26th national conference on
STUDENTS IN TRANSITION

CONFERENCE PROGRAM

Orlando, Florida | October 12-14, 2019

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

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

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

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

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

Sincerely,

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

SATURDAY | OCTOBER 12, 2019
7:30 a.m. – 6:00 p.m. Preconference Workshop and Conference Registration
8:00 a.m. – 12:00 noon Preconference Workshops
1:45 p.m. – 5:15 p.m. Conference Sessions
5:30 p.m. – 7:00 p.m. Conference Opening Session and Keynote Address —
Laurie Schreiner
7:00 p.m. – 7:45 p.m. Welcome Reception

SUNDAY | OCTOBER 13, 2019
7:30 a.m. – 5:00 p.m. Conference Registration
7:45 a.m. – 8:45 a.m. Primer for First-Time Attendees
9:00 a.m. – 10:00 a.m. Conference Sessions
10:00 a.m. – 11:00 a.m. Poster Sessions
11:15 a.m. – 12:30 p.m. Plenary Address —
Jason Garvey, Forrest Lane, & Will Sheppard
2:00 p.m. – 5:30 p.m. Conference Sessions

MONDAY | OCTOBER 14, 2019
7:30 a.m. – 11:30 a.m. Conference Registration
8:00 a.m. – 11:30 a.m. Conference Sessions
11:45 a.m. – 12:30 p.m. Closing Session —
Dallin George Young

Please join the conference conversation on Twitter: @NRCFYESIT #SIT19 | 1
CORE COMMITMENTS

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

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

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

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

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

**Welcome to the**

26th National Conference on Students in Transition

Orlando, Florida

**GOALS OF THE CONFERENCE**

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

**CONFERECE SPONSOR**

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

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

Session Locations
All conference sessions will be held at the Rosen Plaza.

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

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

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

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

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

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

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

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

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

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

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

*Concurrent session types:*

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

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

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

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

**(V) Vendor Presentations**
These sessions allow conference vendors to showcase products and share information on services provided by the company/organization.

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

*Poster session types:*

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

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

---

PAUL P. FIDLER RESEARCH GRANT REVIEWERS

Jo Arney
University of Wisconsin-Lacrosse

Amy Baldwin
University of Central Arkansas

Betsy Barefoot
John N. Gardner Institute

Rachel Beech
Cal State San Bernardino

Brad Bostian
Central Piedmont Community College

Karen Boyd
University of Tennessee

John Braxton
Vanderbilt University

Bryce Bunting
Brigham Young University

Rebecca Campbell
Northern Arizona University

Rozana Carducci
Elon University

April Chatham-Carpenter
University of Arkansas Little Rock

Laura Chezan
Old Dominion University

James Cole
Indiana University at Bloomington

Ty Cruce
ACT

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Indiana University Southeast

Shannon Dean
Texas State University

Laura Dean
University of Georgia

Diane Dean
Illinois State University

Saran Donahoo
Southern Illinois University

Kathy J. Evertz
Carelton College

Matthew Fifolt
University of Alabama at Birmingham

Tanya Figueroa
UCLA

Stephanie Foote
Gardner Institute

Lisa Fowler
Red Rocks Community College

Jimmie Gahagan
Virginia Commonwealth University

Ann Gansemeyer-Toff
Iowa State University

Jacob Gross
University of Louisville

Brad Harmon
Furman University

Casandra Harper Morris
University of Missouri

Sara Hinkle
West Chester University

Anne Hornak
Central Michigan University

Michele Howard
University of Georgia

Kirsten Kennedy
University of South Carolina

Cindy Ann Kilgo
University of Alabama

Kia Kuresman
York College of Pennsylvania

Forrest Lane
Sam Houston State University

Katie Linder
Oregon State University

Jodi Linley
University of Iowa

Janet Marling
NISTS/UNG

Georgianna Martin
University of Georgia

Mark May
Clayton State University

Jamie Miller
Auburn University

Ryan Padgett
Northern Kentucky University

Darren Pierre
Loyola University Chicago
PROPOSAL REVIEWERS

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

Mark Your Calendar

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

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

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

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

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

April 20 – 22, 2020
Institute on First-Year Student Success in Community College
Columbia, South Carolina

May 4 – 29, 2020
Supporting Students of Color within Predominately White Institutions
Online Course

