

25TH NATIONAL CONFERENCE ON STUDENTS IN TRANSITION

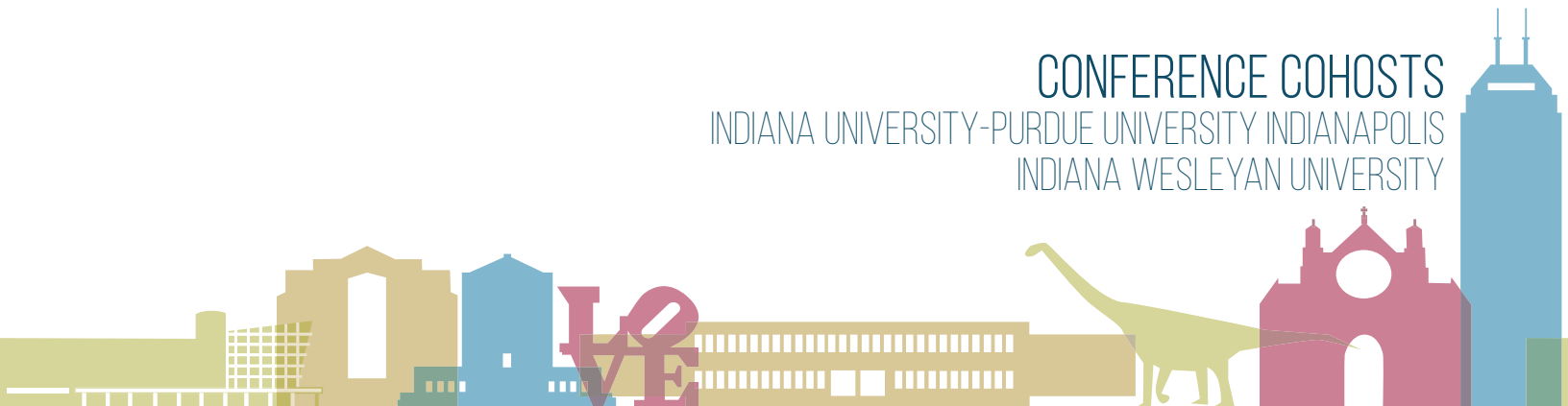


NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

CONFERENCE PROGRAM

INDIANAPOLIS, INDIANA | OCTOBER 13-15, 2018

CONFERENCE COHOSTS
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS
INDIANA WESLEYAN UNIVERSITY





Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am happy to welcome you to Indianapolis, Indiana for the 25th National Conference on Students in Transition. We are pleased to have Indiana University-Purdue University Indianapolis and Indiana Wesleyan as cohosts for this event. Representing different institutional sizes, types, and control and serving a diversity of students, these institutions remind us how rewarding collaboration across higher education can be. On behalf of the Center and our conference cohosts, I extend warm conference greetings to you.

The staff of the National Resource Center has planned an outstanding program of preconference workshops, featured speakers, and conference sessions that cover a broad range of topics and offer opportunities for learning and professional development for everyone. This conference includes sessions dedicated to the education and support of first-year students, sophomores, community college students, transfers, and seniors. Further, the program contains a full complement of presentations highlighting assessment strategies, the latest research findings, as well as trends and issues that are relevant to students' success at multiple transition points in their educational careers. We are confident that you will find the information and resources that are shared in these sessions useful to your current work and a source of inspiration for new ideas and initiatives in support of students' transition and success.

While learning from educational sessions is valuable to our work, the conference schedule is also designed to facilitate informal interactions among participants. We take great pride in hosting professional development events that create a community among delegates, presenters, exhibitors, and cohosts and strive to develop a rich professional network that extends long beyond our time together at the conference. To that end, the schedule includes several networking opportunities to complement and enhance more formal learning experiences and to facilitate your introduction to new colleagues and friends. Given the challenges that higher education and society are currently facing, it has never been more important to learn from and support one another than it is now. As such, we encourage you to take advantage of these opportunities to discuss ideas about new programs, pedagogies, and practices for students in transition with your fellow delegates. Further, we hope your conference conversations address how these topics support the values that ground much of our work in FYE and represent the core commitments of the National Resource Center: inclusion, lifelong learning, the developmental power of educational transitions, the connection between research and practice, and collaboration.

Representatives from the National Resource Center and from our cohost institutions are here to help you in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have questions or concerns. Enjoy the conference!

Sincerely,

A handwritten signature in black ink, appearing to read "JK", with a long horizontal flourish extending to the right.

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

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SCHEDULE OF EVENTS

SATURDAY | OCTOBER 13, 2018

7:30 a.m. – 6:00 p.m.	Preconference Workshop and Conference Registration
7:30 a.m. – 9:00 a.m.	Continental Breakfast for Preconference Workshop Participants
8:00 a.m. – 5:00 p.m.	Preconference Workshops
12:00 noon – 1:30 p.m.	Lunch for Preconference Workshop Participants
5:30 p.m. – 7:00 p.m.	Conference Opening Session and Keynote Address— Tricia Seifert
7:00 p.m. – 7:45 p.m.	Welcome Reception

SUNDAY | OCTOBER 14, 2018

7:30 a.m. – 5:00 p.m.	Conference Registration and Information Desk
7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:45 a.m. – 8:45 a.m.	Primer for First-Time Attendees
9:00 a.m. – 11:15 a.m.	Conference Sessions
11:15 a.m. – 12:30 p.m.	Lunch on your own
12:30 p.m. – 1:45 p.m.	Afternoon Plenary Address— Amy Baldwin, La'Tonya Rease Miles, and Dorothy Ward
2:00 p.m. – 5:30 p.m.	Conference Sessions

MONDAY | OCTOBER 15, 2018

7:30 a.m. – 12:00 noon	Conference Registration & Information Desk
7:30 a.m. – 9:00 a.m.	Colleague Cluster Breakfast with Poster Sessions
9:15 a.m. – 11:30 a.m.	Conference Sessions
11:45 a.m. – 12:45 p.m.	Closing Session — Dallin George Young



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 with a setting and structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

GOALS OF THE CONFERENCE

The primary goal of the Students in Transition Conference is to assist highly motivated educators and administrators in institutions of higher education as they examine and develop strategies to change campus structures to enhance the learning and success of students in transition: first-year students, sophomores, transfers, and seniors. The conference format provides the opportunity to network and share concepts, ideas, research results, assessment strategies, and programmatic initiatives; and creates an experience sure to stimulate, motivate, and inspire.

CONFERENCE SPONSOR AND CO-HOSTS

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, institutes, 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.

CONFERENCE CO-HOSTS

The staff of the National Resource Center for The First-Year Experience and Students in Transition expresses great appreciation to our co-hosts for their support and assistance:

Indiana University - Purdue University Indianapolis

Indiana Wesleyan University

GENERAL INFORMATION



Session Locations

All conference sessions will be held at the Westin Indianapolis.

International Sessions

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

Hotel Map

A layout of the meeting rooms at the Westin Indianapolis is located on the inside back cover of this program.

Name tag Ribbons

RAINBOW	Co-hosting Institutions
LIGHT BLUE	Presenters
GREEN	Vendors
BLUE	Volunteers
WHITE	First-Time Attendees

Registration Information

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

Saturday, October 13, 2018	7:30 a.m. - 6:00 p.m.
Sunday, October 14, 2018	7:30 a.m. – 5:00 p.m.
Monday, October 15, 2018	7:30 a.m. - 12:00 noon

Internet Access Information

Complimentary wireless internet access is available to conference participants throughout the meeting space. Overnight guests staying at the Westin Indianapolis will have access to complimentary internet access in their guest rooms.

Network: Westin_Conference
Access Code: sit2018

Session & Conference 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.

An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation is <https://tinyurl.com/y8qm6v4z> and will also be included in a conference follow-up e-mail message.

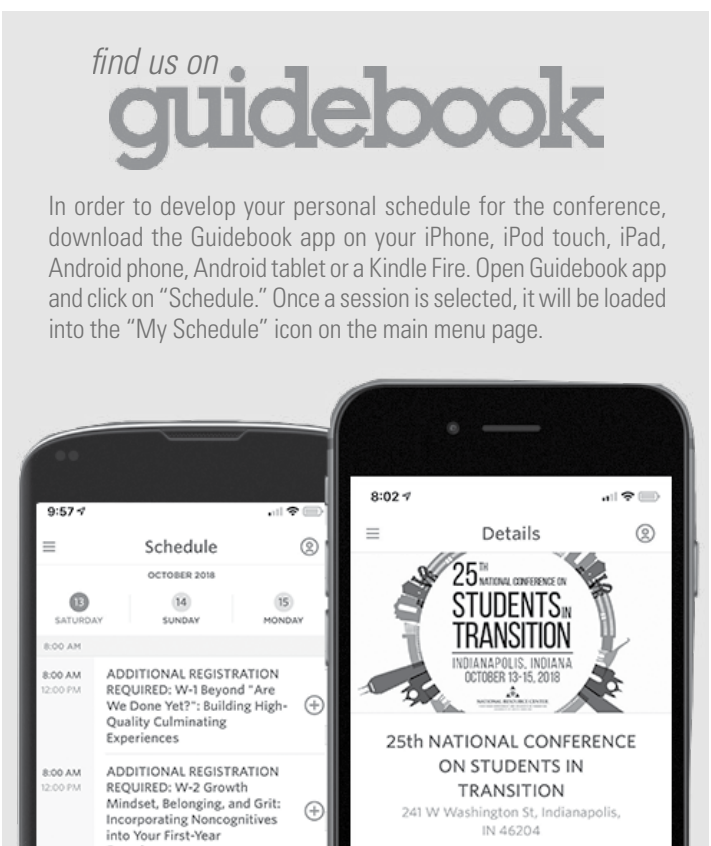
Session Handouts

During the conference: There will be several tables set up throughout the foyer for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site under Conference Archives after November 23, 2018. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to the Conferences staff at fyeconf@mailbox.sc.edu.

