



ANNUAL CONFERENCE ON THE
**FIRST-YEAR
EXPERIENCE**

WASHINGTON, DC

FEBRUARY 21 - 24, 2020

CONFERENCE PROGRAM



NATIONAL RESOURCE CENTER

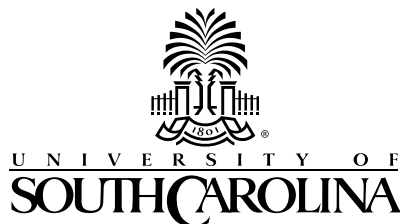
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA



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Dear Conference Delegates,

Welcome to a new decade and to the 39th Annual Conference on The First-Year Experience. We are pleased to be hosting both the first International Forum on The First-Year Experience and the National Conference for Engaged Scholarship on Foster Alumni in association with this 39th convening of our annual conference. 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 honored to welcome registrants from campuses across the United States and international delegates from colleges and universities all around the world. Representing a diversity of institutional mission, types, sizes, and student populations, all of our event participants remind us how rewarding it is to share ideas and learn about higher education and student success across campuses, systems, sectors, contexts, cultures, and countries. I know that I speak for all of the National Resource Center staff and affiliates when I extend warm conference greetings to you all.

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

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

Sincerely,

Jennifer R. Keup

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

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SCHEDULE OF EVENTS

THURSDAY | FEBRUARY 20, 2020

7:30 a.m. – 5:00 p.m.	Preconference Workshop and Conference Check-In
7:45 a.m. – 5:00 p.m.	International Forum on The First-Year Experience (additional registration fee)

FRIDAY | FEBRUARY 21, 2020

7:30 a.m. – 6:00 p.m.	Conference Check-In
8:00 a.m. – 5:00 p.m.	Preconference Workshops (additional registration fee)
5:30 p.m. – 7:30 p.m.	Opening Session with Keynote Address — Russell Lowery-Hart
7:30 p.m. – 8:30 p.m.	Opening Reception

SATURDAY | FEBRUARY 22, 2020

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 a.m. – 5:00 p.m.	Conference Check-In
7:45 a.m. – 8:45 a.m.	Primer for First-Time Attendees
9:00 a.m. – 10:00 a.m.	Conference Sessions
10:00 a.m. – 11:00 a.m.	Poster Sessions
11:15 a.m. – 12:15 p.m.	Conference Sessions
1:45 p.m. – 5:15 p.m.	Conference Sessions

SUNDAY | FEBRUARY 23, 2020

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 a.m. – 5:30 p.m.	Conference Check-In
8:00 a.m. – 10:15 a.m.	Conference Sessions
10:30 a.m. – 12:00 noon	Plenary Address — Nirmal Trivedi
1:30 p.m. – 6:15 p.m.	Conference Sessions

MONDAY | FEBRUARY 24, 2020

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 a.m. – 11:00 a.m.	Conference Check-In
8:00 a.m. – 10:15 a.m.	Conference Sessions
10:30 a.m. – 11:30 a.m.	Closing Address — Jennifer Keup & Annsilla Nyar

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NATIONAL RESOURCE CENTER

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

CORE COMMITMENTS

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

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

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

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

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

Welcome to the



This conference is designed to provide a structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

GOALS OF THE CONFERENCE

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

CONFERENCE SPONSOR

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

Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition serves education professionals by supporting and advancing 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 scholarly information as well as the discussion of trends and issues in the higher education field through the convening of conferences, institutes, workshops, and online learning opportunities; publishing books, research reports, a peer-reviewed journal, an electronic newsletter, and guides; generating, supporting, and disseminating research and scholarship; hosting visiting scholars; and maintaining several online channels for resource sharing and communication, including a dynamic website, listservs, and social media outlets.

University of South Carolina

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

LEARNING OBJECTIVES/GOALS

FYE 2020

Please identify and record up to five goals or learning objectives for your conference experience:

1.

2.

3.

4.

5.

Other thoughts:

GENERAL INFORMATION

Check-In Information

Conference check-in is located in the Convention Registration/Lobby. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following dates and times:

Thursday, February 20, 2020

7:30 a.m. – 5:00 p.m.

Friday, February 21, 2020

7:30 a.m. – 6:00 p.m.

Saturday, February 22, 2020

7:30 a.m. – 5:00 p.m.

Sunday, February 23, 2020

7:30 a.m. – 5:30 p.m.

Monday, February 24, 2020

7:30 a.m. - 11:00 a.m.

Hotel Map

A floor plan of the meeting rooms at the Marriott Wardman Park is located on the back cover of the program.

National Resource Center Publications

We are pleased to announce that publications from the National Resource Center for The First-Year Experience and Students in Transition are now being distributed by Stylus Publishing. Limited numbers of select publications will be available for sale during the conference. Major credit cards, cash, and check are accepted. Please visit the Stylus booth [Booth 12-13 in Exhibit Hall A] to browse our most popular titles.

Philanthropy Project

Horton's Kids

Horton's Kids empowers 500 children in grades K-12 who are growing up in one of Washington DC's most under-resourced communities so that they can graduate high school ready for success in college, career, and life. The children we serve live in a community with one of the highest rates of violent crime in DC, where the average family income is less than \$10,000 per year. Thanks to a combination of academic, social-emotional development, and health and basic needs services, children in Horton's Kids are twice as likely to graduate from high school.

Pencil Project

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

Outstanding First-Year Student Advocate Sessions

Several current and past recipients of the Outstanding First-Year Student Advocate award are presenting sessions at this conference. Recipients of this award will be designated throughout the program.

International Sessions

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



Excellence in Teaching First-Year Seminars Award

Current and past recipients of the Excellence in Teaching First-Year Seminars award are presenting sessions at this conference. Recipients of this award will be designated throughout the program.

Nametag Ribbons

White	First-Time Attendees
Purple	International Attendees
Gold	Outstanding First-Year Student Advocates
Light Blue	Presenters
Blue	Volunteers
Green	Vendors

Session Evaluations

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

Conference Evaluations

An Overall Conference Evaluation Form will be sent to you via CampusLabs after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and improve future conferences; therefore, your comments are extremely important. The link to this evaluation form will be emailed following the conference.

Session Handouts

At the conference: There are several tables set up throughout the meeting space 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.

Copies and Faxes

FedEx Office and Print Center, Located inside the Washington Marriott Wardman Park -
Phone: 202-986-4028

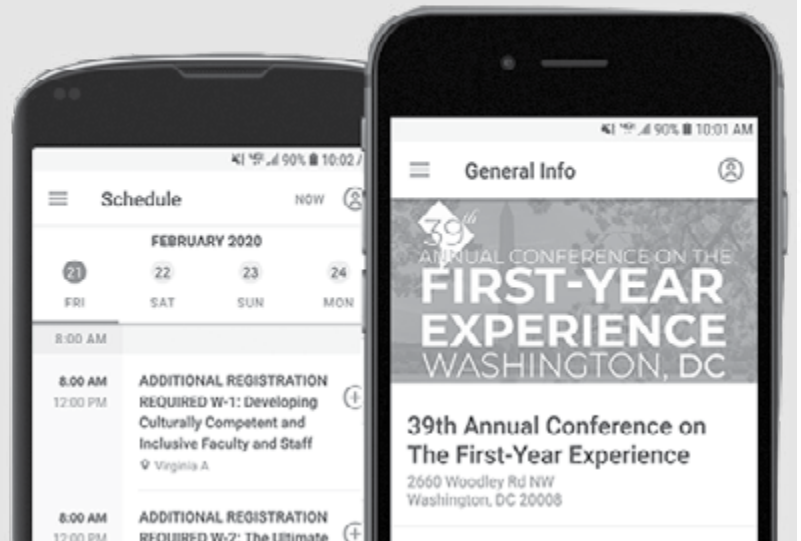
Monday - Friday - 7:00 a.m. - 7:00 p.m.

Saturday - Sunday - CLOSED

find us on guidebook

download the Guidebook app and search *39th Annual Conference on The First-Year Experience* or by visiting <https://guidebook.com/g/fye20/>

In order to develop your personal schedule for the conference, download the Guidebook app on your iPhone, iPod touch, iPad, Android phone, Android tablet or a Kindle Fire. Open Guidebook app and click on "Schedule." Once a session is selected, it will be loaded into the "My Schedule" icon on the main menu page.



PROPOSAL REVIEWERS

The National Resource Center for The First-Year Experience and Students in Transition would like to thank everyone who served as a proposal reviewer. The participation of our reviewers is instrumental in the success of this conference. To view a full list of proposal reviewers, please visit <http://www.sc.edu/fye>.

SESSION FORMATS

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

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.

Facilitated Dialogues (FD)

These sessions promote open dialogue around a significant or major issue or theme. Facilitated dialogues provide attendees an opportunity to share ideas and learn from one another's experiences.

Concurrent Sessions

This session includes a formal presentation with time for questions and participant interaction.

Concurrent session types:

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

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

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

Vendor Presentations (V)

These sessions provide vendors the opportunity to network with conference participants in a formal setting providing information on publications, products, or services.

STAFF ROSTER

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

**denotes those attending the conference*

Jennifer Keup*

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

Dan Friedman*

Director, University 101 Programs

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Mark Your Calendar



April 20 – 22, 2020
Institute on Sophomore Student Success
Columbia, South Carolina

April 20 – 21, 2020
Institute on First-Year Student Success in Community College
Columbia, South Carolina

May 4 – 29, 2020
Supporting Students of Color within Predominately White Institutions
Online Course

June 8 – July 3, 2020
Foundations of First-Year Assessment
Online Course

July 22 – 24, 2020
Institute on First-Generation College Students
Columbia, South Carolina

July 22 – 24, 2020
Institute on Reframing Your Approach to Disabilities on Your Campus
Columbia, South Carolina

October 16 – 18, 2020
27th National Conference on Students in Transition
Atlanta, Georgia

February 13 - 16, 2021
40th Annual Conference on The First-Year Experience
Seattle, Washington



ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE
AND STUDENTS IN TRANSITION

MAY 4 - MAY 29, 2020

JUNE 17 - JULY 12, 2019

**SUPPORTING STUDENTS
OF COLOR WITHIN
PREDOMINATELY WHITE
INSTITUTIONS**

Instructor:
Taléa R. Drummer-Ferrell

**FOUNDATIONS OF FIRST-
YEAR ASSESSMENT**

Instructor:
Jennifer Keup



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“Higher education can no longer provide singular focused orientations, programs, and services; rather, it must respond to an array of students with varying backgrounds and needs. This publication provides both current research data and practical experience to create a powerful discussion about the art of student transition.

It is a must-read for professionals interested in the powerful impact transitional programs have on academic success and institutional culture.”

Bonita C. Jacobs, Ph.D.
President, University of North Georgia

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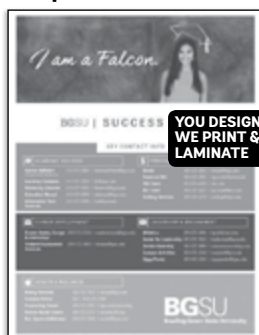
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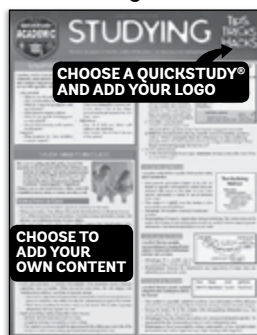
1 We design it, print it, and laminate it.



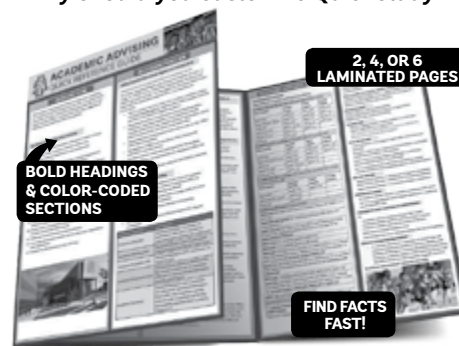
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April 20 - 22, 2020
Columbia, South Carolina



INSTITUTE ON

SOPHOMORE STUDENT SUCCESS



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

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PRECONFERENCE WORKSHOPS – FRIDAY, FEBRUARY 21

Conference Check-In

7:30 a.m. – 6:00 p.m.

Convention Registration Desk/Lobby

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

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

W-1 | Developing Culturally Competent and Inclusive Faculty and Staff

8:00 a.m. – 12:00 noon | \$150 | Virginia A

Amanda Voigt, Course Manager, Academic Success Programs

Corinne Corte, Director, Academic Success Programs
– *Arizona State University*

W-2 | The Ultimate Engaged Learning Extravaganza: Inside and Outside the Classroom

8:00 a.m. – 12:00 noon | \$150 | Virginia B

Brad Garner, Director of Faculty Enrichment, Center for Learning and Innovation
– *Indiana Wesleyan University*

W-3 | Designing Courses for First-Generation College Students

8:00 a.m. – 12:00 noon | \$150 | Virginia C

Carmen Gonzalez, Counselor & Lookout Scholars Program Director

Candice Powell, Associate Director for Retention

Omar Simpson, Counselor & Transition Course Coordinator,
– *University of North Carolina*

W-4 | Designing Early Alert Programs Aimed at Fostering Student Success and Persistence

8:00 a.m. – 12:00 noon | \$150 | Maryland A

Mike Dial, Assistant Director, First-Year Advising

Paige McKeown, Coordinator of First-Year Advising & Academic Intervention
– *University of South Carolina*

W-5 | A Primer on the Power and Purpose of the First-Year Seminar

8:00 a.m. – 12:00 noon | \$150 | Maryland B

Dan Friedman, Director, University 101 Programs
– *University of South Carolina*

Stephanie M. Foote, Assistant Vice President for Teaching, Learning, and Evidence-Based Practices,
– *John N. Gardner Institute for Excellence in Undergraduate Education*

Dottie Weigel, Assistant Professor for Higher Education/School of Graduate Studies, Program Director Higher Education
– *Messiah College*

W-8 | Best Practice in the First College Year: Defining What Works and Why

9:00 a.m. – 4:00 P.M. | \$250 | Washington 1

John N. Gardner, Chair and Chief Executive Officer

Betsy O. Barefoot, Senior Scholar

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

W-9 | Conditional Admission Programs: Supporting First-Year Students of Promise

1:00 p.m. – 5:00 p.m. | \$150 | Virginia A

Christine Metzo, Director, Academic Collegiate Excellence Program
– *St. Cloud State University*

W-10 | Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success

1:00 p.m. – 5:00 p.m. | \$150 | Maryland A

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

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

Latoya Hardman, Director of Academic Initiatives and Partnerships
– *Lone Star College-Tomball*

W-11 | Motivational Syllabus Boot Camp: Redesign Your Syllabus

1:00 p.m. – 5:00 p.m. | \$150 | Virginia B

Christine Harrington, Associate Professor
– *New Jersey City University*

Melissa Thomas, Partner Success Specialist
– *University of Texas*

W-12 | Strategies for Building Community in a First-Year Seminar

1:00 p.m. – 5:00 p.m. | \$150 | Virginia C

Dustin Roberts, Assistant Director, First Year Experience
– *College of Charleston*

Sandy Greene, Assistant Director for Communications, University 101 Programs

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

W-13 | Utilizing Communication Theories and Campus Partners to Enhance the Hand-Off

1:00 p.m. – 5:00 p.m. | \$150 | Maryland B

Kathryn Wilhite, Graduate Research and Teaching Assistant
– *Clemson University*

Katherine Hilson, Assistant Director for Student Programs and Communication, Office of Undergraduate Admissions
– *University of South Carolina*

Elaine Lewis, Director of the First Year Center
– *Utah Valley University*

FRIDAY

FRIDAY, FEBRUARY 21

W-14 | Engaging First-Year Students: Applying the Appreciative Advising Framework

1:00 p.m. – 5:00 p.m. | \$150 | Maryland C

Jenny Bloom, Associate Professor, Department of Educational Leadership and Research Methodology

Amanda Propst Cuevas, Director, Office of Appreciative Education
— *Florida Atlantic University*

Annie Kelly, Associate Director, Tutoring Center
— *Loyola University Chicago*

W-15 | Strategies and Planning for Managing High Risk Behaviors in the First Year

1:00 p.m. – 5:00 p.m. | \$150 | Delaware A

Maureen Grewe, Director of Student Conduct

Tad Derrick, Assistant Director of Harm Reduction and Compliance, Fraternity and Sorority Life
— *University of South Carolina*

Opening Session and Keynote Address

5:30 p.m. – 7:30 p.m.

Love Students to Success: Why a “Culture of Caring” Will Save Higher Education

Marriott Ballroom



Russell Lowery-Hart, Past Advocate, President
— *Amarillo College*

In 2014, the Amarillo College student success data told a disappointing and even devastating story of our student experience. Utilizing “Secret Shoppers” Amarillo College identified one key reason our students were not successful – us. Higher Education faces a crisis of effectiveness. We drown our employees in initiatives and our students in emails. At Amarillo College, we moved our 3-year completion rates from 13% in 2009 to 53% in 2019 with one simple directive: love students to success.

Institute on FIRST-YEAR STUDENT SUCCESS IN THE COMMUNITY COLLEGE

April 20 - 21, 2020
Columbia, South Carolina

Register by **April 14, 2020**
WWW.SC.EDU/FYE/IFYSSCC



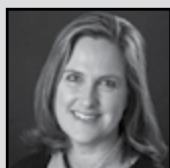
NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

Outstanding First-Year Student Advocate Award

Awards Ceremony | Sunday, February 23, 2020 | 5:15 - 6:30 p.m. | Lincoln 6

The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize the Outstanding First-Year Student Advocates.

Sponsored by Cengage and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina



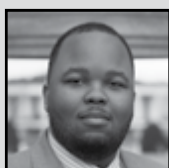
Amy Baldwin
*University of Central
Arkansas*



Katherine Powell
Berry College



Mary Ellen Wade
Loyola University Maryland



DeOnte Brown
Clemson University



Rebecca Royal
Union County College



Annette Walstad
Carroll College



Carol Dochen
Texas State University



Gregory Singleton
Austin Peay State University



Julie McLaughlin
*Cincinnati State Technical
& Community College*



Heather Thrush
Wabash College

OPENING RECEPTION | 7:30 p.m. – 8:30 p.m.

Exhibit Hall A



Featured Session

An Evening with John Gardner: Reflections on the First-Year Experience Movement

8:30 p.m. – 10:00 p.m. | Washington I

John N. Gardner, Chair and Chief Executive Officer

—*John N. Gardner Institute for Excellence in Undergraduate Education*; Senior Fellow,

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

Come spend part of your first evening with the conference founder, John Gardner. This event is designed to help him get to know conference delegates personally, to help delegates make sense of the first-year experience movement, and to facilitate networking. John also provides the opportunity for discourse, reflection, information, and inspiration to the entire conference. He will present an interactive portrait of the first-year experience movement—its history and accomplishments, observations on its present, and some predictions about its future. Conference attendees are invited to drop in when they want, leave when they want, relax, and make themselves comfortable.

Penguin Random House

Author Events at First-Year Experience®

Washington Marriott Wardman Park Hotel, Thurgood Marshall Ballroom North and East

Friday Dinner

February 21, 2020 | 8:00pm-9:30pm



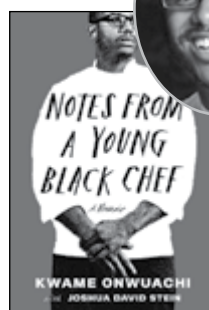
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Susan Fowler
WHISTLEBLOWER
(Viking)



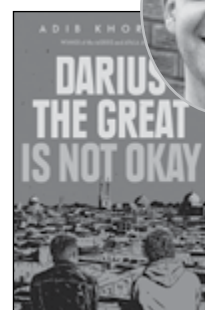
© Jeff Watts

Ibram X. Kendi
HOW TO BE AN ANTIRACIST
(One World)



© Kith / Kin

Kwame Onwuachi
NOTES FROM A YOUNG BLACK CHEF
(Knopf)

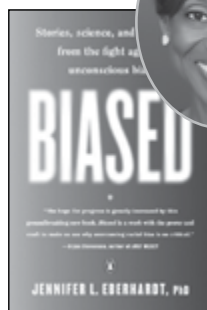


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Adib Khorram
DARIUS THE GREAT IS NOT OKAY
(Penguin Young Readers)

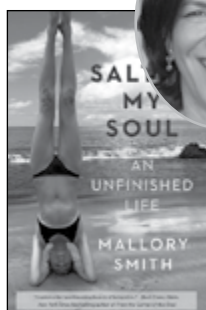
Saturday Luncheon

February 22, 2020 | 12:15pm-1:45pm

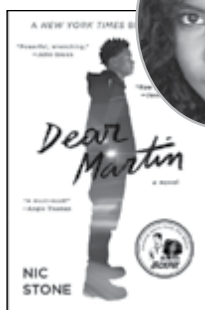


© Nana Kofi Nti

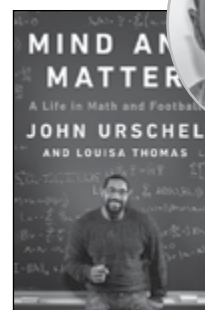
Jennifer L. Eberhardt
BIASED
(Penguin)



Diane Smith
SALT IN MY SOUL
by Mallory Smith
(Random House)



Nic Stone
DEAR MARTIN
(Random House Children's Books)



Photograph by author

John Urschel
MIND AND MATTER
(Penguin Press)

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INSTITUTE ON FIRST-GENERATION

COLLEGE STUDENTS




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

July 22 - 24, 2020
Columbia, South Carolina

Register by **July 15, 2020** at: WWW.SC.EDU/FYE/FGCS


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

Journal

OF THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION

A semiannual refereed journal providing current research and scholarship on significant student transitions. The primary purpose of the *Journal* is to disseminate empirical research findings on student transition issues, including

- Explorations into the academic, personal, and social experiences—such as outcomes related to success, learning, and development—of students at a range of transition points throughout the college years;
- Transition issues unique to specific populations (e.g., nontraditional, traditional, historically underrepresented students, transfer students, commuters, part-time students); and
- Explorations of faculty development, curriculum, and pedagogical innovations connected to any of the transitions identified above.

Meet Dr. Forrest Lane, Editor, Saturday, February 22, at 10:00 a.m. in Booth 10 - 11.

To submit or subscribe, please visit www.sc.edu/fye/journal



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of students have put off buying course materials until after class started¹

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earned a poor grade

and

20%



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Sources: 1 <http://press.vitalsource.com/vitalsource-survey-due-to-high-cost-of-college-students-skip-purchasing-course-materials-grades-suffer-as-a-result>; 2 Florida Virtual Campus, 2016 Student Textbook and Course Materials Survey, http://www.openaccesstextbooks.org/pdf/2016_Florida_Student_Textbook_Survey.pdf

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RESOURCES ON TEACHING AND LEARNING


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UNIVERSITY OF SOUTH CAROLINA



APRIL 2020

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

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

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



Paths to Learning *Teaching for Engagement in College*

Barbara F. Tobolowsky, Editor

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



Foundations for Critical Thinking

Trudy Bers, Marc Chun,
William T. Daly, Christine Harrington,
Barbara F. Tobolowsky & Associates
ISBN 978-1-889271-93-4. 234 pages. **\$30.00**

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Institute on

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College Student Success for Students
with Learning Disabilities, ADHD, and Autism Spectrum Disorder

July 22-24, 2020 | Columbia, SC

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

GUIDES FOR PARENTS AND FAMILIES


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



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

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



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

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



Navigating the First College Year *A Guide for Parents and Families*

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

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OR PLACE YOUR ORDER AT **WWW.NRCPUBS.COM**

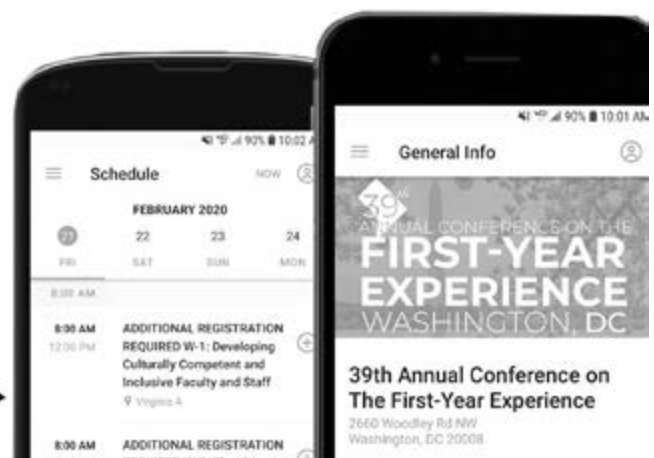
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- Complete session evaluations.
- Enter drawing to win complimentary registration to FYE 2021 and more!

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Conference Check-In

7:30 a.m. – 6:00 p.m.

Convention Registration Desk

Continental Breakfast

7:30 a.m. – 9:00 a.m.

Exhibit Hall A

Primer for First-Time Attendees

7:45 a.m. – 8:45 a.m.

Lincoln 6

Jennifer R. Keup

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

John N. Gardner

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

Chair and Chief Executive Officer

John N. Gardner Institute for Excellence in Undergraduate Education

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

9:00 a.m. – 10:00 a.m.

FD - 1 First-Gen Talks: A Discussion on Developing First-Generation Programming

Marriott Balcony B

Ben Pearce

Diana Rowe

Georgia Gwinnett College

Charmaine Troy

Virginia Tech

This session will offer participants an opportunity to study and discuss the development and implementation of first-generation student programming. The facilitators will share specific areas of success in the recent development and implementation of first-generation programs at a mid-size, public-access institution. The discussion will include information on service learning, learning communities, and peer-mentoring models targeted at first-generation students. Facilitators will discuss detailed strategies and invite attendees to share their practices also. Through these discussions, participants will be better prepared to develop programming at their institutions that contribute to the success, growth, and leadership experience of first-generation students.

CI - 2 Equity at the Center: FYE Uniting Student Services and Instruction

Madison A/B

Juan Carlos Reyna

Abby Algarin

Carissa Cardenas

Grossmont College

The Grossmont College Via Rápida FYE program assists the diverse student populations with their transition to the institution. With more than 4,000 first-time college students enrolling at Grossmont each year, Via Rápida infused an equity framework that is comprehensive, student-centered, sustainable, and scalable. The program has grown from 203 students to more than 500 since its inception in 2018 and is expected to scale to serve approximately 2,000 students over the next two years. Via Rápida provides social and academic support services in collaboration with numerous programs and departments in student services and instructional affairs.

V - 3 Online Orientation: Access is Everything in Every Sense

Maryland A

Jennifer A. Johnson

American University

Sam Swingle

Advantage Design Group

With students and families coming from hundreds of miles away, attending orientation isn't always easy. Open the doors to your institution earlier with an online orientation. Create timely touchpoints, remove barriers and provide access to interactive, engaging, and confidence-building content. Instead of coming to campus overwhelmed, students are more prepared and ask better questions. Hear from an orientation professional who is using a cloud-based system as the centerpiece between admission and on-campus orientation, giving niche student populations a more relevant pre-matriculation experience. This three-part session features an open discussion, demonstration and time for questions and answers.

V - 4 The Other 4.0 That Really Matters in The First Year

Maryland C

Jullien Gordon

Jullien Gordon Speaking & Publishing

Student involvement is a proven key to improving graduation rates, but college students are only in class 12-16 hours a week compared to the 30 hours in high school. They lack structure, and because of this, students often mismanage their time. In this session, you will learn:

- why students procrastinate and how to help them overcome it;
- proven time management techniques to help students avoid all-nighters and graduate on time;
- how to help students prioritize their week in advance and say "no" to things that don't matter; and
- stress-free ways to help students manage heavy workloads during midterms and finals.

FD - 5 Good Practice in Orientation: Toward A Global View

Virginia B



Annsilla Nyar

South African National Resource Centre for the First-Year Experience and Students in Transition

Most of the leading work on university orientation and student welcome programs is grounded in specific country contexts. There is a lack of literature on the issue of orientation in an international context, and even a broad understanding of how universities in different parts of the world approach the issue of orientation. In line with the mission to develop and embrace a more global orientation for the FYE, this presentation proposes to develop a scan of the shape and form of orientation programs as they are represented in different parts of the world.

FD - 6 Belonging or Just Longing? Supporting Social Media Era Interpersonal Relationships

Virginia C

Lisa S. Kaler

Michael J. Stebleton

University of Minnesota-Twin Cities

Charlie Potts

Gustavus Adolphus College

This session encourages practitioners, students, and scholars to discuss the effects of social media on first-year students' sense of belonging and to share promising practices for mitigating negative impacts while maximizing positive impacts. The facilitators will draw on findings from a recent study of first-year college student social media use and its relationship to sense of belonging. Participants will be challenged to reconsider their strategies for using social media to interact with students and to identify strategies for helping students cultivate meaningful in-person relationships instead of seeking belonging primarily on social media.

CI - 7 Recruiting, Selecting, and Training Peer Leaders for First-Year Seminars

Washington 1

Emma Reabold

Mikaela Rea

University of South Carolina

Since 1993, University 101 Programs at the University of South Carolina has been successfully using peer leaders in their FYS, UNIV 101. In this session, participants will learn about the recruitment, selection, and training of our peer leaders, their impact in the classroom, and ways to adopt the training model for their own institutions.

CI - 8 Ambitious Leadership: From College Leadership to Career Ready

Washington 2

Richie Gebauer - Past Advocate

Lisa Podolsky

Anne Filippone

Cabrini University

Over the past few years, Cabrini University has enrolled more diverse cohorts of students. This has resulted in significant changes to our institutional landscape and impacted our ability to ensure student success across the FYE. It is important to act swiftly to update our methods in favor of more strategic programs and initiatives that infuse leadership with career readiness into the FYE in ways that increase student resilience and grit. This session will discuss Cabrini University's approach to helping students develop strong leadership potential early in their first year through their involvement in LEADStrong, a co-curricular leadership certificate program.

CI - 9 First-Year Students in Summer Bridge: Improving Academic and Mathematical Success

Washington 3

Sonia Hussain

Francisco Gaytan

Northeastern Illinois University

Many universities have implemented summer bridge programs to support first-year students who require preparation for credit-level classes. This presentation will discuss the findings of a study on the mathematical and academic success of first-year students enrolled at Northeastern Illinois University—a four-year, Hispanic-Serving Institution. Participants will learn about the benefits of implementing summer bridge programs at universities with high rates of first-year students who place into developmental coursework and learn how these programs can be improved. This study examines the successfulness of summer bridge programs implemented at NEIU known as the Summer Transition Program and the EMERGE summer program.

CT - 10 Facilitating Discussions on Sensitive Mental Health Issues with FY Students

Washington 4

Ryan Theroux

Si Pearman

Melissa Weinstein

Curry College

This presentation will focus on strategies to facilitate difficult discussions about depression, anxiety, suicide, addiction, abuse, and eating disorders with first-year students both inside and outside the classroom at a residential campus. Faculty have a responsibility and opportunity to facilitate these discussions in settings like classrooms and other academic spaces since students may share personal experiences. It is critical to help students feel safe when discussing such issues, especially as they adjust to a new learning environment. Benefits to the campus community along with relevance to student development theory will also be explored.

