ANNUAL FYE

ORLANDO | FEBRUARY 20-23, 2016

CONFERENCE PROGRAM

NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

WWW.FACEBOOK.COM/FYESIT @NRCFYESIT **#FYE16**

UNIVERSITY OF SOUTH CAROLINA

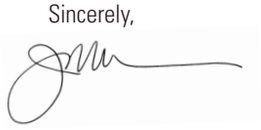
Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am honored to welcome you to Orlando, FL for the 35th Annual Conference on The First-Year Experience. We are pleased to have Florida International University, the South African National Resource Centre for The First-Year Experience and Students in Transition, the University of Central Florida, the University of South Florida, Valencia College, and York University (Canada) as co-hosts for this event. Representing two-year and four-year institutions, a diversity of institutional purposes, campuses and a national organization, 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.

The National Resource Center takes great pride in hosting educationally productive and personally inspiring conferences that create meaningful connections between 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 Center's staff has planned an outstanding program of pre-conference workshops; keynote, plenary, and closing speakers; featured sessions; and conference presentations. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. Among the core commitments of the National Resource Center and the standards for excellence in our work with the first-year experience are collaboration, lifelong learning, inclusion, and the connection between research and practice. As 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 in the United States and across the globe.

The staff of the National Resource Center and representatives from our co-hosts 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 Orlando and in the future. Enjoy your time at the conference!

Sincerely,



Jennifer R. Keup

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

1728 College Street • Columbia, South Carolina 29208 • 803/777-6029 • Fax 803/777-4699 • E-Mail fye@sc.edu • http://www.sc.edu/fye

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SCHEDULE OF EVENTS

SATURDAY | FEBRUARY 20, 2016

7:00 am – 6:00 pm	Conference Registration
8:00 am – 5:00 pm	Preconference Workshops
5:30 pm – 7:15 pm	Opening Session with Keynote Address and Awards Recognition ***— Brian Murphy***
7:15 pm - 8:00 pm	Opening Reception *DINNER ON YOUR OWN*

SUNDAY | FEBRUARY 21, 2016

7:00 am –6:00 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 – 12:30 pm	Conference Sessions
1:45 pm – 6:30 pm	Conference Sessions *DINNER ON YOUR OWN*

MONDAY | FEBRUARY 22, 2016

7:30 am – 9:00 am	Continental Breakfast with Poster Sessions and Colleague Clusters
7:00 am – 6:00 pm	Conference Information Desk
9:15 am – 11:30 am	Conference Sessions
11:30 am – 1:30 pm	*LUNCH ON YOUR OWN*
1:30 pm – 2:45 pm	Plenary Address and Awards Recognition ***— Stephanie Foote***
3:00 pm – 5:15 pm	Conference Sessions *DINNER ON YOUR OWN*

TUESDAY | FEBRUARY 23, 2016

7:00 am – 8:00 am	Continental Breakfast
7:00 am – 12:00 noon	Conference Information Desk
8:00 am – 11:30 am	Conference Sessions
11:45 am – 12:45 pm	Closing Address ***— Mark Allen Poisel***

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 postsecondary student learning and development. We strive to set a standard of excellence for supporting student transitions and facilitating educational success for a diversity of students in the 21st century.

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

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

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

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

Welcome to the

ANNUAL FYE

ORLANDO | FEBRUARY 20-23, 2016

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:

Florida International University
South African National Resource Centre for the First-Year Experience and Students in Transition
University of Central Florida
University of South Florida
Valencia College
York University

LEARNING OBJECTIVES/GOALS

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

1. _____

2. _____

3. _____

4. _____

5. _____

Other thoughts:

_____

_____

_____

_____

_____

GENERAL INFORMATION

Registration Information

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

Friday, February 19, 2016
8:00 am – 6:00 pm
Saturday, February 20, 2016
7:00 am – 6:00 pm
Sunday, February 21, 2016
7:00 am – 6:00 pm
Monday, February 22, 2016
7:00 am – 6:00 pm
Tuesday, February 23, 2016
7:00 am - 12:00 noon

Hotel Map

A floor plan of the meeting rooms at the Rosen Centre Hotel 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.

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 1-3 in Grand Ballroom CDE 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.

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 schools 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

2016 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.

International Sessions

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

Excellence in Teaching First-Year Seminar Award

2016 Award Recipient ***Past Recipient***

Current and past recipients of the Teaching Excellence in First-Year Seminars 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
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 CampusLabs after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and improve future conferences; therefore, your comments are extremely important.

Session Handouts

There are several tables set up throughout the meeting space for presenters to leave extra handouts from their sessions.

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/2016annual/

after March 28, 2016. All presenters are encouraged to submit electronic versions of their session handouts via the link you receive at the conclusion of the conference.

Parking
Self-parking is available at a rate of $15 and valet parking is available at a rate of $20 per day - both offered with in and out privileges.

Copies and Faxes
Copies and faxes can be handled at the Ricoh Business Center located at the Front Desk of the hotel, all the way to the left next to the door leading into the sales office.

Internet Access
Wireless internet access is complimentary in the guest rooms for conference attendees.

Continuing Education Units (CEUs)
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 115-116 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 23, 2016.

PLACES OF WORSHIP

ASSEMBLY OF GOD
Evangel Assembly of God
5838 Hoffner Avenue
Orlando, FL 32822
407-275-0046

BAPTIST
First Baptist Church Windermere
8464 Winter Garden Vineland Road
Orlando, FL 32836
407-876-2234

FIRST BAPTIST CHURCH OF ORLANDO
3000 South John Young Parkway
Orlando, FL 32805
407-425-2555

EPISCOPAL
The Cathedral Church of Saint Luke
130 North Magnolia Avenue
Orlando, FL 32802
407-849-0680

ISLAM
Islamic Society of Central Florida
Goldenrod Road, FL 32733
407-273-8363

Jama Masjid of Orlando
11543 Ruby Lake Road
Orlando, FL 32836
407-238-2700

BUDDHIST
Guang Ming Temple (IBPS)
6555 Hoffner Ave
Orlando, FL 32822
407-281-8482

Muslim Prayer Room and Fountain:
There is a designated meditation area located inside the Morocco Museum at Epcot's World Showcase. Small rugs are available for guest use.

JEWISH
Jewish Federation of Greater Orlando
851 N. Maitland Avenue
Maitland, FL 32751
407-645-5933

LUTHERAN
St. John Evangelical Lutheran Church
1600 S. Orlando Ave (Hwy 17-92)
Winter Park, FL 32789
407-644-1783

METHODIST
First United Methodist Church
142 East Jackson Street
Orlando, FL 32801
407-849-6080

NON-DENOMINATIONAL
Grace Fellowship Church
Worship Location:
Westside School
2551 Westside Blvd.
Kissimmee, FL 34747
866-369-1100

PRESBYTERIAN
River of Life Presbyterian Church
8323 West Sand Lake Road
Orlando, FL 32819
407-351-3333

St. Stephen Presbyterian Church
8601 Lake Underhill Road
Orlando, FL 32825
407-277-4351

Community Presbyterian Church in Celebration
511 Celebration Avenue
Celebration, FL 34747
407-566-1633

ROMAN CATHOLIC
Mary Queen of the Universe Shrine
8300 Vineland Avenue
Orlando, FL 32821
407-239-6600

Holy Cross Catholic Church
12600 Marsfield Ave
Orlando, FL 32837
407-438-0990

Holy Family Catholic Church
5125 South Apopka Vineland Road
Orlando, FL
407-876-2211

Corpus Christi Catholic Church
1050 Celebration Avenue
Celebration, FL 34747
321-939-1491

Saint James Catholic Cathedral
215 N. Orange Avenue
Orlando, FL
407-422-2005

EASTERN CATHOLIC
Saint Nicholas Byzantine Catholic Church
5135 Sand Lake Road
Orlando, Florida 32819
407-351-0133

SEVENTH DAY ADVENTIST
Apopka Seventh-Day Adventist Church
340 Votaw Road
Apopka, FL 32703
407-889-2812

THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS
Orlando Florida Temple
9000 Windy Ridge Rd
Windermere, FL 34786-8347
407-876-0022

SESSION FORMATS

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

Poster Sessions

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

Poster session types:

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

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

Facilitated 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.

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.

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.

STAFF ROSTER

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

**denotes those attending the conference*

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

Dan Friedman
Director, University 101

NRC Administration, Marketing, and Resource Development

*Rico Reed
Assistant Director for Administration & Resource Development

*Allison Minsk
Graphic Artist

*Joey Hilton
Graphic Artist

Rosa Thorn-Jones
Administrative Specialist

NRC Conferences and Continuing Education

*Nina L. Glisson
Assistant Director for Conferences & Continuing Education

*Lauren Hall Rippy
Program Coordinator for Continuing Education Initatives

*Amanda Jackson
Conference Assistant

Jennie Duval
Business Associate & Conference Registrar

NRC Publications

*Tracy L. Skipper
Assistant Director for Publications

Brad Garner
Toolbox Editor

*Paul A. Gore, Jr.
Journal Editor

*Christina Hardin
eSource Editor

India Hill
Publications Assistant

Toni Vakos
Editor

NRC Research, Grants, and Assessment

*Dallin George Young
Assistant Director for Research, Grants, & Assessment

University 101 Programs

Catherine Greene
Assistant Director for Campus Partnerships

*Tricia Kennedy
Assistant Director for Peer Leadership

Christina Hardwick
Administrative Assistant

*Dottie Weigel
Assistant Director for Curriculum and Administration

*James Winfield
Assistant Director for Faculty Development and Assessment

Department Administration and Technical Support

Tamila Pringle
Budget & Human Resources Manager

Carlos Diaz
Information Technology Manager

Bert Easter
Information Resource Consultant

Demetrious Cooper
Web Developer

Center Fellows

*John N. Gardner,
Founding Director and Senior Fellow

*M. Stuart Hunter
Senior Fellow

*Betsy O. Barefoot

Dorothy S. Fidler

*Jean M. Henscheid

Richard H. Mullendore

Randy L. Swing

Graduate Assistants

*Sarah Frakes
*Sandy Greene
Dory Hoffman
Zachary Lord
*Jessie McNevin
*Dustin Roberts
*Katie Strickland
*Michael Tauchar
*Victoria Thomas

Undergraduate Assistants

Haley Davis-Martin
Reid Gough
Mike Hodshon
Maya Sabbagh

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Higher Education Data Sharing Consortium and Wabash Center of Inquiry in Liberal Arts at Wabash College

Hunter Boylan
National Center for Developmental Education

Denise Rode
Northern Illinois University

Lemuel Watson
University of South Carolina

Term Ending 2017

Johnnella E. Butler
Spelman College

Diane Nutt
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University of Central Florida

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Stephanie Foote
Kennesaw State University

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California State University

Russell Lowery-Hart
Amarillo College

Victor Saenz
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Term Ending 2019

Kimberly Griffin
University of Maryland

Maria Hesse
Arizona State University

Laura Jimenez
College and Career Readiness and Success Center

George Mehaffy
American Association of State Colleges and Universities

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.

Dr. Christina Acoff
California State University, Fullerton

Peg Adams
Northern Kentucky University

Sidrah Ahmad
University of the Fraser Valley

Molly Albart
The University of Texas at Arlington

Sandra Albers
Leeward Community College

John Amanatides
York University

Amy Amper
Leeward Community College

Catherine Andersen
University of Baltimore

Tanya Anderson
Sacramento City College

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Tarrant County College Trinity River Campus

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University of Houston-Victoria

Elaine Bromfield
Tuskegeee University

Jared Brown
West Chester University of PA

Lawrence Brown
Florida A&M University

Joe Brown
Texas Wesleyan University

Sharie Brunk
University of Wisconsin-La Crosse

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Hawaii Community College

Melanie Burton
BYU

Kelli Campa
SUNY Binghamton

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Montclair State University

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Northern Arizona University

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Georgia Southern University

Temple Carter
Texas State University

Marjorie Jayne Carter-Davis
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Durham Technical Community College

Phyllis Curtis-Tweed
The Berkeley Institute

Sarah Dahlen
California State University, Monterey Bay

Debbie D'Anna
Brevard College

Jill Darley-Vanis
Clark College

Laura Dice
University of Pittsburgh

Maria João Dodman
York University

Beverly Dolinsky
Endicott College

Patrice Donnelly
Samford University

Erika Dumke
Virginia Commonwealth University

Lynda Duran
University of Colorado Denver

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Utah Valley University

Ann Ellsworth
Montana State University

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California State University, Northridge

Dr. Patricia Erjavec
Pueblo Community College

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Malone University

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Jananne K. "Nan" Fiebig
Methodist University

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LaGuardia Community College

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Anne Graham
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Jacqui Grallo
California State University Monterey Bay

Angelia Green
Jacksonville State University

Kamaka Gunderson Ke Ana La'ahana PCS,
Hawai'i Community College

Thomas Hagedorn
The College of New Jersey

Betsy Hall
Long Island University--Brooklyn

Cathy Hall
Northern Virginia Community College

Mazen Hamadeh
York University

Erika Hanson
University of North Carolina Wilmington

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.

Christine Harrington
Middlesex County College

Laura Harrington
University of Washington

Dale Hartenburg
Augusta University

Liz Hartford
Tufts University

Douglas Hasty
Florida International University

Breona Hayes
Saint Augustine's University

Stephanie Hays
Buena Vista University

Nicole Henderson
Southern Connecticut State University

Kia Hendrickson
University of Wisconsin- Platteville

Colleen Hennigan
Point Park University

Sara Henson
Central Oregon Community College

Jim Hermelbracht
Stonehill College

Jennifer Hernandez
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Iris Hinderliter
University of Missouri-St. Louis

Matthew Hipps
Dalton State College

Ruth Hoffman
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Winston-Salem State University

Maria Holmes
Sam Houston State University

Jacqueline Honda
University of Hawai'i - West O'ahu

Hazel Hooker
Florida International University

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Aquinas College

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UNIVERSITY OF SOUTH CAROLINA

April 22-24, 2016
Institute on Sophomore Student Success
University of South Carolina

July 29-31, 2016
Institute on First-Generation College Students
University of South Carolina

October 15-17, 2016
23rd National Conference on Students in Transition
New Orleans, Louisiana

February 11-14, 2017
36th Annual Conference on The First-Year Experience
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High-quality case studies describing first-year seminars that intentionally integrate effective educational practices are invited for a new book on high-impact practices in the first college year. Cases are sought from a variety of institutions and representing a range of seminar types. Successful proposals will include a detailed description of how these characteristics are enacted within classroom practices and assignments as well as their impact on the seminar's effectiveness.

The deadline for case submission is **April 4, 2016.**

To review complete guidelines or submit a case study, visit

WWW.SC.EDU/FYE/PUBLICATIONS/**DEVELOPMENT.HTML**

PRECONFERENCE WORKSHOPS - SATURDAY, FEBRUARY 20

Conference Registration/ Information Desk
7:00 am – 6:00 pm
Grand Ballroom Foyer

Continental Breakfast
7:30 am – 9:00 am
Grand Ballroom Foyer

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS
Lunch is provided for all preconference workshop participants

W-1 | These Things We Know for Sure: Key Components and Strategies for a Successful First-Year Experience Initiative
8:00 am – 12:00 noon | $135 | Salon 4
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-2 | Upgrade Your Peer Leader Program by Creating High-Impact and Transformative Experiences
8:00 am – 12:00 noon | $135 | Salon 2
Bryce Bunting, Associate Director for First-Year Mentoring
– Brigham Young University
Tricia Kennedy, Assistant Director for Peer Leadership, University 101 Programs
Dallin George Young, Assistant Director for Research, Grants, and Assessment, National Resource Center for The First-Year Experience and Students in Transition
– University of South Carolina

W-3 | 29 Years, 12 Models: THINGS THAT WORK Across All First-Year Seminars
8:00 am – 12:00 noon | $135 | Salon 1
Tom Carskadon, Professor of Psychology
John Grisham, Master Teacher, and Director of First-Year Experience Programs
–Mississippi State University

W-4 | Redesigning the Community College Entering Student Experience for High Impact
8:00 am – 12:00 noon | $135 | Salon 5
Arleen Arnsparger, Senior Associate, College Relations, Center for Community College Student Engagement
– The University of Texas at Austin
Vicki Lock, Dean of Student Success
– Northeast Wisconsin Technical College
Kelli M. Burns, Director, Institutional Research and Planning
– St. Louis Community College

W-5 | Reflective Practice for Professional Growth and Personal Resilience
8:00 am – 12:00 noon | $135 | Salon 10
Steve Piscitelli, Professor of History
– Florida State College at Jacksonville

W-7 | Best Practice in the First College Year: Defining What Works and Why
9:00 am – 4:00 pm | $235 | Salon 3
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
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-8 | Fostering Student Learning with Engaging and Meaningful Assignments
9:00 am – 4:00 pm | $235 | Salon 15
Mary Stuart Hunter, Associate Vice President and Executive Director for University 101 Programs and The National Resource Center for The First-Year Experience and Students in Transition
– University of South Carolina
Kevin C. Clarke, Assistant Director, Academic Engagement
– University of Wisconsin-Madison
Catherine Sale Greene, Assistant Director for Campus Partnerships, University 101 Programs
– University of South Carolina

W-9 | Designing and Sustaining Learning Communities for First-Year Students
9:00 am - 4:00 pm | $235 | Salon 12
Jean M. Henscheid, Clinical Faculty, Adult, Organizational Learning and Leadership, College of Education
— University of Idaho

W-10 | Using the Science of Motivation to Engage All Learners
1:00 pm – 5:00 pm | $135 | Salon 11
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

SATURDAY, FEBRUARY 20

W-11 | The Common Read: Taking Your Program to the Next Level
1:00 pm – 5:00 pm | $135 | Salon 13

Alex Barron, Director of Freshman Studies
Jennifer Phlieger, Assistant Dean in the School of Education
Holly Carter, Director of the Office of International Education
– St. Edward's University

W-12 | Affecting the First-Year Experience for African American and Hispanic Males
1:00 pm – 5:00 pm | $135 | Salon 14

Wayne Jackson, Director of the Multicultural Academic and Support Services Department
– University of Central Florida
Maurice A. Davis, Counselor
– Montgomery County Community College

W-13 | Building Bridges between the Curriculum and Co-Curriculum: Promoting Partnerships between Academic & Student Affairs
1:00 pm – 5:00 pm | $135 | Salon 9

Joe Cuseo, Professor Emeritus of Psychology, Educational Advisor and Consultant AVID
– Marymount College

W-14 | Taking High-Impact Practices to Scale to Increase Student Engagement and Success
1:00 pm – 5:00 pm | $135 | Salon 7

Stephanie M. Foote, Professor of Education, Director, Master of Science in First-Year Studies, CETL Faculty Fellow for High Impact Practices

Amy M. Buddie, Associate Director for Graduate Student Support and Undergraduate Research/Creative Activity, Professor of Psychology
– Kennesaw State University

W-15 | From Initiation Rites to Initiation Rights: Building Valuable Orientation Programs for First-Generation College Students
1:00 pm – 5:00 pm | $135 | Salon 8

La'Tonya Rease Miles, Director, Academic Resource Center

Danelle Dyckhoff Stelzriede, Associate Director for the First To Go Program
– Loyola Marymount University

Opening Session with Awards Recognitions and Keynote Address
5:30 pm – 7:15 pm

Context and Purpose: Student Transitions in a Shifting Environment

Junior Ballroom

Brian Murphy, President
— De Anza College

All moments of student transition take place in a particular historical moment, defined by current events and by a political environment that changes abruptly. Students entering college and university these days do so during a time of rapid demographic change, escalating tensions around race and immigration, and a looming crisis in global climate change. How might we think about student transitions if we want to better prepare students to engage the social and political world they inherit, or want to change?

Outstanding First-Year Student Advocate Award

5:30 pm – 7:15 pm | Junior Ballroom

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

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

Dante Cantu
Mount Saint Mary College

Patsy Fischer
Seward County Community College / Area Technical School

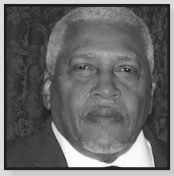
Marnelle Alexis Stephens
MacCormac College

Chris Caplinger
Georgia Southern University

Nancy KingSanders
Texas A&M University - Kingsville

Erin Kimura-Walsh
Santa Clara University

Jennifer Daniels
Lyon College



Gerald Poe
Wilberforce University

Brenda Sanders Dede
Clarion University

Sonia Maria Gipson Rankin
University of New Mexico

OPENING RECEPTION | 7:15 PM – 8:00 PM

Grand Ballroom CDE | Co-sponsored by Florida Consortium of Metropolitan Research Universities

Featured Session

An Evening with John Gardner

8:00 pm – Until | Salon 13

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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Please visit the Cengage Learning exhibit booth #27-28 to get "HANDS-ON" with **MindTap College Success** and learn how you can **Turn the Light on...**

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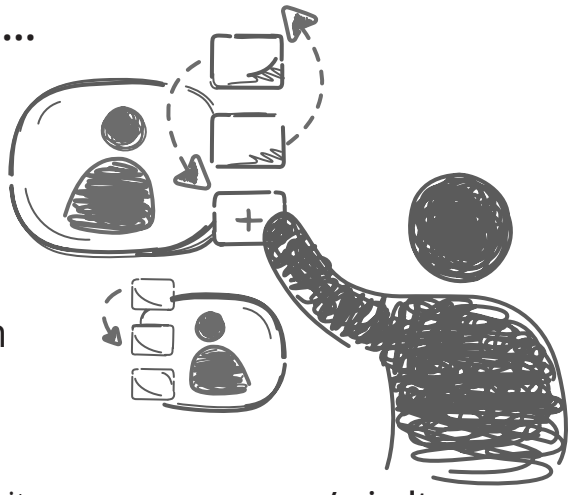

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Cengage Learning is the proud co-sponsor of the "Outstanding First-Year Student Advocates Awards."

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Cocktails & Conversations

SUNDAY, FEBRUARY 21, 2016 6:00–7:00PM

Rosen Centre Hotel, Orlando, Florida (Executive Ballroom Salon H)

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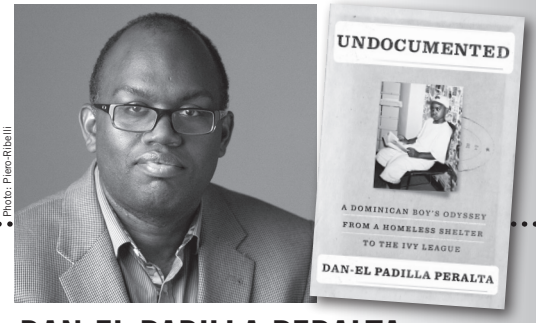

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SSG TRAVIS MILLS **DAN-EL PADILLA PERALTA**

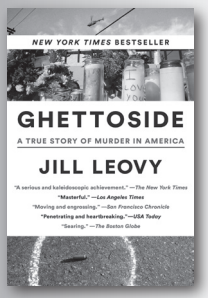
The 12th Annual Random House Authors Luncheon

MONDAY, FEBRUARY 22, 2016 11:30AM–1:15PM

Rosen Centre Hotel, Orlando, Florida (Grand Ballroom Salon A)

Photo: Jill Connelly

Jill Leovy



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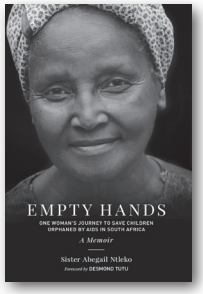

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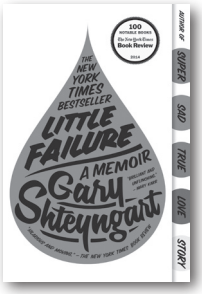

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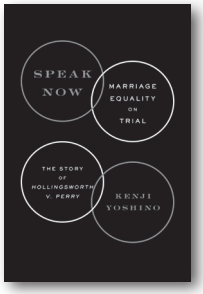

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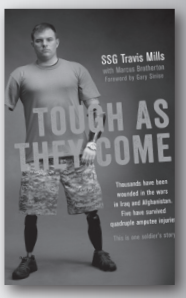

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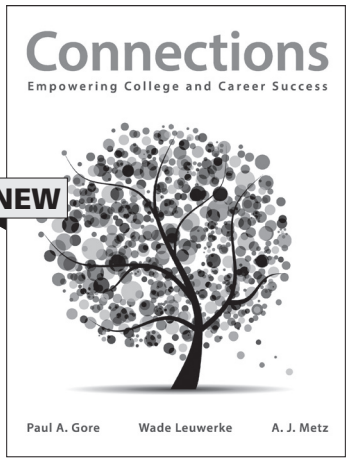

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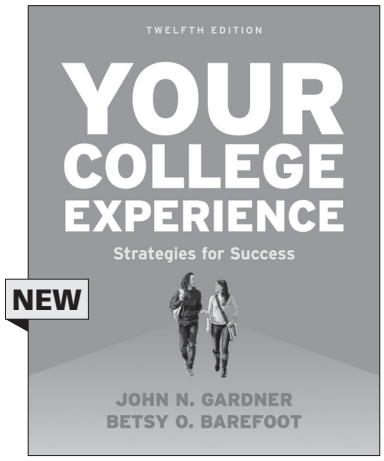
Empowering College and Career Success
First Edition

Paul A. Gore, *Xavier University*
Wade Leuwerke, *Drake University*
A. J. Metz, *University of Utah*

978-1-4576-2840-5

Connections: Empowering College and Career Success is a cutting-edge research-based college success program with an ideal balance of motivation, academics, and life skills. It integrates a state-of-the-art, norm-referenced, student self-assessment of non-cognitive and cognitive skills, ACES, that can be packaged with the text for a significant discount.

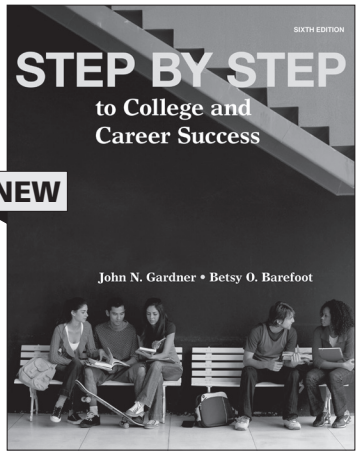


Your College Experience
Strategies for Success
Twelfth Edition

John N. Gardner
Betsy O. Barefoot

978-1-4576-9966-5

Written by the leading authorities on the first-year seminar and grounded in research, *Your College Experience* by **John Gardner** and **Betsy Barefoot** offers today's diverse students the practical help they need to make the transition to college and get the most out of their time there.



Step by Step
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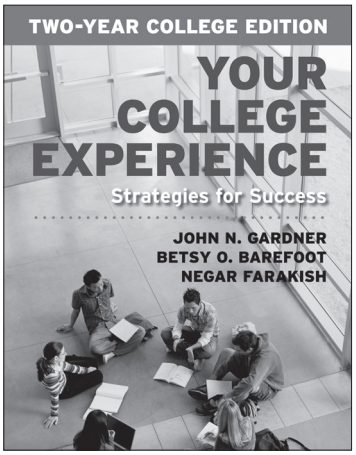
Sixth Edition

John N. Gardner
Betsy O. Barefoot

978-1-4576-7251-4

User-friendly, class tested and authoritatively research-based, *Step by Step to College and Career Success* offers students proven information and straightforward strategies that they can apply toward their success. This is the briefest title in the Gardner family of books, and the authors have focused on the most crucial skills and the most important choices students make in order to succeed in college and beyond



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Strategies for Success
First Edition

John N. Gardner
Betsy O. Barefoot
Negar Farakish, *Union County College, Cranford, New Jersey*

978-1-4576-6576-9

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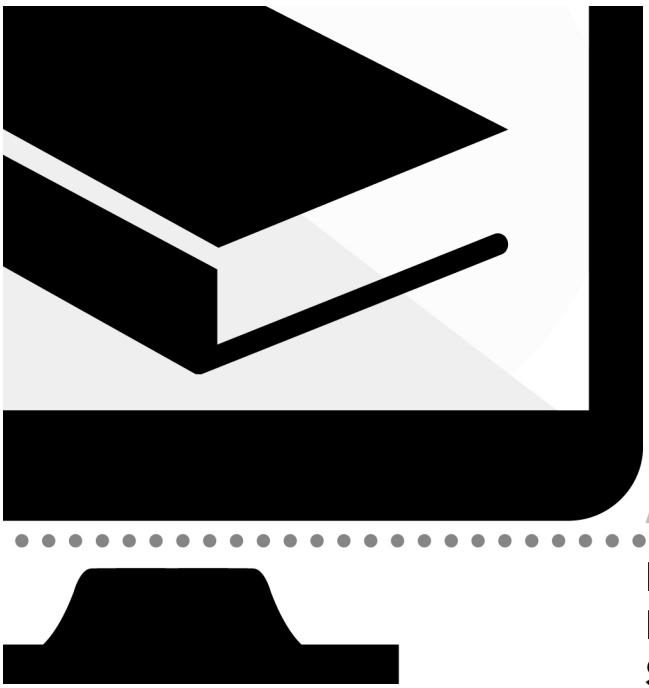

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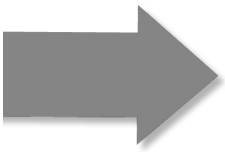
APRIL 4 - APRIL 29, 2016

INFUSING EMOTIONAL INTELLIGENCE LEARNING INTO YOUR FIRST-YEAR SEMINAR AND FIRST-YEAR EXPERIENCE PROGRAMS

Instructor: Korrel Kanoy



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

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

Each award recipient will receive:

- Two complimentary registrations to 23rd National Conference on Students in Transition to include at all conference sessions and meal functions and preconference workshops on a space available basis.
- Recognition at the 23rd National Conference on Students in Transition, including the presentation of a plaque during the conference, a half-page announcement in the conference program booklet, and slide(s) highlighting award recipients in multimedia presentations during plenary sessions
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (*E-Source for College Transitions*); and on the Center's web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets

More information regarding the award will be available at www.sc.edy/fye by May 1, 2016.

SUNDAY, FEBRUARY 21

Conference Registration/ Information Desk
7:00 am –6:00 pm
Grand Ballroom Foyer

Continental Breakfast
7:30 am – 9:00 am
Grand Ballroom CDE

Primer for First-Time Attendees
7:45 am - 8:45 am
Signature 2

M. Stuart Hunter
Senior Fellow, National Resource Center for The First-Year Experience & Students in Transition; Faculty Fellow, USC Connect

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

E-1 FOCUS 2 Career/Education Planning System Helps Students Select Their Majors
Salon 1

Janis Stokes
Vice President
Career Dimensions Inc.

Diane McCrudden
Vice President
FOCUS 2 Online Career and Education Planning Systems

This presentation will introduce you to the value of career planning in FYE/ SYE/Workshops and best practices for using FOCUS 2 Online Career and Education Planning system in FYE. FOCUS 2 helps students to choose their majors at your college & explore career paths that match their personal attributes. Research shows increased student success when a student's major choice matches his/her interests.

CI-2 Supporting New Students: Establishing Personal Connections in the First Year
Salon 10

Christina Hardin
Director, New Student Experience

Leonard Bass
Dean, Learning Support, East Campus

Daeri Tenery
Chemistry Professor, East Campus

Karen Reilly
Dean of Learning Support, West Campus
Valencia College

This session focuses on the development and implementation of the College's Quality Enhancement Plan (QEP) at Valencia College, which created a coordinated New Student Experience (NSE), designed to provide a consistent, yet adaptive and personal experience for our learners' first year of college. Session participants will engage in active discussion about the design of a large-scale first-year experience program, its first-year implementation, assessment findings, and the resulting changes to the program. Attendees will leave with tips, ideas, and a conceptual framework for developing their own first-year experience program.

CR-3 Faculty Attitudes and Behaviors That Help First-Year Students Thrive
Salon 11

Laurie Schreiner
Professor, Higher Education
Chair, Higher Education
Azusa Pacific University

Neil Best
Director, Residence Life
Geneva College

Matthew Vetter
Associate Director, Campus Leadership and Involvement Center
Denison University

This session will explore the results of a mixed-methods study focused on first-year seminar instructors whose students exhibited the highest levels of thriving at the end of the semester, with particular attention to the thriving levels of students of color. Thriving students are those who are fully engaged psychologically, socially, and academically in the college experience, making the most of their learning. The attitudes, behaviors, and teaching strategies of these faculty will be described in depth, leading to recommendations for faculty developers and for instructors who desire to create inclusive classroom environments conducive to first-year student thriving.

CR-5 Canadian and International Peer Leader Experiences: Theoretical and Research-Based Perspectives

Salon 12

Robert Kenedy
Associate Professor of Sociology
York University

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

Canadian data from the 2014-2015 International Survey of Peer Leadership provide a portrait of peer leadership experiences (PLE), recruitment, training, compensation strategies, and time commitment. Additional survey findings highlight the relationship between involvement in PLEs and students' perceptions of gains in skill development, academic performance, and employability outcomes. Research results, student quotes, and reflection questions will ground a discussion about the application and implications of these findings for campus programs, future research, and working towards a theoretical framework for understanding peer leadership based on sociological and psychological perspectives (i.e., intersectional concentric solidarity).

CT-6 Transforming First-Year Student Mindsets to Increase Student Success and Retention
Salon 13

Robert Feldman
Deputy Chancellor and Professor of Psychological and Brain Sciences
University of Massachusetts Amherst

Karan Goel
CEO & Founder
GetSet

Arthur Blakemore
Senior Vice Provost & Professor
Arizona State University

In this session we focus on research-based, low-cost, scalable approaches to increasing student success by developing a growth mindset orientation, one in which students view intelligence and talent as malleable and which can be improved through effort. Attendees will learn the theory behind mindset development strategies, consider research findings that show the effectiveness of changing student mindsets in producing student success and greater retention, and leave with direct knowledge of how to implement simple mindset development strategies that are effective and cost-efficient and can be tailored to their existing campus programs.

CI-7 Themed Learning Communities and Service-Learning Leveraged for Student Success
Salon 14

Michele Hansen
Executive Director, Institutional Research and Decision Support

Tom Hahn
Research and Evaluation Specialist
Indiana University-Purdue University, Indianapolis

This session will focus on how two high-impact practices were leveraged to improve student success and learning: themed learning communities (TLCs) and service-learning (SL). Assessment results suggested that students who participated in TLCs with SL experiences had significantly higher levels of critical thinking, integrated and civic learning, quality interactions with diverse peers, and persistence rates compared to students who participated in TLCs with no SL. Presenters will discuss implications of findings with regard to faculty development, providing students with opportunities for reflection, integrative learning assignments, intentionally linking themes with SL experiences, and using assessment results for program improvements.

CR-8 Desires to Serve as a Peer Leader: Motivation's Impact on Outcomes
Salon 15

Sara Frakes
Graduate Assistant, Research, Grants, and Assessment
National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

This session presents findings from a study exploring whether motivation to become a peer mentor influences the outcome of serving in the role. Data were collected through the National Survey of Peer Leaders and analyzed using a mixed-method design. The preliminary findings suggest there are major themes within the qualitative data. Study results can help institutions better predict outcomes based on student motivation, facilitating better control of student outcomes, and identify motivation factors for becoming a peer mentor.

CI-9 The Common Book Project: Building Academic Community
Salon 16

Ann-Marie Dunbar
Associate Professor, English

Kelly Hasleiet
Teaching Assistant, Common Book Project

Robin Kaufmann
Teaching Assistant, Common Book Project
Winona State University

This session will offer an overview of Winona State University's Common Book Project, a unique common read program that aims to integrate the selected text purposefully into the curriculum and encourage first-year students to see themselves as active participants in an academic community. The session will describe the role of graduate student interns in supporting and shaping the project each year and address the program's success in delivering high-quality programming that engages a large number of first-year students while working within a small budget.

E-10 Using BCSSE to Understand Financial Stress and Academic Engagement
Salon 17

James Cole
BCSSE Program Manager

Jillian Kinzie
Associate Director, Center for Postsecondary Research & NSSE Institute
Indiana University

Being able to afford a college education is one of the biggest challenges many entering, first-year students will face. This session will focus on understanding the deleterious effects that financial stress has on academic experiences of first-year students. We will explore how financial stress is linked with activities such as expected difficulty learning course material, managing time, and getting needed help. We will discuss how institutions can help facilitate the academic success of students who are experiencing financial stress.

CI-11 Thriving in Transition: Summer Initiatives Supporting First-Year Retention and Success
Salon 18

Ryan White
Director, Academic Advising and First-Year Seminars

Marla Lunderberg
Associate Professor of English

Alexis-Simone Rivers
Student

Christopher Bohle
Associate Director, Student Life
Hope College

The transition to college is exciting, but it can also be accompanied by anxiety over academic preparedness and cultural adjustment. To promote a successful academic and cultural transition to college, Hope developed two summer initiatives: (a) new student advising meetings aimed at early engagement in the academic transition for all students and (b) a residential living-learning summer bridge program focused on supporting and retaining underserved populations. This presentation will discuss program development, components, and assessment as well as highlight how Orientation, Academic Advising, Admissions, faculty, and peer mentors work collaboratively on these institution-wide initiatives.

E-12 CIRP Users' Group: Discussion for Current and Future Survey Participants
Salon 2

Ellen Stolzenberg
Assistant Director, CIRP
University of California, Los Angeles (UCLA)

Dominique Harrison
Survey Program Coordinator
UCLA Higher Education Research Institute

Whether you are a long-time CIRP Survey user, new to the role, or your institution is considering participating in the future, the presenters invite you to join this interactive discussion covering CIRP portals, type of administration, survey customization, and IRB. Student identifiers and confidentiality versus anonymity will also be discussed. Attendees are encouraged to ask questions or share their own successes and struggles with how their data are used and disseminated and/or any institutional transformation that has been informed by CIRP data.

FD-13 Mentoring Faculty Resilience: Promising Practices for Retention and Growth
Salon 3

Steve Piscitelli
Professor (retired)
Florida State College at Jacksonville

Higher education rightfully focuses on student motivation and success. But how do we motivate our faculty to continue their professional and personal growth? Simply providing instructors the curriculum guide, class roll, a procedures manual, an e-mail account, and occasional professional development workshops does not make them effective teachers. If not supported properly, instructors (and students) are placed in a precarious position. An effective faculty mentoring program can have a transformative effect on a college community. What is the purpose of your faculty mentoring program? How effective is your program? Do not miss this practical conversation about promising faculty mentoring practices.

