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Innovative Testing Methods to Assist with Student Retention

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Data will be shared pertaining to colleges that have implemented ENGAGE and statistics relative to increases in retention rates will be provided.

The Hope of A Nation: Is Higher Education Ready to Answer the Call?

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The presentation will begin with the context for the challenges put forth both by the Lumina 2025 Goal and President Obama's educational attainment policy goals to increase the number of Americans with high quality degrees and certificates. A review of national demographic realities will be presented. This will be followed by a description of many regional and national strategies that have been put in place to accomplish this work including: KnowHow2Go; College Results Online; College Goal Sunday; and most recently, College Application Week. The last 15-20 minutes of the session will be devoted to the question of "How will your campus become different from the one you know today? What will you do now to ensure student success in the future?"

What Students Really Think About Financial Literacy

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We all believe in financial literacy, but what do students really think about the topic—and how can we best reach them with key information? Pulling results from our student advisory group and student surveys, this session highlights the information students find most confusing, who they rely on for financial information, and what their preferred forms of communication are.

Creating Experiential and Interactive Assignments for Students Enrolled in First Year Experience

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Some of the most important goals of First Year Experience courses are to develop academic skills, encourage self-exploration and personal growth, and to foster a strong connection among students, faculty, and the institution. Students often struggle with transition in many of these areas. In this roundtable discussion, the facilitators will discuss two interactive assignments used to evaluate student academic achievement and personal growth. Assignment criteria of a mid-term personalized brochure and a final digital photo journal project will be shared. Topics covered by these assignments include academic and personal responsibility, roommate issues, time and money management, and diversity. Both projects help students gain valuable skills and allow them to reflect critically on their college experiences. They also provide opportunities for differentiated learning with tactile-kinesthetic strategies and ensure that students are actively engaged in their own learning. When students are assigned activities that are meaningful to them they appreciate what they are learning and feel good about themselves while they are learning. "When adults learn anything under any circumstances, their emotions will be involved" (Wlodkowski, 1985, p. 178). Indeed, students who feel connected emotionally and socially tend to do better academically. Student response to these assignments has been positive and students have produced products suitable for distribution at orientation sessions for new incoming students. Facilitators will provide samples of work produced by student teams and will share their experiences working with students to complete these two assignments. Participants will work interactively to complete their own First Year Experience brochure to be used as a model in their own classroom. A sample of the digital photo journal will be displayed for participants to experience the process. Feedback and questions will be welcomed and moderators will share

both the pains and pleasures involved in completing such assignments. Those that share in this roundtable discussion will take back to their own classrooms the tools necessary to implement one or both of these assignments.

The ABC's of Summer Reading: How to Create or Enhance a Successful Common Reading Program

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This hands-on workshop will walk participants through the process of creating or enhancing a summer reading program at their own institutions. I firmly believe this can be readily communicated and that this is an excellent venue in which to do so. Participants will understand how to: garner initial administrative support, assemble an inclusive summer reading committee, ensure campus-wide buy-in of the program, create appropriate book selection critera, share information about successful books & authors, maintain an economically self-sustaining program, tie into existing programs on campus, expand summer reading into the community, embed the book into the curriculum (if desired), recruit faculty/staff/student volunteers, and effectively evaluate your program.

Knock, Knock...Who cares?

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The Austin Community College First Year Experience program is comprised of the following components: TOP (The Orientation Program), The Front Door Initiative, Welcome Week, Common Service Experience, VIP Events, Social Media, and Faculty/Staff/Peer Mentoring. We will discuss each of the components through a thought-provoking and interactive presentation complete with video, social media. The presentation will also highlight the involvement of key stakeholders. The Orientation Program (TOP) Overview: Mandatory three-hour session that includes interactive activities and modules to help students understand College culture, support services, and student responsibilities. Welcome Week Overview: An innovative series of programs during the first week of semester to facilitate FTIC connections with campus staff, faculty, peers, and resources Front Door Initiative Overview: As a part of the Student Success Initiative, the Front Door Initiative is a student engagement and collaborative opportunity that establishes a culture of continuous improvement among the internal stakeholders for student success. The front door initiative allows faculty, student services staff, and administrators to build a holistic campus team approach that ensures students feel at home at ACC. It is the goal of the Front door initiative that every student that walks through any door at ACC will be physically walked to every other door along their journey to success at ACC. Common Service Overview: Systematic approach to assist new students in building relationships with peers and the campus community through service projects VIP Events Overview: On and off campus events designed to promote intentional connections between students Social Media Overview: Integrates online technologies to facilitate peer to peer interaction and foster FYE community and camaraderie Mentoring Overview: Structured interaction and support between FTICs and faculty and staff mentors.

Infusing Research-Based Principles of Student Success into the First-Year Experience Course

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This session will articulate the striking synergy that exists across studies of student success in college. What promotes student persistence to degree completion also promotes student motivation, deep learning, and critical thinking. Thus, interventions designed to promote student retention can simultaneously promote cognitive and personal development (supporting the adage that “successful retention is nothing more than successful education”). In particular, practices that have the most dramatic impact on student retention and success commonly implement one or more of the following principles: 1. PERSONAL VALIDATION: Learning is enhanced when students feel personally significant—i.e., when they feel recognized as individuals, that they matter to the institution, and that the institution cares about them as whole persons. 2. SELF-EFFICACY: Learning is strengthened when students believe that their personal effort matters—when they think they can exert significant influence or control over the outcomes of their life and

their future success. 3. PERSONAL MEANING: Students learn more deeply when they find meaning or purpose in their college experience—i.e., when they perceive relevant connections between what they're learning in college, their current life, and their future goals. 4. ACTIVE INVOLVEMENT: Learning increases commensurately with the degree or depth of student engagement in the learning process—i.e., the amount of time and energy that students invest in the college experience—both inside and outside the classroom. 5. PERSONAL REFLECTION: Learning is strengthened when students engage in reflective thinking about their learning experiences, elaborate on these experiences and transform them into a form that relates to what they already know or have previously experienced. 6. SOCIAL INTEGRATION: Learning is strengthened by human interaction, collaboration, and the formation of interpersonal relationships between students and other members of the college community—peers, faculty, staff, and administrators. 7. SELF-AWARENESS: Learning is promoted when students become aware and remain mindful of their learning strategies, learning habits, and ways of thinking. Research clearly suggests that success in college (and life) is multifaceted and involves both cognitive and affective dimensions of the self; therefore, promoting success requires a comprehensive, holistic (whole-person) approach that includes attention to both academic and personal dimensions of student development. Nevertheless, considerable variation exists in the intended learning outcomes and course content of first-year seminars, which suggests a need for a conceptual framework to guide decisions about the course's purpose and potential. This workshop provides a research-based framework for reaching decisions about course goals and course content for the first-year seminar that emanate from the foundational assumption that the seminar is the quintessential "student-centered" course whose content centers squarely on, and is driven directly by the first-year student experience. The primary goal of this workshop is to create a framework for designing and delivering a substantive, comprehensive first-year seminar that addresses students' cognitive, affective, psychosocial needs while ensuring academic rigor. The workshop's primary objectives include: * articulating student-centered course objectives and student-learning outcomes.

Wellness Matters: Incorporating Resiliency and Balance into the First-Year Experience

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Over the last few years, Bard College identified a need for more direct and targeted wellness programming. Building on the success of our Orientation Retreats, we designed the Wellness Workshops as a complement to this existing structure. We believe, and assessment supports, that these workshops were successful in introducing campus emergency and wellness resources in a more meaningful and memorable way than previous efforts. The Workshop approaches wellness from a holistic framework, integrating physical, mental, emotional, social, spiritual and environmental components of wellness. This program engages students in an interactive and discussion-based curriculum designed to challenge them, in a safe space, to confront issues related to health and wellness that they are likely to encounter in their college careers. Through discussion, educational play, and group sharing, facilitators assisted students in developing ongoing strategies for maintaining holistic wellness. In addition to personal wellness, this workshop also focused on community approaches to maintaining wellness. This included discussion and role-play scenarios that allowed students to practice bystander intervention and resource referral. The presenters will introduce the Workshop, discuss a brief history of the orientation and first year experience at Bard College, discuss the process of writing the workshop, and will then guide attendees through the various components of the Workshop. Going section by section, we will discuss the reasons why Bard chose to include each section, and what we hoped the students would get out of each experience. We will have attendees participate in some of the exercises so that people will have a better sense of how each activity works. We will also discuss the logistics of the program, materials needed, the training that was done for facilitators, and how to find 26 spaces across a small campus! The presenters will then discuss the assessment that was done, what we learned from it, and how we intend to use it for future years. Time will be made for the participants to be broken up into groups to brainstorm the needs on their campuses and possible ways to implement this program within their current structure. All participants will leave the workshop a facilitator's guide used for the Wellness Workshop as well as an outline for online assessment. It is our hope that people will be able to easily take part or the entire program and use it in either their orientation program or as part of their first year seminars.

The Role of Service Learning in an Enhanced First-Year Experience Seminar for Adult Learners

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Recently, more and more research has been published in regards to service learning as a vibrant and vital aspect of a postsecondary education. The role of service learning is now integrated and highlighted within the newly redesigned first-year experience seminar for adult learners at Barry University. My presentation will summarize and explain how the educational role and purpose of

service learning was expanded and integrated within the newly structured course. The presentation will also summarize how and why the course was transformed from its old iteration to its new, more educationally robust format.

Professional Development and Student Success in FYE 101 and Beyond

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Beginning with background on Bay College, the presentation first offers a context focusing on transitional placement, faculty ratios, and our Achieving the Dream initiatives. The foundation of these initiatives is Professional Development; a model of Professional Development is examined that stresses a progression from teaching courses to teaching students to teaching students how to be successful in those courses. Next, we will consider how the model has informed Professional Development opportunities on campus. Then the content of FYE 101 College Success Strategies (i.e., On Course curriculum) and its impact on success and persistence rates will be discussed. The presentation will give participants a glimpse into what FYE 101 instructors learn in Professional Development that is so critical to the course's impact on students as well as recognizing their own personal barriers to adopting strategies and a growth mindset. Participants will learn and practice the strategies and concepts that are a critical part of their professional development. In particular, strategies and concepts such as Café Conversation, Force Field Analysis, Growth Mindset, Jigsaw, Victim vs Creator Language, and Exit and Entry Slips will make for a highly interactive and experiential session. Moreover, we'll use case study analysis to facilitate a discussion on scaling up the college success course.

First Year Course Assistants: Successful Mentoring Model for First Year Student Success

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First Year Course Assistants (FYCAs) are a critical part of the FYE Program and support the students throughout their transitional, first semester at the College. FYCAs are upperclassmen, (ideally sophomores, who have successfully completed the FYE course in their first year, excel in their overall academic course work, and demonstrate leadership outside of the classroom. Students must formally apply for the position, and complete a specialized training program in order to assist faculty as they implement the FYE course for new students. Targeted selection and specialized training for FYCAs and training for the First Year Experience faculty have been keys to the success of the program. FYCAs are educated on student development theory and how

it relates successful student transition during the first semester. FYCAs also participate in self-discovery and leadership training, so that they understand the full commitment and importance of the position. FYCAs function as student mentors who provide an important connection for first year students both inside and outside of the classroom. FYCAs attend Experiential Learning Trips (a course requirement of a trip to selected off-campus destinations) as well as on-campus community events in an effort to foster community within their class. Since FYCs have already gone through similar experience, they are able provide advice and feedback regarding the academic techniques and personal issues that are discussed in class. As a result of this interaction, first year students appear to have a higher level of satisfaction with the college, experience an easier adjustment to college and academic life, and show a greater rate of persistence into their second year at the College. During the first year of this program, the FYCA position was a leadership position. In the second year of the program, the institution provided tuition assistance in exchange for the successful semester of being a FYCA. As we approach our third year of the FYCA program, the College has received a Title 111 Department of Education grant that will assist in funding the position. In addition, the institution is also in the process of hiring 2 staff coordinators to hire, train, and oversee the FYCA program as it continues into its third year.

Tablets to Triumph: Tablet PCs Promote STEM Success

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Boston University's Science and Engineering Program (SEP) blends small, interactive classes with supportive academic advising. As a department in a large research university, SEP is unique because it has its own Academic Counselor who is the instructor for the required first-year seminar. The Academic Counselor and departmental faculty members are outstanding teachers who are dedicated to ensuring exemplary educational experiences in the introductory STEM courses. In 2007, SEP received a grant to transform its introductory mathematics courses by incorporating Tablet PCs for note-taking and in-class problem solving (including the display of student work) so that students learn from one another. Complete audio and video recordings of all work displayed by the instructor are posted on the course website. SEP faculty members share observations about student performance with the Academic Counselor, so academic interventions are made expeditiously. Data from the Tablet PC implementation suggest that student engagement is higher in Tablet PC classes than in conventional "chalk talk" classes of the same size offered by the same instructor in prior years. "Hits" on the website increased (4884

hits with Tablet PC classes vs. an average of 2307 hits in prior three years) and average "hits" per student nearly doubled in the Tablet PC classes. Attendance was slightly improved (99% vs. 96%) and academic performance was also better (0 withdrawals and 1 C- out of 20 students in Tablet PC course vs. 5 withdrawals, 5 D, and 3 C- grades out of 56 students in prior three years). Retention was improved as well (100% retention in Tablet PC classes vs. 93% retention in non-Tablet classes). (NOTE: These data will be updated prior to presentation). SEP's success in retaining first-year students in STEM derives from its integration of academic advising and STEM instruction. Retention in STEM is a major national challenge, especially for at-risk first-year students who might abandon STEM for non-technical majors. SEP addresses this urgent need by providing coordinated academic advising and an innovative learning environment to engage first-year students and promote their academic success.

Transformational Leadership for FYE Organizational Change

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Transformational Leadership-- Transformational leadership is arguably THE factor which distinguishes "enrollment management" and "strategic enrollment management" in terms of realizing a successful first year experience. Therefore, to begin, we offer a description of transformational leader traits, those expected of governance and executive members of the university but those recently less observed as universities have trended toward maintaining the status quo or an emphasis on enrollment generated revenue in a difficult economy. Transformational leaders have the responsibility, power, and authority to interact with the university's external environment and for organizational boundary management. In other words, they analyze the external environment to generate internal longer-term vision and cultural change. They make executive decisions for achieving vision-based revolutionary change. They provide organization-wide (rather than division or unit-level) coordination to achieve the envisioned changes and improvements. When this is in place, the potential is observably much higher for achieving "strategic enrollment management." This background is coupled with recent calls for transformational leadership among student services professionals who have trended toward transactional leadership. Illustrated within enrollment management and first year experience, transactional leaders have, largely, maintained day-to-day operations while bringing about small, bounded, incremental, continuous improvement responses based in the stimulus of current university student demographic enrollment trends. We change to meet who is currently enrolled. Team-- Transformational leadership brings about organizational change, potentially

delivering “strategic enrollment management”; however, transformational leadership for “strategic enrollment management,” yielding better first year experiences, is more often observed when it is led by an executive-level team. The board, president, chief academic officer, chief financial officer, and enrollment management officer (arguably to be embedded within the academy) are the transformational leaders of “strategic enrollment management.” For purposes of this presentation, and as most often observed, deans and student affairs/services officers are found to trend toward functioning as transactional leaders. Building and Overcoming Issues--With that stage set, we will discuss the issues of building the executive-level transformational leadership team in order to accomplish accountability, affordability, and access relative to first year experience successes. The discussion is also focused on identifying and overcoming the issues of fiscal, political, programmatic, structural, and professional cultures found within the university. When addresses by an executive-level transformational leadership team, these organizational/university factors can be successfully challenged and led to move from enrollment management to “strategic enrollment management” to benefit first year experiences.

A Recipe for Success: Examining the Essential Ingredients of Student Success Courses at Leader College Institutions

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Student success courses are frequently cited as effective vehicles for enhancing the retention of college students from semester to semester and from year to year. Many institutions of higher education and more recently, Achieving the Dream institutions, have chosen to implement such courses as key interventions on their campuses. These courses can be structured in many different ways, but one may wonder: How can different student success course models from various colleges be successful? What characteristics should every student success course have in order to ensure it is effective? Brazosport College and College of the Mainland have implemented two contrasting, yet successful, student success course models for increasing indices of student success. Both institutions have developed student success courses that have led to reduced achievement gaps, increased retention rates, and increased success in developmental and gatekeeper courses. Both Brazosport College and College of the Mainland were named an Achieving the Dream Leader Colleges for their sustained commitment to and achievement of student success. In 2010, the Learning Frameworks program at Brazosport College received the Texas Higher Education Coordinating Board’s prestigious STAR award for exceptional contributions towards the Closing the Gaps Initiative in Texas. During the same year, Brazosport

College's Quality Enhancement Plan was recognized by the Texas Community College Teachers Association for its exceptional contributions towards student success in higher education. Finally, in September 2011, the U.S., under Secretary of Education and CEO of ACT joined Excelecia in Education in honoring Brazosport College's Learning Frameworks program among America's top programs that increase degree completion among Latinos at the associate, bachelor, and graduate level. Learning Frameworks was selected from among 195 competitors as one of 16 national finalists for the 2011 Examples of Excelencia recognition. In this session, participants will learn how different models of student success course can be successful, learn characteristics that are essential for the successful implementation of any student success course, brainstorm, develop, and/or share a list of additional characteristics that might facilitate the achievement of student learning outcomes in student success courses, learn instructional techniques that can be implemented in student success courses, and learn about challenges facing administrators in their efforts to institutionalize and scale up effective student success courses.

The Power of Experience and Reflection in Peer Mentor Training: A model for focused skill development

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Brigham Young University's Freshman Mentoring (FM) program is a two-semester program which provides peer mentor support to an entering class of 6,000 first-year students each year. Peer mentors in the FM program are hired annually in the spring and then participate in an intensive summer training program prior to working with students during the fall semester. In a review of mentoring literature, effective communication skills were identified as one of the most important components of successful mentoring relationships. Further, the ability to communicate effectively has been cited by both mentors and protégés as one of the most desirable and critical characteristics for mentors to possess (Terrion & Leonard, 2007). Consequently, peer educator training programs should, in addition to delivering conceptual content, develop and refine core communication skills among peer educators. At Brigham Young University (BYU), the training provided to peer mentors was redesigned to attend to the development of the knowledge, skills, and attitudes required for successful peer mentoring. This training was based on a developmental

model theoretically grounded in instructional design for complex learning, experiential learning, and reflective practice. Peer mentors participated in self-directed training modules involving theoretic readings, skill-development checklists, experiential learning exercises, and focused written reflection. Additional learning support was provided through weekly group training sessions and personal interviews with supervisors. Assessment of the training indicated that peer mentors experienced gains in interpersonal communication skills, confidence in interacting with first-year students, and conceptual understanding of both those principles guiding the specific program at our institution, as well more general principles of effective mentoring. This interactive session will introduce participants to the peer mentor development model used at BYU and provide a brief explanation of its theoretical underpinnings. Participants will also have opportunities to engage in dialogue surrounding the training needs on their own campuses and how experiential and reflective learning could be used to effectively meet these needs. Assessment results demonstrating the effectiveness of this training model at BYU will also be shared and discussed.

Flourishing and Floundering Students: Implications for identification and engagement

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This session will be divided into two main sections with a question and answer period at the conclusion. In the first section we will introduce the purpose of the session, describe the First-Year Program in which the research was conducted, and outline the programmatic context for the model. A definition and framework for identifying data on students who are most likely to flourish or flounder during the first year will be discussed. A model, developed by an Assessment Office and First-Year Program, will be explored. This model is composed of numerous attitudinal and behavioral questions which distinguished students who flourished from those who floundered during the first year. These questions do not create dichotomous distinctions between flourishing and floundering, but create a continuum between strongly flourishing and badly floundering. Nor does the model allow absolute predictability, but offers a

field of indicators which, viewed holistically, suggests attitudinal and behavioral patterns common to students who flourish and flounder: • Commitment to the process of completing a degree and to our institution as a culturally specific educational community • Engagement in educationally relevant activities—in high school and in the first year • Sense of self—degree to which student had a settled sense of values and identity as a person, and the extent to which a student had accurate self-knowledge concerning the convergence of their goals, motivation and abilities • Financial security—level of stress regarding the capacity to finance the first year • Habits—degree to which student had developed the personal habits necessary to succeed in a competitive academic environment (e.g. work ethic, time management, managing personal independence) • Resilience—extent to which students persevered through challenge, sought help when needed, and maintained optimism throughout the semester The presenters will then describe the research in more detail, and share patterns of findings which form the conceptual foundation for the model. In section two, we will engage session participants in case study discussions of students along the continuum of flourishing and floundering. Using these case studies, participants will identify key indicators of flourishing and floundering in each scenario. Each case study group will identify strategies for engaging students along the continuum. Examples of effective strategies currently in use will also be explored.

Does the Listening Talking Ratio in a Peer-to-Peer Mentoring Relationship Indicate How Much a Student Feels Listened To?

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Mentoring, a high impact practice widely used in higher education, supports first-year students making the social and academic transition to universities. Students who apply to be PM typically feel a strong desire to be helpful to others, to serve others, and to give advice (Hunt & Michael, 1983). Protégés, however, may not feel naturally inclined to grant a peer mentor, a person only slightly more advanced than themselves, moral authority and feel inclined to seek them out for advice or listen to the advice given. In fact, first-year students may perceive seeking help as a sign of weakness and actively resist engagement with a PM. The protégé may be reluctant to reveal difficulties to their peer for fear of being perceived as incapable or unsuccessful. Because of skepticism that might be present on the protégé's part, social awkwardness can ensue and be a barrier to good communication. Because of the difficult social situation, often a mentor will begin to talk more than listen in an effort to be perceived as helpful, which could lead to escalating resistance and indifference. Because feeling listened to in peer relationships has been

positively associated with feeling that the listener cares, this will affect the likelihood that protégés will seek guidance and conversation from the mentor in the future and increase the impact a mentor will have by developing feelings of trust and confidence (Kagan, 2008). The training of PMs often emphasizes interviewing and generalized listening skills, but there is no clear understanding of how much listening is enough. This project is based on a simple assumption that if PMs talk less and allow protégés to talk more, the protégé will be more likely to feel they have been listened to. Thus, in this project we examined the relationship of the listening to talking ratio (LTR) of a PM in conversation with a protégé and the protégés' subsequent judgment about the degree to which they were listened to. In this poster we report on the sample, share a video tape and coding as well as an example of the listening scale. We display the findings from our study. Establishing a clear concept like the LTR that inexperienced mentors can use to monitor their talking and listening during an interview may affect the likelihood that protégés will seek guidance and conversation from the mentor in the future and increase the impact a mentor will have.

Integrating Qualitative and Quantitative Data to Support, Advance, and Improve

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The current climate in higher education is characterized by accountability and economic constraint. These conditions have the potential to impact individual student transition support programs since such programs are more likely to have to provide an evidence-based defense for maintaining or increasing a transition program and its various components. In order to maintain programs, institutions want evidence that the program meets its goals and is of measurable value to the institution. While many institutions utilize tools like NSSE, these tools may provide general support for programs, but they may not provide specific support to the particular initiatives or practices of a program. Interestingly, many institutions routinely collect data that gives a general view of student status and progress, but without connecting it to data related to program, practice, or project goals these general reports of student progress again will not

provide targeted evidence of the success of specific programs. Individual programs may routinely ask students to complete pre-post surveys that provide some evidence of student satisfaction with programs, but these may or may not be linked to other indicators of student progress. In addition, in an era where students routinely over-inflate their knowledge and performance, pre-post surveys, even when they are successful will not provide evidence of the actual success of the program or practice. In order to provide support for particular initiatives, transitions, programs need to think strategically about data they could or do routinely collect that could be integrated with other campus data sources to produce more compelling evidence for program success.

Connecting Students with Faculty through Peer Mentoring

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We propose a highly interactive discussion session that enables participants to share their ideas and perspectives. I. (5 minutes) Session introduction with questions to participants to determine specific interests of the group: Why are you here? What was attractive to you in the session title and description? [The interests of the group may have a bearing on the direction we take.] II. (10 minutes) Defining and exploring the issue or problem. Our particular interest is in the issues of mutual antipathy in a course evaluation driven culture and the assumption that each is the enemy of the other. Student fear is matched by faculty resistance. Possible Discussion questions:  Why do students not visit? What is the source of their fear?  Why do some faculty seem to not want students to visit?  In what ways are visits sometimes counterproductive? III. (12 minutes) “You go first.” Why and how peer mentors should model student/faculty relationships Here we make the point that peer mentors are typically considered model students, and as such should be expected to establish productive academic relationships with faculty (both in and outside of their major) from whom they are taking classes. They will benefit from the relationships and be able to speak credibly to first-year students about developing these relationships. Discussion questions here might include . . .  What are

some good reasons for developing academic relationships with faculty? [Stereotypically, students are encouraged to have relationships with faculty in order to get letters of recommendation.]  How do student/faculty visits change up the dynamics of the relationship? [When students visit, they acquire personhood in the minds of faculty. They are no longer just names on the roll; they are individuals.]  What would a good academic relationship look like? Some institutions build faculty/peer mentor/student relationships into their first-year / peer mentoring program. When this relationship is established and cultivated, there will be a continuous, beneficial exchange of information between faculty and peer mentors concerning students so that timely interventions can be made. Do you do something like this? IV. (15 minutes). How peer mentors can promote student connections with faculty The main point of this section is that peer mentors are in an ideal position to promote academic relationships between students and faculty. Questions here might include . . .  What specific strategies and approaches can peer mentors use to help students establish productive academic relationships with faculty?  What instruction can they give to students to make their visits with faculty productive? V. (5 minutes) Final questions, summary and conclusion.

Critical Learning Incidents in the Growth and Development of Peer Mentors

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Prior to 2010, BYU's first-year transition program was voluntary, serving 2,000 students who chose to participate. This program used a living learning approach, coupled with the use of peer mentors (PMs) to support student learning and engagement during their first semester. The program's success, particularly the effectiveness of PMs, led the university in June 2010 to mandate the participation of all freshmen, approximately 6,000 students for their entire first year. This change placed increased demands on both the mentoring program and the PMs engaged in it. Where the earlier program utilized 50 PMs the new program required 100 PMs. Previously each PM worked with about 40 freshman, under the new program PMs were asked to mentor 80 or more students. Finally, because freshmen students were now obligated to participate, mentors were faced with the challenge of engaging and connecting with students who were more likely to display some degree of apathy or resistance to the mentoring program. In response to these challenges, Freshman Mentoring needed to focus more strategically on PM growth so that PMs could more rapidly assume their responsibilities and act more powerfully as mentors. As a result, Freshman Mentoring provided stronger training to its PM focusing on core mentoring knowledge, skills, and dispositions. As a result this project examined the relationship between PM experience and their growth as mentors. To assess what aspects of PM training and support from staff were most likely to contribute to their growth and uncover the crucial elements in those experiences. The question guiding this assessment project was "What do peer mentors' self-identified critical mentoring incidents reveal about mentor growth?" In the analysis, of PM critical incident timelines and transcribed interviews focused on them, project participants determined that participation in reflections, readings, as well as direct interactions with students promoted PM growth. The crucial elements in learning varied slightly depending on the type of experience PM engaged in but development was propelled when PM made the decision to implement ideas from readings. They also grew when they were able to connect experiences in interacting with freshman with the readings they were doing as part of training. Finally, engaging in reflections led to growth when PMs were able to connect their personal experiences with the readings and their experiences as mentors. Patterns whereby the sources of PM learning became connected and entangled with each other were more likely to lead to PM growth.

The Perennial Problem of Teaching Motivation and Addressing Procrastination: Pedagogical Principles and Practical Solutions

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This session will open with a brief Procrastination Questionnaire to be used as a springboard for discussing the topic. Basic research findings as they relate to college success and achievement and self-regulatory behaviors will be briefly examined. Participants will be provided with the space to reflect on, critique, and come to a deeper understanding of flaws in current time

management pedagogy and the challenges of teaching motivation and procrastination. The goal of overcoming procrastination for students is essentially behavior change. To that end, the transtheoretical model of behavior change will be explored. In addition, the psychodynamics of procrastination will be identified from different theoretical frameworks: psychoanalytic, phenomenological, and social cognitive approaches. Participants will come to understand how the theoretical models can be used to initiate behavior change in students' procrastination. By the end of the session, participants will be able to differentiate between behaviors and attitudes that cause problems in time management and motivation, and analyze and understand the cycle of procrastination as a human condition. This session will augment participants' abilities to assist students in improved strategies for combating the behavior. Finally, participants will discover tips to implement effective pedagogical tools immediately. Effective lesson plans will be shared.

High School Intervention to Facilitate Transition to College

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FYE literature states that the first six weeks of the university experience are crucial if students are to effectively make the transition to college. This problem is particularly acute in a place like Kern County, California with abysmally low college going rates and high remediation. The supposition that brought about this study, however, is that waiting until their first term to begin assisting students in making the transition to college is too late. Therefore this study looks to see if it is more effective for the transition to begin while students are in High School. In an attempt to ameliorate the retention and college going rates in our county the FYE program at CSU Bakersfield partnered with Independence High School to implement an intervention program that started the transition during their senior year. Both qualitative and quantitative data was collected to document changes in student perceptions and abilities before, during and after the intervention. 115 subjects receiving the intervention were surveyed at three points during their senior year in High School and this quantitative data was compared with a control group of 100 high school seniors who did not receive the intervention. Survey questions included self-

assessment of writing and reading skills, comfort and familiarity with university campuses and faculty, awareness of skills needed for college success, participation in activities related to the intervention, college aspirations and family support. A random sample of the study group was asked to participate in focus groups. The intervention started with the subjects receiving a copy of "The Other Wes Moore" which they used to complete an 11th and 12th Grade Expository Reading and Writing Module as part of their Senior English class. These writing assignments were part of the qualitative comparison between the two groups. Students in the study group were invited to attend university level lectures at their High School including a presentation by the FYE Coordinator about the differences between High School and college, an experienced university level writing instructor who presented on the difference between HS and college writing, and a university history professor who lectured on the book. Students then participated in a question and answer session with members of a Second-Year Experience mentoring program. Subjects were invited to participate in community activities through the One Book, One Bakersfield program, and attend the author visit at CSUB. FYE, Library and High School perspectives will be presented.

The Value of Reflection: Providing opportunities for meaning making throughout the peer educator experience

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Peer leadership provides a valuable opportunity for students to learn by doing; active experimentation. Reflection is a key component in the learning process and this session will equip peer leadership program administrators with ideas, assignments and relevant examples from diverse institutions. Ultimately, the attendees will be exposed to the many realms of reflection that can be incorporated in different areas of peer leadership programs; selection, training, evaluations, ongoing support and traditions. This content will be gained by looking at best practices within multiple peer leadership programs at several institutions. Presenters will provide examples from a variety of peer leadership areas, all of which can be applied in multiple settings. The concept of reflection and the opportunities to develop a forum for meaning-making through reflection come from the following sources: (a) research on the value of reflection with identity development (self-authorship), (b) research on the importance of reflective learning within leadership, (c) research on the value of reflection in making meaning of experiences.

Using a Non-cognitive Approach: Supporting Student Success in the First Year

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Examining non-cognitive factors and their relationship to student success is more than just collecting and analyzing data. Effective use of these measures require not only and understanding of the factors but also providing student the appropriate calls to action and support from the institution. Faculty and staff members engaged in student success programming should look comprehensively at how non-cognitive measures can guide programming and support student development. This session goal is to examine the research behind non-cognitive measures to provide a theoretical foundation and examines the Student Strengths Inventory's development and use to aid in creating and developing student support programs. Collecting data to enhance student success is only part of the equation. Data should benefit the students as well as guide programming and resource planning. This session will examine how two institutions have utilized the results of non-cognitive measures to work individually with students who may be at risk as well as develop board based approaches to supporting student growth and development. This goal of this session is to provide participants with ideas for use of data and address both successes and challenges with advancing student success programming. The non-cognitive factors that have been empirically tested are (a) educational commitment, (b) academic self-efficacy, (c) academic engagement, (d) resiliency, (e) campus engagement, (f) social comfort. These serve as the basis for the assessment and insight for program and service development.

FOCUS for FYE: Online Career and Major Exploration

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The selection of topics for FYE Career/Major Planning course content and the sequence that content is presented impacts the degree to which students successfully engage in the career planning process. The instructors of FYE seminars have a unique opportunity to engage large numbers of students in their institution in the career and education process but may not have expertise in this field. This session describes personalized career planning FYE curriculum available to instructors that is provided by a comprehensive online career and education planning system. Research concludes that career planning systems have a positive impact on career/educational decision making, adaptability and self-efficacy. Instructor participation in the planning and implementation of a computer assisted career planning system improves the overall effectiveness of the system's use by students and instructors. Students enjoy privately self-assessing their interests, values, abilities and personality, and the freedom to explore any occupation/major of interest. The self-directed approach of a computer system reinforces students' responsibility for managing their career and that career planning is an ongoing process. Instructors can utilize diagnostic reports summarizing students' results and are relieved of information handling tasks associated with the management of occupational/educational information. A FYE version of FOCUS 2 can be used as the foundation for curriculum of a FYE career/major planning seminar. FOCUS 2 is customized with the majors offered at the instructor's college and matches students to major options at their college based on their assessment results. Instructors select features displayed from modules for (1) Career readiness to prepare students for career planning through a planning status inventory/tutorial that identifies career obstacles and a pre/posttest readiness assessment to provide diagnostic information for planning student support (2) Self assessments of interests, personality, values, and skills builds self-awareness and identifies occupations and specific majors at students' colleges compatible with their qualities. (3) Tools for Exploration of majors/occupations for students to learn about the nature of work and education paths using a variety of tools including detailed occupation summaries and videos, What can I do with a major in….?, job/internship boards, side by side occupation comparisons. FOCUS 2 features decision making prompts to save preferred occupations and major(s) and a career portfolio with assessment results. Portfolios can be reviewed in group activities to reinforce self-awareness and confirm interest to major congruence of students' preferred majors/occupations. Students make action plans for future coursework, career relevant experiences and post-graduation plans. FOCUS 2 provides instructor training and a feature to post workbook assignments. A posttest of the students' career readiness provides diagnostic information to plan for types of interventions ranging from self-help to brief staff-assisted services to individual case-managed services and to evaluate the overall course effectiveness. Student results provide student information to career counselors and advisors connected with those students and facilities communication between the support services for student success.

Rethinking our Learning Communities in an Era of Scarce Resources

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The first year of college sets the stage for success in every dimension of a student's academic life: it provides challenges and the means to overcome them, an introduction to university-level learning that can prepare a student for extraordinary complexity after graduation, and a firm foundation in modes of literacy and critical thinking that characterize a well-educated person. Too few students make it through the first years of their university careers having built necessary skills, and too many students give up on the dream of a university degree after early struggles, leaving them in debt, disappointed, and no better off than when they arrived. Universities must be committed to student success and should be engaged in developing "high impact practices," such as learning communities, which have demonstrated their positive impact on student engagement and success, particularly for traditionally marginalized and underserved students. At the same time, the current environment of scarce resources and budget cuts creates additional challenges for learning community programs. It is already often difficult to convince administrators of the pedagogical, recruitment, and retention benefits of learning communities. Now, learning community administrators must convince their administrations of the merits of investing scarce resources in what may be seen as costly programs. This increases the importance of rethinking these programs to ensure that they address institutional objectives in a cost-effective manner. This roundtable session features administrators of learning community programs in the United States and Canada. Each will briefly outline efforts at re-thinking their learning community programs in this environment. A common theme is the importance of extra-

institutional support from learning community administrators at other institutions. Emphasis will be placed on interactive dialogue with the audience so that participants can ask questions of the panel to learn about actions taken to help them rethink their programs in this environment.

When the Exception Becomes the Rule: Transformative Approaches for First-Year Success

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Common practices of educators supporting first-year students are traditionally influenced by the demographics of the majority of the student population. What happens when the factors that have historically been exceptions in the academic environment become the rule? The chair and presenters will introduce themselves and briefly speak their areas of expertise in teaching practices and information literacy, academic support, student meta-curricular involvement, and health and wellness. The topic is aimed at a broad audience of first-year educators. Through examples, we will discuss how designing and delivering the first-year student experience becomes both iterative and integrative – a process that is persistent and incremental, involving both the academic and meta-curricular departments on campus. We will also reflect on ways in which self-guided personal assessment, in parallel to formalized program assessment, becomes a crucial component of transformative practices and can lead to new ways of thinking, doing, and adapting. The audience will be invited and challenged to think about practices within their own institutions and reflect upon them. Several key questions will be used to guide and frame this conversation. The panelists will also highlight the importance of co-existing structured and unstructured approaches to processes related to first-year student initiatives. Discussion will also be framed in relation to the globalization of U.S. higher education, and the establishment of

overseas branch campuses. In conclusion, participants will be provided a list of resources compiled from a literature review for further information.

Creating a Campus-Wide Retention Strategy: A Study of Collaborations

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Creating a campus-wide retention strategy is a daunting task. Who should be involved? Will they agree with the strategy? Will they collaborate with other departments? But if improving retention is the goal, creating a culture of retention and following a retention plan is critical. In this presentation, two institutions discuss their campus-wide retention strategy to help increase retention of their first-year students. We begin with an open discussion of retention strategies currently being used at participants' campuses and whether those strategies produced the desired results. We will also discuss the details of a successful retention strategy like goals, measuring outcomes, collecting necessary information, and when/how to update the retention plan. Next, the representative from the first institution (a large mid-western university) will discuss her institution's work to design and implement a campus-wide retention strategy. She will discuss the creation, history, and evolution of their retention plan including how they moved from one retention platform to another. She will discuss how they built collaborations between first-year seminar instructors, residence life staff, and academic advising. She will also discuss how they brought in offices like Minority Academic Student Services and Career Services to act as resources for their students. She will discuss the lessons learned during this process and how her institution plans to move forward in the future. Next, the second presenter (also from a large mid-western university) will discuss their institution's overall strategy. Their president has a goal of becoming a top 50 public research university in the country by 2025 and has built their entire retention strategy around that goal. Two of the metrics used are first-to-second year retention and the six-year graduation rate. Their Board of Regents has also placed a goal of all state institutions to achieve at least an 85% first-to-second year retention rate by 2020. In addition to discussing the campus strategy, he will discuss the creation of a new first-year experience program and how that program fits in to their campus-wide retention strategy. We close this presentation with another large group discussion with participants to answer their questions, exchange thoughts and ideas regarding how this information can be used on their campuses, and how these programs can be improved.

"Stand Up. Stand Out. Take Care." A Successful Social Norms Campaign

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Social Norms at Central Michigan University reflects a comprehensive and integrated approach to prevention that is based on the use of multiple strategies designed to have a large-scale impact on the college student population and the campus and community environment. CMU led a coordinated effort that enhanced and expanded the capacity of the university to prevent and reduce alcohol use among college-age students. The primary objective of our project was to reduce high-risk drinking and negative consequences related to alcohol abuse by promoting positive health norms. Our secondary objective was to increase credibility of the social norms message by using immediate normative group feedback (i.e. clicker technology) in tandem with a social norms media print campaign. The social norms campaign involved use of multimedia, social media, a print campaign, and interactive 'clicker' sessions. Some of these campaign elements are more easily assessed than others. In order to assess the use and interactions of students with the multi-media and social media elements, we analyzed the analytics of each element (video, links, 'likes', clicks, etc.) to note unique user involvements. We used the print and 'bling' campaign to develop a brand identity, which was assessed in interactive 'clicker' sessions. The interactive 'clicker' sessions are foremost are our best source of outcomes data. These sessions asked questions about the campaign, presented information about the topic, and then asked participants to reflect about how they would change their behaviors with alcohol and how they would intercede if they saw a friend in danger. 97% of participants indicated they would change their behaviors and/or intercede on a friend's behalf. Through this project and its associated activities, we created messages that promoted a change in the social messages about alcohol use in the college student culture. Specifically, these messages served to evoke change within the campus community by helping students understand the inherent risks and dangers that accompany underage drinking and the toxicity that comes with binge drinking. We have provided students with concrete skills and the confidence to intervene on behalf of others, encourage students to take care of themselves and each other, and reduce on-campus instances of underage drinking and binge drinking.

Peer Mentor Training: A Discussion on Strategies & Tools for Excellence

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Central Michigan University's First-Year Experience peer mentor initiatives provide practical methods, best practices, and theoretical bases to support actions that will be integrated into the learning process. Peer mentor preparation incorporates personal development strategies including conflict management, personality and strength assessments and small group discussion. CMU's First-Year Peer Mentors support teaching and learning initiatives to more than 1,500 each year and show gains in their own academic engagement and persistence as a result of the experience. Their work also positively impacts the experiences of the first-year students who are mentored through the program. With growing emphasis on strategies to create increased persistence to graduation, this roundtable will provide research-based ideas about the role of peer education and solicit ideas and strategies from attendees. For example, some of the basis of the conversation will be based on research performed by Astin (1977, 1984, Study Group on the Conditions of Excellence in American Higher Education, 1984), who notes that peer mentoring can promote involvement in learning. Involvement in learning is related to graduation and academic achievement. Further, Cosgrove (1986) showed a connection between satisfaction with university environment and involvement in a mentoring program. Finally, based on the perspective proposed by Ostrow, Paul, Dark, and Berhman (1986), mentoring may prevent stress or serve as a buffer from the negative impact of stress, making students more apt to handle the challenges of attending college. With so much evidence supporting the benefits of mentoring, the important part becomes exploring best practices in peer education and peer educator training. This session will seek to understand programmatic initiatives that train and support peer educators for their role in learning involvement. Specifically, we will explore: major exploration, career development, faculty-mentor roles in seminars, mentor training, responsibilities and compensation, social issues, and reading, writing and study strategies. With colleagues, we will examine cross-departmental collaborations and issues framing future initiatives. During the round table discussion we will provide a summary of research concerning peer education programs, strengths and promising strategies and facilitate open dialogue about initiatives, challenges and future possibilities. References Astin, A. W. (1977). Four critical years: Effects of college on beliefs, attitudes, and knowledge. San Francisco: Jossey-Bass. Astin, A. W. (1984). Student involvement: A developmental theory for higher education. Journal of College Student

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Resiliency Education and the First Year Experience

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Participants will engage the following learning outcomes: Context …Identify curriculum implementation context including sponsoring organizations, campus type and FYE course type. The Student Curriculum on Resilience Education (SCoRE) was developed by 3-C Institute, in cooperation with LEAD Pittsburgh, to help college students build and maintain resiliency skills and more effectively cope with personal, social, and academic challenges of college life. Chatham University is a small private liberal arts institution with a strong focus on the undergraduate Chatham College for Women. These women are required to live on campus during their first two years of college in a highly dynamic, diverse and engaging community. Resiliency …Identify the concept of resiliency and associated skill sets Resiliency is the ability to adjust to circumstances and persist in the face of adversity. People vary in their skill set but research indicates that resiliency can be learned and can be helpful in managing stressors. The SCoRE curriculum helps students assess their own stress and strengths. Modules include threat assessment, social engagement, self- care (healthy practices, attitudes and substances), relationship management, values clarification, role modeling and goal setting. Web Delivery …Observe examples of the web based delivery of resiliency curriculum. The technicians at the 3-C Institute created a highly interactive web delivered curriculum. Students log in, register for the site and proceed through the 15 modules confidentially. Many of the 11 surveys/worksheets are completed on-line and a report outlining the student's personal results are created. For the instructor, one can adjust student enrollment in the course and monitor completion of modules (without having access to confidential results). Data is collected by the 3-C Institute for later analysis and reporting. Learn more at www.scoreforcollege.org Assessment (see assessment section) …Identify research related to resiliency and data derived from implementation in a

higher education setting. Implementation at Chatham …Participate in discussion regarding the use of resiliency in the First Year Experience. Chatham College for Women has implemented First Year Experience courses in the distant past. In Fall of 2011, the College enrolled 127 traditional undergraduate students who were required to complete a one hour credit bearing FYE course graded as pass/fail. 6 sections were instructed by master's level (or higher) student affairs staff members. A unique approach at Chatham is the integration of the course with orientation. Students arrive four days early and participate in orientation with their SDE 101 peers. Several modules of orientation were "requirements" for students.

Make It Personal: College Completion

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Jodie Vangrov will engage session attendees in a brief question-and-answer version of the National Campaign's Fog Zone national survey (2009) to start off the session in a lively manner, to test their knowledge of pregnancy planning and contraception. Sean Brumfield will give an overview of the MIPCC project, presenting AACC's and the Campaign's goals. He will present data and implications from AACC's 2010-2011 pre/post-course student surveys, demonstrating the impact of service learning projects on MIPCC students' knowledge, attitudes, and intentions regarding pregnancy planning and prevention. Mike Flores, Brumfield, and Vangrov will each share their colleges' strategies for integrating MIPCC content into curriculum, including faculty and student stories and video of students' service learning projects and reflections. They will share what worked and what didn't as faculty and students in a variety of disciplines, as well as in student success and orientation courses, addressed a different type of subject in creative ways. Brumfield and Vangrov will also compare their MIPCC retention data and student outcomes to that of a first-year experience learning community they co-taught in 2009. The presenters will lead attendees through a hands-on experience in testing replicable curricular materials and resources created by the MIPCC colleges and available online for all community colleges. Standard MIPCC course learning objectives that attendees (in small groups) will try to replicate

and integrate into their own courses include: 1. Understanding how unplanned pregnancy can affect college completion; 2. Understanding the importance of healthy relationships; 3. Knowing what campus and community resources are available to pregnant and parenting college students and their partners; 4. Becoming familiar with a variety of birth control options and where to get them in the community (e.g., www.bedsider.org); and 5. Becoming exposed to various online information resources (e.g., www.aacc.nche.edu/mipcc, www.studentsexlife.org). All attendees will receive free materials and publications from AACC and the National Campaign, plus a link to the PowerPoint presentation and online resources.

