43rd ANNUAL CONFERENCE ON THE

FIRST-YEAR EXPERIENCE

SEATTLE, WASHINGTON
FEBRUARY 18-21, 2024

CONFERENCE PROGRAM

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

UNIVERSITY OF
South Carolina

Dear Conference Delegates,

On behalf of the conference planning team at the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, we are glad you have journeyed to be here in Seattle for the 43rd Annual Conference on The First-Year Experience. You join more than approximately 2000 other delegates and vendors who have travelled from across North America and around the world who share your interest in helping first-year students have the best possible transition experience to our colleges and universities. Although our institutional homes are diverse in size, mission, type, and governance, we all know that our work on behalf of first-year students is critical to their success and the effectiveness of our institutions.

As you may know, this conference series began in the early 1980's when 175 delegates convened at the invitation of John Gardner, the Center's founder, on the campus of the University of South Carolina to discuss approaches to the freshman seminar/freshman orientation course concept. At the closing session of that conference, delegates enthusiastically encouraged the organizers to hold another conference, but to broaden the focus to the entire first-year transition experience. Thus, that gathering was instrumental in launching the First-Year Experience movement and the eventual founding of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina several years later. Our conference this year continues to include sessions on the first-year seminar concept, but on many other aspects related to supporting the student transition to higher education as well – student learning, faculty and staff development, student advising, access and equity issues, student success initiatives, and many more.

You will have the opportunity over the next few days to select from over 330 content sessions and visit an exhibit hall where vendors will share with you their resources to support your important work. I encourage you to choose wisely the sessions to attend, because your choices will be difficult given the strength of the presentations that were recommended by our proposal review committee. I encourage you to choose a variety of types of sessions so that you do not limit your choices only to those sessions that focus upon your current work. Learning about other aspects of the FYE can provide broadening experiences for faculty and professional at all points in their careers. You will also have an opportunity to learn about the FYE across United States as you interact with delegates from 47 states and from around the world representing higher education institutions in Canada, South Africa, Japan, South Korea, Taiwan, and Egypt.

As you go about engaging with your fellow delegates, do not fail to make the most of the non-structured time as well as the content sessions. There will be many opportunities to meet other educators in the corridors between sessions, during the refreshment breaks, the breakfasts, the reception, and after hours. Your informal conversations can be rich learning experiences in addition to the presentations you attend.

If this is your first FYE conference or Center-sponsored event, WELCOME! If you are already a part of our network, WELCOME BACK. We are so pleased to welcome each and every one of you to Seattle for the 43rd Annual Conference on The First-Year Experience!

Sincerely,

Mary Stuart Hunter
Interm Director, National Resource Center for The First-Year Experience® & Students in Transition

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CONFERENCE SCHEDULE*

SATURDAY | FEBRUARY 17, 2024

7:30 a.m. – 6:00 p.m.	Conference Registration
9:00 a.m. – 4:00 p.m.	2-Day Workshop: Growth Mindset and Student Resilience (additional registration fee)

SUNDAY | FEBRUARY 18, 2024

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 ***— Brendan Kelly***
7:30 p.m. – 8:30 p.m.	Opening Reception

MONDAY | FEBRUARY 19, 2024

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
9:00 a.m. – 12:30 p.m.	Conference Sessions
1:45 p.m. – 5:30 p.m.	Conference Sessions

TUESDAY | FEBRUARY 20, 2024

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 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 ***— Jessica Rowland Williams***
1:30 p.m. – 6:30 p.m.	Conference Sessions

WEDNESDAY | FEBRUARY 21, 2024

7:30 a.m. – 8:30 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 ***— Amelia Parnell***

*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.

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

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 postsecondary 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 on the Third Floor 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 Hyatt Regency Seattle 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 27 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!

Amazon Wishlist

Monetary Donations

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

2024 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

2024 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.

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:
Hyatt_Meeting
Password:
NRC2024

GENERAL INFORMATION

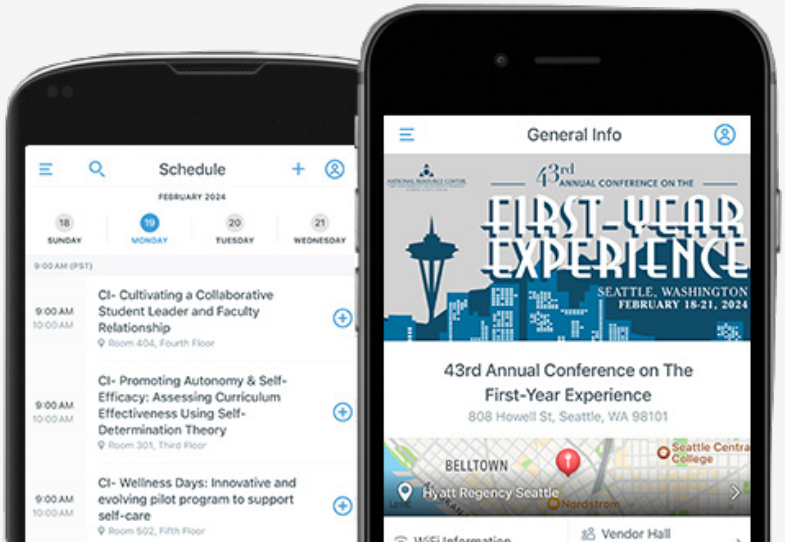
find us on

guidebook

Download the free Guidebook app and search *43rd 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 "**43rd 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 see **page 107**.

Mark Your Calendar

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

April 8 - May 3, 2024
Understanding and Supporting Transfer Student Success
Online Course

May 6 - 31, 2024
Supporting the Collegiate Student-Athlete Outside of Sport
Online Course

June 3 - 28, 2024
HBCU Practices for Successful Student Mentoring and Advising
Online Course

July 2024
Made to Measure: Intermediate Principles of Assessment
Online Course

September 2024
Infusing Growth Mindset into Your First-Year Experience
Online Course

October 2024
Academic Recovery: Supporting Students on Academic Probation
Online Course

October 2 - 4, 2024
31st National Conference on Students in Transition
Held Virtually

February 16 – 19, 2025
44th Annual Conference on The First-Year Experience
New Orleans, Louisiana

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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.

Poster Sessions

Poster sessions are presented in the form of an exhibit and delivered primarily through the use of visual display and handout materials. Numerous poster sessions will be scheduled concurrently, and conference delegates will be free to move from one poster session to another.

Poster session types:

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

(PP) Assessed Programmatic Approaches
This type of poster session presents on a specific programmatic approach at a single institution.

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

STAFF ROSTER

National Resource Center for The First-Year Experience® & Students in Transition/University 101 Programs

Dan Friedman
Assistant Vice President for University 101 Programs & the National Resource Center for the First-Year Experience and Students in Transition

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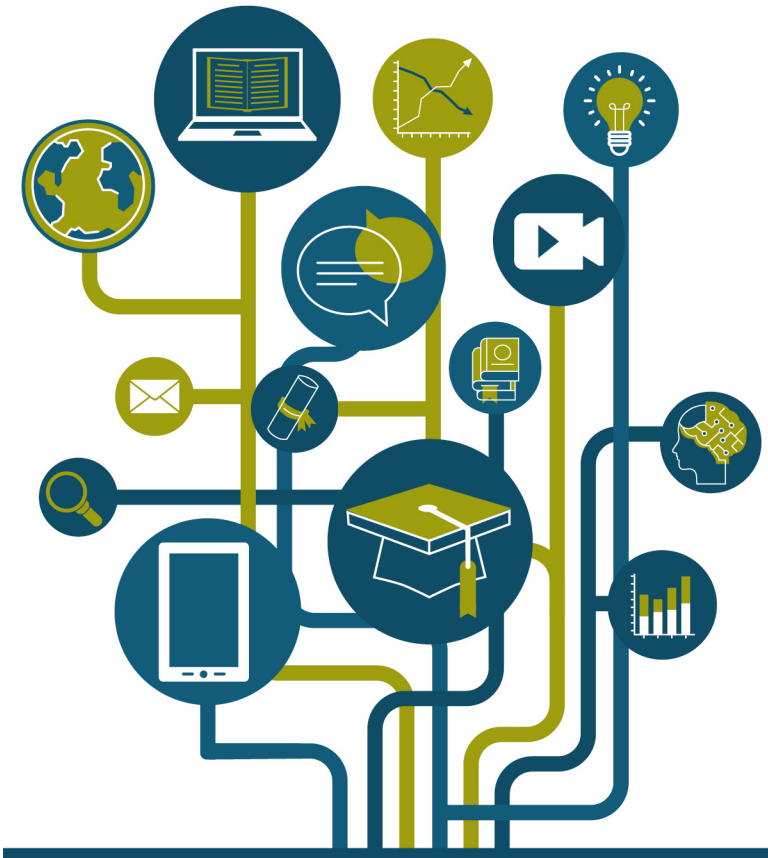

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ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

APR. 8 - MAY 3, 2024

UNDERSTANDING AND SUPPORTING TRANSFER STUDENT SUCCESS

Instructor: Catherine Hartman

REGISTRATION DEADLINE:
MARCH 28, 2024

WWW.SC.EDU/FYE/**OC**

RESOURCES ON TEACHING AND LEARNING

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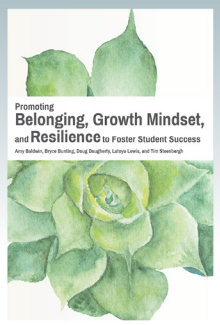
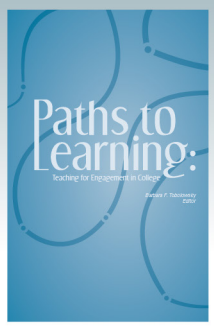


Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success

Amy Baldwin, Bryce Bunting, Doug Daugherty, Latoya Lewis and Tim Steenbergh

ISBN: 978-1-942072-37-9. **$30.00**

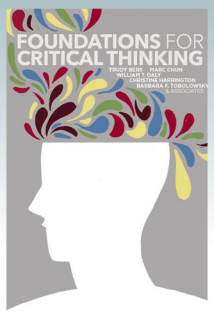


Paths to Learning

Teaching for Engagement in College

Barbara F. Tobolowsky, Editor

ISBN: 978-1-889271-92-7. 177 pages. **$30.00**



Foundations for Critical Thinking

Trudy Bers, Marc Chun, William T. Daly, Christine Harrington, Barbara F. Tobolowsky & Associates

ISBN: 978-1-889271-93-4. 234 pages. **$30.00**

SAVE **20% & FREE SHIPPING** on orders placed through **MARCH 15**. Code: **FYE24**

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SEATTLE, WASHINGTON
FEBRUARY 18-21, 2024

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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.

The Art of Scholarships 1
McGraw Hill 2
LAUNCH Student Success 3
Macmillan Learning ..... 4 - 5
NODA-Association for Orientation, Transition and Retention in Higher Education 6
Bandwango 7
Amazon Books 8
Comevo, Inc. 9
TAO Connect 10
University of Chicago Press 11
FIE: Foundation for International Education 12
VISIONS 24
Stylus Distribution 27
Indiana University - NSSE 28
Advising Success Network - NASPA 29
National Resource Center for The First-Year Experience and Students in Transition ..... 30 - 32
Macmillan Publishers ..... 33 - 34
Talking College 35
John N. Gardner Institute for Excellence in Undergraduate Education 36
Touchstones Discussion Project, Inc. 37
TruMotivate by Motivations AI 38
Vector Solutions 39
The Confidence Society 40
Self Directed Search 41
Fable 42
HarperCollins Publishers 43
XanEdu 44
Penguin Random House Academic ..... 45 - 46
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Way to Succeed 49
Suitable 50
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Raftr 53
Innovative Educators 54
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Career Key 57
U-Thrive Educational Services 58
Alpha Lambda Delta Honor Society 59
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Brightspot Strategy, a Buro Happold Company 61
Advantage Design Group 62
Ingram Academic & Professional 64
The College Student's Guide to Mental Health 65
SuperBetter 66
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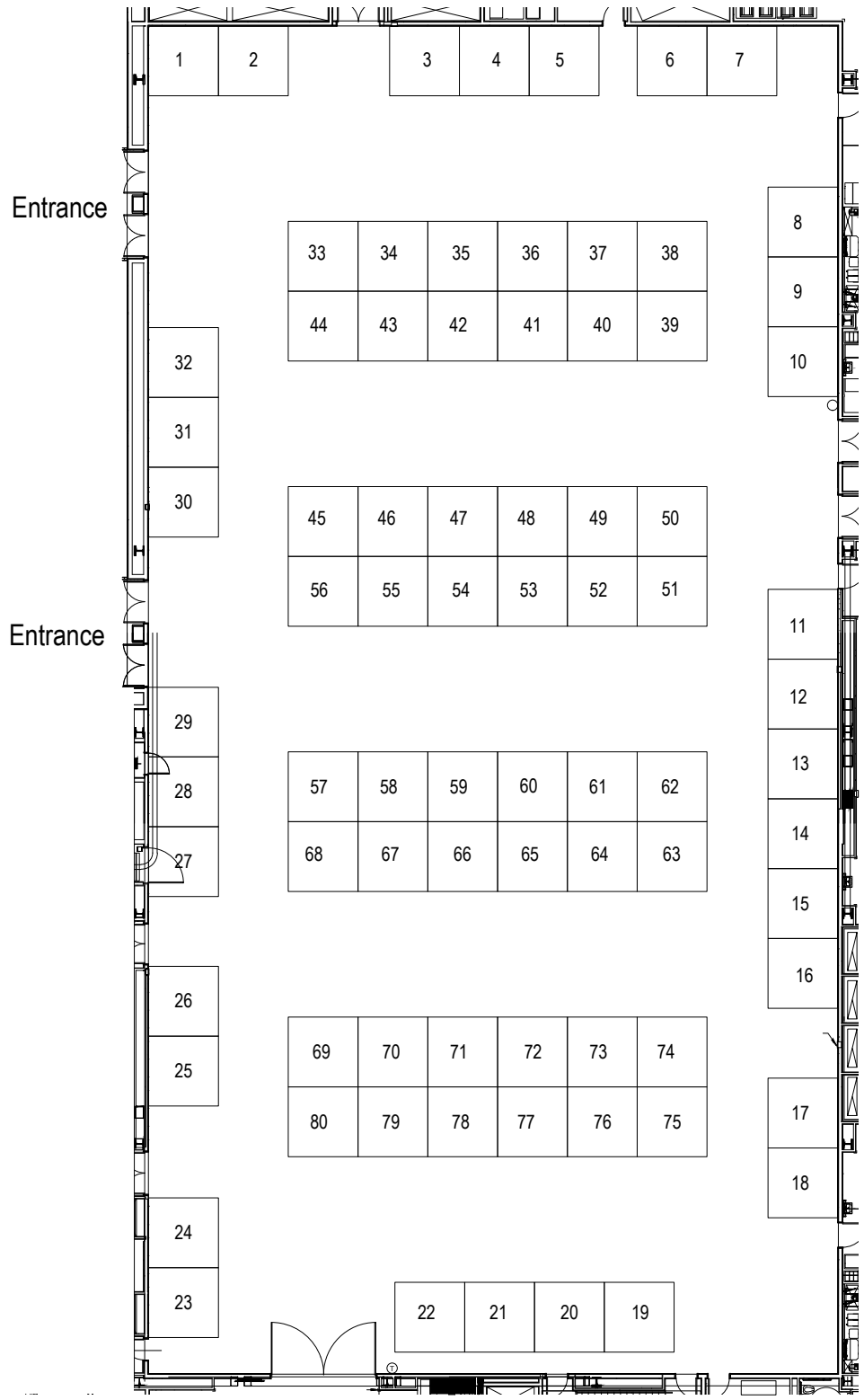
Hachette Book Group 68
Simon & Schuster ..... 69 - 70
G-W Publisher 74

Thank you to our sponsors!



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:

Sunday, February 18, 2024
7:00 p.m. – 8:30 p.m.

Monday, February 19, 2024
8:00 a.m. – 11:30 a.m.
12:30 p.m. – 5:30 p.m.

Tuesday, February 20, 2024
8:00 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.

Advantage Design Group

Provide onboarding experiences first-year students expect with Advantage Design Group's Virtual Experience Solutions. Preferred by Higher Education institutions in three countries, Advantage Orientation is a responsive, interactive, and video-rich virtual orientation, personalized to every student, and customized to your Brand. Production options for any budget. Unlimited support is always included.

Advising Success Network

The Advising Success Network (ASN) engages national organizations and higher education institutions in holistic advising redesign to advance success for Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander and poverty-affected students. Our vision is a higher education landscape that has eliminated race and income as predictors of student success.

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.

Bandwango

Bandwango believes visiting a campus should be more than just a tour, it should be an experience. Our platform combines points of interest and local businesses into a mobile passport that extends the campus visit into the community. Bandwango currently partners with 430+ organizations to bring their experiences to life.

brightspot

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.

Career Key

Our new courseware for FYE programs, PathAdvisor, helps first-gen and first-year students find where they belong in your school's fields of study. Ask us how top universities use it in introductory classes to increase student comfort and confidence. Founded by a counselor educator, Career Key has supported higher education for 25 years.

Character Arc

Character Arc is a holistic Student Success Organization with a mission to support everyone who aspires to achieve upward mobility. We serve pioneering Institutions of Higher Education by measuring, coaching, and monitoring students' character skills enabling them to educate the whole student impacting their academic success, well-being, and retention.

Comevo, Inc.
Comevo, a market leader in orientation and training software, is dedicated to cultivating technology that will serve to transform the way higher education institutions engage and communicate with students. We specialize in delivering tailor-made online orientation and communication software solutions, complemented by cutting-edge platform design, custom content, and development service.

Constructive Dialogue Institute
The Constructive Dialogue Institute (CDI) is an educational non-profit that uses the latest behavioral science research to create educational tools that help students foster communication and collaboration skills essential for academic, professional, and personal success.

Fable
Fable is a community-powered platform for discovering, reading, and discussing books. Colleges and Universities leverage Fable's immersive social e-reader to promote shared learning in communities while our extensive partnership with publishers reduces the administrative 'lift' of supporting reading programs at scale.

FIE: Foundation for International Education
We have 25 years of experience creating active educational experiences that expand minds, foster cultural intelligence, and open up exciting opportunities and 10+ years delivering first year study abroad opportunities.

FranklinCovey Education
For over 30 years at FranklinCovey, weíve researched the topic of leadership for decades, worked with 80% of Fortune 500 organizations, sold 60M copies of bestselling books, and in the process, developed millions of leaders in over 150+ countries worldwide. Today, FranklinCovey is the global authority on leadership.

Goodheart-Willcox
Experts in Career and Technical Education, Goodheart-Willcox delivers authoritative content for teaching and learning success. Learn more about new digital learning solutions, textbooks, and instructor resources at our booth or visit www.g-w.com. Together, We Build Careers!Æ

Hachette Book Group
Hachette Academic invites you to discover a wide range of thought-provoking books to inspire and engage your students. Whether youíre looking for fiction that fits a particular theme or nonfiction that stimulates discussion across disciplines, we have a great assortment of titles to suit the needs of your program.

HarperCollins Publishers
Visit HarperCollins in the exhibit hall to see first-year favorite SITTING PRETTY by Rebekah Taussig and new books such as THE INJUSTICE OF PLACE: UNCOVERING THE LEGACY OF POVERTY IN AMERICA.

SPONSORS & VENDORS

Indiana University - NSSE

The National Survey of Student Engagement (NSSE) and Beginning College Survey of Student Engagement (BCSSE) help bachelors-granting institutions assess quality in undergraduate education through actionable data and reports that can inform efforts to improve and strengthen the learning environment.

Kendall Hunt Publishing Company

Kendall Hunt is a premier publisher in both digital and print media with over 75 years of experience and over 9,000 titles. We combine service, innovation, and our pledge of quality to provide you with advantages that are unparalleled in educational publishing.

Ingram Academic & Professional

Ingram Academic & Professional is geared towards meeting the needs of academic publishers. Attendees can browse our hub for a curated list of books geared towards First Year Experience Programs. Instructors can request desk and exam copies via our site or at our booth.

LAUNCH Student Success

LAUNCH Student Success provides professional development for leaders, faculty, and staff to address and close equity gaps by addressing culture and decision-making at the root cause. LAUNCH also teaches students skills, techniques, and tips to effectively think about how to best plan for success in their college experience.

Innovative Educators

Innovative Educators collaborates with higher education institutions, delivering online services for student persistence and retention. With expertise in student services, academics, and online learning, we align with your institution's mission. Our impactful workshops enhance FYE programs, fostering higher persistence and academic excellence.

Macmillan Learning

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

John N. Gardner Institute for Excellence in Undergraduate Education

The Gardner Institute, a non-profit, 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 educationís larger equity, social mobility, and social justice goals.

Macmillan Publishers

Macmillan Publishers is pleased to offer a diverse selection of broadly appealing, critically acclaimed books ideally suited for First-Year Experience and Common Reading programs.

McGraw Hill

McGraw Hill is a leading global education company that partners with millions of educators, learners and professionals around the world. Recognizing their diverse needs, we build trusted content, flexible tools and powerful digital platforms to help them achieve success on their own terms.

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.

MentorPRO

MentorPRO connects students with mentors who act as personal navigators, providing proactive support and guidance during the transition to and through higher education. Built on research demonstrating the importance of goal-focused mentorships, MentorPRO connects students to personalized resources, while receiving supportive guidance from a mentor through an all-in-one secure platform.

Penguin Random House Academic

Penguin Random House publishes a broad selection of fiction and nonfiction titles appropriate for First-Year ExperienceÆ and common reading programs. The books recommended in our 2024 exhibit are from our publishing divisions and client publishers, and will help instigate reflection and discussion among first year students. www.commonreads.com

Messiah University, Graduate Program in Higher Education

Messiah Universityís 36-credit higher education and intercollegiate athletic leadership programs offer online coursework with one required on-campus summer course and several options for hybrid classes. Our small class sizes, hybrid courses and paid graduate assistantships allow you the opportunity to interact with fellow classmates, faculty and students.

Raftr

Raftr is a community building and insights platform that helps Universities and Colleges realize the power of belonging so every student can connect and thrive

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 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.

Samara Speakers Agency

Samara Speakers Agency represents award-winning, issue-driven authors and activists. Our speakers inspire, motivate, and connect. Your students can hear major civil rights figures, genocide survivors, cutting-edge disability, gender, and sexuality activists, and thought leaders whose work on culture and community is used at top-level universities and corporations.

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Self Directed Search

The Self-Directed Search (SDS), developed in 1971 by John Holland using his RIASEC theory, is a reliable and valid career assessment that helps your clients discover occupations and programs of study that best match their personality and interests. The SDS, which was revised in 2017, is published by PAR, Inc.

SuperBetter

SuperBetter is a digital platform that empowers student success by promoting mental health and social-emotional skills. Its unique methodology is a framework that uses the psychology of game play to build resilience in everyday life. SuperBetter is backed by randomized controlled trials showing significant outcomes for reducing anxiety and depression.

Simon & Schuster

Simon & Schuster is a global leader in the field of general interest publishing, dedicated to providing the best in fiction and nonfiction for consumers of all ages, across all printed, electronic, and audio formats. For more information, visit www.simonandschuster.net.

Talking College

The Talking College™ card decks provide conversation prompts for both peer leaders and the new students they serve and for parents/guardians and their college-bound students! A tactile resource created to empower curated conversations to help ease the transition to college in a framework that elicits productive and thoughtful conversations.

Stylus Distribution

Stylus Distribution markets and distributes throughout the Americas the lists of a number of independent publishers and research institutions to bring you the latest work in education.

TAO Connect

TAO provides evidence-based resources strategically aligned with the population health model to educate and optimize mental health for all.

Suitable

Suitable is a mobile-first student engagement platform that provides a virtual roadmap for the entire student journey. From the moment of enrollment, Suitable lets you begin scaffolding each step of the student experience while optimizing for career readiness, skill development, and student success. Our platform helps schools increase student participation outside the classroom, track and assess experiential learning, and prepare students for life after graduation.

The Art of Scholarships

The Art of Scholarships specializes in helping students find and win scholarships for/during college. TAS works with students (e.g. scholarship e-books and writing workshops), and provides professional development training for faculty/staff. With TASí expertise, institutions will have the resources to help their students make college free/affordable.

The College Student's Guide to Mental Health

'The College Student's Guide to Mental Health: Essential Wellness Strategies for Flourishing in College' is the first and only comprehensive guide to mental and emotional health for college students. This resource is designed to empower students and enrich the opportunities for higher education institutions to support a healthier student body.

U-Thrive Educational Services

U-Thrive Educational Services offers proactive mental and emotional wellness curriculum for college students to help them manage stress, become more resilient, and thrive throughout their undergraduate experiences and beyond. Our curriculum is designed by 35+ leading educators, psychologists, and scholars in the fields of Positive Psychology, Mindfulness, and Self-Compassion.

The Confidence Society

Independence and confidence coaching for students transitioning to college. Empowering students to build positive relationships with themselves, friends, romantic partners, family, and mentors. Alexis Moore Eytinge is the author of 21 Strategies for Thriving at College, a workbook with tools and exercises for developing independence, emotional health, and personal safety.

University of Chicago Press

One of the oldest and largest university presses in the United States and a distinguished publisher of trade and scholarly books and journals. Refining minds since 1891! The Books Division of the University of Chicago Press has been publishing books for scholars, students, and general readers since 1891.

Touchstones Discussion Project, Inc.

First-year students in Touchstones courses engage in inclusive, respectful, and reflective discussions that foster authentic connections, critical and reflective thinking, and a sense of purpose and belonging in a community of learners.

University of South Carolina Press

With more than 1,100 books available in print and digital formats, and publishing approximately 40 new books annually, USC Press serves the state and the University of South Carolina. Our publications educate, inform, entertain, and inspire while advancing knowledge.

TruMotivate by Motivations AI

TruMotivateís story-based assessment helps college students better understand themselves and how theyíre motivated so they can articulate their value, become strong self-advocates, and understand how to cultivate meaning, satisfaction, and fulfillment in their college experience, work, and lives.

Vector Solutions

Vector Solutions is a leading provider of award-winning training and higher education software solutions that help create safer colleges and universities. Strengthen your safety, well-being, and inclusion initiatives with high-impact training and higher education software solutions for students, faculty, and staff.

SPONSORS & VENDORS

VISIONS

VISIONS supports the creation of environments where differences are recognized, understood, appreciated, and utilized for the benefit of all. The new HE landscape comes with much newness- hear how our model has supported the transition for students and for educators/administrators who work alongside them!

W. W. Norton & Company

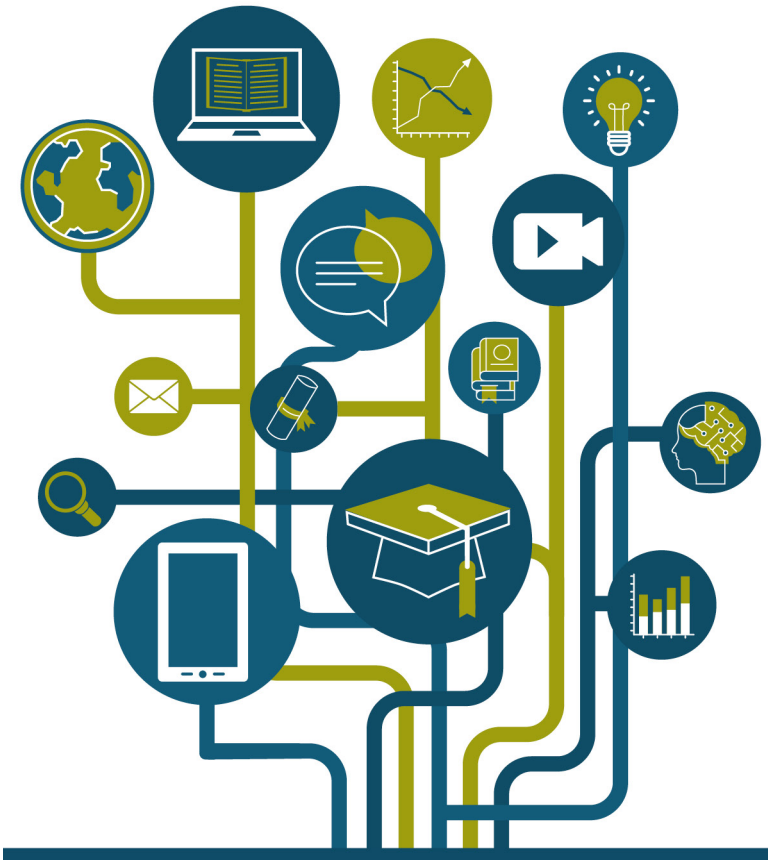
W. W. Norton & Company, Inc., publishes approximately 400 books annually in its combined trade and college groups. As the largest independent, employee-owned book-publishing company, Norton is proud to publish ìBooks That Live.î

Way to Succeed

Way to Succeed addresses underachievement in math and other STEM courses through a practical, low-cost, and time-efficient mini-course. WTS analyzes individual student learning practices, develops student awareness and use of effective learning behaviors, and encourages learning improvements. Research-based, effective, and easy-to-use method for improving academic achievement in math.

XanEdu

XanEdu, a Scholarus Learning Company, has been increasing student engagement and enhancing learning outcomes since 1999 by delivering innovative solutions across the education spectrum.



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UNIVERSITY OF SOUTH CAROLINA

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MAY 6-31, 2024

SUPPORTING THE COLLEGIATE STUDENT-ATHLETE OUTSIDE OF SPORT

Instructor: Amy Densevich

REGISTRATION DEADLINE:
APRIL 26, 2024

WWW.SC.EDU/FYE/**OC**

GUIDES FOR PARENTS AND FAMILIES

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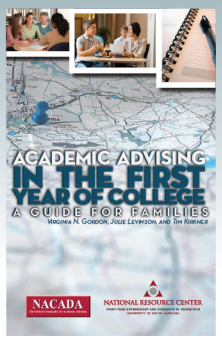
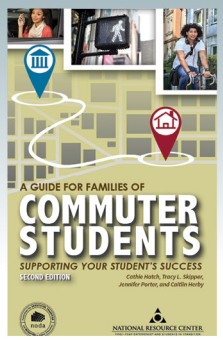
UNIVERSITY OF SOUTH CAROLINA



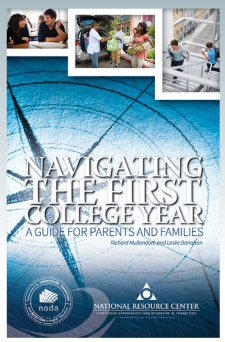
Academic Advising in the First-Year of College
A Guide for Families

Virginia N. Gordon, Julie Levinson, and Tim Kirkner
A joint publication with NACADA, the Global Community for Academic Advising
ISBN: 978-1-889271-94-1. 30 pages. **$3 each**.
$2 each when purchased in 100-unit lots.



A Guide for Families of Commuter Students
Supporting Your Student's Success (2nd ed.)

Cathie Hatch, Tracy L. Skipper, Jennifer Porter, and Caitlin Herby
A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education
ISBN: 978-1-942072-11-9. 36 pages. **$3.25 each**.
$2.25 each when purchased in 100-unit lots.



Navigating the First College Year
A Guide for Parents and Families

Richard Mullendore and Leslie Banahan
A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education
ISBN: 978-1-889271-91-0. 32 pages. **$3 each**.
$2 each when purchased in 100-unit lots.

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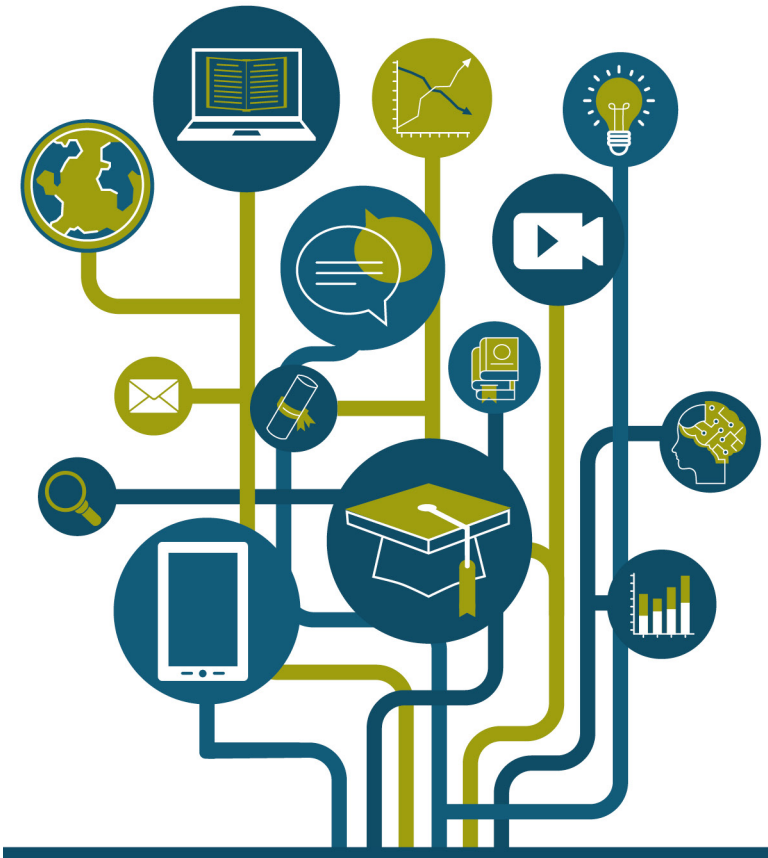

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JUNE 3 - 28, 2024

THE HBCU EXPERIENCE FROM A STUDENT AFFAIRS PERSPECTIVE

Instructor: Tasha Carson

Registration will be waived for first 20 registrants

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BEST-SELLING RESOURCES ON **STUDENT SUCCESS**

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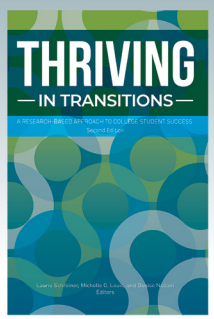
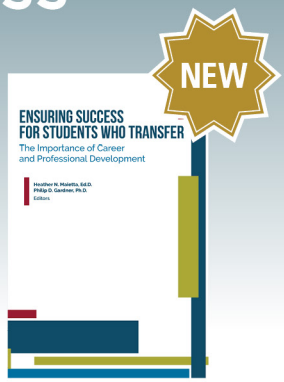


Thriving in Transitions
A Research-Based Approach to College Student Success

Laurie A. Schreiner, Michelle C. Louis, and Denise D. Nelson, Editors

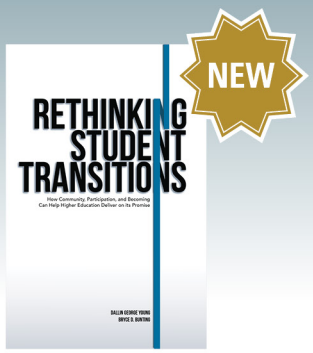
ISBN: 978-1-942072-46-1. 240 pages. **$35.00**



Ensuring Success for Students who Transfer
The Importance of Career and Professional Development

Heather N. Maietta and Philip D. Gardner, Editors

ISBN: 978-1-942072-66-9. 286 pages. **$35.00**



Rethinking Student Transitions
How Community, Participation, and Becoming Can Help Higher Education Deliver on its Promise

Dallin George Young and Bryce D. Bunting

ISBN: 978-1-942072-69-0. 210 pages. **$30.00**

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PRECONFERENCE WORKSHOPS - FEBRUARY 17-18, 2024

Conference Registration
7:30 a.m. – 6:00 p.m. PST
Third Floor Foyer 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 | Growth Mindset and Student Resilience
February 17 - 18, 2024 | 9:00 a.m. - 4:00 p.m. PST | $450
Room 403, Floor Fourth

Amy Baldwin, Senior Lecturer of Literacy and Academic Success
– University of Central Arkansas

Bryce Bunting, Assistant Dean, Undergraduate Education
– Brigham Young University

Latoya Hardman, Director of Academic Initiatives & Partnerships
– Lone Star College Tomball

Rishi Sriram, Associate Professor of Higher Education & Student Affairs
– Baylor University

The Workshop on Growth Mindset and Student Resilience is designed to provide those responsible for supporting successful student transitions with a thorough grounding in relevant research, examples of effective interventions from a variety of institutional types, and experience-based insights from expert faculty. Workshop faculty will build a framework where participants can engage in discussions with colleagues, examine trends and practices connected to growth mindset and student resilience, and identify new strategies to ensure the success of students.

