CONFERENCES PROGRAM

COSTA MESA, CALIFORNIA
OCTOBER 21 - 23, 2017

COHOSTS
SANTA MONICA COLLEGE
UNIVERSITY OF CALIFORNIA, IRVINE
UNIVERSITY OF CALIFORNIA, LOS ANGELES
Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am happy to welcome you to Costa Mesa, California, for the 24th National Conference on Students in Transition. We are pleased to have Santa Monica College, the University of California, Los Angeles, and the University of California, Irvine as cohosts for this event. Representing different institutional environments and serving a diversity of students, these institutions remind us how rewarding collaboration across higher education can be. On behalf of the Center and our conference cohosts, I extend warm conference greetings to you.

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

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

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

Sincerely,

Jennifer R. Keup
Director
National Resource Center for The First-Year Experience & Students in Transition
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SCHEDULE OF EVENTS

SATURDAY | OCTOBER 21, 2017
7:30 a.m. – 6:00 p.m. Preconference Workshop and Conference Registration
7:30 a.m. – 9:00 a.m. Continental Breakfast for Preconference Workshop Participants
8:00 a.m. – 5:00 p.m. Preconference Workshops
12:00 noon – 1:30 p.m. Lunch for Preconference Workshop Participants
5:30 p.m. – 7:00 p.m. Conference Opening Session and Keynote Address—Jillian Kinzie
7:00 p.m. – 7:45 p.m. Welcome Reception

SUNDAY | OCTOBER 22, 2017
7:30 a.m. – 5:00 p.m. Conference Registration and Information Desk
7:30 a.m. – 8:30 a.m. Continental Breakfast
7:45 a.m. – 8:45 a.m. Primer for First-Time Attendees
9:00 a.m. – 11:15 a.m. Conference Sessions
11:15 a.m. – 12:15 p.m. Lunch on your own
12:30 p.m. – 1:45 p.m. Afternoon Plenary Address—Joshua Wyner
2:00 p.m. – 5:30 p.m. Conference Sessions

MONDAY | OCTOBER 23, 2017
7:30 a.m. – 12:00 noon Conference Registration & Information Desk
7:30 a.m. – 9:00 a.m. Colleague Cluster Breakfast with Poster Sessions
9:15 a.m. – 11:30 a.m. Conference Sessions
11:45 a.m. – 12:45 p.m. Closing Session

Please join the conference conversation on Twitter: @NRCYESIT #SIT17
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
24th National Conference on Students in Transition
Costa Mesa, California

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

GOALS OF THE CONFERENCE

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

CONFERENCE SPONSOR AND CO-HOSTS

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

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

CONFERENCE CO-HOSTS

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

**Santa Monica College**
**University of California, Irvine**
**University of California, Los Angeles**
GENERAL INFORMATION

Session Locations
All conference sessions will be held at the Westin South Coast Plaza.

Hotel Map
A layout of the meeting rooms at the Westin South Coast Plaza is located on the inside back cover of this program.

Message Board
A conference message board can be found near the conference registration table. Please check the board periodically for important general or personal messages.

Nametag Ribbons
RAINBOW Co-hosting Institutions
LIGHT BLUE Presenters
GOLD Outstanding First-Year Student Advocates
PURPLE First-Time Attendees
GREEN Exhibitor

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

Saturday, October 21, 2017 7:30 a.m. - 6:00 p.m.
Sunday, October 22, 2017 7:30 a.m. – 5:00 p.m.
Monday, October 23, 2017 7:30 a.m. - 12:00 noon

Internet Access Information
Complimentary wireless internet access is available to conference participants throughout the meeting space. Overnight guests staying at the Westin South Coast Plaza will have access to complimentary internet access in their guest rooms.

Parking Information
We are pleased to offer both valet service and self-parking in our on-site parking garage 24 hours a day.
Self-parking Fee: $17 USD daily, $27 USD overnight
Covered Parking: Yes
In/Out Privileges: Yes
Valet Parking: Yes
Valet Parking Fee: $20 USD day use, $34 USD overnight

Conference Evaluations
Session evaluations can be completed through the interactive scheduler, Guidebook. The session evaluation can be found at the bottom of the screen after the session description or it can be accessed on the menu page. An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation is http://nrc.fye.sc.edu/events/sit/evaluation/, and will also be included in a conference follow-up e-mail message.

Session Handouts
During the conference: There will be several tables set up throughout the foyer for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.
After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at http://www.sc.edu/fye/events/presentation/2017SIT/ after November 21, 2017. Please note that only those handouts sent to us by presenters will be posted to the web site. 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.

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

Scan the QR code to download Guidebook
SESSION FORMATS

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

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

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

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

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

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

(E) Exhibitor Presentations
These sessions allow conference exhibitors to showcase products and share information on services provided by the company/organization.

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

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

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

Heather Adams  
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Susquehanna University

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Sam Houston State University

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Denver Malcom Key  
Clifton University

Marla Mamnick  
University of South Carolina

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Lisa Fowler
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Jimmie Gahagan
Virginia Commonwealth University
EXHIBITOR INFORMATION

The University of South Carolina and the National Conference on Students in Transition welcome exhibitors. All exhibits will be located on the East Galleria.

EXHIBITOR HOURS
You will have the opportunity to visit with exhibitors during the exhibit hours below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Saturday, October 21, 2017</th>
<th>Sunday, October 22, 2017</th>
<th>Monday, October 23, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>4:00 p.m. – 7:45 p.m.</td>
<td>7:30 a.m. – 12:00 noon</td>
<td>7:30 a.m. – 12:00 noon</td>
</tr>
<tr>
<td></td>
<td>1:30 p.m. – 5:00 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bridging the First Year Experience
Bridging the First Year Experience was designed by two program directors/department chairs/instructors with 50+ years of educational experiences. Their passion has evolved into the development of this interactive digital eCurriculum that energizes students through introspection, critical thought, and self-actualization. Instructors and students can customize curriculum using real-world, connection based activities/resources.

BVT Publishing®
Better textbooks, better prices

BVT Publishing
BVT publishes quality, affordable textbooks for the college market, with textbooks adopted on over 1,000 campuses. We have just released the third edition of Learning Strategies for College and Career, by Campbell and Hettich. This text comes with strong instructor and student support, and is fully customizable for your campus.

Growing Leaders
Growing Leaders is a global nonprofit that encourages and equips students to take on real-life opportunities and challenges in the classroom, in their careers, and in the community. We do this by partnering with schools to teach practical life and leadership skills using real stories, intriguing images, and engaging experiences.

Let Me Learn
Let Me Learn, Inc. is a non-profit organization promoting informed, intentional learning behaviors. The Let Me Learn Process® is continually tested in the real world of classrooms, training settings, and corporate offices and is a proven, effective tool for learners to take control of their learning processes and meet expectations.

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

Capital Behavioral Health
Capital Behavioral Health is an individual practice, directed by award winning author Rayshawn L. Wilson, Licensed Professional Clinical Counselor. At CBH we are committed to providing a broad range of innovative, high quality services in the areas of substance abuse, mental health and criminal justice. We stand by our motto, “Collectively Changing Lives. With an integration of complimentary approaches, we draw from a variety of methodologies and techniques to incorporate what is most helpful for each client.