Examining the Effectiveness of Targeted Retention Programs and Student Success

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This presentation will present data on the academic success of two subsets of conditionally admitted students to the university. As a condition of full enrollment, students must complete either a Bridge program or R.I.S.E. Academy, a retention initiative program designated by the university during the first semester of enrollment. The Bridge program is a five week program that focuses on focuses on students passing developmental courses in English, math, and reading. R.I.S.E. Academy is a new academic enrichment program at Chicago State University. It consists of mandatory tutoring, study time, and academic workshops as well as consistent usage of a software program designed to enhance cognitive ability. The goal of the program is to teach the students how to be successful college students by encouraging good study habits. Initial findings of students show that those who participated in the Bridge program had less successful semesters than those students who were funneled through R.I.S.E. Academy. The presentation will focus on the factors led to the differences in the success of students. The Bridge program has been viewed as a successful way to transition at-risk students from high school to college by the university. The results of this research suggest; however, that while students who participate in the Bridge program may be able to avoid taking developmental classes during their first semester, or at the very least take fewer developmental courses, they are perhaps still less prepared and equipped to handle college courses than those students who receive intensive academic support throughout the semester. In order to determine if the success of the R.I.S.E. Academy students who participated in the program during the spring 2011 semester was an anomaly, the current cohort will be analyzed as well.

Active Learning and Creative Teaching Strategies for Community College Students

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Our session will begin with a brief large group discussion about how we define active learning. We will move from the discussion into what the research shows us (i.e. students respond better to active learning, WHY students respond better to active learning, etc.). From the research we will move on to very specific active learning exercises for time management, diversity, critical thinking, utilizing campus resources, and study skills. Some of the exercises will be discussed in great detail (with handouts) and others will be demonstrated to the group. This will be a very interactive session with lots of handouts and ideas for active learning that participants can take back to their institutions. There will be time for questions and discussion as well.

CRLA International Mentor Training Program Certification: Essential Elements for Certifying Your Program and Your Mentors

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A peer education program that has been strategically implemented in a college or university environment can prove successful and beneficial to the first-year mentees it intends to reach. Given the growing popularity and usage of peer education in the higher education setting, there is also an expected impact on the peer educators themselves with regard to engagement and retention. In 1998 the College Reading and Learning Association (CRLA) endorsed new standards and guidelines for mentor training programs, resulting in what is now known as the International Mentor Training Program Certification (IMTPC). Programs certified by IMTPC offer colleges and universities the opportunity to develop new mentor training programs and to revise and improve existing programs. This session will focus on the benefits of certification, the application process, and best practices in the field. CRLA's IMTPC certifies programs, not individual mentors. Programs that are certified by IMTPC then have the opportunity to grant individual certification to mentors who have completed the program's certification-approved levels. Among numerous other benefits to be discussed during the session, program certification helps to give credibility to the mentor training program and to the individual mentors. A detailed overview of the IMTPC application process will be provided during the session. Mentor training programs may be certified at three levels: Certified, Advanced, and Master. IMTPC provides two training options for certification at Level I. One of those options is coordinated with International Tutor Training Program Certification and includes the ten hours of training a student may have completed for tutoring plus an additional five hours of training related to mentoring. Each level

of certification for peer mentors requires at least 15 hours of training presented in a variety of formats from a menu of topics. Mentoring experience, selection criteria, and evaluation are also integral components of the criteria. However, the criteria still allow for the unique needs of each program, making program certification both rigorous and flexible. The final portion of the session is intended to provide an opportunity for participants to learn about successful mentoring programs that are currently certified at all three IMTPC levels. Specific examples of mentor programs designed with first-year mentee success in mind will be shared with the group.

Using the Student Strengths Inventory in a First-Year Seminar to Explore Non Cognitive Factors of Student Success

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Research indicates non cognitive factors play a critical role in college student success (e.g., Robbins, Lauver, Le, Davis, Langley & Carlstrom, 2004). The Student Strengths Inventory (SSI; Gore, Leuwerke & Metz, 2009) measures the six most robust non cognitive factors: academic engagement, educational commitment, campus engagement, social comfort, academic self-efficacy and resiliency. This presentation will provide attendees with a brief review of the research supporting the use of noncognitive factors as predictors of academic success, persistence and graduation. Moreover, the six SSI scales will be discussed in detail. Participants will understand how the six SSI scales relate to college skills and how assessment results can be used to assist students in overcoming barriers. Presenters will communicate how the SSI (and other similar assessments) can be used as a tool to help students succeed throughout their college careers by linking each of the six scales to specific campus support services. Next, presenters will report their research findings and share examples of incorporating the SSI into an FYS course at Concordia University – Wisconsin (CUW). Aggregate profile data of the 430+ first-year students who completed the SSI in Fall 2011 will be explained. Additionally, several de-identified individual student profiles will be included. The six SSI scales as they relate to cognitive predictors of student success and retention variables will also be covered. Lastly, specific classroom interventions incorporating the SSI will be discussed along with actual instructor feedback of the classroom experiences. Session participants will be given a packet containing sample SSI profiles (institution, advisor and student versions), a list connecting the SSI scales to campus resources, as well as classroom activities and assignment rubrics. The second half of the session will be devoted to interactive discussion on how incorporating classroom interventions focused on non cognitive factors can improve FYS programs. The

Student Strengths Inventory is an assessment that can be used to build better FYS programs and is a valuable instrument in researching the first college year. During this discussion participants will be encouraged to ask questions, brainstorm new ideas, share insights and communicate strategies in use at their institutions regarding the role of non cognitive factors in student success.

Early Alert and Intervention: Three Successful Practices, Three New Challenges

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Early alert and intervention as a systematic approach to improving student success, retention, and persistence has reached a pinnacle of popularity—in theory. Most institutions are aware that the term "early alert" refers to faculty or advisors identifying at risk-students before they attrite via an alert. Yet many questions remain about exactly what constitutes early alert, its successful practices, and its practical application. In addition, new challenges surrounding the "intervention" piece have arisen for institutions that implemented some form of early alert within the past decade. This program aims to do the following: • Provide an overarching definition of, history for, and literature surrounding early alert and intervention • Review successful practices of early alert and intervention • Outline three primary challenges recently discovered after the implementation of early alert and intervention • Determine institutional early alert and intervention practice through a self-assessment test adoption provided to each participant Early alert is a systematic program or initiative within education designed to identify and intervene with students at risk of attrition with the purpose to improve student success, retention, and persistence. The goal of early alert is to identify and intervene in common issues known to lead to attrition before it is too late to impact the student's success and matriculation status. Early alert is an intentional program with a strategy, best practices, and formal workflow. There are multiple incarnations of early alert— periodic faculty surveys, monitoring and flagging attendance, and midterm grade reporting, for example. Furthermore, each institution rolls out early alert and intervention in a manner that matches its audience and its resources. Some institutions are tracking alerts in Excel, others in homegrown systems, while still others in "robust" early alert management or CRM (customer relationship management) technology systems. Some have a team of advisors to follow up on alerts while others have only one individual. So how do schools execute early alert effectively with the resources they have on hand? During the presentation, the presenter will provide three basic steps for successful implementation as well as explanations and national best practices to accompany each step. The following steps 1) ID, then expand, student audiences, 2) Create a formal feedback system and close the loop, 3) Create a formal intervention system, not simply more alerts will also be accompanied by institutional challenges and resolutions regarding campus implementation.

Increasing Student Retention Using the MBTI® Tool

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This interactive session will use the MBTI® tool to demonstrate two methods for increasing student retention. First, participants will learn how to quickly teach students to "guess" the MBTI teaching style of their faculty, empowering them to adapt their MBTI learning style to be successful in ANY classroom. Second, participants will learn how to strengthen their students' sense of purpose for being in college by using type to identify what most motivates them, and then how to choose a career (and major) based on what they most value. This session will conclude with a summary of the types of students who are most prone for dropping out of college (based on MBTI data), and how to address these at-risk populations. This session will include a brief overview of MBTI theory and type preference definitions, making it appropriate for both new and seasoned users of the MBTI tool. The teaching method will primarily be through exercises, making the concept of using the MBTI for student retention come alive for participants.

Partnerships with Parents

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The transition to college affects not only students but also their entire family system. Parents sometimes become quite involved with a student's college education, a phenomenon that has gained significant attention in student development and higher education literature. Compared to even a decade or two ago, parents today are far more involved with their college-age sons and daughters. For their part, college students today tend to rely more on parents than did prior generations. Colleges, however, have been slow to recognize and adapt to this new reality and its implications for the educational process. Our presentation, Partnerships with Parents, will discuss how colleges can (and must) educate parents to be effective and productive partners, not only with their children but with the institution as well, channeling their involvement so that they work with, rather than against, the goals of the institution. We will focus on our experience at Curry College, a four-year institution with 2000 students, located just south of Boston, Massachusetts. The issue of parental involvement has been particularly noticeable at Curry because of its Program for the Advancement of Learning (PAL), which attracts many bright and

capable students with diagnosed language-based learning disabilities. Many of our students, both with and without learning disabilities, have succeeded with the help of their parents' dedication and support throughout high school. College, however, is a time when students must develop their individual identities; the continued close participation of parents, while well-intentioned, can sometimes hinder, rather than help, the students' independent development. The heart of our presentation will be discussion of Curry's development of a series of parent workshops to address this challenge. Although many colleges now have parent sessions at Orientation, Curry's program is unique in its educational and developmental nature. The first workshop, called From Caretaking to Coaching, was offered three years ago to parents at Summer Orientation. It received such enthusiastic responses from parents that it has spawned others, now offered at critical touch points in the transition to college, including Accepted Students Day (April) and Family Weekend (October). We are now considering additional ways to highlight the parental role, including offering sessions at Move-in Day (September) and Returning Student Check-in (January). We plan to conclude our presentation by engaging attendees in a lively brainstorming session about adapting and expanding the Curry model at other colleges facing the same challenges.

If they feel comfortable, they will stay.

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The presentation will begin with video testimonials of students who have experienced the feelings of isolation, prejudice, and stereotypes as a result of their diverse identity. It will then move to a discussion of the realities that these students are facing, based on research that has already been conducted. Next, participants will hear about my current study which encompasses students from various types of universities. Finally, I will present recommendations for new initiatives based on the research I have conducted. There will be time for questions and answers at the end of the presentation.

College Success Online

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Workshop participants will review effective online teaching strategies and how they can be applied to teaching college success online. They will discuss ways to enhance interactivity and

involve students in learning. Learning outcomes are as follows. Workshop participants will: 1. Examine ways to increase social presence by creating a group with common learning objectives. This can be done through providing opportunities for interaction through videos, blogs, and discussion. 2. Examine ways to increase cognitive presence through establishing a community of inquiry. This can be accomplished by using scenarios in which students are required to apply the information that they have learned and through the careful design of discussion questions and assignments. 3. Discuss ways to increase teaching presence through setting a climate for learning, getting all students to participate and providing timely feedback to students. 4. Learn about ways to increase visibility through web pages, mass emails, using class calendars and new media possibilities. 5. Understand the importance of organization in an online course and see examples of online organization including student portfolios. 6. Review techniques for personally involving students in learning such as creating a comfortable environment for learning and providing rules and structure that respect individual differences. 7. Examine ways to assess learning outcomes in an online environment such as using smaller and more frequent assignments involving personal application of material learned. 8. How to lead by example in setting the tone for the class, helping students to understand your expectations and communicating with the class. The workshop will provide the opportunity for participants to share what is working in their courses or any challenges they may be facing. I will provide a tour of my online course which includes videos, blogs, web pages, online assessment and student portfolios. The discussion will end with a discussion of the future of online teaching and new developments such as social media and how it will impact online teaching. Workshop participants will receive handouts and resources for online teaching including an online link to "Best Strategies in Online Teaching Strategies" by the Hanover Research Council.

Identifying the Barriers that Prevent Students from Making and/or Meeting Their Career Goals

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Previous literature has addressed ways to recognize, and possibly reduce, the internal and external barriers that impede student progress toward a career goal. For many students, dysfunctional thinking hinders their ability to effectively process information related to career problem solving and decision making, preventing them from identifying a vocational match for their interests. Research confirms that assessments can assist students with reducing negative thought patterns, identifying a career choice, overcoming barriers, and transforming their choice into specific action steps. Various interventions such as first-year seminars, career counseling, vocational programs, simulated experiences, and career planning have proven successful in academic and research settings, showing that career counseling can be effective if structured properly. For decades, educators have tried to improve the student experience both within the classroom and within student life. When students identify personal relevance in the course content, an increase in learner motivation is possible (Brennan, 2009), and student interest

facilitates further development and engagement in the course material (Harackiewicz et al., 2008). Linking together student affairs and the academic curriculum is a logical solution. This study uses the Career Thoughts Inventory assessment and intervention in a classroom setting, to facilitate an individual's understanding of the nature of his or her dysfunctional thoughts, to improve academic interest, motivation, and therefore academic achievement.

First Year Experience "Big History": An Innovative First-Year Sequence for the Twenty-First Century

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First Year Experience "Big History" is an innovative and high-impact one-year course sequence that provides freshmen at Dominican University with a common intellectual experience while preparing them to be thoughtful global citizens in the twenty-first century. In the first semester, the content builds entirely on Big History, defined by Christian, Brown, and Benjamin as "a modern, scientific creation story…based on the best findings of modern science…a history that includes all human societies, and places their histories within the larger histories of the earth and the Universe as a whole". This narrative emphasizes global interconnectivity with an immense fourteen-billion year framework for learning the natural and cultural story of our universe. The second semester provides a reiteration of the larger concepts and patterns of Big History through the lens of a discipline. Second-semester courses include "Myth and Metaphor through the Lens of Big History," "Trade through the Lens of Big History," Sex and Gender through the Lens of Big History," "Religion through the Lens of Big History" and "Visualizing Big History." In these times of scarcity in academia and competition for resources, this First Year Experience based on Big History provides a much needed platform for the inclusion of all disciplines. Institution-wide collaboration has been key in the creation and assessment of this program. Participants in the intensive annual summer institute include faculty across all disciplines, and also librarians, the Campus Ministry, and administrators. The goals of the program are set in conformity to AAC&U's LEAP Essential Learning Outcomes and are achieved through engaged and active learning practices, a new development in Big History pedagogy. The small first-year seminars are foundational and global in intent, teach written and oral communication, information literacy, and provide a common intellectual experience. They address the Essential Learning Outcomes of 1) Knowledge of Human Cultures and the Physical and Natural World; 2) Intellectual and Practical Skills; and 3) Personal and Social Responsibility. Thus, in the first year, students engage with fundamental questions regarding the nature of the universe and their own momentous role in shaping possible futures for the planet, creating a basis for the Second Year Experience, an integrative program that addresses all the LEAP Learning Outcomes and specifically 4) Integrative and Applied Learning with course embedded components such as service-learning in a number of courses to help students grapple with "real world" problems. This session delineates the process for the adoption, implementation, and assessment of such a first-year program with all its rewards and challenges.

Thinking Big (History): Creating a First Year Experience Around Transdisciplinary Content

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This Round table provides a forum for the discussion of four key considerations when creating a trans-disciplinary first year experience. The aim is to share knowledge and gain information on the following: 1) strategies for engaging all stakeholders in curricular revision; 2) strategies for inter-/trans-disciplinary faculty development and collaboration; 3) rewards and challenges of providing first-year students with a common intellectual experience; 4) rewards and challenges of simultaneously teaching a foundational content as expansive as Big History and skills such as writing and information literacy. Discussants will share processes and examples from Dominican University's First Year Experience "Big History" to begin the conversation. In 2008, Dominican University began an extensive overhaul of its first year programming with the aim to create first-year seminars that were foundational and global in intent while teaching competencies, such as writing and research. The content chosen to give students the opportunity to engage with their world on a large spatial and temporal scale was Big History, a universal and transdisciplinary narrative. Dominican University faculty maneuvered beautifully past the ordinary pitfalls of

curricular revision while adopting this innovative content: first by engaging all stakeholders in open and large-scale dialogue regarding the revision; second, by re-creating Big History itself as a one-year course sequence, devoting the first semester to a Big History course with engaged learning components and the second-semester to reiterative courses that are based in the arts, humanities, and social sciences. Subsequent to faculty and administration's approval, faculty development and collaboration were keys for the successful implementation of this first year experience. Interested faculty were invited to an intensive summer institute in 2010 and 30 faculty, librarians and administrators gathered to develop the program, create course descriptions and student learning outcomes, decide on assessment tools and share best practices. The institute met with great success and is now an annual forum for collaboration and development. This collective effort has rendered the program expansive in its goals and interactive and engaging in its methods. The rewards and challenges of providing first-year students with a common intellectual experience were and are great: the shared content of 13-15 freshman seminars in the first semester has prompted the formation of a large learning community of all first-year students with a common language and knowledge based. The program has also provided a versatile platform for follow-up courses. However, it has also intensified the need for the harmonization of the courses – even standardization of certain aspects – and, not surprisingly, the need for the implementation of practices that discourage academic dishonesty. Strategies will be shared and suggestions welcomed. Another set of rewards and challenges in this first year experience are to the program's to simultaneously teach the foundational content and also use these high impact freshman seminars for the teaching of competencies such as writing and information literacy. Creating exercises and assignments that are seamlessly embedded in the one-year course sequence and organic extensions of the material and learning process are a challenging undertaking but one whose successful implementation yields great rewards. Expansive content such as Big History can significantly transform students' world view and provide students the forum to develop knowledge and skills needed to address issues of vital importance for a shared future.

The Adjustment to College Theory at East Carolina University

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The Adjustment to College and Readjustment to Home Culture (The W-Curve Hypothesis Model), adopted from Gullahorn and Gullahorn, is based on a study abroad theory. The theory likens a University culture to a foreign culture. It consists of five stages that students move through during the first semester of college that includes highs and lows reflected in a "W" shaped curve. The Office of Student Transitions and First Year Programs adopted this model to integrate first year programs on our campus. The New Student Orientation program occurs during the students Honeymoon period and the summer read program peaks around the Culture Shock stage. Plunge Into Purple (our version of Weeks of Welcome) was expanded to a full six weeks of programming to get students through the first V of the W curve and to address help

continue the connectedness. During the initial investigation, there was little programming for the second half of the semester. We have added several programs to fulfill these needs including a "stress turkey" program due to the stressful nature of this period in the semester. In the future, we are planning to implement a freshman tradition with homecoming, which would typically occur around the Initial Adjustment stage. With our freshman seminar class, we coordinated large group presentations that are based on needs and have varying focuses depending on the time of the semester. For example, a program on alcohol would be tweaked around events such as football games (tailgating), and Halloween (which is a big tradition on our campus). Further research will include gathering statistics on campus from withdraws, judicial records, the counseling center, and more. This data will be compared to the W-curve to see where programs could be placed to be proactive.

Collaboration and Standardization: How an In-House Textbook Project is Fostering Change

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During a textbook adoption meeting in fall 2009, it was realized that none of the mainstream first year seminar textbooks meet the needs of EKU students. With 21% of the freshmen class coming from families living below the national poverty level, justifying a $60 textbook for a 1 credit hour course was difficult. This presentation will focus on how the idea of creating a text specifically for EKU students, with a price tag below $20, became a reality. The presenter will discuss how content was decided upon and generated by a diverse group of faculty and staff. Although the initial motivation was cost, the project ultimately facilitated a move toward standardization of content of EKU's 8 first year seminar options, aided collaboration between Academic and Student Affairs, and helped integrate EKU's QEP through the first year curriculum. This fall, students in each of the 5 colleges are using the new text. The presenter will show the progression of the project from an abstract idea, through the development stages, and finally into implementation. Attention will be paid to lessons learned and action steps for universities wanting to take on a similar project.

Infusing Diversity into the First Year Seminar

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Research (Cuseo, et.al, 2007) on first-year college students shows that students who experience the highest level of exposure to different dimensions of diversity (e.g., interactions and friendships with peers of a different race or participating in multicultural courses and events on campus) report the greatest gains in: thinking complexity—the ability to think about all parts and all sides of an issue (Gurin, 1999), reflective thinking—the ability to think deeply (Kitchener et al., 2000), and critical thinking—the ability to think logically (Pascarella et al., 2001). In addition, experiencing diversity can enhance your ability to think creatively. Just as experiences with academic disciplines (subjects) can equip you with different thinking styles and strategies that may be combined to generate new ideas, so do experiences with different dimensions of diversity. This session will focus on incorporating diversity into the first-year seminar, providing students with multiple opportunities for learning about and from diversity. Participants will be taken through a process of becoming culturally competent which can be used by faculty, staff, and students to advance their comfort level of those who may differ from them. There will also be a discussion about pedagogical processes for incorporating diversity into the first-year seminar.

Discussing EBI's MAP-Works and its effect on helping student success and retention

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For many first-year/freshman students, the first college year is the first time they're away from home and independent. Life choices like time management, self-management, and healthy behaviors are in their control. Some students make the transition easily while other students struggle. This period can set the tone for what students expect, how much they get involved, and what they experience. Sophomore students, having successfully transitioned to college life, find that a new set of transition experiences face them. Sophomores can struggle with choosing a major or career path, family expectations, or increased academic expectations and challenges. EBI, in collaboration with Ball State University, developed a retention platform to provide quality information and to share the responsibility for student success. This program is titled Making Achievement Possible Works (MAP-Works) because it is structured, literally, to help make student achievement possible and to focus on early interventions. These surveys are designed to reveal the strengths and talents of students and potential transition issues like homesickness and time management. Each student receives an individualized report that helps them identify areas for further growth and connects them to campuses resources. In addition, individual student information and feedback are provided to faculty/staff that are directly connected to them (e.g. residence hall staff, academic advisors, first-year seminar instructors, or retention committee members) to facilitate one-on-one interventions with students struggling in their transition. Smaller check-up surveys are administered throughout the academic year to measure the key transition areas. Faculty/staff use the information from these assessments to identify and support individual students and to create group programming and monitor group progress. This retention platform has expanded beyond the first-year of college to now include

all class standings from new freshmen through graduating seniors. In addition, new features like Academic Updates and Scheduling will show the robust nature of this retention platform. We begin the presentation with an overview of successful retention programs, the history of the development of MAP-Works, and the process. Next, we provide examples of reports showing both individual student and aggregate student results to highlight the power of this platform. We also show examples of reports each participating student receives. Next, we will show evidence of improved retention by several participating institutions. We end the session with an open discussion with participants to answer any questions.

Effects of Summer Bridge Participation on Long-Term Retention and Progression of African-American Males

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The study on the effect of summer bridge participation in African-American developmental males' retention, progression, and graduation is being done in two parts. First, data was collected on the male participants of the summer bridge CHEER. Analysis indicates that CHEER students had significantly lower HSGPAs and SATs than non-CHEER students. Earned SCHs were initially higher for CHEER students but then with time did not prove statistically different from non-CHEER after year one. Cumulative first year GPA was not different between the two main groups or within gender segments. Some effects, however, were rather surprising in a very positive way. Across the three cohorts, retention to the second year was evident. However, after that, the overall retention differences dissipate between CHEER and non-CHEER members. One shining light exists within the male group. In the 2008 cohort, CHEER males retained at significantly higher rates than non-CHEER males for three years straight. Overall, the CHEER group exceeded the non-CHEER group, but not significantly (53% vs 43%). That is, 53% of the overall 2008 CHEER group vs 43% of the non-CHEER group earned 90+ SCH. The best-of-the-best, as expected, were the female CHEER students (61% v 51%) while “best of the worst” were the male CHEER students (38% vs 30%). The second phase of the study is currently underway and involves gathering qualitative data through surveys and interviews from those male students who persisted after participating in the summer bridge CHEER to find out what aspects of the program were helpful to the early stages of their academic careers and what challenges they have faced since then. Their individual stories will help place the data in a context that tells a more accurate story about the role of summer bridge on the overall success plans of African American males. After presenting results of both phases of the study, I will discuss implications of the research for campuses struggling with African-American student success. This study can illuminate in what ways summer bridge and similar short-duration, high-impact engagement practices can help students and also what their limitations are.

Mandatory First-Year Seminars – ONE SIZE DOESN'T FIT ALL!

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Many institutions struggle with the questions: "Should we offer an elective first-year seminar or should it be mandatory?" and "Which type of seminar works best?" In this presentation, participants will learn about the variety of methods in which Ferris State University offers courses to satisfy the University's mandatory seminar requirement. The session will begin with a brief depiction of Ferris including demographic information for first-year students and the evolution of the Ferris State University Seminar (FSUS) course. The University's Academic Affairs policy mandating student to take the FSUS course will be shared. Descriptions will be given for each of Ferris' seminar formats (1 credit FSUS100 course, 1-3 credit embedded program introduction courses, Honors seminars, full semester, partial semester, etc.). Methods for scheduling courses by discipline and monitoring enrollment compliance will be shared. Assessment methods and findings from seven years of participation in the Educational Benchmarking's First-Year Initiative Survey, three years of internal course evaluation, and completion of the University's first Academic Program Review for a "non-program" (course), will be provided. Changes made as a result of assessment and re-assessment will be shared to divulge which changes made a difference and which did not. Seminar types receiving the highest ratings will also be revealed. Every mandatory program faces challenges – we'll take a look at student attitudes toward the mandatory seminar as freshmen and later as juniors and seniors, changes in faculty attitudes, getting students in the appropriate seminar course, and viewing the seminar course as everyone's answer for implementing new initiatives. Finally, the presenter will share upcoming changes and the next steps in the ever evolving FSU Seminar course. Time will be left at the end of the session for attendees to ask questions and share information about their institution's seminar courses.

Retention Initiatives - Best Practices that Foster Retention and Graduation

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Retention is the buzz word at most institutions. Everyone is looking for new and improved ways to not only retain, but also graduate students in order to carry out their institutional mission and goals. In this session, participants will take part in discussion in pursuit of answers to the following questions: How is the retention and success of first year students defined and measured at their institution? Why do students leave? How can we encourage them to persist? Do mandatory first-year seminar programs make a difference? Participants will also be encouraged

to share information on the various retention initiatives that are taking place in their institutions including those for special populations of students (transfer, non-traditional, veterans, etc.) The goal of this session is for participants to leave with at least one or two new initiatives that can be implemented at their respective institutions.

The First Year Experience at HBCU's

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Many students who attend college encounter a gap between their High School and their University entrance. First year students encounter issues dealing with their transition into a University setting. There is a need to assist the student from their High School culture to a College culture, Thus when students arrive we must have a tool that can assist with the remolding of the students thought process and giving them a framework to guide them through successful completion. HBCU's have served for many years to give students an opportunity to receive a higher education. In order to assist our students we must be able to gain new knowledge and understanding of the student's we are serving, their issues and their needs. The ability to discuss these issues with Peer Institutions will allow like institutions and those wanting to know about these institutions an opportunity to strategies and develop solutions. This discussion group will develop ideas to provide a smooth adjustment to college for first-time in college student and to promote faculty, staff and administrator interaction.

CRITICAL THINKING for Academic Success and Personal Well-being

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Using group activities, individual reflective activities, video clips, social media, and humor, this session will demonstrate how to develop critical thinking skills in the classroom. The session will be based upon a simple three-step model that can be applied for academic success and personal well-being. Examples of each (academics and personal well-being) will be

demonstrated. Specifically, the session will look like this: Part 1 of the program will provide context. Participants will be introduced to the language of critical thinking. A few key concepts that permeate all critical thinking models will be introduced. o The three-step model for this session will be introduced and demonstrated o Typical cognitive biases and traps in the critical thinking process will be examined. Part 2 will demonstrate how to use video to teach and foster Critical Thinking. o Practice with the model o Participants will receive one or two activities they can immediately use with their students. Part 3 will demonstrate how to use music to teach and foster Critical Thinking. o Practice with the model. o Participants will receive one or two activities they can immediately use with their students. Part 4 will demonstrate how to use text (written) sources to teach and foster Critical Thinking o Practice with the model. o Participants will receive one or two activities they can immediately use with their students. Part 5 will conclude the session with a reflective self-assessment for the participants. They will be asked "What does this mean for your teaching and your students' learning?" o The participants will identify the next steps they need to take. In particular, they will reflect on what they need to continue, discontinue, and begin to do in their instructional planning and delivery as they relate to critical thinking. o As appropriate, questions will be taken and discussed to conclude the session.

From Common Reading to Common Experience: Transformational Practices in Holistic Student Development

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A common experience has proven to be more valuable to integrating core perspectives of personal and social responsibility, teamwork, critical thinking, communication, and cultural awareness than an isolated common book. By evaluating budgetary constraints and selecting books carefully, FPC has been able to bring in an award-winning educator and an Academy-Award winning author at no cost for the First-year Convocation. Activities throughout the academic years include field trips to the second largest natural canyon in the country, the largest historical museum in Texas, and the last-stand battlefield for the Comanche people, the national flint preserve. The program is funded through a minimal student fee (15.00 per semester) that provides a book to every student and pays for all transportation and meals to events as well as associated travel costs for guest speakers. Participation rose from 45% in 2008 to 90% in 2011, and this figure includes not only academic transfer students enrolled in their first 30 hours, but also dual-credit high-school and Career/Technical Education students. The common essay,

written by all students, including nursing, agriculture, and cosmetology students, provided a tool for assessing the core perspectives for the Quality Enhancement Plan and requirement 3.5.1 for SACS. An immeasurable result of the shift from book to comprehensive experience has been in faculty and staff support. Faculty has found innovative ways to discuss the books and integrate an appreciation of the local culture and history into the discussions. For international and out-of-state students, they are able to experience the wild west of the movies as they travel throughout the Texas Panhandle. The adoption of Dances with Wolves for 2011-2012 drew 231 students and community members to a reception for the author, and the college has benefited from community support for future experiences. The common experience creates exciting opportunities for transformational experiences for students. They are able to connect geography, culture, history, attitudes, and beliefs to learn about the world in which they live. This shared experience gives faculty the opportunity to incorporate social responsibility, cultural awareness, and tolerance, all of which are critical elements in healthy student development.

Engaged Living: Intentional Conversations for a First-Year Experience at Furman University

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Engaged Living: The First-Year Experience is a residential learning community at Furman University where students live together, participate in one of four academic programs taught by faculty and have fun together while getting involved in campus life. The mission of Engaged Living is "To create and nurture a residential community that promotes student success, supports Furman's academic mission through contributions to borderless learning, and fosters intentional engagement among students, faculty and staff." The program's primary goal is to help first-year students establish a connection to Furman by providing them with positive faculty/staff interactions and engagement in curricular and co-curricular activities. The program is built around the concept of "engaged learning," a problem-solving, project-oriented and research-based educational philosophy that encourages students to put into practice the theories and methods learned within the classroom and apply them to real-world settings. During the summer of 2010, Furman unveiled the Housing and Student Life Master Plan, a 15 year blueprint for renovation of the University's 55 year old residence halls. While institutional planners began examining the implementation process of this facilities master plan for campus residence halls, an unexpected perfect storm developed as a new University president initiated a campus wide conversation on the student experience with emphasis placed on the blending of in-class and out-

of-class experiences. Institutional planners began to consider the possibility of a more intentionalized first-year experience tied to the renovations of campus residence halls with the goal of developing a seamless transition between the learning experience of the classroom and the potential learning environment offered by residence hall construction and renovations. Using the Engaged Living: The First-Year Experience program as model for success, a First-Year Experience Committee of faculty, staff, and students was convened in August 2011 with two important objectives: 1) Develop a shared set of institutional learning outcomes for first-year students and 2) Explore the feasibility of a residential college model for first-year students and how such a program would impact the desired learning outcomes. This presentation will provide participants with a historical overview of Engaged Living: The First-Year Experience, a residential learning community at Furman University. Participants will learn about the unique campus culture which has led to the recent development of a more intentionalized first-year experience and the challenges faced by the campus FYE Committee to develop a shared set of learning outcomes and consider the potential implementation of a larger residential college model.

Using The Foundations of Excellence Process, Results of the Wabash National Study and Institutional Assessment to keep students on the Path to Graduation.

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Gallaudet University's retention efforts have become organized around a concept we term "the path to graduation." Consequently, the goal of our assessment process is to develop a decision tree with specific statistics for critical junctures. Therefore, we have established reporting cycles, which create accountability. Presently, student retention is at an all-time high and graduation rates are significantly increasing. This presentation will address how the Foundations of Excellence, provided a springboard for faculty and staff ownership, accountability and actions that have propelled student success and how Gallaudet Universities participation in the Wabash National Study has further supported using existing data. We have become a data-driven, assessment-based institution that uses evidence for continuous improvement and decisions for admissions, placement and progress. Key actions have included a robust Early Alert system, addressing high DFWD courses and adding Supplemental Instruction to these courses, being more explicit in helping students understand financial aid, instituted a Summer Jump Start program and academic coaching throughout the year as well as faculty development and the sharing of students data to engage all faculty in staff in student success. Five years later, all of the key indicators (persistence, GPA, and graduation rates are up. Our most recent addition that

will support our process is our voluntary participation in the Wabash National Study II. Similar to the Foundations of Excellence Project, the Wabash National study stresses using existing data. In this most recent approach to supporting increased retention, is the focus on students who have entered the university and are placed in developmental English. This project also addresses students' path to graduation emphasizing specific interventions along the path. This presentation will describe the initiates, but also show how we continue to adjust the plan and interventions to keep students on the appropriate academic path.

Student Success Program for First Year Students

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From 2006 to 2008, George Brown College's academic division of Community Services and Health Sciences piloted a Student Success Program in its Bachelor of Science in Nursing program. Based on the success of this pilot, in 2008, the Academic Management Committee approved a 5 year implementation plan for a college wide Student Success program, focused on retaining first year students. The Student Success program is specifically targeted at programs that exhibit unacceptably high: numbers of students leaving the college, failure rates in specific courses and/or levels of student dissatisfaction as indicated through the annual Key Performance Indicator data (KPI). The Student Success program organizes its initiatives under three pillars: 1. Ongoing orientation which offers multiple opportunities for students to interact with other students and college staff in and outside the classroom and reinforces the availability of college services on a "just in time" basis; 2. Early Alert which includes each program having an early assessment in at least two courses, regular and deliberate contact with students between weeks 3 and 6 to assist them in connecting with resources that will support them; 3. Academic Competence is a learn to learn model, primarily peer led, to help students collaborate to learn and learn to collaborate. Each academic division has one or two Student Success Specialists who are faculty who support the Student Success Program by coaching and mentoring the peer leaders, connecting with program faculty to secure their involvement in the program, providing leadership to the ongoing orientation and early alert components, connect with students one on one and in groups to ensure they are connected to the resources they need to move forward. Across George Brown College, there are 33 programs that participate in the Student Success program, over 5000 first year students, 200 plus faculty and $550,000 of central funding to support the implementation of the program. The college conducted a mid-point operational review of the program in 2010-11 and many of the recommendations from that review are currently being implemented, including a more effective governance structure, a broader definition of initiatives that fit within the Student Success Program, a communication strategy and a comprehensive understanding of evaluation challenges. The Operational Review was conducted through the focus groups, one on one interview and on line surveys. 72% of faculty reported that the SSP (Student Success Program) has had a significant impact on students, 47%

of faculty indicated the SSP has had significantly positive impact on their teaching methods and comments such as "I think that the program is extremely effective and have noticed a considerable difference in the students grades and satisfaction since this program started a couple of years ago.

Career Self-Efficacy as a means to Retention and Academic Success

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In an effort to increase student retention and success rates at Georgia Highlands College, the FCST 1020 Career Decision Making course was resurrected and revamped after being neglected for over a decade. Advisors noted how many students did not feel competent in choosing a program of study and how many students lost precious time and financial resources vacillating from one major to another. Additionally, it was noted that students often declare their major in a field based on their parent's wishes, what seems to be the hot career for salary and employability, or a fantasy career that has not been re-examined since childhood, often with disastrous results. Lack of career focus is a negative for students and institutions because it hinders academic and career success. With the dual goals of helping undecided students gain a strong footing on personal career awareness and helping all students prepare for further education and job acquisition, this new course was developed and taught fall 2011 by a professional advisor and a professional counselor at GHC. First, to stress the importance of providing career direction and necessary tools to help students navigate to their best career destination, session participants will be given a five-minute assignment of planning the session presenters' next vacation. The trick is that the participants will not be told our vacation destination; they will have to make plans based on our unknown travel spot. After participants grapple with this impossible task, they will be given our vacation destination, as well as our budget, time line, preferred activities on vacation, vacation companions, and a travel guide. This exercise highlights the crucial steps of student career destination discovery and planning. Next, we will describe our new career course and how it aligns as a companion course with the GHC Freshman College Student Experience course. Studies on the importance of career decision-making self-efficacy on student academic success will be summarized. Specific course assignments, research tools, values clarification exercises, a career development portfolio assignment and an eFolio for posting career documents will be described and sample student work provided. We will conclude with review of the quantitative and qualitative assessment of the course. We will ask participants to share their institutional programs that encourage career exploration and assessment to determine retention and

progression benefits of such programming. Participants wishing the course syllabus, specific assignments, and information on eFolio will be able to receive such via e-mail. We will ask participants to share their institutional programs that encourage career exploration and assessment to determine retention and progression benefits of such programming. Participants wishing the course syllabus, specific assignments, and information on eFolio will be able to receive such via e-mail.

Moving From De-Centralized to Centralized Academic Support Services for First and Second Year Students: Georgia Tech's New Undergraduate Learning Commons

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This session will essentially be a case study of the planning, development, and implementation of Georgia Tech's new undergraduate learning commons, and, as part of this process, the centralization of academic support services for first and second year students. This session will start with an overview and virtual tour of Georgia Tech's brand new undergraduate learning commons (the G. Wayne Clough Undergraduate Learning Commons or "Clough Commons"). The building cost nearly $90 million dollars to build and contains 220,000 square feet of space devoted entirely to undergraduate learning. The focus of Clough Commons is primarily on first- and second-year students. Located in the building are academic services, including academic advising, pre-professional advising, tutoring and academic support services, undergraduate research programs, and a communication center. In addition, all of the first- and second-year core science labs (including chemistry, physics, environmental science, and biology) are located here, and the faculty development center was put here to support innovate teaching. A critical part of the development of the building's vision was the goal of centralizing tutoring and academic support services there. Previously, many of these programs were distributed all over campus, managed by different units, and had little collaboration or communication. Therefore, the next part of the session will discuss the almost two year process by which Georgia Tech has centralized these programs and services. As part of this process, a new academic support unit, The Center for Academic Success, was created in the Office of the Provost, to manage and coordinate these services. Students now have one primary location for tutoring and academic support in most of their core classes. The final component of this session will be a presentation of some preliminary data on how students have responded to the building, how they are using academic support and tutoring, and the impact the centralization of these services is having on

student success. Ample opportunity will be provided for discussion and questions from session participants.

Promoting Access to HOPE and Graduation

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In Georgia, the HOPE scholarship is a mechanism for many students to pursue higher education by covering 90% of tuition for students graduating with a 3.0 high school GPA. Students are allowed one opportunity to gain HOPE during college at designated check points. PATH (Promoting Access to HOPE) is a targeted initiative within the Freshmen Learning Community program focused on assisting first time first-year students develop superior academic skills and become fully integrated into the campus community with the goal of PATH students earning HOPE by sophomore year. Research demonstrates students who have a higher level of integration into the campus community, understand how to successfully navigate through the higher education system and have developed strong competencies in academic support areas are most likely to be retained and to graduate. The strategies implemented at Georgia State to strengthen the academic outcomes of the least prepared students can be easily replicated to other universities regardless of the financial incentives. This session will provide a brief overview of the HOPE scholarship and its impact on higher education in Georgia. All components of the developmental process will be shared including the potential obstacles that may exist and strategies for managing the logistical and political components of development and implementation. Materials outlining the program development, curriculum and outcomes will be discussed and shared with participants. The participants will have an opportunity to ask questions related to the goals, outcomes and intent of the program as well as specifics related to the evolution of PATH as we conclude the 2nd year of the program. Participants will leave with a strategic plan to explore similar initiatives for their campuses.

iCARE: Early Alert Programs for Academic Success

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Participants will be split into five smaller subgroups (early alert processes, intervention strategies for students identified through an early alert process, working with faculty for reporting and academic support collaboration, how early alert programs and the assessment of those programs impacts retention and progression rates, as well as partnerships with other campus entities for academic outreach to students). The purpose of the subgroups is to account for even distribution of discussion and to allow all participants to engage in dialogue in a smaller group session. Each group will discuss question prompts at each table and record key thoughts/concepts, ideas, recommendations, and any best practices currently in place at their institutions. Examples of question prompts include, but are not limited to: share how your early alert program operates on your campus, which office or department leads the early alert initiative on your campus, how do you assess your early alert process and program, who and how does your institution support the early alert program. Each individual/group will rotate to each of the other four tables. The last few minutes of the session will be sent reporting out information recorded at each table and will be shared collectively with the larger group. The presenter will compile a comprehensive document of all recorded information to share with participants via e-mail after the conference as a take-away resource.

Peer mentors as a retention tool

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The purpose of this session is to present the development of the peer mentor program in the FLCs at Georgia State University. Our program accommodates over 1600 students in 70 FLCs which have students in 5-6 linked courses. The structure of our program makes it unique and one of the largest in the nation. The peer mentors have become instrumental to the overall management of the program by providing invaluable data related to the experience of our first-year students. In this session, we will provide a comprehensive overview of the program

including the selection, hiring and training aspects of our program. The job responsibilities and the reporting that mentors conduct will be provided as well as strategies for developing a program of this magnitude and strategies form gaining institutional support. The session will be interactive and will present participants with tangible ways to develop a program such as this.

EPIC Communication with Your First-Year Students

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The first-year student entering college today has literally grown up in a visual, digital world. The majority of students today describe themselves as visual learners who prefer right-brain learning activities. College faculty and staff can prepare the best educational materials for first-year students, but unless that material is presented in a relevant and engaging way, it will not be fully heard and grasped. Over the years, effective communicators and educators have understood that three instruments help people remember important information: music, experiences, and images. The Center for Creative Leadership asserts, "Visual thinking uses pictures to evoke ideas, thoughts and feelings to foster powerful conversations." Since 2003, Dr. Tim Elmore has written a series of books entitled "Habitudes: Images that Form Leadership Habits and Attitudes." "Habitudes" are images used to teach key principles and ideas in a way that is engaging and memorable. In this session, Dr. Elmore will share communication strategies that First-Year Program faculty and staff can incorporate to make their messages "stick" with students based on his recently published book "Habitudes for Communicators". The book was written to specifically teach key communication strategies that help educators connect with the next generation of students. Attendees will learn six strategies to make their communication with students more effective including: 1. How to make their message accessible and simple to understand. 2. How to create a sense of urgency and incentive to learn. 3. How to effectively use authenticity and transparency to connect with students. 4. How to make teaching points remarkable and memorable. 5. How to time messages and provide them at the most opportune moments. 6. How to sustain interest at the opening of the teaching time. This session will include Q&A time and also an activity for participants to practice the communication techniques in a small group.

Lights, Camera, Action! Using Vignettes to Train Academic Advisors

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Training faculty in advising can be challenging and demanding. Frequently, those who have been advising for years, feel that they know all they need to know. Guilford College requires that all faculty of the First-Year Experience classes attend a one day advising training before the start of school. This presentation will cover the outline for that training day, but more importantly, the creative use of skits and scenarios that gets faculty involved in the "action" and addresses pertinent issues through subsequent discussion. We will share with the audience video of our "actors" and advising scenarios that aid in our advising training. Then, we will involve the audience with a hands-on experience that demonstrates the power of skits and the sometimes cathartic and quite humorous acting moments. Additionally, we will share how to establish these scenarios, give examples used in the past, and then highlight the positive feedback that resulted. We will also share how to incorporate campus offices in the training and how they can serve as discussion facilitators or information givers for pertinent topics. Infusing campus presenters along with the skits allows faculty to hear needed information without feeling as though campus resources are paraded in front of them all day long. We aim to bring a fresh idea to advisor training that involves the advisors in a very active, participatory, yet educational way.