CT - 11 Utilizing an Escape Room Game to Reduce Library Anxiety

Washington 5

Jennifer Pate

Derek Malone

University of North Alabama

Library information literacy is a crucial skill for first-year students. Familiarizing students with subject librarians, item locations, and basic search skills helps reduce library anxiety and combat imposter syndrome. Our library is in its third year of using escape rooms that teach the basics of navigating the digital and physical library. This activity requires critical thinking and creative problem solving in a team environment. We have assessment data showing extraordinary retention of information learned during the game. This presentation will cover our various escape games and provide information on how to adapt escape rooms for your community.

CT - 12 Increasing International Student Engagement and Professional Development through International FYE

Washington 6

Sarah Renn

Susan Harding

Susan Landolina

University of Connecticut

International undergraduate students face many challenges when they arrive in the United States. Linguistic and socio-cultural differences may discourage them initially from engaging with the larger university

community, but then these patterns of disengagement can become habit. Learn how to encourage early engagement and professional development through strategic curriculum and campus partnerships built into an international FYE course. Participants will then have an opportunity to explore their institution's unique needs regarding international students, and to develop a plan to take their FYE courses to the next level.

CR - 13 A Holistic Approach to Promoting STEM Success of African Americans

Lincoln 2

Cailisha Petty
Angela White
Catherine White

North Carolina Agricultural & Technical State University

To overcome the multiple challenges that impede retention and persistence of African American students, the Department of Biology at NC A&T adopted a major cultural shift in its advising strategy. The new approach is a model that builds faculty-student relationships and engages both parties effectively in the process. It includes six important pillars to drive student success: (a) dedicated advising space, the Life Mapping and Advising Center (LMAC); (b) effective advisors; (c) integrated peer mentors and peer tutoring programs; (d) an intrusive advising strategy; (e) integration with first-year student success courses; and (f) life coaching.

CR - 14 Growth Mindset Intervention with First-year College Students

Lincoln 3

Christine Ferri
Stockton University

First-year students at a four-year public university participated in the PERTS 30-minute online intervention designed to promote a growth mindset. 553 of 1,575 students in the first-year class participated (35% response rate). The intervention had a positive impact on thinking in the growth mindset (Before $M=3.9$, After $M=4.27$, $t(551)=4$, $p<0.001$). Also, 39% of students reported that they worry they will not belong in college, with significantly higher rates in African American/Latino students (47%) than White/Asian students (36%) ($p<0.05$). The growth mindset intervention had a positive impact on students and social belonging warrants further study in understanding student success.

CT - 15 Utilizing the First-Year Learning Community to Enhance the Core Curriculum

Lincoln 4

Andrew Pueschel
Lisa Kamody
Ohio University

This session highlights the impact that university-wide, first-year learning community programs can have on a college-specific core curriculum. Using self-reported student data, presenters will share best practices and lessons learned from the customization of a well-established, existing framework provided by the first-year office to meet the needs of a college-specific audience. Discussion will advance the conversation on challenges regarding maintaining the macro-level integrity of learning objectives and fine-tuning them to meet the micro-level needs of individual colleges and programs.

CT - 16 Supporting Curricular and Co-curricular Needs at the Campus Library

Lincoln 6

Leslie Poljak
University of Pittsburgh

April Kelley
David Kupas
University of Pittsburgh at Johnstown

Renee Kiner
Kelly Safin
University of Pittsburgh at Greensburg

Librarians from three different University of Pittsburgh campuses will highlight the ways they are addressing library anxiety and supporting first-year students through outreach initiatives and information literacy instruction. They will provide an overview of the ways they collaborated with campus partners to reach students, the technologies used to reach these students, and the ways in which they are assessing these initiatives. Highlighted approaches will include the value of one-on-one consultations and collaborations that result in outreach events and library instruction within first-year student seminar courses.

9:00 a.m. – 10:15 a.m.

Featured Sessions

FS - 17 Who Knows Your First-Year Students Better Than You Do? Tapping the High School Counselor Gold Mine

Lincoln 5

Jean M. Henscheid
National Resource Center for The First-Year Experience and Students in Transition/University of South Carolina

Too often, colleges and universities build programs with the view that traditional-aged first-year students are tabula rasas; blank pages ready for our imprimatur. High school counselors see these students quite differently. These professionals have deep and extended experience supporting students' hopes, allaying their fears, and helping them navigate the complex process of transitioning through high school and into adulthood. This session explores strategies for building partnerships with high school counselors – those responsible for many of our first-year students a mere three months before they arrive on our campuses. Strategies range from coffee klatches to multi-partner statewide collaborations.

FS - 18 FYE and Guided Pathways: A Synergistic Relationship

Delaware A

Michele Campagna
Westchester Community College

Joe Cuseo - Past Advocate
Marymount College California

FYE programs can play a pivotal role in implementing Guided Pathways models at both 2-year and 4-year institutions. FYE programs emphasize proactive, holistic support that integrate curricular and co-curricular programming, including academic advising and career counseling, align nicely with the Pathways tenets of clarifying pathways for students, helping students choose a pathway, enabling students to stay on a path to degree completion, and ensuring student learning. This workshop will demonstrate how FYE programming can be integrated into a Guided Pathways model to create a synergistic effect on student success. Participants will be equipped with an implementation plan and supporting resources.

Featured Session

FS - 19 Shaping the First Year Experience for African-American and Latino Males

Delaware B

Wayne Jackson

University of Central Florida

Tony Davis

Montgomery County Community College

This workshop will address the trends of retention and graduation of multicultural male students at colleges and universities across the country. We will investigate why rates are so low and what can be done in order to stem the tide of males not graduating with their degree.

This workshop will also provide participants the opportunity to begin the work of designing new programs and initiatives to address the retention and persistence of African American and Latino males on their campus. This session will particularly benefit those interested in implementing or improving the retention and graduation rates of multicultural males.

MORNING BREAK | 10:00 AM – 11:00 AM

Exhibit Hall A & B South

10:00 a.m. – 11:00 a.m. — POSTER SESSIONS

PA - 20 Community, Action, and Reflection in the First-Year Experience

Exhibit Hall B South

Nathan Rein

Susanna Throop

Sharon Hansen

Ursinus College

Approaches to student engagement and success must be holistic, including multiple stakeholders across campus. At Ursinus College, a robust series of coordinated activities supports community, action, and reflection for first-year students. Cohort-based advising forges relationships among these students and deepens their connection to an adviser who supports, rather than evaluates. The Common Intellectual Experience, Ursinus's mandatory first-year core curriculum, has adopted a Reacting to the Past (RTTP) game, in which students enact historical roles to better understand debates over slavery, freedom, and equality. Through ePortfolios, first-year students reflect on their growth during the first year and their entire college career.

PR - 21 Making the Most: Advisors as Teachers in First-Year Success Courses

Exhibit Hall B South

Myc Wiatrowski

Indiana University

What is the purpose of college? What is a learner? What does it mean to explore and prepare for careers? In our effort to serve exploratory students better, we implemented a FYS designed to help students critically evaluate these questions and develop a better understanding of themselves and their academic and career interests. By leveraging the multidisciplinary approaches provided by academic and career advisors

in a co-taught course, we empower our students take ownership of their education and map their future. This presentation discusses the development of our course, its structure, why our questions matter, and our preliminary outcomes.

PR - 22 An Examination of Sense of Belonging Among First Semester Students

Exhibit Hall B South

S. Nicole Jones

Jennifer Ann Morrow

University of Tennessee-Knoxville

Student retention and persistence is an ongoing concern for college and university administrators. While there are many possible predictors of student retention and persistence, sense of belonging among first-year students was the focus of this quantitative study. The researcher surveyed first-year, first semester college students enrolled at the University of Tennessee during the fall 2019 semester to determine if there is a difference in sense of belonging levels among first-generation and non-first-generation students. Housing situation and other demographics were also examined for differences in sense of belonging.

PA - 23 Promoting Student Interactions with the Common Read

Exhibit Hall B South

Rachel Collins

Nancy Rosoff

Lindsay McGann

Arcadia University

This poster highlights Arcadia University's innovative, data-driven improvements to its First-Year Common Read, which is a co-curricular component of the university's FYE. Our FYE's most recent assessment indicated that when students perceive their engagement with the Common Read to be more sustained and more integrated into campus life, they are also more likely to achieve the learning goals associated with the Common Read at higher levels. In response to this data, we have spent the last two years piloting a range of Common Read-oriented experiences, including field trips, film screenings, events hosted by student clubs, and more.

PA - 24 Student Voices: Building Community for First Generation & Low-Income Students

Exhibit Hall B South

Josiah Pankiewicz

Ashley Rodriguez

Mikaela Trowbridge

Jasmine Willimas-Banks

Eastern Michigan University

Eastern Michigan University is a public, Midwestern, four-year institution where 46% of students are first-generation or students from low-income backgrounds. TRiO Student Support Services is a federally funded grant program that has increased retention of this student population by 11% through peer mentoring, a living learning community, cultural and career development trips, and other academic services. This presentation will examine the successful practices of this program in creating a vibrant, inclusive community of students who support each other as told by student participants and program staff.

PA - 25 Integrating Faculty into the First-Year Experience

Exhibit Hall B South

Monika Babiskiewicz

University Of Southern California

Facilitated by the Office of Undergraduate Advising and Student Affairs, our presentation will highlight our "Meals with Faculty Mentors"

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program's accomplishments in facilitating meaningful connections between first-year students and faculty. We will present strategies on how to effectively integrate faculty into first-year programming and will encourage viewers to critically think about the impact faculty can have for students at their respective institutions.

PR - 26 Theoretical Frameworks: A Systematical Exploration

Exhibit Hall B South

Barbara Keith

Sam Houston State University

Much has been written about the effectiveness of FYS, but few studies have systematically explored which theories are guiding published studies on them. This is important given growing diversity of students across our colleges and universities. This poster session will review the literature of theoretical frameworks that are frequently cited among first year seminar literature. It will also discuss how more contemporary frameworks can guide future research.

PA - 27 Increasing Leadership and Collaboration through Strengths-based Curriculum

Exhibit Hall B South

Lacy Hodges

Georgia Tech

One of the goals of GT 1000, Georgia Tech's FYS, is to teach students leadership and collaboration skills. Beginning in 2018-19, the Center for Academic Enrichment implemented an effective team dynamics curriculum in GT 1000 based around the Clifton Strengths assessment. All GT 1000 students were given access to the assessment and were introduced to strengths-based leadership and collaboration strategies. At the end of the semester, all GT 1000 students were asked to complete a survey assessing their appreciation of their own strengths and the value of diverse and inclusive teams.

PR - 28 Common Reading Essay Contest Winners: A Profile of High-Achieving Students

Exhibit Hall B South

Charles Haberle

Providence College

Many common-reading programs include essay contests and other activities to engage students. Following up on preliminary results from last year, this study continues to examine whether winning an optional essay contest during the summer before enrollment could serve as a unique predictor of student success and/or persistence. This session highlights how these initial results have been shared with others who might be interested in using award recognition as a tool for identifying and engaging with high-achieving students.

PA - 29 Adulthood 101: Information Literacy to Live Your Best Life

Exhibit Hall B South

Suchi Mohanty

University of North Carolina-Chapel Hill

Librarians at the R.B. House Undergraduate Library, part of the University Libraries, at UNC Chapel Hill provide opportunities for students to develop information literacy skills outside the academic classroom. One way is through the Adulthood 101 workshop series. Learn how librarians partnered with campus units to provide programming covering financial, health, and civic literacy to help students build their adulthood confidence and how library staff engaged students—both as instructors and participants.

PA - 30 Fire & Ice: Volcanoes and Glaciers in Iceland

Exhibit Hall B South

Sarah Owens

Cassandra Runyon

College of Charleston

The College of Charleston offers optional one-credit FYE abroad courses that meet once a week for 50 minutes until spring break. Over the break students travel with the professor to the target country. Last year, our program Fire & Ice: Volcanoes and Glaciers in Iceland was filled at 20 students. Taught by a geology professor this course provided students the opportunity to see and walk along the Mid-Atlantic rift, visit active volcanoes and glaciers, tour a lava tube, and experience local culture, food, and more.

PR - 31 Information Literacy Misconceptions of Students in First-Year Experience Courses

Exhibit Hall B South

Elizabeth Fairall

Michelle Keba

Palm Beach Atlantic University

This study builds upon research conducted by Hinchcliffe, Rand, and Collier (2018), which examined information literacy misconceptions of first-year students as reported by academic librarians. In their study, Hinchcliffe et al. created a misconception inventory using responses from the First Year Experience Survey: Information Literacy in Higher Education (2017), conducted by Library Journal in conjunction with Credo. Our two-phase study tested the validity of this information literacy misconception inventory by interviewing students about their misconceptions and comparing their responses with the inventory.

PA - 32 Build an Intentional Transition Program Using What You Have

Exhibit Hall B South

John Reinhardt

Rutgers University

Are you looking to create a framework to intentionally kick-start new student involvement and attendance at campus events? This session will demonstrate how to work with campus partners and use events to develop an incentivized involvement program. Come take a look at how one institutional program allows students to explore the variety of opportunities on campus. Leave with an action plan for your own institution.

PR - 33 Scarlet to Black: A Comprehensive Student-led Approach to Financial Literacy

Exhibit Hall B South

Philip Tew

Melanie Ricker

Alexus Leonard

Arkansas State University

The primary reason for students to leave college is related to money. Our research will show that today's first-year students not only have poor financial literacy knowledge, but they also have poor financial literacy actions. Furthermore, we will illustrate how using a student-administered program coupled with the behavioral economics' concept of "nudges" can improve students' knowledge and actions.

PA - 34 Implementation and Assessment of a First-Year Mandatory Service-Learning Course

Exhibit Hall B South

Jeong Ah Cho

Yonsei University

Service-learning course for first-year students was adopted as an innovation subject for higher education at Yonsei university in 2018. The title of Yonsei's service learning course is "Social Engagement". Approximately 4,000 new students have to take the course during the first year. The present study presents the design, implementation of Yonsei's service-learning course in detail and examines its effect on first year student by survey at the end of course. Finally this study shows the suggestions and implications for first-year service-learning course.

PA - 35 Designing FYE Abroad Curriculum: Helping First-Semester Freshmen Succeed Internationally

Exhibit Hall B South

Bruce Fleming

Jule Lane

Bailey McFaden

Maddie Fink

College of Charleston

iCharleston is in its sixth year as a unique and innovative first-year, international bridge program that encourages future College of Charleston students to grow as individuals, develop an affinity for the College of Charleston, and actively engage in a high-impact educational experience. iCharleston has provided enrollment opportunities to students since fall 2014. This poster presentation will showcase the FYE weekly seminar (known as "Passport to CofC") that is employed at each location and facilitated by iCharleston Site Directors. Information will include curriculum subject matter, lesson plans, and outline how "Passport to CofC" aligns with annual iCharleston program assessment.

PA - 36 Building Community Between First-Year Design Students on a Commuter Campus

Exhibit Hall B South

Stefanie Pettys

Jamie Albert

John Wolfer

University of Cincinnati-Blue Ash College

The transition from high school to college can be very difficult for many students. In order to assist incoming students with transition, the University of Cincinnati-Blue Ash College established block scheduling and created program-specific learning communities in the Applied Graphic Communication program. In this presentation we will review the pedagogical role of learning communities in the FYE, share planning and implementation strategies, and discuss the impact that cohort scheduling, learning communities, and peer mentoring has on student retention, morale, and academic success. Finally, we'll examine past and present practices, and plans to strengthen the program.

PA - 37 A Community College's Jump Start to Student Success

Exhibit Hall B South

Fedearia Nicholson-Sweal

Stark State College

Jump Start at Stark State College is designed to provide incoming community college students with foundational tools for success. In addition to Jump Start serving as a transitional, onboarding process for incoming students, meaningful engagement occurs among peers, faculty, and staff over the course of the day, while establishing new students as members of the Stark State College Community. Designed for new, First Time in College (FTIC) students, Jump Start takes place two to



three weeks prior to the semester. Through a detailed assessment, participants had significantly higher outcomes than non-participants, including increased GPAs, term persistence and first-year retention rates.

PR - 38 Is Satisfaction and Making Sense of Learning the Same?

Exhibit Hall B South

Yukari Hashimoto

Kyonmi You

Nagasaki University

Tateo Hashimoto

Nagasaki International University

Students experience many psychological feelings such as self-efficacy, satisfaction, or frustration while they are learning. Yamaji and Hashimoto (2012) proposed a new concept, "Nattoku-kan," which is students' feeling of making sense of what they learn, and it differs from satisfaction ("Manzoku-kan") about what they learn. Although this new concept was drawn from their educational practice, its composing element is not yet clear. Two universities in Japan conducted a survey of first- and second-year students to get their feelings about the difference between "Nattoku-kan" and "Manzoku-kan."

PA - 39 GW Civic House: Service, Civic Engagement, and the First-Year Experience

Exhibit Hall B South

Thomas Andre Alves de Lima

George Washington University

Increasing students' institutional engagement is a goal sought by many universities as it relates to experience and retention (Kuh, 2008). Living learning communities can play a pivotal role in achieving said goal (Inkelas, 2007). Civic House, a first-year living learning community at the George Washington University does just that while also providing Scholars with opportunities to optimize their learning through civic engagement and service throughout the D.C. community. Students are given the tools to successfully navigate their college careers. Service and service-learning enrich the first year experience and intentional programming fosters future civic leaders on campus and beyond.

PA - 40 SmartStart: Empowering Students Through a Choose-Your-Own-Adventure Library Orientation

Exhibit Hall B South

Anna Murphy-Lang

Kayla Gourlay

Katara Hofmann

George Mason University

This presentation focuses on the revitalization of the library orientation offered to first-year and transitioning students at George Mason University, from a single-table orientation to an engaging choose-your-own-adventure activity spread throughout the library. This orientation was designed to introduce students to general and targeted library services and programs in order to ease their transition to college life. This session will detail program implementation and discuss best practices, lessons learned, and plans for improvement.

PR - 41 Student Authenticity: A Foundation for First-Year Experience Courses

Exhibit Hall B South

Amy Smith

Northern Arizona University

This poster illuminates the theoretical framework for incorporating student authenticity in academic exploration courses and the research that indicates there is a statistical significant difference between 1) student authenticity and first-year students' autonomy and persistence,



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2) student authenticity and students' sense of belonging, autonomy, and persistence when engaging in academic exploration courses the last eight weeks of the fall semester, and 3) student authenticity and students' sense of belonging, autonomy, and persistence among low income and first generation students. Implications of the research and the underpinnings of student authenticity in higher education courses are discussed.

PR - 42 Demystifying Faculty Roles in Living-Learning Communities

Exhibit Hall B South

Jill Stratton

Washington University-St. Louis

Jennifer Eidum

Elon University

Lara Lomicka

University of South Carolina

How can student affairs professionals and faculty better communicate and collaborate in living-learning communities? This session is based on results from a multi-institutional study that investigated the notion of thriving in LLCs. Faculty engagement was a significant factor in high levels of thriving among students at both public and private U.S. institutions. Given that result, we explore the various roles that faculty hold in LLCs, discuss recruitment and retention, and provide suggestions for successful collaboration with student-affairs staff. We conclude by offering strategies to create neutral ground, increase communication, and identify specific collaboration techniques to lay the groundwork for success.

PR - 43 Mentoring Mentors: Professional Development Within Student Positions

Exhibit Hall B South

Nate Tuthill

Danielle Hoard

University of Texas-San Antonio

Institutions across the country are putting an emphasis on career readiness and the progression of marketable skills. In this session, participants will learn how UT San Antonio's FYE has embedded requirements and opportunities to intentionally improve and challenge peer mentors in their leadership and professional development. Creating an enriching and experiential-learning position benefits and empowers peer mentors in their personal growth and supports and enhances the experiences of the first-year students we serve.

PR - 44 Multimodal Information Literacy and Technical Skills for First Year Students

Exhibit Hall B South

Liz Holdsworth

Marlee Givens

Georgia Institute of Technology

Students produce multimodal content in first year composition classes, but composition instructors lack the skills required to teach students multimedia technology. Librarians respond to the needs of the faculty and students they support. Library instruction takes place within the composition class (course-integrated or "one-shot" instruction) or in a multimedia classroom at the library. The librarians bring technical skills and a grounding in information literacy, and their instruction increases students' written, sonic, visual, and data literacy. As a result, students become more savvy content consumers and creators.

PR - 45 Using Culturally Responsive Teaching to Impact Student Engagement

Exhibit Hall B South

Maurice Johnson

Florida A&M University

Higher education within the United States must respond to the growing population of students from myriad backgrounds and experiences. Since the 1990s, K-12 and college educators have used hip-hop culture as an educational resource. There are several studies that connect hip-hop with social justice and support the inclusion of rap songs and lyrics in academic curriculum. If understood as a cultural knowledge framework, educators could use hip-hop culture as a lens to impact student engagement and achievement through culturally responsive teaching strategies.

PR - 46 Fall 2017 First-Time Freshmen: Students who Left Study

Exhibit Hall B South

Grace Yoo

Emily Shindledecker

San Francisco State University

Over the last decade, San Francisco State University has experienced 1 in 5 first-year students leaving. The purpose of this project was to hear from fall 2017 students and to understand why they left after their first year. Both quantitative and qualitative methods were used and reveal the number one reason for not returning was the cost of living in San Francisco. An intervention was employed to provide students with assistance for re-enrollment. The project was a cross-departmental collaboration between the FYE team and Institutional Research.

PA - 47 Creating The Next Generation of Peer Educators and Leaders

Exhibit Hall B South

Anete Klintsone

Maria Grandone

California State University-Dominguez Hills

Dominguez Hills is home to a diverse student population of first-generation, underrepresented and underserved first-year students. This session will integrate the high-impact, student-centered Peer Academic Coach (PAC) program implemented in the University Advisement Center to address the specific needs of first-year students. This session will provide an overview of Dominguez Hills peer coaching program that provides intentional recruitment and training in accordance with CRLA Level 1 Certification, professional and personal development opportunities, and higher education career exposure to PAC in efforts to create the next generation of peer educators and leaders.

PA - 48 Including Career Planning Activities in the FYE Program

Exhibit Hall B South

Nobuhiro Matsuzaka

Minako Yamamoto

Shigeru Asano

Koji Fujiwara

Yamagata University

There have been discussions about the importance of including career planning activities in the FYE program. We redesigned the FYE course in 2017 to focus on developing student success skills such as basic research, teamwork, presentation and report writing. One of the new FYE course topics is, "What is your career plan?" The students spend four weeks to prepare for the presentation and the final report by getting to know themselves, linking their majors and careers, exploring their career options, etc. The survey showed that this new attempt had positive impacts. In this presentation, we will share the details.

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11:15 a.m. – 12:15 p.m.

FD - 49 Addressing Burnout in FYE Professionals

Marriott Balcony A

Rebekah Reysen

University of Mississippi

More than half of student-affairs professionals leave the field within the first five years. Employee burnout is one of the most commonly cited reasons for employee attrition. The purpose of this presentation is to discuss the barriers to work-life balance and how colleges and universities can help their FYE employees avoid burnout. The presenter will have attendees take the Copenhagen Burnout Inventory and participate in small group discussions about barriers to work-life balance, how professionals manage their own work-life balance, and the initiatives that their universities have that may help with preventing burnout.

FD - 50 Transforming the First College Year: Common Reading Committee Lessons

Marriott Balcony B

Amy Johnson

Stephen Braye

Elon University

Every university publicly commits to maintaining a thriving diverse student body. Yet creating this student body requires difficult conversations among faculty, staff, administrators, and students. In this session, we will share experiences attempting to promote these conversations through a First Year Common Reading program and the issues we faced from across the university. In the ensuing conversations, we will reflect upon what we have learned, hopefully coming to a richer understanding of our opportunities in the first year to challenge students' ways of knowing, especially around themes of diversity.

FD - 51 Publishing Research and Practice on College Student Transitions

Madison A/B

Forrest Lane

Brad Garner

Rebecca Campbell

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

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.

V - 52 Pathways to Becoming a Campus Leader

Maryland A

John Melendez

Christine Harrington

New Jersey City University

This session will focus on how FYE advocates can develop and enhance their leadership skills in order to grow within the institution and assume a high impact role in informing institutional practice and policy. Various pathways to becoming a leader including earning a doctoral degree in leadership, leveraging on-campus opportunities to be at the table, and seeking out a mentor will be discussed. Participants will have the opportunity to engage in a brief activity focused on identifying strategies

to develop or enhance their leadership skills in order to better support first-year students.

V - 53 Customize Your FYE Course Using an Online Video-Based Textbook

Maryland B

Meg Foster

Innovative Educators

How can we develop affordable online teaching resources for FYE courses that are engaging, interactive, pedagogically sound, customizable, and success oriented? Come learn how one organization is using online video to create engaging student and faculty resources for FYE courses. Participants will leave with a course outline and resources they can immediately deploy in their classrooms. Presenters will share course development strategies and a plan for implementing across FYE course types.

V - 54 Do THEY really believe THEY can achieve?-Success through EQUITY!!!

Maryland C

Jahmad Canley

LaDonte King

LAUNCH Student Success

Success is what we want for all students! The question is... can we be even more intentional in the way we coach students to success? Research shows that grit, persistence, time management, and a growth mindset are just a few of the intangibles that can help students from any background achieve their goals. In this dynamic interactive workshop, we will present the "HABE Factor" and demonstrate the importance of "how to" teach these skills in an equitable way to First Year and First Generation students through curriculum in the critical first 3 weeks to 3 months of their term.

CT - 55 Pluto Is Not a Planet. Learning Styles Is Out Too.

Virginia A

Marsha Fralick - Past Advocate

Cuyamaca Community College

We all loved Pluto as a planet, and we loved Learning Styles. But science has provided us with new information about both. Although the use of Learning Styles theory is commonplace in education, credible empirical research supporting this theory is lacking. Recent research in neuroscience has provided newer information on how the brain learns. These findings have been translated into practical strategies for learning more efficiently. This session will provide a brief review of the research, references, practical evidence-based strategies for learning, and fun resources you can use in your classroom.

FD - 56 How Assumptions Can Either Dignify or Destroy Students' FYE

Virginia B

Kara Maddox

Jeff Wells

Marty Cummings

Georgia Military College

According to NCES, by 2027 nearly 20% of students will be 35 and older. How might this impact our classrooms both online and in person? Through Social Constructivism theory and selected peer-reviewed literature, we provide a framework for research models. For instance, institutions may assume online learning is harder for students with disabilities, Shonfeld and Ronen (2015) argue this might not be the case. Likewise, institutions might believe online instruction should mirror face-to-face instruction, but Arasaratnam-Smith and Northcote (2017) beg to differ. With a focus

on collaboration and application, we explore new mindsets of teaching and learning online.

FD - 57 Collaboration as Means or Ends? FYE and Individualist Cultural Ethos

Virginia C

Richard Van Dyke
MaryJo Campana

Lock Haven University

Facilitated by a compositionist/FYE coordinator and a career services administrator who both employ whole person methodologies—posthuman rhetorical ecologies and Happenstance Theory—to bridge the career/citizen/community divide in academics, this discussion extends the frame-of-reference for FYE and HIPs from performance measures of specific initiatives to add consideration of how FYE programs and students navigate the contradiction of cultural/political/economic success models that mythologize individual accomplishment and a HIPs-based academic success model extending from networking and collaboration. Participants will examine obstacles for collaborative practice on our campuses, share our strategies for addressing them, and reconsider the outcomes of collaboration in our programs.

CT - 58 Enhancing the First Year Experience by Designing Your Walton

Washington 1

Karen Boston
Jeff Hood
Deb Williams

University of Arkansas

FYE courses have traditionally focused on helping new students learn about resources on campus. By incorporating components of Stanford's Life Design program, the Walton College of Business at the University of Arkansas has revamped Freshmen Business Connections (FBC) to shift the focus from resources to the student with foundational questions like, "Why are you here and how might we help you design your experience in Walton?" Based on an overarching strategy for student success, these concepts are introduced for the first time in FBC. This session will discuss integrating Life Design into a first-year course and beyond.

CT - 59 Engaging Library Collections as a Path Toward Lifelong Critical Thinking

Washington 3

Katie Hassman
Brittany Borghi
Colin Kostecky

University of Iowa

This session describes process-based research activities developed in collaboration between faculty and librarians that require students to engage with physical library collections early in the research process. The analog nature intentionally engages students in the practice of discovery, evaluation, and synthesis—processes often outsourced to the digital tools students trust. This project is grounded in the knowledge that how we introduce first-year students to research and library resources sets the stage for development of lifelong critical thinking skills. Presenters will discuss how this project redefines student success, emphasizing the importance of the informed citizen in pursuit of a good life.

CT - 60 From Helicopter to Stealth Fighter: Partnering with Parents

Washington 4

Meagan Larsen
Kim Kruchen

University of Colorado-Boulder

Creating early partnerships with parents is a critical component to student success. With today's changing student demographic, we are also seeing a change in parent demographics and expectations. CU Boulder understands these differences and uses a variety of communication channels to engage parents throughout the orientation process and through their student's first year on campus. This session will provide an overview of today's parent demographics and strategies for creating meaningful partnerships.

CI - 61 An Experiential Self-Awareness and Skill-Building Course for All First-Year Students

Washington 5

Pinar Ozbek
Koç University

ALIS 100 (Academic and Life Skills) is an experiential skill-building course for all first-year students in Koç University, a leading private university in Istanbul, Turkey. The curriculum aims to enhance first-year students' self-awareness on personality, values, strengths, areas for growth, and motivation, while helping them build skills for goal setting, time management, stress management, communication, relationship management, teamwork, university citizenship, public speaking and as multicultural competencies. The presenter will discuss the implementation, structure, learning and assessment methods of the course, and program evaluation results and student feedback.

CT - 62 Medical Transitions: From Clinic to Classroom

Washington 6

Karen Keptner
Cleveland State University

Jeanne Eichler
University of Arkansas

Medical conditions affect approximately 20% of university-aged populations and affect a student's ability to access the educational environment. Once a student is cleared to return to class after a medical event, a student may not disclose the difficulties they are having to faculty, advisors, or administrators. As a result, they may be at risk for dropout. This session discusses common medical conditions in traditional university-aged populations and provides strategies that support students with medical conditions, both at the institution and classroom levels. Participants will leave with concrete strategies that can improve the learning environment for all students.

CR - 63 "It takes how long?!" A Study on Commute, Race & Success

Lincoln 2

Francisco Gaytán
Katherine Shah
Northeastern Illinois University

Research that identifies key variables for first year student success is abundant, but it often fails to address students' basic needs (i.e. food, shelter, reliable transportation, commute time, etc.). This study examines the relationship between commute time, race, and first year success at Northeastern Illinois University - a mid-sized, regional, public master's granting institution in Chicago, Illinois. GIS (geographic information system) software and statistical analysis tests were combined to identify the strongest predictors of retention. This session will report on the results of the study, pose questions for further research, and provide a brief forum for discussion.

