

February 4-8, 2011 | Atlanta, Georgia

PROGRAM

30th

Annual Conference on The First-Year Experience®

SUPPORTING, ADVANCING, IMPROVING – OUR MISSION REMAINS



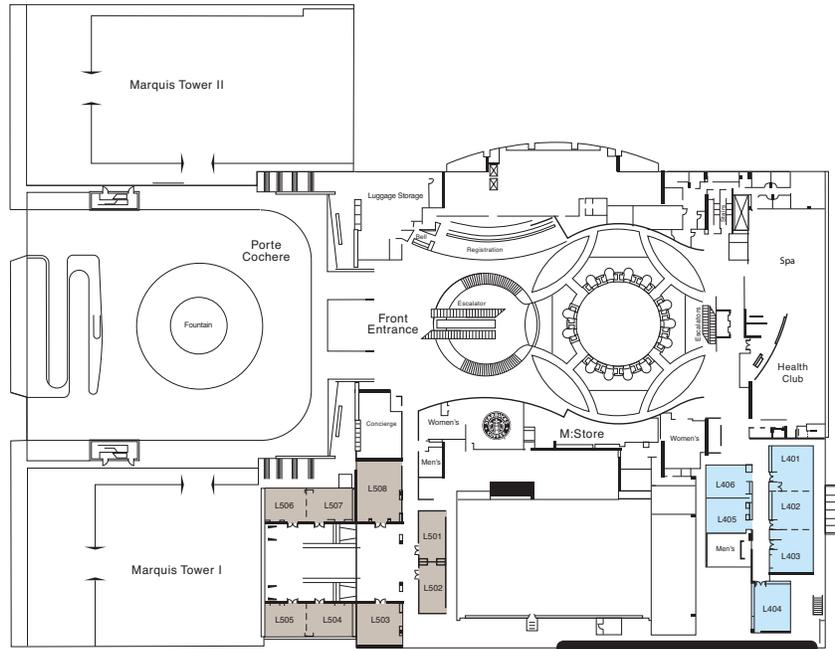
Co-Hosted by:
Bainbridge College
Georgia Institute of Technology
Kennesaw State University
University of Georgia

www.sc.edu/fye

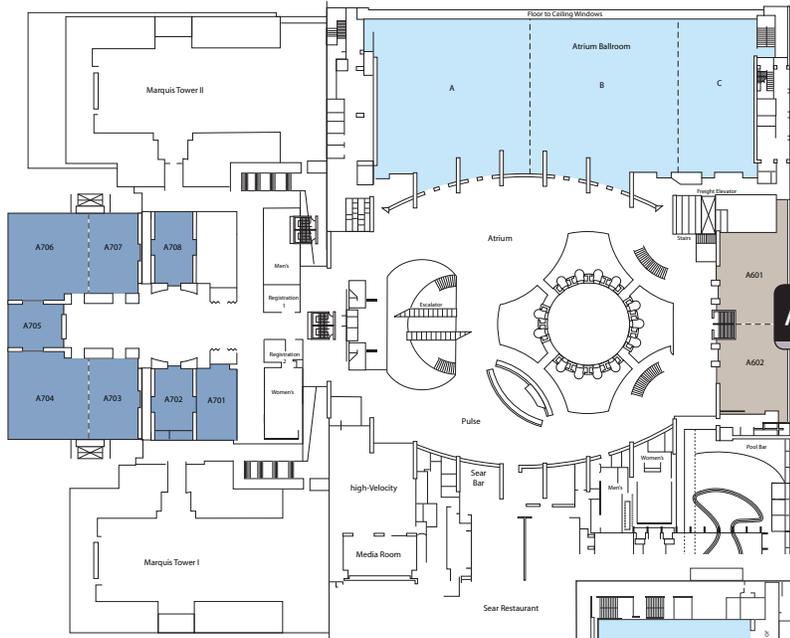
**National Resource Center for
The First-Year Experience®
& Students in Transition**
UNIVERSITY OF SOUTH CAROLINA

Marriott

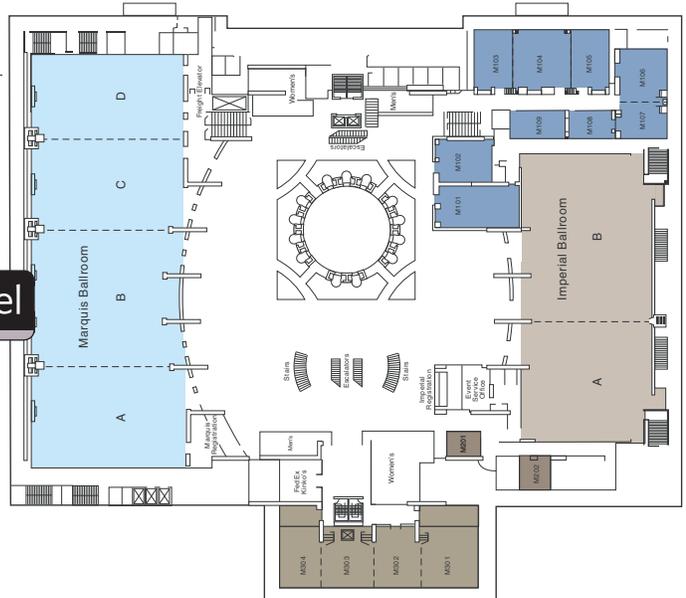
ATLANTA MARQUIS



Lobby Level



Atrium Level



Marquis Level



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

Dear Conference Delegates,

The staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina is delighted that you chose to join us as we celebrate 30 years of the Annual Conference on The First-Year Experience. Along with our co-hosting institutions, Bainbridge College, Georgia Institute of Technology, Kennesaw State University, and the University of Georgia, we welcome you to Atlanta, Georgia for this anniversary conference. Whether you are a first-time attendee or have attended all 30 of our annual meetings, we are confident that you will find your time at this conference both enjoyable and productive.

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 as well as included some featured events and activities to pay homage to the significant milestone of our 30th anniversary meeting. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. In fact, one of the foundational values of the Center's 30 annual conferences has been the importance of fostering professional connections and facilitating collaborations in our efforts to improve student learning and transitions into and through higher education. As such, we encourage you to take advantage of conference 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 Atlanta and in the future. Again, welcome and we hope you enjoy your time here.

Sincerely,

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

Hotel Floor Plan..... Inside Front Cover
 Schedule of Events2
 Conference Sponsor & Co-Hosts3
 General Information3-8
 Goals of the Conference.....3
 Registration Information.....3
 Hotel Map.....3
 Message Board.....3
 No-Smoking Policy.....3
 Cell Phone Usage3
 Cybercafé.....3
 Conference Bookstore3
 Philanthropy Projects4
 Outstanding First-Year Student Advocate Sessions.....4
 Nametag Ribbons.....4
 Informal Interest Groups.....4
 Conference Evaluations.....4
 Session Handouts4
 Copies and Faxes.....4
 Internet Access.....5
 Parking.....5
 MARTA5
 Childcare.....5
 Photography.....5
 Continuing Education Units5
 Places of Worship6-7
 Session Formats..... 8
 Staff Roster8
 National Resource Center Advisory Board..... 13
 Exhibitor Information 10-15
 Exhibit Schedule14

Exhibit Area Floor Plan15
Friday, February 4, 2011 20
 Preconference Workshop and Conference Registration20
 Preconference Workshops20
Saturday, February 5, 201121-22
 Preconference Workshops21-22
 Opening Session with Keynote Address—Patrick T. Terenzini ..22
 Opening Reception22
Sunday, February 6, 201125-46
 Primer for First-Time Attendees25
 Conference Sessions25-35
 Conference Luncheon Recognizing Outstanding First-Year
 Student Advocates36
 Conference Sessions38-43
 History Session.....43
 Focused Dialogues45-46
Monday, February 7, 201152-74
 Conference Sessions52-62
 Plenary Session—George R. Boggs.....65
 Recognition of McGraw-Hill Award Recipient.....65
 Recognition of Undergraduate Student Fellowship Recipients65
 Conference Sessions65-74
 Student Panel70
Tuesday, February 8, 201175-82
 Conference Sessions75-82
 Closing Town Meeting82
 Proposal Reviewers.....83-84
 Index of Presenters85-88
 Continuing Education Units Form.....89-90
 Notes91-94

Friday | February 4, 2011

10:00 a.m. - 5:00 p.m. Preconference Workshop and Conference Registration
 10:00 a.m. - 5:00 p.m. Cybercafé and Bookstore Open
 1:00 p.m. - 5:00 p.m. Preconference Workshops

Saturday | February 5, 2011

7:30 a.m. - 6:00 p.m. Preconference Workshop and Conference Registration
 7:30 a.m.- 5:30 p.m. Cybercafé and Bookstore Open
 8:30 a.m. - 5:00 p.m. Preconference Workshops
 5:30 p.m.- 7:00 p.m. Opening Session & Keynote Address
 Patrick T. Terenzini
 7:00 p.m. - 7:45 p.m. Opening Reception

Sunday | February 6, 2011

7:30 a.m. - 9:00 a.m. Continental Breakfast
 7:30 a.m. - 5:30 p.m. Conference Registration and Information Desk
 7:30 a.m.- 5:30 p.m. Cybercafé and Bookstore Open
 7:45 a.m. - 8:45 a.m. Primer for First-Time Attendees
 7:45 a.m. - 11:15 a.m. Conference Sessions
 11:30 a.m. - 1:15 p.m. Conference Luncheon Recognizing 2011 Outstanding First-Year Student Advocates

1:30 p.m. - 5:00 p.m. Conference Sessions
 4:00 p.m. - 5:30 p.m. History Session
 5:30 p.m.- 6:30 p.m. Focused Dialogues

Monday | February 7, 2011

7:30 a.m. - 9:00 a.m. Continental Breakfast with Poster Sessions and Exhibitors
 7:30 a.m. - 5:30 p.m. Conference Information Desk
 7:30 a.m. - 5:00 p.m. Cybercafé and Bookstore Open
 9:15 a.m. - 11:45 a.m. Conference Sessions
 11:45 a.m.- 1:15 p.m. Lunch on Your Own
 1:30 p.m.- 2:45 p.m. Award Recognitions & Plenary Address – George R. Boggs
 3:00 p.m. - 5:45 p.m. Conference Sessions
 4:15 p.m.- 5:45 p.m. Student Panel
 5:30 p.m. - 6:30 p.m. Focused Dialogues

Tuesday | February 8, 2011

7:00 a.m.- 8:00 a.m. Continental Breakfast
 7:30 a.m.-10:00 a.m. Cybercafé and Bookstore Open
 7:30 a.m.- 12:00 noon Conference Information Desk
 8:00 a.m. - 11:30 a.m. Conference Sessions
 11:45 a.m. - 12:15 p.m. Closing Town Meeting

Conference 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 online courses; publishing monographs, a peer-reviewed journal, a newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a web site and electronic listservs.

University of South Carolina

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

Conference 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:

Bainbridge College

Georgia Institute of Technology

Kennesaw State University

University of Georgia

Welcome to the 30th Annual Conference on The First-Year Experience in Atlanta, Georgia. 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 conference aims to promote a comprehensive and engaging community open to the diversity of ideas, in which all delegates are given the opportunity and resources to grow personally and professionally.

Registration Information

Conference registration and information desk is located in M202 of the Marriott Atlanta Marquis. 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 4, 2011 | 10:00 a.m. - 5:00 p.m. |
| Saturday, February 5, 2011 | 7:30 a.m. - 6:00 p.m. |
| Sunday, February 6, 2011 | 7:30 a.m. - 5:30 p.m. |
| Monday, February 7, 2011 | 7:30 a.m. - 5:30 p.m. |
| Tuesday, February 8, 2011 | 7:30 a.m. - 12:00 noon |

Hotel Map

The layout of the meeting rooms at the Marriott Atlanta Marquis 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

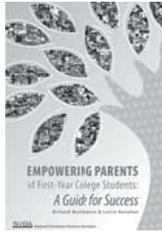
Picture a place where you can sit away from the action, check your e-mail, and explore other online resources introduced to you during the conference. That place is the First-Year Experience Cybercafé. The Cybercafé is located in M102 of the Marriott Atlanta Marquis and is open during most conference 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 National Resource Center Bookstore is located in M101 of the Marriott Atlanta Marquis 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.

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

To commemorate the 30th anniversary of the Annual Conference for The First-Year Experience, the National Resource Center is sponsoring a special philanthropy project. The Center will be accepting donations at the conference to help provide copies of one of its most popular publications, *Empowering Parents of First-Year College Students: A Guide for Success*, to seniors in a few local Atlanta high schools with which the Center has established a partnership. A \$.25 donation will provide one copy of this publication to a senior in one of our partner high schools in Atlanta. We will be collecting donations on-site at the conference bookstore. Please bring your quarters and dollars to support this special project!



Pencil Project

As in years past, The National Resource Center for The First-Year Experience and Students in Transition encourages you to participate in our ongoing outreach project to encourage low-income K-12 school students to consider higher education in their future. The conference organizers invites all conference participants to bring at least one new pencil (bring as many as you like) with your college or university name or logo to the conference. We will collect the pencils at the conference registration desk and will later distribute them to needy students in the host city or in Columbia, South Carolina. We hope you will participate in this effort.

Outstanding First-Year Student Advocate Sessions



2011 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
- Royal Blue** Volunteer

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

Roles:

22. Deans/Department Chairs
23. Academic Advisors
24. Academic Administrators
25. Faculty/Instructors
26. First-Year Seminar Directors

27. Orientation Professionals
28. Learning Support Professionals
29. Graduate Students
30. Undergraduate Students
31. Student Affairs Administrators

Conference Evaluations

Individual Session Evaluation Forms will be distributed and collected in each session by the presenter. Presenters please give session evaluations to the session monitors 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 via StudentVoice.com after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important.

Session Handouts

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/2011annual/> after March 10. 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@mail-box.sc.edu

Copies and Faxes

A FedEx Kinkos is available at the Marriott Atlanta Marquis Business Center. Copies can be made in black and white at the cost of \$.15. Local faxes can be sent at the cost of \$2.00 a page. Long distance faxes can be made at \$3.00 for the first page and \$2.00 for each additional page. Computers and printers are also available in the visitor center. Computers are available at the cost of \$.40 per minute. The cost of printing from the computers is \$.55 a page for black and white and \$1.79 for color.

Hours: Monday-Friday: 7:00 a.m. - 7:00 p.m.
Saturday-Sunday: 9:00 a.m. - 5:00 p.m.

Internet Access

Complimentary internet access is included in hotel guest room rate. For those not staying at the Marriott Atlanta Marquis, wireless and high speed internet are available in the public areas at the cost of \$9.95 for a 24-hour period. Guests staying at the hotel should make sure they activate Internet access in their hotel room to ensure access to the Internet both in-room and in public areas. Accounts activated outside of the room will prevent in-room access.

Parking

At the Marriott Atlanta Marquis, only valet parking is available at the cost of \$28 per day.

MARTA-Metropolitan Atlanta Rapid Transit Authority

A single one way fare is \$2.00. Multi-day visitor passes that includes unlimited rides can be purchased for one day at \$8.00; two days at \$11.00; three days at \$13.00; four days at \$15.00. MARTA's airport station is attached to the airport, right off baggage claim.

MARTA rail operating hours:

Monday through Friday: Approximately 5:00 a.m. to 1:00 a.m. (last train leaves airport at 1:00 a.m.) Saturdays: Approximately 6 a.m. to 12:00 a.m. (last train leaves airport at 1:05 a.m.) Sundays/Holidays: Approximately 6:00 a.m. to 12:00 a.m. (last train leaves airport at 12:46 a.m.)

Childcare

The Marriott Atlanta Marquis uses an outside child care company called TLC Babysitting. Guests must contact the representatives directly. Contact Bonny at 770-410-4774 (day) or 770-354-7178 (evening) for rates and more information.

Photography

Please be aware that the staff of the National Resource Center will be taking photographs of conference attendees during the general sessions and in the exhibit hall. These images may be used in future marketing pieces for Center events and publications as well as on the Center's web site. If you do not wish to be photographed, please let the photographer know.

Continuing Education Units (CEUs)

In order to meet continuing professional development needs and certification requirements, CEUs are available to preconference workshop and conference attendees at the Annual FYE Conference. Applicants will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina. Applicants for conference CEUs only, must complete a CEU application form along with a session attendance form which require signatures from the presenters of the sessions they attend. The session attendance form is on pages 89-90 of the program booklet. All CEU forms must be returned to the conference registration table by noon on Tuesday, February 8, 2011. Preconference workshop attendees can receive a maximum of .5 CEUs (5 hours). A maximum of 1.2 (12 hours) may be earned for attendance for the conference. You will need to verify with your institution their acceptance of these credits for continuing professional development needs and certification requirements.

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Places of Worship

African Methodist Episcopal

Big Bethel AME Church

220 Auburn Avenue (at Butler Street)
404-659-0248

House of Worship: 7:45a.m., 11:00 a.m.

Walking Directions: Turn left on Peachtree Center Avenue. Walk 5 blocks to Auburn Avenue. and turn left. Walk about 3 blocks and church is on the left at Auburn Avenue. between Butler Street and Jesse Hill Jr. Drive.

Driving Directions: Turn left on Baker Street. At the first, light turn right on Peachtree Center Avenue. At next light turn right on Ralph McGill Boulevard. At next light turn right on Courtland Street. Go to Auburn Avenue and turn left. Church is on the left at Jesse Hill Junior Drive intersection.

Baptist

Ebenezer Baptist Church

407 Auburn Avenue (at Jackson Street)
404-688-7300

House of Worship: 7:45 a.m., 11:00 a.m.

Walking Directions: Walk to the end of the driveway and turn left on Peachtree Center Avenue. Walk 5 blocks to Auburn Avenue. and turn left. Church is 7 blocks on the left.

Driving Directions: Turn left on Baker Street. At 1st light turn right on Peachtree Center Avenue. At next light turn right on Ralph McGill Boulevard. At next light turn right on Courtland Street. Drive to Auburn Avenue and turn left. Ebenezer is on the left.

First Baptist North Atlanta

4400 North Peachtree Road
Dunwoody, GA 30338
770-234-8300

Hours of Worship: 9:00 a.m. 10:45 a.m. and 6:00 p.m.

Directions: Turn left out of garage onto Baker Street. Go to the 4th light (Williams Street.) and turn right. Take I-85 North to I-285 West. Take exit 30 (Chamblee/Dunwoody). At the end of the ramp, continue straight. The church is on the right.

Marta: Go to (AL) Atrium Level. Make a right off the escalator and a left through the skywalk.

Take the skywalk through the Peachtree Center Mall; pass Chick-Fil-A and the Marta entrance is on the left; go down the escalator. Take the Gold Line/Doraville Train North-

bound to the Chamblee Marta Station. From there, take Bus 132.

North Point Community Church

4350 North Point Parkway
Alpharetta, GA 30022
678-892-5000

Hours of Worship: 9:00 a.m.; 11:00 a.m.; 12:45 p.m.

Directions: Turn left out of garage on Baker Street. Go to the 4th light (Williams Street.) and turn right. Take I-85 N to exit 87 (GA-400 Hwy). Continue on US-19 N. Get off at exit 10 (Old Milton Parkway) and turn right. Go to North Point Parkway and turn right. Go to Royal Drive. and turn left. The church is on the left.

Marta: Go to (AL) Atrium Level. Make a right off the escalator and a left through the skywalk. Take the skywalk through the Peachtree Center Mall; pass Chick-Fil-A and the Marta entrance is on the left; go down the escalator. Take the Red Line/North Springs Train Northbound to the North Springs Marta Station. From there, take Bus 140.

New Birth Missionary Baptist Church

6400 Woodrow Road
Lithonia, GA 30038
770-696-9600

Hours of Worship: Sundays 7:00 a.m.; 10:30 a.m.

Directions: Turn left on Baker Street. Drive 4 lights to Williams Street. Take I-75 S to I-20 E. Get off at exit 74 (Evans Mill Road.) and turn right. At 1st light turn right which is still Evans Mill Road. At next light turn right on Woodrow Road. The church is on the right.

Marta: Go to (AL) Atrium Level. Make a right off the escalator and a left through the skywalk. Take the skywalk through the Peachtree Center Mall; pass Chick-Fil-A and the Marta entrance is on the left, down the escalator. Go 1 stop southbound to the Five Points Marta Station. Transfer to the East-West train and take the Eastbound train to the Indian Creek Marta Station. From there, take Bus 116.

Catholic

Sacred Heart

353 Peachtree Street (at Ralph McGill)
404-522-6800

Hours of Worship: Mon-Fri 7:00 a.m., 12:10 p.m.; Sat 9:00 a.m., 5:30 p.m. (Vigil Mass); Sun 7:00 a.m., 8:30 a.m., 10:00 a.m., 12:20 p.m., 2:00 p.m. (Spanish), 6:00 p.m.

Directions: Go out the front door and turn

right. Church is 1 ½ blocks on the right.

Catholic Shrine of the Immaculate Conception

48 Martin Luther King Jr. Drive
404-521-1866

Hours of Service: Sundays 8:30 a.m. & 11:00 a.m.; Weekdays 12:10 p.m.; Saturdays 9:00 a.m.; Tours Sundays 1:00 p.m.- 4:00 p.m. by appointment.

Directions: Turn left on Baker Street. 1st light turn right on Peachtree Center Avenue. At next light turn right on Ralph McGill Boulevard. At next light turn right on Courtland Street. Go to Martin Luther King Jr. Drive and turn right. The church is on the left.

Episcopal

St. Lukes
435 Peachtree Street
404-873-7600

Hours of Worship: Sundays at 8:00 a.m., 9:00 a.m., 10:15 a.m., and 11:15 a.m.

Directions: Go out the front door and turn right on Peachtree Center Avenue. Walk 3 blocks and church is on the right.

Jewish

The Temple

1589 Peachtree Road NE
404-873-1731

Hours of Worship: Shabbat Services Fridays 6:00 p.m.; Saturdays 10:30 a.m.

Directions: Turn left on Baker Street. At 1st light turn right on Peachtree Center Avenue. Continue on Peachtree Street. The temple is 3 miles on the right.

Ahavath Achim Synagogue

600 Peachtree Battle Road NE
404-355-5222

Hours of Worship: Shabbat Services Fridays 6:00 a.m.; Saturdays 9:00 a.m.

Directions: Turn left on Baker Street. At 1st light turn right on Peachtree Center Ave. Continue on Peachtree St. Drive 4 miles to Collier Road and turn left. Drive to Northside Drive and turn right. Go to Peachtree Battle Avenue and turn left. The synagogue is on the left.

LDS

1469 Lee Street SW
404-755-7624

Directions: Turn left on Baker Street. At 1st light turn right on Peachtree Center Avenue. Go to Centennial Olympic Park Drive and turn left. Go to Martin Luther King Jr. Drive and turn right. Go to Northside Drive. and turn left. Veer right onto Chapel Street. Go to W. Whitehall Street and turn right. Continue on Lee Street. The location is on the right.

LDS Temple

6450 Barfield Road
770-393-3698

Endowment Sessions: Tues-Fri every hour from 8:00 a.m.- 7:00 p.m.; 7:30, 8:00 p.m. Saturdays: Every 30 minutes from 8:00 a.m.- 11:00 a.m.; every hour from noon-3:00 p.m.

Directions: Turn left out of the garage onto Baker Street. Drive 4 lights to Williams Street and turn right. Take I-85 N to exit 87 (GA-400/ \$.50 toll road). Get off at exit 5A (Sandy Springs). Merge onto Abernathy Road. NE. Turn left on Barfield Road.

Lutheran

Lutheran Church of the Redeemer

731 Peachtree Street
404-874-8664

Hours of Worship: Sun: 8:15 a.m. & 11:00 a.m. Traditional Liturgical services at 9:45 a.m.; Wed: 6:30 p.m.; Sat: 5:30p.m.

Directions: Walk to the end of the driveway and turn right on Peachtree Center Avenue. The church is 6 blocks on the right.

Methodist

Atlanta First United Methodist
360 Peachtree Street NE
404-524-6614

Hours of Worship: 11:00 a.m

Directions: Turn right onto Peachtree Center Avenue. Continue on Peachtree Street. Church is 3 blocks on the left.

Non-Denominational Hillside Truth Center

2450 Cascade Road SW
Atlanta, GA 30311
404-758-6811

Hours of Service: Sundays 8:00 a.m., 10:30 a.m.; 12:30 p.m.

Directions: Turn left on Baker Street. Drive 4 lights to Williams Street. Take I-75/85 South to I-20 West. Get off at exit 54 (Cascade to Langhorn Road.) Turn left on Langhorn Street. Go to Cascade Road and turn right. Hillside will be on the left.

Marta: Go to (AL) Atrium Level. Make a right off the escalator and a left through the skywalk. Take the skywalk through the Peachtree Center Mall; pass Chick-Fil-A and the Marta entrance is on the left, down the escalator. Go southbound to the West End Marta Station. From there, take Bus 71.

World Changers Ministries

2500 Burdett Road
College Park, GA 30349

770-210-5700

Hours of Worship: Sundays 10:00 a.m.

Directions: Turn left out of garage onto Baker Street. Drive 4 lights to Williams Street. Take I-75/85 S. Continue on I-85 S to exit #69 (Old National Highway) and turn left. Go to Burdett Road and turn right. World Changers Church International is on the left.

Marta: Go to (AL) Atrium Level. Make a right off the escalator and a left through the skywalk. Take the skywalk through the Peachtree Center Mall; pass Chick-Fil-A and the Marta entrance is on the left, down the escalator. Go Southbound to the College Park Marta Station. From there, take Bus 89.

Presbyterian

North Avenue Presbyterian Church
607 Peachtree Street NE
Atlanta, GA 30308
404-875-0431

Hours of Worship: Sundays 8:30 a.m.; 11:00 a.m.

Directions: Walk to the end of the driveway and turn right on Peachtree Center Avenue. Church is on the right at Peachtree Street and North Avenue.

research readiness results

Join ACT on Sunday, February 6 at 10:15 a.m. in room M106 as we discuss the Effects of Academic Preparation, Motivation, and Interest-Major Congruence on First-Year Academic Performance and Timely Degree Attainment at Two- and Four-Year Institutions.



data-driven solutions for college
and career readiness and success



16081

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

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

Concurrent Sessions

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

Concurrent session types:

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

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

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

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

E **Exhibitor Presentations (E)**
These sessions allow conference exhibitors to showcase products, share information on services.

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

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

Mary Stuart Hunter*
Associate Vice President
and Executive Director,
University 101 Programs
and the National Resource
Center for The First-Year
Experience & Students in
Transition

Dan Friedman*
Director, University 101

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

NRC Administration, Marketing, and Resource Development

Rico Reed*
Assistant Director for
Administration & Resource
Development

Shana Bertetto
Graphic Artist
Melody Taylor*
Graphic Artist
Rosa Thorn-Jones
Administrative Specialist

NRC Conferences and Continuing Education

Nina L. Glisson*
Assistant Director for
Conferences & Continuing
Education

Shana Harrison*
Conference Associate

Tia Fletcher
Conference Assistant

Jennie Duval
Business Associate

NRC Publications

Tracy L. Skipper*
Assistant Director for
Publications

Jean M. Henscheid*
Journal Editor

Toni Vakos
Editor

Dottie Weigel*
Editor

Peggy Burton
Publications & Accounts
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NRC Research, Grants, and Assessment

Ryan Padgett*
Assistant Director for
Research, Grants, &
Assessment

University 101 Programs

Mary Elizabeth Sewell*
Associate Director,
University 101

Kevin Clarke*
Program Coordinator for
Faculty Development and
Assessment

Adrienne Mojzik*
Program Assistant,
University 101
Penny J. Smoak
Administrative Assistant

Department Administration and Technical Support

Tamila Pringle
Budget & Human
Resources Manager

Carlos Diaz
Information Technology
Manager

Bert Easter*
Information Resource
Consultant

Liu Ting Wu
Web Developer

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Senior Fellow

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Betsy O. Barefoot*

Richard H. Mullendore*
Dorothy S. Fidler

Randy L. Swing

Graduate Assistants

Cindy Kilgo*

Heather Livengood

Paul Millard*

Jaime Shook

Sarah Smith*

Undergraduate Assistants

Meredith Hope

Kari Lee Roberts

**denotes those attending the
conference*

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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.



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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.



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Life After Graduation's mission is to provide colleges the information and resources they need to ensure the academic, financial and career success as they transition through college. In addition, we offer customers the ability to create specialized publications that reflect the individuality of the college. Visit <http://www.LifeAfterGraduation.com>.



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The National Academic Advising Association (NACADA) promotes and supports quality academic advising to enhance the educational development of students at 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 10,000 members, including professional advisors/counselors, faculty, administrators, and students whose responsibilities include academic advising. Visit the NACADA booth for information about our professional development events, webcasts, and resources.



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



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



National Student Loan Program (NSLP) For more than 20 years NSLP has been providing innovative financial education, tools and resources to schools and their students to assist the next generation in successfully navigating the world of personal financial management. As a private, non-profit company, NSLP is a passionate leader and advocate for offering financial literacy courses to empower young adults to become competent debt and money managers. NSLP is also a leading provider of default prevention services as well as Title IV training and compliance support to schools nationwide.



The Center for Postsecondary Research hosts the **National Survey of Student Engagement (NSSE)**, the Beginning College Survey of Student Engagement (BC-SSE), 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.

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As a vibrant daily record of history in the making, *The New York Times* can ignite student interest by linking learning to living – serving the ideals of today's demanding educational aims by spurring critical thinking, increasing local and global awareness and fostering a more

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Exhibit Schedule

Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. Exhibitors are located in Marquis Ballroom A-C. 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 5, 2011

4:00 p.m. - 7:45 p.m.

SUNDAY

February 6, 2011

7:00 a.m. - 11:30 a.m.

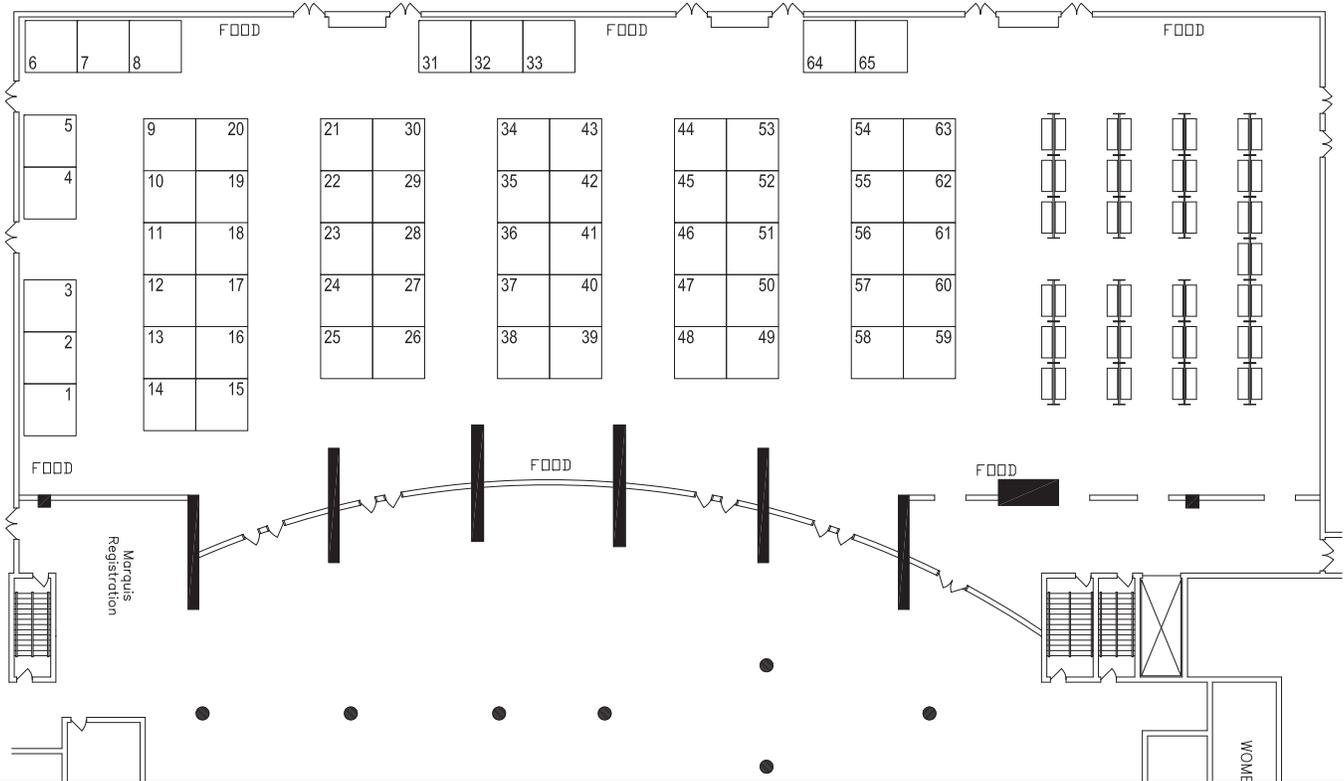
1:30 p.m. - 6:00 p.m.