Beyond Engagement: Improving Persistence Through Validation Theory

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Traditional retention theory as proposed by Tinto (1987) as well as engagement theories have not adequately addressed the needs of students who are not in the majority or who due to family and/or work commitments are unable to participate fully in the broad range of college activities (Hurtado, Cuellar & Guillermo-Wann, 2011). Qualitative studies examining this phenomenon have put forth a theory of validation: “Validation is an enabling, confirming and supportive process initiated by in- and out-of-class agents that foster academic and interpersonal development” (Rendón, 1994, p 46). The YFCY (for first-year students) and DLE (for sophomores and juniors) contain the first large-scale empirical study of validation. This presentation will describe the theory, why and what it adds to our understanding of the student experience and the link to persistence, and provides findings from these two surveys with respect to the theory. We created two constructs to measure validation: academic validation in the classroom and general interpersonal validation. Using the DLE as an example in this proposal , we see the following questions and how they load onto the overall factor below: Academic Validation in the Classroom (α = .895) Instructors provided me with feedback that helped

me assess my progress in class (.857) I feel like my contributions were valued in class (.852) Faculty were able to determine my level of understanding of course material (.799) Instructors encouraged me to ask questions and participate in discussions (.790) Those students who agreed that these were part of their experience were as follows: Instructors provided me with feedback that helped me assess my progress in class (62%) I feel like my contributions were valued in class (55%) Faculty were able to determine my level of understanding of course material (52%) Instructors encouraged me to ask questions and participate in discussions (47%) General Interpersonal Validation
(α = .864) At least one faculty member has taken an interest in my development (.833) At least one staff member has taken an interest in my development (.804) Faculty believe in my potential to succeed academically (.791) Staff recognize my achievements (.728) Faculty empower me to learn here (.615) Staff encourage me to get involved in campus activities (.547) Those students who agreed that these were part of their experience were as follows: At least one faculty member has taken an interest in my development (85%) At least one staff member has taken an interest in my development (84%) Faculty believe in my potential to succeed academically (73%) Staff recognizes my achievements (70%) Faculty empower me to learn here (65%) Staff encourages me to get involved in campus activities (62%) The analysis (in progress) will examine the characteristics of the students who are experiencing and not experiencing positive validating experiences and link that with intent to leave (a reliable indicator of actually leaving the institution). Hurtado, S., Cuellar, M., & Guillermo-Wann, C. (2011). Quantitative Measures of Students' Sense of Validation: Advancing the Study of Diverse Learning Environments Enrollment Management Journal, 53-71. Rendón, L. I. (1994). Validating culturally diverse students: Toward a model of learning and student development. Innovative Higher Education, 19(1), 33–51. Tinto, V. (1987). Leaving college. Chicago, IL: University of Chicago Press.

Academic Themed Housing: One Institution's Approach to Enhancing Learning at Home

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According to a Noel-Levitz report on student retention in 2011, learning communities are one of the 10 most effective practices at four-year public institutions for impacting student retention. Many public and private institutions are now looking to their housing programs to create partnerships with academic departments to tie living on campus to the academic learning in the classroom. In addition greater institutional resources and intentional efforts are needed to assist

first-year students in making a successful transition to college and ultimately completing their degrees. According to George Kuh and others in the book, Student Success in College: Creating Conditions that Matter, "Students learn more when they are intensely involved in their education and have opportunities to think about and apply what they are learning in different settings" (p. 193, 2010). This session is designed for the practitioner who really wants to create or revise the institution's living learning communities to enhance the student experience for first time in college students to focus on transitions, student academic success, retention, and graduation. Participants will hear about the trends around the U.S. and what Indiana State is doing to develop or enhance the services for first-year students. The main discussion of the presentation will center on the components, programs, and services that are part of the academic themed housing initiative at Indiana State University. The initial program was established in a co-ed residence hall housing 400 first-year students designed to provide opportunities for faculty to interact with their first-year students in an environment outside the formal classroom atmosphere. The program has grown from one residence hall to the current program of 13 academic themed communities located in 4 residence halls housing nearly 1400 first year students. The academic themed communities are specific floors within the first year residence halls designed to house students of a specific major, honors students, and exploring their career options. In addition to the development and expansion of the Academic Theme Communities and the Living-Learning Environments, residence hall renovations have occurred to specifically address the retention needs of first-year students. To date, three residence halls have been renovated providing designated space for faculty offices, classroom, seminar rooms and social gathering areas for students residing in the specified residence halls. In addition, study space and experiential learning areas were included to provide students learning opportunities outside the classroom.

First-year students reported use of video games and social media in high school: Should we be concerned?

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Many studies have found links between video game use and academic performance (e.g., Padilla-Walker, Nelson, Carroll, & Jensen, 2010). Less is known regarding the connection between use

of social networking sites and academic performance, though one recent study provides evidence that time spent on Facebook has deleterious effects on academic engagement (Junco, 2011). In general, it is fair to say that many educators are concerned with increasing use of electronic entertainment and possible negative impact on academic performance. Results from this study found 80% of students reported playing video games and 94% reported using internet-based social media during in a typical week during last year of high school. On average, students reported spending more than 14 hours per week playing video games and more than 8 hrs on social media sites. Approximately 15% reported regular video game use of more than 25 hours per week. This study also found that video game use and social media use was negatively correlated with academic performance indicators such as SAT/ACT scores and high school grades. However, social media use was positively correlated with some measures of academic engagement (e.g., hours studying). However, video game use was negatively correlated with all indicators of academic engagement and performance. There were significant gender differences in video game usage with 8% of males that reported spending no time playing video games compared to 24% of females. Males that played video games spent on average 16 hours per week doing so, compared to 13 hours per week for females. Males were also much more likely to report heavy video game use (25 hours per week or more) compared to females. There were relatively small gender differences regarding use of social media. Overall, approximately 7% of males reported not using social media websites at all, compared to 4% of females. Males reported spending on average about 7 hours per week using social media, compared to approximately 10 hours per week for females. However, unlike video game use, there were relatively few heavy users of social media websites. There was surprising little relationship between hours of sleep and hours spent playing video games or using social media. On average, students reported getting approximately 7 hours of sleep regardless of their use of video games or social media. One fourth of all students reported getting 6 hours or less of sleep on a typical school night.

Using BCSSE and NSSE data to investigate first-year student financial stress and engagement

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BCSSE and BCSSE-NSSE Reports. In this section we will discuss the BCSSE Institutional Report and the BCSSE-NSSE Combined Report. The BCSSE Institutional Report is distributed to campuses in late summer/early fall shortly after the conclusion of their BCSSE administration. The BCSSE institutional report includes overall item frequencies and scale means, as well as frequencies and means by gender and first-generation status. The BCSSE-NSSE report is distributed to campuses in their NSSE Institutional Report the summer following the BCSSE administration. This report includes cross-sectional results with item frequencies presented by reported high school experiences (BCSSE), expected first-year experiences (BCSSE), and reported actual first-year experiences (NSSE). The report also includes longitudinal results designed to better understand how various incoming student characteristics (past high school engagement, expected engagement, expected academic difficulty, etc.) relate to first-year engagement as indicated by the NSSE data. Participants will be shown how these reports are of particular interest to faculty and staff involved with first-year students. The presenters will engage the audience in a discussion on how these reports may be useful on their own campuses. Customized Reports. In addition to the standard reports, institutions are able to create their own customized reports with the BCSSE-NSSE data. This is particularly useful for institutions that have specific questions or research interests regarding their first year students' experiences. For this presentation, we will describe how the BCSSE-NSSE data can be used to better understand the financial stress of first-year students and how this stress relates to their academic engagement.

Engaging Faculty in Professional Development: IUPUI's First-Year Seminar Faculty Learning Community

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The First Year Seminar (FYS) at IUPUI has been dramatically successful, resulting in rapid expansion in various colleges across the university. Since its inception at IUPUI in 1998, when it began with 4 sections, the program has grown to offering 133 sections of the course in 20 different departments. University College, which originated and disseminated the first-year seminar as a model for entering students, now offers 40 sections of the course and continues to advance the first-year seminar, keeping up-to-date in the scholarship on student success, learning communities, and the first-year experience. This campus-wide growth has presented University College, the originator of the course and unit charged with oversight of the FYS campus-wide,

with both a challenge and an opportunity. The challenge is to maintain coherence and flexibility across the various disciplines within departments and schools. The opportunity is to make University College into a meeting place for faculty members across campus and a forum in which faculty can exchange ideas, reflect on the changing needs of students, share challenges and best practices, and generate new ideas and approaches. In response to the challenge and opportunity created by the rapid growth of the FYS, two faculty members from University College designed and implemented a campus-wide learning community for faculty members teaching the FYS. The learning community they created provides a structure by which faculty members teaching in the first-year seminar can meet regularly to exchange ideas about their teaching of the seminar. Currently the FYS-FLC is the only structure in place on the campus of IUPUI to cultivate ideas among faculty members who share a commitment to enhance entering students' transition from high school to college. Furthermore, this learning community creates opportunities for faculty at IUPUI to have sustained discussions about teaching entering students and about implementing a particular curriculum. The FYS-FLC offers participants academic and administrative support and opportunities for creativity, intellectual exchange, and innovation. The community generates a forum through which participants can share successful curricular innovations and exchange pedagogical strategies. It also creates an opportunity for faculty to interact with their cohorts in other disciplines and schools and discuss which strategies and approaches work best for their various constituents. Most importantly, the FYS-FLC creates an opportunity for faculty to cultivate mentoring relationships, set and achieve goals, exchange and generate ideas that invigorate the campus, and share their ideas with their fellow FYS instructors at IUPUI, in the state of Indiana, and across the nation. Ultimately, this community will disseminate the ideas it generates through conference presentations and scholarly articles.

Hoosier Link: Connecting a Community College and Four Year Institution through a Residential Learning Community

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Students in the Hoosier Link program benefit from the unique support offered by two institutions to strengthen their academic, personal, and social skills, while earning transferable credit to IU while at Ivy Tech. The success of these students is evident through their academic performance and engagement at both institutions, as well as by the intentional involvement of professional staff dedicated to the students in the program. This session will share statistical information which will highlight the overall effectiveness of the program through academic and co-curricular involvement for the students. Participants of this session will learn how a partnership between two campuses can provide the steps for development and implementation of a program model that allows students enrolled in a community college to involve a residential experience at a traditional, public, four-year research institution. In addition they will gain an understanding of the collaborative processes between institutions and specific offices, which help students successfully navigate each campus simultaneously. Lastly, participants will obtain detailed

information on the residential learning community environment which supports the academic and co-curricular engagement of students.

Exploring the Expectations and Experience Gap in the First College Year: How do First-Generation Students Fare?

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Increasing student engagement in a variety of practices in college is important to retention and success. However, engagement in about a dozen practices in the first year is particularly important for student success (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008). Not surprisingly, BCSSE results reveal that entering students expect to be engaged at levels higher than they actually report on NSSE across all parallel items. However, entering students do not expect to be engaged in high levels in every effective practice. The majority of beginning students, for example expect to be engaged in high levels in the following activities: working on a paper/project that requires integration from various sources, learning something that changed the way they understand an issue/idea, and asking questions in class. Lowest expectations are in the following activities: working with faculty on activities outside coursework, and discussing ideas with faculty outside class. Findings reveal substantial gaps between expectations and actual behavior, for example, the largest gaps were in the following practices: working with other students on projects in and out of class, and making a class presentation. Students expectations were close to actual in other areas: receiving prompt feedback, having serious conversations with students of a different race-ethnicity. This session also examines the expectation-performance gap for first-generation (FG) students. According to Engle and Tinto (2008), for most of the 4.5 million low-income, first-generation students enrolled in postsecondary education, the path to the bachelor's degree will be long, indirect, and uncertain. FG students tend to enter college with lower levels of parental support and rate themselves lower in terms self-efficacy than their non-first generation peers. BCSSE results also show that FG students have significantly lower perceptions of their academic preparation, and lower expectations to persevere in face of academic difficulty. With regard to expectations for engagement in the dozen practices that matter in the first year, FG students had similar expectations for engagement overall, but expect to spend less time studying and more time working. Examination of the expectation-performance gap provides an entrée to a broader discussion about institutional practices that address and reduce gaps for all students and improve success rates for first-generation students. Participants will consider highest and lowest ranking gaps and discuss what institutions can do to shape expectations via admissions, pre-college experiences, orientation, and first-year experience programming. A more focused discussion will be conducted regarding first-generation student success and engagement results. Different institutional approaches will illustrate effective institutional approaches to addressing the gaps for all students and particularly first-generation students.

Implementing an Early Alert System: Faculty Engagement, System Design, Resource Planning, and Assessment Issues

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Early Alert Systems are critical to many institutions' plans for enhancing student success. They identify at-risk students at an early point in the semester so that interventions are delivered effectively. Barefoot (2005) reported that 66% of four-year institutions and 56% of two-year institutions had Early Alert Systems in first-year courses. Many systems focus exclusively on absenteeism (Hudson, 2006), while others also track behaviors predictive of academic difficulty (McLeod & Young, 2005). Systems are increasingly deployed online, though the scope varies considerably across institutions. The objective of this discussion will be to facilitate the exchange of ideas regarding the process of implementing an Early Alert System, or the transitioning to a more comprehensive system that is integrated with student information systems. Facilitators will represent constituencies that are critical for successful coordination of services: advisors, registrars, faculty, administrative leaders and assessment experts. The following issues will be explored: Faculty: 1) Are there strategies for convincing faculty that their feedback is critical to student retention? How might 'champions' be deployed to facilitate buy-in? What

communications to faculty are most effective in motivating them to provide feedback? How might training be minimized? 2) Do Early Alert Systems positively impact pedagogy by providing faculty with a rationale for scheduling early assignments? Can Early Alert Systems have a negative impact on faculty interactions with students by replacing face-to-face with online feedback? Administration: 1) How might an Early Alert System be best piloted? Should Early Alert Systems be integrated with other forms of enrollment reporting or administrative withdrawal procedures? 2) When is the ideal point in time for Early Alert Systems to be turned on and off, and how frequently should faculty be encouraged to provide feedback? 3) How might courses be targeted so that all at-risk students can be monitored? Within a university, how might system design and training accommodate a wide range of schools or campuses? 4) How might student support services be expanded to meet the increased demand an Early Alert System creates? Is it better to intrusively engage with students or to cultivate an expectation that students will self-monitor their own performance feedback? Assessment: 1) How can outcomes ideally be assessed? What types of reports should be made available and to which audiences? Should data be made available to deans to encourage faculty participation? 2) How might Early Alert Systems be used to examine trends in student persistence or graduation rates over time?

Writing on Purpose: Connecting a First Year Seminar on Life Calling with English Composition

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In 2001, IWU introduced a first-year class focusing on the exploration of life calling as a way for students to start their college journey. We defined life calling as “confidence in a higher purpose that draws and guides in all aspects of your life… and then living your life consistent with that purpose. This first-year class focusing on life calling has become a critical element in creating a life-calling discovery process and culture on the IWU campus designed to instill a strong conviction of life purpose and the commitment to carry this out in personal leadership. As part of this process, students (1) complete serious reflection about the transcending implications of their purpose for life, (2) make the important college-related decisions concerning their life based on this purpose, (3) become equipped with tools to continue making important decisions concerning their life purpose beyond college, and (4) become committed to changing their immediate world through a sense of conviction and purpose. The success of this program in producing student direction, first-year retention and persistence to graduation has been documented by both internal

and external research. In the Fall of 2011, we piloted a program linking one section of the life calling first-year class with a section of English Composition. In this link, the themes of writing assignments in the composition class would focus on life calling issues. The results of this would be to find a theme for writing related to a point of concern in the student's immediate life rather than just learning how to write for the sake of writing. The intent is that students will engage more readily in this theme-based approach to writing and at the same time learn how to express themselves more clearly when asked to articulate life calling findings in the first year course. An additional benefit has been that it provided a learning community for the same students and has helped them in their transition into college. This presentation will examine the student outcomes assessed at the completion of this pilot program. We will then explore how to create linked first-year programs around meaningful themes that combine student interest, good theory, and academic rigor. The presentation will integrate conceptual information with examples of practice.

Teaching with Panache: The Creation of Memorable Experiences that Engage Students as Active Partners in Learning

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This session is designed to engage the participants on a journey that begins with learning outcomes and concludes with a variety of assessment techniques. Between those two points in time in the life of a course, what faculty choose to do in engaging students will make all the difference. To facilitate that journey we will explore a) Decision making as it relates to instructional content b) Effective ways of organizing instruction across the semester and within the context of an individual classroom learning session, c) Engaging and entertaining strategies that will invite students to be active partners in the learning process. The overriding focus of the session is to equip participants with a variety of new instructional approaches that they can take back to the classroom with a minimal amount of adaptation. This will be accomplished through an action packed session where participants "try out" these new techniques from the perspective of being the learner (i.e., If it felt this way for me to participate, how might my students respond?). The flow of this experience will include the following: • The Three Boxes (i.e., What students bring and what they will take away) • The Physics of Teaching (i.e., Making the most of the time and space that is available) • Openers, Warmups, Content, and Closers (i.e., Lessons that have a purposeful beginning middle, and end) • Technology Beyond PowerPoint (i.e., amazing feats of magic using new tech tricks) • Listen, Think, Act (i.e., Combining the acquisition of new knowledge with application) • How Do We Know? (i.e., Clever approaches to the assessment of student learning)

iHabit: An experience sampling app to study first-year students

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This session will introduce attendees to ecological momentary assessment (EMA), describe initial findings from a study of first-year students who used a new EMA app, and explore potential uses of this methodology for both the assessment and formation of first-year students. The session will begin by providing attendees with an overview of Ecological Momentary Assessment (EMA) because this methodology has not been used in studies of student success. EMA involves the random sampling of individuals' daily experiences by signaling them at unpredictable times to answer questions about their immediate experience with a handheld device. After describing EMA, we will then discuss the advantages of this approach over traditional survey methods by highlighting its use in other fields of study (e.g., addictive behaviors) and demonstrating its unique potential among college students. Much of the session will focus on a randomized, controlled trial of an EMA app that first-year students at a liberal arts university used during their first semester. We will illustrate how EMA can be used, right now, to study first-year students. Much of our discussion will involve descriptive data gathered from our study to highlight student habits. For example, initial experience sampling suggested that students spent 4.6% of their time exercising, 25.4% working on academics, 31.4% using electronic devices recreationally, and 42.8% socializing. These differences are statistically significant, $F(3,3177)=154.93$, $p<.001$, and provide some indication of the habits of our first year students. We will use these data, and their correlations with various outcome measures, including GPA, student engagement, and persistence to highlight the potential value of EMA-related data in first-year programming. In the final segment of the session, we will present a variety of potential applications of EMA methods for the assessment and formation of first-year students. Participants will be asked to consider and share how these methods might be implemented to address questions that their institutions are raising about first-year students and their experiences. Finally, a broader discussion of the use of EMA strategies to harness the power of measurement reactivity to promote positive student behaviors will be explored.

iHabit: Using handheld technology to collect real time data on first year students

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This poster will introduce readers to ecological momentary assessment (EMA), use initial findings from a study of first-year students to highlight benefits of the iHabit™ EMA app, and explore potential uses of this methodology for both the assessment and formation of first-year students. Ecological Momentary Assessment (EMA) has not been used in studies of student success and it represents a novel and promising approach to gathering empirical data on the daily experiences of students in transition. EMA involves the random sampling of individuals' daily experiences by signaling them at unpredictable times to answer questions about their immediate experience with a handheld device. We will describe the advantages of this approach over traditional survey methods by highlighting its use in other fields of study (e.g., addictive behaviors) and demonstrating its unique potential among college students. To help attendees better understand the procedure, we will have several handheld devices at the poster site so that they can experiment with the app. We will describe a randomized, controlled trial of an EMA app that first-year students at a liberal arts university used during their first semester. This study will illustrate how EMA can be used, right now, to study first-year students. Much of our discussion will involve descriptive data gathered from our study to highlight student habits. For example, initial experience sampling suggested that students spent 4.6% of their time exercising, 25.4% working on academics, 31.4% using electronic devices recreationally, and 42.8% socializing. These differences are statistically significant, $F(3,3177)=154.93$, $p<.001$, and provide some indication of the habits of our first year students. We will use these data, and their correlations with various outcome measures, including GPA, student engagement, and persistence to highlight the potential value of EMA-related data in first-year programming. Finally, we will present a variety of potential applications of EMA methods for the assessment and formation of first-year students. Readers will be encouraged to discuss how these methods might be implemented to address questions that their institutions are raising about first-year students and their daily experiences.

Supporting First-Year Students 24/7

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We will begin the session discussing statistics related to our current student population and use an interactive game to communicate this information. We will then ask participants to explain

and share what they are currently doing on their campuses to solve issues related to providing 24/7 student support services. Next we will discuss the use of podcasts, web conferencing and videos. We will define each of these tools and explain educational applications. We will demo examples. Finally, we will explain StudentLingo a series of on-demand student success workshops and demo the videos. We will provide each attendee with a coupon for a free workshop.

Freshmores on Campus: How Early College Credit Shapes the First-Year Experience

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Our quantitative research found that when entry characteristics (i.e., such as ACT scores, high school GPA, are controlled, students with ECC have significantly higher GPA in their first semester and first year, and a modestly shorter time to graduation than students without ECC. There were also differences in student participation in learning communities and in the likelihood of earning a second major or minor. Differences were also found in student success in subsequent courses in the key subject areas of math and science. Increasing the amount of early credit or "dosage" does not have a significant impact on academic success outcomes (increased first term GPA, first year GPA, first year retention, second year retention). The only impact of increased dosage was decreased time to degree. Our qualitative research on students found that there is a general lack of awareness by families and students about how ECC will apply toward graduation and affect opportunities and choices at the University. The majority of credit is earned through dual credit arrangements between high schools and community colleges. Over

75% of these classes are taught by "qualified" high school faculty during the regular high school day. Hence, the majority of students earning dual credit have not set foot on a college campus. They may be sophomores by credit but they are still freshmen or first-years by experience. Over half of the respondents reported that some of their ECC coursework did not fulfill major requirements and 17% of them repeated at least one ECC class to prepare them better for future courses. Despite frustrations about how credits applied or did not apply to their programs and the need to repeat courses previously completed, 97% of the respondents would earn ECC again. Interviews with campus units identified concerns about academic isolation of first-year students placed in upper-division classes, the gap between credit-based standing and academic/social/emotional maturity, and reduced time for undecided students to explore and select majors. Learning communities have repackaged course offerings and changed structures to accommodate ECC students. Advanced standing of ECC students affects differential tuition assessments, course availability forecasts, and scholarship eligibility.

The Invisible Minority: Strategies for Creating Effective Learning Environments for First Year, First Generation Students

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Our goal for this session is to provide a context for and facilitate a shared exploration of the issues related to orienting, advising, engaging, teaching and developing first generation students in their first year of college. To accomplish that task, we will begin with an introduction to the idea of first generation students and their movement into, through and out of higher education. We will discuss the great variety within the first generation student population, talk about where those students come from and where they go to college, and identify the entering characteristics that make them unique and worthy of attention. As part of this introduction will give a brief review of extant literature which we will rely on to provide a theoretical grounding for our comments and questions. Because there are so many issues that could be addressed in a session on this topic, we will limit our work to only a few issues most closely related to first year students: academic and social preparation for college, family expectations and dynamics, student expectations, academic and career choices, and their essential components of learning

environments that help those student effectively navigate the first year. We will provide participants with a small group of objectives related to these issues and facilitate the program in a way that maintains focus on those priorities. This program is intended to be and designed to be highly interactive. While the presenters possess an expertise in the subject that has grown out of their experience co-authoring a book on first generation students, our belief is that the participants possess their own expertise based on years of practical experience. Our wish is to actively engage participants such that the variety of experiences, perspectives, institutional types represented, and levels of expertise are used to generate more fruitful and relevant discussion. As such, we will engage participants in discussion-based exercises that explore the concept of "cultural capital" and generate creative thinking on how institutions can supplement the incoming knowledge that their first generation, first year students possess. We will engage participants in a structured experience in which they will identify a need among the first generation, first year population on their campus and discuss possible interventions with others in similar settings and situations. In this section of the program we will utilize the Learning Matrix, a tool designed by one of the presenters to encourage holistic approaches to the success of first year students. This tool can be adapted by participants and freely used at their home institutions. In addition to individual and small group activities, we will provide sufficient time for discussion, sharing and reflection.

Lip-Syncing and Dancing Our Way through the First Year Seminar: An Innovative Initiative to Help Students Make Meaningful Connections

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While first year seminars exist to help students feel connected to a faculty member and their classmates, build connections to the campus, and learn the subject matter covered in the seminar, these goals can be difficult to achieve in one semester. Furthermore, the literature suggests that college faculty is intimidating to college freshmen, which can act as a barrier in the seminar. The session will highlight one faculty member's initiative in her first year seminar to assist students in making meaningful connections to their classmates, to her, to the campus, and to the subject matter. In the first year seminar, My Freshman Year: The Life & Culture of College Students, seminar participants and the instructor competed in the university's lip-syncing competition, Mock Rock. Students read Mosier and Zeller's (1993) article, "Culture Shock and the First Year Experience." The article highlights Gamson & Gamson's W-Curve and relates the culture shock transition theory to the student transition in college. Using the W-Curve as the student transition

theory, students worked in groups of five to identify popular songs that adequately represent each stage of the W-Curve. All five teams presented their W-Curve soundtrack to the class, and the class voted for the best song for each stage. After the best song was selected for each stage, each team was assigned the task of choreographing a dance routine to teach the class. Student teams taught the class the dance routine. John Brown University's President and Chaplain also participated in the routine. The class successfully auditioned and competed in John Brown University's Mock Rock. They creatively taught the student transition theory to over 1,000 Mock Rock attendees, made meaningful connections to each other and to their faculty member, learned the subject matter, and started to make meaningful connections to the campus. In the session, the presenter will describe how an institutional assessment project served as a catalyst for the initiative, how the initiative affected students in her course, and the response from the campus. The presenter will highlight how the initiative was assessed. Furthermore, session attendees will receive copies of the course syllabus, Mock Rock project description, rubrics, team evaluations, and the survey used for the initiative. Additionally, the lip-syncing routine from Mock Rock will be shown. The presenter will describe how the Mock Rock initiative in her first year seminar was grounded in best practices.

The John N. Gardner Institute's Foundations of Excellence Self-Study Process – An Action Planning Process that Enhances New Student Success, Improves Retention Rates, and Impacts Institutional Revenue and Performance

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The session will focus on how the John N. Gardner Institute for Excellence in Undergraduate Education's measurably successful Foundations of Excellence (FoE) self-study and action planning process can be used to significantly enhance student learning and success at two- and four-year colleges and universities. Participants will learn how FoE can generate findings and create plans that, in turn, can yield increases in first-to-second year retention and degree completions rates for new students over time. In addition, detailed information about the components and merits associated with the new Foundations of Excellence Transfer focus will also be shared. Specifically, the presenters will discuss: • The manner in which the comprehensive Foundations of Excellence self-study helps to guide the measurement of institutional efforts and provide an aspirational model for the entirety of the beginning college experience; • Evidence of success including (but not limited to) research that examined the significant correlation between participation in the FoE self-study process and increases in first-

to-second year IPEDS reported retention rates over time for institutions that reported implementing their FoE actions plans to a high degree; and, • An overview of the FoE transfer study processes – with the four-year institution variant focusing on the efforts undertaken by receiving institutions and the two-year institution variant focusing on the efforts undertaken by the sending institutions. The presenters will also share some brief information about other initiatives currently being undertaken by the John N. Gardner Institute for Excellence in Undergraduate Education to enhance student success, learning, and retention across the entire undergraduate continuum including: • The Foundations of Excellence Action Plan Implementation and Foundations of Excellence Refresh services; • The Enhancing Student Success and Retention Throughout Undergraduate Education National Study; and, • The Institute's First-Year Summit offerings. Session participants will receive materials on the Foundations of Excellence process and copies of research studies associated therewith. In addition, the attendees will be able to ask questions about the process and discuss the merits of and potential dividends associated with using Foundations of Excellence on their own respective campuses.

Predicting Retention through Participation in a Freshman Program: A Case Study at Benedictine College

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Benedictine College is a small liberal arts college located in Atchison, Kansas. Founded in 1858, the college is a mission-driven Catholic, Benedictine institution sponsored by two religious communities, St. Benedict's Abbey Monastery and Mount St. Scholastica Convent. The institution has endeavored to increase its academic profile over the last decade and aspires to become "one of the great Catholic colleges in America." This emphasis is reflected in the college's strategic plan, which includes a goal of increasing the four- and six-year graduation rates as well as improving retention rates for beginning freshmen to their sophomore year. Both of these indicators have been lackluster and below aspirational peers. Because the college would like to improve in the areas of retention and graduation, the academic dean of the college and a group of volunteer faculty members worked to establish a pilot freshman program in the Spring and Summer semesters of 2008. The pilot project enrolled 35 percent of the beginning freshman student body. An examination of the differences between those students participating in the pilot program and those students not participating in the pilot program may yield helpful data for the college in developing an effective retention and engagement tool for beginning freshmen. The program included six courses open only to beginning freshmen across multiple disciplines. The disciplines that participated in the pilot program were Theology, Psychology, Philosophy, Political Science, Criminology and Business. The courses combined normal course material with additional programming focused on freshman transition issues. In addition, the college's sesquicentennial activities and speaker series were part of the design of the pilot program. These pilot program courses for freshmen were open only to traditional, first-semester freshmen in the

Fall 2008 class. Students enrolled in these courses received an additional one credit hour over the normal three credits assigned for the course. The pilot program courses were all scheduled for the 11:00 am hour on Monday, Wednesday and Friday. Each of the courses in the pilot program were given a time slot that extended beyond the typical 50-minute time period; the longer class period gave the instructors time for the additional programming.

Know, Be, Do: Structured Reflection in First-Year Seminars

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The session will introduce a new transformational learning paradigm developed at Kalamazoo College as a pilot in our First-Year Seminar and advising programs: a "golden triangle" based on connecting the dots between unexamined assumptions, knowledge gained from theories and concepts, and lived experiences. Deep learning for students, particularly in the first year, consists of making deliberate, thoughtful connections. We need to help students step back and consider the meaning of what they are learning and doing. The presentation will focus on field-tested, widely adaptable structured reflection assignments and strategies. We will begin by considering the value of structured reflection? Does engaging in structured reflection help students express themselves more clearly? Does structured reflection help students test their assumptions against concrete knowledge and experiences? Does structured reflection help students connect various aspects of their educational experiences? What effect does structured reflection have on desired learning outcomes? How can new students use structured reflection to achieve transformational learning? What are the best ways to foster structured reflection by our students? What are effective prompts for eliciting structured reflection in courses? 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? How can faculty respond in a way that deepens learning? How can they be provided with practical tools for structuring assignments and responding to them in such a way that students develop the ability to do structured reflection on their own and in a variety of settings? What rubrics can be developed for various types of structured reflection, both written and spoken? How can depth, breadth and quality be measured? What faculty and advisor development opportunities work best? How can we build capacity? How can we add structured reflection to our already overly busy lives? How can peer mentors be involved in helping students step back and think about their experiences? What are key questions for critical times in the first year? How can structured reflection be built into advising sessions? How do we know? What do students themselves tell us? What do their

peer mentors have to say? What has been the experience of faculty and advisors? Finally, session participants will consider how they can build in structured reflection experiences into courses and advising sessions at their own institutions. This structured reflection program is supported by grants from the Teagle Foundation and FIPSE.)

Building a Comprehensive First-Year Program

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In 2004 and 2005, an analysis of the NSSE responses of Kansas State students revealed some unexpected results. A large land-grant school with a reputation for being friendly, effective, and student-centered, Kansas State expects high levels of student engagement. In terms of the seniors, the NSSE confirmed that view, revealing successful students who were deeply involved in collaborative learning efforts, intellectually challenged, and exceptionally engaged. The responses of the first-year students told another story, as the university's first-year experience received relatively low NSSE benchmark scores in two areas: Student-Faculty Interaction and Supportive Campus Environment. The responses were surprising and inconsistent with Kansas State's image and mission. Spurred by such information, faculty, staff, students, and administrators started coming together to discuss existing programs and ways of improving the experience of first-year students. After a year of analysis, another year of planning, plus two more years of pilot study, the university officially launched its new, robust, and multi-dimensional first-year program, K-State First. The program connects four efforts: discipline-based first-years seminars, interdisciplinary learning communities, a common reading program, and a mentoring program. Although still relatively young, the program has led to improvements in retention, student engagement, student satisfaction, and interaction between faculty and first-year students. Beginning with a brief history of K-State First, this session will identify the key factors that contributed to the creation, growth, and success from 2004 to the present. 1) Learning from experts and colleagues around the nation. Attending the Annual Conference on the First-Year Experience and its pre-conference workshops was essential. It provided a range of

ideas about possibilities for program design and a wealth of information about what works. The opportunities for networking with colleagues working in successful programs were indispensable, which led to information exchanges and campus visits. 2) Engaging our own campus community, especially faculty. Because student-faculty interaction in the first-year had been identified as a particular weakness, the program planning focused on ways of connecting students to excellent faculty inside and outside of the classroom. Listening carefully about what faculty wanted and including them in the planning process, we created FYS's and learning communities in which faculty were excited to participate. 3) Using research and assessment information. From the beginning, we utilized data from other FYE programs and began collecting, analyzing, and sharing assessment information about our own efforts. This information has proved crucial to securing budgetary support and identifying areas for future development.

College Students in Transition: New Directions in Research and Practice

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Aspects of the college transition, particularly those in the first college year and senior year, have been well documented; however, the progression through higher education can involve many more diverse transitions. This presentation will draw from the forthcoming book, College Students in Transition: An Annotated Bibliography, to explore seminal and contemporary research involving myriad student transitions in and through higher education (beyond those of traditional first-year students); discuss the implications of this work for practice; and identify

emerging areas of research, policy, and practice for faculty and staff who work with students in transition. This presentation will be structured around the Transition Model (Goodman, Schlossberg, & Anderson, 2006). Part I will use the recent literature base on college students in transition to examine how students approach transitions. Specifically, this part will provide insight into the behavior, characteristics, and many ways of characterizing the diverse students and types of transitions these students experience. Part II will describe the methods that institutions use to create successful transition experiences (e.g., orientation programs, study abroad, and student involvement) that promote academic and social integration of students. Part III will explore seminal and contemporary research on theory and practices or strategies that are aimed at improving the overall retention and success of students in transition. Part IV of the presentation will discuss policy and policy-related references that pertain to and/or have the potential to influence the shape of practices associated with student transition through the undergraduate and/or graduate education continuum. Each section of the presentation will begin with an introductory overview of the topic and a brief explanation of a few seminal works in that area. Next, the presenters will engage the audience in a dialogue about how the recent contributions to the literature under each section advance our collective understanding of students in transition. To further understand the evolution of knowledge in this area of higher education research and practice, the presenters will identify what is missing from this body of work, either by design or because major research has not yet been conducted. Finally, the presenters will facilitate a discussion of how the information drawn from recent literature can translate into successful programs, policies, and pedagogies to support the adjustment and success of students in transition.

Walking the Walk: Investing in Intentional Academic Structures to Serve First-Year Students

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In these difficult economic times, the programs and initiatives an institution chooses to support with its limited resources speaks volumes about what that institution values. The institutions of the presenters have committed significant resources to enhancing first-year curricular initiatives by creating academic departments that are wholly devoted to first-year programs and by populating those departments with dedicated tenure and tenure-track faculty. This intentional structure allows for a comprehensive approach to administering first-year initiatives, as a dedicated department and faculty allow for continuity and consistency within the programs. Furthermore, oversight by a Department Chair affords the leadership necessary to develop a long-range vision for the first-year initiatives, and dedicated faculty allow that vision to be realized. The assessment data that has been gathered from our two institutions indicate that retention, progression, and graduation rates are higher among those students who participate in one or more of our first-year programs. These increased rates are a testament not only to the first-year programs and the faculty dedicated to them but also to the institution's commitment to student success. Indeed, it would seem that a strong investment in a student's first-year of college can reap significant rewards through that student's academic career. At one of the institutions, participation in either a first-year seminar or a learning community is required, further evidence that the institution and its administration values and support the first-year initiatives. As budgets in the states of Georgia and Utah have grown tighter, it has becomes more important than ever for institutions to focus their efforts on retaining those students who have enrolled. While the University System of Georgia has mandated that all of its institutions that serve first-year students must have some form of first-year program, funds have not been provided to support that effort. In Utah, there has been no systematic approach to first-year experience programming; nevertheless, four of the five major state universities have first-year programs. Despite the lack of a coordinated effort or a statewide mandate, these programs continue to grow in the state Utah. This presentation discusses the development of our departments, successful approaches for gaining support from other departments and the administration, and how that support is integral to our success. Attendees will receive materials related to departmental governance, including tenure and promotion guidelines for faculty dedicated to teaching first-year students. Joint-appointment materials (or explicit ways to share faculty across academic departments will also be presented.

Best Practices to Enhance Reading Comprehension

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The purpose of this presentation is to provide practical strategies for First-Year professionals to incorporate into their teaching of students who are under prepared to manage the demands of entry-level college reading. We will demonstrate these strategies and help participants address the needs of their students. Our goal is for participants to come away with an understanding of the complexity of reading as a neurological process and to create strategies for building reading comprehension instruction into their curriculum. We are making the argument that it is quite typical for students without a diagnosed learning disability to struggle with reading comprehension and/or volume reading because of the complexity of the reading process at the college level as well as the students' executive functioning challenges. We also believe that reading difficulties can result in the students' inability to engage with course material and to produce follow up assignments. This presentation will begin with an overview of the research that has been done recently on the science of reading, including the complexity of the reading process, what happens in the brain in order for "skilled reading" to occur, and some of the factors that cause reading comprehension skills to break down. We will also explain why many students enter college with reading comprehension deficits, even though they do not have a diagnosed reading disability. We will address the components of reading comprehension: the role of memory, semantic knowledge, and the executive functions, and we will explain how all these components are integrated when skillful reading happens. We will also address the factors that are critical for comprehension to occur and some best practices for promoting skillful reading comprehension. One method we will demonstrate is the use of text-to-speech software, to improve reading efficiency for typical reading assignments.

Burger Flipping or Brain Surgery: The Role of Career Development in a College Success Course

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The Lone Star College System developed their college success course, Education 1300, as part of an Achieving the Dream Initiative grant. It is required of students who place in two or more developmental courses. It is a three credit hour course which includes career development as a key theme along with college and lifelong success topics. Including the career development component was a way to motivate students to persist in college. Students often choose to attend a community college to gain skills and the credentials necessary to compete for jobs in a competitive economy. Most students have never been taught career exploration skills, so they do not know how to choose careers that meet their personality preferences, interests, values and

aptitudes. Students who repeatedly change majors are at risk of extending their time in college or dropping out. In Texas, students who exceed 30 units in their degree must pay higher tuition fees. Students begin the process by taking the Do What You Are personality assessment which helps them to identify their personality types and career interests. The personality report contains direct links to the O*Net database of careers produced and updated by the Bureau of Labor Statistics. This database helps students research job tasks, skills required and salary information. Career information as well as other course materials become part of an online portfolio which students use to summarize course content and faculty use to monitor student progress. Students complete a variety of assessments to better understand their abilities, interests and values. The process is enhanced through the use of journal entries which challenge the student to think about their results and apply it to their personal lives. The culmination of the career development component is the "My Future" project in which students are challenged to think about their future after graduation and describe their ideal career. This project requires students to think about their personal qualities and how they fit into the world of work. After completing the career development project, students are required to develop an educational plan with their advisor. Students are required to meet with their advisor at least 2 times during the semester to develop an educational plan that matches their career choice. Career resources will be shared with workshop participants including career assessments, activities to engage students in learning, journal entries, the online portfolio and useful online resources.

Running on Empty: Sustain Yourself First! Being the Healthy & Balanced Role Model that First-Year Students Need

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Participants will be asked to evaluate their current state of being with tools suggested by "The One-Life Solution" (Cloud, 2008) and "Be Happy" (Holden, 2009). Small group and then large group discussion will follow. The program chairs will then share selections from Parker Palmer's "The Courage to Teach" (2007) and his website http://www.couragerenewal.org/ as well as sections of Bolman & Deal's "Leading with Soul" (2001). This will remind participants of their reasons for entering/remaining in this always time-consuming and sometimes exhausting field. These selections will provide an inspirational reminder of our roles as leaders of students. Eckhart Tolle's "A New Earth" (2005) will provide an opportunity to examine how our egos influence who we are with students. What does it mean to be "authentic"? Is this even possible? Participants will then set goals for self-nourishment and happiness, and create a plan to bring

rest, reflection, and rejuvenation into their daily lives. Readings from Cheryl Richardson, "The Art of Extreme Self-Care" will affirm for those in this session that they must secure their own oxygen mask before even thinking about assisting others (as the adage goes). This portion of the session will be highly engaging, with attendees sharing their own tips and strategies for creating and sustaining the vast amounts of energy necessary for serving college students. At the end of this session, participants will feel affirmed in setting boundaries and making time for self-care, enthusiastic about their work with students, and inspired to balance the emotional, physical, and spiritual elements of themselves.

Setting Peer/Student Mentors Up for Success: The Key to Effective Training

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The presenters will overview the model used for Student Mentor Program (recruiting, hiring, training and evaluating). The focus will then move to the preparation and training proportion of the Mentor Program. Focus will be on the teambuilding process, expectation and accountability development, and key topics that are addressed for Marian University mentors. Samples of

previous schedules, topics and outlines will be provided, so that practitioners will be able to incorporate portions of the model to campus' programs. In addition, Marian University Student Mentors will assist in the presentation, so that conference attendants can ask the "experts" and get their point of view of the overall process.

The Challenges of International First Year Students

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Campuses all over America share a growing commitment to the international. Colleges recognize and value the richness that international experiences give domestic students, just as they covet international students who bring the world to the campus. Those students can make significant and healthy contributions to campus life and the academic environment. Yet the promise of this contribution, like the imagined positives of study abroad, cannot be met without an honest assessment of the challenges of a "global campus," in this case, those faced by international students and their American hosts. Those include cultural shock and isolation, financial and visa problems, poor academic preparation, and miscommunication about values, ethics and educational goals. These challenges require an open discussion, just as they demand creative solutions if "bringing the world home" In this roundtable discussion, Dr. John Bader will raise these issues and lead a conversation about what is happening, how this varies by types of institutions, what the impact of challenges have been (e.g., poor retention rates), and what institutions are doing to respond effectively. Dr. Bader, who served from 2001 until this year as a dean at Johns Hopkins, now serves as Director for International Programs for a firm that counsels college applicants. He will add that perspective, informed by his new book, "Dean's List: 11 Habits of Highly Successful College Students," to this provocative conversation. He will share the findings of this discussion on his blog (www.johnbader.net) as well as with the FYE community.

Using Peer Reviewed Research to Teach Reading, Critical Thinking and Information Literacy in the First Year Seminar

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The primary goal of a first year seminar is to equip students with the skills they need to be successful in college. Reading, critical thinking and information literacy skills are essential in college. Peer reviewed journal articles on student success topics such as which study skills are most effective can be used to teach these high level skills. This workshop will use interactive strategies to describe and model ways to integrate reading, critical thinking, and information literacy skills into first year seminars. Participants will be engaged in brief exercises that demonstrate how to help students work with high level sources. In essence, those who attend this workshop will walk away knowing the value of using this challenging approach and the importance of extensive support and modeling. Some specific research studies on academic strategies that work will be reviewed and used as examples. The research findings will be valuable to professors and students alike. Emphasis will be on raising academic expectations while simultaneously providing high levels of support to students (and faculty!). Numerous strategies that can be used for faculty development purposes as well as in the classroom environment will be reviewed and demonstrated. As mentioned earlier, 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). This engaging presentation will focus on how faculty members teaching student success courses can easily apply this information to their daily teaching practices and ways to share these key research findings with their students!

The Science of Motivation: Using Research and Theory to Influence Student Learning

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At the FYE conference last year, Terrenzini (2011) challenged participants to influence student learning through challenging activities, active engagement, strong support, meaningful, relevant activities and interpersonal connections. This interactive workshop will use motivational theory and research to answer this call to positively influence student learning. Specifically, motivational theories, with an emphasis on the cognitive approach to motivation, will be applied to classroom practices aimed at learning and success. Diving into powerful research studies, participants will be asked to predict research study findings which will then be discussed. Classic studies such as those conducted by Rosenthal and Jacobson (1968) will emphasize the powerful role of the professor and how his or her expectations can significantly impact student motivation. The importance of attribution will be also discussed by reviewing the amazing research conducted by Mueller and Dweck (1998), emphasizing how this research can be put into practice through the type of feedback we provide to students about their work. More recent research in this area (i.e. Lynch 2006, Wilson and Wilson, 2007, and Hermann, Foster, & Hardin, 2010) will also be reviewed and discussions about the value and application of these research findings will take place. The focus of this workshop will be on how to take this research and apply it to

teaching practices aimed at positively influencing student learning by sustaining or increasing student motivation. For example, the role of the syllabus and the importance of first day of class activities will be discussed. Using brief activities such as Think, Pair, and Share, participants will be encouraged to think about and share their ideas about how to implement research based strategies into their classroom practices. Participants will then be challenged to identify institutional strategies that build upon motivational theory and research. Suggestions for classroom and institutional interventions will also be shared by the presenter.