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CR - 64 Exploring and Supporting Low-Income Students' Social Transition to Campus

Lincoln 3

Steven Lonn

University of Michigan-Ann Arbor

This research explores the social transition and sense of belonging of low-income, first-year students at the University of Michigan. Specifically, we consider the social experiences of students receiving a newly launched financial aid institutional "promise," the Go Blue Guarantee (GBG). Using a mixed-methods design where focus group data informed survey creation, we find that many GBG students describe their social environment in relation to their socioeconomic status, including feelings of class isolation and inability to pay for social activities. Yet, students feel a fairly strong sense of belonging at U-M. Suggestions for both practice and research will be highlighted.

CI - 65 Experiential and Project-Based Learning in a Peer Leader Practicum Course

Lincoln 4

Mark Pilgrim

Lander University

Leadership, Involvement, Networking, Knowledge (LINK) 101 is the FYS at Lander University, now in its third year. Peer leaders in the LINK101 classroom were piloted last year and fully incorporated this fall semester. In addition, a peer leader practicum course (LINK290) was developed to train the peer leaders concurrent with their peer leader experience. In the practicum, peer leaders receive necessary training, complete reflective essays to evaluate their experiences, and complete a project targeting first-year student success. Assessment of learning in the peer leader practicum, projects designed by peer leaders, and perspectives from these peer leaders will be shared.

CT - 66 The New Library Session: Forget the library, focus on information

Lincoln 5

Elizabeth Johns

Kristen Shonborn

Kristen Welzenbach

Goucher College

"Can you just show them how to use the library?" This request by faculty is heard by librarians almost everywhere. But this is often not what students need at that moment and learning how to navigate a specific information resource like a library website does little to support the information literacy dispositions of college students. This program explores the concept and disposition-based information literacy sessions designed for FYS, and why this shift in library instruction is critical for today's students. The library session is dead; long live the library session.

CT - 67 Shaping a First Year Population through Peer Education

Lincoln 6

Denisse Avila

Danielle Klein

University of Texas-Arlington

The New Student Courses at UT Arlington serve more than 5,000 students, offer more than 200 class sections, and is taught by approximately 160 peer educators. In this session, we will explore how a peer educator program has evolved within a framework of an ever-growing student population and an institution's demand for increased academic rigor. We will focus on navigating peer education training/preparation within different instructional models, faculty partnerships, and institutional

political landscapes. We will conclude by reviewing assessment of our program and discussing best practices for implementation of peer-led instructional models.

11:15 a.m. – 12:30 p.m.

Featured Sessions

FS - 68 Introduction to the Advising Success Network: Setting a Collective Agenda

Delaware A

Omari Burnside

NASPA - Student Affairs Administrators in Higher Education

Jennifer Keup

Dallin Young

Chelsea Fountain

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

An increased focus on student success and equity has led campuses to assess and revamp their advising structures and processes. The Bill & Melinda Gates Foundation has helped elevate advising as a priority, most recently by awarding an Advising Success Network (ASN) grant to improve advising to ensure success for all students, particularly for low-income students and students of color. Representatives from NASPA and the National Resource Center will introduce the mission and activities of the ASN, present data on first-year advising, and facilitate discussion about the evolving agenda of thought leadership, research, and best practice on academic advising.

FS - 69 Understanding Paths to Graduation Using the first-year as a Catalyst

Delaware B

Catherine Andersen

Fiona Glade

Carey Miller

Michael Jones

University of Baltimore

One measure of student success is the percentage of students who begin and subsequently graduate. When one understands unique student input variables and we track their paths, intervention plans based on assessment data that can lead to improvements, can be developed. This session will review current student retention data, and address the multitude of variables that become barriers for student success and identify and design interventions along students unique paths to graduation. Participants will do a SWOT (Strengths, Weaknesses, Opportunities and Threats) for their institutions and develop a preliminary action plan, to address their institutions retention issues.

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

1:45 p.m. – 2:45 p.m.

FD - 70 What is Dual Credit/Concurrent Enrollment Doing to Your Students' First-Year Experiences?

Marriott Balcony A

Jean M. Henscheid

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

The pressure is on in many states to have high school students complete as many of their college-level courses as they can before they graduate. Those of us responsible for the postsecondary first-year experience are UNIQUELY positioned to open institution-level discussions around the consequences of encouraging students to skip much of the first college year. This session continues a four-year dialogue the National Resource Center has sponsored on strategies we can use to address the opportunities and challenges of dual credit and concurrent enrollment. Newcomers and veterans of the discussion are welcome to participate!

FD - 71 Strategies for Creating an Atmosphere of Belonging in the Classroom

Marriott Balcony B

Emili Pickenpaugh

Ivan Wayne

Allie Hauck

Graham Michael

Angela Vaughan

University of Northern Colorado

Research consistently demonstrates that belongingness is a strong predictor of college retention and graduation. However, community does not happen by accident in the classroom. It requires intentional planning throughout the semester. Furthermore, students feeling cared for and supported by their instructor goes far beyond being friendly and responsive. The purpose of this facilitated dialogue is to provide concrete strategies and suggestions to build an atmosphere of belonging in any classroom and discuss how to adapt and use these notions and overcome barriers. Participants will leave the session with a list of ideas and techniques for implementation.

CT - 72 Transformative pedagogy enhancing First Year Seminars for underrepresented students

Madison A/B

Nekita Tingle

Eric Hall

Auburn University

Developing intentional first year seminars for specific populations has major benefits in assisting these students with their connection to the institution, academic and psychosocial skill development, and overall academic success. This session will demonstrate specialized curriculum and transformative pedagogy can be used to create an environment that is able to welcome, support, and retain underrepresented students.

V - 73 Partnering with Parents to Improve Student Retention

Maryland A

Leslie Gale

Tess Gibson

CampusESP

In 2017, Auburn undertook an innovative initiative to meet their student success goals through parent engagement. Parent & Family Programs deployed a parent portal, in partnership with campus colleagues, to communicate with more than 20,000 family members. The portal connects parents to their students' data, facilitating appropriate assistance and

boosting student persistence. This session highlights successes and challenges, and shares tips on developing a comprehensive parent engagement plan as a part of student success initiatives.

CI - 74 Succeed@CLC: A Successful Holistic Student Engagement Initiative for Community Colleges

Maryland B

Christine Lewis

Nicole Herion

Ryan Echevarria

College of Lake County

In a community-college setting, it is difficult to engage students in activities on campus, and introduce them to available resources in the absence of a mandatory FYE course. In this workshop, participants will gain a comprehensive overview of norms and practices of the College of Lake County's Succeed@CLC program. Learn about the creation and implementation of the program, including preliminary statistics of its success. Leaving this session, you will gain new ideas and strategies to take advising out of the office and directly to students.

V - 75 Expectations for Engagement? What First-Year Students and Transfers Say

Maryland C

James Cole

Jillian Kinzie

Indiana University

Understanding the expectations of entering students is critical so staff can align appropriate institutional resources for each student. This session will include how the Beginning College Survey of Student Engagement (BCSSE) provides comprehensive information about your first-year and transfer student's prior academic experiences, and their expectations and beliefs regarding the upcoming academic year. Participants will learn how other institutions use BCSSE for academic advising, retention efforts, faculty and staff development, and other activities. Participants will be encouraged to share their campus's current practices and how BCSSE could facilitate best practices on their campus.

CI - 76 100+ Common Reading Books Rated by Representative Student Samples

Virginia A

Tom Carskadon

Mississippi State University

Using a specialized methodology for rating potential common-reading books, we will share systematically obtained data from representative samples of first-year students who read and rated more than 100 possible choices for common-reading books, including many titles most frequently adopted in recent years. Specific, practical suggestions for program success will be provided, along with book ratings data that are, to our knowledge, unavailable anywhere else. Participants are welcome and encouraged to share their common-reading experiences at this session.



SATURDAY, FEBRUARY 22

FD - 77 Successful Global Peer Leader Experiences: Best Practices, Success, and Challenges

Virginia B

Robert Kenedy

York University

An important part of the global FYE is how peer leaders are conduits for first-year students, connecting them to curricular, co-curricular, and extracurricular activities. This session considers the global peer leadership experience (PLE) in order to understand the impact that recruitment, training, compensation strategies, and time commitment have on peer-leader programs. We explore the successes and challenges based on the literature regarding the PLE and gains in skills, academic performance, and employability. This session will be an opportunity to share experiences and program benefits for peer leaders and mentees inside and outside the classroom.

FD - 78 Institutional Disruption, A One-Stop, and First Year Integrity: AKA Whoa!

Virginia C

Jache Williams

Raritan Valley Community College

Close your eyes and imagine: You serve as FYE Director at a community college. Within the Student Affairs division, FYE supports all first time college students and Advising and Counseling Services, the rest. Your Executive Leadership is strongly considering a merger of the two departments. Your (self-appointed) mission is to envision a total revamp that preserves the integrity of first year support for new students. Breathe. Now, go!

CI - 79 Maximizing Student Success: Building A Comprehensive STEM First Year Program

Delaware A

David Bucci

Bradley Collier

Leslie Pagliari

East Carolina University

Retention and persistence often drive funding, determine student success, and guide strategic plans in many institutions. A closer look at retention and persistence for individual programs are concerning, particularly in STEM areas. The College of Engineering & Technology at East Carolina University recently launched a First-Year Program to address these challenges. Through various forms of interaction, analysis, and outreach, CET has sought to better connect with its students beyond the classroom. The presenters will detail the steps to creating this program and explore lessons learned as they embarked, and continued, on this high-impact initiative.

CI - 80 Empowering Peer Mentors to Create Real Buy-In from Reluctant Students

Delaware B

Esmer Bedia

Jasmine Rose Schmitt

University of Texas-Austin

Peer mentors play a vital role in creating community connections for first-year students in success programs. Empowering peer mentors to design and deliver programming can create stronger connections and increase buy-in for otherwise reluctant students. This session will explore ways to train peer mentors to create engaging programming for students who feel disconnected from their campus community.



CT - 81 Making D.E.A.L.S. with First-Year Experience Students

Washington 1

Shandra Claiborne

Alexis Brooks-Walter

Kristal Clemons

Virginia State University

Developing Effective Active Learning Strategies is the course redesign of the FYS class at Virginia State University. Active learning, technology-embedded modules were developed from the strategic learning outcomes described in the Quality Enhancement Plan. The resulting course includes high impact practices and activities that occur in a small, focused, relationship-building atmosphere. This session will discuss the innovative activities used to involve Generation Z learners where they feel engaged and connected to the campus community.

CI - 82 Adventure, Connection, and Comfort Zones

Washington 2

Tessa Chefalo

Hamilton College

Early peer to peer connections and a sense of belonging are crucial to new students' transition to college but challenging to facilitate. At Hamilton College, a shift to required, student-led, off-campus orientation adventure trips provides an opportunity for unique peer mentoring, thoughtful introductions to campus culture, and strong connections to both fellow students and campus resources from week one. This session will delve into the rationale, process, and outcomes of launching required orientation trips for more than 500 new students—including critical resources, staffing, and a timeline—and will explore opportunities, challenges, assessment strategies, and lessons learned from five years of orientation trips.

CI - 83 Ongoing Development: A Model for Investing in Student Leaders

Washington 3

Zshekinah Collier

Shaina Spann

Isadora Stern

American University

The AUx Peer Facilitator co-facilitation model was piloted in 2016-17, engaging four students in the fall and four in the spring. As of fall 2019, the AUx Program employed more than 60 peer facilitators as supportive and collaborative peer-educators and mentors in every section of AUx. This presentation explains the recruitment, retention, and ongoing professional development for peer facilitators over the course of their employment. Attendees will learn insights into the necessity for peer mentorship in the classroom, the rigorous selection process, and how student leaders add to the first-year student experience and to their own developmental professional.

CT - 84 First-generation Student Success: New Research on Two- and Four-Year Institutions

Washington 4

Sarah Whitley

Center for First-generation Student Success, NASPA

This session will offer attendees first look insights into findings on new research examining first-generation student success efforts at community and technical colleges across the United States. These findings will also be compared with a previously released national landscape analysis of first-generation student success programs at four-year institutions. This session will summarize findings, explore the first-generation identity, examine the shifting institutional approaches and priorities for serving



these students, and consider lessons learned from campus initiatives. The presenter will specifically explore findings relevant to the FYE and offer recommendations for advancing systemic and institutional change.

CT - 85 Fostering a Positive Perspective in the First-Year Seminar

Washington 5

Jessie McNevin

University of South Carolina

We know that FYS are impactful to student retention. As we retain the students, however, we must ask ourselves, are we aiming that they simply survive in college, or thrive? Acknowledging that a positive mindset is one scale in Schreiner's Thriving Quotient, how do we foster this optimistic, positive mindset in first-year students? This session will present resources, lessons, and assignments used to build a culture of positivity and cultivate a growth mindset in students within the FYS.

CT - 86 Ten Proven Strategies for Community College First-Year Seminar Courses

Washington 6

Erin Riney

Gabby McCutchen

Deidre Yancey

Durham Technical Community College

The persistence rates of Durham Tech's students increased significantly with the implementation of our FYS. In this session, we'll share a variety of assignments and teaching methodologies that we've honed over the last 15 years that we've taught our now required FYS. Attendees will learn our five highest impact assignments, including a portfolio, academic plan, case studies, and time management activities. We'll also discuss five teaching strategies, including active learning strategies, thematic framing, contextualizing, and service-learning, and how we've tailored them to the community college FYS context.

CR - 87 Course Redesign: Implementing Project-Based Learning to Improve First-Year Students' Self-Efficacy

Lincoln 2

Masha Krsmanovic

Jamil Johnson

University of Central Florida

This research investigated the effects of FYS redesign on students' self-efficacy. By implementing project-based learning approaches, the authors investigated whether the course redesign improved student belief in their ability to successfully accomplish academic tasks. Using the sample of 821 students who completed the course in summer 2017 and the 880 students who completed the redesigned course in summer 2018, the authors tested for differences in participants' self-efficacy for each of the course learning outcomes. The results revealed statistically significant differences before and after the course redesign for all measured outcomes.

CR - 88 Tracking Retention and Persistence: Do Personality and Socio-Demographic Factors Matter?

Lincoln 3

J. Ulyses Balderas

Jo Meier

Nicole Walters

Shundeez Faridifar

University of St. Thomas

Lindsey McPherson

Wharton County Junior College

Students' decisions to stay in school and graduate are related to a host of factors that include academic and non-academic factors. The purpose

of the current investigation is to examine factors related to retention and persistence rates of traditional first-year students in four cohorts between 2012-15. Data include incoming high school academic performance data, socio-demographic data, choice of major, and personality profiles, as measured by the MBTI. The results suggest that retention and graduation rates are related to academic and non-academic factors. The session concludes with new initiatives being developed to help students left behind.

CI - 89 For the Culture: Reimagining Retention for HBCU of the Year

Lincoln 4

James Winfield

Jamila Lyn

Benedict College

With a rising student profile and growing national recognition, Benedict College is among a cadre of HBCUs that have elevated its philosophy on student retention to holistically address the academic, social, and financial needs of its students. Under the leadership of a new, first-female president, the administration collaborated to create and roll out a strategic plan that forced the college to disrupt itself—eliminating ineffective practices in exchange for fresh, out-the-box approaches to move the needle forward on student retention/completion. This session will outline the planning, growth, and progression of sustained efforts responsible for the recent uptick in student success.

CI - 90 Reimagining the First-Year Experience: Integrating Academic Support into FYS

Lincoln 5

Hannah Williamson

University of Cincinnati

Colleges must find innovative ways to increase retention and persistence to graduation. To increase first-year student retention and satisfaction, University of Cincinnati embarked on a new collaboration with their academic support center to reimagine the FYE experience. In fall 2017, the two groups co-created a one-credit-hour course that focused on enhancing academic success, campus connections, and college identification. The data results have been positive and suggests a clear rationale for continuation of the course. This presentation examines the course structure, and data on the impact of this course on retention, GPA and academic confidence.

CI - 91 Transforming Student Advising: Designing A Team That Makes A Difference

Lincoln 6

Elena Calderon

Denise Odom

Lindsey Morris

Amanda James

Arizona State University

ASU's Ira A. Fulton Schools of Engineering-The Polytechnic School recently transformed the advising experience for first-year students by developing the First-Year Academic Success Team. As a result, advising's impact on first-year student learning outcomes has expanded. Framed within the context of the large institution, this seminar will detail the design, implementation, and impact of a dedicated first year advising team on student success and retention. Information will be provided outlining the team's structure, initiatives, and repurposing of the FYE course—with initial assessment data suggesting a marked increase in retention afforded by reimagining the advising experience.

REFRESHMENT BREAK | 2:45 PM — 3:00 PM

Exhibit Hall A

3:00 p.m. — 4:00 p.m.

FD - 92 Accessibility and Inclusivity, now what?

Marriott Balcony A

Edesa Scarborough

Gianna Nicholas

Jenna Polizzi

Megan Lopez

University of Tampa

This session will engage participants in an exploration of best practices and lessons learned in creating an accessible and inclusive course. Participants will create and share assignments, projects, and activities that are scalable for students with disabilities based on their accommodations. Attendees will engage in constructive dialogue about the benefits and challenges faced with building curriculum for all.

FD - 93 Transitioning First Year Courses From Recommended To Required

Marriott Balcony B

Laila Shishineh

Jill Randles

Krista Wallace

University of Maryland-Baltimore County

The University of Maryland-Baltimore County offers a menu of first-year course options for new students—none of which are currently required, but are strongly recommended. However, the institution recently received funding to create and implement a required FYE course within the next two academic cycles. This session will highlight the current course offerings and focus on discussing best practices for moving first-year courses from recommended to required.

V - 94 Confronting Underachievement: Improving Learning for All Students through Increasing Self-Regulation.

Maryland A

Jane Reed

Thomas Reed

Way to Succeed, LLC

Mathematics is a gatekeeper class for many first-year college students. Colleges have implemented partially effective fixes to improve pass rates; however, what the student brings to the classroom is the most important factor determining whether they will be successful. Students bring background knowledge, intelligence or aptitude, and the ability to self-regulate their learning. The first two components are fixed, but students control and can improve how they approach learning. Way to Succeed measures and recommends actions to improve 13 areas of student-controlled metacognition, goal-setting, and self-regulated learning. This process has shown significant increases in student achievement.

CI - 95 Peer Advising

Maryland B

Kathy Noonan

Gavin Laing

University of Colorado-Boulder

As students seek to build more connections within their campus environments, it is important to provide them with the necessary resources to ease their transition into the university experience. For that reason, Peer Advisors (PA) are essential to student outreach initiatives, and with staff and faculty interactions. This presentation will focus on three major objectives. We will illustrate how PAs help students and supplement the work of professional staff. We'll identify and outline how PAs can be helpful on your campus. Finally, we'll help you develop a plan for integrating PAs into your campus culture.

V - 96 5 Non-Obvious Trends You Must Incorporate into Your FYE Program

Maryland C

Rohit Bhargava

Non-Obvious Company

Join Wall Street Journal best-selling author Rohit Bhargava for a look at five of the top trends from his latest book, *Non-Obvious Megatrends*. Rohit returns to FYE for the second year after his highly rated session last year about unusual tips for career success. In this presentation based on the latest edition of his book, he will condense 10 years of research into an entertaining and highly actionable talk that spotlights key cultural trends and gives real ideas for including and leveraging them in your FYE program.

CI - 97 Development of Peer Educator Led First-Year Seminar Learning Labs

Virginia A

Rachel Pickett

Devan Lenz-Fisher

Elizabeth Polzin

Concordia University-Wisconsin

This session will address a seven-week learning lab program developed to supplement a three-credit academic content FYS. The adoption of a new Liberal Arts curriculum and re-imagination of the FYS required new strategies to address psychosocial skills for academic success. Assessment objectives were rooted in university wide learning outcomes and FYS objectives. The learning labs development process will be discussed, along with initial assessment data findings as they relate to student learning, academic success, and peer educator experiences. The session will include interactive discussion and opportunities to brainstorm and explore possibilities at participants' home institutions.

FD - 98 The F.I.R.E. Movement and Financial Literacy in the FYE

Virginia B

Rico Reed

University of South Carolina

This facilitated discussion will explore the Financial Independence Retire Early (F.I.R.E.) movement in relation to financial literacy resources and content in the FYE. Participants will discuss the implications for the F.I.R.E. movement in connecting with Generation Z first-year students' career and financial goals.

FD - 99 Tilting at Google: Infusing Information Literacy into the First-year Experience

Virginia C

Marcia Addison

Stark State College

Being information literate is a challenge for seasoned educators, much less the first-year college student. Students come to us with myriad misconceptions and a fundamental lack of awareness about information literacy, critical thinking, and research. These are necessary skills for success, but they are undeveloped. Join librarians and educators to

examine these misconceptions with examples of how the librarians at Stark State College have infused information literacy into the FYE. Pose questions, share strategies, and learn through open discussion of this timely issue.

CT - 100 Incorporating OER in a First-Year Seminar: Strategies and Implications

Delaware A

Forrest Lane

Kay Angrove

Heather Adair

Sam Houston State University

The cost of textbooks has risen by three-times the rate of inflation over a 30-year period. These costs disproportionately affect first-year and first-generation students. There is a need to explore strategies that reduce the costs of textbooks for students. This session will discuss how open educational resources (OER) can be used as a strategy for lowering textbook costs. It will also discuss lessons learned from a pilot initiative to incorporate OER into one institution's FYS.

CT - 101 University of Southern California's Student Affairs Approach to the First Six Weeks

Delaware B

Fabiola Avina

Jennifer Perdomo

Laura Merchant

University of Southern California

In this session, participants will understand how USC Student Affairs departments created the USC Welcome Experience, a centralized approach to the first six weeks. Creating a centralized, cohesive welcome experience and more effective campus partnerships leads to a better student experience during a student's first year. The first six weeks in the first year of an undergraduate program are the most vulnerable time for at-risk drinking and alcohol-related consequences. Low-commitment, high impact opportunities for engagement create instant opportunities for students to connect with campus and each other. Campus Activities and Residential Education staff will discuss their involvement and experiences.

CI - 102 Bridging to SOAR

Washington 1

Kweneshia Price

North Carolina Central University

The Aspiring Eagles Academy is an academically based enrichment program designed to promote the success of incoming first-year students who have been accepted to attend North Carolina Central University. The academy includes a five-week summer bridge program, a living-learning community, cultural enrichment, study and travel abroad, intrusive academic coaching, and focused academic support. This high impact program provides learners with the opportunity to live on campus and receive collegial experiences before starting their fall semester.

CI - 103 Two successful approaches to deploying chatbots that support students

Washington 2

Crystal Miller

Arizona State University

C. Lindsey Fifield

Georgia State University

Many higher education institutions today are deploying chatbots to assist students in a more efficient manner. All chatbots are not built the same, providing organizations with a wide range of ways to deploy and engage with students through artificial intelligence. Two public institutions,

Arizona State University and Georgia State University, implemented unique chatbot strategies during the 2018-19 academic year to impact student success and retention. This session will outline their experience implementing a chatbot, best practices for deploying a good bot, and how these programs affected the students' experience and success.

CT - 104 Sharing for Scholarships: New Challenges to Academic Integrity

Washington 3

Emily Shreve

University of Nevada-Las Vegas

New technologies and online resources have created new opportunities for students to engage in academic integrity violations—often without awareness or deliberate intent. How can FYS instructors help students navigate this treacherous new territory? This presentation will strive to make attendees aware of new student temptations, such as uploading course documents to resource-sharing websites in order to access study materials or receive potential scholarships. The session will also address, and invite discussion on, a range of methods to address these issues. Suggestions will include new syllabus policies, engaging class activities, online academic integrity modules, and financial literacy lessons.

CI - 105 SHIFTing the Conversation on Substance Use into First-Year Academic Settings

Washington 4

Jeffrey Mayo

Lori Holleran Steiker

Kate Lower

University of Texas-Austin

Substance misuse on college campuses has widely been accepted as an inevitable rite of passage. While prevention efforts have increased, the numbers of binge drinking and drug use has remained steady. SHIFT is a new initiative at UT Austin that aims to "shift" the culture from a default of misuse to one of holistic well-being. This session will cover SHIFT's first program on campus, and the integration of substance uses protective factors into first-year signature courses. Learn about SHIFT, our student and academic affairs collaboration, and the impact the program has had on faculty and students.

CT - 106 Teaching, Community, and Innovation: Engaging Faculty through Inquiry-Based Professional Development

Washington 5

David J Sabol - Past Excellence in Teaching

IUPUI

Julie Marie Frye

Indiana University, Bloomington

We want students to be engaged learners in our courses, right? Well, doesn't that mean we must first become engaged learners, ourselves? What better way to prepare than through inquiry-based professional development? Presenters will share how their series of professional development workshops for interdisciplinary faculty teaching a FYS inspired faculty to experiment with inquiry-based teaching (IBT) methods in their own classrooms. Participants will learn about IBT and then experience the power of IBT as engaged learners in this highly active session. Finally, time will be given to help participants customize an IBT activity for their own course.

SATURDAY, FEBRUARY 22

CT - 107 Leveraging Technologies to Enhance Success for Diverse Generation Z Populations

Washington 6

Stephanie Carter

Laurie Hazard

Bryant University

In higher education, there is potential for leveraging technology to enhance the work of student-success faculty and professionals while also engaging diverse populations of Gen Z students. In this session, presenters will discuss strategies for using technology to augment student success. Session participants will learn about the characteristics of Gen Z and how generational differences affect teaching and learning approaches; reflect on challenges of supporting students with limited resources; understand ways that technology can be leveraged to engage with first-year and at-risk students; and reflect on opportunities to adopt strategies for using technology to support diverse populations of students.

CR - 108 FYS Instructor of Record Professional Development and Pedagogy Training

Lincoln 2

Alexis Hauck

Michael Graham

Emili Pickenpaugh

Ivan Wayne

Angela Vaughan

University of Northern Colorado

This session will share findings of a phenomenological study exploring the lived experiences of graduate student instructors of record (IOR) to understand unique challenges, institutional support, and training received preparing individuals to teach undergraduate courses. Graduate students are an invaluable resource to universities where they have a high level of impact on undergraduate students through various roles including FYS. Although this research focused on graduate student IORs, it can be used to enhance FYS instructor training programs and uncover more effective avenues to support all IORs who may include graduate students, staff members, adjunct instructors and new faculty.

CR - 109 Navigating Extracurricular Engagement in the First-Year Transition

Lincoln 3

Blake Silver

George Mason University

Drawing from interviews with 80 first-year college students, this study offers an intersectional exploration of how diverse groups of students approach and experience extracurricular involvement. While prior research has uncovered important disparities in access to extracurricular outlets and perceptions of campus climate, we know less about how race, gender, and class come together to influence how first-year students navigate the extracurricular realm of college. Presented findings (a) challenge “one-size-fits-all” approaches to understanding extracurricular involvement, (b) complicate “more-is-more” models for assessing successful involvement, and (c) suggest alternatives to linear theories of how students develop feelings of belonging.

CI - 110 Creating Strong Collaboration Between Academic and Student Affairs in FYE

Lincoln 4

Nina Handler

Casey LaBarbera

Holy Names University

We are stronger together than we are apart. This session looks to construct ways in which Academic and Student Affairs work collaboratively to

implement an innovative FYE program that uses assessment and an integrated approach to better meet the needs, challenges, and retention of all incoming students. Presenters will share experiences using multiple data collection methods to construct a program that set standards on how assessment and campuswide partnerships drive university decision making. This session will also provide attendees with strategies to link both academic or student affairs learning outcomes to meet wholistic student and specific institutional needs.

V - 111 Creating Equity at Scale and Feeding the Talent Pipeline

Lincoln 5

LaShana Stokes

McGraw-Hill Education

This session will spotlight the work the learning science community is doing to extend the educational process beyond pure technical matter into practicing and enhancing vital abilities. This includes communication, collaboration, and critical thinking—the great enablers for effectively putting technical skills to use on the job.

CT - 112 Gaining Ground: Expanding Students’ Critical Thinking About the Common Reader

Lincoln 6

Meghan Biery

Lauren Wallis

University of Delaware

First-year students arrive on a campus that is the site of an established academic community, where faculty and returning students already know the rules for participating in academic conversations. At the University of Delaware, the FYS program and the Library and Museums partnered to create a program that asks students to take an active role as critical thinkers and creators of information. This session will address strategies to help students engage with the process of doing research and creating multimedia, while connecting to themes from the Common Reader and reflecting on their affective experiences with Libraries and Museums.

4:15 p.m. – 5:15 p.m.

FD - 113 Enhancing First-Year Student Success through Family Engagement

Marriott Balcony A

Lauren Garrett

Heather Deere

William & Mary

At William & Mary, the Offices of First Year Experience and Parent & Family Programs have collaborated to welcome our newest students and families to the university community. Over time, we have developed a series of early and on-going student and family activities to maximize enthusiasm and calm anxieties. Join us for an open conversation on how family engagement can benefit first-year student success.

FD - 114 Demonstrating the Library’s Value in the First Year Experience

Marriott Balcony B

Michelle Green

Mollie Hand

University of Wyoming

Is your library currently involved in your institution’s FYE? Join a faculty librarian and an FYE professional for a facilitated dialogue on library partnerships in the FYE. Whether you want to discuss what your institution or library is doing or seek out other ideas, come for lively discussion, engaging activities, and new insights.



CI - 115 Setting the Cornerstone for Success: Advisors as Instructors

Madison A/B

Tim Maricle

Maisy Adams

Florida SouthWestern State College

As instructors in the classroom for the college's FYS, the Cornerstone Experience, academic advisors provided a longitudinal advising approach in the fall of 2018. Evidence supported the continuation of this approach and, therefore, a pilot was conducted in spring 2019. To increase retention and build relationships between students and their advisors, students were also assigned to their instructor's advising caseload. Statistics show that semester-to-semester retention increased, and the pilot has currently been expanded for fall 2019.

V - 116 Common Read+: Publishing a Personalized Reader with Intentional Learning Outcomes

Maryland A

Lisa Kerr

University of Alabama at Birmingham

Barbara Robinson

XanEdu

Writing a campus-specific, student-centered book to adopt as a common read may seem like a daunting task, but if we can do it so can you. Join us for this interactive session to experience how a personalized common read, that celebrates our institutional values, fosters belonging and critical thinking among first-year students. We will share our campus' journey as we developed and published: Perspectives and Reflections 1969-2019, a common read that highlights UAB's values, traditions, and community in a creative, meaningful, and easy-to-read format. This one initiative is creating community among students, alumni, faculty, and local partners.

V - 117 What's in Your Online Orientation Toolkit?

Maryland B

Dawn Sawyer

Comevo, Inc.