Full Day Workshop | Best Practice in the First College Year: Defining What Works and Why
February 18, 2024 | 9:00 a.m. - 4:00 p.m. PST | $250
Room 402, Floor Fourth

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 | Engagement Strategies to Address Student Disconnection in the First Year
February 18, 2024 | 8:00 a.m. – 12:00 noon PST | $150
Room 404, Floor Fourth

Dottie Weigel, Associate Professor and Program Director
– Messiah University

Allan Mathew, Director of Graduate Admissions
– Tufts University

A quick glance at headlines for 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. In this 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.

W-3 | Connections are Everything: Centering Relationship-Rich Experiences for First-Year Students
February 18, 2024 | 8:00 a.m. – 12:00 noon PST | $150
Room 401, Floor Fourth

Peter Felten, Executive Director, Center for Engaged Learning; Asst Provost for Teaching & Learning; Professor of History
– Elon University

Isis Artze-Vega, Provost and Vice President
– Valencia College

Oscar Miranda Tapia, PhD Student in Educational Leadership, Policy, and Human Development
– North Carolina State University

Leo Lambert, President Emeritus and Professor of Education
– Elon University

The quality of relationships students form with peers, faculty, and staff are a primary contributor to learning, well-being, and persistence -- particularly for first-generation and students of color. This workshop will explore how faculty, staff, and programs can more intentionally create and support the kinds of relationship-rich experiences that are foundational to success for first-years and students in transition. Facilitators will draw on research and examples from three dozen higher education institutions, and participants will be invited to share their own effective practices. Participants will leave the session with concrete plans, and also deeper connections to new colleagues.

PRECONFERENCE WORKSHOPS – SUNDAY, FEBRUARY 18

W-4 | Affecting the First-Year Experience for African American and Hispanic/Latinx Males
February 18, 2024 | 1:00 p.m. – 5:00 p.m. PST | $150
Room 406, Floor Fourth

Wayne Jackson, Director, Ginsburg Center for Inclusion and Community Engagement
– University of Central Florida

Tony Davis, Counselor
– Montgomery County Community College

Jamil Johnson, Associate Director, Research and Grants
– University of South Carolina

This workshop will address the first –year experience of African American and Hispanic/Latinx Males at institutions of higher education. We know that African-American male students have the lowest retention and graduation rates compared to females and other ethnic groups (National Center for Educational Statistics, 2022). This workshop will also provide you the opportunity to begin the work of designing new programs and initiatives to implement during the first-year experience that will address the retention issues of African American and Hispanic males on your campus.

W-5 | Compassionate and Collaborative Care for Higher Education Professionals: I'm not a counselor; how do I work with these distressed students?
February 18, 2024 | 1:00 p.m. – 5:00 p.m. PST | $150
Room 408, Floor Fourth

Kelly Smith, Assistant Dean for Student Success and Wellness
– Carthage College

Scott Peska, AVP of Student Services and Alumni Relations
– Waubonsee Community College

This session will explore practical ways higher education professionals can interpersonally influence college student wellness using concepts from human development and counseling theory to practice. Compassion is turning empathy into action. Interpersonal skills are universal and can be used with students from different cultural backgrounds. Basic best practices and examples for implementing collaborative care will be introduced during the session. Participants will have the opportunity to practice frameworks for intentional and effective interpersonal interactions and begin to plan for implementing collaborative care on their campuses.

W-6 | Creating Culturally Affirming and Meaningful Assignments
February 18, 2024 | 1:00 p.m. – 5:00 p.m. PST | $150
Room 409, Floor Fourth

Christine Harrington, Professor
– Morgan State University

James Winfield, Associate Dean for First-Year Experience, General Education, & Retention Strategies
– Southern New Hampshire University

Carlos Morales, President TCC Connect Campus
– Tarrant County College

During this interactive workshop, faculty, leaders, and student success professionals 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, increase transparency, and determine support to engage students in learning tasks that affirm their varied lived experiences. Participants will walk away with practical strategies on how to create or revise assignments that students will find culturally affirming and meaningful and be ready to champion this approach with colleagues on campus.

W-7 | Promoting Diversity, Equity, and Inclusion in First-Year Seminars
February 18, 2024 | 1:00 p.m. – 5:00 p.m. PST | $150
Room 407, Floor Fourth

Sandra Greene, Associate Director for Partnerships, University 101 Programs
Katie Hopkins, Associate Director for Faculty Development and Resources, University 101 Programs
Dustin Roberts, Assistant Director for Quality Enhancement, University 101 Programs
– University of South Carolina

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

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 an inclusive community where students are able to reflect on their identities and worldviews and develop a greater understanding of issues related to diversity, equity, and inclusion.

Opening Session and Keynote Address

5:30 p.m. – 7:30 p.m. PST | Columbia Ballroom, Floor Third

Brendan Kelly
President
— University of West Georgia

Future-proofing College: Attending to the Essential

Sometimes the thing of greatest importance is knowing what is not important. The 21st century is a transformational time for higher education with the emergence of artificial intelligence, challenging political landscapes, and changing public expectations for colleges and universities. What is it that does not stop being important about the experience of students during a period of transformation for institutions?

OPENING RECEPTION | 7:30 PM – 8:30 PM PST
Regency Ballroom, Floor Seventh

Featured Session

An Evening with John Gardner

8:30 p.m. – 10:00 p.m. PST | Room 402, Floor Fourth

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 | Tuesday, February 20, 2024 | 4:15 - 6:00 p.m. PST | Room Quinault, Floor Fifth

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 Penguin Random House and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.

Cindy Arizmendi
The Kellogg Community College

Elizabeth Whittaker Huggins
Augusta University

Nathan Smith
Bluegrass Community and Technical College

Tessa Chefalo
Hamilton College

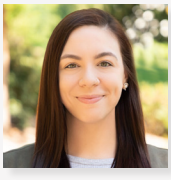
Karen Foreman Jackson
Georgia Gwinnett College

Susannah Waldrop
University of South Carolina Upstate

Gregory Eiselein
Kansas State University

Barbara Nowogorski
Lackawanna College

R. Darin Ellis
Wayne State University



Amanda Sharp
University of Maryland, Baltimore County

Penguin Random House | Education

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UNIVERSITY OF SOUTH CAROLINA

ADVISING SUCCESS NETWORK

ADVISING HAS EVOLVED

We believe that advising is the connective tissue of the college or university system and the student experience. We place significant value on holistic advising practices and student-centered design as tools to advance equitable outcomes for Black, Latinx/a/o, Indigenous, Asian, Pacific Islander, and poverty-affected students.

ADVISING SUCCESS NETWORK RECOMMENDATIONS

- Position advising as a lever for student success and equity
- Define the ideal student journey
- Create and sustain campus cross-collaboration
- Work with students to define and achieve their goals
- Use advising technologies strategically to support high-quality practices
- Use data systems to promote continuous improvement

Access our Free Resources

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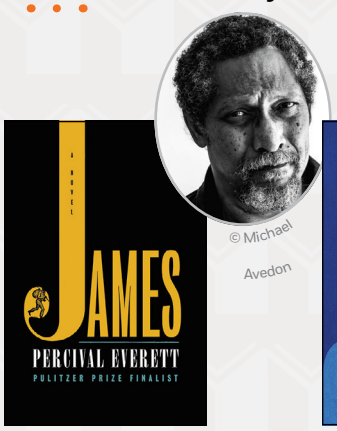
Elevate your institution's first-year experience with Bandwango! Our mobile, digital passports gamify campus and community offerings so first-year students are incentivized to explore, connect and engage with their new hometown.

Penguin Random House

Author Events at First-Year Experience®

Author Breakfast

Monday, February 19th | 7:15 am – 8:45 am | Elwha Ballroom A/B



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Luma Mufleh
FROM HERE
NANCY PAULSEN BOOKS

Author Lunch

Monday, February 19th | 12:15 pm – 1:45 pm | Elwha Ballroom A/B

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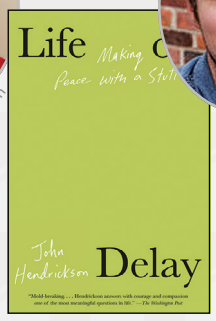
Dr. Joy Buolamwini
UNMASKING AI
RANDOM HOUSE



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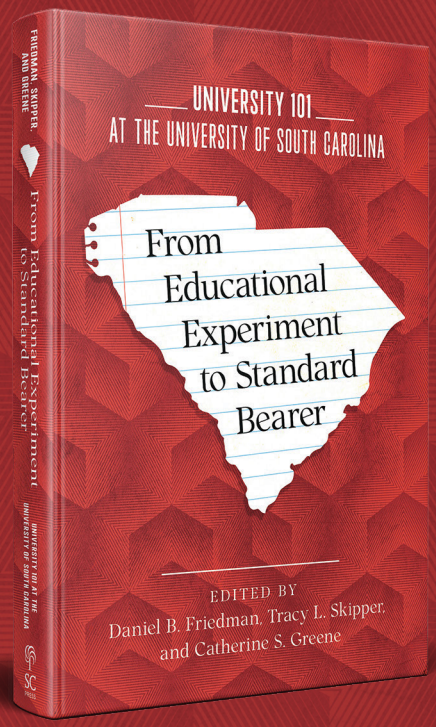

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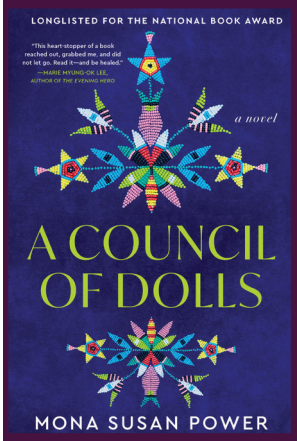

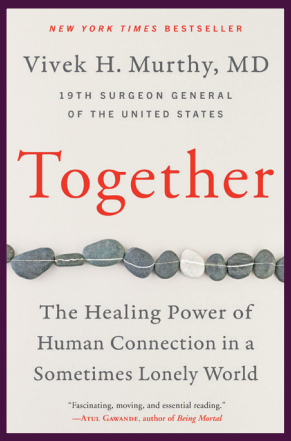

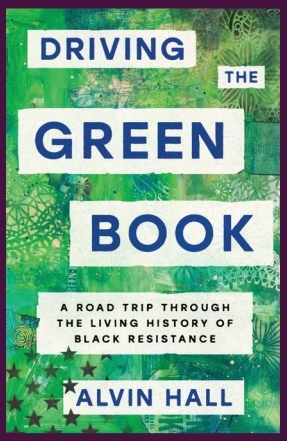

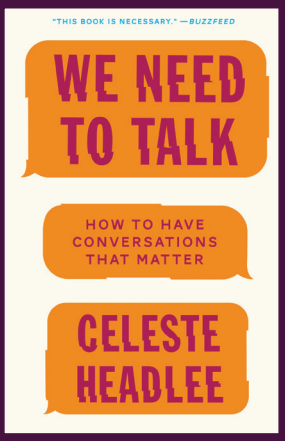

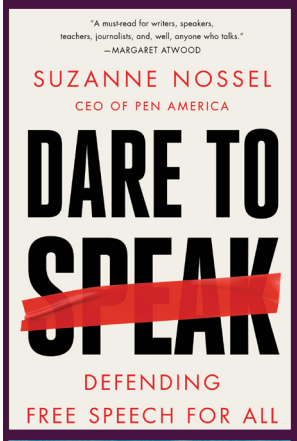

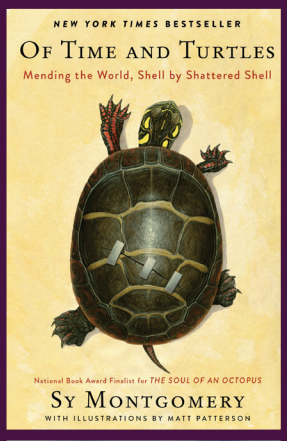

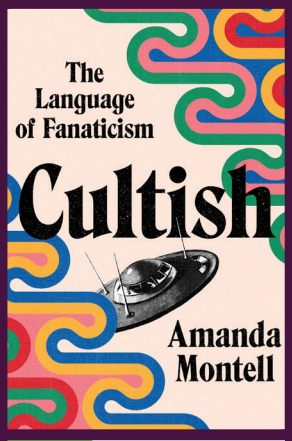

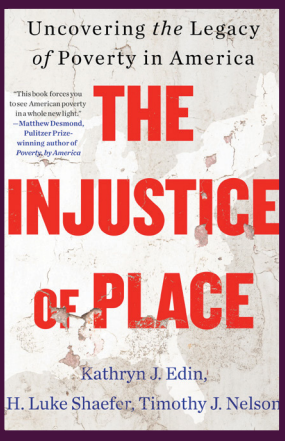

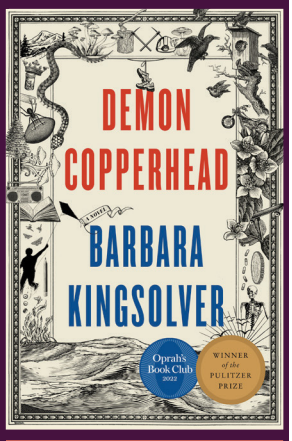

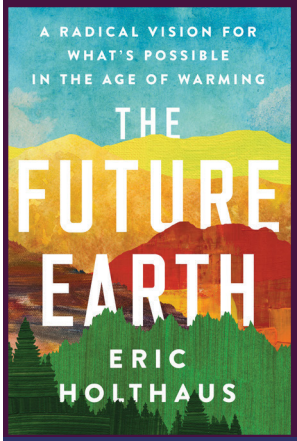

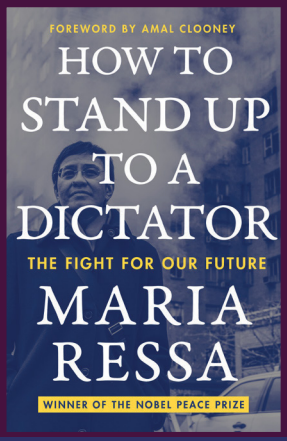

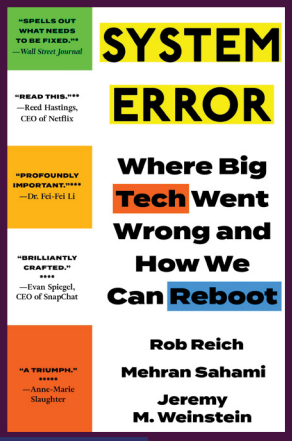

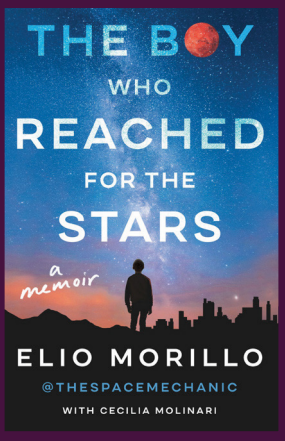

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Conference Check-In
7:30 a.m. – 5:00 p.m. PST
Third Floor Foyer

Continental Breakfast
7:30 a.m. – 9:00 a.m. PST
Regency Ballroom, Seventh Floor

Primer for First-Time Attendees

8:00 a.m. – 9:00 a.m. PST
Room Quinault, Floor Fifth

Daniel Friedman
Assistant Vice President, University 101 Programs and the 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

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

A tradition at The First-Year Experience Conferences since 1983, 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 situate the meaning of this now ubiquitous concept in higher education in both historical context and present circumstances and define the philosophical assumptions undergirding this conference. They will also reflect on the current status of the movement, its accomplishments, and the current challenges bringing us together at this meeting. The session will conclude with practical and specific suggestions for how to make the most of the conference..

9:00 a.m. – 10:00 a.m. PST

CI - Promoting Autonomy & Self-Efficacy: Assessing Curriculum Effectiveness Using Self-Determination Theory

Room 301; Floor Third

Michael Graham
Lucia Solano
Lander University

This presentation provides an overview of a research study that examined the implementation of a new curriculum designed to promote Autonomy and Self-Efficacy while assessing overall program effectiveness through a Self-Determination Theoretical Lens. Results illuminate areas of program effectiveness and areas of future refinement. Attendees will be provided literature around Self-Determination Theory and Self-Efficacy as it relates to assessing the effectiveness of newly implemented curriculum. This framework meets students where they are and subsequently challenges students to develop their own sense of Autonomy. The presenter will engage in dialogue with attendees throughout the presentation to enhance personal take-aways.

CR - Tying Up Loose Ends: What Engagement Results Suggests for FYE

Room 302; Floor Third

Jillian Kinzie
Indiana University, National Survey of Student Engagement

The first college year is a critical transition point in a student's educational journey. Most institutions have implemented proven practices to smooth this transition including holistic first-year experience programs, orientation, seminars, and support in gateway courses. Yet, loose ends remain. This session highlights evidence from the National Survey of Student Engagement (NSSE) to broadly demonstrate trends relevant to evidence of first year objectives and offers recommendations for addressing performance gaps. The frameworks and evidence presented can help institutions seeking to assess and design quality enhancement initiatives and develop well-crafted first-year programs to foster student success and assure relevant outcomes.

CP - Educating Freshman Students on Civil Rights and Civic Virtues

Room 305; Floor Third

Djuana Duncombe-Paden
Paul Arrington
Auburn University at Montgomery

This presentation will discuss how the first -year experience course incorporated the pivotal role that the citizens of Montgomery, AL played in the Civil Rights movement and the importance of virtues such as justice, courage, hope, perseverance, and solidarity into our study of how to become a successful college student and lifelong learner. While it may seem odd to pair civil rights and civic virtues with a first-year seminar, we delved into their correlation and how they actually work together perfectly! We learned how these five virtues and civil rights informed and impacted academic, personal, and vocational development.

FD - Cohort-Based Program and Seminar Course for First-Year Science Students

Room 307; Floor Third

Karen Smith
Nancy (Ruo Ning) Qiu
University of British Columbia

This session will facilitate open dialogues around cohort-based student engagement programs and seminar courses in STEM fields to promote first year student's transition to university life. It is a common practice that many institutions organize cohort programs and/or seminar courses for new students. This session will showcase a new discipline-focused cohort program and an associated seminar course, and an overview of a collegial collaboration among faculty, staff, and student mentors to support first-year science students. Attendees will discuss further about best practices of designing, developing, and implementing cohort-based first-year student programs/courses in science.

CT - Digital Distractions: Helping Students Reduce Smartphone Dependency

Room 401; Floor Fourth

Amy Baldwin
University of Central Arkansas

Are your students driven to distraction by their smartphones? Students report that they are more dependent than ever on electronic devices, and that dependency has been linked to a myriad of issues: lack of social adjustment and integration, poor academic performance, and increasing mental health concerns. Through the lens of an addiction model, this presentation will address what is causing an epidemic of smartphone dependency and what the implications are for college students. This presentation will also provide 12 strategies for helping students develop self-regulation skills that can improve their engagement in learning both in and out of the classroom.

CR - The Diminishing Returns to Social Integration

Room 403; Floor Fourth

Adam Guerrero
University of North Texas

The diminishing returns to social integration are empirically examined while controlling for factors shown to affect persistence decisions for first-time freshmen. Most of the persistence literature examines the effect of proxies of student social integration measured on a binary scale - e.g., whether a student is a member of a fraternity, is married, or has kids. The current research examines the predictive validity of a direct measure of social integration operationalized as the number of credits students earned participating in an institution-specific social engagement program entitled Excel. It was found that a curvilinear relationship exists depicting diminishing returns to social integration.

CI - Cultivating a Collaborative Student Leader and Faculty Relationship

Room 404; Floor Fourth

Reilly Simmons
Diane Palmer
Rebecca Comfort
Adam Tamashasky
American University

Undergraduate student Program Leaders (PLs) work closely with faculty in American University's first-year seminar program, Complex Problems (CP). Over the course of multiple academic years, CP has observed that the PL experience is highly dependent on faculty expectations for the PL relationship. To create a more equitable and cohesive experience among PLs and the faculty they work with, the CP team redesigned training materials and workshops. In this session, attendees will have opportunities to reflect on faculty-student leader relationships at their institutions and generate further inspiration to dismantle barriers and build collaborative, inclusive spaces in first-year seminar courses.

CP - Lunchbrary X Nightbrary: New Methods for Student Engagement

Room 405; Floor Fourth

Jason Anfinsen
Seminole State College of Florida

Faculty librarians at our state college have created Lunchbrary and Nightbrary, a weekly student engagement program series that intentionally fuses games, music, e-sports, performance, research, and the arts into a noisy extravaganza inside the main campus library. This exciting experiential learning program series focuses on the library as a space where students are invited to meet, play, wonder, create, and learn with librarians.

FD - The Missing Piece: Engaging Faculty Partners in Learning Communities

Room 408; Floor Fourth

Richie Gebauer
Bryn Mawr College

Julia Metzker
Evergreen State College

Rita Sperry
Texas A&M Corpus Christi

Jillian Kinzie
Indiana University

When done well, learning communities (LCs) are a proven practice for strengthening first-year student belonging, satisfaction, and retention. Faculty members and academic departments are critical partners in the design and implementation of successful LCs. Yet, recruiting, inspiring, and training faculty frequently falls to student affairs or academic affairs professionals - staff with varying degrees of social capital on campus and/or experience collaborating with faculty. These practitioners may lack the tools/training to be effective encouragers. This session will offer a comprehensive toolbox of strategies to engage

and excite faculty by leveraging strengths that faculty and staff each bring to the LC experience.

CR - A Multidimensional Peer Mentoring Model for First-Year, Low Income College Students

Room 501; Floor Fifth

Joseph Kitchen
Zoe Corwin
University of Southern California

Jennifer Harvey
Hunter Love
University of Nebraska, Kearney

Peer mentoring is implemented as part of a comprehensive transition program called Thompson Scholars Learning Community (TSLC) and serves the needs of hundreds of low-income students navigating the college transition. This research-practice presentation shares findings from a longitudinal, mixed-methods study illustrating how TSLC's peer mentoring model significantly increased low-income students' sense of belonging, mattering, academic self-efficacy, and major and career self-efficacy. Qualitative results showed that the peer mentor model promoted low-income student success because mentors validated students' capabilities for success, provided holistic support, and gave proactive college navigational guidance. Practical implications for peer mentoring programs serving low-income students are discussed.

CI - Wellness Days: Innovative and Evolving Pilot Program to Support Self-Care

Room 502; Floor Fifth

Daniel Solworth
Stephanie Ellman
Northeastern University

Presenters will share lessons learned from an innovative program to alleviate student distress and promote self-care. Wellness Days grant students excused absences without justification on days of their choosing and streamlines professor absence notifications. Attendees will learn how Northeastern engaged stakeholders to implement and assess the program. Through group discussion, attendees will evaluate strengths and challenges of such an absence program. This session is appropriate for health promotion practitioners, especially policy makers.

CI - Institutional Capacities and Resources to Support Holistic Advising Redesign

Room 505, Floor Fifth

Aerin Farrell
University of South Carolina

Amy Geist
NASPA - The Advising Success Network

The Advising Success Network (ASN) engages national organizations and individuals to utilize advising as a lever for equitable student success. The National Resource Center for the First-Year Experience and Students in Transition, as an ASN partner, released research on institutions with successful academic and career advising efforts, and the ASN also offers online, self-paced courses to learn more about our recommendations for holistic advising approaches. Come join us to learn more about both of these opportunities to support your own implementation of holistic advising at your institution.

FD - Reimagining Professionalism as Relationship Building with Students in FYS

Room 508; Floor Fifth

Brianne Dixon
Stevie White
Luke Steinman
Angela Vaughan
University of Northern Colorado

In this session, participants will discuss perspectives on how professionalism impacts and shape's professional identity development of both educators and students. Participants will gain an understanding of the intersection of identity and professionalism, specifically the impact of traditional, dominant norms on those with marginalized identities. Participants will expand their knowledge of how to teach students within FYS about professionalism that honors inclusivity. Additionally, the participants will gain more awareness around how they want to present themselves both professionally and authentically to effectively support student success in the short and long term.

CT - All Hands-on Deck: An Intrusive Approach to Improving Retention

Room 512; Floor Fifth

Jennifer Collins
Lewis Johnson
Carlotta Mitchell
Florida A&M University

As an educational institution, student retention is crucial for long-term success and reputation. Retaining first-year students is particularly important as it sets the foundation for their academic journey and future success and is a critical aspect of ensuring their academic success and overall college experience. As educational institutions, it is our responsibility to explore proactive strategies to support and engage students from the moment they step on campus. This proposal aims to introduce an intrusive approach to retention, focusing on personalized and targeted interventions for first-year students.

CT - The Power of Personal Stories in Promoting Resilience During Transitions

Room 601; Floor Sixth

Bryce Bunting
Patricia Esplin
Makayla Broschinsky
Brigham Young University

College transitions are filled with a variety of challenges. To thrive during times of transition, students need to develop resilience and productive learning mindsets. This session explores how personal narrative can be used to help students develop resilience and respond productively to the challenges inherent in transitions. Participants will reflect on their own stories of resilience, be introduced to key research, learn practical strategies for incorporating narrative into transition programming, see a practical example from one campus, and collaborate with each other to identify practical application for these ideas on their own campuses.

CT - Adapting Pathways Model to Meet UTSA First-Year Students Needs

Room 602; Floor Sixth

Rebecca Schroeder
Karen Daas
Debra Pena
Naomi Rubal
University of Texas at San Antonio

In response to the need for enhanced student success and graduation rates, UTSA introduced an Academic Pathway mode for our core first-year course, presented at FYE 2018. Subsequently, our commitment to student success has grown stronger, influenced by the pandemic's impact on students' sense of belonging and community. To address these evolving needs, we have reinvented the Academic Pathway model. Our Adapted Model pairs core first-year course students with those from WRC 1013: Freshman Composition, creating intimate cohorts of 25 students. This transformation prioritizes the cultivation of robust relationships and a profound sense of belonging, recognized as drivers of student success.

CT - Validation and Community Cultural Wealth as Foundations for FYE Seminar

Room 604; Floor Sixth

Denise Lujan
Alex Mena
University of Texas at El Paso

The Entering Student Experience, ESE, unit is charged with helping students transition to UTEP. ESE supports UTEP students in their first 45 semester credit hours to build a foundation for academic excellence and professional success. One way ESE accomplishes this is by offering a first-year seminar course. In 2023, ESE faculty redesigned the course using Laura Rendon's Validation Theory and Tara Yosso's Community Cultural Wealth as the foundation for the redesign. This presentation will give a detailed description of the new course based on four principles: Identity, Agency, Belonging, and Aspirations.

CT - Everything Zen: How Libraries Can Support Student Well-being

Room 605; Floor Sixth

Hali Black
University of Southern Mississippi

Interested in getting ideas for initiatives that can easily be adapted for different types of libraries, student populations, facilities, and budgets? This session shares one academic library's recent initiatives to help students reduce and manage stress and support student well-being. Join us to learn how your library can support students' mental health and well-being!

FD - First Year Here: Implementing a Dual-Advising Model

Room 608; Floor Sixth

Leanna McClure
Murray State University

Join the conversation and learn about implementing a strategic, holistic, dual-advising model for first-year students! Discussion focuses on Murray State University's goal to provide first-year students with a higher-quality advising and registration experience through a dual-advising process in which we assign both professional and faculty academic advisors to all first-year students. Guided by our "Indicators of Success" and research indicating that when it comes to advising, quality, not quantity, is crucial to student engagement and success, we aim to make advising more intentional, equitable, and effective.

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

Room 701; Floor Seventh

Eileen Merberg
Alpha Lambda Delta

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. However, 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.

V - Increasing Self-Regulation: A Way To Improve Learning For All Students

Room 702; Floor Seventh

Jane Reed
Tom 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. This program integrates with any course or curriculum and there's nothing to prepare

or grade! Adaptive, diagnostic, personalized learning profiles with prescriptive actions encourage each student to develop effective learning practices to become more successful in math and STEM. The accompanying eBook encourages students to take ownership over their learning.

V - Growth: What Students Want in College and in Their Careers

Room 708; Floor Seventh

Liz Phillips
Brightspot Strategy

A recent national student experience survey reveals a surprising insight about today's students: growth is what matters to them most. The best indicator of students' satisfaction is whether they feel they are gaining skills, knowledge, and a network, and that they are progressing toward a career. It's also their top priority for the future workplace. In this interactive session, consultant and faculty member Liz Philips will review this research, reflect on her own award-winning teaching experiences, and identify what institutions can do about it based on her consulting work to increase health, happiness, and growth of students and faculty across the country.

9:00 a.m. – 10:30 a.m. PST
Featured Session

FS - Review of the 2023 National Survey on the First-Year Experience

Room 402, Floor Fourth

Jamil Johnson
University of South Carolina

Join Dr. Jamil D. Johnson (Associate Director, National Resource Center for the First-Year Experience and Students in Transition) to review the initial findings of the 2023 National Survey on the First-Year Experience. 334 institutions representing four-year, two-year, non-profit, for-profit, and various institutional types including Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Predominately White Institutions (PWIs). Participate in an engaging critical discussion with colleagues on topics including: First-year seminars, Pre-term orientation, First-year academic advising, First-year learning communities, Residential programs or initiatives, Early alert/academic warning systems, and Common reading programs. Be among the first to learn what institutions are doing to support students in the first-year experience.

Morning Break with Poster Sessions
9:30 a.m. – 11:00 a.m. PST

PI - First-Year Connections Course Results in Narrowing the Learning Gaps

Room Poster 13; Regency Ballroom, Floor Seventh

Deborah Oh
Wonjoo Kim Shepard
Nazgol Makki
Zhengqing Ni
California State University, Los Angeles

Following the Executive Order 1110 from the CSU Chancellor's Office to remove remedial courses in GE Quantitative Reasoning, a 3-year data from freshmen enrolled in the new course: EDFN 1090/1092 have been collected. A comprehensive study of the data showed that the course design changes over time have fulfilled student learning objectives for greater student inclusiveness and success toward graduation. More specifically, the study showed narrowing of equity gaps in ethnicity, Pell grant recipient, URM, First-gen college student, and gender toward contribution to the CSLA mission and commitment to inclusivity and diversity, as well as Retention and Graduate Initiative 2025.

PI - FYE Incentive Program, an Experience beyond the Community College Classroom

Room Poster 14; Regency Ballroom, Floor Seventh

JJ N'ganga
Kelli Forde Spiers
Channell Cook
Lee College

This presentation focuses on highlighting the importance of learning engagement through building a cocurricular program to supplement and support curriculums. Through the FYE Incentive Program, our goal is to foster students' sense of belonging, improve self-efficacy, and connect them with campus resources by collaborating with faculty. 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 opportunities to engage students beyond the traditional classroom setting to provide a more holistic experience.

PP - Launching College Engagement Program into FYS Course

Room Poster 15; Regency Ballroom, Floor Seventh

Sarah Canatsey
Michael Jones
University of Tennessee at Chattanooga

In this session, we will review the process of identifying the right engagement software for our needs, the pre-launch process, and our pilot program. UTC launched the pilot of Rollins Rise (powered by Suitable) in the summer of 2023 with 33 students. The full launch this fall will include 400+ students enrolled in our FYS course, BUS 1410. We will also review student evaluations. This is NOT a vendor-endorsed session.

PP - Implementing an Advising Syllabus to Shape First-Year Student Success

Room Poster 16; Regency Ballroom, Floor Seventh

Mohammed Sharaf
Keith Schweiger
Carlos Bates
Keith Schweiger
Temple University

Previously, our Academic Advising office utilized a caseload model, which created challenges for our office. To combat this, we transitioned to a team advising approach, forming a First Year Advising unit and two discipline teams that support students after their first year through graduation. How did we reshape our first-year advising program? Through this session, we will explore how we used an Advising Syllabus to formulate a first-year advising program and have used the syllabus to refine our approach to help first-year students. We'll present our syllabus, discuss its development, and guide participants in creating their own advising syllabus.

PP - Second-Year Peer Leaders Fostering Sense of Belonging

Room Poster 17; Regency Ballroom, Floor Seventh

Lizzie Dunsmore
University of South Carolina, Capstone Scholars Program

This session presents a potential model for fostering a sense of belonging among first-year students in a high-ability scholars program. In this model, a group of second-year peer leaders attend program events and talk with students who may have arrived alone or appear isolated. The peer leaders connect students based on similar interests and use active listening and conversational skills to help these students feel connected to the program and the university. This could prove a useful model for other programs or universities to implement in order to encourage retention to the second year.

PP - It Takes a Village: Developing Systems of Support Beyond Summer

Room Poster 18; Regency Ballroom, Floor Seventh

Noheli Fuerte
Andrene Kaiwi-Conner
Sarahy Quintana Trejo
San José State University

Spartan Village is San José State University's First-Year Engagement program and aims to connect new first-year students to an upperclassmen mentor (House Leaders) within the same academic college as them. House Leaders intentionally engage with the students in their "house" by communicating regularly through email and Discord, providing support during key moments in the semester, and inviting them to attend on-campus events as a group. This session will share successes and challenges in the development of Spartan Village, how to create collaborative relationships and investment opportunities with campus partners, and best practices for first-year engagement without a first-year seminar course.

PP - Teaching First-Year Academically Disadvantaged Students

Room Poster 19; Regency Ballroom, Floor Seventh

John Girdwood
University of Michigan-Flint

The University of Michigan-Flint admits thousands of students each year who encounter academic and economic disadvantages while pursuing a college degree. Students who achieved a 2.70 cumulative high school grade point average (GPA) or less are invited to participate in a variety of supportive activities. Over the past four years (2020—2023), more than 100 first year academically disadvantaged students completed an Introduction to Sociology course taught by the same instructor. This session describes four different pedagogical approaches and the respective outcomes achieved while teaching first-year academically disadvantaged students at a midwestern regional public university.

