27th Annual Conference on
The First-Year Experience®

FEBRUARY 15-19, 2008

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

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

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

Welcome to San Francisco and the Annual Conference on The First-Year Experience! The staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina is delighted that you have chosen to join us for this year’s conference. We are pleased to have San Francisco State University and San Jose State University joining us to co-host this meeting.

We take pride in hosting educationally productive and personally inspiring conferences that create a warm community among delegates, presenters, and exhibitors. The conference staff has developed an outstanding program of pre-conference workshops, keynote and plenary addresses, and conference sessions. While learning from these informational sessions is valuable to our work, equally important are the relationships formed with colleagues from other institutions. It is our hope that throughout the conference, you will take time to get to know your fellow delegates, ask questions about their programs and initiatives, and establish lasting connections that will remain long after you return to your home campuses.

Throughout the conference, we trust that you will actively pursue opportunities for both professional and personal enrichment. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns. Those of us on the conference planning team look forward to meeting you and working with you while here in San Francisco, and in the future. Enjoy your time here!

Sincerely,

Mary Stuart Hunter
Executive Director
National Resource Center for The First-Year Experience & Students in Transition
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10:00 am  -  5:00 pm  Preconference Workshop and Conference Registration
10:00 am  -  5:00 pm  Cybercafé and Bookstore Open
1:00 pm  -  5:00 pm  Preconference Workshops

SATURDAY  □  February 16, 2008
7:00 am  -  9:00 am  Continental Breakfast for Workshop Participants
7:30 am  -  6:00 pm  Preconference Workshop and Conference Registration
7:30 am  -  6:00 pm  Cybercafé and Bookstore Open
8:00 am  -  5:00 pm  Preconference Workshops
5:30 pm -  6:45 pm  Opening Session & Keynote Address — Parker J. Palmer
6:45 pm  -  7:30 pm  Opening Reception
   Dinner on Your Own

SUNDAY  □  February 17, 2008
7:00 am  -  8:30 am  Continental Breakfast
7:30 am  -  6:00 pm  Conference Registration and Information Desk
7:30 am -  6:00 pm  Cybercafé and Bookstore Open
7:45 am  -  8:45 am  Primer for First-Time Attendees
7:45 am  -  11:15 am  Conference Sessions
11:30 am  -  1:15 pm  Conference Luncheon Recognizing 2008 Outstanding First-Year Student Advocates
1:30 pm  - 5:00 pm  Conference Sessions
   Dinner on Your own

MONDAY  □  February 18, 2008
7:30 am  -  9:00 am  Continental Breakfast with Poster Sessions and Exhibitors
7:30 am  -  5:30 pm  Conference Registration and Information Desk
7:30 am -  5:30 pm  Cybercafé and Bookstore Open
9:15 am  -  11:45 am  Conference Sessions
11:45 am   -  1:15 pm  Lunch on Your Own
1:30 pm  -  2:45 pm  Recognition of Undergraduate Fellowships & Plenary Address - Jacqueline Fleming
3:00 pm  -  5:15 pm  Conference Sessions
   Dinner on Your own

TUESDAY  □  February 19, 2008
7:00 am  -  8:00 am  Continental Breakfast
7:30 am  -  12:00 noon Conference Information Desk
7:30 am -  10:00 am  Cybercafé and Bookstore Open
8:00 am  -  11:30 am  Conference Sessions
11:45 am  -  12:15 pm  Closing Town Meeting
ConferenCe spon sor & co-hosts

National Resource Center for The First-Year Experience and Students in Transition
Our mission is 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, workshops, and other events; 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.

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

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

San Francisco State University
San Francisco State University, located in one of the world's most vibrant and beautiful cities, is nationally recognized for its commitment to civic engagement, community service-learning, and cultural diversity. San Francisco State ranks 13th nationwide in awarding undergraduate degrees to members of ethnic minority groups and serves the highest number of international students of any master's-level university in the country. San Francisco State offers nationally acclaimed programs in such fields as creative writing, cinema, biology, history, broadcast / electronic communication arts, and ethnic studies, and many of its programs draw upon the Bay Area's ethnic, arts, scientific, and business communities to enhance the learning environment. The University enrolls about 29,000 students and graduates about 8,000 each year. The University's more than 150,000 graduates have contributed to the economic, cultural, and civic fabric of San Francisco and beyond.

San José State University
San José State University is a comprehensive metropolitan university located in downtown San José, in the heart of Silicon Valley. Part of the 23-campus California State University system, San José State University grants bachelor's and master's degrees in 134 areas of study. Established in 1857, it is the oldest public institution of higher education on the West Coast. Quality teaching and small classes are a priority at San José State University, where tenured professors teach introductory as well as advanced courses. One of the 200 top research universities in the nation, San José State University offers rigorous course work and research opportunities to more than 30,000 students in seven colleges. San José State University is a “minority-majority” campus - the three largest racial/ethnic groups represented are Asian, White (non-Hispanic), and Hispanic.
Welcome
Welcome to the 27th Annual Conference on The First-Year Experience in San Francisco, California. This conference is designed to provide a structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

Goals of the Conference
The primary goal of the Annual Conference on The First-Year Experience is to assist educators and administrators in institutions of higher education in the planning, implementing, and refining of programs designed to enhance the first-year experience. The presentations center around such topics as teaching, research, curricular and co-curricular strategies, assessment and accountability, professional development for higher educators, and characteristics of special populations of first-year students.

Registration Information
The conference registration and information desk is located in the Grand Ballroom foyer of the Hyatt Regency San Francisco. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following dates and times:

- Friday, February 15, 2008
  10:00 am - 5:00 pm
- Saturday, February 16, 2008
  7:30 am - 6:00 pm
- Sunday, February 17, 2008
  7:30 am - 6:00 pm
- Monday, February 18, 2008
  7:30 am - 5:30 pm
- Tuesday, February 19, 2008
  7:30 am - 12:00 noon

Hotel Map
The layout of the meeting rooms at the Hyatt Regency San Francisco is located on the back cover of the program.

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

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

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

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

- Poster Sessions
  Poster sessions are presented in the form of an exhibit and delivered primarily through the use of visual display and handout materials. Numerous poster sessions are 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.

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

- Research (CR)
  These sessions present on quantitative or qualitative research that has been conducted on issues addressing student transitions.
- Trends & Issues (CT)
  These sessions address emerging trends, current issues, and broad concepts.
- Institutional Initiative (CI)
  These sessions highlight specific programs/initiatives that have been instituted, assessed, and shown to be successful on a particular campus.

Roundtable Discussions (R)
These sessions promote open discussion around a significant or major issue or theme. Roundtable discussions provide attendees an opportunity to share ideas and learn from one another’s experiences.

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

Cybercafé
Picture a place where you can sit away from the action, check your e-mail, and explore other online resources introduced to you during the conference. That place is the First-Year Experience Cybercafé. The Cybercafé is located in Regency A of the Hyatt Regency San Francisco and is open during most conference hours February 15-19, 2008. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit.
National Resource Center Bookstore
While you are waiting to check your e-mail, please browse the newest and most popular titles from the National Resource Center for The First-Year Experience and Students in Transition. The National Resource Center Bookstore is located in Regency B of the Hyatt Regency San Francisco and is open during most conference hours, February 15-19, 2008. Limited numbers of select publications will be available for sale in the Bookstore. Purchases may be made with cash, check, credit card (MasterCard, Visa, Discover, and American Express), or purchase order. If you don’t have room for all these great resources in your luggage, we will waive shipping charges for publications purchased at the conference.

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

Nametag Ribbons
Light Blue: Presenters
Gold: Outstanding First-Year Student Advocates
White: Outstanding First-Year Student Advocate Nominees
Navy Blue: Outstanding First-Year Student Advocate Semifinalists
Rainbow: Hosting Institutions
Red: Conference Staff
Green: Exhibitors
Royal Blue: National Resource Center Advisory Board
Purple: First-Time Attendees

Informal Interest Groups
We have arranged for informal interest groups to form during the conference luncheon on Sunday. The purpose of these groups is to bring individuals together from different institutions to engage in open dialogue as it relates to specific topics relevant to the first-year experience. Look for signs posted at the conference luncheon to locate the interest group you would like to join. Table numbers correspond with interest group topics.

The interest groups will come together based on the following topics or roles:

Institution Types:
1. Community Colleges
2. Small Colleges
3. Research Universities

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

Roles:
20. Deans/Department Chairs
21. Academic Advisors
22. Academic Administrators
23. Faculty/Instructors
24. First-Year Seminar Directors
25. Orientation Professionals
26. Learning Support Professionals
27. Graduate Students
28. Undergraduate Students
29. Student Affairs Administrators

Conference Evaluations
Individual Session Evaluation Forms will be distributed and collected in each session by the presenter. Presenters please bring session evaluations to the conference registration desk in the Grand Ballroom Foyer. Copies of evaluations may be picked up a couple of hours following your presentation.

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

The link for the evaluation is http://nrc.fye.sc.edu/events/annual/evaluation/ and will also be included in a conference follow-up e-mail message.

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

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at http://www.sc.edu/fye/events/presentation/2008annual/ after March 3. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to scharri2@gwm.sc.edu.

Copies, Faxes, and Computer Access
Copying, faxing, and computer needs can be met at Hyatt Regency San Francisco’s Hotel Business Center located on the Atrium level. The Business Center is available 24 hours a day accessible by guestroom key. See page 4 for hours of the FYE cybercafé located in Regency A.
Internet Access
Hotel guest rooms have wireless internet access at a rate of $9.95 per 24-hour period. The Business Center also offers high-speed internet access at $5.35 per 15 minutes. See page 4 for hours of the FYE cybercafé located in Regency A.

Parking
Hyatt Regency San Francisco (Valet Parking)
All day parking: $49.00 maximum per day; ($55.86 inclusive with tax for hotel guests; $61.25 inclusive with tax for non-hotel guests).
Maximum parking charge of $49.00 is reached after 4 hours; first hour is $10.00 + 25% tax, each additional half hour is $5.00 + 25% tax.

Embarcadero Center Garages (Self-Parking)
Open 24 hours - 7 days a week
Weekday rates (3 am - 5 pm), each 15 minutes: $2.75, daily maximum (24 hours) is $29.50.
Evening rates (5pm - 12am), per hour: $3.00; daily maximum (24 hours) is $29.50.
Free parking with validation - evenings 5 pm - 3 am at select restaurants, services and Embarcadero Center Cinema.
Weekend Rates
Per hour: $3.00; daily maximum (24 hours): $29.50. Free parking with validation - obtain validation from retail stores, restaurants and Embarcadero Center Cinema on Saturdays and Sundays from 10 am to 3 am.

Continuing Education Units
In order to meet continuing professional development needs and certification requirements, CEU credits are available to FYE conference participants. Applicants, upon completion of the conference and submission of the application form, will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina.
A maximum of 2.6 CEUs (26 clocked hours) may be earned. If you are interested in obtaining credit, stop by the conference registration table by noon on February 19, 2008.
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  - Justify your program and get the funding you need.

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Alpha Lambda Delta (ALD) is a national honor society for first-year college students. Founded in 1924 at the University of Illinois, ALD focuses on promoting academic excellence among first-year students by offering recognition for students who have earned a 3.5 or higher GPA in their first year or term of higher education.

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

Data180 builds software that helps focus students’ curricular and co-curricular plans on achieving essential outcomes for success. Students input their activities, allowing academic and career advisors to monitor progress. Students benefit from resumes, portfolios, and self-assessment measures. Schools benefit from increased student retention and the ability to assess student growth. (www.Data180.com)

Educational Benchmarking (EBI) is focused on the improvement of the college experience. We offer over fifty nationally benchmarked assessments that enable schools to identify which key areas will have the greatest impact on overall improvement. Our new MAP-Works process facilitates and enriches interactions between your institution and your first-year students.

Higher Education is charged with providing an environment where students, staff, and faculty can develop into whole persons and where each individual’s strengths are fully realized. Gallup’s 70-plus years of research into human nature and behavior can help your campus realize its goals in teaching and growing life-long learners and tomorrow’s leaders. Gallup’s unique strengths-based development program, StrengthsQuest, has touched the lives of 400,000 students on more than 600 campuses.

GoalQuest (www.goalquest.com), a division of Halyard Education Partners, provides innovative solutions for colleges and universities to maximize recruiting, enrollment yield, retention, parent communication, and advancement efforts. Its suite of products, including eCRUITT, FYReT, PICST and AlumNetT, as well as its UniverseT tools such as UPeersT and UPortfolioT, are based on a revolutionary technology that immerses participants in highly interactive content. The tools provide clients with a full-featured reporting center and automated activity alerts that monitor the real-time interest trajectory of users. Halyard Education Partners is a leading marketing and information services company that serves as the premier resource for prospective students seeking post-secondary educational options, and in turn, provides effective marketing solutions for colleges and universities seeking to acquire and retain students.

Griffin Enterprises, LLC is the publisher of MoneyU (www.MoneyU.com). MoneyU* is a standards-based, game-driven course that teaches essential Financial Skills to young adults. It engages learners using interactive tools and real-world simulations. As a self-directed online course, MoneyU delivers critical content more deeply and efficiently than traditional classroom delivery ever could.

Growing Leaders, Inc. partners with schools to help them improve their leadership development programming, and nurture a leadership culture on campus. Growing Leaders provides relevant resources such as books, DVDs, on-line courses, assessments, on-campus equipping events, electronic subscriptions, and training kits for staff/students. Find us at: www.GrowingLeaders.com

HarperCollins is a trade publishing company offering a wide variety of books in many disciplines. We publish a number of books geared toward the transition experience of the first-year college student.
Hayden-McNeil Publishing is the premier publisher of customized college course materials. We create dynamic partnerships with educators through our unique ability to add exceptional value to their course content. Our commitment is inherent in our incomparable design and prepress services, collaborative author relationships, and spotless on-time delivery record.

Established in 1966, the CIRP is now the nation’s largest and oldest empirical study of higher education, involving data on some 1,900 institutions and over 13 million college students. Administered by the Higher Education Research Institute at UCLA, the CIRP is regarded as the most comprehensive source of information on college students. The CIRP longitudinal program consists of the Freshman Survey, Your First College Year Survey, the College Senior Survey, and the triennial Faculty Survey.

CollegeScope, by Human eSources, is the premier provider of online personal development tools designed specifically for college students. CollegeScope features: Do What You Are, our personality type assessment and career development program, the PEPS Learning Style Inventory, and the CollegeScope Student Success Program, a comprehensive student success curriculum.

Hundreds of Heads® are publishers of the #1 best-selling college life guide, How to Survive Your Freshman Year, and the award-winning, How to Survive Getting Into College. Their series of college guides offer students hundreds of tips and advice from other successful students on how to: get in, get ahead, and succeed. Free copies of How to Survive Your Freshman Year will be available at the booth!

Kendall/Hunt Publishing Company offers a full range of custom services in the first-year experience genre from textbooks to software. We feature a career based FYE text by Marsha Fralick entitled, “College and Career Success,” a research based text by Joe Cuseo, Aaron Thompson and Viki Fecas “Thriving in College and Beyond” and a faith based text by Bill Millard “Explorer’s Guide to Life Calling.” We are currently working with over 150 colleges and universities on custom textbooks. Our customers can adopt our quality publications, write their own material, use class tested existing Kendall/Hunt material, or a combination of the three.

The Kettering Foundation, a nonprofit, nonpartisan research institute based in Dayton, Ohio (with offices in Washington, D.C. and New York City), was founded in 1927. It has provided books for National Issues Forums since the nationwide network was started in 1982. For information about the Kettering Foundation, write 200 Commons Road, Dayton, Ohio 45459-2799 or phone 800-221-3657.

The Knopf Publishing Group publishes a broad selection of fiction and non-fiction books appropriate for first-year experience and freshman reading programs. On display will be new titles, along with many titles selected for past programs around the country. Please stop by our booth for copies of our latest brochure and complimentary copies of selected titles.

Kuder is the industry’s leading provider of comprehensive, Internet-based educational and career planning tools for all ages. Kuder’s innovative technology combines research-based assessment with portfolio development, educational and occupational exploration, and database management into a customizable, Internet-based system. Additionally, Kuder offers an online curriculum series and professional development training.

LiveText’s flexible Accreditation Management System™ (AMS) provides institutions with the most advanced, complete, and user-friendly web-based tools for developing, assessing, and measuring student learning and more. With LiveText’s Accreditation Management System, institutions can provide its students, faculty, administration, and stakeholders the best assurance of its commitment to accountability, continuous improvement, and excellence in education.

McGraw-Hill Higher Education

First-year experience programs make unique demands on both students and faculty. McGraw-Hill and our talented group of insightful authors recognize this fact and are dedicated to providing a wide array of thoughtful solutions to the challenges presented by students’ diverse needs and experiences.

Multi-Health Systems (MHS) is an internationally recognized publisher of psychological assessments. We have specialized in Emotional Intelligence (EI) testing for a decade and are currently partnering with many prominent colleges and universities throughout North America to help them predict and improve student performance and persistence.

The National Academic Advising Association (NACADA) promotes and supports quality academic advising to enhance the educational development of students in higher education institutions. NACADA provides a forum for the discussion, debate, and exchange of ideas pertaining to academic advising through numerous events and publications. NACADA has nearly 10,000 members, including professional advisors/counselors, faculty, administrators, and students whose responsibilities include academic advising. Visit the NACADA booth for information on our professional development events and publications.

The mission of the National Orientation Directors Association is to provide education, leadership and professional development in the fields of college student orientation, transition and retention. NODA has an array of publications available pertaining to successful orientation programs and services. For more information about NODA and the resources we offer go to www.nodaweb.org

The New York Times Knowledge Network was created to assist educators with one of the most diverse, in-depth and informative resources available-The New York Times. Think of the nation’s most honored newspaper as a textbook that’s updated each day. There are new ideas on every page and class discussions in each headline. To learn more, please visit us at www.nytimes.com/college.

Pearson Custom Publishing is the largest custom publisher in North America, providing classroom materials in all formats and media. With more than 35 years of experience, Pearson Custom publishes completely original works as well as representing the content offerings of Pearson Education (Prentice Hall, Allyn & Bacon, Addison Wesley, Longman, Benjamin Cummings and Penguin Books) in customized formats.

Pearson/Prentice Hall truly features a wealth of course solutions. Review Blockbuster revisions (Carter, Keys to Success and Baldwin, Community College Experience), and New ‘must-see’ alternatives like Colbert, Navigating Your Future and Fitton, On Campus). Be sure to ask us about our latest Technology offerings - you will be glad you did. It’s time to ‘Think Outside the Book...!’
Penguin Group (USA)

Penguin Group (USA) publishes trade fiction and nonfiction hardcovers and paperbacks through a wide range of imprints, and includes many award-winning authors. Our extensive front and backlist are very popular among first-year experience and campus-wide reading programs. Visit www.penguinacademic.com for a full list of our titles and services.

The signature work of the Policy Center on the First Year of College is a comprehensive, guided self-study and improvement process, Foundations of Excellence® in the First College Year, which enhances an institution's ability to realize its goals for student learning, success, and persistence.

Random House, Inc.

Random House, Inc. is the world's largest English-language general trade book publisher and includes an array of prestigious imprints that publish some of the foremost writers of our time. Many of our titles have already become mainstays in first-year experience programs throughout the country.

Sourcebooks, Inc.

Sourcebooks, Inc. introduces the next edition of The Naked Roommate. The Naked Roommate, 2E is the behind-the-scenes look at everything students need to know about college (but never knew they needed to know). This essential guide is packed with expert advice from author Harlan Cohen, the top voice on college life.

Swift Kick is an education company focused on moving students from apathy to engagement. Red Rover is a free online orientation software, created by Swift Kick, that integrates into Facebook. Red Rover increases student involvement by integrating the world of social networks and the mission and values of the university.

XanEdu's Copley Custom Textbooks, publisher of quality custom textbooks since 1984, offers the expert knowledge and personal service to help you create your own anthology, lab manual or textbook. Whatever your requirements, our experienced staff will provide the copyright, editorial, design, and production services necessary to publish a high-quality text.

The University of Michigan Press ELT division is committed to publishing high-quality course materials for students new to the university, whether they are new to the United States or not. We provide a variety of materials that will hone the academic skills necessary to succeed in college/university.

W. W. Norton & Company has been independent since its founding in 1923. William Warder Norton and Mary D. Herter Norton first published lectures delivered at the adult-education division of New York City's Cooper Union, and soon expanded their program. In the 1950s, the Norton family transferred control of the company to its employees, and today—with a staff of four hundred and a comparable number of trade, college, and professional titles published each year—W. W. Norton stands as the largest and oldest publishing house owned wholly by its employees.

Cengage Learning, formerly Thomson Learning, delivers highly customized learning solutions for colleges, universities, professors, and students around the world. Our college success products are not just textbooks - but comprehensive teaching and learning solutions - that will save you time in each stage of the teaching process and will help you create the most dynamic learning experience in and out of the classroom.

EXHIBITOR INFORMATION
### Exhibitor Information

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<td>HarperCollins Publishers</td>
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<td>Human eSources, LTD</td>
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<td>Kuder, Inc.</td>
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### Exhibit Schedule

Exhibitors are located in the Atrium and the Grand Ballroom Foyer. Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. You will have the opportunity to visit with exhibitors during continental breakfasts, refreshment breaks, and the opening reception in addition to the exhibit hours below:

**Saturday, February 16, 2008**

- Exhibit Hours: 4:00 pm - 7:30 pm

**Sunday, February 17, 2008**

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

**Monday, February 18, 2008**

- Exhibit Hours: 7:00 am - 2:00 pm
The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2008-2009 Paul P. Fidler Research Grant. The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge to improve the experiences of college students in transition.

