CONference Program

Supporting, Advancing, Improving — Our Mission Remains

31st Annual Conference on The First-Year Experience®

February 17-21, 2012 | San Antonio, Texas

Co-hosted by:
Texas Higher Education Coordinating Board
Trinity University
University of Texas at San Antonio

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

www.sc.edu/fye  nrcfyesit  #fye2012
Dear Conference Delegates,

The staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina is delighted that you chose to join us as we start on a fourth decade of hosting the Annual Conference on The First-Year Experience. We are pleased to have the Texas Higher Education Coordinating Board, Trinity University, and the University of Texas at San Antonio as co-hosts for this event. Representing both public and private institutions as well as the insight of individual campuses and a statewide perspective, our co-hosts remind us how rewarding partnerships across sectors of higher education can be. I know that I speak for all of us when I welcome you to San Antonio, Texas for the 31st convening of this conference.

We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts during the event and serve as a rich professional network long beyond our time together at the conference. The staff of the National Resource Center has planned an outstanding program of pre-conference workshops, featured speakers, and conference sessions. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. One of the core commitments of the National Resource Center and a hallmark of work in the first-year experience is collaboration. As such, we encourage you to take advantage of both formal and informal opportunities to interact with conference colleagues, discuss current trends and issues, discover more about research and assessment findings, and learn from your fellow delegates about best practices for first-year students.

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

Sincerely,

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

Friday, February 17, 2012
10:00 a.m. - 5:00 p.m.  Preconference Workshop and Conference Registration
1:00 p.m. - 5:00 p.m.  Preconference Workshops

Saturday, February 18, 2012
7:30 a.m. - 5:30 p.m.  Preconference Workshop and Conference Registration
7:30 a.m.- 5:30 p.m.  Cybercafé and Bookstore Open
8:00 a.m.- 5:00 p.m.  Preconference Workshops
5:30 p.m.- 7:00 p.m.  Opening Session & Keynote Address
Dewayne Matthews
7:00 p.m. - 7:45 p.m.  Opening Reception

Sunday, February 19, 2012
7:30 a.m. - 9:00 a.m.  Continental Breakfast
7:30 a.m. - 5:30 p.m.  Conference Registration and Information Desk
7:30 a.m.- 5:30 p.m.  Cybercafé and Bookstore Open
7:45 a.m. - 8:45 a.m.  Primer for First-Time Attendees
7:45 a.m. - 11:30 a.m.  Conference Sessions
11:45 a.m. - 1:45 p.m.  Conference Awards Luncheon
1:45 p.m. - 5:15 p.m.  Conference Sessions
5:30 p.m.- 6:30 p.m.  Focused Dialogues
Dinner on Your Own

Monday, February 20, 2012
7:30 a.m. - 9:00 a.m.  Continental Breakfast with Poster Sessions and Exhibitors
7:30 a.m.- 5:30 p.m.  Conference Information Desk
7:30 a.m.- 5:30 p.m.  Cybercafé and Bookstore Open
9:15 a.m. - 11:45 a.m.  Conference Sessions
11:45 a.m.- 1:15 p.m.  Lunch on Your Own
1:30 p.m.- 2:45 p.m.  Plenary Address – Charles Blaich
3:00 p.m.- 5:15 p.m.  Conference Sessions
Dinner on Your Own

Tuesday, February 21, 2012
7:00 a.m. - 8:00 a.m.  Continental Breakfast
7:30 a.m.-10:00 a.m.  Cybercafé and Bookstore Open
7:30 a.m. - 12:00 noon  Conference Information Desk
8:00 a.m. - 11:30 a.m.  Conference Sessions
11:45 a.m.- 12:15 p.m.  Closing Town Meeting
Welcome to the 31st Annual Conference on The First-Year Experience in San Antonio, Texas. This conference is designed to provide a structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

Conference Sponsors

National Resource Center for The First-Year Experience and Students in Transition: Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. The Center achieves this mission by providing opportunities for the exchange of practical and scholarly information as well as the discussion of trends and issues in the higher education field through the convening of conferences, institutes, workshops, and online learning opportunities; publishing books, research reports, a peer-reviewed journal, an electronic newsletter, and guides; generating, supporting, and disseminating research and scholarship; hosting visiting scholars; and maintaining several online channels for resource sharing and communication, including a dynamic website, listservs, and social media outlets.

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

National Resource Center Mission Statement
Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. We achieve this mission by providing opportunities for the exchange of practical and scholarly information as well as the discussion of trends and issues in our field through the convening of conferences, institutes, workshops, and online learning opportunities; publishing books, research reports, a peer-reviewed journal, electronic newsletters, and guides; generating, supporting, and disseminating research and scholarship; hosting visiting scholars; and maintaining several online channels for resource sharing and communication, including a dynamic website, listservs, and social media outlets.

Co-Hosts

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

Texas Higher Education Coordinating Board
Trinity University
University of Texas at San Antonio
Goals of the Conference

The primary goal of the Annual Conference on The First-Year Experience is to assist educators and administrators in institutions of higher education in the planning, implementing, and refining of programs designed to enhance the first-year experience. The conference aims to promote a comprehensive and engaging community open to the diversity of ideas, in which all delegates are given the opportunity and resources to grow personally and professionally.

Please identify and record up to five goals or learning objectives for your Conference experience:

1. 

2. 

3. 

4. 

5. 

Other reflections:
Registration Information
The conference registration and information desk is located in the Tower View Registration area on the Concourse Level of the Henry B. Gonzalez Convention Center. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following dates and times:

- **Friday, February 17, 2012**
  - 10:00 a.m. - 5:00 p.m.
- **Saturday, February 18, 2012**
  - 7:30 a.m. - 5:30 p.m.
- **Sunday, February 19, 2012**
  - 7:30 a.m. - 5:30 p.m.
- **Monday, February 20, 2012**
  - 7:30 a.m. - 5:30 p.m.
- **Tuesday, February 21, 2012**
  - 7:30 a.m. - 12:00 noon

Hotel Map
The layout of the meeting rooms at the Henry B. Gonzalez Convention Center is located on the back cover of the program.

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

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

Cybercafé
Picture a place where you can sit away from the action, check your e-mail, and explore other online resources introduced to you during the conference. That place is the First-Year Experience Cybercafé. The Cybercafé is located in Room 211 of the Henry B. Gonzalez Convention Center and is open during most conference hours. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit.

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

National Resource Center Bookstore
Browse the newest and most popular titles from the National Resource Center for The First-Year Experience and Students in Transition. The National Resource Center Bookstore is located in Room 211 of the Henry B. Gonzalez Convention Center and is open during most conference hours. Limited numbers of select publications will be available for sale in the Bookstore. Purchases may be made using credit card, cash, or check.

In partnership with the National Orientation Directors Association (NODA), the National Resource Center is sponsoring a special philanthropy project. The Center will be accepting donations at the conference to help provide copies of the Spanish version of one of its most popular publications, Empowering Parents of First-Year College Students: A Guide for Success, to high school seniors in the Harlandale Independent School District in San Antonio. A 25 cent donation will provide one copy of this publication to a senior in one of our partner high schools in San Antonio. We will be collecting donations on-site at the conference bookstore. Please bring your quarters and dollars to support this special project!

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

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

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

**Institution Types:**
1. Community Colleges
2. Small Colleges
3. Research Universities
4. Historically Black Colleges and Universities

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

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

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

Nametag Ribbons

<table>
<thead>
<tr>
<th>Color</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light Blue</td>
<td>Presenters</td>
</tr>
<tr>
<td>Gold</td>
<td>Outstanding First-Year Student Advocates</td>
</tr>
<tr>
<td>Rainbow</td>
<td>Hosting Institutions</td>
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<tr>
<td>Red</td>
<td>Conference Staff</td>
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<td>Purple</td>
<td>First-Time Attendees</td>
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<tr>
<td>Teal</td>
<td>Mentor</td>
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<td>Maroon</td>
<td>Mentee</td>
</tr>
<tr>
<td>Royal Blue</td>
<td>Volunteer</td>
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Session Evaluations

Individual Session Evaluation Forms will be distributed and collected in each session by the presenter. Presenters please bring session evaluations to the conference registration desk or drop them in one of the session evaluation collection boxes. Copies of evaluations may be picked up at the end of the conference.

Conference Evaluation

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

Session Handouts

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

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our website at http://www.sc.edu/fye/events/presentation/2012annual/

after March 19. Please note that only those handouts sent to us by presenters will be posted to the website. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@mailbox.sc.edu.

Parking

Self parking and valet parking are available for the guests at the Grand Hyatt San Antonio. Self parking is $25.00 per day with in and out privileges. Valet parking is $33.00 per day with in and out privileges. For guests staying off site, parking is available for $10.00 per day.

Copies and Faxes

The UPS Store is located near the entrance of the Henry B. Gonzalez Convention Center. The store offers copying, faxing, packaging, shipping, and postal services. The hours of operation are:

- Monday – Friday: 8:00 am – 6:00 pm
- Saturday: 8:00 am – 6:00 pm
- Sunday: 9:00 am – 5:00 pm

Internet Access

At the Grand Hyatt San Antonio wired or wireless internet is complimentary in the guest rooms for conference attendees. The Henry G. Gonzalez Convention Center also has free wireless internet access in the entrance lobby only. The National Resource Center Cybercàfe can also be utilized for wired internet access.

Transportation

A shuttle to and from the San Antonio International Airport and the Grand Hyatt Hotel is available at $18.00 for a one-way trip and $32.00 for round trip.

Places of Worship

Catholic

Saint Joseph’s Catholic Church
623 E. Commerce Street
Hours of Worship: Mon-Sat: 12 p.m.; Sun: 8 a.m., 12 p.m.
Walking Directions: Head East toward Bowie Street. Turn left onto E. Houston Street. Turn right onto San Antonio. Self parking is $25.00 per day with in and out privileges. Valet parking is $33.00 per day with in and out privileges. For guests staying offsite, parking is available for $10.00 per day.

Presbyterian

First Presbyterian Church
404 N. Alamo Street
Hours of Worship: Sun: 9 a.m.; 11 a.m.
Walking Directions: Head west on E. Market Street toward Convention Way. Turn left onto S. Alamo Street. Destination will be on the left.

Methodist

Travis Park United Methodist Church
230 E. Travis Street
Hours of Worship: Sun: 9 a.m.; 11 a.m.
Walking Directions: Head west on E. Market Street toward Convention Way. Turn right onto Losoya Street. Turn left onto E. Houston Street. Turn right onto N. Alamo Street. Turn left on onto E. Travis Street. Destination will be on the left.

Continuing Education Units (CEUs)

In order to meet continuing professional development needs and certification requirements, CEUs are available to preconference workshop and conference attendees. Applicants will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina. Preconference workshop attendees will receive CEUs based on the workshop(s) they attend. A CEU form must be completed for each preconference workshop. Applicants for conference CEUs must attend one session during each session time slot and obtain the presenter’s signature on the session attendance form found on pages 93-94 of the program booklet. They must also complete a conference CEU application form. Conference attendees will receive 1.4 CEUs. Partial credit will not be given for attending only some of the sessions or if you fail to obtain presenter signatures.

All CEU forms must be returned to the conference registration desk by noon on February 21, 2012. You will need to verify with your institution their acceptance of these credits for continuing professional development needs and certification requirements.
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Session Formats
Sessions presented at this conference are in eight formats. The alpha designation with the session number indicates the session type.

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

**Poster session types:**
- **Research Findings (PR)**
  This type of poster session presents research results focused on a specific topic or program.
- **Assessed Programmatic Approaches (PA)**
  This type of poster session presents on a specific programmatic approach at a single institution.

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

**Concurrent session types:**
- **Research (CR)**
  These sessions present on quantitative or qualitative research that has been conducted on issues addressing student transitions.
- **Trends & Issues (CT)**
  These sessions address emerging trends, current issues, and broad concepts.
- **Institutional Initiative (CI)**
  These sessions highlight specific programs/initiatives that have been instituted, assessed, and shown to be successful on a particular campus.
- **Roundtable Discussions (R)**
  These sessions promote open discussion around a significant or major issue or theme. Roundtable discussions provide attendees an opportunity to share ideas and learn from one another’s experiences.
- **Exhibitor Presentations (E)**
  These sessions allow conference exhibitors to showcase products and share information on services.
- **Focused Dialogues (FD)**
  These sessions allow for open discussion with invited facilitators on popular topics of interest in higher education.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>M. Stuart Hunter*</td>
<td>Assistant Vice President and Executive Director</td>
</tr>
<tr>
<td>Jennifer Keup*</td>
<td>Director, National Resource Center for The First-Year Experience &amp; Students in Transition</td>
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<tr>
<td>Dan Friedman*</td>
<td>Director, University 101</td>
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<tr>
<td>Kevin C. Clarke*</td>
<td>Program Coordinator for Faculty Development and Assessment, University 101</td>
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<tr>
<td>Carlos Diaz</td>
<td>Information Technology Manager</td>
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<tr>
<td>Jennie L. Duval</td>
<td>Business Associate and Conference Registrar</td>
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<tr>
<td>Bert Easter*</td>
<td>Information Resource Consultant</td>
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<tr>
<td>Tia Fletcher</td>
<td>Conference Associate</td>
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<tr>
<td>Nina L. Glisson*</td>
<td>Assistant Director for Conferences &amp; Continuing Education</td>
</tr>
<tr>
<td>Paul A. Gore, Jr.*</td>
<td>Journal Editor</td>
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<tr>
<td>Shana Harrison*</td>
<td>Conference Associate</td>
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<tr>
<td>Mary Elizabeth Sewell*</td>
<td>Associate Director, University 101</td>
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<tr>
<td>Adrienne Mojzik*</td>
<td>Program Coordinator, University 101</td>
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<tr>
<td>Tamila Pringle</td>
<td>Budget &amp; Human, Resources Manager</td>
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<tr>
<td>Rico Reed*</td>
<td>Assistant Director for Administration &amp; Resource Development</td>
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<tr>
<td>Elizabeth Howell</td>
<td>Graphic Artist</td>
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<tr>
<td>Tracy L. Skipper*</td>
<td>Assistant Director for Publications</td>
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<tr>
<td>Penny J. Smoak</td>
<td>Administrative Assistant</td>
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<tr>
<td>Rosa Thorn-Jones</td>
<td>Administrative Specialist</td>
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<tr>
<td>Liu Ting Wu</td>
<td>Web Developer</td>
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<tr>
<td>Toni Vakos</td>
<td>Editor</td>
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<tr>
<td>John N. Gardner*</td>
<td>Senior Fellow</td>
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<tr>
<td>Betsy O. Barefoot*</td>
<td>Administrative Specialist</td>
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<tr>
<td>Dorothy S. Fidler</td>
<td>Administrative Specialist</td>
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<tr>
<td>Jean M. Henscheid*</td>
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<td>Richard H. Mullendore</td>
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<td>Randy L. Swing</td>
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<td>Pam Person, University of Cincinnati</td>
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<td>Robert D. Reason, Center for the Study of Higher Education, Penn State</td>
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<td>Barbara F. Tobolowsky, University of Texas at Arlington</td>
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<td>Trudy Bers, Oakton Community College</td>
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<td>Thomas Grites, The</td>
<td>Administrative Specialist</td>
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<tr>
<td>Richard Stockton College of New Jersey</td>
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<td>Shaun Harper, University of Pennsylvania</td>
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<td>Sally Rogan, University of Wollongong</td>
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*denotes those attending the conference

**National Advisory Board**

<table>
<thead>
<tr>
<th>Term Ending 2012</th>
<th>Chris M. Golde*</th>
<th>Stanford University</th>
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<tbody>
<tr>
<td></td>
<td>Joyce Holl, National Orientation Directors Association</td>
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<td>Mark Allen Poisel, Pace University of Central Florida</td>
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<td>Vasti Torres, Indiana University</td>
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<td>Term Ending 2013</td>
<td>George R. Boggs, American Association of Community Colleges</td>
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<td>Paul A. Gore, Jr., University of Utah</td>
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<td>Andrew K. Koch, John N. Gardner Institute for Excellence in Undergraduate Education</td>
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<td>Term Ending 2014</td>
<td>Susan Albertine, Association of American Colleges and Universities</td>
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<td>David T. Harrison, Columbus State Community College</td>
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<tr>
<td>Term Ending 2015</td>
<td>Trudy Bers, Oakton Community College</td>
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<td>Thomas Grites, The</td>
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* denotes those attending the conference
Where Independent Publishers Live

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ACT is a not-for-profit organization that provides educational assessment, research, information, and program management services. ACT serves millions of students and educators worldwide in high schools, colleges, professional associations, businesses, and government agencies. Their mission is to help people achieve education and workplace success. For more information, please visit www.act.org.

Algonquin Books was founded in Chapel Hill, NC in 1983. Our purpose was to publish literary fiction and nonfiction by unpublished young writers. Although we started as a small Southern house, we garnered national attention for many now-renowned authors, including Julia Alvarez, Kaye Gibbons, Robert Morgan, and Lee Smith, among many others. In 1989, Algonquin was acquired by Workman Publishing, one of the largest independent publishing companies in the United States. Today, we have offices in New York City and Chapel Hill and are recognized internationally as a literary house with numerous bestsellers. From Water for Elephants to A Reliable Wife; Love, Loss, and What I Wore to Last Child in the Woods, our books continue to stimulate, entertain, and enrich legions of fans.

Alpha Lambda Delta National Academic Honor Society for First Year Students recognizes and rewards academic excellence among students during their first year of college. Open to full-time students who earn a minimum scholastic average half-way between the two highest grades given by the school (i.e., 3.5 or above on a 4.0 scale), Alpha Lambda Delta rewards academic excellence, promotes participation in honors programs, provides leadership development, and enhances student retention. Come by the exhibit to receive more information about starting a chapter of Alpha Lambda Delta and enhancing the academic environment for first-year students.

American Student Assistance offers students and alumni a robust, interactive membership program that features money management tools, deals, discounts, and benefits that reward their positive financial behaviors. Membership includes proactive outreach that helps borrowers stay on track, customizable lessons that teach all members how to be financially savvy, and additional tools that help them find jobs, internships, and scholarships. These services can increase enthusiasm about your school’s brand by offering valuable, timely assistance that reinforces the support your entire campus provides.

Bedford/St. Martin’s

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

Campus Labs is a leading provider of campus-wide assessment, retention, and student involvement technologies for higher education. Our platform includes Beacon, a web-based tool that identifies at-risk students and supports student success. We partner with institutions to connect meaningful data sets with student support services. To learn more, visit www.campuslabs.com.

Campus ToolKit is a low cost, high return retention tool
- Assessments to help students learn about themselves and identify potential barriers to success
- Resources to develop strategies for success
- Retrieved, sharable data

Stop by booth 7 to learn more and receive a complimentary copy of How to Graduate from College the Easy Way and Other Popular Fairy Tales.

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

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

Effective career counseling begins with assessing your students’ interests and personality. CPP’s world-renowned assessments—including the Myers-Briggs Type Indicator® (MBTI®) and the Strong Interest Inventory®—provide time-tested and research-validated insights to help your students in their search for rich, fulfilling careers.

CreativeWell, Inc. (www.creativewell.com) is a lecture agency representing authors whose messages inspire, transform and promote positive change. Clients include: Zainab Salbi, founder of Women for Women International
CRLA’s International Mentor Training Program Certification offers college and university mentor programs the resources necessary to develop new mentor training programs and revise and improve existing programs. CRLA representatives will be available to discuss the benefits of certification, an explanation of the application process, and tips on getting started.

Dinah-Might Adventures is an educational publishing and consulting company owned by Dinah Zike, Author/Speaker. Her books are known for their innovative ways to use “Foldables®” in teaching all subjects and grade levels. She also offers professional development at the Dinah Zike Academy, a unique trainer of trainers facility.

Educational Benchmarking Inc. (EBI) Since 1994, EBI® (Educational Benchmarking, Inc.) has been dedicated to improving retention, student success, and the quality of the college student experience. EBI has empowered over 1,500 colleges and universities to impact student development, learning, retention and satisfaction through the MAP-Works® student retention and success platforms and through national benchmarking assessments for accreditation and continuous improvement.

Engineerica Systems, Inc. presents cutting edge, automated center management software! We continually set the standard in educational center management systems! We offer everything from web appointment scheduling to portable attendance tracking with an iPod Touch or iPhone! Over 2,000 installations have been made worldwide. www.Attendance-tracking.com.

Focus for FYE: Online Career and Major Exploration provides the foundation for your FYE career planning curriculum. Used in FYE programs nationwide, FOCUS for FYE is customized with your college’s majors to help students select their majors and map out their education and career plans. FOCUS for FYE offers self assessments: work interests, Holland Code, personality, skills, values; exploration of majors and career paths, career portfolio; course learning outcomes measured with career planning maturity pre/post test diagnostic feedback for planning student support; Student Success Factor Inventory identifies at risk students; companion workbook, student action plan; and free instructor webinar training.

The Gallup Organization has been at the forefront of research in human behavior for over 70 years. It’s most recognized educational program, StrengthsQuest, has positively influenced over 1 million students. Gallup’s Education Practice also partners with schools in implementing programs for the measurement and development of leadership, engagement and wellbeing.

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

Hachette Book Group (HBG) is a leading trade publisher based in New York and a division of Hachette Livre, the second-largest publisher in the world. HBG publishes under the divisions of Little, Brown and Company, Little Brown Books for Young Readers, Grand Central Publishing, FaithWords, Center Street, Orbit, and Hachette Digital.

Hayden McNeil Publishers is a premier publisher of customized course materials. We create dynamic partnerships with educators through our unique ability to add exceptional value to their course content—in digital or print form, or both. Our commitment is inherent in our incomparable design and prepress services, author relationships, and spotless on-time delivery record.

The Higher Education Research Institute at UCLA is the home of the Cooperative Institutional Research Program (CIRP), the nation’s largest and oldest study of higher education, involving longitudinal data on 1,900 institutions and over 13 million students. CIRP consists of the Freshman Survey, Your First College Year Survey, the College Senior Survey, and the Diverse Survey.
Graduate more students when you add the CollegeScope Student Success Program to your first-year initiatives. Human eSources designed CollegeScope to be the most flexible, data-driven, interactive and easy to implement online college success textbook available. Visit www.humane sources.com/promo/fye to learn how CollegeScope has improved graduation rates at other institutions.

