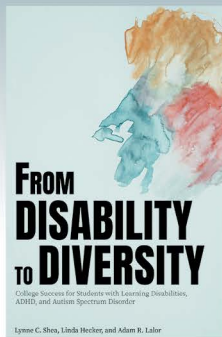


Eboni Pringle
Kent State University



RESOURCES ON THE COLLEGE STUDENT EXPERIENCE


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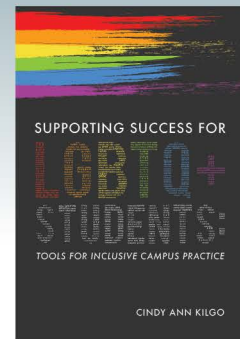
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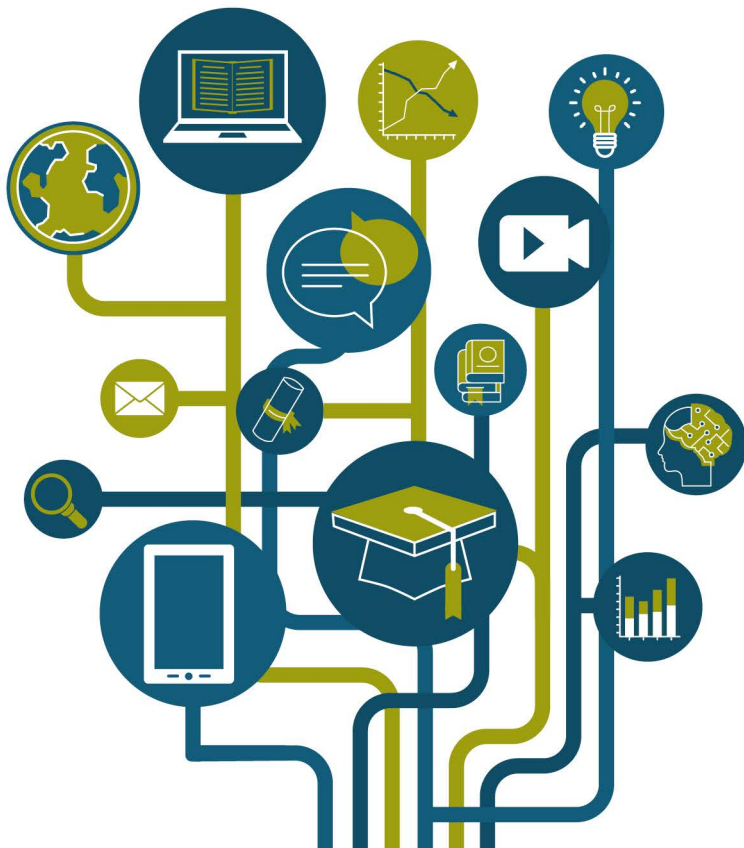


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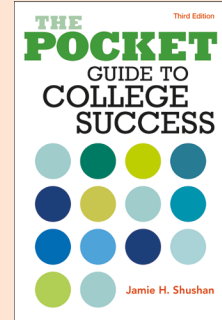
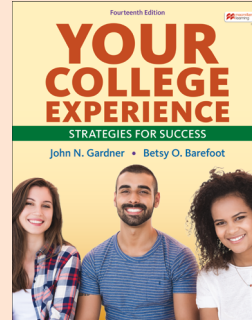
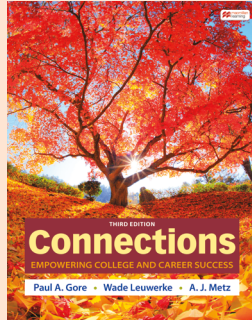
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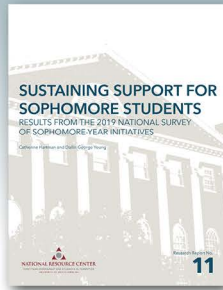


WHEN EVERY MOMENT MATTERS

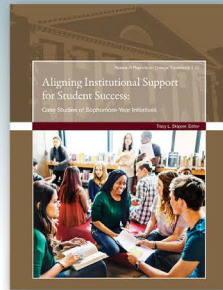


RESEARCH ON COLLEGE TRANSITION EXPERIENCES

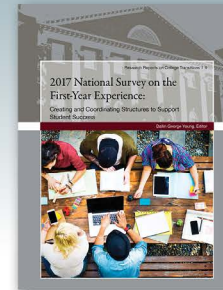

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Research Reports on College
Transitions No. 11
**Sustaining Support for
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*Results from the 2019 National
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Catherine Hartman and Dallin George Young
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Conference Check-In

7:30 a.m. – 5:00 p.m. PST

*California Ballroom**Registration Desk***Continental Breakfast**

7:30 a.m. – 9:00 a.m. PST

*Pasadena***Primer for First-Time Attendees**

8:00 a.m. – 9:00 a.m. PST

*Beverly***Jennifer R. Keup**

Executive Director, National Resource Center for
The First-Year Experience & Students in Transition
University of South Carolina

John N. Gardner

Founding Director, National Resource Center for
The First-Year Experience & Students in Transition
University of South Carolina

Founder and Executive Chair

John N. Gardner Institute for Excellence in Undergraduate Education

A tradition at The First-Year Experience Conferences since 1984, the primer reviews the events that led to the creation of University 101 at the University of South Carolina, the resulting series of conferences, and an international education reform movement known as The First-Year Experience. The presenters will attempt to situate the meaning of this now ubiquitous concept in higher education and define the philosophical assumptions undergirding this conference series. They will also reflect on the current status of the movement, its accomplishments, and the current challenges bringing us together at this meeting.

9:15 a.m. – 10:15 a.m. PST**CT - 1 Distance Learning: Increasing “Everything” Through Peer Mentors***Beverly***Tonya Trepinski-Ochoa***McLennan Community College***Abigail Ramos***Texas A&M College*

Station Education has taken a drastic turn towards distance learning post pandemic. Data shows that more learners are choosing online or blended programs. As a part of a Title V grant, a study was piloted to increase student engagement in our face-to-face Learning Framework courses, but later was found more impactful with students online. Increasing student engagement for distance learners became the priority and our data strengthens the hypotheses that online peer mentors increase retention and academic performance. This session will share those results along with applicable strategies that can be useful in almost any online course.

CT - 2 A User-friendly Tool for Engaging Students in Values Affirmation*Silver Lake***Harold Stanislaw***California State University, Stanislaus*

Asking students to engage in values affirmation – reflecting on their personal values – is a simple yet highly effective method for producing enduring improvements in well-being and academic performance. However, the methods used to identify values are typically haphazard, preventing effective implementation in classrooms or other settings. This presentation describes a scientifically validated tool that students – and faculty, staff, and administrators! – can use to rapidly identify their core values. Come to this session to learn about the method, identify your own core values, and think about the possibilities for implementing values affirmation on your own campus.

CI - 3 Increasing Student Engagement Through Inclusive Service-Learning Projects*Echo Park***Rebecca Schroeder****Karen Daas****Michael Newell****Naomi Rubal***University of Texas at San Antonio*

Implementing a service-learning component into first-year courses at UTSA focused on the success and engagement of a diverse student population within the classroom and the university. Faculty used innovative strategies to develop a service-learning project, the “Rowdy Difference Project,” that created a rewarding and engaging experience for students across all modalities offered in this diverse post-pandemic version of higher education. Through qualitative and quantitative analysis of survey results taken before and after engagement with the service-learning curriculum, we found students were more likely to feel a sense of belonging to the University community, continue service, and have lower DFW rates.

CR - 4 Seeing College Through Freshmen Eyes*Santa Monica A***Patricia Boatwright***Francis Marion University*

First-Year college students are going through so many transitions, especially first-generation students. Photovoice is a qualitative method used in community-based participatory research to document and reflect the students’ reality. These First-Year Experience (FYE) students, from a small public university in South Carolina, take pictures of college life, what is important to them, and the challenges they have. The students then reflect upon and explore their reasons, emotions, and experiences in college. At the end of the semester, students put on a photo exhibit for other FYE students, professors, and administrators.

SATURDAY, FEBRUARY 4

CR - 5 Latinx Transfer Scholars, A Case Study of Transfer Receptive Culture

Avalon

Jesse Enriquez

University of California, San Diego

Researchers have overlooked the experiences of Latinx students who successfully transfer from two-year institutions. In response, this session examines the transition experience of students who gain admission to a selective research university through the Transfer Scholars Program (pseudonym), a merit-based scholarship and retention program designed to facilitate the transition to the university. TSP students are awarded a scholarship that covers the full cost of attendance and participate in retention initiatives that include a transfer learning community, first-year transfer seminar, and mentorship from peers and staff.

CANCELLED

CR - 6 STEM Instructor Motivations for Collaborating with Librarians in Instruction

Hollywood

Kelli Herm

Diana Sims-Harris

Eric Snajdr

Sara Lowe

IUPUI

Scaffolding STEM information literacy competencies through the undergraduate curriculum is a best practice for librarians, connecting to student success. These connections rely heavily on the instructor to collaborate with librarians. What motivates instructors to collaborate with librarians? This session will present the results of a survey of instructors in a multi-section STEM first-year seminar course at an urban research university. Instructor attitudes, perceptions, and practices around collaboration and integration of information literacy competencies will be explored. Presenters will engage the audience to think about their own course integrations as well as strategies and best practices for increasing collaboration.

CI - 7 Aligning Academic Advising with Career Goals in a One-Stop Shop

Santa Monica B

Elizabeth Polzin Concordia

University Wisconsin

Institutions of higher education are under pressure to ensure their graduates complete degrees in a timely fashion and move into lucrative employment following graduation. The emphasis on exploration of majors and career options has become rushed and limited given institutional resources. By combining academic and career advising into a one-stop shop with trained academic and career advisors, students are able to focus on aligning their academic advising experience with their career goals. In turn, advisors are able to equip students with academic and career pathways. Explore the barriers and successes in implementing this model of academic and career advising.

CI - 8 Making Siloed Belonging Data Actionable via FYE Integrated Assessment

Santa Anita A

Michele Dunbar

Keisha Paxton

Sharon Lanaghan

California State University, Dominguez Hills

Research shows the impact of students' sense of belonging on retention, particularly in the first year of college. Belonging data is often collected haphazardly through various efforts, resulting in siloed data that is difficult to make actionable. California State University, Dominguez Hills' integrated assessment of its cross-divisional, multi-program first-year experience (DHFYE) provides a model for bringing together disparately collected data that can lead more readily to action. We will present our analysis of CSUDH's belonging data and the improvement planning it informs. We will discuss with the audience their approaches and how they can apply our model to their campus.

CP - 9 Assessment and Intervention: Closed-Loop Learning Analytics in the First-Year Seminar

Santa Anita C

Lisa Hahn

Northern Arizona University

Utilizing research findings from over 10,000 incoming first-year students from 2019, 2020, and 2021, this session will demonstrate how LMS data can create a closed-loop assessment and implementation plan to ensure your first-year seminar (FYS) becomes a proactive intervention and support model for required first-year courses. The model to identify key connection points in the FYS's curriculum to impact those not currently thriving in other academic courses, like math, will be interactively presented to allow participants time to explore how to incorporate into other institutions and modalities.

V - 10 Roberts Wesleyan Case Study: Proactively Supporting First-Year Student Mental Health

San Gabriel A

Simone Figueroa

U-Thrive Educational Services

Santhiny Rajamohan

Roberts Wesleyan College

One in three first-year students experience mental health challenges; those that do are twice as likely not to graduate. Before the Coronavirus, 60% of college students felt their universities did not do an adequate job of helping them manage their mental health. Since the virus, 80% have reported their mental health has worsened. In this session, presenters Dr. Santhiny Rajamohan, First-Year Seminar Director at Roberts Wesleyan College, and U-Thrive Educational Services will share a case study on how Roberts Wesleyan successfully integrated mental and emotional wellness programming into its First-Year Seminar course. Presentation also includes experiential exercises and interactive discussion.

CI - 11 Challenges Experienced by First-Year Mentors During the Covid-19 National Lockdown

San Gabriel C

Nosisana Mkonto

Luvuyo Kakaza

Cape Peninsula University of Technology

To adjust to and function effectively in higher education, first-year students need to develop a sense of belonging and socialization into the culture of

the institution (Tinto, 1997), they also need the support of peers. Before the lockdown, the mentoring programme provided face-to-face support. However, during the lockdown, online mentoring took place. First-year students experienced a lack of social support, adjusting to online education and accessing educational opportunities (Althobaiti, 2020; Aucejo et al, 2020). The findings of this study revealed that the mentors went over and above their call amid their challenges to provide psycho-social support to first-year students during the lockdown.

CT - 12 News Literacy Concepts for First-Year Students

Santa Barbara B

Nate Floyd
Jaclyn Spraez
Miami University

Since first-year students are more likely to engage with mainstream news rather than fake news and disinformation, presenters in this session will introduce news literacy concepts and activities designed to help students better understand the mainstream news media ecosystem. First, presenters will introduce news literacy activities that foreground the unique ways legacy and emerging media outlets produce and disseminate news. Second, presenters will introduce news literacy activities inspired by the media effects research tradition, and shed light on the affective, behavioral, and cognitive dimensions of information processing. Finally, presenters will share readings and instructional materials with participants.

CP - 13 Developing the Leader Within: A Tiered Approach to Peer Mentoring

Beaudry A

Sarah Scheidel
David Ouimette
Polina Boily
Emily Diaz
University of Connecticut

The University of Connecticut's First Year Experience (FYE) program takes a multi-tiered approach to peer mentoring with three levels of student leaders. During required 3-credit courses, our students all discover and develop the leader within as they increase their self-awareness and career readiness. This presentation will describe each role along with an overview of the recruitment, interviewing, selection, and training processes. The presenters will also share course details and will address our evaluation and assessment methods. This session will benefit those interested in developing or enhancing their mentoring program at little cost with the goal of increasing retention and persistence.

CT - 14 Murder and Mystery: Using True Crime to Engage LLC Students

Beaudry B

Sara McCaslin
Western Kentucky University

Learn how a 1940s local murder mystery engaged and intrigued LLC students at Western Kentucky University. This true crime story featured in the book, *The Cemetery Road Murders: The Shocking True Tale of Kentucky's Murder Mansion*, came to life for Criminology and Forensic Sciences LLC students using primary source materials housed within the Special Collections Library. Students examined crime scene photos and autopsy photos from the collections and experienced a conversation with the author. Multiple campus partners worked together to incorporate several High Impact Practices to enhance students' LLC experiences throughout their first year at WKU.

FD - 15 The World We've Created: Partnered Learning in an FYE Classroom

Palos Verdes

Kendria Mason
Virginia Tech

Fostering students' sense of belonging is a key goal and core principle for any first-year experience. Students are more engaged in the class and more connected to the institution when they feel they are partners in the teaching and learning process and the classroom environment and pedagogies contribute greatly to this perception. In this session, attendees will be introduced to and practice useful strategies and tools to engage students in their own FYE classroom, exploring methods that facilitate a partnership with students in their learning experiences through academic and social development to enhance their sense of belonging.

FD - 16 Implementing a Learning Community Program to Improve Equity

San Fernando

Jennifer Collins
Lewis Johnson
Asia Knowles
Florida A&M University

Learning communities are a high-impact practice that leads to first-year student success. They are typically described as "curricular structures that link together several existing courses...so that students have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise" (Gabelnick, MacGregor, Matthews, and Smith 1990, p. 19). Learning communities can be residential, themed-based or non-curricular. This session will present a model for a unified learning community program that includes various forms of communities as a means to promote equity and increase access.

V - 17 Improving Student Belonging, Engagement, and Persistence in FYE Courses

Santa Anita B

Mandy Shaffer
Macmillan Learning

Debi Rutledge
Rochester University

Rochester University has partnered with Macmillan Learning since 2020 to utilize a series of short surveys delivered through an FYE course to gauge students' academic and social experiences early in the semester. Data from the surveys have been used by both instructors and the retention team in order to improve support for first-time students who may be struggling. Paired with these short surveys are in-class polls which serve to not only keep students engaged in the learning process and improve course grades, but also to help them to develop a sense of belonging.

SATURDAY, FEBRUARY 4

FD - 18 Innovations for Black Student Success

San Pedro

Amanda Voigt

Arizona State University

Ashley Brooms

University of Maryland Baltimore County

Black students have unique needs, talents, skills, and stories. The University Innovation Alliance has adopted the Black Student Success Initiative to help Universities address undifferentiated outcomes for these learners. Come join in a discussion of efforts that have been started by the facilitator's institutions and your own. Attendees will share, learn, and ideate ways to support the success of Black students at their own institutions. Whether you are at an HBCU, MSI, or PWI, there are many different ways to elevate and celebrate Black excellence.

CT - 19 Team Teaching Experience in FYE College Success Course

San Gabriel B

Sheri Grotrian

Brad Griffin

Peru State College

In this session, we will discuss the newly adopted team-teaching approach for our FYE College Success course required of students majoring in business. This specific major continues to attract the largest number of first-year students, thus necessitating a new approach rather than relying solely on one faculty member. Team teaching experiences from the faculty perspective will be shared, and the focus will be on student perception of the experience (both positive and negative) in relation to their first-year experience.

FD - 20 The Many Hats of Peer Mentorship: Surveying Best Practices

San Bernardino

Jorge Velez

City University of New York, Queens College

Across our campuses, we employ peer mentors to support students in transition. But what is it exactly that peer mentors do? Depending on factors like campus size, demographics or academic needs, peer mentors wear a wide variety of hats, possibly serving as campus resource specialists, club ambassadors, tutors or even junior academic advisors. How can we leverage peer mentors to best fit the needs of our respective institutions? This discussion will offer participants the opportunity to learn about peer mentorship at different institutions and leave with ideas on how to further refine their own programs.

V - 21 How to Get Students to Actually Talk About Diversity

Santa Barbara A

Rohit Bhargava

Ideapress Publishing

We want to teach students about diversity, equity and inclusion ... but it's not easy. When students are afraid of being judged or saying the wrong thing, they're unlikely to open up and even less likely to learn. What does it take to get students to talk and connect about a sensitive topic? Inspired by more than 200 interviews from the groundbreaking Beyond Diversity Summit, this session will offer a roadmap on how to bring DEI to your FYE program and foster a more open dialogue to help students accept one another and truly value the diversity of one another.

CT - 22 Helping Students to Envision, Pursue, and Persist Toward Goals/Dreams

Virtual

Brad Garner

Indiana Wesleyan University

Catherine Sanderson

Amherst College

Students enter higher education coming from a wide variety of background experiences. What they often share, however, is a vision for what they would like to accomplish as a result of their investment in higher education. Regardless of their path, students need to develop a set of personal skills and dispositions that will help them be successful in college and in life. This presentation will focus on a framework for the first-year experience that helps students crystallize and articulate where they want to go and ways to help them move toward those goals and create a future version of themselves.

FD - 23 Managing Academic Anxiety in the First-Year Student

Virtual

Sabrina Marschall

Deb Schooley

Shippensburg University

Pre-covid many students coming to college experienced a high level of anxiety that challenged them to be successful in college. Covid exacerbated students' anxiety. Students are coming with limited experiences in a classroom setting and must navigate what is already a stressful transition in new and different ways. In this discussion, we will facilitate a dialogue about assessing cognitive and non-cognitive aspects affecting anxiety in first-year students; how to support anxious first-year students; and how to teach the strategies for being academically successful.

CI - 24 A Life Design Approach to First-Year Wayfinding

Virtual

Amy Huntington

Jesus Garcia

Andrew Crookston

Weber State University

WSU sought to think differently about major and career exploration and how it could work better for some of our students who weren't persisting. Embracing Stanford's "Designing Your Life" philosophy and tools and leveraging other universities' shared work in Life Design, the Wildcat Scholars team set out to create an accessible, relevant and meaningful course for first-year students. Combining student resources and practicing learning skills, "Design Your Weber" invites students to think about multiple lives they could have at college and gives them tools to envision careers and life after college. Learn more and try it out for yourself!

REFRESHMENT BREAK | 10:15 AM – 10:30 AM PST

Pasadena

10:30 a.m. – 11:30 a.m. PST

CI - 25 Bridging Student Success: Strategies for Freshman Integration Through Summer Programming

Beverly

**Yesenia Talavera
Alejandro Mena***University of Texas at El Paso*

Change and transition are the staple of first year students. Through the establishment of a summer bridge program, UTEP Prep, the University of Texas at El Paso has developed and evolved a program intended to help students get a strong academic start, while fostering community building and a sense of belonging. In this session we will review program components and collaborate with participants in creating viable solutions to some of the most common obstacles faced by summer bridge programs across the country.

CP - 26 Teaching Critical Thinking in First-Year Experience Courses: Examples of Engagement

Silver Lake

 **Patricia Moran Micks***The University of Texas at Austin*

How can you incorporate critical thinking into your first-year courses? As defined by the National Council for Excellence in Critical Thinking (1987), critical thinking is “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information... and transcends subject matter divisions” by being interdisciplinary and multifaceted. In addition, critical thinking is often best prompted by real-life, hands on, experiential learning. Using the Signature Courses at UT Austin as a model, this session will provide advice and tools on how to develop and implement critical thinking elements in introductory courses, from both a programmatic and pedagogical perspective.

CI - 27 Supporting Students in the First Year & Beyond: Connecting the Dots

Echo Park

**Kimberly Dressler
Morgan Ruebusch***University of South Carolina*

On average 90.2% of first-year students who utilized one Student Success Center (SSC) service in their first year returned to the institution for their second year, exceeding the average institutional first-year retention rate of 88%. This session will examine the role the SSC plays in supporting students in the first year and how that sets them up for success in the three years that follow through a variety of assessed programs, including, University 101 support, money management, a residential bridge program, second year support and peer leadership opportunities.

CI - 28 Near-Peer Mentoring in a Pre-College STEM Summer Program (ASCEND)

Santa Monica A

**Brian Mulholland
Kuang Hsu***University of Notre Dame*

The Mathematics Department of the University of Notre Dame created ASCEND, a pre-college summer program, to support incoming first year STEM students from under-resourced secondary schools. The initiative has dual purposes. One is to ensure students have a strong mathematical foundation and essential learning skills needed for success at Notre Dame.

The second is to build community through near-peer mentorship prior to arriving on campus and introduce students to the Notre Dame culture. In this session, we will discuss the implementation of the ASCEND program and the impact it has had on the students who have participated.

CR - 29 Peer Mentoring: Benefits to College Students and Their Peer Mentors

Avalon

**Bri Dixon
Matthew Argento
Angela Vaughan
Sarah Schaller***University of Northern Colorado*

Many universities are implementing peer mentorship programs to address first-time college student challenges. While the benefits of these programs are well researched, there is a lack of research on the benefits for mentors themselves. This mixed-methods study assessed first-time student achievement outcomes (i.e., first-term GPA, one-year persistence; N = 7,154) as well as the perceived and demonstrable development benefits for mentors (n = 52) working within an FYS. Results showed students who had a peer mentor had significantly higher one-year achievement and peer mentors themselves had increased academic self-efficacy, improved communication, leadership, and strengthened social and professional networks.

CT - 30 Supporting At-Risk College Students Through Intentional Interventions

Hollywood

Barbara Hong
Texas A&M International University

Who are considered at-risk freshmen? Why do colleges wait until freshmen are on probation or suspension before intervening? What barriers do at-risk freshmen face as they transition to and through college? Do Early Alert programs work? How do colleges determine which interventions are effective? How can institutions empower freshmen to take charge of their own education? This presentation will address critical issues facing at-risk freshmen, particularly when enrollment is decreasing and learning gaps are widening. Participants will learn how to strategically restructure existing academic services and first-year programs using evidence-based data to sustain impactful student outcomes.

CT - 31 Establishing a Positive Community Through Humor in a First-Year Course

Santa Monica B

**Chris Lee
Scott Jackson**
Snow College

Research demonstrates the many benefits that a positive classroom learning community - particularly in relation to motivation, sense of belonging, level of engagement, and retention - can have on first-year students. Various barriers exist, however, that make establishing a vibrant classroom community difficult. One such barrier is large class size. This presentation illustrates the benefits that incorporating humor can have on a large class of roughly 50-75 students. The specific course, which serves as a case study, is part of Snow College's interdisciplinary Foundations Program. Practical methods of incorporating humor will be discussed, regardless of discipline, content, or instructor personality type.

SATURDAY, FEBRUARY 4

CT - 32 Opening the Doors to First-Year Students: A Library Open House

Santa Anita A

Jessica Hawkes
Kaci Wilson

Louisiana State University

Engaging first-year students with library services can be a momentous task. Librarians at Louisiana State University Shreveport have tackled this problem with style as they introduce library resources, services, and even librarians to first-year students through an engaging and interactive Library Open House. This session will discuss the benefits and challenges of engaging first-year students through large event planning, the collaboration process of involving invested campus partners, the planning process of a library open house geared towards first-year students, and future considerations for such an event.

V - 33 How Using Robust Career Assessments Drastically Improves FYE Student Success

Santa Anita B

Matt Parks
PAR Inc.

Scientific research shows that career assessments promote student success in FYE and College Success courses. Valid, time-tested career assessment tools increase retention and accelerate degree completion because students learn "what they want to be when they grow up," and are enabled to pursue their vision. The exploration of aspirations, activities, competencies, and interests, enhances the self-discovery and counsel that stakeholders in the FYE & Student Success curriculum strive to provide. Truly understanding who you are helps you decide which major(s) and which career(s) to pursue, saving time and money and increasing career preparation and readiness.

V - 34 Access for All: Using Open Educational Resources for Student Success

Santa Anita C

Anthony Palmiotto
Rice University/OpenStax

If you are looking for high-quality, accessible, no-cost content for your student success or first-year experience course, OpenStax's current College Success text may be it. This session will focus on featured content and instructor resources that College Success offers as well as strategies for adapting the OER text to your course's specific needs. We'll share various formats of the material, general OER reuse principles, examples of customizations colleges have already undertaken, and future plans for new offerings and opportunities.

V - 35 First Scholars: Creating Scalable Solutions for First-Generation Student Success

Santa Barbara B

Sarah Whitley
Center for First-generation Student Success, NASPA

First Scholars provides institutions of higher education with the tools, resources, and guidance to radically transform the first-generation student experience. With a framework of actionable outcomes supported through diagnostic tools providing critical institutional insight, First Scholars is designed to allow institutions the flexibility to shape their experience to meet institutional needs while also aligning with the key evidence-based outcomes imperative to advancing the success of first-generation students. This engagement session will introduce attendees to First Scholars and provide next steps for interest institutions.

FD -36 Covid-era College Readiness: A Transformative Perspective on Recruitment and Retention


San Pedro

Sonia Delaquito
Ryan Hassler
Pennsylvania State University Berks Campus

Revisiting their FYE 2022 session topic, the presenters engage participants in developing a Covid-Era "College-Ready" plan that engages their local community to proactively address identified deficiencies in higher education using Utilizing Participatory Action Research. Historically, colleges have relied on post-secondary interventions such as Summer Bridge and FYE to accelerate college success skill acquisition; this session examines how to identify high-impact but low-cost collaborations with K-12 institutions in this "new normal". Student success professionals will leave empowered with the skills and tools required to engage their academic communities in action-research centered on transformative recruitment and retention practices in a post-Covid society.

FD - 37 Navigating STEM Pathways -A Collaboration Between FYE & MESA

San Bernardino

 **Cynthia Mosqueda**
Darrell Thompson
Arturo Hernandez
El Camino College

In this presentation, the FYE/MESA team will describe the preliminary work they did to create STEM learning communities across campus. The team will share how they created STEM orientations, STEM family nights, and recruited faculty to teach in the program. Additionally, they will share best practices, challenges they encountered along the way, and the importance of cross campus collaborations to increase STEM pathways for community college students. Participants will also get a glimpse of the STEM success dashboard created to leverage institutional data to identify where students are along the STEM transfer pathway.

FD - 38 Using Interactive Digital Tools to Effectively Engage Minority Students

Palos Verdes

Milton Jackson
Tiffany Jackson
Grambling State University

The presenters will discuss their solution to the challenge of effectively engaging first year experience students at an HBCU as they conduct courses in multiple delivery modes in the post pandemic era. This interactive session will demonstrate the effective use of Web 2.0 tools to build 21st century learning skills such as digital literacy and communication while transitioning from online classes to hybrid and hybrid learning environments. Session participants will have the opportunity to experiment with tools such as Google Slides, Nearpod, Slido, Edpuzzle, Flipgrid, Loom, and Bitmoji Interactive Classrooms.

V - 39 Noncognitive Skills: Putting the PRACTICAL into Best PRACTICES

Beaudry B

Ross Markle
DIA Higher Education Collaborators

While the research on noncognitive skills (e.g., motivation, growth mindset, persistence) compels us to consider their relevance to student success, we are often left wondering how we can actually apply them in our work with students. This session will discuss three practical and tactical approaches

to integrating noncognitive skills into student success strategies. The approaches include: (1) using data at the student and aggregate levels; (2) developing curricula for first-year experience courses; and (3) faculty development focusing on pedagogical strategies that foster noncognitive skill development.

 **CI - 40 Connections in FYE Seminars that Increase Retention**

Virtual

Ann McDonough
Dan Gianoutsos
Anne White
Emily Shreve

University of Nevada, Las Vegas

Presenters will discuss the increase in retention of first-year seminar students through “Connecting to University” assignments, which strategically link students to a combination of 1-on-1 student support services (e.g., academic success coaching, peer mentoring), registered student clubs/organizations, and campus events. Students are asked to reflect on their experiences and articulate how this process connects to their academic goals. Students further share their learned resources and thoughts with classmates. The session will explore these components and their variations based on the 16-week (Fall/Spring) and the 4-week (Pre-Fall) modular offerings, as well as present assessment methods and results.