Interactive Schedule

In order to develop your personal schedule for the conference, download the Guidebook app on your iOS or Android device. 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.



SESSION FORMATS

The sessions presented at this conference are in seven formats. The alpha designation with the session numbers indicates the session type.

Concurrent Sessions

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

Concurrent session types:

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

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

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

(FD) Facilitated Discussions

These sessions promote open discussion around a significant or major issue or theme. Rather than making a formal presentation, session facilitators will encourage and maintain substantive discussion.

(V) Vendor Presentations

These sessions allow conference exhibitors 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:

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

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

PROPOSAL REVIEWERS

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

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**denotes those attending the conference*

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Mark Your Calendar



February 16 - 19, 2019
**38th Annual Conference on
The First-Year Experience**
Las Vegas, Nevada

April 22 - 24, 2019
**Institute on Sophomore
Student Success**
Columbia, South Carolina

Spring 2019
Transfer Student Success
Online Course

June 5 - 7, 2019
**Institute on Developing and
Sustaining First-Year Seminars**
Columbia, South Carolina

Summer 2019
**Fostering First-Year
Student Success**
Online Course

July 29 - 31, 2019
Institute on Peer Educators
Columbia, South Carolina

October 12 - 14, 2019
**26th National Conference
on Students in Transition**
Orlando, Florida

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EXHIBITOR INFORMATION



The University of South Carolina and the National Conference on Students in Transition welcome exhibitors. All exhibits will be located on the Grand Ballroom Foyer.

EXHIBIT HOURS

You will have the opportunity to visit with exhibitors during the exhibit hours below:

Saturday, October 13, 2018

4:00 p.m. – 7:45 p.m.

Sunday, October 14, 2018

7:30 a.m. – 11:15 a.m.

12:30 p.m. – 5:00 p.m.

Monday, October 15, 2018

7:30 a.m. – 12:00 noon



ACT

ACT is a mission-driven, non-profit organization dedicated to helping people achieve education and workplace success. We are trusted as a national leader in college and career readiness, providing high-quality assessments grounded in nearly 60 years of research.



GROWING LEADERS

Growing Leaders

Growing Leaders is a global nonprofit that encourages and equips students to take on real-life opportunities and challenges in the classroom, in their careers, and in the community. We do this by partnering with schools to teach practical life and leadership skills using real stories, intriguing images, and engaging experiences.



Interfaith Youth Core

Interfaith Youth Core (IFYC) is working to make interfaith cooperation the norm. This starts in colleges and universities, where the minds and values of emerging leaders are shaped and conversations take place that steer broad cultural change. We offer tools, opportunities, and networks needed to support interfaith learning on campuses.



Pharos Resources

Pharos Resources is the perfect partner to impact the lives of your students who are facing transitions. Our Relational Retention approach is the best way to identify at-risk students, eliminate silos, increase engagement, and enrich student care. Visit our booth to learn more about how Pharos 360 impacts student success!



National Institute for the Study of Transfer Students

The National Institute for the Study of Transfer Students (NISTS) unites practitioners, researchers, faculty, policy-makers, and administrators to explore and improve transfer student success. We equip professionals to actively advocate for transfer students, challenge the status quo, and reach beyond specific roles to develop holistic and inclusive transfer student experiences.



NATIONAL RESOURCE CENTER

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

National Research 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, and institutes; engages in research; publishes a scholarly journal, books, and electronic newsletter; maintains a website; and host electronic listservs.



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SATURDAY, OCTOBER 13 PRECONFERENCE WORKSHOPS SEPARATE REGISTRATION REQUIRED

**Continental Breakfast for
Preconference Workshop
Participants**
7:30 a.m. – 9:00 a.m.
Grand Ballroom Foyer

**Preconference Workshop
and Conference Registration**
7:30 a.m. – 6:00 p.m.
Grand Ballroom Foyer

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Lunch is provided for preconference workshop participants who are attending both morning and afternoon sessions.

W-1 | Beyond “Are We Done Yet?”: Building High-Quality Culminating Experiences

8:00 a.m. - 12:00 noon | \$135 | Capitol 1

Jean M. Henscheid, Principal Policy Analyst, *Idaho State Board of Education*

Tracy L. Skipper, Assistant Director for Publications, *National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina*

W-2 | Growth Mindset, Belonging, and Grit: Incorporating Noncognitives into Your First-Year Experience

8:00 a.m. - 12:00 noon | \$135 | Capitol 2

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

Douglas Daugherty, Dean, School of Social and Behavioral Sciences and Business, *Indiana Wesleyan University*,

Timothy Steenbergh, Professor of Psychology, *Indiana Wesleyan University*

W-3 | Planning for Student Transitions Across the Undergraduate Years

9:00 a.m. - 4:00 p.m. | \$245 | Capitol 3

Betsy O. Barefoot, Fellow, *National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina*; Senior Scholar, *John N. Gardner Institute for Excellence in Undergraduate Education*

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

W-4 | Creating a Transfer-Receptive University

1:00 p.m. - 5:00 p.m. | \$135 | Capitol 1

Kim Morton, Associate Director, Office of Transfer Services, *Appalachian State University*

W-5 | Upgrade Your Peer Leader Program by Creating High-Impact and Transformative Experiences

1:00 p.m. - 5:00 p.m. | \$135 | Capitol 2

Bryce Bunting, Assistant Clinical Professor, Counseling and Career Center, *Brigham Young University*

Dallin George Young, Assistant Director for Research, Grants, and Assessment, *National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina*

Opening Session & Keynote Address

Gaming the Transition: Game-Based and Experiential Learning as Paths to the Future

5:30 p.m. – 7:00 p.m. | Grand 5

Tricia Seifert

Faculty Member for Adult & Higher Education

Montana State University and University of Toronto



People are naturally curious about what lies further down the path. That curiosity also comes with concerns about the next steps. There may be a roaring river to cross or a mountain to climb, which give rise to the questions: What do I do? How do I do it? Am I ready? The metaphor of journey is often used when discussing the transition from high school to college, from one college to another, and from college to career. Drawing from findings in the third volume of *How*

College Affects Students (Mayhew, Rockenbach, Bowman, Seifert & Wolniak, 2016), this keynote examines game-based and experiential learning as active and applied pedagogies that assist students in making transitions across the life course.

SATURDAY

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

would like to congratulate the recipients of the
**Institutional Excellence for Students in
Transition Award**

Valencia College

DirectConnect to UCF

University of Central Florida

Foundations of Excellence

Kent State University

Summer Advantage

WELCOME RECEPTION | 7:00 p.m. – 7:45 p.m.

Grand Ballroom Foyer

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National Institute for the Study of Transfer Students | University of North Georgia
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SUNDAY, OCTOBER 14

Continental Breakfast

7:30 a.m. – 9:00 a.m.
Grand Ballroom Foyer

Conference Registration

7:30 a.m. – 5:00 p.m.
Grand Ballroom Foyer

Primer for First-Time Attendees

7:45 a.m. – 8:45 a.m.
Grand 1

Jennifer R. Keup

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

John N. Gardner

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

This session will offer a brief overview of the thinking and developments that led the National Resource Center for The First-Year Experience and Students in Transition to organize this conference series. As an outgrowth of previous work in the first year and the senior year, combined with more recent work on transfer student issues and the concerns for sophomores, this session will focus attention on the multiple transitions of undergraduate students, and the structures and policies responsive to their needs. The session presenters will also offer suggestions for making the most of your experience at the conference.

9:00 am – 10:00 am

CI - 1 Promising Approaches to Enhance Social/Academic Adjustment Among Transitioning Students

Grand 1

Paul Rodriguez

Assistant Professor of Practice - First-Year Experience Program

Tammy Wyatt

Associate Vice-President - Student Academic Success

Brandon Cruz

Senior Program Coordinator - First-Generation and Transfer Student Center
The University of Texas at San Antonio

This session will outline three grant funded initiatives at the University of Texas at San Antonio that assist students in their overall social and academic adjustment, with a special focus on students of a first-generation and/or transfer background. The three initiatives include: First to Go & Graduate (F2G&G), The Roadrunner Transition Experience (RTE), and Math Matters (MM). After three years of programming, these initiatives demonstrate a positive outlook and trajectory for increasing retention and graduation rates, promoting sense of belonging, and addressing academic courses that may serve as barriers for student progress.

