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# SCHEDULE OF EVENTS

## FRIDAY | FEBRUARY 10, 2017

2:00 pm – 6:00 pm	Preconference Workshop and Conference Registration
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## SATURDAY | FEBRUARY 11, 2017

7:30 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 — <b>Rishi Sriram</b>
7:15 pm – 8:00 pm	Opening Reception <i>DINNER ON YOUR OWN</i>

## SUNDAY | FEBRUARY 12, 2017

7:30 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 – 12:45 pm	Conference Sessions
2:15 pm – 5:45 pm	Conference Sessions <i>DINNER ON YOUR OWN</i>

## MONDAY | FEBRUARY 13, 2017

7:30 am – 9:00 am	Continental Breakfast with Poster Sessions and Colleague Clusters
7:30 am – 6:00 pm	Conference Information Desk
9:15 am – 11:30 am	Conference Sessions
12:00 noon – 1:30 pm	<i>LUNCH ON YOUR OWN</i>
1:30 pm – 2:45 pm	Plenary Address and Awards Recognition — <b>Christine Harrington</b>
3:00 pm – 5:30 pm	Conference Sessions <i>DINNER ON YOUR OWN</i>

## TUESDAY | FEBRUARY 14, 2017

7:00 am – 8:00 am	Continental Breakfast
7:30 am – 12:00 noon	Conference Information Desk
8:00 am – 11:30 am	Conference Sessions
11:45 am – 12:45 pm	Closing Address — <b>Bethany Johnson-Javois</b>

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.

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## NATIONAL RESOURCE CENTER

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

### CORE COMMITMENTS

**Student Transitions:** Student transitions, such as the first year of college, sophomore year, transfer experience, degree completion, and new graduate student experiences, are critical junctures in the educational pipeline and unique opportunities for 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



### 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:

**Emory University**

**Georgia Institute of Technology**

**Georgia State University**

**Kennesaw State University**

# LEARNING OBJECTIVES/GOALS

FYE2017

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

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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5. \_\_\_\_\_

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*Other thoughts:*

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# GENERAL INFORMATION

## Registration Information

The conference registration and information desk is located in the Marquis Ballroom Foyer of the Atlanta Marriott Marquis 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 10, 2017

2:00 pm - 6:00 pm

Saturday, February 11, 2017

7:30 am – 6:00 pm

Sunday, February 12, 2017

7:30 am – 6:00 pm

Monday, February 13, 2017

7:30 am – 6:00 pm

Tuesday, February 14, 2017

7:30 am - 12:00 noon

## Hotel Map

A floor plan of the meeting rooms at the Atlanta Marriott Marquis Hotel and the Hyatt Regency Atlanta 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

We are pleased to announce that publications from the National Resource Center for The First-Year Experience and Students in Transition are now being distributed by Stylus. Limited numbers of select publications will be available for sale during the conference. Major credit cards, cash, and check are accepted. Please visit the Stylus booth [Booth 3-4 in the Atrium Ballroom] to browse our most popular titles.

## Philanthropy Project

Achieve Atlanta's mission is to help Atlanta Public School students achieve their dreams by ensuring post-secondary success. Through our College Access work, we provide high school students with hands-on assistance to complete the necessary steps to enroll in college including: researching college options, completing applications, accessing financial aid, and transitioning from high school to life at college.

Through our College Success work, we partner with post-secondary institutions and college success experts to offer direct support and advising services to students. Our goal is to help students address the social, cultural, and emotional challenges they may face on their journey to graduation.

## 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



### 2017 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 globe symbol.

## Excellence in Teaching First-Year Seminar Award



### 2017 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

## Conference Evaluation

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

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

## 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/2017annual/> after March 31, 2017. Please note that only those handouts sent to us by presenters will be posted to the website. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Emily Tedesco at [tedescel@mailbox.sc.edu](mailto:tedescel@mailbox.sc.edu)

## Parking

*Atlanta Marriott Marquis:* Off - site parking is available at a rate of \$25 per day or \$4 per hour and valet parking is available at a rate of \$35 per day - both offered with in and out privileges. Valet daily rate is \$40 per day for oversized vehicles.

*Hyatt Regency Atlanta:* Hotel valet parking (based on availability) allows guests to have their vehicle parked in our surveilled, underground parking garage. Our valet parking provides guests with in/out privileges. The valet parking charges are as follows:

0hrs - 1 hrs. = \$11.00  
0hrs - 2 hrs. = \$15.00  
2hrs - 4 hrs. = \$19.00  
4hrs - 6 hrs. = \$25.00  
6hrs - 24 hrs. = \$35.00

There is no self-service parking available on the property. Guests may elect to self-park at off-property locations, such as 31 Baker St. This covered garage is one block from the hotel and is available at a discounted rate for Hyatt guests. Charges are \$20 for 24 hours with no in/out privileges, valid Friday - Sunday.

## Copies and Faxes

FedEx Office and Print Center, Located inside the Atlanta Marriott Marquis Hotel (Marquis Level) - Phone: 404-586-6190 Monday - Friday 7:00 a.m. - 7:00 p.m. Saturday - 9:00 a.m. - 5:00 p.m. Sunday - 9:00 a.m. - 5:00 p.m.

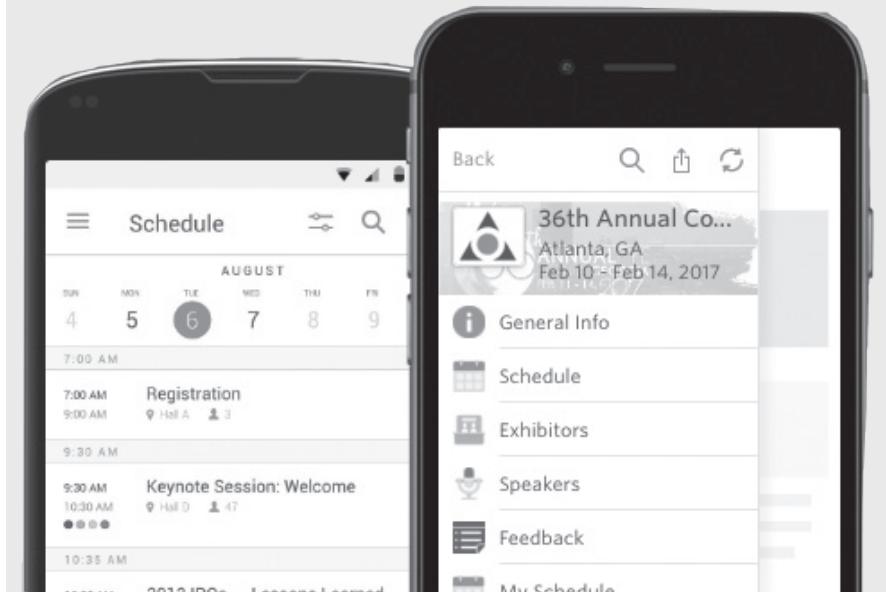
## Internet Access

Wireless internet access is complimentary in the guest rooms for conference attendees. Wireless internet access is also available in the conference meeting space.

find us on  
**guidebook**

download the Guidebook app and search  
*36th Annual Conference on The First-Year Experience*  
or by visiting <https://guidebook.com/guide/83815/>

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



# STAFF ROSTER

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

\*denotes those attending the conference

Jennifer Keup*	Jennie Duval	Mike Dial*	Demetrious Cooper	<b>Undergraduate Assistants</b>
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Jacques van der Meer  
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# 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.

**Assessed Institutional Initiatives (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.

# 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.

Leslie Abarr-Chandler  
*Northwest Missouri State University*

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Jennifer Abraham-White  
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# 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.

Angela Bugayong <i>College Success Foundation-DC</i>	Shelby Clinton <i>Florida Atlantic University</i>	Emilie Dubert <i>George Mason University</i>	Brent Foster <i>California State University, Fullerton</i>
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Janette Clay <i>Clark College</i>	Jim Donohue <i>AVID for Higher Education</i>	Lisa Flowers-Clements <i>Ohio University</i>	Crystal Goldman <i>UC San Diego Library</i>
Juli Clay <i>Brenau University</i>	Kimberly Dressler <i>University of South Carolina</i>	Anne Forrestall <i>Dalhousie University</i>	Corine Gonzales <i>The University of New Mexico</i>
	Eliana Drupiewski <i>Valencia College</i>	Marisa Forti <i>University of New Hampshire at Manchester</i>	

# PROPOSAL REVIEWERS

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

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JOIN US FOR DINNER

# Author Dinner

co-sponsored by HARPERCOLLINS, KNOPF, MACMILLAN, & PENGUIN

Saturday, February 11, 7:45-9:30 pm

Atlanta Marriott Marquis, Rooms A601/602

Book signings to follow dinner

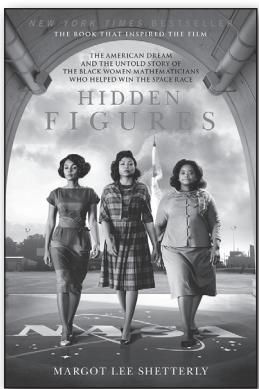


## Margot Lee Shetterly

author of

### Hidden Figures

The American Dream and the Untold Story  
of the Black Women Mathematicians Who Helped  
Win the Space Race

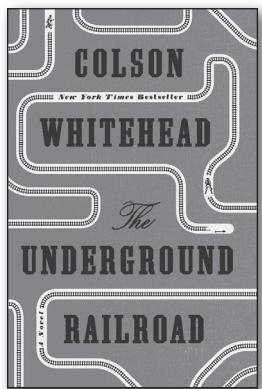


## Colson Whitehead

author of

### The Underground Railroad

A Novel

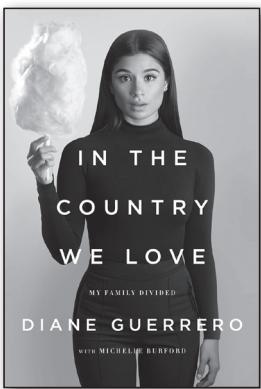


## Diane Guerrero

author of

### In the Country We Love

My Family Divided

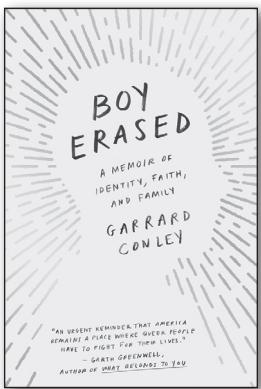


## Garrard Conley

author of

### Boy Erased

A Memoir of Identity, Faith, and Family



For more information and to RSVP, please visit any of these publisher's booths



# SATURDAY



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**July 28 – 30, 2017**

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*Costa Mesa, California*

**November 3 – 5, 2017**

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# PRECONFERENCE WORKSHOPS - SATURDAY, FEBRUARY 11

**Conference Check-In**  
7:30 am – 6:00 pm  
*Marquis Ballroom Foyer*

**Continental Breakfast**  
7:30 am – 9:00 am  
*Marquis Ballroom Foyer*

## ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

*Lunch is provided for all preconference workshop participants*

### **W-1 | Thriving from the Start: The Role of Faculty in Fostering Success in the First Year of College**

8:00 am – 12:00 noon | \$135 | Marriott Marquis - M302  
**Laurie Schreiner**, Professor and Chair of the Department of Higher Education – *Azusa Pacific University*

### **W-2 | Growth Mindset and Grit: Incorporating Non-Cognitive Skills into Your FYE**

8:00 am – 12:00 noon | \$135 | Marriott Marquis - A702  
**Amy Baldwin**, Director of University College – *University of Central Arkansas*  
**Brian Tietje**, Vice Provost of International, Graduate, and Extended Education, Professor of Marketing – *California Polytechnic State University*

### **W-3 | 29 Years, 12 Models: THINGS THAT WORK Across All First-Year Seminars**

8:00 am – 12:00 noon | \$135 | Marriott Marquis - A701  
 **Tom Carskadon**, Professor of Psychology, John Grisham Master Teacher, and Director of First-Year Experience Programs – *Mississippi State University*

### **W-4 | Critical Thinking and Writing Pedagogy in the First-Year Experience and College/University Transition**

8:00 am – 12:00 noon | \$135 | Marriott Marquis - L406  
**Robert A. Kenedy**, Associate Professor, Department of Sociology – *York University, Canada*

### **W-5 | Mentoring Faculty Resilience: Promising Practices for Retention and Growth**

8:00 am – 12:00 noon | \$135 | Marriott Marquis - L507  
**Steve Piscitelli**, Professor of History – *Florida State College at Jacksonville*

### **W-7 | Transitional Advising and Helping First-Year Students Find their Career Purpose**

8:00 am – 12:00 noon | \$135 | Marriott Marquis - L505  
**Iris Hinderliter**, Student Success and Retention Coordinator, College of Nursing  
**Sylvia Baker**, Academic Advisor, College of Arts and Sciences, Instructor, University Studies Course  
**Cody Schara**, Academic Advisor, College of Arts and Sciences – *University of Missouri-St. Louis*

### **W-8 | Making Sense of First-Year Assessment**

9:00 am – 4:00 pm | \$235 | Marriott Marquis - L504  
**Dan Friedman**, Director, University 101 Programs – *University of South Carolina*  
**Jennifer Latino**, Student Success Strategic Consultant – *Ellucian*

### **W-9 | Best Practice in the First College Year: Defining What Works and Why**

9:00 am – 4:00 pm | \$235 | Marriott Marquis - L708  
**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-10 | Designing and Sustaining Learning Communities for First-Year Students**

9:00 am – 4:00 pm | \$235 | Marriott Marquis - L506  
**Jean M. Henscheid**, Clinical Faculty, Adult, Organizational Learning and Leadership, College of Education – *University of Idaho*

### **W-11 | The First-Year Experience Course: It's More Than Just Academic**

1:00 pm – 5:00 pm | \$135 | Marriott Marquis - M303  
 **Julie McLaughlin**, Professor and Department Chair for First-Year Courses, Co-Chair, First-Year Experience Advisory Committee  
**Marianne Niese**, Faculty Member, First-Year Experience Department, Member, First-Year Experience Advisory Committee – *Cincinnati State Technical and Community College*

### **W-12 | Using the Science of Motivation to Engage All Learners**

1:00 pm – 5:00 pm | \$135 | Marriott Marquis - M302  
 **Christine Harrington**, Professor of Psychology and Student Success, Director, Center for the Enrichment of Learning and Teaching – *Middlesex County College*  
**Melissa Thomas**, Lecturer, TIP Scholars Program – *University of Texas at Austin*

### **W-13 | Transforming Orientation, Transition and Retention Programs to Support the Success of All Students**

1:00 pm – 5:00 pm | \$135 | Marriott Marquis - A702  
**Shawn Smee**, Director, Office of Recruitment – *Murray State University and NODA President*  
**Joyce Holl**, Executive Director – *National Orientation Directors Association (NODA)*  
**Bethany Naser**, Director of New Student Orientation – *University of South Carolina*  
**Quincy Spencer**, Director of New Student & Family Programs – *University of Arkansas*

# SATURDAY, FEBRUARY 11

## W-14 | Shaping the First-Year Experience for African American and Hispanic Males

1:00 pm – 5:00 pm | \$135 | Marriott Marquis - L507

**Wayne Jackson**, Director of the Multicultural Academic and Support Services Department

—*University of Central Florida*

**Maurice A. Davis**, Counselor

—*Montgomery County Community College*

## W-16 | Using High-Impact Practices to Foster Course

### Development, Design, and Enhancement

1:00 pm – 5:00 pm | \$135 | Marriott Marquis - L505



**Stephanie M. Foote**, Professor of Education, Director, Master of Science in First-Year Studies, Center for Excellence in Teaching and Learning Faculty Fellow for High Impact Practices

**Josie Baudier**, Instructional Designer, Center for Excellence in Teaching and Learning, Part-Time Instructor, Education

**Tracie Stromie**, Instructional Director, Center for Excellence in Teaching and Learning; Part-Time Instructor, Instructional Technology

—*Kennesaw State University*

## Opening Session with Awards Recognitions and Keynote Address

5:30 pm – 7:15 pm

## Developing Talented College Students

Marquis Ballroom A-C



**Rishi Sriram**, Associate Professor of Higher Education and Student Affairs; Graduate Program Director for the Department of Educational Administration; Faculty Master, Brooks Residential College  
—*Baylor University*

In his most recent book, Alexander Astin writes, “Developing students’ talents is, after all, the principal mission of any educational institution.” George Kuh and his colleagues recommend making talent development a central tenet in an institution’s operating philosophy. There are varying opinions, however, about where talent comes from and how to develop it. Based upon an analysis of decades of research, this presentation will provide a framework for understanding talent and development. Such knowledge compels us to examine in what ways our institutions promote or hinder the development of talent in college students.

# SATURDAY, FEBRUARY 11

## Outstanding First-Year Student Advocate Award

5:30 pm – 7:15 pm | Marquis Ballroom A-C

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

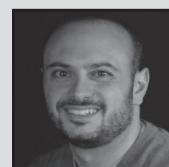
*Sponsored by Cengage Learning and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina*



Alan Bearman  
*Washburn University*



Jodi Calvert  
*Three Rivers  
Community College*



Michael Puma  
*Loyola University Maryland*



Lauren Bell  
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Deirdre Heistad  
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Jennifer Young  
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Gary Bowling  
*Northwest Vista College*



Marisel Herrera  
*Arizona State University*



Herbert Bruce  
*Virginia Tech*



Beverly Kahn  
*Farmingdale State College*

## OPENING RECEPTION | 7:15 PM – 8:00 PM

*Atrium Ballroom A-C*



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

8:00 pm – Until | Marriott Marquis A703

**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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### MINDTAP JAMBOREE

*Visit us in Booth #21-22 to register for our "MindTap Jamboree" Faculty Appreciation Event and enter to WIN an iPad Air!*

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



# Penguin Random House

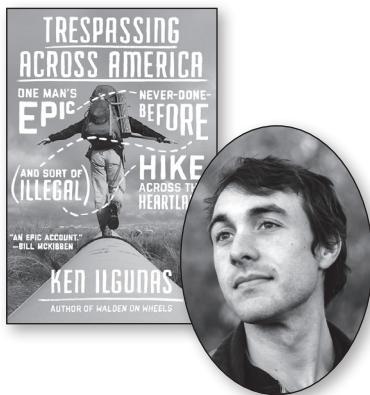
Events at FYE • Sunday, February 12

## Author Luncheon

12:30-2:00 pm  
Atlanta Marriott Marquis, Rooms A601/602

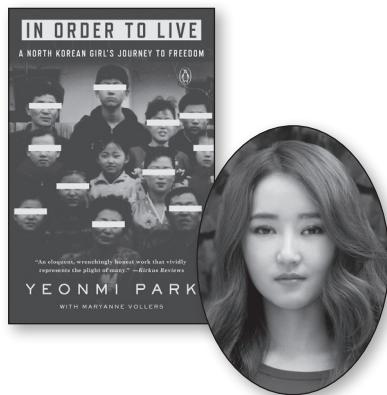
### Ken Ilgunas

author of  
Trespassing Across America  
One Man's Epic, Never-Done-Before  
(and Sort of Illegal) Hike  
Across the Heartland



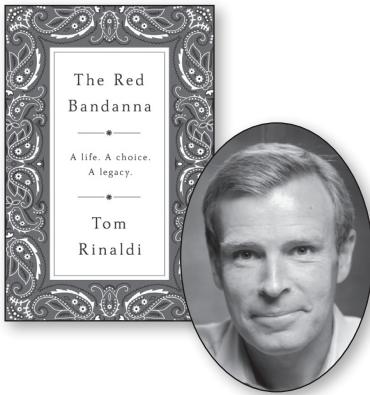
### Yeonmi Park

author of  
In Order to Live  
A North Korean Girl's Journey  
to Freedom



### Tom Rinaldi

author of  
The Red Bandanna  
A Life. A Choice. A Legacy.



### Brit Bennett

author of  
The Mothers  
A Novel



## Cocktails & Conversation

6:00-7:00 pm  
Atlanta Marriott  
Marquis,  
Rooms A601/602

THE ENDURING LIFE OF  
TRAYVON MARTIN



## Rest in Power

A parents' story of love, injustice,  
and the birth of a movement

Sybrina Fulton and Tracy Martin

### Sybrina Fulton

and

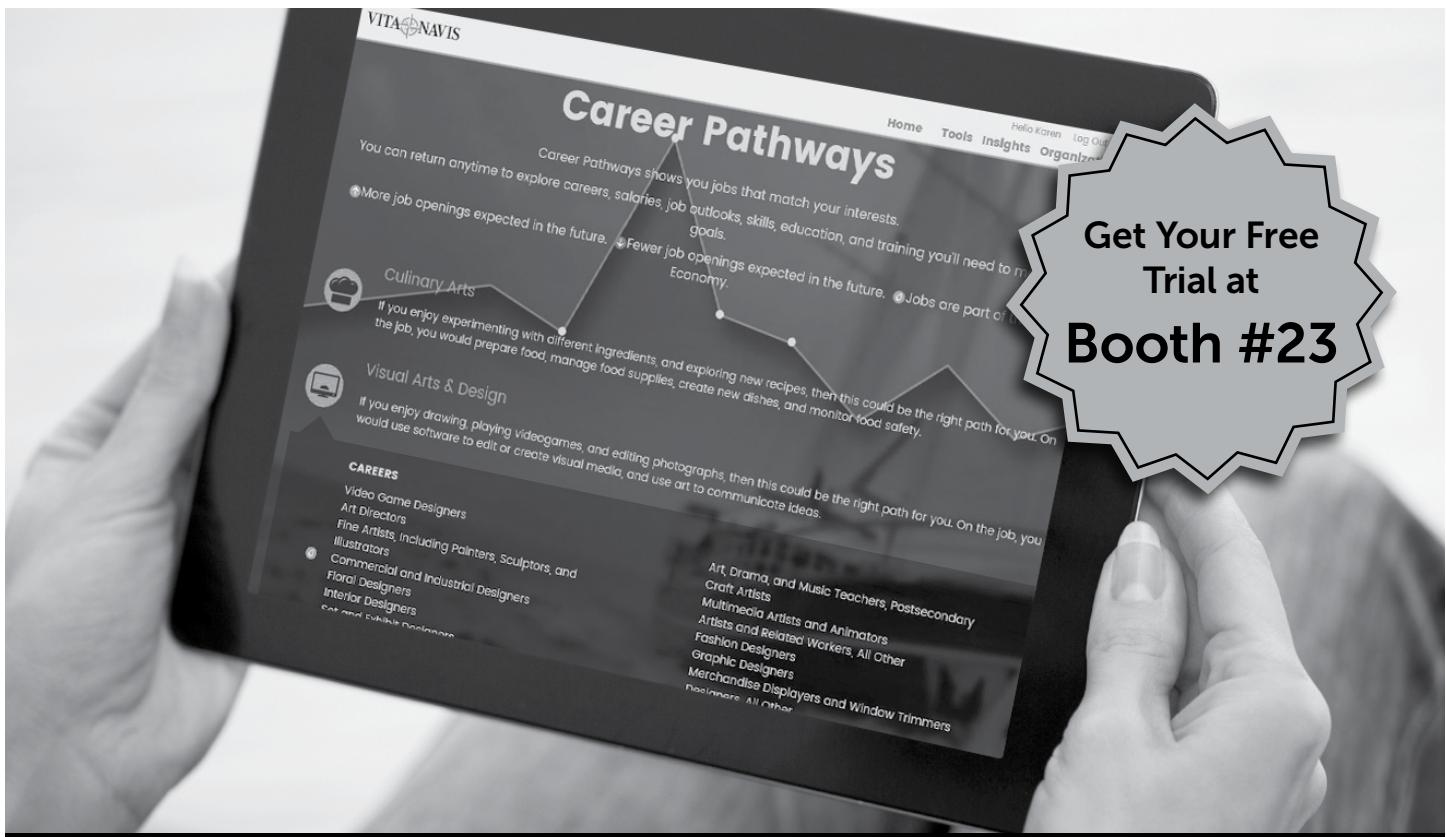
### Tracy Martin

authors of

## Rest in Power

The Enduring Life  
of Trayvon Martin

To register for our events go to [tiny.cc/PRHFYE17](http://tiny.cc/PRHFYE17) or visit the Penguin booth (#17/18) or Random House booth (#15/16).



## The Next Generation of Leaders: Align Interests with Majors for Student Success

Visit booth #23 for a 10-minute demo of the new SuperStrong™ assessment, offered through the VitaNavis™ platform.

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36<sup>th</sup> ANNUAL FYE  
ATLANTA, GEORGIA  
2017

# SUNDAY



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@NRCFYEST #FYE17



An Electronic Publication from the National Resource Center

Promoting scholarship · Informing practice · Building connections



*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

Visit our website to sign up for content alerts or view archived issues:

[www.sc.edu/fye/esource](http://www.sc.edu/fye/esource)



## Submissions

Email: esource@mailbox.sc.edu



An Electronic Publication from the National Resource Center

Promoting scholarship · Informing practice · Building connections

# The Toolbox

A TEACHING AND LEARNING RESOURCE FOR INSTRUCTORS

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

Visit our website to register for newsletter alerts and to access back issues.

[www.sc.edu/fye/toolbox](http://www.sc.edu/fye/toolbox)



**Conference Check-In/****Information Desk**

7:30 am – 6:00 pm

*Marquis Ballroom Foyer***Continental Breakfast**

7:30 am – 9:00 am

*Atrium Ballroom***Primer for First-Time Attendees**

7:45 am - 8:45 am

*Marquis Ballroom D***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****CR-1 Impact of First-Year Seminars for African-American Males***Marriott Marquis - A701***Jamil Johnson**

Academic Coordinator  
*University of Central Florida*

African-American males are often characterized by disparaging terms, such as: endangered, uneducable, dysfunctional, incorrigible, and dangerous (Strayhorn, 2013, Ferguson, 2000, Gibbs, 1988; Majors & Billson, 1992; Parham & McDavis, 1987). These characterizations have a negative impact on African-American male academic achievement and inclusion in society (Strayhorn, 2013). The study presented in this session demonstrates narratives of successful African-American males and their pathways from enrollment in a first-year seminar to earning a Ph.D. The findings demonstrate that participation in first-year seminars provide access to high-impact practices which are pivotal to the success of African-American Males in their first-year and beyond.

**FD-2 Publishing Research and Practice on College Student****Transitions***Marriott Marquis - A702***Paul Gore**

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

**Christina Hardin**

Editor, *E-Source for College Transitions*  
*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 semiannual 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-3 Silos to Bridges: Creating Avenues for Collaboration***Marriott Marquis - A703***Steve Piscitelli**

Professor (retired)  
*Florida State College at Jacksonville*

**Karen Armstrong**

Career Counselor  
*Penn State University*

This scenario-based session will provide participants with clear strategies for improved collegial connections between student affairs and faculty. Our students are more than statistical points on retention data spreadsheets. Like us, they have multiple life dimensions that impact their well-being and resilience. How do institutions break down silos and create bridges that encourage collegial connections between students, staff and appropriate resources for success? Through partnerships between faculty, advising, and counseling administrators and faculty can more effectively pay attention to measures like student well-being, hope, and engagement.

**CT-4 Student Engagement: Defining It, Distinguishing It,****Developing It***Marriott Marquis - A704***Joe Cuseo**

Professor Emeritus, Psychology  
*AVID for Higher Education*

“Engagement” has become the most popular buzz word in higher education. When educators now hear the term, they’re less likely to think of a premarital commitment and more likely to think of a preeminent feature of high-impact learning. This session will examine the following questions: What actually constitutes engagement? How do we know when students are engaged? Are there precursors, prerequisites or preconditions for engagement? Are there major forms or varieties of engagement that may be organized into a taxonomy or typology? What is the relationship between engagement and rigor? Is engagement a process or an outcome?

# SUNDAY, FEBRUARY 12

## **CI-5 Enhancing Student Success: Peer-led Integrated Academic Support**

Marriott Marquis - A705

### **Bindi Patel**

Associate Director of Mentoring and Academic Student Support

### **Danny Ambrose**

Director of Mentoring & Student Success

*Stella and Charles Guttman Community College (CUNY)*

This session will explore how Stella and Charles Guttman Community College has developed a Peer Mentoring program that supports the academic success of first-year students. We will share best practices for fostering partnerships with faculty and advisors to enhance educational outcomes for under-served students. We encourage participants to engage in dialogue about their unique challenges and successes related to the implementation of Peer Mentoring academic support initiatives.

## **CT-6 Supporting First-Year Students with Autism: Inclusion Begins with Understanding**

Marriott Marquis - A706

### **Bradley Cox**

Associate Professor, Higher Education  
*Florida State University*

Campuses are seeing an increase in the number of students with diagnoses of Autism/Asperger Syndrome. These students bring with them both remarkable talents and resilience as well as social, behavioral and communication challenges that can complicate their campus experience. First-year students with autism are especially vulnerable because of the challenges they face responding to transitions. Participants will learn about autism, its common characteristics and how those may be problematic, and how a campus can become a more inclusive place for students on the Spectrum.

## **FD-7 Cultivating and Capitalizing on the Strengths of First-Generation Students**

Marriott Marquis - A707

### **Angela Lash**

Associate Director, Allen Student Advising Center

### **Taylor Snider**

Graduate Assistant for OHIO First Scholars  
*Ohio University*

First-generation students have gained much attention recently, but some areas, such as strengths, have been overlooked due to a deficit approach to research on this population. This interactive session seeks to provide knowledge and strategies to support first-generation students in their college environments through a strengths-based approach. It is particularly important that we understand how to assist the positive growth and development of first-generation students, who may struggle with belonging and academic self-efficacy (Green, 2006). Strategies for ascertaining the strengths of first-generation students, assisting in self-discovery, and techniques for classrooms and program development will be discussed (Gardner & Toope, 2011).

## **CR-8 Incoming First-Year Student Expectations Differ Across Groups: Why It Matters**

Marriott Marquis - A708

### **Hong Jiang**

Institutional Research Associate

### **Teresa Ward**

Director, CHARA

### **Janice Byrd**

Research Analyst  
*Georgia State University*

This session explores the development and administration of a reliable instrument for assessing first-year (FY) student expectations in the areas of college preparation, college engagement, and potential obstacles to academic success. Findings indicated the more first-year students expect to be academically prepared, the more likely they expect to like college and the less likely they are to perceive obstacles to academic success. First-generation freshmen differ significantly from non-first-generation students in expectations for academic preparation, engagement activities, obstacles for academic success, and study habits. Significant differences of first-year student expectations were also found in terms of gender, race, and ethnicity.

## **CR-9 Disheartened to Dedicated: Using PAR for Program and Professional Development**

Marriott Marquis - M104

### **Victoria Atkinson**

Director, New Student Programs

### **Linda Frank**

Student Development Counselor

### **Anita Rehberg**

Adult Student Services Specialist  
*William Rainey Harper College*

Learn how the deployment of PAR (Participatory Action Research) can be used as an effective technique to reinvigorate a team of caring new student professionals. This session will demonstrate how PAR can be used for both professional development and programmatic assessment purposes. Attendees will learn how PAR can be implemented on their campuses through a showcase of one study and will receive a detailed road map for engaging in the PAR method.

## CT-10 Girls, Guitars, STEM and the First-Year Experience

Marriott Marquis - M105

### Steven Varela

Associate Director/Faculty, Creative Studios

### DeAnna Varela

Sr. Lecturer, Entering Student Program  
*The University of Texas at El Paso*

The STEM fields (science, technology, engineering, and mathematics) have always had a woman problem. Despite the availability of high-paying jobs in the STEM fields, the number of women pursuing degrees in STEM remains disproportionate, with little employment growth in STEM jobs since 2000. Our working hypothesis is that the way introductory courses are taught is not sufficiently engaging to give students, particularly female students, a positive vision of their future in a STEM career. This presentation will discuss how a first-year experience (FYE) class, where students build electric guitars through a problem-based curriculum, can inspire students into STEM.

## CI-11 Ten Years of Pedagogical Training Sessions for Faculties Teaching Freshmen



Marriott Marquis - M301

### Laurent Leduc

Vice President CDES  
*University of Liège, BELGIUM*

Created at the University of Liège (Belgium) in 2006, the CDS - IFRES offers to all the new faculties and teaching assistants the opportunity to participate to a pedagogical training program dealing with a wide range of themes exclusively related to the enhancement of teaching activities for first-year students. More than 1,400 staff members have already attended to those sessions to learn best practices for first-year courses. This session will analyze the program's process and offer insights for others designing faculty training programs.

## CT-109 Mastering Peer Mentoring: The International Mentor Training Program Certification

Marriott Marquis - M302

### Katie Buell

Coordinator of Learning Community Co-Curricular Programming  
*University of Nebraska-Lincoln*

### Joe Cuseo

Professor Emeritus, Educational Advisor  
*AVID for Higher Education*

Peer mentor positions in First-Year Experience programs provide students the opportunity to develop leadership skills, professional development strategies, and personal growth and beyond. This session will discuss the International Mentor Training Program (IMTP) communities program at University of Nebraska-Lincoln. The session will discuss the College Reading & Learning Association (CRLA) peer mentor certification, the International Mentor Training Program Certification (IMTPC), to strengthen their peer mentor program. The session will provide information on IMTPC, detail the importance of a structured training curriculum for peer mentor programs, and discuss how IMTPC can be useful for mentor programs at different types of institutions.

**CANCELLED**

## CI-13 Does Everybody Know Your Name? Captivating Your Campus-Wide Community

Marriott Marquis - M303

### Kathy Clark

Associate Dean, Academic Success

### Whitney Rhyne

Director, First-Year Experience  
*Florida SouthWestern State College*

This presentation will focus on marketing strategies used during the creation, development and implementation of the first-year experience (FYE) course and program that engendered college-wide support and buy-in. The presenters will describe how one state college, through a variety of marketing strategies, encouraged college-wide collaboration and excitement of an FYE course and program. In addition, participants will review marketing assessment data which will demonstrate the efficacy of faculty, staff, and student support. Upon completion of the session, participants will leave with multiple FYE marketing strategies they can use to continually engage faculty, staff, and students at their own institutions.

## CI-14 Unlocking FYE Curriculum: Online, Self-Paced, Free, One-credit Course After Orientation

Marriott Marquis - M304

### Jillana Finnegan

Associate Director, Advising and Academic Enhancement

### Elizabeth Gaddie

First-Year Experience Advisor

### Tiara Thompson

Academic Advisor  
*Boise State University*

Orientation programs cannot cover everything and many students can't or won't enroll in a first-year experience (FYE) course. To address this gap, we created a free, one elective credit Blackboard course, and gave students access after orientation. The program, outlined in this session, requires students to complete assignments in any order, at any time, and they must earn 75% of total points available to receive the credit. Failing is not possible as there is no record of non-completion. Course content focuses on academic skills, major and career exploration, health and safety resources, information for special populations, and participation in high value events. More than 2,360 new students accessed the course this semester!

## CI-15 Innovation in College Readiness: Partnerships with Community-Based Organizations

Marriott Marquis - M106/107

### Jodi Koslow Martin

Vice President for Student Engagement

### Barrington Price

Assistant Vice President for Student Engagement  
*North Park University*

How can we look at the first-year student experience differently? What if we began to think about the first year of college when students are still in high school? Oftentimes, we believe working with high-school students would be a good idea but we fall short on understanding how best to do it. Or, more likely, we believe that work belongs solely to the admission offices on our campuses. In this session, learn how a collaborative effort between one non-profit organization and one university in Chicago has served more than 50 first-generation college students on their journey to college graduation.

# SUNDAY, FEBRUARY 12

## CI-16 THRIVE: Insights from a Total First-Year Experience Overhaul

Hyatt Regency - Embassy A

### Christina Rose

Assistant Dean

### Tonja Nixon

Wellness Coordinator

*Bryn Mawr College*

After years of complaints from students about the lecture based “wellness” course that was required of all first-year students, Bryn Mawr College set out to revamp it. This session takes attendees through the process of overhauling the program for 400 incoming students -- from large-scale visioning to nitty-gritty logistics. The result is a model that includes a 10-week program of once-a-week large group lectures followed by once-a-week small group discussion cohorts of 20 students, facilitated by staff people from various areas of the college. Participants will learn about the program’s highs and lows, successes and obstacles.

## CT-17 Using Faculty Learning Communities to Support High-Impact Common Reading Programs

Hyatt Regency - Embassy B

### Christine Metzo

Director of Academic Initiatives  
*St. Cloud State University*

As Common Reading Programs have proliferated as a cost-effective means of delivering the high-impact promise of a common intellectual experience for new students, attention to faculty development becomes critical to live into that promise, maintain faculty engagement, and facilitate student learning. This session discusses the use of a Faculty Learning Community (FLC) to develop teaching materials for the integration of the common reading book into courses across the typical first-year student curriculum at a mid-sized, four-year public institution. FLCs can develop opportunities for featuring faculty expertise; deliver faculty workshops; generate instructional materials; and assess student learning with the common read.

## CR-18 ‘Prof-in-Spaces’ – Initiating Faculty-Student Interaction Out Of and In Courses

Hyatt Regency - Embassy C



### Neil Armitage

Sessional Instructor, Sociology

### Kari Marken

Educational Designer, Centre for Student Involvement & Careers

### Nick Thornton

Learning Commons Coordinator  
*University of British Columbia*

Faculty-student interaction is a strong predictor of student retention, satisfaction and academic performance (Griffin et al. 2014). The ‘Prof-in-Spaces’ pilot project at the University of British Columbia is a first-year transition initiative with the aim of fostering this type of interaction. The project brings faculty, staff and students leaders together to explore innovative ways the Vancouver campus can be used to promote faculty-student interaction. Preliminary findings will be used in this session to suggest provisional guidelines on the design, practice and evaluation of such initiatives.

## FD-19 Lost in Transitions: Expectations and Persistence in the First-Year Experience

Hyatt Regency - Embassy D

### Brittany Cottrill Lloyd

Associate Professor of English

### Cara Stone

Coordinator of Information Literacy Instruction & User Experience

### Josh Call

Professor of English

### Ryan Roy

Student Empowerment Coach  
*Grand View University*

This session focuses on identifying the needs and demographic characteristics of transitional student populations by drawing on the collective resources of participants. Participants will articulate strategies necessary to begin building a campus culture that address transitional student needs holistically. We will focus on the wide-ranging needs of first-year learners, including traditional students, transfer students, and those entering with shared high school/college credits (i.e. dual-enrolled students). These groups of students each have unique needs and experiences, yet there are also common challenges that they will face. Particular attention will be afforded to effective scaffolding across university departments or units.

## FD-20 Who Is Teaching Your First-Year Seminar?

Hyatt Regency - Embassy E

### Douglas Long

Director of the First-Year Program  
*DePaul University*

This session will discuss the engagement, training, and retention of first-year seminar instructors at the various institutions represented in the room. This will undoubtedly reflect numerous models: some with only faculty teaching, some with only student affairs professionals teaching, some student-taught, and innumerable combinations of these. We will reflect on the assertion, discussed in depth by James E. Groccia and Mary Stuart Hunter, that instructor training and development is crucial for a successful, sustained first-year seminar.

## E-21 Time Management: The #2 Reason Students Struggle in Year One

Hyatt Regency - Embassy F

### Jullien Gordon

Speaker & Author  
*Jullien Gordon Speaking & Publishing*

The #2 reason students struggle in their first year is time-management. We assume that students know how to manage their time but college is the first time in their life that they have had unstructured time. They call it free-time, but they need to be studying or getting involved on campus. In this session, you will learn how to help students (a) reverse-engineer their syllabi into micro-assignments, (b) plan and prioritize their week in advance, (c) overcome procrastination and perfectionism, (d) avoid all-nighters and cramming for exams, and (e) learn without the stress and manage heavy workloads during midterms and finals.

## **E-22 Soft Skills? The Importance of Identifying Non-Cognitive Barriers to Success**

Hyatt Regency - Inman

### **Don Pitchford**

Director of Higher Education Partnerships  
*ACT*

There has been much attention over the past several years focusing on "soft skills" and their relation to student success. However, there still seems to be some concern related to how to reliably measure these behaviors, how these behaviors relate to student success, and types of interventions that are useful to help students overcome these barriers. This session will focus on the importance of identifying non-cognitive behavioral impediments to success. Conversation will be facilitated focusing on existing methods of identifying non-cognitive impediments and intervention techniques to help students overcome these often unrecognized barriers.