Every successful training plan comes with a well-built tool kit carefully crafted to provide just the right resources to educate your audience. What does your online orientation tool kit consist of? Do you have what it takes to give your students a well-rounded orientation experience and connect them to your institutional community? Join us as we look inside Comevo's Launch Online Orientation tool kit and how they can help support your orientation program.

V - 118 Career Clarity: Shining New Light on Student Success

Maryland C

Jennifer Blalock

Assessment Technologies Group

Sabrina Edwards

Florida State College-Jacksonville

First-time college students have taken a big step into the dark and murky waters of the unknown, particularly when they have not fully vetted and explored their career interests, their career aptitude, and their work values and characteristics. This session will create a roadmap that leverages the product Pelocity, campus student services, and academic integration to shine the light on student persistence and completion, with a bright career pathway before them.

CI - 119 Academic Scholars Program: Promoting academic tenacity in first year science.

Virginia A

Karen Smith

Ashley Welsh

University of British Columbia

A campuswide project, "Building Academic Tenacity," was implemented at the University of British Columbia (UBC) to foster social belonging, self-regulation, and growth mindset skills in undergraduate students. The Academic Scholars Program (ASP), a project in a large first-year cell biology course, engaged students with a wide range of curricular and extracurricular activities that were designed to enhance their academic, social engagement, and personal development skills. The project was evaluated using pre and post surveys, student reflections, and activity logs. Findings revealed ASP students performed better on exams, reported a higher sense of belonging, and improved self-regulation skills.

FD - 120 Dynamic Team Projects: Achieving Success with Effective Small Group Communication

Virginia B

Kimberly Kilpatrick

University of Texas-El Paso

Collaborative activities, assignments, and projects are fundamental in the college classroom. As instructors we must carefully assess the dynamics of effective small group communication prior to the assignment of team projects in our classes. This discussion will focus on the basics of effective small group communication and encourage participants to share best practices for integrating various group/team activities and projects. This conversation will allow for an overall evaluation of how to effectively incorporate small group communication in the college classroom in any capacity.

CT - 121 Culturally Relevant Pedagogy and Identity Development within the First-Year Experience

Washington 1

Annie Kelly

Elizabeth Reyniers

Loyola University Chicago

Morgan Ruebusch

University of South Carolina

Culturally relevant pedagogy impacts student academic achievement, cultural competence, and the ability to critique the existing social order (Ladson-Billings, 1995). When culturally relevant pedagogy that centers identity and lived experiences is enacted, students are more engaged and invested in their learning. This session will highlight how to develop and facilitate culturally relevant pedagogical practices and identity development within FYE student leadership trainings, instructor development, and first-year student classes and programs. Participants will take away tangible activities, discussions, and facilitation strategies they can use within their FYE.

SATURDAY, FEBRUARY 22

CI - 122 Investing in Strengths: UNL Clifton Strengths Institute's Peer Coaching Program

Washington 2

Tim Hodges

University of Nebraska-Lincoln

The Clifton Strengths Institute is leading innovative programming for first-year students in the University of Nebraska-Lincoln's College of Business. Each year more than 1000 first-year students participate in a one-credit course called Investing in Strengths. This course includes a weekly lecture, a weekly team meeting, and two one-on-one peer coaching sessions during the eight-week term. The course focuses on helping students transition successfully to college, speaking into their character through impactful feedback on their personality strengths, and encouraging them to participate in six key experiences linked to workplace engagement and thriving wellbeing later in life.

CI - 123 Peer Mentoring as a Strategic Retention Initiative

Washington 3

Jay Sorensen

Ali Threet

Dixie State University

Dixie State University increased the fall-to-spring retention of its first-year students by 12% in one year by implementing a comprehensive peer-mentoring program embedded into its primary FYE course. Student mentors took a hands-on approach to retention, beginning the mentoring process before school began and meeting outside of class hours during the fall to follow an intrusive model of peer mentoring and retention. In this session, we will cover what was done, how it was tracked, and how to implement something similar at your own institution.

CI - 124 Infusing Active Citizenship and Social Justice into the First-Year Experience

Washington 4

Michael Puma - Past Advocate

Lisa Oberbroeckling

Loyola University Maryland

FYE programs help college students transition to academic and social communities on campus through a variety of curricular and co-curricular activities. This session will highlight the ways which Loyola University Maryland integrates FYS, the common text program, and enrichment activities to promote deeper engagement with the community beyond the campus. Lesson plans created in collaboration with Baltimore Racial Justice Action help students apply what they are learning in the classroom to the historical, political, and economic realities of our local community. Participants will learn how to promote and assess community engagement and active citizenship efforts in their programs.

CT - 125 Engaging Honors Students in the First Year

Washington 5

Nicole Shopbell

Michael Stebleton

Kristin Farrell

University of Minnesota

The First Year Honors Cohort connects students to leading faculty in their discipline and a community of honors students. Students are exposed to research ideas earlier, preparing them to participate in undergraduate research, while the small classroom setting fosters important peer connections. This model was an important transition for the College of Education and Human Development at the University of Minnesota-Twin Cities. In this session we will share why this transition was important in supporting a critical framework, foundational for student engagement and

high-impact practices. The session will conclude with a working discussion on first year honors programming.

CT - 126 Using Multiple Measures to Assist with FYE Course Selection

Washington 6

Julie McLaughlin - 2020 Advocate

Cincinnati State Technical and Community College

In looking at our course completion data for some of our FYE course options, we saw some disturbing trends. This forced us to look at how we offer FYE and make some adjustments. We also realized students were not selecting the FYE course that was the best fit for them. Because of this, we created a multiple-measures document for our advisors to use with first semester students as they select their FYE class. We believe if students select the proper course, not only will FYE course completion rates increase, but retention of first semester students will also.

CR - 127 Equitable Engagement for Underrepresented Students: A Comprehensive College Transition Program

Lincoln 2

KC Culver

University of Southern California

Ronald Hallett

University of La Verne

This session explores engagement in a large, multi-campus, two-year comprehensive college transition program (CCTP) designed for low-income students from diverse backgrounds. In this mixed methods, longitudinal study, we examined engagement based on students' race and/or ethnicity, gender, first-generation status, and academic preparation for college, and we investigated how students' experiences might explain their engagement. Findings suggest a validating, asset-based approach and an intentional development of community are critical to promoting equity in a transition program.

CT - 128 A very UNCOMMON approach to a Common Read

Lincoln 4

Heather Hollimon

Kimberly Boyd

Juli Clay

Brenau University

Maintaining a meaningful and impactful common reader experience in the face of declining budgets, widening ability gaps, declining enrollment, and changing administrations can seem impossible. But with a creative approach and internal and external campus support, we will share in this session how the common reader program can survive and become a flagship element of the FYE program. Attendees will learn how we overhauled our common reader experience, hear student reaction to the changes, and leave with sample activities and rubrics that could be adapted to meet the needs of their program.

CI - 129 Creating a Commuter Engagement Experience

Lincoln 5

Kendra Wolgast

Curtis Hoover

Pennsylvania State University

With the commuter population continuing to rise, the PSMA campus implemented a Commuter Engagement Experience (CEE) to build community and increase commuter student engagement among FYE students. CEE provides a small cohort of commuter students the opportunity to fully immerse themselves in the campus community during Welcome Weekend by giving them the opportunity to stay on campus. Students move in on

Friday evening and move out on Monday morning, the first day of classes. During the highly successful welcome weekend, CEE students receive their required FYS credit integrated within the Welcome Week kick off activities.

CT - 130 Librarians as Critical Partners in First-Year Student Academic Success

Lincoln 6

Patrick Rudd

Teresa LePors

Shannon Tennant

Elon University

Elon University is highly ranked for FYE by U.S. News & World Report. The library is a critical partner in this endeavor through its engagement with residence life, academic advising, and the university's first-year foundation courses. This collaboration includes faculty librarians teaching and serving as academic advisors in the university's one-hour credit FYE seminar; teaching information literacy in the first-year foundation courses; serving as personal librarians to all first-year students; and serving on the Common Reading committee. This presentation offers lessons learned about communication, opportunities, and strategies to help faculty, staff, and librarians build successful partnerships.

4:15 p.m. – 5:30 p.m. Featured Session

FS - 132 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Virginia C

Tracy Skipper

John Gardner

Betsy Barefoot

National Resource Center for The First-Year Experience and 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.

4:15 p.m. – 5:30 p.m. Featured Session

FS - 131 Developing Interdepartmental Information Literacy Solutions: The First Year Experience in the Misinformation Era

Delaware A

Kate Otto

David Lemmons

Sherry Larson-Rhodes

Marquette University

Individuals with strong information literacy skills are able to recognize when information is needed, and have the ability to locate, evaluate, and effectively use that information. Today's ever-changing information landscape and abundance of misinformation increasingly demand students to employ these skills throughout their college career and beyond. Therefore, introducing and strengthening information literacy abilities in students' first year is critical for future academic and professional success. In this session, participants across higher education departments will engage with the theories and tools of information literacy, learn ways to engage students in learning these skills, and will leave with concrete next steps to integrate information literacy into the first-year experience at their institutions.

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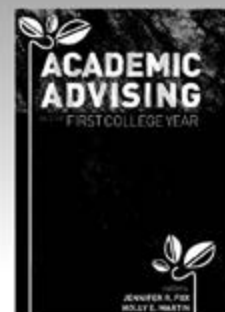
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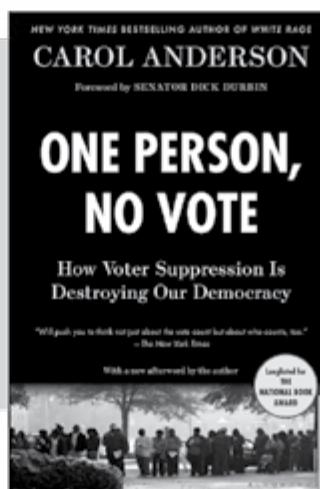


Saturday, February 22nd | 12:15–1:45 pm
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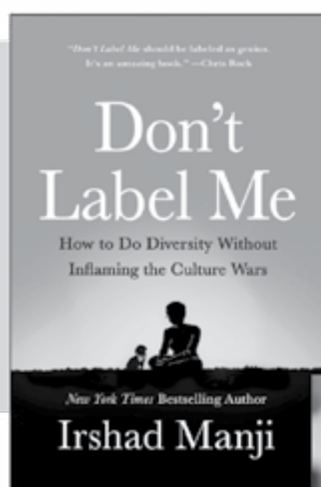
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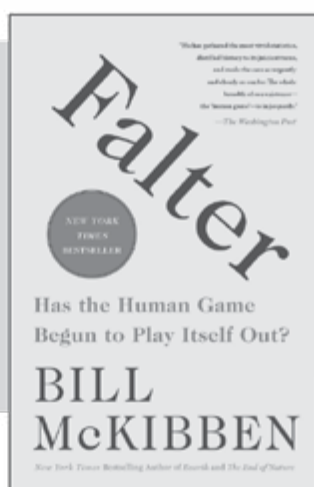
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Meet Dr. Brad Garner, Editor, Saturday, February 22, at 10:00 a.m. in Booth 10 - 11.



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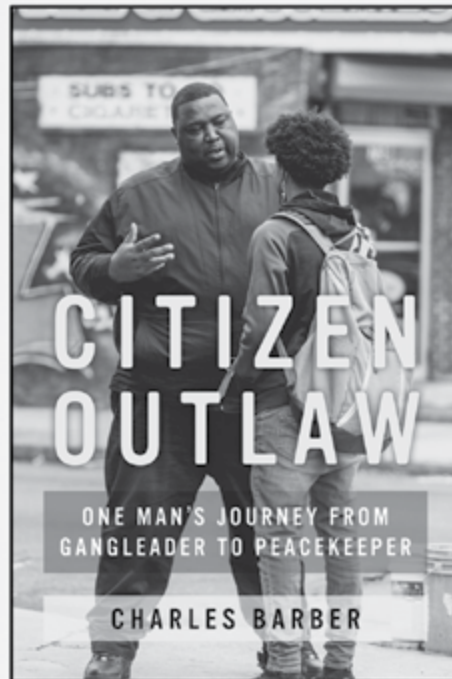
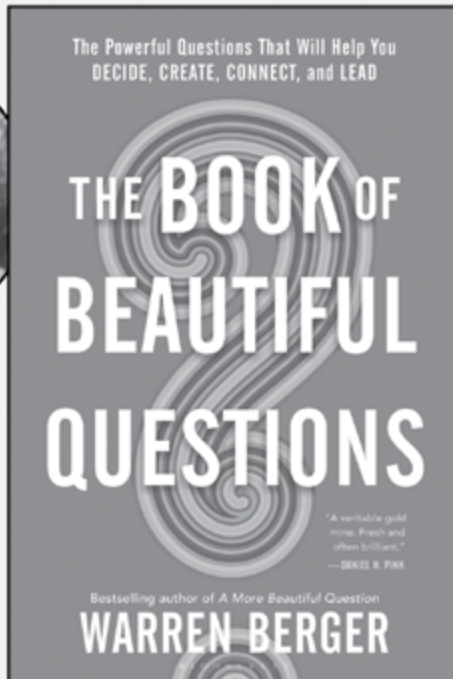
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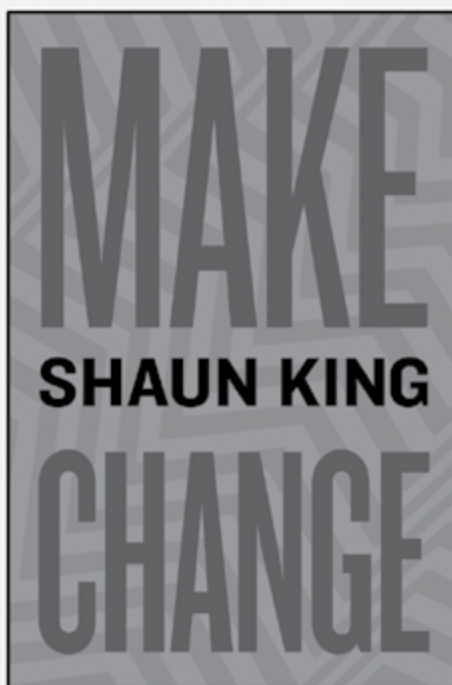
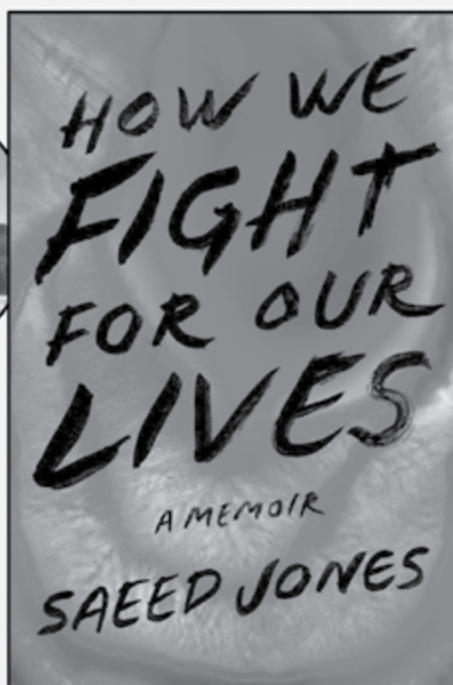
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Convention Registration Desk

Continental Breakfast

7:30 a.m. – 9:00 a.m.

Exhibit Hall A

8:00 a.m. – 9:00 a.m.

FD - 133 Forward Thinking Advising: Preparing Freshmen to be Sophomores

Marriott Balcony A

Sarah Jernigan

Brittany Fishburn

University of Cincinnati

Many of a university's efforts are geared toward supporting students through their first year of college. However, once students reach their sophomore year, they often feel a lack of support. This session explores how to prepare first-year students to become sophomores. Preparations include scheduling beyond the first year, working toward major progression, and planning for study abroad experiences and co-op/internship opportunities. Suggestions for how to support include: sending mass emails to sophomores with important reminders/considerations, providing workshops specified to the sophomore experience, and encouraging sophomores to meet with an advisor at least once during their second year.

FD - 134 Training the Trainer: Establishing Professional Development Programs for Instructors

Marriott Balcony B

Emma Decker

Patricia Moran Micks

University of Texas-Austin

How well are instructors prepared for their First-Year Learning Community (LC) responsibilities, and how much of the required skillset is assumed? While training peer mentors is often prioritized, professional development and training for our LC instructors and facilitators varies from institution to institution, when it exists at all. In this session, the FYE team from UT Austin will share takeaways from our recent implementation of an Instructor Professional Development program, and we'll explore challenges and best practices that session participants have experienced themselves, and strategies for scaling these programs for universities of different sizes.

CI - 135 The Other Side of the Summer Bridge

Madison A/B

Denisha Bland

University of North Carolina-Greensboro

"What happens now," is a question multiple students asked at the conclusion of the Spartan StartUp summer bridge program at UNC Greensboro. This program design did not include engagement or support for students beyond the five weeks, but participants built an affinity to the program that required continued engagement and support throughout the academic year. This presentation will walk through the process of a university's commitment to continue engagement and support for summer bridge students throughout their first academic year and most recently into their sophomore year.

V - 136 The Gen Ed ticket to Student Persistence and Success

Maryland A

Merry Olson

College of Southern Idaho

Nick Rabinovitch

Human eSources

The first year of college can be extremely challenging for students—new buildings, new rules, new people, and greater scholastic challenges. See what the College of Southern Idaho did to improve persistence with a required three-credit General Education class for all students.

V - 137 Assessing Orientation, Transition and Retention to Support Student Success

Maryland B

Joyce Holl

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

Heather Kovanic

University of Delaware

Presenters will help participants identify the issues they need to address in orientation, transition, and retention (OTR) programming while helping them create an action plan that addresses these issues on their campus. Specifically, we will discuss the development and delivery of programs and learning experiences during the student-transition process. The presentation will introduce best practices research and assessment findings to guide OTR practice.

V - 138 Decisions For Success: Cognitive Skills for First Year Students

Maryland C

Gail Huber

Elizabeth Arrison

Vita Education Services

Success in college comes from the daily choices a student makes: showing up for class, studying for an exam, using drugs, etc. The stakes are too high to leave decision making to trial and error. Teaching students a process for making sound decisions increases self-efficacy and promotes healthy choices. Decisions for Success (DFS) is a cognitive skills program that uses the real-life situations of students to develop problem-solving and critical-thinking skills. DFS has been a component of a first-year course at Montgomery County Community College in Pennsylvania.

CI - 139 Just Like the Movie: Exploring the First-Year Student's Journey

Virginia A

Corinne Corte

Amanda Voigt

Arizona State University

First-year students are more than new college students: They are the hero of their own story, just like Harry Potter, Katniss Everdeen, and Marlin from Finding Nemo. It can be challenging for students to see themselves that way—as the main character of their collegiate experience. By framing an FYE course through Joseph Campbell's Hero's Journey, students are encouraged to focus on using self-awareness to cope with challenges and temptations to navigate college (and life) successfully. This session will walk through how to frame your course to help students take their success in their own hands.

FD - 140 Making Quantitative Reasoning Courses a Better First Year Experience

Virginia B

Chiwang Chan

National University of Singapore

Quantitative Literacy (QL) has become a cornerstone in the 21st century university general education. Various effective strategies have been adopted to relief students' math-phobia. Despite the so-called success of equipping students with necessary Quantitative Reasoning (QR) skills, QR courses were showing weaker resonance and connections with other first year learning experience. The facilitated discussion aims to provide a chance to share experience on the practice of QR courses, as well as the idea on how to bridge QR courses with other 1st year seminars, and to identify strategies to generate synergy between QR and other 1st year courses.

FD - 141 Creating Focused, Integrated, and Inclusive Transition Efforts: A Guided Dialog

Virginia C

Dallin Young

Catherine Hartman

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

As campus professionals work to provide support and create meaningful experiences for students during their first and sophomore years, there is a need to create a seamless approach to transition initiatives that focus on the first two years of college. This facilitated dialogue session will use evidence gathered from the National Survey of Sophomore-Year Initiatives, conducted by the National Resource Center for The First-Year Experience and Students in Transition, to discuss whether and how educators are creating integrated practices to support students during this critical period.

CI - 142 Expanding Research-Based Training for Peer Mentors

Washington 1

Amy Rogers

Becky Crawford

Brigham Young University

Peer mentors can have a powerful impact on first-year students when evidence-based training is implemented. One university expanded their peer mentor training program to educate mentors on how to better help first-year students thrive. Peer mentors were trained on the topics of transition, belonging, purpose, and mindset. The training incorporated digital dialog and reflection assignments, which showed an increase in peer mentor confidence and understanding and built a sense of community. Attendees to this session will be presented with our research-based training model and be able to create similar trainings to improve peer mentoring wherever they practice.

V - 143 The First Year Matters: But What Matters Most?

Washington 3

John N. Gardner

Betsy O. Barefoot

John N. Gardner Institute for Excellence in Undergraduate Education

The presenters are co-founders of the non-profit Gardner Institute, which has enabled them to extend their initial work at the University of South Carolina. They will share lessons learned and important steps campuses can take to increase student success. Drawing from their work with many institutions, they will focus on the use of strategic assessment to enhance first-year retention rates, increase transfer-student success, and address the challenges of redesigning gateway ("killer") courses to



reduce the number of DFWI grades. They will also discuss the importance of implementing plans for improvement "to a high degree." This session will be interactive to address participant questions.

CI - 144 "Transforming Student lives Through Collaborative, Holistic First Year Advising"

Washington 2

Sean James

Mayra Soriano

Maria Grandone

California State University-Dominguez Hills

Thousands of first-year students arrive on college campuses, unaware of the details of their upcoming academic journey. For low-income, first-generation students, these factors can be detrimental to their survival in higher education. This session will intentionally integrate high impact advising programs at CSUDH, partnerships with academic affairs and student affairs, and discuss strategies to promote student retention, persistence, and academic accountability through academic advising and intentional peer engagement. Through this partnership, CSUDH has increased its retention rates from 68% to 75%. The Dominguez Hills FYE works to establish an intentional, inclusive foundation for a successful educational and social transition.

CT - 145 Low-Income/High-Promise: A Student Panel on Overcoming the Challenges of Poverty

Washington 4

Chris Lakes

Veronica Mauratic

Berenice Davilla

Jailen Young

Joey Girouard

Berea College

This session explores the often hidden struggles low-income students face on college campuses. In this panel presentation, four students from Berea College—an institution exclusively focused on recruiting and graduating students from low-income backgrounds—will discuss the challenges they have faced and obstacles they have overcome on the path toward being successful in college. Participants will be presented with data and information related to the unique needs of low-income students, stories of struggle and triumph, and strategies that colleges and universities can employ to help these students persist toward a potentially life-changing degree.

CT - 146 Exploratory Students Finding Purpose in College Transition using Clifton Strengths Assessment

Washington 5

Bonnie Shinn

Melissa Granum

South Dakota State University

Higher education students who identify as being in an exploratory studies program historically are found to have lower retention rates when not holistically supported throughout their education. When educators provide a sense of meaning, purpose, and holistic student development (Braskamp, Trautvetter, Ward, 2008), exploring students have higher retention rates, a greater sense of career-goal meaning, and overall satisfaction in their higher education transition. Creating a foundation of personal identity through using the CliftonStrengths assessment will assist students with their purpose. If interested, the CliftonStrengths assessment can be taken at: StrengthsQuest.com to receive the Top 5 for an educator's price.

CT - 147 Beyond Traditional Career Activities in FYS: Engaging Students in Networking

Washington 6

Sabrina Mathues

Brookdale Community College

Christine Harrington - Past Excellence in Teaching

New Jersey City University

Almost every FYS includes traditional career activities like self-assessment and finding career information. Although these activities are an important part of the career decision-making process, focusing on networking skills in the FYS will also set students up for success. During this highly interactive session, we'll discuss the importance of students developing networking skills early in their college career and we'll engage in several activities that can be used with students to help them develop and expand their network. You'll walk away inspired to take a more action-oriented approach to career exploration.

CR - 148 Priming the Pump: Residential Learning Community Effects on Engagement

Lincoln 2

Kelly Finley

Amy Wolaver

Bucknell University

Using data from the National Survey of Student Engagement and the Beginning College Survey of Student Engagement, we examine the impact of a first year residential learning community (RLC) at a small, private liberal arts college. We find strong positive benefits of the RLC that are robust to controlling for the underlying student inputs. The measures of engagement are participation in the NSSE, engagement with diverse others, and expected and actual participation in high impact practices.

CR - 149 Improving Four-Year Graduation Trajectory at an HBCU

Lincoln 3

Tiffany Bellafant Steward

Tennessee State University

The Complete College Act of 2010 shifted higher education in the state of Tennessee to focus on completion versus enrollment. The outcomes-based formula funding budget model prioritized the attainment of achieving credit hour benchmarks. Tennessee State University implemented the Take 15 Initiative in fall 2013 to affect student progression on its campus, specifically four-year graduation rates. The initiative requires all first-year students to enroll in 15 or more credit hours in their first year. This study will examine the effect first-time students enrolling in 15 or credit hours in their first semester has on academic performance and progression toward graduation.

CI - 150 Intensive Intervention for First-Year Retention: A Collaborative Institutional Approach

Lincoln 4

Lindsey Hallman

Krista Hanypsiak Krause

University At Buffalo

This session will describe an intensive, collaborative approach for increasing first-year retention at scale at a large research institution. The required FYS at the University at Buffalo provides a window into first-year, first-semester student performance and allows a mechanism for early intervention. Faculty flag students "at risk of failing" through our early alert system. A student-success group, comprised of professionals from across campus, provide layered interventions to support students and ultimately help them succeed. These layered interventions will be described, and assessment results from the initial pilot of the initiative will be shared.

CT - 151 The 5 C's of Structuring Student Success

Lincoln 5

Catherine Thomas

Karen Jackson

Georgia Gwinnett College

One challenge facing student success professionals is how best to leverage limited resources (financial, human, etc.) in order to create maximum impact on campus. As Jennifer Keup has shown (2019), high impact interventions—particularly those targeting first-year students—often exist in silos instead of closely integrated networks and hinder optimal support of students. This presentation explores one possible solution, the "5 C's" model for structuring student success: Circulation, Communication, Creation, Collaboration, and Coordination. Through building partnerships and pathways between offices and high impact practices, students are provided a more systemic, coherent web of support.

CT - 152 Is that Appropriate? Writing in the First Year

Lincoln 6

Brent Johnson

Pacific University

Writing is an enduring process that begins in the first year and is developed across a student's college career. Pacific University has recently redesigned how writing is distributed across its curriculum, implementing a deliberate sequence that begins with our FYS, continues with a WID design and, come senior year, ends with a capstone project. As a result, this scaffolded perspective on writing has created a clearer, more manageable approach to composition in FYS. This session is for those seeking to implement writing that is developmentally appropriate for first-year students within the goals of its broader institution.

V - 153 The Community We Mean to Be

Delaware A

Dolly Chugh

New York University-Stern School

Diane Burrowes

HarperCollins Publishers

NYU social psychologist and TED Speaker, Dr. Dolly Chugh, brings her acclaimed research to life through her award-winning teaching style. Weaving together stories and science, Dr. Chugh illuminates the "psychology of good people." Her emphasis will be on unconscious and systemic bias, key topics covered in *The Person You Mean to Be: How Good People Fight Bias*. In this thought-provoking session, Dr. Chugh offers a sometimes-surprising path towards building a more inclusive community. This interactive session will be a mix of fun activities, videos, and mini lectures with clear takeaways. Attendees will receive a complimentary copy of Dr. Chugh's book.

9:15 a.m. – 10:15 a.m.

FD - 154 Designing Effective Faculty-Staff Partnership Models
Marriott Balcony A

Nicole Frerichs
Deepak Keshwani
University of Nebraska-Lincoln

What does it take to build and sustain partnerships between faculty and staff to help first-year students transition to college? Successful partnership models start from shared commitments, work within institutional constraints, leverage institutional strengths, and align with expectations for success of the individuals involved. Participants in this interactive session will use a brainstorming framework based on principles of backwards curriculum design and engineering design methodology to conceptualize new partnership models specific to their institutions.

FD - 155 Academic Advising for Prescriptive Programs of Study
Marriott Balcony B

Nick Russo
Seton Hall University

Academic advisors are tasked with helping shape the programs of study for students to best fit their interests. But how do advisors advise students when their curricula are already established (i.e. nursing, engineering, other STEM fields)? In this session, participants will share tips and tricks on how to approach advising within these programs and discuss the appreciative advising approach as a highly effective strategy for working with students in these fields.

CI - 156 Peer 2 Peer Mentoring Program & Student Completion Success
Madison A/B

Loreen Smith
Karen Spratt
Isothermal Community College

Learn how Isothermal Community College's Peer 2 Peer Mentoring Program (P2P) helps remove student barriers for academic completion and personal confidence to ensure students are job and transfer ready. P2P mentors are student leaders who mentor first-year students within their ACA courses, addressing five areas of academic success within their ACA classes with a specific focus on using the Master Academic Plan (MAP)—part of our QEP Start Strong, Finish Stronger initiative. This session is a hands-on guide to the program and how it can help students in your school achieve higher completion rates.

V - 157 Fragile Students: Increase Grit and Build Resilience Without Breaking Them
Maryland A

Harlan Cohen
Indiana University

According to the most recent data (ACHA-NCHA), 55.9% of college students reported feeling hopeless within the last 12 months. High school gets students into college, but most of them aren't prepared for what's next. College is a dramatic transition. Successfully navigating these changes takes life skills most students lack. As a result, millions of first-year students struggle, transfer, or drop out. New York Times best-selling author, Harlan Cohen, shares a framework that you can use to help your students successfully navigate all the changes ahead. This interactive and lively session addresses grit, resilience, student engagement, persistence, and retention.

V - 158 Major Purpose: High Impact Practices in Guiding Students Informed Choices
Maryland B

Guy Townsend
Amanda Jones
MyMajors

Hear best-practices of partnering two-year and four-year institutions about how to identify students early, gauge levels of confidence, and build commitment in students' academic purpose. Additionally, MyMajors will share examples of partner outcomes in intentional proactive advising, FYE, and first-year student engagement and how these practices positively impact various factors of retention and completion rates.

V - 159 The Importance of Recognizing Academic Achievement in First-Year Students
Maryland C

Eileen Merberg
Alpha Lambda Delta

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

FD - 160 Using Pattern Teaching for First-Year Seminar Meta-Lesson Planning
Virginia B

Rebecca Campbell
Northem Arizona University

Pattern teaching, using a consistent instructional model for each course session and section, has promise for FYS instructional design. The pattern, segments, and sequence designed locally, can address the unique context of the course, students, learning outcomes and campus. The pattern creates a modular approach to instructional design that facilitates assessment, planning, and flexibility. This facilitated dialogue will convey the merits of pattern teaching, implementation issues, resources and stakeholders, and academic freedom versus pattern rigidity. Teaching patterns and pedagogical strategies best suited for FYS will be brainstormed.