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

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

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

*denotes those attending the conference

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Keup*</td>
<td>Director, National Resource Center for The First-Year Experience &amp; Students in Transition</td>
</tr>
<tr>
<td>Dan Friedman</td>
<td>Director, University 101 Programs</td>
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<tr>
<td>National Resource Center</td>
<td>Administration, Marketing, and Resource Development</td>
</tr>
<tr>
<td>Rico Reed</td>
<td>Assistant Director for Administration &amp; Resource Development</td>
</tr>
<tr>
<td>Krista Larson</td>
<td>Graphic Artist</td>
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<tr>
<td>Stephanie L. McFerrin</td>
<td>Graphic Artist</td>
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<tr>
<td>Rosa Thorn-Jones</td>
<td>Administrative Specialist</td>
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<tr>
<td>National Resource Center</td>
<td>Conferences and Continuing Education</td>
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<tr>
<td>Lauren H. Writer*</td>
<td>Assistant Director for Conferences &amp; Continuing Education</td>
</tr>
<tr>
<td>Jennie Duval</td>
<td>Business Associate &amp; Conference Registrar</td>
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<tr>
<td>Bren Mercer</td>
<td>Business Coordinator for Conferences &amp; Continuing Education</td>
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<tr>
<td>Krystal Reynolds</td>
<td>Program Coordinator for Continuing Education</td>
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<tr>
<td>National Resource Center</td>
<td>Publications</td>
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<tr>
<td>Tracy L. Skipper*</td>
<td>Assistant Director for Publications</td>
</tr>
<tr>
<td>Kevin Langston</td>
<td>Editor</td>
</tr>
<tr>
<td>Brad Garner*</td>
<td>Toolbox Editor</td>
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<tr>
<td>Forrest Lane*</td>
<td>Journal Editor (July 2017 - 1)</td>
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<tr>
<td>Rebecca Campbell*</td>
<td>E-Source Editor</td>
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<tr>
<td>National Resource Center</td>
<td>Research, Grants, and Assessment</td>
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<tr>
<td>Dallin George Young*</td>
<td>Assistant Director for Research, Grants, &amp; Assessment</td>
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<td>University 101 Programs</td>
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<tr>
<td>Catherine Greene</td>
<td>Associate Director for Campus Partnerships</td>
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<tr>
<td>Sandy Greene</td>
<td>Assistant Director for Communications</td>
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<tr>
<td>Katie Hopkins</td>
<td>Program Coordinator for Faculty Development, Curriculum, and Assessment</td>
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<tr>
<td>Haley Joy</td>
<td>Administrative Assistant</td>
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<tr>
<td>Emma Rebold</td>
<td>Assistant Director for Peer Leadership</td>
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<tr>
<td>Mikaela Rea</td>
<td>Program Coordinator for Peer Leadership</td>
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<tr>
<td>Keah Tandon</td>
<td>Administrative Specialist II</td>
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<tr>
<td>Carrie Van Haren</td>
<td>Assistant Director for Curriculum and Assessment</td>
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<td>Department Administration and</td>
<td>Technical Support</td>
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<tr>
<td>Tamila Pringle</td>
<td>Budget &amp; Human Resources Manager</td>
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<tr>
<td>Carlos Diaz</td>
<td>Information Technology Manager</td>
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<tr>
<td>Bert Easter</td>
<td>Information Resource Consultant</td>
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<td>Center Fellows</td>
<td>John N. Gardner*</td>
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<td>Founding Director and Senior Fellow</td>
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<td>Mary Stuart Hunter</td>
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<td>Betsy O. Barefoot*</td>
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<td>Dorothy S. Fidler</td>
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<td>Jean M. Henschied*</td>
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<td>Richard H. Mullendore</td>
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<td>Randy L. Swing</td>
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<tr>
<td>Post-Doctoral Research Associate</td>
<td>Catherine Hartman</td>
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<td>Graduate Assistants</td>
<td>Reagan Foster</td>
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<td>Alana Hadley</td>
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<td>Rachael Nicholas</td>
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<td>Undergraduate Assistants</td>
<td>Lauren Folsom</td>
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<td>Brooke Hamby</td>
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<td>Matt Nichols</td>
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<td>National Resource Center</td>
<td>Conferences and Continuing Education</td>
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<td>Term Ending 2019</td>
<td>Kimberly Griffin</td>
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<td>University of Maryland</td>
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<td>Maria Hesse</td>
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<td>Laura Jiménez</td>
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<td>Center for American Progress</td>
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<td>George Mehaffy</td>
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<td>American Association of State Colleges and Universities</td>
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<td>Term Ending 2020</td>
<td>Gloria Crisp</td>
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<td>Oregon State University</td>
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<td>Darrell C. Ray</td>
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<td>Rhodes College</td>
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<td>Alyssa Rockenbach</td>
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<td>North Carolina State University</td>
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<td>Dale Tampke</td>
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### INTERNATIONAL ADVISORY BOARD

Abdulaziz Alfehaid  
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Laura Jiménez  
Center for American Progress

George Mehaffy  
American Association of State Colleges and Universities

Term Ending 2020  
Gloria Crisp  
Oregon State University

Darrell C. Ray  
Rhodes College

Alyssa Rockenbach  
North Carolina State University

Dale Tampke

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Term Ending 2021  
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Colorado College

Steven Girardot  
Georgia Tech

Jodi Koslow Martin  
Trinit College

Scott Peska  
Waubonsee Community College

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Term Ending 2022  
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Benedict College

Denise Bartell  
University of Toledo

Yancey Gulley  
Western Carolina University

Jenny Lee  
University of Arizona
VENDOR INFORMATION

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

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

<table>
<thead>
<tr>
<th>Saturday, October 12, 2019</th>
<th>Sunday, October 13, 2019</th>
<th>Monday, October 14, 2019</th>
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<tr>
<td>4:00 p.m. – 7:45 p.m.</td>
<td>7:30 a.m. – 12:30 p.m.</td>
<td>7:30 a.m. – 12:00 noon</td>
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<td>2:00 p.m. – 5:00 p.m.</td>
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ACT
ACT is a mission-driven, non-profit organization dedicated to helping people achieve education and workplace success. We are trusted as a national leader in college and career readiness, providing high-quality assessments grounded in nearly 60 years of research.

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

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

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

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

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

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

NOV. 11 - DEC. 2, 2019
COMMON READING:
CREATING COMMUNITY
BEYOND THE BOOK
Instructor:
Catherine F. Andersen

MAY 4 - MAY 29, 2020
SUPPORTING STUDENTS
OF COLOR WITHIN
PREDOMINATELY WHITE
INSTITUTIONS
Instructor:
Taléa R. Drummer-Ferrell

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

Find us on guidebook

Make the most of your experience at SIT 2019!

Use Guidebook to

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

Search “26th National Conference” in Guidebook
featuring stories of growth and challenge. These stories normalize dialogue about personal challenges, ultimately preparing students to navigate the transitions and barriers common to the college experience.

**CR - 2 FYEvolution: The Significance of the Junior Year in Student Transitions**
Salon 11

**Chris Warnick**  
*Cleveland State University*

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

**CT - 3 Medical Transitions: From Clinic to Classroom Transitions**
Salon 12

**Karen Keptner**  
*Cleveland State University*

**Jeanne Eichler**  
*University of Arkansas*

Medical conditions affect approximately 20% of university-age populations and impact students’ ability to access the educational environment. Once a student is cleared to return to class after a medical event, a student might not disclose the difficulties they are having to faculty, advisors, or administrators. As a result, they could be at risk for dropout. This session discusses common medical conditions in traditional university-age populations and provides strategies that support students with medical conditions, both at the institution and classroom levels. Participants will leave with concrete strategies that can improve the learning environment for all students.