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i>clicker is one of the most widely used classroom response systems in higher education, adopted at more than 1,000 educational institutions in North America and used by 2.5 million students. Our customers praise i>clicker’s reliability, intuitive software, and focus on formative assessment and pedagogy. For more information, visit www.iclicker.com.

Innovative Educators

Innovative Educators is dedicated to providing superior trainings focused on critical issues facing students and educators. Our primary goal is to provide the information, training, and skills necessary to implement positive change on a personal, professional, and institutional level.

The John N. Gardner Institute

The John N. Gardner Institute, a non-profit, plays a unique leadership role in higher education. By focusing expertise on the development of assessment-based action plans with measurable outcomes, the Institute fosters institutional change by enhancing accountability, coordination, and the delivery of efforts associated with student learning, success, and retention during the undergraduate experience.

Kendall Hunt

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

The Knopf Doubleday Publishing Group

The Knopf Doubleday Publishing Group publishes a broad selection of highly acclaimed fiction and non-fiction ideal for common reading programs. New titles will be displayed along with many titles popular with FYE programs around the country including The Warmth of Other Suns, Born to Run, Zeitoun, and Twelve Steps to a Compassionate Life. Please stop by our booth to pick up complimentary copies of selected titles and learn about our Random House Speakers Bureau. www.randomhouse.com/academic/fye

Kuder

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

Life After Graduation

Life After Graduation’s mission is to provide colleges the information and resources they need to ensure the academic, financial and career success as they transition through college. In addition, we offer customers the ability to create specialized publications that reflect the individuality of the college. Life After Graduation, LLC specializes in customized college transition guides that assist students achieve academic, financial and career success. Our publications can be used in Summer Bridge, Orientation, FYE, Senior Year Transition, and a variety of other college transition programs. We also offer a free newsletter, College Transition Times, which provides recipients free college transition articles.

Macmillan


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

The National Campaign

The National Campaign is a non-profit, non-partisan organization that seeks to improve the lives and future prospects of children and families by preventing teen pregnancy and unplanned pregnancy among single, young adults. Helping students avoid unplanned pregnancy—which places additional stress on their time, finances and relationships—can help them complete college.

The National Orientation Directors Association is to provide education, leadership and professional development in the fields of college student orientation, transition, and retention. To learn more, go to www.nodaweb.org or call 1.866.521.NODA (6632).
The National Resource Center for The First-Year Experience and Students in Transition focuses on enhancing the learning and success of all college students, hosts a series of national and international conferences, workshops, institutes; engages in research; publishes a scholarly journal, books, and an electronic newsletter; maintains a website; and hosts electronic listservs.

National Student Loan Programs
For nearly 25 years, NSLP has been providing the innovative solutions schools need to help their students succeed. From financial capability education and repayment and default management solutions to student retention counseling and financial aid management services, our passion stems from your success. www.nslp.org

The New York Times
As a vibrant daily record of history in the making, The New York Times can ignite student interest by linking learning to living - serving the ideals of today’s demanding educational aims by spurring critical thinking, increasing local and global awareness and fostering a more informed and engaged citizenry. Our college program brings The New York Times to the higher education community at lowest available rates and includes Faculty Luncheons, NYT Speakers, Co-sponsorship of campus events and more. For additional information on The New York Times College Program, please visit our booth or contact Kathleen O’Connell at 800-698-8604 or oconkm@nytimes.com.

Noel-levitz
A trusted partner to higher education, Noel-Levitz offers solutions for student success, recruitment, and strategic enrollment planning. Our retention services help campuses assess students, intervene early, and remove barriers to persistence. In addition, Noel-Levitz convenes conferences and workshops and provides resources to help campus leaders discover more effective strategies. Visit www.noellevitz.com or http://blog.noellevitz.com.

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The Perseus Books Group is committed to enabling independent publishers to reach their potential. Member publishing programs include Avalon Travel, Basic, Da Capo, Running Press, Seal, Vanguard and Westview, as well as partnerships with PublicAffairs, Nation Books, and joint ventures with Weinstein Books and The Daily Beast. Through Consortium, Perseus Distribution and Publishers Group West, PBG is also the leading provider of sales, marketing, and distribution services to independent publishers.

Pharos Resources
Pharos Resources provides Retention Intelligence solutions, highlighting our innovative software, Pharos 360, a comprehensive approach to increase student retention and institutional productivity. By enhancing the Early Alert, Frontline engagement, and Support Management processes on your campus, we provide the essentials for retention success: awareness, collaboration, and support.

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

School Datebooks
School Datebooks has spent 25 years fine-tuning our process into a simple, worry-free experience designed to make things as easy as possible for you. It’s about experience.
Our customizable textbooks help students succeed in college. They cover a variety of topics including time management, note taking, financial responsibility, and personal health. These textbooks also include tools for yearlong planning and help students hold themselves accountable.

SCoRE (Student Curriculum on Resilience Education) is a research-based program that teaches students about resilience and provides online tools for self-exploration as well as concrete strategies to increase resilience. SCoRE helps college students build and maintain their resilience to more effectively cope with the personal, social, and academic challenges of college life. The entire program is administered online including instructor training, resilience-building exercises and questionnaires for students, links to resilience resources, and data collection and reporting for program administrators. SCoRE was developed by 3-C Institute for Social Development, in cooperation with LEAD Pittsburgh, and is exclusively distributed by SELmedia, Inc.

Simon and Schuster, a part of CBS Corporation, is a global leader in the field of general interest publishing, dedicated to providing the best in fiction and nonfiction for consumers of all ages, across all printed, electronic, and audio formats.

Sourcebooks is the home of the #1 going-to-college book, The Naked Roommate, which has now become the most affordable and student-friendly FYE program available. From Harlan Cohen, America’s most trusted college life expert, this program is highly-engaging and fosters more successful students and higher retention rates.

University of California Press, one of the most distinguished university presses in the United States, enriches lives around the world by advancing scholarship in the humanities, social sciences, and natural sciences. Among the six largest university presses in the United States, it is the only one located in the West and associated with a public university.

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

Wiley specializes in scientific and technical books, journals, textbooks and education materials, and professional and consumer books, and subscription services. www.wiley.com

W. W. Norton & Company has been independent since its founding in 1923, and today stands as the largest and oldest publishing house owned wholly by its employees. From classics, to cutting-edge thinking from leaders in their fields, to contemporary stories, the Norton list offers books to engage, stimulate, and inspire first-year students.

XanEdu Publishing, Inc. delivers innovative print and digital custom course materials and textbooks, which are 100% copyright compliant, and accessible on iPad and Android tablets. FYE programs turn to XanEdu for research, design and production services for non-traditional textbooks that reflect both individual faculty scholarship and the image of your institution.

Exhibit Schedule
Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. Exhibitors are located on the Concourse Level – Rooms 214 and 217. You will have the opportunity to visit with exhibitors during continental breakfasts, refreshment breaks, and the opening reception in addition to the exhibit hours below:

Saturday | February 18
4:00 p.m. - 7:45 p.m.

Sunday | February 19
7:00 a.m. - 11:45 a.m.
1:45 p.m. - 6:00 p.m.

Monday | February 20
7:30 a.m. - 12:00 noon
### Exhibit Halls - Floor Plans - Concourse Level

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#### Room 214

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Please visit Booths #52 & 53 to browse our wide variety of fiction and non-fiction on topics ranging from an appreciation of diversity to an exploration of personal values to an examination of life’s issues and current events.

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In-booth Book Signing
Saturday, February 18th, 5:00pm–7:30pm

Eighth Annual Author Luncheon
Monday, February 20th, 11:30am–1:30pm

See next page for luncheon details
* SPACE IS LIMITED *

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Random House First-Year Experience® Luncheon

WHEN: Monday, February 20th, 11:30 AM–1:30 PM
WHERE: Room # 007 on River Level at the Henry B. Gonzalez Convention Center, 200 E. Market Street, San Antonio, TX
WHY: To hear four authors speak about their books
(Past speakers include: Tracy Kidder, Carlotta Walls LaNier, Wes Moore, Sonia Nazario, Eboo Patel, John Prendergast, Warren St. John and Bill Strickland)

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Common Reads is dedicated to bringing you the latest in adoption news, program information, and resources related to common reading programs at high schools, universities, and within communities.

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To RSVP, pass by Random House booth #52 & 53 or email mgentile@randomhouse.com with your name, title, and institution.

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Despite being abandoned at age 15 and suffering unspeakable abuse, Sam Bracken overcame the odds to change his life and earn a full-ride football scholarship to the Georgia Institute of Technology. When he left for college, everything he owned fit in an orange duffel bag. In *My Orange Duffel Bag*, Sam tells his harrowing story of homelessness, poverty, and abuse and how he was able to reinvent himself. He also shows students how they can turn their lives around by sharing his rules for the road: everything he learned about radically changing his life and how anyone can create positive, lasting change.


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It’s easy to think that having billionaire investor Warren Buffett as a father makes life easy. But, as Peter Buffett learned, and shares in *Life Is What You Make It*, personal success is about building one’s own character, not simply using a family platform to get ahead. A musician and composer, Buffett shares the important lessons learned from his parents, an upbringing based on instilling honorable values and cultivating self-reliance. He explains the reasoning behind his father’s decision not to give his children an inheritance, imparting how important it is for each person to define his or her own path, regardless of wealth, background, or name.

[www.PeterBuffett.com](http://www.PeterBuffett.com)

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*The Speed of Dark* is an exploration into the world of Lou Arrendale, an autistic man who is offered a chance to try a brand-new experimental “cure” for his condition. Now Lou must decide if he should submit to a surgery that might completely change the way he views the world and the very essence of who he is. *The Speed of Dark* is a fascinating work of fiction about choice and consequences.

Selected for Common Reading at Clemson University, Ohio State University, and SUNY Oswego.

[www.ElizabethMoon.com](http://www.ElizabethMoon.com)

Winner, National Book Critics Circle Award (Autobiography)

In this powerful, unforgettable memoir, acclaimed novelist Darin Strauss recounts a tragedy and its aftermath. In the last month of his high school career, just after turning eighteen, Strauss is behind the wheel of his father’s Oldsmobile, driving with friends, having “thoughts of mini-golf, another thought of maybe just going to the beach.” Then out of the blue: a collision that results in the death of a bicycling classmate and that shadows the rest of his life. In haunting, penetrating prose, Darin Strauss explores loss and guilt, maturity and accountability, hope and acceptance. The result is a staggering, uplifting tour de force.

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—Henry Louis Gates, Jr.

**Vintage | Paper | 192 Pages | $14.95**

**Mark Matousek**

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What Makes Us Good

"Mark Matousek guides us through a revolution in ethical science with deft, thought-provoking style. Ethical Wisdom is a riveting, fun, and insightful tour of life’s meaning and purpose, essential reading for anyone drawn to the query, ‘How ought we to live?’"

—Daniel Goleman, author of Emotional Intelligence

**Doubleday | Cloth | 272 Pages | $26.95**

**Alan Lightman**

**MR G**

A Novel About the Creation

"Just as he did with his incomparable Einstein’s Dreams, Alan Lightman again surprises us with a work that is utterly original in both form and content. Mr. G is a philosophical fable which is at turns hilarious and moving, rendered with a literary hand so deft that the weightiest metaphysical topics levitate into pure delight."

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**Pantheon | Cloth | 224 Pages | $24.95**

**John Vaillant**

**THE TIGER**

A True Story of Vengeance and Survival

"Obsessively well-researched and artfully written, The Tiger takes us on a journey to the raw edge of civilization, to a world of vengeful cats and venal men, a world that, in Vaillant’s brilliant telling, is simultaneously haunting and enchanting."

—Hampton Sides, author of Ghost Soldiers

**Vintage | Paper | 352 Pages | $15.00**

**Jennifer Egan**

**A VISIT FROM THE GOON SQUAD**

"Jennifer Egan uses the pop-music business as a prism to examine the heedless pace of modern life, generational impasses, and the awful gravity of age and entropy. . . . A Visit from the Goon Squad is fascinating for its daring scope and fractured narrative, but along the way, Egan crafts some brilliant scenes. . . . A rich and rewarding novel."

—The Philadelphia Inquirer

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**David Eagleman**

**INCOGNITO**

The Secret Lives of the Brain

"In cognito proposes a grand new account of the relationship between consciousness and the brain. It is full of dazzling ideas, as it is chockablock with facts and instances."

—The New York Observer

**Pantheon | Cloth | 304 Pages | $26.95**

**Avi Steinberg**

**RUNNING THE BOOKS**

The Adventures of an Accidental Prison Librarian

"Heartbreaking and entertaining. . . . Steinberg’s compassion for those he mentored clearly comes through. Yet, this is far from a preachy memoir on prison reform. It’s a young man’s blundering, but touching, journey to find a place in the world. Fortunately, he makes us laugh and—sometimes cry—in the process."

—The Seattle Times

**Anchor | Paper | 416 Pages | $16.00**
A-1 Retention: Root Causes of Student Attrition and Systemic Strategies for Promoting Persistence
1:00 p.m. – 5:00 p.m. Room 210
Joe Cuseo
Professor Emeritus of Psychology
Marymount University

A-2 Implementing a First-Year Common Reading Program on Your Campus: From Conceptualization to Assessment
1:00 p.m. – 5:00 p.m. Room 213B
Melinda Messineo
Associate Professor of Sociology; Director, Freshman Connections
Ball State University

A-3 Building the Best Student Success Course at the Community College
1:00 p.m. – 5:00 p.m. Room 213A
Amy Baldwin
Instructor of English and College Seminar
Pulaski Technical College
Donna Younger
Dean of Academic Services
Oakton Community College

A-4 Strategies for Training, Motivating, and Supporting Peer Educators
1:00 p.m. – 5:00 p.m. Room 212A
Kevin C. Clarke
Program Coordinator for Faculty Development and Assessment
Adrienne Mojzik
Program Coordinator for Peer Leadership and Administration
Mary Elizabeth Sewell
Associate Director of University 101 Programs
University 101 Programs – University of South Carolina

This monograph from the National Resource Center for The First-Year Experience and Students in Transition responds to the dual challenge facing career development educators—designing cutting-edge career development interventions and demonstrating their effectiveness. Students in Transition: Research and Practice in Career Development opens with an overview of the research on career counseling and education interventions with an emphasis on recently identified elements that have been shown to improve efficacy. Action research methodologies, using both quantitative and qualitative measures, are then presented to assist career professionals in documenting the outcomes of their programs and initiatives. The case studies in the final sections of the volume describe the delivery and evaluation of a wide range of initiatives offered in diverse settings and spanning the transition from high school to college through the senior year.

www.nrcpubs.com
Saturday, February 18, 2012

Continental Breakfast
7:30 a.m. - 9:00 a.m. Park View
Registration

Preconference Workshop and Conference Registration
7:30 a.m. - 5:30 p.m. Tower View Registration

Cybercafé and Bookstore
7:30 a.m. - 5:00 p.m. Room 211

A-5 Teaching Critical Thinking and Learning Strategies in the First Year
8:00 a.m. – 12:00 noon Room 206A
Timothy L. Walter
Dead of Academic and Student Services

A-6 Advancing Civic Engagement Among First-Year Students
8:00 a.m. – 12:00 noon Room 213A
Rachelle L. Darabi
Associate Provost for Student Development and Public Affairs
Missouri State University
Keisha L. Hoermer
Chair, Department of First-Year Programs
Kennesaw State University
Frank E. Ross
Associate Provost for Student Success
University of North Texas at Dallas

A-7 Leadership Strategies for Successful Campus Management
8:00 a.m. – 12:00 noon Room 212A
Sally A. Roden
Associate Provost and Dean of Undergraduate Studies
University of Central Arkansas

A-8 Get With the (First-Year Seminar) Program: Creating Connections to Promote Engagement
8:00 a.m. – 12:00 noon Room 210B
Denise Bartell
Associate Professor of Human Development and Psychology
Donna Ritch
Associate Dean of Liberal Arts and Sciences
University of Wisconsin-Green Bay

A-9 The IDEA Model: Teaching and Assessing Nontraditional Students in the First Year of College
8:00 a.m. – 12:00 noon Room 206B
Phyllis Curtis-Tweed
Director of the Freshman Year Program, Assistant Provost for Assessment, Interim Associate Provost, Associate Professor of Psychology
Medgar Evers College
City University of New York
Sherry Miller Brown
Director of the McCarl Center for Nontraditional Student Success
University of Pittsburgh

A-10 Making Sense of First-Year Assessment
9:00 a.m. – 4:00 p.m. Room 210A
Dan Friedman
Director, University 101 Programs
University of South Carolina

A-11 Creating Solid Foundations for First-Year Seminars: Fundamentals of Faculty Development
9:00 a.m. – 4:00 p.m. Room 212B
Limited to 36 participants
Mary Stuart Hunter
Associate Vice President
National Resource Center for The First-Year Experience and Students in Transition/University 101 Programs—University of South Carolina
Jennifer Latino
Director of the First-Year Experience
Campbell University

A-12 Best Practice in the First College Year: Defining What Works and Why
9:00 a.m. - 4:00 p.m. Room 205
John N. Gardner
President
John N. Gardner Institute for Excellence in Undergraduate Education
Senior Fellow
National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina
Betsy O. Barefoot
Vice President and Senior Scholar
John N. Gardner Institute for Excellence in Undergraduate Education
Fellow
National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina

A-13 Learning Communities: From Imagination to Implementation
9:00 a.m. - 4:00 p.m. Room 213B
Jean Henscheid
Fellow
National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina
Executive Editor
About Campus
James Pukrop
Senior Assistant Director and Coordinator of Learning Communities
Purdue University

A-14 Promoting Student Success Through Early Intervention Initiatives
1:00 p.m. - 5:00 p.m. Room 206B
Vivia Fowler
Dean of the College and Vice President for Academic Affairs
Patricia Gibb
Dean of Students and Vice President for Student Affairs
Wesleyan College
A-16  **Building Blocks for Learning with Technology: Integrating 21st Century Skills Into First-Year Courses**

1:00 p.m. – 5:00 p.m.  Room 210B

Margeaux Johnson  
Science & Technology Librarian  
Melissa Johnson  
Assistant Director  
Honors Program  
University of Florida

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A-17  **Engaging Faculty to Improve Student Retention - The Four Stages of a Successful Gateway Program: Awareness, Initiatives, Collaboration, and Campus Culture**

1:00 p.m. – 5:00 p.m.  Room 207A

John F. Kremer  
Emeritus Professor  
School of Science  
Department of Psychology  
Indiana University-Purdue University Indianapolis

Kate Thedwall  
Director of the Gateway to Graduation Program  
University College  
Senior Lecturer in the Department of Communication Studies  
Associate Faculty in University College  
Indiana University-Purdue University Indianapolis

Kenneth E.A. Wendeln  
Clinical Associate Professor in Management  
School of Business  
Indiana University and Associate Faculty in University College  
Indiana University  
Purdue University Indianapolis

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**Opening Session & Keynote Address**

5:30 p.m. – 7:00 p.m.  
Grand Ballroom Level  
Salons C1 and C2

Dewayne Matthews  
Vice President for Policy and Strategy – Lumina Foundation for Education

**Degrees of Quality: A National Agenda for Higher Education**

The President, several states, and many higher education groups have set goals that call for the US to reach much higher levels of college attainment. Lumina Foundation has called for 60% of Americans to hold high quality college degrees by 2025. What is behind this urgency about attainment rates, and what are “high quality” degrees? Dewayne Matthews, Vice President for Policy and Strategy at Lumina, will describe some of the trends driving the need to increase attainment and discuss their implications for higher education systems. Matthews will talk about how seeing higher education through the student’s eyes may be the only real way to make sense out of this changing environment.

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**Opening Reception**

7:00 p.m. – 7:45 p.m.  
Exhibit Halls  
Concourse Level – Rooms 214 and 217

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**Featured Session**

8:00 p.m. – until  
Room 205

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

President  
John N. Gardner Institute for Excellence in Undergraduate Education

Come spend part of your first evening with the conference founder, John Gardner. This event will begin John’s “fourth generation” with the Annual Conference on The First-Year Experience. For the past 30 years, he has hosted an intimate dinner workshop event designed to help him get to know conference delegates personally, to help delegates make sense of the first-year experience movement, and to facilitate networking. To start his fourth decade, John wanted instead to open up this opportunity for discourse, reflection, information, and inspiration, to the entire conference. Yet, his goals for the session remain largely the same. He will present an interactive portrait of the first-year experience movement—its history and accomplishments, observations on its present, and some predictions about its future. Conference attendees are invited to drop in when they want, leave when they want, relax, and make themselves comfortable.
AUTHOR DINNER

Join us for dinner!

cosponsored by
HARPERCOLLINS, KNOPF, MACMILLAN, & PENGUIN GROUP USA

SATURDAY, FEBRUARY 18TH, 7:45 PM
Henry B. Gonzalez Convention Center, River Level, Room 006

Book signings to follow dinner

GAYLE TZEMACH LEMMON,
author of
The Dressmaker of Khair Khana

CHRISTOPHER MCDougALL,
author of
Born to Run

RYE BARCOTT,
author of
It Happened on the Way to War

TWESIGYE JACKSON KAGURI,
author of
A School for My Village

Space is limited — Visit any participating publisher booth to RSVP
CALL FOR PROPOSALS

Paul P. Fidler
Research Grant

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2012-2013 Paul P. Fidler Research Grant. The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge to improve the experiences of college students in transition.

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

Comprehensive Award Package
> Stipend of $5,000
> Travel to the 19th National Conference on Students in Transition, October 13-15, 2012, in Philadelphia, Pennsylvania, at which the award will be presented
> Travel to the 20th National Conference on Students in Transition, 2013, at which the research findings will be reported
> Announcement on the National Resource Center webpage, listservs, and print publications
> Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Application and Submission Deadline
The application form may be downloaded at www.sc.edu/fye/research/grant/proposal and must be submitted by July 1, 2012. For more information, please contact Jennifer Keup, Director of the National Resource Center for The First-Year Experience and Students in Transition, at nrcrsrch@mailbox.sc.edu or (803) 777-2570.