CR - 2 Evolution of an Academic Coaching Model for Conditionally Admitted First-Year Students

Grand 2

Christopher Miller

Director, Student Retention Services

Maya Scruggs Hicks

Assistant Director

Antionette Sterling

Retention Specialist
University of Missouri - St. Louis

Conditionally admitted students require more support than their peers. At the University of Missouri – St Louis, conditionally admitted first-year students are required to participate in the Learning Enrichment Academic Program (LEAP). These students did not fully meet the selection criteria for regular admission due to one or more factors related to ACT score, class rank, high school GPA, and/or high school core courses completed. This presentation will highlight the evolution of the LEAP program and academic outcomes of conditionally admitted students. We will discuss how the program has changed over the years and the future direction of LEAP.

CR - 3 Shaping Student Beliefs about University: Evidence of FYE Success

Grand 3

Mitchell Colver

Senior Data Analyst
Utah State University

In this age when incoming students are being offered a wide array of narratives about the value of a college education, this session will present evidence that shaping student beliefs regarding the purposes of a university education is not only possible but subsequently helps students achieve greater academic outcomes. Specifically, helping students believe that a university education achieves more than job placement also produces significant shifts in student attitudes and behaviors that are intimately tied to meaningfully improved GPAs and retention rates, as well as other important outcomes. Attendees will leave with greater understanding and a toolkit for improving first-year experience initiatives.

CT - 4 Fostering Belonging Through Engaging First-Year Students in the Community

Capitol 1

Lisa Angermeier

Clinical Associate Professor and Coordinator of First-Year Experience

Allison Plopper

Lecturer and PARCS Program Director

Grace Comerford

Kinesiology Student and Student Coordinator for OTeam
Indiana University – Purdue University Indianapolis

Casey Collins

Community Outreach Manager
Beyond Monumental

Creating a sense of belonging is a critical part of any first-year experience. First-year students are on the cusp of developing their sense of identity as a student, individual, and community member. The Department of Kinesiology in the School of Health and Human Sciences (SHHS) at IUPUI offers a variety of first-year experience courses that create a sense of belonging by engaging students in service-learning projects with community partners. In this presentation, we will

discuss our experiences cultivating a sense of belonging for first-year students by sharing faculty, student, and community partner perspectives on connecting students with the Indianapolis community.

CT - 5 Gaming to Gain College Knowledge Capitol 2

Tricia Seifert

Faculty Member for Adult & Higher Education
Montana State University and University of Toronto

Gaming to gain college knowledge draws on the power of games to spark deep, authentic learning. Rather than attend another orientation or onboarding session, students discover campus programs and services and test time management strategies through play. It's a chance to learn how to "do college" before being "done in by college". Session attendees will play the board game as well as learn about its development and future plans for a mobile version.

CI - 6 More than Medicine: Career Exploration in the Life Sciences Capitol 3

Marc Levis-Fitzgerald

Director, Center for Educational Assessment

Casey Shapiro

Assistant Director for Learning Analytics

Amy Liu

Research Analyst
University of California, Los Angeles

This session presents a study of a new career exploration course aimed at helping undergraduate students at risk for transitioning out of STEM majors. Presenters will provide an overview of a unique upper-division course that combines career mentoring and exploration with speakers from a variety of STEM industries. Changes in students' confidence to complete a science major and obtain a job, satisfaction with career choice, and greater awareness of career options are discussed with an interest in diverse populations. Finally, session participants will have the opportunity to explore how this course-based intervention might be adopted at their own institutions.

CT - 7 Contextualizing Library and Information Anxiety in International Students Cabinet

Elise Feltman

Graduate Assistant

Laura Rocco

Graduate Assistant, International and Area Studies Library
University of Illinois at Urbana-Champaign

This presentation will address how libraries can best respond to library and information anxiety that international students, especially non-Western students, face while studying at American institutions. It will summarize and address the current literature on this topic and problematize the discourse of addressing solutions to library anxiety where there is little research about its causes. By conducting informational interviews and user studies, libraries can better understand the needs and challenges of their international student populations. This will allow libraries to create more targeted and beneficial information literacy resources and to positively impact the international student experience at their institution.

CI - 8 An Institutional and Comprehensive Approach to Supporting Transfer Transitions Congress

Linda Krzykowski

Assistant Vice Provost
State University of New York at Albany

The University at Albany is a mid-size, four-year public research institution. Each year, 44% of its incoming students are transfers. In 2013, the institution saw a need for increased transfer support services on campus to help boost retention levels. Since then, a multi-year program has been implemented and led by UAlbany's Office of Student Engagement, assistant vice provost, and the transfer engagement program coordinator. In this presentation, we will discuss the research and findings of our high-impact programs on student success and retention.

FD - 9 Publishing Research and Practice on College Student Transitions Senate

Forrest Lane

Editor, *Journal of The First-Year Experience & Students in Transition*

Tracy Skipper

Assistant Director for Publications

Brad Garner

Editor, *The Toolbox*
National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

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.

FD - 10 Increasing Student Success Through Technology Use in the Classroom Cameral

LeAnn Allison

QEP Director
Lee College

Electronic devices are in the hands of students across college campuses, but do they know how to use those devices to become better students? Do they understand the difference between social interaction with friends and educational activities? Learning management systems and other educational technology used in first-year courses can help students acquire valuable academic skills. In this discussion, we will explore strategies for using educational technology in the first-year seminar to support student learning and development.

MORNING BREAK | 10:00 a.m. – 10:15 a.m.

Grand Ballroom Foyer 1-3

SUNDAY, OCTOBER 14

10:15 a.m. - 11:15 a.m.

CI - 11 Sharing the Load: Creating and Assessing a Shared Syllabus

Grand 1

Maura Abrahamson

Chair of Social and Behavioral Sciences

Benjamin Drury

Sociology Faculty

Michele Mohr

English Faculty

Derek Shouba

Academic Dean

Rodolfo Yanez

Academic Advisor

Morton College

Many of our students are both first-year and first-generation college students transitioning from high school to college or preparing for a four-year institution. For this reason, we created a shared syllabus for our first-year seminar course. Recently, we assessed outcomes for these students using a pre and post-test method where we asked students Likert-style and open-ended questions. We learned much of what we are doing is being received as valuable to our students, and we also learned a thing (or two) about how we can improve our practice and institutional initiatives for these students in transition.

CR - 12 Impact of Psychological Interventions on Student Academic Performance and Retention

Grand 2

Joshua Powers

Associate Vice President for Student Success

Indiana State University

Mary Murphy

Associate Professor & Associate Vice-Provost for Diversity and Inclusion

Indiana University

Emergent research has shown that key psychological forces can have a substantive impact on student performance. This session will focus on the results of a study examining the impact of weekly psychological nudges via an innovative app. A random sample of 2,171 incoming first-year students at Indiana State University were invited to adopt the app. Adopters were significantly more likely to have higher grades, more credit hours completed, and to be retained to the next semester than non-adopters. The project's implications, including in a national context with the work of the College Transition Consortium, will be discussed.

CI - 13 Practical Optimism: Strategies for the Successful Centralization of Services

Grand 3

Lorraine Evans

Executive Director, Center for Academic Success

Katherine Sweeney

Assistant Vice President, Student Success

Augusta University

Organizational restructuring is becoming more commonplace in higher education as we seek new pathways to improve student success (i.e., retention, progression, and graduation rates). Often new units are created, assigned limited resources, and fewer guidelines on how to proceed. Centralization

has been a good move for Augusta University, but it has taken work. In this session, we will share how we centralized student success initiatives at our mid-size institution and present some tactics that transitioned us from new lines on the organizational chart into a fully functioning, student-centered entity. Participants will leave with some specific tools and ideas for their home institutions.

CT - 14 R.I.S.E.N. to Success: Supporting First-Generation Students' Successful Transition to University

Capitol 3

Sherri Henry

Associate Director of Undergraduate Academic Services

Michigan State University

This presentation highlights successful practices and partnerships to address transitional issues for multicultural, first-generation, first-year students. The session addresses some of the most difficult barriers to student success, academic development, and professional identity. Participants will learn how to apply the R.I.S.E.N. method (R-Reflect, I-Investigate, S-Show, E-Evaluate, and N-Network) to support first-generation students' successful transition to college/university.

CT - 15 Students in Transition: A Holistic Approach

Cabinet

Bruce Epps

Director of Academic Success

Ashley McCabe

Associate Director of Student Success

Ashley Sasala

Associate Director of Academic Success

Jennie Smith

Dean of Students

Capital University

Capital University's (Columbus, Ohio) student success model is an outgrowth of participation the Gardner Institute's Foundations of Excellence initiative, which led to identifying several key areas of focus for improving student success, persistence, and retention. Attendees will learn about the holistic approach to student success implemented at the institution. The presenters will highlight specific programs designed to support students as they transition into and persist through college. Participants will have the opportunity to engage in discussions and hands-on activities using the holistic approach.