**CR - 4 Investigating and Supporting Low-Income Students’ Academic Transition to Campus**
Salon 13

**Emma Bausch**  
*University of Michigan - Ann Arbor*

This study explores the academic transition and sense of belonging of low-income first-year students at the University of Michigan. Specifically, we consider the academic experiences of students receiving a newly launched financial aid institutional “promise,” the Go Blue Guarantee (GBG). Using a mixed-methods design in which initial focus group data collection informed the creation of a survey, we find that many GBG students describe their academic experience on campus as one of self-doubt, but cite supportive academic structures (e.g., summer bridge) as sources of resilience and belonging. Lessons learned and ideas for future interventions focusing on low-income students will be discussed.
Research Libraries information literacy concepts most benefit FYE students by qualitative action research determined which of the six Association of College resources and skills they need to use and hone to be successful in college. This in current and future semesters. FYE courses guide first-year students to the literacy into first-year experience (FYE) courses that will be a boon for students. A qualitative action research project can determine how to embed information Florida SouthWestern State College Cindy Campbell
Salon 12
Experience Courses Coaching
CR - 8 Embedding Information Literacy Skills into First-Year Experience Courses Coaching
Salon 12
Cindy Campbell
Florida SouthWestern State College
A qualitative action research project can determine how to embed information literacy into first-year experience (FYE) courses that will be a boon for students in current and future semesters. FYE courses guide first-year students to the resources and skills they need to use and hone to be successful in college. This qualitative action research determined which of the six Association of College & Research Libraries information literacy concepts most benefit FYE students by promoting success and confidence in their information literacy skills, during and after their FYE course.

CI - 9 BINGO! Cocurricular Requirements for a Successful FYE Course
Salon 13
Ronda Gentry
Michael Bodary
Tusculum University
Tusculum University has been refining its FYE course over several years to better serve our large percentage of first-generation students. It has been determined that first-generation students benefit greatly from a curriculum that emphasizes academic excellence while connecting students to cocurricular aspects of their educational experience in the areas of classroom expectations, civic engagement (core to the institution’s mission), and planning for the future self. A core assignment in the FYE course is Orientation BINGO, which requires students to interact with the university community for their academic benefit in FYE and other courses.

FD - 10 Impacts on Retention: Advising Students Foreclosed to Academic Major Decisions
Salon 14
April Belback
University of Pittsburgh
Advisors often hear phrases such as “I have always wanted to be ______.” While academic advisors have long understood the value of exploration for undergraduate students in higher education, research tells us that students commonly are unwilling or unaware of opportunities to explore major choices, especially in their first college year. This facilitated discussion will focus on students in foreclosure status. Presenting themselves as having made a choice about a plan of study, students in this status can often become dissatisfied and are at risk of not persisting in college if not carefully advised.

ATLANTIC BREAK | 4:00 p.m. – 4:15 p.m.
Salon Foyer

FD - 11 Personal Connections Through Proactive Advising at a Multi-Campus Institution
Salon 11
Edward Holmes
Evelyn Lora-Santos
Valencia College
Research has shown that when students form a strong relationship with their advisors, they are more likely to be successful. In 2014, Valencia College approved a three-year advising redesign. This presentation will focus on the reshaping of Valencia’s advising model, infusing proactive advising strategies, and developing a communication plan to ensure timely personal connections between students and advisors. Participants will be asked to work in small teams and brainstorm what a proactive advising communication plan might look like for their institution. This presentation is appropriate for advisors and administrators from both two- and four-year institutions.
CI - 12 The Three Pillars: High-Impact Service-Based Scholarships to Support Student Transitions
Salon 12
Cheyenne Rogers
Emily Shreve
University of Nevada, Las Vegas
This comprehensive scholarship program prepares students to handle multiple transitions—from the first year, through the “sophomore slump,” to graduation—by requiring scholarship recipients to support first-year students’ transitions. This donor-funded scholarship at a large, diverse, public, high-research university is a four-year program focused on three pillars: leadership, service, and development. Scholarship recipients are Pell Grant-eligible, often first-generation, and have overcome a significant life challenge. Based on the Association of American Colleges & Universities’ high-impact practices, all scholars serve first-year students and the broader university community through progressively more demanding leadership opportunities, from informational outreach events to one-on-one peer mentoring embedded in a first-year seminar.

CR - 13 Examining the Relationship Between Transfer Credit Applicability and Baccalaureate Degree Attainment
Salon 10
Shelly Hsu
California State University Fullerton
To respond to transfer process efficiency, this study examines the transfer credit applicability among the associate degrees for transfer (ADTs) and seeks to understand how institutional practices enhance efficient baccalaureate degree completion. The study uses multiple linear regression analyses to investigate whether the curriculum alignment based on the ADTs’ implementation contributes to transfer students’ time to graduation at a California state university. The results of this study indicate that transfer students with an earned ADT shorten their time to degree completion. Transfer applicability does not significantly predict time to degree completion after the other predictors are statistically controlled.

CR - 14 Developing Student Strategic Learning for Success
Salon 13
Peter Arthur
University of British Columbia
Research studies indicate a positive relationship between a student’s metacognition, mindset and academic success. Metacognition and learning mindsets can be taught and, through experience, enhanced. This session focuses on evidence-based strategies from a study examining the integration of metacognitive and mindset strategies in the first year. Participants will have the opportunity to share, discuss, critique and build on what they are already doing in regard to the following strategic learning strategies: Create learning goals (metacognition); Plan, monitor, and adjust learning as needed (metacognition); and adopt a learning mindset (mindset).

FD - 15 Piecing Together the Transfer Student Puzzle
Salon 14
Karlin Luedtke
Elizabeth Ozment
Rachel Most
University of Virginia
Now more than ever, understanding the unique academic needs of transfer students is essential to promoting equity in higher education. In this facilitated discussion, we will briefly overview common struggles of transfer students during their first year at receiving institutions, as well as obstacles that universities face when designing academic interventions for transfer students in transition. We will then break into small groups and implement the “jigsaw” cooperative learning method to analyze transfer student case studies, before reconvening to share ideas across the room about better supporting transfer students in their first year.