FD-14 Redesigning the Required Seminar to Students Repeating
Salon 4

Elaine Lewis
Director, Evaluation and Retention

Kinsey Ashworth
Peer Educator
Washburn University

Students often consider their first-year seminar as an easy A, but, inevitably, some students will fail the course. Faculty may find themselves asking what went wrong, instead of how can we help. This facilitated discussion will focus on ways to create a meaningful and successful class for these students, preparing them for future college success.

E-15 Research for Effective Financial Education: Understanding Students and Money
Salon 5

Amy Marty
Program Manager
National Endowment for Financial Education

The literature on student behaviors and attitudes toward personal finance gives educators a context in which to develop more effective financial education programming. This session will delve into some of the implications of research from The Ohio State University, the University of Arizona, and the University of Colorado, Boulder, with a focus on using takeaways from these studies to influence financial literacy strategies in a college or university setting.

CI-16 Increasing Student Success and Retention for First-Year Engineering Students
Salon 6

Julie Chiki
Student Success Advisor

Alex Molnar
Graduate Student
Ohio University

In this session, facilitators will discuss data-driven retention and success initiatives for first-year students in the Russ College of Engineering and Technology at Ohio University, and their applicability to other institutions. Initiatives include (a) learning communities for first-year engineering and pre-engineering students, (b) schedule audits to identify common scheduling errors and ensure students have appropriate schedules for their first year, (c) interventions with students repeating courses or needing to catch up on coursework over the summer, and (d) an engineering orientation for students transferring from other colleges or campuses within the University.

CR-17 Mentoring Your Students Through Their First-Year Experience
Salon 7

Wesley Hartsell
Graduate Student, New Student and Family Programs
University of Florida (UF)

Transitioning from high school to college can be an exciting —but overwhelming—time for first-year students. Through the implementation of a mentorship program at UF, students identified as at risk are intentionally paired with a faculty or staff member. By surveying students and targeting mentors from several different campus departments, such as advising, faculty, and career planning, UF was able to develop a first-year mentoring program centered around students' unique needs. These mentorship pairings allow students to immediately connect with the University and have a professional to lean on for advice regarding their individual transitional concerns.

CT-18 Using Metacognition to Reframe Our Thinking About Learning Styles
Salon 8

Hillary H. Steiner
Assistant Professor, Educational Psychology
Associate Director, Learning Communities

Stephanie Foote
Professor, Education
Director, Master of Science in First-Year Studies
Kennesaw State University

The learning styles movement has been embraced by many instructors in an effort to respond to learning differences among students, despite a lack of scientific evidence to support the idea. As instructors seek to help students capitalize on their individual cognitive differences, other well-researched constructs like metacognition may prove to be more useful in the classroom. This session will examine research on learning styles and metacognition, initiate discussion on the merits of assessing and teaching these concepts, and provide examples of activities for helping students develop their metacognition.

CT-19 Bring the Awesome Sauce: Make Your Seminar a Class to Remember
Salon 9

Brad Garner
Director of Faculty Enrichment
Indiana Wesleyan University

Please note—the term awesome sauce is now in the dictionary! This session will provide participants with an abundance of interactive tools and strategies that can easily be transported into the classroom. These strategies, which include techniques for in- and out-of-class learning, can be used to enliven classroom learning and help students connect with one another and course content. Do you want to make your first-year seminar an experience to remember? Then you need to attend this session. Participants will receive a digital resource with step-by-step directions for all presented activities.

MORNING BREAK | 10:00 AM – 10:15 AM
Grand Ballroom CDE

10:15 am - 11:15 am

CR-20 Evaluating the Efficacy of an SMS-Based Student Success Intervention
Salon 1

Amy Baldwin
Director, University College

Thomas Bruick
Assistant Director, Retention Initiatives
University of Central Arkansas

Brian Tietje
Vice Provost, International, Graduate, and Extended Education
California Polytechnic State University

The session will describe a study designed to test whether an SMS-based intervention can measurably impact student success. After completing Skyfactor's Mapworks survey, incoming first-year students at a large, comprehensive university in the Southeast will receive a series of text messages corresponding to different aspects of academic and social acculturation and skills. After receiving the messages during their first semester, students will complete a postsurvey, and their GPA and retention data will be tracked to determine if the SMS-based intervention had a measurable effect on student performance, and if the intervention's efficacy varied across different message content.

CI-21 Leveraging the Power of Peers
Salon 10

Tricia Kennedy
Assistant Director, Peer Leadership, University 101 Programs

Sandy Greene
Graduate Assistant, Peer Leadership, University 101 Programs
University of South Carolina

Due to the benefits of peer leadership, University 101 Programs has invested in leveraging the power of peers at every level of the program. Peer leaders have long been an important component in University 101 classrooms, and, in 2013, the department created an advanced leadership opportunity for returning peer leaders. This session will discuss the process of designing and developing the senior peer leader role, and the implications this has had on the Peer Leader Program as well as first-year students. The presenters will also share strategies for using peer leaders at all levels of a program.

E-22 The First Year Matters: But What Matters Most?
Salon 11

John Gardner
President

Betsy O. Barefoot
Senior Scholar
John N. Gardner Institute for Excellence in Undergraduate Education

The presenters, cofounders of the John N. Gardner Institute for Excellence in Undergraduate Education will share their lessons learned for the most important steps campuses can take to increase the success of new students. Drawing from their work with hundreds of institutions, they will focus on the use of assessment to produce strategic action plans to enhance first-year retention rates, increase the success of transfer students, and address the challenges of killer courses. The session will also include a discussion on the importance of implementing, to a high degree, aspirational plans for improvement.

CR-23 Interdisciplinary Active Learning Impacts First-Year Students' Learning and Research Skills
Salon 12

Jacqueline Murray
Professor, First-Year Seminar Program
Director, First-Year Seminar Program
University of Guelph

Nathan Lachowsky
Postdoctoral Fellow
University of British Columbia

Implemented campuswide at a midsize, comprehensive Canadian university, for-credit, interdisciplinary, active-learning, first-year seminars (FYS) were available to students from all programs as a way to address challenges in postsecondary education (e.g., large impersonal classes, lack of student engagement, increased skills development rather than content delivery). These courses were taught by instructors across campus, focused on different intriguing and immediate issues in society, and had a maximum of 18 students. This presentation highlights three years of questionnaire research with FYS students that investigated the impact of seminar participation on students' learning skills and use of research resources.

CI-24 Utilizing Online Resources to Enhance Campus Services
Salon 14

Lucy Torres
Academic Advisor II, First Year Experience and Retention Services
El Centro Community College

Kristen Seldon
Director, Institutional Relations
Innovative Educators

With limited resources and a greater demand to show measurable enhancements in success, persistence, and/or enrollment, the need to provide the best service to students within current resources is still relevant. This session examines how online tools have been used to enhance academic advising at El Centro College. The RAISE! Program was launched fall 2015 for students on academic probation. This session explores the program and how online, goal-setting activities are currently being used. Participants will be provided with an overview of how online services are used throughout the College in both service and instructional areas.

CR-25 Emotional Intelligence and the 21st Century College Student
Salon 15

Carrie Arnold
Assistant Director, Gateway Program Seminar and Honors Program
University of Colorado, Colorado Springs

This session presents the findings from a quasi-experimental, quantitative study that examined whether or not emotional intelligence (EI) was a stimulus for first-year student persistence (enrollment in the following semester) and academic success (increase in GPA) using the Bar-On EQ-i Higher Education assessment, a 133-question, Likert-scale, self-report assessment. Participants included 250 first-year undergraduate students from various academic and demographic backgrounds.

CT-26 Becoming a Learner: Framing the Purpose of a College Education
Salon 16

Matthew Sanders
Associate Professor, Communication Studies

Harrison Kleiner
Lecturer, Philosophy
Utah State University

College students face a pervasive cultural perception that equates higher education with acquiring job skills and receiving professional training. While college does influence future employment opportunities, talking about higher education as job training creates confusion and frustration among students about general education and a four-year plan of study. This session discusses an institution-wide effort at Utah State University to help students understand that the primary purpose of college is to become a learner. Presenters will discuss efforts to explicitly promote and assess the effectiveness of this message within the first-year student orientation program, first-year seminar, and general education curriculum.

CT-27 PAUL FIRE: The First-Year Experience Game
Salon 17

Neil Niman
Associate Dean, Academic Programs

Sean Stewart
FIRE Program Coordinator

Tamara Rury
Associate Director, Undergraduate Advising
University of New Hampshire

How do we engage today's students and provide authentic academic and social experiences? The University of New Hampshire has turned the first year into a giant game! The Paul College of Business and Economics has developed an innovative first-year program, which it is piloting with 700 students as an expansion of what was a traditional first-year seminar. The First-Year Innovation and Research Experience (FIRE) is an integrated, team-based, game-like experience guided by peer and alumni mentors. The program initiative is designed to build a community of engaged student learners.

CI-28 Teaching Critical Thinking: A Model for Faculty Development Workshops
Salon 18

Sarah Crawford-Parker
Assistant Vice Provost, First-Year Experience

Jill Becker
Head of the Center for Undergraduate Initiatives and Engagement, KU Libraries
University of Kansas

A key aspect of an effective retention strategy is the central role that faculty play in delivering high-quality instruction to first-year students. This session discusses a model for preparing faculty to teach a shared learning outcome for critical thinking across first-year seminar topics. These topics explore big questions within each faculty member's field to cultivate first-year students' intellectual curiosity. Faculty prepare for this teaching by participating in a series of workshops focused on the development of assignments using the principle of backward design. This model has proved rewarding for faculty and has demonstrated consistently strong learning results across seminars.

CT-29 Questioning Toward Greater Student Engagement
Salon 19

Nate Vanden Brook
Chair, Political Science Department

Darby Johnsen
Director, Academic Student Success
Oklahoma City Community College

The act of questioning is one of the most fundamental tools needed for students to be successful in college. This session will introduce and demonstrate the effectiveness of the Question Focus Technique (QFT). The QFT is a robust educational tool that can be implemented across the campus community. Through teaching students how to effectively formulate questions, educators, peer mentors, and other members of the campus community can enhance student engagement, sense of belonging, critical thinking, and agency.

CI-30 Lifting Culture: Stealing Your Way to a Kick-Ass Mentor Program One Stolen Idea at a Time
Salon 2

Barry Wolf
Director, First-Year Experience Peer Mentor Program
Albion College

This presentation will take an in-depth look at how a small, liberal arts college rebuilt its struggling first-year experience peer mentor program into one of the most respected, influential, and sought after initiatives on campus. The session will introduce a unique model of first-year experience mentor program development that borrows heavily from recent research in industrial-organizational psychology and business leadership and primarily focuses on creating a remarkable peer mentor culture. The presenter will review all aspects of the initiative, including program development, structure, and format: materials; assessment; challenges; and opportunities for improvement.

FD-31 From First-Year Experience to Senior Student Affairs Officer: A Discussion on Professional Development
Salon 3

Jodi Koslow Martin
Vice President, Student Engagement
North Park University

Working on first-year initiatives is a wonderful way to develop the skills needed for a long career in student affairs. In this facilitated discussion, attendees will share stories and tips on how the experience working with first-year programming translates into career advancement in higher education. This session is an opportunity to build professional know-how, a meaningful network, and the capacity to become a SSAO (Senior Student Affairs Officer).

FD-32 Pursue Your Purpose Not Your Dreams: Critical Questions and Ideas
Salon 4

Joe Johnson
Owner, Joe Johnson Speaks
University of Florida

With pressure from outsiders to choose certain majors or navigating college with the, "All I need is the DEGREE" attitude, many of our students lose interest in college or graduate just to realize they chose the wrong major and that college is more about the process than the degree. This session is designed to allow participants an opportunity to share creative ways their programs have nurtured first year student identity development, understanding of social and cultural capital, the "process of college", and the difference between our "Purpose" and our "Dreams." This session will provide participants with practical/useful strategies to implement.

CT-33 Collaboration: Changing History and the First-Year Seminar
Salon 5

Mary Beth Looney
Associate Dean, College of Fine Arts and Humanities

Julia Clay
Chair, Day Programs-College of Business and Mass Communications

Tami English
Executive Director, Student Life

Ken Frank
Director, First-Year Seminar
Brenau University

This session examines how a small, Southern liberal arts college intentionally involves the full university community to support first-year students in honing critical-thinking skills, embracing diversity, and developing a commitment to university culture and life through unified programming. A key component of this programming is an immersive role-playing game that involves challenging assignments and debates on the Civil Rights movement of the 1960s, which resonates with current social and racial tensions. Intended outcomes include building a strong academic foundation; encouraging active, civic citizenship; and enhancing student retention.

CI-34 Celebrating Scholarship: The Entering Student Research and Creative Projects Showcase
Salon 6

Dorothy Ward
Director, Entering Student Program

Beau Pihlaja
Lecturer, Entering Student Program

Karina Calderon
Advisor-Lecturer, Entering Student Program

Joanne Kropp
Senior Lecturer, Entering Student Program
The University of Texas at El Paso (UTEP)

In 2014, the Entering Student Program (ESP) at UTEP launched its first Entering Student Research and Creative Projects Showcase. Celebrating students' academic achievement, the Showcase is conducted each fall and spring and features documentary videos, poster sessions, and creative projects that represent the best work of students in UTEP's first-year seminar. In this session, the presenters will explain the rationale for establishing an event that showcases the work of first-year seminar students representing various disciplines, provide a blueprint for developing a showcase event, and share lessons learned from the Showcase.

CT-35 Using Positive Psychology to Prevent Student Affairs Burnout
Salon 7

Nathaniel Hug
Graduate Assistant, Learning Community Programs

Casey Krafton
Graduate Assistant, Learning Community Programs
Ohio University

Positive psychology can cultivate a workplace environment that encourages creativity, increases motivation, and raises the level of job satisfaction. Often times, student affairs professionals experience feelings of anxiety, stress, and emotional exhaustion, and when left unattended, these symptoms can lead to an overwhelming feeling of burnout, which can negatively affect relationships with students, personal well-being, and office morale. This session explores how positive psychology techniques can easily be implemented into the everyday work environment and reduce the feelings of burnout experienced by professionals.

CI-36 Mission-Driven Leadership in the First-Year Experience
Salon 8

Richard Gebauer
Director, First-Year Experience

Anne Filippone
Director, Center for Student Engagement and Leadership
Cabrini College

Cabrini College's mission communicates our dedication to leadership development. This begins during the first-year through a variety of initiatives offered collaboratively between academic and student affairs. A first-year, living-learning community engages students in an integrated curriculum structured around the social change model. Students are also encouraged

to participate in LEADStrong, a cocurricular program designed to prepare students as socially responsible leaders engaged within diverse communities. A leadership certificate and minor both allow students to connect their leadership development to their academics. This seamless approach has allowed the College to develop strong cohorts of leaders among our newest students.

CT-37 FUNdatory : Mandating Social and Academic Engagement Through a Zero-Credit Course
Salon 9

Carole Pfeffer-Lachs
Director, Learning Communities

Shelby Clinton
Coordinator, Learning Communities

Rebecca Berkowitz
Graduate Assistant, Learning Communities
Florida Atlantic University (FAU)

Since 2001, FAU's Learning Community program offered an opportunity for students to get engaged outside of the classroom to enhance the student experience. Unfortunately, while the opportunities were varied, many students failed to participate. In 2010, the program added a zero-credit course to provide students with the incentive (course requirement) and structure to participate. In this session, attendees will learn how FAU has revised this course to align with its first-year experience and residential education models and how student engagement and success is promoted using collaboration and peer mentorship across the University.

11:30 am - 12:30 pm

CI-38 Getting There: Integrating the Culture of a Two-Year College
Salon 1

Jill Darley-Vanis
Professor, English

Janette Clay
Manager, Transitional Studies Learning Communities
Clark College

Two-year institutions differ from their four-year counterparts as they organize into integrated cultures. Since the purpose of an integrated culture is to serve the student with intent, thinking of the student's needs over time, how, then, can a two-year college best use its resources and energies to serve the whole student? This session will examine one college's approach, one in which we have engaged faculty, administrators, and staff in professional development experiences to enhance student learning. Presenters will candidly address both the benefits and challenges to this particular model of getting there.

CT-39 Fake It 'Til They Make It: Helping Students Develop Skills
Salon 10

Julie Voss
Director, General Education
Lenoir-Rhyne University

One significant goal of a first-year seminar is to help students transition successfully so they become competent college students and, eventually, successful college graduates. But, how do we do this? This session will look at the benefits of helping students "fake it 'til they make it" in academic work. In addition to explaining the goals of this approach, reviewing the research underlying it, and providing several examples, the presenters will allow space for participants to develop their own ideas for implementation.

CI-40 Novel Thrillers, Program Killers: Evaluations of 48 Common Reading Books
Salon 11

Tom Carskadon
Professor, Psychology
Director, First-Year Experience Programs

Theresa Marie Fitchie
Undergraduate Student, Psychology
Mississippi State University

This session explores a specialized methodology for rating potential common reading books and shares systematically obtained data from representative samples of first-year students who read and rated 48 different possible choices for these books, including those most frequently adopted nationwide in recent years. There is great variation in student response: Some books are novel thrillers; others are program killers. Specific, practical suggestions for program success will be provided along with individual book ratings data that are, to the presenter's knowledge, unavailable anywhere else. Participants will be encouraged to share their own common reading experiences.

CR-41 Impact of a Student Success Ebook on Grades and Retention
Salon 12

Agata Stypka
Coordinator, Student Success

Susan Murtha
Associate Dean, Teaching and Learning

Robindra Sidhu
Research Associate
York University

There are many reasons why students fail to achieve the grades they need. Using the LearnSmart ebook in a first-year course, the Faculty of Health at York University designed a study to examine whether the degree to which students engage with the ebook is associated with grades and if the use of this ebook increases the probability of students staying in their degree program. The findings suggest there is an association between engagement with the ebook and grades. Evidence further suggests the ebook increases the probability of students staying in their degree program.

CI-42 Supporting First-Year Students in an Intrusive Summer Bridge Program
Salon 13

Jolayna Palm
Retention Coordinator
Georgia State University (GSU)

Incoming first-year classes are growing at GSU. In an effort to maintain a high level of academic excellence and attract quality students, GSU accepts students into a three-semester program called Summer Success Academy, which includes a first-year seminar, a mentoring program, and extensive hands-on attention through mandatory programming opportunities. This session will discuss participation requirements, the intrusive programming opportunities, and the program's overall effectiveness as it pertains to progression and retention. Attendees will learn best practices for supporting academically at-risk first-year students at a large, research institution.

CT-43 Developing Early Social Presence and Mindfulness via a Virtual Cafe
Salon 14

Iris Hinderliter
Student Success and Retention Coordinator
University of Missouri, St. Louis

Building a community of inquiry (COI) in the first-year experience starts with making intentional connections with students as early as new student orientation. The Triton Virtual Café is a social media platform that was developed and piloted in a nursing school to build community, promote early help-seeking behaviors (mindfulness), and break down potential barriers to success in the transition from high school to college. The café serves as both a tool and strategy to inform first-year and transition experiences for instructors and their students to create more authentic learning experiences.

E-44 For Students in Transition: Habitudes for the Journey
Salon 15

Tim Elmore
Founder and President

J. T. Thoms
Director, Strategic Partnerships
Growing Leaders

This session is based on the newest installment of the book series, Habitudes: Images That Form Leadership Habits and Attitudes. It is designed for students in transition. First-year students need safe places to talk about the transition they have experienced in college. This book introduces principles for navigating pivotal life decisions, each based on an image, a conversation, and an experience. The presenters will offer practical tips on connecting with students over the most important conversations they will have during their first year.

CT-45 Rising to the Top: Creating a Leadership Pipeline
Salon 16

Janine Brannis
Graduate Assistant, New Student and Family Programs

Jackeline Bonilla
Assistant Director, New Student and Family Programs
University of Florida

With the peer leader role becoming increasingly important in first-year seminars, it is critical to provide these students with training and adequate support to ensure their own growth and development as student leaders. This presentation will discuss the research supporting peer-to-peer mentorship programs within the first-year seminar, implications of the program and its effect on peer leaders, and the design of a student leadership pipeline.

CI-46 Recruiting and Communicating for Learning Community Success
Salon 17

Ryne Kerchner
Assistant Director, Learning Communities

Mark Daniel
Associate Professor of Statistics
Purdue University

Learning communities exist on campuses to provide students an opportunity to transition to college more easily and succeed at their institutions. How do you make this resource known to prospective and admitted students? This session will focus on Purdue University's recruitment efforts using social media, e-mail, and digital tools and resources to involve students in the program.

CT-47 Global Citizens Project: Promoting Global Competencies in Undergraduate Students
Salon 18

Madeline Heath
Graduate Assistant, Global Citizens Project

Jessica Lauther
Administrative Specialist, Global Citizens Project

Kali Morgan
Graduate Assistant, Global Citizenship General Education Program

Karla Davis-Salazar
Director, Global Citizens Project
Associate Dean, Office of Undergraduate Studies
University of South Florida (USF)

USF's Global Citizens Project (GCP) is a University-wide initiative aimed at enhancing undergraduate students' global competencies through the development of new and improved curricular and cocurricular experiences. The GCP has three goals: (a) provide undergraduates with an introduction to global competencies through the FKL Core Curriculum (Global FKL), (b) provide undergraduates with opportunities to practice and apply global competencies through their degree programs (Global Pathways), and (c) provide undergraduates with opportunities to reinforce global competencies through an award program (Global Citizen Awards). This session will focus on USF's experiences building and branding the Global Citizen Awards.

CT-48 Maximizing Peer Mentorship Across the First-Year Experience
Salon 19

Jessica Lee
Coordinator, Student Engagement

Leah Tobin
Assistant Director, Student Engagement
University of Maryland College Park

Peer mentors serve as powerful influences on first-year students and support them with their transition into college. However, many first-year students are given limited peer mentorship opportunities, and it is difficult to extend the mentorship past the first semester. The Gemstone Honors Program supports first-year students through a variety of peer mentorship programs that serve different purposes and occur at various times throughout the first year. This session explores how the Gemstone Honors Program uses multiple types of peer mentor relationships throughout the first year to help maximize the retention and success of first-year students.

CI-49 Leveraging Online Learning Communities to Increase Success, Retention, and Learning
Salon 2

Matthew Belanger
Assistant Vice President, First-Year Experience
Southern New Hampshire University

Learning communities are a high-impact practice to increase student success within the first-year experience. At traditional institutions, living-learning communities and themed-based communities provide valuable opportunities for students to engage with peers, faculty, and staff: But how can this be done online? This session will share how Southern New Hampshire University implemented online, learning communities that increased success by 12% and persistence by 16%.

FD-50 Publishing Research and Practice on College Student Transitions
Salon 3

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

Christina Hardin
Editor, E-Source for College Transitions
National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

The National Resource Center offers multiple opportunities for scholars and practitioners to publish on college student transition experiences. The Journal of The First-Year Experience & Students in Transition is a semi-annual, refereed journal providing current research on the first college year and other significant student transitions. E-Source for College Transitions is an electronic newsletter providing practical strategies for student success. The editors of both publications will be on hand to discuss strategies for crafting strong manuscripts, provide an overview of the submission processes, and describe opportunities for involvement with the publications' editorial boards.

FD-51 Financial Literacy in the First Year: Models for Success
Salon 4

Alicia Spence
Assistant Director, First-Year Experience

Christopher Caplinger
Director, First-Year Experience
Georgia Southern University

While financial problems have always been roadblocks to college completion, the issue has become more acute in the past several years as state support shrinks and the burden of financing education falls increasingly on students. Nonetheless, many colleges offer very limited resources to promote financial literacy. The presenters will share a literature review and lead a discussion around the following questions: What are students' most pressing needs for financial information? Where should institutions house such programs? and How can peer educators be effectively involved? Participants will discuss models for addressing this growing need in both first-year experience programs and institutions as a whole.

CT-52 Standing Room Only: Strategies to Increase Engagement Through Extracurricular Programming
Salon 5

Stephanie Miller
Outreach Coordinator, Student Development Specialist
Texas State University

Increasing engagement of first-year students is one of the most common mission goals for higher education professionals in both academic and student affairs. This presentation will explore theories behind creating and facilitating engagement opportunities for student development through extracurricular programming that enhance students' personal and academic success. The presenter will provide examples of successful and failed attempts in developing programming for first-year students at Texas State University, as well as discuss a psychological and communicative approach to motivate student participation and increase program attendance.

CI-53 Moving Beyond Retention: Successful Early-Alert Implementation and Campuswide Engagement
Salon 6

Stacy Holliday
Associate Dean, Campus Innovations, Grants, Student Success
Davidson County Community College

Early-alert systems have become an important component in successful first-year experience programs. This is especially true at two-year institutions, which tend to have a large percentage of first-generation, at-risk students. The presenter will share how Davidson has been able to consistently achieve an average faculty participation rate of 90% in its early-alert initiative. Attendees will learn a variety of best practice strategies to successfully motivate faculty to participate in an early-alert system and have time to discuss challenges and success in their campus programs.

CI-54 Appreciative Instruction: A Focus on Pedagogy
Salon 7

Jason Mastrogiovanni
Director, First-Year Studies
University of Tennessee, Knoxville

This presentation will describe how the University of Tennessee used data from two institutional initiatives to research, discover, and secure funding to implement appreciative college instruction as a new pedagogical framework for first-year seminar instructors. The presenter will share the conditions and impetus for this pedagogical pivot, the assessment data from the first year of implementation, and plans for future development of instructor training.

CI-55 Worker Bees United: Summer Bridge Courses for First-Generation, Low-Income Students
Salon 8

Sheryl Tynes
Associate Vice President for Academic Affairs
Trinity University

This session addresses an early-start, early finish first-year experience—the Summer Bridge/Academic Success program—populated by first-generation and/or low-income college students. Now in its sixth year, these students have improved GPAs from the first to second year as well as enhanced retention and graduation rates. A combination of academic and social events will be discussed, including the importance of involving family members. Best practices and coordination with other campus people or programs (in our case, McNair Scholars and an National Science Foundation grant benefitting students in STEM disciplines) are also presented as a way to build on existing resources.

CI-56 First Year of Implementation of a First-Year Experience Initiative
Salon 9

Mahmoud Abdulwahed
Manager, Strategic Initiatives and Innovations

Mazen O. Hasna
Vice President and Chief Academic Officer
Qatar University

Qatar University initiated a large-scale, first-year experience initiative that involves multiple phases. In Phase 1, which was carried out in 2013-2014, a campuswide evaluation was conducted resulting in institutional recommendations for improvement. These suggestions were synthesized into implementation projects that compromised the second Phase of the initiative. Phase 2 covers a three-year span, and, in each year, a number of implementation projects will be launched and implemented. This session provides an overview of the projects launched in 2014-2015, including a campuswide first-year seminar, an extended orientation program, and professional development for first-year experience faculty.

1:45 pm - 2:45 pm

CR-57 Creating an Online First-Year Seminar for Distance Education Students
Salon 1

Kristopher Klann
Associated Director, New Student and Family Programs
University of Florida (UF)

With the growth in the number of undergraduates pursuing online degrees, universities are challenged with finding creative solutions to provide support to this diverse population. To assist with the transitional needs of online and distance-education students, UF developed a unique online, first-year seminar. This session will review how UF created its seminar centered on the specific and varied transitional needs of online students.

CT-58 Promoting Students' Integrative Learning Through Critical Reflection
Salon 10

Dottie Weigel
Assistant Director, Curriculum and Administration

Stuart Hunter
Senior Scholar, National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect

Victoria Thomas
Graduate Assistant, University 101 Programs
University of South Carolina

As instructors, advisors, and cocurricular educators, we want students to make lasting connections between course material and real-world application. One way to accomplish this goal is through critical reflection. In this session, participants will explore ways to promote reflection through a variety of classroom and beyond-the-classroom contexts. Incorporating meaningful reflection not only enhances student learning but can also make teaching and mentoring students more enjoyable. Attendees will gain practical strategies for incorporating reflection into their curriculum or first-year programming and will be better equipped to help students apply knowledge in new contexts.

CT-59 Reimagining the First-Year Seminar Through an E-portfolio Model
Salon 11

Lana Jackson
Department Chair, First-Year Seminar

Ann Fry
Associate Professor, First-Year Seminar

Karen White
Assistant Professor, Math

Edie Carter
Department Chair, Developmental Math
Amarillo College

This session will explore the evolution of Amarillo's first-year seminar (FYS)—the key student success initiative in the community college's QEP—as it has moved from a three-hour course to a one-hour course, while meeting institutional challenges and Texas Higher Education Coordinating Board mandates. The presenters will discuss how the FYS leadership team maintained rigor and relevance in the seminar, balancing foundational knowledge in learning theory with college transition support. A highlight of the FYS is an integrated institutional e-Portfolio model that connects students to the greater college community while focusing on development of individual educational and career goals.

CT-60 Lessons From the Redwoods: Scaling the First-Year Experience at a Large, Public University
Salon 12

Brent Foster
Director, First-Year Experience

Peter Nwosu
Associate Vice President, Academic Programs
California State University Fullerton (CSUF)

The presenters will use the mystifying root system of the Coastal Redwoods as a metaphor to express the efforts to reimagine the first-year experience at CSUF. This large, public university (39,000 students) setting poses numerous obstacles for scaling and decentralizing first-year offerings. CSUF is engaged in a major overhaul of its long-standing centralized first-year program, which serves only 10-13% of the more than 4,400 new, entering students. The overhaul is directed at decentralizing the program into college-based first-year seminars and serving 10,000 first-year and transfer students across eight colleges. The presenters will discuss the research, planning, drafting, and execution of this colossal undertaking; sharing our successes and shortfalls.

CI-61 TGIF (Thank Goodness It Is FY-FRI)
Salon 13

April Dye
Associate Professor, Psychology

Tommy Clapp
Director, First Year and Conference Services

Joseph Mixon
Coordinator, First Year and Conference Services
Carson-Newman University

Carson-Newman University has spent the last few years seeking a strong relationship between the curricular and cocurricular programs in their first-year seminar. This course, originally designed to be a liberal arts, academically driven seminar, has become a beacon for faculty and staff to blend the full spectrum of campus life, resulting in successful student transitions to college, improved student retention and persistence, and a more unified campus for faculty and staff. In this session, the presenters will discuss the program's difficulties, strengths, and interesting points.

CT-62 Impact of First-Year Seminars on African American Males
Salon 14

Jamil Johnson
Academic Coordinator, Strategies for Student Success
University of Central Florida

African American males are often characterized by disparaging terms, such as endangered, uneducable, dysfunctional, incorrigible, and dangerous. These characterizations have a negative impact on African American male academic achievement and inclusion in society. This session presents findings from a study exploring profiles of successful African American males through a thematic examination of the factors resulting in their pathways toward enrolling in doctoral programs. Study results demonstrate that participation in first-year seminars is pivotal to the success of African American males.

CT-63 Mario Goes to College: Transitioning Games Into the Classroom
Salon 15

Matt Wilson
Chair, First-Year Experience and English as a Second Language

Scott Shaw
Chair, Game Design Development and Video and Motion Graphic
Wilmington University

Whether it is a board, card, or video, everyone loves a good game. But how can games enhance learning in the classroom particularly at a college or university? This session will look at the impact of game-based learning on higher education and how this type of learning can be used within first-year or transfer experience programs. Emphasis will be placed on practical ways to integrate gaming into the college classroom. The session will also share the results of implementing a student-designed card game into the first-year experience program at Wilmington University to review course materials.

CI-64 Building Mentoring Relationships Between First-Year and Upper-Class Scholars
Salon 16

Emily Clossin
Assistant Director for Academic Affairs

Kara Woodlee
Assistant Director, Honors College
Indiana University-Purdue University Indianapolis (IUPUI)

The Honors Peer Mentor program through IUPUI's Honors College provides an opportunity to connect first-year and upper-class students. Honors peer mentors serve as individual peer advisors to first-year Honors scholars, extending the reach of advising offered by the College. Mentors welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout students' first year of college. This session will present assessment results from five years of program evaluation as well as resources for institutions interested in starting a peer mentor initiative.

CT-65 Using Global Focus as the Foundation for a First-Year Seminar
Salon 17

Shelbee Nguyen Voges
Assistant Professor, Education

Nirmal Trivedi
Director, First-Year Seminar
Assistant Professor, English
Kennesaw State University

Today, the world is interconnected and interdependent. Indeed, internationalism is the new normal. However, are students prepared to enter this world after college? In this session, the presenters will discuss how a globally themed, first-year seminar can meet the learning outcomes of a course focused on student skills. By incorporating more qualitative measures to assess the impact of a globally themed seminar, instructors and administrators can observe how students connect issues, such as citizenship, climate change, and overpopulation, to student success skills, including time management, intercultural competence, and personal development.

CI-66 Implications of a Successful Autism Access Program for Other Populations
Salon 18

Sara Gardner
Program Director, Autism Spectrum Navigators Program

Steven Martel
Psychologist, Tenured Faculty
Program Chair, Counseling and Human Development

Emily Kolby
Associate Director, Advising for First-Year Programs
Bellevue College

For the past four years, Bellevue College has shown successful academic outcomes in an autism access and support program. This session will describe the factors involved in this success, examine the implications of these outcomes for other at-risk populations, and outline next steps for implementation with cohorts or referred students. Further, the addition of a first-year experience in fall 2014 resulted in a 5% overall increase in persistence. The presenters will also discuss the College's mandated first-year experience program and how it is implemented for different student populations.

CI-67 Rebranding First-Year Experience Programs: Data Can Change Hearts and Help Students
Salon 19

Chris Gurrie
Assistant Professor, Speech; Coordinator, Speech Program

Edesa Scarborough
Director, First-Year Experience Programs
The University of Tampa

Sometimes first-year experience programs need to be rebranded to meet certain institutional demands. Assessment, faculty buy-in, curricular changes, staffing, and reorganization are all possible reasons for changes in programming. When things happen, it is necessary to loop-in all affected parties for smooth change. This interactive session highlights an institutional initiative to reinvent its first-year experience program, properly assess it, and use data to increase its campus salience.

CI-68 Big Impact, Low Cost: Outreach Strategies for First-Year Success
Salon 2

Tori Outfleet
Coordinator, Academic Success and Achievement

Andrea Gomez
Graduate Assistant
University of Arizona

The emerging trend of performance-based funding requires that institutions of higher education find better ways to use the, at times, limited resources available to them. As institutions continue to rely more on paraprofessionals and receive less programming funding, we struggle to identify the magical formula that will raise first-year retention. This interactive presentation focuses on some of the low-cost, high-tech, high-touch ways that higher education professionals can support their institution's first-year student retention efforts.

FD-69 Implementing an Institutional First-Year Experience Program at a Large, Multicampus University
Salon 3

Mumthaz Banoobhai
Institutional First-Year Program Coordinator

Caroline Selepe
Director of Quality Promotion
Tshwane University of Technology

There is general agreement in the literature that a high proportion of first-year students either withdraw or fail because of adjustment factors, rather than because of intellectual difficulties. Research conducted at our University revealed a similar picture, with increasing drop rates between 2011 and 2013. The literature also shows that a first-year experience can help entering students make a successful transition from high school to university life in all its facets, Hence, the University has decided, at a strategic level, to develop its own first-year experience program to ensure that our entering students are given the support they require to succeed and survive the tertiary environment.

FD-70 Campus Design and the Impact on Student Success
Salon 4

Vanessa Schroeder
Graduate Assistant, College Student Personnel Program

Wendy Rogers
Assistant Director, Learning Communities

Eslam Abuhmad
Graduate Assistant
Ohio University

How does the physical environment promote, or hinder, academic success for new students? In this facilitated discussion, participants will apply

two theories of campus design that help professional staff understand how our new students are affected by the physical environment of a college campus. Concepts discussed will include the difference between placemaking and placemarking, byproducts of use, adaptation of use, and displays of self and public messages. Participants will walk away with a new perspective and ideas on how to best use their own campus environment to promote new student acclimation and success.

CT-71 Orientation, Transition and Retention-The Basics
Salon 5

Diana Yefanova
Executive Director
NODA - Association for Orientation, Transition and Retention in Higher Education

Andrew Cinoman
Director of New Student Programs
Florida Gulf Coast University

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-Association for Orientation, Transition and Retention in Higher Education will provide a brief overview of and approaches to orientation programs along with sharing resources available.

CI-72 First-Year Engineering Mentoring Program: Connecting Students With Industry
Salon 6

Emily Wyatt
Officer, Student Professional Development
University of British Columbia (UBC)

The First-Year Engineering Mentoring program at UBC connects students with diverse industry professionals over the course of an academic year to support career exploration and provide students with industry-specific information to guide their selection of major. Through networking events, informational interviews with professionals, and intentional reflection, initial results have shown the program to be a key factor in informing or validating a student's choice in a major. Higher education professionals who are looking for ways to meaningfully connect students with industry as a tool for academic and career development should attend this session.

CT-73 Integrating First-Year Student Needs With Creative Active Learning
Salon 7

Pamela Moss
Assistant Professor; Coordinator, Academic Referrals

Today's college students have grown up with interactive technology and entertainment-style communication. They often arrive on campus with unrealistic expectations regarding the college environment and learning opportunities. Educators are challenged with the task of implementing innovative ways to inspire students and encourage resilience and persistence. In this interactive session, participants will have the opportunity to explore characteristics commonly attributed to today's first-year students and learn how to integrate student needs with creative classroom applications designed to engage and motivate.

E-73 Engage Your First-Year Students With a Dynamic Online Curriculum
Salon 8

Carla Lundman
Director of Sales
Human eSources

Personalized career planning, Campus SaVE, and Title IX requirements can be wrapped up in a student-friendly package that engages even the most at-risk, first-year students. This session describes an interactive, first-year seminar that can be implemented in a variety of formats, including online or blended. Participants will also engage in a web-based, interactive, multiple intelligences assessment (using a smartphone, tablet, or laptop), which can be integrated with Blackboard, Canvas, and other learning management systems.

