



26th national conference on
**STUDENTS IN
TRANSITION**

CONFERENCE PROGRAM

Orlando, Florida | October 12-14, 2019



NATIONAL RESOURCE CENTER

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



Dear Conference Delegates,

On behalf of the staff and affiliates of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am happy to welcome you to Orlando, Florida for the 26th National Conference on Students in Transition. We are pleased to have you join us for to this conference and to have you as a member of a worldwide network of first-year experience (FYE) and students in transition (SIT) educators and advocates that represents the constituency of the National Resource Center.

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Keup', with a long horizontal flourish extending to the right.

Jennifer R. Keup
Director

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

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SCHEDULE OF EVENTS

SATURDAY | OCTOBER 12, 2019

7:30 a.m. – 6:00 p.m.	Preconference Workshop and Conference Registration
8:00 a.m. – 12:00 noon	Preconference Workshops
1:45 p.m. – 5:15 p.m.	Conference Sessions
5:30 p.m. – 7:00 p.m.	Conference Opening Session and Keynote Address — Laurie Schreiner
7:00 p.m. – 7:45 p.m.	Welcome Reception

SUNDAY | OCTOBER 13, 2019

7:30 a.m. – 5:00 p.m.	Conference Registration
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. – 12:30 p.m.	Plenary Address — Jason Garvey, Forrest Lane, & Will Sheppard
2:00 p.m. – 5:30 p.m.	Conference Sessions

MONDAY | OCTOBER 14, 2019

7:30 a.m. – 11:30 a.m.	Conference Registration
8:00 a.m. – 11:30 a.m.	Conference Sessions
11:45 a.m. – 12:30 p.m.	Closing Session — Dallin George Young



NATIONAL RESOURCE CENTER

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

CORE COMMITMENTS

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

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

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

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

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

Welcome to the



26th national conference on
**STUDENTS IN
TRANSITION**

Orlando, Florida

GOALS OF THE CONFERENCE

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

CONFERENCE SPONSOR

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

The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina has as its mission to support and advance efforts to improve student learning and transitions into and through higher education. The Center achieves this mission by providing opportunities for the exchange of practical and theory-based information and ideas through the convening of conferences, institutes, online courses, and workshops; publishing monographs, a peer-reviewed journal, a newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a web site and electronic listservs.

GENERAL INFORMATION



Session Locations

All conference sessions will be held at the Rosen Plaza.

Hotel Map

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

Name tag Ribbons

LIGHT BLUE	Presenters
WHITE	First-Time Attendees
PURPLE	International Delegate
GREEN	Vendors

Registration Information

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

Saturday, October 12, 2019	7:30 a.m. – 6:00 p.m.
Sunday, October 13, 2019	7:30 a.m. – 5:00 p.m.
Monday, October 14, 2019	7:30 a.m. – 11:30 a.m.

Internet Access Information

Internet access is available throughout the meeting space on the Network Convention Wireless and using the password **RPTRA**. Overnight guests staying at the Rosen Plaza will have access to complimentary internet access in their guest rooms.

Session & Conference Evaluations

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

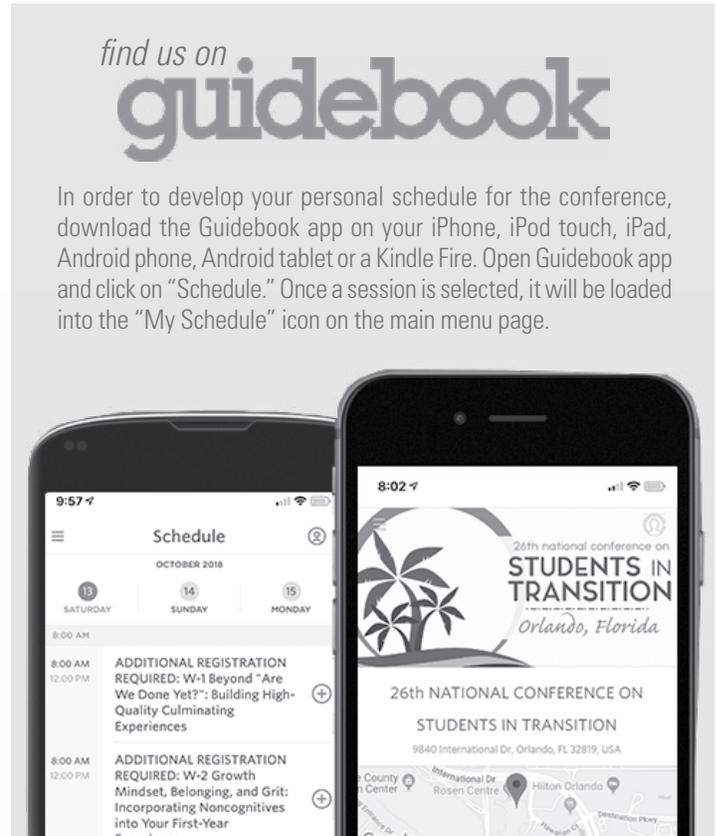
An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments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

Session Handouts

During the conference: There will be several tables set up throughout the foyer for presenters to leave extra handouts from their sessions.

Interactive Schedule

In order to develop your personal schedule for the conference, download the Guidebook app on your iOS or Android device. Open Guidebook and click on "Schedule." Once a session is selected, it will be loaded into the "My Schedule" icon on the main menu page.



SESSION FORMATS

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

Concurrent Sessions

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

Concurrent session types:

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

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

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

(FD) Facilitated Discussions

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

(V) Vendor Presentations

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

Poster Sessions

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

Poster session types:

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.

PAUL P. FIDLER RESEARCH GRANT REVIEWERS

Jo Arney
University of Wisconsin-Lacrosse

Amy Baldwin
University of Central Arkansas

Betsy Barefoot
John N. Gardner Institute

Rachel Beech
Cal State San Bernardino

Brad Bostian
Central Piedmont Community College

Karen Boyd
University of Tennessee

John Braxton
Vanderbilt University

Bryce Bunting
Brigham Young University

Rebecca Campbell
Northern Arizona University

Rozana Carducci
Elon University

April Chatham-Carpenter
University of Arkansas Little Rock

Laura Chezan
Old Dominion University

James Cole
Indiana University at Bloomington

Ty Cruce
ACT

Donna Dahlgren
Indiana University Southeast

Shannon Dean
Texas State University

Laura Dean
University of Georgia

Diane Dean
Illinois State University

Saran Donahoo
Southern Illinois University

Kathy J. Evertz
Carelton College

Matthew Fifolt
University of Alabama at Birmingham

Tanya Figueroa
UCLA

Stephanie Foote
Gardner Institute

Lisa Fowler
Red Rocks Community College

Jimmie Gahagan
Virginia Commonwealth University

Ann Gansemer-Topf
Iowa State University

Jacob Gross
University of Louisville

Brad Harmon
Furman University

Casandra Harper Morris
University of Missouri

Sara Hinkle
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Anne Hornak
Central Michigan University

Michele Howard
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Kirsten Kennedy
University of South Carolina

Cindy Ann Kilgo
University of Alabama

Kia Kuresman
York College of Pennsylvania

Forrest Lane
Sam Houston State University

Katie Linder
Oregon State University

Jodi Linley
University of Iowa

Janet Marling
NISTS/UNG

Georgianna Martin
University of Georgia

Mark May
Clayton State University

Jamie Miller
Auburn University

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Northern Kentucky University

Darren Pierre
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Kennesaw State University

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Julie Rotholz
University of South Carolina

Sandra Rouse-Berry
NACA

Molly Schaller
Saint Louis University

Jenna Seabold

Rachel Smith
Baruch College

Ellen Stolzenberg
UCLA

Randy Swing
Higher Education Matters, LLC

Dale Tampke

Jason Titus
Texas Christian University

Wendy Troxel
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Jen Wells
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Robin Williamson
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NASPA

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NACADA

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Educause

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InterFaith Youth Core

Sarah Whitley
NASPA First Generation Student
Success Center

Chuck Harberle
Providence College

Kali Morgan
Georgia Tech

Amelia Noel-Elkins
Illinois State University

Zack Underwood
Virginia Tech

PROPOSAL REVIEWERS

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

Mark Your Calendar



November 4 – 6, 2019
**Institute on Cross Campus
Collaboration for The
First-Year Experience**
Columbia, South Carolina

Nov. 11 – Dec. 6, 2019
**Common Reading: Creating
Community Beyond the Book**
Online Course

February 20, 2020
**1st Biennial International
Forum on The First-
Year Experience**
Washington, D.C.

