



NATIONAL RESOURCE CENTER

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



33rd ANNUAL CONFERENCE ON

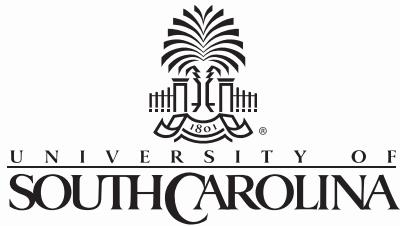
THE FIRST-YEAR EXPERIENCE®

CONFERENCE PROGRAM

San
Diego, California

February 15-18, 2014





On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am delighted to welcome you to San Diego, California for the 33rd Annual Conference on The First-Year Experience. We are pleased to have Loyola Marymount University; Pasadena City College; San Francisco State University; University of California, Los Angeles; University of San Diego; and York University (Canada) as co-hosts for this event. Representing public and private institutions, two-year and four-year campuses, a range of institutional sizes, and even different countries, our co-hosts remind us how rewarding collaboration across higher education can be. I know that I speak for all of us when I extend warm conference greetings to you.

We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and co-hosts during the event and serve as a rich professional network long after our time together at the conference. The staff of the National Resource Center has planned an outstanding program of pre-conference workshops, featured speakers, and conference sessions. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. Among the core commitments of the National Resource Center and the standards for excellence in our work with the first-year experience are collaboration, lifelong learning, inclusion, and the connection between research and practice. As such, we encourage you to take advantage of both formal and informal opportunities to interact with conference participants, discuss current trends and issues, discover more about research and assessment findings, and learn from your fellow delegates about promising practices for first-year students.

The staff of the National Resource Center and representatives from our co-host institutions are here to help you in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns. Those of us on the conference planning team look forward to meeting you, working with you, and learning from you during our time in San Diego and in the future. Enjoy your time at the conference!

Sincerely,

A handwritten signature in black ink.

Jennifer R. Keup

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



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SCHEDULE OF EVENTS

SATURDAY | FEBRUARY 15, 2014

7:30 am – 6:00 pm	Conference Registration
8:00 am – 5:00 pm	Preconference Workshops
5:30 pm – 7:00 pm	Opening Session and Keynote Address — Diane R. Dean and Arthur Levine
7:00 pm - 7:45 pm	Opening Reception — Co-sponsored by York University
<i>DINNER ON YOUR OWN</i>	

SUNDAY | FEBRUARY 16, 2014

7:30 am – 5:30 pm	Conference Registration and Information Desk
7:30 am – 9:00 am	Continental Breakfast
7:45 am – 8:45 am	Primer for First-Time Attendees
9:00 am – 11:15 am	Conference Sessions
11:30 am – 1:30 pm	Conference Awards Luncheon
1:30 pm – 6:15 pm	Conference Sessions
<i>DINNER ON YOUR OWN</i>	

MONDAY | FEBRUARY 17, 2014

7:30 am – 9:00 am	Continental Breakfast with Poster Sessions
7:30 am – 5:30 pm	Conference Information Desk
9:15 am – 11:30 am	Conference Sessions
11:30 am – 1:30 pm	<i>LUNCH ON YOUR OWN</i>
1:30 pm – 2:45 pm	Plenary Address — Vasti Torres
3:00 pm – 6:45 pm	Conference Sessions
6:30 pm – 7:30 pm	Advocates Reception — Co-sponsored by Cengage Learning
<i>DINNER ON YOUR OWN</i>	

TUESDAY | FEBRUARY 18, 2014

7:00 am – 8:00 am	Continental Breakfast
7:30 am – 12:00 noon	Conference Information Desk
8:00 am – 11:30 am	Conference Sessions
11:45 am – 12:45 pm	Closing Address — Ken O'Donnell

THE FIRST-YEAR EXPERIENCE® is a service mark of the University of South Carolina. A license may be granted to registered conference attendees and others upon written request to use the term THE FIRST-YEAR EXPERIENCE® in association with educational programmatic approaches to enhance the first year developed as a result of participation in this conference series. This license is not transferable and does not apply to the use of the service mark in any other programs or on any other literature without the written approval of the University of South Carolina.

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



CORE COMMITMENTS

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

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

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

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

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

Welcome to the 33rd ANNUAL CONFERENCE ON THE FIRST-YEAR EXPERIENCE®

GOALS OF THE CONFERENCE

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

CONFERENCE SPONSOR AND CO-HOSTS

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

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

University of South Carolina

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

CO-HOSTS

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

LMU|LA
Loyola Marymount
University


PASADENA
CITY COLLEGE

SAN FRANCISCO
STATE UNIVERSITY

UCLA


University
of San Diego®

YORK 
UNIVERSITÉ
UNIVERSITY

LEARNING OBJECTIVES/GOALS

FYE2014

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

1. _____

2. _____

3. _____

4. _____

5. _____

Other thoughts:

GENERAL INFORMATION

Hotel Map

A floor plan of the meeting rooms at the Grand Hyatt San Diego is located on the back cover of the program.

Message Board

There will be a message board near the conference registration desk. Please check the board periodically for important general or personal messages.

No-Smoking Policy

The conference organizers request careful observance of the no-smoking policy. We enforce this rule due to the health risks associated with passive exposure to cigarette smoke.

Cell Phone Usage

The conference organizers request that all cell phones are turned to vibrate or off while attending sessions.

Cybercafé

Picture a place where you can sit away from the action, check your e-mail, and explore other online resources introduced to you during the conference. That place is the First-Year Experience Cybercafé. The Cybercafé is located in Pier Room of the Grand Hyatt San Diego and is open during most conference hours. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit.

National Resource Center Bookstore

Browse the newest and most popular titles from the National Resource Center for The First-Year Experience and Students in Transition. The National Resource Center Bookstore is located in Booths 78, 79, 80 in Seaport Ballroom A-E and is open during exhibit hall hours. Limited numbers of select publications will be available for sale in the Bookstore. Purchases may be made using credit card, cash, or check.

International Sessions

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



Donation of the Spanish Version of *Empowering Parents of First-Year College Students: A Guide for Success*

In partnership with the National Orientation Directors Association (NODA), the National Resource Center is sponsoring a special philanthropy project. The Center will be accepting donations at the conference to help provide copies of the Spanish version of one of its most popular publications, *Empowering Parents of First-Year College Students: A Guide for Success*, to high school seniors in the San Diego area. A 25 cent donation will provide one copy of this publication to a senior in one of our partner high schools in San Diego. We will be collecting donations on-site at the conference bookstore. Please bring your quarters and dollars to support this special project!

Pencil Project

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

Outstanding First-Year Student Advocate Sessions



2014 Advocate Past Advocate

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

Nametag Ribbons

Light Blue	Presenters
Gold	Outstanding First-Year Student Advocates
Rainbow	Hosting Institutions
Red	Conference Staff
Blue	Advisory Board
Exhibitor	Green
White	First-Time Attendees
Teal	Mentor
Maroon	Mentee
Dark Blue	Volunteer

Session Evaluations

Individual Session Evaluation Forms will be distributed and collected in each session by the presenter. Presenters please bring session evaluations to the conference registration desk or drop them in one of the session evaluation collection boxes. Copies of evaluations may be picked up at the end of the conference.

Conference Evaluation

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

Session Handouts

At the conference: There are several tables set up throughout the meeting space for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at <http://www.sc.edu/fye/events/presentation/2014annual/> after March 24, 2014. Please note that only those handouts sent to us by presenters will be posted to the website. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Amanda Jackson at fjackson@mailbox.sc.edu

Parking

Self-parking is available at a rate of \$28 for overnight guests and \$7 per hour; valet parking is available at a rate of \$40 per day.

Copies and Faxes

Copies and faxes can be accommodated in the FedEx Business Center, located on the Lobby Level, Harbor Tower.

Internet Access

Wireless internet access is complimentary in the guest rooms for conference attendees. The National Resource Center Cybercafé can also be utilized for wired internet access.

Transportation

San Diego taxi service is available on a first come, first served basis from the lower level curb of all terminals at San Diego International Airport. Approximate cost from the airport to the Grand Hyatt San Diego is \$10-\$13. Several San Diego airport shuttle companies are available at San Diego International Airport for an approximate cost of \$8 per person. Express Shuttle is available with reservations at 800-900-7433 or 619-591-0303.

Continuing Education Units (CEUs)

In order to meet continuing professional development needs and certification requirements, CEUs are available to preconference workshop and conference attendees. Applicants will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina. Preconference workshop attendees will receive CEUs based on the workshop(s) they attend. A CEU form must be completed for each preconference workshop. Applicants for conference CEUs must attend one session during each session time slot and obtain the presenter's signature on the session attendance form found on page 105-106 of the program booklet. They must also complete a conference CEU application form. Conference attendees will receive 1.4 CEU credits. Partial credit will not be given for attending only some of the sessions or if you fail to obtain presenter signatures.

All CEU forms must be returned to the conference registration desk by noon on

February 18, 2014. You will need to verify with your institution their acceptance of these credits for continuing professional development needs and certification requirements.

PLACES OF WORSHIP*

BAPTIST

THE FELLOWSHIP OF SAN DIEGO

298-1125
4353 Park Blvd., b/t El Cajon Blvd. & Meade

BUDDHIST

BUDDHIST TEMPLE OF SAN DIEGO

239-0896
2929 Market St., at 29th St.

CATHOLIC

ST. JOSEPH'S CATHEDRAL

239-0229
1535 3rd Ave., at Beech

OUR LADY OF THE ROSARY

234-4820
1668 State St., at Date

IMMACULATE CONCEPTION

295-4148
2540 San Diego Ave., at Twiggs (Old Town)

EPISCOPAL

ALL SAINTS EPISCOPAL CHURCH

298-7729
625 Pennsylvania Ave., at 6th

ST. PAUL'S EPISCOPAL CATHEDRAL

298-7261
2728 Sixth Ave., b/t 5th & 6th at Nutmeg

ISLAMIC

ISLAMIC CENTER OF SAN DIEGO

(858) 278-5240
7050 Eckstrom Avenue

JEWISH

CHABAD OF DOWNTOWN SAN DIEGO

702-8518
472 3rd Ave.

BETH JACOB CONGREGATION

287-9890
4855 College Ave.

OHR SHALOM SYNAGOGUE

231-1456
2512 3rd Ave., at Laurel

TREE OF LIFE MESSIANIC CONGREGATION

656-1168
4747 College Ave

LUTHERAN

FIRST LUTHERAN CHURCH
234-6149
1420 3rd Ave., at Ash

METHODIST

POINT LOMA UNITED METHODIST
224-2995
1984 Sunset Cliffs Blvd
BETHEL AFRICAN METHODIST EPISCOPAL
232-0510
3085 K Street, at 31st Street

CHURCH OF JESUS CHRIST OF LATTER DAY SAINTS

CHURCH OF JESUS CHRIST OF LATTER DAY SAINTS
584-4722
4195 Camino Del Rio South

NON-CREDAL (NON-DENOMINATIONAL)

FIRST UNITARIAN UNIVERSALIST CONGREGATION
298-9978
4190 Front St., at Arbor (in Hillcrest, across from UCSD Medical Center

ORTHODOX (GREEK)

ST. SPYRIDON
297-4165
3655 Park Blvd., at Cypress

ORTHODOX (SERBIAN)

ST. GEORGE SERBIAN ORTHODOX CHURCH
276-5827
3025 Denver Street

PRESBYTERIAN

FIRST PRESBYTERIAN CHURCH
232-7513
320 Date Street, b/t 3rd & 4th

SAN DIEGO CENTER FOR SPIRITUAL LIVING

AN INTERFAITH SCIENCE OF MIND COMMUNITY
1009 G Street (Corner of 10th & G)
San Diego, CA 92101

*For more information on places of worship please contact the hotel concierge.

SESSION FORMATS

Concurrent Sessions

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

Concurrent session types:

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

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

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

Facilitated Discussions (FD)

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

Exhibitor Presentations (E)

These sessions provide vendors the opportunity to network with conference participants in a formal setting providing information on publications, products, or services. Presentations are scheduled in a 60-minute time slot during the conference.

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.

STAFF ROSTER

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

*denotes those attending the conference

*M. Stuart Hunter
Associate Vice President
and Executive Director

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

Dan Friedman
Director, University 101

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*Rico Reed
Assistant Director for
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Allison Minsk
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*Josh Tyler
Graphic Artist

Rosa Thorn-Jones
Administrative Specialist

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*Lauren Hall
Program Coordinator for
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*Amanda Jackson
Conference Assistant

Jennie Duval
Business Associate &
Conference Registrar

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Assistant Director for
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Journal Editor

Toni Vakos
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101

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*Tricia Kennedy
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Leadership

*Catherine Sale
Program Coordinator for
Campus Partnerships

Elise Porter
Administrative Specialist

Department Administration and Technical Support

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Budget & Human Resources
Manager

Carlos Diaz
Information Technology
Manager

*Bert Easter
Information Resource
Consultant

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Senior Fellow

*Betsy O. Barefoot
Dorothy S. Fidler

*Jean M. Henscheid
Richard H. Mullendore
Randy L. Swing

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Patrick Cassidy
*Carly Edwards
*Lynn Gold
Taylor Prickett
Alex Thomas

Undergraduate Assistants

Jacqueline Chiari
Austin Riley
Katie Strickland
Josh Williams

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College

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Gallup Education

PROPOSAL REVIEWERS

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

Katie Adolpho <i>Dixie State College of Utah</i>	Kristin Bogue <i>University of Alaska Anchorage</i>	Donna E. Coghill <i>Virginia Commonwealth University</i>	Gregory Eiselein <i>Kansas State University</i>
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Tiffany Bellafant <i>Steward Tennessee State University</i>	Dan Carpenter <i>Purdue University</i>	Darryn Diuguid <i>McKendree University</i>	Dan Gianoutsos <i>University of Nevada, Las Vegas</i>
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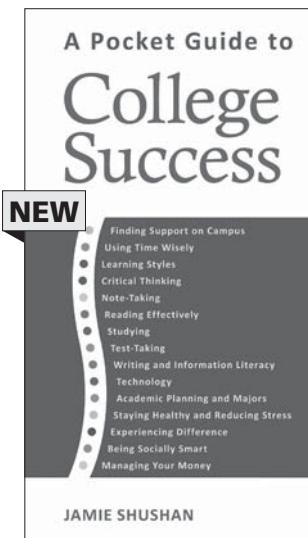
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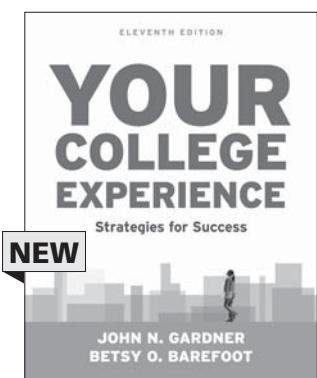
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PRECONFERENCE WORKSHOPS - SATURDAY, FEBRUARY 15

Conference Registration/ Information Desk

7:30 am – 6:00 pm
Palm Foyer

Continental Breakfast

7:30 am – 9:00 am
Seaport Ballroom Foyer

Cybercafé

7:30 am – 5:00 pm
Pier Room

Lunch for Workshop Participants Only

12:00 noon – 1:00 pm
Seaport F-H

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Lunch is provided for preconference workshop participants only.

W-1 | Promoting Students' Integrative Learning Through Critical Reflection

8:00 am – 12:00 noon | Harbor A — \$135

Jennifer Latino, Director of the First-Year Experience
— *Campbell University*

Dottie Weigel, Assistant Director for Student Engagement
and Service Learning
— *University of South Carolina*

W-2 | These Things We Know for Sure: Key Components and Strategies for a Successful First-Year Experience Initiative

8:00 am – 12:00 noon | Harbor B — \$135

Daniel O'Neill, Associate Professor, Department of Counseling
and Human Development

L. Lynn Marquez, Professor of Geology

Linda L. McDowell, Coordinator of the First-Year Experience

Carol Y. Phillips, Associate Provost Emerita
— *Millersville University of Pennsylvania*

W-3 | An Intentional Approach to Peer Mentor Development

8:00 am – 12:00 noon | Torrey Hills AB — \$135

Bryce Bunting, Program Administrator and Learning Specialist,
College of Undergraduate Education

Stefinee Pinnegar, Coordinator, TELL program and Acting Dean Invisible
College for Research on Teaching and Teacher Education

Pat Esplin, Licensed Psychologist and Former Director of Freshman Mentoring
— *Brigham Young University*

W-4 | Supporting the First-Year Transition Using Non-Cognitive Indicators

8:00 am – 12:00 noon | Cortez Hill AB — \$135

Rebecca Campbell, Associate Professor of Educational Psychology,
Director of Academic Transition Programs
— *Northern Arizona University*

Paul Gore, Director of Institutional Analysis, Associate Professor
of Educational Psychology
— *University of Utah*

W-5 | Strategies for Supporting First-Generation College Students

8:00 am – 12:00 noon | Balboa AB — \$135

Amy Baldwin, Instructor of English
— *Pulaski Technical College*

Jenna Seabold, Academic Advisor
— *Front Range Community College*

W-6 | Parents as Partners in First-Year Student Success

8:00 am – 12:00 noon | Old Town AB — \$135

Mark Allen Poisel, Vice President for Student Affairs
— *Georgia Regents University*

 **DeLaine Priest**, Associate Vice President for
Student Development and Enrollment Services
— *University of Central Florida*

W-7 | Building a Classroom Without Walls: A Primer for Incorporating Online Pedagogies into First-Year Courses

9:00 am – 4:00 pm | Gaslamp AB — \$235

Melissa L. Johnson, Assistant Director, Honors Program,
Adjunct Lecturer, College of Education

Margeaux Johnson, Science and Technology Librarian
— *University of Florida*

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

9:00 am – 4:00 pm | Harbor C — \$235

John N. Gardner, President - John N. Gardner Institute for Excellence in
Undergraduate Education; Senior Fellow, National Resource Center for The
First-Year Experience and Students in Transition

— *University of South Carolina*

Betsy O. Barefoot, Vice President and Senior Scholar - John N. Gardner
Institute for Excellence in Undergraduate Education; Fellow, National Resource
Center for The First-Year Experience and Students in Transition

— *University of South Carolina*

W-9 | Creating a Comprehensive First-Year Experience Course for Community College Students

9:00 am – 4:00 pm | Solana Beach AB — \$235

Julie McLaughlin, Academic Advisor and Co-Chair, First-Year Experience
Advisory Committee

Diane Stump, Licensed Professional Counselor and Co-Chair, First-Year
Experience Advisory Committee

— *Cincinnati State Technical Community College*

W-10 | Learning Communities: Why and How

1:00 pm – 5:00 pm | Gaslamp CD — \$135

Jean M. Henscheid, Clinical Faculty, Adult, Organizational Learning and
Leadership, College of Education

— *University of Idaho*

W-11 | Using the Science of Motivation Engage All Learners

1:00 pm – 5:00 pm | Promenade — \$135

Christine Harrington, Professor of Psychology and Student Success, Director, Center for the Enrichment of Learning and Teaching

— *Middlesex County College*

Melissa Thomas, Director of the Center for Student Learning

— *College of Charleston*

W-12 | Rethinking Institutional Benchmarking: Which Schools are Really Achieving Student Success?

1:00 pm – 5:00 pm | Balboa AB — \$135

Michelle Ashcraft, Senior Assistant Director for Student Success, Coordinator of Purdue Promise

Antwione Haywood, Associate Director of Student Success, Director of the Academic Success Center

Jared Tippets, Director of Student Success

— *Purdue University*

W-13 | Why Students Leave? Why Do They Stay?

1:00 pm – 5:00 pm | Harbor B — \$135

 **Joe Cuseo**, Professor Emeritus

— *Marymount College (California)*

Steve Piscitelli, Professor

— *Florida State College*

W-14 | More than a Number: Transforming Orientation, Retention, and Transition Programs to Support the Success of All Students

1:00 pm – 5:00 pm | Cortez Hill AB — \$135

Andrew Cinoman, Director, New Student Programs

— *Florida Gulf Coast University*

Stephanie M. Foote, Associate Professor of Education

— *Kennesaw State University*

Joyce Holl, Executive Director

— *National Orientation Directors Association (NODA)*

W-15 | Infusing Emotional Intelligence (EI) into First-Year Experience Curricula and Programs

1:00 pm – 5:00 pm | Golden Hill AB — \$135

 **Catherine Andersen**, Associate Provost for Academic Affairs

— *University of Baltimore*

Korrel Kanoy, Retired

— *William Peace University*

 **Joni Webb Petschauer**, Senior Fellow

— *American Council on Education*

*Opening Session with Keynote Address***Generation on a Tightrope: A Portrait of Today's College Student**

5:30 pm – 7:00 pm | Harbor Ballroom D-I

**Diane R. Dean**

Associate Professor for Higher Education Administration & Policy
— *Illinois State University*

**Arthur Levine**

President, Woodrow Wilson National Fellowship Foundation;
President Emeritus, Teachers College,
— *Columbia University*

Who are today's college students, really? What do they think? What do they want? How do they behave? When do they sleep? The answers are likely different than someone of an older generation might think. Join Arthur Levine and Diane Dean, co-authors of *Generation on a Tightrope: A Portrait of Today's College Student* to better understand the students on your campuses and in your classrooms, how they perceive the world around them, and how well-equipped they are to thrive. Based on a multi-year, multi-method, national study, the new insights into today's students have profound implications for the work of college faculty and administrators.

OPENING RECEPTION | 7:00 pm – 7:45 pm

Seaport Ballroom A-E | Co-sponsored by: York University

*Featured Session***An Evening with John Gardner**

8:00 pm – Until | Harbor C



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

Come spend part of your first evening with the conference founder, John Gardner. For the past 30 years, he has hosted an intimate dinner workshop event designed to help him get to know conference delegates personally, to help delegates make sense of the first-year experience movement, and to facilitate networking. During this fourth decade of conferences, John wanted instead to open up this opportunity for discourse, reflection, information, and inspiration, to the entire conference. Yet, his goals for the session remain largely the same. He will present an interactive portrait of the first-year experience movement—its history and accomplishments, observations on its present, and some predictions about its future. Conference attendees are invited to drop in when they want, leave when they want, relax, and make themselves comfortable.



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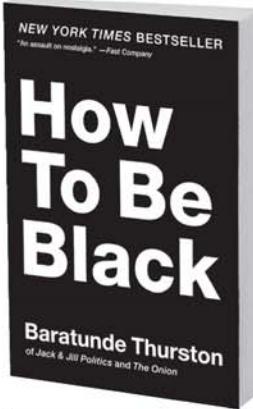
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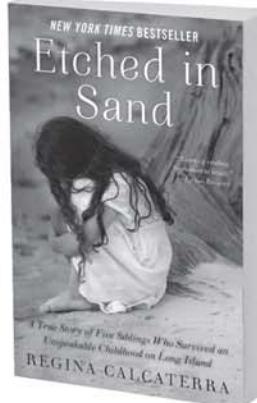
SATURDAY
DINNER
SPEAKER*



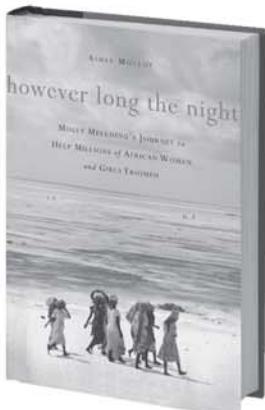
Regina Calcaterra

Author of
Etched in Sand

A True Story of Five Siblings Who Survived an Unspeakable Childhood on Long Island



Mr. Thurston will sign in our booth during the cocktail reception, Saturday, February 15 from 6:00 pm - 7:30 pm



Aimee Molloy

Author of
However Long the Night

Molly Melching's Journey to Help Millions of African Women and Girls Triumph

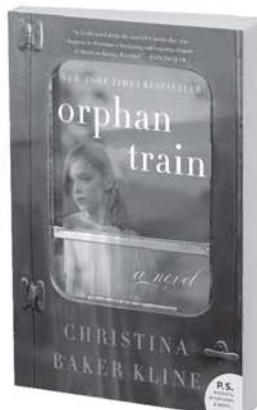


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Christina Baker Kline

Author of
Orphan Train
A Novel



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Saturday, February 15, 7:30 pm

Stop by booths 11 & 12 for event location

Book signings to follow dinner



BARATUNDE THURSTON

author of

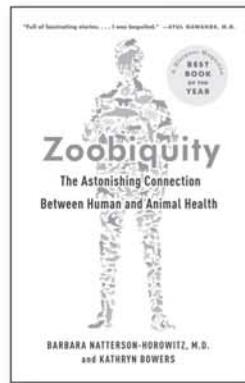
How to Be Black



BARBARA NATTERSON-HOROWITZ

author of

Zoobiquity

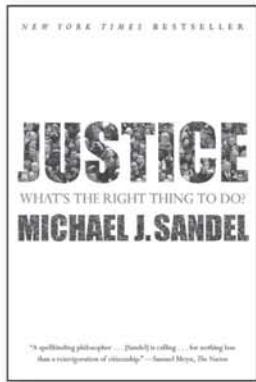


MICHAEL J. SANDEL

author of

Justice:

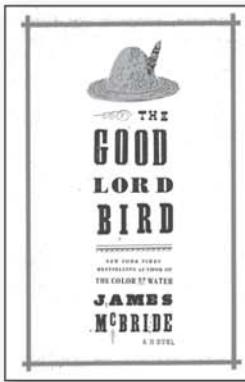
What's the Right Thing to Do?



JAMES McBRIDE

author of

The Good Lord Bird



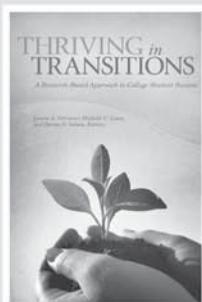
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FEBRUARY 6-10, 2015

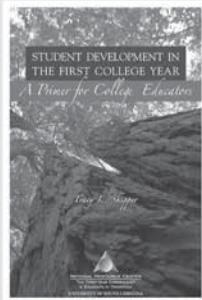
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Tracy L. Skipper
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Monograph No. 53 | Organizing for Student Success: The University College Mode

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National Conference on Students in Transition

**October 18 - 20, 2014
Denver, Colorado**



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

SUNDAY, FEBRUARY 16

Conference Registration/ Information Desk

7:30 am – 5:30 pm
Palm Foyer

Continental Breakfast

7:30 am – 9:00 am
Seaport Ballroom A-E

Cybercafé

7:30 am – 5:00 pm
Pier Room

regarding best practices for the successful design and implementation of the first-year experience at their institutions. Join with colleagues to discuss important topics such as the type of first-year experience programming offered, organizational structure of the program, financial resources, assessment practices, the engagement of faculty and campus partners, and the use of peer educators. Participants will have the opportunity to network and learn from each other while reflecting upon and discussing the unique advantages and challenges presented by their campus.

FD-2 Meeting the Needs and Issues of Immigrant College Students

Hillcrest CD

Michael Stebleton

Assistant Professor, Postsecondary Teaching and Learning
University of Minnesota-Twin Cities

Linda DeAngelo

Assistant Professor
University of Pittsburgh

Marina Aleixo

Director
University of Minnesota-Twin Cities

Based on data from the National Center for Education Statistics (NCES), approximately 23% of all undergraduates are immigrants. This total includes foreign-born immigrants and second-generation Americans born in the United States. Immigrant college students are an emerging student population that merits further inquiry and discussion. How do we best address the issues and transitional needs of immigrant college students in the first year? What can educators do to facilitate the success of students in the first year and beyond? This facilitated discussion will address these inquiries and allow for an exchange of ideas and strategies.

CT-3 Creating a Powerful Syllabus: Doing What Works!

Cortez Hill AB

Christine Harrington

Professor, Psychology
Director of the Center for the Enrichment of Learning and Teaching
Middlesex County College

Are you making the most out of your syllabus? Come discuss the purpose of the syllabus, including how it can be used as a motivational tool. Discover what the research says about what makes a syllabus effective. Strategize about ways to encourage first-year students to regularly use this important document. Walk away with practical ideas about how to create a more powerful syllabus and some great resources, such as a syllabus checklist.

Primer for First-Time Attendees

7:45 am - 8:45 am
Seaport F-H

M. Stuart Hunter

Associate Vice President and Executive Director, National Resource Center for The First-Year Experience & Students in Transition and University 101 Programs
University of South Carolina

Jennifer R. Keup

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

John N. Gardner

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

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

9:00 am-10:00 am

FD-1 Designing and Implementing the First-Year Experience at Small Colleges and Universities

Hillcrest AB

Brad Harmon

Associate Director of Residence Life
Director of Engaged Living
Furman University

This facilitated discussion offers professionals working at small colleges and universities the opportunity to come together and engage in dialogue

CR-4 Certainty as a Barrier to Critical Thinking Among First-Year Students

Torrey Hills AB

Katie Srittmatter

Connect for Success Counselor

Eastern Idaho Technical College

Jean Henscheid

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

University of South Carolina

Critical thinking is identified by faculty (and employers of college graduates) as one of the most important skills students should develop. Thinking critically can be particularly tough among first-year students who bring deeply held beliefs to college. A single-site case study explored the thinking of agriculture majors at a land-grant institution who were required to read and participate in activities and assignments related to the common reading: *Tomatoland: How Modern Industrial Agriculture Destroyed Our Most Alluring Fruit*. Analysis of data from focus groups and writing samples revealed how students' abilities to think critically did and did not evolve.