## **E-23 Common Reading Website: The Ultimate Resource for Colleges and Communities**

Hyatt Regency - Piedmont

### **Keith Goldsmith**

Executive Director Academic Marketing

### **Michael Gentile**

Vice President; Director, Random House Academic Marketing  
*Penguin Random House*

### **Kimberly Bayley**

Manager, Random House Academic Marketing.  
*Random House*

### **Alan Walker**

Vice President; Director, Penguin Academic Marketing  
*Penguin Books*

Penguin Random House will launch its new Common Reads website for college community reading programs. Featuring extensive resources for everything from starting a program to providing complete and comprehensive information on executing one, the website will cover title selection, community partnering, funding, author relations, and assessment.

## **CI-24 Building Loyalty, Understanding, and Excellence: BLUE Week First-time Freshman Orientation**

Hyatt Regency - Spring

### **Lisa Allison Jones**

Dean, Academic Affairs

### **Francis C. Dane**

Professor and Chair, Health Psychology

### **Patricia J. Airey**

Assistant Professor, clinical Pathophysiology  
*Jefferson College of Health Sciences*

As a small, private, specialized institution, Jefferson College of Health Sciences attracts primarily adult students, with only about 13-15% of

all new students entering as first-time freshmen. This session explores how Chickering's (1969) seven vectors of development provided a guiding framework to develop and implement a week-long orientation program, dubbed BLUE Week, specifically for these first-time freshmen. A significant challenge of the project was developing a robust new student orientation on a very limited budget. BLUE Week was held for the third year in fall, 2016. Evaluation based on Kirkpatrick's (1996) model demonstrates student satisfaction and a 10% increase in first-time freshman fall-to-spring retention.

## **Featured Session - 9:00 AM - 10:00 AM**

### **25 Rock, Rigor, and Roll in Action: Building Student Success into Your First-Year Seminar Syllabus**

Marriott Marquis - L401/L402/L403

#### **Stephanie Foote**

 Professor of Education and Director, Master of Science in First-Year Studies (MSFYS)  
*Kennesaw State University*

#### **Christine Harrington**

 Executive Director  
*New Jersey Center for Student Success*

#### **David Sabol**

 Faculty, Department of English & University College  
*Indiana University - Purdue University Indianapolis*

#### **Michelle Kozimor-King**

 Associate Professor of Sociology; Director, Center for Excellence in Teaching  
*Elizabethtown College*

#### **Lee Anne Thompson**

 Professor and Chair, Department of Psychological Sciences  
*Case Western Reserve University*

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

## **MORNING BREAK | 10:00 AM – 10:15 AM**

*Atrium Ballroom and Embassy Ballroom Lobby*

# SUNDAY, FEBRUARY 12

**10:15 am - 11:15 am**

## **CR-26 Understanding Financial Pressures on the Experiences of Community College Students**

Marriott Marquis - A701

### **Frim Ampaw**

Associate Professor, Department of Educational Leadership

### **Anne Hornak**

Associate Professor, Department of Educational Leadership  
*Central Michigan University*

Community colleges were founded on the premise of open access and have largely been used as a more affordable counterpart to four-year schools. Many students who attend community colleges also work part time (59%) or even full time (21%) while attending school. This session explores a study that looks specifically at students who are financially strapped and are attending community college with the hope of transferring to a four-year institution later. With the use of qualitative techniques, the study examined their experiences at community college students in relation to their academic and social engagement and transfer plans.

## **CI-27 UBC Jump Start: A Model for International Student Orientation Programming**

Marriott Marquis - A702



### **Daniella Gentile**

First-Year Experience Coordinator

### **Thilini Leitan**

First-Year Experience Coordinator

### **Kari Marken**

Educational Learning Strategist

### **Robbie Morrison**

Manager of Student Engagement  
*University of British Columbia*

As the international student population increases across post-secondary institutions, the need for an effective orientation program is integral for the successful transition and retention of incoming students. At UBC, a publicly funded university with over 13,000 international students, staff and faculty have collaborated to develop an 11-day live-in orientation called Jump Start, primarily focused on the transition and retention of incoming first-year international students. In this session we will demonstrate how Jump Start, using an 'asset based' approach alongside the integration of social and academic strategies, has ultimately led to successful transitions and retention of incoming international students.

## **FD-28 Undergraduate Male Student Leaders: Where Have They All Gone?**

Marriott Marquis - A703

### **Josh Perkins**

Assistant Director, Student Success Programs

### **Yvonna Washington-Greer**

Director, Student Success Programs  
*Kent State University*

Does your university have problems getting enough male students to apply for your campus leadership positions? If so, please join this discussion that will focus on the topic of undergraduate male student leadership engagement. There is substantial research on the general topic of leadership, however this discussion will specifically address the gap in literature surrounding male students' pursuit of university sanctioned leadership positions. Come share your thoughts on how to engage male students.

## **CT-29 Examining Innovative Institutional Approaches to Increase First-Year Student Success**

Marriott Marquis - A704



### **Stephanie Foote**

Professor of Education and Director, Master of Science in First-Year Studies (MSFYS)

### **Amanda Woodford**

Graduate Student, MSFYS Program

### **Adrienne Button Harmer**

Graduate Student, MSFYS Program

### **Michelle Eaton**

Graduate Student, MSFYS Program

### **Kathryn Wilhite**

Graduate Student, MSFYS Program  
*Kennesaw State University*

This panel presentation will highlight original case study research on the innovative and distinct approaches three institutions have taken to increase first-year student success. The case study research will be presented by graduate students who completed the research for their First-Year Student Success: Theory and Practice class and will include: descriptions of the institutions and innovative practices, discussion of the timeline and process for developing the initiative, explanation of the initiatives in the context of theory and best practice literature in the discipline of First-Year Studies, and a presentation of outcome data associated with the initiatives.

## **CT-30 Learning to Listen: Listening to Learn**

Marriott Marquis - A706

### **Rebecca Campbell**

Associate Professor, Educational Psychology  
*Northern Arizona University*

### **Cheryl Herman**

Marketing Director

### **Dion Graham**

Narrator/Actor  
*Penguin Random House Audio*

Almost 50% of a college student's day is spent in some form of listening, but little instruction on effective listening is taught in college. This session will focus on both learning how to listen and how to use listening as an important strategy for learning. Listening Skills can be taught and one model, HURIER, will be demonstrated. Listening to learn can be enhanced using effective lecture, discussion and audio experiences. Participants will practice their own listening skills during an interactive demonstration with an award-winning narrator.

## FD-31 Theme or Not to Theme? Can Themed FYE Sections Work?

Marriott Marquis - A707

### Matthew Hipps

Associate Professor Political Science, Director, Center for Student Transitions

### Sarah Mergel

Associate Professor of History, Assistant Director Center for Student Transitions  
*Dalton State College*

This session will explore the benefits of themed first-year experience (FYE) sections versus the traditional extended orientation seminar offered at most institutions. We will explore the institutional challenges of securing faculty buy-in for themed sections as well as the challenge of integrating typical first-year skills into a course centered around a topical area of interest to the faculty member teaching the course. We will conclude with a discussion of “best practices” for developing interesting and engaging themed FYE courses at open-access institutions.

## CR-32 (Common) Reading is Fundamental? Exploring Outcomes of Common Reading Programs

Marriott Marquis - A708

### 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*

### Ellen Stolzenberg

Assistant Director, CIRP  
*Higher Education Research Institute UCLA Graduate School of Education and Information Studies, University of California, Los Angeles*

This session highlights research guided by the question: “How does the first-year experience vary based on participation in common reading programs?” Findings from a research partnership between HERI at UCLA and the National Resource Center using the 2016 YFCY will be presented, focusing on a comparison of responses from students who participated in common reading programs with students who did not. Comparative results show that students who reported participating in a common reading program more frequently reported higher gains in critical thinking, satisfaction, habits of mind, faculty interaction, and sense of belonging.

## CI-33 Peer Mentors: Supporting students beyond orientation and outside the classroom

Marriott Marquis - M105

### Katharine Pei

Director, First Year Center

### Rob Wild

Associate Vice Chancellor for Student Affairs & Dean of Student Transition and Engagement  
*Washington University in St. Louis*

Washington University in St. Louis utilizes peer mentors to provide transition and academic support for first-year students. Washington University Student Associates (WUSAs) serve a dual role providing support for a fall welcome week and then as transition peer mentors during the fall and spring semesters. Developed through collaboration between academic

and student affairs, the WUSA program, discussed in this session, is seen as a premier leadership role on campus and a vital part of the first-year experience. University assessment shows the positive relationship WUSAs develop with first-year students leads to an increased confidence towards persistence.

## CT-34 Delivering an Effective First-Year Experience Course at Two-Year Institutions

Marriott Marquis - M301

### Julie McLaughlin

Department Chair and Professor of the First-Year Experience (FYE) Courses  
*Cincinnati State Technical and Community College*

### Joe Cuseo

Professor Emeritus, Psychology  
*AVID for Higher Education*

Community Colleges often struggle with creating and administrating first-year experience (FYE) courses for a variety of reasons, including budget restraints, accommodating a very diverse student population, and lack of institutional support. This session will examine how to overcome some of these obstacles to build a comprehensive FYE course that works well for both the students and the institution as well as how to gain buy-in from faculty and administrators. Decisions to be considered—such as standardizing the course, course topics, training instructors, evaluation of the course—will also be discussed.

## CT-35 Building Your Team: The Importance of a Structured Mentoring Program

Marriott Marquis - M302

### Victoria Black

Director, PACE Mentoring

### Prisila De Leon

Graduate Assistant, PACE Mentoring  
*Texas State University*

Developing and sustaining new peer mentor programs produces various successes and challenges, including how best to provide personalized support to students in the Peer Mentor role. Implementing organizational structure within a Peer Mentor program can foster a learning experience, create a small community environment, and strengthen individual and program outcomes. For those with an established Peer Mentor program who are looking for ideas on how to grow your program or those starting a Peer Mentor program, this session will provide discussion and support for the importance, benefits, and implementation of leaders within your team.

# SUNDAY, FEBRUARY 12

## **CT-36 Refugee Support, Transitions, and Retention: Are We Prepared?**

Marriott Marquis - M303

### **Matthew Gregory**

Coordinator of Alternative Admission Programs

### **Jamal Safi**

Regional Education Coordinator - DYS  
*University of Massachusetts - Dartmouth*

Have you worked with students who have been “forced to leave their country in order to escape war or persecution?” Have you thought about what it might look like to a student trying to connect with a student, faculty, campus who has experienced this? As recently reported, the USA is increasing the number of refugees by 110,000 in 2017. Are we ready to provide a supportive and a positive experience? This session will focus on ideal suggestions in transitioning students from high school to college and throughout their first collegiate year, attempting to ensure retention into their sophomore year.

## **CI-37 Gen1 Summer Bridge to Spring Celebration: Creating Student Success**

Marriott Marquis - M304

### **JR Harris**

First-Year Success Coach

### **Bethany Mayott**

First Year Success Coach  
*Houston Baptist University (HBU)*

### **Kelley O’Neal**

Director, Byrne Student Success Center  
*Texas A&M University*

The number of first-generation college students enrolling in institutions around the country continue to rise each year. Current literature suggests that Gen1 students can prosper with added development. This session will introduce participants to the Gen1 Summer Bridge program at Houston Baptist University where academic, social, professional, and cultural skills and activities are introduced to Gen1 students throughout their time at HBU which gives them the cultural capital needed to be successful college students. HBU is an urban campus located in southwest Houston which is one of the most diverse cities in the United States.

## **CT-38 Making Parents Your Allies for Student Success through Communication**

Marriott Marquis - M106/107

### **Amy Baldwin**

Director of University College  
*University of Central Arkansas*

### **Brian Tietje**

Vice Provost of International, Graduate and Extended Education  
*California Polytechnic State University*

Many parents are eager to receive information from their students’ institutions that will help them better understand what it takes to be successful in college and how they can support their student in pursuit of that success. This interactive session will provide insights that the presenters gained through their direct research with parents at two

separate institutions about the topics and types of information that parents value most. Participants will also see, firsthand, the types of information that the presenters provided to parents to equip them as allies for student success.

## **CI-39 Information Literacy: The Only Learning Outcome that Makes a Difference**

Hyatt Regency - Embassy A

### **Elaine Lewis**

Director of Evaluation & Retention

### **Alan Bearman**

Dean of University Libraries and The Center for Student Success & Retention  
*Washburn University*

A tour of the undergraduate libraries in a first-year seminar is a “must,” but is it enough? Today, the world is swarming with information, and it is necessary for students to critically evaluate this information. Therefore, information literacy is the only foundational element a first-year seminar needs. This presentation will discuss how to incorporate information literacy into every first-year seminar topic—from academic planning and alcohol education to time management and student involvement.

## **CT-40 Utilizing Service-Learning to Support First-Year Students in Transition**

Hyatt Regency - Embassy B

### **Elizabeth Coder**

Assistant Director, New Student & Transition Programs and Coordinator of Gap Programs  
*Elon University*

### **Emily Acosta Lewis**

Assistant Professor, Communication & Media Studies  
*Sonoma State University*

For many first-year students, community service is a means to boost their college applications and nothing more. As higher education professionals, we recognize the value of both academic and co-curricular service-learning as a high-impact practice to further student learning both in and out of the classroom. In this session, we will explore service-learning through a transitional lens, exploring how community and civic engagement can be used as a tool to support first-year students through multiple facets of their transition.

## **CT-41 Seeking Meaning: Working with First-Year Students on Academic Probation**

Hyatt Regency - Embassy C

### **Annie Kelly**

Academic Advisor

### **Betsi Burns**

Director for Learning Support and Academic Success  
*Loyola University Chicago*

Best practices on working with first-year students on academic probation can involve identifying and implementing metacognition strategies, goal setting, and enhancing study skills, but too often we neglect to draw students to the why of their education and connect academic probation support structures to institutional mission and values. The session will

overview both research and best practices on providing a strengths based framework for supporting students on probation, as well as examples on how to integrate institutional mission and values and campus partnerships to cultivate student belonging and connectedness to the university to further student success.

## **FD-42 Supporting Students Through Life Challenges in FYE Courses**

Hyatt Regency - Embassy D

### **Sarah Kravits**

Adjunct Instructor

*Montclair State University*

Even the most motivated, intelligent, and academically prepared students can be derailed by life issues. Not only do such issues draw focus and take energy away from learning, they are often so personal that students keep them under wraps where they may worsen. As instructors of first-year experience (FYE) courses, we have a unique opportunity to help students. Through bonding with them, offering confidential opportunities to reveal issues, and connecting students with coping strategies and helpful resources on campus and off -- as well as revealing our own humanity -- we can help our students become more free to learn.

## **FD-43 Rescue Remedies: Interventions for Pre-Probation/ Suspension First-Year Students**

Hyatt Regency - Embassy E

### **Ann McDonough**

Dean, Academic Success Center

### **Daniel Gianoutsos**

Associate Dean, Academic Success Center

*University of Nevada, Las Vegas*

### **Allison Car**

Academic Transitions Librarian

*California State University, San Marcos*

First-year students on the brink of probation and/or suspension can be a challenging cohort to reach and motivate, yet early intervention can be a critical key in their retention, progression and completion. While not every student can be "rescued," there are intervention strategies to identify these students, effectively communicate with them, reward them for connecting with academic support and establishing structures that will nudge these students to get timely help. This discussion facilitates an interchange to both share and discover effective intervention methods.

## **CI-44 You Can Do It! Assessing Learning Objectives in First-Year Experience Programs**

Hyatt Regency - Embassy F

### **Edesa Scarborough**

Director, First-Year Experience Programs

### **Christopher Maurer**

Associate Professor, IT Management

*The University of Tampa*

This presentation will focus on assessment results of student learning objectives related to college transition, time management, critical thinking and academic planning, all of which are of importance to the success of college students. The presentation will concentrate on 1,183 first-year students enrolled in a required first-year experience seminar, which met

for 14 weeks in the semester, one hour per week. Discussion will include information on course learning objectives, student performance on pre and post diagnostics tests, statistical measures used and results obtained. The co-presenter is a statistician and will be available to answer audience questions on individual institutional initiatives.

## **E-45 Common Reading Program Activities for College Communities**

Hyatt Regency - Inman

### **Christine Naulty**

Associate Marketing Manager

*Simon & Schuster, Inc.*

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 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 school.

## **CI-46 mSuccess: A Smartphone-Based Growth Mindset and Social Belonging Intervention**

Hyatt Regency - Piedmont

### **Timothy Steenbergh**

Professor of Psychology

### **Doug Daugherty**

Associate Dean

### **Lorne Oke**

Executive Director, Center for Learning & Innovation

### **Christopher Devers**

Director of Research

*Indiana Wesleyan University*

The 2016 mSuccess project used a smartphone app to deliver a growth mindset and social belonging intervention to first-year students at four institutions. In this session, we will describe the way we adapted existing first-year interventions for mobile delivery and then assessed their impact using real-time assessment. We will illustrate the benefits of mobile intervention and assessment; explain the potential uses of this methodology; and highlight findings from first-year students who used the app. Session participants will receive a free download of the app and discuss its potential for first-year programming, and assessment.

# SUNDAY, FEBRUARY 12

## CT-47 Mindfulness in College? "What a Wonderful World It Would Be"

Hyatt Regency - Spring

### Constance Staley

Professor of Communication, Special Assistant to the Chancellor  
*University of Colorado, Colorado Springs*

### Steve Staley

Professor of English and Humanities  
*Colorado Technical University, Denver*

Among today's "emotionally insecure" first-year college students, a first-ever 'C' grade (when the plan was to go to med school) may be seen as a complete and utter failure. Anxiety is now the number one diagnosis from college counselors, doubling in the last 15 years. This session will highlight how bringing mindfulness training into the classroom helps. Facilitators will discuss the highly current literature on mindfulness, positivity, and focus as they relate to college success. This session promises to provide robust and practical teaching tools from two faculty, each with more than 40 years of university teaching experience.

## Featured Session - 10:15 AM - 11:15 AM

### 48 Going Global: International Perspectives on The First-Year Experience in Higher Education

Marriott Marquis - L401/L402/L403



#### Robert Kenedy

Associate Professor, Department of Sociology  
*York University, Canada*

#### Nosisana Mkonto

Head of Department  
*The Cape Peninsula University of Technology, South Africa*

#### Ben Varkalis

Teaching Fellow, Department of Geography  
*University of Otago, New Zealand*

#### Jonielle McIntosh

Resident Advisor  
*University of the West Indies, Jamaica*

Throughout its history, the National Resource Center has engaged in international efforts including supporting the development of national networks around the first-year experience and student success in other countries and continents. Internationalization in FYE addresses the transition and success of first-year students in each home country but also includes several other issues such as the influx of international students among the incoming cohorts of new students in higher/tertiary education, increasing use of study abroad programs, and emphasis on intercultural competence and global learning as key experiences and outcomes of college. This panel discussion will center around the current status of the FYE in the panelists' countries and regions; current leadership and scholarship related to the FYE in their culture; and the challenges that lie ahead in their region of the world for first-year experience educators.

## 11:30 am - 12:30 pm

### CR-49 Exploring the First-Generation Experience with Youth Participatory Action Research (YPAR)

Marriott Marquis - A701

#### Kelly Collins

Doctoral Student

*University of Minnesota, University of St. Thomas, & Cristo Rey Jesuit High School Twin Cities*

What happens when faculty, college students, and high school youth unite to spend a year studying the experiences of first-generation students and parents? Come find out about this collaborative, chaotic, and creative Youth Participatory Action Project (YPAR)! YPAR is an innovative approach to positive youth and community development based in social justice principles in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them. This project focuses on ways that colleges can engage first-generation students and their parents to support their successful transition to college.

### CT-50 Effecting Transitions: Writing in the First-Year Experience

Marriott Marquis - A702

#### Marshall Barth

Director, Writing Center  
*Wallace Community College, Dothan, Alabama*

Encouraging student writing in a first-year experience program helps students connect to their campuses and transition to higher education, but the FYE approach to writing should be a flexible and liberating approach, not a review of writing from high school, a summary of freshman composition, or a preview of a specific discipline's writing. This session will address how to help students transition to a more advanced understanding of the flexibility of language which goes hand-in-hand with helping students transition into higher education.

## Featured Session - 11:30 AM - 12:45 PM

### FD-51 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Marriott Marquis - A703

#### Mary Stuart Hunter

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

#### John Gardner

Founder 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.

## CI-52 A Bridge to Belonging: The Berea Bridge Program

Marriott Marquis - A704

### Chris Lakes

Director, Office of First-Year Initiatives

### Anne Bruder

Director of Berea Bridge & Assistant Professor of English  
*Berea College*

Berea College is committed to exclusively admitting and graduating students who come from low-income backgrounds, many of whom are the first in their family to attend college. To help facilitate a smoother and stronger transition for students, Berea College has created the Berea Bridge program, and the results, discussed in this session, have been outstanding. Through rigorous academic course participation, workshops and excursions focusing on student transition, and peer-to-peer cohort building, Bridge students report feeling more academically and socially prepared for college, gain a better sense of belonging at the institution, and retain at a higher rate than their peers.

## CI-53 Effective Strategies for the First-Year Seminar

Marriott Marquis - A705



### Gary Bowling

Director, Student Success

### Debi Gaitan

Vice President of Student Success  
*Northwest Vista College*

This session explores the success of the Student Development (SDEV) 0270, College Success course, which is required for all FTIC students or transfer students with less than 15 college hours. The course was made an institutional requirement in 2008 with a student success rate of 84% in all classes that semester. Persistence to the following spring for those students passing the course was 88% and 74% compared to those failing the course at 53% and 32%. The success rate for successful completers has stayed at around 85% with spring and fall persistence around 90% and 75%. The course is a key first-year experience (FYE) college initiative.

## CT-54 Dynamic Lecturing (yes-lecturing!) in First-Year Courses

Marriott Marquis - A706



### Christine Harrington

Executive Director of the Center for Student Success  
*New Jersey Center for Student Success*

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

## FD-55 Summer Session Initiatives and the First-Year Student

Marriott Marquis - A707

### Steven Girardot

Associate Vice Provost for Undergraduate Education  
*Georgia Institute of Technology & Virginia Commonwealth University*

### Daphne Rankin

Associate Vice Provost for Strategic Enrollment Management  
*Virginia Commonwealth University*

Colleges and universities are increasingly giving more attention to the role that summer session plays in a student's undergraduate experience. Initiatives focused on decreased time to degree completion, improved retention, academic "head starts," and early student engagement are typically part of the conversation about summer, and first-year students are a frequent target cohort for these initiatives. In this session, facilitators from two universities who work closely with summer session will lead a discussion about the challenges and opportunities for implementing summer initiatives for first-year students.

## CR-56 Peer-Led Team Learning Leadership Program for Underrepresented Minority STEM Undergraduates

Marriott Marquis - A708

### Janet Liou-Mark

Mathematics Professor & Director of the Honors Scholars Program

### Melanie Villatoro

Assistant Professor, Construction Management & Civil Engineering Technology

### Diana Samaroo

Chair of the Chemistry Department

### Anne Therese Yu

Peer Leader

### Lamia Mahren

Peer Leader  
*New York City College of Technology*

Retaining undergraduates in the science, technology, engineering, and mathematics (STEM) disciplines has been a national challenge, particularly for underrepresented minorities. This session explores one strategy to retain these students -- the Peer-Led Team Learning Leadership Program. The program provides a well-structured leadership training program, an opportunity to review and reinforce STEM content, a service learning component, a formal mentoring paradigm, and a community of peer leaders. As a result of this program based on Kuh's (2008) high-impact practices, it has successfully retained undergraduates in their STEM fields. Students have graduated and are in the STEM workforce or pursuing a STEM advanced degree.

# SUNDAY, FEBRUARY 12

## **CR-57 Analyzing Student Engagement with Lecture Resources in Business Subjects**

Marriott Marquis - M104



### **Martin O'Brien**

Lecturer, Economics

*University of Wollongong, Australia*

There has been widespread growth of digital technologies in tertiary teaching over the past decade, particularly eLearning platforms as a lecture resource repository, and lecture capture technology offering students access to recorded lectures on demand. This session explores research using cluster analysis of student data across four different first year business subjects, to identify distinct student engagement behavior in relation to lecture attendance, lecture recording access and download of lecture notes. Further analysis conducted links this behavior to other observable student characteristics including academic performance, gender, age, distance from campus and international student status.

## **CI-58 Supporting URM Transition with Peer Mentors During the First Year**

Marriott Marquis - M105

### **Edwin Mayes**

Director, First-Year Experience and Family Programs

### **Kathy Petras**

Associate Director, First-Year Experience and Family Programs

### **John Killings**

Associate Director for Multicultural Leadership & Programming

*Case Western Reserve University*

The Collegiate Connections Mentoring Program at Case Western Reserve University supports the transition of our underrepresented students during the first semester of their freshman year. These students are matched with a Peer Mentor (an upperclass student with similar interest) for the first semester.

This session will share why/how the program was developed, struggles and successes over the past four years, and how to cultivate a collaborative relationship with the Office of Student Affairs and the Office of Multicultural Affairs.

## **CI-59 Jaguar Jumpstart: Bridging Academic and Service Learning Outcomes**

Marriott Marquis - M301

### **Elizabeth Huggins**

Director First- and Second-Year Experiences

### **Lorraine Evans**

Executive Director of Academic Success

*Augusta University*

This session will examine Jaguar Jump Start, a five-week intensive summer bridge program designed for provisionally admitted students. Students are enrolled in two college-level courses (math and English) and participate in daily, interactive college survival skills seminars with discipline-specific tutoring. In addition, students become actively involved in a weekly service project within the Augusta community that connects them to their coursework. It is this component – the service learning – that creates a high impact practice for our newest students and helps them reflect upon their own purpose within the university community.

## **CI-60 Simon Says: How the Golden Circle Improved How We Hire**

Marriott Marquis - M302

### **Hayley Jensen**

Peer Mentor Administrator

### **Phil Rash**

Director, First-Year Experience

*Brigham Young University*

Eighty percent of students will be employed at some point during their collegiate career. However, finding the right student leaders for each unique organization can be daunting and often feel like a gamble. Aided by Simon Sinek's Golden Circle model, participants will learn how understanding an organizational "Why" and hiring based on shared beliefs, not just skill can help hire the best students for your team. Presenters will provide their model for recruitment and hiring that helped BYU double their applicant pool, add intentionality to their process, and ultimately select an effective team.

## **CT-61 Exploring and Assessing a First-Year Global Immersion Trip to Trinidad**

Marriott Marquis - M303

### **Hazael Andrew**

Assistant Director of First-Year Experience

### **Amy Gauthier**

Senior Associate Director, Housing

### **Ciji Heiser**

Assistant Director for Assessment and Strategic Initiatives

*University of North Carolina at Chapel Hill*

Plane tickets, passports, currency – In fall 2016, the department of Housing and Residential Education at UNC embarked on one of our largest collaborations to date with a four-day, fully-funded, trip to Trinidad with 8 first-year students. This trip aligned with the university's mission to provide a global experience for students before graduation. This session will provide a foundation for why we believe such an experience was critical to student success, an outline of the steps taken to embark on such a journey, and finally, an overview of what students gained from this experience.

## **CT-62 Proactively Preventing the Pitfalls: Requiring Proactive Advising for At-Risk Students**

Marriott Marquis - M304

### **Heather Moore**

Academic Counselor

*Kansas State University*

This session will review the proactive advising model utilized at a large, Midwestern, public university. Upon admission at this university, exceptionally admitted "at-risk" students are required to participate in this academic counseling program, thought to be one of a kind. The proactive advising model is specifically geared toward improving the success of this group of students. Discussed will be the development of the program in its fourth year, application of this advising model and a review of challenges and triumphs of advising "at-risk" students, including a focus on best practices for integrating parents/student supports and campus partners into the process.

## CI-63 Peer Educators Fostering Student Success: Inside a Library

### Ambassador Program

Marriott Marquis - M106/107

#### Heather Snapp

First-Year Experience and Outreach Librarian

#### Chloe Kolman

Library Student Ambassador

#### Alison Larson

Library Student Ambassador

*Florida Gulf Coast University*

Peer educator programs can be found in a growing number of university departments. Research shows that students who learn from and are mentored by their peers are more academically successful. The FGCU Library Student Ambassador program follows a peer educator model and supports first-year students through instruction, research assistance, and outreach initiatives. The program's coordinator and student ambassadors will share the objectives of the program, recruitment efforts, ambassador expectations, training and assessment methods, tips, and challenges. Attendees will brainstorm and discuss how they can use this structure to create their own peer education program in any department at their institution.

## CT-64 Navigating the Journey: Designing and Implementing a Common Reader Program

Hyatt Regency - Embassy A

#### Dan Gianoutsos

Associate Dean

*University of Nevada, Las Vegas (UNLV)*

#### Hellen Lee

Associate Professor and Vice Chair, Department of English, Faculty Coordinator, One Book Program

*California State University, Sacramento*

#### Courtney Milleson

Assistant Professor, Speech Communication  
*Amarillo College*

Designing and implementing a common reader program can be a trying journey, fronting both rewarding peaks and daunting valleys. This journey need not be faced alone. A team of diverse and motivated travelers can help to undertake challenges like choosing a reader, obtaining faculty buy-in, funding the program, implementing the reader into the curriculum, designing co-curricular programs, ensuring the program is meaningful to students, and assessing its effectiveness. This session will address best practices for navigating this landscape by presenters who have traveled this path at different public institutional types: Community College, Comprehensive State University, and Research University.

## CT-65 The Multicultural Business Program Model: Making Corporate Connections Work!

Hyatt Regency - Embassy B

#### Darrell King

Sr. Associate Director, Multicultural Business Programs  
*Michigan State University*

This session will focus on Multicultural Business Program's efforts to involve Corporate America in the retention of diverse students in college.

MBP seeks to involve its program alums in the process of completing its Circle of Support in the Recruitment, retention and graduation of its students. One example is the MBP Business 291 class that offers first-year students a real-world Case Competition sponsored by Target Corporation, and a Multicultural Heroes Hall of Fame Case Competition that has given away over \$40,000 in prize money. The program also offers freshmen, corporate site visits, specialized academic advising, career development and leadership development.

## FD-66 Supersized: Sustaining a Large-Scale Peer Mentoring Program

Hyatt Regency - Embassy D

#### Shane Weimer

Academic Counselor

#### Melissa Cumbia

Academic Counselor

*Wake Forest University*

Peer mentoring is widely recognized as beneficial, but few schools have implemented a program large enough to connect all incoming students with peer mentors. Wake Forest offers the Student Advising Program, a large-scale peer mentoring program, using 160 peer mentors and reaching all 1,300 incoming students. In this session, academic counselors from Wake Forest will share benefits and drawbacks of a large-scale mentoring program, our program structure, the feedback we've received, and our vision for the future of this program.

## FD-67 Creating Meaningful Connections: First-Year Students and Student Advisory Groups

Hyatt Regency - Embassy E

#### Donna E. Coghill

Community Engagement Librarian  
*Virginia Commonwealth University*

Virginia Commonwealth University Libraries have had a successful undergraduate student advisory group for twelve years. The ten-member Cabell Library Undergraduate Advisory Committee (CLUAC) consistently interests students from first-year to seniors. First-year students are particularly difficult to attract to student advisory groups, yet their insight and service is extremely important. As an advisor, students have the opportunity to provide unique insights and perspectives. This session will focus on how to attract students to an advisory group early in their academic career and keep them interested for subsequent years. We'll provide the discussion framework, you come armed with your experiences, ideas, and questions!

# SUNDAY, FEBRUARY 12

## E-68 Choose Your Own Adulthood

Hyatt Regency - Inman

### Hal Runkel

Founder

*ScreamFree*

Respond More, React Less...Create More, Critique Less...Finish More, Start Less. These are some of the small but significant choices of successful adults, and these are the choices teenagers and college students need to master. What started as a letter to his graduating daughter turned into New York Times Bestselling Author Hal Runkel's newest program for senior high and college students. Using humor, storytelling, and real-life scenarios, Hal leads students (and their parents) out of the adolescent world of black-and-white reactivity, and into the adult world of sophisticated, effective decision-making.

## E-69 College Parents: First-Responders Who Don't Know How to Respond

Hyatt Regency - Piedmont

### Harlan Cohen

Speaker/Author

*Sourcebooks*

Today's parents hear it all, see it all, and know it all. They are the new first-responders, but most of them don't know how to respond. Never has it been more crucial to help parents get comfortable with the uncomfortable. A prepared and knowledgeable parent helps alleviate problems; an unprepared parent escalates them. This interactive, engaging, and informative session will offer participants five strategies based on personal interviews, extensive research, and the latest trends. The goal -- help parents be the best possible partners during this time of transition.

## CI-70 Creating a FYE Program: Lessons from a Large, Decentralized University

Hyatt Regency - Spring

### Lyn Krueger Baier

Associate Director for First-Year Engagement

### Ghada Endick

Director of Residence Education and Staff Development, Residence Life, FYE Taskforce Member

### Elizabeth O'Connell-Ganges

Assistant Vice Chancellor for Student Engagement, FYE Taskforce Chair  
*Rutgers University*

The Rutgers University Strategic Plan called for a cross-organizational taskforce to examine current services and programs and develop an integrated model to enhance the transition from admission to the end of the first year. Taskforce members will share their process for studying best practices in their own institution and other Big 10 institutions, reviewing data, and making recommendations for the intentional coordination of communications, programs and services. This session covers lessons learned, new initiatives and how several high impact programs will be enhanced to create a connected first-year experience at a large, public research university.

## CR-71 Rethinking Diversity in the First-Year Experience

### Program

Hyatt Regency Embassy C



### Nosisana Mkonto

Department Head, Student Learning

### Luvuyo Kakaza

Administration, Engineering

### Emmanuel Esambe

Lecturer, Student Learning

*Cape Peninsula University of Technology*

Many students find it extremely difficult to adapt to the institutional environment with its complexities. Students have diverse learning needs based on their social, cultural and academic transitions (Dumais & Ward, 2010). These students therefore need diversified support. Diversity is the hot topic that attracts attention in many universities. In this regard, diversity is often a reason that aggravates transition challenges. One size fits all initiatives do not normally cater for the diverse student needs.

## Featured Session – 11:30 am – 12:45 pm

## 72 Turn the First-Year Experience into Your Future Experience: A Professional Development Extended Session

Hyatt Regency - Embassy F

### Jodi Koslow Martin

Vice President for Student Engagement

*North Park University*

### Kristin M. Cothran

Director of Student Leadership and Involvement  
*Lafayette College*

### Renique Kersh

Associate Vice Provost for Engaged Learning; Director of the Office of Engagement an Experiential Learning  
*Northern Illinois University*

### Barrington Price

Associate Vice President for Student Engagement  
*North Park University*

### La'Tonya Rease Miles

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

Working with first-year students requires many skills. As a professional, you understand the big picture while showing your keen attention to detail. You are a motivated self-starter while showing others you are a good-natured collaborator. In this professional development workshop making use of professional competencies, participants will learn how first-year experience (FYE) work prepares them for the next chapters of their professional careers. Attendees will be able to hear stories from professionals about how FYE prepared them for their current positions. By the end of the session, each participant will learn how to create a professional narrative to prepare them for continued and future career success in higher education.

**Lunch on Your Own**

**2:15 pm - 3:15 pm**

## **CR-73 How Psychological Factors Interact with Self-Efficacy and Impact Student Success**

Marriott Marquis - A701

### **Sara Connolly**

Associate Professor, Counseling

### **David Oberleitner**

Associate Professor, Psychology  
*University of Bridgeport*

What is the relationship between social psychology and higher education success? Do students feel isolated? Does this impact their perceived ability to be successful in the classroom? Are students who are more sensitive to rejection less likely to feel able to succeed? Do students who feel isolated and rejected adjust to college in the same way that students who don't feel isolated or rejected? Do they earn lower grades? This session presents the results of a study that examined the interaction between social rejection, rejection sensitivity, college adjustment, collegiate self-efficacy, and their impact on retention and grades.

## **CI-74 Faculty Principal Role in Supporting Residential Learning Communities**

Marriott Marquis - A702

### **Patrick Hickey**

Clinical Associate Professor College of Nursing / Faculty Principal Capstone Scholars Program

### **Gene Luna**

Associate Vice President for Student Affairs and Academic Support  
*University of South Carolina*

Faculty-student interaction outside the classroom setting is critical to the success of students. Astin (1993) supports this premise by noting that faculty-student interactions had a positive effect on both cognitive and affective student development and that faculty-student interactions were the variable most strongly related to student satisfaction in college (1977). The Residential Learning Community venue has become a prime area for faculty to engage students, with the Faculty Principal role being one that allows faculty to not only meet and mentor students on a daily basis, but to collaborate with other faculty, as well as Academic and Student Affairs Staff.

## **FD-75 Help They Won't Talk! What Do I Do Now?**

Marriott Marquis -A703

### **Sheila Howard**

Assistant Dean of Undergraduate Business Programs

### **Sharon Oster**

Academic Success Advisor  
*University of Dallas*

How can faculty get students to become engaged in a class that is meant to help them conquer college when all they want to do is leave? This session explores different ways to engage students to avoid blank stares and rolling eyes. Designed for anyone who teaches a First-year experience

(FYE) class, especially new professors who are not as experienced in front of a class of students. Bring ideas, questions and think outside the box during this session.

## **CT-76 Equity-Minded Pedagogy in the First-Year Classroom**

Marriott Marquis - A704

### **Colleen Toomey**

Equity Program Coordinator, First-Year Success

### **Lunden MacDonald**

Director, First Year Success  
*Metropolitan State University of Denver*

Institutional response to the increasingly volatile climate around race and equity in higher education takes many shapes. This session will detail the Metropolitan State University of Denver First-Year Success Program's "Equity-Minded Pedagogy Series" -- four best-practice workshops, co-facilitated by first-year administrators and faculty, aimed at showing how critical race theory and approaches to best-practice pedagogy overlap to impact student engagement with issues of race and equity in the classroom, on campus, and in the greater community. Reflection and workshopping will allow session participants to envision faculty-administrator collaboration that would promote the establishment of similar race-conscious and equity-minded interventions.

## **CT-77 Silos to Bridges in Community College: Developing Global Citizens**

Marriott Marquis - A705

### **Shaneeza Kazim**

Assistant Professor, Early Childhood Development Program Coordinator

### **Shelby Potts**

Assistant Director of Admissions - Recruitment  
*College of Southern Maryland*

Transitioning from high school to community college or beginning a college career as an adult learner can be a taxing process. Students should have an understanding of the expected academic rigor and available student services. The College of Southern Maryland is forging stronger partnerships between the division of academic affairs and the division of student affairs to develop and enhance critical thinking, diversity awareness, global citizenship, and transferable skills in a holistic manner. This session will focus on how divisions are removing the silos to develop a first-year experience and seminar course with the needs of the students centralized.

# SUNDAY, FEBRUARY 12

## CT-78 Not Your Mama's Portfolio: Creative and Digital FYE Engagement Upgrade

Marriott Marquis - A706



### Victoria Shropshire

Writing Tutor, Student Learning Services  
*University of Glasgow*

### Lynn Salsi

Assistant Professor, English  
*Kennesaw State University*

This is "not your Mama's portfolio." Lynn and Victoria use social pedagogy-based creativity and digital tools, giving the writing portfolio an upgrade to improve skills and increase engagement of first-year researchers and writers. Lynn uses creative techniques to engage students whose works exhibit achievements in writing research papers, synopses, annotation, and presentations. Unhappy with traditional portfolios that were merely "digitized," Victoria developed an interactive blog space to engage her students. Weekly writings became class discussions and learning opportunities, the blog portfolio community coming alive with attention to rhetorical choices, careful revision, prolific engagement, and polished products from students.