 **FD - 41 Connectivity and Diversity through Safe Conversations**

Virtual

Tara Coleman
Kansas State University

Robyn Jardine
California Lutheran University/Antioch University

Thoughtful dialogue and constructive conflict are essential to being successful in college and outside of the classroom. We currently operate in structures and systems that were not designed for nor have kept pace with the diverse group of students, faculty and staff who now work, live, and learn in these systems. In this session, participants will learn how to speak without criticism, listen without judgment, and move from interactions based on domination, oppression, and individualism to a relational way of communicating to create an inclusive and safe environment for first year students.

 **CT - 42 How to Establish a Mentoring Program**

Virtual

Wayne Jackson
University of Central Florida

Tony Davis
Montgomery County Community College (Retired)

In this workshop, participants will learn the key components in developing a successful mentoring program on their campus. With university and college budgets tightening due to lack of funds, college administrators are exploring ways to develop cost effective measures to increase student retention, without killing the budget. This session will particularly benefit those who are interested in developing or enhancing their mentoring program with the expressed intent of increasing retention and persistence.

10:30 a.m. – 11:45 a.m. PST

Featured Sessions

FS - 43 Leadership Perspective: How Vice Presidents of Student Affairs Value FYE

San Gabriel B

Jodi Koslow Martin
Triton College

Barrington Price
Dominican University (IL)

 **Renique Kersh**
Simmons University

Rex Tolliver
University of South Carolina

Bryce Bunting
Brigham Young University

Jeanine Ward-Roof
Ferris State University

In this panel presentation, chief student affairs officers discuss the importance of the first-year experience on their campuses. Representing various institutional types, the panelists offer insight on how first-year student initiatives are seen as essential to strategic planning, resource allocation, and student success. Candid discussion highlights the connections between student retention and the first-year experience as well as the collaboration among student affairs with academic areas. The conversation will include stories of how the panelists came to be vice presidents and how you can build upon the skills you use in serving first-year students to reach your professional goals.

FS - 44 Examining Policies that Impact First-Year Students via a DEI Lens

San Gabriel C

Leyna Beard
Northampton Community College

Veronica Gerosimo
Hudson County Community College

 **Christine Harrington**
Michael Sparrow
New Jersey City University

Institutional and classroom policies can significantly impact the success of first-year students, especially students from marginalized populations. Using a diversity, equity, and inclusion lens, you will be challenged to examine policies to determine the potential negative impact they may have on student success and identify actions you can take to champion policy audits and revisions at your college or university. With colleagues from other institutions, you will examine enrollment, academic, behavioral, and classroom policies and develop action plans for engaging in systematic policy changes on your campuses.

SATURDAY, FEBRUARY 4

FS - 45 Starting Over from Scratch: Scaling and Standardizing a New FYE

Santa Barbara A

Emily Wiersma

Mackenzie Radford

University of North Carolina Greensboro

What do you do when your first-year transition course is failing? UNC Greensboro “retired” a former course five years ago and implemented a new first-year transition program, FYE 101: Succeed at the G. This program ushered in a new standardized curriculum to help students connect to the campus community, foster academic success, and engage in personal development. In four years, enrollment in FYE 101 has increased 5x, retention rates have improved, and it has become the new flagship first-year course at UNCG. This session will break down how UNCG scaled and standardized this brand new FYE program from scratch.

FS - 46 Global Perspectives on First-Year Student Success: Implications for Your Work

Beaudry A

Catherine Andersen

University of Baltimore US

Peter Felten

Elon University and Carleton University, Canada

John Gardner

Gardner Institute for Excellence in Undergraduate Education

Johan Geertsema

National University of Singapore

Jennifer Keup

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

Jillian Kinzie

NSSE Institute

Drew Koch

Gardner Institute for Excellence in Undergraduate Education

Luke Millard

Abertay University, Scotland

Brad Wuetherick

University of British Columbia, Okanagan Campus, Canada

This session is for mature and aspiring student success leaders. Join us for perspectives, illustrations, dialogue and inspiration facilitated by representatives of the Global Forum for Student Success, a partnership of higher educators from ten countries. We will share concrete efforts to contribute to first-year student success. We will guide you in considering how you might adapt these examples from an expanded global context to your own distinct setting. How might we define student success beyond retention? What have we learned during Covid, and which pandemic-informed changes should we retain? How do we sustain experiences that make equitable differences for students? How can we use assessment to advocate for what our students need most? How can we involve students in the work of student success? Join the conversation as we share our visions and those of our students to explore what matters most for first-year student success in diverse contexts.

1:00 p.m. – 2:00 p.m. PST

CT - 47 Online First-Year Seminars: Out of the Quad, Into the Cloud

Beverly

Jennifer Vogel

Mingzhen Bao

University of Arizona Global Campus

The University of Arizona Global Campus (UAGC) is an online institution that largely serves working adults. The entry-point experience at UAGC consists of scaffolded coursework, embedded orientation, and synchronous co-curricular support. Asynchronous coursework covers competencies including skills and strategies for success, digital literacy, and information literacy. A new student orientation is embedded throughout the courses. In addition, students take part in synchronous co-curricular events such as “Meet the Majors” where they are connected to faculty in their degree program early in their coursework. Required synchronous learning sessions create a virtual learning community through interaction with faculty and peers.

CP - 48 Orientation Overhaul: Building a New Program

Silver Lake

Zoe Smiley

Thomas Arce

Oregon Tech

Have you ever wanted to toss out your whole Orientation Program? Oregon Tech’s New Student Programs assessed, scrapped, and rebuilt their orientation program in one academic year. Learn how the university went from a one-day outsourced program to a campus-partnered three-day program. We will discuss how our program previously operated and the vision we wanted to turn it into, important campus partners that played a role in making this program successfully happen and explore our assessment of our program and how we plan to navigate year two.



CR - 49 Has Self-Regulated Learning Been Fostered in First-Year Students?

Echo Park

Yukari Hashimoto

Kyonmi You

Tateo Hashimoto

Nishikyushu University

Rina Mitsuto

Cocorolargo

The National Curriculum Standards, which MEXT (the Japanese government ministry of Education) determines fundamental standards for schools from kindergarten to the upper secondary school in formulating their educational curricula so that standardized Education is available anywhere in Japan, are revised almost every ten years in Japan. Although new standards started in 2018, students who are entering university now are educated based on previous standards. We report the result of a four-year survey using a self-regulated learning scale (Hatano, 2013) to grasp the characteristics of our freshmen in this report.

CR - 50 Anxiety, Money, and Academics in the First Year

Avalon

Philip Tew**Kerry Tew***Arkansas State University*

Depending on the research stream, first-year college students generally drop out of college due to financial reasons or academic difficulties. The reasoning is typically given as an either / or scenario. We look at a large sample (N=625) of first semester, first-year students and measure their financial knowledge, their financial wellness, and their self-reported stress levels as it relates to their academic performance within the classroom and their academic performance outside of the classroom. An overlap is shown for students who have high levels of stress regarding their academics and their financial well-being.

CT - 51 Redesigning the First-Year Seminar Around Belonging, Engagement, and Agency.

Hollywood

Denise Lujan*University of Texas at El Paso*

Belonging, engagement, and agency are critical to students' success in college. It is even more important to incoming students. This presentation will discuss the redesign of the first-year seminar at a 4-year Hispanic Serving Institution, putting belonging, engagement, and agency at the heart of the design.

CP - 52 Broadening First-Year Students' Educational Perspectives by Confronting Gender Stereotypes

Santa Monica B

David Rodriguez**Hilary Withers****Sannali Dittli***Snow College*

Gender stereotypes have a large impact on the process by which students choose their academic pathways. They can influence students into taking paths that they would otherwise not take. We created a class titled Gender Stereotypes in Education to help students become aware of this issue and the power those stereotypes can have over their decisions. Students are then encouraged to use that awareness to combat those stereotypes and select paths of their own choosing. In this presentation, we will share our strategies and considerations in creating the course, along with some of the challenges and reactions from the students.

CI - 53 Increasing Student Success Through a First Year Student Success Hub

Santa Anita A

Gannon Tagher**Megan LaDow***Northern Kentucky University*

As a way to create a sense of belonging, decrease equity gaps, and increase persistence to graduation, Northern Kentucky University (NKU) opened a First Year Student Success Hub (FYSSH) in May 2022. The goal of the FYSSH is to provide comprehensive and coordinated advising and care for every student in their first year in order to better prepare students for success by earning a degree. Through sharing resources and information across units on campus, the FYSSH effectively provides every first-year student with proactive advising and proactive coordinated care in order to prevent barriers and obstacles before they happen.

CR - 54 Choosing a Face-to-Face First-Year Seminar During the COVID-19 Pandemic

Santa Anita B

Hailey Sands**Stevie White****Angela Vaughan***University of Northern Colorado*

COVID-19 forced many First Year Seminar programs to completely re-evaluate the delivery of their courses and many programs moved to an online format. Our program chose to remain in person due to past research on the importance of connection on students' academic success. We are just now beginning to understand the impact of our decision. This quantitative study examines GPA, persistence rates, and survey responses for students who completed an in-person FYS course during the COVID-19 pandemic. We hope to discuss the implications this research has for future decisions regarding online learning and emergency situations such as another pandemic.

CI - 55 Building a Bridge to Success in Calculus Through Problem Solving

Santa Anita C

Carolyn Yarnall**Sharon Lanaghan***California State University Dominguez Hills*

How can a mathematics department provide a meaningful experience to incoming first-year STEM students with a wide variety of high school experiences and place them appropriately on a path to calculus? At CSUDH, we offer a 2-unit problem-solving course using interactive, hands-on activities. The problems involve all students in doing mathematics and allow them each to contribute and grow at their own level. Meanwhile, algebra review is provided by ALEKS software done primarily outside of class. We will describe our program and curriculum and share preliminary data collected from the program.

V - 56 Five High Impact Student Success Interventions Proven to Increase Retention

Santa Gabriel A

Rachel Phillips-Brown*Pharos Research*

Over 10 years of practice research have led to the identification of five effective interventions that will have the highest impact on student success and institutional retention. Join us as we share data-driven, practical examples that are built on the foundation of connections with students.

CANCELLED

SATURDAY, FEBRUARY 4

V - 57 Serving the Needs of Latino students - UnidosUS Avanzando Through College

Santa Gabriel B

Dania Castro

UnidosUS

Juan Robles

Purdue University

Virginia Ramos

Houston Community College

Heidy Ponce

Los Angeles Community College

UnidosUS established the Avanzando Through College program with the goal of equipping students with the skills, information, and support systems needed to identify student services, improve academic performance, transfer to a four-year college (if applicable), and graduate from college. The Avanzando program is focused on topics identified by researchers, practitioners, and students as being vital to college retention and success of Latino students. Come learn more about this comprehensive approach to serving Latinx students, first-generation college students and the culturally competent support network that adds value to the college experience of Latino students.

CP - 58 Exploring How We Motivate & Support FYE Instructors

Santa Gabriel C

Elise Zornow

Florida State College at Jacksonville

Have you ever thought about how to motivate, support, and retain your FYE instructors? In this session, participants will learn about how one community college used Appreciative Inquiry as a program development technique to build a culture of support and connection for their FYE instructors.

CI - 59 The Importance of Student Leader Involvement in FYE Programs

Santa Barbara A

Jourdan Hilaire

Southern University

Lauren Johnson

Southern University and A&M College

Student Leaders are the heart of our institutions. At our Historically Black University, Southern University and A&M College, our UC Ambassadors play a critical role in mentoring our first-time freshmen and transfer students, hosting educational programs, and serving as a positive role model for other student leaders on campus to create a standard of what it means to represent our institution of higher learning.

CT - 60 Can We Get Along? Helping First-Year Students Avoid Oppressive Behaviors

Santa Barbara B

Dar Mayweather

University of North Carolina Wilmington

How often does oppressive behavior get overlooked as a joke, displaced on marginalized people, or go completely unaddressed? Is it because privilege is too hard of a conversation to start with students? To help students avoid oppressive behaviors, professionals need basic strategies that help them explore and examine identities and privileges in today's context. Using intergroup dialogue, worksheets, and activities participants will be exposed to exercises that help students develop greater awareness, appreciation, and respect for identity differences.

CI - 61 Strategic Peer Mentoring for First Year Student Engagement

Santa Barbara C

Alla Hatfield

Penn State University

Creating and maintaining a sustainable and effective peer mentoring program for every first-year student at a large institution might seem like a daunting task. It's impossible to engage students on a large scale without having an effective strategy and structure. The session will share best practices of an award-winning volunteer peer mentoring program that successfully serves 800+ first-year students. It will address strategies for facilitating mentor-mentee connections, mentor selection and training, leadership transition process, and measuring program outcomes. Participants will walk away with practical tools for establishing a thriving mentoring system that promotes maximum engagement for every student.

CT - 62 Building Professional Skills Through FYE Volunteer Initiatives

Beaudry A

Marvin DeWitt

Georgia Gwinnett College

One obstacle facing first-year students is the ability to stay optimistic and energized to progress to their second year of college. Tinto's (1993) study suggests that integrating social and academic activities builds leadership and skill development, leading to academic success. This presentation explores service learning within a first-year seminar course that will foster social responsibility, leadership, problem-solving, and time management skills. These skills contribute to first-year retention and prepare students for potential career prospects.

CR - 63 Using Causal Inference Methods to Study FYE/FYS Outcomes

Beaudry B

Rajeeb Das

Meredith Malnar

Texas A&M University

Causal inference methods are gaining traction among public and private funders. This session advocates for adopting a rigorous approach to FYE research by offering an example study whose methodology can be replicated at other institutions. First-year seminars (FYS) seem to be robust practices and the state of FYS literature is reviewed, focusing on causal inference studies. Fewer than 70 studies were identified, and session attendees will have access to summaries of these studies. An example matched case-control study is presented and FYS enrolled students had better outcomes. Broader impacts come from implementing more diverse types of research studies.

FD - 64 Using Classroom Peer Mentors to Foster Re-Engagement

Palos Verde

Brent Weaver

Hannah Bennett

Kansas State University

Across the country, university FYE practitioners have seen decreased engagement in the classrooms due to the impact of COVID-19. One strategy to counteract this lack of engagement is to use classroom peer mentors to understand engagement strategies and foster the engagement themselves.

FD - 65 Utilizing a Caseload Management System to Keep FYE Students Engaged

San Fernando

Albert Jimenez

Mt San Jacinto College

The goal of the First Year Experience (FYE) program is to introduce first-year students to the expectations of college. To ensure FYE students receive year-round support from the First Year Experience Program, the FYE staff adopted a caseload management system to connect with all FYE students during their first semester at Mt. San Jacinto College during the Fall 2022 semester. Members of the FYE staff were each assigned 300 FYE students to their caseloads to conduct follow-up services and ensure FYE students were staying engaged and connected with the college.

FD - 66 Building a First-Generation Initiative

San Pedro

Frank Nelson

Carlos Bates

Temple University

The College of Science and Technology's First-Generation Initiative has been building traction in our college. Our supports include events, first-year seminars, a chapter of Tri-Alpha, (the first-gen honors society), a scholarship, hiring of interns, and a family head-start program. Our initial activities included academic and social events to support first generation students. This summer our first-gen interns built on existing programs and expanded our reach. Currently, we plan to hold an event each week, tutoring and mentoring for first-gen students, and much more. In this session we want to share how we got here and how you can too.

FD - 67 Wellness as a Precursor for Belonging in an FYE Classroom

San Bernardino

Alexis Hauck

Emma French

Matthew Argento

Angela Vaughan

University of Northern Colorado

This presentation focuses on the use of a wellness model to promote belonging during an FYE course. Wellness practices such as journaling, guided visualizations, time management and goal setting have helped undergraduate students increase self-efficacy with managing mood and perceived stress. Through intentional lesson planning and activity design, wellness strategies are incorporated throughout an FYE course while promoting the alignment of self-monitoring to increase awareness for students around their wellbeing. This session will share activities and lesson planning processes infusing wellness into an FYE course design.

CR - 68 Utilizing the Potential of Multifaceted Service-Learning First-Year Seminar Courses

Virtual

Masha Krsmanovic

The University of Southern Mississippi

This research investigated student attitudes and perceived benefits of a service-learning FYS course housed within a living community. The study assessed multiple aspects of students' program experience, including community service participation, leadership development, and living community experience. The results report student attitudes towards different components of each program area, the correlation between program areas, and differences in student attitudes based on their demographic and other variables. This study bridges the rich but isolated knowledge of first-

year seminars, service learning, and living communities by examining the opportunities for students to participate in a multifaceted first-year seminar course.

FD - 69 Welcome to FYE! Strategies for Onboarding New Instructors

Virtual

Kendria Mason

Sherry Anton

Virginia Tech

Onboarding instructors new to the First-Year Experience program is a privilege and opportunity. New instructors are generally excited and believe in the mission, they've been educated on how their predecessor conducted the course but what they may not know is the availability and depth of individual and group support to help them successfully achieve the goals of the program. As FYE coordinators and practitioners, we thoughtfully on-board new instructors so they feel equipped, confident and supported teaching their first FYE course. Attendees will leave this session with strategies for onboarding and communicating with new instructors at their own institutions.

CR - 70 Reigniting College Success: The Comprehensive Research Aligned Mentorship Program

Virtual

Dylan Gafarian

Natasha McCombs

Sarina Turbendin

Rebecca H

Farmingdale

In Fall 2016 Farmingdale State College (FSC) launched its Research Aligned Mentorship (RAM) program designed to assure that students stay on track, succeed academically, graduate with a baccalaureate degree in four years, and provide a seamless transition from high school to college. The program's approach to advisement is holistic. RAM Counselors not only work with students on selecting courses, but also address all aspects of a student's transition through our mandatory First Year Experience course, RAM 101. Presenters will discuss the success of RAM Counselors facilitating RAM 101, holistic advisement, and the use of "Digital Roadmaps to Graduation".

REFRESHMENT BREAK | 2:00 PM – 2:15 PM PST

Pasadena



SATURDAY, FEBRUARY 4

2:15 p.m. – 3:15 p.m. PST

CI - 71 The Pathways Program: An Integrated Two-Year Experience

Beverly

Brad Harmon
Jocelyn Wirth
Michelle Horhota

Furman University

Attendees will learn how Academic Affairs and Student Life at a small private liberal arts university collaborated to develop an integrated two-year experience built around advising and mentoring in support of a new institutional vision. The presenters will share information about the Pathways Program, a two-year advising course sequence required for all first and second-year students co-facilitated by academic advisors and peer mentors. Initial data about the impact of the program on students, peer mentors, and advisors will be shared. Future directions and implementation challenges will also be discussed.



CR - 72 Mentor's Perspective on Mentoring (Extended Curriculum Program) Graphic Designs Students

Silver Lake

Cheri Hugo
Samuel Wicomb
Nosisana Mkonto

Cape University of Technology

There is a need for universities of technology to offer a meaningful and supportive first-year experience to first-time university students and currently has become a focal point at CPUT (Cape Peninsula University of Technology), South Africa. In support of this drive to give students support structures to assist them with the transition from high school to university, the graphic design program in the FID (Faculty of Informatics and Design) at this university has developed a Mentor program in the Graphic Design program. The Mentor program is intended to support first-time students' transition to higher education by providing more than just academic assistance.

CT - 73 Beat the Cheat: Teaching Academic Integrity in an FYE Course

Echo Park

Mary Berkery
Excelsior University

Academic integrity is one of the most critical issues facing higher education today. This session will explore how the online FYE course at Excelsior University tackles academic integrity to reduce incidences of plagiarism and cheating and assuage student fears. Rather than focusing on penalties, the course first teaches students about paraphrasing, summarizing, quoting, and proper citations. It also requires students to read the university's policy, sign an academic integrity agreement, and honor code. Finally, instructors of the FYE course address individual infractions through a "teachable moment" system that prevents minor plagiarism issues from spiraling into major ones down the line.

CT - 74 Adding Breadth and Depth to Active Learning

Santa Monica A

Todd Zakrajsek
University of North Carolina - Chapel Hill

It is time to stop thinking of active/engaged learning as an overarching concept, as we are getting a sense of its complexity. In the mid 1990s, higher education began a shift from teaching to learning, resulting in a focus on active learning. Thirty years later, active learning is too often thought of as students working in groups. There is solid research emerging that helps us to understand

active learning better. In this session, we will consider how best to split active/engaged learning into categories and, within those categories, consider how we would differentiate and use introductory levels from advanced levels.

CI - 75 Big IDEAS: Creating a Library Sponsored Living Learning Community

Avalon

Jillian Eslami
Texas A&M University

This session will showcase how a new partnership between the University Libraries and Residence Life resulted in an unclustered LLC with an emphasis on community building, information literacy and student success within the first year.

CP - 76 Coding My Story: Interdisciplinary GE as Part of FYE

Hollywood

David Allred
Lindsay Chaney
Adam Teichert
Snow College

Snow College's integrated GE model features Foundations courses, which focus on specialized topics and are team taught by three professors from different disciplines. Coding My Story is one of these courses and features faculty from English, software engineering, and biology. This presentation will highlight how Coding My Story enables the college to meet system wide FYE outcomes, to reinforce the purpose of and opportunities found in an integrated GE model, and to empower students to make intentional choices about their educational paths.

CR - 77 "I Make Money Moves": Career Decision of LIFG CC Students

Santa Monica B

Seranda Sylvers
El Camino College

First-generation college students are concentrated at community colleges, and nearly half of those students who identify as being first-generation come from a low-income background. Legislation, policy and funding are pushing low-income first-generation (LI-FG) students to make career decisions upon entry to the community college system. This qualitative research study used a conceptual framework to understand the career decision making of 22 LI-FG students at a mid-sized Community College in Southern California. The presenter will engage participants in discussion around findings, implications, and recommendations for practice, particularly for students in transition.

CR - 78 Implementation of Gamification as a Full-Course Structure

Santa Anita A

Megan Lopez
University of Tampa

Why gamification? Over the years, educators have been gamifying certain components of their courses. During this session, we will review how to implement full course gamification as an organizing principle in a first-year seminar course as well as the results found when implemented into first-year seminar courses. Full course gamification does not impact the curriculum, but rather how course material is presented to students. Ultimately, common themes students reported from gamifying a course are higher levels of motivation and engagement.

V - 79 Health Rules: Crafting Personalized Wellness Action Plans with FY Students

Santa Anita B

Jill Henry**Dave Henry***The Greatest College Health Guide*

The introduction of independence and simultaneous removal of familiar structures is challenging for first-year students, who often have limited experience managing stress, sleep, alcohol consumption, exercise, and nutrition on their own. In this session, attendees will participate in an interactive workshop designed to help students create personalized action plans for navigating day-to-day college life with an emphasis on safety, sustainable habits, and holistic wellbeing. This efficient presentation of wellness best-practices is perfect for use in orientation, peer wellness coaching, and first year seminars. Attendees will receive digital workshop materials and an instructor guide.

V - 80 Changing Expectations? Trends in Student Engagement Expectations and Academic Beliefs

Santa Anita C

James Cole**Jillian Kinzie***Indiana University*

The past several years have presented many challenges to higher education, including how to effectively align campus support services and academic resources to support students. Using data from Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE), this session will illustrate trends in student expectations and beliefs. We will also use data from individual campuses (de-identified) to illustrate changes to their entering student body and the connection to actual behaviors reported several months later on NSSE. Discussion will focus on how campuses can keep abreast of student trends and how to best support student success.

CI - 81 "Our Counterstories are Our Theories": Critical Pedagogy at a PWI

Santa Gabriel A

Mayzong Lee**Evan Johnson****Oscar Omar Díaz****Quinn Portilla***University of Minnesota, Twin Cities*

By design, first-year experience (FYE) courses assist students' academic and social transition from high school and yet, the rigors of college life are considerably dangerous for first-generation, historically marginalized, and deficiency populations. If higher education's mission to promote a sense of belonging is not representative of students' intersecting identities, then campus climate continuously remains purposefully exclusive. This session explores how a culturally inclusive and representative FYE curriculum can be intentionally and collaboratively created to assist in dismantling the inequitable (infra)structures of a historically white-centered sense of belonging, and instead, create a culture of justice, community learning and empowerment.

CI - 82 Letting Go of the Book, a New Common Read Approach

Santa Gabriel B

**Erin Weston***Georgia College & State University*

In 2017 we realized that our common reading program at Georgia College & State University was failing. Less than 40% of our students reported reading the text, and even less showed up to our discussion session. In 2018 we launched our new approach to a common read, GCReads. Shifting to a selection of essays we now consistently find that 98% of our students read their essays. Students and faculty alike have overwhelmingly positive feedback. Come hear about how we transitioned our program and what we hope to achieve moving forward.

CP - 83 Universal Learner Courses and the 21st-Century FYE Success

Santa Gabriel C

Lisa Hahn*Arizona State University*

Arizona State University's Universal Learner Courses (ULC) are foundational and career-starting college courses that are offered online and are open to everyone. With ULCs, learners can test the college waters, earn college credit for a fraction of the cost, and pay only if they pass and earn the grade they want. Through these courses, thousands of learners that would have hit traditional admission and enrollment barriers have earned admission into ASU and other institutions around the globe. This interactive workshop will innovatively explore how using open-access first-year classes can be a sustainable and scalable part of your institution's 21st-century First Year Experience success.

CT - 84 The Effects of Peer Mentoring on the Mentor

Santa Barbara A

Todd Middleton*Florida A&M University*

Starting college can be an overwhelming experience. To alleviate much of the confusion when transitioning to college, the Peer Mentoring Program at Florida A&M University helps new students adjust to the college environment, make connections on campus and feel empowered to chart their own course to success. While the student greatly benefits from having a mentor, we want to take a deeper look and see how the peer mentoring program benefits the mentor.

CT - 85 High Impact, Low Cost!

Santa Barbara B

Jamie Wyatt**Amanda Harrison****Jeffrey Middents****Laura Lannan***American University*

Implementing quality high-impact practices (HIPs) does not have to come at a high cost. In this session we will discuss five HIPs that we have incorporated into the first year at our university: collaborative projects, first-year experiential learning experiences, learning communities, community-based learning, and undergraduate research. We will emphasize the importance of tapping local resources, thinking creatively about existing university resources, and leveraging commonly used technology to give students experiences in their first year that deepen their learning while encouraging retention and graduation.

SATURDAY, FEBRUARY 4

CP - 86 Begin On TENN! Why Your Welcome Week Matters

Santa Barbara C

Tasha Carson

Tennessee State University

Welcome Week is a major staple at most colleges and universities and new students and students in transition can benefit greatly from the experience. Your next Welcome Week is not just a time to introduce students to the traditions and ways of your campus, but an opportunity to create social interaction, develop passion cultivation, promote a sense of belonging and class ownership, and introduce educational resources that students will use throughout their first-year experience. Learn how student learning outcomes and theory interconnect so you can BEGIN ON TENN!

FD - 87 Publishing Research and Practice on College Student Transitions

Beaudry A

Rico Reed

University of South Carolina

Rishi Sriram

Baylor University

Brad Garner

Indiana Wesleyan University

The National Resource Center offers multiple outlets for publishing research and practice related to college student transition experiences: The Journal of The First-Year Experience & Students in Transition, E-Source for College Transitions, and The Toolbox. The editors of these publications will be on hand to provide an overview of the submission processes, discuss strategies for crafting strong manuscripts, and describe opportunities for involvement with the publications' editorial boards.

CT - 88 Who, What, When, Where, Why and How - Sibling Orientation

Beaudry B

Madison Lind

Wendy Rogers

Ohio University

When family members and guests attend orientation with their new students, we have a lot of important information to share with them. To help alleviate distraction, and perhaps produce future applicants to the school, we have created a sibling orientation program that runs concurrently with our orientation program. Participants will get a clear snapshot of what we did, where we did it and how we successfully completed our first year of Sibling Orientation.

FD - 89 The Dream Team: Collaborative Efforts to Support First Gen Students

Palos Verdes

Rafael Almanzar

Erika Nielson

Michelle De Lellis

Texas State University

Most studies defined first generation college students as students who are the first in their families to attend college. However, higher education institutions were not designed with these students in mind (Patton, 2016), which can impede their sense of belonging, college persistence, retention, and degree completion (Palmer & Maramba, 2012). Nevertheless, studies showed that co-curricular involvement can mitigate first-generation college students' challenges (Pascarella & Terezini, 1991). In this facilitated dialogue, attendees will learn about the collaborative efforts at Texas State University and how they have facilitated a sense of belonging and community for their first-generation college students.

FD - 90 Embedding Strategic Campus Partner Support into Your FYE Program

San Fernando

Kendria Mason

Sherry Anton

Christina Miniford

Virginia Tech

This session will highlight how integrating a campus collaborator can enhance the quality of a first-year experience program. We will focus on first-year experience and collaborator support from the lens of faculty/instructor support and development. We will also discuss strategies for integrating collaborator support into the FYE Program to increase the quality of the program as a whole.

FD - 91 Using First-Year Student Representatives in a Non-Traditional Peer Mentoring Program

San Pedro

Hailey Hawkins

Austin Murray

Melanie Ricker

Arkansas State University

Using First-Year students in a peer mentoring program aids in the interest and overall retention in a college's first year student success. First-Year student representatives offer new perspectives, generate new ideas, and represent the needs and interests of the First-Year students. Having the connection between First-Year students and the leadership behind a peer mentoring program offers opportunities for better engagement and improvement of the program. This dialogue will offer new viewpoints on how colleges and universities are using their First-Year students in a peer mentor role.

FD - 92 Fostering Empathy in the First Year Classroom: Supporting Student Wellness

San Bernardino

Ryan Theroux

Curry College

First-year (FY) students are entering college at a time when the expectations to be academically successful are the same despite the class modality (i.e., flipped, blended, fully virtual, socially distanced in-person) being different. Despite these challenges, opportunities for nurturing student wellness are present in the FY classroom regardless of the modality in which the course is being taught. Faculty have an opportunity to reconsider their syllabi, assignments, and learning outcomes while integrating empathetic teaching strategies. Teaching with empathy can support student wellness in an effort to help FY students succeed at their new institutions in their first year and beyond.

