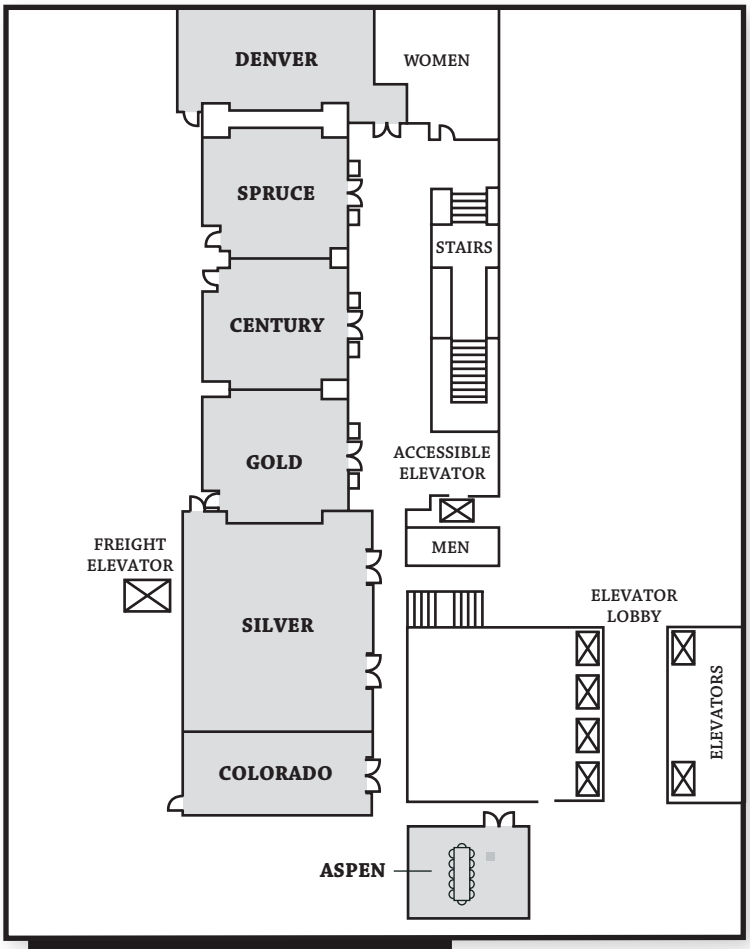
29th Annual Conference on The First-Year Experience

PROGRAM

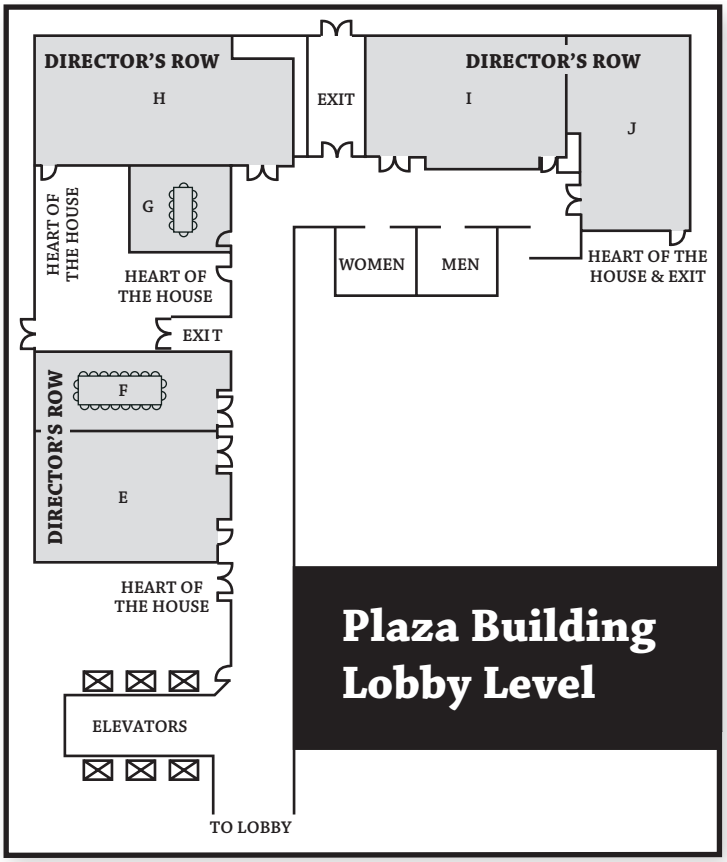
February 12 - 16, 2010
Denver, Colorado

National Resource Center for
The First-Year Experience®
& Students in Transition
UNIVERSITY OF SOUTH CAROLINA

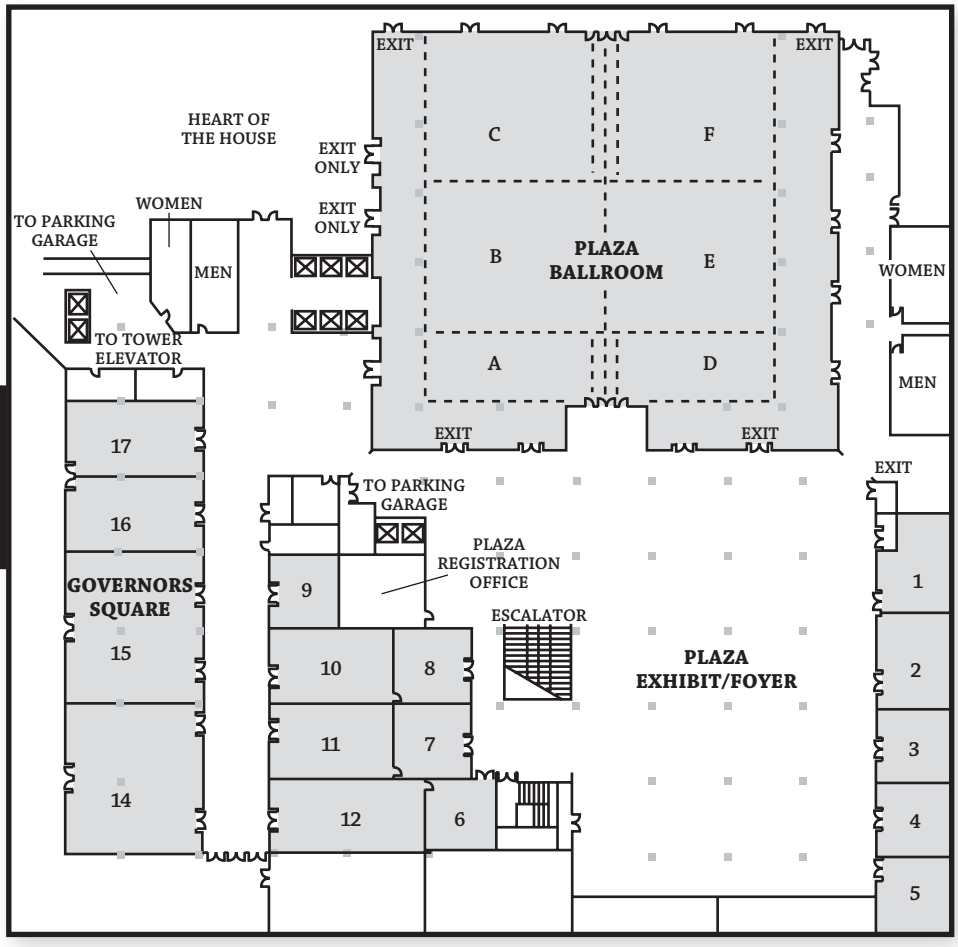
Co-hosted by
Community College of Denver
Metropolitan State College of Denver
University of Colorado at Denver
University of Denver



Tower Building Mezzanine Level



Plaza Building Lobby Level



Plaza Building Concourse Level

Sheraton
Denver Downtown
HOTEL

UNIVERSITY OF SOUTH CAROLINA

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

Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina, I am delighted to welcome you to Denver, Colorado for the 29th Annual Conference on The First-Year Experience. We are pleased to have the Community College of Denver, Metropolitan State College of Denver, the University of Colorado at Denver, and the University of Denver as co-hosts of this event. As representatives from private universities, public institutions, and community colleges, our co-hosts remind us how rewarding partnerships across sectors of higher education can be. I know that I speak for all of us when I extend a warm conference welcome to you.

We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts during the event and serve as a rich professional network long beyond our time together at the conference. The staff of the National Resource Center has planned an outstanding program of pre-conference workshops, featured speakers, and conference sessions. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. Given the global economic challenges and opportunities that we are currently facing, it has never been more important to learn from each other and support one another than it is now. As such, 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 during our time in Denver 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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803/777-6029 • FAX 803/777-4699 • E-MAIL FYE@SC.EDU • HTTP://WWW.SC.EDU/FYE

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Schedule of Events

Friday • February 12, 2010

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 13, 2010

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 - 5:30 pm	Cybercafé and Bookstore Open
8:30 am - 5:00 pm	Preconference Workshops
5:30 pm - 7:00 pm	Opening Session & Keynote Address **George D. Kuh**
7:00 pm - 7:45 pm	Opening Reception Dinner on Your Own

Sunday • February 14, 2010

7:30 am - 9:00 am	Continental Breakfast
7:30 am - 5:30 pm	Conference Registration and Information Desk
7:30 am - 5:30 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 2010 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 15, 2010

7:30 am - 9:00 am	Continental Breakfast with Poster Sessions and Exhibitors
7:30 am - 5:30 pm	Conference Registration and Information Desk
7:30 am - 5:30 pm	Cybercafé and Bookstore Open
9:15 am - 11:45 am	Conference Sessions Lunch on Your Own
1:30 pm - 2:45 pm	Recognition of Undergraduate Fellowships & Plenary Address **Karen Kurotsuchi Inkelas**
3:00 pm - 5:15 pm	Conference Sessions
5:30 pm - 6:30 pm	Focused Dialogues Dinner on Your Own

Tuesday • February 16, 2010

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, an electronic 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.

Co-Hosts

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

Community College of Denver

Metropolitan State College of Denver

University of Colorado at Denver

University of Denver

Staff Roster

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

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Assistant Vice Provost and Executive Director

***Jennifer R. Keup**
Director, National Resource Center for The First-Year Experience and Students in Transition

***Dan Friedman**
Director, University 101

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Publications and Accounts Administrator

Carlos Diaz
Information Technology Manager

Jennie Duval
Business Associate and Conference Registrar

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***Ryan Goodwin**
***Tricia Kennedy**
Whitney McWhorter
***Emily Mullins**
***Jennifer Powell**
***Dottie Weigel**

Undergraduate Student Assistants

Ashley Cohen-Burnell
Stephanie Wieland

**denotes those attending the conference*

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 29th Annual Conference on The First-Year Experience in Denver, Colorado. 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 Plaza Ballroom Foyer area of the Sheraton Denver Downtown 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 12, 2010
10:00 am - 5:00 pm

Saturday, February 13, 2010
7:30 am – 6:00 pm

Sunday, February 14, 2010
7:30 am - 5:30 pm

Monday, February 15, 2010
7:30 am - 5:30 pm

Tuesday, February 16, 2010
7:30 am - 12:00 noon

Hotel Map

The layout of the meeting rooms at the Sheraton Denver Downtown Hotel is located on the inside front 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 Plaza Court 7 of the Sheraton Denver Downtown 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.

National Resource Center 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 Plaza Court 8 of the Sheraton Denver Downtown 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. Shipping charges will be waived for publication purchases at the conference totaling $100 or more.

Outstanding First-Year Student Advocate Sessions

2010 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
Teal	Mentor
Maroon	Mentee

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. GBLT 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

General Information

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 Plaza Ballroom Foyer area or drop them in one of the session evaluation collection boxes. Copies of evaluations may be picked up by presenters at the end of the conference.

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

Session Handouts

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/2010annual/** after March 2, 2010. 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

Located in our Plaza building-lobby level, PENFIELD'S business center is the source for document services, faxing, internet access, and package control and office equipment rental.

Hours:	
Monday-Friday:	7:00 AM-7:00 PM
Saturday:	8:00 AM-2:00 PM
Sunday:	CLOSED

During closing times, contact our Front Desk team for assistance.

Internet Access

Hotel guest rooms have wired internet access at a rate of $10.72 per 24-hour period. Complimentary wireless internet access in available in the Plaza Ballroom Foyer and hotel lobby.

LINK @ SHERATON-LOCATED IN OUR PLAZA BUILDING, LOBBY LEVEL

The Link@Sheraton experienced with Microsoft was born out of guests' needs to have a sense of community and belonging while on the road. In keeping with Sheraton's core values of warm, comforting, connections, the Link@Sheraton provides a place within Sheraton where guests can keep up with what's important to them, where they can work, relax, fit in and feel part of a community. Our Link@Sheraton is located in our lobby next to 1550 Lounge and features 8 computers and printers for guests to connect while they are away from home.

Parking

Due to the renovation of the parking garage at the Sheraton Denver Downtown Hotel, only valet parking is available at a rate of $21 per day/overnight with in and out privileges.

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 desk by noon on February 16, 2010.

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.

Exhibitor Information

The Annual Conference on The First-Year Experience welcomes commercial and non-profit exhibitors. The exhibit area is located in the Plaza Ballroom Foyer in the Sheraton Denver Downtown Hotel. Exhibitors registered at the time of printing are listed below.

ACT
FIFTY YEARS 1959|2009

ACT, Inc. is an independent, not-for-profit organization providing over a hundred assessment, research, information, and program management services in the broad areas of education planning, career planning, and workforce development. Though designed to meet a wide 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 half-way between the two highest grades given by the school (i.e. 3.5 or above on a 4.0 scale), 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. www.nationalald.org

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BEDFORD
ST. MARTIN'S

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 is your premier agency for college speakers and workshops! We are dedicated to a low-maintenance business philosophy, we quote all-inclusive prices and our speakers and facilitators are knowledgeable, friendly and reasonably priced. Visit www.campuspeak.com for more information.

CAMPUSTOOLKIT
BUILDING CONNECTIO!

Campus ToolKit offers a comprehensive suite of retention tools. Now the assessments that deal with personality, learning styles, study skills, careers, and more are available a la carte! Students still get immediate feedback and information to help them understand and use the results, but now you can select the specific components that relate to your FYE course or support program at a substantially lower cost. Stop by Booth 303 for details.

NSSE
national survey of student engagement

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

COLLEGE PORTFOLIO FOR SUCCESS
International Organization For Student Success, Ltd.

The **College Portfolio for Success** is an easy to use, modern textbook that relates well to the needs of today's students. This text has successfully prepared tens of thousands of students for their first year of college. The College Portfolio provides instructors with a turnkey user friendly style and the tools to focus on the individual needs of each student.

Consortium
Book Sales & Distribution

Consortium is a full-service distributor for over 100 independent presses from around the world. We understand the importance of ideas, and our goal is to introduce those ideas—some that may otherwise not be heard—to the world. To our customers, Consortium represents a source for books of quality and distinction.

THE PERSEUS
BOOKS GROUP

The **Perseus Books Group** is an independent company committed to enabling independent publishers to reach their potential whether those publishers are Perseus-owned, joint ventures, or owned by third parties.

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eCHECKUP TO GO
San Diego State University Research Foundation
Science • Service • Solutions

eCHECKUP TO GO alcohol & marijuana programs are personalized online substance abuse interventions. Customized to each individual campus and local community, they are designed to reduce drinking and drug use and strengthen a campus culture of health and safety. eCHECKUP TO GO programs are used internationally on over 550 campuses.

EducationDynamics®
Chart Your Course

BUILDING INTENTIONAL PURPOSE NETWORKS FOR STUDENT SUCCESS - **EducationDynamics Enrollment and Retention Services** provides administrators web-based tools designed to pull students in and drive academic, social, and health outcomes proven to ease transitions. Proactive communities for students and parents map out success while reactive alert systems track attrition risks.

Exhibitor Information

Educational Benchmarking (EBI) is focused on the improvement of the college experience by offering over 50, nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Works® is EBI's new, innovative student retention and success program. It empowers faculty and staff to positively impact student success and retention by identifying at-risk students early in the term.

Engineerica Systems, Inc – Accutrack

AccuTrack©, AccuSQL© & Accudemia©: We will show you how to instantly eliminate sign-in sheets and allow Web appointment scheduling! Keep your data safe behind your college security! Collect data from students to keep your reports current. Justify your center to management with instant, customizable reports & charts for grant funding!

Improve student retention! **GradesFirst** Early Alert is fast and easy with integrated appointment scheduling and tutor management. Come see the new GradesFirst Mobile application which allows students easy access to class schedules, faculty, advisors, and classmates from their iPhone or other mobile device. Visit us at Booth 320 or online at www.GradesFirst.com

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

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HarperCollins Publishers will display books on a wide variety of subjects with special appeal to those who work with first-year students.

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 and to help prepare students for success in the first year and beyond. Our commitment is inherent in our incomparable design and prepress services, collaborative author relationships, and spotless on-time delivery record.

Learn more about custom publishing on Sunday, February 14th at 7:45 am from our panel of highly respected authors as they discuss best practices for enhancing your first-year experience through custom publishing.

www.hmpublishing.com

The **Higher Education Research Institute** (HERI) runs the Cooperative Institutional Research Program (CIRP), a comprehensive longitudinal survey program. Over the last 44 years, 1,900 colleges and universities have participated in the CIRP Freshman Survey, Your First College Year Survey, or the College Senior Survey to understand the impact of college.

Innovative Educators (IE) is dedicated to providing online, professional development training focused on the most critical and relevant in higher education today. Through our interactive workshops and courses, we create a professional yet relaxed environment that encourages and supports the exchange of ideas. We also provide exciting and informative workshops for students on such topics as time management, learning styles, study tips, test-taking, note-taking, career exploration, and more. Visit our booth (#309) to receive more information about our upcoming events and to enter in a drawing for free training opportunities.

www.innovativeeducators.org

The signature work of the **John N. Gardner Institute for Excellence in Undergraduate Education** is a comprehensive self-study process, *Foundations of Excellence®*, which provides institutions the opportunity to improve all aspects of the first-year and transfer student experience.

Kendall Hunt educational materials help you provide quality instruction for first-year experience, student success, career planning, diversity, leadership, and more. Over 150 colleges and universities currently adopt our books, or participate in our custom publishing program. Visit our booth at this conference or our web site at

www.kendallhunt.com/success

The **Knopf Doubleday Publishing Group** publishes a broad selection of highly acclaimed fiction and non-fiction ideal for common reading programs. New titles will be displayed along with many titles popular with FYE programs around the country including *Persepolis, Into the Wild, When the Emperor Was Divine*, and *A Lesson Before Dying*. Please stop by our booth to pick up complimentary copies of selected titles and learn about our Random House Speakers Bureau.

www.randomhouse.com/academic/fyr

Exhibitor Information

Kuder, Inc. provides proven solutions to navigate life's career journey. The Internet-based *Kuder® Career Planning System* includes *Kuder® Galaxy* for elementary schools; *Kuder® Navigator* for middle schools and high schools; and *Kuder® Journey* for postsecondary schools and adults. Each solution is backed by a powerful administrative database management system.

LifeBound, LLC, a national student success and academic coaching company offers a stair-step program consisting of student books, curriculum, data assessments, and faculty training for grades 5-12. LifeBound's founder and president, Carol Carter, is also a national and international keynote speaker, and offers academic coaches training classes twice a year. For more information, please e-mail: contact@lifebound.com

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Macmillan and its imprints (Farrar Straus and Giroux, Henry Holt & Company, Picador, St. Martin's Press, Tor Books, Bedford/St. Martin's, Worth Publishers, and W.H. Freeman and Company) publish a number of texts appropriate for first-year experience courses and common reading programs. Visit our website: www.MacmillanAcademic.com

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McGraw-Hill publishes market-leading student success products supported by exceptional instructor resources. Our products provide a wide array of solutions from traditional textbooks to the latest in online and multimedia learning to customized content to meet your needs. For more information, please visit www.mhhe.com

Emotional Intelligence Assessments
For Higher Education

MHS 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.

The **National Academic Advising Association (NACADA)** promotes and supports quality academic advising to enhance the educational development of students in higher education institutions. NACADA provides a forum for the discussion, debate, and exchange of ideas pertaining to academic advising through numerous events and publications. NACADA has nearly 10,000 members, including professional advisors/counselors, faculty, administrators, and students whose responsibilities include academic advising. Visit the NACADA booth (#208) 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

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UNIVERSITY OF SOUTH CAROLINA

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 institutes; engages in research; publishes a scholarly journal, an electronic newsletter, and monograph series; and maintains a web site and hosts electronic listservs.

The **National Society of Collegiate Scholars (NSCS)** is a member of the Association of College Honor Societies and is the nation's only interdisciplinary honors organization to invite first- and second-year college students. Membership is by invitation only, based on grade point average and class standing. NSCS awards more in undergraduate scholarship dollars to than any other interdisciplinary honor society nationwide. NSCS offers members exclusive access to scholarships, career resources, and leadership and networking opportunities. NSCS has more than 650,000 members and 240 chapters in all 50 states, the District of Columbia and Puerto Rico. Learn more at www.nscs.org, and the official Facebook page, www.facebook.com/nscs94

At **Paul Dry Books** our aim is to publish lively books to awaken, delight, and educate—and to spark conversation. In its ten years, Paul Dry Books has published titles from diverse genres and perspectives, covering subjects from Homer to Chekhov, bird watching to jazz music, New York City to shogunate Japan.

Pearson Student Success and Learning Solutions offer the best in educational materials and training coupled with exceptional customer support for our course solutions and leading technology. Review Blockbuster revisions (Carter, *Keys to Effective Learning* 6e and Sherfield, *Cornerstone Full and Concise* 6e) and other must-see choices. Ask us about our Technology offerings and participate in Booth demos on *MyStudentSuccessLab*, *CourseConnect*, customized media, and the Pearson Custom library!

Exhibitor Information

Penguin Group (USA)

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

PRINCETON UNIVERSITY PRESS

Princeton University Press publishes distinguished academic books in a number of fields and genres including textbooks, monographs, reference, and trade books. Visit our booth and learn about our new books to help stimulate conversation and critical thinking for students participating in their first-year experience including *Scroogenomics, On Bullshit*, and *Souled Out*. press.princeton.edu

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Random House, Inc.

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

www.freshmanyearreading.com
www.commonreads.com

Rosen/Bernstein
These two authors will be showcasing their most recent works:
Michael Rosen: *What Else But Home: Seven Boys and an American Journey Between the Projects and the Penthouse*
Judy Bernstein: *They Poured Fire on Us From the Sky: The True Story of Three Lost Boys from Sudan*

School Datebooks

School Datebooks creates fully customized datebooks. From our PolyFusion™ covers to professionally formatted handbooks to events listed on the day, our custom creations are unmatched. All this is backed up by the best customer service in the school market. Find out why we are simply the best!

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School Specialty Planning & Student Development believes in the power of planning to reach goals. As educators, you have the reward and responsibility of leading students to develop and achieve their goals. An exclusive planning system and powerful content in our products help transform aspirations into real world results.

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SCVNGR

LOLz OMG BBQ!!! IDK wut ur TXTng?! Your first-year students text, a lot. A LOT a lot. Over 80% have an unlimited texting plan, YIKES. What can you do about it? SCVNGR!!! SCVNGR turns DISTRACTING txt msgs into a high-tech fun game to XPLR campus! Just turn us on and BAM!!! Best orientation EVAR!1!1!. SCVNGR. BAM!!! k thx bai.

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sourcebooks

Sourcebooks introduces a new suite of Naked roommate products. *The Naked Roommate* 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.

STEAR
Student Tracking Early Alert Retention System

STEAR-Retention

Our strategy is to build the best system to meet your retention goals. Retention strategies will vary from institution to institution, but the data behind your efforts will be consolidated and shared. Our strength is in data presentation and application development. We listen and respond to your requests. We work with you and your staff to constantly improve our products to help you reach your goals. We tie people, processes, and technology together. Our Early Alert System and Retention process is designed to integrate offices across campus to build a holistic, total student focus.

StrengthsQuest™
GALLUP

StrengthsQuest gives students and educators the opportunity to develop strengths by building on their greatest talents -- the way in which they most naturally think, feel, and behave as unique individuals. Grounded in Positive Psychology and the Clifton StrengthsFinder, StrengthsQuest has helped more than 500,000 people at 600 schools and universities achieve academic, career, and personal success.

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SunGard Higher Education serves colleges and universities worldwide. Today, 1,600 higher education organizations, ten million students and thousands of educational communities rely on SunGard Higher Education's broad portfolio of solutions and expert guidance to find better ways to teach, learn, manage, and connect. To learn more, please visit www.sungardhe.com

Exhibitor Information

The BACCHUS Network™ is a university and community based network focusing on comprehensive health and safety initiatives. It is the mission of the 501 C3 non-profit organization to actively promote student and young adult based, campus and community-wide leadership on healthy and safe lifestyle decisions concerning alcohol abuse, tobacco use, illegal drug use, unhealthy sexual practices, mental health, fitness, and other high-risk behaviors. Campus affiliates are concerned with the health of students, the institution and the community. Developing positive decision-making skills prepares students to enter the real world and the greater community to promote healthy and safe lifestyles.

bacchusnetwork.org • friendsdrivesober.org
smartersex.org • tobaccofreeU.org

The Commons Educational Design Group is dedicated to the positive development of students and the advancement of higher education. The Commons is pleased to introduce Momentum, a cutting-edge curriculum for the first-year experience. Momentum is an engaging, dynamic, and generationally relevant six-week curriculum that builds the character strengths necessary for college students to thrive academically and personally. The foundational curricular constructs including hope, persistence, and curiosity are essential to college success. This innovative curriculum with both online and in-person delivery systems will create a new "buzz" for your first-year student experience.

The New York Times can ignite student interest by linking learning to living – serving the ideals of today's demanding educational aims by promoting critical thinking, engaging students in active learning, and helping to create a more global and informed citizenry. Our college program brings The New York Times to the higher education community at our lowest available rates, delivering the newspaper to faculty and student homes, university departments, college bookstores, and other campus locations. Visit us on the web at nytimes.com/edu.

University of California Press, one of the most distinguished university presses in the United States, enriches lives around the world by advancing scholarship in the humanities, social sciences, and natural sciences.

The **University of Michigan Press** is committed to publishing high-quality textbooks and resources for students new to the university and university life, including students who are new to the United States. These texts teach and refine the academic skills necessary to succeed in college/university.

Wadsworth Cengage Learning provides resources, training and support for all of your first-year experience needs. More than just textbooks, our comprehensive teaching and learning solutions - including training and consultation with TeamUP Faculty Programs - will help you create a dynamic learning experience for any 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.

XanEdu® brings you the expert editorial services of Copley Custom Textbooks — publisher of quality custom texts since 1984. XanEdu is the number-one faculty-preferred provider of CoursePacks and custom textbooks.

We give our customers on-time delivery; easy ordering and tracking; 100% copyright compliance guarantee; and the best overall value to students.

Visit www.xanedu.com

Xap Corporation offers a number of online college-readiness resources including CollegeScope, a new online curriculum that helps inspire college students' persistence in postsecondary institutions and further President Barack Obama's mission for college completion. Institutions are finding significant impact on retention and completion, along with building students' motivation and preparation. Initial schools using CollegeScope™ are experiencing average increases in persistence rates of 25%.

