

28th Annual Conference on The First-Year Experience®

February 6-10, 2009 • Orlando, Florida

Program

Sponsored by



National Resource Center for The First-Year Experience®
& Students In Transition • University of South Carolina

Co-hosted by

University of Central Florida
University of Florida
Valencia Community College



UNIVERSITY 101
NATIONAL RESOURCE CENTER FOR
THE FIRST-YEAR EXPERIENCE AND
STUDENTS IN TRANSITION

Dear Conference Delegates,

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 the 28th Annual Conference on The First-Year Experience. We are pleased to have the University of Central Florida, the University of Florida, and Valencia Community College as co-hosts of this event. All of us welcome you to Orlando and to this year's conference.

We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts during our events. The conference staff of the National Resource Center has planned an outstanding program of pre-conference workshops, featured speakers, and conference sessions. In addition, we are pleased to introduce two new session formats—concurrent sessions led by this year's winners of the Outstanding First-Year Student Advocate Award and focused dialogues—and to invite you to take advantage of these new opportunities. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal networking among all participants. We encourage you to take advantage of these opportunities to discuss current trends and issues, discover more about research and assessment findings, and learn from your fellow delegates about best practices for first-year students.

The staff of the National Resource Center and representatives from our co-host institutions are here to help you in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns. Those of us on the conference planning team look forward to meeting you, working with you, and learning from you while here in Orlando and in the future. Enjoy your time here.

Sincerely,



Jennifer R. Keup
Director

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

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Schedule of Events

Friday • February 6, 2009

- 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 7, 2009

- 7:30 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
Freeman A. Hrabowski, III
- 6:45 pm - 7:30 pm Opening Reception
Dinner on Your Own

Sunday • February 8, 2009

- 7:30 am - 8:30 am Continental Breakfast
- 7:30 am - 6:00 pm Conference Registration and Information Desk
- 7:30 am - 5:00 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 2009 Outstanding First-Year Student Advocates
- 1:30 pm - 5:00 pm Conference Sessions
- 5:15 pm - 6:15 pm Focused Dialogues
Dinner on Your Own

Monday • February 9, 2009

- 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 - 1:00 pm Conference Sessions
Lunch on Your Own
- 1:30 pm - 2:45 pm Recognition of Undergraduate Fellowships & Plenary Address
Linda J. Sax
- 3:00 pm - 5:15 pm Conference Sessions
- 5:30 pm - 6:30 pm Focused Dialogues
Dinner on Your Own

Tuesday • February 10, 2009

- 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 Sponsor & Co-Hosts

Sponsor

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:

Co-Host

University of Central Florida

The University of Central Florida (UCF) is the sixth-largest university in the nation with more than 50,000 students whose academic quality improves each year. UCF is an academic and research leader in modeling and simulation, optics, computer science, nanotechnology, education, and many other disciplines. UCF's culture of opportunity is driven by our diversity, the Orlando environment, a history of entrepreneurship and our youth, relevance and energy. The University supports partnerships that focus on student development and learning in a safe environment where students can lead healthy and productive lifestyles, develop leadership skills and a sense of civic responsibility, and support diversity and inclusiveness.

University of Florida

The University of Florida (UF) is a major, public, comprehensive, land-grant, research university. It is one of 17 public, land-grant universities that belong to the Association of American Universities. With over 51,000 students, UF is one of the five largest universities in the nation with 16 colleges and offers more than 100 undergraduate majors. The University libraries form the largest information resource system in the state, containing more than four million volumes, seven million microfilms, and thousands of full-text electronic journals. Among UF's artistic venues are a permanent collection of more than 6,000 original works, the largest natural history museum in the Southeast, musical and theatrical centers, two television stations, and four radio stations.

Valencia Community College

One of the nation's largest and most celebrated community colleges, Valencia graduates more students each year than any other two-year college and has an annual attendance of over 50,000 students. Founded in 1967, Valencia Community College has four campuses and two centers throughout central Florida. Thanks to alumni donations, grants, and contributions from businesses, Valencia has the country's largest community college endowment—more than \$60 million—according to the National Association of College and University Business Officers.

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.

General Information

Welcome to the 28th Annual Conference on The First-Year Experience in Orlando, Florida. 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 Pre-function area of the Rosen Centre Hotel. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following dates and times:

Friday, February 6, 2009

10:00 am - 5:00 pm

Saturday, February 7, 2009

7:30 am - 6:00 pm

Sunday, February 8, 2009

7:30 am - 6:00 pm

Monday, February 9, 2009

7:30 am - 5:30 pm

Tuesday, February 10, 2009

7:30 am - 12:00 noon

Hotel Map

The layout of the meeting rooms at the Rosen Centre Hotel is located on the back cover of the program.

Message Board

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

No-Smoking Policy

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

Cell Phone Usage

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

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 Salon 24 of the Rosen Centre Hotel and is open during most conference hours. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit.

Session Formats

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

Poster Sessions

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

Poster session types:

- PR** **Research Findings**
This type of poster session presents research results focused on a specific topic or program.
- PA** **Assessed Programmatic Approaches**
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.

Concurrent session types:

- CR** **Research**
These sessions present on quantitative or qualitative research that has been conducted on issues addressing student transitions.

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

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

- R** **Roundtable Discussions**
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.

- E** **Exhibitor Presentations**
These sessions allow conference exhibitors to showcase products and share information on services.

- FD** **Focused Dialogues**
These sessions allow for open discussion with invited facilitators on popular topics of interest in higher education.

General Information

Conference Bookstore

Browse the newest and most popular titles from the National Resource Center for The First-Year Experience and Students in Transition. The bookstore is located in Salon 23 of the Rosen Centre Hotel and is open during most conference hours. 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



2009 Advocate



Past Advocate

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

Nametag Ribbons

Light Blue	Presenters
Gold	Outstanding First-Year Student Advocates
Rainbow	Hosting Institutions
Red	Conference Staff
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
4. Historically Black Colleges and Universities

Interest Areas:

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

Roles:

22. Deans/Department Chairs
23. Academic Advisors
24. Academic Administrators
25. Faculty/Instructors
26. First-Year Seminar Directors
27. Orientation Professionals
28. Learning Support Professionals
29. Graduate Students
30. Undergraduate Students
31. 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 Prefunction area. Copies of evaluations may be picked up by presenters at the end of the conference.

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/2009annual/> after March 2, 2009. 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 Shana Harrison at scharri2@mailbox.sc.edu.

Copies and Faxes

Copying, faxing, and computer needs can be met at the Rosen Centre Hotel's Business Center located on the Atrium level. The Business Center is available 24 hours a day accessible by guestroom key.

Internet Access

Hotel guest rooms have internet access available for \$9.95 per 24 hour period. Wireless internet access is available in the hotel lobby only at a rate of \$4.95 per hour. See page 1 for hours of the FYE cybercafé located in Salon 24.

Parking

Parking is available at a rate of \$10.00 per day for all-day Valet Parking and \$12.00 for overnight Valet Parking. Self-parking is available at a rate of \$6.00 per day.

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 10, 2009.

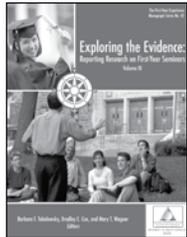
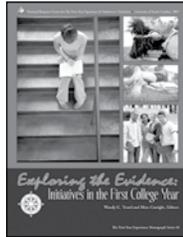
First-Year Assessment RESOURCES

Monograph No. 49. **Exploring the Evidence: Initiatives in the First College Year**

Wendy G. Troxel and Marc Cutright, Editors

Case studies from 22 institutions that have created programs and initiatives to support their first-year students. A great resource for educators who are seeking ideas for new programs or to improve existing initiatives. (2008).

ISBN 978-1-889-27160-6. **\$35**



Monograph No. 42. **Exploring the Evidence, Volume III: Reporting Research on First-Year Seminars**

Barbara F. Tobolowsky, Bradley E. Cox,
& Mary T. Wagner, Editors

The third in a series of volumes reporting on the outcomes related to first-year seminars. Research reports from more than 30 institutions

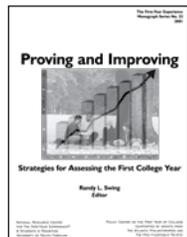
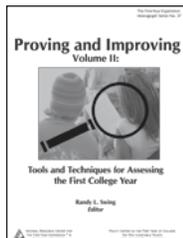
are collected here. Each report includes descriptions of the institution and its students, the seminar course, research methods, and course outcomes. Both quantitative and qualitative research reports are included. (2005). 190 pages. ISBN 1-889271-50-0. **\$35**

Monograph No. 37. **Proving and Improving, Volume II: Tools and Techniques for Assessing the First College Year**

Randy L. Swing, Editor

*Produced in association with the Policy Center on
the First Year of College*

This second volume of *Proving and Improving* offers overviews of commercially available instruments and provides case studies of qualitative assessment strategies. (2004). 230 pages. ISBN 1-889272-44-6. **\$35**



Monograph No. 33. **Proving and Improving Strategies for Assessing the First College Year**

Randy L. Swing, Editor

*Produced in association with the Policy Center on
the First Year of College*

Outlines the essentials of effective assessment efforts, describes methods and strategies for assessment, and provides examples designed for

institutions and specific programs. (2001). 144 pages. ISBN 1-889271-37-3. **\$20**

**National Resource Center for
The First-Year Experience®
& Students in Transition**
UNIVERSITY OF SOUTH CAROLINA
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**denotes those attending the
conference*

Exhibitor Information

The Annual Conference on The First-Year Experience welcomes commercial and non-profit exhibitors. The exhibit area is located in the Grand Ballroom Salons A/B in the Rosen Centre Hotel. Exhibitors registered at the time of printing are listed below.

AccuTrack 10 AccuTrack SQL

AccuTrack by Engineeera Systems, Inc. creator of AccuTrack, AccuTrack SQL & Accademia, present cutting edge, automated center management software! We continually set the standard in educational center management systems! Web appointment scheduling for maximum system access that still leaves your data safe and secure behind your college security! Over 2000 installations worldwide. www.AccuTrack.org

ACT[®]

ACT, Inc. is an independent, not-for-profit organization providing over a hundred assessment, research, information, and program management services in areas of education planning, career planning, and workforce development. Designed to meet an array of needs, all ACT programs and services have one mission – helping people achieve education and workplace success.



Alpha Lambda Delta National Academic Honor Society for First-Year Students recognizes and rewards academic excellence among students during their first year of college. Open to full-time students who earn a minimum scholastic average halfway between the two highest grades given by the school, Alpha Lambda Delta rewards academic excellence, promotes participation in honors programs, provides leadership development, and enhances student retention. Come by the exhibit to receive more information about starting a chapter of Alpha Lambda Delta and enhancing the academic environment among first-year students.



It is a privilege for **Bedford/St. Martin's** to publish the college success titles by Gardner, Jewler, and Barefoot. These books fit well with our publishing philosophy, emphasizing innovation, quality, and a focus on the needs of students and instructors. Established in 1981, Bedford/St. Martin's is a college textbook publisher specializing in the humanities.

CAMPUSPEAK

CAMPUSPEAK, Inc. was founded in 1999 as an agency representing college speakers. We have since expanded into areas including curriculum development, conferencing, and material development. It is our mission to be a partner with campuses and with higher education organizations to improve college and university communities and the lives of students.



The **Center for Postsecondary Research** hosts the National Survey of Student Engagement (NSSE) and the new Beginning College Survey of Student Engagement (BCSSE) and other surveys and tools to help institutions assess quality in undergraduate education and strengthen the learning environment in the first year of college.



Consortium Book Sales & Distribution is home to a community of independent publishers from around the world and distributes a diverse selection of thought-provoking books to the widest possible audience.



Data180 (www.data180.com) introduces a new software solution (*Student180*) for tracking student activities and allowing schools to enhance the holistic development of their students. *Student180* is easy to use, collects activities in one location and provides key outputs:

- resumes
- activity reports
- portfolios
- co-curricular transcripts
- assessments



Educational Benchmarking (EBI) is focused on the improvement of the college experience by offering over fifty nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Works[®] is the newest EBI program focusing on student success. MAP-Works[®] facilitates and enriches interactions between your institution and first-year students by providing individualized reporting, communication management, and more to first-year students and faculty/staff.



EducationDynamics' Enrollment and Retention Services provides some of the only online enrollment and retention management programs in higher education. They are designed to engage, monitor and ensure continuous engagement through the enrollment process and beyond, for all student types, and even for parents of students. To learn more, visit <http://www.educationdynamics.com/services/enrollment-retention>.



GradesFirst is the first commercial student performance monitoring system of its kind. Identify at-risk students early within the semester so your advisors and counselors can offer timely assistance. From enhanced early alert and attendance tracking to tutor management and appointment scheduling, we make retention best practices easy and efficient.

Exhibitor Information



Growing Leaders, Inc. partners with schools to help them improve their leadership development programming and nurture a leadership culture on campus, beginning with first-year students. Growing Leaders provides relevant resources including books, DVDs, on-line courses, assessments, on-campus equipping events and training kits for staff and students, including a comprehensive program designed specifically for the first-year experience. To learn more, visit www.GrowingLeaders.com.



HarperCollins Publishers will feature titles such as *Not for Sale*, *The Blue Death*, and *Freakonomics*—along with other books that will enrich the first-year experience. www.HarperAcademic.com



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.



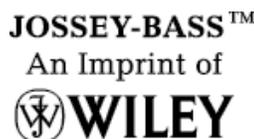
The Cooperative Institutional Research Program (CIRP) is the nation's largest and oldest study of higher education, involving longitudinal data on 1,900 institutions and over 13 million students. Administered by the **Higher Education Research Institute** at UCLA, CIRP consists of The Freshman Survey, Your First College Year Survey, and the College Senior Survey.



The CollegeScope Student Success Program, by **Human eSources**, is the most effective first-year resource available that helps students achieve and realize their individual potential and maximize their college experience. It guides students towards persistence through self-discovery by incorporating an on-line, interactive student success textbook with statistically accurate student assessments and a full career development program.



International Organization for Student Success publishes the *College Portfolio for Success* an easy to use, modern textbook that relates to the needs of today's students. This text has successfully prepared thousands of students for their first year of college experience. The *College Portfolio* provides instructors with user-friendly style and tools to focus on the individual needs of students.



For over thirty years, **Jossey-Bass** has published relevant and lively books, periodicals, and training materials written by respected scholars and practitioners. These materials support innovative teaching and learning, school change, multicultural education, leading-edge curricula, and thoughtful leadership for administrators and faculty (www.josseybass.com).



Kendall/Hunt Publishing Company is introducing new books for diversity education and summer reading programs by authors Aaron Thompson and Joe Cuseo. We offer a full range of textbooks and custom publishing solutions for first-year experience, student success, career planning, leadership, and more. Stop by our booth at this conference or visit www.kendallhunt.com/success.



The **Kettering Foundation** is a non-profit, nonpartisan research institute that examines issues that people care about, such as the education of the next generation, financial security for older citizens, and relationships between the United States and other world powers like Russia and China.



The **Knopf Publishing Group** publishes a broad selection of highly acclaimed fiction and non-fiction ideal for first-year reading programs. New titles will be displayed along with many titles popular with FYE programs around the country including *Persepolis*, *Into the Wild*, *The Curious Incident of the Dog in the Night-Time*, and *A Lesson Before Dying*. Please stop by our booth to pick up complimentary copies of selected titles and learn about our Knopf Speakers Bureau. www.randomhouse.com/academic/fyr



Kuder, Inc. 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 assessments with portfolio development, educational and occupational exploration, and database management into a customizable, Internet-based system. Kuder also offers an online curriculum series and professional development training.



LiveText has been the leading provider of community-centered web tools, expert consulting services, and broad support services for colleges and universities. From e-portfolios and standards-alignment to performance assessment and accreditation data-reporting LiveText helps programs find solutions to best fit their needs. LiveText's standards-based learning assessment and Accreditation Management System™ provides the most advanced, flexible, and intuitive web-based tools for developing, assessing, and measuring student learning and program evaluation.

Exhibitor Information



Macmillan (which includes Farrar, Straus & Giroux; Henry Holt; St. Martin's Press; and Picador) offers a diverse selection of critically-acclaimed books ideally suited for FYE programs, including *Nickel and Dimed*, *A Long Way Gone*, *The World Without Us*, *The World Is Flat*, *Soul of a Citizen*, and *Choosing Civility*.



McGraw-Hill Higher Education

McGraw-Hill Higher Education publishes market-leading products supported by outstanding resources for students and educators. Please visit our booth to see the latest books, online materials and software for your classes. Please also visit our web site at www.mhhe.com for a complete listing of materials and instructor resources.



Emotional Intelligence Assessments
For Higher Education

MHS Inc. has been a leader in the development of Emotional Intelligence (EI) tests for over a decade. Ever since EI was linked to student performance, we have been dedicated to working with colleges to make our tests relevant and accessible through tools like the new Higher Education Report for our widely-used EQ-i assessment.



MyStudentBody®/Inflexxion, Inc., an innovative online college health program, is geared to a dual audience. MyStudentBody addresses both the health risks facing college students and the administrative concerns of campus professionals. MyStudentBody contains interactive features such as an integrated risk and behavior assessment and tailored content customized by the student.



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 10,500 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** (NODA) 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 **National Resource Center for The First-Year Experience and Students in Transition** focuses on enhancing the learning and success of all college students, hosts a series of national and international conferences, workshops, and teleconferences; engages in research; publishes a scholarly journal, newsletter, and monograph series; and maintains a web site and hosts electronic listservs.



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 newspaper as a textbook that's updated each day, with new ideas on every page and class discussions in each headline. www.nytimes.com/college.



NEXT GENERATION PRESS

Next Generation Press brings forward the voices of students and young people worldwide, on issues meaningful to them, schools, and society. For three years, our non-profit press has focused on first-generation college students; our two-volume *First in the Family* series, multi-media materials, and website have earned widespread acclaim.



Noel-Levitz, a trusted partner in student success, has served the higher education community for more than 30 years. We have partnered with more than 2,000 institutions of every size, type, and mission, offering strategies and services to strengthen student assessment, student retention, institutional planning, and enrollment management.



Pearson/Prentice Hall truly features a wealth of course solutions, customer support, and leading technology. Review blockbuster revisions (Baldwin, *Community College Experience PLUS 2e*, Sheffield, *Cornerstone Career 2e*, and Sukiennik, *Career Fitness Program 9e*), and other 'must-see' alternatives. Ask us about our technology offerings (and participate in Booth demos!) such as MyStudentSuccessLab, CourseConnect, and custom media, Database book build, and more - you will be glad you did!



Penguin Group (USA)

Penguin Group (USA) publishes trade fiction and nonfiction books through a wide range of imprints. Please visit <http://us.penguin.com> for information on our titles, subject catalogs, and upcoming academic conventions.



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.



Positive Diversity, LLC has as its mission to build inclusion on campus, while developing student capability to work effectively in teams. Our flagship program, Exploring Teamwork Essentials, builds diversity appreciation, team skills, and friendships. As an R.A.-led experience, this program directly supports many recommendations from AAC&U's Making Excellence Inclusive initiative. Includes educational booklet, DVD, and discussion activity. Pick up a FREE sample at booth!



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.



Red Rover is online software designed to increase engagement and retention by facilitating social comfort, connection, and contribution. With Red Rover, students learn how to build and effectively manage their online identity (Facebook, blogs, youtube, etc.) to connect with their peers, role models, mentors, and faculty.



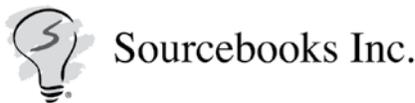
The **Rivermen Adventure Center** strives to provide top of the line adventures specializing in whitewater rafting, rock climbing, canopy tours, fly fishing, mountain biking, horseback riding, and paintball! As well as a variety of lodging choices, fine dining, and the freedom to choose an adventure package that suits individual needs.



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Sourcebooks, Inc. introduces the next edition of *The Naked Roommate*. *The Naked Roommate, 3E* 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.



Tau Sigma National Honor Society is a national honor society designed specifically to recognize and promote the academic excellence and involvement of transfer students, a group that has become a substantial percentage of incoming students at many universities. Tau Sigma members in over 60 chapters nationwide are helping their universities recruit, serve, and retain transfers, and successfully assimilate them into their student populations.



The **University of Michigan Press** is committed to publishing high-quality course materials for students new to the university, and especially if they are new to the United States. We provide a variety of materials that will hone the academic skills necessary to succeed in a U.S. college/university.



University Parent Media (UPM) partners with colleges and universities to develop University Guides, e-Newsletters, and web sites for parents. We create easy-to-deploy, high-impact communication programs that serve parent audiences hungry for university information, insights into the local community, and guidance on how to successfully manage a distance relationship with their student.



University Readers™
Reading Materials Evolved.

University Readers offers full custom publishing services for large seminar and core classes nationwide. We enable instructors to publish anthologies and original material as custom textbooks. We offer copyright clearance, professional printing and binding, personal one-on-one service, a turn-around time of 4-8 weeks, and an e-commerce option for student purchases.

Exhibitor Information



Wadsworth/Cengage Learning, part of Cengage 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 a dynamic learning experience both inside and outside of the classroom.



W. W. Norton & Company has been independent since its founding in 1923. From classics old and new, to cutting-edge thinking from leaders in their fields, to contemporary stories of every stripe, the Norton list offers books to engage, stimulate, and inspire first-year students.



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Zing!™ Leadership Development Systems, LLC is dedicated to offering “ready-to-go” curriculums for those who educate first year students and teach leadership towards the betterment of mankind. From handouts to easy to follow facilitator’s outlines, this is the answer for educators seeking to work smarter not harder. Just add people.

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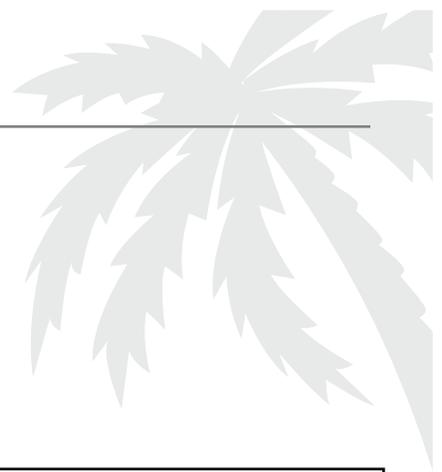


Exhibit Area Floor Plan

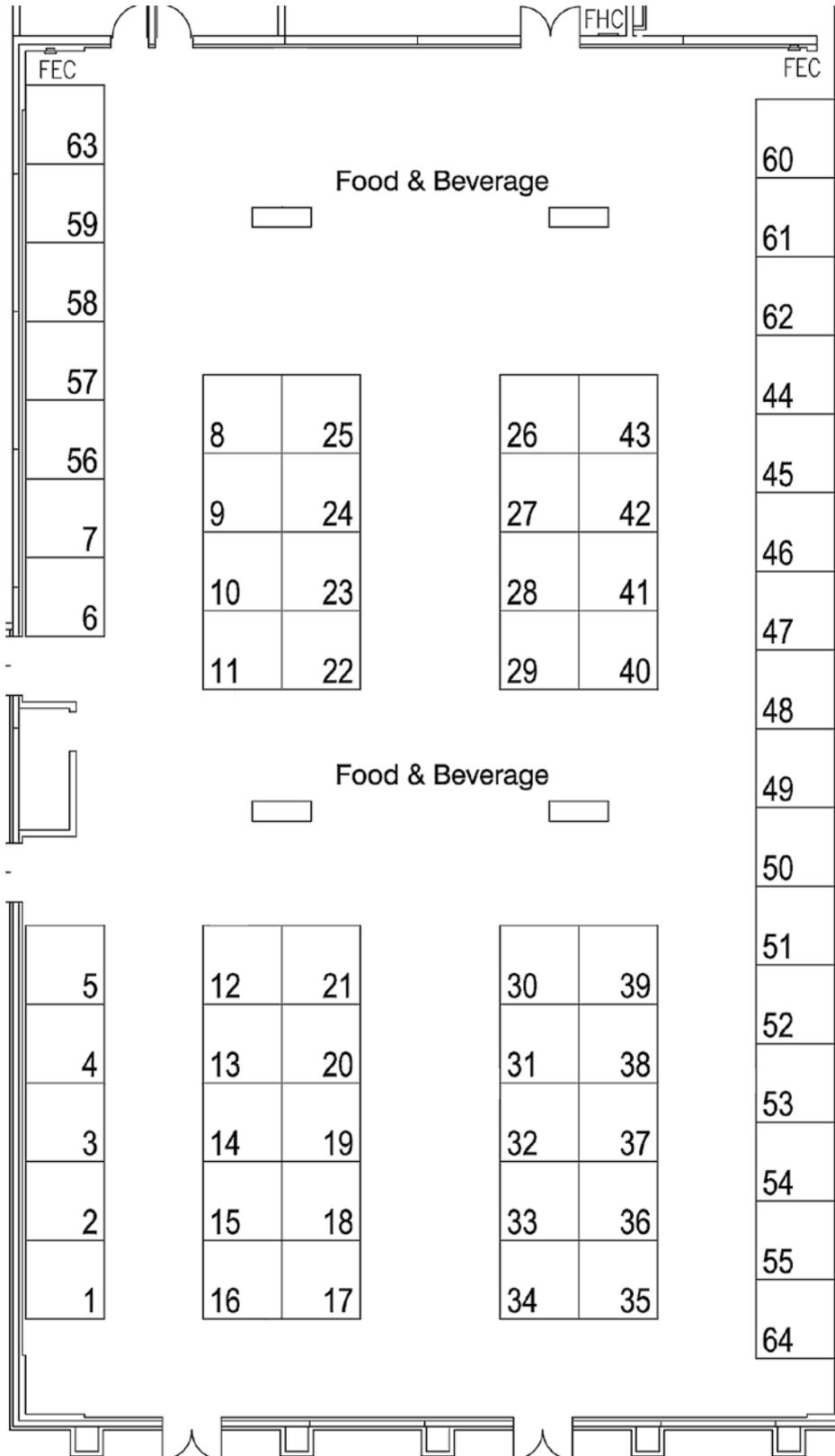


Exhibit Schedule

Exhibitors are located in the Grand Ballroom Salons A/B. 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 7, 2009

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

Sunday, February 8, 2009

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

Monday, February 9, 2009

Exhibit Hours:
7:00 am - 2:00 pm

CALL FOR PROPOSALS

Paul P. Fidler
RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2009-2010 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 16th National Conference on Students in Transition, November 2009, in Salt Lake City, UT, at which the award will be presented
- Announcement and recognition at 2009 Students in Transition conference luncheon
- Travel to the 17th National Conference on Students in Transition, November 2010, 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 and must be submitted electronically to NRCrsrch@mailbox.sc.edu by July 1, 2009.