Past Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Recipient</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>Kristin Moser</td>
<td>Redefining Transfer Student Success: Transfer Capital and the Laanan-Transfer Students’ Questionnaire (L-TSQ) Revisited</td>
</tr>
<tr>
<td>2010-11</td>
<td>Paul J. McLoughlin II</td>
<td>High-Achieving Low-Income Students: How Low-Income Students on Full Financial Aid are Navigating an Elite College</td>
</tr>
<tr>
<td>2009-10</td>
<td>Rachel Smith</td>
<td>Connected in Learning: A Mixed Methods Study of First-Year Students’ Academic and Social Networks</td>
</tr>
<tr>
<td>2008-09</td>
<td>Maryellen Mills</td>
<td>Student Success Course Participation and Engagement Among Part-Time and Full-Time Community College Students</td>
</tr>
<tr>
<td>2007-08</td>
<td>Eunyoung Kim</td>
<td>Acculturation Experiences and College Transitions of Minority Immigrant Students</td>
</tr>
</tbody>
</table>
First-Time Attendees

The presenters will attempt to situate the meaning of this now ubiquitous concept in higher education and define the philosophical assumptions undergirding this conference series. They will also reflect on the current status of the movement, its accomplishments, and the current challenges bringing us together at this meeting.

Continental Breakfast
7:30 a.m. - 9:00 a.m. Exhibit Halls Rooms 214 and 217

Conference Registration and Information Desk
7:30 a.m. - 5:30 p.m. Tower View Registration

Cybercafé and Bookstore
7:30 a.m. - 5:30 p.m. Room 211

Primer for First-Time Attendees
7:45 a.m. - 8:45 a.m.
Concourse Level – Grand Ballroom Salon C3
Mary Stuart Hunter
Associate Vice President and Executive Director
National Resource Center for The First-Year Experience & Students in Transition and University 101 Programs
University of South Carolina
Jennifer R. Keup
Director
National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina
John N. Gardner
Senior Fellow
National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina
Betsy Barefoot
Vice President and Senior Scholar
John N. Gardner Institute for Excellence in Undergraduate Education

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

7:45 a.m. – 8:45 a.m.

Room 205
Andrew Koch
Executive Vice President
Betsy Barefoot
Vice President and Senior Scholar
John N. Gardner Institute for Excellence in Undergraduate Education

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

E 2 Financial Education: A Key to Student Success?
Room 206 A
Monica Stam
Strategic Business Director
Craig Poleman
Strategic Business Director
National Student Loan Program (NSLP)

This session will build the case that student financial capability is a critical component of student success. The presenter will use data and individual student stories to illustrate the need for financial education on college campuses, as well as outline the components of a successful financial education program.

E 3 Innovative Testing Methods to Assist With Student Retention
Room 206 B
Don Pitchford
Senior Consultant
ACT

This session will serve as an introduction to ACT’s newest exam, ENGAGE. The ENGAGE assessment provides colleges with an exciting opportunity to assess 10 noncognitive variables related to student persistence and then offers suggestions for productive interventions to help students succeed. Backed by sound research, ENGAGE increases an institution’s ability to detect risk associated with the domains of motivation, self-regulation, and social engagement by as much as 50%. Coupled with cognitive diagnostic testing, ENGAGE is an innovative tool that can be used during FYE programs to identify and intervene on behalf of students who are at risk for dropping out or falling classes.

E 4 Discussing EBI's MAP-Works and Its Effect on Helping Student Success and Retention
Room 207 A
Valerie McEvoy
Senior Retention/Success Specialist
EBI

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

E 5 CRLA International Mentor Training Program Certification: Essential Elements for Certifying Your Program and Your Mentors
Room 207 B
Page Keller
CRLA IMTPC Coordinator
College Reading and Learning Association

Developing a mentor training program to prepare undergraduate mentors to work with first-year students can be an overwhelming process without adequate tools and support. The College Reading and Learning Association’s International Mentor Training Program Certification offers college and university mentor
programs the resources necessary to develop new mentor training programs and revise and improve existing programs. This session is intended for those in charge of mentor training at their schools who are interested in learning more about the certification process. It will include an overview of the benefits of certification, an explanation of the application process, a discussion of best practices in the field, and tips on getting started.

**E 6 College Portfolio for Success: A Textbook for First-Year Seminars**
Room 209
George M. Luckey Jr.
Co-Editor and Editor, International Organization for Student Success
Morehead State University

Based on a critical thinking/active learning foundation, the 18-chapter textbook includes recommendations and assignments to enhance success skills such as time management, how to study, and how to embrace diversity. Exercises fostering leadership and democratic dispositions such as open-mindedness, intellectual honesty, and respect for other viewpoints are integrated throughout.

In this highly interactive session, participants will learn about textbook components: 288 content pages and 117 pages of tests, assignments, and activities. Participants will also receive sample copies.

**E 7 Reducing Unplanned Pregnancy and Increasing Student Retention and Success**
Room 210 A
Andrea Kane
Senior Director of Public Policy
Virginia Kirk
Educational Consultant
The National Campaign to Prevent Teen and Unplanned Pregnancy
Bobbi Dubins
Instructional Designer for e-Learning and Adjunct Instructor
Allegany College of Maryland

Unplanned pregnancy increases the risk of dropping out or stopping out of college. In fact, 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 did not have children. The National Campaign to Prevent Teen and Unplanned Pregnancy, a non-profit organization, provides research and free resources to support colleges, particularly community colleges, in their efforts to help students avoid unplanned pregnancy, stay in school, and achieve educational success.

**E 8 Using BCSSE and NSSE Data to Investigate First-Year Student Financial Stress and Engagement**
Room 210 B
James Cole
BCSSE Project Manager
Jillian Kinzie
Associate Director
Steven Hernandez
Project Associate
Indiana University

This session will focus on the practical uses of the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE). Discussion will address how campuses can use the BCSSE and NSSE to better understand the ways that first-year students’ academic high school experiences, student expectations for the coming year, and first-year academic engagement experiences are related.
**EPIC Communication With Your First-Year Students**

Room 212 A  
Tim Elmore  
President and Founder  
Growing Leaders

The newest generation of college students has undergone a shift in how they give and receive communication. College faculty and staff can better engage and connect with first-year students if they make their communication EPIC: Experiential, Participatory, Image-Rich and Connected. Based on the new book, *Habitudes For Communicators*, this session offers practical tips on creating incentive, engaging students, right-brain learning, emotional intelligence, the appropriate use of schemas, and sustaining student interest over a semester.

**Supporting First-Year Students 24/7**

Room 212 B  
Valerie Kisiel  
Director  
Innovative Educators

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

**Bridging the Enrollment-to-Retention Chasm: Developing a Cohesive Retention Plan From Day Zero**

Room 213 A  
Matt Boisvert  
Co Founder  
Pharos Resources

This presentation will explore the connection between enrollment and first-year retention and the importance of establishing a retention model that utilizes the significant data and valuable relationships developed while a student is being recruited. Often, very little of this data is transferred to retention services when a prospective student becomes an enrolled student and subsequently is not used to create early interventions that address transitional and engagement issues from the moment students arrive on campus.

**FOCUS for FYE: Online Career and Major Exploration**

Room 213 B  
Janis Stokes  
Customer Support  
Career Dimensions, Inc.

FOCUS for FYE: Online Career and Major Exploration provides personalized career and education planning with career readiness, self-assessment of interests, personality, skills and values, exploration of occupations and majors and career decision making. FOCUS for FYE provides the foundation for your FYE Career Planning course. Used in career services and FYE programs nationwide, FOCUS for FYE is customized with your college’s majors to help students select their major and map out their education and career plans.

- Self Assessments: Work Interests (Holland Code), Personality, Values, Skills
- Pre/Post Career Planning Readiness Test provides diagnostic feedback to plan student support & measures Course Learning Outcomes
- Student Success Inventory identifies at risk students
- Companion Workbook and Student Action Plan
- Student Orientation with Video & PowerPoint
- Free Instructor Webinar Training

**The Happiest Parents (and Kids) on Campus: Five Strategies to Help Parents Support Their Student’s First-Year Experience**

Room 216 A  
Harlan Cohen  
Author, Speaker, & Syndicated Columnist  
Sourcebooks

Gone are the days of parents hovering from afar. Today’s college parents are on the ground and paving a new path (sometimes even mowing people over). Never before has it been more crucial to help parents get comfortable with the uncomfortable and establish a baseline of what’s normal and expected during the first-year experience. A prepared and knowledgeable parent helps alleviate problems; an unprepared parent escalates them. This interactive, engaging, and informative session will offer participants five strategies based on personal interviews, extensive research, and the latest trends to help parents be the best possible partners during this time of transition. Bestselling author Harlan Cohen offers a step-by-step approach that will set up parents and students for success.

**What Students Really Think About Financial Literacy**

Room 216 B  
Jacquie Carroll  
Financial Education Consultant  
American Student Assistance

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.

**The Study Skills Handbook—A New Approach to Active Learning for First-Year Students and Beyond**

Room 218  
Jennifer Schmidt  
Project Editor, Study Skills  
Palgrave Macmillan

Stella Cottrell is the University of Kentucky’s leading study skills expert. Her book *The Study Skills Handbook* is the country’s biggest-selling textbook and an Amazon UK Top 10 bestseller. Its huge popularity among students and faculty/staff has also spread to Australia, Europe, and South Africa. The session will introduce Stella Cottrell’s unique approach and philosophy and provide an exclusive preview of the U.S. edition of *The Study Skills Handbook* prior to its publication in August 2012.
16 Be Proactive: Helping Students Persist and Succeed
Room 205
Cathy Brinjak
Assistant Professor and Director of FYRST Seminar & Academic Advisement Center
Slippery Rock University
Amy Lynn Shimko
Coordinator of the Advising Center
Frostburg State University
Are you proactive in supporting struggling students? In this session, the presenters will discuss successful and proactive programs focused on increasing persistence. One institution identifies at-risk students (i.e., first-generation, low-income), provides peer mentoring, and develops their connections through a campus-wide network of resources. The second institution identifies struggling students and helps them build interdependence, self-motivation, and self-awareness through journaling, group discussions, and individual meetings. The presenters will provide detailed information, share positive outcomes, describe lessons learned, and offer future plans.

17 Things That Work and Common Readings That Do Not: Successful Methods for Almost Any Model of First-Year Seminar
Room 206 A
Tom Carskadon
Professor of Psychology and Director of First-Year Experience Programs
Mississippi State University
After 25 years and 12 models of FYE course programs at Mississippi State University, the University has identified key elements—things that work—in almost any FYE course. The magic is in the method, not the specific content. Extensive examples and materials will be shared, including 250 Random Acts of Kindness Toward College Students and suggestions for Common Reading Program books based on comparative feedback from students.

18 Group Work: The Millennial Myth?
Room 206 B
Chris Gurrie
Assistant Professor and Coordinator of Speech; the First Year Committee
Edesa Scarborough
Director of the First Year Experience
The University of Tampa
Group work! This is the mantra when discussing learning styles of the Millennial students. Advisors, instructors, and advocates have learned that today's traditional-aged college students enjoy being in groups—group dates, group projects, group outings. Yet, how accurate is this and when is it most appropriate for students to work in groups? This session combines scholarship from the field with a recent study about Millennial group work conducted by the presenter. Following this exchange, participants will have an opportunity to share their experiences with student group work outcomes and work with others to gain best practices for dealing with group work in the academy.

19 The Value of Reflection: Providing Opportunities for Meaning Making Throughout the Peer Educator Experience
Room 207 A
Jennifer A. Latino
Director, First-Year Experience
Campbell University
Jaime Shook
Graduate Assistant, University 101
University of South Carolina
Peer educators can be found serving in a variety of roles within the institution, including residence life, orientation, first-year seminar, health education, and academic support. These experiences provide a rich environment through which peer educators have the potential for significant personal growth. Program administrators have the opportunity and obligation to create an environment for meaning making by providing opportunities for reflection throughout the peer leadership experience. This session will focus on the value of and need for reflective learning within a peer education program. Attendees can anticipate an active presentation that will provide a forum to discuss best practices that incorporate reflective opportunities for peer educators through training, classwork, evaluations, and traditions.
from a recent study of ECC’s impact on students, faculty, staff, and programs at Iowa State University.

21 This Isn’t Your Daddy’s Filmstrip Presentation: Using Camtasia To Create Your Own Instructional Videos for Student Success
Room 209
Robert Sherfield
Professor
The College of Southern Nevada
Camtasia is a dynamic program used to create videos from lecture notes, PowerPoint, and other digital media. The videos created can be loaded onto a personal YouTube channel for direct distribution to students or can be stored on the institution’s server. This resource allows instructors to create weekly videos describing assignments, showcasing interviews, or recording the main points of a lecture. Basic instructions and a detailed booklet of how to use Camtasia will be provided to participants.

22 Early Alert and Intervention: Three Successful Practices, Three New Challenges
Room 210 A
Katie Lynch-Holmes
Student Success and Retention
ConnectEDU
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 drop out. Yet many questions remain about exactly what constitutes early alert, its successful practices, and its practical application. This session aims to (a) provide an overarching definition of, history for, and literature surrounding early alert and intervention; (b) review successful practices, and (c) outline three primary challenges recently discovered after the implementation of early alert and intervention.

23 A Profile of Information Literacy Programs in the First Year of College: Initial Findings from a National Survey
Room 210 B
Debbie Malone
Library Director
DeSales University
Cindy Kilgo
Graduate Assistant for Research, Grants, and Assessment
University of South Carolina
Jennifer Keup
Director
University of South Carolina
Ryan Padgett
Senior Analyst for Co-Curricular Assessment and Research
Northern Kentucky University
Colleen Bof
Interim Associate Dean/Professor
Bowling Green State University
This concurrent research session provides librarians and academic and student affairs professionals with descriptive analyses on emerging evidence from the National Survey of Information Literacy Programs in the First Year. These data provide the first national profile of the types, content, organization, administration, pedagogy, and assessment characteristics of information literacy programs within two- and four-year institutions.

24 Knowing When to Press the Off Switch: Integrating Prioritizing and Technology in an Effort to Manage Anxiety Among Incoming First-Year Students
Room 212 A
Alex Chambers
Graduate Assistant
The University of Arizona
Technology’s persistence within higher education has resulted in habitual multi-tasking among college and university students. With students reporting an increased amount of anxiety disorders, this notion of multi-tasking increases the challenge to alleviate such disorders. This presentation will showcase strategies for students to balance technology with sound mental health options.

25 Planting Seeds of Success: Developing a FYE Program for Former Foster Students
Room 212 B
Simone G. Polk
Assistant Vice President for Student Services
Office of the Vice President for Student Affairs
Edwin Mayes
Director
First-Year Experience
Mary K. (Katie) Deedrick
Director
Student Support Services
Valita Wilhoite
Associate Director
Office of Community Standards & Student Conduct and Student Support Services
Dan Bertsos
Director
Residence Services
Wright State University
The Independent Scholars Network provides resources and services that enhance the academic and social-cultural experiences of students who will emancipate or have emancipated from foster care and are accepted to Wright State University. The session will focus on the collaborative efforts from many community members and on-campus faculty and staff and the necessary steps taken to identify and support a growing population of former foster students at Wright State University.

26 College Students in Transition: New Directions in Research and Practice
Room 213 B
Stephanie Foote
Associate Professor of Education
Kennesaw State University
Jeannine Kranzow
Assistant Professor, School of Education
Agrosy University
Sara Hinkle
Associate Dean for Student and Community Development
Hofstra University
Matt Pistilli
Research Associate
Purdue University
Start here. Go far.

Bedford/St. Martin’s is pleased to publish three exceptional books from the leading experts in college success. Not only do these texts represent the authors’ practical experience as teachers and directors of the course and decades of their research, but each book now bears the stamp of Bedford/St. Martin’s conscientious development and attention to detail.

**Your College Experience** offers students practical help in making the transition to college and getting the most out of their time there. The most comprehensive book in the series, it considers the whole student, covering topics critical to their academic, personal, and career success.

“This is a thoughtful, informative, student-friendly text—a good guide for understanding the college environment and making sense out of one’s first year in college.”

—Richard Conway, Nassau Community College

This less expensive, streamlined concise edition of *Your College Experience* contains the chapters and topics that instructors across the country identified as being most relevant to all kinds of students at all kinds of schools.

The briefest title in the Gardner family of books, *Step by Step* is an accessible text that can be useful to all students whatever their backgrounds or college goals. The authors have pared away extras and have focused on the most crucial skills and the most important choices that students have to make.
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).

27 Academic Themed Housing: One Institution’s Approach to Enhancing Learning at Home
Room 216 A
Mark Allen Poisel
Associate Provost for Student Success
Pace University

Rex Kendall
Director, Residential Life
Indiana State University

A key issue facing higher education is the retention and education of entering first-year students. The Residential Life Office at Indiana State University (ISU) began developing the First-Year Initiative (FYI) within residence halls in the late 1990s to increase retention and assist in the social adjustment to university life of first-year students. Institutions like ISU are reviewing their programs and devising intentional plans to determine how to best serve this ever-increasing population.

28 Teaching Research Methods in a First-Year Critical Thinking Seminar
Room 216 B
Cassandra Delgado-Reyes
Specialist
*The University of Texas at Austin*

Informal argument can be used to teach both critical thinking and introductory research methods to first-year students. The principles of critical thinking can be established through reflective evaluation of beliefs and critical evaluation of complex contemporary arguments. These principles can then be used for creating and evaluating scientific arguments in independent scientific inquiry. This session will demonstrate an approach to weave the skills of critical thinking and scientific research methods into a first-year seminar.

29 Grass Roots Greatness of Learning Communities: LCs for Students by Students
Room 218
Jim Pukrop
Senior Assistant Director and Coordinator of Learning Communities
Purdue University

Learning Communities exist within myriad models and their development springs from equally varied sources. However, the genesis of most LCs resides in notions from faculty and staff members. What happens when students themselves become the creators and innovators of LCs? Participants in this roundtable will discuss their experiences with and/or interest in student-created LCs and will be invited to share how to encourage and manage that student interest and involvement.

30 Extended Orientations: Enhancing the Belonging of First-Year Students
Room 204 B
Beth Lingren Clark
Director, Orientation and First-year Programs
Laura Coffin Koch
Associate Vice Provost for Undergraduate Education
Krista Soria
Analyst
*University of Minnesota*

Extended orientation sessions can yield many positive benefits for first-year students, including enhancing their connections with other first-year students, easing their transition onto campus, and increasing their knowledge of campus resources; yet, the results of orientation can last beyond students’ first-year. Using the Student Experience in the Research University survey, this study examines the relationship between participation in an extended orientation and undergraduates’ sense of belonging at a large, public research university.

31 Critical Thinking for Academic Success and Personal Well-Being
Room 205
Steve Piscitelli
Professor
*Florida State College at Jacksonville*

Critical thinking strategies help students make responsible choices that promote academic success and personal well-being. However, critical thinking is often lacking in regard to workplace readiness skills. This session will demonstrate how video, music, and text can be used to foster critical thinking skills for academic success and personal well-being. Cognitive biases and traps will also be examined. Using a simple, yet effective, three-step model, participants will learn how to help students develop this necessary life skill.

32 Student Success Program for First-Year Students
Room 206 A
Lori Cranson
Associate Dean
*George Brown College*

The Student Success Program at George Brown College was implemented fully across the College in 2008 after a two-year pilot in Community Services and
means to retention and super charged: first-year experience beyond

This presentation will offer an overview of the mentor program used at the University of Maryland Eastern Shore, a historically black institution of higher education in rural Maryland. Four major components of a dynamic first year mentor program will be discussed: (a) selection criteria, (b) the interview process, (c) the training process, and (d) evaluation. The mentor program will be discussed in terms of how it is implemented in the first-year experience, through interactive study groups, and in student outreach. Data will be provided to demonstrate program effectiveness. Participants will gain specific information on program creation, monitoring, and evaluation.

Career self-efficacy as a means to retention and academic success

Career planning is vital in providing the direction and motivation students need to succeed academically. Yet, students often fail to receive career guidance during their academic journey. The presenters will examine a course created and designed to give students the tools that will take them from deciding on a program of study to successfully applying for jobs and building careers. The presentation will also cover the assessment used to chronicle student progress in career decision-making.

Writing on purpose: connecting a first-year seminar on life calling with english composition

Indiana Wesleyan University

Indiana Wesleyan University is completing its 12th year of using a purpose-guided approach to working with first-year students, with data indicating that this has had a dramatic impact on retention and graduation rates. This presentation will offer the results of a pilot project that created a learning community of first-year students who had not declared their majors. Two classes were linked in this community; the first-year seminar focusing on life calling and the required English composition class.

High school intervention to facilitate the transition to college

The presenters will describe an intervention program helping high school students make the transition to college. This five-part intervention included students receiving The Other Wes Moore, completing an Expository Writing Module, attending three university lectures at their high school, interacting with college mentors, and attending the author’s visit at the university. Data include comparisons of their writing, self-assessment surveys of writing, self-efficacy, and college comfort and readiness.

Academic support and recovery initiatives in the first year: a comprehensive approach

The University of South Carolina

Initiatives focusing on first- to second-year retention are key to a successful student success program. The University of South Carolina takes a comprehensive approach to intervening and retaining first-year students. In this session, five assessed and effective support initiatives will be highlighted including: (a) a coaching program focusing on academic and engagement planning; (b) class absence referral early intervention; (c) support programs for first-year students on academic probation; (d) FreshStart, an initiative for students on suspension, and (e) interactive academic success presentations in the first year.

Graduating in four years: advising and registering first-year students before they arrive on campus

The University of Montana

Failure to take the right courses during the first semester of college negatively affects students hoping to graduate from college in four years or less. The University of Montana’s Office for Student Success developed the Freshman Foyer Initiative to register 1600 incoming first-year students in their major core courses prior to their arrival on campus. The process relies on Academic Planner, an online course planning tool that enables advisors to register incoming first-year students and help them effectively plan for future semesters.
First-Year Students Expanding Their Boundaries Internationally
Room 212 A
Sharie Brunk
Senior Advisor
University of Wisconsin-La Crosse
Many students from across the state choose to study at the University of Wisconsin-La Crosse (UW-L) due to its reputation for being a global university. In this session you will learn how UW-L developed a three-week study abroad opportunity in conjunction with the first-year experience course. Three different destinations were offered allowing first-year students the opportunity to earn credit while challenging them to see their own culture through new eyes and gain a greater understanding of global awareness.

Flourishing and Floundering Students: Implications for Identification and Engagement
Room 212 B
Pat Esplin
Director, Freshman Mentoring
Steven Wygant
Associate Director
Institutional Assessment & Analysis
Larry Nelson
Associate Professor
Brigham Young University
Do you know who flourishes and who flounders during the first year at your institution? What can you do to support struggling students before it is too late? Participants will consider pre-arrival information and end-of-year data that helps to identify students along a continuum from flourishing to floundering. Participants will be invited to think in new ways about using data to guide students in making successful transitions. Implications for engaging students will also be explored.