E-74 Using Technology to Support the Orientation & Transition Process
Salon 9

Doug Sawyer
Director, Business Development
Comevo, LLC

Joe Cuseo
Professor Emeritus, Professor Emeritus of Psychology
Marymount College

The movement towards orientation as a comprehensive process is evolving from a front-loaded saturation of "just in case" information to providing timely transitional support for students to college, through college and out of college. Mandatory orientation programs and FYE classes are just the beginning. Learn how "high tech can facilitate high touch" with online orientation modules to augment and enhance orientation, transition and retention programs.

AFTERNOON BREAK | 2:45 PM – 3:00 PM
Grand Ballroom CDE
co-sponsored by College Scheduler, LLC

SUNDAY, FEBRUARY 21

3:00 pm - 4:00 pm

CT-75 College and Career Readiness: Setting up First-Year Student Success
Salon 1

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

Matthew Nelson
Codirector, Center of Excellence for College and Career Readiness

Meredith Love
Codirector, Center of Excellence for College and Career Readiness
Francis Marion University

This session will focus on efforts of a newly established Center of Excellence for College and Career Readiness in South Carolina. Attendees can expect discussion of definitions, indicators, and initiatives supporting the preparation of students for college. Having an understanding of state-of-the-art college and career readiness (CCR) activities can inform the way educators in first-year programs structure their activities to improve student transitions to college. Presenters will share their efforts to support CCR through creating networks, delivering professional development, and partnering with the National Resource Center to conduct statewide research on CCR initiatives.

CT-76 The First-Year Seminar: It Is More Than Just Academic
Salon 10

Julie McLaughlin
Chair and Professor First-Year Experience

Marianne Niese
Instructor, First-Year Experience
Cincinnati State Technical and Community College

People assume students leave college due to academic failure. However, according to the American Institute for Research, 40% of college dropouts had estimated GPAs above 3.25. This indicates a large portion of students withdraw for other reasons. It is important to address these "other" issues with students as soon as possible. Some of these issues are finances, relationships, communication, and overall wellness. Providing awareness about these issues and giving students the resources needed to deal with them as they arise will make for a better first-year seminar experience and often a more successful college student and person.

CT-77 Bridging the Divide: Guided Pathways and Curriculum Alignment
Salon 11

Kirsten Aspengren
Senior Director

Greg Hopper-Moore
Research Associate
Educational Policy Improvement Center

College and career readiness is not a cliché—it is the key to student success. However, students often arrive at college with knowledge and skill-set deficiencies, unrealistic expectations of what it takes to be successful, and unclear pathways to their goals. Guided pathways improve high school-to-college-to-career transitions. Embedded in this model is curriculum alignment—the hands-on, systematic, replicable foundation to building pathways. Using interactive games and discussions, this workshop provides strategies for faculty to collaboratively create course pathways to improve engagement and help students reach their goals.

CR-78 Identity, Stress, and Resilience in First-Year Nursing Students
Salon 12

Susan Chaudoir
Lead Researcher
University of Alberta

Written communication has a central role in baccalaureate nursing programs, and writing assignments are foundational in preparing students for their careers as professionals. This presentation reports findings from a two-year case study focusing on identity formation through two recurring writing assignments: the scholarly paper and reflective journal. The primary research question was, how do students develop professional identity through assigned writing genres? The presenter will discuss surprising role(s) of resiliency that cultivate professional identity and assimilate students to traditions of practice and performance as a way of thinking like a nurse.

CT-79 Institutionalizing Change in a Time of Institutional Change: Implementing a First-Year Seminar
Salon 13

Margaret Flanigan Skinner
Coordinator, First-Year Seminar

April Heaney
Director, The Learning Resource Network

Erika Katz Prager
Assessment Specialist
University of Wyoming (UW)

UW recently overhauled its general education program. The first-year seminar (FYS) lies at the center of this new program and is designed to encourage students to develop foundational information-literacy and critical-thinking skills. Three task forces refined the eventual learning outcomes for this thematically based, academic FYS. As planning entered its final stage, UW underwent unprecedented administrative upheaval. In this session, the presenters will describe the grass-roots community building that rescued and developed the new program and provide an overview of several strategies for managing a fraught academic climate while attempting to implement a robust FYS.

CI-80 Redesigning First-Year Student Engagement Through Pre-Orientation Retreats
Salon 14

Sarah Popovich
Program Coordinator, First-Year Experience

Katy Tufts
Program Coordinator, Student Life
University of Pittsburgh

In this interactive session, participants will learn about the University of Pittsburgh's innovative approach to redesigning five, themed, pre-orientation retreats to better engage first-year students in the University community prior to their arrival to campus. The new model tripled the number of participants in its first year and involved collaborative partnerships with staff across campus. Attendees will learn about retreat design and discuss best practices for redesigning programs to better fit the needs of their students.

CT-81 First-Year Seminars as Sites for General Education Outcomes Assessment
Salon 15

Karen Forgette
Core Instructor
Chair, Writing 100 Curriculum

Guy Krueger
Core Instructor
Chair, Writing 101 Curriculum
University of Mississippi

The literature reveals a disconnect between first-year seminar objectives and university-wide outcomes. The University of Mississippi has begun to connect the first-year seminar more intentionally with general education outcomes. Researchers designed a general education outcomes assessment of ethical reasoning, incorporating the common reading text and university creed, for the seminar. This session details the purpose, design, administration, and results of that assessment. Using the first-year seminar for university-wide outcomes assessment has multiple benefits, including a large, varied sample; deepened purpose for the common reading text and creed; and increased academic value for the course.

CT-82 Faculty Fellows: Embedding Faculty Without Living in the Halls
Salon 16

Hubert Womack
Librarian, Instruction and Outreach

Barbara Lentz
Associate Professor, Legal Writing

Christy Buchanan
Associate Dean, Academic Advising

Erica Still
Associate Professor, English
Wake Forest University

In the fall of 2012, Wake Forest University recruited faculty to participate in the inaugural cohort of the Faculty Fellows program. Selected faculty were trained in the spring of 2013, and the program was implemented in fall 2013. Faculty Fellows matches three instructors with a first-year residence hall, where they partner with Resident Advisors, Residence Life staff, and the Faculty Fellows Advisory Board. The Fellows create and construct intentional programming designed to effectively achieve the University's learning outcomes within the parameters of the budget. This presentation will include a short panel and small-group learning activity.

CT-83 Overcoming Challenges in First-Year Study Abroad Programs
Salon 17

Tadhg Ó Cróinín
Associate Dean for Study Abroad
University College Dublin

Elizabeth Coder
Assistant Director, New Student and Transition Programs
Coordinator, Gap Programs
Elon University

This session considers the challenges inherent in first-year study abroad, and how these obstacles can be successfully overcome. Based on three universities' experiences with first-year abroad programs on three different continents, the presenters will explore several unique risks and road-blocks faced by first-year students, families, and university administrators. Schlossberg's transition theory is used to support the three-part process as students' transition in and out of their abroad experience. Through interactive presentation methods, practical techniques will be provided, preparing administrators and faculty to create a safe and positive learning experience for first-year students abroad.

CT-84 You Matter: Improving First-Generation and Low-Income Students' Transition and Outcomes
Salon 18

Katherine Julian
Program Advisor, Student Support Services
Brandeis University

First-year students from first-generation and low-income backgrounds negotiate tensions and navigate academic and social systems transitioning to college, particularly at schools where they are underrepresented. Institutions reflect renewed interest in students' success through recruiting practices, student groups, and campus offices. They have also begun to recognize challenges these populations face, such as experiences of marginality, which is supported by Schlossberg's research on marginality and mattering. How can practitioners promote a sense of mattering among first-generation and low-income students to improve academic good standing, connectedness, persistence, and graduation? This session explores the ways pre-orientation and peer mentoring programs further these outcomes.

CR-85 Influence of Academic Advising on Retention of First-Semester College Students
Salon 19

Deborah Davis
Assistant Professor of Journalism

Roger Wessel
Professor, Higher Education
Ball State University

How do first-time, full-time college students interact with academic advisors? What are their perceptions, preferences, and satisfaction with academic advising, and how do these influence their intent to persist? Early in the transition to college, students are at risk for departure; more so for those whose parents did not attend college. This session will present findings from a 2015 study of a full, first-year cohort of first-generation and continuing-generation college students to better understand their perceptions and preferences for academic advising styles, and the influence of their advisors on retention.

E-86 Online Orientations: A Panel Discussion With Your Colleagues
Salon 2

Sam Swingle
Vice President, Sales and Marketing
Advantage Design Group

Korrin Anderson
Associate Director, Orientation and Parent Programs
Florida International University

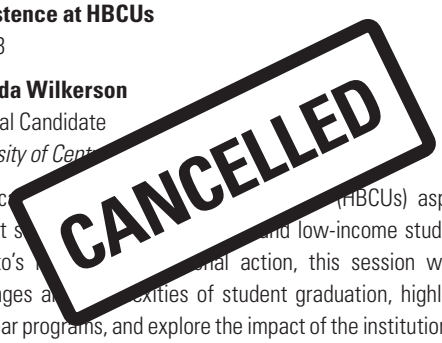
Charles Prince
Director, Student Success and Transition
Howard University

Cris Legner
Dean, Student Services Plant City Campus
Hillsborough Community College

Hear first-hand from expert panelists from institutions using Advantage Design Group's premier online orientation program. Panelists discuss their experiences implementing their student online orientations, why they got one, and how it has improved their students' first-year experience.

FD-87 First-Year Experience: Understanding the Culture of Student Persistence at HBCUs
Salon 3

Amanda Wilkerson
Doctoral Candidate
University of Cent



Historic (HBCUs) aspire to support student s and low-income students. Anchored in Tinto's onal action, this session will address the challenges a exities of student graduation, highlight the use of first-year programs, and explore the impact of the institutionalization of the first-year experience on improved student persistence.

FD-88 Strategies for Using a Peer Educator in a First-Year Experience Program
Salon 4

Victoria Black
Assistant Director, PACE Mentoring

April Barnes
Assistant Director, PACE Mentoring
Texas State University

This facilitated discussion will enable practitioners to share how they best use peer mentors on their campus. Peers can play a critical role in a student's academic and social transition during the first year. This session will help define what a peer mentor or educator is and how roles vary between institutions. Higher education professionals with established peer educator programs looking for new ideas or those starting a program are encouraged to attend.

CT-89 So Many Students, So Little Time: Mixed-Method Approach to a First-Year-Seminar
Salon 5

Rosie Kelly
Academic Advisor

Colby Hepner
Academic Advisor
Drexel University

The first-year seminar is an essential element in aiding in first-year student success and retention. Due to time and resource constraints, the true potential of these seminars is sometimes never reached. How can faculty and staff effectively create and deliver content to students despite these obstacles? This session will analyze the varied approaches for developing and implementing any first-year seminar and provide successful examples, such as online, special interest, and/or at-risk student sections.

CT-90 Take Two: Rethinking First-Year Sexual Assault Awareness Program Collaborations
Salon 6

Sherri Erkel
Director, First-Year Experience

Daniel Rairdin-Hale
Professor, Theatre

Amy Scott
Counselor

Jessica Nash
Academic Support, First-Year Experience
St. Ambrose University

Sexual assault awareness and prevention is a critical college transition issue to address with first-year students. St. Ambrose's First-Year Experience Office collaborated with Student Counseling and the Theatre Department to design, implement, and assess a sexual assault awareness program to build on pre-enrollment online assessments, introduce campus-specific policies and resources, and demonstrate effective bystander intervention strategies. Participants will learn key points for collaborating

with academic and student affairs; gaining institutional buy-in for a timely and relevant college transition issue; and training faculty, staff, and peer leaders to assist in program delivery and facilitate dialogue around campus sexual assault.

CI-91 Peer Educator Training: Making a Difference at Washburn University
Salon 7

James Barraclough
Director, Undergraduate Initiatives

Jordan Noller
Lecturer, Student Success

Kayla Johnson
Peer Educator
Washburn University

In spring of 2013, Washburn's First-Year Experience program integrated training into its Peer Educator Mentoring program. The training course focuses on preparing peer educators for classroom facilitation in WU101 classes, tutoring, leadership opportunities, teaching team communication, and overall expectations for the upcoming term. Although Washburn's Peer Education Training program is still relatively new, course evaluations from students and peer educators indicate a strong positive trend in peer educator presence and effectiveness in the classroom. Testimonials from peer educators have stated that the training prepared them to make a difference in the lives of first-year students.

CT-92 Weaving Dialogues of Diversity Into the First-Year Seminar Curriculum
Salon 8

Kris Kumfer
Learning Community Course Coordinator

Rob Razzante
Graduate Assistant; Academic Advisor
Ohio University

Ohio University Learning Community Programs enhanced the first-year seminar curriculum through the lens of diversity and dialogue in the classroom for more than 200 first-year learning communities. New, in-class activities were designed to blend with the pre-existing semester curriculum, ranging from low-risk to high-risk discussions. The first-year seminar curriculum can be structured to provide scaffolding for students as they engage in discussions and conversations that create cognitive dissonance, growth, and a sense of belonging.

CT-93 To Flip or Not to Flip in First-Year Courses?
Salon 9

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

There is a lot of buzz around the flipped classroom model, but does it work? During this highly interactive session, participants will review the history of this model and then focus on the pros and cons of the flipped classroom, especially in first-year courses. Come explore the research and begin to think about what is perhaps the more important question: Given all of the tools available, how can we maximize learning in and out of the classroom?

4:15 pm - 5:15 p m

CT-94 One Book: Four Ways
Salon 1

Denise Rode
Director, First- and Second-Year Experience
Northern Illinois University

Karen Weathermon
Director, First-Year Programs
Washington State University

Rebecca Campbell
Director and Department Chair, Academic Transition Programs
Northern Arizona University

Sheila Stoeckel
Lead, Go Big Read Program
University of Wisconsin-Madison

Four universities that selected Bryan Stevenson's powerful book Just Mercy for their common read programs will come together to discuss how one title is addressing each campus's unique needs. Presenters will highlight their similarities and differences using four key comprehensive implementation strategies to run a successful initiative: (a) campus and community events, (b) course adoption, (c) connection to the first-year experience, and (d) promotion. Attendees will leave with methods for evaluating and using books for maximum impact at their own campus using the four strategies. There will be time for all to share successes and challenges in these areas.

CT-95 I Second That Emotion: The Noncognitive Puzzle of College Success
Salon 10

Constance Staley
Professor, Communication
Director, Gateway Program Seminar
University of Colorado, Colorado Springs

Steve Staley
Professor, English and Humanities
Course Director, Academic and Career Success
Colorado Technical University

For decades, instructors have taught orientation and study skills to college students. Yet, when it comes to attrition rates, media outlets use discouraging wording, like "America's nagging problem" or "a national disaster." Is it time to take stock? As educators, should we be doing more, or doing things differently? This session will review highly current literature on noncognitive variables as they relate to college success (i.e., mindfulness, motivation, focus, emotional intelligence, positivity, mindset, hopefulness, and resilience) and, perhaps more importantly, provide practical, tested, and impactful teaching tools.

CI-96 Txt4Success: Using Text Messages to Mentor and Support First-Year Students
Salon 11

Bryce Bunting
Associate Director, First-Year Mentoring
Brigham Young University (BYU)

Brian Kathman
CEO
Signal Vine, LLC

In the spring of 2015, BYU piloted a new initiative to provide improved support to newly admitted, undergraduate students by connecting them with peer mentors via interactive text messaging. This session will focus on the impact of two-way, personalized text messaging on BYU's first-year mentoring program. Presenters will discuss their experience with texting first-year students, including their goals, strategy for implementation, challenges, and outcomes. As a result of the program, first-year students reported more frequent interactions and stronger relationships with peer mentors, as well as greater value in the peer mentor relationship.

CT-97 I Came to Play Football: Teaching Student-Athletes Mindset and Grit
Salon 12

Barbara Boyette
Assistant Academic Dean, Academic Support
Coordinator. First-Year Experience
Guilford College

Declining resiliency and fear of failure characterizes more of our incoming first-year students. How can we inspire our student-athletes to stay motivated about academics, complete their education despite a career-ending injury, and/or get back up when academics do not come as easily as their sport? This presentation will demonstrate how the research on mindset and grit fits naturally into motivating student-athletes and give participants strategies and videos to assist in their retention efforts.

CT-98 From Common Reading to Common Experience: Fostering a Campuswide Conversation
Salon 13

Twister Marquiss
Director, Common Reading Program

Nancy Wilson
Director, Lower-Division Studies in English

Edward Garza
Graduate Assistant
Texas State University

Many common reading programs select a book and then build programming around the text: however, Texas State University begins with a yearlong common experience theme that generates campuswide initiatives ranging from first-year experience programs (i.e., Common Reading, University Seminar) to English diagnostic topics and events for the entire campus and community. In this session, presenters will share strategies and research results from the 2015-2016 theme—Bridged Through Stories: Shared Heritage of the United States and Mexico — from theme to book to cooperative engagement.

CI-99 Warhawk Warning: Using Early Alerts to Increase Student Success
Salon 14

Virginia Lacy
Director, Warhawk Academic Success Center
Auburn University at Montgomery

The Warhawk Warning system was created at Auburn University at Montgomery two years ago in an effort to better address student concerns and increase retention. Referrals submitted by faculty for students in need of academic or interpersonal support trigger a response by success advisors located in the Warhawk Academic Success Center. This presentation will highlight the development and implementation of the Warhawk Warning program, including campus buy-in, the use of program management software, the initial student contact process, and specific advising interventions.

CI-100 A Learning Curve in Assessment: It Is a Success!
Salon 15

Darian Burwell
Director, Student Success

Alim Chandani
Peer Mentorship Coordinator
Gallaudet University

Historically, Gallaudet's programs have not incorporated student learning outcomes (SLOs) or rubrics in the assessment of program effectiveness. After undertaking a two-year learning curve to better understand SLOs and their relationship to assessment, in 2015, our team had an "aha" moment, resulting in our assessment coming to play through the program.

CT-101 The Faculty-Peer Mentor Relationship
Salon 16

Brian Brabham
Associate Professor
Graduate Program Director for Exercise and Sport Science

Tommy Brabham
Student

Jamey Plunk
Professor of Exercise and Sport Science

Jacob Burlingame
Student

Joan Berry
Department Chair
Associate Professor of Education
University of Mary Hardin-Baylor (UMHB)

This session will provide an overview of how faculty and peer mentors work together to help new students transition to college life. At UMHB, CruLeaders (peer mentors) are assigned to each section of the first-year seminar and lead new students through Welcome Week, are present in the first-year seminar during the beginning eight weeks of class, and are a point of contact for students during the year. Along with first faculty members, Cru Leaders will present their experiences as a part of the learning community.

CT-102 Know Thyself: Self-Awareness for High-Ability Students in a First-year Seminar
Salon 17

Jodi Meadows
Director, Dutile Honors Program
Southwest Baptist University

Contrary to the persistent myth that high-ability students will do fine on their own, first-year gifted college students may have specific advising needs that make them a unique at-risk population. In addition to common college transition issues, such as homesickness, relationship changes, and difficulty with self-management, high-ability students may experience challenges such as perfectionism, multipotentiality, and overexcitability, which are specific to their exceptionality. This session will focus on strategies that faculty can use in advising and teaching a first-year seminar to help high-ability students adjust to college rigor, as well as choose a major.

CI-103 Welcoming New Students With a New Approach
Salon 18

Eve Walden
Director, New Student Orientation Curriculum

Mary McGowan
Coordinator, NSO Osceola Campus

Kimberly Traynor-Foster
Faculty, New Student Experience
Valencia College

This session will highlight and discuss the process, outcomes, and implications of redesigning a new student orientation program at Valencia College to focus on personal connection, student engagement, and academic advising. Specifically, the development of the online orientation component and the significant role first-year experience faculty played in the on-campus component will be reviewed. This will be an interactive session with practical applications shared for any institution looking to enhance its orientation model by involving first-year experience faculty, implementing technology, and advising students.

CT-104 Incorporating Online Instruction Pedagogy to Advise and Support First-Year Students
Salon 19

Therese Lovegreen
Director, Academic Advising
The College of William & M

Innovative desi gy to advise and support fir s designed two student-centered co ege Studies, to assist first-year and transfer s ansition into college. When developing a course for firs udents taking an online class for the first time, the College sought to include many opportunities for interaction in the classroom. Now in its third year, the mandatory, first-year advising course offered in the summer has overcome many of the obstacles and challenges presented by electronic delivery.

CR-105 Designing Your Blueprint for Major Exploration Initiatives
Salon 2

Michele Campagna
Executive Director, Center for Advising and Student Transitions

Duane Williams
Associate Director, Freshman and Sophomore Programs

Amanda Carcione
Assistant Director, Center for Advising and Sophomore Programs
Montclair State University (MSU)

MSU's Center for Advising and Student Transitions (CAST) uses a holistic approach to guide first-year, undecided students toward declaring a major. Through integrated initiatives, students identify their skills, values, and interests and learn the principles of a liberal arts education as they explore majors. Activities supporting these efforts include undeclared learning communities with specialized sections of New Student Seminar, the incorporation of peer advisors in seminar instruction, and collaboration in the Center between advisors and peer advisors in the execution of MSU's mandatory advising policy for undeclared students. Program outcomes data will be shared during the session.

FD-106 Learning Community Assessment: Are We Data Miners or Data Minions?
Salon 3

Jim Pukrop
Coordinator, Learning Communities
Purdue University

In assessing learning communities (LCs), we focus too narrowly on retention and graduation rates, pretending they tell an entire story—making us minions to the data. We should instead be informed data miners (i.e., track far more information and understand both why we track it and what we can do with it). That is how educators come to make truly data-driven decisions. Participants in this facilitated discussion will discuss their experience and/or questions regarding data to track, why, how it can be used, and what it says about the health of their programs. This leads to opportunity for truly data-driven decision making.

FD-107 Factors Impacting Writing Performance: Rethinking Contextualized Instruction That Benefits Students
Salon 4

Ann Ellsworth
Professor, Education
Montana State University

First-year seminars provide ways to build community, boost student retention, and increase learner engagement. With typically small classes, this learning environment is ideal for promoting critical thinking and writing improvement. For students who enter the college classroom with gaps from their secondary schooling, it is all the more imperative for seminar instructors to address the reality of less-than-adequate writing preparedness. A discussion of how instructors can maximize seminar meeting times to advance students' written communication and support their academic success is a timely topic. The ability to communicate clearly is a necessary skill for students in all majors.

E-108 Improve Student Services: How Student Schedule Planning Benefits the Entire Institution
Salon 5

Mike Ayers
Director of Operations
College Scheduler, LLC

Are you challenged to improve student service, increase enrolled credit hours, and enhance course demand accuracy? This session will demonstrate the functionality of the schedule planner and share the benefits for students and administration. College Scheduler provides all schedule options for students, reducing frustration during registration. In addition, administration benefits from real-time course demand, enrollment optimization, and bulk scheduling specific student populations. By providing a more efficient and user-friendly registration process, students can maximize courses taken each semester, which supports increased enrollment credit hours and on-time graduation.

CI-109 First-Year Library Instruction in China: Active Learning, Collaboration, Assessment
Salon 6

Raymond Pun
First-Year Student Success Librarian
California State University, Fresno

In this session, the presenter will discuss how New York Universit Shanghai librarians enhanced their (second) first-year library instruction program to meet the needs of the students and faculty. The initiative focuses on the strategies, opportunities, and challenges of teaching international and Chinese first-year students in China. For the second year, librarians played a major role in collaborating with faculty and writing fellows to team-teach writing and research processes. The presenter will share some of the effective techniques of library instruction that integrate active learning and explain how librarians can be active collaborators in first-year research programs.

CT-110 mSuccess: Using Smartphones to Enhance Student Success, Development, and Learning
Salon 7

Timothy Steenbergh
Professor, Psychology

Doug Daugherty
Professor, Psychology and Addictions Counseling

Christopher Devers
Director of Research, Center for Learning and Innovation

Jason Runyan
Associate Professor, Neuropsychology

Brian Fry
Professor, Sociology
Indiana Wesleyan University

This session will discuss trends in mSuccess, examining and illustrating how smartphone technology can enhance student persistence, development, and learning. These trends parallel recent mHealth advances in healthcare and psychotherapy, and are fueled by growing interest in the use of smartphones to expand our reach with students. This interest in app-facilitated interventions follows increased use of smartphones for real-time assessment and intervention. The presenters will discuss smartphone-based assessment and intervention, describe existing technologies and then demonstrate their application in three projects involving (a) first-year retention and growth mindset and social belonging, (b) student development of empathy-compassion, and (c) distributed practice to improve learning outcomes.

CI-111 Fostering Engagement to Increase Retention and Graduation
Salon 8

Naveen Seth
Associate Professor, Business Administration
Stella and Charles Guttman Community College (CUNY)

Educational attainment results for urban, public school students are discouraging. These students often complete high school with suboptimal skill levels and become disengaged from learning. This presentation discusses the rationale for using a curriculum that is relevant to students' experiences, as a way of stimulating their interest in continued learning at the college level. Stella and Charles Guttman Community College uses these pedagogies of engagement to raise the likelihood that students will complete their first-year courses and continue into the second year of their two-year programs. At that stage as well, the College encourages engagement as a means to increase learning and ensure that students graduate.

CT-112 Digitalizing Transition Support: Developing a Transition-Themed, Quest-Based Learning App
Salon 9

Jackie Goodman
Coordinator, First-Year Transition and Academic Support

Christopher Primerano
Student, Gaming-App Programmer

Heather Shanahan
Student, Gaming-App Graphic Designer
University of Toronto Mississauga (UTM)

Many university students are constantly plugged-in and connected, yet transition programs overwhelmingly exist in classrooms, residences, and offices. Digital content platforms may be an effective means of engaging incoming students, creating a sense of community among digital natives, and delivering key messages through familiar channels. In this session, UTM will share their strategy for developing and implementing a transition-themed, quest-based learning app called Guardians of UTM. Participants will view a demo of the game and learn how to capitalize on the benefits of going digital.

5:30 pm - 6:30 pm

CT-113 Using Mobile Technology to Create an Engaging Academic Orientation Session
Salon 1

Laura Soerensson
Senior Associate Director, McDonough S

Deb Coburn
Assistant Dean, McD
Georgetown U

CANCELLED

This session ex iversity implemented an interactive, tech-savvy orie with mobile technology. For the past two years, the George undergraduate program at the McDonough School of Business has used Polleverywhere software to generate engagement during the academic presentation at orientation. This easy-to-use software facilitates conversation between the presenter and the audience. The mobile software tool helped create an academic orientation to capture the millennial students' attention.

CT-114 Creating Synergy Among Academic and Student Affairs in First-Year Leadership Courses
Salon 10

Amber Manning-Ouellette
Lecturer, Leadership Studies

Cameron Beatty
Lecturer, Leadership Studies
Iowa State University

This session will highlight building partnerships and synergies among academic affairs and student affairs departments. Specifically, the focus will be on first-year campus leadership development courses and creating projects with other campus units, including the Student Activities Office, Multicultural Student Affairs Office, and offices focused on women in STEM. The presenters will provide examples of first-year leadership course projects, describe how collaborations were created, and demonstrate the effectiveness of these partnerships.

CT-115 Integrating High-Impact Educational Practices Into First-year Student Learning Communities
Salon 11

Jennifer Bebergal
Assistant Dean, Retention and Academic Support
Florida Atlantic University (FAU)

High-impact educational practices (HIPs), such as learning communities, first-year seminars, service-learning, undergraduate research, and internships, lead to student learning gains, and the number of HIPs directly correlates with retention and graduation. Many HIPs are implemented after the first year due to beliefs that first-year students lack the required background knowledge and skills. The presenter will discuss HIP research, how FAU incorporated HIPs into first-year programs from student success and faculty development frames, and specific opportunities to implement multiple HIPs into existing first-year programs on other campuses. Materials related to development and assessment of these programs will be provided.

CI-116 First-Year Undergraduate STEM Experience
Salon 12

Mohsen Beheshti
Professor, Computer Science Department
Chair, Computer Science Department
California State University, Dominguez Hills (CSUDH)

Through the First-Year Undergraduate STEM Experience (FUSE), CSUDH is expanding and integrating its support for STEM majors and, therefore, expects to improve retention of students. FUSE brings together STEM faculty with administrators and key staff in student affairs. It also provides a holistic, immersive experience in STEM, beginning when students are recruited to their majors, and leading to an energized cohort of students who become integrated into the campus and persist into their second year on track for graduation into a STEM career.

CI-117 The Uncommon Common Reading Project: Bringing Choice Around a Theme
Salon 13

Christy Buchanan
Senior Associate Dean, Academic Advising

Hubert Womack
Librarian, Instruction and Outreach
Wake Forest University

After years of struggling to pick a common read for the first-year students, the Orientation and Lower Division Advising Committee at Wake Forest University decided to choose a common theme: Exploring Difference, Embracing Diversity. More than 20 faculty and staff members enthusiastically volunteered to lead book discussion groups that addressed this theme. Incoming students reviewed the list of titles and those who were interested registered. All but two discussion groups met on the Sunday afternoon of Orientation. The new model generated positive feedback from faculty and students alike.

CT-118 An Intentional Approach: Increasing Cocurricular Engagement at a Community College
Salon 14

Rochelle Popp-Finch
Coordinator, Student Activities
Indian River State College

Allison Laske
Consultant, Campus Success
Campus Labs

When blending together retention initiatives around topics of student engagement, cocurricular experiences, and student learning, campus administrators have begun to call this string of intentional experiences a cocurriculum. Join the presenters in learning first-hand how Achieving the Dream school, Indian River State College, has catapulted itself to the forefront of student engagement best practices for two-year colleges. Session attendees will be able to identify cocurricular opportunities on their campus throughout the presentation and will begin building the framework for their own campuses cocurriculum.

CT-119 Bridging Silos: Faculty and Student Affairs Collaborations Transform Holistic Learning
Salon 15

Laura Ng
Associate Professor, English

Emily Sparrow
Director, Student Services
University of North Georgia

This session will discuss a collaboration between faculty and student affairs staff addressing affective and noncognitive obstacles to learning inside a standard, first-year composition classroom. Using backwards design, the presenters strategically embedded student development experts throughout the semester to determine whether in-class interventions could help students better engage with course material and in-class activities. The presenters will recap the course development process, including creating the calendar of assignments and interventions, recruiting student affairs partners, and assessing the impact of this approach. Additionally, they will discuss their initial impressions of the project and the implications for future practice.

CI-120 Common Reader Programs: The Year at a Glance
Salon 16

Melinda Messineo
Director, Freshman Connections

Wes Heath
Graduate Assistant. Freshman Connections
Ball State University

This session will walk common reader program facilitators through a complete planning year. The process includes selecting the book, negotiating a contract, preparing discussion group leaders, getting student and constituent buy-in, partner programming, and assessment.

CI-121 Signature Course Stories: Implementing New Curriculum From Cover to Cover
Salon 17

Patricia Moran Micks
Director, First-Year Experience

Lori Holleran Steiker
University Distinguished Teaching Professor
The University of Texas at Austin (UT-Austin)

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

E-122 Seven Habits of Highly Effective College Students
Salon 18

Jane Hix
Director, Higher Education

Michael Ockey
Director, Higher Education
Franklin Covey

Seven Habits for College Students: Succeeding in College and in Life is a high-impact course that offers students the opportunity to learn college transition and success skills. In addition, student will learn the principles of the seven habits that will support their personal effectiveness as well as leadership skills, taking this with them through college and career development. Students will have opportunity to earn a Leadership Certificate at end of course by taking a certificate exam in their campus testing center.

CI-123 An Entrepreneurial Mindset for Success in College—and in Life
Salon 19

Bree Langemo
Vice President, Strategic Partnerships
The Entrepreneurial Learning Initiative and Pikes Peak Community College

Barb Overgaard
Faculty of Advancing Academic Achievement, Math and English
Pikes Peak Community College (PPCC)

This session showcases the implementation of entrepreneurial mindset curriculum at PPCC as a required first-year student success course for interdisciplinary students. The presenters will describe the unique entrepreneurial approach of the curriculum and demonstrate how an entrepreneurial mindset can empower students to succeed in college and in life. Data results from the PPCC rollout, including student persistence and college course success rates are included. Participants will engage in an interactive facilitation of an entrepreneurial mindset lesson and how it applies to first-year students.

CR-124 Creating a Growth Mindset in a Remedial Math Modules Course
Salon 2

Donna Dahlgren
Professor, Psychology
Director, First-Year Seminar

Thomas Keefe
Professor, Business Administration

Melanie Hughes
Associate Librarian

Ron Allman
Professor, Journalism
Indiana University Southeast

A quasi-experiment was conducted to determine if instilling a growth mindset in a remedial math module course would enhance students' math performance and persistence. The study involved 264 students across seven math courses. Students were exposed to either a growth mindset article, a laughter coping article, or no article before asking to give advice to other math students in the math module course. The impact of this intervention will be determined at the end of the fall 2015 semester when math grades as well as math course completion and follow-up persistence measures will be examined.

FD-125 Imagineering the First-Year Experience at Small Colleges and Universities
Salon 3

Brad Harmon
Assistant Academic Dean, Advising
Furman University

This interactive presentation offers participants the opportunity to imagine best practices of the first-year experience at a small college or university around four major areas: (a) strategic planning and program development, (b) organizational structure and financial resources, (c) assessment and evaluation, and (d) institutional challenges and opportunities. An example of the opportunities and challenges connected to the implementation of the first-year experience at one small, private university will be offered to guide discussion. Participants will learn from each other while reflecting upon and discussing the unique advantages and challenges to successful design and implementation of the first-year experience at their institutions.

CI-126 Beyond Cherry-Picking: Multistep Peer Leader Recruitment Equals Improved Student Outcomes
Salon 5

Jillana Finnegan
Associate Director, Advising and Academic Enhancement

Matt Schmasow
Student Success Coordinator, Advising and Academic Enhancement
Boise State University

When recruiting peer leaders for programs, faculty or other stakeholders sometimes expect a candidate they suggest will be hired. This cherry-picking is not truly selective and can lead to peer leaders that may not have the right skills or commitment to make a program successful. This presentation will discuss Boise State's transition from cherry-picked hires to a very intentional and highly selective recruitment process for our Supplemental Instruction program. This change has not only improved student candidate quality, but our data confirm that it is associated with increased student participation and academic benefits.

CT-127 Developing Self-Efficacious Learners for Learning Success
Salon 6

Denise Camin
Professor of Blended and Online Courses
DeVry University

Technology has become more essential, especially in our students' lives; however, as educators we have not fully explored how best to use this to promote self-directed learning for first-year college students. Yet, research shows fully engaged students better connect to the learning process and begin to own their success. This session will explore a variety of online tools designed to promote self-actualized learning and increase retention by developing a greater sense of ownership. Participants will engage in activities connected to classroom practice and self-management strategies to take back to their home institutions.

CR-128 Exploring the Mentor-Mentee Relationship
Salon 7

Nosisana Mkonto
Department Head, Student Development

Luvuyo Kakaza
Administration
Cape Peninsula University of Technology

First-year students can find adapting socially and academically into college a challenging process. This transition can be further complicated by peer pressure to take part in unbecoming or unhealthy activities because of a desire to fit in. Mentors play an important role in integrating the first-year students into university life by assisting them in making informed decisions. Mentoring in higher education has become a vital aspect of student life.

CT-129 Herding Cats: Our Experience in Faculty Training and Development
Salon 8

Lynnae Selberg
Assistant Professor; Program Director
Counseling and Career Center

Pat Missad
Assistant Professor, Academic Advisor
Counseling and Career Center
Grand Rapids Community College

Faculty become content experts in their field by earning a degree in that discipline (e.g., math, sociology, English), but how do they become experts in the first-year experience? How do you take a content expert and prepare them to successfully teach a first-year seminar? There is a need for effective and ongoing training for instructors who teach first-year seminars. This presentation will help attendees who are struggling to effectively train instructors from other disciplines to teach first-year seminars and maintain consistency and quality among the many sections that are taught.

CT-130 Why We Need to Talk With First-Year Students About Race
Salon 9

Stacy Ulrich
Director, CAS Student Programs and Leadership

Raul Fernandez
Associate Director, Student Activities Office

Callie Sopper
Associate Director, International Student Initiatives

Matt Lengen
Program Manager, CAS Student Programs and Leadership
Boston University

Students are coming to college from American schools and neighborhoods that are more racially segregated than they were 40 years ago. Many students arrive on campus with little experience interacting with people of different social identities or talking about institutionalized marginalization based on these identities. To develop graduates that will thrive in a multicultural society and challenge systems of oppression, institutions need to engage their students in social justice conversations, starting with conversations about race. The presenters have developed ways to do this at Boston University that can be replicated at other institutions.

SUNDAY, FEBRUARY 21

5:30 pm - 6:45 pm EXTENDED SESSION

FD-131 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy
Salon 4

Mary Stuart Hunter
Senior Fellow, University 101 Programs and National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect

John Gardner
Founding Director and 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 intra-personal conflict. Discussion will revolve around these issues.