<http://www.sc.edu/fye/research/grant/proposal/>



PRECONFERENCE WORKSHOPS

Friday, February 6, 2009

PRECONFERENCE WORKSHOP AND CONFERENCE REGISTRATION

10:00 am - 5:00 pm
Registration Desk 2

CYBERCAFÉ

10:00 am - 5:00 pm
Salon 24

BOOKSTORE

10:00 am - 5:00 pm
Salon 23

A-1 How to Create or Enhance a Successful Summer Reading Program

1:00 pm - 5:00 pm—Salon 1

Janet Beck, *Academic Advisor – Appalachian State University*

A-2 Peer Mentors as Equal Teaching Partners

1:00 pm - 4:00 pm—Salon 2

Ann H. Becks, *Assistant Dean of Students and Director of New Student Programs – University of Florida*

A-3 The Myths and Magic of Learning Communities

1:00 pm - 5:00 pm—Salon 5/6

Jean M. Henscheid, *Fellow, National Resource Center for The First-Year Experience® and Students in Transition – University of South Carolina; Editor—Journal of The First-Year Experience® and Students in Transition*

A-4 Teaching Critical Thinking and Learning Strategies in the First Year

1:00 pm - 5:00 pm—Salon 9

Timothy L. Walter, *Dean of Academic and Student Services – Oakland Community College;*
James J. Berry, *Dean of Academic and Student Services – Oakland Community College*

A-5 Making Sense of First-Year Assessment

1:00 pm - 5:00 pm—Salon 7/8

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

Saturday, February 7, 2009

CONTINENTAL BREAKFAST

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

PRECONFERENCE WORKSHOP AND CONFERENCE REGISTRATION

7:30 am - 6:00 pm
Registration Desk 2

CYBERCAFÉ

7:30 am - 6:00 pm
Salon 24

BOOKSTORE

7:30 am - 6:00 pm
Salon 23

A-6 Acclimating, Engaging, and Motivating Community College Students

8:00 am - 12:00 noon—Salon 5

Amy Baldwin, *Professional Development Coordinator – Pulaski Technical College;* **Steve Piscitelli**, *Professor of History and Education – Florida Community College;* **Robb Sherfield**, *Professor of English – College of Southern Nevada*

A-7 Creating Solid Foundations for First-Year Seminars: Fundamentals of Faculty Development

8:00 am - 12:00 noon—Salon 1

Mary Stuart Hunter, *Assistant Vice Provost, National Resource Center for The First-Year Experience® and Students in Transition/University 101 Programs – University of South Carolina;* **Jennifer Latino**, *Assistant Director, University 101 Programs – University of South Carolina*

A-8 Addressing Attention Deficit Disorder (ADD) and Executive Function Challenges in the First-Year Program

8:00 am - 12:00 noon—Salon 6

MacLean Gander, *Vice President for Academic Affairs and Dean of the College – Landmark College;* **Lynne C. Shea**, *Professor and Academic Advisor – Landmark College*

A-9 Emotional Intelligence: The Missing Link to Student Success

8:30 am - 12:30 pm—Salon 2

Catherine Andersen, *Interim Dean of Enrollment Management and General Studies – Gallaudet University;* **William Moses**, *Professor of Art – Gallaudet University;* **Constance Staley**, *Professor of Communication – University of Colorado, Colorado Springs*

A-10 Best Practice in the First College Year: Defining What Works and Why

9:00 am - 4:00 pm—Salon 13/14

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-11 Designing Successful Student and Parent/Family Orientation Programs

1:00 pm - 4:00 pm—Salon 1

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*

A-12 Knocking Down the Walls: Teaching First-Year Students Truth, Trust, and Responsibility in the Classroom

1:00 pm - 4:00 pm—Salon 7

Jay Chaskes, *Professor of Sociology—Rowan University*

A-13 The ABCs of Conducting Research on the First Year of College

1:00 pm - 5:00 pm—Salon 8

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

OPENING SESSION & KEYNOTE ADDRESS

A-14 Brain-Based Learning: Its Impact on Teaching, Advising, Assessment, and Retention

1:00 pm - 5:00 pm —Salon 4

Jill Wilks, *Director of First-Year Experience and Learning Assistance—Southern Utah University*; Patrick Clarke, *Executive Director, Student Success Center – Southern Utah University*

A-15 Dinner Workshop: An Evening with John Gardner

7:00 pm – until

Timpano Chophouse & Martini Bar

John N. Gardner, *Senior Fellow, National Resource Center for The First-Year Experience® and Students in Transition—University of South Carolina*; *Executive Director—Policy Center on the First Year of College*

**Please meet in the lobby of the Rosen Centre Hotel at 7:00 pm for transportation to the restaurant.*

Opening Session & Keynote Address

5:30 pm - 6:45 pm
Grand Ballroom C/D/E

Strategies for Fostering Academic Success & Increasing Retention of All First-Year Students

Hrabowski's research and publications focus on science and math education, with special emphasis on minority participation and performance. A key outcome of his work was creation in 1988 of the Meyerhoff Scholars Program for high-achieving minority students in science and engineering at the University of Maryland, Baltimore County. The program's components – from high expectations about student performance, faculty involvement in all aspects of the program, and students' participation in substantive research experiences, to intensive group study, strong academic advising, students' interaction with mentors, and cultivation of a strong sense of community among the students – are the bases of the program's success and students' high retention and graduation rates. These components also provide a model for enhancing the success and graduation rates of all students. Hrabowski will address these and other best practices and strategies for first-year students' success.



Freeman A. Hrabowski, III
President
University of Maryland
Baltimore County

Opening Reception

6:45 pm - 7:30 pm
Grand Ballroom A/B and Foyer

RESOURCES Now Available In English and Spanish

Empowering Parents of First-Year College Students: A Guide for Success

Richard Mullendore & Leslie Banahan

Produced in association with the National Orientation Directors Association

This guide helps parents understand the nature of the college transition by offering tips to make that transition a successful one for not only the first-year college student but for their families as well. An ideal resource for orientation programs, parents' weekends, and other parent programs. (2007). 32 pages. ISBN 978-1-889-27156-9. **\$3 each.**

Guía para los padres de los estudiantes de primer año (2007). 36 pages. ISBN 978-1-889-27156-9. **\$3 each.**



A Family Guide to Academic Advising, 2nd edition

Donald C. Smith & Virginia N. Gordon

A joint publication with the National Academic Advising Association

This newly revised guide offers an easy-to-read overview of this critically important educational program. Written by a college faculty member and a veteran academic advisor, the guide describes the role of the academic advisor, outlines the advising process, and highlights important academic issues facing new college students. The second edition includes a new section on first-generation college students and an expanded discussion of career counseling.

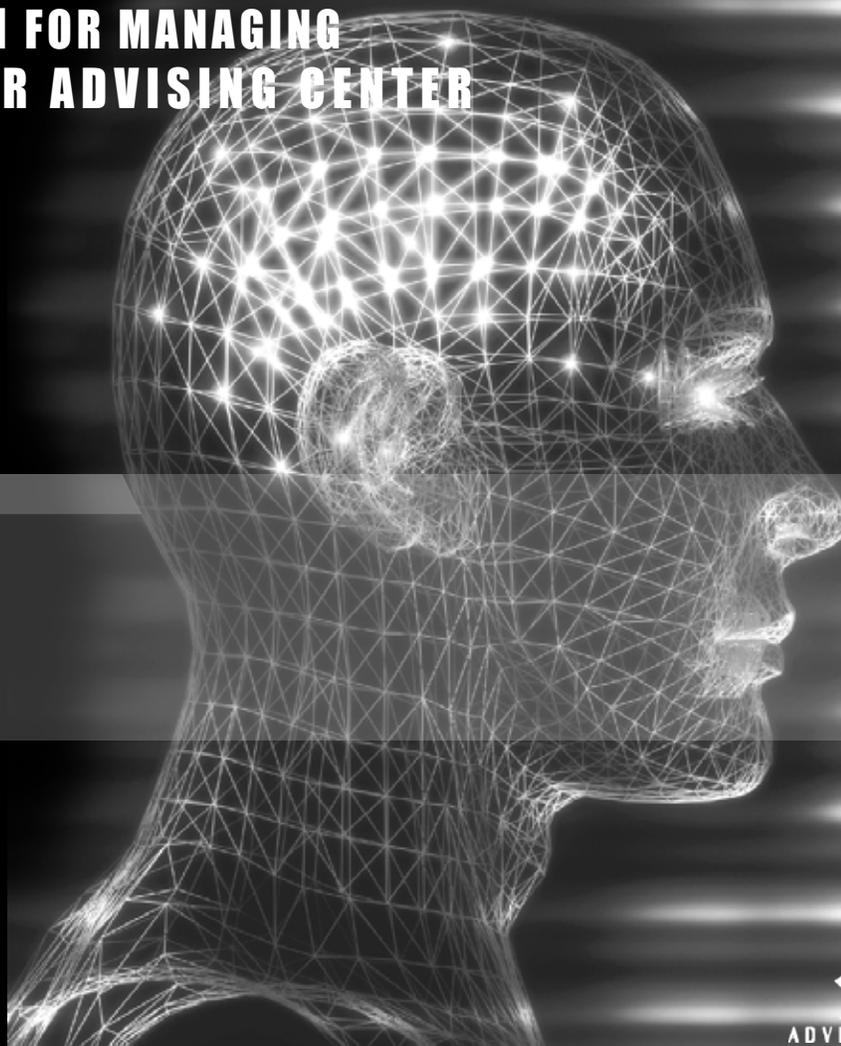
(2008). 32 pages. ISBN 978-1-889-27163-7. **\$3 each.**

Guía de consejería académica para la familia (2008). 36 pages. ISBN 978-1-889-27163-7. **\$3 each.**

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CONTINENTAL BREAKFAST

7:30 am - 8:30 am
Grand Ballroom A/B and Foyer

CONFERENCE REGISTRATION

7:30 am - 6:00 pm
Registration Desk 2

CYBERCAFÉ

7:30 am - 5:00 pm
Salon 24

BOOKSTORE

7:30 am - 5:00 pm
Salon 23

Primer for First-Time Attendees

7:45 am - 8:45 am
Grand Ballroom D

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

Jennifer R. Keup

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

John N. Gardner

Senior Fellow, National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina
Executive Director
Policy Center on the First Year of College

A tradition at The First-Year Experience Conferences since 1984, the "primer" reviews the events that led to the creation of University 101 at the University of South Carolina, the resulting series of conferences, and an international education reform movement known as "The First-Year Experience." The presenters will attempt to situate the meaning of this now ubiquitous concept in higher education and define the philosophical assumptions undergirding this conference series. They will also reflect on the current status of the movement, its accomplishments, and the current challenges bringing us together at this meeting.

7:45 am – 8:45 am

E 1 Summer Reading: A Paradigm Shift

Salon 1

Paul Carty

Director, National Book Program
Kendall/Hunt Publishing Company

Aaron Thompson

Professor, Sociology
Eastern Kentucky University

This session will explore the viability and desirability of a "paradigm shift" away from this standard practice toward the use of alternative summer readings that relate more directly to new students' upcoming college experience and has the following intended outcomes: (a) inspire students about the value of higher education, (b) generate anticipatory interest and motivation for college, and (c) enable students to hit the ground running by having a direct and immediate impact on students' during their first term on campus.

E 2 Implementing the Virtual Learning Community for Students

Salon 2

Ida Asner

LiveText Solutions Consultant
LiveText

The first-year experience program serves as the ideal environment to measure student learning and prepare students for a college-learning experience. Participants will learn how 21st century technology solutions can help institutions accomplish these objectives. LiveText's intuitive, web-based e-portfolio, learning assessment, and accreditation management tool allows students to easily chronicle both short- and long-term learning experiences, facilitating both reflection and academic growth. Institutions can use e-portfolios to assess and measure evidence of student learning, outcomes, and competencies.

E 3 MAP-Works: An Early-Warning Indicator of First-Year Student Success

Salon 3

Darlena Jones

Director of Research and Development
Educational Benchmarking (EBI)

MAP-Works is an early-warning indicator of student success and retention for first-year and sophomore populations. MAP-Works provides customized feedback to help students establish realistic expectations and connect with campus resources. It also provides interactive, user-friendly data directly to front-line faculty and staff (e.g., residence hall staff, academic advisors, first-year seminar instructors, or retention committee members) to empower interventions with students. Participants will learn how MAP-Works contributes to student success.

E 4 Measuring Change in the First Year of College

Salon 4

John Pryor

Director, Cooperative Institutional Research Program
Higher Education Research Institute

Created in collaboration with the Policy Center of the First Year of College, the Your First College Year (YFCY) Survey measures student change during the first year of college when used in conjunction with the CIRP Freshman Survey. This session will demonstrate the merits of using longitudinal YFCY national results to examine adjustment to college over the crucial first year and provide tips on a successful implementation.

E 5 Optimizing and Automating Your Center Services & Data

Salon 5

Mary Oberhelman

Eastern US Consultants
Engineerica Systems, Inc. - AccuTrack, Accudemia

Engineerica Systems, Inc. creator of AccuTrack, presents cutting edge, automated center management software! We continually set the standard in educational center management systems! Web appointment scheduling for maximum system access that still leaves data safe and secure behind institutional firewalls.

E 6 Transitions: Assessing Writing and The First-Year Experience Using BCSSE/NSSE Data

Salon 6

James Cole

Project Manager of Beginning College Student Survey of Engagement

Tiffani Butler

Graduate Assistant at the Center for Postsecondary Research

Theresa Hitchcock

Project Associate for the National Survey of Student Engagement

Indiana University

Writing in high school prepares students for the rigor of a college curriculum. However, first-year students often have unrealistic expectations about the writing they are expected to produce in college. We will use the 2008 Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) to discuss the importance of writing preparation and performance in the first-year of study.

E 7 Planning for a Lifetime of Transitions

Salon 7

Scott Vandever

Vice President

Kuder, Inc.

It is never too early or late for your students to prepare for the different transitions they will make in life. Whether leaving middle school and entering high school or graduating from college and entering the workforce, there is a solution to ease these transitions and provide students with the tools to plan for their future. Our presentation will introduce a reliable career planning strategy to prepare your students for smooth transitions and lifelong success.

E 8 Training for the Sport of Taking Risks: Assuring College Success —Regardless of the Score

Salon 8

Harlan Cohen

Author, Syndicated Advice Columnist, and Speaker

HelpMeHarlan, LLC

From approaching a stranger in class, to eating in the cafeteria, to attending a club or activity — taking risks is a part of everyday life for students in transition. Those who train for the sport of taking risks can handle whatever comes their

way. Those who haven't become paralyzed with fear and feel disconnected from campus. This interactive session will expose how to turn the greatest obstacle facing new students into a springboard for future success.

E 9 First in the Family: First-Generation Students Talk About What Gets Them Through

Salon 9

Kathleen Cushman

Researcher and Writer

WKCD, Inc.

First-generation college students describe here how their institutions help them overcome the challenges on the way to the four-year college degree. Emphatic and moving, their recorded voices and photographs bring alive the research on the obstacles of money, family circumstances, and insufficient academic preparation—underlining how colleges can assist in the critical first year. Subjects include balancing work, family responsibilities, and studies; academic culture shock and remediation; peer mentoring; learning communities; and faculty research collaborations.

E 10 Improving the First College Year: Areas of Focus

Salon 10

Julie Alexander

Assistant Director for Assessment Administration

Betsy Griffin

Associate Director

Policy Center on the First Year of College

More than 140 institutions from all sectors of higher education have engaged in a voluntary, guided self-study process known as Foundations of Excellence® in the First College Year. The model uses a set of aspirational principles that guide institutions in looking at the first year as a unit of analysis. This presentation will outline areas most frequently recommended for change and describe 10 low-cost actions proposed by participating institutions to improve the first year.

E 11 Teaching Tools with Zing!

Salon 11

Nancy Hunter Denney

Professional Speaker

Is it time to experience more excitement, fun, and active engagement in your first-year seminars, courses, and presentations? This session will inspire you to develop your own 10 or 15 week curriculum using a variety of resources—from music, to poems, to books, to stories— all under one theme with very intentional outcomes for first-year students. The developmental benefits of using various formats, approaches, and strategies will be offered, along with a proven format for developing curriculum.

E 12 Habitudes: The Habits and Attitudes of a First-Year Student

Salon 12

Tim Elmore

Founder and President

Growing Leaders

While today's students are diverse, they are all EPIC in nature, that is, Experiential, Participatory, Image-rich, and Connected. In this interactive session, attendees will learn to use the EPIC teaching format including images, experiences, and relationships to help first-year students embrace leadership and deepen their character. The presenter will teach attendees how to use the Habitudes™ curriculum to teach leadership concepts in a memorable and transferable fashion.

E 13 Building Student Team Skills, Inclusion, and Diversity Appreciation – Simultaneously

Salon 13

Scott Boone

Founder

Positive Diversity, LLC

This session will explain the details of and history behind a “first step” program designed to educate college first-year students about the essentials to effective teamwork while building their desire to understand, appreciate, and respect differences. Supported by research and experience, the Exploring Teamwork Essentials program will offer a solid foundational layer to your school's initiatives to build diversity appreciation, inclusion, team skills, leadership, foreign student assimilation, and community service. Free program kits will be provided for attendees.

E 14 Meet Them on Their Own Turf: Web-Based Strategies to Excite First-Year Students and Foster Success

Salon 14

Peter Tomassi

Senior Vice President of Product Development,
EducationDynamics

Jennifer Jones

Assistant Professor of Higher Education
Administration

University of Alabama

Despite efforts to create Web-based content that engages first-year students, many schools now realize "friends" networks, blogs, and lifestyle/entertainment content attract more "clicks." Faculty/staff preferred content and student preferred content needn't be mutually exclusive. This presentation will explore content and technology strategies that fuse student and administrator needs into one seamless environment.

E 15 Orientation 101 ~ The National Orientation Directors Association

Salon 15

Marcus Langford

Director, New Student Programs
Rhodes College

Orientation programs are a necessary and vital way to begin the process of connecting new students to the campus community through the development of skills, communication of values and expectations, and delivery of campus knowledge, history and traditions. Just as there are a variety of institutional types, there are a variety of ways to plan, organize, manage, implement, and evaluate these critical programs. This session, sponsored by the National Orientation Directors Association, will provide an overview of and approaches to orientation programs.

9:00 am – 10:00 am

CT 16 Improving and Institutionalizing First-Year Seminars by Connecting Seminars, Liberal Education, and Career Development: Why and How

Salon 1

Leon Book

Director, Student Transitions & First-Year
Experience

Southeast Missouri State University

The presenter will relate how his institution's first-year seminar has been an integral part of the liberal education program since 1988. After a brief outline of the previous iterations of the seminar explaining how the present version evolved, he engages the audience in a discussion of how and why institutions might want to consider connecting their seminars to their general education programs and infusing career development into the process.

NODA

National Orientation Directors Association

Leaders in the Orientation, Transition and Retention of College Students

Dedicated to professional development
through the advancement of higher education professionals
and the publication of scholarly works.

National Orientation Directors Association

1313 Fifth Street SE Suite 323A

University of Minnesota

Minneapolis, MN 55414

866-521-NODA

noda@umn.edu

www.nodaweb.org

2009 NODA Annual Conference:

Anaheim, California

November 7-10, 2009

Disneyland Hotel & Resort

www.nodac.org

E 17 From FYE to Advising: Learning Reconsidered and Tying the Web 2.0 Together

Salon 2

Kevin Prentiss
CEO
Red Rover

Even in an era of budget challenges, it's possible to use student controlled, online data to increase student engagement, connectedness, and success. Let's teach the students to be public! This session will review Red Rover pilot program data and learning and review future plans and possibilities. Participants in the session will be presented with an integrated model of pedagogy, curriculum, and free technology that they can apply to their campus immediately.

CR 18 The Strengths to Succeed: Research on Strategies to Enhance Student Success in the First Year

Salon 3

Laurie Schreiner
Professor and Chair of Doctoral Higher Education
Azusa Pacific University

A strengths-based approach to teaching and learning identifies the talents already within the student at entrance to college, using them as the motivational foundation for acquiring new knowledge and skills that lead to student engagement and success. Two recently completed controlled studies and one longitudinal study will be highlighted in this presentation to demonstrate the outcomes of a strengths-based approach to the first year. Participants will receive a sample of the instrument and activities from these successful programs.

CI 19 Using the Annual Discussion Book to Promote Campus-Wide Learning Outcomes

Salon 4

Marilyn Kurata
Director, Core Curriculum Enhancement
University of Alabama at Birmingham

Since 2005, an annual discussion book selected by the University of Alabama at Birmingham has helped unify the medical and non-medical sides of campus and promoted conversation among faculty, staff, students, and administration. The initiative has created new community partnerships and, most importantly, promoted specific student learning outcomes in writing, quantitative literacy, ethics and civic responsibility—areas targeted by our Quality Enhancement Plan. Data validating the success of this initiative will be shared

CI 20 Create Community and Pride Among First-Year Exploratory Students

Salon 5

 **Jennifer N. Griggs**
Director, Learning Resource Center
Butler University

In six years, Butler University increased exploratory student retention from 71% to 88% nearing the institution's overall freshman to sophomore retention rate of 89%. This achievement was the result of intentional efforts to create community and pride among first-year exploratory students in addition to relevant programming and proactive developmental advising. This session will provide an overview of the foundational elements behind Butler's Exploratory Studies Program and the various retention strategies in place for all first-year students.

CI 21 BAM!... Let's Kick It Up A Notch: Developing FYE at a Community College

Salon 6

 **Felicia L. Ganther**
Executive Director for Student Life
College of Lake County

Laissez les bon temps rouler! The College of Lake County recently implemented a successful first-year experience program by using a team approach to tackling the issue of retaining first-year students. Growing the program from new student orientation to an identifiable retention initiative, this "gumbo" of activities, services, and intervention strategies has enabled our new students to thrive at the College of Lake County! The presenters will share with you how they have "kicked it up a notch!"

CI 22 Walking Beside Students: Teaching Leadership to First-Year Students

Salon 7

Michael Denton
Assistant Director for New Student and Leadership Programs
University of North Carolina at Charlotte

"To lead people, walk beside them." – Lao Tzu Leadership is a journey and so is teaching leadership to first-year students. We are beginning our fourth year of a year-long learning community that teaches leadership to traditional first-year students. This program will focus on a strengths-based approach to teaching leadership, the daunting challenge of assessing leadership, and hurdles to teaching leadership

to this population. Additionally, participants will be asked to share their successes and challenges.

CI 23 "It Takes a Village to Raise a First-Year Student": Proven Strategies for Supporting First-Year Seminar Programs and Ensuring Buy-In from the Faculty and Beyond

Salon 8

Michael Reder
Director, Faculty Center for Teaching & Learning
Andrea Rossi
Associate Dean of the College for Freshmen and Sophomores
Connecticut College

What concrete actions can a school take with faculty to not only increase their support of a first-year seminar program but also to give them the necessary skills related to course and curriculum design, pedagogy, and assessment, to best ensure that the educational goals for a seminar are realized? Participants will leave our session with (a) specific ideas about how a faculty program for teaching and learning can contribute to the success of first-year seminar program, new or old, by enhancing faculty teaching skills, buy-in, and participation; (b) knowledge of a variety of specific programming that has successfully engaged faculty in support of seminar goals; and (c) an initial plan for how some of these activities that focus on FYs can be adapted for use in their own institutions.

CI 24 Focused Inquiry: Engaging Students, Enhancing Success

Salon 9

Daphne Rankin
Director of Student Engagement
Virginia Commonwealth University

Virginia Commonwealth University has developed a number of first-year programs designed to enhance student engagement and success. Focused Inquiry, the cornerstone of VCU's newly developed Core Curriculum is located within the University College. This workshop describes the implementation of this innovative program and ways in which enhanced faculty, staff, and student interactions led to increased success. In an interactive setting, participants explore this development in a culture that is often resistant to change.

CT 25 Global Cognitive and Behavioral Strategies of Critical Thinking: What Works for All First-Year Students

Salon 10

Timothy L. Walter

Dean of Academic & Student Services

James Berry

Dean of Academic and Student Services

Oakland Community College

This session will focus on presenting a validated instructional program on critical thinking and learning strategies that are taught as general education outcomes. Between 1979-2008, the presenters developed and provided instruction in basic cognitive and behavioral critical thinking and learning strategies to students throughout the USA and abroad who were enrolled in first-year seminars, traditional liberal arts courses, and academic support courses. Participants in this session will learn strategies by which instructors can engage students in interactive classroom exercises that facilitate the learning of critical thinking and learning strategies. In addition, these cognitive and behavioral skills contribute to the development of higher level critical thinking skills as described in Bloom's Taxonomy.

CI 26 The Evolution of an FYE Mentor Training/Support Program

Salon 11

David Ouimette

Executive Director - First Year Programs

Kevin Sullivan

Director of Academic Support

University of Connecticut

The University of Connecticut trains more than 100 undergraduate mentors each year empowering them to support more than 3,500 first-year students and the instructors who teach the 150 sections of our first-year seminars. The focus of the mentor course is on intentional academic, social, and personal growth. The session will address the approaches used to develop mentors who can "play the game of UConn" at the highest level, while modeling effective choices and behaviors for their students.

CI 27 Enhancing and Assessing a Seminar Course: Ensuring Continuous Program Development

Salon 12

Stephen Braden

Coordinator of First-Year Programs

Keisha Hoerrner

Chair, Department of First-Year Programs

James Davis

Assistant Professor, Department of First-Year Programs

Carlton Usher

Assistant Professor, Department of First-Year Programs

Ken Hill

*Lecturer, Department of First-Year Programs
Kennesaw State University*

Kennesaw State University's Department of First-Year Programs refined its learning outcomes for KSU 1101. This session will detail the new outcomes, course enhancements, and data from more than 750 students who completed pretest and posttest instruments to assess effectiveness of those outcomes, the advising team, common reader program, and global learning.

CI 28 Using an Alternate Reality Game (ARG) to Teach Information and Technological Literacy on an iPhone Campus

Salon 13

Charles Mattis

Dean of the First-Year Program

Abilene Christian University

As part of ACU's innovative mobile learning initiative, all 2008 entering first-year students received an iPhone or an iPod touch. A principle concern with this initiative was that students understand not only the benefits of this technology as a learning tool, but its limitations as well. While millennials are certainly tech savvy, they typically have spent little time thinking critically about technology's influence on various communities and on global society. A unique ARG was developed in a student-directed learning format that challenged them to think through the implications of technology on their learning community and to connect them to campus and to each other.

CI 29 Designing a Professional Development Curriculum for First-Year Students

Salon 14

Melissa Johnson

Assistant Director, Honors Program

Jeremy Grossman

Peer Leader

Michael Flegiel

Peer Leader

University of Florida

This presentation focuses on developing a professional development curriculum for first-year students. Based on a model at the University of Florida, we will share strategies to maximize the involvement of first-year students in academic opportunities such as research and study abroad, as well as refine students' professional development skills through mock interviews and resume critiques. We will highlight components of our current seminar, such as the use of blended learning, common reading, and community-building activities.