CR - 93 STEM Instructor Motivations for Collaborating with Librarians in Instruction

Virtual

Kelli Herm

Diana Sims-Harris

Eric Snajdr

Sara Lowe

IUPUI

Scaffolding STEM information literacy competencies through the undergraduate curriculum is a best practice for librarians, connecting to student success. These connections rely heavily on the instructor to collaborate with librarians. What motivates instructors to collaborate with librarians? This session will present the results of a survey of instructors in a multi-section STEM first-year seminar course at an urban research university. Instructor attitudes, perceptions, and practices around collaboration and integration of

information literacy competencies will be explored. Presenters will engage the audience to think about their own course integrations as well as strategies and best practices for increasing collaboration.

CR - 94 Digital Skill Training in First-Year Seminars: Performance and Retention Effects

Virtual

Dan Gianoutsos
University of Nevada Las Vegas

Matthew L. Bernacki
University of North Carolina

This five-year study (2017-2022) examines how curricular enhancements delivered on the university learning management system (LMS) course site of an in-person, first-year seminar (FYS) affected students' course and later success. Researchers examined FYS students' responses in training activities as indicators of students' understanding of learning strategies (i.e. fidelity of training) and comparisons with a control condition who studied financial management and campus engagement content indicated that students who appeared to complete the five-module skill training received an immediate, statistically significant impact on subsequent GPA and a sustained practical effect on GPA through the duration of undergraduate enrollment.

FD - 95 Engaging Peer Leaders to Support Transfer Student Transition

Virtual

Itrat Sultan
Ohio University

There are numerous campus resources available to students which they do not discover during their time earning their degrees at universities. These campus resources are vital to support their transition, prepare students for their careers, equip them with crucial learning skills and ensure their physical, emotional, and mental well-being. Transfer students are a population that has unique transition needs as they transition to a new campus. Peer leader support in a transition seminar is one tool, join the conversation to share and learn.

3:30 p.m. – 4:30 p.m. PST

CR - 96 Former Foster, OWC, Homeless, and Adopted Students: Academic Resources Use

Fadia

Bahia Braktia
Shantal Brissett
Sam Houston State University

Through this project will investigate first-year FORWARD students who are Former Foster, Wards of the Court, Homeless, and Adopted. This study will investigate academic resources in an eastern Texas state university. This study will use existing data about registered FORWARD students. It will identify services that have a significance on first year FORWARD students GPA, retention, and graduation. Results will help the First-Year Experience and Academic Success Departments develop supportive practices within their introductory classes, peer mentors, and tutors to address FORWARD students' needs. Ultimately, facilitating their transition to college and their retention in higher education institutions.



CI - 97 Creating a FYE Program at a Community College

Silver Lake

Emily Sheckells
Lisa Wall

Pearl River Community College

Learn about the First-Year Experience (FYE) Program at Pearl River Community College (PRCC) and how high-impact practices offered through this program influenced student learning and retention. During the session we'll share how we transitioned part of our Student Success Center into a newly formed FYE Department and how our strategies have impacted our campus. Attendees will also learn how we developed campus partnerships to enhance our FYE components.

CP - 98 Maximizing Impact: Building a Comprehensive Peer Mentor Program

Echo Park

Mackenzie Radford
Kaleigh Del Greco

UNC Greensboro

Are you preparing your peer mentors to maximize their impact? In order to help new students succeed, peer mentors must be trained and supported in a comprehensive way. In this session, we will discuss the holistic approach to the structure and support offered to Peer Academic Leaders (PALs) at UNC Greensboro including the curricular training model, programmatic assessments, three-tiered leadership model, monthly professional development with campus experts, and ongoing support measures including bi-weekly small group meetings and reports. This comprehensive approach led to 100% of Peer Mentors being likely to recommend this program to their peers.

CT - 99 Welcoming and Supporting Your Fully-Online Undergraduate Student

Santa Barbara C

Evangeline Cummings
Rhiannon Pollard
LaKendra Cook

University of Florida

At the University of Florida, we welcome and support almost 5,000 undergraduate students who prefer online pathways for their bachelor's degree and/or for which online is their only option given their work schedules, caregiver responsibilities, professional careers, and/or military service. These modern undergraduate students require unique onboarding and a personal, assigned advising model. UF Online students are proud Gators, learning with UF faculty in the digital realm from across Florida, D.C., and 46 states, 16 countries. This session will present lessons learned and critical observations about what drives student success at the nation's #1 online bachelor's program, U.S. News 2022.

SATURDAY, FEBRUARY 4

CT - 100 Fostering Community Through an LGBTQIA+ Learning Community for First-Year Students

Santa Monica A

Sara Moore

Miguel Montalva Barba

 **Mathew Chetnik**

Salem State University

The political climate in the US has created an environment wherein the rights and safety of the LGBTQIA+ community are constantly threatened. However, colleges and universities are spaces where LGBTQIA+ students have an opportunity to thrive in a community they choose. This presentation describes how FYE learning communities (LCs) designed for LGBTQIA+ students can create spaces and relationships that provide a sense of affirmation, community, healing, and belonging on campus. Drawing on classroom experiences, responses to a campus crisis, and student feedback, we will share how the LC experience can improve LGBTQIA+ students' experiences and enhance student satisfaction and retention.

CI - 101 Vision to Execution: An Integrative Approach to a Signature FYE

Avalon

Judy Geczi

John James

Bobby Wassel

Peggy Dotson

Saint Louis University

Saint Louis University approved our new University Core in Spring 2020. This University-wide approval involved the SLU Community working together to envision what a shared undergraduate experience at SLU should encompass. The cornerstone of the Core is the new signature First Year Experience, a unique model that consists of a sequence of two distinct first-year seminar courses. This session explores the process to build the Signature First Year Experience from scratch, including considerations related to course design and a personal approach to learning, and the incorporation of high impact practices including critical inquiry, information literacy and service learning.

CR - 102 Exploring Enablers and Constraints of Technology Tools: FYE Student Experiences

Hollywood

Siyanda Ntlabathi

University of Fort Hare

Willie Xazela

University of Venda

Online classrooms have made a big impact on the student experience in Higher Education in the last two years of the pandemic. There has been much debate in the academic environment about how constraining or enabling the technology tools used for delivery have been and are in most of the classes. All of these developments had a good and bad impact on first-year students, as they knew very little about technologies used in universities. The study set out to investigate the enablers and constraints of first-year students in the access and affordances of technology tools for their classroom learning.

CP - 103 From Campus to City: First-Year Experiential & Reflective Learning Opportunities

Santa Monica B

Isadora Stern

Michelle Swiger

Rebecca Comfort

American University

In fall 2018, American University (AU) rolled out the American University Experience (AUx) Program courses and Complex Problems (CP) courses as requirements for all incoming first-year students. Now in their fifth year of implementation, AUx and CP have evolved to better meet the learning needs of students by providing holistic opportunities to participate in experiential learning on campus and within the greater Washington, DC at a low cost. AUx and CP courses approach experiential learning opportunities in different but complementary ways. During this session, we will engage participants by sharing our approaches and how we have implemented experiential learning.

CT - 104 Addressing Pandemic Skill Gaps and Socio-Emotional Challenges in FYE Classes

Santa Anita A

Stephanie Carter

Laurie Hazard

Bryant University

The college transition is daunting for first-years under optimal circumstances, but today's students experience additional challenges. Beyond the typical transition issues like developing college-level study strategies and understanding how to navigate social scenes, students must develop self-advocacy skills, interact with faculty/staff, and determine their comfort levels in a variety of settings. These issues are often exacerbated by challenges, such as the pandemic skill gap, the long-term influences of stress, and increasing anxiety and depression. The first-year experience class is an optimal setting for supporting students with learning loss, mental health, and socio-emotional challenges, closing gaps created by COVID.

CI - 105 Using a Summer Bridge Program to Help Students Be Successful

Santa Anita B

Wayne Jackson

Josefina Rosario

University of Central Florida

The ACCESS Program was established at The University of Central Florida in 1980. The program is designed to assist and help retain academically and economically disadvantaged African American, Hispanic and First-Generation students who were admitted by the Office of Undergraduate Admissions to the University. Students, who accept the offer to join the ACCESS program, must successfully complete the six-week summer bridge program in order to receive full admission into the University for the fall semester. In comparison to traditional UCF freshman admits, most of our students are academically or economically disadvantaged.

CR - 106 Understanding How Pre-College Messaging Impacts Students' College Experiences

Santa Anita C

Ralitsa Todorova**Christine Rocha***University of Southern California***Ronald Hallett***University of La Verne***Kelli King***University of Nebraska, Lincoln*

This session explores the impact of pre-college messaging on students' attempts to build relationships and engage with college instructors and staff. We analyzed student interviews with low-income, first-generation, and racially minority (at-promise) students at three University of Nebraska campuses and found that students were surprised to find faculty and staff who were supportive and cared about them personally. A deeper understanding of how messages are interpreted by at-promise students can help educators better serve students by being aware of the messages they have received and through collaborating with high schools as they prepare students for the transition.

V - 107 Online Intervention Strategies & Resources: Addressing Concerns of First-Year Students

San Gabriel A

**Amy Baldwin***University of Central Arkansas***Alex Pecoraro***Innovative Educators***Meg Foster***PVCC*

The American Institute of Stress reports that "8 out of 10 college students experience frequent stress". What if we could address those concerns earlier and build support and resources around their experiences? This session will share the top concerns of incoming students based on a first-year student survey. We will also focus on recent college readiness literature and provide strategies for addressing not only what they worry about but also resources that help scaffold the transition to college and support success. We will share information about using online success workshops (StudentLingo) and online orientation (Go2Orientation) to provide just-in-time success content.

V - 108 Increase Student Engagement in the Classroom via Technology & Culture

San Gabriel B

Alicia Sepulveda**Asha Chhabildas****Ken Beitel***WildFlower Education*

Research indicates student engagement is at an all-time low. This session is for faculty and directors striving to increase student engagement and motivation within the classroom. Presenters will share practical ways to increase classroom interactions and an innovative mobile application called WildFlower Education, designed to increase student engagement, motivation, and academic success. WFE enhances professor pedagogy by facilitating a culture of peer-to-peer learning. The technology connects (1) students and classmates; (2) students to professors; and (3) students to events and resources on campus. Participants will also leave with a code for a free pilot!

CI - 109 FYE Abroad: Strategic Enrollment Management Initiative AND High Impact Practice

San Gabriel C

Bruce Fleming*College of Charleston*

An enrollment management plan that neglects retention is missing the most important part: student success. Study abroad develops essential life skills & when students begin their college experience immersed in a High Impact Practice learning environment, the transformation can be significant. This presentation looks specifically at the theory of HIPs, international bridge programs for pre-matriculated students within an enrollment management & retention strategy, & how these components are blended together to successfully create and implement the College of Charleston's first semester study abroad program: iCharleston. We'll explore the successes and challenges of the program and hear from students who participated.

CT - 110 Being an Equity-Minded FYE Champion

Santa Barbara A

Veronica Gerosimo*Hudson County Community College***Michael Sparrow***New Jersey City University***Megan Doyle***Johnson County Community College*

As an FYE practitioner, you have many roles and responsibilities. One important role relates to equity-based advocacy. During this session, discover how to get a seat at the table and what actions you can take to help colleges and universities transform their practices and better serve the needs of diverse student populations.

CT - 111 Not Your Average FYE: Increasing Student Engagement with Embedded Competencies

Santa Barbara B

Sanci Teague**Tanya Neitzke***West Kentucky Community and Technical College*

West Kentucky Community and Technical College began requiring a first-year experience for all students in 2016 and realized a "one size fits all" approach was not beneficial for students in technical, healthcare, or art programs. To address student needs, increase engagement, and decrease time to completion, WKCTC began embedding FYE competencies in first semester courses. Join this session for a step-by-step guide to embed FYE competencies within various programs.

SATURDAY, FEBRUARY 4

CP - 112 Expanding High-Impact, First-Year Initiatives for Strong Foundations Beyond the First Semester

Beaudry A

Mary Jo Parker
Mitsue Nakamura

University of Houston-Downtown

Team building, making connections through service-learning community engagement, and improving communication and research skills through the "movie" research project are high impact practices initiated in the first-year seminar courses for all UHD Scholars Academy members (Kuh, 2008). Additionally, Peer-led, team-learning trained peer leaders are used within the FTIC seminar course to increase connections with upper division majors who take on the role of near peer mentors to freshmen in the course and increase peer collaboration (Stretweiser & Light, 2010). In years two, three, and four high-impact initiatives continue to expand the life and connections of these undergraduates.

FD - 113 Why a Faculty Advisory Board (FAB) is FABulous—Leveraging Resources

Palos Verdes

Kelli Listenbee
Stacy Walz

Arkansas State University

Learn how a Faculty Advisory Board (FAB) could radically impact your First Year Experience (FYE) program. FABs can help you to leverage the resources you have through a shared approach to programming that results in increased faculty and institutional buy-in. We'll help you devise a plan to develop and utilize a FAB to its fullest potential, cultivate points for rich faculty discussion, review course content and objectives, foster faculty buy-in for programmatic change, select a Common Reader, shape yearly faculty trainings, and share data-driven best practices--all with the support of your faculty!

FD - 114 Transparent Teaching Practices throughout the First Year Experience Curriculum

San Fernando

Bri Dixon
Sarah Schaller
Stevie White
Angela Vaughan

University of Northern Colorado

In this session, participants will learn how transparent teaching practices positively benefits students and support inclusive and equitable classrooms. Transparent teaching increases student engagement and contributes to the creation of a collaborative classroom in which students are active participants in their learning, thus increasing accountability and ownership of learning. Participants will leave this session with an understanding of transparent teaching practices and develop ideas for integrating these practices into their classrooms and the first-year experience curriculum.

FD - 115 Training Student Leaders in a Course of Their Own

San Pedro

Vincent Prior
Morgan Yanke
Allyson Nakanishi

Ohio University

We often talk about the curriculum and formats of our first-year seminars, but what about student leader training courses? In this conversation, we will explore the purposes of using training courses for student leaders and how those courses are designed. We'll also consider curricular approaches

and corresponding assignments, as well as differentiating the experience for new and returning student staff. Whether you are exploring the idea of implementing a student leader training course for the first time or you are hoping to find ways to enhance your current course, this session is for you!

FD - 116 Centering Peer Mentorship Within Educational Initiatives: A Case Study

San Bernardino

Nicole Leonard
Charmaine Troy

Georgia Institute of Technology

Recha Reid

Georgia State University

This session focuses on the four main ways that we partner with students to develop peer-centered programming that increases students' skillset to coach, mentor, and lead other students in curricular and co-curricular areas, including first year seminar, innovation, entrepreneurship, and research. We will discuss strategies that ensure students are successful both inside and outside of the classroom by developing high-impact peer-focused programming that focuses on the needs of all students, including first-generation and low-income students.

CT - 117 Beyond Belonging: Creating Spaces for First-Generation Students to Flourish

Virtual



Stephanie Foote
Gardner Institute

While first-generation students comprise a sizable portion of student enrollment, little attention has been given to pedagogical approaches that can be used to meet the unique needs of these students. This session will focus on strategies and approaches that can be used to go beyond belonging to create truly inclusive academic experiences for first-generation students. Participants will leave the session with ideas they can incorporate immediately into their own first-year seminar (and other first-year courses), as well as resources for continuous course improvement.

CI - 118 Utilizing a Decision-Making Framework for First-Year Students Exploring Majors

Virtual

John Resnick-Kahle
Susannah Lawrence
Tommy Yandle

NC State University

In this session, academic advisors from NC State's Exploratory Studies program will provide insight on their usage of a 9-step decision-making model. Applied in both the classroom and academic advising sessions, this model helps students select an academic major and improve their framework for decision-making at large. The advisors will discuss the model's steps, the data collected to measure student progress and understanding, as well as programmatic improvements from the model's use and the collected data. Participants will take away a new tool to help support their students while engaging in ways to apply this framework within their respective institutions.

4:45 p.m. – 5:45 p.m. PST

CR - 119 How Academic, Social, and Deeper Life Interactions Influence First-Semester GPA

Beverly

Rishi Sriram
Kristen Marcela*Baylor University***Annie Keith**
Randolph-Macon College

Scholars and practitioners often categorize the college experience into academic or social domains. Recent research, however, establishes “deeper life” interactions as a distinct third category of student interactions. Previous studies highlight how academic, social, and deeper life interactions influence students’ sense of community and thriving. In this session, we present a new study that measures academic, social, and deeper life interactions with peers, faculty, and staff and report on how those variables influence first-semester GPA. The purpose of this session is to help campus leaders better understand how different types of interactions can contribute to college student success.

CR - 120 Sense of Belonging in the First Year of College

Silver Lake

Kevin Wenger
Jim Cole*Indiana University*

University Studies have demonstrated the important role of a sense of belonging to first-year persistence and overall academic success. Using data from the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE), this session will examine entering first-year student expected academic expectations, beliefs, and prior experiences that influence sense of belonging for students near the end of their first year of college. Results will focus on interventions that can increase social sense of belonging, as well as ways to identify students that may benefit from efforts to increase sense of belonging on their campus.

CR - 121 Traditional vs. Critical Factors of Retention and their Predictive Capability

Echo Park

Austin Murray
Hailey Hawkins*Arkansas State University*

Higher retention rates allow universities to increase revenue and develop a more competitive brand. Thus, it is in a university’s best interest to better understand students to increase their likelihood of persistence. This descriptive study has three goals to further the understanding of first-year students: use qualitative preliminary data to assess the viability of predictive factors on retention, increase understanding of students’ perceptions on the relative importance of the factors, and qualify the relationship between critical and traditional factors.

CT - 122 Prepping for Sophomore Success in the First Year

Santa Monica A

Kimberly Dressler
University of South Carolina

Much attention has been given to the first-year experience over the last 30 years and within the last decade there has been a greater focus on the sophomore year- but where do the two meet? How do institutions adapt the first-year message and mindset to meet the unique needs of sophomore

students and help them make a successful transition from one year to the next? This session will explore how assisting students in the first-year experience can prepare them for success in their sophomore year. Specific attention will be given to engagement with both academic support and high-impact practices.

CT - 123 Promoting Student Success in a Post-Covid World

Avalon

Robert Feldman
*University of Massachusetts***Cindy Wallace**
Appalachian State University

How has education and the first-year experience changed in our post-COVID-19 world? In this presentation, we discuss how the COVID pandemic upended education and educational practice, talking about specific, and lingering, impacts on first year college students. We also look at what learning science tells us about the fundamentals of good teaching and how we might use the principles of learning science to promote first-year student success in an environment still impacted by the pandemic.

CI - 124 Aggressively Supportive: Incentivizing Intrusive Advising to Support and Retain Students

Hollywood

Elizabeth Ryan
Alyssa Rupnarain
Mackenzie Johnson
Richard Remoura
Hudson County Community College

What would it look like to reduce your institution’s first year advising ratios to 150:1, provide financial support to students via monthly stipends, engage faculty in ongoing feedback- and significantly impact retention in a way that is financially sustainable? Join us for an engaging session where you will learn about the Hudson Scholars program, our high-touch advisement model, which in its first year, yielded a 50% increase in fall-to-spring retention, and a 49% increase in fall-to-fall retention, all while addressing equity gaps in retention amongst multiple demographic groups. Come learn about this successful initiative and brainstorm ideas for potential implementation on your campus.

CI - 125 Reasons for FYE Students Leaving During the Pandemic at Merritt College

Santa Monica B

Rosa S Perez
Lilia Chavez
Merritt College

In the last two years, the students in the FYE program at Merritt College faced compounded traditional and new challenges to remain in college, such as becoming online learners while for the most part not having access to the necessary technological tools to succeed. Research was conducted to capture students’ voices and document the reasons they had for leaving the FYE program or the college. Some of the findings include need for technology support, increased program involvement with families and expansion of the hours-of-service availability in the program.

SATURDAY, FEBRUARY 4

CP - 126 Financial Literacy: A Community Based Approach

Santa Anita A

Jessica Thompson Falla

Lee College

Financial literacy curriculums often emphasize “correct” and individualized behaviors when covering topics such as budgeting, saving, debt, and credit. At Lee College, we take a more holistic and community-based approach to financial literacy. Students are encouraged to explore their personal and familial relationships with money without judgment, are provided access to numerous financial resources, and research societal financial issues affecting their communities. In this session we will explore Lee’s FYE Financial Literacy curriculum, the reasoning behind our approach, campus financial resources, how to implement similar activities on your campus, and review student feedback regarding the curriculum.

V - 127 Author Showcase: Treva B. Lindsay author of *America, Goddam* and Laura E. Gómez, *Inventing Latinos*

Santa Anita B

Treva B. Lindsay

Ohio State University and Transformative Black Feminism(s) Initiative

Laura E. Gómez

University of California, Los Angeles

Joy Mizan

Ingram Academic Services

Ingram Academic and Professional is proud to moderate a session with authors Treva B. Lindsay and Laura E. Gómez. Professors Lindsay and Gómez will each present their books, which will be followed by a Q&A and book signing. Attendees will receive a complimentary copy of each book. Professor Lindsay is the author of *America, Goddam: Violence, Black Women, and the Struggle for Justice*. Lindsay explores the combined force of anti-Blackness, misogyny, patriarchy, and capitalism in the lives of Black women and girls in the United States today. Professor Gómez is the author of *Inventing Latinos: A New Story of American Racism*. Gómez illuminates for readers the fascinating race-making, unmaking, and re-making processes that Latinos have undergone over time, indelibly changing the way race functions in this country.

V - 128 Transforming Your Institutional Strategy - A New Era of Student Success

Santa Anita C

Joyce Holl

NODA

This presentation is focused on lessons learned as orientation, transition, and retention professionals have adjusted programming due to the pandemic. We will highlight the unique needs of students during this time and discuss the importance of tailoring programming to various student populations. The reality is health and safety related issues are going to be with us for a while, and we have to think about the needs of students as they come to us and adjust our programs and services to meet their needs.

CR - 129 Home Away from Home: Lived Experiences of First-Generation LLC Participants

San Gabriel A

DeAnna Katey

Virginia Tech

The number of first-generation college students (FGCSs) entering higher education continues to increase; many FGCSs enroll in college without the necessary tools and skill sets needed to foster academic and social success. Previous research focuses on the types of institutions FGCSs attend, campus

engagement and involvement, and academic achievement and persistence. With the majority concluding the importance of creating services to assist with closing the gap that exists between FGCSs and non-FGCSs. One such program is living-learning programs. This presentation discusses the lived experiences of FGCSs identity-based living-learning program participants during their first year at a large, land-grant institution.

FD - 130 Advancing Academically Talented Minority Students in STEM Degree Programs

Palos Verdes

Angela White

Tanya Malloy

North Carolina State University

This session will focus on a program designed to support the retention of African American chemistry, physics, and mathematics technology students at a southeastern Historically Black university. The program has supported two cohorts of students during their first two years of their undergraduate matriculation with summer bridge, tiered mentoring, and structured study halls. The retention rate for the first cohort was 85.7%, while the retention rate for the second cohort was 86.4%. The retention rates for both cohorts were statistically significantly higher than students who were not supported by the program.

FD - 131 “I Can Teach That!” A High-Impact Seminar for Diverse Students

San Fernando

Sherri Henry

Darrell King

Michigan State University

This session will walk participants through the process of creating an inclusive, high-impact and transformative seminar for diverse students. Participants will be introduced to an adaptive model for designing a seminar, which includes interactive lessons that align and utilize Chickering’s Vectors, Kuh’s High-Impact Practices and other student development models. Participants will learn how to create an academic seminar that provides opportunities to support students in developing a sense of identity, belonging, and successful transition.

FD - 132 Vocational Discernment as a High-Impact Practice: Reflection and Service Strategies

San Pedro

Andrea Leary

Nina Guise-Gerrity

Loyola University Maryland

What’s your major? What do you want to do with your life? Questions our students grapple with every time a well-meaning individual asks. For many, these questions cause stress. How can we serve students in practical ways to help them find their own answers? Using high-impact practices, including reflection and service opportunities, we can offer students specific tools to discern their academic and career paths—and their reasons why. We will share our activities and assignments along with student responses and the impact this work had on us as advisors and teachers.

CANCELLED

**FD - 133 Critical Thinking-Infused Pedagogy Throughout the First Year Experience**

San Bernardino

Robert Kenedy*York University*

Current research suggests that students who acquire critical thinking skills are more likely to successfully complete their degree. Teaching students to become critical thinkers and writers requires a comprehensive educational approach. This workshop highlights strategies for critical thinking-infused pedagogy that emphasizes writing and critical skills components in FYE seminars, introductory courses, and throughout the college transition. We will evaluate relevant research, pedagogy, and substantive handouts that promote “best practices” for teaching critical thinking and writing. This interactive workshop will help participants develop and assess critical thinking and writing pedagogy, syllabi, and work in progress that they may want to enhance.

V - 134 Beginning an Antiracist Journey in the First Year Experience

Santa Barbara C

Dawnielle Simmons*Millersville University***Darcey Mills***Elizabethtown College*

This session provides a brief overview of a unique race-equity initiative that is designed to be implemented in first year programs. RaceTalk workshops are a revolutionary way to get first year students to have access to critical race content through experiential activities, video, and diverse narratives that will come from trained panelists who will talk about their lived racial socialization from formative years to present. A brief presentation highlighting the rationale, purpose, and strengths of the program will be provided. Attendees will have an opportunity to ask questions and determine if future programming fits their first-year experience needs.

**CR - 135 Strategies for Addressing Psychosocial Needs of First-Year, First-Gen College Students**

Virtual

Sherell Wilson*National Louis University*

Rich data from a series of qualitative studies on first-year students show they may have unmet psychosocial development needs. The current research aims to further build the knowledge base on the psychosocial development needs of first-year, first-generation college students. Findings show they have particular psychosocial needs around the constructs of conscientiousness, social engagement, and moral support and encouragement. These findings have implications for practical interventions and further research, which may improve support programs and interventions leading to higher student retention rates.

**CP - 136 Jumpstarting the Student-Centered Relationship**

Virtual

Kathryn Perry*Olivet College*

In our desire to jumpstart our relationship with incoming students, we altered our approach to the onboarding process. This session will explore changes that were considered and implemented to more effectively onboard the 2022 incoming class and review early data results for as a model to address incoming student needs. A change to our orientation processes, the addition of chatbot framework targeting our incoming students, and structural changes within the organization will be shared.

**CR - 137 Undecided or Deciding? Lessons from Exploratory Classes for Undeclared Students**

Virtual

Kent Tonkin*Saint Francis University*

Undergraduates face high pressure from parents and colleges to quickly pick majors and career paths, a stressful process often attributed to rising tuition and parental expectations of return on investment. This session will provide lessons learned over several semesters of teaching “exploratory” classes for undergraduate students within a general education curriculum. The session will explore survey data from 1 and 3 credit “discovering you” courses for undeclared students over four semesters, as well as student perceptions of course/resource value, institutional support, and instructor observations, including lessons learned and resulting changes between the two courses.

4:45 p.m. – 6:00 p.m. PST**Featured Sessions****FS - 138 Trauma-Informed Teaching Across the First-Year Experience Classroom**

San Gabriel B

Angela Vaughan**Hailey Sands****Alexis Hauck****Brianne Dixon***University of Northern Colorado*

This program introduces trauma-informed teaching practices, including information on the neurobiology of trauma, and the impact of trauma on students and their learning, while ultimately promoting student success. Participants will learn about the fundamentals of trauma-informed classroom practices and discuss most recent research in trauma-informed pedagogy. Throughout this training, professionals will learn how trauma-informed practices can be adapted across various roles and disciplines leaving with strategies for how to best support students who have previously experienced traumatic events or are currently going through a traumatic experience.

FS - 139 Offering Inclusive Hospitality in Chaotic Times

San Gabriel C

Brad Garner**Brian Fry***Indiana Wesleyan University*

Today's college students face many challenging circumstances, unlike any previous generation. In addition to the usual angst of beginning college, students face a backdrop of social justice issues, a pandemic illness, financial instability, and the pressures of leveraging their diploma to pursue employment and personal goals and dreams. In this context, faculty can play a crucial role in helping students transition into higher education effectively, personalize their learning, and offer a listening ear to work through challenges and uncertainties. This session will focus on developing inclusive and hospitable learning environments, empathic teaching, and a forum for difficult topics of conversation.

SATURDAY, FEBRUARY 4

FS - 140 Spirituality, Authenticity and Wholeness in American Higher Education

Santa Barbara A

John Gardner
Betsy Barefoot

John N. Gardner Institute for Excellence in Undergraduate Education

A perfect way to end this intensive day of learning: this session is a conference tradition since 1997 continuing a practice of Alexander and Lena Astin, Arthur Chickering, and Laura Rendon. John and Betsy will lead this session in guided reflection in which they provide triggers to ask participants to discuss such questions as: 1. How congruent are you in terms of your values and beliefs in the context of the practiced values of your supervisors and your institution? 2. How "authentic" as a person do you feel you are with your students and colleagues? 3. And thus, how "whole" are you as a person in your first-year experience work? 4. And how can we make necessary adjustments and commitments to practice our profession in ways that are more centered, congruent, authentic and whole?

FS - 141 An Innovative Initiative to SHIFT the UT Culture around Wellness

Beaudry A



Lori Holleran Steiker

University of Texas at Austin

Across the nation, binge drinking and substance misuse continue to be prevalent on college campuses. This presentation will discuss UT SHIFT, describing this innovative initiative with the goal of changing the conversation and creating actual changes in the university culture around substance use/misuse towards wellness and well-being, in both academic and student affairs realms.

Through the cutting-edge collaboration of students, student organizations, student government, Sorority and Fraternity Life, UT scholars, researchers and teachers along with college health and student-affairs practitioners, UT has created a model for strength-based, proactive prevention of substance misuse and integration of protective factors in the classroom.