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

**Comprehensive Award Package**

- Stipend of $5,000
- Travel to the 15th National Conference on Students in Transition, November 2008, in Columbia, SC, at which the award will be presented
- Announcement and recognition at 2008 Students in Transition conference luncheon
- Travel to the 16th National Conference on Students in Transition, November 2009, in Salt Lake City, Utah, at which the research findings will be reported
- Announcement on The National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

**Application and Deadline**

The application and proposal form may be downloaded at [www.sc.edu/fye/research/grant](http://www.sc.edu/fye/research/grant) and must be submitted electronically to NRCresearch@gwm.sc.edu by July 1, 2008.

[http://www.sc.edu/fye/research/grant/proposal/](http://www.sc.edu/fye/research/grant/proposal/)
National Resource Center for The First-Year Experience & Students in Transition/University 101

STAFF

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Assistant Vice Provost and Executive Director

Dan Berman
Director, University 101

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Associate Director

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*Shana Harrison
Assistant to Conference Coordinator

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Graphic Artist

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*Cei Mey Wu
Webmaster

FELLOWS

*John N. Gardner, Senior Fellow
*Betsy O. Barefoot
Dorothy S. Fidler
*Jean M. Henscheid
*Richard H. Mullendore
*Randy L. Swing

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Michelle Ashcraft
Reed Curtis

*Heather Eidson
*Dana Fish
*Leah Kendall
*Misty Lawrence
Katharine Pei
*Jonathan Romm
*Mandie Thacker
*Dottie Weigel

UNDERGRADUATE STUDENT ASSISTANTS

Rosalyn Capps
*Chris Keese

*denotes those attending the conference
**Friday, February 15, 2008**

**PRECONFERENCE WORKSHOP AND CONFERENCE REGISTRATION**
10:00 am - 5:00 pm
Grand Ballroom Foyer

**CYBERCAFÉ**
10:00 am - 5:00 pm
Regency A

**BOOKSTORE**
10:00 am - 5:00 pm
Regency B

A-1 Keeping First-Year Seminars Up and Running: Regularly Scheduled Maintenance
1:00 pm - 4:00 pm
Seacliff A
Leon Book, Director of First-Year Experience; Dale Haskell, Professor of English—Southeast Missouri State University

A-2 Using Student Development Theory to Improve Educational Practice in the First College Year and Beyond
1:00 pm - 5:00 pm
Seacliff B
Tracy L. Skipper, Editorial Projects Coordinator, National Resource Center for The First-Year Experience* and Students in Transition—University of South Carolina

A-3 The Myths and Magic of Learning Communities
1:00 pm - 5:00 pm
Seacliff C
Jean M. Henschel, Fellow and Editor—Journal of The First Year Experience and Students in Transition, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina; Managing Editor—About Campus

A-4 Creating Solid Foundations for First-Year Initiatives: Fundamentals of Faculty Development
1:00 pm - 5:00 pm
Marina Room
Mary Stuart Hunter, Assistant Vice Provost, National Resource Center for The First-Year Experience and Students in Transition/University 101 Programs; Jennifer Latino, Assistant Director, University 101 Programs—University of South Carolina

A-5 Common Reading Initiatives: Strategies That Work
1:00 pm - 5:00 pm
Seacliff D
Catherine Andersen, Interim Dean of Enrollment Management and General Studies; Judy Termini, Director of the First-Year Experience; Maria Waters, First-Year Seminar Coordinator—Gallaudet University

**Saturday, February 16, 2008**

**CONTINENTAL BREAKFAST**
7:00 am - 9:00 am
Grand Ballroom Foyer

**PRECONFERENCE WORKSHOP AND CONFERENCE REGISTRATION**
7:30 am - 6:00 pm
Grand Ballroom Foyer

**CYBERCAFÉ**
7:30 am - 6:00 pm
Regency A

**BOOKSTORE**
7:30 am - 6:00 pm
Regency B

A-6 Making Sense of First-Year Assessment
8:00 am - 12:00 noon
Seacliff B
Randy L. Swing, Executive Director—Association for Institutional Research (AIR); Fellow, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina

A-7 Academic and Career Advising: Focus on the First Year
8:00 am - 12:00 noon
Bayview B
Paul Gore, Associate Professor of Educational Psychology and Student Success Special Projects Coordinator—University of Utah; Jocelyn Harney, Vice President of Enrollment and Student Affairs—College of DuPage; Elizabeth McCalla-Wriggins, Director Emeritus, Career and Academic Planning Center—Rowan University

A-8 Creating “Circles of Trust” in Academic Life
8:00 am - 12:00 noon
Marina Room
Parker J. Palmer, Founder and Senior Partner—Center for Courage & Renewal

A-9 “Things that Work” in FYE Courses and Beyond: A Distillation of Key Methods Common to 20 Years of Programs Under 10 Different Models
8:00 am - 12:00 noon
Bayview A
Tom Caruskodon, Professor of Psychology and John Grisham Master Teacher—Mississippi State University

A-10 Emotional Intelligence: The Missing Link to Student Success
8:30 am - 12:30 pm
Seacliff D
Catherine Andersen, Interim Dean of Enrollment Management and General Studies; William Moses, Professor of Art—Gallaudet University; Constance Staley, Professor of Communication—University of Colorado, Colorado Springs

A-11 Crafting and Implementing Learning Goals for First-Year Experience Initiatives
9:00 am - 12:00 noon
Seacliff C
Linda Suskie, Executive Associate Director—Middle States Commission on Higher Education

A-12 Early Warning Systems: A Comprehensive Approach to Ensuring Student Success and Persistence
9:00 am - 12:00 noon
Seacliff A
Dorris Hambrick, Academic Support Advisor, Paul L. Foster Success Center; Sally Firmin, Director of Academic Support Programs, Paul L. Foster Success Center; Brandon Miller, Assistant Vice President of Student Success—Baylor University
PRECONFERENCE WORKSHOPS

A-13 Best Practice in the First College Year: Defining What Works and Why
9:00 am - 4:00 pm
Garden Room
John N. Gardner, Executive Director—Policy Center on the First Year of College; Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina; Betsy O. Barefoot, Co-Director and Senior Scholar—Policy Center on the First Year of College; Fellow, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina

A-14 Collaborative and Comprehensive Programs for Entering Student Success
9:00 am - 4:00 pm
Golden Gate Room
Scott E. Evenbeck, Dean of University College - IUPUI; Frank E. Ross, Assistant Vice Chancellor for Student Life and Learning—Indiana University-Purdue University Indianapolis and Indiana University-Purdue University Fort Wayne; Gayle Williams, Assistant Dean, University College—Indiana University-Purdue University Indianapolis; Maggy Smith, Dean of the University College & Professor of English; Dorothy P. Ward, Director, Entering Student Program—The University of Texas at El Paso

LUNCH for preconference workshops attendees only
12:00 noon - 1:00 pm
Grand Ballroom A

A-15 Designing Successful Student and Parent/Family Orientation Programs
1:00 pm - 4:00 pm
Seacliff A
Richard Mullendore, Professor of College Student Affairs Administration—University of Georgia; Fellow, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina; Andrene Kaiwi-Lenting, Assistant Director, Student Life & Leadership:Director, Orientation Programs - California Polytechnic State University

A-16 Beyond Surviving to Thriving: Active Learning Strategies for Teaching and Reaching Millennial Learners
1:00 pm - 4:00 pm
Seacliff B
Brad Garner, Associate Dean for Student Success—Indiana Wesleyan University

A-17 Preventing and Responding to Disruptive Behavior in the Classroom
Saturday, February 16, 2008
1:00 pm - 5:00 pm
Marina Room
W. Scott Lewis, Assistant Vice Provost for Judicial Affairs and Academic Integrity—University of South Carolina

A-18 Strategies and Techniques for Implementing a First-Year Improvement Plan
1:00 pm - 5:00 pm
Seacliff D
Phyllis Curtis-Tweed, Interim Associate Provost—Medgar Evers College, City University of New York; Beverly Dolinsky, Professor of Psychology—Endicott College

A-19 The ABCs of Conducting Research on the First Year of College
1:00 pm - 5:00 pm
Seacliff C
Barbara Tobolowsky, Associate Director, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina

A-20 Dinner Workshop: An Evening with John Gardner
7:00 pm - until
One Market Restaurant
John N. Gardner, Senior Fellow, National Resource Center for The First-Year Experience and Students inTransition—University of South Carolina; Executive Director—Policy Center on the First Year of College

* Please meet in the lobby of the Hyatt Regency at 6:15 pm for transportation to the restaurant.

Opening Session & Keynote Address
5:30 pm - 6:45 pm
Grand Ballroom (Overflow in Bayview Ballroom)

CANARIES IN THE MINE
How Meeting the Needs of First-Year Students Can Make Higher Education More Life-Giving for All
Providing a smooth transition for first-year students into the academy should not include handing out gas masks. If a campus culture is toxic for first-year students, it is toxic for everyone: students, faculty, and the larger world. Our concern about the needs of first-year students — and higher education’s failure to meet them — must continue to become a way of focusing and finding energy for more fundamental efforts at education reform. Our challenge is not only to help first-year students succeed on their educational and vocational paths, but to help the academy find its way back to the authentic aims of education.

Opening Reception
6:45 pm - 7:30 pm
Atrium and Grand Ballroom Foyer
David Batstone
author of Not For Sale: The Return of the Global Slave Trade—and How We Can Fight It
HarperOne: paperback, $14.95

Will be signing in the HarperCollins booth on Saturday, February 16th from 6:45-7:30 p.m.

2008 is the Richard Wright Centennial

Black Boy
Harper Perennial: pb, $14.95
New edition coming April 2008

Native Son
Harper Perennial: pb, $14.95
New edition coming April 2008

The Gospel of Food
Why We Should Stop Worrying and Enjoy What We Eat
Barry Glassner
Harper Perennial: pb, $14.95

In the Hot Zone
One Man, One Year, Twenty Wars
Kevin Sites
Harper Perennial: pb, $15.95

One Day the Soldiers Came
Voices of Children in War
Charles London
Harper Perennial: pb, $14.95

The Septembers of Shiraz
Dalia Sofer
Ecco: hc, $24.95
Coming in paperback April 2008

Hell and High Water
The Global Warming Solution
Joe Romm
Harper Perennial: pb, $13.95

Professors’ Guide to Getting Good Grades in College
Lynn F. Jacobs & Jeremy S. Hyman
Collins: pb, $15.95

Run
Ann Patchett
Harper: hc, $25.95
Coming in paperback October 2008

Predictably Irrational
The Hidden Forces that Shape Our Decisions
Dan Ariely
Harper: hc, $25.95

The Camel Bookmobile
Masha Hamilton
Harper: hc, $24.95
Coming in paperback May 2008

Animal, Vegetable, Miracle
A Year of Food Life
Barbara Kingsolver
Harper: hc, $26.95

For more information, please visit www.HarperAcademic.com
To order, please call 1-800-331-3761
CONTINENTAL BREAKFAST
7:00 am - 8:30 am
Atrium and Grand Ballroom Foyer

CONFERENCE REGISTRATION AND INFORMATION DESK
7:30 am - 6:00 pm
Grand Ballroom Foyer

CYBERCAFÉ
7:30 am - 6:00 pm
Regency A

BOOKSTORE
7:30 am - 6:00 pm
Regency B

**Primer for First-Time Attendees**
7:45 am - 8:45 am
Grand Ballroom B

**M. Stuart Hunter**
Assistant Vice Provost and Executive Director, National Resource Center for The First-Year Experience & Students in Transition and University 101 Programs
University of South Carolina

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

**7:45 am - 8:45 am**

1 - **E Energizing FYE with Technology**
Garden A
**Ida Asner**
Solutions Consultant
LiveText

The first-year experience program can serve as the ideal environment to measure student learning and prepare students for a successful college learning experience. In this presentation, participants will learn how LiveText and technology can assist them in accomplishing both objectives. LiveText’s user-friendly e-portfolio and learning tools allow students to easily chronicle their learning experiences and reflect on their growth. At the same time, institutions can use e-portfolios to assess and measure evidence of student learning, outcomes, and competencies.

2 - **E The Crisis in Financial Literacy and the Need for New Approaches to Reach Digital Learners**
Garden B
**Kathy Griffin**
President
**Kevin Dwyer**
Senior Vice President
Griffin Enterprises

Students need financial literacy training. Game-based delivery offers an effective approach. Statistics indicate that young adults are underprepared in financial life skills. This national crisis is particularly acute for colleges, whose students drop-out or start adult life in debt from loans and credit cards. Current practices, including personal finance lectures, are insufficient because the format lacks practice and application. Web-based, game presentation allows safe experimentation, and consistent, scalable and cost-effective content delivery.

3 - **E Film and Diversity: A Life-Changing Double Feature for First-Year Students**
Seacliff A
**Kelly Sippell**
Marketing Manager
University of Michigan Press
**Ellen Summerfield**
Director Emerita, International Programs, and Professor
Linfield College

Using materials that have been extensively tested with first-year students, author Ellen Summerfield presents the unique features of “Seeing the Big Picture: A Cinematic Approach to Understanding Cultures in America,” designed to broaden students’ awareness, understanding, and appreciation of the many cultures and subcultures in the United States. Popular films are the tools for exposing students to ethnic cultures, including those of African, Chinese, Mexican, and Muslim Americans, and also to deaf and gay cultures.

4 - **E Assessing the First-Year Experience: Using NSSE and Qualitative Approaches to Enhance Student Success**
Seacliff B
**Jillian Kinzie**
Associate Director, NSSE Institute for Effective Educational Practice
Indiana University Bloomington, Center for Postsecondary Research

First-year student success is no accident. Student engagement in intentionally designed educationally purposeful activities is necessary to achieve desirable learning outcomes. This session will highlight how several institutions have used their National Survey of Student Engagement (NSSE) results to guide the development and improvement of their first-year experience and introduce the Inventory for Student Engagement and Success (ISES), a self-guided framework for conducting qualitative assessments of the extent to which the campus creates clear pathways to student success.
5 - E Creating a Customizable Textbook: Essentials for Success  
Seacliff C  
Scott Peska  
Assistant Director of Orientation & First-Year Experience  
Denise Rode  
Director of Orientation & First-Year Experience  
Northern Illinois University  
Mark Kesson  
Director of New Business Development  
Lisa LaRew  
Managing Editor  
Hayden-McNeil Publishing  
In 2003, Northern Illinois University's student satisfaction with the first-year seminar textbook was 54%. The course coordinators determined it was time to create a completely customized textbook authored by campus experts. Once completed, student satisfaction with the textbook increased to 69% in 2006. Come learn about the benefits of creating your own content and the process NIU took in developing, assessing, and publishing their "Essentials for Success at NIU" textbook with Hayden-McNeil Publishing.

6 - E Leveraging Facebook Applications for More Effective Orientations  
Seacliff D  
Tom Kriegstein  
Co-Founder  
Kevin Prentiss  
Co-Founder  
Swift Kick  
Current students live on Facebook. New students meet online months before formal orientation begins. Can/should schools extend orientation into social networking platforms? This session will present the results of a pilot program involving 10 schools that used a Facebook application to provide "always-on orientation" with the goal of increasing, organizing, and assessing student involvement. Using Astin's Involvement Theory as a base, discussion will explore the project's success and failures. The participants will collaboratively outline emerging best practices.

7 - E Watch Your Students Achieve Their True Potential and Persist in the First College Year and Beyond with the CollegeScope Student Success Program  
Marina Room  
Erin Miller  
Marketing and Sales Manager  
Human eSources  
Attendees will learn about the CollegeScope Student Success Program, an innovative and effective student success curriculum that focuses on issues facing student achievement and persistence. It provides students with valuable insights about themselves and gives them skills to succeed in the first year and beyond. Delivered as an online, electronic textbook, this program integrates a full career development program and assessments within the student success curriculum.

8 - E Student Success and Retention—IT Solution to Establish, Communicate, and Assess School-Prescribed Development Activities  
Pacific A  
L. K. Williams  
Co-Founder  
Scott Wymer  
Co-Founder  
Data180  
Academic institutions have the opportunity to help their students find academic and career success by leading them to crucial areas of personal development. An IT solution is presented that promotes development of key individual attributes (e.g., leadership and civic engagement) needed for success. Students input activities and benefit from e-resumes, e-portfolios, and self-assessment measures. Schools benefit from co-curricular transcripts, civic engagement documentation, and a tool for academic and career advisors to measure student growth.

9 - E From Ice Breakers to Active Learning Classroom Strategies  
Pacific B/C  
Jennifer Hurd  
College Survival Program Manager  
Houghton Mifflin Publishing Company  
Creating an active learning classroom environment is easier if the strategies can be presented first as an icebreaker activity. Students are not worried about getting a grade, and a sense of community is developed in the classroom. Once students understand how the strategy works, content can be introduced using the same strategy. This session will actively engage all participants in at least six icebreaker-to-content strategies.

10 - E Habitudes: The Habits and Attitudes of a First-Year Student  
Pacific H  
Tim Elmore  
Founder and President of Growing Leaders  
Growing Leaders  
While today’s students are diverse, they are all EPIC in nature: Experiential, Participatory, Image-rich, and Connected. In this interactive session, attendees will learn to use an EPIC teaching format including images, experiences, and relationships to help first-year students embrace leadership and deepen their character. The presenter will show attendees how to use the Habitudes™ curriculum to teach leadership concepts in a memorable and transferable fashion.

11 - E Using CIRP Surveys to Measure Change in the First Year  
Pacific J  
John Pryor  
Director, Cooperative Institutional Research Program  
Higher Education Research Institute  
The CIRP Freshman Survey and the Your First College Year (YFCY) Survey examine change in students during the first year of college. The CIRP surveys are unique in that they focus on longitudinal change and, in the case of the YFCY, on issues that are specific to the first-year experience. The YFCY was developed in a partnership between the Higher Education Research Institute and the Policy Center on the First Year of College.
Identifying and Assessing the Needs of New Students Through Institutional Self-Study

Pacific I

Julie Alexander
Program Associate and Coordinator of Special Projects

Kathleen M. Morley
Associate Director
Policy Center on the First Year of College

This presentation will introduce an institutional self-study initiative known as Foundations of Excellence® in the First College Year. The model uses a set of aspirational principles, Foundational Dimensions®, which guide institutions in improving the delivery of the first college year. This session will focus on how institutions support student success and persistence through effective communication, academic advising, collaboration with external constituencies, and faculty/student and peer connections.

Understanding Students' Alcohol Consumption: Charting a Course for Their Success

Pacific K

Brandon Busteed
Founder and CEO
Outside The Classroom

Students’ success in college is predicated upon their ability to transition from high school to college safely. While smooth for some, others can have a much more difficult time, often due to alcohol use. This program will discuss results from more than one million students who have completed Outside The Classroom’s AlcoholEdu program. Topics will include first-year students’ consumption trends, the “College Effect,” and the perceived positive and negative consequences of alcohol use.

MAP-Works: An Exciting Project to Help First-Year Students Succeed

Pacific L

Darlena Jones
Director of Research and Development
Educational Benchmarking, Inc.

Assessing first-year students is a complicated and time-consuming endeavor. Educational Benchmarking latest project, MAP-Works, is an exciting project that will help colleges and universities identify students who need intervention (either academically or socially). Come and learn about this new project and how your program can become involved.
First-Year Students and Social Networking Sites

Garden A

Jessica Sharkness
Research Assistant
University of California, Los Angeles

John Pryor
Director, Cooperative Institutional Research Program
Higher Education Research Institute

Social networking web sites have become influential factors in how students communicate. In 2007, the CIRP Your First College Year (YFCY) survey asked how much time students spent on sites such as MySpace and Facebook. Using data from 31,500 first-year students at 114 colleges, this session will show how many students are using these sites, who they are, the impact on participating in other college activities, and the academic impact of such use.

When the First Year Really Isn’t the First Year

Garden B

Jane Jacobson
Director Student Academic Services, College of Liberal Arts and Sciences

Dana Schumacher
Academic Adviser
Iowa State University

More than one third of first-year students enter college having already earned credit. Our roundtable will explore the challenges posed by this perceived “head start.” What factors are contributing to this trend? Are these students developmentally ready for the challenges of advanced coursework? What impact do these students have on first-year programs, advising, and scheduling? We will explore the issues surrounding this phenomenon, possible institutional responses, and opportunities for further research.

Teaching Critical Thinking & Learning to First-Year Students: 30 Years of Experience and Research

Seacliff A

Timothy L. Walter
Dean of Academic & Student Services

James J. Berry
Dean of Academic & Student Services
Oakland Community College

This session will present a validated instructional program focusing on basic critical thinking and learning strategies taught as general education attributes across the curriculum. Between 1979-2007, the presenters developed and provided instruction in basic critical thinking strategies to students throughout the USA and abroad who were enrolled in FYE, traditional liberal arts, and academic support courses. Participants in this session will learn strategies for engaging students in interactive classroom exercises that facilitate critical thinking and enhance learning strategies. The critical thinking skills described may be thought of as general education outcomes and provide a foundation for higher-level critical thinking skills as described in Bloom’s Taxonomy.

From Theory to Practice: Research-Based Strategies for Teaching the First-Year Seminar

Seacliff B

Joe Cuseo
Professor, Psychology; Director, First-Year Seminar
Marymount College

This session will identify five research-based principles of student success, namely: personal validation, personal meaning, active involvement, social integration, and self-reflection. Specific strategies will be discussed for transforming these key principles into teaching practices, which may be implemented in the first-year seminar via classroom learning experience and out-of-class assignments.