Exhibit Schedule

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

Saturday,
February 13, 2010

5:00 pm - 7:30 pm

Sunday,
February 14, 2010

7:00 am - 11:30 am
1:30 pm - 6:00 pm

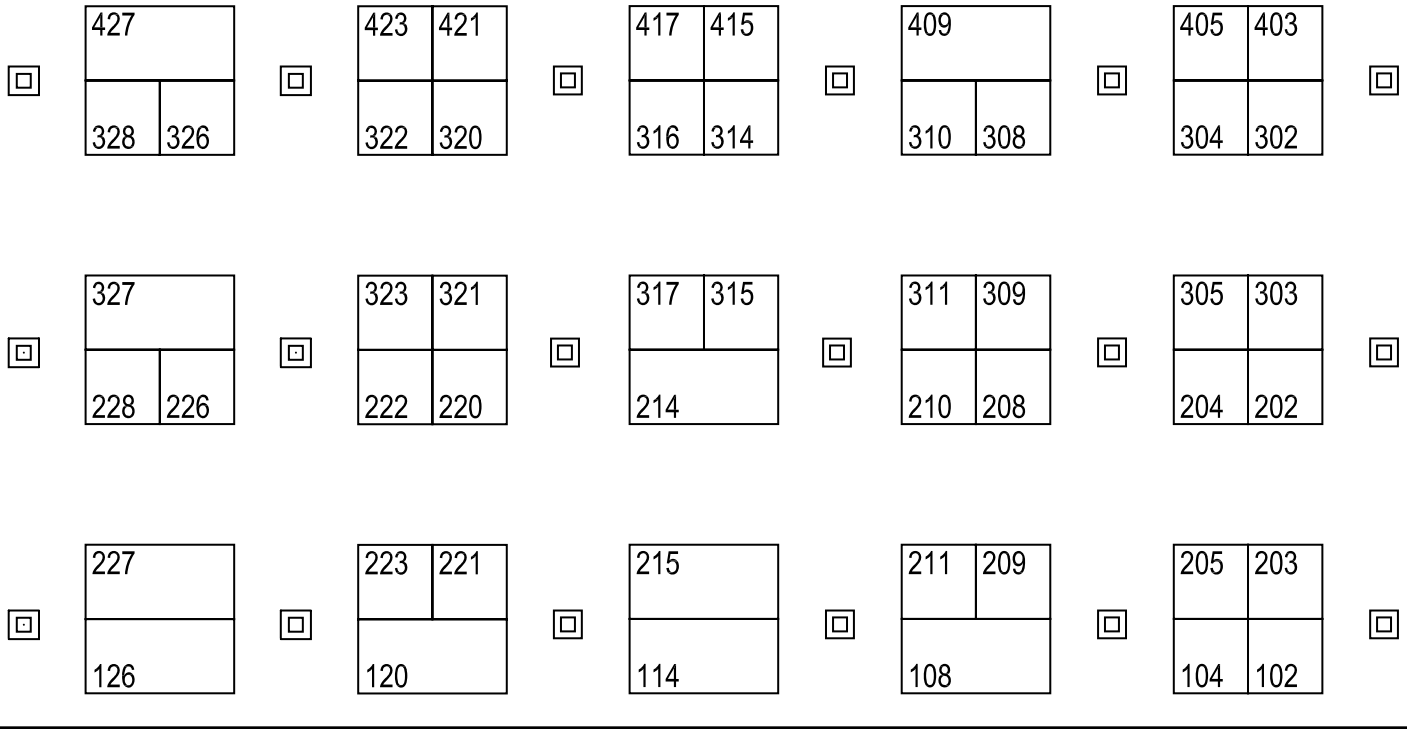
Monday,
February 15, 2010

7:00 am - 12:00 noon

Exhibitor Drawing:
10:15 am - 10:45 am

Exhibitor Information

Exhibit Area Floor Plan



Exhibitor	Booth #
ACT, Inc.	317
Alpha Lambda Delta Honor Society for First Year Students	220
Bedford/St. Martin's	226
CAMPUSPEAK, Inc.	209
Center for Postsecondary Research	102
Consortium Book Sales & Distribution/Perseus Books Group	316
Copley Custom Publishing/XanEdu Publishing	104
Corvus LLC dba Campus Toolkit	303
Echeckup to go	415
Educational Benchmarking Inc. (EBI)	328
EducationDynamics, Enrollment & Retention Services Division	323
Engineerica Systems, Inc.	417
Gallup, Inc.	204
GradesFirst	320
Growing Leaders, Inc.	223
HarperCollins Publishers	327
Hayden-McNeil	222
Higher Education Research Institute	405
Innovative Educators	309
International Organization for Student Success	409
John N. Gardner Institute for Excellence in Undergraduate Education	403
Kendall Hunt Publishing Company	120
Knopf/Doubleday	214
Kuder, Inc.	210
Lifebound, LLC	423
MACMILLAN.	227

Exhibitor	Booth #
McGraw-Hill Higher Education	114
MHS, Inc.	321
National Academic Advising Association (NACADA)	208
National Orientation Directors Association (NODA)	211
National Resource Center	101
Paul Dry Books, Inc.	315
Pearson	427
Penguin Group (USA)	108
Princeton University Press	228
Random House, Inc.	215
Rosen/Bernstein	308
School Datebooks	221
School Specialty Planning & Student Development	311
SCVNGR LLC	205
SourceBooks	314
STEAR Retention	310
SunGard Higher Education	305
The BACCHUS Network	202
The Commons Educational Design Group	302
The National Society of Collegiate Scholars	203
The New York Times	421
University of California Press	322
University of Michigan Press	326
Wadsworth Cengage Learning	126
W. W. Norton & Company	100
Xap Corporation	304

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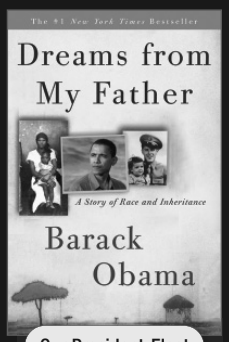
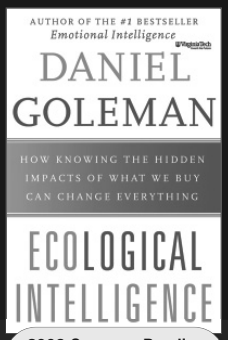
www.commonreads.com

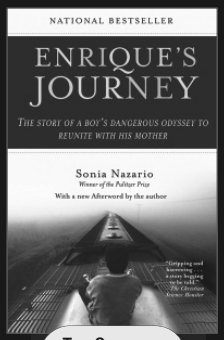
BOOTHS #215 & 217



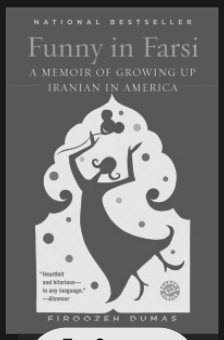
Our President-Elect



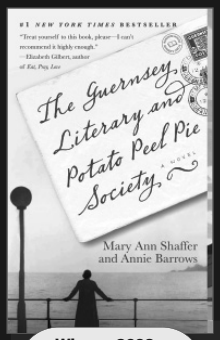
2009 Common Reading Selection at Virginia Tech



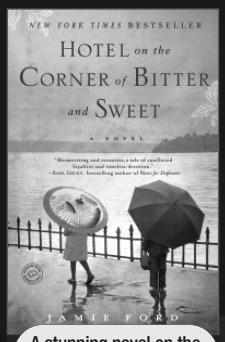
Top Common Reading Title



Top Common Reading Title by Firoozeh Dumas



Winner 2008 - *The Washington Post* "Best Books"

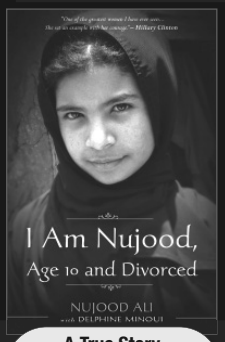


A stunning novel on the Japanese Internment

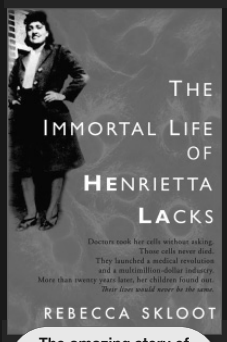
Random House, Inc. is proud to exhibit at this year's Annual Conference on The First-Year Experience®.

Please visit Booths #215 & 217 to browse our wide variety of fiction and non-fiction on topics ranging from an appreciation of diversity to an exploration of personal values to an examination of life's issues and current events.

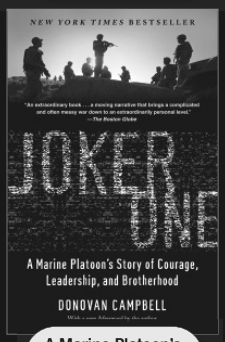
With so many unique and varied titles available, you will be sure to find the right title for your program!



A True Story
International Bestseller on Yemen Child Bride

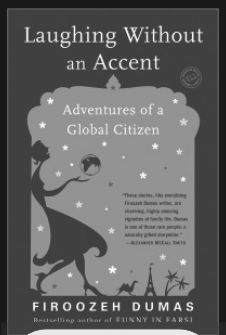


The amazing story of the first "immortal" human cells grown in culture

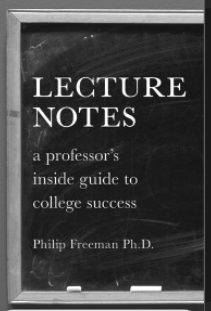


A Marine Platoon's Story of Courage

Forthcoming April 2010

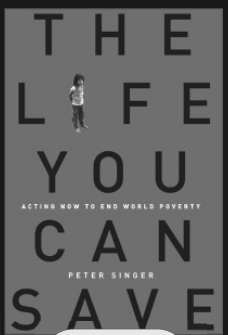


2010 Common Reading Selection at University of Minnesota, Duluth

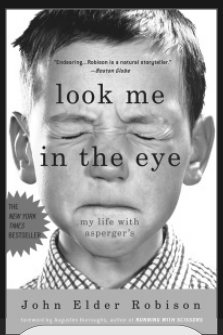


A Professor's Inside Guide to College Success

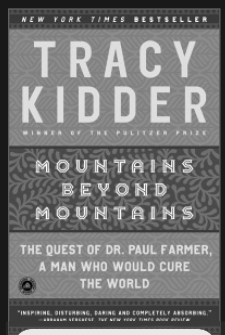
FREE ADVANCE READER'S COPY AVAILABLE



Act Now to End World Poverty



An Engaging and Sometimes Humorous Memoir by an Aspergian



Top Common Reading Title

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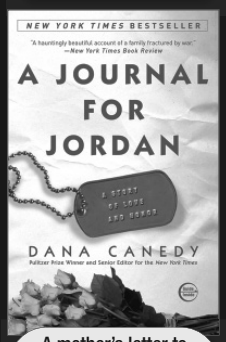
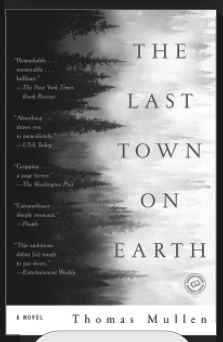
BOOTHS #215 & 217

Author in Appearance



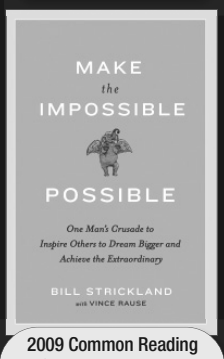
A mother's letter to her son about the father he lost in war.

Author in Appearance



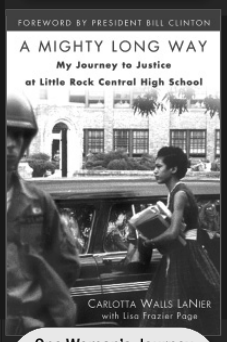
Popular Common Reading Selection

Author in Appearance



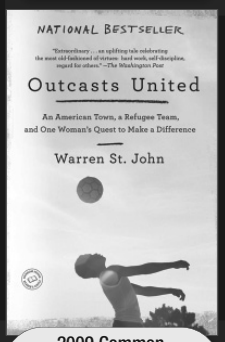
2009 Common Reading Selection at Indiana University of Pennsylvania

Author in Appearance

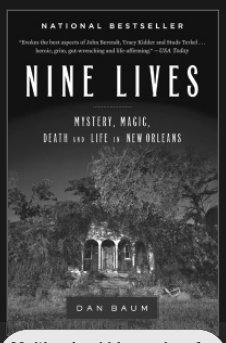


One Woman's Journey to Justice at Little Rock Central High School

Author in Appearance



2009 Common Reading Selection at Georgia Tech University & McMurry University



Multi-voiced biography of a dazzling and imperiled city

The follow-up book to the critically acclaimed bestseller *Made to Stick* by Chip and Dan Heath

Visit the Random House, Inc. Booths #215 & 217

- Browse our display of more than 200 fiction and non-fiction books appropriate for your First-Year Reading Program
- Pick up FREE giveaways, advance reading copies, book discussion guides, and our new catalogs

And hold these two dates!!

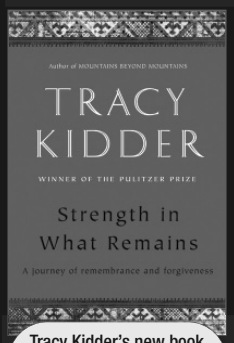
The National Resource Center has set aside a special time for authors to chat and sign in the exhibit hall on **Saturday, February 13th, 5:00 pm – 7:30 pm**

Come by the RH booth and sign up for our **Sixth Annual Luncheon with the authors Monday, February 15th, 11:30 am – 1:30 pm**

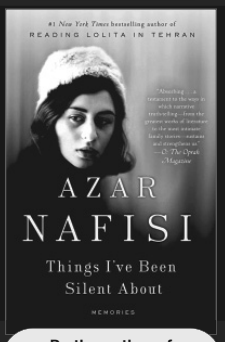
See next page for luncheon details

* SPACE IS LIMITED *

Email **rhacademic@randomhouse.com** to reserve a seat today!



Tracy Kidder's new book delivers a masterful story about a Burundian survivor of civil war and genocide



By the author of *Reading Lolita in Tehran*

THE CROWN PUBLISHING GROUP: Broadway, Crown, Crown Business, Crown Forum, Clarkson Potter, Doubleday Image/Religion/Business, Harmony, Monacelli, Ten Speed Press, Three Rivers Press, Shaye Areheart, Watson-Guptill, WaterBrook/Multnomah, Fodor's, Prima, Princeton Review, Sylvan, RH Puzzles/Games/Reference

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BOOTHS #215 & 217

Attn: First-Year Experience® Conference Attendees (February 12-16, 2010 • Denver, Colorado)

Free Event

You are cordially invited to

THE SIXTH ANNUAL

Random House First-Year Experience® Luncheon

WHEN: Monday, February 15th, 11:30AM-1:30PM

WHERE: Sheraton Denver Downtown Hotel, Plaza Ballroom–Salon F

WHY: To hear five authors speak about their books

(Past speakers include: *Donovan Campbell, Firoozeh Dumas, John Francis, Tracy Kidder, Susan Carol McCarthy* and *Sonia Nazario*)

Join us for **FREE BOOKS** *and* **FREE LUNCH!**

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Common Reads is dedicated to bringing you the latest in adoption news, program information, and resources related to common reading programs at high schools, universities, and within communities.
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SPREAD THE WORD! Tell your colleagues about this event.

To rsvp, pass by Random House booths #215 & 217 or email **mgentile@randomhouse.com** with your name, title, and institution.

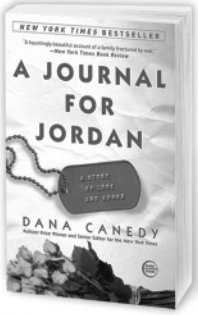
SPACE IS LIMITED! First Come, First Served.

FREE EVENT

MEET *the* AUTHORS

At the 6th Annual Random House First-Year Experience® Luncheon

DANA CANEDY
A Journal for Jordan:
A Story of Love and Honor
Three Rivers Press | TR
978-0-307-39600-6 | 288 pp | $15.00



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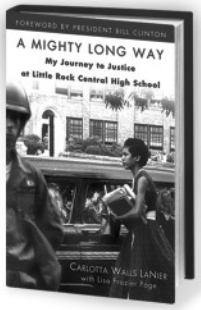
In 2005, First Sergeant Charles Monroe King began to write what would become a two-hundred-page journal for his son in case he did not make it home from the war in Iraq. Charles King, forty-eight, was killed on October 14, 2006, when an improvised explosive device detonated under his Humvee on an isolated road near Baghdad. His son, Jordan, was seven months old.

A Journal for Jordan is a mother's letter to her son—fierce in its honesty—about the father he lost before he could even speak. It is also a father's advice and prayers for the son he will never know.

"A hauntingly beautiful account of a family fractured by war."
—*The New York Times Book Review*

http://www.ajournalforjordan.com

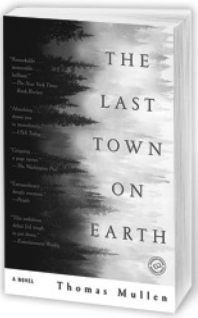
CARLOTTA WALLS LaNIER with Lisa Frazier Page; foreword by Bill Clinton
A Mighty Long Way:
My Journey to Justice at Little Rock Central High School
One World | HC
978-0-345-51100-3 | 304 pp | $26.00



" Carlotta Walls LaNier's *A Mighty Long Way* is a riveting account of nine brave high school students and their families in a quest for quality desegregated public education. What happened in Little Rock in 1957 resulted in America's greatest constitutional crisis since the Civil War. Carlotta's account of events inside and outside Little Rock Central High School should be read and studied particularly by those who now walk through doors of opportunity which Carlotta and her schoolmates first opened over 50 years ago. When I started her book, I couldn't put it down. It is a must-read."

—James L. "Skip" Rutherford III, Dean University of Arkansas, Clinton School of Public Service

THOMAS MULLEN
The Last Town on Earth: *A Novel*
Random House | TR
978-0-8129-7592-5 | 432 pp | $13.95



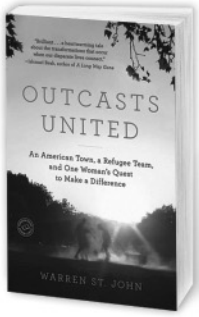
NOW IN PAPERBACK
Common Reading Selection at: Bowling Green State University; Rutgers University School of Arts and Sciences Honors Program; Western Michigan University Honors Program; Whitman College

One City, One Book Selection in Batavia, NY and Stanwood and Camano Island, WA

Set against the backdrop of one of the most virulent epidemics that America ever experienced—the 1918 flu epidemic—Thomas Mullen's powerful, sweeping first novel is a tale of morality in a time of upheaval. A chance encounter, and the shots that are fired as a result, will have deafening reverberations throughout the town of Commonwealth, escalating until every human value—love, patriotism, community, family, friendship—not to mention the town's very survival, is imperiled.

http://www.thomasmullen.net

WARREN ST. JOHN
Outcasts United: *An American Town, a Refugee Team, and One Woman's Quest to Make a Difference*
Spiegel & Grau | TR
978-0-385-52204-5 | 336 pp | $15.00



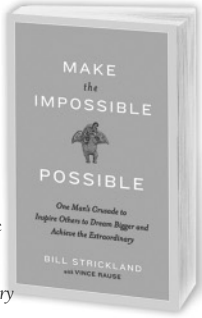
NOW IN PAPERBACK
Common Reading Selection at: Georgia Tech University; McMurry University

Outcasts United is the story of a team of refugee boys, the remarkable woman who coaches them, and the town where they live, a once-sleepy southern hamlet that has been upended by the process of refugee resettlement. It's a story about the challenges posed by our quickly changing world, and one that reminds us of what is possible in this country when we put our values in action.

" A richly detailed, uplifting account of a young Jordanian immigrant who created a soccer program in Georgia for young refugees from war-torn nations … educational and enriching."
—*Kirkus Reviews*

http://www.outcastsunited.com

BILL STRICKLAND with Vince Rause
Make the Impossible Possible:
One Man's Crusade to Inspire Others to Dream Bigger and Achieve the Extraordinary
Broadway | TR
978-0-385-52055-3 | 240 pp | $14.00



NOW IN PAPERBACK
Common Reading Selection at: Indiana University of Pennsylvania

" Success is the point where your most authentic talents, passion, values, and experiences intersect with the chance to contribute to some greater good."
—Bill Strickland

Through lessons from his own life experiences, and those of countless others who have overcome their circumstances and turned their lives around, MacArthur Fellowship "genius" award winner Bill Strickland's *Make the Impossible Possible* shows how students can build on their passions and strengths, dream bigger and set the bar higher, achieve meaningful success and help mentor and inspire the lives of others.

http://www.bill-strickland.org

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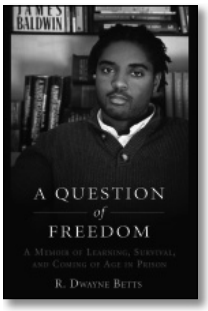

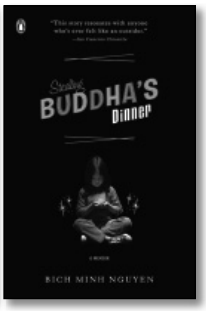

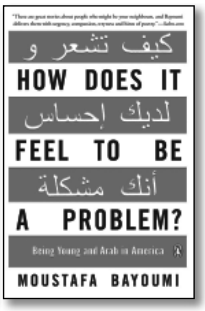

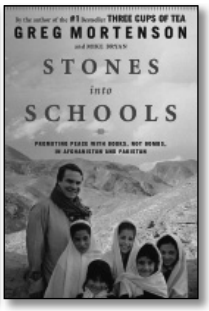

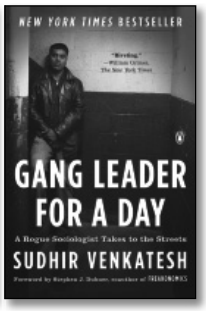

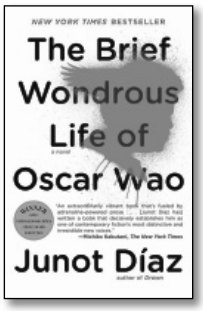

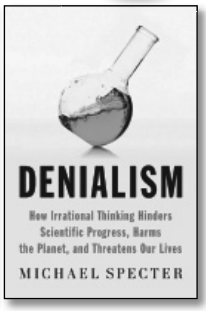

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Preconference Workshops

Friday, February 12, 2010

PRECONFERENCE WORKSHOP AND CONFERENCE REGISTRATION
10:00 am - 5:00 pm
Registration Desk

CYBERCAFÉ
10:00 am - 5:00 pm
Plaza Court 7

BOOKSTORE
10:00 am - 5:00 pm
Plaza Court 8

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

1:00 pm - 5:00 pm Plaza Court 4

Janet Beck, *Academic Advisor - Appalachian State University*

A2 The Myths and Magic of Learning Communities

1:00 pm - 5:00 pm Governor's Square 11

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

A3 Teaching Critical Thinking and Learning Strategies in the First Year

1:00 pm - 5:00 pm Governor's Square 12

Timothy L. Walter, *Dean of Academic and Student Services;* **Lisa Nemitz**, *Academic Support Center Faculty - Oakland Community College*

A4 Making Sense of First-Year Assessment

1:00 pm - 5:00 pm Governor's Square 16

Jennifer R. Keup, *Director, National Resource Center for The First-Year Experience and Students in Transition;* **Dan Friedman**, *Director, University 101 Programs - University of South Carolina*

A5 Academic and Career Advising: Focus on the First Year

1:00 pm - 5:00 pm Governor's Square 17

Paul Gore, *Associate Professor of Educational Psychology and Student Success Special Projects Coordinator - University of Utah*
Betsy McCalla-Wriggins, *Director Emeritus of the Career and Academic Planning Center - Rowan University*

Saturday, February 13, 2010

CONTINENTAL BREAKFAST
7:30 am - 9:00 am
Plaza Ballroom Foyer

PRECONFERENCE WORKSHOP AND CONFERENCE REGISTRATION
7:30 am - 6:00 pm
Registration Desk

CYBERCAFÉ
7:30 am - 5:30 pm
Plaza Court 7

BOOKSTORE
7:30 am - 5:30 pm
Plaza Court 8

A6 Get With the (First-Year Seminar) Program: Creating Connections to Promote Engagement

8:30 am - 12:30 pm Plaza Court 2

Denise Bartell, *Associate Professor of Human Development and Psychology*
Donna Ritch, *Associate Dean of Liberal Arts and Sciences - University of Wisconsin-Green Bay*

A7 From Diversity to Cultural Competence: Taking Students to the Next Level

8:30 am - 12:30 pm Plaza Court 4

Aaron Thompson, *Professor of Sociology, Department of Educational Leadership and Policy Studies - Eastern Kentucky University*

A8 Emotional Intelligence: The Missing Link to Student Success

8:30 am - 12:30 pm Plaza Court 5

Catherine Andersen, *Associate Provost for Enrollment Management - Gallaudet University*
Constance Staley, *Professor of Communication - University of Colorado, Colorado Springs*

A9 Experiential Learning for First-Year Students, as Easy as Falling Off a Log

9:00 am - 12:00 noon Spruce

David Thompson, *Coordinator of Learning Communities, Department of First-Year Programs*
Deborah Mixson-Brookshire, *Instructor of First-Year Experience - Kennesaw University*

A10 Social Media 101: Facebook and Twitter in the Classroom

9:00 am - 12:00 noon Century

Greg Heiberger, *Coordinator & Advisor, Pre-Health Professionals - South Dakota State University*
Reynol Junco, *Associate Professor and Director of Disability Services in the Department of Academic Development and Counseling - Lock Haven University of Pennsylvania*

A11 Developing and Sustaining First-Year Seminars to Address Diverse Curricular and Student Needs

9:00 am - 12:00 noon Gold

L. Lynn Marquez, *Associate Professor of Geology*
Linda L. McDowell, *Coordinator of the First-Year Experience*
Daniel O'Neill, *Faculty Member, Department of Counseling and Human Development - Millersville University of Pennsylvania*

A12 Improving and Institutionalizing First-Year Seminars through Liberal Education and Other Institution-Wide Programs

9:00 am - 12:00 noon Colorado

Leon Book, *Director, Student Transitions and First-Year Experience – Southeast Missouri State University*

A13 Creating Solid Foundations for First-Year Seminars: Fundamentals of Faculty Development

9:00 am - 4:00 pm Denver

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

A14 Best Practice in the First College Year: Defining What Works and Why

9:00 am - 4:00 pm Governor's Square 10

John N. Gardner, *President - John N. Gardner Institute for Excellence in Undergraduate Education; Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition - University of South Carolina*
Betsy O. Barefoot, *Vice President & Senior Scholar - John N. Gardner Institute for Excellence in Undergraduate Education ; Fellow, National Resource Center for The First-Year Experience and Students in Transition - University of South Carolina*

Come join us for dinner!

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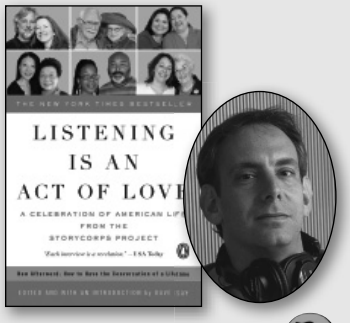

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AMANDA LITTLE
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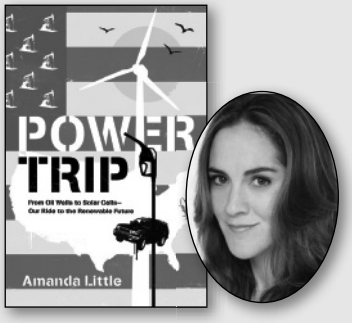

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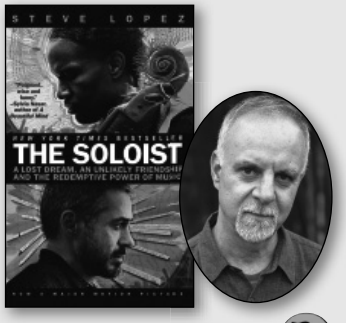

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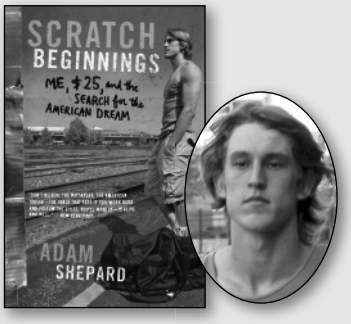

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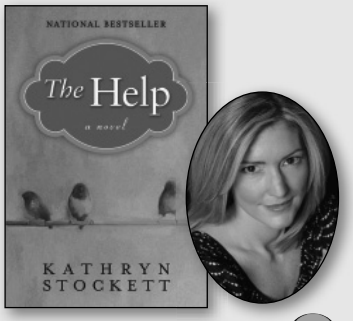

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Opening Session & Keynote Address

A15 Promoting Student Success through Early Intervention Initiatives

1:00 pm - 4:00 pm Plaza Court 2

Vivia Fowler, *Dean and Vice President for Academic Affairs*
Patricia Gibbs, *Dean of Students and Vice President for Student Affairs - Wesleyan College*

A16 First-Year/New Student/Entering Student Experience in the Community College

1:00 pm - 5:00 pm Plaza Court 5

Amy Baldwin, *Professional Development Coordinator - Pulaski Technical College*
Donna Younger, *Director, Learning Center - Oakton Community College*

A17 Affecting the First-Year Experience for African-American and Hispanic Males

1:00 pm - 5:00 pm Plaza Court 4

Wayne Jackson, *Director of the Multicultural Academic and Support Services Program;*
Erik Range, *Coordinator of SOAR (Seizing Opportunities for Achievement and Retention) and Brother to Brother Program - University of Central Florida*

A18 Creating Collaborative and Comprehensive Programs for Entering Student Success

1:00 pm - 5:00 pm Spruce

Scott Evenbeck, *Dean of University College - Indiana University - Purdue University Indianapolis*
Frank E. Ross, *Assistant Vice Chancellor for Student Life and Learning - Indiana University - Purdue University Indianapolis*
Maggy Smith, *Vice President for Academic Affairs - St. Mary of the Woods College*
Dorothy Ward, *Associate Dean of University College and Director of the Entering Student Program - The University of Texas at El Paso*
Gayle Williams, *Assistant Dean of University College at Indiana University - Purdue Indianapolis*

A19 Brain-Based Learning: Its Impact on Teaching, Mentor Programs, Advising, Assessment, and Retention

1:00 pm - 5:00 pm Century

Jill Wilks, *Director of First-Year Experience and Learning Assistance - Southern Utah University*

A20 Dinner Workshop: An Evening with John Gardner

7:30 pm - until The Palm Restaurant

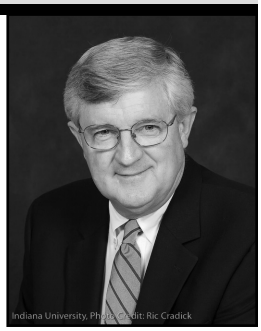
John N. Gardner, *Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition-University of South Carolina; President -John N. Gardner Institute for Excellence in Undergraduate Education*

Please meet in the hotel lobby at 7:00 pm.

Opening Session & Keynote Address

5:30 pm - 7:00 pm
Plaza Ballroom A-C

Promoting Student Success in the First Year of College



George D. Kuh
Director, Center for Postsecondary Research

Creating the conditions that foster success in the first college year is more important than ever. Much progress has been made during the past two decades in using first-year seminars, learning communities, service learning, and other pedagogical innovations to enrich student learning. Despite all this activity, too often these and other effective educational practices are underutilized. In this keynote, I will review what matters to student success, examine some key indicators of quality such as student engagement, and illustrate the kinds of policies and "high impact" practices that channel student and institutional effort toward educationally purposeful activities and often boost the performance of historically underrepresented students and the less well-prepared.

Opening Reception

7:00 pm - 7:45 pm
Plaza Ballroom Foyer and Plaza Ballroom D

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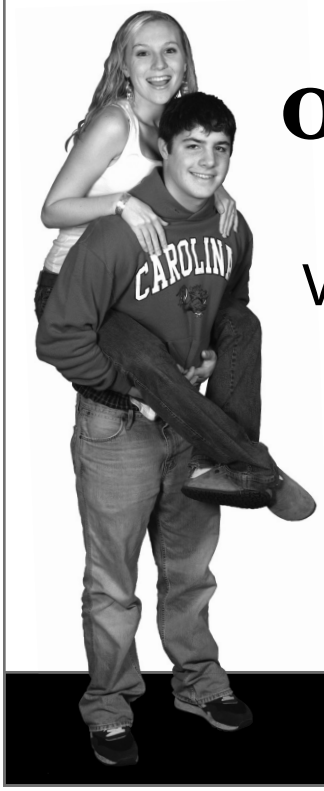

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National Resource Center for The First-Year Experience® & Students in Transition
UNIVERSITY OF SOUTH CAROLINA

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 2010-2011 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 17th National Conference on Students in Transition, November 13-15, 2010, in Houston, Texas, at which the award will be presented
- Announcement and recognition at 2010 Students in Transition conference luncheon
- Travel to the 18th National Conference on Students in Transition, November 2011, 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/proposal** and must be submitted electronically to **NRCrsrch@mailbox.sc.edu** by July 1, 2010.