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

An Electronic Publication from the National Resource Center
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e SOURCE FOR COLLEGE TRANSITIONS
A complimentary biannual publication from the National Resource Center

E-Source for College Transitions is an electronic newsletter providing practical strategies for supporting student learning, development, and success that targets academic and student affairs administrators and faculty. Articles on a variety of topics related to student transitions are welcome, including those focusing on

» Strategies for addressing the first-year, sophomore, senior, and transfer transitions at different types of institutions
» Descriptions of institutional initiatives with demonstrated results
» Innovative teaching strategies and programs addressing the needs of special student populations
» Strategies for assessing student learning experiences, programs, or courses
» Descriptions of new and relevant print and online resources

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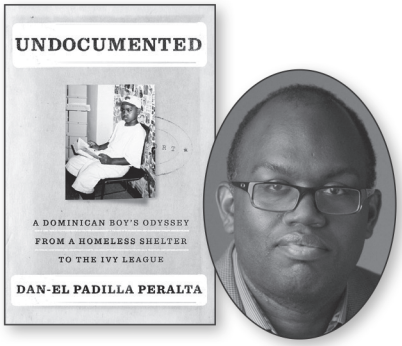
Monday, February 22nd, 11:30 am

The Rosen Centre Hotel, Orlando, FL

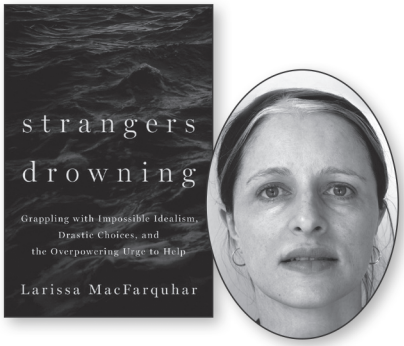
Book signings to follow lunch

Penguin Publishing Group authors

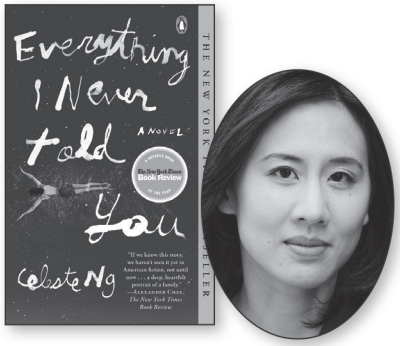
Dan-el Padilla Peralta
author of
Undocumented
A Dominican Boy's Odyssey from a Homeless Shelter to the Ivy League



Larissa MacFarquhar
author of
Strangers Drowning
Grappling with Impossible Idealism, Drastic Choices, and the Overpowering Urge to Help

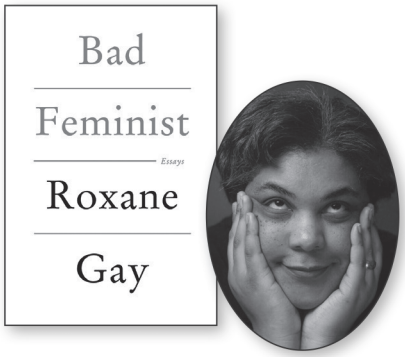


Celeste Ng
author of
Everything I Never Told You

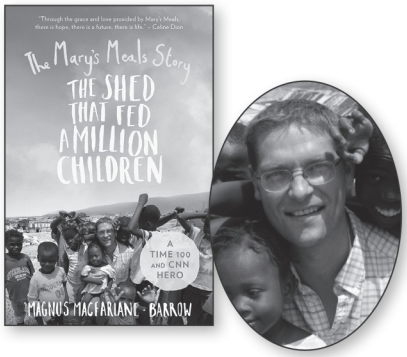


HarperCollins authors

Roxane Gay
author of
Bad Feminist
Essays



Magnus MacFarlane-Barrow
author of
The Shed That Fed a Million Children
The Mary's Meals Story



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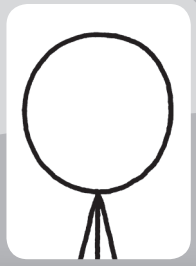
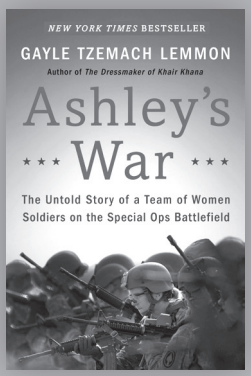
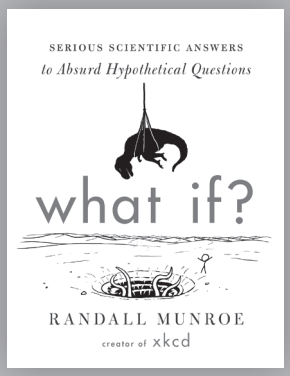
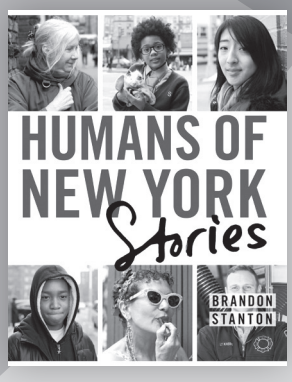
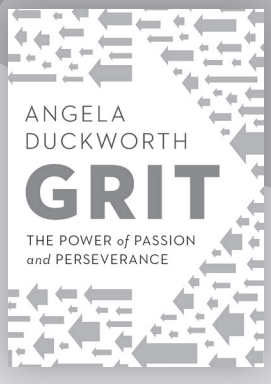
MONDAY, FEBRUARY 22ND, 7:00 P.M.
GRAND BALLROOM, SALON A
Book signings to follow dinner











Gayle Tzemach Lemmon, author of ***ASHLEY'S WAR*** *The Untold Story of a Team of Women Soldiers on the Special Ops Battlefield*

Randall Munroe, author of ***WHAT IF?*** *Serious Scientific Answers to Absurd Hypothetical Questions*

Brandon Stanton, author of ***HUMANS OF NEW YORK STORIES***

Angela Duckworth, author of ***GRIT*** *The Power of Passion and Perseverance*

Please stop by any of our booths to pick up your invitation or to RSVP.

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FYE **HIGHLIGHT SESSION**

ONLINE ORIENTATION

A Panel Discussion with Your Peers

Join Us for the chance to ask the **Online Orientation Panel** your questions.

DISCUSSION PANEL PARTICIPANTS

KORRIN ANDERSON
Associate Dir. of Orientation
Florida International University

CHARLES PRINCE
Dir. of Student Success and Transition
Howard University

CRIS LEGNER
Dean of Student Services
Hillsborough Community College

They'll answer these questions & more:

- Why did you decide to get an online orientation?
- How are you using your online orientation?
- How has the decision to get one improved the first year experience?

This session also gives you time to ask your peers questions so you can learn from their first-hand experience.

SUNDAY, FEBRUARY 21, 2016

3:00 PM - 4:00 PM

ROOM : SALON 2

A $100 cash drawing will be awarded at the end of the session!

To see Online Orientation samples, visit us at Booth #22!

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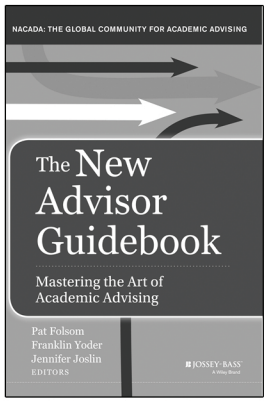
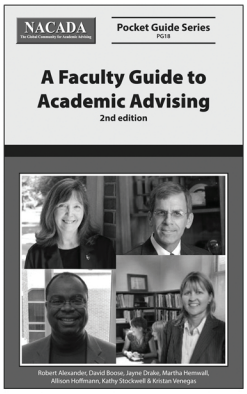


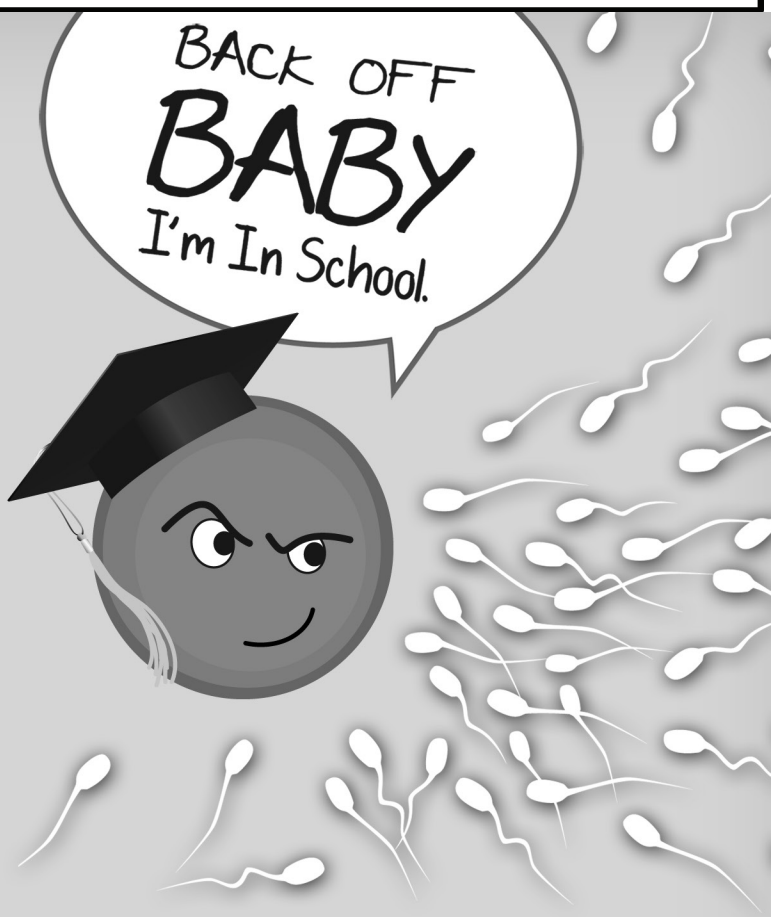


Visit NACADA's booth for information about our events and resources!

WHY SHOULD YOU CARE ABOUT YOUR STUDENTS' SEX LIVES?

Because 61% of women who have children after they enroll in community college do not finish their education.

Visit us in booth 51 to view a demonstration of *Preventing Unplanned Pregnancy and Completing College*—three online lessons that can be provided to students in a variety of settings—and learn about other free resources to help your students.



The National Campaign to Prevent Teen and Unplanned Pregnancy

StudentSexLife.org

2016 Student Affairs Assessment Institute

Tuesday, June 21 - Friday, June 24, 2016

Charlotte, North Carolina

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Promoting scholarship · Informing practice · Building connections

The Toolbox

A TEACHING AND LEARNING RESOURCE FOR INSTRUCTORS

Written by Brad Garner
Director of Faculty Enrichment
Center for Learning and Innovation,
Indiana Wesleyan University

The ToolBox is an online professional development newsletter offering innovative, learner-centered strategies for empowering college students to achieve greater success. Online subscription is free and includes access to archived issues. Topics cover a wide range of teaching strategies, such as

- Motivating millennial learners
- Building relationships with students
- Teaching with technology
- Assessing student learning
- Incorporating cooperative learning strategies
- Building a syllabus
- Classroom civility

The Toolbox
A TEACHING AND LEARNING RESOURCE FOR INSTRUCTORS
Volume 10 Issue 2 October 2011
The Reality of Uncertainty: A Tool for Teaching
"The quest for certainty blocks the search for meaning. Uncertainty is the very condition to impel man to unfold his powers."
– Erich Fromm

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Booth 15/16

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—Paige Wideman, Professor at Northern Kentucky University

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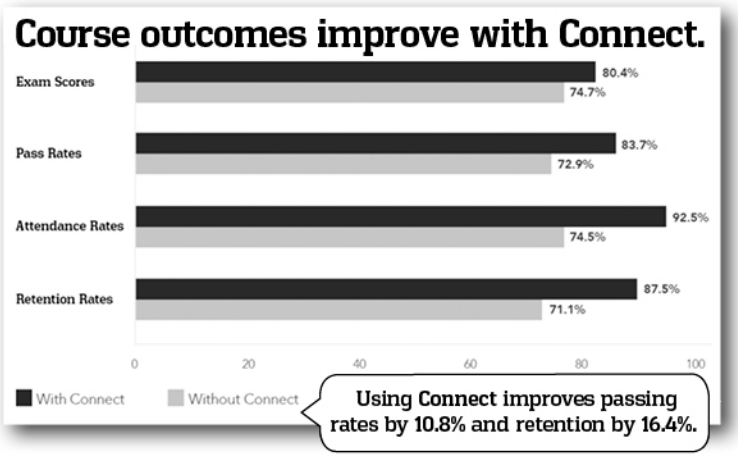

Because learning changes everything.™

POSTER SESSIONS - 7:30 AM-9:00 AM

Conference Registration/ Information Desk
7:00 am - 6:00 pm
Grand Ballroom Foyer

Continental Breakfast
with Exhibitors
7:30 am-9:00 am
Grand Ballroom CDE

Continental Breakfast
with Poster Sessions and Colleague Clusters

7:30 am-9:00 am
Grand Ballroom AB

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:

1. Advising
2 Assessment
3. Career Development
4. Common Reading Programs
5. Commuter Students
6. First-Generation College Students
7. Health and Wellness
8. Learning Communities
9. Orientation
10. Parent Programs
11. Peer Leaders
12. Residence Life
13. Service-Learning
14. Students of Color
15. Student Engagement
16. Undecided Students
17. Underprepared Students
18. First-Year Seminars

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 49-55.

7:30 am-9:00 am — *POSTER SESSIONS*

PA-132 WeChat as Library Chat: Connecting With Students in China
Raymond Pun

First-Year Student Success Librarian
California State University, Fresno

WeChat is a mobile text and voice messaging communication service developed in China. It was released in 2011 and currently has more than 355 million users, primarily from East Asia, particularly China. In this poster session, the presenter will discuss best practices and outreach strategies to support students' research needs through the WeChat app and share his experiences and observations in serving the 300 first-year students at New York University (NYU) Shanghai. While all NYU students use this app for social activities, the library employs this service to provide outreach support.

PR-133 An Examination of Student Transition in Online First-Year Seminars

Stephanie Foote
Professor, Education
Director, Master of Science in First-Year Studies

Deborah Mixson-Brookshire
Interim Assistant Dean, University College
Associate Professor, Management
Kennesaw State University

This poster presentation will draw from a study that involved a sample of first-year seminar instructors and students to determine the perceived impact on student learning and engagement of instructional tools used in blended and online seminars. The presenters will share their model of learning and engagement in online seminars and discuss how technology can be used to transform teaching and learning in online or blended courses.

PA-134 Living the Mission: Faculty, Staff, and Student Mentorship in a First-Year Symposium

Jo Meier
Director, Freshman Symposium
Chair of Psychology

J. Ulyses Balderas
Director, Study Abroad
Assistant Professor, International Studies

Lindsey McPherson
Dean of Students
University of St. Thomas

A first-year seminar was developed to help new, entering students' transition to college and understand the mission of a small, liberal arts, Catholic university. All first-year students are required to take the one-credit course their fall semester. Each section is led by a three-person mentor team (i.e., a faculty and staff member and student mentor) who share equally in the planning and delivery of course content. Since its implementation, students are more likely to indicate that they understand the mission of our University, and student retention rates have increased significantly. The design, implementation, and assessment of the program will be discussed.

PA-135 First-Year Convocation: A Data-Driven Approach to Enhancing the Experience

Natasha Habers
Assistant Department Chair
Associate Professor, Art

Deborah Mixson-Brookshire
Interim Assistant Dean
Associate Professor, Management

Ruth Goldfine
Department Chair
Professor, English

Alison Hedrick
Lecturer, Information Systems
Kennesaw State University

To promote a sense of belonging and help first-year students connect to the institution, Kennesaw hosts a First-Year Convocation and Induction Ceremony. Convocation is the students' official welcome to the University and serves as the bookend for commencement, mirroring many of the ceremonial aspects they will experience at graduation. In this poster presentation, participants will be able to discuss their institutions' practices for engaging with incoming students as they launch their college journey. Additionally, assessment results, strategies to promote participation, and ideas for engagement beyond the ceremony will be shared.

PR-136 Outcomes Associated With a Learning Community for International Students

Michael Keleher
Director, Integrative Studies

Stephanie Foote
Professor, Education
Director, Master of Science in First-Year Studies

Deborah Mixson-Brookshire
Interim Assistant Dean, University College
Kennesaw State University

This poster presentation will describe research on student perceptions of the impact of participation in a targeted, international-student learning community (Global Gateways) on the initial college transition. Global Gateways was a collaborative effort between the academic departments within University College and the Intensive English Program (IEP) in the Department of English. The presenters will share information about the development, implementation, and outcomes associated with the pilot project, which included general education coursework, cocurricular personal and social development activities, as well as additional English proficiency instruction and tutorial support.

PA-137 Low Cost, High Impact: Learning Communities at a Residential College

Jennifer Vitale
Elliott Associate Professor of Psychology
Hampden-Sydney College

In 2013, Hampden-Sydney College initiated a Living and Learning Communities program for incoming, first-year students. The program, which involves linkages between students, faculty, academic advisors, and residence hall staff, was implemented in the 2014-2015 academic year and now continues its second year. Details surrounding the development and implementation of the program in a small, residential college environment are presented, with an emphasis on how existing residence life and academic advising systems were incorporated, how and when various stakeholders were included, and how budget limitations were addressed. Evidence of the program's success in relation to student academic and social adjustment is provided.

PA-138 Offering Intentional Support Systems to Ease Out-of-State Students' Transition

Abby Nobili
Program Coordinator, First-Year Experience
University of Central Florida (UCF)

Moving to a new state can be hard. Moving to a new state and starting college without a friend group is even harder. UCF recognized the need for specific outreach programs for our out-of-state (OOS) students and in 2005, the Out of State Student Mentoring (OSSM) program was created to help ease our students' transition and make them feel connected and welcome to UCF and Orlando. This is achieved by providing a structured living learning community and peer mentor support and programming. Higher GPAs and graduation rates are further proof of the programs' success.

PR-139 Trickle Down Engagement in First-Year Common Reading Programs

Tara Coleman
Associate Professor, Hale Library

Donald Saucier
Associate Professor, Psychological Sciences

Stuart Miller
Graduate Teaching Assistant, Psychological Sciences
Kansas State University

Common reading programs provide first-year students with common experiences that facilitate their engagement in the academic and social domains of college life. We investigated how the levels of engagement in common reading programs (e.g., recommended the book to students) by individuals in academic support roles (e.g., instructors, advisors, student life personnel) predicted students' engagement in the book and book-related activities, as well as students' retention of book content. We will discuss the importance of trickle down engagement (e.g., from instructors to students) in the success of common reading programs and offer practical recommendations to increase engagement in common reading programs.

PR-140 Mental Health and Academic Success of First-Year College Students

Tammy Wyatt
Associate Dean for University College

Sara Oswalt
Associate Professor, Kinesiology, Health, and Nutrition

Yesenia Ochoa
Graduate Assistant
The University of Texas at San Antonio

The prevalence and severity of mental health issues are increasing among college students, and pose a threat to health and academic performance. Using the spring 2011 American College Health Association-National College Health Assessment, responses from 66,159 undergraduates regarding mental health and academics were examined using regression analyses. Mental health diagnoses differed significantly by year classification: First-year students reported higher rates of self-injury and seriously considering suicide, and upperclassmen noted higher rates of academic impact. Findings indicate the first year of college as the prime time to promote awareness of mental health issues and their impact on academic success. Implications for first-year experience programs will be discussed.

PA-141 Academic Opportunity Program: A Triple Punch First-Year Seminar

Connie Hansen
Assistant Professor, Education

Denise Green
Director, Bruckner Learning Center
Liberty University

Liberty offers an Academic Opportunity Program (AOP) titled Mentoring 100 for the most at-risk students to provide a safety net the first semester. The three-credit mentoring course delivers a triple punch as it is a combination of college adjustment, study strategies, and relationship building. This three-tier approach to meeting the social, emotional, and academic needs of students in the AOP program has produced positive results.

PR-142 Exploring First-Year Experience Practices in Saudi Higher Education

Atiyah Alghamdi
Doctoral candidate
King Saud University

This session presents findings from a study exploring Preparatory Year Program (PYP) practices in all 25 Saudi public universities, using Neuendorf's nine typical steps of content analysis methodology. Data collection relied on government information published on PYP websites. Analyzing organizational structure, program application policy, vision, mission, and goals statements, the most commonly reported theme at these universities was developing students' skills and competency. It was also found that PYP practices reflected universities' ideals rather than actual student needs. Further investigation of the PYP is essential to understand the theoretical basis and create an appropriate pedagogical philosophy for the program.

PA-143 First-Year Student Perceptions of Experiential Learning Events

Marc Adkins
Director, Student Success Initiatives
Baldwin Wallace University

Christopher Keshock
Associate Professor, Health, Physical Education, and Leisure Services

Brooke Forester
Assistant Professor, Health, Physical Education, and Leisure Services

Steve Pugh
Full Professor, Health, Physical Education, and Leisure Services

Shelley Holden
Associate Professor, Health, Physical Education, and Leisure Services
University of South Alabama

Service-learning provides a number of student benefits, such as critical reflection, integration of theory with practice, and a stronger sense of social responsibility. However, not all service-learning opportunities result in similar benefits for first-year students compared to their seasoned, upper-division peers. This session presents findings from a study to determine preferences of student service-learning experiences between these two student populations. Student survey response data indicated the type of event played a major factor in whether or not first-year students saw value in the service-learning assignment. Efforts to match service-learning experiences perceived as more beneficial may allow educators to select appropriate community field work.

PR-144 Increasing Success and Self-Efficacy: Peer Support in First-Year Mathematics Courses

Janet Liou-Mark
Professor of Mathematics

Yanna Chen
Peer Leader

Rushdha Rafeek
Peer Leader

Fajana Shati
Peer Leader

Marieme Toure
Peer Leader
New York City College of Technology, CUNY

The Peer-Led Team Learning (PLTL) instructional model has been instrumental in increasing student pass rates and mathematics self-efficacy in first-year mathematics courses. Students who have done well in the course are the main facilitators of these PLTL workshops. They create an environment where 10-12 freshmen are highly engaged once a week for one hour solving modules collaboratively. Results from this supportive community showed higher pass rates, lower withdrawal rates, and positive changes in mathematics self-efficacy.

PR-145 The Role of Self-Efficacy Beliefs in College Student Outcomes

A.J. Metz
Assistant Professor, Department of Educational Psychology

Salvia Artman
Doctoral Student

David Shirley
Doctoral Student

Hope Andreason
Doctoral Student

Natalie Noel
Doctoral Student
University of Utah

This session presents findings from a study examining the predictive utility of self-efficacy beliefs in college student performance and persistence. A total of 497 first-year students enrolled in a three-credit hour, first-year seminar completed instruments to measure their college self-efficacy and career decision-making self-efficacy. Multiple linear regression analyses revealed a combination of self-efficacy beliefs contributed to the variance in first, second, and third semester noncumulative GPA over and above that accounted for by gender, race or ethnicity, high school GPA, and ACT score. Further, college self-efficacy beliefs were able to predict second-to-third-semester retention.

PA-146 iCharleston: First-Semester, First-Year Student Abroad Assessment

Bruce Fleming
Director, Experiential and Residential Programming

Jordan John
Site Director, Kelowna

Chris Pennebaker
Site Director, London

Samantha Piergross
Site Director, Dublin
College Of Charleston

iCharleston is a unique and innovative international bridge program that encourages future College of Charleston first-year students to grow as individuals, develop an affinity for the institution, and actively engage in a high-impact and holistic academic experience abroad within a supportive community emphasizing global citizenry. The program provides enrollment opportunities to students that the Office of Admissions is unable to accommodate on campus during the fall semester because of competition within the applicant pool. This poster presentation will demonstrate program design, curriculum and partnerships, and review assessment from the fall 2014 and 2015 student cohorts abroad.

PR-147 First-Year Return to School for Nontraditional-Age Women Students

Kathleen Fugate Laborde
Lecturer II, University College
The University of Texas at San Antonio

For low-income women, the return to school can be the key to rising out of poverty. Not much is known about the hurdles they face in returning to school. The research presented in this session, which is part of a larger study defining the higher education experience of nontraditional-age women in community college, looked closely at the experience of five women, ranging in age from 25 to 45, and their experience in that first year back. The findings suggest there are unique needs of adult women that aid in persistence, such as assistance in registration and finances as well as access to daycare.

PR-148 Family Ethics and Academic Integrity Among First-Year Students

Leah Bryant
Associate Professor, Relational Communication
DePaul University

A vast amount of research has been dedicated to understanding why students cheat, with the majority of studies considering only psychological variables (e.g., students' self-esteem, personality style) and contextual factors (e.g., faculty monitoring and likelihood of being caught). Little is known about the impact of communication within the family that affects students' understanding of academic ethics and, therefore, their likelihood to engage in academic misconduct. This session presents findings from a study exploring the influence of the transmission of messages from family members that influence students' perceptions of ethical decision making regarding their coursework and provides a framework for understanding how ethics are learned and applied in college.

PA-149 Retention Through First Flight Student Convocation and Peer Mentoring

Cate Igo
Director, First-Year Experience and Academic Success Initiatives

Melvin Thompson
Director, Student Activities and Leadership
Polk State College

Two of the most significant predictors of student success are engagement and developing meaningful relationships on campus. Polk State College's First Flight Student Convocation provides every first-year student with a Flight Plan of Engagement and a peer mentor (assigned at Convocation) to help him or her successfully launch into the college experience with support and direction. An academic tour with faculty leaders immediately follows the ceremony, helping students begin forming critical, meaningful relationships with gateway course instructors. Fall-to-fall retention rates for first-year participants in Convocation and peer mentoring are 74%.

PR-150 Supporting Peer Educators: Enhancing Understanding Through Research

Heath Boice-Pardee
Associate Vice President for Student Affairs
Rochester Institute of Technology

Many colleges and universities train upper-level students to mentor peers in a variety of capacities including tutors, academic advisors, resident assistants, instructors/assistants, orientation leaders, and more. This model often proves valuable for both students and the institution by providing student mentors with a rich leadership experience and student mentees a strong peer connection that enhances institutional affinity. Understanding

the peer educator experience enhances how we can select, train, and support them for maximized success. This session will share findings from two studies on peer mentorship at two distinct universities and programs.

PR-151 Improving Retention From the Inside Out: Gateway Faculty Needs

Stephen Hundley
Interim Associate Vice Chancellor and Dean of University College

Kate Thedwall
Director, Gateway to Graduation

Tiffany Whinery
Graduate Research Assistant
Indiana University-Purdue University Indianapolis (IUPUI)

The Gateway to Graduation Program at IUPUI is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. Gateway serves 8,000 students per semester over 74 classes and involves 500 faculty. The leadership team of Gateway conducted a needs analysis of faculty to develop effective methods for providing support, increasing engagement, and removing barriers to faculty success. Specific attention was paid to faculty needs concerning curriculum development, retention strategies, classroom management, and leveraging campus resources. Results are prioritized to provide insights into faculty development needs for student success in a large-scale, first-year program.

PA-152 The Longitudinal Impact of Two Different First-Year Seminars

Rebecca Campbell
Director, Academic Transition Programs

Zhong Chen
Research Analyst, School of Forestry

Cody Canning
Lecturer, Academic Transition Programs

Kaitlin Hublitz
Lecturer, Academic Transition Programs

Laurie Dickson
Associate Vice Provost, Curriculum and Assessment

Linda Neff
Research Analyst
Northern Arizona University

This poster will highlight the longitudinal trends of student success beyond the first year for students participating in two different first-year seminars (i.e., an extended orientation and a basic study-skills course for admitted at-risk students) in fall 2012. Using propensity score analysis, a matched sample of seminar participants and nonparticipants was followed for five semesters. Results demonstrate that, five semesters later, both seminars were still positively impacting retention, with varying trends related to cumulative GPA and academic standing.

PA-153 Fall Program for Freshmen: Instructor Development

Meaghan DeRespini
Academic Advisor, Fall Program for Freshmen

Sherryl Santa Ana
Program Coordinator, Fall Program for Freshmen
University of California, Berkeley

The Fall Program for Freshmen (FPF) was developed by UC Extension to help spring-admitted students to Berkeley in the fall before their formal start on campus. Instructors dedicated to, and skilled at, working with first-year students, in classes of only first-year students, are a large part of the program's success. This poster session focuses on the process of instructor development in the program through tailored workshops and participants' pointed feedback on areas for additional support. Data will be included from instructor surveys and amended student course evaluations.

PA-154 Faith-Based First-Year Experiences

Kristie Neff
Assistant Director, First-Year Engagement
Cornerstone University

As the development of first-year experiences in higher education continues, one unique subset of programs is found in faith-based institutions. While many of the learning objectives, structures, and challenges of faith-based institutions are similar to their counterparts, distinct challenges face first-year experience programs that are expected to also include focused spiritual development, personal formation, and deliberate cultural engagement training. This poster presentation will highlight the current structures, challenges, and best practices of 75 faith-based institutions that are members of either the Council of Christian Colleges and Universities or the Coalition of Independent Colleges.

PR-155 At-Risk Academic Impacts: Studying Bridge and Nonbridge Student Experience

Amanda Wornhoff
Lecturer, English Composition; Director of First-Year Initiatives

Cathy Evins
Lecturer, Mathematics

Alex Williams
Graduate Fellow, Policy Research Collaborative
Roosevelt University

This session presents preliminary results of a mixed-methods study of a summer bridge program at a small, private university, highlighting the centrality of students' relationships with faculty and peer mentors and tutors to their academic experience. Similar to many first-year initiatives, this program targets students with particular at-risk markers, such as first-generation, low-income, disabled, and requiring developmental coursework. The study is being conducted, in part, to consider the need for scaling up initiatives often targeted at specific at-risk groups, especially in light of broader, current trends in college enrollment and the developing profile of today's first-year student.

PA-156 Innovations in Advising: The Board of Advisors, a Team-Based Model

Jennifer Cannady
Assistant Dean of the College

Mathavi Strasburger
Summit Advisor
Agnes Scott College

Agnes Scott College's Summit reimagines liberal arts education. A fundamental component of the Summit is the transformation of the faculty-based advising system to a team-based model. This distinctive approach provides students continuity through a professional advisor for all four years with the benefits of a faculty advisor for expertise in the major. Supplemented by a peer advisor and a career mentor, the team supports students at all stages of their academic journey. This poster will explore the Board model and focus on the success of the summit advisor and peer advisor in supporting the fall 2014 and 2015 cohorts.

PA-157 Universal Design for Learning on College Campuses

Jenny Sweitzer
Graduate Assistant, Advising Center

Caitlin Fetters
Graduate Assistant, Advising Center
Ohio University

As the number of college students with disabilities continues to increase, institutions must modify their campuses to be accessible to this growing population. A new and evolving concept called Universal Design for Learning (UDL) intends to reshape universities into egalitarian institutions. Regardless of age, size, or physical or mental capabilities, UDL facilitates a student's full learning potential. This presentation will provide information regarding UDL to promote its implementation on college campuses across the country.

PR-158 mSuccess: Using Smartphones to Foster Success Among First-Year Students

Douglas Daugherty
Professor of Psychology

Chris Devers
Professor, Education
Indiana Wesleyan University (IWU)

Allie Alayan
Graduate Student
Wheaton College

This session presents findings from a study exploring the potential of smartphone-app interventions for bolstering first-year student success, specifically looking at two empirically supported interventions commonly identified as growth mindset and social belonging. Much has been written regarding social-psychological interventions and their ability to improve student success, as measured by GPA and retention. However, these interventions are typically delivered in-person or only once. This study involved 62 first-year IWU students from remedial English and math courses who voluntarily participated in growth mind-set and social-belonging interventions via a mobile app experience throughout a semester. Results will be shared.

PR-159 The Fluke: Getting to the Bottom of a 16% Retention Increase

Shannon Williamson
Instructor, First-Year Seminar

Nia Haydel
Director, Academic Center for Excellence
Dillard University

Three years ago, Dillard instituted centralized advising and learning communities for first-year students. During this time, other offices made changes. With everyone's hard work, after one year, retention rates increased 16%. This increase quickly became a source of contention. Which efforts had been effective? What was the biggest factor (i.e., new advising structure, first-year learning communities, or some other effort)? Was it a fluke? Despite high retention rates, the first-year program cannot get support for certain programs because various constituents do not believe they are effective. Retention has increased 1%, but no one has explored what effort accounts for this rise.

PR-160 Critical Thinking and Holistic Learning: Library Collaborations Foster First-Year Success

Rory Schmitt
Lecturer: Academic Success Program

Lisa Tharp
Undergraduate Services Librarian

Lisa Kammerlocher
Social Sciences Librarian
Arizona State University

This presentation focuses on research at Arizona State University of a course, entitled: Critical Reading and Thinking (UNI 110), which included curricular collaborations with university librarians. A major objective of the course was for students to gain information literacy skills. Students learned how to locate and evaluate relevant evidence using library databases, integrate the information into class projects, and appropriately site the sources using MLA format. Research examined how this course impacted at-risk student learning and retention.

PA-161 Pause for Paws: Therapy Animals at Orientatio

Erica Schattle
Librarian, Outreach and Assessment
Tufts University

While therapy animals often visit colleges and universities during midterms and finals, animal visitors can also benefit students during the first days on campus. This session will describe a therapy animal event scheduled during a high-stress period in a six-day, pre-semester, undergraduate orientation program. The animals were strategically located at key academic support service points to facilitate a joyful first impression of spaces that students typically approach with anxiety. Additional academic support events were co-located to improve their visibility and impact.

PR-162 Institutionalizing a First-Year Seminar for Computing Majors through Collaboration

Susan Martin
Associate Director, Center for Women in Technology

Marie desJardins
Associate Dean, College of Engineering and Information

Laila Shishineh
Assistant Director, First-Year Experience
University of Maryland, Baltimore County (UMBC)

This session provides an overview of a collaborative project that successfully implemented and institutionalized a new first-year seminar for freshman computing majors within the existing infrastructure of first year programs at UMBC. Performance data indicate that students who take COMP101 are less likely to switch out of a computing major. Data from focus groups and interviews suggest that the team-based learning, design project, and professional development elements of the course are having a positive impact on student learning outcomes. The COMP101 curriculum, peer instruction model, assessment methods and strategies used to gather long-term support for the course will be presented.

PR-163 Best Forms of Involvement for First-Year Student Veterans' Academic Success

Seuth Chaleunphonh
Dean of Student Life
Indiana University Southeast

This poster will present a quantitative multi-institutional study of the relationship between student veterans and non-veteran counterparts transitioning to college and academic success. The findings contribute to the efforts of campus professionals and faculty to coordinate services and resources to increase achievement. Using secondary data from HERI, financial stress, prior learning, health, college readiness, and involvement were examined. Comparison groups included traditional, first-generation, and non-traditional students. The presentation will identify what forms of student involvement and academic skills work best for success.

8:00 am-9:00 am

C-164 E-Source for College Transition, Review Board Interest Meeting
Salon 20

Christina Hardin
Editor, E-Source for College Transition
University of South Carolina

E-Source for College Transitions is an electronic newsletter published three times a year by the National Resource Center for The First-Year Experience and Students in Transition. Its primary purpose is to provide practical strategies for supporting student learning and success throughout a variety of college transitions. The editorial staff is in the process of establishing a review board to help solicit and shape content for the newsletter. Please join us for an informal meeting to learn more about this publication and opportunities for involvement.

9:15 am-10:15 am

E-165 Making Finance Fun: How To Get Students Excited About Money
Salon 1

Peter Bielagus
Principal
Wealth Educators International, LLC

More students drop out of college because of money management problems than any other reason. (source: Bill and Melinda Gates Foundation.) Financial expert Peter Bielagus will share his tips and tricks on how colleges can incorporate personal finance into any existing FYE programs, quickly and affordably. He'll share the secrets he's used to not just educate students about personal finance, but to actually get them excited to take action. Hundreds of colleges and universities have paid Peter to speak to their students for one simple reason: he makes finance fun. In this session, he'll show you how you can too.

CT-166 First-Year Experience Graduate Assistants Tell All: On School-Work Balance, Professionalization, and Successes
Salon 10

Rich Shivener
Graduate Assistant, First-Year Experience and Learning Communities
University of Cincinnati

Emily Shreve
Graduate Assistant, First-Year Experience
Lehigh University

Sandra Greene
Graduate Assistant, University 101 Programs
University of South Carolina

This session is for graduate assistants (GAs), those who manage GAs, and faculty or staff who are considering hiring GAs to serve in a first-year experience (FYE) office. In the context of the FYE movement, GAs can make valuable contributions as liaisons between academic and student affairs—from programmatic assessment and managing peer leaders to teaching first-year seminars and cochairing common reading committees. Three GAs from three different programs will discuss their positions and key issues surrounding their success and challenges in a FYE office. Topics include balancing school and work, building professional identities, and applying FYE pedagogy to allied disciplines.

CT-167 First-Year Seminar Faculty Address Campus Sexual Assault
Salon 11

Christopher Hirschler
Assistant Professor Health and PE; Faculty Director, Study Abroad

Johanna Foster
Assistant Professor; Director, Sociology Program and Gender Studies Program
Monmouth University

This session will describe the results and implications of a study that examined First Year Seminar faculty attitudes and pedagogical practices around campus sexual violence. Results revealed that women faculty were more likely to cover the topic and to feel better prepared. Based upon this study, recommendations for First Year Faculty and administrators will be addressed. Excerpts of videos suitable for FYS will be shown and discussed.

CT-168 How to Develop a Comprehensive Mentoring Program
Salon 12

Wayne Jackson
Director, Multicultural Academic and Support Services
University of Central Florida

Tony Davis
Counselor
Montgomery County Community College

One of the most economical ways to help retain students in higher education is mentoring. Many colleges and universities are investigating how the implementation of a mentoring program can help increase overall student retention for at-risk populations. Mentoring has been documented as a way to enhance student retention by matching an experienced person with someone who is new to the college.

CR-169 Development of an Early, At-Risk Identification and Intervention Framework
Salon 13

Reem Khir
Project Coordinator
Qatar University (QU)

As part of its campuswide first-year experience initiative, QU launched the At-risk Framework project to proactively improve student success and retention. The project is composed of three phases: Phase I - identification of risk factors at student, course, and program levels; Phase II - design and development of flagging mechanism and needed interventions; and Phase III - implementation through the deployment of the approved actions (e.g., the purchase of an early-alert system). A detailed description of each of the phases along with the progress made so far will be provided in this session.

CR-170 Achieving Academic Success: A Recovery Course for Dismissed Students
Salon 14

Daniel Apple
President, Pacific Crest

Rik Stevenson
Faculty, African and American Studies

Sherril Soman
Registar
Grand Valley State University

This session explores how Pacific Crest helped Grand Valley take their five years of experiences with Learning to Learn camps (LLCs) and redesign the experience to apply the LLCs to dismissed students (primarily first-years) as a one-credit course titled Achieving Academic Success. In the first offering of the course, 87 students enrolled, with 83 achieving an A or B, thus being readmitted into the University. The presenters explain the recruitment process, faculty training, results, type of work products, predictive model produced, and future research efforts. The syllabus, agenda, materials, and facilitation structure will be shared.