Charting Their Own Courses: Directed Self-Placement

Seacliff C

Nyla Carney
Associate Dean, School of Arts and Sciences

Tracey Florence
Assistant Dean for Student Development
Marymount University

This presentation will illustrate how Marymount University transformed its Freshman Orientation program to create a more student-centered academic decision-making experience. Using web-based technology, new students are empowered to make informed decisions about their first-year placement in English and mathematics courses. The presentation will explain how this evolved as a collaborative effort, demonstrate the web-based program, and discuss the challenges and rewards of changing a University’s orientation culture.

First-Year Student Retention: From Good to Great

Seacliff D

Liz Donnelly
Associate Vice President for Student Affairs/Dean of Student

Amanda Wrede
Coordinator of the First-Year Experience & Greek Life
Oklahoma City University

In the business classic, Good to Great (2001), Jim Collins lays out a strategy for organizations to move from mediocre to excellent performance. Six years ago, Oklahoma City University was faced with declining enrollment, a budget deficit, unstable executive leadership, and a lackluster first-year retention rate of 67%. The university organized a transformation based on the Good to Great model resulting in significant institutional improvements, including increasing the first-year retention rate to 81% in six years.
Think Globally, Act Locally: Building on a “Learning Community Platform”
Marina Room
John Doody
Director, Center for Liberal Education
Kathleen Byrnes
Assistant Vice President for Student Life
Nancy Kelley
Director of Academic Learning Communities
Villanova University
Obtaining faculty buy-in is a major challenge for anyone who wants greater coordination between residence life and academics. Villanova University created a “platform” of residence hall-based learning communities and then invited faculty to make use of them. Faculty members responded by creating their own programs, resulting in a variety of different models, each with high buy-in from participating faculty. The workshop will describe the process and resulting models and also discuss various approaches to assessing these programs.

Culture Shock: New Students and the Language of Success
Golden Gate
Amy Baldwin
Professional Development Coordinator
Pulaski Technical College
New and first-generation students who are making the transition to college need help in learning the language of the new culture. For many, the vocabulary they used in high school doesn’t have the same meaning in college. This presentation will provide educators with translations and activities for bridging the gap.

Working Well With First-Generation College Students
Pacific A
M. Stalls
Developmental Skills Training Specialist
Southern Illinois University Carbondale
Does your institution enroll students who are the first in their family to attend college? If so, this session is for you. The presenter will share strategies for working with first-generation, first-year students – the majority of whom are students of color – at predominantly white, four-year, public, doctoral-granting institutions in the Midwest. Participants are invited to share their own strategies for serving this population of students.

Engaging an Entire Campus Community in the First-Year Summer Reading Program
Pacific B/C
Victoria Folse
Assistant Professor in Nursing/First Year Advising Coordinator
Illinois Wesleyan University
The Summer Reading Program provides an opportunity for incoming students to participate in a shared intellectual conversation with the campus community, to express ideas about a common text, and to respond respectfully to competing ideas others bring to the discussion. The program has expanded to include traditional first-year, transfer, and international students, first-year resident advisors and student leaders, faculty, staff, local alumni, and Board of Trustee members. Three years of data from the Summer Reading Program have been used to engage an entire campus community. Ideas for beginning or enhancing an existing Summer Reading Program will be offered.

Maximum Impact on a Shoestring: Strategic Planning for Sustainable First-Year Initiatives
Pacific H
Pam Person
Director, Center for First-Year Experience and Learning Communities
University of Cincinnati
How do institutions with limited personnel and financial resources maximize their ability to impact student success? This discussion will focus on strategic planning issues with an emphasis on sharing practical tips for delivering comprehensive, affordable, and effective first-year experience initiatives. Bring one question for the group to discuss and one solution/success story to share so participants can leave the session with a broad understanding of pertinent planning issues and ideas for shaping respected, sustainable initiatives.

Supporting Student Transitions: MAP-Works on Multiple Campuses
Pacific J
Robin Brierton
Assistant Dean of Undergraduate Programs, College of Business
University of Illinois at Chicago
Learn how various campuses including Ball State University and the University of Illinois at Chicago use the Making Achievement Possible Works (MAP-Works) online assessment system to contribute to first-year student success. MAP-Works provides customized feedback to help students establish realistic expectations and connect with campus resources. It also provides user-friendly data to faculty/staff enabling proactive interventions with individual students. This presentation will include concrete examples of implementation on a range of campuses and programs as well as general best practices ideas.
First-year or common reading initiatives have become a popular component of first-year experience programs because they provide an opportunity for students, faculty, and staff to share a common intellectual experience. Drawing from experience planning and implementing a common reading program and using emerging literature and data, this session will explore the process of creating a common reading program. Session participants will leave with a step-by-step guide to creating (or enhancing) a program on their own campuses.

Leadership Begins With Day One: A Combined Residential, Academic, and Service-Learning First-Year Community

Tom Carskadon
Professor of Psychology and Director, Day One Leadership Community

April Heiselt
Assistant Professor, Dept. of Counseling, Educational Psychology, and Special Education; Service-Learning Coordinator, MSU Leadership Programs

Jeni Reese
Residence Hall Director

Cade Smith
Director of Leadership Programs

Matt Raven
Director, Center for Teaching and Learning
Mississippi State University

With leadership, character development, and great FYE as priorities, Day One students shared a residence hall and attended a purpose-built Leadership Forum developed by a team of Master Teachers. “Pods” of 25 students took core curriculum courses together, and “action teams” of five to seven students engaged in service-learning projects with myriad community partners, all facilitated by special technology. Methods, successes, challenges, and advice are shared from having built community in this innovative FYE leadership program.

Student Affairs Professionals in the Classroom: Preparing Professionals to Teach

Stephanie Foote
Director, Academic Success Center and First-Year Experience
University of South Carolina Aiken

Arleen Arnsparger
Project Manager, MetLife Foundation Initiative on Student Success

Angela Oriano-Darnall
Project Coordinator, Survey of Entering Student Engagement (SENSE)
University of Texas at Austin

Why do so many students show up at our doors, yet drop out before they’ve barely begun? A new national community college study on the entering student experience offers insights into what drives students away and what we can do to help them stay. Hear what students are telling us about their experiences during the first weeks of college and learn about the pilot administration of the Survey of Entering Student Engagement (SENSE) and the accompanying MetLife Foundation Starting Right Initiative.

Seemingly Unrelated Experiences: Integrating the First Year and Institutional Leaders

Matthew Burchett
Director of New Student & Parent Programs
Ken Spring
Assistant Professor of Sociology
Belmont University

New students often enter college believing the intersection of living and learning is a complex series of seemingly unrelated experiences. In an attempt to progressively meet a commitment to inquiry, collaboration, and community service, the first-year experience has integrated challenging learning objectives with a comprehensive transitional experience. Through an unlikely partnership between curricular and co-curricular leaders, the educational experience of new students continues to progress toward a seamless experience that is both engaging and transforming.

Connecting the Dots...Using a Campus-Wide, Web-Based Referral System to Centralize Student Information for Assistance, Persistence, and Crisis Prevention

Charles Mattis
Dean of the First-Year Program
Abilene Christian University

The web-based referral system “SOS,” was initially created to centralize information from various campus units about students at risk for leaving the institution. With the tragic events at Virginia Tech, we now realize it has the potential to also identify students that may be at risk to others. The retention software program and strategy will be presented and discussion will focus on the tension between privacy issues and the vital need to share student information across campus silos.
Becoming Citizens of the World: Fundamentals of Global Competency Development
Garden B
Fiona Baker
Assistant Professor, Academic Bridge Program
Zayed University, UAE
The global age is here. But, have our first-year college students been prepared at school, for it? This presentation will talk about a first-year university foundation program at Zayed University in the UAE, which was developed to enhance student global competencies and skills and how they are assessed within the program. Key resources, materials, and assessment procedures will be shared. The presentation will then briefly touch on how these competencies are sustained and developed throughout the university experience. Participants will leave the presentation with a plan to create and improve upon global competency and skills development for first-year students in higher education.

Moving From Study to Sustained Action
Seacliff A
Mildred Lovato
Vice President of Student Services
Bonnie Suderman
Dean of Learning Resources and Instructional Technology
Helen Acosta
Associate Professor of Communication
Bakersfield College
Beverly Parsons
Executive Director
InSites
Betsy Barefoot
Co-Director and Senior Scholar
Policy Center on the First Year of College
Has enthusiasm waned since you completed your campus-wide Foundations of Excellence® study? Bakersfield College is adapting a research-based structure called CLIPs (Communities of Learning, Inquiry, and Practice) to move from thematic action plans to implementing change on campus. CLIPs are small groups of faculty, staff, and others who collaboratively take action and inquire into the impact of that action on student learning and success. Participants will learn about using CLIPs to enhance students’ first-year experience.

Key to Successful Supplemental Instruction (SI) Programs: Obtaining and Sustaining Administrator Buy-In on Your Campus
Seacliff B
Glen Jacobs
Executive Director-International Center for SI & Director, Center for Academic Development
University of Missouri-Kansas City
Supplemental Instruction (SI), a proven academic support model developed at the University of Missouri-Kansas City in 1973, is a core element in UMKC’s retention initiatives. Representatives from more than 1,500 institutions in 29 countries have been trained in its implementation. It is necessary to obtain and sustain administrative buy-in for the program in order for it to be successful. Suggestions on how to secure both institutional and financial support will be provided in this presentation.

Faculty and Learning Communities: Motivations and Satisfactions
Seacliff C
Greg Smith
Assistant Dean/Director of First-Year Interest Groups
University of Wisconsin - Madison
Lois Smith
Professor of Marketing
University of Wisconsin - Whitewater
Student-faculty connections fostered by learning communities can be critical to student success. While faculty frequently play key roles in learning community programs, there has been little research into what motivates faculty to become and remain involved with programs that require significant commitments of time and effort. This research study examined faculty participation in two differing learning community models; results may be useful to program planners in their efforts to recruit and retain effective faculty partners.

FYE Courses in Different Disciplines: Where is the Consistency?
Seacliff D
Judith Dallinger
Assistant Provost for Undergraduate Education
Katrina Daytner
Faculty Associate for FYE
John Kryst
Coordinator of FYE Peer Mentors
Western Illinois University
Our FYE courses represent approximately 40 different introductory classes from 20 departments. With no overlap in course content, we have created requirements to ensure a level of commonality in students’ experiences. These include incorporating co-curricular activities and writing as part of the class and the use of a peer mentor. Faculty and peer mentor workshops communicate the common components of the classes, and survey responses assess the extent to which students have similar experiences.

Extending a First-Year Reading Program to the Community
Marina Room
Katherine Powell
Director, Office of First-Year Experience
Clarice Ford
Associate Dean of Students and Director of Multicultural Student Affairs
Berry College
In 2007, Berry College partnered with public and private institutions to extend our first-year reading program to the community. In the process, we strengthened ties with the community, engaged students and citizens in important discussions, and brought Maya Angelou to town. This session will examine challenges and benefits of taking a reading program beyond the college; discuss logistics of finding community partners, gaining institutional support, and securing funding; and share results of assessment efforts.
 Transactional Distance: Closing the Communication and Psychological Gap  
Golden Gate  
Mike Lavelle  
Core Faculty for the School of Undergraduate Studies, First Course  
Eileen Dittmar  
Department Chair for Undergraduate First Course  
Capella University  
The theory of transactional distance is a psychological construct defined by the perceived communication and emotional gap that exists between faculty and students. It exists in both the traditional classroom and in the virtual course room. Literature suggests a relationship between that perceived gap and student satisfaction and persistence of degree completion. This session will explore strategies that can be developed to identify and manage transactional distance.

 Reading to Write: Attuning First-Year Students to a Literate Life  
Pacific A  
Nancy Koppelman  
Member of the Faculty  
The Evergreen State College  
First-year students are often baffled by the demands of reading and writing. This session will present an approach that reveals “secrets” of effective engagement with words that elude many students. It will offer pedagogical philosophy grounded in student experience and methodological examples that participants can use in their own classrooms. These methods have been proven to help students learn how to read and write with a fluency that inspires hard work and life-long relationships with books.

 An Assessment of the Effectiveness of the Parent Orientation Program at UNT  
Pacific B/C  
Elizabeth With  
Associate Vice President for Student Development  
Melissa Ruud McGuire  
Director of Student Success  
The University of North Texas  
Parent orientation programs have become standard on many of our campuses. However, little research is available on parent orientation, specifically on the effectiveness of these programs. This session focuses on the comparison of two studies conducted at the University of North Texas during the summer of 2002 and 2006 of its parent orientation program. An overview of the study, sample, and results will all be discussed. Recommendations for practice will be addressed as well.

 Students with Learning Differences: Transition to the College Experience  
Pacific H  
Diane Webber  
Professor of Education  
Curry College  
Students with learning disabilities are attending four-year colleges in large numbers, and their learning differences present challenges to both students and professors alike. All constituencies must understand the complex issues these students bring to their initial college experience, which often include an educational background that fostered student “learned-helplessness.” This presentation includes comments and suggestions from college personnel and professors with varying experience teaching first-year seminar and other first-year academic courses, serving as discussion talking-points.
46 - CI  Peer Mentoring as Mid-Collegiate Student Development Experience: Developing, Supporting, and Assessing
Pacific K
Greg Metz
Assistant Director FYE and Learning Communities
University of Cincinnati
Peer-led learning communities at UC have grown exponentially. Sixty peer-led LCs currently serve 1,200 first-year students. As peer leaders coach first-year student development, they themselves engage in an intensive mid-collegiate experiential learning process. How do we support peer leaders’ efficacy and development? We will share our program structure, peer leader support, and assessment materials and processes. Ample time will be provided for discussion.

47 - CI  The Role of Undergraduate Research in Mentoring Underrepresented First-Year Students
Pacific L
LàTonya Rease Miles
Director, Director of AAP Mentoring Programs and the UCLA McNair Scholars Programs
Aaron Allen
Graduate Student
Georgina Guzman
PhD Student
Erica Morales
PhD Student
University of California, Los Angeles
In this session, presenters will describe Research Rookies, an undergraduate initiative that brings together primarily first-year students in the humanities and social sciences with graduate students and faculty mentors. Presenters will focus on how undergraduate research aids in the retention of first-generation students and the retention of graduate students from similar backgrounds.

48 - CI  The Power of Student Voices: Revisiting the freshman Learning Community Experience
Pacific M
Nannette Commander
Assistant Vice President, Recruitment & Retention/Director of Admissions
Carolyn Codamo
Director, Freshmen Studies
Teresa Ward
Research Associate
Georgia State University
This session reports data from focus groups to highlight the power of student voices in assessing the long-term benefits of Freshmen Learning Communities (FLCs) at Georgia State. Focus group methodology along with traditional qualitative data of grades, retention, and graduation rates provide a richer picture of how learning communities benefit students beyond their first semester. Attendees will receive information and materials on how to conduct focus groups to view their FLC program from the students’ perspective.

49 - CI  Supporting Low-Income and First-Generation Students at Purdue University
Pacific N
Andrew Koch
Director, Student Access, Transition and Success Programs
Jenna Laub
Assistant Director, Student Access, Transition and Success Programs
Matthew D. Pistilli
Assistant Director & Coordinator of Databases and Statistics, Student Access, Transition and Success Programs
Purdue University
Recently, there has been a call to create access for low-income and first-generation students to college and, subsequently, to offer support programs for students from these populations. At Purdue, two programs were created to increase access and success and to provide professional and peer mentoring to students from these backgrounds. This session will provide an overview of the programs, assessment to date, and offer an opportunity for discussion of ways to best support these populations.

50 - CI  Character U - A Year in Review
Pacific O
Gregg Amore
Director of Counseling and Student Development
Wendy Krisak
Assistant Director of Counseling/Coordinator FYE
DeSales University
Character U is a unique, comprehensive, and integrated first-year experience that was conceived, developed, and orchestrated by the Student Life Division of DeSales University. Its purpose is to expand student capacities enabling them to chart a course of character through turbulent waters. The underlying philosophy for the structure will be explained. The integrated and synergistic aspects of the program will be discussed. Student development opportunities will be highlighted. Finally, the assessment process and findings will be shared.
Conference Luncheon
Recognizing
2008 Outstanding
First-Year Student
Advocates

11:30 am - 1:15 pm
Grand Ballroom
(Overflow in Bayview Ballroom)

We have arranged for informal interest
groups to form during the conference lun-
cheon. See page 7 for more information.

With the continued support of Houghton Mifflin Publishing, the National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize this year’s Outstanding First-Year Student Advocates.

James Diedrick
Associate Dean of the College and Professor of English
Agnes Scott College

Robert H. Garvey
Associate Professor of Physics
College of the Holy Cross

Russell Lowery-Hart
Associate Vice President for Academic Affairs
West Texas A&M University

Steady H. Moono
Dean of Student Success
Montgomery County Community College

Carrie Brimhall
Director, Enrollment Management
Minnesota State Community and Technical College - Fergus Falls Campus

DeLaine Priest
Assistant Vice President, Student Success Center
University of Central Florida

Nannette Commander
Assistant Vice President of Recruitment & Retention and Director of Undergraduate Admissions
Georgia State University

Alison Ridley
Associate Professor of Spanish/Dean of Academic Services
Hollins University

Lynita Cooksey
Associate Vice Chancellor for Academic Affairs
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George Roundy
Director of Academic Advising
University of Puget Sound
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51 - CI  Catch Them if You Can: The Evolution of the Early Warning System at The University of North Carolina at Greensboro
Garden A
Tammy Alt
Assistant Director, Student Academic Services
Kristen Christman
Assistant Director, Student Academic Services
Jennifer Clark
Director, Student Services, Human Environmental Sciences
University of North Carolina at Greensboro

After researching past and present recruitment and retention initiatives of UNCG and peer institutions, and reviewing the findings of a UNCG retention task force, Student Academic Services piloted an early warning program in fall 2006. During this session, we will discuss the evolution of The Early Spartan Success Initiative (ESSI). Topics will include: developing the program, identifying key stakeholders, collaborating with campus resources, building consistency, and positively impacting students through strengths-based advising. We will also discuss technological needs as participants create their own early warning system and how the principles of Appreciative Inquiry have guided our philosophy in the creation of ESSI. Participants will be provided materials that will be helpful in creating their own early warning systems.

52 - R  Not Just Smiling & Nodding: How to Use/Engage Student Members of First-Year Experience Committees
Garden B
Kelly Thorngate
Undergraduate Student
Edgewood College

Student voices on college committees are important to represent student views. On first-year experience committees, student representatives are vital to help convey the college's first-year experience. However, with many college committees, students are difficult to find and perhaps not forthcoming in their opinions. This roundtable, led by a student committee representative, will discuss some strategies to facilitate student participation in committee work.

53 - CI  A Look Into Strategic Development and Outcomes of a First-Year Student Orientation Program
Seacliff A
Tania Wittgenfeld
Coordinator Student Orientation & Programs
Diane Kuehl
Director, Student Retention & Success
Rock Valley College

As we look into best practices and strategies to improve current services, we realize the need to create an orientation program that is strategic in its approach and responsive to student needs. As a participant in the Foundations of Excellence®, Rock Valley College has implemented several initiatives to improve retention rates. This session will focus on the development of a three-tiered orientation program, best practices, and building assessment tools with results.

54 - CI  Residence Hall Advising Team: Bridging the Gap for First-Year Students at a Research University
Seacliff B
Catrina Wagner
Academic Coordinator in Student Housing
Wendy Haws
Academic Counselor
University of California, Davis

The Residence Hall Advising Team (RHAT) at UC Davis grew out of an assessed need for academic advising in the residence halls. Through a unique collaboration between student housing, academic affairs, and student affairs units, RHAT peer advisors and tutors provide academic programming, advising, and tutoring to meet the developmental needs of first-year students. This session will explore the creation and growth of the RHAT program, in-hall academic advising centers, cross-campus collaboration, and recent innovations.

55 - CI  Themes from Homer's Odyssey: Framework for a First-Year Experience
Seacliff C
Sheila Waggoner
Professor of Mathematics and Director of the University’s Quality Enhancement Program
Sara Laidlaw
Director, Academic Advising
Ravi Srinivas
Director, Master’s in Liberal Arts
Livia Borni
Faculty Coordinator, Odyssey Program; Asst. Professor, Communication
University of St. Thomas

Odyssey (UNIV 1101) at the University of St. Thomas is the academic component of the first-year experience program and is required for all first-semester first-year students. The Odyssey of Homer, particularly the coming-of-age theme of Telemachus, serves as a framework for the first-year experience and provides new students an orientation to the life of the university and the skills necessary to succeed as an undergraduate at the University of St. Thomas.

56 - CR  Improving the Peer Educator Experience: Research on Developing and Assessing Learning Outcomes for First-Year Peer Educators
Seacliff D
Brad Harmon
Ph.D. Candidate
University of Georgia

Peer educators are widely used to assist with first-year students' transition to the collegiate experience. It is vitally important to consider the development and measurement of learning outcomes for peer educators as research indicates that they progress through significant developmental growth and learning during their experiences. This presentation provides the results of interviews with 11 peer educator program coordinators at U.S. colleges and universities to examine the development and assessment of learning outcomes for peer educators working with first-year students.
Leadership Education in the First-Year Seminar and Beyond Through Faculty and Student Affairs Collaboration

Marina Room
Cathy Brinjak
Instructor and Director, Advisement Services/ FYRST Seminar/Learning Communities/Summer Book Program
Barbara Robbins
Graduate Student Assistant, Advisement Services/FYRST Seminar/Learning Communities/Summer Book Program
Jessamine Montero
Assistant Professor and Assistant Director, Act 101
Slippery Rock University of Pennsylvania
Slippery Rock University has a transformational first-year experience program. This program is a comprehensive model including orientation, the summer reading program, the first-year seminar, and the Compass Leadership Program. Highlights of the presentation include the collaborative efforts between faculty and student affairs personnel in these first-year initiatives and in leadership programming beyond the first college year.