## FD-79 Assisting Parents of First-Generation & At-Risk Students

Marriott Marquis - A707

### Chris Hein

Assisting Parents of First-Generation & At-Risk Students  
*Georgia State University*

Families continue to play an increasing role in their children's education and serve as a main source of support. Therefore, we must provide intentional communication and programming for these support systems. Addressing concerns such as being at-risk, work-school-life balance, and expectations with parents proves to be challenging, especially considering the limitations of FERPA. This facilitated discussion will provide participants the opportunity to hear about current trends and share their best practices used to foster and support the development of first-generation and at-risk students, as well as their parents, guardians, and other supporters of their education.

## CR-80 Military Veterans' Perceptions of Campus Services, Adjustment and Preparedness to Graduate

Marriott Marquis - A708

### Janine Payton

Dean of Students  
*Molloy College*

As military veterans return from active duty, they have been faced with many challenges in adjusting to civilian life. Because of the comprehensive Post-9/11 GI Bill, many veterans have chosen to utilize their education benefit and attend college. Navigating a college campus, using campus services, and adjusting to the college environment can be difficult. This session considers the results of a survey based upon current literature to examine military veterans' use of academic advisement, counseling services, extracurricular activities, and career services. Another survey will also be presented that was comprised of items from an existing survey on adjustment on dimensions of social/personal, academic, and institutional adjustment to college.

## CR-81 Canadian Peer Leader Experiences: Intersectional Concentric Circles of Solidarity

Marriott Marquis - M104



### Robert Kenedy

Associate Professor, Sociology  
*York University*

### Dallin George Young

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

Canadian Data from the 2014-15 International Survey of Peer Leadership highlights influences and gains in terms of solidarity and community based on connections with diverse peers, belonging, retention, community campus interactions, and other connections. It also provides a portrait of peer leadership experiences (PLE), recruitment, training, and compensation strategies; and time commitment. 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 we refer to as "Intersectional Concentric Solidarity."

## CT-82 Gaining More Than Adulting: Synergistic Supervision of FYE Graduate Students

Marriott Marquis - M105

### Kris Kumfer

Assistant Director, Learning Community Programs

### Leanne Ketchum

Graduate Assistant, Learning Community Programs  
*Ohio University*

The best utilization of graduate students maximizes not only their professional development, but also strengthens the overall quality of a first-year experience (FYE) program and its effectiveness for the first-year students the program serves. Utilizing a model of synergistic supervision as well as the emerging pop culture concept of "adulting," supporting and challenging graduate students goes beyond merely balancing the needs of the graduate student and the program. Synergistic supervision allows each to strengthen the other.

## **CT-83 Enhancing the First-Year Classroom with Meaningful Assignments**

Marriott Marquis - M301

### **Kevin Clarke**

Assistant Director of Academic Engagement, Center for the First-Year Experience

*University of Wisconsin-Madison*

### **Catherine Greene**

Assistant Director for Campus Partnerships, University 101 Programs

*University of South Carolina*

Assessing student learning can often be a challenging task, but one that can be significantly improved with high-quality, well-developed, and meaningful assignments. In addition, these meaningful assignments can enhance student learning and engagement in the classroom. In this session, the presenters' will outline a framework for creating meaningful and engaging assignments; highlight examples of meaningful assessment strategies; and explain how to provide feedback that enhances student learning and commitment to their work.

## **CI-84 Assessing Social, Cultural & Academic Support Beyond Boundaries**

Marriott Marquis - M302

### **Jennifer Culhane**

Director of First-Year Academic Initiatives

### **Tiffany Shoop**

Assistant Director for Special Programs

### **Janet Hilder**

First-Year Experience Program Associate  
*Virginia Tech*

Embedding social, cultural and academic support across colleges and schools can enhance the transition experience of first-time first-year and transfer students. Institution wide buy-in is necessary to support this effort to achieve campus-wide integration of common learning outcomes and goals. The impact of campus-wide academic programs to support student transitions is illustrated by organizational partnerships across disciplinary and divisional boundaries. This session will focus on the process, strategies, and assessment measures implemented to successfully initiate an effective student support initiative for students in transition to their first year at a four-year research institution.

## **CI-85 The Javelina First-Year Experience: Building the Pack**

Marriott Marquis - M303

### **Christina Rodriguez-Gonzalez**

Director GPS Mentoring & PAAC Tutoring Centers

### **Jeanine Birdwell**

Lecturer / Assistant Director Mentoring & Tutoring

### **Bret Vanness**

First-Year Seminar Coordinator

### **Stephanie Bain DeLosSantos**

AVID Liaison; Common Read Coordinator  
*Texas A&M University-Kingsville*

Texas A&M University-Kingsville, a Hispanic Serving Institution (HSI), developed a comprehensive first-year experience through The Center for Student Success in 2011 to improve their 55% retention rate. Components include a two-semester university success course, peer mentoring, tutoring, supplemental instruction, service learning projects, a common read and author lecture, campus event involvement, and professional academic advising. In 2016, Texas A&M University-Kingsville celebrates a 71% retention rate and attributes the increase to FYE initiatives. The program's implementation, strategies, successes and challenges will serve as the basis for discussion.

## **CI-86 Integrating Direct Assessment Measures into a Residential First-Year Experience**

Marriott Marquis - M304

### **Ciji Heiser**

Assistant Director Assessment and Strategic Initiatives

### **Hazael Andrew**

Assistant Director, First-Year Experience

### **Amy Gauthier**

Sr. Associate Director Housing and Residential Education  
*University of North Carolina at Chapel Hill*

This program session will explore how direct and indirect assessment measures were implemented across a first-year residential experience to identify if learning and operational outcomes had been achieved for more than 4,300 students. Presenters will share how data collected from a national benchmarking survey was complemented by direct measures of one on one informational conversations, roommate agreement tracking and quarter sheet reflection papers. Data from these instruments enabled staff to triangulate student responses and identify not only if learning and operational outcomes established for the program had been met, but to what depth these outcomes had been achieved.

## **CT-87 Making FYE Meaningful: Integrating Peer Mentoring and Reflective Practices**

Marriott Marquis - M106/107

### **Claudia McGivney**

Head of Academic Engagement  
*Stony Brook University*

### **Brian Stipelman**

AVP/Dean of Arts and Sciences  
*Frederick Community College*

Peer mentoring and reflective journals enhance engagement and retention among first-year students. Reflective journals and peer mentors help acclimate students to the demands of college life, process new expectations, and add deeper meaning to the first-year experience. Student self-efficacy and critical thinking skills have become important factors in determining students' ability to succeed in their academic endeavors. These are skills that help them develop the mindset needed to succeed at long-term goals such as career preparation and college completion. This presentation discusses the creation, implementation, and evaluation of reflective journal practice and peer mentors through a first-year experience (FYE) program.

# SUNDAY, FEBRUARY 12

## CT-88 Strategies and Best Practices for Engaging First-Year Students through Texting

Hyatt Regency - Embassy A

### Corine Gonzales

Strategic Support Manager  
*University of New Mexico*

### Arianna Hartmann

Director of Success  
*Signal Vine*

The University of New Mexico implemented a new initiative this year: text messaging communications with first-year students. Today's students often face difficulties in identifying and accessing the information they need to be successful. As a result, students are more likely to drop out and institutions lose money. The ability of text messaging to captivate attention, simplify information, and connect students to support staff is a proven tool to improving persistence into the second year of college. This session will share their implementation model, strategies for texting with students, and best practices for optimizing new communications for maximum student success.

## CT-89 From Service to Classroom: Tailoring First-Year Transitions for Veterans

Hyatt Regency - Embassy B

### Darrell Ray

Assistant Vice President, First-Year Experience  
*Louisiana State University*

The Serviceman's Readjustment Act of 1944, or G.I. Bill, forever altered American Higher Education. As more veterans are returning to campuses, student affairs professionals must be prepared to effectively meet their needs. This session will provide a framework for establishing a Veteran Services Office from design to implementation for campuses that currently have no coordinated efforts. Detailed attention will be given to designing outreach for supporting the critical first year transition.

## CI-90 A First-Year Seminar Approach to Building Students' Foundational Skills

Hyatt Regency - Embassy C

### Peter Whiting

Associate Dean, College of Arts and Sciences  
*Case Western Reserve University*

This session explores the through-going strand of general education at Case Western Reserve University called the Seminar Approach to General Education and Scholarship (SAGES). All incoming students begin their first year with a small writing-intensive seminar. Three more writing-intensive seminars are then taken before the senior capstone. While these seminars focus on a diverse array of topics, they share the common aim of developing the core skills that all students will need to complete their senior capstone. To make sure this aim is being met, the SAGES program has put into place assessment measures that provide direction for instructional and curricular enhancements.

## FD-91 "Re-imagining the First Year of College": Year One Takeaways

Hyatt Regency - Embassy D

### Cheryl Spector

Director, Academic First-Year Experiences

### Susanna Eng-Ziskin

FYE Librarian  
*California State University, Northridge*

In February 2016, the American Association of State Colleges and Universities launched a three-year initiative, "Re-imagining the First Year of College" (RFY). RFY is "a comprehensive, 'top-down, bottom-up' approach that engages the whole campus in focusing on four key areas to help first-year students succeed: institutional intentionality, curriculum redesign, changes in faculty and staff roles, and changes in student roles." (<http://rfy.aascu.org/therfyproject/rfy-campuses>) In this session, attendees can discuss ways of adopting some of RFY's approaches and practices at their home institutions. We welcome participants from other RFY institutions as well as others who would like to learn about RFY.

## FD-92 Take it to the Next Level

Hyatt Regency - Embassy E

### Drew Koch

Program Coordinator/ Senior, Student Success

### Wilma Jackson

Lead Peer Mentor  
*Arizona State University*

Peer-to-peer mentoring is vital to student retention. Discussion in this session includes best practices and innovative strategies to take a program to the next level, or if a peer mentor program does not exist, learn how to lay the foundation for creating one. From recruiting students to serve as mentors, training them, and working with administrators, participants will analyze multiple perspectives of running an effective peer mentor program. Additionally, they will walk away with concrete information that can be immediately applied to improving an existing peer mentor program or establishing a new program.

## CT-93 Scaling High-Impact Practices for First-Year Student Engagement

Hyatt Regency - Embassy F

### Heidi Leming

Assistant Vice Chancellor for Student Affairs  
*Tennessee Board of Regents*

### Donna Seagle

Associate Professor of Psychology  
*Chattanooga State Community College*

This session will examine the work done at the Tennessee Board of Regents System to develop taxonomies and minimum definitions for six high impact practices (HIPs): service-learning, study abroad, work-based learning, learning communities, undergraduate research, and certifications. The creation of the taxonomies and definitions are part of the System's initiative to connect completion goals to student engagement in HIPs among 13 community colleges and 6 universities in Tennessee.

## E-94 College Success and the Cinema

Hyatt Regency - Inman

### Eileen Merberg

Executive Director  
*Alpha Lambda Delta*

John Cusack struggles to bring purpose to his life, while Robin Williams provides the support needed so a student can move toward developing intellectual and social competence. Perhaps the most widely known and applied theory of student development, Arthur Chickering's psychosocial model of identity development comes to life through engaging and powerful movie clips highlighting each vector along which traditionally aged college students develop. Participants will learn how to apply the theory to enhance students' success.

## E-95 Mindset Matters

Hyatt Regency - Piedmont

### Jahmad Canley

President

*Launch Student Success Strategies*

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

## CI-96 Caring at Scale: High-Impact Success Coaching at Arizona State University

Hyatt Regency - Spring

### Marisel Herrera

Director, First-Year Success Center

### Kevin Correa

Associate Director, First-Year Success Center  
*Arizona State University*

The First-Year Success Center (FYS) at Arizona State University (ASU) provides individualized and holistic peer coaching services for more than 7,000 freshmen on four ASU campuses. Coaching empowers students to thrive both inside and outside the classroom. Students who utilize coaching are more likely to be retained than those who do not, and the retention impact has been particularly significant for ethnic minority and commuter students. In this session, we will explain how success coaching has been leveraged to provide caring at scale and to boost retention at the largest public university in the country, with a highly diverse student body.

## AFTERNOON BREAK | 3:15 PM – 3:30 PM

*Atrium Ballroom and Embassy Ballroom Lobby*

**3:30 pm - 4:30 pm**

## CR-97 Educational Borderlands: Mentoring Programs as Democratizing Spaces for Pre-Service Educators

Marriott Marquis - A701

### Sheri Hardee

Associate Professor, College of Education  
*University of North Georgia*

This session explores a qualitative case study highlighting a service-learning program partnering first- and second-year education majors at a mid-sized southern university with ninth-grade students for mentoring. The purpose is to demonstrate how carefully constructed mentoring programs with accompanying university courses can help first- and second-year education majors value critical pedagogy and can assist middle grades students transitioning to high school and in planning for the transition to college. Analysis of mentor/mentee reflections indicated that the secondary students needed spaces to discuss racial, ethnic, socioeconomic, and gendered oppression, and the university students needed spaces to explore teaching identities and socially just practices.

## CI-98 RU OK: An Effective Gatekeeper Training Program

Marriott Marquis - A702

### Lavonne Adams

Associate Professor, Nursing

### Trung Nguyen

Director of First-Year Experience  
*Texas Christian University*

The session will describe development, implementation, and assessment of suicide prevention gatekeeper training for first-year experience student leaders. In 2016, 225 FYE student leaders completed QPR gatekeeper training. A study was undertaken to examine demographic data, pre-training and post-training knowledge, beliefs, and perceived self-efficacy of participants related to suicide prevention. Study findings will be presented and discussed, with rationale provided for the importance of suicide prevention gatekeeper training for FYE student leaders.

## FD-99 Embracing UDL in FY Seminars: Syllabi, Technology, and Classroom Engagement

Marriott Marquis - A703

### Carey Busch

Assistant Dean for Student Accessibility

### Lisa Kamody

Course Coordinator

### Kris Kumfer

Course Coordinator  
*Ohio University*

Maximizing student engagement and learning is essential for the evolution of teaching and learning in higher education. This session will actively immerse participants in conversation about the applicability of Universal Design for Learning. Participants will be introduced to UDL and assist in identifying ways that UDL supports inclusion and student engagement and ways it can be integrated into a first-year experience (FYE) course. Through engaging discussion and hearing the experience of one institution, participants will also be able to understand how to develop specific goals for integrating UDL into their own courses.

# SUNDAY, FEBRUARY 12

## **CI-100 Helping Multicultural and First-Generation Students Be Successful at UCF**

Marriott Marquis - A704

### **Wayne Jackson**

Director, Multicultural Academic and Support Services  
*University of Central Florida*

The Multicultural Academic and Support Services office at the University of Central Florida is designed to retain and graduate multicultural and first generation students on the UCF campus. The presenter will discuss some of the programs and techniques they use to help their student population succeed at UCF. The MASS department at UCF just recently won the 2016 NASPA Excellence Award and was also honored to receive 2010 NACADA Outstanding Institutional Advising Program Certificate of Merit.

## **CI-101 Comprehensive First-Year Experience for Los Angeles Community Colleges**

Marriott Marquis - A705

### **Joanna Zimring Towne**

Director, New Student Programs  
*Los Angeles Pierce College and the Los Angeles Community College District*

### **Crystal Kiekel**

Chair, Student Success  
Los Angeles Pierce College

### **Deborah Harrington**

Dean, Student Success  
*Los Angeles Community College District*

As the Los Angeles Community College District (LACCD) implements the Los Angeles (LA) College Promise - a guarantee of free college tuition, full-time enrollment and targeted support services to all graduating Los Angeles Unified District students - all our nine colleges are being asked to implement a comprehensive first-year experience program. Building on the successes of existing college programs, the LACCD is taking unprecedented steps to increase student success for everyone and close achievement gaps for some of our most vulnerable populations.

## **CT-102 Creating a Powerful Syllabus: Doing What Works!**

Marriott Marquis - A706



### **Christine Harrington**

Executive Director  
*New Jersey Center for Student Success*

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

## **CR-103 "Life So Far" - Student Voice as an Assessment Tool**

Marriott Marquis - A708

### **Chris Korey**

Professor, Biology; Director, First-Year Experience

### **Liza Wood**

First-Year Experience Data Coordinator

### **Christa Poparad**

Librarian II  
*College of Charleston*

As first-year experience (FYE) programs evolve to match individual institutional cultures, it is important to identify whether the institutional goals of these programs are meeting the specific needs of students as they transition into their first year of college or university. This session explores the grounded theory used to analyze students' reflective essays on experience of their first year through their own voice. This qualitative analysis of 335 student artifacts demonstrates that the first-year student's experience on our campus is primarily one of building and managing new social and academic networks on campus, and not a focus on academic major or discipline.

## **CR-104 The First-Year Exploratory Journey: Fusing Assessment and Intentional Programming**

Marriott Marquis - M104

### **Rachel Nelson**

Academic Advisor

### **Ashley Jacobs**

Academic Advisor  
*University of Florida*

In 2014, academic advisors at the University of Florida (UF) began to wonder: How well do we know our exploratory students? Are the services we offer meeting their needs? Through the creation and implementation of the Exploratory Student Survey (ESS), our team embarked on a journey to learn about the identities, goals, needs and concerns of UF's first-semester exploratory students. During this session, two UF academic advisors will discuss the ESS data collected, share how ESS changed marketing, programming and outreach to UF exploratory students, and examine how to adapt and create strategic programming for transitioning students at your institutions.

## **CI-105 Campus Collaboration and Data Tracking to Increase Student Success**

Marriott Marquis - M105

### **Kate Kendall**

Retention Programs Specialist  
*Georgia State University*

Georgia State University seeks to improve first-year retention rates and identify barriers to academic success through student notification of potential course failure early in the semester. Since 2013 instructor participation to identify at-risk students has increased from 37% to 82%, and data demonstrates that those students at-risk in two or more courses who complete program requirements receive higher rates of As, Bs, and Cs by semester-end in their alerted courses than those who complete no program requirements. This session will provide an overview of these initiatives, will discuss campus collaborations that increased instructor participation, and will share historical program data.

## CI-106 Retention Success: Growing 8% in 5 years!

Marriott Marquis - M301

### Katherine (Kate) Lehman

Assistant Dean for Student Success  
*Otterbein University*

This session explores how Otterbein University steadily increased their first-year retention rate by a total gain of 7.8% in the past five years! The program combined early interventions, program offerings such as a comprehensive First-year experience (FYE) program, mentoring and living-learning communities, policy changes, and creating a campus-wide culture focused on student success. Participants will learn about successes, challenges and lessons learned, to provide a road map for other institutions to realize similar student success!

## CI-107 Information Overload: Finding Balance in First-Year Programs

Marriott Marquis - M302

### Katherine Whitaker

Coordinator for University 101 Programs

### Ana Flores

Bridge and Learning Communities Coordinator

### Heather Olague

Director of First-Year Experience  
*Texas A&M University-San Antonio*

Texas A&M University-San Antonio opened their doors to their very first freshmen class on campus, in fall 2016. This freshmen class has unique needs: they are all 100% commuter students, majority minority, and majority first-generation students. The amount of information these students received in their extended orientation program and first-year seminar, was too overwhelming. This session presents the techniques A&M-SA used to limit the information overload and follow the belief that sometimes, less is more. During this session, participants will have time to brainstorm and create a plan to strengthen the first-year seminar (FYS).

## E-108 A Data-Driven, Collaborative Approach to First-Year Student Outreach and Success

Marriott Marquis - M303

### Stephanie Pearcy

Director, First-Year Student Outreach and Success

### Ashleigh Crowe

Associate Director, First-Year Student Outreach and Success  
*Indiana State University*

### Valerie McEvoy

Senior Account Executive  
*Skyfactor*

Creating a collaborative, data-driven approach to first-year student support and outreach can be a daunting and multi-phased process. This session explores how Indiana State University developed a comprehensive program, leveraging a data-driven technology solution, to better understand first-year student needs, provide timely outreach to at-risk students, and create a campus-wide culture of collaboration and student success.

## CT-12 Exploration Before Declaration: Helping Our Students

### Find Their Calling

Marriott Marquis - M304

### Michele Campagna

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

### Joe Cuseo

Professor Emeritus, Educational Advisor  
*AVID for Higher Education*

The rapidity of technological and global developments require that first-year advising programs take an integrated approach to major and career exploration. As many of the professions that will be available upon graduation do not yet exist, advisors need to guide students toward exploring their skills, values, and interests rather than declaring a major. This session explores comprehensive advising initiatives that include self-assessment activities, integrated curricular and co-curricular experiences, and highlight the value of the liberal arts that have been shown to help students select majors that are the right fit, promote graduation and retention rates, and better prepare them for the prospects that await them as graduates.

## CT-110 What Makes a First-Year Seminar High-Impact? Exploring Conditions That Count

Marriott Marquis - M106/107

### Tracy Skipper

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

While a variety of seminar types exist, the definition in the HIPs literature is fairly narrow, begging the question of whether seminars that do not meet this definition can be considered high-impact. Drawing on a forthcoming collection of case studies, this session presents a framework for evaluating the quality of HIPs and highlights evidence of high-quality learning experiences across five different seminar types. Participants will collaborate to identify strategies for delivering a high-impact experience regardless of seminar type.

## CT-111 Comparing and Contrasting Living-Learning Communities at Public and Private Institutions

Hyatt Regency - Embassy A

### Lindsay Barrie

Academic Advisor  
*Drexel University*

This presentation will address the Engineering Learning Community program at Drexel University and look at the similarities in practice and differences at a public four-year institution. In the 2016-17, the program grew from 72 to 160 participants. As part of this growth, we began to offer four individual communities: affiliation with the ExCite Center on campus, globally focused community, civic and community engagement, and power and sustainability. Because of the change, new first-year seminar approaches were necessary, as well as different social and academic offerings, we will assess how students can benefit being a part of a themed community.

# SUNDAY, FEBRUARY 12

## CI-112 The Evolution of a Summer Bridge Program

Hyatt Regency - Embassy B

### Lora Pace

Director of First-Year Programs  
*Morehead State University*

The Success Academy (SA), a six-week summer bridge program at Morehead State University, was initially developed to remediate the college readiness needs of incoming freshmen. In 2013, SA opened enrollment to all incoming freshmen. Students in the Success Academy are enrolled in two courses including a one credit hour success course and must complete mandatory study hours. Faculty are selected specifically for this program and tutors are embedded in each course. This session will focus on the development, implementation and assessment of the program. Participant GPA and retention data will be shared as well as participant and student staff testimonials.

## CI-113 Integrating a Common Book into your First-Year Experience Course

Hyatt Regency - Embassy C

### Robert Jacks

Advising & First-Year Experience Coordinator, Department of English  
*Virginia Tech*

How adoption of a common book for a first-year experience course align with the course's goals and learning objectives? This session answers this question and examines how the Department of English at Virginia Tech has managed to integrate the university's common book into their course as a means of introducing students to undergraduate research, collaborative assignments, advising, and shared common experiences.

## FD-114 From Competition to Comrade: Organizing FYE-Focused Collaborations Closer to Home

Hyatt Regency - Embassy D

### Bryce Bunting

Assistant Clinical Professor, Counseling & Career Center  
*Brigham Young University*

### Lisa Hancock

Director, Student Orientation and Transition Services  
*Utah State University*

### Amy Huntington

Coordinator, Transition Programs & Partnerships  
*Weber State University*

### Benjamin Johnson

Assistant Professor, Student Leadership and Success Studies  
*Utah Valley University*

### John Michael Pantlik

Associate Director, New Student & Family Programs  
*University of Utah*

What if you couldn't bring everyone to Atlanta? What if you have needs specific to your regional context? While national conferences are excellent, they present financial obstacles and may fail to address challenges specific to our locales. In this session, a multi-institutional team with broad responsibilities related to the First-Year will share their experience launching a state FYE Consortium that has extended professional development opportunities and

provided a forum for addressing more localized concerns. This discussion will explore opportunities and challenges of convening localized FYE groups, organizing drive-in conferences, and building sustainable FYE networks at the regional level.

## FD-115 First-Year Commuter Students - Challenges and Ideas

Hyatt Regency - Embassy E



### Robbie Morrison

Manager, Student Engagement

### Justin Lieu

Program Manager, Orientations

### Rob Kim

Student Engagement Advisor  
*The University of British Columbia*

We know the impact living in residence can have on a first-year student in their social and academic success and overall satisfaction with their school. Can the same be done for first-year commuter students? In this discussion, we would like to hear different perspectives from many institutions on the challenges faced by first-year commuter students and the ideas and ways institutions have worked to engage this group in all facets of their university or college experience. Join us as we drive, bus and pedal the ideas and experiences of the first-year commuter student experience.

## CT-116 Hashtags and Handles: Building FYE Program Identity Through Social Media

Hyatt Regency - Embassy F

### Mariya Vaughan

Assistant Coordinator, K-State First  
*Kansas State University*

First-year experience programs face many challenges when it comes to creating and maintaining a social media presence. These include addressing students' needs and expectations during their transition from high school to the university, connecting with a broad audience base – such as current and prospective students, families, administrators, and departments and programs – and navigating within the general brand identity and restrictions of the university itself. This session provides an overview of the common practices and strategies used by K-State First to connect, inform, and engage with our students, campus, and community through various social media platforms.

## E-117 Linking First-Year Persistence with Help Seeking Behaviors and Academic Perseverance

Hyatt Regency - Inman

### James Cole

Beginning College Survey of Student Engagement Project Manager  
*Indiana University*

Using data from Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE), this session will focus on the help-seeking behaviors and academic perseverance of first-year students who seriously considered leaving their institution. Discussion will include how institutions can use BCSSE data to identify these struggling students and NSSE data to understand how these students are using the academic resources on your campus.

## E-118 Facilitating Success with Interests and Personality

Hyatt Regency - Piedmont

### **Craig Johnson**

Director of Data Science  
*CPP, Inc., Innovation Labs*

The military, government, and leading businesses have used personality and interest measures for decades. These organizations have used them to help identify, develop, and retain top talent. Personality and interests are now being used in education. With catchphrases like grit, strengths, and mindset, this session will look at the nuts and bolts of the application of these assessments in educational settings. Participants will receive an overview of segmenting the world of work into consumable bites through assessments. Discussion will also center on connecting assessment results to real world data and some of preliminary research findings.

## CI-119 Balancing Commonality and Autonomy in a Multi-Campus Common Reading Program

Hyatt Regency - Spring

### **Suzanne Smith**

Director of Academic Planning and Special Assistant to the Vice Chancellor of Academic Affairs

### **Karen Weathermon**

Director of First-Year Programs

### **Susan Poch**

Assistant Vice Provost for Undergraduate Education

### **Leslie Sena**

Assistant Director of First-Year Programs  
*Washington State University*

For institutions with multiple campuses, finding an appropriate balance of commonality and autonomy is frequently a challenge. This session presents how one multi-campus system balances those needs through a new shared common reading program that draws on university strategic initiatives, coordinates a selection process, and collaborates on aspects of programming and assessment—yet also honors the differing characteristics and contexts of each campus. The session's central questions will be what does "common" look like when a program is shared among six campuses, and how does that commonality contribute to an institution's ability to engage students in complex topics.

**4:45 pm - 5:45 pm**

## CR-120 Experiences of African American Males in an HBCU LLC

Marriott Marquis - A701

### **Brandon Johnson**

Director, Center for Academic Achievement  
*Florida Gulf Coast University*

Case study research was conducted on the campus of a mid-sized HBCU located in the southeastern region of the United States to investigate the experiences of first-year African American males participating in a Living-Learning Community. The purpose of this qualitative study was to understand how, if at all, the program had any impact on their retention. Data were collected over four weeks through in-depth interviews, residence hall and classroom observations, and institutional reports. This session will present the findings from this study and discuss the implications of Living-Learning Community participation on the first-year experiences of African-American males.

## CI-121 Increasing Engagement through Selfies: The GPS Initiative, an Interdepartmental Collaboration

Marriott Marquis - A702

### **Whitney Rhyne**

Director, First-Year Experience

### **Mary Ellen Schultz**

Professor, Academic Success  
*Florida SouthWestern State College*

Florida SouthWestern recognizes that engaging students with college academic, social, and personal support resources promotes academic success. This session will describe the GPS, a project in which students use their cell phones to document participation in campus activities. The presenters will describe how the development of the GPS increased engagement among FTIC students, a challenging endeavor for community-based colleges, and fostered partnership between student and academic affairs. Participants will examine student examples of completed GPS projects. The presenters will show quantitative and qualitative data that indicate increases in student participation and retention, as well as increased interdepartmental collaboration.

## FD-122 Creating a Culture of Success at Community Colleges

Marriott Marquis - A703

### **Jolayna Palm**

Project Director, First-Year Transition Programs  
*Georgia State University*

In the fall of 2016 Georgia State University (GSU) merged with five community colleges campuses, increasing its overall student population to over 50,000 students. GSU currently supports more than 4,000 freshmen. Since, the merger, GSU continues to effectively support academically at-risk students. This session will discuss how GSU has adapted its resources to support their new community-college student population. Attendees will have an opportunity to discuss challenges associated with supporting community-college students, as well as learn about resources and academic strategies that can be used to promote progression, retention, and graduation among the community college student population.

# SUNDAY, FEBRUARY 12

## CI-123 Past, Present and Future: A Peer Mentor Program Success Story

Marriott Marquis - A704

### Emily Clossin

Assistant Director, Honors College

### Kara Woodlee

Assistant Director, Honors College

*Indiana University Purdue University Indianapolis*

The Honors Peer Mentor Program through the Indiana University Purdue University Indianapolis (IUPUI) 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. A group of six experienced upper-class student leaders work with staff on the development and coordination of the program. This session will provide assessed results from five years of the program, as well as resources and lessons learned for schools interested in starting peer mentor programs.

## CT-124 Campus Safe Spaces: A Promotion of Self-Segregation or Unity?

Marriott Marquis - A705

### Jessica Thompson Falla

College Completion Coach

*Lee College*

Recently a university made headlines with a letter it sent to students stating that it didn't condone safe spaces; that these spaces make it easier for students to retreat from uncomfortable ideas. Nevertheless, safe spaces have traditionally provided needed resources and support for marginalized students, benefiting retention. The question then becomes, are safe spaces promoting self-segregation or unity? Are they a threat to academic freedom? This session will examine different aspects of this argument, as well as highlight the success of new safe spaces and social justice organizations launched with limited resources at a community college in Texas.

## CI-125 Forging Partnerships between Academic and Student Affairs

Marriott Marquis - A706

### Terranye Overshown

Assistant Professor

### Tawana Burke

First-Year Experience Program Manager  
*Lone Star College North Harris*

College life is a huge transition and students must learn to adjust physically, academically, socially, and emotionally. The purpose of the first-year experience (FYE) course is to better prepare for a successful transition into college life. At Lone Star College, we have FYE Advisors that partner with FYE Faculty to better assist with student retention and access. We want to meet needs of students and ensure they seek cooperative advising. In this session, learn how vital the role of FYE Advisors and FYE Faculty working together aligns with advising goals and additional services needed. The advisor makes three class visits.

## FD-126 Diving Into Research: Embedding Research Skills Across the Curriculum

Marriott Marquis - A707

### Elise Silva

Assistant Librarian for Freshman Programs

*Brigham Young University*

Information literacy, or the ability to locate and use information ethically, is a skill that is both widely needed in today's tech-filled world, and one that is woefully undeveloped in students beginning their studies. This session will explore the changing nature of information and research in a first-year experience context, and will serve as a brainstorming session for how to include more research and information literacy training in your own programs. Given the way students engage in research processes, and the quickly changing information landscape, participants will leave with practical ideas that can make a great impact.

## CT-127 Fostering Potential in Foster Youth Students

Marriott Marquis - A708

### Emily Wiersma

Graduate Assistant, Dean of Students

*Ohio University*

Do you remember your first day at college? How about the first time you felt like an independent adult? For many foster youth students, these two milestones in life are achieved simultaneously. As an underrepresented and underserved student population, many institutions struggle to support these students throughout their difficult transition to college. This program will expose the numerous obstacles faced by foster youth students, discuss best practices for supporting these students, and share a blueprint for creating targeted programs.

## CR-128 College Students' Faith, Spirituality, and Engagement While Attending Jesuit Universities

Marriott Marquis - M104

### Tyrone Black

Director of Student Advancement  
*Benedictine University*

Colleges aim to educate the whole person, instilling a sense of purpose in each student. This session features a social phenomenological study that explores college students' faith, spirituality, identity development, and purposeful engagement while attending a Jesuit university. The results of this study could potentially benefit administrators and faculty in both academic and student affairs at religiously affiliated institutions as they assess their overall mission of educating their students in their faith. This study can also benefit administrators and faculty at non-sectarian colleges as they seek additional ways to purposefully assist college students in their spiritual evolution.

## **CI-129 Putting Learning into Practice: Integrating Service-Learning into a First-Year Seminar**

Marriott Marquis - M105

### **Jamie Boggs**

Director, Student Support Services  
*Berea College*

First-year seminar curriculums continue to evolve to meet the needs of institutional populations. Research on service-learning courses shows that the impact of these experiences cannot be overstated. One Berea College initiative has combined these best practices to optimize the impact of the first-year seminar for its students. In this session, the presenter will walk participants through all stages of the initiative (planning, execution, assessment, adjustment) and discuss both qualitative and quantitative results of the project. The presenter will also engage participants in a discussion about first-year seminars at their respective institutions and how a service-learning component may be effectively incorporated.

## **CT-130 Filling the Gaps: Designing Supplemental Peer Mentor Training Using Technology**

Marriott Marquis - M301

### **Janet Hilder**

Program Associate, Office of First-Year Experiences

### **Jennifer Culhane**

Director of First-Year Academic Initiatives  
*Virginia Tech*

Peer mentoring relationships are widely recognized as a pivotal factor to the success of students in transition. Additionally, first-year seminars represent a high-impact educational practice (HIP) that, when combined with effective educational practices such as mentoring, enhances student learning outcomes. The focus of mentoring programs is generally around the mentee experience; however, the professional and personal development of mentors in leadership roles is of great importance. In this concurrent session, we seek to share the design, implementation and evaluation of a comprehensive asynchronous online training series for peer mentors within multiple academic settings across a large university campus.

## **CI-131 We Are All Academic Coaches: Helping Struggling Students Achieve Success**

Marriott Marquis - M302

### **Jenny Simmons**

Academic Coaching Manager

### **Alana Davis-DeLaria**

Academic Coach

### **Eryn Elder**

Academic Coach

### **Kate Peterson**

Academic Coach and International Student Academic Advising Liaison  
*University of Colorado-Boulder*

Academic coaching aims to help students adopt behaviors, attitudes, and skills that lead to academic success. By focusing on the development of reflective metacognitive skills, time management, motivation, and effective study skills, coaches build students' confidence in their ability

to succeed. In this session, a team from CU-Boulder's College of Arts and Sciences will share how they built an academic coaching program from the ground up, approaches they have found to be most powerful, and concepts and techniques that all college educators can use to help struggling students achieve success.

## **CT-132 Peer Leadership & Orientation: Connecting Student Leadership Development to Retention**

Marriott Marquis - M303

### **Josh Perkins**

Assistant Director, Student Success Programs

### **Yvonna Washington-Greer**

Director, Student Success Programs  
*Kent State University*

Student engagement and its impact on retention are topics that are connected to what we do as higher education professionals and can be daunting topics to engage. However, at Kent State University, we have developed an orientation and peer leadership blueprint, outlined in this session that intentionally engages our first-year students and builds on their individual journey of self-identity. We have created an atmosphere through a student leadership culture that affirms a sense of belonging for students. We have found success in our retention efforts through our peer-leadership development model that connects each new student the minute they step on campus for orientation.

## **CI-133 Be Extraordinary with the Exploratory Curriculum Major**

Marriott Marquis - M304

### **Juan Henry**

Academic Advisor

### **Courtney McClellan**

Academic Advisor  
*University of South Florida*

Undecided students can be a particularly challenging population for academic advisors. This presentation will provide an overview of the University of South Florida's Exploratory Curriculum Major (ECM), a program created specifically for undecided first-year students. Through guided advising and a specialized first-year course called U-Decide designed to help students explore career fields and academic disciplines, the ECM program helps support students during the major selection process. Intended outcomes of the program include timely progression, decision making self-efficacy, and high retention rates. Those who attend this presentation can expect to learn about a useful framework for working with undecided students.

**CT-134 Redesigning the Library Scavenger Hunt in First-Year Seminars**

Marriott Marquis - M106/107

**Holly Luetkenhaus**

Assistant Professor, First-Year Experience Librarian  
*Oklahoma State University*

Scavenger hunts are often used to introduce new students to campus spaces, including libraries, and are useful in courses that seek to acclimate students to campus resources. In order to mitigate haphazard scavenger hunts in first year courses, librarians at Oklahoma State University developed a mobile-friendly hunt that is used in first-year seminars to introduce students to the library. It was mapped to learning outcomes, making it an assessable activity that reaches large numbers of students with minimal disruptive impact on library personnel. This session will highlight best practices in the creation, implementation, and assessment of library scavenger hunts.

**CT-135 Enriching International Student Experiences and Institutional Practices for Fostering Student Success**

Hyatt Regency - Embassy A

**Joanne Fox**

Principal and Academic Director of UBC Vantage College, Senior Instructor, Department of Microbiology and Immunology

**Kari Marken**

Educational Developer, Center for Student Involvement and Careers (CSI&C), PhD Student, Department of Curriculum and Pedagogy

**Michelle Suderman**

Director for International Student Development

**Ashley Welsh**

Postdoctoral Teaching and Learning Fellow, UBC Vantage College  
*University of British Columbia, Canada*

This session will focus on current theory, research, and practice related to international students' first-year transition, learning, and wellness. We will highlight how the adoption of asset-based and intercultural frameworks can enrich programming and pedagogy to create positive, interdisciplinary connections among faculty, staff, and students. During the workshop, we will leverage the expertise in the room and invite the participants to engage in individual and group activities that challenge and build upon how they develop, implement, and assess approaches to working with, educating, and welcoming international students in higher education.

**CT-136 Increasing Social Capital: Retention Strategies for First-Generation Students**

Hyatt Regency - Embassy B

**Jamal Johnson**

Assistant Director for Mentoring and Retention  
*The College of New Jersey*

**Katie Felton**

Campus Success Consultant  
*Campus Labs*

Students from first-generation and low-income backgrounds are among the least likely to be retained and complete a degree. It is crucial for institutions to provide appropriate support and resources for these students to help them be successful on campus. This session will provide an in-depth look at the characteristics and challenges of first-generation students and strategies for their success. The College of New Jersey will share details of their mentoring initiative that focuses on first-generation and minority students.

**CI-137 College Rocks! Supporting Retention through an Engaging Online Summer Course**

Hyatt Regency - Embassy C

**Shannon Brandt**

Assistant Dean of Academic Success

**Elizabeth Julian**

Director of the Center for Writing & Tutoring Resources

**Todd Snovel**

Director of Student Engagement  
*Lebanon Valley College*

In order to increase retention and provide additional support for at-risk populations without overburdening staff or budgets, Lebanon Valley College developed "College Rocks!," an interactive online summer course that complements and offers a preview of the newly-implemented first-year experience (FYE) program. Offered exclusively to all incoming freshmen at no cost, FYE 099 aims to equip incoming students with the knowledge and self-awareness to become successful, "rock star" students. This session will highlight the process of creating and tailoring an online course to meet students' needs, significant and relevant data accrued, implementation and promotion of the course, and potential areas for improvement.

**FD-138 Way-Finding - A Discussion of High-Tech, High-Touch Possibilities**



Hyatt Regency - Embassy D

**Brendan Schulz**

Executive Director, Student Success  
*York University*

When students are sent office-to-office on campus to access resources and resolve issues, we risk their retention/success and the institution's reputation. This session explores possibilities for innovative high-tech and high-touch solutions for way-finding that helps students go to the right place the first time and/or resolve issues online without having to come to campus, make appointments and stand in lines.

Using "Open Space" facilitation, the session will engage participants on key questions of interest and allow participants to spend as long or as little time on each topic as they wish. Participants will receive copy of the output from the session.