CT-5 It Takes More Than Academic Skills to Succeed in College

Golden Hill AB

Steve Piscitelli

Professor of History

Florida State College at Jacksonville

Resilience in school and life depends on how well students can navigate nonacademic challenges. Research in the area of student success provides us with information to understand our students (why we need to do things). However, for those of us who work with students daily, we need practical strategies and exercises (how we do things) that will help our students develop noncognitive psychosocial skills along with their academic skills. This interactive session examines essential noncognitive psychosocial success skills (i.e., relationship building, resource utilization, priority management, and personal well-being habits) in the context of research-based principles of student success.

CT-6 This Is the Real-World: Connecting First-Generation Students to the Academy

Promenade

Danelle Dyckhoff Stelzriede

Associate Director, First to Go Program

Loyola Marymount University

First-year, first-generation college students often report feelings of disconnect from the work that is done at the university. In the First to Go Program at Loyola Marymount University, higher education professionals attempt to bridge this divide by emphasizing the connection between engaged academic citizenship and active involvement in students' university, local, and global communities. This session will explore strategies for facilitating connections between the academy and the community in an effort to help first year, first-generation students understand more clearly their work at the university as impacting—in a profound and meaningful way—the "real world."

CT-7 Designing and Assessing High-Impact Community Engagement Projects

Harbor A

Nancy Goldfarb

Visiting Assistant Professor, English and Institute for American Thought

Indiana University-Purdue University Indianapolis (IUPUI)

How can we get first-year students more engaged in their own learning? How do we design community projects that develop students' curiosity, empathy, care, and social consciousness? Participants will learn from a first-year seminar faculty member whose experiments with service-learning projects led to a project with a profound student impact. Students demonstrated a growing awareness of social inequality, improved listening and empathy skills, greater historical consciousness and global awareness, a sense of fulfillment from helping others, an appreciation for the United States, and gratitude for what they have and for the opportunity to be in college.

CT-8 Layers of Support: Building Successful Collaborations in Early Alert Systems

Harbor B

Lynn Zlotkowski

Academic Success Coordinator

Kristen Getchell

Assistant Professor, English

Writing Coordinator

Suzy Conway

Director of Academic Advising

Curry College

An early alert system has the potential to be a successful intervention tool to enhance student success and retention through appropriate faculty usage and effective follow-up with students. This presentation will highlight the strategic changes made to the existing early alert system at a small, private institution; the ways these changes have impacted faculty usage of the system; and the resulting implications for students. The presenters will also describe the increased quality of outreach efforts as a result of extensive collaboration between staff in the areas of academic support services, academic advising, and student affairs.

CI-9 We Built the Program, Now Where Are the Students?

Harbor C

Shelly Kawaja

Administrative Director

Memorial University of Newfoundland



The First-Year Success (FYS) program is a two-year approved pilot project at a comprehensive, open-admissions university in Atlantic Canada. Memorial University has recognized for some time that students entering the University with lower admission averages are academically vulnerable. FYS is a full academic-year program with full-credit writing and university orientation courses as well as enhanced student supports. Assessment demonstrated the initiative improves academic performance but the greatest challenge has been getting students that need the help into the program. This session will discuss the findings of the pilot project and the challenges of identifying and recruiting academically vulnerable students.

SUNDAY, FEBRUARY 16

CI-10 Building a Legacy of Peer Leadership and Involvement

Gaslamp AB

Melissa Johnson

Assistant Director, University Honors Program

John Efstathiades

Undergraduate Peer Leader

Erin Lewis

Undergraduate Peer Leader

University of Florida

Peer leaders connect first-year students with the resources and networking necessary to build a solid foundation for their undergraduate career. Through a professional development course for first-year students at the University of Florida, peer leaders provide an insight to the institution that many entering students might not otherwise be able to access. Participants will learn about the many ways peer leaders establish a legacy of involvement—first by being inspired to achieve as students in the course, and then by paying it forward once they become leaders to help the next wave of students realize their full potential.

CI-11 First-Year Curriculum Review: Cross-Institutional Collaboration at a Fully Online Institution

Gaslamp CD

Angela Gibson

Director, First-Year Experience

Linda Algozzini

Instructor, Arts and Humanities

Valencia Gabay

Instructor, Arts and Humanities

Ron Kovach

Vice President, Retention

Amy Peterson

Faculty Director

American Public University System

This presentation will offer information on how a cross-institutional committee created and implemented a successful model to review curriculum for the first-year expanded orientation seminar course in a fully online environment. The presenters will discuss effective practices employed during design and development, applied leadership techniques and technology tools, and outcomes impacting future collaborative efforts as well as curriculum remodeling.

CI-12 Improving Retention and Success of First-Year Students in One Simple Step

Old Town AB

Kim Keffer

Director, First-Year Experience

Barry Gillum

Instructor

Ohio University Southern

Is improving first-year retention rates a priority for your campus? Are you interested in empowering students to make better academic decisions? Is there room for improvement in your students' academic technology skills? If

so, this is the session for you! Presenters will provide an overview of how Ohio University Southern addressed these issues—and experienced a significant increase in first-year retention rates—through an academic computing course designed for first-year students. Participants will receive information regarding course design, learning objectives, and activities, as well as data regarding course outcomes and comparative retention data.

CI-13 Fostering Student Development and Self-Efficacy Through Personal Challenge

Balboa AB

Patrick Hickey

Faculty Principal, Capstone Scholars Program

Clinical Assistant Faculty Member in the College of Nursing

David DeWeil

Associate Principal, Capstone Scholars Program

Theresa Harrison

Assistant Principal, Capstone Scholars Program

Erin Wilson

Assistant Principal, Capstone Scholars Program

University of South Carolina

The Personal Challenge initiative, a unique aspect of the Capstone Scholars program at the University of South Carolina, has been a useful tool to motivate students to stretch beyond their perceived boundaries and recognize their potential. Four years of qualitative and quantitative data demonstrates the tremendous and varied challenges these students have completed. Attendees will learn how to implement this type of program in any environment, from mentoring initiatives to residential communities, and how to make the best use of available resources.

CI-14 Orientation Transformation: Reinventing the Wheel

Solana Beach AB

Merrick Marino

Assistant Dean and Director, Center for Student Success

Daniella Knelman

Assistant Director, Center for Student Success

Dayanne Izmirian

Assistant Dean and Director, Residential Life

Esteban del Rio

Associate Provost, Inclusion and Diversity

Steve Pultz

Assistant Vice President, Enrollment Management

University of San Diego (USD)

How do you truly reinvent a large-scale activity, like orientation, that has been done for so long and become so routine? That is what USD did for their first-year student orientation experience. In preparation for the fall 2013 entering first-year class, the institution set out to completely re-imagine the orientation experience, including its vision, timeframe, name, objectives, activities and content, and personnel. This session will share USD's experience.

MORNING BREAK | 10:00 am – 10:15 am

Seaport Ballroom A-E

10:15 am-11:15 am

FD-15 Debating the Value of Common Reading Programs: A Multi-Institutional Panel

Hillcrest AB

Steven P. Girardot

Associate Vice Provost for Undergraduate Education
Georgia Institute of Technology

Daphne Rankin

Associate Vice Provost for Learning Innovation and Student Success
Virginia Commonwealth University

Rebecca Campbell

Director, Academic Transition Programs
Northern Arizona University

Jared N. Tippets

Director, Student Success at Purdue
Purdue University



Karen Weathermon

Director of Learning Communities
Washington State University

Common reading programs in higher education began emerging as early as 1965. Over the past decade, these programs have proliferated and are increasingly a key part of many institutions' first-year experience initiatives. However, recently, a number of articles have criticized these programs, specifically questioning their expense, academic rigor (or perceived lack thereof), and the true intellectual impact they have on students. In this session, administrators who work closely with common reading programs will discuss these issues and initiate an open exchange of ideas on the future of common reading in the context of the first-year experience.

FD-16 Best Practices on First-Year Seminars for Transfer Students

Hillcrest CD

Megan Rovang

Senior Academic Advisor, College of Natural Sciences

Jaclyn Nguyen

Academic Advisor
University of Texas at Austin

How can we create a great first-year experience for transfer students? This facilitated discussion will address this question by looking at transfer-year seminars. Bring your ideas and learn from your colleagues about programs supporting transfer students and how we can adapt first-year programs to meet the needs of this student population. Walk away from the discussion with knowledge of the essential components of a transfer-year seminar and how to implement one on your campus.

CI-17 ASAP My ASSET: Advisement, Student Services, Engagement, and Transition

Cortez Hill AB

Daniela Boykin

CUNY ASAP Deputy Director
City University of New York

Marie Caty

ASAP Student Manager

Carey Manifold

ASAP Student Manager
Kingsborough Community College

The City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP) is one of CUNY's most successful programs, with an average three-year graduation rate of 55% compared to 23% for a CUNY comparison group. ASAP provides students with academic, social, and financial supports to earn a degree within three years. Learn about ASAP's program design and strategies used to increase student engagement and persistence. Emphasis will be given to ASAP's sustained and intentional advisement, academic supports, approach to campus collaboration and faculty engagement, and systems for monitoring and assessing student progress to implement targeted supports.

CR-18 When Students Are Left Behind by Their Own Learning Communities

Torrey Hills AB

Geoffrey Mamerow

Program Assistant, First-Year Interest Groups
PhD Candidate
The University of Wisconsin - Madison

Research has shown that learning communities can support students' transitions to college, and they have become common on today's campus, with growing implementation. Yet, learning communities can present unique challenges, especially for those students who are not accepted by the group. Rather than experiencing the powerful positive benefits associated with participation, these students may experience significant negative effects. In a departure from how learning communities are typically discussed, this session begins with findings from a multiple-case, qualitative study of a large learning community program, highlighting what happens when students do not make it into the community.

SUNDAY, FEBRUARY 16

CT-19 College Success? There Is an App for That

Golden Hill AB

Constance Staley

Professor of Communication

Director, Freshman Seminar

University of Colorado, Colorado Springs

Darby Johnsen

Coordinator of Student Learning

Oklahoma City Community College

Steve Staley

Professor of Humanities

Colorado Technical University

Yogi Berra once wisely observed, "The future ain't what it used to be." His statement certainly applies to higher education. While technology applications for the college success classroom can generate excitement, they can be tricky to implement. In this practical session led by faculty from three different types of institutions, participants will learn the *whats*, *whys* and, most importantly, the *hows* of using apps to boost learning. The session will begin with six mobile apps every four-year college student should use, progress to a semester-long app-based capstone project for community college students, and finish with new technologies for career college adult learners.

CT-20 Lending Library: A Tool for Proactive Outreach and Student Empowerment

Promenade

Willa Green

Associate Director, University Connect and Persist

Lisa Shewmon

Coordinator, University Connect and Persist

Kathleen Barker

Coordinator, University Connect and Persist

Northern Kentucky University

University Connect and Persist (UCAP) at Northern Kentucky University provides proactive versus reactive outreach to students, identifying potential issues and developing problem-solving skills used to facilitate academic success and support networks. The Lending Library is a UCAP service designed to assist students in eliminating major barriers affecting persistence to graduation. In addition to providing a textbook when needed, staff members meet with students for an academic and financial wellness check. This presentation includes a discussion on the creation and implementation of the Lending Library, examples of cross-divisional collaboration associated with the program, and implications for higher education institutions.

CT-21 Learner-Centered Pedagogy: Overcome Your Fears and Take the Plunge

Harbor A

Darin Eckton

Assistant Professor; Faculty Director of Peer Mentoring

Utah Valley University

Why do our pedagogical practices often focus on grades and not on learner-centered approaches? Recent research claims that many professors like to be the center of attention, feel uncomfortable when they have to be flexible

or are not in control of everything, do not have the time or enjoy the difficulty related to learner-centered approaches, and often think their students are not ready or capable. In this session, the presenter will share best practices with learner-centered pedagogies in traditional and learning community courses and invite attendees to reconstruct their own pedagogical paradigms during the session.

CT-22 Let's Talk About College and Career Readiness

Harbor B

Wade Leuwerke

Associate Professor, Counselor Education

Department Chair

Drake University

College and career readiness (CCR) has become a national topic in the dialogue of education reform and the economic competitiveness of the United States in the global economy. First-year seminars are ideally positioned to support students' readiness and success. The presenter and participants will interactively explore definitions of and data on students' CCR. We will also examine skills and attitudes associated with college and career success as well as share classroom strategies that help students build success skills that further enhance their CCR.

CI-23 Integrating Online Academic Skills Modules Into a First-Year Seminar

Harbor C

Emerson Case

Professor, of English; FYE Curriculum Coordinator

Brad Ruff

District Director, Kern HS AVID

California State University, Bakersfield

This presentation details the development of online academic skills modules and their incorporation into 55 sections of a first-year seminar via a learning management system. Each module consisted of three parts: an explanatory video, a homework assignment, and a 4-5 page reading or a video-taped lecture on which to practice the specified skill. The skills introduced in each module were constructed to enhance the previously learned skill and use it with increasing rigor, helping students develop the resources they will need to succeed at the college level. Qualitative and quantitative findings from the research will be presented.

CI-24 Schedule for Success: Promoting Math Readiness in College

Gaslamp AB

Jeff Orgera

Senior Assistant Vice President for Student Affairs

Michelle Ortiz

Project Manager, Student Success

University of Arizona

Schedule for Success is a first-year program at the University of Arizona designed for students who place below college-level math. Its purpose is to help students reach success in math and to give them the resources that will help them through graduation. The program supplements a remedial math course with a math skills-building class. Students also meet one-on-one with learning specialists who provide them with academic coaching and help

them develop academic and personal goals. Additionally, the program gives students direct access to a financial aid specialist who can assist them with their financial concerns.

CI-25 Recruiting, Developing, and Retaining First-Year Seminar Instructors

Gaslamp CD

Michele Campagna

Executive Director, Center for Advising and Student Transitions
Montclair State University

Julie McLaughlin

Chair, First-Year Experience; Professor, First-Year Experience
Cincinnati State and Technical Community College

Nicole Weir

Assistant Director, Center for Advising and Student Transitions
Montclair State University

Much like the first-year seminar, instructor development programs are most effective when purposefully based on an established curriculum and maintained through ongoing support and assessment. Often, however, training programs are challenging to establish and maintain since they require administrative support and faculty buy-in. This workshop will describe steps taken to build and sustain instructor development programs on two campuses, one a technical community college and the other a comprehensive state university. Through these descriptions, participants will learn how similar philosophical approaches to teaching and learning have been applied in very different institutional contexts to establish self-sustaining first-year seminar instructor programs.

CI-26 Reinventing the Wheel: Chiseling a Groundbreaking First-Year Experience Model

Old Town AB



Laurie Hazard

Director, The Academic Center for Excellence

Stephanie Carter

Assistant Director, the Writing Center

Laura Kohl

Reference Librarian

Bryant University

Bryant University is in the process of transforming its approach to teaching and learning with a groundbreaking model entitled The First-Year Gateway. For 10 years, Bryant had a successful one-credit first-year seminar. Today, Bryant has an interdisciplinary 13- credit first-year program designed to cultivate leadership and critical thinking, while fostering a successful transition into the scholarly community. This session will outline the undertaking of reinventing the wheel, moving from the old model to the new. Promising initial assessment data and improved student success outcomes, such as increased first-to-second-year retention, will be shared.

CI-27 Preparing and Supporting Graduate

Student Leaders in University 101

Balboa AB

Tricia Kennedy

Program Coordinator, Peer Leadership and Administration,
University 101 Programs

Carly Edwards

Graduate Assistant, University 101 Programs
University of South Carolina

During fall 2014, University 101 Programs at the University of South Carolina will celebrate the 20th cohort of graduate leaders serving in the University 101 classroom. Both peer and graduate leaders have long been an important component of the first-year seminar experience at Carolina. In recent years, the graduate leader program has evolved due to findings from a task force review of the program and ongoing assessment efforts. This session will discuss these findings, along with how these findings have shaped our current selection efforts, training process, and ongoing support and development provided for the graduate leaders.

CI-28 Social Media and Maintaining First-Year Student Connections With Peer Leaders

Solana Beach AB

Giovanna Tello

Graduate Assistant
Florida International University

Yosayra Eusebio

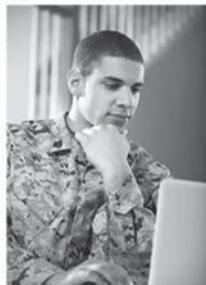
Coordinator of Peer Leadership
Academic Advisor
Montclair State University

Social media plays an important role in the way students communicate with each other and serves as a forum for incoming first-year students in their transitions. By creating social media groups for each peer leader via Facebook, first-year students have a place where they are able to stay connected with their peer leaders and classmates, ask questions, and learn about the campus. A brief overview of the ways these groups were created, promoted, and administered, as well as the usage of Twitter during orientation, will be covered. The assessment results related to social media usage administered to peer leaders and students will also be shared.

REGISTER AT WWW.SC.EDU/FYE/ISSV

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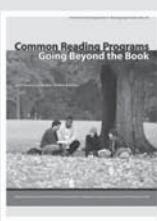
Dallin George Young and Jessica M. Hopp

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Jodi Levine Laufer

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CONFERENCE AWARDS LUNCHEON

Sunday, February 16, 2014 | 11:30 am – 1:30 pm | Grand Ballroom AB

The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize the Undergraduate Student Fellowship recipients, the Excellence in Teaching First-Year Seminars Award recipient, and the Outstanding First-Year Student Advocates.



Outstanding First-Year Student Advocate Award

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

**Barbara Boyette**

Guilford College
Undergraduate Institution:
Washington University

**Colin J. Morris**

Manhattanville College
Undergraduate Institution:
University of Manchester (UK)

**Peter Ellard**

Siena College
Undergraduate Institution:
Fordham University

**Cynthia Mosqueda**

El Camino College
Undergraduate Institution:
University of California, Los Angeles

**Tracy Gottlieb**

Seton Hall University
Undergraduate Institution:
Seton Hall University

**David T. Ouimette**

University of Connecticut
Undergraduate Institution:
Gettysburg College

**April Heaney**

University of Wyoming
Undergraduate Institution:
Casper College

**Shelagh Rose**

Pasadena City College
Undergraduate Institution:
Pasadena City College

**April Mann**

University of North Carolina at Chapel Hill
Undergraduate Institution:
Mississippi State University

**Phyllis Simpson**

Our Lady of the Lake College
Undergraduate Institution:
Louisiana State University

Excellence in Teaching First-Year Seminars Award

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

**José Saldivar**

The University of Texas – Pan American



Undergraduate Student Fellowships

Josh Dusing

University of South Florida

Marissa Mannello

University of Connecticut

Renaldo Gacad

Washington University in St. Louis

Victoria Savage

Whittier College

Jordan Grapentine

University of Wisconsin – Green Bay

SUNDAY

SUNDAY, FEBRUARY 16

1:30 pm-2:30 pm

FD-29 First-Year Students in the Field: Place-Based Learning in the First Year

Hillcrest AB

Maggie Bourque

Student Advising Coordinator

Academic Professional Lecturer, Haub School
of Environment and Natural Resources

University of Wyoming

Experiential learning, identified as an AAC&U high-impact practice, is increasingly emerging in first-year academic experiences, specifically through field courses, field trips, and place-based collaborative projects. This session invites participants to compare experiential learning models across disciplinary and geographic boundaries, discuss the benefits and challenges of facilitating these kinds of experiences, review some best practices for assessing impacts, and share lessons from the field.

FD-30 The Transition Timeline: When Seasons Change, Our Work Does Too

Hillcrest CD

Litsa Orban

Assistant Director of First-Year Experience and Parent Programs

Mary Alice Porter

Coordinator, First-Year Experience and Parent Programs

The University of Alabama (UA)

At UA, student leaders and staff developed a month-by-month outline describing the elements of a first-year student in transition. Participants will join the presenters in a dialogue addressing the UA Seasons of Adjustment and how it relates to other campuses, as well as explore how individual campuses can meet the needs of first-year students month-by-month.

CT-31 The Community Colleges' New Role in Teaching Critical Thinking

Cortez Hill AB

Timothy Walter

Dean of Campus Affairs

Oakland Community College

The session will focus on the expanded role of community colleges, which are serving dramatically increasing numbers of students, many of whom are first-generation and underrepresented students whose critical-thinking skills are insufficient for them to succeed in a two- or four-year college environment. The presenter has developed a validated instructional strategy that has been shown in several college communities to not only improve students' critical-thinking and learning skills, but also improve their self-efficacy and performance. Participants will learn these strategies by which instructors can engage students in interactive classroom exercises that improve critical-thinking skills.

CR-32 Positive Psychology Constructs Predicting a Dual-Factor Measure of Psychological Health

Torrey Hills AB

Sukkyung You

Professor, College of Education

Hankuk University of Foreign Studies

This study used a sample of college students to examine the co-occurrence of positive psychological constructs and explored their relation to psychological health. A new construct called covitality and with psychological health were used to support the hypothesis that covitality is associated with lower levels of psychological problems and higher levels of well-being. We expect this study to have theoretical implications indicating that robust psychological health in this sample of college students was not grounded in any single positive psychological construct, but more in their combine effects.



CANCELLED

CI-33 Twenty Years of the First-Year Reading Experience

Golden Hill AB

Mary Elizabeth Sewell

Associate Director, University 101 Programs; Director,
First-Year Reading Experience

Mary Stuart Hunter

Associate Vice President, University 101 Programs and The National
Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

The University of South Carolina initiated the first-year reading experience in 1993 to provide incoming first-year students with a common academic experience: a book to read during the summer followed by a gathering and small-group discussion before fall classes begin. Since its inception, the first-year reading experience has grown from an event for 300 to serving more than 4,000 participants. Reflecting on 20 years, presenters in this session will illustrate the history and evolution of the program, explore the book selection process, highlight campus partnerships, share curriculum development, and discuss the logistics that make the reading experience possible.

CT-34 Promoting Educational Justice for All—One GPA at a Time

Promenade

Cassandra Evans

Associate Director of Undergraduate Advising

Hugo Monroy-Caceres

Senior Academic Advisor

John Jay College of Criminal Justice

Still trying engage students on academic probation? John Jay College's Academic Advisement Center shares its alternative approach to intervention for probation students. Formerly, the College used traditional, lecture-based workshops that yielded minimal student participation. Turning that model upside down, the Center now cultivates student success behaviors through a group dynamic approach, and participation has tripled. Performance and persistence are elevated through intimate weekly groups where students engage in problem solving, role-playing, and self-advocating. The group dynamic approach has captured the imagination of the students as well as the advisors who facilitate the discussions.

CI-35 Explore, Engage, Experience: Faculty and Students

Embracing the First-Year Odyssey

Harbor A

Laura Jolly

Vice President, Instruction

Fiona Liken

Director, Curriculum Systems

University of Georgia

The session highlights how the First-Year Odyssey (FYO) seminar provides first-year students opportunities to explore, engage, and experience the breadth and depth of the academic experience at a major land-grant university. Students build relationships with professors, actively participate in the mission of the university, and begin their academic odysseys. This required seminar serves 5,000 first-year students per year. FYO topics are aligned with faculty scholarship, and the small seminar size (15-18 students) enhances student-faculty engagement and encourages meaningful dialogue. Factors contributing to the success of the FYO include faculty, student, and staff engagement in implementation and evaluation.

CT-36 Modeling Values: Using Peer Mentors

to Assist in LLP Transition

Harbor B

Nicole Horvath

Assistant Director, Student Services Integrated

Life Sciences Honors Program

University of Maryland - Honors College

Tyler McClenithan

Graduate Assistant, Integrated Life Sciences

University of Maryland

While living-learning programs are considered a high-impact practice that aids in a new student's transition to college, they have unique challenges. Students find themselves transitioning into a community with its own set of norms and values, which are not always immediately apparent. In response to this, the Integrated Life Sciences Honors Program has implemented a peer mentoring initiative that begins the summer before students arrive on campus. This multimedia presentation will provide a space for participants to share best practices and also develop an action plan for taking these ideas back to their institutions.

CI-37 Narrowing the Achievement Gap: Minority Students and Learning Communities

Harbor C

Greg Smith

Assistant Dean

Director of First-Year Interests Groups (FIGs)

University of Wisconsin-Madison

Minority students enrolled at predominantly White campuses often report feelings of alienation and dissatisfaction, which can contribute to lack of success and higher attrition. High-impact practices, such as learning communities, can help underrepresented students overcome the sense of alienation and isolation by creating supportive environments where students can connect with peers and faculty. This presentation will focus

on how campus and classroom climates affect learning, and how learning communities can create more inclusive environments where students may have better opportunities to experience academic success. Participants will share their own efforts to engage underrepresented students in achieving success.

CI-38 An Effective and Efficient Student Success Team

Gaslamp AB

Jennifer McCluskey

Associate Vice President; Director, Center for Academic Success and First-Year Experience

Maryville University of Saint Louis

The Student Success Team serves as a critical component to the retention work at Maryville University, which has experienced a first-to-second year retention increase of 15% over the past 10 years (72% to 87%). The team works to identify and address individual student and university-wide retention concerns. This session will include the team's strategies used to address barriers to student success that ultimately may cause students to leave the institution. Discussion will include team composition, University charge of the team, and ways to create (or improve effectiveness of) a university-wide retention team on other campuses.

CI-39 Common Sense and Uncommon Data in Common Reading Programs

Gaslamp CD

Tom Carskadon

Professor, Psychology; Director of First-Year Experience Programs

Mississippi State University

For five years, Mississippi State University has joined the national trend toward first-year common readings. For three years, the University has gathered systematic feedback from students not only on the books the institution considered, but also on the most popular common reading books used nationwide. The presenter will share general methods, philosophy, and advice as well as explore answers to the following questions: How should you select a book? Which specific books do students rate highly? How many students read the book? How many go to programming? Does programming stimulate reading? Which is more important—the book or the programming? Some answers will surprise you. Participants will be encouraged to share their experiences, too.

SUNDAY, FEBRUARY 16

CT-40 The Hunger Project: Mobilizing First-Year Students in Service-Learning

Old Town AB

Tamara Bauer

Instructor, Leadership Studies

Leigh E. Fine

Visiting Assistant Professor, Leadership Studies

Mike Finnegan

Assistant Professor, Leadership Studies

Kerry Priest

Assistant Professor, Leadership Studies

Kansas State University

Service-learning in the first year can provide students with meaningful connections to a cause, the campus, and the community. Such connections contribute not only to academic performance and persistence, but may also enhance leadership development and ongoing civic engagement. This presentation will illustrate how faculty, students, and community partners at a midwestern, land-grant university were mobilized around the social issue of hunger and food security through a large, first-year leadership course. The presenters challenge educators to consider how their classrooms can become the catalyst to explore and engage the learning nexus of social challenges, leadership, and civic engagement.

CT-41 Increasing the PACE (Persistence, Achievement, and Completion Efforts)

Balboa AB

Thu Washington

Director of Student Success

Tonya Greene

Study Skills Coordinator

Wake Technical Community College

With the increased national attention on student retention and completion, Wake Technical Community College cultivated a strong collaborative effort with trained faculty and student services staff to implement a high-touch first-year experience program. This session will describe how a targeted population of first-year students was impacted through a structured, proactive advising model accompanied with instructional coursework. The presenters will share the institution's methods and strategies for implementing the first-year experience program with the tag-team approach. Together, College staff help support first-year students PACE themselves on the road map to success.

CT-42 Making the Common Reading Experience Come to Life: A Narrative

Solana Beach AB

Annie Kelly

Assistant Director, New Student and Parent Programs

University of Kentucky

Kelsey Timmerman

Author

Where Am I Wearing?

Creating a campus-wide integrated common reading program enhances student engagement, fosters a sense of community, and instills active learning within the first-year experience. In this engaging session, facilitators will provide effective guidelines on how to incorporate the author of a common reading experience into yearlong curricular and cocurricular programming initiatives. Participants will be able to define the theory and research that leads to a unified common reading experience, articulate multiple ways to incorporate the author (or keynote speaker) and/or text into curricular and cocurricular programs, and develop an action plan on how to integrate future authors within programs.

AFTERNOON BREAK | 2:30 pm – 2:45 pm

Seaport Ballroom A-E

2:45 pm-3:45 pm

E-43 The Other 4.0 That Really Matters In College & Life

Hillcrest AB

Jullien Gordon

CEO

Innerview International

The national four-year graduation rates hover just above 50% and the first-year retention rate is below 80%. What gets our students to college is not getting them through college and even if they make it to graduation, it does not guarantee that they are ready for their 40-year career or life. With the cost of college rising, students need a different approach to college beyond the class-to-dorm-class-to-dorm experience. In this session, you will learn The Other 4.0 mindset and how to get students to see college as a four-year space to develop skills and master themselves.

E-44 The Naked Roommate—for Parents Only!

Hillcrest CD

Harlan Cohen

Author

Sourcebooks EDU

Today's parents hear it all, see it all, and know it all. They are the new first responders. Never before has it been more crucial to help them get comfortable with the uncomfortable and establish a baseline of what is to be expected during their student's first college year. A prepared and knowledgeable parent helps alleviate problems and an unprepared parent escalates them. This interactive, engaging, and informative session will offer participants five strategies based on personal interviews, extensive research, and the latest trends. The goal is to help parents be the best possible partners during this time of transition.

E-45 How to Help Students Prevent Unplanned Pregnancy and Complete College

Cortez Hill AB

Andrea Kane

Senior Director, Public Policy

The National Campaign to Prevent Teen and Unplanned Pregnancy

Improving completion is a priority for many institutions. While it has not historically been addressed by colleges, unplanned pregnancy can be a barrier to a student's ability to succeed. This session will describe the problem that students face and strategies to address it, including three innovative online lessons about preventing unplanned pregnancy which instructors can easily integrate into FYE courses. Presenters will share promising positive results from the evaluation of the online lessons, and faculty members will report on their experiences with the online lessons at their colleges.