CI 30 Using Performance-Based Assessments to Promote Critical Thinking in First-Year Students

Salon 16

Kimberly Boyd

Associate Professor of Biology, Coordinator of First-Year Advising

Cabrini College

This roundtable will discuss the use of performance-based assessment tools at individual course, program, and institutional levels. Discussions will revolve around current research in the benefits and limitations of performance-based assessments, training faculty to design appropriate assessment tasks for their courses, and using such tasks as part of integrated general education curriculum initiatives or in conjunction with institution-wide assessments of student learning (i.e., NSSE, CLA).

REFRESHMENT BREAK

10:00 am - 10:15 pm

Grand Ballroom A/B and Foyer

10:15 am – 11:15 am

CI 31 The Impact of Pre Enrollment Programs on Incoming Students

Salon 1

Amy Barnes

Assistant Director, First Year Experience Office

Julie Schultz

Program Coordinator, First Year Experience

The Ohio State University

This session will highlight the effectiveness of four pre enrollment programs at Ohio State University. Presenters will provide the audience with an overview of the theory used to design two outdoor adventure programs, and two leadership programs for incoming first-year and transfer students. The session will focus on the results of multiple assessments of these programs and their positive impact on incoming students.

CI 32 Where's the Beef? Substantive Course Content for the First-Year Seminar

Salon 2

Joe Cuseo

Professor, Psychology; Director, First-Year Seminar

Marymount College

This session will provide a research-based rationale and blueprint for identification, prioritization, and sequencing of essential course content for the first-year seminar. Key target topics and subtopics will be outlined and discussed in terms of their empirical association with student retention and academic achievement. A case will be made that the holistic, student-centered subject matter for the first-year seminar can be both academically substantive (vs. remedial) and intellectually stimulating (vs. boring).

CI 33 Winning with Peer Mentoring Programs

Salon 3

Student Panel Discussion

Mark Allen Poisel

Associate Vice President for Academic Development and Retention

DeLaine Priest

Associate Vice President, Student Development and Enrollment Services

Edwanna Andrews

Assistant Director, Transitional Leadership

Abby Riegenbach

Coordinator of Academic Advising Services

Jeannie Gavilanes

Mike Kilbride

Brandy Espinosa

Sharisse Kenney

Ethan Johnson

Peer Mentors

University of Central Florida

This presentation is designed to share the experiences of successful peer mentoring programs at the University of Central Florida and to generate new ways to think about the roles peer mentors might play in student learning. Discussion will be lead by a team of UCF Peer Mentors and Administrators who will discuss the following components of Peer Mentoring Programs: recruitment, training, roles of Peer Mentors, program development, outreach programming, myths and realities, evaluation and assessment. Students will also share their personal testimonies about the challenges and opportunities of being a peer mentor. Join us for this lively and engaging discussion.

CI 34 EI + C = The Best You Can Be! A First-Year Initiative That Encourages Emotional Intelligence Skills Through Coaching

Salon 4

Lisa Decandia

Program Coordinator, Counselling and Disability Services

Steve Fishman

Director of Student Success

Seneca College

The College Coach Approach is a proactive and systemic approach, which focuses on the development of emotional intelligence skills in first-year students. As part of a collaborative effort, more than 150 college employees (administrators, staff, and faculty) use their experiences, leadership, and EI skills to make a meaningful difference in the lives of college students. In

their role as 'College Coach,' they encourage students to develop those EI skills (adaptability, interpersonal skills, time management, and stress management) that are paramount for being academically successful.

CI 35 Finding Success and Navigating Growing Pains: The Transition to an Academically Focused First-Year Seminar

Salon 5

Lisa Johnston

*Assistant Dean for Student Academic Services
Baker University*

This session will detail the transition from a one edit hour first-year seminar that was focused entirely on adjustment to the college environment to a two edit hour seminar that paired the former course content with an academic topic that varied across course sections. Data comparing the two versions of the course as well as information about the success of linking academic advising with the course will be shared.

CI 36 The Day One Leadership Learning Community: Living, Learning, Leading... Together

Salon 6

M. Cade Smith

Global Leadership Continuum, Assistant Dean of Students

Allison Pearson

Professor, Management and Information Systems; Director, Day One

Melissa Moore

Associate Professor, Marketing; Assistant Director, Day One

April Heiselt

Assistant Professor, Counseling and Educational Psychology; Service-Learning Coordinator, Day One

Mississippi State University

Day One is a leadership learning community that was initiated in 2007 with an enrollment of 220. Components include a leadership forum, service-learning, and mentoring. Participants are diverse in major, socioeconomic standing, ethnicity, ACT score, and leadership experience. Student retention and academic success were positively influenced by Day One. In 2008, Day One was improved with the addition of an integrated curriculum, a kick-off field day, peer leadership educators, and increased enrollment.

CI 37 An FYE Program Model for Community College Students

Salon 7

Mary Perkins

Associate Dean of Enrollment Management

Amybeth Maurer

Director of Orientation and Student Life

Elgin Community College

CCSSE research shows that focusing on the first year is critical. However, developing and implementing a planned and coordinated approach is challenging for any institution. It is especially daunting for community colleges that serve widely diverse students. Participants will learn how we have combined the research/literature and assessment findings from existing campus programming to create a first-year experience program that begins at the point of inquiry through the student's first year on campus.

CT 38 When Generation X and Generation Y Meet in the College Classroom...

Salon 8

Chris Gurrie

Assistant Professor and Director of Speech; Chair, The First Year Committee

The University of Tampa

So, what happens when "Gen X'ers" (Born 1961-1981) are the professors for Gen Y (Born 1982-1990 also called Millennials)? This session will focus on the defining characteristics of both generations and will highlight cultural similarities and differences at the college level. It is no secret that both generations watch MTV and shop at the same stores—are their decorum, professionalism, and classroom ideals in concert?

CR 39 New Student Orientation in Online Education

Salon 9

Sara Connolly

Professor of Higher Education Studies

Kaplan University

Despite recent growth in online education, little research exists on student services in the online environment. This presentation will report on a recent study that examined orientation in online degree-granting programs. CAS Standards were used to determine survey questions and set a benchmark for programs. A qualitative study was conducted to enrich the data found in the quantitative study. Presenters will share results and attendees will participate in a discussion on future research and related practical implications.

CI 40 Enhancing First-Year Student Civic and Political Engagement

Salon 10

Frank Ross

Assistant Vice Chancellor for Student Life & Learning

Scott Evenbeck

Dean, University College

Indiana University - Purdue University Indianapolis

Ratona Harr

Senior Education Account Manager

USA Today

The national Collegiate Readership Program is designed to promote civic engagement, global awareness, and media literacy by exposing students to current news. Presenters will provide strategies for how you can enhance civic and political engagement for first-students. Participants will learn about a first-year seminar that has been successful in increasing student civic engagement. Participants will also learn about the new Voices initiative, which helps first-year students learn about important social issues.

CI 41 Developmental Learning Communities: Fostering Success in the Community College

Salon 11

Kathy Matel

Student Success Coordinator

LuAnn Wood

Reading Instructor

Cullen Bailey Burns

English Instructor

Century College

In 2006, Century College developed its first learning communities. Century now offers 14 developmental learning communities. One of these is a grouping of three classes for developmental readers and writers. This session will focus on the success of this program in increasing student retention, GPAs, and satisfaction, as well as on the evolution of this learning community over time. We will discuss the strategies that work and challenges we have faced in our teaching and course development.

CT 42 The Icing on the Cake: Adding Peer Leaders to Your First-Year Seminar

Salon 12

Cynthia Jenkins

Director of Undergraduate Advising & Coordinator of FYE Seminar Course

Eric Welgehausen

Assistant Director of Advising and Coordinator of the First Year Leader Program

The University of Texas at Dallas

This session will present a step-by-step approach for developing a substantial and multifaceted peer leader program suited to your institution and seminar format. Three primary elements will be addressed: (a) the seminar program (goals and components), (b) the students (recruiting, selection, training, roles), and (c) the instructors (buy-in and relationship with students.) Participants will come away with all the necessary materials to either begin a new program or enhance their current program.

CR 43 The Challenges of Teaching for Engaged Citizenship in the First College Year: The Role of Cognitive-Structural Theories

Salon 13

Tracy Skipper

Editorial Projects Coordinator, National Resource Center for The First-Year Experience and Students in Transition

University of South Carolina

Educating citizens for participation in democracy has been an enduring mission of American higher education. The session will revisit cognitive-structural theories of college student development, suggesting that they offer a fresh perspective on why students sometimes resist and frequently struggle to achieve the learning outcomes associated with pedagogies of engaged citizenship. Implications for teaching a variety of general education courses that ask students to engage in thesis-driven writing and thoughtful analysis will be explored.

CT 44 Delving Into Differences: A Creative Approach to Incorporating Diversity into First-Year Seminars

Salon 14

Laurie Hazard

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

This session explores Bryant University's innovative solution to incorporating the complex topic of diversity into their first-year seminars. Instructors and students alike felt this topic would be explored more freely student-to-student; thus, a group called the Student Diversity Advocates (SDA) was formed. Instructors invite SDAs into their classrooms to deliver this component of the curriculum and other mutually agreed upon concepts. Administrators and instructors will benefit from examining the features of this unique program.

R 45 Beyond the Book: Developing Academic Programming and Assessing the Common Reading

Salon 15

Laurie Hanich

Associate Professor of Educational Foundations

Linda McDowell

Coordinator of First-Year Experience Program

Thomas Burns

*Associate Provost for Academic Administration
Millersville University*

Millersville University recently implemented a common reading program as an integral part of our fall orientation program for all incoming students. In this session, we will focus the discussion on program development and assessment practices for common reading programs. We look forward to sharing our ideas with other educators and to hear of their experiences. This forum will provide us the means to continue to revise and refine our current program and assist others with developing their own common reading programs.

R 46 Building Collaborative Relationships Among Faculty and Staff

Salon 16

Melissa Gomez

Director of New Student Programs

Bonnie Hodge

*Associate Professor, New Student Programs/
Academic Support*

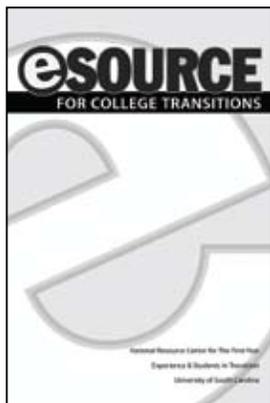
Nanci Woods

Professor of Psychology

Austin Peay State University

Discussion will focus on how to build bridges rather than barriers between staff and faculty who in reality share the same goal—the success of our students. Facilitators will include a Director of New Student Programs and two faculty members, one of whom now works fulltime with the director. The director will explain how she promotes faculty engagement. Reducing the misunderstandings and stereotypes that can lead to antagonism between these groups will also be explored.

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E-Source for College Transitions

A bimonthly electronic newsletter featuring short articles and news briefs on pedagogy; strategies for addressing the first-year, sophomore, senior, and transfer transitions; proven institutional initiatives; assessing student learning, experiences, programs, and courses; and other relevant topics.

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Conference Luncheon Recognizing 2009 Outstanding First-Year Student Advocates

11:30 am - 1:15 pm

Grand Ballroom C

We have arranged for informal interest groups to form during the conference luncheon. See page 4 for more information.

With the continued support of Wadsworth/ Cengage Learning, 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.



Debra K. Borden
*Associate Professor of
Psychology
Corning Community College*



Christy Price
*Professor of Psychology
Dalton State College*



Lisa Harris Bortman
*Associate Dean
Director of First-Year Programs,
Academic Advising, &
Assessment
Whittier College*



Ralph J. Rascati
*Associate Vice President for
Academic Affairs & Dean of
University College
Kennesaw State University*



Felicia L. Ganther
*Executive Director, Student Life
College of Lake County*



Michele Rasmussen
*Associate Dean and Director
Academic Advising Center
Duke University*



Jennifer Griggs
*Director, Learning Resource
Center
Butler University*



D. Kim Sawrey
*Associate Professor
Department of Psychology
University of North Carolina,
Wilmington*

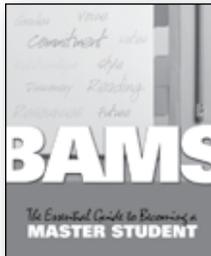


Steven Higgins
*Director of the Phillip A. Heath
Learning Center
The Ohio State University
at Lima*



Gayle A. Williams
*Assistant Dean
University College
Indiana University-Purdue
University Indianapolis*

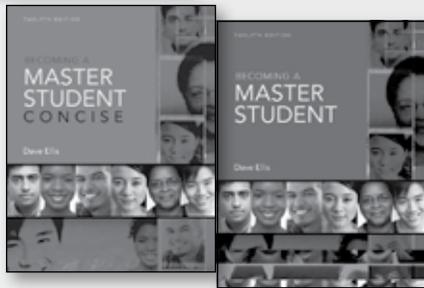
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Jane S. Halonen, University of West Florida
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Tom Stewart, Kutztown University
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Constance Staley, University of Colorado, Colorado Springs
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This new text explores the unique issues that community college students face both inside and outside of the classroom, including juggling family, school, and work, and living/studying at home. The text puts extra emphasis on study skills, reading, writing, and test taking, while the instructor's edition includes annotations that tie the book content to developmental studies.

FOCUS on College Success, Concise Edition, 1st Edition

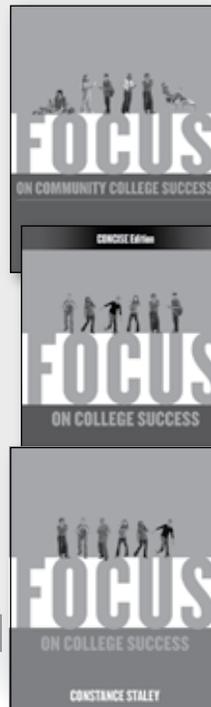
Constance C. Staley, University of Colorado, Colorado Springs
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ISBN-10: 0-495-56954-2 • ISBN-13: 978-0-495-56954-1

In this smaller version, reviewers and users recommended the author remove the chapters on writing and speaking, and wellness to concentrate on the core elements of the college success class. By holding to one good example for each chapter, Staley allows for the hands-on learning at which she excels, while creating a concise, student-focused option for the classroom.

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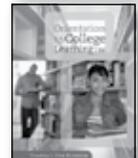
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ISBN-13: 978-0-547-19996-2



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Go to cengage.com/college success for a full list of our teaching tools and resources.

1:30 pm – 2:30 pm

CI 47 Dreaming of the Perfect Student

Staff: A Look at FYE Student Leader Recruitment, Selection, and Training

Salon 1

Shelley Friesz

Program Director of the Undergraduate Initiatives Department

Saint Louis University

Katharine Pei

Graduate Assistant, University 101

University of South Carolina

Utilizing student mentors can be an important piece of our FYE programs. How do you find students who will best represent your university? How do you recruit, select, and train these leaders to best assist first-year students? At this session, participants will learn effective strategies they can use in developing dynamic FYE leader teams. Participants should come prepared to share their own best practices in recruiting, selecting, and training FYE leaders.

CI 48 Making the First Year Experience Part of Your Organization's Culture

Salon 2

 **Debra Borden**

Associate Professor of Psychology and Coordinator of the First Year Experience

Corning Community College

Often faced by skeptics (faculty, administrators and students) it is important if the First Year Experience program is to succeed, that it becomes a part of the campus culture. This session discusses how Corning Community College faced with an extremely skeptical faculty, lack of administrative support, reluctant students and no budget made the First Year Experience a part of the organization's culture in three short years. Attendees will leave with ideas and strategies to increase their program's visibility.

CT 49 "In Pursuit of Excellence": Teaching Strategies to Get the Best From Today's First-Year Seminar Students

Salon 3

Constance Staley

Director, Freshman Seminar Program and Professor of Communication

University of Colorado, Colorado Springs

Are today's first-year seminar students busy, bored, or burned out? Some are primed to give college their "best shot," but many skim the surface, satisfied to just get by, academically. In a world with multiplying diversions and unrelenting demands, today's students may not see the value of striving for their academic "personal best." This session will focus on teaching strategies that infuse academic excellence both directly and indirectly, using hands-on activities for the first-year seminar classroom.

CT 50 Living-Learning Communities: Bringing the Campus Together to Support Academics Outside the Classroom

Salon 4

Marilyn Linton

Associate Vice Provost of Undergraduate Studies; Director of First-Year Programs; Associate Professor, Department of German and Scandinavia

Kevin Hatfield

Adjunct Assistant Professor, Department of History; Assistant Director for Academic Initiatives, Residence Life, University Housing

Barbara Jenkins

Head, Reference Department, UO Libraries

Amy Hughes-Giard

Freshman Interest Group Adviser

University of Oregon

The session will address the questions raised by the National Association of Scholars in their statement, "Rebuilding the Campus Community: The Wrong Imperative," as well as the responses from student affairs organizations, regarding the value and validity of cocurricular undergraduate education. Presenters will spotlight three successful cross-campus collaborations—the Undergraduate Practicum, SuperNova, and Community Conversations—between academic departments, research libraries, and residence life that foster students' intellectual habits, higher-order reasoning skills, inquiry-based learning, and engagement with faculty.

CI 51 Improve Student Retention: From Research to Practical Applications in a Student Success Course

Salon 5

Marsha Fralick

Professor Emeritus

Cuyamaca Community College

As a result of the Community College Survey of Student Engagement (CCSSE), strategies for improving student retention and engagement have been proposed. These strategies will be reviewed along with practical examples of how they have been implemented in a college success course, which has resulted in a 28% increase in student retention. This college success course includes career planning and learning styles as central themes and uses technology to enhance student engagement. Practical resources for engaging students in learning will be shared with program participants.

CI 52 Northern Kentucky University's Book Connection: A Decade of Discovery

Salon 6

Jennie LaMothe

Interim Assistant Director, Office of First-Year Programs

Northern Kentucky University

Northern Kentucky University's common reading program, the Book Connection, is entering its 10th year. Through an engaging, interactive discussion, participants will explore: the book selection process, funding and sponsorship opportunities, faculty development workshop, promotion, dissemination of the books through orientation and beyond, faculty/student/campus engagement, community involvement, learning community specific integration. Attendees will leave with concrete ideas for integration, a copy of a past book selection (limited quantities), a program proposal, and a sample calendar of events.

CI 53 The Brother to Brother Program: Helping Retain Multicultural and First-Generation Males

Salon 7

Wayne Jackson

Director, Multicultural Academic and Support Services

Erik Range

Coordinator, Brother to Brother Program

Travis Gabriel

*Area Coordinator, Pegasus Landing Apartments
The University of Central Florida*

Consistent with national trends, University of Central Florida statistics show that retention and graduation rates for males, especially African American and Hispanic males, have not been as strong as their female counterparts, placing these students at risk. The purpose of this workshop will be to show how The Brother to Brother (BTB) program is working to increase the retention, progression, and graduation rates of at-risk male students at the University of Central Florida.

CT 54 Dispelling Myths and Confirming Realities of Today's First-Year Students: A Look at the Data

Salon 8

Rob Major

*Associate Dean, Office of Academic Services
Babson College*

Are first-year students "overprotected, lazy, tightly scheduled, and highly stressed?" Or are they "properly nurtured, hard-working, extremely organized, and well-balanced?" This session will examine some of the current myths and realities that currently exist about today's generation of first-year college students by examining the data from prominent national surveys.

CI 55 Collaborative Interventions for Conditionally Admitted First-Year Students: A Longitudinal Study on Academic Achievement and Retention

Salon 9

Carol Dochen

Program Director, Student Learning Assistance Center

Russ Hodges

*Associate Professor, College of Education
Texas State University-San Marcos*

Special orientations and advising sessions, a one-hour university seminar course, and a three-hour learning strategies course are a winning cross-divisional combination for academic success and retention of high-risk first-year students entering a mid-sized state university under a conditional admission program. The presenters will trace the program's evolution, share course syllabi, and provide longitudinal analyses of academic achievement and retention for the 1998-2007 student cohorts compared with conditionally admitted first-year students not participating in this program.

CT 56 When the Unthinkable Happens: Supporting First-Year Students in the Aftermath of a Crisis

Salon 10

Denise Rode

Director of Orientation & First-Year Experience

Scott Peska

*Director, Office of Support & Advocacy
Northern Illinois University*

Andrew Cinoman

*Director, Orientation Services
University of Iowa*

From natural disasters to terrorist threats to campus shootings, first-year experience professionals must be ready to assist entering and first-year students in the event of a campus emergency. In such times, faculty, staff, and students unite to support each other, make meaning of the event, and eventually readjust to the "new normal." This session will explore the steps and strategies essential in responding to a disaster, with special emphasis on effectively working with first-year students in crisis. The presenters will employ a case study approach supplemented with grounding in the literature of crisis management and recovery.

CI 57 Students Leading Students: Peer Mentoring Organized by the Students for the Students

Salon 11

Sarah Cox

Academic Advisor

Jason DeRousie

Academic Advisor

The Pennsylvania State University

This session will discuss the development of a student-run mentoring program for first-year students at Penn State. The presentation will include a discussion of insights gained from focus groups conducted with both students providing the mentoring, and those receiving it. Session handouts will include resources the mentors have found useful. Lastly, attendees will receive a list of potential steps to take to create their own student-run peer mentoring program.

CT 58 Using the Power of Assessment to Ensure Student Success

Salon 12

Florence Johnson

Director for Administrative Services, University Housing

University of Arkansas

Do you know how to create an action plan to support student success based on assessment results? This session will focus on the importance of assessment as a management tool to guide continuous improvement efforts toward student success. Session attendees will learn how to write action plans based on assessment results and how to measure the effectiveness of those plans through continued assessment. Using concrete examples and real life scenarios, participants will gain a better understanding of action planning to insure that assessment efforts impact student success.

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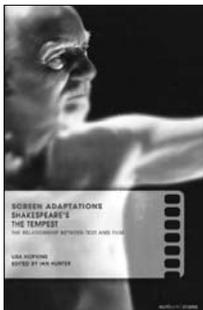
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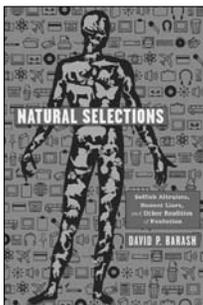


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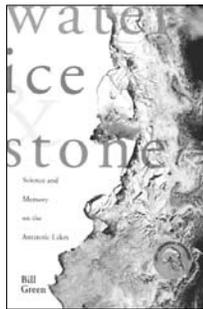


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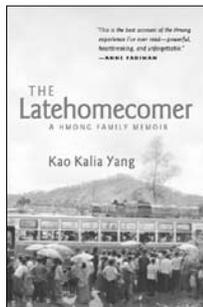


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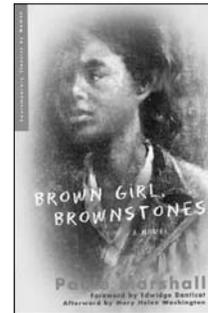


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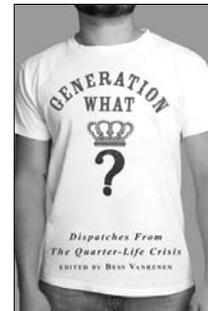


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Or Why Feminism Is Good for Families, Business, and the Nation
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Activist strategies for creating systems that value women and their work.

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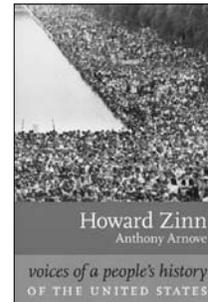


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**CI 59 Assessing Summer Bridge Programs:
A Multi-Level Approach**

Salon 13

James DeVita

Research Associate, Center for Higher Education Research & Policy

Tricia McClam

Professor & Associate Department Head,
Educational Psychology & Counseling

Terrell L. Strayhorn

Associate Professor & Special Assistant to the
Provost, Educational Leadership & Policy Studies

Laura Crisp

Learning Specialist

Tara Jungersen

Graduate Teaching Associate, Chancellor's
Honors Program

University of Tennessee-Knoxville

This presentation will provide an overview of the development of a new summer bridge program at a land-grant university and the assessment of its effectiveness. Specifically, the presenters will identify the levels of assessment (including class, course, program and institution), describe the specific evaluation strategies at each level, illustrate the types of information provided at each level, and share findings from all aspects of the assessment.

**R 60 Leap-Frogging Into Innovative
Programming**

Salon 16

Shannon Reed

Assistant Professor of English

Erin Davis

Assistant Professor of Sociology

Kara Beauchamp

Professor of Physics, Chair of Student Life
Committee

Cornell College

This roundtable will discuss the problems and issues involved in re-developing a minimalist first-year program into one that will meet academic and retention goals, for example, how to create a distinctive program, how to collaborate with student and academic affairs, how to create faculty buy-in. This roundtable will also discuss the issues particular to liberal arts colleges and will consider the possibility of building a first-year program that is part of a multi-year program.

REFRESHMENT BREAK

2:30 pm - 2:45 pm

Grand Ballroom A/B and Foyer

2:45 pm – 3:45 pm

**CI 61 Weaving Together Academics and
Student Development in the First-Year
Experience**

Salon 1

Rick Ostrander

Dean of Undergraduate Studies

Jane Klosterman

Assistant Professor of Biology

Stephen Beers

Vice President for Student Development

John Brown University

We have developed a successful first-year seminar that challenges students intellectually while helping them make the transition to college life. The course combines topic-based seminars, group learning, and an innovative "Friday Sessions" format that enables professors to focus on academics while students still receive an extended orientation to college life. The key to the seminar's success is collaboration between academics and student development from Orientation Week on, producing a course that effectively blends the curricular and co-curricular.

**CI 62 Whatever Happened to Class (In
Class?) Civility Issues in the College Classroom**

Salon 3

Angela Camack

Librarian/Assistant Professor

Sussex County Community College

Many people who work in education have expressed concern about the increase in incivility in the college classroom. What can we do to deal with discourteous behavior in the classroom? This session will provide an exploration of the reasons for the rise in problematic behavior, ways to structure the classroom environment, deal with disruptions, and encourage appropriate behavior.

**CI 63 Implementing and Assessing Data-
Driven Institutional Initiatives to Promote
Student Success**

Salon 4

Paul Gore

Student Success Special Projects Coordinator,
Associate Professor, Educational Psychology

Louisa Phinney

PhD Candidate, College of Education

University of Utah

Rebecca Campbell

Coordinator, Academic Transition Programs
Associate Professor, Educational Psychology

Northern Arizona University

College student readiness and student success are issues of continued interest to postsecondary professionals. This session will describe two institutions' experiences of developing, implementing, and assessing comprehensive, data-driven, institutionally coherent programs of student success. Specifically, representatives from both campuses will discuss how their multidisciplinary teams of student and academic affairs staff developed mechanisms for identifying cognitive and non-cognitive strengths and weaknesses through early assessment, and aligned early outreach efforts to promote student academic success and retention based on knowledge of those strengths and weaknesses. The presentation will include a discussion of the development and implementation process as well as preliminary data documenting their successes and failures. The purpose of the session is not only to share development and implementation models but also to provide attendees with an opportunity to consider how such processes might unfold on their own campuses.