FD - 161 Extended Orientation at a Small, Private, Liberal Arts Institution
Virginia C

Paul Hanstedt
Jason Rodocker
Washington and Lee University

Join us for a discussion of the following questions concerning FYE at small, private, liberal arts institutions: What should we teach?, How should we teach it?, How should we measure success?

CT - 162 Facilitating Difficult Conversations Using Postvention Concepts and Helping Skills
Delaware A

Brandon Dunford
Taylor Dilley
Ohio University

Many first-year students start higher education with a sense of invincibility and freedom. However, we know that campuses are not immune to the struggles of life, including student death by suicide, sexual assault and misconduct, and other crime. Using postvention concepts and helping

skills, this session will explore how to approach difficult conversations surrounding events on and around campus in FYS.

CT - 163 Different by Design: Taking a Metacognitive Approach to Active Learning

Delaware B

Stephanie Foote - Past Excellence in Teaching

John N. Gardner Institute for Excellence in Undergraduate Education

Although existing research documents the effect of active learning (Ambrose et al., 2010; Bonwell and Eison, 1991), the focus is often on collecting and implementing techniques. While it is tempting to “plug and play,” to be effective, active learning needs to be examined in the larger context of student learning (Weimer, 2018). Taking a metacognitive approach to active learning can help faculty prepare students to make the most of active learning experiences while helping them become self-directed learners (Pelley, 2014). This session will focus on strategies and approaches faculty can take to use metacognition to design and implement active learning.

CI - 164 Campus Collaborations: First-Year Proactive and Reactive Programs

Washington 1

Lesly Mejia

Janelle Fayette

Jeannie Steigler

Bruce Piper

Rensselaer Polytechnic Institute

This session will discuss successful campus collaborations between Student Life, the Academic Advisement Center and faculty. With support from institutional research, Rensselaer has built a model that identifies at-risk students and is geared at providing first-year support. Rensselaer’s collaborative approach proactively and reactively supports academic and social transitions. With a grant awarded through the Howard Hughes Medical Institute, Rensselaer implemented a large-scale mentoring program that addresses common first-year challenges. Attend this session to find out how you may forge stronger partnerships on campus to meet the challenges of the FYE.

CT - 165 Practical Classroom Applications and Engagement for Common Reading

Washington 2

Erika Nielson

Texas State University

An institution’s common reading choice can create challenges when developing meaningful lesson plans, discussions, and engagement. In this session, participants will explore ways to create and implement successful common reading activities, such as faculty guides, book clubs, and professional development for faculty who teach first-year students. The facilitator will share tips and strategies for engaging faculty, staff, students, and community in common reading selections.

CT - 166 Using Challenge to Promote Engagement: Strategies for Any Classroom

Washington 3

Alexis Hauck

Jordan Martell

Michael Graham

Angela Vaughan

University of Northern Colorado

This session will introduce three challenging student-centered classroom activities that have led to increased engagement, critical thinking, and motivation. Although specific examples will be shared, including relevant

demonstrations, the presenter will also discuss how each of these can be adapted to any topic or discipline. The three examples include collaborative learning, inductive and deductive thinking, and visual imagery and complex structures. Participants will leave the session with materials they can adapt to their specific needs.

CI - 167 Effectively Developing and Supporting First-Year Seminar Instructors

Washington 4

Dan Friedman

Katie Hopkins

University of South Carolina

An FYS is only as good as the person teaching it. One of the hallmarks of an effective FYS is an intentional and sustained focus on faculty development. Using the University 101 Program at the University of South Carolina as a model, this session will explore best practices for designing and implementing a faculty development program to support high quality instruction. Specific examples of faculty development initiatives will be shared and sample agendas and materials. This session will also discuss how to use assessment data to drive the content addressed in faculty-development initiatives.

CT - 168 Building Community as a First-Year Retention Strategy

Washington 5

Lisa Ruch

Emily Clossin

Shane Collins

Kara Woodlee

Indiana University-Purdue University Indianapolis

Fostering a sense of belonging is a key component of student retention; creating community and building relationships with faculty, staff, and peers is critical during the first year. Therefore, the IUPUI Honors College focuses on establishing early connections through advising, programming, and academic opportunities. Using a three-pronged approach, the staff facilitates a variety of opportunities for new students to connect. This session focuses on the significant link between retention and belongingness and will present strategies to build strong communities in the first year. Participants will brainstorm ways to build community on their own campuses to improve retention.

CT - 169 Craftivism: Finding Your Activist Voice through Making

Washington 6

Deborah Rotella

Mansfield University

The FYS, Craftivism=Craft + Activism, provides a framework for students developing their activist voice. Students identify and study a social justice issue of their choosing while learning and producing a DIY craft. The craft conveys, promotes, and links the students’ intention and message. These emerging scholars and activists apply Critical Friends’ practices and Tal Fitzpatrick’s methodology for DIY citizenship. The power of making, community, and environmentalism are central themes woven into the fabric of this course. The culminating assignment, will be the installation, participation exhibition of the DIY projects.

SUNDAY, FEBRUARY 23

CR - 170 Assessing Well-Being and Curating Intervention Strategies in Academia

Lincoln 2

Justin Smith

Georgetown University

Georgetown University's McDonough School of Business conducted a survey with our undergraduate students about their stress, anxiety, belonging, engagement, happiness, flourishing, and sleep through a carefully crafted survey of existing and new measures. The data were analyzed and cross-correlated to other questions, different demographic groups and GPA before being shared with small groups of students to get their feedback and brainstorm intervention strategies. Please join us as we review the original impetus for the survey, discuss our strategy, overview of our findings and students impressions, and discuss the newly named McDonough Initiative on Student Formation & Well-Being.

CR - 171 Building Connections to Increase Engagement: Investigating Nontraditional First-Year Students' Curiosity

Lincoln 3

Michelle Keba

Palm Beach Atlantic University

This session will highlight the results of a mixed methods study that investigated first-year, nontraditional undergraduate students' perceptions of their curiosity during the information search process. Building upon prior research by Bowler (2010) and Rempel and Deitering (2017), the study triangulated data from validated survey instruments, qualitative interviews, and annotated bibliographies rated on the Information Literacy VALUE rubric. The results of this study provide a detailed picture of how curiosity can be fostered in order to build connections and engage nontraditional undergraduate students in the research process during their first year of study.

CT - 172 Increasing Student Success: Financial Aid & Academic Student Training (F.A.A.S.T.)

Lincoln 4

Seranda Bray

Salvador Navarro

Cynthia Mosqueda

El Camino College

In the summer of 2015, FYE at El Camino College developed a financial literacy workshop (Financial Aid & Academic Student Training or F.A.A.S.T.) The workshop is targeted at increasing students' knowledge about financial aid policies and decreasing the number of students who end up on SAP. Additionally, the workshops cover tips for students as they transition from high school to college. Over the course of five years, the program has grown from serving approximately 200 students to more than 700 students. Learn how to develop and assess a financial literacy program tailored to your unique student population.

CT - 173 More Common than Common: Students as Content Creators in FYE

Lincoln 5

Amanda Slone

Eric Werth

Katherine Williams

J.R. Briscoe

Mathys Meyer

University of Pikeville

Student-resource drain is a well-recognized problem when looked at through the lens of Open Educational Practices. With this in mind, the University of Pikeville chose to move from a common reader to a resource

created and curated by students. Projects range from essays to short films and address a variety of issues first-year students face. The resulting publicly available project will allow for the continuous personalization of the FYE curriculum, while forming a solid foundation for future classes. This presentation will share the initial results of our ongoing research on Open Pedagogy.

CT - 174 Forging the Great Divide: Creating Synergetic Pathways for Student Success

Lincoln 6

Eric Dusseault

Jamie Glanton Costello

Elizabeth Smith-Freedman

Laura Flynn

Massachusetts College of Art & Design

Partnerships between Academic Affairs and Student Affairs have the benefit of reaching first-year students in all aspects of their college experience. At MassArt, staff from the Academic Resource Center (ARC), Student Affairs, and first-year faculty have collaborated on developing more robust systems to support students during the first year. These collaborations include faculty partnering with Student Affairs on an Assessment and Care (ARC) Team, the ARC team developing supplemental support programs with faculty, a six-week extended orientation program, and residence life programs that have an academic support component.

MORNING BREAK | 10:15 AM — 10:30 AM

Exhibit Hall A

Plenary Address

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

Excellence in Teaching First-Year Seminars Award



Hayley Kazen
Assistant Professional
Texas A&M International University

Jordan Smith Undergraduate Student Fellowships

Carlos Chavez
University of Texas at El Paso

Jordan Emely
Penn State

Mariapaz Gomez
Queens University at Charlotte

Shelby Herring
Washburn University

Lea Woodley
San Jose State University



Nirmal Trivedi - Excellence in Teaching
Recipient, '19
Director of First-Year Seminars and Assistant
Professor of English
Kennesaw State University

Storytelling as the Catalyst for Change

Stories permeate everything we do as educators, researchers, professionals. We tell stories to each other to rally support for a common cause, sometimes to create divisions, and often to create a sense of belonging where it may not have existed before. How might we cultivate the nascent power of stories to identify and solve some of the most pressing concerns in higher education? Can a collective narrative about the first-year in college become the scaffolding around which we can build better experiences for all of our students? Education's future may well depend on how well we learn to listen for the stories we tell each other.

1:30 p.m. – 2:30 p.m.

FD - 175 Dialogical Encounter: Curating High-Impact Teaching Strategies of First-Year Seminars

Marriott Balcony A

Stella Erbes
Pepperdine University

The objective of this dialogical encounter is to curate a list of high-impact teaching strategies with FYE instructors so that student learning can be optimized. This is an active learning session where participants will be engaged in expressing ideas through words and art on poster-size papers, sharing aloud, and exchanging ideas. Ultimately, the goal is for instructors to leave with a list of implicit and explicit pedagogical strategies that can be adopted in their seminars right away or over time.

FD - 176 An Adventure in Believing: Piloting Persistence to Graduation Through FYE

Marriott Balcony B

Tyler Sanders
Pam DeCius
Saint Leo University

We invite attendees to share their expertise crafting courses that effectively meet students where they are: physically, emotionally, and educationally. We serve students on our main campus, at military centers throughout the U.S., and online. We wish to explore best practices for creating a program that incorporates a common read that is adaptable enough to meet all levels of student need from the first year to graduation. Our current core reader pilot course is built around NPR's This I Believe.

CT - 177 Motivational Interviewing and Peer-Mentors: A Hybrid Approach to Mentor Training

Madison A/B

Phillip Chandler
Jane Carlile
Dan Chandler
Brigham Young University

Is there a step-by-step approach for successful peer-mentoring? Can training develop competence, confidence and skills for impactful student relationships? These are the questions one university sought to answer when challenged with training mentors from diverse backgrounds and with varying levels of natural abilities. In this interactive session you will be introduced to five key elements (grounded in research) for effective mentoring and shown how these skills can be taught and reinforced. Though peer-mentors were the original target population, these skills can be used by anyone hoping to develop more effective communication skills and more meaningful relationships.

V - 178 Make the Most of Every Second—Orientation to Graduation

Maryland A

Austin Helms
Oh My Publishing

Austin Helms, the author of *Oh My Publishing* (2017), and the coauthor of *Oh My Publishing* will be speaking on what it is like to be a first-year student of the college journey. Helms, a small-town kid, wrote the first edition during his time in college (2017) to help better prepare students for what college is all about. The book examines the ins and outs of college from partying to studying abroad. As a self-published author, Helms and Putnam have sold more than 3,000 books.



V - 179 Is this Working? Evaluating the Effectiveness of Your Retention Initiatives

Maryland B

Emily Siegel

Campus Labs

Peer mentoring and learning communities. FYE programs and extended orientation. Early alerts and targeted advising. The list could go on. The question is rarely whether you're doing enough—rather, it's whether you're doing enough of the right things, at the right time, for the right students. In this session, we'll discuss best practices around retention intervention assessment, including methods for creating a robust dataset using predictive analytics, student inventories, engagement levels, and academic progression. Attendees will be provided exercises and resources to guide on-campus efforts and hear tangible examples of how campuses are benefiting from these practices.

V - 180 University Matters for Your Success: A New FYE Text

Maryland C

Peter Pruim

Margaret Ball

Andrea McClanahan

East Stroudsburg University

This new textbook, *University Matters For Your Success*, provides evidence based best practices for overcoming procrastination, mastering time management, creating moments of opportunity, and conquering anxiety. Readings focus on forging connections and creating a sense of belonging at university. Students thoughtfully consider why they are attending university, how to cultivate life-long learning skills, and how to effectively choose a major and plan a career. Articles on developing media literacy, the importance of diversity, the service-learning experience and conducting research equip students with invaluable perspective and skills.

CT - 181 Re-framing Student Engagement: The Role of Mentoring and Mattering

Virginia A

Anne Aichele

Marymount University

The relationship between student engagement, retention, and completion continues to play a significant role on college campuses. How do we integrate students into the campus community and keep them actively involved, both in and out of the classroom? In this session, learn about how a small-liberal arts university in Virginia moved past campus events and programming to a model based in mattering, belonging, connection building, and mentoring. The presentation will focus on foundational literature; a description of the model and implementation, including lessons learned; and an opportunity for participants to discuss modification and application at their own institutions.

FD - 182 Connections Beyond Campus: High School Outreach Programming at Academic Libraries

Virginia B

Heather Buchansky

Tracy Zahradnik

University of Toronto

One academic challenge many students encounter in their first year of college is the difference in research skills required to complete assignments compared to those in high school. Some post-secondary librarians are addressing this issue by partnering with local high school librarians and teachers to help bridge the information literacy gap and better prepare high school seniors for college research. This session will examine high school and college library collaborations. Participants will

discuss the benefits and challenges of such programming and what can be done to help other librarians and stakeholders interested in setting up similar outreach initiatives.

FD - 183 Moving Beyond the First Year - A Student's Life Cycle

Virginia C

Kathryn Warren

Heather DiFino

The College at Brockport

The student life-cycle model emphasizes the importance of providing cohesive support across a student's college experience. Many universities successfully support and engage students during their first year of study, but there is a notable drop-off as they transition into their second year. This facilitated dialogue will focus on collaborative strategies to support, engage, and retain students from year one to year two. The discussion will address academic and social integration strategies that transcend the first year. Topics covered will include assessment of student needs, challenges to programming, and best practices.

CT - 184 Creating a Career Module for the FYE Classroom

Delaware A

Jaclyn Darrouzet-Nardi

Karina Calderon

Joanne Kropp

University of Texas-El Paso

UTEP is a four-year, Tier 1, Hispanic-Serving Institution recognized as one of the top colleges and universities for upward social mobility (Brookings Institute, 2017; MarketWatch, 2019). UTEP is committed to moving students from families in the lowest 20% of earners (<\$25,000 annually) into careers in the top 20% (\$110,000+ annually). With this goal in mind, FYE faculty and career counselors at UTEP collaborated to create a classroom career module designed to help first-year students overcome career anxieties and build confidence as future professionals. This module may be adapted for use at other institutions.

CT - 185 Designing and Delivering a Holistic First-Year Experience Course

Delaware B

Joe Cuseo - Past Advocate

Marymount California University

Research repeatedly points to the conclusion that persistence to college completion is influenced by factors that are not strictly cognitive or academic in nature. Thus, student-success initiatives should support students in a holistic (whole-person) fashion, addressing both academic and personal challenges. Despite the strong empirical case for holistic student support and the growing number of first-generation college students who especially need it, national surveys reveal that more narrowly focused "academic" FYS are replacing the traditional, holistic "extended-orientation" (University 101) course. This session provides research-based strategies for designing and delivering a holistic FYE course that is both student-centered and academically rigorous.

CT - 186 Five Coaching Habits Every FYE Instructor Should Adopt

Washington 1

Sister Anna Wray

Catholic University of America

FYE instructors are faced with a widening gap between the skills students are expected to have at the outset of a course and the skills they possess. It is tempting for instructors either to ignore the skill gap altogether or to attempt to fill the gap by doing for the students what they cannot do for themselves. A more difficult, but effective, response to the skill gap is for instructors to think of themselves as coaches. This presentation identifies



and illustrates five coaching habits that correlate with significantly increased student engagement, effort, and achievement.

CT - 187 Supporting Students of Color in Peer Mentor/Leader Roles at PWIs

Washington 2

Deanne Perry
Jacob Jenkins

Siena Heights University

This study discusses issues facing students of color (SOC) who serve as peer mentors/leaders on predominantly white institution campuses. Diversity within leadership roles has increased, but steps are not taken to ensure SOC are fully supported by staff. SOC enter these roles with the expectation that they understand the cultural and social norms affiliated with them. This assumption creates conflict between SOC and their direct supervisors and SOC and their non-SOC counterparts, leading to division within the team. This presentation will attempt to identify roadblocks SOC peer mentors/leaders face and recommend solutions to said roadblocks.

CT - 188 Infusing Career Readiness into a Liberal Arts First-Year Experience

Washington 3

Jennifer Endres
Pang Yang
Amy Palmer

University of Minnesota-Twin Cities

While highlighting career preparation for liberal arts students is not new or unique, putting a large and intentional focus on career readiness in an FYE course is a novel approach that has wide-reaching benefits. Join us to learn about the multitude of ways we infuse career into our program, from curriculum to events to training of mentors. We will discuss how we frame career readiness with a liberal art focus and research demonstrating measurable gains in student's perception of the value of their education and their ability to articulate significant advantages to future employers.

CT - 189 Let's Get Digital: Leveraging Technology for Student Engagement and Learning

Washington 4

Brad Garner

Indiana Wesleyan University

We are living in an age where digital technology is ubiquitous. For students, this rapidly changing digital landscape will be a way of life through their school careers and into the workplace. Being digitally savvy and maintaining an openness to lifelong learning will increasingly be a prerequisite for success. This workshop session will focus on the ways in which digital learning experiences can be matched with academic content, so students become active and engaged digital citizens. Participants will also be provided with a digital document containing step-by-step directions for all the presented strategies and techniques.

CT - 190 Career Decision-Making: Why the First-Year Seminar Matters

Washington 5

Theresa Orosz

Middlesex County College

Christine Harrington - Past Excellence in Teaching
New Jersey City University

Findings from higher education initiatives (e.g., Lumina Foundation's "Goal 2025" and Complete College America's "Purpose First") prompted colleges to shift their focus from access to success, with an emphasis on persistence and completion. Evidence suggests students are taking longer to graduate and accumulate unnecessary credits along the way, often

because they lack a definitive career plan. To help students maximize their time and money, it is incumbent upon colleges to provide resources early on that enable students to make informed career decisions. This session offers suggestions and strategies for re-designing FYE courses to provide students with meaningful career exploration opportunities.

CI - 191 OneWord: Grit in the New Student Orientation Process

Washington 6

Scott Cook
Cathy Vaughan

Madisonville Community College

Madisonville Community College has redesigned its summer new-student orientation to emphasize grit, determination, motivation, and student success. The most important element of the new orientation model is the OneWord Project. Students select one motivational word to focus their thoughts for their first academic year, a word they can use to navigate the challenges of that first year. This session will describe the new MCC student orientation process, the equipment used to make OneWord tokens, examples of OneWords, and the students' evaluation of the program.

CR - 192 Impact of Learning Communities On Academically At-Risk Students Integrative Learning

Lincoln 2

Richie Gebauer - Past Advocate
Cabrini University

Drawing on the concept of integrative learning (AAC&U, 2009) as it exists within the structure of a learning community (Lardner & Malnarich, 2009), this quasi-experimental study used a quantitative survey instrument and an integrative learning rubric to examine students' perceptions of their integrative learning practices, evaluate student performance on an integrative assignment, and investigate whether a relationship exists between student perception and student performance to connect learning across contexts. Results of this analysis revealed the intervention of a learning community impacts academically at-risk students to both out-perceive and out-perform their non-at-risk peers in response to certain integrative learning practices.

CR - 193 The Role of Social Identity Development in First Year Success

Lincoln 3

Joseph Pelletier
Kimberly Ramos

Houston Baptist University

This study examined how a first-year student's social identity affected their adjustment to, and outlook on, college life. The research involved students responding to an instrument that assessed their level of identification as either a college student or as a student at a specific university. It was hypothesized that students with a stronger sense of identity in either category would show higher levels of adjustment and college outlook. The findings of this study are of value to institutions that serve a large first-generation population, who often report feeling isolated or unwelcome when first entering college.

CI - 194 Assisting Students on Probation: The Seminar as Intervention

Lincoln 4

Mikaela Rae
Mike Dial

University of South Carolina

Students on academic probation exist in a unique transition point between either academic recovery or dismissal (Arcand and Leblanc, 2011). This session will explore the unique developmental and emotional needs of first-year students on probation and will describe a variety of theoretical frameworks relevant to designing seminars for probationary first-year students. Xiao (1999) found that second-semester academic success is a significant predictor of student persistence both to the sophomore year and onto graduation. Furthermore, by supporting first-year students on probation, institutions deliver on the promise of care made to students and their families in the admissions and orientation processes.

CI - 195 Making Student Employment HIP Through Campus Collaboration

Lincoln 5

Jordan Noller
Jack Van Dam

Washburn University

The Center for Student Success and Residential Living at Washburn University is working towards a continuous effort in cross-campus collaboration to create an active learning community, and a stronger, longer-lasting bond with our student employees and peer leaders. Through training, peer mentoring, the FYS, learning communities, and monthly training, we maintain routine connections and educational opportunities for our peer leaders. We believe that because of these increased touches, opportunities for leadership and high impact practices the GPA and retention of our peer leaders is statistically higher than the campus average.

CT - 196 Expanding First-Year Interpersonal Violence Education during the Red Zone

Lincoln 6

Kris Kumfer
Geneva Murray
Mathew Hall
Kim Castor

Ohio University

Creating a partnership between the First-Year and Student Transitions Office, the Division of Student Affairs, the Division of Diversity and Inclusion enhanced not only conversations about sexual misconduct, but also resulted in the development of additional curriculum that faculty could use to lead conversations in their own FYE courses. This session will provide guidance to infuse the topic of sexual misconduct prevention and resources into FYE courses through supporting and empowering FYE faculty. Techniques discussed will include Kahoot quizzes, large scale arts-based survivor centered programming and curriculum guide, guidance for frequently asked questions and conversations, and videography.

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

FD - 197 Difficult Transitions in Transition Programs: Navigating Emotional/Political Programmatic Changes

Marriott Balcony A

Needham Gulley

Western Carolina University

Participants will explore how to navigate making significant changes to programs and services that are politically and emotionally entrenched in an institution and are known to be protected based on institutional culture or individual connections. The leading example will be a recent adjustment to co-curricular transition courses managed by three departments across academic and student affairs. A discussion of experiences, challenges, and opportunities will be facilitated in order to help participants consider how to navigate change for positive student outcomes.

FD - 198 Telling the Story of Your First-Year Seminar

Marriott Balcony B

Sandy Greene
Catherine Greene

University of South Carolina

This session will focus on how storytelling can be a powerful method for communicating the work of a first-year program. Participants will engage in a reflective activity to create an integrated communications plan that incorporates storytelling. Participants will leave with a conceptual framework and strategies for implementing this framework at their institution.

CI - 199 Stay In By Getting Out: The Benefit of Out-of-Classroom Experiences

Madison A/B

Edesa Scarborough
Gianna Nicholas
Megan Lopez
Jenna Polizzi

University of Tampa

Research indicates that out-of-classroom experience (OCEs) are one of the highest predictors of first-year retention (Kuh, 2008). At the University of Tampa, we have built an extensive list of First-Year Success Initiatives to create meaningful, high-impact experiences for first-year students. Our session will provide educators details on how and why these OCEs were created, the execution behind them, and how they have been assessed. We will present data on the impact these events had on first-year student retention from fall to spring semesters.

CI - 200 Assessing and Improving a UNIV 101 Peer Leadership Program

Maryland A

Elizabeth Reynnders

Loyola University Chicago

In this session, we will focus on the development of the UNIV 101 Peer Advisor program at Loyola University Chicago. The Peer Advisor Survey assessment results will be discussed, and how the institution used these results to improve the program and, in turn, the FYE at large. Best practices will be shared, including a model for training and ongoing student-leader development, tools to build staff community, ways to leverage returning students, recruitment and hiring strategies, and more. Attendees will leave the session with proven tools for success at their home institutions.

CI - 201 Signature Course Stories: Revamping the Core Curriculum Chapter by Chapter

Maryland B

Patricia Moran Micks
Lori Holleran Steiker

University of Texas-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, speaking, and discussion through an approach that is both interdisciplinary and contemporary. A major initiative in the campus' curriculum overhaul, Signature Courses employs a distinct academic curriculum designed to transform high school students into collegiate thinkers. This session will provide information on the development of these core curriculum courses from idea to implementation, both from a programmatic and teaching perspective.

CI - 202 Fostering Cross-Campus Collaboration for First Year Student Success

Maryland C

Steven Burg
Laurie Cella
Javita Thompson

Shippensburg University of Pennsylvania

Shippensburg University launched a new FYE program with the goal of enhancing first-year student retention and success in the fall of 2018. With strong support from university administration, the FYE program brought together partners from across campus—including academic affairs, residential life, career services, student affairs, multicultural student life, campus health services, admissions, and learning support. After its first year, the university experienced a 3% increase in its first-year retention rate. The session will discuss the process of building and sustaining this cross-campus collaboration, and the ongoing use of assessment data to further enhance the FYE program.

FD - 203 Prioritizing YOU: Work-Life Balance, Self-Care, and Mindfulness

Virginia B

Marsais Broadway
Heidi Croatt

Anoka-Ramsey Community College

It's time to change our "yes." We need to say "yes" to ourselves first, then we can start saying "yes" to others. We work hard to make sure our students know about self-care and mindfulness, but we find ourselves burning out and not practicing what we preach. We need to allow ourselves the opportunity to discuss these issues and brainstorm strategies to do better. This session will give you the time and space to do just that. In addition, we will discuss daily mindfulness techniques and ways to prioritize self-care over the long term.

FD - 204 Fostering Community Engagement on Student Success in Higher Education

Virginia C

William Kay
Steven Smith
Tom Brophy
Vurain Tabvuma
Nicole Conrad

Saint Mary's University

This facilitated dialogue will share strategies in building and sustaining interdisciplinary "communities of practice" (CoPs) to support faculty

through piloting FYE curriculum initiatives. This discussion will focus on best practices in community engagement through the lenses of front-line faculty and administrative support. Throughout the session, participants will engage in a progression of guided conversation topics related to their own experiences and aspirations in the area of faculty-based CoP creation and engagement. A tangible takeaway will be the development of a CoP action plan that participants can use to engage with faculty in their own higher-education contexts.

CT - 205 Equity-Minded Teaching Practices and Policies

Washington 1

Christine Harrington - Past Excellence in Teaching
New Jersey City University

The best place to address equity gaps and promote student success is the classroom. During this interactive session, you'll discover some simple teaching strategies that you or your faculty colleagues can use to increase student learning—especially for minoritized populations and first-generation students. In addition, classroom policies will be evaluated through an equity lens. Walk away empowered and inspired to make a difference with small changes.

CT - 206 Navigating Sensitive Topics: Strategies for FYE Class Discussions

Washington 2

Joe Ervin
Nathan Slife
University of Nevada, Las Vegas

Holding class discussions can be a tricky art form, especially when topics are controversial or deal with sensitive issues. However, class discussions on such topics can also be some of the most enriching. The FYE can be a space where sensitive topics are discussed. In this session, we look at specific strategies FYE instructors can employ to ensure that class discussions are productive, and that sensitive topics do not hinder the educational environment.

CT - 207 Demystifying the Fact-Checking Process: Using Lateral Reading with First-Year Students

Washington 3

Nate Floyd
Jaclyn Spraetz
Miami University

First-year students use superficial criteria when evaluating the credibility of information found online. Librarians have proposed solutions like checklists, but these can short circuit the critical-thinking process by limiting attention to the contents of a single website. We created a learning activity that models lateral reading, a technique inspired by professional fact-checkers where users are expected to judge the credibility of a webpage by leaving the site. Participants in this session will complete our learning activity and discuss its implications. Additionally, they will take away strategies to help students develop information literacy skills with real-world applicability.

SUNDAY, FEBRUARY 23

CT - 208 Supporting & Motivating Gen Z Peer Educators

Washington 4

Meghan Coletta

University of Washington

When you have 150 student peer educators creating 10 weeks of lesson plans, autonomously teaching FYE seminars and managing classrooms on their own, how do you support and motivate them? Is the motivation and support needed for these Generation Z students different from other generations? At the University of Washington's First-year Interest Group (FIG) Program, we are constantly assessing how to support and motivate students in the FIG Leader role with changing student leader demographics. We are ever mindful of these questions and consistently assess how to best support and motivate students in their roles.

CT - 209 Building on the First-Year Experience Through a Progressive Learning Model

Washington 5

Lori Blanc - Past Excellence in Teaching

Rex Waters

Virginia Tech

FYE programs support student transition into college, during which seeds are planted to help students form good study habits and growth mindsets critical to college success. However, decreases in academic performance and engagement associated with the "second-year slump" highlight a need to extend the impact of FYE beyond the first year. Can efforts to address the sophomore slump be combined with the FYE in a mutually beneficial relationship? We present a progressive learning model in which first-year students rise into mentoring and leadership roles that reinvest back into the FYE through experiential learning, shared purpose and a servant leadership philosophy.

CR - 210 Differential Outcomes from Three Discipline-Immersive Programs for First-Year STEM Majors

Lincoln 2

Harold Stanislaw

California State University-Stanislaus

California State University-Stanislaus has three programs designed to help first-year STEM majors develop a sense of belonging to their discipline. One is a two-week summer academy that engages students in multiple STEM activities, another pays students to conduct research with STEM faculty, and the third is a first-year course that provides foundational STEM skills. All three greatly increase retention within the major, but they do so by affecting different psychosocial factors that relate to retention and academic success. The establishment of outcomes that are unique to each program highlights the multiple dimensions that underlie the sense of belonging.

CR - 211 Comprehensive Assessment of a Peer Mentor Program for First-Year Students

Lincoln 3

Michael Graham

Alexis Hauck

Jordan Martell

Emili Pickenpauhg

Angela Vaughan

University of Northern Colorado

College students who engage in first-year programs, like peer mentorship, are correlated with higher achievement. Peer mentorship can also have a significant impact on students' feelings of belonging to their campus community. This mixed-methods study will provide a comprehensive assessment of a Class Leader (CL) program. Data will include first-semester outcomes (e.g., first-term GPA, retention) for all students (N ~

1850) and first-generation students compared with non-participants, survey responses (n ~ 471) about students' experiences with CLs and perceptions related to the program, and focus group data from students, CLs, and instructors at the end of the semester.

CT - 212 Building Civility and Consensus with First-Year Students

Lincoln 4

Rich Traylor

Hardin-Simmons University

How can we help our students get away from their phones, engage each other civilly, and try to figure out life's questions—all in a low-risk, fun environment? This session will introduce a unique teaching technique that has been used successfully at a small, liberal arts university to help students build community and learn to dialogue respectfully. The presenter will share how he made students want to get to class early, made phones the less interesting alternative, and incentivized the miracle of inviting others into conversation.