February 21 – 24, 2020
**39th Annual Conference on
The First-Year Experience**
Washington, D.C.

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

April 20 – 22, 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

July 22 – 24, 2020
**Institute on First-Generation
College Students**

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

STAFF ROSTER

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

**denotes those attending the conference*

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Director, University 101 Programs

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Brad Garner*

Toolbox Editor

Forrest Lane*

Journal Editor (July 2017 -)

Rebecca Campbell*

E-Source Editor

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Assistant Director for Research, Grants, & Assessment

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Carlos Diaz

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Founding Director and Senior Fellow

Mary Stuart Hunter

Senior Fellow

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Jenny Lee

University of Arizona

VENDOR INFORMATION



The University of South Carolina and the National Conference on Students in Transition welcome vendors. All vendor booths will be located on the Ballroom B Foyer.

VENDOR HOURS

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

Saturday, October 12, 2019

4:00 p.m. – 7:45 p.m.

Sunday, October 13, 2019

7:30 a.m. – 12:30 p.m.

2:00 p.m. – 5:00 p.m.

Monday, October 14, 2019

7:30 a.m. – 12:00 noon



ACT

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



Advantage Design Group

With Advantage Orientation®, engaging and effective onboarding experiences are easy. Welcome, introduce and prepare students in transition for college success with a personalized and self-paced online orientation. On-Brand, interactive and video-rich learning for students and a suite of powerful management and analytic tools for you - all within one, cloud-based application. Learn more @ AdvantageDesignGroup.com.



FranklinCovey Education

The 7 Habits of Highly Effective College Students is a high-impact student success course that benefits and sustains students in college and beyond. Built on the foundation of Stephen R. Covey's worldwide best-seller The 7 Habits of Highly Effective People.



LAUNCH Student Success

LAUNCH Student Success is the premier student success curriculum/program in helping increase success rates across the nation. LAUNCH combines student text books, video, and an interactive mobile platform for student engagement into one seamless experience. In addition LAUNCH's professional development workshops help campuses create cultures of student success!



National Institute for the Study of Transfer Students

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



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

The National Resource Center for The First-Year Experience and Students in Transition focuses on enhancing the learning and success of all college students, hosts a series of national conferences, workshops, and institutes; engages in research; publishes a scholarly journal, books, and electronic newsletter; maintains a website; and host electronic listservs.



Way to Succeed

Way to Succeed: a new internet-based company addressing the under-achievement problem of first-year college students in mathematics and STEM courses. Dr. Jane Reed, mathematics educator, and Thomas Reed, programmer have collaborated to develop a simple, effective, research-supported method for improving achievement through increasing metacognition and other learning strategies and practices.



ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

NOV. 11 - DEC. 2, 2019

MAY 4 - MAY 29, 2020

**COMMON READING:
CREATING COMMUNITY
BEYOND THE BOOK**

Instructor:
Catherine F. Andersen

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

Instructor:
Taléa R. Drummer-Ferrell



REGISTER TODAY AT WWW.SC.EDU/FYE/OC

find us on

guidebook

Make the most of your experience at SIT 2019!

Use Guidebook to

- Find information about schedule changes.
- Complete session evaluations.

Search "26th National Conference" in Guidebook



Continental Breakfast for Preconference Workshop Participants

7:30 a.m. – 9:00 a.m.

Salon Foyer

Preconference Workshop and Conference Registration

7:30 a.m. – 6:00 p.m.

Registration Desk C

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

W-2 | A Developmental Framework for Designing and Aligning Student Success Initiatives

8:00 a.m. - 12:00 noon | \$150 | Salon 14

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

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

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

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

8:00 a.m. - 12:00 noon | \$150 | Salon 13

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

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

W-4 | Design and Deliver: Course-Based Learning Strategies that Promote Student Success

8:00 a.m. - 12:00 noon | \$150 | Salon 12

Brad Garner, Director of Faculty Enrichment, *Indiana Wesleyan University*

1:45 p.m. – 2:45 p.m.

CI - 1 Real Talk: Using Storytelling to Address Barriers to Success

Salon 10

Emily Halstead
Kellie Burgess

Mercer University

Higher education practitioners are all too familiar with the challenges common to our students: the first failed test, the financial stresses, the self-doubt, the uncharted transitions, and more. How, then, do we assure students that their challenges—as significant as they might be to the individual—are, in many cases, normal? This session discusses the development of Real Talk, a speaker series

featuring stories of growth and challenge. These stories normalize dialogue about personal challenges, ultimately preparing students to navigate the transitions and barriers common to the college experience.

CR - 2 FYEvolution: The Significance of the Junior Year in Student Transitions

Salon 11

Chris Warnick
Chris Korey

College of Charleston

This session presents findings from the second phase of a longitudinal study examining students' academic and social transitions at a four-year liberal arts and sciences college. Data from interviews and reflective essays show that students' junior year was a significant moment of transition. Often overlooked in academic studies of student transition, the junior year, according to the students we studied, was when they "figured things out," developing career paths, implementing effective time management practices, and cultivating relationships with faculty. In addition to sharing these findings, presenters will discuss and facilitate conversation about the implications for curriculum and program design.

CT - 3 Medical Transitions: From Clinic to Classroom Transitions

Salon 12

Karen Keptner

Cleveland State University

Jeanne Eichler

University of Arkansas

Medical conditions affect approximately 20% of university-age populations and impact a student's ability to access the educational environment. Once a student is cleared to return to class after a medical event, a student might not disclose the difficulties they are having to faculty, advisors, or administrators. As a result, they could be at risk for dropout. This session discusses common medical conditions in traditional university-age 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 - 4 Investigating and Supporting Low-Income Students' Academic Transition to Campus

Salon 13

Emma Bausch

University of Michigan - Ann Arbor

This study explores the academic transition and sense of belonging of low-income first-year students at the University of Michigan. Specifically, we consider the academic experiences of students receiving a newly launched financial aid institutional "promise," the Go Blue Guarantee (GBG). Using a mixed-methods design in which initial focus group data collection informed the creation of a survey, we find that many GBG students describe their academic experience on campus as one of self-doubt, but cite supportive academic structures (e.g., summer bridge) as sources of resilience and belonging. Lessons learned and ideas for future interventions focusing on low-income students will be discussed.

SATURDAY, OCTOBER 12

FD - 5 Texting to Engage with Students: 1.) Bet, 2.) Meh, 3.) Not a chance

Salon 14

Yovan Reyes

Sarah Lopez

Hillsborough Community College

Hillsborough Community College (HCC) is one of a number of institutions using a two-way texting communication platform to give students as many points of contact as possible. Initiated by a Title III Math Success Grant, HCC acquired a texting platform in 2017 and has sent more than 26,000 text messages to students. In return, HCC has received close to 60% average engagement overall. Messages are developed to engage students taking historically difficult math courses and offer them an array of resources (e.g., academic advising, supplemental instruction, financial aid information).

3:00 p.m. – 4:00 p.m.

CI - 6 Supporting Students in Transition Through Academic Coaching

Salon 10

Thomas Chase Hagood

Maggie Blanton

University of Georgia

Academic coaching can be a powerful intervention for students in transition. At the University of Georgia, the goal of academic coaching is to allow students to reflect on their own learning in a way that can be adapted for future use. Coaches employ guiding principles of learning—growth mindset, metacognitive practices, self-regulation, and positive psychology—to help students succeed. This interactive session will discuss professional development, program assessment, research-informed practice, and student-driven services.

CT - 7 Linking Assessment and Strategic Planning Processes to Enhance Student Transitions

Salon 11

Tara Hornor

The Citadel

This presentation will highlight innovative strategies for institutions in linking systematic assessment and strategic planning to enhance student transition programs, engagement, and support services in strengthening student outcomes. The presenter will demonstrate specific linked planning and assessment strategies for enhancing transitions of first-year undergraduate, transfer, veteran, and graduate students. The presentation will demonstrate how this process can be scaled up to the institutional level and scaled down to fit specific program-level initiatives. The presentation will also focus on how connecting strategic planning and assessment can inform professional practice and foster campuswide engagement in the student transition process.