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

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

UNIVERSITY OF SOUTH CAROLINA

CONTINENTAL BREAKFAST
7:30 am - 9:00 am
Plaza Ballroom Foyer

CONFERENCE REGISTRATION AND INFORMATION DESK
7:30 am - 5:30 pm
Registration Desk

CYBERCAFÉ
7:30 am - 5:30 pm
Plaza Court 7

BOOKSTORE
7:30 am - 5:30 pm
Plaza Court 8

Primer for First -Time Attendees

7:45 am - 8:45 am
Plaza Ballroom A & B

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

University of South Carolina

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

E1 Rewarding Academic Excellence: Honor Society for First-Year Students

Plaza Court 1

Glenda Earwood
Executive Director

Alpha Lambda Delta Honor Society for First-Year Students

Susan Huffman
National President

Purdue University

Lisa Ruch
Vice President for Chapter Relations & Expansion

Indiana University - Purdue University Indianapolis

By recognizing and rewarding academic excellence among students in their first year of college, Alpha Lambda Delta aids in the retention of academically successful students by involving them with other highly academically motivated students and giving them the chance to become involved in service to the learning community. Recognizing academic excellence since 1924, this honor society for first-year students provides an opportunity to develop leadership skills.

E2 Pairing Social Networks and Academic Purpose to Boost First-Year Retention

Plaza Court 2

Ingrid Ramos
Director of Marketing, Enrollment and Retention Services Division

Katie Lynch-Holmes
Manager, Product Management and Student Marketing

EducationDynamics

Social networks provide post-secondary institutions an impactful, cost-effective way to interface with first-year students. In this session attendees will learn how to create academically-purposeful social networks, which when combined with interactive content, can substantially boost the level of academic engagement, success and persistence among first-year students.

E3 Habitudes: Developing Leadership Habits and Attitudes in First-Year Students

Plaza Court 3

Tim Elmore
President

Growing Leaders, Inc.

While today's students are diverse in their background and values, they are all epic in nature: experiential, participatory, image-rich, and connected. In this interactive session, attendees will learn how to utilize an EPIC teaching format that includes images, experiences, and relationships to help first-year students embrace leadership and deepen their character. The presenter will show attendees how to use the Habitudes™ curriculum to teach leadership concepts in a way that is memorable and transferable.

E4 Enhancing Your First-Year Experience Program through Custom Publishing

Plaza Court 4

Mark Kesson
Director of Sales – Eastern Region; Director of New Business Development

Hayden-McNeil Publishing

This interactive session will feature a panel of respected authors that will offer insight into the benefits of creating custom course materials for this unique discipline. Attendees will learn how to navigate their way through the custom publishing process and leave armed with a solid understanding of how custom course materials will support the goals of a first-year experience curriculum. Participants are encouraged to comment and ask questions.

E 5 Using CIRP Survey Results to Support First-Year Learning and Success

Plaza Court 5

Laura Palucki Blake
Assistant Director, Cooperative Institutional Research Program (CIRP)

Higher Education Research Institute, University of California, Los Angeles

Increasingly, institutions are being asked to use assessment data to shape and improve first-year programming. This session will demonstrate various applications of CIRP survey results to examine student learning and development in the first year, and promote collaboration between student affairs, academic affairs, and institutional research offices. Institutional examples of converting data into action and using CIRP survey results will be highlighted. Challenges and insights to using data to inform change will be discussed.

E 6 MAP-Works: An Early-Warning Indicator of Student Success

Governor's Square 9

Darlena Jones
Director of Research and Development

Todd Pica
Director of Business Development

Educational Benchmarking (EBI)

Identifying students who are potentially at-risk for retention or academic success is a complex issue. Connecting those students with faculty and staff who can intervene is imperative. MAP-Works is an exciting project that helps colleges and universities identify students who need intervention (either academically or socially) provide information directly to faculty and staff connected to those students, and facilities communications between faculty and staff in the support of student success.

E 7 Education and Career Plans: Helping Students Successfully Transition to Postsecondary Education

Governor's Square 10

Scott Vandever
Vice President

Kuder, Inc.

We know that with an education and career plan in place, students are more likely to transition successfully into postsecondary education. And, by using the right online resource, students can make future decisions with ease and build a plan that is focused and reliable. This session will provide practical application ideas on utilizing proven, online solutions in the secondary classroom that will also carry into postsecondary education and an eventual career.

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

Governor's Square 11

Harlan Cohen
Author, Syndicated Advice Columnist, and Speaker

Sourcebooks /Help Me, Harlan!

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 exposes how to turn the greatest obstacle facing new students into a springboard to future success.

E 9 Challenges and Solutions for Enhancing Student Success and Retention

Governor's Square 12

Tim Coley
Senior Strategic Consultant

Chrissy Coley
Senior Strategic Consultant

SunGard Higher Education

This session provides a summary of theories, promising practices, and current trends related to student success and persistence in the first year. We also discuss a recent survey of 200 institutions regarding priorities and challenges related to student success. The session provides participants with worksheets for assessing the culture of student support on their campus and for developing a comprehensive plan to unify the campus in serving students beyond the first semester.

E 10 Using BCSSE and NSSE Data to Investigate First-Year Engagement and Outcomes

Governor's Square 14

Jim Cole
Project Manager

Jillian Kinzie
Associate Director

Malika Tukibayeva
Project Associate

Indiana University

This session will focus on how institutions can use the Beginning College Survey of Student Engagement and the National Survey of Student Engagement to better understand the success of their first-year students. In particular, participants will learn how information from these two surveys can be used to better understand the high school backgrounds and experiences of their incoming first-year students, first-year expectations and attitudes, as well as their subsequent first-year academic engagement.

E 11 Using the Student Readiness Inventory as Part of a Comprehensive Intervention and Retention System

Governor's Square 15

Alex Casillas
Research Psychologist

ACT, Inc.

This presentation provides a brief introduction to the Student Readiness Inventory (SRI), a low-stakes, self-report instrument that measures psychosocial and study skills factors and has been shown to predict student academic performance and retention. Two longitudinal case studies (using data from a 4-year and a 2-year institution) are presented to highlight how institutions can use the SRI as part of institution-wide student success and retention initiatives.

E 12 Summer Reading: Shifting to a Transitional Student-Centered Paradigm Shift

Governor's Square 16

Aaron Thompson
Vice President for Academic Affairs, The Kentucky Council for Postsecondary Education

Kendall/Hunt Publishing & Eastern Kentucky University

Paul Carty
Director, National Book Program and First-Year Experience Project

Kendall/Hunt Publishing

This session will explore the viability and desirability of a paradigm shift away from the traditional practice of using popular literary works as summer reading for first-year students toward the use of student-centered reading material that (a) prepares new students for transitioning to higher education, (b) enables them to find meaning in the college experience, (c) generates anticipatory excitement, and (d) enables them to high the ground running when starting college in the fall.

E 13 Raising Expectations through District Outreach: Creating Better Prepared Entering First-Year Students

Governor's Square 17

Carol Carter
Founder and President

LifeBound, LLC

Remediation is at an all time high. Data shows that many students take up to six years to graduate and, at that time, they are often not real-world ready. To stop the triage, colleges need to analyze what can be done before students arrive. You'll learn to set up outreach to your feeder districts, private schools, and workforce development centers as well as effective models for summer programs.

E 14 The National Orientation Directors Association (NODA): Orientation 101

Director's Row E

Cynthia Hernandez
NODA Vice President for Internal Relations and Membership

University of Minnesota

Tara Boyle
Coordinator, New Student Programs

Texas A&M University

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.

CT 15 Social Justice: When Diversity Isn't Enough

Director's Row H

Jessica Pettitt
Speaker, Facilitator, Consultant, and Trainer

CAMPUSPEAK

What is the difference between social justice and diversity? As a leader, change agent, and person working and living with other people, this difference is imperative. Learn the difference, stretch from your comfort zone, sit in your privilege, power, and place of dominance within institutional, and systematic forms of oppression in this highly interactive program.

9:00 am – 10:00 am

CI 16 Is this Required Reading? A Learning-Centered Summer Reading Program that Fosters a Campus-Wide Culture of Engagement

Plaza Court 1

Daphne Rankin
Director of Student Engagement

Virginia Commonwealth University

The summer reading program at Virginia Commonwealth University (VCU) is designed to develop a sense of engagement for the entire VCU community and its newest members – over 3,700 first-year students. During the fall semester, students continue to exchange ideas on the text in their first-year seminar classes. Participants will explore ways to involve members of both the academic and student affairs communities in text selection as well as program planning and implementation processes.

CT 17 A Personalized Approach to Student Retention

Plaza Court 2

Marcy Glassford
Program Coordinator, Office of Student Success and Retention

Utah Valley University

As Utah Valley University has developed a retention program, we have had stumbling blocks along the way. We've implemented initiatives that have worked and some that have not. As we've built our program we determined that we would like a personalized approach to our student retention program. Our current focus is on the retention of first-year students but as we're building our program, we've kept in mind ways we can expand to help all at-risk populations on our campus. The first-time, fall-to-fall first-year student retention rate at our school is currently 44%. With a student population of 26,000 and an open-enrollment policy, we felt that our students were not making the needed connection to our campus. This need for a connection has helped to drive our personalized retention initiatives, including student retention trackers, personal follow-up phone calls to early alerts, weekly e-mails, and birthday cards.

CI 18 The Evolution of an First-Year Seminar at the Community College

Plaza Court 3

Julie McLaughlin
Academic Advisor; Co-Chair, First-Year Experience

Diane Stump
Counselor; Co-Chair, First-Year Experience Advisory Committee

Cincinnati State Technical and Community College

Are you struggling with creating a first-year seminar at your institution? Come and learn how we went from no seminar to a three course option with a built in quality improvement component along with documentation of the program's success. We will explain a brief history of the first-year experience at our institution and how we were able to change the college community's perception of the seminar. In addition we will also discuss how our first-year seminar instructors are trained, the required components of our courses, along with our evaluation process. We will provide handouts that others can take back to their own institutions.

R 19 Deciding What's Included (and What's Not) in Orientation and Transition Programming

Plaza Court 4

Gabe Wical
Director, New Student Orientation

North Carolina State University

As professionals working with students on orientation and transition issues, there is an endless list of topics we could cover with our students. How do we decide what to include in our programs and what to leave out? Participants in this discussion-based session can share their experiences and pose questions to the group as we explore how to make at least some of the people happy some of the time.

R 20 Professors May Hold the Key but Peer Mentors Unlock the Door to Student Persistence

Plaza Court 5

Edesa Scarborough
Assistant Director, Baccalaureate Experience

Kevin Beach
Associate Dean, Baccalaureate Experience

Kevin Jagnandan
Gateway Program Mentor, Executive Board

The University of Tampa

Inspired by the work done by Tinto and others research has demonstrated that institutions can help students overcome their difficulties in order to encourage them to stay in school. Researchers have also illustrated that personal aspects of the students' life often determine their students' decision to stay in school. This roundtable discussion will focus on the importance of a strong peer mentor program and how it can be utilized in attaining student success and persistence.

CI 21 Using FYE in a Dual Enrollment Program

Governor's Square 9

Michele Tyson
Director of Orientation

Gina Lichte
Orientation Coordinator and First STEP Advisor

University of Northern Colorado

The First STEP program is a dual-enrollment partnership between a state institution and a neighboring community college. Students in the program were denied admission from the state institution and were offered an opportunity to participate. Students get an opportunity to have a traditional college experience (e.g., living on campus, getting involved) while taking developmental courses.

CT 22 The Perfect Storm: A State Wide Conference on Retention

Governor's Square 10

Sally Roden
Associate Provost and Dean of Undergraduate Studies

University of Central Arkansas

In a state that consistently falls near the bottom in terms of higher education graduation rate, the need for a statewide comprehensive initiative to focus on remediation, retention, and graduation was paramount. During the last two years, through a collaborative effort of two- and four- year schools and governing bodies, Arkansas has responded with the Student Success Symposium, a state-wide conference focusing on best practices and national models.

CI 23 Semester in a Bottle: Experiential Abroad and Away First-Year Seminars

Governor's Square 11

Linda Gross
Director, First-Year Seminar Initiatives

James Lucas
Assistant to the Dean for Undergraduate Education

Michigan State University

Michigan State University's first-year study abroad/away seminars are held in the summer between orientation and arrival for fall classes in up to eight nations and three domestic sites. Based on assessment evidence, these programs are powerful learning experiences that help students make important social and academic connections before arriving on campus. Presenters will share practical strategies related to designing effective active learning programs implementing faculty/staff development efforts, integrating student affairs' functions, and conducting assessment.

CI 24 Ensuring Relevance and Effectiveness through Course Review

Governor's Square 12

Dan Friedman
Director, University 101 Programs

Jennifer Latino
Assistant Director, University 101 Programs

Spencer Bennett
Graduate Assistant, University 101 Programs

University of South Carolina

First-year seminars are often asked to do more than they can realistically accomplish. Because of this, periodic course reviews should be conducted to ensure the success and relevance of first-year seminars. This session will highlight a course review process that was recently undertaken at the University of South Carolina in order to 1) determine what students today need to learn from the seminar, 2) create learning outcomes, and 3) craft common course requirements that ensure consistency across sections while giving faculty flexibility in their course design. The session will provide ideas and issues to consider when conducting a similar review, as well as a process participants can implement on their own campus.

CI 25 Using Evidence to Make Change in the First Year

Governor's Square 14

Catherine Andersen
Associate Provost for Enrollment

Gallaudet University

The first-year experience program at Gallaudet University uses an array of assessment tools to measure student, course and program outcomes. One such tool is the Educational Benchmarking First-Year Initiative (EBI- FYI). In addition to providing national benchmarking comparisons with other participating institutions, longitudinal data can help assess new initiatives. For example, in AY 2003, significant changes were made to the FYS course and specific outcomes were targeted. By comparing AY 2003 & 2004 FYI data, and assessing student narratives and best work, it was clear that the new initiatives has significant impact on student outcomes. However, one cannot rest of past success. As a new, highly integrated curriculum for General Studies was begun, some of the important first-year initiatives began to disappear. By using and comparing bench mark data from 2004-2005 with current (2009) data important first-year elements (especially out of class engagement) were strengthen when it was noted this was on the decline. This session will highlight the initiatives and assessment measures and data.

CT 26 Reducing Stress among First-Year Students

Governor's Square 15

Jeffrey Kottler
Professor of Counseling

California State University, Fullerton

Stress issues have been reported as among the most common reasons why students struggle during their first year of college. Problems related to loneliness, family renegotiations, friendships, freedom, academic pressures, social isolation, finances, addictions, depression, anxiety are not only common but frequently arise in class. The program presented in this session will help better prepare instructors to identify such stress-related issues and provide needed support and resources.

CI 27 Developing and Assessing High Impact Educational Programs to Support First-Year Student Learning and Engagement

Governor's Square 16

Frank E. Ross
Assistant Vice Chancellor for Student Life & Learning

Scott E. Evenbeck
Dean, University College

Indiana University - Purdue University Indianapolis (IUPUI)

Jillian Kinzie
Associate Director, NSSE Institute for Effective Educational Practice and the Center for Postsecondary Research

Indiana University

Educational programs and activities such as learning communities, student-faculty research, and study abroad, engage first-year students and elevates their performance on desired outcomes measures. Presenters will summarize results from the National Survey of Student Engagement (NSSE) that measure the effects of participating in these "high impact" practices on other college experiences. Presenters will detail the IUPUI first-year experience as a case study demonstrating high impact practices that support first-year student learning and engagement.

CI 28 New Student Convocations: Creating Connections, Conveying Values, and Celebrating Community

Governor's Square 17

Denise Rode
Director, Orientation and First-Year Experience

Northern Illinois University

The early experiences of first-year students set the stage for academic success and engagement. A new student convocation is a powerful vehicle for conveying an institution's expectations, culture, values, and traditions. This session will explore best practices of effective convocation ceremonies, drawing on foundational concepts from Boyer, Kuh, Tinto, Rendon, Manning, and Cuseo. The session will include models, video, and tips from institutions with well-established convocation rituals across the country.

CI 29 Writing across the Four-Year Experience: Creating a Comprehensive Writing Program Beginning with Freshman Learning Communities

Director's Row E

Brennan Collins
Associate Director of Writing Across the Curriculum

George Pullman
Director of Writing Across the Curriculum and the Critical Thinking through Writing Initiative

Jennifer Lawrence
Associate Director of the Critical Thinking through Writing Initiative

Nia Haydel
Academic Professional for Freshman Learning Communities

Georgia State University

In an effort to move toward a comprehensive writing program at Georgia State University Writing across the Curriculum is working with the Freshman Learning Community Program to develop a writing intensive component to learning communities. By including a writing intensive course, we hope to better prepare first-year students for the new Critical Thinking through Writing Initiative requiring all students to take two courses with significant writing components within their major before graduation.

CI 30 With a Little Help From Our Friends: Creating Campus Collaborations

Director's Row H

Dorothy Ward
Director of the Entering Student Program

Joanne Kropp
Assistant Director, Entering Student Program

Abby Cooperman
Clinical Counselor

Irma Montelongo
Lecturer

University of Texas at El Paso

At the University of Texas at El Paso, the Entering Student Program (ESP) works in collaborative partnership with key university offices to help provide a solid foundation for the success of students. These collaborations include instructional support, faculty development, and shared programming. This session will examine the various ways ESP and key university offices collaborate and how the collaborations benefit all involved. The presenters will also provide recommendations for developing such partnerships on your campus.

REFRESHMENT BREAK

10:00 am - 10:15 am

Plaza Ballroom Foyer

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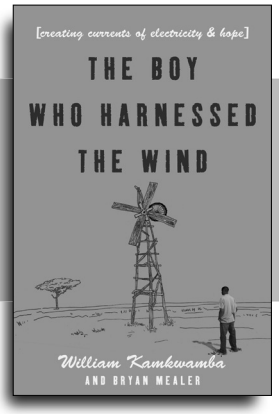
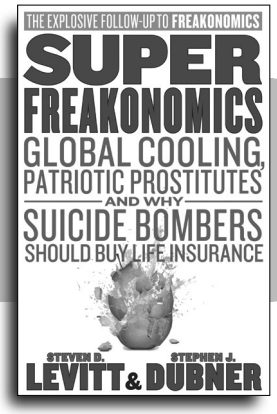


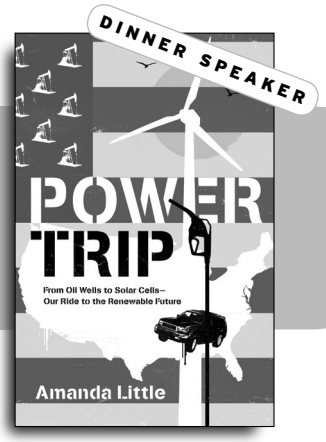
"*The Boy Who Harnessed the Wind* is the inspiring story of a young man in Africa who used the only resources available to him to build a windmill and elevate the lives and spirits of those in his community. William Kamkwamba's achievements with wind energy should serve as a model of what one person, with an inspired idea, can do to tackle the crisis we face. His book tells a moving and exciting story."—Al Gore, former Vice President and Nobel Laureate

William Morrow: $25.99 hardcover
Available in paperback from Harper Perennial in September 2010



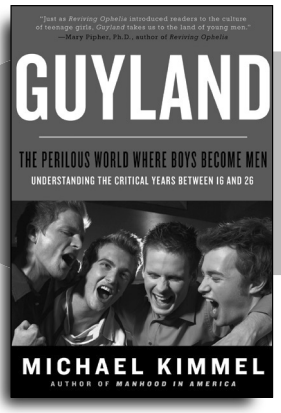
"Levitt and co-author Stephen Dubner's new book *SuperFreakonomics* is a follow-up to their super smash 2005 bestseller, *Freakonomics*. Thank goodness they are back—with wisdom, wit and, most of all, powerful economic insight. . . . Human ingenuity is clearly in no short supply in *SuperFreakonomics*, and we can thank Steve and Stephen for making Le Freak still chic."
—*Los Angeles Times*

William Morrow: $29.99 hardcover



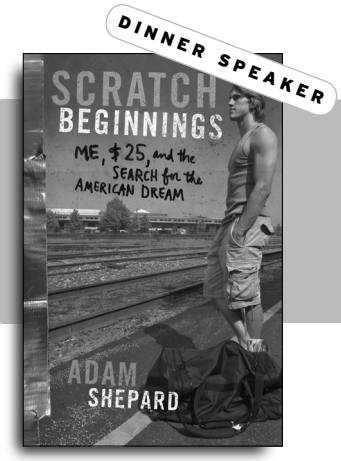
"*Power Trip* takes a most timely and complicated issue and weaves a fast, fun, and gripping story—one that's both candid and unflinching in its approach. Amanda represents the best of a new young perspective, a new voice of green."
—Robert Redford

Harper: $25.99 hardcover
Available in paperback from Harper Perennial in October 2010



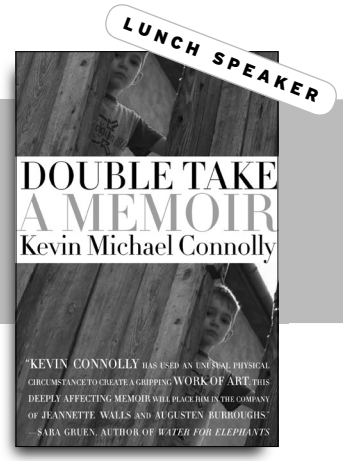
"Michael Kimmel's *Guyland* could save the humanity of many young men—and the sanity of their friends and parents—by explaining the forces behind a newly extended adolescence. With accuracy and empathy, he names the problem and offers compassionate bridges to adulthood."—Gloria Steinem

Harper paperbacks: $14.99 paperback



Is the American Dream still viable? Adam Shepard, in a sort of "anti-*Nickel and Dimed*" experiment, heads out into the world with nothing but $25 and a backpack to find out. He lands in Charleston, SC, and spends 70 days in a homeless shelter, with the goal of having $2,500, a car, and a place to live by the end of a year.

Harper: $19.95 hardcover
Available in paperback from Harper paperbacks in February 2010



Kevin Michael Connolly has been an object of curiosity, and ultimately, heroic admiration, since the day he was born without legs. "Connolly has used an unusual physical circumstance to create a gripping work of art. This deeply affecting memoir will place him in the company of Jeanette Walls and Augusten Burroughs."—Sara Gruen, author of *Water for Elephants*

HarperStudio: $19.99 hardcover
Available in paperback from HarperStudio in August 2010

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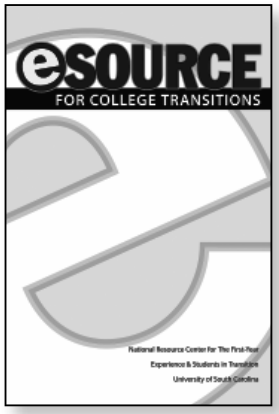

E-Source for College Transitions

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.

For more information on submitting an article, subscribing to *E-Source*, or viewing a sample issue visit **http://sc.edu/fye/esource**

Journal of The First-Year Experience & Students in Transition

A semiannual refereed journal providing current research and scholarship on the first college year and other student transitions. The *Journal* publishes definitive scholarship by respected higher education researchers about the factors that relate to student success.

For more information on submitting an article, subscribing to the *Journal*, or viewing a sample issue visit **http://sc.edu/fye/journal**.

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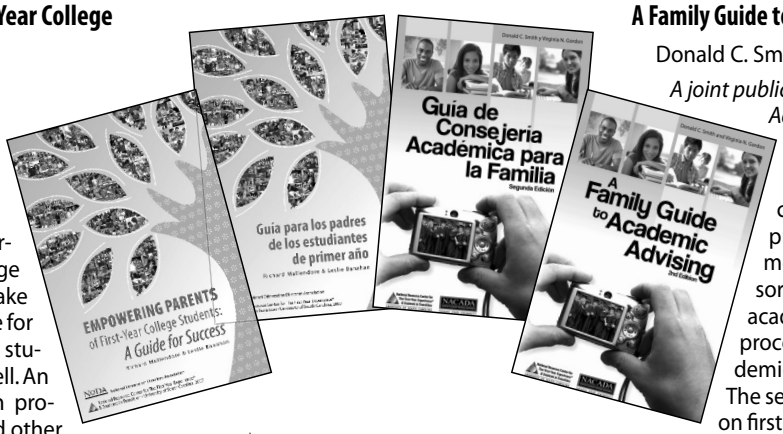

Empowering Parents of First-Year College Students: A Guide for Success

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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10:15 am – 11:15 am

CT 31 Using Peer Mentors to Drive Students toward Deep Learning and Productive Reflective Writing

Plaza Court 1

Pat Esplin
Director, Freshman Academy

Stefinee Pinnegar
Associate Professor, Teacher Education

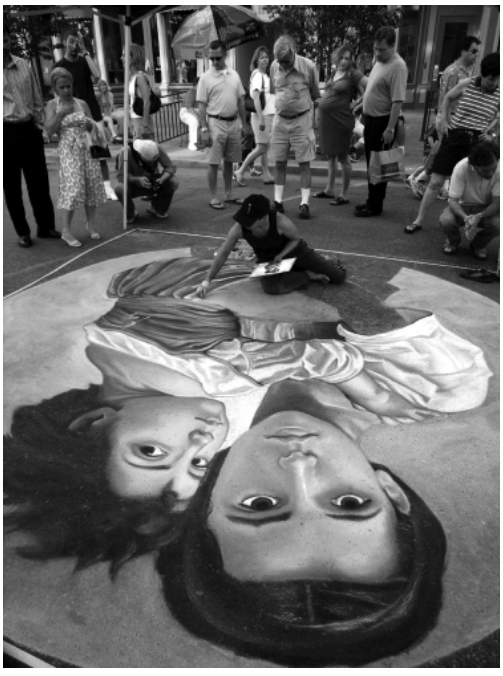
Fred Pinnegar
Associate Director, Freshman Academy

Mollie Dickerson
Peer Mentor, Freshman Academy

Kristen Cutler
Peer Mentor, Freshman Academy

Brigham Young University

How likely are your first-year students to take a deep orientation to learning? How often do they link academic concepts and personal experience to pressing social problems? How deep and productive is their reflective writing? This purpose of this session is to present and model with participants a system through which peer mentors can promote deeply reflective writing using an evaluative rubric and a group feedback process.



CI 32 Gateway to Information Literacy: Bridging the Gap for Provisionally-Admitted Students

Plaza Court 2

Mary Jo Lyons
Coordinator, Information Literacy

Gretchen Trkay
Instruction and Information Literacy Librarian

University of Texas at Arlington

This session will address the evolution of information literacy curriculum taught to students provisionally admitted to the University of Texas at Arlington. We will share curricular and learning outcomes development, assessment techniques and results, and discuss opportunities for collaboration. Our emphasis will be on what we have learned about teaching information literacy to first-year students and how articulating student learning outcomes has transformed our instruction over the past decade. The content presented will be applicable not only to librarians, but also to faculty who are teaching critical thinking and those from non-academic units teaching in classes where they are not the instructor of record.

CT 33 Promoting Social Justice and Community Service: Inspiring First-Year Students to Get Involved

Plaza Court 3

Jeffrey Kottler
Professor of Counseling

California State University, Fullerton

One of the challenges working with first-year students is helping them to become actively involved in projects that can make a difference in their communities or abroad. Based on research and several service projects, this program discusses ways to incorporate social justice as a theme in first-year seminars. One project is described in detail in which students have worked to provide scholarships for at-risk girls in Nepal.

R 34 Welcoming Students in From the Cold

Plaza Court 4

Richard Conway
Professor, Student Personnel Services;
Co-Coordinator, NCC 101: The College Experience/ First-Year Experience

Nassau Community College

Community college first-year students arrive on campus with a plethora of concerns, not the least of which is their ability to be successful in school, to find their "place" on campus, and sometimes, to overcome a less-than-successful high school past. For community college faculty, student affairs professionals, and administrators, the task is to make first-year students feel comfortable and valued while helping them to understand the expectations of college. This session will explore strategies that community colleges can employ to help students put their best foot forward.

R 35 Academic Integrity: Creating a Campus Culture that Serves the Diverse Needs of First-Year Students

Plaza Court 5

Trishia Vasquez
Academic Advisor

Carol Morken
Assistant Dean, College of Liberal Arts and Sciences

Brenda J. Allen
Associate Dean, College of Liberal Arts and Sciences

University of Colorado Denver-Downtown Campus

Academic integrity is an important part of being a college student; however, across most college campuses violations of the academic honor code are on the rise. The purpose of this discussion is to identify how campuses across the nation are providing information to first-year students about the meaning of academic integrity. In addition, we will set out to explore best practices for dealing with violations of the academic honor code.

CI 36 Bengals Beyond the Bayou: Programming for Out of State Students

Governor's Square 9

Missy Korduner
Assistant Director for First-Year Experience
Louisiana State University (LSU)

Bengals Beyond the Bayou is a program designed not only to acclimate out of state students to LSU, but the state of Louisiana as well. Come hear about the exciting and innovative ways we introduce LSU history and traditions, Louisiana culture, and the Baton Rouge community to those not originally from the bayou. You'll walk away with great ideas on how to acclimate your own out of state students to their new home away from home.