Supporting Students with Autism Spectrum Disorders in the First-Year Experience

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One of every 110 children is being diagnosed with an Autism Spectrum Disorder (ASD); ASDs include Asperger syndrome. Many students with ASDs are highly academically capable. Ten years ago, these students would have "graduated to the couch," but now they are enrolling in colleges and universities. Students with ASDs face many problems not faced by neurotypical students. Sensory integration difficulties may make the fluorescent lights in classrooms, the smells of chemicals in science buildings, or the roar of crowds at school events untenable. Students' inability to read social cues may result in poor relationships with professors, peer rejection, and even accusations of stalking. Poor Theory of Mind may result in academic difficulty in a wide range of liberal arts classes, difficulty relationships with peers and professors, and victimization by predatory peers. Co-morbid disorders such as anxiety disorder, depression, or obsessive-compulsive disorder may cause students to miss classes, fail to turn in assignments that they have completed skillfully, or escalate to verbal or physical assault when overwhelmed. Co-morbid disorders may also demand a level of medical self-management for which students have not been prepared. Finally, students and their parents may expect colleges to provide the level of academic support that was guaranteed in high school under IDEIA and the level of supervision provided by parents at home, while parents may expect that they have the right to be involved in day-to-day interactions between their students and professors. A small number of colleges and universities have instituted supports that have assisted students with ASDs with the first-year transition. Many of those programs have lost their funding. Finding ways to support students with ASDs in the face of little or no financial support becomes a primary consideration in ensuring a successful first-year experience. The purpose of this round table is for participants to share 1) the challenges that their first-year students with ASDs have experienced, 2) the supports that their universities have tried that have been successful and 3) form a network to share experiences and solutions.

Retention and Success of Academically At-Risk, First-Year Students

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At-risk students are a fact of life on college campuses. Our goal has always been to retain as many students as possible, and now retention is even more vital in light of the current economy and funding reductions. Meeting the needs of the first-year, at-risk student population is one of the major challenges of retention. It is imperative that we creatively pool our resources to provide an effective approach to address this challenge. The purpose of this session is to share best practices, brainstorm, and develop a range of strategies to meet the complex demands of this special population. This focused conversation will examine how institutions of higher education are addressing the needs of first- year, at-risk students. Initially, participants will define the meaning of "at-risk" and the characteristics of an at-risk, first -year college student. Secondly, we will discuss and share examples of struggling students from the identified population. Next, we will explore current best practices and encourage conversation with peers about networking to provide multidimensional initiatives. Finally, participants will have the opportunity to brainstorm, discuss, and develop strategies to take with them and share at their own institutions of higher education.

Engaging First Year Students in Crucial Conversations at Orientation

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At Millersville University all new students (~1400) participate in the One Book, One Campus program and "Choices" alcohol workshops during Orientation. Both programs aim to engage

First Year students in crucial conversations about their new college life. The common reading program's mission is to facilitate an intellectual community for the entire campus around a central text and its themes. Engaging students in a critical examination of the book introduces them to important intellectual aspects of college life. Related inter-disciplinary programming continues throughout the academic year and offers students the opportunity to broaden their connections to the issues raised by the book. Facilitated by faculty, staff and students, the Choices groups educate students about alcohol and its effects, encourage their personal reflection on college drinking, and provide protective strategies to assist students in reducing the risk of alcohol's negative consequences. In discussion, students are encouraged to apply the same kind of critical thinking to aspects of their social lives, and the issues they'll face regarding college student drinking. The session will explore the mission and goals of each program with an emphasis on how they introduce students to important aspects of college life as well as tools they can use to navigate the challenges they'll face. Pragmatic issues regarding implementing such large-scale Orientation programs will be discussed and include exploration of recruiting and training faculty, staff and student facilitators, promotion of the event and planning for follow up events and activities across the University. Review of assessment data and discussion of lessons learned will be included with the aim of assisting participants in planning such programs on their own campuses.

Weathering the Storm: These times they are a changing.

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This roundtable will provide participants with an opportunity to discuss current institutional climates and outside pressures that affect first year experience programming and how institutions can effectively respond to these stressors. We anticipate four guiding questions that will lead discussion 1) what factors influence FYE programming, 2) what forms of assessment positively influence institutional support, 3) what factors encourage faculty interest and investment, and 4) how do you maintain FYE programming during times of limited financial support. While we

anticipate these questions to drive discussion, we look forward to additional conversations that arise. The roundtable will begin with an overview of the factors, both positive and negative, that are currently affecting FYE programs across the country. We foresee three primary categories within this topic a) the challenging budget climate currently faced by states and universities, b) the reality of changing administrative priorities, and c) the ever-changing student culture. Given that many institutions are facing challenging circumstances, we further hope to discuss how on-going assessment can positively influence institutional support of FYE programs. We hope to foster discussion centering around how to assess factors that positively impact 2nd year retention as well as the value of FYE programming on student recruitment, national rankings, and accreditations such as Middle States. The success of FYE programs is inherently dependent upon faculty participation; therefore, our third topic will focus on encouraging faculty investment. This discussion will include themes such as a) the unique opportunity to teach in a seminar environment, b) a better understanding of incoming students that impacts all aspects of teaching and university life, c) a chance to develop inter-disciplinary connections and teaching opportunities, and d) an appreciation for the positive impact FYE programming has on students' academic career. Finally, the last topic will address the components of FYE programming that can be nurtured with limited financial support. These programs may include common reading, service-learning, living-learning communities, learning communities, and the seminars themselves.

Data is the Lesson, Experience is the Teacher: Keys to Building a Successful FYE Program

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Any FYE program whether newly formed or mature must be consistently assessed to ensure that the changing needs of students, faculty, and administrators are adequately addressed. This concurrent session will address various forms of assessment that provide crucial data necessary to garner the support to build and maintain successful FYE programs. It will also focus on how to develop the working relationship among stakeholders that builds a collective knowledge that

is crucial for improving FYE programs. The first part of the concurrent session will feature the various tools that institutions may use to assess not only student success, but also the efficacy of faculty and programs. Focus groups are one form that can be utilized for both faculty and students to gather anecdotal evidence of both perceived successes and challenges that may be further analyzed through more specific institutional data. Student journaling focused around specific prompts allow peer mentors, faculty, and administrators to gather more intimate and detailed information about students' lives and their academic success. Institutions may want to collect data regarding specific initiatives and therefore, may design their unique assessment tools often taking the form of open ended questions or surveys. Finally, nationally recognized assessments can be utilized to identify specific successes and challenges with respect to other institutions. All of these forms of data whether qualitative or quantitative provide invaluable information regarding ways to improve FYE programming. The second part of the concurrent session will outline ways to allow experience to teach us. Experience takes on many forms within FYE programming but ultimately provides a collective knowledge that helps drive programs. Informal evaluations and conversations between faculty and student affairs professionals offer invaluable information that help integrate programs and continue to ensure long-term viability. Faculty training through workshops and brown bag lunches can provide introductions for interested new faculty or validation for the more seasoned veteran. These informal settings further the collegial rapport and add to the critical collective knowledge.

Things That Work and Common Readings that Don't: Successful Methods for Almost Any Model of First-Year Seminar, and Surprises Among Frequently Selected First-Year Common Readings

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After 25 years and 12 different models of FYE courses and programs at Mississippi State University, we have identified key course elements and teaching techniques that lead to successful first-year seminars: "things that work" in University 101-style courses, academic core curriculum courses serving as first-year seminars, 1-credit-hour First-Year Seminars on topics of the faculty's choice, FYE learning communities, etc. Clearly, the "magic" of a successful FYE course is in the method of teaching, rather than in the course content per se. Even College Algebra can be turned into an FYE course to write home about! Thus a single course can serve multiple purposes, depending on institutional goals, priorities, and resources, delivering maximum "bang for the buck." This presentation includes many specific ideas and extensive handouts, summaries, and sample materials. These include tactical tips for the classroom; aids to student time management and monitoring same; "sure fire" readings and assignments that work well in many different courses; aids to good writing; assignments for writing journals, which we consider to be a singularly powerful tool; successful referral to campus resources; sex education tips; innovative approaches to teaching cultural literacy and cultural diversity; and an inexpensive system of faculty-parent contact that generates enormous institutional goodwill. As a

special bonus, we will share our handout of "250 Not-So-Random Acts of Kindness Toward College Students." There will be many ideas from this session that participants may try out on their own campuses, and participants will not go home empty-handed! Finally, first-year common reading programs have become almost as ubiquitous as first-year seminars. But are these programs really causing students to prize books, or are they just another administrative "feel good"? Book selection is critical but often done without prospective, systematic feedback from students. Are we selecting books most students will not read, on the basis of programming most students will not attend? We will share suggestions concerning ten of the most frequently adopted common reading books, based on actual student feedback. The results may surprise you, and the best of all may be a book you have never heard of, that no one has yet used—you can be the first! Happily, many of the FYE principles and teaching techniques we present can be extended into upper-level courses, as well. Quite often, what is good for first-year students is good for all. Moreover, many of the methods described can contribute significantly to faculty development.

Pathways to Academic Recovery, an Academic Intervention Program

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An introduction to our college academic standards policy that was adopted for the 2009-2010 academic year provides the context for understanding the development of this program. It was designed to meet the newly identified population of students in academic difficulty that included almost 15% of our total enrollment. From conceptualizing a workshop that students would attend before classes started to an actual program that includes 20+ college staff serving as trained facilitators, 15 workshops running on two campuses twice a year, over 1,000 students a year, updating other college policies and records, collaborating with offices across the college, and lots of paperwork and data, we have learned a few things. After the introduction, the session will focus on two key areas: - Why focus on self-efficacy, motivation, and goal-setting more than academic study skills? - What has worked and what hasn't worked for our program? By focusing

on identifying motivation and setting personal goals students are able to engage in this program and take ownership for their academic futures. While academic skill-building is important, and students do attend a follow-up workshop with that purpose, the program focuses on the attitudinal component of academic success. Participants will review the national research that guided the development of this program and how it plays out with students in the larger workshops and individual follow-up appointments. While the general timing and objectives of the program have remained constant, the first few semesters lead to numerous shifts in the communication with students, timing of program elements, paperwork, and follow-up outreach. With the deciding factor always being student success, participants will learn about the extensive evaluation process that has happened each semester and the updates the program has seen as a result. This includes a discussion about the challenges and opportunities that come with collaboration with academic and administrative affairs.

Step-Up: An Intrusive and Appreciative Advising Retention Program

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With the pressure of increasing enrollments, decreasing resources, and continued expectations for retention gains, the Center for Advising and Student Transitions designed a strategy to help prevent attrition and to promote student success. Central to this plan, however, was the need to reduce advisor caseloads and to target students at risk of falling on academic probation. The Center implemented a pilot aimed at enhancing students' strengths and affirming their reasons for attending college. Consequently, Step-Up, an appreciative and intrusive advising and coaching program launched using graduate interns to monitor this at-risk student population. At the end of the fall 2010 semester, 125 first-year students earned GPAs ranging from 2.0 to 2.29 and were identified for Step-Up. Likert surveys were sent to these students to identify the obstacles they encountered during their first semester in college and the severity of these obstacles. Based on their responses, students were categorized as low, medium, or high risk and directed to workshops and/or individual meetings with graduate interns. Of the 92 respondents the following obstacles were identified: time management (68%), career and major exploration (25%), and ineffective study strategies (57%). Using the five-phase model of appreciative advising, the graduate interns worked with students to accept the idea of participating in Step-Up, to explore their strengths and passions, to develop a vision for what they would want to achieve, to identify achievable goals, and to help them see their goals come to fruition. Those who did not complete the survey were treated as a control group. Of the participants, 62% increased their cumulative GPAs and 49% earned GPAs that exceeded 2.3 at the end of the spring semester. In comparison, only 44% of the nonparticipants increased their cumulative GPAs and 41% raised their cumulative GPAs to exceed 2.3. Toward the end of the spring semester, the Step-Up Coordinators surveyed the student participants on their experiences in the program and also held a focus group to solicit additional input. These results indicated that students had a strong preference for individual meetings with the Step-Up Coordinators rather

than attending workshops. The students also expressed an appreciation for the intrusive yet empowering approach of the intervention. The outcomes of this pilot were so positive that, with additional graduate interns, the Step-Up program has expanded its scope this fall to now serve first-years, freshmen and sophomores and also targets those failing to earn 67% of their attempted credits.

Thinking of Starting a State or Regional First-Year Association?

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Connecting with colleagues on a statewide or regional level has proven to be a rewarding and valuable experience for those involved in the first-year initiatives in Illinois and surrounding states, Ohio, and New Jersey. While the types of organizations in these three states are very different in structure and mission, they all have provide forums for their participants to share ideas, challenges, research findings, and to discuss their challenges and victories related to their advocacy for support for first-year initiatives on their campuses. For the past four years, first-year educators in Illinois have sponsored a one-day conference on the first-year experience. Most recently their event drew approximately 250 participants from 81 institutions and 8 states. The theme of this annual conference is “Strengthening the Student Experience.” Nationally and internationally known speakers are featured, and participants can choose from for than 20 educational sessions focused on the first-year experience. Other regional initiatives are in the planning stages. The New Jersey Association of New Student Advocates (NJANSA) has been in operation since 2004. NJANSA promotes and develops student success in higher education from

various two-year and four-year institutions, both public and private, from the areas of student and academic affairs. The organization has a formal membership with an executive board comprised of members from its ten charter institutions. NJANSA holds a statewide conference every two years that has drawn about 150 attendees from New York and New Jersey. Ohio has an informal network that for many years met annually, but in recent years has met only occasionally. Growing from a small, roundtable-like gathering of FYE initiative directors into a regional conference attracting approximately 150 participants, the Ohio effort has struggled in recent years to maintain its momentum. Recognizing that we learn as much from our challenges as from our successes, the Ohio initiative offers insights into some of the challenges associated with maintaining and sustaining a state or regional-based initiative. The examples offered by these three groups will provide attendees with ideas on how to best organize with others in their state or region. As will be shared by the co-presenters, these connections have provided them with insights into ways of strengthening their first-year efforts offering their faculty and staff with local venues for enhancing their knowledge and skills.

College Portfolio for Success: A Textbook for First-Year Seminars

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PURPOSE. The purpose of this session is to describe components of the "College Portfolio for Success," a textbook for first-year seminars, and to engage participants in discussing some of its classroom-tested activities. COMPONENTS. Clients customize their edition of the text with an initial chapter containing 20 pages of institution-specific information and with photographs, maps, etc. for front and back covers. It is offered in a three-ring binder for flexible sequencing of course material. The 18-chapter, 288-page textbook includes recommendations and assignments to enhance success skills such as time management, how to study, and how to embrace diversity. Chapter titles include College Classrooms, Selecting a Major, Residence Life, Money Issues, Personal Wellness, Family Adjustments, and Non-traditional Students. The primary textbook focus is student success skills described in each chapter. However, their basis is a framework with pedagogical, dispositional, and cognitive dimensions. The framework is described in detail in a 46-page "Educator's Guide" received by each seminar instructor in institutions adopting the "College Portfolio for Success." The pedagogical dimension includes active learning, bonding, and self-awareness. For example, students will not assimilate and apply chapter content if delivered by lecture. Student success in a first-year seminar is enhanced by active, not passive, learning. Bonding activities produce an atmosphere of friendly trust where opposing viewpoints are shared without fear of unfriendly rejection. Success also results from self-awareness where personal goals, beliefs, strengths, and weaknesses are articulated by each seminar student. Active learning, bonding, and self-awareness are pervasive features of each chapter. Sixteen dispositions make up the framework's dispositional dimension. Each is connected to chapter content in hundreds of ways footnoted throughout the textbook. Fair-mindedness, autonomy, curiosity, objectivity, flexibility, intellectual honesty, persistence, and respect for other viewpoints are

some of the emphasized dispositions. They are character traits necessary for successful leadership in a democratic society and are central to college success. The framework's final dimension is cognitive. It includes critical thinking skills: analyzing, synthesizing, and three types of metacognition (planning, evaluating, and monitoring). These are basic thinking skills enhanced through the "College Portfolio for Success." Other important skills exist. However, these three are prerequisite to acquiring higher-level skills. ENGAGEMENT. Throughout the session, participants will interact with materials drawn from the textbook and from the 117-page appendix of tests, assignments, and activities.

One Brick at a Time: Building Successful First-Year Experience Programs at Community Colleges

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Recent high school graduates, military veterans, adult career changers, individuals "trying out" college for the first time—all are among the students who routinely enter community colleges each year. While the diversity of students is clearly part of community colleges' appeal, this diversity also poses challenges for institutions striving to make students' first-year experience meaningful and enjoyable. For those involved in the delivery of first-year initiatives, several questions loom large: What exactly should a first-year experience at a community college encompass? How can community colleges best meet the needs of students whose ages, educational backgrounds, and life circumstances vary greatly? In developing a first-year experience program, should community colleges adopt a one-size-fits-all approach? Or should they abandon the idea of a common first-year experience and tailor initiatives to specific student demographics? These are among the questions that faculty at Nassau Community College continue to engage. At Nassau, the first-year experience initiative has been evolving for several years. In some ways, it resembles an ongoing construction project (hence the title—"One Brick at a Time"), with components routinely added and/or refined. Recent additions have included a first-year writing competition, sponsored in conjunction with the college's orientation program; the development of an academic success manual, a publication containing friendly advice on being successful in the classroom; and the inauguration of a campus literacy program in which faculty donate "favorite" books (fiction and nonfiction) to students. FYE initiatives in progress include a common reading program; an academic fair (designed to acquaint students with available academic options); and a campus-wide service project. This session will invite participants—most from community colleges—to discuss their institutions' first-year experience programs. Emphasis will be on the logistics of launching first-year initiatives, solutions to perennial problems, and methods of assessment. Participants will be asked to describe FYE programs and services that address the general first-year population as well as specific student groups (e.g. mature students, evening students). The session will also call upon participants to share information about low-cost first year initiatives, an important consideration in lean budgetary times. Underlying the discussion will be the belief that with thought, imagination,

creativity and effort, community colleges can, through FYE programs, enhance the experience of all new students.

Writing on Campus-Based Initiatives: Strategies for Sharing Your Good Work With Internal and External Audiences

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Increasingly, educators are asked to assess their work with students in transition to demonstrate its efficacy. Yet, assessment data are of little value if they are not shared. Professionals may be reluctant to engage in the act of writing about their work because they believe it is too hard or too time-consuming. This session provides strategies and a framework for developing brief scholarly practice pieces that describe successful college transition initiatives. The session will open with a general discussion of strategies for building a writing practice and shaping a piece for publication. In particular, the facilitator will highlight some general recommendations for writing well, exploring issues related to the message, the audience, the author, and the larger context. The development of an article for publication in E-Source for College Transitions will serve as the framework for this session. However, the strategies discussed and the writing practices explored are suitable for a wide range of internal and external publication formats and can also be applied to longer pieces (e.g., journal articles, book chapters). The bulk of the session will engage participants in writing about a topic of their choosing, but preferably a description of an effective campus practice, which they would like to share with internal and/or external constituents. Participants will also have an opportunity to receive feedback on their early ideas and drafts. Participants are encouraged to bring a laptop, netbook, or tablet to capture their drafts. Notes: To facilitate the presentation of information and to allow for adequate time for writing and peer review, we are requesting an extended session of 120 minutes (two concurrent sessions). Because we will be asking participants to write and discuss their writing with others, we would like the room set in rounds.

Publishing Research on College Student Transitions

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The session will provide an overview of the premier publishing venue on the college student experience produced through the National Resource Center, the Journal of The First-Year Experience & Students in Transition. The editor will discuss the general guidelines for writing this journal, describe the review process, and highlight topics that are of particular interest right now. Other possible publishing venues may also be described. Participants will have the opportunity to ask questions and to pitch ideas to the editor.

New Directions for Peer Leadership in Higher Education

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Peers have always been an important influence on students' college experiences. Initially, peer leadership opportunities were primarily social in focus and the sole province of student affairs divisions. However, peer leadership is now present in the both the academic and co-curricular spheres of the undergraduate experience, covers a wide range of cognitive and affective topics and techniques, and is a fixture in the delivery of first-year initiatives. This session will serve as

panel to discuss the evolution, current benefits, and future directions of peer leadership in higher education--particularly in orientation, academic support, and technology--as well as share strategies for peer leader recruitment, training, and support. Five presenters will share their respective expertise in different areas of peer leadership to create a collective picture of this important practice in the undergraduate experience in general and the first-year experience in particular. The panel will draw heavily from the research as well as the bodies of "best practice" literature on peer leadership and FYE. The session also integrates select findings from the 2009 National Survey of Peer Leaders conducted by the National Resource Center for The First-Year Experience to illustrate national trends. More specifically: 1) The Program Chair will open the session with an introduction of the purpose and presenters of the panel (5 minutes). 2) The first panelist will discuss the origins of peer leadership in student services and how this has evolved over time. Today, student leaders play a critical role in this aspect of the college experience, particularly within orientation and residential life (10 minutes). 3) The second panelist will share insight into the increasing presence of peer leaders in the academic domains of college. Peer educators and leaders play a variety of roles in the academic support of other students and have significant positive effects on student learners (10 minutes). 4) The third panelist will focus on the emerging role of technology as part of peer leader positions on college campuses and will describe how peer leaders can apply technological skills to their formal and informal job responsibilities (10 minutes). 5) The fourth panelist will present on the importance of intentional and deliberate program design as a critical component of building and sustaining a high-impact peer leader programs. Special emphasis will be placed on the recruitment, training, and supervision of peer leaders (15 minutes). The presentations will be punctuated with opportunities for participant questions, feedback, and reflection.

Financial Education: A Key to Student Success?

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Background: Today's students are attending college during one of the most difficult economic climates in history. This volatile environment has led to increased stress levels, high indebtedness and an increase in students dropping out due to financial difficulty. Problem: Students are becoming overburdened with financial responsibilities that affect their academic performance. Some students even drop out for financial reasons. How can colleges counsel students toward healthy financial futures and, in turn, reduce loan default rates and increase student retention? Solution: Provide a comprehensive financial education program that begins

with training your team to gain the knowledge, confidence, and skills necessary to counsel students toward healthy financial futures. Lessons Learned: Studies continue to show that financial education and financial behaviors are related, and that financial education can make a difference for students and schools. - Learning Objective #1: Participants will learn about data regarding student finances and related student stress. - Learning Objective #2: Hear how other colleges use financial education programs to increase student retention and to avoid loan defaults. - Learning Objective #3: Participants will learn about interventions for financial wellness that can be applied across institutions.

The National Second-Year Student Attitude Report: exploring the results and implications for student transition

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Data from over 8,600 second-year students who participated in a study using the pilot version of the Second-Year Student Assessment™ reveal a high commitment to college and high academic determination, coupled with growing receptivity to institutional support in academic plan development and identifying work experiences and internships. Yet, these students acknowledge challenges in academic confidence, leadership abilities, and comfort with the changes required of being a second-year college student. Join this session for a compelling overview of the second-year college experience and a discussion of its implications for creating opportunities to help students progress to the next term and next year of college.

First-Year African American Male Persistence and Retention: An Intensive Intrusive Advising Model

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Project M.A.R.C.H. (Male Aggies Resolved to Change History) is a mentoring, advising and cultural development program housed within the Center for Academic Excellence (CAE), a full service learning support unit which works cooperatively with each school and college to ensure students' academic, career, and personal success. The focus of Project M.A.R.C.H. is enhancing the academic progress of first-year minority male students is sought by providing workable student tools and guidance in the form of tutorial assistance, mentorship, student development workshops, and intensive intrusive advisement to assist these young men in excelling as students and citizens of the global community, thus increasing their retention, persistence, and graduation at the University. The LLC seeks to enable the formation of lasting peer relationships to foster an increased sense of academic responsibility and connectivity to campus. The two presenters will conduct a concurrent session using a power point presentation that will inform attendees about the Project M.A.R.C.H. Living Learning Community. This presentation will begin with a brief overview of North Carolina A&T State University which will provide a backdrop for why this institutional initiative was created. The presentation will continue with a description of the Center for Academic Excellence, the Academic Affairs division where this male retention initiative is housed. Once this foundation has been established for the attendees then the program and learning objectives for the Living Learning Community will be reviewed as well as the structure of the program and its several components including early campus arrival, early registration, residential-based programs and intensive intrusive academic advising. After programmatic elements have been covered the presenters will discuss the assessment of the Living Learning Community and how that data will be used with future cohorts in the program. The presentation will conclude with time for questions from attendees.

What Does "IT" all Mean?: A Conversation on Students' Spiritual Development

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During this roundtable discussion we will facilitate a conversation on religion versus spiritual matters and how it informs our practice when working with students. To begin the session, presenters will share key findings from Cultivating the Spirit: How College Can Enhance Students' Inner Lives. Authors Alexander and Helen Astin and Jennifer Lindholm share data

from their research that shows students who engage in religious or spiritual activities have greater impact on “traditional” college outcomes (i.e. academic performance, satisfaction, etc.). We will discuss implications for our campuses both public and private, faith affiliated and not, from a broad perspective and then break out into small group discussion by institution type. We will have small groups consider the questions below: • What does spirituality mean? How is it connected to religion, and how is it not connected to religion? How can you understand it in the most productive way possible, rather than the most problematic way? (questions driven from Cultivating the Spirit, p.141) • What are our personal fears/bias in having the conversations on campus (outside the expected places on campus) with each other and with students on spiritual matters? How can we negotiate or navigate these fears? Why is it so hard for us to discuss spiritual matters? • What can we do to help students explore and develop their spiritual selves as individuals, institutions, and the field of higher education? We will conclude with small groups sharing their synopsis of their discussion and facilitate any forthcoming conversation as a result. A bibliography of relevant literature and personal action plan worksheet will be distributed.

Gendered Differences in Advising-Related Learning Outcomes

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The First Year College Student Experiences Survey (FYCSES) is a web-based tool developed by the First Year College (FYC) at North Carolina State University to measure, among other things, student learning along four advising-related student learning outcomes. I will be sharing the gendered differences in the results of this assessment of advising-related student learning outcomes. Student experience surveys can effectively identify areas of the student experience that interventions might most improve and tend to not be plagued by ordering effects or acquiescence bias (Yorke, 2009). In the fall 2010 and spring 2011 FYCSES responses: Women reported being significantly more likely (p ¡Ü .05) to have monitored educational goals as the semester progressed and to have set particular types of goals. Additionally, women set significantly more goals. Men reported significantly more confidence in their abilities to Identify courses that help them explore majors, minors, or career and to Identify courses in which they have a high likelihood of success. Women reported significantly higher (p ¡Ü .01) projected semester GPAs (men=3.00; women=3.16). Men were significantly more likely (p ¡Ü .01) to overestimate their GPA. Men were significantly more likely (p ¡Ü .01) to be inaccurate in projecting their academic standing. Men planned to take significantly longer (p ¡Ü .01) to matriculate into a major. Women reported significantly higher levels of major decidedness. These findings relate to the larger literature on gender differences in higher education in frequency and types of interactions with faculty (Zhao, Carini, & Kuh, 2005; Sax., 2009), in perceived effort required to succeed academically (Turner & Gibbs, 2010), and benefits reaped from amount of time spent studying and preparing for class (Sax, 2009). REFERENCES Sax, L. J. (2009). Gender matters: the variable effect of gender on the student experience. About Campus 14(2), 2-10. doi:10.1002/abc.283 Turner, G., & Gibbs, G. (2010). Are assessment environments

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Chicago Speaks: Freshmen Tutoring Immigrants

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There are two aspects of Northeastern Illinois University's (NEIU) First-Year Experience Program: the curricular and the co-curricular. At the center of the curricular aspect is the Freshman Colloquium. Courses in the Freshman Colloquium series provide an opportunity for freshmen to explore the university experience through the lenses of different disciplines. The focus on students' preparation for general academic expectations accompanied by some type of field experience situates the course as a bridge to the university experience and higher education, as well as a matrix for future development and active participation in society. On the co-curricular side, components across the University function to support students' endeavors toward full engagement. All courses count for 3 credits toward a General Education requirement, and all are taught by faculty within academic departments. The program is therefore rather unique among first-year programs in many ways. NEIU is an urban, commuter, federally designated Hispanic-Serving Institution (HSI) with forty percent of our students being first-generation college students, and with over thirty percent speaking a language other than English at home. Our university is located in a neighborhood with a very large immigrant population; consequently, one of the most pressing needs in our community is instruction in the English language. The university has recently developed a strategic plan for institutional change in response to the changing needs of our students. One of the strategic goals in this plan is to enhance the university's role in urban leadership, in part by increasing engaged scholarship and service learning within the community. NEIU has a thriving TESL program, so it seemed a logical development to create a freshman seminar course within that discipline, which would include an introduction to TESL as well as the university transitional elements that are common to all freshman seminars. However, it was decided to make the field experience element of this

course into a service learning component that would require the students to volunteer as English tutors in not-for-profit English teaching institutions in the community. Challenges involved finding appropriate locations in which the students could volunteer, fitting the various elements of the course into a three-hour-a-week schedule, teaching enough material before the service learning started, and persuading a class of largely non-native speakers that they could teach English. The success of the course has inspired other instructors to develop their own freshman seminars containing service learning projects.

Course Connected Coaching: A Unique Blend of First Year Seminar with Peer Educators

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Peer coaching and mentoring programs have gained momentum in the last several years as an intervention to facilitate student success, particularly in the first year. These programs tend to be stand-alone interventions where students in particular risk groups (e.g. out-of-state, ethnic minority) are offered one on one peer coaches during their first semester or first year. Northern Arizona University has recently considered and reconsidered many of its first year programs in light of coaching opportunities and has expanded programming to include coaching experiences in several areas. This session will focus on one new initiative, Course Connected Coaching. EPS 101: Study skills and College Success is a three unit study skills intensive first year seminar offered to students who are admitted to the university academically at-risk. These students tend to have poor High School GPA's (less than 3.0) and or weaker SAT/ACT scores. To provide these students with a more tailored experience, a peer coaching experience was developed as an integrated component within the course. This Course Connected Coaching model allows for the instructor to focus on the skills, strategies, habits and dispositions that are recommended as "best practice" for student success and for the peer coach to meet individually with students to help students tailor their use of "best practices" to meet their personal needs and personalities. For each section of the course, two peer coaches were assigned. The peer coaches attend the course, facilitate group activities and assisted the instructor in building community, particularly at the

beginning of the semester. The peer coaches are also assigned a case load of approximately 10 students (half the class) that they meet with during a 30 minute, one on one weekly appointment. A weekly agenda is developed that helps the coaches focus on the individuation of course strategies with their mentees. The focus of coaching appointments is centered on the agenda with emphasis on two areas, 1) adoption and implementation of the strategies presented in class and 2) semester progress. Coaches discuss how strategies and skills could be immediately used in their academic courses and which strategies and skills might be saved for a future semester. Coaches also ask probing questions about how their courses are going, help students track and reflect on course feedback and refer students to resources as needed.

From Day One to Diploma: Bolstering Student Success, Student Engagement and Retention via the First Year Seminar

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According to the National Resource Center nearly 74% of 4 year colleges and universities offered a first year seminar in 2009. The top three objectives of these courses was to 1) develop academic skills (54.6%), 2) develop a connection with the institution (50.2%), and 3) provide an orientation to various campus resources and services (47.6%). Clearly, the prevalence of the first year seminar, its widespread access to all students (regardless of preparation), and shared goals make it the ideal mechanism to teach large numbers of students how to learn and plant roots in the post-secondary academic realm. The transition to college is a challenging one, even for the most prepared students. The first year seminar must serve as a living, breathing laboratory for students. This is best done through the purposeful linkage of the seminar to other courses as part of a themes learning community. Not only does this practice build a strong support network for the students, but it also challenges them to think globally while exploring common themes across unique content areas. This practice serves students of all levels of preparedness equally well. The underprepared student is afforded constant conceptual reinforcements while the more advanced student is challenged to “think bigger and delve deeper.” This transference of thinking and skill building across courses can also be augmented by the intentional introduction of strategic learning initiatives within the first year seminar. Following the basic tenants of developmental education, students are empowered to explore who they are as learners. The majority of incoming college students do not understand the importance of “learning how to learn college-style” and overlook the availability of classes that focus on metacognition and strategic learning. Instructors can enhance prescribed first-year seminar requirements by forcing students to dig

deeper in order to recognize and understand their personal epistemologies and motivations and how these factors affect learning. Building upon the "reality check" practices of Michelle Simpson (1996), several concrete lessons and assignments will be explored which will include service and engaged learning opportunities. Session participants will leave with a minimum of 5 practical enhancements for their own first year experience seminars.

Cooperative Learning and Critical Thinking: Creating a Climate for Student Success

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The goal of this session is to provide participants with practical strategies for implementing cooperative learning in the first-year seminar to more effectively engage students and promote critical thinking. First, David and Roger Johnson's method of cooperative learning will be presented. The five essential elements of their methodology (positive interdependence, individual and group accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing) will be explained. Additionally, an exploration of how cooperative learning embodies the "Seven Principles for Good Practice in Undergraduate Education" (Chickering and Gamson 1987), as well as the five benchmarks of "Engaging Pedagogy" (Swing 2002) will be included. Next, the three primary methods of structuring cooperative learning activities in the classroom (cooperative base groups, informal cooperative learning, and formal cooperative learning) will be examined, and participants will be provided with critical thinking activities which can be used within each of the three methods. Both high-tech and low-tech possibilities will be given, including activities using Bloom's Taxonomy, the Library of Congress's American Memory collection, and the National Archives' Docs Teach. These activities can be taught as part of a stand-alone unit on critical thinking or can be adapted to any of the topics typically included in a first-year seminar. Last, participants will be provided with a handout containing resources for further study, and time will be p provided for further discussion.

First Year Experiences in Living Learning Communities

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Summary: None

The Adawe Model: Holistic, Intensive, Intrusive, and Successful

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This PowerPoint and discussion presentation will provide an overview of the Adawe LifePlan Center model of student advisement and support. Based on student development theory and backed by research, this holistic, intensive, and intrusive advising model is implemented and documented through a powerful tool, the LifePlan Narrative, which will be discussed in detail. In addition, the services offered through the Adawe LifePlan Center will be discussed.

Integrating Peer Educators to Enhance a First Year Experience Program

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Our presentation will consist of a summary of the peer leadership program at Pace University. Peer leaders at Pace are a crucial part of our First-Year Experience program, and we will discuss all aspects of our program. Suggestions regarding how it may be implemented or modified at other institutions will also be discussed. Peer leaders play an integral role in the initiatives to increase student engagement on both the NYC and Westchester campuses and assist students in their transition to the university. Multiple research studies in higher education have shown a link

between student persistence and student engagement. Students who are more active in campus activities and spend more time on campus tend to feel more connected to the institution and in turn have a lower rate of attrition. (Tinto, 1975; Astin 1984, 1993 and Kuh, 2008). The peer leaders at Pace University work to keep students engaged in student activities and at the same time assist them in their transition in the University 101 course. Peer leaders also serve as teaching assistants in University 101 and assist students during the advisement period to prepare students for the next semester of registration. The presentation will discuss the entire structure of our peer program. The topics will include a description of how the peer leaders are selected, how they are paired with students of similar majors, the compensation structure, and how they are utilized in our first year seminar course. The presentation will also include a discussion of the training peer leaders receive as well as the different ways they are utilized on both campuses. The New York and Westchester campuses differ in their locations and student demographics; therefore, modifications have been made in the peer leader programs to address the varying student needs. The final part of the presentation will take a look at the way we assess our peer leader program and how it is received by the faculty who work with the peer leaders and the first year students. Current quantitative data as well as qualitative data will be included. Assessment instruments given to the peer leaders as part of the program evaluation will be shared with participants. Finally, the implications of this program for Pace University and first year students will be highlighted along with how the program can be implemented at other higher education institutions.

Positive Psychology and Student Development: Strategies for Facilitating Reflective Learning

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The EXPLORE! retreat for first-year students debuted at Pacific Lutheran University in January 2005. Part of the Wild Hope Project, the retreat aims to foster first-year students' sense of vocation, understood as an ongoing process supported by education to prepare for a wide range

of roles that serve the best in human life, consistent with the Lutheran vocational tradition of calling (Shore, Johnson, & Dehne Baillon, 2010). Through small group activities and large group sessions, students consider their transition to college, their unique talents and interests, are introduced to the concepts of vocation and "Big Enough Questions" (Parks, 2004), and learn strategies for reflection. Assessment of previous retreats revealed that participants were able to understand and express both the vocation of a student and "Big Enough Questions" at the retreats' conclusion (Shore et al., 2010). In January 2011 we revised the retreat curriculum by adding coverage of the character strengths of hope, curiosity, zest, compassion, and persistence as a way to introduce secular language that lends itself to university-based examples of vocation. These five character strengths may be particularly supportive of emerging adults' vocational exploration as they seek to discover and define what they are called to do (e.g., The Commons Educational Group). They represent a breadth of virtues as identified in the Values in Action classification of character strengths (e.g., Park & Petersen, 2009; Park, Peterson, & Seligman, 2004)), and are consistently shown to be positively correlated with measures of overall life satisfaction (e.g., Park, Peterson, & Seligman, 2004), and with students' academic success (e.g., Lounsbury, et al., 2009). Earlier versions of the EXPLORE! curriculum promoted students' reflection and discussion around the pleasant life (i.e., positive emotion about the past, present and future) and the meaningful life (i.e., belonging to and serving positive institutions). However, one of our goals is to motivate students to take full responsibility for their vocation as students, facilitated by situating character strengths within the retreat curriculum as foundational to exploring one's vocation (e.g., Duckworth, Steen, & Seligman, 2005). Results indicate that their self-ratings on each of the five character strengths increased from pretest to posttest, with the exception of persistence, and that students' understanding of the vocation of a student remained consistent with previous retreats. Interestingly, with the exception of Compassion, respondents rated all character strengths as equally important to pursuing their vocations as students.

The Study Skills Handbook – A new approach to active learning for first-year students and beyond

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Dr. Stella Cottrell is a leading study skills expert whose books have sold over half a million copies worldwide. Based on a philosophy that has proved hugely popular amongst both students and staff/faculty in a number of countries worldwide, the U.S. edition of The Study Skills Handbook will launch in August 2012. This session will introduce Dr. Cottrell's unique approach and provide an exclusive preview of the upcoming U.S. edition. Stella Cottrell's work is based on the conviction that most people can succeed with their studies given the right strategies, attitudes and pacing to suit their circumstances and previous educational background. Recognizing that each person has their own unique formula for academic success, her books encourage students to take charge of their learning and help them to identify strategies that work

for them. The Study Skills Handbook provides no-nonsense, practical advice in manageable, bite-sized chunks. Numerous activities, checklists, self-evaluation questionnaires, and templates enable active, participatory learning and allow students to 'learn by doing', applying what they have learned to their own lives. Its individualized, learner-centered approach helps students to identify methods which work for them. The book's distinctive layout and design supports visual learners and dyslexic students. A major theme of The Study Skills Handbook is the application of personal skills to academia and vice versa. Throughout the book, Stella Cottrell encourages students to shape their college program to further both individual skills development and future employability, prompting readers to reflect regularly on how their studies and extracurricular activities relate to their career ambitions. The autonomous learning demanded in college requires students to take responsibility for reflecting on their individual progress, strengths and areas in need of development. Recognizing that effective self-reflection can be difficult to achieve, The Study Skills Handbook provides short, reflective activities which allow students to structure their thinking in a more focused way. Written in an accessible style which is motivational and encouraging rather than patronizing, The Study Skills Handbook helps students to develop the skills they need to improve their grades, build their confidence and plan the future they want, while making learning easier, faster and more enjoyable. The book is ideal for first-year college students but helps to instill skills which go beyond the first semester and which will help students throughout their degree and further careers.

Bridging the Enrollment-to-Retention Chasm: Developing a Cohesive Retention Plan from Day 0

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Before students make their final decision to attend your institution, your admissions team has invested a significant amount of time building relationships with them and collecting valuable information while recruiting them to the campus. Unfortunately, both qualitative and quantitative data is left behind when a prospective student becomes an enrolled student. Thus, an enrollment-to-retention chasm is created, impacting the immediate effectiveness of retention plans and interventions. This presentation will explore the connection between enrollment and retention and the importance of establishing a cohesive persistence model that utilizes the data and relationships that are developed during the enrollment process. We will highlight the effective use of retention tools such as: predictive modeling, identifying at-risk students based on admissions counselors, direct and personal involvement, and creating early interventions to address transitional and engagement issues from the moment they arrive on campus. Finally, we will discuss how Pharos 360 and Pharos Insight support your institution as you collect and analyze information about at-risk students, manage their cases, and build campus collaboration to ensure that each student is provided the best resources and support possible. We will highlight the bridge- building practice that enabled a private university to increase Fall-to-Spring retention

of admissions identified at-risk students. This will be an interactive discussion with time reserved for questions at the end.

My Brother's Keeper: A Success Course for African-American Male Students

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This presentation will cover the history and expansion of the college's first-year experience course for African-American males. Also included will be information about the unique features that promote engagement and success (rearranging course content based upon student self-assessment, a common reader targeted toward the interests and needs of the students, co-curricular activities, a customized textbook, and study and accountability teams). Presenters will discuss data gathered for assessment purposes (including attendance, test scores, timeliness and quality of assignments, class preparation, retention and grades in the course and all other courses in which students were enrolled) and success rates for students enrolled in this specialized course compared to students enrolled in the regular FYE course.

Faculty Ownership of Learning Communities: Gaining and Maintaining Buy-in

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Attendees at this session will learn how Purdue's model of Learning Community development has been so successful at gaining faculty buy-in and in triggering a two-year long project to expand their reach and impact. The session presenters will detail the methods used at Purdue to solicit/invite faculty engagement via LCs, provide logistical support to both the LC students and faculty, acknowledge faculty involvement in LCs and contribution to student success, gain support from academic leadership, and report on outcomes. Presenters will detail Purdue's development cycle which begins with the Request for Proposal (RFP) wherein University leadership invite faculty to propose LC concepts and respond to certain advance questions. The LC staff then work with faculty to determine several things such as 1) specific course connections, 2) whether the community should be residential and 3) how to effectively recruit for the LC. The session will include a brief review of data regarding Learning Community events over the past three years at Purdue University. Attendees will learn of structures and procedures that brought accountability, efficacy, and efficiency to our Learning Communities office; effective methods of receiving, approving, tracking, and finalizing events; good practices in communication with Learning Community faculty and staff; and useful ways to motivate faculty and staff in a manner that adds a personal touch. Recently, Purdue embarked on a two-year Learning Community expansion plan intended to double the number or LC offerings available to students and to extend LC opportunities further beyond the first year. The first, and most important, step in the process is to solicit faculty to respond to the Request for Proposal (RFP) mentioned above. In other words, Purdue is continuing its method of faculty-driven LC development. The reasons for this dramatic expansion are manifold. Purdue's LC program is carefully assessed and evaluated and, over time, has demonstrated not only that LC participants are retained but graduate at greater rates than their non-participating peers. This demonstration of efficacy and direct correlation to student success has led to consistent support (including fiscal) from University leadership. More importantly, Purdue's faculty 'own' each LC. The LC coordination staff work very hard to operationalize, coordinate and logistically support each LC. Purdue's LC staff serves as supporters and champions of each LC and the program as a whole.

Grass-roots Greatness of Learning Communities: LCs for Students by Students

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Learning Communities have earned a recognized position of value in helping facilitate and ease the transition of students into their new college and university homes. Research repeatedly bears out assertions that in general, students participating in learning communities earn higher grades, interact more readily/comfortably/frequently with peers and administrators/faculty, and report greater satisfaction with their overall college experience as compared to students who do not participate in learning communities. One of the most important factors in the impact that a learning community makes is the extent to which it assists students in making connections: to each other, to faculty and staff, to campus resources, and to the community at large. Thus, LCs

work because of the involvement and investment of the students themselves. Certainly the highest form of involvement and investment for students is in their own participation in the creation, development, and implementation of an LC. Additionally, such an experience – while perhaps not unique – is definitely uncommon and a highly interesting topic for discussion. A springboard for discussion will be a pilot LC instituted this academic year at Purdue University. The Leadership Learning Community is for sophomore students with a demonstrated interest in and history of leadership. As part of the LC experience, students live together in a residence hall and take an academic course on leadership development, focusing on both theory and practice. This LC is completely the product of two students involved in leadership programs as first-year students who took their opportunities very seriously; as first-year students they envisioned, planned, and successfully pitched their ideas for the Leadership LC. Of 63 LCs at Purdue University, this is the only one to ever have been the product of students from beginning to end. This roundtable will be an opportunity to engage in a very interesting and new conversation about the prevalence or scarcity of student-initiated LCs, how they begin, how they work, and their rate of success. Participants will enjoy an energetic environment in which to share experience, thoughts, and generally brainstorm about a rather new topic and perhaps emerging trend. Additionally, discussion will focus on how to create an environment that is friendly to student initiative and exploration, opening the door to all kinds of possibilities, especially as the learning outcomes we have for students in first-year LCs come to fruition in the form of their own engagement in creating amazing second-year experiences.