Creating Experiential and Interactive Assignments for Students Enrolled in First-Year Experience Courses
Room 213 A
Julienne Ugalde
Assistant Professor of Education
Joan-Beth Gow
Assistant Professor of Biology
Anna Maria College
Important goals of first-year experience courses are to develop academic skills, encourage self-exploration and personal growth, and foster a strong connection with the campus community. 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. Participants will take back to their own classrooms the tools necessary to implement one or both of these assignments.

The Hope of A Nation: Is Higher Education Ready to Answer the Call?
Room 213 B
Joni Petschauer
Senior Fellow
American Council on Education (ACE)
The College Access Partnership
Cindy Wallace
Vice Chancellor for Student Development
Appalachian State University
America’s first-year class is rapidly changing because of a predominance of first-generation and low-income students who are engaged in a college-going curriculum as early as middle school. Demographics dictate it, economic competitiveness requires it, and campuses need to be ready to support it. Intentional political and philanthropic efforts are in place to ensure that students who never considered postsecondary education are able to apply and enroll in college. This session will provide an overview of projected population growth, a review of national strategies for increasing higher education enrollments, and an opportunity to consider the implications for first-year experiences throughout the country.

Journal of The First-Year Experience and Students in Transition
A semiannual refereed journal providing current research and scholarship on significant student transitions. The primary purpose of the Journal is to disseminate empirical research findings on student transition issues, including:

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

To submit or subscribe, please visit www.sc.edu/fye/journal
The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize the Outstanding First-Year Student Advocates, the Excellence in Teaching First-Year Seminars Award recipient, and the Undergraduate Student Fellowship recipients.

### Outstanding First-Year Student Advocate Award

Sponsored by Cengage Learning and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

- **Margaret Garroway**  
  Howard Community College  
  Undergraduate Institution: Binghamton University

- **Andrew Grant**  
  Walsh University  
  Undergraduate Institution: University of Toronto

- **Nicole Henderson**  
  Southern Connecticut State University  
  Undergraduate Institution: Western Connecticut State University

- **John Lanning**  
  University of Colorado-Denver  
  Undergraduate Institution: Iowa State University

- **Katherine Lehman**  
  Otterbein University  
  Undergraduate Institution: Marquette University

- **Amybeth Maurer**  
  Elgin Community College  
  Undergraduate Institution: Loyola University

- **Christine M. Nowik**  
  Cedar Crest College  
  Undergraduate Institution: Kutztown University

- **Karen Palmunen**  
  Saint Joseph College  
  Undergraduate Institution: University of Kansas

- **Andrew Person**  
  Mercy College  
  Undergraduate Institution: U.S. Naval Academy

- **Karen Weathermon**  
  Washington State University  
  Undergraduate Institution: Pacific Lutheran University

### Excellence in Teaching First-Year Seminars Award

Sponsored by The McGraw-Hill Companies and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

- **Michele Kozimor-King**  
  Elizabethtown College

### Undergraduate Student Fellowships

- **Lindsay Morris**  
  Wilfrid Laurier University

- **Emily Lipe**  
  Madonna University

- **Julie Palmer**  
  George Mason University

- **Louis Cameron**  
  East Carolina University

- **Jordan Smith**  
  Culver-Stockton College
Aplia for College Success

Aplia for College Success helps students thrive in the classroom and beyond. Engaging, interactive assignments ensure that students understand key concepts from the textbook, while our automated grading system offers immediate and constructive feedback. The problems and activities in Aplia for College Success teach students to develop the critical skills that they need to earn better grades and bring the strategies in their textbook to life.

Students will find the following in Aplia for College Success:

- Opportunities to participate in active learning exercises that enhance the textbook content.
- Scenario-based questions to assist in strengthening key academic skills.
- Activities to help them gain the knowledge they need to achieve success in college.


Available for Spring 2012
A new First Edition and Newly Revised Favorites!

**NEW!**

**Student Success in College: Doing What Works!, 1/e**
Christine Harrington
Raise the academic bar for your students and watch their confidence and student success increase. STUDENT SUCCESS IN COLLEGE: DOING WHAT WORKS! offers an accessible and relevant way for students to move beyond opinions and advice about how to succeed in college by offering an integrated approach of research backed student success practices paired with student success research studies.

An overall theme of reading, critical thinking and information literacy skills, STUDENT SUCCESS IN COLLEGE will help students feel comfortable with the structure of research study articles, making it more likely that they will use these higher level sources earlier in their academic careers.

**To Learn More, Visit:**
www.cengage.com/community/harrington

**Becoming a Master Student, 14/e**
Dave Ellis
The Fourteenth Edition of the bestselling BECOMING A MASTER STUDENT continues to lead the way in meeting the changing needs of today's first-year students. In this latest edition, students will discover that study skills are really life skills with the renewed emphasis on the Master Student Qualities throughout the book. Students will be challenged to apply the Master Student Qualities to new Practicing Critical Thinking exercises and planning for a career by building an effective résumé and learning interviewing strategies they can practice while in college.

**To Learn More, Visit:**
www.cengage.com/community/ellis

**FOCUS on College Success, 3/e**
Constance C. Staley
With increased attention paid to diversity, the application of skills to future careers, and even more relatable research, the Third Edition of FOCUS ON COLLEGE SUCCESS recognizes the varied experiences of today’s students and guides them to be more motivated and focused.

The research-based approach builds a solid foundation allowing students see the relevancy of this course to their lives.

By helping students develop realistic expectations of what it takes to learn, FOCUS motivates and encourages students with direct applications and immediate results.

**To Learn More, Visit:**
www.cengage.com/community/staley

Also Available:

**Your Guide to College Success: Strategies for Achieving Your Goals, 7/e**
Jane S. Halonen
John W. Santrock
YOUR GUIDE TO COLLEGE SUCCESS, Seventh Edition, supports students as they adjust and learn to thrive in college, providing them with a foundation to become independent learners.

A unique six-part learning model helps students focus on achievable strategies in the following areas: Know Yourself, Clarify Values, Develop Competence, Manage Life, Connect and Communicate, and Build a Bright Future.

**To Learn More, Visit:**
www.cengage.com/community/santrock

**Practicing College Learning Strategies, 6/e**
Carolyn H. Hopper
ISBN: 978-1-111-83335-0 © 2013
PRACTICING COLLEGE LEARNING STRATEGIES models learning strategies that will give students the foundation for learning how to learn throughout college and how to become life-long learners.

The text and activities are thoughtfully constructed using strategies supported by brain research and neuroscience.

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**Orientation to College Learning, 7/e**
Dianna L. Van Blerkom
ORIENTATION TO COLLEGE LEARNING, Seventh Edition, takes students on a specific path to be motivated, and to surround themselves with the resources they need to set goals and celebrate accomplishments.

The text emphasizes well-defined goals, regular class attendance, good work habits, sufficient background knowledge, appropriate study strategies, time management, and motivation as the key factors that contribute to college success.

**Visit us online at www.cengage.com/success.**
Course Dates

April 2 – May 4, 2012
Instructor Training and Development: Critical Foundations for First-Year Seminar Programs
Facilitated by: Mary Stuart Hunter, Associate Vice President for the National Resource Center for The First-Year Experience and Students in Transition and U101 Programs at the University of South Carolina

May 14 – June 15, 2012
Transfer Student Success: Meeting the Needs of a Unique Population on College Campuses
Facilitated by: Mark Allen Poisel, Associate Provost for Student Success at Pace University

July 9 – August 10, 2012
Developing and Constructing Valid Survey Instruments
Facilitated by: Ryan D. Padgett, Senior Analyst for Co-Curricular Assessment and Research at Northern Kentucky University

Courses limited to first 25 registrants.

Register online at www.sc.edu/fye/oc

Online Courses on The First-Year Experience® and Students in Transition

CT 43 Active Learning and Creative Teaching Strategies for Community College Students
Room 216 A
Julie McLaughlin
Academic Advisor and Co-Chair FYE Advisory Committee
Diane Stump
FYE Area Chair and Co-Chair FYE Advisory Committee
Cincinnati State Technical and Community College
This session will focus on engaging students through active learning strategies in the first-year experience (FYE) course. Presenters will discuss research that shows students respond better and learn more through these techniques. Creative ways to approach topics such as utilizing campus resources, diversity, critical thinking, and study skills, among others, in the FYE course will be discussed and demonstrated. These techniques will be particularly helpful for community college students who are deficient in one or more academic area. Participants will leave the presentation with plenty of handouts and ideas for creative teaching strategies to take back to their institutions.

CR 45 Supporting Students With Autism Spectrum Disorders in the First-Year Experience
Room 218
Millie Gore
West Distinguished Professor of Education
Midwestern State University
Students with Autism Spectrum Disorders (ASDs) are entering colleges and universities in unimagined numbers, and research on their first-year experiences is scant. These academically-capable students face unique challenges in the first year of college due in part to social deficits, sensory integration issues, and co-morbid psychiatric disorders. In this roundtable, participants will identify challenges their first-year students with ASDs have faced and strategies that colleges and universities are using to support such students.

CT 44 Creating a Campus-Wide Retention Strategy: A Study of Collaborations
Room 216 B
Melissa Bussear
Coordinator of Administration for First-Year Experience
Central Michigan University
Steven Hawks
Assistant Director, Office of Assessment
Kansas State University
Retention improves if departments across campus collaborate to support student success. However, building a successful campus-wide retention strategy can be difficult to implement, particularly in large institutions. The presenters offer campus-wide retention strategies from two large universities. Each presenter will share how they constructed their retention strategy, built buy-in, selected collaborating departments, and managed the process. They will discuss their success raising retention rates and changing their campus culture. Lessons learned and future improvements will also be presented.

CR 46 Beyond Engagement: Improving Persistence Through Validation Theory
Room 204 B
John Pryor
Director
Cooperative Institutional Research Program
Higher Education Research Institute at UCLA
Traditional retention theory as well as engagement theories have not adequately addressed the experiences and needs of students who are not in the majority or who, due to family or work commitments, are unable to participate fully in the broad range of college activities. This presentation will describe validation theory, how it adds to understanding the student experience and the link to persistence, and provide findings from two large-scale surveys with respect to the theory.

1:45 p.m. – 2:45 p.m.

CT 47 Appreciative College Instruction: A Positive Approach to Teaching First-Year Seminar Courses
Room 205
Jennifer Bloom
Appreciative College Instruction (ACI) is the creation of a positive classroom culture that empowers students and instructors to build on their own strengths and experiences, realize their full potentials, and meet specific learning outcomes. Based on the theory of Appreciative Inquiry, ACI is the practical application of six phases—Disarm, Discover, Dream, Design, Deliver, and Don’t Settle—providing a positive framework for college level courses. This session will demonstrate how ACI can be used in first-year seminar courses, highlighting its previous application to a U101 Academic Recovery course.

**48 College Success Online**

**Room 206 A**

**Marsha Fralick**  
Professor Emeritus  
Cuyamaca Community College

Offering online college success courses increases access for many who find attending college a challenge including working adults, parents, active military, and disabled students. College success can be taught online successfully by utilizing practices that engage students in a personal way. The presenters will review effective online teaching practices and offer practical strategies for making an online course a success. The session will also offer valuable ideas to use when implementing online courses as well as adding new and interesting elements to existing online courses.

**49 The Power of Experience and Reflection in Peer Mentor Training: A Model for Focused Skill Development**

**Room 206 B**

**Bryce Bunting**  
Program Manager  
Freshman Mentoring  
Brigham Young University

**Pat Esplin**  
Director  
Freshman Mentoring

Stefinee Pinnegar  
Professor  
David O. McKay School of Education  
Brigham Young University

As institutions increasingly utilize peer educators, there emerges a greater need for high quality training programs. Often, training focuses heavily on content delivery (e.g., campus policies, FY seminar curricula, student development theory), but fails to develop the interpersonal skills necessary for peer educators to engage and connect with students. This session will introduce a model, based on principles of experiential and reflective learning, that attends to the development of both conceptual understanding and mentoring skill.

**50 True Grit: Is Resilience Something We Can Teach?**

**Room 207 A**

**Constance Staley**  
Professor of Communication; Director  
Freshman Seminar Program  
University of Colorado, Colorado Springs

What does the book and film entitled True Grit have to do with teaching first-year students? Grit explains the vastly different responses of two students who fail the same calculus test. One gives up entirely; the other vows, “I’m not going to let calculus get the better of me. I’m going make sure it gets the best from me!” This session will explore how instructors can help their students become “academically gritty.”

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

**Room 207 B**

**Keisha Hoerrner**  
Chair  
Department of First-Year Programs  
Kennesaw State University

**Ruth Goldfine**  
Assistant Chair  
Department of First-Year Programs  
Northeastern Illinois University

**Chris Goslin**  
Department Chair  
College Success Studies  
Utah Valley University

This presentation will discuss intentional structures that allow for a comprehensive approach to administering first-year initiatives by examining the dedicated departments and faculty at two institutions. Presenters will address approaches for gaining support from other departments and the administration, and demonstrate how a department and faculty dedicated to first-year students promote continuity and consistency within the programs. Participants will receive materials related to departmental governance, including tenure and promotion guidelines and joint-appointment materials.

**52 Chicago Speaks: First-Year Students Tutoring Immigrants**

**Room 209**

**William Stone**  
Associate Professor, Teaching English as a Second Language (TESL)  
Northeastern Illinois University

Northeastern Illinois University’s first-year program combines curricular and cocurricular components designed to promote student success. In this urban commuter school, one of the strategic initiatives is the increased involvement of students in service-learning projects within the community. The latest innovation is the combination of these various elements in a first-year seminar which introduces students to teaching English as a second language and has them volunteering as language tutors.

**53 Addressing Student Readiness in the First Year With an Integrated Intervention: The University of Kentucky’s Academic Preparation Program - The APP for Student Success**

**Room 210 A**

**James Breslin**  
Associate Director  
UK Academic Enhancement

**Karin Ann Lewis**  
Executive Director  
UK Academic Enhancement

**William Stone**  
Coordinator, FYE Program  
Northeastern Illinois University

**Barbara Sherry**  
Coordinator, FYE Program  
Northeastern Illinois University

**Chris Goslin**  
Department Chair  
College Success Studies  
Utah Valley University

**Stefinee Pinnegar**  
Professor  
David O. McKay School of Education  
Brigham Young University

As institutions increasingly utilize peer educators, there emerges a greater need for high quality training programs. Often, training focuses heavily on content delivery (e.g., campus policies, FY seminar curricula, student development theory), but fails to develop the interpersonal skills necessary for peer educators to engage and connect with students. This session will introduce a model, based on principles of experiential and reflective learning, that attends to the development of both conceptual understanding and mentoring skill.
As increasing enrollments and economic conditions create greater pressure for first-year students to transition successfully, student readiness has emerged as a central issue in higher education. The University of Kentucky’s Academic Preparation Program is a carefully designed collaboration of stakeholders, which engages students beginning with the admissions process and encompasses academic advising and cocurricular student support. This session will provide an overview of the structure of this seamless continuum of support and will highlight key assessment results.

54 Tablets to Triumph: Tablet PCs Promote STEM Success
Room 210 B
Carla Romney
Chair
Science and Engineering Program
Boston University

Boston University’s Science and Engineering Program (SEP) is a two-year transitional program that provides enhanced academic support to students who are interested in STEM but lack adequate credentials for direct admission into these majors. SEP’s success in retaining students in STEM derives from its integration of interactive tablet PCs into first-year mathematics courses and supportive academic advising. The networked tablet PC environment encourages student interaction, collaborative problem-solving, and student engagement.

55 Closing the Gap: Ideas for Implementing High Impact, Low Cost Faculty/Student Interactions
Room 212 A
Samantha Young
Graduate Assistant
Student Engagement: Peer Leadership, Student Engagement Planning & Faculty Interaction
Jimmie Gahagan
Director
Student Engagement
Katie Patton
Graduate Assistant
Academic Success Initiatives, Academic Centers for Excellence, University of South Carolina

Interactions between students and faculty provide much-needed support for first-year students. This session will highlight research regarding the importance of faculty-student interaction. Specific examples of programs that promote critical faculty-student interactions will be given including (a) Out-to-Lunch, a program where students share a meal with professors on campus and (b) Mutual Expectations, a program that helps open the lines of communication between students and professors regarding their expectations of each other in the classroom environment.

56 Student and Faculty Engagement (SAFE): A Model for Increasing First-Year Student Retention Rates in Higher Education
Room 212 B
Andrew Ferdinand
Associate Professor
Jacqueline Grogan
Associate Provost
Geraldine Castelli
Assistant Director of the University Freshman Center
St. John’s University

The Student and Faculty Engagement Model (SAFE) offers higher education institutions a model for engaging first-year students that facilitates greater student satisfaction and higher retention. The model provides specific strategies and techniques to encourage relationships between students and faculty that are engagement driven rather than convenience driven. The SAFE model can be used as a way to promote successful first-year adjustment as well as retention in the second year of college.

57 Thinking Big (History): Creating a First-Year Experience Around Transdisciplinary Content
Room 213 A
Mojgan Behmand
Director
General Education and First Year Experience
Philip Novak
Professor of Religion
Richard Simon
Adjunct Assistant Professor
Thomas Burke

Thinking Big (History) will explore examples of programs that have made to campus programming and discover what changes the presenters have made for first-year students. Come and discover what changes the presenters have made to campus programming and what is in the works!

58 The Adjustment to College Theory at East Carolina University
Room 213 B
Karen Smith
Associate Director
Office of Student Transitions and First Year Programs
East Carolina University

The Adjustment to College Theory likens attending college to studying abroad. The theory spells out the adjustment through the first semester. At East Carolina University, the Office of Student Transitions and First Year Programs has taken this theory and used it to frame programming for first-year students. Come and discover what changes the presenters have made to campus programming and what is in the works!

59 Changing Focus to Improve the Success of Low-Income and First-Generation College Students
Room 216 A
Jenna Seabold
Senior Assistant Director
Student Access, Transition and Success Programs
Antwione Haywood
Senior Assistant Director
Student Access, Transition and Success Programs
Purdue University
As universities continue to look for ways to increase access and success at their institutions, understanding the needs of low-income and first-generation college students is important. Three years ago, Purdue University changed how it approached its land-grant mission, and in doing so has seen an increase in the success of its low-income and first-generation students. This session will share the development and evolution of Purdue Promise, a successful access, success, and retention program.

Learning Communities for all Communities
Room 216 B
Cynthia Rodriguez
Director
Academic Development Program
Susan Colorado-Burt
Director
Learning Communities
Sabina Bhattathiry
Director
Undecided Programs
University of Texas at San Antonio
This session will demonstrate the effectiveness of utilizing learning communities for a range of first-year student populations. Traditional first-year students who have been admitted under provisional admission requirements, undecided majors/exploratory students, and scholarship recipients will be specifically discussed. An explanation of how the learning community concept has been implemented to serve these various first-year populations, and the degree in which it has positively impacted retention rates, will be presented.

Dialogue of Practices and Pitfalls in Common Reading Program Assessments
Room 218
Chloe Ruff
Graduate Assistant
Office of First Year Experiences
Tim Burrows
Graduate Assistant
Office of Assessment and Evaluation
Lauren Bryant
Professional Development Fellow
Center for Instructional Development and Educational Research
Virginia Tech
The purpose of this roundtable discussion is to engage participants in an interactive examination of how to assess an institution-wide common reading program. The presenters will discuss how faculty or program administrators can develop more complex assessments of common reading programs at their institutions. This session will be useful for faculty and program administrators who have conducted assessments of their common reading programs as well as for those who are currently planning an assessment.

“Only Connect”: Linking 26 Topics through the Liberal Arts
Dana Shiller
Director, First-Year Seminars
Washington and Jefferson College (W&J)
Our presentation will use E.M. Forster’s maxim “Only connect” to describe how a program of 26 different seminar topics creates coherence and collaboration. W&J’s FYS program does it by encouraging interdisciplinary approaches to our subjects, by assigning common readings on the meaning of the liberal arts, by serving as our first-year students’ advisors, and by maintaining a common focus on helping students understand their college educations.

Teaching With Panache: The Creation of Memorable Experiences That Engage Students as Active Partners in Learning
Room 206 B
Brad Garner
Assistant Dean for Assessment and Learning
Indiana Wesleyan University
Effective teaching is one of the key elements in the promotion of student success in college. Connections with faculty, engagement in learning experiences, and the opportunity to be transformed are the essence of higher education at its best. We know these things, and yet, we often persist in doing the ordinary, the comfortable, and the mundane. Break out of that mold! Come and learn 10 new ways to make learning memorable and transformative.
Upscaling Your Peer Educator Program: Challenges, Opportunities, and Possibilities
Room 207 A
Greg Metz
Assistant Director Center
First Year Experience & Learning Communities
University of Cincinnati
This session will address the need to upscale peer educator programs. Challenges include resources, training, generating authentic engagement from more peer educators (PE), replicating excellence, involving more colleagues, expanding evaluation, and others. The University of Cincinnati’s learning community PE program now serves more than 2,000 first-year students with over 100 peer educators, representing an 800% growth in six years. Discussion will focus on infrastructures and strategies for upscaling the program, and the presenter will share concrete tools, assorted assessment data, and invite ample participation.

Establishing Identity and Developing a Purpose: Guiding Vectors for Two Programs
Room 207 B
Michael Jasek
Associate Dean of Students
Krista Boren
Associate Director
University of West Florida
Establishing Identity and Developing a Purpose are two of the seven vectors in Chickering and Reisser’s Identity Development model. According to research, they are also two primary issues faced by first- and second-year students respectively. This program will explain how these concepts are the foundation for two living-learning communities and how they guide the intentional programming for these communities.

Student Ownership of Active Learning in a First-Year Experience Student Success Course: A Case Study
Room 210 A
Darin Eckton
Assistant Professor
Utah Valley University
Most mental processes that support learning are unconscious and automated. However, research suggests that learners need to be cognitively active in the learning environment. First-year students arguably have little to no prior active learning experience and thus should be given structure and guidance. This presentation explores learning styles, personality types, assignment flexibility, and impact on success in a first-year course.