Opening Session & Keynote Address
Thriving in Transitions: Institutional Actions that Make a Difference
5:30 p.m. – 7:00 p.m. | BALLROOM B
Laurie Schreiner
Professor and Chair of the Department of Higher Education
Azusa Pacific University
What kind of environment helps all college students thrive, especially during transition periods? In this address, Dr. Schreiner will highlight 5 key institutional actions that are supported by research as making the most difference in student success, with a particular focus on environments that enable diverse learners to thrive during pivotal transitions.

The National Resource Center for The First-Year Students in Transition would like to congratulate the recipient of the John N. Gardner Institutional Excellence for Students in Transition Award
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George Mason University with Northern Virginia Community College

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Ballroom B Foyer
April 20 - 22, 2020
Columbia, South Carolina

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SUNDAY, OCTOBER 13

9:00 a.m. – 10:00 a.m.

CT - 16 The New-Found Purpose of the Sophomore Year
Salon 5

Molly Schaller
Saint Louis University

Vicki Pitstick
Ohio State University

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

FD - 17 Publishing Research and Practice on College Student Transitions
Salon 6

Forrest Lane
Rebecca Campbell
Brad Garner

The National Resource Center offers multiple outlets for publishing research and practice related to college student transition experiences: the Journal of The First-Year Experience & Students in Transition, E-Source for College Transitions, and The Toolbox. The editors of these publications will be on hand to provide an overview of the submission processes, discuss strategies for crafting strong manuscripts, and describe opportunities for involvement with the publications’ editorial boards.

V - 18 Online Orientation on UT Time (Without the Turmoil)
Salon 7

Shannon Calega
University of Tampa

Sam Swingle
Advantage Design Group

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

CI - 19 Senior Year Experience in Transition: UConn’s Past, Present and Future
Salon 8

Beth Settje
University of Connecticut

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

CR - 20 First-Year Honors Students on Academic Probation: Where Are They Now?
Salon 9

Marty Robinson
East Carolina University

An examination was made of 1032 college students who were placed on academic probation during Fall 2014. Their lived experiences were documented and continued mentoring were provided. Since then, changes have been made at East Carolina College to better accommodate this student population, and the research has received updated
information on the status of each of the 10 students interviewed. This session is intended to discuss those outcomes, program enhancements, and further opportunities for examining this understudied population.

**CT - 21 Birth of the Multipotentialite: Generation Z and the Renaissance Person**
Salon 10

Caroline Twachtman  
*University of South Florida*

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

**FD - 22 Managing Staff Transitions & Institutionalizing Grant-Funded Initiatives for Transfer Success**
Salon 14

Laila Shishineh  
*University of Maryland, Baltimore County*

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

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

**FS - 23 Using Storytelling to Build a Beloved Community**
Salon 12

Katrina Abes  
*University of Hawaii West Oahu*

Rouel Velasco

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

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

**PA - 24 StrengthsFinder 2.0 as a Catalyst for Career Planning**
Ballroom C

Daniel Duarte  
*University of Texas at El Paso*

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

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

Barbara Smith  
*University of Texas at San Antonio*

Tammy Wyatt

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

**PR - 26 Academic & Social Transition to Graduate School**
Ballroom C

Stephanie Peguillan  
*State University of New York Oneonta*

Literature exists on the transition experience for undergraduate students, both first-year and transfer, but little research exists on the transition for graduate students. Using a mixed-methods survey with both quantitative and qualitative responses, students were asked about their academic and social support when transitioning into a graduate program. The survey responses and literature review helped to create recommendations to assist and support the academic and social transition for graduate students in the years to come.
PR - 27 What Factors Were Significant to Graduate in 4 Years?
Ballroom C
Patricia Backer
San Jose State University
Daniel Brenner
WestEd
Each fall, Project Succeed has surveyed first-year students about their experiences during their first semester at SJSU. This is a follow-up survey for the fall 2015 blocked first-year students who are scheduled to graduate in either spring or summer 2019—that is, they will graduate in four years. In fall 2015, we block scheduled first-year students in the colleges of Engineering and Business and the Department of Child and Adolescent Development. These students were put into two classes with the same students. The survey asked students about the experiences they had at SJSU and any challenges they faced.

PR - 28 Collaborating for Successful Transition: Occupational Therapy and Student Success
Ballroom C
Jeannette Eichler
University of Arkansas
Karen Keptner
Cleveland State University
Occupational therapy (OT) is a high-impact, emerging area of practice on college campuses. Occupational therapists have a unique lens from which they intervene with students with and without disabilities. Through information sharing, discussion, and small-group work, participants will understand the role of OT on campus and how students, faculty, and staff might benefit. Every participant will gain practical strategies and insights they can immediately use to impact student success.

PR - 29 Language Tables: Supporting Growth Mindset in First-Year College ESL Students
Ballroom C
Justin Jernigan
Georgia Gwinnett College
This interactive session outlines research associated with the ongoing World Language Tables project at a four-year public college in the southeastern United States. Among its goals, this effort aims to support the development of growth mindset through culturally relevant leadership opportunities as part of first-year learning communities for ESL students enrolled in learning support English classes at the college. Surveys, follow-up interviews, and examination of student success indicators address the primary research question: To what extent does participation in the Language Tables project positively affect the growth mindset and academic development of ESL students? Preliminary findings and implications are discussed.

PR - 30 Why Institutions Choose Common Books: A Multi-Case, Qualitative Study
Ballroom C
Adam Brazil
University of Kansas
Using a framework derived from institutional theory, this study investigated the purpose and motivation behind selections of common books during the past three years at three public, flagship institutions. Face-to-face and phone interviews with selection committee members at the three institutions (including faculty, staff, and students) described similar yet idiosyncratic procedures for selecting common books. Committee members felt that the selected common books reflected unique characteristics of their institutions and included symbolic messages about institutions’ aspirations.