E-46 The Secret to Improving Student Communication with the MBTI Tool

Torrey Hills AB

Catherine Rains

Education Consultant, MBTI Certification Faculty

CPP, Inc.

Have you ever been talking to someone and noticed that they appear to be glazed over, as if they literally do not speak your language? The secret to being understood is figuring out your differences in personality type, and then flexing your style to match theirs so that they can actually understand your language. Using the MBTI as the foundation, this session will demonstrate how to teach students to guess the type of the person in front of them, and then how to flex their natural communication style to someone else's style for the purpose of improving communication.

E-47 NODA-Association for Orientation, Transition and Retention in Higher Education: Orientation 101

Golden Hill AB

Joyce Holl

Executive Director

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

Orientation programs are a necessary and vital way to begin the process of connecting new students to the campus community through the development of skills, communication of values and expectations, and delivery of campus knowledge, history, and traditions. Just as there are a variety of institutional types, there are a variety of ways to plan, organize, manage, implement, and evaluate these critical programs. This session, sponsored by NODA, will provide an overview of and approaches to orientation programs.

E-48 Supporting the Tutor Training Process 24/7 With Online Training Videos

Promenade

Valerie Kisiel

Owner & CEO

Innovative Educators

Every tutoring center would like to provide a quality tutor training program, as it will enable tutors to be active participants in helping students succeed.

However, the reality is the demands of many tutoring coordinators limit the time they can spend doing real time training of tutors. In addition, tutors are often hired throughout the semester which creates a scheduling issue. This session will explore online tutor training videos and resources focused on supporting the tutor training process 24/7.

E-49 IMTPC: Essential Elements for Certifying Your Mentor Program and Mentors

Harbor A

Page Keller

CRLA Certifications Director

College Reading and Learning Association

Developing a mentor training program to prepare undergraduate mentors to work with first-year students can be an overwhelming process without adequate tools and support. CRLA's International Mentor Training Program Certification offers college mentor programs the resources necessary to develop new mentor training programs and to revise and improve existing programs. This session is intended for those interested in learning more about the certification process. The session will include an overview of the benefits of certification, an explanation of the application process, a discussion of best practices, and tips on getting started.

E-50 Helping Male Students Be Successful on Campus and Beyond

Harbor B

Michael Kimmel

Director, Academic Marketing

HarperCollins Publishers

Michael Kimmel, professor of Sociology at SUNY Stony Brook, will help college administrators better understand the troubled social world that influences young men's lives on campus. He will provide strategies for those working to keep male students on track academically and socially. Attendees will receive a free copy of *GUYLAND: The Perilous World Where Boys Become Men*, a workshop outline, and a study guide so they can put these new strategies into practice.

E-51 Inspiring Students through TOMS Campus Programs

Harbor C

Bethany Clark

Community Director

TOMS Community

During this presentation, the presenter will explore TOMS Campus Programs - one pillar of the programs that make up TOMS Community - as a platform for colleges & universities to engage their first-year students in activities and events that promote campus and community involvement. By exploring the various programs, initiatives, and resources that make up TOMS Campus Programs, attendees will learn how to utilize our programming in a way that enriches the academic experience for their students on campus.

SUNDAY, FEBRUARY 16

E-52 Common Reading Selections for Institutions with Food or Sustainability Themes

Gaslamp AB

Clarie Kelley

Director of Library and Academic Marketing

Melville House Publishers

First-year reading programs and campus-wide common reads are opportunities for multi-faceted programming inspired by a selected book. This session will offer suggestions for how two books—*Stuffed and Starved* by Raj Patel and *The Stop* by Nick Saul and Andrea Curtis—published by Melville House (and distributed by Random House), can offer inspiration for sustainability initiatives, service learning activities, and multi-disciplinary food related events. Everyone who attends this session will receive a copy of each book and accompanying teaching guides.

E-53 The John N. Gardner Institute – Expertise from the Academy for the Academy to Improve Student Success, Retention, and Completion

Gaslamp CD

Betsy Barefoot

Vice President and Senior Scholar

Andrew Koch

Executive Vice President

John N. Gardner Institute for Excellence in Undergraduate Education

Session participants will learn how the Gardner Institute's Foundations of Excellence® process can be used to create and implement plans that improve first-year and/or transfer student success. Attendees will also learn about Gateways to Completion® – the Institute's new gateway course transformation process – and they will be the first to learn about the Gardner Institute's newest effort, RPM™ (Retention Performance Management™) – a retention plan creation and implementation process devised specifically for smaller-sized institutions.

E-54 Enhancing First-Year Learning with the Newspaper

Old Town AB

Kevin Clarke

Program Coordinator for Faculty Development and Assessment,

University 101 Programs

The New York Times/ The New York Times in the First-Year

Engaging first-year students with local, national, and international news sources can pay dividends for their critical thinking skills; their understanding of this diverse, interconnected, and changing world; and their achievement of common first-year learning outcomes. In this session, the presenters will demonstrate how to utilize a newspaper in the classroom, and in particular, will highlight *The New York Times* in the First-Year as a meaningful tool to develop new students' knowledge, competencies, and skills by utilizing the news articles, discussion questions, reading lists, webcasts, and other resources available through program.

E-55 Online Orientation for Student Success

Balboa AB

Doug Sawyer

Business Development & Sales Representative

Comevo, LLC

This year's first-year students were born into a world of technology. They grew up with laptops, smart phones, and instant answers at the touch of their fingertips. Technology plays an important and necessary role to reach today's student, whether we're talking about reaching them in terms of distance or just meeting them where they are. There is no doubt that in-person connections cannot be trumped, but the convenience and instant accessibility online orientation provides makes it the ideal "Option 2" for students. Meet students where they are. Use technology to aid your ability to inform, connect, and retain.

E-56 College Transition Publishing

Solana Beach AB

Terry Arndt

President

College Transition Publishing

Software as a Service (SaaS), a cloud-based technology, is not new. Many software companies offer their products through this venue today...and most consumers are very familiar with the technology (ex: Carbonite, McAfee, Dropbox, etc.). It's a cost effective delivery system vs. traditional on-site software. So why can't this same technology be applied to textbooks - particularly FYE textbooks? It can. Textbook as a Service (TaaS) takes the traditional FYE textbook and offers its content online. Even more, it offers educators valuable information about student usage. The best part...it's free for your students.

4:00 pm-5:00 pm

FD-57 It Takes a Campus: Developing and Sustaining Effective Learning Communities

Hillcrest AB

Joanne Pedersen

Interim Director, First-Year Programs

Terri Metzger

Coordinator, Oral Communications Course

Patricia Morris

Research Analyst, Institutional Planning and Analysis

Leslie Nevins

Associate Director, Residence Education, Dean of Students Office

Thomas Swanger

Registrar, Enrollment Management Services

California State University, San Marcos

This facilitated discussion will provide the opportunity to exchange ideas and information about necessary institutional structures and best

practices for building comprehensive first-year learning community programs. The facilitators represent an array of campus units (Office of First-Year Programs, Student Life, Residence Life, Orientation, Academic Departments, Institutional Planning and Analysis, Registration and Records) that coordinate to create and deliver first-year learning communities at California State University, San Marcos. Participants will discuss ways to refine their comprehensive framework for thinking about the current state of learning communities on their campus and planning for the future.

FD-58 Preparing First-Year Students for Research and Information Literacy

Hillcrest CD

Douglas Hasty

First-Year Experience Librarian
Florida International University

Heather Snapp

First-Year Experience Librarian
Florida Gulf Coast University

First-year students often begin college life with poorly developed research and discovery skills. While they may understand their library is important for education, they may not know how to go about the process of discovering and assessing information successfully. Preparing first-year students to become research and information literate must begin as early in the first year as possible. Library expertise does not occur overnight. Providing first-year students with a solid foundation of the concepts, functions, basic research and discovery tools, and purpose of the academic library is essential for academic development.

CR-59 Digital Narcotics: How Addiction to Electronics Undermines Student Success

Cortez Hill AB

Mark Shelley

Professor, Sociology and Psychology

Jennifer Cilano

Student Research Assistant
Yavapai College

First- and second-year college students were surveyed, observed in the classroom, and interviewed to ascertain the type and extent of their use of technology (i.e., cell phones, computers, and video games) and how that use impacted their academic success. A significant amount of addictive behavior was reported, which interfered with their achievement. Much of their technology use was unrelated to the courses they were taking. The devices and activities varied, but many students reported an inability to control their online behaviors. Recommendations and suggestions are offered to help students achieve a greater degree of success.

CR-60 A First-Year Foundation for Reflection and Transfer of Learning

Torrey Hills AB

Karen Forgette

Writing 100 Curriculum Chair

Core Instructor

Guy Krueger

Writing 101 Curriculum Chair

Core Instructor

University of Mississippi

This session will explore ideas for increasing first-year reflective practices to facilitate transfer of learning across general education courses and beyond. University of Mississippi researchers studied whether the use of reflective ePortfolios in first-year composition classes creates a favorable condition for transfer of learning. The researchers concluded the composition of reflective ePortfolios may generate the explicit abstraction, active self-monitoring, and arousing mindfulness that Perkins and Salomon identified as conditions for transfer of learning. Presenters will detail the quantitative and qualitative results of the study as well as first-year programmatic changes and cross-curricular partnerships that emerged from the research.

CT-61 It's the Assignments, Stupid

Golden Hill AB

Vanessa Meling

Assistant Dean, Student Success

Ken Gonzalez

Associate Vice President, Academic Affairs

Randall Garza

Retention Coordinator

Ana Flores

Retention Assistant

Our Lady of the Lake University

This session will offer data-informed insights into the challenges faced by first year students at a Hispanic-serving institution (HSI) and how these data were used to redesign a First-Year Seminar course. The qualitative data gave deeper insight and helped identify five common barriers to student success, especially students' difficulty in managing course assignments. The greatest challenges found among first year students were the number of assignments given in first-year courses and their ability to complete assignments successfully. This session will present how intervention tools were developed and integrated into a seminar course to address barriers and increase academic success.

SUNDAY, FEBRUARY 16

CT-62 It Is Not Just About the Job, It Is About the Journey

Promenade

Leigh Anne Leist

Senior Assistant Director, Career Exploration

Katie Steuer

Career Advisor

Carolyn Rader

Assistant Director

Virginia Tech

What is your major? This is one of the most frustrating questions first-year students can be asked as they struggle to select a course of study, especially when they are not developmentally prepared to do so. Add in pressure from society and parents, and the choice of major becomes overwhelming and confusing, and is often made in haste with no consideration of one's interests, personality, values, and skills. Join the presenters to learn how Virginia Tech's Career Services partners with the University's first-year experience Pathways to Success program to introduce first-year students to career exploration and help them initiate their journey.

CT-63 From Classroom to Community: Building Capacity for Service

Harbor A

Lisa Kamody

Director, Student and Community Engagement

Academic Advisor

Kris Kumfer

Course Coordinator, UC 1000: First-Year Seminar

Academic Advisor

Barbara Harrison

Assistant Director, Off-Campus Living and Community Service

Patricia Riley

Graduate Assistant

Casey Krafton

Graduate Assistant

Ohio University

Challenged by demographics (i.e., highest state poverty rate; rural location; and large, research university with 4,000 first-year students), learning community staff collaborated with Student Affairs on the fully funded grant, From Classroom to Community: Building Capacity for Service Learning Into the First-Year Experience. The two-year grant focuses on actively engaging faculty (approximately 185) in hands-on service-learning training, followed by the opportunity for many to take their classes to pre-arranged sites. This session highlights the challenge of providing meaningful service to large numbers of students, including transportation concerns, realistic expectations of service, community partnerships, and continued funding.

CT-64 Shorten Time-to-Degree by Limiting

Individual Course Withdrawals

Harbor B

Chris Caplinger

Director, First-Year Experience

Georgia Southern University

Are individual course withdrawals a problem on your campus? Nationally, serial withdrawers are less likely to earn a degree, and excessive withdrawing causes other problems as well. Participants will discuss what motivates students to withdraw as well as the benefits of limiting withdrawals and structures and practices to do so. The facilitator will also discuss questions to consider before institutions decide to implement a formal limit to the number of individual withdrawals a student can take.

CT-65 Why Emotional Intelligence Matters:

Make the Case, Develop the Program

Harbor C

Korrel Kanoy

Professor Emeritus

William Peace University

College students' emotional intelligence (EI) has been shown to predict everything from retention to alcohol abuse. Studies demonstrate EI can be increased, thus enhancing the probability of positive outcomes, yet few campuses teach EI. The most frequent reasons cited are funding or lack of knowledge about how to infuse EI in current programs. Participants will be equipped with information to make the case for infusing EI learning, such as research data demonstrating the value-added outcomes of teaching EI and the dollars saved through better retention. Strategies and materials for infusing EI learning will be shared.

CI-66 YU START: 10,000 Paths to New Student Transition

Gaslamp AB

Martha Rogers

Associate Professor, Faculty of Health

YU START Academic Lead

Brendan Schulz

Executive Director, Strategy and Planning, Division of Students

Lara Ubaldi

YU START Project Lead

York University, Canada



Imagine 10,000 customized paths to new student transition into 175 academic programs. This is the ultimate aim of YU START, York University's strategy to enhance student success during the first college year. YU START is a new student transition curriculum, based on a theoretical framework and specific learning outcomes, delivered through three components: (a) an on-line enrollment appointment, (b) student-facilitated learning communities, and (c) an on-campus experience. This session focuses on the drivers of change, the design of the theoretically informed and comprehensively measured program, the infrastructure, and outcomes achieved during the first two years of implementation and gradual expansion.

CI-67 First-Year Probation Students Find Success Through Peer Mentoring

Gaslamp CD

Kelly Brusch

Academic Advisor

Amy Carter

Director of Advising

Emily Sager

Academic Advisor

Katelyn O'Brien

Graduate Advisor

California Polytechnic State University

Are you looking for an innovative and resourceful way to support your first-year students on academic probation? California Polytechnic State University Orfalea College of Business created a peer mentoring program designed for students who are experiencing academic difficulty in their first year. During this session, participants will learn how the University (a) recruited and trained effective peer mentors, (b) marketed its program to students on academic probation, (c) used technology to efficiently manage the program, and (d) selected assessment strategies to measure success.

CI-68 Creating a First-Year Experience Page-Turner: A Common Reading Initiative

Old Town AB

Sherri Erkel

Director of First-Year Experience

Jessica Nash

Academic Support for First-Year Experience

Nancy Hayes

Professor of English

St. Ambrose University

After undergoing plot twists befitting a Dan Brown novel, St. Ambrose University launched its First Book initiative, with broad support in 2012. How did the first-year experience turn a common reading idea into an initiative that the campus just cannot put down? This program will outline the process of gaining institutional buy-in; building the case for academic rigor through a common text; and recruiting and training faculty, staff, and peer leaders to support, implement, and assess the initiative. Participants will learn key points for developing and assessing a common reading program and strategies for implementing a similar program on their campuses.

CI-69 Veteran Ally: Strategies for Addressing the Military-Civilian Gap

Balboa AB

Nicholas Osborne

Assistant Dean of Students; Interim Director of the Center for Wounded Veterans in Higher Education

Ruth Hoffman

Assistant Dean, Student Academic Affairs, College of Liberal Arts and Sciences

The University of Illinois at Urbana-Champaign

This presentation will address the unique needs of student veterans and discuss their transitional experiences at the University of Illinois. Practical

strategies for creating a veteran-friendly campus through faculty and staff training and student discussion panels will be discussed as well as the development of a first-year seminar for incoming veterans.

CI-70 Transylvania's August Term: An Innovative First-Year Plan

Solana Beach AB

Michael CovertAssociate Vice President, Retention; Associate Dean of Students
Transylvania University

In 2012, Transylvania held its inaugural August Term. During this innovative three-week term, all first-year students enroll in a full-credit course designed to help improve critical-reading abilities and initiate them into a scholarly environment. Student now have the opportunity to focus their attention, build skills and confidence, and to get to know the faculty and each other before undertaking a full course load during fall semester. The presenter will discuss this program's planning, implementation, assessment, and how the University used assessment results to inform changes for the second year.

5:15 pm-6:15 pm**FD-71 Libraries, Gaming Events, and the First-Year Experience**

Hillcrest AB

Hubert WomackInstruction and Outreach Librarian
*Wake Forest University***Cate Calhoun**Reference and Instruction Librarian
*Auburn University***Lori Critz**Head, Faculty Engagement Department
Georgia Institute of Technology

First-year students are often unaware of services available at their academic library and are resistant to admit their library anxiety and need for help. Three academic libraries are addressing this challenge through live gaming events that take place in an academic environment, but without an educational component. Even without this component, participants are exposed to academic resources and services they might not have been aware of. These nontraditional events help students become familiar with the library and brand it as a student-friendly destination for research and study assistance.

SUNDAY, FEBRUARY 16

CI-72 Muddies, Rockers, and TIERRAns: First-Year Engagement and Success in Science

Hillcrest CD

Jean Hemzacek

Instructor, Earth Science

Northeastern Illinois University

Geology-based first-year seminars at a diverse, urban university integrate practice of college success strategies into disciplinary content. Post-first-year summer research provides a transition into science majors. This two-tiered approach supports student persistence and success in science. First-generation and minority students build confidence with practice of science concepts; develop awareness of scientific career opportunities; strengthen teamwork skills; and actively apply success strategies within the discipline, adjusting their learning strategies to diverse situations. A follow-up summer research program incorporates original research, provides professional-level science contacts, and offers service-learning application of science in students' urban neighborhood and wider community.

CI-73 Achieving Successful First-Year College Experiences for High School Students

Cortez Hill AB

Phyllis Curtis-Tweed

Dean of Humanities, Art, and Design

Jacqueline Shadko

President

Timothy Walter

Dean, Academic and Student Services

Oakland Community College

The blurring of lines between high school and college has accelerated with the development of multiple programs for students to take college courses and/or complete associate degrees while in high school. Given the variety of Early College and dual enrollment models available, a student's first-year college experience may occur in the ninth, tenth, or eleventh grades, depending on the design of the program. The presenters will highlight examples from Michigan colleges, including Early Colleges, Enhanced Dual Enrollment Systems, and various college readiness programs, while also citing research demonstrating that parallel principles underpin Early College and first-year experience program successes.

CR-74 Learning to Thrive, Not Just Survive: Interventions Increasing Student Success

Torrey Hills AB

Clinton Stephens

Lecturer, Leadership Education

Cameron Beatty

PhD Candidate

Iowa State University

Studying five first-year leadership development classes, the Thriving Quotient was used to measure the growth in students' ability not just to survive college, but also to thrive in college. Survey and focus-group methodologies were used to gain insight into what curriculums most contributed to students learning to thrive on campus. Implications for future interventions will be discussed.

CT-75 Forging and Strengthening Intercampus Partnerships for Learning Community Programmatic Success

Golden Hill AB

Jordan Black

Assistant Director, Residence Life for Learning Communities and Academics

Tamy Burnett

Academic Coordinator, Learning Communities and Programs

University of Nebraska

Frequently academic and student affairs are pitted against one another in a battle for resources and administrative responsibility for programs, such as learning communities. While higher education professionals recognize the strengths collaborations offer, such cooperation can be challenging. The University of Nebraska has developed a highly effective equal partnership between University Housing and Academic Affairs for the University's learning communities, which has resulted in significant growth in the program over the past two years (i.e., nearly tripling the number of communities and nearly doubling the number of students served). This presentation will explore this partnership development and strategies employed for continued effectiveness.

CT-76 The First-Year Experience: Three Programs, Two Goals, One Campus

Promenade

Kathleen Lehman

Head, Physics Library

Jordan Nielsen

Business Librarian

Patricia Kirkwood

Engineering Librarian

University of Arkansas, Fayetteville

The University of Arkansas, Fayetteville is a public, land-grant university serving more than 25,000 students. While the business and engineering colleges have had required first-year student programs for several years, other colleges have not. Beginning with the fall 2013 semester, this changed when the University required all traditional, in-coming first-year students to take a transitions course. This session will present the known successes in terms of retention and graduation rates of the engineering and business programs and will outline the planning and implementation process of the transitions course that has been developed to service the rest of the University's students.

CT-77 Deepening Student Learning Through Multidisciplinary Assignments in a Learning Community

Harbor A

Gary Peter

Senior Teaching Specialist

KC Harrison

Teaching Specialist

Margaret Delehanty-Kelly

Senior Teaching Specialist

University of Minnesota-Twin Cities

The College of Education and Human Development First-Year Experience program at the University of Minnesota provides opportunities for students to

develop critical-thinking and writing skills by making connections between different disciplines in a learning community environment. This session focuses on creating meaningful multidisciplinary assignments through the development of shared learning outcomes to help craft clear assignment guidelines, the effective use of divergent course texts, and the creation of rubrics to evaluate student work.

CT-78 Reframing Probation as a “Pit Stop” not the “Finish Line”

Harbor B

Alex Terwilliger

Lecturer, Academic Transitions

Northern Arizona University

This presentation will examine the perception of failure as a determinant of resiliency within students on academic probation. Research indicates a student's ability to overcome failure is influenced by a belief in achieving success (mindset), motivation to overcome the barrier, and/or the historical strategies the student chooses to implement. Failure activates a fight or flight response where students make choices based on existing cultural frameworks. This overview provides specific strategies for implementation.

CT-79 International Student Learning Communities: Amelioration of Acculturation

Harbor C

Adam Russell

Graduate Assistant for Learning Community Programs

Ohio University

The purpose of this presentation is to highlight issues among international students relating to acculturative stress, their transition into institutions of higher education in the United States, and the need for learning community classes for this at-risk population. Focusing on English language proficiency, cultural literacy, and the mitigation of instances of discrimination perceived by this student population, this presentation will explore how student affairs professionals can be better prepared to not only understand the issues surrounding international students but also develop learning community classes and programs that contribute to the success of international students in the United States.

CT-80 From Inception to Assessment: Implementing a Quality First-Year Experience Program Quickly

Gaslamp AB

Tim Vick

Director, First-Year Experience

Middle Georgia State College

With overwhelming administrative support and limited resources, one institution met their University System's mandate to increase student retention by developing a first-year experience program in a short timeframe. Learn how program administrators garnered campus buy-in, recruited and trained instructors, developed curriculum, and created an assessment model in only six months. The presenter will discuss methods used, actions taken, and policies enacted to quickly meet goals with outstanding results. A question and answer period follows.

CI-81 Supporting Traditionally Underserved Students: Programming Strategies for 21st Century Demographics

Gaslamp CD

Dorothy Ward

Director, Entering Student Program

Joanne Kropp

Associate Director, Academics in the Entering Student Program

Vanessa Garcia

Peer Leader Manager

The University of Texas at El Paso

Students of color as well as first-generation and low-income students currently compose a large percentage of the college-going population in the United States. Additionally, commuter students—not residential students—are the norm on today's college campuses. This presentation will examine research related to serving students representing these 21st century demographics. Presenters will share strategies used at The University of Texas at El Paso to support the transitional needs of its students, the majority of whom are Hispanic, first-generation, low-income, and commuter. These strategies include programming such as new student convocation, first-year seminar, learning communities, and student leadership.

CI-82 Building a Unique, Year-Long Common Book Program

Old Town AB

Allison McComb

Director, First-Year Experience

Carmen Garcia-Shushtari

Coordinator, First-Year Experience

University of California, Los Angeles (UCLA)

Over the last two years, with the establishment of a formalized first-year experience program, UCLA has been able to build a year-long program that includes discussion, service or community engagement, arts-inspired programming, and a recycled book campaign. Now in its fifth year, UCLA's common book program has grown beyond the confines of welcome activities and the transition from summer to fall. Participants are invited to join the conversation on how to further develop a common book program and create unique ways to engage with the common book across the academic year.

CT-83 Writing in the First-Year Seminar: A National Snapshot

Balboa AB

Tracy Skipper

Assistant Director for Publications, National Resource Center for The First-Year Experience and Students in Transition

University of South Carolina

Kuh identified first-year seminars as a high-impact practice and suggested that the best ones "place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies." But how much and what kinds of writing are students doing in these courses? The facilitator will present data from a recent national survey and engage participants in a discussion of the role of writing in a variety of seminar courses. The session will also explore the benefits and challenges of incorporating writing into the seminar.

5:15 pm-6:30 pm — *Extended Session*

CT-84 Critical Thinking Pedagogy in the First-Year Experience

Solana Beach AB

Robert Kennedy

Associate Professor, Department of Sociology

York University



Many students entering college and university are faced with the challenge of mastering critical-thinking skills. Current literature suggests that students who acquire various critical-thinking and related academic skills are more likely to successfully complete their degrees. Teaching first-year students to become critical thinkers requires a comprehensive educational approach. In this way, the evaluation process plays a vital role in critical-thinking pedagogy. This session focuses on current trends for teaching and assessing critical-thinking components in first-year seminars and introductory courses. We will examine the relevant pedagogical theory, research, and best practices.

NOTES



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A black laptop is open, displaying a digital orientation guide for Kennesaw State University. The screen shows a slide with the text "Soon, you too will be speaking 'university.'" and a small image of an open book. Below the slide are navigation links for "Chapter Overview," "Essentials," "eChapter 1," and "Chapter 1 Resources." To the right of the laptop is a physical copy of the "Foundations of Academic Inquiry" textbook, which has a dark cover with the title and author's name, "Kennesaw State University," and "First-Year Seminars" visible. Below the laptop, there is a small graphic of a mobile phone with a grid of icons and the text "Get the free mobile app for your phone <http://gettag.mobi>".

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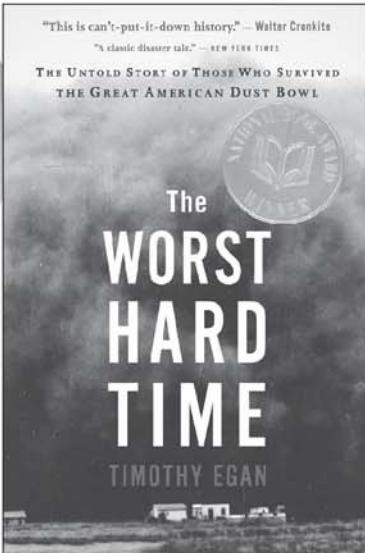
MONDAY, FEBRUARY 17TH, 7:00 PM, SEAPORT BALLROOM, SALON H

Book signings to follow dinner.



TIMOTHY EGAN
author of
The Worst Hard Time

Houghton Mifflin Harcourt



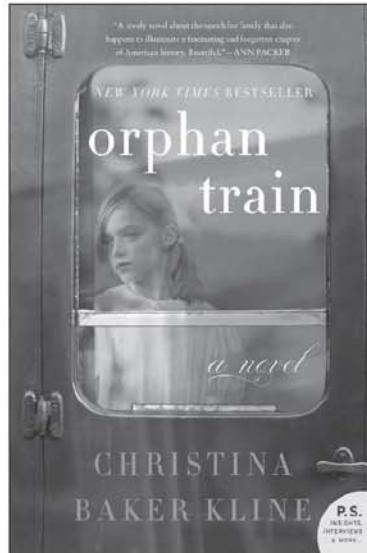
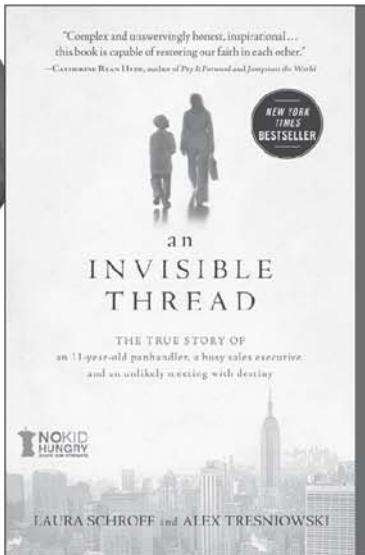
CHRISTINA BAKER KLINE
author of
Orphan Train

WM
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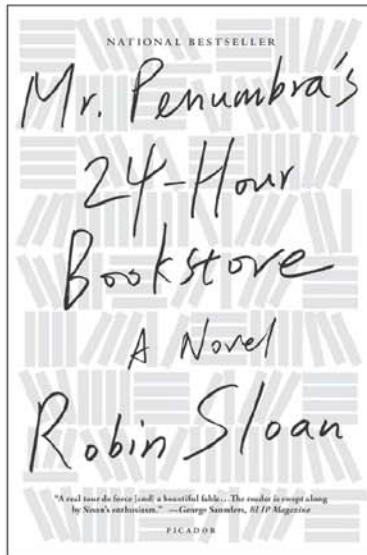
LAURA SCHROFF
author of
An Invisible Thread

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Stop by booth 24 to pick up your invitation or to RSVP.