CT 37 Data-Driven Student Success Solutions: Notes from the Field

Governor's Square 10

Paul Gore
Associate Professor, Educational Psychology; Student Success Special Projects Coordinator
University of Utah

Wade Leuwerke
Associate Professor, Counselor Education, School of Education
Drake University

Gayle Williams
Assistant Dean, University College
Indiana University - Purdue University Indianapolis

Rebecca Campbell
Director of Academic Transition Programs in Undergraduate Studies, Associate Professor of Educational Psychology
Northern Arizona University

Anton Reece
Director, Student Activities Office
University of Tennessee

The cost of post-secondary attrition and delayed graduation are profound and experienced by both institutions and individuals. Until recently, institutions had to rely on standardized cognitive measures to identify student needs. Today, it is possible to measure students' non-cognitive/motivational strengths and weaknesses – factors that are strongly predictive of student outcomes. In this session, presenters from several different institutions will describe the adoption of such a measure and its use in coordinated and data-driven institutional student success programs.

CR 38 Weaving Strengths-Based Approaches into Existing First-Year Curricula: A Lesson for Faculty Development

Governor's Square 11

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. This presentation will highlight a recently completed study in which first-year faculty were trained to weave a strengths-based approach into their existing course content. Participants will receive a sample of the instrument, faculty development materials, and student activities.

CI 39 Retention Up, Engagement Up, But Are They Really Learning? Step Three in First-Year Experience Program Assessment

Governor's Square 12

Nicole Henderson
Associate Professor of English; Director of the First-Year Experience Program

Marianne Kennedy
Associate Vice President for Assessment, Planning, and Academic Programs

Cynthia Stretch
Professor of English
Southern Connecticut State University

This session will explore the comprehensive assessment process of an first-year experience program at Southern Connecticut State University, which in its second year has already led to a significant increase in retention and a starling rise in student engagement. However, this session will also explore the dangers of equating a program's effectiveness with retention and engagement. We will preview a process of interdisciplinary direct assessment of student learning, especially as it relates to competencies in intellectual inquiry.

CT 40 Developing a Set of Shared Learning Outcomes for the First-Year Experience

Governor's Square 14

Rebecca Campbell
Director, Academic Transition Programs

Erin Grisham
Executive Director for Educational Support Services
Northern Arizona University

Student learning outcomes speak to what is vital in an undergraduate education: that which students actually learn and experience. Learning outcomes represent the benchmarks of a university education and the milestones specific to the first year. Concurrently, institutions can develop a set of university priorities which articulate the changes in culture, policy, and practice needed to support and sustain their learning outcomes.

CT 41 A Pedagogy of Transformation: Strategies for Teaching Millennial Students that Engages the Mind and Captures the Heart

Governor's Square 15

Brad Garner
Assistant Dean for Teaching and Learning
Indiana Wesleyan University

A growing body of research reveals that, to an increasing degree millennial students are interested in exploring their own spirituality (e.g., connectedness, meaning-making, values, beliefs, who they are, where they are going). This session will focus on a rationale and teaching strategies designed to engage the mind and captures the heart of this new generation of learners. This will be an active and participatory session focused on a variety of teaching strategies that can be easily transported across academic disciplines to any secular or faith-based higher education setting.

CI 42 Academic and Engagement Planning: Coaching First-Year Students to Success

Governor's Square 16

Jimmie Gahagan
Assistant Vice Provost for Student Engagement

Claire Robinson
Assistant Director of ACE and Academic Success Initiatives

University of South Carolina

Planning is an important part of student success in college. Through assessment, reflection, and goal-setting, students can identify their interests, motivations, and resources that can help achieve success. This presentation will highlight two tangible documents used at the University of South Carolina: The ACE Academic Plan and the Student Engagement Plan. Both documents are comprehensive resources for students to assess their current study and engagement habits, reflect on their current experiences, and map out a concrete plan for their future collegiate success. Strategies on how to coach and mentor students in this process will also be discussed.

CI 43 Academic Advising Perceptions of Students Enrolled in a FYE Course where their Advisor Serves as the Course Instructor

Governor's Square 17

Kristi Bitz
Director of Counseling and Student Retention

Mayville State University

A small Midwestern public university revamped their "freshman seminar" course. Traditional low enrollment in the course has been turned into 90 plus percent enrollment of first year students for the past two consecutive years. Find out how the program was launched, structured, and what the data is revealing about effects on retention and student's perception of the course and advising on this campus.

CT 44 The Dot Commies Are Coming! The Dot Commies Are Here!

Director's Row E

Steve Piscitelli
Professor of History and Student Success

Florida State College at Jacksonville

The World Wide Web, email, text messaging, and social media have created opportunities to conduct research and stay in touch. Dot com sites allow for instantaneous access to scholarly material. The Dot Commies are not only coming--they are most definitely here! But like any tool, good uses can turn to ill without guidance and discipline. Using music and humor this session will examine strategies to build positive Information Age habits.

CI 45 Timing the Message: Talking to Students and Families about the First Year of College

Director's Row H

Vivia Fowler
Dean of the College

Patricia Gibbs
Dean of Students

Lisa Rouleau
Director of the First-Year Experience

Wesleyan College

At Wesleyan College, accomplishing goals for the first-year experience requires collaboration among many college departments: admissions, academics, and student affairs. But how do we communicate those goals to prospective—and matriculated—students and their families? This session will focus on multiple points of contact along the timeline of the first year of college and discuss the timing and the substance of our messages about the first year.

Conference Luncheon Recognizing 2010 Outstanding First-Year Student Advocates

11:30 am - 1:15 pm

Plaza Ballroom D-E

We have arranged for informal interest groups to form during the conference luncheon.
See page 6 for more information.

With the continued support of 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.

Christine (Chris) Benson
Associate Dean of Academic Advising and First-Year Experience
Madonna University

Richard Reid
Professor and Assistant Dean, College of Engineering
South Dakota State University

Dale B. Billingsley
Professor of English and Vice Provost for Undergraduate Affairs
University of Louisville

Sarah K. Shutt
Counselor for Retention Services
J. Sargeant Reynolds Community College

Harvest Collier
Vice Provost for Undergraduate Studies
Missouri University of Science and Technology

Stanley D. Singleton
Associate Director of General Education Development Center
Paine College

Christa D. Fye
Associate Dean for Academic Support
Hampden-Sydney College

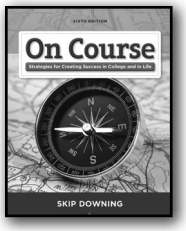
Tonya Strickland
Chair, Division of Learning Support; Associate Professor of Learning; Support Reading and English; Interim Chair, Division of Arts and Sciences
Bainbridge College

Stacy Gilbert
Director of Co-Curricular Programs and Disability Services
Louisiana Tech University

Nancy Walburn
Director of the Division of General Studies
University of Alabama at Birmingham

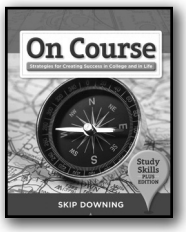
New © 2011 titles—available for review from WADSWORTH COLLEGE SUCCESS!

WADSWORTH CENGAGE Learning



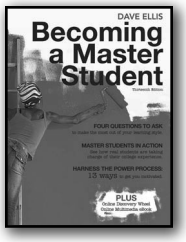
On Course, 6e
Skip Downing
978-1-4390-8217-1

Guided by the eight choices of successful students, *On Course* empowers students with the tools they need to take charge of their success in college and in life.



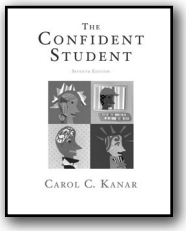
NEW! On Course Study Skills Plus Edition
Skip Downing
978-1-4390-8522-6

This new version of *On Course* offers expanded coverage of study skills combined with a powerful critical-thinking process that empowers students to solve problems.



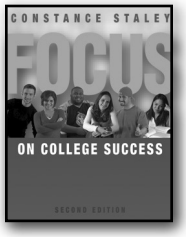
Becoming a Master Student, 13e
Dave Ellis
978-1-4390-8174-7

Help your students take action to get the most out of their education. From the first article to the final journal entry—and the new Master Students in Action videos—this edition is inspired by ideas for success from students and instructors themselves.



The Confident Student, 7e
Carol C. Kanar
978-1-4390-8251-5

Emphasizing self-discovery, self-management, and self-assessment to help students take responsibility for their educational accomplishments, this edition offers a stronger focus on the theme of confidence and a deeper commitment to examining and addressing student diversity.



FOCUS on College Success, 2e
Constance Staley
978-0-534-63865-8

Increasing the credibility of the college success course, *FOCUS* creates teachable moments in every class period and engages students with direct applications and immediate results.

ALSO AVAILABLE FOR FALL 2010 CLASSES

Light on the Path
A Christian Perspective on College Success, 3e
Beck | Clason
978-1-4390-8552-3

From Master Student to Master Employee, 3e
Dave Ellis
978-0-495-91304-7

Foundations
A Reader for New College Students, 5e
Gordon | Minnick
978-1-4390-8605-6

How to Study in College, 10e
Pauk | Owens
978-1-4390-8446-5

A Student Athlete's Guide to College Success, 3e
Petrie | Hankes | Denson
978-0-495-57053-0

Reaching Your Potential
Personal and Professional Development, 4e
Throop | Castellucci
978-1-4354-3973-3

E-Learning Companion
A Student's Guide to Online Success, 3e
Watkins | Corry
978-1-4390-8245-4

NEW VERSION COMING FOR FALL 2010!

The College Success Factors Index, 2.0

CSFI 2.0
COLLEGE SUCCESS FACTORS INDEX WITH EARLY ALERT

Easily accessed online, this 100-question pre- and post-test assesses students' strengths, weaknesses, and progress in 10 key areas proven to be determinants of college success. Version 2.0 features an Early Alert Report that provides early and ongoing retention and grade improvement data as well as recommended interventions.

Visit us at booths 126 and 128 to preview these titles and other College Success resources!

Learn more about our complete list of College Success titles and request review copies at **www.cengage.com/success.**

10C-CS0013

1:30 pm – 2:30 pm

CI 46 A Recipe for Improved Retention: A College Success Course Plus Advising

Plaza Court 1

Marsha Fralick
Educational Consultant; Professor Emeritus

Susan Rush
Program Manager, Student Support Services

Lone Star College System

The Lone Star College System success course with a student advising component can be used as a model for colleges who have the goal of improving student retention. This community college system has achieved an 80% fall to spring retention rate for students enrolled in a college success course and a 94% retention rate when advisors are paired with students in the course. This comprehensive course includes college, career, and lifelong success topics and uses technology to deliver the curriculum and to monitor first-year students who score below college level on entering assessments. Key components of the college success course include career and educational planning.

CI 47 Peer Learning Assistants are Powerful Agents of Change

Plaza Court 2

Wendy Cole
Assistant Dean of Academic Life

Muhlenberg College

Currently, students with Learning Disabilities and AD/HD are entering colleges in greater numbers, and another group of under-prepared students enter lacking the tactics, resilience, or independence required for a quick transition. Too often, these two groups quickly fall behind their peers. Trained undergraduate Peer Learning Assistants have helped enhance this transition. In this session, we will offer a successful, well-documented, and researched design that can easily be adapted and replicated on other campuses.

CI 48 The Power of Impact: Designing Academic Interventions for First-Year Students

Plaza Court 3

Darrell Ray
Assistant Vice Chancellor for Student Life/Adjunct Faculty College of Education

William Dabney
Graduate Assistant

Louisiana State University

Louisiana State University has focused significant attention to enhancing success and increasing retention of first-year students. The "Impact Program" was developed to offer targeted outreach and individual sessions for students on academic probation or warning after their first semester. First-Year Experience and Center for Academic Success staff will share the research base, planning logistics, and program data. Additionally, the presenters will discuss how to replicate a similar program on any campus.

R 49 Engaging First-Year Students with Faculty Outside of the Classroom a Student Affairs Perspective

Plaza Court 4

Jeff Llewellyn
Assistant Director, GW Housing Programs

David Ruda
Community Director

Mary Miller
Community Director

The George Washington University

This roundtable will focus on engaging first-year students with faculty in creative ways at the University outside of the classroom. Given that a majority of student time is spent outside of the classroom engaging in activities, jobs, and other co-curricular activities, ideas will be shared about how The George Washington University is engaging first-year students with faculty and allow other institutions to share what is working and brainstorming new ideas for faculty engagement.

R 50 What is the "First-Year Experience"? Discussions and Definitions for Practice

Plaza Court 5

Jennifer Keup
Director, National Resource Center for The First-Year Experience and Students in Transition

University of South Carolina

Over the past several decades, higher education has embraced the first-year experience movement and institutionalized programs to facilitate first-year student transition and involvement. While the proliferation of programs and services is exciting, it can often confuse and confound what we mean by the "first-year experience." This session will draw from higher education theory, recent research, and best practices to facilitate a discussion about what we have learned about first-year students, to identify a working definition of FYE, and to chart the next steps in our work to "support and advance efforts to improve student transitions into and through higher education."

CI 51 Connecting First-Year Students with the Library: Two Institutions' Initiatives

Governor's Square 9

Judith Arnold
Coordinator for Information Services

Carrie Croatt-Moore
Information Services Librarian

Wayne State University

Olga Conneen
Library Director

Northampton Community College

As universities and colleges place emphasis on the first-year experience to improve retention, libraries have targeted this audience as well. This session highlights two different initiatives to connect students with library resources. The first, in a large university environment, evaluates the effectiveness of a customized library webpage that provides first-year students with a "one-stop shopping" environment. The second, at a community college, uses formative assessment to determine the effectiveness of library instruction to first-year students.

CI 52 Supporting and Developing Powerful Peer Leaders

Governor's Square 10

Greg Metz
Assistant Director

University of Cincinnati

Peer leaders (PL) play integral roles in University of Cincinnati's learning communities, leading 70 first-year learning communities. PL's effectively trained, supported, and coached have tremendous impacts. We will share resources on and assessments of our various support structures, initial training, handbook, mentoring by veteran PL's, weekly PL meetings, PL reflections, observations, PL "tool kits", faculty partners, and peer buddies. Ideas, practical resources, and an open space for collective sharing of practices and discussion will be included in this session.

CT 53 Using Web 2.0 Technologies to Foster Community and Encourage Collaboration

Governor's Square 11

Melissa Vosen
Academic Advisor and Lecturer; PhD candidate in English

North Dakota State University

Melissa Vosen will share how Web 2.0 technologies can help build classroom communities. By building communities, students are able to develop personal and professional relationships, leading to an increased desire to work collaboratively and, ultimately, a successful collaborative experience. Vosen will share several assignments that can be used in any classroom to help students get to know their peers, setting the foundation for collaborative projects. Vosen will examine the use of glogs, blogs, and Facebook.

CR 54 The First-Year Experience at University College Dublin (UCD)

Governor's Square 12

Sara O'Sullivan
Senior Fellow in Teaching and Academic Development

University College Dublin, Ireland

In this session, findings of an interdisciplinary team project on the first-year experience at UCD will be presented. This focus was in response to a general perception among staff that there was a problem with the first-year experience, a problem that was defined as a lack of engagement and poor attendance. While overall students were satisfied with their first year at the University, the study highlighted a number of key problem areas.

CI 55 The Magic Is in the Method: THINGS THAT WORK in Multiple Models of First-Year Seminars and Beyond

Governor's Square 14

Tom Carskadon
Director of First-Year Experience Programs

Mississippi State University

After two decades of first-year seminars and programs at Mississippi State University using twelve different models, we have identified key elements—"things that work"—that are valuable and effective in almost any first-year seminar 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 and course materials are shared, including our list of "250 Random Acts of Kindness toward College Students."

CI 56 Early Alert - Is it for Everyone?

Governor's Square 15

Carol Morken
Assistant Dean

John Lanning
Assistant Vice Chancellor of Undergraduate Experiences

Trishia Vasquez
Academic Advisor

Sheryl Coffey
Academic Advisor

Peggy Lore
Assistant Vice Chancellor Student Success

University of Colorado Denver

"The most successful retention strategies often use an early alert, assessment, and monitoring system …." (The Role of Academic and Non-Academic Factors in Improving College Retention, ACT Policy Report, 2004). This session will highlight the campus community effort to implement an electronic early alert system at the University of Colorado Denver. We will demonstrate the electronic system and assessment data and the impact to campus culture. Guiding principles to design an early alert system will be distributed. This session will actively engage participants in an action planning process to explore the pros and cons of starting an early alert system. Session will also provide an overview of early alert systems and the evidence that supports early interventions as best practices for academic advising and student success.

CR 57 Homesickness: Normal Transition or Serious Issue?

Governor's Square 16

Sherry Woosley
Associate Director of Institutional Effectiveness

Ball State University

Faculty and staff have known for years that homesick students are less able to concentrate, less likely to make friends, and more likely to leave school. Unfortunately, limited empirical research has examined the effects of homesickness on students' overall success. Data collected via MAP-Works finds that homesickness is directly linked to academic success and retention. This session will provide thought-provoking research coupled with an open discussion of the implications to first-year programs.

CR 58 Excellence for All: Integrating Student Learning and Development

Governor's Square 17

Amy Lee
Department Chair, Department of Postsecondary Teaching and Learning

Rhiannon Williams
Research Associate

Irene Duranczyk
Associate Professor in the College of Education and Human Development; Department of Postsecondary Teaching and Learning

University of Minnesota

As innovative retention efforts focus more on institutional design, information on one example of a first-year experience for all incoming first-year students will be presented. The program is designed to provide an integrated approach to support students' learning and development. Through the analysis of qualitative and quantitative results from a diverse group of first-year students, evidence of positive growth in university student learning and development outcomes will be presented.

CT 59 Finding a Perfect Fit: Designing a Campus-Specific First-Year Seminar Textbook

Director's Row E

Joanne Kropp
Assistant Director of Academics, Entering Student Program

Daniel Duarte
Professional Advisor Lecturer

University of Texas at El Paso

Still looking for that perfect transition skills book for your first-year seminar? Learn how to create your own textbook that directly addresses your students' specific academic and lifestyle transition issues and informs them about your campus resources. This session will address how to assess the needs of your student population; involve your faculty, staff, and students in writing the book; design layout and graphics; find a publisher; and keep the price affordable.

CT 60 Reconsidering Retention

Director's Row H

Chris Caplinger
Director, First-Year Experience

Georgia Southern University

Many first-year experience programs owe their existence to an institutional focus on retention. But retention is a problematic term that we should use with care lest students, parents and faculty equate it with chasing numbers and dollars instead of student success. Retention is also a deeply flawed measure for capturing an institution's success, and its widespread use in this manner hampers more meaningful assessment and institutional accountability. Join us for a discussion-oriented session that seeks to bring some clarity to a muddled, but critically important, topic.

REFRESHMENT BREAK

2:30 pm - 2:45 pm

Plaza Ballroom Foyer

2:45 pm – 3:45 pm

CT 61 Retaining Community College Students: The Classroom is Where it Happens

Plaza Court 1

Robert Sherfield
Professor of English

The College of Southern Nevada

Every college employee plays a part, to some degree, in the success and retention of community college students. However, the classroom is where students spend the most time and this is the primary platform for motivation, encouragement and challenging ideas. Starting classes with engaging, useful, and informative activities can have a monumental impact on retention. This session will offer over 20 immediately useful activities to promote engagement and retention in the first weeks of class.

CI 62 International Experience for First-Year Students

Plaza Court 2

Ralph J. Rascati
Associate Vice President for Academic Affairs; Dean of University College

Nancy King
Executive Assistant for Strategic Initiatives

Phillip Poskus
Program Coordinator, Center for Student Leadership

Christie Pugh
Peer Leader, Center for Student Leadership

Brigitte Bennett
Peer Leader, Center for Student Leadership

Kennesaw State University

In fall 2009 Kennesaw State University implemented a new program for high-achieving first-year students. The program emphasizes the development of leadership skills in a global society. Two versions of the program were developed. One version involved a 4-course learning community. The other was primarily co-curricular. Each version involves a ten-day international study trip. The effectiveness of the program in promoting global awareness will be discussed.

CI 63 Battling the Behemoth: Strategies and Tools for Enhancing Student Success at Large Multi-Campus Institutions

Plaza Court 3

Tanya Ingram
Counselor

Michael Turner
Dean of Students

Northern Virginia Community College-Woodbridge Campus

This session will present qualitative and quantitative data to support the need to create comprehensive new student orientations with common elements. The workshop will present the essential framework for implementing a standardized first-year experience program at a multi-campus institution which include first-year convocations, student success courses, learning communities, and peer mentors. The overall goal is to provide the essential framework for students to move successfully through the socialization process of higher education.

(R) 64 Developing Partnerships and Library Lifelines for First-Year Students

Plaza Court 4

Jonathan Kirsch
Reference Librarian
North Park University

Breanne Geery
Evening Public Services Librarian
University of South Carolina Upstate

Joseph Sanchez
Director of Library
Red Rocks Community College

Courtney Bruch
Library Instruction Coordinator;
Reference Librarian
Front Range Community College

Educators need a variety of resources in order to optimize the first-year experience. The academic library is crucial with its transformative potential as a unique nexus in the scholarly and social lives of first-year students. Librarians from North Park University, University of South Carolina Upstate, Red Rocks Community College and Front Range Community College share successes, strategies and challenges for improving the first-year experience and offer blueprints for creating a partnership with your academic library.

(R) 65 Co-Curricular Activities in Learning Communities: The Importance of Doing Cool Things!

Plaza Court 5

Jim Pukrop
Senior Assistant Director and Coordinator of Learning Communities

Kevin Farrell
Assistant Director, Student Access, Transition, and Success Programs

Purdue University

One of the most important factors in the impact that a course-based learning community makes is the extent to which theories and concepts introduced in class connect to the activities and events explored outside of class. Students learn best and most enthusiastically when academia meets practical reality. This roundtable discussion will focus on specific examples of well-made connections, explore what makes them well-made, and how to encourage instructors to pursue such qualities in their planning.

(CI) 66 Food for Thought…and Action: A Multidisciplinary Approach to the First-Year Inquiry

Governor's Square 9

Michael Stebleton
Assistant Professor, College of Education and Human Development; Department of Postsecondary Teaching and Learning

Murray Jensen
Associate Professor, College of Education and Human Development; Department of Postsecondary Teaching and Learning

Gary Peter
Senior Teaching Specialist, College of Education and Human Development; Department of Postsecondary Teaching and Learning

University of Minnesota-Twin Cities

It's clear that food plays an integral part in our daily lives, but how much do you know about that burger you just ate? Will a healthy diet help you live longer? These are examples of the questions that three faculty members from different disciplines encourage first-year students to critically explore. The purpose of this session is to discuss pedagogy, collaboration, and assessment outcomes of a four-credit class that explores food issues from multiple disciplines.

(CT) 67 First-Year Seminar: Delivering on a Promise with a New Course Design

Governor's Square 10

Joni Petschauer
Director, Western North Carolina Network for Access and Success

Cindy Wallace
Vice Chancellor for Student Development

Appalachian State University

Beginning in Fall 2009 and for the first time, Appalachian State University required all entering first-year students to enroll in a first-year seminar in either the fall or spring semester. The course reflects the goals and expectations of the newly implemented general education curriculum that is distinguished by its connection to four years of coursework and outcomes based design. The shift from a campus, resource-based student success course to a faculty, connections-based thematic seminar has created a rich environment for creativity and concern.

(CI) 68 Implementing Assessments that Yield Practical and Specific Program Improvements

Governor's Square 11

Stephanie Torrez
Executive Director of Academic Support and Advising

Michael Jenkins
Graduate Research Assistant

University of Northern Colorado

University of Northern Colorado's FYE program has implemented empirically-backed evaluation measures to better identify key areas of student experience that directly impact important hallmarks of success such as grades and persistence. In essence, we have moved beyond analyzing GPA data to assessing how our first-year seminar impacts student constructs, such as goal commitment and academic integration, which contribute significantly to student success and can be addressed directly in the classroom. Evaluation tools and resource materials will be provided and discussed.

(CI) 69 Help! I Teach First-Year Students!

Governor's Square 12

Maggi Spurlock
Program Coordinator, First-Year Experience

Randy Fontenot
Program Coordinator

Missy Korduner
Assistant Director

Louisiana State University

Due to an increasing need for faculty development opportunities on campus for faculty members teaching first-year students, Louisiana State University's First-Year Experience (FYE) offered a spring roundtable to canvas faculty and gauge needs. As a result, FYE created a book club for faculty and a series of roundtables for the faculty and staff who work closely with first-year students.

CI 70 Providing Direction and Impacting Retention: GW's Guide to Personal Success (GPS) Program

Governor's Square 14

Brian Hamluk
Director, Student and Academic Support Services
The George Washington University

The George Washington University's Guide to Personal Success (GPS) Program pairs 2,600 new students with experienced university community members to assist in their personal, professional, and psychosocial development as they transition to campus. Learn how 600 guides (including the President, vice presidents, administrators, faculty, 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 71 Teaching and Preparing Teachers to Teach the First-Year Seminar

Governor's Square 15

Joe Cuseo
Professor Emeritus, Psychology
Marymount College

The effectiveness of a first-year seminar (FYS) depends not only on its content, but also on its pedagogy—the instructional methods used to deliver the course. As much thought should be given to how the course will be taught as to what material will be covered; in other words, process is as important as content. This session's intent is to provide a coherent, systematic set of teaching strategies for first-year seminar instructors that is well-grounded in research on effective college teaching and learning.

CT 72 Re-Thinking the Orientation Course for First-Year Adult Students

Governor's Square 16

Utley Bush
Site Manager/Orientation Instructor
Barry University

Service-learning dramatically transforms a first-year orientation course especially for adult students. A properly designed and implemented service-learning assignment transforms, enriches, and connects adult students to the curriculum and to the service ethos of their college or university. The assignment can lead to students becoming a more vital and contributing part of the outside community. This session will follow the development, progression, and implementation of a service-learning component within a first-year orientation course for adult students at a small to mid-sized university in the South.

CI 73 Instituting a Campus-Collaborative Student Success Program: Retention at Work

Governor's Square 17

Barbara Boyette
Assistant Academic Dean for Advising and Academic Support

Clay Harshaw
Coordinator of the First-Year Experience
Guilford College

This program will outline how a collaboration between academic affairs, campus life, and residence life significantly impacted first-year retention and improved the academic performance of students. This program will present the development of Guilford College's Student Success Program, the successes and challenges of this program, and the evolution of how this program has grown and changed to positively impact retention. Through power point and handouts, we will share experiences and findings of this first-year retention program.

CT 74 Peer Advisors in Educational Initiative

Director's Row E

Colleen Angaiak
Academic Advisor

Janelle Fritze
Bristol Bay Native Association Student Liaison
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 Rural Student Services that nurtures student's sense of safety and self-worth through the peer advisors guidance.

CT 75 The Role of First-Year Seminars in College-Level Writing Instruction

Director's Row H

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

Responses to recent National Surveys of First-Year Seminars suggest that the development of writing skills is an important course topic in academic seminars. On some campuses, academic first-year seminars are even replacing first-year composition courses. This session will explore the intersection between writing instruction and the first-year seminar across a range of seminar types, drawing on national survey data and published institutional reports. Participants will explore implications for incorporating writing into the first-year seminar.

4:00 pm – 5:00 pm

CT 76 Information Literacy: What is it and Why is it a Critical 21st Century Skill?

Plaza Court 1

Debbie Malone
Library Director

DeSales University

Colleen Boff
FYE Librarian and Acting Instruction Coordinator

Bowling Green State University

The ability to locate, evaluate, and use information is becoming increasingly important especially given the attention that the information literacy movement is receiving nationally and internationally. Librarians and educators are mobilizing to ensure that students acquire these skills along the educational spectrum with the ultimate goal of creating a more informed citizenry capable of lifelong learning. Discover the latest trends and issues related to helping first year students develop information literacy competencies.

CT 77 Net Generation Students: Why They're Different, and Teaching Strategies That Work for Them

Plaza Court 2

Robert Feldman
Dean, College of Social and Behavioral Sciences

University of Massachusetts, Amherst

This session focuses on the nature of today's Net Generation students and research suggesting that they are different from students of prior generations. We'll discuss effective teaching strategies for Net Generation students, including the use of innovative (and low-cost) technologies that can be incorporated into the classroom. The session will center on practical changes that instructors can make in their classes to respond to Net Generation students and prepare them for careers and lifelong learning.

CT 78 Get Engaged with Low-Tech, No-Tech Active Learning Strategies

Plaza Court 3

Amy Baldwin
Instructor of English and College Studies

Pulaski Technical College

While everyone seems to be twittering about the latest instructional technology, not everyone needs to use a battery-operated device to ignite a passion for learning in the classroom. Numerous studies have shown that student engagement in the classroom improves students' academic achievement, retention, persistence, and satisfaction, and it doesn't take a wizard and a wand to make it happen! This session will provide easy active learning strategies that require little or no batteries to implement.

R 79 Faculty Involvement in Common Reading Programs

Plaza Court 4

Andrea Luna
Director of Composition, Associate Professor of English

Lyndon State College

This roundtable discussion will discuss what it takes to get faculty engaged with a common reading program. Lyndon State College's Common Read program includes a multimedia response contest, book discussions during orientation, and a campus visit by the author. Faculty involvement, however, is still limited. Responses to a faculty survey will be shared to help start a conversation about barriers to faculty involvement in common read programs. Come share success stories and brainstorm solutions.

R 80 Engagement Calibration: Gaps between College Expectations and Experiences of First-Year Students

Plaza Court 5

Leroy Hamilton
Director, First-Year Experience/ACCESS

Alexei Matveev
Director, Quality Enhancement & Critical Thinking Studies

Norfolk State University

Session attendees will discuss whether the gaps between students' expectations about college and their actual experiences are a factor of unrealistic personal plans or a result of institutional inability to meet valid student expectations. Based on the guided analysis of a sample cross-walk matrix between BCSSE, NSSE, and FSSE data, participants will explore sources of engagement mis-calibration and examine targeted strategies to ensure accurate calibration or consistency between first-year students' expectations and their actual behaviors.