Changing the Learning Community Culture: Moving from Metrics to Meaning

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The session will begin with a brief review of data regarding Learning Community events over the past three years at Purdue University. Attendees will be quickly engaged by the significant increases in tracked areas such as number of planned events, student participation, student contact hours with faculty/staff, and number of events with an academic or campus resource connection. After explanations regarding the categories, the meaning of the increases, and the relation to the enhanced student experience that thus results in retention and graduation success, attendees will have the foundation they need to participate in an examination of structures and practices that bolstered the quality of student engagement in LCs at Purdue. We will present a wealth of information on structures and procedures that brought accountability, efficacy, and efficiency to our Learning Communities efforts. Attendees will learn effective methods of receiving, approving, tracking, and finalizing events; good practices in communication with Learning Community faculty and staff; and useful ways to help faculty and staff understand how what they do in an LC makes all the difference. A strong focus on reflective and creative approaches to planning meaningful events and activities is key, and participants will see not only what that looks like, but the results it garners. Careful analysis of events and activities that foster connection of students to each other, campus and community resources, expanded cultural

awareness, faculty and staff, academic awareness and success, and professional development will clearly demonstrate how these are the meaningful standards against which to judge LC success, leading to the by-product of gains in retention and graduation rates. Attendees will receive information packets that include our Learning Community Instructor Expectations document, our Learning Community Planning worksheet, our list of LC offerings, a statistics/data summary, and the link to our online LC event calendar.

Changing Focus to Improve the Success of Low-Income & First-Generation College Students

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Total enrollment in U.S. higher education is expected to exceed seventeen million by 2012 (Gerald & Hussar, 2002). Today, higher education is not viewed as a privilege; it has become a necessary tool for every citizen, and the most viable option for building economic capital (U.S. Department of Education, 2006). Nonetheless, colleges and universities have been slow to respond to the growing needs of its students (Birnbaum, 1998). While enrollment continues to increase, particularly for low-income and first generation students (Geiger, 2005), little attention is given to helping them graduate, resulting in "unacceptable numbers of students fail[ing] to complete their studies" (U.S. Department of Education, 2006, p. 12). Only 66% of full-time four-year college students complete a baccalaureate degree within six years (Berkner, He, & Cataldi, 2003). While some students leave college because of academic readiness, "only 15 to 25% of all institutional departures arise because of academic failure" (Tinto 1993, pp. 81-82). These persistence shortcomings resonated with the trends and patterns of similar populations at Purdue University. About 5 years ago, various stakeholders at Purdue realized that the institution had two access programs, one state funded and one institutionally funded, that were both successful in providing students access to the University, but were equally failing to help the students succeed at Purdue and thus, the students were graduating at much lower rates (over 10%) than their peers. So, in 2009, Purdue University addressed this challenge by evolving the existing access programs into the Purdue Promise program. This program was created to provide the combination of financial, academic and social support programming for low-income and first-generation college students which recent research had shown this intentional support to be effective for this population (Angrist, Lang & Oreopoulous, 2006; Koch, 2008). The session will highlight the story of the development and evolution of Purdue Promise and the success of the program. The presenters will begin by discussing national trends and issues concerning this

population and their experiences in college. The presenters will also discuss the history of the access programs at Purdue and the process that led to Purdue Promise. Next, assessment results will be briefly discussed. Then, attendees will have the opportunity to discuss successes and challenges of access, retention, and program development at their institutions. Finally, the presenters will provide specific recommendations for ways in which a program may establish, foster, and maintain effective effort to support underserved students. Summary: 400 Words References Angrist, J., Lang, D., and Oreopoulos, P. Lead Them to Water and Pay Them to Drink: An Experiment with Services and Incentives for College Achievement, (Washington, DC: National Bureau of Economic Research, December 2006). Berkner, L., He, S., & Cataldi, E.F. (2003). Descriptive summary of 1995-96 beginning postsecondary students: Six year later. Education statistics quarterly, 5(1). Washington, D.C.: U.S. Department of Education. Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass. Geiger, R.L. (2005). The ten generations of American higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumport (Eds.), American higher education in the twenty-first century: Social, political, and economic challenges, 38-70. Baltimore: The Johns Hopkins University Press. Gerald, D. E., & Hussar, W. J. (2002). Projections of Education Statistics to 2012 (NCES 2002–030). Washington, D.C.: U.S. Department of Education, National Center for Education Statistics. Koch, Andrew (2008), Purdue Promise: Expanding Access and Success for Twenty-first Century Scholars at Purdue University, Executive Summary Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition (2nd ed.) Chicago: University of Chicago Press. U.S. Department of Education. (2006). A test of leadership: Charting the future of U.S. higher education.

Factors Influencing Transition and Persistence in the First-Year for Community College Students with Disabilities

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The focus of this session will be to examine factors that contribute to semester-by-semester success of students with disabilities during their freshmen year at a community college. A review of literature will begin the presentation by identifying theories of involvement, student development, and retention which aid in understanding the factors impacting retention of students with disabilities. Within this theoretical framework, a seven-stage model of the transition process was identified as a result of the research from the case studies and will be shared with participants. The stages include: 1) pre-college experiences that influence academic involvement, 2) initial encounters which created first impressions, 3) transition shock, 4) support-seeking and strategic adjustment 5) prioritizing and balancing of college and non-college commitments, 6) recognizing success, and 7) a sense of belonging to the college community. The session will have an emphasis on the participants in the study by showcasing their remarkable stories and their holistic, systemic approach to persistence. This is an important first step in transition for students with disabilities into college. This specific population is becoming a

significant, growing, and under-served on the post-secondary level. For example, since 2006 the number of students with documented disabilities, who have disclosed to this community college, has increased by 38%. This record enrollment serviced over 1,000 non-duplicated students for the fiscal year 2011.With this growing enrollment, transition and persistence was the focus of this department along with changes identified from the study. Moreover, the session will conclude with a discussion of the changes which were implemented to students with disabilities at this particular community college which will provide other colleges to seek clues on their campus for success among at risk populations. Time will be allotted for questions and answers.

Beyond the First Year Seminar: Engaging First Year Students in General Education

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The past 20 years have seen many first year writing courses replaced with first year seminars. The shift is subtle but crucial; instead of being structured around teaching writing, critical reading, and critical thinking, a first year seminar is structured around a focused topic and works to develop these skills in order to address that topic. A number of positive outcomes have been associated with the FYS model. Roanoke College's Intellectual Inquiry curriculum applies this same shift to introductory general education courses in every discipline. No longer do students take Stat 101; instead, they might take "Does Gun Control Save Lives?", "Here's to your Health!", or "Statistics and the Sports Industry." Far from being Stat Lite, each of these courses covers the same statistical material as Stat 101, but applies that material to a particular question or issue -- a focus of inquiry. Similarly, Soci 101 has given way to courses like "Elite Deviance," Chem 101 to "Chemistry and Crime," and so on. Each course uses the methodologies and knowledge of the discipline to approach a real question or issue. This curriculum has transformed the students' first year academic experience. From their first semester students choose topics they want to explore, so that schedules that used to be dominated by "XXX 101: Introduction to XXX" now hold titles like "Cockfighting, Lip Discs, and Dog for Dinner: Understanding Cultural Relativity." In addition to disciplinary methodologies, these courses deliberately develop skills in critical thinking, writing, oral communication and quantitative reasoning, so students learn that writing is as important in biology as it is in history. Perhaps most important, these courses focus the energy of the full-time faculty on a segment of the curriculum that is too often neglected. Deciding on the set of methodologies that every topical course in a particular discipline should employ requires discussions that go to the very heart of pedagogy and disciplinary foundations, and faculty are energized by the opportunity to develop

creative courses around applications in which they are interested. The result is a win-win: engaged faculty, engaged students, and a first year experience that brings the liberal arts into the 21st century.

College Transitions for Students with Disabilities

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Several themes emerged from the analysis of the interview data. The most prevalent theme was identity disclosure. Included within this theme were students' decisions about self-disclosure, their attempts to manage college life without disclosure and accommodations, and their self-advocacy, which required disclosure. Another theme was the responses, both positive and negative, that students received from faculty. Finally, the third theme was the college bureaucratic challenges that students faced and about which campuses need to be more alert. The first decision students with disabilities must make when they enter college is the extent of their disclosure to others. In order to receive appropriate accommodations, students must be prepared to disclose information about their disability. For students with visible disabilities, the disclosure took the form of how much information to provide about their disability, but for students whose disabilities were not visible, disclosure, or self-advocacy, was necessary in order to communicate their needs. Students expressed a range of comfort levels in disclosing and discussing their disabilities. Students did, in general, distinguish between disclosing to faculty and the disability resources center in order to receive accommodations, which they were more willing to do, and disclosing to peers, with which they were less comfortable. There were four students who at some point tried negotiating the college experience without accommodations. For three of those students, the time of experimenting with accommodations occurred during their first year. For many students, self-advocacy was a new experience because previously they had relied on their parents to make those disclosures. For the most part, in terms of self-advocacy, students reported positive interactions with faculty members, but faculty responses were not uniformly positive. Students' experiences in self-advocacy were indicative of the third theme in the interviews, which was the bureaucracy that students had to navigate in order to be successful college students. Students with disabilities experienced an additional layer of bureaucracy related to registering as SWD, which can involve additional tests and doctor's certifications as well as letters they must provide to faculty at the beginning of classes. NOTE: Quotes from interviews were not included here because of space constraints, but will be included in the paper and presentation.

Traveling to Student Success: A Passport Program Engages Students in University Life

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Universities must create multiple intentional experiences to enable new first-year students to transition to college successfully. "Successful transition" means more than simply retention (although that, too, is important) (Alexander & Gardner, 2010). Student learning and engagement with the campus community are central (Hunter, 2006). After the first year, most students report that prior to beginning college, they expected to be more involved on campus (co-curricular activities, meeting with faculty, etc.) than they actually were and to experience more diversity than they actually did (Kuh, 2005). Effective programs for first-year students should blend students' lives in and out of the classroom and can effectively introduce them to the campus community and to the engaged life (Kuh, 2005; cf. Light, 2001; Tinto, 1997). Passport Programs involve student participation in a variety of academic and co-curricular events and experiences and are used at many campuses to support student retention, learning, and engagement in the campus community. Toward this end, we designed and implemented a Passport Program in many of our first-year seminar sections. In Fall 2011, 625 first-year students in 30 sections of our first-year seminar participated in a Passport Program. Students attended at least one event in each of five categories: Athletic, Artistic, Academic Enrichment, Community Engagement, and Student Success. They completed an electronic, fillable PDF "passport" document on which they recorded the description of the event and the date, and then responded to five reflective questions about their experience. These questions addressed what the student expected prior to attending the event; how the event met their expectations, whether they plan to attend similar events in the future, and what they learned about the University and the topic from attending the event. At the end of the semester, students will complete a survey to assess their views of the program, affinity for the University, level of co-curricular involvement on campus, and awareness of campus resources. In future semesters, we will continue to track the participating students' retention and GPA and will compare them to those of other first-year students who did not complete the Passport Program. The poster presentation will describe the method of developing the program (including collaboration with numerous faculty and staff in both Academic and Student Affairs), the features of the program, data regarding student participation, the results of the end-of-semester survey, and suggestions for others who wish to implement a similar program on their campus. References Alexander, J. S., & Gardner, J. N. (2010). Beyond retention: A

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An Analysis of a First-Year Writing Course Discussion Board and Its Implications for Understanding the First-Year Transition

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Literacy Learning is Linked with Understanding of Self This study validated Perry's (1999) findings that first-year students move from seeking objective truth to the realization that truth is subjective. This study also found Mead's (1934) theories to be correct, as students used the discussion board to frame their understanding of self with statements of generalized other that then formed individualized self statements. These statements also revealed how the online discussion board becomes a powerful tool that facilitates the social nature of writing. Literacy Learning is Recursive As Marzano's (2001) revision of Bloom's taxonomy was applied to track the literacy learning during the course of the semester, it was discovered that the students in this study did not follow the linear progression described by Marzano. While they did begin by activating the self-system and moved through the metacognitive to the cognitive system, they did not conclude their learning in the knowledge domain. Rather, as they approached the knowledge domain, the social community of the discussion board began to challenge and question knowledge claims and then began to move recursively back to the self-system and metacognitive systems where they redefined self and reformulated beliefs and goals. It was also found that the cognitive level peaked at the end of the semester after the self-system and metacognitive systems had been re-engaged. Lengths and structures of postings paralleled this same movement. Literacy Learning is Social Students in this study also validated Maslow's (1954) and Bandura's (1994) findings that learning is social, as students ended the semester believing that environment and self were the key factors in successfully achieving literacy goals. The discussion board showed an increased sense of efficacy and confidence in literacy. Students valued an environment rich that allowed for the informal and free sharing of opinions and ideas. They believed that understanding others was key to understanding self and that this facilitated literacy learning. In summary, this study found that further qualitative research similar to this study might provide additional insights on how self is influenced by online discourse within a learning community. Of particular interest is how this type of online interaction might be used in a first-year college seminar and how this might increase retention by easing the transition from high school learning to college learning.

Dual Appointments: Creating a Campus Culture That Integrates Both Student Services and Academic Affairs to Create a Sense of Community That Focuses on Student Transition and Retention

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Successful student transition is a vital component to the success of any college student. Making a student transition successful is not just the job of the Student Services Department. It requires a collaborative effort among both faculty and administration. Making students feel welcome both inside and outside the classroom is key. If an institution is able to make students feel like part of the family they will most likely be more willing to adapt to their new environment and enjoy their transition experience. We as a community need to make this happen. This discussion will center on exploring how campuses can use dual appointed positions to accomplish this goal. Effective bonding with students is vital for student engagement, success, and retention. The main issue some institutions face is making this effective bonding and transition a reality both inside and outside the classroom. Saint Leo University thinks they may have found one solution to the problem and that is dual report appointments. These individuals have experience both inside (as professors) and outside (as Student Services administrators) the classroom. The goal of such appointments is to work with the students as much as possible to encourage a sense of community that allows for a successful transition to college. As we all know, at times this transition is not easy but when you have both a professor and administrator working with and encouraging you to succeed it can become easier.

The Impact of Self-Efficacy and Responsibility for Learning on Academic Performance

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Non-cognitive factors have increasingly been used to understand students' academic performance in higher education. Academic elf-efficacy has been an area of focus for many

researchers (e.g., Zajacova, Lynch, & Espenschade, 2005; Kitsantas & Zimmerman, 2009). Academic elf-efficacy refers to confidence in performing well on academic tasks, and has been associated with higher academic performance and persistence. This self-efficacy and personal responsibility has explained homework adherence and academic performance among primarily Caucasian students (Kitsantas & Zimmerman, 2009). Students of color studying in predominantly white colleges face a different set of challenges in fully engaging in the university academic experience (e.g., Reynold, Sneva, & Beehler, 2010). Students endorsing a stronger bicultural sense of ethnic identity, however, have demonstrated gains in academic performance compared to those with a less strong biculturalism (Buriel, Perez, DeMent, Chavez, & Moran, 1998) Students in first year seminar sections completed survey packets that assessed self-efficacy for learning, perceived responsibility for learning, grit, and demographics. First semester GPA and high school GPA scores were collected from university records. Given the low numbers of students of color in the sample and the literature on biculturalism, students were separated into two groups: those that endorsed White as one of their ethnic/racial categories and those that did not. First semester GPA was positively correlated with high school GPA ($r = .504$, $p = .001$) and self-efficacy ($r = .284$, $p = .018$). We next compared the correlations between predictors and GPA separately for students of color and White students. Among students not endorsing a Caucasian identity, high school GPA negatively predicted self-responsibility for student endorsing non-Caucasian identities ($r = -.526$, $p = .030$), and was not associated with self-efficacy, perceived responsibility for learning, or grit. Among students endorsing a white identify, high school GPA was positively associated with perceived responsibility for learning ($r = .274$, $p = .039$), grit ($r = .389$, $p = .004$), and self-efficacy ($r = .398$, $p = .003$). Factor analysis of the self-efficacy scale revealed 4 facets: self-motivation, meta-cognitive strategy use, managing social/emotional struggles, and resolving confusion. Most notably, students' management of social/emotional struggles were positively and significantly correlated with first semester GPA for both sets of students, though the result was much stronger for students who did not endorse a Caucasian identity ($r = .660$, $p = .003$) than for those students who did ($r = .296$, $p = .028$).

Knowing your GPS (General Positioning as a Student): Utilizing social and academic strategies to help students navigate their academic journeys.

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We believe that our novel advising strategies is a significant contributing factor to the persistence of students who enter Seton Hall University with the lowest academic profile. Our presentation will highlight our "SHARP" Mentoring approach (Student-centered, High Touch, Advocative, Resourceful, Proactive) to working with these students and the strategies we use to sharpen their academic and social skills while empowering them to successfully transition from high school to college. Our approach is "Student-Centered" in that the "needs" of the student are at the core of our summer curriculum design (course content and interactivity of the courses) and the focus of all program activities, such as community service, workshops, and study halls, throughout the summer and academic year. Students remain with their English professors and their University Life instructors from the summer program into the fall. This continuity has created beneficial learning communities where students develop self-confidence and the ability to become "inter-dependent" on each other to create greater learning outcomes. Our "High-Touch" approach consists of our regular interaction with students' professors in the summer and the fall, mandatory study halls in the summer and fall, and serving as the students' academic advisors for their first three semesters at SHU. This structure and relationship building with professors are driving forces behind our ability to identify and address out students individual and collective needs. "Advocative" consists of structured activities and exercises designed to "de-stigmatize" asking for help while enhancing students collegiate communication skills. As students adjust to the responsibilities of being a college student our goal is to aid them in becoming better "self-advocates" while taking ownership of their academic lives. We are "Resourceful" in that we partner with various university departments to ensure that our students receive the services that they need. Additionally, we expose our students to the various departments via lectures, workshops, and mentoring programs so that they develop connections with the resources on campus and know how to access them to develop effective coping strategies. Lastly, our mentoring approach is "Proactive". As academic advisors we stress that students are self –aware and know their "GPS". By knowing what direction they are going students can anticipate challenges that lie ahead and "recalculate" if necessary to effectively plan their course of action.

Be Proactive: Helping Students to Persist and Succeed

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In this presentation, two institutions will discuss programs they have instituted to help increase persistence of their students. We begin with an open discussion of retention programs currently being used at participants' campuses. We believe in free-exchange of ideas so everyone can learn

what has worked well and what hasn't. Next, the representative from the first institution will discuss her institution's work to improve persistence. This program called, The First-Year Success Program, is designed to support first-year freshmen who represent the first generation in their families to attend a four-year college and who are also Pell grant recipients. Both criteria represent high risk factors for student success and retention. The mission of the Program is to identify the unique needs of first-generation/low-income students and to provide academic, social and personal support for this student population. In addition, we provide peer support for all students to serve as role models for interaction and involvement. We have also built a campus-wide support network for our students in an effort to provide a continual means in which students can develop connections and create effective support systems for academic, social and personal success. She will also discuss the history behind this program, lessons learned, program outcomes, and plans for improvement. Next, the second speaker will discuss her institution's retention work. She will discuss her work identifying and supporting at-risk students and how her staff reaches out to those students (using an intrusive advising model) during the first semester. Then for those students who earn a fall term GPA between 0.5 and 1.4, a special second-semester course is available but not mandatory. This course follows the information provided in the book "On Course: Strategies for Creating Success in College and Life" written by Skip Downing. Through this course, they help students recognize and strive for interdependence, accept personal responsibility, build self-motivation and self-awareness, develop emotional intelligence, and learn to believe in their selves. Throughout this course, students utilize journaling activities, group discussion, and one-on-one appointments with the instructor. She will also discuss the lessons learned during this process, the outcomes of this program, and plans for improvement. We close this presentation with another large group discussion with participants to answer their questions, exchange thoughts and ideas regarding how this information can be used on their campuses, and how these programs can be improved.

THE HAPPIEST PARENTS (AND KIDS) ON CAMPUS: Five strategies to help parents support their children's first year experience

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The session begins with the presenter sharing a personal anecdote about his college experience, struggles, and decision to transfer to another institution following his first year experience. He then shares the professional journey that includes interviews with thousands of parents, students, professionals, and results of his research. The presenter offers five easy to implement strategies to help college life professionals help parents navigate the college transition. Strategies include creating BIG, but realistic expectations, helping parents get comfortable with the uncomfortable, helping parents help their children get comfortable with the uncomfortable, creating a world of options, and gathering the right people in your corner during the first year experience. The better equipped a parent can be when identifying the natural and normal uncomfortable aspects of the college experience, the easier it will be for that parent to allow his or her student to struggle and

find his or her own answers. The session introduces exercises, activities, and principles taken from the presenter's New York Times bestselling book, his new book for parents, and his FYE classroom workbook.

Development and Implementation of the South Dakota State University Student Success Model

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This presentation will provide a comprehensive discussion of an ongoing five-year effort to increase student retention and graduation rates at South Dakota State University. This session will provide a chronological review of how campus senior academic and student affairs administrators partnered to foster a new culture of academic excellence and success on campus to demonstrate our commitment to student engagement and enhanced educational experiences starting with our freshmen students. Starting with the appointment of a task force jointly led by academic and student affairs, the development of the Student Success Model began with the formation of an 18-member task force that was co-chaired by the Provost and Vice President of Student Affairs, with equal representation from both academic and student affairs. In the spring of 2010, the model was vetted among the campus community and feedback for incorporation into the final Student Success Model. To spearhead implementation, thirteen implementation teams were established along with a ten-member steering committee. The steering committee was co-chaired by the Provost and Vice President for Student Affairs with five members from academic affairs, three from student affairs and two student leaders. Each implementation team was to focus on developing a plan and implementing strategies for a specific program/initiative identified in the model. Teams were populated by campus community members that identified an interest in the process. Each team was co-chaired by a representative from Academic and Student Affairs. Membership included representatives from academic and student affairs, and students. The teams ranged from 8 to 18 members with an average membership of 12. The implementation teams were: Common Read, Early Alert, First-Year Advising, First-Year Seminar, Individual

Learning Plan, Learning Communities, Sophomore Year, Living Learning/Residential, Meet State (extended orientation program), Re-Admit Success, New Student Orientation, Summer Bridge, and Supplemental Instruction (group tutoring). Each of the implementation teams examined current programs on campus as well as reviewed successful programs from campuses across the nation to develop initiatives that were selected based on their potential to enhance overall campus goals while keeping in mind available resources and institutional culture. External consultants and a review of literature on student success were also used to determine best practices targeted toward first-year students that spanned all aspects of the freshmen experience. The session will then present how specific programs from each of the thirteen implementation teams were initiated on campus and how they are being assessed against established benchmarks and program goals.

Implementing a Consistent, Customizable Library Session for First Year Experience Classes at Southern Connecticut State University

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The First Year Experience Program at Southern Connecticut State University is in its fifth year of existence and gaining momentum. The INQ 101: Intellectual and Creative Inquiry class is required for all first time college students and represents a cornerstone of the program. Although there is some content common to all sections, the expertise of the faculty members determines class goals and activities to a large extent. This freedom can have a negative impact on consistency of content for any library visits the different sections make, and it can also create an untenable workload for librarians if all 62 sections come to the library (which would be optimal) with radically different assignments. In order to balance first year students' need for basic library knowledge with faculty members' need for academic freedom, a consistent but customizable INQ 101 library assignment and session was developed. The assignment is in line with the Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education, with brief activities designed to raise students' awareness of library resources, increase their facility with using those resources, and oblige them to reflect on their research as they conduct it. The research culminates in a short essay for which the faculty member requesting the session chooses the topic, and thus the library assignment can either serve as pre-writing for another essay or as a stand-alone assignment. After a very brief physical tour highlighting the difference between the reference and circulation desks, a quick check that students know how to log into their library accounts from off-campus, and the display of an infographic showing how much information cannot be found through Google, the rest of the class period (usually either 40 minutes or an hour) is devoted to students working on the library assignment on their own with the help of a LibGuide created for that purpose. Students are able to work at their own pace, ask for help when they need it, collaborate with their peers, and take mini field trips into the stacks to find books. All faculty who opted to bring their students in for this session either initiated contact or were first contacted via mass email. They all subsequently

met individually with the Instruction Coordinator to learn about the new session and assignment and to customize it to their needs. Assessment data will be compared with previous years and participants vs. non-participants.

Students Tell All: Engaging Students in the Classroom

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When presenting at this conference last year, we found that many FY Seminar instructors are struggling to engage their students and that many discussions revolved around this problem with engagement. As Peer Mentors in the FY Seminar since 2009, we can offer a unique perspective because our primary responsibility has been student engagement and we have been successful in helping to engage FY students at SCSU in academic work. The discussion will center on identifying the frustrations educators experience in trying to engage FY students, particularly in academic work. We will then focus on sharing best practices for engagement, including strategies found to be effective. First, we will ask educators to express their particular frustrations with student engagement. We will then brainstorm best practices for engagement, including those used on our campus and those used by other participants. We will troubleshoot with instructors and provide them with engagement strategies tailored to their particular needs. Particularly, we will focus on the extent to which these engagement strategies are woven into the academic work of the course, such as assignments, projects, and self-assessments. Next, we will share comments from Southern Connecticut State University's first-year students about these engagement strategies in order to prompt discussion about their value. Finally, we will discuss the ways in which mentors on campus can help instructors incorporate these engagement strategies into their FY Seminars, whether through Peer Mentoring programs, Staff Mentoring programs, or other more informal partnerships.

Using assessment tools to improve the academic advisement experience and ultimate persistence of first-year students

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Meaningful academic advising is vital to the first-year experience and should be constructed in a way to promote student development (Tinto, 1999). The presentation will include an overview of St. Francis College's First-Year Experience program and how it incorporates a variety of instruments to enhance individual advisement sessions. We will discuss the three specific tools advisors use to gain insight on their students, namely the Noel-Levitz College Student Inventory, The VARK learning styles assessment, and StrengthsQuest. The presentation will specifically provide participants with a time line of the administration of the assessment tools, strategies for advisors on how to use the information effectively, how to integrate these initiatives into first-year experience programs, and how to assess positive impact. As part of the summer orientation incoming freshmen take the Noel-Levitz College Student Inventory (CSI), a motivation assessment that asks students to reflect on academic, personal and social experiences. The information gathered helps students reflect on how to maximize their college experience, and assists academic advisors with understand students' interests and needs. The College's advisement program focuses on using this tool to build upon student strengths and address potential barriers to success. The VARK learning styles assessment is administered to freshmen in the freshman seminar. The assessment gives students information on their learning style and provides the study strategies corresponding with those styles. Advisors use the results to assist students in developing study plans and exploring new learning methods and academic programs. More recently, advisors were given the opportunity to administer the StrengthsQuest to a group of their advisees. StrengthQuest is a strengths development program that gives students the opportunity to identify strengths and learn strategies to leverage these strengths. Advisors administer this assessment to a group of their students whom they feel are experiencing difficulty believing in their own abilities. Students are asked to work with their advisor on goal-setting plan which compliments their strengths and develops weaknesses. In the near future we hope to increase the number of students who take the StrengthQuest to all incoming freshmen. Overall we have found that utilizing a variety of assessment tools with students ensures a more insightful and holistic view of the student. This focus allows advisors to provide more tailored interventions, and has contributed to a stronger bond between advisor and advisee, and overall student satisfaction. Tinto, Vincent.(1999). Taking Retention Seriously: Rethinking the First Year of College. NACADA Journal, 19(2): 9.

Who's on first?: Making first-year students an institutional priority

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The first-year experience is a reflection of a college's commitment to its mission and an important component of the multi-faceted measure of institutional effectiveness. Based on the dramatic change in student demographic trends for the foreseeable future, meeting undergraduate enrollment targets will be a challenge in many areas of the country. In addition, it is also financially prudent for a college to make concerted efforts to retain students since recruiting students is a costly endeavor. Retention of students depends on a college's meeting the needs and expectations of first-year students. These needs and expectations can vary greatly among students, involve multiple areas of the students' lives, and change over the course of the first year. Furthermore, several published reports suggest that the students of 2020 will expect services and programming significantly different from what is currently offered. How does an institution identify factors that contribute to student attrition to inform future practices? We will evaluate several different institutional models for gathering and acting on such information. For example, there are inherent problems with exit interviews and, therefore, many schools have terminated such programs. Retrospective analyses of students can provide some information about patterns and trends regarding factors that contribute to a student's decision to leave (e.g., financial, academic, personal) whereas early warning systems simultaneously collect information as well as intervene in a timely manner to effect the retention of first-year students. We will compare and contrast these methodologies, highlighting the advantages and disadvantages of each. Discussion will also focus on how efforts can be coordinated across different divisions/offices of a college to optimize student success and retention. We will identify several best practices, taking into consideration the size and scope of programming for different institutions.

Increasing Student/Faculty and Student/Student Interactions to Enhance STEM Student Success in the First-Year.

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Institutional leaders are recognizing the importance of student retention, particularly as the number of college-aged students is on the decline in many regions of the country. First-year retention rates are reported nationally and are a hallmark measure of a college's success. There are a multitude of factors that impact students' progression through a program. The transition to college is the first major obstacle for many students and much has been published about the factors that influence student success in the first-year. Notably, increasing student engagement and a student's sense of connectedness to their chosen major are two factors often cited. We believe this is especially true in STEM-related disciplines like biology where retention rates are notably lower on average. Faculty need to consider how best to provide students with opportunities for intellectual progress, career development, and personal growth. We have developed several initiatives to increase faculty – student interactions and student – student interactions with the goal of increasing student success and retention. Some of these ideas were aimed at strengthening existing programs/activities and others were entirely new. Our freshman

general biology course meets four times a week, with the fourth hour being a recitation. Upperclassmen, who were previously successful in the course, now serve as recitation tutors and aid the primary instructor in small-group problem-solving work. We have structured this according to the model of supplemental instruction described in the literature and we will report on both the students' and tutors' perceptions of the experience. In our first-year course taken by nursing majors (Human Anatomy) we have created a less structured, tutor-led study group session in the evenings. We will compare and contrast these two programs. A third initiative that we have implemented is to set up a peer mentoring program. Unlike the purely academic focus of the other two programs, a peer mentor is an upperclassmen matched to a single first-year student who makes contacts at critical points in the semester – first week, the week before the first exam, after the first exam is returned, et cetera. The peer mentor provides guidance to the student about how to navigate effectively by discussing such issues as prioritizing responsibilities, time management, and becoming involved in extracurricular activities in the context of the biology program. Importantly, each of these initiatives helps to engage first-year students in meaningful ways relevant to their chosen academic discipline while at the same time providing leadership opportunities for upperclassmen.

Student and Faculty Engagement (SAFE): A Model for Increasing Freshman Student Retention Rate in Higher Education

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This presentation will be carried out by three individuals working at St. John's University; one professor (creator) and two administrators. The program will begin with a brief explanation about the university including its demographics. Details about the criteria for categorizing students into deciles will be clearly explained. Specific strategies about how the staff was selected and trained will be included. An example of a model faculty-student phone will be played to show participants exactly what phone calls should sound like. In addition, a brief video of a student-professor meeting will be played. This will clarify how SAFE should look.

Participants will be taken step by step from the training to implementation. By the end of the hour the audience will have a clear understanding of what makes SAFE unique. Handouts that give an overview of the program will be distributed to all in attendance.

Building a Comprehensive Early Warning System from the Ground Up

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In addition to identifying and responding to institutional demographics and data provided via student surveys and faculty alerts, the early warning endeavor attempted to explore the extent to which specific existing conditions influence the likelihood of success in terms of accepted academic and persistence metrics. In developing a statistical model we will use correlations and logistic regression to examine the factors related to retention and course outcomes. In the fall of 2010, an interdivisional committee was charged with developing a campus-wide system that would identify and intervene with students at risk for attrition before graduation. Although campus initiatives to identify and intervene with at-risk students existed these efforts were disconnected, uneven and did not optimally utilize technologies that made identification and intervention easy and precise. Existing efforts also relied heavily on student GPAs beginning at midterm and it was clear that, for students at risk for attrition, midterm grades fail to reach students in time for them to change their behavior and recover academically. The committee evaluated and consolidated existing practices and, using the Web Banner System as the faculty access point, the Angel Course Management System for the student survey data, and the Office of Student Retention as the "clearinghouse," designed a system that not only targets and intervenes with at-risk students but with appropriate existing demographic data, provides the basis for a predictive model for academic performance and retention. This effort was launched largely with existing resources; the College already claimed a robust first-year infrastructure, including a required majors-based first-year seminar taught by paid faculty, linked courses and freshman living learning communities. Presenters will share the results of the student surveys, completed by 78% of all new freshmen and 33% of all new transfers. When coupled with faculty alerts, student responses provide valuable insights which allow the institution to strategically tailor interventions. Aggregate survey data, especially when comparing freshman and transfer student responses, have allowed the College to identify problematic issues and design strategies to address these perceived problems. The presentation will also describe the variables identified as being predictors in end of semester grades as well as retention to the second semester.

Really!? That's what they said?: Using student focus groups for program improvement

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The presentation will include an in-depth presentation of the following themes which emerged from the analysis: students' lack of understanding regarding the purpose of the course, the critical role of the course instructor, the value of experiential activities, the importance of consistency, and the first year as a balancing act. When asked what they thought the purpose of the class was, students' responses were varied. Students felt the purpose was to serve as a transition course from high school to college, to find out about university life, and/or to meet new people. When asked if they realized these aforementioned purposes in the first year, many students confessed they did not. Students' narratives continually highlighted the critical role of the instructor in setting the appropriate tone for the course. Students appreciated instructors who conveyed an interest in them, appeared approachable, and were informed about university resources. They also wanted instructors who could clearly articulate why they were in the course and being asked to complete specific assignments. Students also discussed course activities they remembered. In all interviews, the most frequently discussed activity was a boat tour at a local spring-fed lake. Students also appreciated campus tours to places like the library, career services, and health center. They noted going on tours with classmates was less intimidating and made it more likely they would return on their own. Finally, students discussed the importance of group activities, finding them valuable because they provided an opportunity to meet others and a chance to practice skills they needed for other classes. Another issue addressed by students was course structure. Historically, instructors had been given flexibility in what course content they addressed, leading to variation between sections. Students found this lack of standardization frustrating, particularly as it related to topics discussed, work load and grading expectations. Overwhelmingly, students agreed there should be some standardization between sections. Although they conceded instructors should have flexibility, they also wanted a shared core across sections. Finally, participants pointed out the seminar course was one, of many, courses they took their first year. Many felt their instructors did not appreciate the multiple academic (and non-academic) responsibilities they were learning to balance. They also wanted instructors to realize they were on "information overload" their first semester. There was consensus that important course concepts needed to be addressed on more than one occasion for them to resonate with first-year students.

This Isn't Your Daddy's Filmstrip Presentation: Using Camtasia To Create You Own Instructional Videos for Student Success

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During the course of this program, participants will be learn the value of videos in first year success classes and specifically the use of creating one's own Camtasia video to support classroom instruction. A very brief overview of how to effectively use videos in a first-year success class will be discussed. We will also briefly discuss how to judge the appropriateness of the videos developed and how to tie them into a viable supplement to the lecture, text, and overall class for traditional or online classes. The primary focus of this presentation will be learning how to create one's own Camtasia video and post it to one's YouTube channel for easy access by students. We will begin with the basics of the program, its functions, capability, and some simple techniques for beginning the process. We will them move into how to use your PowerPoints, lecture notes, and self-made videos to enhance Camtasia videos developed for students. A demonstration of sample Camtasia videos will be shown using Word, PowerPoint, Flip Video, and YouTube videos. We will conclude the presentation with a brief Q and A session. A detailed booklet on Using Camtasia will be given to each participant.

Peer Mentor Models at Community Colleges

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This roundtable discussion is intended to engage professionals of varying levels. The invitation to participate is open to graduate students and professionals who have any type of exposure to peer mentor programs, whether they oversee or advise a program or they are trying to develop one. As student affairs professionals, we often believe that students learn best from one another, so this roundtable is a chance for us to do the same. This discussion is an opportunity to exchange ideas and explore ways to answer challenges within our peer mentor programs. To encourage dialogue, sample facilitation questions include: What is the peer mentor application process like at your institution? In what kind of interview process (individual and/or group) must potential mentors engage? What kind of peer mentor model do you follow? For example, do you pair mentors one-on-one with mentees or are mentors assigned more than one mentee? How do you assign mentors to mentees? Do mentees have to participate in an application process or are all students provided peer mentors? When students are provided peer mentors, is this by institutional requirement or personal student request? Is there any connection between your peer mentor program and a first-year seminar course? If so, how does this model operate? What types of tasks do your peer mentors perform (office hours, one-on-one mentoring, group mentoring, classroom assistance, social gatherings, etc.)? How many hours do they work and how do you break down their weekly, monthly, or semester hours and tasks? How do you train your peer mentors? Do you compensate your peer mentors? If so, how? What types of challenges has your peer mentor program faced in the past and how have you resolved those issues? What types of challenges is your peer mentor program currently facing? What solutions have you employed?

Reducing Unplanned Pregnancy and Increasing Student Retention and Success

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The National Campaign to Prevent Teen and Unplanned Pregnancy is a private, nonprofit, nonpartisan organization whose mission is to improve the lives and future prospects of children and families and, in particular, to help ensure that children are born into stable, two-parent families who are committed to and ready for the demanding task of raising the next generation. The National Campaign's strategy is to prevent teen pregnancy and unplanned pregnancy, especially among single, young adults. Because community colleges are well-positioned to reach large numbers of this targeted young adult population, The National Campaign has made work with community colleges a special area of focus. Over one million unplanned pregnancies occur to single women in their 20s—a group that includes many in community colleges. These unplanned pregnancies result in a large number of single parents who struggle with finances, unstable relationships, and interrupted or indefinitely postponed education. In fact, unplanned pregnancy increases the risk of dropping out or stopping out of college: 61% of women who have children after enrolling in community college fail to finish their degrees, which is 65% higher than the rate for those who didn't have children. Clearly unplanned pregnancy affects the retention, completion, and success of a relatively large number of students, making it an important topic for FYE and orientations courses. In this session, the National Campaign will present research that demonstrates the scope of the problem. Presenters will also showcase a variety of resources from the National Campaign that are designed to help faculty and administrators address unplanned pregnancy and positively affect student retention and success. These free resources include informational websites, a model curriculum, model beginning level college course outlines, and online course modules that can be integrated into FYE and other courses. Among the featured websites are Bedsider, a Webby-nominated site noted for its graphical and easy-to-use information about birth control, and StudentSexLife, a portal page that provides students with one-stop access to reliable web-based information about birth control,

healthy relationships, STDs/STI, HIV, and more. Additionally, presenters will describe the American Association of Community Colleges' Make It Personal: College Completion (MIPCC) project to improve student retention and success by addressing pregnancy planning, prevention, and healthy relationships in beginning level college courses, including FYE and orientation. Example course outlines will be discussed. Finally, the session will preview three interactive, online learning modules, developed for use in FYE and other college courses, with focus on increasing student knowledge about pregnancy prevention and healthy personal relationships.

Summer programs: The first step to first-year student success

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The session will begin with an overview of pre-enrollment programs at Ohio State. For several years, First Year Experience has coordinated the Leadership Collaborative and Camp Buckeye and Buckeye Adventures outdoor programs. The Leadership Collaborative was developed because "students who participate in leadership training had an increased likelihood of demonstrating growth in civic responsibility, leadership skills, multicultural awareness and community orientation, understanding of leadership theories, and personal and societal values" (Zimmerman-Oster & Burkhardt, 1999). Komives' leadership identity development model (2005) was used to develop the first Leadership Collaborative conference in summer 2005. The Camp Buckeye and Buckeye Adventures programs seek to assist students in their academic and social transition to college through participation in outdoor adventure activities. Facilitators structure camp activities on Kolb's experiential learning model (1984) where students participate in an outdoor activity, use discussion and debriefing activities to make meaning of the experience, and then apply that learning to the college setting. Research shows that outdoor orientation programs that include overnight and wilderness experiences result in increased confidence of participants and offer experiences that easily translate and apply to success in the first-year of college (Bell, 2010). Both the Leadership Collaborative and Camp Buckeye/Buckeye Adventures programs have extensive yearly assessment (see evidence of assessment) and highlighted results such as higher retention, knowledge of campus resources, and high satisfaction will be shared. As these two FYE programs continued to be successful over many years, other units on campus saw this success, understood the benefits of early arrival or summer programming, and began to develop additional opportunities for students. Instead of having competition between each program for the same incoming students, FYE took the role of coordinating advertisement and communication about all the summer opportunities for incoming freshmen and transfer students. As a pilot in summer 2011, Residence Life, Economic Access, the African American Male Resource Center, Department of Comparative Studies, and Honors and Scholars all offered summer experiences for new students. The presenter will provide a brief overview of each of the various experiences offered in summer 2011, and discuss the formation of a campus wide committee on pre-enrollment programming. As we begin planning for summer 2012, FYE will offer more coordination of summer programming by managing logistics like

communications, registration for programs, and payment. In addition, the committee is charged to identify common learning outcomes, small group curriculum, and assessment across programs. After sharing the evolution of summer programs at Ohio State, ample time will be left for discussion and brainstorming about how summer programs can be developed and enhanced at other institutions.

My Mom is on Facebook! Technology Solutions to Involving Parents in the Student Experience

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Although initially slow to respond, many institutions have now acknowledged the increased level of communication parents have with their students and have begun to recognize the value of including parents as part of the students' support network. In fact, a recent survey of 500 schools found that nearly 70% of the parent programs in existence today have been established within the last seven years (Savage & Petree, 2009). However, many of these offices have parent programs as only part of their responsibility, with only a quarter of the offices reporting that their role was focused solely on parent issues (Savage & Petree, 2009). In recognizing the dramatic increase in digital communication between parents and students, this presentation will focus on ways that schools can join this digital conversation and bring both the student and the parent closer to the institution. The first section of this presentation will examine recent communication trends between parents and students. While many administrators have noted the increase in communication between students and parents, many may not realize that communication between student and parent two to three times a day is not uncommon. The first part of the presentation will explore the implications of this change and the role parents now play in the college experience for students. The next section of this presentation will examine want parents are seeking from parent programs. Parents are asking for a variety of services, from basic information about deadlines and resources, to ways to get involved on campus and connect with other parents. This next section will take a look at national studies that examine emerging trends in this area. The final section of the program will examine technology solutions to creating or enhancing a parent program. As mentioned previously, most parent programs are staffed by offices that have multiple responsibilities, so this session will focus on how to create a virtual community of parents without a large expenditure of resources. This part of the program will focus on how tools like webinars, videos, Facebook pages, parent e-mails and e-newsletters can help link a parent to the institution while communicating important information.

Knowing when to press the "off" switch: Integrating prioritizing and technology in an effort to manage anxiety among incoming college freshman.

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For today's college and university student, technology has permeated almost every facet of their lives. Using this technology for, "multi-tasking" has become synonymous with high expectations for productivity, but also increased anxiety, as many college students feeling it to be a necessary task in order to succeed. However, current research concludes that use of technology with regards to multi-tasking does not lead to a greater quantity or quality of productivity. The objective of this presentation is to raise the awareness of participants of how technology is perpetuating a misconception of multi-tasking, leading to increased levels of anxiety in college and university students. This presentation will define multi-tasking as it is related to technology in the lives of today's first year college and university student. This will be followed by current data on two topics – chronic media multitasking, and increasing reporting of anxiety disorders among college students. The focus will then shift to correlating the data to show how the ineffectiveness of multi-tasking among college and university students can contribute to higher levels of stress and anxiety. This presentation will conclude with practical strategies in prioritizing, balanced use of technology and coping with anxiety that can help stabilize or even enhance first year students' educational experience.

Peer teaching and supplemental instruction: identifying and correcting poor classroom performance.

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This session will focus on the implementation of a supplemental program of instruction that enables students in transition to gain empirically-based, highly effective and efficient study skills. The program has been in use for several years in both lower division and upper division courses. Research examining the benefits of this program in first-year students in a large General Psychology course at a public university will be discussed. Analyses indicate class attendance, seating location, adoption of spaced study sessions, creating learning objectives and concept maps and use of self-testing positively affects exam scores in varying degrees in two groups (i.e., PS and GSP) enrolled. For example, the use of learning objectives in preparation for the second exam raised scores 4.2 and 5.0% above students that did not in the GSP and PS groups, respectively, ps < 0.05. A second example shows that self-testing (or retrieval learning) raised test scores 5.8% above students that did not use this practice in the GSP, $p < 0.01$. The session will begin by describing a rubric used in diagnosing sources of poor classroom performance that targets a) classroom engagement skills, b) study skills and c) test taking skills. The assessment process guides the faculty and peer/graduate TAs in developing tailored action plans for students. The process also brings a reflective awareness (i.e., metacognition) to the students where they recognize and take ownership of their own skill set, which, in many cases, are shown to be ineffective and inefficient and directly contributes to poor academic performance. The second portion of this session will review the literature that highlights the effectiveness of the steps to promote highly effective and efficient learning behaviors and skills. These steps focus on four aspects of classroom engagement, four aspects of study skills and two aspects of test taking skills. The final portion of the session will highlight the results of our efforts to promote course content mastery and better grades through student adoption of recommended our recommended practices.