PP - First-Generation and Low-Income Student Success: USC Union's Holistic Support Framework

Room Poster 20; Regency Ballroom, Floor Seventh

Majdouline Aziz
Amber Ivey
University of South Carolina Union

USC Union (USCU) strategically empowers students, especially those from low-income and first-generation backgrounds, with robust support strategies. Despite discontinuation of the Student Support Services program in 2015, USCU swiftly adapted, innovating solutions amid financial constraints. By establishing the Academic Success Center, expanding course offerings, partnering with community organizations, enhancing mental health resources, implementing student-athlete programs, and tailoring UNIV 101 sections for pre-nursing and international students, USCU fosters a holistic support framework. This underscores the institution's commitment to student success, as corroborated by impressive 2023 Community College Survey of Student Engagement scores.

PP - Taiwan FYE: Project XPlorer Insights

Room Poster 21; Regency Ballroom, Floor Seventh

Hsinyi Sindy Peng
Chuan-Chin Chiao
National Tsing Hua University (Taiwan)

Ming-Chi Wu
College of Interdisciplinary Studies, Taipei Medical University

Amid Taiwan's demographic changes and educational reforms, humanities, and social sciences colleges confront challenges in student recruitment and curriculum relevance. This study examines University F's "Language+X model" within the First-Year Experience (FYE) paradigm, drawing insights from the Project XPlorer grant. Using a mixed-methods approach, this study systematically evaluates University F's strategies across the five-dimensional framework, from benchmark setting to end-of-term reviews. Key insights offer solutions to recruitment issues, curriculum relevance, and boosting student employability. Through Project XPlorer's framework, transformative strategies are illuminated for Taiwan's educational sector, serving as a vital reference for global educators.

PP - Beyond the Common Reader: Cottey's Changemaker First Year Experience Immersion

Room Poster 22; Regency Ballroom, Floor Seventh

Mary Mba
Denise Carrick Hedges
Cottey College - Nevada, MO

This presentation explores the methodology, processes, and implementation of the post-first-year experience changemaker immersions at Cottey College as well as its evolution and outcomes over the period of five years that it has been implemented. It will show evidence of the learning outcomes assessed, the method(s) of assessment, and the impact of the changemaker immersions on the students, faculty involved, and the larger Cottey community. It will equally make recommendations for improvement and implementation for other comparative colleges who might want to adapt the post first-year experience changemaker immersions.

PP - Small Peer Mentor Groups: Promoting Self-Development and Providing Support

Room Poster 23; Regency Ballroom, Floor Seventh

Jeanne Higbee
Ashlee Weight
Brigham Young University

Have you wondered how to better utilize your returning peer mentor's valuable experience? Have you wanted to provide more support for mentors? With small peer mentor groups, we have addressed both concerns. One of our unique components in our program is that of small peer mentor groups where mentors are provided a safe place for discussing challenges, solutions, and functions of their job amongst coworkers without supervisors present. This connection builds community, promotes participation, provides leadership opportunities, and encourages self-development. Presenters will provide data from past and present peer mentors, showing the impact of small peer mentor groups.

PP - Engineering Learning Center to Improve Student Retention

Room Poster 24; Regency Ballroom, Floor Seventh

Lizzie Santiago
Michael Brewster
D. Jake Follmer
West Virginia University

This presentation summarizes the implementation of an engineering learning center to support the retention of first-year engineering students. In this presentation, we discuss all modifications and accommodations made to the learning center to support online tutoring and to promote student attendance.

PR - Integrating Historical Primary Sources into First Year College Experiences

Room Poster 25; Regency Ballroom, Floor Seventh

Erin Hvizdak
Corey Johnson
Washington State University

Integrating primary sources into first-year college courses is a controversial pedagogical area. Historical primary sources offer students authentic and content-rich views of distant times and places. However, early-career learners often find the process of finding and understanding these works to be problematic. This interactive presentation will feature strategies post-secondary instructors and librarians employ to provide student researchers with vibrant and approachable primary source collections, ways artificial intelligence is changing the primary source landscape, and survey-informed insights concerning how instructors and librarians at Washington State University are utilizing primary sources in a required first-year course (Roots of Contemporary Issues).

PR - Belonging + AI: Can we Predict Retention?

Room Poster 26; Regency Ballroom, Floor Seventh

Samuel Shanks
University of Minnesota Duluth

Beginning in the Fall of 2021, the University of Minnesota Duluth began collecting data from first year students relating to student belonging. We recently designed a specific AI model called a "neural network" to see if this data could be used to predict whether or not a given student would be likely to leave the university within one year. The results of this experiment were encouraging. Tuned carefully, this method of prediction has proved to be a significant improvement on the conventional approach of simply identifying "at risk" students based on demographic factors.

PR - How a Blended Modality Impacts Social-Connectedness of First-year College Students

Room Poster 27; Regency Ballroom, Floor Seventh

Pamela Smalley
Brigham Young University

First-year college orientations have recently transformed. During the COVID-19 Pandemic of 2019-2021, traditional colleges and universities moved their in-person orientation programs online. As society emerged from the pandemic, some institutions chose not to regress back to their traditional orientation format, but instead, to implement a blended modality approach. This qualitative case study focuses on how a particular blended program impacted the perceptions of social connectedness of first-year students.

PR - The Motivation Behind Student Involvement

Room Poster 28; Regency Ballroom, Floor Seventh

Anna Spaschak
University of Florida

Aerin Farrell
Lizzie Dunsmore
University of South Carolina

This session presents findings from the National Survey of Peer Leaders conducted by the National Resource Center for The First-Year Experience and Students in Transition. This survey collected quantitative and qualitative data from peer leaders including open-ended responses to a question about students' motivation to take on leadership role(s). Using motivation theory and existing research on peer leadership, researchers identified themes and patterns among responses to determine a typology of reasons for students' participation in peer leadership. These findings provide insight into strategies for peer leader recruitment, training, and development as well as help guide future research.

PR - Living and Learning with Gen Z

Room Poster 29; Regency Ballroom, Floor Seventh

Andrea Paganelli
Jeremy Logsdon
Western Kentucky University

Our Generation Z learners have distinct characteristics and values that can impact how they develop belongingness and engage with learning. Generation Z shares the characteristics of being more racially and ethnically diverse, on track to be the best-educated, value family, and view societal change as a good thing. Generation Z is distinct and needs its own plan for university belongingness and course engagement that considers the uniqueness of this group. To address the campus cultural shift brought on by Generation Z's arrival, we will examine a Living Learning Community (LLC) experience through the lens of generational characteristics and values.

PR - Adventure-Based Peer Mentor Training Program – Two Year Evaluation

Room Poster 30; Regency Ballroom, Floor Seventh

Hailey Sands
Brianne Dixon
Sadonia Garner
Angela Vaughan
University of Northern Colorado

This session will share a rigorous adventure-based training program implemented for peer mentors in a first-year seminar course. Comprehensive training was implemented during the summer and throughout the semester. Some of the activities included a lake day, a ropes course, and a mid-semester mountain retreat. Results from the first year of data showed that an intensive training improved group cohesion, peer mentor confidence, engagement, and leadership skills. Recommendations for improvement from year one were implemented in year two. Data from both years will be shared including focus group results and improved peer mentor skills observed and measured in the classroom.

PR - Increasing Student Learning in STEM Using Notetaking and iPADs

Room Poster 32; Regency Ballroom, Floor Seventh

Christopher Horne
NC A&T University

Teaching that is innovative, inclusive, and engaging is critical to student success and retention in STEM disciplines, particularly among historically underrepresented students. Success in freshman engineering courses is a challenge for many students. Students often do not have the strength in math and physics to succeed. Engineering is a tough enough major and so positive experiences in introductory courses can influence engineering majors in their career path.

PR - Oral Assessment in Honors Promoting Increased Self-Efficacy, Learning, and Accessibility

Room Poster 31; Regency Ballroom, Floor Seventh

Stevie White
Samantha (Sam) Burns
Allie Hauck
Angela Vaughan
University of Northern Colorado

Diversifying assessment strategies to include oral assessment may extend accessibility and provide transformational learning experiences for honors students in FYS. Many times, honors students have a higher proportion of underrepresented identities, including neurodivergence; however, there is little to no research that examines how oral assessment may promote learning, self-efficacy, and increased opportunities for students to be challenged and to share their knowledge gained and ways of thinking. This study explored the impact of using oral assessment within an honors FYS on learning, self-efficacy, and accessibility. Pre and post survey findings ($n \approx 100$) and focus group results will be shared.

PR - Mindfulness and Guided Meditation in the First Year Classroom

Room Poster 33; Regency Ballroom, Floor Seventh

Leah Bryant
Doug Long
DePaul University

Stories and studies are awash in the deleterious impacts of stress and addiction in college aged emerging adults. To promote adaptive coping strategies to help students with the myriad challenges facing them, a mindfulness guided meditation practice was introduced to foster better connection among students, whilst promoting healthy mental hygiene. Surveys were distributed to determine students' perceptions of the practice. Both qualitative and quantitative results indicate that students found the practice beneficial. Additional data will be gathered at the end of the 2023 Autumn term, and the aggregated data will be analyzed. The overall findings and implications will be discussed.

PP - AUC's First Year Experience New Orientation Model

Room Poster 34; Regency Ballroom, Floor Seventh

Rania Nafie
The American University in Cairo

The purpose of this session is to introduce the American University in Cairo New Orientation model designed in February 2023 and implemented in August 2023 as inspired by the FYE 2023 conference. This model included pre-orientation front loaded content, a three-day orientation for two cohorts on different dates in one week except for a common day that held activities for all groups. This year also FYE is offering First Year Seminars answering FYE's learning outcomes in four themes: Academic Learning Outcomes, Social Belonging and Connection Outcomes, Personal Wellbeing Outcomes and Community and Citizenship Outcomes. Session topics will be shared.

PP - Diving Deep to Achieve Outcomes

Room Poster 35; Regency Ballroom, Floor Seventh

Bryan Homrighausen
Cochise College

The Deep Dive is the final project in CPD 150 (Connections for Success), the first-year seminar at Cochise College, a small community college in southeastern Arizona. The project ties together all four course-level learning outcomes (Connect, Plan, Develop, Engage) as well as most of the college-wide learning outcomes for general education courses (Communication, Creativity, Information Literacy, Technology Literacy, Diverse Perspectives, and Critical Thinking), and has been a huge hit with students and college partners alike. Come learn about the Deep Dive and see how you can adapt it for your students!

11:15 a.m. – 12:15 p.m. PST

CI - Helping Underrepresented Students be Successful at UCF

Room 302; Floor Third

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 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.

CP - The Effect of Emotional Wellness on Community College Students

Room 305; Floor Third

Callie Clayton
Beth Marquardt
Lehigh Carbon Community College

Many first year seminars touch on the importance of emotional wellness, but it is often just one brief topic overshadowed by the endless other bullet points on the syllabus. This leaves students with fewer practical ways of managing stress and wellness. Learn how a community college shifted their first-year seminar's semester-long theme to be emotional wellness as a way to address the ever-growing needs of a new college student. Data and feedback from the pilot sections of the seminar will be shared along with a discussion of how these themes could be implemented at other colleges.

CR - First-Year Seminars: Supporting Hispanic and Hispanic First-Generation STEM Student Success

Room 403; Floor Fourth

Wayne South
Brianne Dixon
Luke Steinman
Angela Vaughan
University of Northern Colorado

Although careers in STEM fields are growing rapidly, there is an ongoing shortage of people who are successfully completing degrees necessary to fill these positions. This is especially true for students of color and for first-generation students (FGS). This study assessed the effectiveness of an academically, rigorous FYS to promote increased academic achievement for Hispanic (n = 500) and Hispanic FGS (n = 400) in STEM majors. Results showed significantly higher first-term GPAs (more than a 0.3 difference on a 4-point scale), and significantly higher one-year persistence (as much as 10% difference) and graduation rates (as high as 20% difference).

CR - The Power of Peers: Including Peer Leaders in FYE

Room 404; Floor Fourth

Courtney Lloyd
Ann Lieberman Colgan
Michelle Blake
West Chester University of Pennsylvania

This research project aims to improve the effectiveness of West Chester University's (WCU) First-Year Experience (FYE) course, where 150 students meet together in lecture on Mondays and meet again on Wednesdays in four smaller breakout sections. By embedding five Peer Leaders (PLs) in the FYE lecture and one in each breakout (with one "floater"), the presenters hope to improve the engagement, attendance, assignment completion, and grades of the FYE students while developing the professional competencies of the PLs. Data analysis will compare outcomes from FYE sections with PLs to those without, assessing the initiative's impact on student success.

CI - How to Teach Intercultural Competence in First-Year Seminars:

Room 405; Floor Fourth

Purificación Martínez
Laura Levi Altstaedter
East Carolina University

This session presents the design and implementation of an intercultural competence module in the first-year seminar at East Carolina University, part of an institutional project called Go Intercultural! The module develops self and cultural awareness in students. During the semester, they have their intercultural competence assessed, engage in small groups discussions about identity, reflect on what they have learned, and begin to create their own intercultural portfolio, which they continue building throughout their years at ECU. The successful completion of the activities in the first-year seminar makes them eligible to obtain the first of three intercultural competence cocurricular badges.

FD - Project-Based Learning (PBL): Engaging First-Year Physics Students for Deeper Understanding

Room 408; Floor Fourth

Jeanine Mwambakana-Mutombo
Thabisile Thabethe
University of Pretoria

This proposal explores the innovative integration of PBL learning in a first-year Physics. In this method, students select a concept from their curriculum, utilize common household materials, collaborate in groups, and create functional models, which they then present to all. By promoting active participation and critical thinking through real-world projects, students not only gain a deep understanding of essential Physics principles but also cultivate a genuine interest in the subject. Participants will reflect on their own practices and subsequently will collaborate, exchange ideas, and offer insights for an effective incorporation of PBL as a complementary pedagogical approach in their courses.

CT - Recommendations for Effective First-Year Seminars Based on Fifty Years of Practice

Room 501; Floor Fifth

Dan Friedman
University of South Carolina

John Gardner
John N. Gardner Institute for Excellence in Undergraduate Education

Presenters will discuss the evolution of University 101 as an educational experiment 50 years ago to the standard bearer of first-year seminars today. We will discuss the course's origins, its evolution and success, its impact on first-year students and other constituents, and its role in launching the international first year experience movement. We will highlight the most significant takeaways, lessons learned and insights to practitioners for investing in a similar course. This is a celebrated case study of how to initiate and sustain innovation in the first year for a profound and long-lasting impact on students and institutions.

CI - The Success of Embedding Academic Curriculum in a FYE Course

Room 502; Floor Fifth

Kendria Mason
Brandy Puryear
Virginia Tech

Preparing students for the route to academic success is not the just job of a single department or a few campus partners. Though departments may go through various changes, the Office of First-Year Experience (FYE) provides a solid foundation for students to have a successful start into their collegiate journey. This session will discuss how embedding academic curriculum into a FYE course not only builds partnership with the academic department but provides additional support to instructors and benefits the overall success of the student.

CR - Student Perspectives on College Readiness

Room 505; Floor Fifth

Carolyn Casale
Denise Piche
David Maier
Henry Ford College

This study analyzed student's college readiness in high enrolled first-year courses at a midwestern community college. This study is significant for decreasing Drop-Withdraw-Failure-Incomplete rates in gateway courses. Decreasing DFWI rates is a priority in the College's 2022-2024 Strategic Plan. The main research question explores how students perceive their academic readiness and institutional support through a perceptions questionnaire. The data thematically organized student responses. Findings indicate the need to institutionalize structural support in different modalities (face-to-face and online) with variances based on course subject matter. Student responses disproportionately indicate time management as a needed academic skill to make them more successful.

FD - Beyond Scavenger Hunts: Conversations around Library Experiences for First-Year Students

Room 508; Floor Fifth

Michelle Demeter
New York University

Many first-year seminars send students on a scavenger hunt throughout the building and website as a means of fulfilling an independent tour and orientation. Unbeknownst to these well-meaning faculty, these visits can stress librarians' time, resources, and energy. Librarians love welcoming new students to the library but often wish faculty would collaborate with them to create more engaging experiences. This roundtable will allow teaching faculty and librarians to share their observations and goals surrounding first-year student research readiness and identify ways to open dialogues at their home institutions in order to best orient students to library spaces and support.

CP - Campus-Wide Community Engaged Learning for First-Year Students: Program Development, Implementation

Room 512; Floor Fifth

Megan Teitelbaum
The College of New Jersey

At TCNJ, there is a college requirement that all first-year students must complete a community engaged learning experience. This is done through a four-day class with three in class sessions and one half-day of service. In this workshop, we will discuss how the model has developed over time, as well as how the current model has impacted the students, staff, and community partners. Discussion will be geared towards translating parts of the model and its development back to your home institution and work.

CT - Connection, Growth, and Empowerment: Going Beyond the Common Read

Room 601; Floor Sixth

Jonathan Martinez
Hayley Kazen
Lilia Cantu
Cihtlalli Perez
Texas A&M International University

The first-year seminar at Texas A&M International University was recently restructured to strengthen students' development as independent, resilient learners and global citizens and help clarify the misperception that the common read is a "glorified book club." As part of the process, college skills were embedded to promote students' success, and community partnerships and interdepartmental relationships were formed to help integrate a series of events that promote global learning. Also, student learning outcomes in the first-year seminar were intentionally linked to the common read, Reading the Globe (RTG), to reinforce the impact of this multifaceted experience.

CT - Keeping Us Engaged: Student Perspectives on What Works

Room 602; Floor Sixth

Christine Harrington
Morgan State University

The student's voice is often missing from conversations about student success. Come hear stories from diverse students attending various colleges and universities across the nation about what professors have done to motivate and engage them. Discover the research evidence behind the strategies suggested by students and walk away with an action plan to increase student engagement through relationship building, clear yet flexible teaching approaches and assignments, strategic scaffolds, and meaningful and supportive feedback. During this high energy, interactive session, you will be validated and inspired.

FD - Innovative Techniques for Building Community through Collaborative Discussion

Room 608; Floor Sixth

Chelsie Hawkinson
Nathan Slife
University of Nevada, Las Vegas

Discussions are common practice in seminars for students in transition. However, there are limited resources to support authentic discussion-based learning. The Touchstones Discussion Project has curated discussion-based programs that invite students to thoughtfully examine and modify behaviors in a series of lessons using short philosophical texts. Each text serves as a springboard where the overarching purpose is to learn to participate in collaborative discussions. In this facilitated dialogue, facilitators will guide participants through a Touchstones-style discussion. Features of the discussion will include the exploration of a short text followed by metacognitive reflections about behaviors exhibited during the discussion.

V - FYE Abroad: Strategic Enrollment Management Initiative and High Impact Practice

Room 708; Floor Seventh

Grahaeme Hesp
Foundation for International Education

Bruce Fleming
Corey Chamberlain
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 - Learning that Lasts: Enhancing Student Learning Through Critical Reflection

Room 605; Floor Sixth

Dottie Weigel
Messiah University

Sandy Greene
University of South Carolina

Alyssa Hostetter
Milton Hershey School

As instructors, advisors, and cocurricular educators, we want students to make lasting connections between course material, experiences, and real-word 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 or first-year programming and will consider ways to assess effectiveness. Participants will be better equipped to help students apply knowledge in new contexts.

CT - Rethinking a First-Year Seminar: Integrating First-Year and Career Education Outcomes

Room 301; Floor Third

Annie Kelly
Erin Alanson
Allison Logan
Corinne Cook
University of Cincinnati

As a high-impact practice, first-year seminars have an opportunity to contribute to students' sense of belonging, institutional culture, first-year success, and career outcomes. This presentation addresses a collaborative effort between University of Cincinnati's College of Arts & Sciences and College of Cooperative Education and Professional Studies to rethink a three-credit first-year seminar course. The interactive presentation provides an opportunity for participants to assess their first-year seminars through an example course review process and consider new ways to integrate first-year and career education outcomes.

CT - Know Thy City, Know Thyself: Building Scholar-Citizens Locally

Room 701; Floor Seventh

Brooke Permenter
Cristy Landis
College of Charleston

First-year experience programs must build community and belonging as students develop nuanced senses of self in unfamiliar places. At the College of Charleston, one tenth of students enroll in the Honors FYE, which connects national conversations with local history and the institution's enduring tagline: "Know Thyself." Students spend an academic year in service following a foundational exploration of historic Charleston through expansive primary sources. They come to know their new city as they further their knowledge of themselves and engage the community as both scholars and citizens. This session shares programmatic design and specific recommendations for duplication on other campuses.

11:15 a.m. – 12:30 p.m. PST
Featured Sessions

FS - Thriving Through Adversity: Power of Positive Education in Building Resilience

Room 401; Floor Fourth

Amy Bidwell
Oswego State University

Mary Kate Schutt
The Flourishing Center

Positive Education offers research-based ways to enhance student development and success. This interactive workshop will arm participants with evidence-based information and skills to foster a thriving classroom environment. The PERMA-V theory (Seligman, 2009), the dual model continua of wellbeing (Keyes 2010) and original research on implementing positive education and group coaching in the classroom will be presented. Participants will engage with positive interventions. Participants will be provided coaching tools to apply in real time, enabling a stronger foundation of communication and listening skills to support student flourishing.

FS - Designing High-Impact and Transformative Transition Experiences

Room 402; Floor Fourth

Dallin Young
University of Georgia

Bryce Bunting
Brigham Young University

Student transitions hold strong potential for meaningful transformation and growth. Programs designed to support students in transition can contribute to this transformative growth. However, too many programs are based in "gut feelings", traditions, and mimicking approaches rather than an intentional, research and theory-practice based design. In this workshop, participants will be introduced to literature on student transitions as well as an emerging theoretical framework for conceptualizing student transitions in college. Participants will be given the opportunity to evaluate their own practices and work collaboratively to develop theory and research-based strategies for high-impact and transformative transition experiences.

FS - Amplifying the First-Gen Experience in Popular Narratives

Room 604; Floor Sixth

La'Tonya Rease Miles
Santa Clara University

Kelley O'Neal
Texas A&M University

Alongside the increased visibility of first-generation students in research studies and university programs is a corresponding surge in novels and memoirs that centralize or highlight this identity. These narratives typically capture familiar themes—e.g., class struggles and family tensions—but also provide rich and nuanced depictions of the experience, especially for first-year students. Session presenters will provide an overview of recent first-gen publications and will engage the audience with ways to incorporate texts into FYE programming.

LUNCH ON YOUR OWN | 12:30 PM – 1:45 PM PST

1:45 p.m. – 2:45 p.m. PST

CR - Perspectives of First-Year Students toward Success, Failure, and Resiliency

Room 301; Floor Third

Anthony Paganelli
Western Kentucky University

This mixed method approach research project examined the perspectives of first-year students' perceptions of success and failure towards resiliency. By understanding the mindset of students towards success through overcoming failure, educators can create a strong and effective lesson plan for encouraging resilience in first-year students. The goal is to determine how students' motivation towards success and their resiliency to overcome adversity can help create an effective and efficient lesson plan. The research provides insight into the best options for supporting student success by fostering a growth mindset for students through instruction that is resilient driven.

CI - Two Models of a First-year Seminar

Room 302; Floor Third

Sheila Marquardt
Sara Morales
Michigan State University

Two first-year seminars at a university with incoming first-year classes of 10K+ have demonstrated effectiveness in supporting student success. One program is a comprehensive on-campus first-year seminar, the other is a first-year seminar abroad. We find that by providing these high impact practices (HIPs) before and during the first semester, students receive holistic support for their academic success, social engagement and health and wellness. The assessments demonstrate higher GPAs, retention and time to degree.

CT - Bridging the First-Year Transition: Connecting Peer Mentoring and First-Year Seminars

Room 305; Floor Third

Hayley Kazen
Josceline Morales
Lilia Cantu
Cihtlalli Perez
Texas A&M International University

Because the goal of peer mentoring is to help students persist and earn their degrees in a timely manner, first-year experience (FYE) faculty at Texas A&M International University have implemented a model that gives students access to mentors both in and out of their required FYE seminars. Peer mentors are paired with FYE faculty to better align and deliver the FYE curriculum. This peer mentoring model has multiple benefits, including open and clear communication between UNIV faculty and peer mentors, especially regarding students' progress and helping students develop essential college skills.

FD - What's Your Major? Common Thoughts on Selecting a Major

Room 307; Floor Third

Nicole Chain
Bess Ecelbarger
University of Arizona

"What's your major?" is one of the go-to questions we ask our students, but it often comes with a lot of baggage, dread, and confusion. With the goal of encouraging open dialogue and empathy, our major exploration advising team has moved beyond myth-busting to delving into common thoughts students (and sometimes staff) grapple with, such as familial expectations, career misconceptions, and fear of being "behind". Join our facilitated discussion on reshaping how we approach major exploration and exploring strategies to guide students on selecting and confirming their majors. Together, let's empower students on their path to self-discovery and major declaration.

CP - Harnessing Synergy: Scaling a New FYE through Cross-Departmental Collaboration

Room 401; Floor Fourth

Gary Shamoyan
Hassina Baharloo
Glendale Community College

In 2022 GCC began planning to implement a major First Year and Second Year Experience, combined with a Promise tuition incentive to be implemented in Fall 2023. In rapid fashion, they devised a college-wide collaborative model and have now exceeded the initial target cohort by over 100%. Find out how and why, and what's worked and what's challenged the college from two of the major coordinators of these efforts.

CP - Promoting and Assessing Value Creation in FYE Curriculum Development

Room 402; Floor Fourth

William Kay
Vurain Tabvuma
Steven Smith
Saint Mary's University

Finding a systematic method in capturing both the value and challenges related to FYE curriculum development is useful in building a 'lessons learned' register in the process of assessing and reassessing community agency and purpose. The session presenters, who have been collaborating within a FYE faculty learning community at Saint Mary's University in Canada, will share how they have utilized a Value Creation Framework (Wenger et al., 2011) as a data collection tool within an encompassing FYE curriculum initiative project in establishing a research agenda to propose interventions that are evidence-based and shown through practical application to promote student success.

CT - Embracing Career Readiness in FYE

Room 404; Floor Fourth

J. Cody Moyer
Von McGriff
Polk State College

Integrating the NACE competencies into FYE was a natural addition when Polk State College developed its Quality Enhancement Plan during the most recent SACSCOC review. FYE students are exposed to career assessment tools to identify well-suited careers. From there they're introduced to career and self-development criteria according to NACE and are exposed to a variety of activities that contribute to earning a "Career Readiness Badge" while concurrently completing the Career Unit in the FYE course. Students finish with an understanding of necessary skills, intended career options, self-marketing artifacts, an industry-recognized credential, and a clear path forward for their future career.

FD - From Advising to Coaching: Strategies for Making the Shift

Room 408; Floor Fourth

Joelle Balthazar
Pomona College

Academic advising on campus is a common experience nationwide for students. However, as many colleges move toward offering success coaching initiatives and more "one- stop-shop" student support offices, many staff face the challenge of knowing when to make the shift from advising to coaching, and how that shift affects the field of student affairs, their institutions, and student development. Many are also tasked with defining and accurately relaying the differences of "advising" and "coaching" to students, faculty, and the community at large.

CI - Community Support Space for Student Success: 2-year Degree, 4-Year University

Room 501; Floor Fifth

Malka Sigal
Jessica Accurso-Salguero
Yeshiva University

Academic support blends with peer mentoring and intrusive advising in our associate program's Community Space (CS) initiative. Students with academic needs come to the CS in our office to work on assignments, get organized, and develop as learners. CS is introduced during onboarding and orientation, and an FYE course extends this foundation through the first semester by encouraging utilization. CS is facilitated by peer mentors who provide academic support as role models. This session will present our model, outcomes, and implementation experience. Attendees will learn about the principles underlying CS and gain knowledge to support students at their own institutions.

CI - Embedding a Culturally Responsive Engagement Model in the First Year

Room 502; Floor Fifth

Todd Allen
University of North Carolina Pembroke

Dalton Hoffer
University of South Florida

The Brave Experience Engagement Model cultivates a holistic approach to student engagement building significance through local and campus culture and has been implemented throughout campus (New Student Programs, housing, service-learning, inclusion & leadership programs, classroom experiences, learning environments and other student engagement efforts). Learn how this model was created and implemented through intentional programs and initiatives targeted to get first-year students engaged on campus. This presentation will specifically focus on the ideation process and implementation in New Student Orientation and Freshman Seminar.

CT - Cultivating Resilience Among Challenges in the First-Year Experience

Room 505; Floor Fifth

Kelly Rossetto
Eric Martin
Boise State University

Based on the current college student mental health trends, this session will discuss and provide activities from a first-year experience program designed to develop the personal skills and social connections needed to thrive in college. If students have the ability to cope with challenges, find spaces where they perceive a greater sense of belonging, and connect with resources that can aid in their resilience development, they will be less likely to develop mental health challenges and more likely to handle stress and return to college following their first year of university life.

FD - Enhancing First-Year Seminars: Assessment and Improvement Strategies

Room 508; Floor Fifth

Itrat Sultan
Ohio University

In the ever-changing landscape of higher education, first-year seminars are pivotal in shaping students' journeys toward success. To maximize their impact, we should continually adapt and improve our approaches to assessment and support. Through open dialogue and guided questions, participants will explore areas such as innovative assessment methods, collaborative leadership, data-driven improvement, and inclusivity. The aim is to empower educators and institutions to enhance the first-year student experience, contributing to holistic student success and long-term academic and career achievements.

CT - Campus Collaboration for Student Success

Room 512; Floor Fifth

Jennifer Vieley
Ann Schick
Annie McManaman
Heartland Community College

Do you feel like your department is always trying to do too much with too little? Supporting student success is a campus-wide responsibility. However, it can be challenging to ensure a holistic, wrap-around approach when stakeholders stretch across divisions and physical campus locations. In this session, learn how the success coaching team at a community college developed innovative campus partnerships to support student success. Leave the session with tools and strategies to establish mutually beneficial partnerships that support students.

CR - First-Year Seminar Impacts on Test Anxiety

Room 601; Floor Sixth

Angela Vaughan
Samantha Burns
Jordan Herpich
University of Northern Colorado

Test anxiety is common for college students, which interferes with performance and GPA, and tends to result in feelings like inadequacy and low self-acceptance. Given aspects of motivation theories that impact test anxiety (self-efficacy and mindsets) and the experiential learning in many First-Year Seminars (FYS), this study will assess whether participation in an FYS reduces experiences of test anxiety in students after one semester. An ANCOVA ($n \approx 500$) will be used to compare mean differences between participants and non-participants on a cognitive test-anxiety measure. Implications for FYS curriculums and ways to decrease test anxiety in students will be discussed.

CT - Rounding out FYE with a Dose of Holistic Health

Room 602; Floor Sixth

Matthew Walsh
Holly Gastineau-Grimes
Marian University

The inclusion of 'health and wellbeing' courses for college credit is a growing trend to meet the needs of students and enhance academic success. Numerous studies have documented the decline of student mental health as they strive to balance academic pressures while learning to live on their own, commute, join campus organizations, and work to support their education. Marian has developed a core course that all students are required to take in the second semester of their first year. We will share a template for creating a holistic wellbeing course, along with data from pre/post personal assessments and satisfaction surveys.

CT - Instructor Observations: Holistic Approach to FY Faculty Capacity-Building and Development

Room 603; Floor Sixth

Molly Vasich
Amy Lee
Cody Bursch
University of Minnesota

Assessment practices are critical to educational equity. FYE programs must be intentional about classroom assessment practices, including distinguishing between formative and evaluative feedback. Supporting equity-centered assessment requires that we engage faculty capacity-building and development. We present our holistic teaching observation protocol designed to: focus on instructors' capacity to engage diversity/equity; to support instructor growth; to collect data for program and instructor evaluation. We will provide the protocol, identify culture and material conditions that support it, offer a case study and share 3 critical perspectives (program director, teaching mentor, graduate instructor) reflecting on the strengths and opportunities our model yields.

CP - Galen Connect: Structured Peer Mentoring Program for First Year Students

Room 604; Floor Sixth

Alicia Flach
University of South Carolina

Galen Health Fellows (GHF) is a Living Learning Community for students interested in healthcare professions. GHF welcomes over 300 incoming students each year. To build community and establish an immediate connection for incoming GHFs, we launched Galen Connect, a structured peer mentoring program. S GHFs volunteered to be Galen Connect Leaders. We matched Galen Connect Leaders (n = 42) with incoming GHFs based on major into small groups. Leaders organized monthly face-to-face meetings and answered questions through group messaging between meetings. In addition to supporting first-year GHFs, gain skills in leadership and mentoring deepening their connection to GHF community.

CT - The Undergraduate Researcher Tutorial: Supporting Student Learning Through Cross-Campus Collaboration

Room 605; Floor Sixth

Emilie Vrbancic
Amanda Hornby
University of Washington Libraries

This session will discuss how a partnership between the University of Washington Libraries Undergraduate Student Success team and the UW Office of Undergraduate Research resulted in a student-centered teaching and learning project, the Undergraduate Researcher Tutorial. The tutorial project provides a model for library and academic program collaboration, ethically involving undergraduate students in instructional content creation, and improving undergraduate research learning, especially for first-year, transfer, and first-generation students. Learn how collaboration between like-minded teams can provide a strong foundation for student engagement in undergraduate research in the first year and beyond.

FD - A Focus Forward Approach on Retention

Room 608; Floor Sixth

Matt Goodwyn
Schreiner University

Presenter will share the success of the Focus Forward first year experience program at Schreiner University that helped to move retention 10% in one year.

V - Cultivating a Growth Mindset

Room 708; Floor Seventh

Mandy Green
Goodheart-Willcox

Whether you're an educator, leader, student, or professional, cultivating a growth mindset can positively impact your personal and professional journey. Understand the psychology behind fixed and growth mindsets and acquire practical strategies to shift your perspective. Walk away with actionable insights to foster a culture of growth mindset within your community or organization.

CT - Designing and Delivering a Comprehensive College-level First-Year Experience

Room 403; Floor Fourth

Julia Van Steenberghe
Jason Harkins
Maine Business School, University of Maine

Anchoring the first-year experience in a diverse array of experiences that happen across academic, student affairs, and residence life represents a unique way to build connection, community, and enhance student success. In this session, learn about what the Maine Business School is doing to align a required first-year course, business school specific orientation program, and learning community as part of a comprehensive first-year experience. We will share our philosophy, approach, and current findings from student surveys in this dynamic session.

REFRESHMENT BREAK | 2:30 PM – 3:15 PM PST
Regency Ballroom, Seventh Floor

3:00 p.m. – 4:00 p.m. PST

FD - Publishing Research and Practice on College Student Transitions

Room 301; Floor Third

Rico Reed
University of South Carolina

Annie Kelly
University of Cincinnati

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.

CP - Multi-modality Faculty Training for First Year Seminar

Room 305; Floor Third

Rob Tripp
Kelsey Axe
University of North Carolina, Wilmington

UNCW has developed a multi-modality training program for faculty in its UNI new student seminar classes. The model includes asynchronous online training, 24/7 access to instructor resources, a campus wide First-Year Experience Conference, the support of a faculty peer mentoring program, and an ongoing professional development "Lunch and Learn" series. This presentation will focus on the data that went into the decision to move toward this model, its implementation, and the continued evolution of the training. Attendees will leave with an understanding of the model and how it might be adapted for use at their institutions.