CR 81 Narrative of Hope and Resilience

Governor's Square 9

Therese Lask
Director, Student Support Services

Aims Community College

Experience the educational journeys of five first-generation college students. Through their educational journeys, participants will gain insight to how past perceptions of learning can impact their experience in college and how these students overcame the odds to be successful students. Using the Clifton Strengths Finder assessment as a tool, discover how the innate talents of these five students impacted their educational journey. Discussion will focus on benefits of a strength-based education, strategies, and resources for a strengths-based education.

CT 82 Greening the First-Year Experience: Sustainability Initiatives in Ball State University

Governor's Square 10

Melinda Messineo
Director of Freshman Connections

Ball State University

Come learn about ways that Ball State University and other institutions have incorporated green and sustainability initiatives into first-year programming, through common reader selections, catering event choices, learning community objectives, programming, incentives, community service, and more. Whether you are just starting out or have a long-established program, this session will provide a venue to share innovative ideas.

CI 83 First-Year International Student Success Initiatives

Governor's Square 11

Suzanne Walker
Assistant Dean of First-Year Experience and Advising

Steve Rader
Professor Emeritus of Theatre

Janie Rees-Miller
Director of ESL

Christy Burke
Director of International Programs

Marietta College

First-year international student success initiatives at Marietta College is a program designed to help international students with academic and social transition issues prior to the start of the fall semester and during their first semester on campus. The program is in its second year and has already proven valuable in terms of student satisfaction, retention, academic success, and diminishment of transition issues. Design, curriculum content, experiential activities, costs, and assessment measures will be shared.

CI 84 Plan4ward: Planning to Make the Most out of College

Governor's Square 12

Katherine Powell
Director, Office of First-Year Experience

Kathy Richardson
Professor of Communication

Lauren Tarpley
First-Year Mentor

Berry College

At Berry College, first-year students complete Plan4ward, a four-year plan detailing personal goals, intended coursework, and plans for co-curricular and extracurricular involvement. Plan4ward is revised annually as students work with advisors to select courses and plan for learning opportunities that support their goals and reflect an emerging understanding of self. In this session, we'll discuss how Plan4ward has been integrated into first-year seminar curriculum and share findings from our first two years of implementation.

CT 85 Raising the Bar: Lower Expectations and Higher Learning

Governor's Square 14

Constance Staley
Professor of Communication/Director, Freshman Seminar

University of Colorado, Colorado Springs

The "Oh, well… Syndrome" may be gaining on us. Many of today's first-year students enter college expecting to work hard and do well. But soon thereafter, they settle for less. Mediocrity becomes not only the norm, but the goal. Lowering their sights helps them rationalize their results. What can those of us who value higher learning do to help students with lower expectations dig in and grapple with the challenge? How can we raise the bar?

CI 86 Integrating Advising, Teaching, and Learning: A Formula for Success and Retention

Governor's Square 15

Laurie Hazard
Director, Academic Center for Excellence

Bryant University

Many factors affect college achievement. Research suggests patterned variables influence success, whereas practitioners argue that it is highly individualized. Institutions are challenged to design programs that not only incorporate research, but also to provide services based on individual needs. This session examines Bryant's innovative approach to student success. Integrating three functional areas, advising, the first-year experience, and learning assistance, the support system lays the foundation for academic success during the first year through graduation.

CR 87 In Their Own Words: Using Student Narratives to Understand What Matters Most in First-Year Seminars

Governor's Square 16

Stephanie Foote
Director, Academic Success Center and First-Year Experience

University of South Carolina Aiken

This session draws from data collected in a multi-campus study that investigated how participating in a first-year seminar impacted students during the first semester of college to determine what aspects of the first-year seminar have the greatest perceived impact on students while they are enrolled in the course. Participants will leave the session with several resources they can adapt to understand student perceptions concerning aspects of first-year seminars on their own campuses.

CI 88 The Accelerated Student Support through Integrated Success Teams (ASSIST) program at the University of Texas at El Paso

Governor's Square 17

Thenral Mangadu
Research Associate, Office for Undergraduate Studies

Dorothy Ward
Director, Entering Student Program

The University of Texas at El Paso

The Accelerated Student Support through Integrated Success Teams (ASSIST) program was implemented by the University of Texas at El Paso in summer 2009 to prepare first-year college students who have been placed on academic suspension or probation to succeed in college (N=28). Instruction in reading, math and study skills, and peer mentoring were provided for program participants. This presentation focuses on the evaluation findings of ASSIST 2009 and their implications for student success.

CI 89 Creating Ownership: Increasing Communication with Faculty and Peer Mentors through Multi-Media

Director's Row E

Judith Dallinger
Associate Provost

Robert Hironimus-Wendt
Associate Professor, Department of Sociology

Adam Busard
Graduate Assistant

Mollie Allred
Graduate Assistant

Western Illinois University

Western Illinois University requires incoming first-year students to successfully complete two disciplinary-based first-year seminars from among approximately 100 different entry level courses offered by approximately 35 different departments. These first-year seminars are taught by about 80 different faculty members and about 100 student peer mentors work with the enrolled first-year students. The presentation will discuss the various mechanisms used to share information and build a sense of ownership among the faculty and peer mentors.

CT 90 Beginning and Sustaining First-Year Programs: The First-Year Seminar as Axis for Student Achievement

Director's Row H

Jeffrey Knapp
Director, Academy for the Art of Teaching and First-Year Programs

Florida International University

Mark Amos
Director, Saluki First Year

Julie Payne Kirchmeier
Director of Housing

Southern Illinois University Carbondale (USIC)

Many attend this conference to transform ideas into action by building on shared best practices. The first-year seminar, a high impact practice, indeed provides the necessary grounding to promote first-year student achievement. FIU began its first-year seminar 15 years ago, and the course is a core requirement. USIC is embarking on establishing a first-year program after participating in Foundations of Excellence. This session will summarize research about first-year seminars, review curricular models, discuss the institutional transformation necessary to establish a course, and examine strategies for sustaining program excellence.

Mark Your Calendar!

April 11-13, 2010
Savannah, Georgia — Institute on Sophomore Student Success

June 7-10, 2010
Maui, Hawaii — 23rd International Conference on The First-Year Experience

October 17-19, 2010
Indianapolis, Indiana — Institute on Peer Educators

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Houston, Texas — 17th National Conference on Students in Transition

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5:15 pm – 6:15 pm
FOCUSED DIALOGUES

FD 91 Assessment: Utilizing Data to Make Changes

Plaza Court 1

Kurt Ewen
Assistant Vice President for Academic Learning Support

Valencia Community College

A "culture of evidence" requires that institutions promote individual and collective reflection on student learning and success data in order for meaningful and actionable information to emerge. This discussion will explore ways that campus leaders can encourage collaborative engagement with assessment data.

FD 92 Waving the Magic Wand: Fostering Change through Early Intervention

Plaza Court 2

Jill Simons
Director, Academic Retention Services

Wilson Advising Center, University College

Paula Bradberry
Director, First-Year Studies

University College

Arkansas State University

At some point, we have each found ourselves shaking our heads in frustration or disbelief when our attempts at early intervention fail to influence the educational outcome of students. These feelings of failure prompt us to doubt our intervention strategies. However, a search of best practices on student intervention reveals that most of us employ similar strategies. Why do strategies work for some and fail for others? This dialogue will focus on constructing a useful definition of early intervention as well as formulating criteria to help us choose strategies that will meet unique needs.

FD 93 The ABC's of Summer Reading

Plaza Court 3

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? What denotes a successful book selection? How do you ensure faculty/staff buy-in of the reading experience? Are there advantages in bringing the author to campus? What does it take to get students to read the book?

FD 94 A Dialogue on Evidence-Based Practices in Career Development Counseling and Advising

Plaza Court 4

Paul Gore
Associate Professor of Educational Psychology and Student Success Special Projects Coordinator

University of Utah

Career development professionals and educators are committed to providing the best possible services to their students. Not surprisingly, they are also being asked to document the outcomes of their efforts. This dialogue will focus on what works in career counseling and educational practice, and on how to document that your efforts are effective.

FD 95 Classroom Management in First-Year Seminars

Plaza Court 5

Donna Ritch
Associate Dean of Liberal Arts and Sciences

University of Wisconsin-Green Bay

Do you find that first-year students lack an awareness of appropriate behavior in the classroom? Are they texting during class or typically entering the classroom late? If so, join the attendees of this focused dialogue to discuss behavior patterns (e.g. disruptive behavior, hyper-bonding) and how to help first-year students adapt to the expectations of college instructors.

FD 96 The Many Faces of Learning Communities

Governor's Square 9

Karen Hauschild
Associate Director, First-Year College

North Carolina State University

Learning communities have enriched college and university life for many years. The shape they take varies from institution to institution and often evolves as our student population changes and the needs and interests of our institutions develop. Institutions face a myriad of challenges in implementing learning communities. If you are looking to get a learning community started, to obtain suggestions for overcoming current obstacles, or looking for ideas to further develop your program, please join us for conversation about the dynamics of evolving learning communities.

FD 97 Implementing Successful Student and Parent Orientation Programs

Governor's Square 10

Richard Mullendore
Professor, College Student Affairs Administration

University of Georgia

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

University of South Carolina

Bring your ideas and concerns to this open discussion on orientation. Topics can include planning, collaboration, staffing, funding, program implementation, technology, parent programs, and more.

FD 98 Leading Peer Leaders - Let's Just Talk!

Governor's Square 11

Greg Metz
Assistant Director, First-Year Experience & Learning Communities

University of Cincinnati

Campuses and programs are increasingly utilizing peer leaders or mentors in multiple realms. Peers can dramatically impact student development. They can even transform campuses! How do we conceptualize peer leaders' roles (and possibilities), develop structures to support, and guide their development and potentials? Bring your celebrations, concerns, and any questions and let's talk!

FD 99 Delving into Diversity

Governor's Square 12

Laurie Hazard
Director, Academic Center for Excellence

Writing Center, Bryant University

Integrating the topic of diversity into a first-year course can seem like a daunting task for many institutions. Still, administrators are expected to figure out how to do it. Delving into diversity raises a mixture of concerns. Instructors are worried that they don't know enough about the topic to teach it. In turn, this places stress on administrators who are responsible for faculty development. Students feel like they've already "been there, done that" in high school. In short, "delving into diversity" presents difficulties. This focused dialogue will explore ways in which to incorporate this topic into your first-year experience curriculum.

FD 100 The Unique Issues of First-Year Programming at Smaller, Religiously-based Schools

Governor's Square 14

Rob Ribbe
Director, HoneyRock
Wheaton College, Northwoods Campus

Research Associate, National Resource Center for The First-Year Experience and Students in Transition

University of South Carolina

How do the principles of facilitating good transitions into college change when applied to smaller and/or religiously-based school? Come discuss with peers how to apply these principles in our unique setting.

FD 101 Retention of Students of Color

Governor's Square 15

Wayne Jackson
Director, Multicultural Academic & Support Services; Student Development and Enrollment Services

Erik Range
Coordinator, Brother to Brother Program

University of Central Florida

This dialogue will focus on steps that can be taken to improve retention rates for students of color in higher education. Participants are expected to bring ideas and best practices that have worked on their campus and could be used by others to help increase the matriculation and eventual graduation of multicultural students at colleges and universities.

FD 102 Teaching that Ignites Learning

Governor's Square 16

Brad Garner
Assistant Dean for Teaching and Learning

Indiana Wesleyan University

Teaching should be more than simply the transmission of knowledge and skills. Instead, envision a classroom filled with energy where students are actively engaged in inquiry, critical thinking, and dialogue. This dialogue session will focus on sharing techniques and ideas around the themes of: creating effective dialogue, promoting student accountability, energizing the learning environment, and prompting higher level thought and action.

FD 103 Putting Students First: A Demographic Imperative

Governor's Square 17

Myron R. Anderson
Interim Associate to the President for Diversity

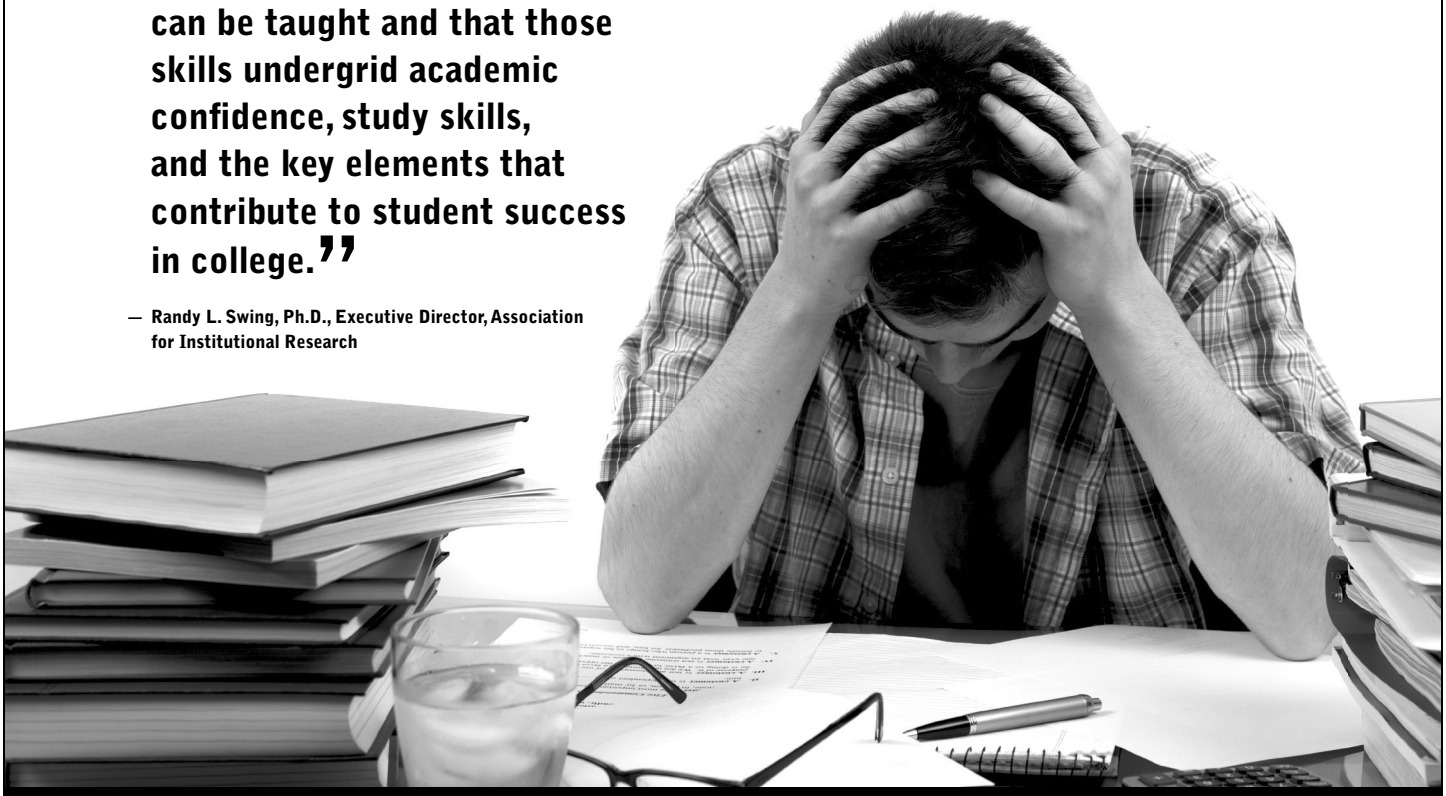
Metropolitan State College of Denver

To ensure student success, higher education institutions need to develop a shared vision with their students, constituents, legislators, and state higher-education departments that adheres to the constraints of new funding paradigms. This will bolster not only the state's economic well being but the nation's as we move forward in becoming a minority-majority country.

DINNER ON YOUR OWN

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

— Randy L. Swing, Ph.D., Executive Director, Association for Institutional Research



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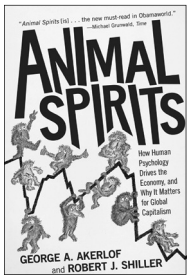

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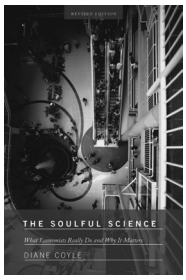

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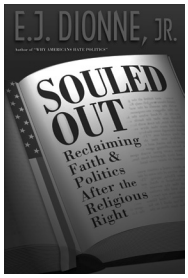

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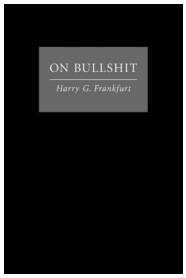

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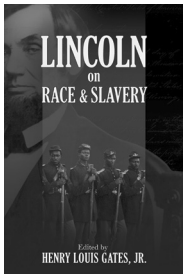

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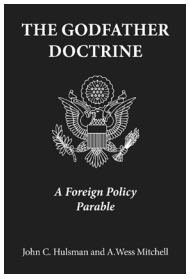

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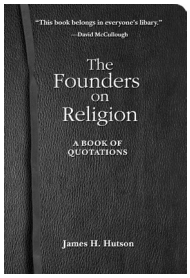

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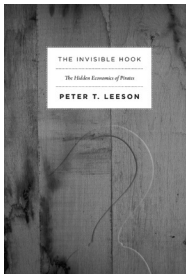

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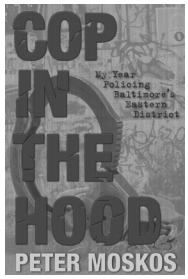

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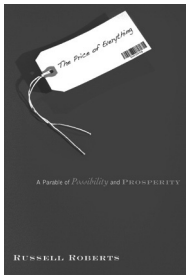

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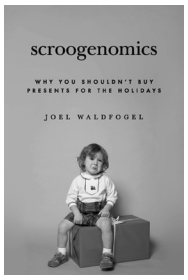

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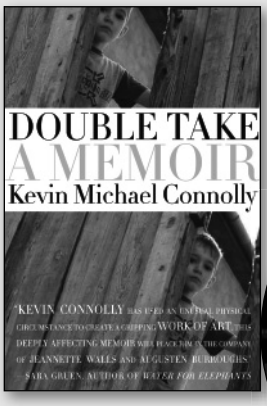

Kevin Michael Connolly
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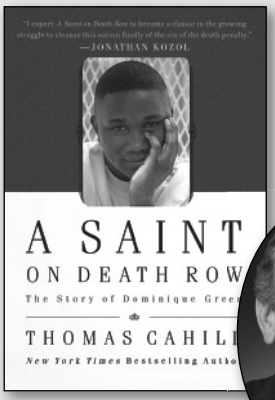

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A Saint on Death Row

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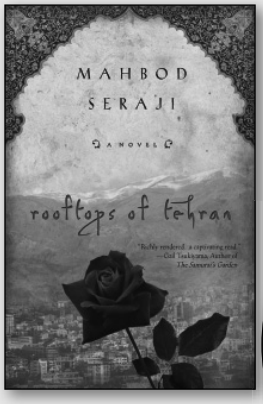

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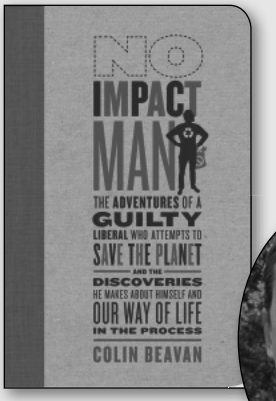

Colin Beavan,
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CONTINENTAL BREAKFAST WITH POSTER SESSIONS AND EXHIBITORS
7:30 am - 9:00 am
Plaza Ballroom Foyer

CONFERENCE REGISTRATION
7:30 am - 5:30 pm
Registration Desk

CYBERCAFÉ
7:30 am - 5:30 pm
Plaza Court 7

BOOKSTORE
7:30 am - 5:30 pm
Plaza Court 8

7:30 am – 9:00 am POSTER SESSIONS

PA 104 Ensuring a Quality Education for Indiana's Students with Disabilities: Results from a Department of Education (DOE) Grant

Plaza Ballroom D & E

Larry Markle
Director, Disability Services

Jacqueline Harris
Coordinator, Study Strategies and Reading

Taiping Ho
Professor, Criminal Justice and Criminology

Roger Wessel
Associate Professor, Educational Studies

Ball State University

This federal DOE grant is furthering Ball State's commitment to a quality education for students with disabilities by implementing programs to assist faculty and staff that teach and serve students with disabilities; providing assistance to students through having a faculty mentor; additional, enhanced Learning Center support; and, by providing materials to secondary schools on the transition to college for students with disabilities. This poster will share results from the grant.

PA 105 Connecting With Parents through Online Videos: WAY TO GO VIDEO

Plaza Ballroom D & E

Jennifer Rockwood
Director, First-Year Experience

University of Toledo

This poster session will highlight how the University of Toledo is using video blogs to help parents of new college students. There are books out about sending students off to college and preparation for that, but not on how "helicopter" parents deal with the loss of control. These short videos emailed out to parents help guide them in how to parent from afar, let go, and encourage growing autonomy. Videos will be shown and discussed.

PA 106 Implementing Multi-Level Assessment Results: Year One and Year Two of a Summer Bridge Program

Plaza Ballroom D & E

Deirdre Anderson-White
Graduate Teaching Associate, Department of Educational Psychology & Counseling

Tricia McClam
Professor & Associate Department Head, Educational Psychology & Counseling

Terrell Strayhorn
Assistant Professor & Special Assistant to the Provost, Higher Education Administration

James DeVita
Research Associate, Center for Higher Education Research & Policy

Thelma Woodard
Graduate Assistant, Institute of Assessment and Evaluation

University of Tennessee-Knoxville

This presentation will provide an overview of the development and evaluation strategies for program improvement of a summer bridge program from Year One to Year Two. Specifically, the presenters will review examples of three evaluation strategies from Year One related to: (a) student performance, (b) an academic course, and (c) the total bridge program, and describe how the results were used in Year Two. The revised evaluation strategies for Year Two will also be discussed.

PA 107 Creating Bridges at the Community College in a New Economy

Plaza Ballroom D & E

Christine Francis
Department Chair, Learning Resource Center; Academic Support Center Faculty

Lisa Nemitz
Academic Support Center Faculty

Oakland Community College

With 20% enrollment increase resulting from new economic challenges, a more diverse, broader range of learners now attend Oakland Community College. Some pursue new careers or skills; others try to save money otherwise spent at higher-priced institutions. Our first-year student population has clearly changed. This reality challenges us to look more closely at our first-year programs and services. Over ten years of assessment results will be shared highlighting what we have learned and questions still unanswered.

PA 108 Cross Institutional Implementation of Supplemental Instruction

Plaza Ballroom D & E

Gabriela Schwab
Associate Professor of Mathematics

El Paso Community College

Emil Daniel Schwab
Associate Professor, Department of Mathematical Sciences

University of Texas at El Paso

The mathematics departments of El Paso Community College (EPCC) and University of Texas at El Paso (UTEP) have a long tradition of close cooperation. This poster session will highlight a new joint initiative, supported by the Department of Education, to integrate mandatory supplemental instruction into EPCC's pre-calculus courses. Graduate students from UTEP are serving as leaders for this supplemental instruction component. The poster session will introduce the concept of mandatory supplemental instruction in pre-calculus courses at EPCC.

PA 109 Through the Eyes of Africa: A documentary of the Readership WT Ambassador Experience in Zambia

Plaza Ballroom D & E

Russell Lowery-Hart
Associate Provost for Academic Affairs

Kendra Campbell
Director of Learning Communities

Leigh Browning
Associate Professor of Broadcasting

Kirk Scarbrough
Student Body President and Readership WT Ambassador Peer Leader

West Texas A&M University (WTAMU)

This poster session will show the documentary, Through the Eyes of Africa, West Texas A&M University's Readership WT Ambassadors trip to Zambia to complete HIV/AIDS and Malaria training. The 15-minute documentary features the first-year students' trip experiences and post interviews. The documentary was produced by students as well and has been nominated for a College Emmy award. WTAMU has redefined its common reader program with service projects and international travel related to the book theme.

PA 110 Assessed Benefits of a Common Reading: Growing a Comprehensive Program

Plaza Ballroom D & E

Leslie Jo Sena
Common Reading Assessment Coordinator; Instructor, English

Karen Weathermon
Director of Learning Communities

Meg Autrey
Residential Education Director

Washington State University

Assessment on Washington State University's Common Reading Program indicates that student involvement in the program positively affects their first-year experience and understanding of research within a university. The data also show the increase in beneficial effects when the program is more comprehensive in scope, both in programming and in university partners.

PA 111 Emergency Preparedness Learning Communities: Creating a Cohort of "Prepared Citizens" in the First Semester of College

Plaza Ballroom D & E

David Thompson
Coordinator of Learning Communities

Kathy Lynn
Lecturer, Department of First-Year Programs

Ian Hebert
First-Year Student

Kennesaw State University

"Emergency! Are You Prepared?" is a learning community for first-year students. As the United States braces for the next 9-11, Virginia Tech shooting, or natural disaster, Kennesaw State University students learn the value of becoming "immediate responders." The presenters will share assessment findings of this curricular response to the national trend of replacing the Cold War's Civil Defense program with individuals prepared to respond appropriately to crisis.

PA 112 First-Year Experience (The Black Male Focus)

Plaza Ballroom D & E

Derek Moore
Student Success Coach; Adjunct Instructor

Marcus Montgomery
Student Success Coach; Adjunct Instructor

Pulaski Technical College

Are you ready to improve educational success statistics of African American males at your college? Want to know how multiple campus initiatives can collaborate to assist? Come and learn how this population was retained in a first-year seminar. You'll hear of their retention in other courses and that of their peers. Strategies of engagement that are showing positive spikes in performance, increased connection with faculty and staff, and increased participation in campus activities will be shared.

PA 113 Discovery: A High School Summer Camp Leads to College Major Decisions

Plaza Ballroom D & E

Laurie Roberson
Director of Student Services

Emily Pace
Graduate Student

University of Tennessee

In a time when students are bombarded with images of professions, how do they decipher between their desire for the idealized image and their actual desire to follow their passions and talents? In this poster session, we will examine Design Matters, a summer camp, alongside data gathered from students at the University. We believe that this poster crosses disciplinary boundaries, raises important questions, and presents useful information for advisors and teachers in all degree programs.

PA 114 A National Model for Engineering Mathematics Education: Increasing First-Year Student Success in Engineering

Plaza Ballroom D & E

Nathan Klingbeil
Professor of Mechanical Engineering

Wright State University

The inability of incoming students to advance past the traditional first-year calculus sequence is a primary cause of attrition in engineering programs across the country. As a result, this poster session will describe an National Science Foundation funded initiative at Wright State University to redefine the way engineering mathematics is taught, with the goal of increasing student retention, motivation, and success in engineering.

PA 115 Collaboration + Shared Responsibility + Holistic View of Learning: Our Recipe for a Successful FYE Program

Plaza Ballroom D & E

Melinda Finkle
Program Coordinator for FYE and Academic Services

Mandi Hummel
Area Coordinator

Wittenberg University

Over the past three years, Wittenberg University has created an engaging, student-centered, success-orientated, comprehensive first-year experience program. In this session we will outline the "recipe" we followed for designing and implementing our program. We will share how our administrative model, the relationships we built with campus constituents, and our process for designing and implementing programs led to our final product, a truly comprehensive experience that bridges the academic and social lives of our first-year students.

PA 116 Student-Centered Learning: First-Year Initiative for Chemistry Success

Plaza Ballroom D & E

Alfredlene T. Armstrong
Associate Dean, Comprehensive Academic Resources Program

George H. Armstrong
Chair of Chemistry Department

Demetria Howard-White
Chair of Math Department

Tougaloo College

Chemical problem-solving is designed for students not eligible for General Chemistry I. The course consists of math, including the metric system, taught by a math instructor; study skills /content strategies taught by a reading teacher; and selected General Chemistry topics taught by a chemistry instructor. The Process Oriented Guided Inquiry Learning (POGIL) method is based on research where in-class lab experiments are used. Participants understand how assessment, student-centered participatory learning transition students into chemical problem solvers.

PA 117 G.P.S.: Gaining Perspective Systematically

Plaza Ballroom D & E

Susan Zimmermann
Interim Dean of Liberal Arts and Sciences

Tara Winter
Director of Academic Planning/Analysis

SUNY Cobleskill

This presentation focuses on the intersection of Foundational Dimensions, strategic priorities, and Middle States Standards. As SUNY Cobleskill embarks on the process of launching the Foundations of Excellence initiative, it is also conducting a Middle States self-study and reevaluating the Institutional Strategic Plan. Unanticipated opportunities presented themselves through this 'perfect storm', and this presentation showcases those opportunities and provides insight into how other institutions may intentionally use a similar process to chart their courses.

PR 118 Development and Initial Validation of the Student Strengths Inventory: A Measure of Non-Cognitive Variables that Impact Student Performance and Retention

Plaza Ballroom D & E

Wade Leuwerke
Associate Professor, Counselor Education, School of Education

Elma Dervisevic
Graduate Student, Counselor Education

Drake University

Retention and academic performance are critical concerns for everyone involved in higher education. This poster session details the development of the Student Strengths Inventory (SSI), (Gore, Brown, Leuwerke, & Metz, 2008), a measure of non-cognitive/ motivational variables designed to predict academic performance and persistence in college. The structure and initial validity of the SSI will be described, along with applications for research and incorporation into comprehensive, data-driven efforts to address retention and performance among college students.

PR 119 The Implications of Students in a Second-Choice Major on First-Year Engagement and Satisfaction

Plaza Ballroom D & E

Lily Hsu
Assistant Provost for Academic Affairs

Kate Miller
Institutional Research Analyst

Jacklyn John
Graduate Intern

Massachusetts College of Pharmacy and Health Sciences (MCPHS)

MCPHS is a specialized institution offering undergraduate and graduate degrees in health sciences. Students who are denied admission into the PharmD program are often offered an alternate major. Our study investigates students in the first year who enter MCPHS in a second-choice major and the implications that has on their engagement and satisfaction with the alternate major. Students will be survey at the beginning and end of their first semester.