The ISSAQ Student Success Platform

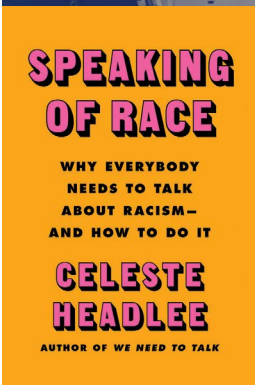
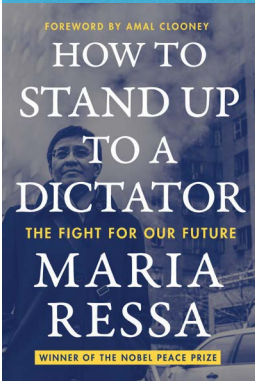
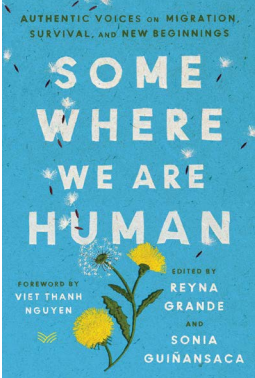
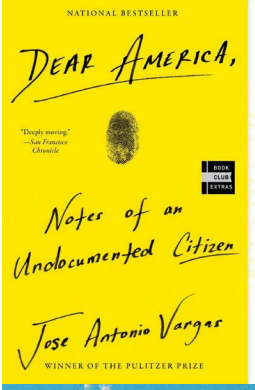
Are you interested in factors like motivation, growth mindset, and sense of belonging?

Integrate noncognitive skills into your student success efforts:

- Assess students' strengths and challenges
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NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA



Robert "Jason" Lynch
Assistant Professor of Higher
Education
Appalachian State University



Shawn A. Ricks
Department Chair, Associate Professor
Appalachian State University

A Qualitative Examination of Trauma, Well-Being, & Success of First-Year Students at Historically Black Universities

Abstract: Before arriving on campus, 40% of students are likely to have experienced one or more traumatic events, with Black youth experiencing higher exposure rates (61%). These experiences have negative impacts on outcomes including academics, social mobility, and health. While the literature continues to explore the impact of trauma on college campuses, few studies center outcomes and mitigating factors regarding trauma within the context of HBCUs. This qualitative study seeks to understand the experiences of first-year HBCU students who were exposed to trauma, and factors that led to their resilience success as well as outcomes based on intersecting social identities.

The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge that has the potential to improve the experiences of college students in transition. The grant is named in memory of Dr. Paul P. Fidler, a faculty member at the University of South Carolina, whose pioneering research on student learning and success had a vital impact on work being done to promote the success of all students in transition.



A free online resource providing practical strategies for supporting student learning, development, and success that targets academic and student affairs administrators and faculty. Articles on a variety of topics related to student transitions are welcome, including those focusing on

- College transition initiatives;
- Innovative and creative strategies to support student learning, development, and success;
- Organizational structures and institutional resources for supporting college student success; and
- Reviews of books and other resources supporting the work of student success practitioners.

www.sc.edu/fye/esource



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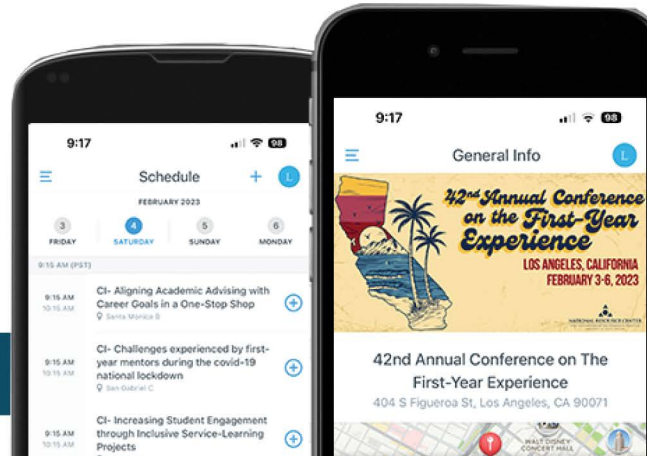
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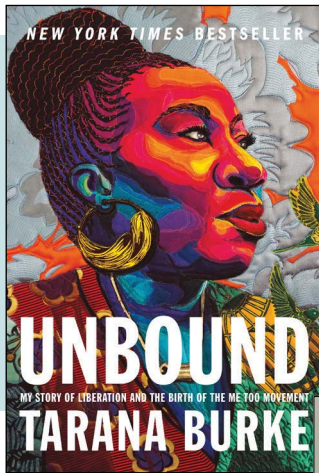
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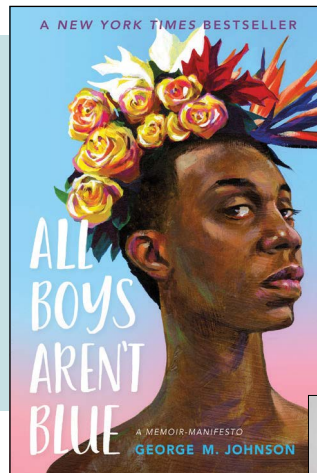
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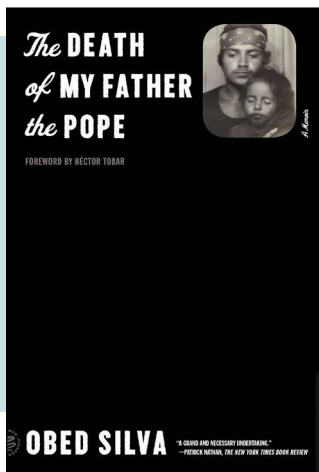
TARANA BURKE

author of **Unbound**
My Story of Liberation
and the Birth of the
Me Too Movement



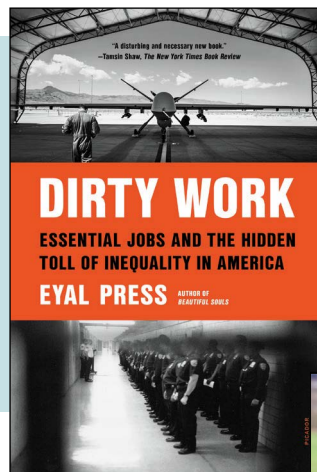
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author of **All Boys Aren't Blue**
A Memoir Manifesto



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7:30 a.m. – 5:00 p.m. PST

California Ballroom

Registration Desk

Continental Breakfast

7:30 a.m. – 9:00 a.m. PST

Pasadena

8:00 a.m. – 9:00 a.m. PST

CT - 142 From Induction to Becoming: Reframing the Transition to College

Beverly

Bryce Bunting

Brigham Young University

Matt Sanders

Utah State University

Dallin George Young

University of Georgia

The first-year experience includes a variety of programs and activities including advisement, orientation, first-year seminars, general education, and common reads. Consequently, new students often become confused and frustrated as they try to make sense of what it all means and why it matters. This session explores how two campuses have developed a more cohesive and integrated first-year experience through a focus on the transition to college as a process of becoming. This developmental approach gives much needed meaning and hope, especially when students experience challenges or struggle as they adapt to college.

CT - 143 Learning that Lasts: Enhancing Student Learning Through Critical Reflection

Silver Lake

Sandy Greene

Katie Hopkins

University of South Carolina

Dottie Weigel

Messiah University

As instructors, advisors, and cocurricular educators, we want students to make lasting connections between course material, experiences, and real-world application. A powerful way to accomplish this is through critical reflection. This enhances student learning and makes teaching and mentoring students more enjoyable. In this workshop, participants will explore ways to incorporate reflection in a variety of classroom and beyond-the-classroom contexts, including first-year seminars and other high-impact practices. Participants will gain strategies for incorporating reflection into their curriculum of first-year programming and will consider ways to assess effectiveness. Participants will be better equipped to help students apply knowledge in new contexts.

CR - 144 Research-Based Academic FYS: Short and Long-Term Hispanic Student Academic Success

Echo Park

Angela Vaughan

Jordan Martell

Hailey Sands

Sarah Schaller

University of Northern Colorado

Attrition rates for underrepresented students continue to be a concern for universities. Although there has been consistent research presenting

positive outcomes for students who participate in FYS, many times, the research is based on short-term outcomes, or the analysis is less rigorous. This study assessed differences in short- (first-term GPA; one-year persistence) and long-term (5-year graduation) outcomes for Hispanic students (n = 456) and Hispanic first-generation students who participated (n = 350) in a research-based academic FYS. There were significantly higher outcomes (more than 0.4 differences in GPA; 18% higher one-year persistence; 15% higher graduation rates) for FYS participants.

CI - 145 Cross-Departmental First-Year Experience Implementation in the Community College

Santa Monica A

JJ N'ganga

Kelli Forde Spiers

Victoria Marron

Sarah Tidwell

Lee College

This presentation focuses on highlighting the combined efforts of many departments at a community college to create the ideal student experience from the application process to students' completion of their first year. Additionally, the team will walk the audience through the different phases of the initiative and discuss successes and challenges encountered. Finally, participants will be invited to identify potential campus collaborations and set priorities to move away from isolated initiatives.

CI - 146 A Universal Bridge Experience: Maintaining Quality at Scale

Avalon

Heather Bowman

Rachel Swinford

Lisa Angermeier



David Sabol

IUPUI

In 2001, IUPUI launched a Summer Bridge Program for eighteen conditionally admitted students and saw strong outcomes in retention and success as a result. In the intervening 21 years the program grew steadily, through several iterations, culminating with a fully scaled Bridge experience in 2022 serving approximately 3,000 students. Join program administrators and faculty to learn how the program grew, what it took to maintain quality and continue to achieve positive outcomes, and what they had to "let go" to create an inclusive, high-impact program at full scale.



CR - 147 Decolonising Drawing Curricula in Graphic Design at CPUT

Hollywood

Samuel Wicomb

Cheri Hugo

Nosisana Mkonto

Cape Peninsula University of Technology

Numerous institutions have adopted a deficit perspective when viewing students, focusing on the provision of skills in order to make students 'fit' for university life and success in higher education, but little is done to take into account the indigenous knowledge that students hold which predate their tertiary education. In the South African Higher Education climate in general, and in Graphic Design curricula specifically, the Eurocentric perspective is still dominant.

SUNDAY, FEBRUARY 5

CT - 148 Student Success, Diversity, and Social Justice

Santa Anita A

Seth Batiste

Lone Star College (Ret)



Marsha Fralick

Cuyamaca College

To improve student success and move toward a more equitable society, the definition of student success can be expanded to include diversity and social justice issues. This session includes ideas and resources for adding this topic to your first-year experience courses. Topics include teaching philosophy and ideas for empowering students to look at issues from multiple perspectives as well as appreciate different points of view. A framework for using critical thinking about current social issues will be presented. The session will be interactive with opportunities for sharing ideas and asking questions.

V - 149 Teaching Free Speech: Practical Tips for a Challenging Issue

Santa Anita B

Laura Beltz

FIRE

When new students arrive on campus, they're eager to exercise their free speech rights. However, if they don't have a full understanding of those rights, as well as the importance of respecting the rights of others, they may not feel confident doing so. Orientation programming on free speech issues gives students a positive environment to learn about their rights — before they experience a more challenging situation involving speech. This presentation will review studies on the climate for free speech on college campuses and recommend materials for giving students the guidance on free speech issues that they need.

CP - 150 Increasing Engagement and Improving Outcomes Through Student Success Programming

San Gabriel A

Alison Van Norman

James Holsinger

Elon University

In an effort to increase student engagement and outcomes in a post-pandemic period, Elon University's Office of Learning Assistance partnered with library staff to create a series of academic success workshops to motivate, inspire, and help at-risk students find their academic footing. Given that so many first-year students fail to make meaningful connections with support staff on campus, we focused on ensuring that our support programming achieved this key goal. We rejected a model in which librarians and support staff briefly introduced services to students, and instead invited them to help with planning and administering student success workshops.

CI - 151 Building Career Readiness into a First Year Curriculum

San Gabriel B

Michelle Niestepski

Lasell University

This session will describe how Lasell University built career readiness into its first-year experience through a common reading, required course assignments in multiple first-year courses, and optional student workshops. It will discuss the implementation process, student assessment, and faculty/staff feedback.

CI - 152 Transitioning Back to Campus: In-Person vs. Virtual Summer Bridge Programs

San Gabriel C

Gavin Gilliland

Laila Shishineh

University of Maryland Baltimore County

The University of Maryland, Baltimore County transitioned our Dawg Days: Jumpstart Summer Bridge Program online in 2020 and 2021 to accommodate the challenges brought on by COVID-19. The program transitioned back to in person for summer 2022 and we are excited to continue exploring how to offer a summer transition experience in this endemic state. In this presentation we will address differences in assessment and retention data from 2021 to 2022 through our established assessment efforts and examine how in-person programming takes on a new light and how to continue providing a more affordable and flexible option for new students.

CP - 153 The Collaboration Initiative: Students and Faculty Partner on Assessment

Santa Barbara A

Rebecca Comfort

Adam Tamashasky

American University

Taking inspiration from the Freirean principle of co-intentional education, American University's Complex Problems first-year seminar program created a committee comprising both students and faculty to guide and facilitate program assessment efforts in Academic Year 21-22. This committee was formed as an intentional space to uplift student voices within the assessment process. In this session, we'll describe the committee's formation, project, and assessment results. We will discuss lessons learned from the pilot year and the changes implemented for Academic Year 22-23.

CP - 154 Utilizing a Well-Being and Strengths Framework in First-Year Experience Seminars

Santa Barbara B

José Lee-Perez

University of Tennessee, Knoxville

When utilizing Seligman's PERMA theory (Positive emotions, Engagement, Relationships, Meaning, & Achievement) to design and implement a first-year curriculum focused on student success and thriving, well-being is no longer an afterthought in higher education but an essential to supporting first-year engagement and persistence outcomes. This session will guide participants on how PERMA and Clifton Strengths have been infused into a curriculum. Additionally, participants will engage in activities utilized in a first-year seminar to explore our strengths and reflective thought.

CT - 155 Implementing Institutional Cultural Change to Improve First Year Student Persistence

Santa Barbara C

Joanna Perez

Yesenia Fernandez

Mayra Soriano

Gloria Gandara

California State University Dominguez Hills

While both academic and student affairs are critical to the retention of first-year students, seldom do university campuses intentionally create spaces that bridge the expertise and resources of both. Working as a collective is especially critical for Minority Serving Institutions (MSIs) that have limited funding and resources. This session showcases how the Office of First- and Second-Year Experiences (OFSYE) at an MSI, comprised of 78% students of color, 66.5 %

pell-eligible, and 47.5% first gen, developed a collaborative effort between Academic and Student Affairs and the subsequent institutional cultural shift necessary to provide systemic supports for students to improve retention.

CT - 156 Building (and rebuilding) a First Year Experience Program from Scratch

Beaudry A

**Christina Kreiger
Ney Arias**

Florida Gulf Coast University

After moving from Academic Affairs to Student Success and Enrollment Management, First Year Experience at Florida Gulf Coast University redefined its purpose and goals. Through a needs-assessment, this program meaningfully connects first-year students by implementing initiatives designed to blend the academic and social development of first-year students. This includes a University Transition course, Common Read, extended Summer Bridge, and pre-semester Immersive Experiences, among other initiatives. In this session, we will share how we assessed the needs of incoming first-year students, identified gaps in meeting these needs, developed programs to help fill these gaps, and obtained buy-in from key campus partners.

CT - 157 Addressing Coinciding Transition of First-Year Students and Institutional Turnover

Beaudry B

**Katie Friesen
Jasmine Chievous**

William Woods University

The following session will explore the development of capacity to support first-year students through the transition into a university experiencing significant turnover and transition. As institutions experience transition, many responsibilities fall to those who remain. This was exasperated by the COVID-19 pandemic. We propose understanding change management, engaging in culturally responsive reflection, committing to authentic engagement, and taking action by building coalitions across silos can increase the capacity to support first-year students while maintaining our own health and well-being.

FD - 158 Preparing Students to Engage in and Articulate their Diverse Experiences

Palos Verdes

**Brittany Kincaid
Barb Remsburg**

Lisa Kamody
Ohio University

Diversity, equity, and inclusion (DEI) education continues to grow in importance at higher education institutions. This has resulted in increased efforts to expand DEI initiatives on campuses, particularly as students begin their college career. These efforts include exposure to DEI and anti-bias content in first-year seminars/learning community courses. Though this increased exposure has its benefits, it may not fully equip students to articulate their own diverse experiences. The questions that frame this facilitated dialogue are: "How can we help students, regardless of social identities held, identify their own diverse experiences?" and "How do we prepare students to articulate these experiences?"

FD - 159 Partnering with Your Library

San Fernando

Sarah Ralston

Eastern Oregon University

Though libraries and student services departments serve different purposes on campus, we share many of the same goals. Librarians tend to be collaborative, eager partners in service of student success. Participants in this discussion will learn about the interests of librarians in regard to first year students and discuss ways that your library may be able to partner with other units on campus. Librarians who attend will hear from others about how the library can best serve their department and students. We will also discuss information literacy in the First Year Experience and the expertise your librarians can bring.

FD - 160 Headwaters First Year Experience: Connections to Belonging and Place

San Pedro

Sara Phillips

Anne Rytter

Katie Wheaton

Western Colorado University

Western Colorado University's campus sits in the heart of the "Headwaters"—the mountainous source of waters that sustain the environments, economies, and cultures of the American West. Just as life flows from geographic Headwaters, we hope inspiration and success at Western flows from this inaugural course, this "Headwaters" of a student's college experience. Western's unique approach to the first-year experience is collaboration between academic and student affairs. This session will discuss how we combine orientation, a first-year seminar, and peer mentoring in an experience that has increased our first-year retention.



FD - 161 Student Diagnostics Driving Institutional Approaches to Student Success

San Bernardino

Luke Millard

James Nicholson

Abertay

This discursive session will have at its core the idea that student self-diagnostic tests can be deployed to help steer students towards developing successful academic and social foundations. It is founded upon the work of a Scottish Quality Assurance Agency (QAA) Collaborative Cluster project 'Personalised Approaches to Resilience and Community' (PARC) which has been running at 10 UK universities for the past two years. Participants will explore and expand the conversation and consider how diagnostics relate to academic advising and curriculum development. We will share perspectives, approaches and innovative ideas around this fascinating area of work.



CT - 162 Implementation and Improvement of First-Year Education with ICT and AA

Virtual

Takahiro Abe
Naoto Kikuta
Tetsuya Shiroishi
Satoko Imaizumi
Yamagata University

Yamagata University enrolls roughly 1,700 students each year. Changes and improvements from the traditional face-to-face lectures were required after the impact of COVID-19 and following on from those changes piloted in 2020, 2022 saw a focus on measures to address academic skills that were difficult to establish using purely on-demand lectures. Four faculty members were the main focus of this project to guarantee and maintain the quality of education in leveled classes while incorporating the advantages of ICT possibilities gleaned from 2020. As a result, classes conducted in 2022 showed a higher degree of retention of academic skills than before.



CI - 163 Academic Support Strategies - the Case of the University of Brasilia

Virtual

Carla Tereza Pessoa da Rocha Dantas
Universidade de Brasília

With the democratization of access to higher education, first-generation and underrepresented students became part of the public of the University of Brasilia. Some of them carried specific academic problems from previous education related to reading, writing and calculus. So, the University of Brasilia needed to review its actions regarding academic success in order to prevent dropout. The aim of the present research is to emphasize the role of the academic support strategies in promoting the student persistence especially during the first year.



FD - 164 Stack on the Successes: Fostering Holistic Collaboration with Your Library

Virtual

Michelle Demeter
Gaby Garcia
Holly Halmo
New York University

Academic libraries are a central hub of student engagement on campus, making them an ideal partner for student success offices. These cross-campus partnerships can result in a more holistic approach to student success that directly supports students' academic success, mental health, and cultivating a sense of belonging in institutional spaces. This session, led by two academic librarians and a Student Success Director, will provide insight into how they established their partnership, ways they have collaborated, and how they plan to expand their collaboration in the future to connect students to even more library and campus resources.

9:15 a.m. – 10:15 a.m. PST

CP - 165 I Belong at Duke: The Story of Duke's Experiential Orientation

Beverly

Carina Carpenter
Grace Sullivan Zirkle
Shamiece Banks
Duke University

Experiential Orientation is the most significant shift in Duke University's orientation program since 1995. Before Experiential Orientation, Duke's Pre-Orientation programs excelled at fostering community and belonging; however, they were not accessible to all incoming students due to cost, capacity, and early move-in requirements. We are transforming orientation week to model that of pre-orientation, centering small groups, upperclassmen mentorship, and themed tracked experiences. Participants of this session will engage with Duke's New Student & Family Programs team and learn how Duke University is managing campus-wide change while transforming its orientation structure to better meet its goals of inclusion, fostering belonging, and introduction to life at college.



CT - 166 'Problems Without Passports': Library Support for First-Year Policy Research

Silver Lake

Courtney Lundrigan
Trinity College in the University of Toronto

First-year seminar courses provide high-impact learning experiences for students. They provide exposure to a range of academic skills. When paired with unique research assignments, they foster intellectual curiosity and critical thinking and information literacy skills. This session will discuss a librarian's support for a policy research assignment in two interdisciplinary first-year seminars, where students assume the role of an expert to advise decision-makers of a solution to a policy challenge. Students must think critically about everything from research question development to source selection, evaluation, and integration, ultimately leading to a pragmatic exercise marrying academic and policy research.

CI - 167 Sustained Engagement Through Community Service & Peer Leadership

Echo Park

Nikia Brown
Atharva Naik
Eva Sypsis
Shreya Majumdar
University of Illinois Urbana-Champaign

The University of Illinois recently launched its Global Leaders Program (GLP) within the College of Liberal Arts & Sciences (LAS). This program equips students to apply Human-Centered Design (HCD) to social challenges. Through co-creation projects with local and international community partners, study abroad experiences, and workshops, GLP aims to help students develop the skills and experience for global leadership. In this session, the program director, along with students from the pioneering cohort, will explore the intention and impact of the Global Leaders Program through the lens of the first-year experience.

CP - 168 Engaging Toward Success: Beyond Faculty Buy-In to Faculty Co-Creation

Santa Monica A

Rebecca Todd
Jenifer Paquette
Michelle Sanders*Hillsborough Community College*

Research identifies faculty involvement as both essential and challenging when creating effective, sustainable programs for first-year students. This session will explore the First Encounter Faculty Program – a collaboration between faculty and staff who embraced their cross-disciplinary and interdepartmental roles to co-create a data-driven and research-based program. What began as a single-campus pilot was embraced institutionally, aligned with the college's Quality Enhancement Plan, and has demonstrated efficacy across student completion and retention rates for over seven years. This session will outline our unique approach, program design, and development tools used, and discuss outcomes and lessons learned along the way.

CT - 169 From High School to College: Making the Transition

Avalon

Mayra Fuentes
Irma Molina*Tarrant County College*

This session is aimed at helping parents of high school students who are entering higher education institutions understand the demands and rigor that college courses require. It consists of fundamental college information to help parents understand how the college system works and the resources that their students are offered as students as either an Early College Student or as a future first-year student in college. Information such as FERPA Law, differences between a high school class and a college course, and services that the college provides to students and the community. Educating parents so they can further support their children.

CI - 170 From Conditional Admission to Warriors Thrive: Reimagining Support for Underprepared Students

Hollywood

Debra Rutledge
Erica Suszek*Rochester University*

Student support for conditionally admitted students is often approached from a deficit perspective. During the Spring of 2022 Rochester University performed an evaluation of the support programs in place to help these students achieve academic success. Despite institutional attempts to provide additional support, students entering conditionally struggle to meet Satisfactory Academic Progress (SAP) standards at a disproportionate rate. In response to this, a cross-departmental collaboration between Academic Support and Retention and Student Success and Well-being was developed to recreate the program with a strengths-based approach designed to motivate and empower students to achieve their academic goals.

CR - 171 The Power of Peer Feedback in Developing Connectedness

Santa Monica B

Amy Lantinga*Northeastern University*

Foundation Year (FY) is a cohort-model, first-year program that prepares first-generation, low income, BIPOC students for success at Northeastern University. Students often express a poor sense of connection with the

university. This study examined the impact of scaffolded peer feedback on student perception of connectedness and mattering within the program's professional speaking courses. Data sources included discussions, reflections, and pre-mid-post responses to Rovai's (2002) Classroom Community Scale. Results suggest that intentional support of students as they provide, and process peer feedback increases a sense of belonging and fosters stronger relationships to course content and to each other.

CR - 172 First-Year Seminars' Influence on Student Engagement and Sense of Belonging

Santa Anita A

Jillian Kinzie
Kevin Wenger*Indiana University*

First-Year seminars (FYS) have been vigorously studied and found to positively influence persistence, engagement, and student success. This session will explore new research from the National Survey of Student Engagement (NSSE) to understand the relationship between seminars and student engagement, intent to return, and sense of belonging, and how results vary by a range of student identities. Even more, new results from NSSE 2022 distinguish the influence of a success skills-based course from an academic first-year seminar. Join us to explore this evidence and discuss what it suggests for efforts to enhance engagement and equity in first-year student success.

CI - 173 Orienting Students all Summer to Reduce Summer Melt

Santa Anita B

Leyna Beard*Northampton Community College*

Some schools experience summer melt rates as high as 37%. Students cite financial issues and communication with the institution as the top reasons they never begin attending school. In this session, we'll explore how one institution left the one-time orientation event model to have multiple touchpoints with students throughout the summer months and used text messaging to keep students engaged before beginning classes. Attendees will learn about this new student onboarding program's research, structure, successes, and, yes, failures. They will walk out of the room with the secret sauce to successfully text messaging students.

V - 174 Why Doesn't Success Equal Happiness? Better Frameworks to Guide Freshman

Beaudry B

Laura Gassner Otting*Limitless Possibility*

Former executive recruiter Laura Gassner Otting spent 20 years calling highly successful people on behalf of her clients. She was stunned to learn that, despite all this success (which was why she was calling them), they weren't very happy (which is why they were calling her back). In her session, Laura explains why your students should toss out the old scorecard of success that was handed to them by a high school counselor (or random internet celebrity), and shows you how to help them create one that allows them to find and live into a more meaningful definition of success.

CT - 175 Fifteen Activities to Motivate, Engage, and Retain First Year Students

Santa Anita C

Robert Sherfield

The College of Southern Nevada

Student motivation and engagement have long been the cornerstones of student success and retention. For students to learn the material, they must be engaged and motivated. In some cases, the material may not be enough to hold the student's interest, but with hands-on activities, engagement is increased and motivation to learn the material is boosted. This session will feature fifteen activities designed to motivate and engage students in the classroom and online. Activities range from changing behaviors to goal setting to memory development to reading strategies to studying techniques. Each participant will be given a booklet with the fifteen activities.

V - 176 Balancing School, Work, and Single Parenting

San Gabriel A

Jillian Zambon

Grand Canyon University

Balancing school, work, and single parenting can be difficult, but it is not impossible. This session will share many tips and tricks for managing it all while still being a successful parent. We will also discuss the challenges that come with being a single parent and how to overcome them. Whether you are a student or educator, this session is for you!

CANCELLED

V - 177 Do THEY Really Believe THEY Can Achieve? Power of BELIEFS

San Gabriel B

Jahmad Canley

LaDonte King

Ruth Cabrera Santos

LAUNCH Student Success

Success, it is what we want for all students! It is no secret that students who succeed possess similar characteristics and strategies for success. Grit, persistence, time management, and a growth mindset are just some of those characteristics that research shows can help students from all backgrounds achieve their goals. The question is, can we be even more intentional in the way we coach students to success? In this interactive workshop, we will explore and demonstrate the importance of how to teach these skills to students during transitional periods of their academic careers through the lens of equity.

CT - 178 Help Students Develop Psychological Resilience for Academic Success

San Gabriel C

Thomas Rojo Aubrey

South Mountain Community College

Learn key elements to help students build the mental and emotional fortitude to succeed academically. You will learn about a groundbreaking six-point model to empower students with scientifically proven methods to enhance their quality of life and well-being. These six pillars of academic resilience prepare students psychologically and emotionally for the demands they will face in school and in their personal lives. These elements will help foster students' growth of academic resilience, enhance well-being, and improve physical and mental health. By improving students' quality of life, we can contribute to increased persistence, perseverance, and completion rates.

CT - 179 Enhancing the First-Year Seminar with Off-Campus Co-Curricular Experiences

Santa Barbara A

Keisha Paxton

Michael Buckley

Miguel Gutierrez

Hal Weary

California State University, Dominguez Hills

A key to the first-year seminar at CSU Dominguez Hills is the inclusion of co-curricular experiences where students can engage with course concepts outside of the traditional classroom. This experience positively impacts the momentum and engagement upon return to the classroom and radiates through the semester. In this session, we will share how the collective experience of traveling off-campus enhances the experiences of incoming first-year students, particularly first-generation and underrepresented students. Presenters will share how to incorporate off-campus co-curricular experiences into first-year pedagogy and how the diversity of these co-curricular excursions gives students a unique experience as they begin college.

CR - 180 The Influence of Summer Bridge Programs on College Student Success

Santa Barbara B

Carolyn Davis

Prairie View A&M University

The purpose of this phenomenological study was to describe the inputs, environments, and outcomes for conditionally admitted students who participated in a summer bridge program at a public university in Southeast Texas. Utilizing Astin's (2012) Input-Environment, and Outcome (I-E-O) College Impact Model, this study explored conditionally admitted students' pre-college academic preparation (inputs), college experiences and interactions (environment), and retention and persistence to graduation (outcomes). The study sought to understand the perspectives and experiences of conditionally admitted college students and whether their participation in a summer bridge program contributed to their persistence and degree completion.