Epigem
Epigem is the leading provider of exceptional online courses designed to help universities and colleges transform their core activities in research, teaching, studying and management.
ONLINE COURSES
ON THE FIRST-YEAR EXPERIENCE
AND STUDENTS IN TRANSITION

NOVEMBER 13 - DECEMBER 8, 2017
WHO ARE OUR VETERAN STUDENTS AND ARE WE VETERAN-FRIENDLY?
Instructor: David DiRamio

REGISTER BY 11/9/17 AT WWW.SC.EDU/FYE/OC

RESOURCES ON THE COLLEGE STUDENT EXPERIENCE

Academic Advising and the First College Year
Jennifer R. Fox and Holly E. Martin, Editors
A joint publication with NACADA, the Global Community
for Academic Advising
ISBN: 978-1-942072-00-3. 269 pages. $30.00

What’s Next for Student Veterans?
Moving from Transition to Academic Success
David DiRamio, Editor
ISBN: 978-1-942072-10-2. $38.00

Research Reports on College Transitions No. 7:
What Makes the First-Year Seminar High Impact?
An Exploration of Effective Educational Practices
Tracy L. Skipper, Editor
ISBN 978-1-942072-01-0. 166 pages. $25.00

► SAVE 20% on orders placed through November 10, 2017. Code: CMCA17
PLACE YOUR ORDER AT WWW.NRCPUBS.COM

COURSE OBJECTIVES:

» Understand the critical issues facing veteran students;
» Recognize of the psychosocial, cognitive, and identity-related concerns of veteran students who are transitioning to college and civilian life;
» Be a critical consumer of the research literature about veteran students;
» Use research to inform decisions about how to best serve the needs of veteran students;
» Be mindful and intentional when working with this unique student population;
» Understand privacy concerns and ethical considerations when working with veteran students;
» Critically examine best practices and organizational policies related to veteran students; and;
» Effectively plan and resource programs and service for veteran students;
Join us in congratulating . . .

2017-2018 Paul P. Fidler Research Grant Recipient

**PRINCIPAL INVESTIGATOR**

Mauriell Amechi
PhD Candidate, Pre-Doctoral Fellow,
Educational Leadership and Policy Analysis
University of Wisconsin - Madison

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**Our Stories (Un)Told: Community Cultural Wealth and the College-Going Experiences of Transitioning Youth in Foster Care**

Abstract: The purpose of this proposed study is twofold: (1) To better understand the college choice and enrollment process for underserved and nontraditional populations in foster care; and (2) to explore how academically high achieving foster youth cultivate and leverage cultural wealth (Yosso, 2005) to enhance their access to selective four-year colleges where they are traditionally underrepresented (e.g., Davis, 2005; Day, Dworsky & Feng, 2013). The ultimate aim of this interdisciplinary study is to offer implications to concerned stakeholders in education and child welfare who endeavor to close persistent inequities in postsecondary participation.

The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge that has the potential to improve the experiences of college students in transition. The grant is named in memory of Dr. Paul P. Fidler, a faculty member at the University of South Carolina, whose pioneering research on student learning and success had a vital impact on work being done to promote the success of all students in transition.
Continental Breakfast for Preconference Workshop Participants
7:30 a.m. – 9:00 a.m.
East Galleria

Preconference Workshop and Conference Registration
7:30 a.m. – 6:00 p.m.
East Galleria

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

W-1 | Upgrade Your Peer Leader Program by Creating High-Impact and Transformative Experiences
8:00 a.m. - 12:00 noon | $135 | Viejo/Laguna
Bryce Bunting, Assistant Clinical Professor, Counseling and Career Center, Brigham Young University
Dallin George Young, Assistant Director for Research, Grants, and Assessment, National Resource Center for The First-Year Experience, University of South Carolina

W-2 | Making Learning Meaningful Through Integrative Learning
8:00 a.m. - 12:00 noon | $135 | San Pedro/San Diego
M. Stuart Hunter, Senior Fellow, University 101 Programs and National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect, University of South Carolina
Irma Van Scoy, Executive Director, USC Connect, University of South Carolina
Dottie Weigel, Assistant Professor; Director of the Master of Arts in Higher Education, Messiah College

W-3 | Planning for Student Transitions Across the Undergraduate Years
9:00 a.m. - 4:00 p.m. | $245 | San Felipe
Betsy O. Barefoot, Fellow, National Resource Center for The First-Year Experience & Students in Transition – University of South Carolina; Senior Scholar – John N. Gardner Institute for Excellence in Undergraduate Education
John N. Gardner, Founding Director and Senior Fellow, National Resource Center for The First-Year Experience & Students in Transition – University of South Carolina; President – John N. Gardner Institute for Excellence in Undergraduate Education

W-5 | Building Pathways for Transfer Student Success
1:00 p.m. - 5:00 p.m. | $135 | San Pedro/San Diego
Mark Allen Poisel, Vice President for Enrollment and Student Affairs, University of Arkansas at Little Rock

Opening Session & Keynote Address
The Bookends of Student Transition: Fostering Support in the First and Senior Years
5:30 p.m. – 7:00 p.m. | Santa Ana/Costa Mesa
Jillian Kinzie
Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute
Indiana University School of Education

Entry to and departure from college are critical transitions in students’ personal and educational journeys. Accordingly, most institutions offer a range of initiatives to orient new students, help them achieve academic success and feel a sense of belonging, and some have implemented senior experiences to facilitate graduation and career transition. Yet, to what extent are students experiencing support at the bookends of their undergraduate education and how do under-represented student populations fare? This presentation highlights findings about first-year and senior transitions from a module appended to the National Survey of Student Engagement (NSSE). Results related to academic support, personal difficulty, and reasons new students considered leaving will be discussed, followed by seniors’ views about their preparation for post-graduation plans. Implications for enhancing programs and practices will be considered.

The National Resource Center for The First-Year Students in Transition would like to congratulate the recipients of the Institutional Excellence for Students in Transition Award
San Jose State University: Braven at SJSU Leadership and Career Accelerator
Ohio State University: Second-Year Transformational Experience Program (STEP)

WELCOME RECEPTION | 7:00 p.m. – 7:45 p.m.
East Galleria

Please join the conference conversation on Twitter: @NRCFYESIT #SIT17
RESOURCES ON TEACHING AND LEARNING

Building Synergy for High-Impact Educational Initiatives: First-Year Seminars and Learning Communities
Lauren Chiari Schmidt and Janine Graziano, Editors
212 pages. $30.00

Paths to Learning: Teaching for Engagement in College
Barbara F. Tobolowsky, Editor
177 pages. $30.00

Foundations for Critical Thinking
Trudy Bers, Marc Chua, William T. Daly, Christine Harrington, Barbara F. Tobolowsky & Associates
ISBN 978-1-889271-93-4
234 pages. $30.00

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Institute on SOPHOMORE STUDENT SUCCESS

April 13 — 15, 2018
University of South Carolina
Columbia, SC

Please join the conference conversation on Twitter: @NRCYESIT #SIT17
SUNDAY, OCTOBER 22

Continental Breakfast
7:30 a.m. – 8:30 a.m.
East Galleria

Conference Registration
7:30 a.m. – 5:00 p.m.
East Galleria

Primer for First-Time Attendees
7:45 a.m. - 8:45 a.m.
China Cove

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

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

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

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

9:00 am – 10:00 am

CT–1 Helping Sophomores Stand Out: Research and Best Practices on Sophomore Involvement
China Cove

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

Jeannine Kranzow
Associate Professor, College Counseling & Student Development
Azusa Pacific University

This session will examine the types of campus involvement, including residence life experiences, that best support sophomore student engagement and success. Specifically, the presenters will draw from the chapter they co-authored in a forthcoming issue of New Directions in Higher Education to illuminate research and best-practice literature that provides a foundational understanding of sophomore living-learning communities and residences, as well as high-impact co-curricular experiences, consisting of: student leadership opportunities, study abroad, service- and community-based learning, undergraduate research, and internships.