CT - 16 Threading Academic Coaching Throughout the Institution

Congress

Kacie Hutson Ellis

Student Success Coordinator

Loretta Griffy

Associate Vice President for Student Success Strategic Initiatives

Austin Peay State University

Academic coaching is a growing trend in higher education that focuses on a holistic approach to support student success. Coaching has been linked to increased retention and graduation rates. This session will discuss ways to weave coaching into current programs and initiatives to support institutional retention and graduation goals.

V - 17 Generation Z: Six Research-Based Ways to Increase Student Engagement

Senate

Tim Elmore

President
Growing Leaders

We are leading the first generation of students who does not need adults to get information. Their attention spans have dropped to 8 seconds. Our changing world requires us to equip students from Generation Z with the skills to own their college education. Understanding and engaging them better will enable them to succeed as they transition into campus life. This session will cover the latest data on Generation Z and will include practical ideas for how to immediately begin leveraging these insights in your pedagogy.

FD - 18 Students Lead: Strategic Initiatives for the Engaged Library

Cameral

Amy Pajewski

Student Success Librarian
West Chester University of Pennsylvania

Students are the heart of the library and our motivation for creating a welcoming educational environment; however, the only way to improve services in academic libraries is to give opportunities for our students to lead the way. Library value is directly demonstrated by student employment and success in aligning student leadership with established university education requirements, goals, and programs. Student success through student-led libraries is defined through leadership, high levels of engagement, and peer-to-peer learning opportunities. This session will describe high-impact experiences designed to enhance the user experience and benefit both libraries and students.

FS - 19 Building Transfer Student Pathways

Capitol 1

Mark Allen Poisel

Vice Chancellor for Student Affairs
University of Arkansas at Little Rock

Sonya Joseph

Assistant Vice President for Student Affairs

Joyce C. Romano

Vice President for Educational Partnerships
Valencia College

Maria L. Hesse

Vice Provost for Academic Partnerships
Arizona State University

The conversation around and focus on transfer student success has been occurring for decades, yet we have only made limited progress on improving the experience for students. Building Transfer Student Pathways for College and Career Success is a new book from the National Resource Center and the National Institute for the Study of Transfer Students that highlights current efforts to streamline the path for transfer students through higher education while providing practical approaches for building transfer initiatives. In this featured session, the book's editors Mark Allen Poisel and Sonya Joseph are joined by chapter contributors to discuss examples of programmatic changes and successes across different types of institutions to improve the transfer experience.

Lunch On Your Own | 11:15 a.m. – 12:30 p.m.

Afternoon Plenary Address

Panel Discussion

12:30 p.m. – 1:45 p.m. | Grand 5



Amy Baldwin

Director, Department of Student Transitions
University of Central Arkansas



La'Tonya Rease Miles

Director, First-Year Experience
University of California, Los Angeles



Dorothy Ward

Director, Entering Student Program
University of Texas at El Paso

Moderated by

Cathy Buyarski

Executive Associate Dean, University College
Indiana University - Purdue University Indianapolis

Trends and Emerging Best Practices in First-Generation College Student Support

Panelists will discuss various factors that contribute to first-generation student success, with a specific focus on new and emerging trends including but not limited to parent/family engagement, social media/marketing campaigns, and career services and support for first-generation students.

SUNDAY, OCTOBER 14

2:00 p.m. – 3:00 p.m.

CT - 20 The Starting Line: Academic Advising for First-Year Students
Grand 1

Dia Sanders

First-Year Academic Advisor

Clafin University

The transition from secondary education to higher education can be challenging for first-year students. Many first-year students arrive on campus underprepared to engage in their new environment. Academic advisors serve as facilitators to assist students in connecting with resources, major exploration, and academic preparedness. Clafin University has redesigned its first-year student advising through classic theories and approaches, cultural diversity, and solid foundational ground work.

CR - 21 Heroes and Differences: Two Active-Learning Experiences for Student Success

Grand 2

Harold Stanislaw

Professor of Psychology and STEM Success Evaluator

California State University, Stanislaus

In this session, attendees will learn how to implement two activities that can improve the success of students who are transitioning to college. One activity draws upon the hero's journey narrative to highlight the importance of working with a mentor and using campus resources. This may be especially beneficial for first-generation students. The other activity is a difference-education game that helps student view their diverse backgrounds as assets, rather than deficits. This may be particularly useful for students from historically underrepresented groups. Each activity can be implemented in a single class meeting.

CI - 22 Using a High-Impact Practice Taxonomy to Scale-Up with Quality

Grand 3

Amy Powell

Director, Learning Communities

Lisa Angermeier

Clinical Associate Professor, Coordinator of First-Year Learning Experiences

Heather Bowman

Director, First-Year Programs

Indiana University – Purdue University Indianapolis

This session will focus on the ways IUPUI leverages a high-impact practice taxonomy to address learning community program quality, fidelity, and student success outcomes. While initial taxonomy implementation efforts focused on determining program fidelity, ongoing work has focused on strategically increasing the quality of every learning community through data-informed decision making. The taxonomy project provides opportunities for program assessments regarding quality, fidelity, student satisfaction, professional development needs, and student success outcomes. As the scaling of high-impact practices to provide access and equity are an issue in the forefront of education, a taxonomy can be a key tool for scaling with quality.

CI - 23 Transfer Matters: Creating a Culture of Transfer Student Success

Capitol 1

Maria Hesse

Vice Provost for Academic Partnerships

Jenna Kahl

Director, Community College Relations

Arizona State University

This session will provide an overview of the Transfer Matters initiative at Arizona State University. The presenters will walk through how ASU is working to change the university culture to meet the needs of transfer students. Participants will learn about the transfer student experience and gain insight into how community colleges and universities can create strategies aimed at advancing a culture of transfer student success from ground-level student-facing services to changes in institutional practices and policies.

CR - 24 Getting Across the Stage: A Story of Senior Level Dropouts

Capitol 2

Marissa Fowler

Associate Director, Center for Academic Advising and Student Support

New Mexico State University

Who is a dropout? Educators rarely think of college seniors; however, the number of senior-level students stopping-out before degree completion is growing. This study used a qualitative research method to explore the experiences of seniors who stopped out before degree completion and their journey back into the higher education system. Implications for both policy and day-to-day practice in addressing the unique needs of senior-level students will be discussed. Participants will learn more about senior stopouts, how to assess their own underserved populations, and key facts to consider when positioning their institution to better serve all students.

CT - 25 Adding Meaningful Value Through the College to Life-After-College Transition

Cabinet

Allison McWilliams

Assistant Vice President, Mentoring and Alumni Personal & Career Development

Wake Forest University

The transition out of college has received increased focus in recent years as society, employers, and even institutions debate the value of higher education. In this session, participants will examine trends in college career development and alumni engagement, needs of the changing global workforce, and the challenges for higher education to articulate its value as a lifelong partner in learning. Participants will learn five key competencies to support this transition, and will leave with a deeper understanding of how and why universities must add value beyond the traditional four-year college experience.

CT - 26 International-Only FYE: Benefits to Students and the Advising Process

Congress

Susan Harding

Academic Advisor

Emma Bjorggard-Basayne

Program Coordinator and Academic Advisor

Carlton Jones

Academic Advisor

University of Connecticut

In recent years, the School of Business Undergraduate Advising staff at the University of Connecticut observed a disconnect with first-year international students (IS) engaging with the advising process. As academic advisors striving to provide equitable opportunities for students of diverse backgrounds, we were concerned that this disengagement forced limitations on the population. Conference participants will learn how our office's intentional work with IS through first-year experience initiatives not only had a positive effect on them, helping students building confidence to seek out advisors and find their own voices on campus, but also how it enhanced our academic advising process.

CR - 27 Community Cultural Wealth and the College-Going Experiences of Transitioning Youth in Foster Care

Senate

Mauriell H. Amechi

Visiting Assistant Professor

University of Redlands

College enrollment and completion gaps persist for children and youth who occupy this nation's foster care system (Government Accountability Office, 2016; Gross, 2016). This critical qualitative study explored how 12 foster care alumni cultivated postsecondary goals and leveraged alternative forms of capital (Yosso, 2005) to navigate the complexities of the enrollment process at selective institutions. Participants self-reports indicate that both internal and external protective factors were catalysts for their postsecondary aspirations. At least five distinct categories of capital were revealed. Implications for practice, policy, and research focus on enhancing foster care alumni enrollment and persistence in college.

FD - 28 Bridging the Gap: Building Strong Two-Year to Four-Year Transfer Partnerships

Cameral

Christine Metz

Director of Academic Initiatives

Amie Bordwell

Coordinator, Community College Connection Program

Abbey Soldner

Academic Advisor

St. Cloud State University

Practitioners from two-year and four-year institutions are invited to creatively explore solutions to common transfer transition challenges. Using case studies to guide discussion, participants will address academic and social integration as well as the institutional environment around the transfer process at both types of institutions, with an eye to how two-year and four-year partners can smooth the path to transfer success for our shared students. Programs such as peer mentoring and creative degree completion models will be shared and explored.

AFTERNOON BREAK | 3:00 p.m. – 3:15 p.m.

Grand Ballroom Foyer 1-3

3:15 p.m. – 4:15 p.m.