MONDAY

February 7, 2011

7:00 a.m. - 12:00 noon

Exhibit Area Floor Plan



| Exhibitor | Booth # | Exhibitor | Booth # |
|---|---------|---|---------|
| ACT, Inc. | 12 | Macmillan | 37 & 38 |
| Alpha Lambda Delta Honor Society for First Year Student | 45 | McGraw-Hill Higher Education | 52 & 53 |
| American Program Bureau | 6 | Nantahala Outdoor Center | 33 |
| Bedford/St. Martin's | 26 | National Academic Advising Association (NACADA) | 1 |
| Berrett-Koehler Publishers | 10 | National Orientation Directors Association (NODA) | 23 |
| Campus ToolKit | 7 | National Resource Center | 47 & 48 |
| Concise Books Publishing | 21 | National Student Loan Program (NSLP) | 8 |
| CPP, Inc. | 46 | National Survey of Student Engagement | 49 |
| Educational Benchmarking Inc. (EBI) | 30 | New York Times | 5 |
| Engineerica Systems, Inc. | 20 | Noel-Levitz | 60 |
| Enrollment & Retention Services of EducationDynamics | 55 | Pearson | 16 & 17 |
| FOCUS 2, Online College Major and Career Planning | 9 | Penguin Group (USA) | 41 & 42 |
| Growing Leaders | 25 | Perseus Books Group & PGW | 59 |
| Hachette Book Group | 32 | Random House, Inc. | 28 & 29 |
| HarperCollins Publishers | 39 & 40 | School Datebooks | 3 |
| Hayden-McNeil | 27 | School Specialty Planning and Student Development | 44 |
| Higher Education Research Institute | 34 | SmarterServices | 24 |
| Human eSources, Ltd. | 14 | SMARTHINKING | 22 |
| Innovative Academic Solutions | 2 | Sourcebooks | 13 |
| Innovative Educators | 65 | SunGard Higher Education | 61 |
| International Organization for Student Success | 62 & 63 | University of California Press | 19 |
| John N. Gardner Institute for Excellence in Undergraduate Education | 15 | University of Oklahoma Press | 54 |
| Kendall Hunt Publishing Co. | 50 & 51 | W.W. Norton | 31 |
| Knopf/Doubleday | 35 & 36 | Wadsworth Cengage Learning | 57 & 58 |
| Kuder, Inc. | 4 | Wiley | 11 |
| Learning to Learn | 56 | Wisconsin Foundation | 43 |
| | | XanEdu Publishing, Inc. | 18 |

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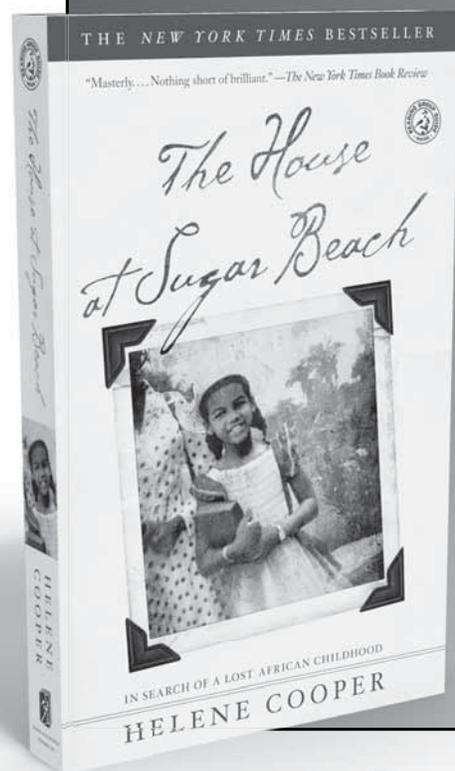
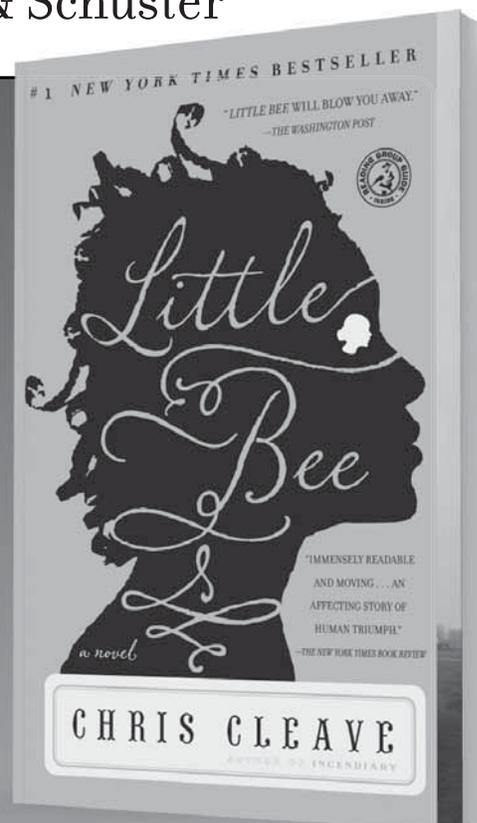
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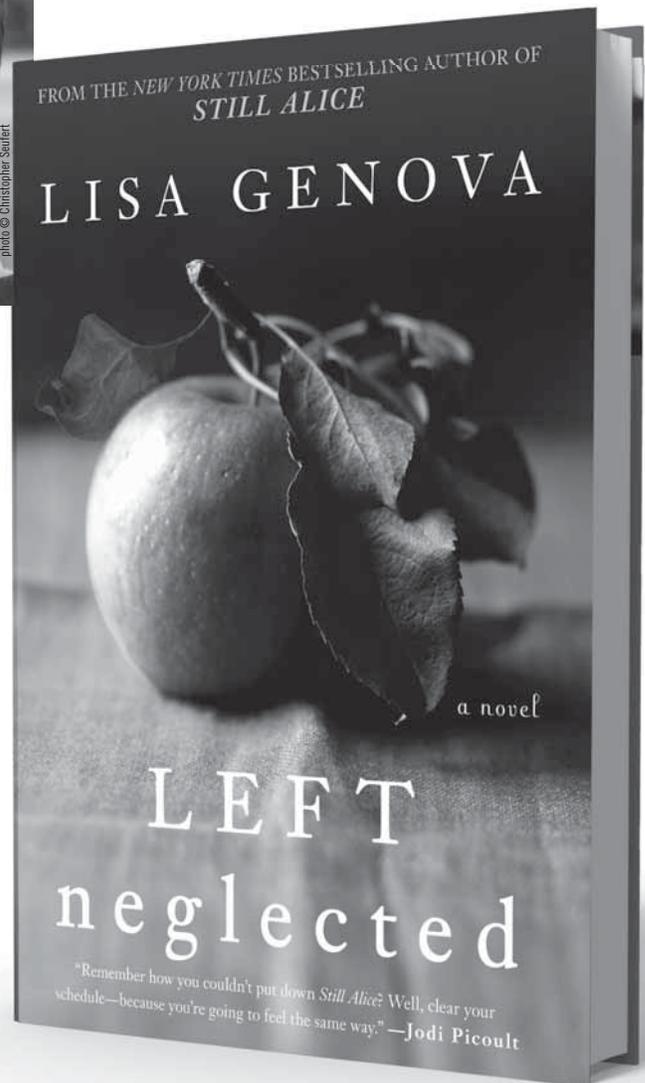
“Remember how you couldn’t put down *Still Alice*? Well, clear your schedule—because you’re going to feel the same way.”

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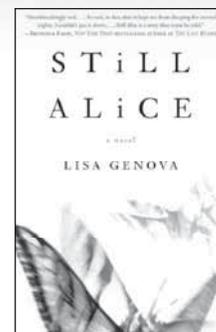
Sarah Nickerson is like any other career-driven woman who wants it all. Then one fateful day, she is involved in a tragic car accident and all the elements of her jam-packed life come to a screeching halt.

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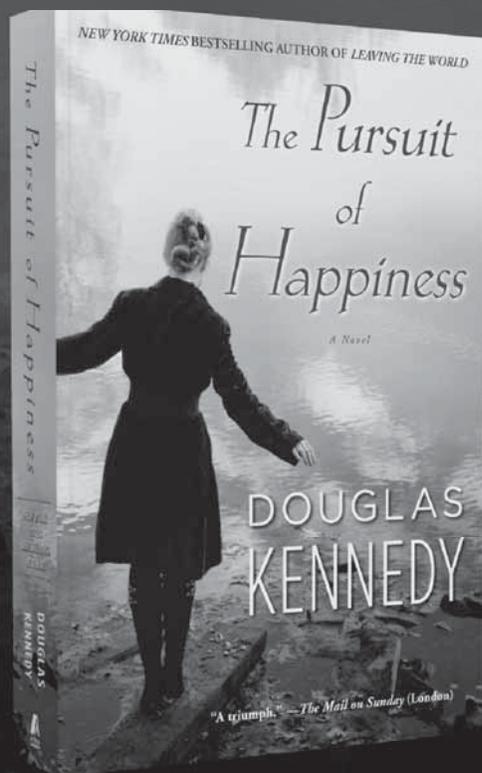
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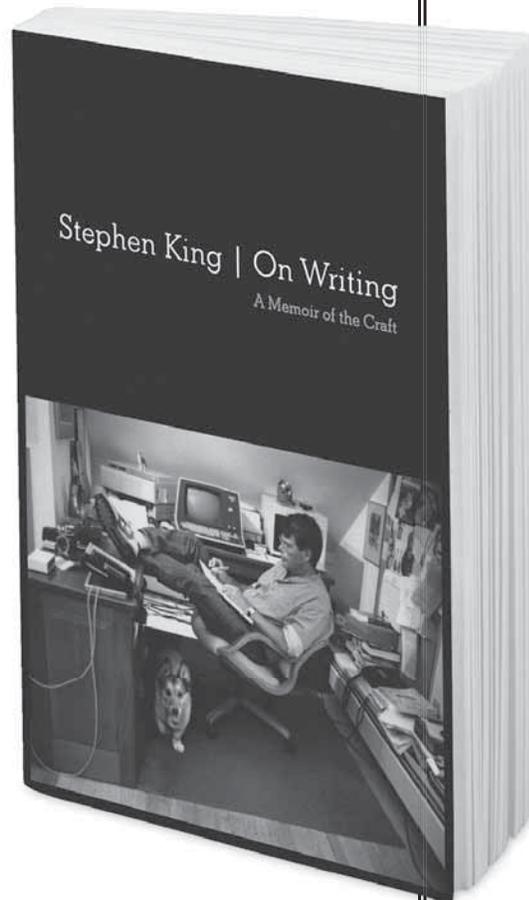
—*The Plain Dealer* (Cleveland)

“A fascinating look at the evolution and redemption of one of the hardest-working storytellers writing today.”

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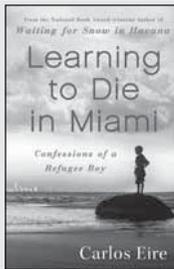
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For a complete list of First Year Experience Common Read suggestions and academic resources, visit HigherEd.SimonandSchuster.net



Freshman Year Reading from Free Press

MEMOIR



LEARNING TO DIE IN MIAMI
Confessions of a Refugee Boy
BY CARLOS EIRE
Hardcover | 9781439181904 | \$26.00
Available in Paperback in June 2011

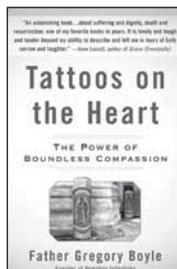


WINNER OF THE 2003 NATIONAL BOOK AWARD

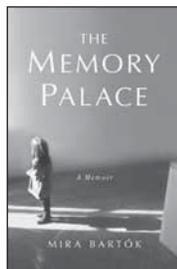
WAITING FOR SNOW IN HAVANA
Confessions of a Cuban Boy
BY CARLOS EIRE
Paperback | 9780743246415 | \$15.00



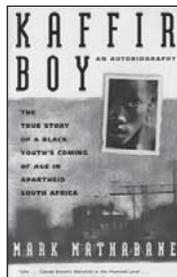
ABOUT THE AUTHOR
Born in Havana in 1950, Carlos Eire left his homeland in 1962, one of fourteen thousand unaccompanied children airlifted out of Cuba by Operation Pedro Pan. *Waiting for Snow in Havana* is a memoir of his Cuban boyhood during the Castro revolution, while *Learning to Die in Miami* chronicles his new life in the United States.



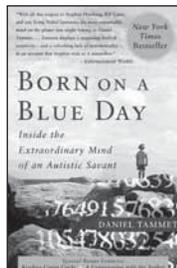
TATTOOS ON THE HEART
The Power of Boundless Compassion
BY FATHER GREGORY BOYLE
Paperback | 9781439153154 | \$14.00



THE MEMORY PALACE
BY MIRA BARTOK
Hardcover | 9781439183311 | \$25.00
Available in Paperback in January 2012



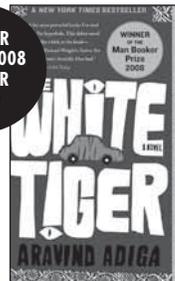
KAFFIR BOY
The True Story of a Black Youth's Coming of Age in Apartheid South Africa
BY MARK MATHABANE
Paperback | 9780668484828 | \$15.95



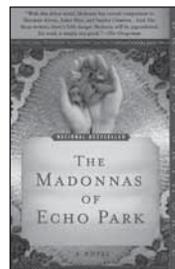
BORN ON A BLUE DAY
Inside the Extraordinary Mind of an Autistic Savant
BY DANIEL TAMMET
Paperback | 9781416549017 | \$15.00

FICTION

WINNER OF THE 2008 BOOKER PRIZE



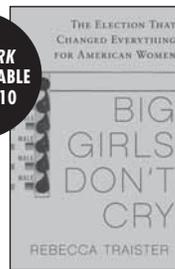
THE WHITE TIGER
BY ARAVIND ADIGA
Paperback | 9781416562603 | \$15.00



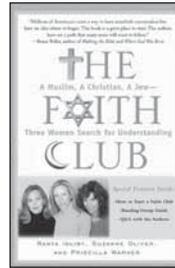
THE MADONNAS OF ECHO PARK
BY BRANDO SKYHORSE
Paperback | 9781439170847 | \$14.00

CURRENT EVENTS

NEW YORK TIMES NOTABLE BOOK 2010



BIG GIRLS DON'T CRY
The Election That Changed Everything for American Women
BY REBECCA TRAISTER
Paperback | 9781439150290 | \$15.00
Available in Paperback in June 2011



THE FAITH CLUB
A Muslim, A Christian, A Jew—Three Women Search for Understanding
BY RANYA IDLIBY, SUZANNE OLIVER, AND PRISCILLA WARNER
Paperback | 9780743290487 | \$15.99

ENVIRONMENT



THE STORY OF STUFF
Why Overconsumption Is Trashing the Planet, Our Communities, and Our Health—And How We Can Make It Better
BY ANNIE LEONARD
Paperback | 9781451610291 | \$16.00



ABOUT THE AUTHOR
Annie Leonard is an expert in international sustainability and environmental health issues. Learn more about the book at www.storyofstuff.com.

For more information about author speaking engagements and to request copies of these and other books for your common reading selection committee, please contact Claire.Kelley@simonandschuster.com.

Find us on
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Twitter: @freepressbooks

For a complete list of First Year Experience Common Read suggestions and academic resources, visit HigherEd.SimonandSchuster.net.

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A CBS COMPANY

Friday, February 4, 2011

Preconference Workshop and Conference Registration

10:00 a.m. - 5:00 p.m.

Marquis Ballroom Foyer

Cybercafé

10:00 a.m. - 5:00 p.m. **M102**

Bookstore

10:00 a.m. - 5:00 p.m. **M101**

A-1 Supporting the Transition of First-Generation Students & Students of Color: Reexamining Our First-Year Programs

1:00 p.m. - 5:00 p.m. **M301**

Aaron Thompson

Interim Vice President for Academic Affairs

Kentucky Council on Postsecondary Education

Michele Campagna

Director of New Student Experience

Montclair State University

A-2 Organizing for Student Success: The University College Model

1:00 p.m. - 5:00 p.m. **M302**

Frank E. Ross, III

Assistant Associate Provost for Student Success

University of North Texas at Dallas

Maggie Smith

Former Vice President for Academic Affairs

St. Mary of the Woods College

Former Dean of University College

The University of Texas at El Paso

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

Indiana University-Purdue University

Indianapolis

A-3 Problem-Based Learning Strategies: Creating Venues that Engage Students in Real-Life Scenarios and Content Applications

1:00 p.m. - 5:00 p.m. **M303**

Brad Garner

Assistant Dean for Teaching and Learning

Indiana Wesleyan University

A-4 Making Sense of First-Year Assessment

1:00 p.m. - 5:00 p.m. **M105**

Jennifer Keup

Director

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

Dan Friedman

Director

University 101 Programs - University of South Carolina

A-5 Community College First-Year Experience Programs: Models and Practices

1:00 p.m. - 5:00 p.m. **M104**

Amy Baldwin

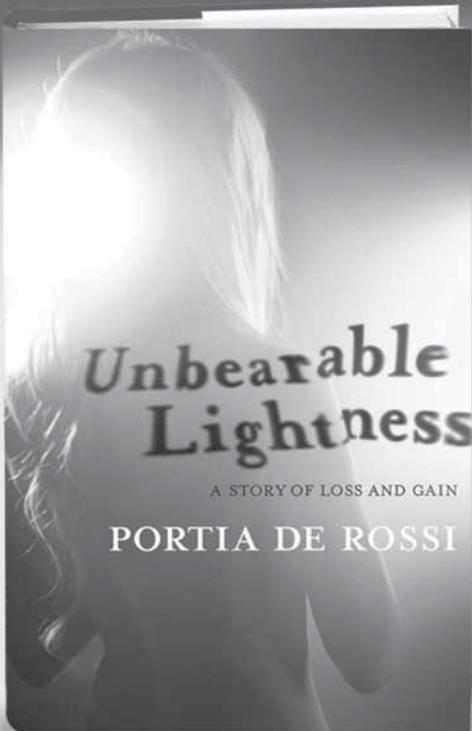
Instructor of Writing, Literature, and College Success

Pulaski Technical College

Donna Younger

Director of Student Engagement

Oakton Community College



“De Rossi’s memoir reminds us that fame and celebrity is no substitute for feeling comfortable in one’s own skin, and unconditional love.”

—Jodi Picoult

“I didn’t decide to become anorexic. It snuck up on me disguised as a healthy diet, a professional attitude. Being as thin as possible was a way to make the job of being an actress easier...”

“De Rossi tells her story with genuine insight and unflinching honesty.... You will cheer her on.”

—Jeannette Walls

For a complete list of First Year Experience Common Read suggestions and academic resources, visit HigherEd.SimonandSchuster.net.

Saturday, February 5, 2011

Continental Breakfast

7:30 a.m. - 9:00 a.m.

Marquis Ballroom Foyer

Preconference Workshop and Conference Registration

7:30 a.m. - 5:00 p.m.

Marquis Ballroom Foyer

Cybercafé

7:30 a.m. - 5:00 p.m.

M102

Bookstore

7:30 a.m. - 5:00 p.m.

M101

A-6 Developing a First-Year Transition Camp

8:00 a.m. - 12:00 noon

L506

Darrell C. Ray

Assistant Vice Chancellor for Student Life and Adjunct Professor

Missy Korduner

Assistant Director of First-Year Experience
Louisiana State University

A-7 Developing a Set of Shared Learning Outcomes for the First-Year Experience

8:00 a.m. - 12:00 noon

M303

Rebecca Campbell

Associate Professor of Educational Psychology & Director of Academic Transition Programs

Erin Grisham

Executive Director for Educational Support Services
Northern Arizona University

A-8 Get With the (First-Year Seminar) Program: Creating Connections to Promote Engagement

8:00 a.m. - 12:00 noon

M105

Denise Bartell

Associate Professor of Human Development and Psychology

Donna Ritch

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

A-9 Engaging First-Year Students With Social Media

8:00 a.m. - 12:00 noon

M104

Amy Baldwin

Instructor of Writing, Literature, and College Success

Pulaski Technical College

Steve Piscitelli

Professor of History, Education, and Student Success

Florida Community College at Jacksonville

Robb Sherfield

Professor

The College of Southern Nevada

A-10 Things That Work: Key Methods, Comprehensive Materials, and Cool Magic Common to 24 Years of Successful FYE Programs Under 12 Different Models

8:00 a.m. - 12:00 noon

M301

Tom Carskadon

Professor of Psychology; John Grisham Master Teacher; Director of First-Year Experience Programs

Mississippi State University

A-11 Getting and Sustaining "Green": Securing and Maintaining Resources for Undergraduate Student Success Program Through Grant Writing, Sponsorship, and Fundraising Efforts

9:00 a.m. - 4:00 p.m.

L504

Andrew Koch

Vice President for New Strategy, Development, and Policy Initiatives

John N. Gardner Institute for Excellence in Undergraduate Education

Daniel W. Carpenter

Associate Director of Student Access, Transition and Success Programs

Kasi Jones

Senior Assistant Director of Student Access, Transition and Success Programs

Purdue University

A-12 Creating Solid Foundations for First-Year Seminars: Fundamentals of Faculty Development

9:00 a.m. - 4:00 p.m.

M302

Mary Stuart Hunter

Associate Vice President

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

Jennifer Latino

Director of the First-Year Experience
Campbell University

A-13 Best Practice in the First College Year: Defining What Works and Why

9:00 a.m. - 4:00 p.m.

L508

John N. Gardner

Senior Fellow

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

President

John N. Gardner Institute for Excellence in Undergraduate Education

Betsy O. Barefoot

Vice President and Senior Scholar

John N. Gardner Institute for Excellence in Undergraduate Education

Fellow

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

A-14 Learning Communities: From Imagination to Implementation

9:00 a.m. - 4:00 p.m.

L505

Jean Henscheid

Fellow and Journal Editor

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

Executive Editor

About Campus

James Pukrop

Senior Assistant Director and Coordinator of Learning Communities

Purdue University

A-15 Teaching and Advising Students with Disabilities

1:00 p.m. - 5:00 p.m.

L507

Jay Chaskes

Professor of Sociology, Director, Exploratory Studies Program

MaryBeth Walpole

Associate Professor, Educational Leadership Department

Rowan University

A-16 Promoting Student Success Through Early Intervention Initiatives

1:00 p.m. - 5:00 p.m.

M104

Vivia Fowler

Dean and Vice President for Academic Affairs

Patricia Gibbs
Dean of Students and Vice President for Student Affairs
Wesleyan College

A-17 Designing a Veterans' Resource Center for Enhancing Student Veteran Success
1:00 p.m. – 5:00 p.m. **L506**

Mark Allen Poisel
Associate Provost for Student Success
Pace University

A-18 Dinner Workshop: An Evening with John Gardner
8:00 p.m. – until
Nikolai's Roof – Hilton Atlanta

Please meet in the lobby of the Marriott Marquis Atlanta at 7:45 p.m. for the walk to the restaurant.

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

Opening Session & Keynote Address

5:30 p.m. – 7:00 p.m.

Atrium Ballroom AB

Patrick T. Terenzini

Distinguished Professor of Higher Education and Senior Scientist, Emeritus—Center for the Study of Higher Education, Pennsylvania State University



Past and Prologue: Thoughts on 30 Years of the Annual Conference on The First-Year Experience®

A lot of things have changed since the first Annual Conference on The Freshman/First-Year Experience. And some things have not. While social, political, and economic upheaval, as well as new information technologies, have transformed the world in which we live and the institutions and students we serve, some of the challenges we confronted 30 years ago remain: unequal access to the benefits of a college education; meaningful accountability to those who help pay our institutional bills; chronically low persistence and degree completion rates; nagging gaps in those rates relating to socioeconomic status and race/ethnicity; and a continuing inability to implement what we know about effective educational practice. In this address, Terenzini will review these and other challenges, discuss NRC's and others' contributions to helping resolve them, and suggest changes in thinking and organizational strategies that might lead to more successful responses to these challenges than we have developed thus far.

Opening Reception

7:00 p.m. – 7:45 p.m. **Marquis Ballroom and Foyer**

Co-Sponsored by ACT, Inc.

Monograph No. 53

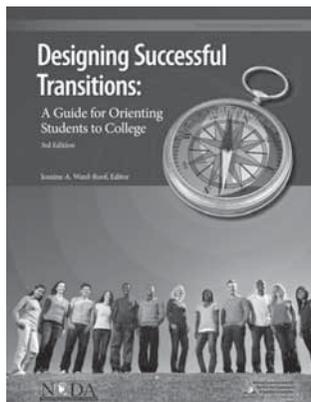
Organizing for Student Success: The University College Model

Scott E. Evenbeck, Barbara Jackson, Maggy Smith, Dorothy Ward, & Associates

Produced in collaboration with the Association of Deans and Directors of University Colleges and Undergraduate Studies

Organizing for Student Success draws on data from more than 50 institutions to provide insight into how university colleges are organized, the initiatives they house, and the practices in place to ensure their effectiveness. Twenty case studies from 15 different campuses offer an in-depth understanding of institutional practice. (2010). ISBN 978-1-889-27170-5. 180 pages.

\$40



Monograph No. 13 – Newly Revised and Updated!

Designing Successful Transitions: A Guide for Orienting Students to College, 3rd Edition

Jeanine A. Ward-Roof, Editor

A joint publication association with the National Orientation Directors Association

For more than 15 years, *Designing Successful Transitions* has been an essential resource for orientation professionals and for other educators charged with ensuring that new students make a successful transition to college.

New to this volume are chapters that focus on changing the campus culture and institutionalizing orientation; anticipating and managing crises; and extending the benefits of orientation through first-

year seminars, service-learning, outdoor programs, and common reading programs. (2010). ISBN 978-1-889-27169-9. 250 pages. **\$40**



AUTHOR DINNER

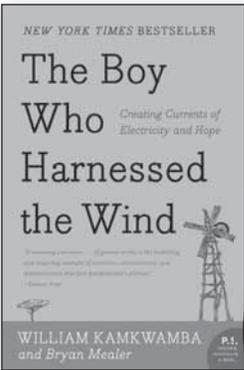
Join us for dinner!

co-sponsored by
HARPERCOLLINS, KNOPF, MACMILLAN, & PENGUIN

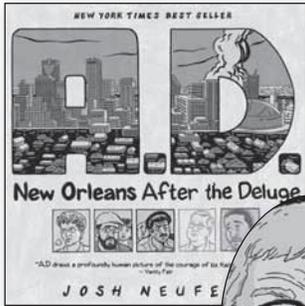
Saturday, February 5, 7:45PM

Marriott Atlanta Marquis, Atrium Level, Rooms A601/A602

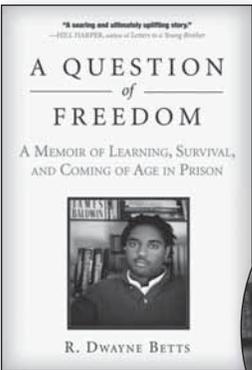
Book signings to follow dinner



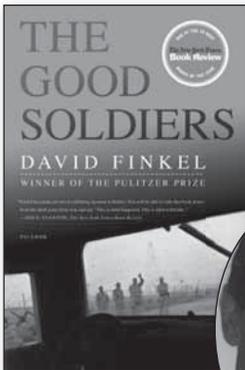
WILLIAM KAMKWAMBA
author of
The Boy Who Harnessed the Wind



JOSH NEUFELD
author of
A.D.
New Orleans after the Deluge



R. DWAYNE BETTS,
author of
A Question of Freedom



DAVID FINKEL
author of
The Good Soldiers



Space is limited — Visit any participating publisher booth to RSVP

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 2011-2012 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 underrepresented student populations, 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 18th National Conference on Students in Transition, October 8-10, 2011, in St. Louis, Missouri, at which the award will be presented
- Announcement and recognition at the 18th National Conference on Students in Transition luncheon
- Travel to the 19th National Conference on Students in Transition, 2012, 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 Submission Deadline

The application and proposal form may be downloaded at www.sc.edu/fye/research/grant/proposal and must be submitted electronically to NRCsrch@mailbox.sc.edu by July 1, 2011.

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



Continental Breakfast

7:30 a.m. - 9:00 a.m.

Marquis Ballroom Foyer

Conference Registration and Information Desk

7:30 a.m. - 5:30 p.m.

Marquis Ballroom Foyer

Cybercafé

7:30 a.m. - 5:30 p.m.

M102

Bookstore

7:30 a.m. - 5:30 p.m.

M101

Primer for First-Time Attendees

7:45 a.m. - 8:45 a.m.

Atrium Level - A601/A602

Mary Stuart Hunter

Associate Vice President 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

President

John N. Gardner Institute for Excellence in Undergraduate Education

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

7:45 am – 8:45 am

E 1 Student Success and Retention for the Millennial Generation

A701

Susie Wood

Senior Career and Education Consultant
Human eSources, Ltd

CollegeScope has designed an interactive college success course that appeals to the technology savvy Millennial generation. The course includes topics from college, career and lifelong success and can be delivered in a traditional, hybrid or online format. This student success course has been effective in increasing student retention as much as 27 percent at one of Human eSources' community college schools. The Millennial Generation includes those born between 1977 and 1995. These students, for the most part, embrace technology in a way that none before them have. The proven CollegeScope curriculum combined with interactive cutting edge technology makes the program beneficial for students and instructors alike. This presentation will focus on how technology is used with proven curriculum to engage students in learning and assist professors with tools to monitor student progress.

E 2 Make Math "Add Up" for the Adult Learner

A703

Bob Khouri

Instructional Video Specialist
Wisconsin Technical College System Foundation, Inc.

Many first year students spend time sitting in a familiar setting, a basic math classroom. As a more effective alternative, Wisconsin's technical colleges system created ModuMath Basic Math and Algebra multimedia courseware to serve as an individualized, self-paced course or an easy-to-access supplemental learning resource. Session demonstrates how multimedia accommodates a wide range of learners with visual images, audio narration, contextual tutorials and continuous comprehension checks. Session attendees will be offered free, semester-length courseware trials.

E 3 Using BCSSE and NSSE Data to Investigate First-Year Engagement and Outcomes

A703

James Cole

Project Manager

Brian McGowan

Project Associate

Indiana University

This session will focus on practical uses of the Beginning College Survey of Student Engagement and the National Survey of Student Engagement. Participants will learn how information from these two surveys can be used to understand the relationship between the past high school experiences of entering first-year students and first-year expectations and their actual first-year academic engagement and experiences. Practical examples will include using BCSSE-NSSE data to assess learning community and service-learning programs.

E 4 Walking the Talk—Using a Self-Study Process to Improve Student Success and Retention Rates

A704

Andrew Koch

Vice President for New Strategy, Development, and Policy Initiatives

John N. Gardner Institute for Excellence in Undergraduate Education

The session will focus on how the successful Foundations of Excellence (FoE) self study process at the John N. Gardner Institute for Excellence in Undergraduate Education can generate findings and create plans that, in turn, yield increases in retention rates for new students over time. In addition, detailed information about the components and merits associated with the new Foundations of Excellence Transfer focus and some of the Institute's other initiatives will also be shared.

E 5 Using Mind Maps to Manage Class Notes, Transform Studying Into Learning, and Become a Self-Directed Learner

A705

Toni Krasnic
Author of Concise Learning
Concise Books Publishing

The presenter of this session will discuss mind maps, which graphically organize and represent relations between ideas and concepts. Although mind mapping is already used by millions of people worldwide, it is still relatively little used in schools and is mostly unknown to students and teachers. However, once students and teachers get introduced to mind mapping, they find it a fun and engaging approach to enhance thinking and learning, and a great tool to manage information and increase productivity.

E 6 EBI and MAP-Works: A Focus on Assessment and Student Retention

A706

Valerie McEvoy
Assessment Director
Educational Benchmarking (EBI)

Understanding the principles of assessment is the foundation for fulfilling your mission. This session will highlight the power of assessment and the need to provide the right information to the people who ultimately make the decisions that directly impact students' lives. The presentation will focus on MAP-Works, EBI's retention and student success program, and how this unique approach to student development is having a measurable impact on retention and student success.

E 7 Student Services and Resources: In-House vs. Third Party

A707

Katie Lynch-Holmes
Student Success and Retention Specialist
Education Dynamics

Chrissy Coley
Senior Strategic Consultant

Tim Coley
Senior Strategic Consultant
SunGuard Higher Education

Shani Fisher
Senior Sponsoring Editor
College Success Wadsworth, a part of Engage Learning

Julie Holliday
Strategic Consultant
SunGuard Higher Education

The article, "Student Services, in Outside Hands," by Sara Lipka, brought the debate of third-party partnerships in higher education to the forefront. Lipka candidly discussed the positives and negatives of partnerships with higher education companies. This roundtable discussion aims to expand on Lipka's article by continuing candid conversations with a panel of representatives who have provided student services in both nonprofit higher education and third-party companies.

E 8 Three Easy Steps to Financial Success

A708

Paul Mittelhammer
Vice President of Business Development
National Student Loan Program

It really is as easy as 1-2-3. This enhanced orientation for first-year students will provide the financial foundation students need to make smart financial decisions while in college. Learn how "keeping it simple" can be an effective tool to help students grasp key concepts that will stick with them for life.

E 9 Artificial Maturity: Addressing the Number One Issue Among First-Year Students Today

M104

Tim Elmore
President
Growing Leaders

Research shows that first-year students today are often advanced biologically, cognitively and socially when compared with earlier generations. Yet, significant cultural shifts have delayed emotional maturation, which affects their values, behaviors, paradigms and learning styles. Understanding this data prepares educators to evaluate their current pedagogy and curriculum, and implement more relevant first-year programming. This session identifies emotional maturation benchmarks that define student success and offers innovative ways to deliver content that cultivates these essentials.

E 10 Student Success Textbook/Planner: Engage Students with Intentional Planning and Content

M106/107

Jane Hix
Higher Education
School Specialty, Planning and Student Development

Jennifer Latino
Director, First-Year Experience
Campbell University

Sheri Moore
Education Professor
University of Louisville

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

Carol Randel
English Professor, Developmental Education
Norwalk Community College

This session is a roundtable discussion with authors of student success textbooks and planner products: *Skinny On College Success* by Jim and Carol Randel; *Connections, An Insider's Guide to College Success* by Sheri Moore, Jennifer Latino, Scott Moore; *Teacher Resources* by Stephanie Foote.

E 11 Intuitive Career Planning and the E-Portfolio

M301

Quint DeWitte
Account Representative
Kuder, Inc.

We know that with a career plan in place, individuals are more likely to complete postsecondary education or training. Whether a new postsecondary student or an adult re-entering education, having access to a reliable online career planning resource can increase student retention and help individuals create their plans for success. This presentation will offer practical application ideas on using proven, online solutions and discovering how the e-portfolio can increase career opportunities.

9:00 am – 10:00 am

E 12 Supporting Student Success with 24/7 Online Resources

M302

Valerie Kiesel
Co-Owner

Kristen Seldon
Marketing Coordinator
Innovative Educators

With increasingly limited resources and decreasing budgets, administrators are finding it tough to train students on critical student success skills. This session will explore a series of online tools students can use to gain knowledge about career options, study skills, money management, test-taking strategies, time management, and more. Presenters will discuss the use of videos, podcasts and web conferencing, all of which are critical to creating a dynamic and engaging learning environment.

E 13 The National Orientation Directors Association: Orientation 101

M303

Marcus Langford
Director of New Student Programs,
Student Development & Academic
Services

Rhodes College

Vice President for External Relations and
Research

*National Orientation Directors Association
(NODA)*

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.

CI 14 First-Year Courses for Undeclared Students: Using Civic Engagement and Partners to Enhance Quantitative Reasoning

A701

Rob Catlett
Director, Centers for Community Research
and Economic Education

Stacey Braun
Assistant Director, Student Success and
Interim Director of Multicultural Affairs
Emporia State University

This session will explore initial attempts to develop a set of first-year seminar courses for undeclared students. With an emphasis on student learning, academic success, and retention, different approaches will be explored. From the challenges of respecting the academic freedom of student affairs professionals to implementing a civic engagement course focused on service-learning to improve mathematical and quantitative reasoning in low ACT math scores, the session covers an interesting blend of issues.