## FD-139 Engaging the Campus Community in Common Reading Programs

Hyatt Regency - Embassy E

### Charles Haberle

Assistant Vice President for Academic Affairs  
*Providence College*

After a brief overview from the presenter, session participants will have an opportunity to share their experiences engaging various campus constituencies (e.g., faculty, staff, student groups, alums) in their common reading programs. Groups will be invited to discuss and share strategies that have worked for their institutions, challenges faced, as well as potential methods to increase greater campus-wide involvement in common reading programs.

## E-140 The Impact that Resiliency has on the Success of Students!

Hyatt Regency - Inman

### Joshua Fredenburg

President, National Leadership Speaker, Author  
*Circle of Change Leadership Experience*

(ACHA, 2011) not only states that 30 percent of college students report feeling "so depressed that it was difficult to function" at some time in the past school year, but (Psychology, 2015) asserts that there has been a decrease in the ability of college students to manage the everyday bumps in the road of life. To combat these challenges that affect student retention and academic success, this session seeks to not only help student affair professionals develop a deeper understanding of resiliency, but also help them learn how to increase resiliency among their students.

## CT-141 The Power of Peers and First-Year Success

Hyatt Regency - Piedmont

### Lynn Zlotkowski

Director, Connect Living Learning Community / Coordinator, First-Year Seminar  
*Mount Ida College*

### Lisa Hardej

Assistant Director of Academic Advising  
*Brandeis University*

Through the lens of two working models, participants will learn about options for utilizing peers in advising, with at-risk populations, with student-athletes, and partnered with first-year seminars. Brandeis University has run a successful peer advising program for the past fifteen years, while Mount Ida College has just started their program. These peer mentor programs provide benefits to the first-year students, professional staff, and the peer mentors themselves on these two campuses. Session attendees will leave with tools for implementation, training, and utilization of peer mentors on a variety of campus settings in support of first-year student success.

## CT-142 Periscope, Snapchat, Instagram, Oh My!

Hyatt Regency - Spring

### Maggi Spurlock

Senior Program Coordinator, First-Year Experience

### Missy Korduner

Director, First-Year Experience

### Lexi Verret

Marketing Graduate Assistant, First-Year Experience  
*Louisiana State University*

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Jodi Levine Laufgraben, Author and Editor

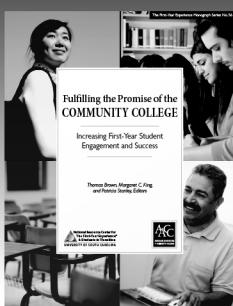
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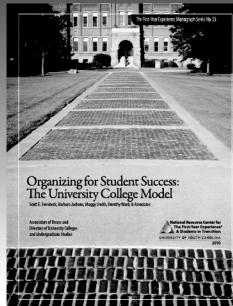
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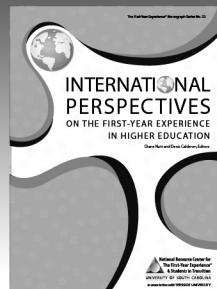
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### A DISCUSSION WITH:

Martha Wilson  
Assistant Director, First-Year Experience and Orientation  
First-Year Experience and Student Retention



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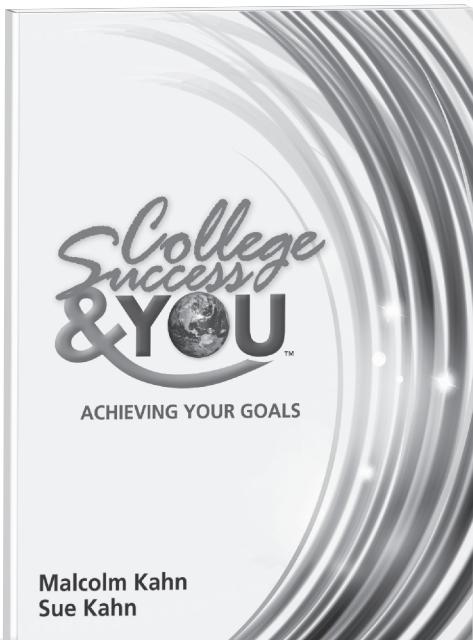
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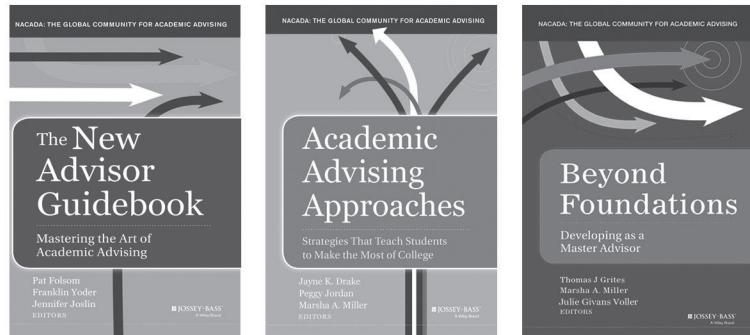
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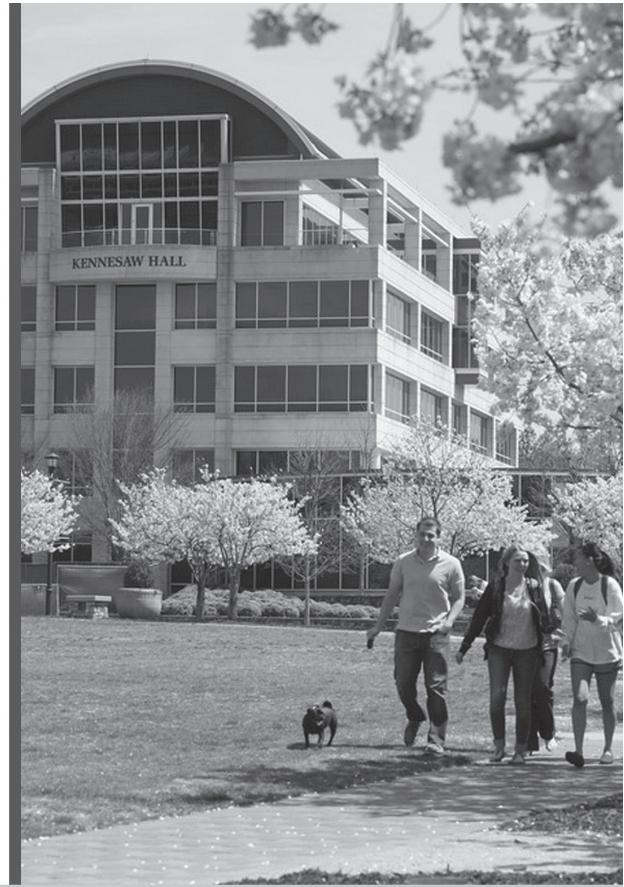
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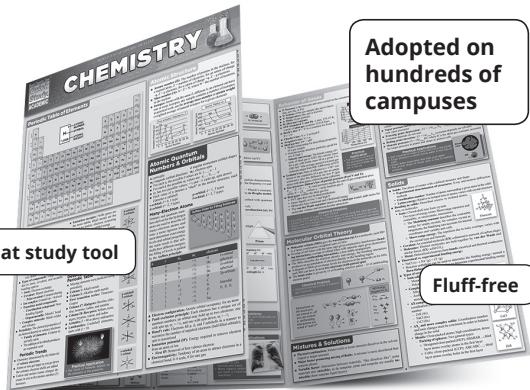


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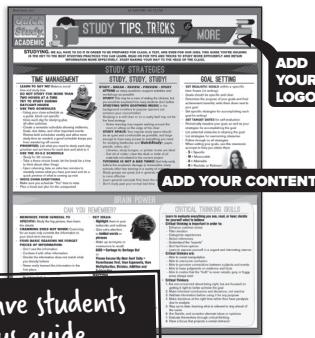
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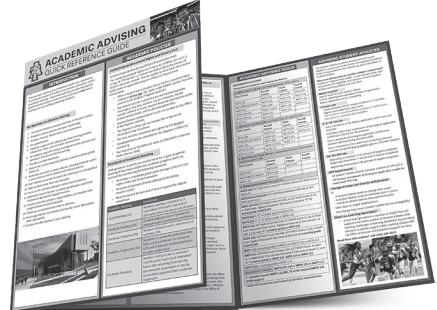
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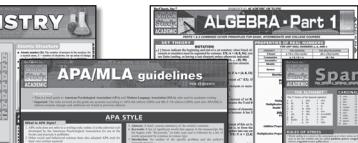
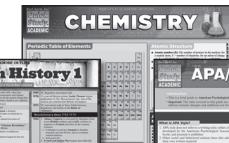
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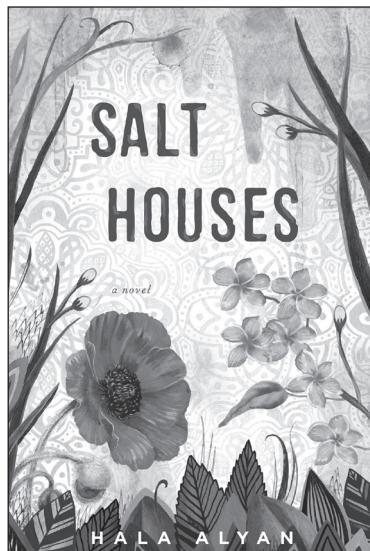
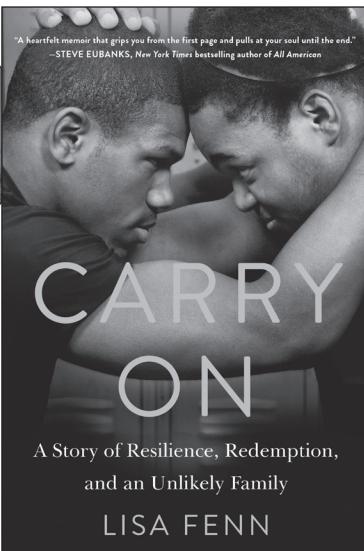
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author of *Carry On: A Story of Resilience, Redemption, and an Unlikely Family*

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**HALA ALYAN**  
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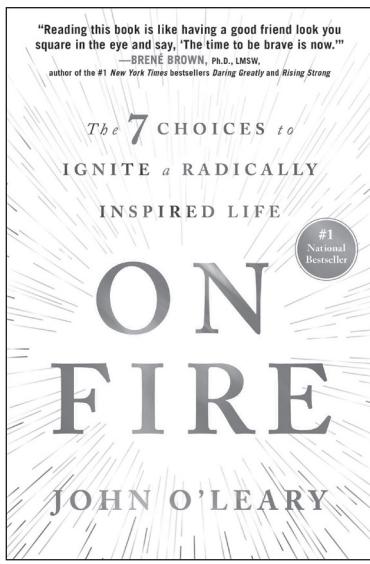
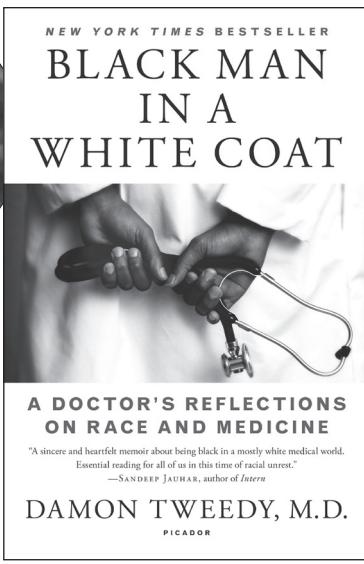
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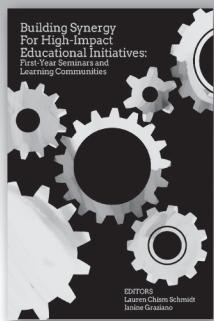
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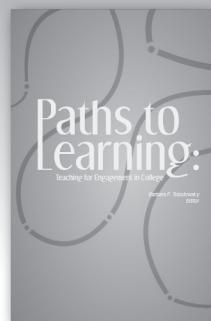
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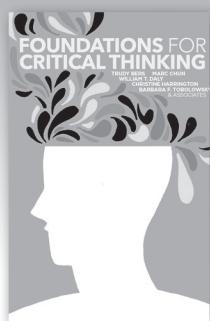
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# POSTER SESSIONS - 7:30 AM-9:00 AM

## Conference Registration/ Information Desk

7:00 am - 6:00 pm

*Marquis Ballroom Foyer*

## Continental Breakfast with Exhibitors

**7:30 am-9:00 am**

*Atrium Ballroom*

## Continental Breakfast with Poster Sessions and Colleague Clusters

**7:30 am-9:00 am**

*Marquis Ballroom D*

Join colleagues who share interest areas for this networking opportunity. Tables 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 59-64.

## 7:30 am-9:00 am — **POSTER SESSIONS**

### PR-143 Mindfulness, Yoga and Their Connection to Students with Learning Disabilities

**Courtney Hoffmann**

Academic Adviser and Learning Specialist  
*The George Washington University*

The focus on Yoga is not new, though the debate surrounding how Yoga should be viewed continues. The increased interest regarding the biomedical benefits of Yoga has propelled it to the forefront as a way to consider the human experience. The compilation of research insinuates that Yoga may be beneficial for a wide range of social problems found in atypically developing children, including behavioral and learning problems. Yoga has also been shown to have been successfully used as an intervention tool for those students with Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder including those with depressive tendencies and disorders.

### PA-144 The First-Generation Experience at the University of Toronto Scarborough



**Alyssa Graham**

Coordinator, First-Year Programs  
*University of Toronto Scarborough*

The University of Toronto Scarborough (UTSC) is in one of Canada's most diverse and multicultural communities, East Scarborough. Many students come from the surrounding community, and are either first- or second-generation Canadians. Our students often work part-time or full-time, and have connections to multiple cultures, all of which have implications for their life at UTSC. Participants will learn how our first-generation program helps our students build social capital, increase retention, and enhance student success.

### PA-145 Using Design Thinking to Improve Library Services for Transfer Students

**Linda Whang**

First-Year Experience Librarian  
*University of Washington*

This poster presentation will describe the University of Washington Libraries' use of Design Thinking methodology to learn about the challenges and needs of transfer students. We will describe library outreach programs that we designed to meet those needs, our assessments of those programs, and how they can be tailored or improved for other audiences and institutions.

### PR-146 Classroom Debates: A Tool to Enhance Critical Thinking

**Martin Tawil**

Professor, First-Year Experience  
*Florida SouthWestern State College*

This session explores the results of a study examining the effects of debating on the perception of students' critical thinking disposition. The participants were randomly selected from Cornerstone Classes. The data collected during this study were student surveys, student interviews, researcher observations, and pre- and post-study results of the California Critical Thinking Disposition Inventory. The overall results of the study showed that students benefited from the exercise of debating particularly when debating opposing points of view. Students' disposition to be critical thinkers improved as a result of debating.

# MONDAY, FEBRUARY 13

## PR-147 Peer Mentors' Professional Development and Purposeful Pedagogy

### Nicole Livengood

Director of First-Year Seminar and Peer Mentor Program  
*Marietta College*

The study presented in this session aimed to fill a research gap by examining the relationship between mentoring, integrative learning, and peer mentors' development of transferable professional skills and their identity as future professionals, regardless of major. Analysis of written work and interview transcripts revealed mentoring transformed students' understandings of leadership; developed an internal locus of control; helped them learn time-management; and developed written, oral, and group communication skills. Analysis highlighted the importance of intentional practicum pedagogy as key in students' development, understanding, and application of professional skills.

## PR-148 Psychosocial Factors as Success & Retention Predictors: A Longitudinal Study

### Rachel F. Pickett

Associate Professor of Psychology; First-Year Experience Director

### Paul Wangerin

Institutional Analyst

### Steven Montreal

Dean, Arts & Sciences  
*Concordia University - Wisconsin*

This session considers results of a study to explore psychosocial factors as predictors of long-term academic success and retention. Participants were 407 traditional-aged freshmen (245 women, 158 men) enrolled in a first-year seminar; they completed the Student Strengths Inventory. Longitudinal data were collected on academic success and retention variables over the course of students' time at the university. Psychosocial factors were predictive of first-semester GPA, retention to second semester, longitudinal measures of academic success as well as persistence and graduation rates. The current study supports previous research and the importance of assessing and addressing psychosocial factors in college student development.

## PR-149 English Learning Environment Effective for First-Year Students

### Minako Nishiura

PhD Candidate  
*University of Tsukuba*

In Japan, English education is an urgent matter to be addressed in this global era, and the government has issued several white papers such as "Five proposals and specific measures for developing proficiency in English for international communication." However, we have not seen much success because of lack of research on students' learning styles and needs. In the study discussed in this session, the questionnaire surveys were conducted on 136 first year students (94 for preliminary survey, 42 for formal survey) at a private university in Kyoto, Japan, to identify an ideal environment for their English-learning to further improve their motivation and ability.

## PR-150 Derailed: Investigating the Disconnect Between Aspiration and Achievement in STEM

### Susan Romanella

Program Director, College of Science and Engineering  
*Texas State University*

How do first-year college students who aspire to attain a degree in science, technology, engineering and math – and who expressly applied to live in a STEM Living Learning Community – get derailed? This session explores

data collected from three separate STEM LLC cohorts that showed college-ready standardized test scores, strong STEM aspirations, and the deliberate choice to live in a STEM-focused learning community, were not predictive of academic success for 27% of the full cohort. This study adds to existing research on factors that contribute to the breakdown between aspirations and academic achievement in first year STEM majors.

## PA-151 Using Technology and Social Media for Academic Advising

### Gail Samdperil

Associate Clinical Professor

### Valerie Wherley

Assistant Clinical Professor  
*Sacred Heart University*

This session will educate new and experienced advisors on how to integrate digital platforms including Blackboard, Web Advisor, Web Ex, and video-based tools into academic advising models. Participants will understand the benefits of using digital tools to increase effective communication between student and academic advisor.

## PR-152 The Effects of Student Support and Self-Determination on Student Outcome

### Seonyoun Hong

Assistant Professor  
*Ajou University*

### Insu Kim

Associate Professor  
*Korea National Sport University*

This session explores research that investigated the effect of student support and self-determination on student outcome of college freshman. The survey was conducted by 379 freshman students at a university in Korea. The hypothesis model was that student support influence on the self-determination and the student outcome of college freshman and self-determination as a mediating variable, linked the variables. As a result, student support had a positive effect on relatedness and competence of self-determination and relatedness had a positive effect on academic achievement, university satisfaction and future expectation. The autonomy and competence had a positive effect on future expectation.

## PR-153 Using CM/PM to Develop PYP's Functions in Saudi Post-Secondary Education



### Atiyah Alghamdi

*King Saud University*

This session explores a study aimed to develop the functions of Preparatory Year (PY) at King Saud University (KSU) to make first-year student transitions successful. Six phases of Concept Mapping/Pattern Matching (CM/PM) methodology advanced by William Trochim (1989a, 1989b) were utilized. Fourteen stakeholders participated in the brainstorming session. Multidimensional Scaling and Hierarchical Clustering Analysis produced 48 developmental statements placed into seven clusters. CM/PM revealed that the current model of PY performed ineffectively on three main dimensions: Program application policy, Program philosophy planning and operational mechanism, and assessment mechanism and curriculum structure. Recommendations were made to the educational policy-makers to developing and restructuring these dimensions.

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

FYE 2017

## PA-154 Comparison of Blocked-Scheduled and Non-Blocked Freshmen

### Cynthia Kato

Director Student Success Services

### Patricia Backer

Director, SJSU's Project Succeed  
*San Jose State University*

This session explores the implementation, in fall 2015, of a program for freshmen in the Colleges of Business and Engineering, and Child and Adolescent Development at San Jose State University that assigned them schedules that included at least two shared classes with students in their majors. Students were assigned to two-to-four classes in blocks. Due to an unexpected increase in freshman enrollment of those admitted, particularly in the College of Engineering, 1273 new freshmen (37% of freshmen) participated in block scheduling. The other 2202 enrolled freshmen did not. First-Year retention data indicates there are significant differences between the groups of students who were in the blocked schedules and those who were not.

## PA-155 Promoting Academic Success through Academic and Student Affairs Collaboration

### Peggy Whaley

Assistant Director, Office of Retention

### Cindy Clemson

Assistant Professor, Adolescent, Career, and Special Education  
*Murray State University*

Over the past three years, Murray State University has piloted student success discipline-specific freshmen transitions courses in which academic affairs and student affairs personnel collaborate as partner instructors. Faculty who are assigned to teach their disciplines' one-credit-hour transitions courses are paired with student affairs volunteers. Discipline faculty deliver discipline-specific content as well as general university information and student affairs instructors deliver content on time management, strategic learning, resiliency, managing college life and successful student behaviors. Survey results show that students benefited from this collaboration, reporting increased confidence in their ability to succeed in academics.

## PA-156 Power of the Javelina Pack: The Evolution of Peer Mentoring

### Christina Gonzalez

Director, Academic Support Resources  
*Texas A&M University – Kingsville*

With a stagnate retention rate of 55%, Texas A&M University-Kingsville (TAMUK), a Hispanic Serving Institution (HSI), developed a comprehensive first-year experience (FYE) through the creation of the Center for Student Success in 2011 to offer an abundance of student support and resources. Currently, TAMUK celebrates a 71% retention rate and attributes the increase to all their FYE initiatives: a two-semester university success course, peer mentoring, tutoring and professional academic advising. The focus and basis for discussion will be the evolution of the peer mentoring Graduation Pathway Success Center, including the program implementation, strategies, certification process, successes and challenges.

## PA-157 Summer Bridge: Providing Pathways for Success with Targeted First-Year Students

### Natasha Habers

Interim Department Chair and Associate Professor of Art

### Deborah Mixson-Brookshire

Assistant Dean and Associate Professor of Management

### Ruth Goldfine

Interim Associate Dean and Professor of English

### Nirmal Trivedi

Director of First-Year Seminars and Assistant Professor of English  
*Kennesaw State University*

Kennesaw State University created the Bridge to Success (B2S) program to provide a gateway into the institution ensuring students with differing test scores prior to consolidation were accepted after the consolidation. In this poster presentation, participants will be able to discuss with the presenters their institutions' practices for summer programs with incoming students as they launch their college journey. Additionally, we will share our strategies and approaches about our comprehensive summer bridge program which can be adopted by other universities to serve a targeted first-year student population.

## PA-158 Blueprint for a Blugold: A Successful Transition Program

### Louisa Rice

Director of the First-Year Experience

### Katie Weichelt

First-Year Experience Programming Coordinator  
*University of Wisconsin – Eau Claire*

This poster presentation will explain an innovative co-curricular program implemented at the University of Wisconsin Eau Claire. The "Blueprint for a Blugold" is comprised of an on-campus events series for new students and a complementary collection of online learning modules delivered through the university's learning management system. The tracking system we have developed indicates significant success in terms of student attendance at events and completion of the modules, particularly when students are concurrently enrolled in a first-year experience course. We will detail both the components of the program and assessment measures indicating success.

## PA-159 Implementation of a Faculty/Staff Mentor Program for At-Risk Students

### Maria Alaniz

Professor, Sociology & Interdisciplinary Social Sciences

### Marlene Scherer Stern

Higher Education Consultant, Trainer and Advocate  
*San Jose State University*

The presenters will discuss the successes and challenges of establishing a faculty mentor program at a large, diverse urban campus with a majority first generation college student population. Topics include: establishing and fostering a mentor culture on campus, leveraging resources, coordination with faculty, staff and student organizations, pilot testing models specifically tailored to the campus environment and taking the pulse on current campus issues as a way of promoting the program.

# MONDAY, FEBRUARY 13

## PR-160 First-Generation Students in Transition at an Open Admissions University

### Irene Olivares

Specialist/Student Success Lecturer  
*Washburn University*

This poster presentation highlights the challenges that first-generation students face in their transition to an open admissions university. This presentation provides research findings from a focus group of seven first-generation students who discussed transition topics including: connecting to campus as minority students, campus support, and family disconnect. The results revealed that even though these students belonged to campus groups that helped their transition to college, these students had not been given an outlet to talk about the challenges of being first-generation students. Fulfilling its mission as an open admissions university, Washburn has initiated efforts to make the university experience navigable for first-generation students.

## PR-161 Academic Motivation and Perceived Abilities of First-Year Residential College Students

### Mary Garrison

Director and Professor, School of Human Ecology

### Robert Rohli

Faculty Director and Professor, Louisiana Geographic Education Alliance  
*Louisiana State University*

As part of a larger project, the purpose of the current study, explored in this session, was to investigate whether academic motivation influenced the perceived enhanced abilities of first-year students living in the same residential college within and across time. The primary finding was that academic motivation of first-year college students who lived in a residential college was significant related to perceived enhanced abilities. As indicated in previous research, the major implication is that living-learning programs might be better designed if they extended beyond the first semester of the freshman year.

## PA-162 Staying the Course: A Learning Community for First-Year Student Retention

### Marna Mozeff

Director, Freshman Academic Seminar Program

### Jill Moses

Professor, English

### Cassandra Hirsch

Professor, English  
*Drexel University*

Drexel University's Freshman Academic Seminar Program (FASP) is a vital learning community for a limited number of first-year undergraduate students with lower than average SAT scores. This session explores the program, which is committed to retaining students by engaging them both academically and socially, a team of math and English faculty collaborates to build on the gateway skills of math and English. Students attend a sequence of seminar courses, remain with the same math and English professors throughout the year, and participate in social activities to navigate and adjust to the new challenges of college life. FASP Alumni mentor our incoming first-year students.

## PR-163 Orientation's Effect on Mental Health among First-Year College Students

### Nicky Kratzer

Orientation Head Staff, New Student & Transition Programs  
*Elon University*

Transitioning to college can be a time when students' mental health is fragile and vulnerable. The study explored in this session, took place at a small, private, liberal arts university in the Southeast. One hundred sixty-seven students completed a survey in at the start of the semester, and again at the midpoint or end. Results showed that as students felt more comfortable with their Orientation Leader and Orientation group, they were less likely to express anxiety and depression symptoms. These results have the ability to influence the structure of first-year orientation experience and other programs, which assist students in their transition to college.

## PR-164 Developing an Interdisciplinary Health and Wellness Framework for Co-Curriculum Programming



### Jennine Rawana

Associate Professor, Psychology  
*York University*

### Nicole Joron

Student Success Coordinator

### Deanna Orlando

Undergraduate Student

### Mazen Hamadeh

Master, Associate Professor, Department of Kinesiology

### Oyewunmi Oyelowo

Undergraduate Student  
*Calumet and Stong Colleges, York University*

The well-being of students is central to student success. Working within Canada's third largest university presents challenges when meeting the needs of diverse students. This project had four phases. Phase I consisted of a systematic literature review on the characteristics of healthy campuses. Phase II identified the theories underlying the reviewed articles. Phase III involved focus groups with campus partners to develop a Theoretical Framework of Health and Wellness (Phase IV). This session will cover details about an evidence-based framework for defining and integrating health and wellness into our co-curricular programs that is grounded in interdisciplinary research and represents student voice.

## PR-165 University Retention of Students-of-Color: Participation in a Peer-to-Peer Mentoring Program

### Griselda Flores

Assistant Director of Multicultural Affairs  
*Stephen F. Austin State University*

### Antonio Estudillo

Assistant Professor, Educational Foundations  
*Monmouth University School of Education*

This poster presentation will focus on a peer-to-peer mentoring program at a predominantly white institution developed to support first-year students of color transitioning into college. The purpose of the mentoring program was to increase underrepresented college students' retention rate and first-year experience through academic and social integration. We will share the importance of utilizing program assessments and evaluations to enhance mentorship programs. The assessments for this program revealed the need for faculty and staff mentors, as well as more mandatory events and expectations. We address the history and development of the mentorship program, the benefits, adaptable program strategies, and learning outcomes.

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

FYE 2017

## PR-166 Evidence and Argument: Academic Research Practices in the First Year

### **Sara McCaslin**

Instructor/University Experience Coordinator  
*Western Kentucky University*

Using the concepts of Evidence and Argument, Western Kentucky University's first-year program teaches the importance of information literacy in every course and requires completion of a library skills component. This presentation will focus on Evidence and Argument including Evidence Gathering, Sense Making, and Argumentation and examine how students can apply these concepts to scholarly research practices. This presentation will also provide assessment information related to the library skills component and how this student feedback impacted the future direction of the component.

## PR-167 Go Big or Go Home: Marketing a First-Semester Seminar Course

### **Brooke Moore**

Coordinator of First-Year Seminars

### **Jody Maloney**

Academic Advisor  
*Ferris State University*

Ferris State University has a first-semester seminar course that has been a required class for over 14 years. To determine the current climate of the support for this program, a survey was given to those determined to have the most influence with students, faculty, and staff. Some questions asked were: Does the support for the program still exist? What is the current perception of the program? What do those surveyed know about the content that is being taught? Research was conducted to answer these questions, and as a result, a comprehensive marketing program emerged which will be discussed.

## PR-168 Writing and Critical Thinking in the First-Year Seminar

### **Phyllis Conn**

Associate Professor, Institute for Core Studies  
*St. John's University*

Writing and critical thinking are key components of the first-year seminar at St. John's University. Prof. Conn has worked with an undergraduate writing fellow for three years to explore and develop students' critical thinking through writing. This study discussed in this session focuses on one group of students' use of evidence in writing assignments as an aspect of critical thinking, asking whether modeling and planned interventions help improve students' performance on these tasks. The study concludes that specific interventions and modeling do help some students in some respects. This research points to several related questions for further study.

## PR-169 Are Students Able to Predict Their First-Year Retention?

### **Laurel Pritchard**

Assistant Director of Undergraduate Education

### **Emily Balcom**

Student Academic Integration Coordinator  
*University of Nevada – Las Vegas*

Students enrolled in first-year seminars (FYS) completed the Learning Outcomes Survey (LOS) at the end of the fall semester of their first year. We examined relations between students' self-reported intention to re-enroll and their actual enrollment status the following fall. While students were generally accurate in predicting their enrollment, a small group either did not follow through on plans to re-enroll or inaccurately predicted that they would leave the university. Because both groups were relatively small, we can use these data to create targeted re-enrollment campaigns, on one hand, and interviews to identify factors associated with persistence on the other.

## PR-170 Enhancing URM Graduate Success in the First-Year at a Predominantly White Institution

### **Bianca Evans**

Assistant Dean, Diversity and Inclusion

### **Kristen Hurns**

Graduate Student

### **Brandon Washington**

Graduate Student  
*Indiana University*

The study explored in this session uses a qualitative approach to explore the transition of underrepresented graduate students to graduate programs, and their persistence beyond their first-year of enrollment at a midwestern University. This study addressed the research gap that exists regarding the relationship between underrepresented graduate student success and two outcomes—student academic performance and persistence. Six interviews were conducted using 12 open-ended questions. The findings presented focus on key aspects that students identified as being particularly helpful to them in the first year. Five themes and 13 subthemes emerged from the data analysis.

## PA-171 Path to Admission through Co-Enrollment (PACE)

### **Jasmine-Rose Schmitt**

Program Coordinator, Academic Advising  
*University of Texas at Austin/ Austin Community College*

This session explores the program, PACE - Path to Admission through Co-Enrollment, a partnership between The University of Texas at Austin and Austin Community College (ACC) for first-year students. Participants take the majority of their classes at ACC, plus one course per semester at UT Austin. Granted full-time student status at ACC and UT Austin, students are integrated into life on both campuses through program-specific academic and student-life support services. Students who meet program requirements are then able to continue their undergraduate studies at UT Austin without having to apply for transfer admission.

## PR-172 The Influences of Working on Undergraduate Student Success

### **Sarah Wever**

PhD Student, Graduate Research Assistant

### **Stephanie Charles**

Masters Student, Sitters for Service Coordinator

### **Sarah Kathryn Bonds**

Graduate Community Director

### **Devon Bohart**

Graduate Community Director  
*The University of Alabama*

With the price of college continuously rising, the cost of earning an undergraduate degree lies largely on the shoulders of students. This session will explore the influence of working on undergraduate student involvement and grade point average. Results from our study demonstrate that compared to students who do not work, students who work participate in more academic, co-curricular, and residence hall involvements, utilize more university resources, hold more leadership positions, and are more civically engaged. After controlling for involvements, students who work 20 or more hours per week have lower GPAs than students who do not work.

# MONDAY, FEBRUARY 13

## PR-173 First-Year Mentor Program Aimed at STEM Persistence

### **Janelle Fayette**

Dean, First-Year Experience

### **Lisa Trahan**

Assistant Vice President

### **Paul Nooney**

Administrative Specialist

*Rensselaer Polytechnic Institute*

In June 2014, the Howard Hughes Foundation officially awarded Rensselaer Polytechnic Institute a grant to implement a program called: Integrative Program for Education, Research and Support Involving Science and Technology. First noted by researchers such as Seymour and Hewitt (1997) STEM students leaving the field early on in their higher education programs has become a national epidemic. At RPI this project is better known as I-PERSIST, a mentor program and a faculty learning community program plan to create an institutional environment that enhances motivation for learning, teaching and mentoring to increase student persistence in STEM fields.

## PR-174 Class Leaders and First-Year Seminars Students' Perception of Course Value

### **Angela Vaughan**

Director, First-Year Curriculum and Instruction

### **Jesseca Manson**

Instructor, University 101

*University of Northern Colorado*

This session explores a study that assessed whether incorporating class leaders into a first-year seminar (FYS) affects students' perceptions of course value. The purpose is to build students' perceptions of value by connecting with peers who have experienced the content first-hand and are incorporating them into their experiences. It is predicted that freshmen students will recognize the value of the content, and as a result, be more likely to incorporate strategies earlier. This is a mixed-methods study that includes qualitative and quantitative data (experimental; HLM, n = 400). All sections have a coordinated curriculum and the only difference between the two groups will be the class leader.

## PR-175 Supporting the First-Year Seminar with Goals, Outcomes, and Assessment

### **Eddie Case**

Associate Professor of Education and Director of Gateway 101

*Wingate University*

Two significant challenges in maintaining a successful first-year seminar are protecting it from the growing weight of including everything that a first-year student could possibly need to know and fighting off those who continually ask if it is even needed. This session will describe the steps taken at Wingate University to clarify the goals and outcomes of the first-year seminar to provide protection from the first challenge. It will also discuss the role assessing those outcomes plays in supporting the continuation of the program.

## 9:15 am-10:15 am

## CR-176 Western Carolina PEAKS: A Decade of Reflection

Marriott Marquis - A701

### **Brian Boyer**

Residential Case Manager

### **Zachary Williams**

Resident Director

### **Trent Mortimer**

Resident Director

### **Laura Allison**

Assistant Director, Residence Life

*Western Carolina University*

Over the past decade, the Department of Residential Living at Western Carolina University has provided a residential first-year experience to all incoming students. The program focuses on student growth utilizing six learning outcomes; meeting academic challenges, developing meaningful relationships, making a strong connection to WCU, identifying future goals and aspirations, feeling valued and cared for and clarifying their sense of self. This session will look back over the past ten years and discuss lessons learned, research indications/suggestions, how we have grown, program initiatives and what the department is doing to prepare for the next 10 years.

## CI-177 I Got Your Back! Peer Mentoring at a PBI

Marriott Marquis - A702

### **Alexis McLean**

Lecturer/Counselor

*Medgar Evers College of the City University of New York*

Within the context of a first-year counseling course and a peer mentorship initiative entitled Mission Possible, this presentation will provide a better understanding about the role of peer mentors in transitioning vulnerable first-year students into college. A number of outcomes and strategies correlated with the persistence of both mentees and mentors will be discussed, and participants will gain knowledge about how to implement similar programs on their campuses. Assessment methods and implications for institutional improvement and advancement will also be discussed.

## FD-178 Helping Student Staff Support their First-Year Student Peers

Marriott Marquis - A703

### **Julius Mayo**

Assistant Director of Academic Initiatives

*The Ohio State University*

This facilitated discussion session will provide an opportunity to discuss current approaches and trends for utilizing residence hall student staff and mentors to support the psychosocial development of first-year students. A brief example of an initiative called the First-Year Foundations program in Residence Life at The Ohio State University will be provided to initiate a much broader conversation on how peer learning can be maximized to enhance student first-year experiences.

**CT-179 ICYMI/JSYK: Easy-Peasy Ways to Add Digital Magic to Your Teaching!**

Marriott Marquis - A704

**Brad Garner**

Director of Faculty Enrichment  
*Indiana Wesleyan University*

The world has gone digital! The degree to which this reality has impacted higher education is worthy of further discussion. Innovative and forward thinking faculty members can make their classes pop and sizzle with the latest in easy-to-learn digital tools that connect faculty and students both inside and outside the classroom. These include social media, presentation tools, videos, interactive learning objects, web-based resources, to name a few. This session will allow faculty to sample a variety of digital tools (plus digital step-by-step directions for all fifty tools)! Strap in for a digital adventure.

**CI-180 Building Community: A Student Engagement Framework for Responding to Inequity**

Marriott Marquis - A705

**Natalie Gerum**

Student Engagement Advisor

**Robyn Leuty**

Manager, Workplace Learning

**Rob Kim**

Student Engagement Advisor  
*University of British Columbia*

The Community Building Education (CBE) training framework grew from a need for student leaders at the University of British Columbia (UBC) to feel empowered to shift from passive to active witness roles in encounters with inequity. Intended to support the student leaders supporting UBC's first-year student communities, the CBE framework now annually involves more than 1,500 student leaders who interact with the university's 7,000+ first-year students. This session will share lessons learned and big questions arising from the implementation of a cross-institutional training framework aiming to facilitate critical campus conversations and, more importantly, working to teach courage as leadership.

**CI-181 The 3 S's of Success: Year Two**

Marriott Marquis - A706

**Jackeline Bonilla**

Assistant Director, 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. Now in its second year, this session will discuss the three S's of Success Curriculum and impact on the peer leader program.

**FD-182 The Bridge to Excellence: Aligning Faculty Development with Program Goals**

Marriott Marquis - A707

**Hilary Harris**

Department Chair, Education

**Gail Marxhausen**

Lead Faculty and Professor, First-Year Experience  
*Lone Star College - CyFair*

Faculty arrive at the first-year experience with a staggering diversity of skills, motivations and orientations. The role of professional development in an FYE program, then, is both unique and singularly important. In a radically compressed timeframe, aspiring FYE faculty must evolve in three critical areas: (1) developing content expertise across multiple disciplines; (2) expanding their range of pedagogical strategies; and (3) accomplishing both in the framework of postsecondary education for adult learners at the community college. This session will offer a model for participants to assess current professional development practices toward empowering faculty to fulfill the promise of FYE.

**CR-183 Studying Student Experience to Improve Institutional Practice**

Marriott Marquis - A708

**Amanda Wornhoff**

Lecturer in Undergraduate Writing and Director of First-Year Initiatives

**Cathy Evins**

Lecturer in Mathematics and Co-Coordinator of General Education and Developmental Mathematics

**Eileen Hickey**

Student Support Specialist  
*Roosevelt University*

Presenters will share with participants the qualitative and quantitative results of a grant-funded evaluation of a small-scale summer bridge program for at-risk students which revealed, among other findings, that the social foundation formed in the program positively influenced students' subsequent college experiences. Armed with these findings, the presenters led program revisions to support students' social foundation, specifically through altering program practice to increase faculty and staff collaboration. Applying the evaluation findings to collaborative revisions also addressed significant institutional challenges. Presenters will discuss the program revisions and potential implications of applying social foundation to institutional practice for student and institutional success.

**CR-184 Trickle-Down Engagement: Maximizing Teacher and Student Engagement in First-Year Courses**

Marriott Marquis - M104

**Donald Saucier**

University Distinguished Teaching Scholar

**Stuart Miller**

Doctoral Student in Psychological Sciences  
*Kansas State University*

While much research has examined the engagement of college students in the classroom, relatively little research has examined the engagement of their teachers. This session explores the possibility that enhancing the engagement of college teachers will "trickle down" to enhance the engagement (and learning) of their students. Presenters will explore the results of their research program investigating college teachers' subjective experiences in teaching, the correlates of these experiences, and the outcomes these experiences have on students' engagement and learning. The data supports the "trickle-down engagement" model, and suggests practical recommendations to improve the engagement of both college faculty and students in their shared courses.