CI - 29 Giving Students a Leg Up for a Successful First Year

Grand 1

Cortney Hanna

Doctoral Student, Health Sciences

The University of Western Ontario

Institutions make efforts to ease the transition to postsecondary education through orientation programs or list of resources, but is it enough? A recent study looking at the transition experiences of undergraduate students highlighted the ineffectiveness of current orientation practices in preparing students for postsecondary education (Cossy, 2014). What can be done to aid in this transition period? The purpose of this presentation will be to investigate the application of a discipline-specific, pre-university course (Leg Up) as a model for easing the transition to postsecondary education. An overview of the data collected to date will be provided.

CI - 30 Redefining Orientation: An Introduction to Inclusion

Grand 2

Katrina Abes

Academic Advisor Unit Lead

Rouel Velasco

Student Life Coordinator

University of Hawaii - West O'ahu

How can institutions create and build communities between students, faculty, and staff? This session will demonstrate how a student development unit has expanded on Aunty Pua's "Building a Beloved Community" curriculum as a new pathway to foster spaces of inclusion and belonging to the professional staff and first-year students in preparation of the university becoming a student-ready campus.

CR - 31 The First-Year Experiences of Successful Foster Alumni College Students

Grand 3

Kerri Kearney

Associate Professor, Higher Education & Student Affairs

Oklahoma State University - Stillwater

Lisa Will

Leadership Team, R is for Thursday Network of Oklahoma

Oklahoma State University

During this session, we will present the findings of a qualitative research study exploring the perspectives and first-year experiences of college students who were in foster care or other out-of-home conditions as adolescents. Participants' pre-college backgrounds played prominent roles in their integrations into higher education including academics, financial independence, and campus relationships. The question of when to share their backgrounds was a factor, although students generally believed their foster backgrounds provided some advantages in college. Participants will be encouraged to ask questions and contribute their own experiences toward a rich discussion about first-year foster alumni college students.

SUNDAY, OCTOBER 14

CT - 32 Teachapalooza 2018: A Festival of Bedazzling Strategies, Tools, and Tactics

Capitol 1

Brad Garner

Director of Faculty Enrichment
Indiana Wesleyan University

Keeping up with the best and latest teaching strategies is always a challenge in the midst of our busy schedules. This session will solve that problem for you. In an action-packed 50 minutes, you will learn about a plethora of teaching strategies, and, in addition, you will receive via email, a complete description of all the strategies shared and more. Come prepared to learn. This one is a “don’t miss.” You’ll laugh, you’ll cry, you’ll feel everything.

CT - 33 Design Principles Of and Lessons Learned From Second-Year Programs

Capitol 2

Vicki Pitstick

Doctoral Student
The Ohio State University

Molly Schaller

Associate Professor, School of Education
Saint Louis University

Initiatives focused on meeting the needs of second-year students have become a priority for many universities across the nation in the past 8 to 10 years. These programs vary in size and structure and emphasize various services, depending on the campus. Some choose to focus efforts on academic advising, others on faculty-student interaction, and still others on career readiness. But how are these initial programs working, and what can we learn from some of the campuses who initiated second-year programs in the first five or six years of this growing trend?

CR - 34 Moving Through the Transition: Developing a Transfer Student Identity

Capitol 3

Catherine Hartman

Graduate Research Assistant

Jeff Mayo

Senior Program Coordinator
The University of Texas at Austin

Transfer students are a growing population on college campuses nationwide. Despite their prevalence, little is known about how students construct identities related to being transfer students and how such an identity affects their transitions. We present a case study of two four-year universities—one public, one private—to understand vertical and horizontal transfer students’ experiences and identities at four-year institutions. In addition to sharing original research, the presenters will create a space for participants to reflect on and discuss transfer student transition on their campuses and identify best practices to combat transfer stressors and strengthen sense of belonging.

CI - 35 Academic Transitions: The Evolution of a Student Success Course

Cabinet

Rebekah Reysen

Assistant Director of Academic Support Programs & Adjunct Assistant Professor, Counselor Education

Kyle Ellis

Director of Center for Student Success & First Year Experience and Instructional Assistant Professor
University of Mississippi

The University of Mississippi increased its first-year retention rate from 80.9% to 85.6% in one year. Many initiatives went into that success four years ago. To maintain and exceed that retention milestone, attention has been given to designing and institutionalizing an academic success course for students on academic probation. This presentation will discuss how the University of Mississippi has helped students on academic probation persist in college through the EDHE 101 Academic Skills for College course, as well as how the course has grown since its inception.

CI - 36 From There to Here: Designing an Effective Transfer Seminar

Congress

Hailey King

Coordinator for Undergraduate Strategic Initiatives - Transfer
Temple University

Although most universities support first-year and sometimes sophomore students through transition courses, few offer transfer seminars to their student population. UNVS 2002 Transfer Seminar: Planning for Success is a one-credit academic course at Temple University that provides transfer students an opportunity to work on professional planning and personal development. Course design will be examined in depth and participants will gain insight into how to implement a similar course on their own campuses. Videos will be used to capture past student reflections from this course. This session is appropriate for professionals working with transfer students in any capacity.

V - 37 Managing Transition Anxiety: Leveraging Predicted Interventions, Process Guidance, and Technology

Senate

Matt Boisvert

President

Rachel Phillips-Buck

Vice President for Student Success
Pharos Resources

The biggest mistake our students make, while in transition, is that they do not stop to assess whether their past behaviors are effective, given their new educational environment, social experiences, and academic requirements. This session highlights the power of developing predicted interventions and providing intrusive guidance for transitioning students. We will showcase best practice life transition strategies as developed by PathLIGHT and using Pharos 360’s supportive technology.

FD - 38 Powerful Privilege: Engaging Sophomore Students in a Class Collaboration

Cameral

Amy Watkin

Director of First-Year Experience & Associate Professor, English

Amanda Pieters

Assistant Director of Orientation and First-Year Transition Programming

Virginia Connell

Coordinator of Library Instruction
Concordia College

Colleges offer many opportunities for first-year students but are now finding that sophomores feel increasingly lost and alone. At Concordia College, we hope to design an experience for sophomores that helps to engage them with

the campus and each other in a unique way, while also fulfilling our initiative to address issues of power and privilege. But what might this experience look like? We have many questions and are excited by the ideas but would love to hear from others in already established programs or those who have a similar list of questions. This focused dialogue will be an opportunity to explore the design of sophomore initiatives.

4:30 p.m. – 5:30 p.m.

CR - 39 Mixed-Method Investigation of Second-Year Success for Black Undergraduates

Grand 2

Adam Petersen

Student Success Analyst

California State University – San Marcos

This session will report on a study at California State University – San Marcos (CSUSM) on the factors that lead to undergraduate retention from the second to the third year. Beginning with survey of all second-year undergraduates, we built a model of second-year success that highlights the influence of such concepts as sense of belonging, confidence in major choice, classroom engagement, and interpersonal validation. A follow-up qualitative phase based on interviews with Black second-year students revealed important reflections of and differences from the larger quantitative analysis. We will discuss the results as well as actions taken at CSUSM in response to ensure second-year success for our students.

CI - 40 Increasing Student Success with Limited Resources Through a Transfer Program

Grand 3

Lauren Prepose-Forsen

Transfer Specialist

Jennifer Brown

Transfer Specialist

Melissa Jones

Transfer Specialist

Kehau Newhouse

Transfer Specialist

University of Hawai'i, Manoa

Transferring between institutions, even within the same educational system, brings a number of difficulties for students. So how do we improve transfer student success with limited resources? It takes a small unit with big hearts. This session will provide an overview of the: Ka'ie'ie Transfer Program, a dual-admission program implemented by the University of Hawai'i at Manoa in partnership with the University of Hawai'i Community Colleges; the initiatives implemented by a team of 3.25 people to scale the program; data supporting the success of the program; and future goals of the department.

CT - 41 Developing a High-Impact Course for Transfer Students' Success

Capitol 1

Thomas Chase Hagood

Director, Division of Academic Enhancement

Maggie Blanton

Assistant Director, Division of Academic Enhancement

University of Georgia

To address the unique transitional challenges many transfer students experience when adjusting to new learning environments, the Division of Academic Enhancement at the University of Georgia (UGA) developed a seminar for incoming transfer students to introduce them to academic expectations and character of the institution. A combination of factors, including social disengagement, financial hardship, and difficulty adjusting to the academic rigor, causes many transfer students to experience academic setbacks early in their time at UGA. A new one-hour seminar, Success for Transfer Students, plans to introduce resources to support transfer students' transition, academic success, and timely progression to degree.

CI - 42 Signature Course Stories: Innovation in Implementing a Curriculum Overhaul

Capitol 2

Patricia Moran Micks

Director, Signature Courses

Lori Holleran Steiker

Professor and Director of Instruction, Engagement, and Wellness

The University of Texas at Austin

The Signature Courses at UT-Austin connect first-year students with distinguished faculty members' passion, research, and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, and speaking through an approach that is both interdisciplinary and contemporary. A major initiative in the campus' curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. Using the Signature Course as a model, this workshop will provide programmatic and pedagogical tools to help participants develop and implement such a course on other campuses.