Building a Comprehensive Early Warning System From the Ground Up
Room 210 B
Marcy Esler
Director of Student Retention
State University of New York, The College at Brockport
The first formal evaluation, traditionally at midterm, often comes too late for new students at risk for attrition and poor academic achievement to change their behaviors and recover academically. This session describes how a large, public, master’s-granting institution used existing campus technologies to build an early warning system that relies on student surveys, faculty alerts, residential life input, and appropriate demographic data to identify and intervene with at-risk students during the early weeks of classes.
These Times They are a Changing

Room 212 A

Lynn Marquez

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

From Metrics to Meaning
Community Culture: Moving from this innovative new building, the 

vision of this building is to serve as the academic "home" to first- and second-year students. To support this vision, most of the Institution's tutoring and academic support services have been relocated here. This session will provide an overview of this innovative new building, the impact it is having on tutoring and academic support, and plans for the future.

Increasing Student Self-Confidence Through the Power of Personal Challenge, Leadership Development, and Service-Learning

Room 213 B

Patrick Hickey
Faculty Principal
Capstone Scholars/Clincial Associate Faculty for Nursing
Natalie Cruz
Program Coordinator
David DeWeil
Assistant Principal
University of South Carolina

First-year programming typically aims to help students transition and prepare to be successful in college. But what are we intentionally doing to help students increase their self-confidence, realize their potential, and create satisfaction in the institution as a whole? The Capstone Scholars Program utilizes service-learning, leadership development, and a unique "personal challenge" to achieve this goal. Come learn about how these successful initiatives can be implemented in a variety of programs and institutions.

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

Room 216 A

Beth Bir
Assistant Professor of English
Fayetteville State University

George Kuh's research has shown that engagement can have a compensatory effect for at-risk students, and few are more at-risk than first-generation, developmental, African American males. The question this session will address is whether participation in summer bridge—a short-term, high-intensity engagement at the beginning of a college career—has lasting impact on retention, progression, and graduation rates of African American male students. Both quantitative and qualitative data will be shared, and implications for other campuses will be discussed.

Knowing Your GPS (General Positioning as a Student): Utilizing Social and Academic Strategies to Help Students Navigate Their Academic Journeys

Room 216 B

Robin Cunningham
Associate Dean
Freshman Studies and Director of Seton Summer Scholars

Majid Whitney
Freshman Mentor and Associate Director Seton Summer Scholars
Seton Hall University

This presentation will provide advisors and administrators with practical techniques to assist students in navigating their college course. Emphasis will be placed on locating their "GPS," and "recalculating" their paradigm in their first year of college. A balance between interpersonal skills and academic skills must exist in order for students to avoid roadblocks and successfully arrive at their destination—commencement. The Seton Summer Scholar summer bridge program, whose students enter the University with the lowest academic profile, will be highlighted.
Retention is the buzz word at most institutions. Everyone is looking for new and improved ways to retain and, ultimately, graduating students in order to carry out their institutional mission and goals. At this roundtable discussion, participants will share examples of retention initiatives taking place at their institutions as well as models for measuring their effectiveness.

4:15 p.m.–5:15 p.m.

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

Room 205

David Sabol
Senior Lecturer

Nancy Goldfarb
Visiting Assistant Professor

Indiana University – Purdue University, Indianapolis (IUPUI)

The First-Year Seminar Faculty Learning Community (FYS-FLC) at IUPUI provides professional development opportunities for first-year seminar faculty across the campus. Participants in this FYS-FLC convene regularly to inquire and learn collaboratively, pooling knowledge, sharing data, assembling resources, and engaging in exploratory discourse. This group of faculty identifies issues for IUPUI’s entering students and works to develop curricular and pedagogic strategies for addressing them.

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

Room 206 A

Laurie Hazard
Director

The Academic Centers for Excellence
Bryant University

Researchers agree that self-regulatory behaviors are at the heart of college success. Studies indicate that the ability to combat procrastination is more predictive of college achievement than standardized tests and high school grades. Serious consequences of student procrastination range from compromised immune systems to damaged relationships and impeded academic performance. This session will analyze the challenges of teaching self-regulatory behaviors such as time management, motivation, and overcoming procrastination and offers effective pedagogical tools to address those challenges.

Professional Development and Student Success in FYE 101 and Beyond

Room 206 B

Gregory Cutler
Professor

Social and Behavioral Sciences
Bay de Noc Community College

FYE 101 College Success Strategies is showing promise in increasing student success. Students are more likely to pass transitional courses and persist into the following semester and year than peers who are not passing or taking the course. The professional development of those who teach the course cannot be overstated. The presenter will review the effectiveness of professional development activities that help instructors learn and use strategies to engage students in the college success course and beyond.

Step-Up: An Intrusive and Appreciative Advising Retention Program

Room 207 A

Michele Campagna
Executive Director

Center for Advising & Student Transitions
Montclair State University

Although first-year students on academic warning at Montclair State University are technically in “good standing,” they run the risk of academic probation, delaying their graduation, and losing their financial aid. Consequently, the Center for Advising and Student Transitions launched Step-Up, a pilot based on intrusive and appreciative advising. This session will describe the program’s design, implementation, and assessed results. Step-Up’s expansion to sophomores and those not earning 67% of their credits will also be discussed.

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

Room 207 B

Linda McDowell
Professor of Education

Lynn Marquez
Professor of Geology

Daniel O’Neill
Associate Professor and Clinical Psychologist

Millersville University of Pennsylvania

Every educational institution has a diverse set of first-year learners with specific transition and curricular needs. This session will outline a framework to effectively assess first-year programming using data collection and analysis as well as personal experience. The presenters will highlight a variety of assessment tools including focus groups and institutionally created and nationally recognized tests. In addition, this session will demonstrate how to gather and disseminate the often overlooked but critical collective knowledge of key stakeholders.

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

Room 209

Brandon Johnson
Academic Advisor/Lecturer and Program Coordinator

Jason Moore
Assistant Director

North Carolina Agricultural & Technical State University

The Center for Academic Excellence at North Carolina Agricultural & Technical State University implemented a pilot male retention program entitled Project MARCH (Male Aggies Resolved to Change History) in fall 2009. The program was designed to enhance the academic progress of first-year, African American male students to increase their persistence,
Creating Critical Connections

College Students: Consciously strengthening classroom engagement, orientation, early alert systems, and improve academic planning and advisement. The University, which is a pivotal component of student persistence and retention. To address this disconnect, a Living Learning Community (LLC) component was implemented for the fall 2010 cohort. This session focuses on the LLC as a vehicle to increase the persistence and retention of African American males through early campus arrival, residential advising and tutorial services, priority facility access, Roommate pairings by academic major, and residential-based programming.

Entering Community College Students: Consciously Creating Critical Connections
Room 210 A
Deryl K. Hatch
Research Assistant
Center for Community College Student Engagement
April Juarez
Project Coordinator
Student Success by the Numbers, Center for Community College Student Engagement

University of Texas at Austin
Community college students are busy. They work, raise families, commute, and are overwhelmingly enrolled part-time. This confluence of characteristics can make it difficult for community colleges to make those early, critical connections that are important for engaging students—and keeping them engaged—to the completion of their educational goals. This session will focus on how colleges are using data from the Survey of Entering Student Engagement to improve academic planning and advising, orientation, early alert systems, and strengthen classroom engagement.

First-Year Experience “Big History”: An Innovative First-Year Sequence for the 21st Century
Room 210 B
Mojgan Behmand
Director of General Education and First Year Experience
Dominican University of California
First Year Experience “Big History” is an innovative and high-impact one-year course sequence that provides first-year students at Dominican University with a common intellectual experience while preparing them to be thoughtful global citizens in the 21st century. The content builds on Big History, a universal narrative that encompasses 14 billion years. The goals of the program are set in conformity to AAC&U’s LEAP Essential Learning Outcomes. Also, institution-wide collaboration is key in the creation and ongoing improvement of this program and the follow-up Second-Year Experience.

Integrating Peer Educators to Enhance a First-Year Experience Program
Room 212 A
Michael Verdino
Associate Director
Office of First Year Experience
Brendan Halligan
Associate Director for Office of First Year Experience
Mark Poisel
Associate Provost for Student Success
Pace University
The use of peer leaders in first-year experience programs and first-year seminar courses are having positive effects on students’ transition to college. Pace University has implemented a program with high-performing students assisting faculty as teaching assistants in first-year seminar course and serving as peer mentors to incoming students. The session will include an overview of the program’s structure, the responsibilities of peer leaders, training and support, and how the program benefits students in transition.

Peering Out from the Form of First-Year Experience Courses Online
Room 212 B
Mark Poisel
Assistant Director
First-Year Programs

to the growing number of students in the Freshmen Learning Communities (FLCs) program. In the inaugural year, the peer mentors contributed to improved
performance and retention efforts of first-year students. An unintended outcome of the program has been the increased information regarding the instructional practices in the orientation course and the specific nonacademic needs of first-year students as they transition into the University community resulting in further assessment of the FLC program.

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

Room 216 A
Irma Montelongo
The University of Texas at El Paso
Isabel Martinez
Assistant Professor
John Jay College of Criminal Justice

In 2011, the Entering Student Program at The University of Texas at El Paso and the Office of the First-Year Experience at John Jay College of Criminal Justice (New York City) initiated an inter-campus Global Learning Community (GLC). The GLC provides a foundation of success for first-year students at both institutions while developing their perspectives as global citizens. This session will examine the rationale for, development of, and technology used for the UTEP-John Jay GLC.

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

Room 204B
Richard Conway
Professor, Department of Student Personnel Services; Co-coordinator, First-Year Seminar
Nassau Community College

Given the diversity of their populations, can community colleges develop first-year experience programs that invite involvement, build community, and meet the academic, social, and career needs of students spanning several generations? The answer, of course, is yes—but not without thought, imagination, and planning. In this roundtable, participants will share ideas and strategies (with special attention to low-cost initiatives) for building a first-year program that will keep students interested and engaged.

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

Room 216 B
Denise Bartell
Director
Center for Students in Transition
Associate Professor
Human Development
Brenda Amenson-Hill
Dean of Students
Erin Ehlers
Undergraduate Student
Patrick Spellman
Undergraduate Student
University of Wisconsin-Green Bay

This session will provide a detailed summary of a new institutional inventory of high impact practices (HIP), developed by the University of Wisconsin-Green Bay, that can be used by colleges to identify the types of HIP experiences they are providing to students in transition and which students are taking part in them. The presenters will also discuss how to use the inventory to develop a comprehensive plan to increase retention and achievement of students in transition.

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

Note: This is a 90-minute session.
Room 218
Mary Stuart Hunter
Associate Vice President and Executive Director
National Resource Center for The First-Year Experience and Students in Transition and University 101 Programs

John Gardner
Senior Fellow
National Resource Center for The First-Year Experience and Students in Transition

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

University of South Carolina

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

**Norwegian Book Project on Student Retention – Need Your Input**

Room 205
Harald Åge Sæthre
Project Manager
University of Bergen, Norway

By offering significant lines from a Norwegian resource on student retention as well as describing specific challenges connected to student attrition, the presenter will invite feedback from participants. Discussion will be based on the presenter’s interpretation of Tinto’s longitudinal model of institutional departure.

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

Room 206 A
Rhonda Atkinson
Professor
Valencia College

Debbie Longman
Professor
Southeastern Louisiana University

The YouTube video A Vision of Students Today created a sensation in 2007 by examining the impact of digital media in 200 students’ lives and learning both in and out of college classrooms. This session combines participant conversation with the use of digital media and web 2.0 tools to facilitate participant sharing of current classroom technologies and will explore how digital media and Web 2.0 tools can engage students in the learning process.
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The Collapse and Revival of American Community
Robert D. Putnam
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In this brilliant, provocative analysis, Harvard professor Robert D. Putnam uses examples such as the decline of bowling leagues to examine the loss of social connectedness in America and what this means for our civic life.

THE HOUSE AT SUGAR BEACH
In Search of a Lost African Childhood
Helene Cooper
9780743266253
$15.00/$19.99 Can.

A haunting memoir by a world-renowned journalist of a war-torn childhood in Liberia and her return to her native country twenty years after her family’s flight, to reunite with the foster sister her family left behind.

For a digital catalog of recommended First Year Experience Common Read titles and additional resources, visit FreshmanYearReads.com.

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FD 96 Why are we here?: Facilitating a Discussion About the Purpose of a Liberal Education With First-Year Students
Room 206 B
Timothy Dale
Assistant Professor, Co-Director Freshman Orientation
University of Wisconsin, Green Bay
The commitment to providing a liberal education is central to 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, participants will consider the set of values associated with a liberal education and investigate strategies for talking to first-year students about the rationale and objectives of a liberal education.

FD 97 Peer Mentor Training: A Discussion of Strategies and Tools for Excellence
Room 207 A
Samantha Thorpe
Success Coach
Melissa Bussear
Administrative Coordinator First-Year Experience
Brooke Adams
Strategic Communications Coordinator for First-Year Experience
Central Michigan University
Peer mentors play an important role in creating a positive learning experience for first-year students and their impact extends beyond the walls of the classroom. This session aims to discuss strategies and best practices as well as acquire feedback from other institutions about strategies to support engaged learning and persistence through peer education.

FD 98 Retention and Success of Academically At-Risk, First-Year Students
Room 207 B
Pamela Moss
Instructor/Coordinator Academic Referrals/Advisor
SusAnn Key
Assistant Professor/Coordinator Supplemental Instruction/Advisor
Midwestern State University
Would you like to learn how other institutions are working to meet the needs of their first-year students who are academically at-risk? Would you like some new ideas? This interactive session will encourage focused conversation with peers about initiatives to address the diverse needs of the academically at-risk student population. Participants will have the opportunity to discuss best practices, brainstorm, and develop new multidimensional strategies to address the challenge of first-year at-risk students.

FD 99 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
Room 209
Ashlee Castle
Assistant Professor of Leadership/ Director Leadership Development
Jennifer Garcia
Instructor of Freshman Studies/Director First Experience
Saint Leo University
Successful student transition is a vital component to the success of any college student. Not only does a successful transition promote satisfied and more motivated students, it also aids in student retention. The purpose of this discussion is to outline a creative approach to student transition by the use of dual reports. These dual reports are faculty members that also hold administrative roles within Student Services such as an assistant professor of leadership also serving as the director of leadership development for Student Services and the director of First-Year Experience also serving as a first-year seminar instructor.

FD 100 The Beginning to Now: How did you Become a First-Year Instructor?
Room 210 A
Chris Gurrie
Assistant Professor and Coordinator of Speech; First Year Committee
The University of Tampa
Many of us never started out as first-year instructors, perhaps due to demands of other roles (e.g., student life professionals, staff members, administrators, graduate students). This roundtable session is geared toward first-year instructors who are not full-time instructors by job title, rather, instructors who wear many hats. This session will foster discussion around a variety of questions and provide best practices, tips, and techniques to teach first-year students. The session promises to be highly interactive and full of discussion.

FD 101 Developing a Model of Best practices for First-Year Programming
Room 210 B
Tracy Sikorski
Associate Director Social Science Research
University of Illinois at Chicago
Literature suggests that students are not persisting in postsecondary schools because institutions are not providing appropriate supports. In an effort to positively impact student graduation rates, institutions have begun to develop widespread first-year student initiatives. However, the transition of research into implementation has not been successful. The purpose of this session is to discuss what elements are essential to the design of first-year programs and the development of a best practices framework.

FD 102 The Good, the Bad, and the Ugly of Planning, Running, Budgeting, and Sustaining a Learning Community
Room 212 A
Laura Pipe
Director Learning Communities
University of North Carolina at Greensboro
Glenda Hensley
Director First Year Experience
Western Carolina University
Kathleen Sadowsky
Academic Advisor Montclair State University
Jennifer Rockwood
Assistant Dean and Director First Year Experience
Barbara Schneider
This roundtable discussion will focus on logistical and pedagogical details related to developing, facilitating, and assessing learning community programs. Presenters will discuss various learning community models from nonresidential learning communities, living-learning communities, and residential college programs, as well as those focused on clustered courses, integrated learning, and/or cocurricular programs. Participants will share foundational lessons learned, while creating a larger network of collegial discourse on initiating or growing learning community programs.

**InfoPOWer: Super Librarians to the Rescue During the Transition to College**

**Room 212 B**

**Maureen Barry**
Librarian
First-Year & Distance Learning Services
Wright State University & Miami University (Ohio)

**Catherine Queener**
Learning Communities Director
Wright State University

**Lindsay Midkiff-Miller**
Librarian
First Year Experience
Miami University (Ohio)

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 presenters from two institutions as they share successes in outreach and library programming for college students and K-12 students and summarize best practices for engaging first-year students with the library. Participants will share their experiences and brainstorm ideas for supporting students’ transformation into productive academic library users.

**Who’s on First?: Making First-Year Students an Institutional Priority**

**Room 213 A**

**Melissa Ghera**
Assistant Professor of Psychology

**Michelle Erkenz-Watts**
Associate Professor of Inclusive Education

**Eileen Lynd-Balta**
Associate Professor of Biology

**Ronald Ambrosetti**
Provost/Dean of the College
St. John Fisher College

Retention and success of first-year students needs to be an institutional priority. This discussion will identify ways different institutions collect information about the factors that influence a student’s decision to stay. The presenters will explore the advantages and disadvantages to retrospective studies of student profiles from the population of students who leave versus early alert systems that attempt to capture real-time information and intervene during the first year.

**Publishing Research on College Student Transitions**

**Room 213 B**

**Paul A. Gore, Jr.**
Editor
*Journal of The First-Year Experience & Students in Transition*, National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina

The *Journal of The First-Year Experience and Students in Transition* is a semiannual refereed journal providing current research on the first college year and other significant student transitions. The editor of the *Journal* will be on hand to discuss strategies for crafting a strong research manuscript and provide an overview of the submissions process. Opportunities for involvement with the *Journal’s* editorial board will also be discussed.

**Designing Assessment to Support and Improve First-Year Seminars**

**Room 216 A**

**Dorothy Ward**
Director

**Thenral Mangadu**
Research Associate

**Irma Montelongo**
Lecturer

*The University of Texas at El Paso*

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

**Introducing First-Year Students to Research: The Recruitment and Retention of High Performing Students Through the Blugold Fellowship**

**Room 218**

**Matt Evans**
Director
Blugold Fellowship and Professor of Physics

*University of Wisconsin - Eau Claire*

The Blugold Fellowship at the University of Wisconsin – Eau Claire is designed to help recruit and retain first-year students. The selected students are awarded a traditional scholarship for their first two years of study. In addition, they are placed in a research program that pays them a stipend to do research. This program is available to all incoming students in all fields of study. Outcomes and program assessment will be discussed.
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students entering Georgia State without the state funded scholarship (HOPE) because they did not earn a 3.0 in high school. During this poster session, participants will gain information on how to develop an intensive academic and social support program for students with marginal academic skills. Evidence of assessment will also be presented on the poster.

**Using The Foundations of Excellence Process: Results of the Wabash National Study and Institutional Assessment to Keep Students on the Path to Graduation**

**Park View Foyer**

**Catherine Andersen**  
Former Associate Provost and Chief Enrollment Officer

**Jerri Lyn Dorminy**  
Coordinator  
Assessment FYE

**Gallaudet University**

Gallaudet University's retention efforts have become organized around a concept termed “the path to graduation.” Consequently, the goal of Gallaudet’s assessment process is to develop a decision tree with specific statistics for critical junctures. The presenters established reporting cycles to create accountability using four types of reporting—continuous, periodic, topical, and student career path tracking. The presenters developed this concept using existing data; the process began in 2007 when Gallaudet participated in the Foundations of Excellence Project and in 2009 with the Wabash National Study. Both of these processes focus on using existing, as opposed to generating new, data.

**Implementing a Consistent, Customizable Library Session for First-Year Experience Classes at Southern Connecticut State University (SCSU)**

**Park View Foyer**

**Wendy Hardenberg**  
Instruction Coordinator  
Hilton C. Buley Library

**Southern Connecticut State University**

In order to balance first year students' need for basic library knowledge with faculty members' need for academic freedom, a consistent but customizable library assignment and session was created for all sections of SCSU's INQ 101 class. The assignment is grounded in the Association of College Research Libraries' Information Literacy Competency Standards for Higher Education, the session designed to give students personal attention in a classroom setting, and the faculty approached individually to align student research with other class activities.

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

**Park View Foyer**

**Shannon Carroll**  
Vice President

**Krista Wilkinson**  
Coordinator  
Student Experiences and First-Year Programs

**Frank Phillips College**

With limited participation in a common reading program, Frank Phillips College created a program that provided a common experience beyond a shared book. Choosing a book with rich historical and cultural undertones for the Texas Panhandle led to a first-year convocation, field trips to historical sites and museums, a common essay written by all first-year
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students, and multiple support activities with 90% participation and an investment of less than $2,000 in college funds.

**114 Encouraging Academic Success in the Classroom**
Park View Foyer
Meghan Cassidy
Graduate Assistant
Academic Programming and Partnerships for the Academic Centers for Excellence
Jessie Wortham
Graduate Assistant
University of South Carolina

Research suggests that academic success plays an integral role in an individual’s first year experience. This poster session will outline how the Academic Centers for Excellence at the University of South Carolina contribute to the academic success of first-year students through four detailed presentations, including time management, exam preparation, basic study skills, and learning styles.

**115 First Year Course Assistants: Successful Mentoring Model for First-Year Student Success**
Sarah Mosier
Director, First-Year Experience
Becker College

Becker College is in its second year implementing the First Year Course Assistant (FYCA) Program, which includes one FYCA assigned to each ACAD 1001 course. This session will include information regarding the development and creation of the program, specifically focusing on funding for the program, recruitment and training for both FYCAs, and training of Faculty. Challenges and obstacles of implementation, future goals, and a formal assessment of the program will be provided.

**116 A New Model of Student Motivation for Success That Carries Significant K-12 and Higher Education Implications**
Park View Foyer
Darin Eckton
Assistant Professor
Utah Valley University

The past four decades have seen student success explained largely by research on attainment as well as social and cultural capital. However, this student success research is not commonly associated with motivation theory. This presentation supports influences of social and cultural capital on student success, but more importantly, will present a new model showing how triggering relationships contextualize the importance of these forms of capital in the past and present and motivate for student success.

**117 Integrating Academic Advising Into the First-Year Experience: A Synergistic Approach**
Park View Foyer
Maxine Fawcett-Yeske
Course Director
First-Year Experience and Academic Advisor
United States Air Force Academy

This poster session will examine the link between academic advising and the First-Year Experience (FYE) class at the United States Air Force Academy, 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. When FYE administrators and academic advisors work together with shared learning objectives and institutional outcomes, both the students’ educational experience and institutional effectiveness are heightened.