CT 64 Many Approaches to Supporting Student Success: MAP-Works at Multiple Campuses

Salon 5

Robin Brierton

Assistant Dean of Undergraduate Programs, College of Business Administration

University of Illinois at Chicago

Cathy Brinjak

Director, Academic Advisement Services and FYRST Seminar and Assistant Professor

April Longwell

Coordinator of the Learning Communities and Summer Reading Program; Director of the Honors Program and Assistant Professor

Slippery Rock University of Pennsylvania

Aaron Scott

Graduate Assistant, Administrative Services

University of Arkansas

Supporting student success and retention is the responsibility of all faculty and staff. Each campus has a different approach depending on the structures and policies of their campus and the types of students they serve. In this program, professionals from three campuses will discuss how they support student success, academic advising, and retention through various modes and a retention success tool called MAP-Works. This presentation will include examples of how to proactively assist students with realistic expectations, connect them with the resources necessary to succeed, and collect data for programmatic evaluation and improvement necessary to meet retention and graduation goals.

CI 65 College Connections: Transformative Learning for At-Risk First-Year Students

Salon 6

SusAnn Key

Coordinator of Supplemental Instruction, Instructor, and Academic Advisor

Pamela Moss

Coordinator of Academic Referrals, Instructor, and Academic Advisor

Naoma Clark

Director, Academic Support Center

Midwestern State University

How do you engage and encourage beginning students who are academically at-risk and often define themselves as underachievers? College Connections, a required three-hour, credited course for students conditionally admitted to Midwestern State University, creates the environment for students to gain self-knowledge,

participate in teambuilding, refine study skills, and engage in the academic community. Participants will be provided a dynamic and successful approach, syllabi, and worksheets.

CI 66 FYE + SSS = SUCCESS!

Salon 7

Leo Lachut

Counselor/ Coordinator, Student Success Services

David Ouimette

Director, First Year Programs

University of Connecticut

Cyrus Williams

PhD Candidate

University of Florida

Special populations like TRiO students (first-generation college students) have unique needs when it comes to first-year seminars. TRiO students at UConn take part in a summer bridge program, which can create challenges for faculty of traditional seminar classes. This interactive session will provide an outline for institutions wanting to use seminars as one retention strategy and to help faculty, staff, and administrators to become advocates for this population to help them to reach their personal and academic potential.

CI 67 Faculty Training for Academic-Based First-Year Experience Programs

Salon 9

Susan Kattwinkel

Director of the First-Year Experience

College of Charleston

As part of the College of Charleston's new first-year experience program, faculty are required to participate in a week-long training session prior to the first year they will teach. The training session has been well received by faculty and provides a thorough introduction to the goals of the program and relevant pedagogical methodologies. This session will discuss the program, provide attendees with sample materials used in the program, and facilitate a discussion of faculty FYE issues.

CT 68 Five Ways to Use Social Networking Web Sites to Increase First-Year Student Engagement

Salon 10

Reynold Junco

Associate Professor in the Department of Academic Development and Counseling

Lock Haven University of Pennsylvania

Julie Alexander

Assistant Director for Assessment Administration

Policy Center on the First Year of College

Recent research has focused on using emerging technologies to help increase student engagement. Educators have the opportunity to enhance first-year student engagement and learning by using social networking web sites (SNS) such as Facebook and MySpace. The presenters will review research on using SNS in order to produce improved educational outcomes and will provide specific examples of how you can use SNS in the same way.

CI 69 Project Peak: A First-Year Seminar With an Adventure Twist

Salon 11

Elizabeth Bernard

Director, The Freshman Center and University Transition Programs

Susanna Adams

Program Coordinator of the Freshman Center

George Mason University

Wilderness adventure programs play a significant role in creating a positive experience for first-year students. The presenters take participants through an adventure, detailing a week-long trip of kayaking, rock climbing, whitewater rafting, hiking, and camping; the linked University 100 course; and the incredibly positive outcomes for students in this program. Information about staffing, training, location, budget, risk management, marketing, and taking adventure into the classroom will be shared.

4:00 pm – 5:00 pm

CT 70 A New FYE Approach For Millennials

Salon 12

Joan Takayama-Ogawa
FYE Coordinator

Jean-Marie Venturini
CAS Coordinator

Otis College of Art and Design

Otis College of Art and Design took an innovative approach in appealing to millennial students transitions into the Otis community by embedding and synthesizing eight hours of first-year experience content into the required first-year English classes, Critical Analysis and Semiotics (CAS) and Developmental English, with FYE reinforced in studio classes. Coordination between the English and studio faculty, student affairs, and financial aid creates interdisciplinary and creative approaches, which resulted in increased first-year student resilience and heartiness.

CI 71 Millennials as Mentors

Salon 13

Gregg Amore
Director of Counseling and Student Development

Wendy Krisak
Assistant Director, Counseling & Coordinator of FYE

Chad Serfass
Assistant Coordinator of Character U (First-Year Experience)

DeSales University

Participants will learn how we grew our peer mentoring program from nothing to more than 50 peer educators within two years. We will share the good, the bad, and the ugly of our first year and the subsequent changes and adjustments. Our Character U is a unique, comprehensive, and integrated first-year experience that grew from our PACE team of Bacchus-certified peer educators. All 400 first-year students are assigned a peer mentor. Forty mentors are grouped in eight pods of five. Each pod has two professional staff advisors. Mentors are assigned a team of 10 first-year students with whom they meet weekly and lead through a series of character development programs. Students earn individual, team and pod points for their involvement in these activities.

CI 72 Assessment and Implementation of a Successful Comprehensive First-Year Experience Program

Salon 14

Anne Fulkerson
Enrollment & Retention Research Associate

Renay Scott
Dean, School of Arts & Sciences
Owens Community College

Owens Community College is implementing a comprehensive retention program including a first-year seminar (FYE) and mentoring program. FYE completers are 21.1% more likely to re enroll the next term than a control group of students. Significant predictors of FYE non-completion were identified and used to construct an index reflecting students' level of risk. The index is a good predictor of FYE non-completion ($r = -.37$) and is being used to target high-risk students for the mentoring program.

R 73 Celebrating the END of First Year

Salon 15

Kurt Penner
Coordinator, Student Life & Development
Kwantlen Polytechnic University

While much attention has been given to beginning the first year of university with strong programming, connection, and ritual, less has been devoted to celebrating the end of the year. This session will encourage sharing and discussion around models and specific programming for celebrating successful student completion of first year. One model will be presented, with brief, formative evaluation data, as an introduction to the discussion.

R 74 Learning Communities and Enrollment Management: Crossroads, Possibilities, and Potential

Salon 16

Rob Umbaugh
Director of Learning Communities
University of Northern Colorado

Learning communities and enrollment management are inextricably intertwined, especially as LCs expand to meet student or institutional needs. As the LC program at the University of Northern Colorado has grown, we have discovered that the conversations about course offerings, course alignment and allocation, and seat management that take place with academic units on campus have intensified. This forum is designed to bring schools together that are experiencing the demand for larger LC programs, so that we can help each other navigate these murky waters.

CT 75 First-Year Seminars Revitalize Senior Faculty

Salon 1

Ralph Anttonen
Director of the Exploratory Program

Michelle White
Director of Academic Advisement
Millersville University

To negate the old adage, "you cannot teach old dogs new tricks," Millersville University is providing the opportunity for senior faculty to learn new "academic" tricks. Beginning in 2005, MU has offered a three edit First-Year Inquiry seminar for its undecided students. Currently, this seminar is part of the general education curriculum and is taught by senior faculty who serve as advisors to the students in their class. This seminar allows the faculty members to teach a new topic or academic "passion." This session will show a video of senior faculty discussing why they became involved in this endeavor and the many benefits for both themselves and their students.

CR 76 FYE Online - Making Two Transitions

Salon 2

Dudley Turner
Interim Asst. Dean for Academics

Jennifer Hodges
Assistant Dean, University College
The University of Akron

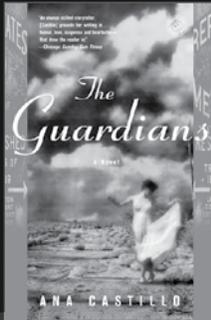
This session will discuss a pilot study comparing face-to-face and online sections of a first-year seminar designed to assist students in making the transition to college. Students in the online course are also faced with the transition to online learning. Does this additional transition impact the learning outcomes achieved through the seminar? Study results will be shared and strategies for helping students with multiple transitions will be discussed.



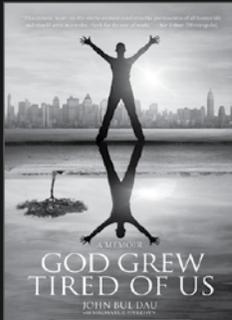
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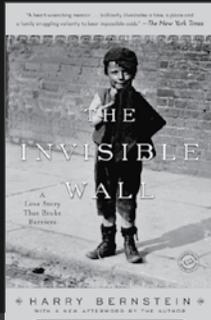
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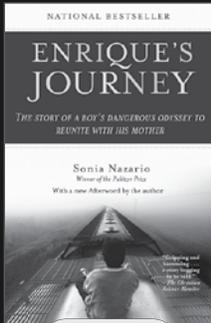
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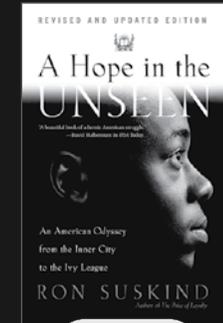


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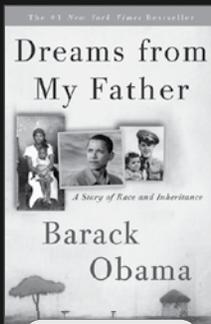
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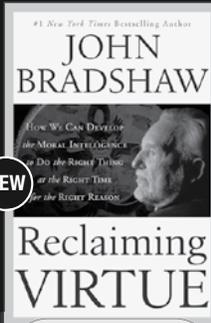
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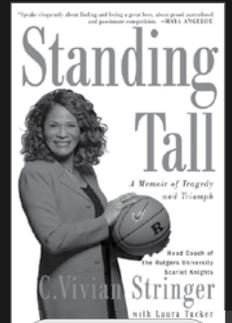
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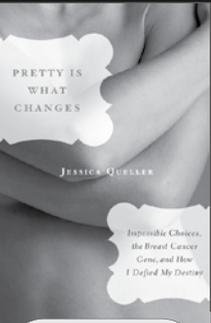
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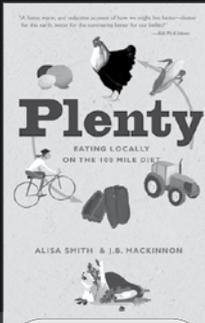
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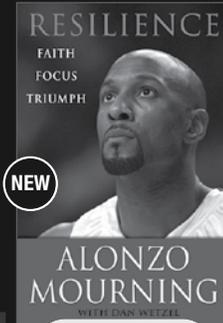
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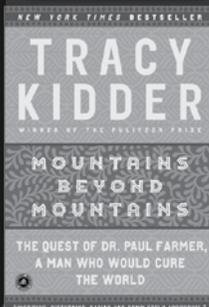
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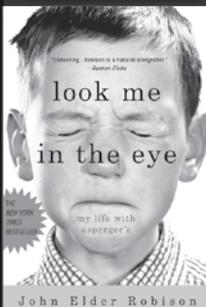
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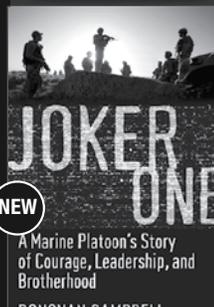
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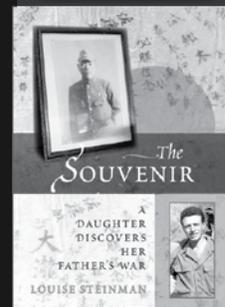
A Marine Platoon's Story of Courage

Author in Appearance

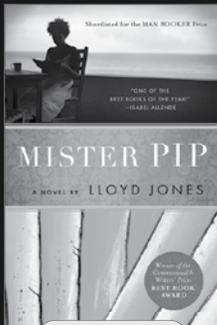


An Extraordinary Memoir on Manic Depression

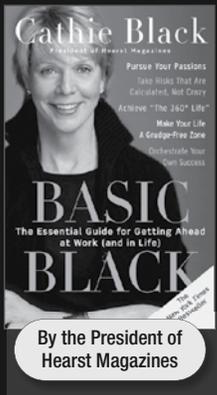
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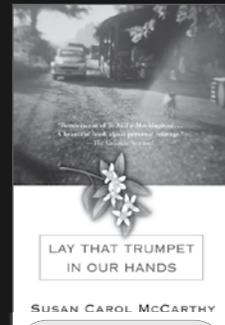
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Come by the RH booth and sign up for our **Fifth Annual Luncheon with the authors Monday, February 9th, 11:45 am – 1:30 pm**

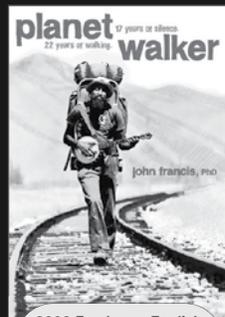
Each attendee will receive a gift bag stocked with books and other fun items! This year we are hosting a special raffle. Prizes include an all-expenses paid trip by an author to your college, a SONY® e-book Reader, and a free library of Random House books.

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CR 77 Why Is Helping Students Hurting Me So Much: Leveraging Student Success Work for Success with Promotion Committees

Salon 3

Jerry Pattengale

Assistant Provost for Scholarship and Public Engagement

Bill Millard

Executive Director, Center for Life Calling & Leadership

Brian Fry

Professor of Sociology

Indiana Wesleyan University

There are key ways to capitalize on student success work for career gains. This session will show how our inherently good efforts in helping students succeed can simultaneously be linked to scholarship and portfolio items important to appointment, rank, and promotion consideration. Feedback from dozens of campus engagements provides best practices for leveraging student success efforts for promotion. Although we're often asked to help with "retention" programs or first- and second-year efforts far afield from our professional training, we can find these assignments both fulfilling and personally rewarding.

CT 78 Publishing on the College Student Experience

Salon 4

Tracy L. Skipper

Editorial Projects Coordinator, National Resource Center for The First-Year Experience & Students in Transition

Jean M. Henscheid

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

Toni Vakos

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

Barbara Tobolowsky

Associate Director, National Resource Center for The First-Year Experience & Students in Transition
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 introduce a variety of publishing opportunities available through the National Resource Center and discuss strategies for crafting publishable submissions out of a research study, model program, or general topic. While special emphasis will be placed on writing for National Resource Center publications, the tips offered will have broad applicability to a variety of higher education publishing venues.

CT 79 Text, Countertext: Helping First-Year Students Meet the Goals of General Education

Salon 5

Wayne (Mick) Charney

Associate Professor of Architectural History

Kansas State University

General education courses are commonly distinguished from other parts of a degree-granting curriculum (even other electives) by their emphasis on critical thinking skills and active-learning pedagogies. As diversity and global issues increasingly become part of that mix, the goals of general education can present daunting prospects for the first-year student. This workshop will demonstrate how "text/countertext" classroom exercises and assignments can be employed to help students understand and fulfill the goals of general education.

CR 80 A Strong Start in the Sciences: Academic and Social Engagement Factors Influencing Underrepresented Minority Student Experiences

Salon 7

Kevin Eagan

Research Analyst

Jessica Sharkness

Research Analyst

Sylvia Hurtado

Professor and Director of the Higher Education Research Institute

Mitch Chang

Professor Higher Education and Organizational Change

University of California, Los Angeles

This study explores factors affecting the nature of academic and social engagement of aspiring underrepresented minority students in the biomedical and behavioral sciences. The Higher Education Research Institute's 2004 Cooperative Institutional Research Program Freshman Survey and 2005 Your First College Year Survey provided longitudinal data for more than 3,000 students in 160 institutions. Findings demonstrate the importance of quality and context of peer- and faculty-based experiences for minority science students' engagement.

CI 81 Making the High School-to-College Connection Work

Salon 9

Lynda Edwards

Dean of Educational Partnerships/Student Recruitment

Detra Craig

Director, TRIO Student Support Services

Lesly Castillo

Student Services Specialist

Zena Jackson

Exec. Dean of Liberal Arts

North Lake College

Strengthening the relationship with high school seniors through a series of activities during their senior year in preparation for college will be the focus of this program. Utilizing college student mentors who assist seniors at their high school with the application process, financial aid paperwork, and discussion of academic programs and majors helped to prepare them early for enrollment at North Lake College. Enrollment in the student success course and having the same college mentor is an integral component during the first semester. Student support services include tutoring, mentoring, parental involvement. Academic programs include learning communities, developmental education, and advisement. Ongoing assessment is being done to determine students' adjustment and readiness for college through surveys and performance/retention data.

CR 82 Moving Forward, Looking Back: Voices of First-Generation Students in a Multicultural Learning Community

Salon 11

Rashne Jehangir

Assistant Professor, College of Education and Human Development

Rhiannon Williams

PhD Candidate

University of Minnesota

When compared to their peers, low-income, first-generation college students are less likely to attend college and less likely to persist to graduation. This study explores whether participation in a first-year multicultural learning community impacts the long-term success of these students at a large public research institution. Conducting follow-up interviews with participants from four first-year learning community cohorts, this study aims to assess whether students' participation had any impact on persistence and engagement in college.

5:15 pm – 6:15 pm

CI 83 Creating a Successful Student Engagement Culture on a Commuter Campus

Salon 13

Steady Moono
Vice President of Student Affairs

Leonard Bass
Associate Dean of Student Affairs and First Year Initiatives

Montgomery County Community College

This presentation will explore how Montgomery County Community College is strategically connecting three nationally competitive efforts that focus on student access, success, and engagement, including Achieving the Dream, Foundations of Excellence, and a Title III grant. A comprehensive review of key initiatives and outcomes will be shared.

CI 84 Assessing Student Learning Outcomes in a First-Year Transition Course for SACS Accreditation

Salon 14

Jacquelyn Nash
Assistant Director, The Freshman Center and University Transition Programs

Elizabeth Bernard
Director, The Freshman Center and University Transition Programs

George Mason University

This session will focus on the process, measurements, and outcomes that resulted from assessing identified student learning outcomes in a first-year transition course. Through a written narrative at the end of the semester, students were asked to articulate what they learned about themselves and their external environment (the university), and how they integrated this knowledge into their decisions and goals going forward for the rest of their college experience and beyond.

R 85 Stuck in a Rut With Your Week of Welcome Program?

Salon 15

Keri Riegler
Director, New Student Connections

Victor Teschel
Graduate Assistant, Office of New Student Connections

University of South Florida

Looking to spice up your current Week of Welcome program? Roundtable participants will discuss how to create a seamless, comprehensive, campus-wide welcome program that successfully transitions new students into the campus community. We will also discuss ways to establish partnerships across campus and within the community, increase student participation in the planning process, and create a campus-wide tradition program.

R 86 Successful Academic Endeavors in Residence Halls and Non-Academic Settings

Salon 16

Cathy Warner
Residence Hall Director

JanaMarie Tramper
Assistant Director, Career Services

Katie Quinn
Undergraduate - Resident Assistant

Richard Hinger
Undergraduate - Res. College Peer Mentor
Central Michigan University

Crystal Sattelberg
Residence Hall Director
Aquinas College

This session is designed as a forum for institutions to discuss how they are bringing academic endeavors, programming, and student support systems into residence life, housing, and other areas not considered in the traditional academic arena. These areas together can develop a true sense of academic culture and academic success across all spans of a college or university setting. This session will allow participants to discuss successful initiatives as well as challenges and foster discussion on what others are doing to bring these areas together for the educational success of students.

FD 87 Connecting First-Year Seminars and General/Liberal Education

Salon 1

Leon Book
Director, Student Transitions & First-Year Experience

Southeast Missouri State University

After briefly describing the genesis of his interest in the topic, the facilitator will engage participants in a discussion of the advantages and disadvantages of connecting an institution's first-year seminar to the liberal/general education program. Discussion of advantages will include the institutionalization of the seminar while disadvantages include staffing and costs.

FD 88 Engaging FYE Students in Civic Learning

Salon 2

Debra David
Associate Dean of Undergraduate Studies
San Jose State University

How can we engage students in civic learning during the first year? Join us in a dialogue to identify appropriate learning outcomes, share curricular and co-curricular strategies to achieve them, and explore ways to assess individual and program-level results.

FD 89 At-Risk Low-Income Student Retention Issues

Salon 3

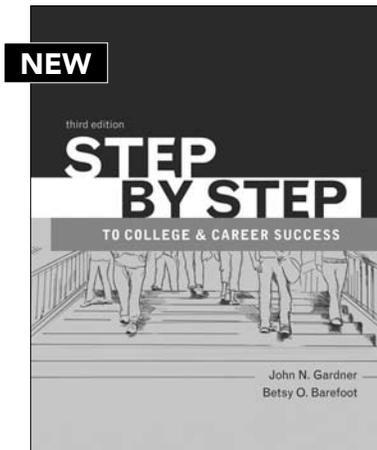
Beverlyn Grace-Odeleye
Assistant Professor; Director of the Act 101 Program

Barbara Miccio
Associate Professor; Counselor, Department of Academic Enrichment and Learning
East Stroudsburg University

This focused dialogue will focus on the retention-related issues of at-risk low-income first-year students. More specifically, the dialogue will include academic self-awareness, motivation, self efficacy, targeted intervention, and personal development for academic success. Additionally, it will include discussion of academic strategies for planned programmatic success of targeted students.

First year matters

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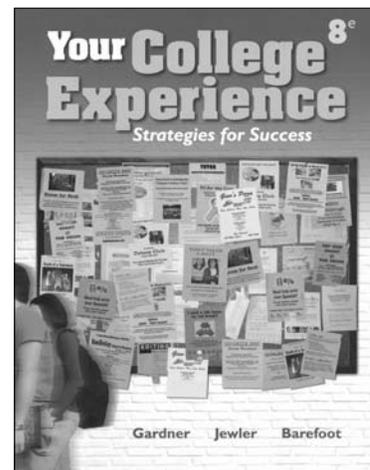
Your College Experience

Strategies for Success

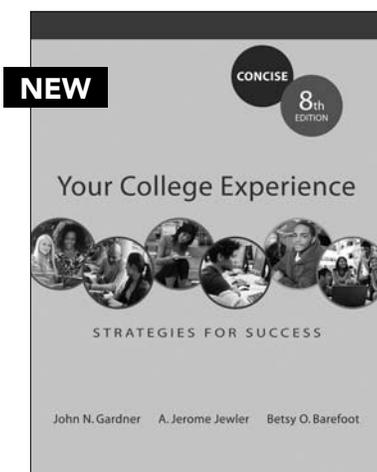
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FD 90 Retention and Attrition of Multicultural Students

Salon 4

DeLaine Priest

Associate Vice President, Student Development and Enrollment Services

University of Central Florida

With the increased number of multicultural students entering the academy, why are multicultural students not persisting at higher rates? Which successful strategies are being utilized at your institution to retain multicultural students? This focused dialogue will feature discussion on initiatives geared towards the success of multicultural students in postsecondary education.

FD 91 The ABC's of Summer Reading

Salon 5

Janet Beck

Academic Advisor

Appalachian State University

As campuses adopt summer reading programs, they are faced with decisions concerning the successful execution of the common reading experience. This session will explore the following: What does it take to implement a shared reading experience in terms of financial resources/personnel? Should the program be directed at first-year students or encompass the entire student body? How do you ensure faculty/staff buy-in of the reading experience? What denotes a successful book selection? Are there advantages in bringing the author to campus? What does it take to get students to read the book?

FD 92 Leading Peer Leaders - Let's Just Talk!

Salon 6

Greg Metz

Assistant Director, First-Year Experience & Learning Communities

University of Cincinnati

Peers empower peers in various realms. How do we define leaders' roles and guide development? Provide structure and autonomy? Respect "their" grounded wisdom/experiences while integrating "our" life lessons and theories. Bring your questions and let's talk!

FD 93 Enrollment Management at Community Colleges

Salon 7

Jocelyn Harney

*Vice President, Enrollment and Student Affairs
College of DuPage*

This dialogue will encourage the discussion of community college campus experiences with strategic enrollment management (SEM). Given the importance of outcome indicators such as the retention, transfer, and/or graduation rate of students, how have SEM activities been used to recruit, examine, support, and facilitate the success of first-year students?

FD 94 ADHD, Executive Function Disorders, and the First Year Challenge

Salon 8

MacLean Gander

Vice President for Academic Affairs and Dean of the College

Landmark College

About 10% of first-year students have some form of learning or attention disorder, and the range of difficulties these students present seems to grow more complex each year. The access these students have to postsecondary education is a sign of great progress in our laws and our educational practices, but it also presents great challenges to those charged with supporting their transition. This dialogue will focus on the problems we share and the solutions we have developed in working with this population.

FD 95 Learning Communities

Salon 9

Karen Weathermon

Director of Learning Communities

Washington State University

Come meet and talk with colleagues working with learning communities. This discussion will encourage participants to share their innovations, success stories, and challenges for creating and sustaining vibrant learning communities. We will begin with a few guiding questions to initiate what should be a lively dialogue.

FD 96 Students First!

Salon 10

Shawn A. Anderson

Dean of Student Services

Minnesota State Community and Technical College

Do you collaborate with another institution? Do you want to collaborate with another institution? This conversation promises to be an exchange of ideas from institutions that are working together to ensure that students win! The session hosts are both involved in collaborative efforts with other colleges and universities to provide opportunities and access to the students they serve.

FD 97 Summer Bridge Programs: What Works

Salon 11

Gayle Williams

Assistant Dean, University College

Indiana University - Purdue University Indianapolis

Many campuses are interested in launching summer bridge programs to help students make a successful transition to college. Others are exploring ways to expand or reinvigorate existing programs. This focused dialogue will address a variety of structural components associated with successful bridge initiatives including size, costs, and targeted student populations.

FD 98 Professional Development for First-Year Seminar Faculty

Salon 12

Amy Baldwin

Professional Development Coordinator

Pulaski Technical College

Training for a course such as first-year seminar can be challenging and rewarding. There seems to be so much to consider: faculty diversity, budgets, schedules, and creative ideas. What have you learned that has worked? What do you continue to struggle with? Come make connections and discover new ideas.