Plenary Address
Panel Discussion
11:15 a.m. – 12:30 p.m. | Ballroom B

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

Forrest Lane
Associate Professor of Higher Education Administration
Sam Houston State University

Will Sheppard
Assistant Director for West Campus
Appalachian State University

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

Supporting Underrepresented Student Populations throughout Their Transitions
Panelists will discuss various factors that contribute to underrepresented student success, with a specific focus on new and emerging trends including but not limited to parent/family engagement, social media/marketing campaigns, and career services and support for underrepresented populations.
SUNDAY, OCTOBER 13

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

2:00 p.m. – 3:00 p.m.

CT - 31 Facilitating Discussions on Sensitive Social Justice Issues with First-Year Students
Salon 5
Ryan Theroux
Curry College
My presentation will focus on strategies to facilitate difficult discussions involving topics of race, age, gender, religion, and sexuality with first year students both inside and outside the classroom at a residential campus. As a faculty member, I strive to take the lead in facilitating these discussions with the aim of making our students feel safe and comfortable to discuss these issues by communicating with them in residence halls, classrooms, open forums, and other safe spaces on campus. Benefits of having such discussions to both students, institutions, and theory will be explored.

CR - 32 “Finding Your Pathway” Course: Effects on Students’ Motivation and Retention
Salon 6
Greg Ahrenhoerster
Sue Kalinka
University of Wisconsin Milwaukee
We developed a three-credit course for undecided students that led them through an extensive research project, exploring multiple career and academic pathways. Although not strictly a first-year seminar course, we used many of the strategies Christine Harrington and Theresa Orosz discuss in Why the First-Year Seminar Matters: Helping Students Choose and Stay on a Career Path. We studied the effects of completing this course on students’ motivation and retention through a pre-/post-class survey, a textual analysis of their final projects, and a review of their fall-to-fall retention rates. This presentation will discuss class design and share our research findings.

CI - 33 Assessing the Impact of Peer Mentorship on Student Success
Salon 7
Randa Remer
Carolyn Meiller
Jami Warren
University of Kentucky
Retention efforts are a primary focus for institutions throughout the United States, including the University of Kentucky (UK). Peer mentoring programs are one mechanism to support retention initiatives. The UK College of Health Sciences developed and implemented a peer mentor program to support first-year students’ transition to college. This session will discuss findings related to belongingness, academic self-efficacy, GPA, and retention in the program’s first year, as well as satisfaction with the program. Discussion will highlight lessons learned and implications for implementation in years two and three.

CI - 34 Supporting Information Literacy Skills in First-Year Seminars: Embedding Librarians in Faculty Development
Salon 8
Kelly Rhodes
Appalachian State University
Have you considered the role that librarians can play in contributing to the success of first-year seminar (FYS) programs? The FYS at Appalachian State University uses an embedded model to integrate information literacy into the experience of first-year students. Core to our success is the inclusion of faculty development, which shares the responsibility of teaching information literacy skills between librarians and FYS faculty. This session will outline our approach and provide examples of how we are supporting information literacy skills through collaborative faculty development.

CT - 35 From Transition to Transformation: Success Coaching at ASU
Salon 9
Marisel Herrera
Arizona State University
The First-Year Success Center at Arizona State University (ASU) provides individualized and holistic peer coaching services for more than 7,000 first-year students on four ASU campuses. Coaching empowers students to thrive both inside and outside the classroom. Students who use coaching are more likely to be retained than those who do not, and retention impact has been particularly significant for ethnic minority, first-generation and commuter students. Success coaching facilitates first-year transition, boosts retention, and empowers individual transformation at the largest public university in the country, with a highly diverse student body.

CR - 36 Sharing Statistics Showing How Schools Support Sophomore Student Success
Salon 10
Dalin Young
National Resource Center for The First-Year Experience and Students in Transition/ University of South Carolina
The sophomore year represents a critical transition. As the institution shifts its attention to the incoming class, sophomores often feel unsupported as they face increased academic challenges and explore major and career options. Sophomore dropout and disengagement has led administrators, faculty, and researchers to increase attention to their unique needs. This presentation will review evidence on institutional responses gathered by the National Survey of Sophomore-Year Initiatives. Participants can expect engagement and dialogue about how findings can help campuses improve efforts aimed at this group of students in transition, including specific attention given to academic advising in the sophomore year.

CR - 37 What Does It Mean When Students Switch Majors?
Salon 11
Harold Stanislaw
California State University, Stanislaus
Switching from one undergraduate major to another is a very common college transition. However, little is known about why students switch majors, even though doing so can delay degree completion and place students at risk of exhausting their financial aid. Come to this session to hear the voices of more than 3,000 students at California State University, Stanislaus as they explain why they changed majors. The trends in the data, and the outcomes for an intervention designed to help students remain in their majors, pose an interesting question: What, if anything, should institutions do about the transition between majors?

Please join the conference conversation on Twitter: @NRCFYESIT #SIT19 | 17
V - 38 Applying ACT Research on Student Persistence to Practice: It’s Easy...Really!
Salon 12
Don Pitchford
ACT

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

CT - 39 A Data-led Approach for Successful Transfer to Career of Choice
Salon 13
Nthabiseng Ogude
Kgadi Mathabathe
Phikolihle Majola
University of Pretoria

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

FD - 40 Reimagining Peer Mentorship: Supporting Student Success Outside the FYE Classroom
Salon 14
Carolina Nutt
Brandi Arnold
University of South Florida, St. Petersburg

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

3:15 p.m. – 4:15 p.m.