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Author Luncheon



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Monday, February 17, 11:45 am

Stop by booths 11 & 12 for event location

Book signings to follow lunch

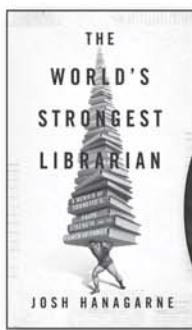


Penguin Group USA authors

Josh Hanagarne

author of

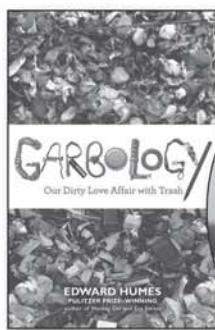
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Edward Humes

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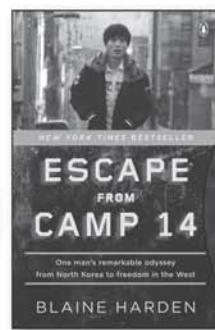
Garbology



Blaine Harden

author of

Escape from Camp 14

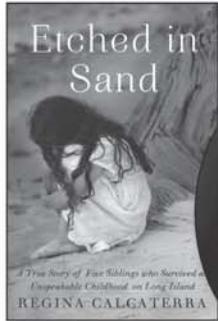


HarperCollins authors

Regina Calcaterra

author of

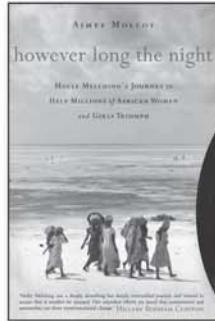
Etched in Sand



Aimee Molloy

author of

However Long the Night



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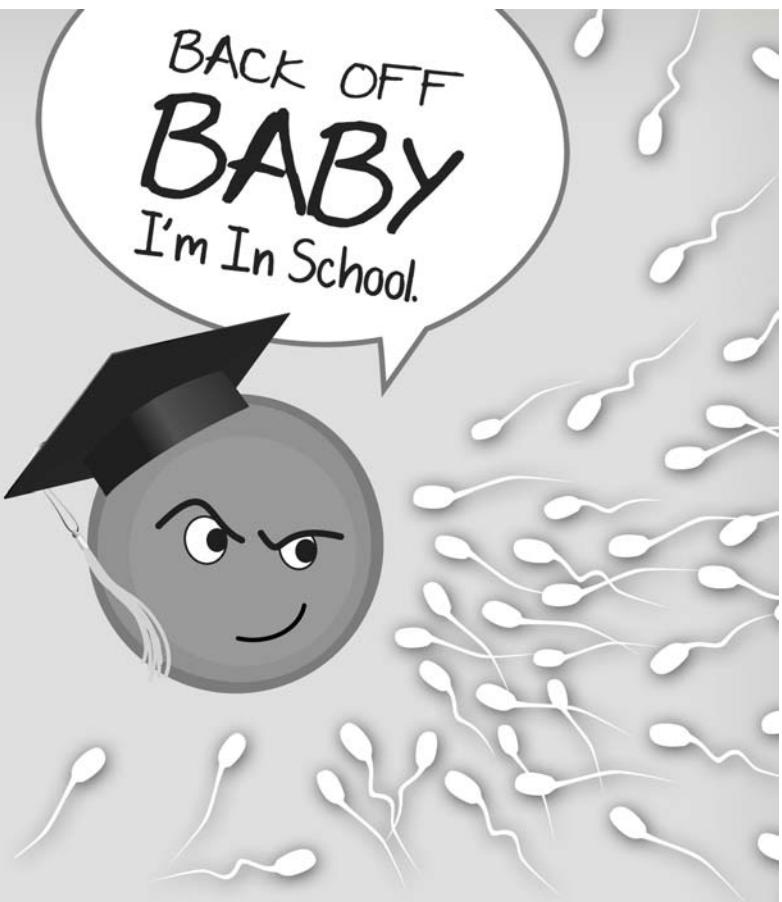
Visit us in booth 17 to view a demonstration of *Preventing Unplanned Pregnancy and Completing College*—three online lessons to use in First-Year Experience and other courses at colleges and universities—and pick up additional free resources to help your students.

Also, please join us for our presentation on Sunday, February 16 at 2:45pm in Cortez Hill AB.



The National Campaign
to Prevent Teen and Unplanned Pregnancy

TheNationalCampaign.org/Colleges

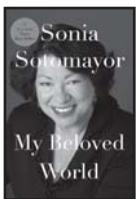




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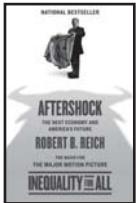


Sonia Sotomayor MY BELOVED WORLD

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—*The New York Times*

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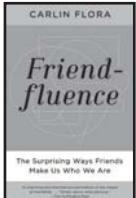


Dave Eggers THE CIRCLE

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—*The New York Times*

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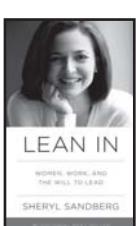
Carlin Flora FRIENDFLUENCE

The Surprising Ways Friends Make Us Who We Are

"Happiness and success begin with self-knowledge, and . . . the key to understanding yourself may well lie in your friendships. . . . A must-read."

—Heidi Grant Halvorson, Ph.D., Director of the Motivation Science Center, Columbia Business School

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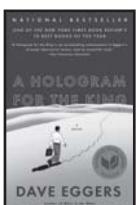
Sheryl Sandberg LEAN IN

Women, Work, and the Will to Lead

"What Sandberg offers is a view that shows twenty-something things that choices and tradeoffs surely exist, but that the 'old normal' of blunting ambition so that you can fit in one category or another does not have to be the way it is. And that each of us has a say in what comes next. And that includes men."

—*The Atlantic*

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Dave Eggers A HOLOGRAM FOR THE KING

"Eggers understands the pressures of American downward-mobility, and . . . has created an Everyman, a post-modern Willy Loman. . . . The novel operates on a grand and global scale, but it also is intimate."

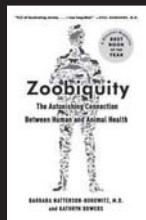
—*The Chicago Tribune*

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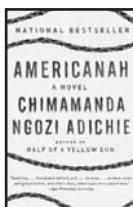
BARBARA NATTERSON-HOROWITZ, M.D. co-author of ZOOBIQUITY



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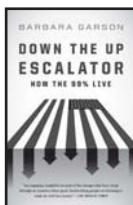


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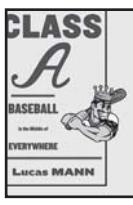


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—*The Daily Telegraph* (UK)

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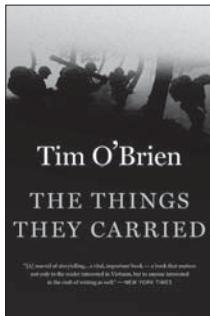
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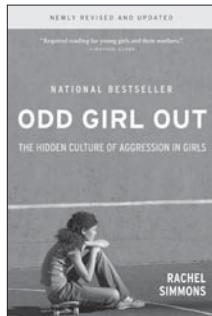


Meet Pulitzer Prize winner **Timothy Egan**, author of **THE WORST HARD TIME**, **THE BIG BURN**, and **SHORT NIGHTS OF THE SHADOW CATCHER**.

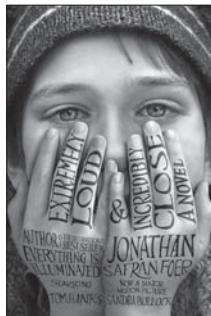
Author dinner featured speaker
MONDAY, FEBRUARY 17TH, 7:00 PM
Stop by our booth for details.



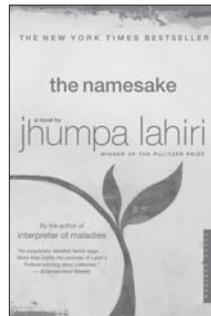
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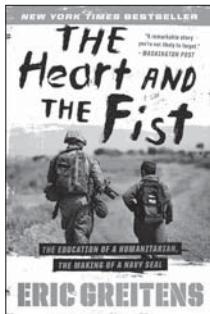
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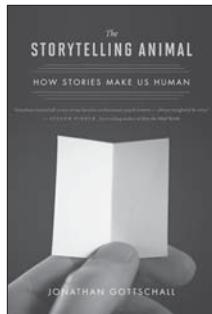
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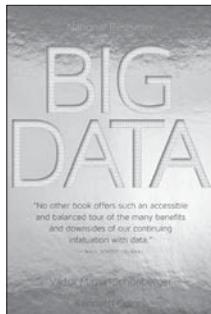
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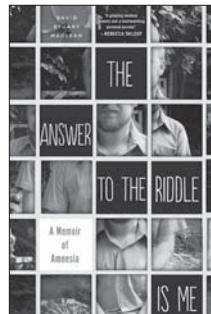
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POSTER SESSIONS - 7:30 AM-9:00 AM - SEAPORT BALLROOM FOYER

Conference Registration/ Information Desk

7:30 am – 5:30 pm
Palm Foyer

Continental Breakfast *with Poster Sessions and Colleague Clusters*

7:30 am – 9:00 am
Seaport Ballroom Foyer

Cybercafé

7:30 am – 5:00 pm
Pier Room

7:30 am-9:00 am — POSTER SESSIONS

PR-85 Blended Pedagogy for Information Literacy

Amy Hughes

Academic Programs Librarian

Kevin Ketchner

University College Faculty Fellow
Academic Programs Librarian

Rachel Koch

Lecturer, University Writing Program
Northern Arizona University

The poster shows multiyear assessment data from an ongoing collaborative project between the first-year student composition program and academic librarians. Notably, the data suggest how students apply information resources to complete assignments. The results have changed the way information literacy skills, including reading strategies, are being taught in the first-year student composition curriculum.

PA-86 #Community_CollegeFYE

B.J. Snowden

Freshman Seminar Coordinator/
Cosumnes River College

Cosumnes River College has recently moved away from the creation of a learner-centered curriculum to one that is more focused on new and at-risk students, who historically have the highest dropout rates. This session explores the development of the curriculum and continued evolution as the institution grows and implements new state mandates.

PR-87 Exploring Students' Meaning-Making Structures in Relation to Academic Resilience

Christos Korgan

Research Analyst, Institutional Research Office; Adjunct Faculty
University of California, Los Angeles

Nathan Durdella

Assistant Professor
California State University, Fresno

Students succeed in college despite circumstances that might be labeled as “adversity.” The ways in which students experience themselves in these circumstances and how these circumstances might affect the development of their resilience are often left unexplored. The literature fails to unpack the complexities of educational resilience, and how students’ identities in regard to the interpretation of environmental messages. Calling upon the MMDI from Abes, Jones, and McEwen (2007), we used a narrative inquiry approach to analyze the narratives of 28 participants identified across six focus groups of 146 college first-year students. Results revealed that how students saw themselves came from specific socializing agents.

Continental Breakfast *with Poster Sessions and Colleague Clusters*

7:30 am-9:00 am
Seaport Ballroom Foyer

Join colleagues who share interest areas for this networking opportunity. Tables in the foyer will be designated with signs for the following interest areas.

Interest Areas:

- Advising
- Assessment
- Career Development
- Common Reading Programs
- Commuter Students
- First-Generation College Students
- Health and Wellness
- Learning Communities
- Orientation
- Parent Programs
- Peer Leaders
- Residence Life
- Service-Learning
- Students of Color
- Student Engagement
- Undecided Students
- Underprepared Students

We encourage you to visit the poster sessions, where you have an opportunity to learn about a variety of initiatives at your leisure. Descriptions of the individual poster sessions follow on pages 46-52.

PR-88 Minding the Gap Between Preparation and Practice in a First-Year Seminar for Underrepresented Minority Pre-Health Majors

Iris Hinderliter

Student Success and Retention Coordinator

FYE Instructor

University of Missouri-St. Louis College of Nursing

Increasing the number of underrepresented minority students in the sciences is critical to national interests to diversify the workforce and alleviate health disparities self-efficacy in sexual decision-making. . The purpose of this study is to demonstrate how the use of specific institutional assessment practices prior to course development helped guide effective reflection practices of at-risk first-year students during their academic and social transition, leading to increased retention.

PA-89 Developing Agents of Change in a Global World

Lesley Beagrie

Associate Dean, Faculty of Health

York University

York University has funded innovative projects addressing teaching and learning pedagogy as it relates to student retention and success, especially in the first year. This session presents a course developed to actualize the learnings from these projects inclusive of e-learning, experiential education, and academic skill development—all this with a focus on student leadership development. Agents of Change in a Global World is a first-year blended course addressing health issues and how youth can make a difference around the world.

PR-90 Effectiveness of liveWell: An Online Program to Promote Student Well-being

Lynne Broderick

Senior Project Manager, IRB Administration

Pro-Change Behavior Systems, Inc.

Transitioning from high school to college is associated with precipitous declines in healthy behaviors. liveWell is an evidence-based, individually tailored behavior change program designed to promote well-being among college students through exercise, healthy eating, and stress management. A randomized clinical trial (n=1841 students) was conducted with six-and twelve-month follow-ups. Behaviors, readiness to change, and well-being were assessed. Generalized estimating equations examined repeated measures effects. More treatment group participants adopted regular exercise (OR=1.75) and healthy eating (OR=2.28) at 3-months. Treatment group participants were more likely to continue managing stress at 3 (OR=1.8) and 6 months (OR=1.52). liveWell significantly increased well-being (OR=1.5).

PA-91 Seton Hall's Award Winning First-Year Seminar: What Makes It Special

Robin Cunningham

Associate Vice President

Seton Hall University

Seton Hall's University Life first-year seminar is a one-credit, first-semester course linked to a three-credit CORE course, Journey of Transformation. Both courses are required for graduation. This session will highlight the 14 lessons that are taught in the fall semester as well as the additional services

provided through the University Life class: Supplemental Instruction, tutoring, study skills workshops, summer reading, career development, exposure to University technology, and a new general studies program. University Life is the springboard from which first-year students launch into their college careers.

PA-92 Learning About Teaching: Realities and Possibilities

Ann Ellsworth

Professor, College of Education, Health, and Human Development

Montana State University-Bozeman

This session describes a dual-enrollment model that was modified to fit a particular audience—high school seniors exploring teaching as a college major. Students taking the first-year seminar at the local university campus had diverse career interests ranging from nursing to engineering, and the need for a class with a teaching-only focus surfaced. The presenter designed a new course with adjusted learner outcomes that would better match the target audience. The new EDU101 Teaching and Learning now offers signature assignments resulting from collegiate-level discourse. After two years, course enrollments are robust and more than 95% of students attend college.

PA-93 The Roles of Peer Mentors in Study Abroad Programs

Vikki Bernotski

First-Year Experience Coordinator

College of Charleston

This program will give participants the opportunity to hear how the College of Charleston is using upper-division students in the role of peer mentor for first-year experience abroad programs. Based on a best practices search, the College of Charleston is unique in how peer mentors are used throughout the entire abroad experience, such as participating in the trip and being an integral part of the course. The presenter will talk about the program history and development and lead a discussion on the best use of peer mentors in different settings.

PR-94 Emotional Intelligence as Predictor of Academic Retention for Probationary Students

Carrie Arnold

Assistant Director, Freshman Seminar & Honors Programs

University of Colorado, Colorado Springs

The purpose of this study was to examine the influence of emotional intelligence (EI) on freshmen-to-sophomore retention among students on academic probation utilizing the Bar-On EQ-i Higher Education assessment (1997). Binary logistic regression was used to determine how EI and other student-level variables of interest affect the likelihood of freshmen-to-sophomore retention. Much research has been conducted relative to EI and its possible influence on retention rates, broader student success, and overall adjustment to college life. Several of the studies suggest a correlation between EI and student performance in college (Bar-On, 1997).

POSTER SESSIONS - 7:30 AM-9:00 AM - SEAPORT BALLROOM FOYER

PR-95 The “Testing Effect” and College Success

Donald Foss

Professor Department of Psychology

Joseph Pirozzolo

Graduate Student, Department of Psychology

University of Houston

There is substantial evidence for the effectiveness of the “testing effect” on learning and retention. Students who take tests, or test themselves, between original learning and a later exam do better than those who do not. This effect is more powerful than the same amount of time spent studying, e.g., re-reading. In addition to laboratory support, there are a few real world investigations backing it. But the effect is not completely predictable in college classrooms. This presentation will discuss the phenomenon and present new evidence on the ease and effectiveness of implementing it.

PR-96 What’s the Value?: Evidence of First-Year Seminar Outcomes

James M. Lucas

Assistant Dean, Office of Undergraduate Education

Peter Mayer

Undergraduate Research Assistant

Michigan State University (MSU)

This session introduces an international first-year seminar model, emphasizing research conducted on this model’s effect on student learning, persistence, and graduation. Presenters will discuss survey and focus group data that indicates the seminars ease students’ university transition, and will overview a recent institutional analysis that suggests the seminars decrease attrition and improve graduation rates. Attendees will engage in discussion and leave with materials about the model, qualitative and quantitative research efforts, and how MSU is using the data to advance the first-year seminars at the institution. This session features a student researcher, who is a seminar past-participant.

PA-97 Fly, Little Airplane, Fly: Launching Hopes and Dreams at New Student Orientation

Fred Pinnegar

Associate Director, Freshman Mentoring

Heather Hammond

Assistant Dean, First-Year Experience

Brigham Young University

This poster session invites inquiry and commentary about the use of a paper airplane activity during New Student Orientation (NSO). Given an opportunity to express their hopes, dreams, or goals on a paper airplane, students responded with surprising candidness. Beyond providing a break from the normal sit-and-listen events of NSO, the activity also enabled students to reflect on their purpose in coming to the institution as well as what they hoped to accomplish. Bringing those purposes to the surface is a strong driving force for students, but analysis of the statements also revealed important student concerns not visible through other modes of inquiry.

PA-98 Partners in Crime: Academic Advisement and Career Services

Angelia Green

Director, Academic Advisement

Rebecca Turner

Director Career Services

Jacksonville State University

Known as the friendliest campus in the South, Jacksonville State University’s offices of Academic Advisement and Career Services take great pride in living up to that slogan. In meeting first-time students who are undecided about their major and career path, these offices collaborated on several programs to increase student awareness of their specific services as well campus-wide resources. Outcomes of these collaborative efforts will be discussed during the presentation.

PR-99 A Taxonomy of Engineering Matriculation Practices and Introductory Engineering Courses

Xingyu Chen

Graduate Student, School of Engineering Education

Purdue University

This study establishes a complete taxonomy to classify U.S. undergraduate engineering programs. We identified significant features of the process of entering engineering programs through semi-structured interviews with College of Engineering representatives at 11 institutions. Then we collected data of all 400 institutions with ABET EAC-accredited programs from institutional websites and clarifying telephone calls to institutional personnel. We generate a taxonomy that considers the matriculation approaches of undergraduate engineering programs as well as engineering courses taken in the first term. We also provide preliminary observations to show the patterns of institutions belong to each classification of the taxonomy.

PR-100 Constructing New Student Orientation for College Students With Intellectual Disabilities

Anthony Plotner

Assistant Professor, Department of Special Education

Director, CarolinaLIFE

Stephanie Baskerville

Mentorship Coordinator

University of South Carolina

Orientation has always been a key part to student’s transition to college. The purpose of this poster session is to inform professionals of the need to provide orientation for transitioning students who have intellectual or developmental disabilities (ID/DD) at the collegiate level. Multiple programs for students with ID/DD are developing across the country, but very little research is available on these programs, their success, and how much transition assistance they provide. Based on interviews with higher education professionals, this poster examines the need for an orientation, the barriers and factors, and various ideas for orientation program designs.

PR-101 SMU Wellness and Student Perceptions of Success in College**Donna Gober**

Director of Wellness

Southern Methodist University

Understanding the complex, multifaceted nature of college student success and the importance of providing comprehensive, multidimensional programs for students may assist leaders in higher education with lowering attrition and increasing retention. This mixed-method study examined the effects of wellness instruction on student perceptions and self-reported behavioral outcomes as measured by eight factors associated with success in college. Students ($n = 121$) completed the College Success Factor Index (Hallberg & Saur, 2003), demographic survey, post-course survey, and written narrative. Significant results were found in five factors; control/responsibility, competition/collaboration, task precision/commitment, college involvement, and expectations.

PR-102 Peer-Mentoring: Helping First-Year Students Develop Occupational Adaptation Skills**Stacy Frauwirth**

Former Assistant Professor; Assistant Director of the BS/MS

Program in the Department of Occupational Therapy

Dominican University of California

The purpose of this study was to explore the influence of peer mentoring on the first year college experience of first generation students (FGS) and non-FGS. Specifically, the researchers looked for differences in sense of belonging, social and academic skills, adaptive skills, and overall satisfaction between the two student groups. Research findings from a voluntary online survey, First Year College Experience (FYCE) Survey: Adaptation to University Life, demonstrated that peer mentoring is effective in helping both FGS and non-FGS develop academic skills ($p = 0.035$) and strategies to overcome academic, social, and occupational challenges ($p = 0.025$).

PA-103 Good Research (Literally) Pays: The Library Prize for First-Year Research**Amanda Makula**

Reference and Liaison Librarian

Augustana College

While many schools reward outstanding research by upper-division students, few do the same for first-years. Yet there are many advantages to establishing such an award. Attendees will learn how a team of librarians designed the Library Prize for First-Year Research and used it to motivate students to synthesize the library research, reading, writing, and critical-thinking skills developed in the first-year curriculum. The prize also encouraged student reflection and faculty-librarian collaborations and generated greater awareness of the aspects of research with which students most commonly struggle, ultimately resulting in more effective efforts to teach first-year research skills.

PR-104 s2s Coaching: A Student Coaching Model**Jeanette Sullivan**

Associate Professor

*Palm Beach State College***Dacota Stewart-Dick**

Manager, First-Year Experience

Palm Beach State College

Drawing from the wildly successful use of the executive coaching model in the private sector, this session will describe how one public institution created their own coaching program, and equipped not faculty or administration, but rather students to coach each other. This study explored the motivation of the coaches to devote their time to this effort without financial reward or recognition. The presenters designed, proposed, promoted, and instituted s2s Coaching through the First-Year Experience Office and will share the process with attendees. Handouts will include ideas for growing attendees' own in-house coaching program.

PR-106 Financial Decisions, Literacy, and the First-Year Student**Phillip Tew**

Assistant Professor of Finance

Kerry Tew

FYE Coordinator

Arkansas State University

The student loan debt is currently being viewed by many as the next bubble to pop. The current train of thought is that runaway tuition and students' illogical behavior has caused the increased student loan levels. Our research looks at the decision of borrowing funds by students from a corporate finance standpoint. Research shows that at least a portion of the poor decisions may be attributed to logical behavior based on faulty information. It also shows that students are behaving rationally based on information they believe to be true, but that information is likely false.

PA-107 When the Book Becomes the Departure Point: Common Reading Programming**Karen Weathermon**

Director of Learning Communities

Co-Director Common Reading Program

Leslie Jo Sena

Common Reading Assessment Coordinator

Washington State University

Effective common reading programs require more than just selecting a good book. Their real power derives from how the book is used on campus. Ongoing assessment at Washington State University has indicated a correlation between student interest in the book and attendance at common reading events. This poster presents both how assessment was gathered at those events and findings about student motivation to attend, student responses to programming, and use of the book across campus. In addition, ideas are offered to other campuses on how they can present the story of their programming to various audiences.

POSTER SESSIONS - 7:30 AM-9:00 AM - SEAPORT BALLROOM FOYER

PR-108 Blending the First-Year Seminar Curriculum:

Success and Failure

Elizabeth Lehr

Director, First-Year Success Program for the College of Arts and Sciences

Shannon Jenkins

Chair, Department of Political Science

University of Massachusetts, Dartmouth (UMD)

UMD's College of Arts and Sciences ran a first-year seminar for the first time in fall 2011. Three objectives were identified for CAS 101: (a) study skills, (b) transition support, and (c) academic instruction to improve student persistence through a sense of belonging. Curriculum development over three years has moved from a hybrid format with only seven class sessions (2011) to web-enhanced but little web involvement (2012) to a flipped format where most material is delivered online but students are fully engaged in 14 class sessions. This poster will demonstrate results of the three iterations on student academic progress.

PR-109 ASP Summer Bridge: Transition and Triumph in the First Year

Chad Bennett

Director, Academic Success Program and ACT 101 Grant

Rebecca Lee-Harris

Graduate Assistant, Academic Success Program

Shippensburg University

Many institutions have established summer preparation programs that allow students to learn the academic and social skills necessary for success in college. Using a phenomenological approach, this study sought to uncover the experience of students in a summer program and the first year of college in an effort to better support this population. Through presentation and video, the session will explore findings that will leave participants with a better knowledge of why it is important to admit and support this population and what support services are needed to encourage persistence with these first-year students.

PA-110 A First-Year Interest Group (FIG) Program

Lisa Valdez

Program Coordinator, First-Year Experience

The University of Texas (UT) at Austin

The First-Year Interest Group (FIG) program at UT Austin served 3,800 first-year students and employed 250 peer mentors during the fall of 2013. Through weekly seminars, access to a peer mentor, and additional activities, FIGs introduced students to many of the resources and opportunities available on campus. The program promotes success in first-year students through involvement on campus and building community among peers, faculty, and staff. In addition, the program focuses on academic, social, and developmental needs to address student success in a holistic fashion.

PR-111 Feelings of Marginality of College Students

With Learning Disabilities

Wanda Hadley

Coordinator, Office of Disability Services

Central State University

Each academic year, more students with learning disabilities are being accepted by colleges and universities. In their transition to higher education, these students move from a high school system that mandates many services due to their learning disability. However, once accepted in college and registered with the campus Office of Disability Services (ODS), students are entitled to minimal accommodations based on recommendations under the context of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. This study examined the emotional struggles 10 students experienced through the context of Schlossberg's and Chickering's theories.

PR-112 First-Year Students' Loss Experiences

and Institutional Belongingness

Karen Miller

PhD Candidate

Purdue University

Changes experienced by students in the transition to college are often described as losses; however, few studies use structured measures to assess these losses. The purpose of this study was to identify domains of losses perceived by traditional-aged, first-year college students and to examine the relationships between these losses and students' belongingness to the university. Students (N = 269) from a large Midwest university participated in this study. The findings indicated students experience three domains of loss in the transition to college: existential, friendship, and romantic. Of these domains, existential and friendship losses were negatively associated with students' belongingness to the university.

PA-113 Emerging Leaders: Creating a First-Year

Leadership Initiative

Amasett Economy

Coordinator, First Year Residential Experience

Jenny Brown

Assistant Director, Residence Life

Southern Polytechnic State University

In an effort to improve the first-year residential experience, a selective leadership program was created exclusively for first-year residential students. Founded in 2009, the Emerging Leaders program has evolved over time into a student-run, student-led leadership initiative. This program is building pathways for traditional first-year students to develop leadership skills through (a) mentorship, (b) a common reader, and (c) a service-learning component. Students participating in Emerging Leaders benefit from unique interactions with campus administration, affording faculty and staff the opportunity to engage students outside of the classroom.

PA-114 Developing an Exciting Common Reading Program**Terry Irvin**

Chair, Department of Basic Studies

Columbus State University

Columbus State University's Common Reading program has expanded beyond the first year to include participation by the entire campus and the surrounding community. Its primary goal is to initiate first-year students into the community of learners by sharing in a common experience with each other, as well as with upper-division students, faculty and staff. The poster session will discuss the selection process, wide adoption throughout the university, year-long activities associated with the book, and connections made with the surrounding community. Assessment issues are discussed.

PR-115 Overcoming Stranger Danger: Pre-Engineering Students' Resistance to New Research Tools**Susan Wainscott**

STEM Librarian

Erin Rinto

Undergraduate Education Librarian

University of Nevada, Las Vegas

A qualitative content analysis was conducted on survey responses from pre-engineering student participants in drop-in library workshops associated with a first-year engineering seminar. Students indicated their preferred patent research tool and their rationale for this choice. Responses included a variety of affective and cognitive rationale for preferred search tools. These data indicate that students may be reluctant to use more robust search tools without additional practice or motivation. This reluctance may hamper their intrinsically motivated information seeking, reduce their success as students, and limit their long-term employability in fields requiring life-long learning.

PA-116 Golden Scholars : A Bridge to Success**Elizabeth Carrillo**

Assistant Director, Academic Advising

Kristen Kenney

Senior Academic Advisor

Courtenay McClain

Coordinator, Admissions

Florida International University

Florida International University is a Hispanic-serving institution, and this session highlights the assessment of its Golden Scholars program. The initiative begins as an alternative admissions bridge program and transitions into a retention effort for underrepresented students.

PA-117 Performance Driven Success**Ethel Swartzendruber**

Senior Assistant Director, Student Success

Supplemental Instruction Coordinator

Purdue University

Student success programs are charged with continually proving successful learning outcomes. Continued funding for supplemental instruction (SI) depends heavily on assessment that provides administrators with evidence

of academic improvement and mastery. Since students self-select to attend SI study sessions, the integrity of the program is enhanced by having an analysis of the types of students attending the sessions as well as reports displaying the correlation between session attendance and higher grades. This presentation showcases Purdue University's SI program along with various assessments and shares a white-paper example of potential cost sharing in a SI course.

PA-118 Commuter Mentors: Connecting New Commuter Students**Leigh Hoffman**

Assistant Dean, Student Services

University of Pittsburgh at Greensburg

The Commuter Mentor program at the University of Pittsburgh at Greensburg connects first-year and new transfer commuter students with upper-division commuter students who serve as their peer mentors during the first semester. In addition to providing the students with a peer mentor, the program helps this population meet other students, get involved in campus activities, and receive useful information about the University and campus life. The success of the program has been assessed by the percentage of mentee participation, which has doubled since the program began five years ago.

PA-119 Development, Implementation, and Assessment of a Science Major First-Year Seminar**Melinda Greer**

Associate Professor, Chemistry

*University of Cincinnati***Amy Miller**

Associate Professor, Biology

University of Cincinnati, Blue Ash College

In the fall of 2012, the University of Cincinnati Blue Ash College implemented a first-year seminar requirement for all programs offered. This requirement is part of the University of Cincinnati's general education core for all baccalaureate programs. To meet this requirement, faculty members from the departments of biology and chemistry collaborated on the development of a first-year seminar, Introduction to Science Professions, for the students enrolled in biology, chemistry, pre-engineering, and preprofessional programs. This session will present the development, implementation, and on-going assessment of the course.