Graduating in Four Years: Advising and Registering Freshmen BEFORE They Arrive on Campus at a Flagship State University

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First we will establish the need for change: why did UM abandon its practice of allowing freshmen to register themselves for courses during on-campus orientations? Research conducted by the Office of Admissions revealed that the over 700 students who attended the final fall

orientation had a freshman-to-sophomore retention rate 11 percentage points lower than students who could afford to come to a summer orientation. Oftentimes courses these students needed for their major were already closed, thereby handicapping their chances for four-year graduation at the very beginning. As a result of that analysis, Admissions and the Office for Student Success undertook the Freshman Registration Initiative. It required a collaborative effort to register an entire freshmen class of 1600. All 63 academic departments needed to define what courses their incoming freshmen should take - the "core courses". The departments also developed comprehensive Academic Interest Questionnaires (A-IQs); student responses were used by advisors in course selection. We paid special attention to the A-IQ development for the Undeclared student population, using their responses to in effect create "individualized core courses" so they could explore their varied interests in the first semester. In the spring of the senior year incoming freshmen completed their A-IQs and all placement tests via an online portal called "My Academics", also learning how to use Academic Planner. Admissions and OSS partnered to communicate the process to incoming freshmen. Then, prior to summer orientation a team of 12 professional and peer advisors used Academic Planner to build the 1600 schedules, using placement results and A-IQ responses to create a customized schedule for each student. At summer orientation freshmen completed their course registration if their core course schedule had not reached a full-time credit load. Students registered for fall orientation were assigned a summer online academic advisor who worked with them to complete their fall registration before coming to campus. We called this program GEAR Online, GEAR standing for Gen Ed Advising and Registration. Academic advising appointments were conducted by telephone and Skype, with students and advisors simultaneously using Academic Planner to complete the semester plan and register for courses. We will present the credit-load analysis that shows how the average credits/semester for a freshman has increased from 13.2 to 15.2 since the implementation of Freshman Registration. We will end the presentation with a brief discussion of the institutional challenges presented by the Freshman Registration Initiative, including a discussion of the necessity to effect change in the campus culture.

The Role of Noncognitive Factors and the First Year Seminar

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To improve retention, universities have looked at many cognitive factors used to predict freshmen success. These have included entering measures such as ACT/SAT scores to predict potential student success. However, recent research has provided more evidence that retention cannot be reliably predicted by these scores alone. It is thought that cognitive factors may play a role by their indirect impact on noncognitive factors (Brown et al., 2008). Current direction of research has expanded to analyze other noncognitive factors that may play a role in freshmen success. A recent meta-analysis revealed that there are several psychosocial or noncognitive factors such as academic self-efficacy that have an impact on student performance (Robbins et al., 2004). The SSI as a measure of noncognitive factors is an assessment that could help identify those students at-risk for poor academic performance or worse, for leaving college. Before developing even further targeted interventions to help students, evidence is required about the SSI's predictive ability. Furthermore, this FYS is in its beginning implementation phase and reliable measures of program impacts on student groups are also necessary. The noncognitive factors measured by the SSI are highly compatible with the seminar's objectives; therefore, assessing the relationship of these factors with seminar participation is of equal concern. Based on previous research, it is likely that the SSI will show significant predictive ability on student retention and GPA above and beyond entering cognitive factors (Gore, Cole, Leuwerke, & Reece, 2011). Additionally, the current research is aimed at identifying relationships of program participation on these factors for specific freshmen groups (e.g., first-generation). Because this FYS is new, it is difficult to predict where differences may appear. As the program continues to develop, it is a question that needs to be explored and the SSI may be a tool that can provide further information. Brown, S.D., Tramayne, S., Hoxha, D., Telander, K., Fan, X., & Lent, R.W. (2008). Social cognitive predictors of college students' academic performance and persistence: A meta-analytic path analysis. Journal of Vocational Behavior, 72, 298–308. Gore, P., Cole, C., Leuwerke, W., & Reece, A. (2011, February). Noncognitive assessment and intervention strategies to promote student engagement and retention. Paper presented at the annual meeting of The First-Year Experience, Atlanta, GA. Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. Psychological Bulletin, 130(2), 261-288.

Tackling Challenges Facing First-Year Reading Programs & Discovering Innovative New Approaches: A Roundtable Discussion

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Many colleges and universities have implemented a first-year reading or common reading program. There is often disparity in the approaches that each institution takes to implement their program. From my experience as Director of the First-Year Reading Experience at The University of South Carolina, I have encountered many challenges in planning for a First-Year Reading Experience, from finding ways to ensure students have read the first-year book to

planning an event that meets the goals of the first-year reading program. This roundtable session, which is designed to be engaging and interactive, will allow participants to discuss common practices and brainstorm solutions to common challenges. Participants will have time to share their current experiences, as well as innovative ideas for the future direction of first-year reading programs and related events. More specifically, the following topics/questions will be explored: •What are the goals of your first-year reading program? •What is your institution's approach to selecting the book? •How are the first-year reading books funded? oStudent purchased or university sponsored? •How and when are the first-year reading books distributed to students? oAt orientation? Mailed? •How does your institution hold students accountable for reading the first-year text? •What type of marketing surrounds the first-year text? •Is there a common event based on the first-year read? oIf so, what is the structure of the event? oWhat are the key components of the event? •Is your first-year read integrated with any other courses? oIf so, which ones? oIn what way is the text integrated? •Is the theme of the book integrated into campus wide programming? How so? •How is the first-year reading program assessed?

Academic Success and Student Engagement in the First- Year: Making the Connections

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The University of South Carolina has been focusing on intentional academic success initiatives in the first year since the mid-1990s and intentional student engagement initiatives since 2007. As our institution has been involved in cultivating these programs, so have schools across the country. What are the best ways to connect students in the first year to these initiatives? Why does it still matter? This roundtable discussion will set the framework for what is taking place

with these initiatives on the college campus, but will result in a larger group discussion about what works and doesn't work with these programs across the first year. Questions to address: - What are the natural connections to these programs in the first year of college? - What impact can these programs have on the college experience? - What are the barriers to making these programs successful? - What are the opportunities across the campus for such programs?

Academic Support and Recovery Initiatives in the First-Year: A comprehensive approach.

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This session is intended to provide student support professionals with a comprehensive overview of assessed and effective support initiatives that aid in the retention of first-year students. Specifically, this session will provide: 1) a brief overview of data outlining first-year retention rates, 2) an overview of intervention programs geared toward retaining first-year students focusing on class absence, probation, and suspension initiatives, 3) academic success coaching tools, techniques, and strategies (including the Academic Plan and U101 presentations) and 4) data revealing programmatic effectiveness. The first section of the presentation will provide an overview of first- to second-year retention rates including national statistics and trends among higher education institutions. In addition, evidence will be provided to support the need for intentional programming focused on the retention of first-year students. The second section will present five assessed and effective support initiatives utilized to aid in the retention of first-year students. In addition, the tools, techniques and strategies used to deliver an effective intervention will be introduced. First, the ACE Coaching program focuses on working one-on-one to create a plan for success. Utilizing the ACE Academic Plan and Student Engagement Plan, first-year students begin to design a plan and set goals for their future at the University. Second, the class absence referral early intervention initiative (CAR) provides a way for faculty and staff to refer first-year students who have missed two or more classes during the first three weeks of the semester or who are at risk of failing a course due to excessive absences throughout the semester. CAR Responders then contact the student, making appropriate support referrals and loop back to the instructor the appropriate follow-up information. Third, interventions for first-year students on academic probation including a mandated ACE Coaching session where the Academic Plan is completed. Fourth, the "FreshStart" initiative for students going through the academic suspension process provides support including the development of a plan for how they will effectively use of their time on suspension to increase the probability of reinstatement. Finally, academic success presentations provided via the first-year seminar course and residence life

meetings give first-year students an opportunity to actively engage in activities that develop academic success skills and strategies. The last section will provide data that shows program effectiveness and support of retention of students from the first- to second-year. Attendees will leave the session with an understanding of different success initiatives and specific strategies that can be used to support first-year students and aid in their retention to the second year.

Group Work: the Millennial Myth?

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Great instructors have a variety of activities they do with their classes. Instructors have learned the necessity of variation of activities with each passing cohort of students. Videos, scavenger hunts, computer assignments, presentations, and group work flank the class landscape as instructors work to enrich their students' experiences. After all, it makes sense since the literature professes that traditional-aged college students' desire to work in different situations, especially group and team work. Yet, semester after semester the presenter has groups of students in his office complaining about how much they hate group work. Even the presenter himself had Millennials in his doctoral program who hated group work. This is the nature of the presenter's current study and the genesis of this concurrent session. The session will first identify that the literature says about Millennials and group work. Next, the presenter will show the results of his own study on Millennial satisfaction with group work. Do students really like it? Written responses suggest that they do not, and sometimes they do only when the group work is assigned in a certain fashion. From here session participants will discuss how they do their group assignments in their classes. What are the rules? How are students graded? Do students grade each other? What about non-participation? Do students like the assignments? All of these questions will be addressed so participants can hear new ideas and talk about their own barriers and successes when assigning group work. Next, participants will break into groups and come up with ways they have overcome group work issues (if any) identified previously in the session. The session will conclude with participants sharing their best practices for assigning and grading group work and overcoming barriers. The presenter will also offer the top 10 things he has done as a result of his survey, and from his experience with working with groups of Millennial students. At the conclusion of this session participants should have met people from other schools, identified successes and challenges with group work, compiled a list of successful best practices from their new colleagues, and leave with a list best practices from the session presenter's research and experiences.

The Beginning to Now: How did YOU Become a First-Year Instructor?

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The presenter will share with the group how he got into first-year teaching and how it has blossomed into something he truly loves and strives to improve in. He will share his experience with teacher training as a graduate student, first-year instructor, and full-time professor. These experiences will lead to the questions posed above: how did you get involved in first-year teaching, and what do you do to develop professionally? Does your institution provide teacher training? Participants will be broken into groups and will share their stories and provide answers to the above questions. Other questions will provide platform for discussion: how do you develop your teaching strategies? Where do you go to gain more teaching techniques and tips? Does your institution support travel for teaching and engagement? How do you find funding to travel to conferences like this? How do you reach certain students and different institutions? What is your favorite teaching technique you use? Questions like these will provide for interaction and collegiality. The session will conclude with the subgroups providing the whole session with main topics and important information that evolved during their round table discussion. The presenter will wrap the discussion by highlighting what the groups discussed as well as provide groups with handouts of teaching techniques he uses and has gathered from his experiences. Participants should leave feeling they have met someone similar to them, with new ideas and activities, as well as some best practices in teaching.

Teaching Research Methods in a First-Year Critical Thinking Seminar

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We have observed that students find the definition of critical thinking to be elusive and abstract. They have a superficial understanding of what it means, and inadequate terminology to describe it in depth. Yet, to think critically is a crucial skill they are expected to develop in college. Presenting a common terminology to describe the aspects of critical thinking allows students to begin to recognize and evaluate the characteristics of critical thinking in themselves and others. In providing students the opportunity to practice on low-stakes arguments that are relevant and contemporary, they develop confidence in evaluating characteristics of critical thinking and quality of basic argument. Once comfortable with evaluating familiar arguments, we challenge them with less familiar disciplinary arguments. We have noticed that students in the STEM fields

tend to be more comfortable with certainty and when freshmen are presented with scientific arguments, avoid deep evaluation because they are daunted by the technical information and assume data is absolute. However, in assigning an independent inquiry in which they need to create their own scientific arguments, they begin to see the impact human tendencies in thinking can have in an "objective" field. When we as instructors make direct associations between the principles of critical thinking and the principles of conducting an experiment, students' level of evaluation of these arguments deepen as does their consideration of the decisions and conclusions they make outside the classroom. This session will provide an overview of a semester-long inquiry project that incorporates critical thinking with basic experimental design and describe some of the classroom activities that support that objective.

Designing Assessment to Support and Improve First-Year Seminars

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Assessment is crucial for the improvement and sustainability of first-year seminars. While institutions commonly do assess their first-year seminars, the common forms of assessment focus on measures such as student retention and GPA. However, first-year seminar programs should employ more comprehensive mixed-methods evaluation research to show the true extent of the program's impact at the institution. Established in 1999, the Entering Student Program (ESP) at The University of Texas at El Paso (UTEP) recently completed a major assessment project that looked at the program's impact over the last ten years. ESP looked at its first-year seminar, which is a three-credit hour, core curriculum course. Designed to increase students' opportunities for academic success, the seminar, UNIV 1301—Seminar in Critical Inquiry, is taught by faculty and staff from a variety of academic disciplines. Section themes vary by instructor, but all seminar sections address the same set of goals and objectives that work to strengthen students' academic performance, enhance students' essential academic skills, and increase student interaction with faculty and other students. Each section is taught by an instructional team that includes the instructor, peer (student) leader, academic advisor, and librarian. To capture the

program's impact, the assessment project looked beyond the program's retention and GPA results to examine additionally how the UNIV 1301 experience impacts the student, peer leader, and instructor. This presentation will address the rationale for, design of, and selected outcomes from the ESP assessment process. Presenters will briefly address the general design of UNIV 1301 and examine a specialized section of the course that is part of a Global Learning Community linking the section with a comparably-themed course at Victoria University in Melbourne, Australia. The presentation will include a discussion of various assessment approaches, including online surveys, pre-/post-assessments, focus groups, and interviews with multiple stakeholders. The presenters will also solicit ideas from the audience regarding how their institutions effectively assess and publicize the impact of first-year seminars.

Utilizing First-Year Seminars to Dismantle Racial and Ethnic Borders in American Colleges: The Creation of the UTEP-John Jay Global Learning Community

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The Entering Student Program at UTEP and the Office of the First Year Experience at John Jay College work in collaborative partnership with key university offices to provide solid foundations for the success of students. These collaborations include instructional support, faculty development, and shared programming. Through these collaborations, campus-wide networks of support are created to help entering students form campus connections and achieve academic and personal success. Though situated in different parts of the nation, UTEP and John Jay have developed a collaborative relationship to enhance and enrich programs that contribute to student success. This collaboration resulted from the recognition that both institutions, defined as Hispanic serving institutions, share key similarities that can impact academic performance; these include the following demographics: first-generation, minority, ESL, and lower socio-economic status. In an effort to address the needs of their students while providing the cornerstone for first year success, the two universities launched the pilot for the UTEP-John Jay GLC in the fall of 2011. The GLC linked a first-year seminar at UTEP, which is content specific but also addresses the goals and objectives for student transition and academic success at the university, with a comparably themed first-year seminar at John Jay that addresses similar goals and objectives. The GLC pilot, entitled Exploring Racial and Ethnic Borders in American Colleges, was linked for a period of thirteen weeks. During the collaboration, both classes studied critical race theory, nationalism, culture, migration, and gender and sexuality in America in general but in New York City and on the U.S.-Mexico border specifically. Technologies,

especially Web 2.0 tools, were integral to the implementation and ultimate success of the GLC. The ESP and the FYE collaborated with its respective campus partners to identify, develop, and manage the appropriate technology for the GLC curriculum. The main idea behind the GLC was to transcend geographical, racial, and ethnic boundaries and build a virtual community of learners who would explore themes of national identities and multiculturalism. Recent research suggests that first year students are highly engaged in social-networking technologies; therefore, the GLC created a learning space using NING, a Web 2.0 tool that allows users to create their own social networks. Given the versatility of NING, UTEP and John Jay tailored the site to meet the requirements outlined by the facilitators, and which provided the appropriate tools and the look and feel that appealed to audiences in both regions.

Advancement Via Individual Determination (AVID) at a Postsecondary Institution: Support for First-Generation College-Goers

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Advancement via Individual Determination (AVID) emphasizes rigor while balancing it with support; consistent with the concept of scaffolding used in constructivist learning theory (Vygotsky, 1978) and in studies of AVID programs in secondary schools (Mehan, et al 1996). Recently, the AVID Postsecondary System (APS) was described by Cuseo (2010) as an "integrated, research-based, college-preparatory-and-success system designed primarily for underrepresented students who have the determination to succeed and for campuses committed to promoting their students' success" (p.1). Postsecondary scaffolding, utilizing APS, includes an academic and social support elective, collaborative tutoring, a cross-divisional campus team, and extensive professional development for instructors (Cuseo, 2010). APS is comprised of six features: 1) Holistic: AVID engages the whole student and campus; 2) Systematic: AVID creates a comprehensive, cross-divisional infrastructure; 3) Sustained: AVID provides a systematic plan for campus involvement that is ongoing and incorporated follow-up support and assessment; 4) Transformative: AVID drives the development of a student-centered, learning-focused campus culture; 5) Empirical: AVID is built on research based evidence that track student progress; and, 6) Customized: AVID is tailored for campuses that are committed and determined to implement its features (Cuseo, 2010). In this study, researchers chose to focus on a paired mathematics course due to similar successful interventions with MATH 1300 and MATH 1334 in previous years (Ramirez, Watt & Wang, 2010; Ramirez, Wang & Watt, 2011). These interventions were the result of the institution's Quality Enhancement Plan (QEP); therefore, one of the comparison

groups in this study is the QEP intervention group. Research Questions: 1) Is there a significant difference in the retention rates of first semester freshmen enrolled in the AVID Seminar/Learning Frameworks/MATH 1300 class, a control group of freshmen, and a QEP intervention group? 2) Is there a significant difference in the grade point averages of first semester freshmen enrolled in the AVID Seminar/Learning Frameworks/MATH 1300 class, a control group of freshmen, and a QEP intervention group? 3) Is there a significant difference in the retention rates of first semester freshmen enrolled in the AVID Seminar/Learning Frameworks/MATH 1334 class, a control group of freshmen, and a QEP intervention group? 4) Is there a significant difference in the grade point averages of first semester freshmen enrolled in the AVID Seminar/Learning Frameworks/MATH 1334 class, a control group of freshmen, and a QEP intervention group? 5) What do instructors, student support center directors and tutors report to be the benefits of AVID Postsecondary?

Understanding the Community in "Learning Community": A Study of Social Networks in LEAP Classes

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Two or more decades of research have firmly established the effectiveness of first year learning communities in higher education. Yet there has been very little study of the community element in "learning community." Do different kinds of community form in college classrooms? Are there typical structures? Does learning depend on where a student is located within the community structure? Is it possible for a teacher to intervene, restructuring classroom community for the benefit of learning? In short, the impact of classroom community on learning remains largely unexplored in studies of higher education. This gap is particularly vexing in the case of learning communities, given their emphasis on peer-to-peer interaction: we know that learning communities work, but we don't know enough about how they work to intervene if they stop working. This presentation discusses findings from a study of classroom community in the LEAP Program at the University of Utah. LEAP is an unusual kind of learning community, consisting of two classes that first-year students take not simultaneously but sequentially. The same students stay together for an entire academic year. Community is an emphasis of the program: structurally (second year students return to the class to work as mentors or "peer advisors" for new students), pedagogically (teaching tends to be through discussion and small group work) and topically (the courses focus on diversity and community). But most importantly community is an outcome of the program, with very strong cohorts developing especially in the second semester. For the most part these strong cohorts just happen—a natural product of the

program's structure, method and content. But sometimes they don't. The study was prompted by the need not only to validate the program's approach but also to improve it. The research mapped social networks in LEAP classrooms both fall and spring semesters. Findings showed that more densely networked classes tended to be more satisfied (as measured by course evaluations), and that more connected students tended to get higher grades. The sequential structure of the LEAP learning community allowed longitudinal analysis of the classroom community as it developed from fall to spring semester. Findings showed that the number of cliques diminished from fall to spring, with many classes becoming, in effect, one big clique by the end of spring semester, and that the correlation between network density and student satisfaction is much stronger in the second semester than the first ($p<.05$; $r2=.44$).

Beyond GPA and Retention: Assessing Integration in the Learning Community

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Numerous noteworthy findings emerged from this study, and each has significant implications for practice in integrated learning endeavors. First, the students of FIGs faculty who were more explicit (along numerous measures) about their integrated course goals -including instruction in the integrated model in which students were immersed- had a significantly greater ability to name and describe the purpose of those goals as well as the role of integration in their learning. Course goals encompassed both direct and indirect measures. While faculty's explicit goals were usually focused on the academic content material students were expected to learn, implicit goals were more often focused on non-content focused learning, such as college adjustment and transition, working in a group to complete assignments, and basic college skills such as how to write a college level paper or manage time wisely. Related to this, we found that none of the FIGs instructors hosted a traditional final exam; rather, their assessments focused on students' abilities to build and explain complex concepts over time, reflected in semester-long papers, projects, and other qualitative, creative measures of learning. Second, while students started the semester with one set of expectations about assessment of their learning, the integrated

curriculum demanded different approaches outside their comfort zones, and the experience shifted their expectations (and comfort) toward a new set of assessments. At the beginning of the semester, students indicated a preference to be assessed through exams, essays, and individual projects/presentations. They also felt those instruments best measured "their" learning. However, by the end of the semester, they felt that assessment through small and large group discussion as well as group projects was a more accurate approach, in general, and was best for their personal learning as well. Finally, we identified a disconnect between the language faculty used to communicate the nature and purpose of integrated activities (instantiated in the courses' learning goals) and the language students were prepared from experience to understand. Our research suggests that instructors with stronger and more defined understandings of integrated learning (the types of goals, the benefits, the opportunities, the assessments, and the holistic nature of its application) tended to have students who were more conscious of their learning environment, and who could report back the goals of their experience. Having an increased understanding of the unique environment led to students being more aware, more positive, and more comfortable, leading to enhanced learning.

Building an Institutional Inventory of High Impact Practices for Students in Transition

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In recent years, colleges have increasingly turned to "high impact practices" to guide attempts to engage students and promote student success. The University of Wisconsin-Green Bay became interested in high impact practices (HIP's), a set of ten academic experiences that the AAC&U suggests are significantly associated with student achievement (especially for at-risk students), as

we expanded the work of our first year transitions program. Anecdotally we thought we were providing some types of HIP's fairly well to our students in transition, but we had little data to support these speculations. More importantly, we were concerned that some of our students might be completing their entire first year without participating in a single HIP. So in order to develop an accurate picture of the types of HIP's we were providing and when we were providing them, during the fall 2011 we created and conducted an institutional HIP inventory. We asked instructors to complete inventories for every class taught during the last three academic years. For each class, the inventory asked whether each relevant HIP was included in the class (e.g., collaborative assignments and projects), and if it had not been included whether the instructor was interested in using the HIP in that class and what some of the barriers were to including it. For each department, the inventory asked a parallel set of questions about relevant HIP's (e.g., capstone experiences). Finally, we used institutional data to gather data on HIP's such as whether a major required students to complete a diversity/global learning component. Taken together, the data provide a fairly comprehensive picture of how many HIP's we are offering to students, of when they have the opportunity to participate, and of which students are more likely to participate. In our session, we will provide a detailed overview of the inventory we created so that others may use and build upon our model. We will also report on what we found in our inventory, and discuss how we will use this data to inform the development of our plan to better address the needs of students in transition. We intend for the program to be broadly and practically useful for any college that is looking to gather data on high impact practices and to develop a plan to promote more broad and equitable access to HIP's for all students.

Career Development and Integration into the Liberal Arts: A First Year Perspective

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With the increased cost of higher-education and increasing attention paid to the practical outcomes of that education by parents and students alike, the need for considering early preparation and planning for life after college is increasing thought of as a value-added proposition. This is a particular challenge in the liberal arts since historically the emphasis has been on learning for its own sake. This panel discussion will take up the issue of the reasons for more intentionality in career processes from early on and examine strategies for implementing such processes. The panel will consist of two members from the career services office at a traditional liberal arts institution, a faculty member from the student success team of the same institution, and a recruiter who values hiring individuals with a liberal arts background. The

discussion will include experiences from students and parents and their emphasis on the need to pay attention to final outcomes of the educational process. Panelists will consider strategies for promoting and implementing intentional career programming aimed at first-year students. The panel will also discuss challenges to implementing career-related programs in a traditional liberal arts environment where this has not always been the emphasis.

Welcome Week Service Excursions

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The Welcome Week Service Excursions are a student-led program designed for first-year students to experience San Antonio during their first "free" weekend of college. Students select to volunteer at one of four area non-profit organizations offering a range of different volunteer activities. Guided by a participant from the previous year, students learn about the organization through handouts, and then travel to their service site via public transportation. Upon arrival, staff at the non-profit greets students and throughout the course of the 3-4 hours that students are given a tour, told extensively about the organization's mission, as well as engaged in a volunteer activity. Upon returning to campus, students meet for dinner and rotate tables between each course of a three-course meal. By rotating tables students are able to meet one another, as well as the guest panelists in attendance. Under the direction of two student leaders who serve as hosts, discussion focused on the 'What?, So What?, Now What?' reflection exercise. After dessert, guest panelists with expertise ranging from city government to service on campus to international service speak about what called them to serve. Following a question and answer session, many students stay after to talk one-on-one with the panelists.

Integrating Academic Enrichment Beyond the Classroom

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The overall goal of the math enrichment project was to provide one-on-one consultation as well as, provide supplementary support to students and faculty with respect to teaching and learning of math. The objectives were to (1) develop enrichment activities to enhance quantitative and mathematical reasoning skills among students, (2) identify learning challenges among students within coursework and (3) improve academic enrichment activities and services through various assessments. The general expected outcome was to increase the pass rate of the first-year students, as well as increase students' participation and understanding of math concepts. In pursuit of the objectives, several techniques were employed to influence the students' knowledge of math content. It included presentations of the importance of class attendance, purchase of resources stated within the course syllabus to facilitate the learning process. Tutorials and supplementary instructions were conducted by faculty, staff of T-CAEIL and both graduate and undergraduate tutors throughout the week and on Sundays. Students were guided to complete assignments online. Innovative supplementary instructions and tutorials were implemented during a seven-week time frame with internet and e-learning tools. Softwares such as ALEKS, MyMathLab, MyMathTest were used to enhance and support faculty teaching efforts. Other resources like streaming videos from social media and several math enrichment workshops were hosted during the time frame to rebuild the fundamentals of the students. These tools immensely helped the students to understand the course contents and enable them to complete homework, practice tests and quizzes. The overall performance of the students enrolled in math 107 (Precalculus) over the 2011 summer showed that the innovative approaches to teaching and learning had tremendous impacted on grade performance within the course. The assessment showed that 62.12% of the students utilized extended math enrichment services and pass rate of 68.85% of students enrolled in the course.

Impact of Design and Implementation Variables on the Effectiveness of Learning Communities

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Learning communities are most typically small groups of preselected first year students brought together in a block of courses, based on some common interest, to form a community of collaborative learning and social development. There is a growing body of research evidence suggesting that learning communities have a significant impact on a variety of desired outcomes of college including higher grades and persistence rates, greater levels of intellectual and social development, and higher levels of co- curricular involvement and engagement (Zhao & Kuh, 2004). Learning communities were adopted as a tool for achieving these outcomes for first-year

students at UNC Charlotte in 2001. Since then, the program has grown to 17 communities built around a range of disciplines and themes. A Comprehensive Review of the program found that learning communities have had a significant positive impact on student participants on the following measures: higher academic achievement (as measured by first year GPA); greater rate of persistence (as measured by first year retention and time •]to •]degree); increased awareness of departmental, college, and University resources; and higher level of satisfaction with the University experience (as measured by campus-wide student surveys). Although the study found a positive impact of learning communities, it didn't address the important questions of why or how they work. An additional study was conducted to answer the following research question: Which design elements of learning communities (e.g., size, discipline- or theme-based, extent and types of co-curricular components, extent and types of service learning components, characteristics of student participants (e.g., race, gender, first-generation, at-risk status), characteristics of faculty and staff participants (e.g., continuity vs. turnover, tenure-track vs. non-tenure track faculty, faculty vs. staff), strategies used to recruit, role of advising, residential or non-residential, type and extent of curricular components, etc.) have the greatest impact on student performance and learning outcomes? Brainstorming sessions with LC coordinators yielded the creation of a rubric of design elements on which the current 17 learning communities differ. Next, a review of the Annual Reports for each LC for the past three years allowed the classification of each LC on each design element in the rubric by the researchers. Follow-up focus groups with LC coordinators and participants allowed the researchers to triangulate previous findings and to gain insight into how and why the design elements have the observed effects. The proposed poster will report the findings of both studies, and discuss implications for first-year experience initiatives.

Integrating Academic Advising into the First-Year Experience: A Synergistic Approach

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This project examines linkages between academic advising and the First-Year Experience (FYE) class at the United States Air Force Academy (USAFA), providing examples of pairing advising with FYE, discussing ways these methods foster learning and promote self-awareness, and suggesting applicability of this approach to other institutions. Hemwall and Trachte (1999) argue that the goals of the developmental/counseling advising model, grounded in student self-actualization and personal growth, are problematic because they "stand outside the core academic and curricular mission of higher education" (pp. 5-11). Hemwall and Trachte (2005) advocate a dynamic process-driven Advising as Learning philosophy, implicitly connected to students' academic learning. At USAFA, we integrate academic advising and academic learning in FYE by: 1) Linking Academic Advising to Core Classes: All incoming cadets take the FYE class, a core class for which they receive one hour of academic credit. FYE instructors also serve as academic advisors until cadets declare a major. This arrangement connects FYE and advising and demonstrates the benefits of the Advising as Learning philosophy. 2) Creating Syllabi with

Common Learning Outcomes: Collaboration between FYE and advising professionals aligns learning objectives with institutional outcomes. Outcomes shared by FYE and advising at USAFA are: critical thinking, decision making, lifelong development, and service to nation. Embedding these throughout the structure of the FYE and the advising syllabi allows us to coordinate lessons, activities, and events. 3) Designing Classroom Lessons/Activities Reinforced by One-on-One Advising Sessions: In an initial FYE lesson, we explain the role of academic advisors and provide a common lexicon for the advising sessions that follow. Further into the semester, the FYE lesson on time management explores approaches to organizing one's time, encouraging students to design and adopt the system that works best for them. Thus, follow-up advising sessions encourage accountability and engender personal attention. 4) Blending Curricular, Co-Curricular, and Advising Activities for Greater Engagement and Cohesion: At Majors' Night, each department presents fascinating faculty-led demonstrations and exhibits enticing students to explore areas of interest. We link Majors' Night with an FYE assignment that asks students to investigate two prospective majors and interview a faculty member and a cadet in those areas. Connecting Majors' Night with the FYE assignment broadens students' perspectives on one of the most important decisions of their college career, selecting a major. These methods have fostered greater engagement in FYE classes and more productive conversations in advising.

Building Hope: Creating Opportunities for Motivation, Engagement, and Well-being in a Strengths-Based Freshman Seminar

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This session will focus on the combination of strengths-based learning and hope theory in the classroom. While many universities are using the strengths approach to guide students in identifying talents and shaping life goals, the integration of hope theory provides an additional layer of insight and meaning in this process. The construct of hope has been defined as encompassing three types of thinking: 1) goals thinking; 2) pathways thinking; and 3) agency thinking. The session will begin by describing the strengths-based approach of the course and why it was selected to help students succeed in their first year of college. A connection to the concept of hope as a predictor of success in the first year of college and beyond will provide session participants with a theoretical framework for evaluating the success of this approach. Examples of how the course was originally built entirely around the discovery and development of strengths and a discussion of how hope theory was woven into the existing curriculum of the first-year seminar will be provided, and specific sample materials of student work will be shared.

The emphasis of the session will be on how to incorporate the strengths/hope combined philosophy into existing freshman seminars and/or co-curricular programs, and how to equip faculty in using the combined philosophy. Research evidence of the impact it had on first-year students will be used to demonstrate the effectiveness of this approach. The final aspect of the session will focus on the variety of activities that faculty utilized to introduce the strengths philosophy combined with hope theory to first-year students and how they taught students to invest time and effort into developing their talents into strengths that could be applied to academic tasks. Samples of the activities faculty used with students for goal-setting (including Hope Plans), career planning, leadership development, and academic success will be shared with participants, with time for questions and answers about the study.

Addressing the Unique Needs of the First-Year Student Athlete

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The University of Alabama created the Freshman Compass Course to provide first-year students with an introduction to the nature of higher education and a general orientation to the functions, resources and activities of the university. The course is designed to help students make the transition to a large comprehensive research university and gain skills to succeed academically. However, a shift was made over the past year to also include interactive instruction on life and leadership skills needed to help first-year students learn to balance the academic and social freedoms and responsibilities that are part of college life. This balance is particularly important for first-year athletes who must also perform at a high level in their sport while making the typical freshman student transitions. The University of Alabama Athletic Department worked in conjunction with the College of Human Environmental Sciences to create a Freshman Compass Course for first-year athletes. By creating a class specifically for these athletes, the instructors have been able to provide a safe environment for student interaction where they can share their unique challenges and find a sense of community. In addition, the Athletic Department brings in a number of guest speakers during the course of the semester who are interesting and engaging for student athletes. For instance, the Athletic Director gave a talk on the need for developing leadership and character both on and off the playing field. During the presentation, Jill will review the course syllabus, schedule and grading rubric used. She will also give an overview of the course textbooks and how they were adapted to fit the specific needs of student athletes. Time will be given for Q & A as well as small group discussion on how the attendees could adopt these ideas into their own institutional programming.

Norwegian book project on student retention – Need your input

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Student's attrition is becoming a more and more important issue in Norway and in Europe. Employees in different universities meet and share some schemes, and we have access to all the research done in USA, but none have made this knowledge available in Norwegian based on Norwegian conditions. The plan is now to write a practical oriented book in Norwegian on how we can support students better to get better retention. It will mainly try to reach administrative leaders, faculty in certain positions and other personnel working in student and academic affairs in our universities and colleges. By presenting the big lines of the book and how I understand specific challenges connected to student's attrition, I hope to get feedback from colleagues in the US that I know is especially competent and experienced. The book will be based around my interpretation of the longitudinal model of institutional departure (Tinto), and it would be very useful to get a reaction on how I understand and how I want to communicate the model. This roundtable discussion will be different from the normal setting since I will need to use some time presenting the book and the discussion must focus on the book.

Fostering Cross-Racial Interactions in the First Year of College

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The findings of this study will help participants understand how cross-racial interactions can be fostered on their campuses. This is important because the literature has demonstrated that the educational benefits of diversity are mediated through students' interactions with diverse peers. Thus, understanding how to facilitate cross-racial interactions in the first year can help institutions augment the benefits of racial diversity. The presentation will give an overview of the literature. This portion will underline two areas of research: 1) the benefits of cross-racial interactions for all students; and 2) what we already know about the factors that facilitate cross-racial interaction. Currently little is known about cross-racial interactions in the first year of college or how these can be fostered, so this study fills an important gap in the literature. The presentation will also present the theoretical framework that anchors this study's assumptions and methodological procedures. The theoretical framework is the intergroup contact hypothesis and the nature of prejudice as written by Gordon Allport (1954). Allport's theories (1954) outline conditions necessary for positive intergroup contact, which is beneficial towards understanding how students can engage in positive intergroup relations across racial lines. This session will help participants understand the types of behaviors and engagement they need to promote or mitigate in order to help students interact positively with racially diverse peers. First, the presentation will highlight the variables that positively predict cross-racial interactions. Some of these first-year variables are: students' self-reported ease of developing friendships with someone of a different race/ethnicity; students' satisfaction with their campus's respect for the expression of diverse beliefs participating in student protests or demonstrations; and spending

more hours per week engaging in student clubs and groups. Participants will also learn about factors that may detract from students' abilities to engage with peers that are of a different race. Two variables negatively correlated with positive cross-racial interactions were work for pay off campus and time spent commuting. In other words, students who work for pay off campus are less likely to interact cross-racially with their peers. Additionally, the more time students spend commuting, the less they will engage in positive cross-racial interactions. Finally, the presentation will engage participants in understanding how this study's findings can help shape the day-to-day work taking place on campus. Limitations to the study, areas for future research, and the importance of this work will also be discussed.

Blueprint for a Solid Foundation: Building a Partnership between the Library and FYE Faculty for Academic Success

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It's not a new idea to include librarians and the library in FYE programs. But what more is there than the traditional library orientation? Librarians and libraries have an abundance of ways to assist FYE faculty and programs that go beyond library orientations. Whether through online tutorials, scavenger hunts, the integration of information literacy skills into FYE courses, mobile library services, parent programs, or librarians serving as course instructors, librarians and their resources can play a crucial role in the academic success and retention of all students. These programs, as well as others designed exclusively for FYE students, are especially essential to the success of these students. Best practices and other recommendations are presented from course instruction, projects, and research in which facilitators have been involved. The facilitators of this roundtable discussion are librarians with years of experience working with FYE faculty and programs. One has served as the head of the First Year Services department in her library and a Freshman Seminar instructor, while the other has partnered with her FYE faculty to integrate Information Fluency into the curriculum. They will lead small group discussions on the issues that can be resolved through collaboration between librarians and FYE faculty. The small group activities will assist participants in pinpointing clearly defined functions for realistic practices. Participants will be asked to bring questions and situations in order to recognize ways in which they can build and advance partnerships and collaborations at their home institutions. Along the way the floor will be opened for additional questions and conversation with the librarians serving as facilitators. At the conclusion of the session, participants will have a summary of experiences, ideas, and strategies to take back to their institutions to put into action.

Upscaling Your Peer Educator Program: Challenges, Opportunities and Possibilities

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Colleagues at conferences want three things – augmentation of information and expertise, to engage with like-minded others, and to be heard. UC's LC PE program employs 100+ PE's serves over 2000 students – 800% growth in 6 years. The framing question is how have we adapted to "scaling up"? We will discuss infrastructures and strategies we have developed, share concrete tools, share assorted assessment strategies and data, and invite participation. Succinct information provision will be alternated with modest small group interaction (per below). Part 1 –I'll explain challenges - recruiting and hiring larger cadre of PE's, training and supporting more PE's (with same full-time staff), generating culture of commitment among all PE's, involving more colleagues – faculty, advisors, student life professionals, maintaining "feel" for what's happening with PE's and LC's (despite enhanced numbers), assessing increased numbers, and finding time to process and share results. Small group interlude – discuss your program's challenges with some neighbors. Part 2 – I'll share specific infrastructures and strategies developed to address these challenges - engaging PE's and colleagues in identifying prospective PE's, streamlining the selection and hiring process, expanding roles of four "peer leader captains" (veteran PE's who co-manage and mentor PE's), designating 11additional PE's as "senior PL's" to provide intentional co-leadership among PE's and help mentor PE's, developing rigorous probation system for PE accountability, hiring former PLC's as GA's, continually enhancing training and expanding "tool kit" (mini lesson plans and techniques to support PE work), augmenting end-of-quarter assessments with early quarter interim assessments, intensifying GA involvement in support of peer leader captains, and "triaging" intensity of certain practices in to accommodate resource limitations. And keeping everybody sane! Interlude – how has your program responded to growth challenges or how do you anticipate doing so? Part 3 – I'll share assessment strategies, discuss how they inform continued improvement and highlight key results (see "evidence of assessment" above). Interlude – how are you doing with assessment, what practices and tools have worked for you and what have you learned? It's impossible and ill-advised to cover everything. I will provide some handouts with key tools and practices while directing participants to "A Year in the Life of a Peer Leader Program" – a detailed narrative and set of links to everything we do.

Creating a College Wide Culture of Civic Engagement in the First Year

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We will begin with a brief background about the evolution of our service-learning program. The University of Cincinnati (UC) has identified five Baccalaureate Competencies, "which are the primary goals and desired outcomes to be achieved by all graduates of the university. These goals and outcomes are pervasive components of all courses and experiences, and equip students with the knowledge, skills, and attitudes for a full and productive life." Social Responsibility is one of the five baccalaureate competencies of the general education core. Many of the students in our College of Allied Health Sciences (CAHS) are pre-med with majors of: Physical Therapy, Communication Sciences & Disorders, Nutrition & Dietetics, Social Work, Advanced Medical Imaging and Technology and Clinical Laboratory Sciences. We will explain the framework of the service-learning courses as reviewed below: Students are enrolled in a required seminar designed to learn professional skills to be successful in allied health professions and for service experiences that will be completed in the spring to enhance learning and increase understanding of the method and value of civic engagement and social responsibility. There are presentations and discussions on such topics as understanding community-based needs, poverty, diversity, and people with disabilities. The book, Life on the Color Line, by Gregory Williams, the current UC President, is the common reading to incorporate a theme of poverty and diversity. The generic abilities of professionalism, responsibility, communication skills and interpersonal skills are introduced in order for the students to assess and form goals about their professional abilities. The more than 200 students are invited to a service fair where 20 local non-profits share information about their organizations and volunteer opportunities. Students will then self-select a program/project to complete 20 hours of service during the spring quarter. Since UC is a public urban research institution, our first-year students complete service-learning/community engagement experiences within the diverse communities where we study, work, and live to facilitate the growth of professional skills and increase their understanding of the method and value of civic engagement and social responsibility. Weekly reflections during spring quarter utilize the poverty and diversity theme along with writing about professional goals. The collaboration between the Office of Student Affairs and the College of Allied Health Sciences will be addressed. Implications for adapting our service-learning framework to other institutions will be discussed with a question and answer session to follow.

True Grit: Is Resilience Something We Can Teach?

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True grit. It's the title of a famous novel and movie, but what does it have to do with teaching first-year students? If you look up the word grit, you'll find this definition: "firmness of character; indomitable spirit; pluck: She has a reputation for grit and common sense." Students with grit have what it takes to hang in there. They tough things out, despite huge obstacles that get thrown up in their faces. Grit explains the difference between two students who fail the same calculus test, but who respond very differently. One throws the exam in the trash can on the way out of the lecture hall and refuses to ever crack the textbook open again. The other vows to study differently and spend more time at it. "I'm not going to let calculus get the better of me. I'm going to take control of my learning so that it gets the best from me!" Can instructors help students get "academically gritty"? If so, how? Explore this topic and its practical applications as they relate to your own students. This presentation will discuss the most current literature on today's college students as it relates to the psychology of resilience (otherwise referred to as hardiness, learned optimism, emotional intelligence, etc.). This presentation will offer five major guidelines for helping students develop academic resilience, along with suggested activities for each guideline in the college classroom.

Using High Engagement Strategies in First-Year Courses where Students Thrive

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The focus of this concurrent session is the demonstrated use of high engagement strategies in first-year courses, primarily pedagogical approaches used in first-year general education classes and first-year seminars. The intended audience includes faculty and administrators interested in practical applications of student engagement in the college classroom. Engaged teaching and learning provides students with a far broader range of strategies for making connections, transferring learning, and appreciating the characteristics of specific academic disciplines than do more traditional pedagogies such as lecture. Research supporting this approach to teaching and learning will be briefly reviewed. Presentations will address the needs of first-year college students and the impact of high engagement teaching on student academic achievement, persistence and completion. These strategies focus on the use of inquiry and collaboration, integrated with reading and writing, to deepen student learning. Faculty presenters represent the University of Houston-Downtown, a large public urban university; Southwest Texas Junior College, a rural, multi-campus community college; and Augsburg College, an urban faith-based liberal arts college. Student demographics at these three institutions are diverse in ethnicity, age, educational goal, and socio-economic status; a large proportion are first generation students. These three institutions participate in the postsecondary initiative of AVID, a non-profit, proven college readiness system whose success in closing the achievement gap at the secondary level has led them to establish a program for colleges and universities. The session will include an overview of AVID's postsecondary initiative, including its purpose, philosophy of "rigor with support," and success in providing quality professional development in high engagement teaching strategies. Faculty presenters will share their experiences using these strategies to enhance student academic achievement and success. These ten-minute presentations will include applications within specific disciplines, the impact on the faculty role, changes in student behaviors and performance, evidence of effectiveness, and recommendations for practice. Bill Waller, Professor of Mathematics at the University of Houston-Downtown, will describe the strategies he has used in Intermediate Algebra and College Algebra. Lori Brandt Hale, Associate Professor of Religion and Director of General Education at Augsburg College, will share her success using critical reading strategies in her courses, as well as in engaging faculty across disciplines in professional development around and adoption of these high engagement strategies. Finally, Kristi Gerdes, Instructor of English and College Success Skills at Southwest Texas Junior College, will discuss how she has used high engagement activities in teaching a first-year seminar. A number of student engagement strategies will be demonstrated during the session; handouts for highlighted strategies will be provided.

Developing a Model of Best practices for First year programming

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While student enrollment in two and four year colleges has increased since 1972, persistence rates have remained stagnant during this period. The literature suggests that students are not persisting in post secondary schools because institutions are not providing appropriate supports such as academic support programs, institutional and community support and student services. In response to the research, institutions have begun to develop student support programs and institutional level supports, in the form of First Year Experience (FYE) programs. FYE programs are a transitional program designed to meet the academic and social needs of incoming postsecondary students by offering additional curricular and co-curricular supports. These programs are designed to increase the accessibility of the higher education learning environment to students and to therefore lead to higher retention and graduation rates. However, the transitioning of this research into implementation has been fraught with inconsistencies in the design of the programs. While many institutions have developed student centered, first year initiatives such as extended orientation, learning communities and seminars, inconsistencies in the design and implementation have impacted the success of the programs. This session is an opportunity to discuss and develop a model of what works or doesn't work in student programming. First, we will discuss what the critical elements of first year initiatives are in order to develop a framework for evaluating successful student outcomes. The discussion will include sociocultural theories as they relate to student programming, including those that are learner centered, socially and culturally situated, and community based. Next, we will discuss how those elements can lead to a model of best practices of first year programming. A best practices model will enable practitioners to draw from existing programs as they construct programs at their own universities. Finally, the discussion will focus on challenges to implementation and meeting those challenges, while maintaining fidelity to the program and research. Specific attention will be paid to the challenge of meeting the needs of underprepared students.