PA 120 Capturing the Learning: The Curriculum, Co-Curriculum, and Assessment of IUPUI's Themed Learning Communities

Plaza Ballroom D & E

Lauren Chism
Director, Themed Learning Communities

Karina Sauer
Student Assistant, Themed Learning Communities

Indiana University - Purdue University Indianapolis (IUPUI)

This poster session will provide an overview of IUPUI's Themed Learning Community program (TLCs), recently recognized with the 2009 Best Retention Program Award. Students enrolled in the TLCs have consistently demonstrated a significantly higher first semester grades, first-year retention rates, and engagement levels in comparison to their peers. Information on program offerings, co-curricular and service learning activities, and the use of IUPUI's global classroom will be available in addition to assessment methods and results.

PR 121 Virtual vs. Face-to-Face Diversity Activity for First-Year Students

Plaza Ballroom D & E

Dudley Turner
Interim Dean, College of Creative & Professional Arts

The University of Akron

This poster highlights a pilot study comparing face-to-face and online diversity exercise in a first-year seminar. Students had the option of a face-to-face activity or one in Second Life. Are the two activities equivalent in helping students grasp the need for understanding and open-mindedness when dealing with others? Results of this pilot will be shared and strategies for future online activities to helping students with the issue of diversity.

PA 122 Assessment of the Academic Impact of the First-Year Experience Program at Western Illinois University

Plaza Ballroom D & E

James Schmidt
Associate Dean, College of Arts and Sciences

Adam J. Busard
FYE Graduate Assistant and Peer Mentor Coordinator

Matthew Blankenship
Associate Professor of Psychology

Judi Dallinger
Associate Provost

Western Illinois University

The First-Year Experience program at Western Illinois University features an academic element that overlays existing courses, many of which are in the General Education curriculum. Evaluating the academic component of FYE is important to demonstrate that this program is contributing to our students' academic success. In this poster presentation, we will demonstrate the beneficial effects on first-year students' academic performance by comparing actual course grade data in FYE sections to non-FYE sections of the same courses.

PR 123 Improving Retention from the Inside Out

Plaza Ballroom D & E

Kate Thedwall
Director, Gateway to Graduation Program

Indiana University - Purdue University Indianapolis (IUPUI)

This poster session will detail the development of the Gateway to Graduation program at IUPUI and the impact the program has had on drop, fail, and withdrawal rates in the first-year program. The organization of the program will be reviewed with program theory as the basis for its review.

PR 124 Basic Skills Remediation for First-Generation Students: The Students' Perspectives

Plaza Ballroom D & E

Andrea Luna
Director of Composition, Associate Professor of English

Lyndon State College

This session will present qualitative research about first-year students' attitudes towards and perceptions of basic skills remediation in writing and in mathematics. Data was collected using focus group interviews with first-generation, low-income student participants enrolled in basic skills pilots involving an accelerated math review and a two-hour reading and writing tutorial. The results have implications for first year experience programming designed for all underprepared students, and give us insight into the perspectives of first-generation, low-income students.

PR 125 A Phenomenological Study of the Lived Experience of First-Year College Students

Plaza Ballroom D & E

Faith Edwards
Assistant Professor of Nursing

Susan Verduin
Director of First-Year Programs

Northern Michigan University

The purpose of this study is to gain insight regarding the lived experience of first-year college students' transition to the University from graduating high school within the last eighteen months. As an educator for this group of students, it is important to gain understanding on the lived experience of these student's transitioning to college. If there is a greater understanding of the student's feelings and meaning of this experience perhaps higher education can provide a more quality educational experience.

PR 126 Successful Collaboration with Residential Hall and Residential College Staff in a Primary First-Year Community

Plaza Ballroom D & E

Cathy Warner
Residence Hall Director

Dan Auer
Resident Assistant

Scott Cooke
Peer Mentor

Central Michigan University (CMU)

Beginning in 1999, CMU established its first residential college. This program has expanded five colleges and several living and learning communities on CMU's campus. Several programs have created the position of peer mentor to help better their residents. This additional support has created a better community for all of the first-year students and engaged more students in leadership. This study looks at how staff from residence life and the residential communities work best together. It identifies best practices as well as ways that programs can continue to improve working together.

PA 127 Launching Student Success in the First-Year Seminar

Plaza Ballroom D & E

Christine Arieta
Director of First-Year Programming and Placement

Debbie Hayward
Department Chair for First-Year Studies

Landmark College

At Landmark College, our mission is to "provide highly accessible approaches to learning that empower individuals who learn differently to exceed their aspirations and to achieve their greatest potential." In this session we will showcase our Freshman Seminar, "Perspectives in Learning", an innovative first-semester course required of all entering students, which puts our mission into practice by emphasizing the importance of self-awareness, metacognition, and learning strategies which can launch students who learn differently on a pathway to academic success.

PR 128 Impact of First Semester College Experience on Cardiovascular Risk Factor Development and Implications for Campus-based Programming for Risk Reduction and Health Promotion

Plaza Ballroom D & E

Robert Kostelnik
Associate Professor, Health and Physical Education Department

Robert Alman
Assistant Professor, Health and Physical Education Department

Elaine Blair
Professor, Health and Physical Education Department

Indiana University of Pennsylvania

The first year of college includes significant lifestyle changes that may predispose students to weight gain and subsequent cardiovascular disease. The purpose of this study was to investigate the impact of the first-year students' first semester on cardiovascular risk factor development. Discussion will include pilot testing of a new model for educational programming designed to take place in a living-learning residential facility to increase first-year students' awareness of risks and strategies to promote health-fitness.

PA 129 Not What to Learn, But How to Learn: First-Year Writing around a Harkness Table

Plaza Ballroom D & E

Sarah May Clarkson
Director, Academic Support Services

Juniata College

After years of teaching first-year writing the same way, in the fall of 2009, the presenter tried a new method: mutual learning around a "Harkness" table. Students sit around an oval table to discuss, question, and find meaning collaboratively. Its influence can be powerful on new students: profoundly egalitarian, expectations for participation in the class are high and held mutually by all participants, and those present discover not what to learn, but how to learn.

PA 130 An Integrated Approach to Marketing your First-Year Experience Programs

Plaza Ballroom D & E

Wes Condray
Coordinator, Orientation Programs

West Texas A&M University

This poster session will exhibit the various ways the first-year experience program has been marketed at West Texas A&M University. Though Common Readers, Convocations, Orientations, and Spirit Camps may all serve a different purpose, the overarching goal for all of these programs is to better serve our first-year students. Rather than packaging each program separately, we have tried to piggy-back and market all the programs as a complete package. Therefore, students are aware from the time they first start receiving information about new student orientation that there are a variety of programs designed to help them succeed and that all of these programs are related to one another. Each publication piece carries some graphical element that will tie the programs together into a complete FYE success package.

9:15 am – 10:15 am

CI 131 Strengthening Peer Leaders

Plaza Court 1

Jaime Baker
Assistant Director of New Student Program

Leslie Hahn
Director, Florida Opportunity Scholar Program

University of Florida

Peer leaders serve an integral role in first-year seminars. Learn practical approaches to help enhance the success of peer leaders in the classroom through the implementation of a strengths-based training. This session will review the process and specific examples used to incorporate strengths into the peer leader training at the University of Florida. This session will also share assessment results indicating an increase in peer leaders' knowledge and skill levels as a result of incorporating StrengthsQuest findings.

CI 132 The College Success Program: Helping the At-Risk Student Achieve Success

Plaza Court 2

Christine Crowe
Director, College Success Program

Theresa Dereme
Counselor, College Success Program

Suffolk County Community College

This presentation will focus on the background, development, implementation, and assessment of the College Success Program at Suffolk Community College. This program was designed to help academically at-risk students successfully manage demands of the first year of college and contribute to their overall success in college. Our in-depth description of all program features will enable the audience to implement similar programs at their institutions for students who are in need of support services to succeed.

CI 133 Capstone Scholars Program: A Recipe for Success

Plaza Court 3

Patrick Hickey
Faculty Principal, Capstone Scholars Program
University of South Carolina

The Capstone Scholars Program was established in 2005 as a way to provide a unique and engaging learning experience for high-achieving students. Those chosen for the program have the opportunity to live together in an exclusive living-learning community and participate in a wide range of activities that encourage student engagement, both inside and outside the classroom. The program's motto, "Dream Big. Impact the Community. Leave a Legacy" gives direction to all presentations and sessions.

R 134 Non-Teaching Faculty and Professional Staff as First-Year Seminar Instructors

Plaza Court 4

Elaine Thornton
Assistant Professor, University Libraries and Education Librarian

Adriana Gonzalez
Assistant Professor and Coordinator of Research Services
Texas A & M University

The goal of this roundtable is discuss the involvement of non-teaching faculty and professional staff in first-year seminar courses. The focus of the discussion includes: pros and cons of employing non-teaching faculty (for example, librarians, or researchers), and professional staff (degreed employees in job rolls classified as "professional") in first-year seminars, as well as the experiences of individuals in this role, administrators who have used or considered this approach, and finally the impact on first-year students.

CI 135 Embedding Information Literacy Modules in a First-Year Seminar

Plaza Court 5

Emerson Case
Associate Professor of English

Sarah Fay Philips
Senior Assistant Librarian
California State University, Bakersfield

This presentation examines the structure and efficacy of a project that embedded information literacy modules, focusing on a common reader, into five sections of a first-year seminar. This presentation will first detail how the modules were developed. Next, a detailed description of the implementation of the modules will be provided. Both qualitative and quantitative data will then be provided, detailing the successes and failures of the project.

CI 136 Interactive Teaching and Advising Support STEM Success

Governor's Square 9

Carla Romney
Chair, Boston University Science and Engineering Program

Cathy Lysy
Senior Academic Counselor, Science and Engineering Program
Boston University

The Science and Engineering Program's (SEP) two-year transitional program provides enhanced academic support to students who are interested in STEM fields but lack credentials for direct admission into these majors at our institution. The session will demonstrate the use of tablet PCs to enhance academic success in STEM and discuss SEP's integrated approach to teaching and academic advising within a tight-knit supportive community. This integrated approach improves the academic performance of these at-risk first-year students.

CR 137 Student Engagement and Critical Thinking: Strategies for All First-Year Students

Governor's Square 10

Timothy L. Walter
Dean of Academic and Student Services

Lisa Nemitz
Academic Support Center Faculty
Oakland Community College

This session will focus on presenting a validated instructional program that makes use of student engagement to develop critical thinking and learning strategies that are taught as general education outcomes. From 1979-2009, 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 experience courses, 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.

CI 138 Structure, Intensity, Engagement: Using Summer Bridge to Increase Retention and Progression

Governor's Square 11

Beth Bir
Coordinator for CHEER Scholars
Fayetteville State University

This session will share the facets involved in constructing and maintaining an enormously successful summer bridge program. The session will show how the concepts of structure and engagement guide all areas of the program, from student recruitment to design of coursework, selection and training of faculty, and development and implementation of co-curricular activities. Multiple methods of assessment and resulting data focusing on program success as well as long-term progression and retention will also be given.

CI 139 Clicking Our Way to Learn From Our First-Year Students

Governor's Square 12

Wendy Merb-Brown
Director, Learning Community Programs

Wendy Rogers
Assistant Director, Learning Community Programs

Kristi Kocher
Graduate Assistant, Learning Community Programs

Ohio University

For two years the staff of learning community programs at Ohio University have implemented an orientation session focusing on student success. About 4,000 students rotate through the campus within 15 days, averaging 250 people daily. To best facilitate discussion and collect information on our students, clicker technology was used to great success! This session will incorporate the technology used, the questions and responses collected, and how the information gained has assisted the campus in working with our new students.

CT 140 Making the Connection: Improving Collaboration between Academic and Student Affairs

Governor's Square 14

Jill Trites
Senior Teaching Specialist/Co-coordinator of the First-Year Experience

Cathrine Wambauch
Associate Professor, Dept. of Postsecondary Teaching & Learning

Anna Mraz
Assistant Academic Advisor

Carole Ann Broad
Associate Academic Advisor

University of Minnesota

This session focuses on three perspectives (student, instructor, and academic adviser) that describe the successful collaboration between academic faculty and student services staff in a first-year program beginning during Welcome Week and continuing through fall semester in the First-Year Inquiry course and learning communities in spring. Features of the partnership include instruction from multidisciplinary perspectives, strengths-based curriculum as well as programming that addresses the needs of the 'whole student' throughout the first year on campus.

CT 141 They're Just Not That Into You: New Teaching Strategies to Engage Today's New Students

Governor's Square 15

Constance Staley
Professor of Communication; Director, Freshman Seminar

University of Colorado, Colorado Springs

John Cowles
Associate Dean, Counseling, Advising, and Retention Services

Grand Rapids Community College

Regina Lewis
Faculty; Assistant Dean, Division of Communications, Humanities, and Technical Studies

Pikes Peak Community College

Engagement: It may be the number one challenge faced by college instructors today. Are students busy, bored, or burned out? Are distractions overtaking their lives? What can instructors do? Asking questions is easy; finding solutions is a challenge. This interactive session will engage instructors from both two- and four-year institutions in inventing new "inside-out" teaching strategies for today's kinesthetic learners. Participants will leave equipped to return to their classrooms with new ideas and renewed enthusiasm.

CI 142 Individual Efforts Making an Impact on First-Year Student Retention

Governor's Square 16

Frank Ross
Assistant Vice Chancellor for Student Life and Learning

Gayle Williams
Assistant Dean, University College

Indiana University - Purdue University Indianapolis

Many colleges and universities dedicate resources toward comprehensive efforts to increase first-year student retention rates. While these programs often make a difference, institutions must also consider the role individual faculty, students and staff play on a daily basis to support retention. This session details three years of research where first-year students identified who on the campus most made a difference in their success and why. Findings as well as implications for practice will be shared.

CI 143 The Freshmen Life Cycle and A Comprehensive First-Year Experience Program

Governor's Square 17

Stephen Roche
Assistant Director, Student Activities Center for Orientation

David Ruda
Community Director

Mary Miller
Community Director

Katie Walrod
Assistant Director of Student Judicial Services

Shannon Donahue
Coordinator for Freshmen Day of Service and Alternative Breaks Programs

The George Washington University

Come learn how The George Washington University (GW) creates a comprehensive first-year experience by incorporating a 12-month cycle model of the first year of college. From an award winning orientation program in June to pre-semester community building programs in August to connecting with their campus mentor in September to academic infused residential houses, behavioral interventions for social growth, community service, and campus activities throughout, GW transitions students from support system to support system to foster student success.

CI 144 Got Goals? Inspiring Students to Take Action through the GPS LifePlan

Director's Row E

Kristin Hageman
Dean of Student Life

Aarin Distad
Student Experience Director

Century College

There is a major difference between helping students be successful in college and giving them the tools to be successful in life. Teaching students to clearly define their academic, personal, and professional goals is an important part of the culture at Century College. This session will introduce you to the GPS LifePlan, (Goals + Plans = Success) a web-enhanced, campus-wide program designed to engage students and unite college resources under a common framework, beginning with a six-week first-year seminar for new students.

(CI) 145 A Little Mentoring Can Go a Long Way

Director's Row H

Steady Moono
Vice President of Student Affairs

Leonard Bass
Assistant Vice President of Student Affairs

Montgomery County Community College

This presentation will explore how Montgomery County Community College used its participation in the Foundations of Excellence Project and the National Achieving the Dream Initiative to build a culture of mentoring on campus. Since implementing its peer mentoring program in 2006 the College has focused extensive time, effort, and resources to incorporate mentoring support services at all levels of college life, initially for at-risk, first-year student cohorts, and later faculty and staff. This has led to increased retention among the at-risk, first-year student population, staff and faculty. This session will provide a comprehensive review of the key mentoring initiatives implemented and lessons learned.

MORNING BREAK WITH EXHIBITOR DRAWING

10:15 am - 10:45 am

Plaza Ballroom Foyer

In an effort to showcase the wide range of resources available to professionals in higher education, the Annual Conference on The First-Year Experience will host an exhibitor drawing. In addition to the prizes that will be given away, this will provide an additional opportunity for participants to view exhibitor products and services and ask questions regarding the materials available.

10:45 am – 11:45 am

(CI) 146 Addressing the "Fall Crash": The Other Side of a Summer Bridge Program

Plaza Court 1

Chris Caplinger
Director, First-Year Experience

Georgia Southern University

As Georgia Southern University increased its admissions requirements, it launched a summer provisional-admittance initiative called the Eagle Incentive Program (EIP) to provide a path to entry for students who would have otherwise been denied admission. By most measures, the program has been an overwhelming success: 93% have continued into the fall, and students are retained long-term at near-comparable rates, but students have traditionally had a rough first fall semester. Come hear how we've addressed the "fall crash" and discuss the transition challenges facing summer bridge students.

(CI) 147 Into the Woods: How Wilderness and Adventure Programming Enhance the First-Year Transition

Plaza Court 2

Rob Ribbe
Director of HoneyRock

Steve Ivester
Director, Student Activities and Orientation

Wheaton College

HoneyRock, Wheaton's Northwoods Campus and Camp, has provided an optional two-credit hour, adventure-based orientation program using extended (9-18 days) wilderness trips and group development initiatives since 1969. We will review the four-phase program design and how it gives students a vision for their college experience, establishes their social network, develops faculty, and enhances the overall college environment. Syllabus, assessment tools, outcomes, and program resources will be discussed.

(CT) 148 "Community" on NBC and the Reality of Community Colleges

Plaza Court 3

Donna Younger
Director of Student Engagement

Oakton Community College

How accurately does NBC's new sitcom "Community" reflect the students, staff, and experience at real community colleges? How does it affect the country's perception of these institutions and their role in American higher education? This session will show an excerpt from an episode and hear from a panel of community college faculty and administrators their reactions to "Community" and the response it has received on their campuses and from their communities.

(R) 149 Research Questions: Exploring the Intersection of First-Year Composition Courses and Academic Libraries

Plaza Court 4

Jennie E. Callas
Instruction Librarian

Randolph-Macon College

At many institutions, first-year composition courses ("freshman English") provide a forum for students' first encounters with college-level research and academic libraries. Participants in this roundtable will explore the issues that surround these courses and share success stories. Topics for discussion may include models for integrating library content into composition courses, techniques for building rapport between librarians and composition instructors, and methods of assessment.

CT 150 The EQ Factor in Student Success: Theory to Practice

Plaza Court 5

Korrel Kanoy
Professor of Psychology
Peace College

Jon Duffy
Former Senior Assessment Consultant

Derek Mann
Research Associate
Multi-Health Systems, Inc.

A growing body of evidence suggests emotional intelligence promotes adjustment and during the first-year. This session will provide an introduction to emotional intelligence including the most recognized definitions, theoretical models, and validated measurement tools. Evidence from the first-year literature demonstrating a link between emotional intelligence and student success will be discussed. The audience will also learn about practical strategies for integrating emotional intelligence into curriculum and programming.

CI 151 The Cultural Passport: Introducing Students to Their Off-Campus World

Governor's Square 9

Elaine O'Loughlin
Assistant Dean, Special Projects
Drexel University

The Cultural Passport is an innovative approach to student-transition by encouraging exploration of their off-campus environment throughout their first-year in college. This booklet offers free passes and tickets to over 30 museums, theaters, concerts, and other cultural institutions in and around Philadelphia. This session will discuss how this booklet has helped to transition first-year students not only to college life, but city life as well along with its use in and outside the classroom.

CI 152 Destroying a First-Year Seminar Program and Rebuilding from the Ground Up

Governor's Square 10

Donald Christian
Dean, College of Business; Director of First-Year Seminar Program

Kristi Kirk
Vice Provost, Student and Enrollment Support
Concordia University Texas

What do you do when your first-year experience programs isn't working? This session explores what worked for one private institution as it re-created its first-year seminar. Particular attention will be given to crafting a vision for the seminar, achieving buy-in from the institution, and overcoming obstacles. The session will include practical tips for designing and implementing a new program.

CT 153 Integrating Learner-Centered Instruction into First-Year Experience Courses: A Practical Approach

Governor's Square 11

Mark Potter
Director, Center for Faculty Development

Sheila Thompson
Director, Student Learning Assessment
Metropolitan State College of Denver

We will explore the practical opportunity made possible by bridging two literatures. An established literature has developed in learner-centered instruction. First-year experience programs have become more systematic and theoretically grounded. These bodies of scholarship, however, exist largely independent of one another. We examine one tool, the Syllabus Assessment Matrix, that we think is effective in bringing learner-centered principles to first-year instructional practices in order to advance student learning outcomes and ensure students' successful transition to college.

CI 154 Improving the First-Year Experience: Innovative Computer-Aided Learning and Hands-on Peer Mentoring

Governor's Square 12

Ann Peterson
Chair of Teaching and Learning, School of Geography, Planning, and Environmental Management

Graham Jordan
First-Year Coordinator, School of Geography, Planning, and Environmental Management

David Neil
Associate Professor, School of Geography, Planning, and Environmental Management
The University of Queensland

Two initiatives have improved the learning outcomes of first-year students at our institution. The interactive, on-line academic integrity tutorial has reduced plagiarism and improved understanding of referencing, collusion, and the consequences of academic misconduct. The Peer Assisted Study Sessions (PASS), which involve student leaders in hands-on peer mentoring with first-year students, has also enhanced learning outcomes, with a strong correlation between PASS attendance and improved grades and retention rates.

CT 155 Core Content for a Comprehensive First-Year Seminar: Substance and Sequence

Governor's Square 14

Joe Cuseo
Professor Emeritus, Psychology
Marymount College

This session provides a research-based rationale and blueprint for selecting, prioritizing, and sequencing essential content for the first-year seminar. Key content areas will be identified in terms of their empirical association with student retention and academic achievement.

CI 156 Incorporating Faculty as Advising Fellows in a Student Success Center

Governor's Square 15

Melody Loya
Assistant Professor, Social Work and Faculty Advising Fellow

Cindy Barnes
Director, STARR Center

Mo Cuevas
Associate Professor of Social Work and FYE Course Director

Russell Lowery-Hart
Associate Provost

West Texas A&M University

West Texas A&M University (WTAMU) recently moved to a total intake model for the student advising center. Central to this process was the selection of and training for faculty from across campus as Faculty Advising Fellows. WTAMU pays the faculty an impressive stipend to work in the advising center ten hours a week, serve as liaisons with academic departments on campus, and handle advising for all first-year students and sophomores. The results are transformative for the University.

CT 157 The Psychology of Active Learning: Theories and Strategies for Instructors of First-Year Students

Governor's Square 16

Suzanne Swiderski
Academic Director, First-Year Experience

University of Wisconsin Parkside

Active approaches to learning often dominate discussions about appropriate classroom pedagogy for first-year students. However, within these discussions, the cognitive rationale for and the cognitive strategies underlying active learning often remain unexplored. In this session, participants will engage in simulated experiences from psychology to understand the theories and research supporting a cognitive active learning approach to teaching. Additionally, participants will be presented with ways to incorporate cognitive active learning strategies into their classroom instruction.

CR 158 Findings from a National Survey of Peer Leadership Experiences and Outcomes

Governor's Square 17

Jennifer Keup
Director, National Resource Center for The First-Year Experience and Students in Transition

University of South Carolina

Given the powerful and ubiquitous qualities of peer influence in college, educators have begun to harness this resource in student support and service delivery by using undergraduate peers in leadership roles. This session will share select findings from the 2009 Peer Leadership Survey sponsored by The National Resource Center for The First-Year Experience and Students in Transition (NRC), including student demographics, experiences with peer leadership, the characteristics of peer leader roles and programs, and self-rated change as the result of peer leader experiences. These research findings will serve as a foundation for discussion among session participants.

CR 159 Adventures in Assessment: Innovations in First-Year Learning Community Assessment and their Implications for Women and Students of Color

Director's Row E

Carolyn Bliss
Director of the LEAP Program

University of Utah

The University of Utah's nearly 1000-strong LEAP Program, a two-semester learning community for entering students, has implemented an innovative approach to effectiveness assessment based on the methodology used in twin studies. This presentation describes the approach and presents the encouraging and provocative results it has produced to date, especially those relating to women and students of color. Session attendees will be asked to share their own assessment efforts and to comment on interpretation of results.

CI 160 First-Year Student Success and Retention: An Intervention Project

Director's Row H

Jennifer Rockwood
Director, First-Year Experience

University of Toledo

Mehgan Clark
Academic Advisor, Academic Support and Diversity

University of Wisconsin, Oshkosh

Cherly Thomas
Administrative Assistant, Campus Coordinator, MapWorks

University of Toledo

Utilizing front-line faculty and staff to conduct one-on-one interventions with first-year students struggling in their transition is one approach that two campuses are using to impact student success and retention. One campus uses orientation, residence life, and TRIO programs to intervene with students, while the other campus uses academic advising, counseling, and residence life. Come to this session to gain insight in to how to utilize the one-on-one intervention technique to impact student success and retention.

LUNCH ON YOUR OWN

Plenary Address

1:30 pm - 2:45 pm
Plaza Ballroom A-C

Karen K. Inkelas
Associate Professor, University of Maryland

Principal Investigator, National Study of Living-Learning Programs

The National Study of Living-Learning Programs: Lessons Learned about One High-Impact Practice

Inkelas will discuss the findings from the National Study of Living-Learning Programs (NSLLP), a multi-year, mixed-methods study including approximately 50 postsecondary institutions, 600 living-learning programs, and 50,000 undergraduates. Her address will include information about the current national profile of living-learning programs (or, communities in which undergraduate students reside together and participate in academic programming focusing on a particular theme) and first-year student outcomes associated with living-learning participation. She will conclude with a best practices model she has developed on living-learning programs, based on empirical data collected from nearly 10 years of research.

3rd Annual Undergraduate Student Fellowship Award Recipients

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

Eunice Hii, *Sophomore, University of British Columbia*
Amanda Laskowski, *Senior, University of Minnesota-Twin Cities*
Gabriel Marenco, *Sophomore, Texas A&M University*
Justin Kirk Scarbrough, *Senior, West Texas A&M University*
Falon Thacker, *Senior, University of Kentucky*

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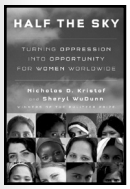

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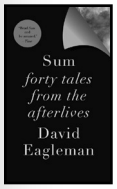

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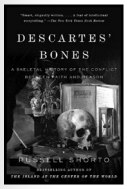

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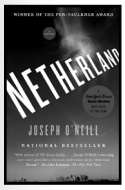

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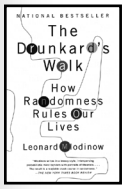

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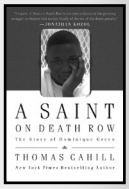

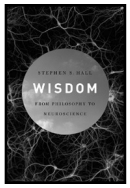

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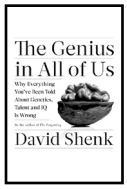

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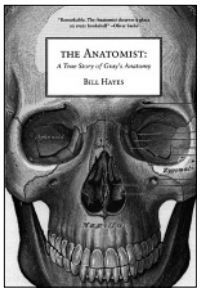

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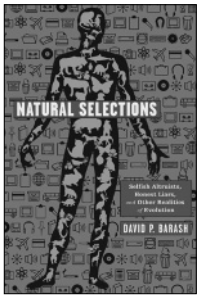

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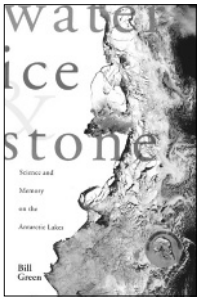

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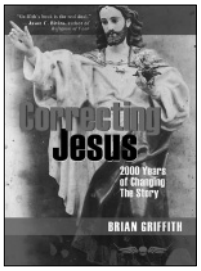

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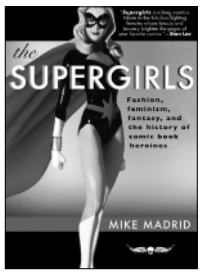

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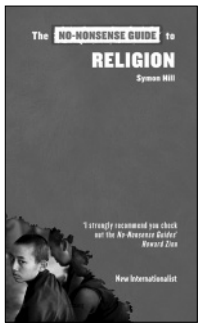

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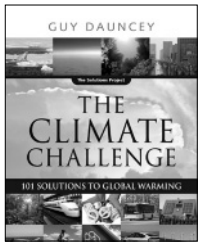

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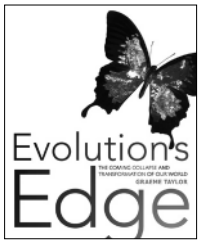

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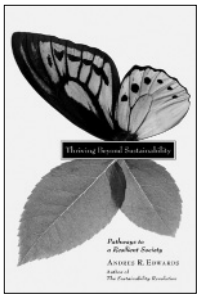

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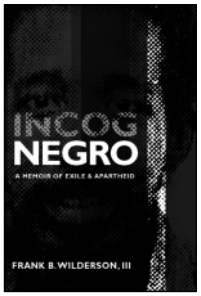

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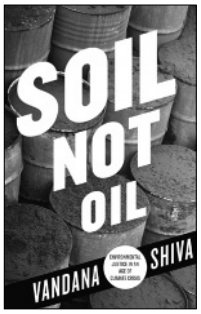

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CI 161 Getting ALL Stakeholders on the Learning Community Bus

Plaza Court 1

Greg Metz
Assistant Director, First-Year Experience

University of Cincinnati

Vibrant, vital and impactful learning communities (LC) are broad networks of stakeholders mutually engaged in synergies that enhance student learning and depth of experience across boundaries – academic, student life, disciplinary, etc. But how do stakeholders get on the LC bus? We will share real world structural and "in the trenches" strategies used to involve stakeholders in UC's 70 peer-led LC's, and assessments on extent and impact of involvement. There will be time for collegial sharing, questions, and answers.