CR - 8 Embedding Information Literacy Skills into First-Year Experience Courses Coaching

Salon 12

Cindy Campbell

Florida SouthWestern State College

A qualitative action research project can determine how to embed information literacy into first-year experience (FYE) courses that will be a boon for students in current and future semesters. FYE courses guide first-year students to the resources and skills they need to use and hone to be successful in college. This qualitative action research determined which of the six Association of College & Research Libraries information literacy concepts most benefit FYE students by

promoting success and confidence in their information literacy skills, during and after their FYE course.

CI - 9 BINGO! Cocurricular Requirements for a Successful FYE Course

Salon 13

Ronda Gentry

Michael Bodary

Tusculum University

Tusculum University has been refining its FYE course over several years to better serve our large percentage of first-generation students. It has been determined that first-generation students benefit greatly from a curriculum that emphasizes academic excellence while connecting students to cocurricular aspects of their educational experience in the areas of classroom expectations, civic engagement (core to the institution's mission), and planning for the future self. A core assignment in the FYE course is Orientation BINGO, which requires students to interact with the university community for their academic benefit in FYE and other courses.

FD - 10 Impacts on Retention: Advising Students Foreclosed to Academic Major Decisions

Salon 14

April Belback

University of Pittsburgh

Advisors often hear phrases such as "I have always wanted to be _____". While academic advisors have long understood the value of exploration for undergraduate students in higher education, research tells us that students commonly are unwilling or unaware of opportunities to explore major choices, especially in their first college year. This facilitated discussion will focus on students in foreclosure status. Presenting themselves as having made a choice about a plan of study, students in this status can often become dissatisfied and are at risk of not persisting in college if not carefully advised.

AFTERNOON BREAK | 4:00 p.m. – 4:15 p.m.

Salon Foyer

4:15 p.m. – 5:15 p.m.

CI - 11 Personal Connections Through Proactive Advising at a Multi-Campus Institution

Salon 11

Edward Holmes

Evelyn Lora-Santos

Valencia College

Research has shown that when students form a strong relationship with their advisors, they are more likely to be successful. In 2014, Valencia College approved a three-year advising redesign. This presentation will focus on the reshaping of Valencia's advising model, infusing proactive advising strategies, and developing a communication plan to ensure timely personal connections between students and advisors. Participants will be asked to work in small teams and brainstorm what a proactive advising communication plan might look like for their institution. This presentation is appropriate for advisors and administrators from both two- and four-year institutions.

CI - 12 The Three Pillars: High-Impact Service-Based Scholarships to Support Student Transitions

Salon 12

Cheyenne Rogers
Emily Shreve

University of Nevada, Las Vegas

This comprehensive scholarship program prepares students to handle multiple transitions—from the first year, through the “sophomore slump,” to graduation—by requiring scholarship recipients to support first-year students’ transitions. This donor-funded scholarship at a large, diverse, public, high-research university is a four-year program focused on three pillars: leadership, service, and development. Scholarship recipients are Pell Grant-eligible, often first-generation, and have overcome a significant life challenge. Based on the Association of American Colleges & Universities’ high-impact practices, all scholars serve first-year students and the broader university community through progressively more demanding leadership opportunities, from informational outreach events to one-on-one peer mentoring embedded in a first-year seminar.

CR - 13 Examining the Relationship Between Transfer Credit Applicability and Baccalaureate Degree Attainment

Salon 10

Shelly Hsu

California State University Fullerton

To respond to transfer process efficiency, this study examines the transfer credit applicability among the associate degrees for transfer (ADTs) and seeks to understand how institutional practices enhance efficient baccalaureate degree completion. The study uses multiple linear regression analyses to investigate whether the curriculum alignment based on the ADTs’ implementation contributes to transfer students’ time to graduation at a California state university. The results of this study indicate that transfer students with an earned ADT shorten their time to degree completion. Transfer applicability does not significantly predict time to degree completion after the other predictors are statistically controlled.

CR - 14 Developing Student Strategic Learning for Success

Salon 13

Peter Arthur

University of British Columbia

Research studies indicate a positive relationship between a student’s metacognition, mindset and academic success. Metacognition and learning mindsets can be taught and, through experience, enhanced. This session focuses on evidence-based strategies from a study examining the integration of metacognitive and mindset strategies in the first year. Participants will have the opportunity to share, discuss, critique and build on what they are already doing in regard to the following strategic learning strategies: Create learning goals (metacognition); Plan, monitor, and adjust learning as needed (metacognition); Use reflection to learn competencies and enhance learning (metacognition); and adopt a learning mindset (mindset).



FD-15 - Piecing Together the Transfer Student Puzzle

Salon 14

Karlin Luedtke
Elizabeth Ozment
Rachel Most

University of Virginia

Now more than ever, understanding the unique academic needs of transfer students is essential to promoting equity in higher education. In this facilitated discussion, we will briefly overview common struggles of transfer students during their first year at receiving institutions, as well as obstacles that universities face when designing academic interventions for transfer students in transition. We will then break into small groups and implement the “jigsaw” cooperative learning method to analyze transfer student case studies, before reconvening to share ideas across the room about better supporting transfer students in their first year.

Opening Session & Keynote Address

Thriving in Transitions: Institutional Actions that Make a Difference

5:30 p.m. – 7:00 p.m. | BALLROOM B



Laurie Schreiner

Professor and Chair of the Department of Higher Education
Azusa Pacific University

What kind of environment helps all college students thrive, especially during transition periods? In this address, Dr. Schreiner will highlight 5 key institutional actions that are

supported by research as making the most difference in student success, with a particular focus on environments that enable diverse learners to thrive during pivotal transitions.

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

would like to congratulate the recipient of the

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Ballroom B Foyer

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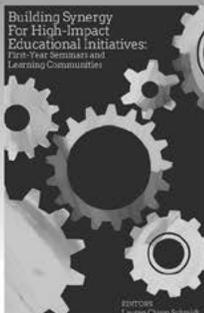
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SUNDAY, OCTOBER 13

Continental Breakfast

7:30 a.m. – 9:00 a.m.

Ballroom B Foyer

Conference Registration

7:30 a.m. – 5:00 p.m.

Registration Desk C

Primer for First-Time Attendees

7:45 a.m. – 8:45 a.m.

Salon 5

Jennifer R. Keup

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

John N. Gardner

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

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

9:00 a.m. – 10:00 a.m.

CT - 16 The New-Found Purpose of the Sophomore Year

Salon 5

Molly Schaller

Saint Louis University

Vicki Pitstick

Ohio State University

The sophomore year or second year of college is often marked by changes in student friend groups, academic goals, and sense of self. Yet, studies such as one recently published in the *American Journal of Epidemiology* point out the importance of “sense of mission” in life, particularly in promoting psychological well-being in young adults (Chen, Kim, Koh, Frazier, & VanderWeele, 2019). Given both the need for finding a sense of direction and the challenges of the second year of college, this program will highlight approaches to help students find meaning and purpose in the sophomore year.

FD - 17 Publishing Research and Practice on College Student Transitions

Salon 6

Forrest Lane

Rebecca Campbell

Brad Garner

National Resource Center for the First-Year Experience and 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 - 18 Online Orientation on UT Time (Without the Turmoil)

Salon 7

Shannon Calega

University of Tampa

Sam Swingle

Advantage Design Group

It was about time. Facing three times the number of students transitioning since the early 2000s, the old orientation program dumped information on students in a short amount of time. Orientation attendance was low, and the emotional turmoil that comes with change was high. It was time to deliver orientation in a student-centered time zone. Today, orientation is the university’s first Student Affairs hybrid program. This three-part session features an open discussion with Shannon Calega, director of orientation and family engagement at the University of Tampa; a demonstration of UT’s orientation platform; and plenty of time to answer questions.