Going Strong in the 5th Year With a Common Reading Program

Golden Gate
Marcy Esler
Director of Student Retention
Andrea Newman
Coordinator of the First Year Experience
State University of New York (SUNY), College at Brockport
SUNY Brockport is working on its common reading selection for the class entering in fall 2008, the fifth book selected in five years. A joint initiative of the American Democracy Project and the Foundation of Excellence in the First College Year®, the program has steadily grown in scope and popularity to a point that it is a valued and respected institution at the College. In this session, program leaders discuss how they did it.

Publishing on the College Student Experience

Pacific H
Barbara Tobolowsky
Associate Director, National Resource Center for The First-Year Experience and Students in Transition
Tracy Skipper
Editorial Projects Coordinator, National Resource Center for The First-Year Experience and Students in Transition
Trish Willingham
Editor, National Resource Center for The First-Year Experience and Students in Transition
Jean Henscheid
Editor, Journal of The First-Year Experience and Students in Transition
Managing Editor, About Campus
University of South Carolina
Since its founding in 1986, the National Resource Center for The First-Year Experience and Students in Transition has been committed to the development of a solid literature base on the first-year experience and other significant student transitions. Our editorial staff will be on hand to discuss options for publishing with the Center and to discuss strategies for developing writing projects on the college student experience.

First-Year Civic Engagement: Ideas and Programs

Pacific I
Martha LaBare
Associate Professor of English
Bloomfield College
Betsy Ward
Director, Thayne Center for Service & Learning
Salt Lake Community College
Lorrie Ranck
Director, Living-Learning Communities
University of San Francisco
Gregory M. Skutches
Coordinator, Writing Across the Curriculum
Lehigh University
Pamela Fox
Associate Professor of Fine Arts
Hampden-Sydney College
First-year civic engagement (FYCE) programs can connect our students to our campuses and local communities, promote active learning, and develop the skills citizens need in a democracy. FYCE programs connect curricula and co-curricula, college and community, theory and experience. Join the editor and case study authors of First-Year Civic Engagement: Foundations for College, Citizenship, and Democracy as they lead a discussion about programs and strategies for promoting civic engagement.

Linking a Summer Bridge Program to Themed Learning Communities

Pacific J
Gayle Williams
Assistant Dean, University College
Sarah Baker
Interim Associate Dean, University College and Associate Professor of Radiologic Sciences
Lauren Chism
Coordinator of Themed Learning Communities, University College
Indiana University - Purdue University Indianapolis
Many colleges offer a summer bridge program and even more offer learning communities for first-year students. Few, however, link the two initiatives. The presenters will offer descriptions of IUPUI’s successful bridge and themed learning community initiatives, share assessment data for both programs, and concentrate most of the presentation on the nuts and bolts of making successful links between summer bridge programs and learning communities.

The First-Year Experience for Faculty

Pacific K
Mary Lou Frank
Associate Vice-President for Academic Affairs
Chaudron Gille
Director, Center for Teaching, Learning & Leadership
Gainesville State College
The first-year experience for faculty is a unique development program for faculty. While building on a mentoring experience, faculty are provided workshops, common readings, and an online learning community. The topics covered range from “becoming a reflective college teacher of first-year students” to “using academic advising as teaching.” Because the majority of the program is online, it can easily be delivered to faculty out of the immediate area.
Calibrating Cognitive Machinery: Teaching Strategies to Help First-Year Seminar Students Get in Gear  
Constance Staley  
Professor of Communication and Director, Freshman Seminar Program  
University of Colorado, Colorado Springs  
Today’s first-year students are busy and impatient. In a world with overwhelming choices, non-stop multitasking, and an underrated ability to focus, they don’t always recognize the practical value of first-year seminars. This session will focus on the VARK and other tools to “calibrate cognitive machinery” by helping students understand, analyze, and improve their own thinking and learning processes. Participants will gain specific teaching strategies and hands-on activities for the first-year classroom.

Strengthening the Connection Between High School and College Through a Common Reader Program  
Emerson Case  
Associate Professor/Coordinator - First-Year RUSH-A Program  
Kendyl Magnuson  
Associate Director - Admissions & Records  
Brett Schmoll  
Lecturer, Departments of English and History  
Isabel Sumaya  
Associate Professor/Director of Advising Center  
California State University  
This presentation documents a pilot research project that extended a college “common reader” program to include senior students at a rural California high school, moving the high school-to-college transition to the final year of high school. Students read the same common reader as their collegiate counterparts, completed the same work, participated in the same activities, and heard the author speak. Results from pre- and post-test surveys, focus groups, and faculty interviews will be presented.

First-Year Students in the Public Sphere: The CSU, Chico Town Hall Meeting  
Thia Wolf  
FYE Director  
Jill Swiencicki  
Composition Coordinator  
Christian Fosen  
Writing Support Coordinator  
California State University, Chico  
This session focuses on the CSU, Chico Town Hall Meeting (THM), a program providing students with meaningful reasons for doing research, collaborating with peers, and locating themselves at the possible intersections between scholarship and citizenship. The culminating event in a first-year writing curriculum, the THM responds to our campus president’s call for civic education. Presenters will discuss the writing curriculum, the event, and accompanying assessments—including evidence that students’ self-concepts improve as a result of participation.

Guiding Students With Personality Assessments—Practice vs. Malpractice  
Bill Millard  
Executive Director, Center for Life Calling & Leadership  
Megan Gilmore  
Life Coach, Center for Life Calling & Leadership  
Indiana Wesleyan University  
Many institutions have turned to personality assessments to help guide students through the transition from high school to college and from indecision to decision concerning major and careers. This presentation will explore the effectiveness of this practice and the proper practice of assessment administration contrasted with “malpractice” of assessment administration. Issues will include: What is the proper place of assessments in guidance? How effective are they? What professional and ethical issues need to be addressed?

The Blueprint for Welcome Week  
Darrell Ray  
Associate Dean of Students  
Louisiana State University  
The growing competition for students has forced many institutions into careful planning and enrollment management practices to retain more of the student body. As a result, more attention is being given to the how students interact with and acclimate to the campus environment. Using an institutional Welcome Week continues to expand how institutions connect with first-year students. This session will outline strategic institutional initiatives to enhance welcome week planning and execution at a large research campus.
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69 - CI STEM STARS: Supportive Teaching and Advising Builds Relationships for Success
Seacliff A
Carla Romney
Assistant Dean, School of Medicine
Boston University

The Science and Engineering Program’s (SEP) two-year transitional program provides enhanced academic support to students who are interested in STEM fields but lack credentials for direct admission into these majors at our institution. SEP fosters student achievement through its cohesive learning and advising program that intertwines academic advising and STEM instruction in a tight-knit community. With recent funding from the National Science Foundation, we have expanded our efforts to create an integrated approach to improve retention of these at-risk students.

70 - CI You Are What You Read: A Purposeful Approach to a Summer Reading Program
Seacliff B
Agnes (Tracy) Gottlieb
Dean of Freshman Studies and Special Academic Programs
Seton Hall University

This session will explore ways to establish, maintain, and nurture a robust summer reading program. It will also describe creative ways to enhance the students’ shared reading experience. Mindful of the fact that first-year programs often operate on a tight budget, special attention will be given to inexpensive enhancements that complement the summer reading choice. This session will also focus on ways to form collaborations with academic departments, Student Affairs, and Information Technology to improve the student experience.

71 - CT Transforming Library Research in a Web 2.0 World
Seacliff C
Colleen Boff
First Year Experience Librarian
Bowling Green State University

Methods to map the first-year curriculum and strategies to integrate meaningful and engaging research and information literacy experiences will be explored along with teaching techniques that mix traditional library instruction with cutting edge web 2.0 technologies. Instructional examples that use blogs, wikis, online tutorials, and group work will be presented from a variety of first-year courses at BGSU.

72 - CR Using Empirical Data to Improve First-Year Seminars
Seacliff D
Terrell Strayhorn
Assistant Professor of Higher Education & Special Assistant to the Provost
The University of Tennessee-Knoxville

Amanda Blakewood
Graduate Assistant
The University of Tennessee-Knoxville

First-year seminars represent an effective strategy for providing students with the academic and social supports deemed necessary for success in college. However, not all first-year seminars are made equal. In this session, we will present findings from a university-wide study that uncovered the ineffectiveness of certain first-year seminars. These findings were used by university administrators to redesign first-year seminars and improve student experiences. Recent assessment results indicate that such changes made a positive impact.

73 - CI Orientation as the Cornerstone to Your FYE Programming
Marina Room
Russell Lowery-Hart
Associate Vice-President for Academic Affairs
Denese Skinner
Director, Career and Counseling Services
Cindy Barnes
Executive Director, STARR Center
Tana Miller
Registrar
Shawn Thomas
Director, Admissions
West Texas A&M University

Orientation at West Texas A&M University (WTAMU) used to focus on social integration and course registration with little emphasis on academic preparation. This year, WTAMU conducted a complete overhaul of the new student orientation process. Orientation became the cornerstone of the FYE program, setting expectations for college success, connecting students to peers through learning communities, providing opportunities for self-assessments, and setting goals and accountability measures for each student. The revamped orientation produced documented success.

74 - CT Stress Management and Prevention With First-Year Students
Golden Gate
Jeffrey Kottler
Professor and Chair, Department of Counseling
California State University, Fullerton

The first year of college is one of the most stressful years in a person’s life, fraught with temptations, overstimulation, insecurities, failures, isolation, depression, and anxiety. This program examines the greatest sources of stress in a student’s life and how they may be successfully addressed.
Assessing Your FYE Program at the Community College

Amy Diaz
Associate Vice President of Student Development

Diane Kuehl
Director of Student Retention & Success

Evan McHugh
Director of Sciences

Tania Wittgenfeld
Coordinator of Student Orientation & Programs

Rock Valley College

A cross-divisional team of community college professionals from Rock Valley College will host this session directed toward community colleges seeking to define the scope of FYE programs and identify appropriate assessments for those programs. We will be discussing questions such as: How do we know that our FYE program meets the needs of our first-year students? What are we assessing? What are the strengths and challenges of our FYE assessments?

Little Things Count

William Mowder
Dean, College of Visual and Performing Arts
Kutztown University of Pennsylvania

Learning communities, First-Year Reading Programs, First-Year Seminars, Early Intervention Programs, Peer Mentor Programs. All of these fundamental initiatives contribute to increased student satisfaction and retention; however, they also can be large, complex, costly, and time-consuming programs to implement and maintain. This session aims to identify and share those very simple first-year retention ideas that participating institutions have found to be easy to implement, useful, low cost, and perhaps even fun.

University 101 Peer Leaders Speak Out: The Course From the Peer Leaders’ Perspectives

Jennifer A. Latino
Assistant Director, University 101

Misty Lawrence
Graduate Assistant, University 101

Mandie Thacker
Graduate Assistant, University 101

University of South Carolina

The peer leader component of the University of South Carolina's University 101 course was implemented in fall 1993. This critical component of the course continues to grow each year. In 2007, more than 100 outstanding upper-class students served as mentors and co-instructors in sections of the course. Each peer leader is selected for demonstrating academic excellence and exceptional leadership and service. This presentation will cover qualification criteria, selection process, training, implementation, performance evaluations, and academic credit earned by peer leaders through enrollment in the College of Education leadership course, EDLP 520, The Teacher as Manager. Outstanding University 101 peer leaders will describe their roles and experiences, then answer questions and interact with session attendees.

Brain-Based Learning: Its Effects on Teaching and Retention

Jill Wilks
Director of FYE and Learning Assistance
Southern Utah University

Brain-based learning pedagogy combined with learned optimism creates a powerful intrinsic compass for wellness and success in all students. This session will present rudimentary information about current research on optimism, brain-based learning, and seminar design and then demonstrate their impact on learning, teaching, and advising. A visual framework of a comprehensive, collaborative FYE program developed over 22 years from a grassroots program for at-risk populations to a required course for entering students will be provided. The program includes learning communities, mentoring, developmental advisement, and faculty/staff development.

Engaging Commuter Students Through Online Technology

Michelle Clayton
Coordinator, Student Transitional Programs

Sara Klimes
Assistant Coordinator, Student Transitional Programs

University of Calgary

At the University of Calgary, a variety of online tools are used to engage new students from the time they are admitted to the end of their first year. This session will describe several of these programs and the ways they have been successfully implemented as a means of providing timely information and encouraging community building.

Purpose and Passion in First-Year Experience Courses: Comparing Interdisciplinary and Traditional General Education Seminars

Denise Bartell
Assistant Professor of Human Development & Psychology

Georjeanna Wilson-Doenges
Associate Professor of Human Development & Psychology, Chair of Psychology

Regan Gurung
Associate Professor of Human Development & Psychology, Chair of Psychology

Scott Furlong
Dean of Liberal Arts and Sciences, Professor of Political Science

Brenda Amenson-Hill
Associate Dean of Students

University of Wisconsin - Green Bay

In this presentation, we will compare and contrast the strengths of, and challenges associated with, teaching first-year seminars as interdisciplinary seminars designed around a content area of interest to each faculty member and as adaptations of existing introductory-level general education courses. We will examine the ways in which faculty attempt to facilitate the learning objectives of the seminar in each format and students’ perceptions of the effectiveness of these different formats.
2:45 pm - 3:45 pm continued

81 - CI Multigenerational Learning Through Student Engagement With Peer Tutor/Mentors
“Pacific N
Carlos Altamirano
Lab Assistant
Emerzon Cruz
Peer Tutor/Mentor
Pasadena City College

This session will highlight a summer bridge/first-year experience for under-prepared, first-generation college students of Latino descent who place into the lowest level of the pre-college math sequence. Presenters will share quantitative data suggesting the efficacy of summer bridge/first-year experience programs as well as qualitative data that supports the active participation of peer tutor/mentors.

82 - CT Students with Learning Disabilities: An Emerging Success Story
Pacific O
Michael O’Connor
Assistant Professor of Special Education
Augusta State University

This presentation is an overview of emerging trends regarding students with learning disabilities in higher education. Record numbers of students with learning disabilities are now succeeding in higher education, and this presentation will examine the possible reasons for this phenomenon, discuss current literature on this subject, and offer concrete suggestions for helping first-year students with disabilities succeed.

83 - CR Strengths-Based Approaches to the First-Year Seminar: Current Research and Implications for Practice
Bayview A
Laurie Schreiner
Professor of Higher Education
Michelle Louis
Doctoral Student
Azusa Pacific University

This session will highlight the latest research on strengths-based approaches to the first-year seminar. A strengths-based approach identifies the talents already within the student at college entrance, using them as the motivational foundation for acquiring new knowledge and skills that lead to student engagement and success. Two recently completed controlled studies will be highlighted in this presentation. Participants will receive a sample of the instrument, activities, and curriculum outline from these successful programs.
With varying centralized and decentralized models of academic advising used at colleges and universities, it can be difficult to determine what model best fits the student needs and organizational climate of your institution. This session will outline one institution’s process of assessing campus-wide academic advising to identify strengths and areas for improvement, proposing major structural changes, and implementing a new integrated (split model) advising system to improve connections and service to students.
90 - CI  Faculty Development by Stealth: Using First-Year Seminars to Enhance Undergraduate Teaching  
Seacliff D  
Sharon Palmer  
Assistant Vice Provost for Undergraduate Education  
Joyce Moser  
Lecturer in Oral Communication and Writing  
Stanford University  
Stanford University's Introductory Seminars are designed to help faculty develop effective pedagogical strategies. They, thus, provide an important means for faculty development “by stealth” at a research university. The speakers will present significant elements of the program, with an emphasis on those that may be translatable to other institutional contexts.

91 - CI  Judging Judgment—The American Jury System on Trial in the First-Year College Writing Course  
Marina Room  
Gregory Skutches  
Director of Writing Across the Curriculum  
Lehigh University  
Students in a first-year writing course at Lehigh University examine the American jury system and write papers that judge its effectiveness in dispensing justice within a diverse culture. Through close examination of student work and ongoing assessment, this ethnographic case study assesses the course’s considerable success in achieving two main goals of the first-year program at Lehigh: introducing students to college-level critical thinking and promoting active and prudent civic engagement among first-year students.

92 - CI  Redefining First-Year Engineering Mathematics Education at Wright State University: A Model for Increased Student Success in Engineering  
Golden Gate  
Nathan Klingbeil  
Associate Professor of Mechanical Engineering and Robert J. Kegerreis Distinguished Professor of Teaching  
Wright State University  
The inability of incoming students to advance past the traditional first-year calculus sequence is a primary cause of attrition in engineering programs across the country. As a result, this session will describe an NSF-funded initiative at Wright State University that redefined the way engineering mathematics is taught, with the goal of increasing student retention, motivation, and success in engineering.

93 - R  Working Toward a Distinct “Pedagogy of the First Year”: What Classroom Strategies Work Best with First-Year Students?  
Pacific H  
Nancy Malcom  
Associate Professor of Sociology  
Kathy Albertson  
Director of First-Year Writing and Associate Professor of Writing  
Olivia Edenfield  
Associate Dean for Student Affairs and Curriculum, College of Liberal Arts and Social Sciences  
Jessica Orvis  
Assistant Professor, Department of Chemistry  
Ellen Hendrix  
Assistant Professor of Writing and Linguistics  
Georgia Southern University  
Do first-year students benefit from a different teaching approach? If so, what makes for quality “first-year teaching,” and how do these “best practices” differ from those of upper-division courses? What types of assignments work best with first-year students? How can exams and other graded assignments be structured to help first-year students adjust to college-level expectations? This roundtable session is designed for faculty and administrators who are interested in sharing ideas about a distinct “pedagogy of the first year.”

94 - R  Regional & System-Wide Partnerships: Bridging the Gap Between the Local and the National  
Pacific I  
Cheryl Spector  
Director, Academic First Year Experiences  
The California State University System (five campuses)  
Cynthia Wolf  
First Year Experience Director  
California State University, Chico  
Lynn Tashiro  
Freshman Programs Coordinator & Professor of Physics  
California State University, Sacramento  
Julie Chisholm  
Assistant Professor, Comp & Rhetoric  
California Maritime Academy  
Maruth Figueroa  
Coordinator, Freshman Programs  
California State University, Fullerton  
While FYE faculty, staff, and administrators who work on campuses that are part of large multi-campus systems such as The California State University may certainly benefit from system-wide initiatives, best practices, and funding, they also face some unique challenges. This roundtable offers participants the chance to address one particular challenge: the information gap between campus-specific knowledge and knowledge about national FYE initiatives (typically learned at conferences like this one). How can we bridge that gap?
Infusing Undergraduate Research into the First-Year Experience
Pacific J
Jimmie Gahagan
Assistant Vice Provost for Student Engagement
Julie Morris
Director of Undergraduate Research
Ashley Schryer
Coordinator of Tutoring and Academic Recovery Programs
University of South Carolina
Recent literature suggests that participating in undergraduate research contributes to student success, retention, and engagement. Students gain self confidence, interact more frequently with faculty, and are more likely to pursue graduate work. This session will explore strategies for incorporating undergraduate research in the first-year experience. Specific attention will be given to using the first-year seminar along with a variety of other initiatives to encourage more first-year students to explore research.

Moving Beyond Multiple Choice: Creative Assessment Strategies for Millennial Learners
Pacific K
J. Bradley Garner
Assistant Dean for Teaching and Learning
Indiana Wesleyan University
Multiple choice and true-false testing (a) are shallow, (b) are incentives to rote memorization and then later forgetting, (c) promote lower-order thinking, (d) fail to provide opportunities for application, synthesis, or evaluation; or (e) all of the above. The “correct” answer is “E.” How did you do on this test? This session will provide participants with 10 readily adaptable and transportable assessment strategies that are responsive to the learning needs of millennial students.

Multifaceted Approaches to Improving Retention and Persistence for First-Year College Students of Color
Pacific M
Michelle Thompson
Dean, Freshman College
Bethune-Cookman University
John Brooks
Director, University College
Fayetteville State University
Brenda James
Director, Academic Development
Morgan State University
Julie Alexander
Program Associate and Coordinator Special Projects
Policy Center on the First Year of College
First-year students of color often face a unique set of circumstances. This presentation will identify some of the challenges (i.e., low-income, first-generation) that potentially hinder academic and personal success in the first year. Institutional perspectives from both public and private historically black institutions will be represented. Intentional strategies to improve first-year student retention and persistence, such as freshman colleges, early alert systems, academic coaching, and inclusive learning environments, will be discussed.

The Impact of Nonnative English Speakers in the University Classroom
Pacific L
Maureen Andrade
Chair, English Language Teaching and Learning Department
Brigham Young University Hawaii
University campuses are becoming increasingly diverse. International students, in particular, contribute unique perspectives to campus life. This presentation will report on the attitudes of faculty toward international students who are nonnative English speakers, specifically their estimations of students’ English proficiency and its impact on teaching, and their interest in training related to the support of diverse students. Implications for how the institution can support diverse students and the faculty who teach them will be shared.