Addressing Student Readiness for the First-Year with an Integrated Intervention: The University of Kentucky's Academic Preparation Program - The APP for Student Success

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The proposed session will include a description of the University of Kentucky's Academic Preparation Program (APP). UK's APP for Student Success provides prospective and incoming first-year students with a comprehensive, seamless continuum of academic support as they transition from high school to college. In 2009, the Kentucky Council on Postsecondary

Education (CPE) issued Administrative Regulation 2:020: Guidelines for Admission to the State-Supported Postsecondary Institutions in Kentucky. Among its many provisions, the regulations set clear expectations regarding the placement and support of students whose standardized test scores did not meet CPE defined "system-wide standards." The CPE mandates were issued at a time when American higher education has been admitting more students than ever before, and many institutions, administrators, faculty, and professional staff are grappling with the question of how best to support these students. College readiness issues compel institutions to consider ways to help underprepared first year students enhance the skills they will need to be successful while making the transition from high school to college through their first-year experience. While the CPE regulation does provide some very specific requirements for Kentucky higher education, the programmatic details of how to support students have been left to the administration at each state institution. At the University of Kentucky, the state's flagship institution, we embraced the mandate as both a challenge and an opportunity. Careful collaboration across divisions led to the design and implementation of the APP for Student Success. Enrollment Management, Academic Enhancement, and Undergraduate Studies teamed up to create a comprehensive, seamless program for students, the details of which will be discussed during the session. Students are identified during the admission process, provided communications regarding the APP and placement opportunities, offered suggestions to strengthen their applications for admission, assigned specific advisors, and pre-enrolled in UK 101 and APP supplemental credit-bearing workshops concurrent with regular courses. Once they matriculate, students work closely with select advisors and carefully trained instructors; progress is evaluated regularly. The session will highlight the intentional partnerships, each component of the APP, and the APP supplemental workshops that have been developed to support these students in critical areas (reading, writing, and mathematics). The presenters will provide an overview of the entire design process and discuss how the model was presented to all stakeholders. The presenters will engage participants in a discussion of how to enhance student college readiness both before and during the first year.

Creating Opportunities or Building Barriers: Framing Placement Testing as an Impactful Part of the First-Year Experience

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Every year in the United States many first-year college students discover that, despite being fully eligible to attend college, they are not academically ready for postsecondary studies. After being

admitted, these students learn that they must take placement tests in reading, writing, and mathematics. Placement testing is a necessary prerequisite for most first-year students, but is it just another hoop for students to jump through? Placement testing is used to help demonstrate students' academic preparation in one or more subject areas in which they do not currently meet the minimum requirement. Placement tests are touted for their ability to predict college success, but do these placement tests really measure student attainment of specific college readiness skills more efficiently than the ACT or SAT? Placement tests are designed specifically to ensure that incoming students possess the knowledge and skills in reading, writing and mathematics necessary to gain access into entry-level, credit-bearing courses. In 2009, Kentucky's Council on Postsecondary Education developed a common set of college readiness indicators that allow for a unified statement about college readiness based on placement test scores in reading writing and math. Students who fare poorly on placement tests are assumed to have gaps in their preparation and are advised and often required to take one or more supplemental courses to revisit important material prerequisite for credit-bearing courses. Placement testing may seem harmless to policy makers and campus administrators, but these tests influence and impact students' expectations and create barriers to a successful transition from high school to college. Inadvertently, these tests are causing stress and anguish for students before they even enroll in their first college class. This poster will address placement policy issues and their lack of consideration of the first-year experience. Placement testing policies need to be continuously reviewed and evaluated to ensure that students are in fact being placed into courses that will maximize the probability of their success. However, research on the topic is largely limited which makes it difficult to make definitive statements regarding the utility of placement tests in addition to mandatory standardized test scores. Additionally, this poster will review the assessment data from the University of Kentucky (UK) and provide a set of clear, common best practices that others in higher education may consider when implementing or evaluating their placement testing efforts.

Pulling Back the Veil of College Student Success: A Unique Intervention Initiative Targeting Students on Academic Probation

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This session will introduce participants to the EPE 174: Theories of College Student Success course, which offers a unique conceptual model for working with students in academic jeopardy. Instead of offering a study skills course, the EPE 174 curriculum focuses on college student development, post-secondary institutional organization, college teaching and learning, and the

history of college in the United States. The course curriculum gives students the opportunity to connect with the field of higher education generally, and UK specifically, using an academic framework. As a result of taking EPE 174, students gain the cultural capital necessary to navigate (taken-for-granted) university systems. The aim is to heighten, or in some cases ignite, students' engagement in their own learning, and overall college experiences. This process is facilitated in the classroom by encouraging students' intentional reflection and active participation. Academic engagement necessitates basic skills such as reading for comprehension, critical analysis, and logical writing. Yet, many students, especially those struggling academically, fail to implement these basic scholarly practices necessary for college success. Therefore, the intervention initiative of the course design extends beyond the curricular content to the pedagogy and course structure. Throughout the session, we will highlight pedagogic strategies designed to engage students in addition to key course structural elements. The course has controlled and capped enrollment in order to facilitate a seminar format. This format enables active participation and involvement between instructors and students as well as between students. Assignments are also intentionally designed to promote engagement in the course readings and classroom experience. All of these factors work together to create a positive and dynamic encounter for students. In the end, the objective is for students to obtain transferrable academic skills that will lead to their continual success throughout their college career. In addition to the uniqueness of the conceptual model and course design, we will discuss the implementation and coordination. A faculty member in the College of Education originally developed EPE 174 eight years ago. Since that time, the course curriculum, structure, and coordination have undergone several iterations. Currently, EPE 174 is a collaborative project shared between a service unit, Academic Enhancement, housed within the Academic Affairs division and an academic department in the College of Education. This partnership encourages a constructive working relationship that strengthens the impact of this particular initiative. It also serves as a new paradigm from which the university can more effectively serve students in transition.

If You Really Knew Me...

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In order to promote an awareness of diversity, this session will encompass three engaging, interactive activities: stereotype brainstorming exercise, small-group role-play and discussion, and the line of inequity. In the stereotype brainstorming exercise, all students will be given a sheet of paper with a list of generalized subsets of people, including jocks, male hairdressers, etc. Students will be instructed to write down their very first thoughts that come to mind regarding each set of people. This will lead into a discussion on how stereotypes are constructed, perpetuated, and function in this particular community. The goal of this exercise is to have students realize the prevalence of stereotypes within their lives and how stereotypes can hinder healthy relationships between one another. In the role-play and discussion exercise, students will be divided into small-groups, and each individual will be given a hypothetical situation to present as their own. In these groups, students will be expected to discuss the ramifications that this particular situation would have on an individual and will be encouraged to discuss any personal experience that they might have in regards to this particular hypothetical situation. The goal of this exercise is to present various examples of uncontrollable and/or unfortunate circumstances that often go unnoticed. The goal is to also discuss the best ways to recognize when people are in these situations and how to appropriately handle such situations. The last exercise, the line of equity, is designed to demonstrate the various differences and privileges that divide students in a particular community and to also illustrate the commonalities between one another. Students will be asked to stand shoulder-to-shoulder in a horizontal line and will be instructed to step forward or backward based upon the qualifiers of the instructor. For example, if students have a computer in their home, they will be asked to take a step forward; however, if neither of their parents graduated from high school, the students will be asked to take a step back. The goal of this exercise is to show students that despite environmental circumstances and differing opportunities, everyone is capable of achieving success. Therefore, through these three activities, students will not only be challenged to face their differences, but also encouraged to accept and embrace them as a part of their individual identity.

Keeping up with Cats: Assessing First Year Programs

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Academic Enhancement has created this assessment plan after careful research into best practices and with specific, intentional learning outcomes in mind. From the outset, the goal was to develop a systematic, cyclical plan for assessment that employs a range of methods, including both qualitative and quantitative measures. The plan and cycle have been implemented primarily to measure the impact of all programs and services on the intended outcomes stated below. Additionally, the assessment data collected will allow Academic Enhancement staff to evaluate the efficacy of each program and implement modifications based on assessment results. This contributes to the unit's overall goal to continue to make data-driven decisions that best support UK students. Our poster will include an explanation of the assessment plan, learning objectives, and the systematic assessment development, implementation, and reporting that was carried out during the 2010-2011 academic year. This will be a description of systematic assessment plan development, survey development, incentives, and implementation. Survey development includes item development, technological use of Qualtrics, and collaboration of programs for successful assessment. We will also share our plans for the current academic year and implementation of assessment data. The use of visual aids will help the audience to visualize this process.

Summer Bridge and Beyond: First Year Experience Super Charged

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This presentation will present an overview of the mentor program for the University of Maryland Eastern Shore, a historically black institution of higher education in rural Maryland. The presentation will detail four major components of a dynamic first-year mentor program. These components include the following: 1) selection criteria, 2) interview process, 3) training process and 4) evaluation. The mentor program is implemented across three domains: 1) first-year experience, 2) interactive study groups, and 3) student outreach. Data will be provided that demonstrate the program effectiveness. Participants will leave the presentation with specific information on program creation, monitoring and evaluation process.

Net Generation Students: Why They Are Different, and Teaching Strategies that Work for Them

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Are today's students different in some fundamental ways from prior generations of students? Do their extensive experiences with technology, texting, Twittering, and multi-tasking make them perceive the world, and even think about it, in ways that are dissimilar from traditional students? In this hands-on presentation, based on a growing body of research, we will address the issue of who Net Generation students are, and how that impacts the nature of First Year Experience courses and student engagement and success more generally. We'll first examine the key characteristics of Net Generation students, considering their independence, emotional and intellectual openness, and their readiness to innovate. We'll review research showing that they have thinking styles that may differ from students in earlier generations and why multitasking is the norm. We also will look at how they use technology and their preference for courses that include technology. We then will examine general principles for teaching Net Generation students, based on research findings that show the importance of education being learner-centered. We will discuss the drawbacks to traditional lectures in educating Net Generation students and how Net Generation students prefer to discover information on their own rather than passively absorbing teacher-generated content. We also will discuss the importance of student collaboration, and that ultimately the education of Net Generation students revolves around not what students know, but what and how students learn. Finally, we will examine how, specifically, to deal with the needs of Net Generation students in First Year Experience courses through the use of technology. We will consider a number of technologies from the perspective of novice instructors, reviewing "smart" presentation media and the use of interactive technologies such as blogs, wikis, social media, and podcasts. We will consider the overall benefits and disadvantages of the use of technology, addressing the practical-and philosophical-issues of how its use is changing the nature of education. We'll close the session with a discussion of how we encourage success and engagement in Net Generation students.

Advising Satisfaction: Implications for First-Year Students' Sense of Belonging and Retention

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The presentation will begin by summarizing research related to academic advising. Academic advising matters to students; in an oft-quoted statement about the importance of advising, Light (2001) concluded that “Good advising may be the single most underestimated characteristic of a successful college experience” (p. 81). Light (2001) also noted that student satisfaction with academic advising is an important part of a successful college experience. Findings demonstrate that when students partake of advising services, they feel better about their advisors as well as

the institution as a whole (Nadler & Nadler, 1999; Peterson, Wagner, & Lamb, 2001). Many scholars have noted that academic advising plays an important role in student retention (Tinto, 1993; Pascarella & Terenzini, 1991); yet, empirical studies examining an explicit link between advising satisfaction and student retention are relatively scarce. The second part of the presentation addresses the missing links in empirical evidence and provide the results of our regression analyses demonstrating the relationship between advising satisfaction and first-year students' retention. Understanding that an inherent challenge to any study exploring advising satisfaction is that satisfaction is subjective, our presentation discusses the nuances of advising satisfaction not captured in our study that may be explored on other campuses. In other words, students may be dissatisfied with advising for a variety of untenable reasons specific to the students' individual situation (e.g. personality, poor advice, lack of access etc.). This study did not take into account the factors that contribute to students' satisfaction with academic advising and we recommend that future studies seek to find evidence for what measures contribute to students' advising satisfaction overall. We hope to end our session by holding a discussion in which participants can collaborate to develop a more nuanced understanding of the factors comprising advising satisfaction on campus.

Blue Collar Scholars: Engagement and Integration among Working-Class First-Year Students

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Drawing upon the framework of Bourdieu's theory of social reproduction (1973), in addition to Berger's (2000) theory of undergraduate retention from a social reproduction perspective, this paper begins by discussing the importance of theory in understanding the effects of social class on campus. Next, the paper discusses what is currently known about working-class students' experiences on higher education. Working-class students who enter into higher education face tremendous challenges and disadvantages on their way up the social class ladder; for example, Borrego (2001) noted that "students who come from a working-class or poor background often describe a sense of bewilderment about the educational environment, more often related to the social codes and norms than actual coursework" (p. 31). I will discuss the additional effects of social class on students' experience while at the same time discussing the lack of research related to working-class students and some of the limitations in conducting this type of research. Next, the presentation will share the results of the survey analysis. Preliminary results suggest that across these 12 large, public research institutions, low-income and working-class students experience a lower sense of belonging on campus as compared to their middle/upper-class peers when controlling for other attributes. Working-class students also report lower academic and social engagement in addition to higher frequency in feeling depressed, stressed, or upset. These factors can negatively impact working-class students' transition to academia and hold longstanding impacts related to their future academic achievements or graduation. The presentation will conclude by discussing the steps that a wide array of higher education

practitioners can take to enhance the engagement and integration of working-class students. Social class is an important institutional diversity variable; yet, it is invisible, presenting challenges to practitioners wishing to address social class on campus. The presentation ends by discussing some of the limitations of the study and reiterating the importance of social class in academic and student affairs practices.

Extended Orientations: Enhancing the Belonging of First-Year Students

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Our session will begin by discussing the historical evolution of a week-long extended orientation (Welcome Week), including the types of activities that are included in Welcome Week. Next, our session discusses the university's First-Year Assessment Plan, which includes assessment of Welcome Week. These first two topics provide insight into the institutional context around which Welcome Week was created. Drawing more into theory, our presentation next discusses sense of belonging as an important psychological construct that plays a major role in undergraduate's social and academic integration on campus. We link Welcome Week to sense of belonging by demonstrating the results of our first analysis, which indicates that students who attend Welcome Week have statistically significant higher rating of sense of belonging on campus. Next, we present our full regression models, which demonstrate that Welcome Week is positively predictive of students' sense of belonging when controlling for several additional factors. Our presentation ends by demonstrating the value of extended orientation on students' sense of belonging on campus, which we hypothesize could lead to improvement in retention and graduation rates. We end by discussing specific activities during Welcome Week which can enhance students' sense of belonging and integration on campus.

Bridging the Information Literacy Gap: First-Year Students Reflect for Success

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UNLV has been engaged in the process of undergraduate general education reform for several years and has recently approved a new set of undergraduate learning outcomes, including "Inquiry and Critical Thinking." This learning outcome envelops the use of qualitative and quantitative reasoning and appropriate research methods to guide the collection, analysis, and use of information. The reform efforts also include restructuring the general education core to include a mandatory FYS, which has initiated campus-wide discussions of how the learning outcomes will be integrated into the curricular fabric of these seminars. Defined as the ability "to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information," IL has been widely and increasingly cited as a vital skill set for individuals to possess for college success, the workplace, and life. Several related skill sets have been identified in the last decade, specifically Information and Communications Technology (ICT) literacy, a term used globally for IL that recognizes its development within a technology-rich environment. ICT literacy also overlaps with other important intellectual and practical skills, such as critical thinking and communication. Based upon national IL standards, students should begin to develop these skills early in their K-12 education, and IL has now infiltrated the K-12 educational standards for a number of states, in addition to the recently emerging Common Core Standards. Although several methods have been developed to assess the IL, the most recent is the ETS iSkills exam, which is designed to measure ICT literacy. This performance-based exam is an assessment based on constructivist theories of learning, often associated with higher-order IL skills and problem-solving. As the hub of student academic support, the ASC offers a comprehensive set of services, including the coordination of an FYS with an academic/major exploration theme. The ASC and University Libraries partnered to integrate an Inquiry and Critical Thinking component (built around the iSkills assessment) into their FYS. The piloted integration included four sections with ninety-four students and included structured experiences for first-year students designed to help them with the high school-to-college transition by prompting reflection and discussions of their ongoing development of IL competencies. Specifically, the students attended an initial class session, viewed a video on IL, completed the

iSkill assessment, wrote reflections (immediate/end-of-semester), engaged in a results interpretation workshop and various class discussions, and participated in small focus groups.

Building a Success Center from the Ground Up

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This presentation will bring together the strategies implemented by the First-Year Success Center at the University of New Haven that will be helpful in building a similar department at other institutions. We will discuss how we established our funding, staffed our area, and created an annual cycle. Through the use of multiple student retention data systems, such as MapWorks and CSI, we will share what information we used to predict which students would need the most support. We will present how we use student feedback and student-centered customer service to bring students the services that they find valuable. We will focus on the collaborative effort that we have established with other offices in order to gain support, create a brand, and provide students with a network of support in their first year of college. The relationships we have built with other campus offices, faculty, staff members, and students have helped us support first-year students holistically. For example, by teaming up with the advisor for undeclared students, as well as the career development center, we have built a support network for undecided students at the university. By conducting research before we opened the success center, we were able to discover what tools would be most useful in working with incoming students. We will highlight the services we have provided to students, including: success coaching, mentoring, a call center, programming, monitoring, and proactive outreach. There will be a discussion of the use of our website, Facebook, and twitter to reach students. We will also talk about our use of intrusive and appreciative advising in our outreach and one-on-one meetings with students. We will conclude our session by offering advice from what we have learned in our first year at the university. We will share best practices for getting started, and ideas for the best ways to report outcomes and display your accomplishments to both internal and external constituent groups.

The Good, the Bad and the Ugly of planning, running, budgeting and sustaining a Learning Community

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This roundtable will focus on the development, facilitation and assessment of learning community programs nationally, while focusing on the current state of the learning community movement and the future of that movement. A strong focus will be placed on best practices and current challenges being faced by participants at their institution, while providing institutions from varying levels of learning community establishment to network and connect with others in the field. The facilitators will address the various types of learning communities currently being used in post-secondary institutions. This will be accomplished through group-sharing by participants, and will include non-residential learning communities, living-learning communities and residential college programs. Participants will also be asked to consider various curricular combinations, such as clustered course scheduling, integrated learning and/or co-curricular programs. Additionally, participants will be encouraged identify challenges being faced by their current institutions, and will be asked to review potential solutions and best practices in response

to these challenges. There will be a particular focus on the challenges of faculty participation, funding, collaboration between academic units and student affairs, assessment, and logistics (student applications, room assignments, course reservations, advising, and recruitment). The facilitators will focus on the sharing of assessment practices: what assessments are currently being used, what assessments would participants like to be developed, and what national assessments are helpful in shaping practices. Participants will be directed to review and share foundations in areas of embedded assessment. A portion of the conversation will also focus on the future of learning communities in an uncertain economic climate: aligning LC programs with university or college missions, strategic plans and curriculum.

Major Confusion: Helping Students Navigate Through a Maze of Majors

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The presentation will provide attendees with knowledge, skills, and motivation to develop and/or strengthen major exploration/navigation workshops and/or programs at their institutions. The presentation will be interactive and will focus on research regarding the retention of first-year and transitional students who are undecided. The first portion of the session will cover this literature in a highly interactive format; participants will be asked to share their observations of undecided and transitional students as well. After the research has been discussed, we will share UNCW's experience and detail our Major Confusion program. All of our first-year students are advised within University College where professional advisors work with them until they obtain at least 24 credit hours. At this point, the student is eligible for declaration into their major or pre-major of choice. Contrastingly, many transfer students go directly into the major they initially put on their admissions materials. This places these students into departments where many are advised by faculty whose primary focus is not advising. These advisors are typically not very aware of other majors, their requirements, and campus resources. This can pose a challenge to these transitioning students who determine their initial major is not their desired path. Similarly, after students are declared out of University College they are moved to their chosen department for advising. Students find different advising styles and, for various reasons, determine they want to change their major. Problems often arise. Students often do not know what majors are offered, what they want to change their major to, how to go about learning more about potential majors, and how to complete the change of major process. Thus, we created a program that includes a Major Confusion workshop that informs students of major options, gives them resources so that they can research other majors, and outlines the process they must follow

to change their major. After giving an overview of our major confusion program we will discuss ways we have assessed the program and ways we may alter it in the future. We will discuss the importance of building institutional partnerships when creating a program that helps students navigate through this process. At UNCW our advising office collaborated with the Career Center and the Registrar's office. In addition, we have attempted to gain buy-in from various academic departments across the institution. They have helped with marketing and directing students to the workshop. We will share that it is in helping students explore, determine, and declare or transition into a more appropriate major, that institutions can provide support to students during their first-year and beyond. Finally, we will divide the room into small groups and ask each of them to outline common challenges their students have in making and/or transitioning into a major and, most importantly, program ideas and/or resources they use or can create to address these issues. We will then have each group share their ideas with larger group.

Supporting Undecided Students: Assessing a First-Year Seminar and Learning Communities

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The chi-square analysis examines differences between the groups by SAT score, Pell eligibility, ethnicity, and high school class rank. It is notable that the control group had both the highest percentage of high SAT students and the lowest percentage of Pell eligible students. Despite these numerical differences, the chi-square analysis suggests that the three groups – FYS/LC, LC, and Control – do not differ significantly across the at-risk categories included in the analysis. Similar to previous studies, the analysis indicates positive outcomes on only some of the success measures. The outcomes associated with both the FYS and the FYS/LC intervention show significant positive differences in GPA and percent in good standing between the treatment sub-groups and the control group for the Fall semester. The FYS group achieved a .38 higher GPA and higher rate of good standing by 16.7 percentage points. The FYS/LC group exhibited similar results: .34 higher GPA and 13.6 percentage points higher rate of good standing. The results after a full academic year show higher GPA and good-standing percentages for the two treated groups, but the differences are not significant. Fall-to-spring retention rates did not differ significantly across the sub-groups (Control – 84.4, FYS – 84.1, FYS/LC – 92.1), although it is worth noting that the FYS/LC intervention produced the highest numerical retention rates, and that the rate was higher than that of the general FTIC population. Fall-to-fall retention rates show a similar pattern (Control – 71.6, FYS – 71.0, FYS/LC – 78.8). Undecided students had exhibited lower-than-average retention rates compared to students with declared majors for a period of several years. Coinciding with the establishment of an academic unit charged with both coordinating campus wide retention efforts and advising all undecided undergraduates, the campus developed a first-year seminar (FYS) and curricular learning communities (FYS/LC) in an attempt to increase the academic performance of undecided students. The results of the initial year of the intervention showed that both the FYS and the FYS/LC led to improved academic

outcomes for participating students (vs. undecided students not engaged in either intervention) in two of three focus areas – GPA and academic standing. First semester results were statistically significant, while academic year results were not significant. The FYS/LC group showed the highest fall-to-spring and fall-to-fall retention rates; the differences were not statistically significant. Interestingly, the Control and FYS groups showed nearly identical retention rates.

A Defined Pathway: Providing the Link between University Criteria, Course Objectives, and Assessment

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Many first year seminar programs struggle with justifying their existence on college campuses. Part of this struggle can be related to a lack of the university community's understanding of what these programs accomplish. Furthermore, many students are unwilling to participate in these programs or worse, they are required to participate, and then spend substantial amounts of time frustrated with a seemingly lack of purpose to the activities they are required to complete. If the program is a part of the university's general education requirement or would like to move in that direction, these concerns can be compounded. As program administrators or instructors, we have a full understanding of the purposes of our course as well as the goals for its specific learning activities. Yet, as a whole, it would be helpful to clearly communicate this information in a way that addresses how we are meeting university-level requirements and criteria with specific student learning activities and assessments. Within your program, can you easily address for example, how a particular exam question measures student progress towards a course objective or general education criteria? Can your students easily describe how their progress is being measured towards these specific objectives? Could someone view your syllabus and quickly understand the purpose of each scheduled class day and how it contributes to the course objectives? If your course is part of a general education requirement and you need to show student progress towards course objectives as part of a curriculum review, do you have the means to easily give this data? This session will argue that clearly identifying course objectives and linking them specifically to university criteria and subsequently how each objective will be assessed is crucial for long-term program success. An example will be provided to start the discussion with hopes that others will contribute their ideas of sharing this critical information.

Student Self-determination and the First Year Seminar

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Self-determination theory has been a widely researched in the field of motivation and psychology for the past three decades (Deci & Ryan, 2002) and may be an important cognitive predictor of college success. There has been substantial research conducted that shows a positive link between self-determination and increases in intrinsic motivation, persistence, and achievement. As such, SDT has provided a powerful theoretical framework to help explain many of the processes affecting behavior in a wide range of contexts including educational and work settings. A synthesis of cognitive variables, self-determination theory (SDT) has evolved to reflect the contributions of related foundational theories that all involve the concept of basic psychological needs. Deci and Ryan theorized that self-determination is formed by an interaction of three constructs, autonomy, competence, and relatedness, and stated that all three must be manifested for an individual to function optimally and feel self-determined. This University 101 course as a first year seminar has been designed to promote self-determination in freshmen students through creating an environment that fosters these constructs. For autonomy, students are encouraged to take responsibility for their learning, to understand there are opportunities to adapt their behaviors when given only one option, and to consciously make decisions in accordance with their own wants, needs, and goals. For competence, the seminar provides opportunities to develop proficiencies and skills in areas that will help them be successful in college. For the third construct relatedness, the seminar promotes close friendships and meaningful relationships and connections with faculty and other university staff. As stated previously, there has been extensive research showing positive relationships of self-determination with student success (Deci & Ryan, 2002), and comparably, there have been considerable studies showing positive relationships of FYE participation with student achievement and persistence (Barefoot, 1998). However, there has been very little that examines the relationship of these two constructs, self-determination with FYE participation. Because of this previous research with both of these constructs, it is predicted that students participating in University 101 will have higher levels of perceived self-determination, higher cumulative GPAs, and greater levels of persistence as compared to nonparticipants. Barefoot, B. (Ed.). (1998). Exploring the evidence: reporting outcomes of first-year seminars (vol. II, Monograph No. 25). Columbia, SC: National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina. Deci, E. L., & Ryan, R. M. (Eds.). (2002). Handbook of self-determination research. Rochester: University of Rochester Press.

The New Generation of First-Generation College Students

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Can you find a simple definition of a first-generation college student? Is it not having any postsecondary education in both the paternal and maternal family lineage? What about parents having an associate's degree, but no bachelors? A full review of available literature reveals the lack of a coherent definition for the term first-generation student. This session aims to propose a conclusive definition as a means of introducing the developmental needs of this growing student population. We know the transition from high school to college academia is typically challenging; however, this issue deserves special attention in relation to first-generation college students. The current cognitive theories of a college student's progression through academia focus only on a single college student group: the "traditional" student. Today's student mix is uniquely complex and is composed of many other demographics, such as non-traditional college students along with students from an increasing diversity of ethnic and cultural backgrounds. At many postsecondary institutions, some faculty and college administrators are not even familiar with the term first-generation. How are we to accurately accommodate these students if we do not understand who they are? This session provides an update on the issues faced by this population based on empirical evidence and the presenter's personal experience. The majority of issues faced by first-generation students can be summarized as cultural challenges compounded by financial considerations. Armed with the information provided by this session, professionals will be better equipped to serve this growing body of students in higher education.

First-Year Student Success Resources

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Tinto's (1997) interactionalist theory focuses on student success through means of integration into the collegiate environment and personal bonds between students, faculty, administration, and staff. Research by Pascarella and Terenzini (2005) also indicates that peer-group and faculty interactions have a significant impact on student success. Though several other researchers utilized the interactionalist theory in research and have affirmed student and faculty engagement indicators support student success, (Harris, 2006), the importance of student support services has not been recognized by some colleges serving the needs of first-year students (O'Gara, Mechur Karp, & Hughes, 2009). To increase first-year student integration into the collegiate environment and to improve student success, student labs and workshops are recommended. First-year student labs offer students a place to develop existing skills and develop new skills. The one-on-one attention that first-year students receive in a lab setting is a benefit, framing the student's

academic experience and enhancing personal interaction in the collegiate environment. Adjusting to the first year of school may be challenging for some students, but offering labs in both traditional and nontraditional formats allows first-year students to participate on their own schedule. Whether labs are synchronous, asynchronous or a blend of the two, providing dedicated lab assistance to first-year students from across all disciplines is necessary to increase student success. Currently, labs for specific courses, like Math, Science, or Computer Systems, may be used by some colleges. Colleges may want to consider how labs on time management, writing skills, managing money, or APA skills could help benefit first-year students. Providing lab opportunities that allow first-year students to hone practical and academic skills is a worthwhile and inexpensive student support service that encourages first-year student success. Like student labs, student workshops offer first-year students a place to develop existing skills and develop new skills. Because many students may participate in workshops in a given session, students can greatly increase personal interaction with peers. Workshops can also help first-year students integrate more fully in the collegiate environment, as formats and synchronicity can be changed to introduce students to new learning environments. Like labs, workshops can focus on specific courses or general skills, like time management or writing skills. Workshops can aid first-year students in both practical and academic skills and provide another worthwhile and inexpensive service that encourages first-year student success.

Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

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The session will open with the presenters providing context and background on this important topic. Then in a small group, participants will be invited to discuss the following questions: 1. In your institutional life and work, can you think of specific times or situations in which you have experienced a clash between your personal values and institutional values and practices? Give specific examples of times or occasions in which you felt compelled to compromise your values and beliefs. 2. What kind of collegial behavior or administrative policies generate value conflicts

for you or create inauthentic behavior? 3. In what ways are the beliefs and values of your department or institution congruent or incongruent with your own? 4. Are there times when your interactions with students have offered opportunities to discuss issues of spirituality, authenticity, and wholeness? How have you reacted to the opportunity? 5. Does your institution provide safe structures or opportunities for the sharing of values? Would the process used for this session facilitate such sharing on your home campus? The session will conclude with the presenters facilitating a processing of the discussion and a sharing of resources on the topic.

Creating and Developing Learner Centered Classrooms

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This session first will review a variety of fiction, opinion, research, and instructional development essays and books related to the emerging focus in American higher education on creating learner centered classrooms. An overview will be provided via PowerPoint presentation, and then the participants will be led though a small group exercise where they will brainstorm and share strategies for teaching first-year seminars that illustrate the strategies advocated in the literature.

Encouraging Academic Success in the Classroom

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Academic Centers for Excellence (ACE) provides undergraduate students with an opportunity to learn and apply the skills needed to succeed in college. ACE offers free academic success coaching, writing consultations, and math tutoring. The renowned U101 program is an academic unit that fosters student success, development, and transitions into, through, and out of the University of South Carolina. ACE's presentations in the U101 classes are an essential component to this strong partnership. This poster session will outline six different facets of

academic success at the University of South Carolina. We will display an overview of ACE and U101. We will then explain the four block presentations given to the U101 classes. All four presentations have a main focus supported by sub-topics: time management (goal setting and grades); exam preparation (note taking and time management); basic study skills (concentration, memorization, listening skills, reading comprehension); and learning styles (note taking, test anxiety). Various resources supplement the ACE presentations in order to provide students with tangible takeaways. Each presenter creates a lesson plan incorporating academic icebreakers and transitions between topics. Usually, instructors pair the ACE presentation with the academic success chapter in the U101 textbook, Transitions. ACE's clicker presentations also allow students to directly interact with the presenter. Our intention is to provide our audience with every component of this partnership.

A Profile of Information Literacy Programs in the First Year of College: Initial Findings from a National Survey

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The literature review will cover the years 2001- 2011 and extend the work done by Colleen Boff and Kristen Johnson in their 2002 publication "The Library First-Year Experience Courses: A Nationwide Study." Prior research suggests an increased emphasis on the assessment of information literacy skills of first-year students, with an assortment of new tools becoming available. Collaborating with faculty members on writing information literacy learning outcomes, designing research assignments, and creating a more process-based approach to

teaching research skills were stressed in recent literature. Teaching pedagogies seem to be evolving with new interest in problem-based instruction, one-on-one research consultations, and embedding librarians more deeply in first-year core courses. Finally, many libraries are developing new outreach programs to extend information literacy awareness outside of the classroom. These emerging trends will be examined within the context of the survey data. The presentation will provide a detailed overview of the survey methodology, including data collection, description of the institutional data sample, and the content and measures within the survey. The survey administration has not yet concluded (survey closes on October 31, 2011), so no preliminary findings are currently available. However, given the duration between the end of the survey administration and the Annual Conference on the First-Year Experience, the data will be cleaned and coded in time for presentation. The majority of the concurrent research session will focus on presentation and discussion of the results, specifically highlighting national trends within information literacy programs and providing attendees with practical evidence and recommendations for evaluating, implementing, and/or assessing the information literacy program(s) on their campus. The presentation will conclude with a question/answer and discussion session with attendees. In addition, attendees will be encouraged to share elements within their information literacy program they found to be innovative or successful on their campus.

Increasing student self-confidence through the power of personal challenge, leadership development, and service learning

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Detailed studies throughout the years have reiterated the importance of higher education to helping build self confidence in students (Astin, 1993), as well pushing them to venture outside their comfort zones with the goal of maturation and ethics development (Colby, 2003). Employers are no longer simply looking for students who graduate with a degree, but are expecting new employees to demonstrate communication skills, honesty and integrity, leadership

skills, self-confidence, motivation, and interpersonal skills. These are traits and skills that are not always learned within the confines of a classroom setting. The learning community movement and the push for "outside the classroom" education enrichment opportunities are now the primary conduits through which students engage and develop these skills. This session will explore three "outside the classroom" initiatives that any institution of any size and structure can implement in order to work towards building students' self-confidence, self-efficacy, and overall institutional satisfaction. By looking at the brief history of the Capstone Scholars Program at the University of South Carolina and the collaborative efforts between Academic and Student Affairs in its origin, we will discuss the framework that needs to be in place to build a healthy environment for supporting and challenging students. Personal Challenge is a unique challenge given to our students each semester, which was initially inspired by the Capstone Scholars Faculty Principal's climb of the world's seven highest mountains despite an intense fear of heights. The Personal Challenge has been a primary driving force to motivate students to stretch themselves beyond their perceived boundaries and to realize their potential that they might not have otherwise seen in themselves. Three years of qualitative data has shown the tremendous accomplishments of students, whether it be challenging their fear of heights by skydiving, challenging the perceived barrier between students and faculty, developing intentional relationships with students who are different from themselves, and many other diverse examples. Leadership development (through a peer mentor program, leadership courses, initiatives within University 101, etc.) and various service learning programs (Ecuador service learning Maymester, service learning courses, middle school mentoring, and student-driven healthcare service projects) have strengthened the self-confidence of our students. We plan to spend a majority of the presentation discussing our program and the three initiatives, including showing student testimonial videos and specific data about the success of the students. There will be ample time for questions and discussion about best practices to help students develop self-confidence.

Dollars and Sense: Incorporating Financial Literacy Education into the First-Year Seminar

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Institutions have found themselves more responsible for providing financial education for their undergraduate students as the need for personal finance education has increased. A study at Georgetown University found that around three in five first year college students max out their credit card within their first year, which starts a cycle of unintended debt (The importance of financial literacy among college students, 2002). With an increased responsibility comes the task for institutions to create effective methods for providing literacy education on their campuses. Using research on the effectiveness of first-year seminars combined with the goal of providing financial education, the Financial Literacy Program at the University of South Carolina created an educational program to be used within their University 101 classes. The presenters will provide information on how the program was successfully developed and delivered through their first-year seminars, including outreach and assessment. Presenters will begin by discussing the development of the program, including the design of the collaborative learning and authentic practice exercises as well as the deliberate decision regarding the depth of financial information. Structural changes made to the 2010 pilot presentations will be covered with the intention of providing developmental framework for participants. Concept maps will be provided that can guide participants in developing similar models. The timeline will also be shared for introducing this topic to instructors, providing an opportunity for feedback, as well as supplying them with resources to be used within their own classes to facilitate a discussion about financial literacy. The final product of Money 101 will then be shared with session participants. This presentation uses active learning to engage students on the basics of financial responsibility. The content of the presentation was shaped by the addition of authentic learning practices in the form of a consumer credit game as well as mock budgeting exercises. The opportunity for independent practice in the form of a personal budget was added at the end of the presentation both as a resource for students and to allow the instructor to create follow-up exercises. The presentation will conclude with a look at qualitative and quantitative data collected from seminar instructors and students. Characteristics identified within the presentations that contributed to their success will also be shared, including flexibility of the program that allowed for minor programmatic changes in response to feedback as well as changes to the active learning strategies. The importance of financial literacy among college students: Hearing before the Committee on Banking, Housing, and Urban Affairs, U.S. Senate, 107th Cong. (2002) (testimony of Robert Manning).

Appreciative College Instruction: A positive approach to teaching first-year seminar courses

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The proposed presentation will include 1) an overview and definition of Appreciative College Instruction, 2) theoretical infrastructure of the six phases of ACI, 3) practical application of ACI in first-year seminar courses, 4) suggested assignments, resources, and active learning strategies, and 5) an overview of data and lesson learned. By presenting an overview of ACI, attendees will be able to understand the framework and mindset of teaching first-year courses using a positive, appreciative approach. The first section of the presentation will emphasize how ACI is defined and rooted in theory. A thorough overview of the six phases will be provided along with specific examples of what instructors can do to implement this instructional approach. For example, the Disarm phase will be discussed both as theory and practice. Instructors will consider why disarming students is crucial to success of the course, how instructors may be perceived by students, and what specific things instructors can do to disarm their class. The second section will highlight a specific University 101 Academic Recovery course taught by both of the presenters. This course enrolled 19 students who were placed on academic probation and who mostly all failed University 101 the previous fall. Specific course assignments, exams, papers, videos, in-class activities, and active learning strategies will be shared. Student quotes will be used throughout this presentation revealing the impact of these teaching strategies. Finally, the instructors will share an overview of data collected and recommendations for future implementation. Attendees will leave the session understanding both theory and practice of ACI and specific tools they can use for implementation in their first-year seminar courses.

Closing the Gap: Ideas for Implementing High Impact, Low Cost Faculty/Student Interactions

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Due to an overwhelmingly positive response to a poster presentation on this topic at last year's conference, as well as expanded efforts within these programs to directly target first-year students, this presentation will provide a context for two programs that promote faculty/student interaction at the University of South Carolina (USC). As a result of this session, attendees will strengthen their understanding of the importance of faculty/student interaction, especially to first-year students; learn about successful programs implemented at USC; and apply traits of these programs to strengthen faculty/student interactions at their home institutions. Researchers and practitioners alike agree that student-faculty interaction is a significant factor in student success (Austin, 1993; Kuh et al., 1991; Pascarella & Terenzinni, 1991; Tinto, 1993). Structured interactions beyond the classroom can provide a space where potential power dynamics can be abandoned and conversations that produce shared understanding and respect can occur. Understanding student expectations can lead faculty to effective and efficient teaching techniques, while also allowing for a smooth transition for the student into the academic aspects of the university. The Academic Centers for Excellence (ACE) coordinates the Out-to-Lunch program, which allows students to invite a professor to lunch on campus. Through a centralized process within the ACE offices, students share lunch with their professors at one of several campus dining facilities. The student is only responsible for the cost of their own meal, while ACE pays for the meal of the faculty member. This year, ACE has specifically reached out to University 101 instructors, encouraging them to consider requiring Out-to-Lunch as an assignment within their seminar. ACE provides a way for instructors to request tickets and information for their students, as well as a tracking system to determine if students utilized the service. The Office of Student Engagement at USC partners with the Center for Teaching Excellence to facilitate the Mutual Expectations dialogues. Mutual Expectations helps open the lines of communication between students and professors regarding their expectations of each other in the classroom. Students and faculty members are given the chance to discuss, in both large and small groups, how to create a successful learning environment. By providing both students and faculty member with the platform to ask questions and express concerns, both groups leave equally informed. Specific Mutual Expectations dialogue topics include: academic integrity, technology within the classroom, and communication.

Full Circle: Utilizing Assessment to Guide Faculty Development Initiatives

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Individual instructors play a key role in the success of a first-year seminar. At the University of South Carolina, the quality of instruction and use of engaging pedagogies are the top predictors of overall course effectiveness in University 101. Thus, ensuring a successful first-year seminar requires a high level of faculty development. This session will focus on how to use relevant assessment evidence to make decisions about faculty development efforts. This presentation will consist of two main parts. First, various assessment tools used at the University of South Carolina will be shared and data from these various assessments will be highlighted in order to make connections between data and resulting initiatives. Examples of various instruments will be provided for participants. The remaining part of the presentation will discuss how this data is used to inform Faculty development initiatives, which includes a 3-day new Faculty workshop, annual syllabus preparation and teambuilding workshops, an annual teaching conference, a summer workshop series, faculty meetings, a facilitation workshop series, a Colleague Cluster program, a Faculty Resource Manual, an Faculty intranet, and a weekly Listserv e-mail. Content for all of these components is driven by assessment data collected from current and former students, University 101 Faculty, and campus partners. Participants will be introduced to the various resources University 101 Programs provides its faculty, and given examples of how assessment data has been utilized to further enhance these offerings. For example: 1. The Building Connections Conference is an annual conference for current University 101 instructors that focuses on engaging pedagogies and teaching and learning techniques. The presentation will discuss how the agenda for this conference is shaped by the findings from our assessment results. Conference highlights and evaluations will also be shared. 2. Utilizing assessment data, University 101 identify instructors who showed evidence of successfully achieving course outcomes. These top performing instructors were invited to help create a Faculty Resource Manual, and have since been utilized to update and revise the document on a yearly basis. This session will share strategies that will help institutions develop a similar manual for their programs. Resources and examples will be provided related to various indirect and direct assessments and initiatives discussed throughout the presentation. The end of the session will also allow time for participants to ask questions and engage in discussion as a way of gathering more information to take back to their individual institutions.

Creating a Culture of Research: Exploring a Partnership between the Office of Undergraduate Research and the Capstone Scholars Program at USC

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Undergraduate research programs are "an amalgam of situational and behavioral factors intended both to provide a window on the intellectual life of the scholar and to promote students' active involvement in their own learning, increased and more meaningful interaction with faculty members, opportunities to apply course-related theory and skills in solving real problems, and a challenging intellectual activity" (Pascarella and Terenzini, 2005, p. 406). While often housed in academic affairs, undergraduate research programs can find common missions and goals in the area of student affairs. By creating strategic partnerships, both student affairs programming and undergraduate research are able to leverage resources in order to enhance research opportunities and create a variety of new experiences for students. This presentation will begin by defining undergraduate research and examining current literature and best practices. Specific attention will be given to highlight research across the disciplines and not simply in the natural sciences or engineering. Next we will explore how this research supports student success in the first college year. Many students and practitioners typically see research as an upperclassman or honors endeavor, but the USC Office of Undergraduate research focuses on reaching students at all ages and levels, particularly first year students in the Capstone Scholars Program. We will then examine possible partnerships with Student Affairs offices to create unique opportunities and broaden undergraduate research activities. Specific attention will be given to the partnership between the University of South Carolina Office of Undergraduate Research and the Capstone Scholars program. The Capstone Scholars program, a two-year educational enrichment program designed to provide opportunities both in and out of the classroom, has created a culture of undergraduate research among their 1000+ student living learning community. The Capstone Scholars staff has encouraged undergraduate research in a variety of different ways including funding grants, promoting research at a variety of educational and social events, giving "Capstone points" for participating in research, presenting to all Capstone Scholars University 101 classes, and encouraging and mentoring students on an individual basis. Using this partnership as a guide, we will present a variety of initiatives that could be incorporated across

institutions to encourage more students to participate in the research process. We will examine how to use the first-year seminar, workshops, grants, not-for-credit seminars, learning communities, and other experiences to get more first-year students excited about participating in research.