CP - 181 Learn to Lead: A Curricular Approach to Peer Mentor Training

Santa Barbara C

Mackenzie Radford

UNC Greensboro

Peer mentors are an integral part of successful First Year Experience seminars. In order to help new students succeed, peer mentors must be trained to lead. In this session, we will discuss the curricular training model developed at UNC Greensboro known as FYE 201: Lead at the G, an official University course where mentors can earn 3 academic credits. In its inaugural semester, FYE 201 received a 100% satisfaction score from peer mentors. We will examine the motivation behind the move to a curricular model, the generation and approval process, course structure including lesson topics and assignments, and assessment results.

CI - 182 The Mentor Perspective Matters: Scaling Up a Peer Mentor Program

Beaudry A

Brad Harmon
Zach Berend
Gourjit Demian
Adrian Gonzalez

Furman University

Hear the peer mentor perspective on how a small, private liberal arts university recently scaled a peer mentor program to all new students. Participants will receive a brief overview of the Pathways Peer Mentor Program, including position responsibilities, learning outcomes, and training and development requirements. Peer mentors will provide their insights regarding the importance of scaling this program as part of the student experience as well as how they have been involved in program development. They will share reflections on their learning and development and the ways the University is intentionally developing their experience to be a "high impact practice."

FD - 183 Improving Quality of Peer Feedback as a Resource for Learning

Palos Verdes

Bri Dixon
Emma French
Jordan Martell
Angela Vaughan

University of Northern Colorado

This session will provide an opportunity for instructors to discuss how to train their students to give feedback to their peers and receive feedback. In this session, we will discuss obstacles to receptivity of feedback, as well as the importance of providing specific feedback guidelines and training to students. Participants will leave the session with strategies on how to implement feedback training in their classrooms and identify ways to encourage authentic collaboration among students. These strategies will also support students' integration of instructor feedback, and their responsiveness to providing instructors themselves with feedback.

FD - 184 Correlating Patterns Between College Students' Socioeconomic Backgrounds and Health Literacy

San Fernando

Alyssa Pettit
Philip Tew

Arkansas State University

Health illiteracy is an issue without current resolve, which will continue in the absence of identified contributing factors. Through the use of both quantitative and qualitative cross-sectional methods, we are able to evaluate students' health literacy in correlation with select socioeconomic factors. We aim to evaluate students' health literacy in areas of communication, comprehension, nutrition and fitness, personal health care, and insurance coverage. In a preliminary study, an association was discovered between a student's number of doctors' visits in the last year and their confidence in communicating with health professionals. This session will discuss further findings and future research.

FD - 185 Read, Write, and Publish: Creating OER for FYE

San Pedro

Derek Malone
Jennifer Pate

University of North Alabama

Our FYE textbook needed a substantial overhaul. The book, used in conjunction with the campuswide common read, was an information booklet given to students at pre-college events. The FYE committee creatively built upon that book by seeking annotations from the current student population as they read it. Then, a strategic outline was created containing what would be delivered in the book, additional resources that would be introduced outside of the book, and what would be instructed in conjunction with LMS modules. Finally, they published it through the new University Digital Press. This session will outline how you can too.

FD - 186 Who Are We?? Rebranding in Times of Change

San Bernardino

Laila Shishineh
Gavin Gilliland
Abigail Hart

University of Maryland Baltimore County

"Change is the only constant in life..." While we work in a field where things are always changing, we do not always have the luxury of taking a step back to figure out the best ways to adapt to change. At the University of Maryland, Baltimore County, this year has brought about a lot of change for transition programs. In the midst of redefining who we are and what populations of students we serve, this facilitated discussion will serve as a soundboard for all participants to think about how we rebrand and manage change in the most turbulent of times.

CI - 187 | 136 Common Reading Books Rated by Representative First-Year Student Samples

Virtual

Tom Carskadon
Mississippi State University

Using a specialized methodology for rating potential common reading books, we will share systematically obtained data from substantial representative samples of first-year students who read and rated 136 possible choices for common reading books, including many common reading books most frequently adopted nationwide in recent years. Characteristics our research shows are and are not related to student ratings will be described. Specific, practical suggestions for program success will be provided, along with individual book ratings data that are, to our knowledge, unavailable anywhere else. Participants are welcome and encouraged to share their own common reading experiences at this session.

SUNDAY, FEBRUARY 5

▶ CR - 188 Latinx Transfer Scholars, A Case Study of Transfer Receptive Culture

Virtual

Jesse Enriquez

University of California, San Diego

Researchers have overlooked the experiences of Latinx students who successfully transition to four-year institutions. In response to this gap, this session examines the transition experiences of students who gain admission to a selective residential institution and participate in the Transfer Scholars Program (pseudonym), a scholarship and retention program designed to facilitate the transition to the university. TSP students are awarded a scholarship that covers the full cost-of attendance and participate in retention initiatives that include a transfer learning community, first-year transfer seminar, and mentorship from peers and staff.

CANCELLED

▶ CT - 189 Wishing Is Not a Strategy: Supporting Faculty of First-Year Students

Virtual



Amy Baldwin

Amy Hawkins

University of Central Arkansas

Dana Tribble

Arkansas Tech University

Researchers have spent considerable time studying what we can do to support first-year students, but not many studies have been conducted to determine what faculty of first-year students want and need to help their students learn, grow, and succeed. This session will share the data of a faculty survey conducted at two regional universities in which faculty were asked about their attitudes toward and preparation for teaching first-year students. Participants will also learn about how to use these survey results to drive curricular and faculty development changes that will ultimately improve student success.

REFRESHMENT BREAK | 10:15 AM – 10:30 AM PST

Pasadena

▶ Plenary Address

10:30 a.m. – 12:00 noon PST | California Ballroom



Brad Garner

Associate Professor of Education, Digital Learning Scholar in Residence, Innovation & Partnerships, National and Global Campus
Indiana Wesleyan University

Level Ground, Hearts, Eulogies, and Thank You Notes

Faculty, staff, and students in higher education continue fulfilling their roles in the midst of cultural chaos, a disruption of routines, and in times of uncertainty. This ethos can be draining and disheartening, both personally and professionally. This presentation is based on a simple premise: Our dispositions about life often impact the way we engage with our students. Together, we will examine four simple strategies that can help us feel better about who we are, the gifts and talents we bring to this work, and how we might collaboratively create new visions for our personal and corporate futures. Come prepared to actively join in this conversation..

Excellence in Teaching First-Year Seminars Award Recipient



Lori Holleran Steiker

Associate Dean of Undergraduate Studies and the Steve Hicks Professor of Addictions, School of Social Work
University of Texas at Austin

Jordan Smith Undergraduate Student Fellowship Recipients

Matthew Brown

Queens University of Charlotte

Kaleigh Del Greco

UNC Greensboro

Emily Diaz

University of Connecticut

Jadacee Glover

Arkansas State University

Jordan Hassani

George Mason University

1:30 p.m. – 2:30 p.m. PST

CT - 190 Wishing Is Not a Strategy: Supporting Faculty of First-Year Students

Beverly

**Amy Baldwin****Amy Hawkins***University of Central Arkansas***Dana Tribble***Arkansas Tech University*

Researchers have spent considerable time studying what we can do to support first-year students, but not many studies have been conducted to determine what faculty first-year students want and need to help their students learn, grow, and succeed. This session will share the data of a faculty survey conducted at two regional universities in which faculty were asked about their attitudes toward and preparation for teaching first-year students. Participants will also learn about how to use these survey results to drive curricular and faculty development changes that will ultimately improve student success.

CT - 191 Universal Design: Collaborations Between Disability Services and First Year Experience

Silver Lake

**Mathew Chetnik****Lisa Bibeau***Salem State University*

Colleges and universities continue to make progress on efforts to serve students with disabilities, however we have been slow to recognize disability as an identity group and ensure that DEI and success efforts naturally include this population. As we expand our focus on social justice for all, it is imperative that FYE takes a leadership role in collaborative inclusion while supporting students. Utilizing universal design in course development, programming, support initiatives, and our everyday work allows universities to enhance student success not just for students with disabilities, but all community members.

CR - 192 First-Year Students' Perceptions of Their Wellness during their First Semester

Echo Park

Alexis Hauck**Matthew Argento****Emma French****Angela Vaughan***The University of Northern Colorado*

As students transition to college, they typically face many challenges; however, these difficulties have increased substantially for today's students as they come out of a learning environment defined by the pandemic and virtual learning communities. As a result, student wellness has become a priority. This repeated measure study assessed FYS student wellness over the course of a semester. Results include survey responses on their perceptions of eight areas of wellness (Physical, Spiritual, Intellectual, Financial, Environmental, Emotional, Occupational, Social) during three points in the semester. Implications for curriculum and program design based on the results will be shared.

CI - 193 Success COACHella

Santa Monica A

Alexis Smith**Sarah DeVries***Tarrant County College*

Success Coaching is a very new but important aspect of a student's first-year Experience within College. As a first point of contact for students, Success Coaches can impact, impress, and motivate students to succeed and excel past their goals. Aiding in the retention and enrollment of students, Success Coaching can be a unique and rewarding concept to not only serve students but to grow the college student atmosphere and culture of the campus. Particularly, within the Community College setting, Tarrant County College Success Coaching has been an effective way to retain our growing student population.

CI - 194 Utilizing a Decision-Making Framework for First-Year Students Exploring Majors

Avalon

John Resnick-Kahle**Susannah Lawrence****Tommy Yandle***NC State University*

In this session, academic advisors from NC State's Exploratory Studies program will provide insight on their usage of a 9-step decision-making model. Applied in both the classroom and academic advising sessions, this model helps students select an academic major and improve their framework for decision-making at large. The advisors will discuss the model's steps, the data collected to measure student progress and understanding, as well as programmatic improvements from the model's use and the collected data. Participants will take away a new tool to help support their students while engaging in ways to apply this framework within their respective institutions.

CP - 195 Snow College FYE Program: Foundations

Hollywood

Michael Salitrynski**Anthony Beal****Heather Holland***Snow College*

Snow College's FYE program centers around a 3 credit, cross-disciplinary course co-taught by three faculty from different disciplines called Foundations. In our presentation we'll share how we built the course, how we developed the resources and support for it across campus, and how we advocated for and managed to secure lasting funding for the program. We'll also share what the courses have been like since we started offering them in 2018 and the plans we have for the program going forward both in terms of our in-person and online courses as we perform our first 5-year review.

CI - 196 Creating Meaningful Assignments in the First-Year Seminar

Santa Monica B

Katie Hopkins**Emma Reabold****Christine Shelek***University of South Carolina*

Assignments play an integral role in the overall pedagogy of a first-year seminar. Therefore, it is critical that assignments are meaningful and relevant to first-year students and their needs. This session will introduce participants to the practice of incorporating meaningful assignments into the first-year seminar. Best practices for building engaging assignments and providing meaningful feedback will be provided. Additionally, example assignments will be shared from an experienced first-year seminar instructor.

SUNDAY, FEBRUARY 5

CP - 197 Innovation and Creativity During Bridge Week

Santa Anita A

Christian Rogers
Heather Bowman
Rachel Swinford
Madi Crist

Indiana University-Purdue University Indianapolis

How do you create a culture of innovation among undergraduates, cutting across majors? Today's employers demand graduates who can think critically, embody creativity, and solve problems in collaboration. This session will present a program titled Jag Challenge within Bridge Week that will engage students in design thinking, problem solving, team building, connected toward social change for incoming students. Presenters will share an outline and showcase how the Jag Challenge introduces these concepts including data regarding the initiative, its impact on participants, and the roadmap the program has taken to scale from 7 class sections to 36 class sections over four years.

CT - 198 Infusing DEI into the FYE Course: Process and Content

Santa Anita B

Joseph Cuseo
Marymount California University

This session will address three key questions: a) What is "diversity," "equity," and "inclusion?" b) Why should DEI be incorporated into an FYE course? and (c) How can FYE course instructors embed DEI into the course's content and process of delivery (pedagogy)? Recommendations for addressing these three questions will be research-based and practice-driven, with a particular emphasis on DEI initiatives and learning outcomes related to racial diversity, including systemic racism and anti-racism.

CT - 199 What's New in Learning?

Santa Anita C



Marsha Fralick
Cuyamaca College

This session will provide practical and engaging learning strategies that can improve how we teach and how students learn. These practical strategies are based on current research in brain science. The presentation will provide a brief overview of research along with fun interactive exercises that you can use in your classroom.

V - 200 IE Open Educational Resources to Support FYE Instructors & Students

San Gabriel A

Alex Pecoraro
Innovative Educators

How can we utilize open educational resources to provide professional development for faculty and staff as well as create opportunities for students to build the skills necessary for success in college? In this presentation, faculty and staff will learn how to use open educational resources developed by Innovative Educators to create a holistic learning environment to impact institutional growth and development.

V - 201 Helping Students Design their Experience and Inform their Decisions

San Gabriel B

Elliot Felix
Brightspot

How can students see themselves as the designers of their own educational experience? How can they use evidence-based strategies to inform the everyday decisions they'll make about where to live, what courses to take, what to do a class project on, how to seek support, how to find belonging, and how to explore career paths? In this interactive session, consultant and author Elliot Felix will answer these questions based on his consulting work with 100+ institutions and the research from 250+ academic studies compiled in his book *How to Get the Most Out of College*.

CI - 202 The Impact of Orientation Programs on Sense of Belonging

San Gabriel C

Katie Murray
Towson University

This program will review the action research study conducted at a large, public institution in summer 2021. The study focused on first-year, first-generation college students' sense of belonging who participated in a virtual orientation, an optional in-person summer orientation, and an in-person welcome week program. The study also analyzed how the orientation staff discussed changes to the orientation program from the student data.

CT - 203 Building vs Burning FYE Bridges: Experiences from Faculty & Administration

Santa Barbara A

Wendy Merb-Brown
Andrew Pueschel
Ohio University

This session explores the experiences of two highly engaged educational developers, one faculty member and one administrator, as they reflect on their successful (and not-so-successful) navigation of the complex academic culture at a large public mid-western university. Through best practices and lessons learned from both the administrator and faculty perspective, subjects covered will include forming partnerships, skills training, curriculum development, resource sharing, and stakeholder engagement impacting first-year educational offerings. Utilizing personal narratives and self-reported session attendee data, participants will discover the benefits of building (and celebrating) relationships founded on the shared goal of maximizing a transformational first-year learning experience.

CT - 204 "Atomically" Correct? Embedding the Common Read into a Summer Bridge

Santa Barbara B

Sonia Delaquito
Ryan Hassler
Pennsylvania State University Berks Campus

What happens when you attempt to 'habit'ize a group of aspiring engineering students? Attend this session to find out! In an attempt to compensate for student under-preparedness for college, our presenters integrated James Clear's "Atomic Habits" into the four-week residential summer NSF-Funded Engineering Ahead Bridge Program at PSU Berks Campus and experienced some...mixed results. Join us to engage in meaningful dialog and learn how to replicate portions of our experience to benefit your own students by modeling positive academic behaviors utilizing the common read topic while preparing your students for the first semester experiences inside and outside of the classroom.

CP - 205 Increasing First-Year Retention During a Global Pandemic: Season 2

Santa Barbara C

Debbie Bannister**Beth Pauley***University of Charleston*

Season 1, we discussed how intentional Freshmen Student Advising could help your institution improve first-year retention. The focus of our presentation demonstrated how the addition of Freshmen Student Advisors (FSAs) served as a lifeline to our new students and helped to increase our first-year retention rate by 6% during the peak of a global pandemic. But was it a fluke? In Season 2, learn how changing our UNIV courses from 1 to 3 credits has played a significant role in maintaining our retention while also improving the academic standing of our freshman cohort.

CI - 206 Using Communities to Strengthen the Transfer Pipeline

Beaudry B

Sharon Sledge**Bryan Melton***San Jacinto College*

This is the story of how to put First Year students on a path to success by creating a pipeline that leads to transfer. Often the first year of a student's education is focused on acclimating to college life. The college/university is also focused on that. The Harris County Alliance of Community Colleges - San Jacinto College and Houston Community College - decided to shift that focus for STEM underrepresented underserved students. From the start, the goal is to help STEM students obtain their Baccalaureate degree. Hear the story of how communities, targeted activities, mentoring and pipelines increased STEM students transferring.

FD - 207 You Won't Know Until You Try It – Exploration Through Prototyping

Beaudry A

Mary Rose**Alex Cummings****Sara Thompson***University of Colorado Boulder*

The Leeds School of Business First Year Experience team will model a design thinking based activity featured in our first year seminar course which encourages student exploration and ideation for planning their college experience. This supports practices we have implemented to increase student retention and craft a unique student experience. We will discuss the importance of an action-oriented mindset that encourages our students to prototype experiences as part of the exploration process. Lastly, participants will brainstorm ways they can prototype their own ideas to implement new practices at their institution.

FD - 208 Achieve, Inspire, Motivate: Fostering FTIC & Transfer Student Leadership Development

San Fernando

Lindsay Rushworth**Niesha Radovanic***Florida Gulf Coast University*

Florida Gulf Coast University's A.I.M. (Achieve. Inspire. Motivate) Leadership Program offers first-year undergraduate students an opportunity to identify and enhance their leadership skills by engaging in targeted professional development workshops, activities, and experiences. During spring of 2022, students participated in academic and civic engagement opportunities in addition to diversity and inclusion initiatives to create a Leadership Education

Action Plan (L.E.A.P.). Participants connected with peer mentors for advice on navigating academic and social involvement. Join us for a discussion on developing and implementing integrative-learning programming for first year FTIC students and first-year transfer students.

FD - 209 Advocating for Career Development as a High-Impact Practice (HIP)

San Pedro

Nicole Shopbell*University of Minnesota*

What can higher education professionals do to integrate career development into the curriculum for first year students? Career development initiatives play a critical role in first year and transitional programming by connecting students with career services early, and fostering an important connection between self-exploration, identity, and career readiness. We will explore career development as a HIP in first year and transitional programming by discussing the integration of career development into the curriculum. The College of Education and Human Development from the University of Minnesota will highlight work done to integrate career development into the first-year curriculum.

**FD - 210 Systems Convening in FYE Learning Communities and Landscapes of Practice**

San Bernardino

William Kay**Steven Smith****Emma Sylvester****Vurain Tabvuma***Saint Mary's University*

This facilitated dialogue will draw upon shared participant experiences in both building and leading FYE-related interdisciplinary learning communities working towards enhancing student success initiatives within higher education landscapes. The session facilitators will introduce key concepts from Wenger-Trayner's and Wenger-Trayner's (2021) "Systems Convening" theoretical model and framework in engaging participants through a series of small discussion activities that aim to both conceptualize and reconceptualize their positions and contexts in leading and facilitating institutional learning communities focused on achieving FYE goals and outcomes.

**CP - 211 Utilizing a Well-Being and Strengths Framework in First-Year Experience Seminars**

Virtual

José Lee-Perez*University of Tennessee, Knoxville*

Positive Emotions, Engagement, Relationships, Meaning, & Achievement. Utilizing Seligman's PERMA theory to design and implement a first-year curriculum focused on student success and thriving. Well-being is no longer an afterthought in higher education but a central to supporting first-year engagement and persistence outcomes. This session will guide participants on how PERMA and Clifton Strengths have been infused into a curriculum. Additionally, participants will engage in activities utilized in a first-year seminar to explore our strengths and reflective thought.

FD - 212 The First Year Experience – A Financial Reality Virtual

Melanie Ricker
Lex Leonard
Philip Tew

Arkansas State University

A traditional First Year student is expected to make countless decisions about their future and their finances immediately upon graduating high school. Many of these decisions are made without knowledge of the long-lasting impact their choices will have, assuming the student is making the choice at all. This session will cover a reality fair for First Years where they will make decisions related to where they will live, groceries and meal plans, textbooks, extracurricular activities, and more. This hands-on activity is to help them fully understand the cost of their first year and prepare them for their future.

2:45 p.m. - 3:45 p.m. PST

CR - 213 Expecting the Expected: First-Year Students and the 2024 Presidential Election

Beverly

Max Schuster

University of Pittsburgh

In the past five years, college student participation in the U.S. democratic process has seen drastic positive increases along myriad engagement dimensions. During this same time, political polarization has notably surged in the national context (Klein, 2020). Contentious issues emanating in this polarizing context trickle into campus climates and affect students' experiences and engagement, which is especially true for first-year students (Schuster, 2021). This session reports original research that lays out first-year students' experiences with the national political context on campus and details how OTR offices can prepare for what will likely be another contentious presidential election in 2024.

CP - 214 Common Read in the First-Year Classroom: Aligning Student/Faculty Priorities

Silver Lake

Heidi Schumacher
Debbi Mercado

California State University, Northridge

How do we align the priorities of faculty and students when we use a common read in the first-year success seminar? We conducted focus groups and surveys with both faculty and students who had just completed their semester of our student success course and learned that faculty and students not only differed in the priorities they ranked as most important to them, but they also had some priorities that were in diametric opposition to each other. We will present the findings of that research and share the steps we are taking to bring faculty and student priorities into better alignment.

CP - 215 Reflective Journey Mapping: An Innovative Precursor to ePortfolio in FYE

Echo Park

Rachel Swinford
Lisa Angermeier
Stephen Fallowfield
Mark Urtel

IUPUI

ePortfolio is known as the 11th high impact practice, but how do we know if we are doing ePortfolios well? Based on participation in an AAC&U ePortfolio Institute, a faculty team from the Kinesiology Department at IUPUI implemented an in-class reflective journey mapping activity as a precursor to the ePortfolio in a first-year seminar course. Specifically, journey mapping was used as an innovative tool to teach students skills for self-reflection. In this session, the presenters will share their experience and what they learned from this journey mapping project. Participants will learn, explore, and reflect on journey maps in FYE.

CR - 216 First-Year Students Information Literacy Skills and Psychological Factors

Santa Monica A

Jessica Hawkes
Kaci Wilson

Louisiana State University

In the Fall of 2022, two Louisiana State University Shreveport librarians collaborated on a research study to determine the information literacy skills and knowledge gaps of incoming first-year students. This study, conducted via survey, explores the knowledge level of first-year students concerning information literacy concepts based upon the Framework for Information Literacy for Higher Education, first-year students' motivations for attending college, and first-year students' information literacy self-efficacy. In this session, Jessica Hawkes and Kaci Wilson will discuss the results of their study, implications of the survey results, and areas for further research.

CR - 217 Self-reflection; A Better Predictor of Academic Performance

Avalon

Mehri Azizi

Florida International University

We analyzed self-reflections of biology students at the end of the first semester and examined a relationship between the nature of reflections and academic performance. Responses from 235 students were coded qualitatively through grounded theory and elicited the following four major themes: identifying issues and solutions, future application, introspection, and mid semester recovery. Preference (under the major theme of introspection) is the strongest predictor ($p=0.007$) and refers to when students have a firm grasp about what major/job they like or dislike. Also, students with positive self-belief or preferences tend to achieve higher grades while time-management and academic outcome are negatively correlated.



CI - 218 First-Year Students Perceptions of Multi-Modal Learning in a STEM Environment

Hollywood

Luvuyo Kakaza
Nosisana Mkonto

Cape Peninsula University of Technology

Within a University of Technology, STEM disciplines require practical sessions in a laboratory environment during the first year. Practical sessions account for approximately 40% of the engineering disciplines' tuition at the first-year level. With the Covid-19 pandemic and the migration to online and hybrid tuition,

students were not able to receive practical experience in laboratories. The development of hybrid models may have allowed the universities to function; however, it could not cater for the practical sessions. The study revealed that first-year students were not only deprived of academic content but also various forms of interactions which develop their graduate attributes.

CI - 219 Refocusing a Learning Frameworks Course to Increase Student Success

Santa Monica B

Channell Cook

Lee College

Learn how a mid-sized community college revamped the Learning Frameworks course by incorporating self-regulated learning, a cultural wealth framework, and asset-based teaching practices. Learn about specific curriculum, activities, and assessments created to increase student success, sense of belonging, understanding of student support services, and financial literacy. This presentation will include data collected from student surveys as well as examples of curriculum changes.

CI - 220 A Life Design Approach to First-Year Wayfinding

Santa Anita A

Amy Huntington

Jesus Garcia

Andrew Crookston

Weber State University

WSU sought to think differently about major and career exploration and how it could work better for some of our students who weren't persisting. Embracing Stanford's "Designing Your Life" philosophy and tools and leveraging other universities' shared work in Life Design, the Wildcat Scholars team set out to create an accessible, relevant and meaningful course for first-year students. Combining student resources and practicing learning skills, "Design Your Weber" invites students to think about multiple lives they could have at college and gives them tools to envision careers and life after college. Learn more and try it out for yourself!

V - 221 Launching a Character-based Education Initiative

Santa Anita B

Shalin Shah

Character Arc

Central to the numerous challenges faced by new students entering a campus community is understanding 1) who they are and 2) how they fit into the larger community. During this session, the presenters will explore how helping students understand their relative character skills can improve academic and social engagement. A new Character Skills Assessment will be presented, and the focus of this presentation will be on the philosophy, development, and administration of the assessment. An example of implementation and learnings will be shared.

V - 222 Avoid Burnout - 5 Ways to Help Students Fuel Their Fire

Santa Anita C

Julie Larkin

Franklin Covey

Are your students struggling to maintain a healthy balance of social, emotional, and mental wellness? The soft skills they need for career success happen to be the same life skills they desperately need for student success. This session will introduce The 5 Choices to Extraordinary Productivity which combines timeless principles with current neuroscience research to help college students (and you) better manage decisions, attention, and energy.

CT - 223 Where do we go from here? FYE Experiential Learning

Feedback

San Gabriel A

Andrew Pueschel

Ohio University

Founded in 1996, the Global Consulting Program (GCP) at Ohio University offers opportunities for undergraduate students to experience the rich cultural heritage of their host site while completing an internship working with a live client and expanding their network, thus providing the ability to have Global access with Global impact! Using self-reported student and instructor data, this session focuses on highlights and lessons learned following the experiences of first-year students during a 2-week global immersion, team-based consulting, and experiential learning opportunity. The discussion will explore how we can maximize the first-year experience through cultural exploration, self-reflection, and shared experience.

CT - 224 UTEP: First Generation Initiative for Entering Students

San Gabriel B

Denise Lujan

University of Texas at El Paso

The Entering Student Experience (ESE), Student Affairs (SA), and the Student Engagement and Leadership (SEL) departments at the University of Texas at El Paso have partnered together to provide a unique opportunity for UTEP's first-generation students. The First-Generation Initiative aims to improve students' retention rates and work with them through their 45th semester credit hours. This presentation will provide attendees with an overview of the initiative including forming partnerships, redesigning the first-year seminar, and creating new programs for UTEP's first-generation students.

CT - 225 Leveraging Self-disclosure to Help Students Cultivate Resiliency

San Gabriel C

Jay Phelan

University of California, Los Angeles

Even as higher education offers a world of exciting possibilities, the transition to college also presents harrowing opportunities for stress, struggle, and failure. And it is common for students—particularly new students—to lack awareness that experiences with failure and recovery can reveal some of the most enduring and important lessons in life. In this session, we'll explore the use of instructor self-disclosure to nurture resiliency and a growth mindset in students. We will identify practical techniques for helping students not simply bounce back from failure, but actually thrive and reach better outcomes than would have been possible without failure.

CT - 226 Building Institutional Ecosystems Supporting Contemporary Students in the First Year

Santa Barbara A

Sally Lorentson

Shyama Kuver

George Mason University

Is your campus ready to serve the students who are entering as undergraduates? As population and college enrollment trends shift to a more diverse and contemporary student body, many tried and true best practices in the first year are not structured for the students who are enrolling. In this session, participants will learn about contemporary students, what it takes to build and redevelop programs to serve them, and specifically explore the model of advocacy, education, and direct service as a means to transform the first year to better support the students attending our institutions today and tomorrow.

SUNDAY, FEBRUARY 5

CT - 227 Creating Engaging and Culturally Affirming Assignments

Santa Barbara B



Christine Harrington

New Jersey City University

During this interactive workshop, you will discover student-endorsed and research-based approaches to assignments. Be challenged to think beyond traditional assignments and develop assignments that validate, honor, stretch, and engage your diverse students and help students build skills employers' desire. Explore how to use choice, structure, and support to increase student success.

CT - 228 Cultivating Habits of Mind: Recapturing General Education's Value

Santa Barbara C

Harrison Kleiner

Matthew Sanders

Jennifer Grewe

Utah State University

The prevailing narrative about the value of a university education says that a college degree is valuable only for its ability to enhance job opportunities. This narrative, however, obscures the actual identity and mission of most universities. This session offers a compelling framework centered on cultivating habits of mind that can help students – especially those who struggle most to see the value of higher education – understand and embrace the value of general education and the purpose of the whole degree. Presenters will offer specific practices for implementing a habits of mind framework in the first-year experience.

CT - 229 Senior Leaders' Impact: Becoming Student-Ready for First-generation Students

Beaudry A

Nancy Crimmin

Sarah Whitley

Center for First-generation Student Success, NASPA

Senior leaders have an integral role creating ways to support First-gen students, promoting continuous improvement, reducing barriers, and creating equitable environments. Initiatives must be inclusive and comprehensive, reflective and representative of the entire community, with student-readiness at the center of the mission. This session for senior leaders will examine First-gen student success from the lens of a student-ready campus and introduce a comprehensive change management process based on principles of distributive, reflective, and developmental leadership.

FD - 230 FY(C)E: The First-Year Experience and Concurrent Enrollment, Continuing the Conversation

San Fernando

Michael Albright

Southwest Minnesota State University

Concurrent enrollment programs allow high school students to pursue courses for college credit without leaving their familiar surroundings. Typically, high school teachers deliver the content under the auspices of a college or university professor of record. Despite this sense of dislocation from the partnering higher education institution, students of concurrent enrollment are expected to perform and act as college students. This session will serve as a follow-up to last year's facilitated dialogue. Of particular interest will be how colleges and universities integrate or recognize their concurrent enrollment students as part of already-existing or specially created first-year experience courses or programming.