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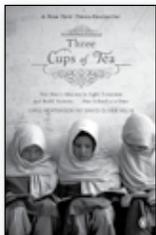
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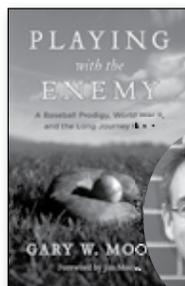


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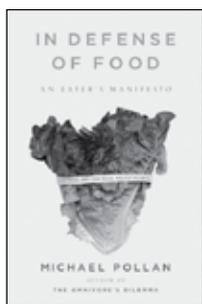
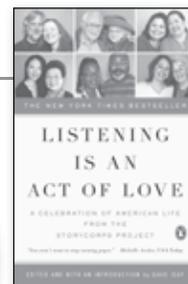
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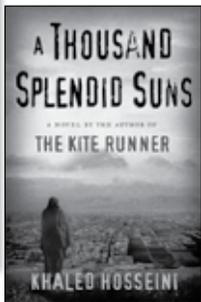
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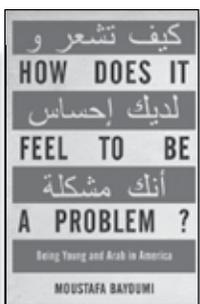
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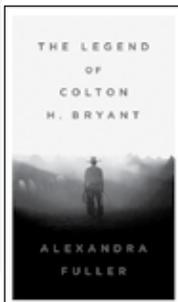


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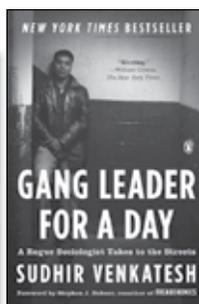
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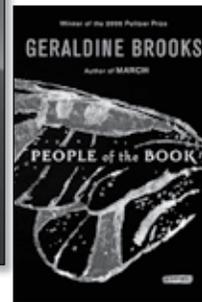
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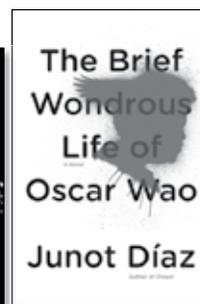
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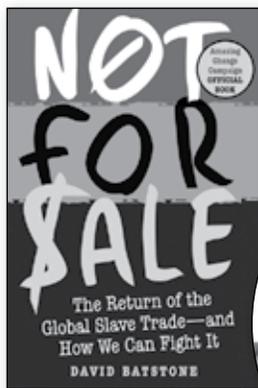
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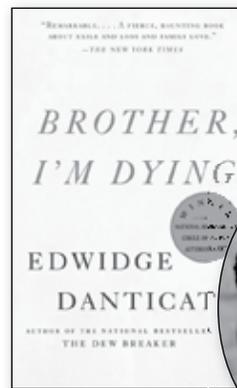
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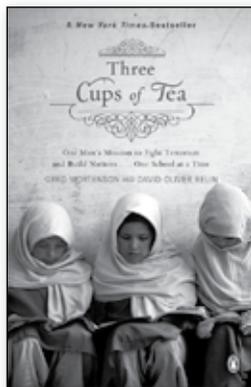
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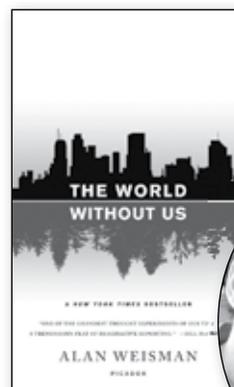
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7:30 am - 9:00 am
Grand Ballroom A/B

CONFERENCE REGISTRATION AND INFORMATION DESK

7:30 am - 5:30 pm
Registration Desk 2

CYBERCAFÉ

7:30 am - 5:30 pm
Salon 24

BOOKSTORE

7:30 am - 5:30 pm
Salon 23

CONTINENTAL BREAKFAST WITH POSTER SESSIONS

7:30 am - 9:00 am
Junior Ballroom F

PA 101 **The Engaged Campus: Service-Learning in the First Year**

Junior Ballroom F

Jennifer Rockwood

*Director, First Year Experience
University of Toledo*

This presentation will explore experiences with teaching a first-year seminar with a service-learning component. The presenter will share best practices, student testimonials, reflection assignments, suggestions for community outreach, pedagogical justifications, training tips for instructors, slides/video from a final community event, and advice for starting a similar program on other campuses. Professors, students, instructors, academic advisors, and administrators will benefit from this presentation of faculty, community, and student engagement. The presenter will provide handouts and allow time for interaction and questions from participants.

PA 102 **Shifting the Paradigm: Using Covey's Seven Habits to Nurture Highly Effective College Students**

Junior Ballroom F

Agnes (Tracy) Gottlieb

Dean of Freshman Studies and Special Academic Programs

Robin Cunningham

*Mentor/Director of the Seton Summer Scholars
Seton Hall University*

Seton Hall University has adopted the Seven Habits of Highly Effective People by Steven R. Covey in our first-year University Life course to provide a learning platform for the issues that commonly plague new students. The University Life course, which meets once a week for 15 weeks, spends half the class time exploring each of the seven habits. Assessment of the lessons and the course has shown the students are highly receptive to Covey's habits.

PA 103 **A Dynamic Exploratory Program—23 Years and Thriving**

Junior Ballroom F

Michelle White

Director of Academic Advisement

Ralph Anttonen

*Director of the Exploratory Program
Millersville University*

The elements of the 23-year-old Exploratory Program will be showcased including a comprehensive web page, videos explaining majors and minors, an Improve My Performance Program designed to help students raise low GPAs, and a volunteer advisors program. 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 the initiative of establishing 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.

PR 104 **An Examination of First-Year Students' Vocational Interest Patterns**

Junior Ballroom F

Rachel Pickett

Postdoctoral Research Fellow

Paul Gore

*Associate Professor of Educational Psychology
University of Utah*

Jane Swanson

Psychology Department Chair

Virginia Rinella

*Director of Pre-Major Advisement
Southern Illinois University-Carbondale*

This study examined in vivo vocational exploratory behavior of first-year college students enrolled in a first-year seminar. It was predicted that students would explore career information in a manner consistent with their interest inventory results. Additionally, it was hypothesized that students with distinct interest types would explore vocational information differently. A sample of 188 first-year college students participated in a two-week career exploration unit using ACT's DISCOVER and took the UNIACT interest inventory. Results partially supported initial hypotheses.

PA 105 Focusing on First-Year Retention

Junior Ballroom F

Stephanie Sue Helmers
Assistant Director for Residence Life

Brian Boyer
Resident Director

Rodney Franks
Resident Director

Western Carolina University

In 2006 – 2007, Western Carolina University had the lowest first-year student retention rate of all 16 state institutions in North Carolina. To address this issue, the Department of Residential Living initiated the Western PEAKS program. The program featured transitional courses, academic support workshops and grouped learning communities. Data in 2008 indicated a 5% increase in retention. Participants will learn about the PEAKS program, enhancements made this year, and how it can be adapted to other campuses.

PA 106 Meeting the First-Year Seminar Requirement with an Online Option

Junior Ballroom F

Carolyn Schnell
Associate Dean, College of University Studies

Pat Venette
Senior Lecturer, College of University Studies and Academic Advisor

North Dakota State University

For students who fail to complete a required first-year seminar in a timely manner, North Dakota State University has created an online version of the course. This presentation will address the manner in which a required classroom experience, designed for new student transition, was successfully converted to an online course addressing the same topics but from an advanced perspective. Assignments, exams, discussions, and assessment are completed through the use of BlackBoard learning system.

PA 107 CSI: University College, Identifying-Understanding-Advising-Teaching the Millennial Generation

Junior Ballroom F

Juanel Sippio
Assistant Director of Academic Advisement

Shante' Jones
Professional Advisor

Stephanie Bankett
Professional Advisor
Prairie View A&M University

"How do we reach the millennial student?" As we all know, communication is the key foundation to any relationship. There seems to be a fractured relationship between the millennial generation and its predecessor generations. This presentation will explain how to establish a foundation of strong communication for improved understanding, advising, and teaching of this generation.



www.nacada.ksu.edu



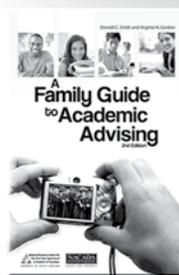
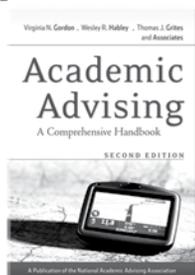
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PR 108 Enhancing Learning Outcomes for First-Year Geography Students

Junior Ballroom F

Graham Jordan

First Year Coordinator, Geographical Sciences and Planning

University of Queensland

The poster graphically demonstrates the significance of Peer Assisted Study Sessions (PASS) in enhancing the learning outcomes for first-year students studying geography at the University of Queensland. Until the appointment of a first-year coordinator in 2005, PASS was established in one course with just one student mentor. PASS has now expanded to be embedded in eight first-year courses with 15 leaders, drawing up to 38% of enrolled students to PASS each week.

PR 109 Beyond Summer School: Summer Learning Community Effectiveness for Pre-First-Year Students

Junior Ballroom F

Carrie Petr

Academic Adviser and Coordinator, NU Start

University of Nebraska-Lincoln

Implementing effective means to increase success of first-year to sophomore retention is a critical issue on campus. This session examines the effects of participation in a summertime learning community for entering students prior to full-time enrollment. This original research addresses differences among participants and nonparticipants; both qualitative and quantitative data are presented. Administrators interested in first-year student success and retention, learning communities and connections with academic units are encouraged to come and share their unique campus experiences.

PA 110 FYE Career Project: Myth Busters

Junior Ballroom F

Shelly Stone

FYE Instructor

Wilma Finney

FYE Instructor

Carri Butcher

FYE Instructor

North Arkansas College

The first-year seminar instructors at North Arkansas College in Harrison, Arkansas, have designed and implemented a Career Learning Project for enrolled students. This project encompasses the full 10-week course with students completing a portion of the assignment each week. The purpose of the project is to allow the students to study their chosen career paths in depth.

PA 111 First Contact: The New Student Meeting at the University of Iowa

Junior Ballroom F

Michael Davis

Academic Advisor

University of Iowa

A positive point of early contact between first-semester students and academic advisors at the University of Iowa's Academic Advising Center is the New Student Meeting (NSM). This poster session will share the framework and expectations of the NSM along with approaches taken by advisors to communicate information on academics and advisor support. Handouts will include sample NSM agendas, learning syllabi, and assessment information.

PA 112 Peer-Led Supplemental Instruction for Key First-Year Core Courses

Junior Ballroom F

Robert W. Strong

Assistant Professor/The American Experience Course Coordinator

Jennifer Johnson

Assistant Dean of University Programs

St. Edward's University

The presentation will focus on an assessed three-year program implementing peer-led Supplemental Instruction (SI) into diverse first-year core courses at St. Edward's University. Presenters will discuss the Core SI model, the history of this program, strategies necessitated by different courses, staffing, and practical applications, including "Best Practices" guides; data collection and assessment section will provide effective models, guides, and forms for applying methodologies to any SI program; and participant discussion. Advanced materials will be posted to a session website.

PR 113 Building an Academically Supportive and Successful Culture in a Non-Academic Campus Setting

Junior Ballroom F

Richard Hinger

Education & Human Services Residential College Peer Mentor

Cathy Warner

Residence Hall Director

Central Michigan University

Central Michigan University's North Hall Complex has taken purposeful steps to develop academically successful, supportive cultures in their primarily first-year student residence halls. This included implementing "Study Bucks" and "Academic Incentives," which recognize academic success; creating of study niches, integrating residential college peer mentors, among other things. Assessment of success included multi-variable analysis of GPA data, EBI survey results, program participation, dropout/transfer data, and student feedback. Overall, this has resulted in greater academic success and persistence by students in these communities.

PR 114 Impact and Outcomes of Purposeful Diversity Education and Programming for First-Year Students

Junior Ballroom F

Katie Quinn

Resident Assistant

Cathy Warner

Residence Hall Director

Central Michigan University

In 2007-08 CMU engaged in a purposeful programming model for diversity education, including passive programs and bulletin boards, in-hall and floor programming, and actively engaging students in campus-wide and university diversity events and initiatives. In fall 2008, we followed up with 300 2007-2008 residents to evaluate the impact and outcomes of these efforts. This poster session will highlight the impact and outcomes of these efforts for first-year students.

PR 115 Intentional Design in Peer Mentoring: Developing a Peer Mentor Component That Optimizes Facilitation of First-Year Seminar Program Objectives

Junior Ballroom F

Brenda Amenson-Hill

Assistant Dean for Campus Life

Denise Bartell

Associate Professor of Human Development

Samuel Seefeld

Undergraduate Student

Jessica Hopp

Undergraduate Student

Kirstin Thompson

Undergraduate Student

Tracy Beyer

Undergraduate Student

The University of Wisconsin-Green Bay

In this session, we will discuss how to design a peer mentor program to maximize achievement of first-year seminar objectives, focusing on topics such as how to design a PM course to facilitate seminar objectives and how to work with course instructors to maximize PM impact in seminar classes. We will also describe the results of an empirical assessment that compares student achievement of seminar objectives in classes with and without peer mentors.

PR 116 Let's Give Them Something to Talk About: Enhancing Student Out-of-Class Interaction Through FYE on a Commuter Campus

Junior Ballroom F

Patrick Munhall

Assistant Professor of Psychology

Candice Thomas-Maddox

Acting Associate Dean; Professor of Communication

Ohio University Lancaster

Leigh Atkinson

Director, Pickerington Center

Ohio University Pickerington

A first-year experience (FYE) program was implemented on a commuter campus to increase students' connectedness with faculty and other students to enhance retention. To assess the new program, FYE students and a sample of non-FYE students were surveyed regarding their time spent with faculty and other students outside of class. Results indicate that the program was successful in increasing students' interactions with other students and faculty relative to students not participating in the program.

PA 117 Empowering Minority Students to Succeed in the First Year

Junior Ballroom F

Mary Allen

Interim Director of Student Success

John Stover

Director, Bridges to Success Program

Roberta Brown

Assistant Director, Learning Assessment

CoCo Hutchison

Professor of Student Success

Larry Herndon

Professor of Student Success

Valencia Community College

Valencia developed a three-semester pilot to assist minority students in making the transition from high school to college. Students were enrolled in a College Survival Skills course in the summer, a LinC (Learning in Community) combining Student Success and MAT 0012 (Pre-Algebra) in the fall and a final LinC of Student Success and MAT 0024 (Beginning Algebra) in the spring. Intervention strategies focused on self-discovery, self-motivation and academic success while developing an environment that supported and connected students to personal and academic success.

PA 118 Modular Delivery and Supplemental Instruction (SI) for the Calculus Course

Junior Ballroom F

Emil Schwab

Associate Professor, Mathematics Department

Helmut Knaust

Associate Professor, Mathematics Department

The University of Texas at El Paso

The Department of Mathematical Sciences at the University of Texas at El Paso has implemented a rather unique delivery mode for all its Calculus I sections. The course not only uses a modular design (both the curriculum and the semester are divided into three segments), but also includes a substantial mandatory peer-led supplemental instruction component. We will address implementation issues as well as the impact on student success.

PA 119 Community Service and Philanthropy in the First-Year Seminar

Junior Ballroom F

Jeremy Grossman

Honors Peer Leader

Melissa Johnson

Assistant Director of the Honors Program

University of Florida

This presentation focuses on how to incorporate community service and philanthropy into a first-year seminar. Based on a model used by the University of Florida, we will explain how we coordinated a local community service day for almost 150 students, as well as a philanthropy field day competition where we collected hundreds of items for a local Girls Club. We will provide a step-by-step guide to creating service and philanthropy events on other campuses.

PA 120 Retention of Summer Bridge Students

Junior Ballroom F

Elaine Davis

Chair, Department of Natural Sciences

Anisha Campbell

Assist. Professor of Biology

Bowie State University

Bowie State University offers a summer bridge program representing a second chance to prospective first-time first-year students who applied for admission but did not meet the criteria. Enrichment courses are provided to enhance the participant's transition from secondary to college education. Between 2005 and 2008, the program hosted 507 participants, 456 participants were admitted, 452 enrolled during the appropriate fall semester, and 79% (not including the 2008 participants), have been retained through the first semester of their sophomore year.

**PR 121 Shared Service-Shared Learning:
First-Year and Graduate Students Working
Together**

Junior Ballroom F

Wendy Troxel

*Assistant Professor, Department of Educational
Administration and Foundations
Illinois State University*

This program will introduce research designed to assess student learning in collaborative service projects between first-year undergraduates and graduate students. The presenter will share results of this four-year study, through the qualitative evidence gathered from first-year and graduate students. Conference participants will be encouraged to consider ways to form innovative partnerships to replicate this teaching-learning process on their own campuses.

**PA 122 An FLC for Us: Opportunities for
Culturally Based Learning Communities**

Junior Ballroom F

Dhanfu Elston

*Academic Professional for Student Retention
Georgia State University*

The Urban Excellence: Success & Leadership first-year learning community was targeted towards African American male students during the fall 2008 semester. An explanation of the program will include a discussion of the challenges and opportunities, university support, culturally based theoretical framework, and exploration of racial identity development. A question and answer segment will be incorporated to address concerns, as well as innovative ways for participants to target students of color for learning community participation.

**PA 123 FYE Web Site 3.1: Revising for
Inclusion**

Junior Ballroom F

Judith Dallinger

*Associate Provost for Undergraduate and
Graduate Studies*

Katrina Daytner

Associate Professor, FYE Coordinator

Bradley Dilger

Associate Professor of English

Ronald Pettigrew

FYE Peer Mentor Coordinator

Western Illinois University

A major revision of the Western Illinois University FYE web site occurred in 2007, based on both a thorough critique of the site and focus group data conducted by students enrolled in a Computers in Writing class. Current components of the web site will be described including their target audience and the rationale for each. Reasons for specific improvements from the precursor site will be addressed and usage data for the new site will be included.

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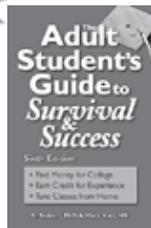
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PA 124 Exploring 8- and 16-Week First-Year Seminar Options

Junior Ballroom F

Jana Trampler

Assistant Director of Career Services

Janet Parker

First-Year Experience Program Peer Mentor

Central Michigan University

Central Michigan University is consistently expanding and improving its first-year seminar program based on student and faculty evaluations. In the past, all courses occurred over an 8-week span. In a progressive effort, several pilot 16-week courses were offered. This study examined the effectiveness of 8- and 16-week courses from the faculty and student perspectives. Faculty and student perceptions, student success, and retention rates will be displayed.

PA 125 A Strategy for Success: Incorporating the Library Into First-Year Seminar Curriculum

Junior Ballroom F

Linda Colding

Associate University Librarian

University of Central Florida

In spring 2007, Information Fluency (IF) was implemented in the University of Central Florida's first-year seminar curriculum. With collaboration between the librarian and seminar faculty, library instruction was created to introduce students to IF. While the overall assessment of IF was a written and/or oral assignment, the library portion was assessed through pre/posttests. This poster session will provide data analysis of the tests used to determine the success of library instruction.

PA 126 250 "Random Acts of Kindness Toward College Students" That Build Fun, Family, and Favorable Outcomes Inside and Outside the Classroom

Junior Ballroom F

Tom Carskadon

Professor of Psychology and Director of First-Year Experience Programs

Mississippi State University

The presenter will note the importance, both philosophically and empirically, of positive faculty-student interaction and share a list of "250 Random Acts of Kindness Toward College Students," developed over two decades, that actually are not random at all. The acts can build fun, family, and favorable outcomes in and out of class.

PA 127 A Qualitative Assessment of First-Year Students' Understanding of Liberal Arts Education and Civic Responsibility

Junior Ballroom F

Laurie Hanich

Associate Professor of Educational Foundations

Linda McDowell

Coordinator of First-Year Experience

Frederick Foster-Clark

Coordinator of General Education

Millersville University

This poster will focus on the development and implementation of an assessment rubric designed to measure changes in students' understanding of liberal arts education and civic responsibility within Millersville University's FYE program. Pretest – posttest comparisons show significant changes over the course of the students' first semester in some areas but not others. Refinements in the instrument, coding strategies, and assessment data, gathered over a two-year period, will be shared.

PA 128 Assessing a First-Year Seminar for Honors Students

Junior Ballroom F

Michael Flegiel

Undergraduate Researcher

Melissa Johnson

Honors Program Assistant Director

University of Florida

This poster will present results of a semester-long assessment project focusing on the impact of a first-year seminar for honors students. Using qualitative data from focus groups and open ended surveys, we have studied how students' perceptions of the course have impacted their involvement with campus opportunities such as research, study abroad, and internships, as well as with their general academic success and satisfaction with college. Samples of the data collection protocols will be provided.

PA 129 A Twist on Summer Bridge

Junior Ballroom F

Christine Zielinski

Director, Academic Resource Center

Dorothy Resh

Associate Professor of Biology

University of St. Francis

Summer Academy offers new first-year students a residential experience designed to make a smooth transition to college. However, this summer bridge has a twist. Instead of days designed around remedial classes and student deficiencies, Summer Academy was designed to provide students with a taste of the real academic expectations of college courses. This avenue would allow them to discover the academic demands early, instead of stumbling during their first semester.

PA 130 A 'Major' Perspective on the First-Year Experience: Impact of Faculty and Academic Disciplines in Campus-Wide Efforts to Retain Students Beyond the First Year

Junior Ballroom F

Constance Goodman

Instructor and Program Coordinator for the Supporting Teacher Education Preprofessionals (STEP) program

Jennifer Platt

Executive Associate Dean for Academic Affairs

The University of Central Florida

Colleges and universities are in search of creative strategies to support and retain first-year students. Most efforts are led by a single department or student affairs. Rarely do such efforts include faculty and academic disciplines or connect first-year students to their intended major as soon as they enter college. This session examines the impact of involving faculty in campus-wide efforts to support and retain students beyond the first year.

PA 131 REACHing Out to At-Risk First-Year Students

Junior Ballroom F

Scott Peska

Director of the Office of Support & Advocacy

Denise Rode

Director of Orientation & First-Year Experience

Danielle Kuglin

Assistant Director of Orientation & First-Year Experience

Northern Illinois University

Reaching out to potentially at-risk students in their first semester can be difficult and problematic. Yet, there is valuable information about student success resources to be shared with this population of students. This interactive poster session will outline an effective initiative hosted at Northern Illinois University utilizing peer callers. REACH callers are trained to make referrals to appropriate campus resources to positively impact the success and retention of potentially at-risk students.

PR 132 First-Year Interest Groups: The Solid Foundation to a Successful College Career

Junior Ballroom F

Chad Briggs

Assessment Coordinator

Eric Davis

Undergraduate Researcher

Kathie Lorentz

Education & Outreach Coordinator

Sara Malek

Former Undergraduate Researcher

Southern Illinois University Carbondale

Amy Fehr (Davis)

Occupational Therapy Graduate Student

Washington University in St. Louis

Three sources of data were collected to evaluate a newly implemented first-year interest group (FIG) program at a large midwestern university. Longitudinal archival data were used to assess GPA and retention trends for FIG and non-FIG students across their first four years of school, and quasi xperimental data were used to include academic and demographic controls in similar analyses. Finally, focus group data were collected from students in two cohorts to more fully capture the range of benefits and disadvantages associated with the FIG experience.

PA 133 Establishing Student Participation and Campus Collaboration for a New First-Year Portfolio Development Program

Junior Ballroom F

Suellen Lazarek Dean

Coordinator of the CALLS Program

Assumption College

The CALLS (Career Academic Lifetime Learning Skills) Program was implemented by the office of career services within the student affairs division at a liberal arts college. Elements of the program will be showcased including history, challenges, marketing strategies, portfolios, student mentoring, major exploration, technology, self-assessment, experiential learning and job shadowing. Successes include increased collaboration with academics affairs in first-year programming events, increased first-year student participation and increased use of portfolios on campus.

PA 134 Confronting High-Risk Drinking Among First-Year Students

Junior Ballroom F

Douglas Engwall

Professor of Psychology

Karen Engwall

Counselor, Counseling and Wellness Center

Central Connecticut State University

Substance abuse has been a long-standing problem at most colleges and universities. Alcohol use is particularly endemic among first-year students; they drink more heavily and experience more problems than any other class. This poster session will examine the effectiveness of three widely available programs we have used over the past decade to confront high-risk drinking in first-year students.

PA 135 Developing an Online Community Site to Infuse Diversity Into a First-Year Enrichment Program: Successes and Challenges

Junior Ballroom F

Ila Parasnis

Professor, Department of Research and Teacher Education

National Technical Institute for the Deaf, Rochester Institute of Technology

Latty Goodwin

Director of First-Year Enrichment

Robyn Reafler

FYE Instructor/Coach

Rochester Institute of Technology

As part of a First-Year Enrichment (FYE) course, an online community site was developed where video clips related to race/ethnicity, gender, and hearing status differences were posted. Each clip was accompanied by questions designed to initiate conversation. During the ten-week FYE course, students engaged in voluntary online discussion of the clips monitored by instructors. The presenters will discuss instructor and student feedback and their perspectives regarding the successes and challenges of this project.

PA 136 Evaluating a Peer-Led Learning Community Program

Junior Ballroom F

Leilani Takeuchi

Coordinator, First-Year Programs

University of Hawaii at Manoa

This poster session will highlight program evaluation methods used at a peer-led learning community program at a four-year, public university. Multiple strategies are utilized: pre-post surveys measure student expectations, focus groups gather qualitative feedback, institutional data is collected to measure retention rates, and rubrics are used to measure student learning outcomes.

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PR 137 Measuring Identity in First-Year Learning Communities

Junior Ballroom F

Susan Ingram

Teaching Associate/Graduate Candidate

California State University, East Bay

This study examines the dynamics of student self-identity and roles as they relate to the learning community. Synthesizing the theoretical and methodological approaches of previous scholars, another dimension of the collaborative learning environment emerges. A mixed methodology explores the learning community and helps to answer the first of the research questions: What role, if any, does the learning community play in individuals defining themselves as “student,” specifically as it relates to non-traditional students?

PR 138 Convincing Faculty: The “Proof” Is in the Survey

Junior Ballroom F

Gregory Anderson

Associate Director of FYE

Indiana University-Purdue University Fort Wayne

Rachelle Darabi

Associate Provost for Student Development and Community Outreach

Missouri State University

After four years of first-year experience (FYE) learning communities (LC) at Indiana University Purdue University Fort Wayne, a survey of the (LC) faculty was conducted. The ten-question instrument measured beliefs regarding learning communities and student engagement, attendance, grades, faculty teaching styles and development. Also, questions were asked concerning FYE goals, and amount of course integration. This presentation will share the survey results and faculty comments.

PR 139 Learning Modules to Enhance Student Engagement

Junior Ballroom F

Ken Cramer

Professor of Psychology

Craig Ross

PhD Candidate, Clinical Psychology and Introductory Psychology Instructor

University of Windsor

In this poster session, presenters will share the results of two studies in which introductory psychology students were randomly assigned to receive two instructional modules in their laboratories (vis. time management and exam strategies). Five hundred students received these modules before the midterm, and 255 students received them after. Following delivery of the modules, students indicated they extent to which they were motivated, interested, focused on, and likely to use the modules. Compared to students who did not complete the modules, results showed the modules were effective in increasing student performance on the midterm and exam, regardless of when the modules were presented (before or after the midterm).

PA 140 Incorporating Service-Learning into a Linked First-Year Orientation Course

Junior Ballroom F

Matthew Rust

Assistant Director for Recruitment and Academic Adviser

Nancy Gustke

Assistant Professor of History

North Carolina State University

In fall 2007, 21 first-year students at North Carolina State University participated in a service-learning project through their linked orientation and American history course. The project incorporated academic material, relevant service to the University, and critical reflection to achieve outcomes spanning the linked courses and culminating in a handbook of university history, traditions, and opportunities. The presenters, an academic advisor and a history professor, will share their experiences facilitating and assessing this service-learning project.