CI - 19 Senior Year Experience in Transition: UConn’s Past, Present and Future

Salon 8

Beth Settje

University of Connecticut

SYE was first introduced at UConn in the early 2000s as a series of workshops that evolved into a one-credit course, a seniors website, and graduation preparation. Approximately 3,000 students completed the one-credit course. However, because of budget and staff constraints, the course was put on hold in Fall 2017; the Center for Career Development now teaches the course in a new format. The instructor has been at UConn since 2001 and was part of the team that started the program. This session will share the history of the course, its current approach, and future goals, with participant interaction.

CR - 20 First-Year Honors Students on Academic Probation: Where Are They Now?

Salon 9

Marty Robinson

East Carolina University

An examination of the experiences of college students who were placed on academic probation the first semester after their enrollment at the University of North Carolina in 2014. Their lived experiences were documented and analyzed. Recommendations were provided. Since then, changes have been made at East Carolina College to better accommodate this student population, and the research has received updated

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information on the status of each of the 10 students interviewed. This session is intended to discuss those outcomes, program enhancements, and further opportunities for examining this understudied population.

CT - 21 Birth of the Multipotentialite: Generation Z and the Renaissance Person

Salon 10

Caroline Twachtman

University of South Florida

A multipotentialite is someone with many interests and creative pursuits. This type of person thrives on learning, exploring, and mastering new skills. Multipotentiality is the state of having many exceptional talents, any one or more of which could make for a great career. Participants will learn more about the multipotentialite identity and some of its associated challenges, and also explore strategies for teaching, advising, and communicating with this group of students. The session will focus on exploring the implications of the multipotentialite identity on advising practices, first-year seminar courses, and programs for students with undeclared majors.

FD - 22 Managing Staff Transitions & Institutionalizing Grant-Funded Initiatives for Transfer Success

Salon 14

Laila Shishineh

University of Maryland, Baltimore County

Grant-funded initiatives are becoming the norm in higher education—especially when it comes to implementing new opportunities to best serve unique student populations, such as transfer students. Two major challenges exist regarding these initiatives: managing staff transitions during grant-funded projects; and institutionalizing these opportunities, particularly when funding to do so can be limited or nonexistent. A focal point for this discussion will be sharing and brainstorming best practices around managing staff transitions and institutionalizing grant-funded initiatives, with a particular focus on projects related to transfer students.

9:00 a.m. - 10:15 a.m.

FS - 23 Using Storytelling to Build a Beloved Community

Salon 12

Katrina Abes

Rouel Velasco

University of Hawaii West Oahu

This session will explore how native communities have used storytelling to build community, resilience, and sense of belonging for students. Using cultural wealth as a framework, participants will look at different stories to help build inclusion. Participants will create and share their own stories and vision maps through different experiential learning activities. By the end of the workshop, participants will walk away with tools to help re-design their programs to integrate storytelling to build community and inclusion.

10:00 a.m. - 11:00 a.m.

PA - 24 StrengthsFinder 2.0 as a Catalyst for Career Planning

Ballroom C

Daniel Duarte

University of Texas at El Paso

This poster session will demonstrate strengths-based initiatives in the University of Texas at El Paso's first-year seminar course. In conjunction with the university's quality enhancement plan, a pilot program was begun to instruct students on identifying and maximizing their strengths. This poster will explain how Gallup's StrengthsFinder 2.0 is used to supplement instruction in career planning and instruction as part of a standardized instructional module. Students report a greater understanding of how their strengths inform their decision making, while also demonstrating the application of knowledge of their strengths across a variety of career-planning activities.

PA - 25 The Alamo On-TRAC Program: An Alternative Pathway for Transfer Students

Ballroom C

Barbara Smith

Tammy Wyatt

University of Texas at San Antonio

This proposed session outlines the Alamo On-TRAC (Transitioning Roadrunners at Alamo Colleges) Program, a collaborative partnership between the Alamo Community Colleges (AC) and the University of Texas at San Antonio (UTSA). The On-TRAC Program provides an opportunity to incoming first-year students who do not meet UTSA's admission requirements to transition to UTSA after a successful year at AC. Students can enroll concurrently at AC and UTSA during their first year, meet program criteria, and seamlessly transition to full-time status at UTSA for their second year. This session will include a description, requirements, benefits, first-year results, and next steps.

PR - 26 Academic & Social Transition to Graduate School

Ballroom C

Stephanie Peguillan

State University of New York Oneonta

Literature exists on the transition experience for undergraduate students, both first-year and transfer, but little research exists on the transition for graduate students. Using a mixed-methods survey with both quantitative and qualitative responses, students were asked about their academic and social support when transitioning into a graduate program. The survey responses and literature review helped to create recommendations to assist and support the academic and social transition for graduate students in the years to come.

MORNING BREAK with POSTER SESSIONS

10:00 a.m. – 11:00 a.m.

Ballroom D

SUNDAY, OCTOBER 13

PR - 27 What Factors Were Significant to Graduate in 4 Years?

Ballroom C

Patricia Backer

San Jose State University

Daniel Brenner

WestEd

Each fall, Project Succeed has surveyed first-year students about their experiences during their first semester at SJSU. This is a follow-up survey for the fall 2015 blocked first-year students who are scheduled to graduate in either spring or summer 2019—that is, they will graduate in four years. In fall 2015, we block scheduled first-year students in the colleges of Engineering and Business and the Department of Child and Adolescent Development. These students were put into two classes with the same students. The survey asked students about the experiences they had at SJSU and any challenges they faced.

PR - 28 Collaborating for Successful Transition: Occupational Therapy and Student Success

Ballroom C

Jeanne Eichler

University of Arkansas

Karen Keptner

Cleveland State University

Occupational therapy (OT) is a high-impact, emerging area of practice on college campuses. Occupational therapists have a unique lens from which they intervene with students with and without disabilities. Through information sharing, discussion, and small-group work, participants will understand the role of OT on campus and how students, faculty, and staff might benefit. Every participant will gain practical strategies and insights they can immediately use to impact student success.

PR - 29 Language Tables: Supporting Growth Mindset in First-Year College ESL Students

Ballroom C

Justin Jernigan

Georgia Gwinnett College

This interactive session outlines research associated with the ongoing World Language Tables project at a four-year public college in the southeastern United States. Among its goals, this effort aims to support the development of growth mindset through culturally relevant leadership opportunities as part of first-year learning communities for ESL students enrolled in learning support English classes at the college. Surveys, follow-up interviews, and examination of student success indicators address the primary research question: To what extent does participation in the Language Tables project positively affect the growth mindset and academic development of ESL students? Preliminary findings and implications are discussed.

PR - 30 Why Institutions Choose Common Books: A Multi-Case, Qualitative Study

Ballroom C

Adam Brazil

University of Kansas

Using a framework derived from institutional theory, this study investigated the purpose and motivation behind selections of common books during the past three years at three public, flagship institutions. Face-to-face and phone interviews with selection committee members at the three institutions (including faculty, staff, and students) described similar yet idiosyncratic procedures for selecting common books. Committee members felt that the selected common books reflected unique characteristics of their institutions and included symbolic messages about institutions' aspirations.

Plenary Address

Panel Discussion

11:15 a.m. – 12:30 p.m. | Ballroom B



Jason Garvey

Associate Professor of Higher Education and Student Affairs Administration
University of Vermont



Forrest Lane

Associate Professor of Higher Education Administration
Sam Houston State University



Will Sheppard

Assistant Director for West Campus
Appalachian State University

Moderated by

Tracy Skipper

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

Supporting Underrepresented Student Populations throughout Their Transitions

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

Lunch On Your Own | 12:30 p.m. – 2:00 p.m.

2:00 p.m. – 3:00 p.m.

CT - 31 Facilitating Discussions on Sensitive Social Justice Issues with First-Year Students

Salon 5

Ryan Theroux
Curry College

My presentation will focus on strategies to facilitate difficult discussions involving topics of race, age, gender, religion, and sexuality with first year students both inside and outside the classroom at a residential campus. As a faculty member, I strive to take the lead in facilitating these discussions with the aim of making our students feel safe and comfortable to discuss these issues by communicating with them in residence halls, classrooms, open forums, and other safe spaces on campus. Benefits of having such discussions to both students, institutions, and theory will be explored.