FD - 231 Coaching and Assessment as Vehicles for First-Year Student Success

San Pedro

Colin David Pears

Josef Simpson

Andrew Litke

The Catholic University of America

Colleges have become adept at mining data and identifying at-risk students, but many still struggle to develop new modes of student outreach and support. Meanwhile, shifting student profiles and demographics demand more focused and deliberate forms of support, especially for first-generation, underrepresented, and at-risk students. This session will discuss how data and assessment offices can partner with novel academic coaching programs to support critical student groups in their first year. We will examine different approaches to data and assessment, consider different intervention mechanisms, and explore academic coaching models that are germane to first-year student success.

FD - 232 Sharing Best Practices of Common Reading Programs

San Bernardino

Judit Kardos

The College of New Jersey

This session is a facilitated discussion for leaders of Common Reading Programs. We will use a Jamboard to share ideas about different components of a Common Reading Program. Questions discussed will depend on the participants' interest. 1. How to choose a good Common Read? Process, selection criteria, books that worked 2. Communication 3. Keynote, fire-side-chat or interview with the author etc. 4. Pros and 5. Cons 6. How to have a great discussion about the book? 7. Games and social media in service of the Common Reading Program 8. Assessment 9. How to get students, faculty and staff on board?

CI - 233 A Holistic and Equitable Approach to Student Placement

Virtual

Ebony Williams

Candyce Coleman

University of La Verne

In response to the pandemic, the University of La Verne pivoted from traditional in-person proctored placement exams to a mix of placement methods, including guided, directed, and remote proctored testing. While streamlining the process, the placement project team successfully cut costs, increased efficiency, and shifted focus to increase equity in the placement process. During this session we will discuss the process of creating the self-placement assessments, highlighting the integration into the University's client relationship management (CRM) system; assessing the self-placement process; and what we hope to see in the future.

CP - 234 Tossed into the Deep End...with Floaties: Peer Leader Training

Virtual

Myrna Garza

Yaribel Caraveo

Texas A&M University-San Antonio

The Office of First-Year Experience at Texas A&M University-San Antonio utilizes Peer Leaders (PLs) in all program aspects as they are a vital component of the work done. In preparation for their role in our 4 program areas, the department dedicates time to train them extensively. In this session, we will share about the 250 hours of training we conduct a year. We commit to this

amount because we believe all PLs should feel capable in their role at the institution but also confident that they are gaining skills that will benefit them in any role they may pursue.

FD - 235 Going Beyond the Classroom, Student Affairs Elements in Academic Affairs

Virtual

Kendria Mason

Virginia Tech

Many times, the first-year experience can be minimized to just the academic experience and what happens in the classroom. With this, the needs and opportunities that happen outside of the classroom can be forgotten. This session will highlight elements of Student Affairs that could be beneficial in the first-year experience course that is academic centered. One does not have to be a Student Affairs professional to implement Student Affairs methods in the classroom.

REFRESHMENT BREAK | 3:45 PM – 4:00 PM PST

California Ballroom Foyer

4:00 p.m. - 5:00 p.m. PST

CR - 236 Motivational Interviewing in Faculty-Student Mentorship to Support Student Self-determination

Beverly

Benjamin Blankenship

Jon Lee

Northern Arizona University

This session will provide a purpose, rationale, and evidence in support of Motivational Interviewing (MI; Miller & Rollnick, 2013) within faculty-student mentor relationships to address student-focused social, behavioral, and academic issues in higher education. Included is an overview of MI, a theoretical framework based on self-determination theory (SDT; Ryan & Deci, 2017), and key findings from a study of an MI mentoring intervention for first-year students on academic alert. Results indicate that MI can be provided with proficiency, that students were satisfied with the intervention methods, and that faculty-student relationships play a role in increasing student self-efficacy and goal attainment.

CT - 237 Using Culturally Affirming Pedagogies in First-Year Seminars to Cultivate Belonging

Silver Lake

Keisha Paxton

Yesenia Fernandez

Joanna Perez

California State University, Dominguez Hills

The first-year seminar is effective in supporting the transition to college; however, it also holds the promise of providing a safe entry to college for underrepresented and first-generation students. The first-year seminar program at CSU, Dominguez Hills emphasizes providing a supportive environment and an academically rigorous course to help students develop their scholar identity and sense of belonging. One secret to our success is

having faculty who use culturally affirming pedagogy and practices in their seminars. In this session, faculty will share how they develop their seminars, provide examples of effective practices, and discuss the positive impact on the students.

CT - 238 Teaching Time Management to First-Year Students

Echo Park

Joseph Sanchez

Texas A&M University

Effective time management is crucial to student success in the first year as freshmen transition from high school to college. Students who develop strong time-management skills are able to better navigate this transition, adjust to college-level outside-the-classroom workloads, and are less likely to struggle academically. This presentation will give background, introduce key concepts, provide lesson planning, and demonstrate classroom activities for instructors to use in order to incorporate time management skills into a stand-alone FYE module.

CT - 239 FYE: Designing/Implementing a Pre-Semester Immersion Program for First-Year Students

Santa Monica A

Christina Kreiger

Ney Arias

Florida Gulf Coast University

With a goal of aligning the students' First Year Experience with academic interests, the FYE staff at Florida Gulf Coast University developed and implemented First Year Immersion programs rooted in academic disciplines with the partnership of faculty in Academic Affairs. Students connected with faculty, staff and peers to have a meaningful experience before classes began and were able to choose from the following: Business, Engineering, Sustainability, Education, Resort & Hospitality Management, Pre-Med, and Academic Research. Each of these programs allowed the student to engage in a way that prepared them for their program of study and helped them to build connections.

CR - 240 Get Set: Black Female Student-Athletes in the First Year College

Avalon

Noël Dolan

Villanova University

In the first year of college, student-athletes must make transitions not only academically and socially, but also athletically: steeper levels of competition, new roles, and new relationships with teammates and coaches. For Black female student-athletes at predominantly White institutions, the first college year can also challenge their sense of identity and belonging. This session details the findings of a phenomenological study that aimed to synthesize experiences of the first-year transition, seeking broader themes that offer insight into student engagement and integration into the college community for Black female student-athletes in the first year at a PWI, with some suggestions for practice.

SUNDAY, FEBRUARY 5

CT - 241 But They Don't Read! How to Influence Student Reading Behaviors

Hollywood



Amy Baldwin

University of Central Arkansas

It is a common faculty complaint: First-year students won't read the assigned text. But why is that and what can we do to create a classroom culture that makes it more likely that students will open the book, take notes, and come to class ready to add to their learning? In this session, we will discuss why students have an aversion to completing the task—what they say about their motivations and abilities—and what you can do to help them build the skills, habits, and attitudes necessary to improve their reading and to conquer the assignments in other courses.

CT - 242 Making Orientation Meaningful Using the Flipped Advising Model

Santa Monica B

Emily Clossin

Lisa Ruch

Shane Collins

Kara Woodlee

Indiana University Purdue University Indianapolis

A sometimes overwhelming amount of information is presented during many first-year orientation programs within a short time frame. In order to ease the level of information presented during orientation and focus more on student interests, IUPUI's Honors College staff took the "flipped advising" model and applied it to orientation. Using the institution's learning management system, IUPUI honors scholars arrive at in-person orientation knowing a lot about the Honors College and already having interacted with students within their cohort. Join this session to find out what staff has learned in the three years that they have implemented this practice.

CR - 243 Common Intellectual Experiences Impact on Student Success through Common Experience

Santa Anita A

Amanda Andrews

Northern Kentucky University

This research focuses on how the design and implementation of the Common Experience Program's community engagements, academic content, campus collaboration, and placemaking projects impact student success. Through partnerships with academic and student affairs departments across campus, we design events and content tied to the theme and book encompassing student success and common intellectual experience. Engagement events and placemaking projects apply this focus concerning student success and common intellectual approaches to our campus community. Placemaking provides students with the tools to create and discover inclusive initiatives by engaging and informing a community around central topics connected to the Common Experience Program.

CP - 244 Fostering Student Well-Being and Retention through Common Reader Programming

Santa Anita B

Carroll Savant

Krista Rascoe

Zainah Usman

Michelle York

Tarrant County College

The prevalence of common reader programs has grown astronomically in higher education in recent years. This panel will explore how incorporating a common

reader program at the two-year college can improve student, faculty, and staff emotional and intellectual curiosity while fostering academic engagement and building community and educational partnerships. In looking at the logistics of creating a common reader program at an extensive, six-campus community college and by surveying faculty experiences and pedagogical practices, this panel will explain the role a common reader text can serve in fostering student engagement and retention.

CR - 245 Adventure-Based Training to Enhance Peer Mentor Effectiveness

Santa Anita C

Hailey Sands

Brianne Dixon

Alexis Hauck

Angela Vaughan

University of Northern Colorado

This session will discuss how a rigorous adventure-based training program was implemented for peer mentors in a first-year seminar course. Participants will learn how a peer mentor training program led to improved group cohesion through a variety of team building activities that also aided in the development of leadership skills among the peer mentors. The research currently being conducted is examining the impact of a rigorous training program on overall peer mentor effectiveness. Preliminary results show that intensive training improves group cohesion, peer mentor confidence and engagement, and leadership skills.

CT - 246 From Purpose to Impact

San Gabriel A

Vance Gray

Olive-Harvey College

Nikolas Huot

Complete College America

As a Predominantly Black Community College (PBCC), Olive-Harvey redesigned their first-year experience program to better address the needs of their students and to develop their sense of belonging and connectedness. Using predictive analytics and faculty development, Olive-Harvey improved student success through its equation of RP2C (Retention, Persistence, Progression, and Completion). In its first year of implementation, the retention rate of students historically least likely to persist increased by 31%.

V - 247 The Importance of Recognizing Academic Achievement in First-Year Students

San Gabriel B

Eileen Merberg

Alpha Lambda Delta

Travis Martin



Starr Wentzel

Eastern Kentucky University

Colleges and universities have programs in place for students who struggle academically during their first year and these are important components to the higher education landscape. But are we doing enough to support students who do well? Learn how recognizing and supporting successful first-year students can enhance your academic offerings and support the retention of high-achieving first-year students.

CP - 248 Summer Early Start Programs at UW-Madison

Santa Barbara A

Tracy Spraetz
Liza Chang

University of Wisconsin-Madison

The CALS QuickStart and Wisconsin Experience Summer Launch programs at the University of Wisconsin-Madison are two opportunities for incoming first-year students to start earning credits towards their degrees and to get connected to campus early. Students enroll in online courses the summer before their first semester. Students are provided with academic support and intentional opportunities to connect with campus. In this session, we will discuss how the programs collaborate to provide a supportive experience for students. We will also discuss how the programs have adapted over the past several years as well as future plans.

CI - 249 The Success of Peer Support Workshops

Santa Barbara B

RJ McGivney
James Shattuck
Katherine Kitchens
Jessica Nicklin

University of Hartford

In this presentation, we focus on one method of student-centered learning: peer-support workshops (also known as recitation sections). Our pilot data demonstrates increases in fall-to-fall retention and GPA and decreases in DFW rates compared to students who did not participate. We review the challenges and lessons learned from moving this initiative from a pilot to an approved and required course. This is particularly important for meeting DEIJ goals, as institutions actively seek ways to support student success and close equity gaps.

CP - 250 Show Me the Money!

Santa Barbara C

Melody McMillan
Seattle Colleges

Since 2020, 10% of seniors have completed their FAFSA compared to 50% of seniors in the rest of the state. This session will explore partnerships and strategies that can lead your institution to higher completion FAFSA rates. Come prepared to make action plans for strengthening your own inter-organizational partnerships to get your students more money!

CANCELLED

FD - 251 Developing First-Year Students' Reflection Skills for Deeper Learning

Palos Verdes

Keah Tandon
University of South Carolina

Students need to reflect on and make connections between different academic, beyond-the-classroom, and life experiences for deep learning to occur and to make the most out of their time in college. First-year students often arrive without fully developed reflective skills, so intentionally providing opportunities for them to practice reflecting on their learning and making connections will help them develop these skills. They can then more fully benefit from future leadership opportunities, high-impact practices, and other engagements through personal intentional reflection leading to deeper learning. Participants will discuss ways to incorporate reflection practice for students throughout the first-year experience.

FD - 252 Let's go SERC!

San Fernando

Nataniel Reyes
Linda Arce Henriquez
Embry-Riddle Aeronautical University

Having peer mentors making connections with students in higher education is well documented. College dropouts occur for a variety of reasons, including lower academic motivation and self-assurance (Lotkowski, et al. 2004). Aside from that, according to Mallinckrodt (1988), a lack of perceived social support is connected to a greater chance of dropping out. The Student Engagement Resource Communication (SERC) Coach is a one-stop shop for helping the Embry-Riddle student by guiding them in staying retained with the University and being a support system, a listening ear, and finding that correct resource. This facilitated dialogue will discuss the program.

FD - 253 Go Global: International Co-Instruction Dialogue

San Pedro

Connie Kartoz
Hadley Stewart
The College of New Jersey

The purpose of this session is to discuss opportunities for interactive international teaching and learning in the new era of blended virtual and in-person learning. Attendees will discuss successful strategies and challenges in international co-teaching, while also exploring benefits for incorporating international context in the first-year experience. The presenters will use their own experience of international co-teaching in a first-year seminar as a springboard for dialogue about logistics, best practices, challenges and student impact. Attendees with or without international co-teaching experience will be challenged to derive both programmatic and research ideas regarding international co-teaching at their own institutions.

FD - 254 Developing and Implementing Practices and Programs for First-Generation College Students

San Bernardino

Charmaine Troy
Georgia Tech
Karen Jackson
Diana Rowe
Georgia Gwinnett College

Ben Pearce
Emory University

This session will offer participants an opportunity to engage in a discussion on the development and implementation of first-generation student programming. Referencing the book *Developing and Implementing Promising Practices and Programs for First-Generation College Students*, (Troy, et.al, 2022), the discussion will provide insight on key strategies to develop and implement programs and practices for first-generation students. Through these discussions, attendees will have the opportunity to reflect on how they can use these strategies to develop programming at their home institutions to contribute to the success, growth, and leadership experience of first-generation students.

SUNDAY, FEBRUARY 5

CP - 255 The Promise Realized: Doubling Student Completion in Los Angeles

Beaudry A

Joanna Zimring Towne
Deborah Harrington

Los Angeles Community College District

The Los Angeles College Promise (LACP) launched at scale in Fall 2017 as a comprehensive student support program including financial, academic and social support. Five years later, the data tells us that we have kept our promise to our students to increase both access and success, including large increases in 2- and 3-year completions. The session will highlight the theoretical framework of the LACP and provide insight into how our district was able to design and implement a College Promise program focused on evidence-based, high-impact practices that was both unified and flexible.

CP - 256 Enhancing Student Engagement in a STEM College First Year Program

San Gabriel C

David Bucci
Maxine Rohrman
Bradley Collier

East Carolina University

Retention and persistence often drive funding and determine student success in many institutions. However, student attrition is particularly concerning in STEM areas. At the root of this challenge is the lack of student engagement, which was further aggravated by the pandemic. The College of Engineering & Technology at East Carolina University expanded its First Year Program to meet this challenge and improve the experience of its students. The presenters will detail the steps to enhancing student engagement within a first-year program, and explore lessons learned as they embarked and continued with this high-impact initiative.

CT - 257 Beat the Cheat: Teaching Academic Integrity in an FYE Course

Virtual

Mary Berkery
Excelsior University

Academic integrity is one of the most critical issues facing higher education today. This session will explore how the online FYE course at Excelsior University tackles academic integrity to reduce incidences of plagiarism and cheating and assuage student fears. Rather than focusing on penalties, the course first teaches students about paraphrasing, summarizing, quoting, and proper citations. It also requires students to read the university's policy, sign an academic integrity agreement, and honor code. Finally, instructors of the FYE course address individual infractions through a "teachable moment" system that prevents minor plagiarism issues from spiraling into major ones down the line.

FD - 258 Advocating for Career Development as a High-Impact Practice (HIP)

Virtual

Nicole Shopbell
University of Minnesota

What can higher education professionals do to integrate career development into the curriculum for first year students? Career development initiatives play a critical role in first year and transitional programming by connecting students with career services early, and fostering an important connection between self-exploration, identity, and career readiness. We will explore career development as a HIP in first year and transitional programming by discussing the integration

of career development into the curriculum. The College of Education and Human Development from the University of Minnesota will highlight work done to integrate career development into the first-year curriculum.

CR - 259 First-Year Seminars' Influence on Student Engagement and Sense of Belonging

Virtual

Jillian Kinzie
Kevin Wenger
Indiana University

First-Year seminars (FYS) have been vigorously studied and found to positively influence persistence, engagement, and student success. This session will explore new research from the National Survey of Student Engagement (NSSE) to understand the relationship between seminars and student engagement, intent to return, and sense of belonging, and how results vary by a range of student identities. Even more, new results from NSSE 2022 distinguish the influence of a success skills-based course from an academic first-year seminar. Join us to explore this evidence and discuss what it suggests for efforts to enhance engagement and equity in first-year student success.

5:15 p.m. – 6:15 p.m. PST

CP - 260 Tossed into the Deep End...with Floaties: Peer Leader Training

Silver Lake

Myrna Garza
Yaribel Caraveo
Texas A&M University-San Antonio

The Office of First-Year Experience at Texas A&M University-San Antonio utilizes Peer Leaders (PLs) in all program aspects as they are a vital component of the work done. In preparation for their role in our 4 program areas, the department dedicates time to train them extensively. In this session, we will share about the 250 hours of training we conduct a year. We commit to this amount because we believe all PLs should feel capable in their role at the institution but also confident that they are gaining skills that will benefit them in any role they may pursue.

CR - 261 Comparing the Effectiveness of Generic versus Bespoke FYE Programming

Echo Park

Vurain Tabvuma
Emma Sylvester
Katelynn Carter-Rogers
William Kay
Saint Mary's University

The research investigates whether there is a difference in effectiveness between two different approaches to FYE programming - a bespoke approach and a generic approach. This paper can be part of a research 60-minute presentation session.

CR - 262 Essential Elements for High-Impact Community College Student Success Courses

Santa Monica A

Sheryl Holton
Collin College

In the spring of 2022, a panel of community college practitioners participated in a modified Delphi study to identify essential elements of a high-impact success course. The elements were curricular items and implementation

factors considered standard and necessary for delivering a course intended to positively impact outcomes such as credits earned, GPA, persistence, and degree completion. This session presents the findings from the study and discusses ways to use the results to create an evidence-based framework for evaluating and improving existing community college success courses to support students in transition.

CT - 263 Finding Happiness in Learning and Life

Avalon



Marsha Fralick
Cuyamaca College

Seth Batiste

Lone Star Community College

One of the most common goals reported by students is to be happy in life, but they often cannot explain what happiness means and how to achieve it. Highlights of current research on happiness and suggestions for increasing it will be presented. Faculty can use the current research on happiness, the growth mindset, and grit to increase student motivation, success, persistence, and life satisfaction. The session includes interactive activities, practical ideas, and resources useful in your first-year experience course and in your own life. Maybe we all can use more happiness as we adapt to post-pandemic life.

CT - 264 Redefining Professionalism for 1st Year Students in the New Normal

Hollywood

Kenyatta Rosier

Florida A&M University

Professionalism in the workplace has been under pressure since the arrival of the pandemic. Modern professionalism practices inadvertently promote a culture of perfectionism and may implicitly or explicitly objectify cultures of color. Modern professionalism practices should never ask students to hide who they are but serve as an opportunity to showcase the very best parts of themselves to others. Regardless, first-year curriculums lack the professionalism training necessary to enhance a student's employability skills. The goal of this session is to explore the challenges and effects of the pandemic on professionalism and equip instructors with the best practices for students.

CANCELLED

CT - 265 Keeping Us Engaged: Student Stories (and Evidence) on What Works!

Santa Monica B



Christine Harrington
New Jersey City University

The student's voice is often missing from conversations about student success. Come hear stories from students attending various colleges and universities across the nation about what professors can do to motivate and engage students. Discover the research evidence behind the strategies suggested by students and walk away with an action plan to increase student engagement. During this session, we'll cover a lot of ground - from the first day of class activities, to the power of relationships, teaching strategies, and learning tasks.

CI - 266 PACK 101: Keuka College's Faculty-led Continuous Improvement Model for FYE

Santa Anita A



Nicholas Koberstein
Malia Spoford-Xaiver
Steven Kapica

Melissa Newcomb

Keuka College

KC 101 Practicing Academic Culture @ Keuka (PACK 101) was developed through a major faculty initiative at Keuka College. This session aims to share tools, examples, and resources that have helped sustain a faculty-led continuous improvement model for this FYE course. Using traditional assessment, NSSE survey data, and committee research, the faculty in KC 101 leaned on cross-department collaborations to great new shared assignments designed to strengthen students' reflective practice, enhancing students' interactions with the surrounding community, and use service learning to further diversify students' experiences in their first year at Keuka College.

CR - 267 Outcomes for Virtual and In-Person Summer STEM Academies

San Gabriel A

Harold Stanislaw

California State University, Stanislaus

California State University, Stanislaus has offered a 2-week virtual or in-person summer academy for incoming STEM majors for each of the past six years. Attend this session to learn how participation in this activity affects the development of key psychosocial factors in students from demographic groups that are historically underrepresented in STEM. We'll also look at academic performance, discuss trends for retention within STEM – and the institution – and compare outcomes for the two different instructional modalities.

V - 268 The First-Year Experience and What Matters Most: How is This Supported by the Work of the Gardner Institute?

San Gabriel B

John Gardner

Betsy Barefoot

Drew Koch

John N. Gardner Institute for Excellence in Undergraduate Education

This session will contain some pearls of wisdom of what these three FYE experts have learned in their careers matter most to enhance first-year student success. And they will explain how the thought leadership and initiatives of the non-profit organization they represent offer support, counsel, inspiration, services, and resources to transform the beginning higher education experience.

FD - 269 The First Year Experience – A Financial Reality

Palos Verdes

Melanie Ricker

Lex Leonard

Philip Tew

Arkansas State University

A traditional first year student is expected to make countless decisions about their future and their finances immediately upon graduating high school. Many of these decisions are made without knowledge of the long-lasting impact their choices will have, assuming the student is making the choice at all. This session will cover a reality fair for First Years where they will make decisions related to where they will live, groceries and meal plans, textbooks, extracurricular activities, and more. This hands-on activity is to help them fully understand the cost of their first year and prepare them for their future.

SUNDAY, FEBRUARY 5

FD - 270 Enhancing Self-Regulated Learning for Students with Creative Problem-Solving

San Fernando

Chelsea Miller
Breanna Rangel
Emma French
Angela Vaughan

University of Northern Colorado

This session will cover the emerging connections between two areas of research that are relevant to first-year students and their transition into post-secondary education. It has long been established that self-regulated learning (SRL) can help students with academic outcomes such as GPA and retention. Recent publications have now connected SRL to creative problem-solving (CPS). Similar to SRL, CPS also has skills that students can learn. Since both SRL and CPS have skills that can be taught, the combination has the potential to enhance interventions for first-year students. This session will share strategies to help develop these skills in FYS curriculum.

FD - 271 Pivot to Practice: Lessons from the Pandemic

San Pedro

Paula Patch
Elon University

This session will facilitate a dialogue about practices in the First-Year Experience that arose from the pivot to emergency remote and hybrid instruction during the height of the Covid-19 pandemic and have continued to stay in use. The presenter will describe some of these practices from her program at a medium-sized private university, including using orientation surveys to determine and quickly act on first-year student needs and desires for instruction, pivoting to virtual modalities for campus speakers and events, and enacting just-in-time faculty development for instructors across the first year. Participants will be able to share their own experiences.

FD - 272 Building Post-COVID Community: A Class Approach to Belonging and Mattering

San Bernardino

Elizabeth Rainey
Laura Jayne

Loyola University New Orleans

Building community following the disruption of the COVID-19 pandemic is a common goal among educators. This session will include an analysis of 200-300 first-year students' sense of belonging, using two validated instruments, and how it changed over their first semester of college. Students in the target population are enrolled in a new one-credit course designed to foster community, teach academic strategies, and help students adjust to college. The course was informed by focus group data gathered in spring 2022. Students' results will be compared to at-risk students who completed the same instrument in spring 2022. Implications will be discussed.

V - 273 The World Needs You - Choose Your Challenge

Santa Barbara A

JP Michel
SparkPath

For too long, we've encouraged students to prepare for their future by choosing a job title. However, this 'job-title mindset' creates issues in equity, particularly for first year students. Instead of limiting students' perspective to what they already know, learn to use a 'challenge mindset' to broaden the horizons of students. This transformation will help them develop purpose and meaning, so they can customize their college and career experiences to meet their unique needs.

V - 274 How Can I Get the Right Resource to the Right Student at the Right Time?

Santa Barbara B

Ally Gaeckle
Trees

Steven Smith
Saint Mary's University

Does your institution struggle to connect students with the support they need at the time they need it? With the power of artificial intelligence (AI) technology today, getting students the exactly the right resource precisely when they need it is finally possible. By asking students about their personality, demographics, and habits, our AI technology can assess their individual needs and recommend the perfect action plans to help them grow and thrive. No more "one-size-fits-all" solutions – students get the resources that work for them as an individual. In this session, we will explain how our innovative new technology can transform the way your students get connected to the support they need, and how you can get reports that explain their habits, behaviors and needs.

V - 275 Help Your Math Students Find Their Way to Succeed

Santa Barbara C

Jane Reed
Way to Succeed

Many college students arrive on campus without the academic cognitions and habits needed for success, especially in math and STEM classes. Way to Succeed can help your students learn how to learn, especially in Math! Discover this new and unique mini-course designed specifically to accompany any first-year Math or other STEM class. This program integrates well with your current curriculum and there's nothing to prepare or grade! Adaptive, diagnostic, personalized learning profiles with prescriptive actions encourage each student to develop effective learning insights and methods to become more successful in math and STEM. An accompanying eBook encourages students to take ownership over their learning.

V - 276 Leading Engaging and Immersive Book Discussions

Beaudry B

Jason Boog
Fable

Fable hosts hundreds of book club discussions every month, and we'll share the discussion prompts and moderator commentary that inspired the most community engagement across our platform. Our professional moderators lead immersive conversations about books every day, and we'll share data about the lessons they've learned from readers around the globe. We'll also share the books and themes that have sparked the best conversations on Fable, a unique set of literary worlds for students and educators to explore together.



CP - 277 Bridging Executives' Expectations for First-Year Education and Institutional Researchers' Expertise

Virtual

Tomoya Hashimoto
Osaka Metropolitan University

Tetsuya Shiroishi
Yamagata University

We conducted a questionnaire survey of university executives of all Japanese universities, which revealed that they hope to enhance first-year education by drawing on the institutional researchers' expertise. First-year education

occupies an important position in promoting liberal education. As IR has taken root in Japan's university culture, its use to enhance first-year education is an issue that needs to be resolved in the future. We will discuss how the use of institutional researchers' expertise can enhance first-year education to promote liberal education. We will also report on the practical results of using IR in first-year education at our universities.

CI - 278 Monitoring First Year LMS Inactivity for Advising Student Success

Virtual

Zackary Underwood

Jason Mikel

Brian Broniak

Virginia Tech

Institutions seek ways to predict student success and learning management systems (LMS) such as Canvas or Blackboard offer this opportunity. This presentation explores the creation of a pilot program as a collaboration between Technology-Enhanced Learning and Academic Advising to monitor first year exploring/undecided student inactivity in an LMS. Presenters will examine how the pilot started, offices involved, sensitivity of data, outreach templates to students, and advising strategies utilized for outreach. Initial results of the pilot including comparisons to midterms and final grades will be represented along with advising data. Presenters will explore future directions for studying student inactivity.

FD - 279 Sustaining Learning Community Programs Through Challenge

Virtual

Julia A Metzker

Evergreen State College

Richie Gebauer

Cabrini University

Rita Sperry

Texas A&M University-Corpus Christi

Over the past 10 years, higher education has experienced challenging conditions that have impacted learning community programs on campus. As learning community practitioners and advocates, we have seen learning community programs that thrive and others falter in the face of enrollment decline, leadership changes, shifting priorities, and most recently the pandemic-motivated shift to remote learning. We will use examples drawn from a recently launched LC directory to spark a dialogue designed to elucidate strategies that make learning community programs resilient and sustainable.

5:15 p.m. – 6:30 p.m. PST

Featured Session

FS - 280 How to Retain Men of Color: First Year and Beyond

San Gabriel C

Tony Davis

Montgomery County Community College (Retired)

Wayne Jackson

University of Central Florida

This session will address the trends of retention and graduation of men of color at colleges and universities across the country. We will investigate why rates are so low and what can be done to stem the tide of males not graduating with their degree. This session will also provide participants the opportunity to begin the work of designing new programs and initiatives to address the retention and persistence of men of color on campuses across the country. This session will particularly benefit those who are interested in implementing or improving the retention and graduation rates of men of color.

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Conference Check-In

7:30 a.m. – 11:00 a.m. PST

California Ballroom

Registration Desk

Continental Breakfast

7:30 a.m. – 9:00 a.m. PST

California Ballroom Foyer

8:00 a.m. – 9:00 a.m. PST



CR - 281 The Impact of Co-curricular First-Year Experience Programming on Student Success

Beverly

Katelynn Carter-Rogers

Saint Francis

Xavier Steven Smith

Vurain Tabvuma

Saint Mary's University

We investigated whether co-curricular first-year experience programming can have a positive impact on student success related attitudes, skills, and behaviors. We argue that co-curricular first-year experience training in first-year seminars are comparable to stand-alone first year seminars. Using an experimental design, we found that students who receive a co-curricular first year experience feel they have more success in understanding the course material, academic performance, managing time, working in groups, and relating to their professors, compared to controls. We also found students achieved a higher level of academic performance during the semester when learning transitioned from in person to online learning.