CT - 43 Training and Mentoring Mentors for Academically At-Risk First-Year Students

Capitol 3

Tracey Sonntag

Coordinator, Academic Support Programs

Eastern Michigan University

The goal of Holman Success Center's Peer Mentoring Program at Eastern Michigan University is two-fold: to increase the retention and persistence of first-year students admitted to the University and to increase the retention, persistence, and academic success of those students employed by the Holman Success Center as peer mentors. We accomplish this by assisting students in their first and second semesters in making the transition to college. Additionally, the program is designed to foster continued learning and growth within its undergraduate employees, the peer mentors, through a three-day intensive training pre-semester and weekly professional development sessions throughout the semester.

SUNDAY, OCTOBER 14

CR - 44 Year 1 of a First-Year Seminar

Cabinet



Omar Bougamza

First-Year Experience Program Manager
Al Akhawayn University in Ifrane

In Fall 2017, our university launched a first-year experience program to facilitate student transition from Moroccan high schools (typically based on a French system) to a liberal arts college, which follows the American model of education. This FYE program is modeled after some U.S. universities and strives to achieve its institutional learning outcomes through first-year seminar, residential life programs, and extracurricular activities that are specifically developed for first-year students. One year later, our focus group research shows that most students are happy with the program, yet some first-year seminars received a fair share of criticism.

CT - 45 Reaching Beyond the Obvious to Design Meaningful Transfer Success Initiatives

Congress

Janet Marling

Executive Director
National Institute for the Study of Transfer Students

Transfer remains largely a local phenomenon reliant upon solid partnerships within and across institutions. This session elevates the importance of creatively reaching beyond what we know about partnerships and best practices to examine the student experience. By first establishing the national transfer landscape, then delving into how two institutions leverage their existing relationship to reinvigorate their collaboration and inspire an innovative approach to degree attainment, this session will explore experiences and insights gained through using an uncommon approach to problem-solving and what we learned about designing meaningful transfer success initiatives.

CI - 46 Assessing Retention and Satisfaction in a First-Year Transitional Program for Diverse Students

Senate

Kelly Wood

Executive Director, Center for Academic Success and Transition

Michele Smith

Assistant Vice President for Student Affairs

Andrea Greer

Assistant Director, Student Engagement
Missouri State University

In this interactive session, we will discuss a new transitional program at Missouri State University for students with historically lower persistence rates to the second year and six-year graduation rates. These are students of color, first-generation students, and students with an ACT of 18-23. Our assessment question is whether participation in a year-long program would show improved persistence to second year and higher GPA compared to a cohort. Student satisfaction with the program and feedback about their experiences are evaluated. We will engage the audience in discussion about best practices for transitions programs with diverse students, programs at other institutions, and further questions

FD - 47 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Camera1

Tracy L. Skipper

Assistant Director for Publications

John N. Gardner

Founding Director and Senior Fellow

Betsy O. Barefoot

Fellow

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

Students' affiliation with religion has declined steadily over the last five decades (Egan et al., 2016). Yet, in 2015, 70.8% of students saw themselves as very spiritual (up from 44% in 1996). How can faculty and staff support students' spiritual growth and development when many struggle with incongruities in their professional lives? Is it possible to sustain individual spirituality, authenticity, wholeness, and self-renewal in higher education? In this facilitated dialogue, participants will be encouraged to think deeply about their own beliefs and values and consider how institutional cultures foster (or perhaps hinder) authenticity and wholeness for themselves and their students.

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2018-2019 Paul P. Fidler Research Grant Recipient



PRINCIPAL INVESTIGATORS



Dr. Will Sheppard
Winston Salem State University



Dr. Brandy Bryson
Appalachian State University

Academically Achieving Black Males at HBCUs: A Mixed-Methods Study of First-Year Students' Academic and Transitional Success

Abstract: The research on Black males continues to narrowly focus on achievement gaps, problems, and underrepresentation of Black males in higher education. Limited research points to academically achieving Black male students and their successful first year college transitions. Even more absent is the research on the transitions of successful first-year Black males at HBCUs. Consequently, this cross-institutional collaborative mixed-methods study focuses on academically achieving Black males' relationships to learning and achievement, and skills, habits, and characteristics of successful transitioning Black males within the 10 HBCUs in North Carolina. Practice and research implications for this study are expansive and promising.

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.

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MONDAY, OCTOBER 15

Conference Registration

7:30 a.m. – 12:00 noon
Grand Ballroom Foyer 1-3

Colleague Cluster Breakfast with Poster Sessions

7:30 a.m. – 9:00 a.m.
Grand 4 & 5

The “colleague cluster breakfast” is designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests.

Institution Types:

- Community Colleges
- Small Colleges
- Research Universities

Interest Areas:

- First-year assessment
- Learning communities
- Faculty development
- Minority students
- Peer mentor
- Service-learning
- Transfer issues
- Senior-year experience
- Sophomore issues

Roles:

- Academic Advisor
- Faculty
- First-Year Seminar Director
- Orientation
- Chief Academic Officers
- Chief Student Affairs Officers

We encourage you to visit the poster sessions, where you have an opportunity to learn about a variety of initiative at your leisure. Descriptions of the individual poster sessions follow on pages 26-27.

PA - 48 Creating a Pathway for Computing & Engineering Transfer Student Success

Grand 4 & 5

Laila Shishineh

Assistant Director, First-Year Experience

Ashley Luster

Transfer Success Advisor
University of Maryland, Baltimore County

The Post-Transfer Pathways (PTP) Program seeks to create a pathway and network to ensure success for community college transfer students pursuing four-year computing or engineering degrees at UMBC. Two focal points of the project will be highlighted: the Pre- and Post-Transfer Advising process and the Transfer Seminar (TRS) curriculum. Now in its second year, administrators of this project are beginning to think about ways to institutionalize the transfer advising process and the TRS curriculum across campus for all transfer students.

PA - 49 The Graduation Plan: Advisement Model for a First-Year Seminar

Grand 4 & 5

Andrea Francis

Professor, Business and Technology

Javier Serna

Lecturer, Business and Technology
LaGuardia Community College – CUNY

Presenters will share the design, implementation, and results of the Graduation Plan, a tool used for advisement in the first-year seminar. The Graduation Plan, a module in the student Core ePortfolio, was designed to address both developmental and prescriptive advisement in a scaffolded manner. Through guided prompts students perform personal assessment and goal-setting, explore career and transfer options, and perform course selection. The structure of the Graduation Plan allows students to integrate their learning, making connections between their goals and their courses, and between courses in their major, thereby enabling them to understand the logic of the curriculum.

PR - 50 Experiences of Community College Transfer Students in Engineering Baccalaureate Programs

Grand 4 & 5

Yi Zhang

Associate Professor

Trang Dinh

Postdoctoral Fellow
University of Texas at Arlington

Using the theory of challenge and support (Sanford, 1966), this phenomenological study investigated experiences of community college transfer students who enrolled in engineering programs at a four-year research university. The findings reveal that community colleges may not adequately prepare transfers to pursue engineering degrees in four-year institutions. Transfer students encountered challenges pertaining to miscommunication between advisors at two- and four-year institutions, mishandling of students' transfer documents, nontransferable courses, and the rigor of engineering programs. The findings also indicate that transfer students relied on various resources to overcome the challenges. Recommendations for community colleges and four-year institutions will be provided.

PR - 51 Pre-Enrollment Orientation in North Carolina Community

Colleges: An Exploratory Study

Grand 4 & 5

Kerry Cantwell

Chair/Instructor, College Success
Durham Technical Community College

This study was designed to establish baseline trends in pre-enrollment orientation within the North Carolina Community College System (NCCCS). An effort was made to determine if the trends support the Loss/Momentum Framework as defined by Achieving the Dream, of which, seven NCCCS colleges are members. Findings and implications for practice will be presented.

PR - 52 Why Persist? Understanding Underrepresented Graduate Student Enrollment Beyond the First Year

Grand 4 & 5

Jacquelyn Grandy

Graduate Assistant

Bianca Evans

Assistant Dean, Diversity and Inclusion
Indiana University

This poster session will examine why underrepresented graduate students persisted beyond the first year. This study provides an opportunity to verbalize and critically analyze the academic, social, and personal experiences of seven students at a large, public, Midwestern research university. Insights will be presented to understand why and how students persisted beyond the first year of enrollment in graduate programs. The findings will focus on key aspects that students identified as being particularly helpful to them in the first year. Five themes emerged from the data analysis.

PR - 53 The Transfer Student Experience and the Need to Belong

Grand 4 & 5

Ashley Smith

Graduate Assistant
Taylor University

The number of students who transfer at least once during their college career is steadily on the rise. All transfers, whether from a two-year or four-year institution, require different resources to successfully transition and persist to graduation. This current research study demonstrates that a sense of belonging, considered to be a basic human need, is necessary for transfer students to transition, acclimate to a new campus, and persist to graduation. Implications for future practice will be discussed.

PR - 54 First-Generation Connections

Grand 4 & 5

Lauren Gilpin-Marsden

Researcher
Rivier University

This study focuses on the connectedness of first-generation college students prior to the start of their first college year. Traditional and first-generation college students completed a pre-test to measure their level of connectedness before their summer orientation program. First-generation college students were found to be significantly less connected to their school than their traditional peers. Also, first-generation college students were less likely to participate in orientation. Issues with participation in first-year programming and recommendations for schools and researchers on how to move forward to support these students will be provided.