FD - DEI and the FYE: A Natural Marriage?
Room 307; Floor Third

Joe Cuseo
Marymount California University

An open-forum discussion about whether and how DEI should be delivered via FYE programs and FYE seminars. Dialogue will focus on questions such as: How should DEI be defined? Why should DEI be included in the first year? What content should comprise first-year DEI programs? Where in the first-year curriculum and/or cocurriculum should DEI be delivered? Should DEI be packaged into a particular course, course component, or cocurricular program? Can DEI be diffused throughout the curriculum and/or cocurriculum? What would constitute effective DEI pedagogy or instruction? Should there be DEI-related faculty and staff development? How should DEI initiatives be assessed?

CP - Building a Transformative FYE Peer Mentor Experience Using Reflective Practices
Room 401; Floor Fourth

Brad Harmon
Furman University

In this engaging presentation, participants will learn how to intentionally design and implement reflective practices into their peer mentor program. Participants will receive an introduction to the theoretical model that a small, private liberal arts university uses to make peer mentoring a high impact practice on its campus. Examples of position descriptions, learning outcomes, training curriculum and assessment instruments will be shared to guide discussion. Participants will experience examples of reflective activities used in peer mentor training and will consider how to intentionally construct their own peer mentor program as a high impact practice using reflective practices.

CR - Home Away from Home: Lived Experiences of First-Generation LLC Participants
Room 402; Floor Fourth

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.

CP - Creating Engaging Advising Experiences for Both In-person and Virtual Orientations
Room 403; Floor Fourth

Keith Schweiger
Tom Price
Temple University

Prior to Covid, our college followed a strictly in-person orientation model. We were given little time to create something virtual during Covid. How did we do this? How did we adapt when we returned to in-person but kept some virtual orientation sessions? This presentation overviews how we implemented a virtual orientation experience, the trials, and tribulations, and how we used data to modify our program and make it equally engaging regardless of modality. This presentation also explores how you can tap into resources you already have to improve your orientation program and make it more engaging in a hybrid format.

CR - Democratic Learning and Dialogue for First-Year Students
Room 404; Floor Fourth

Max Schuster
Glen Edward
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.

CT - Higher Education Meltdown
Room 405; Floor Fourth

Tom Mortenson
The Pell Institute for the Study of Opportunity in Higher education

Since 2010 College continuation rates have been declining, undergraduate enrollments have been declining, higher education's share of GDP has shrunk, and the number of college campuses has declined. The underlying problem is that the number of undergraduates with Pell Grants has declined by 3.0 million students, while the number of undergraduates without Pell grants has increased by nearly 1 million students. Students from lower income backgrounds have encountered huge and growing financial barriers to higher education. These financial barriers are unmet financial need, student work-loan burden, and net price to family. The session will discuss program, policy and funding options.

FD - Changing Perspectives: Peer Mentor Support for TRIO and Honors Students

Room 408; Floor Fourth

Jazmin Martinez
Chris Whitefield
Hailey Sands
Jordan Herpich
University of Northern Colorado

This dialogue will focus on the unique role peer mentors play in supporting first-year students. There are different ways to maximize this crucial support including peer mentor regular participation during classes. Additionally, students have multiple intersecting identities that all play a role in the classroom, this is especially true for TRIO and Honors students. Having peer mentors who have shared experiences and identities can help them relate to these students and help them more comfortably adjust to their new environments. Two undergraduate peer mentors who support honors and TRIO students inside and out of the classroom will lead the session.

CI - The Missing Competency: Third Times the Charm, Right?

Room 501; Floor Fifth

Zoe Smiley
Thomas Arce
Oregon Institute of Technology

Oregon Tech's Student Involvement and Belonging Team is halfway through their third year, and FYE Programs are ever evolving. Having read The Missing Competency: An Integrated Model for Program Development in Student Affairs and the longtime outsourcing of orientation, we launched an in-house, high-impact practice known as S.O.A.R. We will delve into three years of program evolution, highlight the crucial role our campus partners play and how we get them involved, and explore our comprehensive program evaluation focusing on incoming students.

CI - Fostering a Sense of Belonging through Active Peer Mentoring

Room 502; Floor Fifth

Laurie Cella
Alexandria Karlheim
Shippensburg University

This presentation describes unique ways that our peer mentors and fellow students increase first-year students' sense of belonging. First, we will describe the Proactive Peer Anchor Check-in, where Peer Anchors meet individually with each of their students during the first weeks of the semester to provide support to any student who might be struggling with the transition to college. Second, we will describe our Belonging intervention, where first year students read letters written to them from previous students. These letters describe challenges students face and eventually overcome. We hope these interventions will increase credit completion rate in Fall 2023.

CT - A Holistic Approach to First-Year Student Success

Room 505; Floor Fifth

Asia Knowles
Todd Middleton
Kenya Floyd
Joshua Lowder
Florida A&M University

Florida A&M University is committed to supporting our First-year Students holistically. The Office of Freshmen Studies seeks to promote students' overall personal development and academic performance by utilizing four key initiatives: the First Year Experience Peer Mentoring, Learning Community, Access Summer Bridge, and Strike Forward programs. The goal of the presentation is to give educators and other interested parties cutting-edge strategies for motivating pupils and encouraging a well-rounded approach to learning.

FD - Creating Self-Care and Burnout Education Programming for Students in Transition

Room 508; Floor Fifth

Gavin Gilliland
Abby Hart
University of Maryland Baltimore County

Burnout is a recurring problem in higher education, especially for students in transition. We will start by exploring what burnout and self-care are, before having a conversation on how to identify burnout, create a self-care plan, and provide resources for students that may be experiencing burnout. This session is collaborative and requires participants to identify and convey resources and systems of support in their own community and campus to serve students holistically. We aim for all participants to develop a greater understanding of how to identify burnout and help participants develop a self-care plan that is campus and community specific.

CT - A Conversation with John Gardner about Innovation and Innovators in Higher Education

Room 512; Floor Fifth

John Gardner
John N. Gardner Institute for Excellence in Undergraduate Education

This will be an event that will be modeled on the podcast series: "Office Hours with John Gardner." John will attempt to do with this audience what he has done with approximately 100 innovators since January 2022, namely conduct an interview about their experiences with innovation in higher education. How and why does one become an innovator? Why is innovation needed now more than ever? Do you have a philosophy for your own practice of innovation and how does that connect to your larger philosophy of education?

CT - Teaching FYE Students How to Use AI: A Critical Skill

Room Quinault; Floor Fifth

Jeremy Tiedt
Gianna Hutton
University of Nevada, Reno

AI is transforming the world in unprecedented ways, affecting various domains such as education, health, business, and entertainment. AI tools can generate content, provide feedback, and offer recommendations, among other functions. However, AI also poses significant challenges and ethical dilemmas that require critical thinking and evaluation skills. Therefore, it is essential to teach students how to use AI effectively and responsibly, as well as to prepare them for the opportunities and challenges of the digital age. In this presentation, we will discuss the benefits and challenges of teaching students how to use AI in the classroom.

CI - Breaking the Barriers for Transfer Students: Applicability over Transferability

Room 601; Floor Sixth

Kristal Eaker
Alamo Colleges District

The Alamo Colleges District Transfer Advising Guides (TAGs) highlights the steps necessary to construct transfer advising guides as part of the Guided Pathways national model. This is an integrated, institution wide approach that helps students clarify their career and degree goals and the pathways that will help them achieve those goals. TAGs improve time toward goal completion by reverse mapping degree applicable courses between Alamo Colleges and their transfer university of choice.

CT - Ikigai: Helping Students Discover and Explore their Life Purpose

Room 602; Floor Sixth

Brad Garner
Indiana Wesleyan University

Students entering college often experience pressure to choose an academic major and proceed down a path toward their future. At the same time, later decisions to pick a new major and life path can be costly in terms of additional coursework and a delay in reaching graduation. Ikigai, translated to mean "the thing you live for" has been practiced in Japan for almost 1,500 years. It provides a format for engaging students in reflections and conversations with students about their mission, passion, vocation, and profession. Join for an interactive experience with Ikigai.

CT - Beyond the First Year: Maintaining High Impact Practices Through Graduation

Room 604; Floor Sixth

April Barnes
Jorge Rodriguez
Cathie Jean Varlack
University of Texas at Austin

The support provided to first-year students is critical to building a foundation of success. All too often, support seems to decrease after the first year. The University Leadership Network at the University of Texas at Austin designed a scholarship program that maintains High Impact Practices (HIPs) like mentoring and experiential learning from their first day on campus until they walk across the stage. This interactive presentation will highlight the success of, as well as the challenges of scaling up and implementing a comprehensive four-year program that encourages students to be active participants in their education and increase four-year graduation rates.

FD - Transforming Fixed Mindsets: Instructor Strategies for Student Success

Room 608; Floor Sixth

Bryant Nall
Houston Community College

This session seeks to give perspective on the classroom climate that faculty are faced with each semester as diverse student mindsets make their way into the classroom with a myriad of external factors that can be challenging to contend with. Of the many challenges that faculty are greeted with as students enter classrooms on the institutions of higher learning spectrum, cultivating an environment that is conducive to transforming the student mind; in particular, one of a fixed mindset, can be a feat.

V - FIRST GEN: Exploring the Emotional Toll of Social Mobility

Room 701; Floor Seventh

Alejandra Campoverdi
FIRST GEN (Hachette)

Alejandra Campoverdi presents her national bestselling book FIRST GEN and leads an interactive audience Q&A. In FIRST GEN, Alejandra uses her own story - as a child who grew up on public assistance and a Pell Grant recipient who later attended Harvard and worked as a White House aide to President Obama - to frame an exploration of the emotional toll of social mobility on those who are first gen. An unflinching memoir and a "resource" (Kirkus Reviews), FIRST GEN has been chosen as the 2024 Opportunity Matters National Book Club selection for the Council for Opportunity in Education (COE).

V - Measuring what Matters: New Insights for Continuous FYE Program Improvement

Room 702; Floor Seventh

Joyce Mueller
XanEdu Publishing

Traditional performance measurement indicators like second year enrollment, GPA, and ultimately graduation rates are important metrics for FYE program leaders. This session will challenge leaders to think beyond these traditional KPIs and dig deeper. There are many insights to be gained from data and diagnostics at the instructor, student and even family level. This session will feature new ideas built from successful analytics tools in the education industry and will encourage participants to discuss, share ideas and stretch their thinking around what to measure to provide actionable insights that will lead to a culture of continuous improvement within FYE programs.

V - Building Community Among Digital Natives: The First Year and Beyond

Room 708; Floor Seventh

Kristin Lamendola
Kim Marsh Allee
Fable

Today's students are digital natives, accustomed to socializing and connecting on devices. Learning programs should embrace the default setting of these students, rather than work around it. In this session you will learn how to leverage Fable, the world's most immersive social platform for discovering, reading, and discussing books. Whether you're looking to differentiate your First Year Orientation / Common Read program, build community across distance learning students, or even drive engagement with Alumni through a book club, this session will provide data-driven evidence for how best to support innovative, high-impact reading programs at scale.

4:15 p.m. – 5:15 p.m. PST

CT - 30 Classroom Activities for Teaching Student Success

Room 302; Floor Third

Amy Baldwin
University of Central Arkansas

Are you searching for new activities and assignments for a student success course? Do you want to integrate academic strategies into a first-year seminar and are not sure how? This presentation will provide fresh ideas for helping your students develop the habits, skills, and behaviors that they can apply throughout their college careers. Topics will include the hidden curriculum, adjusting to college, time and priority management, academic skills, and degree and career planning. Participants will leave with at least 30 ideas that they can share with students and colleagues.

FD - "Cis-sy That Walk": Advocacy Talk--to Help All!

Room 307; Floor Third

Chris Gurrie
Stephen Kromka
The University of Tampa

This session assembles champions (both in attendance and via recording) of LBGT+ lives who do and do NOT identify as queer, to provide a recent report and create discussion as allies during increased hateful rhetoric, discriminatory policies, and state laws with the purpose of hosting a shared dialogue in Seattle. How can the FYE community help our students of all stripes? How can straight-white guys show support and be supported as an ally, faculty, staff, and champion of higher education. This interactive discussion will invite lively, lovely discussion/tools for everyone to advance support for all.

CI - Theory-to-Practice: Applying the Best Practices Model for Living-Learning Communities

Room 402; Floor Fourth

Richie Gebauer
Bryn Mawr College

As higher education faces tumultuous times, the expansion and improvement of learning community programs to align with best practices to create inclusive campuses, strengthen community, increase students' sense of belonging, and foster faculty-student relationships is of the utmost importance. This presentation seeks to provide an application of the Best Practices Model for Living-Learning Communities to a well-established, constantly evolving learning community program. Through a reflective analysis of four living-learning communities, this presentation seeks to apply theory to practice, specifically articulating how this model can be used for reflection, as well as, assessment and improvement of a program.

CI - First Year Seminar: Facilitating Critical Thinking and Growth through Humor

Room 404; Floor Fourth

Kymberly Richard
Northern Arizona University

Using the First Year Seminar What is Funny? As the framework, this forum explores the creative process of developing a new FYS course that fosters strong academic habits and lays the foundation for a successful college career. Guided in the same constructivist manner as an FYS class, attendees will be introduced to the formal writing experiences and engage in the same reflective practice that students do in their "writing as thinking" journals. Exemplars from creative projects will be shared along with rubrics to facilitate discussion of successful assignments.

FD - Are They Ready? Understanding and Supporting Preparedness for College Success

Room 408; Floor Fourth

Lisa Copenhaver
Rebecca Grove
Hood College

College presents a variety of new experiences for students—academically, personally, and socially. National high school test data and local anecdotal data reveal that students are not as fully prepared to meet the demands of college learning and life as we might hope. This session will explore how First Year Seminar curriculum and activities can be used to engage students and purposefully build skills that will lead to college success, both in the classroom and around campus. We will share specific strategies and tools we have used and will facilitate a useful exchange of ideas among session participants.

CI - A University Wide Approach to Academic Difficulty

Room 502; Floor Fifth

Shannon Stephens
Annie Amos
Alondra Catalan Vargas
California Polytechnic State University

This innovative approach to support first year students experiencing academic difficulty has served an entire campus. It shows students that administrators, staff, and faculty care about their success. It has also provided professional development and training opportunities to those who volunteer to support these students. The data is undeniable and has been collected since 2009. Findings indicate student GPAs increase by 14.6% of a standard deviation and the program decreases the probability of first year drop out by 8.5 percentage points. More work can be done, but it is important to share this unique, campus wide approach to supporting students.

CR - Engagement, Self-Efficacy, and Self-Esteem between FYS TRIO and Honors Students

Room 505; Floor Fifth

Samantha Burns
Angela Vaughan
University of Northern Colorado

The levels of engagement in high school compared to college may be very different for students. Engagement levels may also contribute to impacts in both self-efficacy as students enter college as well as levels of self-esteem. Self-efficacy and levels of engagement may also differ between the programs in which students are enrolled (i.e., honors students versus TRIO students). This study will assess the relationship of these factors when students enter college and after they have completed their first semester in an FYS. Implications of how self-esteem and self-efficacy may impact levels of engagement students will also be explored throughout this study.

FD - Creating a Mindful and Creative Culture in Support of Innovation

Room 508; Floor Fifth

Holly Hoffman
Cheryl Priest
Kristina Rouech
JoDell Heroux
Central Michigan University

Innovative approaches utilized to build and maintain a supportive culture of first year students enrolled in a living and learning residential college are described and analyzed throughout this presentation. Summarizing previous research of the effectiveness of this learning community highlights increased leadership and engagement in learning among first year students. To increase out of the box thinking and innovation, students next engaged in Mindful Based Strength Practices throughout the semester, as well as extensive reflective practices. Insights from students included heightened awareness of self, confidence, future goals, and resilience.

CP - Using Meta-Major Pathways to Support First Year Student Success

Room 512; Floor Fifth

Cinnamon Hillyard
Terry Hill
Emily Leonard
Peter Brooks
University of Washington Bothell

We use meta-majors to organize our degrees into meaningful groups related to career and post-graduation goals for incoming first-year students. In a partnership between academic and student affairs, we use meta-majors to frame many of our first-year experiences including orientation and onboarding, peer coaching, first-year seminars, and an annual pathways event to explore degrees, cocurricular activities, and career opportunities. We will describe each of these pieces of our programming and provide quantitative and qualitative analysis of our

support. Participants will discuss the value and challenges of using this approach to support first-year students.

CT - Promoting Student Success in the Age of Artificial Intelligence

Room Quinault; Floor Fifth

Robert Feldman
University of Massachusetts

Joni Webb Petschauer
Cindy Wallace
Appalachian State University

How is the landscape of education and the first-year experience evolving in the wake of emerging challenges, including the rise of artificial intelligence and the lasting effects of the pandemic? In this presentation, we explore the enduring emotional strains resulting from the pandemic, learning loss, and the transformative impact of increasingly advanced artificial intelligence-based educational tools. Furthermore, we examine insights from learning science, shedding light on the core tenets of effective teaching and how we can harness these principles to navigate the integration of artificial intelligence, ultimately fostering success for first-year students.

CT - Less is More: Resisting Over-programming in FYE

Room 602; Floor Sixth

Jasmine Rose Schmitt
Christina Bui
Yasmeen Khattab
University of Texas at Austin

Are we doing too much? In this session, we discuss scaling back programming within the first-year experience. In a post-pandemic higher education space, we are working with a completely new generation of students that have different needs. What are methods of reframing how we approach first-year success programs to adapt to these changes?

CT - Commuter Students and the Library: Building Relationships and Fostering Engagement

Room 603; Floor Sixth

Tim Berge
Randolph Macon College

Many commuter students lack social engagement and a sense of belonging on their campus. As a result, retention rates for commuter students trend lower than residential students. Commuter students also spend a lot of time in the library doing homework. At Randolph-Macon College we are trying to bridge the gap between commuter students and campus engagement by building a relationship between the Commuter Student Association and the library. Fostering a relationship between library and student organization is an imperfect but practical, low-cost way to address commuter student engagement.

FD - Life is a Group Project: Utilizing Group Projects in FYE

Room 608; Floor Sixth

Julie Johnson
University Of Nevada-Las Vegas

Students leave High School with a bitter taste for group projects only to enter college and discover that they are facing them again. How can we sweeten that taste not only for our students but for us as instructors? In the College of Fine Arts at the University of Nevada Las Vegas, we found a way to use group projects resulting in final presentations that combine creativity, collaboration, critical thinking, communication skills, and research in an interactive way. We put the onus on them, and they gain a sense of responsibility for themselves and each other.

V - Stronger Together: FYE, Advising and Career Services

Room 701; Floor Seventh

Matt Parks
PAR Inc. | Self-Directed Search (SDS)

At many institutions, Career Centers, Academic Advising and FYE course(s) are siloed entities; sometimes even at odds with one another. Everyone wants to help students succeed, but whose job is it exactly? Who "should" do it? Who is qualified to do it? Who pays for it? And where the heck does FYE fit in? In an increasingly "Do More with Less" funding environment, come learn about one comprehensive yet inexpensive assessment tool - The Self-Directed Search - that can help these frequently disparate groups work in concert, for the benefit of the student!

V - Correlating Character Skills Scores with Student Performance and Retention

Room 702; Floor Seventh

Anthony Kapolka
Wilkes University

Shalin Shah
Character Arc

The first-year experience is marked by both excitement and challenges, where students navigate unfamiliar academic and social landscapes. Wilkes University and Character Arc have partnered to test the utility of the Holistic Inventory of Character Skills instrument in identifying at-risk students. In this presentation, we share the outcome of our data informed character skill development initiative. Through a comprehensive case study, we unveil the tangible impact of our efforts, share the lessons learned from our partnership, and present a roadmap for continued improvement.

V - Maximizing Your finances: 3 Secrets First-Year Students Need to Turn Scholarships into Assets

Room 708; Floor Seventh

India Prather
The Art of Scholarships

How many of your students are funding a portion of their college with student loans? How many desire to study abroad but lack the finances? Attorney and Scholarship Expert, India Prather, will give you the tools to help your students quickly find private scholarships to assist in paying for upcoming semesters. Even more exciting, India will remove the mystery behind winning scholarships, teaching you what judges are looking for and how to transform students' life experiences into winning essays. With this information, you will be able to better assist your students that express great financial need.

V - University of Nebraska-Kearney Case Study: Proactively Supporting Student Mental Health

Room 305; Floor Third

Simone Figueroa
U-Thrive Educational Services

Kelly Tuttle Krahling
University of Nebraska at Kearney

One in three first-year students experience mental health challenges; those who do are twice as likely not to graduate. In this session, presenters from University of Nebraska-Kearney (UNK) and U-Thrive Educational Services will share a case study on how UNK successfully offered proactive mental and emotional wellness workshops to help first-year students transition to college. Presentation will introduce participants to Positive Psychology, Mindfulness, and Self-Compassion, three fields with demonstrated impact on college student success and well-being. Participants will discuss the challenges and opportunities to proactively support student mental health and explore ways to integrate these fields on their own campus.

4:15 p.m. – 5:30 p.m. PST
Featured Sessions

FS - Decolonizing Our Relationships with First-Year Students Through Safe Conversations

Room 401; Floor Fourth

Robyn Jardine
California Lutheran University

Tara Coleman
Kansas State University

Respectful and constructive dialogue during conflict is essential to student success and reflects professional preparedness. Helping students develop collaborative relationship skills is especially challenging when the system of higher education perpetuates centralizing whiteness and white supremacy through relationship dynamics. This impacts how first-year students experience their learning environment, self-identity, sense of belonging, and relational competencies. In this workshop, participants will learn ways to decolonize systems and relationships by using Safe Conversations as a teachable method of creating relational spaces based on justice, equity, inclusion, accessibility, and belonging (JDEIAB).

FS - Motivational Conversations with College Students: MI for Higher Education Professionals

Room 405; Floor Fourth

Jonathan Lee
University of Louisville

Benjamin Buck Blankenship
Northern Arizona University

Support personnel (e.g., advisors, faculty, counselors, coaches) in higher education convey evidence-based practices that support behavior change to improve all variety of situations (e.g., social, behavioral, academic). One evidence-based practice, Motivational Interviewing (MI), can help better serve the individuals they advise. MI is founded on the belief that how one converses with a student affects that student's motivations for change and promotes student autonomy in identifying positive change goals. Join us as we introduce and practice the fundamental spirit, processes, and skills of MI in a light-hearted and engaging atmosphere!

FS - User Engaged: Creating Open Textbooks and Module Content that Students Cannot Stop Using

Room 501; Floor Fifth

Derek Malone
Jennifer Pate
University of North Alabama

This workshop will detail the steps that you can take to construct equitable and affordable course materials for your FYE courses. If you are searching for a way to implement highly relevant course materials that your students will use, this is the workshop for you. The presenters will provide attendees the opportunity to construct an FYE textbook and learning modules related to that textbook that can be used in

an LMS. Additionally, the presenters will discuss the arrangement of incorporating Open Pedagogy in the form of student feedback from annotations. Finally, the presenters will highlight the process of publishing FYE textbook and module materials as OER content, specifically showcasing export options, copyright, and open licensing of content.

FS - Critical Thinking and Writing Pedagogy Throughout the First Year

Room 604; Floor Sixth

Robert A. Kenedy
York University

Critical thinking and writing require a student-centered approach. Current research suggests that critical thinking is the type of evaluative learning students significantly benefit from in terms of a more individualized in-depth approach to understanding the course material. Students who learn through a critical thinking infused pedagogy, become successful critical thinkers and writers in FYE seminars, introductory courses, and the college transition. We will evaluate relevant research and pedagogy that promote best practices for teaching critical thinking and writing online and in classroom settings. This interactive workshop will include substantive materials to help develop both online and in-class critical thinking and writing pedagogy.

FS - Mind Hack the Brain for Academic Success

Room 605; Floor Sixth

Thomas E. Rojo Aubrey
Glendale Community College

Andrea Scherrer
Scottsdale Community College

Students are dealing with multiple demanding challenges in their academic and personal lives. These stressful challenges are unintentionally hindering higher cognitive functions required for academic success. We will explore the applied neuroscience of how to hack the mind and body to optimize higher cognitive functions to improve memory and learning. Through experiential learning, you will acquire the skills to help your students mitigate the adverse effects of stress (academic, personal, and work-related) on the brain to optimize learning in the classroom.

FS - Leveraging Advisors for First Year Student Success

Room 601; Floor Sixth

Kelli Listenbee
Melissa Jackson
Pamela Henderson
Arkansas State University

"Leveraging Advisors for First Year Student Success" explores the needs of the new "average" college going student, challenges they face, and what support systems institutions of higher education should implement for students' successful transition to college. Develop an understanding of advising as teaching and utilize practical tools and structures at your institution to leverage advisors as first-year teaching faculty. Learn about ACUE-informed (The Association of College and University Educators and the American Council on Education) teaching strategies, and how with the help of your advisors, you could retain your first-year class at higher rates than ever.

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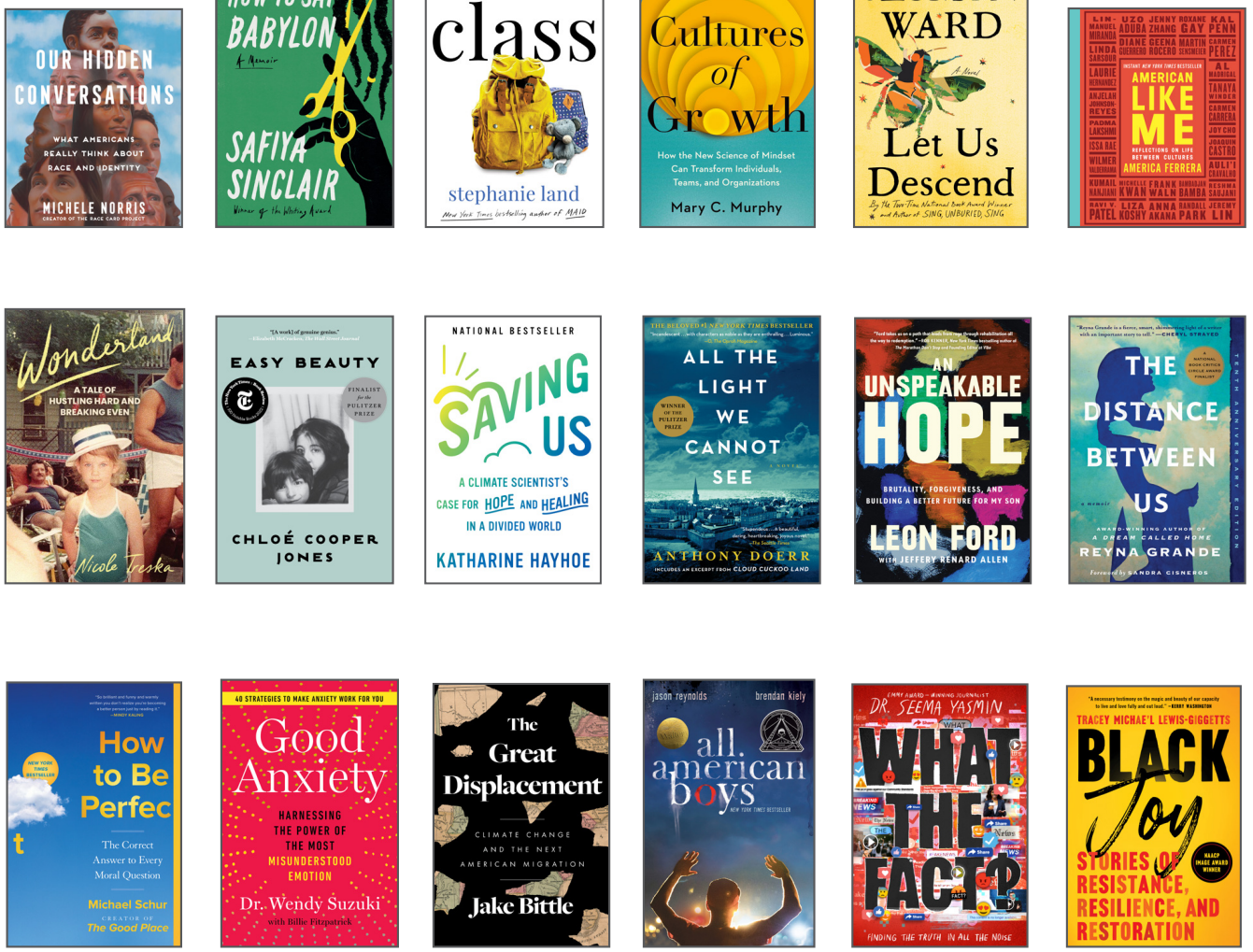

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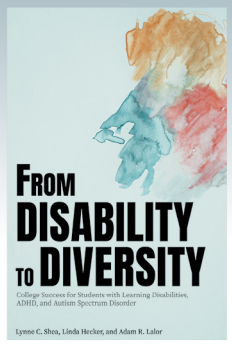

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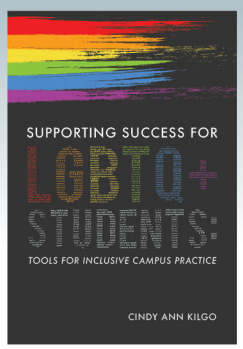

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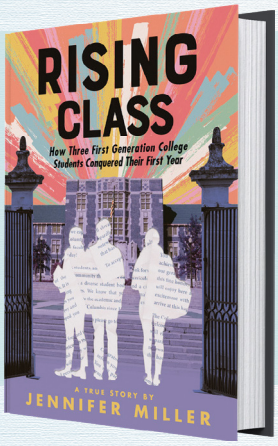

JENNIFER MILLER
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Rising Class
How Three First-Generation College Students Conquered Their First Year

WOO-KYOUNG AHN
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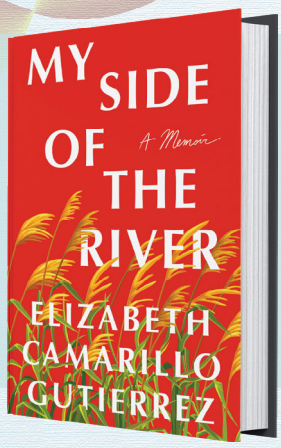
How to Reason Better to Live Better



ELIZABETH CAMARILLO GUTIERREZ
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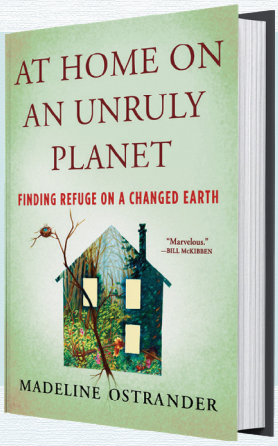

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Author of
At Home on an Unruly Planet
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7:30 a.m. – 5:00 p.m. PST
Third Floor Foyer

Continental Breakfast
7:30 a.m. – 9:00 a.m. PST
Regency Ballroom, Seventh Floor

8:00 a.m. – 9:00 a.m. PST

CI - Successful FYS Initiatives for Supporting Students and Increasing Retention

Room 301; Floor Third

Rebecca Grove
Lisa Copenhaver
Hood College

We want our students to engage and thrive in their first year and beyond; the first semester experience is critical to meeting this goal. By implementing strategic curricular changes, advising structures, and mid-semester "intentions" surveys in First Year Seminar, our college has experienced elevated rates of retention and has more deliberately prepared students for college demands. Join us as we discuss specific strategies and tools that have proven successful, share data to illustrate impact, and offer suggestions for interdepartmental collaboration to develop similar initiatives.

CR - International Survey of Peer Leaders: Cross-National Panel, Results, and Implications

Room 302; Floor Third

Dallin Young
University of Georgia

Bryce Bunting
Brigham Young University

Koji Fujiwara
Yamagata University

Robert Kenedy
York University

Annsilla Nyar
South African National Resource Center for The First-Year Experience and Students in Transition

Jane Skalicky
University of Tasmania

In this interactive panel, we will be discussing the International Survey of Peer Leaders, a cross-national and collaborative project collecting data on peer leaders from Australia, Canada, Japan, New Zealand, South Africa, and the United States as well as countries in Europe. We will be sharing what we have learned from the survey so far, including presenting preliminary data and discussing the challenges and successes of cross-national collaboration.

CP - Improving First-Year Retention: Season 3 - FREE Truist Emerging Leadership Certification

Room 305; Floor Third

Debbie Bannister
Beth Pauley
University of Charleston

In Season 1, we discussed how intentional advising could help improve first-year retention. Then in Season 2, we learned how changing our UNIV courses to 3 credits has helped play a significant role in maintaining our retention increase of 6%, while also improving the academic standing of our freshman cohort. After a brief review of Seasons 1 & 2, we are excited to share our experience with the FREE (YES... FREE!) Truist Emerging Leadership Certification in Season 3. Since 2020, we have certified 590 freshmen, and this program continues to be the highest rated initiative in our First-Year course.

FD - First Year... or First Semester? Reimagining the First Year Experience

Room 307; Floor Third

Mustafa Anwar
Loyola University Chicago

A potential pitfall or criticism for first year experience programs is the emphasis on student engagement and transition during the first fall semester, while many spring deposit or transfer students may not receive the same level of attention or structured support. In this session, we will discuss the potential lack of pomp and circumstance new students might face in their first spring semester while also providing specific opportunities for participants to self-examine what FYE can or could look like. Presenters will also share practical strategies for reimagining the spring semester for FYE students including timelines, priorities, assessment, and campus resources..

CI - Prepare for Takeoff! Using Dimensions of Wellness to Increase Self-efficacy

Room 401; Floor Fourth

J.L. Vertin
Doane University

Extended orientation bridge programs increase academic and social preparedness for first year students. This session will give an overview of a bridge program designed around dimensions of wellness featuring strengths-based programming that impacted over 50% of incoming first year students including first generation, out of state, academically at risk and fall sport athlete populations. Daily programming included 2 hours of academic sessions, 1 hour of physical wellness, motivational speakers during lunch, and an evening social activity. Participants of the bridge program established connections with other students and felt more confident about their ability to succeed academically.

CI - Unpacking Reflection through Strategies to Deepen Student Learning

Room 402; Floor Fourth

Amber Fallucca
Keah Tandon
Julie Boyken
University of South Carolina

Reflection is an important method to facilitate learning and connections between experiences, yet it can be perceived as ambiguous or overwhelming to students. This session will provide an overview of a university-based initiative designed to introduce and reinforce reflection as an early skill for first-year students to practice over time to help them make meaning across their college careers. By highlighting examples originating from beyond-the-classroom activities and sharing compelling assessment data describing reflection impact, participants will walk away with resources to help incorporate reflection into various campus settings designed to help students deepen their learning in approachable ways.

CP - Some Assembly Required: Developing a First Year Advising Program

Room 404; Floor Fourth

Andrew Lehr
Melissa Layton
University of Saint Francis

Supporting first-year students is critically important as universities pinpoint ways to support students through their transition to college. One best practice is through advising, which connects multiple avenues of the institution and provides both challenge and support as students navigate university life. At the University of Saint Francis, a First Year Advising program was launched in Fall 2020, resulting in many changes and improvements across the institution. This session will unpack multiple layers of navigating institutional change, provide insight to potential strengths and limitations of First Year Advising, and prepare university faculty and staff to launch a successful first year advising program.