CR 141 A Multi-Campus Study of the Perceived Effects of First-Year Seminars on the Experience of Students in Their First Semester of College

Salon 1

Stephanie Foote

Director, Academic Success Center and First-Year Experience

University of South Carolina Aiken

This session presents data collected from a multi-campus study that determined how participating in a first-year seminar impacted students during the first semester of college. Specifically, students’ experiences in first-year seminars were examined to determine their perceptions concerning the influence of: course expectations, content, delivery, and out-of-class interactions with their instructor and peers. Analysis was conducted to determine how these perceptions vary based who the students are and the type of first-year seminar taken.

CT 142 Planting, Nurturing, and Harvesting Learning Communities

Salon 2

Christy Cheney

LinC Coordinator College-Wide/Student Success Professor

Julie Phelps

Project Director, Achieving the Dream (AtD), and Math Professor

David Hosman

LinC Coordinator, West/ Counselor

Terry Rafter-Carles

LinC Coordinator, East/Student Success Professor

Mia Pierre

LinC Coordinator, Osceola/Student Success Professor

Valencia Community College

Valencia Community College chose Learning Communities (LinC) as one strategy to close academic performance gaps for the Achieving the Dream (AtD) Initiative. Faculty and staff from a variety of disciplines will share the theory, logistics, professional development, and data within the process of “growing” a learning community by linking courses supported by student services personnel.

CI 143 **Success by Design: Supporting the First-Year Seminar Instructor**

Salon 3

 **Dorothy Ward**
Director of the Entering Student Program

Joanne Kropp
Assistant Director, Entering Student Program

Ann Gabbert
Learning Communities Coordinator

Shawna Clemente
Peer Leader Coordinator

University of Texas at El Paso

The Entering Student Program (ESP) at The University of Texas at El Paso offers a first-year seminar to approximately 2,600 students during the academic year. To help ensure program quality, ESP provides both first-time and experienced seminar instructors a wealth of support, including workshops, mentoring, instructional team, course-specific textbook, instructional modules, and learning communities. This presentation will examine the various support provided to instructors to help them deliver an effective first-year seminar to entering students.

CT 144 **Partnerships to First-Year Reading Successes in Critical Thinking and Civic Engagement**

Salon 4

Gretchen Hazard
Assoc. Professor, Administrator General Education

Carol Hurney
Asst. Director Faculty Innovation, Biology Department

Kathy Clarke
Librarian

James Madison University

James Madison University's First Year Reading program (FRP) celebrated its 10th birthday and the University Centennial in 2008 with James Madison's Federalist 10. Personnel from student affairs and academic affairs partnered to engage our newest class with a challenging text, and to facilitate critical thinking work prior to and after students' arrival in the classroom. Participants in this session will discuss critical thinking initiatives and student engagement activities in relation to FRP texts and programming.

CI 145 **Program Evaluation of a First-Year Enrollment Counseling Program at a Small Independent College**

Salon 5

Philip Conroy
Vice President for Enrollment Management and Marketing

Michael Bosco
Manager of Enrollment Management Operations

Jay Titus
Dean of Admissions

David Goldman
Director of Financial Aid
Mount Ida College

The session will review the process and results of a formative participatory evaluation of a first-year enrollment counseling program at a small, independent college. The first-year enrollment counseling program was implemented in the fall of 2003. Patton's Utilization-Focused Evaluation Checklist was used to guide the evaluation. Enrollment counseling staff volunteered to serve on the evaluation committee. Archival data collected over the five years of program operation was analyzed and a user-defined set of recommendations was developed.

CI 146 **Academic Coaching: An Integral Component of the First-Year Experience**

Salon 6

Lynne Solis-Berdugo
Assistant Director, Center for Student Academic Success

Jill Rasmussen
Director, Center for Student Academic Success
La Sierra University

The Center for Student Academic Success at La Sierra University developed an academic coaching program, as an integral part of the first-year experience. Academic coaches, full-time staff of the Center and team-teachers in the first-year seminars, serve as mentors and academic advisors. Presenters will describe the program in detail, including goals of the model, coaching responsibilities, and sample materials. Data from the first year of implementation will be presented as evidence of the program's achievements.

CT 147 **Changing Student Culture From The Ground Up**

Salon 7

Greg Metz
Assistant Director, First Year Experience & Learning Communities
University of Cincinnati

A small but growing literature in the anthropology of higher education, along with data from NSSE, CSEQ, etc., suggests inconvenient truths. Students want degrees and career success but at minimal costs in time and intellectual rigor. What does this literature tell us about student culture? Is there a crisis in student culture? What can we do to encourage transformations in student culture? How can we empower students themselves to be leaders in these regards?

CR 148 **Using BCSSE Expectations to Raise the Bar for Engagement in the First Year of College**

Salon 8

Denise Bartell
Associate Professor of Human Development

Georjeanna Wilson-Doenges
Chair of Psychology

Andrew Kersten
Chair of Social Change and Development

Donna Ritch
Associate Dean of Liberal Arts and Sciences
University of Wisconsin-Green Bay

We will examine reasons for the decline between precollege expectations reported in the BCSSE and reports of college engagement and effort of our first-year students as seen in NSSE data and explore how first-year seminars can be used to improve engagement and student effort at our university. We will also draw conclusions about how best to use first-year students' high expectations for their college experiences to maximize their effort and engagement in college.

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CT 149 “Connect Four”: Games That Promote Interactive Learning

Salon 11

Loriann Irving

*Counselor & Professor, Student Support Services
Kutztown University of Pennsylvania*

Most people enjoy games. Why not incorporate games in the classroom to motivate learners? Connecting games to class topics can promote learning through creativity and socialization among peers. This presentation will show how four common games—(a) Pictionary, (b) a version of Life, (c) Don’t Forget the Lyrics, and (d) Scene It!—can encourage students to willingly participate in their first-year seminar. Popular first-year seminar topics including effective studying techniques, money management, emotional intelligence, and learning styles are addressed.

CI 150 Preparing Peer Mentors for Success

Salon 12

Katrina Daytner

Associate Professor, Faculty Associate for First-Year Experience

Ronald Pettigrew

Graduate Assistant, First-Year Experience; Peer Mentor Coordinator

Adam Busard

Peer Mentor

Alicia Wester

First-Year Experience Program Assistant

Judith Dallinger

Associate Provost for Undergraduate and Graduate Education

Western Illinois University

WIU uses peer mentors as part of their First Year Experience program. These peer mentors serve in approximately 100 different entry-level courses from approximately 35 different departments. Since its beginning, WIU has worked to create a peer mentor training that is meaningful to such a diverse group of students with a diverse set of needs. The presentation will share the comprehensive approach that has resulted in the current training program.

CT 151 Why Don’t My Students Think I’m Groovy? Engaging The First-Year Millennial Student

Salon 13



Christy Price

Professor of Psychology

Dalton State College

During this participatory session, we will review the literature regarding the culture of the millennial student and discuss research findings regarding millennial student culture. Throughout the presentation, participants will engage in activities that require them to reflect on their own teaching techniques. Open ended questionnaires, check-lists, and digitized video clips of student interviews will be utilized to facilitate discussion regarding practical steps we can take to engage first-year students by connecting with their culture.

CI 152 Summer Bridge Program and Beyond: First-Year Experience Intensified

Salon 14

Bernita Sims-Tucker

Interim Assoc. Vice President for Academic Affairs

Charles Williams

Vice President for Academic Affairs

University of Maryland Eastern Shore

This presentation will detail the process used by a four-year university to create a retention intervention using three well-known strategies: (a) summer bridge program, (b) learning communities, and (c) first-year seminar. The power of the summer bridge is intensified by providing intrusive academic and personal/social support and opportunities for integration into the first-year class via the first-year seminar and learning community model.

R 153 The FYE at the Postmodern Multiversity

Salon 16

Gregory Eiselein

*Professor of English and Coffman University
Distinguished Teaching Scholar*

Emily Lehning

Assistant Dean of Student Life

Kansas State University

This roundtable will facilitate a lively discussion about the creation and maintenance of a unified first-year experience program at large, public, research university. In creating an FYE, the contemporary multiversity faces unique challenges related to institutional size, funding and fiscal priorities, and the demands of a research mission. This roundtable will provide an opportunity to discuss those issues and the range of creative solutions and best practices that can lead to an integrated, collaboratively governed FYE.

MORNING BREAK WITH EXHIBITOR DRAWING

10:15 am - 10:45 am

Grand Ballroom A/B

10:45 am – 11:45 am

CI 154 The Ever evolving/ Always Responding First-Year Seminar

Salon 1



Joni Petschauer

Director, Western NC Network for Access and Success

Cindy Wallace

*Vice Chancellor for Student Development
Appalachian State University*

Appalachian State University began piloting a student success seminar in the early 1980s that developed into a highly successful course known as Freshman Seminar, a nationally recognized program, and fundamental component of Appalachian’s first-year experience. Despite the enviable retention and graduation rates associated with the course and program, Appalachian’s General Education Task Force recommended that a new curricular experience be developed that might better reflect the goals and expectations of a newly designed core curriculum.

CI 155 15 Years and 1,200 Peer Leaders Later, University 101 Shares History and Steps for Success

Salon 3

Jennifer Latino

Assistant Director of University 101

Katharine Pei

Graduate Assistant, University 101

University of South Carolina

In 2008, University 101 at the University of South Carolina celebrated 15 years of peer leadership in the first-year seminar. This critical component of the course continues to grow each year. Last year, more than 150 extraordinary, upper-class students served as mentors and co-instructors in sections of the internationally recognized course. The sustainability of this outstanding peer leader program is due to continual assessment and enhancement of recruitment, selection, and training processes. This presentation will provide an overview of the history of the peer leader program at USC and how, after 15 years, persistent evaluation of the program allows for continuous development of these outstanding student leaders and, subsequently, exemplary co-instruction of first-year students.

CR 156 Help I'm Failing and I Can't Get Up: From Suspension to Success

Salon 4

Jill Simons

Director, Advisement Services

Paula Bradberry

Director, First-Year Studies

Arkansas State University

It is the common practice of institutions to temporarily suspend students who are in poor academic standing. However, students frequently return after suspension with the same level of maturity, style of decision-making, and complicated life circumstances. In response, ASU implemented a semester-long intervention program designed around four modules based on behavioral modification. Students are conditionally admitted until completion of this program. Now in its ninth year of successful operation, this program has been adapted to work with first-year students on academic probation. This session will review data collected over the nine-year period and explain how this information led to program alteration in the four learning modules and program requirements. The presenters will also discuss the differences between teaching traditional first-year seminars and a course for those already in academic distress.

CI 157 Incorporating Information Fluency Into First-Year Seminar Curriculum

Salon 5

Joe Ritchie

Executive Director, First Year Experience

Jennifer Wright

Director, Student Academic Resource Center

Stephen O'Connell

Associate Director, First Year Advising and Exploration

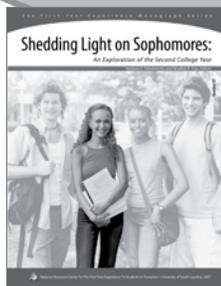
Linda Colding

Associate University Librarian

University of Central Florida

Entering first-year students are often overconfident in their research skills, critical thinking skills, and their ability to use technology appropriately in an academic forum. To address this issue, the University of Central Florida implemented Information Fluency (IF) into the first-year seminar curriculum. The presentation will focus on activities including library instruction, netiquette, critical thinking scenarios and the assessment tools created to measure students learning outcomes.

Resources for The Second College Year



Monograph No. 47

Shedding Light on Sophomores: An Exploration of the Second College Year

Barbara F. Tobolowsky & Bradley E. Cox, Editors

Shedding Light on Sophomores: An Exploration of the Second College Year draws on campus-based and national research to describe the second college year and the initiatives designed to support it. Campus case studies offer a more detailed look at programs designed to help sophomores succeed, and a concluding chapter offers recommendations for the development of a range of initiatives in the second college year. (2007). 104 pages. ISBN 978-1-889271-57-6. **\$35**



Monograph #31

Visible Solutions for Invisible Students: Helping Sophomores Succeed

Laurie A. Schreiner & Jerry Pattengale, Editors

Identifies the unique educational needs of college sophomores and provides strategies for meeting those needs through academic advising, career services, curricular reform, and institutional responsiveness. (2000). 152 pages. ISBN 1-889271-33-0. **\$30**



Teleconference Video

The Forgotten Student: Understanding and Supporting Sophomores

Marcia Baxter Magolda, Rajesh N. Bellani, & Edward K. Chan

An expert panel discusses students' second-year experiences and provides successful strategies that address the unique needs of this sometimes forgotten population. Includes a 39 page resource packet with comprehensive bibliography. (2006). **\$95** (price includes shipping). Available on DVD or VHS.

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CR 158 Learning Communities for Undecided Students: Required or not? Absolutely Required!

Salon 6

Wendy Merb-Brown

Director, Learning Community Programs

Doug Orr

Director, University Experience Course

Joni Wadley

Associate Director for Academic and Student Assessment, Institutional Research

Ohio University

In fall 2007, a radical decision was made to require all students within University College at Ohio University (1,000 out of 4,000 annually) to be enrolled in a learning community with clustered courses, peer involvement, the university experience course, as well as more in-depth advising. This session will show the profile of the students before and after the intervention, the steps taken to implement the change, as well as the evidence of the overwhelming success.

CT 159 A Degree Closer: A Community College-University Dual Admissions Program

Salon 7

Rebecca Campbell

Coordinator, Academic Transition Programs

Richard Bruner

Graduate Assistant

Betsy Buford

Graduate Assistant

Cody Canning

Graduate Assistant

Northern Arizona University

This session will profile a dual admissions program between a community college and four-year university. Participants will gain access to our recruitment, advising, and retention models. The situation of advising on the community college campus simultaneous to a first-year bridge course on the university campus along with full access to university services and resources are unique features of our program. Program goals, assessments, and learning outcomes will all be included as potential models.

CT 160 A Huge Success: How to Bridge the Gap Between Academic and Residential First-Year Programs

Salon 8

Louise Tyo

Director, First Year Transitions

Annette Robbins

Assistant Director, Residence Life

Oscar Sarmiento

Director, Learning Communities

State University of New York at Potsdam

As part of the largest public university system in the nation, SUNY Potsdam was one of the first campuses in the state to implement a residential program for new students, "First Year Experience," in the late 1980s. This program merged with academics to offer both a one edit first-year seminar and first-year interest groups. We will offer a history of the growth over the past two decades, strategies we have adopted to keep up with the ever-changing first-year student, and assessment results.

CT 161 Meeting the Needs of a Diverse Student Body Through the First-Year Seminar

Salon 9

Aaron Thompson

Professor of Sociology

Eastern Kentucky University

This session will demonstrate how faculty and staff can use the first-year seminar to introduce students to diversity and cultural competence and establish a baseline to enhance learning throughout their college careers. As students become more ethnically and socially diverse, the benefits of diversity become more apparent for first-year students. At the conclusion of this session, participants will have an understanding of why diversity is important, examples of learning outcomes, course assessments, and essential pedagogical tools.

CI 162 Integrated Classroom Advisement, Time Management, and Early Warning: A First-Year Learning Community Staff Advisor and Faculty Collaboration for Student Success

Salon 10

Elizabeth Firestone

Academic Professional for Retention Programming

Brian Buckwald

Academic Advisor

Teresa Ward

Research Associate, Office of Institutional Research

Georgia State University

In an effort to improve retention and student success, Georgia State University initiated a collaborative effort between staff academic advisors and first-year seminar faculty to integrate academic advisement into the classroom. One component in the program, time management, was observed as a potential early warning system. In this presentation, we will share intervention strategies designed to address observed behavior patterns and the possible development of a university early-warning system.

CI 163 The First Year of FYE: A Parallel Learning Experience

Salon 11

Rebecca Signore

Coordinator of First Year Experience and Academic Advising

Gwynedd-Mercy College

After several years of planning, Gwynedd-Mercy College implemented its first-year seminar in fall 2007. Early in the fall semester, it became clear that the instructors and students were engaged in a parallel and reciprocal learning process. As students encountered new lessons and approaches in the two courses, so too did the instructors. This presentation will share the lessons of the first year as they apply to instructors, students, and the institution.

12:00 pm – 1:00 pm

CI 164 **Anywhere, Anytime: Things That Work in First-Year Seminars and Beyond, Under Many Different Models**

Salon 12

Tom Carskadon

Professor of Psychology and Director of First-Year Experience Programs

Mississippi State University

After two decades of first-year courses and programs at Mississippi State University using a dozen different models, we have identified certain key elements—"things that work"—that are valuable and effective in almost any first-year course or program. The magic is in the method, not the specific content. Even college algebra can become a course to write home about! Extensive examples, exercises, assignments, and course materials will be shared that participants are encouraged to try on their own campuses.

CT 165 **The Chicken and the Egg of the First-Year Seminar**

Salon 13

Donna Younger

Director, Learning Center

Lorenz Boehm

Professor of English

Oakton Community College

Which comes first...learning how to use academic skills or learning why they are necessary? The first-year seminar faculty recently confronted these questions and chose to revise College 101, the first-year seminar, to introduce students to the demands of college level work by exploring anti-bias issues through material drawn across disciplines. This session will address the rationale for the change and its impact on faculty and students in the first-year seminar.

CI 166 **The PACE Approach: Incorporating a Comprehensive Program Targeting Undecided First-Year Students**

Salon 14

Sabina Kapoor

Director of Undecided Programs

Shannon Rios

Academic Advisor I

The University of Texas at San Antonio

PACE, an advising program at The University of Texas at San Antonio (UTSA), targets undecided first-year students. The PACE goal is to help students with their transition from high school to UTSA, with the focuses on the personal and academic transitions. In addition, the PACE advi-

sors facilitate the initial process for career exploration. Presenters will offer an informative look at a comprehensive program that incorporates not only advising but also a first-year seminar.

R 167 **Fostering Critical Thinking through Discussion and Journals**

Salon 15

Leslie Werden

Director of First Year Studies; Assistant Professor of English

Susie Lubbers

Assistant Professor of Education

Rebecca Anderson

Student

Nancy Perrin

Student

Morningside College

This round table discussion will focus on fostering critical thinking through discussions and journal writing. Led by a diverse group of faculty and students from Morningside College, the session will provide opportunities for conference participants to share methods of engaging students in analytical conversations about common reading and explore options for creating writing prompts to further delve into the readings and discussion. Two sophomore students will help model interaction between instructor and student and participate in the discussion to help participants understand how students respond to and engage in the process. All participants will have the opportunity to investigate critical thinking aspects that will enhance discussion in their classrooms.

LUNCH ON YOUR OWN

CI 168 **Using Clickers to Promote Active Learning at Orientation and Assess New Students' Perceptions about Success in College**

Salon 2

Tammy Kahrig

Assistant Professor, Student Affairs

Clemson University

Ruth Darling

Associate Vice Provost; Director, Student Success Center

University of Tennessee

A number of studies have discussed the benefits of using personal response systems, or clickers, to enhance student participation and learning in the college classroom. Could clickers be a tool to facilitate student engagement and learning in an orientation session? Learn how the University of Tennessee used clickers to revive a tired orientation session, communicate powerful messages about academic success, and gather data to shape the institution's retention efforts. A technology demonstration and outcomes data will be included.

CT 169 **Kennesaw State University's Early Start Bridge Academy: Connecting Mathematics Self Efficacy with Academic Success and Retention**

Salon 3

Kathy Matthews

Director of First-Year Retention Initiatives

Nicolay Myles

Program Coordinator, Early Start Bridge Academy

Pinder Naidu

Assistant Professor of Mathematics

Kennesaw State University

This session will highlight the incremental steps to build a collaborative Early Start Summer Bridge program that focused on building first-year students' mathematics self efficacy. We will summarize the pedagogical approaches that build on Bandura's theories to yield a positive effect on student self efficacy and learning.

Same Trusted Emotional Intelligence Test A New Campus-Friendly Format

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EQ-i Higher Education Report

The new **EQ-i Higher Education Report** delivers all of the helpful, scientifically-sound information that you've come to expect from the EQ-i® and EQ-i Post Secondary, except it does so using a new format intended to optimize understanding, simplify administration, and ease follow-up. In short, we've taken the standard EQ-i that many campuses have come to rely on, and we've made it more campus-friendly.

With this new report, the EQ-i is still just as easy to access, administer, and score in its standard online format, but the results are now presented with development strategies that are more relevant to students. Every EQ-i Higher Education Report provides three sub-reports for each student:

- **The Student Summary Report** gives the student immediate feedback, highlighting the student's top three skill areas and two areas for greatest development opportunity.
- **The Counselor's Report** contains results, scores, item responses, and development strategies for all 15 subscales to aid qualified users in assisting students in understanding their results and creating a development plan.
- **The Student Comprehensive Report** is the more comprehensive version of the Student Summary Report, intended to be used during a feedback between the student and the EQ-i certified counselor.

Visit MHS at booth 39 to see sample reports and to learn more about how the Higher Education Report can fit your campus' EI initiatives.



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CT 170 Redefining the Common Readership Experience Through Service and Travel

Salon 4

Russell Lowery-Hart

Associate Provost for Academic Affairs

Kendra Campbell

Director, First-Year Programs

Wes Condray

Graduate Student, Academic Affairs

West Texas A&M University

West Texas A&M University redefined its common reader program by requiring first-year students to complete service projects and international travel related to the book theme. Through an essay/interview process, first-year students were selected to travel to an international destination related to the book theme. Upon their return, Ambassadors share their experiences with the campus and local communities. This session will give specific step-by-step process for infusing service and travel into the readership program.

CT 171 A Sampling of Library Instruction Ideas for First-Year Students

Salon 5

Sherri Saines

Instructional Librarian / First Year Outreach Librarian

Ohio University

Colleen Boff

Associate Professor; First-Year Experience Librarian

Bowling Green State University

Attend this presentation to discover many varied examples of real, effective, and innovative library experiences embedded in each of the five types of first-year seminars. Presenters will provide examples from public and private, two- and four-year, small, medium, and large institutions. An online clearinghouse of resources will be unveiled, which will allow further collaboration and creativity.

CI 172 Re-Aligning the First-Year Seminar with Changing Student Needs and Expectations of Higher Education

Salon 6

Jeffrey Knapp

Director, Academy for the Art of Teaching

Lidia Tuttle

Assoc. Vice President, Undergraduate Education Florida International University

Student needs for and expectations of higher education often outpace institutional responses to them, and keeping the first-year seminar aligned with these needs and expectations requires continuous course renewal, revitalization, and reflection. This session will review FIU's efforts to redesign its first-year seminar to better reflect changes and challenges and provide an opportunity for session participants to share experiences within the context of current higher education.

First-Year and Transition Student Resources

Student Development in the First College Year: A Primer for College Educators

Tracy L. Skipper

A detailed overview of some of the most commonly referenced theories of learning and development in the college years, emphasizing the first college year and the wide range of educational environments in which learning and development take place. (2005). 119 pages. ISBN-13 978-1-889271-52-1. ISBN-10 1-889271-52-7. **\$20**



Monograph No. 47.
Shedding Light on Sophomores: An Exploration of the Second College Year

Barbara F. Tobolowsky & Bradley E. Cox, Editors

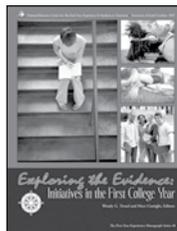
Reports of campus-based and national research describe the second college year and the initiatives designed to support it. (2007). 104 pages. ISBN 978-1-889271-57-6. **\$35**



Monograph No. 49.
Exploring the Evidence: Initiatives in the First College Year

Wendy G. Troxel and Marc Cutright, Editors

Case studies from 22 institutions that have created programs and initiatives to support their first-year students. A great resource for educators who are seeking ideas for new programs or to improve existing initiatives. (2008). ISBN 978-1-889-27160-6. **\$35**



Monograph No. 38.

Transforming the First Year of College for Students of Color

Laura Rendón, Mildred García, & Dawn Person, Editors

Strategies for creating inclusive classroom environments, opportunities for intergroup and intragroup interactions, and enhancing academic and social integration. (2004). 208 pages. ISBN 1-889271-45-4. **\$35**



Shattering Barriers Transforming the College Experience for Students of Color

Evette Castillo, Wynetta Lee, & Laura Rendón

An expert panel shares proven strategies for transforming institutions into places where today's highly diverse college student population can succeed. Includes a 42-page resource packet with comprehensive bibliography. (2006). **\$95** (price includes shipping). Available on DVD or VHS.



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CI 173 Brain-Based Learning: Its Impact on Students and Their Role as First-Year Mentors

Salon 7

Jill Wilks

Director, FYE and Learning Assistance

Southern Utah University

Brain-based and learned optimism pedagogies awaken a powerful intrinsic compass for learners of all kinds, allowing them to self-direct for success and wellness. Using interactive tools from Your Expanding Intelligence, participants will receive rudimentary information about brain research and a skeleton for a first-year experience program design developed over 20 years from a program for at-risk populations to a required seminar course for new students. Finally, participants will hear from students who became first-year mentors to encourage others to catch the energy and empowerment of brain-based learning.

CI 174 The Band of Brothers: An Atypical First-Year Course for Male Students

Salon 8

Brian Boyer

Resident Director

Western Carolina University

The Band of Brothers is a new learning community at Western Carolina University that focuses on the emotional development and wellness of first-year male students. The course examines how society and personal experiences have helped to shape the participants into the men that they are today, as well as helping them to become the men that they want to be in the future. Participants have shown a significant increase in average GPA as well as retention.

CI 175 Creating Collaborative and Comprehensive Programs for Entering Student Success

Salon 11

Scott Evenbeck

Dean, University College

Frank Ross

Assistant Vice Chancellor for Student Life & Learning

Gayle Williams

Assistant Dean, University College

Indiana University - Purdue University Indianapolis

Maggy Smith

Vice President of Academic Affairs

St. Mary of the Woods College

This workshop will detail a conceptual framework for comprehensive and collaborative structures that have proven successful in addressing entering college student transitions. Whether designated as "university college," "undergraduate studies," "general college," or "junior division," these units embrace broad campus collaboration among all aspects and personnel of the institution that impact the successful adaptation of entering students. Presenters will detail essential elements from contrasting campuses and provide tools, talking points, and assessment strategies for campuses to use.

CI 176 Bridging the Gap: Teaching Research Skills to Incoming Student-Athletes

Salon 12

Tami Albin

Undergraduate Instruction and Outreach Librarian

Julie Petr

Social Sciences Librarian

University of Kansas

The KU Athletics Department participates in the NCAA Summer Bridge Program by offering an Introduction to University Life class. As part of the requirements of this class, students are expected to complete a research paper. The Libraries, in close collaboration with the instructor and a writing specialist from the Writing Center designed a six-week, one edit curriculum that would give the students the skills needed to understand the research process and write their research papers.