CI-171 The Three Ss of Success: Designing Peer Leader Training
Salon 15

Jackeline Bonilla
Assistant Director, New Student and Family Programs

Janine Brannis
Graduate Assistant, New Student and Family Programs
University of Florida

Peer-to-peer learning is a staple of the first-year seminar. However, it is important to ensure that peer leaders are ready to meet the needs of today's first-year students. Based on assessment findings, the University of Florida went through a program redesign to better support and enhance the peer leader role. Following the three Ss of Success—Self, Student, and Skill—this session will discuss the redesign process, assessment efforts, and implications for student recruitment and the peer leader program.

CI-172 Flight Plans for Helicopter Parents: Partnering for Success
Salon 16

Daphne Rankin
Associate Vice Provost, Strategic Enrollment Management
Virginia Commonwealth University (VCU)

For some students, the difference between success and failure depends on what their families do —or do not do. VCU invites parents of first-year students to enroll in a course designed just for them. Beyond Orientation: Partnering for Success in Today's University is an online course that provides a network for parents, family members, and VCU faculty and administrators, taking them beyond what they learn in orientation. This one-credit class gives the students (i.e., parents) a closer look at the first-year experience and what it means to be a student in today's university.

CI-173 Connecting Students to Success: First-Year Engagement Through Digital Outreach
Salon 17

Lauren Lipinoga
Coordinator, Financial Literacy
University of South Carolina

Students' interactions with their academic environment, including faculty, peers, and student support professionals, have repeatedly been linked to several educational outcomes, such as retention and persistence. The Student Success Center at the University of South Carolina has developed and piloted a comprehensive retention initiative designed to personally connect students at a large, research institution with resources as they navigate the rigor of the University. This presentation discusses the initiatives components—Outreach, Alert, Intervention, and Follow-up —that create a supportive environment for first-year students and those exhibiting high-risk behaviors.

CI-174 How Personalizing the Orientation Experience Increases Student Satisfaction and Retention
Salon 18

Kristina Henderson
Coordinator, Student Life

Stephanie Quirk
Coordinator, Student Life

Chuck Steele
Manager, Student Life
College of DuPage

In 2011, College of DuPage piloted a completely restructured New Student Orientation (NSO) program to welcome 874 incoming, first-time students. The program shifted away from ongoing advising and registration sessions toward a campuswide, collaborative approach focused on allowing students to customize their experience in a single-day format. From 2011-2014, more than 4,410 students have attended NSO. The program has contributed to increased term-to-term student retention by 16% compared to the general population and has a 92% average satisfaction rate. The presenters will share the College's journey to this format, strategies for developing partnerships, orientation leader program development, assessment tools, and retention and satisfaction data.

CT-175 Maximizing Student Engagement Through Experiential Learning in Discipline-Specific First-Year Seminars
Salon 19

Jacob Schlange
Coordinator, Learning Community Recruitment and Communications

Jordan Black
Assistant Director, Residence Life for Learning Communities and Academics
University of Nebraska - Lincoln

One valuable tool for increasing student engagement within learning communities (LCs) is the use of specialized seminars. The University of Nebraska Learning Communities Program has seen higher involvement and engagement among LCs with specially developed, discipline-specific seminars, which provide opportunities for experiential learning, more interaction with faculty, and a stronger sense of community within the LC. This presentation will outline some examples of LC seminar-based, experiential learning; discuss best practices for developing LC seminars; and reflect on lessons learned in the program, providing attendees with ideas for using local opportunities to amplify experiential learning at their own institutions.

E-176 Common Reading Program Activities for College Communities
Salon 2

Christine Naulty
Marketing Associate, Education and Library

Michelle Leo
Vice President
Director, Education and Library Marketing
Simon & Schuster

Designing a common reading program can be a daunting task. Focusing on titles with common elements and learning about other institutions' experiences improve this process. In this session, summaries of activities recently planned around a common read title assigned to first-year university students will be shared. Information provided will prove helpful both as an inspiration to colleges with an established common reading program they would like to enhance and those looking to jump-start a new program at their institution.

FD-178 Innovative Library Partnerships for First-Year Student Academic Success
Salon 3

Douglas Hasty
Librarian, First-Year Experience
Florida International University

Catherine Silvers
Librarian, First-Year Outreach
University of North Florida

Heather Snapp
Librarian, First-Year Experience and Outreach
Florida Gulf Coast University

Graduation rates are an increasing factor in higher education funding, and academic institutions have shifted their focus toward retention and student success. Libraries have a direct role in boosting graduation rates by engaging first-year students through programs, services, and resources that will positively influence their social and academic experience. By collaborating with the library, campus departments, organizations, and instructors can ensure the students they work with are connected to the resources and services they need for academic success. Attendees will identify and discuss innovative opportunities for library partnerships that specifically target first-year student success.

FD-179 Crossing the Intersection: Putting Peer Leaders in the Driver's Seat
Salon 4

Karen Violanti
Associate Dean, First-Year Students
McDaniel College

Robyn Reafler
Student Support Specialist
Rochester Institute of Technology

Peer leaders have historically been used in traditional roles, including in the first-year seminar, and as general, overall mentors. Are there different and unique ways institutions can be using peer expertise? Are we tied to traditional roles limiting the impact and intersection of learning that could occur around peer leaders? We believe the answer is yes. This forum will open discussion on pushing the envelope on defining the role of peer leaders and how we can facilitate new and exciting roles that impact and affect change in our student learning and growth in the first year.

CT-180 Dos Veces Extranjero, Twice the Foreigner: Advising First-Year Immigrant Youth
Salon 5

Carmen Serrata
Graduate Research Assistant

Katelyn Martinez
Student Development Specialist
The University of Texas at Austin

The session will present strategies that higher education professionals can use to help undocumented students feel part of a welcoming environment and develop a sense of belonging on campus. Participants will join in a discussion of the struggles and experiences that undocumented Latino students go through in their identity development and will be able to apply these insights in their various roles working with this population.

CI-181 Enhancing Retention Through the Student Employee Experience
Salon 6

Kinsey Ashworth
Undergraduate Research Assistant

Christina Foreman
Undergraduate Research Assistant

Alexis Winter
Undergraduate Research Assistant
Washburn University

Data collection and assessment are essential to the study of retention, and Washburn has found a unique way to accomplish these tasks without spending past our means—student workers. Student research assistants provide much needed labor, allowing the University to calculate student needs at a faster rate. These student workers develop experience in career skills, such as critical thinking and research abilities, while contributing to the overall advancement of the University.

CI-182 The First-Year Seminar in Action: From Concept to Reality
Salon 7

Paul Arcario
Provost and Senior Vice President, Academic Affairs
LaGuardia Community College/CUNY

LaGuardia Community College recently implemented a first-year seminar program as a partnership between academic and student affairs. This session will explore how the program achieved scale, moving from 300 students three years ago to more than 6,000 enrollees now and yielding a 10% retention gain. The seminar was designed to be offered by major and taught by discipline-area faculty in collaboration with student affairs staff and peers. How is this conceptual model playing out in reality? The presenter will share his experience teaching the course and demonstrate the successes and challenges of turning ideas from the drawing board into reality in the classroom.

CT-183 Peer Mentors at Virginia Tech: A Three-Program Comparison
Salon 8

Herbert Bruce
Associate Director, University Studies

Lauren Thomas
Instructor/Academic Advisor, University Studies

Lori Blanc
Assistant Professor of Practice, Dept. of Biological Sciences

Renee Selberg-Eaton
Instructor/Undergraduate Program Director
Department of Human Nutrition, Food and Exercise

Stephan Munz
Professional Development Fellow
Virginia Polytechnic Institute and State University

Peer educator models are frequently incorporated within first-year experience programming in many colleges and universities. The first-year seminar is one of 10 high-impact practices specifically tailored to assist new, entering students persist and graduate. Virginia Tech has developed a unique, discipline-based first-year experience program that incorporates peer educators in a variety of roles, including as peer mentors. This session explores three different peer mentoring models. The presenters will illustrate the roles of peer mentors, discuss mentors' responsibilities, training, and compensation, and share the differences and similarities within models.

CR-184 Using Institutional Data to Understand Students' Path to Success
Salon 9

Catherine Andersen
Associate Provost, Academic Affairs
University of Baltimore

Student success is often measured by terms such progression, retention, persistence, gap analysis, and graduation rates. Whatever the term, a basic measure of effectiveness is the percentage of students who begin and subsequently graduate. When one understands the unique student input variables and experiences and track their specific paths, intervention

plans based on sound institutional and assessment data that lead to real improvements can be developed. This session will review basic theoretical models for student success and provide examples of student pathways that are identified with data. The presenters will also discuss the design of interventions along students' unique paths to graduation.

10:30 am-11:30 am

CI-185 CAP101: Empowering Students for Success Through an Innovative Summer, Online First-Year Seminar
Salon 1

Deanna Wagner
Director, Student and Community Engagement

Jody Fournier
Associate Provost, Academic Affairs; Dean of Studies

Richard Ashbrook
Provost and Vice President for Academic and Student Affairs
Capital University

Following recommendations from Capital University's Foundations of Excellence self-study, a collaborative cross-campus team developed CAP 101, an interactive, online program to assist students with their college transition. CAP 101 introduces students to campus resources before their first semester. Based on student feedback, the University is expanding CAP 101 to engage students and families, across the first year. Based on early feedback, Capital is also developing customized CAP 101 tracks for student-athletes, first-generation students, and the Conservatory of Music. CAP 101 allows the University to better understand its students and introduce services before they ever set foot on campus.

CI-186 Effectiveness of High-Impact Practices in a First-Year Program
Salon 10

Heather Smith
Director, Centre for Teaching, Learning and Technology

Lisa Dickson
Associate Professor of English
University of Northern British Columbia

The University of Northern British Columbia, IASK (Integrated, Analytical Skills and Knowledge) Program offers first-year arts, humanities, and social sciences students a curriculum grounded in high-impact practices. This session presents findings from a study designed to assess whether practices used in the design and delivery of the program enable the meeting of these core outcomes. Researchers concluded that high-impact educational practices do enable the connection of courses into a curriculum that synthesizes ways of knowing and doing and that the University's students engaged in personal reflection and analysis about their understanding and use of knowledge.

CT-187 Infusing Emotional Intelligence Learning Into First-Year Seminars and Cocurricular Programs
Salon 11

Korrel Kanoy
Professor Emeritus
William Peace University

Catherine Andersen
Associate Provost, Academic Affairs
University of Baltimore

Research demonstrates the most successful college students possess higher emotional intelligence (EI), and by infusing EI learning into first-year experience programs (e.g., as a first-year seminar topic, into first-year advising, as a follow-up course to the seminar), outcomes such as enhanced retention and graduation rates and greater academic and social success are achieved. Three case studies of curricular and cocurricular EI infusion will be shared. Participants will brainstorm plans for how to infuse EI learning into their first-year programs and how to build campus buy-in, including learning how to calculate a return on investment for retention and graduation improvements.

CT-188 Pluto Is Not a Planet: Learning Style Is Out, Too.
Salon 12

Marsha Fralick
Professor Emeritus
Cuyamaca Community College

We all loved Pluto and learning styles, but science has provided us with new information. Although the use of learning style theory is commonplace in education, credible, empirical research supporting it is lacking. Recent studies in neuroscience have provided newer information on how the brain learns. These findings have been translated into practical strategies for learning more efficiently. This session offers a brief overview of the research; references; and practical, evidence-based strategies for learning—resources you can use in your classroom and for fun.

CT-189 Creating an Online Student Success Course to Enhance the First-Year
Salon 13

Laurie Hazard
Assistant Dean, Student Success

Stephen Payne
E-Learning Specialist

Laura Kohl
Librarian, Reference
Bryant University

A perennial issue in the design of student success courses is the dilemma of fitting it all in. How do institutions determine what content is essential as first-year students make the transition to college? How can faculty be supported in developing expertise? Using e-learning pedagogy offers practical solutions to patterned issues that first-year programs face. This session examines the development of an online course designed to enhance the first-year transition and enables participants to consider a framework for their own course design. Practical strategies for incorporating online resources into an e-learning student success course will be highlighted.

CT-190 Diversity in Orientation and First-Year Seminars at Predominantly White Institutions
Salon 14

Abigail Levin
Associate Professor of Philosophy
Niagara University

Many predominantly White colleges struggle with how to teach diversity to White students, and how to ensure inclusion among students of color. This session will present a comprehensive diversity and inclusion curriculum, which develops and implements cumulative student learning outcomes through summer orientation and into the first-year seminar. Issues covered include micro-aggressions, intersectionality, unconscious biases (and how to overcome them), bystanderism (and how to avoid it), and structural inequality. The curriculum features interactive, participatory exercises and partnerships between student affairs and academic sectors.

CI-191 Faculty Advancing Assessment of a First-Year Seminar and Program
Salon 15

Eileen DeLuca
Associate Vice President, Academic Affairs

Scott Vanselow
Professor, Cornerstone Experience

Joseph van Gaalen
Director, Academic Assessment
Florida SouthWestern State College (FTIC)

The presenters will describe faculty participation in a five-year assessment plan of a first-year seminar and program at a community-based college. The goal of the Cornerstone Experience course is to engender critical-thinking skills and success strategies to increase retention and success of FTIC degree-seeking students. The presenters will share how faculty worked with administrators to design outcome-specific program goals and quantitative and qualitative measurement methods. Additionally, presenters will share how faculty continue to participate in the analysis and dissemination of course and program assessment. Participants will receive samples of locally designed rubrics, assignment guidelines, and focus-group interview protocols.

E-192 The Other 4.0 That Really Matters During the First Year
Salon 16

Jullien Gordon
Speaker and Author
JullienGordon.com

Student involvement is a proven key to improving graduation rates. However, since students are only in class 12-16 hours per week in college compared to 30 hours a week in high school, they often mismanage their time because they lack structure. In this session, participants will learn (a) why students procrastinate and how to help them overcome that tendency, (b) proven time management techniques to help students avoid all-nighters and graduate on time (c) how to help student prioritize their week in advance and say no to things that do not matter, and (d) stress-free ways to help students manage heavy workloads during midterms and finals.

CT-193 Using Motivational Interviewing Techniques With First-Year Seminar Students
Salon 17

Chris Tankersley
Assistant Director, Residence Services
Kent State University

Have you found yourself hitting roadblocks when trying to have a difficult conversation with a student? Have you had a recent conversation with a student who was unwilling to budge on his or her point of view? Do you struggle with keeping up in a conversation and offering helpful advice? Motivational interviewing techniques could be the ticket to having transforming conversations. This session will cover the basics of motivational interviewing techniques, its uses for student affairs practitioners, and how these collaborative conversations can strengthen a student's motivation and commitment to change.

CT-194 Service-Learning and Alternative Assessments Enhance Student Success
Salon 18

Amy Ingram
UNIV Program Manager
Auburn University at Montgomery (AUM)

Many incoming, first-year students face challenges related to college success. Since the 2013 inception of UNIV, AUM's first-year experience program, statistics reveal a 15% increase in retention. A majority of students (86%) report they now have the knowledge it takes to be successful in college because of UNIV, and have an increased awareness of all of AUM services. Alternative assessments and a service-learning project are two systems AUM employs to help students embody a meaningful purpose and develop a true sense of belonging to the University, thus improving student success and retention.

CR-195 Emotional Self-Regulation, Academic Self-Efficacy, and Self-Empowerment: The Regulatory Engagement Model
Salon 19

Angela Vaughan
Director, First-Year Curriculum and Instruction

Brett Wilkinson
Instructor, UNIV 101

Jesseca Manson
Instructor, UNIV 101
University of Northern Colorado

The regulatory engagement model is introduced to emphasize the role of student self-awareness in the development of adaptive, classroom engagement patterns. As a means to determine how affective and regulatory capacities relate to student engagement, the model suggests that both observable and self-reported engagement are a measurable consequence of self-efficacy beliefs and emotional self-regulation. The conceptual and empirical basis for this model is outlined, and its implications are discussed in regards to both practical and theoretical considerations for first-year seminar (FYS) design. Study participants will include approximately 450 students currently enrolled in the University's FYS.

CT-196 Academic Inquiry and Scholarship: A Prototype for First-Year Courses
Salon 2

Lisa-Elena Furrh
Lecturer III, University College

Kathleen Fugate Laborde
Lecturer II, University College

Cynara M. Medina
Lecturer III, University College

Paul Rodriguez
Lecturer I, University College

Tammy Jordan Wyatt
Associate Dean, University College
The University of Texas at San Antonio

Take your first-year seminar to the next level. Go beyond survival skills and provide a more grounded path for your new, entering students to transition to the research culture of academia with a research-skills course. Participants will explore a curriculum that explains how scholars from the humanities and the arts, social sciences, and natural sciences ask questions and seek answers. The curriculum and term-length group research project introduce students to choosing topics, narrowing research questions, finding and assessing credible sources, research ethics, and social responsibility.

FD-197 Navigating the Chutes and Ladders of a Student's Experience
Salon 3

Emilie Dubert
Associate Director, Off-Campus Student Programs and Services

Sally Lorentson
Assistant Dean, University Life
Director, Orientation and Family Programs and Services

Jacquelyn Nash
Associate Director, UNIV Courses and Programs
George Mason University

The changing student body in colleges and universities creates institutional challenges for increasing retention and student success. Further, the institutional framework may be making it more difficult for new students to navigate the system and be supported in the way an individual student needs. This session provides both traditional and nontraditional institutions with the Education Advisory Board Chutes and Ladders philosophy for self-reflection to best meet the needs of a diverse student body.

FD-198 Cultivating a Process-Oriented Mindset in First-Year Students
Salon 4

Mason McWatters
Academic Initiatives Coordinator, Texas Interdisciplinary Plan (TIP) Scholars
The University of Texas at Austin

Getting first-year students to cultivate a mindset that values the learning process over the immediate products of learning can be challenging. Whereas first-year programs tend to emphasize the development of critical inquiry, analytical, problem-solving, and collaborative learning processes, first-year students often fixate on the immediate products of answers and grades. This can be particularly challenging for programs that serve first-generation or disadvantaged students who experience pressure to prove they have what it takes to succeed. In this session, the presenter will explore problems with a product-oriented mindset and offer strategies for cultivating an appreciation for process-oriented learning in students.

CR-199 Living at Home in College: Experiences of Latino/a College Students
Salon 5

Lian Liu
Graduate Student Researcher

Laura Murray
Adjunct Faculty; Doctoral Candidate

Michael Nakkula
Department Chair and Professor, Applied Psychology and Human Development Division
University of Pennsylvania

This session presents findings from a qualitative study exploring the college transition experiences of 10 first-generation, college students who are children of Mexican immigrants. After graduating from an early-college high school, these students lived with extended families while progressing through college. Though they generally felt well-prepared academically, they felt less equipped to balance college coursework with caring for relatives, commuting to campus, and working full-time to contribute to family finances. Such contextual factors complicated the students' postsecondary progress while simultaneously contributing to their sense of self-worth and cultural pride. Implications for culturally competent approaches to supporting Latino/a, first-generation, college students will be explored.

E-200 IMTPC: Essential Elements for Certifying your Mentor Program and Mentors
Salon 6

Heather Porter
Coordinator of the College Reading & Learning Association's International Mentor Training Program Certification
Salisbury University

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.

MONDAY, FEBRUARY 22

CT-201 Inspiring Civic-Minded Leadership: Redesigning Living-Learning Communities
Salon 7

Maria Roca
Associate Professor, Department of Communication and Philosophy

Katharine O'Connor
Coordinator, Service-Learning

Jessica Rhea
Director, Service-Learning

Jalisa White
Peer Mentor, Service Ambassador

Noelle Stone
Peer Mentor
Florida Gulf Coast University

The Leadership Through Service Living-Learning Community (LTS LLC) at Florida Gulf Coast University is an award-winning first-year community established in fall of 2013. This program was developed collaboratively between Academic and Student Affairs to provide an environment where students with an interest in service and leadership can come together to develop their skills as servant-leaders. In 2014-2015 LTS LLC students earned more than 1,400 hours of service-learning and had an 88.9% retention rate. The presenters will share the steps taken to create this esteemed program and guide participants through the process of creating a similar program at their institutions.

E-202 How to Conduct a Career Informational Interview
Salon 8

Neilye Garrity
Chief Operating Officer

Billy Glading
Chief Executive Officer
Candid Career

This presentation highlights the process of conducting an informational interview and explains why this practice is important and beneficial. It will provide the audience with information on how to contact an industry professional for an informational interview, go over key points on how to conduct the interview, provide sample questions to use during the interview, and offer follow-up strategies to use after the interview. The goal is to help participants feel more confident training students on informational interviewing and encouraging them to begin their career exploration and build a career network.

CI-203 Building the Network: Multiple Points of Contact Support Student Success
Salon 9

Dawna Perez
Dean of Student Success

Gisela Nash
Director, Title V Student Success Programs

Niurka Aybar
Coordinator, Student Success Center
Northern Essex Community College

Northern Essex's Student Success Center (SSC) uses multiple points of contact to support first- year students. Enrolled, rising students can participate in the Summer Bridge Program which introduces strategies for college success. Through the program, students become a part of the SSC network where they have access to additional support from faculty, staff, and peers. All students are followed by Starfish Early Alert, allowing faculty to preemptively address concerns. Initial data shows students who complete the Bridge Program, use services offered through the SSC, and connect to faculty through Starfish have better grades and retention that students who do not.

Plenary Address and Awards Recognition

1:30 pm – 2:45 pm | Junior Ballroom

Excellence in Teaching First-Year Seminars Award

Christine Harrington
Middlesex County College

Mc Graw Hill Education

Jordan Smith Undergraduate Student Fellowships

Nikki Buhrdorf
Colorado State University

Kristopher Castro
Temple University

Alyssa Frankowski
Madonna University

Kayla Johnson
Washburn University

Kelly Spencer
Arizona State University

Plenary Address

Stephanie M. Foote
Director, Master of Science in First-Year Studies, Professor of Education, and CETL Faculty Fellow for High-Impact Practices
Kennesaw State University

Making Teaching and Learning in the First-Year Seminar Real, Relevant, and Inspired

First-year seminars are often designed to provide dynamic environments that foster student engagement and success. As the needs of students change, first-year seminar content and teaching approaches used in these courses must also evolve. By focusing on ways to make content in the seminar real and relevant and providing strategies to deliver course information in ways that purposefully engage students, this presentation will inspire participants to use new and innovative pedagogies with the goal of creating high-impact learning experiences in the first-year seminar classroom.

3:00 pm-4:00 pm

CR-204 Undergraduate Research in the Context of First-Year Seminars
Salon 1

Donald Saucier
Associate Professor, Psychological Sciences

Amanda Martens
Graduate Research Assistant

Stuart Miller
Doctoral Student
Kansas State University

Undergraduate research is a high-impact educational practice that engages students in course material and builds academic self-efficacy. As such, it is important to involve students in undergraduate research as early, and as often, as possible. We believe it is realistic to do so at the very beginning of undergraduate education, in the context of the first-year seminar, and this session demonstrates how this may be accomplished. The presenters will describe how students design and conduct their own research projects as part of a living-learning community in their first semester of college, including the structure, products, and evaluations of the students' research experience.

FD-205 Turning ON Inspiration: Successful Strategies of Outstanding First-Year Student Advocates
Salon 16

Erica Messenger
Senior Marketing Manager for College Success
Cengage Learning

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

This session will center on an interactive and open discussion with the recipients of the Outstanding First-Year Student Advocates award, co-sponsored by the National Resource Center and Cengage Learning. These award recipients are being honored for doing exceptional work in the areas of student learning, development and success. During a panel discussion, the award recipients will respond to questions about the challenges of teaching college success and will share their best practices, instructional methodologies and stories of student success on their campuses.

CI-206 The Evolution of an Integrated First-Year Experience
Salon 10

Karla Fuller
Assistant Professor, Biology

Naveen Seth
Associate Professor, Business Administration

Nicole Saint-Louis
Assistant Professor, Human Services
Stella and Charles Guttman Community College (CUNY)

This presentation explores the design and implementation of an interdisciplinary first–year experience consisting of three integrated components containing embedded developmental content. This model allows students to forego traditional remediation pathways and build developmental skills in math, reading, and writing, while earning college credit. Through the use of best practices, including contextualized learning and learning communities, the College set out to improve retention and graduation rates for underprepared community college students. The data from the first and second cohort show that this model has improved success rates compared to other community colleges.

E-207 Loan Counseling: Strategies to Get the Most Significant Results!
Salon 11

Donna Miller
AVP Business Development
iGrad

This session points to real statistics to address the challenges of loan counseling and the importance of an engaging delivery method in order to change behaviors. Why incorporating relevant reinforcement of loan counseling throughout enrollment is a must will be dissected.
Sampling of information to be shared includes income-based repayment enrollment number to date, retention/default correlation, positive effects on student borrowing habits, and synergy of crossing multiple departments/campuses. Common obstacles and challenges faced will be discussed such as organizational challenges, i.e. executive management and administrator support, and more importantly tried and true best practices of how to overcome them.

CI-208 Life of Purpose: Pursuing Vocation in a First-Year Lecture Series
Salon 12

Lindsey Ward
Director, First-Year Experience
Assistant Professor, Worldview Studies
University of Dubuque

The University of Dubuque offers all first-year students a high-impact, first-year course, formatted as a lecture series with small discussion groups led by faculty and staff. Students explore questions that help them develop their worldview, personal strengths and talents, character, and purpose in life. As an institutional initiative in its third year, the course is a key experience for all first-year students in their first semester. Implementation, format, content, delivery, and assessment will be discussed in this session.

CI-209 Supporting Students Teaching Students
Salon 13

Lyn Krueger Baier
Director, New Student Programs

Susan Bennett
Assistant Director, New Student Programs
Rutgers University

First-year interest group seminars (FIGS) allow juniors and seniors at Rutgers University to create and teach 10-week courses, blending subject area and transition-related content. While FIGS are rewarding opportunities for both the instructor and the class, peer instructors often struggle with developing a curriculum and navigating their new role and responsibilities. Recognizing these distinct challenges, New Student Programs has instituted advanced student leadership positions, faculty mentorship, and a diversified training schedule. This session will highlight the goals and successes of these initiatives and explore new areas of consideration when building a support system bolstering the work of peer instructors.

CT-210 Easing Adjustment Through Institutional Recognition of Preferred Names and Pronouns
Salon 14

Diana Barrett
Graduate Assistant, Learning Community Programs

Ally Hays
Graduate Assistant, The Allen Student Advising Center
Ohio University

This presentation will explore the impact and importance of institutional recognition of preferred names and pronouns on student transition and adjustment to college. The experience of first-year students will be examined through the lens of several student development theories, including Schlossberg's transition theory and Lev's transgender emergence model. Ohio University's recent establishment of a preferred name and pronoun policy will be used as a case study, analyzing the results from new student orientation through the first semester of the first-year seminar.

CI-211 A Linked-Course Approach to Teaching a College Transition Seminar
Salon 15

Brian Corkery
Senior Associate Director, Academic Advising Center

Maureen Schafer
Senior Associate Director, Academic Advising Center
The University of Iowa

This session will describe a new approach to teaching a college transition seminar where students enroll in three linked courses: a general education course; the transition seminar; and a practice-oriented, college-transition workshop. The focus is to improve students' study skills and grades, particularly for those in the lower half of the first-year class. Presenters will discuss how the program is organized and evaluated, the use of peer leaders, and Supplemental-Instruction techniques. Data will be shared comparing participating and nonparticipating students across dimensions such as earned grades, D-F-W rates, retention to the next year, and student satisfaction.

CR-212 Enrollment Continuation Needs of High-Achieving, Low-Income Students in Community Colleges
Salon 17

Sherell Wilson
District Administrator
School District of Hillsborough C

CANCELLED

High-achieving, low- most likely to drop out of ychosocial development needs. Studen recent exploratory, qualitative study believed t categories of needs for continuing their enrollment in high ion: (a) psychosocial development, (b) balance (i.e., time, work, and/or money), and (c) advising. The significance of this study is that it addresses the problem college and university presidents, administrators, and faculty have with determining how best to help HALI students meet their needs.

CR-213 Building a Highly Scaffolded Undergraduate Research Program
Salon 18

Patrick Killion
Director, First-Year Research Programs
University of Maryland

The University of Maryland First-Year Innovation and Research Experience (FIRE) provides inquiry-based experiences and broad personal and academic mentorship for first-year students through participation in faculty-led innovation and research streams. Students earn degree credit while engaged with faculty and a peer cohort in the yearlong development of skill sets in authentic inquiry, critical thinking, innovation and experimental design, problem solving, leadership, and scholarly communication. The program is designed to better unite the twin research and educational missions of the institution while driving gains in student persistence, retention, degree completion, academic accomplishment, and acceptance into professional education programs.

CI-214 Lurk Like Learn: Using Facebook to Enhance Peer Learning
Salon 19

Raphael Pereira
Manager, Peer Learning and Support

Charleigh Lawrence
Facilitator, Peer Learning
Curtin University

Shunning clunky online platforms, the Curtin University PASS/SI team is contributing to institutional objectives around student transition, retention, and online engagement by using Facebook as a supportive peer-learning tool to enhance the first-year experience. Results show that these student-driven learning communities provide an exciting and inclusive online space to academically and socially support a diverse student population. This presentation builds upon the success of the University's 2014 pilot, sharing 2015 data, strategic design, and operational techniques. Participants will be encouraged to join and interact with a purpose-built Facebook group throughout the session to demonstrate key-points.

E-215 Are You Online? Taking Online Orientation in a New Direction
Salon 2

Kristen Seldon
Director, Institutional Relations

Valerie Kisiel
CEO
Innovative Educators

With increasing compliance requirements and limited resources, institutions are finding it difficult to provide services to all incoming students in a format that works for diverse student needs. This session will demonstrate numerous ways colleges and universities can use technology to enhance or possibly replace their current orientation through multimedia tools, whiteboard animations, infographics, micro learning, and custom orientations. Providing orientation to students when they need it and in a format they are used to receiving information in makes orientation more impactful and relevant. This session will showcase best practices for delivering online student orientation.

FD -216 Common Book Assessment: What Works and How to Do It
Salon 3

Jennifer Culhane
Director, First-Year Academic Initiatives

Tiffany Shoop
Assistant Director, Special Programs
Virginia Polytechnic Institute and State University

Implementation of a common reading in the first year as a common intellectual experience is steadily growing and perceived as good practice across diverse institutions. Multiple sources of information emerge when exploring the book selection process, examples of books used by institutions, complementary curricular and cocurricular activities, student and faculty participation, and anecdotal evidence of effectiveness. In this facilitated discussion session, the presenters seek to delve deeper into understanding student learning outcomes and student engagement and establish a comprehensive assessment plan by synthesizing the collaborative efforts and strategies of multiple institutions.

FD-217 I Know What You Did Last Summer: Preloading Student Success
Salon 4

Emily Vallier
Instructor II, Department of Language and Literature

Lori Cornelius
Instructor II, Department of Language and Literature
Florida Gulf Coast University

This session highlights best practices in pre-college summer programs. For students who may not meet academic admissions requirements or might benefit from a summer enrichment course, the University has designed a six-week course in concert with campus-based student support offices. ENC 1130: Improving College Writing is an intensive writing course that helps students consider why they are beginning this multiyear journey and provides an extended orientation to university living and learning. Participants will learn how to establish successful student cohorts, partnership-building techniques between campus resources and students, and strategies for improving academic writing.

CT-218 iGen: How Do We Serve the Next Generation of Students?
Salon 5

C. Matthew Little
Director, First-Year Experience
University of North Alabama

Just as we thought we had a handle on Millennial students, research is beginning to suggest that another generational shift has happened. Students from this new generation, whether it is called iGen or Generation Z, are already on our campuses, and they are more global and diverse and are digital natives unlike any previous group. This presentation provides the recent research on these new students and strategies to help serve them better. The presenter will also reexamine how educators need to teach this group while also learning from what they have to show us.

E-219 Back Off, Baby! Preventing Unplanned Pregnancy and Completing College
Salon 6

Andrea Kane
Senior Director, Policy
The National Campaign to Prevent Teen and Unplanned Pregnancy

Gail Robinson
Principal
Gail Robinson Consulting

Mary Lee McDaniel
Department Manager, Orientation and Student Financial Lab
Hinds Community College

Improving completion is a priority for many institutions, and unplanned pregnancy can make it harder for students to succeed. This session will present data on the intersection between unplanned pregnancy and completion and describe strategies to help students learn about the issue, including three, free interactive and effective online lessons about preventing unplanned pregnancy that can easily be integrated into first-year seminars and other courses. The presenters will highlight faculty and student experiences by addressing unplanned pregnancy at multiple colleges, including Hinds Community College, which has been a pioneer in an innovative statewide effort to reduce unplanned pregnancy.

CT-220 Thinking Globally, Acting Locally: Interpreting and Customizing University-Wide First-Year Experience Goals
Salon 7

Meghan Factor
Assistant Director, Student Success Programs

Joan Inderhees
Associate Lecturer, School of Visual Communication Design
Kent State University (KSU)

Large institutions are challenged to address the needs of vastly different academic programs and their incoming students. The first-year seminar is an opportunity to create cohesion that benefits both the students and the institution. However, it is also important to be able to adapt the course content in a systematic and sensible way so it is relevant to students. Using data collected from faculty and students over a six-year period, the presenters will describe how KSU first-year faculty have successfully included topics uniquely pertinent to students in specialized majors, under a management structure that balances global consistency with local flexibility.

CI-221 Implementing and Scaling a Financial Literacy and Capabilities Program
Salon 8

Kimberly Koledoye
Program Coordinator, Student Success

Hillard Williams
Professor, Student Success

Dominique Brown
Financial Coach
Houston Community College

Community colleges serve transient and diverse student populations who face severe financial challenges, which can significantly impact a student's ability to reach his or her educational goals. While academic issues hinder many students, financial issues are cited most often as the reason students interrupt their postsecondary education. This session explores how one large, urban, multicampus institution successfully created and scaled a financial literacy program. Participants will discover how the program served as a catalyst for numerous high-impact financial literacy initiatives and leave with resources to assist in creating a financial literacy program—and beyond—on their home campus.

CI-222 Lessons Learned From a First-Year Experience Program for International Students
Salon 9

Joanne Fox
Principal and Academic Director

Ashley Welsh
Postdoctoral Teaching and Learning Fellow, Science
University of British Columbia (UBC)

This presentation will showcase students' perceptions and appreciation for the curricular, pedagogical, and programming efforts made by faculty and staff in a First-Year Experience program for international students. The session also highlights how students' insights are enriching our efforts to support first-year students in transition, improve learning outcomes, and encourage integration and inclusion through notions of intercultural competency (open-mindedness, curiosity, and respect). UBC Vantage College is committed to enriching the international student experience and is well placed to spread best practices across the University and beyond.

AFTERNOON BREAK | 4:00 PM – 4:15 PM
Salon Alcoves - 2nd Floor

4:15 pm - 5:15 pm

CT-223 Linguistic Challenges of Students in Transitioning From School to University
Salon 1

Abdulaziz Alfehaid
Assistant Professor, English Department
University of Dammam

Language as it is taught, learned, and used in secondary schools is completely different from the language used in higher education. This often creates challenges for students transitioning from secondary school to universities. Students need to be able to read and write the specialized language of their disciplines in English. However, students usually do not have control over such specialized language. Thus, first-year programs need to support students in developing language skills that will help them meet the language and literacy needs of their academic disciplines. This session will explore ways in which this can be accomplished.

CT-224 Framework for Increasing Retention at a Diverse Multicampus Community College
Salon 12

Anaeli Ramos
Director, Advisement and Career Services

Vellisse Grimes
Faculty, Social Sciences
Miami Dade College

Allison Laske
Consultant, Campus Success
Campus Labs

This session will explore how Miami Dade College has used a three-tiered, advising approach in conjunction with a mandatory first-year seminar to increase overall fall-to-fall retention rates in addition to orientation attendance, registration rates, and number of applications. Through the use of noncognitive instruments, pro-active outreach to area high school students, and a fully-integrated advising model in the first-year, students, faculty, and staff have experienced accomplishments on multiple dimensions. Session attendees will learn how to create an outline for community college advising, first-year programming, and steps for partnering with first-year seminar faculty.

CI-225 Academic Coaching: Using Strengths and Purpose to Magnify Student Success
Salon 13

LeNelle Patrick
Coordinator, Academic Coaching

Callie Womble
Doctoral Student, Academic Coach, Research Assistant
North Carolina State University

Student success has become a buzzword in higher education research and practice as scholars and professionals alike want to know what it takes to help students succeed. The Academic Coaching Program in Exploratory Studies at North Carolina State University takes an innovative strengths-based approach that well-aligns with the theoretical models of antideficit achievement, positive psychology, and growth mindset. The program adds value because it validates students as experts of their own realities and motivates them to take ownership of their academic journeys.

CT-226 First-Year Seminar and Career Collaboration: Incorporating LinkedIn
Salon 14

Amy Petrucci-Effinite
Advising Manager; First-Year Seminar Instructor
Penn State Shenango

This interactive presentation will discuss a campuswide, first-year seminar that integrates a partnership with career services to engage students in self-assessments of interests, skills, and values while stressing the need to make meaningful connections as early as the first college year. The presenter will offer strategies that help students make the transition to college, improve study strategies, articulate goals, complete self-assessments, and understand the importance of networking in these competitive times. Hands-on activities will also be shared along with the final project where students get linked up to LinkedIn, and student ratings will be reviewed.

CT-227 An Engaging Online Curriculum That Helps First-Year Students Persist and Complete
Salon 15

Cindy Morrin
Associate Professor, Counseling
Cuyamaca College

Personalized career planning and Campus SaVE and Title IX requirements can be wrapped up in a student-friendly package that engages even the most at-risk first-year students. This session will explore how instructors at Cuyamaca College teach an online, first-year seminar specifically designed for their rapidly growing distance-learning populations. Participants will get faculty and staff access to the full online curriculum that integrates with Blackboard and Canvas Course management systems. This engaging, student-friendly e-text can be used in online and hybrid classes.