CI 15 Increasing Student Participation in Common Reading Programs

A702

Melinda Messineo
Director, Freshman Connections

Peg Shaffer
Assistant Director, Freshman Connections
Ball State University

Since 1998, Ball State University has had a common reading program. Reflecting on this rich experience, presenters in this session will describe the book selection process from initial solicitation of titles, through selection committee formation, book ordering and distribution, as well as explore assessment strategies, curriculum development, and author visit logistics. This presentation will also show five years of student response data and program innovations that increased student reading completion from 24 percent almost 80 percent.

CI 16 Supporting and Improving Training for Peer Mentors and Educators

A703
Herbert Bruce
Director, First-Year Programs

Casey Sawyer
Connection Leader Coordinator

Ashley Wilenta
Connection Leader

Nicole Balsamello
Connection Leader

Ehren McLaurin
Connection Leader

Lynchburg College

Training peer advisors, mentors and educators should be fun and exciting for the instructors and the students. At Lynchburg College, the Connection Leaders (orientation leaders, peer advisors and educators) look forward to training as a chance to learn about themselves and each other. This session will show why every student involved in this training strongly agreed that the course used teaching methods/activities that reinforce concepts being taught and demonstrated educational practices that motivate students.

CI 17 Assessing Success

A704

Dorothy Ward
Director, Entering Student Program

Thenral Mangadu
Research Associate

Irma Montelongo
Lecturer

The University of Texas at El Paso

How do institutions assess the outcomes and impact of first-year seminars? How do they publicize results? This presentation will address the rationale for, design of, and results of an assessment project that examined the Entering Student Program at The University of Texas at El Paso. Presenters will share approaches used for qualitative and quantitative assessment of first-year seminar students, peer leaders, and instructors, and will discuss how institutions can capture a more complete picture of program impact.

CR 18 Evaluating Group Video Projects in Relation to University of Minnesota Student Learning Outcomes
A705

Murray Jensen
Associate Professor, College of Education and Human Development

Michael Stebleton
Assistant Professor, College of Education and Human Development

Peter Gary
Senior Teaching Specialist, College of Education and Human Development

Brady Johnson
Graduate Research Assistant, College of Education and Human Development
University of Minnesota

This session will describe a first-year inquiry course focusing on food taught by a team of three instructors within the College of Education and Human Development at the University of Minnesota. The focus of the session will be a description of a group capstone assignment involving the production of a short video on healthy eating and to provide evidence on the effectiveness of that assignment in relation to the University's student learning outcomes.

CT 19 50 Ways to Teach Your Students
A706

Lisa Borden-King
Director of Engagement

Cheryl Nilsen
Associate Professor, Mathematics

Laurie Geller
Associate Director, First-Year Experience

Beth Odahlen
Director of the Center for Engaged Teaching and Learning

Kathy Hintz
Assistant Professor, Teacher Education
Minot State University

This session will explore concrete ideas on how to engage faculty and students in the learning process. Through a series of humorous skits and song, presenters will demonstrate pitfalls of existing practices and provide alternative strategies for teaching and learning at all levels,

including the first year. The following strategies will be provided: interactive lectures, active note taking, discussion and question techniques, collaborative and cooperative groups/pairs, service-learning, civic engagement, community service, and depth not breadth focus on what matters.

CR 20 Student Success Strategies for Men of Color
A707

Amy Baldwin
Instructor of English

Dalton Lemelle
Student Success Coach
Pulaski Technical College

This highly interactive session will focus on student success strategies, both in the classroom and beyond the classroom that will help men of color be more successful in college. The session will begin with an overview of research on African American male students and engagement and retention rates. Then, the session will highlight specific strategies used in a specially designed first-year seminar course for men of color. The session will end with practical strategies that participants can use on their own campuses.

CR 21 Does Living on Campus Matter: Using NSSE Data to Understand the Experiences of African American Men
A708

Brian McGowan
Project Associate

James Cole
BCSSE Project Manager
Indiana University

Research suggests that social and academic integration that is facilitated by living on campus promotes a variety of desirable outcomes by enhancing students' involvement and engagement. However, this body of research typically assumes that living on campus has equal positive benefits for all students. Given recent problematic engagement trends involving African American male college students, further exploration regarding their experiences is warranted. This presentation will compare experiences of first-year African American male students based on their living environment.

CI 22 Developmental Education: A Collaborative Approach
M109

Lori Fair
Dean, Academic Affairs

Michael Williams
Counselor
Harrisburg Area Community College

This session will explore developmental education at Harrisburg Area Community College. Data will be shared about the past, the present and the future. The increase in students and students enrolled in developmental classes will be examined and solutions to meet the student needs will be shared. Student success and retention data will also be shared.

CT 23 Challenges of the First-Year, Nontraditional Student
M104

Angie Williams-Chehmani
Department Coordinator

Anthony DeShazer
Undergraduate student

Culver Sherie
Undergraduate student

Yolanda Jackson
Undergraduate student

Cortney Stroud
Undergraduate student
Davenport University

Nontraditional students are enrolling in college in record numbers for a variety of reasons. However, there are priorities that become challenges for them to start, stay, and succeed. If higher education is to retain these students, it must address their needs. This session will focus on the changing face of the student body and their challenges and will provide recommendations for higher education.

CR 24 Homeschoolers: Coming to a Campus Near You!
M105

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

Nicole Nagy
Graduate Student

Eastern Michigan University

Due to increasing numbers of home-schooled students nationally, Madonna University recently decided to pursue this population as a target market. However, all academic and social programming on campus had been developed using models based on the experiences of traditionally schooled students. How do home-schooled students experience higher education? What meaning do these students make of their experiences? This session will explore a study that examined this often misunderstood population and their experiences at a small, private, liberal arts institution.

R 25 First-Year Seminars as the Cornerstone of General Education

M106/107

Jean Henscheid
Fellow and Journal Editor
University of South Carolina

Even before the National Resource Center for The First-Year Experience and Students in Transition was launched, advocates at the University of South Carolina and elsewhere toiled to draw attention to the learning experience of first-year college students. One method for achieving this vision was, and is, building the seminar into general education requirements. Seminars that assume this role take on unique characteristics and responsibilities. What do seminars embedded in general education look like? Is this role a blessing or curse? These questions will guide this roundtable discussion.

CR 26 Learning in the First Year: Lessons From the Your First College Year Survey

M301

John Pryor
Director, Cooperative Institutional Research Program
University of California Los Angeles

How does student learning change over time with respect to academic skills, civic awareness and behaviors, and diversity-related beliefs and values? This session will explore a study that uses a national administration of the CIRP Freshman Survey and the Your First College Year Survey to look at the impact of the first year on these

outcome measures and ties them to practices and experiences during the first year.

CI 27 Advising Seminar: Engaging the Mission

M302

Matt Kretchmar
Dean of First-Year Students; Associate Professor
Denison University

Presenters in this session will discuss Denison University's pilot of an advising seminar in which small numbers of first-year students meet with a faculty mentor in small, discussion-based groups. The program is designed to not only strengthen academic experiences, but to engage students in a more holistic and developmental way. One of the program's benefits is a closer working relationship between the academic and student affairs divisions in pursuit of common learning outcomes.

CR 28 Biology and Psychology: Gateway to Neuroscience

M303

Deborah Bidwell
Instructor of Biology
Mark Hurd
Associate Professor of Psychology

Pamela Jo Riggs-Gelasco
Associate Professor of Chemistry and Biochemistry
College of Charleston

Two years of data were collated and analyzed for a College of Charleston nonresidential learning community (LC) involving introductory majors in biology and psychology. Do learning community students outperform their peers who don't participate in learning communities? Does participation in the learning community positively influence future academic performance? Are LC students more likely to declare science majors than non LC peers? Qualitative and quantitative assessment approaches were used for these analyses and will be presented in this session.

R 29 Best Practices 2.0: Using Online Technologies in Your Class

M304

Danielle E. Williams
Instructor of Communication

Ruth Goldfine
Associate Professor of English

Kathy Lynn
Lecturer of Health, Physical Education and Sport Science

Deborah Mixson-Brookshire
Assistant Professor of Management & University College Distance Learning Director

Todd Shinholster
Instructor of International Business
Kennesaw State University

This session shares best practices using new media and web-based course-management systems. The session's objective is to share and discuss how using online technologies enhances topics covered in the first-year seminar. Presenters will discuss how they use Blackboard, Vista, Google, YouTube, and other online technologies in their courses to augment the textbook and course objectives.

REFRESHMENT BREAK
10:00 a.m. - 10:15 a.m.
Marquis Ballroom

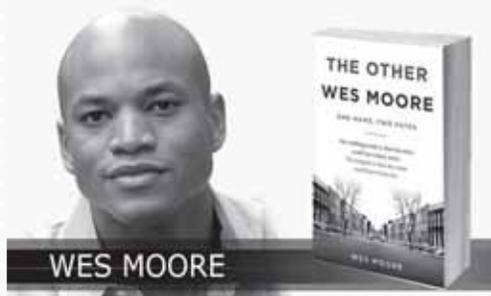
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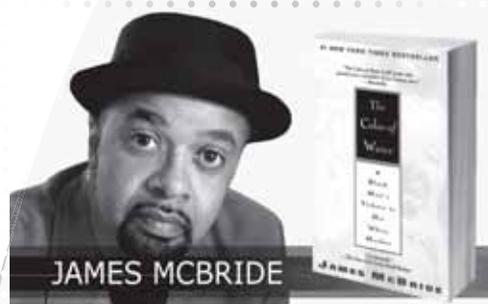
WES MOORE



ERIN GRUWELL



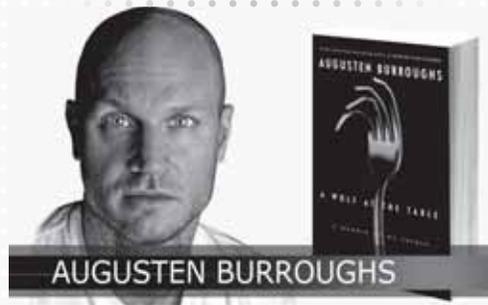
SONIA NAZARIO



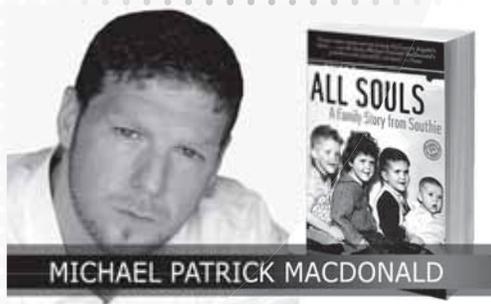
JAMES MCBRIDE



LUIS ALBERTO URREA



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CI 30 Drawing on Community Resources: Experiential Learning as the Foundation of a First-Year Seminar

A701

Douglas Long
Director of the First-Year Program

Michael Edwards
Assistant Director for Academic Administration, First-Year Program

Sarah Miller
Assistant Director for Student Administration, First-Year Program

Alex Miller
Associate Director, Office of New Student and Family Engagement
DePaul University

At DePaul University, the first-quarter seminar required of all first-year students is founded on experiential learning that uses the community and geographic region (in this instance, city of Chicago) as an extended classroom, a text, a subject of inquiry, and a source of people knowledgeable on a wide variety of topics. Presenters will discuss this program.

CI 31 Using a Virtual Librarian to Introduce Essential First-Year Information Literacy Skills

A702

Carolyn D. Sotto
Director of FYE for the College of Allied Health Sciences

Olga Hart
Senior Associate Librarian

Barbara Macke
Senior Associate Librarian
University of Cincinnati

Teaching library skills has been a common feature of FYE programs. Collaborative efforts between FYE programs and librarians have resulted in effective integration of information literacy skills. Students need to access information successfully, efficiently and evaluate information and its sources critically. Budget constraints have limited dedicated librarians for first-year students. This presentation will address creatively disseminating library information virtually to first-year students. Library assignments and assessment procedures will also be presented and discussed.

CI 32 Achieving the Dream for Basic Skills Students via a First-Year Experience Program

A703

Frances Gusman
Vice President, Student Services

Jennifer La Serna
Dean, Arts and Letters

Duarte Adrienne
FYE Counselor

Jessica Figallo
FYE Counselor and Instructor
College of the Sequoias

In this session, presenters will share insight the genesis of the College of the Sequoias first-year experience program and planning process. This will include an overview of the FYE program and the coordination and inception of the unique first-year seminar course that is part of the learning community model. The College's FYE program is a joint effort between academic and student services, partnering with the California Basic Skills Initiative, Title V Hispanic Serving Institutions, and Achieving the Dream.

CI 33 From QEP to FYE: Making the First-Year Experience a Priority

A704

Vivia Fowler
Dean of the College

Lisa Rouleau
Director of First-Year Experiences

Patricia Gibbs
Dean of Students/Vice President for Student Affairs
Wesleyan College

Designing and implementing a comprehensive first-year experience is an excellent approach to a college's Quality Enhancement Plan (QEP), a requirement for the Southern Association of Colleges and Schools. Wesleyan College's 2005 QEP is titled "Creating a More Intentional and Connected First-Year Experience." This presentation will outline the process of developing an FYE QEP and will offer suggestions for preparing the fifth-year interim report and institutionalizing the QEP.

CR 34 Who Am I and Why Am I here? Identity, Adventure-based Orientation Programs and Adaptation to College

A705

Rob Ribbe
Director, HoneyRock
Wheaton College

The results of a recent dissertation study on the relationship between identity formation and the transition to college will be shared in this session. A special emphasis of the study is on the role of an adventure-based pre-orientation program on the entire first year cohort at a residential, Christian, liberal arts college in the Midwest.

CT 35 There Is No "Easy-Does-It" to Discovering a Sense of Life Calling and Purpose in First-Year Students

A706

Bill Millard
Executive Director/Professor of Leadership Studies, Center for Life Calling and Leadership

Megan Gilmore
Coordinator of Life Coaching/Instructor of Leadership Studies, Center for Life Calling and Leadership
Indiana Wesleyan University

Indiana Wesleyan University is entering its 12th year of using a purpose-guided approach to working with first-year students that has had a dramatic impact on retention and graduation rates. A recent issue of *O Magazine* focused on *An Easy-Does-It Guide to Finding (and Fulfilling) Your Life's Purpose*. This session will challenge that concept and will encourage a more comprehensive approach that integrates good theory, academic studies, student development, resident life, and spiritual formation.

CT 36 Confessions of a First-Year Seminar Instructor: How to Make the Most of Failures in the Classroom

A707

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

What happens when the best planned first-year seminar activities and assignments fail? Although it may feel like the end of the world, there is much to learn through these failures. In this session, the presenters will draw from collective experiences teaching first-year seminars to discuss how they have made the most of these learning opportunities. Participants will leave with resources they can use to recuperate and become better instructors.

CT 37 First-Generation College Students: Championing Justice, Empowering Children and Youth

A708

Barbara Johnson
Instructional Chair

Colorado Mountain College

How can service-learning foster the success of first-generation college students? This interactive session provides an overview of current research on service-learning and provides an example of students promoting justice for Darfur and helping children learn to read while advancing their own developmental reading skills. Participants will experience research-based instructional methods shown to support learners in their transition to

college life, increase retention, and stimulate their active engagement in civic affairs.

CR 38 Effects of Academic Preparation, Motivation, and Interest-Major Congruence on First-Year Academic Performance and Timely Degree Attainment at Two- and Four-Year Institutions

M109

Justine Radunzel
Senior Research Associate
ACT, Inc.

Using data from 28 postsecondary institutions, the effects of academic preparation, motivation, and interest-major congruence on first-year achievement and timely degree attainment were examined. First-year academic performance was affected by motivation and academic preparation. Timely degree completion was directly influenced by first-year achievement and interest-major congruence, and indirectly affected by motivation. These findings underscore the importance of these two noncognitive constructs in understanding student adjustment and postsecondary success. Implications for counseling practice will be presented in this session.

CT 39 Alcohol and the First-Year Experience: What We Know From the Research

M104

Patrick Dyer
Lecturer of Psychology

Kimberley Frazier
Assistant Professor of Educational Policy Studies
Kennesaw State University

Ryan Lekan
Counselor's Assistant
Hill Counseling and Consultants

First-Year Seminar (FYS) faculty have a unique opportunity to work closely with first-year students during a transitional time that is marked by an increased risk of heavy alcohol consumption. An understanding of evidence-based knowledge in this area can increase faculty effectiveness. The aim of this session is to summarize a comprehensive review of the published research on alcohol and the first-year student.

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CT 40 A Golden Triangle: Structured Reflection in First-Year Seminars

M105

Zaide Pixley
Dean of the First Year and Advising
Kalamazoo College



How do we measure learning? How do we connect theories and knowledge with closely examined assumptions and lived experiences—a golden triangle—result in deeper learning? How can first-year seminar faculty use assignments and strategies to help students connect their educational experiences, further their intellectual development, and deepen their learning? This session will feature a new transformational learning paradigm and field-tested, widely adaptable structured reflection assignments and strategies.

R 41 Engaging First-Year Students Outside of the First-Year Seminar Course

M106/107

David Henriques
Assistant Dean, School of Academic Programs and Services
Shippensburg University

Kendra Wolgast
Director, Academic Support Center
Penn State Mont-Alto

Many campuses lack the resources or administrative support to implement a well defined and proactive first-year seminar. Presenters in this session will discuss how first-year seminars, of course, are only one component of a clearly articulated retention program targeting first year students.

CI 42 Assessing a Common Reading Program's Effect on First-Year Experience

M301

Leslie Jo Sena
University College Common Reading Assessment, Instructor

Karen Weathermon
Director of Learning Communities
Washington State University

The common reading program at Washington State University has assessed students' level of involvement with common reading over three years and how students rate their first-year experience, as defined by the goals of the common reading program. Presenters will demonstrate and facilitate

discussion of how to create an assessment instrument, how to collect data, and how to use the results to improve programs as well as garner institutional support.

CR 43 Digital Narratives: Using e-Portfolios to Assess Student Learning in First-Year Seminar

M302

Carrie Cokely
Associate Professor and Director, First Year Seminar
Curry College

This session will focus on the use of e-portfolios in a first-year seminar class as both a tool for students to document their learning and a mechanism for faculty to assess the student learning outcomes throughout the course. Results of an e-portfolio assessment project across two sections of first-year seminar at Curry College will be discussed along with the benefits and challenges of using e-portfolios to assess student learning.

CR 44 Integrating Study Strategies Into Your First-Year Experience Class

M303

Laurie Hazard
Director, Academic Center for Excellence
Bryant University

Embedded in many FYE courses is study skills training. Exposing students to such topics only makes sense, since research suggests that high school skills won't work to the same extent in a college. Researchers suggest that academic achievement is influenced as much by particular attitudes as by study skills instruction. Teaching strategies divorced from attitudes is futile, then. Oftentimes, unwitting instructors teach students "how to" manage time without helping students recognize attitudes that influence application. The session is designed for instructors who have encountered students who believe, "I already know "how to" manage my time; I don't need this class!"

R 45 You Can't Do CSI With a BFA: Career Planning in the First-Year Seminar Course

M304

Daniel Duarte
Academic Advisor/Lecturer

Cynthia Jimenez
Academic Advisor/Lecturer

The University of Texas at El Paso

When it comes to selecting a career path, there is no time like the present. First-year students often say they are either absolutely certain or completely undecided, but the truth is often somewhere in between. This roundtable session will focus on discussion of tools and resources to use in the classroom and around campus to help students make solid choices based on real-world job exploration rather than assumptions about career paths.

1:30 p.m. – 2:30 p.m.

CR 46 The Freshman Experience at Georgia Tech

A701

Michael Fulford
Assistant Director of Housing/Director of the Freshman Experience

John Michael Pantlik
Hall Director
Georgia Institute of Technology

Established in 1992, the Freshman Experience program at Georgia Tech is a residential-based initiative that supports students in their first year on campus. This comprehensive program is designed to help residents get the most out of their social and educational experience. This session will give a historical perspective of the program and how a focus on building community has been a hallmark of success and helped raise the first-year retention rate to 93 percent.

CT 47 Chicago Rocks and the Pursuit of Happiness: Tearing Down the Silos at an Urban Commuter University

A702

Barbara Sherry
Coordinator, First-Year Experience

Kris Pierre
Assistant to the Vice President for Student Life

Audrey Natcone
Instructor, Justice Studies and Women's Studies
Northeastern Illinois University

Northeastern Illinois University's first-year program combines curricular and co-curricular components to promote student success. Increasing collaboration between academic affairs (where the program is located) and Student Life is a holistic approach intended to serve the unique needs of students attending this urban, commuter, federally designated

Hispanic-serving institution. This session will explore how tearing down institutional silos has resulted in innovative partnerships and the sharing of resources

CT 48 Who Stole My Trophies? Developing an Academic Work Ethic in Today's First-Year Students

A703

Constance Staley

Professor of Communication; Director, Freshman Seminar Program

University of Colorado at Colorado Springs

It's been said that "80 percent of success is showing up." By the time they get to college, many of today's students may have collected an impressive array of trophies for doing just that. The product of "Velcro parents," they may not know their true strengths and lack the resilience to grapple with tough academic challenges. This session will focus on teaching strategies to develop students who earn their self-esteem and work for their success.

CT 49 Managing Transitions and Changes in an FYE Program

A704

Patricia Esplin

Director, Freshman Mentoring

Sharon Bigelow

Peer Mentor Coordinator

Brigham Young University

Although change is discomfoting and disorienting, properly managed change can be a source of strength, learning, and renewal. Brigham Young University's first-year program recently underwent a series of highly traumatic, mandated changes that had the potential to disrupt reorganization efforts and destroy morale. Drawing upon William Bridges' book, *Managing Transitions*, the University helped staff and student workers learn from and let go of the past, guided them through the neutral zone, and successfully launched a new beginning.

CT 50 Reflexive Learning: A Model For Using Blogs to Engage First-Year College Students in Regular Reflection

A705

Tracia Cloud

Graduate Assistant

Amelia Davis

Graduate Research/Teaching Assistant
University of Tennessee - Knoxville

As technology becomes more pervasive in education, blogging offers a way for instructors to capture students' attention and engage them in learning. During a first-year studies course a blogging model was developed and implemented to provide students a space to reflect on their courses, experiences, and activities throughout their first semester. Presenters will discuss how this model can be easily integrated into existing curriculum to give students experience developing online resources and modeling appropriate online representations of information.

CI 51 Academic and Engagement Planning: Coaching First-Year Students to Success

A706

Jimmie Gahagan

Director of Student Engagement

Claire Robinson

Assistant Director, Academic Success Initiatives

Kimberly Dressler

Coordinator for Student Engagement

Samantha Young

Graduate Assistant

The 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 ways to implement academic and student engagement coaching and mentoring to support students. Two tangible documents are used to assist this at the University of South Carolina: The ACE Academic Plan and the Student Engagement Plan. These plans, as well as strategies used to implement them will be examined.

CT 52 Enhancing Student Learning and Memory: What Instructors and Students Need to Know

A707

Debra Borden

Associate Professor of Psychology and Coordinator of the First-Year Experience

Corning Community College

Approximately half the students entering

their first year of college are unable to effectively process information, think abstractly, generalize material or remember information long term. This problem is exacerbated by the fact that many of these students are operating at a sleep deprivation level worse than being drunk, which directly affects performance. Attendees will understand how learning, memory and critical thinking skills can be enhanced and will leave with specific learning strategies to use in the classroom.

CR 53 Individuals on Campus Advancing Retention Efforts for First-Year Students

A708

Frank Ross

Associate Provost for Student Success

University of North Texas at Dallas

Gayle Williams

Assistant Dean, University College

Indiana University-Purdue University,

Indianapolis (IUPUI)

During tight economic times, many campuses find it difficult to financially support the development and expansion of important retention programs. In this session, presenters will share results of a five-year research project looking at the impact individual students, faculty, and staff have on supporting the retention of first-year students. Research shows the specific behaviors first-year students identified that supported their success—at no additional cost to the institution.

CI 54 Struggles and Success in Incorporating Critical Thinking into First-Year Seminars

M109

Abbey Rosen

Assistant Professor

Jennifer Krueger

Director of Institutional Assessment

Marian University

One of the primary objectives for Marian University's first-year seminar is to introduce students to the Paul and Elder Critical Thinking Model and assist them in learning to apply it to both their academics and personal lives. The session will focus on the struggles and successes involved in the implementation and instruction of this model in the seminar and incorporation of the model across the curriculum.

CR 55 Promoting High-Impact Practices: Approaches to Increase Engagement and Expand Access in the First Year

M104

Jillian Kinzie

Associate Director

Indiana University Center for Postsecondary Research and NSSE

High-Impact Practices (HIPs), such as learning communities and service-learning, demonstrably enhance student engagement, learning, and persistence. This session will highlight how institutions have emphasized these structures and other pedagogical practices in the first year, used National Survey of Student Engagement (NSSE) results to focus attention on and inventory HIPs, and discuss approaches to ensuring widespread participation, including setting expectations for new students, and models for student and academic affairs collaboration to optimize these activities.

CI 56 Developing and Assessing A Community College First-Year Experience Program

M105

David Ross

Director, First-Year Experience Program

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 addition to the assessment of activities using the Council for the Advancement of Standards in Higher Education standards will also be reviewed.

R 57 Making Bricks Without Straw: Keeping First-Year Programs Vibrant in the New Normal

M106/107

Mary Ellen Bertolini

Associate Director, Writing, Lecturer, Tutor in Writing

Kathy Skubikowski

Director, CTLR; Associate Professor of

English; Assistant Dean for Instruction

Yonna McShane

Director of Learning Resources/Lecturer in Psychology

Middlebury College

The current financial climate threatens the progress made in establishing and maintaining excellent first-year programs. Declining endowment funds and contributions have forced colleges to make difficult financial decisions. Even when first-year programs survive, they may lose some important resources that supported them. In this interactive roundtable discussion, participants will share ideas for keeping the first-year program vibrant in the new normal. Attendees will be encouraged to share how their institutions have dealt with similar budget challenges.

CI 58 P.R.I.D.E. – Five Choices for Student Success

M301

Steve Piscitelli

Professor of History and Student Success

Florida State College at Jacksonville

This engaging, energizing, and entertaining session will demonstrate how “the five choices” place the power for action and success in students’ hands. Come prepared to learn, laugh, sing, share, and leave with a five-point plan for student success.

CI 59 Using Peer Mentors to Deliver Cost-Effective First-Year Experience Events

M302

Rod Santos

Academic Achievement Counselor

University of California, Berkeley

Vance Jarrard

FYE Peer Mentor & Club President

John Kanemoto

FYE Peer Mentor & Club Vice President (Events & Fundraising)

Haylee Crowley

FYE Peer Mentor & Club Secretary/Treasurer

Kiersten Hansen

FYE Peer Mentor & Club Coordinator of Retreat/Training

California State University, Sacramento

Sacramento State first-year experience peer mentors serve nearly 1,200 first-year students every fall. Through grassroots

efforts, the peer mentors developed cost-effective ways to run co/extra-curricular programs with minimal funding. Student turnout at these events is at an all-time high—600 at mid-semester. The screening of the movie “Inception” is one of nearly two dozen student-run events. How are these events funded? In this session, attendees will learn about cost-effective strategies to involve first-year students.

CR 60 Retaining First-Generation College Students

M303

Marcia Heiman

Head, Research & Development, Learning to Learn Department

Dan Bunch

Director, Learning to Learn Department

Boston College

This session will provide data on significant, long-term impacts of a 3-credit learning to learn (LTL) course. LTL is a research-based system of learning strategies, on students’ GPA, rate of course completion, and retention. Studies presented include 98 percent graduation rates of first-generation, primarily minority students at four-year private university and 80 percent graduation rates for students at an urban community college.

R 61 A Strengths-Based Approach to Integrating Faith, Learning, and Relationships in the First Year

M304

Nancy Biggio

Assistant Provost

Bridget Rose

Director of Academic Success and Instructor in the Core Curriculum

Heather Mitchell

Career Counselor

Dean Smedley

Residence Life Coordinator and Foundations Instructor

Samford University

This roundtable discussion will focus on issues of adjustment for first-year students within the context of a faith-based or religiously affiliated institution. As we consider new approaches to increase student success and retention, special attention will be given to the benefits of a collaborative strengths-based model to enhance students’ academic and social acclimation in the first year.

Conference Luncheon Recognizing 2010-2011 Outstanding First-Year Student Advocates

11:30 a.m. - 1:15 p.m.

Marquis Ballroom D

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



Julie L. Amon
Assistant Dean for First-Year
Students
Case Western Reserve University



Marsha Fralick
Professor Emeritus
Cuyamaca Community College



Fabiana DesRosiers
Assistant Professor of Psychology
Dominican College of Blauvelt



Keldon Henley
Vice President for Student Services
Ouachita Baptist University



Rachel Duff Anderson
Director of First Year Experience
Siena Heights University



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



Michelle Bandla
Coordinator, First-Year Programs
SUNY Oswego



Kia Kuresman
Director of New Student Programs
Goucher College



Lizabeth Doherty
College Advisor
Mohawk Valley Community College



Denise Rode
Director, Orientation & First-Year
Experience
Northern Illinois University

Available for Spring 2011: First Editions and Newly Revised Favorites!

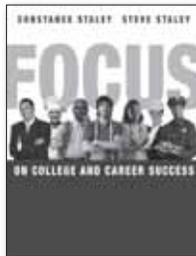


First Editions



Excelling in College, First Edition
 Jeffrey Kottler
 ©2012 • 344 Pages • 4-color • Paperbound • ISBN-13: 978-1-4282-3120-7

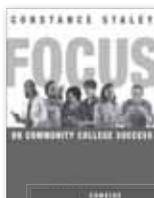
Are your students stressed? Excelling in College recognizes the stress students experience and offers strategies to help them not just survive but also thrive in their college environment. Through exercises found in the text and online video clips, students are helped to address their fears related to speaking up in class, approaching instructors, making new friends, performing under pressure, dealing with financial struggles, and making healthy lifestyle choices.



FOCUS on College and Career Success, First Edition
 Dr. Constance C. Staley • Dr. Steve Staley
 ©2012 • 368 Pages • 4-color • Paperbound • ISBN-13: 978-1-4390-8390-1

Constance and Steve Staley's *FOCUS on College and Career Success* explores the unique issues that career and technical college students face both inside and outside of the classroom, including juggling family, school, and work, and living/studying at home. The text includes thorough coverage of study skills, reading, writing, and test taking, while also focusing on the career skills that are essential to obtaining a job, such as interview skills, resume writing, and creating a job plan. The Online TechKnow feature examines situations specific to on-line and hybrid course environments, while case studies highlight students on various career paths and fully examine the challenges they may face.

The FOCUS Family



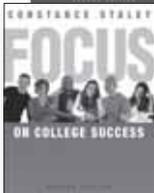
FOCUS on Community College Success, Second Edition
 Dr. Constance C. Staley, University of Colorado, Colorado Springs
 ©2012 • 384 Pages • 4-color • Paperbound • ISBN-13: 978-0-495-90643-8

Visually appealing and highly motivational, *FOCUS on Community College Success* addresses, validates, and celebrates community college students. This text features student cases in each chapter that highlight and explore the unique challenges that community college students face, offers detailed annotations that deal with sensitive issues and encouragement for students who are in developmental courses, and puts extra emphasis on study skills, reading, writing, and test taking. Consideration is given to a number of paths from community college—the workplace, transfer to a 4 year school, an Associate's degree, or further certification.



FOCUS on College Success, Concise, Second Edition
 Dr. Constance C. Staley, University of Colorado, Colorado Springs
 ©2012 • 320 Pages • 4-color • Paperbound • ISBN-13: 978-0-495-90642-1

Like *FOCUS on College Success*, this concise version of the text addresses the needs of today's college students. In this briefer version, the chapters on writing & speaking and wellness have been removed to concentrate on the core elements of the college success class. By holding to one good example for each chapter, Staley allows for the hands-on learning at which she excels, while creating a concise, student-focused option for the classroom.



ALSO AVAILABLE

FOCUS on College Success, 2nd Edition
 Dr. Constance C. Staley, University of Colorado, Colorado Springs
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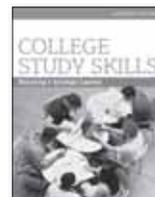
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 Britt Andreatta
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 Dianna L. Van Blerkom
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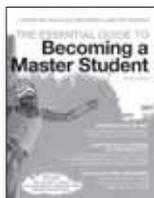
Essential Study Skills, Seventh Edition
 Linda Wong
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The Master Student Series



Becoming a Master Student: Concise, Thirteenth Edition
 Dave Ellis
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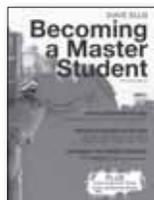
This concise version of the best-selling *Becoming a Master Student* text has 150 less pages than the full edition and 2 fewer chapters to meet the needs of shorter courses. Through interactive journaling, a motivational writing style, and hands-on activities that students can apply right away, students will find even more ways to deepen their knowledge of themselves and the world around them.



The Essential Guide to Becoming a Master Student, Second Edition
 Based on Dave Ellis' *Becoming a Master Student*
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 ISBN-13: 978-0-495-91371-9

A 160-page brief text perfect for first-year experience courses, orientation courses, and other short programs, *The Essential Guide to Becoming a Master Student, Second Edition*, allows students to focus on core concepts integral for success in an easy-to-read, short article format. The new edition now features the Kolb Learning Style Inventory.

ALSO AVAILABLE



Becoming a Master Student, Thirteenth Edition
 Dave Ellis
 ©2011 • 416 Pages • 4-color
 Paperbound
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From Master Student to Master Employee, 3rd Edition
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- The CSFI assesses students in 10 key areas proven to be determinants of their success in college.
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To learn more about these and other resources, visit us at Booths #57 and 58 or at www.cengage.com/success.

REFRESHMENT BREAK

2:30 p.m. - 2:45 p.m.

Marquis Ballroom

2:45 p.m. – 3:45 p.m.

CT 62 Using Workshops to Extend Academic Skills

A701

John Lanning

Associate Vice Chancellor for Undergraduate Experiences

Ken Bettenhausen

Associate Professor of Business

Nadine Montoya

Program Coordinator

University of Colorado Denver

First-year seminar courses at The University of Colorado Denver emphasize academic content, and as a result, integrating academic skills into the seminar has been a challenge. The University recently began using optional workshops provided by student service offices to extend academic skills beyond the formal seminar. Presenters for this session will review the format for the academic skills workshops, the expansion for fall 2010, organization details, and preliminary assessment data.