PR-120 Current Trends of the National Survey of First-Year Seminars**Jessica Hopp**Graduate Assistant, Research, Grants, and Assessment, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

This poster session uses data from the past 25 years of administration of the National Survey of First-Year Seminars (NSFYS) to discuss the overall national picture of first-year seminars in the United States and the current trends of key interest. General findings from the NSFYS and the implications surrounding this significant transition will be described.

POSTER SESSIONS - 7:30 AM-9:00 AM - SEAPORT BALLROOM FOYER

PR-121 Advising First-Year International Students at a Public Research University

Yi (Leaf) Zhang

Assistant Professor, Educational Leadership and Policy Studies

University of Texas at Arlington

The purpose of this study was to explore academic advisors' experiences on advising first-year international students at a public research university. Specifically, this study intended to provide a better understanding about challenges and difficulties that academic advisors encounter when helping this population. It also aimed to identify strategies that advisors could adopt to assist international students achieve positive, productive academic experiences in the United States. Using an interpretive phenomenological method, this study collected information from in-depth interviews with 15 academic advisors who worked with first-year international students.

PR-122 Assessment in Action: Information Literacy in the First-Year Seminar

Lua Gregory

First-Year Experience Librarian

Shana Higgins

Instruction Coordinator

Associate Librarian

University of Redlands

In 2013, the University of Redlands Armacost Library began participating in the Assessment in Action: Academic Libraries and Student Success program from the Association of College and Research Libraries. The Library will conduct a longitudinal study on the impact of information literacy instruction on student achievement. The foundation of this study is based specifically on student learning in the University's first-year experience program. This poster will describe student learning outcomes identified by librarians, and findings on first-year student learning based on a pre and post survey, as well as interviews with faculty and students.

PR-123 Making Movies: Narrative Pedagogy and Student Learning Outcomes

Rashne Jehangir

Associate Professor, Department of Postsecondary Teaching and Learning in the College of Education & Human Development

University of Minnesota

This session focuses on an ongoing study that explores how narrative pedagogy within a diverse first-year experience course impacts student learning outcomes. Students engage in a series of assignments that draw from individual and group narratives which culminates into the production of an original documentary short film focused on one of three themes: the American dream, home and place, and critical moments in the Twin Cities (Minnesota). Preliminary results suggest engaging in this approach positively impacts students' development in the following areas; self-awareness, communicating effectively, appreciation of differences, and tolerance of ambiguity.

PA-124 Building Community in an Interdisciplinary First-Year Seminar

Carmen Walker

Director, First-Year Programs

Levi Beckwith

Assistant Professor, Business

Pamela Denning

Chair, Social Work D

Stanley Eller

Director, CA

Vonda Reed

Coordinator, Bic Program

Shaw University

CANCELLED

Many first-year seminars are structured to provide essential common experiences and lessons for entering students. This goal may be complicated when first-year learning communities are interdisciplinary. This presentation talks about the challenges and opportunities presented for interdisciplinary first-year seminars and how these factors impact student learning and teaching experiences.

PR-125 The Relationship Among Social Skills, Shyness, and Disliking the University

Jacki Fitzpatrick

Associate Professor Human Development and Family Studies

Texas Tech University

Meliksah Demir

Associate Professor, Psychology

Northern Arizona University

This study explored the associations among first-year students' dislike of the university, social skills (e.g., self-disclosure), and shyness. The study participants ($n = 910$) were enrolled at a university in the Southwest and completed an online, anonymous questionnaire packet. Findings indicated that both shyness and some specific social skills were significantly related to dislike. Although university professionals are addressing various aspects of students' adverse experiences and dropout risk, it is possible that the links to personal traits (e.g., shyness) and specific social skills might be worthy of additional attention.

9:15 am-10:15 am

FD-126 Community Service-Learning in the First Year: A Project-Based Learning Approach

Hillcrest AB

Staci Ballard

Director, First-Year Programs

Debbie Bannister

Assistant Professor, First-Year Programs

University of Charleston

The ability to solve problems, work collaboratively, and think creatively is essential in today's professional world. Project-based learning (PBL)

curriculum provides a foundation for tomorrow's leaders. The purpose of this session is to explore PBL concepts in the context of the first-year experience (FYE), taking curriculum outside the classroom and turning student plans into action. Presenters will share a framework of PBL within the FYE curriculum that allows learners to develop their own service-learning project with peers across disciplines. Participants will have the opportunity to discuss and share ideas around building PBL in their first-year experience programs.

FD-127 Weave an FYE Dream

Hillcrest CD

Christopher Carey

Associate Professor, University Studies

Courtney Sandler

Assistant Director, Residence Life

Portland State University

At many of institutions, higher education professionals are being asked to make difficult financial decisions that impact the quality and delivery of a college education. First-year experience programs have not been immune to cutbacks, despite research demonstrating their effectiveness. This session will ask participants to forget about the financial crisis facing many institutions, the government shutdown (hopefully over by now), and the other financial cutbacks on campus and, along with the facilitators, share and weave a first-year experience dream without constraint. Bring us your dreams!

FD-128 Going Global: International Perspectives on The First-Year Experience in Higher Education

Cortez Hill AB

Rob Kenedy

Associate Professor, Department of Sociology

York University

Jennifer Keup

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

University of South Carolina

Sally Rogan

Director of Student Support and Peer Learning

University of Wollongong

As the first-year experience (FYE) movement gained traction in the U.S., interest in this concept across the globe also grew. Throughout its history, the National Resource Center for The First-Year Experience and Students in Transition has engaged in international efforts that are consistent with its mission, including supporting the development of national networks around the first-year experience and student success in other countries and continents. Further, the issue of internationalization in FYE includes the influx of international students among the incoming cohorts of new students in higher/tertiary education, increasing use of study abroad programs, and renewed emphasis on intercultural competence and global learning as key experiences and outcomes of college. This facilitated discussion will provide an opportunity to examine these trends and explore the direction of the FYE movement across campuses, countries, and cultural contexts.

CT-129 Four Guiding Principles of College Completion and Career Success

Torrey Hills AB

Amy Baldwin

Chair of College Studies

Pulaski Technical College

Brian Tietje

Vice Provost of International, Graduate and Extended Education

Professor of Marketing

California Polytechnic State University

In an era of outcomes-based funding models from state legislators and increasing public interest in graduation rates and employment success, it is vital to demonstrate the efficacy of first-year programs in relation to these outcomes. This session will provide an overview of the guiding principles of college completion and career success—two important components of student success—and how to (re)design a first-year program to have a direct, measurable effect on college completion and career success.

CR-130 Inspired to Belong: Promoting Engagement Through a Peer Mentor Program

Golden Hill AB

Rebecca Signore

Coordinator of First-Year Experience

Rebecca Gullan

Associate Professor, Psychology

Gwynedd梅里大学

This study of a pilot program from a peer mentor program to support student engagement. The pilot program was designed within the context of research that connecting with peer mentors is a means to support student engagement and success, both academically and socially. Pre- and post-test change on student engagement, sense of belonging, and intent to be involved on campus; qualitative feedback on the program; and intentions for future program development will be shared.

CR-131 The Move-In Experiences of First-Generation College Students

Promenade

La'Tonya Rease Miles

Director, Academic Resource Center

Jessica Lopez

Undergraduate Student

Loyola Marymount University

Although they may know they are the first in the family to go to college, when do students realize that they are first generation? In addition, how does being first generation impact their first-year transition and experience with campus resources? Drawing upon data collected from personal narratives and interviews, the presenters will offer and discuss findings from a recent study. Special emphasis will be placed on the implications for faculty, staff, and administrators who directly serve first-generation students.

CANCELLED

MONDAY, FEBRUARY 17

CI-132 Assessing First-Year Experience Abroad Programs: Student Voices Help Develop Global Experiences

Harbor A

Bruce Fleming

Director, Living and Learning Communities

Christopher Korey

Director, First-Year Experience

Associate Professor, Biology

Samantha Piergross

Undergraduate Student Peer Mentor

College of Charleston

College of Charleston's First-Year Experience Abroad program integrates high-impact learning practices for first-year students wanting a unique academic opportunity. Presenters will focus on a cohort of first-year students who recently participated across three different experiences in England, Germany, and Costa Rica. Assessment consisted of program surveys, critical-reflection essays, and qualitative focus groups to determine the effect First-Year Experience Abroad had on the students' development and their future plans for study abroad. Participants will leave the session with program design ideas, curriculum subject matter, and outlines for program assessment that can be used at their home institutions.

CT-133 Reading on the Path to Research: A Team-Based Approach

Harbor B

Jill Becker

First-Year Experience Coordinator

University of Kansas

This presentation will highlight a successful method for teaching first-year students to be critical readers through the use of a team-reading approach. Modified from Harvey Daniels' *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, students complete course readings through the lens of an assigned role and associated role worksheet. Students rotate through five roles, receiving a new role for each reading assignment. In addition to teaching students the various components of being a critical reader, the role worksheets become the first effort toward a researched essay in connection with the University's common book.

CI-134 Common Reader Programs: Working With Constituents, Committees, Agents, and Authors

Harbor C

Melinda Messineo

Director Freshman Connections

Ball State University

This session will help common reader program facilitators be effective communicators as they navigate the wide variety of negotiations that are necessary for a successful campus experience. These negotiations include picking a book that meets a broad range of interests and needs, negotiating a contract with an author's agent, training the selection committee and discussion group leaders, designing assessment that is relevant, and bringing in community members and constituents.

CI-135 Living Out, Learning In: A Transformative First-Year Living-Learning Community

Gaslamp AB

Mark Allen Poisel

Vice President for Student Affairs

Elizabeth Trotter

Coordinator, University Village Connections

Elizabeth Huggins

Director, First-Year Experience and Senior-Year Experience

Georgia Regents University

Imagine the transformation required to consolidate a regional state institution (a commuter campus) with a research one (R1) university in less than a year. A new integrated academic and student affairs model created an environment ripe for change, including enhancing the first-year experience program. The old first-year experience program was reinvented from a voluntary social program to a required living-learning community, University Village Connections, for all first-year students who reside in university-owned, off-campus housing. The session will detail the transformation, the integrated academic-student affairs model, components of the program, learning outcomes, and course structure.

CT-136 Manage and Monitor: Helping First-Year Students of Concern

Gaslamp CD

Kati Cadenhead

Residence Coordinator

Lauren Creamer

Residence Coordinator

Duke University

Duke University developed a follow-up process for students in distress. Through collaborations with Residence Life, Case Management, Student Conduct, Wellness, Admissions, and Academics, each week low-, medium-, and high-risk students are discussed and managed by a team. This session will define students of concern, and the presenters will discuss how to identify them, manage their cases, and monitor their progress. In addition, attendees will learn practical strategies for collaborating with campus partners to achieve mutual goals for helping students achieve success.

CT-137 Perfecting Partnerships in First-Year Seminars

Old Town AB

Thomas Hagedorn

Coordinator, First-Year Seminar Program

Professor of Mathematics and Statistics

Julie Howe

Assistant Director, Residential Education

Paula Figueroa-Vega

Director, Bonner Center for Civic and Community Engagement

The College of New Jersey (TCNJ)

Partnerships are essential in sustaining a first-year program. To make intentional connections in and out of the classroom, TCNJ integrates its first-year program with residential assignments and community-engaged learning. To achieve successful partnerships, administrators, faculty, and staff collaborate to incorporate best practices and leading trends to support

first-year students academically and socially. Through this collaboration, TCNJ implements high-impact practices by which students connect, reflect, and apply their academic and cocurricular experiences in their first semester. This session will demonstrate a comprehensive implementation of a first-year program and will discuss how and where to develop productive partnerships.

CT-138 The Key Ingredients to Retaining and Graduating Multicultural Males

Balboa AB

Wayne Jackson

Director, Multicultural Academic and Support Services

University of Central Florida

Maurice Davis

Counselor

Montgomery County Community College

This workshop will address the trends of retention and graduation of multicultural male students at colleges and universities across the country. One of the lowest rates of retention and graduation are for African American and Hispanic males. We will investigate why this is happening on college campuses and what can be done to stem the tide of these male students not graduating with a degree.

CI-139 It Takes a Village: How Creating Community Enhances Student Success

Solana Beach AB

Ann Hoey

Instructor, Freshman Seminar

Rebecca Garza

Instructor, Freshman Seminar

Veronica Garza

Instructor, Freshman Seminar

Aida Garza

Director, University Learning Center

Texas A&M International University

Texas A&M International University (TAMIU) has created, through its University College (UC) Department, the “village” that is “raising” successful university students and knowledgeable, global citizens. The TAMIU UC comprises the following programs: Freshman Seminar Class, University Learning Center, Writing Center, Supplemental Instruction, Academic Advising and Mentoring, Learning Communities, and Reading the Globe. Each component of the UC plays a significant role in fostering atmosphere that is conducive to first-year students experiencing a supportive campus environment. The presentation will focus on how these UC partners designed and implemented a comprehensive first-year experience that assists in ensuring the academic and social success of every TAMIU first-year student.

MORNING BREAK | 10:15 am – 10:30 am

Seaport Ballroom A-E

10:30 am-11:30 am

FD-140 Social Media Integration and First-Year Seminars

Hillcrest AB

Sarah Maben

Assistant Professor, Communication Studies

Lora Helvie-Mason

Associate Professor, Communication Studies

Director for the Office of Diversity and Inclusion

Jennifer Edwards

Associate Professor, Communication Studies

Assistant Vice President for Student Success and Multicultural Initiatives

Tarleton State University

Through interactive discussion, participants will share ways to integrate social media technologies into first-year seminars. The high-energy facilitators are social media savvy faculty who use various social media outlets while teaching first-year seminars in order to extend the classroom and help students connect with one another, course content, professors, and the broader university community. Brainstorming with prompts and a structured approach will help participants think beyond Facebook for social networking integration and how a myriad of outlets could be used to enhance the first-year seminar.

FD-141 Publishing Research on College Student Transitions

Hillcrest CD

Paul Gore

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

University of South Carolina

The *Journal of The First-Year Experience & Students in Transition* is a semiannual refereed journal providing current research on the first college year and other significant student transitions. The editor of the Journal will be on hand to discuss strategies for crafting a strong research manuscript and provide an overview of the submission process. Opportunities for involvement with the Journal’s editorial board will also be presented.

MONDAY

MONDAY, FEBRUARY 17

CI-142 Engendering Faculty Support for a Successful First-Year Experience Program

Cortez Hill AB

Kathy Clark

Cochair QEP Advisory Committee
Economics Professor

Eileen DeLuca

Dean, College and Career Readiness
QEP Director
Edison State College

This presentation will focus on engendering faculty support and buy-in for the development and implementation of a first-year experience program and seminar. The presenters will describe how one state college engaged widespread involvement through a self-study process (Foundations of Excellence), committee representation, professional development, faculty-led assessment, and communities of practice. Participants will review assessment of the efficacy of faculty support as well as marketing materials used to increase awareness and cross-departmental participation. Upon completion of the session, participants will have a variety of strategies they can use to engage faculty at their own institutions.

CI-143 Academic Advising and a Core Curriculum Module:

The First-Year Experience

Torrey Hills AB

Wendy Gugu Khanye

Officer, Academic Advising

Lauren Hing

Officer University Core Curriculum (UFS101)
University of the Free State, South Africa

The University of the Free State aims to enhance student learning, development, and engagement through academic advising and the introduction of a core curriculum module as part of the first-year experience. Academic advising provides continuous support to students in and outside the classroom. The focus is on guiding holistic student development and career alignment. UFS101 is one of the first core curriculum modules in South Africa that involves all first-year students in a common intellectual experience. The purpose of this module is to equip students with the skills necessary to understand and engage with complex problems from multiple perspectives.



CR-144 From the High School to College Frog Pond

Golden Hill AB

Hannah Whang

Graduate Student
University of California, Los Angeles

Despite decades of efforts, disparate first-year retention rates continue to perpetuate education attainment gaps among students from different racial backgrounds. The purpose of this study is two-fold: (a) to address challenges to student retention at its most tenuous time in the college timeline and (b) to address race-related differences in retention rates. To those ends, this study focuses on students' high school and college environments as well as the college experiences that may contribute to first-year academic adjustment—a predictor of college student re-enrollment.

CR-145 Disaggregating the Complexities: Exploring Latino Postsecondary Pathways

Promenade

Felisha Herrera

Assistant Professor, Community College Leadership Program, Adult Education & Higher Education Leadership
Oregon State University

Janet Rocha

PhD Candidate
University of California, Los Angeles

Lucy Arellano

Assistant Professor, Adult Education and Leadership
Oregon State University

Seeking a better understanding of the postsecondary experiences of Latinos, this session highlights empirical findings drawn from a national sample of undergraduate students and examines the background characteristics, college experiences, and institutional contexts that promote successful student outcomes. Through a disaggregated approach, this study uniquely explores the heterogeneity among Latino college populations, focusing on first-year experiences and early involvement, to inform the work of practitioners, researchers, and policy makers.

CT-146 Pedagogical Intelligence and Self-Advocacy in the First Year and Beyond

Harbor A

Rebecca Matte

Assistant Professor, First-Year Studies
Landmark College

First-year programs continue to see a rise in students entering college diagnosed with learning disabilities (e.g., ADHD, LD, ASD) that impact the transition to the college. As educators dedicated to the first-year experience, faculty not only need to teach and coach study skills, self-reflection, and self-regulatory behavior, but also find the proper approach to get buy-in and performance from at-risk students. This session will review Landmark College's first-year seminar and its interdisciplinary curricular approach to the diverse needs of this population, which Landmark serves exclusively. Group activity will allow attendees to generate usable ideas to bring to their own programs.

CT-147 Embodied Learning: Moving Beyond Traditional Learning of Text and Talk

Harbor B

Heather Dorsey

Senior Teaching Specialist
University of Minnesota - Twin Cities

Embodied learning involves senses, perception, and mind-body action. It is full body, kinesthetic interactivity allowing the learner to see, hear, and physically feel the experience. The learner moves beyond the traditional style of learning. Student retention rates, interpersonal relationships among peers, and sense of community are strengthened due to embodied learning. In this session, the presenter addresses how components of embodied learning can be operationalized across academic disciplines to better facilitate success among first-year students. Participants will view writing, visual medium, and theatre arts assignments and examine their application to varied disciplinary context.

CT-148 Creating a Sustainable Common Reading Program

Harbor C

Tara Coleman

Associate Professor and Chair, K-State Book Network

Gregory Eiselein

Professor and Director, K-State First

Kansas State University

Building a successful common reading program can be a challenge in terms of campus wide support and long-term stability and sustainability. Using research on reading programs and information gathered from a range of institutions, Kansas State University created a program that successfully uses the book both inside and outside first-year classes. This session provides an overview of the program's development and focuses on the five most important strategies that helped produce campus wide buy-in and support. Presenters will discuss challenges, such as funding, readership, faculty criticism, event planning, turnout, and successful programming (even when the author cannot visit campus).

CI-149 SUCCEED: Bridging the Way for a Better Prepared College Student

Gaslamp AB

Kia Hendrickson

Assistant Director, First-Year Experience

University of Wisconsin-Platteville

Have you ever wondered if at-risk students truly realize the extra efforts needed to succeed in college? Do you feel that bridge programming offering students a compass to get them started in the right direction is too overwhelming or expensive to consider? This presentation will provide tips for developing a comprehensive bridge program specific to underrepresented minority students to include first-generation and low-income students. Participants will receive an inside look at a Midwestern university's summer bridge program, SUCCEED, including the academic curriculum, success workshops, team building activities, service-learning projects, wrap-around programming, and assessment tools.

CI-150 Are You Mentor Strong? Building Team Culture in a Peer-Mentor Program

Gaslamp CD

Katherine Powell

Director, Office of First-Year Experience

Holly Davis

First-Year Experience Student Coordinator

Aaron Chastain

First-Year Experience Assistant Student Coordinator

Berry College

First-year mentors are one of the most highly respected and selective student leadership teams at Berry College. Mentors help plan first-year seminars, lead class discussions, and organize out-of-classroom experiences. They are often the first to intervene and connect new students to campus services. Key to the program's success is a strong and well-defined culture of collaboration; shared purpose; and positivity, which is nurtured through opportunities for connection, recognition, and growth. In this interactive session, the presenters will share the practices used to build culture as they annually recruit, train, and support a team of 36 mentors.

CT-151 Do You Have an Assessment Plan? If Not, Start Now!

Old Town AB

Jared Brown

Director, New Student Programs

West Chester University of Pennsylvania

Creating, implementing, and overseeing campus wide orientation programs are daunting tasks, especially with limited resources and time. After the orientation programs conclude and you catch your breath, do you question the success of your work? More importantly, did you remember to assess all involved in the orientation programs? This presentation will assist participants in constructing and carrying out an assessment plan in a manageable way that will provide results and data needed to support or change current orientation models and programming. Participants will walk away with a plan in hand!

CI-152 MAPS: Gearing Students for Success From First Year and Beyond

Balboa AB

Linnette White

Director, Office of Multicultural Program; Academic Advisor

Purdue University-West Lafayette, Indiana

This session describes retention strategies incorporated into the Multicultural Association of Pharmacy Students (MAPS) program at Purdue University. Data on increases in the number of underrepresented minority students, improved retention and graduation rates of the targeted population, findings of specific interventions, advising techniques, and key elements to the program's success will be shared. Information regarding the introduction of the first-time-offered mentoring component in collaboration with the chief diversity officer and vice provost for Diversity and Inclusion will also be discussed.

CI-153 Transforming Pre-Orientation Adventure: Our Transition Is In-Tents

Solana Beach AB

Mark Ceder

Program Manager, Outdoor Adventures

Kaleena Chiddick

Graduate Assistant, Outdoor Adventures

University of San Diego (USD)

Since 1991, USD's Outdoor Adventures has run a Pre-Orientation Adventure program for incoming students addressing feelings of fear, excitement, anxiety, and uncertainty. This program has undergone a multiyear change process to focus on three areas: transition, evidence, and transformation. The transition process for students was improved by creating a sense of mattering, fostering healthy relationships, and discussing role expectations and opportunities. Articulating learning outcomes, aligning strategies, and demonstrating learning enabled the University to close the loop on assessment findings and engage in transformational change resulting in meaningful experiences, more efficient use of resources, and program growth.

MONDAY, FEBRUARY 17

Plenary Address

Understand if Your Latino/a Students Experience Higher Education Differently

1:30 pm – 2:45 pm | Harbor Ballroom D-I



Vasti Torres

Dean of the College of Education
— *University of South Florida*

While most institutions acknowledge that since the last U.S. Census the Latinos have been the largest non-majority group in the U.S. - few have considered how the experiences of this growing group of students in first-year experience and transitions programs. This address will discuss the Latino/a college students using the findings from a longitudinal study and other research studies. The focus will be on helping practitioners understand how Latino/a student experience higher education and how practice may need to be reorganized.

3:00 pm – 4:00 pm

FD-154 Flipping the First-Year Seminar

Hillcrest AB

Jay Pendleton

Vice Provost
Associate Professor

Tony Kemp

Associate Director, Office of Academic and Advising Services
Mercer University

Flipping the classroom is a pedagogy designed to improve student learning and course delivery, and one especially relevant for the traditional first-year seminar. Given the variety of content generally covered by most first-year seminars, reversing in-class lecture with out-of-class assignments would seem a highly effective means of promoting active learning and student engagement. If so, what would the flipped first-year student course look like? How would it best be structured? This session will allow participants to explore creative ways in which to redesign the first-year seminar for today's first-year student.

FD-155 Are We Doing Any Good? The Problematic Metrics of Peer Mentoring

Hillcrest CD

Fred Pinnegar

Associate Director, Freshman Mentoring

Phil Rash

Director, Freshman Mentoring
Brigham Young University

This session invites active discussion of the problems associated with measuring the efficacy of peer mentoring and the work of peer educators. Most peer mentor program personnel believe they are providing a valuable

service, but it is difficult to tease out exactly what mentorship does for students and what value it adds to a student's education. Part of the problem is that peer mentoring provides a host of indirect benefits to students that they do not always recognize. Moreover, different assessment instruments often yield conflicting or seemingly unhelpful results. Nevertheless, bringing the trajectories of many reporting instruments to bear is a good starting place for obtaining a clear picture.

CT-156 Dynamic Lecturing (Yes-Lecturing!) in First-Year Courses

Cortez Hill AB

Christine Harrington

Professor, Student Success and Psychology
Director of the Center for the Enrichment of Learning and Teaching
Middlesex County College

Do not stop lecturing! Research shows that lecturing is one of the best ways to teach novice learners (i.e., first-year students). This session explores how to maximize the effectiveness of a lecture by activating prior knowledge, zooming in on the most important concepts, integrating brief opportunities to reflect and process information, effectively using multimedia, and incorporating retrieval practice opportunities. Participants will walk away with several easy to implement strategies designed to increase learning.

CT-157 Digital Stories and Affective Domain in First-Year Large Classes

Torrey Hills AB

Mercedes Rowinsky-Geurts

Associate Dean, Student Affairs
Wilfrid Laurier University



Most first-year university courses are content driven. The need to cover the curriculum drives the teaching, leaving few opportunities for students to explore their life experiences and connect course content to those events. This approach could diminish the academic success of students, and institutions may fall short of obtaining their academic goals. Some argue that dealing with the affective domain in higher education is a cumbersome task, which can also be difficult to measure. This presentation will explore the research on these issues and present several successful high-impact practices to introduce into the classroom.

CR-158 A Semester Late: Understanding the Experiences of Spring Admits

Golden Hill AB

Chrissy Roth-Francis

Director, New Student Services
University of California, Berkeley

Approximately one quarter of new students begin their college careers outside of the fall semester—without the big welcome extravaganzas and support programs. This mixed-methods dissertation investigated the social, academic, personal, and transitional experiences of students admitted in the spring semester. Through this first-ever study about spring admits, participants will learn how to improve this population's experience through practice, research, and policy. The study included implications for departments across campus, such as student affairs and academic affairs.

CR-159 A Qualitative Study on First-Year Women's Development and Hooking Up

Promenade

Amber Manning-Ouellette

Director of Enrollment Management College of Business

Southern Illinois University Carbondale

This study explores the ways in which first-year women understand their sexual encounters as students. College women can have a plethora of sexual experiences, ranging from positive to extremely damaging, that can influence their emotional, academic, and identity development. Higher education staff must better understand women's perspectives to help them make informed choices. In turn, their success and persistence can increase as they become more competent in using their voices and making decisions about their sexual behaviors. This study explores the reasons why college students may not persist and why they may have low self-efficacy in sexual decision-making.

CI-160 International Student Transition: A Comprehensive Approach to International Student Orientation

Harbor A

Daniel Carpenter

Senior Associate Director of Student Success

Jared Tippets

Director of Student Access, Transition, and Success Programs

Purdue University

Like many universities, Purdue continues to attract large numbers of international students and is concerned about this population's transition and success. Purdue tackled this challenge by modifying existing programs, creating new ones, and overlaying a campus wide comprehensive approach to synchronize the entire University's efforts. Attendees at this session will learn how Purdue developed a complex approach that sought campus buy-in, considered a strong student voice, and demanded constant collaboration with a multitude of campus partners.

CI-161 Instructor Development and Assessment: Ensuring Ongoing First-Year Seminar Improvement

Harbor B

Mary Stuart Hunter

Associate Vice President, University 101 Programs and the National Resource Center for The First-Year Experience and Students in Transition

Kevin C. Clarke

Program Coordinator, University 101

University of South Carolina

Why do some well-conceived first-year seminars flounder and fail to meet their potential? Much like students, instructors are more likely to remain engaged in seminars when they are learning and developing. This session is grounded in the belief that instructor engagement and learning are critical to program sustainability and that a seminar program is only as good as the instructors who teach it. The presenters offer a rationale for instructor development, strategies for recruiting and sustaining an instructor corps, a model for comprehensive instructor development, pedagogies for group learning, and support for using assessment for continuous program improvement.

CI-162 Self-Management and Self-Motivation for First-Year Student Success and Retention

Harbor C

Donna Berger

Director, Academic Grants

Melissa Steinbech

Former Graduate Student

Marist College

Participants will learn a self-management model that integrates common student success topics and strategies. The common ABC (affect, behavior, and cognition) elements of self-motivation, time management, communication, self-esteem, and career preparation will be presented with a focus on self-motivation and exercises for students. A special initiative funded by the National Science Foundation, where this approach was linked to the students' major, will also be discussed. Time will be reserved for a brief discussion of how the self-management model can be applied to students' major and career planning. An overview of assessment will also be outlined.

CI-163 Building and Sustaining a Comprehensive First-Year Experience Program

Gaslamp AB

Jennifer Latino

Director, First-Year Experience

Campbell University

The implementation of a comprehensive first-year experience (FYE) program can be a daunting task, but with a clear set of goals and measurable learning objectives, the process can be beneficial for the entire campus community. This session will offer a reflection on a three-year process of creating a comprehensive FYE program, including, but not limited to, a credit-bearing first-year seminar. Participants will explore the necessary steps for building and sustaining a comprehensive FYE program, such as identification of high-impact programming and assessment of program outcomes.

CI-164 Required Reading? Integrating Your Common Text Into the First-Year Curriculum

Gaslamp CD

Daphne Rankin

Associate Vice Provost, Learning Innovation and Student Success

*Virginia Commonwealth University***Steven Girardot**

Associate Vice Provost, Undergraduate Education

Georgia Institute of Technology

Common reading programs, along with other first-year student initiatives, are designed to promote engagement and enhance student success. In this session, administrators of reading programs at two universities, a STEM-focused research university and an urban research university, will describe the evolution of their programs and the adjustments that were required to integrate the common text into their curriculum. Participants in this interactive session will take part in an open exchange of ideas and discussion of issues related to the development of successful common reading programs and the use of a common reading text in the first-year curriculum.