E-228 Life During Community College - Your Guide to Success
Salon 17

Terry Arndt
President
College Transition Publishing

Tawnya Beerman
Associate Dean
Western Iowa Tech Community College

There are 12.8M students currently attending one of 1,132 community colleges in the country. 36% of those students are first generation, 17% single parent, 7% non-US citizen, 4% veterans, and 12% students with disabilities. That means 9.7M students are at a higher risk of not completing college. Some schools are implementing orientation/FYE programs, but a large percentage do not…or only offer them as "optional" programs. We will explore the transition of an FYE program at Western Iowa Tech Community College, as well as the development of a new publication created specifically to assist community college students achieve success.

CI-229 Faculty-Staff Ownership of Learning Communities: Gaining and Maintaining Buy-in
Salon 18

Justin Hamman
Assistant Director, Learning Communities

Jim Pukrop
Coordinator, Learning Communities
Purdue University

Learning community (LC) success is directly impacted by faculty and staff buy-in, and many institutions struggle to get that needed support. Purdue University has developed a highly successful model of LC delivery based on the premise that faculty and staff engagement, throughout the process, results in measurable student success. Attendees will learn about Purdue's LC development process whereby faculty and staff conceptualize and run LCs, which LC coordination staff operationalize and support. The presenters will also discuss the support and services provided by LC coordination staff that is integral to maintaining buy-in.

CI-230 Infusing Community Into General Education
Salon 19

Tricia Zelaya
Director, Career Integration Initiatives

Claire Strom
Director, General Education; Professor, History
Rollins College

When Rollins College began a review of their general education curriculum, they found it cumbersome, disjointed, and disconnected from the student experience. As a result, a more intuitive, integrative, and thematic approach to learning emerged. Infused with community engagement courses, peer leadership, and faculty enthusiasm, the program begins in the second semester of the first year—a time when students are in need of social and academic connection—and continues through the junior year with developmental touch points along the way. This session will share the steps taken and the accompanying data that demonstrate the early efficacy of such innovative and student-centered curriculum.

CT-231 Fostering Critical-Thinking Skills in the First-Year Seminar
Salon 2

Rob Razzante
Academic Advisor; Graduate Assistant
Ohio University

This session examines the literature on critical thinking in the first-year seminar. More specifically, it is designed to help instructors improve their pedagogical practices for teaching first-year students. Drawing from studies in educational philosophy, cognitive psychology, and communication studies, the presenter will attempt to give breadth and depth to the growing research on critical thinking in the first-year seminar. Lastly, attendees will be encouraged to enhance their understanding of how to foster critical thinking among first-year students.

FD-232 Developing Cross-Campus Collaboration for Peer Leadership
Salon 3

Kimberly Dressler
Coordinator, 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.

FD-233 Enhancing Student Engagement and Academic Achievement for Latino Males
Salon 4

Victor Sáenz
Executive Director, Project MALES and the Texas Education Consortium for Male Students of Color

Emmet Campos
Director, Project MALES and the Texas Education Consortium for Male Students of Color

José Del Real Viramontes
Research Associate, Project MALES
The University of Texas

Instructing Males Through Peer Advising Tracks (IMPACT) is a college course offered to students involved with the Project MALES Mentoring Program. The course objectives are to enhance college student engagement and academic achievement by offering active- and experiential-learning opportunities through peer advising and service-learning. IMPACT provides students first-hand experience working within local schools to mentor young middle and high school males about college pathways and the importance of learning the necessary soft-skills needed to be successful students across the K-16 education pipeline. Additionally, students engage in weekly reflections based on readings, discussions, and their mentoring experiences.

E-234 Are Textbooks Dead? Why Instruction Must Change for Today's Students
Salon 5

Robert Feldman
Deputy Chancellor and Professor of Psychological & Brain Sciences
University of Massachusetts Amherst

Ulrik Christensen
Senior Fellow, Digital Learning
McGraw-Hill Education

The digital transformation has impacted education significantly, and the claim that traditional textbooks are dead has considerable support as textbooks evolve to online formats that can provide fully digital, adaptive, and personalized experiences for students and instructors. This session will explore this evolution in how material is presented from content conception to classroom use, and it will consider the implications for maximizing student success.

CT-235 Information Literacy as Truth-Seeking: A Library and First-Year Course Partnership
Salon 6

Jane Charles
Faculty Librarian and Professor of History

Eileen DeLuca
Associate Vice President
Florida SouthWestern State College

In this session, participants will examine how truth-seeking—searching for the best possible understanding of any given situation despite what one may uncover—plays a key role in effective information literacy instruction. The presenters will share quantitative and qualitative data regarding first-year students' disposition towards truth-seeking behaviors, explore the relationship between truth-seeking and information literacy programming, discuss the challenges inherent in teaching students to truth-seek, and demonstrate critical-thinking activities that promote truth-seeking dispositions in college classrooms. Attendees will leave the session with instructional materials and activities that can be used in college libraries and first-year seminars.

CT-236 Maximizing the First Year: Service-Learning as a High-Impact Practice
Salon 7

Katharine O'Connor
Coordinator, Service-Learning

Jessica Rhea
Director, Service-Learning
Florida Gulf Coast University

Incorporating high-impact practices, such as service-learning, into a first-year experience enables students to strengthen communication, critical-thinking, and higher-order thinking skills, as well as explore future career interests and build meaningful community partnerships. Facilitators will outline the way that the service-learning component was used within the first-year seminar. They will also provide examples of assignments and demonstrate how service-learning, as a pedagogical methodology across multiple disciplines, encourages informed citizenship and social change.

CI-237 Innovate, Engage, and Assess With Hands-On Learning
Salon 8

Kristy Motz
Coordinator, Library Instruction

Stacy Anderson
Distance Education Librarian, Instruction Librarian

Gary Maixner
Emerging Technologies Librarian, Project Assessor
Ferris State University

Can innovation happen in a once-weekly class? Will students really be engaged? Is assessment possible with active learning? This session will help instructors transition from a follow-the-leader approach to a hands-on, student-engaging, learning opportunity in a first-year seminar. Unconventional course design moved Ferris State's students from a static tour to mastery of a beginning, library skill-set through eight team-based activities. Presenters will help participants envision adapting the process to reflect their institution's values, course content, and learning outcomes. Finally, the secrets of assessing hands-on, learning activities with an Excel-based Big Data tool will be shared. Come prepared to innovate, engage, and assess!

Outstanding First-Year Student Advocates Reception
6:30 pm – 7:30 pm | Signature 2
Co-sponsored by Cengage Learning
All current and past first-year student advocates are welcome.

University of South Carolina Alumni and Friends Reception
6:30 pm – 7:30 pm | Hospitality Suite 3 Bay

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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PUBLICATIONS

The Journal of College Orientation and Transition (JCOT)
This journal focuses on the trends, practices, research, and development of programs, policies, and activities related to the matriculation, orientation, transition, and retention of college students.

Orientation Planning Manual (OPM)
Providing quality orientation, transition, and retention (OTR) programming is essential to welcoming students to colleges and institutions worldwide. This indispensable resource explores all aspects of orientation, including philosophy, program development, and staff selection and training.

More information can be found at:
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College Success & YOU™

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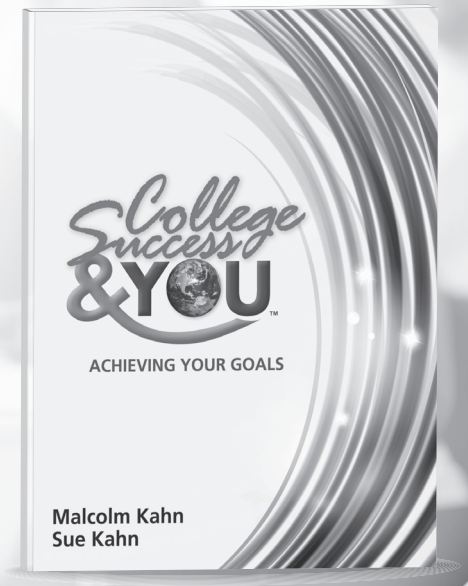
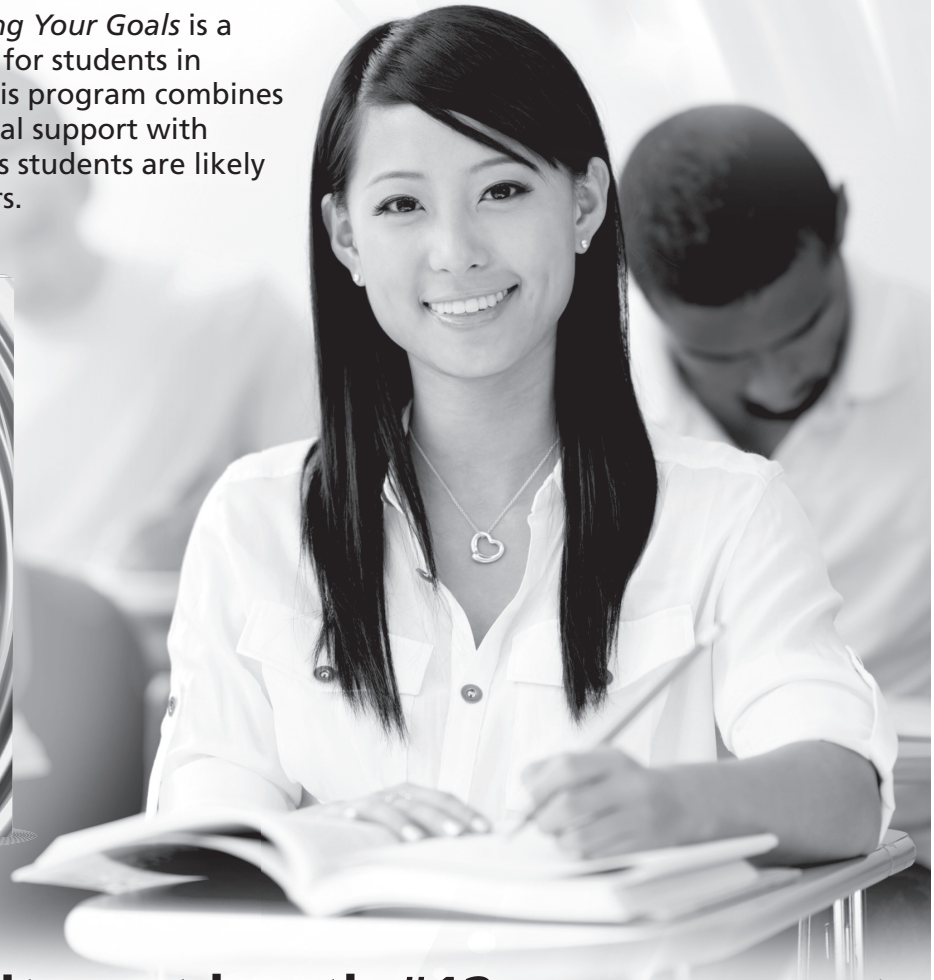
College Success & YOU: Achieving Your Goals is a comprehensive guide to success for students in first-year experience courses. This program combines expert guidance and instructional support with applications to realistic scenarios students are likely to face during their college years.





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Utilizing Online Resources to Enhance Campus Services

Elizabeth Durham
Director of College Programs
Office of First Year Experience
& Retention Services (FYER)
El Centro College

Learn how to help students achieve their academic, personal & career goals

SUNDAY, FEBRUARY 21
10:15am - 11:15am
Location : Salon 14

Objectives:

- Learn about El Centro College's RAISE! Program, A support program for probationary students
- Examine how online resources are being used in instructional areas to support student success
- Discuss best practices in advising & supporting struggling students
- Identify needs & challenges of probationary students
- Explore online strategies for enhancing student success services

Are You Online? Taking Online Orientation In A New Direction

Hear real stories from real students in a unique & dynamic online orientation!

Objectives:

- Identify challenges to current orientation systems
- Compare student success data relating to orientation
- Discuss the numerous reasons for moving orientation online
- Explore a variety of free & low-cost tools to deliver online orientation
- Identify engaging and customizable solutions
- Understand the uses of orientation data for predicting student success
- Hear from a current client using Go2Orientation, a dynamic online orientation solution

Denise Swett
VP of Student Services
Foothill Community College

MONDAY, FEBRUARY 22
3:00pm - 4:00pm
Location : Salon 2

If you can't make this presentation, contact us to schedule a demo!

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Master of Science in First-Year Studies

Kennesaw State University
University College
Master of Science in First-Year Studies

ABOUT THE PROGRAM

This fully online graduate program encompasses the theory and study of factors affecting the initial college experience, including foundations of students' transitional experiences and research on various programs that promote a successful transition. Grounded in decades of research, this is the only graduate degree program dedicated to the discipline of first-year studies.

Through an innovative curriculum, students in the Master of Science in First-Year Studies (MSFYS) graduate program develop skills and knowledge needed to create and manage curricular and co-curricular programs, and engage in research that extends the collective understanding of first-year and transition studies. The MSFYS program is designed for anyone interested in working with or teaching first-year college students, including residence hall directors, academic advisors, teaching staff, faculty, and administrators.

PROGRAM HIGHLIGHTS

- 100% Online
- Only degree program in first-year studies
- Innovative curriculum and method of delivery
- Unique preparation for faculty, staff, and administrators who are interested in first-year and transition studies

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uc.kennesaw.edu/msfys

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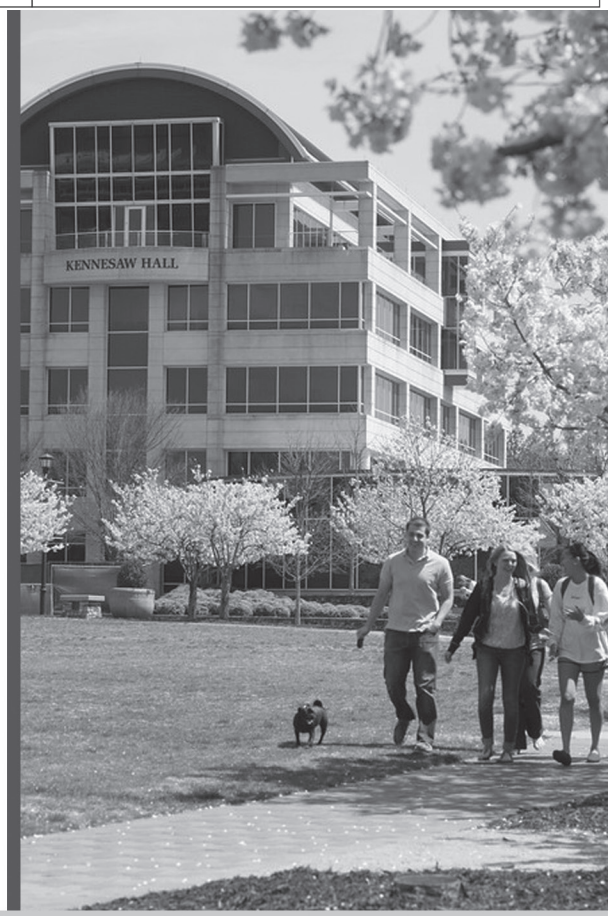

Conference Registration/ Information Desk
7:00 am – 12:00 noon
Grand Ballroom Foyer

Continental Breakfast
7:00 am – 8:00 am
Salon Alcoves - 2nd Floor

8:00 am-9:00 am

CI-238 Using Assessment to Build Better Programs: Review of First-Year Programs
Salon 1

Sarah Baker
Associate Dean, Academic Affairs

Amy Powell
Director, Themed Learning Communities

Heather Bowman
Director, First Year Programs
Indiana University-Purdue University Indianapolis (IUPUI)

Academic program review at IUPUI is a collaborative process designed to bring to bear the judgment of respected colleagues in assessing and improving the quality of academic units. In spring of 2014, a program review of first-year experience initiatives was conducted focusing on three programs coordinated, directed, and organized under the umbrella of University College's First-Year Experience: IUPUI Summer Bridge; First-Year Seminars; and Themed Learning Communities. This presentation will provide an overview of the review and share assessment findings along with improvements made based upon the review process.

CI-239 A New Mandatory First-Year Seminar for Engineering Students
Salon 10

Leslie Grife
Assistant Director, First-Year Academic Services

Cori Hanson
Assistant Director, First-Year Student Success and Transition
University of Toronto

This session highlights the rationale, design, development, and early assessment of a new mandatory first-year seminar in the Faculty of Applied Science and Engineering at the University of Toronto. This course has been implemented to help students transition into the University and connect the broad, technical, first-year curriculum to their futures in engineering. The development of this course was highly collaborative, involving stakeholders from various University and Faculty offices as well as recent first-year students. This session will focus on the student participation in the development process and include key assessment results that will contribute to ongoing design improvements.

CR-240 Intersecting Identities of Low-Income, First-Generation College Students: A Qualitative Study
Salon 11

Rashne Jehangir
Associate Professor, College of Education and Human Development

Michael Stebleton
Associate Professor, College of Education and Human Development
University of Minnesota: Twin Cities

This session presents findings from a qualitative study exploring the experiences of 39 junior and senior first-generation, low-income students who attended a predominately White institution (PWI). Using Bronfenbrenner's ecology model as a conceptual framework, the researchers examined students' intersecting identities and experiences as they reflected on their early undergraduate years. Areas of inquiry focused on student-faculty interactions, student engagement, campus climate, and involvement. Results were organized into six major themes and included qualitative data to support each finding. Implications for practice, research, and policy will be shared. There will be ample time for discussion and idea sharing at the end of this session.

CI-241 Begin With a Cornerstone: Building Collegewide Engagement for the First-Year Experience
Salon 12

Kathy Clark
Associate Dean, Academic Success

Eileen DeLuca
Associate Vice-President, Academic Affairs
Florida SouthWestern State College

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

CT-242 Place, Region, Identity: Developing a Vocabulary for Critical Thinking
Salon 13

Margaret Konkel
Director, First-Year Seminar

Deborah Blanchard
Assistant Director, First-Year Seminar
Montana State University

Critical thinking is a common outcome of first-year seminars that prepares students for advancement in college-level thinking. The challenge is how to engage students in learning that is more process than outcome. Social constructivist theory and place-identity theory offer possible clues. The integration of these two theoretical frameworks in the selection of academic texts in a first-year seminar offers a vocabulary with which students can engage in self-aware critical thinking.

CT-243 No Help Needed: The Dilemma of the High-Achieving Student
Salon 14

Hayley Jensen
Peer Mentor Specialist

Phillip Rash
Director, First-Year Mentoring
Brigham Young University

Most universities have students who, because of their prior outstanding academic performance, decline offers of support and resources, thinking that such services are meant for their struggling peers. However, every semester many of these high performers either fail to realize their academic potential or approximate that potential at a significant cost. This highly interactive session will define what it means to be a high achiever, describe student characteristics, and examine the obstacles faced by faculty and staff who interact with this group. Participants will discuss and learn from each other how campus services, particularly peer advising, can connect with this special population.

CT-244 Studying Abroad in FY101
Salon 15

Matt Lengen
Program Manager, Office of Student Programs and Leadership

Stacy Ulrich
Director, Office of Student Programs and Leadership
Boston University

Students from China constitute the largest subgroup of international students at Boston University, as is common in many institutions. To ensure these students have an overall positive college experience, Boston University's FY101 seminars focus on international student engagement and success through learning outcomes centered on identity and a sense of belonging. This interactive session will explore how the University designed its program to be particularly inclusive of Chinese students and uses cultural and language differences as a bridge to engagement and learning for all first-year students.

CT-245 Modeling Interdisciplinary Work: Advising, Libraries, and Digital Fluency
Salon 16

Donna E. Coghill
Librarian, Teaching and Learning

Shajuana Payne
Executive Director, Declared Advising

Ashlyn Anderson
Director, Discovery Advising
Virginia Commonwealth University (VCU)

Since 2006, VCU's First-Year Advising program has proven to be a significant factor in strengthening student success, retention, and engagement. University Academic Advising and VCU Libraries have worked together to formulate collaborative programming; online and onsite resources; and materials to support the academic success, engagement, and retention of first-year students. Modeling interdisciplinary work, library and advising staff foster a positive impact on today's first-year student, looking ahead to tomorrow. Attendees will leave with a deeper understanding and recognition of the interdisciplinary nature of the collaborative partnership between advisors and librarians.

CT-246 Values to Action: Incorporating Institutional Values Into First-Year Learning
Salon 17

Kristin Gregory
Assistant Director, First Year and Transition Programs

Lizzie Dement
Assistant Director, Leadership Development
Stetson University

Institutional mission and values are essential to the purpose of many colleges and universities, but how are higher education professionals being intentional in making them the core of first-year learning? This session explores the importance of values-based education and the impact it makes on first-year students as they search for self-authorship. The presenters will share their experiences with this approach for facilitating learning and supporting personal value development in students.

CT-247 Mother, Mentor, Master: The Intersectionality of Roles and Expectations of Student Affairs Practitioners
Salon 19

Kelly K. Hope
Director of Student Activities
Housatonic Community College

Inadequate information, fear of the financial responsibilities, and uncertainty regarding college readiness are among some of the reasons first-generation students hesitate to apply and attend institutions of higher education. These students enter college with very different needs compared to their non-first-generation peers. As a result, student affairs practitioners often mother, mentor, and master first-generation students through the educational process. This interactive and engaging workshop will discuss the ways student affairs practitioners navigate these roles in an effort to help first-generation students succeed.

E-248 BookShout - Empowering Digital First Year Experience Common Read Programs
Salon 2

Jason Illian
CEO
BookShout

FYE campaigns are about engaging and interacting with students. And this can be done in exciting new ways with eBooks and technology. In addition to distributing ebooks, FYE leaders can now monitor reading patterns, examine student's notes, verify actual reading, and more. The "experience" part of FYE is starting to come to life, and the CEO of BookShout, Jason Illian, will explain how his company, BookShout, and top universities are leading the way.

FD-249 Online Faculty Development for First-Year Seminar and Learning Communities Instructors
Salon 3

Nirmal Trivedi
Director of First-Year Seminars
Assistant Professor of English

Hillary Steiner
Assistant Professor, Educational Psychology
Kennesaw State University

Instructors teaching first-year seminars and learning communities vary greatly in experience, academic background, and academic rank. In many cases, faculty are contingent and/or given few resources to prepare for teaching. An online, faculty development program can be a viable alternative or addition to face-to-face training, allowing for flexibility and individualized attention to instructors. In this facilitated discussion, participants will form a network of those interested in online or hybrid approaches to faculty development, explore the benefits and drawbacks of online training, leave with fresh ideas for their own programs, and develop strategies for initiating new ones.

FD-250 Let's Chat! How to Engage Parents and Families
Salon 4

Jordan McMican
Academic Advisor; Lecturer, Education

Aimee Stright
Academic Advisor; Lecturer, Education
North Carolina State University

With the launch of North Carolina State's Parents as Partners initiative, the Exploratory Studies program on campus has made an intentional effort to use family members as a resource for incoming students. Over the past three years, the University has increased its communication with parents and family members through the use of monthly blog posts with topics relevant to students' transition, webinars about common experiences for students, and various parental involvement opportunities. This discussion will provide an open space to share ideas, initiatives, and programming that participants have used to engage family members.

CI-251 Creating an Always Alert System and Aggressive Advising Intervention
Salon 5

Peter Higgins
Director of Student Success, Advising, and Testing

Richard Baskin
Associate Vice President Academic Affairs
Gordon State College

After piloting an early-alert system in spring 2012, Gordon State College went to scale in fall 2013 with a system that focused on first-year, first-semester students, with the goal of increasing academic success rates and ultimately improving retention. In fall 2014, the College transitioned to an Always Alert system. This presentation will describe the quick transition from no system to Always Alert in three semesters, summarize the outcomes, discuss the challenges, and draw conclusions about the program's effectiveness. Institutions with limited resources that are interested in developing a program from scratch will benefit from this session.

CI-252 Learning in Community: 10 Years of Lessons Learned
Salon 6

Dana Basinger
Assistant Dean, Howard College of Arts and Sciences

Bridget Rose
Director, Academic Success Center
Samford University

Focus Learning Communities began at Samford in fall 2004 with grant funding from the Lilly Foundation. The 20 students in each cohort take three first-year core courses—Communication Arts (integrated writing and public speaking), Cultural Perspectives (an interdisciplinary core texts course) and Foundations (a first-year seminar). There is also a service-learning component. The communities were assessed and evaluated in the 2005-2006 academic year, and this session will present the findings of a follow-up assessment, offer insights gleaned from 10 years of experience, and suggest strategies for institutions seeking to develop or improve their own learning communities.

CI-253 This Book Sucks! An Alternative to the Common Reading
Salon 7

Elizabeth Frombgen
Associate Vice President, Academic Affairs
Professor, Political Science

Patricia Oman
Assistant Professor, English
Director, Hastings College Press
Hastings College

Frustrated with the unsuccessful implementation of a common reading in Hasting's first-year experience program, the College decided to set aside the publishers' catalogs and create a unique common reader that reflected the specific academic and community goals of the institution. Now in the third year of this experiment, the College is beginning to see the benefits of this approach. Presenters will address the process, frustrations, difficulties, and rewards of creating a common reader from scratch.

CI-254 A Holistic and Integrative Approach to a Hybrid Model First-Year Seminar
Salon 8

Dennis Weiss
Coordinator, First-Year Seminars

Kay McAdams
Director, General Education

Dianne Creagh
Director, First-Year Experience
York College of Pennsylvania (YCP)

Faced with challenges emerging from the College's first-year academic programs, general education program, and first-year retention, YCP developed a hybrid model first-year seminar (FYS) that combines an academic course with an extended orientation seminar. Faculty members propose seminars based on their interests and then enrich the course with first-year experiences. This presentation offers an overview of the process we took to develop the FYS program, including the design rationale, development process, integration steps to create a holistically planned first-year experience, and assessment efforts.

CI-255 Partnerships for Student Success Summit
Salon 9

Cynthia Martin
Professor, Mathematics

Vanessa Bryan
Dean, Student Affairs
McMurry University

To address low retention, improve the first-year experience, and strengthen collaboration between divisions, McMurry created the Partnership for Student Success Summit—a series of three collaborative sessions laying the groundwork for a comprehensive, campuswide self-study and improvement process. The Summit brought together approximately 50 faculty and academic and student affairs leaders to create opportunities for dialogue to bridge the gap that often exists between these departments. In three dynamic sessions, participants identified ways to increase partnerships to enhance student learning and success.

9:15 am-10:15 am

CT-256 Self-Management and Self-Motivation for First-Year Student Success and Retention
Salon 1

Donna Berger
Director, Academic Grants
Marist College

Participants will learn about a comprehensive model of self-management that integrates commonly taught 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 for STEM students will also be discussed. Time will be reserved for a brief discussion of how the self-management model can be applied to the student's major and career planning. In addition, an overview of assessment for the course will be outlined.

CI-257 Bridging Two Communities: Mentoring of Undergraduates by Graduate Students
Salon 18

Sharon Oster
Academic Success Advisor

Rachel Fields
Graduate Assistant, Academic Success

Joe Aziz
Graduate Assistant, Academic Success
University of Dallas

The unique one-on-one mentoring program offered by Academic Success at the University of Dallas brings together graduate and undergraduate students to foster academic and personal growth. Mentors meet with students at least weekly to discuss issues ranging from academic assistance in developing study skills to advice on how to navigate the transition from high school to university. Undergraduate students are provided with a mentor who can offer his or her expertise in developing the skills necessary to academic success. This program provides benefits to both undergraduate and graduate students that have far exceeded expectations.

CT-258 Small School, Big Common Reading Experiences
Salon 10

Dan Sullivan
Vice President, Student Affairs

Jackie Hill
Instructional Librarian
University of Mount Olive (UMO)

The typical common reading program at large campuses involves a summer reading assignment of the book followed by one or two major events during the fall (e.g., a seminar, an appearance by the author). The common reading program at UMO employs a systematic reading of the book in conjunction with extensive programming about book topics throughout the fall semester. Beginning with the book selection process and ending with an author presentation, the staff and faculty at UMO strive to immerse students in a meaningful literary, cultural, and emotional journey surrounding the common reading selection.

CT–259 Infusing Research-Based Study Skills Into First-Year Classes: What Works?
Salon 11

Ginny Botts
Project Manager, Florida Consortium of Metropolitan Research Universities
University of Central Florida

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

During this interactive, research-based presentation, the presenters will explore the four most powerful study strategies and look at several ineffective study approaches. While it is important for educators to teach students these strategies, this is not enough. The session also will focus on how educators can incorporate these strategies into daily practices in the classroom. In other words, these learning strategies can guide teaching practices. Participants will walk away ready to implement research-based practices in their classroom.

CT-260 Connecting With the Connected Generation
Salon 12

Jennifer Scott
Academic Advisor

Patti Kirk
Academic Advisor
Florida Gulf Coast University

Are we connecting with Generation Z? Though tech savvy, these students are not always making the connections with faculty, advisors, resources, and peers. While there are studies offering suggestions for engaging students, there is less research on practical insight for serving students in the new generation. Join the presenters to explore methods and techniques to help build student connectivity and engagement. This session will share research and student feedback regarding the use of technology and methods to connect with them. Participants will engage in discussion regarding best practices and generate ideas to take back to their own campuses.

CI-261 From Mission to Practice: Sustaining a First-Year, Service-Day Tradition
Salon 13

Katherine Powell
Director, Office of First-Year Experience

Blake Petty
Student Coordinator, Office of First-Year Experience
Berry College

On the first Saturday of the semester, all new students at Berry College give a morning of service to the local community. Accompanied by faculty instructors and peer mentors, students in first-year seminar classes perform tasks ranging from neighborhood cleanup to working with special-needs populations. Now in its 18th year, First-Year Service Day is a tradition that strengthens connections among classmates and with the community and brings to life the College's historic mission of service. The presenters will share strategies for collaborating with community partners and campus constituents, managing safety and logistics, and engaging students in reflection and celebration following the event.

CT-262 First-Year Experience and Beyond: Launching a Career Action Certificate
Salon 14

Evelyn Lora-Santos
Director, Advising
Valencia College

Celeste Henry
Career Counselor

Kamla Billings
Career Advisor
Valencia College - West

Catherine Espenschild
Career Counselor
Valencia College - East

Participants will learn about a new, non-credit-bearing, Career Action Certificate initiative at Valencia College that emphasizes cocurricular engagement after completing a first-year seminar. Through this initiative, students develop employability skills while exploring majors and careers and create an academic plan. The Career Action Certificate offers a variety of learning opportunities in several modalities, including online learning. The the session will focus on needs analysis; program development and content; outcomes; and implications for practice, such as opportunities for collaboration. Presenters will share program successes as well as unforeseen challenges and recommendations for other institutions.

CT-263 Integrating Noncognitive Skills Into the First-Year Experience
Salon 16

Jennifer Miller
Director, Student Success and Retention
McKendree University

Ross Markle
Advisor, Senior Research and Assessment
Educational Testing Service

A great deal of research has supported the importance of noncognitive skills in student success. Yet, understanding or even assessing these key skills and behaviors is not sufficient to improve students' academic success and persistence. Institutions require concrete strategies to not only better understand these factors, but infuse them to improve programs, resources, and practices. This session will discuss key noncognitive skills, the ways they relate to student success, and how they can be introduced into various aspects of the first-year experience, focusing on student success courses, advising, and institutional research.

CT-264 First-Year Programs Expanding Our Box: A Comprehensive Approach
Salon 18

Kate Otto
Librarian, Learning Commons

Kate Brockway
Professor, Business

Danielle Brown
Director

Alyssha Munt
Coordinator, Academic Services

Cody Waterman
Coordinator, Residence Life
Kansas State University Salina

The K-State Salina Comprehensive Experience Committee was assembled in October 2014 and charged to think outside the box and dream big when proposing a first-year program with the intention of increasing first-to-second-year retention rates. The Committee went beyond the mission and successfully proposed a cutting edge, four-year, comprehensive community-building program. Comprising four components with specific, yet related, identities—uBelong, uExperience, uResearch, and uEngage— the initiative is designed to help the campus set academic expectations and foster a sense of community. This discussion will focus on the development, planning, and success of the orientation component, uBelong.

CR-265 Emotional Intelligence Development of Community College Orientation Leaders
Salon 19

Stevie Blakely
Coordinator, Center for Leadership Development
Tarrant County College, Trinity River Campus

This session presents the findings from a qualitative study exploring the development of emotional intelligence in student orientation leaders. The ESAP-A/B was used to calculate emotional intelligence growth, along with qualitative focus groups and one-on-one interviews. The orientation leaders showed improved self-esteem, which students felt was due to being pushed outside of their comfort zone in the areas of public speaking and group communication. Qualitative data demonstrated that students felt the professional development sessions, teamwork activities, and being a part of a cohort were the three most impactful components of the program.

FD-266 The Struggle for Institutional Relevancy: Keeping First-Year Initiatives Afloat
Salon 3

Matthew Hipps
Director, First-Year Experience Program
Associate Professor, Political Science

Sarah Mergel
Assistant Director, First-Year Experience
Associate Professor, History
Dalton State College

A common theme in thriving first-year programs is institutional support (both administrative and within the faculty and staff) and consistent funding. In this facilitated discussion, we hope to explore ways to create and sustain a successful program when facing institutional limitations. Such limitations could relate to administrative and/or faculty support, fiscal constraints, or content challenges.

FD-267 Summer Online Pre-Orientation: Preparing First-Year Students for the Shock of College
Salon 4

Debbie Bannister
Director, First-Year Programs

Nicolette Bell
Director, Student Leadership and Engagement
University of Charleston

Have you ever wished that you had a crystal ball to see the potential of incoming, first-year students in the fall semester? The University of Charleston has created a summer online Pre-Orientation program for first-year students that has a greater than 95% completion rate. Each new student is required to complete six modules that will enable him or her to be ahead of the curve when arriving on campus. In addition, the University of Charleston faculty are finding that first-year students are more prepared and more engaged during the first semester.

CI-268 Using the First-Year Experience to Build a Learning Community
Salon 5

Jennifer Herrick
Director, Student Success

Meredith Harvey
Assistant Professor of English

Chris Wells
Assistant Professor, Outdoor Recreation, Leadership, and Management
George Williams College of Aurora University

Three years ago, George Williams College of Aurora University incorporated a lab experience into its first-year seminar to increase student understanding of the campus's unique setting and commitment to experiential learning. The course is taught by the director of Student Success, and faculty assist with the lab experiences (e.g., sailing, horseback riding, rock climbing) and service in the local community. Faculty collaborate on assignments and use shared experiences for learning. In addition, returning students serve as peer mentors. The first-year plan has led to increased retention as well as faculty, student, and staff engagement in a true learning community.

E-269 Data-Driven Approaches to Student Success: Rhythm of the Academic Year
Salon 6

Phyllis Collins
Senior Academic Officer
Delaware State University

As the landscape of higher education evolves to include the use of technology and data systems, the obligation for institutions to be cognizant of the needs of the first-year students is critical. It is important to understand how student data and technology play a major role in first-year students' academic and psychological development. As a guide for discussion and context, this session will use "The Rhythm of the Academic Year" (Austin and Sousa, 1991; Chickering and Reisser, 1993) to highlight and demonstrate the use of a data-driven technology solution to proactively facilitate the identification and segmentation of students' issues.

CT-270 Turning Point; Supporting the Prospective and Non-Traditional Student
Salon 7

Kaye Fugal
Coordinator
Utah Valley University

Jane Carlile
Deans Office Und
Brigham Yo

CANCELLED

If you have no your institution, you don't want to miss this session. A s a non-traditional student has at least one of the following teristics: older than typical age; delayed enrollment into post-secondary education; works full time; is financially independent for financial aid purposes; has dependents other than a spouse; is a single parent; a recipient of a GED. Utilizing that definition, the number of non-traditional students is rising and approaches over 70% at some institutions. In this session you will be introduced to programs and resources focusing on the support and success of non-traditional students.

CI-271 A Mandatory, Proactive, Support Initiative for Medical Students: Enhancing Success
Salon 8

Sara Rabie
Director, Student Academic Support and Development

Glen Jacobs
Vice Provost, Educational Services
St. George's University

The Academic Enhancement program (AEP) is a mandatory, proactive, retention initiative that supports students in making the transition to the rigors of medical school. The initiative is intended to help students from diverse or nontraditional academic backgrounds achieve their goal of becoming physicians. Mandating the proactive use of academic guidance, training in context-specific learning strategies, and participation in facilitated content review groups not only appears to be beneficial to the AEP students, but also contributes to a culture of active learning and effective resource use that impacts the institution at large.

CI-272 Creating Successful First-Year Learning Communities Among Remedial Math Students
Salon 9

George Bogaski
Analyst, Student Retention and Enrollment Management

Nicole Kendrick
Assistant Director, Freshman Programs
The University of Oklahoma

A first-year learning community (FYLC) that targets high-risk students and results in stellar success is possible. This session provides a model focused on remedial math. It catalogs the establishment of relationships, charts the development of those FYLCs, and reports assessment and resultant modifications. Notably, the presentation highlights key practices and attitudes pivotal to success in developmental math. Also explored are measures to improve effectiveness, including strengthening relationships across campus and the development of collegiality among FYLC instructors. Lastly, the presenters discuss how success with these students informs practices for more traditional FYLCs.

MORNING BREAK | 10:15 AM – 10:30 AM
Salon Alcoves - 2nd Floor

10:30 am - 11:30 am

CI-273 Creating Classroom-Based Leadership Opportunities in the First-Year
Salon 1

Tanya Da Sylva
Coordinator, Academic Life
Bethune College, York Univesity

John Amanatides
Master, Bethune College
York University

Peer educator (PE) based programs are a cost effective way to provide support to student populations. Being a PE, in turn, provides a high-impact experience to the students involved. Bethune College (York University) has developed a classroom-based program for incoming students, offering leadership opportunities that build communication skills and increase faculty-student interaction during, and beyond, the first semester. Gaining the support of faculty and managing a growing program (approximately100 PEs a year) has had its challenges. In this session, the presenters will describe the growth of the program, challenges faced, documented successes, and best practices for building similar initiatives.