CR–2 The Role of Validation for Low-Income Latino/a Engineering Transfer Students
San Carlos

Nathan Durdella
Associate Professor, Educational Leadership and Policy Studies
S.K. Ramesh
Dean and Professor of Electrical and Computer Engineering
Andrea Montes Alvarado
Graduate Student, Educational Leadership and Policy Studies
Robert Ryan
Associate Dean and Professor of Mechanical Engineering
California State University, Northridge

Christopher Lawrence
Doctoral Student, Department of Sociology
University of California, Davis

The session will explore the experiences of low-income Latino/a transfer students in Connect, an engineering and computer science academic and research program at a Hispanic-serving institution in Southern California. Designing a qualitative case study, we will share how we framed student experiences through the lens of validation theory. The session will focus on conditions that academically and interpersonally validate Latino/a students: (a) working closely with faculty in mentoring relationships in the major to develop technical expertise; (b) following an engineering or computer science transfer path with Latino/a peers; and (c) extending a network of students in culturally based Latino/a engineering organizations.

FD–3 Publishing Research and Practice on College Student Transitions
San Diego

Forrest Lane
Editor, Journal of The First-Year Experience & Students in Transition
Sam Houston State University

Christina Hardin
Editor, E-Source for College Transitions
Valencia College

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.

CT–4 BMEN Think: Black Students’ Perspectives Regarding Academic Survival/Success Skills
San Felipe

Lisa Marie Kerr
Director, Vulcan Materials Academic Success Center

Christopher Jones
Director, Student Multicultural & Diversity Programs
University of Alabama at Birmingham
Join us in an interactive session to discover how to uncover the intricacies of supporting students of color throughout their college transition. We will share how we collected and coded the data our students provided via structured focus group sessions, as well as how knowing what students think informs our practice. While grounding theories will be presented, the primary purpose of this session is to discuss how capturing the perspectives of the student populations we serve can advance the efficacy of the high-impact practices delivered to support academic, personal, and professional success among students.

**CR–5 First-Year Students and Deep Learning: Piloting the FYRE Program**
San Gabriel

*Christy Oliver*
Coordinator of Advising & Student Success, CSTEM
Eastern Washington University

Undergraduate involvement in research and creative activities is one way to promote and encourage learning, problem solving, and critical thinking, and thus engagement in the college experience (Boyer Commission on Educating Undergraduates in the Research University, 1998; King & Magolda, 2011). Our study used propensity-score matching to examine the effects of involvement in an undergraduate research program on the learning styles and preferences of first-year students in the FYRE (First-Year Research Experience) program at a four-year, mid-size research university. Results indicate that participation in FYRE appears to have influenced students’ engagement with and preferences for deeper learning.

**CI–6 Lessons Learned: Improving the College Transition for Students with ASD**
San Juan

*Lyne Shea*
Dean, Liberal Studies and the Arts

*Andrew Donahue*
Director, Social Pragmatics Programs
Landmark College

The social pragmatics programs at Landmark College have experienced ongoing refinement based on increasing enrollment of and experience with students with autism spectrum disorder (ASD) and others who present with social pragmatics challenges. This session will provide an overview of typical issues of students with ASD transitioning to college, as well as strategies and program initiatives that provide a supportive environment for these students, in and out of the classroom. The presenters will give evidence of both the challenges experienced and the impact of programmatic development on successful retention of students with this profile.

**CT–7 Team Effort: Cultivating a Sense of Belonging in First-Year Seminars**
San Marcos

*Lisa Angermeier*
Clinical Associate Professor and Coordinator of First-Year Experience

*Jana Renner*
Senior Academic Advisor

*Laura Masterson*
Director of Student Success

*Rose Baker*
Academic Advisor

*Christina Nelson*
Academic Advisor
Indiana University Purdue University Indianapolis (IUPUI)

Creating a sense of belonging is a critical aspect of first-year student success. When it comes down to it, what matters to first-year students when they take their first steps on campus is the knowledge that someone noticed they started this experience and will continue to support them throughout the pursuit of their degree. We will discuss strategies the first-year seminar instructional team in the School of Physical Education & Tourism Management have used to connect students to (a) one another, (b) their academic programs, (c) campus resources, and (d) their institution in the PETM first-year seminar courses.

**CT–8 Transition Coaching: Retaining Students in Transition**
San Pedro

*Stephanie Langley*
Transition Coach, First-Year Studies

*Nicole Jones*
Transition Coach, First-Year Studies

*Frank Benefield*
Transition Coach, First-Year Studies
University of Tennessee

In an initiative recently launched by a land-grant university in the Southeast, transition coaches provide vital support to students in transition by coaching them through critical turning points in their academic careers. From the coaches’ perspective, this endeavor involves both internal and external collaboration to identify students, an ability to shift coaching methodologies to target population, and an ever-evolving training module. This session is relevant for administrators and practitioners who want to implement an intensive and collaborative coaching model aimed at increasing student retention as it relates to students in transition.

**E–9 You in the Driver’s Seat of Learning**
Laguna

*Joel Johnston*
Executive Director
Let Me Learn

*Christine Johnston*
Professor Emerita
Rowan University

Learning is a complex process. It involves building a connection among three essential components: (a) the brain and the mind of the learner, (b) the subject matter, and (c) the intent of the instructor. Using a learning technology, this presentation engages participants to help students connect their learning to the course instructor, subject matter, and learning environment.

**FD–10 Polishing Professional Presentations: Connecting Senior-Year Students with Local Employers**
Viejo

*Helen Marie Harmon*
Assistant Director & Participating Faculty, School of Business and Economics
Indiana University Northwest

The focus of this discussion session will be innovative opportunities for senior-year students to become more aware of key employers in their local area. We will share our best “backpack-to-briefcase” ideas, such as how a Student-to-Employer Networking Night event can be integrated into any discipline’s structure for the key purpose of connection and engagement, yielding great results for students and employers.
CR–13 Emerging Voices: Foster Care Alumni Entering College
San Diego
Ellen Stolzenberg
Assistant Director for Research
Higher Education Research Institute, University of California, Los Angeles

Incoming students are presenting more nuanced aspects of their identity. In understanding college transitions, one group that remains understudied and underserved includes those who have been part of the foster care system. Foster Care Alumni (FCA) trail their peers in postsecondary educational access and attainment (Dworsky & Courtney, 2010). Using data from the 2016 CIRP Freshman Survey, this study explores the backgrounds, experiences, and expectations of incoming FCA. Compared with the national population of incoming students, FCA report lower grades and fewer years of math, increased enrollment challenges, and increased interest in impacting social and political values.