CT 63 Enhancing High Impact Practice through Strategic Partnership

Adrianna Guram

Coordinator of Academic Initiatives

Sheila Stoeckel

Academic Librarian

Ian Benton

Academic Librarian

The University of Wisconsin-Madison

The AAC&U's LEAP initiative has identified first-year seminars as one of its High Impact Practices. The Center for the First-Year Experience at the University of Wisconsin-Madison has strategically collaborated with academic support services across campus for the past three years to enhance this practice. One such collaboration with University Libraries will illustrate the process. We will discuss strategies to align your first-year seminars and other first-year programs with the cultures of teaching and learning on your campus.

CT 64 Working Up Something to Say: Sequencing Low-Stakes Writing Assignments to Produce a High-Stakes Project

A703

Richard C. Burke

Director for Curriculum Development

Lynchburg College

Sequencing low-stakes writing assignments lets first-year students move gradually but deliberately from the simple, narrow tasks that they're familiar with to complex, challenging projects that call for a range of skills they are just beginning to develop. Presenters will discuss the underlying principles of low-stakes sequencing and evidence for its effectiveness, provide illustrative examples, and explore the ways in which sequenced low-stakes assignments can be integrated into first-year curricula, first-year seminars, and learning communities.

CT 65 Today's Net Generation Students: Why They are Different, and Teaching Strategies that Work for Them

A704

Robert Feldman

Dean, College of Social & Behavioral Sciences

University of Massachusetts, Amherst

This session will focus on today's Net Generation students and research demonstrating how they differ from students of prior generations. Presenters will discuss effective teaching strategies for Net Generation students, examining the use of innovative, impactful 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.

CI 66 Developing a First-Year Experience Course: Collaboration Between Student Affairs and Academic Affairs

A705

Tiffany Cresswell-Yeager

Director of Student Affairs

Penn State Lehigh Valley

Barbara Long

Academic Adviser

Penn State Lehigh Valley

In 2008, Penn State University charged its colleges and campuses to develop a First-Year Engagement Plan that incorporated social and academic initiatives, 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 institutions.

CI 67 The Evolution of FYE Instructor Training at a Community College

A706

Julie McLaughlin

Academic Advisor, Co-Chair FYE Advisory Committee

Diane Stunp

Counselor, Co-Chair FYE Advisory Committee

Cincinnati State Technical and Community College

To maintain quality and consistency in an FYE program, it is necessary to monitor all components of the program. Cincinnati State Technical and Community College has addressed these issues by developing an advisory committee that provides oversight, a standardized syllabus, and mandatory instructor training. This session will show data on student retention that supports this approach. We will focus on the evolution of our FYE instructor training program and provide session participants with practical applications and handouts that they can take back to their institutions.

CI 68 Supporting the Success of High School Students Enrolled Full-Time in College

A707

Kathrynn Adams

Dana Professor of Psychology

Gail Webster

Associate Professor of Chemistry

Guilford College

Kim Spell

School Counselor

The Early College at Guilford

Guilford College, a private liberal arts college, and the Guilford County Schools, a public school system, collaborated to establish The Early College at Guilford (ECG) as the first early college in North Carolina. This session will describe the orientation and support systems that are provided by college and high school staff for ECG juniors and seniors who are all full-time college students. Assessment data will demonstrate that the students thrive in the college environment.

CI 69 More Data! Using Multiple Data Sources to Improve Practice

A708

Cathy Brinjak

Assistant Professor and Director of Academic Advisement Services and FYRST Seminar

Slippery Rock University

Sherry Woosley

Associate Director of Institutional Effectiveness, Academic Assessment and Institutional Research

Ball State University

Multiple measures can strengthen assessment efforts and more effectively demonstrate programmatic impact. Assessments such as institutional-specific surveys, national surveys, institutional counts, and outcome data can be linked to provide professionals multiple sources of evidence about the quality of their programs and the characteristics of their students. This session will show how to locate data sources, strategies for combining data, and provide concrete examples such as social integration, effectiveness of the FYE course, and satisfaction with the institution.

CI 70 Beyond Best Practices: Infusing Innovation and Creativity Into Student Learning

M109

Matthew Ferguson

Assistant Director for Student Life

Rutgers University

The process of studying the actions of peer institutions and adopting "best practices"

is commonplace in student affairs. While this can produce consistent and effective results, it potentially contributes to a culture of complacency and limited scope. Using an award-winning program as a primary example, this presentation will take participants through the creative process and identify strategies for innovation that attendees can use to remain relevant and engaging with the millennial generation.

CI 71 Mentoring with P.R.O.M.I.S.E. (Purpose, Refocus, Opportunity, Mutual, Implement, Strategy, Excellence)

M104

Leon Thomas

Success and Retention Advisor

Anne Arundel Community College

Jesse Ford

Multicultural Programming Graduate Assistant

University of South Carolina

Why peer-to-peer mentoring? What are the benefits? This session will explore what it means to be a peer mentor and discuss proven practices that create successful relationships and programs. Participants will share ideas and experiences within and/or programming a peer mentor program. Learning outcomes and best practices contained within mentorship will be used to bridge participants' and facilitators' understandings.

CI 72 Searching for GEMS: How a Simple Question Altered a Campus Climate

M105

Lerita Coleman Brown

Director of GEMS Program/Professor of Psychology

Jennifer Cannady

Assistant Dean of the College and Director, Academic Advising

Agnes Scott College

This presentation illustrates how one institutional initiative can generate a positive "contagion" effect across campus. Assessment results indicate that through academic and social support, the GEMS (Generating Excellence in Math and Science) Program at Agnes Scott College, equips students with the confidence and skills to persist in the STEM disciplines in their first-year and beyond.

Journal of The First-Year Experience and Students in Transition



A semiannual refereed journal providing current research and scholarship on significant student transitions. The primary purpose of the *Journal* is to disseminate empirical research findings on student transition issues, including:

- Explorations into the academic, personal, and social experiences—including outcomes related to success, learning, and development—of students at a range of transition points throughout the college years. These transitions include, but are not limited to, the first college year, the transfer transition, the sophomore year, the senior year and transition out of college, and the transition to graduate work.
- Transition issues unique to specific populations (e.g., nontraditional, traditional, historically underrepresented students, transfer students, commuters, part-time students)
- Explorations of faculty development, curriculum, and pedagogical innovations connected to any of the transitions identified above

To submit or subscribe, please visit www.sc.edu/fye/journal



R 73 Faculty Insights Into Teaching First-Year Success Courses

M106/107

Cheryl Rinker
Teaching Specialist, Reading

Julie Hernandez
Psychology Faculty

Sharon Cooper
Business Faculty

George Hernandez
Psychology Faculty

Audra Cooke
Coordinator of First-Year Experience
Rock Valley College

A roundtable discussion of faculty and staff from Rock Valley College, a two-year Community College will discuss their experiences teaching the Planning for Success course. The discussion will include an overview of the components of the Planning for Success course, teaching styles used in the success course vs. other disciplines, best practices for teaching the course, stories of best and worst experiences, and strategies for recruiting new course instructors.

CI 74 Sustainable Collaborations: Developing & Maintaining Cross-Campus Partnerships Programming

M301

Brad Harmon
Associate Director of Residence Life

Brannon Anderson
Professor and Chair, Department of Earth and Environmental Sciences

Wes Dripps
Associate Professor, Department of Earth and Environmental Sciences

Brittany DeKnight
Associate Director, David E. Shi Center for Sustainability
Furman University

This presentation will emphasize the importance of cross-campus partnerships between academic affairs and student affairs professionals in successfully developing sustainable programming, both in the first-year experience and beyond. Campus faculty and staff will provide insight into their unique partnerships and will address the specific issues and challenges faced in sustaining each initiative. Program

participants will discuss the issues and challenges they have faced on their own campuses.

CR 75 Faculty Perceptions of First-Year Student Engagement

M302

Thomas Nelson Laird
Assistant Professor
Indiana University

Drawing on data from institutions that participated in the 2010 Faculty Survey of Student Engagement, this interactive presentation examines faculty perceptions of the nature and frequency of first-year students' engagement in educationally effective practices. Session participants will learn, for example, how often faculty report the typical students they teach participated in active and collaborative learning practices and interacted with faculty members.

CR 76 The Idea Model for Community College Success and Student Development

M303

Phyllis Curtis-Tweed
Interim Associate Provost
Medgar Evers College, City University of New York

 **Timothy L. Walter**
Dean
Oakland Community College

Sherry Miller Brown
Director, McCarl Nontraditional Student Success Center
University of Pittsburgh

The session will focus on presenting the "Idea Model for Community College Success and Student Development." The "Idea Model" is a comprehensive research based model that focuses on the critical factors that come into play as an institution develops a community college environment that enhances the probability of student success. The "Idea Model" focuses on four critical areas key to college success and appropriate student development: Introduce community college students to the world of higher education; develop programs for community college students to help them successfully negotiate their path through community college; empower students to be high achievers in their academic programs; and advocate

for nontraditional/adult students. For each of the four areas, the presenters will provide detailed models of the key strategies that are easily implemented with reasonable cost.

R 77 The Art of Choosing

M304

Marilyn Thomas
Professor of English
Menlo College

Given the diversity of backgrounds and degrees of college readiness in the students admitted to colleges today, it is a daunting challenge to choose just one common reading book for all incoming students. Another challenge is choosing a book professors will want to use to encourage conversation inside and outside the classroom. So how do we choose? And when we choose, how successful are we in using the book chosen? What should the criteria be in making that selection? Are our choices now being dictated by the publishers who have seen an opportunity to profit by publishing catalogs of first-year reading? Is using a common book a trend that will die because it doesn't accomplish the goal we set out for it, or is it actually fulfilling the purpose for which it was initiated? These questions will be considered in this session.

4:00 p.m. – 5:00 p.m.

CI 78 Undergraduate Women in Science Program

A702

Linnette Good
Assistant Director, Science Diversity Office

Toyinda Wilson-Long
Purdue-Louis Stokes Alliance for Minority Participation (LSAMP)
Purdue University-West Lafayette

This session will describe retention strategies incorporated into the Women in Science Program (WISP) at Purdue University. Data on increases in the number of female undergraduates, retention and graduation rates of the women in science will be discussed. Findings of specific interventions, suggestions to key elements contributing to the program's success and references to other universities with such programs will be shared. In addition, this session will provide information about the introduction of the university's first Sophomore Learning Community.

CI 79 Increase Motivation by Including Career Development in Your College Success Course

A703

Marsha Fralick
 Professor Emeritus
Cuyamaca Community College

Career development is a key component of a college success course which has increased student persistence by 26 percent at Cuyamaca Community College. Students are motivated to complete their college education if they have made a good choice of a major and career. Online portfolios are used to summarize career assessments and explore a career database. Practical online resources and classroom activities on these topics will be shared with session participants.

CI 80 Transforming the Experiences of First-Year Students

A704

Maria Del Rio
 Assistant Professor and Associate Dean,
 School of Science and Technology

Roxanna Domenech
 Instructor

Aurora Muñoz
 Language Skills Laboratory Technician
Universidad Metropolitana

In 2009, Universidad Metropolitana developed a comprehensive plan to address the needs of its most academically challenged first-year students. Building learning communities that incorporated academic and social initiatives along with systematic assessment monitoring to improve and fine tune support and academic offerings resulted in improved student retention and student satisfaction. This presentation will show findings and challenges.

CI 81 Rebound to Good Academic Standing: Using Assessment to Improve First-Year Student Experiences

A705

Liz Fitzgerald
 Director of First Year Programs and Student Support

Laiko Quintero
 Academic Advisor

Sarah Wilde
 Academic Advisor
University of North Carolina Charlotte

A comprehensive survey of students on academic probation at UNC Charlotte identified particularly high probation rates among first- semester college students. Students understood they were in trouble and identified possible strategies for improvement, but few followed through in seeking out assistance. The 49er Rebound model addresses the multifaceted concerns of first-year students on probation. This session highlights assessment, program, results in improving student retention, and lessons learned in reaching the second-semester student population.

CI 82 Impacting Student Transition: The First-Year Success Series

A706

Marion Meadows
 Program Coordinator

Julie Schultz
 Assistant Director

Joanne Dury
 Coordinator
The Ohio State University

This session will examine the First-Year Success Series, a nationally-recognized program for first-year students at The Ohio State University. The Success Series is a series of approximately 300 sessions which address transitional issues and supplement the university survey course. Presenters will discuss the history of the Success Series, the theoretical basis for the program, qualitative and quantitative assessment of the program in its entirety, and future implications for continued excellence.

CI 83 Sustaining a Successful Peer Mentoring Program

A707

Jason Bentley
 Director, First-Year Experience

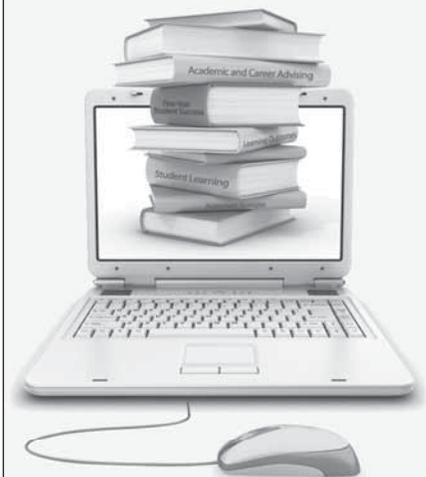
Samantha Thorpe
 Peer Mentor Coordinator

Sabrina Hebler
 Peer Mentor Coordinator
Central Michigan University

This session examines the development of an undergraduate peer-mentoring program with focus on engaged learning and college student development theory. Specifically, attention is given to the professional development programs, academic coursework, online learning modules and practicum component for students in mentoring roles. Participants in this session will receive recruitment materials, sample assessments, applications, and case studies for use in training and development sessions and learning modules for use in peer mentoring courses.

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on The First-Year Experience® and Students in Transition



Spring 2011

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Models and Methods of Student Advising: Promoting Career and Academic Success and Transition

May 9-June 10, 2011

Proving and Improving: The Pillars of First-Year Assessment

www.sc.edu/fye/oc

CT 84 Publishing on the College Student Experience

A708

Tracy L. Skipper
Assistant Director for Publications

Jean M. Henscheid
Fellow and Journal Editor

Dottie Weigel
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.

CT 85 Getting Students to Turn Off Digital Distractions and Tune in to Lectures and Learning

M109

Joanne Cantor
Professor Emerita

University of Wisconsin-Madison

This session will highlight a workshop urging students to overcome digital distractions, such as surfing the Internet or texting their friends during lectures, and multitasking while studying. Students engage in ‘brain exercises’ that demonstrate how the brain is ill-equipped to perform these behaviors successfully, and then learn strategies for getting more done in less time but with higher quality. Student response has been enthusiastic and many students spontaneously express their intentions to improve their habits.

CT 86 Making a Fresh Start: A Multisensory Orientation Model for At-Risk First Year Students

M104

Joseph Wassif
Doctoral Student

Forrest Schwartz
Program Coordinator

West Virginia University

Fresh Start is a multisensory orientation program designed to positively integrate at-risk first-year students into university culture. This session will focus on how experiential learning, adventure based counseling, and living-learning community tenets can be used to develop preventative college programs. Presenters in this session will discuss West Virginia University’s model and student retention data.

CI 87 The One Project: An FYE for Lesbian, Gay, Bisexual, Transgender, Queer and Ally Students at the University of Maryland

M105

Dian Squire
Assistant Director of Orientation
University of Maryland, College Park

Research shows that Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students often have to balance multiple identities. Their LGBTQ identity requires them to live in a hetero-normative culture, while simultaneously expressing (or hiding) their LGBTQ identities. Combined with their identity as first-time college students, the acculturation of LGBTQ-identifying students into the university may be more difficult than that of their non-LGBTQ counterparts. This session will focus on the University of Maryland’s first-year program designed to provide significant support within the LGBTQ community. The program has resulted in an improved retention and commitment to the university, higher self-reported student satisfaction, and higher academic achievement.

R 88 Troubleshooting Your Learning Communities

M106/107

David Thompson
Learning Communities Director
Kennesaw State University

Ruthie Payne
Learning Communities Coordinator
Auburn University

Troubleshooting involves identifying challenges and exploring possible solutions.

The facilitators will introduce a few trouble spots for those administering or teaching in learning communities. But this is an open forum. The audience is invited to introduce questions, briefly explain situations, or just call for help. Others in the audience are encouraged to respond with ideas and experiences that may contribute to the advancement of learning community programs. In this session, everyone is an expert.

CR 89 What They’re Doing: A Profile of First-Year Initiatives

A702

Kadian McIntosh
PhD Candidate and Data Analyst

Patrick T. Terenzini
Distinguished Professor of Higher Education and Senior Scientist for the Center for the Study of Higher Education

Robert D. Reason
Associate Professor of College Student Affairs and Higher Education and Research Associate for the Center for the Study of Higher Education
Pennsylvania State University

Bradley E. Cox
Assistant Professor of Higher Education
Florida State University

The first of two related programs, this session focuses on a current profile of what institutions are doing in the first-year of college. Information from chief academic and chief student affairs officers and 12,822 faculty members on four-year campuses is used to profile those institutions’ organizational contexts by examining policies and practices regarding structures, resources, programs, academic policies, and assessment. This session will help administrators identify multiple internal organizational mechanisms to improve their students’ first college year success.

CT 90 Access to Comprehension: Cracking the Code of College Reading

M302

Christine Arieta
Director of First-Year Academic Programming and Placement

Debbie Gassaway-Hayward
First-Year Studies Department Chair

Lena Jahn

Associate Professor, First-Year Studies
Department
Landmark College

This presentation will offer a theoretical framework for understanding college reading as a complex neurological process and will provide methods of integrating instruction and strategies. Research helps educators discover answers about the reading brain and the complex process of reading comprehension. For educators of postsecondary students this is relevant because it helps us to understand and address the challenges that students face when confronted with the demands of college-level reading.

CI 91 Mathematics Outreach Center: Saving Dreams

M303

 **Russell Lowery-Hart**
Vice-President for Academic Affairs

Kathy Wetzel
Department Head, Mathematics & Engineering
Amarillo College

This session will focus on how Amarillo College's Mathematics Outreach Center (ORC) uses innovative funding and cross-discipline cooperation to make a cost-effective difference in the lives of students. With limited resources and alternative funding and staffing sources, tutoring sessions have increased 1,176.9 percent in four years, and on average students' test grades have increased up to two letter grades. As a result, the ORC was recently named the STAR Award winner by the Texas Higher Education Coordinating Board as a model program.

R 92 Strength in Numbers: Developing Student-Centered Initiatives Between Academic Affairs and Student Affairs

M304

Ann McDonough
Dean, Academic Success Center
University of Nevada, Las Vegas

It is not unusual for student support partnerships between student services and academic affairs to seem like "mission impossible." There are practical methods of forging these partnerships, and this session will highlight not only practical initiatives, but also methods of overcoming

30 Years of FYE: Reflecting Upon Our History and Looking to the Future

4:00 p.m. – 5:30 p.m.

Atrium Level – A601/A602

Panelists:

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

President, John N. Gardner Institute for Excellence in Undergraduate Education

Mary Stuart Hunter, Associate Vice President, National Resource Center for The First-Year Experience & Students in Transition and University 101 Programs, University of South Carolina

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

Patrick T. Terenzini, Distinguished Professor of Higher Education and Senior Scientist, Emeritus, Center for the Study of Higher Education, Pennsylvania State University

Christian K. Anderson, Assistant Professor of Higher Education, University of South Carolina

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

As the National Resource Center for The First-Year Experience and Students in Transition celebrates its 30th Annual Conference, it provides an excellent opportunity to reflect upon the history and progress of the first-year experience movement in higher education and the role of the National Resource Center in the national and international efforts to improve student learning and transitions into and through higher education. Five panelists will lead a discussion of the historic origins of the first-year experience movement; the establishment and role of the National Resource Center in the expansion, scholarship, and leadership of FYE; and how FYE and the work of the National Resource Center fits into the broader scope of history, research, and trends in American higher education.

possible obstacles. Models of successful partnerships will be used as a basis for this discussion, along with an opportunity for participants to discuss unique challenges and success stories at their home institutions.

CI 93 Urban Scholars' Academy: Implementing an Innovative Summer Bridge Program to Support New Incoming Students

A701

Alison Rubin
Educational Consultant

Esteban Olivares
Director of Academic Advising and Retention/First Year Experience

Mark Rivera
Academic Advisor

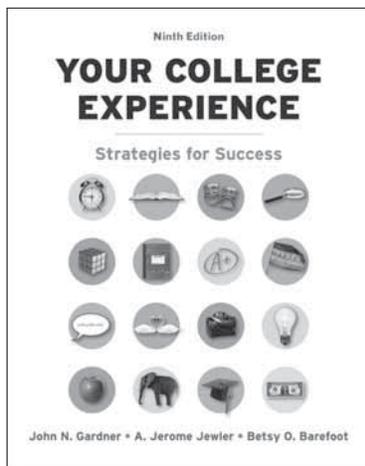
Juana Hernandez

Academic Advisor
The University of the District of Columbia

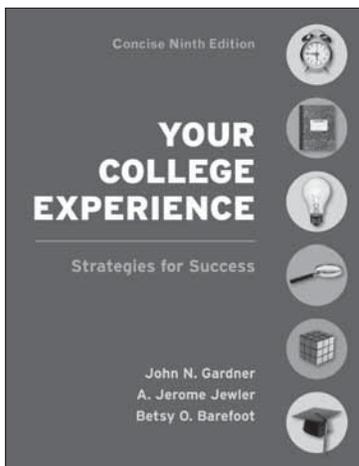
The focus of this session is a comprehensive analysis of the preparation, execution and evaluation involved with summer bridge programs, specifically the Urban Scholars' Academy at the University of the District of Columbia (UDC). As one of the historically black colleges and universities (HBCU), the only urban land grant institution in the nation and the only public university in the nation's capitol, UDC has the unique challenge of serving an ever-growing diverse student population while maintaining its historical identity and high educational standards, which is the overarching issue that panel members will discuss. Ultimately, this session will address how to implement summer bridge programs that address specific student needs as well as university expectations

The first year matters

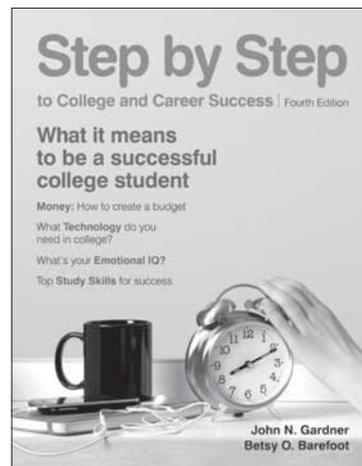
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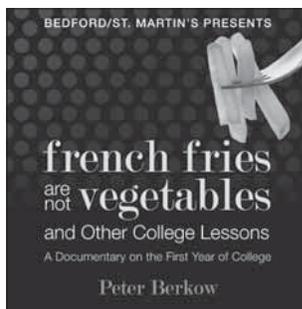
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French Fries Are Not Vegetables is a comprehensive instructional DVD featuring three different resources. *French Fries Are Not Vegetables* is a 30-minute documentary that follows five students through the life-changing transition of the first year of college. *Conversation Starters* offers 16 very brief videos combining student and instructor interviews on the most important topics taught in first-year seminar courses, including money management, diversity, emotional intelligence, and critical thinking. *Teaching Ideas and Conversations*, a 45-minute documentary, features 15 expert instructors giving advice on what makes a successful first-year course. To learn more, visit us at bedfordstmartins.com/frenchfries.

**5:30 p.m. – 6:30 p.m.
FOCUSED DIALOGUES**

FD 94 5Cs: A Model for Supporting, Advancing and Improving Decision-Making Skills

A701

Rhonda Atkinson
Professor of Education
Valencia Community College

Debbie Longman
Professor
Southeastern LA University

While students understand the importance of big decisions such as choosing a college or a major, they often fail to see that daily decisions about time, learning, money, health and other issues have long-term effects on academic and personal success. A structured plan for thinking through the decision making process in authentic situations provides support for advancing and improving decision-making skills. This session describes the 5C model (Challenge, Choices, Consequences, Choose, Check) with applications to FYE topics.

FD 95 Kennesaw State University's Early Start Bridge Academy: Support for Mathematics Students

A702

 **Ralph J. Rascati**
Associate VP for Advising, Retention & Graduation Initiatives and Dean of University College

Kathy Matthews
Assistant Professor of English

Nicolay Myles
Coordinator, Early Start Bridge Academy

Rob Birrell
Senior Lecturer of Mathematics

Robin Saunders
Lecturer of First-Year Programs
Kennesaw State University

This session describes Kennesaw State University's Early Start Bridge Academy (ESBA), a research based summer bridge program, offering learning communities for developmental mathematics and college algebra students. Each mathematics course is coupled with a first-year seminar in this unique curricular and program design.

FD 96 Enhancing Academic Self-Efficacy Through Success Coaching

A703

Samantha Thorpe
Peer Mentor Coordinator

Danielle Merrill
Success Coach

Melissa Bussear
Coordinator for Administration

Sabrina Hebler
Peer Mentor Coordinator
Central Michigan University

Successful athletes train with excellent coaches. Senior executives engage in coaching to prepare for advancement. To support first-year student success and address issues related to low academic self-efficacy, Central Michigan University created personal success coaches to provide first-year students with enhanced academic and personal supports. Coaches assisted students identified as having transitional concerns related to academic and social integration, academic behaviors predictive of departure, and financial stress. This session will actively engage participants through discussion of the theoretic underpinnings of academic coaching and the practical strategies utilized to support early development of habits contributing to academic success and persistence.

FD 97 Perfect Match: Blending Academic and Student Affairs Resources to Operate a First-Year Seminar

A704

Alex Miller
Associate Director, Office of New Student and Family Engagement

Douglas Long
Director of the First-Year Program

Michael Edwards
Assistant Director for Academic Administration, First-Year Program

Sarah Miller
Assistant Director for Student Administration, First-Year Program
DePaul University

Presenters will discuss DePaul University's Chicago Quarter, cooperative programming approach involving faculty, staff, and students. First-year students are required to take a Chicago Quarter class that is team taught by a faculty member

and a student mentor (and sometimes a staff professional). The faculty member is responsible for the academic portion, which focuses on some aspect of the city of Chicago. The student mentor, trained by student affairs, teaches the Common Hour. The staff professional assists with Common Hour.

FD 98 Using Blackboard to Promote a First-Year Community

A705

Amber Manning
Graduate Assistant, Saluki First Year
Southern Illinois University Carbondale

First-year student success is linked to solid support networks. Implementing a first-year Blackboard course can create a support community for students in transition. Blackboard creates a safe space where students can utilize open dialogue about their adjustment and experiences. The session's objective is to introduce opportunities to expand a first-year support community through Blackboard.

FD 99 Integrating Technology Into First-Year Courses

A706

Melissa Johnson
Assistant Director, Honors Program
University of Florida

First-year experience courses can provide ideal environments for developing technological competencies and skills among students. This presentation will show multiple methods of using technology as a complement to course delivery and assignments, including blogs, microblogs, wikis, word clouds, course management systems, discussion boards, and social networking sites. Participants will leave with a greater understanding of how to implement relevant technologies into their own courses.

FD 100 Running on Empty: Sustain Yourself First!

A708

Chris Benson
Associate Dean of Academic Advising and the First-Year Experience
Madonna University

Nicole Nagy
Graduate Student
Eastern Michigan University

Higher education professionals spend their days teaching students how to balance school, family/home, work, socializing, and self. Yet, these professionals seldom follow their own advice. Are you balanced emotionally, physically, and spiritually? Are you happy? Evaluate your current state of being, set goals for self-nourishment and happiness, and create a plan to bring rest, reflection, and rejuvenation into your daily life. The end result: healthy practitioners who are energized for their work with students. Learn how one practitioner overcame failure, found happiness, lost weight, and ran three marathons!

FD 101 Engaging Students: Using Problem Based and Active Learning Techniques in Library Instruction

M104

Debbie Malone
Library Director
DeSales University

Colleen Boff
First Year Experience Librarian & Acting Instruction Coordinator
Bowling Green State University

Problem-based learning presents an opportunity for librarians and instructors to collaborate on designing learning experiences that allow students to improve their information literacy skills within their standard course curriculum. The focus is on moving from lecture and demonstration to asking students to solve interesting research problems in guided small groups. Such interactive learning experiences can both engage students and lead them to use higher quality information sources.

FD 102 How Are We Handling Changing Times? Examining "Generation Me's" Expectations Against Ours

M105

David Sabol
Senior Lecturer, Department of English and University College
Academic Coordinator for Learning Communities, University College
Co-Director, IUPUI Summer Bridge Program
University College Coordinator, IUPUI Summer Success Academy

Indiana University-Purdue University Indianapolis

When most of us entered our undergraduate institutions, we learned rather quickly what the rules were for college classrooms, and we adapted. We were used to a set of expectations coming out of our secondary experiences. Many of our entering students today are coming from very different home and learning environments and are unaware of basic rules of etiquette that most of us take for granted. This naivete on the part of our students can turn into classroom management issues, which can both disrupt and invigorate the learning environment. This session will address these two questions: What are the current etiquette issues in your classrooms? How can we either change or adapt to "Generation Me's" expectations?

FD 103 Students Helping Students: A Service-Learning Partnership Between the First-Year Experience Course and GEAR UP

M301

Doug Gardner
Assistant Professor
Laurie Miller
Director of Utah Statewide GEAR UP Program
Alexis Palmer
Director of Volunteer and Service-Learning
Denny Aldridge
Counselor, GEAR UP
Sharon Bluth
Assistant Director, Utah GEAR UP
Utah Valley University

This session introduces a Service-Learning partnership between FYE instructors and the federal college access program GEAR UP. FYE instructors at Utah Valley University provided an opportunity for their students to engage the curriculum by mentoring high school students enrolled in GEAR UP. During this session, representatives from the FYE and GEAR UP will share experiences, activities, assessments, and results. While sharing our experiences, we will also guide participants in brainstorming ways to institute similar programs.



E-Source for College Transitions is a complimentary biannual electronic newsletter published by the National Resource Center for The First-Year Experience and Students in Transition.

Its primary purpose is to provide practical strategies for supporting student learning and success. Articles on a variety of topics related to student transitions are welcome, including those focusing on:

- > Strategies for addressing the first-year, sophomore, senior, and transfer transitions at different types of institutions
- > Innovative teaching strategies and programs addressing the needs of special student populations
- > Strategies for assessing student learning experiences, programs, or courses
- > Descriptions of institutional initiatives with demonstrated results
- > Descriptions of new and relevant print and online resources



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—Michiko Kakutani, *The New York Times*

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Nicholas D. Kristof & Sheryl WuDunn
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—Greg Mortenson, author of *Three Cups of Tea*

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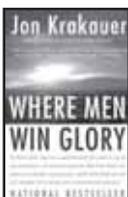
Charles Pierce
IDIOT AMERICA

How Stupidity Became a Virtue in the Land of the Free

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—*The Salt Lake Tribune*

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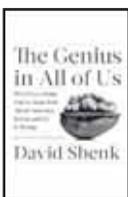
Jon Krakauer
WHERE MEN WIN GLORY

The Odyssey of Pat Tillman

“On one level, Jon Krakauer’s *Where Men Win Glory* represents a detailed look at the tragic tale of Pat Tillman. . . . But Krakauer’s book is also an exhaustive examination of America’s political and military involvement in Afghanistan and Iraq. . . . It all makes for painful, infuriating, and required reading.”

—*The Boston Globe*

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—Daniel H. Pink, author of *Drive* and *A Whole New Mind*

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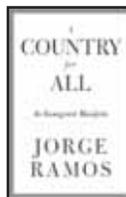
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author of

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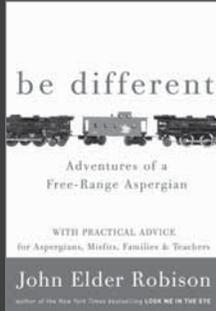
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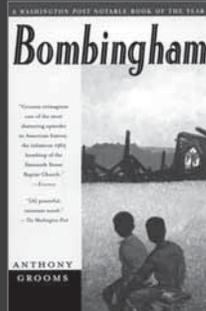


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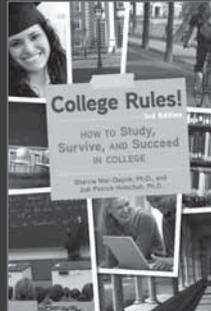
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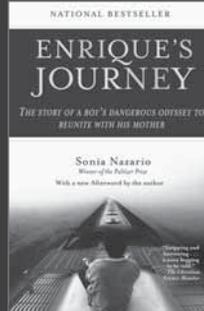
A new book by the author of *Look Me In The Eye*



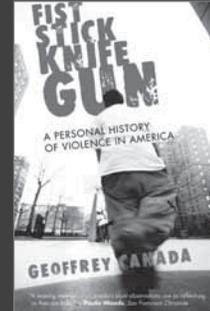
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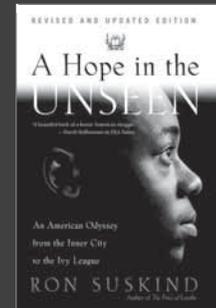


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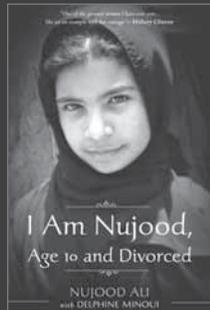
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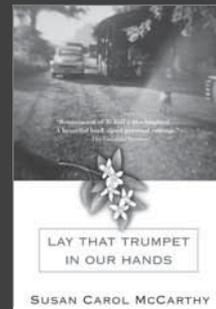
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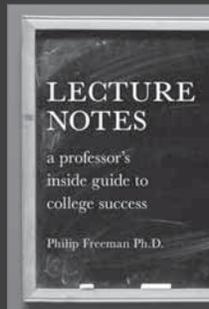
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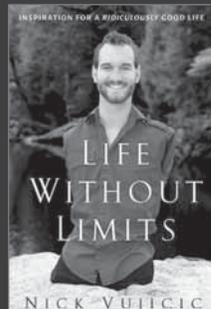
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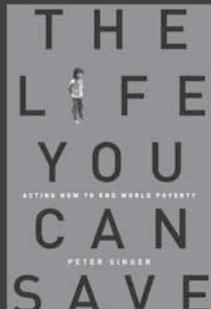
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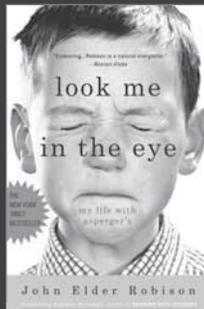
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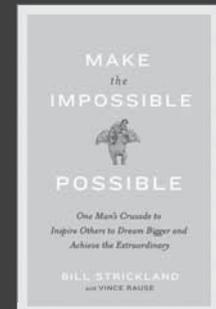
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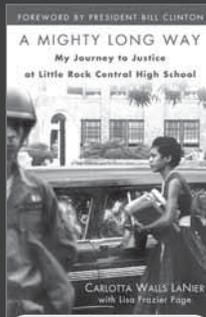
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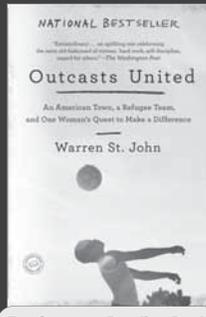
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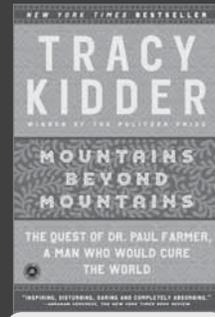
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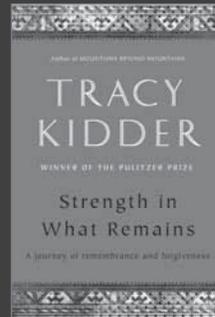
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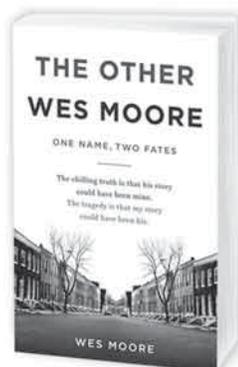
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WES MOORE

The Other Wes Moore: The Story of One Name and Two Fates
Afterword by Tavis Smiley
Spiegel & Grau | TR | 978-0-385-52820-7
272 pp | \$15.00



Selected for common reading at several colleges, including California State University at Bakersfield (Bakersfield, CA)
Two boys named Wes Moore were born in the same neighborhood of the same American city only a year apart. One grew up to be a Rhodes Scholar, army officer, White House Fellow, and a top young business leader—the other is serving a life sentence in prison. Through an unlikely friendship, the two Wes's discovered all of the similarities in their stories, and also the dramatic points of inflection—involving incidents of sudden violence, luck, uninformed choices, and powerful mentors—where their stories fatefully diverged. Here is their dramatic twinned story, set against the larger story of the persistent challenges—and new possibilities—facing young men in America.