CP - 282 Peer Power! Mentoring, Supplemental Instruction, Cohort-Based: 2-year Degree, 4-Year University

Silver Lake

Malka Sigal

Yeshiva University

Explore the power of peer-to-peer support at a two-year associate degree program at a four-year university. Our associate programs utilize a cohort model to create a community of learners; peer mentors to build community and connection; and peer supplemental instructors for academic support. This peer support is introduced during onboarding and orientation, to establish a firm foundation for students to connect. An FYE course extends this foundation through the first semester. Our data demonstrates that these supports promote student success in the crucial first-year transition and through their associate degree, as well as in continuation to a 4-year program.

CR - 283 The Tensions of Teaching Low-income Students to Perform Professionalism

Echo Park

Ronald Hallett

University of La Verne

Jennifer Harvey

University of Nebraska, Kearney

Liane Hypolite

California State University, Pomona

This session explores how a comprehensive college transition program taught low-income, racially minoritized, and first-generation college students into professionalism as a way to prepare them for future careers. The program framed professionalism as essential for students' social mobility and used programming to provide information about professional

dress, communication, and interactions through a lens that reflected middle-class, gender normative values. Drawing from our research project, we complicate notions of professionalism and explore new ways to support students without falling into deficit-oriented approaches. We provide implications for research and practice.

CR - 284 Supporting First-Year Students and Math Readiness for College and Career

Santa Monica A

Catherine Hartman

University of South Carolina

Matthew Nelson

Francis Marion University

In this session, we will explore the current landscape of math readiness for college and career and how recent increased attention to it is shaping educational environments across the K-16 system in South Carolina. Attendees will engage in a discussion and overview of definitions, indicators, and initiatives supporting the preparation of students for college, particularly in their first year. Presentation activities will provide opportunities for reflection and dialogue about the ways educators in first-year programs can structure their activities to improve student experiences and success.

CT - 285 Cultivating Creativity: Training Educators to Foster Creativity

Hollywood

Bri Dixon

Chelsea Miller

Angela Vaughan

University of Northern Colorado

In this session, participants will discover potential obstacles when creating a culture of creativity in their classrooms. Participants will learn how their personal beliefs about creativity and self-perceptions about creativity ability can suppress supporting students in the development of their creativity. This session will provide training for participants aimed to foster their creative ability in the classroom to increase their creative self-efficacy. Additionally, participants will leave the session with a variety of creative interventions they can incorporate throughout the curriculum and in their classroom.

CT - 286 Flexible Service Learning: From Students to Community Members

Santa Monica B

Heather Adams

Auburn University at Montgomery

As an institution, AUM is committed to providing a robust student body and supporting their success through a variety of programs and services. This session will explore how we have implemented a dynamic first-year seminar. Our seminar connects students to local community organizations for intellectual, social, and personal growth. This seminar, as well as aid in student retention. AUM students can participate in a theme, read and respond to literature for their theme, create a service plan or join a campus-wide project, and culminate with a reflective component. The project design asks students to consider their identity within their community while practicing engaged citizenship.



CP - 287 FYS Instructor Training Tools: Leverage your Learning Center

Santa Anita A

Rachael Deel
Jordyn Manczyk
Cat Bridegam

University of Kentucky

Preparing 120+ first year seminar instructors who represent diverse educational backgrounds to meet the high needs of first year students is a tall order. FYS are most successful at meeting their objectives when instructors are highly skilled at fostering an inclusive environment in which students feel connected and supported by their instructor and classmates. This session will explore a new training model which utilized our Supplemental Instruction program and Integrated Success Coaching to develop our instructors' small group facilitation skills and individual student support. Feedback from instructors will be shared, as well as next steps in our training.

CI - 288 Instituting an Academic FYE Course: 10 years of Learning

Santa Anita B

Candyce Reynolds
Matt Recla
Jennifer Black
Stephanie Cox

Boise State University

As part of a general education reform, Boise State University developed an academic First Year Experience course. As with many general education reforms, the implementation of this new course raised new ideas, questions, and concerns from the campus community. This presentation will describe lessons learned and continuous improvements made in revamping this academic FYE course for student success. We will share the curriculum design, course assessment, and the faculty support we have offered. Participants will have the opportunity to consider and discuss the implications of our lessons on their own campuses.

CI - 289 A Glimpse into NYU's Opportunity Programs Pre-First Year Experience

Santa Anita C

Natalie Aleman
New York University

Practitioners are invited to learn about NYU's Opportunity Programs and their pre-first year, six-week program that provides holistic support for first-year students from New York state and other states. These students from New York state and other states use into the OP Scholar experience, including a mandatory non-credit summer academic course, to first year enrollment. A general overview of the program, including, and community support structures available to students throughout their tenure at NYU will also be provided. This session will offer practitioners useful practices, methods, and approaches, in addition to space for interactive dialogue and action planning.

CP - 290 A Decade of Data: Building a Better FYS through Assessment

San Gabriel A

Michael Hack
University of Nevada, Las Vegas

For nearly a decade, a first-year seminar program at a large, public, four-year university has collected survey data each semester to help assess

the effectiveness of our first-year seminar course. Learn about areas of focus for our FYS assessment, sample assessment questions, and the importance of maintaining longitudinal program data. In addition, we will discuss how our FYS community makes use of assessment tools to enhance and build better FYS programming. The review of our assessment procedures will lead to a group discussion on the various ways assessment is used to improve on FYS programming at our institutions.

CT - 291 Motivational Interviewing as an Emerging Practice in Higher Education

San Gabriel B

Benjamin Blankenship
Jon Lee

Northern Arizona University

College persistence and retention declined during the COVID-19 pandemic to their lowest levels since 2012. Common interventions may not be suitable to solve these issues in underperforming student groups. An intervention focusing on internal motivation (autonomous) for academic performance may help address this persistent national problem. Motivational Interviewing is an evidence-based, collaborative conversational strategy, which focuses on a person's own motivation and commitment to change. The practice has a rich history of empirical support and a growing evidence base in education. The skills, processes, and spirit of MI will be presented as an emerging trend in post-secondary educational practice.

CI - 292 Signature Courses: Essential Elements for Success Beyond the First Year

San Gabriel C

 **Patricia Moran Micks**
University of Texas at Austin

The Signature Courses at the University of Texas at Austin connect first-year students with distinguished faculty members' passion, research and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary. A major initiative in the campus' curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. This session will provide information on the development of these core curriculum courses from idea to implementation, both from a programmatic and teaching perspective.

CP - 293 Fostering Student Connection to the Library: Personal Librarians and FYE

Santa Barbara A

Loren Mixon
Coastal Carolina University

Tracy Conner
Kankakee Community College

Have you considered incorporating a personal librarian program into your First Year Experience Program but are concerned about your small staff size, smaller institution or the process of collaboration between the library and FYE programs? Through the experiences of a staff of two librarians at Kankakee Community College, participants will leave the session with strategies for implementing a personal librarian program in partnership with a required FYE course. Learn how to retain students and reduce library anxiety through a program that values individual student connection over content and centers the library as a supportive space.

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CI - 294 A Focus on Campus Collaboration: Southern University New Student Orientation

Santa Barbara B

Jourdan Hilaire
Southern University

Lauren Johnson
Southern University and A&M College

Southern University and A&M College's 2022 Summer and Fall New Student Orientation (NSO) set the bar for years to come. With the support from Academic Affairs and Student Affairs, student leaders, and our sponsors, University College Successfully oriented 1,700+ first time freshmen and transfer students to "The Bluff". The presentation will share how the orientation committee discussed ways to be innovative, developmental, and student centered.

CT - 295 Extending the Bridge: A Summer Bridge Throughout the First Year

Santa Barbara C

Christina Kreiger
Lindsay Rushworth
Ney Arias

Florida Gulf Coast University

Summer Bridge programs are a widely used high-impact practice to help prepare recently graduated high school students to be academically successful college students. Traditionally held over a 6-week summer term, the Summer Bridge program at Florida Gulf Coast University was redesigned to be a year-long bridge program in which students would be cohorted and enrolled in a common hour during the summer, fall and spring of their first year. Through intentional lessons and assignments, campus partner integration, and peer mentor relationships, the students that are a part of this program are given the opportunity to succeed and thrive at FGCU.

CI - 296 Improving First-Year Retention and Progression at a Public HBCU

Beaudry B

Jennifer Collins
Lewis Johnson
Maurice Edington
Florida A&M University

This session will discuss the implementation of the Office of Freshmen Studies to improve the academic progress rates of first-year students at a public HBCU. This office was created to improve the first-year retention and academic progress rate of first-year students. This institution is a part of a state university system and receives funding using a performance-based funding model. The academic progress rate is one of the metrics used for funding allocation. The session provides an overview of initiatives, implemented and assessed results from initiatives as well as the continuous improvement efforts.

FD - 297 Empowering Students to Have Relationship-rich College Experiences

San Fernando

Peter Felten
Leo Lambert
Elon University

Isis Artze-Vega
Valencia College

Oscar Miranda Tapia
North Carolina State University

Drawing on interviews with new majority students from diverse institutions, this interactive session will explore how staff and faculty can empower students to have the kinds of relationship-rich experiences that will support their academic success and their personal well-being. We will weave together stories from our research with the expertise and perspectives of participants in the session to focus on how our programs, classes, and institutions can more intentionally help students, particularly those in transition, to develop strategies that will enable them to build meaningful human connections in college.

FD - 298 Learn, Explore, Connect: Integrating and Assessing Campus Engagement in FYS

San Pedro

Rebecca Grove
Hood College

While there are countless campus activities, supports, and opportunities available to first-year students, our college saw the need to provide structured guidance and accountability for campus engagement, with the goal of improving student learning, connection, and resource utilization. This session will showcase our journey in developing, implementing, and assessing a campus engagement initiative (the Campus Engagement Portfolio); participants will share and brainstorm rationales, strategies, outcomes, and challenges involved in such initiatives.

FD - 299 Bridge to Anywhere: First-Year Bridge Program Discussion

San Bernardino

Morgan Ruebusch
University of South Carolina

This facilitated dialogue will be a space for attendees to discuss their institutions' current or future bridge programs. While bridge programs are widespread, there is no one space that exists to facilitate discussion between those serving this unique student population. Whether your institution offers a summer bridge, residential bridge, community college bridge, a conditional admission program, or any combination of the list, please join for a conversation about how we can find the best practices for academic and social transition. This session will also allow the start of a continued resource sharing group for all bridge programs.

CT - 300 When belonging is more than a buzz word: Promoting Access

Avalon

Jill M. Hinckley

Landmark College

First year students bring unique talents and interests and are diverse and capable learners. Recognizing that every student learns differently, faculty and staff can support students by designing instruction that creates better access and reduces the need for formal accommodations. The practices introduced in this session support the learning of all students and are proactive instead of reactive. While “Universal Design for learning” or “Culturally Responsive Teaching” approaches enhance students’ classroom experience, accessible education further ensures that students feel welcomed and included in their learning spaces.



CI - 301 FYE Course Improvement to Help Enhance Students’ Interpersonal Skills

Virtual

Nobuhiro Matsuzaka

Minako Yamamoto

Koji Fujiwara

Yamagata University

Yamagata University (YU), a national university in Japan, operates an “Interpersonal Skills Development Course (IPSD)” for first-year students. This elective FYE-related course aims to help new students connect, learn practical communication skills, and boost self-esteem and self-confidence. We presented how we have developed IPSD at the last year’s conference and received valuable comments and suggestions, especially for redesigning our assessment plan. As a result, we started a longitudinal study on the students who took IPSD in FY2021. This presentation will illustrate FY2022 IPSD with the newest assessment results and how YU’s education for first-year students might affect students’ human skills.



CP - 302 Hybrid LCs? How to Build Academic Support inside Learning Communities

Virtual

Stacey Martin

University of Cincinnati

This session will outline the Hybrid Learning Community model at the University of Cincinnati, which integrates weekly peer-led FYE course content with built-in science and/or math support for historically difficult and large enrollment first-year courses. Come find out what made this model a need for our student population, how to implement something similar at your institution, and the results from bringing the academic support services to the students directly and preemptively through their first-year experience. This session will also lay out best practices and challenges for staffing a peer-led, first-year experience with built in academic support.



FD - 303 Coaching and Assessment as Vehicles for First-Year Student Success

Virtual

Colin David Pears

Josef Simpson

Andrew Litke

Catholic University of America

Colleges have become adept at mining data and identifying at-risk students, but many still struggle to develop new modes of student outreach and support. Meanwhile, shifting student profiles and

demographics demand more focused and deliberate forms of support, especially for first-generation, underrepresented, and at-risk students. This session will discuss how data and assessment offices can partner with novel academic coaching programs to support critical student groups in their first year. We will examine different approaches to data and assessment, consider different intervention mechanisms, and explore academic coaching models that are germane to first-year student success.

9:15 a.m. – 10:15 a.m. PST

CR - 304 Supporting First-Generation Students’ Well-Being and Practitioner Approaches to Care

Beverly

Ralitsa Todorova

Zoe Corwin

Christine Rocha

University of Southern California

Kelli King

University of Nebraska, Lincoln

Supporting student well-being has become increasingly important as we move through the COVID pandemic. At-risk students have to navigate postsecondary institutions that often have unwelcoming climates and present barriers to their success. Drawing on data from a longitudinal, mixed-methods study, we examine the experiences of at-risk students’ well-being from student and practitioner perspectives. Findings describe how at-risk students navigate negative and positive well-being during their first year in college. Furthermore, findings illustrate that staff and instructors tend to be attuned to students’ well-being. By better understanding students’ well-being, universities can better serve students, particularly during the first year of college.

CT - 305 Developing Professional Skills in First Year Courses

Silver Lake

Gretchen Hendricks

Cameron Harris

George Mason University

Traditional college programs have been challenged in recent years for not encompassing “soft skills” training that students need to excel in the modern workplace. This session will share how a professional skills course was adopted into the required curriculum for first-year students with the intent of preparing students for both academic and future career success. Strategies for promoting student intrapersonal and interpersonal development, self-awareness, career and major exploration, and other key skills will be discussed. Attendees will learn strategies to mirror these course concepts and activities in their own collegiate settings and programs.

CT - 306 Implementing Co-Curricular Experiences in First Year Curriculums for Student Success

Echo Park

Kenyatta Rosier

Florida A&M University

Many studies on student engagement in university settings as a predictor of student success find that generally, higher engagement leads to higher professional outcomes and persistence. Student engagement research performed on co-curricular experiences led to an increased emphasis from institutions on students’ participation in

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those experiences. Similarly, first-year business students at Florida A&M University regularly engage in co-curriculars to supplement their experience in the formal curriculum to enhance their professional marketability when they graduate. The goal of the initiative was to encourage participation in co-curricular experiences which focus on the technical and professional outcomes of participation.

CR - 307 Assessing First-Year Experience Program Effectiveness Through a Self-Determination Theoretical Lens

Avalon

Michael Graham
Kylie Turner

Lander University

This presentation will provide an overview of a research study that was designed to assess first-year student self-determinism in an FYE program. Results from this study highlight avenues for programmatic improvement that include curriculum design and pedagogy training for instructors. Attendees will be provided literature around Self-Determination Theory as it relates to constructing learning environments to promote autonomy, competence, and relatedness that offer a unique lens for increasing academic achievement and retention. The presenters will engage in dialogue with attendees throughout the presentation to increase personal take-aways.

CT - 308 Dynamic In-Person and Online Lecturing in First-Year Courses and Workshops

Hollywood



Christine Harrington
New Jersey City University

Don't stop lecturing! Research shows that lecturing is one of the best ways to teach novice learners (also known as first-year students). Come explore how to maximize the effectiveness of your face-to-face and online lecture or workshop by activating prior knowledge, zooming in on the most important concepts, integrating brief opportunities to reflect and process information, effectively using multimedia, and incorporating retrieval practice opportunities. You'll walk away with several easy-to-implement strategies designed to increase learning in traditional face-to-face and online settings.

CI - 309 High Impact Practices: 10 years the Puente Mentoring Program's Journey

Santa Monica B

Victoria Marron
Javier Ramirez

Lee College

Lee College has had the honor of having the nationally recognized Puente Project mentoring program for the last 10 years. Through developmental course changes, co-requisites, faculty and presidential turnover we have survived and grown to the largest learning community cohort since its inception. We want to share with you how successful a partnership across campus can be as we support traditionally marginalized students within their first year at a community college.

CI - 310 Helping Underrepresented Students be Successful at UCF

Santa Anita B

Wayne Jackson
Josefina Rosario

University of Central Florida

The Ginsburg Center for Inclusion and Community Engagement at the University of Central Florida is designed to retain and graduate multicultural and first-generation students on the UCF campus. The presenter(s) will

discuss some of the programs and techniques they use in order to help their student population succeed at UCF. Over the past several years, The Center has won the 2016, 2020 and 2022 NASPA Excellence Awards for its work in retaining and graduating its students at the University.

CR - 311 The Impact of FYS Curriculum on Student Perfectionistic Tendencies

Santa Anita C

Jordan Martell
Sarah Schaller
Breanna Rangel
Angela Vaughan

University of Northern Colorado

Perfectionism can either be a significant asset for college student achievement or a devastating detriment to personal and professional success and wellbeing. The need to promote the former is dire as perfectionism and associated negative outcomes is on the rise, due in part to the Covid-19 pandemic. This study explored the impact of FYS participation on both adaptive and maladaptive perfectionistic tendencies and subsequent academic achievement through first-term GPAs. Results include changes in perfectionistic tendencies over the course of the semester as well as a discussion of specific FYS curriculum to promote positive change for students.

CT - 312 Becoming a Learner: Framing the Purpose of a College Education

San Gabriel A

Matthew Sanders
Harrison Kleiner
Jennifer Grewe

Utah State University

College students face a pervasive cultural perception that equates higher education with acquiring job skills and receiving professional training. While college does influence future employment opportunities, talking about higher education as job training creates confusion and frustration among students about general education and a four-year plan of study. This session discusses an institution-wide effort at Utah State University to help students understand that the primary purpose of college is to become a learner. Presenters will discuss how to frame and assess the effectiveness of this message within the freshman orientation program, first-year experience course, and general education curriculum.

CP - 313 Towards an Anti-Oppressive Structure: Success & Challenges with Structural Change

San Gabriel B

Isadora Stern
Michelle Swiger

American University

The American University Experience (AUx) Program has evolved its curriculum development process to align with institutional, student, and instructor needs as the program has expanded. The AUx Program has tried various models while still maintaining the academic standards of a course in the core curriculum. As a program, AUx has always adapted models and curricula based on feedback and has strived to be anti-oppressive in practices. The purpose of this session is to support other institutions in developing a model of making curricular edits to large-scale programs while keeping the integrity of the curriculum and supporting faculty and staff.

MONDAY, FEBRUARY 6

CI - 314 Growth of a STEM First Year Seminar Peer Leader Program

San Gabriel C

Tom Price

Taylor Forry

Temple University

After the College of Science and Technology at Temple added a seminar requirement to all majors, the presenter attended the Institute on Developing and Sustaining First Year Seminars. A key takeaway was the urgent need to launch a Peer Leader program as a fundamental component of an effective seminar. Learn how we went from one volunteer Peer Leader in one section to a fully developed program with a Peer Leader in over 40 first year seminars. Includes information on a Peer Leader course, ongoing support, comparative assessments with/without Peer Leaders, and a newly launched Peer Leader Captain initiative.

CR - 315 Using Interactive Applications to Reduce Library Anxiety in First-Year Students

Santa Barbara A

Elizabeth Brumfield

Prairie View A&M University

This quantitative study explored the use of interactive applications embedded in post-survey questions to reduce library anxiety in the information seeking behavior of first year students enrolled in a historically black college or university (HBCU). Interactive applications included virtual tours and augmented reality library scenes, online chat and other interactive activities. These are relatively new forms of technology used in libraries, and research indicates that these technologies promote immersive experiences that can contribute to learning and may reduce affective feelings of anxiety.

CP - 316 Old Dog, New Tricks: Adventures in Transitioning to Academic Coaching

Santa Barbara C

Hali Sofala-Jones

Cameron Hallman

Georgia College

Entering its 17th year, the Bridge Scholars Program (BSP) at Georgia College knew that its incoming class of Scholars would need more support than ever to prepare for their first year in college in a post-Covid world. Based on program data, institutional knowledge, and gut feeling, BSP moved from a tried-and-true tutoring model into the new waters of academic coaching during their Summer 2022 Program. This presentation will focus on the process of transitioning from tutoring to academic coaching, failures and successes, and plans for the future.

CR - 317 Strategies for Addressing Psychosocial Needs of First Year, First-Gen College Students

Beaudry A

Sherell Wilson

National Louis University

Rich data from a series of qualitative studies on first-year students show they may have unmet psychosocial development needs. The current research aims to further build the knowledge base on the psychosocial development needs of first-year, first-generation college students. Findings show they have particular psychosocial needs around the constructs of conscientiousness, social engagement, and moral support and encouragement. These findings have implications for practical interventions and further research, which may improve support programs and interventions leading to higher student retention rates.

CP - 318 The ePortfolio: Assessing First-Year Students' Equity-Minded Learning and Campus Belonging

Beaudry B

Melissa Shaquid Pirie

Portland State University

I will discuss how ePortfolios can be used to help first-year students to describe their equity-minded learning and campus belonging perspectives. I will present a qualitative research study that describes the experiences of first-year students over a three-year period enrolled in a first-year seminar course who have completed an on-campus ePortfolio assignment at Portland State University. Through high impact practices and transformational learning, we strove to support FY students to envision the campus and identify racialized structures and practices in it. We empowered first-year students from diverse backgrounds to bring their self-reflection through a reflective, learning ePortfolio embedded with equity-minded prompts.

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FD - 319 LEAD: A Methodology for Teaching the First Year Student

Palos Verdes

Stephanie Travis

The George Washington University

Students who transition to college have an opportunity to expand their surroundings, create community, and build knowledge about topics not offered in high school. For a first-year seminar course open to all majors on the subject of modern architecture, the author created the LEAD Methodology—which stands for Look, Engage, Analyze, and Discuss—to provide a dynamic structure in which to engage the student with a new discipline. The course, Modern Architecture and Design, is used as a case study in which to introduce the method, followed by a discussion about how the method can be adapted to other course topics.

FD - 320 FYE: Liberal Education Primer or Student Success? Why Not Both?

San Fernando

Kris Pachla

Betty Schaner

Cathy Buyarski

Grand Valley State University

As part of the GVSU's College of Liberal Arts and Sciences (CLAS) strategic visioning process, the College is launching the CLAS Voyage, a curricular arc whose foundation is high-impact practices, equity, and career-connectedness. The Voyage begins with an Embarking Experience, a way to introduce students to the importance of the liberal arts and sciences education, with students engaging in problem-based learning, global issues, multidisciplinary learning communities, and/or wicked problems. The Embarking Experience also is a critical student retention and engagement tool. This session provides an opportunity to discuss the pros and cons of these versions (and others) of an FYE.

FD - 321 Promoting Student Engagement in Multiple Modalities

San Pedro

Catherine Thomas

Georgia Institute of Technology

Student engagement in and out of the classroom has been directly correlated with improved sense of belonging, persistence, and academic success. However, obstacles such as social inequities, financial precarity, mental/emotional health challenges, and pandemic-related stressors detract from students showing up fully ready to learn and participate. This facilitated dialogue explores the impact potential of

various student engagement methods, practices, and tools across different delivery modalities. It will expand participants' range of options for serving their students, encourage intentionality about which will be most effective, and provide the opportunity to (re)design a multimodal student engagement project with peer feedback.

FD - 322 Experienced Student Leaders Support a More Successful First-Year Experience

San Bernardino

Megan Hickey

Ryan Evan

Ceci Rockwell

Barb Remsburg

Ohio University

When looking at the role of peer leadership in First-Year Seminar, how do we help ensure that student leaders are receiving the guidance and support they need to effectively serve first-year students? This goes beyond asking a "returner to help with training", this is an experienced student leader who is in a unique role. By creating a role for experienced student leaders, they are able to provide additional support on a large or small team. Their focus can encourage meeting learning outcomes, communication, and ongoing development of the peer leaders at the time of the roles' highest impact.

FD - 323 Taking Peer Leadership from a Part-Time Job to a Transformative Experience

Virtual

Phillip Rash

Dan Chandler

Brigham Young University

First-year programs often enlist the help of peer leaders or mentors to extend their reach and improve access to the support students need to be successful. Effective supervision is a powerful tool to help peer leaders have a personally impactful and often transformative experiential learning opportunity rather than just a part-time job or volunteer experience. This presentation draws from the practical experience of peer mentor supervisors from a large and successful peer mentoring program to explore methods and models that can be used to enhance the peer leader experience.

CT - 324 "Do One Thing": Leadership Education as a Retention Strategy

Virtual

Dar Mayweather

University of North Carolina Wilmington

Students need to know one vital thing- a degree alone does not guarantee them a job after graduation. In this economy, helping students gain technical leadership skills is critical to their persistence and career aspirations. Many first-year students believe transferable skills are enough to secure their dream job. In this session, I share how leadership education increased our first-year undecided student retention numbers. This session demonstrates activities for professionals to use with undecided first-year students to change their mindset on college and post-graduate career success.

CI - 325 The Impact of Orientation Programs on Sense of Belonging

Virtual

Katie Murray

Towson University

This program will review the action research study conducted at a large, public institution in summer 2021. The study focused on first-year, first-generation college students' sense of belonging who participated in a virtual orientation, an optional in-person summer orientation, and an in-person welcome week program. The study also analyzed how the orientation staff discussed changes to the orientation program from the student data.

REFRESHMENT BREAK | 10:15 AM – 10:30 AM PST

California Ballroom Foyer

Closing Address

10:30 a.m. – 11:30 a.m. PST | California Ballroom



Rishi Sriram

Associate Professor of Higher Education & Student Affairs, Graduate Program Director for the Department of Educational Leadership, and Residential College Faculty Steward of Brooks Residential College
Baylor University

Student Success, Fast and Slow

There continues to be a divide between scholars of student success and practitioners of student success. Serving as scholar-practitioners is the ideal, but how do we get there? Drawing from research in psychology and higher education, Dr. Sriram will discuss the importance of both intuition and logic/reason in the pursuit of student success outcomes. This closing address will provide practical ways to develop as scholar-practitioners for the purpose of better serving college students.

43rd

ANNUAL CONFERENCE ON THE

FIRST-YEAR EXPERIENCE

SEATTLE, WASHINGTON
FEBRUARY 18-21, 2024



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA



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30th

National Conference on STUDENTS IN TRANSITION

Jacksonville, Florida
September 30 - October 2, 2023

**42nd Annual Conference
on the First-Year
Experience**

**LOS ANGELES, CALIFORNIA
FEBRUARY 3-6, 2023**



Awards



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

Outstanding First-Year Student Advocates



With the support and co-sponsorship of Cengage, the National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize individuals on the nation's campuses who are Outstanding First-Year Student Advocates involved in high-impact practices for first-year student success. Two award recipients are chosen in each of the following institutional categories:

- Two-Year Colleges
- Four-Year Colleges & Universities with less than 2,000 students
- Four-Year Colleges & Universities with 2,000 to 7,000 students
- Four-Year Colleges & Universities with 7,001 to 15,000 students
- Four-Year Colleges & Universities with more than 15,000 students

Award Recipients



Terry Wayne Casey

Vice President for Student Affairs
Jacksonville State University

Mr. Terry Casey was a first-generation student who has dedicated his entire career to making students feel at home at Jacksonville State University. He served as Director of Student Life, Dean of Students, and is currently Vice President of Student Affairs. He was the first faculty/staff member to implement a first-year experience course at JSU. In 2016 he was recognized as the "Most Outstanding Faculty/Staff Member of the Year" based on his contributions to the first-year experience. When asked about his commitment to students, Mr. Casey stated "The most important thing I can do for students is be their advocate."



Mathew Chetnik

Assistant Dean First Year Experience & Student Success
Salem State University

Mathew Chetnik is the Assistant Dean for Student Success and the First Year Experience at Salem State University, overseeing academic courses, advising initiatives, and co-curricular initiatives designed to support new students. After failing out of college his first semester, he went on to earn a BA in English and Black Studies from SUNY New Paltz, an MA in Student Development from Appalachian State University, and has completed PhD coursework at UMass Boston in Higher Education with a research focus on un(der)documented students in higher education. Previously, he held positions in Residence Life at Salem State, UMass Amherst and Ithaca College.



Adebimpe Dare

Assistant Dean/Director of Multicultural Student Success
Providence College

Adebimpe "Addie" Dare serves as the assistant dean/director of multicultural student success in the Student Success Center. Foremost, she strives to create unique opportunities for multicultural students that will lead them to academic and social fulfillment. As assistant dean, she has a host of responsibilities, including directing academic advising and mentoring of primarily multicultural, first-generation students; supervising the Multicultural Scholarship Program; communicating with faculty about the progress of scholars; collaborating with College partners to coordinate the annual Rev. Dr. Martin Luther King, Jr. Convocation; and overseeing the Transitions Program, a pre-orientation program for multicultural and first-generation students intended to get them acclimated with all aspects of the College. Dare earned her undergraduate bachelor's degree in history from the University of Massachusetts at Dartmouth in 2001.



Renee Forsyth

First Year Experience Program Developer
Pima Community College

As the First Year Experience Program Coordinator at Pima Community college, her mission is to CONNECT first year students with peers, mentors, and resources for support to CONTINUE through their college education with velocity to COMPLETE their academic, personal and professional goals. She earned her Bachelor of Arts degree in Communication Studies from California's Azusa Pacific University with an emphasis in Organizational Management, minor in Leadership Studies, and cognate in Sociology. Holding a Master of Science degree in College Student Personnel from Arkansas Tech University, she has worked in Higher across many fields related to the first year and student success.