# MONDAY, FEBRUARY 13

## CT-185 Creating a Data-Driven Response to Retention

Marriott Marquis - M105

### **Kelly McCoy**

Dean of Arts and Sciences

*Georgia Southwestern State University*

### **Katie Felton**

Consultant, Campus Success

*Campus Labs*

This session will examine various perspectives on student success, diving into the current research-based theories that inform the field. From there we will review successful strategies and practices for retention and persistence, with the goal of helping those tasked with retention lay the groundwork for the development of a multi-faceted student success plan on campus. Faculty from Georgia Southwestern State University will share details of their Storm Spotters program, designed to increase retention among first-year students through targeted interventions designed to address a students' individual risk factors.

## CT-186 Integrating an Online Textbook in a First-Year Seminar Course

Marriott Marquis - M301

### **Kelly Smith**

Director, First- and Second-Year Experience

*Northern Illinois University*

### **Lisa LaRew**

Manager, Digital Productions

*Hayden McNeil*

This session reveals assessment data that led Northern Illinois University to consider and then implement an online textbook into their first-year seminar course, UNIV 101. In an effort to contribute to the inadequate data on best practices of employing online textbooks in first-year seminar courses, presenters will discuss and share implementation, training, and assessment practices and results used to integrate and evaluate the effectiveness of an online textbook in fall 2015 and fall 2016.

## CI-187 First Generation Strategies to Improve Student Success and Retention

Marriott Marquis - M302

### **Kelly Wood**

Interim Director, First-Year Programs

### **Tracey Glaessgen**

Assistant Director of First-Year Programs

### **Mark Biggs**

Associate Dean of Arts and Letters

### **Rachelle Darabi**

Associate Provost for Student Development and Public Affairs

*Missouri State University*

Missouri State University, a moderately selective institution with approximately 24,000 students, of whom 34% self-identify as first-generation, has begun its third year of providing intentional and targeted support for first-time, first-generation students. This session will focus on the program. Initial support focused upon specialized, first-generation, college-dedicated sections of the required first-year seminar course with additional professional development for instructors. By year two, financial aid and scholarship workshops were offered to help allay students' financial concerns. Increasing support to families, summer orientation breakout sessions were created; this support continues throughout the academic year with a monthly family newsletter. This campus-wide approach has resulted in increasing fall-to-fall retention rates.

## CT-188 What's the Problem? A Problem-Based Approach to First-Year Seminar

Marriott Marquis - M303

### **Kristina Alvarado**

Director, Student Success Initiatives

### **Keith Hall**

Executive Director Undergraduate Academic Success Center

*Azusa Pacific University*

Problem-based learning has been identified as a form of learning that is active, integrated, and constructive in nature; it is a learning process that requires students and facilitators to fully explore and contemplate interconnected ideas, social realities, and contextual factors in a collaborative fashion (Barrows, 1996; Gijsselaers, 1996). This session will share the design thinking, implementation efforts, and research behind a comprehensive problem-based first-year seminar aimed at fostering critical inquiry and thinking, sense of belonging, and engaged learning. Curricular, programmatic, and evaluative elements of the course will be highlighted during the session.

## CI-189 Block Schedules; Building Comprehensive Fall Schedules for Incoming Students

Marriott Marquis - M304

### **Nikolas Huot**

Associate Director, First-Year & Transition Programs

*Georgia State University*

Since their creation in 1999, freshman learning communities at Georgia State University have always been comprised of a full fall schedule (15 credit hours). This model allows our students to easily select their fall courses, join a cohort of scholars with similar interests, and register for relevant courses. From a university perspective, these block schedules provide clear progression pathways for individual majors. This session will discuss the creation of these block schedules, the registration process, the benefits for the students, as well as the implications for advising and student success.

## CI-190 Effectively Developing and Supporting First-Year Seminar Instructors

Marriott Marquis - M106/107

### **Dan Friedman**

Director, University 101 Programs

### **Katie Strickland**

Graduate Assistant for Faculty Development, University 101 Programs

*University of South Carolina*

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

## CT-191 Intentionally Incorporating Sexual Assault Education into the First-Year Transition

Hyatt Regency - Embassy A

### **Gerry Strumpf**

Director of Orientation and New Student Programs

### **Chelsea Truesdell**

Assistant Director for Orientation and New Student Programs

## Kyle Whitaker

Graduate Assistant for Orientation and New Student Programs  
*University of Maryland, College Park*

The goal of this session will be to highlight the process, outcomes, and evaluation of a comprehensive and developmental sexual assault educational program at the University of Maryland, College Park. This session will include an overview of the pilot program that was established in 2015 for the bystander intervention portion delivered to more than 200 freshmen seminar classes at the university during the fall of 2016. Additionally, the development and evaluation of the session held during summer orientation will be included.

## CT-192 Baltimore: Starting and Sustaining Conversations About Race

Hyatt Regency - Embassy B

### Matt Lengen

Assistant Director, Office of Student Programs and Leadership

### Pedro Falci

Assistant Director, Howard Thurman Center for Common Ground

### Shiney James

Director, Orientation

### Stacy Ulrich

Director, Office of Student Programs and Leadership  
*Boston University*

Students are coming to college from American schools and neighborhoods that are more racially segregated than forty years ago (Rothstein, 2013). To develop graduates that will thrive in a multicultural society and challenge systems of oppression, we need to engage our students in social justice conversations, starting with conversations about race. At Boston University, we have created ways to open the door to this discussion during University Orientation and continue it during the academic year. They will be presented during this session.

## CT-193 Infusing Research-Based Study Skills into First-Year Classes: What Works?

Hyatt Regency - Embassy C

### Ginny Botts

Instructor for SLS 1501, Lead Scholars, & Global UCF  
*University of Central Florida*



### Christine Harrington

Executive Director of the Center for Student Success  
*New Jersey Council of County Colleges*

During this interactive, research-based presentation, we'll explore the four most powerful study strategies. We'll also look at several ineffective study approaches. While it is important to teach students these strategies, this isn't enough. The session will also focus on how to incorporate these strategies into daily classroom practices. In other words, these learning strategies can guide our teaching practices. Participants will be ready to implement research-based practices in the classroom!

## FD-194 Best Practices for Increasing College Readiness for First-Time Freshmen

Hyatt Regency - Embassy E

### Maureen Scharberg

Dean of Undergraduate Studies  
*Cal State East Bay*

With national and state initiatives focusing on increasing four-year graduation rates for first-time freshmen, such as the California State

University's Graduation Initiative 2025, effective best practices to increase college readiness need to be explored, adapted, scaled and sustained. This discussion will provide a working definition of "college readiness" as well as explore best practices for increasing college readiness, including under-represented minority cohorts. Participants in this facilitated discussion will present their strategies for increasing college readiness and measurable outcomes that have led to increased student persistence and engagement, ultimately leading to increased four-year graduation rates.

## CI-195 Assessing the First-Year Experience: Using Results to Improve Student Development

Hyatt Regency - Embassy F

### Nikole Gregg

Graduate Student, Assessment Consultant

### Aaron Myers

Graduate Student, Teaching Assistant

### Shelly Laurenzo

Assistant Director for First-Year Advising

### Jennifer Litwiller

Associate Director of Career and Academic Planning  
*James Madison University*

The First-Year Advising (FYA) program in Career and Academic Planning at James Madison University is charged with coordinating and streamlining academic advising for incoming first-year students. Assessment for the FYA program was rebuilt from the ground-up to better serve first-year student needs during the transition from high school to college. A focus of this assessment plan is to use results to inform programmatic changes to improve students' first-year experience. This session is appropriate for a novice to expert audience interested in the use of assessment for learning improvement and student development.

## E-196 Innovative FYE Models: 3 Ways to Flip Your Program

Hyatt Regency - Inman

### Kristen Seldon

Director  
*Innovative Educators*

### Meg Foster

Coordinator, Online Student Services & SDV 100 Instructor  
*Reynolds Community College*

### Laurie Hazard

Academic Center for Excellence, Assistant Dean for Student Success  
*Bryant University*

For many first-year students, attending college can be overwhelming due to coursework demands, study strategies, and basic knowledge about utilizing resources. More students are relying on online educational tools and expecting information 24/7. Thus, colleges are restructuring the way they provide support and recognizing that the first-year experience (FYE) should be accessible and ongoing. This session will explore online customizable tools to help students learn about Title IX, career options, study skills, money/time management, test-taking, and more. Three potential solutions will be presented: providing online services 24/7, implementing a blended FYE model, and creating an entirely online FYE course.

# MONDAY, FEBRUARY 13

## E-197 21,000 Students & Counting: Scaling the Online Orientation Experience

Hyatt Regency - Piedmont

### Sam Swingle

Co-Founder/CEO

*Advantage Design Group*

### Martha Wilson

Assistant Director, First-Year Experience and Orientation  
*Utah Valley University*

This session will feature discussion around the decisions, strategies, goals and outcomes related to Utah Valley University's online orientation program. Presented in an open discussion format, participants will learn how UVU developed its online orientation, how it's being used and how it is helping to improve the first-year experience for students at Utah's largest four-year university. Attendees will take a virtual tour of UVU's online orientation and experience how topics are presented in a fun and interactive way. A question and answer session will follow.

## CT-198 Pre-University to Graduation: Student Experiences from South Africa

Hyatt Regency - Spring



### Nthabiseng Audrey Ogude

Dean, Mamelodi Campus

### Edwin Smith

Director, Mamelodi Campus  
*University of Pretoria*

Attributes of a partnership between a research-intensive university, the University of Pretoria, and 20 under-privileged schools in a South African Township are presented in this session. High-school learners attended an After School Science program after which they enter a Foundation year which provides alternative access to STEM fields. Five students who have gone through the four transitions in the program - the pre-university experience, the first-year experience through to graduation - describe the quality of academic support that enabled them to complete their studies in minimum time compared to their counterparts in "mainstream program." Key attributes of the program are also provided.

**MORNING BREAK | 10:15 AM – 10:30 AM**  
*Atrium Ballroom and Embassy Ballroom Foyer*

## 10:30 am-11:30 am

## CT-199 Building Belonging: Critical Moments of Contact Before Students Arrive

Marriott Marquis - A702



### Hassan Packir

First-Year Experience Coordinator  
*University of British Columbia*

A sense of belonging is critical for student success in a post-secondary environment (Lizzio, 2006). At the University of British Columbia, a large publicly funded research university, we cultivate a student's sense of belonging before they arrive on campus. This presentation will outline UBC's approach to building belonging on a campus of more than 45,000 undergraduate students through both an online platform and peer-to-peer connection by looking at two specific topics within the context of highly complex university system: (1) creation of meaningful orientation groups and, (2) communication with new-to-UBC students.

## FD-200 The Importance of Implementing First-Year Student Mentoring Programs for Minorities

Marriott Marquis - A703

### Charmaine Troy

Student Success Advisor

*Georgia Gwinnett College*

Scholars (Hale, 2006) argue that minority college students who experience social and academic integration within their institutions are more likely to have successful student outcomes. Many institutions have implemented formal and informal mentoring programs to create successful experiences for first-year minority students. These programs not only increase retention and graduation rates, but they aid minority students with the transition to institutions of higher learning. This session will highlight the informal and formal programming currently being utilized by various institutions. Session attendees will also be able to share ideas and experiences on first-year minority student programming.

## CI-201 Thumbs Up, Thumbs Down: Evaluations of 60 Common Reading Books

Marriott Marquis - A704

### Tom Carskadon

Professor of Psychology and Director of First-Year Experience Programs

### Theresa Fitchie

Undergraduate Research Assistant  
*Mississippi State University*

We will explain a specialized methodology for rating potential common reading books and then share systematically obtained data from representative samples of first-year students who read and rated 60 different possible choices for common reading books, including many common reading books most frequently adopted nationwide in recent years. There is great variation in student response: Some books get thumbs up; others get thumbs down. Specific, practical suggestions for program success will be provided, along with individual book ratings data that are, to our knowledge, unavailable anywhere else. Participants are welcome and encouraged to share their own common reading experiences, also.

## CI-202 Implementing a Multifaceted Financial Empowerment Approach to Student Success

Marriott Marquis - A705

### Kimberly Koledoye

Program Coordinator/Professor of Student Success

### Dominique Brown

Financial Coach

### Joel Philistin

Financial Coach  
*Houston Community College*

Community colleges serve students who face severe financial challenges that significantly impact their ability to reach their educational goals. While academic issues hinder many students, financial issues are cited most often as the reason students interrupt their post-secondary education. Since 2012, Houston Community College has endeavored to impact students' financial knowledge and awareness by implementing a multifaceted approach to financial empowerment. This session will explore the program that involves embedding a financial literacy module in the student success course, financial coaching, instituting the Aid Like a Paycheck program, engaging community partners, awarding emergency scholarships, increasing work study, and offering financial workshops/seminars with promising results!

## CT-203 Using CAS Cross-Functional Frameworks to Facilitate a Collaborative FYE Approach

Marriott Marquis - A706

### Jennifer Keup

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

### Marybeth Drechsler Sharp

Executive Director  
*Council for the Advancement of Standards in Higher Education (CAS)*

### Dallin George Young

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

### Jen Wells

Director of Assessment in the Office of Institutional Effectiveness  
*Kennesaw State University*

Responding to demands in higher education, the Council for the Advancement of Standards in Higher Education (CAS) is piloting new frameworks for assessing issues that transcend one functional area. Given that collaboration and inclusion are foundational to first-year experience (FYE) history, philosophy, and practice, it was selected as one of the first areas of development for these new standards. The framework offers direction for creating, refining, and assessing a FYE that engages multiple functional areas (e.g., student affairs, academic services and departments, enrollment management, etc.). This session will introduce the new framework and discuss its application and implications in a campus setting.

## FD-204 Integrating Strengths-Based Narratives, Activities, and Reflections into Your First-Year Seminar

Marriott Marquis - A707

### Paula Linscott

Student Success Advisor-Scripps College of Communication

### Joy Cobb

Student Success Advisor, the Patton College of Education

### Samantha Hollback

Student Success Advisor, the College of Business  
*Ohio University*

Students frequently engage in strengths-assessments during their first year of college without purposeful reflection—an imperative for meaningful development and insight to occur. To maximize the positive effect of strengths-based inquiry, instructors infuse intentional, reflective activities into their curriculum. This facilitated discussion will focus on sharing, collaborating and building a catalogue of potential activities that participants can integrate into their classes and leave the session with a tangible list of strategies designed to inspire student self-reflection. We are particularly interested in exploring the ways in which students can describe and analyze their strengths using narrative.

## CR-205 Learning to Learn: An Innovative Approach to Improved Retention

Marriott Marquis - A708

### Dan Bunch

Director, Learning to Learn Program

### Marcia Heiman

Head of Research & Development, Learning to Learn Program  
*Boston College*

Learning to Learn (LTL) is a research-based system of learning strategies. LTL is usually offered as a Freshman Year Experience (FYE) course. We will discuss LTL's impacts on retention rates and academic achievement of students at three institutions: special-admit, at-risk students at Boston College, and first-year students at both the University of Texas-San Antonio and Eastern New Mexico University. Students served were predominantly first-generation college, under-represented, low-income students who received no further academic remediation beyond LTL. The studies found that students in LTL-based FYE classes had significantly higher grades and retention rates than students in traditional FYE classes.

## CR-206 Exploring Student Understanding and Practice of Discernment and Reflection

Marriott Marquis - M104

### Mary Ellen Wade

Associate Director of Messina  
*Loyola University Maryland*

As first-year students make the transition to college, taking time for formal and informal methods of self-reflection is important. Looking inward to examine personal areas of joy, passions, and interests can provide clarity as students begin to explore future personal and professional goals. This session will look at the results of a qualitative assessment conducted of first-year students at Loyola University Maryland regarding their understanding and practice of the acts of discernment and reflection. Attendees will also learn how these findings relate to stages within the practice of Appreciative Advising and briefly learn how this data has informed our work.

## CI-207 Common Reading: Rethinking Assessment of Student Engagement

Marriott Marquis - M105

### Twister Marquiss

Director, Common Reading Program  
*Texas State University*

### Kali Morgan

Doctoral Candidate, Undergraduate Studies  
*University of South Florida*

Most common reading program studies derive from institutional assessment initiatives. In these studies, students' reading is often simplified into a binary indication that they did or did not read the common book. However, reading is a complex process; students' responses to the book are equally complex. To explore these complexities of students' reading experiences in Texas State's Common Reading Program, we employed Busselle and Bilandzic's Narrative Engagement Scale to retool our programmatic assessment. Paired with students' engagement in program activities and events, our innovative assessment design captures students' reading patterns and responses in relationship to the Common Reading Program's outcomes.

# MONDAY, FEBRUARY 13

## CT-208 What Do You Meme Survey Fatigue? Addressing Common Assessment Issues

Marriott Marquis - M301

### **Alicia Spence**

Assistant Director, First-Year Experience

### **Shane Clark**

Assistant Director of First-Year Experience

*Georgia Southern University*

Whether its course evaluations, event questionnaires, or bottom-of-the-receipt business surveys, students, faculty, and staff are constantly inundated with requests for feedback. Survey ubiquity results in high non-respondent rates and low perceived participant value. This presentation will review how first-year experience at Georgia Southern University diagnosed survey fatigue in previously-used surveys and redesigned assessment tools to be more valuable. Participants will learn how to identify common survey design issues, evaluate your own assessment tools, and implement alternate ways to assess.

## CT-209 Intersection of Writing and Information Literacy in the First Year

Marriott Marquis - M302

### **Tiffany Hebb**

Coordinator of Library Instruction and Assistant Dean of Academic Life  
*DePauw University*

Both librarians and writing faculty have recently substantially revised guidelines for what they believe students should be learning. The Writing Program Administrators (WPA) adopted the Outcomes Statement for First-Year Composition in 2014, and the Association for College and Research Libraries (ACRL) approved the Framework for Information Literacy for Higher Education in early 2016. While these documents stand alone as sets of worthwhile goals, examining them side-by-side highlights a number of interrelated objectives. This presentation looks at these intersectional skills, and explores how class activities in a first-year seminar can help students develop them.

## CI-210 Reinventing Academic Advising with Life Design in Mind

Marriott Marquis - M303

### **William Johnson**

Student Success Navigator/Life Design Catalyst Coach  
*University of North Carolina at Greensboro*

As colleges and universities invest more dollars into more sophisticated registration and degree-monitoring technology, advisors will become extinct. Advisors need to stop being servants to the institution, solely to enforce degree completion; it's time to be seen as an integral part of the learning mission of institutions, just as valued as faculty. The Life Design Program was instituted at UNC-Greensboro to inspire students to be self-experts, encourage them to become self-directed learners, and embody beliefs that embrace the entrepreneurial spirit. This session will describe the program, as well as data-driven impact on retention and graduation rates and student learning outcomes.

## CT-211 Making Meaning: Enhancing Student Learning with Critical Reflection

Marriott Marquis - M304

### **Annie Kelly**

Academic Advisor  
*Loyola University Chicago*

### **Kevin Clarke**

Assistant Director of Academic Engagement  
*University of Wisconsin - Madison*

This session will focus on utilizing reflection to support student learning in curricular and co-curricular environments. The facilitators will connect literature and theory on critical reflection to practical applications by demonstrating various strategies to engage students in meaningful reflection. This session will also discuss methods for assessing and providing feedback on student reflection. Through active participation, participants will gain a better understanding of critical reflection and ways it can be implemented into their courses or programs.

## E-212 Using Digital/In-Person Tools to Create Engaging Campus Financial Literacy Programs

Marriott Marquis - M106/107

### **Amy Marty Conrad**

Program Manager

### **Raven Newberry**

CashCourse  
*National Endowment for Financial Education*

Building personal finance skills for students is important to overall student success. It takes innovation, research, and planning to make the most of limited time and resources. This session will review academic research, criteria for effective financial education, and digital and in-person engagement strategies to create better campus financial literacy programs.

## CI-213 From Surviving to Thriving: Re-Envisioning the Small College First-Year Experience

Hyatt Regency - Embassy A

### **Brad Harmon**

Assistant Academic Dean for Advising  
*Furman University*

This presentation will provide an overview of how one small, private liberal arts university applied the concept of thriving to various aspects of its first-year experience. Participants will be provided with an introduction to thriving research and insight into the process behind programmatic changes, scope of the resulting changes made to new student orientation, and potential future applications being considered as part of larger campus conversations on thriving in the first year of college and beyond. Participants will also be asked to consider ways they can inspire thriving students on their campuses.

## CR-214 Enhancing Metacognition, Grit, and Growth Mindset for Student Success

Hyatt Regency - Inman



### **Peter Arthur**

Founding Director, Centre for Teaching and Learning  
*University of British Columbia Okanagan*

Metacognition, grit and growth mindset have all been found to have a positive relationship with academic success. This session will present findings from a study that examined the integration of metacognitive strategies and the direct teaching of growth mindset in the first-year

classroom (n=841). Participants will receive sample strategies, and evaluate multiple ways strategies that enhance metacognition, growth mindset and grit can be integrated into learning environments.

## CT-215 Flip or Flop: An Adventure in Redesigning a FYE Course

Hyatt Regency - Embassy B

### Theresa Lyon

Academic Advisor

### Vicki Forcina

Academic Advisor

### Victoria Regan

Academic Advisor

### Pierre James

Assistant Director, College of Business

*University of Cincinnati*

When faced with the decision to "do it how it's always been done" or find new ways to challenge instructors and students, a team of advisors re-imagined a first-year experience course. To begin, advisors tapped into student input, student development theory, and a college-specific framework. This session will outline steps taken to redesign a course responsive to student feedback, while utilizing campus resources to educate instructors on best practices and current trends in curriculum development. Suggestions for application at other institutions will be explored. The discussion portion will be a brainstorming session to share innovative ideas happening across the country.

## CT-216 Global Citizenship in the First Year: Making a World of Difference

Hyatt Regency - Embassy C

### Shelbee NguyenVoges

Assistant Professor of Education

### Linda Lyons

Assistant Professor of Education; Director of Strategic Initiatives

### Danelle Dyckhoff Stelzriede

Assistant Professor of English

*Kennesaw State University*

Where does global learning take place within the higher education setting, and what new spaces might it extend into if students are to build more robust global competencies? How can globally-focused curriculum promote academic and social adjustment in the first year? What measures can be taken to increase access to study abroad opportunities for traditionally underrepresented student populations (e.g.: first-year, first-generation college students)? In this session, the researchers will offer an overview of international learning initiatives from three different institutional perspectives and discuss best practices for cultivating the academic and social adjustment of first-year students through strategic global literacy efforts.

## FD-217 Roary's Declassified College Survival Guide to Help

### Freshmen Adjust

Hyatt Regency - Embassy D

### Teresa Thompson

Director, First-Year Experience

### Stephanie Hopkins

Director, Student Success Center

*Missouri Southern State University*

Do you enjoy reality shows like Survivor and Naked and Afraid? Freshmen are similar to the contestants in that they are unfamiliar of the environment with little or no supplies. During this interactive presentation participants can create a list of survival tips tailored to their school. Learn strategies to present this material in an informal and fun format.

## CT-218 Approaching Intersections in the Classroom

Hyatt Regency - Embassy F

### Shelly Volsche

Visiting Lecturer, Academic Transitions

*University of Nevada, Las Vegas*

Diversity encompasses many aspects of a student's identity. Social scientists use intersectional theory to look at how these various aspects influence daily behavior, experiences of the world, and interactions with others. After providing a general explanation of intersectional theory, this talk discusses how intersectional theory can be used as a lens in the classroom to help professors and instructors foster community with their students. Examples of classroom exercises will be presented that can help students more clearly define and embrace their own identities while comprehending how they fit into the intersections of classmates' lives.

## E-219 How to Develop Critical Thinking Skills? Argument Mapping with Rationale



Hyatt Regency - Piedmont

### Timo ter Berg

CEO

*ReasoningLab*

### Charles Rathkopf

Assistant Professor of Philosophy

*Iona College*

Critical thinking is becoming increasingly important in education. Students struggle to reason clearly and to structure and analyze argumentation. Without dedicated practice they fail to pick up these transferable skills. In this session a proven effective mode to teach critical thinking will be presented. This method, including the software Rationale, is based on argument mapping: a technique to visualize the underlying logic of argumentation. Empirical evidence, as measured by various standardized tests, shows that deliberate practice with argument mapping results in improved critical thinking.

## CT-220 Becoming a Learner: Framing the Purpose of a College Education

Hyatt Regency - Spring

### Matthew Sanders

Associate Professor, Communication Studies

### Harrison Kleiner

Assistant Professor, Philosophy

*Utah State University*

College students face a pervasive cultural perception that equates higher education with acquiring job skills. 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 explain how to promote this message within first-year experience (FYE) programs and share assessments that show the effectiveness of this message on improving student motivation, efficacy, satisfaction, and retention.

# MONDAY, FEBRUARY 13

## Plenary Address and Awards Recognition

1:30 pm – 2:45 pm | Marquis Ballroom A-C

### Excellence in Teaching First-Year Seminars Award



**Lori Blanc**

Assistant Professor of Practice  
*Virginia Tech*



### Jordan Smith Undergraduate Student Fellowships

#### Brooke Buttacavoli

*Northern Illinois University*

#### Joshua Brown

*Kennesaw State University*

#### Miranda Cherry

*University of Nebraska-Kearney*

#### Wilma Jackson

*Arizona State University*

#### Jack Van Dam

*Washburn University*

### Plenary Address



**Christine Harrington**

Executive Director, Student Success Center  
*New Jersey Council of County Colleges*

### Increasing Academic Rigor in First-Year Seminar Courses

What academic skills do students need in their very first semester? Why is it important for students to establish strong work ethic and study habits during their first semester? What role does the first-year seminar play? Strategies to teach critical thinking, information literacy, and other high level academic skills in the first-year experience course will be discussed. A model that focuses on how peer-reviewed research can be used as a vehicle for the development of these high level academic skills will be shared. Participants will walk away with several data-based strategies to raise the bar in first-year seminar courses.

**3:00 pm-4:00 pm**

### CI-221 Implementing Online Orientation: A Case Study to Support Student Needs

Marriott Marquis - A701

#### Meg Foster

Coordinator, Online Student Services & SDV 100 Instructor  
*Reynolds Community College*

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. How can we provide information in an online format that's engaging, easy to access, and that can be measured for impact and satisfaction? This session will demonstrate numerous ways institutions can utilize technology to enhance or possibly replace their current orientation through the use of multimedia tools and custom videos. We will showcase best practices for delivering online student orientation and demonstrate how institutions can restructure the way they deliver services.

### CI-222 College Completion: Focusing Freshmen on Persistence to Graduation in Four Years

Marriott Marquis - A702

#### Tiffany Bellafant Steward

Director, First and Second-Year Students

#### Julie Roberts

Director, Academic Success and Learning Support Centers  
*Tennessee State University*

Current higher education policy prioritizes college completion as a benchmark of success. It is imperative for institutions to increase persistence and graduation rates to obtain state appropriations from outcomes-based formula funding. The Take 15 initiative at Tennessee State University has moved the needle on persistence rates by setting the expectation of graduating in four years for its students. This session will discuss the Take 15 and mini-semester initiatives, the implementation of block scheduling for first-time freshmen, and the impact of the initiatives on persistence rates of freshmen.

### FD-223 The Intentional Student: Strategies to Support First-Generation College Students

Marriott Marquis - A703

#### Patrick Phillips

Instructor, First-Year Experience  
*Atlanta Metropolitan State College*

This proposed session will explore strategies to close the achievement gap in post-secondary education between traditional college students and first-generation college students of low socioeconomic status. Post-secondary education can be an economic equalizer. However, many students of low socioeconomic status face a variety of economic and social barriers that can negatively impact their educational experiences which can discourage students and cause them to dropout. Students who are equipped with the proper tools, strategies and support systems are better prepared to meet these challenges and have higher retention, progression and graduation rates.

## CI-224 Four-Day Summer Math Bridging Program for STEM Success

Marriott Marquis - A705



### John Amanatides

Associate Professor, Electrical Engineering & Computer Science

### Kim Maltman

Professor, Applied Mathematics  
*York University*

Lack of math proficiency is a significant barrier to success in first-year math courses for science and engineering students. Drop-out/failure rates that approach 50% for the first attempt of first year calculus are common. Over the last decade we have developed, piloted, and then deployed a four-day summer bridging program that results in drop-out/failure rates in math being cut by almost half. This session will explore the intervention, the philosophy behind it, the results, and recommendations for other institutions.

## CI-225 Unhappy with Your Textbook? Explore the Possibilities of Your Learning Management System

Marriott Marquis - A706

### Chris Caplinger

Director, First-Year Experience

### Alicia Spence

Assistant Director, First-Year Experience  
*Georgia Southern University*

While many first-year seminars rely on a common reader to demonstrate course outcomes, the first-year experience at Georgia Southern University employs its learning management system (LMS) to create, disseminate and assess content made in-house for its two large-enrollment courses. This session explores how the LMS is used to directly measure student learning and to ensure a degree of consistency across multiple course sections. We'll talk about the advantages and challenges of our annual assessment process and how this process has evolved over the past decade using our LMS. We'll conclude with discussion: what works (or doesn't) on your campus?

## FD-226 Proactive Approaches to Integrating Faculty in the Academic Advising Process

Marriott Marquis - A707

### Katie Thomson

Student Success Advisor

### Cimmeron O'Connor

Director, Undergraduate Orientation Programs  
*Ohio University*

Academic advising is a central function of higher education that assists with the planning, persistence and retention of undergraduate students. As higher education has adapted and changed, so has the importance of academic advising and integrating faculty into the academic advising process. This facilitated discussion will explore academic advising from an appreciative lens. Participants will understand the academic advising transition from orientation to the academic year and how to best integrate faculty and professional advisors into the process.

## CR-227 Surveying Statewide College and Career Readiness

### Programs in South Carolina

Marriott Marquis - A708

### Dallin George Young

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

### Dory Hoffman

Graduate Assistant for Research, Grants, and Assessment, National Resource Center for The First-Year Experience and Students in Transition

### Jasmin Chung

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

### Meredith Love

Professor of English

### Matthew Nelson

Associate Professor of English  
*Francis Marion University*

This session examines the current landscape of college and career readiness (CCR) and how recent increased attention to it is shaping educational environments across the K-16 system in South Carolina. While this is focused on the programs offered in middle and high schools in the state, many of the issues and initiatives transcend boundaries between sectors and states. The presentation will focus on issues relevant to CCR across multiple levels of secondary and postsecondary education with a particular emphasis on how CCR activities can inform approaches to supporting student transitions to the first year of college.

## CR-228 Serving the Underserved: Impacting Retention of Historically Underrepresented Undergraduates

Marriott Marquis - M104

### Kate Meudt

Director of Student Support  
*Cardinal Stritch University*

This session will explore the results of a qualitative study focused on the perceived impact of a learning community on low-income students, students of color, and first-generation first-year undergraduates. With a five- to ten-percent higher retention rate for program participants than that of students who did not participate in the program, this high impact practice has met an essential need. The multi-layered approach to the program that provided the environment conducive to student success will be described in depth, leading to recommendations for academic and student affairs professionals to consider in efforts to retain historically underserved students.

# MONDAY, FEBRUARY 13

## CI-229 Developing Leadership Skills in the First-Year Seminar

Marriott Marquis - M105

### Lacy Hodes

Assistant Director of the Center for Academic Enrichment for Academic Transition Programs

### Stacey Doremus

Assistant Director, LEAD Programs and Systems

### Wes Wynens

Leadership Education and Development, Minor in Leadership Studies Director  
*Georgia Institute of Technology*

To better meet the needs of incoming first-year students, a pilot program was initiated in first-year seminar classes to develop leadership skills in our freshmen students. First-year seminar courses in the pilot program included a six-week curriculum module based on the Ready, Willing, and Able model of leadership development. This session will address the need for leadership development in first-year students, as well as the methods and tools used in the classroom to successfully enable first-year students to develop their leadership abilities, including gains in leadership skill, leadership efficacy, and motivation to lead.

## CT-230 Partnering with Parents: Institutional Strategies for Student Success

Marriott Marquis - M301

### Laurie Hazard

Assistant Dean for Student Success

### Stephanie Carter

Director, Academic Center for Excellence and the Writing Center  
*Bryant University*

Both higher education officials and parents of new college students struggle with the extent to which parents should be involved in the college experience. While research on helicopter parenting suggests parents should back off, other evidence concludes that students can be more successful with parental support. In fact, lack of family support can create barriers to college completion. Some universities welcome parental involvement while others view parent programs as caving to their demands. How do institutions determine clear boundaries without the detrimental effects of helicopter parenting? This session examines institutional strategies that allow parental support, but from a healthy distance.

## CT-231 Buy-in, Engagement, and Technology: A Common Reading Experience for All

Marriott Marquis - M302

### Meghan Factor

Assistant Director, Student Success Programs

### Angelique Cunningham

Coordinator, Student Success Programs

### Jordan Cinderich

Graduate Assistant, Student Success Programs

### Emily Gruber

Graduate Assistant, Student Success Programs

*Kent State University*

An organic sense of shared purpose is fostered amongst faculty, staff, alumni, students, and surrounding community members when there is a level of community engagement with a high-impact practice, such as common reading. By extending invitations to be a part of common reading to both internal and external constituents, we create a rare opportunity for a large-scale institution to come together. Information dissemination to new students was conquered with advancement to our logistical practices by employing user friendly and compatible modes of technology. In this session, we share how we transformed the common reading program into an experience.

## CT-232 Sneaky Study Strategies: How to Teach "Learning" in Your Course

Marriott Marquis - M303

### Melissa Thomas

Lecturer, TIP Scholars Program  
*University of Texas at Austin*

Many faculty wish their students were more prepared for academic life in college. What role can faculty play in helping your students learn "how to learn"? This interactive session will present sneaky ways that faculty can teach and model study strategies throughout their courses. Participants will walk away with a plan on how to reinforce learning on a daily and weekly basis.

## CT-233 Life Beyond the Field: Helping First-Year Student Athletes Succeed

Marriott Marquis - M304

### Dottie Weigel

Assistant Professor and Director of the Master of Arts in Higher Education Program

### Sarah Dillon

Graduate Student

### Rebecca Sheinfeld

Graduate Student  
*Messiah College*

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

## CT-234 Archiving (for) the Future: Creating First-Year Experience Programs Digital Archives

Marriott Marquis - M106/107

### Tara Coleman

Associate Professor

### Gregory Eiselein

Professor and Director of K-State First

### Mariya Vaughan

Assistant Coordinator of K-State First  
*Kansas State University*

K-State First is often contacted by schools interested in creating a first-year experience program. Between outside requests and internal needs, we decided to establish an archive in Kansas State University's institutional repository. We store, preserve, and showcase our work creating and maintaining our program in this archive. This session will provide an overview of how FYE programs can create their own digital archives documenting their programs' histories and successes. We will share concrete examples of K-State's decisions, the process of creating our Digital FYE archive, and we will provide recommendations for programs wanting to create their own archives.

## E-235 The First Year Matters: But What Matters Most?

Marriott Marquis - Marquis Ballroom D

### John N. Gardner

President

### Betsy O. Barefoot

Senior Scholar

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

The presenters are co-founders of the John N. Gardner Institute, a not-profit organization, which has enabled them to extend their formative work at the University of South Carolina. In this session, they 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." They will also discuss the importance of implementing, to a high degree, aspirational plans for improvement.

## CI-236 Mentoring Mentors: Supporting Peer Educators Outside of the Classroom

Hyatt Regency - Embassy A

### Shelley Mass

Program Advisor, First- and Second-Year Experience

### Annie Ziga

Graduate Assistant, First- and Second-Year Experience

### Kelly Smith

Director, First- and Second-Year Experience

*Northern Illinois University*

What does it mean to support peer mentors? Because of staff attendance at the Institute on Peer Leaders and assessment of the first-year seminar peer mentor program at Northern Illinois University, First- and Second-Year Experience has determined that peer mentors need a more hands-on approach to support. This session will introduce a three-tiered support system designed to offer a High Impact Practice for peer mentors in first-year seminar courses. Presenters will discuss the details of their current program that assists peer mentors in gaining professional development skills through reflection, skill-building, teamwork, communication, and collaboration.

## CT-237 High Impact Practice: Bridging Academic & Student Affairs

Hyatt Regency - Embassy B

### Stacy Ulrich

Director, Office of Student Programs and Leadership

### Steve Jarvi

Associate Dean, Student Academic Life

### Matt Lengen

Assistant Director, Office of Student Programs and Leadership

*Boston University*

It is challenging for faculty and staff in academic units and in student affairs to collaborate, as it is rarely encouraged or rewarded. Staff and faculty on both sides of the house often misunderstand each other's roles and fail to see how the work of both groups is inherent to the educational mission of our colleges and universities. We found success bridging this divide in orientation programming, first-year experience programming and advising, which has increased learning opportunities for all our first-year students. This session will focus on how faculty was recruited to engage in our programs, and the resulting impact.

## CT-238 Methods and Messaging of Growth and Grit; How We Help

Hyatt Regency - Embassy C

### Phillip Rash

Director, Office of First-Year Experience

### Bryce Bunting

Assistant Clinical Professor

### Jane Carlile

Peer Mentor Specialist

### Steve Wygant

Associate Director, Institutional Assessment & Analysis

*Brigham Young University*

Students with a growth-oriented mindset are significantly more likely to respond positively to the challenges of the first year. Consequently, first-year experience programs should be infused with intentional messaging and strategic interventions that help new students believe that intelligence and ability grow through consistent and focused effort. This session will introduce attendees to key theories pertaining to mindset and related non-cognitive factors, share new research exploring the relationship between students' prior academic experiences and initial mindsets, and highlight innovative strategies for conveying key growth-oriented messages to new students both before they arrive on campus and during their first year.

## FD-239 Scaffolding Essential College Success Skills in the First-Year Experience

Hyatt Regency - Embassy D

### Juli Clay

Department Chair, Mass Communication

### Heather Hollimon

Associate Professor of Political Science

### Ken Frank

Director of First-Year Seminar

*Brenau University*

This session will seek to determine best practices in scaffolding college skills across the first-year experience (FYE). Rather than segmenting different academic skills (writing, speaking, critical thinking, and information literacy) we will seek suggestions on how to effectively scaffold first year learning so that students are integrating and building on these skills using innovative and engaging assignments relevant to all disciplines. We will also determine best practices in scaffolding assessment of student learning in FYE.

## FD-240 Turning ON Inspiration: Successful Strategies of Outstanding First-Year Student Advocates

Hyatt Regency – Embassy E

### Allison Moghaddasi

Marketing Manager, Communication & 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, cosponsored 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.

# MONDAY, FEBRUARY 13

## CI -241 Improving First-Year Courses through Course Review

Hyatt Regency - Embassy F

### **Megan Dial**

Coordinator for Academic Engagement

### **Kevin Clarke**

Assistant Director of Academic Engagement

*University of Wisconsin-Madison*

From time to time, a course needs to go "under the microscope" to ensure that it is effectively meeting the needs of students, supporting student learning, and responding to the needs of the college/university community. In this session, the facilitators will outline steps in the course review process. Specific examples will be provided from multiple first-year seminar course review processes. Participants will leave this session with strategies for implementing a course review process on their campuses, as well as skills, tips, and tools for success.

## CT-242 Triaging for Student Success: Utilizing a Case Management Model

Hyatt Regency - Inman

### **Michelle Bombaugh**

Assistant Director, First-Year Persistence

### **Caroline Twachtman**

Assistant Director, Academic Foundations

### **Keri Riegler**

Director, New Student Connections

### **Marnie Hauser**

Director, Orientation

*University of South Florida*

This session will discuss the emerging trend of applying a health management model to higher education to meet the needs of students with various levels of risk. The presenters will discuss how the case management model evolved at their institution, highlighting both the successes and the challenges of working with cross-functional teams at a large university. Attendees will gain an understanding of how case management teams can be utilized to address individual student persistence, progression, and graduation issues by providing customized support to the appropriate students in a timely fashion.