FD-274 Working With Parents of First-Generation and Academically At-Risk Students
Salon 10

Melanie Harris
Academic Counselor

Chris Hein
Academic Counselor
Georgia State University

With families playing an increasing role in their children's education and serving as a main source of support, institutions must provide intentional communication and programming. Addressing concerns with parents about their student being academically at risk, work-school-life balance, and college expectations can be challenging. This facilitated discussion will provide participants an opportunity to hear about current trends and share their best practices used to foster the development of first-generation and academically at-risk students, as well as support their parents.

CT-275 Mind the Gap: Bridging the Poverty Gap for Low-Income Students
Salon 12

Jane Carlile
Peer Mentor Specialist

Liz Baldry
Peer Mentor Specialist
Brigham Young University

Low-income students must learn to navigate more than just a class syllabus, a new environment, and unfamiliar faces. They must find their way through the maze of middle-class thinking and motivations. This session will explore how being raised in poverty differs from growing up in the middle class and how these differences affect students' decisions and future story. Skills needed for students to comfortably fit in and succeed in the college setting will be identified and ways the first-year experience and peer-mentoring programs can incorporate these skills will be discussed.

CT-276 Are We Robots? Systems Thinking for Today's Higher Education Professionals
Salon 13

Zack Underwood
Academic Advisor
University of North Carolina Wilmington

With the job responsibilities of many of today's higher education professionals sometimes changing at a moment's notice, it is critical to step back to systematically examine our part in assisting students in their first year and beyond. This session will analyze the role of an academic advisor using Banathy's System-Environment Model. The position will be dissected using mind maps to determine environmental influences, inputs, outputs, boundaries, and adaptations. Participants will be encouraged to create their own mind maps to uncover the complexities within their roles.

CT-277 Empowering Peer Leaders to Engage Students Beyond the First Semester
Salon 14

Jessica Nash
Academic Support Specialist
St. Ambrose University

There are a variety of first-semester programs for new, entering students that assist with the transition to college. Once these students have attended Welcome Week, enrolled in a first-year seminar, and/or participated in a learning community or common reading, they are often left without further guidance. To engage first-year students in the second semester, St. Ambrose University built the New Student Seminar Peer Assistant program to provide continued guidance year-round. This presentation will outline the process of developing a thriving peer leadership program and empowering students to assist in broadening the horizons of their peers in the second semester.

CI-278 Building a Foundation: Instilling Institutional Learning Outcomes Through First-Year Seminars
Salon 15

Dan Gianoutsos
Assistant Dean, Academic Success Center

Katharine Johnson
Coordinator, ASC Courses
University of Nevada, Las Vegas (UNLV)

As universities continue to emphasize institution-wide undergraduate learning outcomes, first-year seminars are often tasked with introducing incoming students to these overarching goals. This presentation explores the multifaceted pedagogical approaches used in UNLV's first-year seminar for exploring or undeclared majors to ensure students achieve a foundational understanding of the University Undergraduate Learning Outcomes (UULOs). Teaching strategies range from using a transparent syllabus and assignment formatting to in-class, active-learning activities. Three academic years of aggregated assessment of these approaches suggest that approximately 90% of the students self-reported they had a general understanding of UULOs.

CI-279 The Impact of a Common Reader Program on First-Year Students
Salon 16

Meghan Biery
Manager, First-Year Seminar Program

Lara Andrews
Graduate Assistant, First-Year Seminar Program
University of Delaware

First-year students at the University of Delaware read a common book prior to arriving on campus. Later in the fall, the author visits the campus to present on his or her work and sign books. In addition, winners of an essay contest are invited to dinner with the author and president of the University. This session will discuss how and why the book is chosen and its impact on students and the University community. The presenters will explain how the book is used in the first-year seminar and cover assessment, including the assessment tool and survey results for the past several years.

E-280 Serving Veterans on Campus - Best Practices
Salon 17

Terry Arndt
President
College Transition Publishing

Nicholas Osborne
Assistant Director
Chez Family Foundation Center for Wounded Veterans

Veterans are one of the fastest growing segments of new college students. Is your college prepared to meet the needs of this student segment and ensure their success? This program will provide recommendations for starting or enhancing a Veterans Services Office, as well as developing a veteran-specific course for first year and transferring veteran students.

CR-281 Through the Looking Glass: An Assessment Tool for Information Literacy
Salon 18

Carolyn Meier
Librarian, First-Year Experience

Kyrille DeBose
Librarian, Natural Resources
Virginia Tech

Assessment is a key factor in measuring the impact of any instruction session. Librarians at Virginia Tech were challenged to design a tool that would gauge the effectiveness of information literacy learning outcomes across multiple disciplines and pedagogies. Because of these variants, it was determined an online, multiple-choice, pre- and post-test would best assess these outcomes. Other considerations included determining how it would be administered, analyzed, and updated. This session will be two-pronged: (a) presenters will discuss the development and analysis of the tool in multiple settings and (b) examine how the data was used to refine the instruction.

CI-282 Data Are the Difference: Improving Retention With Only $70,000
Salon 19

Alan Bearman
Professor, University Libraries and the Center for Student Success and Retention
Dean, University Libraries and the Center for Student Success and Retention

Bob Handley
Director, Institutional Research

Elaine Lewis
Director, College Success Evaluation and Retention
Washburn University

Washburn University, an open-admissions institution, set out to improve student success without the ability to invest significant amounts of new funds to accomplish its task. This session will discuss and demonstrate how good data usage and practices allowed the University to reach its goal. With an investment of only $70,000 and without reducing its commitment to access, Washburn has set records in its first-to-second-year retention rates in each of the last four years. The presenters will provide clear and replicable takeaways for session participants as they discuss the Washburn experience.

FD-283 Enhancing the First-Year Experience Model With Academic Coaching
Salon 3

April Barnes
Assistant Director, PACE Mentoring and Academic Coaching

Michael Nava
Associate Dean, University College
Texas State University

This facilitated discussion will provide an avenue for educators to discuss the triumphs and challenges involved with incorporating academic coaching within a first-year experience model. Presenters will also talk about the role and responsibilities of an academic coach, selecting staff and recruitment, and funding an academic coaching program on a comprehensive scale. If you have an established academic coaching program and are looking for new ideas or are starting a new initiative, this session will provide discussion and support for the important role academic coaches play in the success of first-year students.

FD-284 Virtual Teaching and Learning: Taking the First-Year Experience to the Net
Salon 4

Beau Pihlaja
Lecturer, Entering Student Program

DeAnna Varela
Lecturer, Entering Student Program
The University of Texas at El Paso

From open access MOOCs to online courses offered in public institutions, the growth of online teaching and learning in higher education—while slowing as of late—appears here to stay. However, concerns remain for faculty, students, and institutions about course delivery, management, and improvement. Instructors and departments offering first-year seminars are caught in the midst of this educational sea-change. This discussion will explore what is possible for courses taught in-part or entirely online, as well as limitations, best practices, and strategies for supporting faculty and students in online seminars.

CT-285 Reviving the Story of College: Recapturing General Education's Value
Salon 5

Harrison Kleiner
Senior Lecturer of Philosophy

Matt Sanders
Associate Professor in Communication Studies
Utah State University

The prevailing narrative about the value of a university education states that a college degree is valuable only for its ability to enhance earning power and job opportunities. That narrative, however, obscures the actual identity and mission of most traditional universities. This session revives the story of what a university education is—particularly general education and the whole degree—to combat the disconnect between what students expect college to do for them and college mission statements. Presenters will offer a framework for retelling the story of college that can infuse more meaning into retention efforts.

CR-286 Beyond A Bridge: Extensive Summer Math Experience at an Hispanic-Serving Institution
Salon 6

William Vanderburgh
Associate Vice President and Dean of Undergraduate Studies

Qiana Wallace
Assistant Dean, Undergraduate Studies

Alysson Satterlund
Associate Vice President and Dean of Students

Tanner Carollo
Assistant Director of Institutional Researchbrand

Allan Taing
Research Technician
California State University, San Bernardino (CSUSB)

In summer 2015, CSUSB offered the Coyote First STEP program (CFS), a free, month-long, fully residential experience for first-year students who need developmental mathematics that also provides an introduction to college English and robust cocurricular opportunities to support student success. This initiative was based on the University's Intensive Mathematics program, wherein 90% of the students who complete the program are deemed ready for general education math. Preliminary results suggest that 93% of CFS participants successfully advanced at least one level in developmental mathematics and increased levels of engagement, awareness, and perception of mathematical abilities.

CT-287 Using SuccessNavigator: A Holistic Evaluation of University Students
Salon 7

Robert Lucio
Director, Assessment

Daniel Duerr
Data Scientist

Jennifer Garcia
Director, First-Year Experience

Jeffrey Anderson
Associate Vice President, Academic Affairs
Saint Leo University

Ross Markle
Advisor, Senior Research and Assessment
Educational Testing Service

Many institutions have a great deal of data to understand a student's likelihood of success. However, it can sometimes be a struggle turning data into information, and information into action. In this session, the presenters will discuss the use of a noncognitive assessment to both predict success and target intrusive interventions for those students who need them the most. In the first year of implementing this approach at Saint Leo University, students with the lowest likelihood of success who received intrusive advising were retained at a higher level than students with a moderate likelihood of success, suggesting that data-informed interventions have promise in improving success.

CT-288 Retraining the Trained: Improving First-Year Faculty Training With Active Learning
Salon 8

Kirsten Kortz
Director, K-14 Educational Development

Eldiane Elmeus
Coordinator, First-Year Seminar
Northern Essex Community College

In the first semester of college, students establish their attitude toward teaching and learning based on classroom experiences. Instructors are best able to create positive experiences for students when they weave content knowledge with passion and meaningful application. However, faculty often teach the way they were taught and may not be adept at creating authentic experiences around necessary information and ways of thinking for success in today's academic environment. It is essential that first-year faculty are provided with quality professional training that supports them as active participants in developing and delivering course content. Faculty engagement must come before student engagement.

Closing Address

Focusing Your Efforts on Campus: Being an Agent of Change

11:45 am – 12:45 pm | Junior Ballroom

Mark Allen Poisel
Vice President for Enrollment and Student Affairs
- Augusta University

Everyone can affect change. This plenary session encourages participants to embrace their opportunities for change by encouraging discussion, advocacy, and action on their campuses. Participants will be empowered to visualize the courage to gain the support of colleagues and implement ideas. One person implementing change can be a difficult, but taking risks through the promotion of new ideas allows everyone to embrace, encourage, and appreciate the importance of how each of us can make a difference. In the midst of change, it is essential for all of us to understand the complicated dynamics on college campuses and the need to initiate key opportunities to promote student success.

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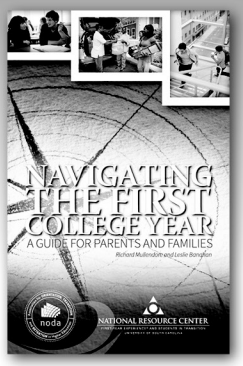

Navigating the First College Year:
A Guide for Parents and Families

Richard Mullendore and Leslie Banahan
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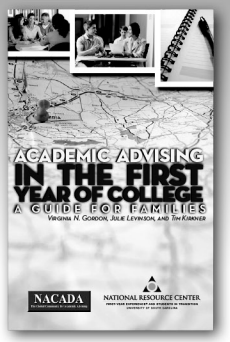

Academic Advising in the First Year
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Virginia N. Gordon, Julie Levinson, and Tim Kirkner
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CLOSING THOUGHTS AND REFLECTIONS

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:

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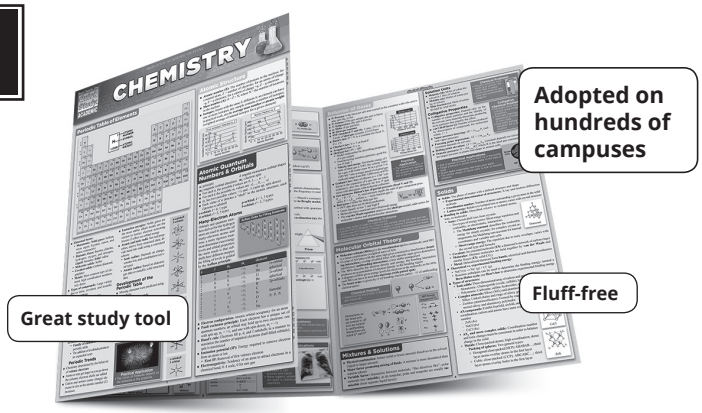

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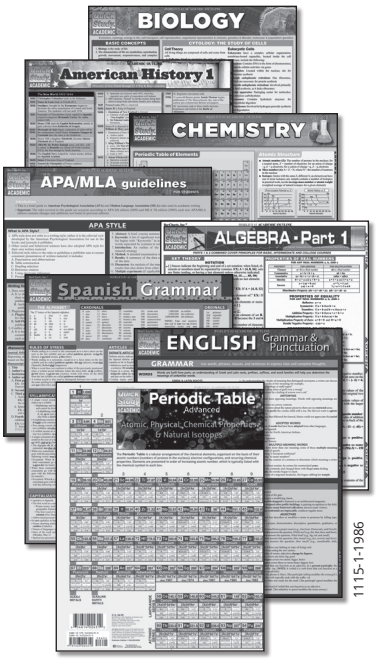

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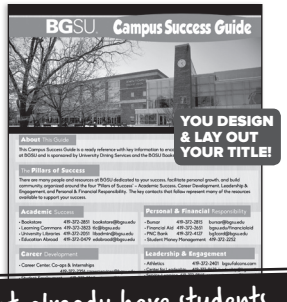

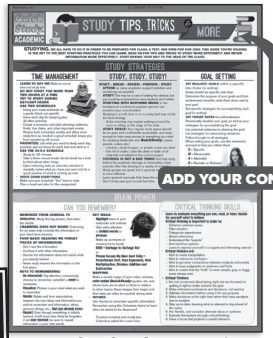

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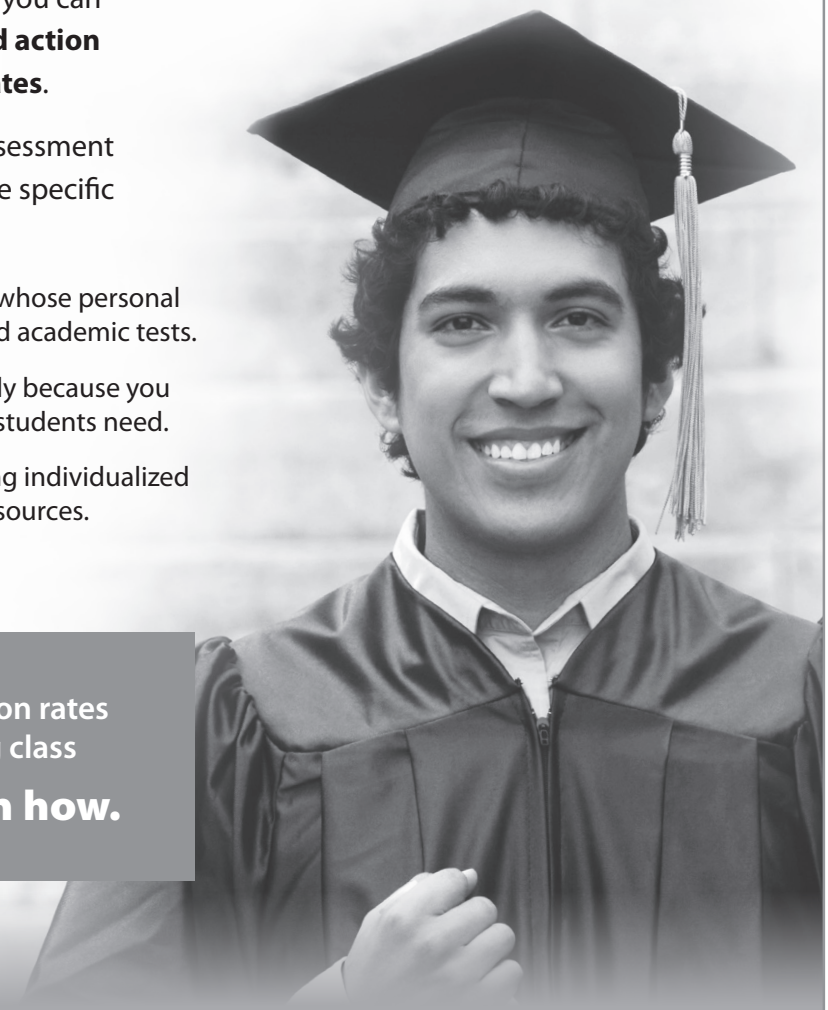

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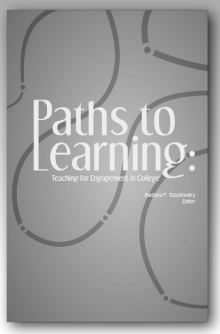

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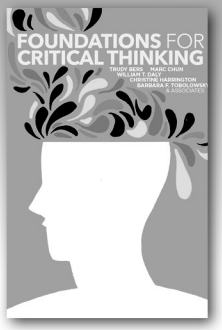

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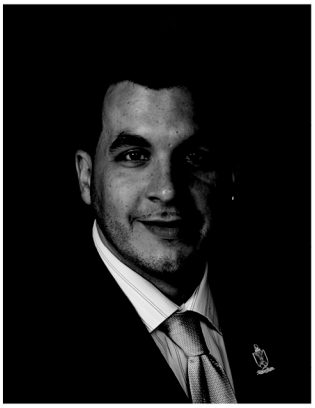

David Pérez II, Ph.D.
Assistant Professor, Student Affairs in Higher Education
Miami University

Thriving in Transitions: A Phenomenological Study on Latino Male Achievers at Selective Public Research Universities

Abstract: This study will provide a different response to concerns about Latino males "effectively vanishing from the American higher education pipeline" (Sáenz & Ponjuan, 2009, p. 54). Instead of examining factors that contribute to Latino male college students' underperformance, this qualitative study will explore how 25 juniors and seniors employed different forms of capital to thrive academically, intrapersonally, and interpersonally at five selective, public research universities. Implications for research, policy, and practice will focus on capitalizing on the knowledge, skills, and resources Latino males possess and utilize to thrive in higher education.

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- Announcement on the National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Submission Deadline

Completed applications must be received by the National Resource Center by 11:59 p.m. Eastern, July 1, 2016.

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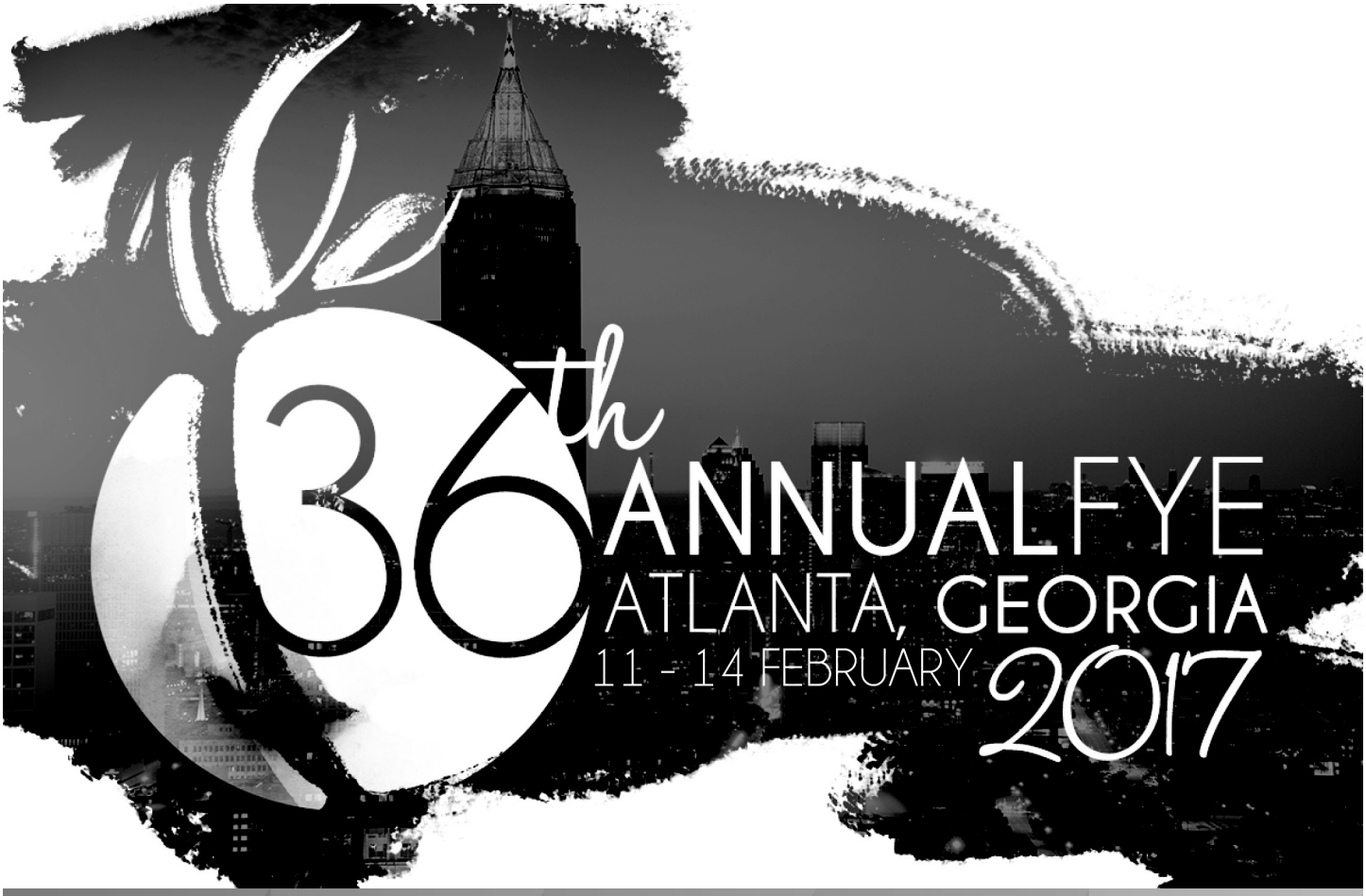

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Outstanding First-Year Student Advocates

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

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

Award Recipients

Dante Cantu

State University of New York at New Paltz

Dante Cantú is being honored for his work founding director of the Center for Student Success at Mount Saint Mary College, where he provided administrative leadership focused on supporting student retention and persistence of all undergraduates, with an emphasis on first-year students. While Cantu's office provided holistic academic support to all undergraduates, his professional experience in higher education is rooted in the historical origins of the first-year experience, which were to provide comprehensive transition support to non-traditional student populations. During the past eight years at Mount Saint Mary College, He demonstrated the qualities of a transformative educational leader who was a tireless advocate on behalf of first-year students. He understands the vital importance of fostering close, strategic partnerships with administrative offices, academic divisions and professional schools across campus in support of the student experience, organizational effectiveness, and the attainment of institutional goals.

Chris Caplinger

Georgia Southern University

Over the past decade, Chris Caplinger has been a passionate, persuasive and effective advocate for programs and policies that affect first-year students. One of his many talents is his ability to work collaboratively and effectively with a range of campus constituents, from deans and department chairs to student affairs staff to leaders. All of this in effort to help build support for the first-year experience. His footprint is evident in every facet of the first-year experience programs, which include the visioning process and the creation of the curriculum to faculty recruitment, training, and support to a rigorous program of assessment and revision. While he has accumulated much success already, he is not resting on past accomplishments. He is piloting a new financially literacy curriculum for the first-year seminar, leading efforts for consideration of a centeralized intervention instrument across undergraduate colleges, and has recently taken on the responsibilities of dual-enrollment advising, where he and his team are developing resources to help this specific first-year population thrive. Caplinger is a remarkably effective change agent and an untiring advocate for first-year students.

Jenn Daniels

Lyon College

Jenn Daniels works to help students transition to a rigorous college curriculum and co-curricular context, both of which are often daunting for many of the low-income, first-generation students from rural settings who attend Lyon College. She operates from a remarkable blend of empirical understanding and deep caring concern for students' welfare and ultimate success. Lyon College has put in a great amount of effort into increasing their first-year retention rate, and much of that success can be attributed to Daniels. Her influence as Co-Director of YearOne and a senior member of the Student success committee has allowed her to cause such positive change. Has utilizes her unique ability to develop consensus throughout the diverse Lyon community on initiatives that are important to first-year students. It is important to that her work in the first-year area is in addition to her work as psychology faculty member. Daniels teaches several courses a year, advises students, and persists in her scholarly pursuits. She does not take on the additional first-year experience roles because she has to, but rather she does because she knows just how critical it is for these students to succeed.

Brenda S. Dede

Clarion University

As a first year and first generation college student, Brenda S. Dede benefited from the support of advocates and first-year programs. She has continually paid it forward to help generations of college students persist and graduate. Her work at Clarion has resulted in 360 degrees of support for first year students, from the classroom, to student organizations, to the community. Dede works with and mentors individual students. She has developed a variety of successful on campus programs for first-year students. She has developed student organizations and advised those student organizations to create activities to benefit first-year students. She has taken positions in the community and started programs and events within the community so as to better the community climate for first year students, especially first year students of color. Dede always keeps the students she serves in mind and who is a perpetual advocate for first-year students and programs.

Patsy Fischer

Seward County Community College/Area Technical School

Much of the college's student body is first-generation college bound, so it is imperative to have a strong support services in place to retain students. Over the past 10 years, Patsy Fischer has been instrumental in the coordination of the academic advising program, first-year seminar courses, retention initiatives, providing disability support services, acting as an international student club advisor, and faculty/staff development, and other crucial areas. She is directly responsible for comprehensive academic advising, providing strong academic support, and implementing early alert and at-risk team intervention systems. Fischer developed, implemented, and continually updates the first-year seminar course curriculum. The course utilizes a strengths-based curriculum and also focuses on topics such as time management, career planning, study skills, teamwork, and leadership. She teaches at least one section of this course each semester and trains all other course instructors to provide consistency and thoroughness of instruction. The information provided to first-time college students via this course is critical with regard to helping students understand the expectations of and adjustments to college life. Fischer exemplifies dedication and passion as she works with students, faculty, and the college as a whole to provide quality services to our first-year students.

Sonia Maria Gipson Rankin

University of New Mexico

Sonia Maria Gipson Rankin's relentless, positive drive has led to significant programmatic improvements in the University of New Mexico's (UNM) freshman learning communities, student success seminars, and new student orientation. In her first year as Associate Dean, she more than doubled the number of students served and increased the variety of offerings in the freshman learning communities by personally going around to deans and chairs, seeking their support. Rankin couples her enthusiasm with insistence on academic excellence. She took her signature energy level to program evaluation and learning assessment, establishing learning outcomes and rubrics that have imbued the freshman learning communities with a renewed sense of purpose and academic accountability. She then set about re-structuring UNM's freshman student success seminars, incorporating rigorous learning outcomes and professional development for the instructors. Last year Gipson Rankin completely revamped UNM's First-Year Steering Committee by launching a multi-day program to acclimate incoming freshmen to campus and remind them of the mission and expectations of our university. She serves virtually all freshmen at UNM, and she does everything she can to ensure their success. She is absolutely committed to helping them to embrace the same high standards she holds for herself.

Erin Kimura-Walsh

Santa Clara University

Erin Kimura-Walsh is a passionate and tireless advocate for first-year students at Santa Clara University, especially those who are first-generation college students. She runs the University's Leadership Excellence and Academic Development (LEAD) program, a program designed to ensure a successful transition to college for first-generation students. Under her leadership, LEAD has continuously expanded in size and impact, and effectively fostering student success among first-year students as shown by Santa Clara University's extraordinary first-year retention rate. Kimura-Walsh has mentored and trained numerous students to become leaders, both within the LEAD Scholars Program and beyond. Her leadership has increased the presence of first-generation students in a variety of campus organizations and leadership roles, while also training faculty and staff to be better suited to assist these students. She has also expanded her reach to other campuses by developing a seminar entitled "Difficult Dialogues" that focuses on issues of education equity, challenging LEAD students to consider issues that have impacted their own lives, supplemented with community-based learning and hosting campus visits and panels for elementary and middle school children will likewise be first-generation college students. Erin Kimura-Walsh, through her efforts, has demonstrated her dedication to first-year students caring for the whole student, fostering a commitment to social justice, and education students of competence, conscience, and compassion.

Nancy KingSanders

Texas A&M University – Kingsville

Nancy KingSanders is the point person for student success and is the key operator in first-year success in particular. She has been instrumental in the incredible turnaround of the university's student success results. She supervises professional advising, AVID programming, supplemental instruction and similar student help functions, and dual enrollment programs. She has masterfully demonstrated the ability to flourish in each of these roles. She is dedicated to continuous quality improvement. She facilitated the creation of the Center for Student Success, which is poised to continue improvements by a collaborative approach between Academic Affairs, Student Affairs and Enrollment Management. She is commended for her ability to assemble a powerful team and lead with both professionalism and enthusiasm. As evidenced by such a magnificent turnaround of student success measures, Nancy KingSanders has shown she knows and does what is best for the ensuring first-year student success.

Marnelle Alexis Stephens

MacCormac College

Since her arrival as president five years ago, Marnelle Alexis Stephens has breathed new life into the college. Her belief that student success is the college's single most important goal is reflected in her attitude, her philosophy, and her decisions. They are also exemplified in the practical yet innovative ways that she inspires stakeholders of the MacCormac community to create environments that promote inspirational and effective teaching; in holistic learning and development; and in heightened levels of student success from the first day they step foot on campus all the way through graduation. Stephen's low-cost, high-touch, and high-impact initiatives included the implementation of e-books as a way to leverage technology and more efficiently provide students with the materials they need to succeed. Marnelle Alexis Stephens has championed the importance of student success since her first day on campus and continues to make substantial efforts in enhancing the student experience.

Gerald Poe

Wilberforce University

Gerard Poe has worked tirelessly to ensure that every freshman who steps on the campus of Wilberforce University has the experience of a lifetime. He was intimately involved in helping to create the student success and leadership development program. As a part of this initiative, Poe made sure that every first-year student had an academic advisor, tutor, and a church mentor. He was instrumental in building a chapel so that students could have chapel and vesper worship services. He used his personal funds to establish an internet radio / television stations so that first-year students could increase their experiential learning opportunities. In addition, Poe also built a recording studio for aspiring musical artists in the freshman class. He enhanced the living/learning environment for students, by including computer labs in every residence hall, renovating the student union, renovating all residence halls and purchasing new furniture and beds for the residence halls. Poe cares greatly about the quality of life provided for first-year students and the impact on student achievement. He has a passion to equip every first-year student with the tools needed to succeed.

Semifinalists

Beth Holder
High Point University

Marese Bermingham
Cork Institute of Technology

Damon K. Blythe
Trenholm State Community College

Kendra Boggess
Concord University

Callista Brown
Pacific Lutheran University

Chante Clarkson
Columbia College

Loretta Kucharczyk
Prairie State College

Diane M. Lee
University of Maryland, Baltimore County

Stacey Macchi
Western Illinois University

Mary O'Rawe
Dublin Institute of Technology

Shiretta Ownbey
Oklahoma State University

Tyra Peanort
Montgomery College

Kate Thedwall
Indiana University – Purdue University Indianapolis

Nominees

Laurie Ackles
Rochester Institute of Technology

Tanya Anderson
Sacramento City College

Susan B. Angulo
Saint Thomas University

Martha Bari
Hood College

Cynthia Baron
Metropolitan State University of Denver

Dana Bekurs
University of Louisiana at Lafayette

Molly Berry
Millikin University

Ana Bravo
Kapiolani Community College

Rebecca Pollard Campbell
Northern Arizona University

Zoe Caulfield
Arizona State University

Mathew R. Chetnik
Salem State University

Nicole Conley
Temple University

Nicole Decapua
Saint Peter's University

Tracy Delich
Mesabi Range College

Eileen DeLuca
Florida SouthWestern State College

Dawn Marie Dowd
Kean University

Regula Evitt
Colorado College

Said Fariabi
San Antonio College

Moly Franz
Rainy River Community College

Gina Garber
Austin Peay State University

Matthew Gregory
University of Massachusetts Dartmouth

Hillary Halsey
Rend Lake College

Peter Jude Higgins
Gordon State College

Sukhwant Jhaj
Portland State University

Karl Kelley
North Central College

Sherrice King
Texas A&M University

Shannon Kirkeide
Anoka-Ramsey Community College

Andrene Krein
Bismarck State College

Tremaine Kwasikpui
Roanoke-Chowan Community College

Kimberly Lacey
Saginaw Valley State University

Charles Learch
University of North Florida

Stephanie London
University of Arkansas - Fort Smith

Jennifer Ludwig
University of Arizona

L. Lynn Marquez
Millersville University

Jennifer McCluskey
Maryville University

Michael McKibben
University of California, Riverside

Julie McLaughlin
Cincinnati State Technical and Community College

Paul McLoughlin II
Lafayette College

Sheree Meyer
California State University, Sacramento

Jeffrey Nathan Mickelson
Stella and Charles Guttman Community College

Shelton Milner
The Citadel, The Military College of South Carolina

Cindy Morical
Washington State University Vancouver

Roxanne Neal
University of California, Los Angeles

Cheryl Noel
Westmoreland County Community College

Melinda Parham
New York University

Fernanda Preciado
Texas A&M University

Kristen Rabenstein
Centenary College

Carolyn Sanders
The University of Alabama in Huntsville

Judith Spiller
University of New Hampshire

Anne Springsteen
Glen Oaks Community College

John Stein
Georgia Institute of Technology

David Strickland
East Georgia State College

Brenda Housell Sullivan
College of the Holy Cross

Sharon Tavernier
State University of New York at Canton

Lara Ubaldi
York University

Cindy Virta
Northeast Iowa Community College

Peggy Whaley
Murray State University

Karen White
Amarillo College

Shane Williamson
Lindenwood University

Angie Wisniewski
Glendale Community College / Maricopa County Community College District

Jordan Smith Undergraduate Fellowships

The National Resource Center for The First-Year Experience and Students in Transition awards five fellowships to undergraduate students for the Annual Conference on The First-Year Experience. The purpose of the Fellowship Program is to advance the leadership skills and knowledge base of undergraduate students so that they may in turn use what they learn at the conference to enhance and encourage first-year student development on their respective campuses.

Fellowship Recipients

Nikki Buhrdorf
Colorado State University

Kristopher Castro
Temple University

Alyssa Frankowski
Madonna University

Kayla Johnson
Washburn University

Kelly Spencer
Arizona State University

Nominees

Hadiya Alexander
University of New Haven

Diamond Brown
Campbell University

Sarah Burzin
University of New Haven

Hannah Canerday
University of West Georgia

Madison Carden
University of Central Florida

Magdalena D'Aiuto
University of Central Florida

Sedrick Daniels
Rutgers University – Camden

Sarah Denhardt
York College of Pennsylvania

Amber Dietrich
Cabrini College

Nambaramey Dy
Rutgers University – Camden

Sarah Edelman
Washburn University

Ellie Elston
Case Western Reserve University

Christina Hernandez
University of Florida

Kyle Johnson
University of Virginia

Gabrielle Kennedy
Cedar Crest College

Joannamarie Kraus
Ventura College

Jessica Laursen
St. Bonaventure University

Charleigh Lawrence
Curtin University

Darlene Le
State University of New York at Oswego

Valerie Leishman
University of Massachusetts Dartmouth

Kenya Lewis
The University of Iowa

Erin Magliozzi
University of Florida

Sarika Manavalan
Temple University

Yoshi Maroscher
Otterbein University

McCall Miles
University of Colorado Boulder

Leah Minor
Newberry College

Charles Morris
Auburn University at Montgomery

Kate Partain
University of North Alabama

Curtis Patterson
Claflin University

Marisol Perez Gonzalez
University of Utah

Blake Petty
Berry College

Joshua Pshock
North Carolina State University

Tiffany Raisor
Marian University

Kayla Rouse
Texas State University

Sulman Saleem
Rutgers University - Camden

Meghan Schmidt
University of Minnesota Twin Cities

Katherine Selway
University of Illinois Springfield

Ashley Shoemake
Texas State University

Mackenzie Sissel
Iowa State University

Brenna Smith
Western Illinois University

Keaton Smith
The University of Alabama

Jenna Strader
University of North Carolina at Pembroke

Kiara Thomas
Western New England University

Stephanie Vereb
Carnegie Mellon University

Lauren Weller
Temple University

Octavio Yamamoto
Rutgers University – Camden

Excellence in Teaching First-Year Seminars Award

Sponsored by McGraw-Hill Higher Education and The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, the award is given to an instructor who has achieved great success in teaching first-year seminars and who inspires student learning, development, and success.

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

Mc Graw Hill Education

Award Recipient

Christine Harrington
Professor, Department of History and Social Science
Middlesex County College

Christine Harrington is a dedicated instructor who serves in many roles. In addition to holding a full-time teaching position within the psychology department, she serves the Director of the Center for the Enrichment of Learning and Teaching and the coordinator for Education and Student Success Programs. Fostering a strength based mindset is at the heart of her teaching philosophy. She strongly believes in the importance of self-efficacy. She focuses on building academic resilience in her students by helping them develop the skills needed to persevere even in the face of challenging and negative academic experiences. To accomplish high levels of academic resilience, she focuses on their mindset and support system. Harrington helps them develop optimistic attitudes and interpret events productively. Scholarly research on attribution theory, cognitive psychology, and motivational theory guide her actions in the classroom. Harrington emphasizes that mistakes are learning opportunities and sets her students up for successful outcomes by giving intentional and impacful assignments. She increased the academic rigor of the campus's freshman seminar course, rooted in her belief that getting students to engage in higher level cognitive tasks in their first year is a main factor in their success. Harrington serves in a mentoring role, challenging and guiding students on their journey toward their goals. She utilizes reflection as one of her most powerful methods, as she is continually asking students to self-monitor their progress, reflect on what strategies are or are not working, and modify accordingly. By assisting students with reading actual research articles and talking more about research based success factors, students are thinking deeply about student success topics. The theme is holding students accountable while also creating a culture of support. Every action she takes in and outside of the classroom is carefully crafted to support students on their journey toward success.