**118 If They Feel Comfortable, They Will Stay**
Park View Foyer
Holly Craider
Recruitment Specialist
Cuyahoga Community College

This session will address the harsh realities new students are experiencing as a result of being different than the norm. This includes issues related to race, gender, sexual orientation, and religious belief. If student affairs professionals and faculty members do not make campuses and class environments welcoming, students will not stay. Literature has shown that students will move to other campuses that offer a more welcoming and inclusive environment.

**119 The Role of Service-Learning in an Enhanced First-Year Experience Seminar for Adult Learners**
Park View Foyer
Utley Bush
Site Manager/Academic Advisor
Barry University

Service-learning can play a dynamic and course altering role in a first-year experience course. This poster session will outline how the inclusion and consequently the expanding role of service-learning in the first-year experience course for adult learners at Barry University resulted in an improved classroom experience and increased student involvement, not only in the community but in the course itself.

**120 Blue Collar Scholars: Engagement and Integration Among Working-Class First-Year Students**
Park View Foyer
Krista Soria
Analyst
University of Minnesota

This multi-institutional research study examines the engagement and integration of working-class first-year students at large, public research universities. Using the Student Experience in the Research Universities (SERU) survey of 12 large, public research campuses across the United States (N > 100,000), this study explores differences between working-class and middle/upper-class students in regard to their academic and social engagement, integration, mental health, and other factors that facilitate students’ successful transition onto campus. Connections to social class theory and research, in addition to practical implications for a variety of higher education practitioners, are discussed.

**121 Traveling to Student Success: A Passport Program Engages Students in University Life**
Park View Foyer
Rory McElwee
Director
Academic Transition Programs and Associate Professor
Keeley Powell  
Assistant Director of Academic Transition Programs  
Rowan University

Engaging first-year students in the life of an institution is imperative for their successful transition to college. This poster will describe the development, implementation, and results from a Passport Program, in which 625 students in a first-year seminar participated in at least one campus activity in five categories. Data include records from students’ activities and a survey assessing affinity for the institution and levels of campus engagement. Student retention and GPA will be followed.

122 Pulling Back the Veil of College Student Success: A Unique Intervention Initiative Targeting Students on Academic Probation  
Park View Foyer  
Dana Malone  
Teaching Assistant  
Anna Gatewood  
Assistant Director  
University of Kentucky

This presentation will introduce participants to an intervention initiative developed to assist students on academic probation. EPE 174:Theories of College Student Success is a three-credit hour, problem-based, conceptual course developed at the University of Kentucky to introduce first- and second-year students to the field of higher education. The course objective is to provide opportunities for experiential learning, self-assessment, and the development of critical reasoning skills to assist students in their transition to the academy.

123 Stand Up, Stand Out, Take Care: A Successful Social Norms Campaign  
Park View Foyer  
Becky Wang  
Counselor in Residence  
Cathy Warner  
Residence Director  
Central Michigan University

In 2011, Central Michigan University received a grant to address social norming with first-year students and risky behaviors involving alcohol. The social norms campaign had several positive outcomes, and demonstrated that social norming campaigns can be effective for this population. The campaign involved multimedia, interactive sessions, and a print campaign, and included multiple departments. Qualitative and quantitative measures were used to assess the effectiveness of the program, with findings demonstrating positive outcomes.

124 Building Hope: Creating Opportunities for Motivation, Engagement, and Well-being in a Strengths-Based Freshman Seminar  
Park View Foyer  
Corrie Lake  
Doctoral Student and Graduate Teaching Assistant  
University of Alabama  
Deidra Bender  
Doctoral Student and Graduate Teaching Assistant  
University of Alabama

Using strengths in the classroom enhances learning by engaging students in building self-efficacy. When strengths-based teaching is combined with Hope theory the experience becomes even more meaningful, as hope has been observed as a significant predictor of academic success. This poster session will highlight the results of a current study analyzing changes in students’ levels of hope and well being as a result of participation in the strengths- and hope-based freshman seminar.

125 iHabit: Using Handheld Technology to Collect Real Time Data on First-Year Students  
Park View Foyer  
Timothy Steenbergh  
Professor of Psychology  
Brian Fry  
Coordinator, General Education; Professor of Sociology  
Indiana Wesleyan University

A new mobile app called iHabit™, developed by the presenters, records the activities and thoughts of first-year students in real time. This poster will illustrate the benefits of in-the-moment research over standard, survey approaches; explain the potential uses of this methodology; and highlight our initial findings from a randomized, controlled study of first-year students who used the app.

126 The Role of Noncognitive Factors and the First-Year Seminar  
Park View Foyer  
Angela Vaughan  
Director  
First Year Curriculum and Instruction  
Jesse Valdez  
Student  
Niraj Patrawala  
Student  
University of Northern Colorado

The Student Strengths Inventory (SSI) has been used to predict retention and academic success. This study will assess whether the SSI, a measure of noncognitive factors, has added predictive ability to that of cognitive factors (e.g., ACT,SAT). Furthermore, it will be assessed whether the FYS has a differential impact on these noncognitive factors for specific participating groups (e.g., first-generation). From previous research, the SSI should provide added predictive ability and meaningful measure of program impact.

127 Welcome Week Service Excursions  
Park View Foyer  
Edwin Blanton  
Coordinator for Community Service and Engagement  
Trinity University

The Welcome Week Service Excursions are student-led programs designed for first-year students to experience San Antonio during their first free weekend of college. Students select one of four volunteer activities, take public transportation and from their service site, and engage in an interactive reflection dinner complete with a panel of city and nonprofit leaders. Many students learn about different ways they can volunteer while in college beginning with this program.
From award-winning and bestselling author

LUIS J. RODRÍGUEZ
The eagerly awaited sequel to his classic memoir

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Nearly two decades after he first rocked the literary world, Luis Rodríguez continues the harrowing story of his journey from a drugged-out gang member to husband, father, and one of the most revered figures in Chicano literature.

“In this brilliantly jagged sequel to the gang-life classic, Always Running, acclaimed journalist, poet, and fiction writer Rodríguez chronicles his struggle to leave behind a drug- and crime-ridden world that always threatened to 'call him back.' Raw, searing reading from start to finish.”

—Kirkus Reviews (starred review)

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—Sandra Cisneros, author of Caramelo and The House on Mango Street

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—The New York Times Book Review

“Extraordinarily haunting and evocative.”

—The Washington Post Book World

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

Park View Foyer

Eileen Lynd-Balata
Associate Professor & Chair of Biology

Kristin Picardo
Assistant Professor of Biology

Kathy Savage
Assistant Professor of Biology

Virginia Maier
Health Professions Advisor

Edward Freeman
Associate Professor of Biology

St. John Fisher College

First-year initiatives to increase student success vary greatly in scope, scale, and cost. There is a particular need for innovative ideas in the STEM disciplines where early attrition is common. The presenters will demonstrate easily-implemented and low-cost initiatives introduced by the biology program at St. John Fisher College to help students adjust during the first-year. They will also address the aim of the initiative—to create a sense of community that strengthened first-year students’ academic commitment through enhanced student-to-student and student-to-faculty interactions.

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

Park View Foyer

Daniel Bucknam
Assistant Professor of Psychology, First Year Seminar Coordinator

Saint Mary’s University of Minnesota

This research study examined the relationships between high school GPA, academic self-efficacy, perseverance, responsibility for learning, and first-semester GPA. Notably, differences were observed between students who endorsed White as part of their ethnic identity (N = 56) versus those who did not (N = 19). Self efficacy and high school GPA were positively correlated with first-semester GPA. Ethnic identity differences emerged for a subcategory of self-efficacy and responsibility for learning.

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

Park View Foyer

Rebecca Boyd
Student

Stefinee Pinnegar
Associate Professor of Teacher Education

Brigham Young University

Since first-year protégés are more likely to engage in productive relationships with peer mentors when they feel listened to, teaching peer mentors to monitor and control the amount of time they spend listening, rather than talking, is important. This study examined the relationship of the listening-to-talking ratio (LTR) of peer mentors engaged in mentoring conversations and the subsequent judgment by protégés about the degree to which they felt they were listened to.
Critical Learning 
Incidents in the Growth and Development of Peer Mentors
Park View Foyer
Emily Rawlins
Coordinating Peer Mentor
Brice Peterson
Coordinating Peer Mentor
Stefinee Pinnegar
Professor
Pat Esplin
Program Director
Sharon Bigelow
Peer Mentor Coordinator
Brigham Young University
This study examined the efficacy of experiential training used to support peer mentor development at a large, private, faith-based university. Experienced mentors chronicled critical incidents that contributed to their growth as a mentor. Analysis of the peer mentor narratives elicited identified the types of events which promote mentor development, the crucial elements of those events, and how they contribute to the development of peer mentoring skills and attributes.

First-Year Experiences in Living Learning Communities
Park View Foyer
Kelsey Lee
Interim Student Development Coordinator
Sarah Lancaster
Assistant Professor
Oklahoma State University
The concept and structure of the Oklahoma State University (OSU) College and Agricultural Sciences and Natural Resources (CASNR) Freshman in Transition (FIT) experience was developed with the purpose of intentionally providing structured challenges and support to a small group of CASNR first-year students during their first year at OSU. Currently, FIT’s programming is based off of the six pillars of student success at Oklahoma State University: academic excellence, leadership, service and civic engagement, finding your purpose, broadening your horizons, and wellness.
Latino students are reshaping higher education and are increasingly transforming two- and four-year colleges from Predominantly White Institutions (PWIs) to Hispanic-Serving Institutions (HSIs). In Texas some Historically Black Colleges and Universities (HBCUs) have implemented recruitment strategies to attract this emergent population. This session presents and discusses a qualitative study addressing the experiences and perceptions of Mexican American students upon matriculation at an HBCU in Texas.

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

Rachel F. Pickett
Assistant Professor of Psychology
Concordia University – Wisconsin

Recent research indicates non cognitive factors play a critical role in college student success. The Student Strengths Inventory (SSI) measures the six most robust non cognitive factors: academic engagement, educational commitment, campus engagement, social comfort, academic self-efficacy and resiliency. This presentation will explore a variety of strategies used to incorporate the SSI into a first-year seminar. In addition, data connecting SSI scales to academic success and retention variables will be presented.

**Make It Personal: College Completion**

Jodie Vangrov
Division Chair of Social Sciences
Chattahoochee Technical College

Help your students complete college by addressing pregnancy planning, prevention, and healthy relationships. Participants in a national grant project, “Make It Personal: College Completion” (MIPCC), created curriculum-based service learning strategies to improve retention and provide resources students need to complete their college goals. Attendees will receive national data on student retention, knowledge, attitudes, and behavior, and will get hands-on experience in testing replicable online curricular materials and resources created by six MIPCC grantee community colleges.

**Transformational Leadership for FYE Organizational Change**

Room 205
Kenneth Borland
Professor of Higher Education & Student Affairs
Bowling Green State University

To achieve Strategic Enrollment Management (SEM) for FYE success—balanced accountability, affordability, access—organizational change must be initiated and led by an executive-level team of transformational leaders (i.e., board, president, provost, financial officer, enrollment management officer). This organizational change and transformational leadership trend is challenged by issues of fiscal, political, programmatic, structural, and professional cultures. How can it be accomplished?

**Positive Psychology and Student Development: Strategies for Facilitating Reflective Learning**

Room 206 A
Wendelyn Shore
Professor of Psychology
Eva Frey Johnson
Dean for Student Development
Amber Dehne Baillon
Associate Director of Student Involvement and Leadership
Pacific Lutheran University

Pacific Lutheran University’s first-year student retreat, EXPLORE!, exemplifies collaboration between student and academic affairs to support students’ exploration of meaning and purpose in their lives. Presenters will share the retreat’s qualitative and quantitative assessment results in order to compare and consider intentional approaches to fostering reflective learning on vocation, supporting student transitions, infusing positive student development, and incorporating character strengths.

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

Room 206 B
Patrick Spence
Assistant Dean of Student Affairs for Campus Life
The School of the Art Institute of Chicago

Daily contact between students and their parents have become the norm, and most of this contact occurs through texts or social media. Many schools have begun to recognize this fact and have seized the opportunity to join this digital conversation and engage parents directly. Nevertheless, many parent programs still struggle to meet parent expectations. This presentation examines technology solutions to parental involvement for small schools or institutions with limited resources to support parent programs.

**Mandatory First-Year Seminars—One Size Does Not Fit All!**

Room 207 A
Shelly VandePanne
Coordinator of First-Year Seminars; Retention & Student Success
Ferris State University

First-year seminar courses have been mandatory at Ferris State University since 2002. Most students enroll in the one-credit version. Some take embedded 1-3 credit introductions to their disciplines, and others enroll in learning communities. In this session, the presenter will discuss (a) the variety of seminars offered, (b) results of ongoing assessment, (c) pilot seminars for transfer/nontraditional students, (d) challenges faced, (e) changes made, and (f) next steps in an ever-evolving seminar program.
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The Dressmaker of Khair Khana
Five Sisters, One Remarkable Family, and the Woman Who Risked Everything to Keep Them Safe

Hal Herzog
Author of
Some We Love, Some We Hate, Some We Eat
Why It’s So Hard To Think Straight About Animals

William Powers
Author of
Hamlet’s Blackberry
Building a Good Life in the Digital Age

Gayle will be signing in our booth during the reception, Saturday, February 19th from 6:00 pm - 7:30pm.

Hal and William will be signing in our booth Monday, February 20th from 10:30 am - 11:30am.

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Students With Disabilities

**Classrooms**

**Developing Learner-Centered Students**

**Sampling App to Study First-Year Students in Real Time**

**Mary Beth Walpole**

**Indiana Wesleyan University**

A new mobile app called iHabit™, developed by the presenters, records the activities and thoughts of first-year students in real time. This session will illustrate the benefits of in-the-moment research over standard, survey approaches; explain the potential uses of this methodology; and highlight initial findings from a randomized, controlled study of first-year students who used the app. Participants will receive a free download of the app and discuss its potential for first-year programming.

**147 Using NonCognitive Assessment Data to Enhance Student Success Efforts in the First Year of College: Theoretical and Empirical Support and Institutional Models**

**Paul Gore**

**Paul Gore**

**University of Utah**

Noncognitive and motivational factors are important determinants of student success. In this presentation, the presenter will describe the systematic team effort used to develop and validate a brief and customizable measure of noncognitive factors, articulating and implementing data-use models (or use-case scenarios) to align results of noncognitive assessment with campus resources and services. Participants will be encouraged to think about how noncognitive assessment could supplement or enhance existing student support services—especially those in the first year of college.

**148 Student Self-Determination and the First-Year Seminar**

**Angela Vaughan**

**Janessa Parra**

**University of Northern Colorado**

Research has consistently shown positive relationships between self-determination and student persistence and achievement. University 101 has been designed to promote self-determination by creating environments that foster autonomy, competence, and relatedness. The purpose of this study was to compare levels of self-determination between FYS participants and nonparticipants using an adapted scale. Expected findings are those students enrolled in University 101 will have higher levels of self-determination, higher GPAs, and lower attrition rates.

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

**Anne Perry**

**Devry University**

Although introductory college courses have helped students learn critical thinking, study skills, and intro to college life/survival skills, there is a need to assist students with the important aspects of how to achieve career readiness, defined throughout this study as the ability to make a career choice, overcome barriers, and take action steps to implement that choice. This study used the Career Thoughts Inventory (CTI), a standardized career assessment tool that categorizes participants into a specific construct area, and an intervention using a related CTI workbook to determine whether cognitive information processing can significantly reduce the dysfunctional career thoughts of college students in a classroom setting.
This presentation will provide participants with an 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 intentional first-year experience and the challenges faced by the campus FYE Committee to develop a shared set of learning outcomes. Participants will also consider the potential implementation of a larger residential college model.

**151 Partnerships With Parents**
Room 213 B
Lynn Abrahams
Senior Lecturer
Vicki H. Nelson
Interim Director of Academic Advising
Curry College

Parental involvement in college student transitions has increased, a phenomenon that has gained significant attention in student development and higher education literature. This session will examine the development of a comprehensive series of workshops that educate parents at critical touch points in the college transition process, from acceptance through the midpoint of the first year. The session will include brainstorming about how this model can be adapted and expanded at other institutions.

**152 Engaging Learners Inside the Classroom: Enhancing Motivation**
Room 216 A
Melissa Thomas
Assistant Director of Learning Assistance
University of Texas at San Antonio

Students who are motivated to learn are more likely to be engaged inside the classroom. However, how can educators motivate them? Motivation is affected by the environment that is created in the classroom. This session will discuss four items to include in course planning (i.e., establishing inclusion, developing attitude, enhancing meaning, and engendering competence) and will offer various concrete teaching strategies that can stimulate students’ motivation to learn.

**153 The Adawe Model: Holistic, Intensive, Intrusive, and Successful**
Room 216 B

Teresa Kriley
Adawe LifePlan Center Director
Ottawa University

This session will present the Adawe LifePlan Center’s holistic, intensive, and intrusive model of student advising and support including its impetus, theoretical foundation, implementation, and result.

**154 Rethinking our Learning Communities in an Era of Scarce Resources**
Room 218
Richard Nimijean
Assistant Dean (Recruitment and First-Year Programs), Faculty of Arts and Social Sciences
Carleton University

Jennifer Rockwood
Assistant Dean and Director
University of Wisconsin-Madison

Barbara Schneider
Associate Dean
College of Innovative Learning
University of Toledo

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**The ToolBox**
A Teaching and Learning Resource for Instructors

Written by Brad Garner
Director of Faculty Enrichment
Center for Learning and Innovation, Indiana Wesleyan University

The ToolBox is an online professional development newsletter offering innovative, learner-centered strategies for empowering college students to achieve greater success. The newsletter is written by Brad Garner, director of faculty enrichment in the Center for Learning and Innovation at Indiana Wesleyan University, and is published six times a year. Online subscription is free and includes access to archived issues. Topics cover a wide range of teaching strategies, such as:

- Motivating millennial learners
- Building relationships with students
- Teaching with technology
- Assessing student learning
- Incorporating cooperative learning strategies
- Building a syllabus
- Classroom civility

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www.sc.edu/fye/toolbox
This roundtable session features administrators of learning community programs from three very different universities. Each will briefly outline efforts at rethinking their learning community programs in an environment of reduced resources. The session will stress the importance of extra-institutional support from learning community administrators at other institutions. The session will also emphasize interactive dialogue allowing participants to discuss actions that might help them rethink their programs in challenging times.

**Morning Break with Exhibitor Drawing**

10:15 a.m. - 10:45 a.m.
Room 217

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

**10:45 a.m. - 11:45 a.m.**

**155 Net Generation Students: Why They Are Different, and Teaching Strategies That Work for Them**

Room 205
Robert Feldman
Dean, College of Social and Behavioral Sciences
University of Massachusetts Amherst

This session will focus on today's Net Generation students and research demonstrating how they differ from students of prior generations. Discussion of effective teaching strategies for Net Generation students, examining the use of innovative, impactful (and low-cost) technologies that can be incorporated into the classroom will be offered. The session will also focus on practical changes that instructors can make in their classes to respond to Net Generation students and prepare them for careers and lifelong learning.

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

Room 206 A
Lee Ward
Director, Career and Academic Planning
James Madison University

Michael Siegel
Associate Professor
Suffolk University

Zebulun Davenport
Vice President for Student Affairs
Indiana University Purdue University Indianapolis

First-generation students are an invisible minority in higher education—they present unique educational challenges, particularly in their first year, but they have historically been overlooked by their institutions. The presenters are co-authors of a forthcoming book on strategies for creating effective learning environments for first-generation students. This session will increase participants' understanding of how to engage, teach, and develop these students in their first year of college. A brief examination of extant literature and models will be followed by active engagement in creating strategies applicable to participants' home campuses.

**157 Resiliency Education and the First-Year Experience**

Room 206 B
Sean McGreevey
Assistant Dean of Students
Chatham University

Melissa DeRossier
Director
3-C Institute for Social Development

Toni McPherson
Executive Director
LEAD Pittsburgh

A rise in mental health issues among college students prompted LEAD Pittsburgh to collaborate with seven colleges and curriculum experts at 3-C-Institute for Social Development to create the Student Curriculum on Resiliency Education (SCoRE). Students learn resiliency skills that help them persist in difficult times. Chatham University implemented the program in an FYE course during fall 2011. The presentation will include research on resiliency, a detailed look at web-based curriculum, varied data sources, and discussion of FYE implementation.

**158 Fostering Cross-Racial Interactions in the First Year of College**

Room 207 A
Marcia Fuentes
Doctoral/PhD Student
University of California, Los Angeles

Higher education research has established that the educational benefits of diversity are mediated by students’ interactions with diverse peers. This presentation will review study findings of the factors and experiences that facilitate or deter students’ engagement with racially diverse peers during the first year of college. The study utilizes national student survey data from the Cooperative Institutional Research Program (CIRP). Participants will learn how they can promote cross-racial interactions among first-year students.

**159 Building a Comprehensive First-Year Program**

Room 207 B
Gregory Eiselein
Director of K-State First

Emily Lehning
Assistant Vice President
Student Life and Director
New Student Services

Steven J. Hawks
Assistant Director
Kansas State University

Those who are reforming or developing a comprehensive first-year program face multiple challenges: the changing needs of students, lack of resources, faculty resistance, and other hurdles to implementation. Drawing on experiences and data from the creation of K-State First (a relatively new first-year program at Kansas State University), this session will provide ideas about how to design a program that addresses needs, engages faculty, and builds institutional support using research and assessment data.
“Lost in the Supermarket” of Learning: Making Online Modules for First-Year Students
Room 210 A
Jennifer Rockwood
Assistant Dean
College of Innovative Learning
Director
First Year Experience
James Zubricky
Associate Lecturer of Chemistry
University of Toledo
In 2010, an online module program was designed and implemented as part of the course requirements for all FYE courses at the University of Toledo (UT). The program was further modified in 2011 so that all incoming first-year students (as well as upperclass students enrolled in English composition) would have to complete a module concerning UT’s First Read selection in either (or both) classes. This session will discuss how this module began, as well as how various methods were used to implement this program for the fall 2011 FYE course and brought about wide-spread discussion on campus.