CT - 213 Beyond the Field: Helping First-Year Student Athletes Succeed

Lincoln 5

Dottie Weigel

Katie McComb

Messiah College

The transition to college can be challenging and complex for first-year athletes, and research shows that barriers such as media portrayals and faculty who hold stereotypes of athletes can threaten their ability to succeed. In this interactive session, participants will be given practical tools and strategies that can be used in a variety of contexts (including first-year seminars, advising, and co-curricular programming) to help mitigate stereotypes and encourage athletes toward success in the first year.

CI - 214 UNC's New First-Year Launch as the Alternative to First-Year Seminar

Lincoln 6

Li-ling Hsiao

Benjamin Haven

Nick Siedentop

University of North Carolina-Chapel Hill

This paper presents UNC's recent initiative, the First-Year Launch (FYL) courses, as an alternative to the FYS to enhance the first-year students' learning experiences. FYL turns the typically large introductory courses into small classes with 24 or 35 seats. Students could simultaneously have the seminar style learning experience and fulfill the gateway or a course requirement in their majors. As this course means to launch first-year students into the major and into their college experience, this new type of course is called a First-Year Launch.

CT - 215 "We Don't Need No Education" – Will Generation Z Skip College?

Delaware A

Constance Staley

University of Colorado–Colorado Springs

Steve Staley

Colorado Technical University

Generation Z—the newest generation of eager, pragmatic, debt-adverse high school graduates—is deliberating: College or career? We're told the workforce of the future will be older, younger, and more diverse, and that "the pace of change has never been this fast, yet it will never be this slow again." What do these forecasts mean for educators? Is "the

Great Enrollment Crash" inevitable? This session will focus on how higher education can prepare college-bound Gen Zs for coming changes in "the future of work," drawn from a blend of practical application, academic experience, and converging expert predictions.

FS - 216 Combining HIPs: Enhancing a First-Year Seminar Common Read Through Service Learning

Delaware B

Hayley Kazen - 2020 Excellence in Teaching
Texas A&M International University

Are you looking for ways to make your common read even more engaging? Although our university has a comprehensive common read program, including an author visit and study abroad trip, there are still some students who are looking for the opportunity to engage more actively with the text. Creating a service-learning project that focused on issues raised in our common read helped students make real-world connections to what they were learning in their freshman seminar course. As a result, students gained a deeper understanding of problems presented in their common read as well as their community.

REFRESHMENT BREAK | 3:45 PM – 4:00 PM

Convention Registration/Lobby

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

FD - 217 College Readiness: A transformative perspective on recruitment and retention

Marriott Balcony A

Ryan Hassler
Sonia Delaquito

Penn State University, Berks Campus

Charles Trovato

Berks County Intermediate Unit

Brian Liskey

Wyomissing Area School District

Using Participatory Action Research (PAR), participants will develop a "college-ready" plan that engages their community to proactively address deficiencies in higher education. While colleges historically have relied on post-secondary interventions like summer bridge programs and FYE to accelerate college success skill acquisition, this session examines how to identify high-impact, low-cost collaborations with K-12 institutions. Student success professionals will leave this workshop empowered with the skills and tools to engage their own academic communities in action research centered on transformative recruitment and retention practices.

FD - 218 First Year Abroad Programs: Current and Emerging Practices

Marriott Balcony B

Steven Girardot
Paul Kohn

Georgia Tech

FYE and Global Learning are two of the eleven AAC&U's High-Impact Educational Practices. At their intersection are first-year abroad programs, where students spend all or part of their first year of college in a study abroad program. This session is designed to bring together administrators who are currently implementing—or who are contemplating developing—a first-year abroad program as part of their FYE initiative. Participants in this session will share ideas, practices, and lessons learned and will leave with a network of colleagues to collaborate with and learn from.

CT - 219 The Importance of Engaging Student Perspective and Participation

Madison A/B

Joanna Zimring Towne
Deborah Harrington

Los Angeles Community College District

Branden Le
Fernando Becerra

LA College Promise

The Los Angeles College Promise (LACP) has worked to bring best practices in evaluation, program design, and communications to our large-scale program, which has enrolled more than 14,000 students across nine colleges. Leveraging external expertise in Behavioral Science and internal knowledge of our students and institutional practices, LACP enhanced its program effectiveness by streamlining student-facing processes, using targeted communications, and conducting student-centered program evaluation. By engaging students in the evaluation of LACP, colleges were able to examine the program from the participant point of view and identify bottlenecks and unnecessary barriers to program participation and completion.

CI - 220 The FYE Reimagined: Developing High Impact Peer Mentors

Maryland A

Brad Harmon

Furman University

This session will focus on the process a small, private liberal arts university used to develop transformative learning experiences for students who serve as peer mentors to first-year students. Participants will learn about the development and implementation of the inaugural Peer Educator and Peer Mentor Institute, its structure, learning outcomes, and curriculum. Relevant assessment results and implications for future initiatives will be shared as will changes to ongoing training and development of peer mentors in various campus positions. Participants will consider ways they can work to develop high impact peer mentors on their own campuses.

CT - 221 Starting Over from Scratch: Scaling and Standardizing a New FYE

Maryland B

Emily Wiersma

University of North Carolina-Greensboro

What do you do when your first-year transition course is failing? UNCG recently "retired" a former course and implemented a new first-year transition program, FYE 101: Succeed at the G. This program ushered in a new standardized curriculum designed to help students connect with the campus community, foster academic success, and engage in personal development. In two years, enrollment in FYE 101 has increased five times, and retention rates have improved—all while enrolling the most at-risk students through predictive analytics. This session will break down how UNCG scaled and standardized this brand new FYE program from scratch.

CT - 222 The Common Experience

Maryland C

Twister Marquiss

Texas State University

In 2004, Texas State University launched its Common Experience to connect entering students to a shared conversation. Then something unique happened: Within four years it had grown to include upper-level classes, student support services, campus activities, performing arts, and the local schools and community. Today, the Common Experience at Texas State offers more academic event opportunities than any other university, along with a robust common reading program for more than 6,000 students, extraordinary first-year student participation, and trailblazing social media engagement. The initiative's director will share how it has evolved into a model program and how other institutions might find similar success.

CI - 223 Bridging the Gap: Multi-Campus, Technology-Mediated Instruction for New Student Success

Virginia A

Lynette Barcewicz

Robert Neuteboom

Rasmussen College

Rasmussen College Academic Deans from geographically separate campuses present the educational and institutional benefits of Campus Connect, a synchronous multi-campus classroom mediated through teleconferencing as a means to prepare new students for fully-online courses. The Campus Connect instructional design not only assists students in using school resources, understanding college expectations, and in developing self-regulated learning skills, but it also increases student success. Using institutional metrics for purposes of comparative analysis, presenters illustrate how Campus Connect bridges learning across instructional modalities. Data shows that first quarter and academically-at-risk students retain and perform better in Campus Connect than in online courses.

FD - 224 Let's Get Uncomfortable: Creating a Culture of Constructive Conflict

Virginia B

Tara Coleman

Kansas State University

Charissa Powell

University of Tennessee-Knoxville

The ability to have thoughtful dialogue and constructive conflict is essential to success in college. While many college students struggle to engage in challenging topics, many of us are hesitant to admit this can be a struggle for instructors as well. Dealing with conflict and difficult conversations is challenging, and cultural lens, emotions, power dynamics, and social capital are some factors influencing how, why, and if you will respond or engage. In this session, we will identify the difficulties, discuss strategies for working through topics, and share helpful ideas for engaging in more thoughtful dialogue with your students.

FD - 225 Job Wandering: Maximizing your Experience with FYE in your Career

Virginia C

Jodi Koslow Martin

Triton Community College

La'Tonya Rease Mills

University of California-Los Angeles

Kristin Cothran

Colgate University

The essential skills necessary to be successful in working with first-year students are those most appealing to employers: ability to collaborate, effective communication, critical thinking, and problem-solving. In this conversation, learn from others how to translate what you have done well with students into an appealing resume and cover letter to help you land an invitation to interview. Participants should expect to learn how to be realistic while conducting a job and willing to share tips gained through job searches.

V - 226 Integrating Mindfulness, Positive Psychology, Self-Compassion Into the First-Year Experience

Washington 1

Joe Cuseo

Marymount California University

Simone Figueroa

Sarah Gouveia

U-Thrive Educational Services

This session presents a proactive educational program—deliverable via online, in-person or hybrid formats—designed to mitigate the college mental-health crisis and promote the psychological wellness of first-year students by equipping them with emotional self-regulatory skills that implement key principles of positive psychology, mindfulness, and self-compassion. Program content is supported by rigorous research and presented to students through engaging TED Talk/podcast interviews with prominent thought leaders in the field. Infused into the program's visual content are college-relevant applications and reflective writing/thinking exercises designed to promote deep learning and higher-order thinking that are consistent with constructivist learning theory and culturally inclusive pedagogy.

CT - 227 Creating Engagement in a Primarily Online Course Environment

Washington 3

Amy Palmer

Pang Yang

Jennifer Endres

University of Minnesota

Creating a sense of belonging and engagement in a primarily online class can be difficult. The University of Minnesota College of Liberal Arts' FYE has undergone many installations in the last seven years while continuing the focus of engagement and encouraging students to find a sense of community at their own pace. Join us to learn about the ways we infuse engagement into our program, from curriculum and campus events to student-led one-on-one meetings. We will discuss how we frame student engagement in the curriculum, meeting each student where they are developmentally.

CT - 228 Generations XYZ Working to Support First-year Students

Washington 4

Nicole Craven

Eric Jaburek

Ohio State University

This session aims to highlight the significance of generational differences in communication, motivation, and learning among college students (Generation Z) and those who support college students: emerging professionals (Generation Y) and established professionals (Generation X and older). Higher education practitioners who acknowledge and address these generational differences can more aptly support our first-

year students in their transition to college and the work of peer mentors and professional staff in their contributions toward this support. The presenters will share content assuming attendees have a basic awareness of the trends and traits that characterize Generations X, Y, and Z.

CI - 229 Developing a Sustainable Peer Mentoring Structure for Today's Transfer Students

Washington 5

Hillary Campbell

University of Texas-Dallas

To support the unique challenges of transfer students, UT Dallas implemented a peer-to-peer mentoring program focused on creating a transitional environment conducive to greater persistence and retention. This session provides an overview of strategies employed by program staff to engage current transfer students in mentoring, harness existing university resources to ensure program growth and sustainability, provide personalized and timely support for new student mentees, and create refined practices of program assessment. Attendees will learn about a highly scalable framework that allows for growth alongside a dedicated one-to-one peer mentoring structure.

CI - 230 The Academic Foundation Year at the University of Aruba

Washington 6

Eric Mijts

Carlos Rodriguez-Iglesias

Kevin Richardson

Kareline Linden

University of Aruba

In 2016 the University of Aruba established the Academic Foundation Year (AFY), a one-year, full-time program that aims to strengthen the students of Aruba in competencies for higher education, to coach the students in study choice and personal development, and to root their choices in the context of Aruba. Our presentation will cover (a) the rationale behind the program in the context of small island states; (b) the didactic model; (c) the academic content; (d) the coaching and counseling aspect of the program; and (e) findings from our annual Student Satisfaction Survey and Alumni Experience Assessment.

CR - 231 RAM: The Attainable and Highly Achievable First-Year Experience

Lincoln 2

Erwin Cabrera

Dylan Gafarian

Joanna Breitman

Farmingdale State College

The Research Aligned Mentorship (RAM) program provides students with a seamless transition from high school to college, while ensuring academic success, overall student satisfaction, and absolute cohort buy-in through active learning. With retention rates far exceeding the campuswide statistics, the RAM program has cracked the code for a successful FYE that goes beyond the norm. Through holistic advisement, students receive one-on-one support, RAM specific courses, and priority registration. Presenters will explain the RAM program's comprehensive approach to obtain these best practices of student satisfaction, success, and retention, and how to integrate them into your institutions.

CR - 232 What Are Students Anticipating? Analysis of Pre-Semester Students' Academic Expectations

Lincoln 3

Ryan Korstange

Matthew Duncan

Middle Tennessee State University

The expectations that students bring into a college classroom are pivotal and influence how students view their classroom experiences and satisfaction with the institution. Furthermore, a misalignment of expectations and actual classroom experiences is linked to a decrease in persistence in classes and lower graduation rates. Understanding the expectations students' have concerning their future learning experiences is a first step in mitigating a potential hazardous misalignment of expectations. This presentation will outline the results of surveying more than 500 incoming students about their academic expectations.

CT - 233 Supporting Academic Success for First Year Students with Anxiety Disorders

Lincoln 4

Jeffery Buell

Lisa Parkinson

Brigham Young University

Anxiety disorders are the No. 1 reason U.S. college students seek psychological treatment, and the second-most reported mental health concern for first-year students across the world. In this interactive session, learn the signs and symptoms of anxiety, and how these impact a student's first year performance in the classroom and office. Observe the issues and concerns of students with Generalized Anxiety Disorder through videos. Consider possible approaches and academic accommodations in the office and classroom to help you advise/mentor/teach first-year students with anxiety disorders.

CT - 234 Busting the Myth: Transfer Students Don't Need FYE

Lincoln 5

Nasim Schwab

Rex Waters

Virginia Tech

Virginia Tech set an institutional priority to better engage and serve their transfer student population. Our goal is to support an academic transition for transfer students that parallels our first-year students' while also incorporating a focus on the transfer students' distinct needs. The facilitators will share highlights of this course, which has been designed to challenge students to think about who they are, where they want to go, and how they will there. Attendees will hear from faculty and students and be invited to offer input.

CT - 235 Including Students with Intellectual Disability in the First Year Experience

Lincoln 6

Clare Papay

Meg Grigal

University of Massachusetts-Boston

Brian Freedman

University of Delaware

Opportunities for students with intellectual disability to access higher education exist at more than 270 institutions of higher education across the U.S. Colleges and universities have found many benefits to including these students in existing FYE initiatives, such as student orientation and FYS. The presenters will introduce the inclusive higher education movement, describe findings from emerging research on higher education for students with intellectual disability, and offer examples of and implications for supporting these students in their first-year experiences in higher education.

SUNDAY, FEBRUARY 23

CI - 236 One Size Does NOT Fit All

Delaware A

Marianne Fontes
Stephanie Whalen

Harper College

After five years of research, meetings, pilots, trials, and more meetings, we discovered one size does not fit all. Harper College has institutionalized an FYE tailored for the transfer student, the AAS degree student, the part-time adult student, the fast-track student, and several other populations. In this session, participants will learn about the evolution of Harper College's FYE program, review institutional data, and brainstorm ways their FYE program can be scaled up and meet the needs of all students. Come discover which "sizes" might work for your institution!

5:15 p.m. - 6:15 p.m.

FD - 237 Wellness, Critical Thinking and Holistic Learning through Intentional Course Design

Marriott Balcony A

Alexis Hauck
Emili Pickenpau
Ivan Wayne
Jordan Martell
Angela Vaughan

University of Northern Colorado

This presentation centers the use of mindfulness and wellness models during an FYS. Mindful movement has helped undergraduate students increase self-efficacy with managing mood and perceived stress. Whereas wellness models are used as assessment tools for undergraduate student's health and well-being. Through intentional lesson planning and activity design, mindfulness and wellness strategies are incorporated throughout an FYS while promoting the alignment of metacognitive and self-monitoring processes to increase awareness for students. This session will share activities and lesson planning processes infusing wellness into an FYS design.

FD - 238 Mapping the Journey: Identifying and Conquering Roadblocks to Student Success

Marriott Balcony B

Jamie Glanton Costello
Elizabeth Smith-Freedman
Laura Flynn
Eric Dusseault

Massachusetts College of Art and Design

MassArt recently created a new strategic plan. One of the four identity initiatives that emerged from this process is: "We are a student ready campus." From this initiative the Strategic Enrollment Management (SEM) committee was born. SEM has two prongs: recruitment and retention. One of the foci of the Retention Committee is identifying how our students thrive on campus and what the major roadblocks are that negatively affect their success. This focus session is designed to discuss how to approach student mapping projects, relevant literature, involving campus stakeholders, and how to move forward.

CI - 239 Collaborating to Address Class Absences of First-Year Students

Madison A/B

Lauren Brown
Kassandra Aleksiejczyk
University of South Carolina

Class absence is a key indicator of not performing well in the classroom. Therefore, universities are under pressure to develop intentional early alert initiatives to address this challenge. In this session, you will hear how the University of South Carolina identifies, contacts, and intervenes with students who are not attending class, including a unique collaboration between academic support and residence life. Attendees will also have an opportunity to partake in developing their own action plan for creating or restructuring early alert initiatives for their respective campuses.

CI - 240 Moving Beyond Faculty Buy-in to Faculty Co-Creation in FYE

Maryland A

Rebecca Todd
Jenifer Paquette
Michelle Sanders

Hillsborough Community College

Research identifies faculty involvement as both essential and challenging when creating effective, sustainable programs for first-year students. This session will explore the First Encounter Faculty Program—a collaboration between faculty and staff who embraced their cross-disciplinary and interdepartmental roles to co-create a data-driven and research-based program. What began as a single-campus pilot was embraced institutionally, aligned with the college's Quality Enhancement Plan, and has demonstrated efficacy across student completion and retention rates for over four years. Never doubt that a small group of thoughtful, committed faculty and staff can change the college experience; indeed, it is happening every day.

CI - 241 Hybrid Class Model Evolution for Yamagata University's FYE Course



Maryland B

Takao Hashizume
Douglas Gloag
Tetsuya Shiroishi
Katsumi Senyo

Yamagata University

In 2017, Yamagata University in Japan completely redesigned its FYE course to focus on developing the following student success skills: basic research, teamwork, presentation, and report writing. We presented our challenging implementation of a faculty/peer mentor-led class and peer-mentor training program at last year's conference and received valuable feedback. Our FYE course continues to evolve and bring new challenges. In this presentation, we will share how we enhanced the training program and increased the effectiveness of the peer mentor assistance without raising costs and still improving results and first-year student success skills in our FYE course.

CI - 242 Elon 101: The First Year Academic Advising Seminar

Maryland C

Brandy Propst
Taylor Swan

Elon University

Elon 101 is the first-year academic advising seminar at Elon University. Using holistic academic advising as a foundation, Elon 101 is a true model of "advising as teaching." This session will discuss the role of Elon 101 in advising first-year students and the importance of the program to the overall FYE and beyond at Elon. Presenters will highlight components of the program to include curriculum, faculty development, peer support, cross-divisional partnerships, and assessment. Presenters will also facilitate a discussion about best practices and challenges of integrating advising into an FYS, and possible implications for multiple institutional types.

CT - 243 Building an Effective Cross-Campus, Interdepartmental Retention Committee

Virginia A

Lauren Bell

Alana Davis

Barbara Dauberman

Alicia Elms

Tennille Brown

Randolph-Macon College

Designating a point-person or group to coordinate student success and retention efforts is a common practice at colleges and universities. Getting the composition right of the group tasked with overseeing such efforts is an important aspect of moving the retention needle in a positive direction. Unfortunately, there is little in extant literature to guide institutions toward developing appropriate internal structures to support success and retention. In this session, staff from Randolph-Macon College (Ashland, Virginia) will report on their successful implementation of a cross-campus retention committee that reflects the integrated way students navigate the college experience.

FD - 244 Stop Breaking Ice and Start Building Community

Virginia B

Courtney Campbell

Sawyer Kemmerly

Georgia Paulk

University of Portland

Ever watched an entire room collectively roll their eyes as you announce an icebreaker is about to begin? Feel like your list of activities needs new life? Dislike icebreakers altogether? Join this session to learn how University of Portland First Year Programs has reinvigorated their approach to building community, and collectively share your favorite activities and games that are high impact at your institutions. This facilitated dialogue will be highly interactive, so be ready to play along! By the end of the session participants will have co-created an FYE Best Practices list to be shared electronically for post-conference use.

FD - 245 Reaching First-Year Researchers: Perspectives from the Library and the Classroom

Virginia C

Kelly Banyas

University of Scranton

Suzy Wilson

University of Maryland

First-year instructors and librarians want to see students succeed in their research. But how are we teaching research skills? How can we build on students' prior research experience while serving students at all levels of experience? How are we communicating our expectations for research assignments? Join two librarians for a facilitated dialogue on how educators teach research skills prior to college, in the college classroom, and in the library. The goals of this session are to bring together multiple perspectives, develop an understanding of student research needs, and foster a shared vision for supporting first-year student success through research.

CT - 246 Re-Boot Your FYE Course Using Communities of Inquiry & Practice

Washington 1

Denise Bartell

Malaika Bell

Jennifer Joe

Christopher Martin

University of Toledo

This session will describe the process of "re-booting" or revitalizing a stagnating FYE by engaging campus constituencies in a community of practice to create a course that better recognizes the assets and meets the needs of new majority students. We will discuss the challenges, opportunities and preliminary outcomes involved in our redesign of an FYE with a long history on campus. Participants will leave the session with an understanding of the key components of high impact FYE courses and a set of concrete strategies for engaging in a revitalization of their FYE or other transition experience.

CI - 247 Retaining Introverted Students: An Often Overlooked Population

Washington 2

Eric Kirby

Madi Maynard

Southern Utah University

In addition to focused retention and completion efforts of special populations, we discovered that introverted students retain and graduate at lower rates than their extroverted peers. This session will highlight the identification, strategies, and programming our campus designed to help introvert students get connected, find support, and achieve success. Participants will be invited to explore how these concepts might work on their campus.

CT - 248 Fostering Strategic and Self-Regulated Learning in First-Year Experience Programs

Washington 3

Taylor Acee

Texas State University

Darolyn Flaggs

Kennesaw State University

In this session, we will review theory and research-based methods for teaching students to become strategic and self-regulated lifelong learners. We will provide examples of how one institution incorporated instruction on strategic learning and motivation within an FYE course designed for the general population and a special section of the course designed for students in STEM. To learn from one another and generate new ideas, session participants will engage in discussions about incorporating instruction on strategic learning and motivation into their courses. Participants will be provided with access to online materials that could be useful when teaching strategic learning.

CT - 249 Critical Role of Peer Mentoring in First-Year Seminars

Washington 4

Jamil Johnson

University of Central Florida

FYS provide a critical gateway for student success. This high-impact practice is an important pathway to promote student retention, engagement in co-curricular activities, and stronger connection to faculty (Kuh, 2008). Furthermore, there is substantial literature that supports the value of peer mentoring within FYS (Holt & Lopez, 2014). At UCF, the SLS 1501 FYS enrolls more than 2,000 students and selects 65 peer mentors annually. This presentation will highlight the role of SLS 1501 peer mentors in an academic FYS and provide research-driven practices that are applicable to other institutions.

SUNDAY, FEBRUARY 23

CT - 250 Teaching First Year Students about Diversity, Equity, and Inclusion

Washington 5

Cheryl Williams-Jackson
Annaliese Hausler-Akpovi

Modesto Junior College

Diversity, equity, and inclusion are vital topics for first year students to learn about in an open and respectful context. The presenters will share their step-by-step instructional approach for a comprehensive FYE diversity module. The presentation will help FYE teachers prepare their students for critical introspection and productive dialogue. Participants will experience a student's view of the diversity module and try out some of the hands-on, awareness-building activities. Those in attendance will receive the instructor's guide and the diversity module resources, including links to clips, articles, handouts, and other course materials.

CI - 251 Improving Career Decision-Making Through Student-Driven Assignments

Washington 6

Susannah Lawrence
Victoria Silvestri
John Resnick-Kahle
Kimberly Cole

North Carolina State University

Essential components of career exploration are networking and decision making skills. Come see how NC State's Exploratory Studies program created a Career Exploration Project (CEP) that offers students in transition the opportunity to develop these skills with limited resources. The CEP empowers students to build their professional network and choose an option most appropriate for where they are in their career exploration process. Additionally, this exciting change for our students helped create a flexible, global, sustainable assignment. With some creative thinking, leveraging campus partnerships, and keeping students' needs in the forefront learn how we developed the Career Exploration Project.

CR - 252 Prelude to the First Semester in Higher Education

Lincoln 2

Mary Jo Parker
Mitsue Nakamura

University of Houston-Downtown

This study targets key activities in the three-month period prior to first-year students enrolling and attending the University of Houston-Downtown for the fall semester. Undergraduate activities are selected with particular objectives in mind and include: (a) initiating peer-to-peer connections; (b) ensuring the correct mathematics entry level for each STEM major is accomplished; (c) introducing first-year students to research through a program called Research Days; and (d) inducting first-year students into cultural awareness and cohort creation before classes begin through a week-long training workshop. Peer-led, team-learning facilitation occurs with peer leaders during the week -long workshop.

CR - 253 Getting Gritty: Cultivating Female*, First-Year Student Resilience Through Emotional Intelligence

Lincoln 3

Heather Horowitz
Arcadia University

Institutions across all sectors are working towards increasing retention through a focus on student success. Students are most likely to withdraw from an institution within their first year. Both resilience and emotional intelligence have been found to positively impact first-year college students' transition. This session will discuss the relationship

between resilience and emotional intelligence in female, first-year college students. It will also present the meaningful impact an emotional intelligence education intervention had in a first-year seminar course at an all-female institution. Participants will consider ways to strategically infuse emotional intelligence into curricular and co-curricular experiences to enhance college student resilience.

CI - 254 Harnessing the Power of Peer Leadership

Lincoln 4

Jimmie Gahagan
Rebecca Halligan
Nick Sydow

Virginia Commonwealth University

Peer education plays a critical role in supporting students' success at many institutions. However, simply using peer educators on campuses is not enough to achieve the institutional goals and outcomes we desire. Join us to explore how institutions can better support students serving as peer educators through assessment, professional development, networking, and recognition.

CT - 255 Supporting First-Generation Students Through Campuswide Collaborations and Initiatives

Lincoln 5

Tracey Glaessgen
Kelly Wood

Missouri State University

Missouri State University has responded to our president's charge to improve first-generation student success and retention by creating multiple, collaborative support initiatives ranging from proactive faculty advising programs to specialized FYS sections to student orientation breakout sessions. In this interactive workshop, participants will identify key barriers and address challenges. Participants will gain an understanding of data driven decision making while considering their current support system. Presenters will share available data from these university initiatives. Participants will have an opportunity to discuss potential first-generation support initiatives that may be implemented on their own campus.

5:15 p.m. – 6:30 p.m. Featured Session

FS - 256 FYE and Educational Planning: Creating Pathways to Success and Completion

Delaware A

Jennifer Lee
Florida Polytechnic University

Christina Hardin
Hardin Education Consultants

Assessment to ensure student learning is taking place is a critical part of an FYE Program. Adhering to data-driven, student-centered assessment practices is crucial in developing, redefining, and implementing a program of study for first-year students. Through the exploration of developmental theories in learning and the collection, review, and evaluation of student data, practitioners are better able to develop programs, courses, and co-curricular activities that meet the needs of the unique and changing first year student demographic.

5:15 p.m. – 6:30 p.m. Featured Session

FS - 257 Critical Thinking-Infused Pedagogy Throughout the First Year Experience and Beyond

Delaware B

Robert Kenedy

York University



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

2020 Awards Ceremony

5:15 p.m. – 6:30 p.m. | Lincoln 6

Co-sponsored by Cengage

Come join us to recognize and toast this year's recipients of the Outstanding First-Year Student Advocate Award, Excellence in Teaching First-Year Seminars Award, and the Jordan Smith Undergraduate Fellowship.

RESOURCES ON THE COLLEGE STUDENT EXPERIENCE



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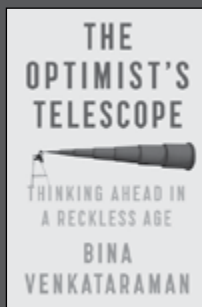
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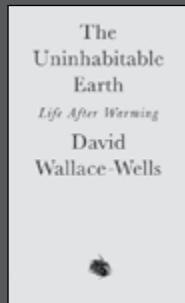
Washington Marriott Wardman Park Hotel, Thurgood Marshall Ballroom North and East

Saturday Cocktails & Conversation

February 22, 2020
5:30pm-7:00pm



Bina Venkataraman
THE OPTIMIST'S TELESCOPE
(Riverhead)

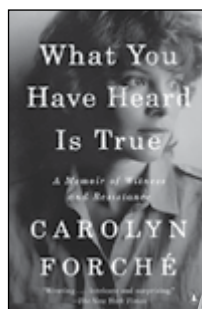


David Wallace-Wells
THE UNINHABITABLE EARTH
(Tim Duggan Books)

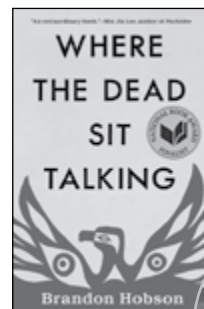
Sunday Luncheon

February 23, 2020

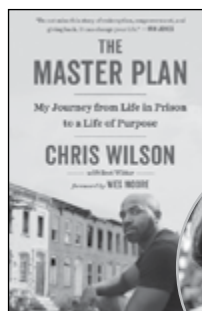
12:00 noon-1:30pm



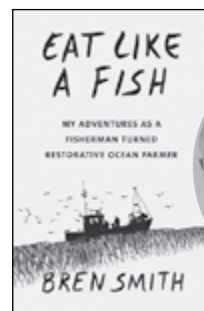
Carolyn A. Forché
**WHAT YOU HAVE
HEARD IS TRUE**
(Penguin)



Brandon Hobson
**WHERE THE DEAD
SIT TALKING**
(Soho Press)



Chris Wilson
THE MASTER PLAN
(Putnam)



Bren Smith
EAT LIKE A FISH
(Knopf)



Penguin
Random
House

To register for any of these events or for more information,
go to: www.tiny.cc/PRHFYE20 or sign up at the
PENGUIN RANDOM HOUSE booths #14-16 at the FYE® annual meeting.

RESEARCH ON COLLEGE TRANSITION EXPERIENCES


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

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

Meet Dr. Rebecca Campbell, Editor, Saturday, February 22, at 10:00 a.m. in Booth 10 - 11.

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UNIVERSITY OF SOUTH CAROLINA

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Research Grant Recipient**



NATIONAL RESOURCE CENTER

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

PRINCIPAL INVESTIGATOR



Dr. Blake Silver, PhD
George Mason University

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

Abstract: A qualitative exploration of the transition out of college will draw on interviews with 20 lesbian, gay, and bisexual graduating seniors. This study aims to contribute to our understanding of how identification with a sexual minority group impacts educational transitions broadly and the transition out of college in particular. Specifically, this research will focus on understanding how lesbian, gay, and bisexual students experience and navigate the senior year transition. The results will be used to inform faculty, student affairs personnel, and administrators as they seek to improve the experiences and resources available to college seniors.

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



Conference Check-In

7:30 a.m. – 11:00 a.m.

Convention Registration Desk

Continental Breakfast

7:30 a.m. – 9:00 a.m.