CR - 32 "Finding Your Pathway" Course: Effects on Students' Motivation and Retention

Salon 6

Greg Ahrenhoerster
Sue Kalinka
University of Wisconsin Milwaukee

We developed a three-credit course for undecided students that led them through an extensive research project, exploring multiple career and academic pathways. Although not strictly a first-year seminar course, we used many of the strategies Christine Harrington and Theresa Orosz discuss in *Why the First-Year Seminar Matters: Helping Students Choose and Stay on a Career Path*. We studied the effects of completing this course on students' motivation and retention through a pre-/post-class survey, a textual analysis of their final projects, and a review of their fall-to-fall retention rates. This presentation will discuss class design and share our research findings.

CI - 33 Assessing the Impact of Peer Mentorship on Student Success

Salon 7

Randa Remer
Carolyn Meiller
Jami Warren
University of Kentucky

Retention efforts are a primary focus for institutions throughout the United States, including the University of Kentucky (UK). Peer mentoring programs are one mechanism to support retention initiatives. The UK College of Health Sciences developed and implemented a peer mentor program to support first-year students' transition to college. This session will discuss findings related to belongingness, academic self-efficacy, GPA, and retention in the program's first year, as well as satisfaction with the program. Discussion will highlight lessons learned and implications for implementation in years two and three.

CI - 34 Supporting Information Literacy Skills in First-Year Seminars: Embedding Librarians in Faculty Development

Salon 8

Kelly Rhodes
Appalachian State University

Have you considered the role that librarians can play in contributing to the success of first-year seminar (FYS) programs? The FYS at Appalachian State University uses an embedded model to integrate information literacy into the experience of first-year students. Core to our success is the inclusion of faculty development, which shares the responsibility of teaching information literacy skills between librarians and FYS faculty. This session will outline our approach and provide examples of how we are supporting information literacy skills through collaborative faculty development.

CT - 35 From Transition to Transformation: Success Coaching at ASU

Salon 9

Marisel Herrera
Arizona State University

The First-Year Success Center at Arizona State University (ASU) provides individualized and holistic peer coaching services for more than 7,000 first-year students on four ASU campuses. Coaching empowers students to thrive both inside and outside the classroom. Students who use coaching are more likely to be retained than those who do not, and retention impact has been particularly significant for ethnic minority, first-generation and commuter students. Success coaching facilitates first-year transition, boosts retention, and empowers individual transformation at the largest public university in the country, with a highly diverse student body.

CR - 36 Sharing Statistics Showing How Schools Support Sophomore Student Success

Salon 10

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

The sophomore year represents a critical transition. As the institution shifts its attention to the incoming class, sophomores often feel unsupported as they face increased academic challenges and explore major and career options. Sophomore dropout and disengagement has led administrators, faculty, and researchers to increase attention to their unique needs. This presentation will review evidence on institutional responses gathered by the National Survey of Sophomore-Year Initiatives. Participants can expect engagement and dialogue about how findings can help campuses improve efforts aimed at this group of students in transition, including specific attention given to academic advising in the sophomore year.

CR - 37 What Does It Mean When Students Switch Majors?

Salon 11

Harold Stanislaw
California State University, Stanislaus

Switching from one undergraduate major to another is a very common college transition. However, little is known about why students switch majors, even though doing so can delay degree completion and place students at risk of exhausting their financial aid. Come to this session to hear the voices of more than 3,000 students at California State University, Stanislaus as they explain why they changed majors. The trends in the data, and the outcomes for an intervention designed to help students remain in their majors, pose an interesting question: What, if anything, should institutions do about the transition between majors?

SUNDAY, OCTOBER 13

V - 38 Applying ACT Research on Student Persistence to Practice: It's Easy... Really!

Salon 12

Don Pitchford

ACT

This interactive session will share insight on ACT and National Student Clearinghouse research focusing on factors that can help predict student persistence. In addition, insight will be provided about cognitive and noncognitive (SEL) barriers to success, the importance of diagnosing these barriers, and developing local intervention strategies on your campus to help remediate students and maximize retention and completion rates. Come prepared to share student success practices on your campus that have helped move the needle on retention and completion rates.

CT - 39 A Data-led Approach for Successful Transfer to Career of Choice

Salon 13

Nthabiseng Oguide

Kgadi Mathabatho

Phikolihle Major

University of Pretoria

Foundation Programmes (FP) have provided access into mainstream STEM careers for students addressing under-preparedness. Students who excel in FP enter into more demanding programs (e.g., medicine, actuarial science, engineering). Our paper traces the evolution of a customized referral system that identified at-risk students from 2010 to 2017 based on learning analytics and transfer criteria and referred those students for customized advising or alternative pathways. Using 2018-2019 data, we demonstrate how the system works to enable effective transitions while providing management data for improving teaching and refining the policy that informs its development.

FD - 40 Reimagining Peer Mentorship: Supporting Student Success Outside the FYE Classroom

Salon 14

Carolina Nutt

Brandi Arnold

University of South Florida, St. Petersburg

Peer mentoring programs are designed to foster positive outcomes, including higher academic achievement and social acclimation. Traditionally, peer educators have lived within first-year seminars as a way to provide both practical guidance and social support to first-year students. Imagine providing that peer-to-peer connection and support outside the classroom, while still following an intentional curriculum. Attendees will have an opportunity to discuss how to design a cocurricular peer mentorship program, what support looks like for first-year students, how to navigate potential barriers, and how to assess the program's success from start to finish.

3:15 p.m. – 4:15 p.m.

CI - 41 Recreating a Critical Thinking-Focused First-Year Seminar for Gen Z Students

Salon 5

Alexa Johansen

Mimi Ly

Azusa Pacific University

In fall 2015, Azusa Pacific University relaunched its first-year seminar (FYS), expanding it from a one-unit, eight-week course to a three-unit, 15-week course. Although this marked a positive transition, the first few years were met with layers of challenges. Fall 2018 brought changes in leadership and changes in the FYS curriculum to better fit the needs and interests of the very students registered for the course: Generation Z. This session will review Gen Z research, the challenges in relaunching an FYS, and the qualitative and quantitative assessment results collected from Fall 2018 faculty and students.

CT - 42 The Freshman Perseverance Program: A Blueprint for Student Success

Salon 6

Chicquetta President

Claffin University

Perseverance is the continued effort to accomplish something in spite of difficulties or obstruction. College students face an assortment of obstacles, including homesickness and social, family, financial, and health-related issues. These can affect their retention and academic success. Claffin University recognized the need for a revolutionary program that would provide first-year students interpersonal skills in family-like settings. Through the Freshman Perseverance Program, using appreciative and proactive advising, a trained advisor can help students prevent or reverse probationary status. Skills and support are essential elements of this program, a direct pathway to student success beyond college.

CT - 43 Leveraging Technology to Enhance Success for Students in Transition

Salon 7

Nicole Glenos

North Carolina State University

As the landscape of higher education grows increasingly more complex and siloed, students in transition face growing challenges in navigating campus resources that enable their academic, personal, and emotional success, with an inevitable impact on retention and graduation. This presentation provides an overview and discussion of the ways in which institutions with decentralized advising models can leverage technology and build campus partnerships to provide early interventions to students in transition. We will discuss barriers, best practices for forging campus partners, and integrating technology-enabled early interventions into the advising process.

CR - 44 Defining Academic Achievement for Students with Disabilities in Higher Education

Salon 8

Stephanie De Los Santos

Texas A&M University-Kingsville

Lori Kupczynski

University of St. Augustine

The transition from high school to college is challenging for students without disabilities. Students with disabilities are often overlooked by their institution

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and overwhelmed during this transition, contributing to an achievement gap. This research study examined how student success, as measured by retention, academic achievement, and on-time graduation, was impacted by a student's registration with the campus disability office, use of accommodations, and use of institutional and social support systems. The study explored a new frontier of research that dispels the myth that students with disabilities are a homogeneous group.

CT - 45 Online Transfer Student Seminars: Creating a Path to Success

Salon 9

April Dye

Kelli Williams

Carson-Newman University

While significant research has been conducted on both the value of a first-year seminar and the general needs of transfer students, the literature on adapting first-year seminars for transfers is less robust. Even more limited is research examining how these modified seminars can be further redesigned into online course offerings that provide more flexibility for the transfer student. This presentation will include a discussion about our methods, trials, revisions, and course content combined with quantitative and qualitative data from student evaluations. We hope our experiences help facilitate more dialogue regarding best practices in the field.