Paving the Road to Success: Supporting At-Risk Students Through Academic Advising and Learning Communities
Pacific N
Carmen Dunbar
Academic Advisor II
Rosa Garza
Academic Advisor I
The University of Texas at San Antonio
The Academic Development Program at the University of Texas at San Antonio provides specialized academic and advising support to first-time, at-risk, first-year students. Students are given the opportunity to adjust to college life while improving the academic skills needed to succeed in college. Features of the program include participation in a learning community and individualized academic advising sessions. This session will address how, through collaborative efforts, students are more likely to succeed in their academic journey.

Phoenix: An Academic Recovery Program for First-Year Students
Pacific O
Sheri Amos
Academic Advisor II
Shannon Rios
Academic Advisor I
The University of Texas at San Antonio
This session will focus on the Phoenix Recovery Workshop, an intervention program that reaches out to students who did not have a successful first semester. Students, whose first semester GPA was a 2.0 or below, participate in a workshop designed to educate them on strategies for improving their GPAs and being successful in their second semester and beyond. Assessment of attendance numbers and one year retention rates will also be presented.
101 - CT  Strategies for Integrating Curricular and Co-curricular Learning in the First College Year
Bayview A
Frank Ross
Assistant Vice Chancellor for Student Life and Learning
Indiana University - Purdue University Indianapolis

This session will allow participants to discuss the importance and impact of partnerships between academic affairs and student affairs in integrating co-curricular learning into the first-year curriculum. Research findings demonstrating this impact will be shared. Participants will discuss current efforts to integrate co-curricular learning into the first-year experience, share best practices, and develop plans to enhance this on their home campus.

102 - CT  Creating a Supportive Environment for First-Year Students by Developing a One-Stop Shop
Bayview B
Michelle Lundell
Associate Vice President for Student Services
Liz Childs
Director of One Stop
Shad Sorenson
Administrator for Wasatch Campus
Kim Barraclough
Office Manager, Student Services
Utah Valley State College

Providing a one-stop shop where advisors are cross-trained in admissions, registration, records, financial aid, parking, and cashiering allows for a much higher level of service for first-year students. This presentation will discuss how Utah Valley State College designed and implemented a one-stop shop in an effort to create a culture of support. Ideas and strategies of how to implement this on participants’ campuses will be highlighted.
An Emotionally Bright Idea

From the first-year experience to the first in a graduating class, Emotional Intelligence (EI) should be your first choice when trying to predict the success of college students. Independent research has shown level of Emotional Intelligence to influence student ability to:

- Manage academic stresses
- Avoid substance abuse
- Interact with friends and peers
- Develop effective study skills

For over a decade, MHS tools have been used to measure the essential social capacity of Emotional Intelligence. We are committed to educating college populations about EI and enabling them to harness it.

To this end, this year MHS will be releasing a unique feedback report for our popular EQ-i assessment, a report created specifically for college students. This report is designed to highlight areas where a student is emotionally strong while cautioning them about social situations that may challenge them.

To see a sample of this report and learn how it can help your students, please visit MHS at booth #30 in the Atrium.

“**I’m convinced that EQ skills can be taught and that those skills undergrid academic confidence, study skills, and the key elements that contribute to student success in college.**”

Randy Swing, Executive Director of the Association for Institutional Research (AIR)

MHS

**Emotional Intelligence Assessments**

www.mhs.com/ei • customerservice@mhs.com
Random House, Inc. is proud to exhibit at this year’s First-Year Experience® meeting.

Please visit Booths # 4, 5, 6 to browse our wide variety of fiction and non-fiction on topics ranging from an appreciation of diversity to an exploration of personal values to an examination of life’s issues and current events.

With so many unique and varied titles available, you will be sure to find the right title for your program!
Visit the Random House, Inc. Booths #4, 5, 6

- Browse our display of more than 250 fiction and non-fiction titles appropriate for your Freshman Reading Program
- Pick up FREE giveaways, advance reading copies, book discussion guides, and our new catalogs

And hold these two dates!!
The FYE® organization has set aside a special time for authors to chat and sign in the exhibit hall on Saturday, February 16th, 6:45–7:30 pm

Come by the RH booth and sign up for our Fourth Annual Luncheon with the authors Monday, February 18th 11:45 am–1:15 pm.

Each attendee will receive a gift bag stocked with books and other fun items!

★★ SPACE IS LIMITED ★★
CONTINENTAL BREAKFAST
WITH EXHIBITORS
7:30 am - 9:00 am
Atrium and Grand Ballroom Foyer

CONFERENCE REGISTRATION AND
INFORMATION DESK
7:30 am - 5:30 pm
Grand Ballroom Foyer

CYBERCAFÉ
7:30 am - 5:30 pm
Regency A

BOOKSTORE
7:30 am - 5:30 pm
Regency B

CONTINENTAL BREAKFAST
WITH POSTER SESSIONS
7:30 am - 9:00 am
Pacific Concourse A-G

103 - PR  Ensuring Web Accessibility for all Students
Margaret Turner
Director, Student Achievement Services
University of North Carolina Wilmington
Providing barrier free web sites for students with disabilities is not just a courtesy but a law. As campuses begin to rely more heavily on customized sites to serve students, technology accessibility becomes an issue for all departments not just Disability Services Offices or Information Technology Divisions. This presentation will provide updates on how one university is creating policies and suggestions for accessible information systems for online offerings that involve all campus offices.

104 - PA  A Holistic Exploratory Program: 22 Years and Growing
Michelle White
Director of Academic Advisement
Ralph Antonen
Director of the Exploratory Program
Millersville University
The holistic elements of the 22-year-old Exploratory Program will be showcased including a web page, videos on majors/minors, programs designed to help students raise low GPAs, and training for volunteer advisors. Recruitment of volunteer advisors, content of the summer training program for advisors, the process of working with low GPA students, statistics on the program, and information on a campus-wide advisory committee will be available for those attendees wanting to establish or enhance a similar program. The goal of the poster session is to encourage discussion about the development and success of exploratory programs.

105 - PA  Bridging the Gap Between First-Year Student Expectations & College Expectations
M Lotfi Ben Ahmed
ESL Teacher and Academic Advisor, Foundation Programme
The United Arab Emirates University First Year Programme
Are student expectations important? If so, who is responsible for shaping student expectation of college? When student expectations are not realistic, what intervention is possible? This poster session will present the college expectations of a group of grade 12 students and provide examples of how these expectations are used to shape the first-year program at UAE University.

106 - PR  The Transition From School to University: A Case Study at a South African University
Celeste Nel
Senior Advisor, Centre for Prospective Students
Leon Van den Heever
Director, Centre for Prospective Students
Stellenbosch University
The challenges resulting from the gap between school and university have been exacerbated by the inequalities that exist in the South African school system, and which are part of the legacy of apartheid. Within the context of learners’ increasing unpreparedness for university studies, their difficult transition from school to university and the high drop-out rates in higher education, the researcher investigated the extent to which specific variables played a part both in the pre-university phase and after admission.
107 - PA  How Participation in the National FYE Conference Over a 20-Year Period Contributed to the Development of an Effective Campus-Wide First-Year Experience

Amanda Yale
Associate Provost for Enrollment Services
Constance Laughner
Director, Advisement Resources/Coordinator, DARWIN
Cathy Brinjak
Director, FYRST Seminar/Learning Communities
Jessamine Montero
Assistant Director, Act 101/FYRST Seminar/Peer Leadership Coordinator
Slippery Rock University of Pennsylvania

How can best practices gleaned from national FYE conference participation be successfully integrated into a campus culture and create transformational experiences at your institution? SRU used a number of the strategies learned from conference attendance to transform the first-year experience. These include an integrated learning community cluster and first-year seminar initiative, a peer leadership program connected to the seminar, academic advisement resources in the seminar, an early alert warning program, living-learning communities, freshman leadership programming, a summer reading program, early orientation, and week of welcome programs, one-stop services, online faculty development initiatives, data integration and application, and honors program integration. Program development and assessment features will be shared.

108 - PA  When Thinking is Critical: Activities in Contextualized & Accelerated Learning for Allied Health and Nursing Students

Lauri Humberson
Instructor of English
Renita Mitchell
Assistant Professor of Mathematics
Janet Flores
Associate Professor of Reading
St. Philip’s College

In partnership with Project Quest, St. Philip’s College has completed participation in a pilot program in which student cohorts attend and complete developmental education classes before continuing into LVN and allied health programs. This presentation will demonstrate activities designed to contextualize learning and to support the college’s Quality Enhancement Plan, which focuses on critical thinking.

109 - PA  A Comprehensive and Collaborative First-Year Model for High-Achieving Students

Michael Harrington
First-Year Experience Coordinator, Honors College
Texas Tech University

High-achieving students often observe university introduction courses are beneath them. However, the Honors College at Texas Tech University responded to these concerns by creating a mandatory collaborative First-Year Experience program for its 300 incoming first-year students. The program combines an academic course with a no-credit learning community group that meets once a week outside of class to focus on student involvement in campus, community, and Honors.

110 - PA  1st Semester Board Game: An Innovative Tool

William Lewis
Director, Office of Institutional Diversity
Bridgewater State College

The first college year can be a stressful transition as new students learn to manage multiple priorities. Using the researched-based educational board game, 1st Semester, this workshop will provide participants the opportunity to experience the first semester through the eyes of current and former college students. Participants will experience how game play can jump start thought-provoking conversations about the college transition process.

111 - PR  Easing the Transition: The Effects of High School Rigor and College Readiness Indicators on University Student Success

Karen Watt
Associate Professor of Educational Leadership
Jeffery Huerta
Research Associate
Ersan Alkan
Data Administrator
The University of Texas Pan American

The purpose of this study was to determine if mastery of college readiness standards and participation in Advancement Via Individual Determination (AVID) is related to university student success. In this study, two groups of university students are examined: a group of first-generation college-goers previously enrolled in a college preparatory program called AVID, and a control group of students. Since “college readiness” has become a national focus due to increasingly diverse student populations, findings of this study are timely.

112 - PA  Career Counseling as an Effective Element of First-Year Student Retention and Transition to College

Aaron R. Baggett
Career Counselor, Paul L. Foster Success Center
Carroll Bonner
Career Counselor, Paul L. Foster Success Center
Baylor University

This presentation will examine some common characteristics of first-year students, their academic and psychosocial needs, and how the career counseling process implemented at Baylor University can serve as an effective method of intervention in first-year student retention and transition to college. Also included will be a review and discussion of statistical evidence related to students’ perceptions of their academic situation both before and after completing the career counseling process.
MEET OUR AUTHORS

Michael Pollan
THE OMNIVORE’S DILEMMA
A Natural History of Four Meals
Penguin 9780143035850

IN DEFENSE OF FOOD
An Eater’s Manifesto
The Penguin Press 9781594201145

Greg Mortenson
THREE CUPS OF TEA
One Man’s Mission to Promote Peace...
One School at a Time
Penguin 9780143038252

Khaled Hosseini
A THOUSAND SPLENDID SUNS
Riverhead 9781594489501

THE KITE RUNNER
Riverhead 9781594480003

Margaret B. Jones
LOVE AND CONSEQUENCES
A Memoir of Hope and Survival
Riverhead 9781594489776

Nuruddin Farah
KNOTS
Riverhead 9781594489242

Emma Larkin
FINDING GEORGE ORWELL IN BURMA
Penguin 9780143037188

Junot Diaz
THE BRIEF WONDERFUL LIFE OF OSCAR WAO
Riverhead 9781594489587

Paul Rusesabagina with Tom Zoellner
AN ORDINARY MAN
An Autobiography
Penguin 9780143036603

June Cross
SECRET DAUGHTER
A Mixed-Race Daughter and the Mother Who Gave Her Away
Penguin 9780143182112

Steven Johnson
THE GHOST MAP
The Story of London’s Most Terrifying Epidemic—
and How It Changed Science, Cities, and the Modern World
Riverhead 9781594489294

Sudhir Venkatesh
GANG LEADER FOR A DAY
A Rogue Sociologist Takes to the Streets
The Penguin Press 9781594482109

Dinaw Mengestu
THE BEAUTIFUL THINGS THAT HEAVEN BEARS
Riverhead 9781594482854
At Ramapo College, we have implemented a four-phase orientation model that has yielded a retention rate of approximately 90% of our first-year students. This session will outline all programs that encompass the transition model that runs from June to May. This session will also include the assessment tool used at the end of the first semester to measure the effectiveness of the orientation model and the satisfaction of the first-year student population.

More than 15 years ago, Millersville University began offering discipline specific one-credit seminars for students in selected majors. In 2001, MU piloted one-credit, extended-orientation seminars targeted for exploratory students. This program expanded and, in 2005, included these one-credit elective courses as well as three-credit content-rich courses that provide general education credit for students. This poster provides insights on these contrasting seminar models, including strengths, weaknesses, and lessons learned as the FYE program has evolved.

Surveys are often useful for campus administrators, but how often are they useful for the college student? Making Achievement Possible Works (MAP-Works) online assessment uses a survey in a unique way to support first-year student success. At Pellissippi State Technical Community College, the information is provided directly, and quickly, to first-year students, their academic advisors, student success coordinators, and other applicable faculty/staff. This poster session will highlight how a community college uses MAP-Works to support student success.

Westminster offers a semester-long program called “Campus Connect” in addition to its academically oriented first-year seminar course. Campus Connect meets every week and introduces first-year students to healthy lifestyles, college academic expectations, and campus offices and services. This poster will describe the program, its delivery, benefits and drawbacks, as well as issues to consider in instituting such a program.
119 - PA  **Impact of a Short Pre-First-Year Program on Retention**  
Sheri Wischusen  
Assistant Director for Undergraduate Research, College of Basic Sciences  
William Wischusen  
Associate Chair Introductory Biology  
Louisiana State University  

Can a short-term, content-focused pre-first-year program have an impact on retention? The Biology Intensive Orientation for Students (BIOS) was assessed to determine the impact of the five-day program on the retention of biological science majors at LSU. At the beginning of their junior year, the retention rate of BIOS participants was much greater than that of the control, and the percentage in the major and on-track to graduate in four years was almost double.

120 - PA  **Comparisons of Collaborative Learning Methods Used in Higher Education**  
Kristin Kohrt  
Academic Advisor for the First Year of Studies  
Megan McCullough  
Peer Advisor for the First Year of Studies  
Laura Hansen  
Peer Advisor for the First Year of Studies  
Jessica Morton  
Peer Advisor for the First Year of Studies  
Frank Ragukonis  
Peer Advisor for the First Year of Studies  
University of Notre Dame  

Collaborative learning in the classroom is becoming prevalent at many universities. Comparison of the methods used by the different colleges within the University of Notre Dame reveals the successes and difficulties associated with collaborative learning. Discussion with the professors as well as the review of surveys completed by participating students furthers understanding of how collaborative learning functions in the classroom.

121 - PA  **A Collaborative Team Approach for a First-Year Seminar: Supporting Active Learning**  
Carolyn D. Sotto  
Director of First Year Experience  
Kristan Metz  
Assistant Director of Academic Advising  
Jo-Anne Prendeville  
Associate Professor  
University of Cincinnati  

Assisting first-year students in their transition to a large Research I urban university can be very challenging. The College of Allied Health Sciences at the University of Cincinnati, created an innovative three-quarter series for first-year students consisting of a supportive environment to encourage active learning and retention. The seminar is always taught together by a faculty member and an undergraduate allied health student. This poster offers information on the unique structure of the three-quarter series (Success in Allied Health I, II, III) along with resources and evidence of student success and retention in the College.
122 - PA  CampusCore, a TRiO Learning Community
Abigail Hagy
Retention Specialist
Iowa Western Community College

CampusCore is a residential learning community designed for first-year student participants in the TRiO/Student Support Services program at Iowa Western Community College. The learning community offers a great support to the participants through peer interaction, Supplemental Instruction, on-campus community living, and the network of services offered by the TRiO program. As a second-year program, the CampusCore students have demonstrated great results in persisting in their education.

123 - PA  Integrating Peer Advisors into Major Exploration Advisement
Ellen Murkison
Coordinator of Academic Advisement
Georgia Southern University

Peer advisors provide assistance in major exploration to students at Georgia Southern University through the pre-advisement program initiated in January 2007. A staff of peer academic advisors was recruited and trained to implement these services provided by first-year experience. This session will explain the structure, practice, and assessment of the program, including the use of peer advisors in the absence of additional funding for full-time staff positions.

124 - PA  Using Undergraduate Marketing Interns: Maximizing Student Awareness and Use of Academic Enhancement Services
Megan Blankenship
Outreach Coordinator for Academic Enhancement
Lauren Cole
Undergraduate Marketing and Administrative Intern
Larissa McLaughlin
Undergraduate Marketing and Administrative Intern
Amanda Mundy
Undergraduate Marketing and Administrative Intern
University of Kentucky

To create awareness and encourage use of academic enhancement peer tutoring, consultation, and presentation services among students, undergraduate marketing and administrative interns have been employed to conceive, produce, and distribute advertising and promotional materials for the department under a consistent branding strategy. As it has been increasingly difficult to catch students’ attention, this presentation will display and describe examples of these efforts and discuss their efficacy in relation to student awareness and perceptions.

125 - PA  Building and Deploying Remotely Operated Vehicles in the First-Year Experience
Agatha O’Brien-Gayes
Assistant Director, First-Year Experience
Nelljean Rice
Director, University Academic Center
Coastal Carolina University

This session will detail the results of using experiential learning to hook students into science and math. Designing, building, and testing the Remotely Operated Vehicles (ROV) based on the MIT Sea Perch design engages students in multi-stepped interdisciplinary problem solving and exploration of mathematical and scientific concepts. The ROV for FYE sections benefit student success across traditional departmental boundaries and provide service-learning opportunities as they share ROV building and launching with secondary school teachers.

126 - PR  Face-Time: Millennial Perceptions of One-on-One CSI Meetings
Cathy Warner
Calkins Hall Director
Central Michigan University

The College Student Inventory (CSI) has been used in conjunction with one-on-one or small group meetings with first-year students, giving students “face-time” with university professional staff. These meetings provide students with CSI results and information to assist them with college transitions. This study identifies how millennial students perceive these meetings and the CSI process. This study used a multi-variable analysis to assess student perceptions regarding the CSI and CSI meetings with professional staff.

127 - PA  Coaching the Coach: Developing Leaders and Mentors
Rebecca Bailey
Program Coordinator, Coaching Program
Jennifer Carnicom
Associate SI Coordinator
Amanda Doyon
Program Assistant/Lead Coach
University of Missouri - Kansas City

At many institutions, students who serve as leaders in one organization are often involved in a number of organizations. For the fall 2007, the Peer Coaching Program and Supplemental Instruction program have initiated a focus of coaching new student leaders in order to develop their leadership and mentoring skills. Through targeted ongoing training modules, journals, and regular check-in meetings, the coaches and SI leaders gain the tools and confidence to serve as campus leaders.
128 - PA  STEM Students in Transition: Bridging the Gap Through Reinforcing Competency-Based Skills
Susan Yeoman
Assistant Director, Student Services
Michele Wheatly
Dean, College of Science and Mathematics
Kathy Koenig
Assistant Professor, Department of Physics
Wright State University

In the first year of an NSF STEP grant, Wright State University and Sinclair Community College co-developed a common first-year course (Scientific Thought and Method) tailored for STEM-intended majors who do not have the necessary skills to ensure success in the introductory course in their major. The purpose is to enhance retention and articulation from the two- to four-year institution. It is intended to readily transfer from community college/university dyads with comparable admission policies.

129 - PR  Focus on Student Success: A Key Strategy for a Support
Beverlyn Grace-Odeleye
Assistant Professor/Director of the Act 101 Program
Barbara Miccio
Associate Professor/Counselor, Department of Academic Enrichment and Learning
East Stroudsburg University of Pennsylvania

This poster will present results of research on program effectiveness that contributes to the success of high-risk first-year students in an educational opportunity program at East Stroudsburg University, Pennsylvania. The variables measured and correlated incoming educational achievements to support program services and measures of academic self-efficacy. Data show strong association between some support program (variables) and their impact on academic success. Discussions will focus on variables strongly associated with academic success and strategies for designing effective support services for high-risk students.

130 - PA  Progression of Residential Learning Communities at the University of the Pacific
Heidi Goettl
Senior Graduate Resident Director
Nikki Hinshaw
Area Coordinator, Housing and Greek Life
University of the Pacific

This poster session will highlight the progress in developing a residential learning program linked to an academic course. A timeline of where we started, currently are, and plans to go will be provided. Samples of assessments used and their results will be provided. Presenters of this session include a current student advisor, an area coordinator, and a senior graduate resident director. Each of the presenters plays an integral part of the Residential Learning Communities.

131 - PR  A Multicultural Approach to Teaching First-Year Experience: Process, Outcomes, and Reflections
Elisa Velasquez-Andrade
Professor, Department of Psychology
Brent Boyer
Coordinator of Disabled Student Services
Sonoma State University

We will describe a multicultural approach to teaching first-year experience from an integrative, multidimensional perspective organized around the Big 8 of diversity—i.e., culture, race/ethnicity, gender, sexual orientation, age, disability, religion, and class. Its effectiveness is demonstrated by qualitative analysis of students’ papers and responses to specific assignments, and the end-of-semester quantitative evaluations. Data indicate that this approach is effective in increasing students’ awareness, knowledge, and skills; that is, students enhance their multicultural competence.

132 - PA  Living and Learning Community Program
Dayna Campbell
Chair - Division of General Education
Sheila Albergottie
Director - ASPIRE
Walter Howard
Vice President - Academic Affairs
Allen University

The Living and Learning Community program at Allen University is a comprehensive and holistic approach to learning basic skills. It is designed to address the individual needs of first-year students and acclimate them to college-level learning. The strategy focuses on active, experiential, and group learning and includes reading clubs; service-learning activities; a cultural, arts, and religious series (CARS); and leveled educational experiences.