CT - Nourishing a Community of Eudamonia

Room 405; Floor Fourth

Buddy Howell
Virginia Tech

Research has shown that considering student emotions and affective experiences in course design can affect learning outcomes. Engaging in early outreach, uncertainty reduction, relationship-enrichment, resource-immersion, and other-actualization can help first-year students perceive greater degrees of control and value (Pekrun, 2006), increasing satisfaction with course content and achievement of learning outcomes. Peer mentors, university partners, peer panels, and access to seniors and alums are effective resources for increasing first-year students' sense of control, inside and outside the classroom, and for helping students identify the high value of course content in the School of Communication at Virginia Tech.

FD - Coordinated and Collaborative: FYE Programs at the Community College

Room 408; Floor Fourth

Amber Estlund
Kellie Ziemak
St. Petersburg College

This facilitated dialogue will bring together community college personnel to discuss the viability and sustainability of creating FYE programs that meet the unique needs of the community college student. Using St. Petersburg College's First-Time Titans program, an intentionally aligned effort between Student Affairs and Academic Affairs, as a framework for the conversation, participants will share challenges surrounding curriculum development, recruitment and retention, budgetary and labor constraints, and institutional support. Participants will share strategies and develop goals to overcome barriers in order to start building an FYE.

CP - Get the Word Out: A Common Reading Curriculum Revision

Room 501; Floor Fifth

Paula Patch
Elon University

Elon University has had a Common Reading program for 30 years. This year, for the first time, we "gifted" every first-year student with a copy of the book and created an online summer reading curriculum designed to support their independent reading and to provide us with real-time feedback on their reading progress, behaviors, and ideas for further engaging with the book throughout the first year. In this session, the presenter will describe the logistics of providing the book, demonstrate the curriculum, and provide examples of the kinds of feedback we received from students as and after they read.

CP - College 101 at Clark College: 10 Years In

Room 502; Floor Fifth

Kristin Sherwood
Deena Godwin
Clark College

In 2022-2023, we worked with our Institutional Research office to gather data that measured persistence of first term College 101 students. We also conducted a year-long outcomes assessment project across all 75+ sections of our FYE course. We will look at what the data from each initiative says about the success of College 101 at retaining our community college students and helping them persist at Clark. We will share a brief history of College 101, how we administer the course, explore what the data tells us today, what we have already done with this information, and where we go from here.

CT - Navigating and Supporting Students' Mental Health in the FYS Classroom

Room 505; Floor Fifth

Brianne Dixon
Samantha Burns
Wayne South
Angela Vaughan
University of Northern Colorado

In this session, participants will learn about mental health issues first-year students are facing and the impact these issues have on student success and wellbeing. Participants will learn the signs and symptoms that indicate a student may be struggling, and learn the basic skills needed to provide students with support. Participants will gain an understanding of how to navigate difficult conversations with students, including students in crisis, while maintaining professional boundaries. Participants will learn how to help students find access to mental health services and where this information can be included throughout the curriculum to increase student access to resources.

FD - FY(C)E: The First-Year Experience and Concurrent Enrollment, Models and Exemplars

Room 508; Floor Fifth

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 classified as college students. However, this population of students does not always have access to the first-year experience. As a follow-up to previous facilitated dialogues, this year's session will explore successful models and exemplars of the first-year experience for the concurrent enrollment population.

CT - Feng Shui and Course Design: Hospitable and Welcoming Environments for Learning

Room 512; Floor Fifth

Brad Garner
Indiana Wesleyan University

In the ever-evolving landscape of education, creating engaging and effective learning experiences is paramount. Enter Feng Shui, the ancient Chinese art of harmonizing one's surroundings, which holds invaluable principles for optimizing course design and enhancing the learning journey. Join this presentation as we delve into the world of Feng Shui and its profound connections to teaching and learning in higher education. We will explore how the principles of balance, energy flow, and aesthetics can be seamlessly integrated into course design, resulting in (classroom and virtual) spaces that nurture focused minds and inspire creativity and learning.

CT - Trees among the Forest: Understanding and Supporting Student Subgroups

Room 601; Floor Sixth

Ross Markle
Andrea Pope
DIA Higher Education Collaborators

Paul Mabrey
Riley Herr
James Madison University

While research has identified myriad student subpopulations on which we should focus (e.g., first-generation college students, students of color, student veterans) we're still not adept at finding and nurturing these trees amidst the forest of our students. This session will discuss data-based strategies for identifying, understanding, and supporting various student subpopulations using examples from two student subpopulations: nursing students and international students. Presenters will discuss processes for understanding group differences, comparing predictors of success, targeting student groups, and determining effective interventions, providing attendees with a framework of questions that can be used to support subpopulations at their own institutions.

CT - Connections and Empowerment: The REAL Keys to Academic Success

Room 602; Floor Sixth

Linda Hatfield
Muskingum University

Evaluating and reimagining what we do is essential to helping our at-risk students find the grit and resilience they need. This session will share how one small liberal arts school redesigned a gateway course with an integrative advising and proactive approach that allowed the instructor and students to build strong relationships. Students were empowered in their own learning and connected with alumni and upper-class students who overcame academic struggles. A partnership with the Media department led to a podcast featuring 13 Keys to Academic Success. Attendees will leave with some inventive and concrete examples of how to engage reluctant learners.

CP - University College: A Model of Intentional Advisement for Undeclared Students

Room 603; Floor Sixth

Lindsey Hresko
Hope Lennon
Montclair State University

Working with undeclared or pre-major students presents unique challenges and requires an innovative approach. This session will outline a university's model of creating an academic home for undeclared students. The presenters will discuss services including Academic Advising, Career Advising, First-Year Seminar, and innovative programming geared toward undeclared students' development. Our model focuses on major exploration, self-discovery, and relationship-building with advisors. Participants will learn how we serve this population from the onset of their academic

careers until major declaration. This interactive session will provide tangible advising strategies and activities that can be used to support undeclared students.

CT - Creating and Sustaining Intra-Institutional Transfer Partnerships for Transfer Student Success

Room 604; Floor Sixth

Abby Hart
UMBC

The support systems and resources for transfer student success cannot be siloed to one division or department. At The University of Maryland Baltimore County, transfer success is woven into our campus culture. This is partly due to necessity, as about 40% of UMBC's incoming students in fiscal year 2022 were transfer students from both two-year and four-year institutions. This session will explore how UMBC has created and strengthened effective cross-divisional and inter-departmental collaboration to foster holistic transfer student success. Participants will gain a better understanding of key institutional partners for potential collaboration and strategies for maintaining effective campus partnerships.

CT - Building Belonging Through Aligning Instructional Team Professional Development

Room 605; Floor Sixth

Catherine Thomas
Jacquee Williams
Georgia Institute of Technology

This session discusses how to leverage instructional team professional development and community-building in first-year and transfer student seminars to encourage awareness and implementation of best practices for creating belonging and inclusivity in and out of the classroom. Initiatives include building communication infrastructure for teaching team connection within and across semesters; aligning instructor and peer facilitator training and development opportunities; and creating intentional outlets to learn about, discuss, and practice belonging interventions. Through this holistic approach, the strategic goals and institutional values of inclusivity and belonging are infused both structurally and culturally into an undergraduate transition seminars program.

FD - Collaboration and Innovation in an FYE Course for Exploratory Students

Room 608; Floor Sixth

Anthony Guest-Scott
Daniel Turner
Rachel Gerber
Matthew Graham
Indiana University

In this Facilitated Dialogue, we will walk together through the process by which we created an FYE course for Exploratory students built on community, collaboration, and innovation at Indiana University-Bloomington. Along the way, we will explore how this model is reflected at every level of the course - from who the instructors are to what the students are actually learning. As a novel partnership, the course is taught by a combination of academic advisors, career service professionals, and graduate students, assisted by undergraduate peer coaches. The course curricular content and assessment mirrors these priorities as it is centered on connection, community, and belonging.

V - Helping Students Feel Seen, Heard, Known: Discover What Drives Them

Room 701; Floor Seventh

Sara Johnson
TruMotivate

Imagine having a tool that captures students' most meaningful experiences and builds rapport as they feel truly seen, heard, and known.

As students step onto campus, they bring stories that have shaped who they are and how they appear in the world. The TruMotivate assessment uses students' stories of achievement and behavioral data to reveal their MCode — what motivates them to not only perform at their best but also to take charge of their academic journey, articulate their value, show up at their best, and cultivate deep meaning, satisfaction, and fulfillment in their college experience, work, and everyday life.

V - Transforming Your Institutional Strategy Toward New Era of Student Success

Room 702; Floor Seventh

Joyce Holl
NODA

Joe Thomas
University of Colorado, Boulder

NODA's philosophy toward orientation, transition, and retention is to blur the traditional independent fields known more specifically to orientation in that transition is the continuous process leading toward orientation and retention. Professionals must recognize the intersectionality of orientation, transition, and retention to demonstrate the knowledge, skills and abilities needed to successfully support students. This is more important than ever as we work to better understand the evolving student body. Institutions must adapt and be prepared for demographic shifts among students. NODA will share the definitions and research behind the process, programs, and fields of orientation, transition, and retention.

V - Boosting the Impact of Retention Surveys Through Intentional Instructor Engagement

Room 708; Floor Seventh

Debi Rutledge
Rochester University

Mandy Shaffer
Macmillan Learning

The profound influence of student perception is a concept often overlooked regarding persistence and retention. By acknowledging this concept, institutions can identify struggling students and empower their

success. However, data often comes too late, and flags are reviewed by unfamiliar personnel, hindering the establishment of a personal connection. This presentation will explore the early identification of students' perceptions that impede their success, and the pivotal role individual instructors play. Learn how Rochester University partners with Macmillan Learning to identify and empower students, nurture their potential, and ensure long-term academic success through close collaboration between retention administration and instructors.

9:15 a.m. – 10:15 a.m. PST

V - Exploring First-Year Student Concerns about Mental Health and Academic Experiences

Room 302; Floor Third

James Cole
Jillian Kinzie
Indiana University

The past several years has presented many challenges to higher education, including how to effectively align campus support services and academic resources to help students thrive. Using data from the Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE), this session will illustrate trends in student expectations and beliefs, with particular focus on student mental health. Results from NSSE's new Mental Health & Well-Being module offers additional insight into first-year students' sources of support and perceptions of campus resources. Discussion will focus on implications for institutions to promote well-being and provide support resources to students.

CP - Building a Peer Mentor Program for the FYE Course

Room 305; Floor Third

Abbie Beatty
Jacksonville State University

Peer mentors are an asset in creating a sense of belonging for first year students, especially in the FYE classroom. This session will dive into the development of a peer mentor program for the FYE class at Jacksonville State University. Using data reported from peer mentors, first year students, and FYE instructors, we will review tips for developing a mentor program and lessons learned from the first two years. This session will provide information on recruitment, training, and evaluation that you can utilize whether you are developing a new program or enhancing your current program.

FD - Enhancing First-Year Seminar Courses through Service Learning

Room 307; Floor Third

Charity Bishop
Rachel Swinford
Christian Rogers
Indiana University - Purdue University - Indianapolis

Join us for a dynamic dialogue session to explore the transformative potential of service learning in first-year seminar courses. We will delve into practical strategies, share diverse success stories, and engage in collaborative discussions to highlight the value of service learning as a pedagogical tool in the first year. This session aims to inspire educators to incorporate the high-impact practice of service learning into their first-year curricula, while fostering student engagement, critical thinking, and civic responsibility.

CT - We're Going Abroad: Preparing First-Year Students for Short-Term Travel Abroad

Room 401; Floor Fourth

Elise Lewis
Sarah Cassidy
James Jacocks
University of South Carolina

Yes, you can make education abroad part of the first-year experience! This session will highlight our successes and pitfalls when taking first-year students on study-abroad experiences. We will discuss issues related to planning, preparing students, and creating a flexible environment for learning while in-country. Education abroad is rewarding, but requires much planning, preparation, and flexibility. We recognize each college and university has different ideas regarding education abroad; we hope this session will bring together practitioners interested in sharing their experiences.

CT - Adulting 101: Creating A Life Skills Challenge for College Students

Room 402; Floor Fourth

Amy Baldwin
University of Central Arkansas

While college primarily emphasizes academic growth, many students find themselves unprepared for the challenges of "adulting" outside the classroom. Students crave these life hacks—it is not just about skills but about feeling and functioning as empowered adults. Yet, where can they learn these in a low-stakes, nurturing setting? These life skills are crucial for student success both inside and outside the classroom but do not fit within an already saturated curriculum. Our session introduces "The Adulting Challenge," a unique year-long program aimed at enhancing college students' life skills through short podcasts with nationally recognized experts as well as video testimonials from students.

CR - Differences in STEM Students Transition between Japan and the U.S.

Room 403; Floor Fourth

Sachiko Ito
Tokyo Institute of Technology

In this study, we will use qualitative research methods to explore the differences in the experiences of first-year students at science and technology research universities in Japan and the United States, and how university systems and initiatives influence these differences. The biggest difference was in extracurricular activities rather than curricular activities, with American students having an average of 4.4 extracurricular activities and Japanese students 1.2. Dormitory life, no grading in the first semester, lots of advising and tutoring, and many other ways to get first-year students involved in the many on-campus communities.

CT - Finding Happiness and Satisfaction in Life

Room 405; Floor Fourth

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 or how to achieve it. Highlights of current research on happiness and suggestions for increasing it will be presented to increase student motivation, success, persistence, and life satisfaction. Explore the relationship of happiness to growth mindset, grit, income, financial literacy, and career planning. The session includes interactive activities, practical ideas, and resources for increasing happiness in your first-year experience course and in your own life.

FD - First-Gen PLUS: First-Gen and Intersectionality in Hip Hop Music

Room 408; Floor Fourth

Charmaine Troy
Georgia Tech

Karen Jackson
Georgia Gwinnett College

Television shows, movies, books, music, and other forms of mass media provide tremendous insight into the varied experiences of first-generation college students. However, through complex storytelling in their lyrics, first-generation hip hop artists reveal their intersectional identities and how those identities have influenced their music. The purpose of this session is to share the successes and applicable takeaways of creating active and interactive learning experiences in the classroom for students, connecting intersectionality and the first-generation identity through storytelling by first-gen hip hop artists, and how these practices can foster self-exploration and critical thinking skills.

CR - Common Intellectual Experiences and Coordinated Care Impact in First-Year Seminars

Room 501; Floor Fifth

Amanda Andrews
Northern Kentucky University

This research will explore the integration of Northern Kentucky University's Common Intellectual Experiences (CIEs) within first-year initiatives, emphasizing the combined use of the current Common Read program, newly revised learning communities, and the successful coordinated care model to promote critical thinking and holistic learning outcomes during their crucial first year in higher education. Creating a supportive and collaborative learning environment addresses students' academic, personal, and emotional needs. The research aims to identify effective strategies for first-year initiatives designing CIEs that foster belonging and intellectual growth through students' first year.

CI - Transforming First Year Seminars to Center Equity, Belonging and Agency

Room 502; Floor Fifth

Bianca DeJesus
University of Pittsburgh

The purpose of this session is to share steps I utilized as the Director of First Year Programs to uplift and validate the experiences of minoritized students while also providing all students the opportunity to discuss systems of oppression. I will discuss the approach I utilized to craft a new academic curriculum and overall program with an equity and social justice focus for the first-year students entering our Dietrich School of Arts and Sciences at the University of Pittsburgh (Pitt). I will also share the key factors to consider when facilitating academic introductory seminars that aim to build student agency.

CR - The Pandemic's Impact on Research Skills: A Survey Data Comparison

Room 505; Floor Fifth

Cara Evanson
Holly White
Sydney Adams
Jayme Sponsel
Davidson College

How have student research skills changed since before the pandemic? Prompted by concerns on our campus about student preparedness for college-level research, we surveyed first-year students at our institution in Fall 2023. The survey assessed information literacy competencies, gauged their attitudes towards research, and asked how much time they had spent doing online/hybrid learning during COVID-19. The data enabled us to identify the strengths and weaknesses in student abilities. In this session, we will present the 2023 survey data, in comparison with 2014 and 2016 survey data, to show how student skill levels compare.

FD - Building the Commuter FYE: Roses and Thorns

Room 508; Floor Fifth

Jorge Velez
City University of New York, Queens College

Commuter schools are wonderfully diverse institutions where students from every walk of life come together to learn. However, these schools also face a unique challenge: many students come to campus for class and then leave without utilizing resources. To meet the needs of our large commuter campus, we hosted nearly 50 workshops throughout the school day during the first two weeks of classes to offer students the opportunity to learn about resources on their time. This discussion will offer participants insight into what we learned by organizing these workshops and reflections on how to build programming appropriate for their institutions.

CI - Bridging Students to College Success: Reinventing SLCC's Summer Bridge Program

Room 512; Floor Fifth

Richard Diaz
Agustin Bautista
Salt Lake Community College

How do we ensure students are not just enrolling in college, but thriving? Salt Lake Community College will showcase their revamped and successful summer bridge program reinvented in the middle of a global pandemic to better serve first generation, minoritized and low-income students. Presenters will discuss their student success care model that marries technology and high-touch practices specifically designed to provide support to students most impacted by racial and systemic inequities. Critical to the success of the program are the partnerships created to ensure students have a strong start in higher education, particularly for students with learning and skill gaps.

CT - Leveraging ChatGPT to Advance Reading, Writing, and Critical Thinking Skills

Room Quinault; Floor Fifth

Christine Harrington
Morgan State University

Discover ways that you can help your first-year students use ChatGPT to develop and strengthen their reading, writing, and critical thinking skills. During this interactive session, we will explore creative ways to use ChatGPT to help students build foundational knowledge so they can better comprehend reading materials and benefit from lectures and class discussions, fully embrace the writing process including developing writing plans, drafting documents, and editing and revising work, and evaluating data generated by ChatGPT. Sample lesson and assignment ideas for first-year seminars and other first-year courses will be shared.

CP - Academic Recovery through Resiliency Courses & Peer Coaches

Room 601; Floor Sixth

Ashley Gragido
Marnie Eldridge
California State University San Marcos

This session will discuss the impact of a 1-unit, graded, success course for first-year students on academic probation. Features of the course include trauma informed practices, strength-based approaches, and meaningful reflection. Also learn about our UNIV Peer Coaching program (previous UNIV students) who are matched with UNIV sections in efforts to build connection and meaning in and out of the classroom. Current data trends show a double-digit increase in 1-year retention and overall higher students GPAs.

CT - The GRIT Box: Growing Resilience into Tomorrow

Room 602; Floor Sixth

Elizabeth Huggins
Lorraine Evans
Augusta University

The findings of Dweck (Growth Mindset) and Duckworth (Grit) provide strong evidence for the importance of resilience in the college experience. However, research alone does not constitute change – applying theory into practice works best. In Fall of 2021, our student engagement was at an all-time low. Clearly, we were reeling from the Pandemic year of uncertainty. What happened to our students' resiliency? To explore this question, we created GRIT: Growing Resilience into Tomorrow. In this session, we discuss a menu of GRIT Strategies which can be generalized to any university. Grit in a Box!

CT - Leveraging Financial Advising to Promote Student Success and Educational Equity

Room 603; Floor Sixth

Jamil Johnson
University of South Carolina

Amy Geist
NASPA - Advising Success Network

Financial advising can be positioned as a lever for student success and well-being, and can promote better success outcomes for students of color (Robb & Woodyard, 2012, Chen, 1998). According to Shaffer (2014), educating students in basic personal finance and supporting them to establish healthy habits can help prevent students from engaging in risky behaviors. Join us to learn about this Advising Success Network funded research by the National Resource Center for the First-Year Experience and Students in Transition featuring 11 institutions' successful and innovative financial advising efforts you may want to implement, too.

CT - Setting Students Up for Success with Lateral Reading Instruction

Room 605; Floor Sixth

Danielle Worthy
Loyola Marymount University

Anders Tobiason
Georgann Kurtz-Shaw
Boise State University

Research and Instruction librarians at Boise State University have incorporated a hand-graded lateral reading assignment into their asynchronous Research and Critical Inquiry Microcourse (RCIM). The RCIM is embedded in the University Foundations courses to introduce first year students to foundational information literacy concepts. This session will discuss the decision to support students' critical inquiry development by teaching introductory lateral reading skills to evaluate information resources, as well as the benefit to students when they encounter these concepts at the earliest stages of their university experience. We will also discuss key takeaways after a year of grading the assignment.

FD - Supporting First-Year Students with 30+ Credits: Advising Strategies

Room 608; Floor Sixth

Marissa Russo
Vince McDonnell
University of Tampa

Join us for a conversation where we delve into the growing trend of first-year students entering college with 30+ credit hours. We will facilitate a dialogue on enhancing academic and career advising and implementing early alert/referral programs for this unique student population. We'll explore key questions and concepts, such as partnering for exploration with undecided students holding accelerated credits, maximizing career development for STEM students with locked-step majors, and designing first-year seminar assignments that aid in career exploration. By fostering collaboration and idea sharing, attendees will leave with insights to better support this population.

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

Room 701; Floor Seventh

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.

V - From Recruitment to Retention: 10 Trends in First-Year Programs

Room 702; Floor Seventh

Alex Pecoraro
Innovative Educators

A Spring 2023 survey of 2,048 college students conducted by Tyton Partners in conjunction with the Lumina Foundation, indicates students are not aware of the success resources that exist at their institutions. Understanding this research from Tyton, what can colleges and universities do to grab students' attention, and promote student success while supporting degree completion? Join us as we examine 10 trends informing college student success. From the importance of friendships and sleep to the needs of student parents, to learning from failure, come explore how we can best support our students to be successful, meet degree requirements, and graduate!

CT - Undeclared Students Need Programs Too: A Living-Learning Community Example

Room 708; Floor Seventh

Gavin Gilliland
University of Maryland Baltimore County

Undeclared students face many challenges when transitioning into college. The University of Maryland, Baltimore County operates a living-learning community (LLC) for first year and transfer students to bring together undeclared and undecided new students called the Discovery Scholars LLC. The year-long program is focused on building community, exploring personal and professional interests, and providing resources both on and off campus. By the end of the program, students should have identified a career of interest and declared a major. This session provides an overview of the Discovery Scholars LLC program including the curriculum, programming, challenges and successes, and relevant literature.

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REFRESHMENT BREAK | 10:00 AM – 10:30 AM PST
Regency Ballroom, Seventh Floor

Plenary Address

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

Jessica Rowland Williams
Senior Director of Client Service Delivery of the National Institute for Student Success (NISS)
Georgia State University

What's Working and Why in First Year Success

In this keynote presentation, Dr. Williams will explore challenges and opportunities of the current climate and share practical strategies that have proven to be transformative in first-year experiences. Through the lens of evidence-based best practices, we will navigate innovative approaches aimed at elevating student engagement, building resilience, and fostering a nurturing community. Attendees can anticipate a deep dive into practical examples of success, as Dr. Williams unveils a toolkit of effective strategies that work in reshaping the perspectives and experiences of students during their critical first year of college. Join us for an engaging exploration of hands-on approaches that drive meaningful change in higher education.

Excellence in Teaching First-Year Seminars Award Recipient

Buddy Howell
Advanced Instructor in the School of Communication
Virginia Tech

Jordan Smith Undergraduate Student Fellowship Recipients

Ramsey A. Brower
Arkansas State University - Jonesboro

Chandler Cotton
Tennessee State University

Olivia Fields
Jacksonville State University

Lauren Frank
Washburn University

Lucia Solano
Lander University

1:30 p.m. – 2:30 p.m. PST

CR - Summer Work Experiences: A Catalyst for First-Year Students' Career Competencies

Room 301; Floor Third

Max Schuster
Glen Edward
University of Pittsburgh

This session reviews original research that reports the role of summer work experiences in enhancing career competencies among first-year students. Specifically, we review the multifaceted benefits summer employment provides in terms of skill development, networking, and career clarity. As higher education institutions seek to bridge the gap between classroom learning and real-world applicability, this session illuminates the value of strategically acknowledging and recognizing summer work experiences as parts of first-year students' transition and academic journey, paving the way for curricula and programming that more include a dimension not often considered in students' experiences outside of an institution.

CP - Starting Point -Implementing an Effective Summer Bridge First Year Students

Room 302; Floor Third

Alberto 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 provides a summer long Summer Bridge for all new first year students. FYE Summer Bridge is a free one day Summer Bridge, a fun in-depth orientation to prepare incoming FYE students for college life. Students are required to attend one session on any of the selected dates we scheduled for the summer.

CP - Increasing First-year and First-generation Retention: Integration within an Academic Framework

Room 305; Floor Third

Jonathan Stoll
Bret Carpenter
Oregon State University

Explore OSU's pioneering First Year Experience program, Innovation Nation (IN), fostering academic and professional growth. IN's foundation includes a three-course series, peer mentoring, and an entrepreneurship-based team project. IN has elevated retention rates by over 20% for course completers. Complementing IN, Bound for Business (BfB) fortifies support for first-gen students with GPAs under 3.2. Guided by the FYE Team's inclusive culture and structure, both programs thrive. BfB offers unique advantages: early online courses, a dedicated advisor, and an early move-in program. A standout peer mentoring model, with mentors nurturing trios of mentees, underscores BfB's exceptional success.

FD - Resilience Skills: Adapting to Today's Learners

Room 307; Floor Third

Marinda Ashman
Micheal Jensen
Benjamin Johnson
Stacy Waddoups
Utah Valley University

It is no secret the severity and prevalence of anxiety and depression among college students is at an all-time high. Students are experiencing increased fear, stress, isolation, lack of focus, decreased happiness, and learning difficulties. Our facilitated dialogue provides tools to address this trend by discussing engaged pedagogies you can use to teach resilience and stress management in your own context. You will leave with tangible skills and application exercises which you can begin using immediately in your teaching and advising.

CR - Helping First-Year Students Develop Professional Skills and Belonging

Room 401; Floor Fourth

Harold Stanislaw
Iqbal Atwal
California State University, Stanislaus

All freshmen from historically underrepresented demographic groups who enter California State University, Stanislaus as STEM majors are invited to join STEM CareerReadyU (STEM CRU). This exciting program provides students with immediate opportunities to build both their professional skills and their sense of belonging to STEM. Participants build their science identity and connect their learning to their future careers as they transition from paid on-campus research collaborations with faculty to off-campus internships with community partners. Join us to learn more about STEM CRU and the myriad benefits it provides to incoming students!

CI - Peak Performance: Summer Bridge Program for Success in First-Year Mathematics

Room 402; Floor Fourth

Joseangel Gonzalez
Northern Arizona University

The Peak Performance Summer Bridge Program at Northern Arizona University aims to help incoming freshmen and transfer students, primarily in STEM majors, improve their math placement as well as familiarize themselves with NAU and its many resources. This presentation demonstrates the outcomes from the Summer 2023 iteration of the program as we try to rebuild and expand after losing staffing and funding due to COVID.

CI - Book Clubs for Student Engagement

Room 403; Floor Fourth

Kimberly Larsen
Ashton Payne
University of Arkansas

In the Fall of 2022, the University of Arkansas created a student book club at our University's Library as part of the "Pick One" freshman initiative, in which students "pick one" department on campus to build community. In total, 87 students signed up for "Razorbook Club," and from that original Pick One offering, a group of students organized to turn the club into an official registered student organization. This presentation will cover the logistics of organizing this program and the benefits it provides to a faculty advisor and instructor, as well as our club president's perspective as a student.

CP - Leveling the playing field for FTIC students: The Big 5

Room 405; Floor Fourth

Julian BourneSmothers
Alicia Hudson
Dominique Bailey
Kenya Floyd
Florida A&M University

Ensuring equity for all first-time-in-college (FTIC) students is a critical goal that guarantees equal holistic academic opportunities for every individual. Therefore, grave considerations must be given to financial security and mental wellness for FTIC students. Research purports that these two fundamental components directly correlate to student success. Although financial security and mental wellness are essential to students' success, other factors are equally critical to students' academic success. This study will introduce and discuss five areas (The Big5) critical to FTICs' success. Implementing these strategies aim to create an equitable and supportive environment, ensuring that FTICs have equal opportunities to succeed.

FD - Adapting the First-Year Experience to Support Non-Traditional and Transfer Students

Room 408; Floor Fourth

Kelly Williams
Michelle Shea
Victoria Eastes
Texas A&M University, Central Texas

First-year experience programming is linked to overall student success, feelings of belonging, improved GPA, and higher graduation rates. This is optimal for conventional four-year colleges, but what happens when most or all your student population completed their first year at a lower-level institution, before transferring, or years ago? Using an academic librarian and archivist perspective, this session will discuss how to enhance the first-year experience for transfer and non-traditional students, who are often first generation or low-income. We will focus on instructional strategies and digital tools for reaching students, with emphasis on academic support structures and information literacy learning.

CT - Voices from the Field: The *Invisible* Voices from Historically Black Colleges and Universities

Room 501; Floor Fifth

Jamil Johnson
University of South Carolina

I have worked at my HBCU for the past 5 years and often feel left out of the larger conversation. . . I often feel invisible. . .. Join us for an engaging session as we unpack powerful voices of Historically Black Colleges and Universities (HBCUs) staff and students. With support from the Advising Success Network (ASN), the National Resource Center for the First-Year Experience and Students in Transition brought together HBCU staff to share the challenges and successes they encounter on campus. We will highlight best practices learned from our work.

CP - Supporting FY Students in Developmental Math Courses through Supplemental Instruction

Room 502; Floor Fifth

Carrie Hutton
Amanda Copeland
Colleen O'Connor
Calumet College of St. Joseph

Math 103, Intermediate Algebra, at Calumet College of St. Joseph (CCSJ) is the last course in a developmental sequence and serves as a bridge to general education courses. This talk will explore how a successful Supplemental Instruction program was used to support students, increase student performance, and provide students with access to college success by preparing them for college level math courses. This talk will also explore the long-term impact of a first semester encounter with a faculty credentialed supplemental instructor.

CT - Noncognitive Skills Assessment: A Practical Tool for Holistic Advising

Room 505; Floor Fifth

Andrea Pope
Ross Markle
DIA Higher Education Collaborators

Joe Ecklund
Creighton University

When adopting a holistic, proactive approach to advising, the early identification of student strengths, needs, and challenges is critical. Unfortunately, many institutions miss the mark by relying primarily on test scores and other pre-college academic success indicators to determine if/how students need support. In this session, we will 1) demonstrate the value of noncognitive skills assessment for identifying student strengths/challenges within a holistic advising framework, and 2) provide practical tips and strategies for integrating noncognitive skills assessment into existing advising structures based on lessons learned at Creighton University, an institution that assesses the noncognitive skills of all incoming first-year students.

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

Room 508; Floor Fifth

Ryan Hassler
Sonia Delaquito
Penn State University - Berks Campus

Revisiting their FYE 2023 session topic, the presenters engage participants in developing a "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.

CT - The Bridge to Hope: Supporting FY Students on the Spectrum

Room 512; Floor Fifth

Jennifer Buckley
Aurora University

According to the Center for Disease Control and Prevention (2023), about 1 in 36 children are being diagnosed with Autism Spectrum Disorder. It is predicted that up to 1.1 million teenagers will enter adulthood and age out of school-based autism services over the next decade. This session will address how Aurora University is assisting college capable students on the spectrum with the transition to college through their College Pathways program. Information will be shared about how AU is providing additional assistance in terms of social pragmatics, executive function, and independent living in their sensory sensitive residence hall.

CT - Centralizing a Decentralized Campus Around a First Year Experience

Room 602; Floor Sixth

Jose Lee-Perez
Matt Schmasow
Zoë Segnitz
Ti Macklin
Boise State University

For institutions structured around a decentralized institutional landscape, autonomy and resources are dispersed across units, which brings unique challenges around streamlining a first-year experience and highlights a need for increased coordination from campus partners (Dufault, 2017). The presentation will cover 1) the FYE history at Boise State University and describe elements found crucial in centralizing an institutional effort on a decentralized campus, 2) a timeline process-based approach used to recognize the shared governance of building an FYE, and 3) an opportunity for attendees to engage in discussion on how they can take the approach back to their institution.

CT - The Forgotten Few: Data-driven Support For Student-Parents in College

Room 603; Floor Sixth

Tonya Waller
Meghan Ecker-Lyster
University of Kansas

In the U.S., only 18% of student-parents complete a college degree within six years, compared to 63% of students who are not parents. In collaboration with our Research & Evaluation Team, the University of Kansas CCAMPIS program uses data-driven strategies to mitigate the deficit of degree completion among this population. This workshop will highlight research-validated strategies that can aid in increasing visibility and graduation rates for student-parents pursuing a college degree.

CT - Miracles: Collaborating from Advisory Council to the Classroom to Graduation

Room 604; Floor Sixth

Meredith Skaggs
Shawn Payne
Owensboro Community and Technical College

Student success is not dependent on a single miraculous solution; rather, it hinges on the integration of various components working together to support students. Owensboro Community and Technical College leaders, Shawn Payne in Advanced Manufacturing and Meredith Skaggs in Humanities and Fine Arts, have outlined a successful "work and learn" model. This model spans from the Advisory Council and integrated FYE curriculum to contextualized learning and hands-on experiential learning that continues until graduation. In this presentation, attendees will gain a comprehensive understanding of how to break down the walls of isolated educational systems, leading to improved outcomes for students.

CT - Parent and Family Engagement in College: An Equity Imperative

Room 605; Floor Sixth

Laurie Hazard
Recognize Your Potential

Stephanie Carter
Bryant University

Higher education is committed to providing all students with the ability to achieve academic, personal, and career goals. Still, research shows that for underrepresented and first-generation students, their chances of persistence and degree completion decreases during their college experience despite interventions to close persistence gaps. While there are transition programs and support services aimed at supporting the success of these populations, not many consider the role of parents and families in program design. When parents and families are intentionally engaged, there's a positive impact on student success. First-year experience programs can be instrumental in educating families and advocating for students."

FD - Scaling Up FYS Classes: Impact on Student Engagement and Success

Room 608; Floor Sixth

Mark Urtel
Rachel Swinford
Lisa Angermeier
Indiana University Purdue University Indianapolis

This session will explore expanding a first-year seminar (FYS) class from 25 to 80 students. Facilitators of the session will share strategies from their first reshaped FYS class to explore the effects of larger FYS cohorts on student engagement, academic performance, and retention rates. This session will provide valuable dialogue and insights into the potential benefits and challenges of scaling up FYS classes. The facilitated discussion will help inform decisions on class size optimization for improved student success and resource allocation.

V - The Art of Saying No

Room 701; Floor Seventh

Alexis Moore Eytinge
Confidence Society

Learn boundary setting exercises to share with your students and to use in your own personal life. Sharing your needs can be challenging and holding boundaries while maintaining relationships can feel daunting. Explore different ways of saying no for personal safety, while maintaining relationships that are important to you, and for general well-being.