Best Practices to Enhance Reading Comprehension
Room 210 B
Christine Arieta
Director
First-Year Programming and Placement
Landmark College
Debbie Hayward
Department Chair
First-Year Studies, Landmark College
This presentation incorporates practical applications of reading comprehension strategies taking into consideration the neurological complexity of reading. This session is informed by the presenters’ work with students who learn differently, however the best practices are applicable for any first-year instructor working with underprepared students. This interactive session is relevant for educators of post-secondary students because it helps address the challenges that students face when confronted with the demands of college-level reading and provides practical application for the classroom.

Development and Implementation of the South Dakota State University Student Success Model
Room 212 A
Richard Reid
Associate Dean
Jody Owen
Academic Advising Coordinator
Jaclyn Clark
Student Learning Center Coordinator
South Dakota State University
In the fall of 2009, South Dakota State University (SDSU) initiated the development and subsequent implementation of a new Student Success Model. A task force was appointed to develop a comprehensive, collaborative, cocurricular student success model with an overall goal of increasing first- to second-year student retention and a six-year graduation rate. This session will present the development, implementation, and assessment of the SDSU Student Success Model.

What Does it all Mean?: A Conversation on Students’ Spiritual Development
Room 213 A
Karen Hauschild
Associate Director
First Year College
Jennah Jones
Academic Adviser/RM Coordinator
North Carolina State University
What does it all mean? What is my place in this world? These questions have been asked for centuries and students today continue to ponder as they make decisions about their present and future. Man looks to religion and spirituality to help answer these questions. Join the presenters for a conversation about how religion and spirituality impacts students. Research findings from Astin, Astin, and Lindholm’s, Cultivating the Spirit, will serve as a springboard for discussion.

Addressing the Unique Needs of the First-Year Student Athlete
Room 213 B
Jill Lancaster
Director
Life Skills and Community Outreach, Alabama Athletics
University of Alabama
When students enter the college environment, they are often exposed to levels of diversity unfamiliar to them. Encouraging first-year students to make the most of the college experience by capitalizing on this diversity promotes critical and creative thinking, prepares them for the workforce, and assists them in becoming self-aware. The process of self-awareness allows students to understand personal learning style(s), values, beliefs, and desires, giving them a roadmap for success during college and beyond.
First-year student athletes are faced with unique challenges as they embark on their college career. In addition to acclimating to academic demands and new social settings, they must also perform to a high standard in their sport. In this session, the presenters will discuss how the University of Alabama Athletic Department transformed its Freshman Athlete Orientation Program to equip students with the confidence and life skills necessary for degree attainment and professional fulfillment.

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

Room 216 A
Bethany Nohlgren
Associate Dean
Student Affairs and Engagement

David Pack
Area Coordinator

Lora Seery
Assistant Dean of Student Affairs and Engagement

Bard College

Building upon the success of the seminar-styled orientation workshops (presented at FYE 2011), Bard College has implemented Wellness Workshops for all incoming first-year students. These workshops, which embody an innovative, holistic approach to conversations around wellness, are led by volunteer College faculty and staff and include training in bystander intervention. This session will provide details on the content and execution of the workshops, as well as tips for initiating similar programs at other institutions.

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

Room 216 B
Gina Burkart
Assistant Professor of English

_Saginaw Valley State University_

This study used qualitative inquiry to analyze the online discourse that occurred over the period of one semester in a first-year writing course. An analysis of the discourse reaffirmed Perry’s findings that first-year students transition from believing truth to be objective to subjective. It also revealed students’ literacy learning to be recursive rather than linear. Additionally, it found literacy learning to be social and positively affected by an online discussion board.

**Plenary Address**

1:30 p.m. - 2:45 p.m.  Grand Ballroom - Salons C1 and C2

Knowing the Path Versus Walking the Path:
Moving From Gathering to Using Data to Improve Student Learning

Charles Blaich
Director of the Center of Inquiry
_Wabash College_

Blaich’s presentation will focus on the most recent findings from the Wabash National Study on the institutional conditions, good practices, and student experiences that promote liberal learning. The study is a 49 institution, longitudinal research and assessment project that began in 2006. He will discuss the challenges that institutions face in using the study and other institutional data to improve the quality of student learning and describe the lessons learned from the work of the Center of Inquiry and the Higher Education Data Sharing Consortium in overcoming those challenges.

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170 Engaging First-Year Students in Crucial Conversations at Orientation
Room 205
Daniel O’Neill
Associate Professor
Caleb Corkery
Associate Professor
Chair of the English Department
Millersville University
At Millersville University all new students 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. This session will explore the benefits, rewards, and pragmatics involved in organizing and executing these large scale programs. Assessment data and lessons learned will be discussed with an aim to assist participants in facilitating similar programs on their own campuses.

171 Predicting Retention Through Participation in a First-Year Program: A Case Study at Benedictine College
Room 206 A
Sheri Barrett
Director, Office of Outcomes Assessment
Johnson County Community College
This study of a pilot first-year program initiated in fall 2008 at Benedictine College used mixed methods to examine the relationship to student retention. The study compared 35% of the incoming first-year class who participated in the pilot with the 65% of the first-year class who did not. The pilot consisted of additional programming and meeting time for the pre-existing first-year courses.

172 Enhancing Student Success through Media Integration: Building a More Informed and Engaged Citizenry
Park View Foyer
Robert Knight
Associate Vice Chancellor for Undergraduate Studies
University of Wisconsin - Eau Claire
Kathleen O’Connell
National Education Director
The New York Times
John Pryor
Director, Cooperative Institutional Research Program
University of California - Los Angeles
Student success in the 21st century can be enhanced by demonstrating the relevance of what is taught through media integration focusing on our students on the events and opinions of the day and how they relate to coursework. This presentation will demonstrate how, utilizing multiple resources from The New York Times, faculty at 11 institutions were able to develop students’ competencies and skills through enhancing student engagement inside and outside the classroom.

173 Know, Be, Do: Structured Reflection in First-Year Seminars
Room 207 A
Zaide Pixley
Dean
First Year and Advising
Lesley Clinard
Assistant Director Advising and Institutional Support
Kalamazoo College
How can new students use structured reflection to achieve transformational learning? How can they combine theories and knowledge with unexamined assumptions and lived experiences? How can first-year seminar faculty and academic advisors use assignments and strategies to help students connect their educational experiences, further their intellectual development, and deepen their learning? This session will feature a new transformational learning paradigm and field-tested, widely adaptable structured reflection assignments, prompts, response rubrics, and strategies.

174 Integrating Academic Enrichment Beyond the Classroom
Room 207 B
Sherry King
Academic Success Director
Michael Mensah
Math Enrichment Coordinator
Gidget Haslam
Tutorial Coordinator
Tuskegee University
First-year students are often deficient with mathematical abilities upon college entrance. In assisting these students in the transition from high school to college, additional academic enrichment should be provided to improve their math abilities. The Tuskegee Center of Academic Enrichment and Innovative Learning, which assists with academic enrichment in math and communications, initiated a math enrichment project for the 2011 summer session. The overall outcome showed a significant impact on the pass rate within the pre-calculus course.

175 The Science of Motivation: Using Research and Theory to Influence Student Learning
Room 209
Christine Harrington
Professor of Psychology and Student Success and Director of Center of Learning and Teaching
Middlesex County College
Perhaps one of the most important student success factors is motivation, yet faculty members often struggle with how to best motivate students. Theory and research on student motivation will come alive in this interactive workshop. The focus will be on how motivational theory and interesting findings from research studies can be used to positively influence student learning, putting research into immediate practice in the college classroom and institution. Come and learn what works!

176 Mentorship Matters: First-Year Validating Experiences and Latino Student Success
Room 210 A
Taryn Ozuna
Tuskegee University
Tutorial Coordinator
Gidget Haslam
Math Enrichment Coordinator
Michael Mensah
Math Enrichment Coordinator
Tuskegee University
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Workshop Topics:

- Maximizing Your College Experience*
- What It Takes To Be A Successful Student*
- Exploring Careers & Choosing A Major*
- Mastering The Job Interview*
- Resume Writing & Cover Letters
- Conquering Procrastination
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Mentorship is a key component to student success and is particularly critical for the Latino student population that continues to emerge on many campuses. As first-year Latino students adjust academically and socially, validating experiences through mentor relationships provide an opportunity to transform challenges into success. This session will present the findings from two qualitative studies that focused on the role of mentorship and validating experiences as recounted by Latino student mentees and mentors.

**Facility Ownership of Learning Communities: Gaining and Maintaining Buy-in**
Room 210 B
Daniel Carpenter
Associate Director
Jim Pukrop
Senior Assistant Director, Coordinator Learning Communities
Purdue University
Learning community (LC) success is directly proportional to faculty buy-in; many universities struggle to gain faculty buy-in for learning communities. Purdue University has developed a highly successful model of LC delivery based on the premise that faculty engagement, throughout the process, results in measurable student success. Participants at this session will learn about Purdue’s LC development process whereby faculty conceptualize and run LCs while LC coordination staff operationalize and provide support.

**Major Confusion: Helping Students Navigate Through a Maze of Majors**
Room 212 A
Reed Curtis
Academic Advisor
Amy Hathcock
Academic Advisor
University of North Carolina Wilmington
Do you work with students that are not sure what they want to do after they graduate? Are some of the students you work with on a major track that most likely will require an adjustment? If your students experience these or other symptoms, they may be suffering from major confusion. Major confusion is a condition that involves stress, misunderstanding, and transitional challenges. This presentation will provide you with the tools necessary to combat this condition.

**Full Circle: Utilizing Assessment to Guide Faculty Development Initiatives**
Room 212 B
Kevin Clarke
University 101 Program Coordinator for Faculty Development and Assessment
Stuart Hunter
Associate Vice President and Executive Director
National Resource Center for The First-Year Experience and Students in Transition and University 101 Programs
Dan Friedman
Director of University 101 Programs
University of South Carolina
Effective assessment and highly quality instruction are often the cornerstones of success for a first-year seminar. At the University of South Carolina, University 101 Programs utilizes a holistic assessment plan to drive its faculty development program. This presentation will explain how to develop an assessment plan that determines the variables that matter to course success and how to use assessment data to guide faculty development efforts to increase the efficacy of the first-year seminar.

**The First-Year Experience at Historically Black Colleges and Universities (HBCUs)**
Room 213 A
Charlene Howard
Academic Advisor
William Hudson
Vice President of Student Affairs
Florida A&M University
This roundtable discussion will provide a platform for advisors, administrators, and staff at HBCUs to collaborate on issues related to the success and challenges of first-year students on these campuses. It will also provide a time for discussion about contributions made by various institutions.

**Gendered Differences in Advising-Related Learning Outcomes**
Room 213 B
Matthew Rust
Assistant Director for Assessment
North Carolina State University
The Gender Gap is well documented by researchers in many aspects of the first-year experience but not in academic advising. This presentation shares findings from the First Year College Student Experiences Survey (FYCSES), a tool that measures student learning along four advising-related student learning outcomes. The presenter will share results and recommendations that emerged from the data collected by this tool, focusing on the statistically significant gendered differences and implications for advising.

**Advancement Via Individual Determination (AVID) at a Postsecondary Institution: Support for First-Generation College-Goers**
Room 216 A
Ernesto Ramirez
Instructor
Doctoral Student
Karen Watt
Professor
The University of Texas Pan American
This study examines how a selected Hispanic-Serving Institution is implementing AVID as a strategy for improving retention and time to graduation for first-generation Hispanic college students. A quasi-experimental design is used in which an experimental cohort of students are examined and compared to a control group and a similar intervention group. Anticipated results include higher retention rates and grade point averages for the experimental group compared to the other groups.

**Examining the Effectiveness of Targeted Retention Programs and Student Success**
Room 216 B
Sheila Collins
Director
Freshman Advising and Support Services
The purpose of this study was to investigate the effectiveness of two separate retention programs. Data demonstrate that programs focusing on developmental courses may help students avoid taking these courses during their first semester of college; however, they may not help students to be more successful. Findings revealed that an academic enrichment program that focuses on developing good study habits is equally as, if not more, effective.

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

Room 206 A

Dale Tampke

Dean

Undergraduate Studies

University of North Texas

First-year seminars (FYS) and learning communities (LC) are interventions the literature suggests enhance the success of at-risk students. This presentation reports results of an FYS and LC intervention directed toward undecided first-time-in-college (FTIC) students. The presentation will summarize the literature on undecided students, first-year seminars, and learning communities. Second, the session will outline the intervention, including the development of the seminar and the course pairings. The presentation will conclude with a summary of the success outcomes—GPA, percentage in good academic standing, and retention. The data suggest better outcomes for students participating in the intervention in the initial semester with declining positive effects measured at the end of the academic year.

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

Room 206 B

Jillian Kinzie

Associate Director

Indiana University Center for Postsecondary Research

New students begin college with a range of expectations. This session uses student engagement results to explore the gap between students’ expectations for and actual engagement in a dozen educational practices associated with retention and academic success in the first college year, with a particular focus on first-generation students. Institutional practices to address and reduce the gap and to optimize student engagement in the first year will be discussed.

**First-Year Student Success Resources**

Room 207 A

Yvonne Phelps

Associate Vice President of Academic Affairs - Academic Operations Student Support

Erin Alward

Associate Director of Academic Affairs

University of Phoenix

This presentation will include first-year student research, round table discussion, and networking opportunities focusing on promoting resources that help students integrate into the collegiate environment. By establishing educational communities, including student labs and workshops, participants will learn how to promote collaborative learning and increase student success.
and assessment of comprehensive pre-enrollment programming at The Ohio State University that includes leadership conferences, outdoor adventure camps, academic programs, experiences for at-risk populations, and residential early arrival programs.

191 Understanding the Community in “Learning Community”: A Study of Social Networks in LEAP Classes
Room 210 A
Jeff Webb
Associate Professor/Lecturer; Associate Director LEAP
Carolyn Bliss
Professor/Lecturer; Director of LEAP The University of Utah

This presentation reports the results of a study of social networks in LEAP classes at the University of Utah. LEAP is an optional two-semester learning community for first-year students. Does classroom social structure impact student satisfaction and performance? The data suggest that it does. The presenters will discuss how the density of student friend networks predicts course satisfaction, and the location of a student within the structure predicts course grade.

192 Financial Literacy for College Success: A New, Free Online Resource
Room 210 B
Tim Hagan
Financial Literacy Project Coordinator
William Vanderburgh
Executive Director Office for Faculty Development and Student Success
Gretchen Holthaus
Assistant Coordinator, Financial Literacy Project
Wichita State University

This presentation reports the results of a study of social networks in LEAP classes at the University of Utah. LEAP is an optional two-semester learning community for first-year students. Does classroom social structure impact student satisfaction and performance? The data suggest that it does. The presenters will discuss how the density of student friend networks predicts course satisfaction, and the location of a student within the structure predicts course grade.

193 Collaborative Design Incorporates Online Instruction Pedagogy
Room 212 A
Therese Lovegreen
Associate Director University Academic Advising Center/University Studies
Virginia Tech

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&Us essential learning outcomes, and that incorporates ePortfolio along with rigorous
assessment. Participants will learn how collaborative course design can foster meaningful learning, enhance students’ success, and drastically improve students’ perceptions of learning.

**E 194 Increasing Student Retention Using the MBTI® Tool**

Room 212 B

Catherine Rains
Education Consultant
CPP, Inc. (publisher of the MBTI assessment)

This experiential session will use the MBTI® tool to demonstrate how to increase retention by teaching students to adapt their learning style to the teaching style of their faculty, as well as by strengthening students’ sense of purpose for being in college. The session will conclude with identifying the type of students who are most at-risk of dropping out based on MBTI data.

**R 195 Thinking of Starting a State or Regional First-Year Association?**

Room 213 A

Michele Campagna
Executive Director
Center for Advising & Student Transitions
Montclair State University

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

Pamela Person
Academic Director
FYE & Learning Communities
University of Cincinnati

Kim Daniel-Robinson
Director
First-Year Experience
William Paterson University

Organizing at a statewide or regional level is a powerful way for first-year educators to share ideas and learn about successful practices happening in their own states. When budgets are tight, connecting with colleagues locally can be a cost-effective way to offer professional development opportunities. This roundtable discussion will introduce attendees to the types of statewide initiatives that have formed in Illinois, Ohio, and New Jersey to promote successful first-year initiatives.

**C 196 Creating a Culture of Research: Exploring a Partnership between the Office of Undergraduate Research and the Capstone Scholars Program at USC**

Room 213 B

Ashley Schryer
Assistant Director
Office of Undergraduate Research

Patrick Hickey
Faculty Principal
Capstone Scholars Program

Natalie Cruz
Program Coordinator
Capstone Scholars Program

David DeWeil
Assistant Faculty Principal
Capstone Scholars Program

University of South Carolina (USC)

Recent literature suggests that participating in undergraduate research contributes to student success, retention, and engagement. Students gain self-confidence, interact more frequently with faculty, and are more likely to pursue graduate work. Join us as we examine how to incorporate undergraduate research into the first-year experience. We will examine a partnership created by the Office of Undergraduate Research and the Capstone Scholars program in an effort to develop research opportunities and programs for first and second year students.

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**RESOURCES for Families Available in English and Spanish**

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

Richard Mullendore & Leslie Banahan

A joint publication with the National Orientation Directors Association

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


**A Family Guide to Academic Advising, 2nd edition**

Donald C. Smith & Virginia N. Gordon

A joint publication with the National Academic Advising Association

An easy-to-read overview of this critically important educational program. Written by a college faculty member and a veteran academic advisor, the guide describes the role of the academic advisor, outlines the advising process, and highlights important academic issues facing new college students. The second edition includes a new section on first-generation college students and an expanded discussion of career counseling. (2008). 32 pages. ISBN 978-1-889-27163-7. $3 each.

Using a Noncognitive Approach: Supporting Student Success in the First Year

Room 216 A

John White
Vice President
Campus Programs
Campus Labs

Erin Grisham
Executive Director
Educational Support Programs
Northern Arizona University

Noncognitive measures have consistently been found in research to help predict student success and retention. Campuses have assessed their students to provide feedback and resources to students. Additionally, campuses have used these measures to evaluate and enhance first year programs and services. This session examines the use assessment of noncognitive factors in student retention and how campuses have learned new insights and enhanced programming based on their findings.

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

216 B

Daphne Rankin
Associate Vice Provost for Instruction and Student Success
Virginia Commonwealth University

Virginia Commonwealth University has implemented a variety of programs designed to enhance the success of the university community’s newest members—over 3700 first-year students. Two of these programs, the Summer Reading Program and Focused Inquiry, a 2-semester seminar required of all first-year students, are among the first of these shared experiences. The development and implementation of a Summer Reading Program that is integrated into the first-year curriculum will be discussed in this session.

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

Room 218

Mary Elizabeth Sewell
Associate Director
University 101
The University of South Carolina

This roundtable discussion is intended to be a resource for all participants, whether they are in the process of developing a first-year reading program or looking for new and innovative approaches to a current program. All areas of a first-year reading program will be discussed from the book selection, purchase and distribution, to what extent the book is integrated, and any events held related to the first-year read. This session is designed to encourage and maintain substantive discussion among the participants.

The First-Year Experience Monograph Series No. 55

Students in Transition: Research and Practice in Career Development

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

ISBN 978-1-889271-73-6. 160 pages. $35.00

This monograph from the National Resource Center for The First-Year Experience and Students in Transition responds to the dual challenge facing career development educators—designing cutting-edge career development interventions and demonstrating their effectiveness. Students in Transition: Research and Practice in Career Development opens with an overview of the research on career counseling and education interventions with an emphasis on recently identified elements that have been shown to improve efficacy. Action research methodologies, using both quantitative and qualitative measures, are then presented to assist career professionals in documenting the outcomes of their programs and initiatives. The case studies in the final sections of the volume describe the delivery and evaluation of a wide range of initiatives offered in diverse settings and spanning the transition from high school to college through the senior year.

www.nrcpubs.com
Incorporating the use of actual peer reviewed research into the first-year seminar course allows faculty to teach both content (research based student success strategies) and process (how to access, read, evaluate, and use scholarly information) simultaneously because it serves as shared content that is directly relevant to the course. This challenging approach increases college level skills and student confidence. Strategies to provide extensive support and modeling will be illustrated and discussed.

**202 Beyond GPA and Retention: Assessing Integration in the Learning Community**

Room 206 B

Greg Smith  
Assistant Dean  
Director of First-Year Interest Groups  

Geoff Mamerow  
Project Assistant  
First-Year Interest Groups  

Kari Fernalholz  
Coordinator  
First-Year Interest Groups  

University of Wisconsin-Madison  

This session will explore research concerning integrated learning goals and curricula in a robust First-Year Interest Group program. Issues that will be addressed include ways faculty develop learning goals for use in integrated learning contexts, how students come prepared to understand and meet those goals (and subsequent shifts in understanding), and techniques faculty can use to assess student learning outcomes in environments that are purposefully designed to be integrative.

**203 No Money, No Technology, No Time, No Problem! Using an Active Learning Game to Introduce Foundational Library Research Skills During First-Year Orientation**

Room 207 A

Rebeca Befus  
Librarian  

Katrina Byrne  
Librarian  

Wayne State University  

Providing all first-year students with foundational research skills at any large university is a difficult challenge. In this interactive session, participants will learn how librarians incorporated these skills into the first-year orientation. From the missteps of 2010 to the revamp for 2011, the presenters will share how they developed cost effective materials, trained peer mentors, and assessed over 1,500 students on this technology-free orientation activity.

**204 Hoosier Link: Connecting a Community College and Four-Year Institution Through a Residential Learning Community**

Room 207 B

Emily Arth  
Senior Assistant Director  

Indiana University Bloomington  

Established in 2006, the Hoosier Link Program offers the opportunity for approximately 100 Indiana residents to enroll at Ivy Tech Community College Bloomington and live in a residential community at Indiana University Bloomington. This session will share a historical perspective leading to the development of the current program model, information regarding the various intervention components and collaborative partnerships that contribute to the program’s success, and statistical information that highlights the overall effectiveness of the program through academic and cocurricular involvement for the students.