CT–14 Latin@ Mentorship Through Transition and Engagement for Multi-Campuses
San Felipe
July Coleman
Coordinator of Latino Outreach and Support
Hallie Dowling-Huppert
Retention Coordinator (LASSO)
Neftali Hernandez
Retention Coordinator (LASSO)
Georgia State University

Learn how Georgia State University is supporting students from two-year to four-year degrees and enhancing the Latin@ experience through internal and external mentoring opportunities, scholarships, and staff support.

CT–15 The 21st Century Advisor: A Community-Driven Advisor Training Model
San Gabriel
Gabriel Bermea
Director, Academic Advising Center
University of Texas Rio Grande Valley

The University of Texas Rio Grande Valley implemented new community-driven training designed to prepare advisors to engage in an advising-as-teaching practice. Our session will introduce the training program created to enhance advisor competencies in five realms: relational, informational, technological, conceptual, and practical. Strategies such as role play, reflective discussion, mentorship, appreciative inquiry, observations, and practicum experiences allow institutions to consider new ways to train and assess advisor progress. Results demonstrate that advisors are well equipped to implement an advising-as-teaching practice and provide an overall positive advising-as-teaching experience for students.

CT–16 Thriving Through Transitions: Creating Cohesive Transitions at JHU
San Juan
Aaron Rutledge
Assistant Director of the Second-Year Experience Program
Johns Hopkins University

Justin Beamon
Associate Director of Campus Life
New York Institute of Technology

This session will focus on the efforts of the Office of Student Orientation & First-Year Experience and the Second-Year Experience programs to align student experiences between their first and second year at the university. Presenters will also highlight other work being done with transfer students, as well as upper-class students, as they transition through the university.

CT–17 Avoiding Higher Education TKO: Sustaining Academic Affairs, Student Affairs Partnerships
San Marcos
Paz Oliverez
Associate Vice President, Advising, Retention & Learning
California State University, Dominguez Hills

Bridget Driscoll
Associate Vice President, Advising, Retention & Learning
San Diego

CR–12 Library Experiences of Transfer Students at an Urban Commuter Campus
San Carlos
Kevin Seeber
Foundational Experiences Librarian
Erin Richter-Weikum
Librarian
University of Colorado-Denver

This study investigates the library experiences of transfer students at an urban commuter campus of about 20,000 students, 8,500 of whom previously attended another institution. Using a mixed-methods approach, we surveyed and interviewed transfer students to gain a better understanding of their library use before and after transfer. Our findings indicate there is no standard “transfer student experience,” although usage of library resources at past institutions does affect students’ perceptions. Subsequently, librarians should develop outreach and information literacy instruction that goes beyond first-year students and acknowledges the research skills transfer students bring with them.

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San Marcos
Paz Oliverez
Associate Vice President, Advising, Retention & Learning
California State University, Dominguez Hills

Bridget Driscoll
Associate Vice President, Advising, Retention & Learning
San Diego

MORNING BREAK | 10:00 a.m. – 10:15 a.m.
East Galleria

10:15 a.m. - 11:15 a.m.
CT–11 Why Account for Tracking Males-of-Color College Retention and Graduation Rates
China Cove
Griselida Flores
Assistant Director of Multicultural Affairs
Stephen F. Austin State University
Antonio Estudillo
Assistant Professor, Educational Foundations
Monmouth University

This presentation will facilitate dialogue on issues relating to low enrollment, retention, and graduation rates of males of color and the consequences of these trends at the local and national level. We will encourage thought-provoking conversations on how men of color can find support at their respective institutions. Notably, when compared with White and Asian males, Latino and African American males have the largest graduation gaps compared with their female counterparts. Therefore, tracking retention and graduation rates is critical to sparking conversation and enhancing the quality of education these students receive.

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California State University, Dominguez Hills

Bridget Driscoll
Associate Vice President, Advising, Retention & Learning
San Diego

CANCELLED
Differing functions, values, cultures, and epistemologies have led to decades of disconnect between the areas of student affairs and academic affairs. In this session, we will describe a highly successful student affairs and academic affairs partnership to provide a first-year experience to all incoming freshmen on a campus with a freshman student population that is 87% underrepresented minority, 64% first-generation, 72% Pell Grant-eligible, and 75% in need of remediation. Data will demonstrate the outcomes of the first two years of this program, which has achieved a first-year retention rate of more than 80%.

CT–18 Reviving the Story of College: Recapturing General Education’s Value
San Pedro
Harrison Kleiner
Assistant Professor, Philosophy
Matthew Sanders
Associate Dean, College of Humanities and Social Sciences
Utah State University

The prevailing narrative about the value of a university education says a college degree is valuable only for its ability to enhance earning power and job opportunities. This narrative, however, obscures the actual identity and mission of most traditional universities. This session revives the story of what a university education is—particularly general education and the whole degree—in order to combat the disconnect between what students expect college to do for them and college mission statements. Presenters will offer a framework for retelling the story of college that infuses more meaning into the first-year experience.

E–19 Just How Important Is Choosing the “Right” Major?
Laguna
Don Pitchford
Director of Higher Education Partnerships
ACT

This study compared students’ measured interests, their chosen first-year majors, and their impact on graduation rates. This session is an opportunity to learn more about the importance of identifying “interest/major/fit” and how you can easily apply what you have learned to practice.

FD–20 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy
Viejo
Mary Stuart Hunter
Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect
John N. 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

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

12:30 p.m. – 1:45 p.m.

Afternoon Plenary Address

Improving Transfer at Scale: Lessons from Recent Research and Workshops
12:30 p.m. – 1:45 p.m. | Santa Ana/Costa Mesa
Joshua Wyner
Vice President and Executive Director of College Excellence Program
The Aspen Institute

Recent research from the Aspen Institute and Community College Research Center reveals wide disparities in the transfer and bachelor’s attainment success of students who begin at community college. This session will explore findings from the research, including how strong community college and university partnerships have enabled transfer student success. Based on the research and recent workshops with practitioners, the session will also cover concrete strategies and tools for gathering transfer data, assessing transfer practice, and understanding the student experience.

2:00 p.m. – 3:00 p.m.

CR–21 Pre-University to Graduation: Student Experiences From South Africa
San Carlos
Nthabiseng Ogude
Dean of Mamelodi Campus
Jeanine Mwambakana
Senior Lecturer, Science, Mathematics, & Technology Education
Ida Meyer
Psychometrist and Faculty Student Advisor
Edwin Smith
Director, Mamelodi Campus
Regina White
Instructor
University of Pretoria

Attributes of a partnership between a research-intensive university, the University of Pretoria, and 18 underprivileged schools in a South African township are presented. High school learners attend an after-school science program, after which they enter a foundation year that provides alternative access to STEM fields. Five first-generation students who went through the program’s four transitions—pre-university, foundation, and mainstream experience through to graduation—describe the academic support that enabled them to complete their studies in minimum time compared with their counterparts in “mainstream” programs. Key attributes of the program are also provided.
CR–22 Transitioning to College: The Students’ Story
San Diego
Melissa Allay
Assistant Director for Assessment and Research
Karen Smith
Associate Director, First-Year Programs
East Carolina University
A story of students’ experience in their transition to college was determined using Nancy Schlossberg’s transition theory and guide. East Carolina University’s staff implemented Schlossberg’s guide to gain a better understanding of what the student transition experience looks like and how the first-year seminar can assist in that transition. In addition, the seminar’s instructor syllabus was reviewed to determine the link between the students’ indicated transition and what was taught in the course. We’ll walk you through our process, share our findings, and discuss what it means for future research and the first-year seminar course.