This workshop includes:

- assertive communication tools
- the pieces of an impenetrable no
- elegant compromises that maintain your boundaries and relationships
- when, if, and how to include an apology, and
- some live practice time and feedback

V - A Program is Not a Plan: Lessons Learned and Efforts for Transforming the First College Year and Beyond

Room 708; Floor Seventh

Drew Koch
John Gardner
John N. Gardner Institute for Excellence in Undergraduate Education

In this session, two long-time contributors to the student success and first-year experience movements will share the key lessons from their extensive work and prolific scholarship on the first college year and beyond. Spanning from the origins of the first-year experience to the present day, the presenters will discuss what matters most in student success and support their assertions with evidence drawn from their work with hundreds of colleges and universities of all types over 5+ decades. In addition, the presenters will share how several efforts currently offered by the non-profit Gardner Institute apply these lessons and do so in ways that are accessible to all institutions, faculty, and staff. Come join us to participate in a decidedly different "exhibitor" session.

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

CR - Improving First-year Email Communications: A Validating Approach

Room 301; Floor Third

Zoe Corwin
University of Southern California

Sarah Edwards
University of Nebraska at Omaha

Amy Goodburn
Kristy Saunders
University of Nebraska–Lincoln

Postsecondary students navigate a complex barrage of emails during their first year of college. The content, tone, and quantity of messages can be daunting and difficult to parse out emails that require action or contain information especially critical to at-promise student success. This research-practice study highlights innovative approaches in improving email communications to students by using a validating, coordinated approach. Presenters will share tools they created to vet and better understand the emails students receive in order to lessen email burden on students and ensure validating language is used to increase the likelihood of student response and success.

CI - FYE and International Students

Room 302; Floor Third

Jamaica Moor
Erica Swenson
Green River College

So often international college students get lost in the sea of new faces during orientation and FYE classes, but they are a key demographic and come with their own set of needs. Green River College has a 12-year FYE program designed specifically towards the needs of international students. Learn how to build or grow your program for international students through our examples. We will lead you through our peer mentoring, exploration of American educational standards/expectations, as well as preparation for them to achieve their transfer goals, and much more.

CP - Making Every Credit Count: Redefining the First-Year Experience

Room 305; Floor Third

Isadora Stern
Michelle Swiger
American University

This session will explore the challenges and opportunities staff face as they pilot a condensed 1-credit version of the first-year experience course, typically offered as a 1.5-credit course. With minimal input sought by university leadership in deciding to run this pilot and a tight timeframe, this session delves into the strategies employed to streamline a 14-class course into a 10-class course, highlighting the importance of adaptability and considerations that went into refining the standardized curriculum. Through this session, participants will discover how universities can effectively balance efficiency with quality in reshaping the first-year experience for incoming students.

FD - Navigating First-Year Experiences at Urban-Serving Institutions

Room 307; Floor Third

Nicole Craven
The Ohio State University

Brett Bruner
Eiran Saucedo-Rodarte
Wichita State University

Urban-serving institutions serve a unique space within the higher education system. As we tackle university engagement and challenges in our nation's cities, urban-serving institutions must determine how to best design and implement first year experiences to serve the needs of the diverse students that arrive on our campuses. This facilitated dialogue session will provide first-year experience administrators at urban-serving institutions with the space to explore and engage in conversation around the ideas, successes, challenges, and barriers to developing comprehensive first-year experiences at our institutions.

CI - Scaffolding Information Literacy in the First Year Seminar

Room 401; Floor Fourth

Kendall Thompson
Dickinson College

Christine Bombaro
University of Massachusetts Global

During COVID, librarians at Dickinson College released a cocurricular scaffold of critical information literacy skills to support the long running first-year seminar course requirement. The FYS Scaffold complemented the writing program by allowing for seamless integration of research instruction and incorporating video tutorials and assignment ideas along with suggestions for when to teach each module. The FYS Scaffold proved to be an excellent resource and since its inception, librarians have adapted and expanded upon it. The panel will reflect on the FYS Scaffold's development and discuss how it has changed to support consistent first-year information literacy instruction.

CP - Elevating the "Murky Middle": Academic Peer Advocates Proactive/Reactive Retention Efforts

Room 402; Floor Fourth

Amanda Sharp
University of Maryland, Baltimore County

After the successful launch of UMBC's Academic Peer Advocacy Program (APA) in 2021, we found that students who met with an APA had an 8% higher retention rate than students who did not meet with an APA! Join us to learn more about the changes we made, including the addition of sophomore students, and how our APAs focus on normalizing and validating techniques in an intentional effort

to connect with all students. We will focus on the unique ways our APAs use both proactive and reactive measures to support and retain students in the mid-range of GPA and risk level.

CR - Faculty Members Who Prefer Teaching First-Year Courses: A Case Study

Room 403; Floor Fourth

Kari Marken
Sauder School of Business

This research study examines faculty members' experiences teaching first-year students at large-scale research-intensive universities. An in-depth case study analysis contributes to the International Scholarship of Teaching and Learning (ISoTL) and responds to an emerging thread exploring the first-year experience from the point-of-view of faculty members. In particular, faculty who believe in the students' capacity to join and thrive in the academic community from day one. The research draws on extensive data from interviews, journals, and reflective writing and offers three key themes to consider in higher education when designing programs and courses for First-Year Students.

CP - Talk with the Students You Serve: First-Year Networks of Care

Room 405; Floor Fourth

Amanda Marquez
Sean Britt
Texas A&M University-Corpus Christi

Collaboration with broad sets of faculty and administrators across campus from a decentralized position can present unique challenges for coordination and incorporation of first-year learning communities' programs. The needs of incoming students are best served by having dedicated networks of support and investment from all academic programs and departments that contribute to first-year experiences. Institutional policies and administrative oversight force programs like ours to do the necessary groundwork to accomplish institutional goals and missions, which are achieved by centering students' needs.

FD - Developing Identity and Belonging in STEM: First Year Research Experiences

Room 408; Floor Fourth

Stephanie Conant
University of Detroit Mercy

An undergraduate education in the sciences often focuses on professional health care readiness but also must foster the building of an identity, community, and confidence as a scientist. Establishing early intervention programs that provide classroom-based research experiences for first year students contributes to overall retention and persistence within STEM majors. The goal of implementing a first-year research experience is to develop and foster a sense of research identity, establish a sense of community, broaden inclusivity, and help prepare students of all backgrounds for their undergraduate education.

CP - Help me, Help You, Help them: Enhancing Peer Student Support

Room 501; Floor Fifth

Charlene Howard
Janel Acosta
Florida State University

This proposal outlines an initiative to enhance support for first-year students at Florida State University through the Exploratory Peer Advisor and Leader (EPAL) Program. By revising the recruitment timeline, implementing interactive interviews, and developing a comprehensive training curriculum grounded in Baxter Magolda's theory of self-authorship, the program seeks to empower peer leaders to effectively assist students exploring academic majors. The EPAL Program aims to create a supportive and empowering environment, fostering student self-authorship and academic success. This proposal demonstrates our commitment to student success and the evolution of our support systems to meet their needs.

CI - Supporting the Instructor and Peer Leader Relationship in the FYS

Room 502; Floor Fifth

Katie Hopkins
Jasmine Carter
Sandy Greene
Ailie MacLennan
University of South Carolina

In a first-year seminar, the relationship between the instructor and undergraduate Peer Leader plays an integral role in the effectiveness of the course. Therefore, it is critical that the training and support of the co-teaching relationship is intentionally designed and implemented. This session will introduce participants to the multiple ways that University 101's annual training cycle provides support for Instructors and Peer Leaders to set expectations, communicate effectively, and develop a lasting mentor-mentee relationship, all while enhancing the first-year student experience in the course.

CR - Social Identity and Choice of Major for Undeclared Students

Room 505; Floor Fifth

Lindsey Hresko
Montclair State University

Is identity a factor when an undeclared student chooses their college major? This presentation examines the relationship between social identity and major for students who entered college undeclared. The presentation will use data from a four-year university to major declarations trends and patterns around 1) gender, 2) race, 3) socioeconomic status, and 4) first-generation college student status. Findings from this study lead to broader discussions around academic policies. This presentation will address the implications of imbalances within academic programs and discuss how academic advisors and policy makers can better serve undeclared students with respect to their identities and majors.

FD - An FYS Imperative: Teaching the Pedagogy of Writing

Room 508; Floor Fifth

Beth Boyens
Augustana University

The nature of the first-year seminar (FYS)—instructing first-year students and, for many, teaching content outside their area of discipline—encourages faculty to teach creatively and well while also honing students' writing skills. While faculty are adept at writing and publishing in their fields, proficient at researching, structuring essays, and making arguments themselves, many FYS faculty are not trained in writing pedagogy. Equipping faculty with sound writing pedagogy will ensure the success of first-year seminars. In this dialogue, we will share experiences, tools, and resources for teaching faculty across disciplines how to teach writing.

CT - Reengineering Research: Integrating Generative AI into Information Literacy Programs

Room 512; Floor Fifth

Mary Ann Naumann
Arizona State University

First-year college students often face challenges navigating the vast landscape of research resources. While traditional information literacy instruction provides foundational guidance, integrating generative AI and prompt engineering offers enhanced research efficiency and depth. This approach not only teaches students to interact optimally with AI-driven tools but also fosters critical thinking, promoting precise question formulation, and awareness of AI biases. By incorporating prompt engineering into library instruction, we empower students for both academic and future professional pursuits. Furthermore, librarian-curated prompt templates provide an essential structure, guiding novices in their research journey and aiding in personalized engagement as they advance.

CT - Building Institutional Ecosystems for Contemporary Students in Their First Year

Room 601; Floor Sixth

Shyama Kuver
Caroline Simpson
George Mason University

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. 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. Is your campus ready to serve the students who are entering as undergraduates?

CT - I'm Here to help! How Motivation Impacts Peer Education Experiences

Room 602; Floor Sixth

Bryce Bunting
Dallin Anderson
Debi Hall
Brigham Young University

Peer education holds powerful benefits for the students who are served, the peer educators themselves, and the institution more generally. However, these benefits depend, in part, on the motivations that peer educators bring with them to their role. This session explores past research, recent data from the 2023 International Survey of Peer Leaders, and qualitative video analysis of peer educator application interviews to identify the most common motivations for students who seek out peer educator roles. The session will also include opportunities for participants to reflect on and dialogue around the implications of these motives for recruitment, selection, and training.

CT - Preparing Instructors for a Successful FYS Experience

Room 603; Floor Sixth

Adam White
Stephanie Caplan
University of Tennessee, Knoxville

Do you spend all your time developing curriculum and managing course logistics, and wait until the last minute to quickly prepare instructors? Instructors are a key component of a successful First-Year Seminar and deserve the necessary resources and development to ensure semester-long success. Throughout this session, we will discuss the resources developed and training opportunities implemented to promote a positive experience for 160+ instructors at the University of Tennessee, Knoxville. This includes an overview of our official Instructor Guide and accompanying slide decks while breaking down our approach to training instructors both before and during their FYS course.

CT - Meeting the Academic and Social Post-Covid Effects on First-Year Students

Room 604; Floor Sixth

Patricia Moran
The University of Texas at Austin

The pandemic is catching up with students, and they are arriving at our institutions both academically and socially malnourished. Recent graduates are heading to college after spending half of their high school career in virtual classrooms. To remedy the pandemic-related trauma they were facing at home, these students may not have been as academically challenged as before. Delays also increased regarding social skill development, as many students missed out on building relationships in the classroom and refining their ability to operate in an educational setting. Both student stressors and campus supports will be discussed.

CT - Strengthening Campus Partner Connections
Room 605; Floor Sixth

Tracy Spraetz
Keri Johnson
University of Wisconsin, Madison

The Early Start Community of Practice (CoP) at the University of Wisconsin-Madison brings together staff working in units that offer summer start opportunities. UW-Madison is highly decentralized, and the CoP provides a space for members to ask questions, raise concerns and share ideas with each other, in a coordinated and thoughtful way. In this session we will discuss the CoP, how it began and how it has adapted to meet the needs of our campus partners. Takeaways include how to implement a CoP on your own campus to leverage resources and cross-campus connections.

FD - Infusing Agency/Choice into FYS Classrooms Building Resiliency and Retain Students
Room 608; Floor Sixth

Alexis Hauck
Brianna Dixon
Angela Vaughan
University of Northern Colorado

This presentation focuses on integrating agency and choice to promote resiliency and retain students. This session will present activities, assignments, and in-classroom practices (e.g., student-designed attendance policy) that allow students the opportunity to take charge of their education to promote accountability towards goal attainment. Presenters will also share how training their staff in student agency aligns with the values of FYS programs. Although these concepts have been impactful in past semesters, they have become critical in today's realities and challenges of retaining students on college campuses. Specific strategies to apply to typical FYS topics will be shared.

V - Implementing a STELLA-R Engagement App to Improve First-Year Student Success
Room 701; Floor Seventh

Sam Schwartz
Suitable

Tom Price
Temple University

The College of Science and Technology (CST) at Temple University has introduced Suitable's student engagement and success mobile app into its first-year seminar to improve student connections with college resources and each other. CST used the new student orientation process and convocation to promote and launch an inter-seminar competition to improve the first-year student experience. Suitable and CST have successfully collaborated to help students achieve the college's customized competencies: Science, Technology, Engagement, Life, Leadership, Achievement and Research. Students have fun tracking their achievements and gain the capacity to articulate their strengths and experiences for future employers and graduate/professional schools.

V - Go Beyond Goals: How to Help Students Find Purpose
Room 702; Floor Seventh

Julie Larkin
FranklinCovey

Are your incoming freshmen lacking a sense of purpose and vision for their life? When adversity strikes (and it will), students can persevere with resilience if they have a burning "yes" inside. First-year students who establish a personal mission statement are more likely to lay the foundation for college, career, and life success. Attend this session to learn how The 7 Habits of Highly Effective College Students provide a timeless framework for discovering greater purpose and motivation.

CT - Integrating Mindfulness in FYS: Fostering Student Success and Mental Health
Room 708; Floor Seventh

Lisa Angermeier
Nancy Barton
Heather Bowman
Michele Luzetski
Indiana University Purdue University Indianapolis

This proposal outlines an innovative initiative that addresses the pressing need for mindfulness among first-year students, especially in the post-COVID era, with a growing recognition of the importance of addressing student mental health concerns. We discuss the goals, the program's impact, and the reasons behind selecting the Koru Mindfulness curriculum from the Mindfulness Institute for Emerging Adults (formerly the Center for Koru Mindfulness) as a partner program. Additionally, we explore the curriculum sequence and topics covered across the four weeks during the first-year seminar, and we conclude by offering recommendations for implementing this initiative at other institutions.

REFRESHMENT BREAK | 3:45 PM – 4:15 PM PST
Columbia Ballroom Foyer, Third Floor

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

CI - A Librarian's Guide to Sparking Curiosity
Room 301; Floor Third

Ginny Barnes
Sam Hidde Tripp
Mercedez Espino
California State University, Fresno

Seeking to humanize and enliven first-year students' introduction to the academic research process, we created a series of four modules called, "A Librarian's Guide to Sparking Curiosity." Informed by studies in critical library pedagogy, metaliterary, and multimodal learning, we designed the modules with the goals of developing students' skills in critical self-reflection and widening their perspective on what counts as research. These modules, now implemented in California State University, Fresno's University 1 course sections, are available as a research-tested, open educational resource. Our session will present our findings and open discussion on approaches to compassionate research instruction.

CI - Growth of a First-Year Seminar Peer Leader Program
Room 302; Floor Third

Tom Price
Taylor Forry
Temple University

After a school at Temple University added a seminar requirement to all majors, one of the presenters 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 Development Seminar, ongoing support, comparative assessments with/without Peer Leaders, and a Peer Leader Captain initiative.

FD - When Students are Not the Only Ones Who are New
Room 307; Floor Third

Julie Perenchio
Elmhurst University

We all work with first-year students, but some of us are new faculty or staff members ourselves! This session will be a guided dialogue about first-year seminars, and how even brand-new folks can instruct or contribute to them with confidence and effectiveness. Let's gather to share our experiences, goals, triumphs, setbacks, and resources with each other. This session will provide participants with a network of contacts and some shared resources to make anyone better equipped to run a top-quality first-year seminar. Both new and seasoned first-year seminar professionals are welcome!

CR - Validating the First-Year Student Experience: Promoting Engagement Through Social Media
Room 401; Floor Fourth

Michael Graham
Lucia Solano
Lander University

Validating the first-year student experience through social media provides a unique opportunity to tell students, "We see you; we hear you, and we support you." In this presentation, the presenters will provide attendees with an overview of a newly implemented initiative designed to validate the first-year student experience. Both empirical data and relevant literature will be presented to attendees to frame this initiative. Results from this initiative will be discussed in terms of promoting student engagement through an FYE program's Instagram account. The presenters will engage in dialogue with attendees throughout the presentation to enhance personal take-aways.

CR - Black Women in STEM: Interruption and the First Semester Experience
Room 404; Floor Fourth

Pamela Leggett-Robinson
PLR Consulting

Tamara Pearson
Georgia Institute of Technology

Kathaleena Edward Monds
Albany State University

Monica Cooley
Spelman College

In this presentation, we share findings from a subjective belonging assessment investigating interruption during the first-semester experience of Black undergraduate women in STEM through the concepts of domains of power outlined by Black Feminist Thought and Intersectionality. Although interruptions are daily occurrences in the lives of all people, Black women STEM majors are introduced to interruptions earlier than others as a matter of their sheer existence in STEM. We share findings on how the domains of power influence participants' beliefs of belonging, identity, and perceived intellectual ability but also serve as interruptions during the first semester as a STEM major.

FD - Designing a Second-Semester Course for Students Who Failed Their FYS
Room 408; Floor Fourth

Rachel Swinford
Lisa Angermeier
Mark Urtel
Heather Bowman
Indiana University - Purdue University - Indianapolis

Fostering student success and retention is a fundamental goal of any higher education institution. The transition from high school to college can be challenging, and for some students, the initial year might not go as planned. This proposal outlines the creation of a specialized

second-semester first-year students course tailored for students who failed their first-year seminar. The course aims to provide these students with targeted support, academic skills development, and a renewed sense of engagement to set them on a path towards academic success. This will provide meaningful dialogue about the critical need to address challenges faced by first-year students.

CP - Deploying Compassion: Strengthening FYE through Military Service Initiatives

Room 501; Floor Fifth

Renee Ryan
Gary Kinder
Shelton Norwood
Virginia Tech

Service-learning and community engagement are essential components of a comprehensive First-Year Experience (FYE) program. These initiatives not only enrich the educational journey of first-year students but also foster a sense of civic responsibility and engagement. Our presentation aims to showcase a successful FYE project that centers on creating nondenominational holiday cards and care packages for deployed alumni to distribute among their fellow service members. Our presentation will highlight how this project not only embodies the essence of service but also cultivates a genuine commitment to serving others.

CP - Centering Student Care: A Collaborative Approach Between Advising and Orientation

Room 502; Floor Fifth

Emily Kolby
Courtney Saben
Kyla Mayer
University of Washington

The offices of First Year Programs and Undergraduate Academic Affairs Advising at the University of Washington-Seattle intentionally collaborate to embed high-impact strategies and care into students' orientation experiences. Advising and Orientation at UW-Seattle utilizes a scaffolded model, relying on online and in-person components to ensure that 9,000 incoming students annually have multiple touch points with various stakeholders during their transition to college. Session attendees will learn how we utilize several platforms and strategies to make large-scale programming feel more individualized, as well as how we propose that orientation and advising offices partner to help students transition academically and socially.

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

Room 505; Floor Fifth

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.

FD - Made to Stick: Creating Memorable Lessons and Workshops

Room 508; Floor Fifth

Jessie McNevin
Sandy Greene
University of South Carolina

Using the books Made to Stick & The Power of Moments as guides, we will discuss ways to make first-year seminar topics more "sticky" in the memories of our students. We will explore how to use the author's tenants as a checklist to develop creative and interactive lesson/workshop plans. This session challenges first-year seminar instructors to revisit old course evaluations to assess which topic areas have room for improvement, then implement new methods to make these topics more impactful, meaningful, and memorable.

CP - Begin with the End in Mind: First Year Career Focus

Room 512; Floor Fifth

Crystal Pfander
University of Cincinnati, Lindner College of Business

Savannah Longo
Austin Peay State University

This session will explore the importance of integrating career topics into the first-year experience. We will outline current practices of Austin Peay's Purpose First Scholars in onboarding and first year experience, as well as current practices of the Lindner College of Business. Presenters will share activities that have been used in their courses, and open for discussion of additional career-related activities attendees have used as part of their first-year experience. The session will conclude with a look ahead at additional strategies our institutions are exploring to further integrate career into the first-year experience.

CT - First Year Orientation with Guided Pathways

Room 601; Floor Sixth

Nathan Smith
Tracy Spotts
Bluegrass Community & Technical College

First Year Orientation can be a gateway to the student's college experience. At BCTC we have recently updated our Orientation model to focus on Guided Pathways. We believe connecting students to their program or major at the very beginning is important to preparing them for success. In this session we will discuss our model, changes we have already made from our experience this year, and changes we will be making for next year.

CT - Time for a Change? A Fresh Approach to FYS

Room 602; Floor Sixth

Annie Jacobson
Darby Johnsen
West Shore Community College

The First-Year Seminar was one of the most highly dropped courses at our institution in 2019, clearly missing the mark of creating an engaging student experience. In response, and in a robust collaboration between academic and student affairs, we engaged in curricular review, listening sessions, and research, then used the ADDIE model to reimagine and refresh a First-Year Seminar centered on the principles of inclusive teaching, ikigai, and personal strategic planning. Whether you're a newcomer or have been teaching it for years, we offer a range of suggestions to invigorate your First-Year Seminar with fresh enthusiasm.

CT - Approaching Chat GPT from a Critical Digital Literacy Framework

Room 603; Floor Sixth

Amy Lee
Molly Vasich
Margaret Delehanty Kelly
Jessa Wood
University of Minnesota

In this panel, administrators, researchers, and teachers in a large first-year writing program discuss how we have implemented a critical digital literacy framework to respond to ChatGPT and other large language models/AI writing tools. We identify research-supported strategies at the classroom and program levels.

CT - Who Ya Gonna Call (or text, email, chatbot, Zoom...)?

Room 604; Floor Sixth

Rachael Durham
Kyle Ellis
Merrill Magruder
University of Mississippi

Each year, thousands of new students enroll at institutions of higher learning. Unfortunately, not all of them successfully persist from year one to two. At the University of Mississippi, many professionals from across campus work hard to ensure student persistence by providing guidance and support to the freshman cohort. The University's retention for first-time, full-time freshmen in 2021 was over 89%. Join us as we share how several departments at the University of Mississippi have enhanced communication with students and families by utilizing multiple methods to aid in student success and retention.

CT - Post-Truth World? Teaching Confirmation Bias and Misinformation in an FYE

Room 702; Floor Seventh

Mary Berkery
Excelsior University

Social media filter bubbles, artificial intelligence, and deep fakes have brought misinformation and disinformation to the forefront of our consciousness today. New learners in a required FYE course at Excelsior University learn about the spread of "fake news" and our own predispositions in what we believe and share online. They also learn how to evaluate authority, credibility, and bias in what they read, listen to, and watch and apply these lessons throughout the course. Attendees will gain insight on discussions and assignments for an FYE course designed to move students from the "post-truth era" to the "pro-truth era."

CT - Timing is Everything: Planning Library Outreach for New Students

Room 708; Floor Seventh

Hubert Womack
Meghan Webb
Cherise James
Wake Forest University

This presentation will describe how instruction and outreach librarians at a small liberal arts university plan and coordinate events and initiatives for new students focused around the first six weeks of the semester. Using a variety of programs that respond to both social and academic needs, these librarians have adjusted their library outreach efforts to better suit the needs of incoming students as they acclimate to life on campus. This presentation will showcase examples of campus partnerships, collaborations with student organizations, inclusive programming ideas for both large and small-scale events, and lessons learned from past outreach efforts.

CT - Project-based Learning Experience, Assessment and Student Advising in FYE Courses

Room 305; Floor Third

Xu Yang
Jamie Snyder
Dora Lee
Nina Abramzon
California Polytechnic State University, Pomona

In Cal Poly Pomona, many first-year-experience (FYE) courses are incorporating signature project-based learning in their classrooms. This integration aims to encourage students to explore the opportunities and challenges within the field and foster the development of creative and innovative solutions to these conditions. In addition, over 70% of the FYE instructors are aware of the recent changes in our Student Learning Objectives (SLOs) for FYE courses. Moreover, in many FYE courses, academic advising and course planning have been integrated into the curriculum. This holistic approach has proven beneficial, aiding students in more effectively arranging their courses and planning for graduation.

TUESDAY, FEBRUARY 20

AWARDS CEREMONY | 4:15 PM – 6:00 PM PST
Room Quinault, Floor Fifth

5:15 p.m. – 6:15 p.m. PST

CI - FYS "Plus": Integrating High-Impact Practices into First-Year Seminars

Room 302; Floor Third

Lisa Angermeier
Rachel Swinford
Christian Rogers
Charity Bishop
Indiana University - Purdue University - Indianapolis

The transition from high school to college can be both exciting and overwhelming for freshmen. First-year seminar (FYS) courses play a crucial role in easing this transition and laying the foundation for academic and personal success. This session aims to showcase how integrating known high-impact practices (HIPs) and other emerging engaged learning experiences into FYS courses can substantially enhance students' experiences and provide an early introduction to additional engaged learning opportunities. We will explore the successful integration of five engaged learning experiences - ePortfolio, service learning, global learning, innovation, and mindfulness - into the FYS curriculum.

FD - Enhancing a First-Year Experience Course with TA's: Benefits and Challenges

Room 307; Floor Third

Jeremy Tiedt
Gianna Hutton
Osvaldo Jimenez
University of Nevada, Reno

The first-year experience is a crucial period for college students. A mandatory freshman class with TA support can help students develop academic skills, social connections, and personal growth. In this presentation, we will discuss the benefits and challenges we faced in our first semester of launching this model at the University of Nevada, Reno.

CI - Rose, Thorn, Bud - Reflections of a Growing Summer Bridge Program

Room 402; Floor Fourth

Maribel Geronimo
Maricruz Macz De La Torre
University of California San Diego

Come learn how the UC San Diego Summer Bridge Program has steadily grown and evolved over the years. As we get ready to celebrate the 47th anniversary, we will share our reflection on the success and challenges of growing the UC San Diego Summer Bridge program from 300 to 700 scholars. This session is for institutions that have current first-time incoming student transition programs and are looking to expand and/or explore multiple program modalities.

CP - Texting, Gen Z! Peer Leadership through Informal Communication

Room 404; Floor Fourth

Kayleigh Damphousse
Cameron Landry
University of Texas at Austin

Reach the next generation of college students! Learn about a new program model of peer leadership that seeks to provide impactful connection and engaging experiences for new students. During the first year of this program, we found that utilizing forms of communication that students regularly use (e.g., texting, group-messaging platforms, etc.) increase engagement and fosters genuine connection. Additionally, the program provides opportunities to explore the campus and community with an experienced student leader, which positively impacts academic success, community building and a sense of belonging.

CR - Comparing Canadian Peer Leader Experiences 2015- 2023: Examining Lived Experiences

Room 501; Floor Fifth

Robert Kenedy
York University

Comparing Canadian Data from the 2014-2015 and 2022-2023 International Surveys of Peer Leadership highlights the influences and gains in terms of connecting diverse peers, belonging, retention, community campus interactions, and other connections. It also provides a portrait of peer leadership experiences (PLE), recruitment, training, compensation strategies, and time commitment. Research results, student quotes, and reflection questions will ground a discussion about the application and implications of these findings for campus programs, future research, and working towards a theoretical framework for understanding peer leadership based on sociological and psychological perspectives we refer to as "Concentric Intersectional Spaces of Lived Experiences."

CP - EASEing Bio Sci Students into College

Room 502; Floor Fifth

Melanie Nakanishi
Kristin Fung
University of California, Irvine

The Enhanced Academic Success Experience (EASE) Initiative is a year-long program designed to enhance the first-year experience for Biological Sciences students at University of California, Irvine. EASE cohorts students in their required Biology and Chemistry courses and requires a weekly seminar facilitated by two Bio Sci undergraduate peer mentors (EASE Peer Coaches-EPCs). In addition to the weekly seminar, EASE hosts several events per year focused on getting to know faculty, career exploration, and community building. This session will provide an overview of the EASE Initiative and how the program has improved outcomes for our students.

CP - (Re)Building an Effective and Sustainable Peer Educator Program

Room 505; Floor Fifth

Lauren Hecht
Teegan Jass
Annika Anderson
Hayley Russell
Gustavus Adolphus College

At Gustavus Adolphus College, we terminated an ineffective peer mentoring program within our first-term seminar (FTS) program based on assessment data from first-year students. Learn how we improved and re-imagined the program into an effective Peer Mentor, Academic Leader, and Teacher (Peer MALT) Program. We will describe the program and how it addressed previous shortcomings as well as highlight important decisions and changes that have helped recruit and retain Peer MALTs and faculty in the Program at our small liberal arts college.

FD - Engaging in Multimodal Citizenship with Culturally and Linguistically Diverse Students

Room 508; Floor Fifth

Ahram Park
University of Utah Asia Campus

This session examines the perspectives of students from a culturally and linguistically diverse background as they navigate their first year at US university in an international location. In their first-year experience, the students explore themes around global citizenship, while adapting to classroom engagements different from their previous international schooling experience. Through use of a socio-cultural and multimodal pedagogical approach, this session will encourage educators and students to collaborate in identifying,expanding, and improving learning and engagement opportunities that nurture their academic and personal schooling experience.

CP - Beyond Buy-In: Institutional Success through Staff and Faculty Collaboration

Room 512; Floor Fifth

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 eight years. This session will outline our unique approach, program design, and development tools used, and discuss outcomes and lessons learned along the way.

CT - Two Heads Are Better Than One: A Collaborative First-Year CURE

Room 602; Floor Sixth

Dawn Hart
Grand Valley State University

Rachel Roberts-Galbraith
University of Georgia

Course-based Undergraduate Research Experiences (CUREs) involve an entire course of students collectively investigating a research question that is relevant to their field of study. In this session, we present our collaborative efforts between a primarily undergraduate institution (GVSU) and a research institution (UGA) to design a CURE investigating planarian regeneration that doubles as a first-year experience. We will discuss how this course fits into the CLAS Voyage initiative at GVSU, which guarantees each student in the College of Liberal Arts and Sciences five experiential learning opportunities before graduation.

CT - Holistic Improvements to FYE Faculty Training and Development

Room 604; Floor Sixth

Colette Dixon
Tchule Moore
University of Missouri St. Louis

Higher Education faced great turnover post-Covid (Scaringe, 2023). The University of Missouri at St. Louis (UMSL) was not immune to the fleeing of academic advisors, and retention coaches and instructors that taught FYE. In that turnover, the course lost some of its significance and rigor that once helped students prepare for continued success. After assessing retention of first-time freshmen, FYE instructors were brought together for four training sessions to train on the mission, objectives, and resources that support the course and implement retention tools to retain first time students.

CT - An Asset Based First-Year Experience Curriculum

Room 708; Floor Seventh

Jessica Thompson Falla
Lee College

First year experience seminars are regularly tasked with ensuring students are equipped with the skills and knowledge needed to navigate college. This often includes students identifying their areas of weakness. Although this approach can benefit some learners, Lee College's FYE curriculum team believes students enter college already possessing the skills needed for success. This presentation will cover the asset-based frameworks utilized to create Lee College's FYE curriculum, how faculty and peer mentors foster community, the college's core belief that all students belong, and how student assets are the foundation of Lee's FYE seminar.

CT - Building a Blueprint to Support Student Veterans
Room 601; Floor Sixth

Nathan Slife
Chelsie Hawkinson
Janel Doll
Ross Bryant
University of Nevada, Las Vegas

The number of student veterans entering post-secondary education has grown significantly over the past decade. While these students enroll at a lighter financial burden due to the Montgomery and Post-9/11 GI Bills, they often face unique transitional challenges. Current research suggests many general solutions while often lacking specific and replicable examples. This session provides a blueprint for participants of replicable examples and lessons learned from our institutional wrap-around support services including Veteran First-Year and Transfer Student Seminars, facilitated dialogues on the experience of war, veteran peer-to-peer mentoring, VA VETSUCCESS Benefit counseling, and our nationally recognized Student Veterans of America Chapter.

CT - Promoting Student Success through Campus Collaborations
Room 305; Floor Third

David Jenkins
Rachel Abbott
Courtney Harmon
Brittany McKenzie
Georgia Southwestern State University

Georgia Southwestern State University has targeted efforts with intentional focus to increase student engagement and success, social belonging, and academic achievement. This session will present how a comprehensive university engages first year students using a high-impact approach to integrative learning to promote student success. In particular, the partnership and collaboration between academic affairs and student affairs will be highlighted as we discuss our common vision for student learning through curricular and cocurricular joint programming. Strategies to implement and support students focused on social belonging and self-advocacy will be shared.

5:15 p.m. – 6:30 p.m. PST
Featured Sessions

FS - Tech-savvy Teaching: Revolutionizing Education in the Digital Age
Room 301; Floor Third

Megan Lopez
University of Tampa

Alyssia Miller De Rutte
Colorado State University

Get ready to play along in this gamified workshop! In this workshop, participants will learn about incorporating gamification and technology within first-year programs and courses. Students entering college and universities today are looking for the newest and most innovative courses and programs. Using a hands-on approach, this workshop will highlight how to incorporate everyday technology into something new and innovative for students. Plus, participants will learn more about how to create their own games through full course curriculum, escape rooms, virtual reality, and more. We challenge you to come play along and immerse yourself in creating an engaging experience.

FS - Research Based Learning Strategies and Practical Applications
Room 405; Floor Fourth

Marsha Fralick
Cuyamaca Community College

Seth Batiste
Lone Star Community College, North Harris

This session will provide research-based learning strategies that can improve how we teach and how students learn. Topics include minimizing forgetting, improving memory, using all the senses to improve learning, paying attention, avoiding the multitasking myth, making a connection between health and memory, minimizing stress, thinking positively about education, learning throughout life, and finding joy in learning. The presentation will provide a brief overview of research relating to these topics along with fun interactive exercises and videos that you can use in your classroom.

FS - Trauma-Informed Teaching and Implementation Across the First-Year Experience
Room 605; Floor Sixth

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

This workshop discusses trauma-informed teaching practices, including the impact of trauma on student learning and success, the necessity of self-regulation and cultural responsiveness as an educator, and the implementation of trauma-informed practices. Participants will learn about recent research in trauma-informed pedagogy, develop skills

necessary to facilitate difficult conversations and provide support to students. Participants will discuss relevant issues impacting students and learn how to navigate these challenges. 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 with trauma histories or currently experiencing trauma.