**205 New Directions for Peer Leadership in Higher Education**

Room 209

Jennifer Keup  
Director  

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

University of South Carolina  

Tricia Kennedy  
Director of Orientation and First-Year Initiatives  

Johnson and Wales University  

Cathy Unite  
Director of University College Learning Center  

University of Texas at Arlington  

Melissa Johnson  
Assistant Director of the Honors Program  

University of Florida
Seminar: Bolstering Student Success, Academic Growth, and Promote Student Retention, Foster Proactive Outreach, Effective Early Intervention, and Collaborative Partnerships

Director: Dana Keeler Gautcher
Room 210 B

She has always been an important influence on students’ college experience, thereby leading to the formalization of their involvement as peer mentors, educators, and leaders. Although early student leadership opportunities were primarily social in focus, the sole province of student affairs, peer leadership, is now present in the academic and cocurricular spheres of college and covers a wide range of cognitive and affective topics and techniques. This session will serve as a 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.

Building a Success Center From the Ground Up

Room 210 A
Felecia Edwards Director First-Year Success Center
Aschlee Cole Success Coach
Tiffany Green Success Coach
University of New Haven

Come learn about the successes and the challenges of establishing the First-Year Success Center at the University of New Haven. This session will focus on how one team set out to build a center from the ground up through the utilization of assessment tools and early alert systems, proactive outreach, effective early intervention, and collaborative partnerships to enhance first-year retention, foster academic growth, and promote student success.

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

Room 212 B
Erin Barnett Coordinator First Year Courses
Eastern Kentucky University

Eastern Kentucky University (EKU) embarked upon an 18-month-long project to develop and design a textbook for its various first-year seminar courses. The book was an entirely in-house project, from content development to copyright and printing. Participants will learn how the project brought together faculty representing a variety of disciplines and academic and student affairs professionals. The presentation will also address how the book has been used as a catalyst to standardize the curriculum among EKU’s first-year seminar options.

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

Room 212 A
Heather McDivitt Assistant Professor of Religion and Faculty Coordinator, Wingate Leadership Institute
Kevin Winchester Director of the Writing Center
Wingate University

The Wingate Leadership Institute (WLI) is designed to provide an early academic foundation for first-generation and at-risk, first-year students with an intensive three-week English 100 course and evening orientation and leadership activities. The students continue in the fall semester with the same learning cohort and seven linked credit hours. The WLI is facilitated by leadership interns (peer leaders trained to mentor and tutor the incoming students) and an interdisciplinary team of faculty and staff.

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

Room 216 A
Terry Overton Dean University College
Ethel Cantu Associate Vice President for Academic Affairs
University of Texas Brownsville

Following a one-year study of the first-year program, this HSI established an...
integrative first-year program including a University College with a mandatory First-Year Seminar, a Common Reader Program, a summer bridge program, and a comprehensive assessment plan. The components of the assessment plan and the initial results will be presented. The assessment plan included pre-post assessments of self-regulated learning and paragraph writing skills, an in-depth Freshman Survey, and a 360 degree course evaluation.

**R 212** Blueprint for a Solid Foundation: Building a Partnership Between the Library and FYE Faculty for Academic Success

Room 216 B

Linda Colding
Instruction/Reference Librarian
University of Central Florida

Kawanna Bright
Head of Information Services & Student Engagement
University of Texas at San Antonio

Librarians offer an abundance of ways to assist FYE faculty and programs with achieving academic success. Orientation, online tutorials, scavenger hunts, course integration, and parent programs are a few of the ways librarians can provide support and play a crucial role in academic success. Through group discussions, participants will be able to recognize ways they can build and advance partnerships at their home institutions and return with ideas to put into action.

**R 213** A Defined Pathway: Providing the Link Between University Criteria, Course Objectives, and Assessment

Room 218

Angela Vaughan
Director
First Year Curriculum and Instruction
University of Northern Colorado

This session will discuss potential ideas for identifying and assessing learning outcomes that are traced from university-level requirements to specific course learning activities. Clearly defined learning objectives and how they are assessed serves as a powerful tool to promote interest for university-wide stakeholders, including students. As a starting point, an example will be shared that illustrates a defined pathway from general education criteria to course objectives, unit objectives, and written assignments and exam questions.

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**New Research Report on College Transitions**

**2009 National Survey of First-Year Seminars: Ongoing Efforts to Support Students in Transition**

The second report in the National Resource Center’s new research series on college transitions presents the findings from the ninth triennial administration of the National Survey of First-Year Seminars, describing the nature and extent of first-year seminars on American college campuses. Drawn from a broad sample of colleges and universities from every institutional type, control, and size, the survey addresses topics including seminar characteristics and administration; student demographics; instructional roles, development, and compensation; and assessment. Organized into thematically focused sections, the research brief is designed to be accessible and informative and to help both higher education researchers and practitioners realize the full potential of these seminars on student experiences and outcomes. The 2009 National Survey of First-Year Seminars: Ongoing Efforts to Support Students in Transition comprises the most comprehensive data set of institutional information on first-year seminars and provides a national portrait of current practices and structural characteristics for these courses, as well as suggesting emerging areas and future directions.

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**Research Report No. 2**

2009 National Survey of First-Year Seminars: Ongoing Efforts to Support Students in Transition

Ryan D. Padgett
and
Jennifer R. Keup

ISBN 978-1-899271-80-4
$35.00
Mentoring
With Faculty Through Peer Improvement
Room 206 A
Ani Yazedjian
Special Assistant to the Provost for International Student Services & Associate Professor
Pam Wuestenberg
Assistant Dean
University College
Texas State University

This study explored students’ perspectives of the structure of a first-year seminar course designed to meet the transitional challenges faced by incoming students and examined whether the course facilitated a sense of academic or social integration. The following themes emerged: 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.

Connecting Students With Faculty Through Peer Mentoring
Room 206 B
Fred Pinnegar
Associate Director
Freshman Mentoring
Marjorie Miller
Peer Mentor
Stefinee Pinnegar
Coordinator TELL Program
Brigham Young University

It is generally accepted that students perform better when they feel their professors know and care about them. However, student fear and faculty indifference often creates barriers. This session engages participants in discussion about the reasons behind the dissonance and suggests strategies for building productive academic relationships between students and faculty, specifically focusing on the role peer mentors can play in facilitating the connection.

Beyond the First-Year Seminar: Engaging First-Year Students in General Education
Room 207 A
Adrienne Bloss
Associate Dean for Academic Affairs and Institutional Relations
Gail Steehler
Associate Dean for Academic Affairs and General Education
Roanoke College

Positive outcomes have been associated with a change from generic writing courses to writing-intensive first-year seminars. Roanoke College’s Intellectual Inquiry curriculum extends this by replacing generic general education courses in the disciplines with courses that apply disciplinary methodologies to a focused question or issue. Assessment data in disciplinary student learning outcomes, skills in writing, oral communication, and quantitative reasoning, student perception of academic challenge, faculty perception of student achievement, and overall faculty satisfaction will be presented.

Using High-Engagement Strategies in First-Year Courses Where Students Thrive
Room 207 B
Chris Birchak
Dean of University College and Professor of English
University of Houston-Downtown
Lori Brandt Hale
Assoc. Professor of Religion and Director of General Education
Augsburg College
Kristi Gerdes
Instructor of English and College Success Skills
Southwest Texas Junior College
William Waller
Professor of Mathematics
University of Houston-Downtown
Yvonne Ortiz-Prince
Program Manager
AVID Center

This session will offer practical, yet powerful, high-engagement strategies proven to increase student academic performance in first-year courses as well as persistence and completion. Faculty from three diverse institutions will present strategies that they have used to effectively engage students in their classrooms. These institutions participate in the postsecondary initiative of AVID, a non-profit organization that has been highly effective in bridging the college readiness gap, using strategies that engage students through reading, writing, collaboration, and inquiry.

Lights, Camera, Action! Using Vignettes to Train Academic Advisors
Room 209
Barbara Boyette
Assistant Academic Dean for Academic Support
Steve Shapiro
Director of Academic Advising/Physics Professor
Guilford College

Guilford College uses advising vignettes to train faculty academic advisors on all issues from academic requirements and policy to social/emotional scenarios to campus resources. These vignettes (i.e., skits) promote a very active and engaged way of learning for all involved. Come see video of these advisor training sessions and learn how relatively easy it is to train advisors and have fun doing it!
create a plan to bring rest, reflection, and rejuvenation into their daily lives the end result is healthy and vibrant practitioners who are energized for their work with students. This session will inspire participants to make self-care a priority—which will dramatically expand their ability to serve others.

Factors Influencing Transition and Persistence in the First Year for Community College Students With Disabilities
Room 210 B
Lori Corcoran
Associate Dean of Disability Services and Adjunct Faculty of First-Year Seminar Quinsigamond Community College
Community colleges have always played a crucial role in providing access to college, especially for students with disabilities. At the same time, the rate of completion is exceptionally low for this particular population. Persistence of students with disabilities requires further attention and research in order to improve graduation rates for these students at community colleges. This presentation will highlight a qualitative research study of community college students with disabilities during their first year.

Bridging the Information Literacy Gap: First-Year Students Reflect for Success
Room 212 A
Jennifer Fabbi
Director Research and Education, University Libraries
Dan Gianoutsos
Coordinator of First-Year Programs, Academic Success Center
David Forgues
Assistant Dean/Director of Learning Support, Academic Success Center
University of Nevada, Las Vegas
Immersed in undergraduate general education reform, the University of Nevada, Las Vegas (UNLV) has adopted six university-wide learning outcomes. Two campus units partnered to integrate the Inquiry and Critical Thinking outcome into an elective first-year seminar (FYS). The primary tool was the ETS iSkills exam, and 94 students participated in self-assessment, discussions, and reflections. This piloted integration holds implications for implementing the campus-wide FYS initiative, assessing first-year student information literacy, and providing data for accreditation.

iCARE: Early Alert Programs for Academic Success
Room 213 A
Gala Jackson
Retention Specialist & Faculty Liaison
Nia Haydel
Assistant Director for First Year Programs
Georgia State University
Participants will engage in thoughtful dialogue as we seek to define early alert and its impact on retention and progression rates. During the roundtable discussion each participant will have the opportunity to work in groups to share and obtain ideas in the following topical areas: early alert processes, intervention strategies for students identified through an early alert process, working with faculty for reporting and academic support collaboration, as well as partnerships with other campus entities for academic outreach to students. Definitions, ideas, suggestions, and recommendations within each of the groups will be recorded and compiled into a comprehensive document that will be sent to participants after the conference session.

Fulfilling the Promise of the Community College: Increasing First-Year Student Engagement and Success
Thomas Brown, Margaret C. King, and Patricia Stanley, Editors

For the past three decades, American higher education has paid increasing attention to the beginning college experience—to ensuring that entering students make a successful transition to college. However, the educational experiences, particularly in the critical first year, of nearly half of America’s undergraduates—those attending community colleges—have been underexamined. And yet, the community college is at the center of a national effort to increase college graduation rates and help the United States regain prominence in the global economy.

Fulfilling the Promise of the Community College: Increasing First-Year Student Engagement and Success is one of the first volumes to take a comprehensive look at the first-year experience in the community college, examining the unique characteristics of these institutions and the students they serve, barriers to success, and strategies to help students achieve their higher education goals.

Educators throughout the academy who have a commitment to ensuring the vitality of American higher education will find this an insightful yet highly practical examination of strategies for engaging first-year students and helping them succeed.
Advising Satisfaction: Implications for First-Year Students’ Sense of Belonging and Retention
Room 213 B
Krista Soria
Analyst
University of Minnesota

Many scholars have noted the importance of academic advising to promote the successful transition and retention of first-year students; however, few quantitative studies have found evidence to substantiate the link between advising satisfaction and first-year student retention. Using the Student Experience in the Research University survey, this study provides evidence for the importance of advising satisfaction with advising for first-year students’ sense of belonging and retention at a large, public research university.

Doing It By the Book: Assessing the Effect of a Common Reading Program on First-Year Goals
Room 216 A
Karen Weathermon
Director of Learning Communities
Leslie Jo Sena
Common Reading Assessment Coordinator, and Instructor
Washington State University

Wondering how a Common Reading program affects students’ first-year experience? Findings from four years of assessment of Washington State University’s Common Reading program will be shared, including trends following program growth or change as well as what variables in students’ Common Reading experience show the most positive effect on students’ FYE outcomes. The assessment instruments will be shared as well as how this instrument can easily be constructed and used at other institutions.

Peer Mentor Models at Community Colleges
Room 216 B
Lorrie Budd
Assistant Director of Student Life for First-Year Experience
The Community College of Baltimore County

Compared to traditional four-year institutions, community colleges may require more unique models for peer mentoring. Come join this roundtable discussion to (a) identify key components for developing and maintaining community college peer mentor programs, (b) integrate pieces of shared models into a peer mentor program, and (c) brainstorm alternatives to current challenges in a program. This session will provide a great opportunity to share ideas and gather information to start, change, or improve a peer mentor program!

Academic Success and Student Engagement in the First-Year: Making the Connections
Room 218
Jimmie GaHagan
Director for Student Engagement
Kimberly Dressler
Coordinator for Student Engagement
Claire Robinson
Director for ACE
Jane Bouknight
Coordinator for ACE
University of South Carolina

Research shows that academic success and student engagement go hand in hand. Students who can meaningfully integrate these areas of their life are more likely to succeed and ultimately achieve their goals. The first-year experience provides a natural venue to emphasize academic success and engagement, however, intentionally coordinating these efforts can often be challenging. In this roundtable discussion, we will share best practices and tools to connect to the first year, and participants will gain and understanding of how these initiatives can be adapted to their campuses.

Writing on Campus-Based Initiatives: Strategies for Sharing Your Good Work With Internal and External Audiences
Room 212 B
Note: This is a two-hour session.

Information Literacy and Critical Thinking: Applying Elements to Academic Research Practices in the First Year
Room 206 A
Sara McCaslin
University Experience Coordinator
Western Kentucky University

Using the Elements of Thought model, Western Kentucky University’s first-year program, University Experience, teaches this critical thinking model in every course and requires completion of an Information Literacy component. This
The presentation will focus on three elements: Purpose, Information and Assumptions and will examine how students can apply these elements to scholarly research practices in the first year.

231  Career Development and Integration Into the Liberal Arts: A First-Year Perspective
Room 206 B
Brian Hirsch
Director
Career Services
Twyla Hough
Assistant Director
Career Services
Trinity University

With the rising costs of higher education and increasing attention paid to the practical outcomes of education by parents and students alike, the need for considering early preparation and planning for life after college is increasingly considered to be a value-added proposition. This panel discussion will address the need for more intentionality in career processes early on and examine strategies for implementing such processes.

232  The ABCs of Summer Reading: How to Create or Enhance a Successful Common Reading Program
Room 207 A
Janet Beck
English Instructor, Director Summer Reading Corollary Programming
Appalachian State University

Since 1996, Appalachian State University (ASU) has hosted a successful summer reading program. Articles in Time, Newsweek, The New York Times, and the Chronicle of Higher Education attest to this, as does ASU’s internal evaluation process. Frequently, other institutions seek advice on how to create or enhance their own programs. This interactive workshop, an outgrowth of well-received sessions and pre-conference sessions at the previous Annual FYE Conferences, will help participants garner faculty/administrative support, build an inclusive summer reading program, facilitate an effective book selection process, recruit volunteers, and evaluate their programs.

233  My Brother’s Keeper: A Success Course for African American Male Students
Room 207 B
Derek Moore
Student Success Coach
Marcus Montgomery
Student Success Coach
Ann Fellinger
Chair, College Studies
Pulaski Technical College

Come learn about an effective FYE course designed to meet the needs of African American males. Included in the discussion are the creation, implementation, unique features, and assessment of this specialized course. Additionally, presenters will share teaching and learning strategies that can help educators reach students who often have not had the opportunity to enjoy success in education.

234  Course Connected Coaching: A Unique Blend of a First-Year Seminar With Peer Educators
Room 209
Rebecca Campbell
Director, Academic Transition Programs
Betsy Buford
Coaching Program Coordinator
Kelley McKee
Coaching Program Coordinator
Northern Arizona University

To provide academically at-risk students with a more tailored experience, a Course Connected Coaching model was implemented using peer coaches as an integrated component within Northern Arizona University’s study skills intensive first-year seminar. Participants will get an overall view of the model, staffing, training, pedagogical, and budgetary issues related to this program.

235  Dollars and Sense: Incorporating Financial Literacy Education into the First-Year Seminar
Room 210 A
Catherine Sale
Coordinator of Financial Literacy
Madeline Martin
Graduate Assistant for Financial Literacy

Courses limited to first 25 registrants.
Lizzie Dement
Graduate Assistant for Financial Literacy
University of South Carolina

This presentation will examine the development, implementation, and assessment of the financial literacy education component created by the Financial Literacy Program and incorporated within the first-year seminar at the University of South Carolina. Session participants will be provided with the resources used in programmatic development, recommendations for similar programs based on 2011 assessment, as well as resources that can be used within a seminar at an institution that does not currently have financial literacy programming.

First-Year Students
Reported use of Video Games and Social Media in High School: Should we be Concerned?
Room 213 B
James Cole
BCSSE Project Manager
Steven Hernandez
Project Associate
Jillian Kinzie
Associate Director

Indiana University

How many hours per week did your entering first-year students spend playing video games or use social media websites when they were in high school? Are you concerned that students’ past use of electronic media in high school may persist into their first year of college? This session reports on first-year students’ use of video games and social media during high school and its relationship to students’ academic engagement in college.

Implementing an Early Alert System: Faculty Engagement, System Design, Resource Planning, and Assessment Issues
Room 216 A
Kathy Johnson
Dean of University College, Associate Vice Chancellor for Undergraduate Education
Cathy Buyarski
Executive Assistant Dean
University College
Mary Beth Myers
Registrar
Kate Thedwall
Director
Gateway to Graduation Program
Michele Hansen
Executive Director, Research, Planning, and Evaluation
Indiana University-Purdue University Indianapolis

Early Alert Systems are a key component of many institutions’ plans for promoting student persistence. The objective of this roundtable discussion is to explore a variety of factors that can influence the successful implementation of an Early Alert System or the expansion to a more comprehensive system. Presenters will discuss constituencies that are key to coordinating a successful implementation plan, and issues pertaining to faculty buy-in, administration and resource planning, and assessment will be explored.

The Challenges of International First-Year Students
Room 218
John Bader
Director of International Programs
Marks Education

Join the author of Dean’s List: 11 Habits of Highly Successful Students and former Johns Hopkins dean, John Bader, as he leads a wide-ranging discussion on the challenges of recruiting, educating, and retaining international students. Such students can add great depth to campus life and enrich the intellectual community, but they also present special challenges. The roundtable discussion will share experiences of those challenges, how they vary, what impact they have, and what institutions are doing to cope.

CLOSING TOWN MEETING
11:45 a.m. - 12:15 p.m.
Concourse Level – Room 205

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

2011-2012 Paul P. Fidler Research Grant Recipient

[Kristin Moser]

A doctoral candidate in Educational Leadership and Policy Studies at Iowa State University, Moser has been selected for her study, Redefining Transfer Student Success: Transfer Capital and the Lanan- Transfer Students’ Questionnaire (L-TSQ) Revisited.

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

Comprehensive Award Package

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

- Stipend of $5,000
- Travel to the 19th National Conference on Students in Transition, October 13-15, 2012, in Philadelphia, Pennsylvania, at which the award will be presented
- Travel to the 20th National Conference on Students in Transition, 2013, at which the research findings will be reported
- Announcement on the National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Eligibility

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

Application Procedures

The application and proposal will be available for download at www.sc.edu/fye on April 1, 2012. Completed applications must be received by 11:59 pm EST, July 1, 2012. E-mail: NRCsrch@mailbox.sc.edu

2011-2012 Finalists

Alyssa Bryant Rockenbach, North Carolina State University; Nicholas A. Bowman, University of Notre Dame; and Matthew J. Mayhew, New York University

Perceptions of the Religious and Spiritual Campus Climate Among Religious and Non-Religious College Juniors

Adam Joncich, Mark Spergel, and Phil Hogue, Baruch College; Jennie Park Taylor and Akane Zusho, Fordham University

Mindfulness, Role Quality, and Behavioral Engagement Among College Transfer Students

Linda J. Sax, Dayna S. Weintraub, and Tiffani Riggers, UCLA

The Impact of Parental Involvement on College Students’ Academic and Social Adjustment: Considering the Role of Race, Class, and Gender

Natesha L. Smith and Michael Cuyjet, University of Louisville

Complexities of Culture: Understanding the Identity of Female Veterans Transitioning From Military to College
Strengthening the Student Experience

This regional one-day drive-in conference provides a forum for academic and student affairs professionals to share ideas, resources, and engaging pedagogy to enhance their instruction of first-year students.

The information I took home from the conference has helped us implement some new ideas and make stronger connections to other FYE professionals in the Midwest. Thank you for a valuable and fun experience!

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

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Continuing Education Credits

Sunday | February 19, 2012 Conference Sessions

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

Title of Session: ____________________________________________________________

Presenter Signature: ______________________________________________________________________

9:00 a.m. - 10:00 a.m.

Title of Session: ____________________________________________________________

Presenter Signature: ______________________________________________________________________

10:30 a.m. - 11:30 a.m.

Title of Session: ____________________________________________________________

Presenter Signature: ______________________________________________________________________

1:45 p.m. - 2:45 p.m.

Title of Session: ____________________________________________________________

Presenter Signature: ______________________________________________________________________

3:00 p.m. - 4:00 p.m.

Title of Session: ____________________________________________________________

Presenter Signature: ______________________________________________________________________

4:15 p.m. - 5:15 p.m.

Title of Session: ____________________________________________________________

Presenter Signature: ______________________________________________________________________

5:30 p.m. - 6:30 p.m.

Title of Session: ____________________________________________________________

Presenter Signature: ______________________________________________________________________

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### Monday | February 20, 2012 Conference Sessions

**9:15 a.m. — 10:15 a.m.**

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**10:45 a.m. – 11:45 a.m.**

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**3:00 p.m. – 4:00 p.m.**

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**4:15 p.m. – 5:15 p.m.**

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### Tuesday | February 21, 2012 Conference Sessions

**8:00 a.m. – 9:00 a.m.**

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**9:15 a.m. – 10:15 a.m.**

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**10:30 a.m. – 11:30 a.m.**

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I certify that I have attended all of the above sessions at the 31st Annual Conference on The First-Year Experience, San Antonio, Texas:

Participant Signature _____________________________ Date __________

This form must be attached to the completed University of South Carolina Continuing Education & Conferences & 31st Annual Conference on The First-Year Experience form for Noncredit Continuing Education Units. This form may be found at our main conference registration desk.
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