CI - 46 Block Mode Teaching to Improve First-Year Transition and Success

Salon 10

Andrew Smallridge

Trish McCluskey

John Weldon

Victoria University

This paper outlines the progress and results of a strategic initiative, implemented at Victoria University (VU) in Melbourne, Australia, at the start of 2018. The first-year block model aimed to transform the experience of VU's first-year students and help them transition to higher education. This unique model re-conceptualized the design, structure, and delivery of first-year units of study in order to deliver a program that deliberately focused on students' pedagogical, transitional, and work/life needs. Eighteen months of operation indicate this new model is producing successful student outcomes by increasing pass rates and retaining students.



CI - 47 Developing a Pre-Orientation Advising Model for Transfer Students

Salon 11

Rick Gray

George Mason University

Learn how a large public research university leveraged partnerships and communication to develop a new approach to advising and registration before and during transfer orientation. Quality and timely advising and registration for incoming transfer students greatly impact those students' successful transition and retention to a new institution. The presentation will showcase the pilot experience of pre-advising for transfer students at the institution and recommendations for future programming.

V - 48 The 7 Habits of Highly Effective College Students 2.0

Salon 12

Julie Larkin

Phyllis Kowis

FranklinCovey Higher Education

Many students underperform or drop out of college because they lack both a vision for their education and the self-management and life skills necessary to accomplish that vision. Research has identified "lack of essential life skills" as a top reason students fail to succeed in college. Students who lack such life skills struggle to balance work, family, and school responsibilities; resolve relationship conflicts; manage personal finances; set and achieve academic goals; and maintain physical and emotional wellness. Discover the transformational results that students and institutions are experiencing using *The 7 Habits of Highly Effective College Students* as a resource for FYE courses.

CI - 49 The Long Haul: 15 Years of UofSC's SophoMORE Initiative

Salon 13

Kimberly Dressler

University of South Carolina

The SophoMORE Initiative at the University of South Carolina (UofSC) is celebrating its 15th anniversary during the 2019-2020 academic year. This session will address the challenges and opportunities associated with creating, sustaining, and adapting a sophomore-year experience program at a large university over a sustained period of both unprecedented student growth and state budget cuts. The session will highlight student development theory related to sophomores, the development of the initiative at UofSC, and the importance of growing cross-campus partnerships related to the second year.

AFTERNOON BREAK | 4:15 p.m. – 4:30 p.m.

Ballroom B Foyer

4:30 p.m. – 5:30 p.m.

CI - 50 Reimagining the Online Classroom to Impact New Student Success

Salon 5

Mukul Bhalla

Kathleen Embry

American InterContinental University

At American InterContinental University, students who remain engaged with the institution through their first 180 days have a greater chance of persisting to graduation. To help these mostly first-generation, first-time students succeed in the online environment, AIU designed a new class experience. Faculty input, student performance data, and course content review resulted in courses focusing on learning via a faculty-guided adaptive learning platform and discussion forums, along with re-sequencing of course pairings and focused faculty-student outreach. Launched in July 2018, the new classroom has garnered positive results related to student participation, F/W grade, persistence, and 180-day retention.

SUNDAY, OCTOBER 13

CI - 51 Improving Student Retention at a Historically Black University

Salon 7

Lawrence Brown

Florida A&M University

Since establishing a first-year experience (FYE) program in the summer of 2012, Florida A&M University has seen a steady increase in both first-year retention and six-year graduation rates for participating students. This presentation will focus on the curricular and cocurricular components of the university's FYE program. The discussion will include course design, including course objectives and goals; campus collaborations; cocurricular programming; retention rates; and graduation rates.

FS - 52 High Achieving Black Males at HBCUs: First-Year Academic Success

Salon 9

Will Sheppard

Brandy Bryson

Appalachian State University

The research on Black males continues to narrowly focus on achievement gaps, problems, and underrepresentation of Black males in higher education. Limited research points to academically achieving Black male students and their successful first year college transitions; especially absent are the insights about successful first-year Black males at Historically Black Colleges and Universities. This presentation offers findings from the 2018 Paul P. Fidler Grant award recipients, a mixed-methods study focusing on academically achieving Black males' relationships to learning and achievement, and skills, habits, and characteristics of successful transitioning within HBCUs in NC.

CT - 53 The Student Psyche: Thriving in College and Beyond

Salon 10

Nora Scobie

Linda Smith

University of Louisville

This presentation will focus on techniques to help students identify individual strengths and coping skills that will help them make real-world connections to the college experience. Emphasis will be on ways to teach students to be academically engaged, develop interpersonal relationships, and gain a sense of psychological well-being that will assist in navigating life transitions, particularly during college. These skill sets can be learned and have potential to set students up for lifelong success.

CI - 54 Effective Homegrown Strategies to Successfully Combat the Sophomore Slump

Salon 11

Eric Kirby

Madi Maynard

Southern Utah University

The second year for most college students is a huge transition. It is a time to make decisions regarding their major, internships, jobs, career, and future (Tobolowsky, 2008). Sophomore students no longer feel special and struggle to balance academic life with social interaction and extracurricular activities (Gansemer-Topf & Stern, 2008). By focusing on homegrown strategies involving (a) programming, (b) mentoring, (c) core competencies, (d) major and career selection, (e) seminars and workshops, and (f) roadmaps and planning, Southern Utah University is successfully combating the "sophomore slump" and seeing an increase in sophomore retention and success.

V - 55 Do THEY Really Believe THEY Can Achieve? – The Power of BELIEFS

Salon 6

Jahmed Canley

LAUNCH Student Success

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

CT - 56 Transfer Services Network: Empowering Statewide Advocacy for Transfer Success

Salon 12

Aaron Holland

University of South Florida

Jennifer Bravo

Florida International University

The University of South Florida, the University of Central Florida, and Florida International University established the Transfer Services Network in 2016 as an extension of the Florida Consortium of Metropolitan Research Universities. Through sharing best practices and data and relationship building, each institution is able to transform existing services and be innovative in developing new processes to improve transfer student success. Each institution has unique transfer programs in Fuse, Connect 4 Success, and Direct Connect. This presentation will focus on the goals of each unit, as well as the collective group's use of data to push for transfer reporting to be included in the state of Florida's performance metrics.

4:30 p.m. – 5:45 p.m.

FS - 57 Effectively Supporting the College to Life-After-College Transition

Salon 13

Lauren Beam

Allison McWilliams

Wake Forest University

In this interactive session we will explore changes in needs and expectations among today's students and young alumni, their parents, and employers, all of which demand institutional support for, and attention to the transition from college to life and work after college. We will look at the latest research and best practice models for helping students to acquire the skills, knowledge, and habits to be successful young adults, and discuss the institution's responsibility for delivering on these expectations. And, you will spend time developing a strategic plan to take back to your institution to address your highest need priorities.

SUNDAY, OCTOBER 13

SIT19

FD - 58 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Salon 14

Tracy Skipper

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

John Gardner

Betsy Barefoot

National Resource Center for the First-Year Experience and Students in Transition/ John N. Gardner Institute

Students' affiliation with religion has declined steadily over the past 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.

SUNDAY



**INSTITUTE ON
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FOR THE FIRST-YEAR EXPERIENCE**

November 4 - 6, 2019 | Columbia, South Carolina


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in partnership with
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Advancement of
Standards in Higher Education

Register by **October 28, 2019** at: WWW.SC.EDU/FYE

April 20 - 22, 2020

Columbia, South Carolina

Register online at: WWW.SC.EDU/FYE/IFYSSCC



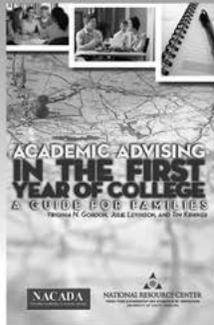
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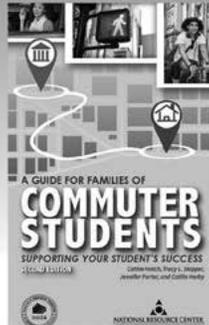
IN THE COMMUNITY COLLEGE

GUIDES FOR PARENTS AND FAMILIES



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.**
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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
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MONDAY, OCTOBER 14

Continental Breakfast

7:30 a.m. – 8:30 a.m.