CI–23 Caring at Scale: High-Impact Success Coaching at ASU
San Felipe
Maricela Alvarado
Director, First-Year Success Center
Kevin Correa
Associate Director, First-Year Success Center
Arizona State University
The First-Year Success Center at Arizona State University (ASU) provides individualized and holistic peer coaching services for more than 7,000 freshmen on four ASU campuses. Coaching empowers students to thrive inside and outside the classroom. Students who are coached are more likely to be retained than those who are 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.

CI–24 Enhancing Student Success Through Academic and Student Affairs Collaboration
San Gabriel
Marisel Herrera
Assistant Dean, College of the Arts
Arnold Holland
Associate Dean, College of the Arts
California State University, Fullerton
In 2015, California State University, Fullerton introduced college-based Student Success Teams, a unit charged with increasing student persistence and increasing the college’s graduation rates. This session will focus on how student affairs practitioners and an academic college have developed effective approaches to support student success through assessment, intentional advising, career planning, and personal development. Presenters will also share a newly implemented Arts Success Academy, a closing-the-achievement-gap campaign pilot project and a Graduation Rate Improvement for Transfer Students initiative.

CR–25 Belongingness and Academic Success Across Racial and Gender Identities
San Juan
Jason C. Garvey
Assistant Professor of Higher Education and Student Affairs
University of Vermont
Belongingness matters greatly to college student success, yet the ways that students experience belonging vary greatly across racial and gender identities. Residence halls have the potential to shape students’ sense of belonging because of the amalgamation of academic and social spaces. Using Strayhorn’s (2012) model for sense of belonging, we examine belongingness in residence halls and its relationship to academic success across racial and gender identities. Using a mixed-methods approach, our findings add to the complex narrative between belonging, academic success, and identity.

CI–26 Caring at Scale: High-Impact Success Coaching at ASU
San Felipe
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Director, First-Year Success Center
Kevin Correa
Associate Director, First-Year Success Center
Arizona State University
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CR–27 Minding the Gap: Creating High School/College Partnerships for Success
San Pedro
Karen Funke
Research Assistant
Jennifer Clark
Student Success Coordinator
Montana State University
Texas State University addresses this need by using personalized graduation coaching, financial literacy, and the school’s Career Readiness Institute to prepare upperclassmen for life after college. This innovative program focuses on soft-skill development for the workplace, financial transition plans, graduate school preparation, and increased academic performance. Come learn more about how the CAFE program is preparing students to not only transition into the workplace, but excel!

CR–28 Soft-Skills on Fleek: Transition from College Student to Working Professional
San Marcos
April Barnes
Director, Academic Coaching and Career and Financial Education
Kristine Wright
Student Development Specialist
Terrance McClain
Student Development Specialist
Texas State University
While universities often focus on the transition of students during the first year, another important transition goes unnoticed: the transition from college student to working professional. Career and Financial Education (CAFE) at Texas State University addresses this need by using personalized graduation coaching, financial literacy, and the school’s Career Readiness Institute to prepare upperclassmen for life after college. This innovative program focuses on soft-skill development for the workplace, financial transition plans, graduate school preparation, and increased academic performance. Come learn more about how the CAFE program is preparing students to not only transition into the workplace, but excel!

Maureen A. Flint
Assistant Director, Ferguson Student Center
Kelly W. Guyotte
Assistant Professor of Qualitative Research
Keely Latopolski
Academic Advisor/Coordinator
Laura Sanders
Director of Residential Communities
The University of Alabama
Belongingness matters greatly to college student success, yet the ways that students experience belonging vary greatly across racial and gender identities. Residence halls have the potential to shape students’ sense of belonging because of the amalgamation of academic and social spaces. Using Strayhorn’s (2012) model for sense of belonging, we examine belongingness in residence halls and its relationship to academic success across racial and gender identities. Using a mixed-methods approach, our findings add to the complex narrative between belonging, academic success, and identity.
current college students. The combined data exposes the need for stronger partnerships between high schools and higher education to best support students.

**CT–28 Integrating and Unifying Student Success Efforts to Combat Initiative Fatigue**
China Cove

**Kevin Huie**
Director, Student Success Initiatives
University of California, Irvine

As institutions continue to roll out initiatives to help more students succeed, leaders are left to sort out how the “new fits with the old” and what effects these initiatives have on students, academic departments, current technology, and campus stakeholders when there is no coordinated effort to centralize them. To combat possible “initiative fatigue,” the University of California, Irvine has reimagined its Student Success Initiatives unit which, centered around a shared “gateway” initiative, caters to new programs for unique populations while still providing for the large first-generation, low-income student population it intends to serve.

**FD–29 Effective Academic Advising in a Virtual World**
San Juan

**Jamie Storey**
Associate Director, Academic Advising and Assistance
Central Michigan University

The number of students pursuing online programs continues to increase, so the need for diverse academic advising modalities is essential. Face-to-face academic advising has proven to positively impact student persistence and overall retention rates. Can virtual academic advising sessions simulate the effectiveness of a traditional advising model? The purpose of this discussion is to identify how to facilitate academic advising in an online format to support student success and retention. The session will explore best practices of technology use, strategies for effective communication, and facilitating an online academic advising relationship.

**AFTERNOON BREAK | 3:00 p.m. – 3:15 p.m.**
East Galleria

3:15 p.m. – 4:15 p.m.

**CT–30 Navigating the Hidden Curriculum of a Four-Year University**
San Diego

**La’Tonya Rease Miles**
Director, First-Year Experience
Appalachian State University

**Araceli Gonzalez**
Program Coordinator
University of California, Los Angeles

This session focuses on how campus physical space and university branding might pose barriers to first-generation college students, specifically community college students, as they transition to a four-year institution. One of the session’s goals is providing practitioners a theoretical framework for understanding this phenomenon, along with specific strategies they can implement in their own work to help mediate campus culture shock.

**CR–31 Epilogue and Prologue: A National Picture of Senior Capstone Experiences**
San Diego

**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

This presentation seeks to present results from the 2016 administration of the National Study of Senior Capstone Experiences (NSSCE) as a foundation for a discussion of this important and increasingly prominent high-impact practice. The focus of the presentation is to provide a thumbnail sketch of the research supporting curricular and co-curricular capstone experiences based on results from the 2016 NSSCE. These results will elucidate trends of institutional responses toward increased attention to the senior year.

**CI–32 First in the Pack**
San Felipe

**Stephanie Hignojos**
Community Director, Buddig Hall
Loyola University New Orleans

While first-generation college-bound students struggle nationally, we see many successes among this population at Loyola University New Orleans. Each year, more than one-third of our first-year students identify as the first in their families to attend college. In the fall of 2012, staff members across campus came together and established the “First in the Pack” program to engage first-generation students in a positive, mentoring relationship. This session will articulate the scope of our program and how we are witnessing a positive impact with relatively low cost.