## E-243 Launching from College: How Students Become Sprinters, Wanderers, and Stragglers

Hyatt Regency - Piedmont

### **Jeffrey Selingo**

Professor of Practice

*Arizona State University*

*Sponsored by HarperCollins Publishers*

It is not good enough anymore to simply gain admission to college and then roll into the job market. How students go to college matters to how they launch into the job market more often than where they go. Based on research from a new book and a national survey of twenty-somethings, participants will learn the three primary ways graduates launch from college. Discover the fundamental experiences needed from day one of college, in and out of classroom, that shape success in the job market, the skills that prove most helpful, and most of all, why some students prosper, while others fail.

## CI-244 Lifting Culture: Stealing Your Way to a Kick-Ass Mentor Program

Hyatt Regency - Spring

### **Barry Wolf**

Director of the First-Year Experience Peer Mentor Program

### **Lynette Gumbleton**

First-Year Experience Peer Mentor

*Albion College*

This presentation will take an in-depth look at how a small liberal arts college rebuilt its struggling First-Year Experience (FYE) Peer Mentor Program into one of the most respected, influential, and sought after programs on campus. The session will cover a unique model of FYE mentor program development that borrows heavily from recent developments in industrial-organizational psychology and business leadership and primarily focuses on creating a remarkable peer mentor culture. In addition, there will be a review of all aspects of the program, including program development, program structure and format, materials, assessment, challenges, and opportunities for improvement.

## AFTERNOON BREAK | 4:00 PM – 4:15 PM

*Marquis Ballroom Foyer and Embassy Ballroom Foyer*

## 4:15 pm-5:15 pm

## CI-245 Community College-STEM-First-Year Seminar: They Work Well Together

Marriott Marquis - A701

### **Michael Chase**

Professor, Biology/Principle Investigator

### **Dana Baker**

Professor/Counselor Program Director, Student Development

### **Mary (Aggie) Harrell-Sparks**

Professor/Counselor, Student Development

### **Marcella Karp**

Professor/Counselor, Student Development

*Montgomery College*

Researched formula for success: incoming STEM students + STEM Summer Bridge = increased retention rate over that of traditional incoming students and traditional STEM programs at a community college. Montgomery College developed a STEM Summer Bridge program that accomplishes this goal. This session will address the following material: the process of establishing a STEM Summer Bridge program, how to utilize mentors, how to simulate the rigors of a STEM semester, common challenges students face, developing collaboration with other departments, meeting the developmental math challenge, and how to incorporate the lab experience into a Summer Bridge program.

## CT-246 Transition Pedagogy: Guiding Instructors to Support Students as They Teach

Marriott Marquis - A702



### Diane Woody

Associate Professor, French Studies

### Natasha May

Educational Developer at the Teaching Commons

### Michelle Miller

Project Lead, Services for Students

*York University*

Transition pedagogy offers a guiding framework for connecting curricular design, pedagogical practice and co-curricular supports to intentionally mediate the first-year learning experience. This session presents a project underway at a large Canadian public university to provide instructors with the tools to help incoming first-year students adjust to the challenges of university academics by building awareness of transition issues, providing resources, offering inspiration, and validating the crucially important work of first year instructors. We will summarize the project structure and process, describe collaborations and synergies, explore the challenges encountered and share thoughts on caveats and best practices.

## CT-247 Recipe for Success: Evidence, Growth Mindset, Goal Setting, and Relevance

Marriott Marquis - A704

### Paul Gore

Dean, College of Professional Sciences

*Xavier University*

### Wade Leuwerke

Associate Professor, School of Education

*Drake University*

### A.J. Metz

Associate Professor, Educational Psychology

*University of Utah*

The landscape of higher education and its relationship to work is rapidly changing. Incoming students need not only survive these environments, but thrive in them. This session will describe an evidence-based, positive psychological approach to building self-regulated, self-determined, collaborative learners who understand the value of their experiences and the relationship between their experience and subsequent success in work and life. This interactive presentation will focus on leading ingredients for college success – including evidence-based practices, the use of non-cognitive and motivational data to inform student and institutional-level strategies for success, and the importance of goal setting and action planning.

## CI-248 Retention is Up 10%: The Secrets to Success...Without Money

Marriott Marquis - A705



### Alan Bearman

Dean of University Libraries and the Center for Student Success and Retention

### Elaine Lewis

Director of Evaluation & Retention

*Washburn University*

This session will discuss and demonstrate how a commitment to good data analytics and new student success practices can improve retention without a significant financial investment. Presenters will discuss calculated risks taken to re-allocate portions of a university's undergraduate libraries budget to create a student success unit and develop new initiatives to improve retention and on-time graduation. With less than \$100,000 to invest, we have increased first-time, full-time retention 10% in just five years.

## CI-249 Georgia State University: Increasing Success through Data and Analytics

Marriott Marquis - A706

### Allison Calhoun-Brown

Associate Vice President for Student Success

### Carol Cohen

Director of the University Advisement Center

### Eric Cuevas

Director Student Success Programs

*Georgia State University*

Through a campus-wide commitment to student success as the highest institutional priority and more than a dozen innovative programs implemented over the past several years, Georgia State University has become the only public university in the United States to eliminate all achievement gaps based on economic status, race, and ethnicity. The institutional graduation rate has improved 22 points since 2003, and we are conferring 1,700 more degrees than we were just five years ago. This session will explore how GSU has used data and analytics to improve the first-year experience and student success.

## FD-250 Supporting the "E" in FYE

Marriott Marquis - A707

### Carly Edwards

Assistant Director, First-Year Experience

### Jennifer Latino

Assistant Vice President for Student Success

*Campbell University*

First-year experience efforts are often concentrated in the structure provided by courses, but the reality of students' transition to college exists beyond the realm of the classroom. In this discussion, the facilitators will share an overview of a comprehensive approach to the first college year and lead attendees in collaborative reflection on best practices for transition programs. Participants will examine components of the "E" in "FYE" and determine realistic and applicable techniques for programming for first-year students.

## CI-251 No More Info Dump! Reimagining Orientation as a Process

Marriott Marquis - M104

### Martha Wilson

Director, First-Year Experience & Student Retention

### Marcy Glassford

Director, First-Year Experience & Student Retention

*Utah Valley University*

New college students must quickly come up to speed on a lot of things to successfully navigate the transition to college life. Orientation programs must convey the right information, at the right time, and in the right manner to prepare new students without overwhelming them with "info dump." In 2015, Utah Valley University scrapped a half-day event model and launched a completely restructured NSO process that incorporates online and campus components that span from admission to the end of fall semester. The process has contributed to a 4% increase in student retention and has an average 90% satisfaction rate.

# MONDAY, FEBRUARY 13

## CT-252 Peer Leadership: A Catalyst for Identity Development

Marriott Marquis - M105

### **Jessie McNevin**

Capstone Scholars Program Coordinator

### **Kinsey Ashworth**

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

Peer Leaders are everywhere these days--especially first-year programs! While we know that students benefit from working with a peer leader, little information exists on how exactly the peer leader benefits from the experience. Using the National Survey of Peer Leaders, this session will explore the outcomes of serving as a peer leader in terms of identity development and discuss ways to make this intentional practice even more intentional.

## CT-253 Research Nights: Launching First-Year Students into the University Research Community

Marriott Marquis - M301

### **Angela Vaughan**

Director, First Year Curriculum and Instruction

### **Jesseca Manson**

Instructor, University 101

*University of Northern Colorado*

This session will showcase our FYS Research Nights that requires 500+ first-year students to present their research to the university community. Research Nights were started in fall 2015 to promote students' success and their transformative education by providing a unique opportunity for students to combine academics, community and research. Students are expected to complete a research paper and then present their findings in a poster format to the university during the Research Nights. Presenters will share the design, activities, materials, and lessons learned of the past two Research Nights. Additionally, data supporting the effectiveness of these activities will be shared.

## CI-254 Lessons Learned & Data-Based Development of a Comprehensive First-Year Experience Learning Community Program

Marriott Marquis - M302

### **Casey Applegate-Aguilar**

Coordinator of Academic Enrichment Programs

### **Diana Marrs**

Director, Center for Teaching Excellence

*New Mexico Highlands University*

This presentation describes the development of First-Year Experience Learning Communities at New Mexico Highlands University (NMHU) and the transformations made between year one and two of implementation. In the first year of full implementation, qualitative and quantitative data was collected and used to make significant changes for fall 2016. NMHU is an open enrollment, Hispanic Serving Institution with a high attrition rate. Our data revealed how important being in a successful learning community is to student success and changes needed to improve retention. The presentation will cover lessons learned and the changes we made to several key components of the program.

## CI-255 Promoting Social Justice through Service-Learning in Freshman Symposium

Marriott Marquis - M303

### **Catherine Barber**

Associate Professor, School of Education

### **Jo Meier**

Director, Freshman Symposium

### **J. Ulyses Balderas**

Director, Study Abroad

### **Lindsey McPherson**

Assistant Vice President Student Success

*University of St. Thomas*

Although service learning is a high-impact educational practice with numerous benefits, integrating service learning into a content-heavy Freshman Symposium can be challenging, given the limited time available to both cover course content and effectively prepare students for a meaningful service learning experience. To address this challenge, we identified relevant social justice themes within the course curriculum and wove discussion of social justice into class sessions. These discussions culminated in a service-learning project, which complimented students' in-class experience by providing them an opportunity to apply social justice and other academic concepts in a real-world setting.

## CI-256 Maximizing At-Risk Student Success Through a Year-Round Peer Mentoring Model

Marriott Marquis - M304

### **Bernie Savarese**

Director, University Orientation and First-Year Experience

### **Nicole Craven**

Associate Director, University Orientation and First-Year Experience

*The Ohio State University*

In the summer of 2015, Ohio State University's office of First-Year Experience (FYE) transitioned from an orientation leader model, supporting just their summer orientation program, to a year-round peer leader model where trained upper-class students engage in data-informed outreach and relationship building with at-risk students in the first-year class. The peer leaders leverage the trusted relationships they form over the summer to significantly influence student decision making, receptivity to resources and ultimately, student success. Their data-driven outreach, discussed in this session, supported by innovative tools, ensures that FYE peer leaders are connecting with the students who will benefit most from their efforts.

## CT-257 Positive Education: Utilizing Principles of Positive Psychology in First-Year Seminars

Marriott Marquis - M106/107

### **Caitlin Anderson**

Lecturer, Applied Physiology and Wellness

*Southern Methodist University*

Positive education is defined as educating students for both well-being and academic accomplishment. It is education for the whole person. This session presents ways to infuse three principles of positive education (building positive emotions, building resilience, and developing meaning and purpose) into first-year seminars. We'll introduce short, interactive lessons which can be adapted to any course. These practical methods have been empirically validated to improve student well-being and academic success. We'll also talk about ways to make classrooms more conducive to student well-being. Participants will leave with materials they can adapt to fit their needs.

## FD-258 Supporting First-Year Success Through Structured Mentoring Programs

Hyatt Regency - Embassy D

### Joseph DiChristina

Vice President for Student Affairs

### Taniqua Hugley

Student Affairs Fellow

*Trinity College*

To help new and transfer students succeed, it is important that institutional structures are present and dedicated to the success of students. This session will allow participants to share and learn from each other on how their institution prepare faculty and staff to be mentors to new students. We will discuss the roles and responsibilities of faculty, student affairs staff, and upperclass students as mentors. Time will be dedicated to learning from participants on how they organize and prepare personnel to be mentors, especially for a changing demographic of students that are entering our institutions.

## FD-259 Exploring Creativity and Innovation in Higher Education

Hyatt Regency - Embassy E

### Charles Prince

Director, Student Success & Transition

*Howard University*

### Brittany Debita-Barker

Director of Student Leadership

*Tennessee Department of Education*

This session will engage participants to explore the ideas of creativity and innovation in their institutional setting. Using the themes and strategies from the book entitled The Innovator's Dilemma, the presenter will give each group an understanding of the importance of a new problem solving technique that can be applied in their workplace setting. Each group will have the opportunity to explore one issue formulated by a participant. The participants will work with each other to come up with creative and innovative ideas that can be replicated at their institutions represented in the group.

## CI-260 Creating a Campus-Wide Week of Welcome

Hyatt Regency - Embassy F

### Chelsey Wilson

Student Engagement and Leadership Advisor

### Isaac Hunter

Resident Director

### Brett Runnion

Academic Advisor

*Montana State University*

As students transition from high school to college, they may experience mixed feelings of excitement, fear, nervousness, and the unknown. We created an institutional-wide opening weeks program that helped our incoming students navigate this process, connect with other incoming students, returning students, faculty, and staff. Our program highlighted more than twelve opportunities for students to engage with their campus and local community. This session explores how we envisioned, implemented, and assessed an institutional-wide opening week's program. We will provide a strategic outline so participants can revolutionize their campus' week of welcome too!

## E-261 IMTPC: Essential Elements for Certifying Your Mentor Program and Mentors

Hyatt Regency - Inman

### Michael Saenz

Assistant Director, Student Success Center

*The University of Texas at Dallas*

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. The College Reading and Learning Association's (CRLA) International Mentor Training Program Certification (IMTPC) offers college mentor programs the resources necessary to develop new mentor training programs and to revise and improve existing programs. This session is intended for those interested in learning more about the certification process. The session will include an overview of the benefits of certification, an explanation of the application process, a discussion of best practices, and tips on getting started.

## E-262 Camouflage to Campus: Supporting Military-Connected Students in Higher Education

Hyatt Regency - Piedmont

### Terry Arndt

President

*University of Illinois-Champaign & College Transition Publishing*

### Nicholas Osborne

Director, Chez Family Foundation Center

*University of Illinois, Urbana-Champaign*

Colleges are deficient in training faculty and staff about military culture and in creating a climate where military-connected students feel welcome and supported. Drawing on a compilation of best practices and decades of experience in military and higher education, this session will provide the foundation for building a first-class veterans program that works.

## CI-263 Creating a Culture of Self-Efficacy: Reshaping the First-Year Experience

Hyatt Regency - Spring

### Fiona Glade

Assistant Provost for Undergraduate Students and Academic Affairs

*University of Baltimore*

In 2014, University of Baltimore redesigned the first-year experience (FYE), including first-year seminar (FYS) and developmental math and writing, with a focus on student self-efficacy to improve retention. This session's presenters will describe the revision process and share details and impact of the new structure, including, for example, Directed Self-Placement and portfolio-assessed co-requisite First-Year Writing instruction that integrates non-cognitive strategies, and first-year seminar curricular redesign emphasizing collaboration with Student Affairs, career-based assignments, and a focus on general education. The session will close by asking participants to consider ways of adapting similar measures at their own institutions to promote students' self-efficacy.

# MONDAY, FEBRUARY 13

## Featured Session - 4:15 PM - 5:30 PM

### FD-264 Getting Buy In For First-Generation College Initiatives on Your Campus

Marriott Marquis A703

#### La'Tonya Rease Miles

Director of First-Year Experience

*University of California, Los Angeles*

#### Amy Baldwin

Director of University College

*University of Central Arkansas*

Faculty, staff, and administrators who work with first-generation students are well aware of the challenges in developing and sustaining successful programs and initiatives, and they should be intentional in their efforts to garner institutional support. This session will examine strategies for gaining campus buy-in for first-generation student-related initiatives and for fostering an environment and institutional culture that is responsive to the needs of this population.

### University of South Carolina Alumni and Friends Reception

6:30 pm – 7:30 pm | Lobby Level – L401/402

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!

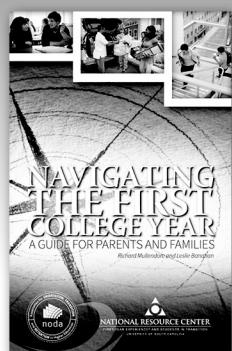
### Outstanding First-Year Student Advocates Reception

6:30 pm – 7:30 pm | Marriott Marquis Suite 4730

*Co-sponsored by Cengage Learning*

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

## GUIDES FOR PARENTS AND FAMILIES

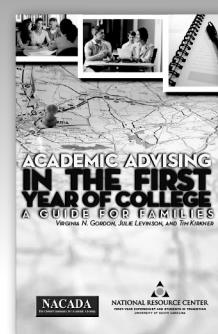


### Navigating the First College Year: A Guide for Parents and Families

Richard Mullendore and Leslie Banahan

*A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education*

\$3 each. \$2 each when purchased in 100-unit lots.



### Academic Advising in the First Year of College: A Guide for Families

Virginia N. Gordon, Julie Levinson, and Tim Kirkner

*A joint publication with NACADA, the Global Community for Academic Advising*

\$3 each. \$2 each when purchased in 100-unit lots.

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2017

# NATIONAL SURVEY OF THE FIRST-YEAR EXPERIENCE

## WE INVITE YOU

to participate in the 2017 National Survey of The First-Year Experience. If you are uniquely informed about your campus's FYE programs, we encourage you to assist in the submission of this online questionnaire.

- Feb. 21 - Survey opens, chief academic officers receive invitation to participate
- Mar. 7 - Chief executive officers invited
- Mar. 21 - Chief student affairs officers invited
- April 21 - Survey closes

Please reach out to the corresponding administrator on your campus for information on how to participate.

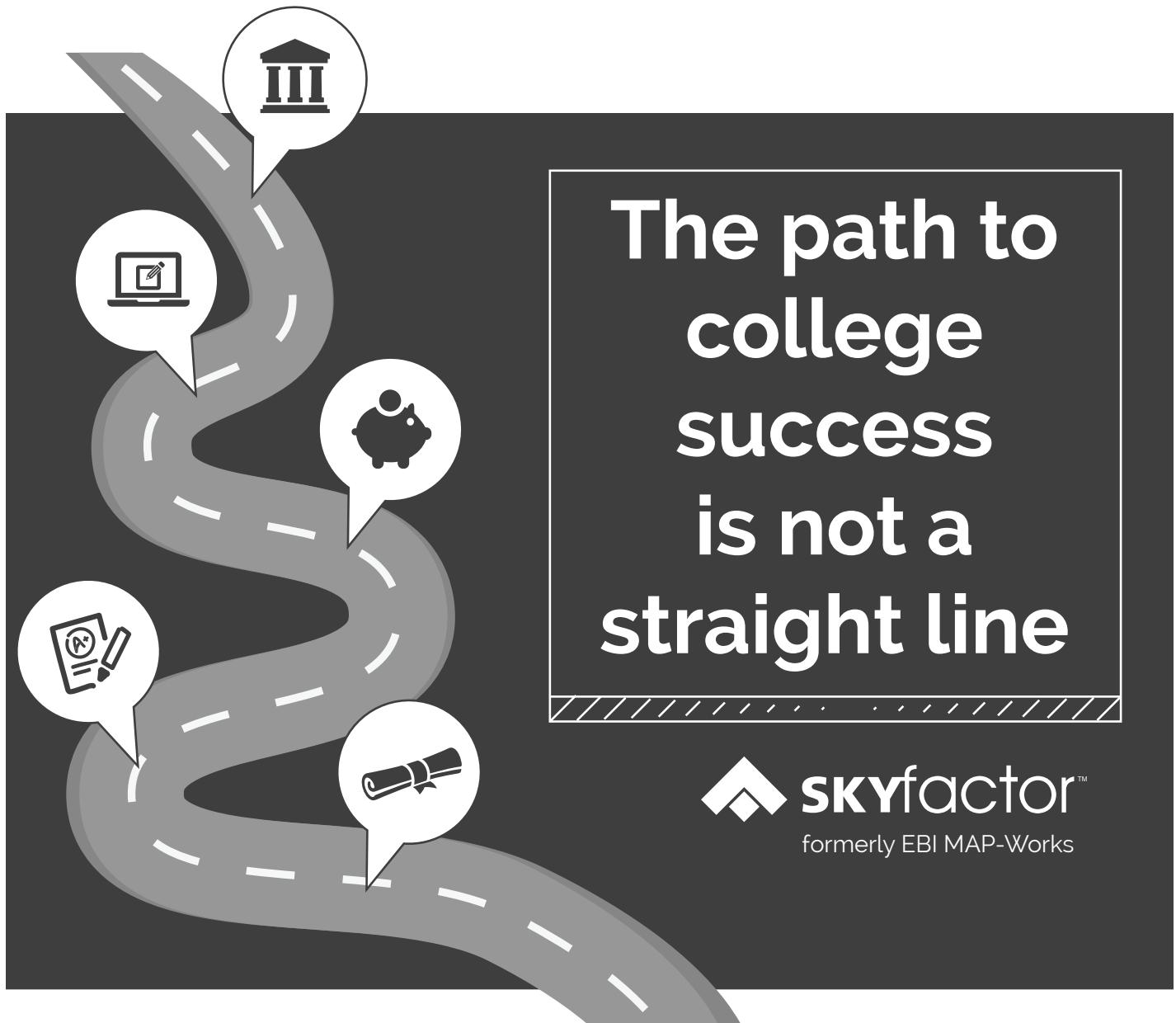
Your participation greatly benefits The First-Year Experience community. Thanks!



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# STUDENT SUPPORT

## BY THE NUMBERS

Monday, February 13

9:15am - 10:15am

Room: HR - Inman

FYE Models: 3 Ways To Flip Your Program

Presented by Meg Foster & Dr. Laurie Hazard

Visit Us At Booth #76!



Being unable to balance school, jobs & family is one of the top reasons for dropping out.



**7,000**

Approximately 7,000 U.S. high school students drop out of school in the US every day.



A University of California-Davis study found students are 11 percent less likely to pass an online version of the same class.

**30%**

30 percent of college & university students drop out after their first year.

**19%**

At most public universities, only 19 percent of full-time students earn a bachelor's degree in four years.

**54%**

54 percent of students felt they would get better grades if they "got organized and stayed organized."



**87%**

87 percent of students say that better time management & organization skills would help them get better grades.



**47%**

47 percent of college students feel their high school did not "teach them the organizational skills required to do well in college."



**75%**

More than 75 percent of students required to take remedial classes never graduate.



**88%**

88 percent of college students want to improve their ability to manage their time.



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### PROFESSIONAL MEMBERSHIP

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Annual Dues: \$40

### ASSOCIATE MEMBERSHIP

Annual Dues: \$500



## NODA CORE COMPETENCIES

NODA announced the completion of Core Competencies for the profession at the 2016 NODA Annual Conference. Competencies not only provide a common framework and foundation of skills for professionals involved in the association, they also create opportunities for professional development and help advance the skills and experiences for all levels of OTR professionals. The Core Competencies include:

- Theoretical and Institutional Knowledge
- Diversity, Inclusion, and Access
- Campus Collaboration
- Curriculum and Content
- Development
- Program Delivery and Management
- Organization and Leadership
- Communication
- Crisis Management
- Financial Management
- Laws, Policies, and Governance
- Enrollment Management
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2017

# TUESDAY



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# Journal

Journal  
OF THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION

Volume 26, Number 1

## of The First-Year Experience & Students in Transition

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

- Explorations into the academic, personal, and social experiences—such as outcomes related to success, learning, and development—of students at a range of transition points throughout the college years. These transitions consist of, but are not limited to, the first college year, the transfer transition, the sophomore year, the senior year and transition out of college, and the transition to graduate work;
- Transition issues unique to specific populations (e.g., nontraditional, traditional, historically underrepresented students, transfer students, commuters, part-time students); and
- Explorations of faculty development, curriculum, and pedagogical innovations connected to any of the transitions identified above.



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## Conference Registration/ Information Desk

7:00 am – 12:00 noon  
*Marquis Ballroom Foyer*

## Continental Breakfast

7:00 am – 8:00 am  
*Marquis Ballroom Foyer*

## 8:00 am-9:00 am

### CR-265 Online Versus On-Ground: Student Engagement in a First-Year Seminar Course

Marriott Marquis - A701

#### Theresa Orosz

Assistant Dean, Division of Arts and Sciences  
*Middlesex County College*

Online course enrollments are growing despite concerns about higher withdrawal rates and lower levels of persistence, academic performance, and engagement. First-year seminars are moving online, placing inexperienced students in a challenging learning environment. This mixed methods study, explored in this session, examined community-college students in online and on-ground sections of a first-year seminar and how engagement may have influenced outcomes. The challenges of first-semester online students and the limitations of the LMS as a measure of engagement are presented, along with implications for practitioners and recommendations for future research.

### CI-266 RAMDITION: A Model Orientation and Retention Program for HBCUs

Marriott Marquis - A702

#### Kathy Stitts

Associate Provost and Dean, University College and Lifelong Learning

#### Derick Virgil

Associate Dean, Academic Services and Assessment

#### Cheraton Love

Dean of First-Year Students and Advising Services  
*Winston-Salem State University*

Alexander Astin's 1985 theory of Student Involvement, among many other theories, supports the rites of passage to impact student retention from the freshman to sophomore year. Winston-Salem State University (WSSU) has developed a model rites of passage program which has proven successful over the last seven years. RAMDITION is a unique university orientation initiative targeted to the new cohort of first-year students which immerses them into the campus culture through exploration, engagement, and excitement. Assessment of RAMDITION throughout the years has led to several iterations which continue to enhance the experience for new first-year students.

### FD-267 Designing and Enhancing Peer Educator Programs Through Recruitment and Training

Marriott Marquis - A703

#### Mike Dial

Assistant Director for Peer Leadership

#### Sandy Greene

Program Coordinator, University 101  
*University of South Carolina*

Peer leader programs have an amazing potential to benefit students, institutions, and the students who serve in these roles. It is imperative then, that every effort is made to effectively and efficiently recruit, select, and train the best possible peer educators for your program. This session is designed to create avenues for dialogue between professionals working with peer educators and those thinking about developing peer educator programs on their campus. Using engaging pedagogy, the presenters will facilitate a discussion on current best practices in peer educator recruitment, selection, and training.

### CT-268 Breaking Down Barriers: Special Topics in First-Year Experience Seminars

Marriott Marquis - A704

#### Aliza Wong

Associate Dean, Honors College

#### Stephanie Kopanski

Program Evaluator, Special Topics Workshops

#### Amanda Miller

FYE Lead Mentor

#### Sarah Wanjura

FYE Lead Mentor  
*Texas Tech University*

In this session, Dr. Wong, along with three undergraduate first-year experience (FYE) mentors (the two lead mentors and the assessment specialist), will present the expanded pilot program that introduces first-year students to the difficult dialogues of difference, diversity, and inclusion. These workshops include special sessions on campus sexual assault, race and ethnicity, mental health and stress management, substance abuse, gender and sexuality, and micro aggression. Through these workshops and engaged learning experiences, we hope to offer students a familiarity with vocabulary, a confidence in discussion, and a sensitivity of interaction throughout their college experience.

### CI-269 Welcome to College: FYS Boot Camp 101

Marriott Marquis - A705

#### Ryan Thompson

First-Year Seminar Coordinator  
*Cleveland State Community College*

Selecting the best topics to benefit students in the opening weeks of a first-year seminar (FYS) course is challenging. At Cleveland State, we decided to offer a boot camp version that covers the same material as the semester length course in the two weeks before classes begin. In this session, I will outline how we modified our existing class, describe some of the challenges and benefits we encountered, and discuss how our experiences may benefit the students on your campus.

# TUESDAY, FEBRUARY 14

## CT-270 Peer Mentoring as a Mechanism for Integrating First-Year Experience with Living Learning Communities

Marriott Marquis - A706

### **Lori Blanc**

Assistant Professor of Practice, Department of Biological Sciences

### **Nikki Lewis**

Post-doctoral Fellow, Office of Undergraduate Academic Affairs  
*Virginia Tech*

The Curie and Da Vinci Living Learning Communities integrate six High-impact Practices (HIPs) to create a “hands-on, minds-on” learning experience: Common Intellectual Experience, Collaborative Projects, Learning Community, Community-based Service Learning, Undergraduate Research, and a First-Year Experience (FYE) program. Our primary mechanism of integration for these HIPs is a peer mentoring program that drives the evolution of our FYE. We will present program design, learning outcomes and trade-offs, and student perspectives on resulting educational experiences.

## FD-271 Utilizing Student Peer-Support Groups as a Model for Student Engagement

Marriott Marquis - A707

### **George Greenidge**

PhD candidate, Sociology (Race and Urban Studies)  
*Georgia State University*

### **Michael Williams**

Educator  
*Harvard Graduate School of Education*

While one-on-one tutoring can be beneficial for helping students achieve success in their freshmen year, another model utilizing student peer support groups has also been quite effective. This session discusses the student peer support group strategy, which is designed to motivate and encourage first-year students to achieve academic and social success. Harvard Law School professor Lani Guinier argued for redefining “merit and talent” as something that occurs at a group level as well as an individual level. These student peer support groups can be used for homework strategies, group problem-solving and how to manage conflict with professors in college.

## CR-272 Cultivating a “Common Sense” in First-Year Reading Programs

Marriott Marquis - A708

### **Emily Shreve**

Doctoral Candidate & Teaching Fellow

### **Stefanie Burke**

Assistant Dean, Director of First-Year Experience  
*Lehigh University*

This session investigates what is “common” about common reading experiences. By bringing accessible literary criticism and theories of aesthetics into conversation with the specific practices of Lehigh University’s two-book summer reading program, we hope to offer a few possible responses to the common critiques of these shared experiences: that the books selected are too contemporary, too political, and in bad taste, or that the programs themselves cannot demonstrate that they achieve their goals. Ultimately, this presentation models one potential avenue through which common reading program organizers and English faculty can collaborate to develop and defend community-building reading experiences.

## CR-273 Exploring First-Year Students’ Readiness to Engage Worldview Differences

Marriott Marquis - M104

### **Rebecca Crandall**

Post-Doctoral Researcher, IDEALS  
*The Ohio State University*

### **Benjamin Correia-Harker**

Director of Campus Assessment  
*Interfaith Youth Core*

### **Alyssa Rockenbach**

Professor of Higher Education  
*North Carolina State University*

### **Matthew Mayhew**

William Ray and Marie Adamson Flesher Professor of Education Administration  
*The Ohio State University*

Religious and worldview diversity in the United States pervades many aspects of our society, including higher education. How are incoming first-year students poised and prepared to productively interact and cooperate with students of other worldviews? This session will explore initial findings from the Interfaith Diversity Experiences & Attitudes Longitudinal Survey (IDEALS) and discuss effective first-year strategies to promote positive worldview pluralism development.

## CI-274 Jump Start into Scholarly Community: An “Faculty Fellow” Orientations Model



Marriott Marquis - M105

### **Kari Marken**

Educational Designer, First-Year Experience

### **Celeste Leander**

Professor of Teaching, Department of Botany  
*University of British Columbia*

The purpose of this session is to learn more about the role of faculty members—called Jump Start Faculty Fellows—who steward daily two-hour academic conversations with a specific learning community for seven days. In Jump Start 2016 there were more than 60 Jump Start Faculty Fellows connecting to and welcoming over 1500 new-to-UBC international students to the academic campus community. In this session, we will share the guiding academic learning outcomes and structures that sustain this model; additionally, we will share successes, challenges and impacts of the Faculty Fellow model on various stakeholders: students, student leaders, faculty members, and staff.

## CT-275 iGen: How Do We Serve the Next Generation of Students?

Marriott Marquis - M301

### **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 can show us.

## CT-276 Cultivating Purpose and Pivot: Career Development for First-Year Students

Marriott Marquis - M302

### Michelle Tullier

Executive Director, Center for Career Discovery and Development  
*Georgia Institute of Technology*

Developing a strong sense of purpose and learning to be adaptable and resilient, i.e., learning to pivot, can position college students for meaningful and successful work lives in an increasingly complex work world. Participants in this session will learn how the concepts of purpose and pivot address a critical need in career development education as we help students prepare for futures that are anything but predictable. There will also be examples of how students can engage in this innovative approach to career development through new-student orientations and first-year experience programs.

## CT-277 Peer Mentors Lead the Way: Strategies for Program Development

Marriott Marquis - M303

### Molly Miller

Coordinator, Peer Advocate Leader (PAL) Program  
*University of Colorado Denver*

After completing over 25 hours of training and a semester long of mentoring first-year students, I asked four peer leaders to decide what they wanted our spring project to be. At the end of the spring semester, each of the five student projects developed or enhanced our mentoring services in some form, and I was able to focus more on program evaluation and development. During a time of decreasing resource availability and the desire for added value, I will share how we created an organizational culture for autonomous teams of student leaders, and ultimately our mentoring program, to thrive.

## CI-278 Implementing Developmental, High-Touch Advising for First Time in College Students

Marriott Marquis - M304

### Ney Arias

Assistant Director, First-Year Advising

### Christina Badali

Academic Counselor

### Serina Bolinsky

Academic Counselor

*Florida Gulf Coast University*

This presentation will examine a developmental, high-touch advising model implemented by a mid-size university. An overview of the advising model for first time in college students at Florida Gulf Coast University will be provided, consisting of a developmental group advising requirement, one appointment with an Academic Advisor, and a formal process of transitioning students from lower- to upper-level advising. The approach taken toward working with students who have not transitioned as a result of being undeclared, or not on good academic standing, will be discussed. The outcomes of this model will be shared, along with methods of assessment and evaluation.

## CI-279 Signature Course Stories: The Next Chapter of Curriculum Overhaul

Marriott Marquis - M106/107

### Patricia Moran Micks

Director, First-Year Experience

### Lori Holleran Steiker

Professor, Social Work  
*The University of Texas at Austin*

The Signature Courses at UT-Austin connect first-year students with distinguished faculty members' passion, research, and expertise in unique learning environments. A major initiative in the campus' curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. Using the Signature Course as a model, this session will provide an overview on developing and implementing such a course, as well as next steps for promoting and assessing this innovative pedagogical approach. Participants will receive a copy of the Signature Course Stories book, as well as gain insight into the Signature Course Stories 'wowsite.'

## CI-280 Identifying At-Risk Students with Student Success Collaborative Implementation

Hyatt Regency - Embassy A

### Katie Burr

Director of First-Year Experience

### James Black

Dean of Academic Engagement  
*Susquehanna University*

We know early intervention with first-year students who are academically at-risk is critical, but how do you do it? This session explores how the progress report campaign function through the Student Success Collaborative (SSC) platform allows faculty to identify at-risk first-year students early in the semester. Critical for early intervention, the SSC platform allows for campus-wide communication about students. Susquehanna University is in year one of a full implementation of SSC and has already seen remarkable gains in student progress reporting, which allow staff in the Center for Academic Achievement to implement outreach and develop early intervention strategies for first-year students.

## CT-281 Incorporating Writing into First-Year Seminars and Programs

Hyatt Regency - Embassy B

### Kelli Custer

Assistant Professor, Coordinator of FYE and Writing Center  
*Western Connecticut State University*

This session examines how research in composition/first-year writing regarding reflection and transfer overlaps with the goals of first-year seminars. The presenter will discuss a first-year seminar embedded with a first-year writing course. Drawing from this experience, along with studies in composition and organizational psychology, the presenter will discuss reflective writing prompts assigned to all first-year students in a new first-year experience program focusing on reflection and goal writing through the semester. Attendees will leave the sessions with a variety of writing prompts for use in first-year courses and programs as well as tools to create their own prompts.

# TUESDAY, FEBRUARY 14

## FD-282 Reflective Practice in First-Year Seminars: How We Make it Meaningful

Hyatt Regency - Embassy D

### Leslie Jo Sena

Assistant Director First-Year Programs  
*Washington State University*

### Christine Metzo

Director of Academic Initiatives, University College  
*St. Cloud State University*

### Gina Garera

Academic Advisor  
*University of North Carolina Wilmington*

### Adetokunbo Earl Fatoke

Assistant Professor  
*Malcolm X College*

How do we provide students frequent and structured opportunities for reflection in the first-year seminar? What is a reflective practice, why should students do it, and how do we do it well? Facilitators will share practices from first-year seminars at their own institutions, and engage participants in conversation to share their own practices, ideas for introducing reflection to students, engaging reflection beyond the writing prompt, as well as best practices in responding to reflective writing.

## FD-283 Online Summer Orientation: Can GRIT Really Make a Difference?

Hyatt Regency - Embassy E

### Debbie Bannister

Director of First Year Programs

### Nicolette Bell

Director of Student Leadership and Engagement  
*University of Charleston*

In our conference session last year, we talked about our use of online Pre-orientation modules as a "crystal ball" to predict the potential of incoming, first-year students for the fall semester. With a 95% completion rate, we hoped to have a clear picture of what our student potential would be like. Students seemed more engaged and more prepared in the fall semester but, was our crystal ball cracked? This session will be an honest discussion about what worked, what didn't and if adding GRIT to the curriculum is the answer.

## CT-284 Re-Imagining the First Year

Hyatt Regency - Embassy F

### Jo Arney

Program Director - Re-Imagining the First Year  
*American Association of State Colleges and Universities*

In February 2016, the American Association of State Colleges and Universities (AASCU) launched a new initiative called Re-Imagining the First Year (RFY). This initiative seeks to identify and test a series of programs, strategies and tools that will increase retention rates and success for first-year students. The first year of college has emerged as the critical barrier to college success, the point at which colleges experience the greatest loss of students. As part of this presentation we will present on the status of the initiative, as well as, RFY work being done on individual campuses.

## E-285 Teaching Transferable Academic Skills: The Key to Student Success

Hyatt Regency - Inman



### Carrie Purcell

Director of Business Development  
*English Central*

This session proposes a practical application of theory in the classroom to provide students with the tools they need to function and succeed. We will examine how carefully stepped, staged and scaffolded activities in The Transferable Academic Skills Kit (TASK) gives students the skills that they often lack but sorely need to succeed not only in their post-secondary studies but in their future careers as well. These skills include critical thinking, essay writing, numeracy, researching, referencing, avoiding plagiarism and presenting.

## E-286 iGrad Financial Wellness Platform and Curriculum-Customizable, Engaging, and Relevant

Hyatt Regency - Piedmont

### Todd Woodlee

Vice President of Client Development and Research  
*iGrad*

This session will demonstrate the iGrad platform. It will identify all customizable features and share best practices for goal setting, strategy, student engagement and measurements for success. iGrad's core principals of relevance, interaction, and repetition will be explained. Our proprietary algorithm, allowing a user's personality and personal interests to dictate content exposure, will be explained; showcasing how the experience changes as the student evolves from freshman to alumni. Both online platform and classroom curriculum will be covered. Implementation, pricing and real time reporting will be covered as well as self-serve marketing site and client success team support.

## CT-287 Appreciative Education in the First-Year Seminar

Hyatt Regency - Spring

### Tessa Smith

Graduate Assistant, Advising Center

### Peter Mather

Interim Dean, University College and Professor of Education, Patton College of Education  
*Ohio University*

Appreciative Education is a strengths-based framework that supports student success and can enhance students' ability to flourish in college settings. A strengths-based framework is an alternative to deficits-based student-success approaches. This session provides strategies designed to boost well-being and promote student success. The presenters will share preliminary results and implications from a study based on Appreciative Education interventions in a first-year seminar settings. Participants will also receive a toolkit of strategies that can be applied to a variety of first-year experiences, and particularly to first-year seminar courses.

## 9:15 am-10:15 am

### CI-288 Gaawiin Ganage Zanag! College Success-There's Nothing to It!

Marriott Marquis - A701

#### Stacie Lyon

Behavioral Sciences Instructor

#### JoAnn Stute

Arts and Humanities Instructor

*Leech Lake Tribal College*

This session will introduce Jumpstart, an intensive first-year experience course that is held for eight days prior to the start of Fall Semester. Students are taught college study and survival skills based on an Ojibwe cultural foundation. The course encourages the development of a peer support network and allows for connections with faculty and staff prior to the start of the academic year. A variety of individual and group activities provide opportunities for community and campus involvement.

### CT-289 It's Not a Sprint: Maintaining and Sustaining Your Pace

Marriott Marquis - A702

#### Duncan Culbreth

Capstone Scholars Program Coordinator

#### David DeWeil

Associate Principal, Capstone Scholars

#### Jessie McNevin

Program Coordinator, Capstone Scholars

#### Taylor King

Graduate Assistant, Capstone Scholars

#### Erin Wilson

Assistant Principal, Capstone Scholars

*University of South Carolina*

We've all been there: the semester begins, students move in, your calendar fills up and it feels like going from 0-60mph in no time. Two years ago, the Capstone Scholars Program at the University of South Carolina evolved to meet the needs of a growing student population. This session explores why it is important to maintain and sustain a healthy work pace to provide students the necessary support to be successful.