MONDAY, FEBRUARY 17

CT-165 Conflict Resolution: Understanding the Concepts and Possessing the Skills

Old Town AB

Elaine Bromfield

Director, Academic Advising

Tuskegee University

Conflict is experienced by everyone. The methods used to resolve conflict are significant. It is imperative that higher education professionals become aware of and develop the skill sets and appropriate strategies for effective resolution. The objectives of the presentation are to identify and discuss (a) different types of conflict, (b) prevention control methods, (c) the Three-Step Conflict Management process, and (e) the implementation of a variety of conflict resolution methods. Attendees will have an opportunity to engage in the three-step process through role-play activities.

CI-166 A Study of Underrepresented Minority Students' Transition to College

Balboa AB

Hui-Jeong Woo

Research Associate, Center for Student Success

Loyola Marymount University

Sandra Luca

Director, Student Engagement

Loyola Marymount University

Retention of underrepresented minority (URM) students in STEM disciplines is an ongoing concern for colleges and universities across the country. The STEM dropout rates for URM students are substantially higher than those of Whites or Asian students. The College of Science and Engineering in a selective university launched a summer transition program to enhance academic success for URM students in STEM fields. The intent is to prepare students for academic excellence through collaborative engagement in scientific scholarship. This program was delivered to five cohorts so far, and this session will explore the results.

CT-167 Scaling Up: Bringing Best First-Year Experience Practices to Large Numbers

Solana Beach AB

Paul Spangle

Assistant Director, College of Liberal Arts Student Services

Carl Brandt

Director, College of Liberal Arts Student Services

University of Minnesota

First-year programming typically focuses on reflective engagement at the intersection of learning and development. Much can be said about what constitutes effective practice in each of these areas. There are good ideas about how to implement each individual practice in small-scale ways with well-trained staff; however, there is no roadmap for integrating these best practices in large classes that are becoming more common in challenging budget times. This discussion focuses on the problems faced and the solutions found in designing a first-year experience for 2,300 students.

AFTERNOON BREAK | 4:00 pm – 4:15 pm

Seaport Ballroom Foyer

4:15 pm-5:15 pm

FD-168 How the First-Year Impacts Students' Personal Values

Hillcrest AB

Thomas Dingman

Dean of Freshmen

Katherine Steele

Director, Freshman Programming

Harvard University

Respect, integrity, and civility are just a few values that may be tested during the first year of college. Living and learning in a new environment with new people provides first-year students with varied and frequent opportunities to reflect on, redefine, and act upon their personal values. How do these moments of values clarification happen on your campus with your students? What values seem most important to them and why? What is happening on your campus, either in or out of the classroom, to provide students opportunities to seriously consider their values? This session will explore these questions.

FD-169 Shaping the Debate about Common Reading Programs

Hillcrest CD

Cheryl Spector

Director of Academic First-Year Experiences

California State University, Northridge

Leslie Jo Sena

University College Common Reading Assessment

Washington State University

Susanna Eng-Ziskin

First Year Experience Librarian

California State University, Northridge

Amanda Breu

Instruction and Outreach Librarian

University of Houston-Victoria

Gina Garera

Academic Advisor

University of North Carolina, Wilmington

Those of us participating in common reading programs know they contribute significantly to the academic and personal success of our students. But not everyone shares this knowledge. In this session, the presenters will briefly review one of the more startling national attacks on common reading programs, and then invite attendees to join in the discussion of working through three scenarios that will prepare higher education professionals to talk persuasively about common reading programs and how they help achieve targeted outcomes for students. The presenters will share their own strategies for program promotion and facilitate an exchange of best practices.

CI-170 Conducting the First-Year Experience in a One Semester Format

Cortez Hill AB

Charles Muse

Executive Director

*Florence-Darlington Technical College (FDTC)***Thomas Muse**

ASSIST Grant Recruiter

Horry-Georgetown Technical College

This session will present the planning, design, implementation, and evaluation of FDTC's first-year experience one-semester program designed to address the needs of new, entering students their first semester. In addition to the program development process, assessment strategies will be presented and the factors that led to the current evaluation procedures. The session will include a demonstration of practical applications of student activities and interaction with participants. The math lab component, an outgrowth of this program and FDTC's Quality Enhancement Program (QEP), will be presented as well.

CI-171 Best Practice Essentials in Peer-Led Learning Programs

Torrey Hills AB

Sally Rogan

Director, Peer Learning

*University of Wollongong, Australia***Catherine Unite**

Director, University College Learning Center

University of Texas at Arlington

Developing and managing a campus wide peer learning program, where attendance is voluntary, requires a number of essential factors for sustained success. The presenters will draw on their extensive years of experience in leading large peer-led teams to highlight best practice. Critical success factors will be discussed and explored, including marketing to maximize attendance; recruitment, training, and supervision of peer leaders and mentors to ensure quality; and rigorous evaluation and reporting. In addition, discussion will be encouraged on best practice in these areas, particularly in achieving strong results on a limited budget.

CR-172 Beyond the Tried and True: Taking Risks with Research Topics

Golden Hill AB

Anne-Marie Deitering

Franklin A. McEdward Professor for Undergraduate Learning Initiatives

Oregon State University Libraries and Press

Current research shows that for many students choosing a topic is the scariest and most difficult part of the research process. For these students, research often means showing off what they already know; however, in college, they need to think of research differently—as a learning process they are empowered and equipped to navigate independently. Preliminary results from a study at Oregon State University suggest that by structuring the topic selection process for students and providing them with support and resources, they can be encouraged to approach research as a complex, useful, learning process.

CR-173 Sleep Behavior of Entering First-Year College Students: Data from the Beginning College Survey of Student Engagement

Promenade

James Cole

Project Manager and Associate Scientist

Indiana University

This study found that evening-type students reported lower academic achievement and engagement in high school compared to their morning-type peers. Results also indicated this pattern of lower achievement and engagement was expected to continue into the first year of college. First-year staff and faculty should pay particular attention to the needs and difficulties of evening-type students. Appropriate college resources (e.g., health center, counseling, advising) need to be made available to help these students adjust to the new challenges of a more independent college life. This presentation will include results and an informative discussion with participants.

CT-174 The Power of the First-Year Seminar:**Synergistic Impact and Systemic Change**

Harbor A

Joe Cuseo

Professor Emeritus, Psychology

AVID for Higher Education

If designed and delivered intentionally, the first-year seminar has the potential not only to promote student success, but also to serve as a stimulus for institutional renewal and the development of a student-centered campus culture. The seminar fills gaps in the undergraduate curriculum, integrates the curriculum and cocurriculum, promotes professional faculty and staff development and cross-divisional collaboration, and serves as a conduit through which campuses can collect information from students at college entry to generate baseline data that may be used in value-added (pre and post) assessment and student self-assessment (e.g., portfolio development).

CI-175 What Is It Like to Be the First?

Harbor B

Edwin Mayes

Director, First-Year Experience and Family Programs

Amanda McCarthy

Associate Director, First-Year Experience and Family Programs

Allison Prelosky

Assistant Director, First-Year Experience and Family Programs

Samantha Novak

Graduate Assistant, First-Year Experience and Family Programs

Case Western Reserve University

What if you are the first director of an inaugural First-Year Experience program, with a mandate to provide services to the largest, most diverse incoming class in school history? How do you navigate the politics being the new person among established philosophies and programs? This session will share the challenges and successes of being in this position. The many hurdles encountered during one director's first year will be discussed as well as the changes that occurred in the campus culture from a new orientation model.

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CI-176 Foundation for Success: Implementing an Effective First-Year Seminar Program

Harbor C

Brandy S. Propst

Coordinator, Academic Foundation

The University of North Carolina at Greensboro

The Foundations for Success seminar at the University of North Carolina at Greensboro in response to system wide changes in first-year seminar facilitators will discuss the transition to FFL, including program change; collaborations between academic and student affairs; course design; assessment; and the best practices used to boost the program's first-to-second-year retention rate from 75% to 85% within two years. This session will highlight lessons learned and offer steps to creating effective seminars to assist with retaining first-year students on college campuses.

CANCELLED

CT-177 Engaging First-Year Students through Cultural Heritage and Service-Learning

Gaslamp AB

Michelle Thompson

Dean, College of Freshman Studies, First-Year Experience

Cassandra Stroy

Reading Instructor

Jontoinette White

Director, Curriculum, Retention, and Assessment

Bethune-Cookman University

This session focuses on developing a teaching methodology for first-year students to become critical readers and thinkers by using cultural heritage and service-learning. First-year students were enrolled in a critical-reading course designed to motivate students in developing an appreciation and understanding of cultural heritage and strategies for critical analysis. Students used the reading process and critical analysis to solve problems and address important societal issues. A cocurricular activity was held for first-year students to participate in a professional academic conference where the results of their service-learning projects were showcased.

CT-178 Connecting Face-to-Face With Facebook Enhances Bridge Students' Retention

Gaslamp CD

Kathy Matthews

Director, First-Year Retention Initiatives

Nicoly Myles

Coordinator, Early Start Bridge Academy

Kennesaw State University

Meeting students where they are is primary to helping first-year students acculturate, progress, and graduate. Assessing and responding to at-risk students' needs is enhanced by Kennesaw's Early Start Bridge Academy (ESBA) summer learning community. ESBA is a research-based summer bridge program that employs combinations of unique academic approaches, out-of-class support, and interventions (including social media) to help students "get in, get started, and get through." Higher retention and progression data validate successful interventions for first-generation and diverse cohorts. ESBA data also show students are where the University wants them to be self-directed learners and college graduates.

CT-179 Virtual Prematriculation Orientation Programs: Creating Interactive and Engaging Digital Communities

Old Town AB

Mary Utter

Coordinator of First-Year Experience

Sarah Popovich

Program Coordinator, First-Year Experience

University of Pittsburgh

Traditional-aged, first-year college students grew up living in a digital world and rely on digital resources to receive news and socialize. The University of Pittsburgh has adapted to the digital culture of first-year students by developing several virtual prematriculation orientation programs. These programs aim to promote engagement within the campus community in a digital setting before Orientation Week. The programs that will be discussed include webinars; video blogs; Facebook groups; and other forms of social media, including Twitter and Pinterest.

CR-180 Surveying the National Landscape of First-Year Seminars, a High-Impact Practice

Balboa AB

Dallin George Young

Assistant Director, Research, Grants, and Assessment

Jessica Hopp

Graduate Assistant, Research, Grants, and Assessment

National Resource Center for The First-Year

Experience and Students in Transition

University of South Carolina

Conducted every three years by the National Resource Center for The First-Year Experience and Students in Transition, the National Survey of First-Year Seminars collects data on the organization, content, and administration of first-year seminars on American college campuses. This session will present a national portrait of these courses and facilitate discussion on their structure and purpose. Additionally, the session will include exploration of the use of those educationally purposeful activities identified by AAC&U as high-impact practices in the first-year seminar.

CT-181 Leveraging Technology to Support First-Year Student Satisfaction and Success

Solana Beach AB

Denise Swett

Vice President, Student Services

Foothill College

Higher education is undergoing significant change as institutions reconsider strategies for improving first-year student experiences, increasing retention, and raising graduation rates, while coping with significantly less state and federal funding. As a result, community colleges are implementing innovative new ways to focus resources on first-year student retention by leveraging technology to provide cost-effective and comprehensive alternatives for traditional support service delivery. This initiative is combined with professional development to ensure effective implementation by college staff.

4:15 pm-5:30 pm — *Extended Session*

CT-182 Rock, Rigor, and Roll in Action: Building Student Success into Your First-Year Seminar Syllabus

Harbor D

Michele Lee Kozimor-King

Associate Professor of Sociology
Elizabethtown College

David J. Sabol

Senior Lecturer in the English Department & University College
Indiana University-Purdue University Indianapolis

Lee Anne Thompson

Professor and Chair in the Department of Psychological Sciences
Case Western Reserve University

Effective first-year courses are aligned with learning-centered syllabi that integrate the best practices of teaching and learning. This presentation focuses on FYS syllabus construction and rejuvenation facilitated by three McGraw Hill Excellence in Teaching First-Year Seminars Award recipients. Facilitators will share their syllabi, at least one significant assignment, and unique approaches to creating their courses. Participants will be guided through the process of focusing on one or two major learning outcomes, incorporating an effective assignment into a new or existing syllabus, and integrating best teaching practices to support major learning outcome(s).

4:15 pm-5:45 pm — *Extended Session*

FD-183 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Seaport F

Mary Stuart Hunter

Associate Vice President, University 101 Programs and the National Resource Center for The First-Year Experience and Students in Transition

John N. Gardner

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

Betsy Barefoot

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

University of South Carolina

It seems that many faculty and staff today struggle with incongruities in their academic lives. Is it possible to sustain individual spirituality, authenticity, wholeness, and self-renewal in the academy in the 21st century? Do our institutional cultures fuel incongruence? In this session, participants will be encouraged to think deeply about their own beliefs and values and consider how their institutional cultures foster authenticity or perhaps generate intrapersonal conflict. Discussion will revolve around these issues.

5:30 pm-6:30 pm

FD-184 Parent and Family Support: What Works and Why

Hillcrest AB

Allison Prelosky

Assistant Director, First-Year Experience and Family Programs
Case Western Reserve University

Parents and families of first-year students play an integral role in their student's transition to university life. Many different strategies exist on campuses around the country to support parents as they support their students and learn to navigate their new parenting role. The goal of this session is to share the successes of Case Western Reserve University with regard to parent/family communication and setting expectations for the relationship families will have with the institution. Presenters also hope to create an opportunity for other institutions to share their successes in supporting the parents and families of first-year students.

FD-185 Residential Colleges: Infusing 21st Century Skills

Hillcrest CD

Jeremiah Kibler

Area Advisor

Trish Cendana

Director, Residential Education

Zacary Tardiff

Residence Life Specialist
West Virginia University

What happens when residential colleges at a land-grant university infuse 21st century skills into planning academic and social programs? Critical thinking, problem solving, communication, collaboration, creativity, and innovation should be at the forefront of residential college programming. This session explores what one residential college at West Virginia University did and their successes and lessons learned when incorporating 21st century skills into residential college programs as part of a marriage between student affairs and academic affairs. Presenters will facilitate a discussion of what other institutions are doing to meet the 21st century needs of students.

MONDAY, FEBRUARY 17

CR-186 Faculty Perspectives on Decisions to Teach in First-Year Experience Programs

Cortez Hill

Gregory Eiselein

Professor, English
Director, K-State First

Donald Saucier

Associate Professor, Psychological Sciences

Kerry Priest

Assistant Professor, Leadership Studies

Crystal Lenz

Assistant Coordinator, K-State First

Megan Strain

Graduate Teaching Assistant
Kansas State University

What causes faculty to buy-in to teaching in first-year experience (FYE) programs? To answer this question, the presenters examined the expectations, experiences, and motivations of faculty who taught in FYE programs over a six-year period at a large, public research university. The motivations for teaching and perceptions of benefits and costs of teaching in the programs were assessed in addition to the presenters' own identities as teachers (and researchers) as well as their collective identities as faculty teaching in FYE programs. This presentation provides insights into faculty's perspectives on teaching in FYE programs and the subsequent implications for faculty recruitment and retention.

CR-187 Effects of Cooperative Learning on Developmental Mathematics Students

Torrey Hills AB

Young Mee Oh

Assistant Professor, Arts and Science

Rodney Dash

Associate Professor, Arts and Science
Vaughn College of Aeronautics and Technology

Cooperative learning (CL) has been suggested to be a superior classroom pedagogy that enhances students' learning. However, there is limited research on the effects of cooperative learning for the developmental mathematics students at technical colleges. The current research was conducted to observe the effects of cooperative learning on academic achievement and attitudes of developmental mathematics students at a Hispanic-serving aviation technical college. A quasi-experimental research design was implemented. The results suggest a greater increase in academic achievement and attitudes toward mathematics for the developmental mathematics students in cooperative learning environment than their counterparts.

CI-188 Getting Smart! About the First-Year

Undergraduate Experience

Golden Hill AB

Mary O'Rawe

Lecturer
First-Year Coordinator
Dublin Institute of Technology



Much has changed in higher education in Ireland. Responding to these challenges, particularly at first-year undergraduate level, requires a rethinking of the curriculum, pedagogy, and the lecturer's role. Get Smart! is a program designed to communicate with students in their own language and serves as an integrating mechanism across their modules. The program offers a new perspective on teaching and assessment methods and aims to facilitate students in adapting confidently to higher education. Concepts of self-management, group management, information management, and social engagement are highlighted, thereby further developing the student personally and professionally.

CT-189 An Engaging Online First-Year Seminar to Help At-Risk Students

Promenade

Cindy Morrin

Associate Professor; Counselor; Coordinator of Career Services
Cuyamaca College

Alyse Jones

Associate Professor, English
Georgia Perimeter

Want to know a sure-fire way to fully engage even your most at-risk first-year students? Attendees will hear how instructors and counselors from Georgia Perimeter College, a multicampus two-year college in suburban Atlanta, and Cuyamaca College, a college in San Diego, teach first-year seminars specifically designed for their rapidly growing online populations. The presenters will demonstrate how community colleges have used this engaging online program to dramatically improve college readiness and promote student success and persistence.

CI-190 Changing the Learning Community Culture: Reaching Beyond Retention Rates

Harbor A

Jim Pukrop

Senior Assistant Director of Student Success
Coordinator of Learning Communities
Purdue University

Learning communities (LC) are powerful tools for helping students connect more readily, successfully, and completely to their college experiences. However, those goals are often lost in measuring success solely by retention and graduation rates. Such rates are by-products or indicators that other vital elements were successfully developed and managed. This session will focus on structures and practices that enhance Purdue University LC student experiences, evidenced by dramatic increases in planned events, curricular connection, participation, and student contact hours.

CI-191 Helping First-Year, First-Generation Students Transition to College

Harbor B

Clarice Ford

Executive Director, Diversity Center

University of Illinois, Springfield

Are you struggling to retain first-generation students? In this presentation, two institutions will discuss how they combined peer mentors, first-generation students, and an assessment project to improve student success and retention. First, first-generation students were identified who self-reported issues not conducive to success, such as poor study skills or peer connections. Next, peer mentors or administrators met with these students to offer support and make referrals to campus resources. Lastly, follow-ups were conducted.

CT-192 Enhancing the First-Year Classroom With Meaningful Assignments

Harbor C

Catherine Sale Green

Program Coordinator, Campus Partnerships, University 101

Kevin Clarke

Program Coordinator, Faculty Development and Assessment

University of South Carolina

Assessing student learning can often be a challenging task, but one that can be significantly improved with high-quality, well-developed, and meaningful assignments. In addition, these meaningful assignments can enhance student learning and engagement in the classroom. In this session, the presenters will outline a framework for creating meaningful and engaging assignments; highlight several examples of projects, papers, presentations, and exams that have proven successful in the first-year seminar at the University of South Carolina; and explain how to provide feedback that enhances students' learning and commitment to their work.

CI-193 The Phoenix GPS Program: Practical Innovations to Guide Student Success

Gaslamp AB

Denise Bartell

Director, Center for Students in Transition

Associate Professor of Human Development

Jordan Grapentine

Undergraduate Peer Mentor Coordinator

The University of Wisconsin (UW)-Green Bay

This session will share development information and preliminary assessment data on an innovative and highly replicable program to increase retention and academic success for historically underrepresented first-year students. The Phoenix GPS Program builds upon two successful UW-Green Bay initiatives (i.e., first year seminars and a program that eliminates the equity gap in introductory biology courses), using them as the foundation for a comprehensive year-long support community for underrepresented first-year students. Participants will learn strategies for building upon existing resources to develop comprehensive programs for underrepresented students, and assessment methods and one-year data will be shared.

CT-194 Collaboration for Student Success:

A Unique Mentoring Approach

Gaslamp CD

Barbara Boyette

Assistant Academic Dean for Academic Support

Guilford College

This presentation will illustrate how a mentoring and retention program was developed using admissions, campus life, residence life, and academic affairs. Originally designed as a retention initiative for incoming (first-year and transfer) students designated at risk, it has morphed into a campus wide early-alert program where all students of concern are brought to the attention of Academic Affairs and Campus Life personnel and where a holistic approach is used to connect students to resources. This presentation will outline the beginnings of the program, personnel involved, and the mechanics to make this work at your institution.

CI-195 PACE Yourself: Implementing a Mentoring Program Within a First-Year Experience Model

Balboa AB

Michael Nava

Assistant Dean, University College

April Barnes

Assistant Director, PACE MAC

Victoria Black

Assistant Director, PACE MAC

Texas State University

In fall 2012, Texas State University opened its doors to the new Personalized Academic Career Exploration Center (PACE). One component of PACE is the newly created Mentoring and Academic Coaching (MAC) program designed to enhance student success and strengthen achievement of first-year students. Presenters will discuss new facilities, additional personnel, and the strategically planning for the implementation and assessment of a more comprehensive first-year experience model. Materials distributed will highlight the implementation plan, pilot data, and learning outcomes. The presentation will also include interactive activities; a Q&A session; and a discussion of exemplary practices that impact PACEMAC, learning, and retention.

MONDAY, FEBRUARY 17

CR-196 FYI@VMI: A Look at the Data

Solana Beach AB

Elaine Humphrey

Director, Miller Academic Center

Mary Ann Dellinger

Professor of Modern Languages and Cultures

Virginia Military Institute

In fall 2012, the AC (Academics) 101/102 courses were piloted as part of the FYI@VMI initiative. The two five-week courses were designed to proactively address the disconnect between high school and college that challenges new students nationally. The assessment plan included pre- and post-surveys, a reflective journal, interviews, and grade comparisons. The data convinced the institution to pilot the program three additional years to provide more data to inform decisions concerning a possible expansion to all future incoming students. This session will explore the assessment plan, findings, and next steps taken as a result of the lessons learned.

5:30 pm-6:45 pm — *Extended Session*

CT-197 Trends in Our Research, Theory, and Practice

Old Town AB

Rebecca Campbell

Director, Academic Transition Programs

Northern Arizona University

Jillian Kinzie

Associate Director, NSSE Institute/IU

Center for Postsecondary Research

Indiana University

Vasti Torres

Dean, College of Education

University of South Florida

Robert Reason

Director of Scholarship and Graduate Programs

Iowa State University

Presenters will discuss current trends in research, theory, and practice in higher education with particular focus on first-year students and students in transition. Trends across the last 25 years of research in the *Journal of The First-Year Experience & Students in Transition* will be highlighted along with the featured speakers' articles in the fall 2013 issue of the *Journal*.

Outstanding First-Year Student Advocates Reception

6:30 pm – 7:30 pm | Hospitality Suite Number 760 - Seaport Tower

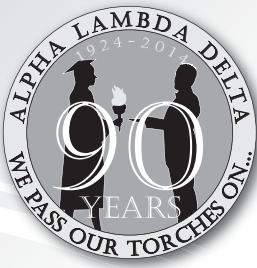
—Co-sponsored by Cengage Learning

All current and past first-year student advocates and guests are welcome.

University of South Carolina Alumni and Friends Reception

6:30 pm – 7:30 pm | Ocean Beach Room

Alumni and friends of the University of South Carolina are invited to join us for hors d'oeuvres. Reconnect with old friends, meet new colleagues and learn about what's happening at Carolina!



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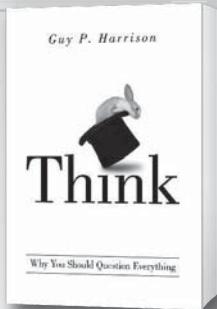
Meet Our Authors

➤ www.commonreads.com



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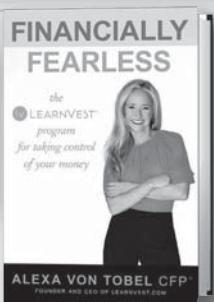
COCKTAILS & CONVERSATIONS



GUY P.
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Engage Students' Critical Thinking Skills

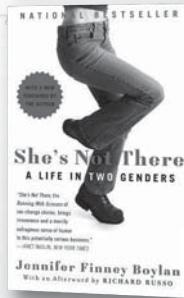
Empower Students' Personal Finance Skills

SUNDAY, FEBRUARY 16th, 2014

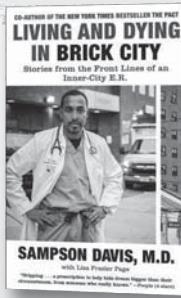
6:00 pm – 7:00 pm

FYE® Annual Meeting | Manchester Grand Hyatt, San Diego, CA | Seaport F

THE 10TH ANNUAL RANDOM HOUSE LUNCHEON



JENNIFER
FINNEY
BOYLAN



SAMPSON
DAVIS, M.D.

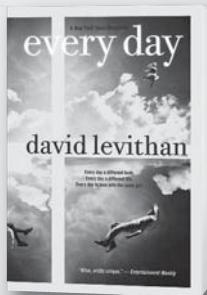


FIVE DAYS
AT
MEMORIAL
SHERI FINK
Winner of the Pulitzer Prize



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MONDAY, FEBRUARY 17th, 2014

11:45 am – 1:30 pm

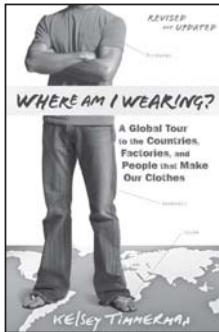
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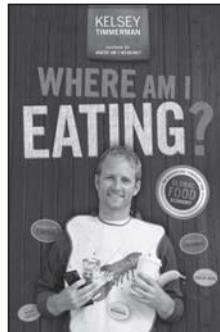
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KELSEY TIMMERMAN
978-1-118-27755-3

Where am I Wearing?: A Global Tour to the Countries, Factories, and People That Make Our Clothes, Revised and Updated

A young journalist tells of his journey through the factories around the world that produced his clothing. Revised edition includes new chapters, activities, and a 100-question discussion guide.



KELSEY TIMMERMAN
978-1-118-35115-4

Where Am I Eating?: An Adventure Through the Global Food Economy

Following in the vein of his first book, Timmerman explores the global food economy and the large-scale issues surrounding it, such as globalization, workers and human rights, the global food crisis, fair trade, and immigration.

Do Good Well: Your Guide to Leadership, Action, and Social Innovation

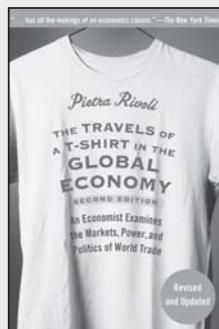
Practical, wise, and witty... a guide to social innovation that not only captures the entrepreneurial and creative spirit of our time, but also harnesses the insights, wisdom, and experience of today's most accomplished young leaders.



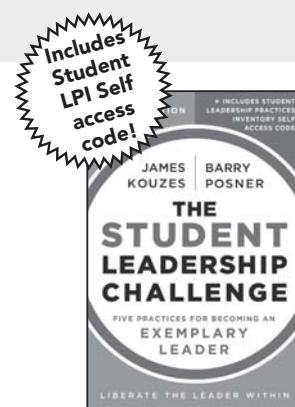
NINA VASAN
JENNIFER PRZYBYLO
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The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade, 2nd Edition

This revised edition of the international bestseller covers the biggest question Rivoli encounters from her readers: "What was the environmental impact of your t-shirt in Texas, China, Africa, etc.?"



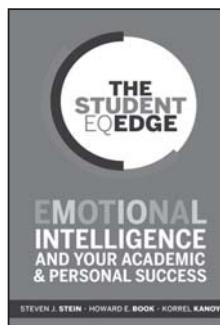
PIETRA RIVOLI
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JAMES M. KOUZES
BARRY Z. POSNER
978-1-118-39007-8

The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader, 2nd Edition

A completely new edition of this accessible guide to Kouzes and Posner's Five Practices of Exemplary Leadership, incorporating critical thinking activities and real student stories from around the world, which will engage your students in their leadership development and put them on the path for success.



STEVEN J. STEIN
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The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success

Increasingly, one of the missing factors in student success is emotional intelligence. *The Student EQ Edge* provides a thorough grounding in what emotional intelligence is and how it can make a student a "star performer."

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TUESDAY, FEBRUARY 18

Conference Registration/ Information Desk

7:30 am – 12:00 noon
Palm Foyer

Continental Breakfast

7:00 am – 8:00 am
Seaport Ballroom Foyer

Cybercafé

7:30 am – 10:00 am
Pier Room

CT-200 One Book, A Million Possibilities:

Why Common Reading Collaborations Work

Cortez Hill AB

Rich Shivener

Assistant Director, First-Year Programs
Northern Kentucky University

Annie Kelly

Assistant Director, Office of New Student and Parent Programs
University of Kentucky

Christy Metzger

Director, Office of First-Year Initiatives
University of Louisville

A common reading program's success can be determined by levels of integration and collaboration across a university—from the book selection committee and curricular initiatives to cocurricular activities and keynote speeches. In this session, three Kentucky schools will feature recent high-impact practice examples of intentional integration and collaboration through cross-campus programmatic partnerships, academic department and faculty connections, and strategic assessment initiatives. Then together, they will discuss how their respective institutions have collaborated with one another to create strategic programmatic efforts that have supported program growth and development as well as connected students, faculty, and staff across institutions.

8:00 am-9:00 am

FD-198 Promoting Social Civility in First-Year Residential Programming

Hillcrest AB

Beverly Dolinsky

Professor, Psychology

Brandi Johnson

Associate Dean of Students

Erica Hedrick

Director of Residence Life

Endicott College

This facilitated discussion will briefly present how a student affairs division, using a foundation of social psychological theory, developed cocurricular programming of which the primary objective was to create educational moments to promote civil behavior within a first-year student population. Prosocial behaviors included the acceptance of difference, an awareness of racist and discriminatory behaviors, and bystander intervention. A discussion will follow for participants to share their best practices in promoting social civility as well as strategies to adopt similar proactive practices to support a healthy environment for first-year students.