Understanding the First-Year Experience of Mexican American Students at a Texas HBCU

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This session will immediately engage the audience with an introductory activity. As participants share their name and background information, the presenter will also ask them to identify one word that comes to mind when they think of Historically Black Colleges and Universities (HBCUs). After discussing the similarities and differences among the word choices, the presenter will provide background on her dissertation development and an overview of the presentation's agenda. The purpose of this session is to demonstrate a need for understanding the first-year experience of Mexican American students at HBCUs and to present preliminary findings from an ongoing study focused on their first-year in college and perceptions and sense of belonging within this unique educational context. This presentation will begin with a brief overview of the nine HBCUs in Texas (i.e., Huston-Tillotson University, Jarvis Christian College, Paul Quinn College, Prairie View University, Southwestern Christian College, St. Philip's College, Texas College, Texas Southern University, and Wiley College) and, more specifically, will discuss Latino student enrollment trends at these institutions over the past ten years. The increasing Latino population in Texas and strategic recruitment decisions by Texas HBCUs present a new set of issues that warrant further exploration, but this presentation will focus on the first, critical year in college (Clark, 2005; Upcraft & Gardner, 1989; Upcraft, Gardner, & Barefoot, 2005). After providing the context and illustrating the need for understanding this particular student population within this institutional setting, presentation will succinctly inform participants of the guiding research questions: 1. How do Mexican American students describe their first-year experience at a Texas HBCU? 2. What does sense of belonging mean to Mexican American students at a Texas HBCU? The presenter will then briefly discuss the qualitative, phenomenological research design and process for data analysis, but primarily focus on the main themes that emerged from 20 student interviews, a student questionnaire, campus observations and analytic memos. The guiding theoretical framework for understanding the first-year experience and perceptions of sense belonging is Jalomo and Rendón's (2004) model for the transition to college (separation, validation, and involvement). The presentation will conclude with a think-pair-share activity where participants will discuss strategies for improving the first-year experience for Latinos. They may also share how they (either individually or within a department) have employed promising first-year practices at an HBCU or for Latino students. Clark, M. R. (2005). Negotiating the freshmen year: Challenges and strategies among first-year college students. Journal of College Student Development, 46(3), 296-316. Jalomo, Jr., R. E., & Rendón, L. I. (2004). Moving to a new culture: The upside and

downside of the transition to college. In L.I. Rendón, M. Garcia, & D. Person (Eds.), Transforming the first year of college for students of color (pp. 37-52). Columbia, SC: National Resource Center for First-Year Experience and Students in Transition.

Mentorship Matters: First-Year Validating Experiences and Latino Student Success

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This session will immediately engage the audience with an introductory activity. As participants share their name and background information, the presenters will also ask them to identify one word that comes to mind when they think of mentorship. After discussing the similarities and differences among the word choices, the presenters will provide background on their dissertation development and an overview of the presentation's agenda. Since the purpose of this session is to demonstrate the critical role of validating experiences, the presenters will begin by describing and defining cultural validation. According to Rendón (1994), traditionally underrepresented student populations experience varying levels of self-doubt upon matriculation. Institutional agents, peers, and family members have the ability to affirm students' experiences and their place within the institution through in- and out-of-class and interpersonal validation. These validating experiences are particularly important in the student's first-year of college. After discussing validating experiences, the first presenter will share how she explored this phenomenon among first-year Latino students enrolled in a Texas HBCU. The increasing Latino population at some Texas HBCUs presents a new set of issues that warrant further exploration, but this presentation will focus on validating experiences (Rendón, 1994) in the first, critical year in college (Clark, 2005; Upcraft & Gardner, 1989; Upcraft, Gardner, & Barefoot, 2005). The presenter will then discuss the process for participant recruit and data analysis and then conclude with preliminary themes that emerged from student interviews, a participant questionnaire, and campus observations. The second presenter will provide a brief discussion of her findings in regards to the Latino mentoring experiences within her qualitative study. A presentation of overarching themes and how they align with current thoughts on Latino experiences in higher education will be provided (Gandara & Contreras, 2006). As this research is a pilot of the presenter's dissertation work discussion of the limitations and successes of the research protocols will be discussed as well. The presentation will conclude with a think-pair-share activity where participants will discuss strategies for encouraging validating experiences at their respective institutions, particularly for first-year Latino students. They may also share how they (either individually or within a department) have employed promising practices to mentor first-year

Latino students. References: Clark, M. R. (2005). Negotiating the freshmen year: Challenges and strategies among first-year college students. Journal of College Student Development, 46(3), 296-316. Gandara, P., & Contreras, F. (2009). The Latino education crisis: The consequences of failed social policies. Cambridge, MA: Harvard University Press. Jalomo, Jr., R. E., & Rendón, L. I. (2004). Moving to a new culture: The upside and downside of the transition to college. In L.I. Rendón, M. Garcia, & D. Person (Eds.), Transforming the first year of college for students of color (pp. 37-52). Columbia, SC: National Resource Center for First-Year Experience and Students in Transition. Rendón, L. I. (1994). Validating culturally diverse students: Toward a new model of learning and student development. Innovative Higher Education, 19(1), 33-51. Seidman, I., (2006). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York, NY: Teachers College Press. Upcraft, U. M., & Gardner, J. N. (1989). The Freshman Year Experience: Helping Students Survive and Succeed in College. San Francisco, CA: Jossey-Bass. Upcraft, M.L., Garner, J.N., & Barefoot, B.O. (2005). Introduction: The first year of college revisited. In M.L. Upcraft, J.N. Garner, Barefoot, B., and Associates (Eds.), Challenging and supporting the first-year student: A handbook for improving the first year of college. San Francisco, CA: Jossey-Bass.

Entering Community College Students: Consciously Creating Critical Connections

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The session facilitator will provide a brief overview of the SENSE instrument and benchmarks so that participants, who may be unfamiliar with the survey will gain a basic understanding. The session will provide an overview of the survey instrument, sampling procedures and selected data. In addition to providing selected findings from the 2010/11 national administrations, the facilitator will also show student video clips that both bring the data to life and illustrate the "why" behind the numbers. Selected data will focus on data that can be useful for colleges interested in several key "front door" experiences. Examples from across the nation, colleges large and small, urban and rural will be presented to illustrate how these actionable data can be used to measure quality and to improve student engagement, which is a proxy for student success. The facilitator will encourage participants to ask questions throughout the presentation and will leave 10 minutes at the end for Q and A.

Engage Your Learners Inside the Classroom: Enhancing Motivation

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Participants will first discuss motivation and the socioconstructivist view that motivation can be enhanced by creating an environment that establishes inclusion, develops attitude, enhances meaning, and engenders competence (Wlodkowski, 1999). A definition of each will be provided and then participants will then be broken into four groups to discuss those four conditions and what classroom strategies they utilize that promote these conditions. Participants will share these ideas with the group and after each group has presented the presenter will lay forth one activity that worked in her classroom for each, with detailed handouts. Finally, the participants will do a mock lesson plan trying to incorporate all four conditions in one class.

Learning Communities for all Communities

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The Learning Communities Program coordinated by the Tomas Rivera Center (TRC), is one of UTSA's major retention initiatives designed in response to low freshmen success rates. Learning Communities originated in 1999 through a Title V grant. In 2000, the newly established program offered 10 learning communities. In 2005, UTSA's Learning Communities program was institutionalized. The program has grown significantly, and in the fall of 2011, offered a total of 55 learning community sections. These sections have been designed for a variety of freshmen groups including traditional declared freshmen, provisionally admitted students, undecided/exploratory students, athletes, and scholarship students. Regardless of population, this

program systemically provides academic support and opportunities for social connections to first-year, first-time freshmen. To begin the presentation, an overview of UTSA's Learning Communities program, in general terms, will be explained. The presenters will then provide an explanation of how Learning Communities has expanded to assist in the retention of special populations. These populations range from students that have been admitted on a provisional basis, to scholarship students, and various populations in between. The presenters will also elaborate on the various types of Freshman Seminar courses that have been specifically designed for special populations. A traditional Freshman Seminar is a theme-based or major based course focused on enhancing students' interests and knowledge in a particular field of study or discipline. These particular sections of COR 1203 are taught by UTSA faculty, Student Affairs administrators, and PhD students from a variety of disciplines. Another type of Freshman Seminar course is a skills-based course and serves as an anchor for several TRC retention programs. This Freshman Seminar course centers on students making a positive transition from high school to college, and is taught by academic advisors and staff members of the TRC. This course focuses on transferable study skills, life management skills, information about campus resources, and career/major exploration. This type of seminar is required for all students in the provisional program, and is highly recommended for students exploring majors, and those who have been awarded certain scholarships. At the conclusion of the presentation, information regarding success rates of Learning Community participants, in comparison to non-participants, will be shared. An opportunity for questions and further discussion will end the presentation.

Implementing An Institutional Comprehensive Assessment Plan of a First-Year Program in a Hispanic Serving Institution

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According to the 2010 results of the Freshman Survey, this four-year comprehensive university partnered with a community college in south Texas has a student body of 96% Hispanic origin and 91% bilingual. Fifty-eight percent are first generation college students. Thirty-three percent of the students reported family income of less than $10,000 per year and 90% required financial assistance to attend school. The freshman to sophomore attrition rate was 50%. More than 50% of the incoming first-year students were not college ready upon entrance to the university. In 2010, 39% of the first-year students were on academic probation at the end of their first semester. A Foundations of Excellence Self-Study (FoE) was completed in 2009-2010. A major recommendation was to establish a comprehensive integrative program that would support the

transition of students during their first year in college. According to the FoE faculty/staff survey, co-curricular aspects of a first-year experience were found to be significantly below the goals set for first-year students (3.05 on 5 point scale). A significant deficit was the extent to which students have connections with faculty members outside of class (2.84). Moreover, the self-study indicated a weakness across all items measuring how assessment data were used to make decisions and inform practice with first-year students (1.76 – 3.28 on 5 point scale). In general, the university was found not to have the structures and policies in place to address the needs of first-year students (2.82 – 3.05). Based on the recommendations of the FoE, university initiatives were implemented in the 2010 – 2011 academic year. These initiatives included University College and the integrated first year program. An assessment plan was incorporated into the first year program to assess the elements included. Assessment was designed for the purpose of gaining institutional information for decisions about effective practices in the first year. Assessment was implemented for planning program changes and interventions for students to succeed. Initial assessment instruments were implemented to provide baseline data to use in longitudinal trend analyses and logistic regression analyses to predict retention and identify variables of risk. Both quantitative and qualitative data were used to assist with institutional change. Assessment results including frequencies, pre-post assessments, descriptive statistics, cross-tabulations, significant differences of program aspects, and multivariate analyses will be presented.

Engaging Nontraditional Students in FYE Programming

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While the National Center for Education Statistics reports that the undergraduate student profile is shifting to include more students of nontraditional backgrounds, higher education institutions often struggle to understand this new demographic. Compared to their traditionally-aged peers, adult learners, student parents, re-entry students, and other "nontraditional" students contend with greater responsibilities outside the classroom, more immediate financial pressures, and often, weaker support networks. Due to these factors, nontraditional students are at higher risk of attrition, particularly during their first year. Despite these realities, most FYE programs across institutions focus on the engagement and retention of our traditional college students. This session proposes that FYE programming has the potential to address the needs of our growing nontraditional student population, thereby augmenting retention rates overall. Our session will focus on the growing presence of nontraditional students on college campuses, and how FYE programs can best respond to the challenges these students face in their first year. As a group, we will first discuss national trends and firsthand experiences in order to better understand the unique needs of nontraditional students. Secondly, we will discuss how FYE programs can unintentionally marginalize the experiences of nontraditional students. This will help raise awareness of the institutional isolation that nontraditional students frequently encounter. Finally, we will brainstorm ideas for greater inclusivity of nontraditional students within FYE programs. Specifically, we will discuss how to better engage nontraditional students in FYE courses, in summer bridge programs, and in academic advising. Participants will be encouraged to share best practices from institutional initiatives, and from higher education literature. Joining Mr. Olivares in facilitating this discussion will be three other student support specialists from UDC: Juana Hernandez, Academic Support Center Coordinator, Mark Rivera, Academic Advisor and Freshmen Orientation Instructor, and Alison Rubin, Academic Advisor and Freshmen Orientation Instructor.

"Lost in the Supermarket" of Learning : Making Online Modules for First-Year Students

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Online learning modules have been developed for first year student courses based on the principles of the College of Innovative learning. The material and human resources associated with COIL are organized around "Learning Communities." Learning Communities coalesce around interests, projects, academic programs. Assessment in COIL is outcomes based. Grades and credit are awarded on the basis of achievement. Curriculum in COIL is "blended": Time and

space are adjusted to the requirements of learning, and not the other way around. Lectures can be important, but most people learn by doing things in collaboration with others outside of a classroom. Curriculum in COIL is "challenge based": Challenge-based learning emphasizes discovery, collaboration, and creative problem-solving. Learning in COIL is a matter of working with others to find the right questions and potential solutions. Faculty in COIL is "guides," "co-learners," and "facilitators": The focus is on student learning and the guided development of expertise. Online modules allow the students to interact with others online, move at their own pace and choose the kinds of assignments that meet their learning objectives.

Using Non-Cognitive Assessment Data to Enhance Student Success Efforts in the First Year of College: Theoretical and Empirical Support and Institutional Models

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The importance of non-cognitive/motivational factors in understanding risk and promoting college success and persistence is well established in the literature. In this presentation, we will describe the value of non-cognitive assessment data, how those data supplement existing cognitive/achievement data in understanding college student risk and strengths, and how data from non-cognitive assessment instruments can be utilized within the context of student success programs. We will pay particular attention to the role of non-cognitive and motivational factors in promoting the success of first-year students (including an emphasis on first-generation and economically disadvantaged students). We will provide an overview of the predictive and developmental value of non-cognitive assessment data in promoting the college success and then share several specific campus examples.

Establishing Identity & Developing Purpose: Guiding Vectors for TWO Programs

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First, the presentation will begin with a quick review/overview of the seven vectors of Chickering and Reisser's Identity Development Model. We will focus on the two vectors which are a primary focus as well as the other vectors which are a secondary guide. Along with this part, there will be a brief explanation of a description of the key influences affecting student development. Second, a description of our first-year and second-year programs will be provided. This portion will establish the relationship between Housing and Residence Life and Student Transition Programs. It will talk about the setup of the facilities and the number of students in each program. We will explain how students are placed in the programs and the orientation provided to the students about the program. Third, we will explain the role that Chickering and Reisser's model plays in the construction of the program from staffing to programming. We will make connections to how the staff and programming helps first-year students establish identity (as well as competence and managing emotions) and the second-year students develop purpose (as well as mature interpersonal relationships). Finally, we will talk about the success and problems we have had in the creation of both programs and how the programs help to maintain our students from first to second year AND second to third year.

Introducing First Year Students to Research; The Recruitment and Retention of High Performing Students through the Blugold Fellowship

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The historical summary of the program will be presented, including numbers, variety of student profiles, and data from the successful applicants. The process of scholar recruitment will be presented, including how it has evolved from a typical letter award to a more personal phone call with a conversation. The process of welcoming the scholarship will be outlined, including conversations with parents, an outline of the program and the materials given to the students to help them start the process of selecting a project. The process of matching students to mentors, and getting students to think broadly about research as freshmen will be shown, and the difficulties faced by the students while looking to join a research group, or to create their own project. The funding process and how our university combines the scholarship payments and work stipends will be shown. The overall programmatic outcomes, as well as the individual student outcomes will be addressed to show how the program benefits both the students and university.

Enhancing Student Success through Media Integration: Building a More Informed and Engaged Citizenry

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Introductions and Description of the New York Times in the First Year program - The nature and purposes of the program will be detailed as well as the participants in the fall semester pilot. Assessment Framework and Pilot results - Details of the pre- and post- course survey results from 11 institutions and over 3000 students will be presented. The results will be examined to determine changes in civic awareness and engagement, social agency, pluralistic orientation, leadership, and habits of mind for lifelong learning. Areas of intersection will be pointed out between the AAC&U's Liberal Education and America's Promise (LEAP) outcomes and the pilot program. Faculty-led examples of using the New York Times in the First Year - Examples of how the New York Times was used in classes will be presented including how faculty used the tools and suggested discussion assists on the New York Times website. Questions, Discussion, and Implications - The presenters will answer questions of participants and lead a discussion of the material presented. Areas for future research will be detailed.

Why are we here?: Facilitating a discussion about the purpose of a liberal education with first-year students.

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Our commitment to providing a liberal education is central to our designing and delivering a college education to students. But how do we discuss the purpose and design of a Liberal Arts degree with students in their first year? In this roundtable we will consider the set of values associated with a liberal education, and investigate strategies for talking to students in their first year about the rationale and objectives of a liberal education. The roundtable presupposes the research showing that a liberally educated student is better prepared as a citizen and as a member of the workforce. The philosophy behind the Liberal Arts degree is validated when graduates are prepared for a range of life experiences with a set of values, a body of knowledge, and an array

of skills that prepare them for a lifetime of learning. The AACU endorses this through its LEAP initiative, defining and justifying a liberal education as "…an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings." While these objectives are central to our own understanding of what we do in higher education, a conversation with students about these objectives does not always happen. When it does, it may occur in occasional conversations with advisors, or at the conclusion of a student's college career when reflecting on a set of coursework. The piecemeal approach to discussing the purpose of a liberal education with students risks students misunderstanding the rationale of their degree requirements, or leaving some students in the dark altogether. This roundtable will provide a forum for considering the best ways to introduce first year students to the justifications for a Liberal Arts degree, with the expectation that this knowledge will help students understand why they are in college, and will lead to higher retention rates and a better integration of the college curriculum for students. The roundtable will consider practices related to first year seminars, advising, and common campus experiences.

People Like Me: Using 'First Generation' Film and Literature in the FYE Classroom

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Share excerpts from "The Undeclared Major," "I Walk in Beauty," and "LD." Discuss the following successful hands-on exercises I developed for my FYE courses: What does it mean to be educated? List words and phrases associated with being "educated." Where do these ideas come from? Who or what influenced you to think this way? Show clips from Mona Lisa Smile, Good Will Hunting, Accepted. Record lists of "what does it mean to be educated" for the various characters: • In Mona Lisa Smile—for the art history professor and her students • In Good Will Hunting—for Will, his friends, the math professor, and grad student • In Accepted—for the "dean" (Uncle Ben) and the students Discuss observations. For the next class period students read William Cronon's "Only Connect: Goals of a Liberal Education" and work in teams to decide on their "top 3 most important liberal education goals." Teams share why they chose the goals they did, and at the end I ask: • What does it say about us as a class, given that our top three goals are ???? ? • How is your choice of "important" goals a reflection of your major? Finding your motivation Brainstorm the following prompts: • What motivates you? • What are your top three motivations right now in your life? • What have been some of your past motivations? • Where do motivations "come from"? Ask students to share their thoughts out loud. Acknowledge that we are all expected to be motivated, but no one ever really talks about their motivations because they are often quite personal. Show clips from Rudy (15 minutes) and

October Sky (15 minutes) and ask students to make a list of what motivates each young man and what gets in his way. Discuss students' observations after clips from each film. Ask what each main character has in common and how they are different. How does being a "first generation" student affect them? Next class period, share You Tube clips about finding your own motivation. There are tons of them, but I use one that features a lecture by Randy Pausch, whose _The Last Lecture: Really Achieving Your Childhood Dreams_ became a popular YouTube video and a New York Times best seller. This clip is *really* his last lecture—one on "time management"—3 months into his doctor's warning that he had "3 to 6 months of good health remaining." He died of pancreatic cancer on July 25, 2008 at age 47.

First Year Students Expanding Their Boundaries Internationally

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My presentation will entail briefly going over how we began our first year experience program that started at UW-La Crosse in 1998. Information on our structure such as how many sections, credits for the course, how often offered, activities required, who teaches and how instructors are selected for the program. I will go over in more detail the process of why we decided to offer a study abroad option during our 3-week winter intersession and why it is tied to our current first year experience program. I will talk about the benefits for the faculty and staff as well as benefits for students. I will also cover any of the obstacles when attempting to get this type of program approved by campus administration. Every student has his/her own reasons for wanting to study abroad. I will talk about how many students took advantage of the study abroad opportunity and obstacles associated with the actual experience for the three different destinations. One misconception that students have about study abroad is that it is difficult to do and not accessible for all students. I will share ideas on how we promoted the study abroad experience to our current first year experience students. I will also provide information on how many credits offered, how instructors were selected, and other offices affiliated with the program. I will talk about why we selected the three destinations consisting of France, Argentina, and Germany. I will use one of the destinations as an example of the types of activities we had the class do to compare to their own perspectives about themselves and their own culture. I will open my presentation up to a discussion on questions the audience has to input from others that are offering a similar type of experience and what worked or did not work on their campus.

Opportunities and Challenges of Creating and Offering FYE Courses Online

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The concurrent session will start with an overview of the need for an online first-year experience course at the presenter's former institution. The need for online first-year and leadership courses arose from the students; returning adults and first-time in college adult students required more flexibility in their class schedules. Stay at home parents and parents working full-time desired online courses to meet the demands of their family and jobs. The needs of students offered the university the opportunity to design and offer online courses. In addition, the university's need to offer online first-year experience courses resulted from lack of classroom space and the need to provide enough sections for returning and transfer students. Eleven sections of such online courses were included in the fall 2010 class schedule. Challenges of offering so many online course sections included informing pessimistic faculty, and academic deans, regarding the delivery method, training facilitators to use the learning management system, and educating students on the time and technology requirements to successfully complete online courses. Opportunities and challenges in creating the online courses, as well as the impact of the quality of instruction and student learning and interaction will be discussed. An unanticipated opportunity involved collaboration with institutional colleagues and colleagues across the nation to learn best practices and effective means of course content for an online course. Participants will gain current resources for creating an effective first-year experience course, as well as online delivery best practices, how to create community online, and hear lessons learned from one who has created and delivered such a course. Attendees will also have the opportunity to share their lessons learned and tips for best practices in online first-year experience course content during the last twenty minutes of the session.

A New Model of Student Motivation for Success that Carries Significant K-12 and Higher Education Implications

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This research-based presentation will share a new model that could impact the way we look at what causes students to be motivated to do well in K-12, higher education and in life. Picture yourself standing in front of a mirror. Your view is defined only by what you see in the mirror. You cannot see behind or ahead of you because you only see yourself. What you see in the mirror represents who you are and what you have become to that point in your life. However, you are unable to contextualize this process of how and what you have become because it is as if what you see in the mirror (i.e. you) stands in way of you contextualizing and learning from the past. As you look into the mirror you are also unable to see yourself in the future, or the possibilities of what you could become, because once again, you only see yourself as you are in the present. Thus your motivation level and vision for success and development may be limited to a focus on you in the present (like so many youth today focus on themselves as they are in the present). This metaphor represents life without any relationships that contextualize how you have

become what you see in the mirror. While there may have been social and cultural capital influences, among others, that attempted to help you along the way, they may not be contextually important because all you could see is you and the present with little to no perspective on or motivation for the future. On the other hand, imagine that an additional mirror is inserted behind you so that you are now standing between two mirrors. As you face the mirror in front of you, you can also see the mirror behind you. Specifically, as you look into the mirror in front of you, the mirror behind you enables you to see what some might describe as an infinitely recurring image of yourself looking backwards and forwards. The insertion of the second mirror represents the triggering relationships in this model. The relationship (second mirror) triggers your ability to recognize positive and negative experiences, decisions and influences at different points in your past and present, enabling you to be successfully and serve as a motivation as you look forward to the future, including success in K-12, higher education, and in life.

Student Ownership of Active Learning in a First-year Experience Student Success Course: A Case Study

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The overwhelming majority of first-year students in this study had never experienced the opportunity to choose the way by which they could demonstrate understanding and competency with assignments. As the instructor and student mentor described assignment expectations and possible ways by which first-year students could complete the assignments, the idea of assignment flexibility was received with great enthusiasm. However, at the beginning of the semester some students made comments like, "I'm not sure if this is what you were looking for," as they struggled to get used to this new-found freedom. On the other hand, other students quickly embraced the flexibility and owned their learning opportunity. For example, the very first assignment explored the origins of student motivation for success. One student who hardly ever said anything in class throughout the semester had created an impressive song that thoroughly mapped his sources of motivation and brought his guitar to perform it for the class. Another student, who was also relatively reserved with his peers, got out of his comfort zone and decided to learn Windows Movie Maker and created a heartwarming movie with family photos, contemporary music and text. He proceeded to share this with the class and was beaming as he did so. A female student brought a brilliantly painted canvas (that was still a little wet) and proceeded to tell the class that she had been waiting for the right excuse and time to finish her artwork and this assignment provided her the opportunity. She shared a powerful connection between motivation and her artwork. While it is true that some students admittedly wanted to take advantage of the assignment flexibility to allow their creativity to blossom, they also recognized that they didn't always have enough time to do so and as a result, turned in a written paper that also demonstrated understanding and competency with the learning outcomes for the topic covered. There were some students who actually did not look forward to the assignment flexibility at the beginning of the course but changed their tune and appreciation for it as the

semester progressed. Overall, the majority of students felt much more motivated and increased ownership as a result of assignment flexibility. Those who embraced assignment flexibility demonstrated increased ownership of their own learning and overall success when compared to doing assignments without flexibility.

A Vision of Students Today: How Does Technology Enhance Learning in FYE Courses?

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In 2007, 200 University of Kansas students in Professor Michael Wesch's Introduction to Cultural Anthropology course examined the impact of technology by creating a YouTube video called A Vision of Students Today. The video contrasts how the students used digital media and Web 2.0 tools to collect data, share content, and create meaning both inside and outside the classroom with more traditional teaching and learning methodologies. As new technologies continue to shape life in the 21st century, students need to be both "knowledgeable and knowledge-able" (Wesch, 2009). Wesch suggests that one of the goals of today's higher education classroom is to teach "subjectivities" which he defines as "new ways of approaching, understanding, and interacting with the world." This session seeks to start the conversation on perspectives on classroom technology in FYE classrooms by viewing A Vision of Students Today. The conversation will continue as participants use their cell phones and the Poll Everywhere web 2.0 tool to share examples of current technology uses in FYE classrooms and debate ways in which technology contributes to or detracts from student learning. Presenters will provide examples of FYE content created with digital media or Web 2.0 tools such as Glogster (graphic blog), Prezi (presentation platform) Dvolver (animation), Study Stack (flashcards with game and puzzle applications), Xtranormal (text to speech animated movie maker), Mindomo (concept mapping), Fix8 (create virtual characters using a webcam) and SuperTeacherTools (Flash versions of Jeopardy, Who Wants to be a Millionaire and other games that can be modified with any content), Jing (Video screen capture), Voicethread (Media conversations) , ToonDo (Comic Creator) and Voki (create personalized speaking avatars). Participants will receive an handout with Web 2.0 tool URLs and ideas for use.

Integrating a Learner-Centered Summer Reading Program Into the First-Year Curriculum

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Virginia Commonwealth University (VCU), an urban research institution with over 32,000 students, has implemented a number of programs for first-year students designed to promote a sense of community and enhance their success. Two of these programs, the Summer Reading Program and Focused Inquiry (FI), a 2-semester seminar required of all first-year students, are among the first of many common experiences designed to develop a sense of engagement for the entire VCU community and especially its newest members – over 3700 first-year students. The development and implementation of a learner-centered Summer Reading Program that is integrated into the entire first-year experience and draws on the ideas and expertise of campus-wide representatives will be discussed in this session. VCU's Summer Reading Program involves much more than selecting a book and asking students to read it. The theme of the summer reading text follows the theme of the Focused Inquiry course. Although members of the FI faculty take an active part in the book selection, the Summer Reading Book Selection Committee is made up of representatives from the entire university community - administrators, faculty, staff, students, and members of the University Board of Visitors. The President and Provost both endorse participation in the program. During New Student Orientation, students and their parents are introduced to the Focused Inquiry and Summer Reading programs as well as the responsibilities that are inherent in a learner-centered environment. Students leave campus with the expectation that they are to complete the book prior to their return to campus in August. In fact, most of them see this as their first academic assignment. They are also told that they are expected to take part in Summer Reading discussion groups which are held during Welcome Week, their first week on campus. During Welcome Week 2011, over 2200 first-year students took part in 85 Welcome Week Summer Reading Discussion Groups. These groups were led by faculty, staff, and administrators from across the campus. During the fall semester, students continued to exchange ideas on the text in their Focused Inquiry classes. Examples of active learning and discussion strategies used both inside the FI classrooms and outside - within the university community - will be discussed. During the workshop, participants will share their summer reading program experience, what it takes to institute change in their universities, and how they might integrate a summer reading experience in their first-year curriculum.

Dialogue of Practices and Pitfalls in Common Reading Program Assessments

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As common reading programs are proliferating across colleges and universities nationwide and resources are being allocated for these programs, accountability becomes imperative. This round-table aims to engage participants in a discussion of best practices for assessing common reading programs. This round-table is intended for participants with a variety of levels of expertise in assessment. The topics covered in this round-table apply to all common reading programs regardless of complexity, as the focus of the session will be the strategies used for assessment, not program design. The session will begin with a short overview of our experiences developing assessment strategies for the Common Book Project at Virginia Tech. The overview will be used to springboard a discussion of successful approaches and challenges encountered during assessments of common reading programs. From this guided discussion, participants will generate effective assessment strategies as well as acknowledge common pitfalls to be avoided during the assessment process. Using these group exercises, participants will gain an understanding of assessments being conducted by fellow institutions and develop a peer network for support.

Collaborative Design Incorporates Online Instruction Pedagogy

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Hokie Horizons is a unique first-year experience course in design that is delivered through a variety of methods. Using various delivery methods including traditional in-classroom, online and hybrid models, Hokie Horizons, is an innovative course that is part of a university-wide initiative at Virginia Tech, called Pathways to Success. Multiple partners across campus collaborate in a design grounded in best practices, AAC&U's essential learning outcomes, and incorporates ePortfolio along with rigorous assessment. Participants attending this session will learn how collaborative course design can foster meaningful learning, enhance students' success, and drastically improve students' perceptions of learning. Hokie Horizons: Pathways to Success First Year Experience course is designed to help new Virginia Tech students enrolled in University Studies better navigate the university, engage in education, and succeed in their college experience and throughout their lives. The course design focuses on the essential learning

outcomes associated with development of college success strategies and life-long learning skills including problem solving, inquiry, and integration. The Hokie Horizons course provides opportunities for development of critical and creative thinking along with self-assessment and research, which are skills that contribute to effective decision-making. These skills are associated with college academic work, social adaptation to a new environment and making connections with faculty, staff and advanced undergraduate students. Topics are presented in class to provide students with a personal journey of self-discovery, increased self-awareness, focus on life goals, the motivation to take responsibility for learning, and skills needed for success in college and throughout a lifetime. Discovering purpose and direction along with peer and faculty support are factors that contribute to positive learning outcomes for students (Astin, 1993; Tinto, 1993). When designing a course for freshmen students taking a college online course for the first time, we sought to include many opportunities for interaction in the classroom. By design, there were multiple sections of the orientation course with online, hybrid, and face-to-face classroom options. Three sections were offered online, three sections were taught face-to-face, and three sections were delivered using a hybrid approach. Students were allowed to self-select one classroom option. Each section consisted of 30 students. Participants in this session will summarize collaborative course design, examine course artifacts, and explore student perceptions of social presence in a first-year experience course.

"Only Connect": Linking 26 Topics through the Liberal Arts

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W&J's First Year Seminar Program collects 26 different seminar topics under a single umbrella, common student learning outcomes voted on by the entire college faculty. Despite the wide range of topics, from science fiction to art conservation, all students in all sections must learn to analyze texts closely and critically; articulate the meaning of “liberal arts” and connect that meaning to experiences in and out of the classroom, and understand the W&J curriculum and begin to develop academic plans. Our presentation will use E.M. Forster's maxim "Only connect" to describe how our program creates coherence and collaboration by insisting on interdisciplinary approaches, through common readings on the meaning of the liberal arts, by serving as our first year students' advisors, and by requiring that students attend extracurricular events all semester. Dana Shiller will introduce the First Year Seminars as a common learning experience despite the 26 different topics, focusing on the common student learning outcomes and the course's infrastructure: advising, peer mentors, field trips, information literacy, and a focus on what it means to be at a liberal arts college. In the body of the presentation, three instructors will discuss what they do in the classroom. Catherine Sherman, who teaches "Voices and Visions," will discuss her interdisciplinary approach to the topic of mental illness. By using artistic and textual representations of the mentally ill, including literary, psychological and sociological texts, Dean Sherman teaches her students to see mental illness in new ways that are more sympathetic and less stigmatizing. Michael Shaughnessy, a professor of German, uses "Germannness" as a lens through which his students can learn a host of college-level skills, from how to design a survey sample to how to decipher the symbols in an antique German document (if you can't speak German). Shaughnessy stresses that successful college graduates need to know something about business, culture, and history, and aims to show that they can learn all three at once under the auspices of "Germanness." Steve Malinak will discuss his course, "Evolution and...." which uses evolution as a classically interdisciplinary subject, one which unifies the academy. His course begins with philosophical and historical approaches to the topic, comparing how Americans and Europeans tend to feel about evolution, before moving on to more scientific approaches, including showing how racial and ethnic differences between humans are much less significant than our overwhelming genetic similarities. Dana Shiller will wrap up the presentation by enumerating some of the assignments these and other seminars have in common: short "power" papers that closely analyze a text; reading journals that require synopses of the readings and that students come up with discussion questions; oral presentations requiring library research and readings foregrounding the liberal arts.

Doing It By the Book: Assessing the Effect of a Common Reading Program on First-Year Goals

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For each of the last four years that Washington State has used a freshman Common Reading book, we have also undertaken a large-scale assessment project to gauge the effectiveness of the Common Reading in contributing to students' achievement of university first-year goals. In addition to the large-scale survey administered at the end of the academic year, we also conduct ongoing smaller assessments at each program lecture throughout the year to obtain an ongoing snapshot of student responses. At the 2011 FYE conference, we presented how we have constructed our assessment instruments and suggested ways in which other institutions could create their own. At that presentation, there was considerable interest by attendees to learn more about the results of our assessment. In this presentation, we will provide a very brief background on Washington State University's Common Reading Program, why assessment was implemented, and the instruments used. Presenters will very briefly demonstrate rationale for WSU's existing assessment tool and practice. The heart of this presentation, however, will share our findings to date, particularly the trends in assessment results that have followed various programmatic changes. Discussion of how the data have helped to shape the program at WSU as well as increase faculty and administrative buy-in will accompany the findings. Attendees will be encouraged to discuss aspects of their first year programs, not limited to common reading that might be useful to assess using this same type of assessment tool.

No Money. No Technology. No Time. No Problem! Using an active learning game to introduce foundational library research skills during freshman orientation.

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The digital age has ushered in a new era of student and student needs in learning. Libraries have struggled to find their place in the changing landscape of higher education and connect with students whom no longer use the library as a place to ask for expert help but rather an access point to their email, Blackboard account, and social encounters with other students Wayne State University is no different and, without the benefit of a first-year seminar course, the librarians at this large urban university have struggled to connect with new students in a meaningful way. In 2010, however, the library was able to become an integral part of iStart, the freshman student two-day orientation which reaches 1500 to 2000 of our near 3000 incoming student population. Librarians were given a 40 minute time slot during the lunch hour rotation which included a session on financial literacy, lunch, and the library. Students were separated into small

classrooms each with a couple peer mentors. Unlike typical library sessions, these classes would be taught by student leaders without the aid of any classroom technology. Other constraints included a lack of required attendance, the necessity to provide for many simultaneous sessions, and limitations on materials that could be used (we needed disposable cost effective materials; we could not purchase 1000+ clickers for example).To combat these constraints, we developed a game that met the criteria and gave students an overview of the basic library information we thought important for a successful freshman year. The game developed had mediocre results and classroom observations indicated that peer mentor training had not been as effective as was hoped. Too much of the experience relied on the peer mentors' ability to facilitate the learning and classroom experience. While parts of the game were successful, we felt the entire experience could be improved. In this session participants will hear about the 2011 adaptions made to both the game and peer mentor training in order to overcome some of the previous year's pitfalls. This highly interactive session will give participants an opportunity to play the updated version of the game which has transformed the experience from one that relied on a traditional classroom model to one that embraces the discovery learning preferred by constructivist educators.

Information Literacy and Critical Thinking: Applying Elements to Academic Research Practices in the First Year

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This individual presentation will examine the correlations between critical thinking skills and information literacy for first year students. Western Kentucky University adopted its Critical Thinking Initiative in August 2007 and introduced it to faculty through a series of workshops facilitated by the Foundation for Critical Thinking. In 2007, the first-year program (a voluntary class that enrolls approximately 2,000 students titled University Experience) began plans to revise its curricula to emphasize the habits of critical thinking and active learning. This course requires a Library Skills/Information Literacy component which encourages students to apply critical thinking skills to college level research practices. Specifically, the presentation will focus on three of the eight "Elements of Thought" and how they can be applied to students' research practices. Three of the Elements: Purpose, Information and Assumptions will be closely examined and discussed in relation to information literacy and evaluation of information sources. Students enrolled in the University Experience course are required to complete an Annotated Bibliography project as a portion of the Library Skills/Information Literacy component. The purpose of the project will be discussed and examined as a tool to apply the critical thinking model adopted by WKU. This presentation will directly address topics relating to curriculum and teaching, First-Year seminars and Library and Information Literacy. Presentation visuals will include charts that graphically depict the eight "Elements of Thought" and those that guide students to ask questions that might provide even more clarity, accuracy and precision. Other visuals will present data related to the evaluation of the success in teaching a critical thinking model and students' advances in this area. Attendees will receive handouts relating to the Critical

Thinking Model and will be encouraged to ask questions. WKU is a unique institution that has adopted a model for thinking critically and is successfully incorporating that model into academic disciplines as well as applying the model to academic research.

First Year Experiences: Academic Engagement, Positive Academic Relationships and Relation to Retention

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The programs consist of the First Year Mentoring Program, participation in Freshman Orientation, Living Learning Communities and Freshman Writing Seminar. These programs attempt to provide a mechanism for a smooth transition to the first year of college. They foster the development of relationships with faculty, students and upper class peer mentors. They teach students how to be active, contributing members of the College community. For Whittier students, linked courses, in conjunction with living/learning communities, serve as important foundational elements in the freshman year. In a linked set of courses, students enrolled in one course are simultaneously enrolled in another associated course, encouraging formation of both intellectual and interpersonal bonds. For our freshmen, this means that students who are enrolled in the same writing class will also be enrolled together in a class on another topic. The faculty member who teaches one of these classes is assigned as the "mentor" or advisor to this group. These students will also be housed in the same residence hall. New insights rise out of this linking: new knowledge, new questions, new combinations, and new possibilities. In addition to developing relationships between new students, the College creates further opportunities for students to connect to the community. The analysis of the data found that students report experiencing high academic challenge on college-constructed surveys (First Year Community Survey) and NSSE specific questions. Our students score higher on the number of assigned textbooks (2007 Carnegie Peers and overall NSSE statistically significant for First Year, 2007 NSSE statistically significant for seniors, 2008 Carnegie Peers and NSSE statistically significant for first year and seniors), number of assigned papers requiring 5 pages or under (2007 overall NSSE statistically significant for first year and seniors), and number of assigned papers requiring 5-19 pages in length (2007 and 2008 Carnegie Peers and overall NSSE statistically significant for first year and seniors). In addition, our first year and seniors both report doing more reading and writing than students in peer institutions nationwide. The Wabash Study of Liberal Arts Education (2006 student cohort) reported that our students were more challenged than students at the other small colleges they were compared to.

Financial Literacy for College Success: A New, Free Online Resource

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In 2010-11, Wichita State University won a College Access Challenge Grant, in part to develop a "national best" online resource for teaching wise money management skills to college and college-bound students and their families. The beta version is now ready, and in this presentation we will outline our course and describe how it can be used in whole or in part, for free, in college and pre-college environments, whether connected to specific courses or not. In this era of ever-increasing college costs, and with horror stories about student debt appearing regularly in the news, we know that financial literacy education is important. Even more, we know that a large number of students who drop out of college cite money woes as the reason. Our online course aims to help address these problems by arming students and families with information and best practices that can help them achieve their college and financial goals. One central concept in our course is that students and their families need to take a multilayered approach to planning how to get their students through college, and they need to begin well before the first year of college, if possible. Even the first visit to a Financial Aid office comes too late to facilitate some of the kinds of help that many families would benefit from. With this in mind, our online course starts with a financially wise process for selecting a college that involves matching your college goals with a college you can afford based on accepting only the debt that is necessary and appropriate. The course goes on to cover: good and bad sources of funding for a college education; basic personal money management skills; how to set and achieve financial goals; how to build a spending plan through tracking income and expenses; smart shopping and knowing the true costs of things; debts that are worth the cost/wise borrowing; credit reports and credit scores; identity theft; and ten steps to financial independence. Other online financial literacy resources exist; ours differs in the attractiveness of its methods to college age students. Throughout, the course is fully "game-ified": course participants earn points (that can be used to buy things to equip a virtual dorm room), levels, and badges; course status and achievements can be posted to Facebook with a click; and students can login to the course using their Facebook credentials (or other credentials, as desired).

Wingate Leadership Institute: Supporting First Generation and At-Risk Students with Summer Bridge Program and Learning Cohort

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The Wingate Leadership Institute (WLI) is a summer bridge program targeted at assisting incoming first year students who are first generation students and /or students with low estimated family financial contribution. The WLI offers an integrated learning experience during the summer prior to fall matriculation that provides a three-credit English 100 course and leadership development. During the WLI thirty-six incoming students are divided into two learning cohorts. Each cohort is enrolled in English 100 that meets for three hours during the morning, five days per week. After lunch, all students reconvene in the Writing Center in the university library for peer lead study hall. After dinner, all students return to the classroom for two hours of leadership and orientation activities. The morning academic sessions are led by two English 100 professors, and then the afternoon study hall is supervised by six Leadership Interns (junior and senior level undergraduates trained for the tutoring and mentoring of the incoming students). The evening leadership and orientation sessions are facilitated by Heather McDivitt, Assistant Professor of Religion, a graduate assistant, and the Leadership Interns. During the weekends, the WLI students participate in service projects within the local community (under the direction the Director of Student Engagement) and participate in a local rope course for team-building and self-esteem development. The WLI provides students with an academic head start by offering one-on-one academic advising, direct support in the classroom from both academic and student life divisions, one-on-one peer mentoring to develop their connection to the campus, leadership activities, career and vocation exploration, and service opportunities. During the fall 2011 semester, the WLI students will remain in linked academic cohorts and will have the continuity of having Dr. McDivitt as their academic advisor, and professor of their first religion core curriculum course. They will have their summer ENG 100 teacher Mr. Winchester (who also serves as the Director of the Writing Center) as their ENG 110 teacher. The first year seminar for the WLI students is team taught by both McDivitt and Winchester. Betsey Barefoot recently came to Wingate University for our faculty development workshop and learned about the WLI and the use of peer educators (the Leadership Interns), the linked credit hours that allow the WLI cohort to have classes during the summer and fall semesters together, and the interdisciplinary support the incoming student receive. Ms. Barefoot suggested we submit this proposal for the FYE conference.

InfoPOWer: Super librarians to the rescue during the transition to college

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Where is information literacy in the transition to college? How can academic librarians, faculty and staff combat library anxiety and library apathy among first-year students? Join facilitators from two institutions as we share successes in outreach and library programming for college students and K-12 students. Such programs include high school field trips to academic libraries and presentations to high school students about the research expectations of college professors, as well as library components in the first year seminar curriculum. Roundtable facilitators will also share their experiences with forging K-16 partnerships to ease library anxiety and summarize best practices for engaging students in using the library and developing information literacy skills. In this interactive roundtable discussion, participants will be encouraged to share their own successes to generate discussion and idea-sharing.

Planting Seeds of Success: Developing a FYE Program for Former Foster Students

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Summary of Problem: Throughout the country and across the State of Ohio, foster youth are at risk. Among the many risks that they face is access to higher education. Generally, 70% of foster youth desire to go to college and to have a college experience. Sadly, of those who desire to go to college and engage in a college experience, only 2% nationally graduate from college. This statistic is overwhelming considering that we have an ever increasing competitive global market place that will be looking to employ "top-talent". Unfortunately, without minimally a bachelor's degree, foster youth will not be as prepared as their counterparts to qualify for future employment, career advancement, economic independence and the development of professional networks. The three basic challenges that foster youth face as barriers to higher education are: (1) Lack of participation in an academically rigorous curriculum, post high school graduation homelessness, and lack of financial resources and support services to successfully continue and complete their college education. The goal of the WSU Independent Scholars Network is to enhance the opportunity to access, matriculation, persistence and graduation of foster youth who desire to pursue a college education. The WSU Independent Scholars Network Initiative: After attending the Ohio REACH Conference 2010 at Otterbein University, Westerville, Ohio, several WSU staff members returned to the university with questions about how well are were serving the foster student population at WSU. We had neither an idea of "who" our students were nor did we know how many former foster youth were currently enrolled or the impact of support services on their academic and social-cultural success. Therefore, the Wright State University Independent Scholars Network (ISN) was developed and is a program for admitted Wright State University students who have been impacted by foster care. This program offers a bridge to students who emancipate from foster care or disengage from the adoption process into their new home at Wright State. ISN offers a wide range of services, including help with living arrangements and employment opportunities. Independent Scholars Network Dimensions: Mission Vision Values Students Achievement Engagement Independent Scholars Network (definitions) Independent Scholar Student ISN Committee ISN Lead Team ISN Residence Services Team ISN UVC (Learning Communities) Team Curricular and Co-curricular Initiatives 1st Year: (Curricular and Co-Curricular) "Moving-In, Campus Connections & Transformation" 2nd Year: "Networking & Leadership" 3rd Year: "Global Connectedness" 4th Year: "Moving On" First Year Benchmarking Program Adjustments Attendee Comments Closing