“Moving and inspiring, *The Other Wes Moore* is a story for our times.”

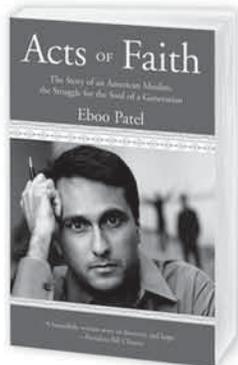
—Alex Kotlowitz, author of *There Are No Children Here*

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EBOO PATEL

Acts of Faith: The Story of an American Muslim, in the Struggle for the Soul of a Generation
Beacon Press | TR | 978-0-8070-0622-1
192 pp | \$14.00



Selected for common reading at several colleges, including Saint Louis University and Luther College

As a young Muslim growing up in Illinois, Patel faced racism and ignorance. Rather than withdraw into fundamentalism, Indian-American Muslim and former Rhodes Scholar, Eboo Patel today strives to create bridges across faiths, convinced that interfaith understanding is key to ending religious intolerance and warfare.

“*Acts of Faith*, a beautifully written story of discovery and hope, chronicles Dr. Eboo Patel's struggle to forge his identity as a Muslim, an Indian, and an American. In the process, he developed a deep reverence for what all faiths have in common, and founded an interfaith movement to help young people to embrace their common humanity through their faith. This young social entrepreneur offers us a powerful way to deal with one of the most important issues of our time.”

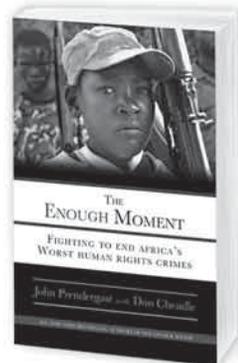
—President Bill Clinton

Author Interview: <http://tiny.cc/g0n2d>



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John Prendergast lectures widely at college campuses

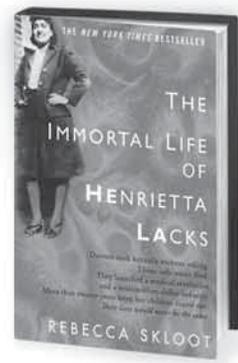
Human rights activist John Prendergast and Oscar-nominated actor Don Cheadle bring us an empowering and hopeful new book, as they reveal the steps being taken by engaged citizens—“Upstanders”—famous and unknown, here and abroad, to combat genocide, rape, and child soldierhood in Africa, and show how you can be a part of the movement. Learn how to join the burgeoning people's movement dedicated to ending these horrific practices, now and forever, in this inspiring call to smart activism and meaningful action. Prendergast is Co-Founder of *Enough*, the anti-genocide project at the Center for American Progress in Washington, D.C.

To read more about these stories and learn how we can end these crimes, visit www.enoughmoment.org.



REBECCA SKLOOT

The Immortal Life of Henrietta Lacks
Crown | HC | 978-1-4000-5217-2
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Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cancer cells—taken without her knowledge in 1951—became one of the most important tools in medicine, with disastrous consequences for her family. Today, her family can't afford the health care advances their mother's cells helped make possible. It's a story inextricably connected to the dark history of experimentation on African Americans and the birth of bioethics.

“An incredibly readable and smart text that should be a part of countless university discussions . . . Ethically fascinating and completely engaging—I couldn't recommend it more.”

—Deborah Blum, Helen Firstbrook Franklin professor of journalism, University of Wisconsin-Madison

“A stunning illustration of how race, gender and disease intersect to produce a unique form of social vulnerability, this is a poignant, necessary and brilliant book.”

—Alondra Nelson, Associate Professor of Sociology, Columbia University

www.RebeccaSkloot.com

Continental Breakfast with Poster Sessions and Exhibitors

7:30 a.m. - 9:00 a.m.
Marquis Ballroom Foyer

Conference Registration and Information Desk

7:30 a.m. - 5:30 p.m.
Marquis Ballroom Foyer

Cybercafé

7:30 a.m. - 5:30 p.m. **M102**

Bookstore

7:30 a.m. - 5:30 p.m. **M101**

**7:30 a.m. – 9:00 a.m.
 POSTER SESSIONS
 Marquis Ballroom D**

PR 104 MAP-Works and Retention from Year 1 to Year 2: A Programmatic Approach

Cathy Warner
 Residence Hall Director

Shawn Wilson
 Director of Student Retention

Abby Howe
 Resident Assistant, Student Assistant at Office of Retention

Dan Auer
 Resident Assistant
Central Michigan University

In 2009-2010, Central Michigan moved to using MAP-Works as a student assessment and retention tool. As part of this change, several offices were involved to building partnerships, create a referral process, and develop follow-up loops. From 2009 to fall 2010, retention increased 3.5 percent from first year to sophomore year. Presenters will discuss the approach and overall strategies used in reaching out to students, addressing concerns, and providing referrals to resources, offices, academic support, and financial aid.

PR 105 100,000 First-Year Trajectories: Trends and Traits that Matriculate

Ron Hammond
 Professor Sociology

Alisa Hammond
 Student

Natalie Smith
 Student

Julian Smit
 Professor of College Success
Utah Valley University

This study analyzed the university records of 106,234 UVU students who attended between 1999-2010. Focus was on background and demographic traits which contexted their FYE and contributed (or didn't) toward matriculation and graduation with an associates or bachelors degree. Race, sex, age, credits brought with them to their first term and coming at a high school age predicted their outcomes. The traits were put into a regression model depicting their complex interactions together.

PA 106 Tapping the Fountain of Youth: Hiring Peer Instructors to Infuse FYE Program with Renewable Energy

Catherine Queener
 Director of Learning Communities

Heather Casto
 Academic Advisor/Coordinator of Supplemental Instruction
Wright State University

Comparison of learning communities (LC) evaluation data and average grades for supplemental instruction (SI) non-users, casual users, and committed users, shows that first-year students at Wright State University experience higher satisfaction and perceive greater achievement of LC goals with peer instructors compared to staff instructors and also earn higher grades, on average when seriously participating in Supplemental Instruction led by student SI leaders, compared to students in the same class who do not participate in SI. This session will explore these findings.

PA 107 "Let's Talk About It": Learning Beyond the Classroom

Thura Mack
 Professor/Coordinator of Community Learning Services

Laurie Roberson
 Director of Student Services
University of Tennessee

Libraries are the heartbeat of college and university campuses. The University of Tennessee Libraries' Diversity Committee takes a multi-disciplinary approach to engaging a diverse student body. Though innovative collaboration with other campus

groups, we introduce diversity to students early in their college careers. What better learning environment to host "Let's Talk About It" as part of a cultural series? Examples will be displayed.

PR 108 Does One-Size-Fit All? A Segmented Analysis of Psychosocial and Generational Issues That Influence Retention of Adult Learners

Debbie Ritter-Williams
 Associate Faculty

Ruby Rouse
 Executive Director, University of Phoenix Institute
University of Phoenix

Few studies examine psychosocial factors affecting adult student retention. In addition, most studies aggregate all learners over the age of 22 into a one size fits all "adult" category, without acknowledging or investigating unique differences based on generational cohort. The presenters in this session will report on preliminary results from a national, multi-institutional survey of adult learners designed to identify how psychosocial and generational factors influence retention of adult learners.

PA 109 Chocolate: Financial Accounting as a First-Year Seminar

Priscilla (Penny) Wightman
 Business Department Chair
Hartwick College

The challenge is combining technical pre-professional learning outcomes with those identified by Hartwick College's Mellon FYS grant participants, including the value of the liberal arts. What better way than to study chocolate and visit Hershey, PA? This session will present the activities chosen to achieve the combined outcomes and the results of chocolate assessment compared with other Mellon courses and with other financial accounting courses.

PA 110 Using a Case Study to Assess Student Learning of Principled Problem Solving

Clay Harshaw
 Coordinator of the First-Year Experience
Guilford College

Guilford College requires the introduction to principled problem solving (PPS), an initiative that strengthens the college's

transformative education as a part of its interdisciplinary first-year seminars. PPS has three tiers through which students learn PPS: foundations, stories and narratives, and application. The use of case studies is an effective method to assess the students' learning of PPS. This poster session explains how case study was used effectively in a specific first-year interdisciplinary seminar.

PR 111 The Psychosocial Predictors of Academic Success of First-Generation African American College Students

Angela L. Williams
Academic Advisement Specialist
Bowie State University

With a growing number of first-generation college students entering institutions of higher learning, educators are striving to broaden their understanding of this group's educational strengths and limitations in an effort to help them be successful. This session focuses on the study's examination of the predictors of academic success of first-year, first-generation African American college students. The predictors included internal locus of control, internal resilience, and protective factors. The dependent variable or outcomes were student success as measured by GPA and retention.

PA 112 Successful Academic Partnerships

Natalie Bernardina
Graduate Assistant for Academic Centers for Excellence (ACE) and Marketing
Mckinlaye Harkavy
Graduate Assistant for Academic Programs and Partnerships
University of South Carolina

The purpose of this poster session is to illustrate the benefits of partnerships between academic success programs and campus offices. These partnerships equip students with necessary skills to succeed academically by providing resources to which they might not otherwise be exposed. Programs such as ACE (Academic Centers for Excellence) offer a coaching model that can be tailored to students' individual needs, which in turn will allow for an increase in academic performance.

PA 113 Promoting a Healthy College Lifestyle

Chantelle Fowler
Coordinating Peer Mentor and Teaching Assistant for Freshman Seminar
Becky Crawford
Freshman Seminar Instructor and Freshman Mentoring Administrative Assistant
Brigham Young University

When entering college, first-year students experience more freedom than ever before. Their opportunity to make choices influences both health and academic success. Brigham Young University developed a program to support students in making better choices around issues of healthy habits. The program included surveys to track progress and behavioral changes to help students with health habits and academic success. This session shares the specifics and the positive impact the program has had on first-year students.

PR 114 Creating Meaningful Orientation Experiences: Transforming Orientation Programs at a Private Liberal Arts College for Women

Erin Howle
Director of Student Leadership
Agnes Scott College

Focusing on transformational changes in orientation program design and structure at a private liberal arts college for women, this poster presentation will review qualitative and quantitative research on the orientation group and peer mentoring experience. Specific attention will be given to the design and implementation of the orientation peer mentor program as well as collaboration between student affairs and first-year seminar faculty.

RESOURCES for Families Available in English and Spanish

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

Richard Mullendore & Leslie Banahan
A joint publication 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.**

Bulk pricing available



A Family Guide to Academic Advising, 2nd edition

Donald C. Smith & Virginia N. Gordon
A joint publication with the National Academic Advising Association

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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PR 115 Fostering Success of First-Year College Students with Disabilities

Holly Hoffman

Associate Professor

Ann Roberge

Special Education Graduate Student

Central Michigan University

This presentation will show results of a Central Michigan University survey designed to discover trends in sources of success for first-year students with disabilities. Students reported BN their families and services on campus as major factors influencing their levels of success. They also shared types of accommodations used, as well as suggestions for teaching practices to assist in learning at the college level.

PR 116 What Happens to Peer Mentors: The Long-Term Influence

Sanita Ley

Freshman Mentoring Peer Mentor

Ramona Cutri

Professor, Teacher Education

Pat Esplin

Program Director, Freshman Mentoring

Brigham Young University

Research has explored the impact of mentors on protégés' experiences as well as the peer mentors' own learning during and immediately after their experiences as peer mentors, but little research has examined the long term impact on their life choices and experiences. This poster session reports the long term effects of mentoring experiences on the mentors and how these experiences have shaped their decision-making skills, community involvement, adult development, and career choices.

PA 117 Conversations Around the Table: Promoting High Impact, Low Cost, Easy Implementation of Faculty/Student Interaction

Katie Patton

Graduate Assistant for Academic Success Initiatives

Samantha Young

Graduate Assistant for the Office of Student Engagement

University of South Carolina

Interactions between students and faculty can provide much-needed support for first-year students; however, these students may not feel comfortable initiating this contact on their own. This poster session will outline two programs that encourage faculty/student interaction. Out-to-Lunch is a program that allows students to take their professors to lunch at campus dining venues, while mutual expectations helps open the lines of communication between students and professors regarding their expectations of each other in the classroom.

PR 118 Identifying and Measuring Peer Mentor Development: A Qualitative Rubric Analysis

Elizabeth Yates

Freshman Mentoring Peer Mentor

Mindy Davis

Freshman Mentoring Peer Mentor

Stefinee Pinnegar

Professor, Teacher Education

Fred Pinnegar

Associate Director, Freshman Mentoring

Brigham Young University

First-year programs invest resources in developing strong peer mentors. However, because research has provided few guidelines to direct selection and training, the criteria used is largely intuitive and haphazard. This poster session explores whether the use of peer mentor constructed rubrics can inform these processes. It reports the analysis of such rubrics created by 41 peer mentors of varying abilities. In the analysis, we tracked three dimensions of peer mentor development: action, motivation, and intention.

PR 119 Effects of Peer-Questioning and Self-Questioning Training on College Students Comprehension of Text book material

Tanya Hays

Instructor

Douglas College

This session will present the use of self-questioning and peer-questioning as teaching and learning strategies for first-year college students. This presentation will report on the effects of using

self-questioning and peer-questioning to enhance first-year students' comprehension of principles presented in the course textbook. The results suggest that using these strategies without lectures can improve students' comprehension of textbook material. The added bonus is that students come to class prepared to participate.

PA 120 Making the Connection: Providing a Faculty Mentorship Program for New Students with Disabilities

Larry Markle

Director, Disability Services

Jacqueline Harris

Coordinator of Study Strategies and Writing

Ho Taiping

Professor of Criminal Justice and Criminology

Roger Wessel

Associate Professor of Higher Education

Ball State University

How can faculty members be prepared to effectively mentor new students with disabilities? How can faculty be recruited to mentor these students? What do they need to know? The presenters in this session will share an educational program specifically designed to prepare faculty who mentor students with disabilities. This project, funded by a grant from the U.S. Department of Education, includes a mentorship program for students with disabilities, best practices to use when working with students with disabilities, and enhanced learning center support.

PA 121 Student Perceptions of The Immortal Life of Henrietta Lacks and the Common Book Program

Esther Godfrey

Director of Composition

University of South Carolina Upstate

The process of selecting a common book and of coordinating co-curricular activities for first-year students is a challenging and labor intensive task. Committee members must take into consideration a range of factors, including current events, opportunities for interdisciplinary collaboration, and students' unique backgrounds and interests. Prior to this study, no systematic assessment of the program had been

performed. This session will focus on this project's assessment of students' perceptions of the common book program and its value to their first-year experience.

PR 122 A Vibrant Arts Community Live at University of Toledo: A Six-Year Study

Jennifer Rockwood
Director, First-Year Experience

Katherine Abu-Absi
Director, FYE Arts Living Learning Community
University of Toledo

This poster session will highlight the continued success of the Arts Living-Learning Community and its students who enroll in the Arts Living Learning Forum Interdisciplinary Studies 1000 course in both fall and spring semesters. This one credit-hour class meets once a week and not only fulfills the University of Toledo's core requirements but also helps first-year students explore their interests in the arts and see how all the branches—music, visual arts, acting, film, creative writing—are connected. Because the course size is kept small, students can debate with others, share their ideas and perspectives and ask questions without getting lost in a sea of faces in a big lecture hall. At the end of the year students produce films that characterize their first-year of college.

PA 123 Relationships: The Key to Student Success

Paula Hixenbaugh
Professor of Psychology
University of Westminster

At the University of Westminster, a large metropolitan university in London, the Widening Participation Survey Group has developed an online survey of all first year students. The online survey provides information about the students' perception of their university experience. It also includes a number of standardized psychometric scales which allow the investigation of health and mental health, coping, social and academic integration. The analysis provides information on the variables leading to student success in the first year. This session will explore the data.

PA 124 Appreciative College Instruction: A Positive Approach to Teaching First-Year Seminar Courses

Jennifer Bloom
Clinical Associate Professor and Director of the Higher Education and Student Affairs Master's Degree Program

Claire Robinson
Assistant Director of the Academic Centers for Excellence (ACE)
University of South Carolina

Appreciative College Instruction (ACI) is the creation of a positive classroom culture that empowers students and teachers to build on their own strengths and experiences, realize their full potentials, and meet specific learning outcomes. Based on the theory of Appreciative Inquiry, ACI is the practical application of six phases—Disarm, Discover, Dream, Design, Deliver, and Don't Settle—providing a positive framework for college-level courses. This session will demonstrate how ACI can be used in first-year seminar courses and highlight its previous application to a U101 academic recovery course.

PA 125 Involving Peer Advisors to Provide Proactive Advising and Outreach

Scott Bennett
Associate Director, Discovery/New Student Programs

Lisa Bowker
Academic Support Coordinator, Discovery/New Student Programs
Binghamton University

This presentation aims to assist student affairs and academic affairs personnel in employing proactive advising and outreach at their institution through the uses of peer academic advisors. In addition, we will discuss examples of how proactive advising utilizing peers reaches students who would not otherwise seek student support services. Participants will learn how to effectively utilize the invaluable talent pool (e.g., peer advisors, GAs, and interns) available to them, despite recent budget cuts.

PA 126 FY Glee: Making the Music Video...Without a Budget!

Rod Santos
Academic Achievement Counselor
University of California, Berkeley

Boyana Barbula
Systems Coordinator, IT

Vance Jarrard
FYE Peer Mentor & Club President

John Kanemoto
FYE Peer Mentor & Club Vice President (Events & Fundraising)
California State University, Sacramento

Sacramento State's "FY Glee" music video debuted this summer at Orientation to rave reviews and was an instant online hit. This session will describe the process of producing a video from music selection, story design, recording vocals, and legal considerations to camera equipment, choreography, and film editing. Learn how the peer mentors and 150 personnel completed this project without a budget and how you can use music video as a promotional tool for your FYE program!

PA 127 An Innovative, Modular Approach to the First-Year Experience: Teaching FYE Outside the Traditional Academic Schedule

Marquis Ballroom D
Maxine Fawcett-Yeske
Course Director for FYE and Academic Advisor
United States Air Force Academy

Distinct among institutions of higher learning, service academies such as the United States Air Force Academy (USAFA) must tailor FYE programs to an environment that combines academics, military training, and physical development. FYE at USAFA presents fourteen modules unfolding over a year's time. Conducted outside the traditional academic schedule, this approach has raised cadets' level of achievement and offers a model relevant and applicable to institutions exploring creative ways of delivering a dynamic first-year curriculum.

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9:15 a.m. – 10:15 a.m.

CI 128 College Survival 101

- A701**
Marinda Ashman
 Director, Student Success and UV Mentor Program
- Jason Biggs**
 Student
- Cassdi Taylor**
 Student
- Natasha Carlton**
 Student
- Lindsay Farnworth**
 Student
Utah Valley University

College students prefer to learn from their peers, and students at Utah Valley University have developed College Survival 101. These monthly seminars cover a broad range of topics from planning to test taking and other survival tips every student should know. This session, presented by students, will provide information and data needed to help your institution implement a similar seminar to benefit your students.

CR 129 What Works: Findings from the Parsing the First-Year of College Project

- M301**
Robert D. Reason
 Associate Professor of College Student Affairs and Higher Education and Research Associate for the Center for the Study of Higher Education
- Kadian McIntosh**
 Ph.D. Candidate and Data Analyst
- Patrick T. Terenzini**
 Distinguished Professor of Higher Education and Senior Scientist for the Center for the Study of Higher Education
Pennsylvania State University
- Bradley E. Cox**
 Assistant Professor of Higher Education
Florida State University

The second of two related programs, this session provides an overview of the effectiveness of common first-year policies and practices implemented on college campuses using data from students, senior administrators, and faculty members on four-year campuses. This session will help administrators identify multiple internal organizational mechanisms to improve their students' first college year success.

CT 130 Understanding and Serving Under-Resourced College Students

- A703**
Karen Becker
 Coordinator, Reading & Study Skills Center
Youngstown State University

The more we get to know our students, the more we learn about their needs as learners. Understanding students who are under-resourced can drastically influence how we build approaches for their success. This session will examine the many ways a student may be under-resourced and start the process for meeting those needs in the classroom and in mentoring students. Be prepared to examine experiences, mindsets, paradigms and core beliefs that might not match your own.

CR 131 Understanding a Path to Graduation

- A704**
 **Catherine Andersen**
 Associate Provost for Enrollment
- Thomas Kluwin**
 Professor of Educational Foundations and Research
Gallaudet University

Organizing its retention efforts around a concept termed "the path to graduation," the University of Gallaudet has established a continuous improvement and monitoring approach that looks at critical junctures along the path to student success. Best practices in student retention are used, including Supplemental Instruction, first-year seminars, early alert, and a strong faculty development component. The results, which include significantly improved student retention, will be shared, along with the assessments use to drive this success.

CR 132 Beyond the Classroom: Combining an Experiential Education Program with the First-Year Seminar

- A705**
Brent Bell
 Assistant Professor of Kinesiology, Outdoor Education
University of New Hampshire
- Greg Corio**
 Director of Mountaineer Adventure Program
West Virginia University

What happens when you take your first-year experience curriculum and combine it with adventure experiences? Research results from Adventure West Virginia's first-year seminar demonstrate surprising outcomes when compared to a classroom-based first-year course. Come find out why Noel-Levitz awarded Adventure WV a retention excellence award in 2007. Discover how this program built upon some standard program models that can be replicated on other campuses.

CI 133 Happy 25th! Celebrating the Silver Anniversary of the Georgia Tech First-Year Seminar: Lessons Learned from this Foundation of Student Success

- A706**
Steven Girardot
 Director, Office of Success Programs
- Sandi Bramblett**
 Director, Institutional Research & Planning
- John Stein**
 Dean of Students/Assistant Vice President for Student Affairs
Georgia Institute of Technology

In 2011, Georgia Tech will mark the 25th year of offering a first-year seminar. The course, GT 1000, is primarily an extended orientation seminar but includes elements of study skills, pre-professional, and academic first-year seminar formats. In this interactive session, presenters who have overseen the development, teaching, and assessment of the course will discuss the evolution of its structure, curriculum and learning outcomes as well as its impact on first-year retention over this 25-year period.

CT 134 Assessment Design for Reporting of a Two-Year College First-Year Experience Program

- A707**
Evan McHugh
 Associate Dean of Science
- Lisa Mehlig**
 Executive Director of Institutional Research, Outreach and Planning
- Audra Cooke**
 Coordinator, First Year Experience, Student Retention and Success
- Patrick Peyer**
 Director, Student Retention and Success
Rock Valley College

This session will explore Rock Valley College's efforts to improve services to first-year students by developing a method to monitor student academic experiences by grouping students into cohorts at the beginning of the semester. In addition, RVC's institutional research department has created a detailed data gathering and reporting process, supplying information to assist with making decisions that improve the College's services to first-year students.

CI 135 Supporting First-Year Success Through Global Learning Communities and Web-Based Technology: The UTEP and Victoria University Collaboration
A708

Irma Montelongo
Lecturer

Thenral Mangadu
Research Associate

The University of Texas at El Paso

A global learning community (GLC), linking courses and students from different countries and cultures, offers a space for entering students to achieve transitional goals while better understanding intercultural connections. Since 2009, The University of Texas at El Paso has linked a first-year seminar with a comparably-themed course at Victoria University in Melbourne, Australia. This session examines how the GLC's multicultural interactions develop students' cultural sensitivity, preparation to understand global issues, and interest in study abroad.

CR 136 First-Year College Students' Literacy Development and Need for Cognition: A Replication Study Using Longitudinal Data
M104

Ryan Padgett

Assistant Director of Research, Grants, and Assessment

Cindy Kilgo

Graduate Research Assistant

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

Higher education's reliance and dependence on non-replicated research may create inaccurate assessments on the impacts of the college experience across new and emerging student learning outcomes, including inquiry learning. Using data from the Wabash National Study of Liberal Arts Education (WNS), this presentation replicates Bray, Pascarella, and Pierson's (2004)

examination on the dimensions of literacy development within higher education and further examines how literacy activities—reading and writing during college—predict students' need for cognition.

CT 137 How Soon is Too Soon? Beginning the Advising Process Months Before Students Begin Classes
M105

David Henriques

Assistant Dean, School of Academic Programs and Services

Shippensburg University

At Shippensburg University, the Office of Placement Testing and the Office of Advisor Training fall under the auspices of the School of Academic Programs and Services. This presentation will highlight the benefits of having these interconnected offices falling under a common School—the 75-80 percent of incoming first-year students required to test gain access to curricular and policy information beyond what a typical placement testing office may be able to offer.

R 138 Electronic Portfolios and First-Year Residential Students: Let the Learning Begin!
M106/107

Sandra Nadelson

Associate Professor, Director of Student Services in College of Health Sciences

Louise Nadelson

Assistant Professor, College of Education
Boise State University

Electronic portfolios have many benefits to both higher educational institutions and students. This session will focus on how e-portfolios can be used to assist students at all levels to be active and reflective learners. Attendees will be given information on the pros and cons of e-portfolios. In addition, practical tips on how to create and use e-portfolios with first-year students will be offered during this session.

R 139 Reading, Writing, and Rithmetic: Common Reading + Learning Communities = Impact
M301

Jim Pukrop

Senior Assistant Director and Coordinator of Learning Communities

Jaclyn Palm

Assistant Director, SATS

Purdue University

Common reading programs at educational institutions nationwide are gaining traction and providing a common academic and intellectual experience for students. Forging an intentional partnership between a common reading program and learning communities can create increased student and faculty engagement. This roundtable discussion will focus on how a partnership with learning communities can enhance a common reading program and share ideas about how to create and maintain that partnership.

CI 140 Staying Mission Focused With Your Residential First-Year Experience Program: A Look Into Western Carolina PEAKS
M302

Stephanie Sue Helmers

Assistant Director for Residence Life

Laura Ansley

Resident Director

Brian Boyer

Resident Director

Western Carolina University

Western Carolina University invites you to learn about a residential first-year experience program, Western Carolina PEAKS. While first-year student retention rates served as a major impetus behind the introduction of the program, it has since been broadened to serve a variety of issues facing first-year students. This session will present a history of the program while focusing specifically on five major topics: student intervention strategies, programming, staffing, collaboration, and the importance of regular program evaluations.

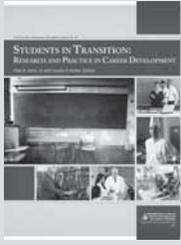
CT 141 Effective Practices for Basic Skills Students: Lessons Learned from the California Basic Skills Initiative
M303

Joyce Bishop

Student Success Professor, Basic Skills Coordinator

Coast Community College District

This session will include a brief overview of the 26 effective practices that were determined from a California research project which reviewed 250 studies of basic skills students. Several specific activities will be demonstrated that have been shown to strengthen the learning skills of basic skills students.



Monograph #55 – Available March 2011

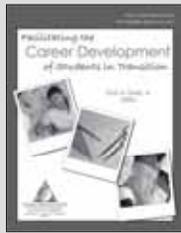
Students in Transition: Research and Practice in Career Development

Paul A. Gore, Jr. and Louisa P. Carter, Editors

A new monograph from the National Resource Center for The First-Year Experience and Students in Transition responds to the dual challenge facing career development educators—designing cutting-edge career development interventions and demonstrating their effectiveness. (2011) ISBN 978-1-889-27173-6. 120 pages. **\$35**

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**



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 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**

A Family Guide to Academic Advising (2nd edition)

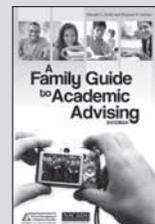
Donald C. Smith & Virginia N. Gordon

A joint publication with the National Academic Advising Association

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. (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.



www.sc.edu/fye

Morning Break with Exhibitor Drawing

10:15 a.m. 10:45 a.m.

Marquis Ballroom

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 a.m. – 11:45 a.m.

CI 142 Purdue Promise: A Multifaceted Approach to Helping Students Transition to and Succeed in College

A701

Jenna Seabold

Senior Assistant Director of Student

Access, Transition, and Success Programs

Yvonne Smith

Associate Director of Student Access, Transition, and Success Programs

Purdue University

Providing students with financial assistance is essential in helping them access higher education. Recent findings have indicated that personal support is equally important in helping students succeed in college. So, in fall 2009, Purdue University implemented a financial, academic, and social four-year support program for low-income and first generation college students from the state of Indiana. The session will highlight the positive outcomes associated with this integrated approach to supporting students.

CI 143 Helping Students Create Successful First-Year Academic Behaviors

A702

Jennifer Rockwood

Director of First-Year Experience

University of Toledo

Greg Anderson

Associate Director of First-Year Experience

Indiana University Purdue University Fort Wayne

Do you know which students struggle with study skills? Learn how two institutions identify and work with students with self-reported poor study skills and behaviors. One institution created learning modules to educate students on study skills and engage them within an active learning community while the other institution created a learning community called "community hour" to connect students to faculty and to other students to create study teams and build a sense of belonging.

CR 144 Preliminary Findings from a National Survey of Efforts to Improve Undergraduate Student Success and Retention

A703

Betsy Barefoot

Vice President and Senior Scholar

Andrew Koch

Vice President for New Strategy, Development, and Policy Initiatives

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 Check www.nodaweb.org for details

2011 NODA Annual Conference
 October 30 — November 2nd
 Conference Website: www.nodac.org

Undergraduate Education

This session shares preliminary findings associated with a national survey that collected comprehensive data about efforts to enhance student success and retention across the undergraduate continuum. Distributed in fall 2010 to regionally accredited four-year colleges and universities in the United States by the John N. Gardner Institute, the findings augment the robust knowledge base about first-year programs with data about the prevalence of and outcomes associated with success initiatives for sophomores, juniors, seniors, and transfer students.

CI 145 Using the First-Year Seminar to Improve Campus Life: A Multi-Campus Perspective

A704

 **Catherine Andersen**
Associate Provost of Enrollment Management and General Studies
Gallaudet University

Gail Summer
Dean of Academic Programs and Faculty Development
Ferrum College

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

Do you struggle to use assessment data to create change? This presentation explores three campus' use of assessment, actions created, and outcomes achieved. The first institution created a common time where all students and faculty/staff can attend activities in order to build out-of-class engagement, the second institution created a conference for first-year students to improve connections, and the third institution worked to create community and campus identity. Come learn how to use assessment data to make positive changes.

CI 146 How to Make Your Common Reading Flourish from Beginning to Success!

A705

Julie Fisher
Program Coordinator
The University of Texas at San Antonio

This session will explore what The University of Texas at San Antonio has successfully done over the past seven years to bridge

the gap between student affairs and academic affairs: the summer common reading experience. This session will also cover how to get a common reading program started, what makes the program flourish and how to get faculty to incorporate the book in your first-year course. Come learn how to carry the common reading experience out of the classroom.

CI 147 The Implementation of a First-Year Mentoring Program

A706

Matt Trainum
Director, Guide to Personal Success Program

Nicholas Sampogna
Program Coordinator, Academic Success Initiatives
The George Washington University

Come learn about the successes and challenges of establishing The Guide to Personal Success (GPS) program at George Washington University (GW). The program is designed to establish a connection between first-year students and members of the GW community. Each student is partnered with a GPS guide who helps him or her navigate the University in both academic and social settings, helping students make the transition from high school senior to first-year college student. Now in its third year, the program has added intervention and expanded assessment methods. Come learn how to start a similar program on your campus.

CI 148 Multiple Factors Affect Students' Successful Transition to College and Successful Navigation of Their College Experience

A707

 **Ralph J. Rascati**
Associate Vice President for Advising, Retention & Graduation Initiatives and Dean of University College

Carolee Larsen
Assistant Professor of Sociology and University College Director of Assessment

Dennis Loubiere
Research Assistant
Kennesaw State University

Kennesaw State University recently investigated factors affecting students' successful transition from high school to college, their retention, and their satisfactory progress to graduation. Factors negatively

affecting success include course availability, working too many hours, and personal/family responsibilities that interfere with timely navigation of the college environment. Factors positively affecting success are effective advising, early intervention, proper preparation, and multi-faceted, targeted first-year programming. Results of this investigation and proposed next steps for improving student success will be discussed in this session.

CI 149 A Roadmap for Creating First-Year Seminar Courses for African American Male Students

A708

Derek Moore
FYE Instructor/Student Success Coach
Marcus Montgomery
FYE Instructor/Student Success Coach
Pulaski Technical College

This highly interactive workshop will provide an overview of the organization, implementation and results of an effective first-year seminar course targeted to African American male students. Included in the session is a first-year seminar textbook for men of color, innovative classroom activities, Common Academic Experience program, and strategies for strengthening reading and writing. A report of the retention rates and GPAs of African American male students in comparison to their peers will be shared.