CT 177 The First-Year Seminar in the Two-Year College: Issues and Challenges

Salon 13

Susannah Chewning

Associate Professor; Coordinator First-Year Seminar

June Pomann

Assistant Coordinator, FYS

Union County College

The co-chairs of this session will survey and interview organizers and participants of other two-year colleges with first-year seminar program and present a discussion of the main issues and particular concerns of the seminar in two-year colleges. Materials, faculty training, institutional support, student preparation and engagement, and the development of college skills are the subjects that we anticipate will be our focus.

CT 178 The Application and Promise of Hierarchical Linear Models in Studying First-Year Student Programs

Salon 14

Chad Briggs

Assessment Coordinator

Kathie Lorentz

Education & Outreach Coordinator

Eric Davis

Undergraduate Research Assistant

Southern Illinois University Carbondale

Students participating in first-year programs are typically members of several groups (e.g., they participate in a program and are members of a floor and a residence hall). Yet, evaluations of first-year programs often fail to account for group-level sources of influence. Hierarchical linear models (HLMs) allow for simultaneous estimation of both student- and group-level characteristics that may be influencing individual outcomes. Here, we will demonstrate the utility of HLMs by examining a living-learning community program using both individual- and group-level covariates.

R 179 **Building a Campus-Wide First-Year Movement: Developing Collaborations Across Campus Silos**

Salon 15

Melba Schneider Castro

Director of First Year Success Programs

Patsy Oppenheim

Assistant Vice Provost for Undergraduate Education

University of California, Riverside

Designed to build campus-wide collaborations, UCR has developed a first-year workgroup aimed at purposefully building a comprehensive first-year movement throughout the university. The first-year workgroup is a collaborative with the university's three colleges, undergraduate education, recruitment, registrar, honors program, student life, learning center, and housing. The workgroup provides an opportunity to discuss critical issues, identify best practices and research, develop partnerships, and provide recommendations in support of undergraduate students throughout their first year.

Plenary Address

1:30 pm - 2:45 pm
Grand Ballroom C/D/E



Linda J. Sax

Associate Professor of Higher Education in the Graduate School of Education & Information Studies

University of California, Los Angeles

The Gender Gap in the First College Year and Beyond Graduate School of Education & Information Studies, University of California, Los Angeles

With women comprising an increasing majority of college students nationwide, the role of gender has garnered renewed public interest. To provide context to current debates regarding the gender gap in college, this presentation describes the results of a nationwide study on the differences between female and male first-year college students. The presentation focuses on gender differences in student backgrounds, characteristics, and dispositions, as well as differences in how women and men "experience" college. The complete study is revealed in *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men* (2008, Jossey-Bass).

R 180 **A First-Year Seminar That Counts: Incorporating Seminars Into the General Education Curriculum**

Salon 16

Lynn Marquez

Associate Professor of Geology

Linda McDowell

Professor, Educational Foundations Department and First-Year Experience Coordinator

Fred Foster-Clark

Associate Professor

Millersville University

How do you ensure that first-year seminars not only help students to successfully transition to the college environment but also count toward their graduation requirements? This roundtable discusses the pathways to success as well as challenges universities face as first-year seminars become a part of the curriculum. Discussions will focus on curricular development, approval process, faculty recruitment, and administrative support.

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. As a group, these individuals are actively involved on their respective campuses in first-year experience programs, and have exhibited an interest and desire to learn more about first-year student issues and services.

Ryanne Ayers, Senior, Lyndon State College

Eric Davis, Senior, Southern Illinois University-Carbondale

Anna Haller, Junior, Otterbein College

Kimberly Heidenrich, Senior, Portland State University

Jessica Ostrow, Junior, State University of New York at New Paltz

3:00 pm – 4:00 pm

CR 181 The Role of Electronic Technology in the Transition to College: Potentials, Problems, and Practice on One College Campus

Salon 1

Phame Camarena

Professor and Chair, Human Development and Family Studies

Jamie Brown

Academic Advisor

Jill Trumbell

Research Assistant

Jason Bentley

Coordinator, First Year Experience Program

Central Michigan University

This panel presentation will provide a brief summary of data collected by a team of first-year professionals and scholars as they examined the role of electronic technology in the transition to one college campus. Building from this data, practical strategies are offered for guiding student technology use and for integrating electronic technology into first-year seminars and programs more intentionally. Trends impacting the future use of technology in FYE practice are also discussed.

CT 182 Teaching the Teacher: Faculty Development for First-Year Seminars

Salon 3

Donna Ritch

Associate Dean of the College of Liberal Arts and Sciences

Regan Gurung

Professor, Human Development and Psychology

Andrew Kersten

Professor of American History

Georjeanna Wilson-Doenges

Associate Professor and Chair of Psychology

Scott Furlong

Dean of Liberal Arts and Sciences

University of Wisconsin-Green Bay

Assessment results (e.g., NSSE) show the first-year seminar program at UW-Green Bay is critical in promoting student success and engagement. Instructors play a critical role in this success and faculty development is a key component. To this end, we have established a web-based faculty development program that provides a dynamic resource for faculty and staff involved in first-year programs. This session will provide an overview of this resource.

CI 183 Targeting STEM student success and retention through development of scientific reasoning skills

Salon 4

Michael Edwards

NSF STEP Grant Program Manager

Kathleen Koenig

Assistant Professor of Physics

Melissa Schen

Assistant Professor of Biology

Michele Wheatly

Dean of College of Science and Mathematics

Wright State University

Science-intended majors who lack competency-based scientific and mathematical skills typically have low retention rates. This presentation will describe an innovative course, SM 101, that was created to address this problem and better retain the not-yet-ready students. SM 101 involves explicit, scientific reasoning training and math skill development activities integrated within multidisciplinary science contexts. Evaluation of the course indicates that student scientific reasoning ability and mathematical skills improve while maintaining students' positive attitude and motivation towards science.

CI 184 A First-Course Experience for the Online Adult Learner: The Excelsior Model

Salon 5

Timothy Maciel

Associate Provost, Academic Affairs

Excelsior College

The benefits of first-year seminars for new students at traditional colleges are clear, but what about the adult learner returning to college or starting college anew in an online environment? What fears and challenges do they face? This interactive session will present a model of a student success course designed specifically for adult learners, a group of growing significance as we find more and more working adults returning to college after years in the workplace or home.

CR 185 Focus Up Front: Engaging Entering Students

Salon 6

Angela Oriano-Darnall

Assistant Director, Survey of Entering Student Engagement

Arleen Arnsperger

Director, MetLife Initiative on Student Success

University of Texas at Austin

Why do so many students show up at our doors, yet drop out before they've barely begun? Almost half of new community college students leave before they complete their first term of college! 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 through the pilot administration of the Survey of Entering Student Engagement (SENSE) and the accompanying MetLife Foundation Starting Right Initiative. Learn how SENSE pilot colleges are using their findings to redesign practice, systems, and programs that impact entering community and technical college students.

CT 186 Passion, Purpose, and Service: Best Practices and Strategies for Including Service-Learning in First-Year Seminars

Salon 7

Aurelio Valente

Assistant Dean for Student Development

Philadelphia University

Despite the mounting research indicating that service participation during the undergraduate years substantially enhances academic achievement, life skills development, and sense of civic responsibility, fewer than 25% of institutions report using service-learning in first-year seminars. As a result, most undergraduates do not benefit from service-learning participation until their second or third year of study. This session will showcase several best practices and provide recommendations for integrating service in both extended-orientation and academic first-year seminars.

CR 187 Personal Factors of Deaf Students That Influence Their First-Year Experience

Salon 8

Ronald R. Kelly

Professor of Research and Teacher Education

John A. Albertini

Professor and Department Chair for Research and Teacher Education

Mary Karol Matchett

Career Development Counselor and Chair of the NTID Retention Committee

National Technical Institute for the Deaf, Rochester Institute of Technology

Prior research indicates that academic preparation alone does not account for deaf students' success in college. This study of first-year deaf and hard-of-hearing college students at NTID/RIT examines personal factors (e.g., study skills, time management, attitudes, nonverbal reasoning skills) that also predict persistence and success. Findings from the first-year experience of 2007 (n = 132) and 2008 (n = 167) cohorts of entering deaf students will be presented.

CI 188 Supporting Students Successful Academic and Cocurricular Transition Through an Experiential and Learning-Based Orientation Program

Salon 9

Lisa Grinde

Director, First Year Experience Program; Associate Professor of Psychology

Kim Walsh

Director, Student Life and Program Coordinator, Launch into Loras

Loras College

Launch into Loras is an intensive four-day program that is designed to promote first-year students successful academic and cocurricular transition to college. A teaching team consisting of a faculty member, student affairs professional, and a peer assistant begin the program by facilitating concrete activities and graduate to more abstract discussions and reflection. Presented by the directors of the program, this session will highlight the key components, the successes and challenges, and relevant assessment data.

CT 189 Behind the Registration Curtain: Developing Student-Centered Registration Systems That Support Enrollment in Learning Communities

Salon 11

Bracken Dailey

Associate Registrar

Mary Livaudais

Director of Academic Information Systems

University of California, Riverside

Learning communities offer an innovative approach for engaging undergraduate students in the classroom; however, many registration systems lack the ability to visually link learning communities as a cluster for enrollment purposes. Through personal and technological collaborations, UC Riverside has made innovative strides to streamline the registration process and incorporate features that facilitate enrollment into learning communities. The registration system accommodated the needs of three distinct colleges with various learning community models, including coordinated studies, cluster courses, and linked courses.

CI 190 Online Summer Peer Mentoring: Keeping the Connection from Orientation to Welcome Weekend

Salon 12

Christy Metzger

Associate Director, First Year Initiatives

University of Louisville

Want to keep incoming students connected to your institution in the summer before they arrive on campus? At University of Louisville, CAPS Leader Peer Mentors use Blackboard, e-mail, and Facebook to engage incoming students and help them transition to college. See how UofL bridges the gap for almost every first-year student. The presenter will share how we have developed, implemented, and assessed this one-of-a-kind program, including sharing the "lesson plans" that guide CAPS Leader communications.

CT 191 First-Year Students' Library Fear Deconstructed

Salon 13

Shawn Hartman

Assistant Director of Public Services

Chadron State College

While many first-year college students have been exposed to a wider gamut of information technologies than previous generations, testing shows no improvement in their information literacy skills. Often their familiarity with computers actually disguises their ineptness at framing research strategies necessary for accessing information that is relevant, accurate, and authoritative. First-year students' fear of the library, known as "library anxiety," will be examined, showing the critical role librarians can play in disarming this fear and promoting lifelong learners.

CI 192 Oh, the Places You'll Go!

Salon 14

Amy Petrucci-Effinite

FYS Instructor / Academic Advisor

Diane Donnelly

FYS Instructor / Academic Advisor

Thiel College

This presentation will demonstrate an interactive first-year seminar using Dr. Seuss' book, *Oh, the Places You'll Go!*, to improve student learning and success while making a smooth transition from high school to college. This first-year seminar is part of a campus-wide learning community initiative. The presenters will share strategies which help students manage the "Bang-ups," "Slumps," and "The Waiting Place" on their journeys to "Great Places," while meeting college student learning outcomes.

R 193 **Successful Integration of First-Year Students Into Their Major Through First-Year Seminars/Learning Communities**

Salon 15

Cathy Brinjak

Director, Academic Advisement Services and FYRST Seminar and Assistant Professor, Academic Services Department

April Longwell

Coordinator of the Learning Communities and Summer Reading Program and Director of the Honors Program

Slippery Rock University of Pennsylvania

How does your university use a first-year seminar/learning community initiative to successfully integrate new students into their majors? How are faculty moving beyond pedagogy to improve their relationships with these students? And why are electronic tools such as BlackBoard and MAP-works essential communication tools? The session facilitators will lead an interactive discussion that shares best practices and challenges related to these topics and more.

R 194 **Engaging 21st Century First-Year Students in a Flat World**

Salon 16

Patricia Pates

*Director, Research, Grants & Evaluation
University of Central Florida*

Technological advances and the rapid production of information are shrinking the world and reducing it to the proximity of our back doors. This phenomenon presents a challenge to 21st century educators and policy makers to develop educational systems that facilitate global competence and prepare students to participate effectively as global citizens. How are you meeting the imperative for integrating a global perspective into your undergraduates' experiences, beginning with the first year? This roundtable discussion will facilitate the sharing of ideas, strategies, and best practices in international education.

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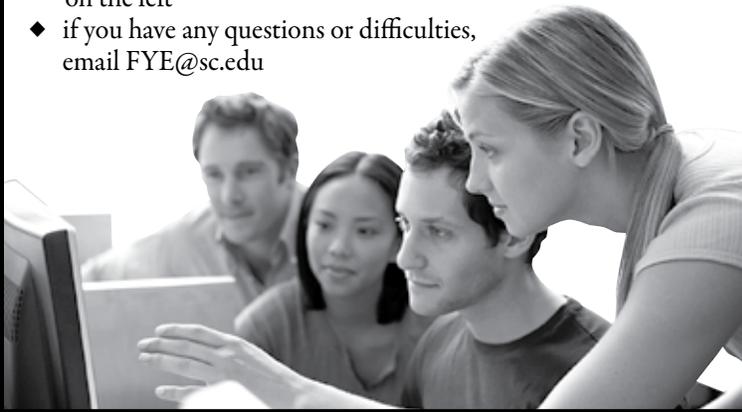
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National Resource Center for
The First-Year Experience & Students in Transition
www.sc.edu/fye

REFRESHMENT BREAK

4:00 pm - 4:15 pm

Grand Ballroom Foyer

4:15 pm – 5:15 pm

CI 195 The Mentors' Experience

Salon 1

Tracey Florence

Assistant Dean for Student Development

Steven Krzanowski

Peer Mentor Supervisor

Marymount University

Participants will learn how Marymount University transformed its first-year seminar to create a more academic student-centered experience, focused both on new students and peer mentors. The presenters will share research on the course's impact on new students and mentors. As well, we'll share the successes and difficulties that the peer mentor program faced throughout its first year in transition to our new three edit, inquiry-based seminar and explore opportunities for further research.

CI 196 Partnering With Parents for Retention

Salon 3

Jennifer Belichsky-Larson

Director of First Year Experience

Mary Plumb

Parent Program Coordinator

Loyola Marymount University

In an attempt to set and reach a desired retention rate for first-year students, we have begun to look outside the box and create a partnership with parents to ensure student success. Through an evolution of parent communication, LMU has developed a balanced approach of education and information for parents that allows them to feel connected while allowing the freedom for the student to experience the appropriate growth, development, and success in their first year and progress to their second year.

CI 197 The Road to a Collaborative First-Year Course

Salon 5

Brant Bynum

Associate Dean of Arts & Sciences

Witney Fisher

Director of First Year Programs & Retention Initiatives

Converse College

Clearly, implementing a successful first-year course has proven to be an effective tool to ensure student success and improve retention. However, the implementation of such a course is not always easy. Collaboration between student and academic affairs is a critical piece in the successful creation of a first-year course. This presentation will describe some of our challenges, lessons learned, and the unique collaborative approach we decided upon.

CI 198 Implementation of a New Learning Outcome-Based Undergraduate Curriculum: The Role of the First-Year Introduction to Business Course

Salon 6

Diana Kao

Associate Dean, Odette School of Business

University of Windsor

John Phillips

Assistant Professor, Management

Odette School of Business

Odette School of Business introduced a newly designed learning outcome-based undergraduate curriculum, which included the development of a first-year Introduction to Business course. The objectives of the course, in terms of first-year learning experience, are primarily (a) to ease first-year business students into a business curriculum and (b) to shape first-year business students into proper attitude toward learning in the next four years. The presenters will discuss the design and implementation of the new business curriculum, and share their experience and observations of first-year business students from teaching multiple sections of the Introduction to Business course in the past year.

CR 199 The Improvisational Art Form in Theory and Practice: A Case Study Exploring the Cognitive and Affective Dimensions of First-Year Education and Learning

Salon 7

Max Eley

Instructor

Northern Illinois University

This paper explores how theater improvisation revealed pivotal moments in first-year students' education and learning within an experiential classroom. Classes included students of different class rankings, contributing greatly to successful first-year experiences. The collaborative, highly social nature of the learning environment allowed students to mentor each other and make sense of change, collectively. Learning outcomes were process oriented and focused on overcoming academic, personal, and social obstacles elemental to college success. Conclusions point to the appeal of theater improvisation as a first-year pedagogy enabling the release of authentic, transformational, growth and development.

CI 200 Hitting the Road: A Collaborative Living-Learning Community Designed to Help Undecided First-Year Students Map Their Own Success

Salon 8

Linda Lantaff

Academic Planner, Instructor

Kathleen Hartman

Professor, Academic Advisement

Vera Brancato

Professor, Department Chair

Kutztown University

Undecided first-year students discovered purpose and meaning in college and work in a living-learning community that combined a common living arrangement, a speech course, career assessments, major exploration activities, and a social network to help them map their own success in college and beyond. Students created multimedia presentations that focused on interviews with individuals working in fields of interest. Learning community development, implementation, and activities, as well as outcomes based on student assessment will be presented.

CANCELLED

**CT 201 The Next Great Leap Forward:
Leveraging Technology in an Integrated
First-Year Experience**

Salon 11

Jenn Wiswell

*Associate Director of Undergraduate Programs,
Director of Student Engagement*

Alison Wright

Assistant Director, Undergraduate Career Services

Shannon Funk

*Director of Information Technology
University of Cincinnati*

As educators, we assume that our students' technological capabilities are equal to the amount of time they spend on Facebook and YouTube. However, students often lack the ability to leverage technology in ways that can benefit them personally, academically, and professionally. In this session, we will examine how, through a year-long mandatory FYE program, we expose our students to technology that goes beyond PowerPoint presentations and standard spreadsheets. While underscoring our basic expectations for technological skills, these modules build students' confidence and capacity to learn changing technologies and their use of them as a management and personal tool.

**CI 202 CHOICES: A Unique Approach to
Alcohol Education**

Salon 12

Daniel O'Neill

*Associate Professor, Department of Counseling
and Human Development*

Linda McDowell

*Professor
Millersville University*

Risky student drinking threatens the educational experience of students and undermines the mission of higher education. This program describes a unique approach to alcohol abuse prevention at Millersville University's new student orientation. Faculty and staff are trained to facilitate CHOICES discussion groups on the first morning of orientation. The group's combination of personal reflection, education, and harm reduction strategies, empower students to make thoughtful choices about alcohol. Program details, lessons learned, and assessment data will be discussed.

**CI 203 The First-Year College Village:
A Partnership**

Salon 13

Karen Hauschild

Associate Director, First Year College

John Ambrose

*Interim Dean for Division of Undergraduate
Academic Programs*

North Carolina State University

This program will highlight the partnership between First-Year College and University Housing and discuss how an academic college has evolved into a living and learning community (Village). We will discuss the nature of our collaborative relationship and highlight the components of the FYC Village. Our assessment plan, data on student satisfaction with college transition as a result of participation in the FYC Village, GPA comparisons, and our programmatic efforts will be shared. Questions and comments will be welcome.

**CI 204 From Data to Meaningful
Information: A Strategy to Improve the Use
of Assessment Data in Institutional Decision
Making**

Salon 14

Kurt Ewen

Director, Institutional Assessment

Roberta Brown

Assistant Director, Learning Assessment

Valencia Community College

Building a "culture of evidence" is a challenging endeavor because effectively using assessment data for decision-making purposes requires consensus on the meaning of the evidence. This presentation will examine Valencia Community College's data processing model. Presenters will describe the process by which assessment data associated with the implementation of strategies geared towards increasing the success of students is shared to inform institutional decision making.

**R 205 Balancing the Scale: Maintaining
Wellness and Job Satisfaction as a First-Year
Professional**

Salon 15

Karen Violanti

Assistant Dean for First Year Students

McDaniel College

Robyn Reafler

FYE Instructor/Coach

Rochester Institute of Technology

This roundtable discussion will focus on the professional experience of higher educators in the field of first-year transition. Educators often face specific challenges around occupational stress, role conflict and preserving self-wellness and psychological well-being while maintaining effective work with students. This discussion will provide participants with an opportunity to share challenges and strategies around maintaining effective work in supporting first-year transition while effectively maintaining job wellness and satisfaction. Research findings associated with the subject area and the presenters work will also be shared and discussed.

**R 206 The Evolution of a First-Year
Experience Office**

Salon 16

Darrell Ray

Assistant Vice Chancellor for Student Life

Maggi Spurlcok

FYE Program Coordinator

Louisiana State University

Under the direction of new institutional leadership, Louisiana State University embarked on a path to alter student life and student success. The cornerstone of these institutional efforts was the establishment of a first-year experience office to focus the University's resources and efforts to impact the retention of students from the first to second year. This roundtable discussion will center on best practices for establishing new FYE initiatives.

5:30 pm – 6:30 pm

FD 207 Classroom Management in First-Year Seminars

Salon 1

Donna Ritch

Associate Dean of the College of Liberal Arts and Sciences

University of Wisconsin-Green Bay

Do you find that first-year students, even the A students, lack an awareness of appropriate behavior in the classroom? If so, join this faculty dialogue to discuss behavior patterns (e.g., disruptive behavior, hyper-bonding, “us vs. them” mentality) and how to help first-year students adapt to the expectations of college instructors.

FD 208 The Role of Technology in FYE Classes

Salon 2

Robert S. Feldman

Associate Dean, College of Social and Behavioral Sciences

University of Massachusetts, Amherst

We will consider how (and whether) technology should be incorporated into FYE courses. We will discuss key technologies with which students should have familiarity, how much technological expertise in technology instructors themselves need, the benefits and costs of specific classroom technologies, and their implications for encouraging student success.

FD 209 The First-Year Seminar: So Much to Cover, So Little Time

Salon 3

Joe Cuseo

Professor of Psychology; Director, First-Year Seminar

Marymount College

Student success is a holistic process that encompasses multiple dimensions of self development (e.g., cognitive, social, emotional, physical), yet the majority of first-year seminars carry two or fewer units. This dialogue will focus on strategies for “stretching” the holistic impact of the first-year seminar to get maximum mileage out of limited class time.

FD 210 The Role of Libraries and Librarians in the First-Year Experience

Salon 4

James Huff

Reference/Instruction Librarian, Julia Rogers Library

Goucher College

Join us as we discuss how libraries can help first-year students acquire the complex set of skills necessary to navigate the increasingly complex world of information. This will include a discussion of how libraries can work with professors and student life professionals to integrate this type of learning throughout the first-year experience.

FD 211 How Do We Reach the Millennial Student?

Salon 5

Shante' Jones

Professional Advisor, University College

Prairie View A&M University

As we know, communication is the key. We will dialogue to better understand the trends, characteristics, and general differences of the Millennial generation. You will understand the key concepts of technological advances, mental issues, and societal norms that shape the students we influence.

FD 212 Advocating for Students, a Glimpse Into the Process

Salon 6

Ralph Anttonen

Director of the Exploratory Program

Millersville University

Sally Roden

Associate Provost and Dean of Undergraduate Studies

University of Central Arkansas

Timothy L. Walter

Dean of Academic & Student Services

Oakland Community College

For the purpose of this focused dialogue, advocacy will be defined as the act of arguing on behalf of first-year students. Topics and traits to be explored will be trust, honesty, integrity, campus politics, passion, risk taking, perseverance, sense of humor, creativity, patience, and active listening.

FD 213 The Development of Early Intervention/Alert Initiatives

Salon 7

Vivia Fowler

Dean of the College

Wesleyan College

Brandon B.A. Miller

Assistant Vice President of Student Success, Paul L. Foster Success Center

Baylor University

Early warning, intervention, and referral initiatives that focus on attendance, grades, demographic factors, or behavioral risk factors rely on peer mentors, student and academic affairs staff, and faculty. This focused dialogue will encourage conversation among participants who have developed, or are interested in developing, early intervention/alert initiatives.

FD 214 Creating Coherence across First-Year Seminar Sections

Salon 8

Beverly Dolinsky

Professor of Psychology

Endicott College

What are the innovative strategies that can be used to create coherence across first-year seminars? This dialogue will focus on faculty development and assessment approaches coordinators can use to promote consistent and successful FYE seminars as viewed by students, faculty, and administrators.

FD 215 “Intrusive” Is Not a Bad Word: Brainstorming Session for Delivery of Academic Support Programs for At-Risk Student Populations

Salon 9

Doriss Hambrick

Academic Support Advisor, Paul L. Foster Success Center

Baylor University

Participants in this focused dialogue will compile a collection of strategies for confronting students on academic probation or who are provisionally admitted in ways that are perceived as therapeutic and not punitive. We will also discuss strategies for engaging them in metacognitive processes designed to facilitate their persistence toward academic success.

FD 216 Using On-Hand Assessment Data to Answer Student Learning Questions

Salon 10

Sonia Gonsalves

Director, Institute for Faculty Development

Richard Stockton College of New Jersey

In this dialogue, attendees will discuss ways to use our on-hand institutional data to answer questions about the attitudes and performance of sub-groups of students as well as the student body as a whole. Participants can share methods, progress, and experiences with looking more closely at data such as the NSSE, BSSE, CLA, i-Skills, and any other standardized or specialized measures useful in improving student learning.

FD 217 First-Year Students and Diversity

Salon 11

Aaron Thompson

Professor of Sociology

Eastern Kentucky University

This dialogue will focus on the impact of diversity on first-year students and how to ensure the greatest impact with tangible and assessable learning outcomes. Pedagogy, curriculum, instructional design among other issues will also be discussed.

FD 218 Partnering With Parents: Keeping Parents Informed During the First Year

Salon 12

Stephen O'Connell

Associate Director, First Year Advising & Exploration

University of Central Florida

This focused dialogue discussion will focus on how first-year advising and exploration has developed and implemented ways to communicate with parents of these new students on our campus. The discussion will include activities during orientation programming and parent information that we use to continually explore possibilities to become stronger partners with parents.

FD 219 American Society, the Economy, and the Community College

Salon 13

Donna Younger

Director, Learning Center

Oakton Community College

The political and economic landscape of American society is at a key turning point, presenting challenges for citizens and for the institutions that serve them. This conversation will address the roles and responsibilities of the community

college in this context and will identify key issues that institutions must resolve in order to meet those obligations. Participants will be encouraged to share best practices in workforce development, literacy, diversity, and other areas critical to the effectiveness of the community college in the current climate.