Exhibit Hall A

8:00 a.m. – 9:00 a.m.

FD - 258 Y'all come! Supporting First-Year Success at Open-Enrollment Institutions

Marriott Balcony A

Elaine Lewis

Utah Valley University

Meghan Cassidy

Quincy College

"Education changes lives." We hear this saying frequently, but the higher education institutions that make the largest impact are the ones that do not turn their back on any student, regardless of academic preparation or past experiences. This session will explore how open enrollment institutions support first-year student success, with a specific focus on the unique challenges and benefits of this institutional mission.

FD - 259 Promoting Academic Success for First-Year Students in Introductory Courses

Marriott Balcony B

Tiffany Shoop

Danielle Lusk

Virginia Tech

Many institutions have implemented FYE programs with structured support for students through curricular (i.e., FYS) and co-curricular programming. However, first-year students face myriad new academic experiences and challenges, some of which fall outside of structured FYS or courses. One example is the introductory course, which often includes many first-year students who are trying to understand how to be successful in a new academic environment. The purpose of this session is to engage in a conversation and brainstorming session about effective techniques for promoting academic success for first-year students in introductory classes.

CT - 260 Active Learning From Day 1: First Day to First-Year Success

Madison A/B

DeAnna Varela

Monica Martinez

Sycora Wilson-James

Steve Varela

University of Texas-El Paso

Active learning refers to a broad range of teaching strategies that engage students as active participants in their learning. Typically, these strategies involve some number of students working together during class but may also involve individual work and/or reflection. These activities give students the opportunity to check their understanding, practice a skill, or highlight gaps in their knowledge. The interactive session will demonstrate active learning strategies and examples an instructor can use starting on day one of a semester.

CI - 261 Piloting Peer Mentoring in Engineering: A Collaborative Approach

Maryland A

Felicity Harris

Cape Peninsula University of Technology

This paper describes the collaborative approach adopted to pilot a peer-mentoring program at an engineering department at Cape Peninsula University of Technology in South Africa in 2019. While incorporating the institution's FYE programme, input from first-year students and mentors were valuable in its design and implementation. This approach allowed a greater sense of ownership of the program and an opportunity to tailor it to suit the needs of engineering students.

CI - 262 FYE Navigators: Building Student Success through Connection, Collaboration, Continuation

Maryland B

Tricia Rizza

Mark Slik

Gerald Jones

Tallahassee Community College

This presentation focuses on the further development of the FYE program at Tallahassee Community College. While our FYE program is in its fourth year, we continued to see a gap in student engagement and connection across our campus community. To better address this, we have developed a holistic and comprehensive mentoring model that embodies a collaborative effort between faculty, staff, and student designed to connect students from convocation forward. We will focus our discussion on the exigence, development, challenges, and assessment of this program and ideas and potential for future sustainability and scalability.

CI - 263 Using Team-Based Learning for Success in FYE Courses

Maryland C

Buffy Stoll Turton

Miami University

Team-Based Learning (TBL) is not traditional group work. It is a pedagogical strategy that uses active and collaborative methods to maximize students' preparation for class, comprehension of course topics, and ability to apply what they are learning. TBL is an especially effective approach to engaging Generation Z students and can be used in FYE courses to build investment, connections with peers, critical thinking, and problem-solving skills. Find out how you can implement this unique teaching approach that incorporates elements of high impact practices and boosts student engagement and learning.

CT - 264 Bridging the Gap for ELL Students Through Skills Lab

Virginia A

Allison Reeves Grabowski

Dolores Greenawalt

Carroll University

ELL students who enter college are finding it harder to meet the criteria needed to pass English classes. Without a specific lab for these students, it can be difficult to create an atmosphere and space where they feel comfortable and safe to work on their skills. Creating a lab where they can focus on reading and writing skills will deepen knowledge of the English language and comprehension levels. Students learn to become advocates for themselves sooner and form a deeper relationship with the university, increasing their rate of success and leading to higher graduation rates.

FD - 265 Increasing the Global Narrative via the First Year Experience

Virginia B

Keith Schweiger
Diana McFadden

Temple University

In a global society, intercultural experiences are key to personal growth and competitiveness in the job market. Studying abroad is a way to increase global competency and marketability for professional aspirations. Despite its benefits, the percentage of U.S. students who study abroad remains low. This facilitated dialogue seeks to share innovative ways to promote study abroad experiences with first-year students and begin the planning phase as early as possible. Participants will share their experiences with Study Abroad promotion at their institution, best practices for promotion, and how advisors can increase the global narrative.

FD - 266 Cross-Divisional Collaborations that Engage Students of Color at a PWI

Virginia C

Shannon Lundeen
Amy Johnson
Brandon Bell

Elon University

This session will cover an evidence-based theory to practice strategy for supporting students of color and advancing inclusive and academic excellence at a historically white institution. The session will focus specifically on fostering cross-divisional collaboration (viz., student life and academic affairs) and implementing the high impact practices of FYS and learning communities in order to support the success of students of color.

CI - 267 Assessing Library Learning with Project Outcome for Academic Libraries

Delaware A

Sara Goek

Association of College & Research Libraries; Radford University

This session focuses on the development of Project Outcome for Academic Libraries (<https://acrl.projectoutcome.org/>) and its adoption as part of a first-year program at Radford University. Project Outcome is a free toolkit that helps libraries measure key learning outcomes – knowledge, confidence, application, and awareness – across seven program and service areas. In fall 2019, Radford University Library switched from using a locally developed tool to assess student learning in a freshman library challenge game, to using Project Outcome. This presentation will describe how and why, and the results from the assessment of the program to date.

CT - 268 Man in the Mirror: Impacting Retention Through High Impact Training

Delaware B

Tamaria Williams
Jasmy Pollock

Florida A&M University

The implementation of performance funding metrics has forced colleges to develop academic initiatives that will increase student retention and on-time graduation. Florida A&M University's Office of Access & Opportunity has developed a high-impact, peer-mentoring training program that identifies roles and responsibilities of peer mentors, while further cultivating self-efficacy and autonomy. Collegiate peer mentoring has positive benefits for the student leader and mentee. This session will introduce an intentional training design that incorporates campus

partners to strategically develop their peer mentoring role and enhance their impact on student retention.

CT - 269 Leaders in Crisis: A Proactive Approach

Washington 2

Katie Murray
Kathryn Knaus

Towson University

Orientation and FYE student staff members are often looked at as the epitome of a student leader. What happens when those students need support? Is discussing self-care enough? How do you shift the campus culture from a reactive approach to proactive? This presentation will address these questions and share the context that moved us toward developing a holistic well-being approach.

CI - 270 Implementing an Assessment Plan to Improve the First-Year Experience

Washington 3

Kevin Clarke

Loyola University Chicago

This session will highlight the implementation of a first-year assessment plan at Loyola University Chicago, outline how results are used to inform improvement and change, discuss best practices in first-year assessment, and address common issues and challenges with assessment and change management. Tools and results will be shared, and opportunities will be provided to discuss common issues and share strategies for success in assessing and improving the FYE.

CI - 271 That's L.I.T! Empowering Students with a Difference & Justice Workshop

Washington 4

Alexis Lopez

Bard College

Divisive language is on the rise, and it's important to orient students to new ways they interact with difference. This workshop is designed to introduce students with the knowledge, awareness, and skills necessary for living and working effectively as members in our diverse global community. The hope is to create a foundational understanding about race, gender, religion, ableism and socioeconomic status. The topics were selected to tie into institutional resources on campus and ways students can get engaged. Come learn how to create an intentional program about difference and justice.

CT - 272 First-Year Information Overload: Lean Six Sigma it!

Washington 5

Liz Carmon
Jackie Bonilla

University of South Carolina

As a society we struggle to cope with constant streams of messages. To promote first-year student success and persistence, higher education institutions often overload new students with messages and tasks to complete, which can cause confusion and resistance. This presentation will discuss how one institution used the Lean Six Sigma Process to overcome information overload and provided consistent and timely messaging to first-year students.

CT - 273 Sensory-Based Packing List for Student Success

Washington 6

Jeanne Eichler
University of Arkansas

Eight senses of the human neurological system can stand in the way of overall student success if they are not balanced properly. Vision, hearing,

taste, smell, touch, body in space, movement, and internal awareness must be at optimal levels for the individual to focus, self-advocate, regulate behavior, navigate a day, and perform self-care. This session discusses the use of a sensory based packing list and video to increase student awareness and encourage intentional, insightful choices when packing for a move to campus or a day in class.

CR - 274 Cultivating Resilience in First Year Students with Foster Care Backgrounds

Lincoln 2

Cynthia Lietz

Justine Cheung

Breanna Carpenter

Arizona State University

Taking a resilience approach, our study sought to understand what strengths helped young people with foster care experience successfully transition during their first year in college. In-depth, narrative interviews were conducted with a sample of students with foster care experience who had successfully completed their first year at college. Findings suggest that many challenges experienced by these students are unique and required multiple resilience factors to successfully adapt. Findings offer important implications for colleges and universities as they seek to support students with a foster care background who may have multiple complex challenges as they transition to college.

CR - 275 A Campus-wide Initiative for Assessment and Improvement of FYE courses

Lincoln 3

Preeti Wadhwa

Nina Abramzon

Dora Lee

California State Polytechnic University-Pomona

Our presentation will share a campuswide initiative launched to improve the quality of our FYE courses. This initiative incorporated input from multiple stakeholders of student success including faculty, administrators representing student and academic affairs, and students themselves. The goals of this ongoing initiative are multifold: We are assessing the impact of newly defined FYE student learning outcomes on student growth and development; we are assessing the impact of a project-based learning experience piloted in our courses to improve student learning in multiple outcomes; and we are evaluating FYE faculty experiences of participating in a faculty learning community.

CT - 276 "Valuing" The First Year Experience and Seminar

Lincoln 4

Holly Gastineau-Grimes

Jennifer Plumlee

Marian University

Create or review the values important to your institution and map these onto the FYE and FYS. We'll offer the model from Marian University as an example and create guiding principles, touchstone activities and events, and assignments within the FYS. At Marian, the Franciscan values (dignity of the individual, peace and justice, responsible stewardship, reconciliation) connect pre-orientation, orientation, FYS, and the FYE as a whole, along with our FIRST guiding principles that emphasize: Faith, Intellectual Curiosity, Relationships, Student Services, and the Track to becoming a Marian graduate for students.

CI - 277 Metacognition Meets Social Belonging: Seamless Collaboration Yields Dramatic Results

Lincoln 5

Angela Zanardelli Sickler

Kenya Swanson

Wayne State University

Regardless of academic preparedness, traditionally underrepresented students are arriving to higher education institutions with a number of personal, financial, and academic concerns. In response to this reality, Wayne State University's Warrior VIP and FYS have collaborated to offer first-year students a holistic approach to social belonging in conjunction with evidence-based learning strategies. This union has proven to be effective as results show dramatic increases in GPA and retention, especially for African American students. Following this session, participants will leave with an initial draft of a program collaboration plan to address the needs of their respective student populations.

CI - 278 Radical Revision: Retention, Core, and Programming after Student Life-Academics Partnership

Lincoln 6

Robert Battistini

Tiffany Kushner

Centenary University

At Centenary University, a small career-focused college in central New Jersey, first-year academics partnered with Student Life to radically reimagine how to support the FYE in partnership with other first-year stakeholders. First-year retention efforts are now data-driven and systematic, with a weekly "Students of Academic Concern" list and "Retention Squad." This yielded an immediate 13% increase in first-year retention. The Core has been entirely redesigned and will go into effect next year for all first-year students. And FYE programming has been re-worked as a coherent narrative, stretching from admissions events, through various orientations, and into academic-year programming.

MORNING BREAK | 9:00 a.m. – 9:15 a.m.

Convention Registration/Lobby

9:15 a.m. – 10:15 a.m.

FD - 279 Ballin' on a Budget: Growing through Budget Constraints

Marriott Balcony A

Liz Patterson

Cali DiOrio-Saye

Tyler Lawrence

Angela Sikorski

Texas A&M University-Texarkana

We've all been through the highs and lows of an ever-fluctuating departmental budget—from the magic of having surplus one year, to weekly Dollar Tree shopping trips the next. But how do we navigate the rough waters of higher education funding and retain our sanity? How can we continue offering the same programming and services when the "pot" we pull from keeps getting smaller and smaller? We've got a few ideas, and we're sure you have some too. Let's talk!

MONDAY, FEBRUARY 24

FD - 280 Supporting Military Students Through Learning Communities and First Year Experiences

Marriott Balcony B

Robert Heckrote
Nicholas Paesano
Kelly Roth

Bloomsburg University of Pennsylvania

In this facilitated dialogue, we will share and discuss Bloomsburg University's efforts, considerations, and observations in creating a first-year learning community specifically for military students. We are aware that other universities have unsuccessfully attempted to create military specific learning communities, and the military student learning community at Bloomsburg University has shown promise to be a success. We would like to discuss with the audience their thoughts and opinions as to why some programs have been successful and others have not.

CI - 281 Royal Advising: An Advising Community of Practice

Maryland A

Kristina Siarzynski-Ferrer
Jennifer VanDeWoestyne

Queens University of Charlotte

This presentation encompasses advising model redesign, community of practice framework, and the elements of an advising community of practice. Queens University of Charlotte's advising model, Royal Advising, was implemented fall 2015 and is structured as a community of practice comprised of faculty and professional advisors. Based on faculty feedback, the Associate Dean of Student Success and Director of Academic Advising will highlight features of Royal Advising and how its components meet the elements that define a community of practice. This session is a continuation of A Three Semester Approach to First Year Advising presentation, which occurred at FYE 2019.

CI - 282 Engaging Peer Facilitators in a Common Read Program

Maryland B

Ashli Wilson
Stacie Edington

University of Michigan

Engaging peer facilitators in the Common Read program increases participation, motivates students, and leads to successful outcomes for participants and peer facilitators. We will share successful strategies for recruiting, training, and managing a large group of volunteer peer facilitators within a Common Read program for first-year engineering students. Program assessment indicates positive gains for first-year students and upper-level peer mentors, through this approach. We will demonstrate how peer facilitators serve as an integral part of the program, from book selection to discussion group facilitation.

CI - 283 Comparative Assessment of One-Credit and Three-Credit First-Year Transition Courses

Maryland C

Robert Darst
Pauline Entin
Suzanne Melloni
Kristin Kadlec

University of Massachusetts-Dartmouth

Since 2011, the College of Arts & Sciences at University of Massachusetts-Dartmouth has required first-semester students to take a one-credit first-year transition course. In fall 2019, the college piloted a three-credit alternative that provided more time for achievement of the learning outcomes. Four sections were targeted at students who wanted to major in engineering or biology but did not meet the entrance requirements, and one was targeted at students who had already been accepted into their

major. The instructors will share assessment of the comparative impact of the one-credit and three-credit alternatives.

FD - 284 Reflective Writing and FYS: Promoting Critical Thinking and Metacognition

Virginia B

Alexis Hauck
Emili Pickenpaugh
Michael Graham
Jordan Martell
Angela Vaughan

University of Northern Colorado

Reflective writing has been shown to be an effective way to process thoughts, increase awareness and activate prior knowledge for students. Using reflective writing during an FYS allows students time to activate their prior knowledge on the subject from previous experiences or readings. Through reflective writing during class, students are actively engaging with the material. This allows students a buffer time to prepare an answer to a desired question before sharing to small or large groups. This presentation is designed to provide attendees with an experiential and practical presentation of strategies for implementing reflective writing practices within their courses.

FD - 285 Revamping Academic Support Courses for First-Year Students

Virginia C

Jeremy Roberts
Rebekah Reysen

University of Mississippi

Study skills, time management, organization, and other topics are discussed every semester and seem to be in the same format each time. Why not change those up? Why not speak to students in the first-person and share your own experiences with them through a new text for Academic Support courses that truly relates to what they are going through? Share your own stories with them. Let's help them go down the right path by using these skills and others to overcome academic probation or academic suspension. We've revamped our program; can you do the same?

CT - 286 Learning Communities Observed Through the Lens of Student Development Theory

Delaware B

Lisa Gaskin

University of North Carolina-Charlotte

Learning communities are gaining in popularity, but there are still questions to be answered: What types of students elect to join, and who is best served by learning communities? Applying a student development lens allows us to explore these questions and provides evidence of how we can best support specific populations of students through these programs. This is an opportunity to be empowered with research to support this growing trend and join in the discussion of best practices.

CI - 287 Beginning with Inquiry: Fostering a Culture of First-Year Research

Washington 1

Jeremy McGinniss
Amanda Hahn
Nathan Valle

Liberty University

This presentation will discuss how the implementation of an institutional QEP resulted in the creation of a campuswide initiative to engage students in research at every level. This initiative specifically impacted

the FYE with the emergence of a new introductory research course, Inquiry 101. This presentation will illustrate a pathway towards the construction and deployment of similar programs for institutions interested in developing their own research-oriented curriculum. The panelists will discuss assessment and programmatic data to argue that the success of this program is based on preparing first-year students with fundamental skills to realize long-term student success.

CI - 288 Managing Change: Letting Students Take the Lead

Washington 2

Katherine Powell
Aubrey McFayden
Nicholas Fernandez

Berry College

First-year mentors have played a critical role in Berry College's FYS for more than 20 years, serving as assistants for instructors and guides for students. In 2019, an expanded course curriculum led to additional responsibilities for these student leaders as they were tasked with teaching and facilitating classes in addition to their traditional role. In this presentation, we will review the rationale behind this change and explain our strategies for training and supporting students in this new leadership role. We will also share training materials, lesson templates, assessment results, and next steps.

CI - 289 Increasing Retention of Remedial Students by Providing Institutional Support

Washington 3

Tamara Jones
Jonathan Broyles

Troy University

A considerable number of students entering college are not prepared to enroll in college-level math or English courses; 28% require remediation in Alabama. The remedial population at Troy University is 15% of the campus population. With increased remedial enrollments, the university repurposed a class to help students adjust more quickly to the rigors of college-level work. The previous iteration of this course introduced essential topics, but the redesign allowed for more considerable discussion of metacognitive learning strategies, self-awareness, self-management, and the necessity of forming deeper connections with peers and university employees. As a result, the retention of remedial students increased.

CT - 290 Training First Year Experience Instructors for the 21st Century Classroom

Washington 4

Jennifer Gebelein
Alexa Urria

Florida International University

FYE instructors are uniquely positioned to make a significant difference in our students' success at Florida International University. In this session we focus on best practices to train our instructors and prepare them to lead the first-year cohorts into university life. With the integration of 21st Century and Life Skills, instructors are shown how to successfully marry in-class active learning pedagogy with a deeper understanding of content. In this session, we review our methods for training instructors to teach the FYE content in an active learning format, and how we assess all content, activities, and instructor engagement.

CT - 291 Designing for Success: Meeting the Needs of 2,300 Students Online

Washington 5

Pang Yang
Jennifer Endres
Amy Palmer

University of Minnesota, Twin Cities

With a class of 2,300 first year students, how do we equip students to transition to college through an online platform? Designing for Success will explore the many avenues the University of Minnesota College of Liberal Arts curriculum has taken to develop its First Year Experience (FYE) course. This course is uniquely inspired by student leadership, career competencies and involvement theory to support student development and in fostering a sense of belonging. Join us for an in-depth breakdown of our curriculum and why we are successful at helping our students thrive at a large, research one university.

CT - 292 Beyond the Calendar: Infusing Study Strategies into FYE courses

Washington 6

Susan Fletcher
Kris Kumfer

Ohio University

With the increasing issue of college readiness, helping first-year students manage their time is only one of many study strategies students need in college. In fact, time management is test preparation. In this session, presenters will show how an FYE course can be designed for maximum impact on academic success. Coupling innovative approaches that are rooted in the science of learning can create pathways for faculty to challenge and support their students' exploration of effective study strategies that can spark and sustain academic success.

CR - 293 A Mixed-Methods Approach to Measuring Integrative Learning

Lincoln 2

Mary Ellen Wade

Loyola University-Maryland

This session will share qualitative and quantitative findings from a year-long project measuring first-year student practice of integrative learning using a pre/post survey instrument and a written reflection assignment based on the AAC&U Integrative Learning VALUE Rubric. Participants will learn about the development of the questions and reflection assignment, the process to gain buy-in among program faculty, the assignment norming and scoring process, overall findings, and future considerations in scaffolding opportunities for students to experience integrative learning in the first year.

CT - 294 Texting as a Tool to Generate First-generation Student Engagement

Lincoln 3

Martha Wilson

Utah Valley University

The college onboarding process can be daunting for new students, particularly for first-generation students who are less likely to receive parental assistance in navigating complex admission, financial aid, and registration processes. In this session, we will discuss how our I Am First initiative is effectively using texts to guide incoming first-generation students through necessary steps and connect them to crucial new-student resources. More than a means to convey information, when properly done, texting promotes a timely level of dialogue and engagement that email cannot match. Ideas and strategies to build a successful texting communication plan will be provided.

MONDAY, FEBRUARY 24

CT - 295 The Family Dynamic and Student Success: From Theory to Practice

Lincoln 4

Laurie Hazard
Stephanie Carter
Bryant University

Traditionally, the student success literature has focused on personality and behavioral characteristics mediating college adjustment. Perhaps not as much attention has been given to environmental factors influencing the transition, such as the students' family dynamic. How do students and families manage when a student transitions to higher education? Exploring developmental psychology—coupled with student-development literature and a structured framework for looking at this question—offers a lens to examine the effect of families on student success. This session provides strategies to educate families about transition issues and outlines three key initiatives designed to support students from a healthy distance.

CT - 296 "On this Episode of..." Reaching Students with Personality through Podcasts

Lincoln 5

Brette Ens
McKenzie Cuba
University of Nebraska-Kearney

Out with the fliers and in with the spunk and Gen Z lingo! Reaching students varies from year to year and the latest buzz is in the podcast world. Join us in this session to "hear" about our first year podcast, Dear First Year, and how we collaborate with the community and campus to spread the word to students all with a touch of personality. Additionally, we'll address other creative ideas to get out there, bring students in, and say goodbye to cliché outreach methods all as an office of one.

CT - 297 Accessible and Inclusive Digital Content for All People, All Abilities

Lincoln 6

Karen Skudlarek
University of Connecticut

The rise in digital course content has pushed accessibility and inclusiveness to the forefront of higher education awareness. With the advent of global accessibility standards and the push for uniformity in online accessibility, UConn is developing its own standards for universal digital accessibility. We are also raising awareness on how to create accessible digital content, starting with the syllabus. FYE programs reach several students, and we'll discuss how FYE instructors can create accessible digital content for their curriculum. We will discuss closed captions, accessibility in Microsoft Office, and other tools available.

Closing Address

10:30 a.m. – 11:30 a.m. | Marriott Ballroom



Jennifer Keup
Executive Director
*National Resource Center for
The First-Year and Students in
Transition*



Annsilla Nyar
Director
*South African National
Resource Centre for the First-
Year Experience and Students in
Transition*

Finding the Humanity in First-Year Experience (FYE): Critical Reflections on the Globalization of a Movement

While our work can seem insular to our office, program, and campus, the increasing global reach of the First-Year Experience (FYE) movement holds the potential to draw individuals, institutions, systems, and countries together in the development of a global student success agenda. More specifically, the historical evolution and contemporary context of the FYE movement contributes to a profound ethos of humanity in higher education institutions across the world. This co-presented address shares important observations about the origin and current direction of FYE in the U.S. and how it has developed in South Africa, with transformative implications of FYE for national and global higher education systems. The presenters strive to remind us what it means to be a part of a "movement," consider the possibilities for collaboration and learning across different higher education contexts, and find inspiration and opportunity from being part of a global community.



20

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2020 Gateway Course Experience Conference | Chicago | March 22-24

John N. Gardener Institutional Excellence for Students in Transition *Award*

The National Resource Center for The First-Year Experience and Students in Transition is committed to setting the standard for excellence in supporting students at critical junctures in the educational pipeline beyond the first year. We also seek to promote intentional and integrative connections within and across institutions and educational sectors to enhance the student transition experience. In light of these core commitments, the National Resource Center is pleased to announce a new award recognizing Institutional Excellence for Students in Transition. The award will be presented annually to institutions that have designed and implemented outstanding collaborative initiatives enhancing the entire undergraduate experience. Award recipients will have demonstrated the effectiveness of the initiative in supporting student success, learning, and development at a variety of transition points and in responding to unique institutional needs.

Each award recipient will receive:

- Recognition at the 27th National Conference on Students in Transition, including the presentation of a plaque during the conference, a half-page announcement in the conference program booklet, and slide(s) highlighting award recipients in multimedia presentations during plenary sessions
- One complimentary registration to the 27th National Conference on Students in Transition to include all conference sessions and preconference workshops (on a space-available basis).
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (*E-Source for College Transitions*); and on the Center's web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets



More information regarding the award will be available at www.sc.edu/fye by May 1, 2020.

HOUGHTON MIFFLIN HARCOURT

VISIT US AT BOOTH #82

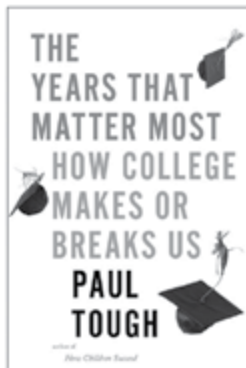


Meet Shaun King, author of **MAKE CHANGE**

Author Dinner—Featured Speaker

Saturday, February 22, Doors Open at 7:00 P.M.,
Thurgood Marshall Ballroom West & South

Stop by our booth for details.



The Years that Matter Most
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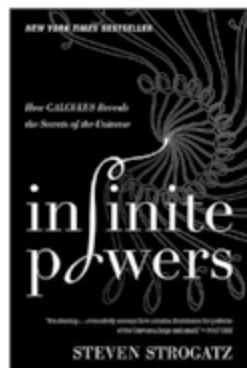
Witness
Lessons from Elie Wiesel's Classroom
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The Other Madisons
The Lost History of a President's Black Family
Bettye Kearsse
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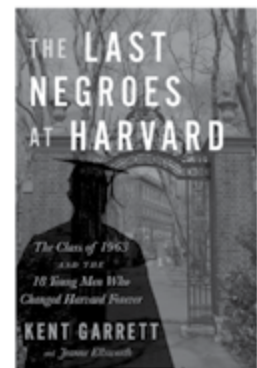
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Infinite Powers
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Steven Strogatz
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Friday Black
Nana Kwame Adjei-Brenyah
9781328911247 • Paperback
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The Last Negroes at Harvard
The Class of 1963 and the 18 Young Men Who Changed Harvard Forever
Kent Garrett and Jeanne Ellsworth
9781328879974 • Hardcover
320 Pages • \$27.00

39th

ANNUAL CONFERENCE ON THE
**FIRST-YEAR
EXPERIENCE**

WASHINGTON, DC

FEBRUARY 21 - 24, 2020

AWARDS & RECOGNITION



NATIONAL RESOURCE CENTER

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— 40th ANNUAL CONFERENCE ON THE —

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SEATTLE, WASHINGTON
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27th NATIONAL CONFERENCE ON STUDENTS IN TRANSITION

ATLANTA, GEORGIA | OCTOBER 16-18, 2020

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Outstanding First-Year Student Advocates



With the support and co-sponsorship of Cengage, The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize individuals on the nation's campuses who are Outstanding First-Year Student Advocates involved in high-impact practices for first-year student success. Two award recipients are chosen in each of the following institutional categories:

- Two-Year Colleges
- Four-Year Colleges & Universities with less than 2,000 students
- Four-Year Colleges & Universities with 2,000 to 7,000 students
- Four-Year Colleges & Universities with 7,001 to 15,000 students
- Four-Year Colleges & Universities with more than 15,000 students

Award Recipients



Amy Baldwin

Director of the Department of Student Transitions
University of Central Arkansas

Amy Baldwin is a pioneering educator and educational entrepreneur. She serves as the Director of Student Transitions at the University of Central Arkansas and teaches college literacy and student success courses. For over 20 years, she has taught and guided first-year community college and university students. She has co-authored the student success textbooks *The College Experience* and *The Community College Experience* with Brian Tietje, Ph.D., and Paul Stoltz, Ph.D. Her research interests include at-risk and first-generation college students.



DeOnte Brown

Interim Associate Dean of Students and Director of Student Transitions and Family Programs
Clemson University

DeOnte Brown is the Interim Associate Dean of Students and Director of Student Transitions and Family Programs at Clemson University. DeOnte is strongly committed to creating opportunities for all students to thrive in college and has invested significant time in supporting first-year students in establishing a strong foundation for their collegiate experience. Until recently, DeOnte's work with the first-year experience was with students of color in our CONNECTIONS and Renaissance MAN Programs. Through these initiatives we have witnessed DeOnte's purpose create meaningful change in the first-year experience of students. His work with these programs have allowed him to develop meaningful relationships with students to understand their needs and connect them to opportunities to enhance their experience. DeOnte's vision of comprehensive support for first-year students of color has led to CONNECTIONS embracing its identity as a Living-Learning Community with a common seminar course he led a team in developing along with peer mentoring and personal development workshops. In also acknowledging the complexity of the first-year transition for men of color, DeOnte collaborated with graduate assistants to develop a program that provides tailored support to this population in understanding what it means to navigate college and life through their various identities.



Carol Dochen

Director, Student Learning Assistance Center
Texas State University

Carol W. Dochen is the Director of the Student Learning Assistance Center (SLAC) at Texas State University in San Marcos, Texas. She also serves as the Law School Admission Council (LSAC) coordinating prelaw advisor for Texas State and has taught University Seminar 1100 since 1994. Carol actively participates in state, regional, and national professional organizations for student success, developmental education, and prelaw advising as a mentor, presenter, author, and consultant. She received Texas State's Mariel M. Muir Excellence in Mentoring Award in August 2019, and she received the Texas State University System Regents' Staff Excellence award on February 14, 2020. Carol earned a B.S. in Psychology/Guidance Studies and an M.Ed. in School Psychology from Southwest Texas State University. She earned her Ph.D. in Higher Education Administration, with a minor in Educational Psychology, from the University of Texas at Austin. She has been employed at Texas State University since 1974.

**Julie McLaughlin**

Chair/Professor, First-Year Experience
Cincinnati State Technical & Community College

Julie McLaughlin serves as Professor and Chair for the First Year Experience (FYE) Department and the Leadership Certificate. In the last decade Cincinnati State has built its program from a one credit, non-structured FYE course to offering three FYE course options (one, two, and three credits) that are very structured. Retention for students who successfully complete one of the FYE courses is higher than the general student population. Julie assisted in creating all three FYE courses as well as the standardized syllabus and instructor training. She was named Most Outstanding Club Advisor (Leadership Club) in 2016 and is an eight time House/Bruckmann Faculty Excellence Award Nominee. She co-authored the book *Thriving in the Community College & Beyond: Strategies for Academic Success and Personal Development* for FYE courses at the community college level. She has also served as Institute Faculty for the National Resource Center for The First-Year Experience and Students in Transition for The Institute on Developing and Sustaining First-Year Seminars as well as the Institute on First-Year Student Success in the Community College. Julie has an MA in college student personnel from Eastern Michigan University.