133 - PR  If the Shoe Fits: Analysis of Two First-Year Seminars for Different Student Groups
Rebecca Cole
Coordinator, Freshmen Academic Programs
Lisa Williams
Course Catalog Coordinator
Northern Arizona University
Paul Gore
Associate Professor of Educational Psychology
University of Utah

Assessment of two first-year seminars (study skills and transition to college) offered within the same institution and their differential effects on both prepared and at-risk students was examined. Three outcome measures (academic success, academic standing and retention) were differentially explored for three student groups (successful seminar participants, non-successful seminar participants, and non-participants) for a uniquely in-depth exploration of the efficacy of the seminar intervention.
Disabilities for First-Semester College Students with training in the fall semester contract, orientation training, and ongoing peer mentor selection, spring training, the of the training process at McDaniel College: and handouts for the various components students “This session provides an overview of these challenges.

How do we prepare students to step confidently into the role of peer mentor? At McDaniel College, training for peer mentors has been evolving since the early 1990s, with increasing preparation for dealing with “difficult students.” This session provides an overview of the training process at McDaniel College: peer mentor selection, spring training, the contract, orientation training, and ongoing training in the fall semester.

The FYE program at Western Illinois University incorporates, as do other programs, a common reading component. What makes this integration unique is the nature of our FYE program itself: we have no single FYE seminar. Rather, FYE is integrated into existing first-year courses. As such, the selection and usage of the common reading presents unique challenges. In this session, we will discuss book selection, assessment results, and future implications for our common reading program in light of these challenges.

134 - PA A Common Reading Program in an Uncommon FYE Program
James Schmidt
Associate Dean, College of Arts and Sciences
Western Illinois University

135 - PA Training Effective Peer Mentors
Sarah Stokely
Assistant Dean for First Year Students
McDaniel College

136 - PA B.E.A.R.S. - A Transition Program for First-Semester College Students with Disabilities
Allison Tate
Disability Advisor
Dae Vasek
Director - Office of Access and Learning Accommodation
Baylor University

This past semester, Baylor University Office of Access and Learning Accommodation launched the B.E.A.R.S. Program (Building, Excelling, Advocacy, and Resilience for Success), a transition program for first-semester students with disabilities. This poster will discuss the program itself, as well as the outcomes from the initial implementation of the program. Quantitative data and qualitative feedback from the students will also be discussed.

137 - PA The Academic Alert System: A Beneficial Tool for Students, Instructors, and Advisors
Amy M. Gillman
Assistant to the Vice Provost, Office of Undergraduate Studies
Harvest L. Collier
Vice Provost, Undergraduate Studies
University of Missouri-Rolla

In 2005, the University of Missouri-Rolla implemented the Academic Alert System, a web-based application that supports communication among instructors, advisors, and students. Beyond improving communications, the Academic Alert System reduces the time required for students to be informed of their academic status and informs them of actions they need to take in order to meet the academic requirements in their courses. UMR regularly assesses the use of the Academic Alert System and its impact on student academic success. This presentation will include assessment data from 2005-2007.

138 - PA Peer Mentoring: Promoting an Academic Focus in the First Year
Jeannine Farrell
First Year Experience Specialist
Kelly Gray
First Year Experience Specialist
Anjali Cadena
Community Development Director
University of Massachusetts Amherst

First-year students need to strike a balance between academics and involvement. Peer mentors can positively influence first-year students’ perceptions of being a college student and help them stay academically focused. UMass Amherst has developed a residentially based peer mentor position that focuses on students’ academic success. This session will provide an overview of the peer mentor position, training, and the year-long curriculum used to work with first-year students.

139 - PA Improving Conversion and Retention Through an Intrusive Advising Model
Derek Lopez
Director, First Year Programs
Colorado State University-Pueblo

The session will describe the new intrusive advising model being used as a part of a First-Year Programs department. The model is a collaboration with the admissions department and all academic departments on campus. Students have frequent and positive contact with their advisor beginning from their senior year in high school and continuing until their second year of college. The advisor engages in early alert referrals, grade checks, and any other intervention strategy needed to assist students with academic, social, and emotional needs during the first year of college. This model has proven to be efficacious in that the yield or conversion rate from applicant to student has increased from 37% to 44% in the first year of the program, and the university’s five-year goal of 62.5% retention rate was met within the first year of the program. The model is also particularly effective with first-generation and minority students who have little knowledge about college attendance.

140 - PR Finding That Middle Ground: Designing First-Year Experience and Learning Strategies Courses That Avoid Redundancy
Jonathan Long
Assistant Professor and Reading/Learning Strategies Coordinator
The University of Central Missouri

A plethora of research has been conducted on programs designed to enhance the first-year experience for students entering colleges and universities. Extensive research has also occurred on programs designed to orient students to college learning strategies. This session will assist practitioners in finding ways to enhance these programs without creating redundancy in the curriculum.
Parents play an important role in their student’s first year experience

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Building a Digital Library for the Provisioning of Mobile Orientation

Jim Hahn
Orientation Services Librarian
University of Illinois at Urbana-Champaign

A challenge for orientation professionals creating and instructing with digital content such as mp3 podcasts is how to best provide access to a range of content types. Digital librarianship can offer educators a manner to organize and provide access to mobile orientation objects. This poster gives practical and theoretical advice on digital library and mobile learning best practice.

A Collaborative First-Year Experience: Student Success Personnel, Librarians, and General Education Faculty

Vik Brown
Associate Director, Sherratt Library
Southern Utah University

The evolution of collaboration among first-year seminar instructors, librarians, and companion course instructors will be presented. In 2000, LM 1010 Information Literacy, an online course, became a general education requirement. Independently, the Student Success Center was teaching Univ 1000 First Year Seminar which became a general education requirement in 2001. Cohort groups were created for the two courses with a general education course. Small group seminars were later added. Student success and retention rates will be displayed.

Supporting First-Year Students in Creating a Healthy College Lifestyle

Chantelle Fowler
Peer Mentor - Freshman Academy

David Forbush
Peer Mentor - Freshman Academy

Doug Bell
Clinical Professor - Academic/Career Counselor
Brigham Young University

First-year students enter college finding more freedom than ever before giving them opportunities to make choices that can hurt health and academic success. In response to this, Brigham Young University’s Freshman Academy program has developed a survey and feedback system to help students keep track of health habits and provide data for further analysis on the correlation between first-year health behaviors and academic success. This project presents the survey developed and results of initial data analysis.

Peer Mentors and Writing Center Tutors: What our Collaborations Taught us About Serving the SJSU First-Year Students

Peggy Cabrera
Reference Librarian

Robert Bruce
Reference Librarian

Wanhsiang Kao
SLIS, Graduate Assistant

Francis Howard
Reference Librarian
San Jose State University

San Jose State University librarians collaborate with the peer mentors and the Writing Center tutors to “teach the teachers” as the peer mentors and tutors work with the first-year students. This collaboration and its impact on students’ learning will be analyzed as part of the library’s strategic planning process and as part of the growth process of the library’s work at the Academic Success Center.

A Model Approach to Early Intervention and Integration into University Life

Elizabeth Thackeray
Peer Mentor

Samuel Gray
Peer Mentor

Taylor Hawes
Peer Mentor

Breanne Didenhover
Peer Mentor

Allison Owen
Peer Mentor
Brigham Young University

Early intervention is often the key to first-year student success; however, it is often hard to uncover first-year students’ problems and difficulties until it is too late to help them adjust time schedules, develop stronger study habits, or create more balanced lifestyles. The tool used in this program, the integration model, shows promise for providing direction for early intervention efforts. This study explores whether this tool enables peer mentors to uncover student problems.

Leadership in Action: Team Leaders Empowering Peer Mentors in Cultivating Academic Success

Tamara Burk
Associate Professor of Communication

KB Bowman
STEM Team Leader

Danielle Gillard
STEM Team Leader
Columbia College

This poster session will highlight the structure of the STEMs program. STEMs serve as mentors and models of academic excellence to first-year and upper-class students who seek encouragement and inspiration for academic success in college. The structure is unique in that it is student-led. STEMs hold individual and group mentoring sessions, lead focus groups, and plan and publicize activities sponsored by the Center for Engaged Learning.

Rounding the First Year: Sliding into Second

Latty Goodwin
Director of First-Year Enrichment
Rochester Institute of Technology

Would you like new ways to continue to support your students as they complete their first year of college and prepare for their second? A successful pilot program was initiated to round out the first year and support students during this transition. Details about the pilot program including the planning and development process, logistics, curriculum, assessment, and outcomes will be presented.
Building connections across campus is an important part of the work we do in serving our student population. Conference attendees are invited to take part in this interactive discussion about how academic and student affairs offices can work together to create innovative initiatives for students. Participants will have an opportunity to hear how staff at UC Riverside built connections between various offices to shape living-learning communities and other first-year programs. Participants will also have opportunities to hear from each other on ways to build cross-campus collaborations.

Participants will also have opportunities to hear from each other on ways to build cross-campus collaborations.

Leading First-Year Students into the Deep Waters of Academic Research

Garden B

Jennifer Bray
English Composition Instructor

Kellie Jarvis
Adjunct Instructor, Core Curriculum Program

Adam Webb
Adjunct Instructor of English
Texas A&M University Corpus Christi

Participants will learn about Texas A&M University Corpus Christi’s First-Year Research Symposium and how their institution can successfully implement a similar program-wide event. Students in our nationally recognized first-year program present their research in a vibrant, academic setting, giving meaning and purpose to their research and writing. We’ll provide visuals, sample student work, lesson plans, and the results of a student survey in addition to hands-on advice about how to conduct a similar event.

Intersections of the American Democracy Project and the First-Year Experience
Seacliff A

Frank E. Ross
Assistant Vice Chancellor for Student Life and Learning
Indiana University - Purdue University Indianapolis and Indiana University - Purdue University Fort Wayne

Rachel Darabi
Associate Vice Chancellor for Student Affairs
Indiana University - Purdue University Fort Wayne

Indiana University-Purdue University Indianapolis’ (IUPUI) and Indiana University-Purdue University Fort Wayne’s (IPFW) first-year programs are committed to creating civic engagement opportunities for students. This presentation will outline programs at both universities, which appear as case studies in a recent monograph from the National Resource Center for The First-Year Experience and Students in Transition and The New York Times. IUPUI’s efforts center on a course called Discover Indianapolis, while IPFW’s focus on a faculty-led series of conversations themed “You and Your World.”

Correlating Changes in the First Year: Aligning Southern Oregon University’s Call for Institutional Change with National Trends
Seacliff B

Mada Morgan
Director, University Seminar
Southern Oregon University

Kathleen Morley
Associate Director
Policy Center on the First Year of College

In 2006-2007, Southern Oregon University participated in a year-long self-study of the first college year. Within the self-study, assessment data were collected from first-year students, faculty, and staff. Several major themes for improving the first year emerged, including changes in Academic advising, faculty and instruction, and administrative organization. This presentation will describe how Southern Oregon University came to its final recommendations and how these recommendations mirror trends at 31 other institutions.
Cross-divisional collaboration is a primary focus of best practices in higher education. CU Out There is a required experiential learning component recently integrated into Clemson University's Early Success Program for conditionally admitted first-year students. The program involves collaboration among academic and student affairs departments with its grounding in the outcomes and principles of Learning Reconsidered, Kolb's theory of experiential learning, and Bandura's self-efficacy model. Attendees will learn how to implement similar programs on their own campuses.

The shortage of published English-language texts written for native Emirati United Arab may have an alienating effect on learners at UAE. This shortage has been remedied through the instigation of an Extremely Short Story Competition to engage learners productively in an intrinsically motivating creative-writing project with integrative publication objectives in the community. Learning activities centered round these student-generated texts encourage vocabulary acquisition, reading and speaking skills and the development of accuracy.

What do high-achieving students need from a first-year seminar? First-year students who enter selective universities or honors/gifted programs have academic talents to be engaged as well as college transitional needs to be addressed. There are many models of first-year seminars being offered to such students nationally. This session will explore seminar focus, rigor, intended outcomes, and other unique elements such as advising and mentoring to better understand how to serve the high-achieving student.

Instructors often experience frustration in the classroom when first-year students' skills and ways of thinking fail to meet their expectations. Instructors can reduce these frustrations by learning about the kinds of cognitive moves typical for first-year students and designing learning experiences that meet students where they are while encouraging greater cognitive complexity. Co-curricular educators in areas such as residence life, advising, and multicultural student programs may experience similar frustrations and can design educational programs and conversations to promote cognitive development. The presenters offer an overview of common theories of cognitive development in young adulthood and opportunities for group activities focused on putting theory into practice.
INVITATION TO EXCELLENCE

Does your Campus Have a Grand Design for the First Year of College?

Both four-year and two-year institutions are invited to join the 2008 National Select Cohort for Foundations of Excellence® in the First College Year. With the guidance and support of the Policy Center on the First Year of College, your institution will undertake a year-long systematic study of first-year policies, procedures, and practices. The results of this study will be used to develop an action plan designed to increase student learning and retention. At the completion of this effort, your institution will join the 117 institutions that have previously participated in the Foundations of Excellence self study and have now implemented changes to improve the success and persistence of new students.

Foundations of Excellence®
Aspiring to Institutional Excellence for the First Year of College

The Policy Center on the First Year of College congratulates the 2007 Foundations of Excellence National Select Cohort for their commitment to the beginning college experience.

**Four-Year Institutions**
- Bethune Cookman University
- Buena Vista University
- California State University-San Marcos
- Centenary College New Jersey
- Fayetteville State University
- Framingham State College
- Minnesota State University-Moorhead
- Minot State University
- Morgan State University
- Salem State College
- Stony Brook University
- University of Texas at El Paso
- Western New Mexico University

**Two-Year Institutions**
- Central Maine Community College
- College of Lake County
- El Paso Community College
- Frank Phillips College
- Gainesville State College
- Itasca Community College
- Leech Lake Tribal College
- Madison Area Technical College
- Milwaukee Area Technical College
- Minnesota State Community & Technical College
- Owens Community College
- St. Philip’s College
- Tohono O’odham Community College

The Policy Center on the First Year of College is a non-profit higher education center, located in Brevard, NC. The Center’s basic mission is to work with colleges and universities to improve the beginning college experience through enhanced learning, success, and retention of new students. The work of the Policy Center is partially funded by Lumina Foundation for Education.

www.fyfoundations.org
activities within LCs via increased support for existing Learning Community (LC) program initiative has been launched to improve the economic diversity of the borough A recent University College has proven it enhances within the residential complex Statistically, variety of co-curricular activities all provided and referrals; academic enhancement; and a professional staff; accessible support services gram with holistic, intrusive advisement by Liv yarrow Professor of English Ellen Belton Department of Geology Associate Professor and Chair of the Wayne Powell Assistant Director of UC Advisement Shandon Neal Assistant Director of UC Student Life Shanté Jones Professional Advisor Prairie View A & M University The University College, a unit typically focusing on first-year students, contributes to promoting student-centeredness within an institution of higher education. Prairie View A & M University opened its University College in 2000 as a comprehensive first-year program with holistic, intrusive advisement by professional staff; accessible support services and referrals; academic enhancement; and a variety of co-curricular activities all provided within the residential complex. Statistically, University College has proven it enhances retention and graduation rates.

160 - Cl University College: A First-Year Student Neighborhood Focused on Student Success Pacific L Lettie Raab Director, University College Juanell Sippio Assistant Director of UC Advisement Shandon Neal Assistant Director of UC Student Life Shanté Jones Professional Advisor Prairie View A & M University The University College, a unit typically focusing on first-year students, contributes to promoting student-centeredness within an institution of higher education. Prairie View A & M University opened its University College in 2000 as a comprehensive first-year program with holistic, intrusive advisement by professional staff; accessible support services and referrals; academic enhancement; and a variety of co-curricular activities all provided within the residential complex. Statistically, University College has proven it enhances retention and graduation rates.

161 - CI Team Teaching in Learning Communities for a Non-Traditional First-Year Student Body Pacific M Wayne Powell Associate Professor and Chair of the Department of Geology Ellen Belton Professor of English Liv Yarrow Associate Professor, Classics David Ellis Adjunct Lecturer Brooklyn College Brooklyn College is a non-residential, liberal arts, state-supported college with a student body reflecting the cultural, ethnic and socio-economic diversity of the borough. A recent initiative has been launched to improve the existing Learning Community (LC) program by increasing the integration of content and activities within LCs via increased support for contributing faculty. This session will report on the benefits derived from this initiative for the diverse student population in light of the limited available resources.

162 - CI Providing Effective Personal and Academic Support for a Rigorous First-Year Program Pacific N Rob Major Associate Dean in the Office of Academic Services Michele Brown Foundation Program Administrator Babson College An academically rigorous first-year program creates additional challenges for institutions that wish to provide students with a holistic college experience. To help mitigate these challenges, Babson College has created an infrastructure specifically focused on the first year. This infrastructure begins with a staffing model dedicated to providing multifaceted personal, academic, and vocational support, enabling students to thrive academically while also excelling in co-curricular activities. This session will provide a comprehensive look at Babson College’s first-year program, including information on curriculum, pedagogy, workload, the advising model, and assessment measures.

163 - CT Meds, Parents, and AD/HD: Strategies for the New Wave of At-Risk Students Pacific O MacLean Gander Vice President for Academic Affairs and Dean of the College Landmark College Capable students with a variety of self-management challenges are coming to college in greater numbers. Their parents are often deeply involved, and medications were often part of the high school picture. These students, no matter how bright and well-prepared academically, are at enormous risk for failure in the transition. This presentation reviews current information about the problem, and covers some practical theory-based approaches that can be put to work right away, with a particular focus on how to begin the conversation with students and their families in the period before matriculation.

164 - Cl Undecided and Over-Technologized: Using an Interactive, Multimedia Approach to Better Connect with First-Year Students Exploring Majors and Careers Bayview A Kathleen Hartman Associate Professor, Department of Academic Advisement Vera Brancato Professor, Chair of Academic Advisement Gail Craig Coordinator, Academic Jeopardy Program Linda Lantaff Academic Planner, Advising Center for Undeclared Students Kutztown University Through the integration of technology, we better engaged our students, increasing participation in activities to help them transition to college and explore majors and careers. Attendees will learn how we produced our own videos, collaborated with campus resources, and assessed student learning and satisfaction. Participants will use a personal response device, view a video about music stereotypes, and play a video-based major exploration game. Attendees will receive assessment results and ideas for incorporating similar technology into their advising programs.

165 - CR Mi Primer Año, My First Year: Hispanic Students Perspectives on Their First-Year Experience Bayview B Jaime Mendoza Program Associate, Undeclared Advising Center Northeastern Illinois University The purpose of the study to be discussed is to examine the attitudes and preconceived ideas that first-generation Hispanic students have about their first year in college and to explore the impact of a newly implemented first-year program on persistence within this population. Cultural values and parent’s level of education are taken into consideration when discussing the results and exploring implications for the future.
MONDAY □ February 18, 2008

**MORNING BREAK**
10:15 am - 10:45 am
Atrium and Grand Ballroom Foyer

**10:45 am - 11:45 am**

166 - CT  The Community College First-Year Experience: a Catalyst for Change
Garden A
Cynthia Mosqueda
FYE Counselor
Luis Barrueta
Supplemental Instruction Coordinator
Matthew Cheung
First-Year Experience, Learning Community
English Faculty
El Camino College

The El Camino College First Year Experience Program will highlight effective strategies for student success, campus partnerships, and effective teaching and learning methodologies. The ECC FYE program started as a Title V Hispanic-Serving Grant. Today, FYE is institutionalized and promotes learning communities for basic skills to honor program students. This session will discuss the development and institutionalization of learning communities, Supplemental Instruction, transfer enhancement projects, and other activities that increase student retention and transfer.

167 - CI  Blueprint for Success: A Grassroots Initiative at a Two-Year College
Garden B
Wendy Lingo
First-Year Experience Director, Counselor, Assistant Professor
Lauri Hughes
Professional Development Coordinator
Carolyn Stephenson
Associate Professor, Social Science
Kirkwood Community College

The first-year experience at Kirkwood Community College grew from a quality improvement process team through a thorough study of “best practices” to a highly successful model that uses staff, faculty, and administrators from across the college to teach a shared curriculum. Need to develop grassroots support for your initiative? Need a blueprint for curriculum? Join us in exploring first-year programs at community colleges.

168 - CI  Meeting Students Where They Are: Timing-Strategic Academic Programming in UK’s Residence Halls
Seacliff B
James Breslin
Assistant Director, Academic Enhancement
Kelly Mock
Assistant Director for Academic Initiatives, Office of Residence Life
Megan Beach
Peer Presenter, Academic Enhancement
Jessica Christian
Peer Presenter, Academic Enhancement
University of Kentucky

Residence hall academic presentations represent a collaborative effort between Academic Enhancement (academic affairs) and Residence Life (student affairs) at UK. Our model of proactive, preventive peer interaction will be presented including theoretical and functional design, the topics that are covered, methods of securing staff and student participation, and professional staff oversight of the initiative. The presentation will highlight the various levels and types of assessment we employ to measure the efficacy of our efforts.

169 - CI  Teaching Academic Integrity With Audience Response Technology
Seacliff A
Christine Bombaro
Coordinator of Information Literacy
Eleanor Mitchell
Director of Library Services
Dickinson College

The library at Dickinson College has played an instrumental role in achieving one goal of the first-year seminar program, which is to teach students how to seek and use information ethically and responsibly. Using audience response system technology in an interactive presentation that is engaging and provocative, the program reaches every first-year student. Definitions are presented and, through scenarios, students test their understanding and respond anonymously to questions about the ethics of their own research behaviors. Students, faculty, and administrators have embraced this program, which is now a regular and required part of the first-year seminar.