CR 150 The Plug-and-Play Potential of Online Games for Teaching Students Library Research Skills and Concepts

M109

Karen Markey
Professor, School of Information
Chris Leeder
Doctoral Student, School of Information
University of Michigan

This session will focus on how students' perceptions of their library research skills changed significantly as a result of playing an online game that helped them conduct library research while completing a writing assignment at the University of Michigan. Game play increased their confidence and reduced the challenges of library research tasks.

CR 151 Do Relationships Matter in the Effects of a First-Year Seminar Class?

M104

Denise Bartell

Associate Professor of Human Development

Brenda Amenson Hill

Dean of Students

Martha Davis

Undergraduate Research Assistant

Jessica Hopp

Undergraduate Research Assistant

Rebecca McCabe

Undergraduate Research Assistant
The University of Wisconsin-Green Bay

This session will examine the effects of relationships with instructors and peer mentors on the influence of first-year seminars. Specifically, presenters will examine data from the University of Wisconsin-Green Bay's first-year seminar program on the quality of the relationships students form with their seminar instructor and peer mentor, to see whether these variables influence student academic achievement, engagement, and retention.

CI 152 Using Assessment to Jump Start Your Outreach Plan

M105

Rachael Switalski

Associate Director, Undergraduate Advising Center

Jeff Birou

Advisor

Drexel University

Through a first-year advising assessment, Drexel University learned that students were not using advising services, a problem that could quickly become a retention issue. These findings pushed the University to plan and implement a multifaceted first-year outreach plan that begins in June and continues through the year. The University's assessment indicates that the new plan worked. Presenters in this session will share the University's plan and implementation process, the assessment results, and plans to extend into the sophomore year.

R 153 How Do We Get Our Students to WANT to Think?

M106/107

Roxanna Domenech

Instructor

Maria Eulalia Del Rio

Associate Dean

Aurora Munoz

Lab Technician

Universidad Metropolitana

Why is thinking so difficult? Is it because, if we engage in thinking we have to commit and therefore act upon it? These and other questions as well as pedagogy situations and teaching strategies to encourage our students to think will be explored in this roundtable discussion.

R 154 Service-Learning and the First-Year Experience: Promoting Civic Engagement in the First College Year

M301

Jimmie Gahagan

Director of Student Engagement

Kimberly Caudle

Graduate Assistant for Service-Learning

April Brohawn

Graduate Assistant for Student Engagement

University of South Carolina

A fundamental purpose of higher education should be to prepare students to become responsible citizens. Participants in this roundtable discussion will discuss ways to promote civic engagement and responsible citizenship as a part of the first-year experience through the practice of service-learning.

CI 155 How Overwhelmed Are Today's First-Year College Students? A Close Look at the Data

M302

Rob Major

Associate Dean

Kate Tippo

Program Manager

Babson College

Conventional wisdom is that college students are busier and more overwhelmed than ever before. They are committed to a myriad of activities such as community service, organized sports, technology and jobs. These commitments can impact the college experience in positive and

negative ways. This session will focus on the trends in the national survey data to determine to what extent this phenomenon is true and how it is impacting the lives of first-year college students.

CI 156 Incorporating Career Development Skills into the First-Year Seminar

M303

Ann Blasick

Assistant Director, Internship Program

Steven Girardot

Director of Success Programs

Georgia Institute of Technology

Real-world work experience in the form of internships and co-ops is becoming an increasingly important factor in a student's post-graduation career success. It is critical that students begin as early as their first year to develop the skills needed to be successful in finding positions that will enhance their educational experience. This session will discuss how Georgia Tech's first-year seminar course, GT1000, incorporates career development skills within an extended orientation seminar format.

CI 157 Advancing Orientation: A Seminar-Based Approach to Community Development

M304

Bethany Nohlgren

Associate Dean of Student Affairs and Engagement

David Pack

Area Coordinator

Lora Seery

Assistant Dean of Student Affairs and Engagement

Bard College

Evidence has shown that strong student-staff relationships lead to increased retention and student success. In light of this, Bard College developed an innovative, seminar-style approach to orientation where new students engage in learning about their environment in small groups co-led by Peer Counselors (RAs) and staff. Topics include developing residential communities, classroom power dynamics, campus expectations, drugs and alcohol, and safety, among others. Students learn through readings, group projects, field trips and interactive group play.

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Booth 39/40

Invites You to Meet Our Authors!

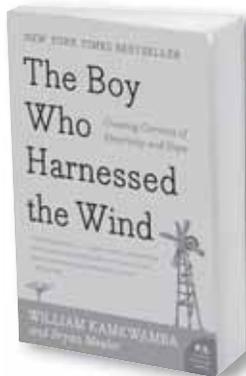
WILLIAM KAMKWAMBA

Author of

The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope



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William will be signing in our booth during the reception. He'll also speak at our Author Dinner taking place

Saturday, February 5th
starting at 7:30 pm
in Room A601/A602
on the Atrium Level

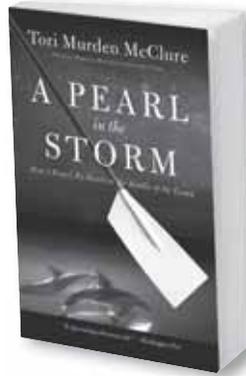
TORI MURDEN McCLURE

Author of

A Pearl in the Storm: How I Found My Heart in the Middle of the Ocean



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Tori will be appearing at our Author Luncheon taking place

Monday, February 7th
starting at 11:30 am
in Room A601
on the Atrium Level

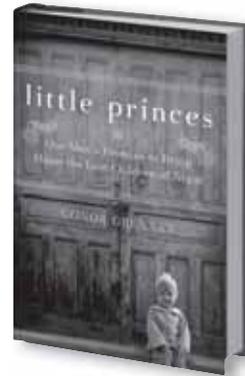
CONOR GRENNAN

Author of

Little Princes: One Man's Promise to Bring Home the Lost Children of Nepal



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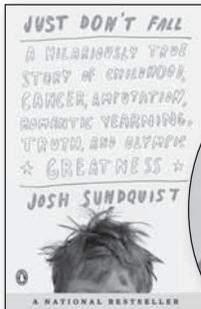
Monday, February 7, 11:45AM

Marriott Atlanta Marquis, Atrium Level, Rooms A601

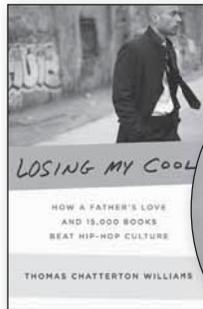
Book signings to follow lunch

— Penguin Group (USA) authors —

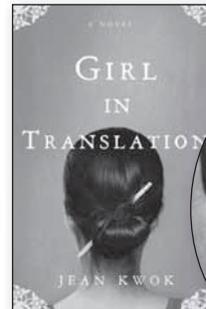
JOSH SUNDQUIST,
author of
Just Don't Fall



THOMAS CHATTERTON
WILLIAMS, author of
Losing My Cool

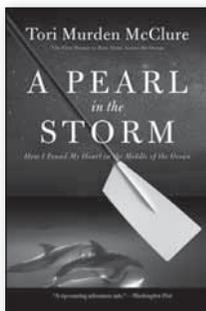


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Little Princes



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Plenary Address

1:30 p.m. - 2:45 p.m. Atrium Ballroom AB

What We Can Do To Increase College Completion Rates?



George R. Boggs
President and CEO Emeritus, American Association of Community Colleges; Superintendent/President Emeritus, Palomar College

Community colleges serve the students most “at-risk” of not completing their goals, including the most financially disadvantaged and first-generation college students. Many enter college underprepared; for many, English is not their first language; others attend part-time to accommodate work schedules and/or family responsibilities. Returning students, who have been away from an academic environment for a while, may be intimidated and may need active support if they are to succeed. There are many pressures on these students and a variety of forces working against their success. It is important for colleges to focus on support mechanisms, starting early in their first year. Financial aid, developmental education programs, college success skills classes, learning communities, and other first-year experiences can make the difference between success and failure. Four-year institutions and community colleges must collaborate to move more of these students into baccalaureate programs and to help them overcome the many obstacles they face.

4th 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 influence first-year students as professionals as well.

- Christina Knips**, *Bryant University*
- Emmanuel Nwokocha**, *Voorhees College*
- Oaksoon Callahan**, *Indiana University-Purdue University Indianapolis*
- John Kanemoto**, *California State University, Sacramento*
- Nolan Ryan**, *Southeast Missouri State University*



Congratulations! Inaugural McGraw-Hill Excellence in Teaching First-Year Seminars Award Recipient

David Sabol, Senior Lecturer, Indiana University-Purdue University Indianapolis



3:00 p.m. – 4:00 p.m.

CI 158 To Read or Not to Read: Making the First-Year Summer Reading Relevant

A701

C. Jay Pendleton
Vice Provost

Tony Kemp
Associate Director, Office of Academic and Advising Services
Mercer University

Should we have a summer reading? If so, what should it be? What do we do with it once we have it? Since first-year advisors and advising offices are often charged with implementing key components of a

summer reading, the session will review Mercer University’s comprehensive approach to Mercer University’s successful summer reading program. Objectives of the session include reviewing ways in which the summer reading initiative is promoted, discussing the first-year students summer reading opportunities, and highlighting the creative and effective ways Mercer uses the text during the first year. Examples of fun new student orientation and first-semester programs advisors can use will be provided.

CI 159 Tablet PCs, Interactive Teaching and Integrative Advising Promote STEM Success

A702
Carla Romney
Chair, Science and Engineering Program

Cathy Lysy
Senior Academic Counselor

Paniagua Juan Pedro
Senior Lecturer of Science and Engineering

Fabian Torres-Ardila
Assistant Professor
Boston University

Boston University’s Science and Engineering Program’s 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. This session will demonstrate the use of tablet PCs to enhance academic success in STEM and discuss the science and engineering program’s integrated approach to teaching and academic advising within a tight-knit supportive community. This integrated approach improves the academic performance of at-risk first-year students.

CI 160 FRACTAL: Freshman Advising Connection for Teaching and Learning

A703
Marcia Knutt
Director, Freshman Program

Alice Cherestes
Professor/Freshman Advisor
McGill University’s Macdonald Campus

McGill University’s Macdonald Campus FRACTAL (Freshman Advising Connection for Teaching and Learning program

is a relatively new initiative that provides first-year students with the structure and academic skills necessary for a smooth transition into all aspects of university life. This session will show how this integrated approach of teaching and advising along with the use of the latest teaching technology in the classroom has drastically reduced the number of students on academic probation and increased retention.

CT 161 The Potential Power of the First-Year Experience Course: Holistic Outcomes & Systemic Impact

A704

Joe Cuseo
Professor Emeritus, Psychology
Marymount College

The first-year seminar may appear to many as nothing more than a single circumscribed course taken by first-year students in their first term of college. However, an intentionally designed first-year seminar has the capacity to function as much more than a "band aid." It can take on the broader properties of an educational program with the potential to exert pervasive and enduring effects which include holistic

student development and systemic organizational change. This session will explore the intentionally designed first-year seminar.

CT 162 Using Direct Measures of Assessment to Inform and Improve Our Approaches to Information Literacy

A705

Dan Friedman
Director of University 101 Programs

Paul Millard
Graduate Assistant, University 101 Programs
University of South Carolina

This presentation will highlight various approaches to covering information literacy in the first-year seminar and will explore the development of a strategy to assess information literacy using direct measures. Presenters will share factors that were considered in creating a methodology, what they learned from the assessment, and what they did with the information to help instructors better achieve this course outcome. By sharing lessons learned and challenges faced, participants should gain clarity of feasible

ways to collect and use assessment data. Sample materials, including copies of the pre/post test, will be provided.

CT 163 ACE in the Hole: Increasing First-Year Retention With Agents for Campus Engagement

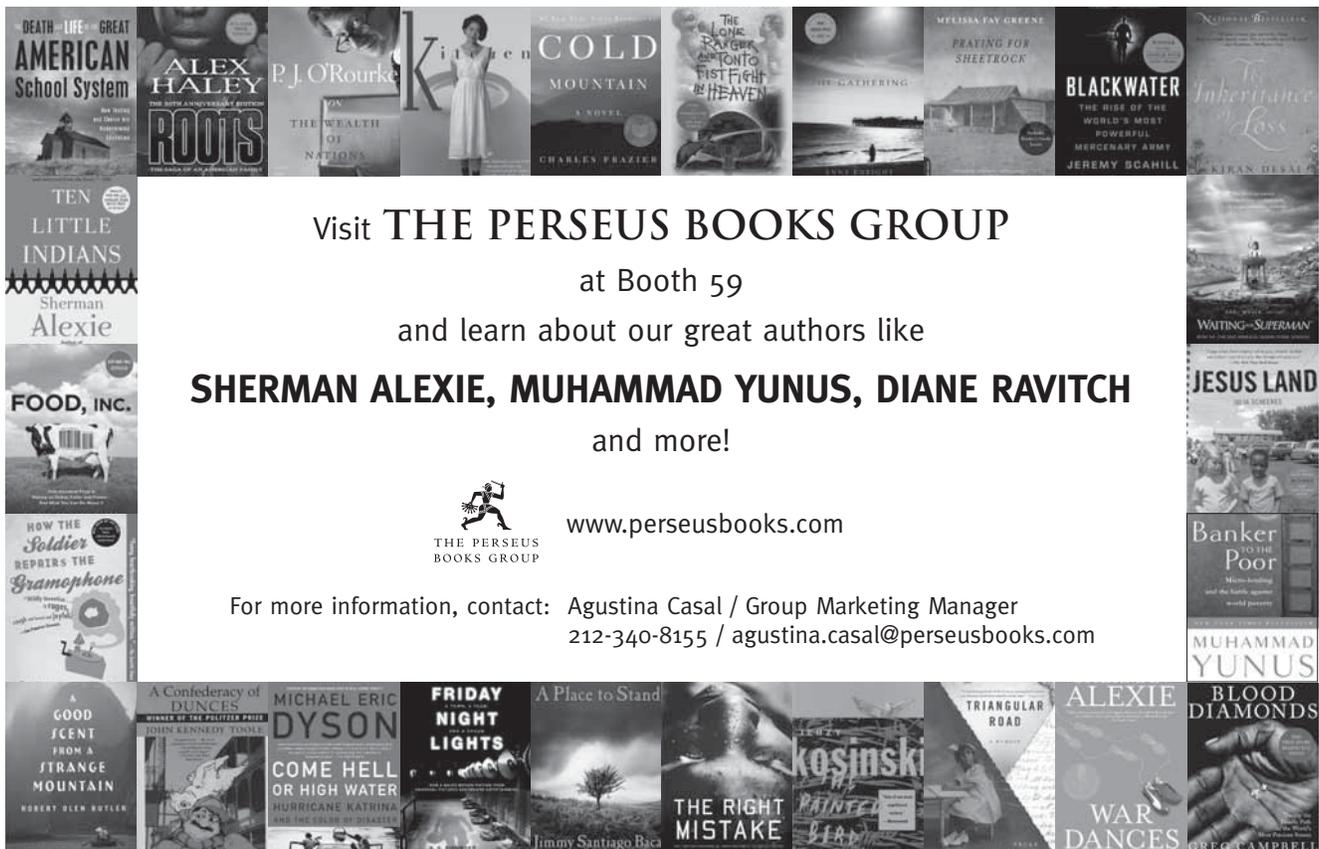
A706

Michele Kelly
Director of Academic Advising

Ulrike Miles
Director, Center for Academic Success

Amber Perrell
Director of Student Activities
Queens University of Charlotte

The goal of the Agents for Campus Engagement (ACE) program is to ensure new first-year students connect with appropriate resources while establishing meaningful interpersonal relationships with Queens' staff, which will increase student engagement and improve retention. The spirit of the program is to connect students with professionals who are empowered to assist students and who themselves are linked to a network of available resources to help students.



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CI 164 Transforming a First-Year Leadership Program for High-Achieving Students Into a Multi-Year Experience

A708

Brian Wooten
Director

Phillip Poskus
Program Coordinator

Christie Pugh
Program Coordinator

Ken Hill
Instructor

Nancy Prochaska
Professor of Management
Kennesaw State University

In fall 2009, Kennesaw State University started the President's Emerging Global Scholars Program for high-achieving, first-year students to develop global leadership skills and foster applications for nationally prestigious scholarships. Now recruiting for its third cohort, the program has expanded to a multi-year experience with international civic engagement each year. This presentation will highlight the multi-year pedagogy, best practices gleaned from assessment, and provide student reflection.

CR 165 Social Networking Websites as a Tool for Student Transitions Within the First-Year Seminar

M109

Ronald Kovach
Assistant Vice Chancellor of Academic Affairs

Jessica Fish
Graduate Assistant

Kathryn Jones
Graduate Assistant

David Nalbone
Associate Professor, Behavioral Sciences
Purdue University Calumet

This session will focus on a study exploring the role of Facebook in creating virtual learning communities within the first-year seminar. Academic and student affairs at Purdue University Calumet purposefully used Facebook in conjunction with the university's portal to increase virtual learning communities to help connect students with peers and faculty. Researchers are measuring whether those students

connected within the University's virtual network transition more smoothly, persist in great numbers, and rate overall University satisfaction higher than those in the control group.

CR 166 An In-Depth Look at DFW Rates in a Study Skills Intensive First-Year Seminar

M104

Rebecca Campbell
Director, Academic Transition Programs

Margot Saltonstall
Assessment Coordinator, Student Affairs

Melissa Welker
Project Director, Student Learning Center

Erin Grisham
Director, Educational Support Services
Northern Arizona University

Compiling data across multiple sections, the relationship between DFW rates in a three-credit study skills intensive first-year seminar and course performance (attendance, assignment submission and assignment performance), GPA, retention, academic standing, controlling for entry characteristics (high school GPA and SAT/ACT) will be presented. Session participants will engage in discussions related to how trends in DFW rates should impact course policies and practices including pedagogy, attendance, acceptance of late work, and test make-ups. Participants also will discuss strategies for providing early feedback, intervention and communication.

CR 167 Brooklyn College Students Take on the Future of the Gowanus Canal

M105

Brett Branco
Assistant Professor of Earth and Environmental Sciences
Brooklyn College

The Brooklyn College Learning Community initiative called for robust interdisciplinary instruction and increased community engagement. In response, two professors created an integrated learning community that employs scenario planning, a methodology for imagining the future by understanding the past. This session will explore how students in the learning community applied scenario planning to

document the history of possible futures for the Gowanus Canal neighborhood in Brooklyn, New York.

R 168 Sustaining First-Year Seminar Faculty

M106/107

Judith Lysaker
Associate Professor

Angela Hofstetter
Lecturer

James Keating
Instructor, First-Year Seminar Program and English Department
Butler University

In this session, participants will have the opportunity to discuss ways in which colleges and universities can systematically support faculty who teach first-year students. A model for developing and sustaining first-year faculty will be offered by the roundtable discussion leaders. Participants will then discuss and debate this model and subsequently create models suitable for their institutions. These models will be shared within the whole group, and action plans will be developed.

R 169 FYE Peer Educators: It's About Their Learning, Too!

M301

Brad Harmon
Associate Director of Residence Life
Furman University

Many first-year experience programs use peer educators to provide new students with guidance and support that is crucial for their successful transition to college. Greater attention has been given to the impact peer educator programs have on first-year students than the peer educators serving in them. This roundtable session offers participants the opportunity to discuss the development of peer educator programs that intentionally define the learning experience for peer educators and assesses their learning and development.

CR 170 Critical Thinking Strategies for the “NOW” Generation

M302

Timothy Walter
Dean of Academic & Student Services

Lisa Nemitz
Faculty Member

Oakland Community College

This session will focus on presenting a validated instructional program that focuses on the development of critical thinking strategies for the “NOW” generation of students. Between 1979-2010, the presenters developed and provided instruction in basic cognitive and behavioral critical thinking and learning strategies to students worldwide who were enrolled in first-year seminar courses, traditional liberal arts courses, and academic support courses. Participants in this session will learn validated strategies by which instructors can engage the “NOW” generation of students in interactive classroom exercises that facilitate the learning of critical thinking strategies that have been adapted for this new generation of students.

CI 171 Developing the Developmental Semester

M303

Eugene McAvoy
Dean of Academic Services and First-Year Programs

Carolyn Strickland
Assistant Vice President for Academic Services

Pennsylvania College of Technology

The developmental semester was designed to allow students requiring developmental work in math, writing, and reading the opportunity to attend college full-time while concentrating solely on their developmental needs. Despite the commitment of disproportionately significant resources, data suggested that their retention and academic performance were well below those of their peers. This session explores how Pennsylvania College of Technology used data from “first touch” through the completion of the developmental semester to meet student needs.

CI 172 Hitching Your Wagon to the Right Star: A Case Study in Collaboration

M304

Lea Susan Engle

Learning and Outreach Librarian,
Assistant Professor

Texas A&M University

Do more and spend less. This is the charge from many higher education administrators. How do we reach out to our students with little or no money and overworked staff members? The answer is through collaboration. Texas A&M has a very successful extended orientation program, and through a clear letter of intent, networking, and persistence, the library became a part of this unique experience. Learn how to get your foot in the door with stellar programs in your community!

4:15 p.m. – 5:15 p.m.

CT 173 Appreciative Advising

A701

Jennifer Bloom
Clinical Associate Professor
University of South Carolina

This session will focus on providing an overview of an exciting movement within the academic advising community called Appreciative Advising. The presenter will first define the terms academic advising and Appreciative Advising and look at the important role that advising plays in student success. The six phases of Appreciative Advising—Disarm, Discover, Dream, Design, Deliver, and Don’t Settle—will be defined. Participants will not only learn what each phase means, but they will also have the opportunity to learn how to implement each of these phases.

CT 174 Empowering Student Interdependence Through Semester-Long Small Groups

A702

Jo Anne Cripe
Career & Life Management Faculty
Butte Community College

Structured small group work, when well managed, has positive outcomes for both students and teachers. Teachers wishing to harness the power of group work need to know how to establish and maintain a cooperative, interdependent classroom. Come learn how building semester-long small groups in your classes will help students learn meaningful interdependence skills. Hear research supporting teacher-determined small group make-up, strategies

for managing dynamics, and impressive relational and student success outcomes.

CI 175 Engaging Faculty in Shaping Academic Expectations for First-Year Students

A703

Chris Caplinger
Director, First-Year Experience
Georgia Southern University

Faculty everywhere report that entering college students don’t have realistic academic expectations. Moreover, national surveys reveal that many first-year students don’t feel their institutions do a good job of communicating those expectations. This session explores how Georgia Southern University addresses this problem through a faculty-led initiative called “Conversations with Professors” that takes place the day before classes begin. The session will conclude with a discussion about what institutions can do to better instill accurate academic expectations for new students.

CT 176 Bring the Bling: Engaging Students Through Varied and Dynamic Teaching

A704

Brad Garner
Assistant Dean for Teaching and Learning
Indiana Wesleyan University

There is always a need to provide learning experiences that engage our students. Sometimes this task is undertaken in the midst of competing distractions that lure student attention in any number of directions. This session is designed to provide participants with a variety of quick and easy teaching tools that can be implemented across a variety of disciplines. These techniques were selected based upon their “bling” value, the level at which they can draw an immediate response from students. Participants will learn at least 10 new strategies during this session.

CI 177 Student Leaders Take the Lead on Building a Peer Mentoring Program

A705

Nicole Henderson
Director of the FYE Program/Associate Professor of English

Denise Bentley-Drobish
Coordinator of the First-Year Experience Program

Ben McNamee
Peer Mentor

Kaitlyn Hoffmann
Peer Mentor

Stephanie Waryasz
Peer Mentor

Southern Connecticut State University

Since 2007, student leaders at Southern Connecticut State University had been asking for a peer mentoring program for first-year students. Finally, in 2009, the University let some student leaders take the lead. This session will focus on what happened when nine outstanding orientation ambassadors created a peer mentoring program, building important bridges between faculty and student affairs and greatly enhancing the campus experience for first.

CR 178 Students Can't Succeed—Or Complete—If They Don't Come Back! Six Design Principles for Entering Student Success
A706

Angela Oriano-Darnall
Associate Director for College Relations
The Center for Community College Student Engagement (CCCSE)

The Survey of Entering Student Engagement (SENSE) provides colleges with critical data about students' earliest experiences. This session will focus on how the SENSE benchmarks of effective educational practice can be used as design principles for helping to create a more engaging and purposeful entering student experience that will help more students succeed.

CT 179 A Diagnostic and Prescriptive Tool for Developing Targeted and Class-Specific First-Year Seminar Instruction Post Student Enrollment
A707

Michael Heard
Associate Dean, University College

Kathy Matthews
Director of First-Year Initiatives
Kennesaw State University

Many schools offer a one-size-fits-all first-year seminar (seminars with uniform

content across all sections). Although important first-year issues and topics are covered, instruction is delivered with little knowledge of the specific needs of the students. This lack of knowledge can limit the effectiveness and efficacy of the course. This session will explore how this approach provides a more effective alternative for addressing specific student needs and delivering first-year seminar instruction, post student course enrollment.

CT 180 Helping First-Term Online Students Learn to Learn
A708

Christine Halem
Professor, Department of Professional Studies

Michelle Fischer
Professor
Kaplan University

Learning-to-learn is a not a new concept; however, it is becoming more and more important as education moves to online. Without the constant presence of the teacher, students are called on to manage their own learning experiences. In recent years, too, more nontraditional students have returned to college. First-term students are often adults with family and work responsibilities. In addition, in today's knowledge society, one of the most important skills that students can learn is the ability to retrieve knowledge. Given these facts, the competence to direct one's own learning becomes a necessary skill for both college and career success. This presentation will explore the tenets of self-directed learning and offer suggestions that teachers can use in their practices to encourage students to become independent learners.

CI 181 Concurrent Assessed Institutional Initiative
M109

Mary Ann Lewis
Implementing First-Year Programs Campus Wide

Director of First-Year Experiences

James Penven
Associate Director of Residence Life

Marc Zaldivar
Director, Electronic Portfolio Initiative

Therese Lovegreen
Associate Director, University Academic Advising Center

Karen Watson

Director of Academic Support, Liberal Arts & Human Sciences
Virginia Tech

This session will highlight a new university-wide initiative at Virginia Tech called Pathways to Success and is described from the planning through implementation and assessment stages. Pathways programs are an indication of Virginia Tech's commitment to providing support to first-year students and institutionalizing that commitment. Programs are based in academic units, involve multiple partners across the university including student affairs, grounded in best practices literature and essential learning outcomes, incorporate e-Portfolios for pedagogical and assessment purposes and are rigorously assessed.

CI 182 Using Summer Bridge to Engage High-Risk Students
M104

Beth Bir
Assistant Professor of English
Fayetteville State University

Presenters will share the facets involved in using a summer bridge program to engage high-risk students with their university experience. The session will include specific suggestions for structuring the program, some of which are applicable to the academic year as well. Multiple methods of assessment and resulting data focusing on student success as well as long-term progression and retention will also be given.

R 183 Defining FYS Learning Outcomes That Are Distinctive, Implementable, and Assessable Across Disciplines
M106/107

Laura Malloy
Professor

KinHo Chan
Associate Professor of Psychology

Johanna Mitchell
Assistant Professor of Education

Priscilla Wightman
Associate Professor of Accounting
Hartwick College

This roundtable discussion will explore strategies for defining focused and institutionally valued learning outcomes for first-year seminars. With funding from a three-year Mellon Foundation grant, the Hartwick College faculty is redesigning first-year seminars. One persistent

challenge has been identifying primary objectives and creating a common set of first-year seminar learning outcomes that are distinctive, implementable and assessable across disciplines.

(R) 184 Do I Have To Take That? Increasing Efforts to Bypass the First-Year Experience

M301

Chris Benson

Associate Dean of Academic Advising and the First-Year Experience

Madonna University

Nicole Nagy

Graduate Student

Eastern Michigan University

Traditional-aged, first-year college students are entering higher education with more credits than ever before. Dual enrollment, Advanced Placement credits, and early/middle colleges are just a few of the ways students and their parents are using to reduce the full-time, undergraduate college experience to fewer than four years. How are higher education institutions responding to this trend? What impact does this shift have on programs such as orientation and structures such as learning communities? Come to this roundtable session ready to share your experiences, concerns, and ideas.

(CT) 185 Academic Coaching in a FYE Course: A Collaborative Effort

M302

Chad Bennett

Assistant Professor/Program Counselor

Gregory Ochoa

Assistant Professor/Director, Academic Success Program

Karen Hamilton

Transition Counselor

Anthony Calvario

Counseling Assistant

Shippensburg University

This session highlights a pilot program between the Department of Academic Services and the special education graduate program at Shippensburg University. FYE students were paired with graduate students studying special education who served as academic coaches, providing tutoring, academic monitoring, and the teaching of specific skills aimed at increasing the likelihood of academic success. The FYE students completed the

Extended Session – First-Year Student Panel

4:15 p.m. - 5:45 p.m. A601/A602

Student Voices: Our Turn to Listen

Moderator: Richard Mullendore

Professor, College Student Affairs Administration

University of Georgia

Fellow, National Resource Center for the First-Year Experience & Students in Transition

Join us for this opportunity for conference attendees to hear from the ones we serve. First-year students from local area colleges will be the panelists for this open forum. What are the issues facing these students in their first year of college? What has worked...or not? What suggestions do they have for improving the first year experience? Attendees will be able to ask questions during this highly interactive session. As faculty and staff, we spend a lot of time, energy and effort talking about students; this session will provide us the opportunity to hear their voices.

LASSI assessment tool at the onset, and then completed 10 weekly meetings, which started during week five of the semester.

(CR) 186 Data Results from a Longitudinal of First-Year Students

M304

Beth Lingren Clark

Director of Orientation & First-Year Programs

Laura Coffin Koch

Associate Vice Provost for Undergraduate Education

University of Minnesota - Twin Cities

At this session, presenters from the University of Minnesota will share their results from a longitudinal study of first-year students which began in 2007. Overall, this study focuses on first-year student success and retention. Presenters will discuss the assessment plan, methodology, and most importantly, the results. The results of this assessment plan are used to influence first-year program content and delivery, making an impact on the student experience.

4:15 p.m. – 5:45 p.m.

(R) 187 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

M301

Mary Stuart Hunter

Associate Vice President

University 101 Programs and the 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

President

John N. Gardner Institute for Excellence in Undergraduate Education

Betsy O. Barefoot

Fellow

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

Vice President and Senior Scholar

John N. Gardner Institute for Excellence in Undergraduate Education

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 at this session will revolve around these issues.

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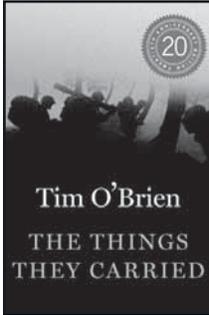
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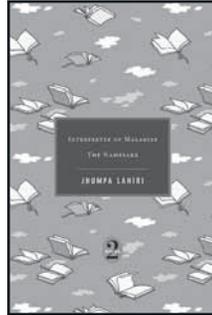
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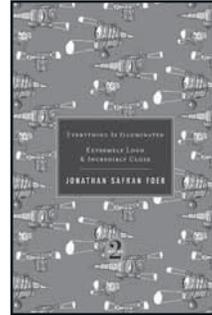
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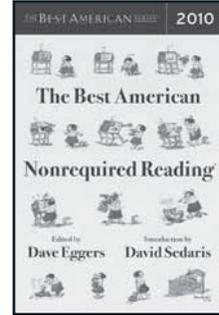
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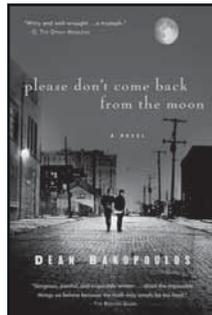
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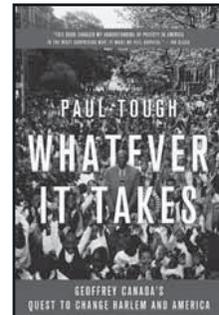
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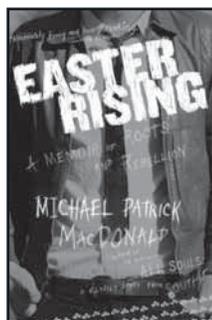


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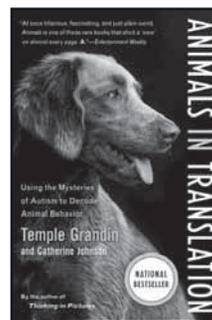


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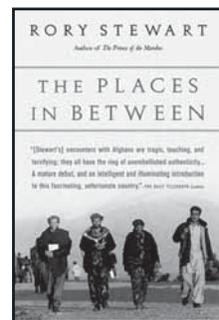
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Rory Stewart
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CR 188 Using Program Audit Data to Enhance the First-Year Experience

A701

Rebecca Campbell

Director, Academic Transition Programs

Erin Grisham

Director, Educational Support Services

Margot Saltonstall

Assessment Coordinator, Student Affairs

Northern Arizona University

Data from a program audit was used to compile four First Year Profiles. The four profiles included a directory of programs, a cross-walk of served students to the institution's demographics, a cross-walk of the delivery timeframe and the first year calendar, and a cross walk of the program's Student Learning Outcomes and the Institution's First Year Learning Outcomes. The First Year Profiles were then used in focus groups to identify gaps and floods in programming, broad questions and a set of recommendations for enhancing our first year experience.

CR 189 Transitioning into the Major: Career Planning Courses and Career Decision Self-Efficacy

A702

Mary Morsch

Associate Director of Career and Academic Planning

Heather Patterson

Career and Academic Advisor / IS 202 Coordinator

James Madison University

A significant challenge facing first year students is the development of an integrated academic and career plan, particularly for students without a major. Career planning courses are common, but their impact on student learning is not often measured. James Madison University assessed the impact of a career planning course designed primarily for exploratory freshmen on career decision-making self-efficacy, with significant results yielding insights about the course, students and strategies for assessing other decision making interventions.

CR 190 Continuing Innovations in the First-Year Seminar: Evidence from the 2009 National Survey of First-Year Seminars

A703

Ryan Padgett

Assistant Director of Research, Grants, and Assessment

University of South Carolina

This presentation provides academic professionals, student affairs practitioners, and researchers with detailed analyses of the first-year seminar using national, institution-level data from the 2009 National Survey of First-Year Seminars. The findings suggest significant disparities exist across various institutional controls with regards to how the first-year seminar is defined, administered, taught, and assessed. Additionally, the data reveal how institutions continue to organize the seminar into a practical and intentional educational program.