**CT–33 Collaborating Across Campus to Engage & Retain Transfer Students**
San Juan

**Kim Morton**
Associate Director, Office of Transfer Services
Appalachian State University

We’ve all heard that it takes a village to raise a child; the same could be said for graduating a college student. For transfer students, that village is even larger, as we must help them adjust to another new social and academic climate. This is not a task left to one office and does not end at orientation. It must be a campus-wide collaboration to help them feel welcomed, get them connected, and see that they graduate. This session will explore the ways Appalachian State University has worked across departments, divisions, and campus to engage and retain our transfer students.

**E–34 Marching Off the Map: Generation Z & Metacognition**
San Marcos

**Andrew McPeak**
Program Excellence Manager
Growing Leaders

Leading today’s students often feels like being in a new country. The population in this new land has different attitudes (many entitled and narcissistic) and speaks a different language (emojis and social media). Attention spans are six to eight seconds. They multi-task on five screens. They often possess multiple personas on social media platforms. Understanding and connecting with this generation is oftentimes frustrating and draining. This event provides a compass for leading a generation of “firsts,” full of practical tips for marching into new territory while enabling our kids and students to embrace timeless values and soft skills.
The purpose of this discussion is to identify how academic libraries ensure that transfer students are equipped to be successful as they transition to their new institutions. This discussion will explore best practices in creating both curricular and co-curricular information literacy and library learning experiences for transfer students.

4:30 p.m. – 5:30 p.m.

CT-39 The Impact of a Mandatory First-Year Seminar on Early Retention
China Cove
Tyrone McCoy
Associate Professor, Mathematics
Susan Delker
Department Chair, ACDV 101
Community College of Baltimore County

The Community College of Baltimore County (CCBC) is a large, public two-year college in Maryland. A successful transition to college life and early retention are key components in the success of its nearly 5,000 new freshman students. CCBC mandates that its first-year seminar, Academic Development 101: Transitioning to College, be taken in the first semester by all credit certificate- and degree-seeking students who are considered true freshmen. Original research using logistic regression models and difference-in-differences estimates will be highlighted to demonstrate the work to identify the causal impact of the mandate on first-to-second-year retention at CCBC.
management, and began to define a disciplinary identity. We discuss how these findings have informed program and curriculum changes designed to support students’ transitions beyond the first year.

CI–42 The Houston-LSAMP: A Model for Supporting Minority Students in STEM
San Felipe
Martin Bonsangue
Professor of Mathematics
California State University, Fullerton

David Drew
Platt Professor of Educational Studies
Claremont Graduate University

Bobby Wilson
Provost
Texas Southern University

Susan Romanella
Director, H-LSAMP; Lecturer, University Seminar
Texas State University

Sharon Sledge
Professor of Mathematics
San Jacinto College

The Louise Stokes for Alliance Minority Participation is an NSF program in which participating institutions aim to double the number of bachelor’s degrees awarded to underrepresented minority students in STEM disciplines. The Houston LSAMP, composed of seven institutions including an HBCU and several HSI’s, has realized this goal and maintained degree production at this level for the past 18 years. In this session, students and leaders from two-year and four-year Alliance institutions will discuss their experiences in the program and identify specific program elements and practices that were particularly effective for students transitioning into or between colleges.

CT–43 Building a Statewide Structure to Support Students in Transition
San Gabriel
Jean Henscheid
Research Scientist
University of Idaho

Sharon Sledge
Professor of Mathematics
San Jacinto College

The transition into college is hard enough when one is fully prepared, but this is not often the case when there is a combination of inaccurate knowledge about the college experience and, due to the cost of going to college, great pressure to make the experience work. This presentation will center around what information we think would be best for prospective students to understand better, to facilitate college choice and adjustment and plan for success!

CT–45 The Three Transitions of First-Generation and Low-Income Students
San Marcos
Lee Ward
Assistant Professor, Integrated Science and Technology
James Madison University

First-generation and low-income students face unique challenges in higher education, and colleges and universities also face challenges in enrolling, educating, retaining, and graduating them. However, these institutional challenges can be simplified and overcome by viewing the needs and experiences of these students in three distinct transitions: into, through, and out of the institution. By linking a deeper understanding of these students with a deeper understanding of student transitions, participants in this interactive program will develop new insights and acquire new tools needed to enhance student success among these populations.

CR–46 BCCSE GPA Prediction and Impact of FYS on At-Risk Freshmen
San Pedro
Branden Farmer
Coordinator, Academic Initiatives

David DiRamio
Associate Professor, Higher Education
Auburn University

Using a Beginning College Survey of Student Engagement predictive model to determine student GPA, this study seeks to gain insight into how first-year seminars (FYS) and learning communities (LC) impact at-risk students. We will also discuss methods and strategies on how institutions can utilize FYS and LC programs to assist at-risk students to provide a better first semester in college.

FD–47 Top Ten Misconceptions About College and How We Can Fix This
Capistrano
John Pryor
Principal and Chief Researcher
Pryor Educational Insights

The transition into college is hard enough when one is fully prepared, but this is not often the case when there is a combination of inaccurate knowledge about the college experience and, due to the cost of going to college, great pressure to make the experience work. This presentation will center around what information we think would be best for prospective students to understand better, to facilitate college choice and adjustment and plan for success!
Laguna
Rayshawn Wilson
Director
Capital Behavioral Health

Rayshawn L. Wilson, an award-winning author of his memoir, Coming From Where I’m From, will contextualize his R.O.A.R. of Truths with the five key areas of social-emotional learning to enable professionals to help first-generation college students live their truth, 365 days a year. Wilson achieved success as a former foster youth, first-generation college student and formerly incarcerated individual to motivate, educate, and inspire others to live healthy and balanced lifestyles. Participants in this session will receive tools and strategies to transform students’ lives.

FD–49 Meeting the Needs of Transfer Students Using Online Courses
Viejo
April Dye
Associate Professor of Psychology
Kelli Williams
First Year and Transfer Services Librarian
Carson-Newman University

Many universities have asked their instructors to develop online courses for their first-year experience programs because of the increase in students participating in distance education (U.S. Department of Education’s Learning at a Distance Report, 2011). As a result, we are interested in discussing what works best (and what does not) for the transfer student population. How can a program best transition in-person engagement pieces such as campus and library orientation, social events, etc., to online versions? Furthermore, what particular needs of the transfer student population need to be met in these courses?
Colleague Cluster Breakfast with Poster Sessions

7:30 a.m. - 9:00 a.m.
Santa Ana/Costa Mesa

The “colleague cluster breakfast” is designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests.

Institution Types:
- Community Colleges
- Small Colleges
- Research Universities

Interest Areas:
- First-year assessment
- Learning communities
- Faculty development
- Minority students
- Peer mentor
- Service-learning
- Transfer issues
- Senior-year experience
- Sophomore issues

Roles:
- Academic Advisor
- Faculty
- First-Year Seminar Director
- Orientation
- Chief Academic Officers
- Chief Student Affairs Officers

We encourage you to visit the poster sessions, where you have an opportunity to learn about a variety of initiative at your leisure. Descriptions of the individual poster sessions follow on pages 24-25.