CI 162 First-Year Seminar Instructors and Peer Leaders Supporting Student Success and Retention

Plaza Court 2

Cathy Brinjak
Assistant Professor and Director, Academic Advisement Services and FYRST Seminar

Stefanie Zoldak
Graduate Assistant and Coordinator, Peer Leader Program

Slippery Rock University (SRU)

At Slippery Rock University, the first-year seminar is a primary place to address issues of retention. FYRST seminar instructors and upper-class peer leaders are the perfect resource as a front-line approach to intervene with at-risk students and educate all students on successful behaviors. To help support efforts, SRU participates in MAP-Works, a student success and retention project, where information provided by MAP-Works is used to identify at-risk students and student transition issues, to further direct curriculum.

CI 163 Developing, Implementing, and Assessing an Early Alert System

Plaza Court 3

Dale Tampke
Associate Dean, Undergraduate Studies

University of North Texas

Early alert systems offer institutions systematic approaches to identifying and intervening with students exhibiting at-risk behaviors. Many of these systems rely on a common format for student referral to central receiving point. Systems at larger institutions use web-based technology to allow for a scalable approach to at-risk intervention. This presentation describes the development, implementation, and initial assessment of a web-based, fully integrated early alert referral system at a large, public university in the Southwest.

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Sunday, February 14, 7:45 – 8:45 a.m., Governors Square 15

Web: www.act.org/sri
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(R) 164 Beginnings Lead to Endings: Ensuring Student Success and Parent Satisfaction through an Orientation Program Designed to Ease Their Transition

Plaza Court 4

Mark Jannoni
Associate Dean of Students

Endicott College

How can institutions develop an orientation program that fits their unique culture and student body? This interactive session will present several methods to create a proactive and positive first impression for the new student and their family by focusing on their needs. This roundtable will summarize the factors deemed imperative to be part of any institution's orientation and provide different examples of orientations from institutions varying in mission, size, and region.

(CI) 165 Serving Those Who Have Served: Veterans in the First-Year Seminar

Plaza Court 5

Emily Edwards
Director, University Studies First-Year Seminar

Glenn Puffer
Associate Dean of Students

Montana State University

A dramatic increase in the number of veterans at Montana State University and the special needs of this population led to the creation of a first-year seminar designed exclusively for veterans. This session will briefly identify obstacles veterans face as they transition to college and highlight some of the crucial differences between veterans and traditional first-year students. Presenters will discuss how the instructors use the veteran experience and perspective as a bridge to achieve the learning goals of the course.

(CR) 166 Learning and Interacting with New Knights: Incentivizing the First-Year Experience

Governor's Square 9

Emily Jensen
Coordinator, First-Year Experience

University of Central Florida

The mission of the Learning and Interacting with New Knights (LINK) First-Year Experience program is to assist first-time-in-college students (FTICs) with their transition to the University of Central Florida by creating, coordinating, and promoting campus-wide, co-curricular educational programs that enhance students' personal and academic success. This presentation will focus on increased student retention rates, grade point averages, student engagement data, program administration, and challenges that we have seen through our unique, innovative incentive program.

(CT) 167 More than One Stop Shop: How to Build a Student Success Center for Student and Academic Affairs Programs and Activities

Governor's Square 10

Russell Lowery-Hart
Associate Provost for Academic Affairs

Don Albrecht
Vice President for Student Affairs

Cindy Barnes
Director, STARR Center

Kendra Campbell
Director, Learning Communities

Denese Skinner
Director, Career Services

West Texas A&M University

West Texas A&M University recently renovated space in the heart of the campus. The Student Success Center (SSC), took the one-stop shop concept and extended it to academic support programs and processes. In doing do, the SSC fully integrated offices and programs from Student Affairs, Academic Affairs and Enrollment Management without changing reporting structures or budget lines. The traditional campus "silos" were truly destroyed and all participating offices joined the Principles of Alliance co-op agreement.

(CI) 168 Focusing on What Matters: Using Assessment to Create Effective Faculty Development

Governor's Square 11

Dan Friedman
Director, University 101 Programs

Jennifer Latino
Assistant Director, University 101 Programs

Jennifer Powell
Graduate Assistant, University 101 Programs

University of South Carolina

Instructors play a large role in the success of a first-year seminar. At the University of South Carolina, the quality of instruction and use of engaging pedagogies are the top predictors of overall course effectiveness in University 101. By determining the variables that mattered to course success, we were able to target more effectively our faculty development strategies. This presentation will help participants learn how to appropriately make decisions about their faculty development efforts based on assessment results.

(CT) 169 Increasing the Impact of Your First-Year Seminar

Governor's Square 12

Greg Corio
Director

West Virginia University

First-year students face many challenges, and universities have developed innovative ways to help students succeed and thrive during this time of transition. West Virginia University (WVU) has created an experiential first-year seminar that addresses challenges faced by first-year students. Peer-led summer experiences ease the transition to college, while fall classes focus on student success and retention. Research has shown WVU's program is making a significant impact of student development outcomes. This program was the winner of the 2007 Noel-Levitz Retention Excellence Award.

CI 170 Bringing it All Together: Peer Mentoring and the First-Year Experience

Governor's Square 14

Andrea Newman
Coordinator of the First-Year Experience

Marcy Esler
Director of Student Retention

Elizabeth Ewell
Peer Mentor and Student Intern, First-Year Experience

Kelli Aylor
Peer Mentor and Student Intern, First-Year Experience

The College at Brockport

The College at Brockport began a peer mentoring program in fall of 2002 for interested first-year students. Seven years later, the program has intentionally transformed and expanded to meet the needs of every first-year student and now awards graded credit to over 45 mentors annually. Mentors begin strategic online communication with every first-year student in early August. The program intersects first-year seminars, summer orientation, and the summer reading program to deliver a holistic transition to all new first-year students.

CR 171 See How They Read! Emerging Trends in First-Year Student Reading Habits

Governor's Square 15

Kaijsa Calkins
Assistant Librarian

Rick Fisher
Academic Lecturer

University of Wyoming

This session focuses on an ongoing study of first-year students that revealed important trends in the reading habits in this understudied area. Key findings include: participants see themselves as above average in reading ability; are most likely to read at their desks or in bed; are unlikely to read in social spaces; have been assigned relatively few online formats and works of non-fiction; and prefer to read printed texts, especially when the reading is long and/or complex.

CT 172 The High School Experiences, Interests, and Post-Secondary Expectations of First-Generation College Students: A National Descriptive Study

Governor's Square 16

Paul Gore
Student Success Special Projects Coordinator; Associate Professor

University of Utah

Estimates suggest that approximately 30% of students entering post-secondary education are the first in their family to attend college (Choy, 2001.) Although there is a growing interest in first-generation students, there exist few studies describing these students at a national level. This study will present findings from a nationwide cohort descriptive study of over 1.3 million high school students (39% first-generation). Specifically, we will discuss the high school experiences, post-secondary aspirations, career and academic interests, and academic achievement of first-generation college-bound students.

CI 173 Using First-Year Seminars to Fulfill Core Curriculum Credit

Governor's Square 17

John Lanning
Assistant Vice Chancellor for Undergraduate Experiences

Kenneth Bettenhausen
Associate Professor of Business

University of Colorado, Denver

All University of Colorado, Denver first-year seminar sections are now approved for application to the Core Curriculum. The Core Curriculum is a cross-college, general education program that is independent of the student's major and home college. The presentation will examine the reasons for seeking general education credit for first-year seminars, the special faculty governance approval process for FYS courses, and the pros/cons of using first-year seminars for general education credit.

CR 174 Engaging First-Year Students in Large Lectures: What Works, What doesn't and Why

Director's Row E

Wren Singer
Director, Center for the First-Year Experience

University of Wisconsin-Madison

The large lecture, a cornerstone of the academic experience for many students, is an element of the first-year experience that is ripe for examination and reform. What makes a large lecture effective? How can first-year students be more engaged large lecture courses? This study examines, from the perspective of 35 faculty interviewed at the University of Wisconsin-Madison, the dynamics of a large lecture course. The session will discuss the process, conclusions, implications, and future directions of the interview project.

CI 175 Developing and Assessing a Community College First-Year Experience Program

Director's Row H

David Ross
Director, First-Year Experience

Christine Foster-Cates
Academic Advisor

Raritan Valley Community College

This session will review how the first-year program at Raritan Valley Community College was developed, reviewing the components and initial reactions and impact. The program will review how the program evolved from the college's Title III grant, grant assessment activities and simultaneous institutional assessment. The process of developing the first-year experience components in additional to the assessment of activities using the Council for the Advancement of Standards in Higher Education standards will also be reviewed.

REFRESHMENT BREAK

4:00 pm - 4:15 pm

Plaza Ballroom Foyer

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4:15 pm – 5:15 pm

CI 176 Developing a First-Year Experience Course: Collaboration between Student Affairs and Academic Affairs

Plaza Court 1

Tiffany Cresswell-Yeager
Director of Student Affairs

Barbara Long
Academic Adviser

Penn State University, Lehigh Valley

In 2008, Penn State University charged its colleges and campuses to develop a First-Year Engagement (FYE) Plan that incorporated social and academic initiatives and improved student retention by providing services, mentoring, programming and self-reflection by all first-year students. This presentation will take participants through the initial development of the courses, celebrate the successes, discuss the pitfalls, evaluate the assessments, and leave with a packet of best practices and assignments that can be incorporated into their institutional programs.

CI 177 Creating Change in First-Year Seminars Using Assessment Data

Plaza Court 2

Gail Summer
Dean of Academic Programs and Faculty Development

Ferrum College

Paula Clay
First-Year Experience Director

Lincoln University of Missouri

Kara Craig
Director, Division of Undergraduate Studies

The University of Southern Mississippi

Tom Griggs
Academic Affairs

University of St Thomas-Houston

Do you effectively use your first-year seminar assessment data to create change? Come to this presentation to learn how four institutions used their assessment data to impact their first-year seminars. Topics include transforming a seminar to be academically grounded in content and connected to a revolving theme, the creation of a curriculum committee to guide further improvements, using more active teaching strategies, and moving an informal course to a formal course.

CT 178 Building a Foundation for Information Literacy Through Librarian Partnerships

Plaza Court 3

Sarah Fabian
First-Year Experience Librarian

Eastern Michigan University

Theresa Westbrock
Instruction Coordinator

New Mexico State University

Information literacy is recognized as critical not only in academia, but also in industry and everyday life. The ability to become information literate is a process that requires foundational knowledge of information evaluation that many students lack when they enter college. We will present the steps necessary to create, assess, and maintain relationships between librarians and instructors of first-year students that put students on the path to becoming information literate.

CI 179 Building Blocks of a New Student Orientation Program: Objectives, Partnerships and Innovation

Plaza Court 5

Chris Dziekan
Assistant Director, Leadership Education and New Student Orientation

University of Wisconsin - La Crosse

Building blocks conjure up images of children learning as they play. This image is appropriate to apply to the process that went into designing the University of Wisconsin-La Crosse's (UW-L's) new student orientation (NSO) program. This session is targeted for institutions whose NSO programs are in the beginning to intermediate stages. It will explore 1) creating measureable NSO objectives, 2) how to develop creative institutional partnerships, and 3) using innovation to address transitional needs.

CI 180 Disappearing Act: How to Keep Minority Men from Disappearing from Your Campus During the First Year

Governor's Square 9

Erik Range
Coordinator, Brother to Brother Program

Wayne Jackson
Director, Multicultural Academic and Support Services

University of Central Florida

This workshop will cover the planning and implementation of a program designed to increase retention and graduation rates of at-risk male students in institutions of higher education. Hear the stories of students in the Brother to Brother program and how the program has affected their personal development and overall success at the University of Central Florida. This workshop will also cover some creative programming ideas that will capture the attention of students.

CR 181 Partners in Service and Learning: First-Year & Graduate Students Working Together

Governor's Square 10

Wendy Troxel
Assistant Professor, Department of Educational Administration and Foundations

Illinois State University

This project has paired first-year undergraduate students and master's degree students in collaborative, hands-on activities associated with a community-based weekend of service for the last five years. The research study was undertaken using the five years of data collected from the students involved in the service-learning project about what they learned from participating in the project, as well as an analysis of implications for replication.

CI 182 Organic Beginnings = Success

Governor's Square 11

Shannon McCasland
Assistant Director of Student Life

Phyllis Gosch
Professor and Chair - College Prep Reading

Marti Demarest
Assistant Director of Student Success Center

Aims Community College

Three years ago, when our college president returned from a conference with a new directive to develop a student success course, we hopped into action. Organic beginnings have resulted in the highest enrolled class at Aims. What began as a home-grown textbook and instructor manual is now a custom text with extensive instructor training and resources. In this session, hear from a panel of AAA 101/109 instructors teaching in a variety of formats including one/three credits, online, late start, and learning communities.

CI 183 Peer Involvement Advising: A Strategy for Freshman Engagement

Governor's Square 12

Adam Peck
Dean of Student Affairs

Hollie Smith
Director of Orientation

Molly Russell
President, Traditions Council

Stephen F. Austin State University

The organizational complexities of colleges and universities are often a major deterrent to student involvement. It is hard for students to know everything that is possible on campus or how to engage in the experiences of which they are aware. The present generation also craves personalized experiences customized to meet their needs. This session will discuss the creation of a peer involvement advising structure that connects involved students with students seeking involvement to increase the engagement and retention of students in both conditions.

CT 184 Opening the Toolbox: Tricks, Strategies, and Ploys to Promote Active Classroom Engagement

Governor's Square 14

Brad Garner
Assistant Dean for Teaching and Learning

Indiana Wesleyan University

Teaching is both an art and a craft. Part of the art is selecting the best tool for the moment: when students seen disengaged and distracted, when we want to emphasize a key point of information, and when we just need to infuse the class with enthusiasm and variety. This session will provide participants with a variety of easy-to-use power tools that can engage students, emphasize the most important things to know and remember, and jump start students' enthusiasm for learning.

CR 185 Social Connection Strategies of Academically Underprepared College Students

Governor's Square 15

Cara Ray
Director of Student Life

Gainesville State College

This session will examine how students make meaning of their friendships as well as the academic, social, and emotional benefits students derive from their friendships during their transitions to life at a two-year commuter college. My recent research demonstrates that friendships are crucial to students' academic transitions to college, and that academic situations provide the impetus for the formation of many friendships. The interplay between students' academic and social transitions to college will also be discussed.

CT 186 Improvement, Institutionalization and Assessment of a First-Year Experience Seminar at an HBCU over the Last Ten Years

Governor's Square 16

Dawn Williams
Coordinator, Division of Student Success

Henrietta Harris
Director of the First-Year Experience

Dillard University

The purpose of this session is to explore the effectiveness of the first-year experience program at a historically Black university and its significance in the advancement of students from first to second year of college. This session will also look at the history and evolution of such a program over a ten year period of time. The session will examine the history, development, use of early alert warning, and the evolution of forms to capture such data. The session will also discuss and investigate if a first-year experience program is important at a historically Black university and what were the recommendations for such a program.

(CT) 187 Helping Students Build Online Learning Skills

Governor's Square 17

Joyce Bishop
Online and Basic Skills Coordinator

Coast Community College District - Golden West College

Sarah Lyman Kravits
Co-author, *Keys to Success* series

This session will discuss key questions: What motivates students to learn online? How can faculty continually engage students in their learning process? What are effective ways to encourage student-to-student communication? How can faculty effective draw student into dialogue? What online activities can give students a sense of achievement and progress? What support services do students need to function online most effectively? Student and faculty readiness for online learning is crucial to their success. Model programs will be explored.

(CI) 188 Theatre as an Agent of Change: From Audience to Action

Director's Row E

Monica Michell
Senior Lecturer, Department of Theatre and Dance

Texas State University-San Marcos

In a bold new approach to the challenge of actively engaging first-year students in critical thinking, community-building, and self-reflection, the University Seminar Program at Texas State University-San Marcos staged an original play for all 3600 incoming first-year students. After seeing the play, the students discussed the play in class and participated in talkbacks with the playwright. Texas State's success with this dynamic innovation suggests that harnessing the power of theatre has compelling possibilities for first-year experience programs.

(CI) 189 Telling vs. Showing: The Evolution from a Welcome-to-College to a Thematic University Seminar

Director's Row H

Jennifer McCluskey
Associate Vice President for Academic Affairs;
Director, Center for FYE and Advising

Maryville University

Does your university seminar course allow autonomy for faculty? Are students excited about the university seminar course offerings? Two years ago, we decided to stop answering 'no' to these questions and reshape the entire program. The presenter will share the evolution of this course, the ways in which the course builds community for both first-year students and instructors through innovative class themes and practices, and examine the ways in which we use the course as a springboard to a comprehensive first-year experience program.

4:15 pm – 5:30 pm

(R) 190 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

**Note this is a 75-minute session.*

Plaza Court 4

Mary Stuart Hunter
Assistant Vice Provost and Executive Director

John Gardner
Senior Fellow

Betsy Barefoot
Fellow

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

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

5:30 pm – 6:30 pm
FOCUSED DIALOGUES

(FD) 191 Risk Taking: Advocating for Students

Plaza Court 1

Sally Roden
Associate Provost
Dean of Undergraduate Studies

University of Central Arkansas

Timothy L. Walter
Dean of Academic and Student Services

Oakland Community College

This focused dialogue will focus on strategies for establishing initiatives for effective change in departments, colleges, or universities. These initiatives will be discussed in the context of how advocates can effectively work with these systems in a collaborative effort to benefit students, faculty, and staff.

(FD) 192 Retention! Retention! Retention! Where are we?

Plaza Court 2

Naoma Clark
Director, Academic Support Center

SusAnn Key
Instructor, Advisor, Coordinator
Supplemental Instruction

Pamela Moss
Instructor, Advisor, Coordinator
Academic Referrals

Midwestern State University

Would you like to learn how other institutions are working to meet increasing demands to provide programs that facilitate college readiness and student success? This focused dialogue will encourage conversation about multi-dimensional initiatives and interventions to address the diverse needs of at-risk student populations. Please join us for a big picture look and discussion.

FD 193 Civic Engagement in the First-Year Experience

Plaza Court 3

Jimmie Gahagan
Assistant Vice Provost for Student Engagement
University of South Carolina

A fundamental purpose of higher education should be to prepare students to become responsible citizens. Join us for this focused dialogue as we seek to define terms and discuss ways to promote civic engagement and responsible citizenship as a part of the first-year experience.

FD 194 Emotional Intelligence and the First-Year Experience

Plaza Court 4

Steve Fishman
Director, Student Success

Lisa Decandia
Program Coordinator, Counseling and Disability Services
Seneca College

Emotional Intelligence (EI) is a learned ability to understand, use, and express human emotions in healthy and productive ways. Emotional and social competencies such as forming new relationships, learning new study habits, adjusting to increased academic demands, and learning to live with increased independence are important factors in the successful transition to college. This focused dialogue is an opportunity for participants to identify EI skills critical for successfully navigating the first-year experience and discuss practical and effective strategies and applications that promote the development and enhancement of EI skills.

FD 195 It Takes a Campus: Developing Collaborations across Student and Academic Affairs

Plaza Court 5

Dorothy Ward
Director
Entering Student Program

Joanne Kropp
Assistant Director for Academics
Entering Student Program
University of Texas at El Paso

Stated simply, collaborations between student and academic affairs benefit all involved. Such partnerships help address the needs of the whole student, improve institutional programs, and promote effective use of personnel and resources. This focused dialogue session will engage the audience in a discussion about the rationale and opportunities for developing effective collaborations across student and academic affairs. Discussion topics will also include obstacles preventing and recommendations for creating effective bridges that support student success. Participants will be asked to share best practices from their campuses.

FD 196 First-Year Experience Programs in Community Colleges

Governor's Square 9

Sarah Oglesby
First-Year Experience Coordinator
Community College of Denver

Join us in discussing the complexities of planning first-year experience (FYE) programs in a community college environment. We will look at components such as orientations, FYE courses, common reading programs, and FYE events such as resource fairs, guest speakers, and workshops. Be ready to share how you have overcome challenges, developed creative solutions to complex issues, and to share ideas you wish someone else would try first so you can see how they would work! We will also look at common ideas for learning outcomes, institutional goals, and tools for assessment.

FD 197 Learning Outcomes

Governor's Square 10

Rebecca Campbell
Director, Academic Transition Programs
Associate Professor, Educational Psychology

Erin Grisham
Director, Education Support Services
Northern Arizona University

As university budgets have shrunk, program responsibility and accountability has expanded. The use of student learning outcomes (SLO's) to foster accountability has become common practice in higher education. This focused dialogue will address the theory and practice of incorporating SLO's into your programs. Specifically, we'll dialogue what SLO's are (and what they aren't), who needs them, how to develop them, how to vet them and how they relate to program assessment. The dialogue will also focus on how SLO's can be used as tools to facilitate and support FYE programming.

FD 198 The Convergence of Information Literacy and the First-Year Experience

Governor's Square 11

Debbie Malone
Library Director
DeSales University

Both the first-year experience and the information literacy instruction movements have developed and expanded in the last two decades. The convergence of these two movements is relatively young, and the relationship is under development. This dialogue will attempt to explore both the possible pitfalls and the promising new paths librarians and educators across disciplines can develop towards our common goal of long term success for our first-year students.

The library literature makes clear that librarian collaboration with faculty members in the design of research assignments and in the teaching of research skills can improve the quality of student papers and presentations. How can these collaborative efforts be expanded and improved?

FD 199 The Challenges and Opportunities of Outdoor/Adventure-based Orientation Programs

Governor's Square 14

Rob Ribbe
Director

HoneyRock-- Wheaton College, Northwoods Campus

Research Associate, National Resource Center for The First-Year Experience and Students in Transition

University of South Carolina

Are you starting or trying to grow an outdoor orientation program? Do you need help with the challenges of running the program at your school? Are you looking for program models and ideas? This discussion will address the needs, challenges and questions you bring to the group. Come whether you have a little experience or a lot with OOPs!

FD 200 Supporting Veteran Success in Education

Governor's Square 15

Emily Edwards
First-Year Seminar Director; Academic Advisor, University Studies

Glenn Puffer
Associate Dean of Students

Montana State University

With the implementation of the Post 9/11 GI Bill and initiatives such as the "Yellow Ribbon Program," the number of veterans enrolling at colleges and universities is on the rise. This dialogue session will identify and share strategies for addressing common barriers that veterans face as they transition to college.

FD 201 Summer Bridge Programs: What works?

Governor's Square 16

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.

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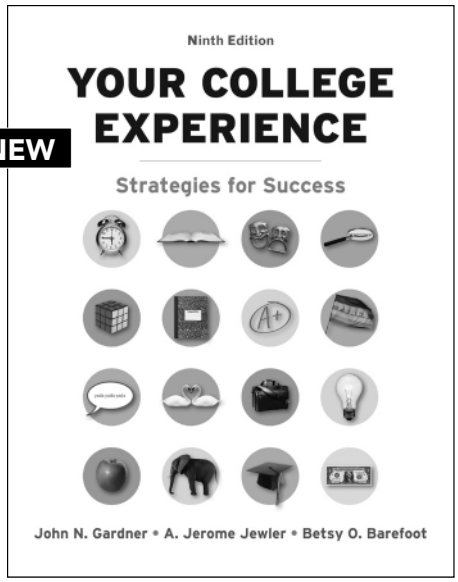

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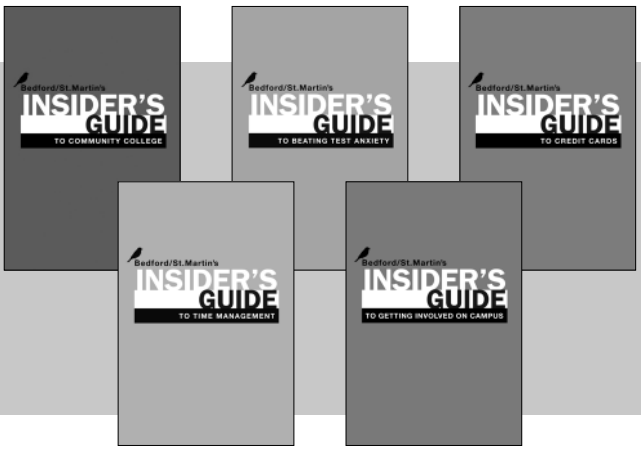

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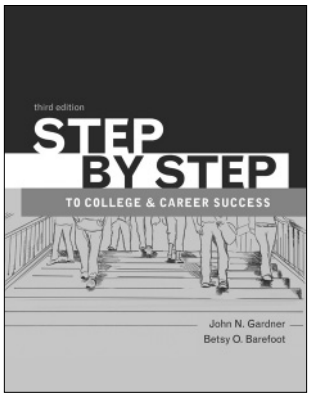

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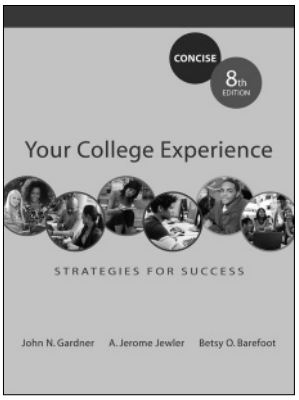

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7:00 am - 8:00 am
Plaza Ballroom Foyer

CONFERENCE REGISTRATION
7:30 am - 12:00 noon
Registration Desk

CYBERCAFÉ
7:30 am - 10:00 am
Plaza Court 7

BOOKSTORE
7:30 am - 10:00 am
Plaza Court 8

8:00 am – 9:00 am

CT 202 Creating a Total Package: The First-Year Experience at Indiana University Purdue University Fort Wayne

Plaza Court 1

Gregory Anderson
Associate Director of the First-Year Experience

Bruce Busby
Associate Vice Chancellor for Academic Success

Indiana University Purdue University Fort Wayne

The First-Year Experience (FYE) office at Indiana University Purdue University Fort Wayne is six years old. At its beginning, the primary responsibilities were creating learning communities. Because of the program's success and increased campus buy-in, campus leaders made the first year of college of utmost importance. This presentation shares how new visions and responsibilities have created a more complete program that emphasizes the care and success of first year students as they start their road to graduation.

CT 203 Publishing on the College Student Experience

Plaza Court 2

Tracy L. Skipper
Assistant Director for Publications, 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

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.

CR 204 How Deaf Students' Personal Factors Influence Their First-Year Experience and Beyond: Data on Three Cohorts 2007, 2008, 2009

Plaza Court 3

Mary Karol Matchett
Chair of Career Exploration Studies

John A. Albertini
Professor and Department Chair for Research and Teacher Education

Ronald R. Kelly
Professor, Department of Research and Teacher Education

National Technical Institute for the Deaf (NTID), Rochester Institute of Technology

This study examines deaf students' personal factors (attitudes, nonverbal reasoning skills, study skills, time management, etc.) that influence their first-year experience at NTID, a college of the Rochester Institute of Technology (RIT). NTID enrolls 1,200 deaf students annually — approximately 60% in two-year degree programs and 40% in four-year baccalaureate degree programs in other RIT colleges. Findings from three cohorts (2007, 2008, 2009) of entering deaf students will be presented and implications discussed for the first-year experience.

(R) 205 Effective Practices for Integrating Common Reading Programs into the First-Year Seminar: Institutional and Author Perspectives

Plaza Court 4

Steven Girardot
Director, Office of Success Programs

Georgia Institute of Technology

Rebecca Campbell
Director of Academic Transition Programs in Undergraduate Studies, Associate Professor of Educational Psychology

Northern Arizona University

Warren St. John
Author

Outcasts United

Common reading programs may be more effective and have a greater impact on new students when integrated into a first-year seminar course. In this session, participants who work with first-year seminars or common reading programs will discuss challenges and share practical ideas for how these two programs can be integrated. In addition, the author of a common reading selection will discuss how authors can play an important role in the success of these programs.

(R) 206 Timing is Everything: Librarians and Faculty Connect to Create Effective First-Year Library Instruction

Plaza Court 5

Melisandre Hilliker
Information Literacy and Outreach Librarian

Shannon Spencer
Reference and Serials Librarian

University of Tampa

In this session, we will discuss the timing and content of library instruction for first-year student English classes. When students come to a library instruction with topics to research, they better understand how the information they find will become the basis for their research papers. Students then learn to evaluate their resources with critical thinking, as they narrow and focus their subjects, fine-tune their thesis statements, and create their outlines from the information they have gathered.

(CI) 207 The House is on Fire: An Effective Early Alert Program to Increase Retention

Governor's Square 9

Lowell Davis
Assistant Dean of Students; Assistant to the Vice Provost

Catherine Sale
Graduate Assistant

The University of Alabama

This session will highlight an early alert program that ultimately affects student academic achievement and retention-based solutions on one of the following interventions: counseling, tutoring, counseling and tutoring, or parent support. A majority of these students are first-year, credit-seeking students. Methods of contact were either e-mail, followed by a letter, and then a telephone call. Parents have the ability to submit an early alert for their student based on their knowledge of the student's academic and or social progress.

(CI) 208 The Third Time Really IS a Charm

Governor's Square 10

Phyllis Gosch
Professor and Chair of College Prep Reading

Shannon McCasland
Assistant Director of Student Life

Marti Demarest
Assistant Director of Student Success Center

Aims Community College

Since the early 90's, Aims Community College has been working through the many hoops and hurdles of offering a student success class. Offered in many variations with many starts and stops, the class was not a systemic part of the college until very recently. Now the highest enrolled class at Aims and boasting 25% higher retention rates for students who complete the course, the third time has been the charm.

(CI) 209 Student Leaders: How They Impact and Engage in First-Year Initiatives

Governor's Square 11

Brenda Amenson-Hill
Interim Dean of Students

Denise Bartell
Associate Professor of Human Development and Psychology

University of Wisconsin-Green Bay

In this session, we will discuss how to design and coordinate a student ambassador and peer mentor program to maximize achievement of first-year initiatives and first-year seminar objectives. This session will focus on how the student ambassadors and peer mentors contribute to several curricular and co-curricular first-year goals and learning outcomes at the University of Wisconsin-Green Bay. We will share some of the survey results (including NSSE data) related to the student leader's impact on survey questions included on program evaluations and first-year surveys collected annually at UW-Green Bay. We will also describe the results of an empirical assessment that compares student achievement of first-year seminar objectives in classes with and without peer mentors. Finally, we will share some of the qualitative data that we collected about what the student leaders learned by being involved in first-year initiatives.