FD-199 Do You Mind? Applying Mindset Theory to First-Year Programs

Hillcrest CD

Kaitlin Hublitz

Lecturer and Course Coordinator, Academic Transitions Program
Endicott College

Rebecca Campbell

Director, Academic Transitions Program
Northern Arizona University

Motivating students to adopt habits and strategies that facilitate academic and college success is challenging in higher education. Weiner's attribution theory addresses an individual's judgment of events, ability, outcomes, and even learned helplessness, in addition to positing that individuals only put forward effort when they believe they can be successful. Dweck's mindset theory expands upon this by describing the cognitive framework related to an individual's beliefs about their future success. This session will examine mindset with a brief overview to frame the discussion. Participants will engage in a dialogue regarding student profiles, strategies for facilitating growth mindset, and programmatic implementation.

CT-201 Prospect for Success: Designing First-Year Classes for Student Engagement

Torrey Hills AB

Liz Fitzgerald

Director of First-Year Programs and Curriculum Development

John Smail

Dean of University College

Associate Provost for Undergraduate Studies

University of North Carolina (UNC), Charlotte

Faculty want engaged students in their classrooms—students who are intentional, curious, and aware. Too often, instructors hope students will arrive on campus with these qualities rather than commit to developing them in class. This session will describe the two-year process one campus went through to get faculty buy-in for developing these qualities through carefully planned first-year courses for all incoming students. The presenters will facilitate discussion about building consensus for a shared set of student learning outcomes in first-year courses and describe how those outcomes are actualized across academic disciplines at UNC Charlotte.

CT-202 Challenge and Support: Effectively Incorporating Peer Educators as Supervisors

Golden Hill AB

Wendy Rogers

Assistant Director of Learning Community Programs

Paula Linscott

Doctoral Candidate and Graduate Assistant

Cimmeron O'Connor

Assistant Director of Orientation Programs

Ohio University

Using Sanford's challenge and support model, Ohio University effectively incorporates peer educators as supervisors in the first-year experience. Through an intentionally designed model to holistically develop peer educators and by meeting specific learning outcomes, the University increased personal and professional growth for peer educators and their supervisors, as well as their productivity. This session will provide a framework in which participants will understand the benefits and challenges of developing peer supervisors.

CT-203 Beyond Search: Information Literacy, Special Collections, and the First Year

Promenade

Stefanie Bluemle

Reference Librarian

Sarah Horowitz

Special Collections Librarian

Augustana College

Recent research in information literacy (IL) suggests librarians should shift the emphasis of IL instruction toward higher level concepts rather than search mechanics. This session describes how the Augustana library drew upon the results of local assessments and national research to reimagine its first-year learning outcomes so as to focus on higher level skills and recognize the importance of special collections in teaching IL in the college's required first-year sequence. The presenters address transforming IL pedagogy throughout the library as well as designing special collections as a hands-on learning laboratory.

CT-204 Blending the First-Year Seminar: Effectively Combining F2F and Online Learning

Harbor A

Brad Garner

Director of Faculty Enrichment

Indiana Wesleyan University

With ongoing changes in the characteristics of today's learners and the emergence of advanced forms of technology, there is increasing pressure to create learning experiences that blend the advantages of onsite learning with asynchronous online opportunities for engagement. This session will provide participants with a template for converting the first-year seminar to a blended, hybrid learning format.

CT-205 Integrating Academic Advising and Career Counseling for Undecided and Exploratory Students

Harbor B

David Spight

Assistant Dean of Academic Advising

Mckinlaye Harkavy

Director of Orientation

Washburn University

This session will introduce combining student services with academic advising, and focus on the benefits of providing career counseling to exploratory students. The presenters will highlight the formal structure of the center at the University of Texas at Austin, particularly how it is divided

into cross-functional teams with members from each area contributing to the same ideas, projects, and goals. Data and interpretations of why and how this model works for students will be shared as well as the challenges the center faces. The session will also assist participants with finding ways of applying what they learn to their own campuses.

CT-206 Relationship Building: A Foundation for Orientation and the First-Year Experience

Harbor C

Patrick Marino

Associate Director, Residential Life for First Year Experience

Dayanne Izmirian

Assistant Dean, Residential Life

University of San Diego (USD)

The first-year experience at the University of San Diego uses a community development model emphasizing RA-resident relationship building to create a positive transition to the University throughout the first year. This session will provide an overview of how USD's community development model is implemented from RA training to completion of the first year, and how RAs provide evidence of their work. The presenters will use assessment data to show the impact on the first-year student experience. In addition, the presenters will discuss relevant literature and theory to support the use of relationship building as a framework for first-year program design.

CT-207 Adapting Practices to the Needs of a Global Student Body

Gaslamp AB

Rachael Switalski

Director, College of Engineering Undergraduate Advising Center

Kathryn Kailikole

Director, Analysis, Academic Advising, Retention, and Diversity

Sheri Shaw

Director, LeBow College of Business Student Services

Drexel University

As enrollment of Chinese and other international students rise, new challenges emerge for the university and its student body. Pedagogical, cultural, and social schemas are tested, requiring examination of current practice. Drexel University's response is new programming, such as Near Peers and re-envisioned first-year experiences and supplemental sections. In this session, strategies, practices, and training to facilitate the work of advisors and faculty with students are discussed in the context of meeting the needs of a globally diverse student body. Making this shift in educational practices has resulted in an enriched and integrated learning environment for the entire University.

TUESDAY, FEBRUARY 18

CR-208 Mountains or Molehills: First-Year Students and Technologies

Gaslamp CD

Sara K. Kearns

Associate Professor and Head, Undergraduate and Community Services

Kansas State University

First-year students seem to pack more technology than clothes when they come to college: Educators and student life professionals add more to the pile. But what do we know about how students perceive technologies in their new lives as college students? Are they supportive? Are they barriers? Do students even notice the technologies? This session will present the findings of a phenomenological study of 19 first-year college students and their common, shared experiences of the technologies they encountered in college. The students' academic and social experiences will be presented along with recommendations for practice and advice from students.

CR-209 The Role of a First-Year Seminar Course on Student Self-Determination

Old Town AB

Angela Vaughan

Director, First Year Curriculum and Instruction

Kyle Lucas

UNIV 101 Graduate Program Assistant

Steven Pote

UNIV 101 Instructor

University of Northern Colorado

This study investigated the impact of self-determination among first-year college students. Using an ANCOVA, the differences between self-determination scores of program participants and nonparticipants was examined. Furthermore, the self-determination scores of two at-risk subgroups (i.e., first-generation and undeclared students) was also compared. The follow-up analysis examined the predictive ability of self-determination on measures of academic achievement, including persistence and GPA. A previous pilot study was conducted to create a self-determination scale adapted for the college student population, which was used in the present study.

CI-210 SLO Ride: Cross Divisional Construction of SLOs and Assessment

Balboa AB

Jeanne Pettit

Associate Director, First-Year Programs

Peg Adams

Director, University Connect and Persist

Northern Kentucky University

Developing student learning outcomes (SLOs) can be a daunting ride to take alone. Creating an assessment plan can be equally overwhelming. The journey goes much further when colleagues are invited from across the academy to help chart the course. In this interactive session, participants will ride along and experience Northern Kentucky University's strategic development of SLOs and proactive assessment strategies for first-year seminars. The tour

will conclude with some qualitative and quantitative approaches for assessing student learning and program effectiveness. Two years of assessment results will be shared.

CI-211 To Peer Advise or Peer Mentor? That Is the Question!

Solana Beach AB

Cindy Fruhwirth

Assistant Director of Advising

University of Wisconsin Oshkosh

Peers are integrated into university programs, classes, and services to provide support and increase student engagement. Before adding this facet, it must be determined which will best serve students' needs, a peer advisor or mentor? Having established both types of peer support programs for different purposes on the University of Wisconsin Oshkosh campus, this session draws upon research and lessons learned through the implementation and management of these programs. The objective of this presentation is to define types of peer support, identify differences, detail similarities, and outline varying implementation strategies (including hiring, training, supervision, and evaluation) for each type.

CI-212 Creating a Safe Space in the First-Year Experience Course

Harbor D

José Saldivar

Lecturer

University of Texas–Pan America

The presentation examines the need to create a safe classroom environment in order to have a successful first-year experience course. The presentation will also examine different perspectives of what "safe" means and what it looks like in a classroom.

9:15 am-10:15 am

FD-213 Retention Initiatives: Best Practices That Foster Retention and Graduation

Hillcrest AB

Shelly VandePanne

Director of Student Academic Affairs, Retention and Student Success

William Potter

Associate Provost, Retention and Student Success

Ferris State University

Retention is the buzz word at most institutions. Everyone is looking for new and improved ways to not only retain, but also graduate students in order to carry out their institutional mission and goals. At this roundtable discussion, participants will share examples of retention initiatives taking place at their institutions as well as models for measuring the effectiveness of those initiatives.

**FD-214 Developing Cross-Campus
Collaboration for Peer Leadership**

Hillcrest CD

Kimberly Dressler

Coordinator for Student Engagement

University of South Carolina

Peer leaders are on the front lines when it comes to assisting college students, especially first-year and transfer students who are new to the institution. Often there are multiple peer leader groups on a campus working to help the same or similar populations. How can advisors and supervisors of these groups collaborate to make the overall peer leader experience stronger? This discussion will examine paths for cross-campus collaboration in training, program development, assessment, recruitment, and recognition.

**CT-215 Everybody's Business: A First-Year Experience
Framework to Prioritize Teaching and Learning**

Cortez Hill AB

Karen Sheriff LeVan

Director, First-Year Experience

Marissa King

Director, First-Year Experience

Hesston College

Limited resources, tired faculty, and disenchanted students does not mean you cannot have a successful first-year experience program. Making the first-year experience "everybody's business" and engaging with institutional outcomes takes intentional planning and deliberate cultivation of resources and partnerships. This session focuses on one small, liberal arts college's efforts to breathe new life into general education courses with lively skill building strategies leading toward a culture of writing and research. Participants will learn how to cultivate their campus's strengths by examining the development process of a flexible framework that makes the first-year experience more sustainable while infusing new energy into teaching and learning.

CT-216 How Today's Students Are Different, and Why It Matters

Torrey Hills AB

Robert Feldman

Dean, College of Social and Behavioral Sciences

University of Massachusetts, Amherst

In this session, we focus on today's new generation of students—often called the Net Generation—and research demonstrating how they differ from students of prior generations. We will discuss effective teaching strategies for engaging this new generation of students, examining the use of innovative, impactful (and low-cost) technologies that can be incorporated into the classroom. The session will center on practical changes that instructors can make in their classes to engage Net Generation students and prepare them for careers and lifelong learning.

**CT-217 Creating Conditions for Student Success:
College Readiness, Curriculum, and Retention**

Golden Hill AB

Linda DeAngelo

Assistant Professor

University of Pittsburgh

Ray Franke

Assistant Professor

University of Massachusetts - Boston

Various curricular changes have been implemented in the last few decades to improve retention and the first-year college experience. However, implementing new curriculum is not enough. Emerging research demonstrates that (a) first-year students who engage in out-of-class course content discussion are more likely to intend to return to college and (b) college readiness has a significant impact on first-year retention. The presenter will discuss findings from two studies examining the relationships between college readiness, first-year experience, and first-year retention. The presentation will conclude with discussion regarding what institutions can do to create conditions for success from admissions through the first year.

CT-218 FYE Daily Essentials: Libraries Serving Growing Students

Promenade

Rhonda Huisman

Assistant Librarian, Education

Indiana University-Purdue University Indianapolis

Donna Coghill

Co-Chair, Equality VCU

Teaching and Learning Librarian

Virginia Commonwealth University

Students come to college armed with high expectations and a wide range of experiences. What is missing from their arsenal is enough information on the daily essentials—time management, critical inquiry, and information literacy. This session will demonstrate concepts for breaking these three nutrients into manageable classroom portions. Examples and discussion will be included so that all attendees return to their home institutions ready to start serving with the tools they need to help fluidly integrate these skills into their own courses and programs.

TUESDAY, FEBRUARY 18

CT-219 Information Literacy in the First-Year Experience: A Model for Learning and Assessment

Harbor A

Sarah Dahlen

Reference and Instruction Librarian

Pam Baker

Coordinator for Library Instruction

Jacqui Grallo

Reference and Instructional Technology Librarian

California State University, Monterey Bay

Educators are increasingly being asked for concrete measures of student success, and information literacy is one area that is frequently subject to assessment. Many first-year experience programs include information literacy in their curricula, but instructors may not feel well equipped to ensure student success in this area. The full integration of information literacy into first-year experience courses is an effective way to support student learning and to prepare for program assessment.

CI-220 Learning Community Event Tracking and Logistical Support

Harbor B

Ryne Kerchner

Assistant Director of Student Success- Learning Communities

Purdue University – West Lafayette

Research shows that experiences in and out of the classroom are beneficial to the success of first-year students in learning communities (LC) both academically and socially. A systematic approach is necessary when tracking events to report student participation and success of an LC program. Learning Communities at Purdue University created a system to enable this tracking and support. This session will show you from start to finish how to track, organize, and support learning community events.

CR-221 BIOS: A Successful Academic Boot Camp for Science Majors

Harbor C

William Wischusen

Associate Chair, Biological Sciences

Sheri Wischusen

Director, Undergraduate Research, College of Science

Louisiana State University

The BIOS Academic Boot Camp at Louisiana State University is a short, intensive program that has been shown to increase retention and graduation rates among science majors. This one-week workshop provides valuable experience to incoming students in the areas of study skills, learning styles, time management, and the pace of college. Assessment of each year of the program indicates this type of orientation is beneficial to all students, regardless of gender, ethnicity, ACT or SAT score, or high school GPA.

CI-222 Promoting Student Success With Project

AIR (Advance International Registration)

Gaslamp AB

Katherine Kaiser

Undergraduate College Advisor

Jean Peden Christodoulou

Assistant Dean and Director, Undergraduate Colleges

Anastasia Zannettis

Undergraduate College Advisor

Stony Brook University

International first-year students often face cultural shock and language barriers beyond typical first-year transition issues. Institutional factors, including course availability, timing of orientations, and complex structures for providing services, create additional problems for this vulnerable population. To address these issues, in the summer of 2013, the Undergraduate Colleges at Stony Brook University implemented a hybrid online and personalized preregistration process for the fall semester as part of an on-going effort to support the transition, success, and persistence of our growing population of international first-year students.

CI-223 Peer Mentoring for First-Year Migrant Students

Gaslamp CD

Melisa Lopez

Coordinator, College Assistance Migrant Program Outreach and Retention

Oregon State University (OSU)

This session will share OSU's best practices and experiences in creating and sustaining a successful peer mentoring program. The presenter will discuss the peer mentor role, and how mentors assist first-year students academically, socially, and personally. In addition, key points to coordinating a successful peer mentoring program from training to coordinating fun and engaging events will be offered. OSU's peer mentoring program was created with first-year migrant students in mind, but can be transferable to fit other first-year student groups.

CI-224 Theory to Practice: A Blueprint for Successful Learning Community Program

Old Town AB

Wendy Merb-Brown

Director of Learning Community Programs

University College Director of Operations

Paula Linscott

PhD Candidate

Graduate Assistant for Learning Community Programs

Ohio University

Learning community programs at Ohio University have proven to be integral to the first-year experience of our students. Each element of the program is intentionally designed and based on both formative and current research on student success in college. This presentation will outline the literature that grounds this highly successful initiative. In doing so, the presenters will expound on each individual portion of the program, collectively forming a blueprint for best practices in learning communities. Participants will develop an understanding of not only how Ohio University's program functions, but also how to implement similar programmatic elements at their institutions.

CI-225 Integrating the Libraries into the First-Year Experience at Duke University

Balboa AB

Greta Boers

Librarian for Classical Studies and Linguistics

Duke University

Duke University Libraries collaborate with a number of campus units to deliver outreach to students on the university's first-year campus. These include Residence Life, Student Affairs, the Writing Program and the learning community program. There are six such library initiatives, starting with summer reading support, the "Library Games" orientation, the Residence Hall Librarian program, and a First-year Library Advisory Board. Librarians also provide library instruction and research support to the learning community program and the first-year writing courses. These programs are integrated with one another to increase the library's visibility and to emphasize its services.

FD-226 Evaluating the Common Read Program: A Publisher's Collaborative Approach

Solana Beach AB

Erin Knepler

Principal

John Pryor

Principal

Pryor Knepler Associates

First-year reading programs, often presented at hundreds of colleges across the country, are on the rise and enjoy widespread popularity, little is known about the implementation of the programs. In the fall of 2013, several publishers with common read initiatives joined together and, working with a higher education research team, planned a national evaluation of the program, including creating student learning outcomes. This session will bring together participants interested in student learning objectives for a common read program for discussion and input into the concepts being examined.

MORNING BREAK | 10:15 am – 10:30 am

Seaport Ballroom Foyer

10:30 am-11:30 am

FD-227 Coming up for AIR: Academic Intervention and Retention

Hillcrest AB

Carly Wilson

Academic Advisor

Mike Ruwe

Learning Services Coordinator

University of North Carolina, Wilmington

The creation and implementation of effective academic intervention strategies is an important part of the first-year experience and assisting

students in their transition. Through small and large group discussions, participants will share their academic intervention strategies and gather information and ideas from other institutions. Participants will also identify specific student learning outcomes as part of development or enhancement of academic intervention programs at their institutions.

FD-228 Making the Most Out of Your Peer Educator Training Program

Hillcrest CD

Tiffany Shoop

Assistant Director, Special Programs, Center for Instructional Development and Educational Research (CIDER)

Megan O'Neill

Associate Director, First-Year Experience

Danielle Lusk

Assistant Director, CIDER

Virginia Tech

Peer education programs have the potential to make a powerful impact on student learning and development. For faculty members, however, participation in peer education programs requires significant consideration and planning to make the most of the experience. This facilitated discussion will highlight current research and best practices for implementing and sustaining an effective peer educator training program. Participants will be encouraged to share their own experiences with peer educator training programs and collaboratively build training program best practices.

CT-229 College Success Online

Cortez Hill AB

Marsha Fralick

Professor Emeritus

Cuyamaca Community College

Providing online college success courses increases access for many who find attending college a challenge, such as working adults, parents, active military, and disabled students. College success can be taught successfully online by using effective practices that engage students in a personal way. This session will review effective online teaching practices and offer practical strategies for making online courses a success. Participants will leave with practical ideas they can use to begin teaching online or to add interesting new elements to existing online courses

TUESDAY, FEBRUARY 18

CT-230 Collaborative Tensions in Academic and Student Affairs Partnerships

Torrey Hills AB

Jean Peden Christodoulou

Assistant Dean and Director, Undergraduate Colleges

Jonathan Ragone

Associate Director, Undergraduate Colleges

Stony Brook University

There is a growing body of evidence that collaborations among faculty and student affairs personnel can positively influence student success. As colleges and universities have implemented these partnerships, it is well-documented there are barriers to developing and sustaining these efforts, which can result in a subtle segmenting of jobs and responsibilities, creating a pseudo-collaboration within the new organizational structure. This presentation examines the collaborative tensions that arise as participants interact in these partnerships and the behaviors that can best be used to address them.

CT-231 A New Tide: Welcoming Growth in Learning Communities

Golden Hill AB

Emily Bogunovich

Academic Advisor

Terri Baker

Academic Advisor

Drexel University

This presentation will address the 10-year-old Engineering Learning Community program at Drexel University, which is undergoing a growth initiative at the request of College of Engineering leadership. The presenters will discuss methods and assessment tools used to redesign the learning community to allow for growth and change within the program while still maintaining the successful attributes of the original model. The session will conclude with a facilitated discussion about challenges and opportunities in growing learning community programs.

CT-232 Out-of-Class: Launching First-Year

STEM Students on a Path to Success

Promenade

Dennis J. Minchella

Associate Dean

Professor, Biological Sciences

Laura J. Starr

Associate Director for Experiential Learning and Student Success, College of Science

Purdue University

The College of Science at Purdue University not only develops its students' STEM skills but also builds professional competencies that are essential for careers in the ever-changing global marketplace. A number of initiatives have been undertaken to help first-year students achieve this goal. Each of them is based on the recognition that what students do outside of the classroom is as important to their success as what is achieved inside. The presenters will discuss three of the most innovative programs: Feasting With Faculty, Global Science Partners, and the Learning Beyond the Classroom Certificate.

CR-233 A Transformative Pre and Post Assessment of a First-Year Dialogue Seminar

Harbor A

Philip Vasquez

Associate Director, Student Development Services

Charu Thakral

Associate Director, Office of Diversity

Steve Whitley

Program Coordinator, UIC First-Year Dialogue Seminar

University of Illinois at Chicago (UIC)

The UIC First-Year Dialogue seminar was designed based on Intergroup Dialogue (IGD) principles. This study examined outcomes of the seminar intended to support social justice and diversity learning objectives. Students demonstrated higher content knowledge, empathy for other social groups, and confidence in their ability to challenge bias and collaborate across social groups. Research findings and interactive discussion activities will be part of this concurrent session.

CI-234 The Signature Course: Transforming the Core Curriculum

Harbor B

Patricia Micks

Coordinator, First-Year Experience Office

Lori Holleran Steiker

Associate Professor, Social Work

The University of Texas at Austin

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

CI-235 Reconceiving Developmental Education With Technology and Academic Self-Efficacy Support

Harbor C

Susan Petrucelli

Director, Developmental Education

Carol Sitterly

Dean, Center for Academic Success

American International College

This presentation will examine the new role of first-year student developmental education through the implementation of blended learning using both a paperless, smart classroom and iPad learning lab. Alternative pedagogies are used to engage students, increase academic self-efficacy, and support metacognitive skill development. The facilitators will share the philosophy, pedagogy, and experiences of first-year students in developmental education at American International College, as well as explore high-impact educational practices that support academic success in the first college year.

CI-236 Global Connections Council: International Student Driven Support

Gaslamp AB

Steve Lin

First-Year Experience Coordinator

University of California, Los Angeles (UCLA)

In past few years, UCLA has experienced an exponential increase in the number of international undergraduate students, particularly those living in residence. The Global Connections Council, a team of 16 first-year international students, was created to address the different programming interests and needs of international students living in residence. Attendees will learn about how and why this group was formed, the selection process, its structure, and impact.

CI-237 Taking Advantage of a Disaster:

Arkansas State's Common Reader

Gaslamp CD

Jill Simons

Dean, University College

Paula Bradberry

Director, First-Year Studies

Arkansas State University

An EF3 tornado touching down in the middle of campus is usually cause for widespread alarm. However, Arkansas State University used this event as a teaching tool by hosting a Tornado Disaster Simulation for the entire first-year class, tying the first-year common reader, *Zeitoun*, to a real life interdisciplinary activity. More than 1,000 (66%) students in the 2013 first-year cohort participated in some manner related to their major, including communications majors taking the role of the press, theater majors acting as victims, and nursing students serving as first responders. The activity served as a catalyst for classroom projects.

CI-238 My Brother's Keeper: Retaining First-Year African American Male Scholars

Old Town AB

LaTanya Buck

Director, Cross Cultural Center

Stefan Bradley

Director, African American Studies Program

Saint Louis University

This interactive session will explore strategies to retain African American male students. The facilitators will explain how one campus has used national and institutional research to pilot new cross-campus collaborative interventions aimed at increasing the retention and graduation rates of African American male students. The presenter will pose questions for discussion that address the importance of cross-campus collaboration to work toward the success of this student population. The discussion will also center on African American male retention as a community effort and the shared responsibility of student affairs practitioners, academic units, enrollment managers, alumni, and families.

CR-239 Experiences of Peer Educators in a First-Year Seminar

Balboa AB

Mike Finnegan

Assistant Professor, School of Leadership Studies

Kansas State University

This session will discuss the findings of a phenomenological study of peer educators. While peer educators provide benefit to first-year students in the classroom, the gains they personally achieve through the teaching experience in terms of their leadership education and development are often greater than originally thought. Attendees will learn about and discuss the research findings that support peer educators in a first-year seminar, *Introduction to Leadership Concepts*, that involved more than 800 first-year students and approximately 60 junior and senior peer leaders who facilitated course content.

CT-240 Strategies for Effective Supervision Through Coaching

Solana Beach AB

Julie Schultz

Senior Assistant Director, First-Year Experience

The Ohio State University

While employee supervision is a major responsibility for many higher education professionals, and a core skill outlined in professional competencies documents and CAS standards, there are few opportunities for formal training or development on how to be a good supervisor and coach. This session will introduce participants to coaching as an ideal model for supervision and will share strategies and best practices for coaching in daily supervision, professional development, and performance review for professional staff members.

Closing Address

Making the Case

11:45 pm – 12:45 pm | Harbor D-F



Ken O'Donnell

Senior Director of Student Engagement

— California State University

Public and fiscal pressures on higher education make evidence gathering more urgent than ever. Most programs within first-year experiences – such as peer mentoring, learning communities, common reading, and co-curricular integration – developed outside of academic review structures. Learning outcomes assessment, program review, and accreditation have all played roles, but on their own don't protect these programs when money is scarce. As participants leave the conference with ideas and insights to apply at home, it may help to consider ways to build in the tools of case-building that can help innovations endure. Join us for a look at emerging research into the educational efficacy – and cost effectiveness – of intentionally engaged learning.

NOTES

CLOSING THOUGHTS AND REFLECTIONS

Engaging in professional development activities by attending conferences, institutes, or workshops away from your campus is a significant investment – an investment of your institution’s resources, as well as an investment of your time and effort. The following is designed to help you think through the many ways you can act on ideas shared over the past few days. Look back at the goals/learning objectives you noted for your conference experience and use this as an action plan for determining if the conference met those goals.

What new ideas and concepts did I learn at this event?

What ideas can I put into immediate practice in my work? How?

Other thoughts/reflections:



On-Demand Student Success Workshops

Academic & Career Exploration

- Maximizing Your College Experience
- What It Takes To Be A Successful Student *
- Exploring Careers & Choosing A Major *
- Mastering The Job Interview *
- Writing Effective Resumes & Cover Letters

Learning To Learn

- Discover Your Learning Style *
- Study Tips & Note-Taking Strategies
- How To Reduce Test Anxiety *
- Understanding & Avoiding Plagiarism
- Learning Strategies Every Student Should Know
- Exam Preparation Tips & Test-Taking Strategies

Online Learning

- 10 Tips For Succeeding In Your Online Course
- Effectively Communicating Online
- Online Courses: Staying Motivated & Disciplined
- Taking Tests Online: Strategies For Success



Reading & Writing Strategies

- Pre-Writing Techniques
- Developing A Strong Thesis Statement
- Introductions, Paragraphs & Conclusions
- The Revision Process
- Reading Comprehension Strategies

Personal Management

- Time Management Strategies
- Overcoming Procrastination
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- Stress Management Techniques
- Navigating The Financial Aid Process *
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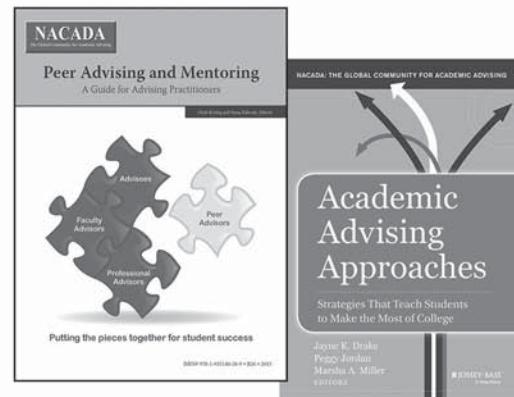
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Strengthening the Student Experience

Friday, September 19, 2014

Waubonsee Community College

Sugar Grove, Illinois (45 miles west of Chicago)

This regional one-day drive-in conference provides a forum for academic and student affairs professionals to share ideas, resources and engaging pedagogy to enhance their work with first-year students.

Program Proposals Due:

Friday, July 25, 2014

www.mfyc.org



Paul P. Fidler

RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2014-2015 Paul P. Fidler Research Grant. The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge to improve the experiences of college students in transition.

With an award package that includes a stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication, the Paul P. Fidler Research Grant supports and promotes research with the potential to have a national impact on student success. The Center invites applicants to submit proposals addressing a variety of topics, which may include underrepresented student populations, community colleges, advising, transfer and articulation, career development, and other issues related to college student transitions.

Comprehensive Award Package

- > Stipend of \$5,000
- > Travel to the 21st National Conference on Students in Transition, October 2014, at which the award will be presented
- > Announcement and recognition at the 21st National Conference on Students in Transition plenary session
- > Travel to the 22nd National Conference on Students in Transition, October 2015, at which the research findings will be reported
- > Announcement on the National Resource Center webpage, listservs, and print publications
- > Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Application and Submission Deadline

Grant submission will officially open on April 1, 2014. The application form may be accessed at www.sc.edu/fye/research/grant/proposal and must be submitted electronically using the online form by July 1, 2014.

www.sc.edu/fye/research/grant/proposal

Past Recipients

2012-13 Award – Jacob Okumu

*Developmental Meaning-Making Dynamics of Emancipated Foster Care Youth
Transitioning into Higher Education: A Constructivist-Grounded Theory*

2011-12 Award – Kristin Moser

Redefining Transfer Student Success: Transfer Capital and the Laanan-Transfer Students' Questionnaire (L-TSQ) Revised

2010-11 Award – Paul J. McLoughlin II

High-Achieving Low-Income Students: How Low-Income Students on Full Financial Aid are Navigating an Elite College

2009-10 Award – Rachel Smith

Connected in Learning: A Mixed Methods Study of First-Year Students' Academic and Social Networks

2008-09 Award – Maryellen Mills

Student Success Course Participation and Engagement Among Part-Time and Full-Time Community College Students



NATIONAL RESOURCE CENTER

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UNIVERSITY OF SOUTH CAROLINA

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Predicting GPA across Stages of Transfer Student Transition*



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The Paul P. Fidler Research Grant award includes a cash stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication.