Conference Registration
7:30 a.m. – 12:00 noon
East Galleria

MONDAY, OCTOBER 23

PR–50 Effects on Faculty Teaching a First-Year Seminar
Theresa Haug-Belvin
Coordinator & Instructor, UI100 Course
Kris Baranovic
Instructional Designer
Southeast Missouri State University

While many studies have researched the impact of the first-year seminar on students, few have attempted to measure the overall impact on faculty teaching the course. At Southeast Missouri State University, researchers examined whether teaching the first-year seminar caused faculty to attempt different teaching strategies than those in their regularly assigned courses, and whether teaching the seminar provided other positive benefits. The session will include the results of the study, along with future strategies to help communicate the benefits of teaching the course.

PR–51 Understanding College Preparedness of First-Semester College Students
Kimberly Florence
Doctor of Philosophy, Higher Education
University of Nevada, Las Vegas

The purpose of this study was to examine the college preparedness of first-semester undergraduates who transitioned into a four-year public university. The research purposefully selected 10 first-semester undergraduates who transitioned from a Nevada public high school to the University of Nevada, Las Vegas. Historically, Nevada has exhibited low-performing K-12 public education trends. Using qualitative methods (i.e., a phenomenological approach), students were interviewed using semi-structured and open-ended questions. The interviews revealed that students’ academic lived experiences transitioning from high school to college comprised two overarching key findings: self-efficacy and autonomy, which emerged as both positive and negative.

PR–52 Living Arrangements, Academic Motivation and Academic Achievement of First-Year Students
M. E. Betsy Garrison
Professor and Director
University of Arkansas/Louisiana State University
Robert Rohli
Professor and Director, Geography and Anthropology
Louisiana State University
Jennifer Becnel
Assistant Professor, AFLS-Human Environmental Science
University of Arkansas

The proposed presentation builds on work presented at last year’s SIT conference. Using the same cohort of students and previously collected but yet to be analyzed data, the purpose of the current study is to investigate whether the living arrangements or academic motivation of first-year college students has a greater impact on their academic achievement. Based on multiple regression analyses that will be performed after controlling for personal and family characteristics known to be related to academic achievement, we expect the culprit to be living arrangements. Implications for an array of audiences, including practitioners, will be developed.
PA–53 Putting Education to Work: Innovative Collaboration Leads to Student Success
Elaine D. Collins
Associate Dean, College of Science
San José State University
Andrea Schwartz Boone
Executive Director
Braven Bay Area
San José State University has partnered with a non-profit organization, Braven, to develop a course that includes Braven’s career accelerator. The course connects students with local professionals in a meaningful way. Students can continue with a post-course experience through graduation. To date, 97% of the students that have taken the course are persisting towards graduation, and 72% of graduates have secured a strong job (47% higher than the national average for students from similar backgrounds).

PA–54 Bridging the Transfer Gap Through a Degree Pathway Program
Melissa Jones
Transfer Specialist
University of Hawaii at Manoa
A National Student Clearinghouse Research report found that 46% of students who completed a four-year degree had previously enrolled at a two-year institution (Smith, 2015). As transfer populations grow, transfer programs are increasingly needed to establish smooth processes between campuses. This poster provides an overview of transfer barriers and describes an existing partnership between community colleges and a four-year institution that aims to address and minimize transfer barriers. The program provides a number of benefits including designated transfer advisors, dual-enrollment opportunities, and early registration. Program assessment data on enrollment and the program’s success rate is included.

PA–55 Science Café: Designing a Book Club for Undergraduate STEM Majors
Susan Romanella
Program Director, College of Science and Engineering
Texas State University
Science Café Book Club is in its 11th year at Texas State University. Each semester, undergraduate STEM majors choose among a curated assortment of fiction and nonfiction—not including textbooks—and vote on the selection to be read. STEM faculty serve as facilitators who encourage students to explore texts for connections to their lives and think critically about contemporary scientific, technical, and ethical themes. This poster will showcase our book club model and growing “club library,” where STEM majors explore ideas about life and science woven into compelling stories.

PA–56 Transfer-Student Success Programming: Using Institutional Data for Good (Not Evil)
Allison Carr
Academic Transitions Librarian
Kim Greene
Academic Success Coach
California State University San Marcos
Transfer students often lack a strong connection to their universities compared to native students. Many feel unsure of where to go for help and lack a sense of community. The CSU San Marcos Academic Success Center used pre-existing institutional data and qualitative surveys to assess the needs of transfer students to build a program that would encourage a sense of belonging. This program will create a transfer student community to assist in transitioning to CSUSM. This poster will include the needs assessment data, a detailed description of the program, and preliminary fall 2017 feedback.

9:15 a.m. – 10:15 a.m.

CT–57 Utilizing TRIO to Enhance the First-Year Experience
China Cove
Ashyya Robinson
Student Engagement Specialist
Jazmine Thompson
Coordinator of First-Year Programming & Family Engagement
Berea College
TRIO programs are often housed as a separate entity on college campuses. This session will examine how the Office of First-Year Initiatives and TRIO Student Support Services at Berea College merged to provide support for first-year students. In addition, we will discuss how the TRIO SSS Emerging Scholars Program helped to modify our first-year seminar course, GST 101: Strategies for Academic Success. We encourage participants to discuss their efforts related to support and how they can collaborate with TRIO programs embedded on their campuses.

CR–58 Developmental Impacts of Service-Learning on First-Year Teacher Education Students
San Carlos
Antonio Estudillo
Assistant Professor, Educational Foundations
Tamara Guzman
Graduate Student
Anna Marie Ciavattoni
Undergraduate Student
Alyssa DellaVecchia
Undergraduate Student
Monmouth University
This presentation highlights the development and outcomes of a piloted service-learning initiative (SLI). The SLI was centered on a university-school partnership between an urban public high school’s early-college bridge program and first-year pre-service teacher education students. We will share the background of this SLI, along with benefits, challenges, adaptable program strategies, and learning outcomes. We will also present on themes associated with educational and developmental transitioning among students (e.g., forming community partnerships; college bridge programming; support for first-generation, college-bound students of color; and service-learning in higher education).
**CT–61 Collaborating Towards Success: Guaranteed Program for Admission**
San Juan

**Jennifer Ash**
Associate Director of Transfer Admissions
*Arizona State University*

Walk through the process with us as we outline how we created, collaborated, and launched a robust transfer pathway agreement program between Arizona State University and California community colleges (Guaranteed Program for Admission). Look into how we identified the trends and issues that needed to be addressed, collaborated to support student success, and facilitated the building of partnerships to grow our impact. Hear from players within admissions, partnerships, and ASU Online. We will highlight our process, results, and what we are working toward, in addition to engaging with participants in an interactive, activity-based session.