Ballroom B Foyer

Conference Registration

7:30 a.m. – 11:30 a.m.

Registration Desk C

8:00 a.m. – 9:00 a.m.

CI - 59 Signature Course Stories: Innovation In Implementing a Curriculum Overhaul

Salon 5

Patricia Moran Micks

Lori Holleran Steiker

University of Texas at Austin

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

CT - 60 Embrace the Wave: Empowering Students and Families at First-Year Orientation

Salon 12

Ashley Crisp

Cari Brooks

Clemson University

This session provides a model for interacting with students and parents during academic advising at first-year orientation. Using a tapered approach, the college interaction with parents and students around academic advising allows parents to feel included while also slowly shifting the responsibility and power to the student. Coupling research on Generation Z with practical experience, this presentation provides an outline for considerations and easily implemented strategies that a variety of offices can use for parental engagement and student empowerment.

CI - 61 Sophomore Initiatives: Key Ingredient for a Vertically Aligned Undergraduate Experience

Salon 6

Tracy Skipper

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

Haydee Salazar

University of California, San Diego

Kimberly Dressler

University of South Carolina

Michelle Jolly

Sonoma State University

Vertical alignment assumes that educational experiences are purposefully structured and logically sequenced so that students gain the knowledge and skills to progressively prepare them for more challenging, higher-level work. Yet, the initiatives we design to support student success are often created

in isolation, without consideration for the full trajectory of the undergraduate experience. This panel presentation will showcase sophomore initiatives from three different universities designed to build on successful first-year programs while supporting student engagement and success in the third year of college through graduation. Panelists will address rationale for the initiative, key features, and success indicators.

CI - 62 Peer Mentors: STEER-ing Themselves and Mentees Through the Transfer Experience

Salon 7

Jessica Hoffmann

Jessica Davis

University of South Florida

The transition from community college to university can be challenging and disorienting, which increases attrition for STEM majors and the university. Our STEER Peer Mentor program focuses on community college science and math transfers through peer advising at the university and community college. Our data demonstrate that transferring students who met with a peer before doing so had higher GPAs in their first semester and remained in STEM majors. From this presentation, participants will be able to summarize benefits for the mentors, mentees, and institution to justify creating a similar program, while also learning about challenges with data collection and recruiting.

CR - 63 Change in Noncognitive Factors for Conditionally Admitted College Students

Salon 8

Thomas Bruick

University of Central Arkansas

Noncognitive factors are a growing area of emphasis in the student success literature, especially for conditionally admitted college students. This study explored the change in noncognitive factors for this group during the first semester. Join us for a discussion of these factors and what role demographic characteristics played in this change. Finally, the session will share findings on how these factors related to first-semester performance.

CI - 64 A Responsive Model for Students in Transition Facing Licensure Exams

Salon 9

Ellen Rustico

Brenda Hardin Abbott

Bay Path University

A career in education hinges on the successful completion of "teacher tests." Education majors bring various levels of test-taking skills, and some students come fully prepared to take and pass one of three state-required tests of Massachusetts licensure. Many do not have the needed skills to pass the Communication and Literacy MTEL (Massachusetts Test for Educator Licensure) and require significant coaching and support in order to take and pass the test. After several years of tracking failing test scores for first-year education majors, a model was created to provide additional support to education majors in transition.

CT - 65 Creating Institutional Change for First-Generation Students

Salon 10

Sara Connolly

University of Bridgeport

Sixty percent of undergraduate students at the University of Bridgeport identify as first-generation. This midsize, private, tuition-driven institution is committed to serving its first-generation population and ensuring students persist to graduate and obtain the careers they seek. The Bridgeport Plan, an institutional commitment to making this happen, is a distinctive educational approach designed to promote student success. The purpose of this unique concept is twofold: (a) to connect education to careers while students pursue their undergraduate degrees, and (b) to serve as a resource to alumni from recruitment to retirement. This session details the institutional commitment.

CT - 66 Developing Inclusion, Engaging Excellence: Equity & Inclusion in the FYS

Salon 11

Brandy Bryson

Appalachian State University

The FYS invites students to innovate their learning by exploring new and old ideas, engaging with complex issues, and become actively engaged scholars through inquiry, analysis, and action. FYS instructors care deeply about their students and content and deeply desire for their courses to be equitable and inclusive, but we don't always know how to do equity and inclusion. This session offers a comprehensive set of best practices for honing issues of diversity, equity, and inclusion in the FYS classroom. Resources and case studies enhance this session's framework for developing Inclusive Excellence in the FYS classroom.

CT - 67 The Role of Academic Libraries in Supporting Student Transitions

Salon 13

Rachel Edford

Peggy Nuhn

University of Central Florida

Karen Kaufmann

Seminole State College of Florida

Courtney Moore

Valencia College-East Campus

The large transfer student population at the University of Central Florida is largely a product of our partnerships with six area colleges. Our panel, which includes librarians from UCF, Valencia, and Seminole State College of Florida, will discuss creating and implementing a collaborative professional development day designed to support transfer success through information literacy instruction. The project grew out of the results of an information literacy instruction survey, conducted at UCF and its partner colleges, which identified gaps between instruction at the university and college levels. Our panelists will share what we learned and identify our next steps.

FD - 68 All Sophomore-Year Success Programs Are Not Created Equally

Salon 14

Nia Haydel

Dillard University

Melanie Carter

Howard University

Kara Turner

Morgan State University

Sophomore students often experience significant transition issues as they navigate the changing landscape of their collegiate experience. The need to strategically design engagement opportunities for sophomores is high. Institutions must be careful to develop and implement programs that will meet the needs of students and not implement generic programs based on national models. The discussion will highlight factors to consider when determining the infrastructure for a sophomore-year experience program, with a focus on the importance of institutional data to inform decision making.

9:15 a.m. – 10:15 a.m.

CT - 69 The Message and Medium: Effective Feedback to Enhance Student Learning

Salon 5

Brad Garner

Indiana Wesleyan University

One of the most important ingredients in the promotion of student learning is the provision of effective feedback. Good feedback goes beyond advice, praise, or a simple letter grade. When students receive good feedback, they know exactly how to proceed and the ways in which they can improve their performance. The creation and delivery of effective feedback is both art and craft. In this session, participants will learn simple yet effective ways to create and deliver text-based, audio, and video feedback to their students.

CT - 70 Transferability vs. Degree Applicability with Transfer Advising Guides (TAGs)

Salon 6

Kristal Eaker

Alamo Colleges District

The Alamo Colleges District's Transfer Advising Guides (TAGs) highlight the steps necessary to construct such guides as part of the Guided Pathways national model. While Guided Pathways help students navigate degree programs, community college students face more challenges to transfer into programs with additional degree requirements and expectations. These knowledge and planning gaps can lead to transferrable credits that are not degree-applicable and add extra time toward degree completion. The Alamo Colleges District has built TAGs, which specifically address the transfer problem and help students build seamless degree plans across multiple institutions.

MONDAY, OCTOBER 14

CI - 71 Supporting Transitions to University, Through the Degree, and Post-graduate Goals

Salon 7

David Rhea

Governors State University

Traditional and nontraditional students alike seek seamless transitions from community colleges and general studies courses to upper-division courses and a clear pathway toward graduation. The Center for the Junior Year helps facilitate this by providing professional and paraprofessional support for major and career exploration, addressing transition concerns to the major and four-year institution, and tackling barriers to degree completion that transcend academic and student supports. This session will address how the CJY structure works to support these academic and student success goals for students in transition.

CR - 72 Selecting the Common Book: Anarchy and Ambiguity in Action

Salon 8

Adam Brazil

University of Kansas

Using a framework derived from institutional theory, this study investigated the decision-making processes behind selections of common books at three public, flagship institutions. Face-to-face and phone interviews with selection committee members at the three institutions (including faculty, staff, and students) described selection procedures for common books chosen between 2015 and 2017. The main finding of this study was that common-book selection procedures showed characteristics of organized anarchies (e.g., ambiguous goals, unclear mechanisms for achieving program goals, and fluid participation).