Leslie Holman-Brooks

Director, Career and Student Success
Denmark Technical College

Leslie Holman-Brooks serves as the director of the Denmark Technical College Department of Career and Student Success. A first-generation college graduate who understands the value of education and hard work, Holman-Brooks credits her faith, family and mentors for providing support and wisdom as she built a career in higher education. Her diverse background in career development, education, counseling and workforce development has uniquely prepared her to guide students thorough the challenges they face as they pursue their academic and professional goals. Over the last 10 years, Holman-Brooks has developed a passion for student success, retention and career services. Holman-Brooks holds two master's degrees from South Carolina State University, a Master of Education and a Master of Arts in Rehabilitation Counseling, as well as Bachelor of Science in Sociology from Voorhees College.



Linda Krzykowski

Associate Vice Provost and Executive Director for the First Year Experience
University at Albany

Dr. Linda Krzykowski is the Associate Vice Provost and Executive Director for the First Year Experience. She joined the University at Albany in 1998 and has served in a multitude of academic roles including faculty in the School of Business, liaison with SUNY, and senior leadership in the Office of Undergraduate Education. Responsible for developing and implementing UAlbany's first year experience program she has built a Student Engagement Portfolio that today includes Living-Learning Communities, a freshman seminar program, a transition-to-college curriculum, and transfer programs that create academic pathways supporting and fostering student and faculty connections.



Dody Pelts

Vice President for Student Success
University of the Ozarks

After working 20 years as a program coordinator and administrator in the University of the Ozarks' Jones Learning Center, Dody Pelts was selected in 2021 as the college's first Vice President for Student Success. Pelts provides broad leadership for all initiatives that guide and advance the University's retention, persistence, and completion efforts. Under Pelts' leadership, freshman fall-to-spring retention improved from 83 percent in 2021 to 88 percent in 2022. Pelts earned her bachelor's degree in psychology from Arkansas Tech University, a master's degree in school psychology from the University of Central Arkansas and is an Arkansas Licensed Psychological Examiner.



Eboni Pringle

Dean, University College
Kent State University

Dr. Eboni Pringle is the Dean of University College at Kent State University. She began working at Kent State in 1998 as an academic advisor and has gone on to serve in many leadership roles focused on student success programming. Among her accomplishments at Kent State, Dr. Pringle has implemented a system-wide undergraduate research symposium to provide a high-impact experience for students, coordinated a system-wide President's Symposium on Retention to assist members of the community in understanding their unique contributions to student success, and conceived and served on the implementation team for the creation of the Dynamic Checklist, an online checklist to assist new students in completing the enrollment process and helping to ensure access and a seamless transition to Kent State. Dr. Pringle received both her Ph.D. in higher education administration and M.Ed. in higher education and student personnel from Kent State. She received her B.S. in speech and hearing from Ohio University.

**Julie Tetley**

Deputy Head, Student Academic Affairs
U.S. Air Force Academy

Julie Tetley is Deputy Head of Curriculum, Registration and Advising and Assistant Professor teaching in the Behavioral Sciences department at The United States Air Force Academy. Julie earned her Bachelor of Science degree from the University of California Riverside in Psychobiology, Master of Education at Marymount University, and Doctor of Education from The George Washington University. Her doctoral dissertation focused on self-authorship, hope, and meaning in life among second-year college students. Dr. Tetley has more than 25 years of experience teaching and advising and was a contributing author in *Helping Sophomores Succeed: Understanding and Improving the Second-Year Experience*.

**Arlene Velez**

Academic Director
Albizu University

Dr. Arlene Velez is the Director of Undergraduate Studies at Albizu University in Puerto Rico. She is an Associate Professor and a licensed psychologist. She created the first program in cyberpsychology in Puerto Rico and an undergraduate mentoring program. She has a B.S. in Secondary Science Education from the University of Puerto Rico-Rio Piedras and earned her M.S. in Counseling & Guidance from Texas A&M University-Kingsville. She completed a Ph.D. in Counseling Psychology at Purdue University. Dr. Velez has a certificate in Student Affairs and Higher Education Administration from UC Berkeley.

Semifinalists

- Kambra Bolch**
Texas State University
- Alice Davis**
Midlands Technical College
- Ashley Dees**
University of South Florida
- Christina Downey**
Indiana University Kokomo
- Alexandra Fitts**
University of Alaska Fairbanks
- John Gipson**
Purdue University - West Lafayette
- Naomi J. Norman**
University of Georgia
- Megan Red Shirt-Shaw**
University of South Dakota
- Ashley Vigen**
University of North Dakota
- Kim Walters**
Mississippi State University
- Monica Watson**
Dickinson State University
- Jamie White**
Ohio State University at Newark

Nominees

- Aracely Aceves Lozano**
UC Santa Cruz
- Travis Allen Rountree**
Western Carolina University
- Katrina Allen-Thomas**
Coastal Alabama Community College
- Eric Amsel**
Weber State University
- Dawn M. Aubry**
Oakland University
- DeWayne Bowie**
University of Louisiana at Lafayette
- Hannah Cazzetta**
Salve Regina University
- Jesse Cetz**
George Fox University
- Pat Ford**
University of Tennessee Southern
- Scott Furlong**
SUNY Oswego
- Darcy Hayes**
University of North Georgia
- Laura Jamison**
Independence Community College
- Sierra Jones**
Texas A&M University- Commerce
- Sue Kalinka**
University of Wisconsin-Milwaukee
- Alysse Kavanagh**
Stony Brook University
- Christina Lawson**
Tulane University
- Danielle Martinez**
University of Iowa
- Nathaniel M. Millard**
California State University, Chico
- Tammie Nadeau**
University of Central Florida
- Comfort Olugbuyi**
Palm Beach Atlantic University
- Carol Paguntalan**
Piedmont Technical College
- Julie Pettitt-Booth**
Montana State University Billings
- Angela Pitre Pellegri**
Fletcher Technical Community College
- Enida Rehome**
St. Philip's College
- Rebecca Schroeder**
University of Texas at San Antonio
- Nasim Schwab**
Virginia Tech
- Kim Sousa-Peoples**
UNC Greensboro
- Rhonda Spaziani**
Three Rivers Community College
- Lisa Valentino**
Seminole State College of Florida
- Jacqueline Wheeler Lee**
University of Maryland, College Park
- Deborah Wood Littleton**
University of Alabama at Birmingham
- Deborah Y Clarke**
University of North Carolina at Chapel Hill
- Lori Younge**
St. Francis College
- Jimmie**
University of Kentucky

Excellence in Teaching First-Year Seminars



Sponsored by Penguin Random House and The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, the award is given to an instructor who has achieved great success in teaching first-year seminars and who inspires student learning, development, and success. Universities were asked to submit one representative for their campus to be nominated for this award.

Award Recipient



Lori Holleran Steiker

Associate Dean of Undergraduate Studies and the Steve Hicks Professor of Addictions, School of Social Work
University of Texas at Austin

Dr. Holleran Steiker enthusiastically teaches about substance use, misuse, addiction and recovery. She holds the distinguished Steve Hicks Professorship of Addictions, Recovery and Substance Abuse Services in Social Work and serves as the Associate Dean of the School of Undergraduate Studies at the University of Texas at Austin. An innovative leader, she spearheaded Central Texas' first recovery high school, the UT Opioid Response Consortium, and the UT SHIFT initiative to change the culture of campus substance use towards wellness. Students partner with her on all her community projects and love her engaging and experiential "Young People and Drugs" Signature Course.

Semifinalists

Allyson Fry-Petit

California State University Fullerton

Buddy Howell

Virginia Tech

Karen Whiddon Peterson

University of South Alabama

Nominees

Tara Hines

Ohio State University at Mansfield

Rachel Nuñez

Hollins University

Deborah Seymour

Central Carolina Technical College

Jordan Smith Undergraduate Fellowships

The National Resource Center for The First-Year Experience and Students in Transition awards five fellowships to undergraduate students for the Annual Conference on The First-Year Experience. The purpose of the Fellowship Program is to advance the leadership skills and knowledge base of undergraduate students so that they may in turn use what they learn at the conference to enhance and encourage first-year student development on their respective campuses.

Fellowship Recipients

Matthew Brown

Queens University of Charlotte

Kaleigh Del Greco

UNC Greensboro

Emily Diaz

University of Connecticut

Jadacee Glover

Arkansas State University

Jordan Hassani

George Mason University

Semi-Finalists

Erik Z. Anaya

California State University, Chico

Ellie Foote

Arkansas State University

Victoria Nguyen

University of California, Riverside

Lauren Orozco

UMKC

Breanna Sampo

McKendree University

Nominees

Zahra Alabdullatif

Radford University

Dajai Barrett

Radford University

Ayleen Canizales

University of Texas Rio Grande Valley

Joshua Fox

Cochise College

Cecilia Garza

University of Texas Rio Grande Valley

Logan Kate Nichols

Converse University

Caitlin King

University of Texas at San Antonio

Alexandria Little

UNC Greensboro

Savanah Marie Gonzalez
Purdue University

Izeanaye Marie Jones
Arkansas State University

Austin Murray
Arkansas State University

Alyssa Pettit
Arkansas State University

Kilsy Ramos
University of Texas at San Antonio

Samantha Tamayo
University of Texas Rio Grande Valley

Dulce Vicente
Arkansas State University

Luke Wade Reed
Jacksonville State University

Joshua Vijayarajah
Nassau Community College

CALL FOR PROPOSALS

Paul P. Fidler

RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2023-2024 Paul P. Fidler Research Grant, which is designed to encourage the development and dissemination of knowledge that has the potential to make a national impact and improve the experiences of college students in transition. The Paul P. Fidler Research Grant award includes a cash stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication.

Comprehensive Award Package

- Stipend of \$5,000
- Travel to the 30th National Conference on Students in Transition, October 2023, in Jacksonville, Florida, at which the award will be presented
- Travel to the 31st National Conference on Students in Transition, 2024, at which the research findings will be reported
- Announcement on the National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Submission Deadline

Completed applications must be received by the National Resource Center by 11:59 p.m. Eastern, July 1, 2023.

Application Procedures

The application and proposal form can be found at www.sc.edu/fye/fidler. Application materials (proposal, curriculum vitae) must be submitted electronically by the deadline.

For more information, send an e-mail to nrcsrch@mailbox.sc.edu.

Past Recipients

Mauriell H. Amechi

Our Stories (Un)Told: Community Cultural Wealth and the College-Going Experiences of Transitioning Youth in Foster Care

Jason C. Garvey, Maureen A. Flint, Kelly W. Guyotte, Keely Latopolski, and Laura Sanders

Sense of Belonging and its Influence on Academic Success for Residential Students Across Racial and Gender Identities

Brett Ranon Nachman

Piecing Together the Community College Puzzle: How Autistic Students Transition Into and Through Community College

Will Sheppard and Brandy Bryson

Academically Achieving Black Males at HBCUs: A Mixed-Methods Study of First-Year Students Academic and Transitional Studies

Blake Silver

Transitioning OUT: Lesbian, Gay, and Bisexual Students' Experiences in the Senior Year



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

www.sc.edu/fye/fidler

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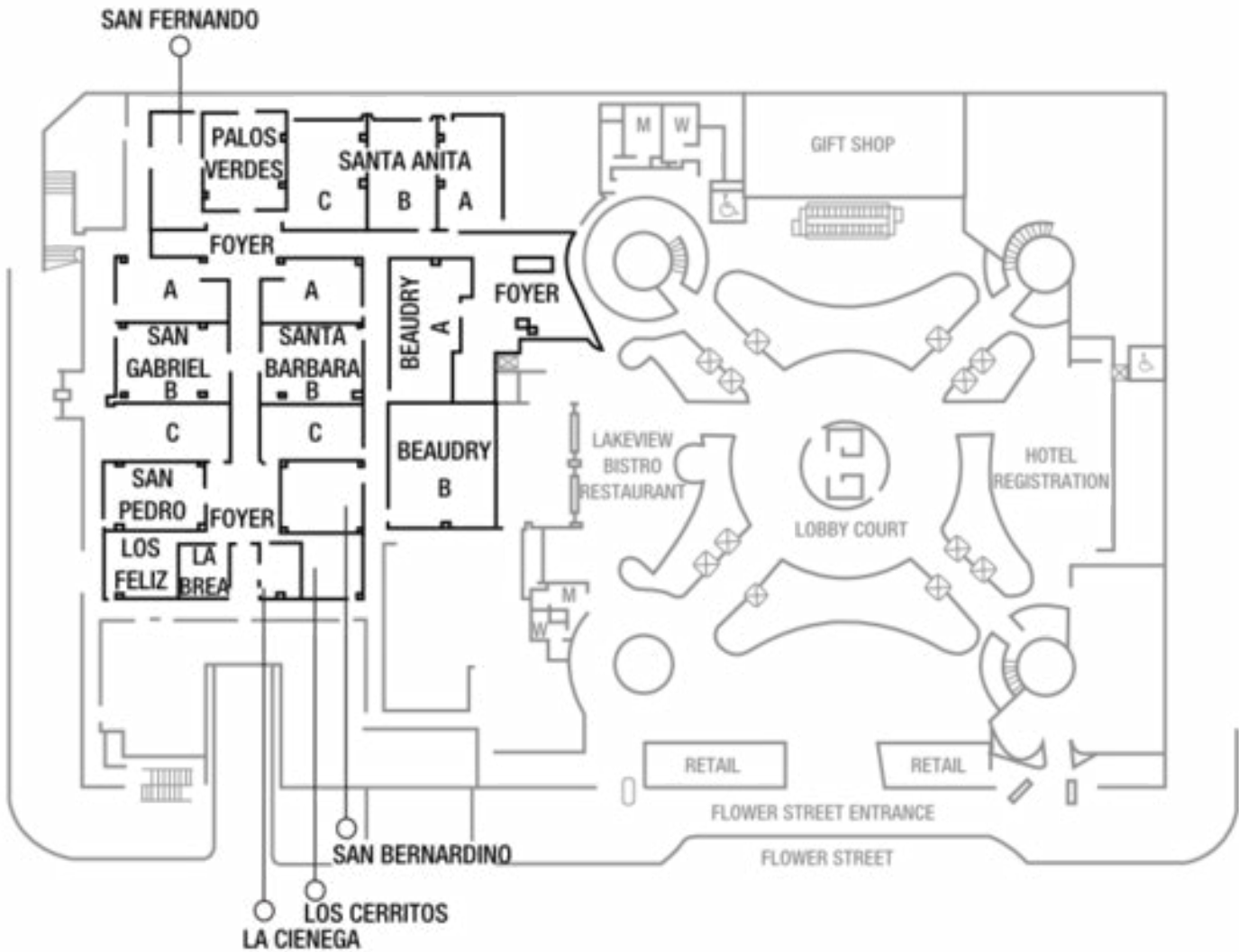
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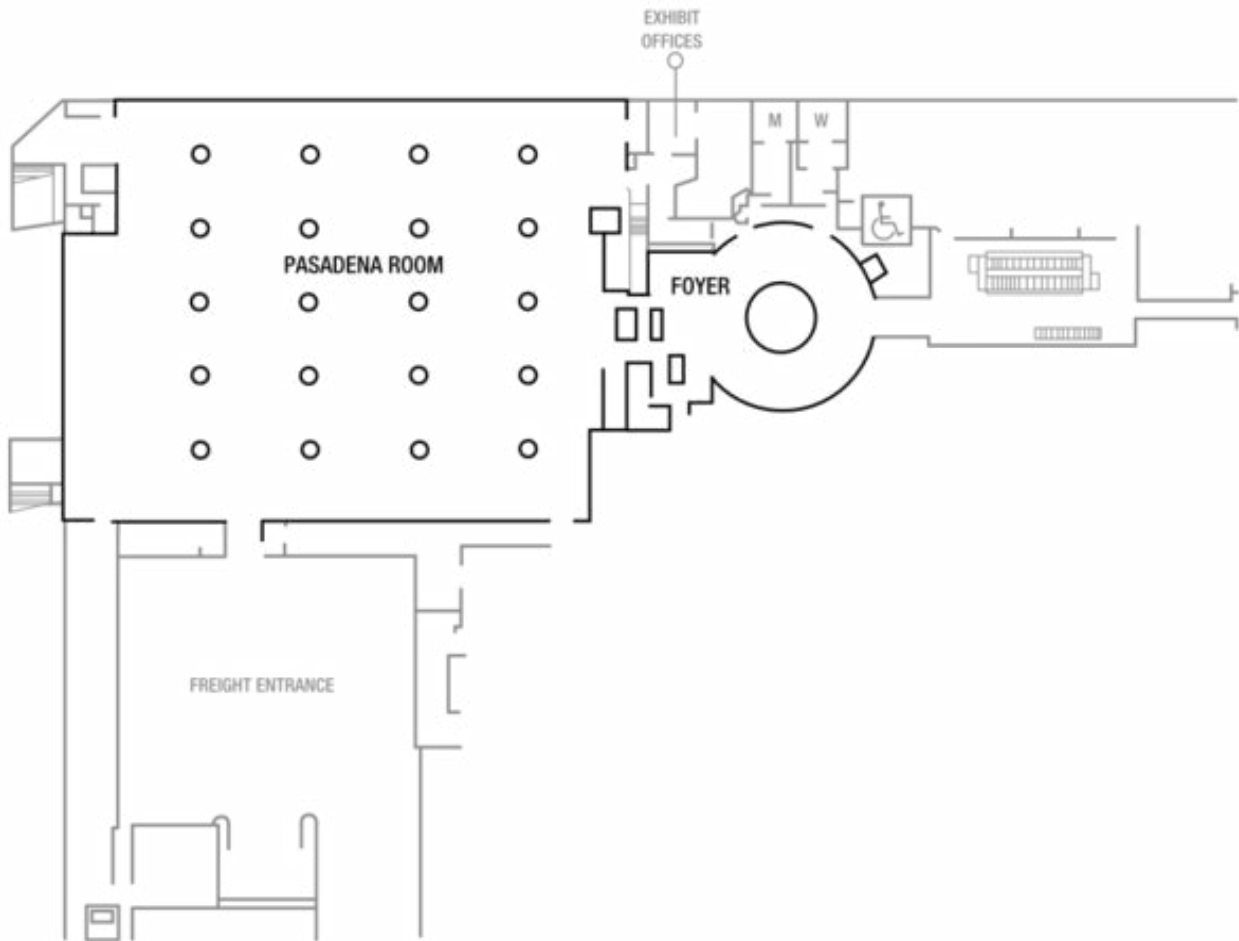


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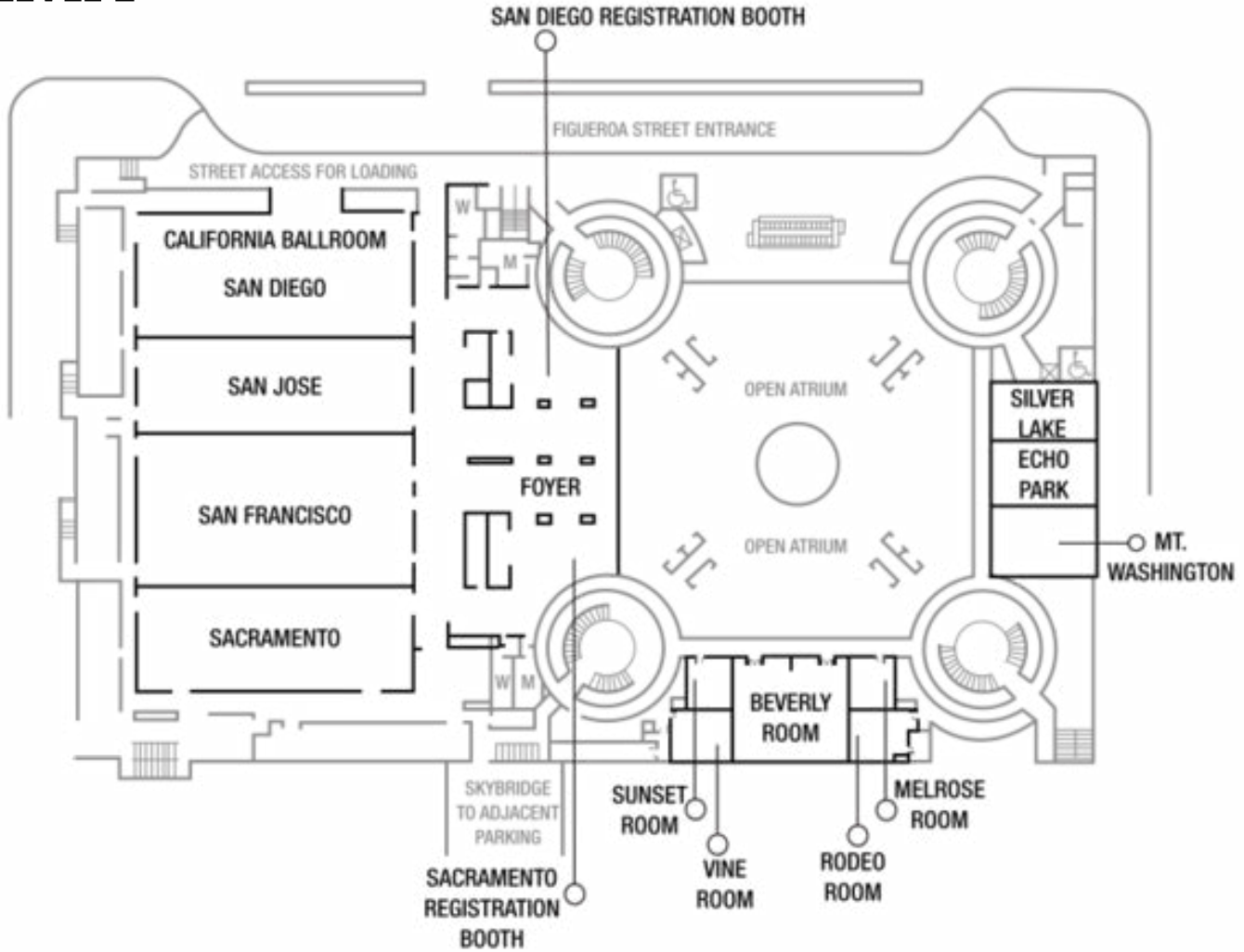
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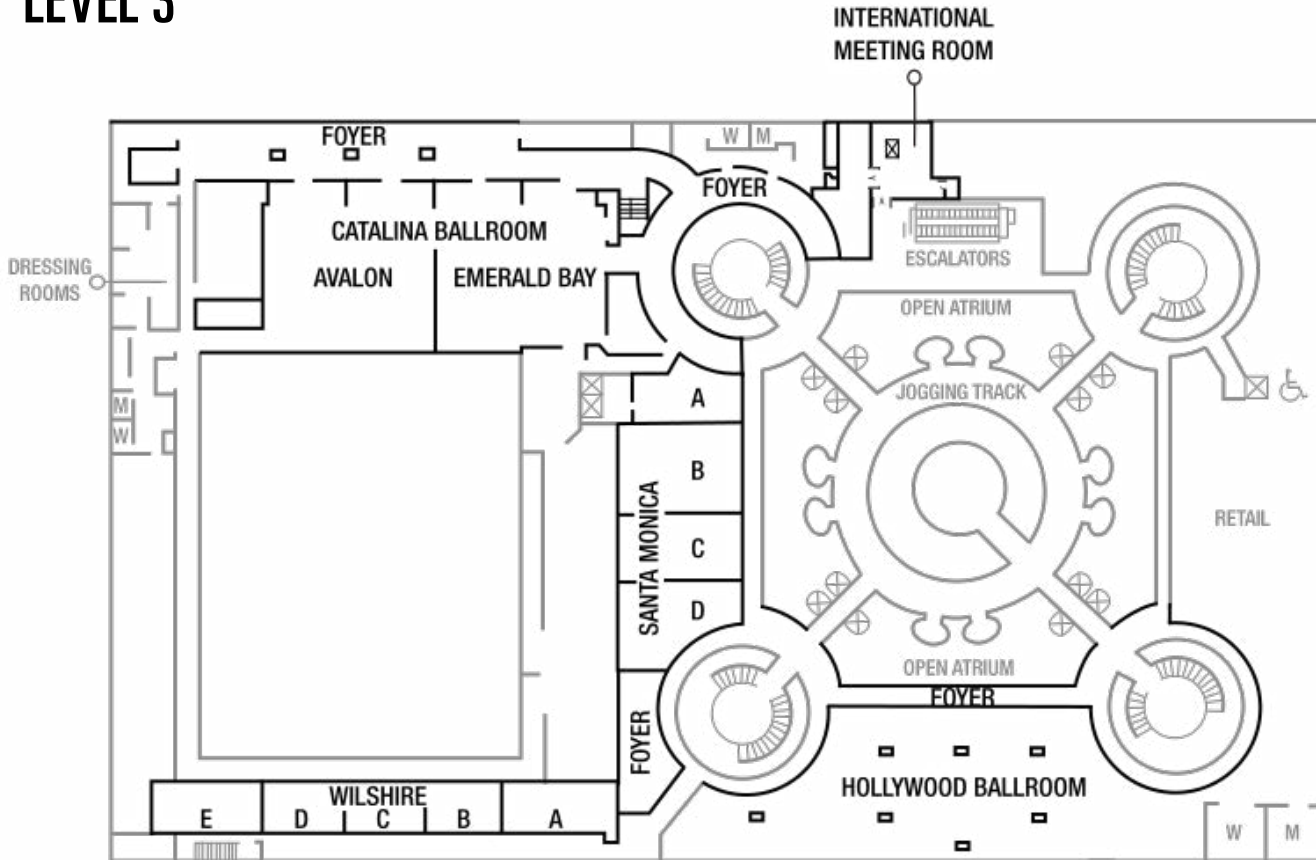
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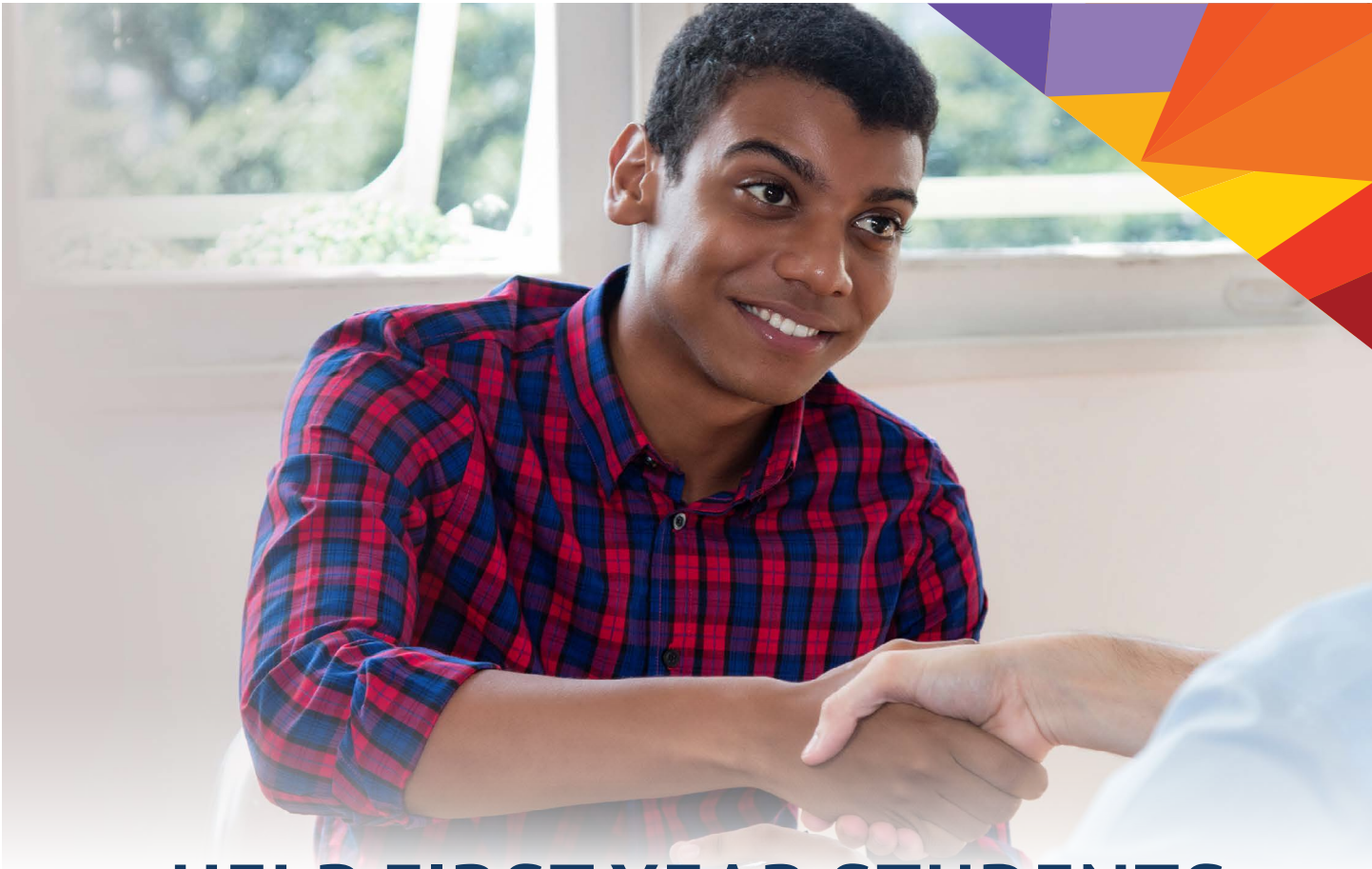


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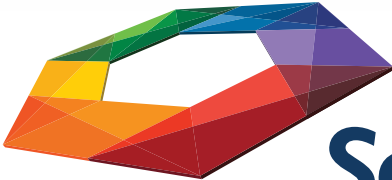
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