9:15 a.m. – 10:15 a.m.

CR - 55 Using Fiction to Support Transition in Conditionally Enrolled Students

Grand 1

Emily Virtue

Graduate Assistant
Clemson University

The transition to college can be difficult for many first-year students. Students who are conditionally enrolled may struggle more than their peers in terms of feeling comfortable in academic settings. This case study will explore how conditionally enrolled students who participated in a summer bridge program read popular fiction to explore their own struggles in the transition to college. Findings call for faculty and staff who work with conditionally enrolled students to support and accept identity exploration in the classroom, particularly during the first semester.

CT - 56 Applicability and Impact of Textbook Transformation in a First-Year Seminar

Grand 3

Carlton Usher

Associate Professor of Political Science
Kennesaw State University

In an attempt to counter the escalating cost of higher education, colleges are attempting to decrease, and in some cases, eliminate textbook costs. This session will examine the creation of a new "textbookless" first-year seminar (KSU 1101) from proposal to completion. Two additional concurrent focal points of this session will include an evaluation of post-course surveys piloted between 2015-2017 and recommendations for future adoption based on the data assessments.

CT - 57 Cross-Campus Collaborations that Support Academic Success of Students in Transition

Capitol 1

Lisa Kerr

Director, Vulcan Materials Academic Success Center

Scott Phillips

Director, Center for Teaching and Learning

Charles Morris

Coordinator, Tutoring Services

Andrea Bennet

Academic Success Advisor
University of Alabama at Birmingham

During this interactive session, participants will learn how we have collaborated across campus units to support students' successful transitions into the curricular and cocurricular learning environments. We will share how we have identified potential partners and the processes of garnering administrative support to forge effective programming. Participants will have opportunities to hear from each other and develop their own plans for cultivating collaborations among colleagues that will better support students' transitions, successes, and persistence to degree completion. This presentation is applicable to anyone working with first-year, sophomore, transfer, and underprepared student populations.

MONDAY, OCTOBER 15

CI - 58 Ready, Set, GO! Revamping Orientation for Student Success in Three Months

Capitol 2

Daysha Jackson-Sanchez

Dean of Student Success

Scotty Secrist

Director of First-Year Experience and Transitions
Manchester University

This session will examine the restructuring of Orientation Days at Manchester University (MU), a small, private, liberal arts university in Indiana. Orientation Days at MU used to primarily serve as the time when first-year students registered for courses. However, as MU has reorganized to shift its focus on student success outcomes, Orientation Days needed to address other important aspects of students' transition to the University. The position of director of the first-year experience and transitions department was created, filled in mid-February, and the hard work of restructuring the Orientation Days program was successfully completed by the first of June.

CI - 59 Intrusive Mentoring of Transfer Students for Academic Integration and Belonging

Capitol 3

Christine Metz

Director of Academic Initiatives

Angela Mundis

Transfer Mentor Coordinator
St. Cloud State University

Institutions and faculty often assume that students who transfer in are equipped to figure things out independently. While transfer student concerns are different from those of their new first-time student counterparts, they nevertheless struggle with academic and social integration at their new institutions. This session will share a low-cost intrusive peer mentoring initiative that has had immediate impact on transfer student academic integration and sense of belonging at a mid-sized four-year institution. The structure of the pilot program will be shared, as well as cross-campus and cross-institutional partnerships that have been fostered as a result of the initiative.

CT - 60 RetainU: A Model for Supporting First-Year STEM Student Success

Congress

Yvette Hester

Assistant Dean for Student Affairs

Sara Thigpin

Program Manager
Texas A&M University

The College of Science at Texas A&M University welcomes approximately 900 new students each year. These students are academically talented and provide opportunities to increase graduates in STEM. Building on the successes of the college's smaller learning communities and best practices in the literature, RetainU was piloted in Fall 2017 for a group of 144 underserved first-year students. Students in the pilot group had an overall GPA 0.38 higher than their peers. In Fall 2018, the program will be scaled up to reach all 900 incoming first-year students, offering a model for increased retention and graduation rates.

V - 61 Interfaith Engagement in FYE: Pathways for Developing Pluralistic Attitudes

Senate

Ben Correia-Harker

Director of Assessment & Research
Interfaith Youth Core

In an increasingly divisive national and global context, helping students develop pluralistic attitudes that promote bridge-building is all the more important. Given this, to what degree are students prepared to engage across deep difference, and do campuses provide environments conducive for inter-worldview engagement? Using findings from the Interfaith Diversity Experiences & Attitudes Longitudinal Survey (IDEALS), we will explore these questions and discuss factors that influence growth in pluralism during the first year of college. Equipped with this knowledge, participants will discern nuanced implications for their campus communities and determine steps to integrate practices that maximize student learning toward pluralistic ends.

FD - 62 Best Practices: Institutionalizing and Expanding Grant-Funded Initiatives for Transfer Students

Cameral

Laila Shishineh

Assistant Director, First-Year Experience

Ashley Luster

Transfer Success Advisor
University of Maryland, Baltimore County

Grant-funded initiatives are nothing new to higher education, especially when it comes to establishing new and creative opportunities to serve unique student populations like transfer students. Two major challenges exist around these initiatives: institutionalizing these opportunities and figuring out how to expand these efforts, particularly when funding to do so may be limited, or in some cases non-existent. A focal point for this discussion will be sharing and brainstorming best practices around institutionalizing and expanding grant-funded initiatives, with a particular focus on opportunities for transfer students.

MORNING BREAK | 10:15 a.m. – 10:30 a.m.

Grand Ballroom Foyer 1-3

10:30 a.m. – 11:30 a.m.

CT - 63 Anti-Boring Study Approach for Students in Transition

Grand 1

Melissa Sprock

Director of The Learning Center and Foundations Program
Indiana Wesleyan University and The Anti-Boring Study Approach

Gretchen Wegner

Academic Life Coach and Creator of The Anti-Boring Approach to Studying
Anti-Boring Study Approach

The transition from high school to college is daunting because many students have not developed the study skills necessary to thrive. This presentation will feature a college that teamed up with an academic coaching business to give students practical skills for success. The Anti-Boring Approach to Studying helps students understand how to study, take notes, and manage time, among other skills—all based on brain science and best practices in education. Our

college infused our tutoring program and transition to college seminar with this approach. Participants will learn how students benefit from this partnership and become better equipped learners.

CR - 64 Differences in Concurrent Enrollment GPA Outcomes Based on Course Format

Grand 2

Grant Clayton

Assistant Professor, Department of Teaching and Learning
University of Colorado – Colorado Springs

Concurrent enrollment (CE) is an expanding policy option states use to increase postsecondary readiness and participation. CE can be offered in a variety of formats including online, on a college campus, at high school. We explore differences in higher education GPA based on CE course format at three key transition points: end of high school and the first and third semesters in postsecondary education using statewide, student-level data from Colorado. Students taking CE at high schools initially outperform others, but the advantage reverses in first semester in postsecondary education. By the third semester, there are no significant differences between groups.

CI - 65 No Impact to High Impact: Transforming the Tulane Reading Project

Grand 3

Allison Cruz

Director, Newcomb-Tulane College Academic Programs

Kelly Grant

Interim Dean and Associate Dean for Retention and Strategic Initiatives,
Newcomb-Tulane College
Tulane University

Learn how Tulane University transformed its long-standing first-year common read program from a low-impact practice to a true high-impact practice that purposefully engages students and serves as the entry point into the Tulane academic community. This presentation will focus on the process of overhauling an existing program to better serve students, the major changes made to the program, successes, and the lessons learned along the way. This presentation will discuss institutional context, program quality, and institutional integrity.

CI - 66 The Golden Ticket: UMBC's Pre-Orientation Advising Program

Capitol 1

Tim Cox

Associate Director for Advising, Outreach, and Assessment

Ken Baron

Assistant Vice Provost of Academic Advising and Student Success
University of Maryland, Baltimore County

UMBC's Golden Ticket pre-orientation advising program provides students with an opportunity to discuss their degree requirements, develop a tentative schedule of classes, and get connected to campus resources prior to their campus arrival. Since 2015, the program has allowed the campus to streamline the advising/registration process for advisors and students in an efficient manner.

Presenters will discuss the Golden Ticket program for transfer students at UMBC-Shady Grove and share what institutions should consider before creating their own pre-orientation advising program. Participants will learn how to identify their targeted student cohorts and formulate and develop an assessment of the program.

CT - 67 Generation Z: Making a Connection

Capitol 2

Ashlee Noblin

Senior Academic Advising Specialist

Shonda Sears

Senior Academic Advising Specialist
Tarleton State University

Most of the first-time in college students of today are part of an ever-changing population known as Generation Z. To keep up with these technology-driven students and improve retention, student personnel administrators have to know the characteristics of Generation Z and how to communicate and build relationships with them. While the facilitators' experiences come from academic advising, these learning outcomes are applicable for all university offices. In this interactive session, personal stories, discussions, and handouts will show who this generation is and how a mid-size institution has worked to connect with FTIC students to build lasting relationships.