### FD-290 Parent and Family Support: What Works and Why?

Marriott Marquis - A703

#### Kathy Petras

Associate Director, First-Year Experience and Family Programs

#### Allison Prelovsky

Senior Assistant Director, First-Year Experience and Family Programs

#### Justin Beckman

Graduate Assistant, First-Year Experience and Family Programs

*Case Western Reserve University*

Parents and families of first-year students play an integral role in their student's transition to university life. Many different strategies exist on campuses around the country to support parents as they support their students and learn to navigate their new parenting role. The goal of this session is to create a space where faculty and staff who work with first-year students can discuss the changing dynamic of parent and family involvement and also to share the successes of Case Western Reserve University with regard to parent/family communication and setting expectations for the relationship families will have with the institution.

### CT-291 Working Together: Orienting Students to Campus Resources the Fun Way

Marriott Marquis - A704

#### Charissa Powell

Undergraduate Experience Librarian

#### Ashley Stark

Academic Services Specialist

*Kansas State University*

Have you ever wondered how to make orientation programs more engaging and fun for students? This session covers what Kansas State University Librarians learned from planning their orientation program for new and first-year students. The program teaches new students about library resources in a way that lets students discover the library for themselves. Creating an engaging orientation program that requires students to use active learning will help students retain information and learn to use the important resources they need to be successful. Attendees will learn best practices for creating an orientation program that will leave students coming back throughout the semester.

### CI-292 At-Risk to Actively Engaged: Serving Underserved Students Through Learning Communities

Marriott Marquis - A705

#### Richie Gebauer

Director of the First-Year Experience

#### Michelle Filling-Brown

Associate Professor, English

*Cabrini University*

As increasing numbers of students are entering higher education with greater deficits in preparation for college reading, writing, and math, Cabrini University has responded by using its already robust Learning Community program to assist developmental learners through specific and thematic learning communities designed to promote student success in the first year. This presentation will focus on the implementation, assessment, and success of curriculum and co-curriculum offered through intentional learning communities designed specifically for developmental learners and allow for discussion and planning for how colleges can better serve academically at-risk students through the first-year experience through a learning community approach.

### CR-293 Best Practices for Creating and Implementing Effective Financial Education

Marriott Marquis - A708

#### Jenny Cotton

Associate Director for Residential Education

*Kennesaw State University*

Financial stress and obligations have been identified as the number one reason students leave college. In an effort to address this, colleges and universities have begun to reevaluate their role and responsibility as it pertains to financial education. This presentation highlights recent, original research that explores how administrators within college money management centers perceive and meet the needs of college students on issues of personal finance. By identifying and showcasing best practices, as it pertains to financial education, those attending will be better equipped to address this national issue at their respective institutions.

# TUESDAY, FEBRUARY 14

## CR-294 Examining the Use of Peer Educators in an FYE Seminar

Marriott Marquis - M104

### Brooke Moore

Coordinator of First-Year Seminars

### Jody Maloney

Academic Advisor

*Ferris State University*

This session explores a study that investigated the effectiveness of using peer educators in a first-semester experience course for developmental education students. This took place in the fall of 2015 at a four-year university in Big Rapids, Michigan. The purpose of this mixed-methods study was to specifically identify if peer educators made a difference in a student's engagement with the campus and their ability to adapt and transition to college life. Potential changes in the classroom environment and the impact on the peer educators participating in the process were also reported.

## CT-295 Campus Collaboration: Learning Community Programs

### Connect More Than Students

Marriott Marquis - M105

### Wendy Merb-Brown

Assistant Dean, Operations & Learning Community Programs

### Emily Wiersma

Graduate Assistant, Dean of Students

*Ohio University*

Deliberate and intentional communication is necessary to grow and benefit first-year students. At Ohio University, Learning Community Programs has been successful in working with the entire campus community, which has resulted positive outcomes for students. With a student-centered mindset and goal-oriented team, a transformative learning experience has occurred in and outside of the classroom. This session explores the processes, obstacles, and progress gained over the past 17 years to move to a 90% inclusion rate of students in learning communities.

## CT-296 Diversity: What? So What? Now What?

Marriott Marquis - M301

### Aaron Thompson

Interim President

*Kentucky State University*

### Joe Cuseo

Professor Emeritus, Psychology

*AVID for Higher Education*

This session will address three key questions: a) What is "diversity?" (How should it be defined to embrace its multiple various forms or dimensions?), b) Why bother with diversity? (What are its major benefits and how do they align with the mission and goals of higher education?), and (c) How can educators capitalize on the power of diversity? (Is there a pedagogy of/for diversity that can be infused into students' curricular and co-curricular experiences?)

## CI-297 Everyone Has a Story: Bringing Human Library to Your Campus

Marriott Marquis - M302

### Amelia Noel-Elkins

Director, University College

### Corey Burgess

Coordinator, University College

### Pamm Ambrose

Associate Director, University College

*Illinois State University*

Have you ever been to a library where all the books are living and breathing? This session will introduce you to the Human Library, where all the "books" are real people. "Books" share their own personal stories of life, perseverance, and sometimes adversity to encourage meaningful dialogue and dispel stereotypes and myths. Illinois State University coordinated its first Human Library in 2014 as part of first-year seminars. Learn about the purpose of the Human Library, an international social justice movement, and hear about the results of our three Human Library events, our successes, and our lessons learned.

## CI-298 First-Year Connections: Incentivizing 'Belonging' for all First-Years

Marriott Marquis - M303

### Amy Price

Director of First-Year Experience

### Ryan Bell

Program Coordinator, Center for Student Success

### Suzanne Klonis

Director of Institutional Research

### Jason Pierce

Interim Vice President for Academic Affairs and Enrollment Management  
*Mars Hill University*

First-year students don't do optional, but they yearn to connect academically and socially at their new institution. Mars Hill University has a longstanding history of serving underrepresented students and the First-Year Connections (FYC) program was designed to help first-year students connect, succeed and ultimately persist. The primary goal of the initiative was to increase fall-to-fall retention, and the FYC group achieved a 6.5% higher retention rate (from fall 2015 to fall 2016) than the non-FYC students. The program was expanded to include all first-year students for fall 2016. This session will outline the program's design, implementation and assessment.

## CT-299 The First-Year Seminar: An Essential Component of Guided Pathways

Marriott Marquis - M304

### Andrea Juncos

Associate Director with the Postsecondary State Policy Team  
*Jobs for the Future*

### Christine Harrington

Executive Director of the Center for Student Success  
*New Jersey Council of County Colleges*

### Kathryn Suk

Assistant Professor of Education and Student Development Student Development Coordinator  
*Raritan Valley Community College*

### Terri Orosz

Assistant Dean of Arts and Sciences  
*Middlesex County College*

This session addresses the importance of the first-year seminar course within the Guided Pathways framework from a national, state, and community college perspective. In particular, we'll explore the value of the first-year seminar course as a vehicle for assisting students with career and educational planning through strategic interventions and relationship building. Several strategies and models for the first-year seminar as an essential part of the Guided Pathways movement will be shared and discussed.

## **CT-300 Shooting from the HIPs: Strategies to**

Marriott Marquis - M106/107

### **Richard Van Dyke**

Coordinator of First-Year Experience

### **Lauren Wright**

Director of Community Service

### **Jeanine Page**

Assistant Professor of Health Sciences

### **MaryJo Campana**

Director, Center for Career and Professional Development

### **Lynn Bruner**

Associate Professor of Psychology

*Lock Haven University*

At Lock Haven University, the first-year experience (FYE) was designed with high impact practices in mind, but it was implemented without centralized oversight, leading to two related challenges for assessment and delivery: 1) Discipline-specific freshman seminars share learning outcomes but without agreement in curriculum; 2) Separate FYE initiatives across campus do not appear to cohere in a common purpose. This presentation shares our strategies to respond to this decentralization challenge and should resonate with participants from campuses that either have limited resources to administer FYE programs or struggle to communicate how FYE initiatives contribute collectively to student success.

## **CI-301 Beyond Boutique Programs: Implementing Academic Coaching within an FYE Model**

Hyatt Regency - Embassy A

### **April Barnes**

Director of Academic Coaching

### **Vanessa Garcia**

Graduate Assistant - Academic Coach

### **D'Ante Richardson-Jones**

Graduate Assistant - Academic Coach

*Texas State University*

Academic coaching is an innovative and highly effective approach to learning that has been featured in various boutique programs to achieve student success. In order to improve the achievement of all first-year students, Texas State University has moved the practice of academic coaching to the forefront of its first-year experience model. Utilizing Graduate Assistant - Academic Coaches fosters positive learning environments and greatly impacts a student's academic and social transition to campus. This presentation will explore the principles of academic coaching and explain how it can be expanded for the benefit of all first-year students.

## **CI-302 Transitions: More Than Just FY-FRI**

Hyatt Regency - Embassy B

### **April Dye**

Associate Professor of Psychology

### **Tommy Clapp**

Director of First Year and Conference Services

### **Joseph Mixon**

Residence Life Coordinator

### **Spencer Smith**

First Year and Conference Services Coordinator

### **Kelli Williams**

First Year and Transfer Student Librarian

*Carson-Newman University*

Carson-Newman University has spent the last few years seeking a strong relationship between the Curricular and Co-Curricular programs in their first-year seminar and Seminar for Students in Transition. These courses, originally designed to be Liberal Arts academically driven courses, have become a beacon for faculty and staff to blend the full spectrum of campus life. These blended courses have worked to make a successful program for transition to college, retention, and persistence of students. In this session, we will discuss the transitions the programs have undergone and what we've learned along the way.

## **FD-303 Culture of Unrest: Redefining Success Regarding High-Needs Student Populations**

Hyatt Regency - Embassy D

### **Amanda Wilkerson**

Professor, Strategies for Success

*Bethune Cookman University, University of Central Florida*

### **Ronnie Mack**

Student Success Coach/ Instructor

### **Jabal Moss**

Student Success Coach/Instructor

*Bethune Cookman University*

Pursuing a post-secondary education is a revered accomplishment requiring persistence, resilience, and hard work. During the first year of college, students engage in multi-layered processes, which entail connecting to the culture of the campus, engaging in rigorous academic practice, intertwining knowledge with practice. As such, in this facilitated discussion, Florida Historically Black College and Universities first-year experience (FYE) professionals will discuss their perspective and experiences as it relates to supporting the success of high-need student populations. The panel will heuristically describe, discuss experiences connected to supporting student success under the umbrella of the first-year experience program.

# TUESDAY, FEBRUARY 14

## FD-304 Partner Power: How FYEPs and Libraries Collaborate for Student Success

Hyatt Regency - Embassy E

### **Lisa Marie Kerr**

Director, First-Year Experience Program

*Auburn University at Montgomery and University of Alabama at Birmingham*

### **Phill Johnson**

Dean of the Library

### **Virginia Lacy**

Directory, Warhawk Academic Success Center

*Auburn University at Montgomery*

### **Dana Hettich**

Asst. Professor, Librarian

*University of Alabama at Birmingham*

Commonly the tallest building on campus, the library often represents an institution's dedication to learning. Comprehensive first-year experience programs are wise to incorporate faculty and staff from their library (ies) into initiatives designed to support academic success and institutional connections among their first-year and transfer students. This session features shared experiences of developing positive partnerships that have resulted in meaningful programs, events, and assignments for students in transition at our institutions. Time will be allotted for participants to develop goals and action plans relative to creating collaborative conversations among FYEPs, libraries, and other campus constituents.

## CI-305 Bridging the Gap: Multi-Campus Latin@ Mentoring Opportunities

Hyatt Regency - Embassy F

### **July Coleman**

Coordinator of Latino Outreach and Support

### **Neftali Hernandez**

Retention Coordinator (LASSO)

### **Hallie Dowling-Huppert**

Retention Coordinator (LASSO)

*Georgia State University*

This session explores how Georgia State University is bridging the gap of Latino success rates and enhancing the Latino experience through internal and external mentoring opportunities.

## E-306 Orientation - Keeping up with Technology Trends and Generational Needs

Hyatt Regency - Inman

### **Doug Sawyer**

Vice President of Sales

*Comevo, Inc.*

### **Fred Rocha**

Manager IT Applications, Information Services

*North Orange County CCD*

### **Joyce Holl**

Executive Director

*NODA*

### **Sebastian Contreras, Jr.**

Dean of Students

*Oakton Community College*

## **Melissa Batten**

Associate Vice President for Student Affairs

*Horry Georgetown Technical College*

Be a part of an innovative peer-panel discussion exploring key questions (as voted on by the audience!) surrounding the intersection of generational needs and expectations for technology and emerging technology trends. Panel members will consist of a cross-section of experts ranging from Information Services to a Vice President of Student Affairs to Deans armed with both data and experience.

## CI-307 Utilizing Peer Embedded Tutoring and Mentoring to Increase Retention Rates

Hyatt Regency - Spring

### **Shelia Collins**

Dean of Students

*Chicago State University*

### **Concetta Williams**

Visiting Assistant Professor

*Northern Illinois University*

This session will detail how Chicago State University's S.H.O.W. Embedded Tutor Program, which provides both intensive in-class support and mentoring for students, contributed to an increase in student success. Analysis of program data shows that students who actively participated in the program not only persisted at higher rates than their classmates who did not, but also it will show that the combination of tutoring and mentoring helped students adjust to the university quicker and made them more inclined to seek other support and be more active on campus. This session will show other institutions how to develop a similar program.

## **MORNING BREAK | 10:15 AM – 10:30 AM**

*Marquis Ballroom Foyer and Embassy Ballroom Foyer*

## **10:30 am - 11:30 am**

## FD-308 Strategies for Fostering Connections between International and Domestic First-Year Students

Marriott Marquis - A703

### **Gabrielle Maylock**

Graduate Assistant, Allen Student Advising Center

### **Brandy Stiverson**

Graduate Assistant

*Ohio University*

How do we foster connections between domestic and international students? Universities should provide opportunities for international and domestic students to interact because challenging, positive learning experiences allow students to achieve higher levels of moral development (Mayhew, et. al., 2012), but when is the "right" time to do this? During this interactive session, participants will discuss the benefits and challenges related to fostering interactions between international and domestic students, when such interactions should occur, as well as effective, or possibly ineffective, strategies for fostering such connections.

## CT-309 Trailblazing a Path: The Evolution of a Residential Bridge Program

Marriott Marquis - A704

### Thomas Sellers

Assistant Director, Student Success Center

### Pamela Mirabelli

Coordinator, Gamecock Gateway  
*University of South Carolina*

### Dustin Etheridge

Assistant Director, Gamecock Gateway  
*Midlands Technical College*

The Gamecock Gateway program is an innovative and highly collaborative partnership between the University of South Carolina and Midlands Technical College. Gamecock Gateway students live on a large, flagship campus while completing their first year of coursework in a smaller academic setting. This session presents the many ways the program leverages support from two separate institutions to provide assistance for students in their first year. Presenters will discuss the creation of Gamecock Gateway and how the program continues to evolve to support our students on their path to a baccalaureate degree from the University of South Carolina.

## CT-310 Pluto is Not a Planet. Learning Style is Out Too.

Marriott Marquis - A705

### Marsha Fralick

Professor Emeritus  
*Cuyamaca Community College*

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

## FD-311 How Campuses Are Infusing Emotional Intelligence Learning into FYE Programs

Marriott Marquis - A707

### Korrel Kanoy

Professor Emeritus  
*William Peace University*

### Rachel Most

Associate Dean for Academic Programs  
*University of Virginia*

### Nia Haydel

Director, Academic Center for Excellence and Honors Program  
*Dillard University*

### Deborah Burris

Chair, Department of Social and Behavioral Sciences and Director of the Pfeiffer Journey  
*Pfeiffer University*

### Maria Holmes

Associate Dean, Honors College  
*Sam Houston State University*

Emotional intelligence (EI) predicts higher retention and graduation, (Sparkman and colleagues, 2012), higher grades (Mann & Kanoy, 2010) and less alcohol use (Schutte, Malouf & Hine, 2011), among other positive outcomes. This session features discussion that will invite all participants to share how they are infusing emotional intelligence learning in first-year programs and the benefits to students of doing such. Educators not currently infusing EI learning are invited to come learn simple and effective ways to begin EI learning.

## CR-312 Developmental Courses and Learning Communities: A Pathway to Student Success

Marriott Marquis - A708

### Stefanie Baier

Post-Doctoral Associate, Learning Communities  
*Wayne State University*

This study presented in this session examined the impact of Learning Communities on FTIAC (first time in any college) students in developmental courses with respect to their first- and second-year GPA and retention. The results showed that students who participated in a Learning Community and at least one developmental course had statistically significantly higher college GPA's than students who took at least one developmental course but were not in a Learning Community. Furthermore, participation in Learning Communities significantly predicted re-enrollment in subsequent years for freshman students but not for students in developmental courses. Practical considerations for helping students succeed will be discussed.

## CR-313 Using Peer Mentors for Advising in the First-Term Seminar

Marriott Marquis - M104

### Kate Knutson

Associate Professor and First-Term Seminar Director

### Sarah Ruble

Associate Professor of Religion  
*Gustavus Adolphus College*

Does the incorporation of peer mentors in first-term seminar courses help to increase student success in college? This session examines the impact of an effort to increase student success and retention through embedding peer mentors in FTS and using a structured curriculum focused on advising. Results suggest that using a prescribed curriculum in conjunction with peer mentors can help increase student success and satisfaction. This session will be of interest to any institution exploring options for incorporating peer mentors into first-term or first-year seminars.

# TUESDAY, FEBRUARY 14

## **CI-314 Scholars House Learning Community: Addressing Black Male Retention and Graduation**

Marriott Marquis - M105

### **David Ouimette**

Executive Director, First-Year Programs & Learning Communities

### **Erik Hines**

Assistant Professor, School Counseling

### **Melissa Forman**

Assistant Director, First-Year Programs & Learning Communities

*University of Connecticut*

The session will address one of the most critical areas in higher education, the retention and graduation of Black male college students. We will discuss our successful grant application to support the opening of a new Learning Community (LC) Schola2rs House -"Scholastic House of Leaders who are African American Researchers & Scholars" to 50 black males on campus this past Fall. The session will address the sometimes-controversial implementation and initiation of the LC. We will explore the academic and co-curricular components that will lead to greater retention, graduation and the creation of pathways to graduate school.

## **CI-315 Bridging the Gap from New Student Orientation to the Classroom**

Marriott Marquis - M301

### **Yolanda Gibson**

Associate Dean, First-Year Experience

### **Anne Aichele**

Assistant Director, Leadership Development

### **Kacie Townsend**

Peer Mentor Coordinator/Student

### **Gannon White**

Peer Mentor Coordinator/Student

*Marymount University*

Bridging the gap between student affairs and academic affairs beyond new student orientation is often a challenge for institutions. This presentation shares how Marymount University increased freshmen fall-to-fall retention rates. In this session participants will (a) learn strategies to recruit, retain, and train peer mentors, (b) learn best practices for assessing a peer mentor program, (c) leave feeling empowered to implement or enhance faculty and peer mentor relationships, (d) gain a better understanding of roles, responsibilities, and expectations of peer mentors and faculty teaching seminar courses, (e) meet a peer mentor, discover faculty, and student affairs administrator. A group discussion will also be included in the presentation.

## **CI-316 FIRST CLASS: Developing and Evaluating a First-Year Experience Program**

Marriott Marquis - M304

### **David Strickland**

Director First-Year Experience Program and Professor Sociology

### **Leah Cornwell**

Student Recruitment Liaison

*East Georgia State College*

The 15-year growth of a student success course into a comprehensive first-year experience (FYE) program will be presented in this session. The program coordinates numerous resources on campus and is comprised of the following five high-impact design elements: (1) Passport and Portfolio, (2) Critical and Academic Thinking for Success 1101 Course, (3) PAWS PLUS Extended Orientation, (4) Student Engagement Activities, and (5) Peer Coaching. The

evaluation of over 500 students' pre- and post-test data includes outcomes in areas such as early connections, engaged learning, academic and social support networks. The value of FYE programming and evaluation is discussed, as well as directions for future program development.

## **CT-317 Self-Management and Self-Motivation for First-Year Student Success and Retention**

Marriott Marquis - M106/107

### **Donna Berger**

Director, Academic Grants

*Marist College*

Participants will learn a comprehensive model of self-management that integrates commonly taught student success topics and strategies. The key 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 first-year experience for computer science majors that was funded twice by the NSF and recognized for its evidence-based results in retaining computer science majors will also be discussed. Time will be reserved for plans for expanding the program to other universities; an overview of assessments for the course; and participant questions.

## **CT-318 Professor M. Goes to Administration: Scaling Up Faculty Best Practices**

Hyatt Regency - Embassy A

### **Dennis Minchella**

Professor and Associate Dean of Science

*Purdue University*

Instructors who have taught first-year students for many years and who have earned awards for their teaching excellence may be good sources for identifying new student success strategies. These individuals often have a feel for what students need and some of their practices can be publicized and scaled up. Using models and practices from my faculty life, our undergraduate education team developed college-wide programs to increase student success. The session will illustrate how eight of my common teaching practices were scaled up, and the indicators of success we have used to assess our efforts.

## **CI-319 The First-Year Seminar as Site of Critical Inquiry and Thinking**

Hyatt Regency - Embassy B

### **Dennis Weiss**

Professor, Philosophy

*York College of Pennsylvania*

This session presents a model for incorporating critical inquiry and critical thinking in the first-year seminar (FYS). While critical thinking is widely regarded as an essential core learning outcome of most FYS programs, there have long been disputes regarding what critical thinking is, how it ought to be taught, and how to incorporate it into first-year seminars that already have substantial content and other commitments. After briefly addressing competing models of critical thinking and detailing how one FYS Program sought to highlight and assess critical thinking, strategies will be presented for addressing both critical inquiry and critical thinking in the FYS classroom.

## FD-320 The “Hand-Off”: Transitioning Student Support from Admissions to First-Year Experience

Hyatt Regency - Embassy D

### Elaine Lewis

Director of Evaluation & Retention  
*Washburn University*

### Katherine Hilson

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

They recruit, I retain. We often see the roll of admissions as something very different and separate from that of first-year experience. But is it really that different? This session will explore the relationship between admissions and first-year experience offices nationwide. The facilitators will lead groups in conversations about how to work collaboratively during the summer and fall term to ease the student transition. Participants will leave the session with new, inventive ways to engage with their institution's admissions staff to promote student success.

## CI-321 Building on Foundations of Excellence: Collaborating for Student Success

Hyatt Regency - Embassy F

### Suzanne Walker

Associate Dean of Undergraduate Education

### Nicole Livengood

Director of First-Year Seminar & Peer Mentoring

### Lisa Phillips

Dean of Student Life

### Erin Riordan-Dye

Associate Director of New Student Programs and Student Activities

### Amanda Haney-Cech

Director of the Academic Resource Center  
*Marietta College*

One of the difficult, yet crucial requirements for a holistic, successful first-year program is collaboration across campus. In this session, members of Marietta College will present the results of a two-year review and implementation process using Foundations of Excellence First Year® (FoE) self-study and the resulting institutional and programmatic changes to the first-year experience. Specifically, the session will overview the FoE process; detail development of collaborative institutional teams and programs for academic and social transition in the first year; and share assessment methods and initial results using Mapworks® survey, retention, and NSSE® data, and course evaluations.

## CI-322 Empowering First-Year Retention and Success through Pre-Arrival Support

Hyatt Regency - Spring

### Leah Ben-Ami

Director of Academic Operations, The Lowell Institute School, College of Professional Studies  
*Northeastern University*

### Madeline Willett

Student Services Advisor  
*University of South Carolina*

### George Boyar

Partner Success  
*Shearwater International*

Every school has untapped possibilities for supporting new students in their transition to school. This presentation will explore strategic initiatives that take advantage of pre-arrival months to help students from diverse backgrounds find the support and resources they need to build confidence and to be successful from day one. Attendees will leave with an understanding of how to leverage their community to help empower first year student retention and success.

## Closing Address

11:45 am – 12:45 pm  
Atrium Ballroom AB



### Bethany Johnson-Javois

CEO  
*St. Louis Integrated Health Network*

## Mobilizing Movements: The Uncomfortable Truths

St. Louis, Missouri continues to confront its current reality brought to light by the events in Ferguson, a suburb of St. Louis, since August 9, 2014. The Ferguson Commission, appointed by Governor Nixon, released a policy-oriented living report that offers a path to what generational change will require through the lens of racial equity. Bethany Johnson-Javois, former Ferguson Commission Managing Director and CEO of the St. Louis Integrated Health Network will provide highlights from the report, outline learnings on crisis leadership and share the impact of community-level trauma and toxic stress that influence the trajectory of systemic change.

## CALL FOR PROPOSALS

# Paul P. Fidler RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2017-2018 Paul P. Fidler Research Grant, which is designed to encourage the development and dissemination of knowledge that has the potential to make a national impact and improve the experiences of college students in transition. The Paul P. Fidler Research Grant award includes a cash stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication.

### Comprehensive Award Package

- Stipend of \$5,000
- Travel to the 24th National Conference on Students in Transition, October 2017, in Costa Mesa, CA, at which the award will be presented
- Travel to the 25th National Conference on Students in Transition, 2018, at which the research findings will be reported
- Announcement on the National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

### Submission Deadline

Completed applications must be received by the National Resource Center by 11:59 p.m. Eastern, July 1, 2017.

### Application Procedures

The application and proposal form can be found at [www.sc.edu/fye/fidler](http://www.sc.edu/fye/fidler). Application materials (proposal, curriculum vitae) must be submitted electronically by the deadline.

For more information, send an e-mail to [nrcrsrch@mailbox.sc.edu](mailto:nrcrsrch@mailbox.sc.edu).

### Past Recipients

#### **Diane Cardenas Elliott and Joni M. Lakin**

*STEMing the Shock: Examining "Transfer Shock" and Its Impact on STEM Major and Enrollment Persistence*

#### **Barbara Hofer**

*The Electronic Tether: Parental Regulation, Self-Regulation, and the Role of Technology in College Transitions*

#### **Forrest Lane and Georgianna Martin**

*Examining the Importance of Attachment and Engagement in Predicting GPA Across Stages of Transfer Student Transition*

#### **Jacob Okumu**

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

#### **David Perez II**

*Thriving in Transitions: A Phenomenological Study on Latino Male Achievers at Selective Public Universities*



### NATIONAL RESOURCE CENTER

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

[www.sc.edu/fye/research/grant/proposal](http://www.sc.edu/fye/research/grant/proposal)

*Join us in congratulating  
2016-2017 Recipient*

# Paul P. Fidler

## RESEARCH GRANT

### Principal Investigator

**Jason C. Garvey**  
*University of Vermont*

### Additional Researchers

**Maureen A.  
Flint**  
*University of  
Alabama*

**Kelly W.  
Guyotte**  
*University of  
Alabama*

**Keely  
Latopolski**  
*University of  
Alabama*

**Laura Sanders**  
*University of  
Alabama*

**Identity intersections:** Sense of Belonging and its Influence on Academic Success for Residential Students Across Racial and Gender Identities



[www.sc.edu/fye/research/grant/proposal](http://www.sc.edu/fye/research/grant/proposal)

## Institutional Excellence for Students in Transition *Award*



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

### *Each award recipient will receive:*

- Two complimentary registrations to 24th 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 24th 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

## 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:*



36<sup>th</sup> ANNUAL FYE  
ATLANTA, GEORGIA  
2017

# AWARDS RECOGNITION



[WWW.FACEBOOK.COM/FYESIT](http://WWW.FACEBOOK.COM/FYESIT)



@NRCFYEST #FYE17

OCTOBER 21-23, 2017

# STUDENTS IN TRANSITION CONFERENCE

COSTA MESA, CALIFORNIA

WWW.SC.EDU/FYE/**SIT**

@NRCFYESIT #SIT17



WWW.SC.EDU/FYE/ANNUAL

@NRCFYESIT #FYE18

# 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

### **Alan Bearman**

Dean of University Libraries and the Center for Student Success and Retention  
*Washburn University | Undergraduate Institution: University of Kentucky*



Over the past nine years, Alan Bearman has transformed Washburn University through his focus on student success and first-year programs. In his role as dean of University Libraries, Bearman's passion for first-year students shone through this commitment to academic success of students in a population of predominately first-generation, low-income students. He brought the needs of students to the forefront of university conversations about enrollment, recruitment, retention, and graduation. Through his leadership, Washburn founded its Center for Student Success and Retention and developed a comprehensive first-year experience program, including a required first-year experience class. Because of his work, a culture of student success and a passion for first-year students now permeates all areas of campus from faculty to custodial staff.

### **Lauren Bell**

Dean of Academic Affairs  
*Randolph-Macon College | Undergraduate Institution: Wooster College*



In her administrative roles, Lauren Bell's work has been intentionally focused on the first-year experience at Randolph-Macon College as associate dean and then dean of Academic Affairs. She designed a new position called the director of Student Transitions to aid first-year students in need of additional support and guidance. Bell created and leads a strategic committee to look at risk factors that cause students to leave college or have challenges completing their academic work. Her commitment to assessment led her to review the effectiveness of the college's academic progress program and create changes that would identify low-achieving first-year students and more intentionally support them as soon as they joined the campus community. Currently, Bell is leading a transition toward a Learning Commons model, moving all academic support services to the first floor of the College's library, creating a one-stop-shop for students to engage with multiple campus services and resources. Randolph-Macon's improved retention and success rates of first-year students are undoubtedly a product of Bell's tireless advocacy for students.

### **Gary Bowling**

Director of Student Success  
*Northwest Vista College | Undergraduate Institution: University of Maryland*



Throughout his collaborative leadership style and commitment to Northwest Vista College's commitment to "Student Come First," Gary Bowling has led a student success department that continuously meets the changing needs of students. With Bowling's leadership and guidance, freshman seminars and initiatives were integrated into college key initiatives and the QEP. He led the implementation of two first-year seminars and one required course for at-risk and returning students. Working tirelessly, Bowling then lead a year-long first-year experience self-study assessment, which was the springboard for several campus improvements that included developing a robust early alert program, increasing advising support, and developing a new student orientation. His commitment to both assessment and the development of faculty support is at the heart of his impact on Northwest Vista College's campus. Through 13 years of dedication to student success and the college, Bowling has helped increase retention and academic success for students in their first semester and year.



## **Herbert Bruce**



Associate Director for Advising and FYE

*Virginia Tech | Undergraduate Institution: Auburn University*

Over the past fifteen years, Herbert Bruce has established a record of supporting first-year student in higher education. At the beginning of his professional tenure at Lynchburg College, Bruce developed a comprehensive program integrating the summer orientation and the freshman success seminar into a cohesive extended orientation course that supported student in transition through their first semester of college and focused on the retention of at-risk students. In his role now as associate director in University Studies, Bruce facilitates the first-year seminar that serves as the guidepost for student transitioning to Virginia Tech without a defined major or degree concentrations. His curriculum and structural changes, including the successful implementation of academic advisor as FYE course instructor, resulted in growth in areas of student perception of the course, instruction, and academic advising. His ability to collaborate, his student-centered approach, and his eye for assessment impact campus culture every day.

## **Jodi Calvert**



Director of Learning Initiatives

*Three Rivers Community College | Undergraduate Institution: University of Arizona*

Over the last ten years, Calvert has demonstrated an unwavering commitment to and fierce passion for student advocacy and success among first-year and first-generation students at Three Rivers Community College. She oversaw a redesign of developmental math and English courses and was instrumental in developing new curriculum for the first year to cover career exploration, goal setting, critical thinking, study skills and fiscal responsibility. She currently serves on the implementation team for a comprehensive project which will help to improve student retention and completion rates by incorporating a more holistic approach to serving our students. Calvert is not only the project lead for three high school partnership programs, which aim to provide supports and remove barriers for students transitioning from high school to college, but she also helped to develop the Fifth-Year Bridge Program to provide additional services for student with autism spectrum disorders between high school and college. Calvert continues to work tirelessly to ensure students are valued, empowered, and engaged.

## **Deirdre Heistad**



Director of Undergraduate Studies

*University of Northern Iowa | Undergraduate Institution: University of Iowa*

Deirdre Heistad has made a strong impact on first-year students through her leadership in developing innovative and highly effective programs and her work to change the culture of our university in support of student success. She led the way in creating a "cornerstone experience" for first-year students in the form of a year-long integrated communication course featuring student success outcomes, close collaboration with Student Affairs, and the integration of a course-embedded peer mentor. In her role as director of Undergraduate Studies, she led an effort to create "first-year only" (FYO) sections of Liberal Arts Core course throughout the distributed categories. In a year of a particularly high number of incoming student who were academically under-prepared, Heistad's proactively created a Success Coaching program and later worked with the director of Student Success and Retention in Student Affairs to create a new Summer Bridge program.

## **Marisel Herrera**



Director, First-Year Success Center

*Arizona State University | Undergraduate Institution: Marist College*

Marisel Herrera is a high-impact university educator, certified coach, author, and speaker with 25 years of service to the field of higher education. She proudly serves as the founding director of an award-winning First-Year Success Coaching Center at Arizona State University. Fueled by Herrera's vision for VIP care and strong capacity to leverage the power of relationships, the Center has proactively advocated for first-year student needs and has affected university policy and organizational culture in a myriad of ways. As director, she has also designed and implemented a one of a kind, comprehensive, competency-based training curriculum to equip 75 peer coaches and professional staff each year. The Center provides holistic, personalized peer coaching to first-year and sophomore students via its innovative VIP signature coaching programs and has consistently and positively impacted the retention rates of all student users, and in particular, has made a palpable difference in the success of first-generation, minority, commuter and international students.of competence, conscience, and compassion.



## Beverly Kahn

Professor

*Farmingdale State College | Undergraduate Institution: Dickinson College*

Beverly Kahn's work in the area of first-year student advocacy has led to multiple initiatives at Farmingdale State College (FSC) that have impacted the way in which students are engaged and supported. As program director for an education grant, Kahn established a robust orientation program, holistic advisement, and specialized first-year student only courses designed as learning communities to enhance the learning process and increase student collaboration. She was also instrumental in the founding of the Academic Advisement and Information Center, which serves as a centralized advisement center for first-year students on campus. It is through the success of her initiatives that FSC has embraced a change in culture with a focus on sustaining a learner-centered institution with high-impact practices for first-year students.



## Michael Puma

Co-Director, Messina

*Loyola University Maryland | Undergraduate Institution: Fordham University*

Michael Puma's leadership at Loyola University Maryland has exhibited nothing less than consistent excellence and a model of student-centered leadership. Puma serves as the co-director of Loyola's living and learning program, Messina, which connects several high impact practices—common intellectual experiences, living learning communities and the first-year seminar into one program. Puma contributed as the heart of the task force that conceptualized Messina, working tirelessly for four years to create the collaborations needed to birth the program. Today, he continues to advocate for Messina daily in its implementation and overseeing assessment efforts. In addition, Puma has been a consistent voice for support of diversity and inclusion at Loyola, including his leadership in the OutLoyola group on campus, his support for Safezone training, and his role as a trainer in the Green Dot bystander education program. As a member of the Student Development Research and Consultation group, Puma helps to collect and analyze data on incoming students which is used to inform departments and to help parents learn about the realities of college life.



## Jennifer Young

Learning Communities Coordinator/Faculty

*Calumet College of St. Joseph | Undergraduate Institution: Purdue University-Calumet*

Jennifer Young works tirelessly to engage and focus some of the most at-risk students from greater Chicago on academic pursuits. About 20% of the students coming to Calumet College of Saint Joseph's come into college with an even higher risk than the others. Known around campus as the "mother of freshman," Young's fierce advocacy for first-year students has kept the at-risk perspective in the eyes of the administrators. On a daily basis, she coordinates volunteer opportunities to meet the basic needs of students, including support for an on-campus food pantry and clothes closet. Her work as learning communities coordinator resulted in redesigning a summer bridge program, reorganizing summer orientation and administering an orientation course, linking courses in freshman learning communities, and embedding workshops in college skills within learning community classes. Furthermore, Young was instrumental in changing the primary campus assessment tool to a process more in line with AAC&U rubrics, ensuring that students achieve competency in fundamental skills.

## Outstanding First-Year Student Advocate Semifinalists and Nominees

### Semifinalists

Alisa Smith  
*Lourdes University*  
Amber Morgan  
*Greenville Technical College*  
Carolyn Sanders  
*The University of Alabama in Huntsville*  
Christine Fudge  
*The Citadel*  
Cindy Virta  
*Northeast Iowa Community College*  
Cynthia Baron  
*Metropolitan State University of Denver*  
Gail B. Charrier  
*Delaware Technical Community College*  
Herbert K. Amato  
*James Madison University*  
Jennifer McCluskey  
*Maryville University*

Jonathan Cellon  
*Troy University*

Mara Malavé  
*Colegio Universitario de San Juan*  
Margo Warden  
*Johnson State College*  
Mary Ford  
*Fairleigh Dickinson University*  
Melissa Mahan  
*Texas A&M University-San Antonio*  
Sonia M. Bartolomei-Suarez  
*University of Puerto Rico - Mayagüez Campus*

### Nominees

Allison Hoffman  
*Northwest Missouri State University*  
Amy Costa  
*Guilford College*  
Andrea Franckowiak  
*Dyersburg State Community College*  
Andy Petters  
*University of Virginia*  
Ann Callies  
*University of Nebraska-Lincoln*  
Arnette Bates  
*University of California, Davis*  
Brandon White  
*Palm Beach State College*  
Casey Applegate-Aguilar  
*New Mexico Highlands University*  
Catherine A. Preston  
*University of South Alabama*  
Cheri G. Tillman  
*Valdosta State University*  
Chiyedaa Small  
*Medgar Evers College*  
Christopher A. Holland  
*Florida State College at Jacksonville*  
Darcy Hayes  
*University of North Georgia*  
David Strickland  
*East Georgia State College*  
DeAnna Hamblin  
*Texas A&M University-Kingsville*  
Donald White  
*Tri-County Technical College*  
Elisabeth Koerner  
*Mount Mary University*  
Elizabeth Patterson  
*Texas A&M-Texarkana*  
Emerson Case  
*California State University, Bakersfield*

Erin K. Grisham <i>Northern Arizona University</i>	Karen Ogorzalek <i>Monmouth College</i>	Margery Kingsley <i>Cameron University</i>	Stephanie Yuhl <i>College of the Holy Cross</i>
Gabryel Oloapu <i>Wagner College</i>	Katherine Knutson <i>Gustavus Adolphus College</i>	Marissa Macias <i>New Mexico State University</i>	Susan Jennings Lantz <i>West Virginia University</i>
Gerry Strumpf <i>University of Maryland</i>	Kay Angrove <i>Sam Houston State University</i>	Mathew R. Chetnik <i>Salem State University</i>	Timothy T. Stoller <i>The College at Brockport</i>
James Allen Hall <i>Washington College</i>	Keith Akins <i>University of Houston – Victoria</i>	Melissa Duff <i>Walters State Community College</i>	Tina Garcia <i>Community College of Denver</i>
Jane Jackson <i>Tennessee State University</i>	Kenneth Frierson <i>Lane College</i>	Meredith Skaggs <i>Owensboro Community and Technical College</i>	Tobe Bott-Lyons <i>Northern New Mexico College</i>
Jay Button <i>SUNY Oswego</i>	Kierstin Hoven <i>Bemidji State University</i>	Michael Ricks <i>Technical College of the Lowcountry</i>	Tracy Williams <i>Albany State University</i>
Jeff Brown <i>Clemson University</i>	Kim Sandlin <i>Wichita State University</i>	Mimi Harris Steadman <i>Daemen College</i>	Vicki Bonner <i>Old Dominion University</i>
Jennie Pruitt <i>Purdue University Northwest</i>	Kristy Spear <i>University of Florida</i>	Tiffany R. Green <i>J.F. Drake State Community and Technical College</i>	Wendy Jones <i>Spokane Community College</i>
Jennifer K. Krueger <i>Marian University of Wisconsin</i>	Latonya (LT) Robinson <i>University of Texas at Austin</i>	Lathes Towns <i>Tarleton State University</i>	William 'Bill' Johnson Jr. <i>University of North Carolina – Greensboro</i>
Jessica Cecil <i>Owensboro Community and Technical College</i>	Laura Oster-Aaland <i>North Dakota State University</i>	Patricia A. White <i>Alcorn State University</i>	Yolanda Gibson <i>Marymount University</i>
Jessica Landis <i>Franklin Pierce University</i>	Leslie Chandler <i>Northwest Missouri State University</i>	Patty Frisbee <i>Missouri University of Science and Technology</i>	Yolanda Rome <i>Brown University</i>
Jillana Finnegan <i>Boise State University</i>	Lisa Trahan <i>Rensselaer Polytechnic Institute</i>	R. Dewey Knight <i>The University of Mississippi</i>	Yvette M. Lugo Morales <i>Universidad del Sagrado Corazon</i>
Joe A. King <i>Hampton University</i>	Loralyn Kuechle <i>Bemidji State University</i>	Rosie Ordonez-Jasis <i>California State University, Fullerton</i>	
Julia Flocco <i>Shepherd University</i>	Lynn Zlotkowski <i>Mount Ida College</i>	Sara Phillips <i>Western State Colorado University</i>	
	Machamma Quinichett <i>Agnes Scott College</i>		

## 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

Joshua Brown <i>Kennesaw State University</i>	Bernadette Martinez <i>University of Texas at El Paso</i>
Brooke Buttacavoli <i>Northern Illinois University</i>	Caleb Boyd <i>University of Tennessee—Knoxville</i>
Miranda Cherry <i>University of Nebraska-Kearney</i>	Catherine Amoriello <i>Shippensburg University</i>
Jack Van Dam <i>Washburn University</i>	Christina Sappington <i>Manhattanville College</i>
Wilma Jackson <i>Arizona State University</i>	Cody Olsen <i>Shippensburg University of Pennsylvania</i>

Jessica Urena <i>CUNY Guttman Community College</i>
Jonathan Brown <i>College of Charleston</i>
Jordan Dwyer <i>University of Minnesota</i>
Kaitlyn Cheshire <i>University of Florida</i>
MiKayla Raines <i>Fayetteville State University</i>

Staci Robinson <i>Georgia Southern University</i>
Stephanie Hill <i>East Tennessee State University</i>
Taylor Mierendorf <i>University of South Florida</i>

### Nominees

Alize Cherry <i>Edinboro University</i>	Destinee Gonzales <i>University of Saint Francis</i>
Amber Dietrich <i>Cabrini University</i>	Emilie Morris <i>University of South Florida—St. Petersburg</i>
Anna Gingrich <i>University of Nevada—Las Vegas</i>	Emily Ewing <i>University of Nevada, Las Vegas</i>
Anna Kelly <i>Guilford College</i>	Lynnette Gumbleton <i>Albion College</i>

Poushali Pai <i>Temple University</i>
Robert Gay <i>Wingate University</i>
Ryker Thompson <i>Texas Christian University</i>
Sofia Abreu Braca <i>Edgewood College</i>

## 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.

College Deans or Chief Academic Officers were asked to submit one nomination per college or university to include the nominee's curriculum vitae, course syllabus, teaching evaluations, and philosophy of teaching. Each nomination included a personal statement and/or letter of recommendation.