DINNER ON YOUR OWN

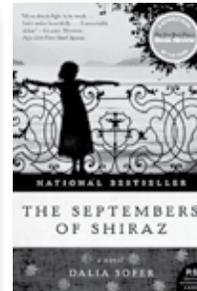
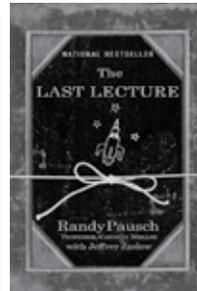
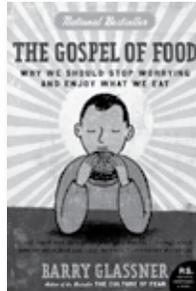
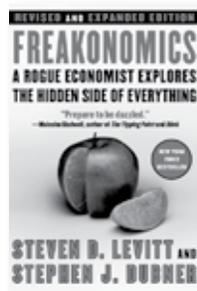
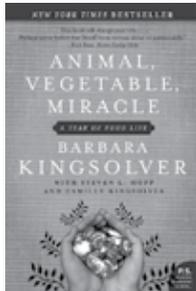
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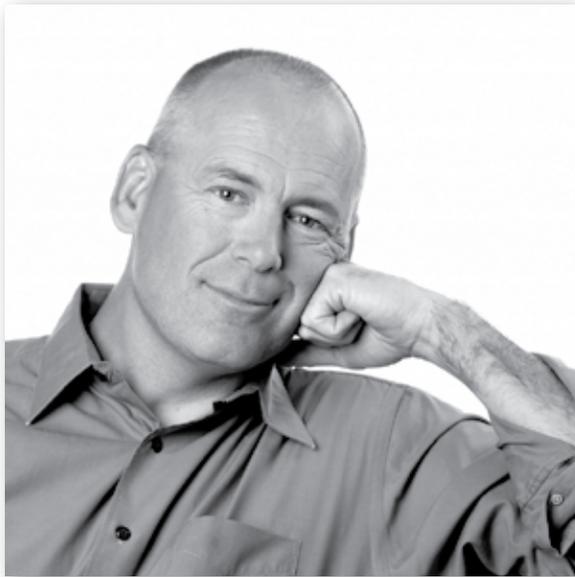
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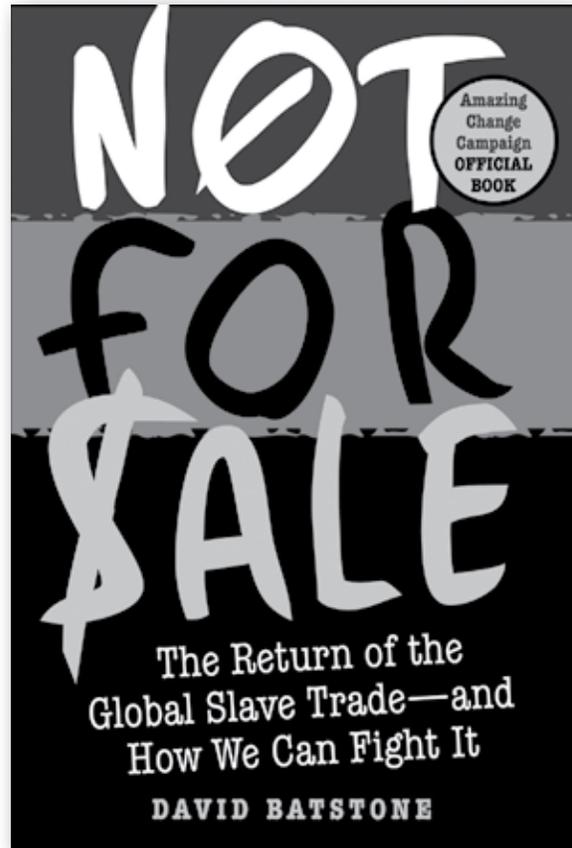
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Additional Speakers will include:

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Edwidge Danticat (*Brother, I'm Dying*),
Alan Weisman (*The World Without Us*)

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7:30 am - 12:00 noon
Registration Desk 2

CYBERCAFÉ

7:30 am - 10:00 am
Salon 24

BOOKSTORE

7:30 am - 10:00 am
Salon 23

8:00 am – 9:00 am

CI 220 How Lessons From “the Open Road” Transformed Frostburg’s First-Year Seminar

Salon 1

Tom Bowling

Vice President for Student and Educational Services

Amy Shimko

Coordinator of the Advising Center

Jeff Graham

Counselor, Student Support Services

Frostburg State University

Brian McAllister

Co-Founder

Mike Marriner

Co-Founder

Roadtrip Nation

This session will describe how Frostburg State University transformed its first-year seminar by encouraging more than 1,000 students to “hit the road.” Participants will view sample lessons and will learn how the Roadtrip Nation documentaries have been incorporated into a required seminar at Frostburg. Examples of interviews conducted by first-year students will also be shown. Assessment results will be shared and will focus on what students have learned from this initiative.

CR 221 Faculty Making a Difference: Improving Retention Through Collaboration and Research

Salon 3

Kenneth Wendeln

Clinical Associate Professor in Management

John Kremer

Professor of Psychology

Kate Thedwall

Director, Gateway to Graduation Program

Indiana University-Purdue University Indianapolis (IUPUI)

The model of forming gateway course coordinators and engaging them and key faculty in initiatives has been effective for a large urban university. DFW rates and course data gathered by the faculty suggest that DFW students could be divided into four descriptive and predictive groups: (a) non-attenders, (b) non-compliers, (c) low-performers, and (d) drop-outs. The faculty perspective through action research provides new insights that can take a university in a different or parallel direction.

CT 222 Weaving the Diversity Thread: Good Intentions Are Not Enough

Salon 4

Shannon Brandt

Assistant Director of Advising Services

Andrea Atkin

Assistant Director of Publications and Research

North Carolina State University

Can you be more intentional in making diversity central to your first year program? The key components integrated into First-Year College’s framework include curriculum, programming, and advising. Because diversity is a cohesive thread through these components, the student’s experiences and development are strengthened. This workshop will give participants a basic toolkit to design programming that will help students develop better diversity skills and awareness. Planning, assessment, challenges, and benefits will be addressed throughout the workshop.

CI 223 Living Simply: Lessons from a First-Year Learning Community

Salon 5

Michele Lee Kozimor-King

Assistant Professor of Sociology

Joseph Allen

Area Coordinator for Residence Halls

Elizabethtown College

Each year at Elizabethtown College, first-year students embark together on a journey toward a life of meaning and purpose. Deliberately experiential, this expedition is anchored by an academic course in the first-year seminar program titled Simple Living. Engaged learning extends beyond the classroom as students in the seminar live together in a learning community. This session will examine the merits and challenges of creating this particular type of learning community specifically for first-year students.

CR 224 In Their Own Words: First-Semester Challenges

Salon 6

Suzanne Maughan

Director of Sociology

Kristi Bryant

First Year Program Director

L. Jake Jacobsen

Lecturer in Communication

University of Nebraska at Kearney

Our research is an ethnographic analysis of approximately 100 participants. First-year program students submit essays at the beginning of the semester and again at the end. We analyzed these essays looking for themes arising regarding students’ overall well-being, including mental, physical, emotional, and social health issues. Our analysis of these essays helped us identify areas of concern, which we could then address by creating a video to help prepare students for their college experiences.

CI 225 Summer Program for First-Year Students

Salon 8

Stephanie Mayberry

Assistant Director, Center for Academic Resources and Enrichment Services

Toni Thomas

Director of Retention Programs, Office of Multicultural Student Affairs/CARES

Christina Caul

Freshman Counselor

University of Kentucky

This session will provide a detailed presentation of the University of Kentucky (UK) Freshman Summer Program (FSP), a six-week academically intensive program designed to improve the retention of African American, Hispanic, American Indian, first-generation, and low-income students admitted to the University. FSP participants have the opportunity to earn up to six hours of college credit in math and English, while learning about UK resources available to assist in college success, strategies for navigating the campus, and classroom/professor expectations and meeting and interacting with UK faculty, staff, and students.

CR 226 An Orientation Course for First-Year International College Students and Its Impact in Their Ways of Coping with Stress and Psychological Well-Being

Salon 9

Fang-Mei Law

Assistant Professor, School of Criminal Justice and Social Sciences

Tiffin University

Gwo-Jen Guo

Associate Professor, Department of Guidance and Counseling

National Changhua University of Education

The transition to college life can be very stressful, especially for international students. Thus, the purpose of this study was to explore how an orientation course would help first-year international students make a better adjustment and improve their psychological well-being. This presentation will include: (a) a review of the factors that affect new international students' ways of coping with stress and psychological well-being, (b) an introduction to an orientation course for international students, and (c) an exploration of the impact of the orientation course on international students' ways of coping with stress and psychological well-being.

CI 227 Extending the Family: Developing a Family Association

Salon 10

Darrell Ray

Assistant Vice Chancellor for Student Life

Louisiana State University

As the pendulum of parental involvement in higher education continues to swing away from center, it has become essential for institutions to actively engage parents. Parents have become involved to the point of intrusiveness, from the college selection process to every decision made after that point. Many campuses are ill equipped to mediate the complex relationship between student, parent, and institution. This session will share the processes used to restructure the family association at one institution.

CT 228 Play as a Form and Forum for Community Building with First-Year Students

Salon 11

Daniel Yalowitz

Associate Dean for Special Programs

Southern Vermont College

This session will be dynamic and hands-on. It is designed for newcomers and those wanting to expand their tool kit and repertoire for programs and programming for first-year students. Practical, tested, skill-building activities will be facilitated and debriefed as participants develop a range of skills with a conceptual knowledge base designed to support educators toward the enhancement of everyone's understanding and experience with "community" and all its definitions in multiple milieus within the context of higher education.

CR 229 Using Longitudinal Data to Assess Student Development

Salon 12

Jessica Sharkness

Research Analyst

University of California, Los Angeles

Using longitudinal CIRP survey data from a national sample of first-year students, this session will explore the first-year experience using factor analysis and linear regression. First, the session will discuss the development of factor scales representing a range of student outcomes and dispositions, including academic engagement, political engagement, openness to diversity, and leadership/community orientations. Regression analysis will then be used to explore the kinds of first-year experiences/programs that most influence these outcomes and dispositions.

CI 230 Academic Libraries and OneBook: Enhancing the First-Year Experience

Salon 13

Evelyn Barker

Information Literacy Librarian

Gretchen Trkay

Instruction & Information Literacy Librarian

University of Texas at Arlington

OneBook allows all University of Texas at Arlington first-year students to study, discuss, and write about the same book in their first-semester English composition classes. While administered by the university's Student Success office, UT Arlington Library has been a strong partner in the program. This session will focus on ways the library has supported the program, with the goal of showing attendees how they can maximize library resources for their shared reading program.

CI 231 Laying The Foundation of Academic Success for Student-Athletes and Other High-Risk Groups

Salon 14

Sarah Hill

Assistant Director, Academic Services for Student-Athletes

University of Central Florida

Corrie Scott

Academic Advisor

Tennessee State University

The Office of Academic Services for Student-Athletes (ASSA) at University of Central Florida (UCF) has designed an intrusive academic support program, which has been effective in increasing retention and academic success for first-year student-athletes. This presentation will review how ASSA collaborates with the university community to monitor the academic progress of first-year student-athletes and explain academic programming that includes mandated objective-based study hall hours, tutoring, and mentoring.

R 232 First-Year Student Perceptions of Mental Health and Counseling Services

Salon 16
Jana Trampler
Assistant Director, Career Services
Kristie Filipchuk
Resident Assistant
Central Michigan University

What do first-year students think about mental health and counseling services in college? Why do some students seek help while others do not? This roundtable will explore first-year student perceptions of mental health services at colleges and universities. This session will encourage discussion on strategies for dissolving negative stereotypes about mental health and counseling services to better serve first-year students in need. Student, faculty, and staff perceptions will be explored.

9:15 am – 10:15 am

CI 233 Connecting Students Sooner: A Review of Successful Pre-Matriculation Initiatives

Salon 2
Karin Asher
Assistant Director for the First Year Experience, Office of Residence Life
Jocelyn Cilik
Coordinator, New & Commuter Student Programs
Kenyon Bonner
Associate Dean of Students and Director of Student Life
University of Pittsburgh

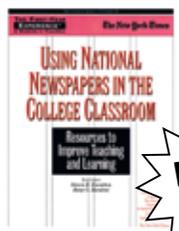
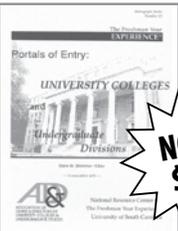
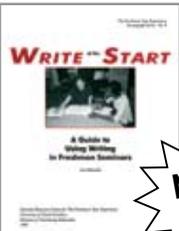
This session will review the successful pre-matriculation programs used at the University of Pittsburgh designed to connect students to the institution prior to arrival on a large campus. The presentation will include a discussion of virtual floor communities, skits presented by first-year mentors, Pitt Pride retreats, and RA welcome calls. Assessment methods and results will be included, and participants are encouraged to share their own successful programs.

CR 234 Impact of Working on First-Year Academic Performance

Salon 3
Theresa Hitchcock
Project Associate
Beginning College Survey of Student Engagement (BCSSE) Indiana University
Jim Cole
BCSSE Project Manager
Tiffani Butler
Project Associate
Indiana University

Financial responsibility is important to being a successful student. Many students fail to balance working in college with academic demands. This session will examine the connection between the amount of hours a first-year works and his/her expectations and academic performance. We will use the 2008 Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE), to discuss the importance of financial responsibility and balancing work and academics.

Publication Clearance!

 <p style="text-align: center; font-weight: bold; font-size: 1.2em;">NOW \$15</p> <p>Monograph #41 The 2003 National Survey of First-Year Seminars Continuing Innovations in the Collegiate Curriculum Barbara F. Tobolowsky with Marla Mamrick & Bradley E. Cox Analyzes data from more than 600 colleges and universities and offers information on the structure, content, and administration of first-year seminars. Presents information on innovative course practices including incorporating service-learning, linking the seminar with other courses, and teaching all or part of the seminar online. <i>128 pages.</i> ISBN 1-889271-49-7 NOW \$15</p>	 <p style="text-align: center; font-weight: bold; font-size: 1.2em;">NOW \$15</p> <p>Monograph #28 Using National Newspapers in the College Classroom Resources to Improve Teaching and Learning Steven R. Knowlton & Betsy O. Barefoot, Editors <i>A joint publication with The New York Times</i> Describes using national newspapers as a strategy for engaging students as critical readers of media, making connections between course content and current national/international events, and enlivening instruction. <i>106 pages.</i> ISBN 1-889271-29-2 NOW \$15</p>	 <p style="text-align: center; font-weight: bold; font-size: 1.2em;">NOW \$15</p> <p>Monograph #27 Gaining the Competitive Edge Enriching the Collegiate Experience of New Student Athletes Stephen Robinson, Editor Explores programs and strategies that set the stage for success for new student athletes both on and off the playing field. <i>124 pages.</i> ISBN 1-889271-28-4 NOW \$15</p>	 <p style="text-align: center; font-weight: bold; font-size: 1.2em;">NOW \$10</p> <p>Monograph #12 Portals of Entry: University Colleges and Undergraduate Divisions Diane W. Strommer, Editor Explores the history and administrative structure of comprehensive units for supporting entering college students. <i>75 pages.</i> ISBN 1-889271-09-8 NOW \$10</p>	 <p style="text-align: center; font-weight: bold; font-size: 1.2em;">NOW \$10</p> <p>Monograph #9 Write at the Start: A Guide for Using Writing in Freshman Seminars Lea Masiello Describes strategies for assigning and evaluating writing in the first-year seminar and other first-year courses. <i>70 pages.</i> ISBN 1-889271-07-1 NOW \$10</p>
 <p style="text-align: center;">National Resource Center for The First-Year Experience® & Students in Transition UNIVERSITY OF SOUTH CAROLINA www.sc.edu/fye 803.777.6029</p>				

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CI 235 Getting to Know You: Partnering With the Library To Create Life-Long Learners

Salon 4

Pamela Dennis
Library Director

Lambuth University

Bess Robinson
Reference/Instruction Librarian
The University of Memphis

Shelby Foote once stated that “a university is just a group of buildings gathered around a library.” However, for the university library to be integrally involved with the campus, it must engage and prove its value to students. One way the library can become involved with student affairs is through its new student orientation events. Presenters will describe how one small private university and one large public institution transform students into life-long learners and share practical, collaborative ideas.

CI 236 A Recipe for Student Success: Incorporating Research-Based Strategies into First-Year Programming

Salon 5

Geoff Cohen
CHASS FIRST Coordinator

Melba Schneider Castro
Director of First Year Success Programs

Edward Eason, Jr.
Peer Mentor
University of California, Riverside

CHASS Connect is a comprehensive program built upon a coordinated studies model with a year-long theme-driven sequence of courses. It is designed based on five strategies: (a) interdisciplinary alignment of course content, (b) intentional collaboration and community, (c) assistance with transitioning from high school, (d) academic/personal support, and (e) peer mentoring. It is the combination of these strategies that create an environment for students to develop critical connections to the university, faculty, and their peers.

CT 237 First-Year Seminars and First-Year Composition: A Writing Studies Approach

Salon 6

Tom Reynolds
Associate Professor, Department of Writing Studies

Pat Bruch
Associate Professor, Department of Writing Studies
University of Minnesota

This presentation by two faculty members in the relatively new area of Writing Studies will address the subject of how writing instruction in first-year seminars articulates with the first-year composition class. Often, the first-year seminar is a substitute for composition. Here, presenters offer a “writing studies” approach that presents the first-year seminar as a complement to the composition class. Both are worthwhile and can form an effective introduction to academic writing in a university setting.

CR 238 The Relationship Between Reasons to Attend College and Learning Community Participation

Salon 7

Jennifer Hodges
Assistant Dean, University College
The University of Akron

Learning community programs have become a popular mechanism for enhancing the first year of college. Why do students choose to participate in learning communities? What do they hope to gain from the experience? How do these expectations shape their participation? Learn about the results of a mixed-method study about the relationship between reasons for attending college and participation in a learning community. Implications for the promotion, design, and assessment of learning communities will be discussed.

CI 239 REAL Peers: The Impact of Peer Advocates on the First-Year Experience

Salon 8

Thomas Hall
Director, Alcohol and Other Drug Prevention Programming

Patricia Pates
Director of Research, Grants, & Evaluation

Bernadette Jungblut
Assistant Director, Assessment and Planning
University of Central Florida

Colleges and universities today engage students to serve as leaders in numerous capacities. Peers are change agents in their community. They serve as opinion leaders influencing the perceptions of their peers, challenging the expectations of their peers, motivating their peers to act for social justice, and helping to create a tipping point for change. This session presents a synergistic curriculum for training these student leaders and assessing their impact on students’ first-year experience.

CT 240 Students as Consumers of Knowledge: Are They Buying What We’re Selling?

Salon 9

Jill Singleton-Jackson
Assistant Professor, Department of Psychology

Jeffrey Reinhardt
Graduate Student, Department of Psychology
University of Windsor

This session will explore the current trend toward a customer service orientation on the part of today’s first-year students. Presentation of focus group data will provide participants with insights into what students feel they are paying for and what they feel they are entitled to as “customers” or “clients” of the university. Specific attention will be paid to students’ expectations of faculty, staff, and administration. Discussion and small group work will be incorporated.

CI 241 Peer Advisors as a Tool for Student Success

Salon 11

Debbie Toopetlook

Director, Rural Student Services

Catherine Moses

Alaska Village Council Presidents Student Liaison

Dwayne Myers

Peer Advisor

University of Alaska Fairbanks

This session will address utilizing undergraduate students as peer advisors to positively impact first-year students' transitions at an institution. It will focus on peer advisors who advise side by side with a staff member in a comprehensive academic advising unit at the University of Alaska Fairbanks. Participants will learn how to engage in an effective technique developed by RSS that nurtures student's sense of safety and self-worth through the peer advisor's guidance.

CI 242 Sharing the Responsibility: A University Wide Effort to Improve the First-Year Experience for Students at McNeese State University

Salon 13

Donna Self

Director, Freshman Foundations and Students in Transition

Harold Stevenson

Administrator, Quality Enhancement and Professor of Environmental Science

McNeese State University

As one component of its Quality Enhancement Plan for reaffirmation by the Southern Association of Colleges and Schools/Commission on Colleges, McNeese State University has developed an initiative to improve the first-year experience for all students at the University. The first phase of this initiative focuses on the planning, operations, outcomes, and assessments of Freshman Foundations (FFND 101), a one credit course required of all incoming first-year students beginning in fall 2008.

CI 243 The Umbrella Effect: Initiating Retention Programs for an Engaged Learning Campus

Salon 14

Cheryl Hanewicz

Senior Director of Student Success and Retention

Marcy Glassford

Coordinator, Student Success and Retention

Ron Hammond

Professor, Behavioral Science

Yuderka Lewis

Academic Advisor

Utah Valley University

Utah Valley University has institutionalized many retention programs. A customized orientation program is offered to new students and their parents. A first-year seminar is being offered in fall 2008. An early-alert program allows instructors of first-year courses to indicate how students are performing early each semester. Three major retention studies have been conducted to determine the reasons that students do – and do not – graduate. The results guide us in developing new initiatives.

R 244 Implementing a Campus-Wide Initiative to Extend the First-Year Experience Orientation Course into an Academic, Topic Centered Seminar: Emerging Themes and Issues

Salon 15

Wendy Chambers

Associate Professor of Developmental Psychology

Lisa Smith

Information Services Librarian

Georgia Southern University

Participants in this roundtable discussion will share ideas, experiences and challenges related to developing and implementing a first-year seminar, which includes an academic theme-based component and/or an increased focus on information literacy skills. The session facilitators will elicit questions and encourage an open exchange of ideas and resources, as well as a discussion of various programmatic and logistical issues related to the development of this type of course and possible ways to resolve them.

R 245 Is it Possible to Sustain Individual Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy Today?

**Note this is a 2-hour session.*

Salon 16

M. Stuart Hunter

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

University of South Carolina

Jean M. Henscheid

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

University of South Carolina

John N. Gardner

Executive Director

Policy Center on the First Year of College

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 and will engage in discussion around these topics.

REFRESHMENT BREAK

10:15 am - 10:30 am

Grand Ballroom Foyer

10:30 am – 11:30 am

CI 246 Leadership on the Border: A Pilot Living-Learning Community at UTEP

Salon 1

Ann Gabbert

Learning Community Coordinator

Charles Gibbens

Director of Residence Life

University of Texas at El Paso

The University of Texas at El Paso (UTEP) added a residential living-learning community to its extensive LC lineup in the fall of 2008. Offered to first-time students at the university living in Miner Village, the students are enrolled one-year residential learning community with strongly integrated cocurricular and curricular components including a critical thinking seminar course; a beginning communications course; and, optionally, in a large, reading-intensive lecture course (e.g., a history survey).

CI 247 Survival of the Fittest: Change in an Evolving Peer Mentor Program

Salon 5

Lisa Lambert

Director, Student Success/UV Mentor Program

Marinda Ashman

Assistant Director, Student Success/UV Mentor Program

Marni Sanft

Coordinator, Mentor Pilot Program

Utah Valley University

Two hundred years after Darwin's birth, we acknowledge his claim that the "fittest" must "succeed in adapting themselves best to their environment." At Utah Valley University, the peer mentor program has evolved over several years and adapted to significant growth and change. This presentation will include both administrators and students, who will discuss the past, present, and future of peer mentoring at UVU and share strategies to respond to institutional growth and assess student need.

CI 248 Providing Direction for First-Year Students: GW's Guide to Personal Success (GPS) Program

Salon 6

Brian Hamluk

Director, Student and Academic Support Services

Peter Konwerski

Assistant Vice President

The George Washington University

The George Washington University's Guide to Personal Success (GPS) Program pairs 2,400 new students with experienced University community members to assist in their personal, professional, and psychosocial development as they transition to campus. Learn how 500 guides (including the president, vice presidents, administrators, alumni, and student leaders) work with students individually to guide them so that they may, in true GPS fashion, navigate their new University community, adjust to their new home, and ultimately find their personal destination.

CT 249 Challenges Facing First-Year Gay and Lesbian College Students

Salon 7

Sara Carvell

Residential Life Manager

Carol Kraus

Residential Life Manager

Purdue University

Gay and lesbian students in transition to college life not only face the same types of adjustment issues as heterosexual students, but they are also likely face gender identity shifts. This presentation will examine social and mental health problems that gay and lesbian students in transition may face, and the mechanisms that these individuals use to cope with these troubles. Participants will discuss these issues and strategies to assist gay and lesbian students in transition.

CI 250 A Civic Approach: Community, Responsibility, and Education

Salon 8

Ken Spring

Coordinator of the First Year Seminar and Associate Professor of Sociology

Belmont University

Matt Burchett

Director of Student Activities

Baylor University

In efforts to advance the student academic experience, academic leaders and student affairs professionals attempt to create seamless learning experiences that translate from the classroom to the community. Privileging ideas of community service and civic engagement, this collaborative approach to programs has redefined service-learning and the new student experience. A cross-functional team of faculty and staff piloted programs that push the idea that learning comes with a responsibility for the future.

CI 251 First-Year Students as Professionals: Teaching Career and Professional Skills for a Lifetime of Success

Salon 11

Dawn Sherman

Assistant Dean for Special Academic Programs

Nichols College

Students begin their professional life the minute they arrive at college. In subsequent years, corporate recruiters will want to know what these professional students have done to prepare for their career. What role can a college play in developing career and professional skills in first-year students to begin this process? This session will focus on the first-year course of the successful Professional Development Seminar (PDS) Program at Nichols College, a series of four required courses in career and professional readiness.

**CI 252 "Big Changes in Little Packages":
Integrating Academic and Student Life
Initiatives**

Salon 13

Harriett Hayes

Associate Professor of Sociology

Crystal Lynn

Assistant Dean of Students

Jonathan Wiley

Senior, Sociology Major

Bridgewater College

Forging stronger partnerships between academic affairs and student affairs can feel like a monumental task. The Welcome Week support initiative at Bridgewater College demonstrates that significant changes do not require an increase in staffing or budgets. Visualizing new avenues for integration can allow colleges to significantly alter students' understanding of the college mission, the tone of their participation, and buy-in from staff, faculty, and incoming first-year students during Welcome Week and beyond the first-year experience.

CLOSING TOWN MEETING

11:45 am - 12:15 pm

Grand Ballroom D

This concluding session is designed as an open discussion on ideas and information presented at this conference and current issues in the first-year 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.

Make plans to attend.



29th Annual Conference on
The First-Year Experience

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February 12-16, 2010

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

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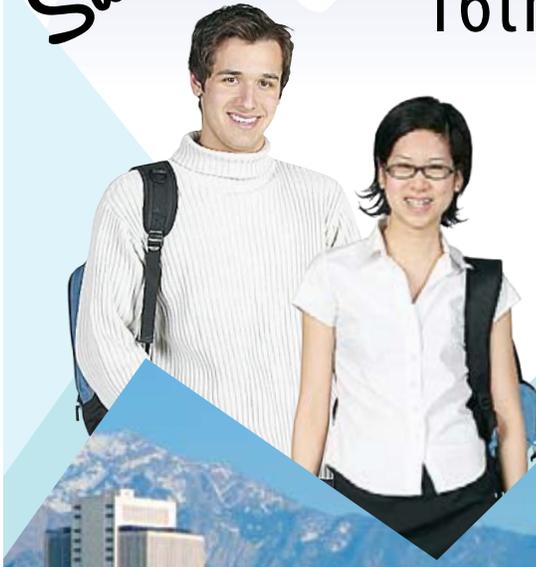


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