CI - 41 Recreating a Critical Thinking-Focused First-Year Seminar for Gen Z Students
Salon 5
Alexa Johansen
Mimi Ly
Azusa Pacific University

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

CT - 42 The Freshman Perseverance Program: A Blueprint for Student Success
Salon 6
Chicquetta President
Claffin University

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

CT - 43 Leveraging Technology to Enhance Success for Students in Transition
Salon 7
Nicole Glenos
North Carolina State University

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

CR - 44 Defining Academic Achievement for Students with Disabilities in Higher Education
Salon 8
Stephanie De Los Santos
Texas A&M University-Kingsville
Lori Kupczynski
University of St. Augustine

The transition from high school to college is challenging for students without disabilities. Students with disabilities are often overlooked by their institution...
and overwhelmed during this transition, contributing to an achievement gap. This research study examined how student success, as measured by retention, academic achievement, and on-time graduation, was impacted by a student’s registration with the campus disability office, use of accommodations, and use of institutional and social support systems. The study explored a new frontier of research that dispels the myth that students with disabilities are a homogeneous group.

CT - 45 Online Transfer Student Seminars: Creating a Path to Success
Salon 9
April Dye
Kelli Williams
Carson-Newman University

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

CI - 46 Block Mode Teaching to Improve First-Year Transition and Success
Salon 10
Andrew Smallridge
Trish McCluskey
John Weldon
Victoria University

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

CI - 47 Developing a Pre-Orientation Advising Model for Transfer Students
Salon 11
Rick Gray
George Mason University

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

V - 48 The 7 Habits of Highly Effective College Students 2.0
Salon 12
Julie Larkin
Phyllis Kowis
FranklinCovey Higher Education

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

CI - 49 The Long Haul: 15 Years of UofSC’s SophoMORE Initiative
Salon 13
Kimberly Dressler
University of South Carolina

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

4:30 p.m. – 5:30 p.m.

CI - 50 Reimagining the Online Classroom to Impact New Student Success
Salon 5
Mukul Bhatta
Kathleen Embry
American InterContinental University

At American InterContinental University, students who remain engaged with the institution through their first 180 days have a greater chance of persisting to graduation. To help these mostly first-generation, first-time students succeed in the online environment, AIU designed a new class experience. Faculty input, student performance data, and course content review resulted in courses focusing on learning via a faculty-guided adaptive learning platform and discussion forums, along with re-sequencing of course pairings and focused faculty–student outreach. Launched in July 2018, the new classroom has garnered positive results related to student participation, F/W grade, persistence, and 180-day retention.
Since establishing a first-year experience (FYE) program in the summer of 2012, Florida A&M University has seen a steady increase in both first-year retention and six-year graduation rates for participating students. This presentation will focus on the curricular and cocurricular components of the university’s FYE program. The discussion will include course design, including course objectives and goals; campus collaborations; cocurricular programming; retention rates; and graduation rates.

The second year for most college students is a huge transition. It is a time to make decisions regarding their major, internships, jobs, career, and future (Tobolowsky, 2008). Sophomore students no longer feel special and struggle to make decisions regarding their major, internships, jobs, career, and future. Sophomore students no longer feel special and struggle to make decisions regarding their major, internships, jobs, career, and future. The second year for most college students is a huge transition. It is a time to make decisions regarding their major, internships, jobs, career, and future (Tobolowsky, 2008).

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

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

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

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FD - 58 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy
Salon 14

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

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

Students’ affiliation with religion has declined steadily over the past five decades (Egan et al., 2016). Yet, in 2015, 70.8% of students saw themselves as very spiritual (up from 44% in 1996). How can faculty and staff support students’ spiritual growth and development when many struggle with incongruities in their professional lives? Is it possible to sustain individual spirituality, authenticity, wholeness, and self-renewal in higher education? In this facilitated dialogue, participants will be encouraged to think deeply about their own beliefs and values and consider how institutional cultures foster (or perhaps hinder) authenticity and wholeness for themselves and their students.
April 20 - 22, 2020
Columbia, South Carolina

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FIRST-YEAR STUDENT SUCCESS
IN THE COMMUNITY COLLEGE

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Yet, the initiatives we design to support student success are often created
structured and logically sequenced so that students gain the knowledge and
Vertical alignment assumes that educational experiences are purposefully
empowerment.
strategies that a variety of offices can use for parental engagement and student
coupling research on Generation Z with practical experience,
academic advising at first-year orientation. Using a tapered approach, the
This session provides a model for interacting with students and parents during
programmatic and pedagogical perspective.

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

CI - 59 Signature Course Stories: Innovation In Implementing a
Curriculum Overhaul
Salon 5
Patricia Moran Micks
Lori Holleran Steiker
University of Texas at Austin
The Signature Courses at UT-Austin connect first-year students with
distinguished faculty members’ passion, research, and expertise in unique
learning environments. By way of these rigorous intellectual experiences,
students develop college-level skills in research, writing, and speaking through
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curriculum designed to transform high school students into collegiate thinkers.
Using the Signature Course as a model, this workshop will provide tools on
how to develop and implement such a course on other campuses from both a
programmatic and pedagogical perspective.

CT - 60 Embrace the Wave: Empowering Students and Families at
First-Year Orientation
Salon 12
Ashley Crisp
Cari Brooks
Clemson University
This session provides a model for interacting with students and parents during
academic advising at first-year orientation. Using a tapered approach, the
college interaction with parents and students around academic advising allows
parents to feel included while also slowly shifting the responsibility and power
to the student. Coupling research on Generation Z with practical experience,
this presentation provides an outline for considerations and easily implemented
strategies that a variety of offices can use for parental engagement and student
empowerment.

CI - 61 Sophomore Initiatives: Key Ingredient for a Vertically Aligned
Undergraduate Experience
Salon 6
Tracy Skipper
National Resource Center for the First-Year Experience and Students in
Transition/University of South Carolina
Haydee Salazar
University of California, San Diego
Kimberly Dressler
University of South Carolina
Michelle Jolly
Sonoma State University
Vertical alignment assumes that educational experiences are purposefully
structured and logically sequenced so that students gain the knowledge and
skills to progressively prepare them for more challenging, higher-level work.
Yet, the initiatives we design to support student success are often created
in isolation, without consideration for the full trajectory of the undergraduate
experience. This panel presentation will showcase sophomore initiatives from
three different universities designed to build on successful first-year programs
while supporting student engagement and success in the third year of college
through graduation. Panelists will address rationale for the initiative, key
features, and success indicators.