(CI) 210 Who's Driving Your Car?

Governor's Square 12

Tonya Strickland
Chair, Division of Learning Support

Bainbridge College

Our students (mostly first-generation) begin classes with little understanding of collegiate demands and often blame someone else for problems that interfere with their academic success. "Who's driving your car?" is just one of the phrases from our new Foundations for Success class that now echo across campus as students challenge themselves and one another to accept responsibility for their choices and lives. We'll also discuss the development of an effective online section of our class.

CR 211 Predictors of Thriving Among First-Year Students of Color

Governor's Square 14

Andrea Kitomary
Doctoral Student, Ph.D. Program in Higher Education

Laurie Schreiner
Professor and Chair Doctoral Programs in Higher Education

Azusa Pacific University

Troy Seppelt
Assistant Director Residential Life

Gustavus Adolphus College

Given the cost of attending college, it is no longer enough for students to merely survive their first year. Our goal as educators is for students to thrive academically, emotionally, and relationally. This presentation will focus on the aspects of college that enable first-year students of color to thrive, with an emphasis on the campus experiences that affect thriving differently across racial groups and how this information can be useful in the advising process.

CT 212 Positive Student Development Theory: A New Approach to Helping First-Year Students Experience Success

Governor's Square 15

Eileen Hulme
Executive Director, Noel Strengths Academy

Azusa Pacific University

Karin Klinger
Creative Director

The Commons Educational Design Group

Positive student development theory provides an alternative framework for the conceptualization of first-year programs by introducing the strengths of character that lead to student success. This session will introduce five strengths (hope, zest, curiosity, self-regulation, and gratitude) and discuss their relationship to academic success and retention. Practical suggestions on how to assess and develop these strengths through first-year experience programming will be reviewed.

CI 213 "But, I Didn't Know I was Plagiarizing!" Teaching Students about Ethical Information Use

Governor's Square 16

Gretchen Trkay
Instruction and Information Literacy Librarian

Evelyn Barker
Information Literacy Librarian

University of Texas Arlington

University of Texas Arlington library takes an active approach to teaching our first-year population about the ethical use of information. This session will focus on how we, in collaboration with the Office of Student Conduct and the First-Year English Program, use both an online tutorial and an active learning curriculum to teach students about avoiding plagiarism and citing sources. We will also provide assessment data that demonstrates the success of our approach.

CI 214 Creating Access through Inclusion: Addressing the Needs of our Increasingly Diverse Campuses

Governor's Square 17

Michele Campagna
Director of New Student Experience

Montclair State University

This session will discuss the importance of infusing diversity into transition and persistence initiatives. The session will review why it is critical to student learning and retention that transition programs acknowledge all forms of student diversity to truly support persistence. The session will also review how New Student Experience at Montclair State University has made diversity a priority as it designs and implements programs and collaborates with campus partners to foster an inclusive campus environment.

CI 215 Simply Serving: Incorporating Civic Engagement into a First-Year Experience

Director's Row E

Michele Lee Kozimor-King
Associate Professor of Sociology

Nancy Valkenburg
Director of Civic Engagement

Ariana Krayo
Undergraduate Student

Elizabethtown College

For the past three years, service-learning has been an integral component of the Simple Living first-year seminar and living-learning community at Elizabethtown College. Designed to introduce first-year students to the central commitment of the college (educate for service), assessment results suggest that the service component of the class taught more than the college motto. This session will examine the process of successfully incorporating service-learning into a first-year seminar curriculum from planning to implementation. The presenters will share testimonials, reflections, resources, and advice for adding civic engagement into the first-year experience.

CI 216 First-Year Outcome Initiative: A Focus on Critical Thinking Performance and Perception Data

Director's Row H

Leslie Rach
Assessment Coordinator, General Studies

Amy Stevens
Associate Professor, General Studies

Kathy Wood
Professor, English Department

Gallaudet University

We set out to assess our Freshman Foundations Program (a part of our General Studies Program), which was designed in part to develop the critical thinking and bilingual skills of our students. We collected both direct and indirect measures of student critical thinking and the data showed students were not making appropriate gains, and they didn't see the emphasis on critical thinking we claimed to be addressing. The reframing of engagement data from nationwide instruments (the NSSE and EBI FYI) in specific courses in our data-driven program assessment loop, has helped us become more learning-centered, and has enabled a look at critical thinking using multiple measures. This presentation will include a brief overview of the tools and strategies in our first-year program assessment loop and the curricular changes that have resulted from the data analysis. We will involve participants in an examination of their program assessment loops and how to overcome barriers to having the necessary agility, even in routinized cycles.

Monograph #46

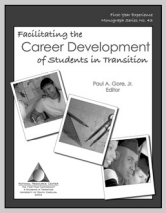
Academic Advising: New Insights for Teaching and Learning in the First Year

Mary Stuart Hunter, Betsy McCalla-Wriggins, & Eric R. White, Editors

A joint publication with the National Academic Advising Association

This new monograph challenges readers to embrace the tremendous potential that academic advising has for educating today's college students and adds significantly to the ongoing conversation of advising as teaching. *(2007). 250 pages.* ISBN 978-1-889-27155-2. **$40**

Academic Advising & Career Development RESOURCES



Monograph #43

Facilitating the Career Development of Students in Transition

Paul A. Gore, Jr., Editor

This monograph focuses on the theoretical underpinnings of career development and the unique needs of different student populations such as underrepresented students, first-generation college students, community college students, and undecided students. *(2005). 230 pages.* ISBN 1-889271-49-7. **$35**

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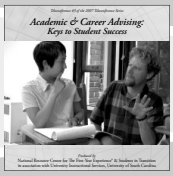
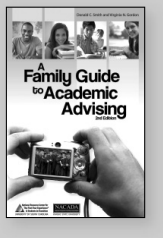


A Family Guide to Academic Advising (2nd edition)

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. Bulk pricing available.



Guía de consejería académica para la familia

(*2008*). *36 pages.* ISBN 978-1-889-27163-7. **$3** each. Bulk pricing available.

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9:15 am – 10:15 am

CI 217 How a Summer Bridge Program Can Increase Your Retention Rates for At-Risk Students

Plaza Court 1

Wayne Jackson
Director, Multicultural Academic and Support Services

Erik Range
Coordinator, SOAR Program

University of Central Florida

This workshop will explain how the Seizing Opportunities for Achievement and Retention Program (SOAR) has been so successful in retaining multicultural and first-generation, at-risk students. The presenters will talk about the components of the program and how they are able to maintain a more than 96% summer to fall retention rate over the past five years.

CR 218 Third-Culture Students: An Exploratory Study of Transition in the First Year of College

Plaza Court 2

Dottie Weigel
Doctoral Student, Educational Leadership and Policy Studies

University of South Carolina

The presenter will offer preliminary findings from an exploratory study of third-culture students' transition experiences during the first year of college. Third culture students are defined as students who spent developmental years abroad due to their parents' professions: missionaries, international business, military personnel, diplomatic corps. American colleges and universities are experiencing greater diversity among their populations of incoming students, and third-culture students are among this growing variability. The qualitative findings of this study will address possible differences and/or similarities that exist between the subpopulations of third-culture students.

CI 219 Reinventing the First-Year Seminar: A Community College Case Study

Plaza Court 3

Lori Catallozzi
Director of Learning Communities

Monica Poole
Instructor of History, Philosophy, and Learning Communities

Amanda Teker
Success Coach Advisor

Jaclyn Cascio
Assistant Director of Learning Communities

Bunker Hill Community College

This session examines the development, implementation, and institutionalization of an innovative first-year seminar at Bunker Hill Community College that has increased student engagement, retention, and achievement. Seminar sections consider topics ranging from career opportunities in business to exploring Boston neighborhoods. Core learning outcomes, including: goal setting and problem solving, career planning, critical thinking, communication skills, diversity, and community engagement are taught within the context of academic inquiry and informed by the pedagogy and practice of learning communities.

R 220 How do First-Year Assessment Results Tell Us What We need to do to Improve Sophomore Retention?

Plaza Court 4

Trish Cendana
Director of Residential Education

Timothy Pearson
Resident Faculty Leader

Alicia Moore
Assistant Director

West Virginia University

This session will allow participants the opportunity to discuss and collaborate with other student affairs professionals how they utilize first-year program assessment results, such as the assessment results from a first-year seminar course and assessment results from residence hall programs, to improve not only the first-year student experience, but the sophomore year experience as well.

R 221 First Year Success in the City: Unique Challenges and Best Practices for Effective Student Engagement on Urban Commuter Campuses

Plaza Court 5

Cynthia Baron
Assistant Director, First-Year Success Program

Alison Amoe
Learning Support Specialist

Jacqueline McLeod
Associate Professor of History and African American Studies, FYS Faculty Coordinator

Metropolitan State College of Denver

This discussion will revolve around the unique challenges and obstacles experienced by urban commuter students. By strategically creating a collaborative network of faculty and staff, first- year programs are able to establish and build an environment that creates a seamless learning experience for students navigating their first year. An articulation of best practices and successful strategies for first-year student engagement and success on urban commuter campuses will be the focus of this discussion.

CI 222 Educating First-Year Students about Healthy Romantic Relationships: The WiRE (Wisconsin Relationship Education) Project

Governor's Square 9

Denise Bartell
Associate Professor of Human Development and Psychology

The University of Wisconsin - Green Bay

In this presentation, we will (1) provide an overview of recent research on the influence of college students' romantic relationships on their academic success, (2) discuss the foundational elements for healthy romantic relationships among college students, as well as overview the most common relational problems students encounter, (3) introduce the WiRE website for the audience, and (4) discuss ways in which the audience can use this information in their own work with college students.

CI 223 Community-Building Excursions

Governor's Square 12

Lora Doleh
Coordinator, New Student & Parent Programs

Case Western Reserve University

At Case Western Reserve University, our students may elect to arrive on campus one week before classes to participate in three-day, fee-based, pre-Welcome Days excursions—Case Ventures! Ranging from white-water rafting and rugged camping trips to community service projects and exploring the city, these students are given students the opportunity to expand their interests while meeting new classmates.

CI 224 Feeding Hungry Caterpillars: Transformative Learning for At-Risk First-Year Students

Governor's Square 14

SusAnn Key
Coordinator of Supplemental Instruction; Instructor; Academic Advisor

Pamela Moss
Coordinator of Academic Referrals; Instructor; Academic Advisor

Naoma Clark
Director, Academic Support Center

Midwestern State University

Many students are like hungry caterpillars, eager to gobble up their first year of college. College Connections, a required 3- hour credit course for students conditionally admitted to Midwestern State University, creates the environment for students to gain self-knowledge, teambuilding skills, study strategies, and engage in the academic community. Participants will be provided a dynamic and successful approach, syllabi, worksheets, and a review of the three-year ongoing assessment.

CI 225 My Sky Cafe: Taking a Strengths-Approach to the First Year to a Deeper Level

Governor's Square 15

Eileen Hulme
Executive Director, Noel Strengths Academy

Shawna Lafreiner
Strategic Coordinator

Azusa Pacific University

Toby Tull
Director of Technology

The Commons Educational Design Group

Over one hundred universities utilize a strengths-approach to the first-year experience. By identifying a student's strengths, FYE programs have engendered an increase in students' self-efficacy and sense of academic control. Recent research has indicated that the most effective strengths programs move students from strengths identification to development. This interactive program will review the latest strengths-oriented research and introduce My Sky Café, an innovative e-learning program designed to develop a student's individual strengths.

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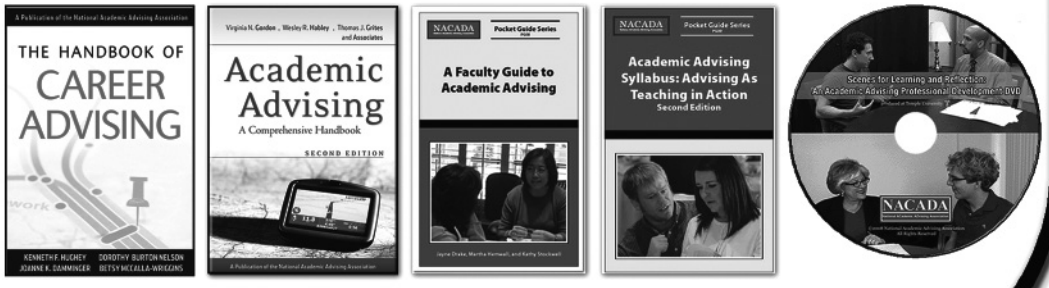

For more information about NACADA events, publications, & services, visit Booth #208.

CI 226 The Five-Year Journey to Success: A Comprehensive First-Year Experience

Governor's Square 16

Mary Elizabeth Sewell
Coordinator of First-Year Experience

Barbara Michaelides
Director of Retention

University of Louisiana at Monroe

In five years, the University of Louisiana at Monroe has undergone significant changes designed to foster student success through increased retention and persistence rates. In this session, presenters will explore how the development of a first-year experience program as part of the Student Success Center has resulted in an increase in first-time, full-time retention and persistence rates. The session will invite discussion of direction for the future.

CI 227 On-Line Peer Mentoring: Keeping Students Connected from Orientation through the First Semester

Governor's Square 17

Stephanie Osborne
Assistant Director, Orientation Services

Matthew Wade
Program Coordinator, Office of Orientation Services

Indiana University - Purdue University Indianapolis

Katie Partin
Program Coordinator, First-Year Initiatives

University of Louisville

Do you want to keep students connected from orientation through the first semester? At the University of Louisville and Indiana University-Purdue University Indianapolis, peer mentors use online platforms and social networking sites to engage incoming students and help them transition to college. In this session, presenters will share how two programs were developed, implemented, and assessed, including sharing the modules that guide our mentors.

CR 228 Understanding the Role of Group Cohesiveness and Shared Humor in Aiding Students' Transition to College

Director's Row E

Emily Langan
Assistant Professor of Communication

Rob Ribbe
Director of HoneyRock

Wheaton College

The transition from childhood to young adult with its autonomy and responsibilities is initiated for many by leaving home and starting college. This stage presents the challenge of navigating a novel setting and facing social and academic experiences, often without the support of established relationships. This isolation may be combated by a sense of group connectedness and shared identity. Research findings will be presented based on a four-year study of small group, adventure-based transition program.

CT 229 Under the Influence . . . of Stress

Director's Row H

Corey Ciocchetti
Assistant Professor of Business Ethics and Legal Studies

University of Denver

Life is stressful! Campus professionals worry about their students as well as the stress in their own lives - i.e., the economy, budgets, time, character and work relationships. First year students enter a very stressful time in their lives away from their families and friends. This discussion deals with stress and its physical and mental manifestations. A stress test is given and followed with twenty meaningful ways to de-stress from your distress.

REFRESHMENT BREAK

10:15 am - 10:30 am

Plaza Ballroom Foyer

10:30 am – 11:30 am

CT 230 Sound Practices: Performing Composition and Literature

Plaza Court 1

Joyce Mosher
English Communications Faculty

Colorado Mountain College

In this session, the presenter will review current research which underscores the need to place aural and oral materials and methods at the center of college reading and writing. Ways for students to practice comprehending and producing multi-genre texts that they encounter in school and in their lives will be described. The presenter will also discuss successful learning activities and formative assessments that enlist a performance model, whereby students build emotional and intellectual bridges between their life experiences and academic material.

CR 231 Transitioning from Dual Enrollment to the First-Year

Plaza Court 2

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

University of South Carolina

This session will share findings from the presenter's Master's thesis, Perceptions and Expectations: A Qualitative Investigation into Early College High Schools. Research identifies the self-identified perceptions of college readiness in the following areas: academic/subject matter preparedness, key cognitive factors, academic behaviors, and college knowledge. The research findings will serve as a foundation to discuss students enrolled in dual enrollment programs and their transitional needs as they prepare to enter their own unique first year of college.

CR 232 Using Assessment to Improve Programs, Accentuate Strengths, Dispel Myths, and Engage Critics

Plaza Court 4

Alan Whitcomb
First-Year Seminar Coordinator
Mount Ida College

In the fall semester of 2008, Mount Ida College initiated a systematic assessment of their first-year seminar which included an examination of instructor teaching performance and grading practices, student study behaviors, student satisfaction with the seminar, seminar rigor, and the achievement of learning outcomes. The assessment findings have been instrumental in identifying seminar strengths and shortcomings, making seminar improvements, dispelling some common seminar misperceptions, and illustrating the merits of an effective assessment process.

R 233 Identifying and Supporting Leadership Potential in First-Year Students

Plaza Court 5

Mary Miller
Community Director

David Ruda
Community Director

Ashley Venneman
Student Activities Coordinator
The George Washington University

This roundtable will focus on identifying and assisting in the development of successful first-year student leaders. Keeping in mind the variety of leadership opportunities first-year students may have experienced previously, participants can share what opportunities their institutions offer, how to identify promising candidates, and lastly how to support first-year student leaders as they transitions from their first year to second year.

CT 234 Uncorking the Bottleneck: A Campus-wide Approach to First-Year Success in Mathematics

Governor's Square 9

Carolyn Hamilton
Chair, Department of Mathematics

Kathryn Van Wagoner
Director, Math Tutorial Services

Brad Roundy
Student
Utah Valley University

Student success in mathematics is a complex problem that requires a complex solution. This session summarizes the multi-faceted approach used by Utah Valley University (UVU) to affect a campus-wide mathematics transformation as academic departments, advisors, and administrators collaborated for first-year student success. Math orientation, refresher workshops, structured learning assistance, math peer mentors, advisor breakfasts, expanded delivery methods, and enforced prerequisites were successfully implemented at UVU and can be adapted to any institution.

CT 235 Orient Your Students to Their Major

Governor's Square 10

Jennifer Clark
Director of Student Services
The University of North Carolina at Greensboro (UNCG)

Campus-wide orientation courses have become a significant instrument used for both recruitment and retention purposes in a time where increasing pressures to recruit, retain, and graduate students in a timely manner continue to rise. Join us for an exploration of the first-year orientation course offered at UNCG, and how various academic units have customized it to better serve and target student populations within their own departments.

CI 236 Promoting Student Engagement through Sustainability Initiatives

Governor's Square 12

Kimberly Dressler
Coordinator for Engaged Living

Lorna Fink
Undergraduate Student, Engaged Living Assistant
Furman University

Sustainability has become a hot topic in the field of higher education in the last decade, with many schools trying to reduce their carbon footprint and educate their campus constituents on the issue. This session will examine how one institution's goal of educating about sustainability can engage with students through curricular and co-curricular means as viewed through the lens of a small liberal arts university.

CR 237 Incoming First-Year Students with Learning Disabilities: The Academic Challenge

Governor's Square 14

Jim Cole
Project Manager

Malika Tukibayeva
Project Associate
Indiana University Bloomington

Every year thousands of new first-year students with cognitive, mental, emotional, or learning impairments enroll on our college campuses. Unlike their peers, these students often face additional challenges that can impede their academic success. This research presentation will describe the academic experiences of students with cognitive, mental, emotional, or learning impairments in high school and their subsequent transition as a first-year college student.

(CT) 238 From Deposit to December: An Approach to the First-Year Experience through the Use of a Peer Mentor Program Across Five Initiatives

Governor's Square 16

Sarah Whitley
Director, First-Year Experience

Longwood University

Recent restructuring of the Office of First-Year Experience and peer mentor program at Longwood University has provided a unique co-curricular experience for new students through the continuous use of a student peer leader team during five linked first-year experience initiatives. These programs include orientation and registration, the 1839 Experience, New Lancer Days, the first-year reading experience and Longwood Seminar. This has established university wide investment in the first-year experience and extensive collaboration across disciplines and divisions while aiding in student persistence.

(CI) 239 Partnering Academic and Student Affairs to Support Students in a Scholarship-Funded, Two-Year Learning Community

Governor's Square 17

June Griffin
Faculty Coordinator of the William H. Thompson Scholars Learning Community

Rita Kean
Dean of Undergraduate Studies; Professor of Textiles, Clothing, and Design

Demoine Adams
Academic Coordinator for the William H. Thompson Learning Community

AnnMarie Williams
Academic Learning Communities Coordinator

University of Nebraska-Lincoln

This panel will describe the approaches taken to partner academic affairs with student affairs in the creation of a new, two-year learning community for recipients of a scholarship from a donor outside of the University. All of the students are Pell-eligible and more than half are first-generation college students. At over 300 students, this learning community is larger than most and consists of students from all of the eight undergraduate colleges at the University.

(CT) 240 Inspiring Integrity: Chasing An Authentic Life

Director's Row E

Corey Ciocchetti
Assistant Professor of Business Ethics and Legal Studies

University of Denver

Are you more of a doormat or more of a jerk? Are you too blunt and hurt people's feelings or do you tell white lies and have to wiggle your way out? Are you an impatient person or more of a pushover? This inspiring discussion encourages campus professionals to orient their moral compasses towards an integrity-filled life – i.e., chasing important things such as a solid character, strong personal relationships and a sense of contentment. This path to authentic success is contrasted to the worldly successes that people often seek such as excessive wealth, popularity and prestige. Audience members leave with a better sense of how to develop character, hone virtues, set priorities, and gain a big-picture perspective. They are encouraged to listen, laugh, and think a little more each and every day. Most importantly, they are motivated to inspire integrity!

CR 241 Information Literacy and First-Year Students: Evaluating Knowledge, Needs, and Instruction

Director's Row H

Lynda Duke
Associate Professor, Academic Outreach Librarian

Andrew Asher
Resident Anthropologist

Illinois Wesleyan University

In fall 2009, 75% of Illinois Wesleyan University's first-year students participated in a study designed to evaluate their information literacy skills and instructional needs. Specifically, this study examined the obstacles students face while working on research assignments, the effects of library instruction sessions in first-year courses on students' research and information literacy proficiency, and the ways libraries can better address students' information literacy needs. This presentation discusses the study's methodology, findings, and curriculum recommendations.

CLOSING TOWN MEETING

11:45 am - 12:15 pm

Plaza Ballroom A

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.

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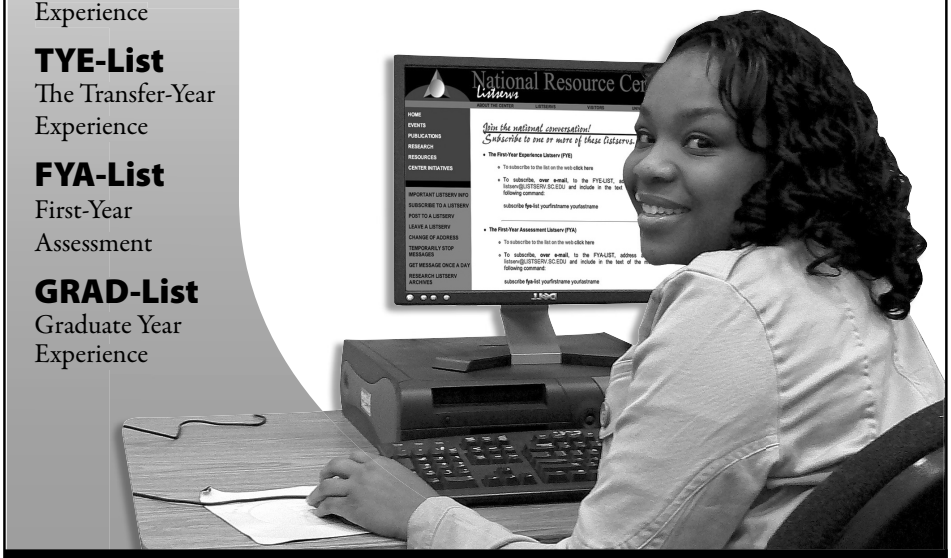

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The National Resource Center for The First-Year Experience and Students in Transition would like to thank the following members from our co-hosting institutions, advisory board, and colleagues in our network for serving as proposal reviewers:

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2009-10 Paul P. Fidler Research Grant Recipient [Rachel Smith]

Rachel Smith, doctoral candidate at Syracuse University, has been selected as the 2009-10 recipient of the Paul P. Fidler Research Grant for her study entitled, *Connected in Learning: A Mixed Methods Study of First-Year Students' Academic and Social Networks*.

The **Paul P. Fidler Research Grant** is designed to encourage the development and dissemination of knowledge that has the potential to make a national impact and improve the experiences of college students in transition. The grant is named in memory of Dr. Paul P. Fidler, a faculty member at the University of South Carolina, whose pioneering research on student learning and success had a vital impact on work being done to promote the success of all students in transition.

Comprehensive Award Package

The Paul P. Fidler Research Grant award includes a cash stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication. Specifically, the grant's comprehensive award package includes:

- Stipend of $5,000, payable either directly to individual researchers or through the researcher(s)' institution(s). The Center will not pay institutional overhead or indirect costs.
- Travel to the 17th National Conference on Students in Transition, November 2010, in Houston, Texas, at which the award will be presented at the conference luncheon
- Travel to the 18th National Conference on Students in Transition, November 2011, at which the research findings will be reported
- Announcement on the National Resource Center web page, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Eligibility

The Paul P. Fidler Research Grant competition is open to faculty, staff, and graduate students who plan to conduct research on issues of college student transitions. The following individuals are not eligible for the Paul P. Fidler Research Grant and may not be included as part of proposed research teams: National Resource Center staff and fellows; current members of the Center's National Advisory Board; and students, staff, and faculty of the University of South Carolina system.

Past Recipients

2008-09 Award – Maryellen Mills
Student Sucess Course Participation and Engagement among Part-time and Full-time Community College Students

2007-08 Award – Eunyoung Kim
Acculturation Experiences and College Transitions of Minority Immigrant Students

2006-07 Award – Barbara Hofer
The Electronic Tether: Parental Regulation, Self-Regulation, and the Role of Technology in College Transitions

2005-06 Award – Christine and Michael Kirk-Kuwaye
Engagement Patterns of Lateral and Vertical Transfer Students During Their First Semester at a Public Research University

Application Procedures

The application and proposal will be available for download at **www.sc.edu/fye** by April 1, 2010. Completed applications must be received by 11:59 pm EST, July 1, 2010. E-mail: **NRCrsrch@mailbox.sc.edu**

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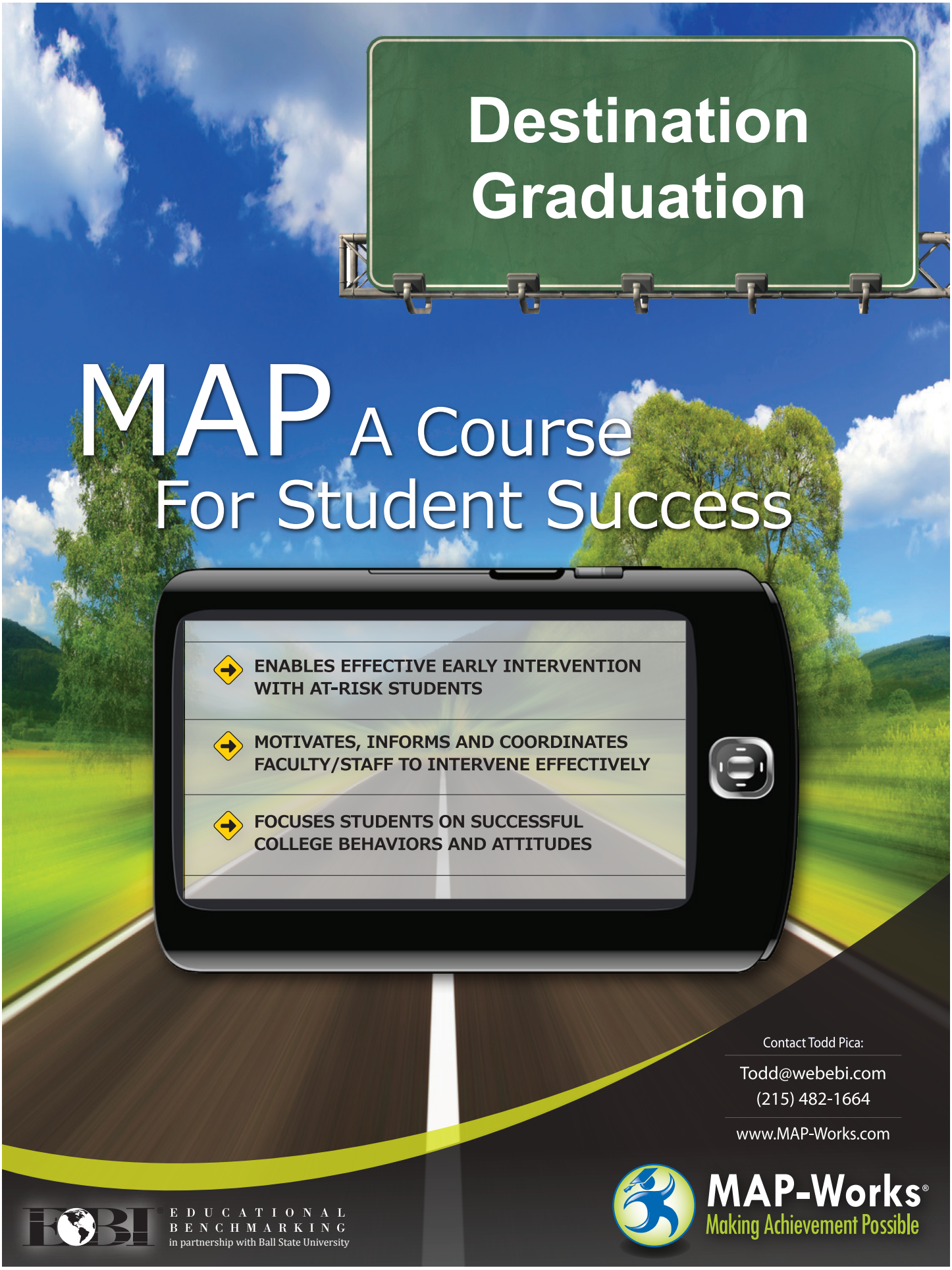
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