170 - CT  FYS as a Locus for Faculty Development: Creating Mini Learning Communities
Seacliff D
Kathleen Skubikowski
Director of First-Year Seminars / Associate Professor of English
Mary Ellen Bertolini
Associate Director of Writing
Middlebury College

The First-Year Seminar Program at Middlebury College has, in its 20-year history, become a locus for faculty development in pedagogy and for curricular experimentation. Beginning in 2004, for a recent example, we integrated teaching and learning services into teams of professional staff and student peer mentors (a reference librarian, an educational technologist, a peer writing tutor, and an “ACE” or Academic Consultant for Excellence), which were assigned to each seminar instructor. We will look at the synergy that results when cross-campus collaboration works well. We will discuss how this team approach to integrated teaching/learning support can prod seminars to become mini learning communities in which both faculty and students take more risks, are more ambitious in what they ask of themselves, and move more naturally toward giving back to the community from which their resources are drawn.
Self-efficacy research suggests that first-year students with a high degree of academic confidence will be more engaged during their first year of college, set higher academic goals, and expectations. This research presentation will describe differences between students with low, medium, and high self-efficacy and how these students differ on important indicators of student success. The session will culminate in a discussion on how to best serve incoming students who may be lacking in academic confidence.

**172 - CI  “Who me? Read a Book? During the SUMMER?”: How to Create or Improve a Successful Summer Reading Program**

Marina Room

Janet Beck
Assistant Director of Summer Reading Program (2006-07), Director of Summer Reading Materials (2004-2007)
Appalachian State University

For the last decade, Appalachian State University has hosted an ever-expanding and increasingly successful summer reading program. Annual faculty, staff, and student evaluations support this assertion as does the fact that Appalachian fields calls from across the country asking for suggestions about their program. Additionally, Appalachian has garnered national press for its program in *Time*, *Newsweek*, and the *Chronicle of Higher Education*. This presentation will provide specific information on how to create or expand a successful reading program. It will document the benefits of such a program not only for the students, but also for staff, faculty, and community.

**174 - R  Fusing Elements of Campus Culture into First-Year Instruction: What Faculty Should Know**

Pacific H

Michael Siegel
Assistant Professor and Director, Administration of Higher Education Program
Suffolk University

This session will explore the concept of campus culture as a frame for organizing learning in the first-year classroom. Focusing on the first-year seminar and other first-year courses, participants will examine the way in which faculty can invite elements of campus culture (i.e., rituals, ceremonies, stories, sagas, language, myths, symbols, and artifacts) to facilitate active learning in the classroom and socialize entering students to the campus culture. Participants will have an opportunity to share examples, practices, and tools from their own experience.
177 - CI  Learning Communities: A Fresh Approach to the First-Year Seminar

Mark Spergel
Director of Student Orientation and Freshman Year Incentive
City University of New York - Baruch College

Barbara Wells
Director, Student Academic Services
City University of New York - Baruch College

The first-year seminar can take many approaches to orienting new students to college life. At Baruch College, we have developed and piloted a project-based model that brings student teams together to solve problems, research information, and develop a creative presentation to showcase a finished product. Perhaps, not surprisingly, student leaders who take the role of project manager and peer mentor, benefit from the training and experience of taking a group of first-year students and their projects from start to finish in one semester!

178 - CI  Partnering for First-Year Success: The Bridge to Clemson Program

Susan Whorton
Director, Bridge to Clemson Program
Clemson University

Amanda Blanton
Director of Collaboration
Tri-County Technical College

Bert Epting
Director of Orientation
Clemson University

Robin McFall
Department Head, English and Bridge Coordinator
Tri-County Technical College

First-year admission to public research universities has become increasingly competitive. To increase access, partnerships are being forged between two- and four-year institutions. The Bridge to Clemson program, an innovative collaboration between Tri-County Technical College and Clemson University, provides first-year students with an intentional first-year experience and an ongoing orientation program that addresses both first-year and transfer needs. Learn about the shared commitment to first-year student success among academic and student affairs professionals at both institutions.

179 - CI  Getting WISE With New Community College Students

Donna Younger
Director, Learning Center
Oakton Community College

Michele Brown
Director of Enrollment Management
Oakton Community College

This focus grew out of the college’s participation in the Foundations of Excellence® project that identified four key areas for development: (a) new student orientation, (b) one-stop center for student services, (c) curricular focus on student engagement, and (d) communication with students and among college staff. This session will describe how the college’s culture influenced implementation of these recommendations and will report the results from evaluating the redesigned orientation.

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Plenary Address
1:30 pm - 2:45 pm
Grand Ballroom (Overflow in Bayview Ballroom)

Meeting Students Where They Are: Adventures in Experimental Instruction

Teaching today’s “urban millennial” students presents a challenge in keeping students connected to the learning process. Texas Southern University is experimenting with four experimental approaches designed to boost student interest and performance. The question: What works and why?

Undergraduate Student Fellowship Award Recipients
These five undergraduate students were selected from a diverse pool of fellowship applicants by a special committee composed of staff from the National Resource Center for The First-Year Experience and Students in Transition. As a group, these individuals are actively involved on their respective campuses in first-year experience programs, and they have exhibited an interest and desire to learn more about first-year student issues and services. They aspire to not only enhance student life on their current campus, but to grow so as to influence first-year students as professionals as well.

Shanté Brown, Junior, State University of New York College at Brockport
Wes Condray, Senior, West Texas A&M University
Jordan Golembeski, Junior, Purdue University
Krista Kohlmann, Senior, Rutgers University
Steven Krzanowski, Junior, Marymount University
change is an expected and welcome component. We will discuss the growth of the library’s relationship with FYP and consider the issues that prompted us to tweak our model based on feedback from previous years.

185 – CI  How Are We Doing? Assessment and Program Development in University 101

Seacliff D

Peggy Jolly
Director of Freshman English/Developmental Studies

Nancy Walburn
Director of General Studies

Rita Treutel
Director, English Resource Center

University of Alabama at Birmingham

Validation! Recent assessment of our first-year experience program indicates that quantitative data analysis concluded that content validity as well as construct validity was demonstrated and that the continuous improvement model used has clearly resulted in the desired changes. Qualitative data analysis endorsed that U101 provided assistance in learning skills related to critical thinking, problem solving, and time management. This presentation will share the course design and assessment models that concluded with this positive endorsement.

186 – CI  Securing Resources to Implement and Sustain Programs for Student Engagement in the First Year

Marina Room

Brij Bali
Chair, Student Support and Development

Higher Colleges of Technology

Very few colleges have the resources to support new projects of the magnitude and duration required to achieve a high level of equilibrium in the first-year student development process. It is important to build multi-year strategies that provide sustainable funding and generate value to all stakeholders. To achieve such outcomes requires a resource base that can support multi-lateral projects and programs. Strategies to secure alternative funding will be highlighted through best practices that the presenter has effectively implemented in his career in North America and internationally.

187 – CT  Part-Time Faculty Interactions With Students at Two-Year Colleges

Golden Gate

Angie Williams-Chehmani
Department Coordinator of English Communications, World Languages, and Humanities

Davenport University

Research suggests that there are positive correlations between student-faculty interactions and students’ satisfaction, and the amount of time that students devote to educationally purposeful activities. The purpose of this session is to examine the impact of such interactions at community colleges. Results of a research study will be shared and discussion will focus on where and how part-time instructors are used at the community college level.

188 – CT  Promoting Undergraduate Research to First-Year Students

Pacific B/C

Melissa Johnson
Doctoral Student, Higher Education/Assistant Director, Honors Program

University of Florida

This session will focus on the importance of promoting undergraduate research opportunities to first-year students. We will look at the benefits of undergraduate students’ participating in research, as well as ways we can promote these opportunities within our first-year programming. A compilation of national undergraduate research opportunities and highlights of institutional opportunities will be provided.

189 – CI  Tutor Tapping, Training, Tracking, Touting, and Thanking

Pacific D

Vivia Fowler
Dean of the College

Susan Taggart
Director of the Academic Center

Wesleyan College

Peer tutoring is an effective—and cost-effective—means of providing Supplemental Instruction for students who need assistance with study skills, writing, and individual coursework. This interactive session by the director of the Academic Center and the dean of Wesleyan College will describe peer tutoring initiatives at a small, liberal arts women’s college and explore strategies for identifying, training, supporting, and organizing the work of peer tutors. Participants are encouraged to contribute to the conversation.
190 - CI  Innovative Strategies for Intentionally Supporting and Coaching First-Year Students  
Pacific E  
Claire Robinson  
Coordinator of Academic Success Initiatives and Resident Student Learning  
Katie Lynch  
Coordinator of Early Intervention Initiatives  
Abbey Rowe  
Graduate Assistant of the Academic Centers for Excellence  
Kelly McDowell  
Graduate Assistant for Early Intervention Initiatives  
University of South Carolina  
Using intentional and innovative methods to support first-year students is an exciting challenge. This presentation will discuss how the University of South Carolina meets this challenge by providing first-year students personalized support through innovative strategies such as individualized communication and academic coaching.

191 - CT  CSI: University College: Identifying, Understanding, and Teaching the Millennial Generation  
Pacific F  
Juanel Sippio  
Director of Advisement  
Shante’ Jones  
Professional Advisor  
Stephanie Bankett  
Professional Advisor  
Gloria Lott  
Graduate Assistant  
Prairie View A&M University  
This presentation diagrams a format for teaching, advising, and understanding millennial students. We will bridge the gaps of communication, professional relationships, and the overall differences of today’s student and previous generations. We will venture into the characteristics, trends, and issues this generation has faced (past and present). This is an assessment to help advisors and teachers better relate to the new generation and its trends.

192 - CI  First-Year Film Festival: Innovations for the College First Year Using Technology  
Pacific G  
Jennifer Rockwood  
Director, First Year Experience Program  
Cheryl Thomas  
Administrative Assistant, Office of First-Year Experience  
University of Toledo  
The presentation will detail the trials and tribulations of a first-year film festival at the University of Toledo. Teams of four to five students collaborate to create and produce three- to five-minute videos that document and describe their first-year experiences. The teams write, direct, record, and edit their work using cameras and video software provided. Mentors from the department of Theater and Film provide technical support. Qualifying videos are show at a “Hollywood” style awards night when the campus and community come out to see and be seen!

193 - R  Connecting the Dots: Creating an Integrated First-Year Experience at a Large University  
Pacific H  
Jennifer Keup  
Director, Student Affairs Information and Research Office (SAIRO)  
Suzanne Seplow  
Director of the Office of Residential Life  
La’Tonya Rease-Miles  
Associate Director of AAP  
University of California, Los Angeles  
It is widely acknowledged that comprehensive and integrated FYE programs are most beneficial. However, large universities often are hindered in practice by organizational structures and campus climates that create a disjointed transition experience for students. This session will share an institutional example of efforts to link disparate programs into an integrated experience as well as facilitate a dialogue on the unique challenges of FYE programming at large institutions and an exchange of ideas and strategies to overcome those challenges.

194 - R  Strategies to Promote Ethical Behavior within the First Year Experience  
Pacific I  
Beverly Dolinsky  
Professor of Psychology  
Endicott College  
Faculty and student service personnel are coping with a multitude of student violations regarding ethical behavior. Such violations include academic dishonesty, alcohol and drug use, bullying, discrimination, and vandalism. What are the ways that first-year policies, programs, and curriculum are used to teach social values and responsibility? How are they taught so that they are not perceived as onerous, scary, or off-putting by either the students or the professionals implementing the curriculum? This roundtable will have its members share what is happening on their campuses and discuss what works, what doesn’t, and what should be happening to promote ethical behavior among our students.

195 - CI  Campus-Wide E-Portfolios: Introducing LiveText to the Entire First-Year Class  
Pacific J  
Vivian McCain  
Campus LiveText Coordinator  
Nelljean Rice  
Director, University Academic Center/First Year Experience  
Coastal Carolina University  
Fall 2006 marked the introduction of a program for all 1,500 incoming first-year students at Coastal Carolina University. The program, the First Year Experience, included a required course, University 110. Resume and portfolio activities were assigned through LiveText, and the instructors in the 64 course sections used a shared rubric to assess student learning. In fall 2007, the program expanded to include peer mentors, web-based resources, additional training opportunities, and a capstone assignment.
196 - CI  The First-Semester Experience: Preparing Students for Success  
Pacific K  
Jude Roy  Professor of English  
Natalie Cooper  Associate Professor, Computer Information Systems  
Madisonville Community College  

In 2005, Madisonville Community College reversed 30 years of established advising practices by employing a new process designed to foster responsible decision making in students. Three essential principles powered the project: (a) fostering personal contact with students early, (b) creating a registration timeline that supports such contact, and (c) focusing on student learning outcomes that promote responsibility and problem solving. The presenters will explain the process Madisonville Community College went through and share with participants the results of the experiment.

197 - CI  Soaring to Greatness: Initiating a Common Reading Experience  
Pacific N  
Jenny Adams  Academic Advisor and Coordinator, Common Reading Experience  
Amy Hathcock  Academic Advisor  
Riley Walker  Academic Advisor  
University of North Carolina Wilmington  

In Fall 2007, the University of North Carolina Wilmington initiated Synergy: UNCW's Common Reading Experience, a collaborative effort between academic and student affairs. This session will detail the program planning and implementation from conception to inception, focusing on goals, book distribution, marketing, training, programming, classroom use, assessment, and more.

198 - CR  Mining Real-time Data to Improve Student Success: Lessons Learned from a Gateway Biology Course at Purdue University  
Pacific O  
Matthew D. Pistilli  Assistant Director, Student Access, Transition, and Success Program  
Kimberly Arnold  Educational Assessment Specialist  
Andrew K. Koch  Director, Student Access, Transition, and Success Program  
Purdue University  

Students in large first-year “gateway” courses have little indication of how they are doing in a course until after the first exam, by which time chances of success can be greatly limited. By using real-time data provided by the course management system, the research team predicted student success within the course and associated interventions. This session will review the impact of real-time data on student success within an introductory biology course at Purdue University.

REFRESHMENT BREAK  
4:00 pm - 4:15 pm  
Atrium and Grand Ballroom Foyer

199 - CT  Got Students? Office of Academic Support Services - An Integrated Approach  
Garden A  
Mary Kay Skrabalak  Lecturer, Freshman Year Experience  
Christopher Fernando  Coordinator, Student Support Services, Project Excel  
Makisha Brown  Assistant Coordinator, Student Support Services, Project Excel  
University at Albany, State University of New York  

Learn about tools and techniques used to retain first-year students - especially non-traditional students - by the University at Albany's Office of Academic Support Services (OASS). Services offered though OASS range from our SSS Trio program, NYS EOP program, Freshmen Year Experience courses, study skills workshops, study groups, peer and faculty mentoring programs, and an academic early warning system. Please join us in this interactive discussion on support strategies and resources.

200 - CR  Findings from the 2006 National Survey on First-Year Seminars  
Garden B  
Barbara Tobolowsky  Associate Director, National Resource Center for The First-Year Experience and Students in Transition  
Angela Griffin  Coordinator of Research, Grants, and Assessment, National Resource Center for The First-Year Experience and Students in Transition  
Jonathan Romm  Graduate Assistant, National Resource Center for The First-Year Experience and Students in Transition  
University of South Carolina  

In fall 2006, the National Resource Center for The First-Year Experience and Students in Transition conducted the seventh triennial administration of the National Survey on First-Year Seminars. This session shares some of the key findings from the survey including the types of seminars offered, seminar administration, and innovative aspects of the course.
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204 - CI  UCONN CONNECTS: Individualized Academic Intervention
Seacliff D
David Ouiimette
Executive Director, First Year Programs
Kevin Sullivan
Assistant Director, First Year Programs
Conor O’Rourke
Graduate Student
University of Connecticut

UCONN CONNECTS is a targeted academic intervention program designed to support students who are placed on scholastic probation by pairing them with a facilitator who can meet with them on a regular basis. Facilitators cover topics such as academic goal setting, time management, study skills, and more. The strength of the UCONN CONNECTS program is based on the personal relationships formed between students and their facilitators.

205 - CR  Creating Community Online: How First-Year Students (and others) Form Social Ties Online
Marina Room
Scott Silverman
Coordinator, First Year Programs
University of California, Riverside

Student usage of online social networks (OSNs) has grown in recent years to become incredibly prominent in the lives and experiences of today’s college students. The overarching research question for this study is: what are the effects of online social networking communities on the experiences of college students? The results of the study will be shared and implications for colleges and universities will be addressed.

206 - CI  The Implementation and Impact of the First-Year Seminar at the Community College of Denver
Golden Gate
Tamara Johnson
Events Coordinator
Jerry Mason
Director of Student Life
Community College of Denver

College 101: The Student Experience is a one-credit (first-year seminar type) course offered at the Community College of Denver.

Data collected in the three years since its inception show high rates of success and retention. This session will focus on course implementation, course content overview, and impact on students, faculty, and the school as a whole.

207 - CT  Getting Students to Care: Gaining Educational Investment Through a Psycho-Social Approach
Pacific B/C
Michael Williams
Senior Academic Advisor
Southeastern Louisiana University

Advising is a partnership between two invested parties: the advisor and the advisee. Quality interactions and outcomes in this partnership are expected, with responsibility beginning with the advisor. A good advisor strives to establish comfort and trust, garnering advisee participation. That’s the ideal. However, non-participatory advisees, often non-participatory students as well, present unique challenges. This presentation will describe non-participatory behaviors and an advising strategy for targeting nonparticipation based upon student academic self-efficacy, outcome expectations, and decision-commitment.

208 - CI  Individual Academic Consultations: Discussions About Study Strategies to Enhance Academic Life
Pacific D
Erin Rooks
Academic Consultation Coordinator
Claire Kimberly
Presentation Coordinator
Amanda Smith
Assessment Coordinator
University of Kentucky

The presentation will review academic consultations and how they are used at the University of Kentucky to address the academic needs of students. The presentation will show how academic consultations can address deficits in study strategies and learning through the use of the Learning and Study Strategies Inventory (LASSI) and discussions about academic responsibilities. Two types of academic consultations will be reviewed based on students’ academic status along with assessment of the program.

209 - CI  Collaborate and Celebrate: Student Success Belongs to All of Us
Pacific E
Lisa Decandia
Program Co-ordinator, SUCCESS@Seneca
Steve Fishman
Program Leader, SUCCESS@Seneca
Seneca College

The SUCCESS@Seneca initiative facilitates and supports improved student learning and transition with a multi-faceted approach that encourages the active participation of the entire college community - students, support staff, administration, and faculty. The design of an integrated service delivery model addresses numerous student transition issues by providing the essential connection between academics, student life, and college resources. Details of the program model will be shared along with assessment results.

210 - CT  The Equity Scorecard for the First College Year
Pacific F
Elsa Macias
Director of Research and Development, Center for Urban Education, Rossier School of Education
University of Southern California
Greg Lampe
Interim Provost and Vice Chancellor for Academic Affairs
University of Wisconsin Colleges

The Equity Scorecard process developed at the University of Southern California is designed to foster institutional change to bring about equitable outcomes for students of color. The two-year campuses of University of Wisconsin Colleges have adopted this process, focusing on institutional responsibility for the success of first-year students of color. The Equity Scorecard process will be presented with specific implementation strategies and findings from the Colleges in the areas of access, retention, excellence, and institutional receptivity.
211 - CI  Road to Success: Small College’s Approach to a Comprehensive First-Year Program
Pacific I

Stephanie Rankin
Assistant Dean of Students and Director of Center for Student Success

Thomas Hagan
Assistant Dean of Faculty-First Year Program & Professor of Chemistry

Alexandra Felix
Coordinator, Orientation and Peer Mentor Program

David Donovan
Lecturer in Communications
Elizabethtown College

The road to success has taken this small college from first-year seminars in the 1990s to a comprehensive first-year program that includes a developmental orientation program, 34 three-credit subject-based seminars with linked academic advising, a one-credit colloquium series, and a residential curriculum component. Share the journey as we look back, acknowledge the roadblocks and detours, view the present, and set our sites on the future. This is one road trip that you won’t want to miss!

212 - CI  Increase Student Persistence With a Comprehensive College Success Course
Pacific H

Marsha Fralick
Chair, Personal Development Department
Cuyamaca Community College

College, career, and lifelong success topics are included in a comprehensive first-year experience course at Cuyamaca Community College. Students who successfully complete the course have increased persistence by 30%. This course has been approved as a transferable course to universities in California and serves as a bridge from high school to community college to the university. Technology is used extensively in online, blended, and traditional options. Resources for practical classroom exercises that engage students in learning will be shared with participants.

213 - R  Cultivating a Classroom: Personhood and Strategies
Pacific I

Jerry Pattengale
Assistant Vice President for Scholarships and Grants & Professor of History

Brian Fry
Associate Professor of Sociology

Tim Steenbergh
Associate Professor of Psychology
Indiana Wesleyan University

Attendees will share and evaluate instructional practices that build community within the classroom among first-year students. We will use Parker Palmer’s “community of truth” metaphor to introduce different images of classroom learning, and identify their implications for instructors and first-year students. This roundtable will be content-rich and interactive, with ample opportunities for input in ways that will serve as transferable practices back to local campuses. Participants will receive a summary of the session including links, resources, and references mentioned in the discussion.