CI - 62 Peer Mentors: STEER-ing Themselves and Mentees Through
the Transfer Experience
Salon 7
Jessica Hoffmann
Jessica Davis
University of South Florida
The transition from community college to university can be challenging and
disorienting, which increases attrition for STEM majors and the university. Our
STEER Peer Mentor program focuses on community college science and math
transfers through peer advising at the university and community college. Our
data demonstrate that transferring students who met with a peer before doing so
had higher GPAs in their first semester and remained in STEM majors. From this
presentation, participants will be able to summarize benefits for the mentors,
mentees, and institution to justify creating a similar program, while also learning
about challenges with data collection and recruiting.

CR - 63 Change in Noncognitive Factors for Conditionally Admitted
College Students
Salon 8
Thomas Bruick
University of Central Arkansas
Noncognitive factors are a growing area of emphasis in the student success
literature, especially for conditionally admitted college students. This study
explored the change in noncognitive factors for this group during the first
semester. Join us for a discussion of these factors and what role demographic
characteristics played in this change. Finally, the session will share findings on
how these factors related to first-semester performance.

CI - 64 A Responsive Model for Students in Transition Facing
Licensure Exams
Salon 9
Ellen Rustico
Brenda Hardin Abbott
Bay Path University
A career in education hinges on the successful completion of “teacher tests.”
Education majors bring various levels of test-taking skills, and some students
come fully prepared to take and pass one of three state-required tests of
Massachusetts licensure. Many do not have the needed skills to pass the
Communication and Literacy MTEL (Massachusetts Test for Educator Licensure)
and require significant coaching and support in order to take and pass the
test. After several years of tracking failing test scores for first-year education
majors, a model was created to provide additional support to education majors
in transition.
CT - 65 Creating Institutional Change for First-Generation Students
Salon 10
Sara Connolly
University of Bridgeport

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

CT - 66 Developing Inclusion, Engaging Excellence: Equity & Inclusion in the FYS
Salon 11
Brandy Bryson
Appalachian State University

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

CT - 67 The Role of Academic Libraries in Supporting Student Transitions
Salon 13
Rachel Edford
Peggy Nuhn
University of Central Florida
Karen Kaufmann
Seminole State College of Florida
Courtney Moore
Valencia College-East Campus

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

FD - 68 All Sophomore-Year Success Programs Are Not Created Equally
Salon 14
Nia Haydel
Dillard University
Melanie Carter
Howard University
Kara Turner
Morgan State University

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

9:15 a.m. – 10:15 a.m.

CT - 69 The Message and Medium: Effective Feedback to Enhance Student Learning
Salon 5
Brad Garner
Indiana Wesleyan University

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

CT - 70 Transferability vs. Degree Applicability with Transfer Advising Guides (TAGs)
Salon 6
Kristal Eaker
Alamo Colleges District

The Alamo Colleges District’s Transfer Advising Guides (TAGs) highlight the steps necessary to construct such guides as part of the Guided Pathways national model. While Guided Pathways help students navigate degree programs, community college students face more challenges to transfer into programs with additional degree requirements and expectations. These knowledge and planning gaps can lead to transferrable credits that are not degree-applicable and add extra time toward degree completion. The Alamo Colleges District has built TAGs, which specifically address the transfer problem and help students build seamless degree plans across multiple institutions.
CI - 71 Supporting Transitions to University, Through the Degree, and Post-graduate Goals
Salon 7
David Rhea
Governors State University
Traditional and nontraditional students alike seek seamless transitions from community colleges and general studies courses to upper-division courses and a clear pathway toward graduation. The Center for the Junior Year helps facilitate this by providing professional and paraprofessional support for major and career exploration, addressing transition concerns to the major and four-year institution, and tackling barriers to degree completion that transcend academic and student supports. This session will address how the CJY structure works to support these academic and student success goals for students in transition.

CR - 72 Selecting the Common Book: Anarchy and Ambiguity in Action
Salon 8
Adam Brazil
University of Kansas
Using a framework derived from institutional theory, this study investigated the decision-making processes behind selections of common books at three public, flagship institutions. Face-to-face and phone interviews with selection committee members at the three institutions (including faculty, staff, and students) described selection procedures for common books chosen between 2015 and 2017. The main finding of this study was that common-book selection procedures showed characteristics of organized anarchies (e.g., ambiguous goals, unclear mechanisms for achieving program goals, and fluid participation).

CT - 73 Using Social Media to Engage Transfer Students
Salon 12
Matt Huntanar
Appalachian State University
Social media has revolutionized the way the world communicates, including how we work with transfer students. Appalachian State University will demonstrate its successful use of social media to recruit, transition, and engage transfer students through Facebook Live an active-transfer Facebook group; a peer-to-peer Instagram advice campaign; event promotions; student spotlights; Twitter #transfertips; and our Transfer Student Mentor-led Snapchat account.

CT - 74 Retain and Gain: Case Management for Strategic Retention and Success
Salon 9
Ashley Dees
Zulmaly Ramirez
University of South Florida
This session will address how a case management model can promote student and institutional success, along with enriched communication among departments. Presenters will discuss how a case management model was developed at the University of South Florida and how it has been instrumental to student success in areas such as retention and graduation. In addition, presenters will discuss how case management allows institutional partners to communicate and collaborate with the right student at the appropriate time.

CI - 75 The Furman Advantage: Developing an Integrated First- and Second-Year Experience
Salon 10
Brad Harmon
Furman University
Learn how Academic Affairs and Student Life at a small, private, liberal arts university collaborated to develop and implement an integrated first-year and second-year experience model using advising and mentoring in support of a new institutional vision. Participants will be introduced to the resulting Pathways program and learn about its documented impact on our students. Future directions and implementation challenges will also be explored.