CI - 68 Engaging Second-Year Students in High-Impact Professional Development

Capitol 3

Susie Whittington

Professor and Director, Second-Year Transformational Experience Program

Toni Greenslade-Smith

Director, Housing Administration

Beth Fines

Associate Director, Residence Life

Rebecca Kapusta

Program Coordinator

Caitlyn Black

STEP Program Assistant
The Ohio State University

Presenters will provide an overview of an intensive multi-million dollar investment in programming and buildings for second-year students that fosters a mentoring relationship involving 200 faculty. Our large-scale initiative encourages successful completion of a proposal for engagement written by each student around one of six high-impact practices; students are funded to permit them to engage in their proposed experience. The experiences of nearly 15,000 students have been assessed over the last five years. Data will be shared.

MONDAY, OCTOBER 15

CI - 69 Transfers Need Love, Too: Targeted Advising for Transfer Students

Cabinet

LeeFredrick Bowen

Director for Academic Advising Systems
University of North Carolina, Charlotte

Andrea Lopez-Salazar

Senior Research Associate
Community College Research Center, Columbia University

This interactive, multimedia session will explore how technology has been leveraged to design, implement, and deliver technology-mediated advising for at-risk students in a four-year, broad-access institution. Presenters will share fieldwork data and two semesters of first-hand experience around implementing a randomized control trial through which advising was further enhanced to provide targeted, strategic support to incoming at-risk transfer students. Through these enhancements, early findings indicate that targeted outreach and holistic advising sessions for these students positively influenced the student and advisor experience. In this conversational presentation, researchers and representatives from UNC Charlotte will share challenges, successes, and lessons learned.

CR - 70 Understanding Undergraduate Student Attrition in Higher Education Through Photos

Congress

Matthew Vorell

Professor of Applied Organizational Communication

Melissa Ryan

Doctoral Student
St. Cloud State University

Our research explored the experience of first-year undergraduate students at a comprehensive university through the Zaltman Metaphor Elicitation Technique (ZMET), an in-depth, image-driven interview protocol in order to address the issue of student attrition. The ZMET helped participants speak more deeply and freely about the experiences central to their first year at the university. Through the use of photos and following steps of the ZMET, students revealed the elements of their first-year undergraduate experience that keep them on campus or make them want to leave.

V - 71 An Innovative New Model to Enhance Student Success

Senate

Don Pitchford

Director of HED Partnerships
ACT

Rick Edgington

Vice President Enrollment Management
Northern Oklahoma College

In this insightful session, participants will learn more about a new model, using easy to implement low-cost, web-based tools that can quickly enhance summer bridge, dual credit, placement, and orientation efforts for student success. These solutions assist with student success initiatives by quickly diagnosing impediments to success and providing the instruction necessary for remediation and skill mastery. Presenters will describe how easily these tools can be implemented on your campus.

FD - 72 Transitions: Career and Graduate Exploration and Preparation for Students with ADHD/LD

Cameral

Laura Hubbard

Professor/Adult Center Coordinator

Janis Peters

Professor/Student–Parent Concerns Coordinator
Curry College

While college students may benefit from career services, experiential learning courses, and internships when preparing for life beyond graduation, students with learning disabilities (LD) and attention deficits (ADHD) navigate additional obstacles when engaging in the job and graduate school search and encounter challenges that are particular to having diagnoses of LD/ADHD. These students have unique and complex learning needs, which may present individual challenges in the next chapter of their lives. This discussion will examine and anticipate potential challenges in work and/or graduate school environments and explore possible, as well as legal, options using an individualized and in-depth approach.

Closing Session

11:45 a.m. – 12:45 p.m.

Grand 3



Dallin George Young

Assistant Director for Research, Grants, and Assessment, *National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina*

This concluding session is designed as an interactive culminating experience designed to give conference participants opportunities to reflect on ideas and information presented at this conference. The staff of the National Resource Center for The First-Year Experience and Students in Transition will facilitate an active learning exercise aimed at synthesizing each participant's conference experience. Those in attendance will walk away with a prioritized list of action steps that they can implement upon return to their campuses. Please join us.

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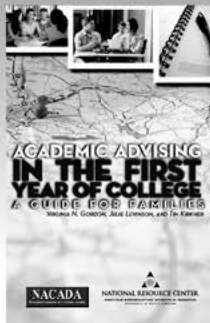


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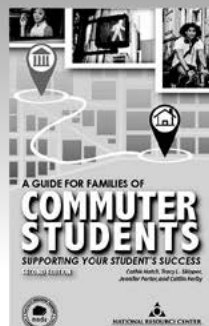

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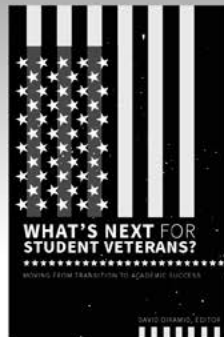

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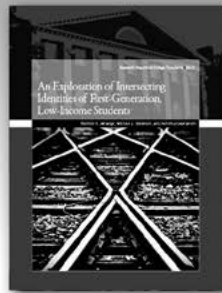
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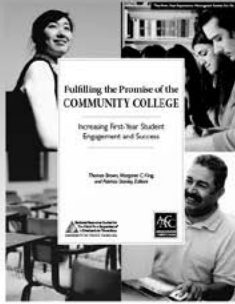
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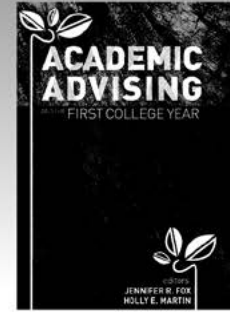


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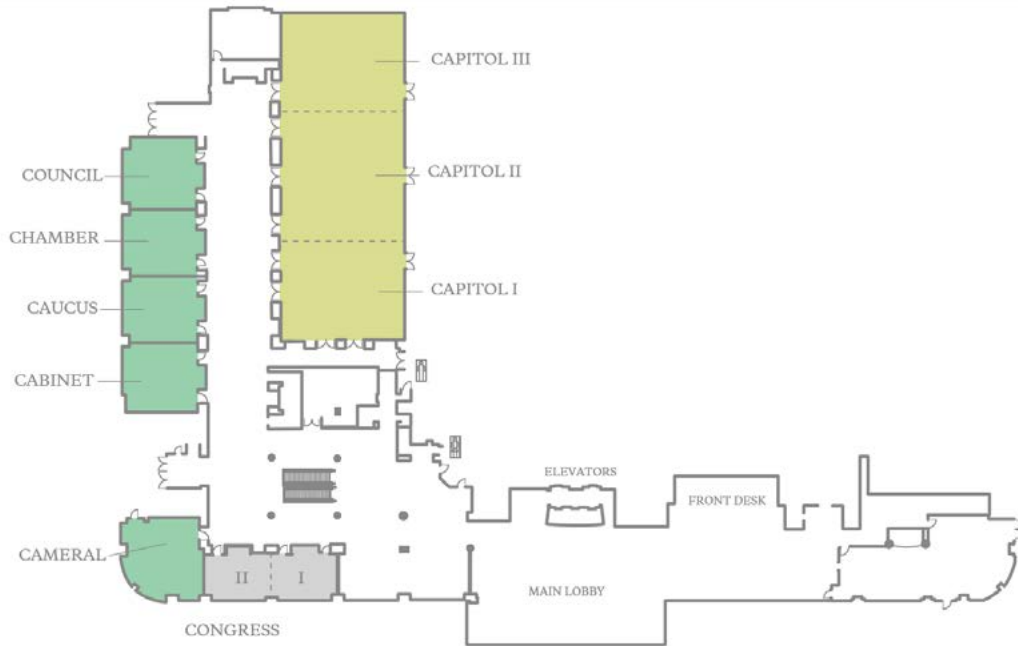


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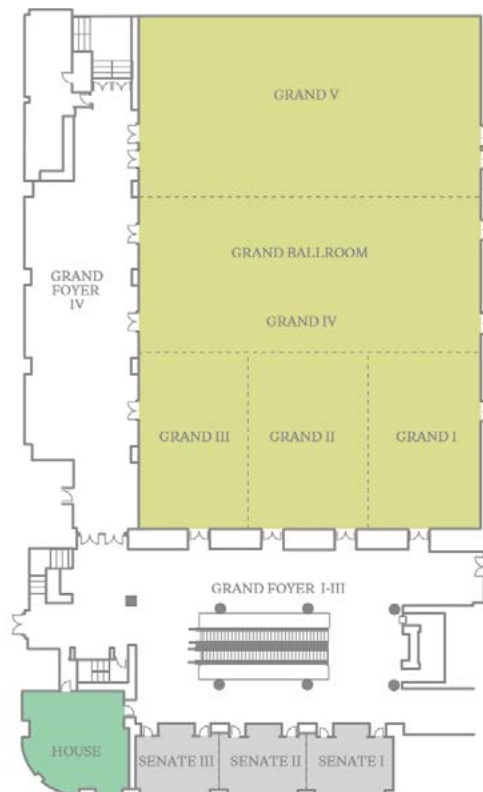
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