CT 191 The Best Dissertation is a Done Dissertation

A705

Jean Henscheid

Fellow and Journal Editor

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

For several years the national First-Year Experience conference held a roundtable for working professionals also attempting to conduct research for and write dissertations. This session draws on success stories from those discussions and from research-based best practices for finishing this monumental task. Whether you have yet to enroll in your first doctoral course or have finished collecting data, this session will help you understand what it takes to complete the best dissertation (the done one).

CT 192 Creating Powerful Partnerships for Success: Utilizing a Single Peer Mentor Team Across Multiple FYE and Retention-Driven Initiatives

A706

Sarah Whitley

Director, First-Year Experience

Longwood University

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 & 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 academic disciplines and divisions (Academic Affairs, Student Affairs, Student Success) while aiding in student persistence.

CT 193 Maintaining Our Commitment to Native Student Success

A707

Colleen Angaiak

Academic Advisor

Olga Skinner

Academic Advisor

University of Alaska Fairbanks

Rural Student Services (RSS) is a unique department at the University of Alaska Fairbanks that provides culturally responsive advising to Alaska Native and rural Alaskan students. For over 40 years RSS advisors have developed a variety of strategies to assist these students as they make the transition to college life. We will discuss these strategies and how providing culturally responsive advising promotes success and retention.

CT 194 "iPads for All": Innovation and Application in a Learning Community

A708

Jill Trites

Senior Teaching Specialist

M.S. Jensen

Associate Professor

University of Minnesota, Twin Cities

Nearly 450 first-year students enrolled in the First Year Experience program in the College of Education & Human Development at the University of Minnesota received iPads as part of one of the largest research-based iPad pilot projects in the nation. This session will provide a preliminary report on the use of the iPads and students' responses to them in a learning community featuring a public speaking class and a general biology course.

CT 195 Immediacy Immediately: Communicating for Connection

M301

Chris Gurrie

Assistant Professor and Director of Speech
The University of Tampa

Mehrabian defined immediacy as the degree of perceived physical or psychological closeness between people. Characteristics of this include smiling, nodding, eye-contact, and vocal tone. Yet, even as seasoned instructors engage in these behaviors, student attention turns to cell phones and other distractions. This session's purpose is to identify and discuss very specific immediacy-seeking behaviors which could help instructors better enter the competition they may face against cell phones, laptops, and Facebook.

CT 196 Non-Cognitive Assessment and Intervention Strategies to Promote Student Engagement and Retention

M106/M107

Wade Leuwerke

Associate Professor, Department

Chair Leadership, Counseling, & Adult Development
Drake University

Paul Gore

Associate Professor, Student Success Projects Special Coordinator
University of Utah

Curtis Cole

Registrar and Director of Enrolment Management
University of Toronto Scarborough

Postsecondary institutions are increasingly recognizing the value of early assessment of students' non-cognitive abilities. FYE instructors, advisors and student services personnel can intervene with students to build non-cognitive abilities and structure classroom and advising activities to increase students' engagement with the institution. The presenters of this session will outline non-cognitive assessment methods, systematic student feedback approaches and comprehensive efforts that encourage students' active steps to build skills critical for success in college.

CT 197 Keeping Students in College: How Do we Increase Retention Rates?

M104

Jeff Doyle

Dean for Student Learning and Engagement
Baylor University

With the increased attention on accountability and results in higher education and advent of performance-based funding, retention has taken on a critical importance. Attendees will learn foundational theories of retention, best practices in retention, and professional sources of current information on retention. Additional attention will be given to retention technology, collaboration with key partners, and easy tools for benchmarking. Attendees will be encouraged to share their best practices in student success.

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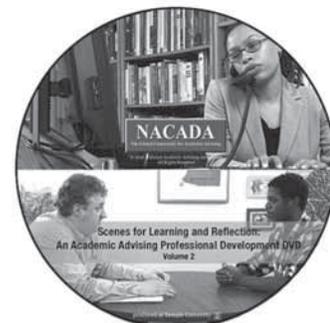
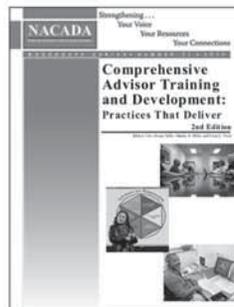
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M102

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8:00 a.m. – 9:00 a.m.

CT 198 This Ain't Your Grandma's Library: Programs and Promotions that Communicate to the Millennial Student

A701

Rebeca Befus

First-Year Experience Librarian

Jill Wurm

Information Officer - Public Relations/Marketing

Wayne State University

Capturing the attention of today's millennial student requires engaging activities as well as innovative design and persuasive language geared directly to the first-year experience. This interactive session will feature new ideas for outreach programs, classroom experiences and communication efforts that stand out from the crowd. From common reading experiences, to orientation activities, to videos, to the residence halls, the library at Wayne State University and its staff has experienced it all.

CT 199 Active Peer Mentoring: Strategies for Engaging With Resistant Students

A702

Fred Pinnegar

Associate Director, Freshman Mentoring

Bryce Bunting

Program Manager, Freshman Mentoring

Brigham Young University

It is axiomatic that students "don't do optional," but mandatory first-year programs immediately generate resistance from many students. Passive peer mentoring attracts few resistant students and rarely reaches those who need it the most. This

session will explore the literature on "motivational interviewing" and working with ODD adolescents (Oppositional Defiant Disorder) that suggests basic strategies that can be used in an active peer mentoring approach to work through resistance and productively engage all students.

CR 200 Charting a Career Path: The Impact of Required First-Year Internships at Endicott College

A703

Beverly Dolinsky

Vice President of Student Affairs

Sara Quay

Dean of Education and Coordinator of the Honor's Program

Endicott College

Research examining the importance of career development within the first year has clearly indicated that opportunities to reflect on one's career aspirations have numerous academic and social benefits. Presenters in this session will discuss how Endicott College requires all incoming first-year students to complete INT100 Internship I, an exploratory and experientially based internship completed in January of the first year of college. This research examines the impact of the first-year internship on students' academic, career, and social growth.

CI 201 Designing and Implementing a Quality First-Year Program Quickly in Tough Economic Times

A704

Tim Vick

Director, Academic Resource Centers

Becky Corvey

Associate Vice President for Academic Affairs

Macon State College

With overwhelming administrative support and limited resources, Macon State College increased student retention by developing a first-year program in six months. Come learn how this four-year, public institution garnered campus buy-in, recruited and trained instructors, developed curriculum, and created an assessment model in a short time frame. The presenters will discuss methods used, actions taken and policies enacted to quickly meet their goals.

CT 202 New Stories: Transforming Goal-Belief Through the Power of Narrative

A703



Faculty, Student Success Program

Abilene Christian University Stories are frequently used to help people understand and explore the past, but stories can have an immense impact on a person's future as well. College instructors can help students craft their own future story by engaging powerful narrative tools to navigate existing challenges. This session will review recent research in the challenges of goal-belief, as well as practical tools for helping students engage imagination, realism, language, and hope toward the construction of a belief-transforming narrative.

CI 203 Peer Power: Mentoring At-Risk Students in the IUPUI Summer Success Academy Program

A707

David Sabol

Senior Lecturer

Jan DeWester

Senior Lecturer

Indiana University-Purdue University, Indianapolis (IUPUI)

The Summer Success Academy (SSA) at IUPUI, an exciting new six-week program, provides approximately 200 conditionally admitted entering students with academic support in math and writing and introduces students to university culture. This presentation will address the overall structure and assessment results of the program and will address the portion of the SSA program that introduces students to the university's general education goals by using experienced student mentors to facilitate sessions.

CI 204 A Menu of Options: Partnering Student Affairs and Academics for Transition Success

A708

Susan Nanning-Sorenson

Assistant Director of COR/Professor of Theatre Education

Edgewood College

The presenter will share Edgewood College's experience of partnering student affairs and Academics to develop and implement a new, integrative approach to college transition. Learn the key features of this approach and the many creative sessions that emerged when the College integrated transition issues into its unique entry course for first-year students, COR 1. Attendees will experience hands-on, active participation as they explore sample models of transition sessions that were a part of Edgewood's courses.

CI 205 Using a Common Reader to Teach Plagiarism Avoidance

M109

Emerson Case
Associate Professor/FYE Coordinator

Sarah Philips
FYE Librarian
California State University, Bakersfield

This presentation details the development of an anti-plagiarism curriculum for FYE classes. This curriculum, divided into ten graduated modules based on the Information Literacy Competency Standards as developed by the Association of Colleges and Research Libraries, was contextualized by a focus on a common reader. Presenters will provide the history of the program at California State University, Bakersfield, a description of the implementation of the curriculum, and qualitative and quantitative data, detailing the successes and failures of the curriculum.

CI 206 First-Year Service-Learning Transformed

M104

Lynn Boettler
Assistant Professor, Educational Leadership
Kennesaw State University

This session shares how an instructor-led class service-learning project in a first-year seminar is transformed into multiple group projects created and implemented by students and instructionally designed to meet over 15 learning outcomes relevant to a variety of disciplines. Integrating research on motivational teaching as well as components of global learning, the design has become foundation for an entire first-year course, entitled "Be the Change." Assignments, samples of students' work, and grading rubrics, will be provided in this session.

CI 207 Without a Doubt: The Footprint Project Brought to Life

M105

Peter Steinfeld
Associate Dean of Faculty

Jamii Claiborne
Assistant Professor of Media Studies

Kevin Wagner
Associate Dean of Students

Mark Shea
Director of Retention Services

Mysty Shaver
Orientation Leader, Orientation Team

Executive Board

Ryan Marzen
Orientation Leader, Orientation Team
Executive Board

Sam Brummer
Orientation Leader, Orientation Team
Executive Board
Buena Vista University

The Footprint Project, a new piece of Buena Vista University's first-year student orientation program, was created as part of a university-wide effort to revitalize the first-year experience and to prepare new, incoming students for the scholarship of engagement. Each University Seminar

Join us in congratulating . . .

2010-11 Paul P. Fidler Research Grant Recipient [Paul J. McLoughlin II]

A doctoral candidate at Boston College, McLoughlin has been selected for his study, *High-Achieving Low-Income Students: How Low-Income Students on Full Financial Aid are Navigating an Elite College Environment*.

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

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 18th National Conference on Students in Transition, November 2011, in St. Louis Missouri, at which the award will be presented at the conference luncheon
- Travel to the 19th National Conference on Students in Transition, November 2012, 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.

Application Procedures

The application and proposal will be available for download at www.sc.edu/fye on April 1, 2011. Completed applications must be received by 11:59 pm EST, July 1, 2011. E-mail: NRCrsrch@mailbox.sc.edu

2010-2011 Finalists

Steven Brunwasser, Christopher Peterson, & Daniel Eisenberg, University of Michigan
Evaluating Depressive Symptoms During the Transition to a Large University

Sarah Kiersten Ferguson, The University of Texas at Austin
Reframing the Conversation: Faculty Mentoring Underrepresented Undergraduate Students in Engineering

Dorian McCoy, University of Vermont & Rachele Winkle-Wagner, University of Nebraska
A Bridge to the Future: The Role of Summer Institutes in Preparing Students of Color for Graduate Programs in the Humanities

Brian Reed, University of Virginia
Factors Affecting Low-SES White Male Persistence



section developed, researched, and presented a single idea to reduce students' carbon footprint as part of an administrator-judged competition. This concurrent session will focus on the Footprint Project from brainstorming to initial skepticism to final success.

R 208 Killer Courses: Understanding and Reducing Roadblocks to First-Year Academic Success

M106/107

Betsy O. Barefoot

Vice President and Senior Scholar

Betsy Griffin

Senior Associate Vice President

John N. Gardner Institute for Excellence in Undergraduate Education

Most new students experience some "killer courses" within their first year of college. These courses are frequently among those with high first-year student enrollment and by definition have high rates of unsuccessful outcomes (i.e., D, F or Withdrawal). To stimulate discussion, data reflecting the experience of first-year students in the high enrollment courses of 162 institutions will be described. Come and share your institutional experience and perspectives on remedying this pervasive problem.

R 209 "Firsttransfer" Students: A Roundtable Discussion on Supporting Students Who Enter Our Institutions With Previously Earned Credit

M301

Jamie Brown

Academic Advisor

Shawn Wilson

Director of Student Retention

Central Michigan University

Students are ahead of the game when they enter college with credits from dual enrollment, Advanced Placement, CLEP and International Baccalaureate programs. Advanced class standing has benefits, but it potentially creates challenges in supporting students effectively as "firsttransfers". This session will explore the impact on retention, registration and requirements for first-year seminars and how, in regards to policies, we can improve communication with prospective students for effective course and program planning for college.

CR 210 Learning Communities Without Borders

M302

Nancy Kelley

Professor and Director of First-Year Academic Learning Communities

Jonathan Yates

Professor, Center for Liberal Education

Villanova University

In the past two years, Villanova University has accelerated its commitment to have each of its five first-year learning communities fully engaged in intellectual and/or cultural experiences off campus, while clearly connecting these activities to key texts taught in the classroom. In this session, presenters will share how outcome measurements have confirmed the significant and rich learning by participating students and have distilled the critical variables by which these events could successfully be adapted to other institutions.

R 211 Common Reading Programs: Best Practices Brainstorm

M303

Julie Schultz

Assistant Director

The Ohio State University

This roundtable session is intended for colleagues to share best practices and new ideas about common reading programs. Some potential discussion topics include book selection processes, composing a selection committee, connection to academic coursework, supplementary programming, creating campus buy-in, funding structures, and project assessment.

CR 212 Midterm GPA: Predictor of Final GPA?

A701

Nancy Casey

Associate Professor of Education and Director of First-Year Experience

St. Bonaventure University

What happens when midterm grades are reported? Does anyone pay attention to them? Should they? Most colleges and universities report midterm grades, at least to first-year students. But is this more

than an exercise? We have analyzed five years' data and will report results that have made us stand up and pay attention. This session will discuss the predictive value of midterm grades and will engage the audience in a discussion of potential interventions.

CI 213 Dawg Camp! Dawg Camp! The Place to Be!

A702

Rick Gray

Assistant Director, Center for Leadership and Service

Maggie Szeman

Graduate Assistant

The University of Georgia

Dawg Camp is an extended orientation program for incoming first-year students at The University of Georgia, sponsored by the Center for Leadership and Service. The session will focus on bridging extended orientation programs on campus to support students through their first year of the college experience. Camp-style orientation programs will be explored, identifying key outcomes that can be used in planning first-year support programs open to all students on a residential campus. Academic courses and transition workshops will be sample programs shared during the session.

CI 214 Intentional Synergy: Purdue's Student Access, Transition and Success (SATS) Program

A703

Daniel Carpenter

Interim Director

James Pukrop

Senior Assistant Director

Jenna Seabold

Senior Assistant Director

Kasi Jones

Senior Assistant Director

Purdue University

College access and success programs are multiple, varied, and impactful. However, they can be difficult to manage and assess, and can have far less impact when scattered, disjointed, or disconnected. Finding a way to make them intentionally coordinated can be daunting, especially in an environment with no common core curriculum and no university-wide first-year

9:15 a.m. – 10:15 a.m.

seminar course. Come learn how Purdue University tackled this issue through the evolution of the Student Access, Transition, and Success Programs office.

CI 215 Implementing First-Year Programs at a Research University

A704

Marilyn Kurata
 Director of Core Curriculum Enhancement

University of Alabama at Birmingham

There are particular challenges to implementing a required first-year program across a range of liberal arts and professional programs at a research university. The goal of the University of Alabama at Birmingham was to impose coherence on undergraduate education, promote institutional community, introduce university learning outcomes, and improve student satisfaction and retention. This session will describe the evolution of creative solutions to meet the challenges of implementing a first-year experience at the University of Alabama at Birmingham.

CI 216 Why Do First-Year Commuter Students Struggle With Transitioning to College?

A705

Jennifer Hodges
 Assistant Dean, University College

Greg Dieringer
 Assistant Dean, University College
The University of Akron

Commuter students often have a difficult time "fitting-in" to the campus community since their main contact with other students is in the classroom. Presenters in this session describe an assessment study focused on the factors that predict the early integration of first-year commuter students and which factors make the transition to college more difficult. A practitioner from a predominantly commuter university will discuss her assessment work, practical implications of similar research, and interventions designed using the data.

CI 217 From the Ground Up: Building a Solid Foundation for New Programs & Initiatives

A706

Dana Keeler Gautcher
 Director, Office of Student Academic Success

Julia Spears
 Coordinator of Engaged Learning Initiatives
Northern Illinois University

The effectiveness of any new campus enterprise or program is dependent upon multiple factors. New initiatives must be carefully planned, alliances must be formed, and communication must be crafted to represent program goals and objectives. This session will provide a step-by-step action plan to build a lasting foundation for new endeavors based on the presenters' personal experiences and on research regarding student retention, engagement & success.

CI 218 Give Them a Break: Supporting Students Placed on Academic Suspension

A708

Jane Arrowsmith
 Coordinator, Academic Centers for Excellence

Kristin Abbe
 Graduate Assistant of FreshStart
University of South Carolina

Many institutions provide early intervention programming for academically deficient first-year students. However, what happens when students aren't able to recover academically and they're placed on suspension? It's important to recognize that even though students are away from campus while suspended, they could be provided programmatic support as part of the institution's retention efforts. This session's goal is to provide information about academically suspended first-year students and ideas for supporting these students through the suspension process.

CI 219 FYE: Much More Than a Class

M109

Michelle Kearns
 Director, Student Success and Retention/
 First-Year Experience

Marcy Glassford
 Program Coordinator
Utah Valley University

The first-year experience at Utah Valley

University is much more than a class. Here, FYE includes orientation, a reading program for first-year students, major and career exploration, personalized advisement, learning communities, and much more. Did we mention a class? We have that, too. And upon the development and implementation of a comprehensive first-year experience, Utah Valley University (UVU) has increased retention by 16 percent! Come explore what UVU defines as a first-year experience. Presenters will share some lessons learned as well.

Upcoming Professional Development Events

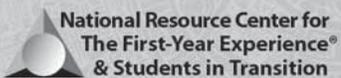
Institute on Transfer Student Success
 April 17-19, 2011
 Costa Mesa, CA

24th International Conference on The First-Year Experience
 June 21-24, 2011
 Manchester, England

18th National Conference on Students in Transition
 October 8-10, 2011
 St. Louis, MO

Institute on First-Year Success in the Community College
 November 6-8, 2011
 Cincinnati, OH

31st Annual Conference on The First-Year Experience
 February 17-21, 2012
 San Antonio, TX


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**CI 220 Shift Happens:
Leveling the Playing Field for
the Nontraditional Student**

M104

Renee Spence

Assistant Professor of Business
Administrative Technology

Tammy Hinson

Instructor of Learning Support Reading
and English

Melissa Harrell

Instructor of Criminal Justice

Shelia McClendon

Instructor of Technical Mathematics

Ann Brannen

Assistant Professor of Technical
Mathematics
Bainbridge College

This session will engage participants in the use of 21st century skills to design curriculum that meets the needs of nontraditional students. Participants will learn about a professional learning community and its pilot program that addressed the identified needs of college students 25 years of age and older. This program's framework targeted nontraditional students in their first-year foundation courses at Bainbridge College. Participants evaluated the influence of individual motivational and contextual factors, including demographic and socioeconomic characteristics of adult learners as well as their experience through educational programs with limited 21st century skills.

**R 221 The Evolution of
Mathematics Remediation
and the Impacts on the
First-Year Student**

M301

Charles Lam

Developmental Mathematics Coordinator

Terran Felter-Murphy

Associate Professor
California State University, Bakersfield

As more students enter college requiring mathematics remediation, universities and colleges must be prepared to help these students succeed and become "college ready." Serving this vulnerable segment of the population is important yet difficult in current financial times. How are colleges and universities managing the number of first-year students requiring math remediation?

**R 222 First-Year Advising
at Liberal Arts Colleges:
Creating Effective Models for
Faculty/Staff Collaboration**

M303

Julia Moffitt

First-Year Advisor

Bennington College

This roundtable discussion will focus on how to build a collaborative and holistic advising model in the first college year. The successes and challenges of a dual advising model at a small liberal arts college will be addressed, prompting a discussion of how staff and faculty can effectively work together to build an advising program that meets first-year students' needs. Participants will be encouraged to share their experiences about first-year advising programs and the challenges of establishing a set of shared goals and expectations for faculty and staff.

**CI 223 Enhancing the First-
Year Experience of At-Risk
Students Through Summer
Enrichment Programs**

M105

Overtoun Jenda

Associate Provost for Diversity and
Multicultural Affairs

Brittany McCullough

Diversity Analyst, Planning and
Assessment

Florence Holland

Special Assistant to the Associate Provost
for Diversity and Multicultural Affairs

Auburn University

This session will explore the following three residential summer programs implemented at Auburn University main campus: the Summer Enrichment Experience (SEE Auburn) Program, Provost Leadership Undergraduate Scholarship (PLUS) Orientation, and COSAM Summer Bridge programs. These programs are all designed to give at-risk students a head start on their first year. Through courses and workshops, students have an opportunity to improve their academic skills and be ready for first-year courses in the fall.

REFRESHMENT BREAK

10:15 a.m. - 10:30 a.m.

Marquis Ballroom Foyer

10:30 am – 11:30 am

**CR 224 "Jumping" Into the
First Year of College Through a
Virtual Summer Bridge Program,
Early Entrance Experience
and Academic Program**

A701

Kendra Wolgast

Academic Support Center Director
The Pennsylvania State University

Often summer programs and outreach for students is on the chopping block when budgets are cut. This presentation will review the "Jump Start Program" targeted towards developmental students in the areas of math and English. The program is comprised of a summer virtual bridge experience, early entrance experience, and an academic component. Participants will learn about the successes and challenges in implementing a virtual summer program as well as the qualitative and quantitative data results.

**CR 225 The Impact of Learning
Communities on Women in STEM
Fields: The Results of a Qualitative
Study**

A702

Matthew Pistilli

Senior Assistant Director, Student Access,
Transition & Success Programs

Purdue University

Learning communities have long been heralded as a means for increasing student retention and success during the first year of college. This study examined the experiences of seven women majoring in a STEM field who also were in a learning community at Purdue University during their first year of college. This presentation will highlight the outcomes of the study, which indicated a positive impact of being in a learning community, as well as several other lessons about succeeding in college.

CR 226 First-Year Students in the Public Sphere

A704

Thia Wolf

Director, First-Year Experience Program

Samantha Solorzano

FYE Student Director

California State University, Chico

This session provides an overview of Public Sphere Pedagogy, an approach to instruction in first-year courses connecting students' coursework to specially constructed public settings. Examples include a large-scale town hall featuring first-year students' research, civic questions, and commitments to civic participation and a large-scale great debate on a local voting issue. The research indicates that students in this curriculum show improved academic and civic engagement scores and better wellness than their counterparts taking traditional courses.

CI 227 Turning Vision into Reality in One Year

A707

Barbara Spies

Director of the First Year Experience Program

Kate Herrick

Associate, Mission & Identity

Jennifer Herrick

Director, Center for Leadership and Involvement

Maria Von Arx

Assistant Director of Residence Life

Cardinal Stritch University

Cardinal Stritch University's new design for delivery of its first-year experience program was a team effort. Following discussions first held at the Annual First-Year Experience Conference in 2009, members of the faculty, student development staff and mission, and identity staff worked collaboratively to bring the vision to reality. The new program includes a new delivery approach, multiple common experiences, including a common reading and a service project related to the reading. Presenters will explain the process, outcomes and the multiple benefits to the new approach.

CI 228 Raising the Bar in Student Success Courses: Expect, Give, and Get

A708

Christine Harrington

Professor, Psychology and Student Success

Alice Picardo

First Year Experience Director

Middlesex County College

The integration of reading, critical thinking, and information literacy skills into student success courses through the use of actual research from peer-reviewed journals will be described and modeled in this session. Emphasis will be on raising academic expectations while simultaneously providing high levels of support to students and faculty. The beauty of the techniques demonstrated is that they address both content (what student success research tells us) and process (how to access, read, and use information).

CI 229 It's All About Teamwork: Integrating the Library Into the First-Year Experience

M109

Daphne Rankin

Associate Vice Provost for Instruction

Donna Coghill

First-Year Student Programs Librarian

Virginia Commonwealth University

Virginia Commonwealth University's core curriculum provides a seamless learning experience that integrates the resources and services of the Virginia Commonwealth University libraries. The first-year student programs librarian and her team provide consultation services and learning experiences for faculty members and students of the university college. Librarians ensure that students have a better understanding of successful academic research. Examples of the teamwork that has evolved will be discussed in this session.

CI 230 Course Selection With the Use of an Online Survey: A Small College Initiative

M104

Clay Harshaw

Coordinator of the First-Year Experience

Barbara Boyette

Assistant Academic Dean for Advising and Academic Support

Meagan Jolliffe

Student Success Counselor

Guilford College

To support first-year students in course registration, Guilford College, a small liberal arts institution with 370-420 first-year students annually, implemented an on-line course selection form. Students completed items about themselves and their course choices for first semester. Academic staff used that information and data from admissions applications to provide students with customized course schedules. This presentation will discuss the process of developing the course selection form and the benefits of the process.

CR 231 Bridging the Gap: Using Personal Stories to Understand the Early College Experience of At-Risk Students

M105

Kesha Entzminger

Academic Advisor, Academic Success Center

Stephanie Foote

Director, Academic Success Center and First-Year Experience

University of South Carolina Aiken

This session explores the early college experiences of academically at-risk first-year students participating in First Pace, a fall semester bridge program at the University of South Carolina Aiken. Specifically, qualitative methods were used to capture personal stories to determine how students in the program perceived the influence of precollege experiences, peers, faculty/staff, and guardians, on their transition into the university environment. Analysis was conducted to determine common themes, perceptions, and experiences of these students.

CR 232 Uncommon Ideas for Common Reading Programs

M106/107

Tracey Laird

Charles Loidans Associate Professor of Music & Chair

James Diedrick

Associate Dean of the College & Professor of English

Emily Grim
Digital Design Fellow

Susan Dougherty
Faculty Services Manager, Chair of
Common Reading Committee

Kijua Sanders-McMurtry
Associate Dean of Students and Special
Assistant to the President on Diversity
Agnes Scott College

Common reading programs help provide incoming students with an intellectual orientation to college or university life. One of the challenges of these programs is engaging students early and sustaining their involvement in the ideas and issues generated by the common text from the moment they enroll through their first college year. This roundtable discussion will invite discussion of uncommon ideas for increasing engagement with the common reading, from the use of social media to partnerships between institutions.

R 233 Developing First-Year Programs for Online Learners

M301
Melissa Johnson
Assistant Director, Honors Program

University of Florida

The number of college students taking online courses continues to explode; in the fall of 2008 more than 4.6 million students took at least one online course. What is the role of first-year programs in distance education? How might first-year programs better serve the online learning population? What might online first year programs look like? Join this roundtable to explore answers to these questions.

CI 234 Improving Transition, Retention, and Success for First-Generation Students

M302
Clarice R. Ford
Associate Dean of Student Services,
Executive Director of Diversity Center
University of Illinois Springfield

Edwin Mayes
Director of First-Year Experience
Wright State University

Monique Williams
Necessary Steps Coordinator
University of Illinois Springfield
Are you struggling to retain

first-generation students? Presenters from two institutions will discuss how they combined peer mentors, first-generation students and an assessment project to improve student success and retention. First, they identify first-generation students who self-report issues not conducive to success, such as poor study skills or poor peer connections. Next, peer mentors or administrators meet with these students to offer support and make referrals to campus resources and then follow-ups are conducted.

R 235 A River Flows Through It: Using Mediums and Messages in the First-Year Seminar Classroom

M303
James Zubricky
Lecturer of Chemistry

Jennifer Rockwood
Director of First-Year Experience
University of Toledo

One of the challenges that face instructors of first-year seminar courses is how to reach and actively engage students

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FYA-List

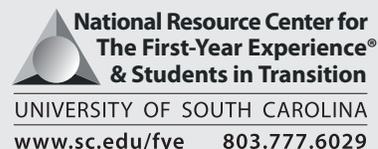
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GRAD-List

Graduate Year Experience

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1. Click "subscribe to a listserv" in the grey bar on the left.
2. If you have any questions or difficulties, email FYE@sc.edu.



in class discussions. The purpose of this roundtable discussion is to identify how and what media are used in the course, as well as brainstorming ways on how best to implement media in the classroom to ensure student engagement.

Ⓜ 236 Speed Networking

M304

Karin Ann Lewis

Director, UK Academic Enhancement
University of Kentucky

Stephanie J. Sipp

Undergraduate Research Assistant
University of Kentucky

This workshop will bring together seasoned educators with newer members of the field of higher education. Participants will progress through a sequence of intentionally structured guided discussions

relating to relevant issues in college student transitions and the first-year experience. Through multiple rounds of dyad discussions, participants will gain insight and learn from the expertise and experiences of colleagues while responding to constructive questions regarding best practices in the field. Participants will interact with a variety of professionals with a range of experience and expertise so as to reflect upon practical and theoretical issues in the profession and to develop a broader professional network of colleagues and informal mentors for particular aspects of the first-year experience. Participants also will practice the meta-communication skills of articulating theoretical frameworks, thought processes, decision making, and rationale so as to hone research, assessment, and program design for intentional improvement.

CLOSING TOWN MEETING

11:45 a.m. - 12:15 p.m.

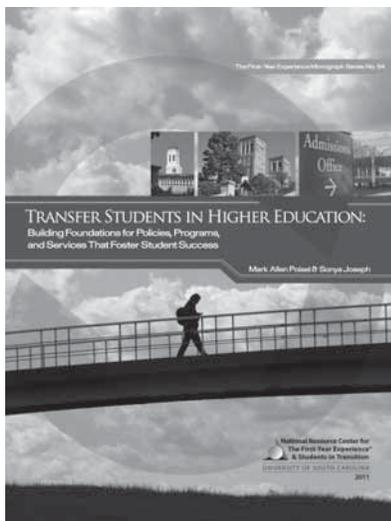
Atrium Level A601/A602

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. Of particular interest is what has been learned and where we need to go from here. Please join us.

**TRANSFER STUDENTS IN HIGHER EDUCATION:
Building Foundations for Policies, Programs, and Services
That Foster Student Success**

Monograph Series No.54

Mark Allen Poisel & Sonya Joseph



Transfer Students in Higher Education presents what we know about transfer students, addresses assumptions and myths about the transfer experience, and explores the changing demographics of this student group. Adopting a student-centered approach, the monograph offers strategies to begin (and continue) the work of serving students and creating transfer-friendly campus environments. Chapter authors explore the issue from the perspective of both sending and receiving institutions and provide research, case studies, and best practices to help institutions meet the challenges of enrollment, orientation, advisement, coordination of services, retention, and graduation of transfer students.