CT - 76 The Seven Pillars of Successful Transition to University
Salon 13
Sally Bartholomew
Jodi Withers
University of Wolverhampton
We are acutely aware that for most students, transition into higher education is a time of uncertainty, confusion, and unrealistic expectations. To address these issues, we have written a book, Making It at Uni, based around seven “pillars” that span the practical, academic, and social components of successfully transitioning to college study. We argue that considering transition in light of the pillars can provide new insights into the ways in which we support first-generation and low-income students.

FD - 77 Developing Seamless Paths for Transfer Students: Community College to University
Salon 14
Barbara Smith
Tammy Wyatt
University of Texas at San Antonio
Have you ever wondered how you can make a student’s transition to your institution easier? What tools can you provide for a smoother process? This session will facilitate a discussion regarding strategic partnerships and critical elements and resources necessary to develop seamless pathways for students transferring from a community college to a university. Additionally, the session will address the purpose of the articulation agreement and the crucial transfer guides/plans that provide that seamless path for transfer students. A timeline, recommended key stakeholders, and samples of transfer guides/plans will be shared. Audience feedback and discussion will be solicited.

MORNING BREAK
10:15 a.m. – 10:30 a.m.
Ballroom B Foyer
CT - 78 Tackling “Sophomore Slump”: 2nd Year Experience Program at UCSD
Salon 5
Haydee Salazar
Michelle Lara
Stephanie Ramos
University of California, San Diego

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

CI - 79 A Collaborative Effort to Successfully Transition Students Who Learn Differently
Salon 7
Kerry Greenstein
Alexander Morris-Wood
Sara Bailey
Beacon College

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

CR - 80 Strategies for Academic Success: Why Am I in This Course?
Salon 8
Darien Ripple
Grand Valley State University

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

CT - 81 Theoretical Grounding of OTR: A Dynamic Three-Part Heuristic
Salon 10
Emily Wheeler
Dennis Wiese
University of North Carolina, Charlotte

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

V - 82 Confronting Underachievement: Improving Learning for All Students through Increasing Self-Regulation
Salon 13
Jane Reed
Thomas Reed
Way to Succeed, LLC

Mathematics is a gatekeeper class for many first-year college students. Colleges have implemented partially effective fixes to improve pass rates. However, what the student brings to the classroom is the most important factor determining whether or not they will be successful. Students bring background knowledge, intelligence or aptitude, and the ability to self-regulate their learning. The first two components are fixed, but students control and can improve how they approach learning. Way to Succeed measures and recommends actions to improve thirteen areas of student-controlled metacognition, goal-setting, and self-regulated learning. This process has shown significant increases in student achievement.

CI - 83 Implementing a Default Management Plan at a Minority-Serving Institution
Salon 12
Lawrence Brown
Jennifer Collins
Florida A&M University

This session will examine how a minority-serving institution was able to cut its default rate in half by implementing a first-year financial literacy program. The presenters will discuss how integrating financial literacy into a first-year seminar has increased borrowers’ awareness and led to a unique and robust first-year financial literacy program. The program includes two full-time debt counselors, student financial aid ambassadors, an online financial literacy program, and the award of a financial literacy grant from the U.S. Department of Education. A question-and-answer period will follow this presentation.
CT - 84 BU|BeWell: Advancing a Comprehensive, Integrated Approach to Student Success
Salon 11
Frank Ross
Josh Downing
Scott Peden
Butler University
This presentation details Butler University’s intentional efforts to advance student success for the first- and sophomore-year experience. Butler’s BU|BeWell model, developed through a strategic and collaborative campuswide approach, comprises eight dimensions that provide the framework for a transformative student experience predicated on holistic well-being. BU|BeWell fosters a positive environment for student learning and development, both inside and outside of the classroom, and serves as the framework that guides our residential curriculum and campus support services. Presenters will share details of program development, implementation, assessment, and our plans for future growth.

FD - 85 Building Transfer Initiatives on Campus
Salon 14
Amanda Therrell
Helen Le
Amanda Lucas
University of South Carolina
This session will discuss: Diversity in Transfer Student Pathways (UofSC Analysis), Jump Start Transfer Program, Transfer Student Advisory Council (acting transfer center), National trend/data.

Closing Session
11:45 a.m. – 12:30 p.m.
Ballroom B
Dallin George Young
Assistant Director for Research, Grants, and Assessment, National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina
This concluding session is designed as an interactive culminating experience designed to give conference participants opportunities to reflect on ideas and information presented at this conference. The staff of the National Resource Center for The First-Year Experience and Students in Transition will facilitate an active learning exercise aimed at synthesizing each participant’s conference experience. Those in attendance will walk away with a prioritized list of action steps that they can implement upon return to their campuses. Please join us.

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2019-2020 Paul P. Fidler Research Grant Recipient

PRINCIPAL INVESTIGATOR

Dr. Blake Silver, PhD
George Mason University

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

Abstract: A qualitative exploration of the transition out of college will draw on interviews with 20 lesbian, gay, and bisexual graduating seniors. This study aims to contribute to our understanding of how identification with a sexual minority group impacts educational transitions broadly and the transition out of college in particular. Specifically, this research will focus on understanding how lesbian, gay, and bisexual students experience and navigate the senior year transition. The results will be used to inform faculty, student affairs personnel, and administrators as they seek to improve the experiences and resources available to college seniors.

The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge that has the potential to improve the experiences of college students in transition. The grant is named in memory of Dr. Paul P. Fidler, a faculty member at the University of South Carolina, whose pioneering research on student learning and success had a vital impact on work being done to promote the success of all students in transition.
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Expanding our Understanding of Culminating Experiences
Dallin George Young, Jasmin K. Chung, Dory E. Hoffman, and Ryan Bronkema
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» 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
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CREATING A COMPREHENSIVE FIRST-YEAR EXPERIENCE

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Thomas Brown, Margaret C. King, and Patricia Stanley, Editors
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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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