The selection process was based on the nominee performance in each of the areas listed below:

- Develops Success in the Classroom and Beyond
- Develops Students Personal Strategies
- Incorporates Innovation in Teaching

And a choice of one of the three areas below:

- Develops Critical and Analytical Thinking
- Fosters Student Involvement in the Community
- Supports Effective Utilization of Campus Resources

### Award Recipient



**Lori Blanc**

Assistant Professor of Practice  
*Virginia Tech*

Lori Blanc is an assistant professor of Practices within the Department of Biological Sciences and the director of Virginia Tech's Da Vinci Living Learning Community, which houses undergraduates in biological and life sciences. She believes that if she is truly committed to empowering students through education then she must prioritize their opportunities for learning over her own perceived "success." Blanc leads students to realize their potential and identify strengths through continuous reflection on experience. She intentionally designed the class activities to promote a sense of reflection and connection to the university, which is particularly important for first-year students. Her innovative teaching practice is illustrated by the integration of multiple high impact and effective educational practices into the Successful Starts in Science first-year seminar sequence. Blanc fosters diversity and global perspectives within community engagement, as well as immerses her students in an educational environment that supports innovation, ideation, and collaboration over competition. Her openness to new instructional strategies provide evidence that she is intentionally and genuinely focused on student learning, particularly that of first-year students, in the course.

## Excellence in Teaching First-Year Seminars Award

### Semifinalists

Adrianna Sherman  
*Northwest Vista College*  
Alden Jones  
*Emerson College*  
Cynthia Wong  
*Utah Valley University*  
Kathryn Hintz  
*Minot State University*  
Laura Eldred  
*Lebanon Valley College*  
Nicholas Miller  
*Loyola University Maryland*

### Nominees

Dennis Weiss  
*York College of Pennsylvania*  
Jason Mastrogiovanni  
*University of Tennessee*  
Jennifer Cote  
*University of Saint Joseph*  
Julie McLaughlin  
*Cincinnati State Technical and Community College*  
Natalie Mook  
*South Dakota State University*  
Paige Huskey  
*Clark State Community College*





# EXHIBITORS



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# EXHIBITORS

## Exhibitor Information

Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. Exhibitors are located in the Atrium Ballroom.

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## Exhibit Schedule

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

**Saturday, February 11, 2017**

*Exhibit Hours*

6:00 pm - 8:00 pm

**Sunday, February 12, 2017**

*Exhibit Hours*

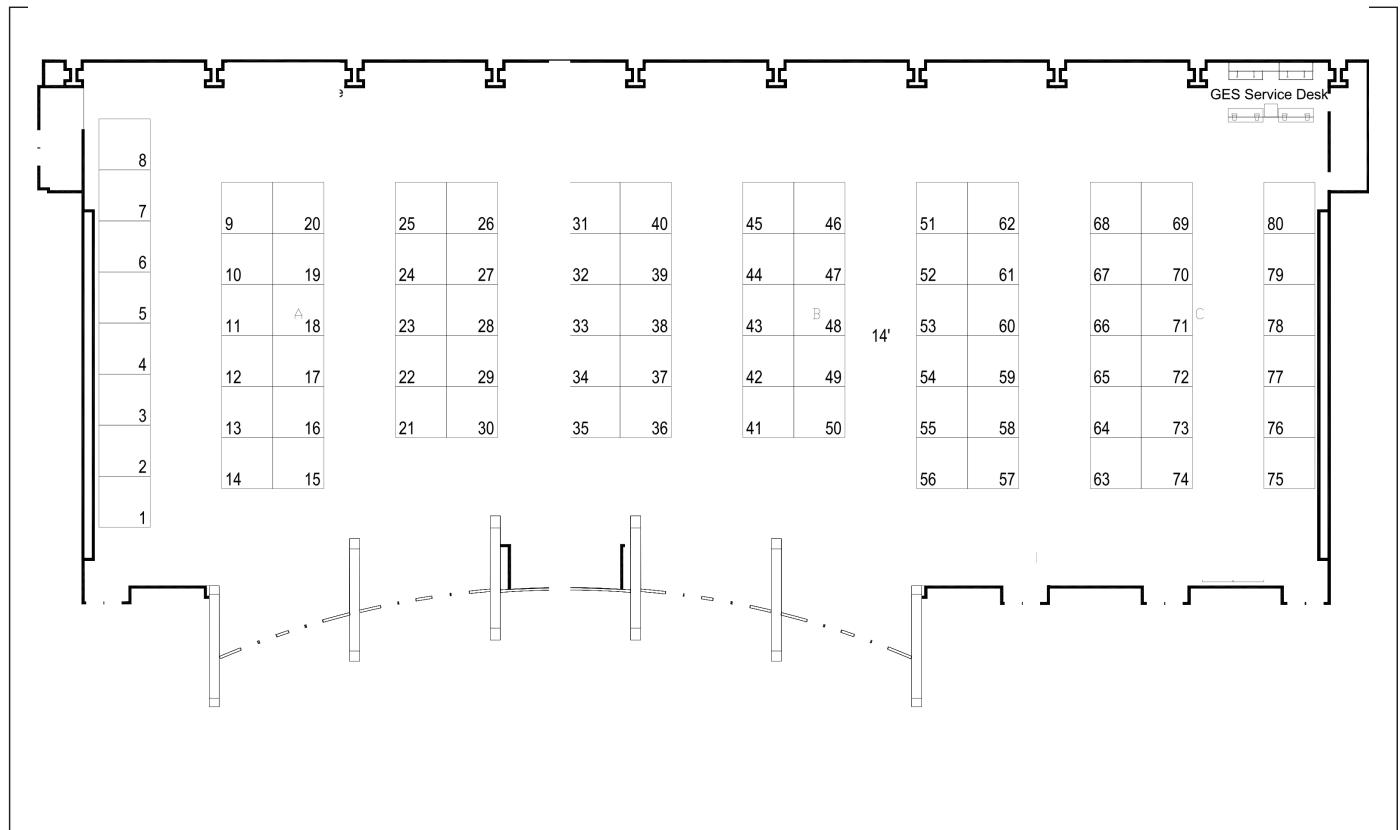
7:00 am - 11:30 am

2:00 pm - 5:00 pm

**Monday, February 13, 2017**

*Exhibit Hours*

7:00 am - 12:00 noon



We create online orientations that make great first impressions, save time and improve matriculation! Our orientations include videos, quizzes, surveys and user tracks to explain a variety of topics in a fun, interactive and trackable way. Plus, they are ADA compatible, and we teach you how to update your content.

#### Global Assistance



Allianz Tuition Insurance can reimburse any non-refundable, out of pocket cost for tuition, fees, or room and board if the student has to withdraw from school because of a serious covered medical or mental illness or injury. Let us help protect one of the most important investments, an education.



#### Alpha Lambda Delta

ALD is an honor society recognizing academic achievement in first-year students. Founded in 1924, there are over 280 chapters across the US. Our mission is to "encourage superior academic achievement, promote intelligent living and a high standard of learning, and assist students in recognizing and developing meaningful goals in society."



simplify distribution of Kindle eBooks. Students read on any device with the free Kindle reading app, supported on iPhone/iPad, Mac, PC, Android, and more.

#### Amazon

Amazon Education offers solutions to lower costs and

#### Advantage Design Group

We create online orientations that make great first impressions,



#### Atomic Learning

Atomic Learning's learning system is designed to meet the needs of today's campus by providing resources that help prepare learners with critical career, self-management, and safety awareness skills, help instructors adapt to changing practices, and help an institution leverage available technology.



#### BarCharts Publishing, Inc.

BarCharts Publishing, 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!!



#### Bellamy Inspires, LLC

Bellamy Inspires is a company built to address the pain points of fear and self-doubt in first-year students around the country. in 2016, Bellamy inspires published Waking Up Chase, One Student's Journey to Awakening His Potential as a fiction read to guide and address the many concerns of our students.

**BVT Publishing**  
Better textbooks, better prices  
[www.BVTPublishing.com](http://www.BVTPublishing.com)

campuslabs® Data Driven Innovation

Campus Labs. Our top-selling textbook in student success is College Success: A Concise Practical Guide, by Strickland & Strickland. This textbook is fully customizable for your campus.



Campus Labs empowers institutions to make valuable connections with their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We're proud to serve more than 1,000 public and private colleges and universities.

**Career TEAM**

Career TEAM exists to accelerate the human condition. Since 1996, CTL has trained and placed over 50,000 job seekers and workforce development professionals. CTL's higher education division has developed a First Year Experience curriculum and toolkit focused on soft skills and employment for partner institutions around the world.

## CashCourse

Your Real-Life Money Guide.

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 1,000 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, software and services company for the K12, higher education, professional and library markets with operations in more than 20 countries around the world. For more information on Cengage Learning please visit [www.cengage.com](http://www.cengage.com).



## CIRCLE OF CHANGE

leaders nationally with an incredible diverse leadership network of students and professionals, but it provides them with leadership development and professional skills training needed to succeed as a leader in the 21st Century.

**College Success & YOU**

College Success & YOU: Achieving Your Goals was written by Doctors Malcolm Kahn and Sue Kahn, two first-year experience experts. The program combines expert guidance and instructional support with applications to realistic scenarios designed to help college students succeed during, and long after, their first year of college.

## BVT Publishing

BVT publishes quality, affordable textbooks for the college market, with textbooks adopted on over 1,000 campuses. Our top-selling textbook in student success is College Success: A Concise Practical Guide, by Strickland & Strickland. This textbook is fully customizable for your campus.

**COLLEGE TRANSITION PUBLISHING**  
EST. 1999

## College Transition Publishing

College Transition Publishing/Veteran Transition Publishing specializes in developing highly successful first year transition programs. Based on your programs needs, we offer publications, online course software, webinars, presentations, professional development and coaching for traditional, online, community college and student veteran populations. Learn more by visiting [www.CollegeTransitionPublishing.com](http://www.CollegeTransitionPublishing.com)

**COMEVO**  
COMMUNICATION EVOLVED

## Comevo, Inc.

Leading provider of LaunchTM Online Orientation software. Since 1999, Comevo has served higher education with online orientation solutions for initial student orientation and transition programming. Interactive multimedia experience plus extensive reporting gives both students and administrators the tools they need for retention and student success.



*The people development people.* **CPP**

## CPP, Inc

Effective career counseling begins with assessing your students' interests & personality. CPP's world-renowned assessments - including the Myers-Brigg® (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**  
College Reading & Learning Association

## CRLA's International Mentor Training Program Certification

After CRLA began certifying postsecondary tutor training programs in 1989, there was great interest in providing similar standards for training students to provide services perhaps more holistic than academic tutoring. Peer mentors are often integral to the success of student success programs and support programs for first-year students.

**Dynamic INFLUENCE**  
*Don't Get Lectured. Get "Edutained!"*

## Dynamic Influence

Delivering highly interactive and "edutaining" experiences that infuse educational lecture with magic, illusions, and hypnosis skits. The magic and hypnosis are used to not only keeps your students engaged, but reinforce the educational lessons. Offering a variety of topics perfect for first year experience!



**ENGLISH CENTRAL.net**

## English Central

English Central is the distributor of a number of innovative, award-winning publishers. In our catalog we have The Transferable Academic Skills Kit, which is the perfect resource for a perfect first-year experience!



### ETS

At nonprofit ETS, we advance quality and equity in education for people worldwide by creating high-quality assessments based on rigorous research. Institutions of higher education rely

on ETS to help them demonstrate student learning outcomes and promote student success and institutional effectiveness. Visit us at [www.ets.org/highered](http://www.ets.org/highered).



FranklinCovey

EDUCATION

### FranklinCovey Education

FranklinCovey's Education Di-

vision is one of the world's most prominent and trusted partners when it comes to leadership programs and transformational processes to thousands of schools and institutions around the world. The 7 Habits for College Students course helps students succeed in college and provides skills needed in the marketplace.



**GROWING LEADERS**

### Growing Leaders

Growing Leaders partners with schools to help them

nurture a leadership culture through EPIC leader development programs. They provide training resources specifically designed for Gen Y including books, DVDs, assessments, on-campus equipping events, and training kits for staff and students, including a comprehensive program for first year experience.



### 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 Frank Christ's eight-page

booklets are just a few of the quality products you discover when you visit our booth.



### Hachette Book Group

Hachette Book Group is a leading trade publishers which

includes numerous imprints including Little, Brown & Company, Grand Central Publishing, Perseus Book Group, 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.



### HarperCollins Publishers

HarperCollins is the publisher of common book favorites such

as THEIR EYES WERE WATCHING GOD, A DEADLY WANDERING, and LITTLE PRINCES. Visit our booth to discover what's new and recommended. You'll find us online at [harperfirstyear.hc.com](http://harperfirstyear.hc.com).



### Higher Education Research Institute

The Higher Education Research Institute (HERI) at UCLA, an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education, administers the Cooperative Institutional Research Program: CIRP Freshman Survey, Your First College

Year survey, Diverse Learning Environments survey, College Senior Survey, and the triennial HERI Faculty Survey.

## HOBSONS

### Hobsons

Hobsons helps students identify their strengths, explore careers, create academic plans, match to best-fit educational opportunities, and reach their education and life goals. We enable thousands of educational institutions to improve college and career planning, admissions and enrollment management, student success and advising for millions of students.



### Houghton Mifflin Harcourt

For nearly two centuries, Houghton Mifflin Harcourt has published some of the world's most renowned novels, non-fiction, and reference works. Its distinguished author list includes eight Nobel Prize winners, 47 Pulitzer Prize winners, and 13 National Book Award winners and heralds some of the most renowned names in American literature.



### Human eSources

Human eSources believes that everyone is unique. Since 1998, our online products have empowered students, parents, teachers, and counselors in over 50 countries to discover and apply students' natural gifts and overcome personal challenges using decades of personality type, learning style, multiple intelligence, and student success research.



### iGrad

iGrad is the only organization to offer a customizable, adaptive learning financial education platform with optional DOE compliant video-based entrance and exit counseling. We are proud to offer powerful reports, metrics, and insights to closely track and measure the efficacy of our platform.

## INGRAM

### Ingram Content Group

Ingram Content Group is a trusted leader in providing comprehensive, global content distribution services to publishers, retailers, libraries and educational institutions.

## Innovative Educators

Supporting Academic & Professional Growth In Higher Ed

### Innovative Educators

Innovative Educators is dedicated to providing superior training focused on critical issues facing students and educators today. Our primary goal is to provide the information, training, and skills necessary to implement positive change on a personal, professional, and institutional level.

## John N. Gardner Institute

### John N. Gardner Institute for Excellence in Undergraduate Education

The Gardner Institute partners with higher education institutions and/or systems to increase student learning, retention, and completion. Specifically, the Institute guides the development and implementation of plans to transform the first-year and/or transfer experiences; high failure rate courses; and/or retention for specific cohorts. It also provides student success-focused professional development.



### Julien Gordon Speaking & Publishing

Julien 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](http://www.julliengordon.com/fye).



planning, leadership, and more. Stop by our booth at this conference or visit [www.kendallhunt.com](http://www.kendallhunt.com)

### Kendall Hunt Publishing Company

We offer a full range of textbooks and custom publishing solutions for first-year experience, student success, career

planning, leadership, and more. Stop by our booth at this conference or visit [www.kendallhunt.com](http://www.kendallhunt.com)



Master of Science in First-Year Studies

### Kennesaw State University: Master of Science in First-Year Studies

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

Knopf Doubleday, a division of Random House, publishes a broad selection of fiction and non-fiction books appropriate for first-year and Freshman Reading programs. Talk to us on twitter @Knopfacademic



### LAUNCH Student Success & KLASS App

Specifically designed to address the needs of First Year Experiences, LAUNCH Student Success & Klass App improves student success, engagement, and retention by providing a highly engaging student success curriculum that combines cognitive science and technology together through a mobile enterprise app to improve performance from enrollment to graduation.



### Macmillan Learning/Bedford/St. Martin's

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

Trade books for First-Year Experience (TM) and Common

Reading programs, from Farrar, Straus & Giroux, St. Martin's Press, Henry Holt, Flatiron Books, Picador, and Tor Books.



### 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.



### NACADA

NACADA promotes/supports quality academic advising to enhance the educational development of students at higher education institutions. NACADA provides a forum for discussion, debate, and exchange of ideas pertaining to academic advising through events and publications. NACADA's 12,000+ members include professional advisors/counselors, faculty, administrators, graduate and undergraduate students.



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

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.



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

The mission of NODA is to provide education, leadership and professional development in the fields of college student orientation, transition and retention. NODA is dedicated to inter-association cooperation, the advancement of professional and ethical standards, and the production of scholarly works.



NOT JUST DORMS

### Not Just Dorms

NJD is an online company that allows you to create custom dorm decor. NJD also helps colleges across the country with their 'model dorm rooms.' Having a model dorm room will show interested students that they can truly have a home away from home at their potential new college!



**Pearson**  
Pearson, the world's leading learning company, partners with K-20 institutions and educators to provide educational solutions and services that help to improve learning outcomes. Pearson serves learners of all ages around the globe, employing 41,000 people in more than 70 countries. For more information, visit [www.pearsoned.com](http://www.pearsoned.com).



**Penguin Random House - Knopf Doubleday Academic**  
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/freshmanyearching](http://www.facebook.com/freshmanyearching)



**Penguin Random House - Penguin Academic**  
Penguin Publishing Group publishes trade fiction and nonfiction books through a wide range of imprints. Please visit [www.penguin.com/fye](http://www.penguin.com/fye) for information on our titles, links our current first-year experience catalog, lists of Penguin titles used in FYE programs and the schools that have selected them. Find us on Facebook at [bit.ly/penguin-fye-fb](http://bit.ly/penguin-fye-fb).



**Penguin Random House - Random House Academic**  
Random House Publishers: We are a division of the world's largest English language general trade book publisher, representing an array of prestigious imprints that publish some of the foremost writers of our time. Many of our titles have already become mainstays in First-Year Experience® programs throughout the country.



critical thinking software tools like Rationale. Rationale is an online program to make argument maps and build essays. Rationale – based on 5 years empirical testing – is built to improve critical thinking skills particularly for students in a rigorous learning environment.



**Ruffalo Noel Levitz**  
Ruffalo Noel Levitz helps colleges and universities reach their goals for student retention and completion. We offer assessments, analytics, and consulting services to enable campuses to support students in transition and throughout their academic careers. Ruffalo Noel Levitz convenes conferences, workshops, and webinars attended by more than 5,000 educators each year. In addition, we produce reports and other resources to help campus leaders analyze enrollment trends and discover more effective strategies. Visit [www.RuffaloNL.com](http://www.RuffaloNL.com) or [blogEM.RuffaloNL.com](http://blogEM.RuffaloNL.com)

### Pearson

Pearson, the world's leading learning company, partners with K-20 institutions and educators to provide educational solutions and services that help to improve learning outcomes. Pearson serves learners of all ages around the globe, employing 41,000 people in more than 70 countries. For more information, visit [www.pearsoned.com](http://www.pearsoned.com).



### School Datebooks

For 31 years, we have fine-tuned our product offerings, delivering the best value in the industry. And, it's all backed up by our unmatched, best-in-class, customer service. Value, quality, service ... that's the School Datebooks Experience.



### School Mate College

Promote student success and school pride with custom College Student Planners and Pocket Folders by School Mate®. Prices start at only \$1.85. Build your entire planner online and include events for every day. Handbook, custom designs, and many options available. Easy, fast, affordable! Visit our booth for FREE samples.



### ScreamFree

ScreamFree ([www.ScreamFree.com](http://www.ScreamFree.com)) is the internationally-renowned, award-winning life and leadership improvement company helping millions of people conquer stress in their everyday lives using its unique, proven, counterintuitive solution; particularly focused on parenting, marriage, adulthood, teaching, leadership and workplace culture. Anxiety, Conflict, Stress...Solved.



**Signal Vine** Signal Vine's intelligent two-way text messaging platform enables

universities to combine messaging with student data to deliver targeted information, prompt timely action, and ultimately improve student outcomes. Through the use of personalized texting, organizations experience improvements in matriculation rates, application completion, persistence, on-time attendance, and more.



**Simon & Schuster** Simon & Schuster is a global leader in the field of general interest publishing, dedicated to providing the best in fiction and nonfiction for consumers of all ages, across all printed, electronic, and audio formats. For more information, visit [www.simonandschuster.com](http://www.simonandschuster.com).



### Skyfactor

Since 1994, Skyfactor (formerly EBI MAP-Works)

has been dedicated to improving retention, student success, and the quality of the college student experience. Our products and services have empowered over 1,500 college and universities to positively impact student development, learning, retention and satisfaction through the Mapworks system and Benchworks assessments.



### SmarterServices

Since 2002, SmarterServices has provided proprietary, research-based assessment software that derives relevant data about student readiness, measures noncognitive attributes, & manages all proctoring tasks.

SmarterServices' offers its assessment engine-SmarterMeasure, learner readiness assessments, and SmarterProctoring Proctoring Process Management System.



### Sourcebooks

Sourcebooks is an independent publishing company dedicated to connecting readers to resources that will change their lives.

With bestselling series like the Fiske Guide to Colleges and The Naked Roommate, Sourcebooks is committed to helping every student thrive in college.



### Stylus Publishing

Founded in 1996, Stylus publishes books and journals that focus on higher education. Our higher education program covers such areas as: teaching

and learning, service learning, assessment, online learning, racial and gender diversity on campus, student affairs, doctoral education, and leadership and administration. [www.styluspub.com](http://www.styluspub.com)

### The College Game



### The College Game

The College Game provides resources that help new college students (and soon-to-be college students) make a smooth transition to the college environment. An interactive

textbook written especially for First Generation college students, and fun university & community college board games are available!



### The National Society of Collegiate Scholars (NSCS)

The National Society of Collegiate Scholars recognizes high-achieving 1st and 2nd year students on more than 300 college campuses nationwide and provides a lifetime of leadership, scholarship & service opportunities to its members. Additionally, NSCS offers more than \$1,000,000 in scholarships annually and are available to 4-year and 2-year students.



partnered with internal and external brand partners.

### Time Inc. Books

Time Inc. Books, the book publishing arm of Time Inc., creates editorial content across books, bookazines, and ebooks in

### SmarterServices

Since 2002, SmarterServices has provided proprietary, research-based assessment software that derives relevant data about student readiness, measures noncognitive attributes, & manages all proctoring tasks.

SmarterServices' offers its assessment engine-SmarterMeasure, learner readiness assessments, and SmarterProctoring Proctoring Process Management System.



NORTON

### W. W. Norton

Founded in 1923, with a mission to publish 'books that live,' W. W. Norton is the oldest and largest publishing house owned entirely by its employees.



### Workman Publishing Company

Workman Publishing Company includes Algonquin Books, Artisan Books, Storey Publishing, Timber Press, and distributes The Experiment. Workman is an independent publisher of quality fiction and nonfiction that continues to stimulate, enrich, and educate.



### XanEdu Publishing

XanEdu Publishing helps educators at more than 1,000 institutions deliver affordable and transformative learning experiences by making it easy to create custom course materials. With XanEdu, you can design materials around your course, rather than design your course around off-the-shelf textbooks.



### University Press Sales Associates

University Press Sales Associates is a collaboration between MIT Press, Princeton University Press and Yale University Press. UPSA represents the full catalog of each member press, bringing the best in independent academic publishing to the United States market.

JOIN US FOR

# THE MACMILLAN AUTHOR LUNCH!



Monday, February 13th

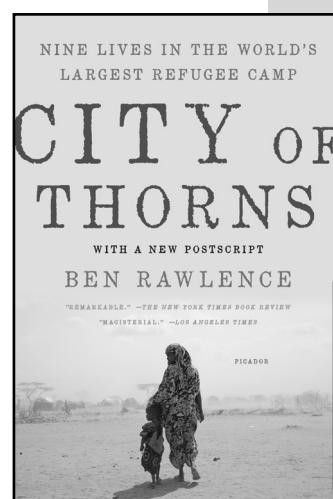
11:30 am- 1:15 pm | Atlanta Marriott Marquis  
(Atrium Level, Rooms A601/602)



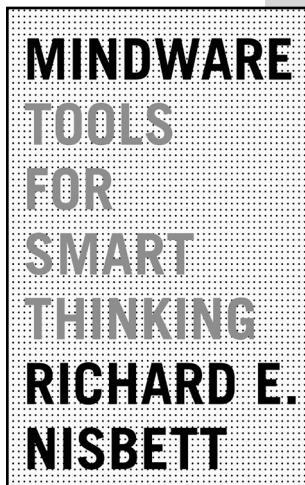
**CAROL ANDERSON**  
author of  
**White Rage**  
The Unspoken Truth of Our Racial Divide



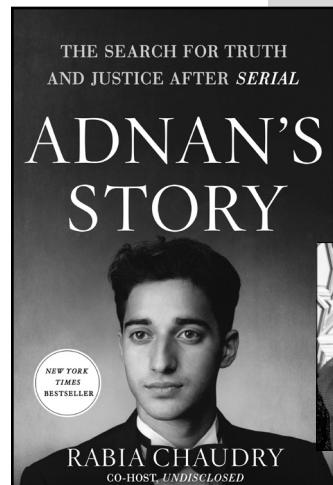
CAROL ANDERSON, Ph.D.



**BEN RAWLENCE**  
author of  
**City of Thorns**  
Nine Lives in the World's Largest Refugee Camp



**RICHARD E. NISBETT**  
author of  
**Mindware**  
Tools for Smart Thinking



**RABIA CHAUDRY**  
author of  
**Adnan's Story**  
The Search for Truth and Justice After *Serial*



Visit the Macmillan booth (#55) to RSVP or email [academic@macmillan.com](mailto:academic@macmillan.com)

# Penguin Random House

Events at FYE • Monday, February 13

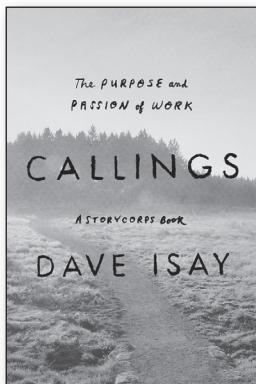
## Author Luncheon

11:30 am-1:15 pm  
Atlanta Marriott Marquis  
Imperial Ballroom A



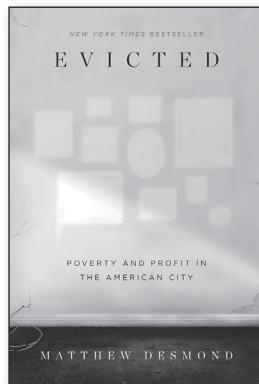
### Dave Isay

author of  
**Callings**  
The Purpose and Passion of Work



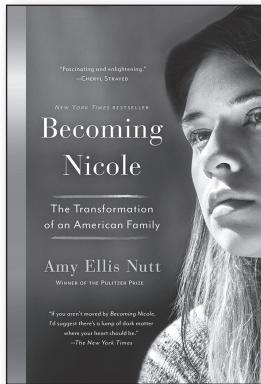
### Matthew Desmond

author of  
**Evicted**  
Poverty and Profit in the American City



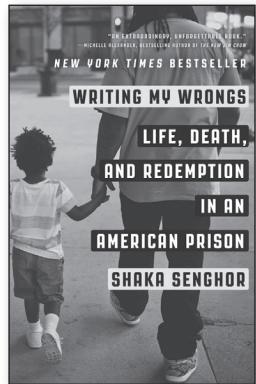
### Wayne and Nicole Maines

as featured in  
**Becoming Nicole**  
The Transformation of an  
American Family



### Shaka Senghor

author of  
**Writing My Wrongs**  
Life, Death, and Redemption  
in an American Prison



To register for our events go to [tiny.cc/PRHFYE17](http://tiny.cc/PRHFYE17) or visit the Penguin booth (#17/18) or Random House booth (#15/16).



# KNOPF DOUBLEDAY

VISIT US AT  
BOOTH # 19-20

## NEW TITLES FOR FIRST-YEAR READING PROGRAMS



### Hope Jahren **LAB GIRL**

"Vladimir Nabokov once observed that 'a writer should have the precision of a poet and the imagination of a scientist.' The geobiologist Hope Jahren possesses both in spades. Her engrossing new memoir, *Lab Girl*, is at once a thrilling account of her discovery of her vocation and a gifted teacher's road map to the secret lives of plants—a book that, at its best, does for botany what Oliver Sacks's essays did for neurology, what Stephen Jay Gould's writings did for paleontology."

—*The New York Times*

KNOPF | CLOTH | 304 PAGES | \$26.95

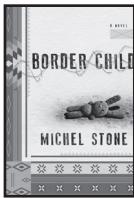


### Yaa Gyasi **HOMEGOING**

"The book leaves the reader with a visceral understanding of both the savage realities of slavery and the emotional damage that is handed down, over the centuries, from mothers to daughters, fathers to sons. At its best, the novel makes us experience the horrors of slavery on an intimate, personal level."

—*The New York Times*

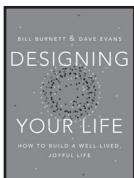
KNOPF | CLOTH | 320 PAGES | \$26.95



### Michel Stone **BORDER CHILD**

"Michel Stone offers us a heartbreak and profound story about the realities of the immigrant experience and the price that a family pays for a shot at the American Dream. Raw, painful, and illuminating, Stone delves deep into the humanity of her characters to reveal the true human cost of immigration." —Reyna Grande, author of *The Distance Between Us*.

NAN A. TALESE | CLOTH | 272 PAGES | \$25.95



### Bill Burnett and Dave Evans **DESIGNING YOUR LIFE**

*How to Build a Well-Lived, Joyful Life*

In this book, Bill Burnett and Dave Evans show us how design thinking can help students create a life that is both meaningful and fulfilling.

"With useful fact-finding exercises, an empathetic tone, and sensible advice, this book will easily earn a place among career-finding classics." —*Publishers Weekly*

KNOPF | CLOTH | 272 PAGES | \$24.95



### James Hamblin **IF OUR BODIES COULD TALK**

*A Guide to Operating and Maintaining a Human Body*

"Reading James Hamblin's book is like taking a journey through the vast and uncharted landscape of 'health science.' Fad Diets. The science of vaccines. The truth (and lies) behind coffee. . . . If you want to understand the strange workings of the human body, and the future of medicine, you must read this illuminating, engaging book."

—Siddhartha Mukherjee, author of *The Emperor of All Maladies*

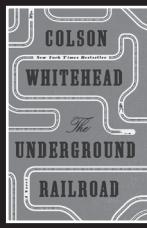
DOUBLEDAY | CLOTH | 400 PAGES | \$26.95



### COLSON WHITEHEAD

*author of*

### **THE UNDERGROUND RAILROAD**



*Author Dinner featured speaker*

**Saturday, February 11<sup>th</sup> at 7:45 PM - 9:30 PM**

Stop by our booth for details, complimentary tickets, and more info about the post-dinner author signing!

"A story essential to our understanding of the American past and the American present." —*The New York Times*



### Margo Jefferson **NEGROLAND**

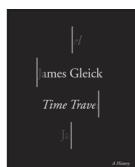
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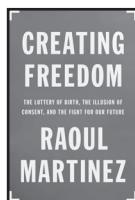
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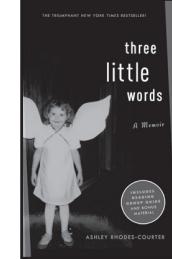
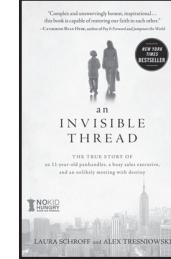
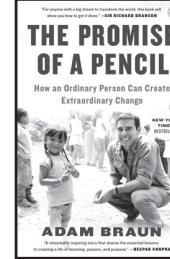
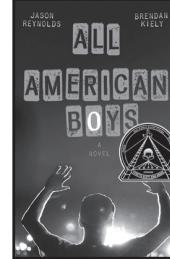
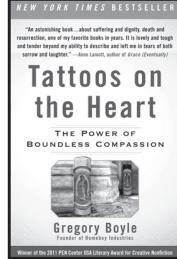
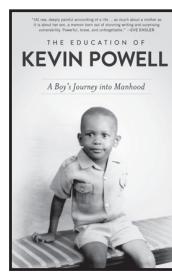
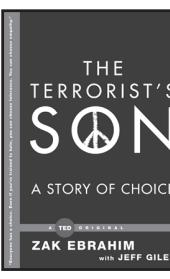
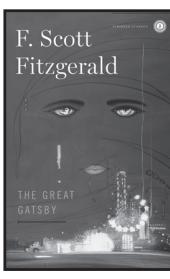
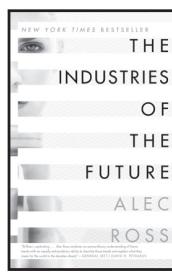
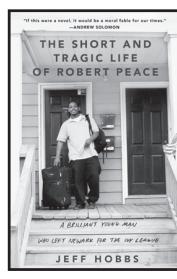
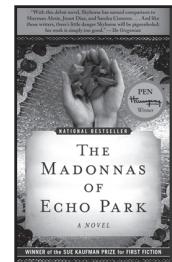
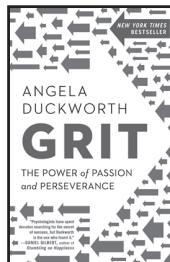
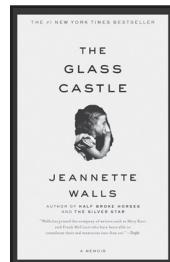
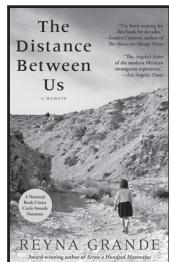
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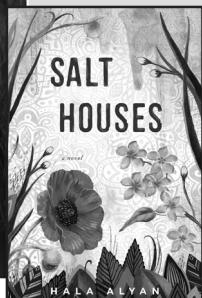


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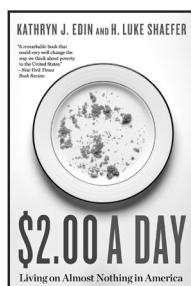
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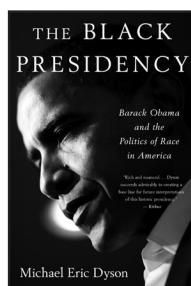
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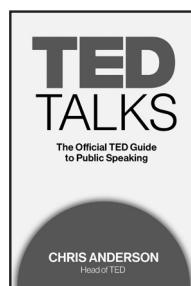
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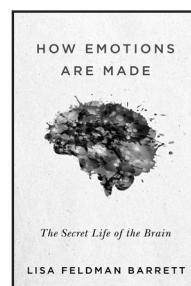
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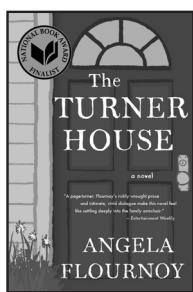
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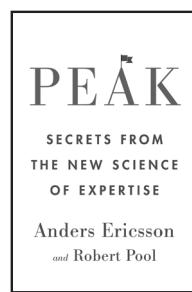
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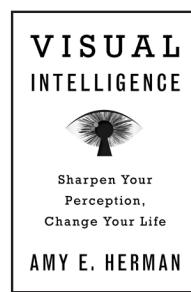
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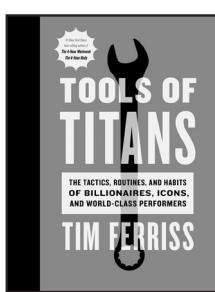
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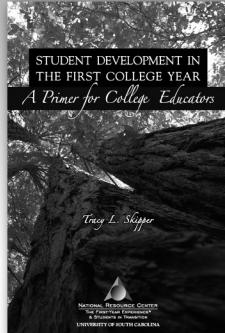
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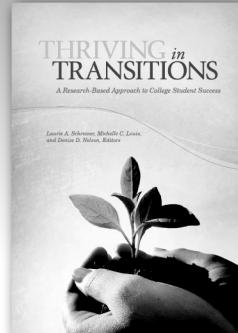
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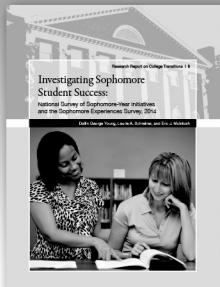
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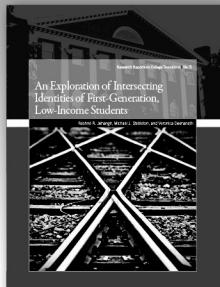
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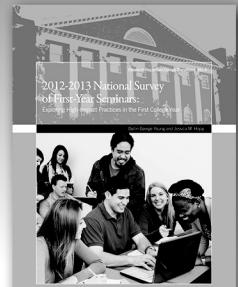
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Habers, Natasha	Kennesaw State University .....	PA-157	Hurns, Kristen	Indiana University .....	PR-170
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