CT - 73 #UsingSocialMediaToEngageTransferStudents

Salon 12

Matt Huntanar

Appalachian State University

Social media has revolutionized the way the world communicates, including how we work with transfer students. Appalachian State University will demonstrate its successful use of social media to recruit, transition, and engage transfer students through Facebook Live an active-transfer Facebook group; a peer-to-peer Instagram advice campaign; event promotions; student spotlights; Twitter #transfertips; and our Transfer Student Mentor-led Snapchat account.

CT - 74 Retain and Gain: Case Management for Strategic Retention and Success

Salon 9

Ashley Dees

Zulmaly Ramirez

University of South Florida

This session will address how a case management model can promote student and institutional success, along with enriched communication among departments. Presenters will discuss how a case management model was developed at the University of South Florida and how it has been instrumental to student success in areas such as retention and graduation. In addition, presenters will discuss how case management allows institutional partners to communicate and collaborate with the right student at the appropriate time.

CI - 75 The Furman Advantage: Developing an Integrated First- and Second-Year Experience

Salon 10

Brad Harmon

Furman University

Learn how Academic Affairs and Student Life at a small, private, liberal arts university collaborated to develop and implement an integrated first-year and second-year experience model using advising and mentoring in support of a new institutional vision. Participants will be introduced to the resulting Pathways program and learn about its documented impact on our students. Future directions and implementation challenges will also be explored.

CT - 76 The Seven Pillars of Successful Transition to University

Salon 13

Sally Bartholomew

Jodi Withers

University of Wolverhampton

We are acutely aware that for most students, transition into higher education is a time of uncertainty, confusion, and unrealistic expectations. To address these issues, we have written a book, *Making It at Uni*, based around seven "pillars" that span the practical, academic, and social components of successfully transitioning to college study. We argue that considering transition in light of the pillars can provide new insights into the ways in which we support first-generation and low-income students.

FD - 77 Developing Seamless Paths for Transfer Students: Community College to University

Salon 14

Barbara Smith

Tammy Wyatt

University of Texas at San Antonio

Have you ever wondered how you can make a student's transition to your institution easier? What tools can you provide for a smoother process? This session will facilitate a discussion regarding strategic partnerships and critical elements and resources necessary to develop seamless pathways for students transferring from a community college to a university. Additionally, the session will address the purpose of the articulation agreement and the crucial transfer guides/plans that provide that seamless path for transfer students. A timeline, recommended key stakeholders, and samples of transfer guides/plans will be shared. Audience feedback and discussion will be solicited.



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

Ballroom B Foyer

10:30 a.m. – 11:30 a.m.

CT - 78 Tackling “Sophomore Slump”: 2nd Year Experience Program at UCSD

Salon 5

Haydee Salazar
Michelle Lara
Stephanie Ramos

University of California, San Diego

Research has shown that the sophomore year is pivotal to holistic student success and a time when many students experience the “sophomore slump.” This interactive session will explore UC San Diego’s 2nd Year Retention and Success Program, which was piloted in 2013 with a cohort of 20 students to help address dropout rates in first-generation and historically underrepresented students. Six years later, the program has scaled up to 200 incoming students. We will discuss our holistic, strength-based approach to supporting our students, exposing them to high-impact practices, and increasing their retention and success.

CI - 79 A Collaborative Effort to Successfully Transition Students Who Learn Differently

Salon 7

Kerry Greenstein
Alexander Morris-Wood
Sara Bailey

Beacon College

For students who learn differently, the journey to college is filled with anxiety, fears, and questions—impacting students’ social–emotional functioning and their ability to sustain in a collegiate environment. In an effort to better prepare students with unique learning profiles for their adjustment, Beacon College created a pre-enrollment transition program to increase student readiness throughout the year leading to matriculation, focused on developing skills and strategies to successfully adjust to college life. Once matriculated, student transitions are supported by personalized advising and academic support from learning specialists, a weeklong orientation, and a first-year seminar focused on building student strengths.

CR - 80 Strategies for Academic Success: Why Am I in This Course?

Salon 8

Darien Ripple
Grand Valley State University

This session will highlight a qualitative research study focusing on the implementation of high-impact practices, particularly sections of the Strategies of Academic Success course at Grand Valley State University. The course is intended for students on academic probation or in jeopardy of dismissal and examines factors that influence academic performance. This session will primarily focus on student perceptions of learning collected from a pre-course survey, an initial assessment essay, and discussion forum posts involving course material. The session will present findings regarding student perceptions of transitioning into college, as well as goals and mental health.

CT - 81 Theoretical Grounding of OTR: A Dynamic Three-Part Heuristic

Salon 10

Emily Wheeler
Dennis Wiese

University of North Carolina, Charlotte

The Prepare, Process, Perform Heuristic (3P), presented in a forthcoming NODA monograph, describes an integrated transition process for higher education. The heuristic links existing research findings and theoretical constructs into a relativistic framework to outline the transition process for new students. Session participants will learn the foundations for the 3P heuristic, examine their existing orientation, transition, and retention practices, and develop a plan to leverage the heuristic on their home campus.

V - 82 Confronting Underachievement: Improving Learning for All Students through Increasing Self-Regulation

Salon 13

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 or not 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 thirteen areas of student-controlled metacognition, goal-setting, and self-regulated learning. This process has shown significant increases in student achievement.

CI - 83 Implementing a Default Management Plan at a Minority-Serving Institution

Salon 12

Lawrence Brown
Jennifer Collins
Florida A&M University

This session will examine how a minority-serving institution was able to cut its default rate in half by implementing a first-year financial literacy program. The presenters will discuss how integrating financial literacy into a first-year seminar has increased borrowers’ awareness and led to a unique and robust first-year financial literacy program. The program includes two full-time debt counselors, student financial aid ambassadors, an online financial literacy program, and the award of a financial literacy grant from the U.S. Department of Education. A question-and-answer period will follow this presentation.

MONDAY, OCTOBER 14

CT - 84 BU|BeWell: Advancing a Comprehensive, Integrated Approach to Student Success

Salon 11

Frank Ross
Josh Downing
Scott Peden

Butler University

This presentation details Butler University's intentional efforts to advance student success for the first- and sophomore-year experience. Butler's BU|BeWell model, developed through a strategic and collaborative campuswide approach, comprises eight dimensions that provide the framework for a transformative student experience predicated on holistic well-being. BU|BeWell fosters a positive environment for student learning and development, both inside and outside of the classroom, and serves as the framework that guides our residential curriculum and campus support services. Presenters will share details of program development, implementation, assessment, and our plans for future growth.

FD - 85 Building Transfer Initiatives on Campus

Salon 14

Amanda Therrell
Helen Le
Amanda Lucas

University of South Carolina

This session will discuss: Diversity in Transfer Student Pathways (UofSC Analysis), Jump Start Transfer Program, Transfer Student Advisory Council (acting transfer center), National trend/data.

Closing Session

11:45 a.m. – 12:30 p.m.

Ballroom B



Dallin George Young

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

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

Join us in congratulating . . .

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PRINCIPAL INVESTIGATOR



Dr. Blake Silver, PhD
George Mason University

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

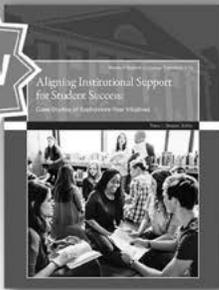
Abstract: A qualitative exploration of the transition out of college will draw on interviews with 20 lesbian, gay, and bisexual graduating seniors. This study aims to contribute to our understanding of how identification with a sexual minority group impacts educational transitions broadly and the transition 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.

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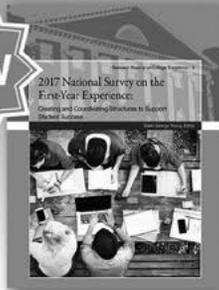

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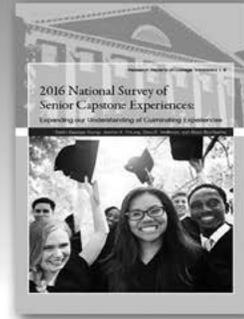
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 **SOURCE** FOR COLLEGE TRANSITIONS
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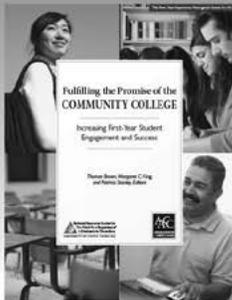


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