Semifinalists

Janeen Antonelli
University of Houston

Kendra Sites
Penn State Mont Alto

Nathan Slife
University of Nevada Las Vegas

Sarah Stecher
Tulsa Community College

Nominees

Matthew Belanger
Southern New Hampshire University

Angela Edwards
Central State University

Ann Ellsworth
Montana State University

Marsha Fralick
Cuyamaca Community College

Tiffany Griffith
University of Evansville

Monique Holsey-Hyman
Shaw University

CREATING HIGH-IMPACT PRACTICES **FOR COLLEGE SUCCESS**

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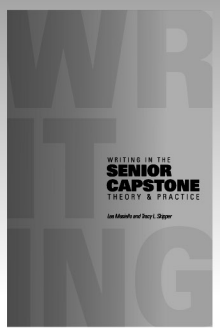
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA



Writing in the Senior Capstone: Theory & Practice

Lea Masiello and Tracy L. Skipper

ISBN 978-1-889271-87-3. 156 pages. $30.00

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

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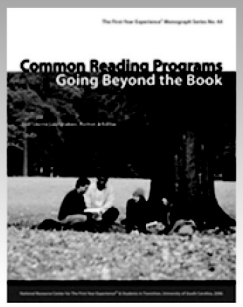

Monograph No. 44
Common Reading Programs: Going Beyond the Book

Jodi Levine Laufgraben, Author and Editor

ISBN 978-1-889271-53-8. 110 pages. $25.00

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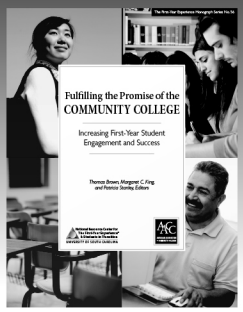
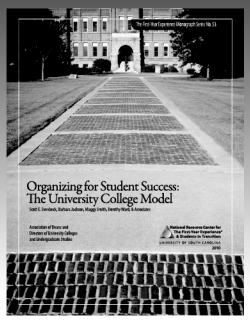


Monograph No. 56
Fulfilling the Promise of the Community College: Increasing First-Year Student Engagement and Success

Thomas Brown, Margaret C. King, and Patricia Stanley, Editors

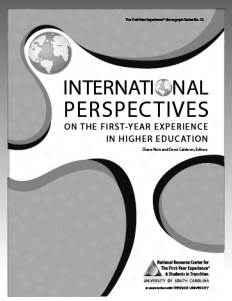
ISBN 978-1-889271-74-3-2. 212 pages. $40.00



Monograph No. 53
Organizing for Student Success: The University College Model

Scott E. Evenbeck, Barbara Jackson, Maggy Smith, Dorothy Ward, and Associates

ISBN 978-1-889271-70-5. 180 pages. $40.00



Monograph No. 52
International Perspectives on the First-Year Experience in Higher Education

Diane Nutt and Denis Calderon, Editors

ISBN 978-1-889271-66-8. 140 pages. $40.00

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EXHIBITORS

EXHIBITORS

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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 [location]

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Saturday, February 20, 2016
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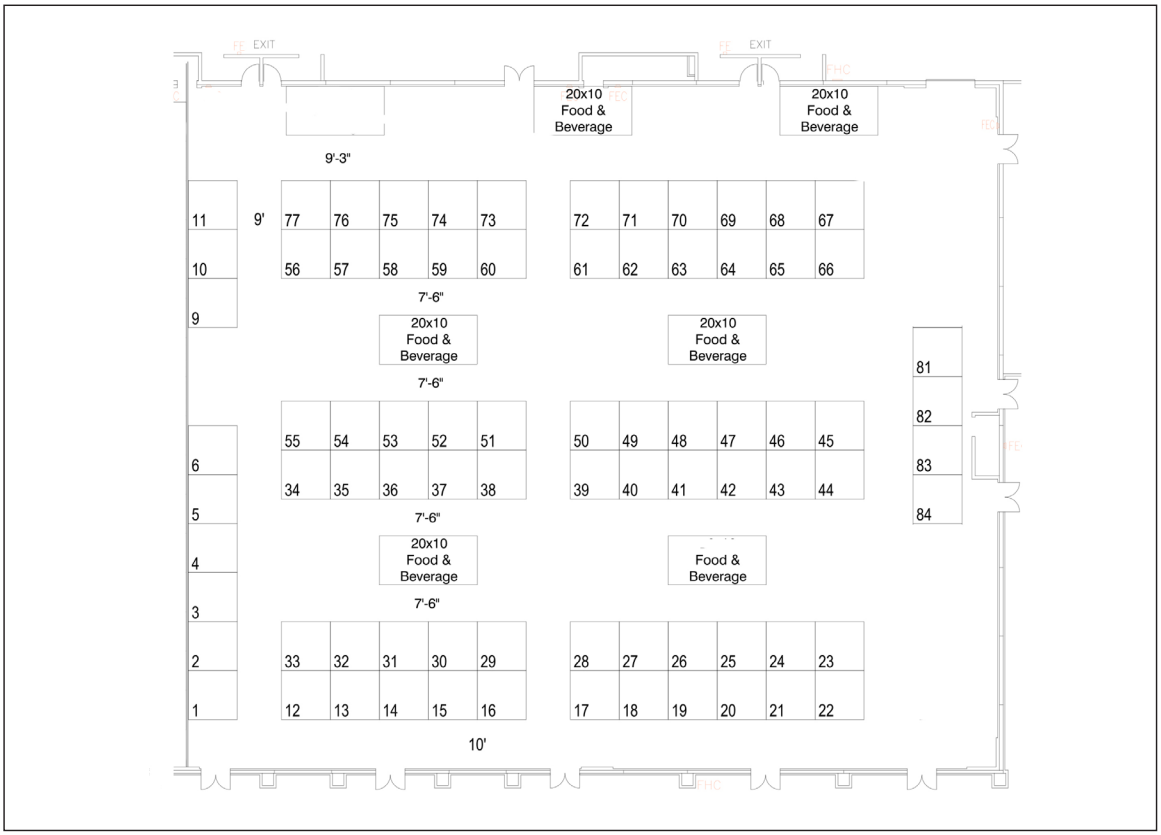
Sunday, February 21, 2016
Exhibit Hours
7:00 am - 11:30 am
1:30 pm - 6:00 pm

Monday, February 22, 2016
Exhibit Hours
7:00 am - 12:00 noon



Academic Innovations

Founded in 1990, Academic Innovations is known for its nationally-acclaimed curriculum, relevant professional development, and mission-driven customer service. Career Choices & Changes and My10yearPlan.com® get students focused by matching program selection to life goals, supporting rigorous academics, and providing solid planning for completion.

Advantage Design Group

Advantage Design Group specializes in designing, programming and building the country's best online orientations, providing service to some of the largest universities nationwide. Our online orientations are fun, informative, easy to use and interactive. They track progress, successfully prepare students, and help administrators save time.

Algonquin Books

Since 1983 Algonquin books has published quality fiction and nonfiction that continues to stimulate, enrich and educate. Algonquin Books is part of Workman Publishing.

Alpha Lambda Delta

Founded in 1924, Alpha Lambda Delta is an honor society recognizing academic excellence among first-year students. Our mission is to 'encourage superior academic achievement… and to assist students in recognizing and developing meaningful goals.' With 279 chapters and over 1 million lifetime members, we annually award over $200,000 in scholarships.

BarCharts, Inc.

BarCharts, Inc. is the publisher of QuickStudy® reference materials. We provide high-quality reference materials with accurate, easy-to-read information in visually engaging formats. Our focus is to assist students, educators, professionals and consumers worldwide in accomplishing their goals. QuickStudy® reference materials - Guaranteed to boost confidence, grades and test scores!!

BookShout

BookShout provides educational institutions with the ability to provide great educational content regardless of format. We distribute print books, eBooks and other works in bulk and have pioneered the ability to simply and cost-effectively allow colleges and universities to use eBooks in their FYE programs.

BVT Publishing

BVT is a publisher of quality, affordable textbooks. We specialize in College Success, focusing on customizing content for each campus based on collaboration between authors, administrators and instructors. BVT's flagship offering is 'College Success: A Concise Practical Guide' (sixth edition) by Strickland.

Candid Career Videos

CandidCareer.com enables students to explore college majors and careers through video. It assists students in making an informed decision about their future. Our website

hosts thousands of informational interviews featuring industry professionals sharing personal career experiences and advice. Networking options allow students to connect directly with the professionals.

CashCourse, National Endowment for Financial Education

CashCourse® is a free, online noncommercial financial literacy resource for colleges and universities, created by the nonprofit National Endowment for Financial Education®. The program provides customizable, interactive personal finance tools used at more than 900 colleges and universities across the country. Visit http://info.cashcourse.org to enroll or learn more.

Cengage Learning

Cengage Learning is a leading educational content, technology, and services company for the higher education and K-12, professional and library markets worldwide. The company provides superior content, personalized services and course-driven digital solutions that accelerate student engagement and transform the learning experience. For more, visit: www.cengage.com

Circle of Change Leadership Experience

The Circle of Change Leadership Experience is an award winning leadership development program that specializes in helping students attain leadership success. This transformational organization offers a variety of leadership resources, speakers, and programs for college students.

College Scheduler LLC

College Scheduler is the market leading provider of a web based schedule planner, serving over 2 million students at many of the world's premier institutions of higher education. Institutions partner with College Scheduler to support on-time graduation, improve orientation, and provide academic advisors with a powerful tool.

College Success & You

College Success & YOU: Achieving Your Goals, a 2015 Textbook Excellence Award Winners was written by Doctors Malcolm Kahn and Sue Kahn, two first year experience experts. Not only have the authors been college freshmen themselves, they have also helped thousands of students navigate the transition from high school to college. Malcolm and Sue worked together to assemble their knowledge and experiences into this guide dsigned to help college students succeed during, and long after, their first year of college. College Success & YOU: Achieving Your Goals is part of the andYOU.com series of books published by Larson Texts, Inc.

Comevo Inc.

Comevo is the market leader in online orientation software having partnered with 100+ colleges and universities. Positioned as a primer with - or alternative to - traditional in-person sessions, online orientation can support mandatory orientation requirements, enhance social aspects of in-person sessions, and promote equitable learning opportunities. www.comevo.com

Copley Systems

The Copley Square platform and associated practices support positive student outcomes that contribute directly to institutional objectives for academic success, persistence, and retention.

CPP, Inc.

Effective career counseling begins with assessing your students' interests & personality. CPP's world-renowned assessments - including the Myers-Briggs Type Indicator® (MBTI®) and the Strong Interest Inventory® assessments - provide time-tested & research-validated insights to help your students in their search for rich, fulfilling careers.

CRLA's International Mentor Training Program Certification

The College Reading and Learning Association (CRLA) offers International Mentor Training Program Certification (IMTPC) based on research and set guidelines. IMTPC certifies mentor training programs in postsecondary educational institutions. Once certified, the mentor training programs have the authority to certify mentors who meet the approved IMTPC requirements.

ETS

The SuccessNavigator® assessment from ETS gives you a holistic view of the critical factors that most greatly influence incoming student success — academic skills, commitment, self-management and social support. This 30-minute, self-administered online assessment is easy to implement and provides instantly generated Advisor and Student reports that help you guide your students to graduation.

Franklin Covey

Franklin Covey's Education Division is one of the world's most prominent and trusted providers of Education – Leadership programs and transformational processes. Our dedicated team of higher-education professionals bring proven solutions to current challenges in education, student success, productivity, leadership and institutional change.

Growing Leaders

Growing Leaders partners with colleges and universities to help them improve their leadership development programming and nurture a leadership culture on campus by providing them with innovative curriculum to use in their first year experience programs for students.

H&H Publishing Company

Explore our research based assessments, textbooks, and online courses to improve your students' study strategies. Weinstein's 'LASSI' and 'LASSI Modules,' Walter Pauk's 'Essential Study Strategies,' and our eight-page study skills booklets are just a few of the quality products you will discover when you visit our booth.

Hachette Book Group

Hachette Book Group is a leading trade publisher which includes numerous imprints including Little, Brown & Company, Grand Central Publishing, and Hachette Books, among others. HBG publishes a wide variety of texts appropriate for first-year experience programs. Please stop by our booth to pick up complimentary copies of selected titles.

HarperCollins Publishers

HarperCollins Publishers will be hosting author events and doing book giveaways on our best titles for common reads throughout the conference.

Higher Education Research Institute

The Higher Education Research Institute at UCLA is an information center for educational policy making and institutional improvement through the administration of the Cooperative Institutional Research Program: the Freshman Survey, Your First College Year Survey, the Diverse Learning Environments Survey, the College Senior Survey, and the Faculty Survey.

Houghton Mifflin Harcourt

Houghton Mifflin Harcourt is responsible for nearly two centuries worth of award-winning books. Our distinguished author list, from Ralph Waldo Emerson, Virginia Woolf, and George Orwell to Philip Roth, Jhumpa Lahiri, and Jonathan Safran Foer, includes eight Nobel Prize winners, 48 Pulitzer Prize winners, and 13 National Book Award winners.

Human eSources

Give your college students the knowledge, skills and motivation needed to succeed academically, professionally, and personally with CollegeScope™ curriculum and our assessments for personality type, multiple intelligences, learning style and productivity preferences. Trusted by millions, all programs incorporate decades of research within secure online accounts. Learn more at www.humanesources.com/fye.

iGrad

iGrad is a leader in the financial wellness field with Financial Literacy as our sole focus. Available on 600+ campuses to 1,200,000+ students, iGrad offers an online financial literacy platform and a classroom curriculum to satisfy all core competencies set by the Department of Treasury. We believe in relevance and deliver a personalized experience, tailored to each user. Through proprietary algorithms, we recommend content (articles/videos, calculators, modules, job opportunities) based on the user's profile. All resources are available to alumni, parents, faculty/staff. Engaging delivery increases knowledge but more importantly changes behaviors: borrow less, stay in school and repay timely.

Innovative Educators

Innovative Educators is dedicated to providing the online services and products necessary to help higher ed students, faculty and staff on a personal and professional level. Our online tools help you to create successful students and tutors and to deliver high quality professional development to your faculty and staff 24/7.

John N. Gardner Institute

The John N. Gardner Institute for Excellence in Undergraduate Education (JNGI) is a national non-profit focused on partnering with higher education institutions to improve student learning, persistence, completion and retention through a variety of processes and expert guidance, support and consultation. For more information, visit jngi.org.

Jullien Gordon Speaking & Publishing

Jullien Gordon is an FYE favorite. His TED Talk on The Other 4.0 That Matters in College & Life and his books, The Guide To Graduation Student Success Planner and 101 Things To Do Before You Graduate, are used in FYE Programs nationwide. More information can be found at www.julliengordon.com/fye.

Kendall Hunt Publishing Company

Kendall Hunt educational materials help you provide quality instruction for first-year experience, student success, career planning, diversity, leadership, and more. Over 150 colleges and universities currently adopt our books, or participate in our custom publishing program.

Kennesaw State University

The Master of Science in First-Year Studies (MSFYS) is a fully online graduate program that encompasses the theory and study of factors affecting the initial college experience, including foundations of students' transitional experiences and research on various programs that promote a successful transition.

Knopf Doubleday

The Knopf Doubleday Publishing Group publishes a broad selection of highly acclaimed fiction and nonfiction titles which have been used in numerous Common Reading programs across the country. Please stop by our booth to pick up complimentary copies of selected titles and learn about our Penguin Random House Speakers Bureau. Follow us on Facebook: www.facebook.com/freshmanyearreading

Legit Apps

Every program is different. At Legit Apps we work with you to make sure your app puts your program in its best light. First, we get the fundamentals: things like schedules, maps, and general program info. Then we move on to what makes your program unique.

Macmillan Learning/Bedford/St. Martin's/Hayden-McNeil

Bedford/St. Martin's, part of Macmillan Learning, 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 Paul A. Gore, Wade Leuwerke, and AJ Metz called Connections. 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!

Macmillan Publishers

Macmillan and its imprints (Farrar Straus and Giroux, Henry Holt & Company, Picador, St. Martin's Press, Tor Books, and Flatiron Books) publish a number of texts appropriate for First-Year Experience courses and Common Reading Programs. Visit our website: www.MacmillanAcademic.com.

McGraw-Hill Education

McGraw-Hill Education is a learning science company that draws on more than 100 years of experience to improve learning outcomes around the world. McGraw-Hill Education is the adaptive education technology leader with the vision for creating personalized learning experiences that prepare students for the world that awaits.

MMB Communications

MMB Communications is a full-service speaker/entertainment agency specializing in programming that addresses the issues facing college students today, including financial literacy, diversity, sexual assault and leadership. For more information go to boycelive.com

MyMajors

MyMajors is a knowledge-based assessment software program developed by Dr. Fritz Grupe. A Private Label version of MyMajors is available to help colleges and universities improve retention, student success and graduation rates by connecting students to their best-fit major at your campus.

NACADA: The Global Community for Academic Advising

NACADA promotes/supports quality academic advising to enhance the educational development of students at higher education institutions and provides a forum for discussion, debate, and exchange of ideas pertaining to academic advising through events and publications. NACADA has over 12,000 members including professional advisors, counselors, faculty, administrators, and students.

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

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

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.

Nautilus Publishing Company

Nautilus Publishing is a publisher of innovative educational books.

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

NODA is an international association comprised of professional administrators, students, faculty and related organizations.NODA is dedicated to inter-association cooperation, the advancement of professional and ethical standards, and the production of scholarly works in orientation, transition and retention in higher education.

Partridge Hill Publishers (PHP)

PHP was established in response to the need for research-based materials that facilitate student achievement. It publishes Self-management Management for College Students: The ABC Approach, a text that aims to increase student retention and success rates by teaching students how to manage their affect, behavior, and cognition.

Party with a Plan

Party with a Plan is an effective and comprehensive AOD harm reduction program that can enhance or become your campus AOD education and prevention program. The program is in compliance with the College AIM Matrix and its strategies are listed in the 'most effective' section of the matrix.

Pearson

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The Facing Project

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Author Dinner

co-sponsored by **HARPERCOLLINS, KNOPF, MACMILLAN, & PENGUIN PUBLISHING GROUP**

Saturday, February 20th, 7:45 pm

The Rosen Centre Hotel, Orlando, FL

Book signings to follow dinner

Colin Beavan

author of

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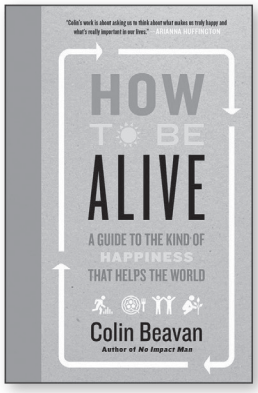
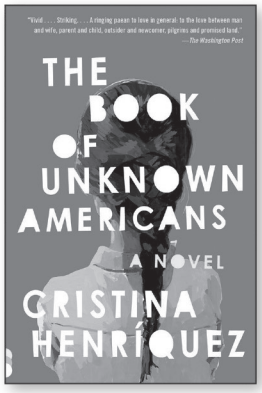


Cristina Henríquez

author of

The Book of Unknown Americans

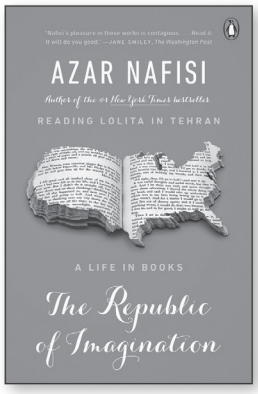


Azar Nafisi

author of

The Republic of Imagination

A Life in Books

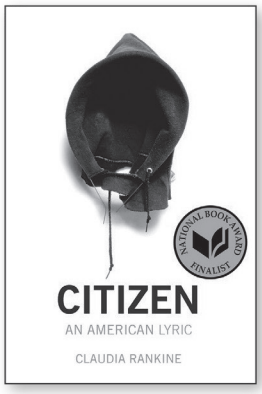


Claudia Rankine

author of

Citizen

An American Lyric



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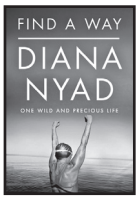

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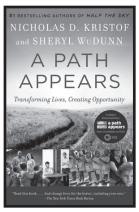

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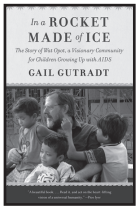

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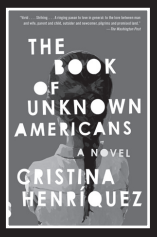

Author Dinner featured speaker

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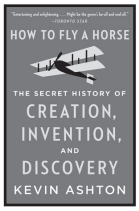

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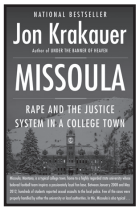

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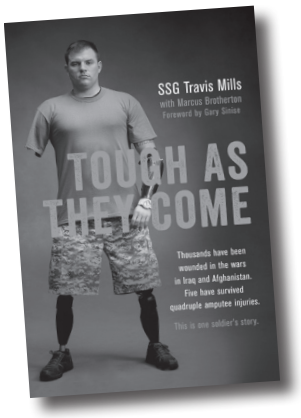

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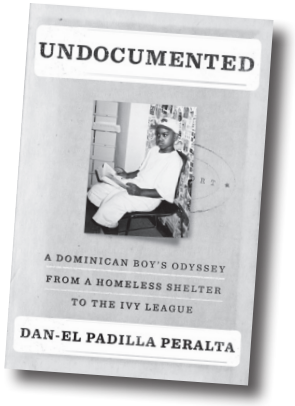

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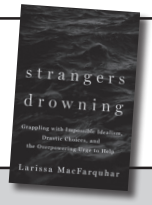

SUNDAY, FEBRUARY 21, 2016 from 6:00–7:00PM

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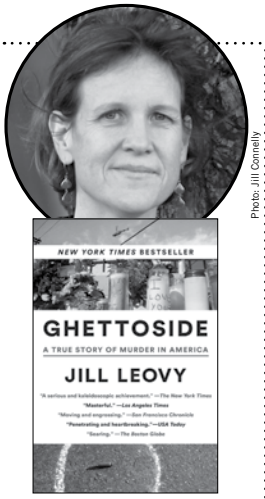
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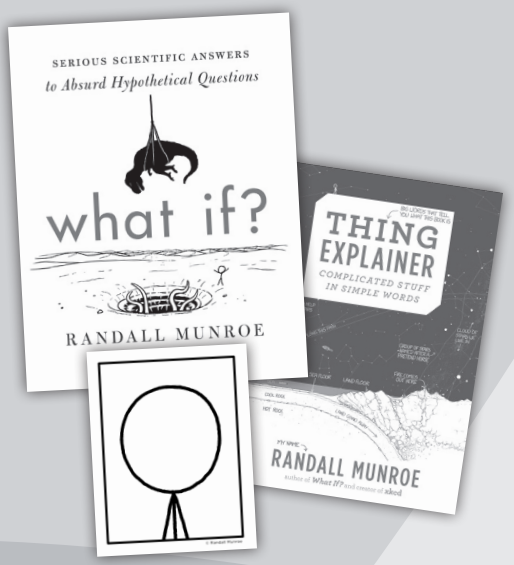

Author Dinner featured speaker
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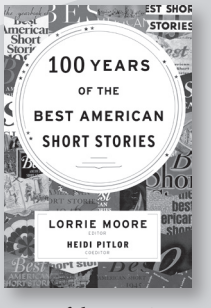

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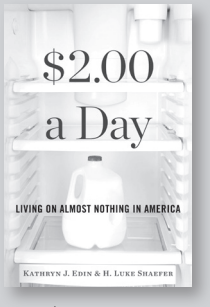

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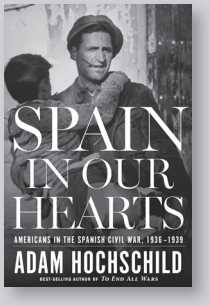

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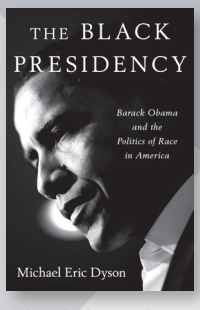

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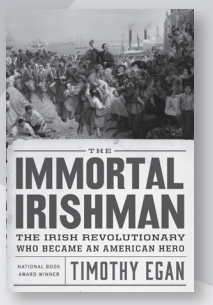

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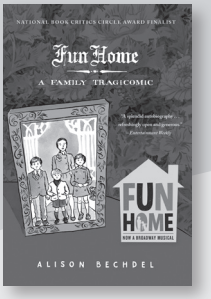

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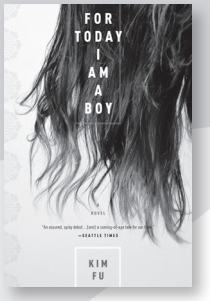

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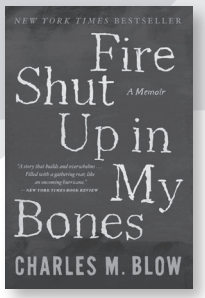

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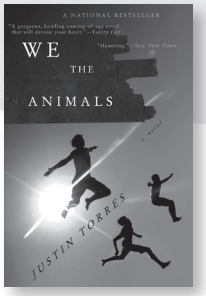

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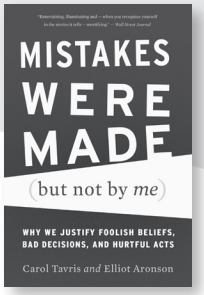

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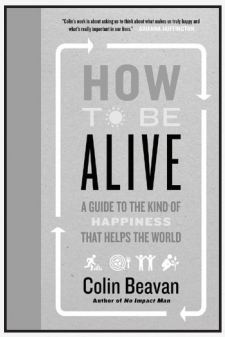

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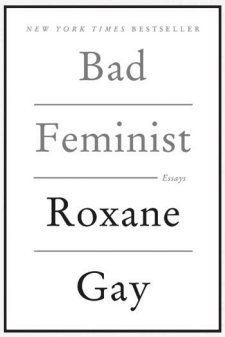

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Roxane Gay
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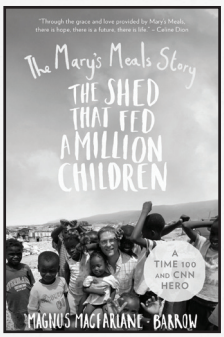
Bad Feminist



Monday Lunch Speaker*

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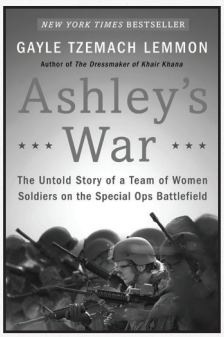

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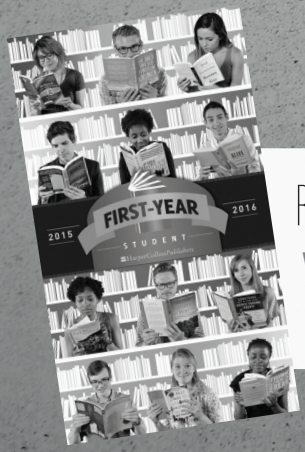
What Else?



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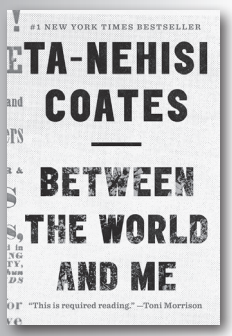

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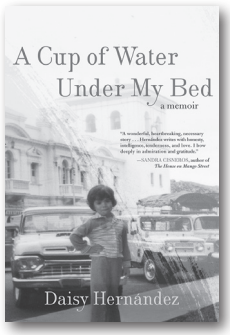

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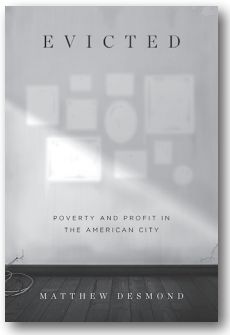

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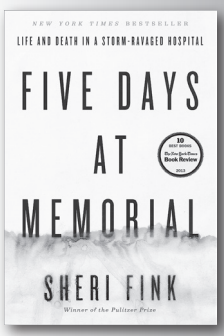

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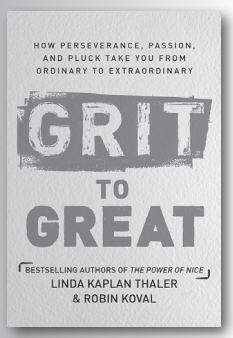

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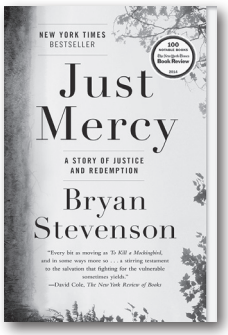

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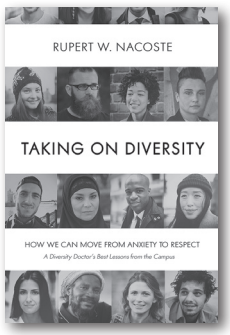

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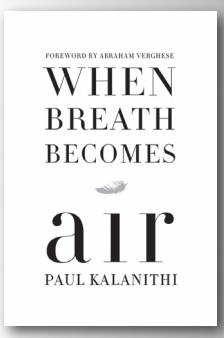

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Looney, Mary Beth	Brenau University	CT-33
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Lorentson, Sally	George Mason University	FD-197

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Sunday | February 21, 2016 Conference Sessions

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_____ Presenter Signature: _____

10:15 AM –11:15 AM

Title of Session: _____

_____ Presenter Signature: _____

11:30 AM - 12:30 PM

Title of Session: _____

_____ Presenter Signature: _____

1:45 PM – 2:45 PM

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: _____

5:30 PM – 6:30 PM OR 5:30 PM – 6:45 PM

Title of Session: _____

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Monday | February 22, 2016 Conference Sessions

9:15 AM – 10:15 AM

Title of Session: _____

_____ Presenter Signature: _____

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Title of Session: _____

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3:00 PM – 4:00 PM

Title of Session: _____

_____ Presenter Signature: _____

4:15 PM – 5:15 PM

Title of Session: _____

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Tuesday | February 23, 2016 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: _____

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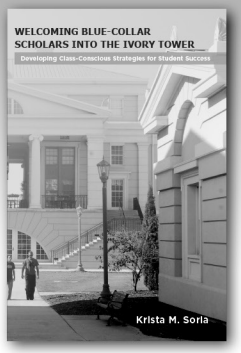

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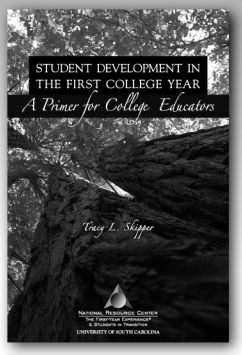

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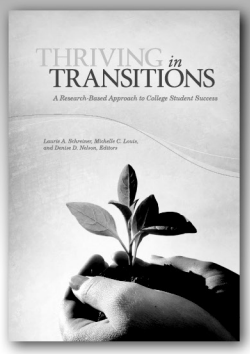

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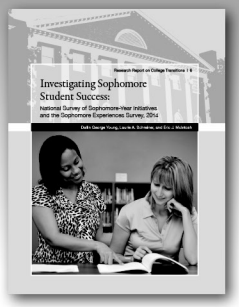

NEW Research Reports on College Transitions No. 6

Investigating Sophomore Student Success: The National Survey of Sophomore-Year Initiatives and the Sophomore Experiences Survey, 2014

Dallin George Young, Laurie A. Schreiner, and Eric J. McIntosh
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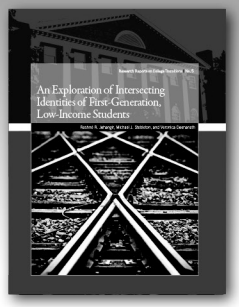

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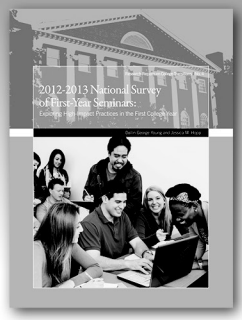

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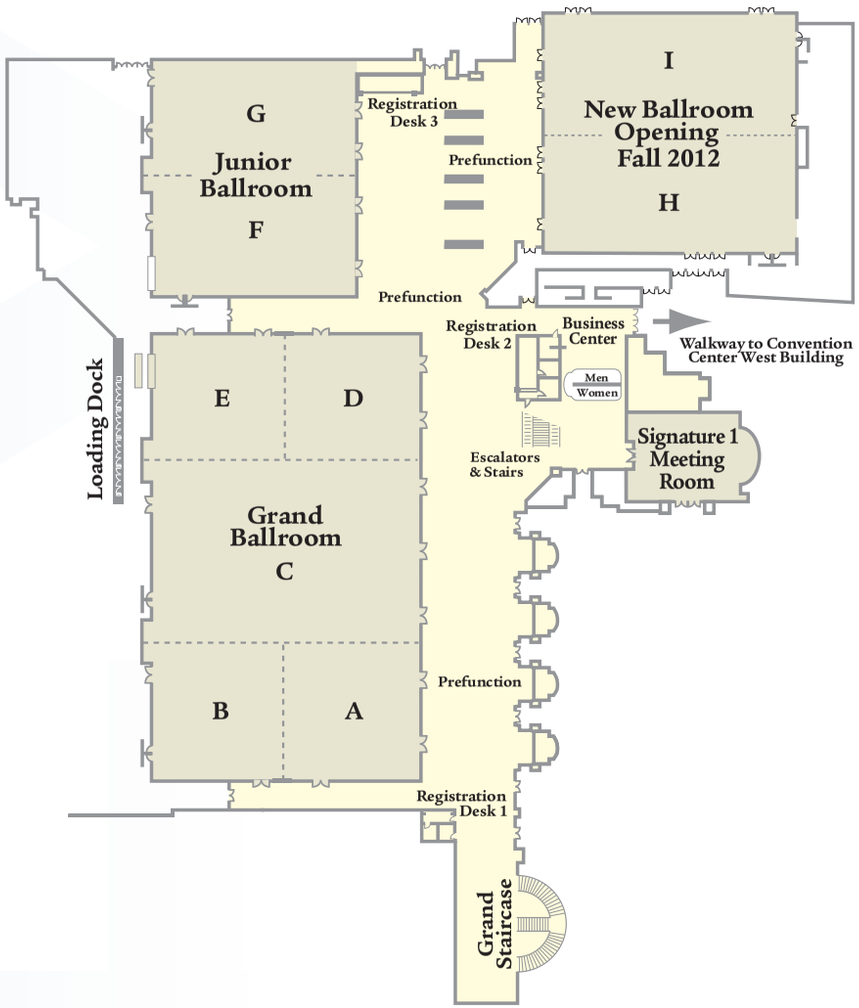
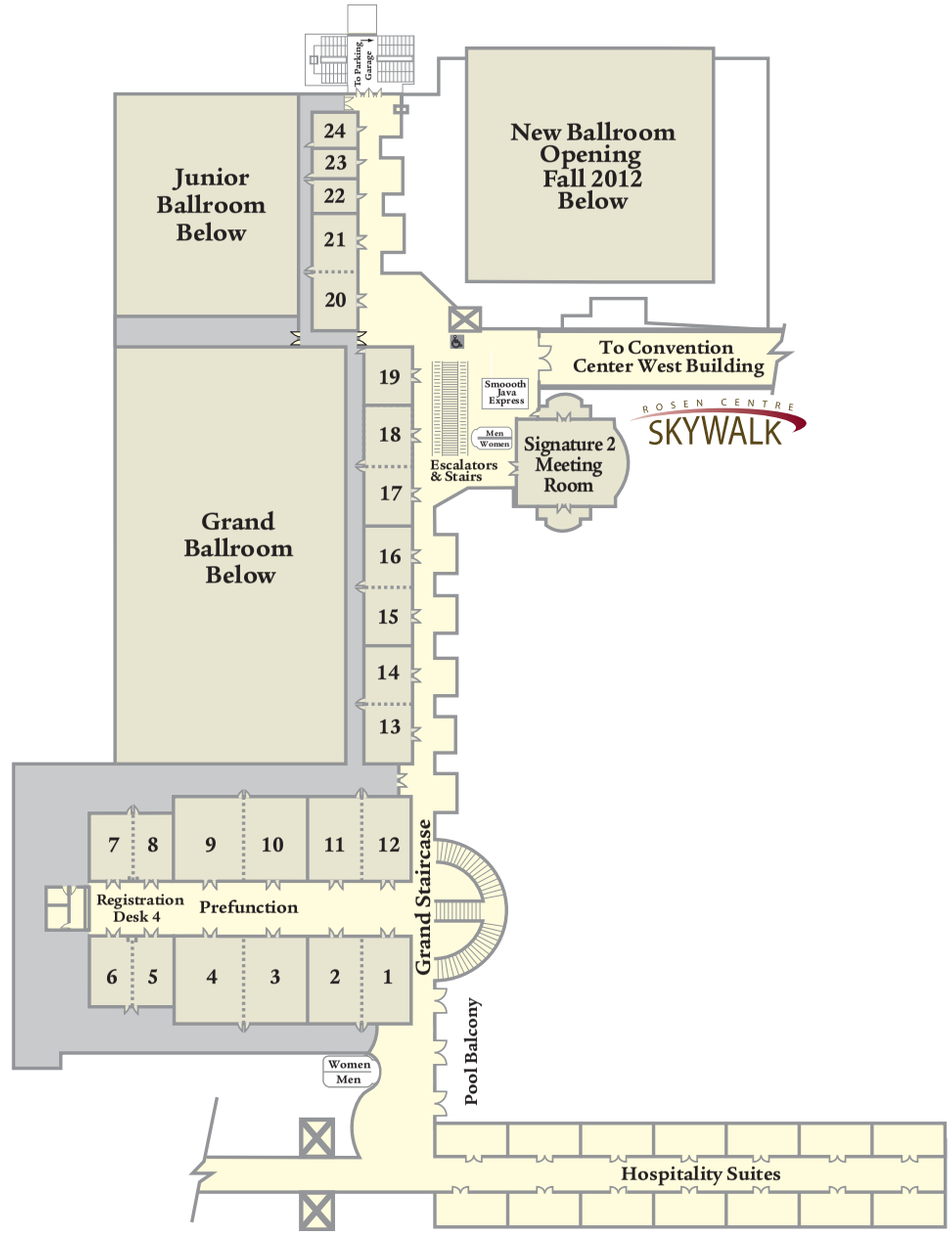
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