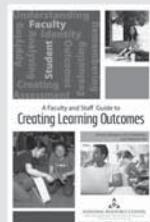
Application Procedures

The application and proposal will be available for download at www.sc.edu/fye on April 1, 2014. Completed applications must be received by 11:59 pm EST, July 1, 2014.

E-mail: NRCrsrch@mailbox.sc.edu



Teaching and Learning in the First College Year



A Faculty and Staff Guide to Creating Learning Outcomes

Jimmie Gahagan, John Dingfelder, and Katharine Pei

ISBN 978-1-889271-67-5. 30 pages. \$3



The First-Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success

Volume III: Teaching in the First-Year Seminar

Brad Garner

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Online Courses

on The First-Year Experience®
and Students in Transition



March 3 - April 4, 2014

Common Readings: Creating Community Beyond the Book

Instructor: Catherine Andersen

April 7 - May 9, 2014

Adults and Adulthood in Higher Education

Instructor: Donna Younger

Register online at www.sc.edu/fye/oc | Courses limited to first 25 registrants.

Journal

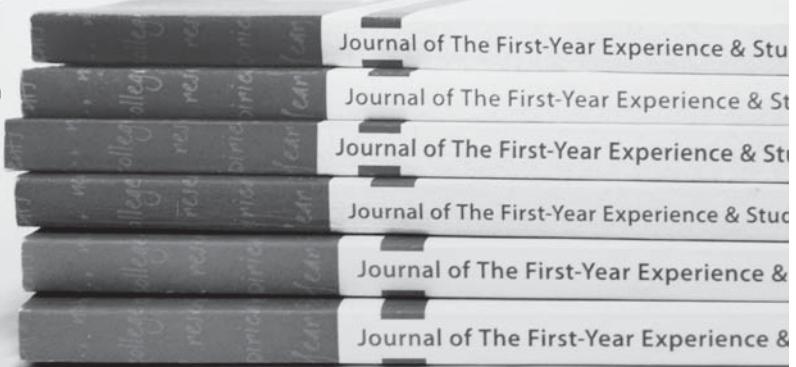
of The First-Year Experience & Students in Transition

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

- Explorations into the academic, personal, and social experiences—such as outcomes related to success, learning, and development—of students at a range of transition points throughout the college years. These transitions consist of, but are not limited to, the first college year, the transfer transition, the sophomore year, the senior year and transition out of college, and the transition to graduate work;

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

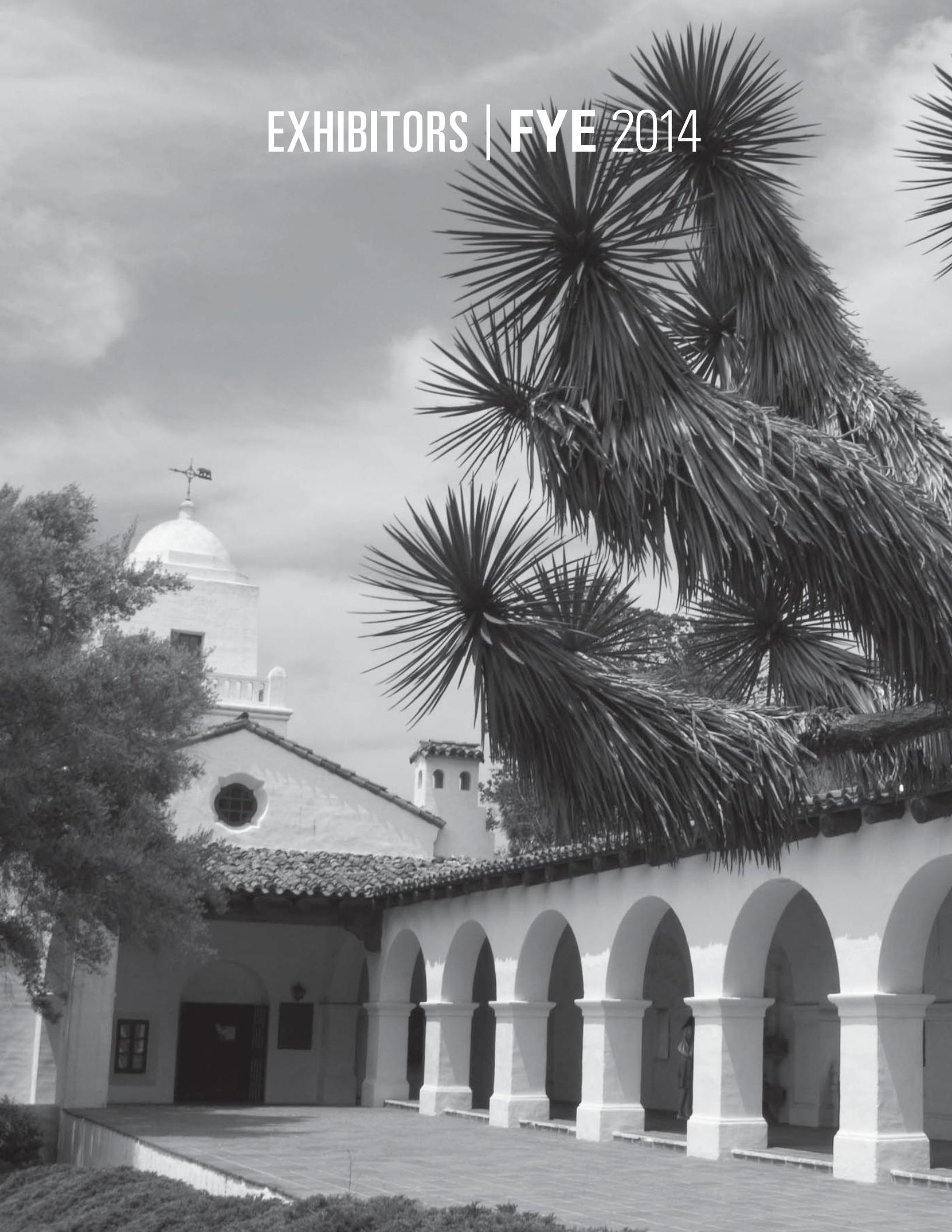
- Transition issues unique to specific populations (e.g., nontraditional, traditional, historically underrepresented students, transfer students, commuters, part-time students); and
- Explorations of faculty development, curriculum, and pedagogical innovations connected to any of the transitions identified above.



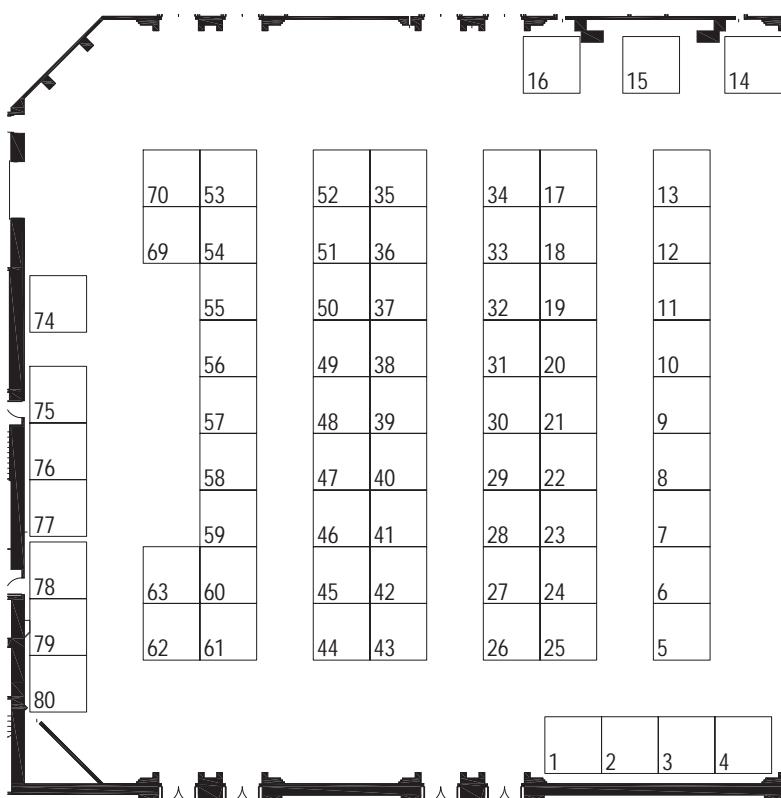
NATIONAL RESOURCE CENTER

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

EXHIBITORS | FYE 2014



EXHIBITOR BOOTH MAP



Exhibitor Information

Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. Exhibitors are located in Seaport A-E in the Grand Hyatt San Diego.

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Involvio	15	W.W. Norton	57
John N. Gardner Institute for Excellence in Undergraduate Education	46		
Kendall Hunt Publishing Company	1, 2		

Exhibit Schedule

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

Saturday, February 15, 2014

Exhibit Hours
5:00 pm - 7:45 pm

Sunday, February 16, 2014

Exhibit Hours
7:00 am - 11:30 am
1:30 pm - 6:00 pm

Monday, February 17, 2014

Exhibit Hours
7:00 am - 12:00 noon

EXHIBITORS

FYE 2014



Alpha Lambda Delta Honor Society

90 years of academic excellence! Founded in 1914, Alpha Lambda Delta National Academic Honor Society for First Year Students recognizes and rewards academic excellence among students during their first year of college. Open to full-time students who earn a minimum scholastic average of 3.5 and are in the top 20% of their class, Alpha Lambda Delta rewards academic excellence, promotes participation in service, provides leadership development, and enhances student retention. Since ALD offered its first fellowship in 1940, over 1,350 ALD students have received over \$2.75 million dollars.



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American Psychological Association

American Psychological Association is the premier source for information in psychology.

APA delivers this information through its expansive collection of books, journals, newsletters, electronic products and its website, www.apa.org.



Bedford / St. Martin's

Bedford/St. Martin's is thrilled to publish a series of college success titles and technology solutions, including leading textbooks by John N. Gardner and Betsy O. Barefoot and a brand-new title by Jamie

Shushan called A Pocket Guide to College Success. These digital and print programs fit well with our publishing philosophy, emphasizing innovation, quality, and a focus on the needs of students and instructors. We want to learn what is important in your college success or first-year experience course. Stop by our booth and let us know your thoughts!



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Campus Labs

Higher One partners with colleges and universities to lower their administrative costs and to improve graduation rates. Our Campus Labs® suite of data management services provides a specialized, comprehensive assessment program that combines data collection, reporting, organization, and campus-wide integration.



Campus ToolKit

Campus ToolKit (www.campustoolkit.com) is the leader in the innovative combination of high-tech and high-touch to improve retention. Often used with First-Year Experience courses or TRiO programs, our web-based systems provide students with the tools they need for enhanced self-understanding and mastery. The assessments, communication tools and support resources also forge closer connection between colleges and their students.



CENGAGE
Learning™

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College Transition Publishing

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NACADA

The National Academic Advising Association (NACADA) promotes and supports quality academic advising to enhance the educational development of students at higher education institutions. NACADA provides a forum for the discussion, debate, and exchange of ideas pertaining to academic advising through numerous events and publications. NACADA members include professional advisors/counselors, faculty, administrators, and students whose responsibilities include academic advising. Visit the NACADA booth for information on our cost-effective professional development events and advising resources.



The National Campaign to Prevent Teen and Unplanned Pregnancy

The National Campaign to Prevent Teen and Unplanned Pregnancy is a non-profit, non-partisan organization. Helping students avoid unplanned pregnancy—which places additional stress on their time, finances and relationships—can help them complete college. The National Campaign offers free resources, including three online lessons, that faculty can use to bring this topic to their campus.



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

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



The National Society of Collegiate Scholars

The National Society of Collegiate Scholars (NSCS) is an honors organization that recognizes and elevates first- and second-year high achievers at more than 300 college campuses nationwide. NSCS provides career and graduate school connections, leadership and service opportunities and gives out nearly a million dollars in scholarships annually to members.



National Survey of Student Engagement –Indiana University

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



The New York Times

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NODA provides education, leadership and professional development in the fields of college student orientation, transition and retention. NODA was chartered in 1976 and continues the tradition of orientation, retention and transition professionals who have met annually for over 40 years. Today, NODA is an international association comprised of professional administrators, students, faculty and related organizations.



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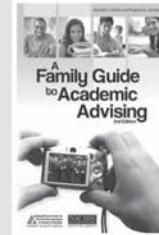


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More information regarding the award will be available at www.sc.edu/fye by May 1, 2014.



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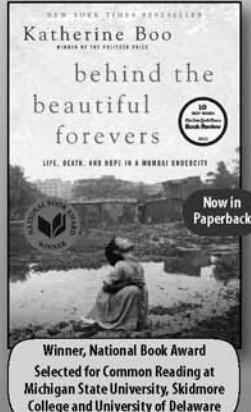


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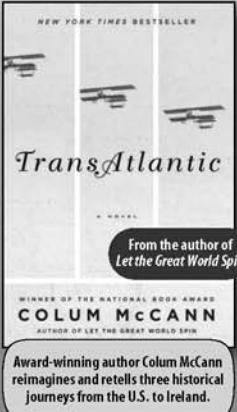


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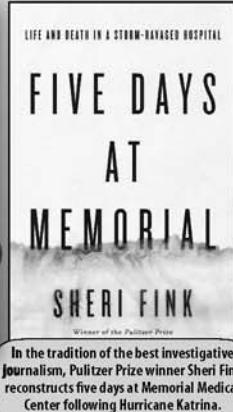
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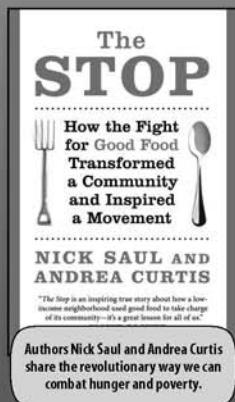


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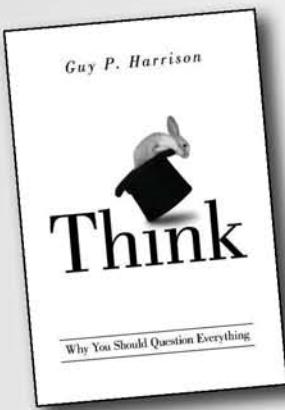
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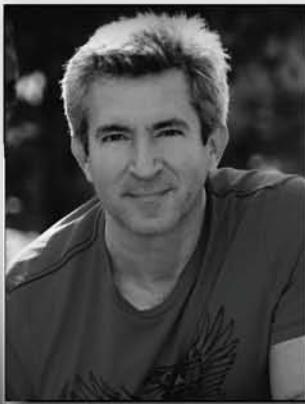


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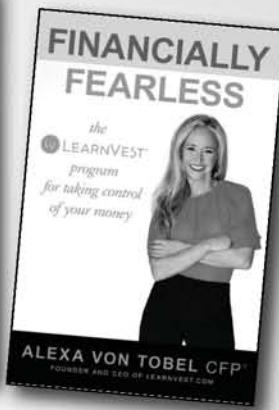
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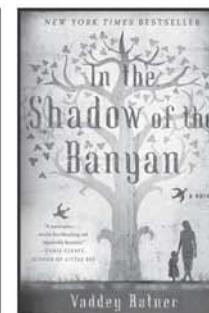
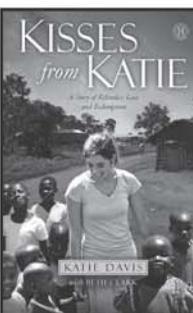
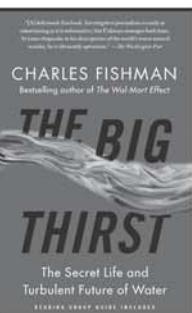
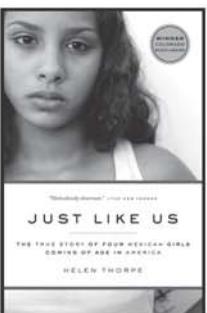
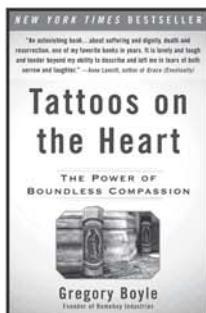
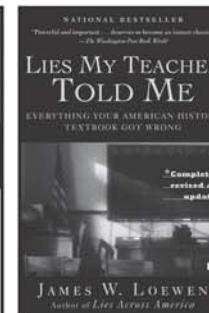
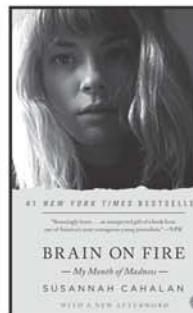
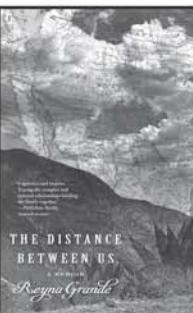
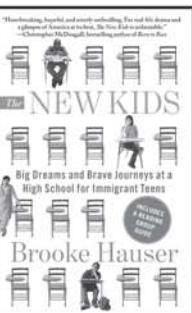
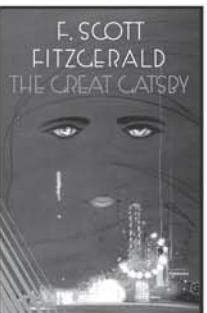
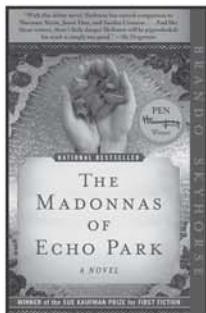
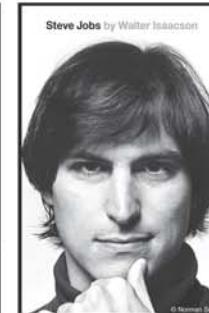
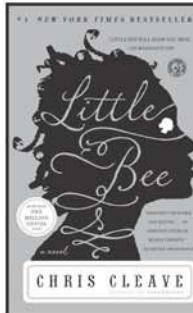
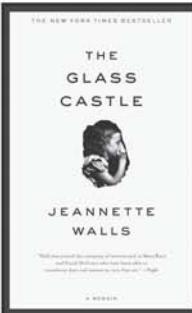
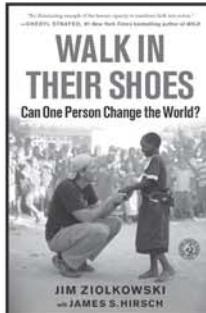
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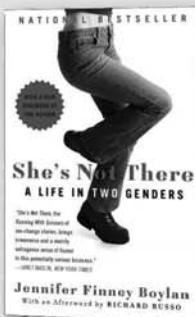




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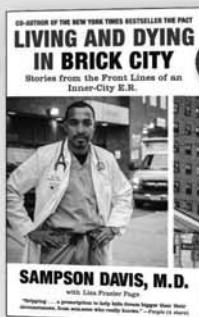
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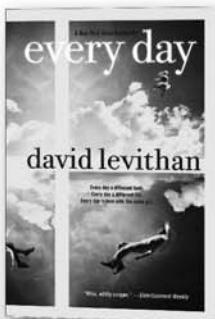


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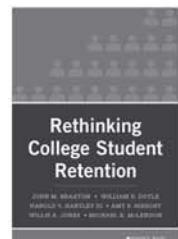
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First-year programs and interventions have become critical launching pads for student success and retention in higher education. However, these programs often flounder not because of what they are trying to do, but because of the ways in which they are implemented. This how-to guide will help you successfully develop new first-year programs and enhance existing ones.

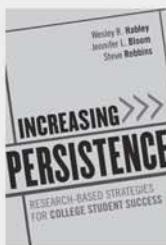


Rethinking College Student Retention

Drawing on studies funded by the Lumina Foundation, the authors revise current theories of college student departure, taking into account the role of the external environment and the characteristics of social communities in student retention. Their recommendations will inform policies and initiatives to help students reach their maximum potential for success and degree completion.

Increasing Persistence

Anchored in ACT's What Works in Student Retention survey of 1,100 colleges and universities, this compendium provides evidence-based interventions and best practices for improving student success in college.



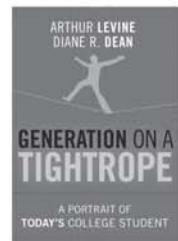
First Generation College Students

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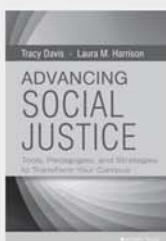


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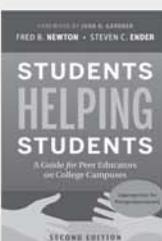
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			Orgera, Jeff	University of Arizona	CI-24
			Ortiz, Michelle	University of Arizona	CI-24

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NOTES

33rd ANNUAL CONFERENCE ON
**THE FIRST-YEAR
EXPERIENCE[®]**

**National Resource Center for The First-Year Experience[®]
& Students in Transition**

February 15-18, 2014 | San Diego, California

First Name

MI

Last Name

Maiden Name

Last 4 digits of your social security number

Sunday | February 16, 2014 Conference Sessions

9:00 am –10:00 am

Title of Session: _____

Presenter Signature: _____

10:15 am –11:15 am

Title of Session: _____

Presenter Signature: _____

1:30 pm – 2:30 pm

Title of Session: _____

Presenter Signature: _____

2:45 pm – 3:45 pm

Title of Session: _____

Presenter Signature: _____

4:00 pm – 5:00 pm

Title of Session: _____

Presenter Signature: _____

5:15 pm – 6:15 pm

Title of Session: _____

Presenter Signature: _____

5:15 pm – 6:30 pm

Title of Session: _____

Presenter Signature: _____

Monday | February 17, 2014 Conference Sessions

9:15 am – 10:15 am

Title of Session: _____

Presenter Signature: _____

Continue to the next page

10:30 am – 11:30 am

Title of Session: _____

Presenter Signature: _____

3:00 pm – 4:00 pm

Title of Session: _____

Presenter Signature: _____

4:15 pm – 5:15 pm

Title of Session: _____

Presenter Signature: _____

4:15 pm – 5:30 pm

Title of Session: _____

Presenter Signature: _____

4:15 pm – 5:45 pm

Title of Session: _____

Presenter Signature: _____

5:30 pm – 6:30 pm

Title of Session: _____

Presenter Signature: _____

5:30 pm – 6:45 pm

Title of Session: _____

Presenter Signature: _____

Tuesday | February 18, 2014 Conference Sessions

8:00 am – 9:00 am

Title of Session: _____

Presenter Signature: _____

9:15 am – 10:15 am

Title of Session: _____

Presenter Signature: _____

10:30 am – 11:30 am

Title of Session: _____

Presenter Signature: _____

I certify that I have attended all of the above sessions at the 33rd Annual Conference on The First-Year Experience, in San Diego, California.

Participant Signature _____ Date _____

This form must be attached to the completed University of South Carolina Continuing Education & Conferences & 33rd Annual Conference on The First-Year Experience form for Noncredit Continuing Education Units. This form may be found at the conference registration desk.

NOTES

How can the MBTI® Assessment help your first-year students?



Last year, we heard from hundreds of friends about how the Myers-Briggs® (MBTI®) assessment has helped them in their personal and professional lives – especially when it came to retention.

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Learn to teach students how to flex their natural communication style to improve their interactions with others.

Date: Sunday, February 16th

Location: Torrey Hills AB

Time: 2:45 – 3:45pm

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- 2 - Tweet where you first used the MBTI tool and use #MBTIEDU in your tweet.
- 3 - Come to booth #23 to show us your tweet.
- 4 - Get your free limited MBTI Type Head Mug.**

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*Limited quantities available for session attendees only.

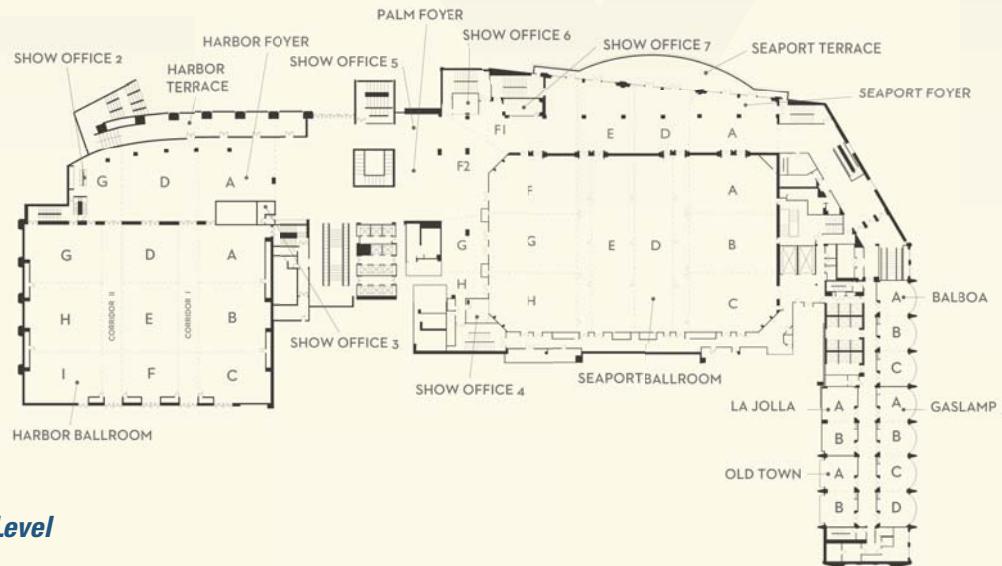
**MBTI Type Head Mugs are limited to one per participating attendee, while supplies last. Valid for conference attendees only and must be picked up at booth.

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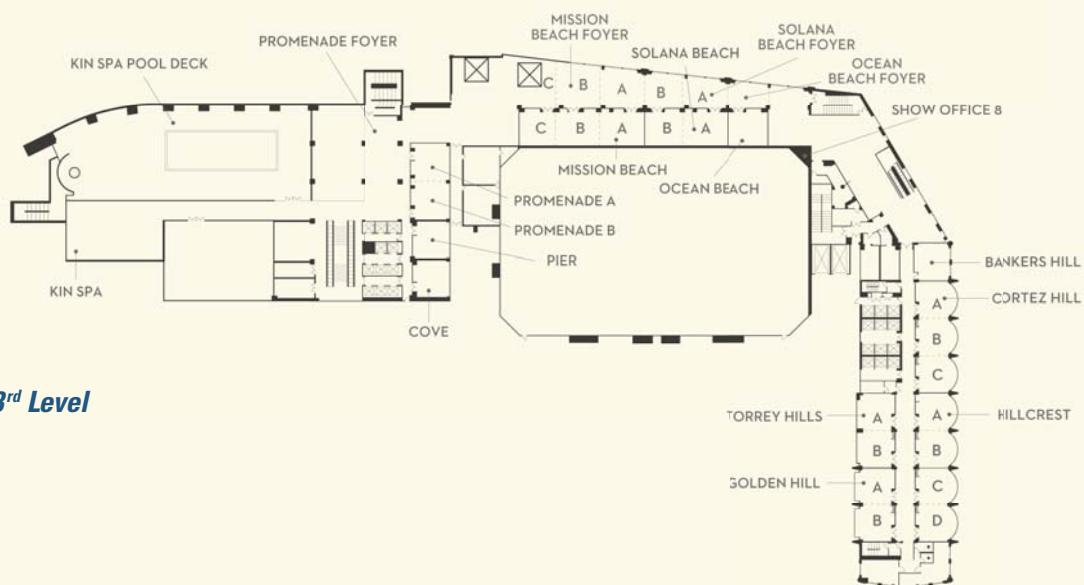


The people development people.

Conference Meeting Space | Grand Hyatt SAN DIEGO

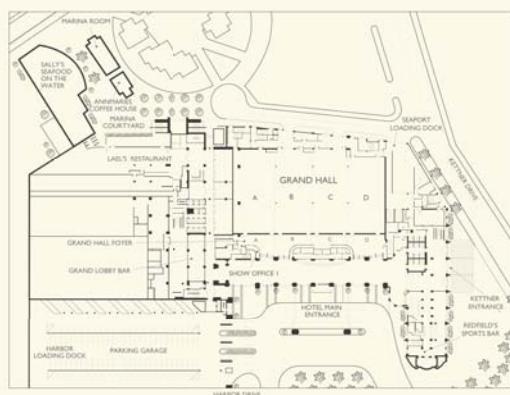


2nd Level

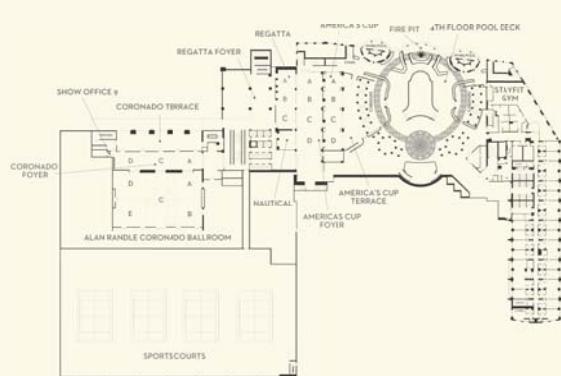


3rd Level

Other Hotel Levels | Grand Hyatt SAN DIEGO



Main Level



4th Level