**Katherine Powell**

Director of the Office of First-Year Experience
Berry College

Katherine Powell has worked with first-year students throughout her career at Berry College, as a writing instructor and, for the last 22 years, as director of First-Year Experience. In this role, she coordinates the college's First-Year Seminar course, recruiting, training and supporting faculty instructors and peer mentors and works closely with a First-Year Advisory Committee to regularly assess, review and improve course content and processes. She also helps to coordinate first-year student advising, scheduling and orientation and coordinates the First-Year Common Reading program. During her tenure in the FYE Office, she helped to create the college's First-Year Service Day and led students in developing MAD Theatre, a performance piece addressing healthy relationships that is performed for new students each year. As a member of the college's Care Team, she provides advocacy and support for at risk students.

**Rebecca Royal**

Dean of Student Success
Union County College

Rebecca Royal serves as Dean of Student Success at Union County College, and she truly embodies the criteria for this award. In her role, Dean Royal leads a team comprised of the Advising, Career and Transfer department, Career Services, Disability Support Services, the Educational Opportunity Fund (EOF) Program, and two graduation initiatives: Operation Graduation and Project Achievement. These departments are committed to fostering a supportive environment where students receive guidance and services to achieve their educational goals. Through efforts such as mandatory orientation, advisor assignment, completion of educational plans, monitoring of progress during the term, and coordination with academic affairs, the College has realized significant increases in graduation rates and increases in raw numbers of graduates.

**Gregory Singleton**

Associate Vice President for Student Affairs and Dean of Students
Austin Peay State University

Gregory R. Singleton currently serves as the Associate Vice President and Dean of Students at Austin Peay State University and resides in Clarksville, TN. With more than 32 years of experience in higher education, He holds an A.S. from Jackson State Community College; BS Ed. from the University of Memphis; M.S. Ed. Student Personnel Services and Counseling from the University of Memphis; MS.Ed Educational Leadership from Florida International University, and has completed his doctoral studies in Educational Leadership and Policy Studies from Florida International University. Additionally, he is a graduate of Harvard University Higher Education Management Development Program. He has previously served at the University of Memphis (1987-1994) as the Coordinator for Fraternity/Sorority Affairs; at Purdue University (1994-1997) as the Assistant Dean of Students; at the University of Miami (1997-2007) as the Associate Dean of Students/Director of Judicial Affairs; and currently at Austin Peay State University as the Associate Vice President for Student Affairs/Dean of Students (2007-present) and was the Interim Vice President for Student Affairs at Austin Peay State University from July 1, 2018 until January 28, 2019.



Heather Thrush

Associate Dean for Student Engagement and Success
Wabash College

Heather Thrush, Associate Dean for Student Engagement and Success. Has 20 years' experience in student services in Higher Education and has worked at Wabash College in Crawfordsville, IN for the past 10 years. At Wabash, she coordinates Disability Services, New Student Orientation, Title IX, the Wabash Interaction Network (Early Alert System). She also oversees the Counseling Center and Student Health Center employees. Heather has a passion for working with college students and helping them navigate college and achieve their educational goals.

On a personal note, she is married to her husband Cory and they have three cats: Cheddar, Flounder and Stoney. She enjoys spending time with family, landscaping, gardening, watching Wabash sports, yoga, swimming and traveling.



Mary Ellen Wade

Associate Director, Messina Living Learning Program
Loyola University Maryland

Mary Ellen Wade is an innovative, mission-centered, and creative leader who uses data to work with faculty, administrators, and student leaders to improve the first-year experience within Messina, the universal first year living learning program at Loyola University Maryland. Utilizing research on living-learning communities, national best practices, and internal data, Mary Ellen developed a robust, systematic assessment plan for Messina. She has helped to change institutional culture around assessment to move from evaluation and surveying to one that places a primary emphasis on student learning and reflection. Most recently, Mary Ellen collaborated with divisional partners to develop an early intervention student reflective tool that provides first-year students individualized strategies for academic success, campus involvement, and personal wellness. For the past seven years, Mary Ellen has directly served as a mentor to first-year students in Messina, supporting their holistic transition into the Loyola community.



Annette Walstad

Director of Academic Support and Advising
Carroll College

Annette Walstad has been a consistent driving force in ensuring that Carroll College students have an impactful, meaningful experience, tailored to their individual academic goals and ensuring that they have access to high impact practices. Annette leads a team of advisors to create tailored course schedules for all first-year students. She has served as an advocate and leader in creating a robust orientation session for Parents of first-year students. In 2018, Annette consolidated the Office of Academic Advising, Career Services and Internships, Global Learning, Testing Services, and the Office of Veteran Affairs into a one-stop shop, named the Saints Success Center, to better serve students. She has served as the main organizer of Sophomore Retreat and the Carroll Success Network designed to discuss and formulate comprehensive responses to at-risk students. Annette opens up her home several times each semester to welcome students for dinner and an evening of games in an effort to ease homesickness and build comradery. She is a champion for our students.

Semifinalists

James Barraclough
Washburn University
Jennifer Belichsky-Larson
Loyola Marymount University
Marese Bermingham
Cork Institute of Technology
Mary Kay Helling
South Dakota State University
Jo Ann Jenkins
Moraine Valley Community College
Nicholas Koberstein
Keuka College
Paul LePore
Arizona State University
Sally Lorentson
George Mason University
Jesse Lott
Cazenovia College

Andrew Moyer
Delaware Valley University
Joseph Murray
Florida Atlantic University
Crystal Pitrois
Greenville Technical College
Ellen Quish
LaGuardia Community College (CUNY)
Peter West
Adelphi University
Kimberly Wingate
University of Tennessee at Chattanooga

Nominees

Keela Andrews
Cloud County Community College
Kay Angrove
Sam Houston State University

Tina Arthur
University of Iowa
Debbie Bannister
University of Charleston
Jocelyn Bjornstad
Montana Technological University
Emily Bosscher
Trinity Christian College
Hillary Bray
Trenholm State Community College
Ryan Brown
South Piedmont Community College
Nancy Bucknall
UNC Greensboro
Leon Bustos
New Mexico Highlands University
Hillary Campbell
University of Texas at Dallas

Elizabeth Castillo
St. Philip's College
Gary Caudle
State University of New York College at Geneseo
Mehak Chawla
University of Cincinnati
Dr. Andrew Cinoman
Florida Gulf Coast University
Rodney Coates
Miami University
Rickey Coleman
Alcorn State University
Anne Marie Conneely
Laboure College
Catherine Cotrupi
Virginia Tech
Andrew Cseter
Metropolitan State University

Matthew Cuzzo
Prince George's Community College

Rosalia Delgado
Arizona Western College

Natalee Erb
Vanderbilt University

Danielle Falloon-Blake
Kingsborough Community College

John Fey
Pasco-Hernando State College

Debra Fulton
Fayetteville Technical Community College

Renada Greer
Southern Illinois University Carbondale

Warren Grove
Mount St. Joseph University

Katie Hannah
Southwestern Michigan College

Brad Harmon
Furman University

Beth Havens
Horry-Georgetown Technical College

Kristina Henderson
College of DuPage

Jennifer Holly-Wells
Montclair State University

Melissa Holman
Western Michigan University

Andrea Hunt
University of North Alabama

Shannon Janssen
University of Montana-Missoula

Abby Jay
Lakewood College

Alexa Johansen
Azusa Pacific University

Elizabeth (Beth) John
University of Wisconsin-Whitewater

Kathryn (Kate) Johnson
Minnesota State Community and Technical College

Patra Johnson
Hampton University

Connie Keiffer
BridgeValley Community and Technical College

Kelli King
University of Nebraska-Lincoln

Linda Klinzing
Spartanburg Community College

Joshua Landau
York College of Pennsylvania

Matthew Lawson
Monroe Community College

Lynn Leonard
Coming Community College

Crysti Luna
Anderson University

Walter Malone III
Kentucky State University

Jessica Mankey
Ivy Tech Community College, Marion Campus

Michael Mason
Case Western Reserve University

Shane McCrory
Ohio State University at Lima

Megan McSpedon
Rice University

Jennifer Miller
McKendree University

Erin Mrocza
SUNY Fredonia

Keegan Nichols
Arkansas Tech University

Carolina Nutt
University of South Florida St. Petersburg

Elizabeth "Betty" Palmer
Charleston Southern University

Lolita Poplar
Rust College

Catherine Preston
University of South Alabama

Christy Riddle
Delta State University

Annette Robinette
University of North Florida - Jacksonville, FL

Holly Roose
UC Santa Barbara

Cynthia Sellers-Simon
Allen University

Todd Shealy
The Citadel

Stephanie Shell
University of Virginia's College at Wise

Nathan Smith
Bluegrass Community and Technical College

Alisa Smith
Lourdes University

Kathryn (Katie) Svoboda
Century College

Jemma Sylvester-Caesar
University of Houston-Downtown

Sanci Teague
West Kentucky Community and Technical College

Eitandria Tello
St. Philip's College

Nathaniel Tuthill
University of Texas at San Antonio

Cathy Vaughan
Madisonville Community College

Gisela Verduzco
Cypress College

Regina Weston
College of the Siskiyous

Shannon Williamson
University of New Orleans

Sarah Wolfe
University of Cincinnati

Christopher Wyckoff
Auburn University

Nicole Yang
Lakeshore Technical College

Jordan Smith Undergraduate Fellowships

The National Resource Center for The First-Year Experience and Students in Transition awards five fellowships to undergraduate students for the Annual Conference on The First-Year Experience. The purpose of the Fellowship Program is to advance the leadership skills and knowledge base of undergraduate students so that they may in turn use what they learn at the conference to enhance and encourage first-year student development on their respective campuses.

Fellowship Recipients

Carlos Chavez
University of Texas at El Paso

Jordan Emely
Penn State

Mariapaz Gomez
Queens University of Charlotte

Shelby Herring
Washburn University

Lea Woodley
San Jose State University

Semi-Finalists

Quincy Balias
Montana State University

Isaac Bird
Washburn University

Mariah Erhart
Montana State University

Grace Hass-Hill
Washington University in St. Louis

Lawson Herold
Christopher Newport University

Sawyer Kemmerly
University of Portland

Jourdyn-Evonne Lee
SUNY

James Loftis
Montana State University

Xiomara Martinez Alejandro
University of Texas at San Antonio

Estee Perkins
Oklahoma State University

Jade Wong
Rhodes College

Nominees

Dina Ahmed
American University in Cairo

Amanda Andalis
Arizona State University

Jazziel Baez
Prince George's Community College

Abby Bartlett
Montana State University

Leila Baugh
Suffolk County Community College - Grant Campus

Lucas Beal
Siena Heights University

Emily Black
University of Houston

Hailey Butler
Alvernia University

Julianna Collado
University of Michigan

Naomi Da-Silva
Prince George's Community College (PGCC)

Makayla Dawkins
University of Connecticut

Hoss DeRoest
Utah Valley University

Brianna Dixon
University of Central Missouri

Alyssa Doggett
Montana State University

Samantha Ezratty
California State University, Chico

Julia Fontana
University of Colorado Boulder

Sheila Foreman
Furman University

Christopher Garcia
University of Texas at San Antonio

Emily Griffiths
Montana State University

Ricardo Jonathan <i>University of Maryland</i>	Noah Lyons <i>East Tennessee State University</i>	Blair Pearson <i>Tarleton State University</i>	Irach'e Teague <i>Pace University</i>
Cale Josephs <i>Montana State University</i>	Marina Macias <i>University of California, Riverside</i>	Abigail Ramirez <i>Sacramento State University</i>	Kaitlin Thibodeau-Corey <i>Mitchell College</i>
Jianni Labato <i>Arizona State University</i>	Kyra March <i>Harvard College</i>	Sabreyna Reese <i>University of Central Missouri</i>	Sarah Thomas <i>University of Tennessee, Knoxville</i>
Jessica LaFontaine <i>University of Tampa</i>	Haley McInnis <i>University of North Carolina at Greensboro</i>	Dhymond Revan <i>George Washington University</i>	Zutima Tuladhar <i>University of Bridgeport</i>
Hannah Ledbetter <i>University of Northern Colorado</i>	Breyanna Moore <i>Lindenwood University</i>	Caitlyn Risley <i>Youngstown State University</i>	Alex Yoder <i>Indiana Wesleyan University</i>
Madilyn Liston <i>University of Utah</i>	Adam Mullin <i>Saint Joseph's University</i>	Kiran Sapra <i>University of Bridgeport</i>	
Bailey Lombardi <i>Montana State University</i>	Ryan Nasser <i>Virginia Tech</i>	Kayla Smith <i>West Chester University of Pennsylvania</i>	
Devyn Nainoa Lopez <i>Utah Valley University</i>	Callie Noar <i>University of Colorado Boulder</i>	Laura Tataille <i>Western Michigan University</i>	

Excellence in Teaching First-Year Seminars



Sponsored by Penguin Random House and The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, the award is given to an instructor who has achieved great success in teaching first-year seminars and who inspires student learning, development, and success. Universities were asked to submit one representative for their campus to be nominated for this award.

Award Recipient



Hayley Kazen

Assistant Professional
Texas A&M International University

Hayley Kazen is an Assistant Professional at Texas A&M International University. Dr. Kazen believes that the tools necessary for success in an educational setting go beyond study skills. For students to be successful, they must learn critical thinking, adaptability, and teamwork. She believes that learning should be a cooperative experience. Learning is a shared responsibility among students and between the teacher and the students. Dr. Kazen believes teachers should make an effort to get to know each of their students, the difficulties they may have that prevent them from learning, and their learning styles. Dr. Kazen plans and teaches several sections of freshman seminars. She has created curriculum using interactive technology to enhance learning via podcasts, supplemental educational programs (Cultural Awareness

Day, Café Prof, Globally Connected Classroom), online courses and received Quality Matters certification. She has also created signature assignment to assess core curriculum learning objectives.

Semifinalists

Jennifer Carter
Louisiana Tech University

Brooke Conaway
Georgia College and State University

Jennifer Miller
Arizona State University

Yildiz Nurdadinowski
Shepherd University

Stephen Skripak
Virginia Tech

Nominees

Risa Blair
Southern New Hampshire University

Sandi Bramblett
Georgia Institute of Technology

Amy Breski
Trocaire College

George Greenidge
Georgia State University

Sheryl Heard
Norfolk State University

Lisa Jeffers
Ivy Tech Community College

William Johnson
University of North Carolina, Greensboro

James Jones
Manhattanville College

John Kainer
University of Texas at San Antonio

Andrea Leary
Loyola University Maryland

Erica Lewis
Tennessee State University

Lynn Maelia
Mount Saint Mary College

Mark McCombs
University of North Carolina-Chapel Hill

Dyan Robinson
Southern Connecticut State University

Michele Tarter
College of New Jersey

Meagan Zoladz
Rhodes State College

CALL FOR PROPOSALS

Paul P. Fidler

RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2020-2021 Paul P. Fidler Research Grant, which is designed to encourage the development and dissemination of knowledge that has the potential to make a national impact and improve the experiences of college students in transition. The Paul P. Fidler Research Grant award includes a cash stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication.

Comprehensive Award Package

- Stipend of \$5,000
- Travel to the 27th National Conference on Students in Transition, October 2020, in Atlanta, Georgia, at which the award will be presented
- Travel to the 28th National Conference on Students in Transition, 2021, at which the research findings will be reported
- Announcement on the National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Submission Deadline

Completed applications must be received by the National Resource Center by 11:59 p.m. Eastern, July 1, 2020.

Application Procedures

The application and proposal form can be found at www.sc.edu/fye/fidler. Application materials (proposal, curriculum vitae) must be submitted electronically by the deadline.

For more information, send an e-mail to nrcsrch@mailbox.sc.edu.

Past Recipients

Mauriell H. Amechi

Our Stories (Un)Told: Community Cultural Wealth and the College-Going Experiences of Transitioning Youth in Foster Care

Jason C. Garvey, Maureen A. Flint, Kelly W. Guyotte, Keely Latopolski, and Laura Sanders

Sense of Belonging and its Influence on Academic Success for Residential Students Across Racial and Gender Identities

David Perez II

Thriving in Transitions: A Phenomenological Study on Latino Male Achievers at Selective Public Universities

Will Sheppard and Brandy Bryson

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

Blake Silver

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



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39th

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**FIRST-YEAR
EXPERIENCE**

WASHINGTON, DC

FEBRUARY 21 - 24, 2020

VENDORS



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VENDORS

Vendor Information

Conference participants are invited to visit commercial and non-profit vendors showcasing their products and services for enhancing the first-year experience. Vendors are located in Exhibit Halls A & B.

LAUNCH Student Success	1	National Survey of Student Engagement -	
Alpha Lambda Delta National Honor Society.....	2	Indiana University	45
Eventus.....	3	W. W. Norton & Company.....	46
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Human eSources.....	29	The Naked Roommate.....	69
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HarperCollins Publishers	32, 33	First Amendment Watch	77
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and Retention in Higher Education	34	Houghton Mifflin Harcourt	82
Jullien Gordon Speaking & Publishing	35	East Stroudsburg University of Pennsylvania	83
FranklinCovey Education	36	Interstride	84
McGraw-Hill Education.....	37	Pharos Resources, LLC.....	85
13th Grade: Real World 101	38	FIE: Foundation for International Education	86
Catapult / Counterpoint Press / Soft Skull Press.....	39	My College Roomie.....	87
SIGNAL VINE.....	40	Federal Trade Commission	88
New Jersey City University.....	41	TAO Connect, Inc.....	89
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Vendor Hall Schedule

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

Friday, February 21, 2020

7:00 p.m. – 8:30 p.m.

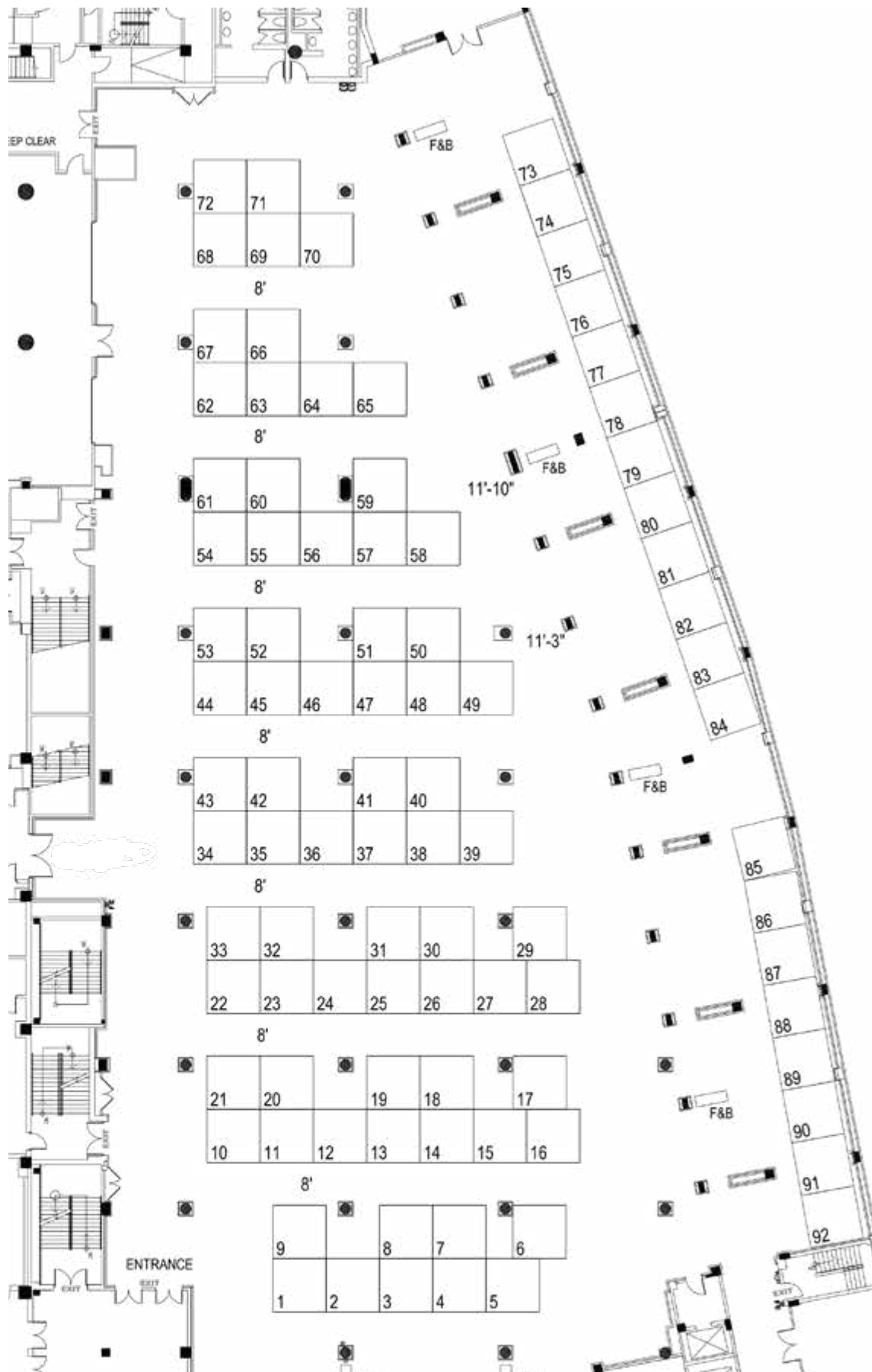
Saturday, February 22, 2020

7:30 a.m. – 11:00 a.m.

1:00 p.m. – 5:00 p.m.

Sunday, February 23, 2020

7:00 a.m. – 12:00 noon





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FIE: Foundation for International Education is a London-based non-profit educational organization, providing customized partnership programs and individual student enrollment programs in London and Dublin. For 10 years, we have been the leader in study abroad programming for first year students with multiple university partners in London and Dublin.



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Harlan Cohen is the New York Times bestselling author of the Naked Roommate series. His column, 'Help Me, Harlan!', is distributed by King Features Syndicate, and his advice has

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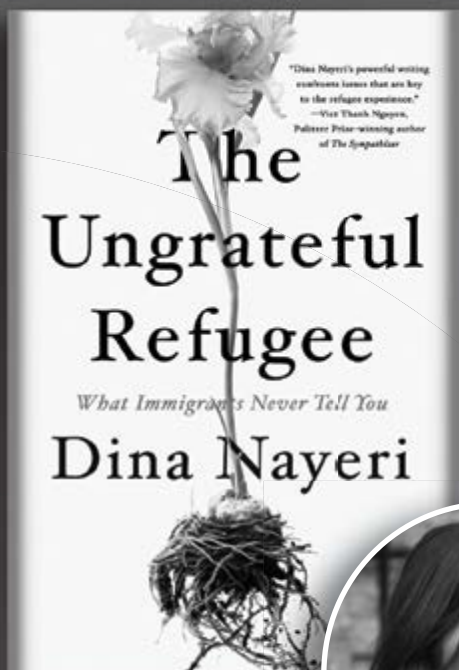
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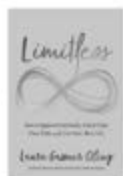
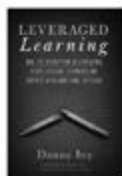
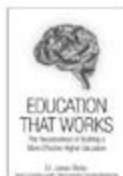
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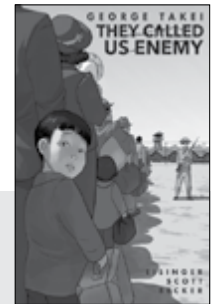
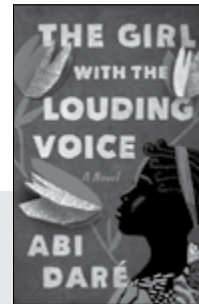
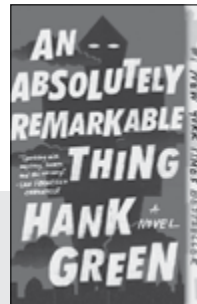
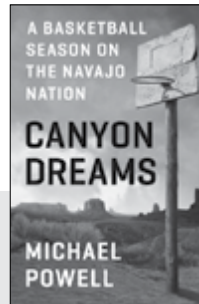
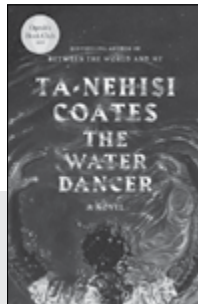
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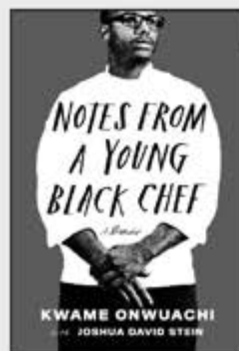
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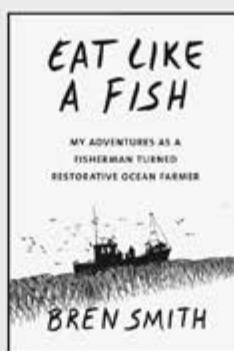
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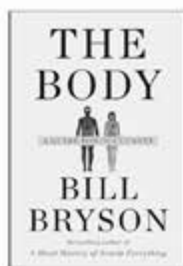
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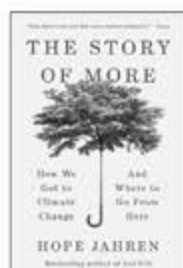
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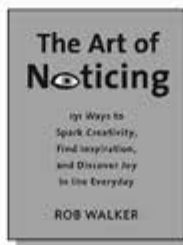


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Powell, Charissa	University of Tennessee-Knoxville	FD-224	Schweiger, Keith	Temple University.....	FD-265
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			Thomas, Melissa	University of Texas	W-11
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Valle, Nathan	Liberty University	CI-287
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Varela, Steve	University of Texas-El Paso	CT-260
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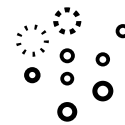
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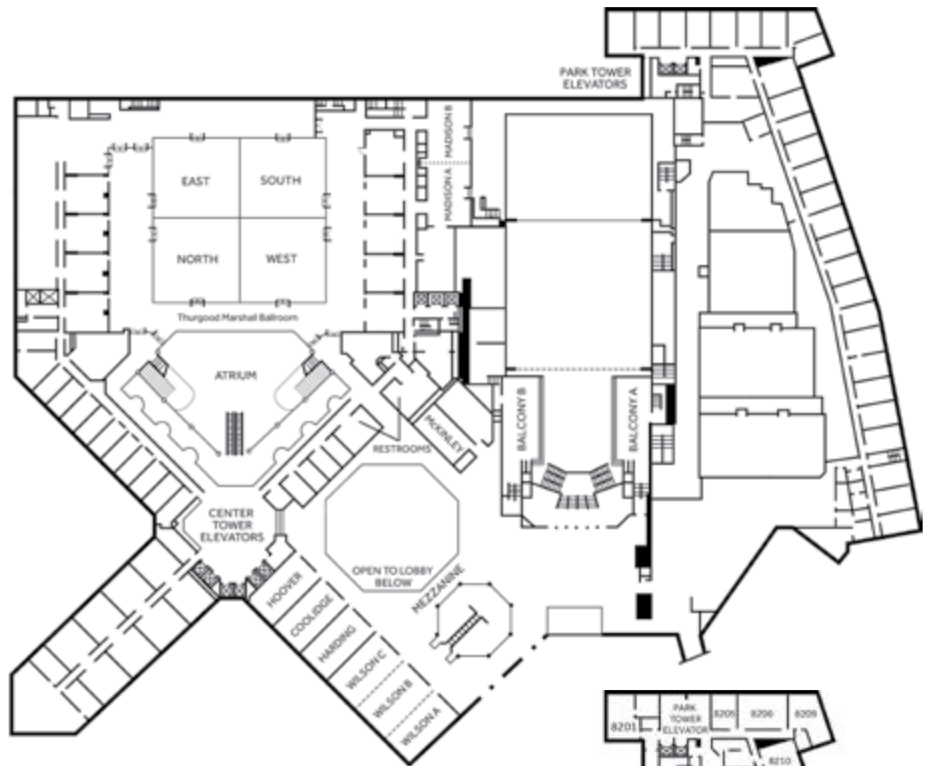
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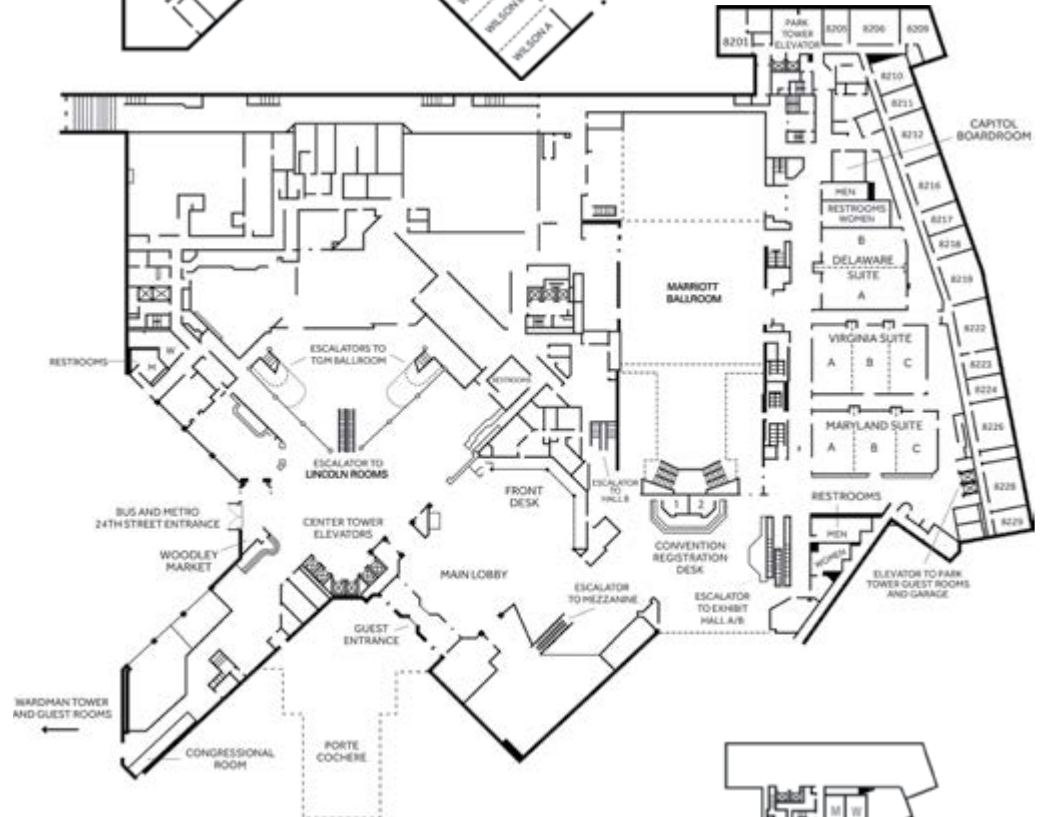
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