Higher education professionals at all types of institutions need an increased understanding of the transfer experience and access to strategies to ensure the success of this growing student population. *Transfer Students in Higher Education* provides both. (2011). ISBN 978-1-889-27171-2. \$35



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| NAME | INSTITUTION | SESSION # |
|-------------------------|--|---|
| Abbe, Kristin | University of South Carolina..... | CT-218 |
| Abu-Absi, Katherine | University of Toledo..... | PR-122 |
| Adams, Kathryn | Guilford College..... | CI-68 |
| Adrienne, Duarte | College of the Sequoias..... | CI-32 |
| Aldridge, Denny | Utah Valley University..... | FD-103 |
| Amenson Hill, Brenda | The University of Wisconsin-Green Bay..... | CR-151 |
| Andersen, Catherine | Gallaudet University..... | CR-131, CI-145 |
| Anderson, Brannon | Furman University..... | CI-74 |
| Anderson, Christian K. | University of South Carolina..... | 30 Years of FYE Panel |
| Anderson, Greg | Indiana University Purdue University Fort Wayne..... | CI-143 |
| Angaiak, Colleen | University of Alaska Fairbanks..... | CT-193 |
| Ansley, Laura | Western Carolina University..... | CI-140 |
| Arieta, Christine | Landmark College..... | CT-90 |
| Arrowsmith, Jane | University of South Carolina..... | CT-218 |
| Ashman, Marinda | Utah Valley University..... | CI-128 |
| Atkinson, Rhonda | Valencia Community College..... | FD-94 |
| Auer, Dan | Central Michigan University..... | PR-104 |
| Baldwin, Amy | Pulaski Technical College..... | Preconference Workshops, CR-20 |
| Balsamello, Nicole | Lynchburg College..... | CI-16 |
| Barbula, Boyana | California State University, Sacramento..... | PA-126 |
| Barefoot, Betsy O. | University of South Carolina; John N. Gardner Institute for Excellence in Undergraduate Education..... | Preconference Workshop, 30 Years of FYE Panel, CR-144, R-187, R-208 |
| Bartell, Denise | University of Wisconsin-Green Bay..... | Preconference Workshop, CR-151 |
| Becker, Karen | Youngstown State University..... | CT-130 |
| Befus, Rebeca | Wayne State University..... | CT-198 |
| Bell, Brent | University of New Hampshire..... | CR-132 |
| Bennett, Chad | Shippensburg University..... | CT-185 |
| Bennett, Scott | Binghamton University..... | PA-125 |
| Benson, Chris | Madonna University..... | CR-24, FD-100, R-184 |
| Benton, Ian | The University of Wisconsin-Madison..... | CT-63 |
| Bentley, Jason | Central Michigan University..... | CT-83 |
| Bentley-Drobish, Denise | Southern Connecticut State University..... | CI-177 |
| Bernardina, Natalie | University of South Carolina..... | PA-112 |
| Bertolini, Mary Ellen | Middlebury College..... | R-57 |
| Bettenhausen, Ken | University of Colorado Denver..... | CT-62 |
| Bidwell, Deborah | College of Charleston..... | CR-28 |
| Bigelow, Sharon | Brigham Young University..... | CT-49 |
| Biggio, Nancy | Samford University..... | R-61 |
| Biggs, Jason | Utah Valley University..... | CI-128 |
| Bir, Beth | Fayetteville State University..... | CI-182 |
| Birou, Jeff | Drexel University..... | CI-152 |
| Birrell, Rob | Kennesaw State University..... | FD-95 |
| Bishop, Joyce | Coast Community College District..... | CT-141 |
| Blasick, Ann | Georgia Institute of Technology..... | CI-156 |
| Bloom, Jennifer | University of South Carolina..... | PA-124, CT-173 |
| Bluth, Sharon | Utah Valley University..... | FD-103 |
| Boettler, Lynn | Kennesaw State University..... | CT-206 |
| Boff, Colleen | Bowling Green State University..... | FD-101 |
| Boggs, George R. | American Association of Community Colleges; Palomar College | Plenary Address |
| Borden, Debra | Corning Community College | CT-52 |
| Borden-King, Lisa | Minot State University | CT-19 |
| Bowker, Lisa | Binghamton University | PA-125 |
| Boyer, Brian | Western Carolina University | CI-140 |
| Boyette, Barbara | Guilford College | CI-230 |
| Bramblett, Sandi | Georgia Institute of Technology | CI-133 |
| Branco, Brett | Brooklyn College | CR-167 |
| Brannen, Ann | Bainbridge College | CI-220 |
| Braun, Stacey | Emporia State University | CT-14 |
| Brinjak, Cathy | Slippery Rock University | CI-69 |
| Brohawn, April | University of South Carolina | R-154 |

| NAME | INSTITUTION | SESSION # |
|---------------------------|---|--|
| Brown, Jamie | Central Michigan University..... | R-209 |
| Brown, Lerita Coleman | Agnes Scott College..... | CI-72 |
| Bruce, Herbert | Lynchburg College..... | CI-16 |
| Brummer, Sam | Buena Vista University..... | CI-207 |
| Bunch, Dan | Boston College..... | CR-60 |
| Bunting, Bryce | Brigham Young University..... | CT-199 |
| Burke, Richard C. | Lynchburg College..... | CT-202 |
| Bussear, Melissa | Central Michigan University..... | FD-96 |
| Calvario, Anthony | Shippensburg University..... | CT-185 |
| Campagna, Michele | Montclair State University..... | Preconference Workshop |
| Campbell, Rebecca | Northern Arizona University.. | Preconference Workshop, CR-166, CR-188 |
| Cannady, Jennifer | Agnes Scott College..... | CI-72 |
| Cantor, Joanne | University of Wisconsin-Madison..... | CT-85 |
| Caplinger, Chris | Georgia Southern University..... | CI-175 |
| Cardot, Vickie | Abilene Christian University..... | CT-64 |
| Carlton, Natasha | Utah Valley University..... | CI-128 |
| Carpenter, Daniel W. | Purdue University..... | Preconference Workshop, CI-214 |
| Carskadon, Tom | Mississippi State University..... | Preconference Workshop |
| Case, Emerson | California State University, Bakersfield..... | CI-205 |
| Casey, Nancy | St. Bonaventure University..... | CR-212 |
| Casto, Heather | Wright State University..... | PA-106 |
| Catlett, Rob | Emporia State University..... | CT-14 |
| Caudle, Kimberly | University of South Carolina..... | R-154 |
| Chan, KinHo | Hartwick College..... | R-183 |
| Chaske, Jay | Rowan University..... | Preconference Workshop |
| Cherestes, Alice | McGill University's Macdonald Campus..... | CI, 160 |
| Claiborne, Jamii | Buena Vista University..... | CI-207 |
| Cloud, Tracia | University of Tennessee - Knoxville..... | CT-50 |
| Coffin Koch, Laura | University of Minnesota - Twin Cities..... | CR-186 |
| Coghill, Donna | Virginia Commonwealth University..... | CI-229 |
| Cokely, Carrie | Curry College..... | CR-43 |
| Cole, Curtis | University of Toronto Scarborough..... | CT-196 |
| Cole, James | Indiana University..... | E-3, CR-21 |
| Coley, Chrissy | SunGuard Higher Education..... | E-7 |
| Coley, Tim | SunGuard Higher Education..... | E-7 |
| Cooke, Audra | Rock Valley College..... | R-73, CT-134 |
| Cooper, Sharon | Rock Valley College..... | R-73 |
| Corio, Greg | West Virginia University..... | CR-132 |
| Corvey, Becky | Macon State College..... | CI-201 |
| Cox, Bradley E. | Florida State University..... | CR-89, CR-129 |
| Crawford, Becky | Brigham Young University..... | PA-113 |
| Cresswell-Yeager, Tiffany | Penn State Lehigh Valley..... | CI-66 |
| Cripe, Jo Anne | Butte Community College..... | CT-174 |
| Crowley, Haylee | California State University, Sacramento..... | CI-59 |
| Curtis-Tweed, Phyllis | Medgar Evers College, City University of New York..... | CR-76 |
| Cuseo, Joe | Marymount College..... | CT-161 |
| Cutri, Ramona | Brigham Young University..... | PR-116 |
| Davis, Amelia | University of Tennessee - Knoxville..... | CT-50 |
| Davis, Martha | The University of Wisconsin-Green Bay..... | CR-151 |
| Davis, Mindy | Brigham Young University..... | PR-118 |
| DeKnight, Brittany | Furman University..... | CI-74 |
| Del Rio, Maria Eulalia | Universidad Metropolitana..... | CI-80, R-153 |
| DeShazer, Anthony | Davenport University..... | CT-23 |
| DeWester, Jan | Indiana University - Purdue University, Indianapolis (IUPUI)..... | CI-203 |
| DeWitte, Quint | Kuder, Inc..... | E-11 |
| Diedrick, James | Agnes Scott College..... | CR-232 |
| Dieringer, Greg | The University of Akron..... | CI-216 |
| Dolinsky, Beverly | Endicott College..... | CR-200 |
| Domenech, Roxanna | Universidad Metropolitana..... | CI-80, R-153 |
| Dougherty, Susan | Agnes Scott College..... | CR-232 |
| Doyle, Jeff | Baylor University..... | CT-197 |
| Dressler, Kimberly | The University of South Carolina..... | CI-51 |

| NAME | INSTITUTION | SESSION # | NAME | INSTITUTION | SESSION # |
|--------------------------|---|--|------------------------|---|---|
| Dripps, Wes | Furman University | CI-74 | Harris, Jacqueline | Ball State University | PA-120 |
| Duarte, Daniel | The University of Texas at El Paso | R-45 | Harshaw, Clay | Guilford College | PA-110, CI-230 |
| Dury, Joanne | The Ohio State University | CI-82 | Hart, Olga | University of Cincinnati | CT-31 |
| Dyer, Patrick | Kennesaw State University | CT-39 | Haye, Tanya | Douglas College | PR-119 |
| Edwards, Michael | DePaul University | CI-30, FD-97 | Hazard, Laurie | Bryant University | CR-44 |
| Elmore, Tim | Growing Leaders | E-9 | Heard, Michael | Kennesaw State University | CT-179 |
| Engle, Lea Susan | Texas A&M University | CI-172 | Hebeler, Sabrina | Central Michigan University | CT-83, FD-96 |
| Entzminger, Kesha | University of South Carolina Aiken | CR-231 | Heiman, Marcia | Boston College | CR-60 |
| Esplin, Patricia (Pat) | Brigham Young University | CT-49, PR-116 | Helmets, Stephanie Sue | Western Carolina University | CI-140 |
| Fair, Lori | Harrisburg Area Community College | CI-22 | Henderson, Nicole | Southern Connecticut State University | CI-177 |
| Farnworth, Lindsay | Utah Valley University | CI-128 | Henriques, David | Shippensburg University | R-41, CT-137 |
| Fawcett-Yeske, Maxine | United States Air Force Academy | PA-127 | Henscheid, Jean M. | University of South Carolina; About Campus...Preconference Workshop, R-25, CT-84, CT-191 | |
| Feldman, Robert | University of Massachusetts, Amherst | CT-65 | Hernandez, George | Rock Valley College | R-73 |
| Felter-Murphy, Terran | California State University, Bakersfield | R-221 | Hernandez, Juana | The University of the District of Columbia | CI-93 |
| Ferguson, Matthew | Rutgers University | CT-70 | Hernandez, Julie | Rock Valley College | R-73 |
| Figallo, Jessica | College of the Sequoias | CI-32 | Herrick, Jennifer | Cardinal Stritch University | CI-227 |
| Fischer, Michelle | Kaplan University | CT-180 | Herrick, Kate | Cardinal Stritch University | CI-227 |
| Fish, Jessica | Purdue University Calumet | CR-165 | Hill, Ken | Kennesaw State University | CI-164 |
| Fisher, Julie | The University of Texas at San Antonio | CI-146 | Hinson, Tammy | Bainbridge College | CI-220 |
| Fisher, Shani | College Success Wadsworth, a part of Cengage Learning | E-7 | Hintz, Kathy | Minot State University | CT-19 |
| Fitzgerald, Liz | University of North Carolina Charlotte | CI-81 | Hix, Jane | School Specialty, Planning and Student Development | E-10 |
| Foote, Stephanie | University of South Carolina, Aiken | E-10, CT-36, CR-231 | Hixenbaugh, Paula | University of Westminster | PA-123 |
| Ford, Clarice R. | University of Illinois Springfield | CI-234 | Hodges, Jennifer | The University of Akron | CI-216 |
| Ford, Jesse | University of South Carolina | CT-71 | Hoffman, Holly | Central Michigan University | PR-115 |
| Fowler, Chantelle | Brigham Young University | PA-113 | Hoffmann, Kaitlyn | Southern Connecticut State University | CI-177 |
| Fowler, Vivian | Wesleyan College | Preconference Workshop, CI-33 | Hofstetter, Angela | Butler University | R-168 |
| Fralick, Marsha | Cuyamaca Community College | CI-79 | Holland, Florence | Auburn University | CI-223 |
| Frazier, Kimberley | Kennesaw State University | CT-39 | Holliday, Julie | SunGard Higher Education | E-7 |
| Friedman, Dan | University of South Carolina | Preconference Workshop, CI-162 | Hopp, Jessica | The University of Wisconsin-Green Bay | CR-151 |
| Fulford, Michael | Georgia Institute of Technology | CR-46 | Howe, Abby | Central Michigan University | PR-104 |
| Gahagan, Jimmie | University of South Carolina | CI-51, R-154 | Howle, Erin | Agnes Scott College | PR-114 |
| Gardner, Doug | Utah Valley University | FD-103 | Hunter, Mary Stuart | University of South Carolina | Preconference Workshop, Primer, 30 Years of FYE Panel, R-187 |
| Gardner, John N. | University of South Carolina; John N. Gardner Institute for Excellence in Undergraduate Education | Preconference & Dinner Workshop, Primer, 30 Years of FYE Panel, R-187 | Hurd, Mark | College of Charleston | CR-28 |
| Garner, Brad | Indiana Wesleyan University | Preconference Workshop, CT-176 | Jackson, Yolanda | Davenport University | CT-23 |
| Gary, Peter | University of Minnesota | CR-18 | Jahn, Lena | Landmark College | CT-90 |
| Gassaway-Hayward, Debbie | Landmark College | CT-90 | Jarrard, Vance | California State University, Sacramento | CI-59, PA-126 |
| Geller, Laurie | Minot State University | CI-19 | Jenda, Overtoun | Auburn University | CI-223 |
| Gibbs, Patricia | Wesleyan College | Preconference Workshop, CI-33 | Jensen, M.S. | University of Minnesota, Twin Cities | CT-194 |
| Gilmore, Megan | Indiana Wesleyan University | CT-35 | Jensen, Murray | University of Minnesota | CR-18 |
| Girardot, Steven | Georgia Institute of Technology | CI-133, CI-156 | Jimenez, Cinthia | The University of Texas at El Paso | R-45 |
| Glassford, Marcy | Utah Valley University | CI-219 | Jo Sena, Leslie | Washington State University | CI-42 |
| Godfrey, Esther | University of South Carolina Upstate | PA-121 | Johnson, Barbara | Colorado Mountain College | CT-37 |
| Goldfine, Ruth | Kennesaw State University | R-29 | Johnson, Brady | University of Minnesota | CR-18 |
| Good, Linnette | Purdue University-West Lafayette | CI-78 | Johnson, Melissa | University of Florida | FD-99, R-233 |
| Gore, Paul | University of Utah | CT-196 | Jolliffe, Meagan | Guilford College | CI-230 |
| Gray, Rick | The University of Georgia | CI-213 | Jones, Kasi | Purdue University | Preconference Workshop, CI-214 |
| Griffin, Betsy | John N. Gardner Institute for Excellence in Undergraduate Education | R-208 | Jones, Kathryn | Purdue University Calumet | CR-165 |
| Grim, Emily | Agnes Scott College | CR-232 | Juan Pedro, Paniagua | Boston University | CI-159 |
| Grisham, Erin | Northern Arizona University | Preconference Workshop, CR-166, CR-188 | Kanemoto, John | California State University, Sacramento | CI-59, PA-126 |
| Gurrie, Chris | The University of Tampa | CT-195 | Kearns, Michelle | Utah Valley University | CI-219 |
| Gusman, Frances | College of the Sequoias | CI-32 | Keating, James | Butler University | R-168 |
| Halem, Christine | Kaplan University | CT-180 | Keeler Gautcher, Dana | Northern Illinois University | CI-217 |
| Hamilton, Karen | Shippensburg University | CT-185 | Kelley, Nancy | Villanova University | CR-210 |
| Hammond, Alisa | Utah Valley University | PR-105 | Kelly, Michele | Queens University of Charlotte | CI-163 |
| Hammond, Ron | Utah Valley University | PR-105 | Kemp, Tony | Mercer University | CI-158 |
| Hansen, Kiersten | California State University, Sacramento | CI-59 | Keup, Jennifer R. | University of South Carolina | Preconference Workshop, Primer, 30 Years of FYE Panel |
| Harkavy, Mckinlay | University of South Carolina | PA-112 | Khouri, Bob | Wisconsin Technical College System Foundation, Inc. | E-2 |
| Harmon, Brad | Furman University | CI-74, R-169 | Kilgo, Cindy | University of South Carolina | CR-136 |
| Harrell, Melissa | Bainbridge College | CI-220 | Kinzie, Jillian | Indiana University Center for Postsecondary Research and NSSE | CR-55 |
| Harrington, Christine | Middlesex County College | CI-228 | | | |

| NAME | INSTITUTION | SESSION # | NAME | INSTITUTION | SESSION # |
|----------------------|---|----------------|----------------------------|---|-------------------------|
| Kisiel, Valerie | Innovative Educators..... | E-12 | Messineo, Melinda | Ball State University..... | CI-15 |
| Kluwin, Thomas | Gallaudet University..... | CR-131 | Miles, Ulrike | Queens University of Charlotte..... | CI-163 |
| Knutt, Marcia | McGill University's Macdonald Campus..... | CI-160 | Millard, Bill | Indiana Wesleyan University..... | CT-35 |
| Koch, Andrew K. | John N. Gardner Institute for Excellence in Undergraduate EducationPreconference Workshop, E-4, CR-144 | | Millard, Paul | University of South Carolina..... | CI-162 |
| Korduner, Missy | Louisiana State University.....Preconference Workshop | | Miller Brown, Sherry | University of Pittsburgh..... | CR-76 |
| Kovach, Ronald | Purdue University Calumet..... | CR-165 | Miller, Alex | DePaul University..... | CI-30, FD-97 |
| Krasnic, Toni | Concise Books Publishing..... | E-5 | Miller, Laurie | Utah Valley University..... | FD-103 |
| Kretchmar, Matt | Denison University..... | CI-27 | Miller, Sarah | DePaul University..... | CI-30, FD-97 |
| Krueger, Jennifer | Marian University..... | CI-54 | Mitchell, Heather | Samford University..... | R-61 |
| Kurata, Marilyn | University of Alabama at Birmingham..... | CI-145, CI-215 | Mitchell, Johanna | Hartwick College..... | R-183 |
| Laird, Tracey | Agnes Scott College..... | CR-232 | Mittelhammer, Paul | National Student Loan Program..... | E-8 |
| Lam, Charles | California State University, Bakersfield..... | R-221 | Mixson-Brookshire, Deborah | Kennesaw State University..... | R-29 |
| Langford, Marcus | Rhodes College; National Orientation Directors Association (NODA)..... | E-13 | Moffitt, Julia | Bennington College..... | R-222 |
| Lanning, John | University of Colorado Denver..... | CT-62 | Montelongo, Irma | The University of Texas at El Paso..... | CI-17, CI-135 |
| Larsen, Carolee | Kennesaw State University..... | CI-148 | Montgomery, Marcus | Pulaski Technical College..... | CI-149 |
| Latino, Jennifer | Campbell University.....Preconference Workshop, E-10 | | Montoya, Nadine | University of Colorado Denver..... | CT-62 |
| Leeder, Chris | University of Michigan..... | CR-150 | Moore, Derek | Pulaski Technical College..... | CI-149 |
| Lekan, Ryan | Hill Counseling and Consultants..... | CT-39 | Moore, Sheri | University of Louisville..... | E-10 |
| Lemelle, Dalton | Pulaski Technical College..... | CR-20 | Morsch, Mary | James Madison University..... | CR-189 |
| Leuwerke, Wade | Drake University..... | CT-196 | Mullendore, Richard | University of Georgia..... | Extended Session |
| Lewis, Karin Ann | University of Kentucky..... | R-236 | Munoz, Aurora | Universidad Metropolitana..... | CI-80, R-153 |
| Lewis, Mary Ann | Virginia Tech..... | CI-181 | Myles, Nicolý | Kennesaw State University..... | FD-95 |
| Ley, Sanita | Brigham Young University..... | PR-116 | Nadelson, Louise | Boise State University..... | R-138 |
| Lingren Clark, Beth | University of Minnesota-Twin Cities..... | CR-186 | Nadelson, Sandra | Boise State University..... | R-138 |
| Long, Barbara | Penn State Lehigh Valley..... | CI-66 | Nagy, Nicole | Eastern Michigan University..... | CR-24, FD-100, R-184 |
| Long, Douglas | DePaul University..... | CI-30, FD-97 | Nalbone, David | Purdue University Calumet..... | CR-165 |
| Longman, Debbie | Southeastern LA University..... | FD-94 | Nanning-Sorenson, Susan | Edgewood College..... | CI-204 |
| Loubiere, Dennis | Kennesaw State University..... | CI-148 | Natcone, Audrey | Northeastern Illinois University..... | CT-47 |
| Lovegreen, Therese | Virginia Tech..... | CI-181 | Nelson Laird, Thomas | Indiana University..... | CR-75 |
| Lowery-Hart, Russell | Amarillo College..... | CI-91 | Nemitz, Lisa | Oakland Community College..... | CR-170 |
| Lynch-Holmes, Katie | EduactionDynamics..... | E-7 | Nilsen, Cheryl | Minot State University..... | CT-19 |
| Lynn, Kathy | Kennesaw State University..... | R-29 | Nohlgren, Bethany | Bard College..... | CI-157 |
| Lysaker, Judith | Butler University..... | R-168 | Ochoa, Gregory | Shippensburg University..... | CT-185 |
| Lysy, Cathy | Boston University..... | CI-159 | Odahlen, Beth | Minot State University..... | CT-19 |
| Mack, Thura | University of Tennessee..... | PA-107 | Olivares, Esteban | The University of the District of Columbia..... | CI-93 |
| Macke, Barbara | University of Cincinnati..... | CT-31 | Oriano-Darnall, Angela | The Center for Community College Student Engagement (CCCSE)..... | CR-178 |
| Major, Rob | Babson College..... | CI-155 | Pack, David | Bard College..... | CI-157 |
| Malloy, Laura | Hartwick College..... | R-183 | Padgett, Ryan | University of South Carolina..... | CR-136, CR-190 |
| Malone, Debbie | DeSales University..... | FD-101 | Palm, Jaclyn | Purdue University..... | R-139 |
| Mangadu, Thenral | The University of Texas at El Paso..... | CI-17, CI-135 | Palmer, Alexis | Utah Valley University..... | FD-103 |
| Manning, Amber | Southern Illinois University Carbondale..... | FD-98 | Pantlik, John Michael | Georgia Institute of Technology..... | CR-46 |
| Markey, Karen | University of Michigan/School of Information..... | CR-150 | Patterson, Heather | James Madison University..... | CR-189 |
| Markle, Larry | Ball State University..... | PA-120 | Patton, Katie | University of South Carolina..... | PA-117 |
| Marzen, Ryan | Buena Vista University..... | CI-207 | Payne, Ruthie | Auburn University..... | R-88 |
| Matthews, Kathy | Kennesaw State University..... | FD-95, CT-179 | Pendleton, C. Jay | Mercer University..... | CI-158 |
| Mayes, Edwin | Wright State University..... | CI-234 | Penven, James | Virginia Tech..... | CI-181 |
| McAvoy, Eugene | Pennsylvania College of Technology..... | CI-171 | Perrell, Amber | Queens University of Charlotte..... | CI-163 |
| McCabe, Rebecca | The University of Wisconsin-Green Bay..... | CR-151 | Peyer, Patrick | Rock Valley College..... | CT-134 |
| McClendon, Shelia | Bainbridge College..... | CI-220 | Philips, Sarah | California State University, Bakersfield..... | CI-205 |
| McCullough, Samantha | Auburn University..... | CI-223 | Picardo, Alice | Middlesex County College..... | CI-228 |
| McDonough, Ann | University of Nevada, Las Vegas..... | R-92 | Pierre, Kris | Northeastern Illinois University..... | CT-47 |
| McEvoy, Valerie | Educational Benchmarking (EBI)..... | E-6 | Pinnegar, Fred | Brigham Young University..... | PR-118, CT-199 |
| McGowan, Brian | Indiana University..... | E-3, CR-21 | Pinnegar, Stefinee | Brigham Young University..... | PR-118 |
| McHugh, Evan | Rock Valley College..... | CT-134 | Piscitelli, Steve | Florida State College at Jacksonville.....Preconference Workshop, CT-58 | |
| McIntosh, Kadian | Pennsylvania State University..... | CR-89, CR-129 | Pistilli, Matthew | Purdue University..... | CR-225 |
| McLaughlin, Julie | Cincinnati State Technical and Community College..... | CI-67 | Pixley, Zaide | Kalamazoo College..... | CT-40 |
| McLaurin, Ehren | Lynchburg College..... | CI-16 | Poisel, Mark Allen | University of Central Florida..... | Preconference Workshops |
| McNamee, Ben | Southern Connecticut State University..... | CI-177 | Poskus, Phillip | Kennesaw State University..... | CI-164 |
| McShane, Yonna | Middlebury College..... | R-57 | Prochaska, Nancy | Kennesaw State University..... | CI-164 |
| Meadows, Marion | The Ohio State University..... | CI-82 | Pryor, John | University of California Los Angeles..... | CR-26 |
| Mehlig, Lisa | Rock Valley College..... | CT-134 | Pugh, Christie | Kennesaw State University..... | CI-164 |
| Merrill, Danielle | Central Michigan University..... | FD-96 | Pukrop, James (Jim) | Purdue University.....Preconference Workshop, R-139, CI-214 | |

| NAME | INSTITUTION..... | SESSION # | NAME | INSTITUTION | SESSION # |
|--------------------------|--|-------------------------------|-----------------------------|---|-------------------------------|
| Quay, Sara | Endicott College | CR-200 | Squire, Dian | University of Maryland, College Park..... | CI-87 |
| Queener, Catherine | Wright State University..... | PA-106 | Staley, Constance | University of Colorado at Colorado Springs..... | CT-48 |
| Quintero, Laiko | University of North Carolina Charlotte..... | CI-81 | Stebbleton, Michael | University of Minnesota..... | CR-18 |
| Radunzel, Justine | ACT, Inc..... | CR-38 | Stein, John | Georgia Institute of Technology..... | CI-133 |
| Randel, Carol | Norwalk Community College..... | E-10 | Steinfeld, Peter | Buena Vista University..... | CI-207 |
| Rankin, Daphne | Virginia Commonwealth University..... | CI-229 | Stoeckel, Sheila | The University of Wisconsin-Madison..... | CT-63 |
| Rascati, Ralph J. | Kennesaw State University..... | FD-95, CI-148 | Strickland, Carolyn | Pennsylvania College of Technology..... | CI-171 |
| Ray, Darrell C. | Louisiana State University..... | Preconference Workshop | Stroud, Cortney | Davenport University..... | CT-23 |
| Reason, Robert D. | Pennsylvania State University..... | CR-89, CR-129 | Stunp, Diane | Cincinnati State Technical and Community College..... | CI-67 |
| Ribbe, Rob | Wheaton College..... | CR-34 | Summer, Gail | Ferrum College..... | CI-145 |
| Riggs-Gelasco, Pamela Jo | College of Charleston..... | CR-28 | Switalski, Rachael | Drexel University..... | CI-152 |
| Rinker, Cheryl | Rock Valley College..... | R-73 | Szeman, Maggie | The University of Georgia..... | CI-213 |
| Ritch, Donna | University of Wisconsin-Green Bay..... | Preconference Workshop | Taiping, Ho | Ball State University..... | PA-120 |
| Ritter-Williams, Debbie | University of Phoenix..... | PR-108 | Taylor, Cassdi | Utah Valley University..... | CI-128 |
| Rivera, Mark | The University of the District of Columbia..... | CI-93 | Terenzini, Patrick T. | Pennsylvania State University..... Opening Session & Keynote Address, CR-89, 30 Years of FYE Panel, CR-129 | |
| Roberge, Ann | Central Michigan University..... | PR-115 | Thomas, Leon | Anne Arundel Community College..... | CT-71 |
| Roberson, Laurie | University of Tennessee..... | PA-107 | Thomas, Marilyn | Menlo College..... | R-77 |
| Robinson, Claire | University of South Carolina..... | CI-51, PA-124 | Thompson, Aaron | Kentucky Council on Postsecondary Education Preconference Workshop | |
| Rockwood, Jennifer | University of Toledo..... | PR-122, CI-143, R-235 | Thompson, David | Kennesaw State University..... | R-88 |
| Romney, Carla | Boston University..... | CI-159 | Thorpe, Samantha | Central Michigan University..... | CT-83, FD-96 |
| Rose, Bridget | Samford University..... | R-61 | Tippo, Kate | Babson College..... | CI-155 |
| Rosen, Abbey | Marian University..... | CI-54 | Torres-Ardila, Fabian | Boston University..... | CI-159 |
| Ross, David | Raritan Valley Community College..... | CI-56 | Trainum, Matt | The George Washington University..... | CI-147 |
| Ross, III Frank E. | University of North Texas at Dallas..... | Preconference Workshop, CR-53 | Trites, Jill | University of Minnesota, Twin Cities..... | CT-194 |
| Rouleau, Lisa | Wesleyan College..... | CI-33 | Vick, Tim | Macon State College..... | CI-201 |
| Rouse, Ruby | University of Phoenix..... | PR-108 | Von Arx, Maria | Cardinal Stritch University..... | CI-227 |
| Rubin, Alison | The University of the District of Columbia..... | CI-93 | Wagner, Kevin | Buena Vista University..... | CI-207 |
| Sabol, David | Indiana University – Purdue University, Indianapolis (IUPUI)..... | FD-102, CI-203 | Walpole, MaryBeth | Rowan University..... | Preconference Workshop |
| Saltonstall, Margot | Northern Arizona University..... | CR-166, CR-188 | Walter, Timothy L. | Oakland Community College..... | CR-76, CR-170 |
| Sampogna, Nicholas | The George Washington University..... | CI-147 | Ward, Dorothy | The University of Texas at El Paso..... | Preconference Workshop, CI-17 |
| Sanders-McMurtry, Kijua | Agnes Scott College..... | CR-232 | Warner, Cathy | Central Michigan University..... | PR-104 |
| Santos, Rod | University of California, Berkeley..... | CI-59, PA-126 | Waryasz, Stephanie | Southern Connecticut State University..... | CI-177 |
| Saunders, Robin | Kennesaw State University..... | FD-95 | Wassif, Joseph | West Virginia University..... | CT-86 |
| Sawyer, Casey | Lynchburg College..... | CI-16 | Watson, Karen | Virginia Tech..... | CI-181 |
| Schultz, Julie | The Ohio State University..... | CI-82, R-211 | Weathermon, Karen | Washington State University..... | CI-42 |
| Schwartz, Forrest | West Virginia University..... | CT-86 | Webster, Gail | Guilford College..... | CI-68 |
| Seabold, Jenna | Purdue University..... | CI-142, CI-214 | Weigel, Dottie | University of South Carolina..... | CT-84 |
| Seery, Lora | Bard College..... | CI-157 | Welker, Melissa | Northern Arizona University..... | CR-166 |
| Seldon, Kristen | Innovative Educators..... | E-12 | Wessel, Roger | Ball State University..... | PA-120 |
| Self, Joel Scott | Abilene Christian University..... | CT-64 | Wetzel, Kathy | Amarillo College..... | CI-91 |
| Shaffer, Peg | Ball State University..... | CI-15 | Whitley, Sarah | Longwood University..... | CT-192 |
| Shaver, Mysty | Buena Vista University..... | CI-207 | Wightman, Priscilla (Penny) | Hartwick College..... | PA-109, R-183 |
| Shea, Mark | Buena Vista University..... | CI-207 | Wilde, Sarah | University of North Carolina Charlotte..... | CI-81 |
| Sherfield, Robb | The College of Southern Nevada..... | Preconference Workshop | Wilenta, Ashley | Lynchburg College..... | CI-16 |
| Sherie, Culver | Davenport University..... | CT-23 | Williams, Angela L. | Bowie State University..... | PR-111 |
| Sherry, Barbara | Northeastern Illinois University..... | CT-47 | Williams, Danielle E. | Kennesaw State University..... | R-29 |
| Shinholster, Todd | Kennesaw State University..... | R-29 | Williams-Chehmani, Angie | Davenport University..... | CT-23 |
| Sipp, Stephanie J. | University of Kentucky..... | R-236 | Williams, Gayle | Indiana University-Purdue University Indianapolis | Preconference Workshop, CR-53 |
| Skinner, Olga | University of Alaska Fairbanks..... | CT-193 | Williams, Michael | Harrisburg Area Community College..... | CI-22 |
| Skipper, Tracy L. | University of South Carolina..... | CT-84 | Williams, Monique | University of Illinois Springfield..... | CI-234 |
| Skubikowski, Kathy | Middlebury College..... | R-57 | Wilson, Shawn | Central Michigan University..... | PR-104, R-209 |
| Smedley, Dean | Samford University..... | R-61 | Wilson-Long, Toyinda | Purdue University-West Lafayette..... | CI-78 |
| Smit, Julian | Utah Valley University..... | PR-105 | Wolf, Thia | California State University, Chico..... | CR-226 |
| Smith, Maggy | St. Mary of the Woods College; The University of Texas at El Paso | Preconference Workshop | Wolgast, Kendra | Penn State Mont-Alto; The Pennsylvania State University..... | R-41, CR-224 |
| Smith, Natalie | Utah Valley University..... | PR-105 | Wood, Susie | Human eSources, Ltd..... | E-1 |
| Smith, Yvonne | Purdue University..... | CI-142 | Woosley, Sherry | Ball State University..... | CI-69 |
| Solorzano, Samantha | California State University, Chico..... | CR-226 | Wooten, Brian | Kennesaw State University..... | CI-164 |
| Sotto, Carolyn D. | University of Cincinnati..... | CT-31 | Wurm, Jill | Wayne State University..... | CT-198 |
| Spears, Julia | Northern Illinois University..... | CI-217 | Yates, Elizabeth | Brigham Young University..... | PR-118, CR-210 |
| Spell, Kim | The Early College at Guilford..... | CI-68 | Young, Samantha | University of South Carolina..... | CI-51, PA-117 |
| Spence, Renee | Bainbridge College..... | CI-220 | Younger, Donna | Oakton Community College..... | Preconference Workshop |
| Spies, Barbara | Cardinal Stritch University..... | CI-227 | Zaldivar, Marc | Virginia Tech..... | CI-181 |
| | | | Zubricky, James | University of Toledo..... | R-235 |



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February 4-8, 2011 | Atlanta, Georgia

First Name MI Last Name Maiden Name

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Sunday | February 6, 2011 Conference Sessions

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

Title of Session: _____

_____ Presenter Signature: _____

10:15 a.m. - 11:15 a.m.

Title of Session: _____

_____ Presenter Signature: _____

1:30 p.m. - 2:30 p.m.

Title of Session: _____

_____ Presenter Signature: _____

2:45 p.m. - 3:45 p.m.

Title of Session: _____

_____ Presenter Signature: _____

4:00 p.m. - 5:00 p.m.

Title of Session: _____

_____ Presenter Signature: _____

(continued on back)

Monday | February 7, 2011 Conference Sessions**9:15 a.m. — 10:15 a.m.**

Title of Session: _____

Presenter Signature: _____**10:45 a.m. – 11:45 a.m.**

Title of Session: _____

Presenter Signature: _____**3:00 p.m. – 4:00 p.m.**

Title of Session: _____

Presenter Signature: _____**4:15 p.m. – 5:15 p.m.**

Title of Session: _____

Presenter Signature: _____**Tuesday | February 8, 2011 Conference Sessions****8:00 a.m. – 9:00 a.m.**

Title of Session: _____

Presenter Signature: _____**9:15 a.m. – 10:15 a.m.**

Title of Session: _____

Presenter Signature: _____**10:30 p.m. – 11:30 p.m.**

Title of Session: _____

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I certify that I have attended all of the above sessions at the 30th Annual Conference on The First-Year Experience, Atlanta, Georgia:

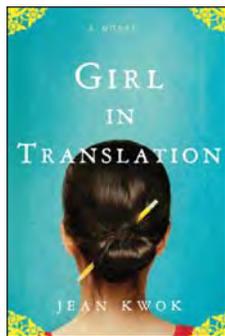
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This form must be attached to the completed University of South Carolina Continuing Education & Conferences & 30th Annual Conference on The First-Year Experience form for Noncredit Continuing Education Units. This form may be found at our main conference registration desk.

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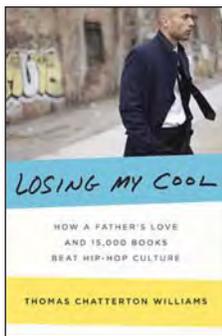
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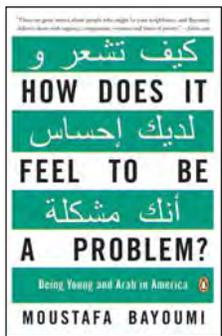
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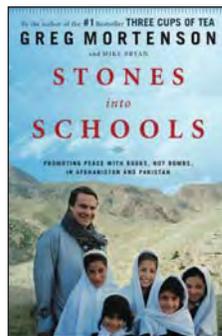
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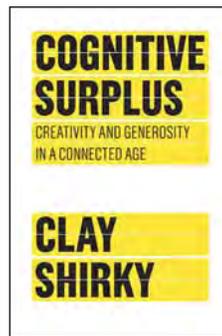
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