FS - Spirituality, Authenticity and Wholeness in American Higher Education

Room 608; Floor Sixth

John Gardner
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 will lead this session in guided reflection in which he will 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 - Preparing Students for the 'End of Work': How Educators Can Support Students' Career Development and Success

Room 403; Floor Fourth

Michael J. Stebleton
Nicole Shopbell
University of Minnesota - Twin Cities

Candy Ho
University of the Fraser Valley

College students will hold between 20-30 jobs across numerous industries over a lifetime. Preparing students through career education is everyone's responsibility. Career development integrated into the first year as a high impact practice connects students to "career influencers" who can foster career readiness. The necessity for career development is amplified by seismic shifts in the way we work and live, including growing uncertainty amid technological change, including A/I. Integrating US and Canadian examples, we explore career development as a practice for preparing students for lifelong employability. Participants will identify and discuss strategies to support students in the first year.

FS - Adult Learners and FYE: Evaluating and Strengthening Programs and Practices

Room 701; Floor Seventh

Michele Campagna
SUNY Westchester Community College

Christine Harrington
Morgan State University

FYE programs and practices have been developed with the traditional student in mind. With growing adult learner populations and many institutions recruiting adult learners to address lower traditional student enrollments, evaluating current FYE programs and practices to ensure they meet the needs of adult students in and out of the classroom is of critical importance. Using adult learning theory, we will explore how institutions can conduct an FYE audit to determine where improvements are needed. Through interactive strategies, participants will then learn strategies to implement these changes on their campus to better meet the needs of adult learners.

RESEARCH ON COLLEGE **TRANSITION EXPERIENCES**

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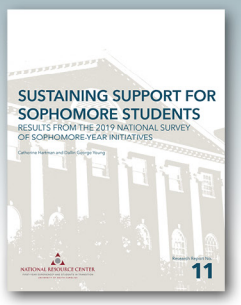

Research Reports on College Transitions No. 11

Sustaining Support for Sophomore Students

Results from the 2019 National Survey of Sophomore-Year Initiatives

Catherine Hartman and Dallin George Young

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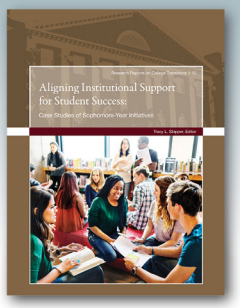

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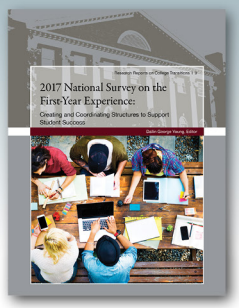

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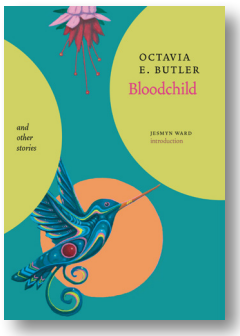

In these stories Octavia E. Butler proves constant in her vigil as an unblinking pessimist hoping to be proven wrong and as one of the strongest voices in contemporary literature.

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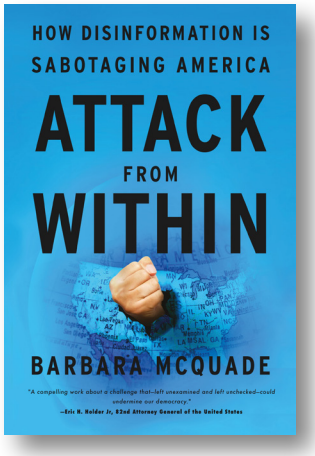
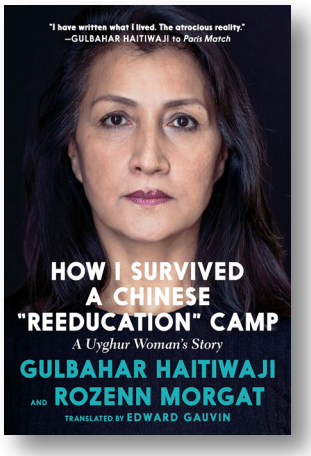
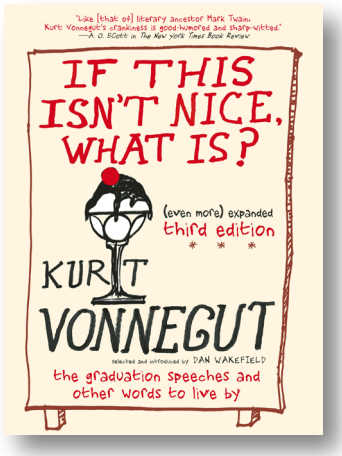


"Insightful views about the menace of disinformation—its history, its dangers, how it threatens America in particular and how we fix the problem." —ERIC H. HOLDER JR



"The book is most valuable as testimony. For Uyghurs, Haitiwaji explains, the camps are . . . made mythic by silence: 'If no one talks about them, then the camps aren't real.'" —*NEW YORK TIMES*



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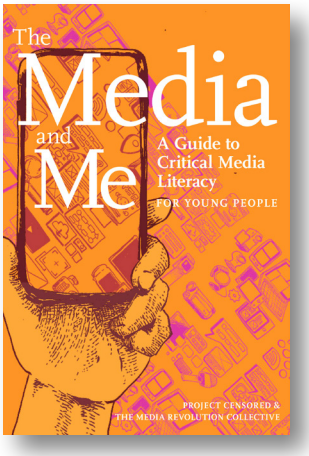
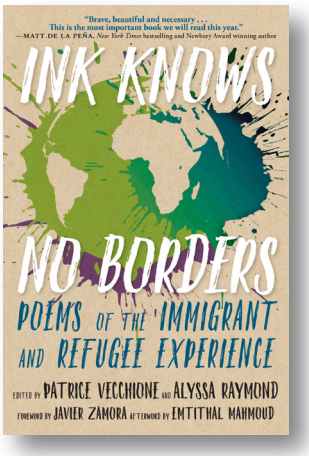
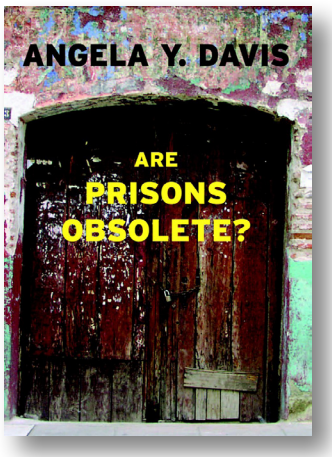


"This introduction to media literacy aims to teach readers to be engaged media critics and creators instead of just passive consumers." —*KIRKUS*



A collection of poems that addresses the many issues young adult immigrants and refugees face.



In this extraordinary short book, Angela Y. Davis challenges us to confront the human rights catastrophe in our jails and prisons. She argues forthrightly for "decarceration," and for the transformation of the society.

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UNIVERSITY OF SOUTH CAROLINA

Elizabeth Jach, Ph.D.
Assistant Professor,
Department of Educational Policy & Leadership, School of Education
University at Albany, State University of New York

Examining Social Support and Internalized Sexism among Sophomores on Women's Intercollegiate Athletic Teams

Abstract: While sexism remains omnipresent within intercollegiate athletics, internalized misogyny is a consequence often overlooked. This mixed methods project will examine to what extent social support may reduce internalized sexism among sophomores on women's intercollegiate athletic teams. Participants will complete a survey and opt into a follow-up focus group. Findings will assess what social supports matter for addressing internalized misogyny among sophomores on women's intercollegiate athletic teams, with implications informing educators such as coaches, athletic support staff, faculty, and student affairs professionals on how to best engage sophomores on women's intercollegiate athletic teams in experiences that prioritize reducing internalized misogyny.

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.

Conference Check-In
7:30 a.m. – 11:00 a.m. PST
Third Floor Foyer

Continental Breakfast
7:30 a.m. – 8:30 a.m. PST
Columbia Ballroom Foyer, Third Floor

8:00 a.m. – 9:00 a.m. PST

CR - Building a BASE for Success

Room 301; Floor Third

Chelsea Kaufman
Wingate University

Summer bridge programs have shown to be an effective method of preparing students for their first year of university. In this session, I will discuss my efforts to establish a summer bridge program referred to as Building and Supporting Excellence (BASE) and provide continued support for the students enrolled throughout their first academic year. The session will include an assessment of their academic performance as well as reflection on what I will (and will not) change in the program going forward.

CT - Help Students Develop Psychological Resilience for Academic Success

Room 302; Floor Third

Thomas Rojo Aubrey
South Mountain Community College

Andrea Scherrer
Scottsdale 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.

CP - Front-Loading Community and Confidence: An Apt Approach to Summer Bridge

Room 305; Floor Third

Darby Johnsen
Chris Barry
West Shore Community College

Pandemic-related interruption to in-person instruction left many high school students lacking community and confidence. To boost their college readiness, a West Shore Community College team inverted the typical design for a summer bridge program, beginning the programming with adventures designed to build community and ending with a two-week academy designed to build confidence in English, math, and college knowledge. The initial results show a significant increase in community formation and notable increases in math and English proficiency. Project design, management, and evaluation will be shared with session participants.

FD - Firm Dates, Flexibility and Frivolity in the Classroom: The 3Fs

Room 307; Floor Third

Maria Puppolo
University of Massachusetts

Student retention rates improve when students are allowed some flexibility in submitting their assignments. Undoubtedly, COVID-19 has revolutionized the way we teach. Firm deadlines may not be on par with a more student-centered approach to learning. By allowing students some flexibility, rather than the firm deadline approach, students can be more successful and feel more empowered as active participants in the classroom, whether the classroom setting is virtual or on the ground. Lastly, adding a level of frivolity to the classroom learning experience can forge bonds with students and the professor, and lead to greater levels of acceptance and assurance.

CT - Strengthening First-Year Learning Communities through Peer Mentorship

Room 401; Floor Fourth

Katherine Kapsidelis
Karina Valdez
University of California, Los Angeles

This session explores the benefits of incorporating peer mentorship programs into first-year learning communities. The presenters will describe a peer mentorship program that serves as an important component of the UCLA Cluster Program, an initiative that employs a learning-community model to help incoming freshmen adapt to university scholarship. The presenters will illustrate how the program's structure and organization benefits students, instructors, and the peer mentors, and will highlight the transferable elements that can inform the creation of effective peer mentor programs on other campuses.

CP - First-Year Seminar Redesign: Following Data/ Listening to Students, Faculty, and Advisors

Room 402; Floor Fourth

Tammis Thomas
University of Houston Downtown

This presentation outlines the recent redesign of the first-year seminar at the University of Houston Downtown, a Hispanic Serving Institution with an enrollment of 1600 FTIC s, 70% of whom are first generation. The redesign process, which was accomplished in one year, was informed by best practice, grounded in institutional data, and shaped by focus groups composed of first-year seminar students, peer mentors, first-year composition faculty, core math

faculty, faculty who teach reading-intensive 1000-level courses, and academic advisors. The summer faculty development workshops for seminar faculty were also shaped by a combination of best practice, institutional data, and focus group input.

V - Making the Connection: How Practitioners Can Support Aligned Advising

Room 404; Floor Fourth

Hannah Smith
Janice Le
Education Strategy Group

Aligned Advising provides a model where high-quality advising is an expectation for every student, not just a select few and is an integral part of both high school and postsecondary education and training. In our national research, we consistently found that the connection across these systems often replicates silos that lead to inequitable outcomes for students. During this session, Education Strategy Group will provide a space for practitioners to share strategies and explore topics such as: Centering the school counselor in college and career planning, clearly defining student support roles to ensure cohesion, and prioritizing career readiness alongside college preparedness.

CI - Launching Success: Uniting First-Year Seminars, First-Gen, and Living Learning Communities

Room 405; Floor Fourth

Jenny Lieurance
James Barraclough
Washburn University

The presenters will share the details about the development and expansion of a first-generation themed living-learning community, including the linked coursework and cocurricular components. Presenters will include the importance of infusing an asset-based framework, meaningful reflection opportunities, and linked programming. Details on developing a holistic support program designed to increase cultural capital, including embedded mentorship opportunities with campus professionals, will be shared with attendees.

FD - Acclimate through Art: Opportunities for Creativity When Orienting Students

Room 408; Floor Fourth

Samantha Kannegiser
Rutgers University

Elizabeth Kuntz
George Washington University

In the first weeks of college, new students are inundated with programming. Librarians have long known that we need to use creative approaches to foster student engagement, and by including students in the creation of information objects we can engage their interest, honor their experience, uncover the hidden curriculum, and build community. At our institutions, we have incorporated conceptual drawing, creative journaling, mapmaking, and other creative programs. Join us in a discussion of the ways librarians, advisors, and other student success professionals can give new students the opportunity to practice creativity as they adjust to the college experience.

CI - Assessing First Year Experience Mentoring: Sense-Making of Leadership Development

Room 501; Floor Fifth

Katie Friesen
William Woods University

With its largest incoming first-year, traditional student incoming class since 1980, William Woods University expanded its peer mentoring program to connect new students to campus and to develop mentors' leadership skills while helping first-year students build a foundation for success. This presentation will share the assessment of the peer mentoring program including sense-making of leadership responsibilities, navigating students through orientation, and serving as a first-year seminar mentor teaching class sessions. Findings will be shared as well as initiatives to work with university administration and staff to continue developing experiences for peer mentors and first-year students.

CP - Survivor Series: A Conference Roadmap to Student Success

Room 502; Floor Fifth

Ramon Varela
Yesenia Talavera
Steven Brown
University of Texas at El Paso

Post-pandemic, the University of Texas at El Paso transitioned from a Speaker Series promoting the five pillars of success for University 1301 to a more engaging, conference style Survivor Series that utilized faculty and staff as expert presenters and workshop facilitators. Upon doing so, students were provided an event that served as reinforcement to learning objectives within the curriculum while promoting the professional decorum and agency needed to navigate a professional conference.

V - Beyond the Hype: Using Generative AI to Enhance Student Success

Room 505; Floor Fifth

Phoenix Harvey
Macmillan Learning

This presentation presents practical tips and tools for how College Success instructors can integrate Generative AI to enhance student engagement in pedagogically sound ways.The transition to college presents unique challenges: adapting to a new academic environment, developing critical thinking skills, and fostering social connections. This presentation demonstrates generative AI applications that assist in these areas by providing personalized and interactive learning experiences. Attendees of this interactive, hands-on session will walk away with practical insights for how AI can offer customized study aids, facilitate peer interactions, and provide help instructor authentically assess student understanding.

FD - "Is this offered online?" The Tale of Two First-Year Seminars.

Room 508; Floor Fifth

Aliandra Burgos
University of Central Florida

This session covers the challenges of offering an in-person first-year seminar course post-Covid-19, and the shift to an online course option. A significant challenge has been a 60% decline in enrollment in 2021 compared to 2020, followed by continued decreases in subsequent semesters because of the pandemic and institutional changes. Participants will gain insights into the face-to-face course, enrollment and retention changes, and the development of the online option. Offering the online course adapts to the demands of students' schedules while concurrently providing them with the student success content needed to be successful in the first year and beyond.

CT - Supporting First-Generation Student Engagement in the 21st century

Room 601; Floor Sixth

Jamil Johnson
University of South Carolina

With support from the Advising Success Network (ASN), the National Resource Center for the First-Year Experience and Students in Transition engaged in work within TRIO Student Support Services (SSS) to examine first-generation success strategies through the lenses of (a) advising, (b) commitment to advancing equity, and (c) improving student success in higher education. Attendees will engage with the findings of our work that illustrate the voices of SSS professionals and the practices to support first-generation students in the 21st century.

CT - Exploring Dependable Strengths

Room 602; Floor Sixth

Jonathan Stubblefield
Western Washington University

This session will explore the Dependable Strengths Articulation Process, which is a reflective strengths identification activity that has applications in advising, career development, and first-year success. Attendees of this session will go through an abbreviated version of this interactive process, review assessment results, and share other ideas to infuse this and other strengths-based approaches within many areas of their institutions.

CT - A First-Year Experience Course on Faculty-Sponsored Research Taught by Librarians

Room 603; Floor Sixth

Kate Peterson
Lacie McMillin
Kat Nelsen
Kim Clarke
University of Minnesota-Twin Cities

For undergraduates, getting started with faculty-sponsored research is hard. In 2017, Librarians at the University of Minnesota-Twin Cities created an in-person, one-credit, first-year experience course focused on getting first-year students from many disciplines started with faculty-sponsored research. Course content was repurposed, adapted, and remixed from existing programs to create the curricula. Learn how any institution can adapt these elements to a range of uses from workshops to mini-lesson videos to a one-credit course.

CT - Reconstructing an Integrated FYS Syllabus: Lessons Learned

Room 605; Floor Sixth

Mahfuzul Khondaker
Kutztown University of PA

At our university, we recently moved from a topic based FYS class where each instructor was teaching a topic of their choice aligned with their discipline to more integrated contents where, in addition to the individual topic, all FYS classes cover a set of certain contents with similar assignments and activities. In this presentation, we will discuss the process of transition and what we learned along the way. This presentation will benefit those who are still experimenting with the nature/structure of their FYS classes.

CT - Hearts, Minds, and Data: Synergizing Student Success Across the Institution

Room 701; Floor Seventh

Ross Markle
DIA Higher Education Collaborators

Paul Mabrey
Kenn Barron
James Madison University

Renée Delgado-Riley
University of Oregon

Whether through a role, a responsibility, or an institution-wide and accreditor mandated multi-year project, we are often called to coordinate many divergent institutional constituencies around student success. This session will discuss how leaders at all levels can use assessments, data, and research to create a vision of student success and help each part of the institution see their role in it. Panelists will discuss how tactical tools – like student surveys and data – can be used to build and inform strategy and culture.

CT - Becoming a Learner: Framing the Purpose of a College Education

Room 702; Floor Seventh

Harrison Kleiner
Matthew Sanders
Utah State University

College students face a pervasive cultural perception that equates higher education with acquiring job skills. While college does influence future employment opportunities, talking about higher education as job training creates confusion and frustration among students about 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 explain how to promote this message within orientation and FYE programs and share assessment data that shows the effectiveness of this message on improving student motivation, efficacy, satisfaction, and retention.

CT - Practicing Kindness to Build First Year Connections

Room 708; Floor Seventh

Gretchen Hendricks
Cameron Harris
George Mason University

Significant contributing factors to the success of first-year college students include the ability and opportunity to build self-confidence and authentic relationships. Practicing kindness in the classroom and within the college community fosters caring, compassion, and inclusivity, all key to developing self-identity and human connections. This session will cover strategies for developing a kindness curriculum with activities and special projects that teach students the value of kindness and intentional ways to practice it. Presenters will also share the story of one University's mission to create an infectious campus culture of kindness that promotes self-efficacy and creates goodwill towards others.

REFRESHMENT BREAK | 8:45 AM – 9:15 AM PST
Columbia Ballroom Foyer, Third Floor

9:15 a.m. – 10:15 a.m. PST

CR - Small Group Facilitated Motivational Interviewing in Post-Secondary Settings

Room 301; Floor Third

Benjamin Buck Blankenship
Melissa Westover
Cody Canning
Northern Arizona University

Jon Lee
University of Louisville

This session will provide a description of Motivational Interviewing (MI) (Miller & Rollnick, 2013), an evidence-based conversational technique, used to satisfy college students' psychological needs under self-determination theory (Deci & Ryan, 2017). We designed a modified MI intervention delivery for first-year students through small group conversations targeting psychological needs. Results of this exploratory research indicate that there was an increase in scores of a selected needs satisfaction scale and the intervention may be particularly efficacious for minority students. Join us for a brief overview of MI and discussion of this approach in a lively and upbeat presentation of our study.

CR - Leveraging Technology to Increase College Students' Access to Support Services

Room 302; Floor Third

Alexandra Werntz
Jean Rhodes
Megyn Jasman
Ramya Ramadurai
Center for Evidence-Based Mentoring

Although colleges and universities provide access to helpful services, students have difficulty accessing them. Researchers argue that technology and support from peers increase the accessibility of services as college students enter their first year. This study examined the effects of a technology-enhanced mentoring platform at a large private university. Propensity score matching analyses demonstrated effects of engaging with a peer mentoring platform on students' academic and psychosocial outcomes. Analyses examining the influence of mentor-mentee shared characteristics on these outcomes will also be presented. Implications for supporting students' transition to college with peer mentors using a novel multi-sided application will be discussed.

CP - Is Your College Success Course Working? Assessing FYE Courses

Room 305; Floor Third

Kimberly Koledoye
D. Blake Simon
Houston Community College

Although college success courses have been deemed as high impact practices by many researchers, their institutional value is often questioned. The general nature of these courses and their varying

delivery models poses challenges in measuring efficacy. While one institution may measure efficacy by passing rates, another might measure efficacy by persistence rates. Thus, leaders of these courses must be equipped with multiple ways to demonstrate how student success and increased student outcomes correlate to enrollment in college success courses. This session will examine multiple methods utilized by one large multi-campus urban institution to measure student success in college success courses.

FD - Professional and Community Development for FYE Faculty and Staff

Room 307; Floor Third

Nina Abramzon
Dora Leea
April Dawn
Donya Rahimi
California State Polytechnic University, Pomona

A high-quality First-Year Experience program demands motivated, skilled, and highly engaged faculty and staff. We will introduce a comprehensive campus-wide initiative aimed at enhancing faculty and staff development opportunities within the FYE program. Professional development opportunities are made available through semester-long learning communities and annual institutes. These create a supportive community for FYE instructors, ensuring a standardized experience for students throughout their FYE journey. Moreover, they facilitate exchange of insights among instructors, enabling them to collectively identify effective strategies and lessons learned. These professional development opportunities also allow us to build community and expand our networks to better support students.

CT - Going Gradeless: Shifting the Focus from Numbers to Learning

Room 401; Floor Fourth

Heather Adams
Auburn University at Montgomery

As an institution, AUM is committed to serving our diverse student body and supporting their success through engaging, informative, and dynamic first-year seminars. In the first-year seminar, one section of students is ""going gradeless"" in an experimental pilot program where grades are deducted from the classroom activities. Removing the heavy focus on making good grades and pointing that focus on personal growth and development encourages students to think creatively, to take intellectual risks, and to find personal connection to the course material rather than thinking only so far as the rubric dictates.

CI - Programming for belonging: A cross-campus collaboration to welcome new students

Room 402; Floor Fourth

Niki Fullmer
Brittany Paloma Fiedler
University of Nevada, Las Vegas

In fall 2023, a large commuter campus was tasked with creating a week-long orientation. The presenters were particularly well-positioned to support this new initiative because of their extensive experience with outreach, instruction, and event planning in the University Libraries. The kickoff party in the library featured capture the flag, stump the librarian, and an exploration of campus history. Additionally, there were 44 breakout sessions ranging from artificial intelligence to community building to creating accessible presentations. In this session, presenters will discuss how to collaborate with campus partners (especially librarians) and the results of preliminary data related to sense of belonging.

CP - Combining A Bridge Program and Learning Community at an HSI

Room 403; Floor Fourth

Carlos Velez
Jill Ford
University of Texas at San Antonio

This session will discuss how we have improved retention, persistence, and first year student engagement for first year engineering students at a Hispanic Serving Institution by combining an engineering summer bridge program with an engineering living learning community. We will review impacts from each of these programs, how we have combined them to create a more impactful experience, and provide lessons learned to help others who are looking to start similar programs at their institutions.

CR - Strategies for Improving Critical Inquiry Skills Across the FYE

Room 405; Floor Fourth

Jordan Herpich
Sadonia Garner
Wayne South
Angela Vaughan
University of Northern Colorado

Foundational inquiry skills are a necessary element for college student achievement across disciplines. However, many professors assume that students enter college with these prerequisite skills. Without instruction, many students face these expectations and are unsuccessful. The results can be lowered GPA, self-efficacy, and potentially academic probation. With support, students can successfully meet these expectations and depart from the experience with increased self-efficacy and the message that they belong to the scholarly community. This study explored the impact of participation in an academically rigorous FYS on foundational inquiry skills and self-efficacy. Implications for FYS curriculum and programming will be discussed.

FD - Strange but Successful Learning in Stranger Things

Room 408; Floor Fourth

Linda S Maule
Indiana State University

Participants will discuss using popular culture in first-year, theme-based courses to teach about philosophy, politics, leadership, systemic oppression, and other complex concepts. The facilitator will share journal prompts and guidelines for group projects, underscoring how they promote student creativity and foster a culture of inquiry. The facilitator will also provide examples from class discussions, touching on Stranger Things' "strange" portrayal of interracial relationships and sexual identity and politics in rural Bible Belt, 1980s America.

CI - Creation, Evolution and Sustainability of a Summer Bridge Program

Room 502; Floor Fifth

Ryan Hassler
Pennsylvania State University - Berks

Summer bridge programs are one of the most effective ways to help students transition from high school to college. But, what goes into the creation of a bridge and how can its evolution ensure sustainability? This session will answer these questions and more by analyzing Engineering Ahead (EA), a four-week bridge program which provides academic enhancement for underrepresented students from diverse socio-economic and cultural backgrounds. Over the past 8 years, EA has evolved from simply a math boot-camp to a fully immersive and dynamic program which includes hands-on labs, metacognition training, mentoring, career readiness, industry collaboration, and community engagement.

CT - Well-being Strategies for the Academic Success of Marginalized Students

Room 505; Floor Fifth

Caitlin Anderson
Kelyn Rola
Southern Methodist University

First-generation, Pell-eligible, and racially minoritized students often face exacerbated challenges during the transition to college. These hardships are likely further compounded following recent state- and federal-level decisions that limit the ways in which institutions can overtly support marginalized students. To address these national trends, this session will discuss ways that best-practices from well-being education can be infused into curricular and cocurricular programming. Mini-lessons presented during this session have been shown to improve minority first-year students' sense of belonging, retention, and academic success in multiple disciplines, and session participants will leave with ways to upscale this content at their own institutions.

CT - Creating, Collaborating, and Community Engagement: Shared Experience in First-Year Seminar

Room 512; Floor Fifth

Jimmy Luckman
Shannon Schantz
Ali Bakhtiari
Syracuse University

The Shared Experience Week provides opportunities for first year and transfer students to get out of the classroom to engage in experiential learning opportunities that range from tours and interactive activities of campus resources as well as community service projects. This session is devoted to sharing logistical operations, collaborative communication efforts, community engagement impact reports, and alignment to the academic strategic plan to implement over 210 shared experiences for First Year Seminar sections. Discussion will center on the history of the Shared Experience, highlighting efforts of student protest, and the evaluation based on feedback from campus and community members.

CP - Pathways to College Success: Implementing a Career-Focused LMS-Agnostic FYE Course

Room 601; Floor Sixth

Liza Long
Amy Vassar
Joel Gladd
College of Western Idaho

At the College of Western Idaho, a two-year open access community college, we struggled with student retention/persistence in our required CWI 101 Connecting with Ideas courses. In response, we developed and piloted an open, LMS-agnostic Pathways to Career Exploration course. When assessed on student learning outcomes, student experience, faculty experience, and advisor experience, the pilot Pathways course performed better than our traditional FYE courses. In this presentation, we share our experience and resources we created for students/faculty. Best practices for successful open course adoption include transparent design process, accessibility considerations, clear stakeholder communication, robust feedback networks, and effective internal marketing.

CP - Peer Leader Outreach to New Students: A Tiered Support Model

Room 603; Floor Sixth

Nicole Craven
Matthew Nolan
Sydney Green
Ohio State University

First Year Experience at Ohio State is in its ninth year of a comprehensive, year-round peer leader model focused on a data-informed approach to identifying and supporting new students who might benefit most from intentional, peer-initiated outreach and connection opportunities in their first year of college. This session will highlight our guidelines and expectations for interactions and engagement, case management, and

structured supervision as FYE Peer Leaders support all new students (tier 1), identified priority students (tier 2), and referred students (tier 3).

CT - Cultivating the Habits of Mind for Success in College

Room 701; Floor Seventh

Laurie Hazard
Recognize Your Potential

Stephanie Carter
Bryant University

A variety of mediating factors contribute to students' academic success during college. These factors shape both academic and social engagement. Research suggests that student success and engagement are influenced as much by certain attitudes and predispositions as by particular skill sets and levels of preparedness. Although there are patterned variables that influence success, practitioners argue that student success is highly idiosyncratic and individualized. Accepting this premise, how do institutions create climates that attend to individual predispositions? This session examines ways in which to cultivate and integrate the habits of mind for academic success and lifelong learning into the first-year experience.

Closing Address

10:30 a.m. – 11:45 a.m. PST | Columbia Ballroom

Amelia Parnell
Vice President for Research and Policy
NASPA

Five Keys to Supporting Students' Transitions: A Focus on Strategic Communications

As students navigate myriad options for learning and engaging in college, it is critical that they identify the conditions and resources that will help them thrive. Many students will rely on information from their institution to make some of their most important decisions. As a result, strategic communication is essential to students' ability to achieve their goals. This session will describe current trends related to student success and five things that professionals should consider when helping students balance competing priorities.

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FIRST-YEAR EXPERIENCE

SEATTLE, WASHINGTON
FEBRUARY 18-21, 2024

AWARDS AND RECOGNITION

NATIONAL RESOURCE CENTER
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UNIVERSITY OF SOUTH CAROLINA

Outstanding First-Year Student Advocates

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With the support and co-sponsorship of Penguin Random House, 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

Cindy Arizmendi, *The Kellogg Community College*
Cindy Arizmendi works at Kellogg Community College (KCC) in Battle Creek, Michigan. She is the First Year Seminar Faculty Coordinator. Her role includes teaching the course, training faculty, designing curriculum, and collaborating with Student Affairs and Instruction. Cindy's belief that students are worthy inspires her to create an inclusive First Year Seminar experience were each student at KCC is welcomed, valued, and encouraged. Recent accomplishments include the Full-Time Faculty Excellence Award, and the Excellence in Assessment Award. Cindy's personal interests include practicing yoga, walking with her husband, Art, and their dogs, Budrow (Bud-row) and Tule (two-lee), and scuba diving.

Tessa Chefalo, *Hamilton College*
Tessa Chefalo (she/her) serves as Assistant Dean of Students for Student Engagement at Hamilton College. Tessa oversees Hamilton's orientation program, including leadership of both on-campus orientation and the Exploration Adventure (XA) trip program, a branch of Hamilton's signature 4-day immersive orientation trips. She directs the First-Year Experience program (FYE), designed to create social and resource connections for new students through their first year on campus. Tessa's portfolio also includes supervision of the Office of Student Activities and the ongoing development of a campus life curriculum. Tessa received her MS in Higher Education from Syracuse University, and a BA in English from SUNY Geneseo. Currently in her tenth year at Hamilton, Tessa remains passionate about building inclusive spaces for new students to make connections, utilize campus resources, and build self-advocacy skills.

Gregory Eiselein, *Kansas State University*
Gregory Eiselein is Professor of English and University Distinguished Teaching Scholar at Kansas State University. After teaching his initial first-year seminar in 2003, he led the effort to establish a comprehensive, university-wide first-year experience program at K-State. From 2008 to 2023, he directed this newly established FYE program, K-State First, which grew to include first-year seminars, living learning communities known as CAT Communities, a common reading program, a mentoring initiative, new student convocation, and more. A dedicated and enthusiastic teacher, he was named the 2013 CASE/Carnegie Kansas Professor of the Year. He is currently Director of the Program in Cultural Studies at K-State and President of the Louisa May Alcott Society. Eiselein earned his B.A. in History and English from the University of Idaho and received his Ph.D. from the University of Iowa.

R. Darin Ellis, *Wayne State University*
Dr. R. Darin Ellis serves as Associate Provost for Academic Programs and Associate Vice President for Institutional Effectiveness at Wayne State University, where he has been a faculty member in the College of Engineering since 1994. In his current role he advances the university's academic mission by leading the offices of the University Registrar; Institutional Research; Assessment; Accreditation & Academic Program Review; Testing, Evaluation and Research Services; and, a newly formed office of first-year programs and high-impact practices. He shepherds the review and approval process for changes to Wayne State's academic policies and curricula and serves as the provost's liaison to the Curriculum and Instruction Committee of the Academic Senate and as chair of the General Education Oversight Committee. Dr. Ellis himself was a first-year student in 1985 at Kettering University, where he graduated with a Bachelor of Science degree majoring in Industrial Engineering.

Elizabeth Whittaker Huggins, *Augusta University*
Dr. Elizabeth Whittaker Huggins is the Director of First- and Second-Year Experiences at Augusta University where she helps students navigate college in her office called "The Treehouse". In this role, she coordinates 50+ sections of Inquiry 1000 (FYE/SYE project-based research course), manages the Jaguar Jumpstart Learning Community, fosters retention with resiliency programming (GRIT & Gratitude), creates onboarding events (Freshman Convocation, Book Clubs), celebrates student milestones (Sophomore Half-Way There), advises two honor societies (Phi Eta Sigma and Tau Sigma) and teaches leadership skills through community engagement and volunteering (LDRS 2000 class). Elizabeth earned her BA in Psychology from Furman University in Greenville, SC, and her MEd at the University of Georgia in Athens. Many, many years later, she returned to UGA to earn her EdD while her own two daughters were earning their masters/bachelor degrees at the same institution! For the past 20 years, Huggins has enjoyed teaching, listening, and learning from undergraduate students in order to cultivate academic engagement, create purposeful pathways and foster campus-wide connections which benefit student success.

Karen F. Jackson, *Georgia Gwinnett College*
Karen Foreman Jackson is an assistant professor of education and associate dean of advising programs at Georgia Gwinnett College. Her career spans over 30 years and includes work as an elementary school teacher, college administrator, and assistant professor. Dr. Jackson led award-winning student success teams that received recognition at the state and national levels. She holds an Ed.D. in Education Policy Studies from George Washington University, a M.Ed. in Higher Education from the College of William & Mary, and a B.S. in Public Administration from James Madison University. As a first-generation college graduate, she understands the importance of advocating for students and teaching them how to advocate for themselves. She recognizes the potential in all her students and encourages them to lean into their strengths and unique talents to work through challenges and achieve their goals.

Barbara Nowogorski, *Lackawanna College*
Barb Nowogorski has spent the majority of her life as a member of the Falcon Family. She began her career immediately after graduating from Lackawanna College. During her 45-year tenure, she has held numerous positions, but her most influential has been as the Director of Advising. During the past 24 years, she has created a college culture of how to best advocate for our students and help them persist. Barb enjoys spending time with her husband, Joe, especially at Penn State football games, and spoiling her cats. Her new favorite activity is being a Great Aunt to two beautiful babies.

Amanda Sharp, *University of Maryland, Baltimore County*
Amanda Sharp serves as the Assistant Director of First and Second Year Academic Advocacy at the University of Maryland, Baltimore County. Among her accomplishments at UMBC, Dr. Sharp has impacted how UMBC views peer mentoring and first-year student success across campus. She developed an Academic Peer Advocacy Program to expand the scale of support to students, where APAs provide first-year students with a compassionate and empowering understanding of individual barriers and normalize seeking support during their transition to college. She's also been integral in the development and implementation of UMBC's Academic Advocacy Office, which identifies students as needing additional support to enhance their chances of success. Dr. Sharp earned her B.A. at Indiana University Southeast, her M.Ed. in Education Policy, Organization & Leadership at the University of Illinois at Urbana-Champaign, and her Ed.D. in Educational Leadership at Frostburg State University.