214 - CT  Incorporating High-Impact, Low-Cost Technology in FYE Classes: A Beginner’s Guide
Pacific J

Robert Feldman
Associate Dean, College of Social and Behavioral Sciences
University of Massachusetts, Amherst

This hands-on session will discuss and demonstrate state-of-the-art technologies that can be easily and economically incorporated into FYE courses. The presentation will illustrate ways that technology can be used to engage students and personalize FYE classes, ultimately increasing student success. Targeted for beginning technology users, the presentation will discuss the benefits and disadvantages of using classroom response systems, blogs, wikis, and virtual worlds like Second Life. Practical implementation issues will also be addressed.

215 - CI  Community Engagement From the Halls to the Classroom: Forging Links With a Residential Learning Community
Pacific K

Susan Poch
Associate Vice President for Educational Development

Doug Habib
Adjunct Lecturer, General Education/History

Lara Cummings
Instruction Librarian

Kate Gannon
Residential Education Director

Karen Weathermon
Director, Learning Communities
Washington State University

Washington State University, in its third year of implementing a residential learning community, has created a network of support for first-year students through a dynamic connection linking student affairs to academic affairs including the residential component. Programming, assessment, and new academic initiatives have all played a vital role in developing a healthy community engaged in critical thinking. Presenters from a variety of campus units plan to share their experiences.

216 - CR  Learning from Learning Community Assessment: Reflections on an Evolving Program
Pacific N

Megan France
Orientation Assessment Graduate Assistant

Steve Grande
Director of Orientation
James Madison University

Assessment has the potential to be a powerful tool in identifying program strengths and weaknesses. James Madison University has an extensive learning community assessment program that has generated important results but that has also challenged us to re-think our program. Attendees will learn how we developed our objectives and the results from several years of data collection. Faculty involvement in objective development will be shared as well as next steps with our learning community program.
217 - CT  A Fresh Look: Bridging the Gap Between Admitted Minority Students and First-Year Orientation Programs
Pacific O
Yamilet Medina Lopez
Admission Counselor
Texas State University-San Marcos
Trinity Smith
New Student Orientation Coordinator
Oklahoma State University
This interactive workshop is designed to engage in meaningful reflection of current admitted student program models and discuss practices and strategies that can assist in student affairs professionals in re-designing or developing them. The session will include a brief critique of existing models at three different institutions. The focus will be on how to create admitted student programs that are comprehensive, inclusive, well-represented, and collaborative to help minority student’s transition between admission and first-year orientation.

218 - CT  Signs of Life in the Classroom: Teaching Techniques That Influence First-Year Student Motivation
Bayview A
Christiane Price
Associate Professor of Psychology & FYE Instructor
Dalton State College
During this participatory session, we will review highlights from the literature regarding college student motivation and share the findings from the presenter’s own research involving more than 400 first-year students. Throughout the presentation, participants will engage in activities that will require them to reflect on their own teaching techniques. Open-ended questionnaires, check-lists, and digitized video clips of student interviews and teaching best practices will be used to facilitate discussion regarding practical steps we can take to influence the first-year student’s interest and desire to learn.

219 - CT  FYI: First-Year Introduction
Bayview B
Linda Odell
Counselor
Loren Pemberton
Counselor
Spokane Falls Community College
Spokane Falls Community College developed the First-Year Introduction workshop “FYI” to improve student engagement and use of support services and academic resources. This program was designed to assist students with their transition to college and set them on the path toward academic success. The program was set up on a four-day model including seminars, learning modules, and sample classes.
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**Navigating the Research University: A Guide for First-Year Students, 2nd Edition**
Britt Andreatta

Full of critical-thinking exercises, practical tips and tools, and useful personal advice, **Navigating the Research University**, provides first-year students with a comprehensive introduction to education at a research institution.

**Light on the Path: A Christian Perspective on College Success, 2nd Edition**
John Beck and Marmy Clason

Blending time-tested instruction with insights drawn from God’s Word, **Light on the Path** allows Christian students to grow spiritually as they become comfortable with their new learning environment.

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Using its signature workshop format, **Taking Charge of Your Learning**—designed for either learning strategies or freshman seminar courses—actively engages students and imparts learning strategies using hands-on activities.

Visit our booth to see these titles—and order your review copies today!
In the increasingly constrained budgets of higher education, the pressures to cut programs is an ever-present reality. How do we preserve the programs for first-year students that we have built? How do we know whether they are worth preserving? How do we convince others? Our aspiration for this session is to have participants come away with at least three new ways to evaluate or bolster administrative support for their first-year programs.

**221 - R  Is it Possible to Sustain Individual Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy Today?**

*Note this is a 2-hour session.*

Seacliff A

Mary Stuart Hunter  
Assistant Vice Provost and Executive Director, National Resource Center for The First-Year Experience and Students in Transition  

Jean Henscheid  
Editor, Journal of The First-Year Experience and Students in Transition  
Managing Editor, About Campus  
University of South Carolina

It seems that many faculty and staff today struggle with incongruities in their academic lives. Do our institutional cultures fuel incongruence or do they encourage authenticity? What kinds of collegial behavior or administrative policies and actions are likely to generate value conflicts or inauthentic behavior? In this session, participants will be encouraged to think deeply about their own beliefs and values and consider how their institutional cultures foster authenticity or perhaps generate intra-personal conflict.

**222 - CI  The Men’s Program: A Unique Mentoring Program for First-Year Men**

Seacliff B

Britt Andreatta  
Assistant Dean of Students, First-Year Programs  

Miles Ashlock  
Assistant Director of First-Year Programs  
University of California at Santa Barbara

UCSB has developed a unique mentoring program to help first-year men have a positive and healthy college experience. Through a range of formal and informal activities, this program successfully creates mentoring relationships between male faculty/staff and first-year men. Throughout the year, the students and mentors examine issues relating to leadership, community, masculinity, gender roles, engagement, and other topics. This workshop will cover the development of the program, current programming, and successful outcomes.

**223 - CI  Service-Learning: A Key Component in First-Year Experience**

Seacliff D

Dawn Hodges  
Dean, Marietta Campus  

Sean Brumfield  
Department Chair, English  

Jodie Vangrov  
Instructor, Sociology/Psychology  
Chattahoochee Technical College

Service-learning and first-year experience were initiated the same year at Chattahoochee Technical College. While the FYE committee predicted the college orientation course would be the “glue” that held together the program (which also included English Composition, Introduction to Psychology, and Introduction to Microcomputers), it became obvious that service-learning was a more compelling component. This session will describe the creation of the FYE program, the introduction and implementation of service-learning component, and data that show the relationship between FYE and retention.
227 – CT  Program Development and Evaluation: Theory Into Practice
Pacific D
Deborah Bennett
Associate Professor
Purdue University
Deborah Taub
Associate Professor of Higher Education
University of North Carolina at Greensboro
This presentation will discuss the relationship between student development theory, program development, and evaluation in first-year programs. We will examine how student development theory can be used to strengthen program components. We will also discuss how program evaluation can be designed to reflect important program outcomes while further informing theory. A case study will be presented to demonstrate how the process is accomplished with first-year programs.

228 – CT  Empowering Students: The Process and Impact of FYE Coaching
Pacific E
Daniele Conners
First Year Enrichment Instructor/Coach
Karen Violanti
FYE Instructor/Coach
Rochester Institute of Technology
A unique requirement of the First Year Enrichment Program at the Rochester Institute of Technology (RIT) includes a one-on-one coaching component. As a part of the FYE course and program, coaching provides every first-year student at RIT with intentional collaboration in achieving success. Topics will include an overview of the FYE coaching process, its researched outcomes regarding student success, and testimonials shared by RIT students present at the conference.

229 – CI  Retention of Summer Bridge Program Students
Pacific F
Elaine Davis
Director, Model Institutions For Excellence Initiative
Anisha Campbell
Pre-College Programs Coordinator
Cheryl Braddy
2005 Summer Bridge Program Student
Bowie State University
Bowie State University offers a Summer Bridge Program to students who do not meet the University’s admissions requirement. Non-admitted students are invited to participate in a six-week residential program designed to enhance their skills in mathematics, reading, and English. First-year analysis indicates that they are on par with regularly admitted students. Of the students participating, 91% are retained; however, about 75% of the admitted students have difficulty during the first semester of their sophomore year.

230 – CT  Encouraging Critical Thinking Through Atlanta-Based Learning
Pacific G
Margo Alexander
Professor, Department of Mathematics & Statistics
Elizabeth Firestone
Academic Professional for the Office of Undergraduate Studies
Joe Adams
Graduate Student
Georgia State University
There has been a growing recognition among educators of the important role critical thinking can play in many aspects of teaching and learning. As part of the plan, each student in the quantitative sciences learning community at Georgia State University was required to become aware of and to experience how a major business in the Metro Atlanta area uses mathematics and critical thinking skills in their everyday working environment.
The Student Mentoring in Life and Education (SMILE) Program started in 2002 as a pilot project at one Seneca College campus. Today, the program operates on three campuses. The SMILE program is a model now being used by several colleges across Canada to develop their own mentoring programs. This session will take participants through the various aspects of the SMILE Program including program management and development, evaluation and research, as well as challenges and future plans.

For students to be prepared for societal challenges, they need to integrate coursework and life experience. This session will report on the design and impact of a problem-based learning course on the ability of first-year students to engage collaboratively and integrate knowledge from courses. Students are asked to propose ways to improve the communities where they performed service-learning. Analysis of student reflections revealed the need for intentionality in supporting student learning, the opportunity for spiritual and character development, and the application of critical thinking and life skills.

A formal convocation is an important component of first-year experience and orientation programs at many colleges and universities. At some institutions, this ceremony is a long-standing tradition, while at others it is newly established or recently re-established. In this session, participants who are currently working with first-year convocations, or those who are considering starting (or reviving) one, will come together to discuss some common questions and share practical ideas and suggestions.

Does problem-based learning (PBL) promote academic engagement, intentional and self-directed learning in first-year students? This case study explored (PBL) as an approach to teaching information literacy skills to students enrolled in a first-year seminar course. Discover how PBL impacted student learning of information competencies and the implications for lifelong learning. Qualitative findings will accentuate how first-year students defined engagement, self-directed learning, and what the millennial generation expects from faculty and how they characterize engaging pedagogy.

PREFACE, the first-year reading and writing program at the University of South Carolina Upstate, is a unique collaboration of both academic units and student services. The program has grown from an idea to assign a common text in English 101 to a year-long program reflecting the character of the University through its interdisciplinary offerings and involvement of students, faculty, and staff. Creating community, building academic skills, and providing leadership opportunities for students are key aspects of the program.
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236 - CT  Difficult Dialogues? You Betcha: Developing FYE Curriculum and Programs in the Context of GE Reform

Seacliff D
Timothy Wandle
Associate Professor of English

John Kornfeld
Professor of Education

Tom Shaw
FYE Assessment Coordinator

Karen Brodsky
Librarian

John Sullins
Chair, Philosophy Department
Sonoma State University

SSU's multidisciplinary design team will share experiences and insights gleaned from our experiences integrating the learning outcomes of student development, critical thinking, information literacy, and writing in a pilot FYE program. Members representing each of these learning areas and assessment will discuss the "difficult dialogues" we have fostered inside the classroom and experienced outside the classroom in developing this new program as part of campus-wide considerations of general education reform.

237 - R  Not Just Librarians' Concern: Information Literacy and First-Year Students

Marina Room
Mireille Djenno
Librarian for the First Year Experience
Drake University

Historically, academic librarians have taken the lead in campus information literacy initiatives and set the prevailing standards for measuring students' information literacy. The resulting misperception is that information literacy is the exclusive province of librarians with little or no role for non-librarians. This roundtable discussion will focus on the identification of strategies of cooperation among various campus constituencies that can address the underlying causes of this misperception and their solutions.

238 - CT  Engaged Arts/Engaged Students

Golden Gate
Felicia Ruff
Chair, Department of Theatre and Speech
David McDonald
Head of Voice
Jennifer Toth
Associate Professor of Art
Wagner College

The panelists, Performing and Visual Arts faculty, have been deeply engaged in Wagner College's award-winning First-Year Program. However, they find that the arts are often overlooked when discussing first-year experiences. This panel will examine the innovative use of the arts as part of civically engaged experiential learning. Examples include mural painting at Rikers Island Prison, story-telling at elementary schools in disadvantaged neighborhoods, and theatre performances designed for first-year students that deal with diversity issues.

239 - CI  First-Year Students and General Education: Issues and Questions

Pacific A
Lori Allen
Director of General Education; Co-Director, First Year Experience Program
Frances Kavenik
Professor of English
Christine Tutlewski
Coordinator Reading/Composition
James Robinson
Director Teaching and Learning Center
University of Wisconsin - Parkside

This presentation will describe the methods used at the University of Wisconsin - Parkside to foster student success in the first year. These methods are driven by the reform of the general education program and our selection as a part of the Foundations of Excellence® in the First College Year project. This presentation will focus on various initiatives aimed at improving student performance in basic skills (i.e., reading, writing, and math) and the outcome measures used to evaluate success.

240 - CI  First-Year Initiatives in Community College: Lessons Learned

Pacific B/C
Ann Heiny
IVY 101 Program Coordinator
Amy Wann
Director of Academic Advising
Ivy Tech Community College, Central Indiana

Community college students face unique obstacles to higher education that frequently go unaddressed. Presenters will describe the growth and development of a two-year-old first-year experience course that went from pilot program to required course, with more than 70 sections in fall 2007. Topics will include: creating course culture; developing institutional buy in; working with a developmental advising model; instructor selection, training, and retention; current challenges; and next steps.

241 - CT  Sometimes the Numbers Don't Tell the Whole Story: Assessing First-Year Targeted Retention Programs With Both Quantitative and Qualitative Methods

Pacific D
Miranda Morris
Instructor of Writing; Resident Master
Larry Burns
Program Coordinator, Division of Undergraduate Studies
University of Central Arkansas

This session will provide a discussion of assessment efforts of several targeted retention programs for first-year students at the University of Central Arkansas, a four-year public institution. We will highlight efforts related to retention initiatives for first-generation students, commuting first-year students, and residential colleges. In comparing expectations from our quantitative exploratory data to the reality of student and faculty reports, we will suggest that quantitative variables cannot be the sole determinates informing the creation of such programs.
242 – CI  Standardizing the First-Year Experience in a Geographically Distributed University
Pacific E
Maris Roze
Director of General Education, Executive Editor
DeVry University Press
Abour Cherif
Director Math and Science Curriculum
Lin Stefurak
Director Academic Quality Assurance and Support
DeVry University
Jesus Fernandez
Dean of Academic Affairs
DeVry University-Miramar

DeVry University’s geographical dispersion, as well as the diversity of its incoming students and the disparity of their backgrounds, combine to make the development of a University College first-year program extremely challenging. This challenge is being met through a purposeful program design involving curricular elements, special courses, a dedicated coaching and advising system, collaborative methods, and the use of technology both to facilitate teaching and learning and program management.

243 – CI  Creating a Web: First-Year Program Integration to Achievement and Engagement
Pacific F
Michele Campagna
Director, New Student Experience
Montclair State University

New Student Experience (NSE) at Montclair State University coordinates comprehensive and intentional curricular and co-curricular activities for first-year student development. This session will cover the integration of an early alert initiative and a campus-wide programming series into the new student seminar, a general education requirement for first-year students. The strategic planning and implementation processes which lead up to this integration will be discussed and assessment processes used to evaluate their effectiveness will be reviewed.

244 – CI  A Unified Orientation and FYE Program: Concordia’s Critical Inquiry
Pacific G
Mark Covey
Professor of Psychology and Division Chair for Science and Mathematics
Kay Schneider
Director of Assessment and Institutional Research
Concordia College

Best practices in first-year programming were the foundation of our recently modified first-year experience. Our college has implemented linked courses, designed an enhanced student orientation program, emphasized critical thinking as a learning outcome, and enhanced the academic support program for less-prepared students. At this session, we will describe our first-year program and will summarize the comprehensive assessment plan that was implemented to determine the effectiveness of this initiative.

245 – CT  When Administrators Teach a First-Year Experience Course
Bayview A
Carol Thompson
Director, Marion Center and Resource Center
Kathy Kaiser
Director, Marketing Services
Kirkwood Community College

First-year experience courses have primarily been taught by faculty and staff at most colleges and universities. What’s different when an administrator teaches a first-year experience course? What administrators will succeed in this classroom environment? This session will focus on the perspectives of administrators who are teaching in the first-year experience classroom and explore the unique challenges that they face while balancing classroom and administrative responsibilities.

246 – CI  Using a Comprehensive Assessment Model in First-Year Programs to Enhance Student Success and Retention
Garden A
Carrie McLean
Director, First Year College
Karen Hauschild
Associate Director First Year College
Kim Outing
Assistant Director for Assessment
North Carolina State University

This session will present a comprehensive assessment model for first-year college programs and show how an investment in the assessment process can document the impact of a program over time. A brief historical perspective and overview of the First Year College at NC State University will be presented and an assessment model with corresponding staff development strategies and tools will be shared with the audience. Adaptability of the model to other programs will be discussed.

247 – R  Innovative First-Year Advising Programs
Garden B
Jennifer Druskin
Coordinator of Freshman Advising
Kathryn Palmieri
Associate Director, Academic Advising
California State University, Sacramento

What role does academic advising play in the first-year experience? Today it is your turn to share! How does your institution advise first-year students? What constitutes an innovative advising program? How has academic advising adapted to meet the needs of millennial students? How can academic advising facilitate student engagement and student success? Participants will discuss current practices, brainstorm innovative ideas, and share techniques for implementation and assessment.
Recently, the landscape of information has become exponentially more complex, as the amount of information has mushroomed, new kinds of media have developed to carry the information, and new types of sources have changed the way we think of scholarly authority. First-years must master this world, and helping them do so requires more than just a class trip to the library. We'll discuss innovative methods that colleges have used to improve research instruction for first-years.
254 - CT  Living and Learning Together: Academic Affairs and Student Affairs Partnerships

Pacific E

Terri Files
Coordinator of Academic Support Programs

Jayme Millsap Stone
Director of Learning Communities
University of Central Arkansas

How to generate meaningful partnerships between student affairs/academic affairs is one of the most talked about issues in 21st century educational reform. At the University of Central Arkansas, we have focused on moving from a cooperative (but neutral) relationship to a truly collaborative (and forward-thinking) partnership. In the past 10 years, faculty, staff, and students involved in UCA’s Living/Learning Communities have benefited by incorporating both the curricular and co-curricular elements of education. As a result, UCA’s programs offer a cohesive educational experience that defines the first- and second-year experiences.

255 - CT  Increasing Faculty “Buy In” in FYE

Pacific F

Lawrence Berlin
Coordinator, First-Year Experience Program
Northeastern Illinois University

The presentation explores a mid-sized public university’s path from virtually no faculty support to a signature program that has garnered faculty involvement from across the university. Through a series of incentives, administration and staff of a newly formed FYE Program at this urban commuter university located in the Midwest were able to create a thriving FYE program with faculty buy-in.

256 - CI  First-Year Convocation - Strategies for Planning, Implementing, and Assessing

Bayview A/B

Beverly Davis
Dean of University College
Columbus State University

First-year convocation has long been celebrated as a ceremonial rite of passage at many colleges and universities. For institutions that have never experienced this phenomenon, where, when, and how does the planning begin? The presenter will share information, materials, and assessment strategies that have been used at Columbus State University over the last three years. In addition, attendees will have an opportunity to share ideas that may have been used on their campuses.

Closing Town Meeting

11:45 am - 12:15 pm
Bayview A & B

This concluding session is designed as an open discussion on ideas and information presented at this conference and current issues in the undergraduate experience. The staff of the National Resource Center for The First-Year Experience and Students in Transition will facilitate the session and encourage active participation by all present. Of particular interest is what has been learned and where we need to go from here. Please join us.

Call for Proposals

The National Resource Center invites proposal submissions for the following upcoming events. Submissions are welcome for concurrent sessions, roundtable discussions, and poster sessions on topics that sufficiently and seriously address student transitions.

15th National Conference on Students in Transition
November 8-10, 2008
Columbia, South Carolina
Proposals should be submitted via our web site: www.sc.edu/fye/events/sit08/proposal.html
Proposal Deadline: April 28, 2008

28th Annual Conference on The First-Year Experience
February 6-10, 2009
Orlando, Florida
Proposals should be submitted via our web site: www.sc.edu/fye/events/annual09/proposal.html

For more information concerning these events, contact Nina Glisson at ninal@gwm.sc.edu or 803-777-8158.
Mark Your Calendar for these Upcoming Events

Institute for First-Year Course Leadership
April 13-15, 2008
Charleston, South Carolina

21st International Conference on The First-Year Experience
June 23-26, 2008
Dublin, Ireland

Summer Institute for Academic Deans and Department Chairs
July 20-22, 2008
Asheville, North Carolina

15th National Conference on Students in Transition
November 8-10, 2008
Columbia, South Carolina

28th Annual Conference on The First-Year Experience
February 6-10, 2009
Orlando, Florida

16th National Conference on Students in Transition
November 6-8, 2009
Salt Lake City, Utah

29th Annual Conference on The First-Year Experience
February 6-10, 2010
Denver, Colorado

For more information, contact:
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Too often, we attempt to measure student learning without introducing students to the institution's mission, goals, and required outcomes.

A first-year experience program can serve as the ideal environment to accomplish this goal and yet still prepare students for a successful college learning experience. LiveText can assist you with accomplishing both objectives.

To learn more, visit LiveText at Booth 15 in the exhibition area, and join us for our session, **Energizing FYE With Technology**, on Sunday, February 17th, 7:45am - 8:45am, in the Garden A room.