**CT–62 Case Management: The Right Support at the Right Time**
San Marcos

**Leslie Tod**
Director, Office of Academic Advocacy

**Michelle Bombaugh**
Assistant Director, Office of Academic Advocacy

**Kim Williams**
Data and Policy Specialist, Office of Academic Advocacy
*University of South Florida*

This session will discuss the emerging trend of applying a case management model to higher education to meet the needs of students with various levels of academic concern at different transition points. The presenters will discuss how the case management model evolved at their institution, as well as the multi-pronged approach they have taken to identify specific students to provide the right support at the right time. Attendees will gain an understanding of how case management teams can be used to address student persistence, progression, and graduation issues by providing customized and timely support to the appropriate students.

**CT–63 Rethinking the Faculty-Led Model of First-Year Seminar**
San Pedro

**Cathy Carlson**
Associate Dean, Academic Services

**Wiley Davi**
Associate Dean, Arts and Science

**PJ Dickson**
Assistant Dean, First Year Programs and Advising
*Bentley University*

Traditionally, staff members in student affairs have taught non-academic first-year seminars. In instances when faculty from academic affairs have led the seminars, the content of the course has been heavily shaped by the faculty member’s area of specialization. We provide an overview of our university’s first-year seminar program, which has a team of faculty and staff from across the university develop a non-academic curriculum that helps students develop skills necessary for their success and is taught by faculty. We also review the challenges and benefits to our approach.

**CT–64 Assessment: The Undiscovered Story**
China Cove

**Kathleen Ross**
Program Manager, First-Term Initiatives
*Full Sail University*

Assessment in higher education plays a significant role in showing the academic health of student-attended programs. When evaluating the
effectiveness of a program, assessment data should be leveraged to drive curriculum changes for courses and seminars attended by students in transition. This session will display how to use data to make changes in curriculum, teaching, and instructional design. Through research and successful practices in a first-semester course, attendees will gain an understanding of how data tells a story about the student-learning journey.

**CR–65 Transition for Former Foster Youth: Their Reported Experiences/Our Roles**
San Carlos

**Lisa Will**
Coordinator, Student Success and Advocacy
*Oklahoma State University*

**James Satterfield**
Professor and Department Head of Counseling, Leadership and Special Education
*Missouri State University*

Students in foster care report desire to attend college at the same rate as their peers; however, their transitions to and through higher education are filled with challenges. While their non-foster peers often rely on financial and emotional support from parents, former foster youth are independent and may even be providing rather than receiving aid from parents. Join us as we share the voices of foster youth students and their experiences getting into, and persisting through, college. We will discuss practices these often invisible students describe as most beneficial, and how you might incorporate them into your FYE/SIT programming.

**CR–66 What We Say Matters: The Impact of Language on Transitions**
San Diego

**Kathryn Wilhite**
Academic Program Specialist
*Kennesaw State University*

This session will explore emerging research that examines the relationship between the language used with incoming first-year students and the student adjustment process. Transitioning students may begin learning the institutional lexicon early, and awareness of meaning is critical during this phase. The research design, including a rubric to help evaluate and craft messages of empowerment, will be explained before a conversation about things that institutions can do to communicate effectively with students and deliver messages intended to empower student success.

**CT–67 1-PERSIST: Mentoring for First-Year STEM Persistence**
San Felipe

**Paul Nooney**
Administrative Specialist, First-Year Experience

**Janelle Fayette**
Dean, First-Year Experience

**Shante Brown**
Assistant Dean, First-Year Experience
*Rensselaer Polytechnic Institute*

Join us for a session taking a closer look at a peer mentor program aimed at the persistence of first-year students in STEM fields at Rensselaer Polytechnic Institute. The goal of the program is to provide support for first-year students in gateway STEM courses in the hopes of keeping them in STEM fields. The program, supported by a $1.2 million grant from the Howard Hughes Medical Institute, has more than 135 mentors and reaches about 1,400 students every fall.

**CT–68 Academic & Student Affairs Team Approach to Supporting Transfer Students**
San Gabriel

**Katie Ballard**
Career/Transfer Coordinator

**Mary Kinney**
Coordinator of Student Affairs – Retention
*Owensboro Community & Technical College*

Want to help support your community college transfer students but have no funds for new staffing? Join us as we discuss how OCTC began TRAC Central more than five years ago with two staff members and an idea. TRAC (Transfer, Retention, Advising, and Career planning) was developed from our recommendations upon completing the John Gardner Institute for Transfer Students seven years ago. Faculty provide advising and transfer support as part of their office hours. The joint commitment between academic affairs and student affairs has benefited the entire campus in addition to our students.

**CT–69 Capitalizing on the First-Year Experience through Academic and LLP Partnerships**
San Marcos

**Erin Stamile**
Program Director, Impact LLC

**Lindsey Freed**
Director, Undergraduate Student Recruitment & the First-Year Experience
*Baylor University*

This program will discuss the importance of open communication between academic and living-learning program (LLP) faculty and staff to foster a cohesive first-year experience and bolster student engagement and success within a particular degree program. Presenters will share planning, implementation, and best practices for faculty and staff who seek better bridge-learning experiences within and beyond the classroom. We will discuss the importance of LLPs driven through academic partnerships; identify best practices for LLPs and academic collaborations; and emphasize the significance of focusing on recruitment, the first-year experience, and transition to sophomore year.

**CT–70 Back to Basics: Old School Approaches for First Generation Students**
San Juan

**Brenna Docktor**
First Year Transition Advising Coordinator

**Nancy Davis**
Academic Advisor

**Michael Valenzuela**
Academic Advisor
*University of California, Davis*

Who are your first generation students? What are their needs? Come hear about UC Davis’ innovative approach to recognizing the strengths of our first gen freshmen and transfer students and supporting them through their first year. We will discuss best practices, our 5 Core Principles (“back to basics”), and key strategies to using a successful cohort model. Participants will leave with an initial action plan to bring back to their home campus.
CT–71 Becoming a Learner: Framing the Purpose of a College Education
San Pedro
Matthew Sanders
Associate Dean, College of Humanities and Social Sciences
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 orientation and FYE programs and share assessment data that shows the effectiveness of this message for improving student motivation, satisfaction, and retention.

Closing Session
11:45 a.m. – 12:45 p.m.
China Cove
Dallin George Young
Assistant Director for Research, Grants, and Assessment, National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

This concluding session is designed as an interactive culminating experience designed to give conference participants opportunities to reflect on ideas and information presented at this conference. The staff of the National Resource Center for The First-Year Experience and Students in Transition will facilitate an active learning exercise aimed at synthesizing each participant’s conference experience. Those in attendance will walk away with a prioritized list of action steps that they can implement upon return to their campuses. Please join us.
16th Annual Conference of the National Institute for the Study of Transfer Students

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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:

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- Innovative teaching strategies and programs addressing the needs of special student populations
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BEYOND THE FIRST COLLEGE YEAR

Thriving in Transitions: A Research-Based Approach to College Student Success
Laurie A. Schreiner, Michelle C. Louis, and Denise D. Nelson, Editors
ISBN 978-1-889271-89-5. 216 pages. $35.00

Dallin George Young, Laurie A. Schreiner, and Eric J. McIntosh

College Students in Transition: An Annotated Bibliography
Stephanie M. Foote, Sara E. Hinkle, Jeannine Kranzow, Matthew D. Pisilli, LaTonya Reese Miles, & Janelle G. Simmons, Editors
ISBN 978-1-889271-88-0. 126 pages. $30.00

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