AWARDS & RECOGNITION

Nathan S. Smith, *Bluegrass Community and Technical College*
Nathan Smith is an Associate Dean of Student Success at Bluegrass Community & Technical College in Lexington, Kentucky, where he started out as a graduate intern. Nathan oversees the Center of Excellence for Veteran Student Success and the Student Success Hub – which encompasses a wide array of services from tutoring, student engagement, food pantries, to first year orientations. Additionally, he has taught first year experience, German, and humanities. Nathan earned a B.A. in German from Murray State University before pursuing a dual M.A./M.S. in German and Higher Education Policy Studies from the University of Kentucky. His favorite part of BCTC is seeing students succeed and helping them overcome barriers each day. Working with students inspires him to do better and continuously ask – how can we improve this for students? Nathan enjoys spending time with his wife, Kim, and dogs, Evie and Jack Jack, reading, traveling, and writing fiction.

Susannah Waldrop, *University of South Carolina Upstate*
Susannah Waldrop has been a part of USC Upstate since 1999 and has worked in the Student Success Center since 2008. She focuses on empowering students to excel academically through her work as the Executive Director of the Student Success Center. Dr. Waldrop spearheads various critical responsibilities, including managing student success initiatives, overseeing advising services, coordinating the first-year seminar, facilitating early intervention strategies, and supervising professional staff. Additionally, she was instrumental in helping the university secure several grants and has served as the project director for two Title III Strengthening Institution Program grants. Dr. Waldrop received her Ph.D. in Educational Administration with an emphasis in Higher Education from the University of South Carolina. She received both her M.S. and B.S. in Parks, Recreation, and Tourism Management from Clemson University. Beyond her professional endeavors, Susannah is a proud mother of two sons and resides in Campobello, South Carolina. She loves reading and baking the occasional cookie.

Semifinalists

Stephanie Ainsworth Maass
Norwich University

Grazia Gangitano
New Jersey Institute of Technology

Sarina Harty
Guttman Community College

Georgina Hickey
University of Michigan - Dearborn

Whitney Jones
Baylor University

Robin Marable
Norfolk State University

Meredeth McCoy-McCraw
Colombia State Community College

Robert Micken
University of Montana - Western

Nasim Schwab
Virginia Tech

Julia Sienkewicz
Roanoke College

Whitney Smith-Schuler
College of Sothern Idaho

Nekesa Straker
Harvard College

Darren Ward
University of Wisconsin - Stout

Nominees

Sara Adams
Madisonville Community College

Catherine Admay
Duke University

Mary Berkery
Excelsior University

Jonathan W. Blandford
Bellarmine University

Sawyer Bowering
Mississippi State University

Sibley Bryan
Western Carolina University

Daniel P. Collins
Texas A&M University

Damyen Davis
Richard J. Daley College

Breanne Donohue
University of Pittsburgh

Ariel Engebreston
Little Priest Tribal College

Natalie James
McLennan Community College

Rachel Kohman
Missouri University of Science and Technology

Jimmy W. Luckman
Syracuse University

Sheena Mata
Paradise Valley Community College

Kristi Okerlund
University of North Dakota

Christine Pesetski
University of North Carolina - Wilmington

Melissa Reilly
DeSales University

Claudia Sitlington
Moorpark College

Adrian Vallalta-Cerdas
Sam Houston State University

Peggy Whaley
Murray State University

Excellence in Teaching First-Year Seminars

Sponsored by 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

Buddy Howell, *Virginia Tech*

Dr. Buddy Howell is an Advanced Instructor in the School of Communication at Virginia Tech. In 2016, he developed the "H.U.G. Leader" program for The First-Semester Experience in Communication. Since then, each year's incoming cohort of students is divided into smaller "Hokie Undergraduate Groups" (a.k.a., "H.U.G.s") and given a "H.U.G. Leader," a sophomore or junior who helps facilitate a culture of eudamonia, "human flourishing," as students make the transition from high school to university life. At the core of his pedagogy is a genuine love for what he teaches as well as who he teaches, an investment in his students' learning as well as in their lives. In 2020, undergraduate students chose to recognize him with a university teaching award, the Sporn Award for Excellence in Teaching Introductory Courses, resulting in his induction into the Academy of Teaching Excellence. He resides in Blacksburg, Virginia, with his twins, Amelia and Jonathan.

Semifinalists

Rhonda Black
West Virginia University

Jacqueline Stephen
Mercer University

Nominees

Taneshia D. Drake
Southeastern Louisiana University

Jordan Smith Undergraduate Fellowships

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DIA
Higher Education Collaborators

The National Resource Center for The First-Year Experience and Students in Transition and DIA Higher Education Collaborators awards five fellowships to undergraduate students for the Jordan Smith Undergraduate Fellowship. 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

Ramsey A. Brower
Arkansas State University - Jonesboro

Chandler Cotton
Tennessee State University

Olivia Fields
Jacksonville State University

Lauren Frank
Washburn University

Lucia Solano
Lander University

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 31st National Conference on Students in Transition, October 2024, at which the award will be presented
- Travel to the 32nd National Conference on Students in Transition, 2025, 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, 2024.

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 nrcrsrch@mailbox.sc.edu.

Past Recipients

Elizabeth Jach
Examining Social Support and Internalized Sexism among Sophomores on Women's Intercollegiate Athletic Teams

Robert "Jason" Lynch and Shawn A. Ricks
A Qualitative Examination of Trauma, Well-Being, and Success of First-Year Students at Historically Black Universities

Susana Hernandez, Gabriela Encinas, and Luis Fernando Macias
Navigating the Central Valley: Exploring Undocumented Students' Pursuits and Transitions into Higher Education

Brett Ranon Nachman
Piecing Together the Community College Puzzle: How Autistic Students Transition Into and Through Community College

Blake Silver
Transitioning OUT: Lesbian, Gay, and Bisexual Students' Experiences in the Senior Year

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Abbott, Rachel	Georgia Southwestern State University
Abramzon, Nina	California State Polytechnic University, Pomona
Accurso-Salguero, Jessica	Yeshiva University
Acosta, Janel	Florida State University
Adams, Heather	Auburn University at Montgomery
Adams, Sydney	Davidson College
Alanson, Erin	University of Cincinnati
Albright, Michael	Southwest Minnesota State University
Allen, Todd	UNC Pembroke
Amos, Annie	Cal Poly
Anderson, Caitlin	Southern Methodist University
Anderson, Dallin	Brigham Young University
Anderson, Annika	Gustavus Adolphus College
Andrews, Amanda	Northern Kentucky University
Anfinsen, Jason	Seminole State College of Florida
Angermeier, Lisa	Indiana University Purdue University Indianapolis
Anwar, Mustafa	Loyola University Chicago
Arce, Thomas	Oregon Institute of Technology
Arias, Ney	Florida Gulf Coast University
Arrington, Paul	Auburn University at Montgomery
Ashman, Marinda	Utah Valley University
Atwal, Iqbal	California State University, Stanislaus
Axe, Kelsey	UNCW
Aziz, Majdouline	University of South Carolina Union
Baharloo, Hassina	Glendale Community College
Bailey, Dominique	Florida A&M University
Bakhtiari, Ali	Syracuse University
Baldwin, Amy	University of Central Arkansas
Balthazar, Joelle	Pomona College
Bannister, Debbie	University of Charleston
Barefoot, Betsy	John N. Gardner Institute for Excellence in Undergraduate Education
Barnes, April	University of Texas at Austin
Barnes, Ginny	California State University, Fresno
Barraclough, James	Washburn Univeristy
Barron, Kenn	James Madison University
Barry, Chris	West Shore Community College
Barton, Nancy	Indiana University Purdue University Indianapolis
Batiste, Seth	Lone Star Community College, North Harris
Bautista, Agustin	Salt Lake Community College
Beatty, Abbie	Jacksonville State University
berge, tim	randolph-macon college
Berkery, Mary	Excelsior University
Bidwell, Amy	Oswego State University
Bishop, Charity	IUPUI
Black, Hali	University of Southern Mississippi
Blake, Michelle	West Chester University, FYE
Blankenship, Benjamin Buck	Northern Arizona University
Bombaro, Christine	University of Massachusetts Global
BourneSmothers, Julian	Florida A&M University
Bowman, Heather	Indiana University Purdue University Indianapolis
Boyens, Beth	Augustana University
Boyken, Julie	University of South Carolina
Bradshaw-Clay, Kourtney	Constructive Dialogue Institute
Brewster, Michael	West Virginia University
Britt, Sean	Texas A&M University Corpus Christi
Brooks, Peter	University of Washington Bothell
Broschinsky, Makayla	Brigham Young University
Brown, Steven	University of Texas at El Paso
Bruner, Brett	Wichita State University
Bryant, Ross	University of Nevada, Las Vegas
Bryant, Leah	DePaul University
Buckley, Jennifer	Aurora University
Bui, Christina	University of Texas at Austin
Bunting, Bryce	Brigham Young University
Burgos, Aliandra	University of Central Florida
Burns, Samantha	University of Northern Colorado
Bursch, Cody	University of Minnesota
Cabrera Santos, Ruth	LAUNCH Student Success
Campagna, Michele	SUNY Westchester Community College
Campoverdi, Alejandra	FIRST GEN (Hachette)
Canatsey, Sarah	University of Tennessee at Chattano
Canley, Jahmad	Launch Student Success
Canning, Cody	Northern Arizona University
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Carter, Jasmine	University of South Carolina
Carter, Stephanie	Bryant University
Casale, Carolyn	Henry Ford College
Cassidy, Sarah	University of South Carolina
Catalan Vargas, Alondra	Cal Poly
Cella, Laurie	Shippensburg University
Chain, Nicole	University of Arizona
Chamberlain, Corey	College of Charleston
Chiao, Chuan-Chin	National Tsing Hua University (Taiwan)
Clarke, Kim	University of Minnesota-Twin Cities
Clayton, Callie	Lehigh Carbon Community College
Cole, James	Indiana University
Coleman, Tara	Kansas State University
Collins, Jennifer	Florida A&M University
Comfort, Rebecca	American University
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Daas, Karen	University of Texas at San Antonio
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DeJesus, Bianca	University of Pittsburgh Pittsburgh, PA
Delaquito, Sonia	Penn State University - Berks Campus
Delehanty Kelly, Margaret	University of MN-Twin Cities
Delgado-Riley, Renée	University of Oregon
Demeter, Michelle	New York University
Diaz, Richard	Salt Lake Community College
Dixon, Brianne	University of Northern Colorado
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Duncombe-Paden, Djuana	Auburn University at Montgomery
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Durham, Rachael	University of Mississippi
Eaker, Kristal	Alamo Colleges District
Eastes, Victoria	Texas A&M University - Central Texas
Ecelbarger, Bess	University of Arizona
Ecker-Lyster, Meghan	University of Kansas Research, Evaluation and Dissemination
Ecklund, Joe	Creighton University
Edward, Glen	University of Pittsburgh
Edward Monds, Kathaleena	Albany State University
Edwards, Sarah	University of Nebraska at Omaha
Eldridge, Marnie	California State University San Marcos
Ellis, Kyle	University of Mississippi
Ellman, Stephanie	Northeastern University
Espino, Mercedez	California State University, Fresno
Esplin, Patricia	Brigham Young University
Estlund, Amber	St. Petersburg College
Evans, Lorraine	Augusta University
Evanson, Cara	Davidson College
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Farrell, Aerin	The University of South Carolina, Career Center
Feldman, Robert	University of Massachusetts
Figueroa, Simone	U-Thrive Educational Services
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Fleming, Bruce	College of Charleston
Floyd, Kenya	Florida A&M University
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Ford, Jill	The University of Texas at San Antonio
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Fralick, Marsha	Cuyamaca College
Friedman, Dan	University of South Carolina
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Geist, Amy	NASPA - Advising Success Network
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Gladd, Joel	College of Western Idaho
Godwin, Deena	Clark College
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Goodburn, Amy	University of Nebraska–Lincoln
Goodwyn, Matt	Schreiner University
Gragido, Ashley	California State University San Marcos
Graham, Matthew	University Division, Indiana University
Graham, Michael	Lander University
Green, Mandy	Goodheart-Willcox
Green, Sydney	The Ohio State University
Greene, Sandy	University of South Carolina
Grove, Rebecca	Hood College
Guerrero, Adam	University of North Texas
Guest-Scott, Anthony	Student Academic Center, Indiana University
Gurrie, Chris	The University of Tampa
Hall, Debi	Brigham Young University
Harkins, Jason	Maine Business School, University of Maine
Harmon, Brad	Furman University
Harmon, Courtney	Georgia Southwestern State University
Harrington, Christine	Morgan State University
Harris, Cameron	George Mason University
Hart, Abby	University of Maryland Baltimore County
Hart, Dawn	Grand Valley State University
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Hassler, Ryan	Penn State University - Berks Campus
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Hesp, Grahaeme	FIE: Foundation for International Education
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Hillyard, Cinnamon	University of Washington Bothell
Ho, Candy	University of the Fraser Valley
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Howell, Buddy	Virginia Tech
Hresko, Lindsey	Montclair State University
Hudson, Alicia	Florida A&M University
Huggins, Elizabeth	Augusta University
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Jensen, Micheal	Utah Valley University
Jimenez, Alberto	Mt San Jacinto College
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Johnson, Benjamin	Utah Valley University
Johnson, Jamil	University of South Carolina
Johnson, Julie	University Of Nevada-las Vegas
Johnson, Keri	University of Wisconsin-Madison
Johnson, Lewis	Florida A&M University
Johnson, Corey	Washington State University
Jones, Michael	University of Tennessee at Chattano
Kaiwi-Conner, Andrene	San José State University
Kannegiser, Samantha	Rutgers University
Kapolka, Anthony	Wilkes University
Kapsidelis, Katherine	University of California, Los Angeles
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Kim Shepard, Wonjoo	Cal State LA
Kinder, Gary	Virginia Tech
King, LaDonte	LAUNCH Student Success
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Kitchen, Joseph	University of Southern California
Kleiner, Harrison	Utah State University
Knowles, Asia	Florida A&M University
Koch, Drew	John N. Gardner Institute for Excellence in Undergraduate Education
Kolby, Emily	University of Washington
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Leonore Rodrigues	Westchester Community College
Thomas Rojo Aubrey	South Mountain Community College
Melissa Rosson	Lone Star College-CyFair
Sara Rothman	University of New Brunswick

INDEX OF PROPOSAL REVIEWERS

NAME	INSTITUTION
Angela Rovak	University of Oregon
Temperance Rowell	Virginia Tech
Elizabeth Rubalcava	KIPP Texas
Patrick Rudd	Elon University
Stephanie Rudolph	The University of Alabama at Birmingham
Lindsay Rushworth	Florida Gulf Coast University
Kelly Safin	University of Pittsburgh at Greensburg
Jose Saldivar	University of Texas Rio Grande Valley
Matt Salvia	University of Pittsburgh at Bradford
Michelle Sanders	Hillsborough Community College
CortneyJo Sandidge	University of Tennessee - Knoxville
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Tara Sass	University of Houston
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Jacqueline Schram	Grace College
Max Schuster	University of Pittsburgh
Jenna Seabold	University of South Carolina
Kim Seligman	George Mason University
Katsumi Senyo	Yamagata University
Christopher Sewell	Talladega Colllege
Tara Sewell-Lasater	Montana State University
John Shanahan	DePaul University
Samuel Shanks	University of Minnesota Duluth
Catherine Shaw	Tyton Partners
Nathan Shelburne	Baylor University
Christine Shelek	University of South Carolina
Brian Sherman	LSU Shreveport
Suzanne Sherman	New College of Florida
Will Sherry	University of Michigan
Emily Shreve	University of Nevada, Las Vegas
Malka Sigal	Yeshiva University
James Simeon	York University, Toronto, Canada
Elise Simmons	Florida A & M University
Quanda Sims	Morris College
Greg Singleton	Austin Peay State University
Amy Skoll	California State University Maritime Academy
Karen Skudlarek	University of Connecticut
Nathan Slife	University of Nevada Las Vegas
Stacey Sloas	Arkansas State University
Zoé Smiley	Oregon Institute of Technology
Alexis Smith	Tarrant County College
Heather Smith	Florida Atlantic University
Karen Smith	East Carolina University
Kendis Smith	Sam Houston State University
Loreen Smith	Isothermal Community College
Diane Snyder	The Ohio State University Agricultural Technical Institute
Richard Van Dyke	Finger Lakes Community College (reviewed formerly from Lock Haven U)
Wesley Wells	St. Philip's College - Alamo Colleges District

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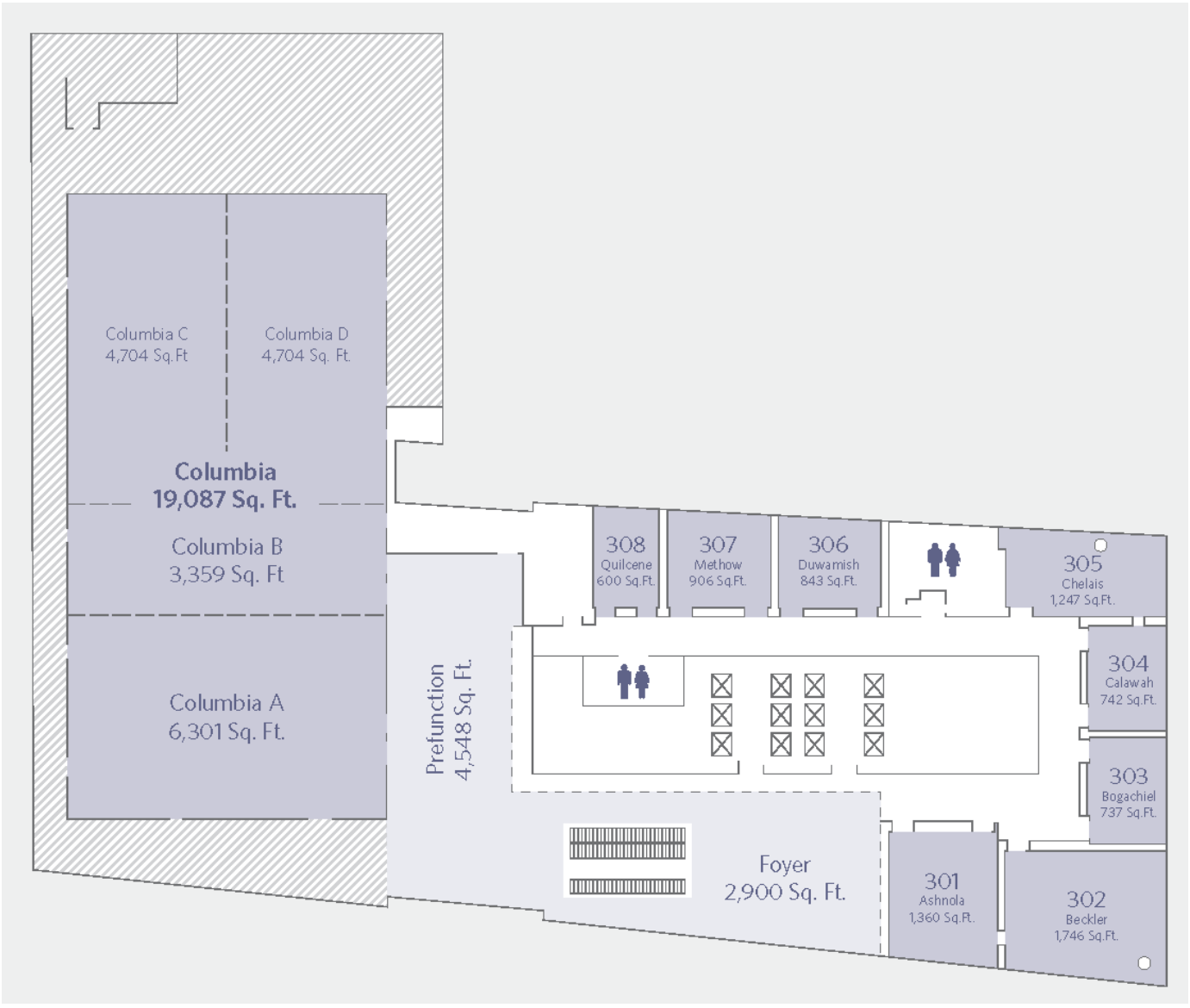
FLOOR THIRD



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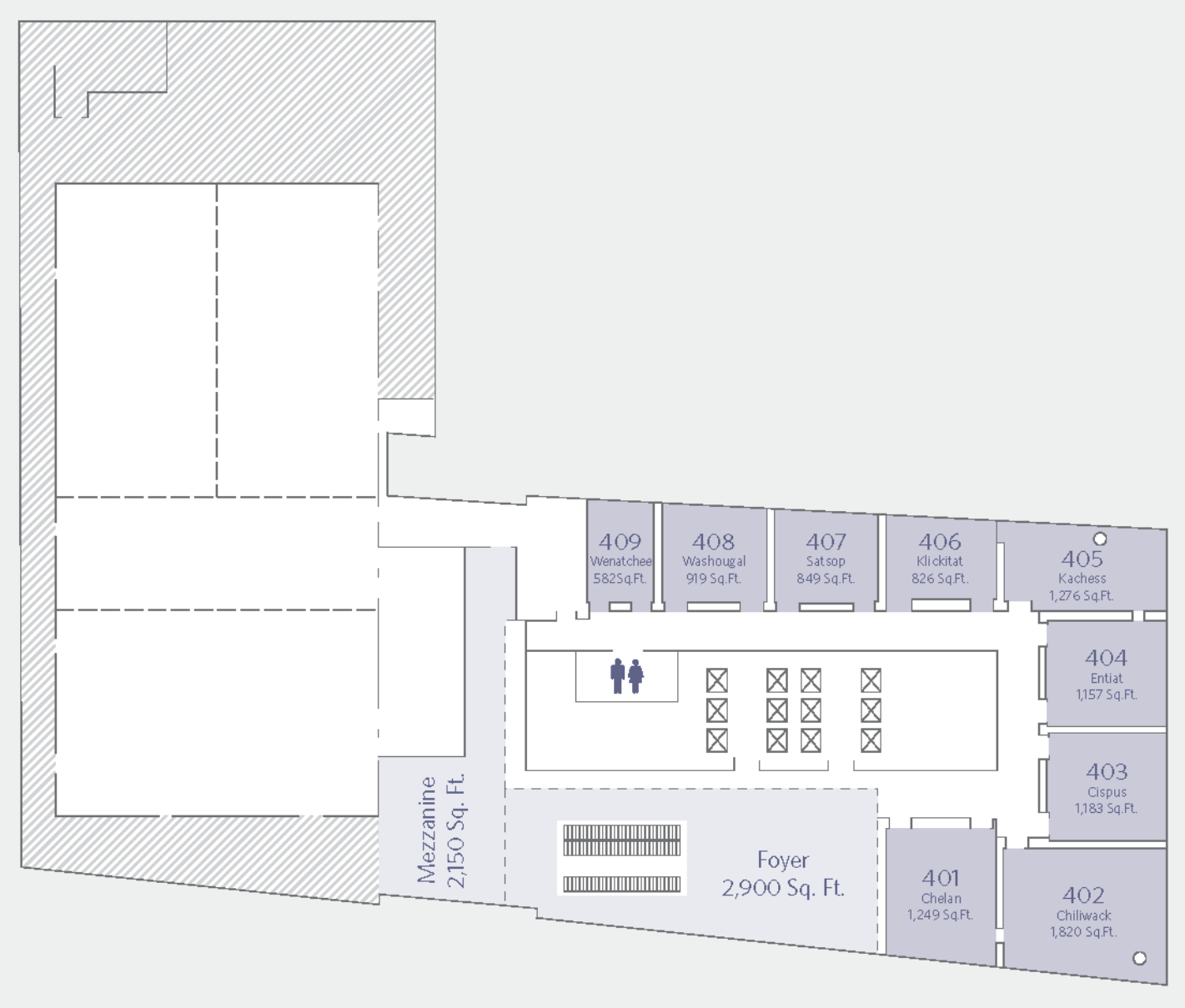

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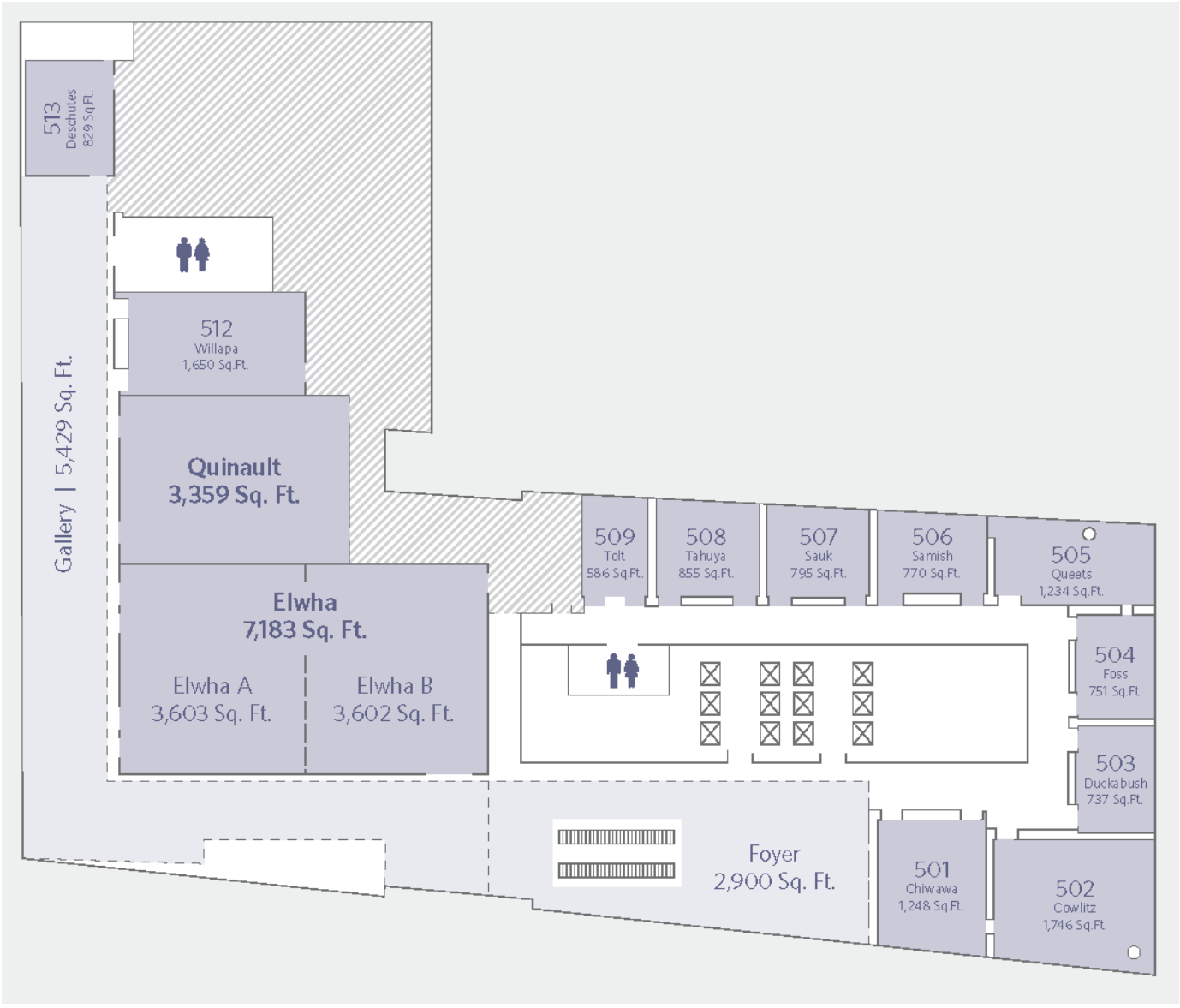

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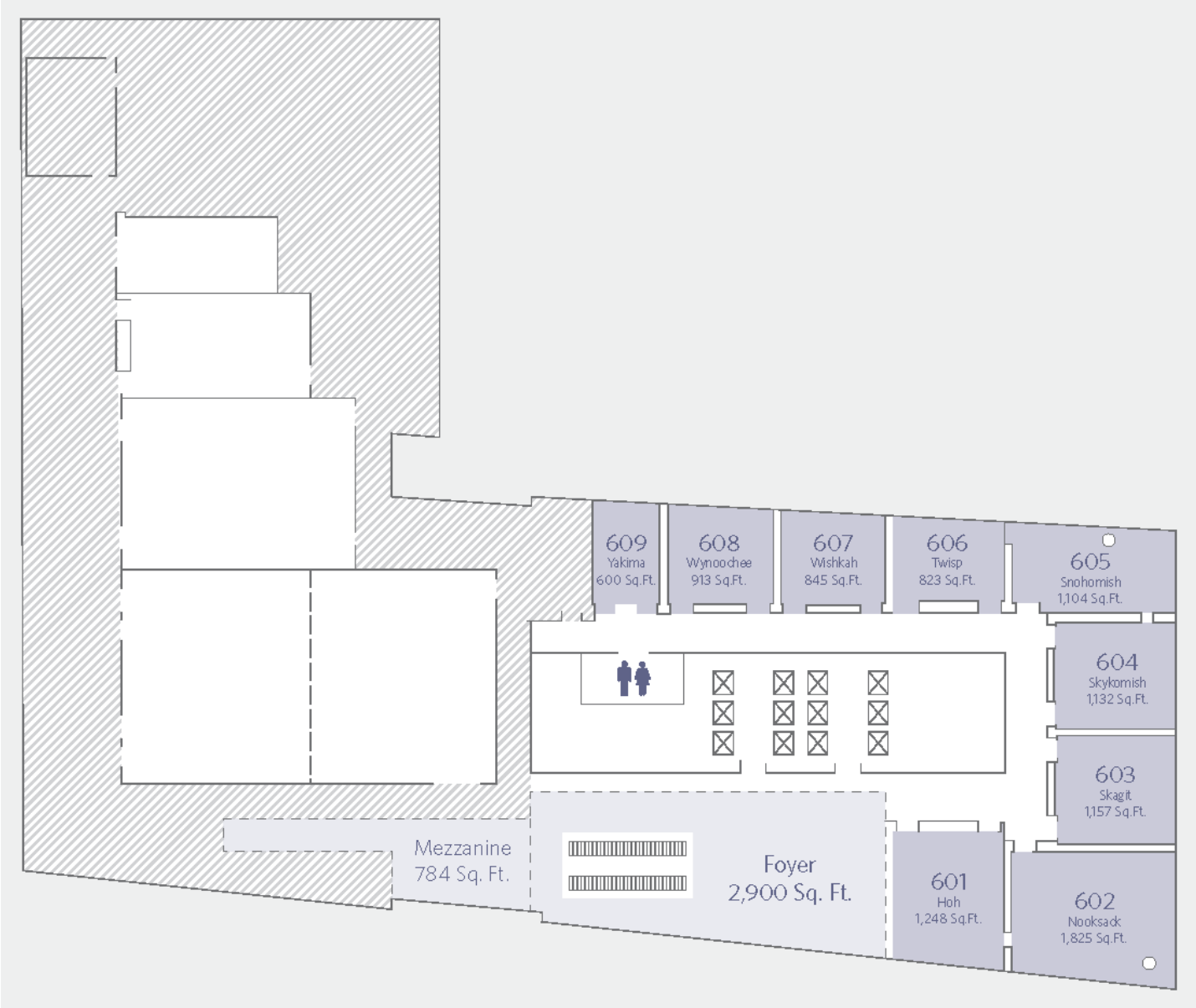
FLOOR SIXTH



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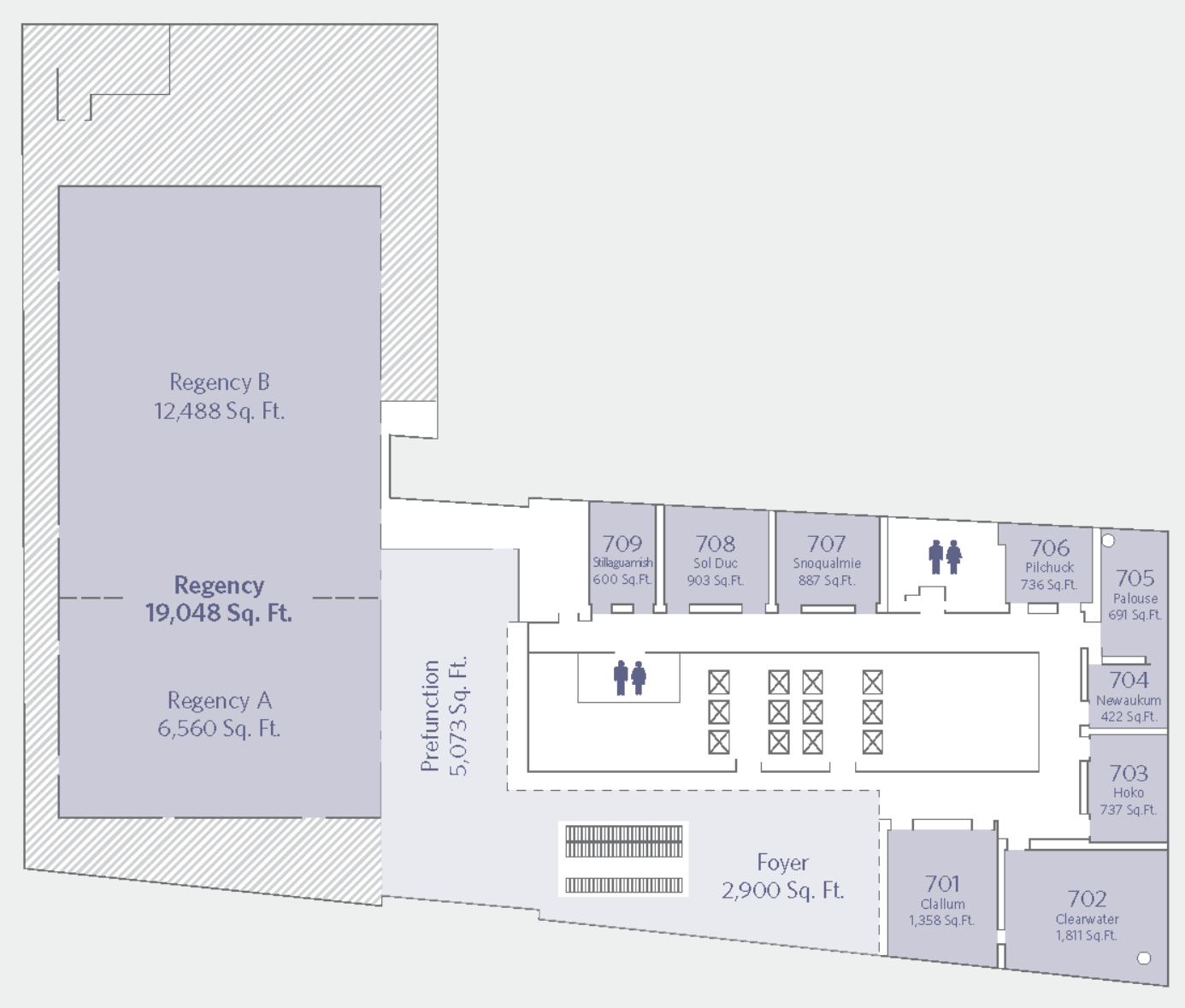
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